

Fourlanesend C.P. School

Head teacher's Report to the Governing Body

July 2016

Context of the school

- The current number on roll is 105.
- 2 siblings left to be home schooled and 2 new children have moved into the area.
- We continue to have reading volunteers in school. We have ex-teachers and volunteers from the Open the Book Assembly group reading with Classes Plym, Cremyll, Tamar and Lynher. If you know anybody interested in supporting us like this please let me know. It makes all the difference to the children and releases the classroom teaching assistant.
- Anna Holland who worked as Lunchtime Supervisor and Breakfast Club leader has resigned due to family issues.
- Breakfast Club continues to run successfully at the school when parents need it. Mary Taylor (who has been covering maternity leave in the office) and Tracey Nice (a lunchtime supervisor) take it in turns.
- Claire Blackler has returned from maternity leave.
- Mary Taylor who has been covering in the office has agreed to do 4 hours extra per week (flexitime) focusing on safeguarding .
- Leisha Champion is currently signed off sick until the end of the school year.
- Fran Ferguson will return from maternity leave on 20th July. She has been coming in throughout the summer term on KIT (keeping in touch) days.
- Sharon Evans who has been a teaching assistant in class Cremyll and had previously reduced her days to 3 per week, has now resigned to spend more time with her family.
- We are delighted to appoint Becki Ginger as lunchtime supervisor.
- Staff absence, from March 8th. There have been 4 days of teacher absence due to ill health; 2 days of TA absence due to ill health. One TA was signed off for a month due to stress/family issues. One TA had a week off to support her child through an emotional period,, one TA had a day off because her child was sick. One teacher has been signed off sick for the half term due to ill health.
- Holly Graves volunteers in Class Plym for one day a week, she is currently in the sixth form at Devonport High School for Girls.
- Becki Ginger and Tracey Nice are both volunteering in school as part of their course work. They are both completing their NVQ3 qualification and finish at the end of term. Congratulations to both of them, we have been delighted to support them through their course.
- Hannah Spencer has completed her NVQ3 with diploma. Congratulations to her, she has secured a teaching assistant post at Callington Primary.
- We have provided 1 student work experience place for Plymouth College, 2 for Torpoint Community School and 1 for Saltash.net during the summer term.
- Tom Harris continues to train the football team every Friday afternoon as part of his work experience from Plymouth College.

Training/CPD

11/03/16 – DFE Interim Standards and SPTO Best Practice – Rebecca Norton and Richard Wilde
17/03/16 – EYFS Profile Training and Moderation Meeting – Natalie Finnimore
17/03/16 - ICT Strategy Network Meeting – Richard Wilde
21/03/16 – Speaking Stories, Talking Texts: Raising Standards in writing – Natalie Finnimore and Richard Wilde
23/03/16 – Wild Tribe Outdoor Learning Conference – Leisha Champion
23/03/16 – Assessment and Progress – CSIT Statisticians – Rebecca Norton and Jackie Eason
20/04/16 – GO2 – Jo Dennehy
26/04/16 – Year 6 Moderation – Jo Dennehy
27/04/16 – Year 2 Moderation – Leisha Champion
28/04/16 – GO1 – Claire Kitching, Simon King, Becky Ginger and Gail Kelleher
19/05/16 – School Effectiveness Conference – Making Learning, Mastery and Excellence Visible – Rebecca Norton and Jo Dennehy
24/05/16 – SCR check – Mary Taylor
25/05/16 – Computing for Primary teachers: Programming in KS2 – Jo Dennehy
09/06/16 – School Effectiveness Headteacher Information Session – Rebecca Norton, Jackie Eason and Simon King
14/06/16 – SPTO supporting the SENCo – Rebecca Norton and Helen Illingworth
22/06/16 – GO2 – Simon King
22/06/16 – Emotional First Aid – Rebecca Norton and Helen Illingworth
29/06/16 – Phonics First – Sarah Miller
29/06/16 – GO5 – The role of the chair - Gail Kelleher and Simon King
30/06/16 – GO29 E-safety in schools – Jackie Eason and Becky Ginger
01/07/16 – Emotional First Aid – Rebecca Norton and Helen Illingworth
06/07/16 – Emotional First Aid – Rebecca Norton and Helen Illingworth
07/07/16 – Phonological Awareness training – All teachers and teaching assistants
08/07/16 – SACRE Annual Conference – Jo Dennehy
12/07/16 – MAT Information Session – Rebecca Norton, Simon King and Jackie Eason

Tier 2 training has been delivered to 21 staff and volunteers within school this term.

