

Standards 2014 -2015 and 2015 -2016

Given fluctuating cohort sizes and the demands of the Interim Framework trends in attainment vary. All children make expected progress from their starting points.

2015 - 2016 Nursery. The overall profile of attainment is average. Children enter Nursery with a range experiences and skills. Those children who attend our nursery setting are generally equipped with the necessary skills to meet the challenges of the EYFS curriculum. (Teacher tracking file)

2015 - 2016 EYFS. There were 10 pupils in Reception. The cohort had a wide of abilities (see Nursery tracking). 5 pupils found early reading and writing very challenging, this group repeated phase 2 of Letter and Sounds twice. By the end of the year when assessed, 50% of the cohort reached a GLD in 2016 based on Literacy and maths. The cohort are very able in other areas of the EYFS curriculum such as Understanding the World.

Year 1 Phonics Screening. 8 out of 10 Year 1 pupils passed the Phonics Screening test; One of the pupils who did not pass has EAL.

KS1. In 2015 attainment is above last year's floor target

Reading - 100% (12 pupils) achieved level 2 or above.

50% (6 pupils) achieved level 3

Writing - 100% (12 pupils) achieved level 2 or above.

42% (5 pupils) achieved level 3

Maths - 100% (12 pupils) achieved level 2 or above.

25% (3 pupils) achieved level 3

KS1. In 2016 8 pupils in the cohort

Reading - 25% (8 pupils) EXS

63% (5 pupils) GDS

Writing - 0% (8 pupils) are deemed to be working towards the standard

Maths - 25% (2 pupils) WTS

75% (6 pupils) EXS

63% (5 pupils) GDS

Under a 'best fit' model used in previous years, 7 of the 8 KS1 pupils would be at the Expected Standard or above.

KS2. In 2015 attainment is slightly below last year's floor target. There were 6 pupils in Year 6, one child has a full time EHCP for SLD (Downs Syndrome) and was working below level 3. P Levels demonstrate better than expected progress for this child. One other child is on the SEN register at SA and received One to One tuition in addition to her IEP targets.

Of the 5 pupils that completed the SATS the results are

Reading - 100% (5 pupils) achieved level 4 or above. (83% of total cohort inc SEND)

60% (3 pupils) achieved level 5 (50% of total cohort inc SEND)

SPaG - 100% (5 pupils) achieved level 4 (83% of total cohort inc SEND)

60% (3 pupils) achieved level 5 (50% of total cohort inc SEND)

Writing - 80% (4 pupils) achieved level 2 or above. (66% of total cohort inc SEND)

0% (0 pupils) achieved level 5

Maths - 100% (5 pupils) achieved level 4 or above. (83% of total cohort inc SEND)
60% (3 pupils) achieved level 5 (50% of total cohort inc SEND)
20% (1 pupils) achieved level 6 (16% of total cohort inc SEND)

KS2. In 2015 attainment is above national expectations for Reading, but below for SPaG, and Maths and Writing.

KS2. In 2016 attainment is above the floor target. There were 13 pupils in this cohort, one child has an EHCP and complex medical needs, 4 pupils were at SA and 2 pupils were subject to TAFs. In order to meet their individual emotional and educational needs, we devised a small group bespoke programme delivered by a HLTA which mirrored the Year 6 plans in a more appropriate learning environment. (As highlighted as an action point in last years' SEF)

Reading - 92% (11 pupils) AS (85% of total cohort inc SEND)
SPaG - 83% (10 pupils) AS (77% of total cohort inc SEND)
Writing - 83% (10 pupils) AS (77% of total cohort inc SEND)
15% (2 pupils) GDS
Maths - 92% (11 pupils) AS (85% of total cohort inc SEND)

Had this Interim Framework allowed for GDS in maths, SPaG and reading, at least 5 pupils would have achieved this standard in one or more subject.

Children entitled PP (currently 3 pupils) are expected to reach and exceed National Expectations by the end of each Key Stage.

Attainment in Foundation subjects is secure overall, with strengths in geography, history and art. (3 year curriculum plan, individual research projects children's work and displays).

Actions.

Continue with the rigorous analysis of pupil progress/teacher tracking and the resulting rapid intervention programmes.

Invest in a quality scheme of work or teacher resource for spelling and grammar.

Review and develop an overview of progression of teaching and learning in spelling and grammar.

Consider specific and discrete punctuation and grammar lessons in addition to the phonics and spelling sessions already in place.

Progress and Achievement

Most children make good progress and some make outstanding progress.

As a result of a variety of experiences across the curriculum children read well, develop and apply a wide range of skills and are prepared for the next stage of their education. Children with SEN are well supported and as a result make good progress. (Special Advisory Teaching Service).

KS1. In 2016 the proportion achieving and exceeding expected progress were above in Reading and Maths.

KS2. In 2016 the proportion achieving and exceeding expected progress were above in Reading, writing, SPAG and maths.

Children's achievement has been strong in presentation styles (topic books, posters, individual handmade books, projects), performance skills, (singing and regular productions), PSHE (Kind School Award, Fair Trade Status, Healthy Schools Award, Rota Kids, IT skills, Thinking and Skills days, Top Trumps (national champion this year!), swimming competitions, football tournaments, Cumberland show entries and fundraising for the wider community). Children are confident and independent learners.