

West Minster Primary School
part of the
Sheerness West Federation of Schools

SELF EVALUATION SUMMARY FOR GOVERNORS
2015-16

Autumn Term (updated November 21)
Mission Statement & Values

At Sheerness West Federation we believe that dreams can come true if you have a positive view

AT Sheerness West Federation we are driven by the following aims:

- 1. From year 1 onwards 100% of children will have the opportunity to attend two off the island WOW experiences.**
- 2. All children will have the opportunity to learn about their local environment and community and celebrate its proud heritage.**
- 3. All children will be taught to swim at least 10m by the time they leave our schools.**
- 4. All children will represent the schools at a sporting or creative event at some point in their school career.**
- 5. All children will be taught road safety awareness and cycling proficiency in order to keep themselves safe.**
- 6. All children will be taught and know how to react and respond in an emergency situation.**
- 7. All parents will be engaged in their child's learning and school experiences.**
- 8. All children will have a voice and use this to have a say in the running of the school.**
- 9. All children will be given the opportunity to take on a whole school or class responsibility at some point in their school career.**
- 10. 100% of children will have the opportunity to learn to play a musical instrument.**

These areas for improvement are the key priorities for the School Plan

<p>1 Effectiveness of Leadership and Management</p>	<p>2 Quality of Teaching, Learning & Assessment</p>	<p>3 Personal Development, Behaviour & Welfare</p>	<p>4 Outcomes for Pupils</p>
<ul style="list-style-type: none"> • To develop shared and devolved leadership within school and across the federation and share best practice • Continue to improve CPD of all staff and governors • Raise the profile and effectiveness of governance • Finalise monitoring reports for governing body and committees • Ensure a broad and balanced curriculum for all children • Ensure a detailed induction program for all staff to maximize learning including governors 	<ul style="list-style-type: none"> • All planning to enable opportunities for mastery • Ensure 100% of teaching is consistently good or better • Increase the % of outstanding teaching and learning • Identify and narrow gaps including the more able • Children take ownership of their individual targets (including SEND) • Undertake termly lesson studies which impact on teaching and learning • Use Pupil Asset to inform planning • Provide opportunities for peer and self-assessment • Develop teaching and learning strategies which will impact on the more able 	<ul style="list-style-type: none"> • To be at 96% and better for attendance • To ensure consistency in behavior management • Increase parental engagement in order to improve outcomes for children 	<ul style="list-style-type: none"> • 85 % of children will reach expected or above attainment • 100% of children will make expected progress from their respective starting points

- As a school community we are determined and committed to overcoming disadvantages and barriers to learning that our children may have. We promote inclusion and seek to broadly raise achievement academically, socially, creatively and personally.
- In 2015 the Executive HT and the Head of School left and a new leadership team was put in place. The school's performance improved from this time and this is significant as the Head of School and Assistant Head Teacher are still in post now and they have worked hard to ensure that year on year improvements in teaching and learning have made an impact on school achievement data and outcomes for children. From April 2015 a new Executive Head Teacher was appointed mainly because of his experience of working in inner city schools in challenging circumstances and he has expanded the senior and middle leadership teams to ensure that there is broader leadership accountability for school improvement.
- The leadership team have a realistic view of the school's strengths and areas for improvement, this is because of the rigorous checking of pupil's progress and teaching (see monitoring files). Impact of data analysis is robust. Leadership roles and responsibilities are clearly defined. The school's inclusive ethos is underlined through a good understanding of tracking data for individual pupils and the impact of interventions via provision maps.
- Leaders regularly monitor teaching through a planned timetable and when inconsistencies are identified they are quickly addressed. This demonstrates the positive impact of leadership at all levels.
- Teaching across the school is consistently good. Robust triangulated monitoring evidences teaching and learning now judged 100% to be good and better across the school. However we have 3 NQT's at RI at the moment who have excellent capacity to move to good by Term 3. Systematic approaches to appraisal of staff, focused CPD and rigorous pupil progress meetings all drive improvement. Staff know that they are held accountable for the progress of the pupils.
- Pupil's outstanding behavior supports them to work and play together harmoniously. SLT has taken action to improve equality of supervision during lunch time, this has involved changes to work patterns of TA's.
- The federation works to one set of agreed principles and value and a shared QIP. This allows teams in both schools to work closely enhancing capacity across the federation.
- In-school data shows good progress in most areas.
- There is a clear and concise quality improvement plan with definitive milestones.
- External audit commissioned in writing resulted in new initiatives to ensure improvement in teaching and learning.
- A robust targeted intervention program to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly.
- The curriculum for the Federation has been fully revised to take account of the changes from September 2014. A strong emphasis has been placed on creativity.
- Leadership capacity has been further enhanced by the continuation of the excellent coaching of the middle leadership team and because of the good succession plan we now have in place. This is enabling us to develop and grow our own future leaders.
- The most recent KCC Audit conducted by external HMI and SIA judged leadership view of the school to be accurate.
- The most recent P and I meeting with KCC also judged that the leadership view of the school as accurate
- In 2016 the school was in the top 10 schools nationally for all progress measures
- In 2016 the school achieved above national for all KS1 and KS2 measures.
- EYFS 'GLD' scores above national. This is a 3 year improvement trend.

