

Fourlanesend C.P. School

Head teacher's Report to the Governing Body

June 2017

Context of the school

- The current number on roll is 98. 2 children left, one to go to a private school and the other moved out of area. 2 children have joined us, one that has moved into the area and one that had left to go to another school and didn't like it, so they have returned.
- 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.
- Mrs Illingworth has returned to work full-time following compassionate leave
- Staff absence- Since the last headteacher's report to the governing body in March there have been 7 TA/LTA/Office staff absence all due to illness and 5 days due to family circumstances including bereavement. There have been 2 days of teacher absence due to sickness and 3 days due to bereavement.
- Again we supported Point Europa by taking a student from Germany who supported in classes across school. She was with us from April until June.

Training/CPD

13/03/17 – EYFS Statutory Moderation – Natalie Perry and Sarah Miller
17/03/17 – CAPH Conference – Rebecca Norton and Fran Ferguson
23/03/17 – Y6 Moderation and testing training – Fran Ferguson and Emma Cunningham
24/04/17 – Fire Marshal and Manual Handling – Sally Adams and Jenna Welch
25/04/17 - Y2 Writing Moderation – Helen Illingworth
26/04/17 – Toot toot training – Fran Ferguson
26/04/17 – Y6 moderation – Emma Cunningham
03/05/17 – Kernow SENCo Conference – Helen Illingworth
03/05/17 – Service for Schools – Rebecca Norton
03/05/17 – Improving oracy in the classroom – Sally Adams
04/05/17 – Pediatric First Aid – Sarah Miller
23/05/17 – Train the Trainer – Rebecca Norton
24/05/17 – Wild tribe outdoor learning Conference – Natalie Perry
25/05/17 – COSHH and Working at Heights - Sally Adams and Jenna Welch
05/06/17 – KS1 moderation and assessments with Torpoint infants – Helen Illingworth
05/06/17 – EYFS moderation and assessments with Torpoint infants – Natalie Perry
08/06/17 – Emergency First Aid – Richard Wilde and Rebecca Norton
12&19/6/17 – Wild Tribe training – Richard Wilde

14/06/17 – Taking Literacy Outdoors – Natalie Perry
14/06/17 – headteacher and governor information session – Rebecca Norton and Jackie Eason
15/06/17 – Phonics First – Jenna Welch and Sally Thresh
16/06/17 – CAPH Conference – Rebecca Norton and Fran Ferguson
27/06/17 – Taking Maths outdoors – Sarah Miller
27/06/17 – Tennis training – Richard Wilde

Please note:

Highlighted = a staff focus

Red = important

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.

Newsletters are all published on the website and continue to be sent out every Friday. Celebration Assemblies continue weekly. Pupil voice assembly notes and the school council demonstrate how vision and children's ambitions are communicated. The website continues to be updated weekly. Staff meeting notes demonstrate how staff meetings are used to move the school forward. On 25th January all the staff looked at an article on responsibility led learning. It was agreed that KS2 were going to trial ABC in their lessons. A= Agree, B= Build and C=Challenge. They are using this to develop deeper learning and thoughts from responses given in class. If you look in the classes you can see the display that goes with the initiative above their whiteboards. These have been used effectively in KS2 and are now integrated into general classroom practise and evidenced in lesson observations. Wow boards have been developed across school so that all children have their own board in the classroom and they choose what they are proud of to display.

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

There is a WOW wall in every classroom displaying best quality work and work that is a personal best for children. On the walls in the hall, children's names are displayed weekly of those who are mentioned in assembly and who have received a certificate.

Termly progress meetings take place with the class teacher and the headteacher to monitor progress of all children. From these, interventions are planned and put into place. All interventions are recorded on our tracking system therefore progress can be easily monitored for impact of the interventions.

Our Spring term whole school data demonstrates that children are making on average 2.2 points progress. It is expected that children make 1 point a term. This data clearly demonstrates high expectations from both our staff and our children.

Analysis of teaching and learning at Fourlanesend at the end of the Spring Term:

Strand 1 – Marking and Feedback

Strand 1:1 Across school – all securely good with 1 to 2 outstanding elements.

Strand 1:2 All classes securely good. Y3/4 are working on pupil feedback to marking and have one element of outstanding hatched. The rest of school have 3 elements of outstanding secure.

