

School Name: Feniton C of E (VA) Primary School
September 2018

School Self - Evaluation
Introduction

School context – key features

Feniton School currently has 7 classes. There are 209 pupils on roll: 52% boys and 48% girls. The school has a rural catchment area and the vast majority of pupils are white British. FSM is low, but incomes are very varied.

The current Executive Headteacher, Mr Colin Butler has been in post since 2009. In March 2013 the school entered a management partnership with a local VA Church School, Tipton St John Primary. Following the success of this partnership, a formal federation was established in September 2013: the Otter Valley Federation; with both schools being run by one governing body and led by Executive Head, Colin Butler.

The school runs a Foundation Stage Unit with approx. forty 3-4 yr olds on roll. This opened in 2013, to replace pre-school provision for the village which had closed. It is now a highly respected setting, providing outstanding opportunities.

Attainment on entry in Reception for all cohorts is broadly average, although in 2015 40% of the boys joined Reception Class with speech and language needs and required 1:1 intervention. This intervention was successful and 94% boys achieved their ELG in Speaking in 2016.

10.5% are eligible for Pupil Premium Grant. We have always supported our pupils with SEN well. This is reflected in IDSR where pupils with SEND make progress above national expectations.

We work collaboratively within our federation to provide high quality leadership across both schools and a comprehensive programme of CPD for all staff. We work closely with local schools within the Local Learning Community which has enabled subject leaders and teachers to collaborate. We are also outward looking in our approach to fostering links with schools wider afield and in recent years have formed The East Devon Church Schools Group with the aims of working collaboratively to further improve pupil outcomes. The school also has well-established links with teacher training providers - the University of Exeter and SCITT and Exeter Consortium Teaching School.

The school was graded as 'Outstanding' in its last Ofsted (October 2008) and in March 2014 we received an outstanding grading in a SIAMs inspection. We have also maintained the Basic Skills Quality Mark for 9 years and this was last reviewed in April 2018. In 2017/18 we received our Gold PE Mark for the second year running and in 2018 we achieved our Silver Quality Mark in Science. In 2017/18 we starting working towards becoming a Communications Friendly Setting in our Early Years, which incorporates a project on improving children's working memory. This project will continue throughout 2018/19.

We are very effective at supporting the needs of pupils with SEND. The breakdown of SEND groups at the school January Census 2018:

Communication and Interaction (Speech and Language) 22%

Cognition and Learning (SPLD) 37%

Physical and Sensory (HI/VI) 11%

Social, Emotional and Mental Health (includes ASD) 30%

Progress in previous inspection key issues

Extent to which areas for development at previous inspection have been addressed.

Ensure that the curriculum is better balanced so that pupils have the opportunity to develop their skills really well in all subjects, and not just in English, Mathematics and Science. The school now ensures an even greater breadth of opportunity for the pupils: incorporating a programme of outdoor residentials in KS2; Gardening club; strong links with the Solomon Islands; improved food technology; financial education; Community Champions Project in every class; participation in a programme of competitive sports organised by our local secondary school; and a thematic approach to planning to help pupils make meaningful links between their learning in all subjects and through project style homework. The school has also established governor-run wrap-around care to support families, and we aim to provide further enrichment through this high quality provision: e.g a homework club, first aid club, gardening and cookery.

Pupil's PSHE education is an important part of our curriculum. In 2018 our SENDCo completed a Masters dissertation on Autism and has developed a series of lessons to help all pupils understand autism and have a greater awareness and opportunity to celebrate and understand differences between people.

For the last three years we have worked closely with the Devon Wildlife Trust and other local schools to improve our pupils understanding of the effects of humans on local and global wildlife and pupils have participated in year-long projects to make a difference in their community.

Make better use of the outdoor facilities in the EYFS to encourage children's independence and to help them make the best

possible progress across all the areas of learning. The school installed an outdoor canopy to enable the pupils to be outdoors in all weather and to enable resources for all areas of learning to be accessible to the pupils. The school has bought in the expertise of Early Years Consultants to advise on the quality of continuous provision and staff from the FSU have visited other settings. Our FSU has also opened its doors to many other settings who have visited to share our good practice. This has had a noticeable impact on the overall quality of provision, which is often outstanding and this results in EYFS results which are above Devon and National figures. This year we have reviewed transition arrangements from Reception Rangers to Year 1 and the PTA have raised funds to improve the outdoor provision for this Year 1.

