

Data 2018/9

FS Attainment 2019

Headlines

- EYFS was judged outstanding July 2015.
- This 2019 F2 cohort is significantly different than previous cohorts. There are only 16 children (PAN of 40 and we usually have between 30 and 40). Of the 16, 5 are on the SEN with 1 having an EHCP and one child on a pre EHCP (both of these children have a diagnosis of Autism and two further children has a diagnosis of Autism; 4 in total). One child is a selective mute and will not talk which hinders some of the EYFS statements.
- % of children attaining a good level of development has reduced to 63%; 10/16. Out of the 6 who did not achieve GLD, 3 did not meet due to SEN needs that would restrict getting to ARE. 3 are summer born, 2 are late August birthdays who have been making remarkable progress and this gap will be diminished in Y1.
- Children enter significantly well below and are exiting just below or at National figures.
- Foundation Stage Leader is a SLE for Foundation.
- Leading FS for Mastery and FS Leader support the LA with National training.

Moderation

- We were last moderated in June 2016 by the Local Authority. Feedback from the moderation was very strong. All judgements were agreed in all areas. Our practice has been asked to be shared within the authority. Jenni Logan, EYFS Leader, is a moderator for the Local Authority and has been on the RMBC training this year.

FS 2018/9 Actions

- Focus on Helicopter stories to develop motivation for writing.
- Embedded Maths Mastery to develop EYFS number.
- In The Moment Planning to personalise learning during free flow sessions.
- Continued focus on speaking and listening and SEMH.
- Further development of outdoor learning
- Development of environment

FS Next Steps

- Develop new EYFS leader
- Embed all outstanding practice

Y1 Phonics 2019

- Y1 phonics pass rate was 67% (16/24 children).
- MVP children 14/20 – 70% - 4 new children in Y1.
- Of the 8 children who did not pass, 6 are on SEN register for Learning and impacts on their reading development. 2 new children who started March and June who are new to English.

2019 Phonics Actions

- Phonics planning continued to ensure more opportunities to apply phonics.
- Development of phonics to prepare for KS1 SPAG test.
- Phonics leader monitored and evaluated practice tests and tweaked practice following analyse.

Phonics Next Steps

- To consider phonic s approach for the high number of ASD children next academic year.
- Phonics practice tests results continue to be analysed and used to inform planning.

KS1 Attainment 2019

Subject	Percentage of children at expected or above (Number of Y2 children - 30)	
	Expected	
	2019 Expected (2018)	2019 National
Reading	19/30 – 63.3% (70.6%)	75%
Writing	19/30 – 63.3% (55.8%)	69%
Maths	19/30 – 63.3% (70.6%)	76%
Combined	16/30 – 53% (55.8%)	65%

Headlines

- This we have made an increase of 7.5% in writing and we have taken a slight slip below National in Reading and Maths. This is mainly due to the complexity of SEN children in KS1. 4 of the 11 children are at the earlier stages of learning English and started with us later than F2 start. 6 of the 11 have specific learning needs and are working at a low level for their age. If we were to remove the SEN children who are on the register for learning from our figures we show reading 95%, writing 89% and maths 84%. This shows all areas are significantly above national average.
- Of our 7 Pupil Premium children, 3 are on the SEN register.
- Mobility continues to be a factor with 6 new since FS data.

2016 Moderation

We were last moderated in June 2016 by the Local Authority. Feedback from the moderation was very strong. All judgements were agreed in Reading and Maths but 2 were questioned in writing. They were queried due to letter formation and 'most spellings'. On the revisit, the LA senior moderator agreed with school. Moderators commented on the strength of the Y2 teachers knowledge of the children, knowing precisely each child's strengths, next steps and barriers. Following this, our Y2 teacher has passed tests and has been trained to moderate for RMBC.

KS1 Actions

- This year we have worked on ensuring that the planning, feedback and assessment has enabled children to meet the KS1 assessment thresholds.
- To support handwriting and writing composition we have focused on Fine Motor Skills to enable them to produce handwriting to meet expected and spelling strategies. For some children this has worked but some children are still not developmentally ready for cursive script. We will work with LSS for further strategies for this.
- The team have worked alongside the Assistant Head to improve the effectiveness of marking and feedback.

