

2013-14 Achievement Summary

Overall School Judgement: Good

Foundation Stage

Achievement in Nursery is good.

Attainment on entry is low, significantly below chronological expectations (average 2pt assessment in all areas, 82% entered working below development expectations of 36months with 49% still working within some 18-24 months with aspects of 22-36months band)

Progress is good (average 5pt increase in all areas). On exit from Nursery, 51% were working at expected levels (30-50 months with aspects of 40-60 months). However only one child (2%), was exceeding in all areas (40-60)

The achievement of pupils in Reception is good. Attainment is well below national expectations (Woodcroft was 76th out of 83 Barnet settings in attaining GLD (Good Level of Development) but progress was good.

On entry to reception only ½ of pupils are at expected levels. Only 47% working at the expected (2% above) giving a total of **49%** of the cohort working at the expected or above levels.

Progress in Reception is good because.

- On exit, 49% achieved the GLD with 17% (10/59) now exceeding in all GLD area (value added increase of 15% of cohort).
- Average cohort progress for the seven individual areas of learning attained the expected levels and ranged from 2.0 – 2.6 pts.
- Lowest achieving 20% (11 out of 18 pupils identified on entry via RAG review) all failed exceed expected 2pt progress.
- Pupil premium and EAL all exceeded the performance of their counterpart groups.

Key Stage 1

Achievement in KS1 was good

2014 KS1 SATs (Y2) showed good attainment and progress in line with the upward 5 year trend.

- Year 2 'in-year' progress of 4.26 points (reading), 3.59 points (writing) and 4.11 points (maths) is in line with progress expectations of 4 points.
- Reading in Year 1 also showed good attainment and progress above the 4pt expectation.
- Year 1 FSM and EAL both performing better than their counterparts.

However, there were some areas requiring improvement and some significant differences between the achievements of different groups of pupils represented in KS1?

- Phonics Screening Check - only 51% 'passed' Phase 5 and the target was 70%.

- There is an attainment gap in Y2 between EAL and FSM when compared to other pupils
- Year 1 maths - boys did significantly better by than girls and

Key Stage 2

Progress and attainment in KS2 is in need of improvement.

There is inconsistent progress through Years 3 to 5 with accelerated progress in Y6.

The majority of all pupils in Y3 and Y5 demonstrated progress of 3pts However, in Y4 only ½ of pupils achieved 3pts progress.

Year 6 achieved an average of 6pt to 7pt progress from Y5 to Y6.

Further analysis showed that the pupils who failed to achieve 3pts progress were the lower ability groups.

Through KS2 there is an identified gap in attainment between FSM and non FSM pupils. With significant underachievement of FSM pupils who only achieve 2pts progress or less.

Attainment of pupils at the end of Key Stage in 2014 was in need of improvement, but progress in Y6 was good

2014 KS2 outcomes significantly lower than Barnet & National. There was a significant drop in attainment from 2013 to 2014 in all subjects.

KS1 to KS2 progress data was good (Reading 91%, Writing 98%, Maths 88%). The Cohort **exceeded** expected progress (12 pts (2 Levels) KS1 to KS2) in Reading, Writing and Maths.

There were significant differences between the achievements of different groups of pupils represented in Y6?

Girls' attainment outperformed boys. However, boys progress in achieving 2 levels progress (KS1 to KS2) was equivalent or better than girls.

Non FSM out-performed FSM by an average of 3 points (1/2 Level)

What key areas need further development in the EYFS?

- The early identification of the poor progress of individual children in particular prime areas
- The development of boys communication skills
- Strategies to accelerated the progress of the lowest attaining group (25%) of pupils

What key areas need further development in KS1?

- Speaking and listening outcomes require improvement in KS1 as it was 8.6% below Barnet average.
- Strategies to close the attainment gap in KS1 between FSM/EAL and other pupils
- Improvements in Maths outcomes in Year 1, to raise achievement from 1B on average to 1A.
- Improve writing outcomes to bring in line with reading attainment.
- Improve phonics outcomes in Year 1:

What key areas need further development in KS2?

