

St Martin's Catholic Primary School



Headteacher's Report To the Governors Autumn 2017

Part 1



St Martin's Catholic Primary School
Headteacher's report to the Governors Autumn 2017

Part 1

A. The Context of the School

General Information about the School

Pupils and Class Organisation.

The Autumn term commenced on 4th September 2017.

Classes were organised as follows: -

Class 1	Year 6	26	Mr McNulty
Class 2	Year 5	30	Mrs Parker
Class 3	Year 4	30	Mrs Isherwood
Class 4	Year 3	30	Mrs. Hunter and Mrs. Stanley
Class 5	Year 2	29	Mrs Wild and Mrs Forber
Class 6	Year 1	30	Mrs Carney
Class 7	Reception	29	Mrs O'Nions and Miss Carter

Total number on roll 204 children.

Pupil movements

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

Out - 30 Y6 6 to St Chad's; 20 to OBA; 1 to Sandymoor; 1 to The Heath; 1 to Ashley;
1 to Helsby High
1 Y1 and 1 Y3 to Palacefields Academy
1 Y5 to Liverpool
1 Y5 to Simms Cross, Widnes
1 Y3 to Penketh CP, Warrington
1 Y3 to Cornwall

In - 29 YR
 2 Y3 one from St Helen's and one from Frodsham
 2 Y4 one from Gt Sankey and one from Liverpool

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. Karen Reese	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.)
Miss Shelley Rotherham	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.	(6 ¼ h.p.w.)
Mrs Nicky Connolly	M.D.A	(6 ¼ h.p.w.)
Mrs Ann Marie Doyle	M.D.A.	(6 ¼ h.p.w)
Mrs. Karen Hughes	M.D.A.	(6 ¼ h.p.w.)
	Breakfast Club and After School Club	(17 ½ h.p.w.)
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	(23 ½ h.p.w.)
Mrs. Becky Slonecki	Teaching Assistant	(25 ½ h.p.w.)
Miss Danica Harrison	Teaching Assistant	(28 ¾ h.p.w.)
Mrs Karen Reese	Teaching Assistant	(25 h.p.w.)
Mrs Sue Eccles	Teaching Assistant	(25 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 Assistant Headteacher
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 (0.51)
Mrs. Marion Stanley	Class Teacher + TLR2 (0.51)
Mrs Siobhan Isherwood	Class Teacher
Mrs Sarah Parker	Class Teacher Deputy Headteacher
Mr Peter Mc Nulty	Class Teacher (Full time)
Mr. Phillip Hallman	Headteacher

Funded by the three Murdishaw Schools (through Pupil Premium)

Mrs. Jane Rostance	Family Support Worker (0.8)
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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 and First Steps Playgroup both of which are 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:

Halton Haven	£232
Good Shepherd/Caritas	£200
Children in Need	£100
CAFOD	£86.43
Mission boxes	£250

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/>

This academic year we have also trialled holding 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 Bounce 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 £ from the sponsored bounce and £ for Macmillan Cancer Support.

We also have strong links with Liverpool Hope University. We provided two student places last academic year and will be providing around five 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	Whole School, RE	Whole school Mass
7 th September and every Thursday	Whole school, PE	Nik Horabin from Premier Sports
7 th September	Year 4, Music	Trip to The Foundry – Accent Music Concert
14 th September and every Thursday	Year 4 and Year 6, Music	Anna Monks, Clarinet whole class teaching
20 th September and next five Wednesdays	Year 3, PE	Judo
22 nd September	Whole School, PSHE and PE	Sponsor Bouncy Castle
29 th September	Year 3, PE	Mini Kickers tournament (winners)
29 th September	Whole School, RE	Mary Dearden, Mission Together Assembly
2 nd October and next two Mondays	Years 4 and , PE	Steve Wood, HBC
9 th October	Years 1 and 2, PE	Mini Kickers tournament
11 th October	Year 5, PSHE	Fire Service re Fire Safety
20 th October	Whole School, Science	Chester Zoo Safari Ranger Day
3 rd November	Whole School, RE	St Martin's Day Mass with Canon Peter Walton
8 th November	Key Stage 2, PSHE	Cinema trip to see Beauty and the Beast
10 th November	Years 5 and 6, PE	Sports Hall Athletics tournament
13 th November	YR – Y4, Health	Flu vaccinations

