

School Information

Long Toft Primary School
Church Road
Satinforth
Doncaster, DN7 5AB

Contact Information

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Programme Information:

- Programme Dates: 16/01/15 to 8/1/16
- Instructor: Scott Palmer

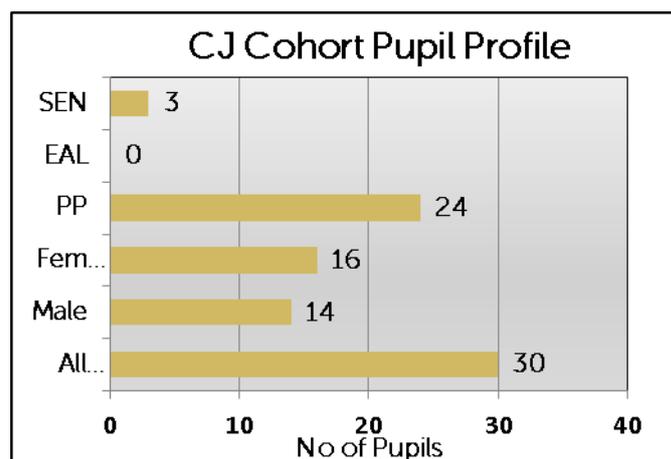
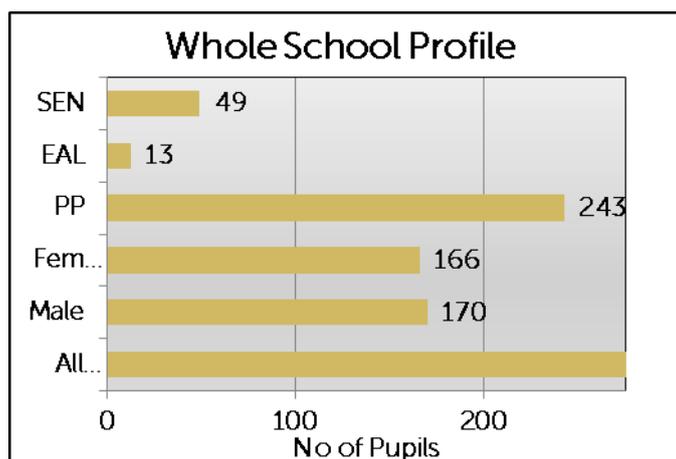
Key Impacts

1. 93% of pupils are rated as 'Good' or above in Respect and Resilience
2. Attainment – 3 pupils increased by at least 1 level in all 3 subjects of Reading, Writing and Maths
3. Punctuality – There has seen a significant improvement in punctuality across the monitoring timeframe

Introduction

Long Toft Primary is a two form entry primary school, located in an area of deprivation within Doncaster. The school site is extensive incorporating a variety of outdoor and indoor areas. These include large school fields, wildlife garden, Sports Hall, school gym and school hall. Pupil's behaviour is generally good and the school has a whole school behaviour policy stringently implemented by all. All staff have a positive and innovative approach with an expectation that pupils will work on developing themselves mentally, physically and emotionally. Pupils are encouraged to have a 'can do' attitude.

The graph below shows the whole school numbers in relation to a number of pupils who have been selected to work with Commando Joe:



