

Fourlanesend C.P. School

Head teacher's Report to the Governing Body – This report is based on the whole of the Spring Term 2018

April 2018

Please note:

Highlighted = a staff focus/needs action

Blue is confidential

Context of the school

- The current number on roll is 100 children. Our initial intake number for Foundation Stage September 2018 is 16. However we have one more child we are aware of currently applying for a place for FS.
- **We have had a Y5 move out of area and a family with children in Y5, Y1 and FS – the reason for both of these cases is lack of affordable housing. Both families were in private rentals and served notice. We also have 2 other families currently in this position which will mean a loss of another 4 children, this is a big issue for the school currently. The trend appears to be to serve notice to the tenants, refurbish the property and sell it or put it on at a higher rent.**
- We continue to have reading volunteers in school. We have ex-teachers and volunteers from the Open the Book Assembly group reading with all classes. 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.
- We have a social and health care BTEC student that has begun a placement one day per week in Plym and Cremyll.
- Breakfast Club continues to run successfully at the school and is led by Mary Taylor.
- Rose Bradley is currently covering Emma Cunningham's maternity.
- Mary Taylor continues to work 4 hours extra per week (flexitime) focusing on safeguarding.
- Staff absence for the Spring Term: 6 days of TA sickness, 2 days of teacher sickness, one day teacher to attend funeral, one day TA family circumstances, 3 days LTA sickness. One teacher had a fitnote (fit note) for 2 weeks due to pneumonia and then 2 weeks compassionate leave.

Training/CPD

09/01/18 - KS2 Statutory Assessment Training - Fran Ferguson

16/01/18 – Team Teach one day re-accreditation Training – Rebecca Norton

23/01/18 – SENCo Cluster meeting – Helen Illingworth

25/01/18 – EYFS Briefing – Natalie Perry

30/01/18 – Data Protection Seminar – Rebecca Norton and Simon King

31/01/18 – SATs Success – Fran Ferguson

02/02/18 – Music Conference – Helen Illingworth and Fran Ferguson

07/02/18 – KS1 Statutory Assessment Training – Helen Illingworth

20/02/18 – Learning Lesson Workshop (Safeguarding) – Rebecca Norton

28/02/18 – Maximising Progress of More Able Pupils in English at KS2 – Fran Ferguson

14/03/18 – EYFS Moderation Meeting – Natalie Perry and Sarah Millar
15/03/18 – SIMS Training – Claire Blackler
15/03/18 – ABC Does Excellence in the Early Years – Natalie Perry
15/03/18 – Headteachers update session – Rebecca Norton
23/03/18 - Down's Syndrome in the mainstream classroom – Helen Illingworth and Natalie Perry

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.

As Autumn Term – all newsletters, assemblies, website etc continue to go out. Staff meeting notes continue to demonstrate development within school. Following Jan writing moderation, an Action plan was put into place for writing to be reviewed 28th March. Lesson study is underway with teachers discussing the similarity in issues being addressed with the children identified across school as not making as much progress as we would expect. Informal monitoring of lesson study has demonstrated that progress is being made for individuals and new next steps put in place accordingly. There was evidence of high expectations and discussions which used teacher knowledge of individuals to support the necessary intervention, in one case this was to discuss with a parent to work in partnership as it was agreed this would have most impact on the child consistently challenging themselves. It was noted that the professional dialogue and challenge was the reason for the positive impact. The monitoring was kept informal as the evidence is recorded in the case study. However the data on the progress of all children involved in lesson study demonstrates that these children, this year, as a group, are making good progress in line with their peers. There is now a board as you enter school (on the right of the lobby) called life at FLE. On this board staff are displaying what we get up to with the children. This display is constantly changing and the display gets moved into a year book which is on the table for everyone to see. This will make up a book for each year of what happens at the school – great evidence. The FAST report has been completed and FAST works – which will see the parent group continue and develop, will meet from the Summer Term. **Governor Monitoring of FAST still needs completing**

Working party set up to investigate FS1. 7th March, Stephanie Wright from the Early Years Team for the local Authority came to visit the school to advice on what needs to be in place to setup FS1 within the setting. This now needs to be carefully considered.

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

09/01/18 - KS2 Statutory Assessment Training - Fran Ferguson
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TA and teacher appraisal (Performance management) half year reviews took place in March. No concerns to report, all on track.

Strands work demonstrates high expectations - see evidence in Strands analysis in Priority 3 teaching, learning and assessment.

Despite advertising we only had one suitable candidate for the maternity cover post and they turned the interview down as they took up a full time permanent post nearer to them. This position is now being covered by Rose Bradley from Supply+ who was initially taken on a trial period. This was the 3rd supply teacher we trialled, supporting our high expectations for the class. Mrs Cunningham plans to return before the end of the Summer Term. Interventions are in place and recorded on SPTO. The impact of this is the progress made by the majority of children – see Spring Term attached data sheet. Our weekly Celebration assemblies highlight our high expectations, shared vision and values of all children both in school and out. A Y5 child was 2nd place in a competition set for writing by Plymouth University out of 130 children. Homework club continues to be successful. We have a zero tolerance on homework and all children must complete it. A record is kept and where there are persistent children who are not completing, these are dealt with by RN, who discusses the issue with parents and offers agreed support. Our new film for the Spring term is on the school website – ‘What could I be? This demonstrates aspirations of the children after completing the topic.

