



# Thomas Russell Infants' School

## 2017 / 2018 Headlines

We are pleased to share with you our assessment data for the last academic year (September 2017 to July 2018).

### Early Years Foundation Stage Attainment

For the Early Years assessment percentage, the children have to achieve expected outcomes in all twelve of the prime and specific areas of learning. If they haven't achieved expected in just one area, then they do not achieve a good level of development.

END OF YEAR 2015 Good level of development across all 12 areas		END OF YEAR 2016 Good level of development across all 12 areas		END OF YEAR 2017 Good level of development across all 12 areas		END OF YEAR 2018 Good level of development across all 12 areas	
SCHOOL	Local Authority						
78%	69%	83%	74%	79%	76%	75%	Figure not available

### Year 1 Phonics Screening

	2016	2017	2018
Y1 children who passed	92%	97%	93%
Y2 children who have passed in Y1 or Y2	93%	97%	97%

### End of Year 2 Attainment

Greater depth is when children have obtained a greater level of understanding than the age related expectation and they are able to transfer and apply this learning in different contexts. Children can also explain their understanding to others.

END of Year 2 2018	Reading	Writing	Maths
Working at the expected standard or above TRIS	92%	88%	95%
Working at greater depth TRIS	47%	25%	32%
END of Year 2 2017	Reading	Writing	Maths
Working at the expected standard or above TRIS	92%	82%	91%

National figures	76%	68%	75%
<b>Working at greater depth TRIS</b>	<b>38%</b>	<b>21%</b>	<b>21%</b>
National figures	25%	16%	21%
<b>END of Year 2 2016</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Working at the expected standard or above TRIS</b>	<b>87%</b>	<b>70%</b>	<b>72%</b>
National figures	74%	66%	73%
<b>Working at greater depth TRIS</b>	<b>25%</b>	<b>3%</b>	<b>3%</b>
National figures	24%	13%	18%

### What Are We Doing Well?

- Our Year 2 results have shown a gradual increase over the last couple of years with a gradual increase in the number of children achieving the expected attainment or greater depth.
- Reading and phonics have always been a particular strength in our school but the children have also achieved particularly well in maths this year. Maths has been a school improvement priority for the last few years with the introduction of maths mastery.
- The number of children achieving greater depth continues to increase with excellent achievement, particularly in reading and maths. Staff have a clear understanding of greater depth judgements and how to ensure greater depth teaching and learning opportunities are provided, equipping children with the knowledge and skills required to use and apply the learning in different contexts.
- The continued development of a broad and balanced curriculum inspires pupils to learn.
- Our teaching and learning approaches, particularly in maths and English, ensure that all pupils are consistently thinking carefully about their studies and taking time to work things out for themselves, developing their independence.
- Assessment for learning strategies and questioning are used particularly effectively in maths, moving learning on quickly, leading to substantial and sustained progress.
- Bloom's Taxonomy (this is a model which supports teachers to develop the different levels of thinking skills used in children's learning) is used well in adult-led and independent guided reading activities in order to challenge the children's knowledge and understanding.
- The wider curriculum is encouraging pupil independence further by thinking about how the learning is presented to the children and the types of activities on offer. The humanities have been our focus and planning has been revisited to include lots of first-hand experiences and to ensure that the main emphasis is 'learning by doing'.
- Subject content is introduced progressively across maths particularly, in order to constantly demand more of pupils.
- Learning behaviour characters have been introduced to the children and their parents, with these being a high focus across school. This, along with the implementation of a new behaviour, is having a positive impact.
- Safeguarding continues to be effective.

### **Our key priorities for the year 2018/2019:**

AIM: For all pupils to experience inspiring and creative teaching, resulting in them making sustained progress in all areas of learning with particular developments this year focusing on:

- A. Increasing the number of children achieving greater depth in writing and maths in order to bring this closer to the greater depth attainment in reading.
- B. To bring writing progress from starting points, in line with school targets set, with a particular focus on boys' writing.
- C. To continue to monitor the progress of SEND and disadvantaged children carefully through targeted provision and support.
- D. Independent life-long learners - Does our curriculum and the teaching strategies we use ensure all children are developing into independent learners?
- E. Assessment for learning and feedback - How can we gain accurate information in all lessons, for all pupils and ensure our feedback always supports pupils in making maximum progress?
- F. The wider curriculum - Does our full curriculum offer all the skills and knowledge our children need?
- G. To ensure that all children achieving 'exceeding early learning goals' by the end of Early Years are working at a greater depth equivalent.
- H. Early Years assessment procedures enable it to be accurate, informative and non-burdensome.
- I. Language and literacy are prioritised, providing sufficient time for developing children's spoken language, teaching them to read and ensuring writing is of a high standard.
- J. To provide a cohesive maths curriculum in Early Years, which provides a strong basis for more complex learning later.
- K. To further develop independence and creativity in Early Years.
- L. The school will offer an exceptional inclusive education for all children.
- M. For all leaders and governors to have an uncompromising drive to deliver the very best and most appropriate curriculum to the pupils, ensuring a lifelong love of learning is achieved.
- N. Governors and Co-Headteachers regularly review safeguarding procedures and practise to ensure it is always effective and up to date following new advice and requirements.
- O. Designated safeguarding leads ensure that all necessary training is completed as required.
- P. To continue to develop and embed the teaching of all aspects of safety in the curriculum.