Effectiveness of leadership and management.

Pupil Premium and Data

Please see our website for details of how we spend and monitor our pupil premium.

Although data is inputted daily (formative assessment), we also use summative assessments (test and distance work). We do this on a termly basis. So the most recent and accurate data I can give you is from the end of the Autumn Term. We track attainment – what the children achieve, and this is now measured against Age Related Expectations (ARE). We find generally speaking that children in

receipt of pupil premium come into school with lower levels of attainment, hence the reason for the pupil premium funding. The aim of the pupil premium funding is to close the gap. This is why we also monitor the progress the children are making. When you look at the charts, please look at the number of children that make up the %. E.g. where we only have 2 children, each child is 50%.

Performance Management/Appraisal

In the absence of Mrs Champion, Jo Dennehy has continued with the Teaching Assistant (TA) annual appraisal. She is concluding this with individual meetings held on the 18th July.

All teachers had their mid-year appraisal and for teachers the performance management will be concluded in September and new objectives will be set for the new year in line with the new school development plan.

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

All our Y6 children have taken part in transition sessions to their new secondary schools. Specialist transition for vulnerable cases has been completed. Graham Simpson came in to meet the TCC Yr 6's and talk to Jo Dennehy. Miss Finnimore has completed visits to all the pre-schools to see the new intake in their current setting and speak to staff. She has also completed home visits with her teaching assistant to all the new children to see the children in their own homes and meet the new parents. All the new intake also complete 3 transition afternoons in school. For the first of these the children are accompanied by their parents. However, after this we encourage the parents to leave them and return later. For these sessions, I also spent time in Class Plym getting to know the new children and parents. All our children across school participate in 3 transition sessions, so they get time together in their new class with their teacher and the children they will be with for September. We find this helps to alleviate any anxiety and worries about the new class.

Enhancements to our curriculum

As part of our topic 'What makes our World Wonderful' we had eggs in school in an incubator and watched them hatch into chicks. We kept them for a week in school before they were returned to the local farm.

For St Patrick's Day and St George's Day children all came dressed in green and then red and white respectively and they investigated why we celebrate these as we have the other Saints' days. You can see the work on display in the hall – What makes Britain Great? The local town crier visited school for our assembly and explained to the children his role and gave them the opportunity to have a go at it (photographs on our website). It was a good historical link, and the children all enjoyed being able to shout as loudly as they could! We celebrated Easter by making Easter Bonnets –sports themed (ready for our next topic). Unfortunately it rained so we could not parade down to the Church on the Rock, however 2 members of the Church came up and shared the celebration with us. Each class had a small performance piece and parents and carers joined us too. The whole school ended the term with our annual Easter egg hunt, which was great fun.

RNLI lifeguards came to talk to the whole school about beach/water safety.

Class Cremyll visited the Aquarium as part of our topic 'What makes our World Wonderful? Also as part of the topic classes Tamar and Lynher enjoyed a Dino workshop – see the pictures on the class pages. Thank you to our governor Becki Ginger who found out about this.

Mr Wilde and Mrs Illingworth arranged a one night residential to Lyme Regis for Classes Tamar and Lynher as part of the topic What makes our World Wonderful. This was hugely successful, again see the website for the pictures. The staff had organized the whole trip

themselves and it was a pleasure to accompany them on such a well organised visit.

Class Tamar visited the Transat race, and were met by BBC Spotlight who filmed them and it was broadcast on the evening news. We were the only school that visited. Mr Wilde had contacted the Transat team months in advance to make the arrangements. The children had a fantastic time and learnt about the boats, the race and the living conditions for the crews.

We held a hugely successful pop- up Museum event at the end of April to mark the end of our Topic 'What makes our World Wonderful' and showcase the learning of all the children. Please check out the film on the website (front page).

In the Spring and Summer Term every class has taken part in beach tribe. These have been days when the children have gone to the beach with their teacher and a trained beach tribe teacher and enjoyed learning outdoors.

Every class this Summer term has also taken part in a foraging day. These have taken place on the beach, at Maker or on our school field. The children have learnt also about what they can and can't eat, respect for our environment and it has been great to see they all trying new foods.

To begin our new whole school topic, Is it a question of sport?, the whole school spent the day at Mount Edgcumbe doing a variety of sporting activities. This culminated with the whole school kite flying by the folly to support the CHICKS charity. Over £100 was raised for CHICKS and the school was on the front page of the Cornish Guardian. Our thanks to Helen Marks whose idea this was. Please see our website for the film of this event.