Strand 2 Presentation –

2.1: Good is now secure across school. Classes Plym and Lynher have an element of outstanding secure.

2.2 All the school are working within good. The areas that are hatched (not quite secure) are linked to spelling and handwriting. These are now just for particular individuals and the scrutiny has initials of these children next to it. Both Lynher and Plym have 1-2 secure elements of outstanding.

Strand 3 – Lesson Design

3:1 Securely good across school. In Class Plym and Cremyll they now have 2-3 elements of outstanding hatched and one secure. In Tamar the 2 areas of outstanding that were hatched are now secure and they have 2 more areas hatched. Class Lynher now have 2 elements of outstanding secure and the rest hatched.

3:2 Securely good now across school with at least 2 areas of outstanding hatched across school.

3:3 All secure across school and working within outstanding with all classes having one element of outstanding secured and at least 2 others hatched.

Strand 4 –High Expectations and Challenge

Strand 4:1 All securely good and all working in outstanding across school. KS1/FS have 3 elements hatched in outstanding and are now working on 'The pace of learning is clearly demanding and ensures that learners will have met the year group objectives before the end of the year'. In KS2 both classes have at least 2 elements secure and all the rest now hatched.

Strand 4:2 All good across the school, the only hatched area of good is learner completing what is expected of them in terms of quality and quantity in each lesson. Again this is down to a few individual children in each class who have emotional issues and often don't come to school ready for learning (RN, again, I believe the teachers are harsh here and their expectations are very high). All of the children involved are subject to support/interventions.

KS1/FS have an element of outstanding secure and 2 areas hatched. KS2 have 3 elements of outstanding hatched.

4:3 Securely good and working within outstanding across school. All classes have at least one element of outstanding secured and the rest are hatched.

Strand 5 – Differentiation, scrutiny and lesson observations

5:1 Securely good all across school. Class Lynher have 5 out of the 6 elements in outstanding as secure. All other classes have between 3-4 areas hatched.

5:2 All securely good across school and working in outstanding. KS2 have 2 elements of outstanding secure and between 1 and 2 hatched. In FS and KS1 they have one element of outstanding secure with 2 others hatched. All classes have between 1 and 2 elements of outstanding secure.

5.3 All securely good across school and working in outstanding. Classes all have all of outstanding secure or hatched.

5:4 All securely good across school and working in outstanding. KS1/FS and Y3/4 have 3/4 areas of outstanding hatched and Y5/6 have 3 areas of outstanding secured.

Strand 6 Progress

6:1 All classes are securely good and working within outstanding. KS1/FS have 1-2 elements of outstanding hatched. Y3/4 have 3 elements hatched and Y5/6 have 3 out of 4 elements of outstanding secured.

6.2 All classes now securely good. In KS2 they have 1-2 elements hatched.

6.3 All securely good across school and working in outstanding. All classes have at least one area of outstanding secure with between 1-2 hatched. Across school they all need to develop 'Learners show capability of explaining their knowledge and link what has come before with what might come after'.

6.4 All securely good across school and working in outstanding. All classes have one area of outstanding secured and 1-3 areas hatched.

Strand 7 –Appropriate Praise

7.1 All securely good and working within outstanding with between 2-3 elements of outstanding secure and 3 hatched.

Strand 7.2 All classes are working well within outstanding. KS2 just have one area of outstanding unsecured. KS1/FS have just 2 unsecured.

2.3 B

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

Behaviour across school continues to be very good as identified at our OFSTED inspection and in lesson observations. The ALWAYS list continues to be used and has been very helpful in identifying improvements in behaviour for particular children, also highlighting children who need more support. Emotional First Aid training was given in the Spring term to all staff in school.

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

The SDP evaluations for the Spring Term led to actions for the Summer term to support improvement towards the success criteria. The Summer Term SDP will be evaluated and from this the SEF will be updated which will provide Performance Management targets for staff across school.

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

Half termly forecasts continued to be sent out and placed on the school website. Whole school planning notes are available in the staffroom. The films on the front page of our website provide excellent supporting evidence of our curriculum- our latest film for the end of our topic 'Why do we live on Earth?', is our Survival Day. Currently our topic is 'Was America Discovered?'. Each class updates the website weekly. Displays across school demonstrate our ongoing curriculum. The end of the hall display is always our whole school topic display with our key question. This builds up as the term goes on with work from children across school. In July, staff are stripping the boards around school and preparing for the Autumn term – we couldn't do this last year as OFSTED was due.

