



PARK GROVE



PRIMARY SCHOOL



Report to Parents

October 2014

Empowering Children through Creative Learning

Chair of Governors

David Hare

Report to Parents



Our Vision is 'to be recognised as outstanding by the whole community'.

The *Mission* of Park Grove Primary is 'to inspire children to achieve excellence through our unique and creative approach. We value the individuality of every child and empower them to fulfil their ambitions. We offer a vibrant and exciting learning environment where children thrive through challenge and fun. Our strong community is built on the foundations of respect, inclusion and friendship. Together, we provide an outstanding education for our children'.

Built around our *Core Values* of –FUN – CREATIVITY – INDIVIDUALITY – INCLUSION – INSPIRATION – EXCELLENCE - this is an ambitious mission and one that requires continuous focus and support from the Headteacher, the staff and the Governing Body all working together in partnership.

This report, prepared by Jo Sawyer, our Headteacher, and myself David Hare, Chair of Governors, gives you an update on our progress to date and our priorities for the new academic year.

The 2013/14 academic year ending in July 2014 was a challenging but successful year. Jo Sawyer our Headteacher, will explain in her report the key achievements of the school both educationally and culturally. My report will focus on the Governing Body and our work in support of Jo Sawyer and the school.

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The school is very well led by Jo Sawyer, the Leadership Team and the staff in general and much has already been done to address the issues raised by Ofsted in their last inspection report in November 2013 and it is not only me saying this. Both Her Majesty's Inspectorate (HMI) and the City of York Council through their appointed Challenge Partner have independently endorsed the progress made which if further developed and sustained, will result in the school receiving a 'good' categorisation at Ofsted's next inspection. This will occur sometime in the next 6 to 12 months. The focus of the school, be it teaching or support, is the development of the child. In order to fully support this, Park Grove has a well-established Governing Body whose purpose according to the Department for Education (DfE), is 'to conduct the school with a view to promoting the highest standards of educational achievement'. More specifically and again according to the Department for Education (DfE), Governing Bodies should focus on three core **strategic** functions:

- Ensure clarity of vision, ethos and strategic direction
- Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff,
- Oversee the financial performance of the school and make sure its money is well spent

The Governing Body is a group of people including the Headteacher and non-teachers who are voluntarily giving up significant amounts of their time to support the school. The Board is made up of 10 individuals who offer a variety of skills and experience that the school can benefit from. (Note: we currently have three vacancies for governors so if you are aware of anyone who would like to become a Governor at Park Grove, please contact me via the school. We will also very shortly be holding elections for 2 Parent Governors due to the end of service of exiting post holders). All non-teaching Governors are allocated both a specific function such as Child Protection, Health & Safety, Training and Special Educational Needs (SEN) and a class which they visit to increase their working knowledge of the school. One Governor links the Governing Body with Parents in a variety of ways and another routinely attends meetings of the School Council.

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The Governing Body meets twice per term both as a single group as well as through 5 committees. These are:

- Raising Achievement where, as its name suggests, discussions are focused on pupil progress, behaviour and safeguarding. The chair of this committee is Fenella McCarthy a Parent Governor
- Finance & Staffing which focuses on where the monies allocated by City of York Council are being spent and why. The Chair of this committee is David Hare, Chair of Governors who is a qualified accountant
- Pay & Appraisal which again as its name suggests looks at the performance of the staff and the administration of the pay of the teaching staff. The Chair of this committee is our newly elected Vice Chair, Jane Golightly
- Strategy which, with the Headteacher and the Senior Leadership Team, sets the strategy for the school and routinely examines the effectiveness of the Governing Body. The Chair of this committee is of necessity, the Chair of Governors, David Hare
- The Data Review Group comprises the full Governing Body who meet once per term with all teachers and key stage leaders to review on a class by class basis, the performance of that class and the extent to which the targets set in the school's strategy are being met

All meetings of both the full Governing Body and the above sub-committees are minuted by our Local Authority appointed clerk, Iain Tessier. (Note: copies of the minutes of the Full Governing Body meetings are available on the school's website). Minute taking apart, Iain also liaises with each of the committee chairs to agree meeting agendas, circulates such agendas prior to the meeting along with any and all papers to be considered at the meeting and advises the Governing Body on its statutory role and responsibilities.

