

Data Review - 2018 - 19 & SDP Priorities 2019 - 2020



Sherborne Primary School

Data! Performance 2018 - 2019

EYFS Results 2018 - 2019 - EYFS Profile

Subject	Entry Levels (Expected) + (Baseline)	In line - National Expectations (Expected) +	Above National Expectations (Exceeding) +
Reading	16%	74%	23%
Writing	0%	70%	7%
Mathematics	19%	77%	19%
Managing Feelings & Behaviour	14%	82%	12%

Good Development = 67% (29 out of 43) / Exceeding = 5%

National Av = 72% GLD (2019)

43 x pupils - 1 x pupil = 2.1%

SEN = 19% / PP = 26%

Year 1 National Phonics Tests- 2018 - 2019

Year Group	Expected Level
Year 1	63% (June 2015 - 57%) Re-Test = 77% (Nat Av 2019 - 82%)
Year 2 (If student failed in Year 1, re-take required)	85% (41 out of 48) of Year 2 have now passed the Phonics Check

- Each Pupil is 2% = 48 pupils
- SEND = 17% (Nat - 19%) / PP = 31%

Key Stage 1 Results - 2018 - 2019 - KS1 SATS

<i>48 Pupils</i>	Maths	Writing	Reading
<i>EXS+ Expected</i>	72% <i>(76%)</i>	62% <i>(69%)</i>	72% <i>(75%)</i>
<i>GDS+ Greater Depth</i>	21% <i>(22%)</i>	18% <i>(15%)</i>	21% <i>(25%)</i>

W, R and M : EXS+ = **57%** *(Nat Av 65%)* -
(Greater Depth = 15% / Nat Av - 11%)

- Each Pupil is 2% = 47 pupils / SEND = 13% / PP = 30% / SEN & PP Combined = 4%
- **Red = National Results (2019) / All Teacher Assessment**

Key Stage 2 - Year 6 - Results - KS2 SATS & Writing 2018 vs 2019

	Expected Standard July 2018	Expected Standard July 2019	Greater Depth July 2018	Greater Depth July 2019	Overall Progress Score July 2018	Overall Progress Score July 2019
Reading	67% (71%)	85% (73%)	24% (25%)	35% (27%)	+0.2	+1.5
SPAG	67% (77%)	85% (78%)	38% (31%)	37% (36%)	N/a	N/a
Writing	56% (76%)	83% (78%)	18% (18%)	37% (20%)	-4.5	+1.7
Maths	64% (75%)	80% (79%)	27% (23%)	22% (27%)	+0.1	-0.6
Reading, Writing & Maths Combined	49% (64%)	76% (65%)	16% (5%)	15% (11%)		

• 46 pupils / Each pupil is 2.2% / SEND = 13% / PP = 20% / SEN & PP Combined = 9%

• 65% National Expectation - Floor Target in Attainment

• Comparison with July 2018 Results & National Average 2018 & 19 in red

3 Year Trends in Data - End of School (Yr 6 - KS2)

Subject	2016 - 17	2017 - 18	2018 - 19
Reading	+1.7	+0.2	+1.5
Writing	-2.1	-4.5	+1.7
Maths	+0.7	+0.1	-0.6
Explanation	<i>This tables shows progress scores from the end of KS1 to the end of KS2 The National Average is 0 (zero)</i>		

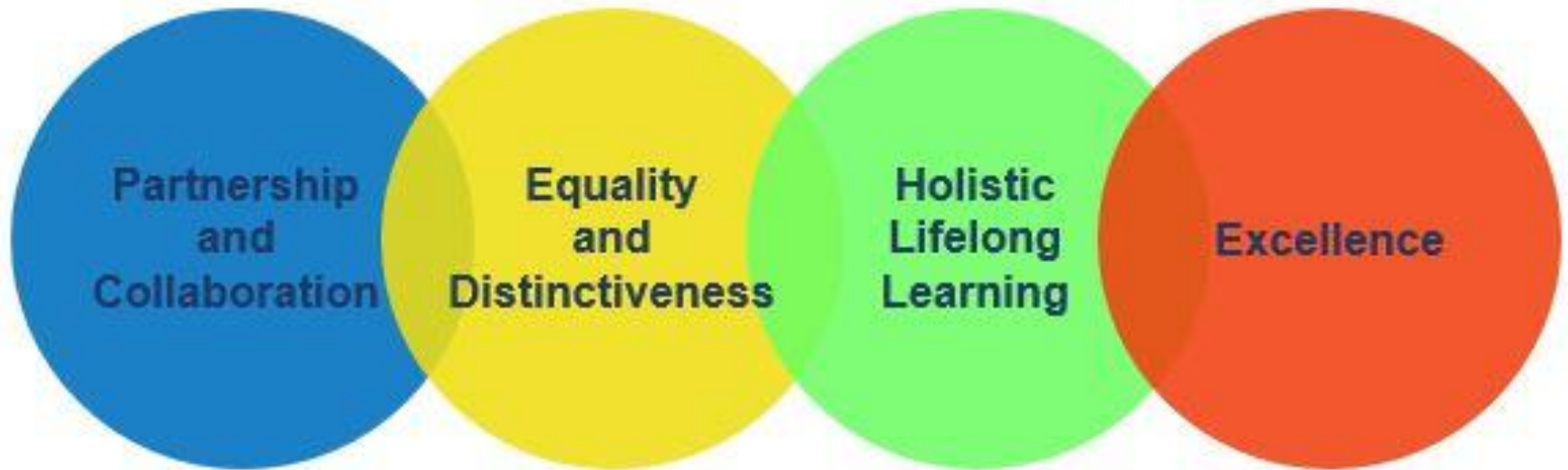
End of KS2 - Pupil's Average Score

Subject	2017 - 19 (3 Year Trend)	2018 - 19
Reading	105.9 <i>(104.5)</i>	106.4 <i>(104.4)</i>
Maths	104.9 <i>(104.6)</i>	104.8 <i>(105.0)</i>
Explanation	<i>These score are the average KS2 SATS score for the Yr 6 Tests National Average in Red</i>	

Our Vision at SPS.....



