

**SACKS MORASHA PRIMARY SCHOOL  
LOCAL GOVERNING BODY MEETING MINUTES**

30<sup>th</sup> June 2021, 7.30pm on Zoom

**PRESENT**

Mark Nicolaides	Chair	Elisa Angel	(joined 19:55)
Simone Gershon		Scott Aaron	
Chaja Green	(joined 20:22)	Luci Joseph	
Hayley Gross	HT	Rabbi Lawrence	
Elliot Goodman	Finance Gov	Tamar Rockman	Staff Gov
Irene Mansfield		Kirsten Jowett	CEO JCAT
Justin Kett	DHT/Head JS	Daniel Dahan	(joined 19:36 left 20:29)
Dean Jayson	Link Trustee (joined 19:36)		
		In attendance:	
		Kerri Angel	Clerk

The meeting started at 7.30pm.

**1. WELCOME AND APOLOGIES**

Apologies were received and accepted from DD (who was joined late and could not stay for the whole meeting).

**2. DVAR TORAH**

A Dvar Torah was given by JK and appreciated by all.

**3. DECLARATIONS OF INTEREST**

Governors were reminded that they should declare any conflicts of interest relating to items on the agenda. No conflicts of interest were declared.

**4. MINUTES OF LAST MEETING AND MATTERS ARISING**

Q MN commented on agenda item 6/FINANCE “.....*pupil grant is going up in September by just under £400 per child. Dean calculated that this would raise GAG by £80K from September. DJ informed the Governors that JCAT would not be asking to increase the central charges for next year.*”

MN queried that GAG is actually going up by nearly £70k but another government grant is being lost completely with an actual loss of government funding. As central charges are 6.5% GAG, in reality the central charge will be going up by £4K.

DJ responded by saying he had not been aware of the loss of the grant and his £80K was based on quick calculation of 200 children x £400 = £80,000. KJ apologised for inadvertently forgetting to mention at the last meeting that the grant was going which had always run in parallel with GAG.

MN asked if it was therefore not appropriate to take more central charges this year? KJ thought this was an F&R decision to be recommended to the Trust Board.

- Minutes of the last meeting were approved.

5. **HT UPDATE** (circulated prior to meeting)  
HG provided a comprehensive report (see Appendix I).

General

- Next week is final assessment week. Data shows gaps in writing and maths.
  - Interventions to start from day 3 of the new year.
  - Have put together SLT plan – some focuses include racial inclusivity, restructuring English. Setting everything up to run in September.
  - MN concerned that a handful of children in each class have slipped but HG explained that these children have had a lot of interventions.
- Q MN: Should he be concerned at the 'working towards' numbers?  
HG responded that as a state, non-selective school it's beyond their control.
- In Y5 two children are at a Y2 and Y3 level for English but their parents don't want them assessed and would rather ensure that they are enjoying learning.
  - IM found the report easy and comprehensible.

Attendance

KJ commented that the attendance percentage was not in the document. HG confirmed a 97% attendance.

Various families e.g., Russian and Israeli are returning to their countries for various reasons, to see family and for mental health.

- Q KJ asked HG if remote learning had been offered to these families as if children are attending a remote learning programme it's seen as attending school. HG confirmed that it has been.

Safeguarding issues

- Q KJ: Have there been any safeguarding referrals since last meeting?  
HG responded that there were 3 incidents that day.
- Q KJ: Were they referred externally?  
HG: Phoned MASH team who were not concerned but HG referred, so 2 referrals and one internally dealt with (Y6 incident KJ aware of).
- MN commented that the report was excellent.

6. **VISION AND VALUES STATEMENT**

- MN commented that it was excellent and thanked Belinda Cohen.
- KJ shared the statement on her screen for all and stated that it is to be adopted.
- KJ invited HG to elaborate as HG was involved as a HT representative. HG explained it as a vision statement that all can relate to as everyone has different reasons for being in a Jewish school. HG described it as how everyone treats each other so that everyone has clear intentions and co-operates.
- KJ added that the aim is to take the Chief Rabbi's vision and condense it into an elevator pitch.
- The ask from Belinda and Suzanne on behaviour expectations is that each person identify something that he / she can work on.
- KJ commented that if a person feels uncomfortable, they must challenge in a constructive, professional manner.
- It has been signed off by the trust board and staff will receive it in September.

