

Fourlanesend C.P. School

Head teacher's Report to the Governing Body – This report is based on the whole of the Spring term 2019

May 2019

Context of the school

- The current number on roll is 106 children.
- We've had two incomers and 2 out goers.
- Breakfast Club continues to run successfully at the school and is run by staff within the school.
- After school club continues to run led by our teaching assistants.
- Appointed new lunchtime assistant – Donna Horton
- Staff absence for the Spring Term: two teachers had 2 days off for illness; one teacher has 2 days off looking after her sick child; one teacher had 5 days off due to an abscess on a tooth and a severe reaction to the treatment. 3 TAs had a day off each for illness; one TA had 4 days off due to illness; one TA had 2 days off as her child was sick and one TA had 4 days for illness, 4 days for her children being ill, and one day for a hospital appointment.
- Matt Thomas who was training to be a teacher in Class Cremyll has left us as he has left the course.
- 'Open the book' from the community continue to deliver assemblies every Tuesday to FS-Y4.
- We continue to have older members of the community linked to each class; they come in through the week to hear readers.
- 2 PGCE Secondary students joined us at the beginning January for a week to experience primary education
- 2 Swedish Students joined us for 3 weeks working across school

Training/CPD

22/01/19 Specialist workshop EYFS to run school led provision – Rebecca Norton – *impact was to provide enough information and necessary contacts etc if we should wish to set up FLE FS1 provision in the future.*

28/01/19 KS2 Statutory Assessment English – Emma Cunningham – *Impact was successful application for extra time, knowledge of transcription for particular child, administration procedure*

31/01/19 Tier 3 Child Sexual Exploitation – Emma Cunningham – *Impact was successful for update – subsequent peer on peer risk assessment and new concern form*

31/01/19 Head teachers information session – Rebecca Norton – *impact was to update on current education landscape in Cornwall. Funding was covered, MATs, OFSTED focus Cornwall Schools Standards Board and phonics screening.*

06/02/19 Observation and Assessment for EYFS – Keiran Davies – *impact of this course was to inform assessments and observations of EYFS children. The course detailed the potential changes of early learning goals (ELG) from 2019-20 academic year.*

08/02/19 KS1 Statutory Assessment in Y2 – Helen Illingworth – *Impact was updated information on this year's Y2 assessments.*

11/02/19 Tier 2 training delivered to Doreen Westlake, Donna Horton, Andrew Delve and Adrian Battley.

15/02/19 English Subject Leader meeting – Emma Cunningham – *Impact was new rectangle planning sheet which has been used and adapted in English.*

26&27/02/19 Team Teach – Helen Illingworth and Jenna Welch – *Impact was successful completion of training and accreditation.*

04/03/19 Health and Well-Being Conference – Becky Ginger and Karen Soames

07/03/19 Maths Subject leader meeting – Fran Ferguson – *New way of showing they have answer used within class, update on methods matched what we do.*

14/03/19 Tier 3 Parental mental illness – Rebecca Norton- *the impact was to provide knowledge and strategies to support children, parents and staff with mental health issues.*

15/03/19 Developing Curriculum Depth – Rebecca Norton and Fran Ferguson – *the impact of this course was to support the SLT in redesigning and preparing for the EIF in September 2019.*

22/03/19 Cornwall Association of Primary Heads Conference – Rebecca Norton and Fran Ferguson - *networking (finding an alternative to SPTO) and reviewing leadership and the new changing face of education.*

27/03/19 RE Conference – Emma Cunningham – *Impact was a clear view of the intent of RE in schools, lots of teaching ideas and resources gleaned, clarification of assessment in RE.*

27/03/19 Including children with Down's Syndrome in the mainstream classroom – Helen Illingworth and Jenna Welch.

01/04/19 Tier 3 Domestic Violence – Richard Wilde *the impact was to provide knowledge and strategies to support children, parents and staff with Domestic Violence issues, I checked that the schools policies and practices were in line with the updates with RN, which they were.*

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. The newsletters are published weekly and available on our website. Celebration Assemblies are held and well attended by parents and carers. Children also bring in certificates from out of school for their achievements. Pupil voice assemblies continue every Monday and the school Council share their ideas and information. The website is updated weekly for 3 out of the 4 classes. Staff meeting minutes demonstrate how we keep up to date.

30/01/19 – School Inspection Update 2019 given out, staff then annotate 6th Feb staff meeting notes evidence professional dialogue and decision made about what we need to change and build on for FLE curriculum.

A collaboration grid has been set up and is added to by teachers whenever they collaborate with other schools and agencies to support the school (vision and ambition).

All lesson study has been undertaken for the Spring Term and continues to be successful – please see section: 2.9

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

Training/CPD - see above

All mid-year teacher performance management reviews were completed by the end of the Spring Term. All TA performance management mid-year reviews will be completed by 15th May.

Staff meetings cover high expectation of the children following the Autumn Term data drop the staff meeting of the 9th Jan discussed how we were going to identify and implement a Zero Tolerance approach for certain children to promote progress. This is where children are making limited progress because they are consistently not doing something they are capable of doing. The list was drawn up in pupil progress meetings and was then monitored.

16th January 2019 – learning walk – focus on high expectations in our learning environment. A list of areas to improve was drawn up and is on forthcoming agendas. Staff meeting 13th Feb, TT Rockstars which has been brought in to improve multiplication tables was analysed for impact and who is using it, this was followed up with parents. 6th March, Zero Tolerance, children's books analysed for progress.

Strand 4 –High Expectations and Challenge

Strand 4:1 Is the work completed/planned linked directly to year group expectations?

All securely outstanding across school.

Strand 4:2 Is there evidence of high expectations and learning being challenged enough?