Date	Class and Curriculum area	Visit, visitor, activity
24 th November	Key Stage 1, PSHE	Cinema trip to see Captain Underpants
27 th November	Key Stage 2, PE	New Age Kurling competition
1 st December	Whole School, PSHE	Christmas Fair
2 nd December	School Choir, Music	Town Hall performance
5 th December	Year 2, RE	Christmas Journey at Frodsham
6 th December	Key Stage 2, RE	Junior Advent Service
12 th December	Whole School, Drama	Altru Theatre Company, Robin Hood
13 th December	Key Stage 1, RE and Drama	Infants Nativity
14 th December	Whole School, PSHE	Christmas Dinner
20 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 looking at assessment particularly in Reading, Writing, Maths and 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
12 th September	Phil Hallman	DAPH delegates meeting
13 th September	Phil Hallman	LADO meeting (Safeguarding)
15 th September	Angela Clarke	Halton Primary Arts
19 th September	Phil Hallman	Chris Pickup Conference
20 th and 21 st September	Sarah Parker	Working together, Safeguarding
20 th September	Clare Carney	Student Mentor training, Edge Hill
20 th September	Phil Hallman	Personnel training
25 th September	Dave Littlewood Phil Hallman	Runcorn RCHT and Chairs meeting with Damien Cunningham
27 th September	Whole Staff	Safeguarding annual update
29 th September	Phil Hallman	DAPH conference and AGM
3 rd October	Pete McNulty	Safety Officer Launch
5 th October	Phil Hallman	ASP training
6 th October	Karen Reese Martin Valdez	Health and Safety briefing
10 th October	Pete McNulty	Holocaust training

Date	Member of Staff	Training area
12 th October	Phil Hallman	Primary Heads briefing
13 th October	Martin Valdez	Fire Safety training
13 th October	Phil Hallman	Safeguarding training
17 th October	Phil Hallman	Working Together, Safeguarding
18 th October	Angela Clarke	One Page Profile, Child in Care training
19 th October	Phil Hallman	Runcorn Faith Schools meeting
1 st November	Phil Hallman	Finance training
1 st November	Liz Carter	EYFS
9 th November	Phil Hallman	ASP training, data
11 th November	Dave Littlewood Phil Hallman	Diocesan Governors Conference
13 th November	Phil Hallman	Arbor, data training
17 th November	Sarah Parker Phil Hallman	Maths
17 th November	Ann Grindrod Linda McNabb	Team Teach, behaviour
22 nd November	Whole Staff	Asthma and Allergy training
22 nd November	Ann Grindrod Linda McNabb	Team Teach, behaviour
23 rd November	Karen Forber Lesley Wild	Key Stage 1 Assessment
29 th November	Ann Grindrod Linda McNabb	Team Teach, behaviour

Date	Member of Staff	Training area
30 th November	Pete McNulty	Key Stage 2 Assessment
7 th December	Phil Hallman	Sexual Abuse, Safeguarding

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

Date	Topic
1 st September	Inset Day, Planning and Preparation
13 th September	Health and Safety and Safeguarding
20 th September	Engaging Parents
27 th September	Safeguarding Annual update
4 th October	Behaviour
11 th October	Library usage
18 th October	SEND
8 th November	Parents' Evening
15 th November	SEND and General items
22 nd November	Asthma and Allergy
28 th November	Christmas events
6 th December	Performance Management
13 th December	Infants Nativity
21 st December	Inset Day - RE

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 2017 – 2019 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.

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. Together with schools across the country we are developing new ways to track pupils now that there are no longer any Levels. We are utilising our iTrack system and are updating the data on a termly basis. This tracking looks at Gender, Pupil Premium and More Able to ensure that each group is making the necessary progress.

We are also undertaking additional training in Assessment and are working with a range of other schools across Halton in conjunction with schools in Liverpool to ensure that our assessments are correctly moderated. 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

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 **45 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 **79 Pupil Premium** which is **39% of roll**.

