

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 2015 - 2016	PRIORITIES FOR 2016 - 2017
MATHS	<ul style="list-style-type: none"> • The new curriculum is embedded across the school • The Times Tables Champion project is having a positive impact on children's knowledge • 	<ul style="list-style-type: none"> • To increase the number of children achieving the new 'Expected' benchmark in Year 6 • To increase the stretch and challenge for the more able to increase the number of children achieving 'Greater Depth'
LITERACY	<ul style="list-style-type: none"> • Outcomes for children in Year 2 and 6 Reading were above national. • Our Year 6 children's outcomes were higher than national at the 'Greater Depth' level in Reading 	<ul style="list-style-type: none"> • To significantly increase the % of children achieving 'Expected' in the new curriculum • To significantly increase the % of children achieving 'Greater Depth' in the new curriculum • To meet national figures for Year 1 phonics testing
QUALITY OF TEACHING	<ul style="list-style-type: none"> • The Maths and Literacy subject Leaders have worked alongside our teachers in the classroom to increase the quality of teaching • The quality of teaching in the Early Years Foundation Stage meant that 80% (well above national) children achieved a Good Level of Development in 2016 • 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 Assessment for Learning to ensure each child is making at least expected progress in each lesson. • To develop teacher's expertise in assessment, particularly in writing by working alongside external Literacy Advisers
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 96.2% compares to national figures of 95.4% which shows children enjoy coming to school and attendance is well managed • The 6 Core Learning Values of St Nicholas can be seen in action across the school 	<ul style="list-style-type: none"> • British Values will be threaded throughout the curriculum to ensure our children are well-rounded citizens • Regular pupil conferencing will enable children to talk about their learning, how safe they feel and to show us the progress they are making. This enables us to evaluate children's attitudes to their learning

2016 Achievement Information

The key milestones for assessing children and reporting these results publically 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.

We are delighted that, again, St Nicholas children have achieved well above national statistics for a Good Level of Development, with 80% of our children reaching this standard.

Year 1 Phonics screening test

	2014 School Data	2015 School Data	2016 School Data	2016 National Data
Pass rate	84%	67%	66%	81%

We recognise that the school outcomes are much lower than national, however these outcomes do reflect the high percentage of children with English as an additional language and 1/3 of the cohort with additional needs in the cohort. In 2016-17 we will be revising how we support children through the phonics test.

Year 2 (KS1) Sats

The new assessment framework 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 (National 74%)

22% reached a high standard (National 24%)

We are pleased that our reading performance was strong and in line with national.

Writing

60% reached expected standard (National 65%)

18% reached a high standard (National 13%)

We are really pleased that, although slightly below national for expected, we were above national for the number of children achieving the higher standard in writing.

Maths

67% reached expected standard (National 73%)

29% reached a high standard (National 18%)

We were disappointed not achieve national for expected but are delighted with the significant number of children achieving the higher standard in maths.

Key Stage 2 Results 2016

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.

Progress measures are completely different this year and work on a range system.

Reading

71% reached expected standard	(National 66%)
29% reached a high standard	(National 19%)
PROGRESS 0.0	(National range)

We are pleased with our reading outcomes this year and our focus next year is to increase the number of children achieving the expected standard.

Writing

44% reached expected standard	(National 74%)
2% reached a high standard	(National 15%)
PROGRESS -11.4	(National range)

We are disappointed in our writing outcomes this year and will work with external Literacy Advisers to secure accurate assessment in 2017. Work already undertaken by these external Advisers confirms that writing across the school is more positive than this data reflects.

Grammar, Punctuation and Spelling

61% reached expected standard	(National 72%)
22% reached a high standard	(National 22%)

The fact that almost 20% more children achieved expected and the higher standard on this test is evidence that our children are more able writers than our writing outcomes suggest.

Maths

61% reached expected standard	(National 70%)
15% reached a high standard	(National 17%)
PROGRESS -2.3	(National range)

We are disappointed not to have performed in line with national for maths at expected. Our children working at the higher standard is broadly in line. Next year's focus is to ensure a greater number of children achieve the expected standard.

Each cohort of children is different and 2016 saw the greatest changes to assessment in many years. At St Nicholas, the whole team continue to develop and adapt their practice in the light of the new curriculum and assessment procedures. The next academic year will see us working relentlessly to ensure greater achievement and progress against the new framework.

Well done to all the children across the school who have worked so hard to achieve their very best. Thank you to all the staff who continue to do their every best for the children in their care.

With best wishes,

Angela Folland
Headteacher