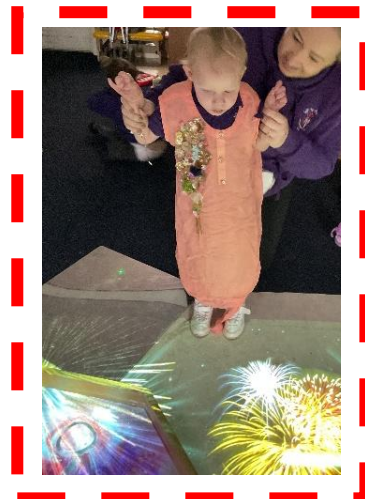




**White Ash Primary School**  
**Headteacher's Report to the Governing Board**  
**Spring Term 2025**



## Introduction

Welcome to my first Headteacher's Report of this academic year. As a school we continue to be totally committed to improving the outcomes for our pupils and further developing our outstanding provision.

We have had a very busy first half term with lots of events and activities being held in school such as a Number Fun day, Safer Internet Day, World Book Day and Friendship Week.

Occasionally throughout this report you will see the following box:

### Governor Questions:

Whilst reading my report please note down any questions you have relating to the information provided and I will be happy to answer them during our Governing Board Meeting on Wednesday 19<sup>th</sup> March at 4pm in school.

## School Improvement Plan Priorities (2024 – 2025)

The School Improvement Plan focuses on our school that continues to grow and aims to accommodate more pupils compared to previous years. We wish to build on our '**outstanding**' provision and aim to do so by implementing this plan. The **key priorities** for improvement for the coming year are:

### Effectiveness of Leadership and Management

Priority 1: To strengthen, support and promote the role of staff at all levels within school to retain a highly skilled workforce to ensure pupils' have the greatest outcomes.

### Quality of Education

Priority 2: To improve the outcomes of the Pre-Semi Formal learners and Formal learners through personalised learning and challenge.

### Behaviour and Attitudes

Priority 3: To develop a cohesive approach to provide a safe, calm, structured and positive environment in school to support mental health and wellbeing for the whole school community.

### Personal Development

Priority 4: To embed opportunities for pupils and their parents/ carers' to develop their understanding of the importance of physical health and wellbeing in preparation to lead healthier, independent lives.

### Early Years Provision

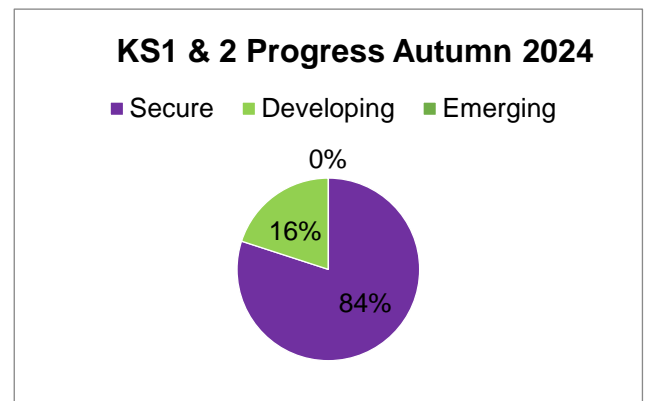
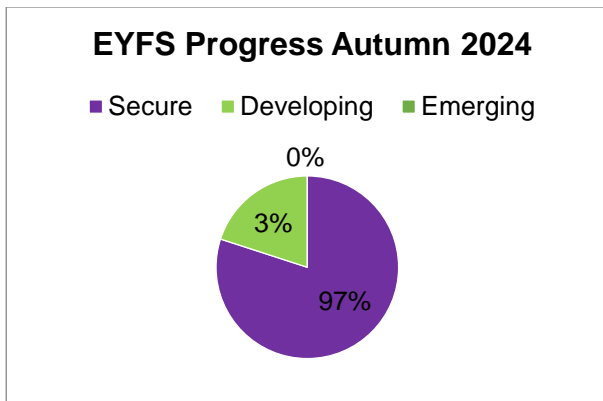
Priority 5: To ensure the EYFS team deliver the curriculum effectively, focusing on ambitious next steps and challenge through playful learning experiences.

I will discuss these priorities and progress towards them in more detail during this our Full Governors Meeting ([Appendix 1](#)).

## Quality of Education

### Autumn Term Pupil Progress (Reports from Angela Hill & Kirsty Bryan)

Overall, the data analysis clearly demonstrates that the vast majority of pupils, 91%, have achieved their Autumn Term ILP targets.



The full reports are attached ([Appendix 2](#)) as well as an Interventions Report ([Appendix 3](#))

### Monitoring and Evaluation of Teaching and Learning Spring Term 2025 3-11<sup>th</sup> March

**Observers:** Sarah Holt (HT), Angela Hill (DHT), Michelle Forrest (AHT)

Lesson observations were carried out over a 2 week period in March.

**Focus:** Delivery of high quality learning opportunities for all pupils to develop their writing/ early writing skills

#### Teachers

**Total Lessons Observed:** 10 lessons

#### **Highlights:**

- Clear planning with personalised learning outcomes linking directly to writing ILPs.
- Planned opportunities to develop independent writing
- Variety of mark making opportunities, ie. In sand, foam, on sheets of fabric with large brushes, on walls/ floor with chalks
- Activities were adapted to meet the needs of the children, angled writing boards, shallow trays for exploration of mediums
- Environments were very well prepared and organised with activities and resources ready to use. LOs on each area, I can ..... alongside individual targets
- 1:1 areas with personalised timetables, Working Towards, Now and Next in place and worked well. The children clearly knew the routine and were happy to engage and complete their work.
- High quality resources with consideration for the interests of the children in order to motivate and engage them, ie. warm sand rather than cold to promote exploration.
- Teachers made explicit links to prior learning, remember when ....

