

# **Fourlanesend C.P. School**

## **Head teacher's Report to the Governing Body**

November 2016

### **Context of the school**

- The current number on roll is 104.
- We continue to have reading volunteers in school. We have ex-teachers and volunteers from the Open the Book Assembly group reading with Classes Plym, Cremyll, Tamar and Lynher. If you know anybody interested in supporting us like this please let me know. It makes all the difference to the children and releases the classroom teaching assistant.
- Breakfast Club continues to run successfully at the school and is led by Mary Taylor.
- Mary Taylor who has been covering in the office has agreed to do 4 hours extra per week (flexitime) focusing on safeguarding.
- Leisha Champion is currently signed off sick until the end of Autumn Term. This is being covered by Juliet Wilde on Tuesday and Wednesday; Emma Cunningham on Thursday and Friday.
- Fran Ferguson returned from maternity leave on 20<sup>th</sup> July. She works Wednesday, Thursday and Friday in Lynher with Y5/6.
- We are delighted to welcome back Sally Adams as a teaching assistant in Class Lynher. Sally previously worked here from September 2003 until July 2013 as a TA and left for 3 years as her husband was posted abroad.
- Congratulations to Natalie, our teacher in Class Plym who got married this summer and is now known as Mrs Perry.
- Staff absence- June and July: One teacher long term sick since 9<sup>th</sup> June, RN father in law's funeral 20/07/16, one TA one week – family problems. Since September: One teacher long term sick signed off until the end of the Autumn Term, One teacher one week viral laryngitis, One TA one day for a migraine, One TA one week – family problems, one TA signed off for 6 weeks initially following an operation on her ankle. This is being covered between Becki Ginger and Tracy Nice who have both recently qualified in their NVQ 3.
- Tom Harris continues to train the football team every Friday afternoon as part of his work experience from Plymouth College and Aaron Tack has joined him as part of his course from City College.
- Li Lei joined us from China for 2 weeks to see what it is like in an English school before applying for her PGCE at Exeter University. She spent her time in class Tamar and thoroughly enjoyed the experience.
- Currently we are working with Point Europa who have placed a German student, Sarah with us for a month. She is spending time across school and is a great help. She has enjoyed building relationships with the children and staff. It is also a great opportunity for our children to learn about a different country and culture.

### **Training/CPD**

12/07/16 – MAT Information Session – Rebecca Norton, Governor and Governor.

12/09/16 – Twilight – Outdoor Learning in English and Maths.

14/09/16 - Staff and governor vision session.

21/09/16 – Well-being and involvement – deep learning for every child – Helen Illingworth and Natalie Perry.

28/09/16 – Educational Visits Coordinator training – Richard Wilde.

28/09/16 – EYFS Briefing Twilight – Natalie Perry.  
30/09/16 – Level 3 Multi Agency Child Protection training with a focus on Parental Substance Misuse – Fran Ferguson.  
06/10/16 – CAPH Data session – Richard Wilde and Rebecca Norton.  
13/10/16 - Head teacher information session – Rebecca Norton.  
13/10/16 – Multi-Agency Introduction training for Children in Care – Designated Teachers – Helen Illingworth.  
14/10/16 – First Aid Training – Becky Ginger, Sally Adams, Jenna Welch and Karen Soames.  
18/10/16 – SPAG success – Jo Dennehy.  
19/10/16 – PE Conference – Richard Wilde.  
10/11/16 – School Effectiveness Cornwall Conference – Emotional Resilience for learning for life – Rebecca Norton and Helen Illingworth.  
16/11/16 – Safeguarding Seminar – Rebecca Norton.  
17<sup>th</sup> and 18/11/16 – Fran Ferguson and Helen Illingworth – Team Teach training.  
21/11/16 – School Health Champion – Rebecca Ginger and Karen Soames.  
23/11/16 – Spell it! Richard Wilde and Fran Ferguson.  
24 and 25/11/16 – Thrive Practitioner Training – Jenna Welch.  
In September and October 11 staff and volunteers have taken Tier 2 Child Protection Training.  
In September and October 13 staff have taken PREVENT training.

## **Effectiveness of leadership and management.**

**2.1** The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.

Vision and Values session with governors and all staff held 14<sup>th</sup> September. Revised vision and values sent to all parents and carers and agreed 30<sup>th</sup> Sept and placed on website.

New Mission statement/strapline agreed and shared with the children. Value flags displayed outside school on 5<sup>th</sup> Oct. Staff meeting minutes 5<sup>th</sup> Oct –demonstrate work being produced for a new display in the entrance hall- values in everything we do.

**2.2 B and F** Leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

Performance Management targets cover high expectations and are SMART. Please see governor report from 18<sup>th</sup> October on Performance Management. Performance Management has also been checked with our SIP. Our advert for our job demonstrated high expectation, as will our short listing. In Strand 1 Marking and Feedback all classes are securely good and working towards outstanding –some elements of outstanding are achieved – part of this is that marking supports improvement and removes barriers for learning.

Please see Governor visit report from 24<sup>th</sup> November which covers deeper learning in maths. Celebration assembly is in place on Fridays and attended by parents and carers. TA appraisal is in place and meets the green book requirements.

### 2.3 B

Leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm.

Evidence of developing 'always' scheme in staff meeting 5<sup>th</sup> October and introduced in school on 10<sup>th</sup> October. Clip board in staff room with class lists for ALL staff to record when values are not used. The philosophy is to improve the low level outside the classroom behaviour e.g. running in a corridor (usually KS1), jumping down the steps (KS2). Lesson observations demonstrate how school values are used to support learning. In every class every child is on task. The staff handbook and dignity policy was given out to all staff and signed for in September. The positive behaviour policy was updated on the 23<sup>rd</sup> November to ensure that it included emotional first aid, Thrive and matched current practice across school.

Please see Governor governor report 17<sup>th</sup> November on high expectations of behaviour.

### 2.4 B Rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.

The SIP read through the SEF the current SDP and the evaluated 2015/16 SDP and deemed all to be accurate. Raise online given out to all staff and governors.

### 2.5 B and C Our curriculum is designed and implemented and evaluated to ensure breadth and balance.

Half termly forecasts are on the school website and on the board in the staffroom. Paper copies were given to all parents. Whole school planning and notes kept in the office. Displays in every classroom reflect the curriculum. Films on the website provide very strong evidence of what has been covered in school. Please see our film of our Victorian Day and Bridges for this topic.

### 2.6 B, C and F Our formal curriculum is supplemented with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

Autumn Term Clubs: Film Club, PAFC football Club, Tag rugby club, knitting club, singing club, netball club and rounders/cricket club.