Class Argyll have been learning the African Drums. They have a specialist teacher who is teaching them and they have made fantastic progress.

The whole school took part in Jamie Oliver's Food Revolution Day. This year every class designed and made their own muesli. These were then put in front of a taste panel and judged on taste, appearance etc. Class Tamar won and their muesli was sold to parents on Sports Day.

One of our parents, Emma Stockley, very kindly organised an archaeology trip for Classes Tamar and Argyll. This was greatly appreciated and built on much of the work covered last term. Again see the class pages on the website for photographs and details.

4 children from Y6 were selected to attend an able maths day at Plymouth University and 4 children from Y4 and Y5 attended an able maths day at Bishop Cornish School to support and challenge their learning.

As part of the homework set children took part in the Lions Fair Poster Competition and the local Millbrook Art Festival. All children who took part in the Art Festival were awarded a certificate and our children won 1st, 2nd and 3rd place in the Lions fair poster competition.

Years 5/6 enjoyed a 3 day residential with a focus on outdoor pursuits at Mount Batten led by Mrs Dennehy. This enabled children who didn't want to sleep over to attend for the daytime activities. Children are using their photographs in producing power points which will be shared with parents. They were collected from Cawsand beach in sailing boats and returned by power boat.

Parents' evenings and reporting to parents

Our new reports have gone out to parents on Friday 8th July. This year we used our new assessment system to write the reports and we are looking forward to receiving feedback on these. A parents evening is held on Wednesday 13th July to discuss the reports and any concerns any parents have; this is a drop in session only.

Links with parents and carers

We had very high attendance at our school sports day and at our pop up museum. Parents were thrilled to see what the children had learnt; what is in the books is so limiting, this was a wonderful opportunity for parents to share what the children had learnt. We also

took feedback from the Winter Wonderland and provided refreshments this time from the kitchen so that the parents could have hot cups of tea. All our reports have parental feedback slips so that we can find out what the parents like and what we can improve upon. Following feedback from the parents' surveys we have taken opportunities where possible to do more whole school homework as parents commented it was good for siblings to be working on the same thing.

Links with local sporting groups and local sporting events

In March children from Fourlanesend took part in the annual Landrake Run and certificates were awarded for it.

Our children took part in Sports for Schools and Antony James (Olympic Swimmer) visited and all the children participated in an athletic workshop with him. They raised £459.90.

All our children ran a mile for Sport Relief on the school field and raised £262.20.

Throughout the Autumn and Spring term our football team played matches against other local teams, we won some, we lost some and finished mid-way in the league. Tom Harris trains the team on a Friday afternoon as part of his volunteering work from Plymouth College. Many of our team are Year 6, so since Easter Tom has been training the team for next year. This includes many Year 3's. The whole school enjoyed Sports Day. We were unsure about the weather, however it turned into a beautiful day and again it was very successful with lots of support from parents.

Children from Y4 to Y6 participated in 2 weeks of daily swimming tuition at Plympton pool. They used the Cremyll ferry to get to Plymouth and as part of Plymouth City Council's investment in sport; a coach collected them from the ferry and took them to Plympton pool free of charge. The progress made by going daily was very good, much better than we are used to seeing in school swimming sessions. We'll look into this again for next year.

We attended the annual Area Sports Competition and we were very proud to win the Kernow cup for our outstanding behaviour and Sportmanship. I was very proud of our children, they truly demonstrated all of their values and their behaviour was exemplary.

Links in the community

As part of the local Black Prince Celebrations, 2 of our Foundations Stage children were crowned May King and May Queen. The local group had also come to the school and taught all the children how to dance so they could take part in the Celebrations. Many of our children joined in on the day.

School Council

The school council have raised £300 through their fill a jar event in May and the refreshments at Sports day. This money is being used to purchase School Sports Tops to wear at school events such as Area Sports and cross country running.

The school council have been very active this year. Please see the school website for the meeting minutes.

SATs

Our SATs results are below. These do not reflect the good progress that the children have made. This will appear on our end of year data. We do have an issue regarding the Grammar scores which are being investigated and this will be addressed across school in next years SDP.