- Teachers' gave clear expectations to the pupils and staff and modelled the mark making or writing from simple lines to more complex sentence writing. Scaffolding was also evident during the set activities.
- Teachers and TAs demonstrate an in-depth knowledge of the pupils and were highly skilled in supporting pupils.
- All learners were challenged with frequent encouragement to 'have a go'. Formal learners were encouraged to write more detailed sentences.
- Some examples of gross motor warm ups using scarves, parachute etc which were effective.
- Use of questioning was evident in most classes, to check prior learning and understanding, supported by colourful semantics and choice boards.
- Good use of communication strategies including Makaton and visuals alongside the spoken word.
- Behaviour was excellent and managed very effectively. Behaviour regulation and Sensory Regulation Plans used effectively to support the pupils.
- Pupils were motivated to learn and very proud of their progress. Lots of smiles and vocalisations from our sensory/ informal pathway pupils when praised. Formal learners were keen to receive points/ tokens.

### Overall Areas for Development:

- Increase the use of gross motor warm ups and knowledge of the pre-writing process for teachers and TAs. Training to be provided on 11<sup>th</sup> March.
- Use hand writing jingles when encouraging letter formation.
- Highlight colourful semantics when modelling
- Increased opportunities for mark making within some classes.
- Key vocabulary on display in every classroom.
- All classes to model the activity for pupils so that they are clear what is expected of them
- Plenary to be included for all classes.
- Next steps to be identified in all lessons.



### Moderation

In the Autumn Term, Sarah, Michelle and Angela scrutinised **Maths** evidence collated using the Evidence for Learning (EFL) online tracking tool. The samples included a range of learners from each pathway.

### Strengths:

- 89% of the evidence had a clear LO linked to ILP and EHCP Outcomes.
- 100% of evidence matched the LO

- 100% showed that the comment template is being used with marking strategies
- 89% had clear levels of support highlighted in accordance with the Marking Policy
- High quality annotations that were clear and relevant.

### Areas for Development

- Clearer links to the Engagement Model where appropriate
- Pictures of staff modelling to a child
- Picture of longest and shortest to support practical activities

More recently, a moderation of **English Writing** by our Formal Learners was completed. This was scrutinised in both English and cross curricular topic books.

### Strengths:

- 100% of the evidence had a clear Learning Objective.
- 89% showed that the marking strategies used with clear and relevant feedback
- Clear evidence of improvements since September 2024

### Areas for Development:

- Add (C- Copied) to marking policy
- Underline key words written independently.
- Whole school to have more emphasis on independent writing from a young age. Reducing the amount copied from whiteboards.
- Training for Teachers and TA3s to emphasise the importance of early writing skills, sharing new ideas. Developing gross and fine motor skills. Training planned for 11<sup>th</sup> March 2025

## Key Stage Reports (Report by Angela Hill)

### EYFS report

EYFS have had a fantastic start to 2025 with their big question 'When will it snow?' The children have explored mark making and colours using winter media and have developed their language and phonics skills with the text 'We're going on a polar bear hunt!' As part of their enhanced curriculum opportunities, the children spent an afternoon with our school nurse Gill and a full day educational visit to the Butterfly house in preparation for an upcoming topic surrounding insects and plants.



## Lower school report

Dove's class have had a very busy half term. Our topic was 'dinosaurs' and we have had drama and story sessions relating to this. We have investigated and explored our Maths topics through practical experiences – Sorting, sequencing and money. In Science, we explored and matched different materials as part of our 'Let's Build' theme.



Eagle class have been focusing on our new topic 'Dinosaurs' this half term. We have been reading the text 'Rumble, Rumble, Dinosaur' which is poetry with a structure, song and repetition. We have used lots of different art techniques to create our artwork e.g. using newspaper, pasta shells, printing to make dinosaur footprints and exploring dinosaurs in ice and sand. Within Science we have been exploring everyday materials. We have looked at bumpy, smooth and metal items then moved onto exploring wood and plastic objects. Our educational visit this half term was to Blackpool Zoo to see the 'real life' dinosaurs and explore the zoo environment. Eagle class have worked so hard this half term. Well done.



This half term, Falcon class have been extremely busy. Our topic has been the Ice / Stone age. In drama each week, we have hopped into our time machine, gone back over 2 million years ago and learnt about the Ice / Stone Age. We have learnt about extinct animals, cave painting and looked at survival skills. Our class story has been How to Wash a Woolly Mammoth. This was very much enjoyed by all the children. In maths we have developed our skills and understanding in shape and fractions. In outdoor learning we have enjoyed reading 'Betty and the Yeti.' Each week we have chosen a different class member to act out the different parts. We have developed some incredible acting skills.



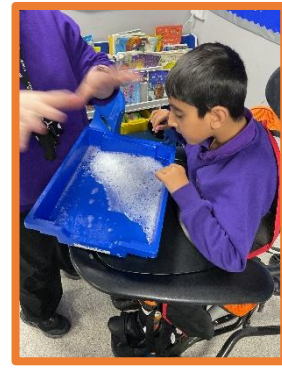
In Finch class this term, we have had lots of fun learning about the Ice Age. Every week, we have gone back in time, to learn all about this time in History. We have made our very own woolly mammoth, enjoyed cave paintings and learnt about the different animals that lived in the Ice Age. Our class story has been 'How To Wash A Woolly Mammoth'. We have loved getting wet and muddy whilst we put our huge mammoth into the bath for a wash.