Securely good across school with Plym, Cremyll and Lynher having the same 4 elements of outstanding secure and the rest hatched. Tamar has 5 elements secure and just one hatched.

Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?

Securely good across school. KS1/FS and Lynher have 2 elements secured and the rest hatched. Tamar have 3 secure and the rest hatched.

2.3 B

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

Behaviour in school continues to be good, by this we mean that the children follow the directions given in class, there are very few distractions and low level disruption. Children use the school values and are respectful examples of this are from feedback given from visitors to the school:

6th Feb – NSPCC workshops throughout the school. The leader was an ex-teacher and she commented on how well the children listened and took on board what she was saying, she also commented on the high level of questioning from the children and made the point that this is her job, going into different schools every day and the children at Furlanesend really stood out.

14th Feb – BSO (Bournemouth Symphony Orchestra) feedback on behaviour. The leader feedback at the end of the workshop that our children learnt very quickly and he was able to take them on further than children in the other schools he had been in. He said this was because they listened and had taken on board what he was saying.

2nd April - Songfest at the Pavilions. The children at FLE were a credit, there was a lot of waiting round, however the children were able to entertain themselves throughout without distracting others. This was not the behaviour exhibited by other schools.

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

Following the new framework for September 2019, the SEF document is being redrafted to meet the new criteria. Currently the SDP acts as a SEF as it includes all the OFSTED handbook criteria and is evaluated termly using data.

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

Termly evaluation of the curriculum has helped support our understanding of our strengths and weakness. These are completed in staff meetings and the Spring Term analysis is to be completed on 8th May. Firstly the teachers identify in each National Curriculum subject children who are achieving below expectations, meeting expectation or exceeding expectations – so the outcome is a sheet for each subject with the attainment for every child in the school. Following this we complete a sheet for each subject which overviews the coverage in that subject, standards by the end of KS1 and KS2 – so for this we use the previous sheet and we can give a percentage who are below expectations, meeting expectations and exceeding expectations. On these sheets we also include use of mathematics, English and computing skills within each subject; how well gaps are being narrowed between vulnerable groups and overall achievement judgement and any other issues that arise.

6th February we assessed how the curriculum looked on our website. We made amendments and noted changes we would need to make for September 2019.

14th February the teachers had a curriculum day following work in staff meetings. This was to help devise a revised curriculum for September and the new draft framework. As part of this work RN provided teachers with the current leadership and management and Teaching learning and assessment OFSTED criteria to compare with the draft September 2019 leadership and management and Quality of Education criteria to identify the major differences between the frameworks – a professional discussion was held about modification and changes needed to our curriculum to meet these.

15th March FF and RN attended a developing the curriculum day. The impact of this was supportive as it consolidated much of what we have already learnt and gave us a 'to do' list for the Summer Term of where we need to be and what needs to go in our 2019/20 SDP.

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.

Piers visited Class Lynher 23rd January to explain to an interested group about the lighting he had rigged up and used for the Christmas performances, this was because of the interest they had paid for what he was doing.

28th January M&M Production of Robin Hood for the whole School.

1st Feb – NSPCC Numbers day, the whole school participated in numbers day to raise money for the NSPCC. This involved age appropriate activities across school through the day involving number and making number fun.

13th Feb Class Lynher Eden Trip to meet an author and enjoy a workshop. This linked to a book by the author the class was studying and was a unique opportunity to ask the author questions about the book and their work.

14th Feb BSO (Bournemouth Symphony Orchestra) workshop for Y5/6 and concert for the school. The musicians spent time with the Y5/6 class producing a piece that was then performed for the school. They also explained what they did, the instruments, the music they played, how to conduct music etc.

15th Feb Fill a jar – this was run by the school council to raise money for a local cancer charity.

25th Feb Town crier visited to explain his job and role in the community and also to give the history of a town crier. He also asked the children to participate in the competition to be held on Mayday as part of the Black Prince Festival.

27th Feb Edible Copse – tree planting - We had an invitation for 28 children to go tree planting in Sheviok; a selection of children from Y2-5. This was an opportunity to learn about our local environment.

7th March World Book Day – In celebration of World Book Day all staff and children came dressed as a character from a book and each class were involved in activities surrounding reading and books.

Fourlanesend spearheaded a drive to replace plastic red noses for Comic Relief with alternatives. The School Council write to Comic Relief, the BBC and other organisations including Sir David Attenborough. A positive response was received from Sir David and the school featured highly in the press and on TV coverage including a feature on BBC Spotlight. This is documented on a display in the school hall. A film was made by one of our parents explaining the background to our stance on single use plastic red noses. This is on Youtube.

20th March Y5 participated in Junior Life Skills in Liskeard. This is where children are taught about keeping themselves safe and what to do in event of a fire etc.

02/04/19 This year we participated in songfest. A choir of 15 children were selected from the school to participate. The teachers had been provided with training and rehearsals had taken place at school. Our school joined a choir of 150 children from South East Cornwall, performing at the Pavilions and were featured on BBC Spotlight.

To end the Spring Term topic, 'How does the weather affect use?' the school put on an exhibition. This consisted of an art gallery, biomes, science experiments, a film and food made from seasonal vegetables. The children gave the parents tours of the exhibition and explained what they had been learning.

The weather held up for the Easter celebration and the school processed down to the Church on the Rock in their Easter bonnets, the parade was enjoyed by the community.

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.

10th January meeting with Michelle Roberts from Arena Sports Partnership to go through and check PE and Sports action plan. Set up Literacy wild tribe and Sugar smart leaders training for the summer term. iMove was purchased and training was given by Alex Robinson on the 20th March.

11th January meeting with Lee Turpitt, to sort requirements for sailing club to begin in the summer term.

