

The impact of the School's Development Plan

The school leaders including Governors set the direction of improvement for the school in July and September each year. These intentions are set out in the School's Development Plan. This document outlines the work completed on the plan and our evaluation against the objectives.

School Development Priority 1 – Improving Teaching and Learning

We improved Teaching and Learning in the school to ensure that all children had work that was matched to their needs and appropriately challenging in writing and reading especially. Phonics teaching was revitalised with the introduction of Read, Write, Inc. and our Guided Reading sessions enabled children to be exposed to rich texts.

The writing outcomes improved with more children attaining greater depth. Our results show that children are making accelerated progress and this will help to improve results further as children move through the school.

The work carried out by Year 3 and 5 teachers in reviewing the curriculum has transformed how we will approach the curriculum next year. In these Year groups, the engagement in writing and language used was higher than in other year groups. This will be rolled out across the school next year.

The No-nonsense spelling scheme introduced in the school has improved children's spellings. The consistent, daily approach to spelling has meant that children are now applying this within their written work.

The change to how we measure learning in the school has meant that teachers have the mechanism to assess pupils more regularly and inform them of their next steps. The marking and feedback policy has also meant that pupils are given more effective feedback on how they can improve their work. We have also been able to inform parents on how well their child is doing more readily. Parents have found the open communication useful and it has helped them to support their children at home.

The change to the homework policy has also helped to engage parents in their child's learning and the use of the topic homework has enriched the curriculum within the classroom.

Because we still have a proportion of children who need to accelerate progress to attain age related expectations in writing and Mathematics we will be improving reasoning in mathematics and engagement of pupils in writing as SDP 1 and 2 next year.

School Development Priority 2 – Improving Outcomes

Early Years Foundation Stage

Our children continue to make outstanding progress in Foundation Stage with 80% achieving a Good Level of Development. The areas we need to continue to develop are around writing and also how we can engage boys in writing early on.

Early Years Foundation Stage Early Learning Goals																			
Pupils	Minimum Steps progress in Reception (all AoLs)					Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		%at 34+ inc 6+ in Com & PSE	%at Good Level of Development
	No.	%	%at 4+	%at 5+	%at 6+	%at 6+	Avg Score	%at 4+	Avg Score	%at 6+	Avg Score	%at 16+	Avg Score	%at 18+	Avg Score	%at 34+	Avg Score		
All Pupils	60	100.0	93.3	88.3	28.3	93.3	6.7	95.0	4.4	91.7	6.5	91.7	17.6	17.6	19.1	81.7	36.7	81.7	80.0
Males	32	53.3	90.6	84.4	15.6	96.9	6.6	96.9	4.2	93.8	6.4	93.8	17.2	17.2	18.8	75.0	36.1	75.0	71.9
Females	28	46.7	96.4	92.9	42.9	89.3	6.9	92.9	4.6	89.3	6.6	89.3	18.0	18.0	19.3	89.3	37.4	89.3	89.3
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	3	5.0	66.7	66.7	33.3	100.0	6.7	100.0	4.3	100.0	7.3	100.0	18.3	17.7	17.7	100.0	36.0	100.0	66.7
Not FSM	57	95.0	94.7	89.5	28.1	93.0	6.7	94.7	4.4	91.2	6.4	91.2	17.6	17.6	19.1	80.7	36.7	80.7	80.7
Pupil Premium	4	6.7	75.0	75.0	25.0	100.0	6.5	100.0	4.3	100.0	7.0	100.0	17.8	17.8	17.8	100.0	35.5	100.0	75.0
Not Pupil Premium	56	93.3	94.6	89.3	28.6	92.9	6.8	94.6	4.4	91.1	6.4	91.1	17.6	17.6	19.2	80.4	36.8	80.4	80.4
SEN Support	4	6.7	75.0	75.0	25.0	75.0	6.0	75.0	3.8	50.0	5.3	50.0	15.0	15.0	16.0	25.0	31.0	25.0	25.0
Education, health and care plan	1	1.7	100.0	100.0	0.0	0.0	5.0	0.0	3.0	0.0	3.0	0.0	11.0	0.0	13.0	0.0	24.0	0.0	0.0
Not SEN	55	91.7	94.6	89.1	29.1	96.4	6.8	98.2	4.5	96.4	6.6	96.4	17.9	17.9	19.4	87.3	37.3	87.3	85.5
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2 Exceeding = 3

Pupils set to Unable To Assess are ignored for average and % calculations

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band. The value used is the AoL with the minimum number of steps progress, not the average.

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development, physical development, and communication and language), and the early learning goals in the specific areas of mathematics and literacy.

Key Stage One

Phonics Screening Results

	No. Pupils	Year 1						Year 2 cumulative			
		2014		2015		2016		2017	2016		2017
		School	National	School	National	School	National	School	School	National	School
All		42	74	53	77	77	81	76 (*80%)	77	91	90
Boys		52	70	49	73	73	77	77	67	89	88
Girls		34	78	59	81	83	84	76	92	93	92
Disad.		25	63	86	66	56	70	86	100	86	67
Other		47	78	48	80	81	83	75	74	93	94

Phonics in Year 1 has improved over time when you discount the 5 pupils who joined after the October half term (See * figure in the table). This is in line with this year's national (81%). Disadvantaged pupils catch up by the end of Year 2 if they do not have additional complex needs. Those who have not passed at the end of Year 2 will continue to have Read, Write, Inc. sessions in Year 3 and 4 until they do.