We have also been exploring Rocks in Science and had so much fun dancing in PE. It has been a very busy but exciting term.



## Upper school report

Kingfisher Class have had a very busy start to the year, we have been doing lots of learning about the Stone Age and have really enjoyed our class text 'How to Wash a Woolly Mammoth'. In Science we explored rocks and had a go at mixing potions to make our rocks turn 'fizzy', it was very exciting to see! We recreated some wonderful artwork inspired by the artist Mr Brainwash but our most favourite lessons were dance! We have all had so much fun and excited to see what we will be learning about next!



During the Spring term, Owl class has enjoyed learning about stone/bronze and iron age, learning about 'how to wash a woolly mammoth' following instructions in English, creating round houses and iron axes in our history and creative session. Within our science topic on rocks, we explored and described different types of rocks, made our own dinosaur fossils and explored using rocks during 'fizzing' experiments. We also took part in a weekly dance session with Jo, which we loved, where we moved our bodies to different music. Outdoor learning we have enjoyed printing with leaves, walking to the local library to collect choice reading books and a joint wellbeing session on with the field with EYFS playing with parachutes, paint and bubbles.



This term Puffin Class have been learning about 'Extreme Earth.' We have been focusing on the book 'Look Inside – Extreme Weather' and we have written poems in the shape of a tornado and a newspaper report about a flood at the school. In Science we have been learning all about Earth and Space, the phases of the moon and the characteristics of some of the planets.

Sport has been a common thread throughout the term, with Puffin Class competing in, and winning first place in a glow dodgeball event at Oakhill College as well as winning 2 ten-pin bowling competitions. Well done Team!!



Pupil voice:

'I learnt about tornados, floods and earthquakes'

'We learn numbers in maths up to tricky ones, doing subtractions'

'The solar system spins around'

'We moved like a tornado in PE spinning around'

'A tornado spins fast- destroys things'

In the desert it can get hot'

'A desert storm can make you go blind'

This term, Robin's have been learning about Extreme Earth, we have covered volcanos, earthquakes and tsunamis. We have had lots of fun with our mini experiments to create these natural disasters and painting them in the style of William Turner, using watercolour paints. Swimming has been a big hit, with everyone making steps of progress in their confidence and skills. Our MOVE learners have enjoyed developing their abilities at Adventure City and on local area walks. We have been learning all about Krishna in RE; some of the boys made great animations of the Hindu creation story and in PE we have been lucky to have two sports coaches who we performed our Hindu ribbon dances to. Act of Kindness week saw Robin's team up with Doves and some of us got a go on a sewing machine.



Pupil voice:

'Volcanoes, tsunamis and tornados'

'Tectonic plates make earthquakes'

'Storm chasers in their cars do not get blown away cause they are heavy'

Sparrow class have been very busy this term learning about famous historical figures, from art to literature to music! In English we have been asking "who is Harry Potter?" We have also enjoyed Dr Seuss' Poetry in our sensory massage story. In R.E. we have been learning about Islam and asking how having beliefs affects how Muslims treat the world. In Art we have been enjoying the work of famous Artists and had opportunities to create our own creative masterpieces and in Music we have been experiencing rhythm. As part of our topic work, we have continued to work on weekly MOVE2Music, hydrotherapy and rebound therapy in addition to working hard in our special Olympics and daily physio.



After a very frosty start to the new term, Wren class have been very busy indeed. We had our final Outdoor Learning session with Jack from Sporting NRG. It was the perfect weather

for building a campfire to keep us warm and make tasty Smore's. The children learned how to use a flint to make a spark and light a cotton ball to get the fire going. They were also supported in using a small axe to chop bits of wood for the fire.

This half term we resumed our class swim at Accrington Academy and I am so proud of all the progress that the children have made since September, not just in the water but also with personal skills such as getting changed and carrying their own bags.

Our topic has been Extreme Earth in Geography, which we have linked to our English theme of explanation texts about weather. We have recorded the weather daily, watched the weather reports from the Met Office and created our own weather maps of the UK. During one of our Geography lessons, we 'visited' Antarctica and packed our bags to prepare for extreme cold.

Towards the end of the half term, we celebrated Children's Mental Health week through a range of activities including using the foot spas, listening to relaxing music and joining up with Falcon class for our 'Big Brunch' where we shared food and played together afterwards. Our school value this half term has been to **Try Hard** and I'm pleased to say every member of Wren class has tried their hardest in all aspects of school life. Well done Wren class!



Pupil voice:

'Cold'

'Penguin'

## ***Behaviour and attitudes***

### **Exclusions**

There have been 0 permanent and 0 fixed period exclusions during this term to date.

### **Racist or Child on Child Incidents**

There have been 0 incidents during this term to date.

