

St Martin's Catholic Primary School



Headteacher's Report To the Governors Autumn 2018

Part 1



St Martin's Catholic Primary School
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Part 1

A. The Context of the School

General Information about the School

Pupils and Class Organisation.

The Autumn term commenced on 3rd September 2018.

Classes were organised as follows: -

Class 1	Year 6	29	Mr McNulty
Class 2	Year 5	29	Mrs Hayes and Miss Robertson
Class 3	Year 4	29	Mrs Isherwood
Class 4	Year 3	28	Mrs. Monks and Mrs Hunter
Class 5	Year 2	29	Mrs Wild and Mrs Forber
Class 6	Year 1	27	Mrs Carney
Class 7	Reception	30	Mrs O'Nions and Miss Carter

Total number on roll 201 children.

Pupil movements

During last term and the beginning of this term, we have had the following pupil movements:-

Out - 26 Y6 9 to St Chad's; 10 to OBA; 3 to The Heath; 2 to The Grange;

1 to Sandymoor; 1 to Helsby High

1 Y2 and 1 YR to The Brow CPS

1 YR to Brookfield Special School

In - 30 YR

Staffing Context

In post and allowance responsibilities

The school employs the following staff: -

Name	Position	Contract
Mr. Martin Valdez	Maintenance Officer	(30 h.p.w.)
Mrs. Tracey Evison	Administrator	(32-½ h.p.w.)
Mrs. Helen Bailey	Clerical support	(20 hours per week)
Mrs. Linda Rotherham	S.M.S	(7 ½ h.p.w.)
Mrs. Nicky Martin	M.D.A.	(6 ¼ h.p.w.)
Mrs. Sharon Herbert	M.D.A.	(6-¼ h.p.w.)
Miss Laura Ellis	M.D.A.	(19 h.p.w.)
	After School Club	
Mrs. Jo MacDonald	After School Club	(9 h.p.w.)
Mrs. Nicky Connolly	M.D.A	(6 ¼ h.p.w.)
Mrs. Ann Marie Doyle	M.D.A.	(17 ½ h.p.w)
	Breakfast and After School	
Mrs. Karen Smith	M.D.A.	(31 ¼ h.p.w.)
	Support worker for Breakfast Club and Parents Cafe	
Mrs. Ruth Iddon	Teaching Assistant (K.S.1)	(28 ¾ h.p.w.)
Mrs Glenis Brockley	Teaching Assistant (K.S.1)	(30 ¾ h.p.w.)
Mrs. Linda McNabb	Teaching Assistant	(21 ½ h.p.w.)
Mrs. Kelly Walsh	Teaching Assistant	(15 h.p.w.)
Miss Danica Harrison	Teaching Assistant	(28 ¾ h.p.w.)
Mrs Sue Eccles	Teaching Assistant	(15 h.p.w.)
Mrs. Rachel Wilson	Teaching Assistant	(13 h.p.w.)
Miss Lisa Rowe	HLTA (0.7) +	
Mrs. Ann Grindrod	Behaviour Support Assistant (Pupil Premium funding)	
Mrs. Angela Clarke	Learning Mentor (4 days per week) (Pupil Premium funding)	
Mrs. Karen O’Nions	Class Teacher (0.51)	
Ms Liz Carter	Class Teacher (0.51)	

Mrs. Clare Carney	Class Teacher Acting Deputy Headteacher (Fulltime)
Mrs. Lesley Wild	Class Teacher + TLR2 (0.51)
Mrs. Karen Forber	Class Teacher (0.61 including 0.1 for interventions)
Mrs. Adele Hunter	Class Teacher + TLR2 (0.41)
Mrs. Anna Monks	Class Teacher (0.61)
Mrs Siobhan Isherwood	Class Teacher Acting Assistant Headteacher (Full time)
Mrs Sarah Parker	Class Teacher Deputy Headteacher (Maternity Leave)
Mr Peter Mc Nulty	Class Teacher (Full time)
Mr. Phillip Hallman	Headteacher (Full time)

Funded by the three Murdishaw Schools (through Pupil Premium)

Mrs. Jane Rostance	Family Support Worker (Full time)
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Section 1

Overall effectiveness, including the promotion of the pupils’ spiritual, moral, social and cultural development

Almost all pupils benefit from teaching that is at least good and some that is outstanding. The pupils benefit from a rich and relevant curriculum that contributes to good learning and achievement and is firmly based in the school’s very strong Catholic, Christian ethos.

Links with Parents and the Community

The school is seen to be successful by the community it serves and it is a popular choice with parents. We have very strong links with Tiny Steps Pre School which is held on site. As part of our links with Tiny Steps they visit school and assemblies on a regular basis. The Reception Teachers also have meetings with the parents of all new children. The children also have a number of class visits in the Summer term before they start school.

Parents are very supportive of the school and help to raise additional funds for the school and for local and national charities.

Last year we raised money for a whole range of **charities** including:

MacMillan	£330
Good Shepherd/Caritas	£200
CAFOD	£20
Sponsored Bounce / Friends	£2,677

There were a number of other charities including Halton Haven and Missio which we raised money for too but I do not have the exact amounts.

A number of our Parents help as volunteers in classrooms and help with visits and sports. A monthly newsletter is sent out to all parents and is posted on the School Website. We hold two parents evenings each year and parents are welcome to come in and talk to the Headteacher at any time or to speak to their child's Classteacher at the end of the school day. All Newsletters are also posted on the school's website <http://st-martins.halton.sch.uk/>

As with last academic year we have continued to hold individual year group parents' meetings during the first half term. These meetings have been generally very well attended. The purpose is to outline to the parents the expectations for their children for the coming academic year. We are also hoping that it will engage parents more in supporting their child's educational development.

We have very strong links with the two other Murdishaw primary schools for shared Family Support Work. We employ the Family Support Worker and she has a workload across the three schools. We also have strong links and with St Chad's High School and the other Runcorn Aided Schools and together they enable us to ensure that we are successful in promoting community cohesion.

We try to ensure that good opportunities are provided for pupils of all ages to take on positions of responsibility and leadership in the school and in a wide range of activities, for example as Play Leaders and Pupil Mentors. This makes a valuable contribution to our ethos and quality of provision. Pupils are also encouraged to participate in charity work and fund raising and they play an important role in our Christmas and Summer Fairs.

We have a Friends of St Martin's group who help to organise fundraising for the school. They arrange a variety of fundraising and community events including the Christmas and Summer Fairs, Family Bingo and Family Quiz Nights.

This term the Friends organised a Sponsored Dance-a-thon and a Macmillan Coffee Day. Parents came to watch their children take part in the bounce and to support Macmillan fundraising. At present we have raised £2189 from the sponsored Dance-a-thon and £75 for Macmillan Cancer Support.

