



Edleston Primary School
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HEADLINE DATA 2017

Last year, as part of our school development planning, we had 6 major areas of focus to continue to raise standards in our school.

1. To maintain the % of children who reach a Good Level of Development at the end of foundation stage.
2. To continue to maintain overall attendance so that it is at least 95%.
3. To ensure that the majority of our children knew their times tables [age related expectations]
4. To ensure that the majority of our children were at age related expectations in mega maths and super SPaG lessons.
5. To raise attainment in reading at KS2.
6. To raise attainment in maths at KS1
7. To increase the % of children at KS2 who achieved the expected level in English and maths combined.

What did we do and what was the impact?

What was the impact?	How did we do it?
The majority of our children enter the foundation stage below age related expectations. By the end of June 2017 67% of our reception children reached a good level of development, which is in line with the previous year.	Literacy and numeracy interventions. We employed an apprentice to support language acquisition. The outside area was developed. We held parents workshops in maths and literacy. We held reading for pleasure days.
Overall attendance for the whole year was 95.3%.	Rewards for good attendance at the end of each term. Regular meetings with families. Rewards for the class with the best attendance each week. Regular newsletters to parents.

<p>See below the data for July 2017 which shows the % of children who knew the appropriate times tables for their year group;</p> <p>Y1 90% Y2 90% Y3 93% Y4 54% Y5 77% Y6 90%</p>	<p>We used times tables rock star. We held times tables rock star Clubs We held times tables rock star competitions at the end of each term. We told parents the expectations in each year group so they could help their children at home.</p>																		
<p>See below the data for July 17 which shows the % of children who are at the correct stage in their mega maths groups and their super SPaG groups;</p> <table border="1" data-bbox="97 568 778 792"> <thead> <tr> <th></th> <th>SPaG</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>80%</td> <td>87%</td> </tr> <tr> <td>Y3</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>Y4</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Y5</td> <td>89%</td> <td>86%</td> </tr> <tr> <td>Y6</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table>		SPaG	Maths	Y2	80%	87%	Y3	74%	74%	Y4	80%	67%	Y5	89%	86%	Y6	93%	93%	<p>Children are taught in small groups across KS1 and KS2 for their super SPaG and mega maths groups using an assertive mentoring programme. Once a child is secure with the learning in any group they move quickly up to the next group. All staff are highly trained to deliver the curriculum.</p>
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<p>Attainment at reading increased by 28% from the previous year and is now at national average. This shows outstanding progress as the majority of our children enter the foundation stage mostly below expectations.</p>	<p>We changed the format of our guided reading lessons. We held reading booster clubs. We held more inference reading lessons, as this is the area that our children found more challenging. We hold half termly reading for pleasure days where all the work is based around a text, the children love these days! We purchased new books for the children.</p>																		
<p>What was the impact?</p>	<p>How did we do it?</p>																		
<p>At KS1 the % of children reaching the expected level in maths increased by 9%</p>	<p>Children are taught key maths skills on a daily basis through class KIRFS [Key Instant Recall Facts]. Children are taught in small groups for their mega maths lessons. We have tailored interventions to meet the needs of those children who have gaps in their learning.</p>																		
<p>The % of children who achieved the expected level in English and maths combined at KS2 increased by 34% and is just 4% below national.</p>	<p>Small group teaching by highly skilled staff. Booster sessions for those children who had gaps in their learning. Excellent teaching across the school. Ensuring a nurturing environment in the Y6 classroom to ensure that the children are prepared for their end of year exams and are given the support they need in terms of well being.</p>																		