We are currently supporting the Maker with Rame CIC – Sixbyfour fundraising exhibition by every child in our school creating a postcard to be auctioned off. Y1 and Y2 have achieved the Marine Award, this included 5 days on the beach.

For sporting opportunities please see 2.7.

A theatre group visited on the 9<sup>th</sup> November and performed 'Tales of Old England' which linked to British Values; this was thoroughly enjoyed by all children.

Daya visited the school on 13<sup>th</sup> September and provided workshops in Islam for every class.

Class Tamar enjoyed a 2 day residential to Camp Kernow in September where they enjoyed archery, the climbing walls, camp fires, cooking, camping on a self-sustainable site.

Four Y4/Y5/Y6 children in October took part in a whole day gifted and talented writer's workshop at Bishop Cornish School.

Four Y3/4 children in November participated in a whole gifted and talented day for maths at Bishop Cornish School.

Class Plym held a coronation afternoon in October and invited parents in for a tea party to share their experience.

Endeavour held a workshop in Class Lynher which covered equality, racism, PREVENT, bullying, online safety etc. Please find further information on the class page and the certificate is posted on our website.

The whole school took part in our Victorian Day in October, everyone came dressed up in Victorian costume and the whole day was as a Victorian school day would have been. We used our log book from the Cawsand School, which has since been demolished, to plan our day. It was a learning experience for everyone and some of the Victorian techniques were preferred by the children. Since then, we have continued with some of the organisation of the desks for certain lessons and the chanting of tables. Please see our film of this occasion on the website –thanks to Richard Wilde for producing it.

The whole school took part in a bridge building day, this provided opportunities for cross curricular problem solving. We were thrilled with the way the children collaborated and learned together. At the end of the day Mrs Dennehy led a session collecting what the children had learnt and how they would approach the task differently if they had to do it again. Again, please see the film of the website courtesy of Richard Wilde.

**2.7 B** Leaders effectively use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

***To improve Sport/PE provision across for all groups.***

10 minute Wake and Shake began September 2016

End of lunch time Wake up walk/run – September 2016

28<sup>th</sup> September, staff meeting G&T children for PE/Sport identified. They are to receive a multi-sport club weekly at a lunch time from 29<sup>th</sup> September. PE Coordinator attended Cornwall schools PE conference 19<sup>th</sup> October. Coaching of Tag Rugby has been delivered by Cornwall Coaching Company since 29<sup>th</sup> September. Teachers observe quality coaching. KS1 have received 2 morning PE sessions 4<sup>th</sup> and 11<sup>th</sup> October multiskills. G and T club is run on Thursday lunchtime for select children across KS1 and 2. In staff meeting PE

coordinator led a discussion on assessment and recording in PE. We are currently reviewing an online assessment scheme. 2 teachers are attending an ICT in PE training on 30<sup>th</sup> November. 9<sup>th</sup> November PE Coordinator met with governor - see governor visit report. Details covered on other actions are in this report. Investigation into alternative sport is ongoing – Theatre Royal has been contacted about dance provision. Martial Arts Academy has been contacted. A Class Yoga trial has taken place with positive feedback from the children across the school, with the school buying into the scheme. Disability sport – Goal ball equipment has been purchased to give children experience of disability sport. New football nets/balls/cone/rugby balls/tag rugby belts – children showed E for L taking care of their new equipment.

**2.8 G** The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

September 2016 – Display in the hall links FLE values with British values. New entrance hall display – We value....October 2016. This came from a session with KS2 and the evidence of the work covered to support this is held in RN office. A theatre group visited on the 9<sup>th</sup> November and performed 'Tales of Old England' which linked to British Values and traditions this was thoroughly enjoyed by all children.

Assembly records are kept in the staff room. They record every assembly, the school values used, links to British values and SMSC. Remembrance Day was covered across the school by learning about what we remember and holding a whole school 2 minutes silence. Our RE Co-ordinator JD met with the RE governor on 15<sup>th</sup> November, please see the governor report for details and evidence to support how we prepare our children for life in modern Britain through RE. Daya visited the school on 13<sup>th</sup> September and provided workshops in Islam for every class. Our school council planned and led our Children in Need day on the 18<sup>th</sup> November. We raised £251.85. Please see the minutes of the school council meeting on the school website for further details.

**2.9 B** Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment.

***Improve SPaG across KS2 – progress and attainment are increased.***

***From end of year PaG in SPTO all children make good progress in line with that of other subjects.***

***Attainment in maths improves across KS2 as deeper learning is improved and embedded further.***

***Children's depth of learning attainment should not negatively change in comparison to the end of year attainment 2015/2016 e.g. SPTO #2 should remain #2 or improve\****

Staff meeting 7<sup>th</sup> September – evidence of displays to go in classrooms to support Depth of Learning, SPaG and handwriting.

Staff meeting 28<sup>th</sup> September – OFSTED on Depth of learning and differentiation given out. 4 bullet points at the bottom discussed and answered. Following this, staff agreed that Abacus was not working. FF approached the MathsHub for support and staff agreed to trial White Rose and links to NCETM mastery booklets. Also to use talk for maths, numericon and selected Abacus resources alongside. It was also agreed that questions to promote deeper thinking were to be displayed and used within lessons.

Staff meeting 5<sup>th</sup> October FF checked on progress made with new maths plans, what was working well etc. It was emphasised that the activities were just a suggestion and could be supplemented with others. Also that plans were to be annotated from assessment.

Performance Management cover high expectations and deeper learning in SMART targets. Please see Governor report from 18<sup>th</sup> October on Performance Management. Performance Management has also been checked with our SIP.

All lesson observations have been completed for this term and targets have been set to secure further improvement.

KungFu punctuation in place across school, this is demonstrated by the displays in the classrooms, evidenced in lesson observation notes and from discussions with children. It is also evidenced in the Standards Committee report from 18<sup>th</sup> October where governors dropped into a classroom and questioned children about it.

In Strand 2.2 all classes are working within good. For further information please see Governor visit report from 24<sup>th</sup> November which covers deeper learning in maths. All staff have agreed what constitutes depth of learning and this has been sent out to all governors in November.

**2.10 F** Leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils.

Karen Soames and Becki Ginger attended the Health Champion conference on Monday 21<sup>st</sup> November.

Staff meeting minutes evidence staff working together to improving learning and provision across school. Co-ordinators can evidence support given to staff across school.

**2.11 B** Leaders use performance management (PM) to promote effective practice across school. They provide effective, high quality CPD to meet the needs of all teachers in different stages of their careers.