'Effective challenge and support' is provided through the collective questioning of and response to the reports on particular aspects of the work of the school initiated by the school and Governing Body, the reports of external consultants such as our York Challenge Partner or Early Years Foundation Stage (EYFS) consultant and visits made by representatives of the Governing Body to the school to review a particular issue and report back. The newly formed North East York Partnership Board or cluster comprising 12 schools will also provide us with a wider selection of examples of best practice and the opportunity to visit other schools to broaden our experience base and challenge key assumptions.

Realisation of our *Mission* for Park Grove requires not only an effective Governing Body. It also requires the active participation of its wider community. Three members of the Governing Body are Parent Governors. We also have a strong, responsive and very active PTA. Lastly **Parent View** <https://parentview.ofsted.gov.uk/> affords every parent with the opportunity to comment on their experience of the school and we encourage all parents to utilise this medium to give us feedback.

Finally, the Governing Body wishes to formally recognise the staff for their dedication to providing a challenging and safe learning environment that allows all pupils to achieve their goals, dreams and ambitions.

The full achievement of our Vision 'to be recognised as outstanding by the whole community' is getting ever closer.

David Hare

Chair of Governors

davidahare@btinternet.com

Empowering Children through Creative Learning

Headteacher

Jo Sawyer

Report to Parents



Since I began my role of Headteacher at Park Grove Primary School in April 2013, I have been overwhelmed by the support I have received from staff, governors and parents. Park Grove is a very special place with a strong family ethos which makes working here a pleasure. The children are a delight and make every day exciting, rewarding and fun. It gives me great pleasure to write this report and to give you some of the highlights so far. I believe that at Park Grove we will achieve amazing things over the next few years by pulling together, supporting each other and giving the children the right opportunity to thrive.

In this report, I aim to give you the highlights of the last year as well as an insight into some of the things we aim to do to see further improvements. I will also endeavour to clearly explain our academic results for 2014. This report will be followed up with a meeting for parents in which the Chair of Governors, the Deputy Head and I will present this information to you. We hope that the report, along with the parents' meeting will further improve communication and strengthen links between home and school.

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Our academic results for 2014 explained

Early Years Foundation Stage (EYFS)

When children enter school in Reception at Park Grove Primary, they are assessed against different criteria. This forms what is known as the 'Baseline' assessment result. As the year progresses, the teachers continuously assess to see what each child can do. At the end of the Reception year, the children are assessed again to see if they have met the expected criteria set out in the EYFS framework. This is a statutory assessment and is called the EYFS Profile.

Each area of learning has an expected level that the children should reach, which is known as an Early Learning Goal (ELG). A child that achieves the expected Early Learning Goal for Making Relationships, Self-confidence and self-awareness, Managing Feelings & Behaviour, Listening and Attention, Understanding, Speaking, Moving & Handling, Health & Self Care, Writing, Reading, Number, Shape, Space & Measure will be assessed as achieving a GLD (Good Level of Development) by the end of the year. Schools aim to ensure that as many children as possible reach a Good Level of Development. However, if children do not achieve GLD it does not mean they have not made progress, it simply means that they have not quite achieved the goal in one or more aspects of learning.

It is important to break down the Early Learning Goals to look at the whole picture. Where a child is at 'Expected' this means that they have achieved the goal. 'Emerging' means that the child is still working to achieve the goal. Some children exceed the Early Learning Goal which means that they are working above what is expected or typical for a child of their age.

The table below shows a breakdown of the percentage of children who achieved the Early Learning Goals for 2014 at Park Grove Primary School.

Areas of the Foundation Stage Profile which contribute to the GLD

Area of Learning		Emerging	Expected	Exceeding
PSED	Making Relationships	13%	87%	8%
	Self Confidence & Self Awareness	3%	97%	18%
	Managing Feelings & Behaviour	13%	87%	13%
C & L	Listening & Attention	13%	87%	28%
	Understanding	13%	87%	31%
	Speaking	13%	87%	18%
PD	Moving & Handling	8%	92%	10%
	Health & Self Care	0%	100%	5%
Lit & Num	Writing	38%	62%	0%
	Reading	33%	67%	15%
	Number	31%	69%	10%
	Shape Space & Measure	18%	82%	18%

Other Areas of the Foundation Stage Profile

UTW	People	13%	87%	3%
	The World	15%	85%	18%
	Technology	5%	95%	13%
EA	Media	21%	79%	8%
	Imagination	21%	79%	3%

PSED – Personal, social and emotional development

C&L – Communication and language

PD – Physical development

UTW – Understanding the world

EA – Expressive arts and design

At Park Grove, the number of children achieving a Good Level of Development in 2014 was 15% higher than the outcome for 2013. This places Park Grove School above early figures for this measure nationally.