KS2 Teacher Assessment data

TA

WR RE MA cross-subject EXS and above: 71.4% [10/14]

	Other [A D F P]	BLW [P Scales]	PKG	PKE	PKF	WTS or HNM	EXS	GDS	EXS+GDS
Writing						28.6% [4/14]	42.9% [6/14]	28.6% [4/14]	71.4% [10/14]
Reading						14.3% [2/14]	85.7% [12/14]		85.7% [12/14]
Mathematics						21.4% [3/14]	78.6% [11/14]		78.6% [11/14]
Science						21.4% [3/14]	78.6% [11/14]		78.6% [11/14]

KS2 TEST Scaled Score assessment data

TEST

RE MA average Scaled Score: 101.3 RE MA cross-subject 100+: 57.1% [8/14]

GR RE MA average Scaled Score: 100.7 GR RE MA cross-subject 100+: 35.7% [5/14]

	Average	A or N	80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-119	120	100+
Reading	102.0			7.1% [1/14]		28.6% [4/14]	42.9% [6/14]		21.4% [3/14]			64.3% [9/14]
Grammar	99.6			7.1% [1/14]	7.1% [1/14]	42.9% [6/14]	14.3% [2/14]	21.4% [3/14]	7.1% [1/14]			42.9% [6/14]
Mathematics	100.5			7.1% [1/14]	14.3% [2/14]	14.3% [2/14]	35.7% [5/14]	28.6% [4/14]				64.3% [9/14]

National comparison




Subject

Percentage of pupils that met expected standard

Average Scaled Score

National

	Your School	England*	Comparison	Your School	England*	Comparison
1. Reading	64.3% [9/14]	66%	1.7%	102.0	103.0	1.0
2. Grammar	42.9% [6/14]	72%	29.1%	99.6	104.0	4.4
3. Mathematics	64.3% [9/14]	70%	5.7%	100.5	103.0	2.5
4. Writing TA	71.4% [10/14]	74%	2.6%	n/a	n/a	n/a
Overall [1, 3 and 4]	57.1% [8/14]	53%	4.1%	n/a	n/a	n/a

KS1 prior attainment data - APS scores from Key Stage 1 Levels							KS1
WR RE MA average KS1 APS: 15.0							
		W [0-6.9 APS]	L1 [7-12.9 APS]	L2C [13-14.9 APS]	L2B [15-16.9 APS]	L2A [17-18.9 APS]	L3+ [19+ APS]
WR RE MA pupil average APS	Average: 15.0		18.2% [2/11]	18.2% [2/11]	45.5% [5/11]	9.1% [1/11]	9.1% [1/11]
 Writing	Average: 13.4		36.4% [4/11]	18.2% [2/11]	18.2% [2/11]	18.2% [2/11]	9.1% [1/11]
 Reading	Average: 16.1		9.1% [1/11]	18.2% [2/11]	9.1% [1/11]	45.5% [5/11]	18.2% [2/11]
 Mathematics	Average: 15.2		9.1% [1/11]	18.2% [2/11]	36.4% [4/11]	27.3% [3/11]	9.1% [1/11]

Staff health and well-being

Over Easter the desks in the offices were lowered following advice from occupational health. New chairs have also been purchased to go with these that offer lumbar support.

Building improvements/refurbishments

- We have had some issues regarding the flow of the water in the Infants toilets, an air lock has been removed from the system and we are going to have a pump fixed.
- We had the 5 year fixed wiring report completed. Ray is currently waiting for prices for any work identified following this report. The main reason for any work is that compliance has changed within the last 5 years.
- One of our parents who works in the metal work industry has offered to fix us a school gate at the back of the school field to give access to Maker, free of charge.
- Steve has rebuilt the raised beds in the allotments
- Steve has fitted new pegs and toilet roll holders in our children's cloak rooms.
- Our sheds have finally been delivered for Class Plym and Steve is going to build them for us.

Quality of teaching, learning and assessment

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

As part of our lesson observations all teachers were asked to pair up and observe each other. Following this there was much professional dialogue. All staff wrote up the observations using the school format with the added box to complete with what they had learnt from each other.

Using our new assessment has been a learning curve for all of us. We are very pleased with the way we can easily analyse children from all groups. Governors have received training and access to SPTO, which enables them to ask challenging questions about the school data and the achievement of the children. This data is all anonymized as part of the governor login.

Personal development, behaviour and welfare

Attendance is currently 95.9% with 0.9% being unauthorised absences

The EWO (Educational Welfare Officer) holds clinics at the school to discuss attendance. Currently 3 families have been invited in for a meeting, this happens when attendance had dropped to below 90%. At these meetings an agreement and targets are drawn up with parents and reviewed 6 weeks later.

Dreadnought (a service that provides specialist counselling and support for children) is working with 4 children in school. All of these children are in receipt of pupil premium and this money is paying for this support.