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.

Summer Term Clubs - Football with Plymouth Argyle, Tennis, Knitting and Archery.

We have Wild Tribe as part of our curriculum and Natalie Perry passed her accreditation in March. Richard Wilde is now also being trained so we can run this across school. Our football team are part of the local league and play matches against other small schools. Richard is completing Primary Tennis Training which will give us £500 worth of equipment.

As part of supporting our local community, our children participated in May Pole dancing at the local Black Prince event and trained to be town criers. One of our children won the town crier competition. Class Tamar built and raced Rocket Cars against other schools and were featured on Spotlight. Class Tamar attended the farm and country show. The whole school participated in our survival day.

The whole school participated in our Scavenger Hunt and guess the objects as part of our opener to our topic Was America Discovered?

Representatives from The Bournemouth Symphony Orchestra visited and gave workshops throughout school. All classes have a raised bed in the allotment and are growing fruit and vegetables; lettuces have already been sold. The whole school made and sold pasties raising over £100.

Most of Y4-Y6 participated in a 3 day residential to Bath last week. It was the first time some of the children had been on a train. We had workshops at The Holburne Museum (Art), The American Museum and the Roman Baths. We also saw the sights of Bath using a Treasure Trail.

The whole school paraded their Easter bonnets down to The Church on the Rock and participated in our Easter Celebration. This was very well attended by parents and carers.

Higher attaining Y6 attended Plymouth University for a greater depth Maths day.

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. In February our Tag Rugby team took part in an inter-schools tag rugby tournament. Alex has been teaching and providing CPD for the EYFS and KS1. Over the summer term he has continued to provide G and T Club. He has provided Cricket and Tennis afterschool clubs.

Healthy Schools award documents have been submitted and we are awaiting a response.

NP has passed her Wild Tribe accreditation. RW has completed the Wild Tribe course and will hopefully complete the accreditation next term. NP and RW are looking at how to develop the outdoor classroom, adding canopies and whiteboards and outdoor storage. RW has enquired about the removal of the fire mound, levelling it to prevent trips.

NP has attended an English outdoors course and SM has attended a Maths outdoor course. RW has asked them to feedback as soon as they are able.

RW attended a tennis course where he was introduced to a variety of tennis programmes. New free equipment and resources are 'in the post'.

All children participated in a very successful Sports Day which was well attended by parents and carers.

Equipment has been purchased to stock up our PE shed – Foam javelins, Tennis balls, Netball bibs.

3 in 1 net for volley ball and racket sports and Frisbee targets with Frisbees have been ordered to enrich playtimes and lunch times.

RW is meeting Alex on 6th July to discuss provision next term, with an emphasis on the school's sports teams being a priority. More inter schools tournaments will also be discussed.

School sports day happened on the 26th May. Due to the success of the Alternative sports day and Race for life last year, these have been arranged again for this year.

This term our football team have played Polpero, Harrow Barrow, Pelynt, Antony and Downton.

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.

The whole school took part in a British Day and updated our display 'What Makes Britain Great?'. As part of the day the children split into their house teams and researched their house countries and the patron saints, food and traditions of those countries. The children then presented their findings to the rest of the school.

Following on from our British Day our children planned a pasty day and designed pasties for England, Ireland, Scotland and Wales based on what they had learnt. So the fillings were:

Scotland – Neeps and tatties (veggie option)

Wales – Lamb, leek and mint

Ireland – Beef and potatoes

England – Chicken Tikka Masala

All children were responsible for designing their own stall and selling the pasties. All pasties were sold.

As part of our work around the election, the whole school had lessons on the makeup of the government, how democracy works and the election progress. We then did our own campaign where the children researched and delivered a manifesto on which charity we should donate the next mufti money to. The whole school then filled in ballot cards to vote for their favourite. The teachers then had to explain what a hung parliament was the following day!