**See full Behaviour Report by Michelle Forrest ([Appendix 3](#))**

## Attendance (Report by Julie Nolan)

Termly Pupil Attendance	Overall Attendance	Overall Attendance exc complex medical needs
Spring Term 2024	89%	90%
Summer Term 2024	91%	92%
Autumn Term 2024	88.4%	87.6%

The school's target for attendance is 90%. At the beginning of the academic year all pupils are given this attendance target to work towards. For those pupils with complex medical needs (3 pupils), we create a separate cohort which we monitor separately. We fully understand how health issues can impact their attendance. Since January, we have two part time pupils. One has increased their attendance to 4 full days which is good. The other is a new temporary part-time timetable arrangement which has been introduced due to him receiving monthly transfusions. This involves 3 days of treatment and 2 days at home. Both pupils receive home learning activities and class teachers are in regular contact to offer support and guidance. In the Autumn Term we had 2 pupils who were absent for several weeks following hip surgery.

We are committed to improving pupil attendance here at White Ash and highlighting to the whole community how regular attendance improves pupil progress

Attendance continues to be monitored through half termly meetings and any concerns and subsequent actions are recorded on the Child Protection Online Monitoring System (CPOMS). We also now have termly meetings with our allocated LCC School Attendance Consultant, Riz Yousf, to share our data and discuss any issues. Attendance is also a key part of Designated Senior Lead drop in sessions and LCC HT Briefings.

Parents/carers are informed via letter if their child's attendance had fallen below 90%. Within this letter we also offer support to these families as there may be barriers unknown to us. If no improvement is made, we meet with parents and, where necessary, the LCC Attendance Consultant.

### Governor Questions:

- 1.
- 2.

## *Personal Development*

### British Values

We continue to prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society. So far this term we this has included whole school events such as Friendship week, Safer Internet Day and International Women's Day.

## Equality Mark (Report by Catherine Thompson)

Our Equality and Inclusion work is ongoing and students have enjoyed focusing on celebrating different faiths including the Hindu festival of Diwali and Christmas. Eid celebrations are to occur later this month and families have been invited to attend.

This term we have held an Acts of Kindness week (Socio-Economic badge). We have also celebrated International Women's Day with classes producing some lovely work relating to this which was shown in the celebration assembly.

Work is ongoing for the re-accreditation, this is due in July 2025. Badge Leaders are working hard to ensure that all documentation is up to date in preparation.

The new Equality lead, Danielle Jolley, will attend Half Termly & Termly Equality Mark meetings to update our knowledge, share good practice and to receive any relevant training on key issues.



## Pupil Parliament/ Rota kids news

Pupil Parliament have just created their first White Ash Newspaper. Every term the pupils will gather work, write jokes and interview different Teachers. This is then created into a termly newspaper. Plans are already underway for the Spring term. Danielle the PE lead came to interview the pupils to find out: what area of physical education they like, things they do not like and what other physical activities they would like to try. At the next meeting, pupil parliament will be looking at how we can reduce our carbon footprint as a school in the aim of becoming more sustainable.

The Rota Kids are very excited to be participating within our next project. The Rotary Club have teamed up with Community Rail Lancashire and will be designing artwork for along the greenway from Church and Oswaldtwistle train station to Accrington train station. Our pupils will be working with artists to create their work and this will then be printed and put along the greenway. To end the project, our Rota Kids will be going to Preston train station via the train to have a tour of the station. This project will commence at the end of February and will continue right through until June 2025.

## Physical Development

Our Physical Development Team, led by our Subject Leader for PE, Danielle Jolley has been working hard this term to ensure all physical programmes and levels of activity are restored. This encompasses all aspects of Physical Development and aims to provide a holistic approach for our pupils. The team includes:

Danielle Jolley – Physical Education, Rebound Therapy & Swimming

Angela Fish & Jude Rothwell – MOVE

Les & Becky J – MOVE Champions leads

Nadine Ridehalgh – Hydrotherapy

The pupils' are also closely supported by the Physiotherapy and Occupational Therapy Teams.

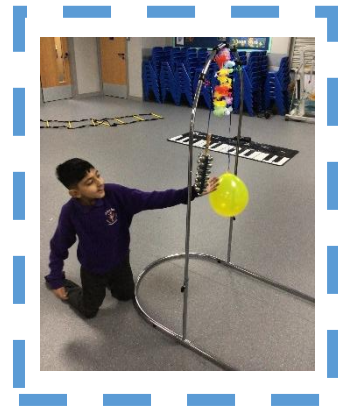
### **MOVE/ Mobility (Angela Fish & Jude Rothwell – MOVE Leads)**

MOVE/mobility is continuing to work well. Children with physical development needs have programmes devised by Physiotherapists. Goals and targets are set at Annual Reviews with teachers, parents and the children where possible, taking into account the specialist physio advice. We have planned a weekly MOVE circuit session with a trained MOVE leader or class staff. All children have daily opportunities to use standing frames, walkers, specialist seating and lying equipment. The MOVE programme is delivered throughout the day, and regular opportunities are created throughout the child's normal daily routine for increased practice and progression of skills required to reach aspirational goals.

Staff follow individual therapy programmes and movement opportunities are created via our curriculum. The staff are gaining more confidence and working hard to adapt the curriculum in order to facilitate positioning opportunities. The staff are also super keen and always provide feedback on progression, after every MOVE/mobility session and activities in the classroom. They are also proactive, asking questions, confirming MOVE/mobility targets and if not sure, now asking for help and asking for more training to improve staff confidence in the classroom and movement around school.

I continue to attend regional MOVE network meetings in order to update my knowledge and share this with MOVE leads within each class. We are continuing to train staff up as MOVE champions alongside awareness training so that staff have an increased knowledge about the various pieces of equipment used in school before they are actually using it with the pupils. This enables the staff to support the pupils more effectively to achieve and/ or maintain their target areas.