There have been no incidences of bullying since the last report. 2 Year 6 children were restricted to half the residential rather than going for the whole time due to their behaviour overtime. Behaviour over this year in years 6 has improved this summer term.

Jane McFall has been in school to do a workshop with the children in Class Argyll on online safety.

Devon and Cornwall Police visited to speak to Y4,5 and 6 about online safety at our requests following a number of incidents at home and where vigilant staff and governors have reports children using social media (Children under 13 are not allowed on Facebook, What's App, Instagram etc).

Outcomes for pupils

Outcomes for pupils

Spring attainment data

The grid below shows you the percentages of assessment data meeting, exceeding or below the expected outcome ARE for each child. Subjects Combined is calculated by finding assessment data set to meet or exceed across all subjects or Aspects.												
% below ARE		% at or above ARE										
Well Below ARE	Below ARE	At ARE	Above ARE	Well Above ARE								
1 Summary looking at all pupils in your current search group:												
		Subjects Combined		Writing			Reading			Mathematics		
Group: SCHOOL-ALL (104 children)	26.0% 27/104	74.0% 77/104	16.3% 17/104	83.7% 87/104	17.3% 18/104	82.7% 86/104	17.3% 18/104	82.7% 86/104	17.3% 18/104	82.7% 86/104	17.3% 18/104	82.7% 86/104
			5.0% 5/104	10.6% 11/104	47.1% 49/104	36.5% 38/104	0.0% 0/104	6.7% 7/104	10.6% 11/104	46.2% 48/104	32.7% 34/104	3.8% 4/104
			1.9% 2/104	15.4% 16/104	52.9% 55/104	28.8% 30/104	1.0% 1/104					
2 Data below is set out in the sub-groups you have requested:												
		Subjects Combined		Writing			Reading			Mathematics		
Group: Pupil Premium and Service Children (30 children)	36.7% 11/30	63.3% 19/30	30.0% 9/30	70.0% 21/30	26.7% 8/30	73.3% 22/30	20.0% 6/30	80.0% 24/30	10.0% 3/30	20.0% 6/30	46.7% 14/30	23.3% 7/30
			10.0% 3/30	20.0% 6/30	46.7% 14/30	23.3% 7/30	0.0% 0/30	10.0% 3/30	16.7% 5/30	46.7% 14/30	26.7% 8/30	0.0% 0/30
Group: NOT Pupil Premium and Service Children (74 children)	21.6% 16/74	78.4% 58/74	10.8% 8/74	89.2% 66/74	13.5% 10/74	86.5% 64/74	16.2% 12/74	83.8% 62/74	4.1% 3/74	6.8% 5/74	47.3% 35/74	41.9% 31/74
			0.0% 0/74	5.4% 4/74	8.1% 6/74	45.9% 34/74	35.1% 26/74	5.4% 4/74	2.7% 2/74	13.5% 10/74	51.4% 38/74	31.1% 23/74
			1.4% 1/74									
		Subjects Combined		Writing			Reading			Mathematics		
Group: Pupil Premium (27 children)	40.7% 11/27	59.3% 16/27	33.3% 9/27	66.7% 18/27	29.6% 8/27	70.4% 19/27	22.2% 6/27	77.8% 21/27	11.1% 3/27	22.2% 6/27	51.9% 14/27	14.8% 4/27
			0.0% 0/27	42.7% 12/27	0.0% 0/27	11.1% 3/27	18.5% 5/27	48.1% 13/27	22.2% 6/27	0.0% 0/27	9.0% 2/27	63.0% 17/27
