

Headteacher's Report to the Governing Body: November 2014

OFSTED Key Objective One: Make sure that teaching is consistently good across the school so that pupils' achievement is improved, particularly that of boys and the most able.

PART ONE: DATA ANALYSIS:

Pupil Progress meetings took place early in the Autumn term. These established a baseline for pupil achievement at the start of the new academic year and showed no significant change in any class from the data picture at the end of the last academic year. This shows the impact of the work undertaken to establish robust and accurate teacher assessments. Further meetings will take place in early December to establish progress rates for the Autumn term. The leadership team has established challenging targets for individual pupil progress in the current academic year. Children are expected to progress 6.0 APS in Key Stage One and 4.0 APS in Key Stage Two. Targets are occasionally adjusted to reflect individual pupil needs in discussions with class teachers and adjusted up or down accordingly. The leadership has ensured that targets set the expectation of outstanding progress and allow the schools strong data picture to be maintained.

2015 Predicted Outcomes

2015 EYFS Predicted Outcomes

The School predicts that 70% of pupils will achieve GLD in 2015, again placing it well above national and county averages.

2015 End of Key Stage 1 Predictions Summary

Subject	Result
Reading Level 3+	37%
Reading Level 2b+	87%
Reading Level 2c+	100%
Reading APS	17.00
Reading APS Progress in KS1	11.24
Writing Level 3+	23%
Writing Level 2b+	83%
Writing Level 2c+	90%
Writing APS	16.33
Writing APS Progress in KS1	10.23
Maths Level 3+	33%
Maths Level 2b+	93%
Maths Level 2c+	100%

Maths APS	17.07
Maths APS Progress in KS1	11.14

2015 End of Key Stage 2 Predictions Summary

Subject	Prediction	FFT(D)
Overall Level 4	88%	86%
Overall level 5	50%	
Reading Level 4	95%	95%
Reading Level 5	80%	64%
Reading Level 6	15%	
Reading Two levels of Progress	96%	93%
Reading Three levels of Progress	63%	
Writing Level 4	88%	92%
Writing Level 5	50%	47%
Writing Level 6	0%	
Writing Two Levels of Progress	92%	94%
Writing Three Levels of Progress	33%	
Maths Level 4	92%	93%
Maths Level 5	73%	54%
Maths Level 6	4%	
Maths Two Levels of Progress	96%	93%
Maths Three Levels of Progress	58%	

FFT Type D Target Met To Within One Child

2014 RAISE

The school has received RAISE data for the academic year 2014. This demonstrates that pupil achievement is at least 'Good' across the school.

Governors have been provided with an electronic copy of the report and should pay special attention to the pages marked 'G' denoting that they are relevant to the Governing Body.

There is no blue shading (indicating significantly below National Average) in the entire document for 2014. The document does contain lots of green shading (indicating significantly above National Average) around attainment, especially in KS2.

P15: The prior attainment of Year 6 pupils was significantly above the national average at end of Key Stage One (Difference of +1.8). This is the only cohort where this is so and creates challenges for the school to maintain rates of progress in Key Stage Two.

Year 1 Phonics Test

P16 77% of pupils met or exceeded the expected standard. This exceeded the national pass mark of 74%

Attainment at Key Stage One

P22: Grayshott School has achieved above the national average in all subjects at all levels.

A significantly high number of pupils achieved 2a+ in Reading and Maths. The rate of improvement of the more able outstrips the national picture.

P24: APS for 2014 in all subjects was significantly above the national average in all subjects. This is for the fifth consecutive year and represents a 0.1 increase from 2013.

The APS trend has also increased in writing and maths (reversing a falling trend in writing). In reading APS has fallen, but remains 1.0 ahead of the national average. The rate of improvement in Maths outstrips the national rate of improvement.

Attainment of Pupil Groups at KS1

P25 – 26: No FSM children, no looked after children, 1 SEN without a statement (although now has statement and is working with P levels).

Analysis around gender issues in this cohort – See Appendix 1 for detailed analysis.