2.3 B

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

Use of tickets refined so that each class has 2 democratically voted representatives to do the tickets. The impact of this has been that the system is closely monitored by the children and it ensures accuracy. We have refined the use of the always list to include our active times ‘5 a day and wake and shake’, this ensures ALL children are putting effort into it. The impact has been an instant overall improvement from particular children.

See lesson study update in 2.1 high expectations of behaviour makes up part of lesson study and evidence can be seen of this in the individual case studies both positively and where action has been taken e.g. when a child’s behaviour, attitude to learning has dramatically improved and where as a result of lesson study a child has been moved to another area in the classroom where they will be less distracted.

16/01/18 – Team Teach one day re-accreditation Training – Rebecca Norton

20/02/18 – Learning Lesson Workshop (Safeguarding) – Rebecca Norton

Despite reminders with the children, Toot toot has not been accessed this term by any child. However children do come and speak with teachers about issues they are concerned about and behaviour of others.

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

Currently the school uses the SDP as it’s SEF as it is evaluated termly. A short SEF was discussed with the SIP and ideas have been collected which will be shared with him in his Summer visit. From this a concise SEF will be drawn up with the end of year data.

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

Half termly forecasts, whole schools planning etc all in place as described in the Autumn Term evaluation. For yearly coverage see 2.1 for details of new year book. Also please see the website for our film of Arts Week. Displays around school reflect coverage.

We now have termly updates on all subjects which are completed in staff meetings, they include: Achievement in the subject across school including strengths and next steps, a cohort tracker – maps achievement of every child across school. **A work scrutiny and self-evaluation statement for the subject will be completed at the end of the summer term**

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.

4th January the children finished off the topic 'What does Cornwall mean to me?' the results of which can be seen on the website in the film. 5th January Launch day 'What could I be?' Maya Plass visited to give the children an inspirational talk on her career as a marine biologist. 8th January – Developing Aspirations week – The children received a visit from Maya Plass a marine biologist who discussed her role with them as well as aspirations from the children. Whole school completed a program of lessons which looked at developing aspirations and challenging stereotypes. 18th and 19th January all classes had a bread making workshop. 22nd January 2 Swedish students joined us for 3 weeks and worked in Lynher and Cremyll. They shared their language and culture with the children. 24th January Class Lynher visited the Apple store in Plymouth and the University as part of the topic. Parent Talks - The children were inspired by fishermen, archaeologist, post lady, RAF helicopter pilot, actor, photographer, scientist, health care inspector and Royal Marine bands woman. 29TH January & 5th February – Health and well-being weeks - Children had the chance to taste a range of fruit from all over the world. We also looked at their mental health and well-being, Sugar Smart and mindfulness. KS1 learnt about looking after their teeth (Colgate program). Whole school participated in Safer Internet Day and presented to parents in an assembly. 19th February – Arts Week This included local artists from Maker joining us and every child was involved in making an artistic sign for their classroom door based around the school values. Each day of arts week had a different focus, Art, dance, music and performance. These were shared with the whole school on the Friday and the film is on our website. 22nd February 160th Anniversary of Lord Baden Powell, all children associated were allowed to come to school in uniform. Mrs Ferguson joined in, wearing the woggle from her old scouting group. 26th February FLE hosted a Tag Rugby festival which was attended by 3 other local schools. We had 3 snow days, due to the heaviest snow the area has had in years. The children were all told to go and enjoy themselves and the pictures are displayed in the entrance hall. STEM week – Cremyll and Tamar began building their cars for a competition and a Royal Naval Officer worked with Cremyll on 2 afternoons. Class Lynher built spaghetti bridges and had an egg parachute completion. KS2 literacy event at Plymouth University – Tamar and Lynher went to a presentation by author, David Lawrence Jones, inspiring them to read and write stories. For Sports Relief, the whole school dressed in sports gear and we held a whole school, mixed age, knockout dodgeball championship. The children raised £100. We ended the term with our annual Easter Celebration. Everyone was invited to make bonnets with an aspirational theme of 'what I'd like to be'. Eggs were awarded for the best efforts. Due to bad weather we were unable to parade to the village. However each class had prepared something to present to parents – this included songs, rhymes, poems, hand bell ringing and sign language. In the afternoon a whole school egg hunt took place.

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.

Alex Robinson has led KS1 PE focusing on multiskills and training up 2 TAs (Jenna and Sarah) in order for them to take multiskills sessions. RW completed day 2 (of 4) PE leaders course. This focused on teaching and learning and lesson observations. The football team played a game versus St Germans. Other games had been scheduled but unfortunately were rained off. Fourlanesend hosted the cluster schools Tag Rugby tournament. We came 3rd out of 4 but it was very close between us and 2nd place. 2 sheds were purchased, 1 shed for the outdoor classroom to securely store the outdoor education equipment and 1 shed for the balanceability bikes. Class Lynher had a Sugar Smart leaders day and are now in the process of setting up lunchtime activities.

