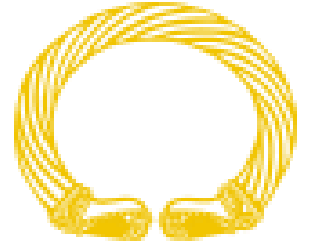




West Norfolk  
Academies Trust



“Learning Together, Succeeding Together”

Snettisham Primary School  
School Evaluation Form 2018/2019



Section	Summary Evaluation
	<p data-bbox="288 181 507 210"><b><u>School Context</u></b></p> <ul data-bbox="339 219 1528 1697" style="list-style-type: none"> <li data-bbox="339 219 1528 282">• Snettisham Primary is a smaller than average primary with 92 pupils, situated in a rural coastal location in West Norfolk.</li> <li data-bbox="339 286 1528 349">• Pupils are taught in four classes – Reception (Willow), Year 1/2 (Oak), Year 3/4 (Ash) and Year 5/6 (Birch).</li> <li data-bbox="339 353 1528 416">• The vast majority of pupils are white British (96.7%) compared with Norfolk (90.3%) and National (73.7%) averages.</li> <li data-bbox="339 421 1528 483">• The school has a high percentage of children on the SEN register or with an Education Health Care Plan - 27%. Numbers of pupils FSM/Ever6 - 17%.</li> <li data-bbox="339 488 1528 551">• Snettisham Primary School serves families from a broad social background ranging from middle class to lower socio-economic status.</li> <li data-bbox="339 555 1528 712">• As a reasonably small school we know our families well and know that many live in rented and social housing, that the majority of parents have routine jobs with lower than average incomes and that we have about 25% of our children being brought up in single parent families.</li> <li data-bbox="339 716 1528 1142">• The school has been through a significant period of change. Following an Ofsted inspection in July 2013, which put the school in special measures, two temporary headteachers were appointed by the LA to provide leadership between September 2013 and July 2014. The school became an academy with the West Norfolk Academies Trust in July 2014 and an Executive Headteacher was appointed for two years working with the school 2.5 days per week. From September 2016, a permanent Executive Headteacher and Deputy were appointed with the responsibility of leading Snettisham Primary School and Heacham Junior School. The school was inspected again in May 2017 and was graded 'Good' in all areas. Following the early retirement of the Executive Head in March 2018, a new permanent Executive Headteacher was appointed to lead Snettisham Primary, Heacham Infant and Junior Schools.</li> <li data-bbox="339 1146 1528 1209">• Staff, parents and governors support each other to drive the school forward through changing circumstances.</li> <li data-bbox="339 1214 1528 1415">• The school is family orientated with excellent community links and close liaison with cluster primary schools, local high school and the pre-school - Bobtails. It also has strong community links through the church, through the pre-school, Parent Support Adviser, cluster, our sports links and through our choir. These ensure good transition, educational provision and curricular enrichment for our children.</li> <li data-bbox="339 1420 1528 1482">• There is a strong and active 'Friends Association', which organises both fund raising and social events.</li> <li data-bbox="339 1487 1528 1550">• The school provides a rich and varied approach to learning with many out of school clubs and activities on offer.</li> <li data-bbox="339 1554 1528 1617">• Parents choose this school because it is regarded as being particularly effective at supporting children with additional needs, including autistic spectrum disorder.</li> <li data-bbox="339 1621 1528 1684">• Attendance overall for the academic year 2017-18 was 96%.</li> </ul> <p data-bbox="288 1787 884 1816"><b><u>Joining the West Norfolk Academies Trust</u></b></p> <ul data-bbox="288 1825 1501 2042" style="list-style-type: none"> <li data-bbox="288 1825 1501 1933">• We joined our MAT in July 2014. Our Trust works closely together to accelerate school improvement and maximise outcomes for pupils through challenge and support. There are seven Primaries within the Trust that provide a strong network of organised support.</li> <li data-bbox="288 1937 1501 2042">• Our school attends termly Trust Learning Networks. Standardisation of good practice is taking place in the form of sharing skills, work collections, policies, procedures, ideas and experiences that relate wholly to teaching and learning in our coastal rural context.</li> </ul>

