



Thomas Johnson Lower School

Excellence and Enjoyment

A Values Education School

End of year subject review and progress report: 2016-17

A report for Governors and Parents



This document aims to give an overview of the year, combining pupil attainment results for the core subjects of English and Maths, with a short narrative of highlights in each subject area.

(Key to abbreviations: SEND = pupils identified with special needs and disabilities and which could be cognitive, social, emotional and/or physical; DPG = disadvantaged pupils ; EAL = pupils for whom English is not their first language and who have English as an additional language; CLA = children looked after)

The school has used Target Tracker which is a system used to monitor progress and attainment in “Assessing Without Levels” within the context of the National Curriculum. Parameters for judging age-related expectation (ARE) and above have been agreed with local schools within the Wootton pyramid, and our Teacher Assessment judgements were in line with the 2017 SATS tests. Data for this review has been taken from outcomes of discussion with the School Improvement Partner. Key stage 1 was successfully moderated at the end of the year and the moderator was impressed by the range of evidence and upheld the school’s judgements.

English

EYFS (Early Years Foundation Stage)

What we did well:

The children have been encouraged to develop their writing skills by writing their news and having a topic related writing task. We have also set up a writing area in the outdoor area to encourage writing in all areas of the learning environment, particularly the boys. Nursery have started taking part in daily phonics sessions. Every child is heard read twice a week, with some children reading more frequently if they require extra support. The children have really enjoyed mark making activities and fine motor skills activities e.g. drawing in foam, using paint brushes and threading. There has been an noticeable increase in the amount of children who choose to engage in independent writing activities and applying their phonics skills.

Attainment: The proportion of children achieving a **GLD in 2017 was 79%**, which was above national average, with **attainment overall of 34.1 APS** which was broadly in line. However analysis shows the impact of a late admission to the cohort. For **matched pupils (13)** [6 boys, 7 girls, 1 PPG) the proportion achieving a GLD rises to **85%**, with overall attainment at **35.5 APS**. Both reflect the school’s upward improvements in attainment - GLD: 2015 (80%); 2016 (89%); APS: 2015 (33.9 APS); 2016 (36.9 APS). Outcomes for all pupils in the key areas of literacy and mathematics were above the most recent national average and well above in the strands of *reading* and *numbers*, with good proportions of children “exceeding” in all strands. The proportions of all children who were ‘exceeding’ in the specific

areas of *literacy* showed a continuing rise compared to previous years at 29% in *reading* (20%: 2015; 26%: 2016) and 29% in *writing* (13%: 2015; 16% 2016). The attainment of boys and girls was broadly similar in most strands. However, in *communication and language* (83/75%), *literacy* and *mathematics* (86/75%), the school has reversed the national trend, with boys attaining above girls. One disadvantaged pupil [in receipt of PPG] did not meet the Early Learning Goals in literacy, reading or communication and language, but has made significant progress, and now attends regularly, since the start of the year.

Areas for improvement: To continue to develop the topics in EYFS to provide opportunities to encourage boys writing. There are 8 summer born boys starting next year therefore we feel this will continue to be the target area.

Key Stage 1

There has been a noticeable improvement in the presentation of the children's work. Handwriting is of a very high standard. The children are increasingly secure in their knowledge of grammar and spelling and this is reflected in overall attainment. Reading has been at a particularly good standard, with all children at the end of Key stage tests reaching the expected standard. Children have enjoyed developing their ideas through Drama and Role play. They have continued to develop their vocabulary through cross curricular links.

Phonics outcomes:

Year 1: The proportion of pupils, in a cohort of 15, who met the standard in the phonics screening check in 2017 was in line with the most recent national average at **81%**. One additional pupil scored 31 marks out of 40, which was one below the pass mark. This compares to the overall positive trend since 2014 (93% in 2016; 82% in 2015; 46% in 2014). 50% of 2 PPG pupils achieved the required standard.

The cohort has made significant progress since April 2017 (at which point 67% of the cohort were on track to meet the expected standard), to achieve outcomes that were in line with the national average. Pupils benefitted from highly focused phonics teaching jointly with year 2 since the mid-point of the Spring term. Attainment by gender was identical. The average score in the check was **34.3**, which was above the most recent national average, **with 6 pupils [40%] scoring 38 marks or more.**

Year 2 re-sit: 2 pupils re-took the screening check in year 2 in 2017, giving a cumulative total of 100% of pupils meeting the standard in phonics by the end of the key stage, which was well above the most recent national average.