KS1 Next Steps

- Format of Y1 to ensure smooth transition for complex F2 cohort.
- Continue handwriting and reading focus to ensure children get to ARE.
- Continuation of Mastery Maths from EYFS to KS1.
- Greater focus on Place Value in Autumn Term of Maths
- Practice test questions at KS1 to align with KS1 tests more in class.

KS2 Attainment

Subject					Percentage of children at expected or above (Number of Y6 children - 29) 1 Child to be discounted - 28	
	Expected					
	2017 School	2017 National	2018 school	2018 National	2019 school	2019 National
Reading	61.7%	71.9%	53%	75%	16/28 57%	73%
Writing	70.6	77.1%	73%	78%	19/28 68%	78%
Maths	79.4%	74.7	43%	76%	18/28 64%	78%
SPaG	79.4%	76.1	47%	78%	17/28 61%	77%
Combined	52.9%	61.4%	37%	65%	14/28 50%	64.8%

Headlines

Overview of the cohort

29 children in cohort (1 to be discounted as started in Y5 and new to country)

3 children were borderline as whether to sit the tests – families asked for them to do them as experience to have a go in readiness for Secondary School and future GCSE. All of these 3 did not get expected.

Of the cohort, 2 have EHCP and one child is pre-EHCP.

Of the 8 children identified for SEN, 1 was SEN for medical reasons and 7 for cognition and learning affecting aspects of their ability and them being able to be ARE at this moment in their learning.

We have 20 children who are identified as MVP children.

2019 KS2 Actions

- Developed more complex texts for Reciprocal Reading developed in Y6 to expand vocabulary.
- Development of reasoning strategies and mastery in maths.
- Attended LA KS2 Reading Workshops and developed reading at age related level to give the Y6s the best possible chance of attaining the reading level.
- Focus on longer texts, reading at pace and skimming and scanning strategies.
- Focused planning in Reading, Writing and Maths
- Focused support from Learning Support Service to ensure that we are meeting all children's needs
- Inclusion leader targeted children with intervention for Behaviour for Learning
- Develop of staff non-negotiables to embed good/outstanding practice.
- Focused on whole school spelling strategies.

Moderation

- We were moderated in June 2017 and June 2018 by the Local Authority. Feedback from the moderation was very strong. All judgements were agreed in all areas.

KS2 Next Steps

- Reading to have a bigger prominence in KS2 to address the issues of some children not doing well in test who do consistently well in class. Also fine tuning the progression skills in each year group.

OFSTED Key Issue –

Further increase the progress pupils make and raise the standards they reach by:

-developing pupils' critical thinking and deeper reasoning skills, particularly those of the most able pupils

Actions

- Further development of Kagan Strategies to develop co-operative learning and peer to peer discussion for higher order thinking.
- As a school we are continue to use Bloom's Taxonomy questioning strategies to develop higher order questioning by teachers during learning and to develop and deepen children's higher order thinking.
- Mastery curriculum in EYFS and Mastery Maths and focused reasoning skills in KS1 and KS2.
- Focused CPD for all staff for reasoning in maths at all levels.

Impact

- Teachers are now more naturally using a range of questioning strategies to develop thinking.
- Teachers have shared successes and this has enabled staff to trial different techniques.
- Children have articulated that they feel more challenged in maths with the mastery approach.
- Pupil Progress meetings have seen huge improvements in maths and staff attribute this to the mastery approach.

Next Steps

- Development of meta-cognition in the classroom
- Further embed Kagan strategies.
- Continue to develop questioning techniques.
- Further develop Mastery Maths to enable deepen thinking opportunities.

-ensuring pupils' handwriting is consistently developed and applied across the subjects of the curriculum.

Actions

- Whole school approach to raising expectations of handwriting in all subject areas.
- Fine Motor programs have been supported by LSS for individual children. Bespoke programs have been developed.
- EYFS Dough Disco daily to support writing into KS1.

Impact

- Quality of books have improved further.
- Children's Fine Motor skills are continuing to develop apart from specific individuals.
- Teaching of handwriting more explicit.

Next Steps

- Continue to support children with bespoke programs together with LSS who are still struggling.