Performance Management covers high expectations and deeper learning in SMART targets. Please see Governor report from 18<sup>th</sup> October on Performance Management. Performance Management has also been checked with our SIP. All CPD links to PM and the SDP. The PM support progression for all staff and meets the July 2016 Standards for professional development – it was noted on how these are written and covered in every target.

**2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve.**

The termly emotional tracker has been completed for every class; this is evidenced in the staff meeting minutes from 5<sup>th</sup> October.

**2.13 C Leaders engage with parents, carers and other stakeholders and agencies to support all pupils.**

Our school website meets the new September 2016 updated criteria; this was monitored by governors in the 18<sup>th</sup> October Resources meeting. 100% attendance at our Autumn Term parents evening. This is because staff have chased up all parents and conducted a few consultations over the phone. Our FAQ explains our open door policy. This is used daily by parents and carers, some parents also call or email the school. RN has evidence of this. Teachers have evidence of meetings with parents.

Case studies shared with the SIP and an anonymous one shared with governors on 3<sup>rd</sup> November demonstrates the very positive outcomes from working in partnerships with agencies and parents.

Currently in school we work with CLEAR – who provide music therapy for a child. We have Dreadnought who is a counsellor that works all day, every Tuesday seeing children, we also work with Brighter Futures who work with families and focus on building relationships.

Natalie Perry held 2 workshops for parents explaining phonics for FS and Y1. All parents completed feedback forms and all parents said that their understanding had improved through the sessions. She plans to hold more next term.

As you'll have probably picked up from our newsletters we have been thrilled with the increased parent support this term. Working parties have improved our allotments and a couple of parents and Mrs Adams are planning out what will be planted in spring. Parents have supported us by carrying out many small jobs around school that support the smooth running of the school. This has been greatly appreciated. One parent has even donated and fixed a gate at the back of the school field which improves access for us.

FoFLEs (Friends of Furlanesend) has also been resurrected. A huge thank you to Natalie Perry and Richard Wilde who are now our teacher advisors for this group. We are really looking forward to working with them, they have lots of fresh ideas.

**2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.**

Please see governor monitoring report of pupil premium 28<sup>th</sup> November.

All interventions are recorded on SPTO – HT monitoring.



**2.16 C and G** Leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community.

Half termly forecasts for every class are on the website and in the staffroom demonstrating equality in all areas. Equality is demonstrated across school in displays, resources and lessons.

Daya visited the school on 13<sup>th</sup> September and provided workshops in Islam for every class. Endeavour held a workshop in Class Lynher which covered equality, racism, PREVENT, bullying, online safety etc. Please find further information on the class page and the certificate is posted on our website.

**2.17 E** Our safeguarding is effective.

### **EV focus**

***To collaborate with staff and update our educational visits procedure across school.***

Please see Governor governor reports from 17<sup>th</sup> November which are published on the school website and demonstrate that most actions have been covered this term for safeguarding.

**2.18 E** The work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

Please see Governor governor reports from 17<sup>th</sup> November which are published on the school website and demonstrate that most actions have been covered this term for safeguarding. PREVENT leaflets were given out to all parents in the first week of the school term. All staff working in school have up to date PREVENT training. Information on PREVENT is displayed in the staffroom. All staff and volunteers in school have Tier 2 training.

**Links with Secondary feeder schools including TCC (Torpoint Community College) and Pre-schools, including transition.**

TCC visited Y4/5/6 in September to invite them to an open evening.

In September/October Natalie Perry visited all our feeder playgroups meeting parents and delivering information on FLE.

### **Building improvements/refurbishments.**

Please see the governor report from Andy Down.

## **Quality of teaching, learning and assessment**

The quality of teaching within school is monitored half termly and a record is kept. The quality of teaching and learning isn't just judged by the lesson observations but also by the marking of the books, the learning walks, the individual teacher's contributions to the



school/SDP, the progress of the children, the learning environment provided in the classroom and any leadership commitments that each teacher holds. This is assessed termly using the 7 Strands of Excellence. This makes up an important part of performance management/appraisal. All performance in school is currently good or better. A summary of the 7 strands of excellence will make up part of the evaluation of the SDP.

**3.1 B** The teacher's standards are being met – **ALL strands to be at least good and continuing to develop towards outstanding/outstanding.**

Performance management is in place and has been reported on by Governor on 18<sup>th</sup> October. It has also been checked by the SIP.

**3.2 F** Teachers and other staff have consistently high expectations of what each pupil can achieve.

Please see Governor report to the governing body from the 17<sup>th</sup> November which is published on our website for details of monitoring and how we are achieving this. Lesson observations for the autumn term have been undertaken. All lessons demonstrate high expectations and how teachers plan for and facilitate through their questioning, depth of learning. A new marking policy is now in place which needs to be read alongside our assessment policy. This policy was updated in October 2016 in light of the Eliminating Unnecessary Workload Around Marking Report of the Independent Teacher Workload review group March 2016 and links to our whole school SDP priority 2.10 on health and well-being. Following our marking scrutiny in October, in Strand 1 Marking and Feedback all classes are securely good and working towards outstanding –some elements of outstanding are achieved. In Key stage 2, the teachers are using depth of learning displays which support children's understanding of what is required and encourages high expectations. Staff have agreed what deeper learning looks like and answered questions about deep learning at Furlanesend. This document has been emailed to all governors in November. Courses attended by staff to support SPaG: 18/10/16 – SPAG success – Jo Dennehy and 23/11/16 – Spell it! Richard Wilde and Fran Ferguson. KungFu punctuation is in place across school, this is demonstrated by the displays in the classrooms, evidenced in lesson observation notes and from discussions with children. It is also evidenced in the Standards Committee report from 18<sup>th</sup> October where governors dropped into a classroom and questioned children about it. Interventions such as catch-up and one to one support to ensure all children keep up. Depth of learning is linked to all teachers' performance management with a measurable target that has been checked by our SIP.

**3.3 B** Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.

Lesson observation notes from across school demonstrate all teachers have a secure understanding of their age group and that this is relevant and communicated very well to all pupils. Following our marking scrutiny in October, in Strand 1 Marking and Feedback all classes are securely good and working towards outstanding –some elements of outstanding are achieved – part of this is that marking supports improvement and removes barriers for learning. Please also see Governor report to the governing body from the 17<sup>th</sup>

November which is published on our website for details of monitoring and how we are achieving this – this covers communications with children.

**3.4 B** Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years.

Please see outcomes section as part of this. See staff meeting minutes for 9<sup>th</sup> November which demonstrates HT monitoring. HT presented staff with an anonymous print out of the records she is able to access on SPTO which evidence all log ons , every page visited and for how long they are on the page including any changes made.

Please see Governor visit report from 24<sup>th</sup> November which covers deeper learning in maths.

