



Bromesberrow St Mary's Church of England Primary School

Self Evaluation Year 2017-18

Our Vision: Reaching for the Stars

Bromesberrow St Mary's Church of England Primary School is committed to deliver the highest standards in teaching and learning, in a distinctly Christian environment, in the pursuit of '*Developing Potential without Limitations*'. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world. Nurturing the personal needs alongside the academic ensures that our children continue to progress well at Bromesberrow. Christian Values and strong community links are embedded throughout our school, creating a friendly and happy environment, with an open and engaging approach.

Spirituality Statement: Our school promotes Christian fellowship and a caring and compassionate community, where pupils are able to reflect upon a world filled with awe and wonder.

'Life is not measured by the number of breaths we take, but by the moments that take our breath away'.

Values

We have 6 core values, which we see as our learning behaviours to enable children to 'reach for the stars' and achieve their best. These are

Respect

Perseverance

Motivation

Kindness

Cooperation

Pride



Ofsted January 2018 Outcomes

Recent Ofsted Section 8 Inspection showed that school was **still GOOD**, but that there were key focuses for the school to maintain this:

- * To improve teaching in the early years so that more children achieve expected and higher standards at the end of the early years foundation stage
- * To improve phonics teaching, so that pupils consistently reach the standards expected of them in reading, particularly at the end of Year 1
- * Teachers to develop assessment, so that learning provides sufficient challenge for all pupils and they routinely achieve the highest standards they are capable of
- * To continue to address the issues that limit the attendance of pupils who are frequently absent.

Overall Effectiveness

The overall effectiveness of Bromesberrow St. Mary's school continues to be Good. The school employs a proactive approach to self improvement and is open to scrutiny and reflection. This has led to and continues to lead to strong improvement. We are proud of what our school offers both pastorally and academically for our children.



Leadership and Management- GOOD

We are a GOOD school because...

- Leadership and Management is Good and improving further under the new coheadship structure.
- Coheads work together to ensure a stronger leadership structure in a small school, where there is better triangulation of roles and responsibilities, with increased professional dialogue and debate to facilitate improvement.
- Governors are keen learners when it comes to the school. They are further developing to become more challenging, developing their knowledge of the school through focused visits and increased accountability at governor's meetings. The school has commissioned a Governor Review to support governors (many of them new to position) to improve further and develop upon their role and expertise.
- Leadership is proactive in identifying weaknesses and is committed to self improvement. The commissioned safeguarding and LA reviews were invaluable in supporting the school to continue to improve, strengthening already Good practice through being investigative and open to scrutiny and support. This we believe shows a real strength in our leadership, that we are bold and prepared to affect change when faced with challenges. This approach has ensured that our outcomes have improved and any challenges are swiftly addressed.
- Safeguarding is very strong, with children's welfare being of the highest priority. The commissioned Safeguarding audit was useful in supporting us to ensure that we were being robust and completely in line with expectations, in regards to policy and procedure.
- Effective strategic planning and the use of a more focused and time specific RAP has been useful in focusing leadership to ensure that improvements are specific and time driven. Moving forward we will look to introduce a RAG rated system to enhance this and enable a more systematic approach to target setting and review.
- Regular monitoring and observation, involving Coheads, SIP, LA and governors has been particularly thorough and has ensured that progress of children is at the forefront of teaching and learning in lessons. Outcomes are strong, showing the quality of teaching and learning is Good.

Moving Forward

In order to be outstanding...

- Continue to embed the new coheadship leadership structure.



- Governor Review to focus in on governor roles and responsibilities to enable new governors to become further effective in their position (particularly in regards to challenge).
- To conduct a PP Review as part of our proactive improvement approach to enable us to identify strengths and weaknesses in what we do and ensure that our most vulnerable children are continuing to achieve their potential. Data at present is Good, but we would value input to improve this further.
- Introduce a new RAP template, which is RAG rated to ensure that we continue to be accountable and time specific in our school improvement.