- Improve the impact of differentiation and interventions to ensure the lowest attaining 25% can accelerate their progress.
- Narrowing the gap of attainment between FSM and Non FSM
- Consistency of approach in all classes

Whole School Development Needs

- Improve early language & communication skills
- Improve the quality first teaching of SEN & EAL pupils in class
- Improve the impact and effectiveness of interventions across the school to narrow the gap between different groups
- Develop phonics (and then spelling and writing skills) throughout the whole school
- Improve the consistency and impact of quality first teaching

Action is the school taking in respect of the above?

Early Identification of poor performance in key prime and 'basic skills' within in the EYFS with a focus on the lowest attaining 25%

- Appointment of Early Year Intervention Manager to audit need and coordinate actions and raise the performance of the lowest 25%

S&L Programme Development

- Appointment of shared S&L Therapist with local cluster of schools
- Identified S&L TA interventions

Maths Attainment in KS1

- LSEF Focus for whole school lesson study CPD as part of Barnet Project and TLC initiatives
- Allocation of maths specialist TA
- Increase in Maths intervention groups for focus pupils and more effective setting from early September in Year 1 and 2 to support those children currently underachieving.
- Whole school Numicon resource implementation and training

Reading attainment for FSM

- Development of targeted reading intervention:
 - Beanstalk 'volunteer reading programme'
 - Premium 'Breakfast' Reading Programme
 - Trugs resource distribution
- Trugs home box resource for every FSM child
- Whole school development of guided reading

Foundation stage / KS1 Transition

- Allocated Early Years Intervention Manager to monitor transition practice
- Phase leadership structure implemented
- Whole school training re: assessment
- Revised moderation schedule

Writing Development

- Implementation of Writing checklists and published expectations
- Feed forward 'basic skills' initiatives – targets and checklists
- Identification of under-attaining pupils with wave 1 action planning in class - focus on FSM under- attainers
- Phase Leader (Assistant Head) monitoring the use of checklists in KS1 to ensure their consistent use and impact

Maths Development of Girls

- Wave 1 intervention for identified girls in class with additional adult focus support

Phonics Development

- Six-week intensive phonic intervention groups (2 per class) starting week of 8th September in Year 2.
- Phonic intervention groups in Year 1 (2 per class) every day, for those children who did not achieve Phase 4 in Reception.
- Assistant Head monitoring phonics support throughout KS1 and Reception. Focus on phonics application with Reception teachers.

Actions to address inconsistent progress in KS2

- Appraisal teams implanted and that can identify key areas for CPD
- SLT monitoring of record keeping and cohort data analysis to review pupils progress
- Review of wave 1 pupil support within year group
- 'Passport to Success' focus observations
- SENCo induction and training for new TAs

Actions to develop consistent high quality teaching in lower attainment sets

- Early observation of teaching in parallel groups
- Monitoring of planning and work scrutiny by SLT

Narrowing the gap between FSM & Non FSM

- Identified intervention programmes for ALL FSM pupils and pupils under attaining
- Intervention monitored via detailed (published) audit
- Implementation of Maths interventions for Y5 in September 2014

In Year 6 to narrow the gap and improve the outcomes for the lowest 25%

- Revised set of focus interventions for target pupils – greater strategic direction of resources
- SLT review of group expectations and challenge

To improve the consistency of teaching across the school

- Updated 'Passport to Success' to be implemented at INSET
- SLT & Governor Monitoring using Passport criteria
- Each year group will have their planning and marking monitored weekly by a member of SLT.
- AfL Feedback and marking policy to be amended to ensure effective next step and feed forward making. Apply next steps
- Writing checklists to be used at the start of each unit (or clearly communicated Success Criteria) linked to peer and self-assessment mechanisms