**3.5 B** Assessment information is used to plan appropriate teaching and learning strategies.

Lesson observation notes from across school demonstrate how effectively assessment is used to plan appropriate teaching and learning strategies and the impact this has on the progress of children within lessons. The SENCo has evidence of discussions and meetings with teachers this term to monitor and support interventions across school.

**3.6 D** Pupils understand how to improve as a result of useful feedback, written or oral, from teachers.

Following our marking scrutiny in October- in Strand 1 Marking and Feedback all classes are securely good and working towards outstanding –some elements of outstanding are achieved. In Strand 2 on presentation, all classes are working within good and Class Lynher have 2 elements of outstanding.

Lesson observations –(Using Strand 6.1 – Is there evidence that pupils’ understanding during a lesson is being systematically checked and adjustments are made as needed?) demonstrate that this is a real strength in every class across school.

**3.7 B** The school’s engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to improve.

100% attendance at our Autumn Term parents evening. This is because staff have chased up all parents and conducted a few consultations over the phone. Our FAQ explains our open door policy. This is used daily by parents and carers, some parents also call or email the school. RN has evidence of this. Teachers have evidence of meetings with parents.

**3.8 B** Equality of opportunity and recognition of diversity are promoted through teaching and learning

Positive behaviour for learning policy updated 23<sup>rd</sup> November 2016. Lesson observation notes demonstrates that teaching meets the needs of all learners (all are supported and challenged).

**3.9 G** English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

Assembly records are kept in the staff room, they record every assembly, the school values used, links to British values and SMSC.

## **Personal development, behaviour and welfare**

**4.1 D** Overall absence is reducing and persistent absence rates for all pupils and for different groups in relation to national figures for all pupils.

**4.2 D** Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).

**4.3 D** Children are punctual in arriving at school and at lessons.

Please see Governor report on attendance to the governing body which is published on the school website for details of how EVERY action has been achieved in the first half term.

**4.4 F** Behaviour for learning is good and improving across school - Pupils are confident, self-assured learners with positive attitudes to learning which impact on their progress. They are proud of their achievements and their school. Pupils understand how education equips them for life-long learning – behaviours and attitudes necessary for success.

Behaviour for learning policy has been updated to reflect practise – 23/11/16. The reward system has been added to by including an always list following a discussion on 12<sup>th</sup> Oct. Staff are also now working on a School Award System. Please also see Governor High Expectation visit from 17<sup>th</sup> November which also links to this.

**4.5 F** Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs.

As noted in lesson observations for this term, all children are on task in every lesson and low level disruption is very rare. Our behaviour for learning policy was updated 23<sup>rd</sup> November 2016 to ensure it reflected updated practise. Staff have all noticed improvements in whole school behaviour during assembly, wake and shake, movements around school since the new always sheets have been brought in. A written record of every pupil voice assembly and how it links to our values and SMSC is available in the staffroom. All behaviour books are monitored at least weekly – this is evidenced in the behaviour books which are commented on and signed off by the headteacher. Mrs Ferguson and Mrs Illingworth completed Team Teach training on the 17<sup>th</sup> and 18<sup>th</sup> November. All emotional audits were completed –see staff meeting minutes for evidence.

**4.6 E and F** Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively.

The Anti-Bullying policy was updated on 22<sup>nd</sup> November and is published on the school website. Reminders are given in class as part of PSHE lessons and in Pupil voice assemblies (see record in the staff room). One referral made to an outside agency this term – Brighter Futures – Danny Biscombe will begin working with a family in December. FAQ was updated and sent out to all parents and is available on the school website. All emotional audits were completed –see staff meeting minutes for evidence.

**4.7 E** Children are kept safe – the school’s culture promotes all aspects of pupils’ welfare. This includes online safety.

All recorded in assembly book which is available in the staff room and links to the school values, British Values and SMSC. Online safety updates are posted on the board in the staff room, sent home with the newsletter and are available on our website. Advice for parents on smart phones and X boxes was sent out on Friday 18<sup>th</sup> November to parents and is available on our website. Information about this is delivered as part of our curriculum in every class and is evidence in the planning. Class Lynher had a workshop from Endeavour in November, which covered All different and All equal – the certificate is available on our website, is displayed in their classroom and more information about it can be found on their class page. Please see Governor governor monitoring report on safeguarding to cover all of the other actions in detail, this is available on the school website.

**4.8 E** Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.

Fruit and vegetables are eaten by most children every playtime. Their favourites are apples and bananas and their least favourites are carrots and pears. Reminders given about fruit in assemblies and fruit monitors take out fruit. Mrs Adams is now responsible for rotation and putting fruit out. All emotional audits were completed –see staff meeting minutes for evidence.

## Outcomes for pupils

### Data taken from the SEF Autumn 2016

#### Attendance Data

Attendance for 2015/16 95.84%

Authorised: 3.2%

Unauthorised: 0.96%

Pupil Premium attendance (29 pupils) 95.57%

Not Pupil Premium attendance 95.92%

FSM attendance (24 pupils) 95.94%

Not FSM attendance 95.82%

EHCP attendance (**1 child**) 95.26%

SEN support (14 children) 94.83%

**DfE KS2 School Progress Score 2016 for 11 children (please note small numbers).**

Writing +2.6

Reading +1.6

Maths – 1.4

**KS2 Attainment 2016 for 14 children**

	% of pupils that met expected standard		
	FLE	England	Comparison
1) Reading	64.3% (9/14)	66%	- 1.7%
2) Grammar	42.9% (6/14)	72%	- 29.1%

3) Maths	64.3% (9/14)	70%	- 5.7%
4)Writing TA	71.4% (10/14)	74%	- 2.6%
Overall (1,3 and 4)	57.1% (8/14)	53%	+ 4.1%

	% of pupils that met expected standard		
	FLE	England	Comparison
1) Reading	102.0	103.0	- 1.0
2) Grammar	99.6	104.0	- 4.4
3) Maths	100.5	103.0	- 2.5
4)Writing TA	n/a	n/a	n/a
Overall (1,3 and 4)	n/a	n/a	n/a

Our data is always affected by our migration. This year we had lost 2 more able children and gained 2 that were lower attainers. As we are a small school this has significant impact on our data. Despite this our data demonstrated good progress for English and better than national overall (1,3 and 4) percentage of pupils that met the expected standard.

### KS1 Attainment 2016 for 15 children

Subject	EXS	GDS	EX+GDS
1) Reading	73.3% (11/15)	13.3% (2/15)	86.7% (13/15)
2)Writing	60% (9/15)	13.3% (2/15)	73.3% (11/15)
3)Maths	60% (9/15)	13.3%	73.3%

		(2/15)	(11/15)
4)Science	80% (12/15)	N/A	N/A
Overall1,2 and 3	66.7% (10/15)	N/A	N/A

Almost all children in all groups exceed the national expected levels of progress.