Effectiveness of Early Years

Early Years is GOOD because...

Leadership and Management

Leadership is Good in the Early Years, with the Governors, Co-Headteachers and Early Year's Leader working together to ensure teaching, learning and provision is good for all children, which in turn has led to strong outcomes. Leadership has had a strong impact on the quality of staff in the Early Years, where the Early Years Lead has worked hard to train and upskill new staff to ensure that they are effective. This has had a significant effect on the quality of interaction and observation, as well as on the daily phonics teaching (which has improved in differentiation).

The school commissioned a Local Authority Review to support leadership to identify next steps for the school during a time of change. This has enabled the school to swiftly identify areas for improvement within the setting. This has been a positive process, which shows the strength of our leadership team; we are open to new ideas and are committed to continued self-improvement to ensure that our children get the best possible education at Bromesberrow. The Early Years team engaged positively in the review process and learnt from this to fine tune practice through new training and ideas-this was a real team effort and testament to the school's commitment to adapt and change where needed. An impact of the review was that school were able to further improve differentiation after a time of change in class structure to enable the provision and environment to work more efficiently and effectively. Our recent Ofsted section 8 inspection supported all the work the school was doing and we have been able to facilitate strong improvements to further improve opportunities for children. We are proud of our open and collaborative approach to reflective practice.



Governors have a Good understanding of the expectations of the EYFS. They have visited the setting to learn about the environment so that they are able to better understand the picture behind the data. They have had key lines of enquiry, which have enabled them to ask questions and feedback back to governors what they have learned. Professional dialogue with Early Years staff had been very strong and has enabled them to learn and engage in what we offer as a setting. The school have commissioned a Governance Review to further support governors to ensure that they are as informed as they can be on governor expectations and what they can do to further support the school. The aim of the review is to evaluate our governor's strengths and areas for improvements, again to ensure that the best possible learning experience is provided for our children.

Children are exceptionally well safeguarded in Early Years in line with the rest of the school. The school had an external LA Safeguarding audit in October 2017 and is reflective and proactive in keeping up to date with expectations. The class teacher is deputy DSL. Target for next year would be for the two DSL's to have opportunity to communicate training more effectively and be more collaborative and cohesive in their roles. Staff are all aware of their role in safeguarding children and supporting their wellbeing, this has ensured that we are robust in our practice and that all staff are vigilant in their approach. Children have weekly 'Zippy's Friends' sessions to develop their resilience and ability to keep themselves safe and well. The premises are secure and there are robust procedures in place for staff recruitment and the collection of children. Risk assessments and thorough, systematic and regularly reviewed. All staff are aware of their role in this on a daily level.

The Curriculum in the Early Years is excellent, something of which we are particularly proud. The environment and continuous provision has been rated as outstanding by the Local Early Years team, who see the setting as a place of outstanding practice to be celebrated amongst other settings. Children have access to an array of opportunities, which are carefully planned to facilitate and spark curiosity to play, explore, investigate and learn. Staff carefully plan these opportunities and experiences around the children's interests, keeping the learning motivational and fun. Both the indoors and outdoors environments are rich with learning and children's independence and ability to learn off their own initiative is nurtured strongly. The quality of interactions and staff's careful questioning compliments this exceptionally, so that children are encouraged to extend and challenge themselves in their learning experiences. Learning is captured in our 'Big Book', which shares the collective learning journey of the children and the progress involved in this.

In recent times the school incorporated a preschool provision into Class One, so we now operate a Preschool, Reception, Year One class). This has enabled us to raise the 'on entry' to Reception starting points; there has been a significant change in this from previous years when preschool was



separate from the school and starting points were historically low. This year (end of Summer 2018), 5/6 (83 %) children in preschool are entering school at age related expectations, ready for the Reception year.

Parents are actively involved in their child's learning journey, through initial home visits, stay and play settler sessions, parents evenings, achievement and celebration assemblies, church services, Tapestry online learning journeys, visits to the school and informal dialogue with the teachers. We see learning as very much a two way process and value all those experiences from home and the support which parents can offer to extend/consolidate learning.