Leadership and Management Evaluation: Good

How well leaders: demonstrate ambition, vision and high expectations; improve teaching and learning; dev staff; sustain improvement; appropriate curriculum; safeguarding

Strengths

Areas for Development

An effective monitoring cycle which focuses on triangulating evidence of impact of teaching and learning on pupil outcomes.

Further investigation into ways of communicating effectively with parents.

Governing Board working much more strategically and contributing far more proactively to the SDP. Triangulation of evidence is increasingly apparent.

Improving outcomes in Mathematics through participation in the Jurassic Maths Hub Research Group.

Staff take a full part in the collection, collation and reporting of progress and support of high attainers and SEND with regular reporting to SMT. This process then feeds into regular reports to governors.

Improving outcomes for higher attainers, particularly in KS2 Maths and KS1 Writing.

Leaders and middle managers are ambitious and have a clear vision for the future to further raise and sustain high levels of attainment and progress for ALL pupils. The SMT encourages an outward looking approach to development, engaging strongly with our federation partner, the Local Learning Community, East Devon Church Schools Group (EDCSG), advisory teams and other bodies including SCITT. *'The unwavering commitment of the school leadership team for the improvement of the school's distinctive Christian character has been at the heart of the school's success.'* SIAMS 2014

There is a high level of expectation communicated through weekly staff meetings, twilight training, pupil progress meetings, teacher observations, book scrutinies and moderation within the federation and more widely in the LLC.

The school community is highly cohesive and dedicated in its pursuit of excellence. Morale is high and belief in the school's success runs through all levels of staff; parents and ex-pupils run school activities and teaching assistants lead collective worship

(Remembrance Service, Disability awareness)

'There is a culture of openness, trust, cohesiveness and governors have a common purpose of improving the quality of education for all pupils.' Babcock Review of Governance, Sept 2014

Parents are well informed and active partners in the school. 97% of parents agree/strongly agree that the school is well led and managed effectively and 98% would recommend the school to others (May 2016).

99% parents believe the school demonstrates a strong commitment to safeguarding and promoting the welfare of all pupils and they trust the school management to deal with issues of behaviour and safeguarding in an appropriate and timely manner (May 2016)

The school is actively promoting British values in conjunction with school values. Regular opportunities for debate are provided in all classes to discuss events that are extreme. All staff have received Prevent training. All staff are aware that our pupils need protecting from radicalisation and extremism. They are vigilant and ready to challenge pupils' views and encourage debate. Discriminatory and prejudiced behaviour is not tolerated and opportunities are sought by teachers to incorporate these themes into their planning where ever relevant.

CPD is a significant part of maintaining an outward looking approach to developing teaching and learning. Teachers are regularly given the opportunity to collaborate with colleagues at other schools to discuss their specialist subjects and to moderate pupils' work. Within the federation we have been revisiting Guy Claxton's Building Learning Power and in recent years teachers have been involved in Lesson Study projects to further develop their practice.

In 2017/18 the SMT were involved in training with Kingsbridge Research School and the EEF to consider ways of Maximising the Impact of TA deployment. This has had a positive impact on pupil progress with improved feedback between teacher and TA and the teacher spending more time working alongside the high attaining and SEND pupils.

"It is clear that the association with the Kingsbridge Research School has been a rich learning experience and resulted in the more effective deployment and empowerment of teaching assistants. Because teaching assistants are now more confident to advance learning, provide accurate feedback, pre-teach and take on responsibility for assessments, teachers can decide how best to accelerate learning within their class, depending on current priorities. The assessor observed this growing confidence and expertise and observed an example of a teaching assistant with very good subject knowledge teaching the majority of the class while the teacher was freed to focus on challenging aspects of diary writing with higher ability pupils. Teaching assistants are very aware of the positive impact they have on outcomes for pupils and this is a focus for their performance management. Senior Leaders agreed that more powerful teaching teams have resulted and that pupils are responding to teaching assistants as they would to their teachers." Basic Skills Quality Mark April 2018

There is an expectation that all staff, when applicable, will share their skills and knowledge beyond the school. Currently our Science Leader is supporting a new Science Leader at a local school and our school take a lead on organising subject leader meetings across the local learning community. In Spring 2018 we participated in a county project reviewing the curriculum: *'The Golden Thread to Achieving Outstanding Outcomes for Children in Devon'* March 2018.