Attainment at Key Stage Two

P 27: The percentage of pupils attaining or surpassing at each level exceeds the national average in all subjects and all levels.

Attainment at Level 5 is significantly above the National Average in all subjects (not flashing green for reading, but still 17% above).

P28: Percentage achieving or surpassing level 4

FSM (3 children) is ahead of National FSM at Level 4 – all achieved level 4.

Lower attainers – two children who were at level at KS1 and went onto achieve level 3, representing expected progress, but not achieving level 4.

P31: Percentage achieving or surpassing level 5

47% of pupils achieved level 5 in all subjects. This is significantly above the 24% who achieved this nationally. In Maths this was 60% (42% Nat), in writing 53% (33%). Again it is hard to understand why reading has not flashed green when it is 18% above national average.

Free School Meals: One out of the three children achieved level 5 in all subjects.

P35: Average Points Score Attainment

All subjects APS is significantly above the National where the difference is 2.0. This represents a significant shift in school performance where it was -0.3 in 2013. The rate of improvement in attainment significantly outstrips the improvement in the national average. This is particularly important in Maths which is the only area that hasn't flashed up as green.

Maths 2.0 above (-1.1 below in 2013)

Reading and writing also significantly above the National Average.

GPS is now 1.4 above the national average, whereas it was -0.4 below in 2013.

P36: APS Attainment for Pupil Groups

Free School Meals

APS is above national average in all subjects. The gap between Grayshott FSM and non-FSM is 0.7, significantly smaller than the National Gap (2.4).

Despite only three pupils at end of KS2 being eligible for pupil premium, outcomes for these children were very positive and demonstrate the impact of the school's choices around using this funding.

APS for FSM children is above the national average in all subjects. The gap between Grayshott's FSM and non-FSM children is 0.7, significantly smaller than the national gap (2.4). In maths there is no gap between Grayshott's FSM and non-FSM children.

Attainment for FSM pupils is significantly above the national average. At level 4, 100% of pupils achieved level 4, compared to 67% nationally. 33% of FSM children achieved level 5 in all subjects, compared to 12% nationally. The attainment gap between FSM and non-FSM is also smaller.

100% of FSM children made at least expected progress across Key Stage Two in all subjects.

Gender

Analysis around gender issues in this cohort – See Appendix 2 for detailed analysis.

Progress at Key Stage Two

P38: Value Added Scores

Value Added is an improving trend at Grayshott in the past three years. It is important that this cohort was attaining significantly above the National Average at end of Key Stage One. Progress for this cohort has been 100.2 across KS2 (+ 0.3 on 2013)

Reading: 100.5 (-0.4 on 2013)

Writing: 100.1 (+0.6 on 2013)

Maths: 100.1 (+0.6 on 2013)

This is a significant improvement from 2012 where value added was significantly above the national average.

P41: VA for pupil groups

Value added for girls is higher than for boys in Reading and Maths (where boys VA drops below 100). However in writing boys have made better progress than girls in writing (a reversal of the national trend) and further evidence of the impact that the creative curriculum in having at Grayshott.

While APS scores for SEN pupils at school action are below those nationally, the work the school has done to cull its SEN register in the past twelve months should not be underestimate. This is seen in the fact that the difference between the number of children at school action in school and nationally has significantly widened in 2014. SEN tests are now employed to ensure that only children with significant need are included on our SEN register.

It is useful to note that VA for the four children at School Action was lower than the non-SEN, however it is above the VA for SEN nationally (except maths where it is 0.3 below) and is significantly above in writing. While this has lowered the VA scores for the cohort, it should be noted that 100% of SEN children made at least expected progress in all subjects. The VA scores do not take account of one child, who made better than expected progress in reading.