Children enjoy their learning. They are happy and motivated. Feedback from parent questionnaires reflects this, as does the children's general disposition and attitude. They are happy to take risks and experiment with learning. This resilience is something we have worked hard on as a school.

Teaching and Learning

Teaching in the Early Years is Good, with staff having a collaborative and supportive approach to team teach and share in the learning of the mixed age range class. This has meant that children have achieved well in the setting and continue to do so. This is to be further improved to focus on challenge in the EY's to ensure that those children who are able are given opportunity to exceed in a variety of different contexts (e.g. adult and child led).

Staff are using Tapestry to record observations, which parents can access, comment and contribute their own observations to support their child's learning journey. This has enabled staff to build up a strong picture of where children are at in their learning/stage of development. Training to be scheduled to build on staff's knowledge of quality interactions and how these contribute to the development picture.

Observation and monitoring shows that teaching and learning standards are Good. Work scrutiny shows that children are being challenged. In particular the improvement in standards in writing are something to be proud of, considering a low starting point in this at the beginning of the Reception year, as seen in our outcomes (50% of children on track in Writing on entry to Reception and 6/7 (86%) achieved ELG at the end of the year). Although writing outcomes are GOOD, this was still one of our areas for development and this will need to be a focus based on preschool



data picture. Target will be to engage reluctant writers (improving confidence, vocabulary, storytelling, motivating through the play based environment and provision and enhancing fine motor skill opportunities).

Staff have had training on helicopter stories and communication friendly spaces to build on the school's work to improve the speech and language outcomes of our children. We will look to embed these 2017-18 to have an impact on vocabulary, confidence and writing.

Phonics teaching has been particularly strong with excellent progress being made from lower starting point, showing the gap has narrowed significantly. This will continue to be a focus to ensure that staff are able to differentiate phonics teaching effectively to sustain this level of progress, and also to broaden this to improve reading overall (comprehension).

Speaking and listening, although good at the end of 2018, is something we are going to focus on for the coming year group (based on preschool indicators). Reintroduce Talkboost and assessment system.

Parents are very involved in their children's learning and contribute through supporting reading at home, as well as providing additional resources (through visits, suggestions and material donations). Tapestry observations and engagement show that parents are interested and excited about their children's learning journey. They are keen to make comments and support the building of a picture of their child's developmental journey.

Child voice is very positive; children feel motivated and listened to. They are happy to share their learning and are proud of what they do. Children and school would like to see 'Reaching for the Stars' embedded and used more usefully across the school in children's learning. This is something we will refocus on next year.

New Insight tracker introduced (Summer 2018). Training to be given so that staff can use this more diagnostically. Moderation meetings to be based around this.

Reception on entry is strong, as shown by baseline, however the term 'school ready' needs to be defined and staff all confident that this is what we are aiming for at the end of preschool year.



Personal Development, Behaviour and Welfare

Children are overwhelmingly positive about school. They are happy to share learning and are collaborative and supportive in play and more formal learning. Observation and monitoring supports this, where many children are confident to share what they are working on and explain what they are doing, showing an in depth understanding of the learning process. This is excellent and something of which we will be focusing on to ensure a good level of challenge is available for all children.

Our anti bullying policy is effective and works on a restorative justice approach and in line with our school values. Children understand the values and these are seen as implied *learning behaviours* of which children know if they adopt they will succeed. Our renewed focus on 'reaching for the stars' as something to aspire to, will support this and make the concept of aspiration more tangible and attainable for children.

Behaviour logs show that incidents of unacceptable behaviour are very low. Children are clear in the expectations at Bromesberrow and are keen to learn. It has been noted by parents (of new joiners) the effect on their child's behaviour after joining, showing a remarked improvement and increase in happiness and wellbeing. This is a real strength at Bromesberrow. During our recent Ofsted inspection behaviour was recognised as being strong.