The main findings from the last inspection

1. Secure consistently good teaching, and so raise achievement, by making sure that:

- The questions that all adults ask encourage pupils to answer in full, both stretching and deepening their understanding
- Pupils, especially the most able, are given work to complete that takes into account of what they can already do
- Comments written in pupils' books and given verbally enable pupils to understand how to improve their work and they are supported to do this

2. Raise Standards in writing by:

- Ensuring that the most able pupils are challenged to achieve the levels they are capable of throughout the school
- Leaders identifying and sharing the good practice that successfully closed the gaps between disadvantaged pupils and their peers nationally in reading and mathematics

Overall effectiveness:	Current grade	2
The quality of education provided in school	Last inspection grade	3

Main strengths	Why the overall quality of education is not yet outstanding
<ul style="list-style-type: none"> • Better and more effective professional development for all staff, including teaching assistants, to ensure more effective teaching and learning throughout the school. “Teachers benefit from a range of effective training, visits to other schools and the opportunity to work together in pairs to improve practice.” (Section 8 Monitoring visit June 2015) • A more rigorous and robust self-evaluation schedule so that evidence of teaching and learning can be triangulated more effectively, using lesson observations data analysis and book scrutiny, to inform judgements. • A more effective targeted intervention program to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly • Children’s behavior and attitude to learning in the classroom 	<ul style="list-style-type: none"> • Teaching and learning is now consistently 100% Good and better but school needs to ensure that where we have good teaching and learning effective CPD is given to ensure more of this converts to outstanding • Lessons are not yet impacting enough to ensure more able pupils always consistently do well • Pupil premium gaps are closing but need to close still further in all areas • Key Stage 2 outcomes need to improve so that they are consistently in line with national and above • Key Stage 1 outcomes although markedly improved, need to improve further so that they are consistently in line with or above national expectation

Children on roll

Year Group	No on roll	% Boys/Girls	% PP	% EAL	% SEN	No with EHCP	No of Children In care
Nursery	32	40/60	0	3%	9%	0	0
Reception	72	58/42	36%	4%	12%	8%	0
1	60	35/42	49%	2%	15%	2%	0
2	55	57/43	47%	4%	7%	2%	0
3	59	42/58	42%	4%	2%	0	0
4	60	57/43	53%	2%	13%	7%	0
5	60	58/42	65%	5%	18%	4%	1
6	59	54/46	59%	10%	8%	4%	0

School context

- West Minster is a larger than average, two form entry school with over 472 full and part time pupils on roll, this includes an on-site nursery and speech and language Unit (from September 2015)
- The school is currently undergoing a building program to ensure that we can accommodate 3fe by April 2017
- The school is situated in the most deprived part of Swale borough and is the sixth most deprived of 453 primary schools in Kent.
- ROL shows that the school is in the bottom quartile: 0.42 deprivation indicator which is significantly higher than the national average of 0.24.
- Pupils enjoy coming to school and this is reflected in the school's improving level of attendance (95% in 2015 and 96% in 2016) and is further reflected in the latest children's survey where 94% said they enjoy coming to West Minster School (June 2015)
- Over 38% of children are eligible for free school meals/pupil premium compared to the national figure of 14.5%
- 3.9% of our children speak English as an additional language
- **14% of our children have been identified as having special educational needs with 12 children in receipt of an EHCP plans.**
- **We currently have 2 children in care**
- We operate a heavily subsidised Breakfast Club and have extended this to after school provision to provide wrap around care.
- Children enter reception well below their peers in both literacy and maths with literacy the lower due to poor levels of Speech and Language (see Well come base line report)

School context

Significant changes since the last inspection:

