Fourlanesend C.P. School

Head teacher's Report to the Governing Body – This report is based on the whole of the Summer Term 2018 and our End of Year 2018 data

September 2018

Please note:
Highlighted = a staff focus/needs action

Context of the school

- The current number on roll is 111 children.
- Over the summer we took in two Y6 children. One from a local school and one moved into the area. We also admitted two Y2 one who moved to the area and one from a local school who has a sibling starting in FS.
- A Y5 went to Carbeile – the family had moved to Antony mid-2018. Two Y3 moved to Carbeile. A Y2 child moved out of area on our first day back. 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.
- Breakfast Club continues to run successfully at the school and is run by staff within the school.
- Following the closure of the after school provision at Little Monkeys we have now set up our own after school provision which is run by staff at the school.
- Emma Cunningham returned from maternity leave 20th July
- Mary Taylor who ran breakfast club and covered safeguarding using flexi-time handed in her notice as she now has a full-time job at Antony house. She thanked everyone for all the support she has had and has offered any help anytime she can. Claire Blackler in the office will pick up the 4 hours extra per week (flexitime) focusing on safeguarding. This used to be part of her role, so she is familiar with the single central record.
- Staff absence for the Summer Term: There were 28 days of TA sickness in the summer term – 21 of these days were from one member of staff and the same TA had a day off when her child was sick. 24 days absence were for a lunchtime assistant most of these were covered by a sick note. There was no teacher absence.

Training/CPD .

15/05/18 – Makaton Taster Session – Natalie Perry, Jenna Welch, Helen Illingworth, Sally Adams, Sally Thresh and Sarah Miller – *Impact - used to update staff on previous training*
18/05/18 – Fire Marshall Training – sally Thresh, Karen Soames and Sarah Miller – *Impact – ensuring the school is compliant with fire safety regulations*
21&22/05/18 – Headstart training – Helen Illingworth and Jenna Welch – *Impact- Converted from THRIVE practitioners to headstart which is the emotional support package Cornwall have currently bought into.*
22/05/18 – EYFS Summer Conference – Natalie Perry and Sarah Miller – *Impact – Updates on making effective observations and assessment for planning using the characteristics of effective learning to maximize development.*
23/05/18 – teacher data protection training – all teachers – *Impact – To ensure compliance with new legislation*
24/05/18 – TA/rest of staff data protection training – staff in school – *Impact – To ensure compliance with new legislation*
24/05/18 – Babcock KS2 briefing in regard to forthcoming moderation – Fran Ferguson – *Impact – To inform about the requirements for our KS2 moderation*
06/07/18 – Safeguarding Tier 3 refresher linked to KCSiE updates – Rebecca Norton – *Impact – Important updates regarding changes to legislation*

Effectiveness of leadership and management.

2.1 The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.
Newsletters, updating of the website etc all in place as per SDP. Prize giving at the end of the year rewarded a wide selection of children who had been highlighted in some way for achievement, effort and progress throughout the year. The school council achieved their bronze PADL award for pupil voice. The new system of lesson study instead of observations proved successful – see evidence in the SIP report. These children were all selected as they were they children who the staff felt could all make more progress than they were making the end of year data demonstrated:

Average tracking points score for the lesson study group – in brackets is the whole school average data to compare.

	Reading	Writing	Maths
16/17	2.8	2.8	2.8
17/18	2.9 (3.2)	3.1 (3.0)	3.0 (3.2)

Improvement is demonstrated and these children now need to build on this next year.

FAST has continued to develop throughout the summer term and the group have held meetings within the holidays. They have held a family bingo in the school have that was very well attended and they have continued to raise money for a music room. While some families are no longer involved they have recruited new families. Through discussions with staff, governors (see governor minutes) and parents without data it was clear that the programme had been successful from an improved engagement by the families with the school. The data below is approximate due to the incomings (children for who we didn't have last year's data) and other minor fluctuations. However, it demonstrates that overall the impact of FAST has been that the children involved are now making progress on average with that of children within the rest of school. The figures in brackets are whole school progress.

	Reading	Writing	Maths
16/17	2.6	2.8	2.6
17/18	3.2 (3.2)	2.9 (3.0)	3.3 (3.2)

Governors minutes evidence that governors discussed the development of EYFS1, however, they have currently shelved the plans until staffing in the EYFS is settled (maternity leave due for EYFS leader in October 2018).

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

23/03/18 - Down's Syndrome in the mainstream classroom – Helen Illingworth and Natalie Perry – *Impact – used to inform staff about the needs of an individual.*
15/05/18 – Makaton Taster Session – Natalie Perry, Jenna Welch, Helen Illingworth, Sally Adams, Sally Thresh and Sarah Miller – *Impact - used to update staff on previous training*
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Performance Management has been reviewed for all teachers. Staff meeting minutes continue to demonstrate high expectations as do initiatives drawn from the staff meetings and data for example ITS.

High expectations were also demonstrated in the reshuffle of the supply arrangement for Class Lynher following SATs. It was felt the cover in place was not suitable for the curriculum we needed covering in the latter half of the summer term. We therefore employed a supply teacher with more experience and a specialist in music. The impact of this is evidenced in the music display on the corridor. The class job share FF also reported that the coverage was in line with what was planned. It was noted by staff and parents the children were appreciating their music lessons and feeding that back to parents. The books evidence that the work that needed to be completed in the summer term was covered to a good level. Strands work demonstrates high expectations see evidence in Strands analysis in Priority 3.

Impact of interventions:

KS2 Most Able – figures in brackets – 2016/17 data

	Reading	Writing	Maths
Percentage of children in the school making	95.5% (90.5%) 21/22 The one child who didn't make the progress was a Y6	75.0% (68.8%) 12/16 Out of the 4not making the expected progress. One is a	83.3% (85%) 15/18 One of the children is a Y3 who has had difficulty settling into Y3 –this

expected progress or above.	who did make the expected standard in the SAT test.	Y6 who achieved the expected standard. The other 3 are Y5 – old levels	was recorded in his report. The other 2 are Y5 – old levels
Percentage of children in the school making at or above Age Related Expectation	95.5% (90.5%) 21/22 The one child is Y6 and did make the expected standard in the SAT test. 68.2% 15/22 above or well above ARE	100.0% (93.8%) 16/16 37.5% 6/16 above or well above ARE	77.8% (80%) 14/18 One of the children was a Y6 who made expected standard in the SAT. the other 3 are Y5. 2 came from other schools both have emotional issues. 55.6% 10/18 Above or well above ARE

SEN progress data in points – Aim is one point per term. Figures in brackets are those for non-SEN children.