- A common schedule for assessment and monitoring to ensure there is accuracy and progression for all the trust pupils in their learning, data is analysed, scrutinised and used to develop next steps
- Leadership meetings occur monthly and focus on effective leadership and management strategies that directly impact on pupils to push our vision on and to challenge each other with some pace. Networking and Peer development with other Mats ( KWest and EMAT) are emerging so that we can challenge and learn from each other
- All MAT schools are networking together through a combined Artsmark application with high emphasis placed by the Trust on Arts education to increase cultural experiences for all.
- Consistent and highly effective governance – as a result of links with Trustees and proprietary body of Trust school leaders and teachers are held to account on performance and pupil progress more robustly than the previous single governing bodies.
- Enriched curriculum opportunities; the Trust allows for a good range of curricular and extracurricular opportunities to pupils that were previously not available. These are also targeted to raise aspirations and experiences for pupils in our coastal rural area. Examples of this include cluster dance performances based at Springwood High, Arts mark Funding YR-Y11, Co Operative learning and 8 week improvement projects.

#### **Additional Partners**

- West Norfolk Cluster of Local Authority schools link with us and with Trust schools to deliver networking and magpie opportunities to address local issues and raise standards, systems to develop SEN local offers to pupils, parents and staff are rich and resourced well- these provide excellent inclusion for pupils in our schools with additional needs and develops an engagement curriculum.
- Our families- engaging parents as partners in learning through curriculum workshops in school.
- Links with Sheringham Teaching and SCITT.
- VNET a local authority initiative to support school improvement through quality assurance, data analysis, teaching and learning walks and development of secure triangulation of evidence and papers. Access to wider range of experts and knowledge.
- BCKLWN – Borough Council Kings Lynn and west Norfolk – developing higher outcomes for families through access to training and skills.

Section	Summary evaluation
<p><b>Grade:</b> <b>Good</b></p> <p><b>Evidence base:</b></p> <p>Venn Diagrams</p> <p>Provision Maps</p> <p>Pupil Progress Meetings</p> <p>Safeguarding Files</p> <p>Observation Records</p> <p>SIDP</p> <p>Governor Monitoring</p>	<p><b><u>Overall Effectiveness</u></b></p> <p><b>Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development is 'Good';</b></p> <ul style="list-style-type: none"> <li>• The school monitors each child's progress, putting in place intervention or enrichment programmes as required. Progress of groups is monitored to ensure that appropriate interventions are in place.</li> <li>• Safeguarding procedures are in place and reviewed regularly.</li> <li>• Teaching is usually of a good or better standard across the school. The staff share expertise and experience. Where it falls below support is put in place (e.g. peer teaching, training, joint planning).</li> <li>• Positive attitudes to school and to learning.</li> <li>• Leadership &amp; management is strong – clear direction from head and deputy.</li> <li>• Governors have clear monitoring role; offering challenge and support.</li> <li>• Behaviour is good ~ children feel safe.</li> <li>• Snettisham Primary has a positive learning environment and is a supportive setting for the whole school community.</li> <li>• Good promotion of SMSC, British Values throughout the ethos of the school.</li> <li>• Effective action is taken to promote pupils' physical wellbeing enabling them to thrive.</li> <li>• Good links with the local high school ensuring good transition.</li> </ul> <p><i>Why the school's overall effectiveness is not the grade (above/below)</i></p> <ul style="list-style-type: none"> <li>• Attainment and progress need to be closer to or exceed national figures for all groups;</li> <li>• Continued action to raise outcomes for pupils to aspire to be outstanding.</li> </ul>