Good Level of Development results

Reception	Park Grove 2013	National result 2013	Park Grove 2014	Early indication of National result 2014
Good Level of Development %	47%	52%	62%	60%

Year One Phonics Screening Check

Every year, in June, the Year One children are given a Phonics Screening Check. This is a statutory check to assess whether they have met the standard that is expected for a Year One child in phonics. The children are assessed in a 1-1 environment with their teacher to determine whether they are able to ‘sound out’ words by using the skills they have learnt in their phonics lessons throughout the year. If the children do not meet the required standard at the end of Year One, they are assessed again in Year Two.

Of those children completing the phonics check for the second time in Year Two, 72% met the expected level in 2014.

Year One Phonics Screening Result 2014

Year One	Park Grove 2013	National 2013	Park Grove 2014	National 2014
Phonics Screening Check	44%	69%	69%	74%

At Park Grove, there was a significant increase in the percentage of children achieving the expected level in phonics in 2014 compared to 2013. The school improved the outcome in this measure by 25%

Key Stage One (KS1)

At the end of Year Two, children are assessed by the teachers using a variety of materials as well as looking at work over time. These Teacher Assessments are statutory.

The expected level for children at the end of Year Two is level 2B.

Results 2014

	% at Level 2+			% at Level 2b+			% at Level 3		
	School 2014	School 2013	National 2014	School 2014	School 2013	National 2014	School 2014	School 2013	National 2014
Reading	88	95	90	82	78	81	36	24	31
Writing	88	92	88	72	65	70	15	3	16
Maths	88	92	92	79	89	80	24	11	24

In the all-important 2b+ and level 3 results, Park Grove was above or in line with the National result. In 2014, there was a significant increase in the number of children achieving level 3 (which is above what is expected for children at the end of KS1) in reading, writing and mathematics.

Key Stage Two (KS2)

When children reach the end of Year Six, they are assessed using KS2 Statutory Tests and Teacher Assessments. These assessments demonstrate the progress that the children have made during their time at primary school. When children move on to secondary school, it is important that their new teachers know where to pitch the work, and the levels given to

them at the end of their primary years are important indicators.

The expected level a Year 6 child should leave primary school with is 4B. If a child leaves with a 4B or above they are considered 'secondary ready'.

Key Stage Two (KS2) Attainment

	% at Level 4+			% at Level 5+			% at Level 6		
	School 2014	School 2013	National 2014	School 2014	School 2013	National 2014	School 2014	School 2013	National 2014
Reading test	100	92	89	82	67	49	0	N/A	N/A
Grammar and spelling test	92	79	76	63	56	52	5	N/A	N/A
Writing TA	92	85	85	29	51	33	3	3	N/A
Maths test	87	90	88	53	56	42	5	13	N/A

The children achieving level 5 or more are working above what is expected by the end of Key Stage 2. Some children now also have the chance to complete level 6 tests and this is always agreed by the teacher, child and parent before taking place.

Key Stage Two Progress

The progress that a child is 'expected' to make from the end of KS1 to the end of KS2 is 2 levels progress – 2LP.

If a child makes 3 levels progress they are judged to have made more than expected progress. For example, if a child reaches level 2B by the end of KS1 and level 4B by the end of KS2 they have made 2 levels progress (expected progress). If they start at 2B but reach level 5B, they have made 3 levels progress (more than expected progress).

Progress Table

	% making expected progress		% making more than expected progress	
	School	National	School	National
Reading	100	91	66	N/A
Writing	97	93	46	N/A
Maths	91	89	40	N/A

It is important for schools to analyse how many children achieve the expected level or above the expected level in all 3 areas (reading, writing and mathematics).