Year 2 Attainment. We are proud of an excellent set of results this year, with attainment being well above the most recent national average in all aspects. This cohort of 15 children (9 boys, 6 girls) included one PPG/SEN whose KS1 data was reported in 2016 and is not included therefore in this analysis. These results are well above 2016 outcomes, which saw 80% of pupils at the expected standard or above in reading and 70% in writing.

At the expected standard and above, the attainment of boys and girls was similar in reading, with girls attaining higher than boys in writing. At greater depth, however, girls attained significantly higher than boys in all areas. The school was successfully moderated in 2017, with all judgements upheld and one raised from "*ARE (Age Related Expectation)*" to "*GRD (Greater Depth/Above)*"

In Reading, 100% of pupils achieved *ARE and above*, with 43% working at *GRD* (m: 25%; f: 67%). This is in comparison to the national average of 74% *ARE and above*; and 24% *GRD*.

In Writing, 93% of pupils achieved *ARE and above* (m: 86%; f: 100%), with 29% working at *GRD* (m: 13%; f: 50%). This is in comparison to the national average of 65% *ARE +* and 13% *GRD*.

For matched pupils, in Reading 20% were exceeding in EYFS – increasing to 43% in KS1. In writing, 13% were exceeding in EYFS – increasing to 29% in KS1.

Areas for improvement: To continue to develop the children's understanding of the language of grammar.

Key stage 2

The children have enjoyed being taught through a range of creative topics. The children have continued to be challenged through writing for different purposes and developing a range of different writing skills. The children have continued to develop the legibility of their handwriting and the presentation of their work. They have had many opportunities to write through cross curricular links and this has enabled the children to write at length on many different occasions about topics which interest them.

Attainment: This is a larger cohort than has been typical within the school (21 pupils: 9 boys, 12 girls, 1 PGG), which has seen relatively high levels of mobility over time, with only 17 pupils 'matched' since the end of the EYFS. Baselines for this cohort were low at the end of KS1 in 2015 with a relatively high proportion of pupils with SEND (20%), including in year 1 phonics when 46% met the expected standard. Nevertheless, the cohort has benefitted from consistently good teaching through lower KS2, enabling them to make strong progress and able to attain standards at the end of year 4 that were in line with the LA average in reading and slightly below in writing

Reading: Attainment in reading was in line with the most recent LA average. 81% of pupils were *ARE and above* (56% boys, 100% girls, 100% PPG, 20% SEND). 43% of pupils were working at *GRD*, which is higher than the LA average of 38%. (22% boys, 50% girls, 0% PPG/SEND)

Writing: 67% of pupils were *ARE and above* (71% LA) however a larger portion of these were working at *GRD* (33%) than the LA of 24%. (Boys 22%; girls 42%; 0% PPG/SEND)

Matched progress:

In reading, 90% of pupils made expected progress or better, with 20% making accelerated progress. In writing, 85% of pupils made expected progress or better, with 25% making accelerated progress. The proportions of pupils achieving the expected standard have risen significantly since EYFS, where 65% secured a Good Level of Development, in comparison to a rise to 88% meeting the expected standard in Reading and Writing. These were above the most recent LA averages in Reading, and broadly in line with Writing.

Areas for improvement:

- Further development of editing and presentation skills.
- Implementation of a school wide handwriting scheme.
- Further develop the children's understanding of the 'language of grammar'.

Mathematics

End of year 2016 Subject review – Mathematics

EYFS

What we did well: The Nursery and Reception children both have a daily Maths session, with a focus on number. This has enabled the children to count to 10 and recognise some numbers beyond 10. They can also count objects accurately. This is a firm foundation for their progress in Reception. The children have been able to demonstrate their knowledge, understanding and mathematical skills through demonstrating their learning during independent play.

Attainment: As noted in English, **79%** of all pupils achieved a good level of development (GLD), with an overall attainment of **34.1** APR (average point score). (matched pupils: **85%** GLD; **35.5** APS) Outcomes for all pupils in the key area of mathematics was above the most recent national average and well above in *numbers* (93%), with good proportions of children "exceeding" (21%). Shape, space and measure was slightly down (79%) with 14% "exceeding". The attainment of boys and girls in *mathematics* (86/75%) reversed the national trend, with boys attaining above girls. One disadvantaged pupil [in receipt of PPG] met the Early Learning Goals [ELGs] in *number*.