Section	Summary Evaluation	
<p><b>Grade: Good</b></p> <p><b>Evidence base:</b></p> <p>SDIP</p> <p>Venn diagrams</p> <p>Provision map</p> <p>8 week projects</p> <p>SEF</p> <p>PP Strategy and Review</p> <p>PE Strategy</p> <p>Curriculum Documents</p> <p>Parents Questionnaire and feedback</p> <p>School Policies</p>	<p><b><u>Leadership and management</u></b>  <b>Leadership and management is 'Good'.</b></p> <ul style="list-style-type: none"> <li>The school has a clearly defined school improvement and development plan (SIDP) which outlines a three yearly projection with detail for the current academic year, identifying areas for development, financial implications and success criteria. Progress against this is reported to governors at least termly.</li> <li>The Governors' action plan ensures that they hold leaders to account and ask pertinent challenging questions. They undertake training regularly to keep informed of current developments.</li> <li>The Senior Leadership Team (Executive Headteacher, Executive Deputy Head, Literacy and Maths Co-ordinator) attend regular update meetings with the LA to keep abreast of new developments and to ensure staff are well informed.</li> <li>Progress is rigorously monitored throughout school with intervention provided for those pupils not making expected progress (see provision map and Venn diagrams.) This is evaluated at least termly.</li> <li>Effective use of data analysis identifies areas of strength and weakness ~ this informs our SIDP with actions to address.</li> <li>Subject leaders monitor curriculum areas regularly. There is regular evaluation and review of topic cycles to ensure coverage and progression through the National Curriculum.</li> <li>Teaching is observed by senior management and teachers also take part in peer observation. Judgements are validated by external partners. Inset is undertaken to support areas identified for development.</li> <li>In July 2014 the school was invited to become part of the West Norfolk Academies Trust (WNAT). Heacham Junior School became an academy in June 2016 and took on the leadership of Snettisham Primary School from September 2016. In 2018 Heacham Infant became part of this partnership.</li> <li>Work between primary trust schools is evolving quickly, with work to develop consistent assessment practices to facilitate moderation and comparison of results.</li> <li>We have strong links with our local High School to ensure smooth transition. There has been good support from the cluster.</li> </ul> <p><i>Why leadership and management are not the grade (above/below)</i>  Results to be consistently at or above national figures for all groups of pupils. Progress scores to show greater value added from EYFS - KS1, and KS1-KS2. More attainment at greater depth across all subjects.</p> <p><b>What we do well:</b></p> <ul style="list-style-type: none"> <li>Pupils are well behaved and learning behaviours are good. The wide range of activities available out of school are well attended and can provide great opportunities to target support for disadvantaged pupils ( <b>see timetables for clubs and sports</b> )</li> <li>The Designated Safeguard Lead and Alternate Lead work effectively to ensure safeguarding is effective.</li> </ul>	
	<p><b>Key priorities</b></p>	<p><b>What are we doing to improve further?</b></p>
	<p>Through training, feedback and reflection ensure that teaching , learning and assessment are consistently good with effective</p>	<ul style="list-style-type: none"> <li>Well-paced schedule of quality assurance monitoring</li> <li>Increased coaching and mentoring opportunities to increase reflection on improvement between school</li> </ul>

	<p>intervention so that there is evidence of accelerated progress for different groups, <b>particularly FSM children</b>, to diminish gaps and support social mobility</p>	<p>staff and trust partners</p> <ul style="list-style-type: none"> <li>• Identifying what makes outstanding teaching, learning and assessment</li> <li>• Increased focus on disadvantaged pupils by leaders during work scrutiny, data checks, learning walk , pupil discussions for disadvantaged</li> <li>• Research and use effective Intervention in reading and maths for disadvantaged pupils</li> <li>• increased access to resources/provision</li> <li>• Additional provision in experiences ( history, music, trips, IT)</li> </ul>
	<p>Use evidenced based methods to increase parenting involvement to support children’s wellbeing , motivation and learning outcomes , <b>particularly those who are disengaged</b></p>	<ul style="list-style-type: none"> <li>• Partnership work with hesitant families ( those with early help and social care)</li> <li>• Learning café</li> <li>• In school mornings and open school philosophy</li> <li>• Information workshops and additional progress reports for families for r/w/m</li> <li>• Use Class Dojo and Parent Forums to bridge involvement with disengaged families</li> </ul>
	<p>Champion equality for all to ensure all children can access a quality curriculum with rich experiences by evidencing achievement across subjects.</p>	<ul style="list-style-type: none"> <li>• Complete EQ award with staff</li> <li>• Challenge staff on their skills to include and promote progress for disadvantaged – pupil progress, intervention, feedback,</li> <li>• Maintain assessment each term across subjects and use to inform teaching and learning.</li> </ul>

