



East Allington Primary School

GOVERNORS' REPORT TO PARENTS

2001

INVITATION

To All Parents and Friends

**You are invited to a meeting to discuss the
Governors' Report to Parents 2001 on
Wednesday 17 October at 7:00pm .**

**This will be followed immediately by the
PTFA Annual General Meeting.**

GOVERNORS 2000-2001

Mrs Stephanie Colegate	Headteacher	
Liz Lethbridge	Co-opted	Until 20.09.04
Mr Richard Broad	Minor Authority	Resigned 31.08.01
Malcolm Wheatley	Co-opted	Until 31.05.04
Chris O'Shea	Teacher	Until 30.06.01
Graham Denning	Parent	Until 28.09.03
Graham Spittle	Co-opted	Until 28.03.04
Jill Dixon	Parent	Until 01.10.04
Steve Oggelsby	Parent	Until 01.10.04
Philip Wood	LEA	Until 31.10.04
Vacancy	Non-Teaching Staff	
Karen Elliott	Clerk to Governors	

The Staff at East Allington 2000-2001

HEADTEACHER:	Stephanie Colegate (from 23 April 2001) Peter Burner (until 22 April 2001)
TEACHERS:	Chris O'Shea Debbie Ward John Legge Caroline Mercer
TEACHING ASSISTANTS:	Sylvia Hancock Tracie Harris Ann Foss
ADMINISTRATOR:	Karen Elliott
CARETAKER:	Mel Tucker
MEALTIME ASSISTANTS:	Tracie Harris Jenny Wallace Christine Cole
KITCHEN ASSISTANT:	Lisa Denning

WELCOMED TO A NEW SCHOOL

It hardly seems possible that I have been here a term already, so many things have happened.

I certainly have not had the expected settling-in time, Staff and children have been so friendly and helpful that I very quickly felt at home. Parents and Governors made a point of introducing themselves and asking after my progress and colleagues in other local school have been just as supportive. THANK YOU!

I look back on this term and I am struck by certain qualities in the school which I want to keep and develop - the friendly children who work well together, who help and look after each other, who are a pleasure to talk to; the committed staff who answer any questions, who work hard and are prepared to take risks and be adventurous in their teaching, who care for all the children; interested governors who take a pride in the life of the school; and parents who are willing to give up their spare time to help us.

There is so much good to build on that I am looking forward to the next few years and putting my mark on the school.

Stephanie Colegate

**OUR AIMS: To provide the best for each child
 To get the best from each child**

SPECIFIC AIMS:

Academic

- To engender a personal expectation of, and responsibility for, quality.
- To encourage good work habits based on a responsible attitude to work.
- To stimulate an interest in and a love of learning.
- To meet the demands of the National Curriculum and beyond where appropriate.
- To equip each child with the academic skills necessary to succeed at Key Stage 3 and beyond.
- To ensure that the curriculum is as balanced and rich as possible, stimulating sporting, aesthetic, artistic and creative development for each child.

Personal

- To develop a sense of pride in personal achievement, in school and within the community.
- To give each child a clear moral framework with which to view the world.
- To encourage each child to think for him or herself.
- To teach children to appreciate the contributions of others, developing an understanding of the importance of individual differences.
- To give each child the confidence and self-esteem upon which to build individual achievement through life.

Environment

- To provide a safe, welcoming and stimulating environment
- To pass the responsibility and ownership of that environment to all the children as fully as possible.
- To provide a calm and orderly working environment.
- To provide consistent and accessible expectations of reasonable conduct
- To provide clear examples of acceptable behaviour.

Links

- To forge a partnership with parents and families.
- To encourage links with the community.
- To build successful links with the pre-school and secondary phases of each child's life.

CURRICULUM DEVELOPMENT AND TRAINING

Staff have attended training courses this year on every subject on the National Curriculum, including 5-day Literacy and Numeracy courses. These have been during the day and after school.

Kingsbridge Academic Council have arranged sessions in SEN and we have completed some school-based ICT training.

All age groups from Early years through to Year 6 have been catered for and staff have also used non-contact time to develop their co-ordinator roles. It is hoped to extend this next year.

CURRICULAR TARGETS for literacy at East Allington Primary School for 2000/2001 are focused on the development of WRITING across the age groups.