16th January we hosted a school cluster Tag Rugby tournament. Finishing a close 4th out of 5, 1 point away from 3rd place.

Year 4, 5 and 6 have had 10x 1 hour swimming lessons. 100% Yr6 reached the required standard, 100% Yr5 reached the required standard and 87.5% Yr4 reached the required standard (only 2 children in year 4 didn't).

27th March we attended a school cluster Netball tournament, finishing 3rd out of 5!

Dance after school club continued this term for FS, KS1 and KS2.

Football club continued as normal for KS1, KS2 and for some FS.

Our team played against Pelynt and won 5-2 and against Upton Cross and won 6-0.

Netball club continued for KS1 and KS2.

Rugby club with Torpoint Tigers happened on Fridays this term. The club was successful that Robbie was happy to continue into Spring 2 as they were only supposed to run the club in Spring 1.

PE data input into cohort trackers, this is in keeping with other subjects.

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.

Fourlanesend Voice assemblies discussed questions such as; 'Should we have to wear uniform?', 'Should we all be equal?' and 'Is telling a lie ever acceptable?' these questions were then voted on in a ballot.

Spring term British values assemblies.

We took part in Comic Relief. The whole school followed Comic Relief's lessons about a boy named Farhad and his journey to Syria. We looked at how his life has changed and the positive impact Comic Relief has on his family and life.

The school council led the school in a Comic Relief campaign, where we challenge ourselves to make plastic free noses. This was spread by social media and picked up by the media and promoted nationally. This showed our children how their voice does matter.

SMSC display was moved to a more prominent position in the hall.

Easter celebration with the community at the Church on the Rock on the last day of term.

The children made Easter bonnets with a link to our whole school topic.

In KS1 we had an author visit. Emily explained her dyslexia and difficulties she had but how she overcame that to write her stories.

Achieved SMSC Bronze, awaiting accreditation in June.

2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment. Please look at Outcomes section for End of Year Term Data:

SPTO is used by all staff to input assessment; use of this is monitored by the headteacher.

PM is in place and all teachers have taken part in their half year review in the Spring Term. Teaching assistants will undergo their review with a teacher by 15th May.

Lesson study for the Spring term has been completed and written up. The positive impact of lesson study is clear in the Spring Term Progress Data

Pupil progress meetings for the Spring Term data have been arranged and will take place by 8th May. During these meetings we look at the impact of interventions put in place previously. We focus on HA children and progress. We look at children not making expected progress, why and what we can put in place. We monitor children who underperformed last year. We look at children who we highlighted at Zero Tolerance in January and the impact of the approach on their performance. Finally any other children who we have any concerns about. The impact of these meeting is that it highlights the children who need support and ensures all their needs are met. It also links with PM targets.

The action plan for writing has been evaluated for the Spring Term and a governor visit is taking place linked to this on the 7th May.

See Spring Term Data sheet for full analysis of data.

FF maths cc sheets for the spring term to be collected beginning of summer term. See Spring term maths visit with Simon King.

TT Rockstars this has been bought and utilised across school. This has already had a positive impact on the number of children going up in the 99 club. We are going to purchase an add-on so that we can further analyse the impact of this on individual children.

EC English feedback – we are now beginning to use a new style of planning frame for the children’s writing. We are going to amend it to suit our children’s needs. Updates to the statutory assessments which we are using to help with transcribing for one of our children.

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.

A learning walk took place in January and from this areas were identified to develop. These were added to the staff meeting agenda and the staff have been working through them. All staff meeting minutes demonstrate opportunities given and promotion of professional dialogue during staff meetings. This is evidenced in the minutes of the meetings, by the decisions made and ultimately by the outcomes achieved at the school e.g. The Exhibition for the Spring Term, this highlighted not only what had been taught and learnt by the children, but the breadth of the curriculum taught and the quality and enjoyment of the education. This was planned and delivered by the teachers.

Our school health champions attended the health and well-being conference on 4th March. Following this a FLE Health and Well-being page was set up for all staff which is regularly added to. Also they have ordered and received a Cancer box for the school which supports staff who are dealing with cancer in their families/friends.

We have an open door policy for staff as well as parents and support is always on offer and available from our team who between them have a wide range of talent and expertise, this enables us to provide in-house training for most aspects. Our NQT Keiran has flourished and successfully completed his first term and is now on his second.

Lesson study for the Spring term has been completed and written up. The positive impact of lesson study is clear in the Spring Term Progress Data

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 PM underway see 2:2

See 2.1 and 2.2 for evidence of CPD and impact of it.

2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve. – Please look at Outcomes section for Spring Term

See 2.9 for Spring Term Data.

See 2.9 for details of pupil progress meetings which is how we ensure all children are monitored and on track. Also the data is given to governors at the beginning of each term for the FGM as part of the HT report to the governing body.

Motional is in place this year, this is how we track all children emotionally. From the data input termly by the teacher activities and interventions are put in place for individuals, groups and cohorts.

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

The school website is kept up to date by each class teacher and the website with a focus on the curriculum was looked at and adapted as part of curriculum day on 14th February. As the Autumn term all communication via texts, newsletters and FoFLEs Facebook page is in place and used. Parents evening took place on the 13th March. As always we ensured if parents or carers couldn't attend the meeting then the teacher spoke to them at another time about the progress of their child/ren. This happened for every child. A member of staff from every class is available every day from each class on the gate at school for parents to approach and pass messages to. RN is available every day at the gate unless she is out of school or in a meeting. Parents also contact the school via phone or email for messages or to discuss their child.

As in the Autumn Term the school continues to work with outside agencies. In the Spring Term RN met with a private Educational Psychologist who had been recommended by another school. We are employing this person for a day a term from the Summer Term, this is due to the quick access we will be able to get and the improved support for children in the school.