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 school council have continued to meet at least once a month. They planned and delivered an assembly independently sharing the UN convention of children's rights to the whole school. They used 2 films they had carefully selected to support this and answered questions from the children. Importantly they linked everything to the school values. The school council held a multi-day on the 9th February to raise money towards a quiet reading area for the playground. There is now a display in the hall which tallies how much they have raised and how far they need to go to reach their goal. 22nd February 160th Anniversary of Lord Baden Powell, all children associated were allowed to come in uniform. Mrs Ferguson joined in, wearing the woggle from her old scouting groups. All classes have continued to use the British rule of democracy within each class and across the school when making choices. Our whole school topic of 'What could I be?' has promoted respect and tolerance for all and challenged stereotypes. The children were visited by parents who hold different roles within the community, this supported challenging stereotypes.

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 Spring Term Data Spring Term DATA:

- **Boys writing – still below in attainment and progress**
- **Boys progress in reading, writing and maths – 0.1 below in subjects combined – this has dropped since the Autumn Term as it was inline then**
- **Most able writing progress – 81.3% 3 children not making at least expected progress. 2 Y5s and a Y6 - curriculum**
- **Progress of SEN children – in line with whole school in subjects combined.**

Following the above data, we held a discussion on it as part of staff meeting 25th April. In this meeting we identified which children in particular were not achieving and discussed why. These also make up part of pupil progress discussions. Further to this FF and RN, using the data system, identified 9 children within school who were all below ARE and were not making sufficient progress. Interestingly the subject they are lowest in is reading – this is strength of the school. The next weakest subject is writing. The action devised is being called 'Intensive Triangulated Support'. This is because it involves school, parents and children. All parents are being called in for a meeting this week (week beginning 30th Apr) with the classteacher and headteacher. Using the data system, the classteachers (working together on Fri 27th Apr) identified the objective that the children most needed to achieve. They then worked together to break these down into small steps. These will be shared with the parents. The children will have work towards these daily with the class TA and the teacher will incorporate them into classwork. All regular homework (except reading) for

these children is to be scrapped; instead these children will be given work towards the targets. Teachers will check in with parents weekly on the progress and there is an expectation that parents will support the children. These children have been set up as a group on the school data system so that their progress can be tracked. At the end, even if the children do not achieve the objectives we have the evidence to demonstrate the support given – **This would make a good governor visit.**

In January we held a writing moderation to analyse writing throughout the school. From it an action plan was drawn up of areas to improve. This was reviewed on the 28th March. The impact was all groups had made progress towards highlighted areas and further actions were set.

Further to this we reviewed what we were using and we have spent time creating our own resources to support us and bought in new whole school resources for English and maths. The English resource is to replace and the maths resource is to supplement. Both resources are outright purchases and do not require annual renewal. They were £500 each from Focus education.

In Maths we have joined the active maths initiative to promote maths through PE/activity. We are continuing to monitor application of maths across the curriculum and sharing this with governors – see maths report from 16th March.

Reading - all children are aware of the range of books available to them and are actively choosing more challenging texts and are positive in their responses.

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.

Staff meeting minutes continue to demonstrate how the staff team work together: Writing moderation in January, action plan and writing moderation in March, Arts week, lesson study and maths assessments. As part of the performance management process more experienced teachers continue to work with another teacher to support identified individual development. Teachers all work with their teaching assistants to support their development and provide high quality education for all pupils. All mid-year performance management reviews for both TAs and teachers have been completed successfully.

School health champions have provided individual support this term for members of staff. They have made links to outside agencies and passed this information on.

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 teacher and TA PM has been reviewed. This always happens at the half year period. Everyone is on track. Also see Training and CPD details at the top of the report.

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 Data

Staff meeting minutes from the 17th January evidence discussion of data and pupil progress meetings books. Evidence from Staff meeting minutes for the 24th January demonstrated completion of social and emotional tracker. Evidence of this is in the HT termly detailed reports to the governing body. The minutes of the meeting identify challenges. Our main Full Governing Body Meetings are followed later in term by a resources and standards meeting, again the minutes from these evidence governor challenge and how data is tracked and used to support progress.

The termly social and emotional tracker is in place and used to support interventions, sometimes including the use of outside agencies.

Spring Term DATA:

- **Boys writing – still below in attainment and progress**
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- **Progress of SEN children – in line with whole school in subjects combined.**

See ACTIONS in 2.9

Please see minutes of Resources and Standards meeting from 22nd March for details of governor challenge on Y5 July 2019 case study –for details see 2.9

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

During the Spring term all of the usual assemblies, newsletters etc have continued to be used to keep all parents informed about school life. A good example this term of staff and governors working to support parents was the way in which everyone worked together to ensure that everyone was aware the school was closed due to the weather conditions. FLE was one of only 5 schools across Cornwall that had taken into account the weather forecast and made a decisive decision to close the school by 7am so that no one was put at risk. Due to the effective planning and communication (letters, texts, the website and PTA FB page) all parents and carers already had a plan and knew how to check before sending their children to school. A whole school parents evening was held on the 7th March. This was an opportunity for parents to look at their children's books with the teachers and discuss progress. Although every parent was not able to attend on the day, as usual we ensured that ALL parents/carers were spoken to and updated. The FAST report has been completed and FAST works – which will see the parent group continue and develop, will meet from the Summer Term.