This demonstrates the impact of the interventions/support in place in ensuring accelerated progress for these groups. Please see tables below. Please note small numbers e.g. we only have 3 children in our service children group -

### **IN HOUSE DATA FOR WHOLE SCHOOL – including groups**

#### **Reading**

Groups – <i>the first number is the number of children in that group</i>	Progress	Expected Progress	Progress Comp	Progress Comp
ALL CHILDREN [105 100.0%]	+3.7	+3.0	+0.7	+
FSM [14 13.3%]	+3.6	+3.0	+0.6	+
NO FSM [91 86.7%]	+3.7	+3.0	+0.7	+
PUPIL SERVICE PREMIUM [28 26.7%]	+3.7	+3.0	+0.7	+
NOT PUPIL SERVICE PREMIUM [77 73.3%]	+3.6	+3.0	+0.6	+
PUPIL PREMIUM [25 23.8%]	+3.8	+3.0	+0.8	+



NOT PUPIL PREMIUM [80 76.2%]	+3.6	+3.0	+0.6	+
SERVICE CHILDREN [3 2.9%]	+3.3	+3.0	+0.3	+
NOT SERVICE CHILDREN [102 97.1%]	+3.7	+3.0	+0.7	+

### Writing

Groups	Progress	Expected Progress	Progress Comp	Progress Comp
ALL CHILDREN [105 100.0%]	+4.1	+3.0	+1.1	+
FSM [14 13.3%]	+4.1	+3.0	+1.1	+
NO FSM [91 86.7%]	+4.1	+3.0	+1.1	+
PUPIL SERVICE PREMIUM [28 26.7%]	+4.2	+3.0	+1.2	+
NOT PUPIL SERVICE PREMIUM [77 73.3%]	+4.1	+3.0	+1.1	+
PUPIL PREMIUM [25 23.8%]	+4.1	+3.0	+1.1	+
NOT PUPIL PREMIUM [80 76.2%]	+4.1	+3.0	+1.1	+

SERVICE CHILDREN [3 2.9%]	+5.0	+3.0	+2.0	+
NOT SERVICE CHILDREN [102 97.1%]	+4.1	+3.0	+1.1	+

## Maths

Groups	Progress	Expected Progress	Progress Comp	Progress Comp
ALL CHILDREN [105 100.0%]	+3.8	+3.0	+0.8	+
FSM [14 13.3%]	+3.6	+3.0	+0.6	+
NO FSM [91 86.7%]	+3.9	+3.0	+0.9	+
PUPIL SERVICE PREMIUM [28 26.7%]	+3.8	+3.0	+0.8	+
NOT PUPIL SERVICE PREMIUM [77 73.3%]	+3.9	+3.0	+0.9	+
PUPIL PREMIUM [25 23.8%]	+3.8	+3.0	+0.8	+
NOT PUPIL PREMIUM [80 76.2%]	+3.8	+3.0	+0.8	+
SERVICE CHILDREN [3	+3.7	+3.0	+0.7	+

2.9%]				
NOT SERVICE CHILDREN [102 97.1%]	+3.8	+3.0	+0.8	+

Taking into account the small numbers of children in school, there is no significant difference between the performance of boys and girls across school. Boys are very slightly lower in attainment; however they make greater progress particularly in reading where there is the greatest gap. This demonstrates the positive impact of the teaching and interventions put in place. Please see tables below.

### **ARE – Whole School 2016**

	Reading	Writing	Maths
Boys	69%	63.6%	69%
Girls	76%	68%	72%

### **Progress – Whole School 2016**

	Reading	Writing	Maths
Boys	92.6%	96.3%	88.9%
Girls	80%	90%	88%

### **KS2 Most Able (Y3-Y6 2015/16)**

Our data below evidences that our most able children are tracked and are making good levels of progress (they are not coasting). Our definition of a KS2 most able is a child who attained a level 2A or above.

	Reading	Writing	Maths
Percentage of children	100% (with	100% (with	100% (with

in the school making expected progress or above.	56.7% above expected)	85% above expected)	75% above expected)
Percentage of children in the school making at or above Age Related Expectation	100%	93.3% (2 chn below ARE)	89.3% (3 chn below ARE)

Our 2016 whole school progress data demonstrates that our children who receive pupil premium and our service children make more progress than other groups of children. In fact when we compare the well above expected levels of progress, our pupil premium children and service children overall exceed our other children.

Children at Furlanesend make good progress in line with or better than children nationally. Our disadvantaged children make more progress than disadvantaged children nationally, however, our focus is now to improve the progress for our disadvantaged children so we are narrowing the gap between their performance and the performance of their peers.

### Whole School Data 2016

Please note that approximately 75% of the children not making expected progress in writing and maths were in FS. This is due to anomalies with the EEXBA baseline which was inconsistent in the guidance and training provided. This was highlighted nationally as an issue and how now been made obsolete.

	Reading	Writing	Maths
Percentage of children	86.5%	93.3%	88.5%

in the school making at or above expected progress.			
Percentage of children in the school making at or above Age Related Expectation	72.4%	65.7%	70.5%

### **KS2 Most Able (Y3-Y6 2015/16)**

Our data below evidences that our most able children are tracked and are making good levels of progress (they are not coasting). Our definition of a KS2 most able is a child who attained a level 2A or above.

	Reading	Writing	Maths
Percentage of children in the school making expected progress or above.	100% (with 56.7% above expected)	100% (with 85% above expected)	100% (with 75% above expected)
Percentage of children in the school making at or above Age Related Expectation	100%	93.3% (2 chn below ARE)	89.3% (3 chn below ARE)

### **SEN Data**

Please see tables D,E and F which demonstrates progress of children in line or above that of other children.

Overall compared to every child across school SEN progress is above in writing, the same in reading and slighter lower in maths. But all progress is above expected. Please see chart below.

### **Progress across school 2015/16**

	Reading	Writing	Maths
SEN	3.4	4.3	3.8
Non SEN	3.7	4.1	3.8

Our groups are so small within school that we can't compare these children to others with the same starting point - in some case we don't have other children with the same starting point and with most we only have one or two other children.

### **Year 1 Phonics Check**

2016 83% (18 children – 1 child = 5.6%)    National 81%

2015 71% (17 children - 1 child = 5.9%)    National 74%

2014 73% (15 children – 1 child = 6.7%)    National 74%

In phonics we achieve in line with national or above considering our small numbers.