"The strong collaboration across the Federation continues to foster the high quality of Continuing Professional Development and the

synergy of development plans and action research.” Basic Skills Mark April 2018

“The close, supportive collaboration in school improvement across the Federation continues apace and has a positive impact on its provision and practice in English and mathematics. The Federation meets the criteria for all 10 key elements of the award. Morale is high and there is a palpable commitment from all staff to improving the performance of learners in English and mathematics. 2017 data demonstrate impressive outcomes.” Basic Skills Mark April 2018

Personal Development, Behaviour and Welfare

Evaluation: outstanding

Including behaviour in lessons and around the school, attendance, punctuality; attitudes towards others, protected from bullying, parent/pupil views

Strengths	Areas for Development
The children’s behaviour and the level of parental support for our school vision are both excellent. The vast majority of parents are clear that the school is a safe, caring and supportive place for their children.	Whilst attendance is excellent, we are working closely with EWO to improve it even further, with a focus on our disadvantaged pupils.
Very effective support and a caring environment for all pupils with an inclusive approach that aims to support pupils and parents. Children are encouraged to help in the life of the school and, increasingly, to help develop approaches to learning and community development.	To develop children’s understanding of fairness and their perceptions of how behaviour is managed by adults. PiPs Module 1 and 2 for staff CPD
	To improve the school community’s awareness and understanding of mental health with the launch We Eat Elephants Resources in January 2019.

Our relationship with parents is honest, open and very positive. We have a successful PTA that works hard to support all of the children and has helped to develop IT, the playground, subsidise our road crossing patrol and sponsor a range of school events that the children all benefit from: Arts Week / KS2 Visit to listen to the Bournemouth Symphony Orchestra. We also have excellent links with the church community and our Friday service is led each week by local clergy and we regularly visit our parish churches and contribute to community events (St Andrew’s Fayre, Feniton Village Day – poetry readings at the church).

Parental attendance at parent evenings is close to 100%. Those that don’t attend are given a further opportunity by phone. We have good levels of communication via a weekly e-bulletin, email, letter, half termly newsletter, the village parish magazine, web site and text message. Each Spring Term we hold parent workshops linked to our School Development Plan to involve parents. In 2017/18 these related to E Safety; What Parents Need to Know About Grammar; What to expect from SATs; How to Support Your Child with Phonics. These were well attended.

The conduct and attitudes to learning of the vast majority of pupils is outstanding. Pupils show respect for one another, for adults and the facilities of the school. Visitors regularly comment on the very positive, calm and purposeful atmosphere in the school. School lunchtimes have improved further with the introduction of trained play leaders and equipment to promote active play. In 2017/18 We used the Sports Premium to employ a lunch time Sports Coach who offers classes additional physical activity sessions during lunchtime and promotes participation in cross country and netball. The premium has also enabled us to provide water safety training to our KS2 pupils, in addition to the statutory swimming tuition provided. Being a school close to many rivers and the coast, teaching this essential life skill is important.

The behaviour in lessons is excellent for the vast majority of the time, so that little or no learning time is lost. Since 2013 the SMT have jointly observed pupils demonstrating an excellent, enthusiastic attitude to learning, enabling all lessons to proceed without interruption in 100% of lessons observed.

Where children have difficulties we always aim to contact parents and carers early to discuss issues whether of poor behaviour or concerns relating to emotional issues. The school is quick to engage with Devon Behavioural Support for guidance if the need arises. Our staff are up to date on safeguarding training and are aware of the well established process if any question of that nature arises. Regular CAP (Child Assault Prevention) workshops and talks led by the local police on E-safety ensure that the children are confident at keeping themselves safe from abuse and exploitation.

Our Christian HEART values along with an Anti-Bullying Campaign, Thrive, Be the Best You Can Be and a cohesive transition programme support children to grow in confidence and be aspirational.

‘Children say they can trust their friends and teachers to help them in life. The calm Christian ethos which promotes times of quiet and reflection provides a happy and secure setting in which children flourish. Children understand the Christian value of compassion very well. They talk in a sensitive way of helping someone who may be in need of a friend.’ SIAMS 2014

Pupils’ Views 2016

99%: Adults in my school care about me

97%: Behaviour is good in lessons

“Our school has a friendly, happy atmosphere.” Yr 6 pupil

“Adults care for me and are kind.” “People are polite and say please & thank you.” Yr 4 pupil

99% agree that classroom rules are fair

97% My school helps me to be healthy

97% I feel safe at school

Parents' Views 2016

96% believe there is a good standard of behaviour at the school. (2012 -96%, 2014-100%)

98% say their child feels safe at school

Teaching, Learning and Assessment Evaluation: Good

Teachers' subject knowledge and pupil expectations, engagement, motivation and challenge, progress, independence, reading and literacy skills, assessment, marking and feedback.

