

## **Fourlanesend C.P. School**

### **Head teacher's Report to the Governing Body**

Please note this is an interim report due to the changes to the organisation of the meetings for 2017/18.

The Head teacher's report schedule is:

January 2018 – Autumn Term information and data

April 2018 – Spring Term information and data

September 2018 – Summer Term information and end of year data

This was agreed so that governor challenge is with relevant data; the intention is that governors can clearly prove that they are uncompromising in their ambition to consistently improve outcomes for all pupils.

In between these periods the governors will hold Resources and Standards meetings which will deal with issues in more detail.

This report summarises the data from last year. Challenge from this report can lead to additions to the draft SDP for 2017/18. This report is focusing on 2016/17, it is short as there were only 3 weeks between the last head teacher's report and the end of the Summer Term.

#### September 2017

##### **Context of the school**

- The current number on roll is 106 children. 2 siblings left at the end of July in Y5 and 6 at the beginning of the year to be home schooled. One child left at the end of July to go to a local large junior school. Over the summer 3 children moved into the area and began at Fourlanesend two in Y5 and one in Y2. A Y1 child joined us from another local school.
- 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 led by Mary Taylor.
- Emma Boyle is our new cook.
- Mary Taylor, who has been covering in the office, has agreed to do 4 hours extra per week (flexitime) focusing on safeguarding.
- Staff absence- Since the last headteacher's report to the governing body in June there have been 7 and a half days have been taken by one TA for family issues. One of these was unpaid. This TA has now been signed off on sick for a month. Mrs Ginger is covering the absence. One TA has had a day off to attend a funeral of a close friend. One member of the office team had 3 days off for a family issue. There have been 2 days of teacher absence due to sickness and 3 days due to bereavement and one had a day off to attend a funeral. Sally Thresh (TA) has been signed off sick due to an operation on her foot from the 28<sup>th</sup> June. She

returned on the 18<sup>th</sup> September, this absence was covered by Mrs Ginger. There has been no teacher absence.

### **Training/CPD**

06/07/17 Emma Cunningham – RE conference

12/09/17 Emma Cunningham and Richard Wilde – PE Conference

14/09/17 Jackie Eason, Becci Ginger, Helen Marks and Adrian Battley – Governor Safeguarding Training delivered by Helen Trelease

15/09/17 Richard Wilde – PE area meeting

Please note:

Highlighted = a staff focus

Red = important

## **Effectiveness of leadership and management.**

All success criteria achieved successfully with most actions being completed to achieve this. Any outstanding actions related to performance are carried onto the 2017/18 SDP.

## **Quality of teaching, learning and assessment**

All success criteria achieved successfully with most actions being completed to achieve this. Any outstanding actions related to performance are carried onto the 2017/18 SDP.

## **Personal development, behaviour and welfare**

All success criteria achieved successfully with most actions being completed to achieve this. Any outstanding actions related to performance are carried onto the 2017/18 SDP.

## **Annual Outcomes for pupils for the academic year 2016/17**

### Attendance Data

Attendance for 2016/17 96.01%

Authorised: 3.08%

Unauthorised: 0.92%

Pupil Premium attendance 96.37%

Not Pupil Premium attendance 95.87%

FSM attendance 96.31%

Not FSM attendance 95.92%

EHCP attendance (**1 child**) 95.53%

SEN support 96.86%

**DfE KS2 School Progress Score - not given due to small numbers. The floor standards are also non-applicable. Please see individual Y6 data 2017.**

#### **EYFS data**

**Reason data is low in some areas:**

- **On entry data was significantly low in reading, writing in maths. Many children's starting points were low or mid within the 30-50 month bracket. Children should be starting 30-50 high/ 40-60 entering.**
- **Children made very good progress from their starting points. Please see the evidence in learning journeys and SPTO.**
- **Evidence has also been held of (child who left) D's progress and attainment, who would have met ELG. Our percentage in reading, writing, numbers and shape space and measure would have been 71% rather than 64%. Being a small school and small cohort each child is 7%.**
- **The percentage is also lower due to the children that didn't make ELG were not just slightly below but significantly below. Please see case studies (JG, MW, RP).**

**Below shows the progress children have made from their starting points. The white is expected progress (on track). The green shows children that have made above expected progress (exceeding). Dark green shows well above expected progress (greatly exceeding).**

long term

## EYFS Writing

Change subject...
Change page view...