- Executive Head Teacher appointed in April 2015
- Three new Assistant Heads Of School appointed as part of leadership succession Sept 2015
- New experienced federation Inclusion Leader appointed Sept 2015
- Dedicated speech and language specialist appointed to address low SAL baselines on entry to the school Sept 2015
- New SENCO appointed Sept 2015
- Teacher appointed to teach Japanese as MFL across the federation Sept 2015
- Extension to the main hall provided additional space Sept 2016
- Speech and Language Resource Centre now in place at the school January 2016
- New federation leadership structure in place with senior and subject leaders now leading more effectively
- New partnership with Greenwich University established to address the long term recruitment issue we face as a coastal challenge school
- All governors including New chair and vice chair of governors recently appointed
- Dedicated additional teachers appointed to target gaps for disadvantaged children in KS1 and KS2 by using pupil premium grant effectively.
- Expansion to 3fe from April 2017

Key strengths	Significant barriers / challenges
<ul style="list-style-type: none"> • Stable and effective leadership across the school • Improved teaching and learning across the school • Leaders have an accurate view of the school's strengths and areas for improvement because of effective checking of pupils' progress and teaching. • Rigorous data analysis systems and practices through robust pupil progress meetings. • Robust targeted intervention programs are in place to ensure that all pupil premium achieve better outcomes and gap between them and non- pupil premium pupils narrows. • Pupils have excellent behaviour and outstanding attitudes to learning and cooperate well which enables them to work and play together successfully • Pupils feel safe at school and in recent pupil survey almost 100% said they liked coming to the school • Parents forum established and effectively engaging parents • Improved CPD outcomes for support staff via early school closure on Fridays • Inclusion team enhanced to address the needs of school population • Specialist sports team and music teacher established across the federation to ensure we meet our school aims • Improved succession planning to address the recruitment issues on the island. 	<ul style="list-style-type: none"> • Recruitment of quality staff is a barrier to all coastal challenge schools. • Significant deprivation and a number of families who don't value education • Mobility of children in school year • A high proportion of nursery children enter school below typical age related expectations particularly around language skills (see baseline assessment)

The Effectiveness of leadership and management	Current grade	2
	Last inspection grade	2

- Leadership and management at the school is judged to be good and in the recent Section 8 monitoring visit the HMI recognised this and verified this judgement when she noted:

“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.”

This was also echoed in the recent audit commenting that:

“Over the last year, there has been clear and measurable impact and improvement, this has been enabled by the clear strategic lead offered by the EHT and determined leadership of improvement by the HOS. Both have high expectations which has in turn impacted on SLT”.

- Leadership capacity has been further enhanced by the continuation of the excellent coaching of the middle leadership team. This has led to broader accountability in the school
- Performance management targets which are set for all staff directly impact and work towards embedding school improvement.
- Self-evaluation is carried out using a full range of performance data. Evaluation outcomes are shared with all staff, governors which identifies priorities and actions for the Quality Improvement Plan (New QIP priorities set with all stakeholders in September 2016)
- SLT/MLT make accurate judgments using robust triangulation monitoring. Teachers are set targets for improvement and are provided with support, training and guidance in order to achieve their targets.
- The Acting Assistant Head Teacher was appointed as substantive AHT Inclusion Lead for both schools in the federation and is an exemplar of good SEND/Inclusion practice for the Sheppey and Swale district. He has also led on the implementation of Provision maps with Anne Massey (a national leader of SEND practice based in Kent) and is a Statement / EHCP transfer “champion”. This has helped to improve outcomes for SEND children.
- The leadership team at West Minster has provided support for our partner school in the Federation. This has helped broaden the skills of the WM Leadership Team and has helped our partner school to address standards of teaching and learning in a time of change.
- The school works hard and is committed to ensuring the safety and wellbeing of all pupils. Training is given to ensure all staff know how to respond to and carry out child protection procedures which are in place. (Safeguarding training for all federation staff took place in October 2016)
- The school has worked in collaboration with the local network of schools that has helped to share good practice and quality assure judgments. The Executive Head Teacher is the Chair of the island schools collaborative which ensures high engagement.
- The capacity of school governors has improved through CPD and they now effectively challenge and hold the leadership of the school to account. This was noted in the audit stating:
“The governors have a clear vision for what they want the school to be and are committed to providing a high quality education for all pupils. They are very clear as to what the priorities for the development are, identifying the outcomes of the more able pupils”.