Table A – Children achieving Age Related Expectation 2015/16

Group: 1516YEARGROUP ALL [100 children]	Subjects Combined		Writing				Reading				Mathematics			
	37.1% 39/100	62.9% 66/100	34.3% 36/100	65.7% 68/100		27.6% 29/100	72.4% 76/100		29.5% 31/100	70.5% 74/100		43.8% 46/100	26.7% 28/100	1.0% 1/100
			34.3% 36/100	35.2% 37/100	30.5% 32/100	27.6% 29/100	42.9% 45/100	29.5% 31/100	29.5% 31/100	43.8% 46/100	26.7% 28/100			
			1.9% 2/100	32.4% 34/100	35.2% 37/100	25.7% 27/100	4.0% 5/100	2.9% 3/100	24.8% 26/100	42.9% 45/100	25.7% 27/100	1.9% 2/100	27.6% 29/100	43.8% 46/100

			Subjects Combined		Writing			Reading			Mathematics			
Group: 1 [18 children]	33.3% 6/18	66.7% 12/18	22.2% 4/18	77.8% 14/18		27.8% 5/18	72.2% 13/18		22.2% 4/18	77.8% 14/18				
			22.2% 4/18	50.0% 9/18	27.8% 5/18	27.8% 5/18	61.1% 11/18	11.1% 2/18	22.2% 4/18	66.7% 12/18	11.1% 2/18			
			0.0% 0/18	22.2% 4/18	50.0% 9/18	27.8% 5/18	0.0% 0/18	27.8% 5/18	61.1% 11/18	11.1% 2/18	0.0% 0/18	22.2% 4/18	66.7% 12/18	11.1% 2/18
			Subjects Combined		Writing			Reading			Mathematics			
Group: 2 [15 children]	60.0% 9/15	40.0% 6/15	60.0% 9/15	40.0% 6/15		20.0% 3/15	80.0% 12/15		33.3% 5/15	66.7% 10/15				
			60.0% 9/15	20.0% 3/15	20.0% 3/15	20.0% 3/15	66.7% 10/15	13.3% 2/15	33.3% 5/15	33.3% 5/15	33.3% 5/15			
			0.0% 0/15	60.0% 9/15	20.0% 3/15	20.0% 3/15	0.0% 0/15	20.0% 3/15	66.7% 10/15	13.3% 2/15	0.0% 0/15	0.0% 0/15	33.3% 5/15	33.3% 5/15
			Subjects Combined		Writing			Reading			Mathematics			
Group: 3 [16 children]	31.3% 5/16	68.8% 11/16	31.3% 5/16	68.8% 11/16		31.3% 5/16	68.8% 11/16		25.0% 4/16	75.0% 12/16				
			31.3% 5/16	25.0% 4/16	43.8% 7/16	31.3% 5/16	25.0% 4/16	43.8% 7/16	25.0% 4/16	25.0% 4/16	50.0% 8/16			
			0.0% 0/16	31.3% 5/16	25.0% 4/16	43.8% 7/16	0.0% 0/16	6.3% 1/16	25.0% 4/16	25.0% 4/16	43.8% 7/16	0.0% 0/16	0.0% 0/16	25.0% 4/16
			Subjects Combined		Writing			Reading			Mathematics			
Group: 4 [13 children]	46.2% 6/13	53.8% 7/13	46.2% 6/13	53.8% 7/13		46.2% 6/13	53.8% 7/13		46.2% 6/13	53.8% 7/13				
			46.2% 6/13	7.7% 1/13	46.2% 6/13	46.2% 6/13	7.7% 1/13	46.2% 6/13	46.2% 6/13	15.4% 2/13	38.5% 5/13			
			15.4% 2/13	30.8% 4/13	7.7% 1/13	46.2% 6/13	0.0% 0/13	15.4% 2/13	30.8% 4/13	7.7% 1/13	46.2% 6/13	0.0% 0/13	15.4% 2/13	30.8% 4/13
			Subjects Combined		Writing			Reading			Mathematics			
Group: 5 [11 children]	36.4% 4/11	63.6% 7/11	27.3% 3/11	72.7% 8/11		27.3% 3/11	72.7% 8/11		36.4% 4/11	63.6% 7/11				
			27.3% 3/11	54.5% 6/11	18.2% 2/11	27.3% 3/11	54.5% 6/11	18.2% 2/11	36.4% 4/11	45.5% 5/11	18.2% 2/11			
			0.0% 0/11	27.3% 3/11	54.5% 6/11	0.0% 0/11	18.2% 2/11	0.0% 0/11	27.3% 3/11	54.5% 6/11	18.2% 2/11	0.0% 0/11	0.0% 0/11	36.4% 4/11
			Subjects Combined		Writing			Reading			Mathematics			
Group: 6 [14 children]	28.6% 4/14	71.4% 10/14	28.6% 4/14	71.4% 10/14		14.3% 2/14	85.7% 12/14		21.4% 3/14	78.6% 11/14				
			28.6% 4/14	28.6% 4/14	42.9% 6/14	14.3% 2/14	21.4% 3/14	64.3% 9/14	21.4% 3/14	42.9% 6/14	35.7% 5/14			
			0.0% 0/14	28.6% 4/14	28.6% 4/14	21.4% 3/14	21.4% 3/14	0.0% 0/14	14.3% 2/14	21.4% 3/14	35.7% 5/14	28.6% 4/14	0.0% 0/14	21.4% 3/14
			Subjects Combined		Writing			Reading			Mathematics			
Group: R [18 children]	27.8% 5/18	72.2% 13/18	27.8% 5/18	72.2% 13/18		27.8% 5/18	72.2% 13/18		27.8% 5/18	72.2% 13/18				
			27.8% 5/18	55.6% 10/18	16.7% 3/18	27.8% 5/18	55.6% 10/18	16.7% 3/18	27.8% 5/18	66.7% 12/18	5.6% 1/18			
			0.0% 0/18	27.8% 5/18	55.6% 10/18	16.7% 3/18	0.0% 0/18	27.8% 5/18	55.6% 10/18	16.7% 3/18	0.0% 0/18	0.0% 0/18	27.8% 5/18	66.7% 12/18