During the Spring Term the bi-annual Parent Survey was sent out and collated by Sue Robinson – Governor. The results demonstrated were extremely positive, see Spring Term 2019 Parent Survey.

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 Outcomes at the bottom of the report.

See 2.12 and 2.9 for details of use and monitoring of SPTO and pupil progress and tracking of groups, including interventions. The progress data.

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.

The school council are working towards their silver award, the deadline for the submission for this is the 24th may. They have a new school council board which is better placed for all the children to see as it is up the main corridor. This displays information of their next meeting, money they have raised, their recently drafted manifesto etc.

Please see 2.8 for information of what the school has covered in the Spring term in regarding to respect and diversity as this links to British Values.

2.17 E Our safeguarding is effective.

Monthly scenarios are in place and are used to promote discussion on issues so far this year they have covered:

07/09/18 Domestic Violence

24/09/18 Human Trafficking and modern day slavery

17/10/18 Emotional Abuse

27/11/18 Cyber Bullying

08/01/19 LGBT

29/01/19 Emotional Well-being

28/02/19 Prevent

03/04/19 Contact – separated parents

Food Hygiene Training BG – 28th Jan, DH- 28th Jan and DS- 19th Jan

Fire Warden -11/01/19 SM and BG

First Aid – 15th Feb 19 – KD, LH, HI, and FF

Following feedback we now have H&S as first agenda issue for meetings and this includes accidents and near misses also any changes that are needed to RA or policies.

5th Feb online safety day – please see our board in the hall for the posters etc. produced to promote online safety.

We have a Peer on Peer abuse policy and have also developed a guidance on evaluation and management of child sexual behaviour.

The NSPCC visited and gave assemblies and workshops 6th Feb across the school. The leader commented on the behaviour of the children and how thoughtful their responses are.

The S175 audit on Safeguarding was completed and submitted by 4th April. This is earlier than usual. The action plan for that last year was evaluated on it and a new action plan for this year was written. This is also on the bottom of the HT report to the governing body for May 19.

H&S – film replace on windows – January 19

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 2.17

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

Kieran Davies dressed up as the Easter Bunny for Millbrook Pre-School and presented the children with Easter eggs. Rebecca Norton, has been working with Becky Lear (TCC) and Danny Biscombe to provide support in a weekly placement for a Y9 pupil at TCC. Fran Ferguson and Helen Illingworth has been working closely with TCC organizing transition sessions for particular children with needs.

Quality of teaching, learning and assessment

The quality of teaching within school is monitored 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.

All PMs for teachers has undergone the mid-year review in the Spring term. All TA PM will be reviewed by the 15th May. Teaching across the school continues to be securely good or better as detailed in 3.2 to 3.9.

3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve. See 2.9 for further details

High expectations and actions taken to support them can be evidenced in the staff meeting minutes from the 9th January and the 16th January.

Strand 1 – Marking and Feedback

1.1 Is marking and feedback up to date and in line with an effective school policy?

All securely good across school. With all classes having the same 3 elements of outstanding secure. All classes have the same 2 elements of outstanding hatched.

Strand 1:2 Are responses to pupils' learning helping them to make progress by identifying at least one key area for improvement?

All securely good across school. KS2 4 elements of outstanding secure and 2 hatched. KS1/FS 3 elements secure and the rest hatched. Several of the elements are ones that are developing through the year.

Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?

Lynher, KS1/FS are securely outstanding. Tamar have 2 elements of outstanding secure and 2 hatched.

Strand 4 –High Expectations and Challenge

Strand 4:1 Is the work completed/planned linked directly to year group expectations?

All securely outstanding across school.

Strand 4:2 Is there evidence of high expectations and learning being challenged enough?

Securely good across school with the Plym, Cremyll and Lynher having the same 4 elements of outstanding secure and the rest hatched. Tamar have 5 elements secure and just one hatched.

Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?

Securely good across school. KS1/FS and Lynher have 2 elements secured and the rest hatched. Tamar have 3 secure and the rest hatched.

Marking and feedback policy updated January 2019

All assessments are completed on SPTO so that progress and attainment can be closely tracked. Pupil progress meetings are held termly to discuss the progress of each individual child and any interventions that need putting in place to support progress and achievement. High expectations and evidence of professional discussion of expectations can be seen in the staff meeting minutes.

Both teacher and TA PM's evidence high expectations of pupils.

In KS2 all 'most able' are tracked from their KS1 data (See list on staff on server, SDP 1819, Most Able 1819) to ensure they are continuing to make rapid progress and deepen their learning, this is done as part of the pupil progress meetings. Where HA are not achieving, interventions are put in place. Our focus for the Spring term has been zero tolerance approach for all children and all teachers will be asked to produce a 'hit' list of children that need to ensure they are ALWAYS applying certain aspects (these have depended on the individual). This has been tracked and the impact of it has been that the list of children have progressed. The impact of the Zero Tolerance approach in the Spring Term has been that this year we do not have to put in place the ITS (Intensive Triangulated Support) that we did in 2018 for the Summer term.

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 4:1 Is the work completed/planned linked directly to year group expectations?

All securely outstanding across school.

See 2.2 for high expectations and how they are delivered, this gives information on lesson study and book scrutiny's etc. It also demonstrates the teachers understanding of the age of the children they are working with. The only teacher we have in school who hasn't worked with the age-group at FLE is our NQT and he has trained for the age group and had previous experience. The children in the class are flourishing and our NQT is closely monitored and well supported.

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.

See 2.9 for further details and links with Pre-Schools

Strand 5 – Differentiation, scrutiny and lesson observations

5:1 Is there evidence that those requiring intervention are being identified so that all learners keep up?

Securely good in KS1/FS with 4 elements of outstanding. KS2 Have secured all elements of good this term and have 5 elements of outstanding secure.