We also have strong links with Liverpool Hope University. We provided six student places last academic year and will be providing around four this year. The majority of teaching staff have also been trained by Liverpool Hope University as Student Mentors.

In order to promote **pupils' spiritual, moral social and cultural education** we have a range of visitors to school and also a range of celebrations and trips as follows:

Date	Class and Curriculum area	Visit, visitor, activity
6 th September and every Thursday	Each class/Year group PE	Premier Sports
10 th September and every Monday afternoon	Year 4 and Year 5 Music	Mrs Helen Duxfield Clarinet lessons
12 th September	Whole School ,RE	Mass of celebration of the life of Karen Hughes

Date	Class and Curriculum area	Visit, visitor, activity
18 th September and every Tuesday morning	Year 1 Music	Mrs Claire Longstaff Music and movement
18 th September and every Tuesday morning	Years 5 and 6 Music	Alex guitar and ukulele lessons
19 th September for five weeks	Year 3 Sports	Whole Class Judo
19 th September and every Wednesday afternoon	Year 4 Music	Anna individual violin lessons
21 st September	Whole School Music and Dance	Dance-a-thon
28 th September	Years 1 and 2 PE	5-a-side football tournaments
1 st October	Year 6 Music and Drama	The Danny project
4 th October	Year 4 Sports	6-a-side football tournament
5 th October	Years 5 and 6 PSHE	PCSO Leah Jennerway re Knife Crime
8 th October and next four Monday mornings	Year 5 PE	Futsal training
9 th October	Years 5 and 6 PE	8-a-side football tournaments
12 th October	Year 6 PSHE	Michelle meeting with Road Safety Officers
15 th October	Whole School RE	Toni Woodhead CAFOD assembly
16 th October	Years 1 to 6 PE	National Healthy Schools Programme
18 th October	Year 2 PSHE and Science	Visit to Pizza Hut
29 th October	Infants and Juniors	PCSO Emma Hamilton Kent re Bonfire Night

Date	Class and Curriculum area	Visit, visitor, activity
31 st October	Whole School RE	St Martin's Feast Day and All Saints Mass
2 nd November	Whole School RE	Mrs Cara Concanon from St Chad's St Martin's Assembly
6 th November	Whole School History and RE	Mr Roman Sacharewicz First World War remembrance assembly
7 th November	Key Stage 2 RE	Peace Mass with children from OLMS and St Augustine's
8 th November	Reception to Year 5 Health	Flu immunisation
9 th November	Key Stage 1 PSHE	Trip to Cine World to see Sherlock Gnomes
12 th November	Year 5 PE	Futsal Festival
12 th November	Year 6 Drama and Music	The Danny performance at The Brindley
15 th November	Key Stage 2 PE	New Age Kurling
16 th November	Whole School PSHE	Crazy Socks Day for Children in Need
19 th November and next two Mondays	Years 4 and 5 PE	Steve Woods Sports
20 th November	Key Stage 2 PSHE	Trip to Cine World to see The Greatest Showman
1 st December	School Choir	Performance at Runcorn Town Hall
4 th December	Years 4 and 5 History and Drama	Visit to Norton Priory Victorian Day
4 th December	Year 2 RE	Christmas Journey at Frodsham Methodist

Date	Class and Curriculum area	Visit, visitor, activity
7 th December	Whole School	Christmas Fair
12 th December	Key Stage 2 RE, Drama	Junior Nativity
17 th December	Whole School Drama	Altru Alice in Wonderland
19 th December	Whole School RE	Advent Mass

Section 2

Effectiveness of leadership and management

The headteacher and leadership team are committed to aiming at excellence in all activities and this is demonstrated through a continuous emphasis on improvement. The leadership and governance is committed to maintaining the highest levels of achievement and personal development for all pupils within our strong Catholic ethos. All staff are leaders and share the clear vision for the collective achievement of living out our Mission Statement.

The School is very well led by the Headteacher and his Senior Leadership Team. The Senior Leadership Team is made up of the Headteacher, Deputy Headteacher (and Key Stage 2 Manager) and the Assistant Headteacher (and Key Stage 1 Manager). We meet on a weekly basis to look at aspects of school development and welfare. It is through this that we leaders and managers demonstrate our very high ambition for pupils and improvements in their achievement.

As part of our meetings we look at how we can improve teaching and learning and these issues are taken straight back to staff at the following staff meeting. It is vital then to provide opportunities for supporting staff development.

We have implemented again a series of learning walks and will be carrying out lesson observations throughout the year these are also supplemented by Work Scrutinies. These will be fed into staff performance management meetings as future targets for professional development.

A major focus over this term and throughout the year will be developing assessment in RE throughout the school.

During the Autumn term the Staff are given a variety of Training Opportunities including the following:

Date	Member of Staff	Training area
3 rd September	All Staff Inset day	Planning and Preparation
11 th September	Karen O’Nions and Linda McNabb	Talk Boost in YR

Date	Member of Staff	Training area
13 th September	Clare Carney, Siobhan Isherwood, Helen Bailey and Phil Hallman	Start of Year Diocesan Mass at St Augustine's
19 th September	Karen O'Nions	Talk 4 Writing in YR
24 th September	Phil Hallman	Led training on Working Together
25 th September	Phil Hallman	Perspective Lite training
26 th September	Clare Carney, Siobhan Isherwood, Anna Monks and Ciara Robertson	Maths of the Day
27 th September	Siobhan Isherwood	NQT mentoring
28 th September	Phil Hallman	DAPH conference and AGM
1 st October	Phil Hallman	SIMs
2 nd and 3 rd October	Pete McNulty	Mastery Maths
3 rd October	Lisa Rowe	Arts Network training
5 th October	Siobhan Isherwood, Angela Clarke and Phil Hallman	Children's Mental Health
10 th October	Phil Hallman	Safeguarding
11 th October	Ciara Robertson	NQT
16 th October	Tracey Evison	SIMs
17 th October	Phil Hallman	Inclusion Conference
18 th October	Phil Hallman	Asylum seekers training
6 th November	Dave Littlewood and Phil Hallman	Day of Spiritual reflection
7 th November	Liz Carter and Karen O'Nions	Talk 4 Writing

Date	Member of Staff	Training area
13th November	Phil Hallman	Designated Senior Leader for Mental Health
15 th November	Liz Carter and Karen O’Nions	Communication and Literacy training for EYFS
16 th November	Phil Hallman	HAPH training
20 th November	Ciara Robertson	NQT Maths
22 nd November	Phil Hallman	Safer Recruitment
23 rd November	Dave Littlewood	Governors’ Conference
27 th November	Ciara Robertson	NQT Music
30 th November	Phil Hallman	Critical incidents