CURRICULAR TARGETS for Literacy Key Stage 1:

- Reception/Year 1 children to know sight recognition words from NLS
children can form their letters correctly
children are confident, independent writers; using simple words and phrases
- Year 2 children have appropriate phonic understanding and spelling knowledge and can consistently spell the high frequency words accurately (from the NLS)

CURRICULAR TARGETS for Literacy Key Stage 2:

- Year 3 awareness of story structure and an introduction to the development of characters
limited use of direct speech, use of simple adjectives and introduction of pronouns
consistent correct use of capital letters and full stops
introduce speech marks and question marks
use past and present tense and develop vocabulary
- Year 4 continuing development of characters and storyline
use of direct speech and narrative links
develop the use of all tenses, speech marks, question marks, exclamation marks and introduce commas
consolidate use of capital letters and full stops
develop a range of connectives and interesting vocabulary
- Year 5 refine the story structure with significant events and action and interaction between characters
introduce and develop reported speech and limited use of direct speech
develop consistent use of the tenses
consolidate use of punctuation and develop complex sentences using appropriate connectives
enrich vocabulary
- Year 6 refine the story structure, with significant events and actions and show significant interaction between characters
develop use of speech to reflect characterisation
revise all punctuation conventions
develop more adventurous vocabulary choices
consolidate use of complex sentences

At KS 2 ALL pupils are to be able to present their work consistently with joined, legible handwriting.
At KS 2 ALL pupils are able to identify significant features of text types and evaluate their writing against clear success criteria.

CURRICULAR TARGETS for Numeracy at East Allington Primary School for 2001/2001.

CURRICULAR TARGETS for Numeracy Key Stage 1:

- Reception / Year 1 / Year 2 children can count reliably
children can understand addition as combining/subtraction as removing
children are confident enough to tackle word problems

At Key Stage 1 generally we are encouraging the children to work confidently and with a degree of independence.

CURRICULAR TARGETS for Numeracy Key Stage 2:

- Year 3 children to understand that subtraction is the inverse of addition and that
division is the inverse of multiplication
children to understand halving is the inverse of doubling
children to be able to carefully read scales
children to confidently tackle word problems
- Year 4 children to recognise half, third, quarter, fifth and tenth and use them to find
fractions of shapes and numbers
children develop their knowledge of division, understanding it is the inverse of
multiplication
children can interpret data in lists, tables and graphs
children will use appropriate operations to solve word problems
- Year 5 children must learn their basic number facts to improve their mental
capabilities
children must learn their mult. facts and solve division problems with
remainders
children will use appropriate operations to solve word problems explaining
methods and reasons
- Year 6 children to understand decimal notation for tenths and hundredths
children to learn mult. and div. Facts
children to understand links between fractions, percentages and decimal
notation
children will use appropriate operations for solving word problems explaining
methods and reasons

ABOUT OUR SCHOOL.....

We are proud of what our school has to offer in terms of **diversity and creativity** and the activities and events that have happened over the past year are testament to that.

For a school without a Hall our sporting achievements are impressive! Throughout the year children have been involved in **swimming, skipping, quik cricket, tag rugby, netball** to name but a few. **Teams have taken part in competitions and have proved themselves to be worthy losers as well as worthy winners.**

We are the South-West Tag Rugby champions and our teams have been excellent ambassadors for the school on their travels.

MANY THANKS TO ALL OUR COACHES AND HELPERS!

Come into the school during the day and you may well hear the lilting musical strains of children`s voices, recorders, handbells and other instruments. Mrs Ward and outside tutors ensure that children at East Allington are given opportunities to express themselves musically and to share their interest with others.

You will have heard of our success in the **Artworks Awards** (and perhaps even seen our work on the web or in local or national press). Our congratulations go to Miss Mercer and Class 4 and we look forward to using the prize money for art projects across the school.

More artwork could be seen in Harbour House before Easter and the art exhibition at the Church fete showed the different things our pupils can do.

The one thing that links all these activities, as well as the other curriculum subjects at East Allington, is **teamwork and co-operation**. All the staff have been impressed at various times during the year by the care and concern our children have for each other and the way they work together. Visitors comment on the positive attitude of the children and supply teachers enjoy coming here! I even have a treasured letter on my noticeboard from a Headteacher in Wiltshire who felt moved to write a lovely letter to me following the behaviour of the Tag Rugby team at Burnham on Sea.

We will work hard to continue providing pupils with varied and exciting experiences.

WHERE ARE THEY NOW?

14 children in Year 6 moved on to secondary school this year : 11 have gone to Kingsbridge Community College, 1 went to KEVICC, 1 to Stover and 1 to Grenville College in North Devon

The liaison between KCC and its feeder primary schools remains strong.

OUR DAY OUT!!!!

Artworks Awards July 5 2001

6:45 am

We reached Totnes station, VERY early in the morning and caught a train to Exeter St. Davids (we did lots of early morning doodling!!!).

7:30am

We arrived at Exeter and got straight onto the next train (although Harry stopped to buy some sweets!).