The gap between FSM and non-FSM has closed at Grayshott in all subjects, apart from SPAG. However analysis of results show that one child got level 3, one child level 4 and one child level 5 – or 27 points APS. The child who got a level 3 was only 3 marks

off a level 4 - a 3a. He was level 1 in writing at KS1, so this can be seen as at least expected progress. The child who got level 4 was also level 1 at KS1, so this is better than expected progress. The child who got level 5, moved on from level 3 at KS1, so again expected progress. From this we can say that 100% of the disadvantaged children made expected progress and 33% made better than expected progress.

Progress Measures

P43: 93% made expected progress in Reading. 21% achieved more than expected progress however when looking at APS points moved in KS2 in reading we see that:

Reading

APS Points Progress	10	12 EXPECTED	14	16	18
Cumulative %	100%	93%	93%	34%	21%

P44: 100% of disadvantaged pupils made expected progress in reading.

P45: 100% made expected progress in writing. 31% made exceeded progress (33% nationally)

P46: 100% of disadvantaged pupils made expected progress in writing. 33% Exceeded (1 Child)

P47: 97% made expected progress in Maths. 38% made exceeding progress (35% nationally)

P48 100% disadvantaged pupils made expected progress in maths. 33% exceeded (1 Child)

Boys and girls are making at least expected progress.

We are closing the gap between FSM and non FSM pupils

Analysis of progress of pupils attaining 2c at KS1 – See Appendix 3 for detailed analysis

Further School Action to address issues identified by Data Analysis

School must continue to address the gap in achievement between boys and girls, particularly in writing and especially in Year 5.

The English Coordinator reported to the last curriculum and standards meeting about the work that school is undertaking to reverse the trends. Teachers have developed more sophisticated approaches at the planning stage. Genres are taught over a longer time period to embed the skills. Children are able to engage in choice writing, where they are given the opportunities to choose their genre and use skills at the site of application, rather than just at the site of instruction. Monitoring also shows that the creative curriculum is particularly effective in hooking boys into their writing, whilst at the same time keeping the girls excited. In addition the school is currently engaged in an action research project to investigate the impact of new technologies. There is an ambitious target to reduce the current 3.2 APS gap to 2.0 APS by the end of the Spring term. Other well targeted projects are also underway including the deployment of an additional TA to give support in filling gaps in learning as well as a focus for the collaborative work with local schools as part of the pedagogical focus at termly staff meetings.

The school has completed a bid for Government funding from the School to School Supported Fund. If successful this would provide £5000 to pay for support from Bohunt School (overseen by the TELSA Teaching School) and release of our staff to deliver a strategic plan to further boost attainment in writing, focussed around specific pupil groups. We will find out the outcome of this bid in January.

PART TWO: TRIANGULATED QUALITY OF TEACHING

Evaluation of Impact of School Improvement Work

Local Authority moderation took place on October 15 2014. This agreed with the judgements by the Headteacher that the triangulated quality of teaching is at least good in all classes, including the Early Years Foundation Stage.

Expectations are high in every classroom. Teachers clearly plan for the top ability level first, and then differentiate down. In every class pupil activity greatly outweighs pupil talk. When teachers do speak it was used to move the learning on. Activities are supported with useful resources, e.g. lists of 'Wow' words that children could use to up-shift the quality of their written product.

Learning environments were lovely and are used to inspire learning. They also supported learning and children were evidenced actually using them. For example one child described in detail how they used RUCSAC to help them when stuck on a word problem. This shows that we are not just using a tick-box approach to learning strategies, but are actually using them to enhance the learning.

Levels of engagement are very high in all classes. This is evidence that our curriculum is inspiring the children and that the work is pitched perfectly.

TA's were used flexibly to support learning. They were delivering parallel inputs and were using a variety of open questions to extend children's thinking. Teachers are checking on the progress of these groups and are intervening when necessary, showing evidence of real-time AfL.

Practice in books is at least good. Dialogue marking is very thorough. There is a conversation between teacher and child. Teacher asks question, pupil responds, teacher acknowledges this response. In best cases this dialogue is linked to targets. Teachers must also ensure that when a target is set it relates to work coming up in the next couple of weeks.