- MN commented that the governors must live the values.
- Q JK: What is the status of the vision and values? Will people be held strongly accountable?  
KJ explained that it is not the code of conduct (legally binding) but merely a guidance on how to work together. It is not for disciplinary purposes.
- Q JK: Where is the code of conduct? KJ confirmed that everyone sees it every September.

## 7. JCAT CENTRAL UPDATE

Report was circulated in advance.

### School improvements

- Current SIP (CJ) leaving end August and so debate around whether current model is the correct one.
- KJ suggested splitting the role into 3 parts:
  - Teacher training and development (training people to become teachers – funded by Schools Direct course fees).
  - Bespoke Consultancy pieces of work should be paid for from JCAT central income.
  - School improvement partnership with Barnet covering performance management, safeguarding etc. KJ proposed to maintain that for now but to get someone in eventually.
- HTs want CJ role replaced as they don't want KJ stretched too thin.
- HG voiced that she did not feel that the school improvement partnership is a good idea. She also feels that CEO must step away from it for independence. KJ acknowledged HG's concern but said it is often common in small MATS with limited funding. KJ to take the recommendations back to the trust board.
- Q MN: Is JCAT paying for BPSI with money that comes from all the schools?  
KJ: Barnet partnership is to fulfil the role that CJ had of face-to face-training which JCAT will pay for.
- MN voiced that he was unimpressed with the SIP and that Sacks Morasha didn't use him. KJ challenged that saying he was not in the school enough due to Covid and suggested taking up the topic offline.
- MN wanted to record that approval by SM had not yet been given for any particular option for SIP going forward. MN would hope the trustees would include the school in decision making.
- MN reiterated that HG has requested that KJ should not be doing both roles.
- HG voiced concern about SD and her reluctance to take on the new candidate starting. KJ reassured her of a solid programme for the coming year.
- Q MN: Does charge come out of central charges? KJ responded that it is to be discussed at F & R, not this forum.
- IM requested that governors support HG's request for an independent person as SIP.
- JK suggested a consultant on an hourly rate as he is concerned that a JCAT employee takes from the independence.
- Q EG: Who would do the other two aspects of the role?  
KJ: One outsourced to Barnet Partnership for school improvement and the other a secondment from internal staffing. KJ clarified that CJ worked for JCAT 4 days a week and 1 other day was outsourced to another MAT, so generating income.
- Q RL: What lessons are to be learnt from what happened at JFS as a group of governors looking after a school.

KJ responded by saying that the level at which information is triangulated, scrutinised and questioned is key. Governors have to triangulate evidence and track safeguarding and behaviour. This is reflected in SIP and SEF. Questioning and challenging is important. SM is most robust school on CPOMS; TB has asked for monitoring as a result of JFS issues. Governor's job is checking and challenging, and everything must be well documented.

- Everyone agreed that there needs to be independent scrutiny as well.
- SA – governors are only triangulating what SLT tells them. He asked where to triangulate from as governors are not necessarily experts in the field? KJ said LGB needs correct skills in order to be able to check what is going on. Purpose of SIP is to provide another level of professional input. Everything governors is doing is captured in the minutes.
- DJ asked if HG felt she was being scrutinised adequately? HG said she was very happy with CPOMS and secure in processes followed.

#### **8. VC'S / SCHOOL TRUST COMMITMENT 2021-2022**

MN and HG said they were unsure how much to ask the school trustees for.

#### **9. BUDGET 2020 – 21 AND BUDGET FORECAST 2021 – 2022**

Costs are narrowing. Surplus of £24k on 202 pupils. With BPSI out – will raise it to a £30k profit. The trust has repaid its indebtedness to JCAT. MN asked HG what else she would need to ensure the best education.

HG:

- 3 Interactive whiteboards (PTA to pay for one) - £6500 each.
- English books taken from Moriah don't fit in with the schools Phonics scheme so will need eventual replacing.
- Access to Barnet Library Services
- Refit Reception classes.
- IT infrastructure. WIFI not getting across the school.

