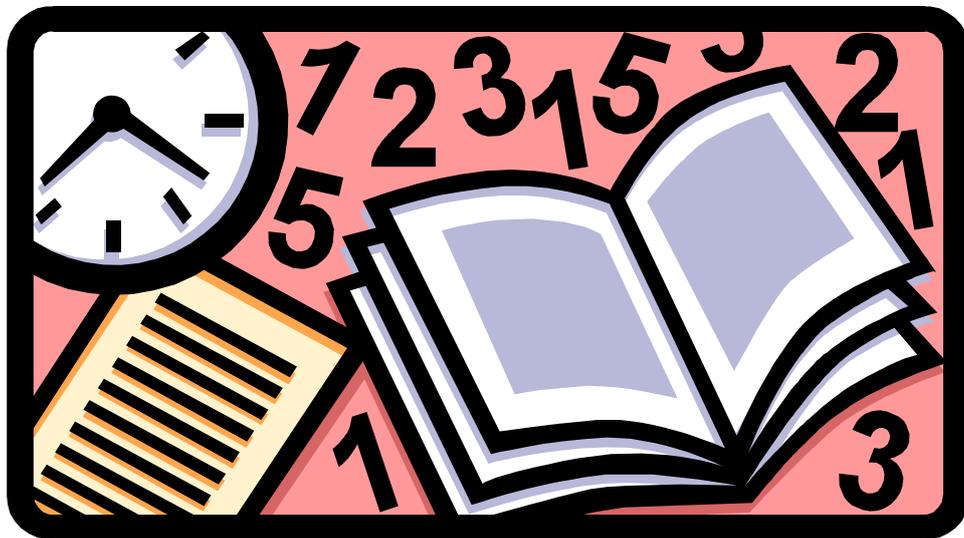


HOLY TRINITY STACKSTEADS
CHURCH OF ENGLAND
PRIMARY SCHOOL

**“An Outstanding School”
OfSTED 2006, 2009 and 2013**



SCHOOL
PROSPECTUS

PUBLISHED : AUTUMN 2017

School Details

Name of School : Bacup Holy Trinity Stacksteads C.E. (Controlled) Primary School

Address : Booth Road, Stacksteads, Bacup, OL13 0QW

Telephone : 01706-877025 Fax : 01706-870482 E-mail : contact@stacksteads.lancs.sch.uk

Website : www.stacksteads.lancs.sch.uk

Headteacher : Mr J. Aspin B.Sc.

Chair of Governors : Mrs N. Hallsworth

School Secretaries : Mrs C. Melia Mrs B. Singleton – (for initial enquiries)

Teachers :

Mrs A. Warburton - Deputy Headteacher, Designated Safeguarding Leader

Miss S. Richardson – Assistant Headteacher, Literacy Leader

Mrs A. Gorman – Key Stage 1 Team Leader, P.S.H.E. Leader, Special Educational Needs Leader

Mrs C. Grimshaw – Design Technology Leader

Mrs S. Baron –, Deputy Designated Safeguarding Leader and Foreign Language Leader

Mrs J. Bolton – Computing Leader

Miss J. Ringland – Early Years Foundation Stage Team Leader, Geography Leader

Miss C. Loughheed – Music Leader

Mrs D. Burns – Maths Leader

Mrs S. Toddington – Art and Design Leader, Leader for Able and Talented Provision

Mrs S. Farina – Science Leader

Mrs R. Barnes – History Leader

Mrs S. Gendler-Watson – R.E. Leader

Mr A. Cumming - School Sports Leader,

Miss C. Doidge - P.E. Leader (Jan 2018)

Mrs N. Say – School Library Leader

Teaching Assistants: Mrs L. Heath, Mrs M. Schofield, Mrs L. Cronshaw, Mrs T. Walsh, Mrs T. Starr, Mrs C. Melia, Mrs E. Turner, Mrs L. Kendall, Miss V Peacock, Mrs E. Potts, Mrs R. Thompson, Mrs S. Barnes

Site Supervisor : Mr P. McMEnamin

Cleaning Staff : Mrs A. Cole

Welfare Assistants : Mrs K. Thirde, Mrs J. Sanderson, Mrs T. Crossley
Mrs A. Selby, Mrs C. Smith, Mrs E. Potts, Mrs V. Peacock,

School Background:

The school was opened in September 1986 following the merger of Western County Primary and Tunstead C.E. Primary School.