Our School Council arranged a fundraiser for Comic Relief involving a cake sale, red mufti and pin the nose on a teacher. They raised £273.31! They also raised money for the Stroke Association as part of the Make May Purple Campaign. They organised a bake off and a panel of judges tasked every cake (almost 50) and then sold them on to parents. They raised £233.46 and, more importantly, all children were made aware (at an age appropriate level) of the signs of a stroke and what action they need to take. Furlanesend School was featured in the monthly Stroke Association magazine.

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*

Please see our OFSTED report from March which covers this area in some detail. Lesson observations have focused on Maths – deeper learning and SPaG

In KS2 children have, on average, made 2.6 points in SPaG.

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.

RN used the health champion to get information to support a member of staff. Staff meeting minutes demonstrate all staff working together. The OFSTED staff survey was 100% positive demonstrating support given to staff and support for staff wellbeing.

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.

All teachers have received their mid-year meeting. No concerns have been raised. This summer term the TAs will receive their end of year appraisal and FF and RN are introducing the new appraisal system which will work alongside the teachers from priorities identified in the SEF. It will have the same format as the teachers and consist of mid-year reviews.

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 is completed and will be handed on to the new teachers as part of our transition process within school. All termly progress meeting took place and are evidenced in the Pupil Progress Meeting file. At the end of the year, information on children not progressing as expected will be given to the next teacher. It is also tracked using our SPTO system. The impact of all interventions is evaluated and this is used to plan future interventions.

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

Our school website continues to be updated weekly by all teachers and a text system is in use for reminders. In July annual reports will be sent out to all parents. Evidence from our staff meeting on the 14th June demonstrates how staff used the parent feedback from last year's reports to plan this year's reports. Changes this year will include an 'attitudes to learning' sheet, a grid to show how the children are doing in all subjects and a letter which explains what we have to report on and how we do it – some parents complained about the content, however we have no choice on it. Following reports all parents are invited into school to discuss the report should they have any concerns.

Teachers are always available before school and at the end of the school day. We hold a Celebration Assembly most Fridays and parents come and share what we have been doing during the week.

In school we currently have Brighter Futures working with 2 families and Dreadnought providing counselling for 6 children. We also work closely with the school nurse, the speech and language team, the Social, Emotional, Behaviour support service and the Educational Psychologist who are involved with children in school.

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.

All interventions are recorded on SPTO – HT monitoring.

Evidence from our Spring term data is that children in receipt of pupil premium are making the same progress as other pupils. Therefore the money is effectively being used to diminish the differences. We have 5 children who are pupil premium children with SEN and they are making 2.9 points progress on average. Children who are pupil premium and FSM are making 2.4 points progress. Please note the average is worked out by combining the progress for reading, writing and maths.

HT reports on the school website cover pupil premium spending and the impact of it for governors and do the termly pupil premium visit reports also on the school website.

Our recent OFSTED report covers this in detail.

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.

Staff planning demonstrates how staff plan from issues arising to meet the needs of all children within the class. Half termly forecasts for every class are available on the school website and demonstrate equality in all areas.

2.17 E Our safeguarding is effective.

EV focus

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

Our OFSTED report covers this area in detail. Our S175 has been submitted to the LA. RW is completing the 360 audit. Our recent visit to Bath was checked by the EV co-ordinator and passed by the LA EV team. All requirements/Risk Assessments are in place and also meet the new guidance linked to terrorist incidents. The RNLI visited school and spoke to all children about beach safety. As part of working with other schools, Rebecca Norton was invited to the launch of Operation Encompass which was a main feature on Spotlight. This is a system which will ensure that schools are notified by 9am in the morning of any children who have witnessed a domestic incident which has been attended by the police. Our training will begin in October. Fran Ferguson and Rebecca Norton have signed up for this.

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.

RN received updated training for delivering Tier 2 training All staff will be updated now in September. Please see our OFSTED report for further details which includes compliance in this area.

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

All TCC newsletters are published under the community area of our website. A maths teacher from TCC comes in to teach a maths lesson in Y5/6 every other week. His focus is problem solving and deeper learning. He has been very impressed with the children's learning behaviour. As part of transitions, Natalie Perry has been to visit all the pre-schools in the area and visited the new intake in their current setting. She also has conducted home visits with her teaching assistant Sarah Miller. Following a discussion with the head of school at Millbrook about the difference in the assessment that the children arrived at school with, we arranged for our Foundation Stage teachers to work together to arrange a moderation meeting with all the local pre-schools to support accurate data at FS1 in the local area. This meeting was hosted by us and was well attended. We plan on continuing this in the future. Our current Y6 (8 children) are presently attending transition session/days at their different schools. This year 4 are attending TCC and 4 are attending The Plymouth School of Creative Arts.