Areas for improvement: To develop the use of mathematical questions during play by staff to extend their learning.

Key stage 1

What we did well:

The attainment in Maths has been good this year with a higher proportion of children achieving 'Greater depth'. Children have worked well, despite the greater challenges of the new curriculum. The children are using their multiplication knowledge to greater effect when working out division problems. They

have had the opportunity to explore word problems in a deeper way. This is improving their ability to make choices about using the correct operation to use in a given scenario.

Attainment: As mentioned in English, this is an excellent set of results, with overall attainment being well above the most recent national average. At the expected standard and above, the attainment of boys was higher than girls in maths. At greater depth, however, girls attained significantly higher than boys. The school was successfully moderated in 2017, with all judgements upheld.

In Maths, 93% of pupils achieved *ARE and above* (m: 100%; f: 83%), with 36% working at *GRD* (m: 25%; f: 50%). This is in comparison to the national average of 73% *ARE +* and 18% *GRD*.

Areas for improvement: To develop the children's understanding of fractions.

Key stage 2

What we did well: The children have recognised the importance of using quick mental recall skills. They have had more opportunities to explore word problems with two or more steps. Through revisiting basic Maths skills daily, the children who found Maths more challenging, were more confident to have a go. The children who were more able were equally well challenged through providing them with a range of open ended tasks to complete.

Attainment: As mentioned in English, baselines for this cohort were low at the end of KS1 in 2015 with a relatively high proportion of pupils with SEND (20%). Nevertheless, consistently good teaching through lower KS2 has enabled them to make strong progress. Attainment in Maths was slightly below the most recent LA average of 73%. 71% of pupils were *ARE and above* (56% boys, 83% girls, 100% PPG, 20% SEND). 14% of pupils were working at *GRD*, which is lower than the LA average of 26%, (11% boys, 16% girls, 0% PPG/SEND) reflecting the lower starting point and mobility within the cohort.

Matched progress:

90% of pupils made expected progress or better, with 5% making accelerated progress, with are above the most recent LA average. The one disadvantaged pupil made expected progress in maths.

The proportions of matched pupils achieving the expected standard have risen significantly since EYFS, where 65% secured a Good Level of Development, in comparison to a rise to 88% meeting the expected standard.

Areas for improvement:

- Even more importance given to ensuring all children know and can apply times tables, as this is key due to the number of fraction related steps the children need to be confident in.
- Ensuring staff understand the steps that children need to work through by the provision of a calculation policy.
- Ensure that children who are more able in this subject are suitably challenged by upskilling Maths sessions.

Science

EYFS

What we did well:

The children have really enjoyed exploring outside during the different seasons. They have observed and commented on the changes in weather, wildlife and plants. In particular, they took an interest in a family of Blue Tits who became resident in the nursery boiler house, making bird food and signs to ensure they were looked after. During our 'Pirates' topic the children enjoyed investigating what items float and sunk. We have grown our own mushrooms, with children taking on the responsibility of watering them.

Areas for improvement: To use the growing area outside more effectively, planting more vegetables and encouraging the children to observe and comment on their growth.

Key stage 1

What we did well:

Children have developed their thinking skills within science by carrying out a range of experiments and investigations on such topics as waterproofing and absorbency, linked to materials, using the outside

areas and field to investigate seeds and habitats, including making blackberry and crab apple jelly. The children have extended their knowledge of seeds and the food we eat by planting the garden with peas, broad beans and onions and eating the produce.

Areas for improvement:

To further develop the outside areas with a greater emphasis on the 'Forest school' approach in science to give the children first hand experience in their learning.

Key stage 2

What we did well

The children have explored a range of different science topics this year. They have found out about animals and their habitats, electricity and the human body. The experiences the children have had have included formal investigation writing and also lots of hands on explorative work. Stibbington enhanced the children's learning, with Owl pellet dissection and finding out about the local environment.

Areas for improvement:.

To develop the children's ability to write up formal investigations and their skills relating to fair testing.

ICT

EYFS

What we did well:

The children in Reception have thoroughly enjoyed their weekly computer lessons. They have accessed a range of programmes including paint, word and games such as simple city. They have explored websites such as Cbeebies independently. The children have shown great skill when using the I pads to access different apps and games. In particular, they have engaged with various activities on Espresso primary related to their phonic work. This has allowed them to apply their phonics skills in a fun and interesting way.