The school is a Voluntary Controlled Church of England Primary School in the state sector. It is part of Lancashire Authority, and falls within the Diocese of Manchester.

The school caters for children in the age range from 3 to 11 years of age. There is a Nursery Class attached to the school with a total of 52 part-time places available. Children enter the Reception Class at the age of 4 years. The expected school roll on 1st September 2017 was 248.

Location:

The school serves the community of Stacksteads, which lies between Rawtenstall and Bacup in the Rossendale Valley. The majority of the children attending the school live within Stacksteads, although children from Bacup, Rawtenstall and Haslingden also attend the school.

The area around the school encompasses both privately-owned, rented and local authority housing developments, with children from a wide range of social backgrounds attending the school.

Community Links:

The school has close links with Holy Trinity Church of England, and other local churches.

Whenever possible children from the school become involved in local projects, including cleaning up unsightly areas, tree planting, local carnival etc.

The school has links with local industry and business within Stacksteads. These links provide the school with both educational opportunities through visits, and occasionally through financial donation and sponsorship.

The school is at the centre of the local community and recognises its role in helping to foster and promote a sense of local pride and community spirit. The school offers its facilities to local groups whenever possible. A breakfast club and after-school child care club is in operation.

Class Organisation:

The table below shows the class organisation plan in the school year 2010-2011. This organisation depends on the number of children in the school. Significant changes to numbers in a year group in the future could lead to a change in the current organisation. Similarly the numbers of children in each class or Year Group will alter as children join or leave the school.

CLASS ORGANISATION 2017-2018

CLASS
NURSERY/ RECEPTION
NURSERY/RECEPTION
YEAR 1
YEAR 1 / 2
YEAR 2
YEAR 3 x 2 classes
YEAR 4 x 2 classes
YEAR 5 x 2 classes
YEAR 6 x 2 classes

All infant classes have less than 30 children. Children in the nursery and Reception years are taught in the school’s Foundation Stage Unit. The largest class size in Key Stage 2 is 19 pupils.

The School Day:

School starts at 9 a.m. and ends at 3.15 p.m. The school day is organised as follows.

9.00-9.05 am	Registration	
9.05-9.20 am	Maths Intervention and Support	
9.20 –10.10 a.m.	Teaching Session 1	
10.10 – 10.20 am	Break	
10.20-11.10 am	Teaching Session 2	
11.10-12.00 pm	Teaching Session 3	
12.00-12.55 pm	Lunch	
12.55 – 1.00 pm	Registration	
1.00 – 1.55 pm	Teaching Session 4	
1.55 – 2.05 p.m.	Break	
2.05 – 3.00 pm	Teaching Session 5	
3.00-3.15 pm	Assembly	
Weekly Teaching Time for Infants (approx)		22 hours 30 mins
Weekly Teaching Time for Juniors (approx)		22 hours 55 mins

Teaching Time does not include breaks, registration or assembly. DfE suggested teaching times are Infants 21 hours and Juniors 23.5 hours.

School Mission Statement:

The school is committed to serve the town and parish by the provision of a balanced, high quality education in a caring environment where Christian values and good relationships among governors, staff, parents and pupils are fostered. Close links are encouraged with local churches and the wider community, and every family is invited to support all aspects of school life.

Religious Education and Collective Worship:

As a Voluntary Controlled Church of England Primary School within the Diocese of Manchester, a daily act of collective worship is undertaken, which is Christian in character. Collective worship takes place during assembly at the end of the school day. Whole school assembly takes place on Monday, Tuesday and Friday. Separate Infant and Junior assemblies take place on Wednesday and Thursday. Class prayers are said at the start of the school day and before lunch.

