



Harborne Primary School

Annual report 2019/2021

Our vision and values



Harborne Primary School - Happy Pupils Succeed

At Harborne Primary School we are developing confident, successful children with a natural love of learning, through an aspirational and inspirational curriculum where everybody is valued.

Values

We are one diverse team with one vision, working together to provide opportunities for social, moral, spiritual and cultural development.

- **We care** - about our community and we treat everyone fairly so that they flourish
- **We aim high** - with ambitious aims and an inspiring curriculum we aspire to excellent outcomes for all
- **We celebrate** - all our achievements with everyone



Priorities for 2019/2020 extended to June 2021

The outbreak of Covid has delayed the consideration of our achievements against the priorities we set In June 2019 and therefore no annual report was drafted in June 2020. Focus since March 2020 has been to maintain schooling for the children of Harborne Primary School and to keep our children and staff safe.

This report should therefore be read in this context. The priorities set out in this report date back to a strategy set in 2016. The governors will work on the strategy for the next 3 years in Autumn 2021

Priorities agreed in June 2019:

1. Expansion
 - Review and finesse working across the 2 sites
 - Make best use of green space
2. Quality of education
 - Maintain pupil outcomes
 - Implications of new Ofsted framework
 - Embed the use of Insight including identifying significant groups of children (SEN, Pupil premium etc) and track their progress
3. Maximise resources
 - Re-establish sponsorship
 - Monitor the budget
 - Review staffing structure and in particular look at different ways of delivering PPA
4. Future Collaboration
 - Partnerships: to continually improve the school
 - Hub of the community

1.Expansion



Areas to review	Progress
Review and finesse working across the 2 sites	ongoing
Make best use of green space at new site	Ongoing

- The plan from September 2019 was that years 3 to 6 will spend one day a week at the annex site allowing them to enjoy the green outside space that the annex provides and will avoid the school having to hire outside facilities. Due to the time taken to move the children, this plan was not continued.
- During the first lockdown, the annex became the teaching site for the school due to the facility being larger and more airy than Station Road.
- Year 6 returned to the annex after the first lockdown in summer term 2020 and this policy has continued with current year 5 to move to the annex from September 2021.
- Strategies to ensure cohesion across both sites continue though hampered by the requirement to maintain bubbles. Planning across year groups still continue.
- The recent appointment of year group leaders will continue the focus on cohesion across the two sites.
- The grounds at the annex have now been completed fenced and tarmac laid so we have a playground as well as a playing field.
- More projects are planned in 2021/2 such as trim trail and playground markings.



2. Quality of education

Areas to review	Progress
Maintain pupil outcomes	Ongoing
Implication of new Ofsted framework	Ongoing
Embed the use of Insight including identifying significant groups of children (SEN, Pupil premium etc) and track their progress	Ongoing

- The period from March 2020 to date has been dominated by the Pandemic with no formal SATs tests being sat for 2 years. The school put into place a Blended Learning policy to enable teaching children in their home environments as well as in the class room. The blended learning policy is due to be updated.
- Assessment has been challenging with extensive gap analysis having to be performed for each child and plans to plan the gaps put in place.
- Writing had previously surfaced as a priority area and this remains the case. In 2021/22 we are planning to focus on reading as well.
- We have concerns that the gap between Pupil Premium and other children will have widened as typically these children have less support at home
- The school broadly welcomes the new Ofsted framework due to its focus on a balanced curriculum and not just focussed on achievement in the core subjects.
- During lockdown the school were using Insight in different ways – monitoring the progress of children being educated at home versus those in school. It has been really useful in identifying gaps to aid the catch up learning programme.



3. Maximising resources

Areas to review	Progress
Re-establish sponsorship	Ongoing
Monitor the budget	Finished
Review staffing structure and in particular look at different ways of delivering PPA	Finished

- Covid has interrupted our marketing efforts and also hampered our wrap around care. There will be renewed focus on these areas when we return to normal. Our marketing manager however has used a new dog mentor programme to engage interest of external sponsors and this has been very successful.
- The fair funding formula has arrived together with additional funding from government. Though Birmingham was seen as being well funded, the government pledge to increase all school funding by a minimum of 4% has actually helped the school's funding position though we are still challenged by the increasing pension costs for support staff. The budget is reviewed regularly.
- We continue to monitor the spending of additional covid funding (unfortunately not a big pot of money) and to work out how we can best use our resources to enable there to be a catch up programme.
- PPA is currently provided by a mix of teachers, teaching assistants and the SLT. The plan is for this to continue. Extensive work has been done to ensure that staff working patterns are in line with the school needs. The working hours of teachers and teaching assistants have therefore been reviewed and different working patterns agreed where necessary to ensure that we have the teachers and teaching assistants in the classroom at the times they are most needed.
- The SLT structure has been reviewed and we are introducing Year Group leaders which will aid the consistency of the curriculum across each year group. An additional 0.5 assistant head will also aid the consistency of policy and practice across the school.



4. Future collaborations

Areas to review	Progress
Partnerships: to continually improve the school	Ongoing
Hub of the community	Ongoing

- The school has continued to liaise with the other schools in the consortium, albeit via TEAMS rather than in person. The school still values the insight that liaison with other schools can bring.
- The school was recently part of 2 district learning project bids to develop a unified programme for speech & learning and Social Emotional & Mental Health.
- Links with the community have been different as they have mainly been virtual– due to the pandemic, but we look forward to opening up the school sites in due course. We have continued to work with University of Birmingham. St John’s Church and Birmingham City Mission have delivered some assemblies for us.