8:00 - 11:30am

On the train we doodled, took pictures (mostly of Miss Mercer and Mrs Colegate asleep!) and doodled some more. We all went a bit hyper probably because we were sooooo bored.

12:00

We arrived at Waterloo, quickly caught a taxi and rushed to the Tate Modern. We eventually found our way to the awards theatre, there were lots of other children and teachers there. When Jo and Miss Mercer got called out they went to collect the envelope (which was empty!) and they also shook Jay's hand, from SMART. Miss Mercer said he was quite dishy, yeah right!!!

1:00pm

We had just had our picture taken and went to have our artistic lunch. We got Jay to sign our lunch boxes. We were also issued with goody bags which contained an Artworks t-shirt, plastic pencil box, a rubber and a pen and a pencil - all with the TATE logo on. After lunch we went to look around the gift shop, it was expensive!

2:15pm

We went on a tour but after a while we decided we would leave the tour and take it at our own pace. We saw some very interesting modern art!

We went outside and saw the Globe Theatre and the Millennium Bridge.

3:30pm

We got a taxi back to the station, it was very hot, about 34 degrees. After buying drinks for the train we got on to the train and waited for it to leave.

8:45pm

The train arrived at Totnes and we were picked up, taken home, went to bed and slept very well. What a day to remember!

Harry's favourite bit was looking at the modern art, so was Harriet's. Jo enjoyed this and the award ceremony.

Thank you Miss Mercer for giving us this experience.

REPORT FROM THE PREMISES COMMITTEE

Using the Capital Fund, the school was able to pay for the re-surfacing of the upper playground and the development of a staff work area upstairs.

Devon also organised the redecoration of the front of the school and the replacement of 2 windows.

Maintenance of the school buildings is ongoing and we much appreciate the help of parents at the working party. It is hoped to hold two a year, one inside and one outside – we can help to make a difference really quickly!

SPECIAL EDUCATIONAL NEEDS

At East Allington we regularly review the needs of children in our care. Where necessary, we follow the Code of Practice for Special Educational Needs, we seek advice and provide additional support.

We aim to provide Individual Education Plans which ensure progress and to allow wherever possible teaching assistant support, both for the statemented children and others requiring extra help.

COMMUNITY LINKS

Being part of a small village the school has an important part to play in the life of the community. We enjoy taking part in Church and village events and hope to develop this by involving the community more and more in the life of the school.

SCHOOL PROSPECTUS

There have been no changes to the school prospectus this year. The Governors plan to review its content and presentation over the coming year.

SCHOOL SECURITY

Our children`s safety is important and we monitor the arrival of visitors to the school with an alarm system.

We cannot be responsible for children who come to school before 8.45am, and ask that all children are collected at the end of the day at the allotted times. We ensure that a member of staff is on duty at the gate at home time and, although generally we cannot take care of children after this time, we can make exceptions in special situations.

SCHOOL PROVISION AND ADMISSION ARRANGEMENTS FOR DISABLED CHILDREN

We are committed to admitting any disabled child providing that our facilities do not cause that child risk to their personal safety or emotional wellbeing.

Such children will be treated as any other child and will be given every opportunity to take as full a part in the life of the school as possible.

WE HAVE TRIED TO MAKE THIS REPORT AS USER-FRIENDLY AS WE CAN AND WE HOPE THAT YOU HAVE FOUND IT INFORMATIVE. IF YOU HAVE ANY QUERIES OR SUGGESTIONS FOR IMPROVEMENT, PLEASE LET US KNOW!

HOLIDAY DATES FOR 2001/2002

Autumn Term 2001

Wednesday 5 September

Half-term

Monday 22 October to
Friday 26 October

Christmas Holiday

Break up Tuesday 18 December

Spring Term 2002

Thursday 3 January

Half-term

Monday 18 February to
Friday 22 February

Easter Holiday

Break up Thursday 28 March

Summer Term 2002

Tuesday 16 April

May Day

Monday 6 May

Half-term

Monday 3 June (HM Queen's Golden Jubilee)
To Friday 7 June

Summer Holiday

Break up Friday 19 July

Attendance Figures:

Total no . of pupil sessions (as at 25 May 2001) : 26552

Authorised Absences: 6.5%

Unauthorised Absences: 0.8%

Budget report

See Appendix 1

End of Key Stage One

This table shows the percentage of pupils achieving each level at this school in 2001.