Save Data

Show Page Characteristics

Show All Years

Show Analysis

See Aps

Control

| Pupil name                 | Official Baseline | End of Year 1 Target | EYFS Profile | TA Band Achieved      | Year 1 Progress | EN |
|----------------------------|-------------------|----------------------|--------------|-----------------------|-----------------|----|
| Columns averages of 1 page |                   |                      |              | 8.0                   | +4.1            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXC     | EYFS EXC <sup>4</sup> | +6.0            |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +5.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +5.0            |    |
|                            |                   |                      | EYFS EXC     | EYFS EXC <sup>4</sup> | +5.0            |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      |              |                       |                 |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      |              |                       |                 |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |

long term

## EYFS Writing

Change subject...
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|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXC     | EYFS EXC <sup>4</sup> | +6.0            |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +5.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +5.0            |    |
|                            |                   |                      | EYFS EXC     | EYFS EXC <sup>4</sup> | +5.0            |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      |              |                       |                 |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      |              |                       |                 |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0            |    |
|                            |                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0            |    |
|                            |                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0            |    |

long term

EYFS Numbers

Change subject ▼

Change page view ▼

SAVE DATA

Show Pupil Characteristics

Show All Years

Show Analysis

Show APPs

Code

Pupil name

EYFS

END OF YEAR R

OFFICIAL

BASELINE

End of Year R

Target 1

EYFS

PROFILE

TA-BAND

ACHIEVED

Use R

PROGRESS

✓

✗

✕

EN

EYFS Numbers

Range of 1 year

Order by ▼

Column averages of 1 page

|  |  |          | BB                    | +0.5                   |
|--|--|----------|-----------------------|------------------------|
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +3.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +3.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  | EYFS EME | EYFS EME <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +3.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  | EYFS EXC | EYFS EXC <sup>1</sup> | +5.0 <a href="#">↕</a> |
|  |  | EYFS EME | EYFS EME <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  |          |                       | BB                     |
|  |  | EYFS EME | EYFS EME <sup>1</sup> | +3.0 <a href="#">↕</a> |
|  |  |          |                       | BB                     |
|  |  | EYFS EME | EYFS EME <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +3.0 <a href="#">↕</a> |
|  |  | EYFS EXP | EYFS EXP <sup>1</sup> | +4.0 <a href="#">↕</a> |
|  |  | EYFS EME | EYFS EME <sup>1</sup> | +3.0 <a href="#">↕</a> |

# EYFS Shape, space and measures Change subject...

SAVE DATA

Show Pupil Characteristics

Show All Years

Show Analysis

See APPs

Pupil name

EYFS

END OF YEAR R

EYFS Shape, space and measures  
 Page 1 of 1    Order by

Column averages of 1 page

| OFFICIAL BASELINE | End of Year R TARGET | EYFS PROFILE | TA BAND ACHIEVEMENT   | Year 6 PROGRESS   |
|-------------------|----------------------|--------------|-----------------------|-------------------|
|                   |                      |              | 5.6                   | +3.4              |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0 <sup>3</sup> |
|                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      |              |                       | 3.8               |
|                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      |              |                       | 3.8               |
|                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +4.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +3.0 <sup>3</sup> |
|                   |                      | EYFS EXP     | EYFS EXP <sup>3</sup> | +4.0 <sup>3</sup> |
|                   |                      | EYFS EME     | EYFS EME <sup>3</sup> | +3.0 <sup>3</sup> |