Religious Education is provided using the Lancashire Agreed Syllabus. This focuses on Christianity, but also teaches about other major world faiths such as Islam and Judaism.

Parents have the right to withdraw their child from collective worship and/or Religious Education. This request should be made in writing to the head teacher.

A child who is withdrawn from either Religious Education or Collective Worship will be supervised whilst outside the assembly or lesson, and will be expected to undertake activities such as reading. Alternatively, a parent may make arrangements for the child to receive Religious Education in line with the family beliefs, during the R.E. lesson or collective worship.

INFORMATION ABOUT ADMISSIONS

Children are admitted to the Nursery at the age of 3 years, and to Reception Class at the age of 4 years. The main intake of pupils into Reception takes place in September, although individual children are admitted throughout the year if places are available. The school's admission number is 35 for each year group. Admissions to Reception are administered by the Local Authority. The Headteacher may admit any child to a year group providing the admission number is not exceeded. Once this number is reached parents must appeal to the L.A. who will determine whether a place should be made available through its appeal process.

Admission to School:

Parents are requested to make an initial application for a place in Nursery or Reception, using forms available in the school office. Parents of children who have informed the school of their wish for their child to attend the primary school or nursery are asked to complete the L.A. Admission Form by mid-January of the year in which the child is due to begin school.

The school operates an admission policy that is in line with that of Lancashire Authority. All children who have their 4th birthday on or before 31st August of that year may start school early in the Autumn Term, if their parents wish it. If a parent wishes the child may start at a later date. This is acceptable and will not affect any of the parent's right to have their child admitted to the school if a place is allocated. Suitable arrangements must have been made for the child to begin school by the start of the term after he or she reaches the age of 5 years.

If the school is over-subscribed, children are selected by the Local Authority and priority is given in the following order;

1. Children with older brothers or sisters who will be attending the school when the younger child starts school.
2. Children for whom the Local Authority accepts that there are strong social, medical or welfare grounds, which are directly relevant to the child's attendance at the school (documentary support from a doctor, social worker, health visitor or other appropriate professional is required - and only exceptional cases are accepted under this criterion).
3. Any remaining places are allocated according to the distance between the child's home and this school, and between home and the nearest school with an available place.

Point 3 above means that in practice, the distance between home and this school, and between home and the next nearest school (with places) are measured. Children living closer to this school than the next nearest school with available places have priority.

The effect of this is that a child may not necessarily attend the school that is geographically closest. Also the geographical area for attendance at this school may vary from year to year, as it depends on where children live who are seeking places, and on the availability of places in other schools.

It should be noted that if the school is under-subscribed then all children applying for a place will be allocated a place.

Full details of Lancashire County Council's primary school admissions policy and procedures can be accessed online using the information below

www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place/apply-for-a-primary-school-place.aspx

Visits By Prospective Parents:

Prospective parents, wishing to view the school should contact the Headteacher in order to make an appointment to be taken around the school.

General Arrangements for Pupil Discipline, Behaviour Management and Support:

The school is committed to developing high levels of self-discipline and self-worth amongst its pupils. An agreed Behaviour Management and Discipline Policy is in place. This recognises and celebrates positive aspects of behaviour in all children, as well as paying regard to instances of unacceptable behaviour through a clear system of sanctions.

The school has a Code of Conduct that underpins behaviour management in the school, as well as simple "Rainbow" rules for children to follow. Generally, the standard of behaviour amongst the children in the school is excellent, and all members of staff work hard to maintain this.

Children who exhibit behavioural or emotional difficulties may be offered support through the guidance the school's nominated staff for leading pastoral care, Mrs Baron supported by Mrs Careless who is the school's Learning Mentor. Where necessary the support of outside agencies is sought for additional advice.

Parental support and co-operation is sought in dealing with behavioural difficulties as early as possible. More general aspects of pastoral care and guidance are carried out by class teachers and other members of staff through P.S.H.E. and Circle Time activities.