Aim & Objectives

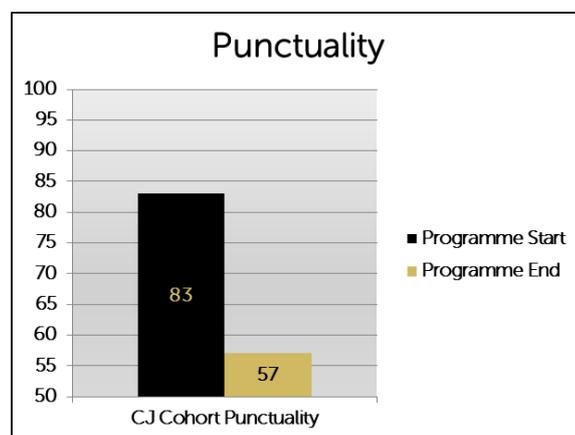
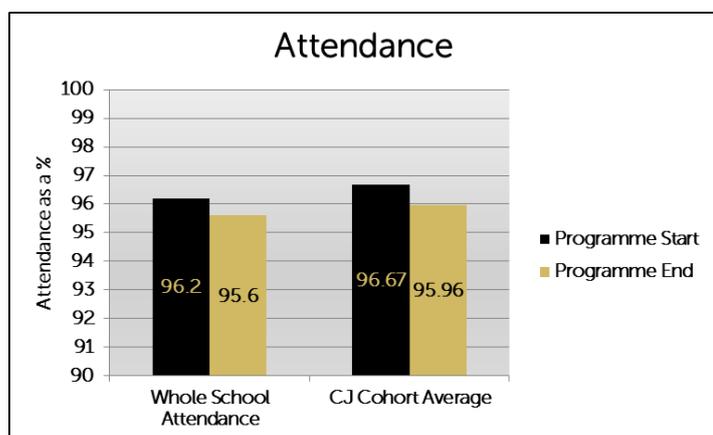
The main aim of Commando Joe's is to help all year groups have the ability to improve their health and wellbeing as well as helping the pupils progress academically, work as a team and use effective communication skills. We will also teach the pupils to be more tolerant and not too quit and give up, through challenging the pupils thus giving them more resilience. This will be done through a series of physical tasks and exercise.

The vast majority of pupils are on track, well behaved and engaged, but as in all schools, there are a small group of pupils Commando Joe's will focus on to help teachers improve on:

- Team work
- Resilience
- Taking ownership of themselves
- Self discipline
- Respect
- Academic achievement
- Positive attitudes and improved self-esteem

Impact – Attendance & Punctuality

The attendance and punctuality data has been collated over 2 timelines producing programme start and programme end percentages. The programme start figures show average attendance and total punctuality numbers from the previous year (2014) with the programme end data showing the current average attendance and total punctuality figures (2015).



Attendance Comments

- Whole School attendance has dropped from Jan 2015 to July 2015 by 0.6%
- CJ Cohort has improved punctuality

