

# Governors' Key Facts Document

Newnham Croft Primary School  
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DCSF number 8732109

**Autumn 2020**

## School Information September 2020

Staff		Subject Coordinator Role	Year Group(s)
Andy Matthews*	Headteacher/Governor	Science/Design and Tech/ Assessment/ Computing/Music	
Ed Ferguson *	Deputy/Governor	Maths/Assessment/Computing/Languages	Y6
Nick Goller*	Teacher	KS1 Leader/Geography/History	Y1/2C
Katy Holliday*	Teacher	KS2 Leader/English/History	Y4
Razia Mangera*	Teacher	EYFS leader/English/Languages	YR
Tom Pinnock*	Teacher/ SENCO	SENCO/Forest school/Eco	Y5
Nicola Marroncelli	Teacher	RE	YR
Jo Turner	Teacher	Eco/PSHE & SRE	Y6
Katie Wakelen	Teacher	PE/Geography	R/Y1
Katrina Wilson	Teacher	Art & Design/Design & Tech/RE	Y1/2N
Emily Palmer	Teacher	PSHCE & SRE/Art & Design	Y3
Judith Cullen	Teacher	Maths/Science	Y3
Katerina Onatskaia	Teacher	Music	All
Youssef Ellimouni	Teacher		R/1
Sarah Blake	Nursery Nurse	First Aid	R
Lynne Burke	HLTA	SEN KS1/ First Aid	Y1/2N & SEN
Selina D'Oyly	TA/Y6/EAL	EAL/Librarian	3 & EAL
Tracy Elbourne	TA/ Y6	SEN KS2	5 & SEN
Angelina Mahoney	TA/ Y1/2 C		Y1/2
Hong Fang	TA/Y3 and 1:1		Y3 & 1:1
Nicola Wood	TA	Midday coordinator	Y6
Rebecca Wilkinson	TA		1:1
Molly Jermyn	TA 1:1		1:1
Nadine Cummins	TA 1:1		1:1
Michelle Noble	Catering Manager		
Lisa Bicheno	Catering Assistant		
Gillian Harper	Catering assistant		
Mounia Sebbah	Catering assistant		
Aleks Jach	Site officer	Health & Safety	
Helen Bracey	Office manager		
Lynda Scott	Finance manager		
Designated Child Protection Officer <i>Date of last training</i>	DSL Andy Matthews DDSL Eddie Ferguson	Health and Safety Manager	
	November 2018 November 2018	Aleks Jach	

Senior Leadership Team	Newly Qualified Teachers	Vacancies
A.Matthews, E. Ferguson, N. Goller, K. Holliday, R. Mangera, T. Pinnock	0	0

### Link governor roles and standing committee membership

Link or committee	School lead	Link governor
English and Literacy	Razia Mangera Katy Holliday	
Maths and Numeracy	Eddie Ferguson Judith Cullen	Kirsty McDougall
Science	Andy Matthews Judith Cullen	Jason Palmer
Physical Education (PE)	Katie Wakelen	
Special Educational Needs (SEN) Disability and Medical Needs	Tom Pinnock (temporarily Andy Matthews & Ed Ferguson)	Keren Uziyel
Pupil Premium (inc. LAC)	Eddie Ferguson	
Child protection and safeguarding	Andy Matthews	
Early Years Foundation Stage (EYFS)	Razia Mangera	
History	Katy Holliday Nick Goller	Lucy Nethsingha
Geography	Nick Goller Katie Wakelen	Keren Uziyel
Art & Design	Katrina Wilson Emily Palmer	Lucy Nethsingha
Design & Technology	Katrina Wilson Andy Matthews	Lucy Nethsingha
Computing	Eddie Ferguson Andy Matthews	Kate Fry
Music	Katerina Onatskaia Andy Matthews	Kirsty McDougall
PSHE, RSE	Jo Turner Emily Palmer	
Religious Education	Nicola Maroncelli Katrina Wilson	
Eco – sustainability	Jo Turner Tom Pinnock	Nick Whitehead
Languages	Razia Mangera Eddie Ferguson	
Assessment	Andy Matthews Eddie Ferguson	
Equalities	Andy Matthews	Shantha Baalham/Dani Redhead
International & EAL	Andy Matthews Selina D'Oyly	Keren Uziyel
Eco & Premises committee	Andy Matthews	Tom Kendon (chair), Jason Palmer, Nick Whitehead
Personnel & Finance committee	Andy Matthews	Hugh Clough (chair), Shantha Baalham, Kirsty McDougall, Lucy Nethsingha
Teaching & Learning committee	Andy Matthews Eddie Ferguson	Kate Fry (chair), Keren Uziyel, Dani Redhead (vc)
Advancement Committee	Andy Matthews	
Head Teachers Performance Review		Kirsty McDougall
Pay Review committee	Andy Matthews	Hugh Clough, Lucy Nethsingha, Rachel Rosborough
Pay Review Appeals committee	Andy Matthews	Keren Uziyel, Shantha Baalham, Kate Fry
Disciplinary Appeals committee	Andy Matthews	Convened as required