Table B – Progress of children in reading and writing 2015/16

		Subjects Combined		Writing			Reading				
Group: 1516YARGROUP-ALL [105 children]	15.4% 16/104	84.6% 88/104	6.7% 7/104	93.3% 97/104		13.5% 14/104	86.5% 90/104				
			6.7% 7/104	27.9% 29/104	65.4% 68/104	13.5% 14/104	45.2% 47/104	41.3% 43/104			
			0.0% 0/104	6.7% 7/104	27.9% 29/104	53.8% 58/104	11.5% 12/104	0.0% 0/104	13.5% 14/104	45.2% 47/104	32.7% 34/104
		Subjects Combined		Writing			Reading				
Group: 1 [18 children]	22.2% 4/18	77.8% 14/18	11.1% 2/18	88.9% 16/18		16.7% 3/18	83.3% 15/18				
			11.1% 2/18	66.7% 12/18	22.2% 4/18	16.7% 3/18	77.8% 14/18	5.6% 1/18			
			0.0% 0/18	11.1% 2/18	66.7% 12/18	16.7% 3/18	5.6% 1/18	0.0% 0/18	16.7% 3/18	77.8% 14/18	5.6% 1/18
		Subjects Combined		Writing			Reading				
Group: 2 [15 children]	0.0% 0/15	100.0% 15/15	0.0% 0/15	100.0% 15/15		0.0% 0/15	100.0% 15/15				
			0.0% 0/15	20.0% 3/15	80.0% 12/15	0.0% 0/15	66.7% 10/15	33.3% 5/15			
			0.0% 0/15	0.0% 0/15	20.0% 3/15	80.0% 12/15	0.0% 0/15	0.0% 0/15	0.0% 0/15	66.7% 10/15	33.3% 5/15
		Subjects Combined		Writing			Reading				
Group: 3 [16 children]	12.5% 2/16	87.5% 14/16	6.3% 1/16	93.8% 15/16		6.3% 1/16	93.8% 15/16				
			6.3% 1/16	0.0% 0/16	93.8% 15/16	6.3% 1/16	12.5% 2/16	81.3% 13/16			
			0.0% 0/16	6.3% 1/16	0.0% 0/16	56.3% 9/16	37.5% 6/16	0.0% 0/16	6.3% 1/16	12.5% 2/16	62.5% 10/16
		Subjects Combined		Writing			Reading				
Group: 4 [13 children]	7.7% 1/13	92.3% 12/13	7.7% 1/13	92.3% 12/13		7.7% 1/13	92.3% 12/13				
			7.7% 1/13	23.1% 3/13	69.2% 9/13	7.7% 1/13	61.5% 8/13	30.8% 4/13			
			0.0% 0/13	7.7% 1/13	23.1% 3/13	53.8% 7/13	15.4% 2/13	0.0% 0/13	7.7% 1/13	61.5% 8/13	23.1% 3/13
		Subjects Combined		Writing			Reading				
Group: 5 [11 children]	0.0% 0/11	100.0% 11/11	0.0% 0/11	100.0% 11/11		0.0% 0/11	100.0% 11/11				
			0.0% 0/11	9.1% 1/11	90.9% 10/11	0.0% 0/11	63.6% 7/11	36.4% 4/11			
			0.0% 0/11	0.0% 0/11	9.1% 1/11	81.8% 9/11	9.1% 1/11	0.0% 0/11	0.0% 0/11	63.6% 7/11	27.3% 3/11
		Subjects Combined		Writing			Reading				
Group: 6 [14 children]	0.0% 0/14	100.0% 14/14	0.0% 0/14	100.0% 14/14		0.0% 0/14	100.0% 14/14				
			0.0% 0/14	0.0% 0/14	100.0% 14/14	0.0% 0/14	7.1% 1/14	92.9% 13/14			
			0.0% 0/14	0.0% 0/14	0.0% 0/14	85.7% 12/14	14.3% 2/14	0.0% 0/14	0.0% 0/14	7.1% 1/14	64.3% 9/14
		Subjects Combined		Writing			Reading				
Group: R [18 children]	52.9% 9/17	47.1% 8/17	17.6% 3/17	82.4% 14/17		52.9% 9/17	47.1% 8/17				
			17.6% 3/17	58.8% 10/17	23.5% 4/17	52.9% 9/17	29.4% 5/17	17.6% 3/17			
			0.0% 0/17	17.6% 3/17	58.8% 10/17	23.5% 4/17	0.0% 0/17	0.0% 0/17	52.9% 9/17	29.4% 5/17	17.6% 3/17

Table C – Progress of children in maths 2015/16

		Subjects Combined		Mathematics				
Group: 1516YARGROUP:ALL [105 children]	11.5% 12/104	88.5% 92/104	11.5% 12/104		88.5% 92/104			
			11.5% 12/104		31.7% 33/104	56.7% 59/104		
			0.0% 0/104	11.5% 12/104	31.7% 33/104	49.0% 51/104	7.7% 8/104	
		Subjects Combined		Mathematics				
Group: 1 [18 children]	11.1% 2/18	88.9% 16/18	11.1% 2/18		88.9% 16/18			
			11.1% 2/18		83.3% 15/18	5.6% 1/18		
			0.0% 0/18	11.1% 2/18	83.3% 15/18	5.6% 1/18	0.0% 0/18	
		Subjects Combined		Mathematics				
Group: 2 [15 children]	0.0% 0/15	100.0% 15/15	0.0% 0/15		100.0% 15/15			
			0.0% 0/15		13.3% 2/15	86.7% 13/15		
			0.0% 0/15	0.0% 0/15	13.3% 2/15	86.7% 13/15	0.0% 0/15	
		Subjects Combined		Mathematics				
Group: 3 [16 children]	0.0% 0/16	100.0% 16/16	0.0% 0/16		100.0% 16/16			
			0.0% 0/16		0.0% 0/16	100.0% 16/16		
			0.0% 0/16	0.0% 0/16	0.0% 0/16	75.0% 12/16	25.0% 4/16	
		Subjects Combined		Mathematics				
Group: 4 [13 children]	7.7% 1/13	92.3% 12/13	7.7% 1/13		92.3% 12/13			
			7.7% 1/13		15.4% 2/13	76.9% 10/13		
			0.0% 0/13	7.7% 1/13	15.4% 2/13	76.9% 10/13	0.0% 0/13	
		Subjects Combined		Mathematics				
Group: 5 [11 children]	0.0% 0/11	100.0% 11/11	0.0% 0/11		100.0% 11/11			
			0.0% 0/11		45.5% 5/11	54.5% 6/11		
			0.0% 0/11	0.0% 0/11	45.5% 5/11	45.5% 5/11	9.1% 1/11	
		Subjects Combined		Mathematics				
Group: 6 [14 children]	0.0% 0/14	100.0% 14/14	0.0% 0/14		100.0% 14/14			
			0.0% 0/14		21.4% 3/14	78.6% 11/14		
			0.0% 0/14	0.0% 0/14	21.4% 3/14	57.1% 8/14	21.4% 3/14	
		Subjects Combined		Mathematics				
Group: R [18 children]	52.9% 9/17	47.1% 8/17	52.9% 9/17		47.1% 8/17			
			52.9% 9/17		35.3% 6/17	11.8% 2/17		
			0.0% 0/17	52.9% 9/17	35.3% 6/17	11.8% 2/17	0.0% 0/17	