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.

Evidence from the Spring Term moderation and Strands demonstrates that all teaching is at least good and developing into outstanding. This is backed up by lesson observations, data and our recent OFSTED report – March 2017

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

Strand 1 – Marking and Feedback

Strand 1:1 across school – all securely good with 1 to 2 outstanding elements.

Strand 1:2 All classes securely good. Y3/4 are working on pupil feedback to marking and have one element of outstanding hatched. The rest of school have 3 elements of outstanding secure.

Strand 1:3 securely good across school with 3 elements of outstanding achieved in Y5/6 and 2 in KS1 and FS.

Our recent OFSTED inspection demonstrated that teachers have a good understanding of greater depth and high expectation of children.

SPaG has been a focus of the Summer Term lesson observations and expectations were high across school, this is demonstrated in the data.

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.

Strand 4 –High Expectations and Challenge

Strand 4:1 All securely good and all working in outstanding across school. KS1/FS have 3 elements hatched in outstanding and are now working on 'The pace of learning is clearly demanding and ensures that learners will have met the year group objectives before the end of the year. In KS2 both classes have at least 2 elements secure and all the rest now hatched.

Strand 4:2 All good across the school, the only hatched area of good is learner completing what is expected of them in terms of quality and quantity in each lesson. Again this is down to a few individual children in each class who have emotional issues and often don't come to school ready for learning (RN, again, I believe the teachers are harsh here and their expectations are very high) All of the children involved are subject to support/interventions.

KS1/FS have an element of outstanding secure and 2 areas hatched. KS2 have 3 elements of outstanding hatched.

4:3 Securely good and working within outstanding across school. All classes have at least one element of outstanding secured and the rest are hatched.

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.

Strand 5 – Differentiation, scrutiny and lesson observations

5:1 Securely good all across school. Class Lynher have 5 out of the 6 elements in outstanding as secure. All other classes have between 3-4 areas hatched.

5:2 All securely good across school and working in outstanding. KS2 have 2 elements of outstanding secure and between 1 and 2 hatched. In FS and KS1 they have one element of outstanding secure with 2 others hatched. All classes have between 1 and 2 elements of outstanding secure.

5.3 All securely good across school and working in outstanding. Classes all have all of outstanding secure or hatched.

5:4 All securely good across school and working in outstanding. KS1/Fs and Y3/4 have 3/4 areas of outstanding hatched and Y5/6 have 3 are of outstanding secured.

During our recent OFSTED inspection, assessment was seen to be accurate and inform planning and progress of children across school.

Strand 7 –Appropriate Praise

7.1 All securely good and working within outstanding with between 2-3 elements of outstanding secure and 3 hatched.

Strand 7.2 All classes are working well within outstanding KS2 just have one area of outstanding unsecured. KS1/FS have just 2 unsecured.

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

Assessment continues to be used throughout school to secure progress. This is very evident in discussions during pupil progress meetings. Analysis of Strand 3 across school demonstrates:

3:1 Securely good across school. In Class Plym and Cremyll they now have 2-3 elements of outstanding hatched and one secure. In Tamar the 2 areas of outstanding that were hatched are now secure and they have 2 more areas hatched. Class Lynher now have 2 elements of outstanding secure and the rest hatched.

3:2 Securely good now across school with at least 2 areas of outstanding hatched across school.

3:3 All secure across school and working within outstanding with all classes having one element of outstanding secured and at least 2 others hatched.

During our recent OFSTED inspection, assessment was seen to be accurate and informed planning and progress of children across school.

For evaluation of Strand 5 please see 3.4

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

For Evidence of Strand 1 – please see 3.2

For Evidence of Strand 6 please see 3.8

Strand 2 Presentation

2.1: Good is now secure across school. Classes Plym and Lynher have an element of outstanding secure.