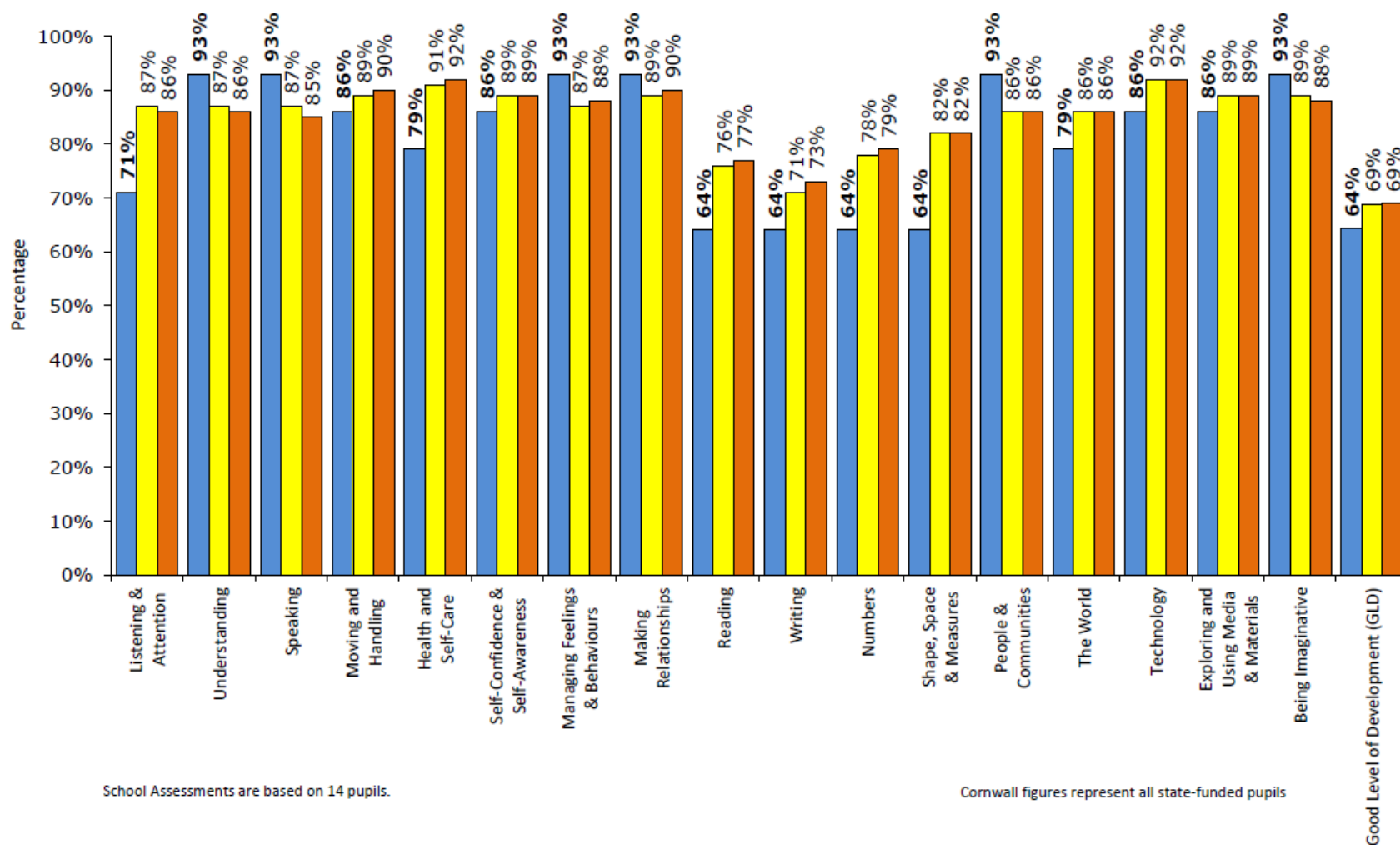
Support

Incurance@ndashin | Contacted: 15.04.18 | Licensed to: 20.04.2013 | Ref:44.2.1 | ©2005-2017 Educat Pupil TRACKER (L) | Acco

School  
Cornwall  
National 2016

# Fourlanesend CP School (DfE: 2713)

## Early Years Foundation Stage Profile 2017: Percentage of Pupils Achieving At Least the Expected Level (ELG) in each Aspect