KJ hopes to put a fixed asset register in place which provides an asset replacement plan.

JK concerned that all big things will deteriorate at once as they were bought at the same time.

- Deadline for budget sign off is 13 July for submission to the DfE.
- MN requested a meeting with JCAT to discuss the central charges, a matter which he felt had not been resolved. A previous meeting had been cancelled so DJ asked him to rearrange a suitable date. DJ stated that 6.5% central charge stands notwithstanding GAG funding has gone up, as charges are necessary for planning purposes. KJ reminded governors that all budget considerations needed to be finalised by 15<sup>th</sup> July F&R meeting, for Trustees to then sign off on 22<sup>nd</sup> July before submission to DfE by the end of July.
- MN brought up the point that at the Chief Rabbi's house in November 2019 Sacks Morasha was assured that money would not be taken from the school and emphasis has instead been on cost savings for the school. MN said that JCAT states cost savings of around £75K and SM maintains it is no more than £15K per year. This is against central charges of 54K this year and 58K next year. IM asked if this is distinct from what SM would have spent if it had still been under local authority control to which MN replied in the affirmative.

The issue, according to MN, is that JCAT said they would never agree to reduce the central charge which MN disagrees with. DJ disputed this fact and said MN had misrepresented

things that have been said on a variety of different matters. DJ felt this matter was not appropriate for discussion at LGB and pursuance at this time and in this way was disrespectful.

KJ requested the matter be resolved in a separate meeting by MN and DJ together with other JCAT Trustees.

## **10. GOVERNOR QUALITY ASSURANCE (MONITORING AND SUBCOMMITTEES)**

### Staffing

- Staffing update was given by JK. Staffing has been stable for many years.
  - Ruthi Coren passed her QTS, and Gideon Restan has almost completed his so all Kodesh teachers will have QTS.
  - Roizy Ganz will be returning from maternity leave on a part time basis.
  - Ruthie Coren will be leaving to go to Yavneh.
  - Sora Mitz is leaving to continue her studies in New York.
  - From September the school will have the following Kodesh staff: Rabbi Tepper, Nikki Hirsch and Gideon Restan and JK hopes for a fully funded JNF Israel education programme.
  - Grandparents will help with Hebrew reading.
- Q LJ voiced concern around losing two very important teachers. HG said she was not concerned as she was not happy with the Reception program and so will now have a more streamlined approach with Kodesh in the afternoons.
- HG and LJ discussed how the school did not get a lot of high-quality replacement applicants. JK feels that there is a gap, where there needs to be a PR drive in secondary schools to encourage students to want to study to be Kodesh teachers.
  - With the backing of the Finchley Trust, the services of Rabbi Daniel Marcus (RDM) have been engaged and he has been impressed with the program and will be putting together a report on the analysis of the Kodesh programme within the school.

### Safeguarding

SA is involved and has regular contact with HG and JK and has raised important issues such as sexual abuse and neglect.

### Increase in numbers per class

MN spoke about the importance of budget and how numbers cannot fall below 210 due to the cost base. He proposed considering bigger classes than the current 30/31 students per class and would like to get the views of parents.

## **11. GOVERNOR TRAINING**

KJ requested for all governors to sign up.

## **12. CALENDAR**

School will be taking a half term during Sukkot – holiday from 10 October, back in school on 20 October.

JK to send calendar to KJ who said she was happy with it.

HG requested a few policies she wants ratified: Health and safety, behaviour, anti-bullying and early years. Everyone to look through via e-mail and send comments with track changes.