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.

Spending for the financial year on 19th March demonstrated that there was a remaining £1,165 left in the spending line. This was predicted to break even by the end of the financial year. The management accounts for school demonstrate that the pupil premium money is spent throughout the year not in one lump sum which is good practice. The report evidencing how pupil premium is spent is available on the school website. Data for the Spring Term identifies pupil premium to be making the same progress as other children in subject combined. They are slightly below in reading. Out of the 31 children identified as pupil premium, 7 of them are also identified as ITS children. Please see 2.9 for details.

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.

Whole school topic focussed on this. Discrete lessons challenging stereotypes taught, parents brought in to show range of careers. In PSHE across school the implementation of a new scheme called Jigsaw – this covered a range of aspects within ‘healthy me’ focusing on respect for themselves as well as others

2.17 E Our safeguarding is effective.

16/01/18 – Team Teach one day re-accreditation Training – Rebecca Norton

20/02/18 – Learning Lesson Workshop (Safeguarding) – Rebecca Norton

30/01/18 – Data Protection Seminar – Rebecca Norton and Simon King

All Child Protection Conferences are attended and reports written. All Children in Need meetings are attended. A monthly audit is completed of all children with any concerns raised. All files are transferred according to our policy. The S175 will be completed in the summer term. The deadline this year is the 30th June.

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.

The new PSHE resources Jigsaw are being trialled across the school from 19th February. Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Stage to Year 6. It makes teachers’ lives easier by providing well-structured, progressive lesson plans with all the teaching resources included. The staff team have been very happy with the resource which they say supports the school values.

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

NP has kept in regular contact with all local preschools, making transition plans for the summer term. A Y6 who needs an extended transition has already completed visits to TCC accompanied by his class TA.

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.

Mid-year PM reviews have taken place for all teachers and TA's – no concerns were reported, everyone is on track. All teaching standards are being met. The Strands analysis for the Spring Term demonstrate that teaching and learning within the school is good with outstanding features. The achievement for 2016/17 is in red in the success criteria column (far left of this document). The performance for the Spring Term is measured against this. Where performance remains the same or is improved upon it is in black. Where there has been any slippage in performance it is highlighted in red. This is to ensure any coasting is monitored and action is taken to address this. Staff meeting minutes demonstrate what is in place and how it is being.

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

Strand 1 – Marking and Feedback All classes have improved since the Autumn across all aspects of this Strand.

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

Strand 1:1 Across school – all securely good. Class Lynher have 4 elements of outstanding secure and the rest hatched. The rest of the classes have all 3 secure and 2 hatched. The contentious element is 'Written feedback provides excellent information regarding the level the learners are working at'- this goes against our policy which is about reducing the workload. The teachers are not expected to annotate every child's book to provide a narrative to demonstrate this. A thorough assessment is expected and submitted on SPTO (our assessment system). It is hatched Y5/6 as the children write through SA's and have teacher's responses to these.

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

Everyone is securely good. Lynher have 5 elements secure and just one left hatched. Tamar have 4 secure and 2 hatched. Cremyll and Plym are 3 secure and 4 hatched.

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

Securely outstanding in Plym, Cremyll and Lynher. Tamar have 2 elements of Outstanding secure and 2 hatched.

Strand 4 –High Expectations and Challenge - All classes have improved within this Strand since the Autumn Term.

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

All outstanding across school

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

All good across the school with elements of outstanding. Lyhner, have 4 secure elements of outstanding and the rest hatched. Tamar have 3 secure and the rest hatched. Cremyll 3 elements of outstanding secure and 2 hatched Plym have 3 secure and 2 hatched (out of 6).

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

Securely good and working within outstanding across school.

Classes Lynher, Tamar and Cremyll have 2 elements of outstanding now secure and the rest hatched. Class Plym has 3 elements of outstanding secured and the rest hatched.

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

Lesson study and book scrutinies etc all demonstrate all staff have a very good and secure understanding of the age group they are teaching. No teacher or TA is new this academic year to the age group they are with. Relevant subject knowledge is delivered to the children which is demonstrated in books, displays etc and in the recent work completed by staff on curriculum coverage of all subjects.

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

All outstanding across school

TA PM supports TA understanding and development of skills. All TA set a personal target to support whole school development.

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 All classes have improved within this Strand since the Autumn Term.

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

Securely good all across school. Class Lynher have 4 elements of outstanding secure, 2 hatched. Class Tamar have 4 elements of outstanding secure and 2 hatched. Classes Cremyll and Plym have 3 secure and 3 hatched – this is because HI has a small cohort and therefore can identify and address the issue immediately, therefore she has very little need for pre-teach this year.

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

Classes Cremyll and Plym are securely outstanding. Class Lynher and Tamar have the same 3 elements of outstanding secure and the other one hatched.

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

All securely good across school and working in outstanding. Class Lynher have 2 elements of outstanding secure and the rest hatched. Classes Cremyll, Tamar and Plym have 2 elements secured and the rest hatched.