Strengths

Areas for Development

An experienced staff sharing considerable strengths and very supportive of each other. PE: Gold Mark 2017/18. Basic Skills Mark 2018 (12th year of holding the award). Silver Science Mark in 2018.

To improve progress outcomes in Maths for able pupils across the school.

Significant levels of CPD provided within school, federation and from outside providers. This includes TA CPD.

To further improve the quality of teaching in Maths with a focus on pre-teaching and meeting the needs of all groups of pupils through high quality planning and teaching.

KS1- % pupils reaching expectation is consistently inline / above national

To develop courageous advocacy and financial awareness across the school.

KS2 - % pupils reaching expectation is consistently above national prior to 2016 and were above national in 2017 and 2018.

To review resources and strategies for the teaching of Spelling

Lessons at Feniton are consistently good and often outstanding. None of the teaching is inadequate and where it requires development this is addressed through effective guidance and CPD. As a result of effective teaching children make at least expected progress. Progress and attainment in Maths at the end of KS2 has been identified as an area for improvement.

The quality of assessment is effective in enabling children to progress. It informs planning and pupils' next steps. Feedback to the pupils is oral and immediate where ever possible. This provides individualised support for pupils. The use of higher order questioning and a level of challenge in lessons is always at least good. Pre-teaching is an approach now being utilised to support learners in preparation for a lesson. Non-negotiables and 'I can' pupil statements are in place for Writing and Maths to support consistency in standards across the school.

Appropriate and regular homework contributes very well to pupil's learning. It reinforces learning in lessons and provides pupils with the opportunity to develop creativity through lines of enquiry which interest them. Including subscriptions to online learning.

Teachers have a high level of subject knowledge and plan astutely to meet the needs of all children.

Termly Learning Walks focusing on providing a quality environment for learning; e.g Is children's work in KS2 displayed and celebrated? How do we convey out HEART values? These enable staff to look at the 'bigger picture' beyond their classroom and maintain a consistent school approach. We regularly hold 'pow wows' with the children to encourage pupil talk and build a clear picture of how children perceive their own progress.

'Standards in religious education (RE) are excellent. Attainment for the majority of children is at least in line with national expectations. Progress between key stages is good. This is due to teaching which is either good or outstanding as observed. The good progress made by all children is also the result of the outstanding tracking and monitoring by the subject leader.' SIAMS 2014

In 2018/19 the school is participating in a Research Project - Jurassic Maths Hub For Mastery. The aim is to improve teacher's skills of planning for coherence and variation in Maths to meet the needs of all pupils and raise the confidence of girls.

Views of Children April 2016 (strongly agree / agree)

99% I learn a lot in lessons

97% Teaching is good

93% I know how well I am doing at school

95% I get a chance to work on ideas that interest me

97% My work is put up on the walls for other people to see

Views of Parents April 2016 (strongly agree / agree)

96% The school informs me about my child's progress

94% The school meets my child's particular needs

98% My child is taught well

96% There is a good standard of behaviour

97% The school is led and managed effectively

96% The school informs me about my child's progress (improvement on 2012 94%)

100% The school has an open door policy for dealing with concerns

100% When I am concerned about my child's progress at school I know who to contact.

Outcomes for Pupils

Evaluation: Good

Attainment, progress, vulnerable groups

Strengths	Areas for Development
% Pupils reaching expectation at the end of KS1 and KS2 is above national.	KS1 attainment – raising boys achievement in Writing with a focus on high attainers.
Standards in Writing has greatly increased over 4 years, particularly in KS2. 4 year upward trend in % high attainers at KS2.	Improving the progress of high attainers with a focus on Maths and Writing and raise the Maths progress score to be consistently above national.
Reading and Phonics attainment significantly better than national.	Raising the % of Year 1 pupils who are meeting expectation.

2018 EYFS: An aspiring target was set in September 2017 for 75% GLD to maintain above national/Devon despite baseline data showing only 12% on track for GLD. Good progress was made in year:

November data – 35% on track for GLD

June – 59% achieved GLD. Below Devon and National.