Year 2 Assessment

The proportion of children achieving Expected or Greater Depth in in separate subjects and combined is above National at KS1. The impact of good teaching and learning in KS1 and improvements in focusing on higher attaining pupils within lessons has led to these results. This appears to have addressed many of the weaknesses in last year's inspection dashboard. Progress is strong across key stage one.

Y3 (59 pupils)	Teacher Assessment							Test Scaled Scores				
	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Reading				7 (11.9%)	29 (49.2%)	23 (39.0%)	52 (88.1%)	2 (3.4%)*	29 (49.2%)	28 (47.5%)	4 (6.8%)	99.6
Writing			1 (1.7%)	16 (27.1%)	27 (45.8%)	15 (25.4%)	42 (71.2%)		31 (52.5%)	28 (47.5%)	7 (11.9%)	99.5
Mathematics				14 (23.7%)	31 (52.5%)	14 (23.7%)	45 (76.3%)		22 (37.3%)	37 (62.7%)	8 (13.6%)	101.6
Science	9 (15.3%)				50 (84.7%)		50 (84.7%)					
Rdg, Wri & Mth	19 (32.2%)				29 (49.2%)	11 (18.6%)	40 (67.8%)					

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent) and Has Not Met for Science.

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

For Rdg, Wri & Mth, Other also includes pupils who have not achieved At or Greater in all 3 subjects.

Key Stage One Teacher assessment		Expected Standard+		Greater Depth	
		2016	2017	2016	2017
Reading	School	72	88	3	40
	National	74		24	
Writing	School	63	72	2	25

	National	65		13	
Maths	School	75	77	2	23
	National	73		18	

Key Stage Two

The results below are split into Teacher assessment and also the Test results. We are glad to see that the percentage of pupils working at the higher level and greater depth has improved on last year's results. Overall, our results have improved from the previous year despite being below the 61% national this year. We were disappointed with the results in mathematics and are focusing on rapidly improving reasoning skills for our pupils so that they are able to perform better in the tests next year.

Y6 (59 pupils)	Teacher Assessment									Test Scaled Scores				
	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading				1 (1.7%)	1 (1.7%)	8 (13.6%)		49 (83.1%)			15 (25.4%)	44 (74.6%)	17 (28.8%)	104.1
Writing				1 (1.7%)	2 (3.4%)		14 (23.7%)	30 (50.8%)	12 (20.3%)		15 (25.4%)	44 (74.6%)	13 (22.0%)	104.9
Mathematics				1 (1.7%)		16 (27.1%)		42 (71.2%)		1 (1.7%)*	21 (35.6%)	37 (62.7%)	9 (15.3%)	102.1
Science						15 (25.4%)		44 (74.6%)						

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y6 (59 pupils)	Expected Standard	Higher Standard
All Pupils	32 (54.2%)	Pending

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

School Development Priority 3 – Improving Personal Development, Behaviour and Safeguarding

The leaders have worked with School Council to create a Behaviour Policy that insists on excellent behaviour in the school. This, alongside the use of fixed term exclusion, intensive behaviour plans and a new PSHE curriculum, has helped pupils to have a consistent and fair understanding of what is acceptable in the school.

The monitoring of incidents in the school helps us to understand and direct action as a leadership team. We also use this information to make referrals to outside agencies such as Primary Behaviour Support or Children's Services. As a result, we have supported families and children in the school and serious incidents have reduced over time.

We have improved the site security with the installation of the front gate and also worked with the Cricket Ground to make the field secure. The cleanliness of the site and maintenance of the equipment has improved the condition of the playground. We have also reviewed how we sign visitors into the school and the information given to them.

Every Wednesday our children give us feedback on teaching and learning in the school. This opportunity each week has led to changes in practice for every teacher. As well as this, the children have opportunities to lead on school improvement priorities through the School Council and also through the House Assemblies. This ownership of the school and learning can be seen in pupils' engagement in their learning. Pupils are now participating in learning and this can be seen in classes where the Creative Curriculum is being taught.

School Development Priority 4 – To improve the Leadership of the school.

We have empowered Pupils to have a voice in the school and they evidence this through Wednesday Worship, School Council and also in their comments via the suggestion box. We act on the feedback from Parents and these have helped to improve the homework, behaviour and assessment processes in the school.

We have also reviewed our systems for monitoring teaching and learning and all Staff are clear on how the leaders pursue high expectations in the school. The Monitoring Evaluating and Reviewing (MER) process has helped to embed key changes made throughout the year as well as help leaders to analyse areas of teaching and learning.

A Teaching and Learning Plan has been established in the school and this helps to target support and training where needed. This is personalised to individual teachers and has helped to both improve teaching and also address underperformance.

The leadership structure has also changed this year and we now have Phase Leaders and separate subject leaders who are able to offer support within their area of expertise.

The Creative Curriculum has been piloted in Years 3 and 5. This has had a significant impact on the engagement of pupils in their learning, especially writing. The Curriculum will now be rolled out through the school.

We have also completed our first piece of work on defining our core values. This was a joint venture and was led by the Pupils, Parents, Staff and Governors. The Core values will continue to be developed into our mission statement in the new school year.

The Governors have refined their focus to be more strategic to enable them to hold leaders in the school to account. To improve this further, they have developed a rigorous system of monitoring and key performance indicators against the agreed school priorities.

Within school, we will continue to refine our systems for checking pupils' learning, including sharing work samples and looking more closely at barriers to learning for groups of pupils.