## **13. AOB**

None



The meeting ended at 9:41pm

**Signature:** .....

**Date:** .....

Appendix I

**Headteachers Report June 21**

**Quality of Education**

- Two Assessment weeks per term to monitor attainment and progress , this is not what was recommended by Ofsted but as a school we needed this to monitor attainment and progress in what has been a very disruptive year. Teachers were given time out of interventions to mark and prepare data, all assessment weeks are followed by PP Meetings where we discuss children and talk about ways to support/help children and teachers.
- Summer 1 data see below
- Summer 2 data – final round of assessments this year will be week beginning 5<sup>th</sup> July with Pupil Progress week of 12<sup>th</sup> and Interventions planned for the start of the Autumn Term 2021.
- Intervention Programme running from 8.15-8.45 for **ALL** children from September. Autumn Term focused on Reading; Spring Term (lockdown) was planned writing but became extra support for all core subjects, Summer Term – Writing with Fluency Fridays on Maths Skills
- Reading has remained an important part of the curriculum; reading lessons added to an already packed timetable so one reading lesson per class; in Y5 there are 2. Reading book read at end of day in every class to promote love of reading, reading corners will be improved and enhanced for September, Book Clubs continue, lowest 20 per cent read with daily, phonics catch up groups. Need new Books for Phonics scheme – something that is being researched. (Dandelion, Big Cat) Library also needs to be up and running by September, problem is finding time in a packed timetable as well as having someone to manage library properly. May look for volunteer out of school.
- One Kodesh Slot per day is spent on catch up for children who are not on their correct pathway. These catch up programmes are for Reading, Writing, Phonics and Maths and are cohort dependant. New initiative brought in from Summer 2 which is Writing Conferences where teachers work 1:1 with children to improve their writing skills.
- English Consultant to work with HG/DS to formulate plan for English Curriculum from September- need to move to make writing more accessible for all, to have more diverse books and to equip teachers with skills to support progression of writing from one year to the next. Phonics Training for all staff including Teachers in KS2 will be
- Broad Curriculum being taught to all pupils, Progression of skills maps in place for all subjects from Reception onwards this is being worked on so ready for September. Still need to work on progression of skills and knowledge from year to year and communication between teachers needs to be improved to work on this.

<u>Class sizes</u>	Year 3 31
Reception 25	Y4 31
Year 1 24	Y5 31
Year 2 36	Y6 29

## Autumn 1 Data 2020-( End of October)

### Codes – WT- S WA S+ WAGD B



### Steps Attainment Summary Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (182 pupils)

17 June 2021

Year 1 (24 pupils)	Number of Pupils (%) assessed in each Step as at Year 1 Autumn 1					
	40-60s (P8)	40-60s+	1b	1b+	1w	1w+
Reading	7 (29.2%)	11 (45.8%)	6 (25.0%)			
Writing	7 (29.2%)	13 (54.2%)	4 (16.7%)			
Mathematics	8 (33.3%)	13 (54.2%)	3 (12.5%)			

Year 2 (36 pupils)	Number of Pupils (%) assessed in each Step as at Year 2 Autumn 1						
	Not Assessed	1w+	1s	1s+	2b	2b+	2w
Reading	2 (5.6%)	1 (2.8%)	6 (16.7%)	20 (55.6%)	7 (19.4%)		
Writing	2 (5.6%)	1 (2.8%)	10 (27.8%)	20 (55.6%)	3 (8.3%)		
Mathematics	2 (5.6%)		6 (16.7%)	19 (52.8%)	9 (25.0%)		

Year 3 (31 pupils)	Number of Pupils (%) assessed in each Step as at Year 3 Autumn 1								
	Not Assessed	1b+	1w	1s	2b	2b+	2s	2s+	3b
Reading	1 (3.2%)	1 (3.2%)				1 (3.2%)	4 (12.9%)	17 (54.8%)	7 (22.6%)
Writing	1 (3.2%)		1 (3.2%)	1 (3.2%)			3 (9.7%)	20 (64.5%)	5 (16.1%)
Mathematics	1 (3.2%)	1 (3.2%)			1 (3.2%)		5 (16.1%)	17 (54.8%)	6 (19.4%)

Year 4 (31 pupils)	Number of Pupils (%) assessed in each Step as at Year 4 Autumn 1					
	3b+	3w	3w+	3s	3s+	4b
Reading			1 (3.2%)	5 (16.1%)	17 (54.8%)	8 (25.8%)
Writing		1 (3.2%)		8 (25.8%)	19 (61.3%)	3 (9.7%)
Mathematics		1 (3.2%)		2 (6.5%)	21 (67.7%)	7 (22.6%)