Areas for improvement: To introduce and encourage the use of different ICT equipment in the classroom.

Key stage 1

What we did well:

The children have continued to work through the Espresso Coding Modules, with increasing confidence. They have experimented with other programming software on the iPads. The children have also made good use of the iPads to enhance their learning across all subjects including Maths, English and Science. They used publisher to produce their own tourist guide to London sights linked to the topic of 'Great Fire'.

Areas for improvement:

To continue to develop a whole school ICT curriculum which is engaging and relevant to the National Curriculum.

Key stage 2

What we did well: The children have used ICT to support their learning a lot this year. They have developed their computer skills and in particular they have explored different ways to present information. Many of the children have been keen to present their work using Power Point and this has included independent homework tasks which the children have completed to a high standard. The children have then demonstrated their presentation skills using different equipment and software when sharing their findings with their peers.

Areas for improvement:

To develop the ICT curriculum to link more coherently with the Key stage 2 curriculum.

Foundation subjects

History

EYFS

What we did well:

The children learnt all about the human body and how to keep healthy during our 'All about me' topic. They particularly enjoyed talking about how they have changed over time growing from a baby to a toddler and into a young child. We have explored old and new types of transport.

Areas for improvement:

To develop more opportunities to compare people and objects of today with the past.

Key stage 1

What we did well:

The children particularly enjoyed the topic of the 'Great Fire of London' and many chose to research further independently or visit London with family. It produced written work of great quality. Florence Nightingale paid the children a visit and the children were able to use their subject knowledge to ask some really good questions of their subject. We finished the year by finding out about two great explorers, Christopher Columbus and Neil Armstrong. The children were fascinated to discover the many different foods that CB brought back, not just the potato! They made some excellent models of Apollo 11 for homework.

Areas for improvement:

To further develop cross curricular links and homework opportunities for independent research.

Key stage 2

What we did well: The children have explored a range of different subjects this year, including the history of the Local Area and the Ancient Egyptians. The children have explored a range of historical resources to support their learning such as old photographs and artefacts. The children have been encouraged to develop their historical questioning skills and the cross curricular work has supported the children's ability to write at length about topics which interest them.

Areas for improvement: To further develop the use of enrichment days with each topic, possibly including outside experts/visitors. Ideally with a visitor/trip per term to support learning.

Geography

EYFS

What we did well:

The children have looked at different countries and the types of houses and animals that live there. They really enjoyed looking at houses in different countries such as mud huts and igloos and talking about the similarities and differences to their own houses. They have learnt about the different animals found in the Polar Regions and how they adapt to their environment.

Areas for improvement:

To look further into the family/school life of children in other countries.

Key stage 1

What we did well:

The children explored maps and developed their skills at both locating places on maps but also drawing their own maps and creating keys. We have looked at globes and identified the continents and oceans and we have linked this knowledge to exploring weather and climate. The children were amazed to find

out that children in Tromso Norway have to play out in a floodlit playground because there is no day light for part of the year!

Areas for improvement:

To make greater use of sites such as 'Google earth' to enhance children's learning and give more relevant experiences.

Key stage 2

What we did well: The children have continued to develop their map skills through teaching in a creative approach e.g. The Local Area topic allowed the children to explore maps of their local area and make comparisons between a small locality and a larger contrasting locality. The children had many opportunities to develop map reading skills and coordinates at Stibbington, which was supported by a treasure hunt requiring the children to put their map skills to use. The children also found out about Rainforests, the equator, the tropics lines and identified how this impacts on the climate and the environment.

Areas for improvement: To link a trip or visit with each term's topic.

Art

EYFS

What we did well:

We have had creative and art activities available both in the indoor and outdoor environment. These have been very popular amongst the children, producing some lovely pieces of work. The children have had the opportunity to use paint and glitter to create amazing firework pictures as well as painting of types of transport. They have shown a particular interest in using chalks and black paper.

Areas for improvement:

To provide opportunities for the children to use other art materials in addition to paint.

Key stage 1

What we did well:

The children explored portraits beginning by looking at a range of artists work and discovering many different approaches. We produced work in the style of Picasso and Gainsborough, as well as using collage and photography. The children looked at buildings and this linked to the London theme. Children have developed their observational skills by looking closely at animals, fruit and flowers and the quality of drawing, painting and pastel work has been excellent.

Areas for improvement: To develop skills in sculpture and the use of a range of modelling materials.