The Early Year's Curriculum is strong and provides a wealth of activities which support children to learn how to manage risk and take care of themselves. Zippy's Friends supports children's personal, social and emotional wellbeing and children use what they have learned during these sessions in, around and out of school (as reported back by other staff members and parents). Visits and visitors are planned carefully to support learning to stay safe e.g. road and internet safety, and DT and Science health and safety.

Our safeguarding policy sets out the procedures for staff on how to support children to stay safe and staff use resources from the local authority to educate children in staying safe through the curriculum.

A thorough overall risk assessment for the setting is in place and is checked annually by governors. The setting risk assesses on a daily basis and is vigilant and mindful of new risks, managing these as they present themselves. The Early Year's Lead has undertaken training for external visits risk assessments, which supports her in her role.



Pupil Outcomes 2018:

6/7 (86%) children **achieved the GLD** compared to the national of 70.7% (2016-17). 2017-18 yet to be released. This shows a strong overall improvement (although the school is ever mindful of the impact of small cohorts and statistics). **1 child (14%)** was **exceeding** in **reading, writing and numbers** and **2 children (29%)** were **exceeding in the physical development strands**. On entry to Reception only 38% were on track in Reading and 50% in Writing, **Maths** showing a significant improvement and narrowing of the gap by the end of the year (86% in Reading and Writing)

The gender gap: 4/5 (80%) boys and 2/2 (100%) of girls achieved the GLD. This would leave a **gender gap of 20%** (higher than last year's national average of 13.7), however this is not statistically useful or significant with the cohort, especially when comparing that **80% of boys achieved the GLD**, compared to the **national of 64%** of 2016-17.

There are no **Disadvantaged** children in this cohort.

1/7 SEND achieved the GLD, reaching all (100%) of ELGs.

Subject break down compared to national:

School	National (based on 16-17)
Listening and Attention: 7/7 (100%) Understanding: 7/7 (100%) Speaking: 7/7 (100%)	Listening and Attention: 86% Understanding: 86% Speaking: 85%
Moving and Handling: 7/7 (100%) Health and self-care: 7/7 (100%)	Moving and Handling: 89% Health and self-care: 92%
Self confidence and self awareness: 7/7 (100%) Managing feelings and behaviour: 7/7 (100%) Making relationships: 7/7 (100%)	Self confidence and self awareness: 88% Managing feelings and behaviour: 87% Making relationships: 89%
Reading: 6/7 (86%)	Reading: 76%



Writing: 6/7 (86%)	Writing: 73%
Numbers: 7/7 (100%)	Numbers: 78%
Shape, space and measures: 7/7 (100%)	Shape, space and measures: 82%
People and communities: 7/7 (100%)	People and communities: 85%
The world: 7/7 (100%)	The world: 85%
Technology: 7/7 (100%)	Technology: 93%
Exploring and using media and materials: 7/7 (100%)	Exploring and using media and materials: 88%
Being imaginative: 7/7 (100%)	Being imaginative: 88%

Preschool Outcomes:

2017 on entry to Reception: Children entered reception 75% + in line with expectation for most subjects. Reading was lower being 38% and Writing 50% (based on 8 pupils). This shows an improving picture for the school and the impact of extending our registration to take children from preschool.

Current preschool (Reception 2018 start)

5/6 (83%) children to enter Reception 'school ready'.

Disadvantaged (1 child): 40-60 developing across all areas of learning in line with expectations.

Moving Forward:

In order to be outstanding...

- To maintain and build upon the strong GLD Outcomes.
- To ensure challenge is being provided for those more able children to achieve a greater proportion of children working at the exceeding standard.
- To further improve the quality of the preschool provision to ensure that an increasing proportion of children are entering reception 'school ready'
- To support the Early Years teacher/Lead to develop her understanding of data and how this can be used diagnostically within the classroom to support individuals, groups and cohorts to move forwards in their learning.