In addition during the course of the Autumn term the following topics will be covered at the staff meetings:

Date	Topic
3 rd September	Inset Day, Planning and Preparation
12 th September	Working Together with other local Primaries
19 th September	General items
26 th September	Maths of the Day
3 rd October	RE Assessment
10 th October	Bereavement training
17 th October	Person centred planning
7 th November	Working Together meetings
14 th November	Person centred planning
23 rd November	Inset Day RE SEF and Ofsted
27 th November	Christmas events
5 th December	Performance Management and Updating iTrack
12 th December	Juniors’ Nativity

We are constantly aware that the school needs to continue improving. Whilst we have been successful in the past this does not necessarily ensure success in the future. We continue to demand the highest standards of ourselves and through that the pupils. We also have to ready to take on additional issues as are necessary. At the end of the school academic year all staff and governors are able to take part in a review of the year and to put forward suggestions for future development. These are all collated in the Review of the Year, **APPENDIX 1**

The School's Governors through regular Monthly Meetings are kept well up to date with all aspects of the school's development. This term they have already looked at and agreed the school's development plan and have undertaken a review of achievement last academic year. The School Development plan 2018 – 2020 is in **APPENDIX 2**. They have also looked at the development of the premises to ensure that they meet the needs of the whole school.

The school takes its responsibility to ensure that all pupils are adequately safeguarded very seriously.

Section 3

The quality of teaching, learning and assessment

Almost all teaching in almost all subjects, including English and mathematics, is good, with examples of outstanding teaching. As a result of this good and outstanding teaching, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.

All teachers must and do demonstrate high expectations, enthuse and motivate pupils, including those with special educational needs and disability, so that they learn and make progress as is evidenced by the high achievements as outlined above. All staff appreciate their role in enabling children to achieve their individual potential. It is through a collective desire to learn and achieve that we demonstrate the correct attitudes to all pupils. *'You hold staff closely to account while, at the same time, giving them the freedom to develop their own ideas and trusting them to exercise their responsibilities without unnecessary interference. As a result, leadership at every level in the school is strong. Morale is very high, as the responses to the staff survey clearly show.'* Aelwyn Pugh HMI Ofsted 2018

The teachers set **challenging tasks** for all pupils including those with special educational needs and disability. The staff utilise prior achievement data to formally assess the children every term. All staff have written into their Performance Management a target ensuring all pupils make at least expected progress.

The teachers use their expertise to deepen **pupils' subject knowledge and understanding** and teach them the skills needed to learn for themselves including pupils with special educational needs and disability. With this in mind they are constantly ensuring that lessons are of a high standard and that the children enjoy their learning.

The teachers **assess pupils' progress**, provide them with constructive feedback and plan lessons to match needs including those of pupils with special educational needs and disability and as a result of this there is very high achievement across the whole school.

It is up to all staff at all times to ensure that teaching promotes **spiritual, moral social and cultural education**. This must be done by example as much as anything else. We constantly reinforce with the children that every person in school matters and that we all have to do our best to ensure that St Martin's continues to be such a very special school.

Section 4

Personal development, behaviour and welfare

'Pupils say that they enjoy coming to school, that they are taught well and that they make good progress. They are articulate, interested, enthusiastic and very well behaved. Discussions in classrooms and work in books show that by the time they reach Year 6 they are adept at presenting well-reasoned arguments and are not afraid to express their own opinions. They listen carefully to others' ideas, even when they do not necessarily agree with them. Relationships between staff and pupils are excellent.' Aelwyn Pugh HMI Ofsted 2018

The overwhelming majority of all pupils' behaviour is outstanding and it is a great strength of the school that makes an excellent contribution to the excellent ethos for learning we have here at St Martin's. Pupils' excellent behaviour makes a very positive contribution to our well-ordered, safe school. Pupils consistently display a thirst for knowledge and a love of learning. The care, welfare and safety of pupils is excellent.

As a RC (Aided) Primary School we have strong links with our local community through parents and our governing body and strong links with church and parish which enrich pupils' religious, spiritual, moral and social education. The school's excellent church links contribute a valuable dimension to its Christian ethos.

Most of our children have attended our pre-school provision, Tiny Steps, before they enter Early Years Foundation Stage. The children come from a wide mix of different socio-economic backgrounds. A large majority of children live in subsidised rented housing; a small minority live in owner occupier private housing.

The percentage of pupils known to be eligible for free school meals is well above the national average. At the start of this term we have **44 Free School Meals**, which is **22% of roll**. *This number is significantly down on previous years as the way it is being allocated is affecting many of our families and we do not as yet have the figures for the Reception children.*

We have **66 Pupil Premium** which is **33% of roll**.

On an average day the meals are as follows:-

Dinners	130
Packed Lunches	71
Home for lunch	0

There are a significant number of homes with no one in employment. A few pupils come from homes where English is an additional language this number includes New Commonwealth, Polish and Eastern European children. There is a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. The school and grounds suffer from some vandalism.

'Pupils say that they enjoy coming to school, that they are taught well and that they make good progress. They are articulate, interested, enthusiastic and very well behaved' Aelwyn Pugh HMI Ofsted 2018. We are constantly looking at ways to make sure the children are provided with a safe and stimulating environment and use Mentors, and the school council to listen to the pupils' voice.

Pupils' attendance and punctuality at school and in lessons is good and improving by comparison to our benchmark schools. *The individual case studies that I examined provided impressive evidence of the successful work that your pastoral staff are doing to support parents who have difficulty in getting their children to school regularly and on time'* Aelwyn Pugh HMI Inspection 2018. The data comparing whole school and Free School Meal children for the last two years is as follows:

September 2016 to July 2017

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	207	3.2	1.2	95.6
Pupil Premium	90	3.04	1.33	95.62
Non Pupil Premium	117	3.39	1.06	95.56

September 2017 to July 2018

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	205	3.07	1.3	95.63
Pupil Premium	85	3.24	1.81	94.95
Non Pupil Premium	120	2.96	0.93	96.11

The data shows the success we have had in addressing the slight difference between Pupil Premium children and their peers' attendance. Overall attendance is consistent with last year but is slightly below our 96% target. Our Attendance and Behaviour Mentor, Mrs Ann Grindrod, is funded through the Pupil Premium Grant and obviously she works with all children but more of her work is directed towards those in greater need, i.e. the Pupil Premium children.