Section	Summary evaluation
<p><b>Grade: Requires Improvement</b></p> <p><b>Evidence base:</b></p> <p>SDIP</p> <p>Venn diagrams</p> <p>Provision map</p> <p>8 week projects</p> <p>Curriculum Documents</p> <p>Assessment Policy</p> <p>Pupil questionnaire</p> <p>Lesson Observations</p> <p>Pupil interviews by subject leaders &amp; governors</p> <p>PP Strategy</p>	<p><b><u>Quality of teaching, learning and assessment</u></b></p> <ul style="list-style-type: none"> <li>• Pupil attainment was close to national figures for 2018 in all subjects except writing in KS2 and maths in KS1 (see data tables).</li> <li>• The additional focus on reasoning and fluency with additional 'Number Sense' sessions for maths each day has had a positive impact on Maths outcomes in KS2.</li> <li>• Pupils achieving at greater depth across all subjects will be clear priorities in this academic year with a trust wide focus on further development of collaborative learning, focused 8 week development plans for writing and specific training and resources for teaching assistants to deliver structured reading interventions.</li> <li>• Pupil progress interviews are used routinely to closely monitor pupils who are not making progress and to evaluate interventions.</li> <li>• A more rigorous programme of assessment has been adopted (across the trust) which utilises Pixl, NFER, PUMA and PIRA tests. This has led to more accurate analysis of results and identification of pupils needing greater support.</li> <li>• Precision teaching arises from careful question level analysis of assessments.</li> <li>• Marking continues to be refined, including the foundation subjects.</li> <li>• Those pupils identified as not making expected progress are given appropriate forms of intervention (see provision map and Venn diagrams).</li> <li>• There will also be a particular focus on pupils who achieved Exceeding at EYFS and Level 2A/Level 3 at KS1 to push for greater depth.</li> <li>• The provision map is updated at least termly and the progress of individuals and the success of different strategies evaluated. (See annotated Provision Map).</li> <li>• Lesson Observations are closely linked to Teachers' standards.</li> <li>• In 2017 -18, using a triangulated approach of assessment, book scrutiny and lesson observations, most teaching was good or better. Where it has fallen below the standard, work has been undertaken to support those teachers with planning and delivery.</li> <li>• Teaching has been externally validated by trust advisors.</li> <li>• Most lessons observed are engaging and enjoyable. Moving forward, a greater number of lessons need to be good (80%) or better (40%).</li> <li>• Teachers are eager to develop engaging and exciting methods of teaching (topic planning, trips, workshops and visitors etc.)</li> <li>• Subject leaders share their expertise across the school, with release time to evaluate topics once delivered. (This includes work sampling, evaluation of curriculum coverage, peer observation, pupil interview etc.)</li> <li>• Staff 'peer -teach' where teachers work alongside each other to plan and deliver lessons so that expertise can be shared and developed.</li> <li>• Lesson observations and outcomes are recorded formally. Regular (at least termly) sampling and monitoring sessions for literacy and maths are held so that staff can moderate levels of work.</li> <li>• Subject leaders attend trust moderation and feed back to staff.</li> <li>• English and Maths co-ordinators attend LA network meetings.</li> <li>• Pupil progress is monitored and the provision map is reviewed at least termly.</li> <li>• Teachers attend courses when available to improve knowledge of their subject or assessment.</li> <li>• Planning is reviewed to ensure progression of skills and knowledge. Specialist teachers for P.E. French and music are employed.</li> </ul>

Initiatives to improve teaching & learning include (in addition to Quality First Teaching):