Teaching and Learning- GOOD

We are a GOOD School because...

- Observation and Monitoring shows that teaching and learning are strong, and that pupils are making good progress in lessons, which has led to good outcomes. To build upon this we will be focusing on learning and presentation of books.
- Pupil voice shows that children are positive about their learning, feel well supported and are becoming more independent in their thinking (using the 3B4Me approach)
- Appraisal throughout the year ensured that all staff were accountable for children's achievement and targets set were ambitious and reviewed regularly. This is something we will continue to build upon.
- Teachers are proactive in identifying their own strengths and weaknesses and have worked hard to improve where needed. Observing phonics being taught in different schools has helped to improve the teaching organisation and differentiation of phonics. Outcomes show the impact of this.
- Teacher-child relationships are excellent, with recent feedback from parent questionnaires praising their child's relationship with the class teacher.
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Moving Forwards:

In order to be outstanding...



- Develop staff's understanding of the different groups within their class, so that they have a strong awareness of the learning needs of vulnerable groups to ensure that all children continue to make good progress, and if they are making good progress to challenge children to make even better progress.
- Improve staff's understanding and ability to identify and support those more able children to work at greater depth within the curriculum.
- Embed new Insight tracking system and develop staff's ability to use assessment diagnostically to enable the children in their class to make the best progress.
- Increase 'challenge' within the classroom, with more evidence of challenge being seen in books.

Personal Development, Behaviour and Welfare

Spiritual, Moral, Social and Cultural Development

- Spiritual, moral, social and cultural development is very strong, with our strong Christian foundation and values contributing greatly to this.
- Please see SIAMS SEF and SMSC/British Values evidence file to see the impact of this.

SIAMS Inspection March 2017 rated our school as good with outstanding features

Keeping Healthy and Safe

- We have a strong PSHE approach (coordinated by the Head/ Vulnerable Lead) across the school and supplement this with visits and visitors (e.g. Fit for Life visit, In to the Net Production visit and visit to SkillsZone). Our children know how to stay safe in a variety of contexts e.g. online and 'out and about'.
- We have a updated Early Offer of Help for our families and regularly signpost them to services, and support them to access. This covers both Gloucestershire and Herefordshire.
- We have specific staff trained to lead CAFS and support our vulnerable families and children.



- Individualised and group programmes are used in school e.g. mindfulness (EP) Zippy's and Apple's Friends and Pink Curriculum to support those children needing something extra.
- All staff have been trained this year to deliver a daily 10 minute programme of yoga to all children in school. This has helped anxiety and anger management issues that some of the children had been experiencing.
- The whole school takes responsibility for 'listening' to children. We are all prepared and able to offer that 'listening ear', and all staff know our School Early Offer and how to link into the LA Early Offer of Help to locate services and resources.
- We have quality physical development and DT (cookery sessions), which educate children on how to stay fit and healthy (in terms of nutrition). We have secured funding to add mobile cookery units into the classrooms to further enhance this provision.
- All children are nurtured and we follow a "green for growth" strategy where children are encouraged to try and to learn that failure is necessary to learning, in a positive and supportive environment.

Behaviour

- Behaviour is outstanding in and out of school. This is regularly commented upon by visitors, parents, external providers and members of the community.
- Children look to our school values and Christian ethos in terms of what is expected of them. Parent feedback and questionnaires evidence this.
- This was commented on by SIAMS in our inspection March 2017. Peter Gardner, Bishops Visitor also commented in his report on the outstanding behaviour of the children both in Collective Worship and in classrooms and playground.
- Child Voice shows that children are extremely positive about school behaviour and that cases of bullying would be extremely rare, and that they felt confident that these would always be dealt with.
- Results from the pupil Online Questionnaire conducted by GHLL, will hopefully again show that our children in terms of wellbeing are significantly above the average school.
- Parents comment on parent questionnaire that behaviour is good and that any issues are dealt with quickly and effectively.