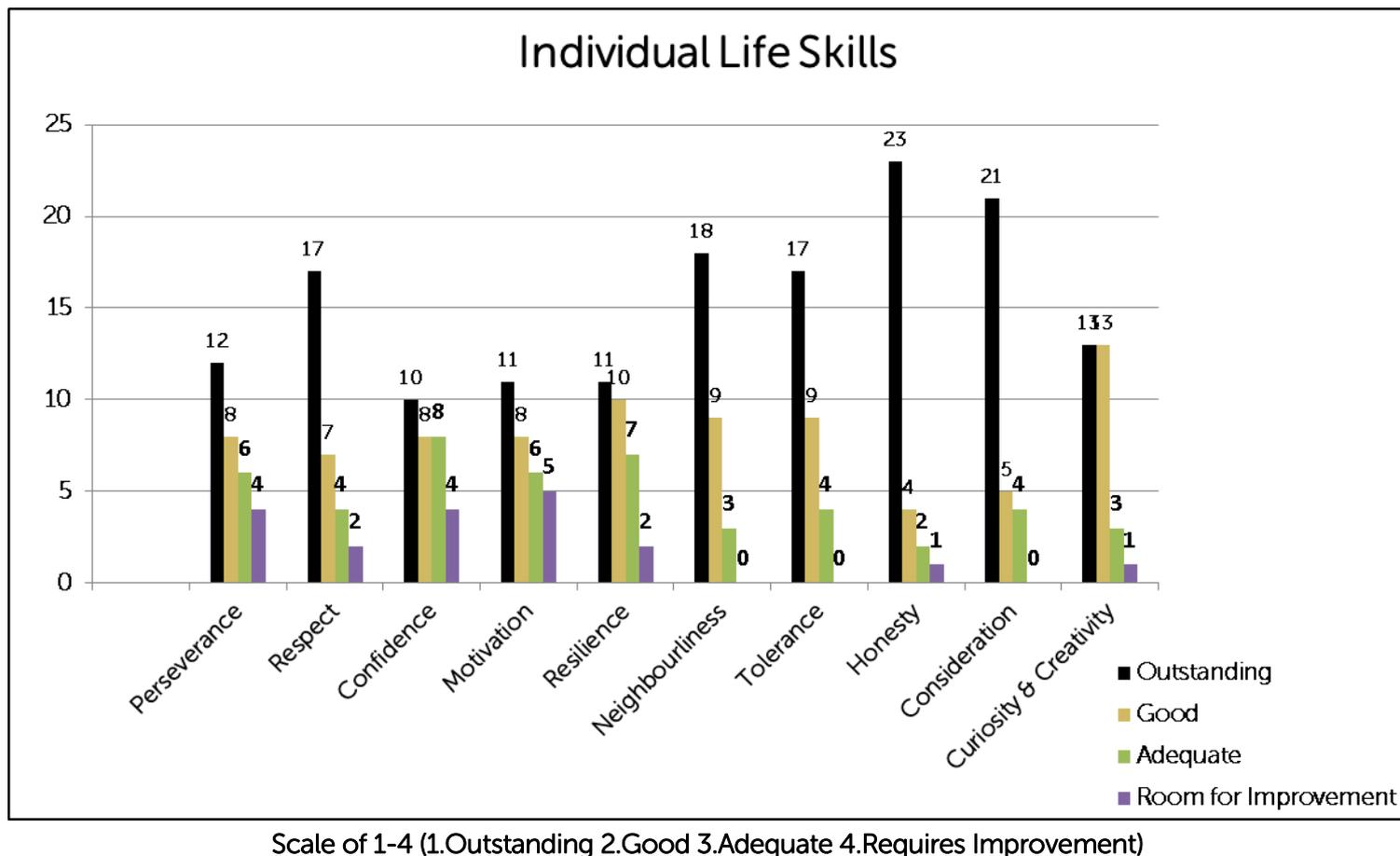
On receiving the whole school attendance I will be able to cross reference the attendance performance of the CJ cohort against the whole school trend.

Despite the attendance dropping the largest impact has been seen on the punctuality of pupils with overall numbers falling. On average throughout the previous year the Commando Joe's cohort were late 2.77 times with this reducing to an average of 1.9 throughout the reporting period.

Although 47% of pupils performed the same throughout the reporting period as the year prior, there was 30% of pupils who performed better with 23% producing a higher proportion of late marks.

Impact – Life Skills

The Commando Joe's intervention has focused on improving various life skills of the pupils. The Commando Joe cohort was graded on completion of the programme as to where they were in each category compared to age related level of expectation. The table below shows the total amount of pupils in each category.



Life Skills Comments

- 93% (28 pupils) are graded Good or above in Respect and Resilience
- 77% (23 pupils) are graded as Outstanding in Honesty

The Life Skills grading captures the softer element of the work being conducted by Commando Joe within the school.