2.2 All the school are working within good. The areas that are hatched (not quite secure) are linked to spelling and handwriting. These are now just for particular individuals and the scrutiny has initials of these children next to it. Both Lynher and Plym have 1-2 secure elements of outstanding.

6:1 All classes are securely good and working within outstanding. KS1/FS have 1-2 elements of outstanding hatched. Y3/4 have 3 elements hatched and Y5/6 have 3 out of 4 elements of outstanding secured.

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.

Our recent OFSTED inspection demonstrated that parents felt happy with the school. Please see information in OFSTED report and on parent view.

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

Strand 6 Progress

6:1 All classes are securely good and working within outstanding. KS1/FS have 1-2 elements of outstanding hatched. Y3/4 have 3 elements hatched and Y5/6 have 3 out of 4 elements of outstanding secured.

6.2 All classes now securely good. In KS2 they have 1-2 elements hatched.

6.3 All securely good across school and working in outstanding. All classes have at least one area of outstanding secure with between 1-2 hatched. Across school they all need to develop 'Learners show capability of explaining their knowledge and link what has come before with what might come after'.

6.4 All securely good across school and working in outstanding. All classes have one area of outstanding secured and 1-3 areas hatched.

Strand 7 –Appropriate Praise

7.1 All securely good and working within outstanding with between 2-3 elements of outstanding secure and 3 hatched.

Strand 7.2 All classes are working well within outstanding KS2 just have one area of outstanding unsecured. KS1/FS have just 2 unsecured.

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.

Strand 3:3 All secure across school and working within outstanding with all classes having one element of outstanding secured and at least 2 others hatched.

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.

Attendance up to the 27th June 2017 is 96.2%. This is above our average, however we do find that parents will take children out of school towards the end of the Summer Term for unauthorised holidays. Attendance was a line of enquiry during our recent OFSTED visit where it was found that a robust system is in place for tracking attendance of all groups of children. A further attendance visit is booked in for July and the report from this will be published on the school website.

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

Please see above.

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

Please see above.

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 continues to be good across school. We currently have a member of the behaviour team working with a child in school. Our strategies across school for maintaining good behaviour continue to be successful as noted during our Ofsted inspection.

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

See above

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

Parents, children and staff all believe that the school deals effectively with bullying. This was a question raised in the survey to all these stakeholders and the inspector gave positive feedback on this area which can be seen on parents view.

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

This area was covered in detail during our OFSTED inspection, it was reported that leaders are uncompromising in their commitment to keeping pupils safe. Please see the OFSTED report for further details.

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.

All emotional audits were completed in April. These track how well the children are settled and highlight when we may need to seek outside agency support or a focus for PSHE for the half term. Emotional First Aid training has been given to TAs and teachers in May. Richard Wilde has submitted an application for the Healthy Schools award and we are awaiting the outcome.

Please note Spiritual, Moral, social and cultural development are covered through everything we do. Please see our evaluated SDP for details.

Outcomes for pupils

Data taken from the SEF Sept - Apr

IN HOUSE DATA FOR WHOLE SCHOOL – including groups

PLEASE NOTE THAT IN THE SPRING TERM IN CREMYLL WE HAD 2 DIFFERENT TEACHERS AND THE DATA ENTERED WAS HAPHAZARD. THIS HAS SINCE BEEN RECIFIED HOWEVER HAS AFFECTED THE OVERALL DATA FOR THE SPRING TERM.

Progress this year in average Tracking Points, Baseline to End of Autumn, 2016-2017

Expected progress is one progress point a term.