Further School Action Resulting from self-evaluation

Focus for further improvements is to ensure that pupils can clearly articulate what they are learning. Teachers should consider firstly what they want the children to learn, and then think about what the evidence will look like at the end of the lesson to show that this learning has taken place. Then plan the activity that will provide this evidence. We also noted again that teachers must exercise professional discretion with applying Must Should Could to their lessons, using when appropriate.

If allowing children to choose their level of challenge, get them to do three questions from the level of challenge they would naturally choose, then check the work and if appropriate move them up to the 'hotter' problem – this gives the teacher some control over the pupil choice and ensures challenge.

Key Objective Two: Accelerate the progress of children in the Reception Year.

Evaluation of Impact of School Improvement Work

Extensive monitoring throughout the Autumn term demonstrates a rapid improvement in the quality of provision in the Early Years Foundation stage. The Headteacher evaluates the quality of provision in the Early Years to be 'Good'.

The quality of practice in the EYFS has transformed rapidly in a very short space of time. The latest LA monitoring visit identified that Year R is now a significant strength in the school.

All adults are well deployed, interacting well and making a real difference to the learning. The children are focussed, confident and persevere with their learning. The learning profiles are now of high quality and contain a large amount of work. Observations are made regularly across all areas of learning and a key worker scheme ensures that observations are consistent and judgements are moderated. Parents are making a very positive contribution through regular Stay and Play sessions and curriculum information evenings.

In planning learning objectives appropriate, adult roles are indicated, key questions, clear role for observers to support learning, good enhanced provision noted for maths. Evidence that extensive and thorough baseline assessments have been made on all children – staff have already acquired a very good understanding of the children's starting points.

There are an appropriate mixture of observations, including children's work, boys writing, photographs, pupil comments and adult annotations.

Scrutiny demonstrates that the number of annotations and the consistency and coverage has already increased since last term demonstrating the effectiveness of the key-worker organisation.

There is evidence of pupils working with parents at home and sharing with school – parents impacting on initial assessment.

Marking codes are consistently used and indicate the areas of learning and level of support facilitating future moderation of judgements.

Adjustments are already made to planning arrangements in Red Class to ensure that observations feed into OAP cycle.

Parents have taken part in phonics training delivered by the Assistant Headteacher.

School Action Resulting from self-evaluation

The Local Authority will return after the OFSTED inspection to review practice and check that quality is being maintained. Further training will be identified for support staff through the Autumn term performance management process.

Key Objective Three: Leadership at all levels

Evaluation of Impact of School Improvement Work

While the school evaluates the overall effectiveness of the school to be 'Good', the emphasis this term has been to guard against complacency in the run up to OFSTED. Leadership have emphasised the need to hit the ground running and at the start of term has re-emphasised the 'Red-Lines' that have proved so effective in ensuring the minimum acceptable level of 'Good' provision in all classes. This has included the induction of the new members of staff and offering them the opportunity to engage in the best practice walks to enable them to apply the Grayshott Way.

These high expectations extend to pupils where the Headteacher has set challenging end of year targets, that if met will represent 'Outstanding' progress over the year. Targets are adjusted up and down, when appropriate to meet different needs or to ensure faster progress to meet FFTD targets.

The new maths manager has quickly acquainted himself with the school's strengths in Maths and is bringing his experience to build on these rather than looking to start again. He has demonstrated this strategic understanding in a book monitoring session with the HT and a leadership interview with the LLP.

Leaders at all levels have written subject action plans that support the school in achieving its key objectives and the leadership team have all produced management plans to guide their work and ensure impact. Monitoring is a standing item at SLT and the school is much more effective at feeding back to staff and the SLT. This is really impacting positively on SSE, the leaders & teachers knowledge of where the school is at and what needs to be done next.

Senior and Middle leaders are routinely leading the monitoring of the quality of their areas of responsibility and are providing immediate and effective written feedback.

Further School Action Resulting from self-evaluation

The School's Quadrivium Collaboration will focus on improving the skills and impact of the Governing body at the three schools. The LA identified a need to refine their

monitoring records so that they are more evaluative and that the evidence base is clearly identified in terms of how it demonstrates impact of actions or progress.