Main strengths	Why the leadership and management is not yet outstanding
<ul style="list-style-type: none"> • New Executive Head Teacher with extensive experience of inner city school improvement • Strong senior leadership team now in place with highly effective head of school • Shared and devolved leadership at all levels ensuring broader accountability • Strong vision and emphasis on rigorous and robust monitoring • Well established and effective monitoring which is triangulated to make use of excellent data analysis, observational evidence and regular book dipping to ensure accurate self-evaluation of teaching and learning • Inadequate teaching and learning has been eradicated and teachers are supported to continually improve their practice. Where issues have been identified swift action has been taken to address, and resolve these. • Governors have actively in putted on the new Quality improvement Plan at recent staff INSET day Sept 2016 • Governors have allocated link champions for Pupil premium, reading, writing, Maths and SEND and they visit the school 6 times a year and liaise with the school leaders in these areas on a regular basis to support and challenge practice. 	<ul style="list-style-type: none"> • Data analysis is showing that although there are strengths in areas of the school there is still work to continue to improve our Key Stage 2 outcomes for the more able and to sustain the good progress made at Key Stage 1 • Foundation subject leaders are not sufficiently confident in driving improvement and instigating change • There are still gaps for groups of pupils in some areas.

Main priorities for improving leadership and management

- Need to continue to develop the federated leadership model so that leadership at all levels is impacting on both schools as a working and effective collaborative federation
- Continue to develop the succession plan for leadership across the school and the federation to ensure that leadership is broad and effective at all levels
- Governors to work in close liaison with SLT of the school to ensure rapid improvements are sustained and built upon.
- Gaps to close incrementally throughout the year.

The Quality of Teaching, Learning & Assessment	Current grade	2
	Last inspection grade	3
Main strengths	Why the teaching is not yet outstanding	
<ul style="list-style-type: none"> West Minster has consistently high expectations of all pupils. The quality of teaching is constantly improving which is demonstrated through the record of observations. The result of this is that most pupils make good and sustained progress. This was noted in the observations that were carried out during the recent audit commenting: “Overall, teaching provides challenge and pupils make good progress in lessons”. Children start our school well below age related expectations. To improve this we have implemented effective early intervention strategies. Pupils in EYFS make rapid progress from low starting points. (<i>Above national baseline for last three years</i>) Pupil progress meetings are rigorous, underachieving and slow moving groups are identified and when required, focused interventions are put in place. 	<ul style="list-style-type: none"> Increase the % of outstanding teaching by ensuring more able pupils are challenged in all lessons and that work is adapted well to meet the different needs and to ensure that all pupils are appropriately challenged to succeed Ensure that all teachers and teaching assistants use deep level questioning consistently to ensure learning is deepened and extended Ensure that teachers are marking and intervening in children’s written work to a high standard to ensure there is a learning dialogue which moves children on in their learning. 	
Main priorities for improving teaching		
<p>Continue to triangulate monitoring evidence to ensure that we:</p> <ul style="list-style-type: none"> Sustain the move to having 100% teaching and learning recording consistently good and better judgements Move 30-40% of teaching and learning judgements to consistently outstanding Continue to ensure there is no RI or inadequate teaching and learning at the school. Ensure that new teachers to the school are inducted effectively so that they are aware of the high expectations to move rapidly to good and better(<i>From September 3 NQTS in place</i>) Continuation of collaboration with other schools and the Swale district to support moderation. New curriculum implemented alongside new assessment system so the whole school is consistent with the understanding of in year data expectations. 		

The Quality of Teaching, Learning & Assessment	Current grade	2
	Last inspection grade	3

End of 2013 – 2014 (validated by school improvement advisor)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Intervention
G	G+ G+	NQT RI RI	G G	G RI	G NQT RI	G G	G G+	G

25% RI, 75% G, 0% Out

End of 2014 – 2014 (validated by school improvement advisor)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Intervention
G	G O	RI RI	G O	G G	G G	G G	G G+	G

13% RI, 75% G, 12% Out

End of 2015 - 2016 (observations of 17 teachers)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Intervention
G	G O	G O	G O	G G	G O	G O	G O	O G

0% RI, 59% G, 41% Out

Personal Development, Behaviour & Welfare	Current grade	1
	Last inspection grade	2