Key stage 2

What we did well: The children have continued to develop their Art skills through detailed observational drawings and exploring new techniques all which are linked with the topics covered. The children were asked to research specific artists linking with a time period of a style of painting. They have enjoyed recreating work by specific artists and also creating their own interpretations of work.

Areas for improvement To encourage the children's creativity and design ideas through open ended tasks.

D&T

EYFS

What we did well:

This year the children in Hedgehogs have shown a particular flair for designing and making models. They really enjoy junk modelling where they also have access to tools and materials that they will need such as scissors, glue and paper. The children were encouraged to reflect on their designs which helped them to make improvements.

Areas for improvement:

To provide more opportunities for the children to design models and objects in the outdoor environment.

Key stage 1

What we did well: The children demonstrated excellent use of the needle in their sewing of puppets. What was really pleasing was the correlation of the design to the finished puppets. Children also made very thoughtful evaluations of their work. Again in vehicle making there was good use of the design process and the quality of model making was very high, with children being very satisfied with their finished products.

Areas for improvement:

To develop opportunities for problem solving in design and making

Key stage 2

What we did well: The children have continued to develop their DT skills through designing a pneumatic sarcophagus linking with the Ancient Egyptians and researched the Bedford Clanger – linking with the Local Area. When covering the Rainforest the children designed and made their own Rainforest headdress. The children really enjoy linking their creative ideas with a creative curriculum.

Areas for improvement: To ensure the activities and products chosen in topic work match the skills that should be developed at this key stage and challenge children's problem solving abilities.

Music

In 2017 the school continued its links with Bedfordshire Inspiring Music, and continued to provide opportunities for pupils to learn violin and guitar independently, as well as whole class drumming and ukulele within KS1 and KS2. Once again Key Stage 2 took part in the Sing Up concert at Bedford Corn Exchange. Comments from parents and the Sing Up organizers were extremely complementary – praising our children's efforts, high levels of achievement and attainment and behaviour.

EYFS

What we did well:

The children have learnt a range of songs related to the various topics we have covered. We have used different musical instruments to accompany traditional tales such as 'The Gingerbread Man'. The children have used the musical instruments during their independent play making up their own songs and rhythms.

Areas for improvement:

To create opportunities for children to perform their songs/dances/rhymes to the other children in the class.

Key stage 1

What we did well:

The children gained so much confidence and musicality through their excellent ukulele and drumming sessions. These opportunities give every child the chance to shine. The children also developed their musical knowledge through the teaching of music through the 'Music Express' programme.

Areas for improvement:

To continue to provide the children with opportunities to experience different styles of music and instruments.

Key stage 2

What we did well: The children thoroughly enjoyed learning a range of new songs for the Sing Up concert which is performed at the Bedford Corn Exchange. They also enjoyed learning to play the Ukulele at the beginning of the year.

Areas for improvement: Keep doing what we are doing. Inform parents of the aims of the music curriculum and emphasise the importance of being involved and demonstrate their commitment to the final concert outcomes. Remember to tell parents how long each "activity" takes – so that they aren't mistakenly buying an instrument in the final week of those particular lessons!

RE (Religious Education)

EYFS

What we did well:

The children have learnt about different cultures and faiths throughout the year through stories and children's websites such as Cbeebies. We have talked about how our own traditions and beliefs are different to others. The children liked learning about Diwali and Holi where they made Diva lamps and experimented with bright colours.

Areas for improvement:

To celebrate more festivals and special events from other faiths.

Key stage 1

What we did well: The children enjoyed comparing different Creation Stories by looking at similarities and differences in Islamic, Christian and Jewish versions. Under the focus of "People who help us" they looked at different well known Bible stories (such as "The Lost Sheep") and started to recognise the messages behind the stories. The children finally looked at Special books (the Qur'an, Torah and Bible), learning how people from different faith groups respect these special books.

Areas for improvement:

To learn more stories which are special to the key faiths studied, as the children particularly enjoyed these, found them memorable, and consistently showed high levels of respect in retelling.

Key stage 2

What we did well: The children have enjoyed finding out about the similarities and differences between different religions. They have been able to find out interesting facts about Hinduism, Judaism, Sikhism and Christianity. The children have enjoyed reading religious stories connected with different faiths and identifying the key messages to be taken from these stories.

Areas for improvement: To apply a Values Education ethos towards teaching Religious education through drawing on Values Education principles to develop the children's knowledge and understanding of the world and the importance of showing understanding and respect to all.