	Reading	Writing	Maths
16/17	3.1	3.1	2.9
17/18	2.7 (3.0)	3.2 (3.2)	3.0 (3.2)

The 2 children who have not made 3 points have been also targeted for other interventions such as ITS and FAST. There has been little consistent support from home. One other family has social service involvement and another child has moved to secondary school.

Following the Spring Term data drop we identified 8 children who were not making adequate progress and were also below ARE. We then created a Intensive Triangulated Support programme. This looked at which target statements the children needed to achieve and broke them down into smaller steps. Daily work was then given towards meeting these smaller steps, this was set by the teacher, completed by a TA and daily homework was sent home for the children to complete with the parent. To begin, these meetings were set up with all parents and they were met throughout the programme. Where this was most successful was when the parents took on board the programme and worked with it and the school. Most of the issues for these children were regarding writing. The impact was that the children did make accelerated progress throughout the summer term as can be seen by the results below.

Impact of ITS – Progress using tracking points.

	Reading	Writing	Maths
ITS	2.4	3.0	3.6
Whole School	3.2	3.0	3.2

Over the year the children and the parents have got used to the new homework policy and club. The club is well used by the children. It is announced on the playground during lunchtime to remind children to use it. Where there has been a continued lack of homework, this has been discussed with parents over the year. Overall there is a large improvement from the beginning of the year with only a handful of persistent offenders in KS1 and KS2. These cases are directly linked to the children who do not make expected levels of progress. 2018/19 we are setting up our own 'groups' within school and these children will make up one of these groups. So they will be closely tracked.

2.3 B
Leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm.
Behaviour and expectations of behaviour have remained good throughout the year. In the Autumn we had concerns regarding the behaviour of one child, he has since been placed in a specialist setting and is All incidents are recorded in our behaviour books and this includes how we handle the incidents and if the parents are involved. It is an expectation that all children are on task in class and this can be demonstrated by the outcomes and progress of the children across the school and the work produced in their books. All strategies, with one exception, have continued in place and are well used across school. Despite regular reminders we have had no further use of the Toot Toot facility. However, children and parents do report issues readily.

2.4 B Rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.
NEW SEF currently being produced in line with new SDP

2.5 B and C Our curriculum is designed and implemented and evaluated to ensure breadth and balance.
Throughout the year time has been set aside for the teachers to plan together their whole school topic. The impact of this has been co-operation and staff working collaboratively to build on ideas. This has led to whole school and Key Stage events – Alphabet treasure hunt, PE workshop, KS2 trip to recycling facility, cross class reading. Half termly forecasts have been sent out to parents and are available on the school website. OFSTED are no longer going ahead with the planned subject inspections however, termly monitoring of all subjects was praised by the SIP in his summer term visit. He said to FF and RN that he did not know another school that had the information we had on all the curriculum subjects. So next year we are going to continue with the Achievement Trackers for each subject, these cover where we are and our next steps for each subject answering: curriculum coverage across school; standards by the end of KS1; achievement judgment: use of English skills in the subject; use of maths skills in the subject; use of computing skills in the subject; how well gaps are being narrowed between the groups; standards by the end of KS2; and any other issues. We are also going to continue with the Cohort Tracker for each subject, this clearly show's every child's attainment for the subject.

The website and curriculum policy has been updated.

All classrooms and across school have evidence of the different subjects covered. The hall board reflects the termly topic and build up during the term. The entrance hall board demonstrates activities that have taken place.

Our SIP in his July 2018 report said: There is good evidence to show that the school provides a broad and exciting curriculum. One outstanding feature is the provision of opportunities for pupils to gain a deep understanding of other countries and cultures.

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.
Shoebox cars – Tamar and Y2 – RW and HI went to a STEM training day in RAF Culdrose. Each Class had their own STEM project which developed key skills in Science, Technology, Engineering and Mathematics.

Sports day happened on the 25th May. Enjoyed by all.

Great FLE Bake Off – This year's theme was St George and England. An excellent participation from lots of families.

Lions Club competition entered by all year groups.

Maypole Dancing - children from KS1 and KS2 confidently represented the school at the Black Prince festival Taking part in the Maypole dancing.

Author visit – In June we were visited by an author whose stories we linked to plastics and the environment linking to our summer term topic ‘Do we need plastic?’

Drumming lessons have been occurring this term with Geoff with children from both KS1 and KS2.

Royal Wedding celebrations on Friday 18th May linking with British values. Year 6 baked and decorated fairy cakes and the whole school had a celebration on the field in the afternoon.

18 children represented the school at Area Sports. The children returned very successful results from the competition; a big improvement on past events. We also won the tug of war competition – undefeated

KS1 and EYFS have been enjoying Wild Tribe; developing team work skills, den building and survival skills.

Class Lynher have been on their outdoor education residential to Mt Batten. Activities included sailing, kayaking and canoeing, rock climbing, archery and team building.

Our football team played against St Germans and Antony, finishing with an amazing 7-1 victory.

Clubs this term have included: Athletics, netball, football.

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 again with CPD focus on developing PE fundamental skills and striking and fielding.

RW has completed the PE leader’s course and now has accreditation. The PE action plan was submitted to Cornwall SP.

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The school sports day occurred before half term. 4 large gazebos were purchased for the event to provide protection from the sun. These have been utilised throughout the rest of the term for breaks, lunch times and outdoor PE lessons, to provide shade.

KS1 and EYFS have been enjoying Wild Tribe; developing team work skills, den building and survival skills.

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Clubs this term have included: Athletics, netball, football.

Whilst on the PE leaders course RW took part in a dance CPD. As this was an area of development within school, a terms worth of dance CPD, training and after school clubs has been booked and will be occurring in the autumn term.

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.

See Priority 3.5 to see evidence of British Values being adhered to across school.