On an average day the meals are as follows:-

Dinners	125
Packed Lunches	79
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' conduct in lessons and around the school is generally of a very high standard and was recognised as Outstanding in the October 2013 Inspection Report. 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 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 2015 to July 2016

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	211	3.15	1.27	95.58
Pupil Premium	93	2.88	1.58	95.53
Non Pupil Premium	118	3.37	1.02	95.62

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 once again working with Sr. Teresa on the Mini Vinnies project. 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. 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.

Section 5

Outcomes for pupils

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 Sept2017**

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**.

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 Sept2017**

Many thanks

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. We will continue to strive to ensure that it is a place where every person matters.

P D Hallman
October 2017

- Appendices:**
- 1 Review of the Year 2016 – 2017 July 2017**
 - 2 School Development Plan Target Area Detail 2017 – 2019**
 - 3 EYFS, Phonics, KS1 and KS2 summary data and early analysis Sept2017**

July 2017

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

Whole School

- Amount of support for each individual member of staff from all members of staff especially those in special need
- Keeping a broad and balance curriculum
- SATs results in both Key Stages
- Successful attendance rates with four classes over 96% target and 95.6% over the whole school – well done Ann!
- Further assessment training
- Arts project ‘A journey to a Dream’ at Runcorn Shopping City and The Brindley
- Christmas activities especially the Advent Service (KS1) and Performance (KS2)
- Successful first year of new SENDCO and the support provided for all SEND children
- Successful NFER/LCP results across the school
- Revamp of the school hall
- PE delivery by Chris Hampson and Jess Carney
- Support for students especially internal TA teacher training
- Safeguarding training
- Wonderful 40th Anniversary celebrations with Bishop Mark’s visit, Disco and welcoming Fr Ravi
- Very successful external visits including Chris Calderbank, Julie Johnson, Liz Burbage and Dave Littlewood – completing learning walks and preparation for inspection

- School Choir involvement in Festival of Faith and Christmas at the Town Hall
- Wide range of school Masses including: New School Year, St Martin's Day, Advent, Christmas, Ash Wednesday, Easter and End of Year
- Ongoing Children's Masses with the parish
- Working with the Friends of St Martin's to plan a range of events over the coming year
- Successful Sports Day, earlier in the year
- Wide range of fundraising events including: Children in Need Fancy Dress, Christmas Fair, Comic Relief, Easter Egg Raffle, Book Fair, Christmas and Summer Fairs and Sports Day, Pyjama Party
- Range of trips and visitors including: Cinema; Chinese New Year; Altru Panto Emperor's New Clothes; Thomas Norris Speak up, not down; Key Strings
- RE assessment training and RE Co-ordinators meetings
- Drama throughout the school
- Wide variety of teaching styles across the school which all support and address the children's needs
- Nurse drop in mornings
- Inset days at St Chad's and RE sharing samples of work across the school
- More structured arrangements with the After School club

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

- ✓ Y1 and Y2 Music and Movement with Claire Longstaff
- ✓ Y1 and Y2 after school football
- ✓ Key Stage 1 Advent Service
- ✓ Y2 Christmas Journey at Frodsham Church
- ✓ Infant Christmas Party
- ✓ Y1 Dance with Journey to a Dream at The Brindley
- ✓ Y2 Multi skills with Steve Wood
- ✓ Pre-school transition meetings and transition day

- ✓ Y2 end of Key Stage assessment meetings
- ✓ Y2 Hope PGCE Student achieving outstanding
- ✓ Eggsploring chicks and visits from Mrs Connolly's chickens
- ✓ Successful Phonics screening, very good SATs results and significant progress displayed in EYFS
- ✓ Y2 and EYFS moderation and moderation undertaken by Karen O'Nions
- ✓ Key Stage trip to Blue Planet Aquarium
- ✓ Lunchtime far calmer due to staff presence, far better eating habits

Key Stage 2 Achievements (in addition to the above)

- ✓ Very spiritual sacramental programme including Forgiveness, Communion and Procession
- ✓ New playground equipment enjoyed by all children
- ✓ Successful residential trips to Edinburgh (Y5 and Y6); Ironbridge (Y4) and Llandudno (Y3)
- ✓ Range of musical instrument provision including violins, guitars, brass band (Y6), clarinet (Y5) and ukulele (Y4)
- ✓ Dance performances (Y5) at St Chad's and Bake Off final
- ✓ Very successful Mini Vinnies with Sr Teresa
- ✓ Visit by Holocaust survivor to Y6 and the Holocaust assembly
- ✓ Warburtons' visit to Y4
- ✓ Variety of sports specialists resulting in Y5 and Y6 Girls getting into the Cheshire Finals
- ✓ Film Club for Y5 and Y6
- ✓ Y6 Stations of the Cross assembly
- ✓ Y6 and Y4 fundraising days and Y6 trip to Warner Brothers' Studio