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

All securely good across school and working in outstanding. All classes now have 2 elements of outstanding secure and 2 hatched.

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

See 2.9 *Strand 3 – Lesson Design* All classes have improved within this Strand since the Autumn Term.

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

Securely good across school.

Class Lynher and Tamar have 3 elements of outstanding secure and the rest hatched. Class Cremyll has 2 secure and the rest hatched. Class Plym has 2 secure and 2 hatched.

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

Securely outstanding in Lynher and Tamar. Plym and Cremyll now have the same 3 elements of outstanding secure leaving just one hatched.

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

All securely good across school. Class Lynher has 5 elements of outstanding secure and one left hatched. Class Tamar has 3 elements of outstanding secure and the rest hatched. Class Cremyll has 4 secure and 2 left hatched in outstanding. Class Plym has 4 secure and one hatched.

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

Strand 2 Presentation - All classes have improved since the Autumn across all aspects of this Strand.

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

All of school is now securely good. Classes Lynher, Cremyll and Plym all have the same area of outstanding secure. Lynher also has an area of outstanding hatched. Tamar has 2 areas of outstanding hatched.

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

Classes Plym and Cremyll are now securely good and have the 3 same elements of outstanding hatched.

Classes Tamar and Lynher have the same 3 elements of good secure and the same 2 areas hatched. Tamar have 4 elements of outstanding hatched. Lynher have an element of outstanding secure and 3 hatched.

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. Class Lynher have 3 secure and 1 outstanding hatched. Class Tamar has 2 elements of outstanding secured and the rest hatched. Class Cremyll have one element of outstanding secure 3 elements of outstanding hatched. Class Plym have 3 elements of outstanding hatched and one secure.

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

Securely good across school. All classes have the same one element of outstanding hatched

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

Securely good across school. All classes have the same 3 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 all classes. Securely good across school. All classes have the same 3 elements of outstanding secure and the rest 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. Spring Term Parents evening was held in March –see 2.13 for details. The open door policy remains in place and is used by parents. Engagement has improved for parents who have participated in the FAST project. FAST are continuing to meet and have several projects planned including a music room. Please also see 2.9.

3.8 B Equality of opportunity and recognition of diversity are promoted through teaching and learning
Please see 2.18 for details of new PSHE scheme

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?

All securely good and working within outstanding. Classes Tamar, Cremyll and Plym have all the same 5 elements of outstanding secure and the other 2 hatched. Class Lynher has 4 secure and 3 hatched.

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

All secure in outstanding across school.

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. See 3.5 for Strand 3.3

See cross curricular maths evidence and English in governor reports from March available on our website.

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 Data

Attendance 95.33%

Authorised: 3.82%

Unauthorised: 0.85%

Pupil Premium attendance 95.40%

Not Pupil Premium attendance 95.29%

FSM attendance 95.07%

Not FSM attendance 95.42%

EHCP attendance (**1 child**) 64.52%

SEN support 93.28%

See governor attendance report from 16th March for details of all of the actions

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

See governor attendance report from 16th March for details of all of the actions

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

See governor attendance report from 16th March for details of all of the actions

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.

Strand 1 – Marking and Feedback All classes have improved since the Autumn across all aspects of this Strand. *1.1 Is marking and feedback up to date and in line with an effective school policy?*

Strand 1:1 Across school – all securely good. Class Lynher have 4 elements of outstanding secure and the rest hatched. The rest of the classes have all 3 secure and 2 hatched. The contentious element is 'Written feedback provides excellent information regarding the level the learners are working at' - this goes against our policy which is about reducing the workload. The teachers are not expected to annotate every child's book to provide a narrative to demonstrate this. A thorough assessment is expected and submitted on SPTO (our assessment system). It is hatched Y5/6 as the children write through SA's and have teacher's responses to these.

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

Everyone is securely good. Lynher have 5 elements secure and just one left hatched. Tamar have 4 secure and 2 hatched. Cremyll and Plym are 3 secure and 4 hatched.

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?

All securely good and working within outstanding. Classes Tamar, Cremyll and Plym have all the same 5 elements of outstanding secure and the other 2 hatched. Class Lynher has 4 secure and 3 hatched.

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

All secure in outstanding across school.

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.

Behaviour in school continues to be good. This is evidenced in the behaviour books. Agencies the school has worked with this Spring Term to support children and families: Dreadnought, CLEAR, Brighter Futures, Speech and Language, the school nurse, the Educational Psychologist, CAMHs, the EWO, the disability team, the physiotherapist, the lead of social, emotional and mental health in Cornwall, the short stay school in Liskeard and a variety of social workers and family support workers.

Strategies to support children such as Thrive and Emotional First Aid are part of everyday practice and records are kept of when they are used as part of our safeguarding. The emotional termly audit is in place as evidence in the staff meeting minutes.

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

See 4.5 for list of outside agencies worked with in the Spring Term and use of Thrive and emotional first aid.

Open line of communication evident in school by their use. E.g. the amount of parents that approach staff on the gates daily. Phones into school to speak with teachers and teacher calling parents. Meetings between teachers and parents at other time other than parent's evenings.