Level 4B+ (4B or above)

Achievement	Park Grove 2013	National 2013	Park Grove 2014	National 2014
Reading, Writing and Mathematics	82%	75%	84%	79%

Level 5+ (5 and above)

Achievement	Park Grove 2013	National 2013	Park Grove 2014	National 2014
Reading, Writing and Mathematics	42%	21%	24%	24%

At Park Grove we are in line with, or above, the national average for children achieving or exceeding the expected level for all 3 areas of reading, writing or mathematics.

Please note that the data section of this report can also be found on our school website within the 'Statutory Information' section (www.parkgroveprimary.co.uk).

The highlights of the academic year 2013-2014

There are many highlights since last September and I have picked out a few achievements that stand out.

- 98% of our parents say that their children are happy at Park Grove (see Parent View survey) <https://parentview.ofsted.gov.uk/>
- Our academic results – as you can see from the information already given, our results overall are generally showing an upward trend.
- The governing body have taken huge strides forwards and are now offering challenge as well as their on-going support to the senior leadership team. Governors are appointed based on the skills that they can bring to the school.
- Specialist instructors for sport (Total Sports www.totalsportslimited.co.uk) now teach one specialist sports lesson per week to every class. This means that children receive two lessons of physical education each week, as their own teacher also teaches one lesson. Total Sports has proved very popular with the children. Mr Giles Mastrelli regularly monitors this through lesson observations and also pupil feedback forms.
- In 2013-2014 we introduced swimming lessons for every Key Stage 2 child. We hope that by doing this, the children will have a greater chance of being able to swim confidently by the time they leave us.
- There have been changes to the school building that include a boardroom for governor and PTA use as well as a medical room for children to be treated when hurt or not well.
- We launched a new website in September 2013. This has had an impact on how effectively we are able to communicate with parents. We are also now on 'Twitter' and our 'followers' are growing.

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- We created a 'Travel Plan' which the parent forum helped to write. This led to us buying a new additional bike shed, joining the 'Bike It' scheme and introducing pedestrian and cycling proficiency training.
- A new leadership structure was introduced in September 2013 to ensure that we now have a clear senior and middle leadership team for each key stage and for every curriculum subject.
- Our Dragons' Den enterprise week was a huge success in bringing the community together to raise £2252 in the space of a week. The PTA added an additional £1000 which was then added to the total. We are in the process of buying IPADs with the money.
- Park Grove was highlighted by the local authority for examples of excellent creative writing. Our writing books were used in local authority staff training as exemplary pieces.
- The Park Grove children took part in a range of activities to promote their extra-curricular experiences e.g. the York Spelling Bee, the National Quiz Club and various sporting competitions.

Areas that we want to address

- In November 2013, Ofsted judged us to be 'Requiring Improvement'. Our self-evaluation said the same so this was no surprise to school staff or governors. Our parent body fully supported us after the news and we would like to thank you for this. Moving forward, we are addressing the key issues set out in the Ofsted report. Our HMI follow up visit in March 2014 showed that we were on the right track to complete the actions given to us by Ofsted. Please note that the HMI report can be found on our website within the 'Ofsted' section of 'Statutory Information' (www.parkgroveprimary.co.uk).
- Our Parent View (<https://parentview.ofsted.gov.uk/>) results are still showing that 5% of parents who filled in the questionnaire would not recommend Park Grove. Although 95% is extremely positive and should be celebrated, we are determined to get this figure to 100%.

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We greatly appreciate the work of the PTA in helping us to encourage parents to give their views. At present, 98% of parents are saying their child is happy at school and we are delighted about this.

- One of our aims is to have a door for the Early Years Foundation Stage (EYFS) children to access the playground straight from the Class 1 classroom. As part of the EYFS Curriculum, children should be able to have 'free flow' to the outdoors. They should be able to choose to go outside whenever they like. Although we now have a wonderful outdoor classroom, it does not allow us 'free flow'. The problem is that Park Grove is a listed building so the addition of a door has always been refused. However, we are still in talks with the Council and will keep pushing this issue until we can find a resolution.

Aims for the academic year 2014-2015

Park Grove has always been a happy and creative school. The children relish the experience of drama and music within the curriculum. Last year, we had to step back and focus on ensuring that the basics of teaching the National Curriculum were fully embedded. I am confident that we are meeting the objectives of the National Curriculum in fun and exciting ways. This year, we are able to build on exciting opportunities 'beyond the classroom' that will give children rich experiences to enhance their life skills.