The School Council achieved their Bronze PADL award in July. To complete this they had to evidence how they were democratic and represented the pupil voice in school. We held a red, white and blue day and held a party to celebrate the Royal Wedding, Sports Day, Prize-Giving

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:

Progress this year in tracking points

	Reading	Writing	Maths

16/17	3.4	3.0	3.1
17/18	3.2	3.0	3.2

The progress is slightly less in reading and slightly more in maths. Expected progress per year is 3 points. On average progress is sustained across school.

Please see 2.2 for Lesson Study, SEN data and most able data. The progress of our SEN children is in line or above other children in writing and maths but slightly below in reading – this will be addressed as part of the SDP next year

Lesson study – an action taken to improve teaching learning in school has proved successful as the children involved have made more progress than they did last year –these children were all selected as they were failing to thrive and the teachers were unsure what was the best means of supporting these children. Lesson Study will be used again next year. The lesson study evidence is in the form of case studies for each child.

Our most able data demonstrates an improvement overall and an improvement in writing which was our focus. Thus demonstrating positive impact of the strategies adopted.

SPTO has been used to highlight children failing to progress and achieve an example of this and what was put in place is ITS – see 2.2 for more details. Another example was following the first terms data drop, we had concerns about writing across school. An action plan was drawn up; this has been evaluated and developed over the next 2 terms. The impact was that progress in writing improved across school and expected progress was made.

ITS – please see 2.2 for evidence of the successful ITS intervention from the summer term.

Boys progress and attainment overall is still an issue.

Overall across all 3 subjects we have 14 boys who failed to make sufficient progress. One of the boys was Y6 and has left leaving 13, out of this 6 of the boys are Y5, one is Y4, 3 are Y3 and 3 are Y1. 7 of these boys are also below ARE in at least one of the 3 subjects. Only one of the boys was involved in the ITS programme, which demonstrates the success of ITS and also evidences that these boys were not significantly below at Easter. Out of the 13 boys, only 4 of the also made slow progress last year and these boys are in Y3 and Y4. These boys will make up one of our FLE' groups' that we shall track 2017/18

ARE – Age Related Expectation - attainment

	Reading	Writing	Maths
Girls (51)	70.6% 36/51	72.5% 37/51	58.8% 30/51
Boys (47)	63.8% 30/47	59.6% 28/47	68.1% 32/47

Progress

	Reading	Writing	Maths
Girls (51)	90.2% 46/51	88.2% 45/51	88.2% 45/51
Boys (47)	83.0% 39/47	78.7% 37/47	87.2% 41/47

Our most able reading are making good progress and the books in the classrooms are being used to extend their reading and improve progress.

	Reading
Percentage of children in the school making expected progress or above.	95.5% (90.5%) 21/22 The one child who didn't make the progress was a Y6 who did make the expected standard in the

	SAT test.
Percentage of children in the school making at or above Age Related Expectation	95.5% (90.5%) 21/22 The one child is Y6 and did make the expected standard in the SAT test. 68.2% 15/22 above or well above ARE

Maths: Our SIP reported that: Good progress has been made towards this objective that followed the most recent inspection.

- Leaders have monitored planning to check that opportunities have been provided for pupils to use their mathematical knowledge and skills across the curriculum.
- There are very open communication channels across the school and these enable teachers to share information and to look at each other's books, including mathematics books.
- A recent local authority monitoring visit noted the excellent provision at the school, including provision for mathematics. The report particularly highlighted the school's appreciation of the individuality of pupils and the extent to which teachers tailor learning to match identified needs.
- Leaders believe that this objective should remain a priority for all teachers so that it becomes embedded in practice.

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 the staff team working together. Examples through the year of the staff working collaboratively are the development and use of ITS, every topic, learning walks and display changes.

This year the new Lesson Study approach has ensured that all teachers are working together and learning from each other promoting quality education across school. The impact of the success of Lesson Study can be seen in the data in 2.2 and in the case studies written by the staff. This will be continued next year, however to develop further the pairs will be swapped so that they are working with different people. The SIP in his report following his visit in July 2018 said: This exciting initiative started following research carried out by the headteacher.

- The initiative involves teachers closely monitoring the impact of teaching on specific learners and sharing their assessments with the class teacher.
- The assessments produced by teachers are of high quality and they report on positive features and add suggestions that are added to future planning for the identified pupils.
- The approach also requires teachers to collect the opinions of the pupils involved in the study.
- Teachers report that this approach has been more beneficial to their professional development than the previous lesson observation approach. This is mainly due to the approach making teachers think more deeply about how they are meeting the needs of individual pupils.

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.

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

See 2.9 for more details and evidence of group data and end of year data summary.

Overall our group data is good showing little difference between groups and in fact for our Free School meal children and our Pupil Premium Child progress is in fact in tracking points 0.1 above that of their peers in subjects combined. This bucks trends nationally. However the ARE for these groups is below that of their peers, which is the reason the funding is there. Our data demonstrates that we are able to say that the gap for these children over time at FLE is closing.
The group we do have concerns about is our gender data. Please see 2.9 for details on boys. Our girls although making more progress, we have seen a significant drop in attainment in Maths by 10% since last year. Further investigation of the data demonstrates that 21 girls are below ARE. Out of this 21, one child was Y6 and has left leaving 20. 5 of those 20 – one quarter arrived this academic year, this accounts for the sudden drop. As we had 51 girls, each one 2%, this accounts for the 10% drop; however this will need addressing next year. These girls are in Y2 and Y6 which are the years groups which we have highlight attainment concerns in.
We have used our social and emotionally tracker successful for 3 years now. However from September we will be putting a new tracker called motional in place and tracker our FLE 'groups' using this.

2.13 C Leaders engage with parents, carers and other stakeholders and agencies to support all pupils.
Please see 2.1 for evaluation of the success of FAST including data. FAST will continue in the Autumn Term meeting on a Tuesday once a month.

Annual reports were sent out in July which met all the 2018 assessment and reporting arrangements. An opportunity was given for parents to see the teachers about the reports this was taken up in approximately 6 cases. Feedback slips from our annual reports were all positive. Professional reports from meeting with the school demonstrate support from school. This includes 2 teachers attending a child protection conference in August.