The emotional audit is in place –see staff meeting minutes. Toot Toot was launched as part of anti-bully week but has not been used since the Autumn Term. Our new PSHE scheme began after February half term – see details in 2.18..

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

Pupil voice assembly continues to reflect the view of the children and is led by the school council every Monday.

Planned lessons deal with issues that arise for an example quite a bit of work has been done on loss and bereavement as we have had a few children who have experienced this in the Spring Term. We are also very fortunate to have a TA (Karen Soames) who is a specialist in this field and works for Jeremiah's Journey. She also takes group and one to one sessions with children in all classes.

For safer Internet day the children held a quiz 6th February and instead of Celebration Assembly each class presented training to parents.

The school is trialling a new PSHE scheme of work – see 2.18 for 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.

Sugar Smart training has taken place and the children have held a sugar smart assembly – see PE

In the spring term the whole school has started following Jigsaw, a PSHE scheme. The second half term was focussed on 'Dreams and Goals' where we discussed:

- Staying motivated when doing something challenging
- Keep trying even when it is difficult
- Work well with a partner or in a group
- Have a positive attitude
- Help others to achieve their goals
- Are working hard to achieve their own dreams and goals.

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 Spring Term 2018

Attendance Data

Attendance 95.33%

Authorised: 3.82%

Unauthorised: 0.85%

Pupil Premium attendance 95.40%

Not Pupil Premium attendance 95.29%
FSM attendance 95.07%
Not FSM attendance 95.42%
EHCP attendance (**1 child**) 64.52%
SEN support 93.28%

<u>EYFS data</u>	<u>Age Related</u>
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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					
20.0% 3/15		80.0% 12/15		20.0% 3/15		80.0% 12/15		20.0% 3/15		80.0% 12/15		6.7% 1/15		93.3% 14/15		26.7% 4/15		73.3% 11/15		26.7% 4/15		73.3% 11/15		6.7% 1/15		93.3% 14/15		6.7% 1/15		93.3% 14/15			
20.0% 3/15	20.0% 3/15	60.0% 9/15		20.0% 3/15	20.0% 3/15	60.0% 9/15		20.0% 3/15	13.3% 2/15	66.7% 10/15		6.7% 1/15	26.7% 4/15	66.7% 10/15		26.7% 4/15	20.0% 3/15	53.3% 8/15		26.7% 4/15	40.0% 6/15	33.3% 5/15		6.7% 1/15	33.3% 5/15	60.0% 9/15		6.7% 1/15	46.7% 7/15	46.7% 7/15			
0.0% 0/15	20.0% 3/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	20.0% 3/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	20.0% 3/15	13.3% 2/15	66.7% 10/15	0.0% 0/15	0.0% 0/15	6.7% 1/15	26.7% 4/15	66.7% 10/15	0.0% 0/15	0.0% 0/15	26.7% 4/15	20.0% 3/15	53.3% 8/15	0.0% 0/15	6.7% 1/15	20.0% 3/15	40.0% 6/15	33.3% 5/15	0.0% 0/15	0.0% 0/15	6.7% 1/15	46.7% 7/15	46.7% 7/15		
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					
33.3% 5/15		16.7% 10/15		33.3% 5/15		16.7% 10/15		33.3% 5/15		66.7% 10/15		26.7% 4/15		73.3% 11/15		26.7% 4/15		73.3% 11/15		40.0% 6/15		60.0% 9/15		6.7% 1/15		93.3% 14/15		6.7% 1/15		93.3% 14/15			
33.3% 5/15	33.3% 5/15	33.3% 5/15		33.3% 5/15	33.3% 5/15	33.3% 5/15		33.3% 5/15	66.7% 10/15	0.0% 0/15		26.7% 4/15	66.7% 10/15	6.7% 1/15		26.7% 4/15	0.0% 0/15	73.3% 11/15		40.0% 6/15	0.0% 0/15	60.0% 9/15		6.7% 1/15	0.0% 0/15	93.3% 14/15		6.7% 1/15	93.3% 14/15	0.0% 0/15			
13.3% 2/15	20.0% 3/15	33.3% 5/15	33.3% 5/15	0.0% 0/15	0.0% 0/15	33.3% 5/15	33.3% 5/15	0.0% 0/15	6.7% 1/15	26.7% 4/15	66.7% 10/15	0.0% 0/15	0.0% 0/15	0.0% 0/15	26.7% 4/15	66.7% 10/15	6.7% 1/15	0.0% 0/15	0.0% 0/15	26.7% 4/15	0.0% 0/15	73.3% 11/15	0.0% 0/15	6.7% 1/15	33.3% 5/15	0.0% 0/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	6.7% 1/15	0.0% 0/15	93.3% 14/15	0.0% 0/15
EYFS Being imaginative																																	
6.7% 1/15		93.3% 14/15																															
6.7% 1/15		93.3% 14/15		0.0% 0/15																													
0.0% 0/15	6.7% 1/15	93.3% 14/15		0.0% 0/15		0.0% 0/15																											