Main strengths	Why the behaviour and safety is not yet outstanding
<ul style="list-style-type: none"> Attitude to learning in the school is judged to be outstanding and in his recent visit our School Improvement Advisor and HMI noted: “During the review, no challenging behavior was observed anywhere in the school. Behaviour for learning in class reflects the ethos. Pupils willingly discuss their learning with adults and are proud of their school”. The behaviour of the pupils is good. Pupils show a pride in their school which helps them acquire attitudes that support their learning and personal development. The school has a positive behaviour policy and incidents of poor behaviour are low but are dealt with quickly and effectively. Attendance at the school has been steadily improving over the last three years and was in line with national this is as a result of the rigorous and robust approach the school has adopted to attendance. We fully expect this to improve again in 2016-17. “The school has rigorous policies for ensuring good attendance and a well organised family support regime.” (October 2015) <p><u>SAFEGUARDING:</u></p> <ul style="list-style-type: none"> School has Designated child protection officers with current training who ensure issues are dealt with effectively and quickly All staff members receive appropriate C P training which is regularly updated to ensure they can identify issues early Staff are aware and know the procedures to carry out safeguarding. Safeguarding training was carried out for all staff 7th October 2016 	<ul style="list-style-type: none"> Although steadily improving attendance is not yet consistently sustaining national expectation

<ul style="list-style-type: none"> • DCPCs attend updated training to ensure good leadership here • DBS and enhanced checks are carried out and register is up to date. • Single Central record is checked regularly by the chair of governors and Executive Head Teacher • Safer recruitment training is carried out and governors and SLT have all attended training to ensure interviews for new posts are conducted effectively • E safety is a priority e.g. All pupils in term 1 computing lessons involve this. • Staff have received a basic briefing on Prevent 	
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Main priorities for improving safety and behaviour	
<ul style="list-style-type: none"> • Externally provided CPD on CP and Safeguarding in term 1 2016 to ensure good practice develops to outstanding. • Narrow the attendance gap for disadvantaged children 	

Attendance (2015-16)	95%
Attendance Disadvantaged pupils (2014-15)	94%
Attendance of boys	94%
Attendance of girls	95%
Target for Attendance (2016-17)	96%
Number of persistent absentees (2015-16)	10%
Number of fixed term exclusions (2015-16)	0
Number of permanent exclusion (2015-16)	0
Number and type of reported bullying incidents for this period	0
Number of safeguarding incidents for this period	0
Pupil Applications & Admissions	24

Attendance this academic year to date	96%
Attendance Disadvantaged pupils to date	95%
Attendance of boys to date	95.6%
Attendance of girls to date	96.1%
Target for Attendance (2016-17)	96.1%
Number of persistent absentees to date	3%
Number of fixed term exclusions (2015-16)	0
Number of permanent exclusion (2015-16)	0
Number and type of reported bullying incidents for this period	0
Number of safeguarding incidents for this period	0
Pupil Applications & Admissions	9 in 6 out

Comparison of 2016 school outcomes with National outcomes for West Minster Primary School

EYFS/GLD National School versus national data analysis

School	National	Difference
84.4%	69.3%	+15.1

Year 1 phonic tests School versus national data analysis

School	National	Difference
74.6	80.6	-6

Year 2 Phonic retake tests School versus national data analysis

School	National	Difference
91.7	66.7	+25

End of KS 1 outcomes School versus National data analysis

Areas:	School	National	Difference
Reading expected+	79.7	74	+5.7
Writing expected +	78	65.5	+12.5
Maths expected +	81.4	72.6	+8.8

School	National	Difference
84.4%	69.3%	+15.1

End of KS2 outcomes School versus national data analysis

Areas:	School	National	Difference
RW and M % Expected Standard +	76.7	53	+23.7
RWM % Higher standard +	5	5	In line
Reading % Expected standard +	86.7	66	+20.7
Writing % Expected standard +	80	74	+6
GPS % Expected standard +	88.3	72	+16.3
Maths % Expected standard +	90	70	+20

West Minster progress measures for 2016:

Commentary:

- School is in the top 10% for schools progress measure for all children
- School is in the top 10% for schools progress measure for disadvantaged children
- Positive gap between disadvantaged and national for all areas
- No in school gap between all children and disadvantaged for Reading
- Minimal in school gap between disadvantaged and all children for writing
- Positive in school gap between disadvantaged and all children for maths
- All areas are well above the floor targets

Judgement:

- Progress in 2016 can be judged as outstanding for key Stage 2 outcomes because we are in the top 10% of all schools nationally for all areas measured.