Developments for the next twelve months

Whole School

- ❖ Maintain current very high **standards** across the school
- ❖ To continue to become more confident with new **assessment** procedures including developing links with other schools in order to ensure quality and standards – creating a cluster group with other local schools
- ❖ Develop stronger and wider range of **links with parents** to ensure even better relationships especially through the Friends and looking at ways to develop fundraising
- ❖ Develop use of Educational Psychologist and external SEND services
- ❖ Ensuring the school is kept tidy – staff and pupils
- ❖ Providing support for students and training for student lesson observations at Liverpool Hope University
- ❖ Reintroduction of Premier Sports ensuring range of sports and appropriate timetabling
- ❖ Ensure all staff are involved in staff meeting timetabling and in setting agendas
- ❖ Making best use of class iPads
- ❖ Making best use of Lisa for Drama and ensuring a successful production at the end of the year
- ❖ Review newsletter to add Stars of the Week and attendance awards
- ❖ Review format of Parents' Evening and Sports Day
- ❖ Supporting headteacher in support for other schools
- ❖ Adapting to staff changes and reduction of budget
- ❖ Support for EAL children
- ❖ Ensuring continued wide curriculum with cost constraints due to budget cuts

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

- ❖ To ensure greater engagement with parents through initiatives such as Cake Sales, fundraising, EYFS half termly expectation meetings with parents
- ❖ Review Letters and Sounds programme and handwriting across the Key Stage
- ❖ Develop structured discipline procedure to reinforce positive behaviour and to address any disruptive behaviour
- ❖ Ensuring sufficient support for exceptionally needy children
- ❖ Key Stage 1 Christmas Production

Key Stage 2 Developments (In addition to the above)

- ❖ Develop closer links with Y7 and better links with St Chad's
- ❖ Up to date ICT training including web pages
- ❖ Accelerated Reader implications including training, planning, time constraints etc.
- ❖ Developing after school clubs
- ❖ How to administer SATs and tests throughout the Key Stage
- ❖ Altar server training

Key Development areas:

- ⇒ *Assessment and moderation across the school and with outside agencies*
- ⇒ *Links with parents*
- ⇒ *Student support and provision*
- ⇒ *PE provision*
- ⇒ *Ensuring wide curriculum with cost constraints due to budget cuts*

P D Hallman

July 2017

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

Aims Link **Assessment**

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
1.1 To undertake a review of current moderation practice throughout school	HT	HTs	Planning/meeting time – within 1265 hours	1.1 Standards of moderation are improved and consistent throughout school	1.1 Autumn term 2017
1.2 To review assessment procedures throughout school	SMT	Leading Teacher programme	Other resources - £500	1.2 Standards of assessment are consistent across the whole school	1.2 End of Summer term 2018
1.3 To engage with external agencies to ensure high standards and consistency across local schools	Maths Co-ordinator	Subject Leader Network		1.3 To hold regular meetings with the Runcorn RC cluster and other partners which ensure high standards	1.3 Autumn term 2017
1.4 To make full use of tracking procedures to ensure all children stay on track throughout the school		LA tracking support		1.4 Full use of tracking to ensure all children’s progress is maximised	1.4 Summer term 2018

Target No 1

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

Aims Link 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

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Target No 2

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
<p>2.1 Review current relationships with parents across the whole school</p> <p>2.2 Look for opportunities for whole school and individual classes to better engage with parents</p> <p>2.3 Provide a range of activities both within school and the community to enable parents to become more engaged in the life of the school</p>	<p>DHT</p> <p>Key Stage Leaders</p>	<p>HT</p> <p>Family Support Worker</p> <p>Behaviour and Attendance Mentor</p> <p>Learning Mentor</p> <p>SENCO</p>	<p>Planning/meeting time – within 1265 hours</p> <p>Other resources - £2000</p>	<p>2.1 Know what is successful currently and identify areas for future development</p> <p>2.2 Each class to run successful chances for parents to engage with the class</p> <p>2.3 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</p>	<p>2.1 Autumn 2017</p> <p>2.2 Autumn 2017</p> <p>2.3 Throughout 2017-18</p>

