Lower School Report – June 2019

Nursery

The numbers in Nursery this year have slowly increased and we now have 43 children in Nursery. Due to this increase in numbers, Amy Clements has been working overtime so that we can continue to provide at least a 1:8 ratio for the Nursery children. As I stated before, we have a high level of SEND, this 1:8 ratio has really ensured that the children have continued to progress.

|  |  |  |  |
| --- | --- | --- | --- |
| Area of learning | Progress December | Progress February | Progress March |
| Making Relationships | +1.1 | +2.1 | +2.4 |
| Self Confidence and Self Awareness | +1.2 | +2.1 | +2.8 |
| Managing Feelings and Behaviour | +1.0 | +1.8 | +2.4 |
| Moving and Handling | +0.8 | +1.7 | +2.0 |
| Health and Self-Care | +0.8 | +1.8 | +2.2 |
| Listening and Attention | +1.0 | +1.7 | +2.2 |
| Understanding | +1.2 | +2.1 | +2.4 |
| Speaking | +1.2 | +1.6 | +2.8 |
| Reading | +1.0 | +1.8 | +2.2 |
| Writing | +1.0 | +1.7 | +2.0 |
| Numbers | +1.0 | +1.8 | +2.3 |
| Shape, Space and Measures | +1.1 | +1.8 | +2.1 |
| People and Communities | +1.0 | +1.8 | +2.1 |
| The World | +0.8 | +1.7 | +2.1 |
| Technology | +0.9 | +2.2 | +2.2 |
| Exploring Using Media and Materials | +0.8 | +1.5 | +1.9 |
| Being Imaginative | +1.0 | +1.6 | +2.1 |

As you know, we expect all children to make 3 points progress and the data above shows the progress for the whole class. When the data is submitted again at the end of June, I am expecting that all children will have made 3 points progress on average. Progress has been particularly good in speaking and self-confidence and awareness. I believe that this is due to the good ratios in Nursery and the emphasis as a school that we place on communication and language.

Reception

|  |  |  |  |
| --- | --- | --- | --- |
| Area of learning | Progress December | Progress February | Progress March |
| Making Relationships | +0.8 | +1.9 | +1.9 |
| Self Confidence and Self Awareness | +1.1 | +2.1 | +2.1 |
| Managing Feelings and Behaviour | +0.8 | +2.0 | +2.0 |
| Moving and Handling | +1.2 | +2.1 | +2.3 |
| Health and Self-Care | +0.9 | +1.6 | +1.6 |
| Listening and Attention | +0.8 | +1.6 | +1.7 |
| Understanding | +0.7 | +1.8 | +1.9 |
| Speaking | +1.0 | +2.0 | +2.0 |
| Reading | +1.1 | +1.9 | +2.1 |
| Writing | +1.0 | +2.0 | +2.0 |
| Numbers | +0.9 | +2.0 | +2.1 |
| Shape, Space and Measures | +1.1 | +2.2 | +2.2 |
| People and Communities | +1.2 | +2.3 | +2.3 |
| The World | +1.3 | +2.1 | +1.6 |
| Technology | +0.8 | +2.0 | +2.0 |
| Exploring Using Media and Materials | +0.9 | +1.8 | +1.8 |
| Being Imaginative | +1.0 | +2.0 | +2.0 |

Reception have also made good progress this year and I will report on the end of year data once it has been submitted.

Year 1 End of Year Data

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Reading** | **Writing** | **Spoken Language** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 40.8% | 32.4% | 32.4% |
| (3) ARE/ Average/ On track | 43.7% | 49.3% | 54.9% |
| **(4) Below/ Not on track** | 15.5% | 18.3% | 12.7% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 84.5% | 81.7% | 87.3% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Vocab, Grammar, Punctuation** | **Maths** | **Science** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 32.4% | 36.6% | 29.6% |
| (3) ARE/ Average/ On track | 45.1% | 52.1% | 59.2% |
| **(4) Below/ Not on track** | 22.5% | 11.3% | 11.3% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 77.5% | 88.7% | 88.7% |

As you can see, in most subjects we have more than 80% of children working at the expected level. The year 1 team have been running interventions this year to support the children in their reading and maths and the children that participated progressed well.

Phonic Screening

The children completed their phonic screening check during the week beginning 10th June. Currently, we are waiting for the DfE to realise the pass mark, in previous years this has been 32/40. Based on our mock phonic screening week in March we are expected to achieve an 80% pass rate.