Evidence source for this analysis:

- Raise on Line (unvalidated data) October 2016

West Minster data on entry headlines 2016

Data on entry to the school (More detailed information in EYFS SEF)

The current Reception cohort data:

- **52% of current cohort in reception had significant/severe language difficulties (SEE WELL COMM Language screening tool)**
- **68% of the current cohort in Reception are in the moderate to low level band for SAL (SEE WELL COMM language screening tool)**

Data on entry to Reception (More detailed information in the EYFS SEF)

These children entering Reception have started to catch up after being in our Nursery but are still behind national;

- **56% at Achieving and exceeding levels for number**
- **52% at achieving and exceeding levels for Reading**
- **66% at achieving and exceeding levels for writing**
- **64% at achieving and exceeding levels for speaking**

Data for the last 3 years for GLD ie as the children leave Reception:

- **2014-83.3% ALL 77.8% FSM 60% (national)**
- **2015-69.5% ALL 56.7%FSM 66.2%(national)**
- **2016-81.4% ALL 70.4% FSM 69.3% (national)**

Conclusion:

1. Despite children entering our school with severe speech and language difficulties they make excellent progress in our EYFS and are consistently achieving above national good level of development at the end. Our EYFS SEF documents this in more detail as they are doing especially well in the language areas of the GLD measures.
2. Despite a slight blip in phonics scores at year 1 last year the school has been achieving above national in this area and in 2016 the phonic year 2 re-takes was 91.7%.
3. KS 1 scores are on an improving trend and last year all areas were above national for age related expected measures. (see data analysis for this year group which tracks their attainment and progress from Reception in 2014 through to year 2 in 2016)
4. KS 2 outcomes are also improving and were all above national in 2016 for expected and more than expected age related and for progress measures and scaled scores.

NB: Children continue in the main to make good progress and attainment as they move through the school.

Personal Development, Behaviour & Welfare	Current grade	2
	Last inspection grade	3

Key Stage 2 Attainment Trend and Predictions

Reading	2013	2014	2015	AWL Attainment	2016 Results
4+	74	87.7	74	Expected standard+	(86.7) actual
5+	28	45.6	24	High Score	(6.7) actual
Writing					
4+	70	73.7	81	Expected Standard+	(80) actual
5+	17	14	19	High Score	(6.7) actual
Maths					
4+	80	94.7	74	Expected Standard+	(90) actual
5+	37	47.4	29	High Score	(15) actual
RW and M combined					
4+	61	74	64	Expected Standard+	(76.7) actual
5+	15	8.8	14	High Score	(5) actual
SPAG					
4+	65	84	84.5	Expected Standard+	(88.3) actual
5+	48	54	51.7	High Score	(31.7) actual
EXPECTED LEVELS OF PROGRESS		<u>2014</u>	<u>2015</u>		<u>2016</u>
Reading		94	78.6	Read ASS	104.6
Writing		91	94.6	GPS ASS	106.4
Maths		94	83.9	Maths ASS	105.7
MORE THAN EXPECTED PROGRESS					
Reading		44.4	17.9		
Writing		24.1	25		
Maths		57.4	19.6		

End of KS 1

<u>Levels</u>	<u>Reading 2013</u>	<u>Reading 2014</u>	<u>Reading 2015</u>	<u>Levels 2016</u>	<u>Reading</u>
2B+	71.7	72.4	78	Expected+	79.9
3+	8.3	5.2	20.3	Greater Depth	20.3

<u>Levels</u>	<u>Maths 2013</u>	<u>Maths 2014</u>	<u>Maths 2015</u>	<u>Levels 2016</u>	<u>Maths</u>
2B+	68.3	72.4	71.2	Expected+	81.4
3+	10	0	16.9	Greater Depth	8.5

<u>Levels</u>	<u>Writing 2013</u>	<u>Writing 2014</u>	<u>Writing 2015</u>	<u>Levels 2016</u>	<u>Writing</u>
2B+	46.7	62.1	69.5	Expected+	78
3+	0	3.5	11.9	Greater Depth	11.9

Phonics Screening Test

<u>YEAR</u>	<u>SCHOOL ALL</u>	<u>SCHOOL FSM</u>	<u>NATIONAL ALL</u>	<u>NATIONAL FSM</u>
<u>2013</u>	63.8	48.5	69	NA
<u>2014</u>	80	79.4	74.2	NA
<u>2015</u>	78.3	62.5	76.8	NA
<u>2016</u>	75	64.3	80.6	NA

EYFS GOOD LEVEL OF DEVELOPMENT

<u>YEAR</u>	<u>SCHOOL</u>	<u>NATIONAL</u>
2013	82	52
2014	83.3	60.4
2015	69.5	66.2
2016	80	69.3