Target No 2

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

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Target No 3

Target: To ensure that assessment procedures are embedded throughout the school and are consistent with other schools locally and nationally in order to ensure each pupil achieves their maximum potential

Link: Assessment and Standards

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
3.1 To review the current assessment procedures				3.1 Staff are aware of what works well in current system and what needs addressing	Ongoing from September 2017
3.2 To enhance current links across the LA in conjunction with the Liverpool Project	HT	Liverpool Project	Assessment co-ordinators to attend meetings each term as necessary	3.2 Co-ordinators are fully engaged with LA Liverpool Project and good practice is shared in-house	
3.3 To establish links within the local Catholic cluster to ensure assessment is consistent across the cluster	Assessment Co-ordinator Key Stage Leaders	LA moderators and Assessment leads	Moderators to attend and lead if necessary meetings across the cluster	3.3 Teachers throughout the school are engaged with similar year group teachers across the cluster to ensure consistency of assessment and standards	
3.4 To ensure that assessment contributes to enabling children to improve their work				3.4 At least 90% of all children achieve their potential or exceed it	

Target No 3

Target: To ensure that assessment procedures are embedded throughout the school and are consistent with other schools locally and nationally in order to ensure each pupil achieves their maximum potential

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

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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.

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 2017	
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 2017	
	SMT	Sports deliverer		4.2 Children give ideas and preferences for activities		
4.3 To purchase high quality Sports provision for each Year group	PE co-ordinator	Sr Teresa		4.3 Appropriate sports provision provided through out the school		4.3 September 2017
	RE co-ordinator			4.4 Sporting links developed with other schools and outside agencies		4.4 Throughout 2017-2018
4.4 To establish sporting links and competition opportunities across the Key Stages				4.5 Children's spirituality is enhanced within school		4.5 Throughout 2017-2018
4.5 To provide spiritual development opportunities						

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.

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

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St Martin's Catholic Primary School

School Data Summer 2017

EYFS

Baseline to EYFS comparison

In this first chart I am comparing the NFER Baseline data, September 2016, 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 2017 percentage who have achieved national standard i.e. are at Expected or Exceeding Good Level of Development (GLD). (2016 figures compare September 2015 to July 2016.)

Term of birth

Autumn	Spring	Summer
10/30 33%	1/30 3%	19/30 63%*

*Including 10 (33%) Born in July and August

	Maths		CLL		PSED	
	2016	2017	2016	2017	2016	2017
Baseline cohort average SS (National average 100)	87	98	88	92	85	85
Baseline children (above national) 100+	23%	33.3%	13%	26.6%	13%	10%
EYFS Good Level of Development	48.4%	50.0%	35.5%	43.3%	51.6%	63.3%
Difference from September 2016 to July 2017	+25.4%	+12.7%	+22.5%	+16.7%	+38.6%	+53.3%
National Averages	80%	81.7%		79.1%		90.1%
Difference from School to National Averages	-31.6%	-31.7%		-35.8%		-26.8%

St Martin's	2016	National 2016	2017	National 2017
Good Level of Development	32.3%	69.3%	43.3%	71%*
Average Total Points Score	26.5	34.5	29.0	34.5

***Provisional figures**

St Martin's	Boys (22)	Girls (8)	Diff B to G	Pupil Premium	PP to non PP
Good Level of Development	31.7%	75.0%	-43.3%	33.3%	-14.3%
Average Total Points Score	27.6	32.6	- 5.0	27.0	-2.8

St Martin's EYFS Observations

- Comparison of term of birth, two thirds of the pupils are Summer births, including one third of whole class born in July and August
- The cohort was clearly well below national standards for CLL 92; Foundations of Learning 85 and in line for Maths 98. National would be 100
- Progress from Baseline to end of EYFS is good across all areas with an average increase of over 27% but a range from 12.7% to 38.6%
- GLD is still significantly below the national figure 43.3% to 71%
- Increase on 2016 to 2017 of 11% compared to 1.7% nationally
- Significant difference between girls and boys of -43.3%
- Significant difference between Pupil Premium and their peers of -14.3%