Attendance and Punctuality

- The school has focussed on attendance this academic year. By Easter we were on target to reach our 96% target, however due to holidays and illness this figure slipped back to 94.3% by the end of the year.
- Our Travelling families have had very poor attendance this year with 2 child being absent for 2 terms and another 2 children travelling for 4 weeks. The other travelling children have had a significant amount of illness.
- In addition to that we have had a flu/cough outbreak in January and February with many children off ill.
- We were originally sitting with an overall attendance of 88% at the end of 2013. Significant work has been undertaken to work with specific families and to raise aspirations and awareness of the importance of good attendance.
- We will continue to target attendance in this year's SDP and will put a number of strategies in place to improve it.
- The children have had a termly attendance competition which they have enjoyed.
- Attendance has been reported to parents each week both on the newsletter and on the school website.
- All parents of children whose attendance has dipped below 90% have been written to and most attended a meeting with HT to discuss attendance.

Moving Forwards:

In order to be Outstanding...

- Develop staff's understanding of their role in supporting the wellbeing of children through the curriculum but also through different approaches, as available through GHLL
- Further build upon and develop children's resilience and independence in learning by using 3B4ME and 'growth mindset' philosophy
- Embed Yoga as part of classroom and school approach to supporting healthy bodies and minds, and in turn readiness to learn.
- To introduce the new PSHE scheme of work across the school to ensure children are having a consistent, progressive approach to learning about themselves and others, which builds upon prior learning.



Pupil Outcomes 2018:

Outcomes for Children and Learners **Review 2017-2018 – GOOD**

2015-16:

- 8/9 (89%) of children were working at the expected standard across all subjects.
- 100% of children were working at the expected standard in GAPS. This was significantly higher than the national average of 57%, showing outstanding attainment.
- In Reading and GAPS, 4/9 (44%) were working at a higher level, with 3/9 (33%) working at a higher level in Writing and Maths. All children made good progress from KS1-2, with Reading scored at 5.8, Writing at 3.6 and Maths at 4.6. The cohort had 1/9 (11%) SEN, no PP or GRT.

2016-2017:

- 6/10 (60%) of children working at the expected standard or above across all subjects.
- In Reading 6/10 (60%) achieved national standard with 5/10 (50%) achieving above national expectation.
- In Writing 6/10 (60%) achieved national standard with 1/10 (10%) achieving above national expectation.
- In Maths 8/10 (80%) achieved national standard with 1/10 (10%) achieving above national expectation.
- 100% of the children made good/outstanding progress with 6/10 outstanding in reading, 1/10 outstanding in writing and 5/10 outstanding progress in maths. This cohort had 4/10 (40%) SEND and 3/10 (30% PP)

2017-2018:



- 7/10 (70%) of children working at the expected standards or above across all subjects.
- In Reading 7/10 (70%) achieved national standard with 6/10 (60%) achieving above national expectation (75%).
- In Writing 7/10 (70%) achieved national standard with 1/10 (10%) achieving above national expectation (78%).
- In Maths 8/10 (80%) achieved national standard with 1/10 (10%) achieving above national expectation (76%).
- 7/10 (70%) of the children made good/outstanding progress in reading, in Writing 8/10 (80%) and in Maths 9/10 (90%)
- Based on previous national figures: 7/10 (70%) made outstanding progress in reading, 3/10 (30%) made outstanding progress in writing and 7/10 (70%) made outstanding progress in maths. This cohort had 3/10 (30%) SEND
- Average Scaled Score:

Reading: Schl:105.4 Nat: 105	Writing: Schl: 104 Nat: NA	Maths: Schl: 106 Nat: 104
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- Average Progress scores are:

Reading: 5.21	Writing: 1.55	Maths: 4.92
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End of KS1

2015-16:

- 4/6 (67%) were working at the expected standard across all 3 subjects, with 1 child (17%) working above in reading and maths.
- All children have made good progress from Early Years, where only 20% achieved the GLD. This cohort had 2 children with SEN, 1 PP and 2 GRT.