- For the academic year 2014-2015, we have formed a partnership with York Theatre Royal. Every child within the school will have a theatre workshop visit or experience to build on their speaking and listening skills, team building and confidence. Ms Jill Campbell is in charge of the project and has already received a lot of positive feedback about the workshops so far. The PTA have supported this project by fully funding it.
- We have joined the 'Children's' University' which will allow us to link with local businesses to provide enrichment activities for children. Many children have also signed up the

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'passport scheme' which will increase their participation in extracurricular activities. The PTA have been instrumental in setting this up and running it.

- We have joined 'Bike It' which encourages all children to ride their bikes to school. Alongside this, we have introduced pedestrian and cycle proficiency training. All of these things are designed to promote safety in coming to and leaving school.
- We have revamped our website to make it more accessible to parents and visitors. Please let us know if any other changes would be useful.
- We are committed to building on our ever growing range of extra-curricular activities. Mr Giles Mastrelli has done an excellent job of providing more sporting clubs than ever before. We have also just introduced a 'code club' for Year 6 children to build on their ICT skills. Anaplan are very kindly running this for us.
- This year all staff are receiving training on dyslexia. Our long term goal is to become a 'dyslexia friendly school' and we are now setting the foundations for this.

We will continue to build on the already improved communication with parents and always appreciate any feedback you have to give us.

Our vision, mission and core values

Our vision, mission and core values were written last year by parents, children and staff. More than ever, we want to embrace these statements and make them real. We ask the children to live by our core values and base our exciting curriculum around them.

Fun: We seek to make all of our lessons as exciting as they can be. We want children to enjoy their school experience and we want them to be happy.

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Inclusion: Every child matters and every child should be able to access our curriculum regardless of any additional physical or academic needs.

Inspiration: We aim to inspire children to be the best that they can be. We also want them to inspire others by being role models.

Individuality: If you ask the children what this means, they will say it is because they don't have a uniform. This is just one tiny part of it. We want the children to think for themselves and be themselves. Our personalised curriculum ensures that this can happen.

Creativity: You only have to walk around our building to see that creativity is of high importance at Park Grove. Pick up any 'exciting writing' book or look at our 'Good work' board and you will see that creativity is a strong part of the Park Grove ethos.

Excellence: We want all of our children to be the best that they can be. That requires high standards and high expectation from all.

If you want to find out more about what our Vision, Mission and Core Values mean to us, please click on the core value buttons on our website homepage (www.parkgroveprimary.co.uk)

We hope that this report gives you useful information about Park Grove Primary School. Please do come along to the meeting on 12th November to ask questions or have your say. We welcome your views and we always take them on board.

Thank you, as always for your trust and support.

Kind regards

Empowering Children through Creative Learning

Jo Sawyer

Headteacher

head.parkgroveprimary@york.gov.uk

Business Manager

Adrian Fletcher

Report to Parents



Park Grove Primary School employs the services of a part-time Business Manager who works closely with the Headteacher and the Governing body to ensure that correct use is made of the funding allocated to the school by the Department for Education/ Local Authority. All financial decisions are driven by the desire to ensure a quality educational experience for all our children.

All finance systems and procedures are subject to periodic inspection by the Internal Audit department of the City of York Council.

The headline financial figures for the 2013/14 financial year are as follows:

Revenue (day to day running expenses of the school)