The school has requested help from the Local Authority in identifying an 'Outstanding' leadership team, with a view to meeting with them to discuss working practices and especially to shadow a meeting of their senior leadership team.

Appendix 1

2014 APS Attainment at KS1: Closing the Gender Gap Analysis

	Boys APS (Diff to NA)	Girls APS (Diff to NA)	School Gap	National Gap	Difference in Gap
All Subjects	16.0 (+0.5)	17.6 (+1.2)	1.6	0.9	0.7
Reading	16.9 (+1.0)	18.3 (+1.3)	1.4	1.1	0.3
Writing	14.4 (0.0)	16.9 (+1.0)	2.5	1.5	1.0
Maths	16.8 (+0.6)	17.7 (+1.4)	0.9	0.1	0.8

This analysis raised initial concern that the boy/girl gap in attainment (measured in APS) at end of KS1 in 2014 is in some areas is significantly larger than the national gap.

Contextual factors need to be considered when reviewing the data:

The presence of a child with a statement for special educational needs and working in p levels for writing and at 1c for reading and Maths, significantly lowers the APS score for boys (by 0.65 in reading, 0.6 in writing and 0.6 in Maths)

The gap is also partly explained by the fact that the girls at Grayshott do even better when compared to girls nationally (+1.2) in all subjects. Boys still achieve higher than the national average (+0.5)

The cohort also contains a male pupil from the traveller community who did not attend school in the Summer of 2014 and another who joined the school at the start of summer 2014 who has since been placed on the SEN register. These children are being tracked closely in Year 3 and a programme of support delivered by the school's SEN team and EMTAS as well as a range of other initiatives to close the gender gap as part of the school improvement plan.

It must also be noted that the cohort gender gap has closed across KS1 in all subjects:

	Gender Gap at start of KS1	Gender Gap at END of KS1	Difference
Reading	2.21	1.4	-0.81
Writing	2.60	2.5	-0.10
Maths	1.33	0.9	-0.43

When the presence of the one child with a statement for significant special needs is accounted for the impact of the school's work is even clearer:

	Gender Gap at start of KS1	Gender Gap at END of KS1	Difference
Reading	1.7	0.66	-1.04
Writing	2.1	1.46	-0.64
Maths	0.8	0.37	-0.43

This analysis demonstrates that the gender gap in school is actually less than the national gender gap in reading and in writing. In Maths the gap is larger by 0.27.

APPENDIX 2

2014 APS Attainment at KS2: Closing the Gender Gap Analysis

	Boys APS (Diff to NA)	Girls APS (Diff to NA)	School Gap	National Gap	Difference in Gap
All Subjects	29.9 (+1.4)	31.3 (+2.4)	1.4	0.4	1.0
Reading	30.0 (+1.4)	31.5 (+2.1)	1.5	0.8	0.7
Writing	29.6 (+2.6)	30.0 (+1.3)	0.4	1.7	-1.3
Maths	30.0 (+0.8)	31.9 (+3.1)	1.9	0.6	1.3
GPS	29.6 (+1.8)	30.4 (+1.0)	0.8	1.6	-0.8

At Key Stage Two the gap in attainment of boys and girls (measured in APS) is wider than the national gender gap in reading and maths. However in writing and grammar, spelling and punctuation it is significantly smaller.

The gap is partly explained by the fact that the girls at Grayshott do even better when compared to girls nationally (+2.4) in all subjects. Boys still achieve higher than the national average (+1.4). The girls APS scores are significantly high for reading, maths and grammar – all putting the average at a high 5c.

This view is reinforced when examining the gap in attainment at nationally expected levels.