Extra-Curricular Activities:

A Breakfast Club operates from 7.30 a.m. and there is an after-school child care club until 5.45 p.m. Charging information for these are available on request from the school office.

The school has representative sports teams taking part in a range of events throughout the year, including football (boys and girls), netball, cricket, rounders, cross-country, athletics and swimming. Full use is made of the opportunities provided by our membership of the Rossendale Sports Partnership operated from Fearn's High School.

In addition in-school events such as sports days, cricket or football competitions are organised.

The school offers a comprehensive range of other extra-curricular opportunities for children including sports clubs, a craft club, book club, choir, musical tuition, bible with art club, speed-stacking and dance clubs.

Curriculum enrichment visits are also made from time to time to concerts, shows and sporting events. In addition, the school offers an annual Residential Visit to North Wales for children in Year 5 and Year 6.

School Uniform and Dress Policy:

The school has an agreed policy for school uniform which is available in full on request.. School colours are red, white and grey. School sweatshirts are red, and are available from the office. Alternatively, a plain red sweatshirt, jumper or cardigan may be worn. Shirts (white) or polo shirts (red or white) are also worn. Trousers, skirts or pinafores should be grey. Shoes should be worn by all children. Training shoes are not part of the school uniform.

Simple stud earrings are allowed, but must be removed for P.E. Watches may be worn at the owner's own risk. No other items of jewellery (including rings) are allowed on the grounds of health and safety.

Curriculum Aims:

We aim to deliver high quality teaching by dedicated staff members who are committed to the nurturing of every child so that their primary education is enjoyable, memorable and a solid foundation for their future personal, social, emotional and educational development.

1. To create a happy and enjoyable school environment, within which each child is encouraged to do his or her best in both work and behaviour.
2. To help each child learn that courtesy, good manners and consideration for others are very important qualities.
3. To ensure that each child has a command of the English Language and is able to communicate both verbally and in writing with others.
4. To encourage an enjoyment of reading, and through this promote literacy.
5. To develop a knowledge and understanding of maths, and through this promote numeracy.
6. To encourage the development of scientific knowledge, skills and understanding.
7. To develop an awareness of our heritage through history, geography and R.E.
8. To encourage an appreciation of The Arts through provision for the teaching of art, music and drama.
9. To develop an enjoyment of physical activities as part of the promotion of a healthy lifestyle.
10. To encourage each child to appreciate the advantages and enjoyment of learning a language beyond English in the modern world.

10. To nurture a Christian environment within which all those concerned with the well-being and development of the children can contribute and co-operate in providing a high quality education for all.

Opportunity, Access and Pupil Individuality:

The school will make every effort to ensure that each child, regardless of sex, race, religion, social background or educational need will have equality of access to learning through a full curriculum. The school will attempt wherever possible to match the available resources exactly to the children's needs. The individuality of each child is recognised by the school and every effort will be made within the curriculum and existing organisation to;

- a) Create a positive learning environment which addresses the individual needs of the child and identifies and develops each pupil's existing knowledge, skills and experiences.
- b) Communicate high expectations and set clear and attainable targets for each child to aim for.
- c) Raise self-awareness, self-esteem and a sense of responsibility and motivation in the child through providing positive feedback, and recognising their efforts and achievements.

Any form of racist behaviour or language in the school is unacceptable. Any instances of racism will be dealt with immediately.

The Structure of the Curriculum:

The school endeavours to provide a curriculum that has been planned to ensure that there is;

- a) Breadth and balance through ensuring that statutory requirements are met, and where possible surpassed.
- b) Continuity and progression which gives each child the opportunity to move forward in their learning.
- c) Relevance and adaptability by ensuring that the needs, interests, social experience and maturity of the child are taken into account.
- d) Differentiation through the recognition of the individual needs of the child, within the context of the whole class, by setting realistic learning objectives and the application of appropriate teaching strategies.