## **KS1 Attainment 2017 for 17 children**

**EXS – Expected Standard**

**GDS – Greater depth**

**GLD – Good Level of Development – this is a judgement made at the end of Foundation Stage**

**So if a child don't have a GLD but then reaches EXS or GLD they are judged to be making very good progress**

| Subject              | EXS            | GDS        | EX+GDS         |
|----------------------|----------------|------------|----------------|
| 1) Reading           | 41.2% 7/17     | 41.2% 7/17 | 82.4%<br>14/17 |
| 2) Writing           | 52.9% 9/17     | 17.6% 3/17 | 70.6%<br>12/17 |
| 3) Maths             | 58.8%<br>10/17 | 17.6% 3/17 | 76.5%<br>13/17 |
| 4) Science           | 82.4%<br>14/17 | N/A        | 82.4%<br>14/17 |
| Overall 1,2<br>and 3 | 70.6%<br>12/17 | N/A        | 70.6%<br>12/17 |

Almost all children in all groups exceed the national expected levels of progress.

Children who were exceeding at the end of EYFS will not necessarily be exceeding at the end of KS1 as these are 2 different curriculums.

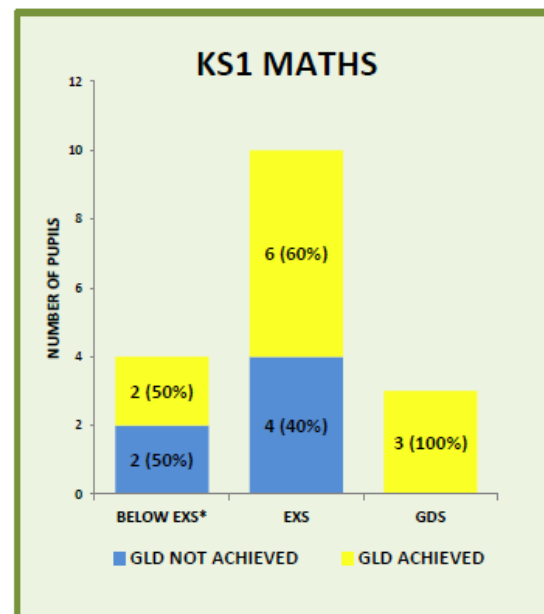
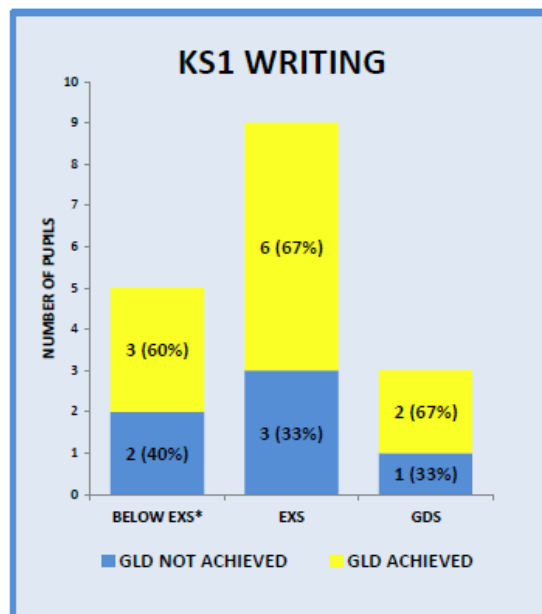
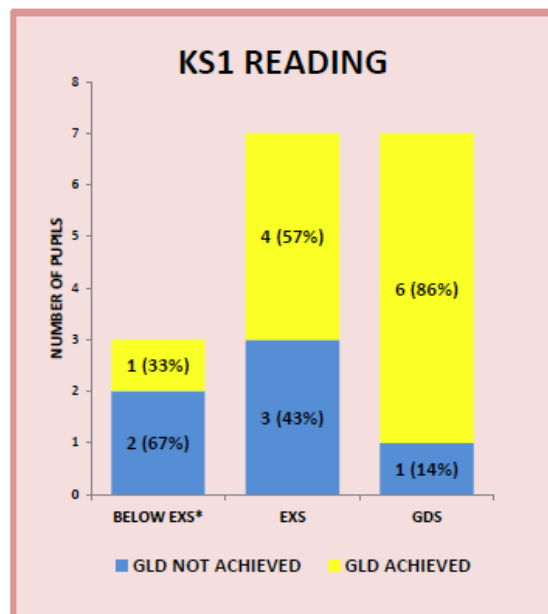
One child that didn't reach GLD and was still working WTS has left the school and is attending a large local junior school.