Year 5 (31 pupils)	Number of Pupils (%) assessed in each Step as at Year 5 Autumn 1					
	Not Assessed	3b	4w+	4s	4s+	5b
Reading	1 (3.2%)		1 (3.2%)	6 (19.4%)	14 (45.2%)	9 (29.0%)
Writing	1 (3.2%)		1 (3.2%)	4 (12.9%)	21 (67.7%)	4 (12.9%)
Mathematics	1 (3.2%)	2 (6.5%)	1 (3.2%)	4 (12.9%)	16 (51.6%)	7 (22.6%)

Year 6 (29 pupils)	Number of Pupils (%) assessed in each Step as at Year 6 Autumn 1				
	2w	4b	5s	5s+	6b
Reading			4 (13.8%)	19 (65.5%)	6 (20.7%)
Writing	1 (3.4%)		4 (13.8%)	20 (69.0%)	4 (13.8%)
Mathematics		1 (3.4%)	7 (24.1%)	14 (48.3%)	7 (24.1%)

Key: Age Related Expectation for the end of the displayed half term is:

Below	At Risk	At	Above	Significantly Above
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**Reading Data Summer 1**

**Attainment**

<b>%</b>	<b><u>WWB</u></b>	<b><u>WT</u></b>	<b><u>WA</u></b>	<b><u>WAGD</u></b>
<b>Year 1</b>		<b>8.3%</b>	<b>50%</b>	<b>41.7%</b>
<b>Year 2</b>	<b><u>2.8% 1 child</u></b>	<b><u>11.1%</u></b>	<b><u>61.1%</u></b>	<b><u>25%</u></b>
<b>Year 3</b>	<b><u>3.2%1 W</u></b> <b><u>3.2% 2W</u></b> <b><u>3.2% 3W</u></b>	<b><u>9.7%</u></b>	<b><u>58.1%</u></b>	<b><u>22.6%</u></b>
<b>Year 4</b>	<b><u>3.2%- 1 child SEN</u></b>	<b><u>12.9%</u></b>	<b><u>64.5%</u></b>	<b><u>19.4%</u></b>
<b>Year 5</b>	<b><u>6.5%- 2 children Sen</u></b>	<b><u>19.4%</u></b>	<b><u>45.2%</u></b>	<b><u>29%</u></b>
<b>Year 6</b>	<b><u>3.4%</u></b>	<b><u>20.7%</u></b>	<b><u>51.7%</u></b>	<b><u>24.1%</u></b>

**Writing Data Summer 1**

**Attainment**

<b>%</b>	<b><u>WWB</u></b>	<b><u>WT</u></b>	<b><u>WA</u></b>	<b><u>WAGD</u></b>
<b>Year 1</b>		<b><u>12.5</u></b>	<b><u>54.2</u></b>	<b><u>33.3</u></b>
<b>Year 2</b>		<b><u>22.2</u></b>	<b><u>69.4</u></b>	<b><u>8.3</u></b>
<b>Year 3</b>	<b><u>9.6- 3 children</u></b>	<b><u>16.1</u></b>	<b><u>61.3</u></b>	<b><u>12.9</u></b>

	<u>2 Send , 1 new entry</u>			
Year 4	<u>3.2- Send 1 child</u>	<u>22.6</u>	<u>61.3</u>	<u>12.9</u>
Year 5	<u>6.5- 2 children Send</u>	<u>12.9</u>	<u>64.5</u>	<u>16.1</u>
Year 6	<u>3.4</u>	<u>13.8</u>	<u>65.5</u>	<u>17.2</u>

### Maths Data Summer 1

#### Attainment

<u>%</u>	<u>WWB</u>	<u>WT</u>	<u>WA</u>	<u>WAGD</u>
Year 1		<u>16.7</u>	<u>45.8</u>	<u>37.5</u>
Year 2	<u>2.8</u>	<u>11.1</u>	<u>69.4</u>	<u>16.7</u>
Year 3	<u>3.2</u>	<u>6.5</u>	<u>58.1</u>	<u>22.6</u>
Year 4	<u>3.2</u>	<u>22.6</u>	<u>58.1</u>	<u>22.6</u>
Year 5	<u>6.5</u> <u>3.2</u>	<u>22.6</u>	<u>45.2</u>	<u>22.6</u>
Year 6	<u>3.4</u>	<u>20.7</u>	<u>51.7</u>	<u>24.1</u>