Halton's position

- *61% of Halton pupils achieved a good level of development, against a provisional national of 71% GLD.*
- *Halton GLD range from 27%-80%*
- *This is a 1% decline on 2016 GLD 62% and the gap to national has widened from 7% to 10%*
- *Halton are the lowest performing region in the NW for GLD measure; NW average 68%; range 61%-73%*
- *31 children missed GLD by 1 measure; 25 of those being in writing*
- *62% children missed GLD by 2 aspects, predominantly reading and writing*
- *81 children did not achieve any Early Learning Goals*
- *76.4% of children achieved Communication and Language elements; with 19% emerging in Listening & Attention and Understanding*

- Girls performance has declined with girls GLD 70.3% in 2016, down to 67.9% in 2017
- Boys GLD performance has also declined by 1% to 60.9% GLD 2017

Year 1 and Year 2 Phonics

St Martin's							
Met the required standard							
	St Martin's 2016	Halton 2016	National 2016	St Martin's 2017	Halton 2017	National 2017	Gap to National
Year 1	65.5%	75.7%	81%	65.5%	79%	81%	-15.5%
Year 2	89.7%	91.2%	91%	100%	91%	91%	+9%

St Martin's to Halton Gender (Y1)							
Met the required standard							
	St Martin's 2016	Halton 2016	National 2016	St Martin's 2017	Halton 2017	National 2017	Gap to National
Boys (11)	60%	72.7%	77%	54.5%	77%	78%	-23.5%
Girls (18)	71.4%	78.7%	84%	72.2%	81%	85%	-12.8%
Difference Boys to Girls	-11.4%	-6.0%	-7%	-17.7%	-4%	-7%	-10.7%

Phonics Observations

- Repeat of last year's Year 1 Phonics score – 65.5%
- Gap to Halton has increased but gap to national stays the same
- All children who retok the Phonics test passed compared to 91% in Halton and Nationally
- Gender difference has increased from 11.4% to 17.7%

Halton's position

- 79% of pupils achieved the expected standard at Yr1, an increase of 3% on 2016. This is against a provisional national of 81%
- 81% of Halton girls achieved the expected standard against a girls provisional national of 85%
- 77% of Halton boys achieved the expected standard against a boys provisional national of 78%
- Boy-girl gender gap is -4%, compared to a provisional national gender gap of -3%
- Year 2 phonics 91% Halton pupils achieved the expected standard in line with national 91%

Key Stage 1 and 2 SATS

It is not possible to compare this year's results with last years for both Key Stage 1 and 2 as the curriculum has completely changed. All we are able to do at present is to compare ourselves with Halton's position until we have the full national data.

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 <HNM	National <HNM	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%	*	+13.3%
Writing	21.4%	46.3%	78.6%	68%	21.4%	*	+10.6%
Maths	10.7%	35.7%	89.3%	75%	21.4%	*	+14.3%
RWM combined	3.6%	*	71.4%	*	14.3%	*	%

***National data not available at time of analysis**

Key Stage 1 2016	St Martin's <HNM	National <HNM	St Martin's >EXS	National >EXS	St Martin's GDS	National GDS	St Martin's to National >EXS
Reading	20.7%	26%	79%	74%	34.5%	24%	+5%
Writing	24.1%	35%	76%	65%	24.1%	13%	+11%
Maths	34.5%	27%	66%	73%	20.7%	18%	-7%
RWM combined	20.7%	NA	65.5%	NA	20.7%	NA	NA