Progress

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																					
6.7% 1/15		93.3% 14/15				0.0% 0/15		100.0% 15/15				0.0% 0/15		100.0% 15/15				6.7% 1/15		93.3% 14/15				20.0% 3/15		80.0% 12/15				13.3% 2/15		86.7% 13/15				0.0% 0/15		100.0% 15/15				0.0% 0/15		100.0% 15/15																			
6.7% 1/15		26.7% 4/15		66.7% 10/15		0.0% 0/15		13.3% 2/15		86.7% 13/15		0.0% 0/15		6.7% 1/15		93.3% 14/15		6.7% 1/15		86.7% 13/15		20.0% 3/15		13.3% 2/15		66.7% 10/15		13.3% 2/15		40.0% 6/15		46.7% 7/15		0.0% 0/15		13.3% 2/15		86.7% 13/15		0.0% 0/15		20.0% 3/15		80.0% 12/15																			
0.0% 0/15		6.7% 1/15		26.7% 4/15		40.0% 6/15		26.7% 4/15		0.0% 0/15		0.0% 0/15		13.3% 2/15		66.7% 10/15		20.0% 3/15		0.0% 0/15		0.0% 0/15		0.0% 0/15		13.3% 2/15		66.7% 10/15		20.0% 3/15		0.0% 0/15		0.0% 0/15		20.0% 3/15		66.7% 10/15		13.3% 2/15																							
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																					
13.3% 2/15		86.7% 13/15				0.0% 0/15		100.0% 15/15				0.0% 0/15		100.0% 15/15				0.0% 0/15		100.0% 15/15				0.0% 0/15		100.0% 15/15				33.3% 5/15		66.7% 10/15				0.0% 0/15		100.0% 15/15				6.7% 1/15		93.3% 14/15																			
13.3% 2/15		26.7% 4/15		60.0% 9/15		0.0% 0/15		40.0% 6/15		60.0% 9/15		0.0% 0/15		53.3% 8/15		46.7% 7/15		0.0% 0/15		46.7% 7/15		53.3% 8/15		0.0% 0/15		26.7% 4/15		73.3% 11/15		33.3% 5/15		0.0% 0/15		66.7% 10/15		0.0% 0/15		0.0% 0/15		100.0% 15/15		6.7% 1/15		53.3% 8/15		40.0% 6/15																	
6.7% 1/15		6.7% 1/15		26.7% 4/15		53.3% 8/15		6.7% 1/15		0.0% 0/15		0.0% 0/15		40.0% 6/15		53.3% 8/15		6.7% 1/15		0.0% 0/15		46.7% 7/15		6.7% 1/15		0.0% 0/15		0.0% 0/15		26.7% 4/15		66.7% 10/15		6.7% 1/15		20.0% 3/15		13.3% 2/15		0.0% 0/15		60.0% 9/15		6.7% 1/15		0.0% 0/15		0.0% 0/15		80.0% 12/15		20.0% 3/15		0.0% 0/15		6.7% 1/15		53.3% 8/15		33.3% 5/15		6.7% 1/15	
EYFS Being imaginative																																																															
0.0% 0/15		100.0% 15/15																																																													
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0.0% 0/15		0.0% 0/15		73.3% 11/15		20.0% 3/15		6.7% 1/15																																																							

IN HOUSE DATA FOR WHOLE SCHOOL – including groups

Whole School Data Spring 2018

	Reading	Writing	Maths
Percentage of children in the school making at or above expected progress.	88.9% 88/99	85.9% 85/99	92.9% 92/99
Percentage of children in the school making at or above Age Related Expectation	77.8% 77/99	73.7% 73/99	73.7% 73/99

Progress this year in average Tracking Points, Baseline to End of Spring, 2017-2018

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [99 children]	+2.1	+2.0 [99 pupils]	+2.2 [99 pupils]	+2.1 [99 pupils]
Boys [48 children]	+2.1	+2.0 [48 pupils]	+2.1 [48 pupils]	+2.0 [48 pupils]
Girls [51 children]	+2.2	+2.1 [51 pupils]	+2.3 [51 pupils]	+2.2 [51 pupils]
Pupil Premium [31 children]	+2.1	+2.0 [31 pupils]	+2.1 [31 pupils]	+2.1 [31 pupils]
NOT Pupil Premium [68 children]	+2.1	+2.0 [68 pupils]	+2.3 [68 pupils]	+2.1 [68 pupils]
Service Children [4 children]	+2.2	+1.9 [4 pupils]	+2.7 [4 pupils]	+2.0 [4 pupils]
NOT Service Children [95 children]	+2.1	+2.0 [95 pupils]	+2.2 [95 pupils]	+2.1 [95 pupils]
FSM [21 children]	+2.0	+2.0 [21 pupils]	+1.9 [21 pupils]	+2.1 [21 pupils]
NOT FSM [78 children]	+2.1	+2.0 [78 pupils]	+2.3 [78 pupils]	+2.1 [78 pupils]
SEN Support [11 children]	+2.1	+1.9 [11 pupils]	+2.3 [11 pupils]	+2.0 [11 pupils]
EHCP [1 children]	+3.0	+1.0 [1 pupils]	+6.0 [1 pupils]	+2.0 [1 pupils]
ALL SEN [12 children]	+2.1	+1.8 [12 pupils]	+2.6 [12 pupils]	+2.0 [12 pupils]
NOT SEN	+2.1	+2.1 [87 pupils]	+2.2 [87 pupils]	+2.1 [87 pupils]