## Children

	Numbers on roll			Current Year's Mobility		SEND			
		Boys	Girls	in	out	SEN Support	EHCP	Boys	Girls
Reception	34	14	20	34		0			
Year 1	33	14	19			2		2	
Year 2	27	15	12			0	1		1
Year 3	35	21	14			3		2	1
Year 4	32	15	17			3		2	1
Year 5	29	16	13			2		2	
Year 6	32	15	17			5	1	3	3
Total	223	110	113			15	2	11	6
School total	223					17			

Attendance 2020-21	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
%	95.6	97.3	91.5								
Annual attendance target	96%		Persistent Absentees (children <90%)					Overall Attendance			

Attendance 2019-20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
%	96.3	96.4	97.1	94.3	95.9	95.8	94.2	Void	Void	Void	Void
Annual attendance target	96%		Persistent Absentees (12 children <90%) 4.31%					Overall Attendance 96.3%			
Attendance 2018-19	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
%	96.1	96.6	97.3	96.4	95.9	96.0	96.1	95.4	96.7	96.7	94.3
Annual attendance target	96%		Persistent Absentees (children <90%) 11 children = 4.6%					Overall Attendance 95.9%			
Attendance 2017-18	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
%	97.2	95.9	97.1	93.1	96.2	94.7	95.8	97.1	96.6	97.5	92.7
Annual Attendance Target	94%		Persistent Absentees (children <90%) 9.8% (23 children)					Overall Attendance 95.4%			

Number of children	Child Protection Register	Child in Need	Looked After Children	Free School Meals/Ever6/Adoption plus	E A L	Exclusions (number)	
						Fixed Term	Permanent
Boys	13		0	9	45	0	
Girls	7			3	36		
Total	20	0	0	12	81	0	0

E A L – English as an Additional Language (but maybe first language) =29%

Extended Services	Does the school provide access to the full core offer?	Yes	No	If Yes Is the full core offer sustainable?	
				Yes	
If no, which area(s) are in need of further development?					

<b>Safeguarding</b>		
1. Does your school have an up-to-date Safeguarding Children Policy?	<b>Yes</b>	No
2. Have the Head Teacher, the Safeguarding Governor and other relevant staff completed the Safer Recruitment Training?	<b>Yes</b>	No
3. Does the school have an appropriate recruitment and vetting procedure in place?	<b>Yes</b>	No
4. Carry out <b>all</b> appropriate checks and take up <b>all</b> references before an appointment?	<b>Yes</b>	No
5. Record all recruitment processes & keep these records on file?	<b>Yes</b>	No
6. Do all staff receive a safeguarding induction session when they started at the school	<b>Yes</b>	No
7. Do all staff receive basic Safeguarding children in Education Training, repeated every 3 years with annual updates?	<b>Yes</b>	No
8. Do all staff understand their safeguarding roles and responsibilities?	<b>Yes</b>	No

<b>Local Authority Support: Programme of Support/Universal CPD/SST/AST/LLT/LNT</b>	<b>Local Authority Materials in regular use</b>	
LA CPD / Starz/ ICT support LA INSET in school; EYFS advisor Education Advisor	<b>Central hosting</b>	<b>Simms</b>

<b>Local Authority Staff and other Agencies working with school</b>	
School Education Advisor	Diane Stygal
School Improvement Partner	Sue Bowman
EPM ( <b><u>E</u>ducation <b><u>P</u>ersonnel <b><u>m</u></b>anagement</b>)</b>	Abbie Tilson-Rose
County Finance Adviser	Ray Byford
EYFS advisor	Diane Small
Education Welfare Officer	Melissa Archer
ICT support	Irvine Knight ICT Solutions Ltd
Specialist teacher	Victoria North
Governors Traded services	

<b>Financial Management Standard in Schools status</b>			
Accredited	<b>Yes</b>	<i>No</i>	SFVS completed and submitted to LA