			0.0% 0/27	14.8% 4/27	0.0% 0/27	11.1% 3/27	18.5% 5/27	48.1% 13/27	22.2% 6/27	0.0% 0/27	9.0% 2/27	63.0% 17/27
Group: NOT Pupil Premium (77 children)	20.8% 18/77	79.2% 61/77	10.4% 8/77	89.6% 69/77	13.0% 10/77	87.0% 67/77	15.6% 12/77	84.4% 65/77	3.9% 3/77	6.5% 5/77	45.5% 35/77	44.2% 34/77
			0.0% 0/77	5.2% 4/77	7.8% 6/77	45.5% 35/77	36.4% 28/77	5.2% 4/77	2.6% 2/77	13.5% 10/77	49.4% 38/77	3.3% 2/77
Group: Service Children (3 children)	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3
			0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3	0.0% 0/3
		Subjects Combined		Writing			Reading			Mathematics		
Group: NOT Service Children (101 children)	26.7% 27/101	73.3% 74/101	16.8% 17/101	83.2% 84/101	17.8% 18/101	82.2% 83/101	17.8% 18/101	82.2% 83/101	5.9% 6/101	10.9% 11/101	48.5% 47/101	34.7% 34/101
			0.0% 0/101	11/101	35/101	0.0% 0/101	6.9% 7/101	10.9% 11/101	45.5% 41/101	4.0% 4/101	2.0% 2/101	15.8% 16/101
			54.5% 55/101	26.7% 27/101	1.0% 1/101							
		Subjects Combined		Writing			Reading			Mathematics		
Group: FSM (16 children)	46.7% 7/16	53.3% 8/16	40.0% 6/16	60.0% 9/16	40.0% 6/16	60.0% 9/16	26.7% 4/16	73.3% 11/16	13.3% 2/16	26.7% 4/16	60.0% 9/16	13.3% 2/16
			0.0% 0/16	20.0% 3/16	0.0% 0/16	13.3% 2/16	40.0% 6/16	0.0% 0/16	0.0% 0/16	26.7% 4/16	60.0% 9/16	13.3% 2/16
Group: NOT FSM (89 children)	22.5% 20/89	77.5% 69/89	12.4% 11/89	87.6% 78/89	13.5% 12/89	86.5% 77/89	15.7% 14/89	84.3% 75/89	4.5% 4/89	7.9% 7/89	48.3% 46/89	39.3% 35/89
			0.0% 0/89	5.6% 5/89	7.9% 7/89	47.2% 43/89	34.8% 31/89	4.5% 4/89	2.2% 2/89	13.5% 12/89	51.7% 46/89	31.5% 28/89
Group: PP SEN (4 children)	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4	50.0% 2/4
			0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	0.0% 0/4
		Subjects Combined		Writing			Reading			Mathematics		
Group: PP NOT SEN (23 children)	39.1% 9/23	60.9% 14/23	30.4% 7/23	69.6% 16/23	25.1% 6/23	73.9% 17/23	17.4% 4/23	82.6% 19/23	4.3% 1/23	26.1% 6/23	52.2% 12/23	17.4% 4/23
			0.0% 0/23	17.4% 4/23	0.0% 0/23	4.3% 1/23	21.7% 5/23	52.2% 12/23	21.7% 5/23	0.0% 0/23	17.4% 4/23	65.2% 15/23
			12.6% 3/23	42.3% 10/23	0.0% 0/23	4.3% 1/23	21.7% 5/23	52.2% 12/23	21.7% 5/23	0.0% 0/23	17.4% 4/23	65.2% 15/23
Group: NOT PP SEN (5 children)	60.0% 3/5	40.0% 2/5	60.0% 3/5	40.0% 2/5	60.0% 3/5	40.0% 2/5	60.0% 3/5	40.0% 2/5	60.0% 3/5	40.0% 2/5	60.0% 3/5	40.0% 2/5
			0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5	0.0% 0/5
		Subjects Combined		Writing			Reading			Mathematics		
Group: NOT PP NOT SEN (72 children)	18.1% 13/72	81.9% 59/72	6.9% 5/72	93.1% 67/72	9.7% 7/72	90.3% 65/72	12.5% 9/72	87.5% 63/72	0.0% 0/72	6.9% 5/72	45.8% 33/72	47.2% 34/72
			0.0% 0/72	1.4% 1/72	8.3% 6/72	45.8% 33/72	38.9% 28/72	5.6% 4/72	0.0% 0/72	12.5% 9/72	50.0% 36/72	36.1% 26/72
			1.4% 1/72									