The 2018 cohort was a small cohort of only 23 pupils. There are significant SEND need in the class and provision is being adapted in Year 1 to meet their needs, so the gap can be closed further.

2017 EYFS: 97% GLD with strengths in Communication, PSED, Reading and Writing. A challenge facing the school is to sustain above national and Devon figures with a high % of speech and language needs in EYFS and to meet the needs of pupils with the potential to exceed national expectations. Gender gap narrower than national. The school has been successful in raising the % of girls reaching ELG in Maths and has increased the % of pupils making better than expected progress in Maths. The % of pupils exceeding expectation has also increased.

94% of EYFS pupils made typical or better progress.

Predictions show data will return to above Devon and National in 2019.

2018 Year 1 Phonics:

2018 – 94% met threshold – above national.

2017 - 83% met threshold – above national.

80% of disadvantaged pupils met the threshold – above national.

2016 - 97% met threshold - top 8% nationally.

KS1: Have consistently performed well since 2011.

KS2: Have consistently performed well above national since 2011, with the exception of 2013 and 2016 in Maths and GaPS. This result was quickly reversed and results were above national in 2014, 2015, 2017 and 2018.

In 2016 the school achieved above national in Reading and Writing and below national in GaPS and Maths. This cohort had a high % of boys; 25% SEN and 28% mobility in this cohort (30% of boys and 25% of girls). This high % of mobility had a significant impact on progress data for SEN and PPG groups.

2018

Refer to ASP Summary 2018 and School Improvement Lead Governor Report Sept 2018.

Refer to Whole School Data Summary July 2018

Assessment Data Summary – end of this document.

Basic Skills Quality Mark April 2018: *“Feniton is assiduous in its drive to raise standards for more able pupils. Talks with more able pupils have revealed a positive view to learning because of the new curriculum and greater depth. They feel there is challenge in their learning and they have ownership of what they are doing. Supporting other pupils, for example able Year 6 pupils mentoring Year 2 pupils’ reading and also able Year 6 pupils creating comprehension questions for able Year 4 pupils provide very enjoyable yet challenging opportunities for all involved.”*

Early Years Evaluation: Good

Provision, good level of development, engagement of pupils

Strengths	Areas for Development
Levels of attainment and progress above Devon and National – 97% in 2017	To maintain good progress for all pupils in the 2018/19 cohort based on their starting points.
Improved moderation of assessment in pre-school has secured a reliable baseline for Reception progress tracking from Sept 2017	To develop the setting as a centre of excellence for speech and language: Communications Friendly Setting Accreditation.
Planning based on pupils’ interests. Using Tapestry to log assessment observations, identify gaps in learning journey and include parents.	To monitor the gap between boys and girls in: Moving and Handling Shape / Number KUW EAD

The FSU team is highly driven to improve outcomes for all children. Incisive evaluation of the impact of staff’s practice; rigorous performance management and highly focused professional development has led to high quality of teaching from both teachers and support staff with much outstanding practice. All staff are highly responsive to children’s needs and as a result an increasing % pupils

make rapid progress.

Increasingly accurate assessment informs both group and individual need. Moderation is becoming robust and this results in a high level of consistency of judgements, especially in the Reception Class.

Tapestry is very successful at assisting with assessment judgements and involving parents more in the observing, teaching and reporting process. Assessments are now more accurate and based on high quality observations. It includes all those involved in the child's learning and development. As a result of high quality assessment, provision across all areas of learning is planned meticulously, with each child being challenged.

Children demonstrate independent and safe learning behaviours as a result of clear structures and when children are still needing support to learn these behaviours, adult guidance is provided and parents are quickly engaged.

Parents are actively engaged in supporting their children's learning through home learning opportunities, workshops, written reports and termly meetings.

Children with special needs make sustained progress because their needs are identified early and then targeted with additional adult support to help to close the gap between them and their peers.

More able children with the potential to exceed expectations are challenged through weekly focused and guided tasks.

Progress based on Starting Points end of year 2017:

An increase in the % of pupils achieving typical progress and an increase in the % exceeding expectation. Above national.

94% of the cohort made at least typical progress. Above Devon and National and a 4 year upward trend for the school.