Curriculum Overview:

The school curriculum meets the requirements of the National Curriculum and other statutory requirements. The school delivers a curriculum that encompasses the Foundation Stage (3-5), Key Stage 1 (5-7) and Key Stage 2 (7-11). Subjects taught in the school are;

Maths, English Science, Computing (formerly I.C.T.), Design Technology, Geography, History, Art, Music, P.E., Spanish (KS2) and R.E.

Science, Computing, R.E. and P.E. are taught through on-going topics throughout the school year. The core skills for the development of computing skills are developed through discrete teaching sessions using the school's extensive portable I.C.T. facilities. All classrooms are connected directly to the internet, and each has an Interactive Whiteboard for use in teaching.

The school curriculum has been designed not only to meet National Curriculum requirements but to develop learning skills using a topic-based approach teaching with teaching staff having the freedom to plan relevant, stimulating and high quality learning experiences for the children in their class.

Children in the Nursery and in Reception are taught according to the requirements of the Early Years Foundation Stage. After this time they begin to follow work set out within the National Curriculum for Key Stage 1.

Each subject within the National Curriculum has a number of learning objectives taken from the National Curriculum programmes of study. These are used by teachers in topic planning. Subject leaders are responsible for leading their subject of responsibility across the school.

The class teacher has responsibility for delivering the required aspects of the programmes of study for each subject during the school year. In addition the class teacher is responsible for planning work to meet the needs of all ability groups within the class.

Elements of cross-curricular provision such as European Awareness, Economic Awareness and Environmental Education are incorporated into the curriculum either by integration into existing topics or through specific topics / theme weeks.

Theme Weeks e.g. Healthy Week, Science Week etc. take place regularly to add enrichment, variety and interest to the curriculum.

Organisation of Teaching:

The children are taught using a range of different strategies. In most subjects the class teacher will teach their whole class for a lesson. A typical lesson will involve whole class teaching followed often by group work, in which the work is matched to the abilities of the children within the group. The teacher may also work with smaller groups or indeed individual children if it is deemed appropriate.

Teaching Assistants often work in supporting the teacher, by working with particular groups of children under the direction of the teacher.

Numeracy and Literacy lessons follow the framework set out in the respective subjects.

There is some occasional use of specialist teaching to raise the quality of teaching and learning using our own staff and also teachers from both Bacup and Rawtenstall Grammar School and Farns High School.

Great use is made of I.C.T. to improve teaching and learning across the curriculum. All classes have an interactive whiteboard linked to a digital projector and the internet and access to laptop computers and I-pads.

Health and Sex Education:

This aspect of the curriculum is incorporated in the scheme of work for Personal, Social and Health Education. Issues of keeping healthy and personal safety are dealt with throughout the school. The issues discussed are closely matched to the children's age and maturity. The school uses the Life Education Centre Programme within this aspect of the curriculum. This is an annual visit made to the school that builds into a structured programme running from Reception to Year 6. Younger children are taught about aspects of keeping healthy and safe. Older children are taught by specially trained teachers, about the dangers of alcohol and drug abuse.

The children are regularly reminded of different aspects of keeping safe through their class work, circle time, P.S.H.E and in assemblies.

The Governing Body have an approved a policy for Sex Education. The school makes use of the School Nurses in the delivery of this discrete programme in Year 5 and Year 6. Christian values and the family are at the centre of the content of the teaching.

Whilst Year 5 and Year 6 are the years in which a more formal approach is adopted for sex education, the children from Reception begin to learn about how their bodies work through parts of the Science National Curriculum.

Any parent wishing to know more about the content of the sex education curriculum, including viewing any teaching material is welcome to come to school to discuss the matter.

Parents have the right to withdraw their child from sex education, by putting their wish in writing to the Headteacher. However, this does not include work associated with National Curriculum Science.

Home-School Partnership:

We will do our best to involve you as a parent in every aspect of your child's life at Holy Trinity. The school has a Home-School Agreement that is made available to parents. The agreement – signed by the headteacher on behalf of all members of staff – sets out how parents and teachers can work together to benefit the child.

There are two formal parents' evenings held in the Autumn and Spring Terms when parents are invited to discuss their child's work and behaviour with the class teacher.