Spring progress data

The grid below shows you the percentages of assessment data meeting, exceeding or below the expected outcome ARE for each child. Subjects Combined is calculated by finding assessment data set to meet or exceed across all subjects or Aspects.																		
% below Expected		% at or above Expected																
Well Below Expected	Below Expected	At Expected	Above Expected	Well Above Expected														
1 Summary looking at all pupils in your current search group:																		
		Subjects Combined		Writing			Reading			Mathematics								
Group: SCHOOL-ALL (104 children)		13.5% 14/104	86.5% 90/104	5.8% 6/104	94.2% 98/104	9.6% 10/104	90.4% 94/104	7.7% 8/104	92.3% 96/104									
				0.0% 0/104	5.8% 6/104	24.0% 25/104	35.6% 37/104	34.6% 36/104	0.0% 0/104	9.6% 10/104	34.6% 36/104	31.7% 33/104	24.0% 25/104	0.0% 0/104	7.7% 8/104	32.7% 34/104	29.8% 31/104	29.8% 31/104
2 Data below is set out in the sub-groups you have requested:																		
		Subjects Combined		Writing			Reading			Mathematics								
Group: Pupil Premium and Service Children (30 children)		13.3% 4/30	86.7% 26/30	6.7% 2/30	93.3% 28/30	10.0% 3/30	90.0% 27/30	10.0% 3/30	90.0% 27/30	10.0% 3/30	90.0% 27/30	10.0% 3/30	90.0% 27/30	10.0% 3/30	90.0% 27/30	10.0% 3/30	90.0% 27/30	10.0% 3/30
				0.0% 0/30	6.7% 2/30	26.7% 8/30	46.7% 14/30	0.0% 0/30	10.0% 3/30	36.7% 11/30	20.0% 6/30	33.3% 10/30	0.0% 0/30	10.0% 3/30	26.7% 8/30	16.7% 5/30	46.7% 14/30	46.7% 14/30
		Subjects Combined		Writing			Reading			Mathematics								
Group: NOT Pupil Premium and Service Children (74 children)		13.5% 10/74	86.5% 64/74	5.4% 4/74	94.6% 70/74	9.5% 7/74	90.5% 67/74	6.8% 5/74	93.2% 69/74									
				0.0% 0/74	5.4% 4/74	23.0% 17/74	41.9% 31/74	29.7% 22/74	0.0% 0/74	9.5% 7/74	33.8% 25/74	36.5% 27/74	20.3% 15/74	0.0% 0/74	6.8% 5/74	35.1% 26/74	35.1% 26/74	23.0% 17/74
		Subjects Combined		Writing			Reading			Mathematics								
Group: Pupil Premium (27 children)		14.8% 4/27	85.2% 23/27	7.4% 2/27	92.6% 25/27	11.1% 3/27	88.9% 24/27	11.1% 3/27	88.9% 24/27	11.1% 3/27	88.9% 24/27	11.1% 3/27	88.9% 24/27	11.1% 3/27	88.9% 24/27	11.1% 3/27	88.9% 24/27	11.1% 3/27
				0.0% 0/27	7.4% 2/27	25.9% 7/27	22.2% 5/27	44.4% 12/27	0.0% 0/27	11.1% 3/27	33.3% 9/27	22.2% 6/27	33.3% 9/27	0.0% 0/27	11.1% 3/27	25.9% 7/27	18.5% 5/27	44.4% 12/27
		Subjects Combined		Writing			Reading			Mathematics								
Group: NOT Pupil Premium (77 children)		13.0% 10/77	87.0% 67/77	5.2% 4/77	94.8% 73/77	9.1% 7/77	90.9% 70/77	6.5% 5/77	93.5% 72/77									
				0.0% 0/77	5.2% 4/77	23.4% 18/77	40.3% 31/77	31.2% 24/77	0.0% 0/77	9.1% 7/77	35.1% 27/77	35.1% 27/77	20.8% 16/77	0.0% 0/77	6.5% 5/77	35.1% 27/77	33.8% 26/77	24.7% 19/77
		Subjects Combined		Writing			Reading			Mathematics								
Group: Service Children (3 children)		0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	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	0.0% 0/3
				0.0% 0/3	0.0% 0/3	33.3% 1/3	0.0% 0/3	66.7% 2/3	0.0% 0/3	0.0% 0/3	66.7% 2/3	0.0% 0/3	33.3% 1/3	0.0% 0/3	0.0% 0/3	33.3% 1/3	0.0% 0/3	66.7% 2/3
		Subjects Combined		Writing			Reading			Mathematics								
Group: NOT Service Children (101 children)		13.9% 14/101	86.1% 87/101	5.9% 6/101	94.1% 95/101	9.9% 10/101	90.1% 91/101	7.9% 8/101	92.1% 93/101									
				0.0% 0/101	5.9% 6/101	23.8% 24/101	36.6% 37/101	33.7% 34/101	0.0% 0/101	9.9% 10/101	33.7% 34/101	32.7% 33/101	23.8% 24/101	0.0% 0/101	7.9% 8/101	32.7% 33/101	30.7% 31/101	28.7% 29/101