Pupils' behaviour and attitudes towards others and respect for other young people and adults, including the way they treat one another is generally of a high standard. Visitors to the school often comment very favourably on the pupils' attitude and behaviour. They show great respect to all visitors and to one another. All children are encouraged to treat one another as they would wish to be treated as also as followers of Jesus. We celebrate success through the use of Stars of the Week and through the use of a House point system in the Juniors. The School Council meets on a regular basis with Angela Clarke our Learning Mentor. The children in Year 6 are continuing with their work on the Mini Vinnies project despite Sr Teresa's absence through illness. A Mini Vinnies group is a structured and active body of students and teachers' within a school community who aim to make a difference to those who are poor, disadvantaged and marginalised.

We try to ensure that all pupils are well protected from bullying. *'Pupils say that bullying does take place but is dealt with promptly. These pupils had never encountered any racist bullying in school'* Aelwyn Pugh HMI Inspection 2018. We continually remind the children that they must tell someone if they feel they are being bullied and then we can address the problem. We always try to talk to the victim so that we can hear their story before speaking to the perpetrator(s) to get them to understand what they have done wrong and to ensure that the behaviour is not repeated. During this term we will be holding an Anti Bullying Week when we will look in detail at all aspects of bullying. We will also be training our Year 5 pupils to be Play Leaders to play with our Infant children. The Year 6 children have also been teamed up with the Reception children to be mentors.

We try to take the views of pupils and the views of parents and carers about pupils' behaviour and safety very seriously. The children often tell us that they felt safe in school and knew who to speak to if they had a problem. *'All the pupils who spoke to me or who completed the online questionnaire said that they feel safe at school. All the parents I met said that children are safe at the school, as did all the staff and almost all the parents who completed the online surveys'* Aelwyn Pugh HMI Inspection 2018.

Section 5

Outcomes for pupils

'Pupils enter the school with abilities below those expected for their age but leave performing at, or above, the national averages. Therefore, during their time with you, they make good progress. During the inspection, I saw evidence of the strong progress which current pupils make' Aelwyn Pugh HMI Inspection 2018.

The children have taken part in a range of assessments over the course of the past twelve months including: Teacher Assessments; EYFS; Year 1 Phonic Tests; Key Stage 1 SATs; NFER tests and Key Stage 2 SATS.

The overall picture is one of continued high standards. The children enter school at well below the national average. We take samples of work as they enter school to evidence this. By the end of Key Stage 1 the children are slightly above or well above national expectations and by the end of Key

Stage 2 they are above the national achievements overall. This is good to outstanding progress throughout the school.

This progress is consistent across a variety of core groups including Free School Meal children, Gender and SEND. This is due to very high expectations for all pupils and the very high standard of teaching throughout the school. Other factors affecting achievement include a wide curriculum offering many arts and sports opportunities together with a very happy and highly motivated staff. We continually strive to live out the school's Mission Statement and to base all our values on the teachings of Jesus.

For a complete review of all results please see **Appendix 3 EYFS, Phonics, KS1 and KS2 summary data and early analysis Sept2018**

We are constantly ensuring that there are no gaps in attainment within social groups/ethnic groups/gender/ looked after children. Each child is expected to achieve their own potential and is provided with additional support appropriate to their own needs. The Pastoral Support Team meet on a monthly basis to examine all vulnerable children's needs and to ensure that any additional needs are addressed as needed.

Target Setting

Last year we did not set specific targets for our Y6 pupils due to the complete change in the tests. Instead we challenged ourselves to exceed national comparisons. We achieved this for Reading, Maths, SPAG, and Reading, Writing and Maths combined. This is a **wonderful achievement**. This year targets have been set and agreed by all staff and are outlined at the front of the School Development Plan 2018 – 2020 (c.f. Appendix 2).

Section 6

Effectiveness of EYFS provision

The standards of attainment of pupils by the end of Foundation Stage

Please see the chart below which compares our EYFS class with Halton LA as a whole and also compares our Pupil Premium and Non Pupil Premium against each other and Halton LA.

Children are judged to be **Emerging, Expected** or **Exceeding** in a whole range of goals.

Good Level of Development includes achieving Expected or Exceeding grade in all Prime and all Literacy and Mathematics aspects. This is seen as the most important judgement.

Prime Learning Goals include Communication and Language, Physical Development and Personal, Social and Emotional Development

Specific Learning Goals include Literacy, Mathematics, Understanding the World and Expressive arts and design.

For a complete review of all results please see **Appendix 3 EYFS, Phonics, KS1 and KS2 summary data and early analysis Sept2018**

Many thanks

Morale is very high, as the responses to the staff survey clearly show. Parents also hold the school in high regard, as was evident from their comments to me and in their responses to Parent View. Pupils say that they enjoy coming to school, that they are taught well and that they make good progress. The governors are knowledgeable and committed. They manage the budget well and make good use of the additional funding to support the development of physical education and sports in the school', Aelwyn Pugh HMI Inspection 2018.

Once again I would like to thank all the staff, parents and community for their continued help in making St Martin's a very special school as Aelwyn Pugh was able to witness during our Ofsted Inspection May 2018. We will continue to strive to ensure that it is a place where every person matters.

P D Hallman
October 2019

- Appendices:**
- 1 Review of the Year 2017 – 2018 July 2018**
 - 2 School Development Plan Target Area Detail 20178 – 2020**
 - 3 EYFS, Phonics, KS1 and KS2 summary data and early analysis Sept2018**

INSET DAY

July 2018

Minutes

The staff reviewed the significant achievements over the past year and the following observations were made:

Whole School

- ✓ Excellent Ofsted which highlighted the very high standards academically, socially and emotionally
- ✓ Most importantly ~ children throughout the school and achievements in EYFS, Phonics, Key Stage 1 and Key Stage 2 – including achieving and surpassing very high targets of 50% at GLD, 60% Phonics and 30% at Greater Depth at Key Stage 2
- ✓ Successful student placements
- ✓ Fantastic school production ‘The Rocky Road ~ All Roads lead to St Martin’s’. Many people commented that it was the best ever and that was an incredible achievement
- ✓ Stunning and creative displays throughout the school
- ✓ Visits from Chris Calderbank, Lis Burbage who recognised the many strengths of the school
- ✓ Many instances of fundraising – Sponsored Bounce, Mission Boxes, Halton Haven, etc.
- ✓ Literacy and RE book scrutinies which showed the breadth and depth of work carried out throughout the whole school
- ✓ High standards of leadership from everyone across the whole school community
- ✓ Links with the Church and the wider community
- ✓ Very spiritual Masses, Sacramental preparation, Parish and School Masses, Procession etc.