<b>Current Budget Position</b>	Under budget	<b>On budget</b>	Overspent	See latest report
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<b>Inspection</b>			
Date of last inspection	July 2018	Inspection outcome	Good overall
Areas identified for improvement (see SDP)			
<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> <li>the proportion of middle-attaining pupils who achieve the higher standards increases to be in line with the national average</li> <li>teachers have higher expectations of pupils' handwriting and spelling.</li> </ul>			

## School Development Priorities:

- To develop the schools use of whole class readers for developing comprehension skills.
- To expand vocabulary acquisition across all year groups.
- Identify and create appropriate reading assessment tools which create a standardised system for termly assessments for Years 1-6.
- To embed the new calculation policy.
- To create a uniform standardised assessment system for termly Maths assessments for Years 1-6.
- To review how maths is integrated into the Topics taught in our new curriculum, looking for increased opportunities for cross-curricular maths.
- To remodel the school's curriculum model to better reflect the learning needs and interests of the children.
- To develop a new RSE curriculum in line with the new PSHCE curriculum.
- Develop further how the co-leadership of foundation curriculum subjects will work and how it could be improved.
- To manage the Coronavirus response of the school effectively.

## School Self Evaluation Summary

Judgements		1	2	3	4
Quality of education	Intent		x		
	Implementation		x		
	Impact		x		
Behaviour and attitudes			x		
Personal development			x		
Leadership and management			x		
EYFS			x		
Overall effectiveness			x		
Documents available to governors		Head's reports	SIP reports	Governor visit reports	Governing body minutes and committee minutes for last year
SEF	School Improvement Plan	LA visit notes KIT Advisor data visit notes		<b>Please request copies you require</b>	
	OFSTED reports and letter (2018)				

## Recent Attainment and Targets

### Reception

**2019** 76.5% achieved a good level of development , which is above national. There was a large difference between the achievement of boys and girls, with girls out-performing boys, 68.4% boys at GLD, 86.7% of girls. APS 33.9 is below nation and LA averages.

**2018** 81.8 % achieved a good level of development , which is above national.

**2017** 74.2% achieved a good level of development, which is above national. The average total point score of 34.8 was again higher than that seen nationally. There was little gender difference in the average point score but boys were less developed in the areas of physical development, maths and literacy.

### 2019 in black and 2018 in red

	PSED			Phys Dev		Comm & Lang			Literacy		Maths		GLD
	Managin g relations hips	Self confiden ce/ self awarenes s	Managi ng feelings and behavi our	Moving and handling	Health and self care	Listenin g and attentio n	Understa nding	Speaki ng	Read	Writ	Num	Shape space measur e	Good Level of Develop ment
%	88.2	94.1	88.2	85.2	91.1	88.2	88.2	82.3	82.3	79.4	85.2	85.2	76.5
Ex	93.9	93.9	90.9	90.9	93.9	93.9	93.9	90.9	84.8	81.8	87.9	84.8	81.8

## Year 1 Phonics

Phonics screening 2019 91% achieved 32+/40 (3 children below)

Phonics screening 2018 76% achieved 32+/40 (7/33 children below, 3 SEND; 2 EAL; 1 new to UK system; 1 summer born)

Phonics screening 2017 87.8% achieved 32+/40 (4 /33 children below, 3 new to English)

## KS1 Teacher Assessment results (National average 2019 in brackets)

Subject	2019 % Working at Expected Standard or above	2018 % Working at Expected Standard or above	2019 % Working at Greater Depth	2018 % Working at Greater Depth
Reading	88 (76)	85	32 (25)	27
Writing	79 (70)	79	21 (15)	9
Maths	85 (77)	88	35 (22)	33
Science	94 (83)	88	N/A	N/A
In all three - reading, writing and maths	76 (66)	79	9 (10.9)	9

## 2018 KS2 results (National average 2019 in brackets)

Subject	2019 Assessment % at expected standard or above	2018 Assessment % at or above expected standard	2019 % Working at Greater Depth	2018 % Working at Greater Depth
Reading	88 (73)	93 (75)	63 (27)	56 (28)
Writing	81 (79)	90 (78)	34 (20)	37 (20)
GPS	88 (78)	97 (78)	53 (36)	66 (34)
Maths	91 (79)	80 (76)	47 (27)	19 (24)
Science	91	91	NA	NA
Reading, writing and maths	75 (65)	80 (64)	28 (10)	16 (10)