All usual communication has continued. The only change for next year is that parents and carers will be asked to speak to staff with respect and if this is not the case the parent/carers will be asked to return when they have calmed down. Prize giving was held on the last day of the school year and was very well attended. All Y6 parents were extremely supportive and all gave very positive feedback on FLE and the impact on their children.

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 2.9 for more details and evidence of group data and end of year data summary.
Overall our group data is good showing little difference between groups and in fact for our Free School meal children and our Pupil Premium Child progress is in fact in tracking points 0.1 above that of their peers in subjects combined. This bucks trends nationally. However the ARE for these groups is below that of their peers, which is the reason the funding is there. Our data demonstrates that we are able to say that the gap for these children over time at FLE is closing.
Pupil premium Spending for 2017/18 was £43,440.00 – please see attached report.

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.

RE Lynher – Islam, Tamar – Hinduism, KS1 Christianity

Feedback from all teachers on Jigsaw has been very positive. We were donated FS- to Y5 and due to the success, we have now purchased Y6 for ourselves - £500. Teachers feel that it's up to date, uses appropriate hard-hitting resources. Promotes interesting and thought provoking discussions about contentious issues.

Assemblies – Changing Me Unit – discussing non-conventional/stereotypical life paths

PADL award – bronze award

2.17 E Our safeguarding is effective.
Feedback on S175

Strengths

There is clear and very detailed information throughout the self-assessment. It is evident that there has been considered responses to the questions that reflect a culture of safeguarding in the school. The school has used the self-assessment to inform their action plan. There are several illustrations of the school following up safeguarding concerns including 2.3 where the schools perseverance and appropriate use of the resolution of professional difference policy ensured a child was effectively safeguarded. Useful information was given about the Healthy Schools Resource on their website.

Areas for Development

We were asked to feedback a point I made on Operation Encompass To Liz Careny Haworth

We had been asked to demonstrate how the school complies with local authority recording and information sharing guidance and procedures (in line with HM Gov. Information Sharing Advice for Practitioners March 2015). –We were informed that this has now been updates and sent the link.

We were told that from August we no longer had to take disqualification by association checks – I knew this from my July training update.

06/07/18 – Safeguarding Tier 3 refresher linked to KCSiE updates – Rebecca Norton – *Impact – Important updates regarding changes to legislation*
The evidence above demonstrates that safeguarding is effective in school and monitored closely.

Add S175 action plan to next year's SDP

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.
See 2.17 and 2.16 for details of RSE, Jigsaw and the S175

As part of RSE this year there was more of a focus on exploitation and what is was, including radicalisation and extremism. Again this also makes up part of jigsaw.

Boards in staffroom updated

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

All of the new intake for September 2018 participated in 3 transition afternoons held at the school. As part of the transition the class teacher and teaching assistant also completed home visits.
Out of the 6 Y6 children we had in the cohort. 3 went to TCC and 3 to Plymouth School of Creative Arts. All had transition days. One particular child with needs had further transition sessions to support him.

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.
Performance Management has been reviewed for all teachers and TAs.

3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve. See 2.9 for further details
The new system of lesson study instead of observations proved successful – see evidence in the SIP report. These children were all selected as they were they children who the staff felt could all make more progress than they were making the end of year data demonstrated:

Average tracking points score for the lesson study group – in brackets is the whole school average data to compare.

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Improvement is demonstrated and these children now need to build on this next year.

Progress this year in tracking points

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The progress is slightly less in reading and slightly more in maths. Expected progress per year is 3 points. On average progress is sustained across school.

For further details on progress and attainment, please see 17/18 Data Summary in Outcomes

Performance Management has been reviewed for all teachers and TAs.

Strand 1 – Marking and Feedback All classes have improved since the Autumn across all aspects of this Strand. We have removed one element of the outstanding strand in 1.1 –this is 'written feedback provides excellent information regarding the level the learners are working at' as we felt this did not match our marking/feedback policy which ensures marking is to help move children forward and make progress. 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.

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. Classes Lynher, Cremyll and Plym have 4 elements of outstanding secure and the rest hatched. Tamar have all 3 secure and 2 hatched.

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, Cremyll and Plym have 4 secure elements of outstanding and the rest hatched. Tamar have 3 secure and the rest hatched.

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

See 3.2 evaluation for lesson study data.

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

See 2.9 for whole school and Outcomes section

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 and Tamar have 4 elements of outstanding secure, 2 hatched. Classes Cremyll and Plym have 3 secure and 3 hatched – this is because the staff identify and address the issue immediately, therefore has very little need for pre-teach needed this year.

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

Classes Cremyll and Plym and Lynher are securely outstanding. Class Tamar has 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. Classes Lynher and Tamar have 4 elements of outstanding secured and the rest hatched. Classes Cremyll and Plym have 5 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

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 4 elements of outstanding secure and the rest hatched. Class Cremyll and Plym has 3 secure and the rest hatched.

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

Securely outstanding across school

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 and Plym have 4 secure and 2 left hatched in outstanding.

Following the Spring Term data drop we had 8 children who were not making adequate progress and were also below ARE. We then created an Intensive Triangulated Support programme. This looked at which target statements the children needed to achieve and broke them down into smaller steps. Daily work was then given towards meeting these smaller steps, this was set by the teacher, completed by a TA and daily homework was sent home for the children to complete with the parent. To begin, these meetings were set up with all parents and they were met throughout the programme. Where this was most successful was when the parents took on board the programme and worked with it and the school. Most of the issues for these children were regarding writing. The impact was that the children did make accelerated progress throughout the summer term as can be seen by the results below.

Impact of ITS – Progress using tracking points.

	Reading	Writing	Maths
ITS	2.4	3.0	3.6
Whole School	3.2	3.0	3.2

See 2.9 for all group SEF data

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 securely good. Classes Lynher have one element of outstanding secure and the rest hatched. Cremyll and Plym all have the same area of outstanding secure and 2 more 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 4 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. Classes Lynher have one element of outstanding secure and the rest 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, Cremyll and Plym have 2 elements of outstanding secured and the rest hatched.

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

Securely good across school. Most of the outstanding criteria refer to targets – we don't use targets. We give next steps. All classes have the same one element of outstanding hatched. And Classes Lynher and Tamar have the same 2 more hatched.