- ✓ Range of activities carried out with the Friends of St Martin's
- ✓ Successful joint Sports Day
- ✓ Year group Parents' meetings in the Autumn Term
- ✓ Managed to ensure high standards despite significant budget constraints and an overspend in the financial year
- ✓ Wonderful displays and performance as part of the Halton Primary Arts Network at Shopping City and at The Brindley
- ✓ Great send off for Marion Stanley's retirement
- ✓ Range of additional ways to link and strengthen partnership with parents including a range of courses and meet and greet in the mornings
- ✓ Great fancy Dress for Book characters and Book Fair
- ✓ Wide range of external visitors and assemblies including St John Ambulance, Firework Safety, Loan Sharks, NSPCC, CAFOD, Mission Together etc.
- ✓ Continued range of quality sports provision through Premier Sports
- ✓ School trip to the Cinema
- ✓ Theatre companies performing including Robin Hood and Tales of Mount Olympus
- ✓ Continued work with moderation through the St Clement's cluster
- ✓ Visit of Key Strings enjoyed by all
- ✓ The significant way that all staff and specific individuals continued very high standards despite long term staff absence through serious illness
- ✓ Behaviour management support across school and particularly in YR
- ✓ Safeguarding training for all staff
- ✓ Dyslexia training
- ✓ Coffee morning
- ✓ RE co-ordinator training and meetings and dissemination to staff
- ✓ Very successful appointments of new staff to cover for retired staff and to cover Maternity Leave

Foundation Stage and Key Stage 1 Achievements (in addition to the above)

- ✓ Raised attainment and achievement in EYFS, Phonics and Key Stage 1 SATs at Greater Depth
- ✓ EYFS moderation
- ✓ EYFS training through Warrington Teaching School, Talk for Writing
- ✓ Greater and stronger links with parents through ‘Meet and Greet’, range of courses ~ Help your Child with Reading and Maths, etc.
- ✓ Years 1 and 2 music with Claire Longstaff
- ✓ Hygiene with EYFS
- ✓ Use of Play Therapist to support children significantly difficult to address needs
- ✓ Year 1 One Billion Maths App programme
- ✓ Links with St John Fisher and EYFS
- ✓ Additional Sports activities ~ Active Soccer and Mini Kickers
- ✓ Steve Wood work with Years 1 and 2
- ✓ Chester Zoo class talks and workshops
- ✓ Range of trips including Knowsley Safari Park, Year 2 Christmas Journey, Year 2 to Emirates Stadium for Cricket day
- ✓ Wonderful production at Christmas of ‘The Gigantic Star’

Key Stage 2 Achievements (in addition to the above)

- ✓ Significant achievement in Key Stage 2 SATs especially at Greater Depth but also across Reading, Writing and Maths
- ✓ High standards across the Key Stage as demonstrated through HFER tests
- ✓ Wonderful and highly successful residential trips to Llandudno, Ironbridge and Robinwood
- ✓ Sacramental programme, large number of pupils actually made their First Holy Communion and First Forgiveness – higher than the last few years
- ✓ Holocaust Memorial Day and the visit of Lady Milena, a Holocaust Survivor

- ✓ Range of music provision across the Key Stage including Guitar, Ukelele, Clarinet and Violin
- ✓ Addition sports opportunities including Judo and Fencing in Year 3
- ✓ Year 5 work with The Danny Project
- ✓ Year 3 Easter Egg Raffle
- ✓ Fundraising Days in Years 4 and 6

Developments for the next twelve months

Whole School

- ❖ Maintain current very high **standards** across the school
- ❖ Focus on developing RE across the whole school, looking at Collective Worship and Assessment in particular
- ❖ Targeting the new generation of parents
- ❖ Review celebrations e.g. Stars of the Week – should we have Reader/Mathematician/Artist etc. of the Week
- ❖ Upgrading of Wi-Fi to ensure coverage across the whole school and faster speeds
- ❖ Update ICT suite and curricular machines as they are now past their usage date
- ❖ Provide a Water Dispenser in the Staffroom
- ❖ Look at lunchtime supervision- do we need to have indoor time for some children?
- ❖ Strengthen links with the Friends of St Martin's to offer a range of activities both social and fund raising events
- ❖ External water fountain
- ❖ Develop the path around the field and replace the broken benches – memorial for Karen Hughes?
- ❖ Votes for all staff for Chris Rose Award
- ❖ RE Art posters for corridor outside the staffroom

Foundation Stage and Key Stage 1 Developments (In addition to the above)

- ❖ To continue to work with the Warrington Teaching School Partnership on Writing and Communication
- ❖ Reading monitoring of home reading and guided reading

Key Stage 2 Developments (In addition to the above)

- ❖ Develop closer links with Y7 and better links with St Chad's
- ❖ Work on Mastery at Maths project
- ❖ Further develop House points system and rewards – book in dates and ensure that they happen, including possibly charging (small amount) the children

Key Development areas:

- ⇒ *Maintaining and extending high standards and achievement*
- ⇒ *Key focus on standards and achievement in RE and spirituality*
- ⇒ *Work with Talk4Writing and Communication and Literacy*
- ⇒ *Work with Mastery in Maths*
- ⇒ *Upgrade ICT facilities*

P D Hallman

July 2018

Targets for 2019

EYFS	GLD 50%+		
Phonics Y1	60%+		
Key Stage 1	Reading	>EXS 80%+	GDS 30%
	Writing	>EXS 75%+	GDS 20%
	Maths	>EXS 80%+	GDS 25%
	RWM	>EXS 65%	GDS 12%
Key Stage 2	Reading	>EXS 80%+	GDS 30%
	Writing	>EXS 75%+	GDS 20%
	Maths	>EXS 80%+	GDS 25%
	GPS	>EXS 80%	GDS 25%
	RWM	>EXS 65%	GDS 12%

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 1

Target: To ensure high standards in RE throughout school through better moderation and assessment within school

Aims Link RE and Assessment

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
1.1 To undertake a review of current RE moderation practice throughout school				1.1 Standards of RE moderation are improved and consistent throughout school	1.1 Autumn term 2018
1.2 To review RE assessment procedures throughout school	HT	HTs	Planning/meeting time – within 1265 hours	1.2 Standards of RE assessment are consistent across the whole school	1.2 End of Summer term 2019
	SMT	Diocesan Officers			
1.3 To engage with Diocese to ensure high standards and consistency across local schools	RE Co-ordinator	RE Subject Leader Network	Other resources - £500	1.3 To hold regular meetings with the Runcorn RC cluster and other partners which ensure high standards	1.3 Autumn term 2018
1.4 To make appropriate use of tracking procedures to ensure all children stay on track throughout the school				1.4 Appropriate use of tracking to ensure all children's progress is maximised	1.4 Summer term 2019

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 1 **Target:** **To ensure high standards in RE throughout school through better moderation and assessment within school**

Aims Link **RE and Assessment**

Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Headteachers SMTs	<ul style="list-style-type: none"> • Monitoring within staff meetings • Oral Feedback from staff and children • Scrutiny of assessment records 			