5:2 Is learning appropriately differentiated with evidence conclusive with different books?

KS2 securely outstanding. KS1/FS, securely good with all but the same element of outstanding secured.

5.3 Is there evidence that differentiation is achieved by emphasising deep knowledge and through individual support and intervention?

Securely good across school, all classes have 4 elements of outstanding secure and the rest hatched.

5:4 Is there evidence of deep learning, especially for the most able?

Securely good in KS1/FS and Tamar with 2 elements of outstanding secure and 2 hatched. Class Lynher have 3 out of 4 elements of good secure (with the other hatched) and 2 elements of outstanding secure and 2 hatched.

Please see 2.2 for how SPTO is used, tracked and monitored.

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

Lesson Design

3:1 Are learning objectives very clearly linked to the learning outcomes?

Securely good across school. Lynher and Tamar have 3 elements of outstanding secure and the rest hatched. Plym and Cremyll have 4 elements of outstanding secure and the rest hatched.

3:2 Is there evidence of practise and consolidation, where it is appropriate?

KS2 are outstanding securely. KS1/FS are outstanding in all elements but one which is hatched – notes are made against this by the teachers with an explanation.

3:3 Is there evidence of the principles of British Values being adhered to?

Securely good across school. Lynher have 5 elements of outstanding secure; Tamar have 4 elements of outstanding secure and KS1/FS have 3. All the rest are hatched. See 2.9 and 2.2 for information on lesson study, use of SPTO and interventions.

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

Strand 6 – Progress

6.1 Is there evidence that pupils' understanding during a lesson is being systematically checked and adjustments made as needed?

Securely good across school with Plym, Cremyll and Lynher having 2 elements of outstanding secure and the rest hatched. Class Tamar are securely outstanding

6.2 Are there procedures in place to help learners know exactly what they need to achieve?

Securely good across school. Cremyll and Plym having an element of outstanding hatched. Tamar have 2 elements of outstanding secure and Lynher have 3 elements of outstanding secure.

6.3 Is there conclusive evidence of pupils demonstrating sufficient gains in knowledge, skills and understanding?

Securely good in KS1/FS and Lynher they also have 3 elements of outstanding secure and the rest hatched. Tamar have 2 elements of outstanding secure and the rest hatched.

6.4 Has progress been rapid enough from the beginning of the year; and last half term to present day?

Securely good in KS1/FS and Tamar with 2 elements of outstanding secure and the other 2 hatched.

Lynher are securely good and have 3 elements of outstanding secure.

2.1 Is the learning appropriately dated and does presentation meet the school's expectations?

This is securely good across school. Plym, Cremyll and Lynher have one element of outstanding secure. Plym and Cremyll now have two elements of outstanding hatched. Lynher now have 3 elements of outstanding hatched. Tamar have 3 elements of outstanding hatched.

2.2 Is there evidence that basic handwriting, spelling and grammar are improving?

All classes are working within good with a couple of elements of outstanding hatched. There has been a development within the spelling and handwriting and all of KS2 has outstanding hatched.

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 parent survey showed that all but one parent felt that they received valuable information from the school about their child's progress. The school continue to have an open door policy and although we hold parents evening's parents are always welcome to speak to us at any time about their child's progress and any concerns they might have. This does happen; we have parents that come to see us, others call us and some email. For the Spring Term parents evening, again we meet with ALL parents and carers to ensure everyone had feedback.

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

Strand 7 –Appropriate Praise

7.1 Is there evidence of a climate being created where pupils' learning, in the form of finished outcomes, is really vital?

Securely good in Y1/FS and Tamar with 4 elements of outstanding secure and the rest hatched. Lynher are securely good with 5 elements of outstanding secure and the rest hatched.

Strand 7.2 Is there evidence that learners' successes are being celebrated?

Securely outstanding across school.

Please also see 2.16 for details of how it is promoted through teaching.

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.

Personal development, behaviour and welfare

See 3.5 for Strand 3.3 and the Spring Term Governor report on cross curricular Maths.

See 2.6 for our curriculum and how we assess it as the Termly sheets for all subjects cover English and maths within the subject.

Behaviour and Attendance

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 94.62%

Authorised: 4.09%

Unauthorised: 1.29%

Pupil Premium attendance 94.41%

Not Pupil Premium attendance 94.72%

FSM attendance 93.8%

Not FSM attendance 94.89%

EHCP attendance (2 children) 87.69%

SEN 91.72% 16 children – this is very low attendance of particular children one at 79% who has left; one at 80% who has had significant holiday and a doctors letter for illness; one at 87% who is under investigation at the hospital, the rest are all illness, and in fact 7 of these other children are KS1, who do tend to have more time off sick.

No SEN 95.21%

1007 sessions missed are for illness

328 sessions missed are for unauthorised holidays

80 sessions missed are a medical appointment

59 sessions missed are circumstances

The rest are made up of other codes such as educated off site, approved sporting activity etc

Simon King carried out a Spring Term attendance visit, please see visit report for further details of actions taken

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

See 4.1

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

Lates (after the close of registration) for the Spring term were very low, we only had 2 making a total of 8 since September.

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.

In the parent survey 100% of parents felt the children were well behaved at school.

See 2.3 for examples given of pupil behaviour both in and out of school.

Behaviour continues to be monitored and supported using staff training and de-escalation techniques where necessary. 2 more staff have been trained in Team Teach to support a particular child.

Please see 3.2 and 3.8 for the evaluation of strands.

See 4.5

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 4.4 Books, lesson study and observations all demonstrate a positive attitude towards learning with low level disruption being rare.

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

100% of our parents in the parent survey felt we dealt with bullying well.