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

Securely good across school. Class Tamar has 3 elements of outstanding secure and the rest hatched. Classes Lynher, Cremyll and Plym have 4 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 across school. All classes have the same 4 elements of outstanding secure and the rest hatched.

Evidence from the case studies for lesson study in place of lesson obs demonstrate not just systematic checking and adaptions within lessons but over time to support progress for all children.

For SEF progress data see 2.9.

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.

Annual reports were completed and sent out in July, they included targets and matched the necessary ARA 2018. An optional parents evening was held to give parents the opportunity of discussing the reports. The open door policy continues in place and is used.

FAST has continued to develop throughout the summer term and the group have held meetings within the holidays. They have held a family bingo in the school have that was very well attended and they have continued to raise money for a music room. While some families are no longer involved they have recruited new families. Through discussions with staff, governors (see governor minutes) and parents without data it was clear that the programme had been successful from an improved engagement by the families with the school. The data below is approximate due to the incomings (children for who we didn't have last year's data) and other minor fluctuations. However, it demonstrates that overall the impact of FAST has been that the children involved are now making progress on average with that of children within the rest of school. The data in bracket is 17/18 is whole school data.

	Reading	Writing	Maths
16/17	2.6	2.8	2.6
17/18	3.2 (3.2)	2.9 (3.0)	3.3 (3.2)

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
SEN progress data in points – Aim is one point per term. Figures in brackets are those for non-SEN children.

	Reading	Writing	Maths
16/17	3.1	3.1	2.9
17/18	2.7 (3.0)	3.2 (3.2)	3.0 (3.2)

The 2 children who have not made 3 points have been also targeted for other interventions such as ITS and FAST. There has been little consistent support from home. One other family has social service involvement and another child has moved to secondary school.

For Strand 5 see 3.4.

For Strand 6.2 see 3.6

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 Plym and Cremyll have 6 outstanding element and one hatched. Class Tamar has 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 from July available on our website. See county monitoring report of maths which evidences how maths skills are promoted across school.

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 95.66%

Authorised: 3.39%

Unauthorised: 0.95%

Pupil Premium attendance 95.45%

Not Pupil Premium attendance 95.77%

FSM attendance 95.05%

Not FSM attendance 95.88%

EHCP attendance (**1 child**) 75.40%

SEN support 94.32%

No SEN 96.05%

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

See governor end of year July attendance report

4.3 D Children are punctual in arriving at school and at lessons.
See governor end of year July attendance report

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.

See 3.2 and 3.8 for details of strands evaluations

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 with no major incidents and all issues recorded with any action taken.

As previous, the school continues to work with families and agencies: Dreadnought, CLEAR,Brighter Futures, Speech and Language, the school nurse, the Educational Psychologist, CAHMs, 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 – now know as Trauma informed schools and Emotional First Aid are part of everyday practise and records are kept of when they are used as part of our safeguarding. As part of our transition work we prepare for our new foundation stage children by working closely with the Pre-School and families. In one case we have already supported the family in challenging the support by the LA given, the impact of this has been that 15 more hours have been provided for this child. The emotional termly audit is in place as evidence in the staff meeting minutes – this will be replaced in the Autumn Term by a new up to date system called ' Motional'.

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 us this year.

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 and has been used once, so we will not continue with this next year.

All incidences are recorded and any action taken is recorded. These are monitored closely and this year where there has been an incidence of a child's name repeatedly occurring, it was dealt with involving the parent over several months. An improvement was seen.

4.7 E Children are kept safe – the school's culture promotes all aspects of pupils' welfare. This includes online safety.
For a details analysis and evaluation of everything covered in safeguarding our children please see our annual S175 from June. Our very positive feedback from this is on 2.17

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.
Joe Wicks – KS2 involved in HITT during PE lessons

Sports Day – practising and Sports Day – positive impact on all children

Mount Batten trip – Y/6 Outdoor Pursuits including water sports

RSE – focus on mental health

Jigsaw – mindfulness

Reminders on choosing a balanced diet at lunchtimes

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

Outcomes for pupils

Attendance Data

Attendance 95.66%
Authorised: 3.39%

Unauthorised: 0.95%
Pupil Premium attendance 95.45%
Not Pupil Premium attendance 95.77%
FSM attendance 95.05%
Not FSM attendance 95.88%
EHCP attendance (**1 child**) 75.40%
SEN support 94.32%
No SEN 96.05%

2018 Outcomes

Year 6/ KS2 Data(6 pupils, 3 girls, 3 boys, 0 disadvantaged, 1 SEN support)

Reading 83% overall (NA 75%), Average Scaled Score 108.4 (NA 105.0)

Mathematics 83% overall (NA 76%), Average Scaled Score 107.2 (NA 104.0)

GPS 83% overall (NA 78%), Average Scaled Score 108.8 (NA 106.0)

Writing 83% overall (NA 78%), Greater Depth 0% (NA 21%)

Combined reading, writing & maths 83% (NA 64%)

Combined girls 100%, boys 83%

Year 2/KS1 Data

Reading 75% expected with 31% at greater depth

Writing 81% with none reaching greater depth

Mathematics 75% with 13% at greater depth

The one pupil that did not reach the expected levels had made strong progress in reading, writing and mathematics from his starting points in key stage 1.