Please be mindful when comparing to county data each child represents 6%.

National data for 2017 is yet to be released.

# EARLY YEARS TO KS1 SUBJECT TRACKING (2015-2017)

## Fourlanesend Community Primary School (DfE: 2713)

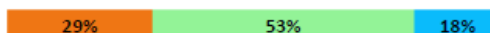


### KS1 READING DISTRIBUTION



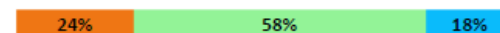
Below the Expected Standard (BELOW EXS\*)

### KS1 WRITING DISTRIBUTION



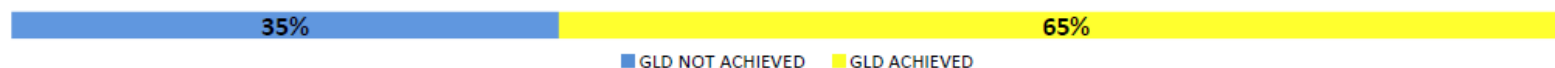
Working At the Expected Standard (EXS)

### KS1 MATHS DISTRIBUTION



Working at Greater Depth within the Expected Standard (GDS)

### EYFSP ASSESSMENT DISTRIBUTION (for 2017 KS1 cohort)



This analysis outlines how the current Key Stage 1 cohort performed in their earlier EYFS assessments. The subject charts depict how many pupils achieved Below the Expected Standard\*, Working at the Expected Standard or Working at Greater Depth within the Expected Standard at KS1. The subject charts also show how many pupils did (and did not) achieve a Good Level of Development in their earlier EYFS assessments. It would be expected that a higher percentage of those judged Below Expected\* at Key Stage 1 may not have achieved a Good Level of Development at EYFS. The distribution of both EYFS and Key Stage 1 assessments (for the 2017 KS1 cohort) are also included for context. Pupils with no prior EYFS data have not been included.

\*BELOW EXS (Below the Expected Standard) here is an umbrella term including all pupils with KS1 assessment outcome of BLW, PKF and WTS.

# EARLY YEARS TO KS1 SUBJECT TRACKING (2015-2017)

## Fourlanesend Community Primary School (DfE: 2713)

The tables below show a breakdown of how the current KS1 cohort performed in the Early Years Foundation Stage Profile for both the school and for Cornwall. This is based on the same data as the charts overleaf, broken down to separate those Working Below the Level of the Assessment (BLW), those assessed as Pre-Keystage Foundations for the Expected Standard (PKF) and those Working Towards the Expected Standard (WTS). These categories are combined in the charts overleaf under the umbrella term 'Below Expected'.

| Fourlanesend Community Primary School (DfE: 2713) |             |         |             |         |           |         |
|---|-------------|---------|-------------|---------|-----------|---------|
| KS1 TA  | KS1 READING |         | KS1 WRITING |         | KS1 MATHS |         |
|   | GLD         | NO GLD  | GLD         | NO GLD  | GLD       | NO GLD  |
| BLW   | -           | -       | -           | -       | -         | -       |
| PKF   | -           | -       | -           | -       | -         | -       |
| WTS   | 1 (33%)     | 2 (67%) | 3 (60%)     | 2 (40%) | 2 (50%)   | 2 (50%) |
| EXS   | 4 (57%)     | 3 (43%) | 6 (67%)     | 3 (33%) | 6 (60%)   | 4 (40%) |
| GDS   | 6 (86%)     | 1 (14%) | 2 (67%)     | 1 (33%) | 3 (100%)  | 0 (0%)  |
| TOTAL   | 11          | 6       | 11          | 6       | 11        | 6       |

| CORNWALL LA |             |        |             |        |           |        |
|-------------|-------------|--------|-------------|--------|-----------|--------|
| KS1 TA      | KS1 READING |        | KS1 WRITING |        | KS1 MATHS |        |
|             | GLD         | NO GLD | GLD         | NO GLD | GLD       | NO GLD |
| BLW         | 1%          | 99%    | 0%          | 100%   | 0%        | 100%   |
| PKF         | 6%          | 94%    | 7%          | 93%    | 10%       | 90%    |
| WTS         | 25%         | 75%    | 33%         | 67%    | 29%       | 71%    |
| EXS         | 70%         | 30%    | 79%         | 21%    | 73%       | 27%    |
| GDS         | 92%         | 8%     | 96%         | 4%     | 93%       | 7%     |
| TOTAL       | 3642        | 2093   | 3642        | 2093   | 3642      | 2093   |