Please see 2.16

We have incidents of children being unkind however it is very rare that we would define it as bullying.

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

All but one parent in the parent survey felt their child felt safe at school. The parent that didn't explained it was because they had fallen out with another parent!

Safety and feeling safe is a standing agenda item at the school council meetings. It is discussed with the whole school every Monday at Pupil Voice Assemblies. It is also on every staff meeting agenda. Online safety is covered as part of the curriculum. In the Spring Term as part of internet safety week all children made posters etc. for the display in the hall highlighting internet safety.

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.

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

This is covered as part of our Jigsaw Class Lynher have been learning about nutrition, portion size, food classification and what a healthy plate looks like – making good choices. Class Tamar has been learning about the importance of exercise on the body and the impact it has. Jigsaw also covers mental health, positive thinking and reflection and is taught across school. Teachers input into Motional Termly, the data is analysed and the activities/tasks are put in place for individuals, groups or classes.

For example Class Lynher had a flower and slug exercise to complete – in the flower the children had to write people who made them feel positive and in the slug, people who could pull them down. The class then had a session on feelings and that it is ok and natural to feel angry etc., but then about how the feelings are displayed so they don't negatively impact on others.

Outcomes for Spring Term:

Spring Term Data 2019

Attendance Data

Attendance 94.62%

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EYFS ARE Data

EYFS Making relationships					EYFS Self-confidence and Self-awareness					EYFS Managing feelings and behaviour					EYFS Listening and attention					EYFS Understanding					EYFS Speaking					EYFS Moving and handling					EYFS Health and self-care										
40.0%		60.0%			20.0%		80.0%			60.0%		40.0%			33.3%		66.7%			33.3%		66.7%			40.0%		60.0%			20.0%		80.0%			20.0%		80.0%								
40.0%		46.7%		13.3%		20.0%		53.3%		26.7%		60.0%		33.3%		6.7%		33.3%		46.7%		20.0%		33.3%		46.7%		13.3%		20.0%		66.7%		13.3%		20.0%		60.0%		20.0%					
0.0%		40.0%		46.7%		13.3%		0.0%		0.0%		20.0%		53.3%		26.7%		0.0%		0.0%		60.0%		33.3%		6.7%		0.0%		0.0%		33.3%		46.7%		20.0%		0.0%		0.0%		0.0%		0.0%	
0/15		4/15		6/15		2/15		0/15		0/15		2/15		8/15		4/15		0/15		0/15		6/15		3/15		7/15		2/15		0/15		10/15		2/15		3/15		6/15		3/15		0/15			

EYFS Reading				EYFS Writing				EYFS Numbers				EYFS Shape, space and measures				EYFS People and communities				EYFS The world				EYFS Technology				EYFS Exploring using media and materials			
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
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40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
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40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
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40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.3%		20.0%		80.0%		20.0%		80.0%		33.3%		66.7%	
40.0%		60.0%		33.3%		66.7%		26.7%		73.3%		40.0%		60.0%		26.7%		73.													

EYFS Being imaginative				
33.3% 5/15		66.7% 10/15		
33.3% 5/15		53.3% 8/15	13.3% 2/15	
0.0% 0/15	33.3% 5/15	53.3% 8/15	13.3% 2/15	0.0% 0/15

EYFS Progress Data

EYFS Making relationships				EYFS Self-confidence and Self-awareness				EYFS Managing feelings and behaviour				EYFS Listening and attention				EYFS Understanding				EYFS Speaking				EYFS Moving and handling				EYFS Health and self-care															
33.3%		66.7%		13.3%		86.7%		20.0%		80.0%		20.0%		80.0%		20.0%		80.0%		26.7%		73.3%		0.0%		100.0%		13.3%		86.7%													
33.3%		66.7%		13.3%		86.7%		20.0%		80.0%		20.0%		80.0%		20.0%		80.0%		26.7%		73.3%		0.0%		100.0%		13.3%		86.7%													
33.3%		60.0%		6.7%		13.3%		80.0%		6.7%		20.0%		20.0%		20.0%		66.7%		13.3%		20.0%		0.0%		0.0%		93.3%		6.7%		13.3%		73.3%		13.3%							
0.0%		33.3%		60.0%		6.7%		0.0%		13.3%		80.0%		6.7%		0.0%		0.0%		26.7%		73.3%		0.0%		0.0%		93.3%		6.7%		0.0%		0.0%		13.3%		73.3%		13.3%		0.0%	
0.0%		33.3%		60.0%		6.7%		0.0%		13.3%		80.0%		6.7%		0.0%		0.0%		26.7%		73.3%		0.0%		0.0%		93.3%		6.7%		0.0%		0.0%		13.3%		73.3%		13.3%		0.0%	

EYFS Reading				EYFS Writing				EYFS Numbers				EYFS Shape, space and measures				EYFS People and communities				EYFS The world				EYFS Technology				EYFS Exploring using media and materials																					
20.0% 3/15		80.0% 12/15		13.3% 2/15		86.7% 13/15		6.7% 1/15		93.3% 14/15		20.0% 3/15		80.0% 12/15		13.3% 2/15		86.7% 13/15		13.3% 2/15		86.7% 13/15		20.0% 3/15		80.0% 12/15		53.3% 8/15		46.7% 7/15																			
20.0% 3/15		60.0% 9/15		20.0% 3/15		13.3% 2/15		66.7% 10/15		20.0% 3/15		6.7% 1/15		80.0% 12/15		13.3% 2/15		20.0% 3/15		80.0% 12/15		0.0% 0/15		13.3% 2/15		60.0% 9/15		26.7% 4/15		13.3% 2/15		20.0% 3/15		80.0% 12/15		0.0% 0/15		53.3% 8/15		46.7% 7/15		0.0% 0/15							
0.0% 0/15		20.0% 3/15		60.0% 9/15		20.0% 3/15		0.0% 0/15		13.3% 2/15		66.7% 10/15		20.0% 3/15		0.0% 0/15		6.7% 1/15		80.0% 12/15		13.3% 2/15		0.0% 0/15		0.0% 0/15		13.3% 2/15		60.0% 9/15		26.7% 4/15		0.0% 0/15		0.0% 0/15		20.0% 3/15		80.0% 12/15		0.0% 0/15		53.3% 8/15		46.7% 7/15		0.0% 0/15	

