Lower School Curriculum Report

The data below was submitted on Monday 10th December 2018.

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| **Nursery**  **Prime area of learning** | **Making Relationships** | **Self Confidence** | **Managing Feelings & Behaviour** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 75% | 82.1% | 67.9% |
| **(4) Below/ Not on track** | 17.9% | 14.3% | 25% |
| **(5) Well below/Greatly miss target** | 7.1% | 3.6% | 7.1% |
| **On track** | 75% | 82.1% | 67.9% |

In Nursery we have 28 children on roll, 1 child = 3.6%. We currently have three children seeing SALT or under assessment at Margaret Wells Furby. As we only currently have 28 children in Nursery we have fantastic ratios and are expecting the children to make accelerated progress in all areas of learning. Since September the average progress in Nursery has been +1.1.

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| **Nursery**  **Prime area of learning** | **Listening and Attention** | **Understanding** | **Speaking** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 92.9% | 92.9% | 46.4% |
| **(4) Below/ Not on track** | 7.1% | 0% | 46.4% |
| **(5) Well below/Greatly miss target** | 0% | 7.1% | 7.1% |
| **On track** | 92.9% | 92.9% | 46.4% |

Listening and understanding develop before speaking so at the next assessment point we expect to see a higher percentage on track in the speaking area of learning. Communication and language is a high priority across the EYFS and we plan a lot of activities to support this. The higher than normal ratios will also see an improvement here.

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| --- | --- | --- | --- |
| **Nursery** | **Moving and Handling** | **Health and Self Care** | **Reading** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 75% | 85.7% | 82.1% |
| **(4) Below/ Not on track** | 25% | 14.3% | 10.7% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 7.1% |
| **On track** | 75% | 85.7% | 82.1% |

This year we have a few children still learning how to use the toilet and therefore health and self-care is lower than normal. However, these children are making good progress and have been referred to outside agencies where appropriate.

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| --- | --- | --- | --- |
| **Nursery** | **Writing** | **Number** | **Shape, Space and Measure** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 89.3% | 89.3% | 92.9% |
| **(4) Below/ Not on track** | 10.7% | 3.6% | 0% |
| **(5) Well below/Greatly miss target** | 0% | 7.1% | 7.1% |
| **On track** | 89.3% | 10.7% | 92.9% |

Nursery Pupil Premium – We currently have no children in Nursery who are pupil premium.

Reception Data

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| --- | --- | --- | --- |
| **Reception**  **Prime area of learning** | **Listening and Attention** | **Understanding** | **Speaking** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 20.5% | 0% | 0% |
| (3) ARE/ Average/ On track | 46.6% | 81.8% | 77.3% |
| **(4) Below/ Not on track** | 31.8% | 17% | 21.6% |
| **(5) Well below/Greatly miss target** | 1.1% | 1.1% | 1.1% |
| **On track** | 33% | 81.8% | 22.7% |

We have 90 children in Reception this year and have thought carefully about the provision that we provide to ensure that the children remain highly engaged. In Reception, one child = 3.5%. There are 4 children in Reception receiving SALT, with one being referred to Margaret Wells Furby. In general, the Reception teachers have been cautious with their data and from my monitoring I believe that the achievement is actually higher than this. The Reception teachers with resubmit their data before February half term so that I can continue to monitor this.

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| --- | --- | --- | --- |
| **Reception**  **Prime area of learning** | **Making Relationships** | **Self Confidence** | **Managing Feelings & Behaviour** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 22.7% | 0% |
| (3) ARE/ Average/ On track | 78.4% | 47.7% | 69.3% |
| **(4) Below/ Not on track** | 20.5% | 29.5% | 29.5% |
| **(5) Well below/Greatly miss target** | 1.1% | 0% | 1.1% |
| **On track** | 78.4% | 47.7% | 69.3% |

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| --- | --- | --- | --- |
| **Reception** | **Moving and Handling** | **Health and Self Care** | **Reading** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 25% | 33% | 8% |
| (3) ARE/ Average/ On track | 58% | 63.6% | 62.5% |
| **(4) Below/ Not on track** | 17% | 3.4% | 28.4% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 1.1% |
| **On track** | 83% | 96.6% | 70.5% |