Review

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 2 **Target:** **To engage with outside agencies to improve provision in EYFS, Key Stage 1 and Mastery in Maths at Upper Key Stage 2**

Link: **Assessment and Standards**

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
<p>2.1 To review the current procedures for developing Talk4Writing, Communication for Literacy and Mastery in Maths</p> <p>2.2 To enhance current links with Warrington Teaching School and Deep Learning Teaching School</p> <p>2.3 To further develop links within the local cluster to ensure provision is consistent across the cluster</p> <p>2.4 To ensure that new learning contributes to enabling children to improve their work</p>	<p>HT</p> <p>Key Stage Leaders</p> <p>EYFS staff</p> <p>Year 6 staff</p>	<p>Warrington Teaching School Alliance</p> <p>Deep Learning</p>	<p>Appropriate to attend meetings and training each term as necessary</p> <p>Staff to attend and lead if necessary meetings across the cluster</p>	<p>2.1 Staff are aware of what works well in current system and what needs addressing</p> <p>2.2 Staff are fully engaged with WTSA and Deep Learning and good practice is shared in-house</p> <p>2.3 Teachers throughout the school are engaged with similar year group teachers across the cluster to ensure consistency of assessment and standards</p> <p>2.4 At least 90% of all children achieve their potential or exceed it</p>	<p>Ongoing from September 2018</p>

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 2 **Target:** **To engage with outside agencies to improve provision in EYFS, Key Stage 1 and Mastery in Maths at Upper Key Stage 2**

Link: **Assessment and Standards**

Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Headteachers SMTs	<ul style="list-style-type: none"> • Feedback to Governors on a termly basis on review of data and issues to tackle any under performance • Monitoring within staff meetings • Oral Feedback from staff and children • Scrutiny of assessment records 			

Review

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 3 **Target:** **To further develop relationship with parents to ensure that they are fully committed to enhancing their child's learning opportunities**

Link: **Parents and Standards**

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
3.1 Review current relationships with parents across the whole school	DHT Key Stage Leaders	HT	Planning/meeting time – within 1265 hours Other resources - £2000	3.1 Know what is successful currently and identify areas for future development	3.1 Autumn 2018
3.2 Look for opportunities for whole school and individual classes to better engage with parents		Family Support Worker		3.2 Each class to run successful chances for parents to engage with the class	3.2 Autumn 2018
3.3 Provide a range of activities both within school and the community to enable parents to become more engaged in the life of the school		Behaviour and Attendance Mentor Learning Mentor SENCO		3.3 A range of different activities available for parents across the whole school. Parents feel more engaged with school and a positive impact is made on vulnerable families children's learning	3.3 Throughout 2018-19

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 3 **Target:** **To further develop relationship with parents to ensure that they are fully committed to enhancing their child's learning opportunities**

Link: **Parents and Standards**

Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Headteachers SMTs	<ul style="list-style-type: none"> • Feedback to Governors on a termly basis on review of data and issues to tackle any under performance • Monitoring within staff meetings • Oral Feedback from staff and children • Scrutiny of assessment records 			

Review

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 4 **Target:** **To provide a range of Sports opportunities for all children including external competition in order to improve pupil engagement in Sports and overall Health and Fitness. To provide opportunities for children to develop their spiritual well-being, including learning about other World Faiths.**

Aims Link National Sports Development

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date	
4.1 To review current PE and Sports provision				4.1 Health improvement and involvement of sport for all pupils is significantly increased.	4.1 End of Autumn term 2018	
4.2 To consult children regarding sports provision	HT	HT	Sports Development Grant £9 000	Impact on Fitness activities carried out during lessons is increased.	4.2 Autumn 2018	
4.3 To purchase high quality Sports provision for each Year group	SMT	Sports deliverer		4.2 Children give ideas and preferences for activities		
4.4 To establish sporting links and competition opportunities across the Key Stages	PE co-ordinator	Sr Teresa		4.3 Appropriate sports provision provided throughout the school		4.3 September 2018
4.5 To provide spiritual development opportunities, including visits to and from other World Faiths	RE co-ordinator			4.4 Sporting links developed with other schools and outside agencies		4.4 Throughout 2018-2019
				4.5 Children's spirituality is enhanced within school and there is greater awareness and understanding of other World Faiths		4.5 Throughout 2018-2019

St Martin's Catholic Primary School
School Development Plan 2018 – 2020 Target Area Detail

Target No 4 **Target:** **To provide a range of Sports opportunities for all children including external competition in order to improve pupil engagement in Sports and overall Health and Fitness. To provide opportunities for children to develop their spiritual well-being, including learning about other World Faiths.**

Aims Link **National Sports Development**

Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Headteachers SMTs	<ul style="list-style-type: none"> • Monitoring within staff meetings • Oral Feedback from staff and children 			

Review

St Martin's Catholic Primary School

School Data Summer 2018

EYFS

Baseline to EYFS comparison

In this first chart I am comparing the NFER Baseline data, September 2017, which works out a scaled score for each child within the first fortnight in school. I have taken the percentage over 100 which is the national expectation and then compared these to the end of year EYFS 2018 percentage who have achieved national standard i.e. are at Expected or Exceeding Good Level of Development (GLD). (2017 figures compare September 2018 to July 2017.)

Term of birth

Autumn	Spring	Summer
6	4	19

	Maths		CLL		PSED	
	2018	2017	2018	2017	2018	2017
Baseline cohort average SS (National average 100)	90	98	95	92	-	85
Baseline children (above national 100+)	24%	33.3%	41.4%	26.6%	-	10%
EYFS Good Level of Development	50%	50.0%	53.6%	43.3%	60.7%	63.3%
Difference from September 2018 to July 2017	+26%	+12.7%	+12.2%	+16.7%	-	+53.3%
National Averages	*	81.7%		79.1%		90.1%
Difference from School to National Averages	*	-31.7%		-35.8%		-26.8%

* Not yet available

- Information not available

St Martin's	2018	National 2018	2017	National 2017
Good Level of Development	50%	71.5%*	43.3%	71%
Average Total Points Score	28.4	34.6	29.0	

***Provisional figures**

St Martin's	Boys (15)	Girls (14)	Diff B to G	Pupil Premi um	PP to non PP
Good Level of Development	28.6	71.4	-42.8	42.9	-7.1
Average Total Points Score	25.2	31.5	-6.3	27.6	-0.8

St Martin's EYFS Observations

- Comparison of term of birth, two thirds of the pupils are Summer births
- The cohort was clearly well below national standards for CLL 95 and Maths 90. National would be 100
- Progress from Baseline to end of EYFS is good across both areas with an increase of Maths +26% and CLL +12.2%
- GLD has risen from 43.3% to our target of 50% but is still significantly below the national figure 50% to 71.5%
- Increase on 2018 from 2017 of 6.7% compared to 0.5% nationally
- Significant difference between girls and boys of -42.8%
- Significant difference between Pupil Premium and their peers of -7.1%