EYFS Being imaginative					
26.7% 4/15		73.3% 11/15			
26.7% 4/15		73.3% 11/15	0.0% 0/15		
0.0% 0/15	26.7% 4/15	73.3% 11/15	0.0% 0/15	0.0% 0/15	

Progress

IN HOUSE

DATA FOR WHOLE SCHOOL – including groups

Whole School Data Spring 2019

	Reading	Writing	Maths
Percentage of children in the school making at or above expected progress.	94.1% 100/106	92.1% 98/106	95% 101/106
Percentage of children in the school making at or above Age Related Expectation	80.2% 85/106	77.4% 82/106	84.9% 90/106

Progress this year in average Tracking Points, Baseline to End of Spring, 2018-2019

	Subjects Combined	Writing	Reading	Mathematics	Notes
WHOLE SCHOOL ADMIN [106 children]	+2.2	+2.1 [101 pupils]	+2.2 [101 pupils]	+2.3 [101 pupils]	
Boys [49 children]	+2.2	+2.1 [49 pupils]	+2.2 [49 pupils]	+2.3 [49 pupils]	
Girls [57 children]	+2.2	+2.1 [52 pupils]	+2.2 [52 pupils]	+2.3 [52 pupils]	
Pupil Premium [30 children]	+2.1	+2.1 [29 pupils]	+2.1 [29 pupils]	+2.1 [29 pupils]	
NOT Pupil Premium [76 children]	+2.2	+2.1 [72 pupils]	+2.2 [72 pupils]	+2.4 [72 pupils]	
Service Children [5 children]	+2.1	+1.7 [4 pupils]	+2.2 [4 pupils]	+2.2 [4 pupils]	
NOT Service Children [101 children]	+2.2	+2.1 [97 pupils]	+2.2 [97 pupils]	+2.3 [97 pupils]	
FSM [25 children]	+2.0	+2.0 [24 pupils]	+2.0 [24 pupils]	+1.9 [24 pupils]	
NOT FSM [81 children]	+2.2	+2.1 [77 pupils]	+2.2 [77 pupils]	+2.4 [77 pupils]	
ALL SEN [15 children]	+2.0	+1.9 [15 pupils]	+1.9 [15 pupils]	+2.2 [15 pupils]	
NOT SEN [91 children]	+2.2	+2.1 [86 pupils]	+2.2 [86 pupils]	+2.3 [86 pupils]	
Autumn Born [45 children]	+2.2	+2.1 [43 pupils]	+2.2 [43 pupils]	+2.4 [43 pupils]	
Spring Born [24 children]	+2.2	+2.1 [24 pupils]	+2.2 [24 pupils]	+2.3 [24 pupils]	
Summer Born [37 children]	+2.1	+2.0 [34 pupils]	+2.1 [34 pupils]	+2.2 [34 pupils]	
BoysMA1718Progress [5 children]	+2.1	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]	
BoysR1718Progress [6 children]	+2.3	+2.0 [6 pupils]	+2.3 [6 pupils]	+2.5 [6 pupils]	
BoysW1718Progress [8 children]	+2.4	+2.1 [8 pupils]	+2.1 [8 pupils]	+2.9 [8 pupils]	
FAST [24 children]	+2.2	+2.1 [24 pupils]	+2.2 [24 pupils]	+2.4 [24 pupils]	
GirlsbelowAREMaths Jul [15 children]	+2.5	+2.2 [15 pupils]	+2.4 [15 pupils]	+2.9 [15 pupils]	
LessonStudy [12 children]	+2.4	+2.4 [12 pupils]	+2.3 [12 pupils]	+2.5 [12 pupils]	
NEWChnsince15 [17 children]	+2.4	+2.3 [14 pupils]	+2.3 [14 pupils]	+2.6 [14 pupils]	
MostableDisMathsKS 2 [5 children]	+2.0	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]	
MostAbleDisReading KS2 [5 children]	+2.0	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]	
MostableDisWritingK	+2.1	+1.7 [3 pupils]	+2.3 [3 pupils]	+2.3 [3 pupils]	

S2 [3 children]					
MostAbleMathsKS2 [14 children]	+2.3	+1.9 [14 pupils]	+2.3 [14 pupils]	+2.5 [14 pupils]	
MostAbleReadingKS2 [21 children]	+2.2	+1.9 [21 pupils]	+2.2 [21 pupils]	+2.4 [21 pupils]	
MostAbleWritingKS2 [10 children]	+2.3	+1.9 [10 pupils]	+2.5 [10 pupils]	+2.6 [10 pupils]	