[87 children]				
Autumn Born [42 children]	+2.1	+2.0 [42 pupils]	+2.2 [42 pupils]	+2.1 [42 pupils]
Spring Born [24 children]	+2.2	+2.1 [24 pupils]	+2.3 [24 pupils]	+2.2 [24 pupils]
Summer Born [33 children]	+2.1	+2.0 [33 pupils]	+2.1 [33 pupils]	+2.1 [33 pupils]
FAST [26 children]	+2.0	+2.0 [26 pupils]	+2.0 [26 pupils]	+2.1 [26 pupils]

Pupils at ARE (Age Related Expectation) at End of Spring, 2017/2018

	Subjects Combined		Writing		Reading		Mathematics	
	Below	Achieving	Below	Achieving	Below	Achieving	Below	Achieving
WHOLE SCHOOL ADMIN [99 children]	29.3% 29/99	70.7% 70/99	26.3% 26/99	73.7% 73/99	22.2% 22/99	77.8% 77/99	26.3% 26/99	73.7% 73/99
Boys [48 children]	33.3% 16/48	66.7% 32/48	31.3% 15/48	68.8% 33/48	25.0% 12/48	75.0% 36/48	27.1% 13/48	72.9% 35/48
Girls [51 children]	25.5% 13/51	74.5% 38/51	21.6% 11/51	78.4% 40/51	19.6% 10/51	80.4% 41/51	25.5% 13/51	74.5% 38/51
Pupil Premium [31 children]	45.2% 14/31	54.8% 17/31	41.9% 13/31	58.1% 18/31	38.7% 12/31	61.3% 19/31	41.9% 13/31	58.1% 18/31
NOT Pupil Premium [68 children]	22.1% 15/68	77.9% 53/68	19.1% 13/68	80.9% 55/68	14.7% 10/68	85.3% 58/68	19.1% 13/68	80.9% 55/68
Service Children [4 children]	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4
NOT Service Children [95 children]	30.5% 29/95	69.5% 66/95	27.4% 26/95	72.6% 69/95	23.2% 22/95	76.8% 73/95	27.4% 26/95	72.6% 69/95
FSM [21 children]	52.4% 11/21	47.6% 10/21	47.6% 10/21	52.4% 11/21	47.6% 10/21	52.4% 11/21	52.4% 11/21	47.6% 10/21
NOT FSM [78 children]	23.1% 18/78	76.9% 60/78	20.5% 16/78	79.5% 62/78	15.4% 12/78	84.6% 66/78	19.2% 15/78	80.8% 63/78
SEN Support [11 children]	72.7% 8/11	27.3% 3/11	63.6% 7/11	36.4% 4/11	54.5% 6/11	45.5% 5/11	72.7% 8/11	27.3% 3/11
EHCP [1 children]	100.0% 1/1	0.0% 0/1	100.0% 1/1	0.0% 0/1	100.0% 1/1	0.0% 0/1	100.0% 1/1	0.0% 0/1
ALL SEN [12 children]	75.0% 9/12	25.0% 3/12	66.7% 8/12	33.3% 4/12	58.3% 7/12	41.7% 5/12	75.0% 9/12	25.0% 3/12
NOT SEN [87 children]	23.0% 20/87	77.0% 67/87	20.7% 18/87	79.3% 69/87	17.2% 15/87	82.8% 72/87	19.5% 17/87	80.5% 70/87
Autumn Born [42 children]	21.4% 9/42	78.6% 33/42	16.7% 7/42	83.3% 35/42	16.7% 7/42	83.3% 35/42	21.4% 9/42	78.6% 33/42
Spring Born [24 children]	20.8% 5/24	79.2% 19/24	16.7% 4/24	83.3% 20/24	12.5% 3/24	87.5% 21/24	20.8% 5/24	79.2% 19/24
Summer Born [33 children]	45.5% 15/33	54.5% 18/33	45.5% 15/33	54.5% 18/33	36.4% 12/33	63.6% 21/33	36.4% 12/33	63.6% 21/33

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.

Please note that all most able disadvantaged children are making at least expected progress.

	Reading	Writing	Maths
Percentage of children in the	95.5% (21/22) One Y5	81.3% (13/16) 3 children 2 Y5 and a Y6	89.9% (16/18) A Y5 and a Y6

school making expected progress or above.			
Percentage of children in the school making at or above Age Related Expectation	100%	100%	89.9% (16/18) A Y5 and a Y6

Most Able Disadvantaged

	Reading	Writing	Maths
Percentage of children in the school making expected progress or above.	100% 4/4	100% 4/4	100% 4/5
Percentage of children in the school making at or above Age Related Expectation	100% 4/4 40% above or well above ARE	100% 4/4 50% above or well above	100% 5/5

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. Please see the governor visit report from 16th March for further details.

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

From September each class had a 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. A detailed governor monitoring report on this from 21st March 2018 is published on our website.

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