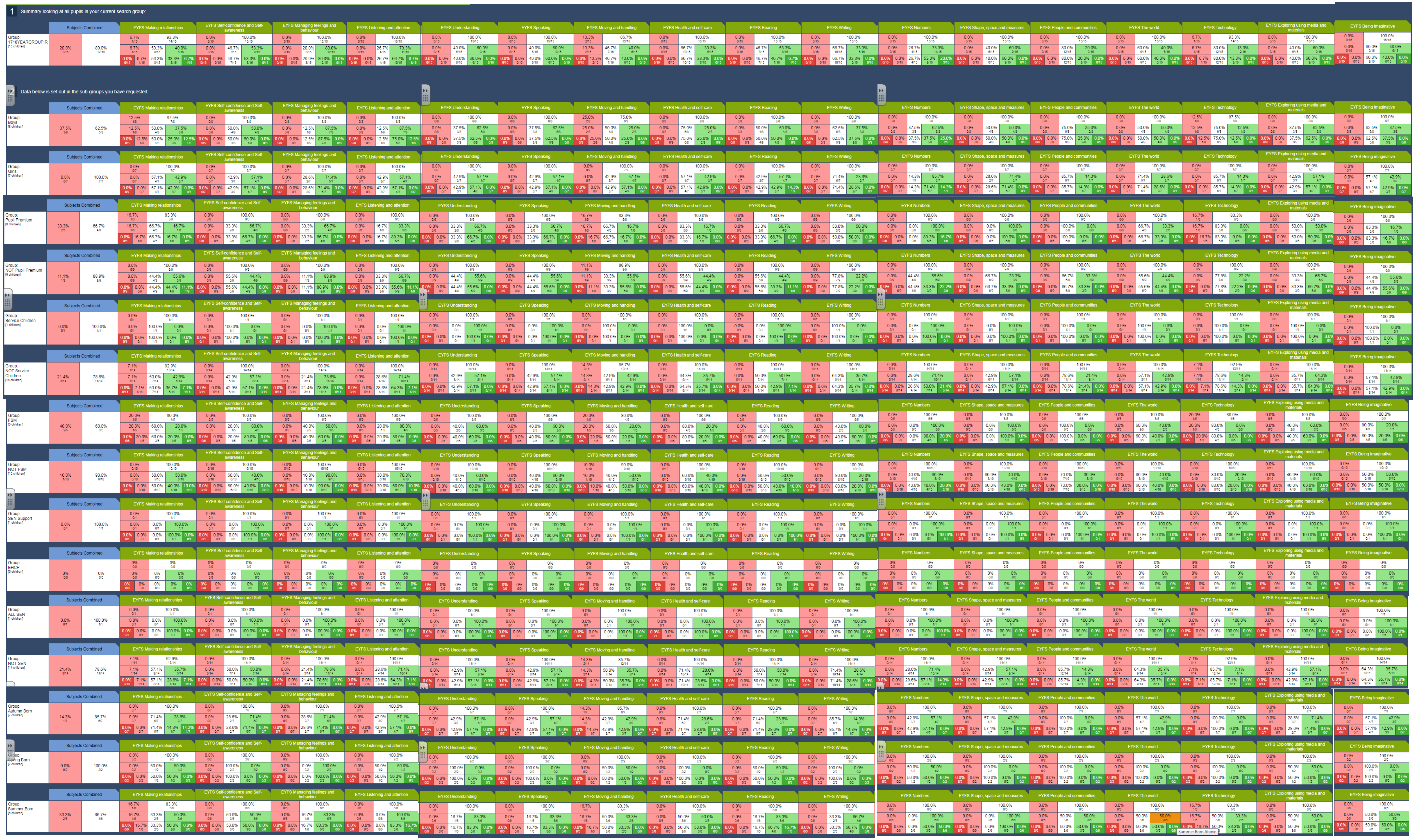
Early Years Foundation Stage Data

EYFS GLD 47% (7 out of 15 children) Early Years assessment was moderated this year.

- 2 pupils left during the year (both assessed as GLD)
- 2 pupils met all areas except writing

Year 1 phonics check 72%

EYFS Progress Data



1 Summary looking at all pupils in your current search group:

Group	Subjects Combined	Subjects Combined
Group: 1718YEARGROUP:R [15 children]	20.0% 3/15	80.0% 12/15

Subject										
EYFS Making relationships	6.7% 1/15	93.3% 14/15	6.7% 1/15	53.3% 8/15	40.0% 6/15	0.0% 0/15	6.7% 1/15	53.3% 8/15	33.3% 5/15	6.7% 1/15
EYFS Self-confidence and Self-awareness	0.0% 0/15	100.0% 15/15	0.0% 0/15	46.7% 7/15	53.3% 8/15	0.0% 0/15	0.0% 0/15	46.7% 7/15	53.3% 8/15	0.0% 0/15
EYFS Managing feelings and behaviour	0.0% 0/15	100.0% 15/15	0.0% 0/15	20.0% 3/15	80.0% 12/15	0.0% 0/15	0.0% 0/15	20.0% 3/15	80.0% 12/15	0.0% 0/15
EYFS Listening and attention	0.0% 0/15	100.0% 15/15	0.0% 0/15	26.7% 4/15	73.3% 11/15	0.0% 0/15	0.0% 0/15	26.7% 4/15	66.7% 10/15	6.7% 1/15
EYFS Understanding	0.0% 0/15	100.0% 15/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15
EYFS Speaking	0.0% 0/15	100.0% 15/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15
EYFS Moving and handling	13.3% 2/15	86.7% 13/15	13.3% 2/15	46.7% 7/15	40.0% 6/15	0.0% 0/15	13.3% 2/15	46.7% 7/15	40.0% 6/15	0.0% 0/15
EYFS Health and self-care	0.0% 0/15	100.0% 15/15	0.0% 0/15	66.7% 10/15	33.3% 5/15	0.0% 0/15	0.0% 0/15	66.7% 10/15	33.3% 5/15	0.0% 0/15
EYFS Reading	0.0% 0/15	100.0% 15/15	0.0% 0/15	46.7% 7/15	53.3% 8/15	0.0% 0/15	0.0% 0/15	46.7% 7/15	46.7% 7/15	6.7% 1/15
EYFS Writing	0.0% 0/15	100.0% 15/15	0.0% 0/15	66.7% 10/15	33.3% 5/15	0.0% 0/15	0.0% 0/15	66.7% 10/15	33.3% 5/15	0.0% 0/15
EYFS Numbers	0.0% 0/15	100.0% 15/15	0.0% 0/15	26.7% 4/15	73.3% 11/15	0.0% 0/15	0.0% 0/15	26.7% 4/15	53.3% 8/15	20.0% 3/15
EYFS Shape, space and measures	0.0% 0/15	100.0% 15/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15
EYFS People and communities	0.0% 0/15	100.0% 15/15	0.0% 0/15	80.0% 12/15	20.0% 3/15	0.0% 0/15	0.0% 0/15	80.0% 12/15	20.0% 3/15	0.0% 0/15
EYFS The world	0.0% 0/15	100.0% 15/15	0.0% 0/15	60.0% 9/15	40.0% 6/15	0.0% 0/15	0.0% 0/15	60.0% 9/15	40.0% 6/15	0.0% 0/15
EYFS Technology	6.7% 1/15	93.3% 14/15	6.7% 1/15	80.0% 12/15	13.3% 2/15	0.0% 0/15	6.7% 1/15	80.0% 12/15	13.3% 2/15	0.0% 0/15
EYFS Exploring using media and materials	0.0% 0/15	100.0% 15/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15	0.0% 0/15	40.0% 6/15	60.0% 9/15	0.0% 0/15
EYFS Being imaginative	0.0% 0/15	100.0% 15/15	0.0% 0/15	60.0% 9/15	40.0% 6/15	0.0% 0/15	0.0% 0/15	60.0% 9/15	40.0% 6/15	0.0% 0/15

