

Outcomes 2018

Key Stage 2

The school's Year 6 SAT results for Reading, Maths and GPS were significantly above the national average and are a significant increase from 2017. Writing results were slightly above the national average. All Pupil Premium children attained ARE in Reading, Maths and GPS; three PP children attained GD in GPS and two children attained GD in Maths.

Key Stage 1

At Key Stage 1, children who attained age-related expectations in Reading, Writing and Maths was broadly in line with the national average, including Reading/Writing/Maths combined.

Phonics

We achieved our target of 82% for the Year 1 Phonics Check.

EYFS

The school was in line with the national average for a Good Level of Development at EYFS, including average point score.

Teaching, Learning and Assessment 2017 – 2018

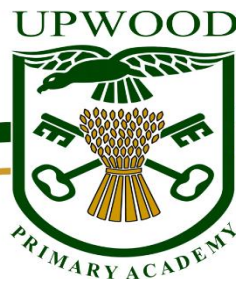
- Teaching, learning and assessment is judged to be 'Good'.
- 'Lesson Study' for Writing and Maths was used as a vehicle to monitor the quality of teaching, learning and assessment. Lesson Study focused on scrutiny of teachers' planning and children's work, formal lesson observations and pupil voice interviews, to improve the quality of Wave 1 teaching. A Writing book scrutiny took place with a County adviser.
- Elements of 'good and better' teaching were observed during lesson observations and 'drop-ins' by subject leaders and the head teacher throughout the year, in particular the use of assessment in planning and level of challenge which was a whole school focus in Appraisal .
- Class teachers attended pupil progress meetings led by the head teacher where pupil attainment in Reading, Writing and Maths was discussed for each child and underachievement challenged.
- Our 'Provision Map' detailed targeted interventions in English, Mathematics and Communication and Behaviour; the SENCo monitored the effectiveness of interventions regularly, with feedback to staff.
- The Music Curriculum has been enriched by peripatetic teachers delivering lessons for piano and guitar.
- Termly Design Technology Weeks have been maintained.



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Personal Development, Behaviour and Welfare 2017 – 2018

- Personal development, behaviour and welfare is judged to be 'Good'.
- Attendance rates were monitored monthly by the school secretary and head teacher; children on the less than 90% register were targeted for intervention. At the end of the academic year, only 10 children remained on the register, which was due to illness in the main.
- A 'British Values Week' was timetabled termly, dedicated to recognising children who demonstrate our British values.
- Termly certificate assemblies, led by the Senior Leadership Team, have taken place.
- The School Council have been active, meeting with the new Catering Manager to design menus.
- A broad range of class trips and two residentials were planned.
- A school Christmas Play (Years 1 – 6) was performed to parents and carers on two evenings in December which included songs, dance, singing and acting. Foundation performed their own play for the first year, raising the bar in terms of expectations.
- A range of after school clubs were delivered, including a Cross Country Club, and Rugby Club for Key Stage 1 and Key Stage 2. Sports teams competed in local competitions, e.g. we participated in the county championships for Cross Country.
- The Health and Safety Committee met termly and monitored suspected incidents of bullying and pupil welfare in general, implementing strategies where necessary.

Leadership and Management 2017 – 2018

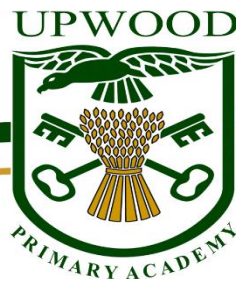
- Leadership and management is judged to be 'Good'.
- All stakeholders contributed to the School Improvement Plan (SIP); regular reviews of the action plans demonstrated good progress towards achieving objectives. The Senior Leadership Team attended a full Academy Committee meeting on 6th November 2017 to discuss strategies to raise attainment in English and Maths.
- The Academy Committee have provided support and challenge for the Senior Leadership Team and have monitored the School Improvement Plan through learning walks and school visits. Three learning walks have taken place this year to review standards in English, Maths and Pupil Premium.
- The SEND Governor has had a positive impact in monitoring the implementation of SEND Reforms, through regular meetings with the SENCo and review of documentation.
- Rigorous Appraisal targets were set for teaching staff, taken from the head teacher's targets agreed with an external adviser.
- Continuous professional development training has been provided for relevant staff, including GDPR, fire safety, Espresso and Team Teach, plus the annual child protection refresher.
- Community links maintained: our weekly 'Open the Book' assemblies continue to be led by trained local church members; Ramsey Rotary Club have presented a termly Caring Award (shield); links



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with Manor House (home for the elderly) have been maintained. In addition, some of our Year 5 pupils attended Masterclasses at Kimbolton School, including Maths, English, Science (Physics and Chemistry), History, Coding and Programming and Spanish.

- Premises, building and grounds work: swimming pool maintained for KS1 and KS2 pupils securing good rates of progress in swimming strokes and water skills; quality grounds maintenance contractor.

Early Years 2017 – 2018

- Early Years provision is judged to be 'Good'.
- Impact of monitoring of teaching, learning and assessment has included: stampers for self-assessment and as a tool for marking; use of clip-on Dictaphones; further reinforcement of Maths reasoning; and interactive displays.
- Phonics is taught daily through a kinaesthetic approach which includes resources for the outdoor area. Direct phonics is taught for 20 - 40 minutes daily, sometimes in 10 minute slots. It is our expectation that Phase 1 is taught by October, Phase 2 by December and Phase 3 by April. 73% of cohort attained secure Phase 3 Phonics by July 2018 (22/30 children).
- External agency support: we closely liaise with the school's allocated speech and language therapist and specialist teaching team to address barriers to attainment in Foundation, in particular communication difficulties as this has a direct impact on pupil progress, e.g. PECs training and 1:1 speech therapy training.
- Transition arrangements include: a) close liaison with pre-school (on site) and nurseries in the local area in the Summer Term for their input into the baseline; b) home visits also provide information for the baseline, i.e. 'What independent skills can the child do and what activities do they enjoy?'; c) Year 6 buddies provided at playtimes when children start full-time.
- Safeguarding: e.g. children are expected to complete a safety checklist of the outdoor area during the course of the school year.



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