#### Interventions Programme/Catch up

Year 1: Daily Readers, Greater Depth Reading Group, 1:1 Writing Conferneces with WT children.  
Daily Maths Group ( 5 x a week) WT children

Year 2: Lower 20 per cent Reading . On the cusp of GD Readers 3 x a week, Writing Conferences 3 X a week, WT Maths 3 X a week WT

Year 3: Daily Readers, Reading Intervention Group, Writing Conferences 3 x a week, Gd Writing Conferences

Year 4: Daily Readers, Guided Reading Group, Writing Conferences, WT

Year 5 : Lowest 20% Daily Readers, Reading Comprehension Intervention, Cusp GD's Reading , Working Conferneces WT'S. 1:1 Maths

Year 6 : Daily Reading , Writing Group, Maths Group WT

### Progress From Spring 2 to Summer 1

#### Year 1



#### Progress Breakdown Y1 - All Pupils (24 pupils)

16 June 2021

Spr2 2020-21 to Sum1 2020-21

All Pupils (24 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	1 (4.2%)	0 (0%)	0 (0%)	0.3 (1.4%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	3 (12.5%)	2 (8.3%)	8 (33.3%)	4.3 (18.1%)
Progressed by 1 step	19 (79.2%)	21 (87.5%)	16 (66.7%)	18.7 (77.8%)
No steps progress	1 (4.2%)	1 (4.2%)	0 (0%)	0.7 (2.8%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

#### Year 2



#### Progress Breakdown Y2 - All Pupils (36 pupils)

16 June 2021

Spr2 2020-21 to Sum1 2020-21

All Pupils (36 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	1 (2.8%)	0 (0%)	0 (0%)	0.3 (0.9%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	1 (2.8%)	0 (0%)	0 (0%)	0.3 (0.9%)
Progressed by 2 steps	5 (13.9%)	7 (19.4%)	6 (16.7%)	6.0 (16.7%)
Progressed by 1 step	25 (69.4%)	28 (77.8%)	28 (77.8%)	27.0 (75.0%)
No steps progress	3 (8.3%)	0 (0%)	1 (2.8%)	1.3 (3.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (2.8%)	1 (2.8%)	1 (2.8%)	1.0 (2.8%)

#### Year 3



## Progress Breakdown

Y3 - All Pupils (31 pupils)

16 June 2021

Spr2 2020-21 to Sum1 2020-21

All Pupils (31 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	1 (3.2%)	0.3 (1.1%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	3 (9.7%)	4 (12.9%)	7 (22.6%)	4.7 (15.1%)
Progressed by 1 step	26 (83.9%)	25 (80.6%)	22 (71.0%)	24.3 (78.5%)
No steps progress	1 (3.2%)	1 (3.2%)	0 (0%)	0.7 (2.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (3.2%)	1 (3.2%)	1 (3.2%)	1.0 (3.2%)

## Year 4



## Progress Breakdown

Y4 - All Pupils (31 pupils)

16 June 2021

Spr2 2020-21 to Sum1 2020-21

All Pupils (31 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	Hannah C JODIE C Lia R Ilan S	5 (16.1%)	6 (19.4%)	5.0 (16.1%)
Progressed by 1 step	24 (77.4%)	22 (71.0%)	21 (67.7%)	22.3 (72.0%)
No steps progress	3 (9.7%)	4 (12.9%)	3 (9.7%)	3.3 (10.8%)
Regressed	0 (0%)	0 (0%)	1 (3.2%)	0.3 (1.1%)

## Year 5



## Progress Breakdown

Y5 - All Pupils (31 pupils)