2 Data below is set out in the sub-groups you have requested:

Group	Subjects Combined	Subjects Combined
Group: Boys [8 children]	37.5% 3/8	62.5% 5/8
Group: Girls [7 children]	0.0% 0/7	100.0% 7/7
Group: Pupil Premium [6 children]	33.3% 2/6	66.7% 4/6
Group: NOT Pupil Premium [9 children]	11.1% 1/9	88.9% 8/9
Group: Service Children [1 children]	0.0% 0/1	100.0% 1/1
Group: NOT Service Children [14 children]	21.4% 3/14	78.6% 11/14
Group: FSM [5 children]	40.0% 2/5	60.0% 3/5
Group: NOT FSM [10 children]	10.0% 1/10	90.0% 9/10
Group: SEN Support [1 children]	0.0% 0/1	100.0% 1/1
Group: EHCP [0 children]	0% 0/0	0% 0/0
Group: ALL SEN [1 children]	0.0% 0/1	100.0% 1/1
Group: NOT SEN [14 children]	21.4% 3/14	78.6% 11/14
Group: Autumn Born [7 children]	14.3% 1/7	85.7% 6/7
Group: Spring Born [2 children]	0.0% 0/2	100.0% 2/2
Group: Summer Born [6 children]	33.3% 2/6	66.7% 4/6

Summer Born Above

Progress

IN HOUSE DATA FOR WHOLE SCHOOL – including groups

Whole School Data 2018

	Reading	Writing	Maths
Percentage of children in the school making at or above expected progress.	86.7% (85/98)	83.7% (82/98)	87.8% (86/98)
Percentage of children in the school making at or above Age Related Expectation	67.3% (66/98)	66.3% (65/98)	63.3% (62/98)

Progress this year in average Tracking Points, 2017-2018

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [98 children]	+3.1	+3.0 [98 pupils]	+3.2 [98 pupils]	+3.2 [98 pupils]
Boys [47 children]	+3.0	+2.9 [47 pupils]	+3.1 [47 pupils]	+3.1 [47 pupils]
Girls [51 children]	+3.2	+3.1 [51 pupils]	+3.3 [51 pupils]	+3.2 [51 pupils]
Pupil Premium [32 children]	+3.2	+2.9 [32 pupils]	+3.2 [32 pupils]	+3.4 [32 pupils]
NOT Pupil Premium [66 children]	+3.1	+3.0 [66 pupils]	+3.2 [66 pupils]	+3.0 [66 pupils]
Service Children [4 children]	+3.4	+2.7 [4 pupils]	+3.8 [4 pupils]	+3.8 [4 pupils]
NOT Service Children [94 children]	+3.1	+3.0 [94 pupils]	+3.2 [94 pupils]	+3.1 [94 pupils]
FSM [23 children]	+3.2	+2.9 [23 pupils]	+3.1 [23 pupils]	+3.4 [23 pupils]
NOT FSM [75 children]	+3.1	+3.0 [75 pupils]	+3.2 [75 pupils]	+3.1 [75 pupils]
SEN Support [11 children]	+2.9	+2.9 [11 pupils]	+2.9 [11 pupils]	+2.9 [11 pupils]
EHCP [1 children]	+3.7	+1.0 [1 pupils]	+7.0 [1 pupils]	+3.0 [1 pupils]
ALL SEN [12 children]	+3.0	+2.7 [12 pupils]	+3.2 [12 pupils]	+2.9 [12 pupils]
NOT SEN [86 children]	+3.1	+3.0 [86 pupils]	+3.2 [86 pupils]	+3.2 [86 pupils]
Autumn Born [42 children]	+3.0	+3.0 [42 pupils]	+3.0 [42 pupils]	+3.1 [42 pupils]
Spring Born [24 children]	+3.1	+2.8 [24 pupils]	+3.4 [24 pupils]	+3.0 [24 pupils]
Summer Born [32 children]	+3.2	+3.1 [32 pupils]	+3.3 [32 pupils]	+3.3 [32 pupils]
FAST [26 children]	+3.1	+2.9 [26 pupils]	+3.2 [26 pupils]	+3.3 [26 pupils]
ITS [8 children]	+3.0	+3.0 [8 pupils]	+2.4 [8 pupils]	+3.6 [8 pupils]
Lesson Study [8 children]	+3.0	+3.1 [8 pupils]	+2.9 [8 pupils]	+3.0 [8 pupils]
MostAbleWritingKS2 [16 children]	+3.1	+2.9 [16 pupils]	+3.1 [16 pupils]	+3.2 [16 pupils]
MostAbleReadingKS2 [22 children]	+2.9	+2.8 [22 pupils]	+3.1 [22 pupils]	+2.9 [22 pupils]
MostAbleMathsKS2 [18 children]	+3.0	+2.8 [18 pupils]	+3.1 [18 pupils]	+3.1 [18 pupils]
MostableDisMathsKS	+3.1	+3.2 [5 pupils]	+3.0 [5 pupils]	+3.2 [5 pupils]

2 [5 children]				
MostAbleDisReading KS2 [4 children]	+3.2	+3.2 [4 pupils]	+3.0 [4 pupils]	+3.2 [4 pupils]
MostableDisWritingKS2 [4 children]	+3.2	+3.2 [4 pupils]	+3.0 [4 pupils]	+3.2 [4 pupils]