% Achieving or Surpassing Level 4 in Tests

	Boys (Diff to NA)	Girls (Diff to NA)	School Gap	National Gap	Difference in Gap
All Subjects	86% (+10%)	94% (+12%)	8%	6%	2%
Reading	93% (+6%)	100% (+10%)	7%	3%	4%
Writing	86% (+5%)	100% (+10%)	14%	9%	5%
Maths	86% (0%)	94% (+8%)	8%	0%	8%
GPS	71% (-1%)	81% (0%)	10%	9%	1%

With each member of the cohort in Grayshott representing 3%, the gender gap at this level could be considered as not statistically significant.

When examining the percentages exceeding national expectations, Boys at Grayshott do much better than the national average, in writing significantly so. Girls do significantly better in all areas.

% Achieving or Surpassing Level 5 in Tests

	Boys (Diff to NA)	Girls (Diff to NA)	School Gap	National Gap	Difference in Gap
All Subjects	43% (+23%)	50% (+23%)	7%	7%	0%
Reading	57% (+11%)	75% (22%)	11%	7%	4%

Writing	57% (+31%)	50% (+9%)	-7%	15%	-22%
Maths	50% (+6%)	69% (29%)	19%	4%	15%
GPS	64% (+18%)	75% (+17%)	11%	12%	-1%

In writing the school has managed to significantly reduce the gap between boys and girls in writing – further demonstrating the impact the various school improvement initiatives in this area. The gap which stood at 1.16 at the end of Key Stage 1 was reduced to 0.4 by the end of Key Stage two. This is a view supported by looking at the value added scores for writing. Boys VA was 100.5 compared to girls 99.9.

93% of pupils made at least expected progress in reading.

100% of pupils made at least expected progress in writing.

97% of pupils made at least expected progress in maths.

APPENDIX 3

Investigating the Progress of Pupils Attaining 2c at Key Stage One

2014

RAISE 2014 demonstrates that at the end of KS2, 100% of pupils made expected progress in all subjects. However none of these pupils achieved level 5 so are not shown in RAISE as making ‘better than expected’ progress. However examination of the progress of these individuals using their APS score demonstrates a much more accurate picture of the progress these pupils made in Key Stage Two.

N.B. Expected progress is two levels or 12 points.

Reading

Name	Context	Progress in Points
1: Girl	-	16
2: Girl	SEN	15
3: Girl	SEN	14
4: Boy	-	14

Writing

Name	Context	Progress in Points
1: Girl		15
2: Boy	FSM	15
3: Girl		15
4: Girl		14
5: Girl	SEN	14
6: Boy		14
7: Boy		14

8: Girl		14
9: Girl	SEN	12

Maths

Name	Context	Progress in Points
1: Boy		15
2: Girl		14
3: Boy		14
4: Girl	SEN	14
5: Girl		14

This analysis demonstrates that all pupils at 2c actually made better than the expected 12 points of progress.

2015: Progress of pupils at 2c at KS1

The school currently expects that nearly all pupils who were at 2c at the end of Key Stage One will make better than expected progress across Key Stage two, as demonstrated below.

The exception to this is one pupil who joined Grayshott from another local school, where she made very slow progress. She is on the SEN register.

Reading

Name	Context	Expected Progress in Points
1: Boy		19
2: Boy		17
3: Boy	Traveller	15
4: Girl	Joined in Y5 SEN	11

Writing

Name	Context	Expected Progress in Points
1: Boy	SEN	15
2: Boy	SEN	15
3: Boy	Traveller	15
4: Girl		15
5: Boy		15
6: Girl		15
7: Girl	Joined in Y5 SEN	11

Note: One child was at level 1 at KS1 and is expected to progress 16 points

Maths

Name	Context	Expected Progress in Points
1: Girl		19
2: Boy		17
3: Boy	SEN	15
4: Girl		15
5: Girl		15
6: Girl	Joined in Y5 SEN	11

The class teacher is targeting these individuals with a variety of specific interventions to maximise their progress across the Year 6. These interventions include: Targeted guided reading sessions using specially purchased books, guided reading sessions targeted at the lower ability, with WAGOLLS and SPAG work tailored to specific individual needs and targeted TA support in mathematics.