Year 1 and Year 2 Phonics

St Martin's							
Met the required standard							
	St Martin's 2018	Halton 2018	National 2018	St Martin's 2017	Halton 2017	National 2017	Gap to National 2018
Year 1	63.3%	79.3%	83%	65.5%	79%	81%	-19.7%
Year 2	93.1%	92.7%	92%	100%	91%	91%	+1.1%

St Martin's to Halton Gender (Y1)							
Met the required standard							
	St Martin's 2018	Halton 2018	National 2018	St Martin's 2017	Halton 2017	National 2017	Gap to National
Boys (22)	50%	83.3%	*%	54.5%	77%	78%	*%
Girls (8)	100%	75.8%	*%	72.2%	81%	85%	*%
Difference Boys to Girls	-50%	-7.5%	*%	-17.7%	-4%	-7%	*%

* Figures not yet available

Phonics Observations

- Phonics Year 1 Target of 60%+ hit
- Marginal decrease of last year's Year 1 Phonics score – 65.5% to 63.3%
- Gender difference has increased from 11.4% to 17.7%

Key Stage 1 and 2 SATS

HMN Has not met the expected standard (<HMN less than HMN)

EXS Working at the expected standard

GDS Working at greater depth at the expected standard

Key Stage 1 2017	St Martin's <HMN	National <HMN	St Martin's >EXS	National >EXS	St Martin's GDS	National GDS	St Martin's to National >EXS
Reading	10.7%	33.1%	89.3%	76%	28.6%	25%	+13.3%
Writing	21.4%	46.3%	78.6%	68%	21.4%	16%	+10.6%
Maths	10.7%	35.7%	89.3%	75%	21.4%	21%	+14.3%
RWM combined	28.6%	*	71.4%	*	14.3%	*	%

***Figures unavailable**

Key Stage 1 2018	St Martin's <HMN	National <HMN	St Martin's >EXS	National >EXS	St Martin's GDS	National GDS	St Martin's to National >EXS
Reading	17.2%	23%	82.8%	75%	34.5%	26%	+7.8%
Writing	27.6%	30%	72.4%	70%	20.7%	16%	+2.4%
Maths	26.7%	24%	79.3%	76%	27.6%	22%	+3.3%
RWM combined	34.5%	35%	65.5%	65%	13.8%	12%	+0.5%

Observations

- Decrease in results from 2017 to 2018 but all are still above National averages
- School above National for all subjects for Greater Depth
- Reading stronger than Writing but in line with Maths
- RWM combined school is in line with National

**Diminishing the difference
Disadvantaged pupils attainment
2017**

Key Stage 1 2017	PP	National PP	Non PP	National Non PP	St Martin's PP to National	St Martin's Non PP to National	St Martin's PP to Non PP
Reading	90.9%	61%	88.2%	78%	+29.1%	+12.9%	-2.7%
Writing	72.7%	52%	82.4%	71%	+20.7%	+1.7%	-9.7%
Maths	81.8%	60%	94.1%	78%	+21.8%	+3.8%	-12.3%
RWM combined	71.4%	*	82.4%	*	*	*	-11%

**Diminishing the difference
Disadvantaged pupils attainment
2018**

Key Stage 1 2018	PP	National PP	Non PP	National Non PP	St Martin's PP to National	St Martin's Non PP to National	St Martin's PP to Non PP
Reading	75%	61.3%	88.2%	80%	+13.7%	+8.2%	-13.2%
Writing	75%	52.5%	70.6%	75.3%	+22.5%	-4.7%	+4.4%
Maths	83.3%	62%	76.5%	80.7%	+21.3%	-4.2%	+6.8%
RWM combined	66.7%	49.3%	64.7%	70.9%	+17.4%	-6.2%	+2%

Observations

- The Disadvantaged pupils, Pupil Premium, achieved above their peers for Writing, Maths and RWM combined but were below for Reading
- St Martin's pupils are significantly above their National Peers
- There is a slight increase in achievement in Writing and Maths 2017 to 2018 but a decrease in Reading and RWM combined

Gender comparisons 2017 Data							
Key Stage 1	St Martin's Boys (16)	National Boys	St Martin's Boys to National	St Martin's Girls (12)	National Girls	St Martin's Girls to National	St Martin's Boys to Girls
Reading	87.5%	72%	+15.5%	91.7%	80%	+11.7%	-4.2%
Writing	81.3%	62%	+19.3%	75.0%	75%	=	+6.3%
Maths	100%	74%	+26%	75.0%	77%	-2%	+25%
RWM combined	81.3%	*	*	58.3%	*	*	+23%
Gender comparisons 2018 Data							
Key Stage 1	St Martin's Boys	Halton Boys	St Martin's Boys to Halton	St Martin's Girls	Halton Girls	St Martin's Girls to Halton	St Martin's Boys to Girls
Reading	72.7%	68.9%	+3.8%	88.9%	77.2%	+11.7%	-16.2%
Writing	72.7%	60.1%	+12.6%	72.2%	73.6%	-1.4%	+0.5%
Maths	72.7%	72.9%	-0.2%	83.3%	74.6%	+8.8%	-10.6%
RWM combined	54.5%	57.7%	-3.2%	72.2%	68%	+4.2%	-17.7%
Note figures compare with Halton as National figures are not yet available							

Observations

- Achievement overall for both Boys and Girls is down from 2017 to 2018 in all areas apart from Girls Maths and RWM combined
- Girls outperform Boys in all subjects apart from Writing where they are in line

Key Stage 2

HMN Has not met the expected standard (<HMN less than HMN)

EXS Working at the expected standard (>EXS greater than the expected standard)

GDS Working at greater depth at the expected standard

2017 results							
Key Stage 2	St Martin's <HMN	National <HMN	St Martin's >EXS	National EXS	St Martin's GDS	National GDS	St Martin's to National >EXS
Reading	23.3%	29%	73.3%	71%	6.7%	25%	+2.3%
GPS	6.7%	23%	93.3%	77%	13.3%	31%	+16.3%
Maths	13.3%	25%	83.3%	75%	6.7%	23%	+8.3%
Writing TA	13.3%	24%	83.3%	76%	30.0%	18%	+7.3%
RWM combined	33.3%	39%	66.7%	61%	3.3%	8.7%	+5.7%

Please note that all the 2017 Key Stage 2 figures for St Martin's include one child who was educated at home and was unable to take any of the tests. He had not been in school since Year 4 and it was not felt appropriate for him to take the tests or to receive a Teacher Assessment