NOTE: Percentages referenced in the tables relate to the total number of pupils in that category (e.g. in Cornwall, 70% of pupils who achieved EXS in Reading at KS1 had achieved the GLD in Early Years; while 30% of those pupils had not). The national pupil database has been searched to ensure that there are minimal missing EYFSP data. Please note that there is not a direct connection between the EYFSP Scores and attainment at the end of KS1, however these tables show that a statistical correlation exists. GLD relates to the children who achieved a 'Good Level of Development' (achieving the Expected Level (2) in the early learning goals in the prime areas of learning and the specific areas of mathematics and literacy) shown as a green tick on your accompanying Early Years Pupil Listings for that year.

|  |    |
|--|----|
| NUMBER OF PUPILS THAT HAVE KS1 ASSESSMENTS:                  | 17 |
| NUMBER OF PUPILS WHOSE RESULTS COULD BE TRACKED: EYFSP - KS1 | 17 |

Produced by the Directorate Support Team (Data & Statistics), Cornwall Council  
 Available on Corestats: <https://secure.cornwall.gov.uk/CoreStats>  
 Email: [corestats@cornwall.gov.uk](mailto:corestats@cornwall.gov.uk)  
 Tel: 01872 327811

### IN HOUSE DATA FOR WHOLE SCHOOL – including groups

#### Whole School Data 2017

|  |         |         |       |
|--|---------|---------|-------|
|  | Reading | Writing | Maths |
|--|---------|---------|-------|



|   |       |       |       |
|---|-------|-------|-------|
| Percentage of children in the school making at or above expected progress.      | 89.6% | 81.3% | 86.5% |
| Percentage of children in the school making at or above Age Related Expectation | 70.8% | 65.7% | 67.7% |

## Reading

| Groups – <i>the first number is the number of children in that group</i> | Progress | Expected Progress | Progress Comp | Progress Comp |
|--|----------|-------------------|---------------|---------------|
| ALL CHILDREN [101 100.0%]  | +3.4     | +3.0              | +0.4          | +             |
| FSM [16 15.8%]   | +3.3     | +3.0              | +0.3          | +             |
| NO FSM [82 81.2%]  | +3.4     | +3.0              | +0.4          | +             |

|   |      |      |      |   |
|---|------|------|------|---|
| PUPIL<br>SERVICE<br>PREMIUM [31<br>30.7%]     | +3.4 | +3.0 | +0.4 | + |
| NOT PUPIL<br>SERVICE<br>PREMIUM [67<br>66.3%] | +3.4 | +3.0 | +0.4 | + |
| PUPIL<br>PREMIUM [28<br>27.7%]                | +3.3 | +3.0 | +0.3 | + |
| NOT PUPIL<br>PREMIUM [70<br>69.3%]            | +3.4 | +3.0 | +0.4 | + |
| SERVICE<br>CHILDREN [3<br>3.0%]               | +4.0 | +3.0 | +1.0 | + |
| NOT SERVICE<br>CHILDREN [95<br>94.1%]         | +3.4 | +3.0 | +0.4 | + |

## Writing

| Groups  | Progress | Expected<br>Progress | Progress<br>Comp | Progress<br>Comp |
|---|----------|----------------------|------------------|------------------|
| ALL CHILDREN<br>[101 100.0%]                  | +3.0     | +3.0                 | 0.0              | +                |
| FSM [16 15.8%]                                | +3.6     | +3.0                 | +0.6             | +                |
| NO FSM [82<br>81.2%]                          | +2.9     | +3.0                 | -0.1             | -                |
| PUPIL<br>SERVICE<br>PREMIUM [31<br>30.7%]     | +3.1     | +3.0                 | +0.1             | +                |
| NOT PUPIL<br>SERVICE<br>PREMIUM [67<br>66.3%] | +3.0     | +3.0                 | 0.0              | =                |
| PUPIL<br>PREMIUM [28<br>27.7%]                | +3.2     | +3.0                 | +0.2             | +                |