TEACHER ASSESSMENT							
SUBJECT	% age of pupils at each National Curriculum Level						
	W	1	2	3	4+	ABSENT	DISAPPLIED
ENGLISH	0	5	95	0	0	0	0
Speaking & Listening	0	0	100	0	0	0	0
Reading	0	5	95	0	0	0	0
Writing	0	5	95	0	0	0	0
MATHEMATICS	0	10	75	15	0	0	0
SCIENCE	0	5	95	0	0	0	0


TEST RESULTS									
SUBJECT	% age of pupils at each National Curriculum Level								
	A	D	W	1	2C	2B	2A	3	4+
Reading Task	0	0	0	5	30	30	35		
Reading Comprehension Test	0	0			35	10	50	0	0
Writing Task	0	0	0	0	25	45	30	0	0
Spelling Test	0	0		5	85			10	
MATHEMATICS	0	0	0	0	25	35	15	25	0

KEY

A = Pupils Absent

D = Pupils Disapplied

W = Pupils Working towards Level 1

 = Test / task information not applicable for level / category

Key Stage 1 Comparative Table

In e year group of 20 children 1 child represents 5%. In both Reading and Writing and Maths children have performed above the national results of last year for children attaining Level2 and above. Our children have performed less well at Level 3. In Maths 100% of our children reached Level 2 and above

This table shows the percentage of pupils achieving each level Nationally in 2000.

TEACHER ASSESSMENT							
SUBJECT	% age of pupils at each National Curriculum Level						
	W	1	2	3	4+	ABSENT	DISAPPLIED
Speaking & Listening	2	12	63	23	0	0	0
Reading	3	13	55	28	0	0	0
Writing	5	13	70	12	0	0	0
MATHEMATICS	2	10	63	25	0	0	0
SCIENCE	2	10	66	22	0	0	0

TEST RESULTS									
SUBJECT	% age of pupils at each National Curriculum Level								
	W	1	2C	2B	2A	3	4+	A	D
Reading Task	3	13	16	21	19			0	0
Reading Comprehension Test			16	21	17	28	0	0	0
Writing Task	5	10	28	30	18	9	0	0	0
Spelling Test			50			22		0	0
MATHEMATICS	2	7	17	23	25	25	0	0	0

KEY

A = Pupils Absent

D = Pupils Disapplied

W = Pupils Working towards Level 1

 = Test / task information not applicable for level / category

End of Key Stage Two

This table shows the percentage of pupils achieving each level at this school in 2001.

TEACHER ASSESSMENT									
SUBJECT	% age of pupils at each National Curriculum Level								
	A	D	W	1	2	3	4	5	6
ENGLISH	0	0	0	0	7	36	43	14	0
Speaking & Listening	0	0	0	0	0	43	57	0	0
Reading	0	0	0	0	7	36	43	14	0
Writing	0	0	0	0	7	36	43	14	0
MATHEMATICS	0	0	0	0	0	36	43	21	0
SCIENCE	0	0	0	0	0	14	57	29	0

TEST RESULTS							
SUBJECT	% age of pupils at each National Curriculum Level						
	A	D	Below Level 3 (B3)	3	4	5	6
ENGLISH	0	0	21	21	43	14	0
Reading	0	0	14	14	29	43	
Writing	0	0	14	50	21	14	
MATHEMATICS	0	0	0	50	50	0	0
SCIENCE	0	0	0	36	64	0	0

KEY

A = Pupils Absent

D = Pupils Disapplied

W = Pupils Working towards Level 1

B3 = Pupils who were not entered for the tests because they were working below Level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children not achieving a level from the tests.

= Level 6 English test is a combined test of Reading and Writing

Key Stage 2 Comparative Table

In a cohort of 14 each child represents 7%, one child had a statement of special educational needs. In English, Maths and Science our children performed less well than last year's national performance overall. In Reading our children performed better. One focus for 2002 is to increase the number of children attaining Level 5 in all three subjects.

This table shows the percentage of pupils achieving each level Nationally in 2000.

TEACHER ASSESSMENT									
SUBJECT	% age of pupils at each National Curriculum Level								
	A	D	W	1	2	3	4	5	6
ENGLISH	0	0	1	1	5	23	49	22	0
MATHEMATICS	0	0	0	1	5	22	48	23	0
SCIENCE	0	0	0	1	3	17	52	27	0

TEST RESULTS							
	% age of pupils at each National Curriculum Level						
	A	D	Below Level 3 (B3)	3	4	5	6
ENGLISH	2	0	6	17	46	29	0
READING	1	0	6	9	41	42	
WRITING	2	0	8	34	42	13	
MATHEMATICS	2	0	5	21	47	24	0
SCIENCE	2	0	3	11	50	34	0

KEY

A = Pupils Absent D = Pupils Disapplied W = Pupils Working towards Level 1
B3 = Pupils who were not entered for the tests because they were working below Level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children not achieving a level from the tests.

= Level 6 English test is a combined test of Reading and Writing