The Reception teachers have continued to listen to all children reading on a 1:1 basis and this has seen an improvement in our reading data (compared to last year)

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| --- | --- | --- | --- |
| **Reception** | **Writing** | **Number** | **Shape, Space and Measure** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 8% | 0% | 0% |
| (3) ARE/ Average/ On track | 61.4% | 63.6% | 88.6% |
| **(4) Below/ Not on track** | 30.7% | 36.4% | 10.2% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 1.1% |
| **On track** | 69.3% | 63.6% | 88.6% |

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| --- | --- | --- | --- |
| **Reception** | **People and Communities** | **The World** | **Technology** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 13.6% |
| (3) ARE/ Average/ On track | 64.8% | 96.6% | 52.3% |
| **(4) Below/ Not on track** | 34.1% | 2.3% | 33% |
| **(5) Well below/Greatly miss target** | 1.1% | 1.1% | 1.1% |
| **On track** | 64.8% | 96.6% | 65.9% |

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| --- | --- | --- |
| **Reception** | **Exploring Media and Materials** | **Being Imaginative** |
| **(1) Well above/Greatly exceed** | 0% | 0% |
| **(2) Above/Exceed** | 0% | 1.1% |
| (3) ARE/ Average/ On track | 96.6% | 94.3% |
| **(4) Below/ Not on track** | 2.3% | 3.4% |
| **(5) Well below/Greatly miss target** | 1.1% | 1.1% |
| **On track** | 96.6% | 95.5% |

Reception Pupil Premium – We have two children in Reception.

Child M is on track to reach the end of EYFS standard.

Child H is not on track to meet the end of EYFS standard. He joined Nursery with significant language delay and has made good progress. He is now working with SALT and receives one to one support each day.

Year 1 Data

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| --- | --- | --- | --- |
| **Year 1** | **Reading** | **Writing** | **Spoken Language** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 60.9% | 60.9% | 23.2% |
| **(4) Below/ Not on track** | 39.1% | 39.1% | 76.8% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 60.9% | 60.9% | 23.2% |

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| --- | --- | --- | --- |
| **Year 1** | **Vocab, Grammar, Punctuation** | **Maths** | **Science** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 27.5% | 62.3% | 1.4% |
| **(4) Below/ Not on track** | 72.5% | 37.7% | 98.6% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 72.5% | 62.3% | 1.4% |

I know that this data is inaccurate and the year 1 teachers will be resubmitting data again before February half term, this is an extra assessment point. Until February half term I will continue meeting with year 1 on a weekly basis to discuss planning and assessment. I will also monitor planning and books on a more frequent basis to ensure that February’s data can be more accurate.

Year 1 Pupil Premium – We have 5 PP children in Year 1.

3 children are on track to meet the end of year expectations.

1 child, joined us very recently and we are expecting them to meet the end of year expectation.

Child M has low communication and language skills and has struggled with understanding maths and English. She has personalised provision and the teacher plans very carefully for her needs. I will continue to monitor this so that I am sure this child is getting what she needs. She will be in the phonic and maths interventions that will be running in January.

Year 2

Hannah Campbell has returned to school after her travels and has begun to work the children in her class to ensure that the assessments are accurate. She has found that some of the assessments are inaccurate and the children are working above the assessed level. I will monitor the planning and support Hannah where needed to ensure she is able to push the children on further.

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| --- | --- | --- | --- |
| **Badger** | **Reading** | **Writing** | **Spoken Language** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 46.2% | 34.6% | 32% |
| (3) ARE/ Average/ On track | 30.8% | 15.4% | 48% |
| **(4) Below/ Not on track** | 23.1% | 50% | 20% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 76.9% | 50% | 80% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Badger** | **Vocab, Grammar, Punctuation** | **Maths** | **Science** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 38.5% | 23.1% |
| (3) ARE/ Average/ On track | 80.8% | 53.8% | 69.2% |
| **(4) Below/ Not on track** | 19.2% | 7.7% | 7.7% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 80.8% | 92.3% | 92.3% |