|                                       |      |      |      |   |
|---------------------------------------|------|------|------|---|
| NOT PUPIL<br>PREMIUM [70<br>69.3%]    | +2.9 | +3.0 | -0.1 | - |
| SERVICE<br>CHILDREN [3<br>3.0%]       | +2.0 | +3.0 | -1.0 | - |
| NOT SERVICE<br>CHILDREN [95<br>94.1%] | +3.1 | +3.0 | +0.1 | + |

#### Maths

| Groups  | Progress | Expected<br>Progress | Progress<br>Comp | Progress<br>Comp |
|---|----------|----------------------|------------------|------------------|
| ALL CHILDREN<br>[101 100.0%]                  | +3.1     | +3.0                 | +0.1             | +                |
| FSM [16 15.8%]                                | +3.2     | +3.0                 | +0.2             | +                |
| NO FSM [82<br>81.2%]                          | +3.1     | +3.0                 | +0.1             | +                |
| PUPIL<br>SERVICE<br>PREMIUM [31<br>30.7%]     | +3.1     | +3.0                 | +0.1             | +                |
| NOT PUPIL<br>SERVICE<br>PREMIUM [67<br>66.3%] | +3.1     | +3.0                 | +0.1             | +                |
| PUPIL<br>PREMIUM [28<br>27.7%]                | +3.0     | +3.0                 | 0.0              | +                |
| NOT PUPIL<br>PREMIUM [70<br>69.3%]            | +3.1     | +3.0                 | +0.1             | +                |
| SERVICE<br>CHILDREN [3<br>3.0%]               | +3.7     | +3.0                 | +0.7             | +                |
| NOT SERVICE<br>CHILDREN [95<br>94.1%]         | +3.1     | +3.0                 | +0.1             | +                |

### **ARE (Age Related Expectation)– Whole School 2017**

|       | Reading | Writing | Maths |
|-------|---------|---------|-------|
| Boys  | 68%     | 58%     | 66%   |
| Girls | 73.9%   | 73.9%   | 69.6% |

### **Progress – Whole School 2017**

|       | Reading | Writing | Maths |
|-------|---------|---------|-------|
| Boys  | 90%     | 80%     | 86%   |
| Girls | 89.1%   | 82.6%   | 87%   |

### **KS2 Most Able (Y3-Y6 2016/17)**

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 above. | 90.5%<br>(20/22children)<br>The 2 not made the progress.<br>One has left and one is in Y6 | 68.8%<br>(11/16children)<br>Of the ones not made the progress 3 of the children are Y6 and one is Y5. One child has left. | 85%<br>(17/20 children)<br>The 3 not made the progress. One has left and one is in Y6 |
| Percentage of children in the school making at or above Age             | 90.5%<br>(20/22children)<br>The 2 below ARE, one has left and one is in Y6                | 93.8%<br>(15/16)<br>The one children below ARE has left.  | 80%<br>(16/20)<br>2 of the children are Y6 and the other 2 have left                  |

|                        |  |  |  |
|------------------------|--|--|--|
| Related<br>Expectation |  |  |  |
|------------------------|--|--|--|

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.

### **SEN Data**

Overall compared to every child across school SEN progress is above in writing and slighter lower in maths and reading. But all progress is above expected. Please see chart below. Where there is a difference in maths this is due to one child.

Progress across school 2016/17

|                   | Reading | Writing | Maths |
|-------------------|---------|---------|-------|
| SEN (10 children) | 3.1     | 3.1     | 2.9   |
| Non SEN           | 3.4     | 3.0     | 3.1   |

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

### **Year 1 Phonics Check**

2017 78% (18 children – 1 child = 5.6%) National **Data not released yet**

2016 83% (18 children – 1 child = 5.6%) National 81%

2015 71% (17 children - 1 child = 5.9%) National 74%

2014 73% (15 children – 1 child = 6.7%) National 74%

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

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

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

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

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

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