The children attend weekly MATP Motor Activities training sessions where they practice skills towards our whole school Olympic event in the Summer Term. This includes practising a variety of activities they will participate in on the day such as rollator/walker race, bottom shuffle race, striking, hitting, kicking, dexterity and rolling. The day itself is a celebration of how hard the pupils have worked throughout the year.



## PE (Report by Subject Leader Danielle Jolley)

Within lessons this term, the focus has been on Dance and Game. Pupils have had the privilege of an external dance specialist delivering weekly dance workshops to supplement our PE lessons. Each session was themed including superheroes and rockstars. The pupils have enjoyed listening to different genres of music and dancing with a variety of resources, including ribbons, scarves, blow-up instruments, and light-up dance sticks. Within games, pupils will use the skills developed within their fundamental movement skills and apply them into game settings and activities. We have enjoyed a variety of sporting events, including glow dodgeball, Winter Olympics and 2 Panathlon bowling events for Hyndburn and Lancashire which we won. This is a fantastic achievement as the event was open to all schools. The team is now in the next stage and waiting to hear where the venue will be which is very exciting.

The Rebound/Trampolining after school club re-started in Spring 2 for a 5-week block where pupils are working towards Winstrada scheme awards. In March, we have bike ability coaches coming into school for 2 days to support our year 5 & 6 pupils working on basic bike skills and road safety and working towards their Level 1 award.

## Hydrotherapy and Swimming

We continue to access Hydrotherapy sessions at Holly Grove and Pendle Community High School. The sessions have gone really well at PCHS and we have attended every week. Unfortunately, there have been ongoing issues with HG therefore only attended 1 session. This has impacted on the overall provision of Hydro but we have ensured the other session is fully utilised. It's a very busy session and very staff intensive, but we are a great team and all work well together. Parental attendance has also reduced therefore we use the spare places to offer slots to pupils who are most in need.

The children are gaining confidence and independence and reducing the flotation aids that they use. They are working on physio and ILP targets, increasing the range of movement in their joints and are all happy during the sessions and improving their balance, coordination and independence.

One pupil with medical needs now attends as he is unable to access regular swimming. He is careful around the younger and more vulnerable pupils. All the children are interacting with each other in the water which is lovely to see.

Swimming sessions have continued this term and we are now using Accrington Academy swimming pool for these. Pupils are attending half-term block of swimming 3 times a year, working on both ILP targets and those within the swimming frameworks, including a focus on water safety. Intervention swimming pupils have focused targeted work including communication, life skills and physical development targets as well as supporting their sensory regulation.



## Sports Premium

This year, our focus for our Sports Premium is still to continue making sure all staff within the school are upskilled and feel confident in delivering PE lessons and physical interventions. In the Spring term, LA dance Specialist, Jess Squires, has delivered an INSET day training for all teachers, Level 3 & HTLA's to upskill their knowledge in dance and gymnastics. Staff have given very positive feedback with regards to their self confidence and increased knowledge.

We continue to use our sports partnership CPD offer for teacher to attend training where needs have been identified. I also continue to attend termly LPDS PE Subject Leader meetings to gain up to date information which is then shared within school. This is often linked to OFSTED, the PE curriculum and any other relevant issues which are up and coming regarding PE and Physical development. The Spring meeting has included updates such as PE Premium spending, continuing the statutory guidance of 2 hours of PD per day, evaluating documents and including more governor involvement for meetings and training, allowing them to be aware and monitor the money that is being spent and what it is being spent on. Following this, Sarah H and Lisa Holden (PE Governor) attended the Headteachers briefing to learn about new updates themselves. As a school, we have continued our weekly forest school activities in the school grounds through the Autumn and Spring terms, followed by weekly canoeing for KS2 pupils utilising a local outdoor education specialist in the Spring and Summer Terms.

We have also included a variety of opportunities for our pupils including our annual Bendrigg Lodge residential visit, Hothersall Lodge days and weekly visits to participate in Canoeing through NRTG.

[See website for a full breakdown of planned spending.](#)

## Pupil Premium

[See website for a full breakdown of planned spending.](#)

# Curriculum Enhancement Opportunities (report by Angela Hill)

## Dance

During Spring 1, we had the privilege of Jo delivering weekly dance workshops to supplement our PE lessons. Jo has themed each session with themes such as superheroes and rockstars. The pupils have enjoyed listening to different genres of music and dancing with a variety of resources, including ribbons, scarves, blow-up instruments and light-up dance sticks. The pupils have practiced simple movements, which have then been added to short routines, which have been practiced and repeated during the sessions.



## Little Voices

This term EYFS and Sparrow class have been lucky enough to work with Becky from Little voices! Everyone enjoys these sessions based around singing, songs, exploring the sensory resources such as bells, ribbons, bubbles and maracas. They have been really engage by giving good eye contact and smiling throughout the sessions.