In addition there is an Welcome Meeting for parents held in September and a Class Open Afternoon held in the Spring Term.

Of course parents are welcome to discuss any concerns that they may have with their child's teacher or the head teacher at any time during the year. Appointments can easily be made by telephone. The school seeks the views of parents' and undertakes an annual parents' survey to canvas parental opinion on different aspects of the school's work. The information gleaned from this helps in the development of plans to improve the school.

Child Protection Statement:

There is a statutory duty on all members of school staff to report any suspicions that they may have that a child is being subjected to abuse. The school has rigorous procedures in place to ensure that the safety of all pupils is placed at the centre of its work, and all cases will be treated with the utmost seriousness. The school has a Designated Senior Leader in all matters relating to child welfare and child protection. In 2017-2018 the D.S.L. is Mrs Angela Warburton who is also the Deputy Head Teacher. Mrs A. Gorman and Mrs T. Walsh are deputy D.S.L. All members of staff receive regular update training in Child Protection matters at least every 3 years.

Extended Provision:

The school is able to offer both before school and after-school childcare. Before and After-school childcare provision is provided via YOYO Club . Charging and booking information is available from the school office.

Breakfast Club operates from 7.30 a.m. and the after-school club provides child care until 5.45 p.m.

Charging for School Activities:

Education provided during school hours must be free of charge, with the exception of musical instrument tuition provided outside the National Curriculum for Music, where a charge may be made.

The school uses its budget to provide subsidy towards the cost of school activities and visits. Specific funding such as Sports Funding is used to provide free specialist sports tuition throughout the year. Pupil Premium funding is also utilised to support the involvement of eligible pupils in all activities.

Requests for voluntary donations are made as appropriate – and in line with statutory requirements - to support the overall cost of activities.

It should be noted that;

1. Parents do not have any obligation to make a voluntary contribution to the cost of an activity.
2. No child will be excluded from an activity if his/her parents do not make a voluntary contribution.

However it must be noted that any shortfall between the amount collected through parental contributions and the actual cost must be funded by the school. Where it is judged that the financial burden to the school is too great, the school reserves the right to cancel the activity.

Charges may be made for any activity taking place out of school hours and which is not a part of the National Curriculum. The school will not make a profit from these charges. Any charge will cover the actual cost for each child e.g. tuition costs, travel or other essential administrative matters.

A child's participation in these activities depends on the parent's willingness to pay the charges made.

Residential Educational Visits:

The school operates a Residential Visit to North Wales for children in Year 5 and Year 6. Places are allocated on a first-come and first-served basis. Parents are encouraged to make small and regular payments towards the cost during the school year prior to the visit – £4 per week. A charge is made for the cost of board and lodging and a contribution is requested to cover the cost of travel. The school funds all activities undertaken by the children and a substantial proportion of the accommodation and travel cost during the visit. This represents a subsidy of about £80 per child.

Pupils who are eligible for Free School Meals have the full cost of the Residential Visit met by the school.

Sporting Aims and Provision:

The school offers a range of opportunities for children to pursue sporting interests, beyond the provisions of the National Curriculum.

The school is a member of the Rossendale Primary Schools' Games Association and works closely within the School Sports Partnership with Fearn's High School. The school enters teams in the following;

Boys' football, girls' football, netball, cricket, rounders, cross-country running, athletics and swimming.

The children are encouraged to participate with enjoyment and to compete in an enthusiastic and sporting manner. Through their involvement in team sports the children are given the chance to develop social skills, responsibility to others and a sense of belonging to a common cause. The children are made aware that they are ambassadors for the school when they compete in inter-school events.

In addition to competitive inter-school sport the school provides a number of in-school sporting opportunities. These include Infant and Junior Sports Days in the Summer Term and in-school competitions in sports such as cricket or football.