Year 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | **Reading** | **Writing** | **Spoken Language** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 26.5% | 16.2% | 29.4% |
| (3) ARE/ Average/ On track | 50% | 36.8% | 61.8% |
| **(4) Below/ Not on track** | 20.6% | 39.7% | 7.4% |
| **(5) Well below/Greatly miss target** | 2.9% | 7.4% | 1.5% |
| **On track** | 76.5% | 47.1% | 91.2% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | **Vocab, Grammar, Punctuation** | **Maths** | **Science** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 16.2% | 20.6% | 10.3% |
| (3) ARE/ Average/ On track | 48.5% | 48.5% | 60.3% |
| **(4) Below/ Not on track** | 23.5% | 29.4% | 29.4% |
| **(5) Well below/Greatly miss target** | 11.8% | 1.5% | 0% |
| **On track** | 64.7% | 69.1% | 70.6% |

Monitoring

In Reception, I have continued to monitor and develop the environment with the EYFS team. The Reception team will be changing next year with only two classes, so this will continue to be a focus for the next academic year.

I have continued to work with year 1 to ensure that their assessments are accurate and there has been an improvement in their data.

In year 2, we have focussed on moderation and interventions. I have worked with Jade to ensure that the interventions are appropriate for the children.

Moderation

On Monday 10th June, KS1 had the LA in for moderation. To prepare for this we held a ‘mock moderation’ with myself and Anne Duncan moderating the year 2 team. This helped them to prepare for the types of questions that the moderators would ask and provided us with time to collect any further evidence. The LA moderation was successful and they judged our assessments as accurate. Below is the feedback that we received:

‘Teachers know their children and the framework well. Assessments are accurate. A good range of evidence, particularly reasoning in maths. Good range of higher order reading skills evidenced. Teachers used the SATs to support teacher assessment, backed by professional judgement.

Recommendations: A wider range of writing opportunities would support teacher judgements more securely.’ (Although it should be noted that the moderators stated that it was difficult to provide any recommendations for us)

EYFS Moderation cluster meetings

Early Years were moderated last year so have not been moderated this year. The teachers have however attended the EYFS moderation cluster meetings and all judgements at these meetings have been agreed. I have moderated three Early Years settings this year and this has further validated our judgements.

Interventions

In Reception, I ran a phonic intervention group for the children identified as at risk of not achieving the ELG. I ran 4 sessions and the parents were invited too, I provided the parents with resources to take home and taught lessons for them to watch. The Reception teachers have said that they have noticed a difference in these children as the parents had been working with them at home.

In Year 1, the teachers ran a maths pre teaching intervention in the mornings, this was well attended. The teachers reported that the pre teaching boosted the children’s confidence levels and performance in lessons. They have also been running phonic interventions during the mornings for the children who were at risk of not passing their phonic screening.

In Year 2, Jade has been running interventions for the Squirrel class children to ensure that any gaps are addressed.

Events

Year 1 attended a trip to Legoland and Wisley Gardens. At Legoland they participated in a workshop to develop their understanding of the continents around the word and different animals and landmarks that can be found there. The children in Year 1 have been participating in Science lessons in the environment centre and were able to use this knowledge of plants during their trip to Wisley.

Reception have been on a trip to Marwell Zoo to support their animal topic and Year 2 are visiting Portsmouth on Friday 14th June to develop their understanding of explorers.

Focus for 2019-2020

This year Paul has introduced White Rose Hub for maths to KS2. KS1 have continued to use the Lancashire Girds for Learning. For next year, White Rose Hub will be introduced in KS1 so that we are consistent across the primary school. I will be leading some training with Paul in the summer term of this academic year so that this can be running from September. For the academic year of 2019-2020 I will be monitoring the implementation of the new maths scheme and providing more training or support where needed.

We have worked closely with Natasha Startup our English Lead to develop a new overview for English, I will monitor this to ensure that it is implemented effectively.

We have heard from Bracknell Forest that we will have 6 or 7 children with very low language joining us in Reception. We are also aware of three children who will be joining us or moving across from Nursery with an ASD diagnosis. Therefore it will be a priority to ensure that these children are receiving the provision that they need. I will work closely with Jade to ensure that we are doing everything that we can. Jade and I are also covering PPA in Reception next year, so this will assist with monitoring these children.

Within Reception next year we will have Amanda (NQT) and Vicci (3rd year of teaching) I will work closely with the teachers and TAs to ensure that the Reception environment is engaging for the children. Our current numbers for Reception are 60, so I will support the teachers with managing the environment in a different way. If we are over 60 children, I will be teaching the remaining children within our Early Years unit.

There will be a new teacher in Year 1 and some KS2 teachers are moving down to Year 2. I will work with these teachers to ensure that they understand the expectations of KS1 in our school.

In the Autumn term I will be running some training for NQTs in Bracknell Forest as part of my SLE work. I will also be working with Sharon Jones as a EYFS Lead to support other schools within Bracknell Forest.