**Diminishing the difference
Disadvantaged pupils attainment
2017**

Key Stage 1 2017	PP	Halton PP	Non PP	Halton Non PP	St Martin's PP to Halton	St Martin's Non PP to Halton	St Martin's PP to Non PP
Reading	90.9%	52.7%	88.2%	75.0%	+38.2%	+13.2%	-2.7%
Writing	72.7%	44.7%	82.4%	66.7%	+28%	+15.7%	-9.7%
Maths	81.8%	53.2%	94.1%	73.1%	+28.6%	+21%	-12.3%
RWM combined	71.4%	40.0%	82.4%	62.3%	+31.4%	+20.1%	-11%
St Martin's 2016 compared to Halton							
Reading	66.7%	50.8%	92.9%	76.2%	+15.9%	+16.7%	-26.2%
Writing	60.0%	38.5%	92.9%	62.9%	+21.5%	+30%	-32.9%
Maths	46.7%	47.2%	85.7%	74.3%	-0.5%	+11.4%	-39%
RWM combined	46.7%	32.5%	85.7%	59.6%	+14.2%	26.1%	-39%

Gender comparisons

2017 Data							
Key Stage 1	St Martin's Boys (16)	Halton Boys	St Martin's Boys to Halton	St Martin's Girls (12)	Halton Girls	St Martin's Girls to Halton	St Martin's Boys to Girls
Reading	87.5%	62.4%	+25.1%	91.7%	69.6%	+22.1%	-4.2%
Writing	81.3%	52.2%	+29.1%	75.0%	63.6%	+11.4%	+6.3%
Maths	100%	64.2%	+35.8%	75.0%	66.1%	+8.9%	+25%
RWM combined	81.3%	49.2%	+32.1%	58.3%	57.5%	+0.8%	+23%

2016 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	76.9%	61.1%	+15.8%	81.3%	71.9%	+9.4%	-4.4%
Writing	69.2%	45.6%	+23.6%	81.3%	61.5%	+19.8%	-12.1%
Maths	61.5%	64.4%	-2.9%	68.8%	63.6%	+5.2%	-7.3%
RWM combined	61.5%	43.4%	+18.1%	68.8%	55.5%	+13.2%	-7.3%

Halton/National 2017	National Expected	Halton Expected	St Martin's Expected	Halton gap to National	St Martin's Gap to National
Reading	76%	66%	89.3%	-10%	+13.3%
Writing	68%	57.9%	78.6%	-11.1%	+10.6%
Maths	75%	65.1%	89.3%	-9.9%	+14.3%
RWM	%	53.4%	71.4%		

Key Stage 1 Observations

- Results very strong once again this year and up on 2016
- Results significantly above both National and Halton for all subjects
- PP do well against their LA peers in all subjects however they are still slightly below their school peers
- Difference across disadvantaged and their peers within school has significantly reduced
- Girls and Boys are both well above their LA peers in all subjects apart from Girls for Reading, Writing and Maths combined where it is in line
- Boys achievement has significantly increased and they are now above Girls in all subjects except Reading

Halton's position

- 66% of pupils reached the expected standard in reading, a decline of 1%, against a national rise of 2%; National reading 76%.
- Halton are 10% adrift to national percentage of pupils reaching the expected standard in reading.
- Halton rank bottom in the NW region for reading outcomes at KS1
- 58% of pupils reached the expected standard in writing, an increase of 4%, against a national rise of 3% (68% national)
- Halton are 10% adrift to national percentage of pupils reaching the expected standard in writing
- Halton rank bottom in the NW region for writing outcomes at KS1

- 65% of pupils reached the expected standard in maths, an increase of 1%, against a national increase of 2% (75%) national
- Halton are 10% adrift to national percentage of pupils reaching the expected standard in maths
- Halton rank bottom in the NW region for maths outcomes at KSI
- Halton also rank bottom of the NW for girls outcomes and boys outcomes in all of these measures

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	6.7%	%	66.7%	61%	3.3%	%	+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

2016 results							
Key Stage 2	St Martin's <HNM	National <HNM	St Martin's >EXS	National >EXS	St Martin's GDS	National GDS	St Martin's to National >EXS
Reading	9.7%	36%	90.3%	66%	26%	19%	+24.3%
GPS	9.7%	27%	90.3%	73%	6%	23%	+17.3%
Maths	3.2%	30%	96.8%	70%	26%	17%	+26.8%
Writing TA	25.8%	26%	67.7%	74%	6%	15%	-6.3%
RWM combined	29.0%	47%	71.0%	53%	6%	5%	+18%

