

School Self-Evaluation and Priorities for Next Academic Year

As a school we have evaluated the improvements made during this academic year and share them with you in the document below. You can also see the headline improvement priorities for the next academic year.

| Key Priority Area | IMPROVEMENTS 2016 - 2017 | PRIORITIES FOR 2017 - 2018 |
|-----------------------------|---|---|
| MATHS | <ul style="list-style-type: none"> There is an increasing number of children achieving Greater Depth across the school. This year's focus on developing fluency in times tables is having a positive impact on problem solving activities. | <ul style="list-style-type: none"> To increase the number of children achieving the new 'Expected' benchmark in Year 6 To address the issue of teaching specific year group objectives to mixed aged classes The school has successfully bid to take part in a <i>Teaching for Maths Mastery</i> project with the Jurassic Maths Hub in the next year. |
| LITERACY | <ul style="list-style-type: none"> Assessment in writing is significantly more secure than in 2016. External moderation by the Local Authority has confirmed accurate teacher assessment. The impact of the improvements in writing can be seen in improved outcomes at Y2 and Y6 Year 1 phonics screening results are much higher than in the previous 2 years Accelerated Reader has had a positive impact on children's reading ages across the school; engagement is higher and the library is being well used. | <ul style="list-style-type: none"> The school will be taking part in a collaborative <i>Primary Writing Project</i> alongside the other 11 CAST Central schools to enhance writing across the curriculum |
| QUALITY OF TEACHING | <ul style="list-style-type: none"> The accuracy of teacher assessment has increased significantly this year due to the range of professional development opportunities. Our staff have worked beyond the school to lead training sessions, take part in projects and share their professional skills | <ul style="list-style-type: none"> To focus on a curriculum that is more engaging and connected for children. This will be a thread running throughout the year. |
| BEHAVIOUR and SAFETY | <ul style="list-style-type: none"> Safeguarding practices within the school continue to be developed and evaluated as a strong feature of the school Our attendance figure of 96.18% compares to national figures of 95.4% which shows children enjoy coming to school and attendance is well managed British values are fully embedded in our vision, curriculum and children's experiences. | <ul style="list-style-type: none"> Through our work on the curriculum we are looking to develop children's active participation in learning. |

2017 Achievement Information

The key milestones for assessing children and reporting these results publicly are the end of Reception, Year 1 for phonics screening, the end of Year 2 (Key Stage 1 SATs) and the end of Year 6 (Key Stage 2 SATs).

End of Foundation Stage

Children were assessed to be either emerging, expected or exceeding the milestones for the end of Reception.

In 2017 the percentage of children achieving a Good Level of Development was 55%. This is considerably lower than in the previous 3 years which has been in the 80% range. The accuracy of these assessments was judged to be secure by the Local Authority and reflects the high number of children in the current Reception cohort who have complex and high needs.

We recognise that at any stage of a child's education, the progress they make from their individual starting points is of great importance. Whilst the number of children achieving a GLD this year is lower, the progress that each individual child has made against their 'On Entry' assessment show they have made good progress as individuals through their Reception year.

Year 1 Phonics screening test

| | 2014 School Data | 2015 School Data | 2016 School Data | 2017 School Data |
|-----------|------------------|------------------|------------------|------------------|
| Pass rate | 84% | 67% | 66% | 82% |

We are delighted that the changes we have made to the teaching of phonics this year means that there has been a significant increase in the number of children achieving the national standard.

Year 2 (KS1) Sats

The new assessment framework (in its second year) now requires each child to meet each objective to achieve 'Expected'; this is a significant change from the 'best fit' framework used over recent years.

Reading

| | |
|-------------------------------|---------------------|
| 77% reached expected standard | (2016 National 74%) |
| 37% reached a high standard | (2016 National 24%) |

Writing

| | |
|-------------------------------|---------------------|
| 70% reached expected standard | (2016 National 65%) |
| 35% reached a high standard | (2016 National 13%) |

Maths

| | |
|-------------------------------|---------------------|
| 77% reached expected standard | (2016 National 73%) |
| 37% reached a high standard | (2016 National 18%) |

You can see from the above that our children in Year 2 have performed well again the national benchmarks from last year. We are particularly pleased with the high percentages of children achieving the higher standard.

Key Stage 2 Results

Assessment is by test for Reading, Grammar, Punctuation and Spelling and Maths. 2016 saw the introduction of new test formats and higher expectations in line with the new curriculum. Writing is assessed by the teachers against the new curriculum. As at Key Stage 1, 2016 saw the introduction of assessment requiring each child to demonstrate they could meet each objective rather than a best fit.

Neither the 2017 National % for the Higher Standard or the Progress measures have yet been released by the DFE.

Reading

| | |
|-------------------------------|---------------------|
| 72% reached expected standard | (2017 National 71%) |
| 18% reached a high standard | (2016 National 19%) |

We are pleased with our reading outcomes this year and our focus next year is to increase the number of children achieving both standards to above national.

Writing

| | |
|-------------------------------|---------------------|
| 70% reached expected standard | (2017 National 76%) |
| 23% reached a high standard | (2016 National 15%) |

We are really pleased that all the school improvement work on writing this year means that our outcomes were much higher than in 2016 both at *Expected* and the *Higher Standard* and Higher Standard achievement was well above last year's national.

Grammar, Punctuation and Spelling

| | |
|-------------------------------|---------------------|
| 73% reached expected standard | (2017 National 77%) |
| 18% reached a high standard | (2016 National 22%) |

Maths

| | |
|-------------------------------|---------------------|
| 57% reached expected standard | (2017 National 75%) |
| 23% reached a high standard | (2016 National 17%) |

We recognise that the number of children achieving Expected is low and had already identified through our predictions that this was likely to be the case for this cohort. Maths will be a key priority for improvement next year; we have already been accepted onto the Jurassic Maths Hub project and will share our plans for delivering maths differently with you in September.

The academic standards of our children are at the heart of what we do at St Nicholas. Whilst we recognise that each cohort of children is different, we use the national benchmarking to plan for improvements to ensure we are delivering the best quality teaching and learning we can.

Well done to all the children across the school who have worked so hard to achieve their very best. I have enjoyed looking at your books this year and seeing you learning in lessons to help us to understand what is going well and what we need to do better at! Thank you to the fantastic staff team who work with professionalism and dedication to do their very best for the children in their care.

With best wishes,

Angela Folland
Headteacher