Extra-Curricular Clubs and Activities:

The school provides a comprehensive range of extra-curricular activities during the year. Some of the after-school clubs scheduled are;

<ul style="list-style-type: none">• Craft Club• Book Shop• Dance Club• Games Club• Gardening Club• Carnival Club	<ul style="list-style-type: none">• Football• Netball• Cricket• Athletics• Tag Rugby• Musical Theatre
---	--

Most clubs are offered as blocks of 4 – 6 weeks for a particular year group before being offered to a different set of children. Every year group has after-school clubs on offer each week throughout the large majority of the school year.

Other after-school activities are occasionally bought-in to extend the range of available activities e.g. dance lessons, judo tuition, football or cricket coaching. This is funded via the Sports Funding Grant.

Provision for Special Educational Needs:

The school takes its responsibilities towards children with Special Educational Needs very seriously. The school provides a high level of care, support and education for children with a wide range of special needs. The school has a Special Needs Co-ordinator with responsibility for the day to day management and administration of Special Educational Needs Support throughout the school. It is part of her role to liaise with classroom teachers in providing work that is suitably matched to different ability groups. This differentiation of work within the classroom is the most common way to provide appropriate learning experiences for children with Special Educational Needs.

The school’s S.E.N. policy is in line with the guidance set out in the Special Educational Needs Code of Practice.

Children initially identified as possibly requiring additional support are placed on the Special Educational Needs Register at the School Action Stage. Where appropriate these children follow an Individual Education Plan devised by the class teacher in conjunction with the Special Educational Needs Co-ordinator (SENCO). This sets out short term targets to move the child forward in his or her learning.

The school provides additional support to children with learning difficulties through the employment of Teaching Assistants and a learning mentor throughout the school.

If it is judged necessary, outside agencies may be brought in to provide advice and guidance for the school, or specialist support for the child. This support may be for either educational or behavioural difficulties.

Children on the Special Needs Register are regularly monitored and their progress reviewed and evaluated. A child may be moved up or down the stages according to need. Children who overcome their initial difficulties may be removed from the Special Needs Register.

Occasionally a child may require support that goes beyond what the school can provide from its limited financial and staffing resources. At this stage, the school will ask parents for their permission for the Educational Psychologist to see the child to assess whether he or she requires an Education Health Care Plan (E.H.C.P.).

If a child is assessed as requiring a E.H.C.P. the support is specified and additional funding provided. Children in receipt of a E.H.C.P. are reviewed annually to assess whether the Statement should be amended.

The school has a designated teacher for Pastoral Care and Pupil Support. Where appropriate a child exhibiting behavioural or emotional problems may attend regular, brief discussion sessions with the Behaviour Support Teacher as a way of providing support and guidance. This will include the setting of short-term behaviour targets etc.

The school has wheelchair access to all areas apart from the Staff Room and Reprographics Area inside the school building.

At all stages of the Code of Practice, the school via the teacher, SENCO or Headteacher will seek to involve parents as closely as possible in any development which takes place, and ensure that all matters are discussed.

Results of National Curriculum Assessment:

Children at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) undergo statutory assessments in order to establish the standard of their work in the core curriculum. **It should be noted that results from year to year will vary as the result of differences between the cohorts of children.** The school provides the same excellent quality of teaching every year.

The detailed results of the performance of children at the end of each Key Stage are indicated in the following section.

a. Results at the End of Key Stage 1:

This table compares the percentage of children in this school who gained the expected in the National Curriculum Tests 2016 with the National Average for all schools.

TEST		SCHOOL 2017	NATIONALLY 2017
READING		82	T.B.C.
WRITING		66	T.B.C.
MATHEMATICS		87	T.B.C.

b. Results at the End of Key Stage 2:

This table compares the percentage of children in this school who gained at least the expected level in the National Curriculum Tests 2016 with the National Average (in 2014) for all schools.

TEST	Progress Measure 2017	SCHOOL 2017	NATIONALLY 2017
READING	+1.5	69	71
WRITING	+3.1	88	76
MATHEMATICS	+1.6	90	75
READING, WRITING AND MATHS		69	61

The figure in brackets is the progress measure.

Attendance Information:

In 2015-2016 the school attendance rate was 95.8%