Pupils at ARE at End of Spring, 2018/2019

	Subjects Combined		Writing		Reading		Mathematics		Notes
	Below	Above	Below	Above	Below	Above	Below	Above	
WHOLE SCHOOL ADMIN [106 children]	24.5% 26/106	75.5% 80/106	22.6% 24/106	77.4% 82/106	19.8% 21/106	80.2% 85/106	15.1% 16/106	84.9% 90/106	
Boys [49 children]	30.6% 15/49	69.4% 34/49	26.5% 13/49	73.5% 36/49	24.5% 12/49	75.5% 37/49	14.3% 7/49	85.7% 42/49	
Girls [57 children]	19.3% 11/57	80.7% 46/57	19.3% 11/57	80.7% 46/57	15.8% 9/57	84.2% 48/57	15.8% 9/57	84.2% 48/57	
Pupil Premium [30 children]	40.0% 12/30	60.0% 18/30	40.0% 12/30	60.0% 18/30	36.7% 11/30	63.3% 19/30	33.3% 10/30	66.7% 20/30	
NOT Pupil Premium [76 children]	18.4% 14/76	81.6% 62/76	15.8% 12/76	84.2% 64/76	13.2% 10/76	86.8% 66/76	7.9% 6/76	92.1% 70/76	
Service Children [5 children]	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	
NOT Service Children [101 children]	25.7% 26/101	74.3% 75/101	23.8% 24/101	76.2% 77/101	20.8% 21/101	79.2% 80/101	15.8% 16/101	84.2% 85/101	
FSM [25 children]	44.0% 11/25	56.0% 14/25	44.0% 11/25	56.0% 14/25	44.0% 11/25	56.0% 14/25	36.0% 9/25	64.0% 16/25	

NOT FSM [81 children]	18.5% 15/81	81.5% 66/81	16.0% 13/81	84.0% 68/81	12.3% 10/81	87.7% 71/81	8.6% 7/81	91.4% 74/81	
ALL SEN [15 children]	73.3% 11/15	26.7% 4/15	73.3% 11/15	26.7% 4/15	66.7% 10/15	33.3% 5/15	46.7% 7/15	53.3% 8/15	
NOT SEN [91 children]	16.5% 15/91	83.5% 76/91	14.3% 13/91	85.7% 78/91	12.1% 11/91	87.9% 80/91	9.9% 9/91	90.1% 82/91	
Autumn Born [45 children]	15.6% 7/45	84.4% 38/45	11.1% 5/45	88.9% 40/45	15.6% 7/45	84.4% 38/45	8.9% 4/45	91.1% 41/45	
Spring Born [24 children]	25.0% 6/24	75.0% 18/24	25.0% 6/24	75.0% 18/24	20.8% 5/24	79.2% 19/24	16.7% 4/24	83.3% 20/24	
Summer Born [37 children]	35.1% 13/37	64.9% 24/37	35.1% 13/37	64.9% 24/37	24.3% 9/37	75.7% 28/37	21.6% 8/37	78.4% 29/37	
BoysMA1718Progress [5 children]	20.0% 1/5	80.0% 4/5	20.0% 1/5	80.0% 4/5	20.0% 1/5	80.0% 4/5	20.0% 1/5	80.0% 4/5	
BoysR1718Progress [6 children]	83.3% 5/6	16.7% 1/6	50.0% 3/6	50.0% 3/6	66.7% 4/6	33.3% 2/6	33.3% 2/6	66.7% 4/6	
BoysW1718Progress [8 children]	37.5% 3/8	62.5% 5/8	37.5% 3/8	62.5% 5/8	37.5% 3/8	62.5% 5/8	25.0% 2/8	75.0% 6/8	
FAST [24 children]	33.3% 8/24	66.7% 16/24	29.2% 7/24	70.8% 17/24	20.8% 5/24	79.2% 19/24	20.8% 5/24	79.2% 19/24	
GirlsbelowAREMathsJ ul [15 children]	53.3% 8/15	46.7% 7/15	53.3% 8/15	46.7% 7/15	40.0% 6/15	60.0% 9/15	40.0% 6/15	60.0% 9/15	
LessonStudy [12 children]	16.7% 2/12	83.3% 10/12	8.3% 1/12	91.7% 11/12	16.7% 2/12	83.3% 10/12	8.3% 1/12	91.7% 11/12	
NEWChnsince15 [17 children]	23.5% 4/17	76.5% 13/17	23.5% 4/17	76.5% 13/17	11.8% 2/17	88.2% 15/17	5.9% 1/17	94.1% 16/17	

MostableDisMathsKS2 [5 children]	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	
MostAbleDisReading KS2 [5 children]	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	
MostableDisWritingKS2 [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	
MostAbleMathsKS2 [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	100.0% 14/14	
MostAbleReadingKS2 [21 children]	0.0% 0/21	100.0% 21/21	0.0% 0/21	100.0% 21/21	0.0% 0/21	100.0% 21/21	0.0% 0/21	100.0% 21/21	
MostAbleWritingKS2 [10 children]	0.0% 0/10	100.0% 10/10	0.0% 0/10	100.0% 10/10	0.0% 0/10	100.0% 10/10	0.0% 0/10	100.0% 10/10	

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.

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [106 children]	+2.2	+2.1 [101 pupils]	+2.2 [101 pupils]	+2.3 [101 pupils]
Pupil Premium [30 children]	+2.1	+2.1 [29 pupils]	+2.1 [29 pupils]	+2.1 [29 pupils]
NOT Pupil Premium [76 children]	+2.2	+2.1 [72 pupils]	+2.2 [72 pupils]	+2.4 [72 pupils]
Service Children [5 children]	+2.1	+1.7 [4 pupils]	+2.2 [4 pupils]	+2.2 [4 pupils]
NOT Service Children [101 children]	+2.2	+2.1 [97 pupils]	+2.2 [97 pupils]	+2.3 [97 pupils]
MostableDisMathsKS2 [5 children]	+2.0	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]

MostAbleDisReading KS2 [5 children]	+2.0	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]
MostAbleDisWritingK S2 [3 children]	+2.1	+1.7 [3 pupils]	+2.3 [3 pupils]	+2.3 [3 pupils]

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**

Please see Simon King's governor report on this from the Spring Term – it is published on the school website under governor visits.

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

Please see outcome data for details of most able readers performance

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