Balance brought forward from 2012/13: 30,089

Revenue income: 1,117,367

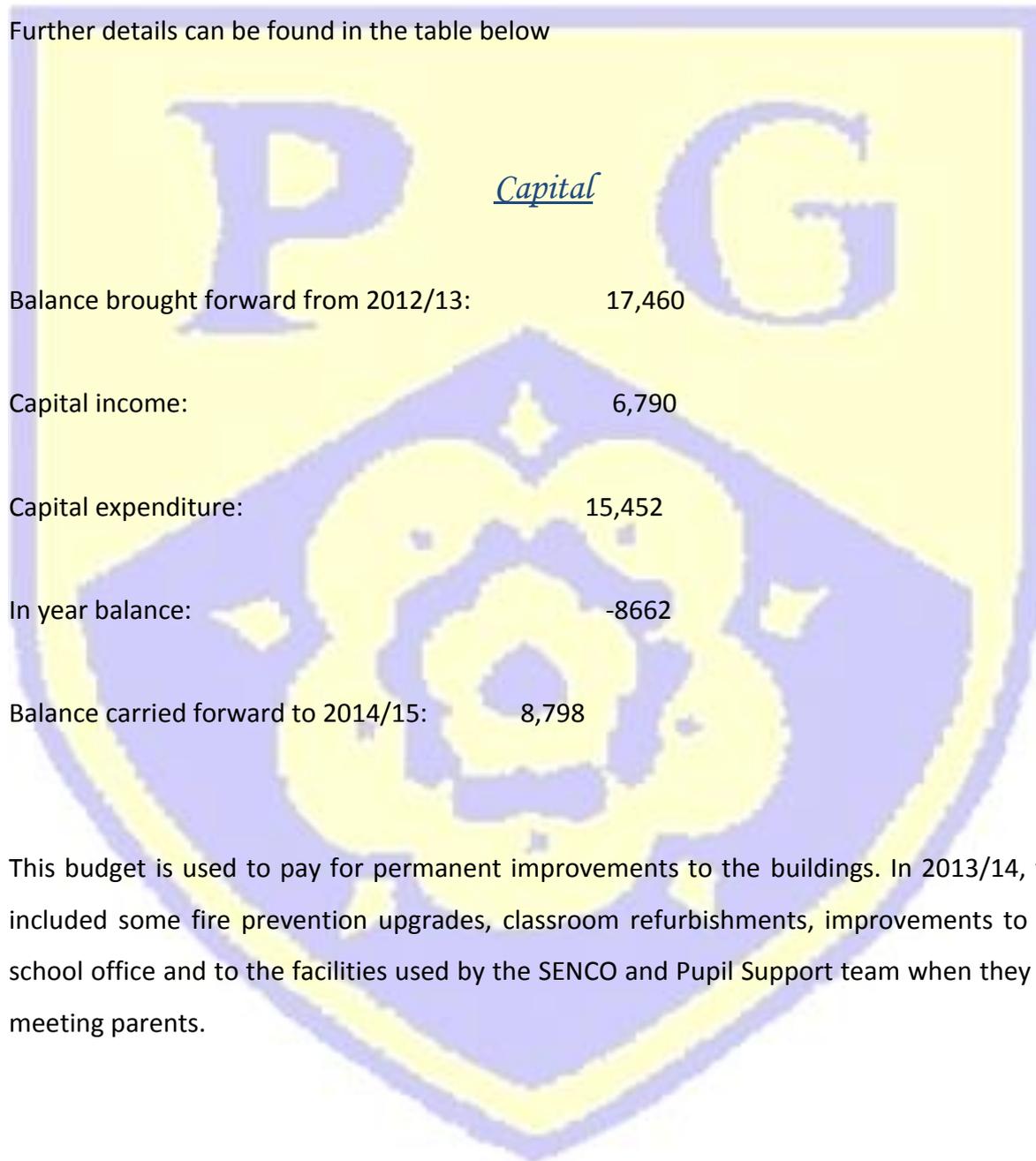
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Revenue expenditure: 1,099,185

In year balance: 18,182

Balance carried forward to 2014/15: 48,271 (4.3% of income)

Further details can be found in the table below



	<u>Capital</u>
Balance brought forward from 2012/13:	17,460
Capital income:	6,790
Capital expenditure:	15,452
In year balance:	-8662
Balance carried forward to 2014/15:	8,798

This budget is used to pay for permanent improvements to the buildings. In 2013/14, this included some fire prevention upgrades, classroom refurbishments, improvements to the school office and to the facilities used by the SENCO and Pupil Support team when they are meeting parents.

Details	Previous year 2012-13	Budget 2013/14	Outturn 2013/14
DELEGATED FUNDING	828060	984120	989649
SEN FUNDING	103290	19272	21099
PUPIL PREMIUM	23051	33300	37767
PE FUNDING	160	0	5603
OTHER INCOME	41815	31620	63249
TOTAL REVENUE INCOME	996376	1068312	1117367
STAFF COSTS	868645	868464	882195
PREMISES COSTS	45569	48663	47083
UTILITIES COSTS	31016	28750	26215
CATERING COSTS	10217	7950	30072
LEARNING RESOURCES	56110	55827	56879
OTHER COSTS	37359	57705	56742

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TOTAL REVENUE EXPENDITURE	1048916	1067359	1099186
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