- Intervention groups or individual programmes for children identified as falling behind expected progress (see provision map) (Use of Pupil Premium).
- Regular individual reading sessions for pupils who need extra practice.
- Reading activities throughout school with targeted Teacher or TA support.
- Reading Journals which go between home & school.
- ½ hour daily number sense lessons in addition to main maths lesson focusing on fluency and reasoning.
- Booster activities and specific target groups for Year 6 – both at borderline expected and at greater depth.
- Wonderful Writer Awards (half-termly).
- Tackling Tables Scheme Awards.
- Maths club for invited Year 6 (Booster and Greater Depth)
- Staff External CPD: participation in VNET support including ‘Co-operative Learning’ (Jakob Werdelin) HMI led 8 week plan (Reading), Maths Mastery through Norfolk/ Suffolk Maths hub, Workshops on data analysis, diminishing the gap, developing reading comprehension, cluster moderation, KS2 writing moderation (LA advisors) Maths and English Network Meetings, SEN inset on classroom strategies for ASD and Cognitive Behaviour Therapy (CBT) attended by all staff.

*Why teaching is not the grade (above/below)*

Work continues to raise attainment in all areas to be consistently in line with or exceed national standards; particularly in writing, reading and at greater depth; to ensure that the gap is diminished for disadvantaged, SEN and higher achievers. Work to ensure better progress is made for all children continues with targeted provision. Increased number of lessons to be judged as outstanding, with challenging questions to deepen the thinking of more able pupils.

Key priorities	What are we doing to improve further?
<p>Ensure rich and broad learning experiences are embedded, particularly for disadvantaged pupils by maintaining the pace of provision and feedback to pupils across the national curriculum.</p>	<p>Subject leaders to ensure skills and knowledge are progressive across year groups through revised curriculum map across the school with linked COEL.</p> <p>Teachers use documents and learning journeys across the school with a focus on COEL to give children periods of time to practise and rehearse skills across the curriculum – staff to become skilled at observation and annotating how children are meeting the curriculum.</p> <p>Staff and subject leaders to collect outcomes termly across the curriculum and feedback on next steps.</p>
<p>Raise attainment by increasing progress for pupils in RWM across the key stages, particularly disadvantaged, to sustain good pupil outcomes and evidence good progress and impact of Number Sense/T4W/POP.</p>	<p>Collate milestones for steps of progress from baseline for our communication projects – formulate all evidence teachers and children demonstrate – consider video evidence for website? Showcase this for other schools ( 8 week projects).</p> <p>Increase parental involvement in communication skills-reading daily, spelling and reading homework, loving stories, storytelling with children to develop fluency and vocabulary.</p>



Section	Summary evaluation	
<p><b>Grade:</b> <b>Good</b></p> <p><b>Evidence base:</b></p> <p>Children's questionnaire/ interviews</p> <p>Lesson Observation records</p> <p>Parent questionnaire</p> <p>Work scrutiny</p> <p>Attendance records</p> <p>Policies</p>	<p><b><u>Personal development, behaviour and welfare</u></b></p> <ul style="list-style-type: none"> <li>• Pupils show high levels of engagement and enjoy school (pupil questionnaire/ interviews). Manners are excellent and pupils work well together.</li> <li>• Lesson observations show engagement of all pupils and a high level of collaboration and team work.</li> <li>• Snettisham Primary has an elected school council who represent the school at cluster conferences and actively make decisions which involve the whole school.</li> <li>• The work ethic around the school is strong. Classes are calm and a good working atmosphere pervades.</li> <li>• Pupils move sensibly around the school and show consideration for others. Behaviour is positive at Snettisham.</li> <li>• The vast majority of pupils are engaged in their learning and are making progress.</li> <li>• The atmosphere is calm and children feel safe.</li> <li>• Children and adults are courteous and respectful of each other and their differences.</li> <li>• Pupils and parents are positive in their responses in questionnaires (see parent questionnaire).</li> <li>• The behaviour policy is consistently applied and the focus is on recognising and rewarding positive behaviour.</li> <li>• All stake holders are aware of the policy.</li> <li>• Attendance is good.</li> <li>• Cluster attendance policy adopted.</li> <li>• Safeguarding policies are in place, applied and reviewed regularly. (See Governing Body safeguarding Review ~ and updated polices).</li> <li>• The school has secured funding for a further year to develop the Thrive approach in school, an approach which enables children with different or challenging behaviour to engage with learning. There is a trained Thrive practitioner who will be working with both Snettisham and Heacham schools.</li> </ul> <p><i>Why behaviour and safety are not the grade (above/below)</i> Safeguarding is Good (Ofsted May 17). Behaviour is good – there is a high expectation of behaviour which is consistent throughout the school. The policies are applied consistently.</p>	
	<p><b>Key priorities</b></p>	<p><b>What are we doing to improve further</b></p>
	<p>Ensure children's achievement across the curriculum is accurate.</p>	<p>Use our observations, as well as scrutiny of work collections to know and celebrate each child's skills and achievements so that summative data is well informed and does not make presumptions based on RWM.</p>
	<p>Improving overall attendance particularly of vulnerable children and persistent absence of a few.</p>	<p>Targeting identified families for meetings with Head/AOI to set targets for improvement. Fining families for not following the policy for good attendance</p>
	<p>Keep representing the children's voice on key issues such as school improvement, safeguarding, health, progress and curriculum.</p>	<p>We use opportunities in assembly, class time and during School Council meetings to talk with our pupils to gather their ideas and use them to involve our community. We aim to develop an annual SEF for children, videos that describe the quality of teaching, learning and assessment. With ways for feeding back to pupils so that they will make progress (success criteria traffic lights).</p>