Observations

- St Martin's above national in all areas for Expected and above
- We are significantly below for Greater Depth at Reading, GPS and Maths but significantly above for Writing
- Reading St Martin's 2.3% above national but a decrease of 17% on 2016
- GPS St Martin's 16.3% above national and 3.3% above 2016
- Maths 8.3% above national but a decrease of 13.5% on 2016
- Writing 7.3% above national and 15.6% above 2016
- RWM combined 5.7% above national data but fall of 4.7% on 2016

Diminishing the Difference – disadvantaged analysis

2017					
Diminishing the Difference					
Disadvantaged analysis					
Key Stage 2	St Martin's PP	Halton PP	St Martin's Non PP	St Martin's to Halton PP	St Martin's PP to Non PP
Reading	69.2%	59.7%	76.5%	+9.5%	-7.3%
GPS	92.3%	64.4%	94.1%	+27.9%	-1.8%
Maths	84.6%	59.1%	82.4%	+25.5%	+2.2%
Writing TA	76.9%	59.3%	88.2%	+17.6%	-11.3%
RWM combined	61.5%	43.5%	70.6%	+18.0%	-9.1%

At present there is no published data to compare with national so comparison is with Halton only

2016 Diminishing the Difference Disadvantaged analysis					
Key Stage 2	St Martin's PP	National Non PP	St Martin's Non PP	St Martin's PP to National	St Martin's PP to Non PP
Reading	87%	72%	94%	+15%	-7%
GPS	67%	72%	81%	-5%	-14%
Maths	87%	76%	94%	+11%	-7%
Writing TA	93%	79%	100%	+14%	-7%
RWM combined	67%	53%	75%	+14%	-8%

Observations

- St Martin's Pupil Premium pupils out score their Local Authority peers in all subjects
- 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 to Halton and National (Provisional)

SATs 2017	St Martin's	National (Provisional)	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 2016	St Martin's	National (Provisional)	Halton	St Martin's to National
Reading	90%	66%	63%	+24%
Writing	74%	74%	65%	=
GPS	90%	72%	70%	+28%
Maths	97%	70%	65%	+27%
RWM combined	71%	53%	46%	+18%

Observations

- St Martin's significantly above national for GPS
- St Martin's in line with National for Reading and above for Writing, Maths and RWM combined

- Reading and Maths scores are down from 2016 to 2017 but have increased in Writing and GPS

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%
2016	St Martin's Boys	National Boys	St Martin's Girls	National Girls	St Martin's Boys to Girls
Reading	83.3%	62%	94.7%	70%	-11.4%
GPS	83.3%	67%	94.7%	78%	-11.4%
Maths	91.7%	70%	100%	70%	-8.3%
Writing TA	75.0%	68%	73.7%	81%	+1.3%
RWM combined	66.7%	50%	73.7%	57%	-7.0%

Observations

- The one pupil who did not take the tests as noted above was a boy and this does impact the results to 5%
- Both genders are above their peers for all subjects except Reading boys where they are in line
- There is a gender difference in favour of Girls in all areas

- Boys are always above their national peers as are the girls but the gap is greater within school than nationally

Scaled scores comparison to Halton

This year all pupils were 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 2016	St Martin's average scaled score	National average scaled score	Difference St Martin's to National
Reading	106.35	103	+3.35
GPS	103.65	104	-0.35
Maths	106.97	103	+3.97

Observations

- St Martin's scaled scores in Reading and Maths are down on last year and are slightly below national
- There is an increase in GPS scaled score but it is still below the national figures

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)

2016	Eligible pupils	Progress scores (confidence interval in brackets)
Reading	100%	1.5 (-0.7 to 3.7)
Writing	100%	-2.5 (-4.7 to 0.3)
Maths	100%	2.0 (0.1 to 3.9)

Observations

- Progress in Reading and Maths is a negative figure, it was the opposite in 2016
- Progress in Writing is positive which is was not in 2016

Halton position

- *69% of pupils reached the expected standard in reading, an increase of 6%, against a national rise of 5% (national R 71%)*
- *72% of pupils reached the expected standard in writing, an increase of 6%, against a national rise of 2% (national W 76%)*
- *70% of pupils reached the expected standard in maths, an increase of 5%, against a national rise of 5% (national M 75%)*
- *56% of pupils achieved the expected standard in RWM, an increase of 9%, against a national rise of 8% (national RWM 61%)*

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

October 2017