

Longparish Church of England Primary School ~ Information letter to Parents and Carers



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Our Christian values – Excellence, Friendship, Respect.

Our learning powers - Resourcefulness, Reciprocity, Reflectiveness and Resilience.

The Lord is my shepherd I shall not want, he makes me lie down in green pastures, he leads me beside still waters, He restores me soul.

19th July 2019

Dear Parents,

We hope you enjoy reading your child's **Annual School Report**. The purpose of this letter is to explain everything to you that is in the report. We hope you find this helpful.

Our 'wider curriculum' opportunities

1. This year's report gives you a broader description of all that your child has experienced, learned and achieved. We aim to prepare your child for life ahead in an ever-changing, technological world and our exciting and interesting topics hopefully motivate children to learn well about the past and about the present in order to help with their future.

How we assess your child

2. Children are now judged according to the Early Years Foundation Stage at Yr. R and National Expectations of the New Primary Curriculum for their age from Yr. 1 to Yr. 6. Therefore we have assessed your child's attainment (what they have achieved) from this nationally recognised criteria and have judged/decided, if their attainment is typical of their particular age group. Here are a few reminders...

The acronym	The longer version	Other words we might use when talking with you or writing reports
Early Years Foundations Stage		
WT GLD/Em	Working towards GLD/Emerging	A little behind Not yet met the Early Learning Goals
ARE/GLD	Age Related Expectations /Good level of development	The child has accomplished everything within the 17 Early Learning Goals, that they should have in order to attain a <u>Good Level of Development</u>
Exc	Exceeding GLD	Has a greater understanding of the subject Ahead of GLD and on track to do extremely well at KS 1.

So, we say 'Joe Bloggs' is ARE or has achieved Age Related Expectations – in other words, he is a typical child with learning conducive to national expectations and has achieved as such, so he has achieved ARE.

There are a few children who won't yet have reached ARE and need further support and targeted intervention in order to achieve and remain 'on track' – we may seek extra support to get the child back 'on track' to achieve ARE.

There will be children who exceed ARE, expressed as Greater Depth Standard GDS i.e. they are doing really well and their efforts must be maintained and a different targeted support would be applied to ensure they remain consistently high achievers.

New Primary Curriculum KS 1 and KS 2

WT	Working towards the Age related expectations	A little behind Not yet met the target
ARE	Age related expectations	Have achieved the expected standard Typically the same as other children of their age nationally
WA/ARE	Working at the Age related expectations	On track Has met the standard required for their year group Doing well Expected attainment
Exc/GDS	Exceeding ARE i.e. working beyond Age Related Expectation Working with Greater Depth Standard	Really great Has a greater understanding of the subject Ahead of ARE and on track to do extremely well

3. Explanation sheets – telling parents what we have covered and targets for next year

The other sheets that you have included in your child's report envelope are, reading, writing and maths explanation sheets that list the main objectives for those subjects.

Sheet 1 - What your child has been working on this year 2018-19 in order to attain ARE (as well as WT or Exc/GD)

Sheet 2 – what your child will be working on next year 2019-20 i.e. targets, in order to achieve ARE (as well as WT or Exc/GD) (except Yr 6).

4. Attitudes /effort in learning

Also your child's attitude to learning or their interest in subjects has been reported to you so you have an understanding of how keen they are to learn that particular subject.

5. Share your views

Your comments are important to us and they help us improve. Please let us know what you think. Also following this excellent year, please put your views on <https://parentview.ofsted.gov.uk/>. Thank you.

6. Our End of Year Assessment Data 2019 (**provisional – not yet confirmed as it is too early for final figures)

Key :- Blue = Longparish

Test Valley

Hampshire =- Purple

National =Red

Early Years Foundation Stage (EYFS) – An increase on last years

1. Good level of development in 17 areas of learning - 82% ** 79.1% 76.7%** 71.5%**
2. Phonics in Yr. 1 ~ 94% 83.5% 84.3% 82.6% (Retakes Yr. 2 66%) ~ An increase on last year
3. Yr. 2 SATS Key Stage 1 ~ An increase on last year. (We were moderated this year by HCC)

Each child is 7% x15	School Attaining expected	Test Valley	Hampshire	National	School Greater depth	Test Valley	Hampshire	National
Reading	88%	82.4%	80.9%	75%	53%	31.6%	33%	26%
Writing	80%	76.8%	74%	70%	27%	20.3%	19%	16%
Maths	88%	81.5%	79%	76%	28%	27.3%	26%	22%
Science	93%		-	-	-		-	-

Combined

Reading	EXS School 60% (x9)	GD School 20% (x3)	Test Valley 16.3%
Writing			
Maths			

4A. Yr. 6 SATs Key Stage 2 ~ An increase on last year

Each child is 8% x 13	School Attaining expected	Test Valley	Hampshire	National	Greater depth	Test Valley	Hampshire	National
Reading	100%	72.2%	78%	75%	85%	28.15	31%	28%
Maths	100%	75.5%	78%	76%	31%	22.4%	25%	24%
GPAS	100%	73.9%	-	77%	54%	32.9%	-	34%
Science	100%		-	82%	-		-	-

Combined

Reading	EXS school 77% (10)	Test valley 63.6%	EXS Hants 68%	GDS School 23% (x3)	Test Valley 11.9%	GDS Hants 12%
Maths						
GPAS						

4B. Yr. 6 Teacher Assessment – Moderation takes place with other schools

Writing	93%	78.5%	82%	78%	31%	23.2%	24%	20%
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I am incredibly proud of our results which are a huge improvement of last year's results; the children have really excelled themselves. MANY CONGRATULATIONS!

My special thanks must go to all our staff who work so hard to ensure your children get the very best education we can provide. We are very proud that we are:-

- Above national combined (Reading/ Writing /Maths) and Grammar, Punctuation and Spelling (GPAS) in KS 2
- Aware of the wider curriculum and its impact on GDS at KS 1 and KS 2 including pupil premium children, which is significant.
- consistently strong outcomes for ARE children at KS 2.

Thank you to you all, who have supported this school through this year. This is a safe, happy and special place to learn and grow.

7. Looking ahead to 2019-20, Our priorities must be to:-

- Further improve phonics outcomes in order to strengthen writing further throughout the school.
- Improve outcomes for the low attaining children at KS 1 by ensuring that the curriculum provision is appropriate to meet all learners' needs.
- Further improve Maths outcomes for all children.
- Develop and improve our understanding and teaching of Mental Health.

Thank you ~ I wish you a happy summer holiday.

Kind regards,

Trudie Cawthra **Head teacher**