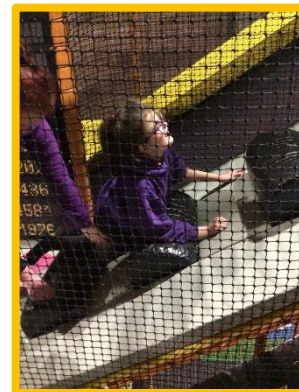
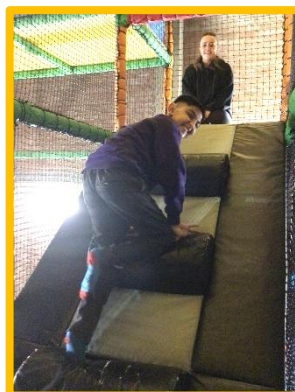
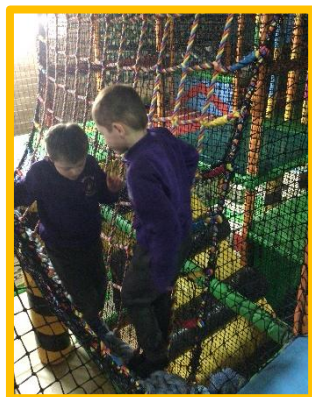
## Sensory Gym – Sensory Regulation & Communication

During the Spring term at the Sensory Gym the children have been working hard towards their communication and life skills targets. They have been using communication boards to make choices and have been using the equipment in a variety of ways to meet their sensory needs. Class staff report that the children are more regulated during the afternoon sessions and more actively engaged.



## Adventure City – Mobility session

The mobility sessions at Adventure City have continued to go really well. During these sessions the children work on developing their mobility skills, core strength and stamina throughout these sessions. All staff are aware of the children's physical/ physio targets and ensure the children make progress towards these. Evidence is recorded on EFL and shared with parents.



## NRG Sporting

Owl class have been lucky to have Jack delivering outdoor learning sessions and canoeing at Mill Hill Canal. Pupils enjoyed making dens, creating nature pictures, roasting marshmallows, and especially using the hammocks on the trees! This half term, we have begun a 3-week canoeing stint. During our first session, we built on our confidence on the water, wearing lifejackets and beginning to hold and use the paddles in the water travelling just over 1km on the water.



## Educational Visits

Educational visits continue to be a very valuable addition to the curriculum to extend and embed pupils' learning. All three EVCs attend regular Network meetings for updates and to share good practice. Classes have been very busy exploring existing favourites and some new places linked to their topics.

Venue	Class Group	Date
Café & Library visit in Oswaldtwistle	Wren	30/10/2024
Townley Park & Ribble Valley Pumpkin Patch	EYFS	30/10/2024
Barton Grange	Kingfisher	04/11/2025
Smithills Open Farm, Bolton	EYFS	06/11/2024
Bents Gardens Centre	Finch	11/11/2024
Blackpool Illuminations	Year 6	13/11/2024
Space Centre and Withy Grove Park	Owl	18/11/2024
Vue Cinema	Finch & Falcon	20/11/2024
Bowling and Park	Robin	25/11/2024
Dance Event	EYFS	27/11/2024
Bowling PE Event	Puffin	02/12/2024
Church Visit and posting letters to Fater Christmas	EYFS	04/12/2024
Grotto Visit at Community Church	Mixed	13/12/2024
Christmas Cafe	Robin	17/12/2024
Carol Singing at Oswaldtwistle Mills	Mixed	17/12/2024
Oswaldtwistle Mills	Finch	19/12/2024
Oswaldtwistle Library	Finch	06/01/2025
Blackpool Zoo	Eagle	20/01/2025
Glow Dodgeball	Puffin	21/01/2025
Eureka	Puffin	24/01/2025
Adventure City	Dove	27/01/2025
Blackpool Zoo	Falcon	03/02/2025

WEEKLY ACTIVITIES		
Phonics – Sensory Processing	Kingfisher & Doves	Monday AM
Adventure City	Mixed	Monday AM
Sensory Gym	Mixed Group	Monday AM
Oswaldtwistle Library	Mixed Group	Monday PM
Local Area Walk	Robin	Monday PM

ASD Swimming	Mixed Group	Tuesday AM
Science Walk	Mixed Group	Tuesday PM
Outdoor Learning	Owl	Wednesday AM
Link at West End Primary School	Falcon	Wednesday PM
Swimming at Hyndburn Sports centre	Mixed Group	Thursday AM
Hydrotherapy at Holly Grove School	Mixed Group	Thursday PM
Link at St Andrews School	Puffin	Thursday PM
Hydrotherapy at Pendle Community School	Mixed Group	Friday AM
West End Park Walk	Dove	Friday AM
Stanhill Pre-School Visit	EYFS	Friday AM
Community Church in Oswaldtwistle	Mixed	Friday AM
Link at West End School	Eagle	Friday PM

## Extended School Clubs

We have evaluated our break time offer to help support parents in stretching their child's hours as they are limited to 78 hours a year. We hope this will have a positive impact on sessions being able to be run continually at full capacity. We have also looked at the costs of each club and have decreased this to hopefully welcome more children to attend sessions. The Family Liaison Officer promotes our clubs that are offered which include currently 1 After School Short Break sessions, monthly Saturday as well as Holiday sessions.

We have decided to cease offering our clubs to Breaktime+ children due to the complexities of this. We will review this in the Autumn term.

Our Trampoline After School Club has restarted at the end of February with 10 children attending weekly which is really good. Our 4 day Easter club has been planned and ready to advertise to parents. Resources have also been refreshed for children to access within all sessions offered.

### Governor Questions:

- 1.
- 2.

# ***Leadership and Management***

## **Governors**

As you are aware Governors have a vital role to play in ensuring our school provides the best possible education for our children. We have recently welcomed a new member, Eye Taylor, who is a highly experienced Deputy and soon to be Headteacher of Holly Grove School. I have also become one of their governors to strengthen their team. This will not only upskill myself but also widen my knowledge of other specialist provision within the area. I have already gained some useful ideas to implement at White Ash.