Section	Summary evaluation											
<b>Grade: Requires Improvement</b>  <b>Evidence base:</b>  Data analysis  QLA  Fischer Family Trust	<b><u>Pupil Outcomes</u></b> 2018 KS2 results show an improvement on 2017 outcomes in reading, maths and GPS. RWM figures are well below national figures for 2018 due to low attainment in writing. KS1 attainment shows an improvement on 2017 outcomes in reading and writing. RWM figures are below national figures for 2018 due to lower attainment in maths. We continue to work hard to raise attainment for all groups of children, including higher attaining pupils, so that progress is accelerated and closer to national progress measures.											
	<b><u>Snettisham Primary School ~ Summer Term Data</u></b> <b><u>End of Academic Year 2017-18</u></b>											
	<b>KS2 – Year 6</b> Each child= 7%		Context- Cohort size-15 boys - 9 girls - 6 pp - 3 SEND – 4 LAC - 0 EAL - 0									
	<b>Test Results 2018</b>	% Below		% at Expected+		% Greater Depth		Attainment (Average Scaled Score)		Progress Average KS1 – KS2		
	Reading Actual	5/15	<b>33%</b>	10/15	<b>67%</b>	1/15	<b>7%</b>	103.8		-3.7		
	End of Year Forecast	4/15	<b>27%</b>	11/15	<b>73%</b>	3/15	<b>20%</b>					
	National Av 2018		<b>25%</b>		<b>75%</b>		<b>%</b>					
	Maths Actual	5/15	<b>33%</b>	10/15	<b>67%</b>	1/15	<b>7%</b>	101.7		-2.7		
	End of Year Forecast	3/15	<b>20%</b>	12/15	<b>80%</b>	2/15	<b>13%</b>					
	National Av 2018		<b>24%</b>		<b>76%</b>		<b>%</b>					
	Writing Actual	9/15	<b>60%</b>	6/15	<b>40%</b>	0/15	<b>0%</b>	Teacher Assessed		-8.5		
	End of Year Forecast	4/15	<b>27%</b>	11/15	<b>73%</b>	2/15	<b>13%</b>					
	National Av 2018		<b>22%</b>		<b>78%</b>		<b>%</b>					
	GPS Actual	4/15	<b>27%</b>	11/15	<b>73%</b>	1/15	<b>7%</b>					
	End of Year Forecast	3/15	<b>20%</b>	12/15	<b>80%</b>	2/15	<b>13%</b>					
	National Av 2018		<b>22%</b>		<b>78%</b>		<b>%</b>					
RWM Actual	11/15	<b>73%</b>	4/15	<b>27%</b>	0/15	<b>0%</b>						
End of Year Forecast	7/15	<b>47%</b>	8/15	<b>53%</b>	1/15	<b>7%</b>						
National Av 2018		<b>36%</b>		<b>64%</b>		<b>%</b>						
<b>Key Stage 2 ~ Year 6</b> Taking into consideration the small cohort size (each child = 7%), attainment for Year 6 is broadly in line with national figures (2018) in reading, maths and GPS. This is a boy heavy cohort with 4 out of 9 on the SEN register (1 EHCP working below the standard of the test), 2 of whom are also PP, and this has impacted on attainment overall. Girls' attainment, in contrast, exceeds national figures at the expected standard with 100% in reading, 83% in maths and writing, and 67%.combined RWM Following the rigour of moderation, outcomes in writing are disappointing with 40% achieving the expected standard, 0% greater depth. Further CPD focussed on expected outcomes in writing at the end of the key stages will be a priority going forward (See SIDP). We are also undertaking a trust led 8 week project for writing in the autumn term which we hope will impact positively on writing scores throughout the school.												