**Table D - Whole School Groups Data 2015/16 : Reading**

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.7	14.3	-0.6	-	17.3	17.2	+0.1	=	+3.7	+3.0	+0.7	+	0.71	2.15	13.5%
FSM [14 13.3%]	11.3	12.4	-1.1	-	14.9	15.4	-0.5	-	+3.6	+3.0	+0.6	+	0.79	2.43	7.1%
NO FSM [91 86.7%]	14.1	14.6	-0.5	-	17.6	17.5	+0.2	+	+3.7	+3.0	+0.7	+	0.70	2.11	14.4%
PUPIL SERVICE PREMIUM [28 26.7%]	12.7	13.6	-0.9	-	16.4	16.6	-0.2	-	+3.7	+3.0	+0.7	+	0.75	2.43	10.7%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	14.1	14.5	-0.4	-	17.6	17.4	+0.2	+	+3.6	+3.0	+0.6	+	0.70	2.05	14.5%
PUPIL PREMIUM [25 23.8%]	13	14	-1.1	-	16.7	17	-0.3	-	+3.8	+3.0	+0.8	+	0.76	2.44	8.0%
NOT PUPIL PREMIUM [80 76.2%]	13.9	14.4	-0.4	-	17.5	17.3	+0.2	+	+3.6	+3.0	+0.6	+	0.70	2.06	15.2%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	13.7	13	+0.7	+	+3.3	+3.0	+0.3	+	0.67	2.33	33.3%
NOT SERVICE CHILDREN [102 97.1%]	13.8	14.4	-0.6	-	17.4	17.3	+0.1	=	+3.7	+3.0	+0.7	+	0.71	2.15	12.9%

All data and judgements on this report are based on the baseline and end point assessments you have chosen. Percentages and averages on the following grids do not include pupils with blank or missing data.

ARE: Age-related expectation [The expected outcome of a nationally average child based on the yeargroup and time of year].

BROAD LEVEL Progress is calculated on the progress of a child from broad level to broad level, and is shown in the number of levels a child has moved between the assessment points.

SUB-LEVEL Progress is calculated on the progress of a child through sub-levels, and is shown in the number of sub-levels a child has moved between the assessment points.

**Table E - Whole School Groups Data 2015/16 : Writing**

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.3	14.3	-1.0	-	17.3	17.2	+0.1	=	+4.1	+3.0	+1.1	+	0.76	2.46	6.7%
FSM [14 13.3%]	10.6	12.4	-1.8	-	14.7	15.4	-0.7	-	+4.1	+3.0	+1.1	+	0.79	2.50	14.3%
NO FSM [91 86.7%]	13.7	14.6	-0.9	-	17.7	17.5	+0.2	+	+4.1	+3.0	+1.1	+	0.76	2.46	5.6%
PUPIL SERVICE PREMIUM [28 26.7%]	12.1	13.6	-1.5	-	16.4	16.6	-0.2	-	+4.2	+3.0	+1.2	+	0.86	2.79	3.6%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	13.7	14.5	-0.8	-	17.6	17.4	+0.2	+	+4.1	+3.0	+1.1	+	0.72	2.34	7.9%
PUPIL PREMIUM [25 23.8%]	12.4	14	-1.7	-	16.5	17	-0.6	-	+4.1	+3.0	+1.1	+	0.80	2.56	4.0%
NOT PUPIL PREMIUM [80 76.2%]	13.6	14.4	-0.8	-	17.6	17.3	+0.3	+	+4.1	+3.0	+1.1	+	0.75	2.43	7.6%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	15.3	13	+2.3	+	+5.0	+3.0	+2.0	+	1.33	4.67	0.0%
NOT SERVICE CHILDREN [102 97.1%]	13.4	14.4	-1.0	-	17.4	17.3	0.0	=	+4.1	+3.0	+1.1	+	0.74	2.40	6.9%

**Table F - Whole School Groups Data 2015/16 : Maths**

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.5	14.3	-0.8	-	17.3	17.2	+0.1	=	+3.8	+3.0	+0.8	+	0.73	2.21	11.5%
FSM [14 13.3%]	11.3	12.4	-1.1	-	14.9	15.4	-0.5	-	+3.6	+3.0	+0.6	+	0.86	2.50	14.3%
NO FSM [91 86.7%]	13.9	14.6	-0.7	-	17.6	17.5	+0.1	=	+3.9	+3.0	+0.9	+	0.71	2.17	11.1%
PUPIL SERVICE PREMIUM [28 26.7%]	12.6	13.6	-1.0	-	16.4	16.6	-0.2	-	+3.8	+3.0	+0.8	+	0.79	2.46	14.3%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	13.9	14.5	-0.7	-	17.6	17.4	+0.2	+	+3.9	+3.0	+0.9	+	0.71	2.12	10.5%
PUPIL PREMIUM [25 23.8%]	12.9	14	-1.2	-	16.6	17	-0.4	-	+3.8	+3.0	+0.8	+	0.80	2.44	12.0%
NOT PUPIL PREMIUM [80 76.2%]	13.7	14.4	-0.6	-	17.5	17.3	+0.2	+	+3.8	+3.0	+0.8	+	0.71	2.14	11.4%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	14	13	+1.0	+	+3.7	+3.0	+0.7	+	0.67	2.67	33.3%
NOT SERVICE CHILDREN [102 97.1%]	13.6	14.4	-0.8	-	17.4	17.3	0.0	=	+3.8	+3.0	+0.8	+	0.73	2.20	10.9%

### Progress towards key issues and targets –

- Progress towards key issues and targets – these are targets set by OFSTED following their October 2012 visit.

#### 1. Raise standards in KS2 mathematics by:

- Eliminating the remaining gaps in pupils' subject knowledge and understanding
- Providing more opportunities for pupils to use and practise their calculation skills across all subjects ensuring that pupils record calculations neatly and accurately, thereby reducing the number of errors caused by poor calculation.
- **This is being covered in our SDP see section 2.9B**

#### 2. Improve pupils' writing skills throughout the school by:

- Ensuring that their handwriting is neat, legible and that letters are correctly formed.
- Expecting pupils to present their work more neatly.
- Ensuring that pupils have more opportunities to practise these skills across all subjects.
- **Handwriting is addressed through this year's SDP and therefore is monitored termly it is covered by Strand 2.2 (Strands of Excellence)**