Overall Effectiveness

As a result of our self evaluation we judge the school as outstanding in many aspects and not less than good in any aspect. KS2 results in 2016 were hugely disappointing and did not do justice to the progress that this group of children had made in all aspects of their learning and personal development since KS1. Our in-school data which has been accurate and in-line with SATs in previous years, indicated that the % of pupils achieving expected and greater depth should have been higher and an analysis of the tests shows that the children were not SATs-ready and needed to be more equipped with the strategies to complete the new assessment successfully. This issue was rapidly addressed, resulting in 2017 and 2018 data which was above national in many aspects. The school is now committed to ensuring high attaining learners make better than expected progress.

The quality of teaching, learning and assessment is often outstanding. Peer teaching and pre-teaching have had a positive outcome on learning and a review of the deployment of teaching assistants is also having an impact. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development continues to be as strong, in-line with the outstanding judgement awarded by SIAMS in 2014 and continues to be supported by a very active Ethos Committee of pupils. The school has drawn on the work of Guy Claxton, Building Learning Power to raise pupil's levels of resilience and responsibility and this is clearly evident throughout the school, including through our Sports Council and Science Wow Group. Safeguarding is highly effective and pupils thrive.

Feniton School is always striving to be the best it can be. We will be uncompromising in our drive to improve Maths and GaPS learning and have actively sought partnership with other schools to achieve these aims. We have targeted limited resources at EYFS and particularly the development of speech and language, as well as professional development for teachers and teaching assistants focused on effective deployment of additional adults in the classrooms to maximise impact on learning. Predicted results for 2019 are above national, including for high attaining pupils.

Feniton Church of England Primary School **Assessment Data 2018**

EYFS	2014	2015	2016	2017	2018	National 2017
Good Level of Development Achieved	67%	83%	87%	97%	59%	71%
Exceeding in Reading	28%	17%	30%	40%	18%	
Exceeding in Writing	33%	13%	27%	40%	0%	
Exceeding in Maths	6%	7%	17%	40%	0%	

Year 1	2014	2015	2016	2017	2018	National 2017
Phonics Screening Pass	97%	86%	97%	83%	94%	81%

Key Stage 1	2014	2015	2016 New Curriculum	2107	2018	National 2017
Reading						
Working at Standard	92%	97%	77%	90%	83%	76%
Working below Standard	8%	3%	23%	10%	17%	24%
Working at Greater Depth within the Standard	46%	37%	27%	27%	30%	27% (Devon)
Writing						
Working at Standard	77%	93%	77%	87%	80%	68%
Working below Standard	23%	7%	23%	13%	20%	32%
Working at Greater Depth within the Standard	23%	20%	23%	10%	13%	15% (Devon)
Maths						
Working at Standard	89%	90%	77%	83%	80%	75%
Working below Standard	11%	10%	23%	17%	20%	25%
Working at Greater Depth within the Standard	38%	37%	19%	20%	23%	20% (Devon)

Key Stage 2	2014	2015	2016 New Curriculum	2017	2018	National 2017
Achieve Standard in Reading, Writing & Maths	100%	89%	56%	90%	88%	62%
Reading						
Working at Standard	100%	97%	69%	90%	92%	75%
Working below Standard	0%	0%	31%	10%	8%	25%
Working at Greater Depth within the Standard	78% (L5+)	62% (L5+)	19%	47%	71%	28%
Writing						
Working at Standard	100%	92%	78%	93%	92%	76%

Working below Standard	0%	8%	22%	7%	8%	24%
Working at Greater Depth within the Standard	52% (L5+)	65% (L5+)	6%	17%	24%	18%
Maths						
Working at Standard	100%	92%	56%	90%	88%	74%
Working below Standard	0%	8%	44%	10%	12%	26%
Working at Greater Depth within the Standard	39% (L5+) 13% (L6)	65% (L5+) 8% (L6)	3%	20%	12%	19%
Spelling, Grammar & Punctuation						
Working at Standard	96%	81%	69%	90%	88%	75%
Working at Greater Depth within the Standard	57%(L5+)	68%(L5+)	6%	30%	29%	27%

KS2 Average Scaled Score	School 2016	National 2016	Progress Score2016	School 2017	National 2017	Progress Score2017	School 2018	National 2018	Progress Score 2018
Maths at KS2	99.9	103.0	-3.08	105.1	104	-0.1	104	104	-1.9
Reading at KS2	104.3	102.6	+0.95	108.8	104	+3.4	111	105	+4.0
Grammar, Punctuation & Spelling KS2	100.7	104.0		106.8	106		105	106	
Writing KS2			-1.10			+0.9			0