<b>KS1 – Year 2</b>	Context- Cohort size 11 boys - 6 girls - 5 PP - 3 SEND - 4 LAC - 0 EAL - 0							
Each child= 9% <b>2018 SATs</b>	% Below		% at Expected+		% at Greater Depth		Attainment ~ Average Scaled Score	Progress Average End Reception – End Year 2
Reading Actual	3/11	27%	8/11	73%	1/11	9%	100.9	99.36
End of Year Forecast	3/10	30%	7/10	70%	2/10	20%		
National 2018		25%		75%		26%		
Maths Actual	5/11	45%	6/11	55%	1/11	9%	96.4	99.09
End of Year Forecast	3/10	30%	7/10	70%	2/10	20%		
National 2018		24%		76%		22%		
Writing Actual	4/11	36%	7/11	64%	1/11	9%	Teacher Assessed	99.55
End of Year Forecast	3/10	30%	7/10	70%	2/10	20%		
National 2018		30%		70%		16%		
RWM Actual	6/11	55%	5/11	45%	0/10	0%		
RWM Forecast	4/10	40%	6/10	60%	1/10	10%		
National Av 2018		35%		65%		12%		

#### Key Stage 1 ~ Year 2

Attainment in KS1 is broadly in line with national figures (2018) in reading and writing. This is a small cohort (each child = 9%) with 4 out of the 6 boys on the SEN register (1 EHCP working well below the expected standard), 2 of whom are also PP, and this has impacted on attainment overall. In contrast, girls' attainment exceeds national figures at the expected standard with 100% in writing, and 80% in reading/maths/RWM. Priorities in KS1 going forward will be maths, boys' engagement/attainment and improving attainment at greater depth (GDS).

<b>EYFS</b>	School Data		National
Baseline	% Expected +	% Below	
	57.1% (4 out of 7)	42.9 % (3 out of 7)	
1 child= 11%	End of Year Outcomes		National ~ 2018
GLD	67% (6 out of 9)		71.5%
Literacy	67% (6 out of 9)		
Maths	78% (7 out of 9)		
APS	35.1		34.6

#### EYFS

Outcomes in EYFS are slightly below our end of year target due to a pupil joining the cohort late in the year having spent a considerable amount of time out of the classroom. Despite this, figures are in line with national averages for 2018 (within 1 child). Attainment in maths is good, this is encouraging as the Maths Mastery approach has been trailed this year and will be disseminated across the school 2018-19 following considerable investment in Maths Hub training, as well as new resources. Priorities in EYFS will be to raise attainment in English so that outcomes are comparable with maths.

<b>Phonics</b>	School		National 2018
	End of Year Actual (Year 1)	End of Year Actual (Year 2)	
	11/15 = 73% (Each child = 7%) Average Score ~ 27.6	2/3 = 67%	82.5% Year 2 60.8%

#### Phonics

Attainment in phonics remains in line with national figures for Year 1 and above for Year 2.