Owl Class

|  |  |  |  |
| --- | --- | --- | --- |
| **Owl** | **Reading** | **Writing** | **Spoken Language** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 80% | 76% | 92% |
| **(4) Below/ Not on track** | 20% | 24% | 8% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 80% | 76% | 92% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Owl** | **Vocab, Grammar, Punctuation** | **Maths** | **Science** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 76% | 84% | 84% |
| **(4) Below/ Not on track** | 24% | 16% | 16% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 76% | 84% | 84% |

Squirrel Class

As you know, year 2 are streamed and Squirrel class is a very small class of 14 children who are mostly summer born boys. Squirrel class have received inadequate teaching during the autumn term. This was identified quickly by Anne Duncan and she supported the teacher and children in Squirrel class. The Squirrel class teacher is leaving us at Christmas and Jade Faircloth will be teaching the class with Susan Tait and a Teaching Assistant. This additional support will ensure that the children progress for their remaining time in year 2. The data below was submitted by the inadequate teacher. Jade has already started working with the children and has reported to me that the children’s attainment is in fact higher than the data below. The teacher working in Squirrel class has struggled to plan and assess the children and therefore the data cannot be accurate. Jade will be baselining the children in January and then personalising the provision for the children’s needs. She will also be running interventions for the children to further develop their understanding.

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| --- | --- | --- | --- |
| **Squirrel** | **Reading** | **Writing** | **Spoken Language** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 0% | 0% | 18.8% |
| **(4) Below/ Not on track** | 100% | 100% | 81.3% |
| **(5) Well below/Greatly miss target** | 0% | 0% | 0% |
| **On track** | 0% | 0% | 18.8% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Squirrel** | **Vocab, Grammar, Punctuation** | **Maths** | **Science** |
| **(1) Well above/Greatly exceed** | 0% | 0% | 0% |
| **(2) Above/Exceed** | 0% | 0% | 0% |
| (3) ARE/ Average/ On track | 0% | 0% | 0% |
| **(4) Below/ Not on track** | 87.5% | 100% | 100% |
| **(5) Well below/Greatly miss target** | 12.5% | 0% | 0% |
| **On track** | 0% | 0% | 0% |

Year 2 Pupil Premium – 3 children, all expected to reach end of Key Stage expectations.

Interventions

I have identified children across the lower school in need of interventions. We will be running RAPID Phonics and Maths in KS1. These groups will be arranged in January. In reception, I am going to run parental workshops to ensure that the parents understand the phonic expectation. I will also invite the children along to model playing games to develop phonetic understanding.

Monitoring

I have continued to hold weekly meetings with each year group in the lower phase. This has been a useful monitoring tool as during the meetings we are able to discuss events and any issues to ensure that everything can run smoothly. It also ensures that I have an understanding of the planning and pitch across the key stages.

I have completed a learning walk in Reception and this identified that the maths area requires some development. This development has been planned for in January when I will run INSET sessions so that we can improve the provision for the children. I also completed a maths planning scrutiny in Reception and found that there was differentiation however this was limited and requires refining. Again, the maths INSETs in January will support this.

We have had two whole school moderation sessions which were led by our English and Maths leads. This was valuable for all teachers as they could see the learning across the phases. It also provided me with the opportunity to monitor the books and provide feedback and ideas for the teachers. This feedback has been acted on and I will monitor the books again in the spring term.

Training

Year 1 and 2 attended the ‘New to year 2’ training by Bracknell Forest. The teachers reported that it was useful to discuss and remind themselves of the expectations and how they can support the children.

Parental Engagement

At the beginning of November, I invited parents to come to a parent helper meeting. All parents who wish to help in school must attend this meeting before helping in class. In the meeting, I share safeguarding and general information that the parents need to know. The parents that I met with are now beginning to come into school to help in various classes.

Events

Year 2 attended a trip to INTEC in November, this supported the Space topic that year 2 were covering. They reported that the children enjoyed the trip and were able to use their new knowledge in their work. Year 2 are currently planning a trip to Windsor Castle to support their castle topic and this is booked for 11th February. Year 1 have booked a trip to Legoland to support their London topic and this is booked for 21st March.

Students

Amanda (Teach Direct) has been working in year 2 and has observed teachers across the lower phase. She has reported that she felt very supported and enjoyed observing a range of teachers. Amanda is now at another school however she will return to us in the spring term,