16 June 2021

Spr2 2020-21 to Sum1 2020-21

All Pupils (31 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	1 (3.2%)	2 (6.5%)	1 (3.2%)	1.3 (4.3%)
Progressed by 5 steps	0 (0%)	1 (3.2%)	0 (0%)	0.3 (1.1%)
Progressed by 4 steps	0 (0%)	0 (0%)	2 (6.5%)	0.7 (2.2%)
Progressed by 3 steps	0 (0%)	1 (3.2%)	0 (0%)	0.3 (1.1%)
Progressed by 2 steps	5 (16.1%)	1 (3.2%)	2 (6.5%)	2.7 (8.6%)
Progressed by 1 step	21 (67.7%)	23 (74.2%)	23 (74.2%)	22.3 (72.0%)
No steps progress	3 (9.7%)	2 (6.5%)	2 (6.5%)	2.3 (7.5%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (3.2%)	1 (3.2%)	1 (3.2%)	1.0 (3.2%)

## Year 6



## Progress Breakdown

Y6 - All Pupils (29 pupils)

16 June 2021

Spr2 2020-21 to Sum1 2020-21

All Pupils (29 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	1 (3.4%)	1 (3.4%)	1 (3.4%)	1.0 (3.4%)
Progressed by 1 step	27 (93.1%)	25 (86.2%)	25 (86.2%)	25.7 (88.5%)
No steps progress	1 (3.4%)	3 (10.3%)	3 (10.3%)	2.3 (8.0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

**Progress Data is also available from Autumn 1 (baseline) to Summer 1**

**Summer 2 Assessment week – 5<sup>th</sup> July 2021. Pupil Progress Meetings planned for 12<sup>th</sup> July and Interventions will be planned for first half of Autumn Term.**

**Behaviour and Attitudes**

**Attendance is as at 18/6/21 –**

Concerns about one child in Y 1, one child in Y2, have spoken to the parents and called them in for a meeting.

Other concerns about a Send child in Y5 who has concerns about being at school – Sendco working with him, was off for hay fever for example and then came into school.

General Behaviour is good in the school with low level disruption in class. Children have struggled with the stop start nature of the year and this has caused some behavioural issues; Y3 children for example struggling with independence skills, Y5 girls are not all getting along. Y6 has been major issues concerning their in school behaviour and out of school behaviour. Have had to remove the Class Teacher from the class as her mental health was suffering and a Supply Teacher is able to maintain control, out of school behaviour has been severe, there were reports that children were misbehaving in park, in shops and there was out of school bullying taking place between our pupils, a former pupil of the school as well as some secondary school pupils as well.

We had meetings with children and parents, Zoom meeting with the Rabbi in April following most severe incident, and informed the secondary school as well about the behaviour of some of their pupils. The Educational Welfare officer in charge of Home Schooling was also informed.

Prior to Kingswood JK and HG met with the parents and children whose behaviour we were concerned about if we took them to the residential.

Kingswood was very successful though our behavioural expectations behaviour of Y6 pupils was good but there are still behavioural and mental health issues in the class that we have tried to support parents with. All Secondary Schools have been fully briefed about the children and our concerns.

**Personal Development**

PSHE sessions running weekly in classes.

Heads Up sessions in Y3 and Y6

Art Therapy on a one to one basis for selected children

Wellbeing Club is running as is Board Game Club, Book Club as well.

Staff have some get together – last one few weeks ago. Open door policy of SLT continuing

PSHE Week planned for 12<sup>th</sup> July with British Values Day as well.

Sports Day hopefully at time of writing going to be 13<sup>th</sup> July

Morasha Cares Week- good atmosphere in school, children supported a charity per class and worked every day for an hour in either becoming aware of charity and its aims and ambitions or to raise money for the charity e.g. Skipping for British Heart Foundation raised over £ 500

PSHE Policy updated alongside RSE policy and is on the website.

Absence as on 17/6/21- 97.57%

### **Leadership and Management**

Work has been done by HG and SLT to ensure roles and responsibilities are clearly understood by those Teachers returning who hold a TLR and those who hold a subject but don't have a TLR.

See Middle Management Power point

HG has met with COG/Vice Chairs to discuss what is happening in school.

Met with Teaching and Learning Governor termly

Ofsted/Behaviour Discussion with Governors

Safeguarding Visit by Scott Aaron in June.