	Subjects Combined	Writing	Reading	Mathematics	Narrative on data
WHOLE SCHOOL ADMIN [96 children]	+2.2	+2.1 [95pupils]	+2.5 [95pupils]	+2.1 [95pupils]	Children making excellent progress overall across school. Writing and maths is currently the area making the least progress. However , this still exceeds average expected.
Pupil Premium and Service Children [31 children]	+2.3	+2.2 [31 pupils]	+2.5 [31 pupils]	+2.1 [31 pupils]	Overall pupil premium are making more progress than our children not in receipt of pupil premium (subjects combined) which demonstrates positive impact of the money spent in diminishing the differences. Interestingly our pupil premium children are making better progress in writing. Previously this group was lower in maths and this has been addressed, the impact is that the children are now the same.
NOT Pupil Premium and Service Children [65 children]	+2.2	+2 [65 pupils]	+2.5 [65 pupils]	+2.1 [65 pupils]	Overall good progress, lowest in writing
Pupil Premium [28 children]	+2.2	+2.3 [28 pupils]	+2.4 [28 pupils]	+2 [28pupils]	Overall pupil premium children are making the same progress as NOT pupil premium children, this means that the money is ensuring they are not falling behind. Interestingly our pupil premium children are making better progress in writing which demonstrates effective spending of the money to diminish the differences.
NOT Pupil Premium [68 children]	+2.2	+2 [68 pupils]	+2.5 [68 pupils]	+2.1 [68 pupils]	Our children who are not pupil premium children exceed in reading, which is often something that is shared at home by parents. They make very slightly more progress in maths, however, this is not statistically significant.
Service Children [3 children]	+2.4	+1.3 [3 pupils]	+3.3 [3 pupils]	+2.6 [3 pupils]	These are very small numbers – in this case we say no statistical difference
NOT Service Children [93 children]	+2.2	+2.1 [92 pupils]	+2.5 [92 pupils]	+2.0 [92 pupils]	
FSM [15 children]	+2.4	+2.7 [15 pupils]	+2.5 [15 pupils]	+2.1 [15 pupils]	FSM is children who currently receive free school meals. These are very pleasing statistics that prove that our most vulnerable children are making very good progress and more than that of other groups.
NOT FSM [82 children]	+2.2	+2.0 [80 pupils]	+2.5 [80 pupils]	+2.1 [80 pupils]	
PP SEN [5 children]	+2.9	+2.6 [5 pupils]	+3.0 [5 pupils]	+3.0 [5 pupils]	Again very small numbers. However progress for these particular children is very good.
PP NOT SEN [23 children]	+2.1	+2.3 [23 pupils]	+2.2 [23 pupils]	+1.8 [23 pupils]	
NOT PP SEN [4 children]	+1.6	+1.5 [4 pupils]	+1.7 [4 pupils]	+1.5 [4 pupils]	1 of these children is in Y5 and working at the attainment level of KS1. Their progress is tracked individually by the SENCo. One of the other children is being supported by the Educational Psychologist. All other children are making good progress.
NOT PP NOT SEN [64children]	+2.3	+2 [63children]	+2.6 [63children]	+2.1 [63children]	

Pupils at ARE atEnd of Autumn, 2016/2017

Red – below ARE

Green at or above ARE

	Subjects Combined		Writing		Reading		Mathematics		Narrative on data
WHOLE SCHOOL [96 children]	45.3% 43/95	54.7% 52/95	35.8% 34/95	64.2% 61/95	28.4% 27/95	71.6% 68/95	41.1% 39/95	58.9% 56/95	Attainment is highest in reading is now the highest
Pupil Premium and Service Children [31 children]	61.3% 19/31	38.7% 12/31	54.8% 17/31	45.2% 14/31	45.2% 14/31	54.8% 17/31	54.8% 17/31	45.2% 14/31	Maths and reading are the area of focus currently. This was picked up in progress meetings and interventions have been put in place. It is interesting to see the attainment versus progress gap, when compared with the table above.
NOT Pupil Premium and Service Children [64children]	37.5% 24/64	62.5% 40/64	26.6% 17/64	73.4% 47/64	20.3% 13/64	79.7% 51/64	34.4% 22/64	65.6% 42/64	
Pupil Premium [28 children]	67.9% 19/28	32.1% 9/28	60.7% 17/28	39.3% 11/28	50.0% 14/28	50.0% 14/28	60.7% 17/28	39.3% 11/28	Maths and reading are the area of focus. This was picked up in progress meetings and interventions have been put in place.
NOT Pupil Premium [67 children]	35.8% 24/67	64.2% 43/67	25.4% 17/67	74.6% 50/67	19.4% 13/67	80.6% 54/67	32.8% 22/67	67.2% 45/67	
Service Children [3 children]	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	
NOT Service Children [92 children]	46.7% 43/92	53.3% 49/92	37.0% 34/92	63.0% 58/92	29.3% 27/92	70.7% 65/92	42.4% 39/92	57.6% 53/92	
FSM [15 children]	53.3% 8/15	46.7% 7/15	40.0% 6/15	60.0% 9/15	40.0% 6/15	60.0% 9/15	53.3% 8/15	46.7% 7/15	Please read alongside notes for FSM in progress.
NOT FSM [80 children]	43.8% 35/80	56.3% 45/80	35.0% 28/80	65.0% 52/80	26.3% 21/80	73.8% 59/80	38.8% 31/80	61.3% 49/80	
PP SEN [5 children]	80.0% 4/5	20.0% 1/5	80.0% 4/5	20.0% 1/5	60.0% 3/5	40.0% 2/5	80.0% 4/5	20.0% 1/5	These children have barriers to learning and their attainment is lower. Please read alongside the progress data.
PP NOT SEN [23 children]	65.2% 15/23	34.8% 8/23	56.5% 13/23	43.5% 10/23	47.8% 11/23	52.2% 12/23	56.5% 13/23	43.5% 10/23	These children have barriers to learning and their attainment is lower. Please read alongside the progress data.
NOT PP SEN [4 children]	100.0% 4/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	75.0% 3/4	25.0% 1/4	100.0% 4/4	0.0% 0/4	These children have barriers to learning and their attainment is lower. Please read alongside the progress data.