		Subjects Combined		Writing			Reading			Mathematics								
Group: FSM (16 children)		13.3% 2/16	86.7% 13/16	6.7% 1/16	93.3% 14/16	13.3% 2/16	86.7% 13/16	13.3% 2/16	86.7% 13/16	13.3% 2/16	86.7% 13/16	13.3% 2/16	86.7% 13/16	13.3% 2/16	86.7% 13/16	13.3% 2/16	86.7% 13/16	13.3% 2/16
				0.0% 0/16	6.7% 1/16	33.3% 5/16	13.3% 2/16	46.7% 7/16	0.0% 0/16	13.3% 2/16	26.7% 4/16	40.0% 6/16	20.0% 3/16	0.0% 0/16	13.3% 2/16	26.7% 4/16	26.7% 4/16	33.3% 5/16
		Subjects Combined		Writing			Reading			Mathematics								
Group: NOT FSM (89 children)		13.5% 12/89	86.5% 77/89	5.6% 5/89	94.4% 84/89	9.0% 8/89	91.0% 83/89	6.7% 6/89	93.3% 84/89									
				0.0% 0/89	5.6% 5/89	22.5% 20/89	39.3% 35/89	32.6% 29/89	0.0% 0/89	9.0% 8/89	36.0% 32/89	30.3% 27/89	24.7% 22/89	0.0% 0/89	6.7% 6/89	33.7% 30/89	30.3% 27/89	29.2% 26/89
		Subjects Combined		Writing			Reading			Mathematics								
Group: PP SEN (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	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	0.0% 0/4
				0.0% 0/4	0.0% 0/4	50.0% 2/4	25.0% 1/4	25.0% 1/4	0.0% 0/4	0.0% 0/4	25.0% 1/4	25.0% 1/4	50.0% 2/4	0.0% 0/4	0.0% 0/4	0.0% 0/4	25.0% 1/4	75.0% 3/4
		Subjects Combined		Writing			Reading			Mathematics								
Group: PP NOT SEN (23 children)		17.4% 4/23	82.6% 19/23	8.7% 2/23	91.3% 21/23	13.0% 3/23	87.0% 20/23	13.0% 3/23	87.0% 20/23	13.0% 3/23	87.0% 20/23	13.0% 3/23	87.0% 20/23	13.0% 3/23	87.0% 20/23	13.0% 3/23	87.0% 20/23	13.0% 3/23
				0.0% 0/23	8.7% 2/23	21.7% 5/23	21.7% 5/23	47.8% 11/23	0.0% 0/23	13.0% 3/23	34.8% 8/23	21.7% 5/23	30.4% 7/23	0.0% 0/23	13.0% 3/23	30.4% 7/23	17.4% 4/23	39.1% 9/23
		Subjects Combined		Writing			Reading			Mathematics								
Group: NOT PP SEN (8 children)		20.0% 1/5	80.0% 4/5	0.0% 0/5	100.0% 5/5	20.0% 1/5	80.0% 4/5	0.0% 0/5	100.0% 5/5	20.0% 1/5	80.0% 4/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	100.0% 5/5	20.0% 1/5	80.0% 4/5	0.0% 0/5
				0.0% 0/5	0.0% 0/5	20.0% 1/5	60.0% 3/5	20.0% 1/5	0.0% 0/5	20.0% 1/5	20.0% 1/5	20.0% 1/5	20.0% 1/5	0.0% 0/5	0.0% 0/5	40.0% 2/5	20.0% 1/5	40.0% 2/5
		Subjects Combined		Writing			Reading			Mathematics								
Group: NOT PP NOT SEN (72 children)		12.5% 9/72	87.5% 63/72	5.6% 4/72	94.4% 68/72	8.3% 6/72	91.7% 67/72	6.9% 5/72	93.1% 67/72									
				0.0% 0/72	5.6% 4/72	23.6% 17/72	38.9% 28/72	31.9% 23/72	0.0% 0/72	8.3% 6/72	34.7% 25/72	36.1% 26/72	20.8% 15/72	0.0% 0/72	6.9% 5/72	34.7% 25/72	34.7% 25/72	23.6% 17/72

Progress towards key issues and targets –

- Progress towards key issues and targets

1. Raise standards in KS2 mathematics by:

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

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

- Ensuring that their handwriting is neat, legible and that letters are correctly formed.
- Expecting pupils to present their work more neatly.
- Ensuring that pupils have more opportunities to practise these skills across all subjects.
- **Handwriting is addressed through this year's SDP and therefore is monitored termly. Handwriting has been monitored and we are continuing with the system in place which requires daily sessions. We are pleased to see that it is having impact across the curriculum. We have recently made changes to our handwriting policy to support writing across the curriculum. Two TAs are running a weekly handwriting intervention for 8 children from Y2 upwards who need extra support with this.**

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