The Governors are committed to improving outcomes for our pupils and the school. The new members are extremely keen to gain more knowledge about each aspect of school. Attendance at training has also improved including those related to Equality of Education, Behaviour & Attitudes, Personal Development, Safeguarding and Health and Safety.

Governors with key School Improvement Priorities are beginning to develop their knowledge and share their findings formally with the whole group during the termly meetings. Learning walks have also been completed with a focus on all three key stages, Maths, Physical Development & MOVE/ Mobility and Behaviour.

Subject leaders will also continue to present what their subject/ area looks like for each phase of learner at White Ash and ultimately, what progress looks like through the use of case studies.

Our Chair of Governors keeps in regular contact with school and visits termly to meet with the HT and DHT/ Assessment lead.

## **Finance**

From September we increased our pupil numbers from 113 to 116 causing an increase in funding. We currently have 48 pupils on free school meals. We received additional teachers' pay grant, teachers' pension grant and core school budget grants which will offset the pay award that was awarded this year. The DfE will reclaim the school led tutoring grant as school did not utilise this grant.

We still have a healthy balance in our Devolved Formula Capital allowance. We were intending on using this for our solar panels but with reserves being closely monitored by LCC we have decided to use the school reserves to pay for these solar panels. Any money that we can save in our DFC allocation can go towards a new Early Years building in a couple of years' time.

With the additional income and the savings on cost centres we still should have a healthy balance to carry forward into next year.

All finance reports will be discussed within the meeting.

## **Health & Safety**

We still continue to monitor the car park during drop off and collection times as some parents still try to gain access when there are no spaces available. This causes parking issues and increases the danger for our pupils.

Following health and safety concerns with LCC transport, we now have a new system in place where the buses can only leave the playground when all buses are ready to leave, ie.

empty/ full. Leaving as one group will prevent buses moving when children and staff are within close proximity.

We have had several leaks from the roof in lower school causing water damage to various areas around school. We have been assured that all damaged items will be replaced by LCC.

We have had one unavoidable closure day on Monday 6<sup>th</sup> January 2025 due to snow.

All staff recently attended Infection Prevention and Control training from the local authority. This was extremely useful and highlighted some misconceptions and areas for improvement including the clinical recommendation to remove watches, rings with stones and no false nails or nail varnish when administering tube feeds. This will be discussed with the LA and other Lancashire Special Schools to agree best practice and included within school policy.

We have recently become a designated Nut Free school due to a member of staff with a severe nut allergy. Parents and staff have been informed that nuts or nut creams and oils are not allowed in school. We recognise that some items say there may be traces within them but this level of contact is managed through daily medication.

## **Online Safety**

HT/ DSL, Sarah Holt has responsibility alongside the Governors to ensure their school has appropriate Filtering and Monitoring systems in place and regularly review their effectiveness. Sarah receives daily filtering reports which identify Suspicious Searches including those categorised as Weapons, Pornography or Prevent. These are immediately investigated and a record of these is kept securely. We are looking at Netsweeper On Guard which is a tool to filter these reports, grade them by severity and notify a DSL of those which are Grade 1, a serious safeguarding matter.

Sarah Holt and ICT Subject Leader, Natasha Sergeant, recently attended the Online Safety Live event which gave up to date information on how to keep everyone safe when online. The information has been shared with all staff in a briefing as well as with Governors in the Online Safety Group Meeting in January. Monthly Cyber Security checks are also carried out in different areas/ buildings across school.

Sarah Holt has recently updated the school Online Safety Policy using the template provided by the SWGfL who delivers the training and updates to LCC schools. It refers to a cyber security incident response plan which we need to create. The SWGfL have stated that they are working on a template currently and will send this when approved.

Following our last OSG meeting, the SLT have now stopped using portable drives and access everything securely by remote drives or cloud based storage. Google Drive will be introduced to teachers this term on a class by class basis. We have also changed our school insurance to RPA because LCC insurance did not cover cyber attacks.

Staff, Governors and parents continue to receive regular updates and training via Safety Pro (<https://onlinesafetypro.com/staff-parents/>) Last month it was a focus on AI chatbots: the positives, the negatives and some of the concerns.

See courses and events for details of all training ([Appendix 4](#))

## **Building and Grounds (Report by Premises Manager, Carol Hardy)**

Early Years storage was an issue due to the large volume of specialist equipment. We have created an additional storage area to release space in the conservatory for all this equipment.

We are having 4 new external aluminium doors fitted over Easter to replace the old PVC and wooden doors. These will be more secure and all will be fobbed entry.

The roof work is still ongoing and we have been told that it should be completed by the end of March. This will allow for the solar panels to be installed during the Easter holidays.

Hargreaves House – the initial grant through the capital led funding has been withdrawn and now has been put under the conditional led funding. This will go to panel at the end of March where we will find if this has been granted. We have been told it is fairly likely that this will go ahead therefore to ensure that the demolition can still go ahead in summer we need to organise an asbestos survey and also a utility survey (Topography) prior to any work starting.

Power outage – we have had 3 separate incidents since November where one of our electricity phases have blown. This causes power cuts randomly throughout school. We have spoken to North West Electricity who have been out and replaced fuses. We have also had our electrician out to distribute the power usage more evenly across the 3 phases. As we are wanting to replace the night storage heaters to more efficient ones, this will make the situation worse and the power used will be increase the day usage instead of using the night rate. We are at maximum usage and any additional electricity that we require, we may need to extend the electricity supply into school, this will cost an enormous amount of money which we feel should be dealt with through LCC.