NOT PP NOT SEN [63 children]	31.7% 20/63	68.3% 43/63	20.6% 13/63	79.4% 50/63	15.9% 10/63	84.1% 53/63	28.6% 18/63	71.4% 45/63	This demonstrates the impact that SEN and pupil premium can have on attainment.
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ARE – Whole School - Gender 2016

	Reading	Writing	Maths	Narrative on the data
Boys (50)	70.0% 35/50	56.0% 28/50	56.0% 28/50	The greatest difference currently is in writing and maths. Out of the 22 children below the majority are in Y1/2 where there is a large majority of boys and we had teacher changes within the Spring term. HI has now returned and has put interventions in place to support boys attainment in writing and maths.
Girls (45)	73.3% 33/45	73.3% 33/45	62.2% 28/45	

Progress – Whole School - Gender 2016

	Reading	Writing	Maths
Boys (50)	+2.5 [50 pupils]	+2.1 [50 pupils]	+2.1 [50 pupils]
Girls (46)	+2.5 [45 pupils]	+2.1 [45 pupils]	+2.1 [45 pupils]

There is currently not gender gap in progress.

	Reading	Writing	Maths
Percentage of children in the school making at or above expected progress. 96 children in the school	92.6% 88/95	84.2% 80/95	82.1% 78/95

Again the majority of children who haven't been tracked as making the progress are in Cremyll. This is linked to the changes in the Spring term.

KS2 Most Able (Y3-Y6)

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
Points	2.7	2.1	2

progress made on average	(21 chn)	(16 chn)	(20 chn)
Points progress for most able disadvantaged	2.7 (3 chn- therefore not statistically significant)	3 (1 child- therefore not statistically significant)	2 (2 chn- therefore not statistically significant)
Percentage of children in this group making at or above Age Related Expectation	100%	100%	100% (with 54.5% being above or well above)

SEN Data

Progress across school

	Reading	Writing	Maths	Narrative on the data
SEN (9 children)	2.4 tracking points	2.1 tracking points	2.3 tracking points	Overall compared to every child across school SEN progress is above in maths, the same in writing and slighter lower in reading. But all progress is above expected. Please see chart below.
Non SEN (87 children)	2.5 tracking points	2.1 tracking points	2 tracking points	

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

Progress towards next steps – these next steps are set by OFSTED following their March 2017 visit.

- Pupils have a range of opportunities to develop their mathematical knowledge, understanding and skills across the curriculum**

Working towards this, we have already bought deeper learning textbooks that not only put maths into different contexts for the children but also link cross-curricularly.

Each class now also has a box in which to place examples of planning and work of cross curricular maths.

- **The most able pupils have access to books that provide appropriate levels of challenge**

For the Autumn term each class will have book boxes set up with challenging books for each year group. Teachers as always are monitoring what the children read to ensure they provide the appropriate level of challenge. This is focussed not only on high level vocabulary and decoding, but also on the children's deeper understanding of inference and deduction in what they read.

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