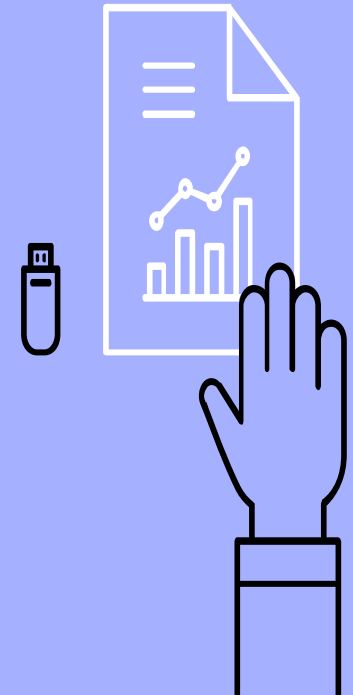
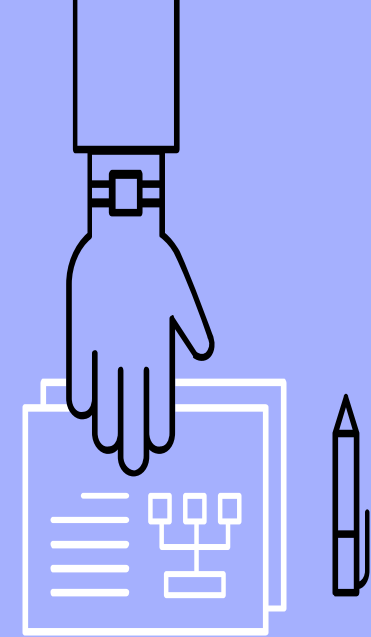
SAST Values / Our Values?



The Intent of our curriculum

To be successful in the future, we believe that, we need to provide our children at Sherborne Primary with a curriculum that:

- Creates a spark and thirst for learning in all environments
- Is creative and aspirational for all
- Shows our pupils how to independently take risks and question successfully
- Encourages grit, determination and embraces teamwork
- Cultivates pupils to show compassion, morality and kindness.



Whole School Priorities

Key Actions (*Intent / Implementation / Impact*)

Quality of Education
To continue to improve teaching & learning with a focus on MATHEMATICS & EARLY READING

- Improve MATHS outcomes by utilising the best resources to match the needs of our pupils
- Ensure the level of challenge is aspirational via problem solving & mastery activities in MATHS
- Regularly monitor MATHS in a variety of ways to constant reflect on ways forward targeting individuals & evolving teaching / planning
- Add an additional Maths Teacher to support Yrs 1 - 4
- Improve quality of teaching PHONICS (& EARLY READING) by supportive CPD (including TA's) & high quality resources
- Targeting children who have entered KS2 to support their PHONICS
- Ensuring appropriate tracking of PHONICS & EARLY READING in EYFS & KS1 & reacting with high quality interventions

Quality of Education
To embed a new WHOLE SCHOOL CURRICULUM

- Intent: Clear Vision & intent for our exciting curriculum
- Implementation: Utilise the Cornerstones online tool to ensure an engaging broad & balanced learning experiences (2 year rolling programme)
- **Narrowing the gap** between PP & Non-PP (including SEN) with various strategies including a new Forest School (Outdoor Learning) approach / Reading Partners & IT support
- Focus on high quality text to lead our curriculum - purchase more quality books
- Impact: Improved achievement in Core Areas
- Utilise 'Game Changers' & Insight to carefully track pupils in ALL curriculum areas
- Focus on **narrowing the gap** between PP & non-PP pupils

Whole School Priorities

Key Actions (*Intent / Implementation / Impact*)

Personal Development, Behaviour & Welfare

To improve the overall wellbeing of pupils & staff at SPS

- Support all levels of staff with CPD in behaviour management
- Enable outstanding behaviour by supporting transition times & other key elements (identified & monitored) around school
- Utilise IT systems such as 'Class Dojo' to support home / school behaviour & communication links (creating a bank of resilient skills)
- Older pupils supporting the well-being of younger pupils
- Employ dedicated staff to support pupils well-being & behaviour across the school - Sports Apprentice / PSA / Maths Teacher etc.
- Interview, question various stake-holders (pupils, staff, parents etc.) to support behaviour expectations
- Improve the well-being focus of staff by appointing Staff Well-being Champions (with Link Governor). Focus on this area

Leadership & Management

At all levels, leaders design & deliver the learning. The methods used engage with their staff to support outstanding teaching & learning

- Subject Leadership - knowing their subject in depth & driving it forward
- Subject / Team Leadership monitoring & evidencing their areas effectively (drop-ins / learning walks / work scrutinies / pupils interviews)
- Leading parents / carers with engagement - Inspire Mornings / Parental Forums
- Focus on 'Game Changers' (which include PP & SEN pupil progress matching at least National expectations)
- Maths, Phonics & Early Reading are a focus for leadership

SCHOOL DEVELOPMENT PRIORITIES FOR THIS YEAR

OTHER KEY INITIATIVES FOR THIS YEAR

- Continue to improve security with new entrance door (to main school) with IT system
- Replace all classroom IT with new machines
- Continue to focus on EYFS as an area to improve (even before entry within nursery)
- Appoint a new PSA
- Closer links at teacher / support staff level with other Trust schools e.g. IT system / moderation / visits / magpieing etc.
- Ensure the school is prepared for Ofsted!