### **Governor Questions:**

- 1.
- 2.

## **Safeguarding and Child Protection Update**

We currently have 1 pupil with an open Early Help Assessment (EHA) ,15 pupils who are supported through Child in Need (CIN) Assessments and Catherine continues to support many families whom receive family support at Level 1 when needed.

School also have been appointed a liaison social worker, Dan Cross. We look forward to building a strong link with Dan and hope this will help strengthen links between school and children's social care.

We have 4 who are designated as Children Looked After (CLA) and we work closely with the Lancashire Virtual School and our designated area lead. The pupils' are making very good progress in relation to their individual targets.

Personal Education Plans (PEPs) will be completed for the Spring Term in conjunction with their Social Workers and guardians.

All 5 DSLs meet formally every half term to discuss individual cases, followed by input from the school counsellor. The Attendance Manager also works closely with the team to identify areas of concern for pupils.

We have also trained an additional DSL, Kirsty Bryan to further support our new and younger children's families.

The DSLs also attend the monthly DSL Drop ins to update knowledge and share good practice which they have found invaluable.

All new staff have completed Safeguarding, CPOMs and Team Teach training.

## Mental Health & Wellbeing (Report by Michelle Forrest)

### Children



Whole school wellbeing days have continued on the last Wednesday of each term. All classes enjoyed special treats and fun activities throughout the day.

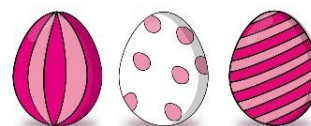


Our Acts of Kindness week, which is linked to Children's Mental Health Awareness week was held in February, because last year was such a success, all classes joined with another class to share act of kindness, such as a brunch together, movie afternoons, games.



There will be a whole school Eid party on Friday the 28<sup>th</sup> March, we will celebrate Eid with cultural foods, dancing and crafts throughout the day. We are welcoming our families to come and join us.

For our Easter celebrations, the children will enjoy a scavenger hunt in the woodlands, an easter design colouring completion and an easter bonnet parade in their assemblies.



### Staff

The wellbeing team met in March to discuss ideas and wellbeing events for staff throughout the summer term. Bridget's Bites provided all classes with biscuits to enjoy during the Acts of Kindness week.



Termly wellbeing meetings are being held in all classes. This gives the whole team a chance to discuss what has gone well during the term, and an opportunity to plan and share ideas for the next term.



Tea, coffee and juice was proved at the beginning of the term and as a 'thank you' for their continued hard work.

## Staffing

Staff attendance remains a priority and all absences are monitored very carefully. The Autumn Term was very difficult initially due to staff absence for a range of reasons. We have now successfully appointed 6 new TAs, 3 have now started and another 3 are due to start in March. This means we are temporarily overstaffed but this will not be the case in September 2025.

We successfully appointed Kirsty Bryan as the EYFS and Lower School lead from September 2025. She is extremely keen to take on Lower School as an extra area of responsibility. We are currently recruiting for a new AHT and a Whole School Behaviour and Upper School Lead, both to start in September 2025. Exciting times!

Staff Attendance	Spring Term 2024 (01.01.24 to 31.03.24)		Summer Term 2024 (01.04.24 to 31.08.24)		Autumn Term 2024 (01.09.24 to 31.12.24)	
	Attendance	Special Leave	Attendance	Special Leave	Attendance	Special Leave
Teachers	97.8%	7.75 Days	97.8% (36 days sick)	8 days	98.5% (22 days)	9.5 days
Teaching Assistants	94%	64 days	95.2% (278 days sick)	75.5 days	98.5% (70 days)	94 days
Welfare Assistants	95.4%	7 days	85% (46 days sick)	14 days	94.7% (17 days)	3 days
Site Supervisor	100%	0 days	100%	0 days	88.8% (19 days)	0
Administration	89%	0.5 days	99.8% (1 day sick)	1.5 days	96.7% (14 days)	3 days
Catering					85.9% (24 days)	0

### Governor Questions:

- 1.
- 2.

## Parent Partnership

Catherine continues to support parents by offering emotional support, attending meetings and referring/signposting to training and services. Catherine is now delivering her third Sleep Clinic which has shown really good progress for the families that have signed up.

Our Helping Hands groups is still growing and Catherine continues to invite new parents along to the sessions. The support group continues to support SEN parents from St John's and St Augustine's alongside our parents at White Ash.

The Parent trip in December went very well and enabled parents to access their wider community and socialise with other parents.

Catherine has partnered up with the Paediatric Learning Disability Team and are currently offering their Riding the Rapids course from White Ash. This has had great attendance both from parents and families external to White Ash.

We would like to thank all of our parents and carers so much for all of your continued support.

## **Conclusion**

Thank you for taking the time to read my Headteacher's Report and I look forward to answering your questions during our next Governors Meeting on Wednesday 2<sup>nd</sup> April at 4.00pm in school.

Prepared by the Headteacher: Mrs Sarah Holt on 19<sup>th</sup> March 2025

## **Appendices**

*Appendix 1 – SIP 2023-2024 Autumn Term Impact report*

*Appendix 2a & b – Autumn Term Pupil Progress Reports*

*Appendix 3 – Behaviour Report*

*Appendix 4 – Courses and Events*