**2016-2017:**

- 76% of the children were working at the expected standard.
- In reading 5/7 (85%) were at expected standard with 1/7 (14%) working above.
- In writing 4/7 (57%) were working at expected standard.
- In maths 5/7 (85%) were working at expected standard with 1/7 (14%) working above. 1 child is SEND.
- 100% of cohort have made good or outstanding progress.

2017-2018:

- 8/11 children (73%) of the children were working at the expected standard.
- In Reading 9/11 (82%) are at expected standard with 3/11 children (27%) at Greater Depth
- In Writing 8/11 (73%) are at expected standard with 1/11 children (9%) at Greater Depth
- In Maths 8/11 (73%) are at expected standard with 1/11 children (9%) at Greater Depth
- 55% were working at Emerging in the RWM ELG's, which shows significant progress to attain 73% at end of KS1

EYFS**2015-16:**

- 5/10 (50%) achieved the GLD, with 1 child (10%) exceeding.
- On entry only 2 (20%) children were working at the expected level developmentally and all children have made good-outstanding progress from their starting points.
- This cohort had 3 children (30%) SEN, including 1 fulltime EHC, no PP and 3 GRT.

**2016-2017:**

- 4/7 (57%) achieved the ELG in Reading. 2/7 (27%) achieved the ELG in writing and 5/7 (72%) achieved the ELG in Maths. Overall we had a GLD of 0%, however this cohort were limited by PSED and other vulnerabilities (SALT and new joiner)
- This cohort now: 5/7 (71%) on track RWM at the end of Y1 and phonics screening 100% achieved the pass mark. Significant, rapid progress.

2017-2018

- 6/7 (86%) of children achieved GLD
- 1/7 (14%) of children was Exceeding in Reading, Writing and Numbers
- 2/7 (29%) of children were Exceeding in Physical Development
- On entry 75% were in line with expectation for most subjects, showing the impact of our preschool provision. Reading was 38% and Writing 50%. Significant narrowing of the gap.
- 1 SEN, 1 PP.

Phonics**2015-16:**

- 5/6 (83%) children reached the expected standard, which was above the national average of 57%.

2016-2017:

- 6/13 (46%) reached the expected standard. 3 were disapplied and 1 very narrowly missed the pass mark. 1 child is on an EHCP.
9/11 (82%) reached the expected standard by the end of Y2.



2017-2018:

- 7/7 (100%) reached the expected standard.

Vulnerable Groups 2017-18

More Able:

7 pupils

1 PP

In Reading, 5/7 are at GD, in Writing, 3/7 are GD and in Maths 4/7

SEND:

- **Y6:** 3/10 pupils.
- **Attainment:** 1/10 pupils working at Expected in Maths.
Progress: Progress in reading and writing was not as strong as maths and these are target areas for SEND pupils now.
- **Y2:** 4/10 pupils In Reading and Maths 2/4 (50%) of SEN pupils were working at expected standards. In Writing ¼ (25%) were working at expected.

Pupil Premium:

8 pupils

7/8 children (88%) working at expected in RWM

2/8 children (25%) working at GD in Maths



RE Outcomes 2017-18

The standards in RE are consistently in line with the Outcomes for other core subjects.

Attainment-Whole School (Y1-6)

Year Group	Working within the level expected
Y1 (7 children)	6/17 (%)
Y2 (11 children)	9/11 (%)
Y3 (7 children)	7/7 (100%)
Y4 (7 children)	6/7 (85%)
Y5 (8 children)	6/8 (%)
Y6 (10 children)	9/10 (90%)

Progress

Year Group	Working within the level expected
Y1 (7 children)	7/7 (100%)
Y2 (11 children)	9/11 (%)
Y3 (7 children)	7/7 (100%)
Y4 (7 children)	7/7 (100%)
Y5 (8 children)	7/8 (%)
Y6 (10 children)	9/10 (90%)



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