### Other Cohorts

Yr 5	Cohort Context: Cohort size-10 boys-5 girls-5 PP-4 SEND-4 LAC-0 EAL-0							
1 child = 10%	% Below		% At Expected+		% Above Expected		Attainment Average Scaled Score	Progress Average KS1 – Summer 2
Reading	3/10	30%	7/10	70%	1/10	10%	106.1	99.5
Writing	6/10	60%	4/10	40%	1/10	10%	Teacher Assessed	98.65
Maths	5/10	50%	5/10	50%	1/10	10%	99.4	99.1
Yr 4	Cohort Context: Cohort size-13 boys-6 girls-7 PP-5 SEND-2 LAC-0 EAL-0							
1 child = 8%	% Below		% At Expected+		% Above Expected		Attainment Average Scaled Score	Progress Average KS1 – Summer 2
Reading	5/13	38%	8/13	62%	3/13	23%	104.8	99.23
Writing	7/13	54%	6/13	46%	1/13	8%	Teacher Assessed	97.73
Maths	7/13	54%	6/13	46%	2/13	15%	104	98.65
Yr 3	Cohort Context: Cohort size- 19 boys- 9 girls- 10 PP- 5 SEND- 5 LAC- 0 EAL- 0							
1 child = 5%	% Below		% At Expected+		% Above Expected		Attainment Average Scaled Score	Progress Average KS1 –Summer 2
Reading	9/19	47%	10/19	53%	2/19	11%	99.3	99.08
Writing	4/19	21%	15/19	79%	4/19	21%	Teacher Assessed	101.74
Maths	6/19	32%	13/19	68%	4/19	21%	104.9	99.63
Yr 1	Cohort Context: Cohort size- 15 boys- 6 girls- 9 PP- 2 SEND- 2 LAC-0 EAL-0							
1 child = 7%	% Below		% At Expected+		% Above Expected		Attainment Average Scaled Score	Progress Average End Rec– Sum(2)
Reading	3/15	20%	12/15	80%	6/15	40%	109.7	101.27
Writing	3/15	20%	12/15	80%	1/15	7%	Teacher Assessed	100.23
Maths	3/15	20%	12/15	80%	2/15	13%	103.5	99.83

Our 8 week Project 'Book Worms' has had a significant impact on reading outcomes in most cohorts, most notably in Year 5 and Year 1. Attainment and progress are good in Year 1, particularly in reading where 40% of pupils are working at greater depth. Attainment and progress in maths and writing in Year 3 are good and show an improvement on Year 2 outcomes; reading attainment requires improvement and close monitoring in the autumn term 2018 to secure good outcomes at the end of KS2. Likewise, in Year 4 and 5 attainment and progress continues to be monitored, particularly in writing and maths.

The assessment and recording procedures are constantly evolving. The trust is developing a 'School On A Page' data sheet to chart attainment through the year. English leads across the trust have developed a more user friendly writing assessment format to improve staff confidence when making judgements and align with our tracking system – Pupil Asset. Staff look at data and use Venn diagrams to complete provision maps which outline groups of children needing and



receiving interventions. Pupil Progress meetings are held termly to discuss pupils making less than expected progress and what is in place to diminish the difference between groups of pupils.

*Why achievement is not the grade above:*

Outcomes for pupils need to be further improved. Attainment and expected progress need to be consistently above national average. The retirement of the current head in April 2018 and the Infant Head becoming executive head over the three schools will help to consolidate assessment practices across the key stages.

<b>Key priorities</b>	<b>What are we doing to improve further</b>
Look deeply at the in school gap that exists between PP and Non PP and the progress made by these children.	Making sure that equality of care, teacher attention, wide curriculum exists for these pupils where family lives can be difficult. Quickly address lack of progress for identified pupils through frequent checks on data, work collections, reading, number, progress meetings and improved provision. Pupil premium review commissioned for quality assurance.
Drive standards so that outcomes that are in line with and above national and continue to use LA moderator training to ensure judgements remain robust in KS1.	Use 8 week project approach to focus all staff on progress in key areas that need a boost.
Use the evidence of achievement across the curriculum to make sure children make good progress across all subjects.	Subject leaders given time and meetings to gather and analyse work collections to compare with curriculum maps, break down skills required and look for gaps. SL to be clear on what progression looks like in these key skills. Subject leaders to share these at regular curriculum development meetings with school and trust staff to ensure teaching and learning improves where areas of weakness are found and that standards are good so that outcomes are improved.