2018 results (26 children)							
Key Stage 2	St Martin's <HMN	National <HMN	St Martin's >EXS	National >EXS	St Martin's GDS	National GDS	St Martin's to National >EXS
Reading	3.8%	25%	96.2%	75%	26.9%	28%	-1.1%
GPS	3.8%	22%	96.2%	78%	34.6%	34%	+0.6%
Maths	7.7%	24%	92.3%	76%	34.6%	24%	+10.6%
Writing TA	19.2%	22%	80.8%	78%	30.8%	20%	+10.8%
RWM combined	19.2%	36%	80.8%	64%	19.2%	10%	+9.2%

Observations

- We achieved challenging school targets for all subjects 2018 of 80%+
- Reading, Maths and RWM combined significant increase from 2017 to 2018
- St Martin's above national in all areas for Expected and above except Writing were it is in line
- We are significantly above for Greater Depth Writing, Maths and RWM combined but in line for at Reading and GPS

Comparison to Halton and National

SATs 2017	St Martin's	National	Halton	St Martin's to National
Reading	73.3%	71%	68.8%	+2.3%
Writing	83.3%	76%	71.6%	+7.3%
GPS	93.3%	77%	74.9%	+16.3%
Maths	83.3%	75%	70%	+8.3%
RWM combined	66.7%	61%	55.8%	+5.7%
SATs 2018	St Martin's	National (Provisional)	Halton	St Martin's to National
Reading	96.2%	75%	74.8%	+21.2%
Writing	80.8%	78%	74.9%	+2.8%
GPS	96.2%	78%	74.5%	+18.2%
Maths	92.3%	76%	74%	+16.3%
RWM combined	80.8%	64%	63%	+16.8%

Observations

- Significant increase in all areas apart from Writing were there was a slight decrease
- St Martin's comparison to National is greater in all areas apart from Writing were it is still slightly above National
- St Martin's achievement is significantly above their peers in Halton in all areas

Diminishing the Difference – disadvantaged analysis

2017 Diminishing the Difference Disadvantaged analysis					
Key Stage 2	St Martin's PP	National PP	St Martin's Non PP	St Martin's to National PP	St Martin's PP to Non PP
Reading	69.2%	59.8%	76.5%	+9.4%	-7.3%
GPS	92.3%	76.9%	94.1%	+15.4%	-1.8%
Maths	84.6%	63.3%	82.4%	+21.3%	+2.2%
Writing TA	76.9%	65.9%	88.2%	+11%	-11.3%
RWM combined	61.5%	48%	70.6%	+13.5%	-9.1%
2018 Diminishing the Difference Disadvantaged analysis <i>(To Halton as National not available yet)</i>					
Key Stage 2	St Martin's PP	Halton Non PP	St Martin's Non PP	St Martin's PP to Halton	St Martin's PP to Non PP
Reading	92.9%	82%	100%	+10.9%	-7.1%
GPS	92.9%	82.1%	100%	+10.8%	-7.1%
Maths	85.7%	81.7%	100%	+4%	-14.3%
Writing TA	64.3%	83.6%	100%	-19.3%	-35.7%
RWM combined	64.3%	72.5%	100%	-8.3%	-35.7%

Observations

- St Martin's Pupil Premium pupils out score their Local Authority Non Pupil Premium in Reading and GPS, in line for Maths but below for Writing and RWM combined
- There is still a difference between Pupil Premium and their peers within school in all areas apart from Maths and GPS where they are in line

Comparison of Gender

2017	St Martin's Boys (19)	National Boys	St Martin's Girls (11)	National Girls	St Martin's Boys to Girls
Reading	68.4%	68%	81.8%	75%	-13.4%
GPS	89.5%	73%	100%	81%	-10.5%
Maths	78.9%	74%	90.9%	75%	-12%
Writing TA	78.9%	70%	90.9%	82%	-12%
RWM combined	63.2%	57%	72.7%	65%	-9.5%
2018	St Martin's Boys (13)	National Boys	St Martin's Girls (13)	National Girls	St Martin's Boys to Girls
Reading	92.3%	71%	100%	79%	-7.7%
GPS	92.3%	73%	100%	82%	-7.7%
Maths	84.6%	75%	100%	76%	-15.4%
Writing TA	69.2%	72%	92.3%	84%	-23.1%
RWM combined	69.2%	60%	92.3%	68%	-23.1%

Observations

- Significant increase in all areas for both boys and girls except decrease in Boys Writing
- Both genders are above their National peers in all subjects except Boys Writing were they are in line
- Gap between Boys and Girls has decreased for Reading and GPS but increased significantly for Writing and RWM combined

Scaled scores comparison to National

All pupils are given a Scaled Score where 100 was Expected Standard. We would hope that our scores would average over 100. Please note there is not a scaled score for Writing and therefore there is no combined RWM either.

Scaled Scores 2017	St Martin's average scaled score	National average scaled score	Difference St Martin's to National
Reading	102.4	104	-1.6
GPS	105.2	106	-0.8
Maths	103.8	104	-0.2
Scaled Scores 2018	St Martin's average scaled score	National average scaled score	Difference St Martin's to National
Reading	107.2	105	+2.2
GPS	107.5	106	+1.5
Maths	106.8	104	+2.8

Observations

- Significant increase from 2017 to 2018 in all subjects greatest difference in Reading with an increase of 4.8
- In all three subjects St Martin's is above the National figures with the greatest difference +2.8 in Maths

Progress measures Key Stage 1 to 2

All schools will receive a progress score for Reading, Writing and Maths. This will compare how they performed at Key Stage 1 SATs in 2012 although this was a completely different curriculum. The children are split into prior attainment bands, Low, Middle and High and will relate approximately to Below Level 2 (Low); Level 2B and 2A (Middle); and Level 3 (High).

2017	Eligible pupils	Progress scores (confidence interval in brackets)
Reading	97%	-2.2 (-4.5 to 0.1)
Writing	100%	+2.1 (-0.1 to 4.3)
Maths	100%	-0.9 (-2.9 to +1.1)
2018	Eligible pupils	Progress scores (confidence intervals not available yet)
Reading	100%	+0.3
Writing	100%	-0.6
Maths	100%	+0.5

Observations

- Progress scores are positive in Reading and Maths but negative in Writing
- The expectation is that once again all figures will fall within the confidence bands although these are not as yet available

Everybody should be very pleased with all of these results right throughout the school. They demonstrate the very high expectations, standards and achievement right across the school and with all different types of pupils by comparison to their National peers.

These figures are a testament to all the staff, children and community of St Martin's and I wish to thank everyone for their wonderful work.

Please note that all data is correct to the best of my knowledge. Once we receive the official data through ASP (Assessing School Performance) I will forward this information to the Governors.

P D Hallman

September 2018