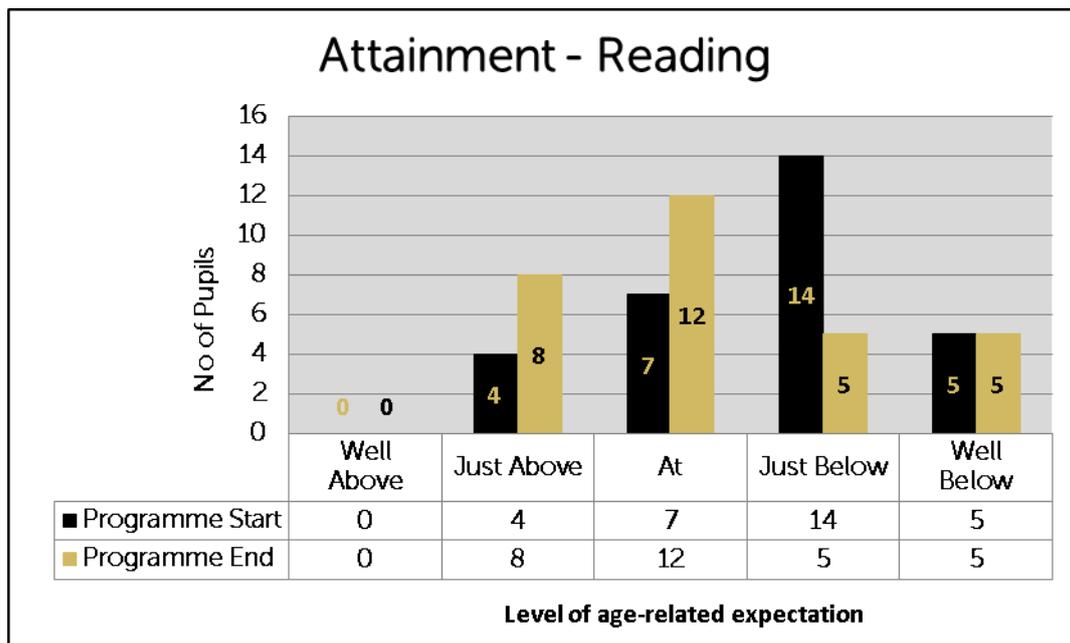
Throughout all 10 categories there is a total of 6% (19 pupils) that have been graded as Requires Improvement with none of these appearing in Neighbourliness, Tolerance and Consideration.

More than 50% of pupils monitored are graded as Outstanding in Respect, Neighbourliness, Tolerance, Honesty and Consideration.

The largest amount of pupils graded as Adequate in any given category appears in Confidence with 27% (8 pupils), however 60% (18 pupils) were graded above this in Good or Outstanding with 13% (4 pupils) being viewed as requires improvement.

Impact – Attainment

Attainment was collated over 2 time points to show where the pupils were at the beginning and end of the intervention. These grades were recorded in January and July for Reading, Writing and Maths using the scale indicated in the graphs.



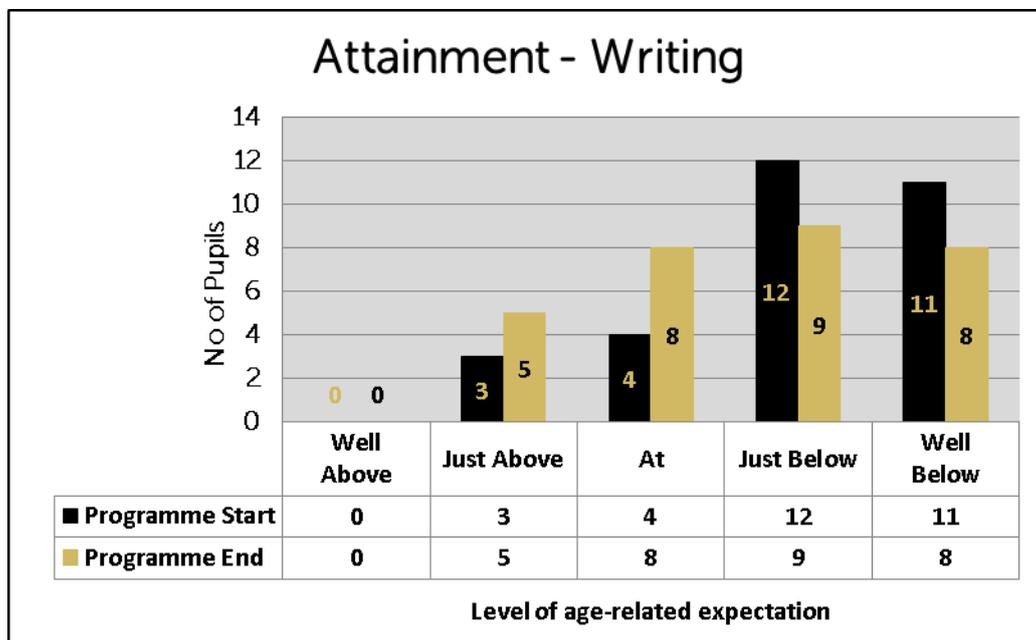
Reading Comments:

- 43% (13 pupils) have improved by at least 1 level
- 37% (11 pupils) have improved by 1 level with 7% (2 pupils) improving by 2 levels

Throughout the monitoring period 93% (28 pupils) have either remained the same or improved in their Reading levels compared to their age-related level of expectation.

7% (2 pupils) have regressed with both pupils moving from working just below to well below their level of age-related expectation.

The largest movement has seen the amount of pupils working at just below level of age-related expectation reduce from 47% (14 pupils) to 17% (5 pupils) closely followed by a 17% improvement in those working at level of age-related expectation and a 14% improvement in those working just above.

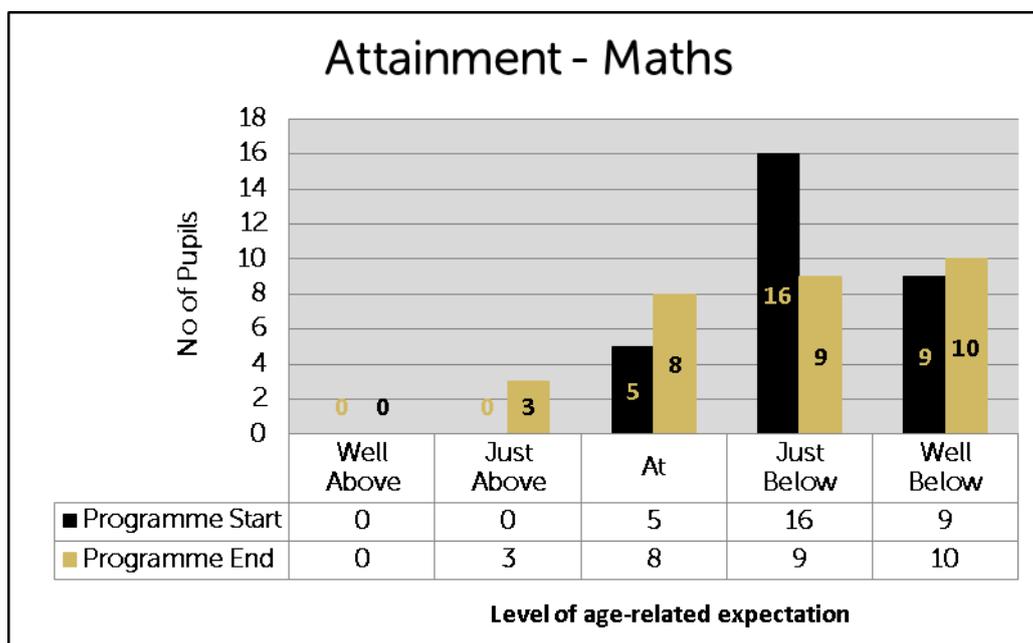


Writing Comments:

- 50% Improvement in pupils working at the level of age related expectation
- 40% (12 pupils) improved by a minimum of 1 level

There has been a positive improvement (increase in 'At' and 'Just Above' along with a decrease in 'Just Below' and 'Well Below') in the amount of pupils working at every level, less Well Above age related level of expectation. This has seen a reduction of 10% (3 pupils) working at well below and just below level of age-related expectation and an increase of 13% (4 pupils) working at the level of expectation with those working just above increasing by 7% (2 pupils).