Pupils at ARE (Age Related Expectation) 2017/2018

	Subjects Combined		**Writing**		**Reading**		**Mathematics**	
	Below	**Achieving**	**Below**	**Achieving**	**Below**	**Achieving**	**Below**	**Achieving**
WHOLE SCHOOL ADMIN [98 children]	42.9% 42/98	57.1% 56/98	33.7% 33/98	66.3% 65/98	32.7% 32/98	67.3% 66/98	36.7% 36/98	63.3% 62/98
Boys [47 children]	42.6% 20/47	57.4% 27/47	40.4% 19/47	59.6% 28/47	36.2% 17/47	63.8% 30/47	31.9% 15/47	68.1% 32/47
Girls [51 children]	43.1% 22/51	56.9% 29/51	27.5% 14/51	72.5% 37/51	29.4% 15/51	70.6% 36/51	41.2% 21/51	58.8% 30/51
Pupil Premium [32 children]	56.3% 18/32	43.8% 14/32	46.9% 15/32	53.1% 17/32	43.8% 14/32	56.3% 18/32	50.0% 16/32	50.0% 16/32
NOT Pupil Premium [66 children]	36.4% 24/66	63.6% 42/66	27.3% 18/66	72.7% 48/66	27.3% 18/66	72.7% 48/66	30.3% 20/66	69.7% 46/66
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 [94 children]	44.7% 42/94	55.3% 52/94	35.1% 33/94	64.9% 61/94	34.0% 32/94	66.0% 62/94	38.3% 36/94	61.7% 58/94
FSM [23 children]	60.9% 14/23	39.1% 9/23	47.8% 11/23	52.2% 12/23	47.8% 11/23	52.2% 12/23	56.5% 13/23	43.5% 10/23
NOT FSM [75 children]	37.3% 28/75	62.7% 47/75	29.3% 22/75	70.7% 53/75	28.0% 21/75	72.0% 54/75	30.7% 23/75	69.3% 52/75
SEN Support [11 children]	90.9% 10/11	9.1% 1/11	72.7% 8/11	27.3% 3/11	63.6% 7/11	36.4% 4/11	90.9% 10/11	9.1% 1/11
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]	91.7% 11/12	8.3% 1/12	75.0% 9/12	25.0% 3/12	66.7% 8/12	33.3% 4/12	91.7% 11/12	8.3% 1/12
NOT SEN [86 children]	36.0% 31/86	64.0% 55/86	27.9% 24/86	72.1% 62/86	27.9% 24/86	72.1% 62/86	29.1% 25/86	70.9% 61/86
Autumn Born [42 children]	35.7% 15/42	64.3% 27/42	23.8% 10/42	76.2% 32/42	31.0% 13/42	69.0% 29/42	28.6% 12/42	71.4% 30/42
Spring Born [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	33.3% 8/24	66.7% 16/24
Summer Born [32 children]	59.4% 19/32	40.6% 13/32	50.0% 16/32	50.0% 16/32	43.8% 14/32	56.3% 18/32	50.0% 16/32	50.0% 16/32
FAST 26 children	57.7% 15/26	42.3% 11/26	46.2% 12/26	53.8% 14/26	42.3% 11/26	57.7% 15/26	50.0% 13/26	50.0% 13/26
ITS [8 children]	100.0% 8/8	0.0% 0/8	100.0% 8/8	0.0% 0/8	100.0% 8/8	0.0% 0/8	100.0% 8/8	0.0% 0/8
Lesson Study [8 children]	62.5% 5/8	37.5% 3/8	25.0% 2/8	75.0% 6/8	50.0% 4/8	50.0% 4/8	37.5% 3/8	62.5% 5/8
MostAbleWritingKS2 [16 children]	18.8% 3/16	81.3% 13/16	0.0% 0/16	100.0% 16/16	6.3% 1/16	93.8% 15/16	18.8% 3/16	81.3% 13/16
MostAbleReadingKS2 [22 children]	18.2% 4/22	81.8% 18/22	0.0% 0/22	100.0% 22/22	4.5% 1/22	95.5% 21/22	18.2% 4/22	81.8% 18/22
MostAbleMathsKS2 [18 children]	22.2% 4/18	77.8% 14/18	0.0% 0/18	100.0% 18/18	5.6% 1/18	94.4% 17/18	22.2% 4/18	77.8% 14/18
MostableDisMathsKS2 [5 children]	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
MostAbleDisReading KS2 [4 children]	25.0% 1/4	75.0% 3/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4	25.0% 1/4	75.0% 3/4
MostableDisWritingKS2 [4 children]	25.0% 1/4	75.0% 3/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4	25.0% 1/4	75.0% 3/4

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 school making expected progress or	95.5% 21/22 The one child who didn't make the progress was a Y6 who did make the expected standard in the SAT test.	75.0% 12/16 Out of the 4not making the expected progress. One is a Y6 who achieved the expected standard. The other 3 are Y5 – old levels	83.3% 15/18 One of the children is a Y3 who has had difficulty settling into Y3 –this was recorded in his report. The other 2 are Y5 – old levels

above.			
Percentage of children in the school making at or above Age Related Expectation	95.5% 21/22 The one child is Y6 and did make the expected standard in the SAT test. 68.2% 15/22 above or well above ARE	100.0% 16/16 37.5% 6/16 above or well above ARE	77.8% 14/18 One of the children was a Y6 who made expected standard in the SAT. the other 3 are Y5. 2 came from other schools both have emotional issues. 55.6% 10/18 Above or well above ARE

Most Able Disadvantaged

	Reading	Writing	Maths
Percentage of children in the school making expected progress or above.	100% 5/5	100% 4/4	100% 5/5
Percentage of children in the school making at or above Age Related Expectation	100% 5/5 50% above or well above ARE	100% 4/4 50% above or well above	80.0% 4/5 40% above or well above ARE

Children at Fourlanesend 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.

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. To make this even more efficient, from the summer term this is now being recorded on a single sheet which signposts to the evidence for each activity carried out. This is remaining on the SDP and will continue to be a focus. Please see the report from the senior effectiveness officer for more detail.

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

From September 2017 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.

Most able readers KS2 data

	Reading

Percentage of children in the school making expected progress or above.	95.5% (90.5%) 21/22 The one child who didn't make the progress was a Y6 who did make the expected standard in the SAT test.
Percentage of children in the school making at or above Age Related Expectation	95.5% (90.5%) 21/22 The one child is Y6 and did make the expected standard in the SAT test. 68.2% 15/22 above or well above ARE

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