50% (15 pupils) have continued to work at the same level of age related expectation with 40% (12 pupils) improving and 10% (3 pupils) regressing. Those that have regressed have done so with 2 pupils regressing from just below to well below with the remaining pupil regressing from just above to working at the level of age related expectation.



Maths Comments:

- 30% (9 pupils) have improved by at least 1 level
- There is now 3 pupils working above the level of age-related expectation

There has been an increase (of 1 pupil) in the amount of those working at well below the level of age-related expectation, however there has been a positive return in all other categories, less well above as there continues to be no pupils working at this level.

From the 30% (9 pupils) who have improved, 23% (7 pupils) have improved by 1 level with 7% (2 pupils) improving by 2 levels with both of these pupils moving from the 'Just Below' to 'Just Above' categories.

The largest positive swing of numbers has seen a reduction in the amount of pupils working at just below the required level of age related expectation. This category seen the reporting period start with 53% (16 pupils) and end with 30% (9 pupils) at completion.

From having no pupils working above the level of age-related expectation there are now 10% (3 pupils).

Students Survey

On completion of the Commando Joe's intervention the selected pupils were graded according to the following questions and using a 1-4 scale:

	Outstanding	Good	Adequate	Requires Improvement
Commando Joe has improved my attitude towards school and learning	1	3	16	10
Commando Joe has helped me get on better with school staff	20	9	1	0
Commando Joe has helped me get on better with other pupils	20	10	0	0
Commando Joe has helped me get on better with my family	16	9	5	0

SUMMARY OF THE PROGRAMME

School Summary

We welcome this report which reflects our own opinion of the impact Commando Joe has had at Long Toft. The feedback from pupils and staff is positive and has encouraged us to extend our contract for a further year.

Commando Joe's Summary

Over the duration of this report from January 2015 to January 2016, I run various termly topics to create an engaging background story for all the pupils to increase their imagination and to ensure they are feeling as part of the storyline.

Across the entire KS2 pupils in the school they have been very active and physically engaging pupils.

Understanding this knowledge, I have run a large amount of military style tasking's ranging from sessions such as

- Observation stands
- Military fitness
- Gun run
- Reconnaissance Mission
- Camouflage and concealment

Along with many more to help instore the key skills such as teamwork, communication and most of all discipline to aid them in understanding the reasons on following instructions and being able to do it together as part of a team.

This has been a huge success with all of the pupils continually engaged in every session and developing many of the key skilled areas the school originally set for me to help them achieve.

Dailey Routine within the school:

- 08:45 – 09:15 Individual mentoring
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- 10:15 – 10:45 Commando kids
- 10:45 – 11:30 Class Session 1
- 11:30 – 12:00 Commando Elite
- 12:00 – 12:45 Lunch & Games
- 12:45 – 13:10 Commando Joes Break
- 13:10 – 14:00 Class session 2
- 14:10 – 15:00 Class session 3

Forthcoming Yearly Overview:

On the start of the New Year within Long Toft I shall start a whole school competition between all classes where they will be awarded various points for different areas resulting in being able to achieve different awards throughout the competition.

During a Commando Joe session, they can achieve 5 points in each of the following areas

- Teamwork
- Listening skills
- Behaviour
- Activity completion time/level

All pupils can achieve other points around the school for when the classes are not with me on things such as manners, holding doors open, assisting staff where needed along with being the fastest and straightest class to line up at dinner time. The aim of this will be to provide longevity of Commando Joe when I am not in the school on other days of the week. I believe the pupils will be excited in the running of this competition to achieve the various rewards set in place.

During the Commando Joe sessions throughout the first term I shall be concentrating hugely on team building tasks to help in the aid of cohesion throughout the pupils and classes.

The pupils are very excited in the running of this competition to achieve the various rewards set in place and also due to the fact that they love the CJ sessions.