

Ravenswood CP School

Self-Evaluation 2017-18

The context within which we work:

Ravenswood is a medium/large sized urban school with pupils coming from homes with higher than national levels of deprivation (as per IDACI (89%). The majority of pupils are White British but the demographic is changing and we have a significant minority of pupils of different ethnicities (23% census October 2016). A history of long term underachievement in KS2 and concerns re: accuracy of data has been addressed rigorously (since Sept 2011 when current Headteacher appointed).

In July 2010 the school was put into Special Measures and moved to a Satisfactory grading in November 2011. From September 2011 widespread change was implemented and led to improvements in all areas including assessment, teaching and learning, leadership and behaviour. In September 2013 the school received a further Ofsted visit, the result of which was a grading of Good. Since then the school has moved on considerably, implementing new systems and approaches leading to improvement in pupil outcomes despite the challenges of the new curriculum and testing.

There is a continuous and strong commitment from the Senior Leadership and the Governing Body to moving the school forward to Outstanding through strong, collaborative professional development and high expectations of all within the school community.

In 2017 the school featured in the Parliamentary Review as a school that has shown significant improvements over the past few years.

Attainment on Entry is generally below national expectations for nearly all pupils (in September 2017 this was all pupils).

	SECTIONS	EVALUATION	
1	Areas for Whole School Development	<ul style="list-style-type: none"> • Raise progress and attainment across the school for all pupils, with a particular focus on pupils meeting or exceeding national expectations • Raise levels of comprehension in Key Stage 2 to support better outcomes before pupils move to high school. • More Able children are identified and challenged throughout their time at Ravenswood • Improve pupils views of themselves as learners across the school 	
2	Provision in Previous Inspection Report (Sept 13). Progress: 2	Key Issue	
		Raise standards of achievement across the school by: Set work at a high level of expectation for all groups of pupils	Rigorous assessment systems and monitoring of the use and effectiveness of these has improved teacher knowledge of pupils. Issues are identified by staff and action taken to address them Interventions/support are monitored half termly for impact. Research underpins development of staff practice.
		Ensure that lesson planning and practice take advantage of opportunities to develop key skills of literacy and numeracy, especially writing, in all classes.	Monitoring of planning, teaching and learning indicates that progress against key issues is accelerating.
		Devise and implement ways to foster the development of pupils' skills of independent learning.	Evidence from lesson observations indicate good progress has been made in developing pupils' independent learning skills.
3	Outcomes for Pupils Attainment, progress and the quality of learning, for individuals, different groups including vulnerable groups such as SEN and Pupil Premium. Pupil's progress in the last	Strengths	Areas for Development
		See Appendix 1 for details of 2017 data analysis of key year groups. Currently progress across year groups and for vulnerable groups is showing that the majority of pupils are making at least expected progress and within that the majority are making good or better progress in Reading, Writing and Mathematics (see Appendix 2). This is having a positive impact on the low levels of attainment when pupils enter the school, including those in receipt of Pupil Premium and more able pupils. Pupil progress/attainment meetings are held half termly with a member of the SLT, Phase Leader and teacher identifying where there are any concerns and action is put in immediately to support poor progress/attainment. This is monitored formally at the next half term but discussions will take place on a continual basis between phase leaders and teachers and the outcomes reported to the senior leadership. Adjustments to support are made no less than half termly if required.	<ul style="list-style-type: none"> • 2 Improve pupils' ability to demonstrate their learning in test situations through: <ol style="list-style-type: none"> a) Familiarity with papers via termly use of past test papers across Key Stage 2. b) Introduction of test style questions which more closely mirror national expectations in Guided Reading

	3 years (1 of which the school was in special measures).	<p>2017 combined figure for Reading and Mathematics test and Writing TA was 55% which is a slight increase on 2016 (2%). This is a year group which included 65% pupil premium children, all of whom came into school well below national expectations. Progress over time for the majority of these pupils was at least good and much outstanding. There was a dip in 2014 in Mathematics but this was turned back to an improving trend in 2015 which continued in 2016; 82% achieving L4+ in 2016 compared with a national figure of 72%. In 2017 this reduced slightly to 76% but this was above forecasts of 72% and just above national figures. Over the past 3 years Mathematics has been an area supported by the Assistant Headteacher and a mathematics specialist. This has led to support being given to improve the teaching of Mathematics in upper key stage 2 which has led to sustainable, improved outcomes. In 2014 there was a significant gap between FSM and non FSM pupils making appropriate progress, this has been reversed in 2017 with PP children closing the gap in both attainment and progress for reading, writing and maths. Writing at KS2 rose significantly in 2012 by 31% to 86%. This has been sustained and improved upon over the past 5 years.</p>	<p>sessions.</p> <p>Use of Pupil Premium Lead to further strengthen provision for all Pupil Premium pupils and those from vulnerable groups. Improve pupil attitudes re: how they see themselves as learners (from PASS). Monitor impact of Characteristics of Learning by Deputy Headteacher.</p>				
		<p>Funding for Sports activities has been used to raise participation and engagement with a range of sporting opportunities, through external and internal clubs and purchase of local sports cards enabling pupils to use local facilities. This has improved pupil attitudes, co-operative skills, self-esteem and independence which has impacted positively in academic lessons.</p> <p>Positive role models from within the school and externally maintain a focus on healthy living and participation in a range of sports.</p> <p>Cookers have been purchased and our Family Worker has started sessions of Healthy Eating cookery for parents. Recipes from this are being shared on the website.</p>	<p>Investigate feasibility of running parent keep fit/nutrition sessions to encourage greater understanding of how to keep healthy.</p> <p>Purchase Icards for 3 months, starting in August, to encourage pupils to take up sporting activities.</p>				
		<p>The school saw an upward trend in outcomes for pupils at Key stage 1 between 2012 and 2014. In 2015 there was a dip in levels of attainment but in both 2016 and 2017 we saw the school achieving outcomes which exceeded both Local Authority and National figures.</p> <p>As a result of the input of a senior teacher for Pupil premium children 89% (8 of 9) Year 2 pupils retaking the Phonics test achieved appropriate age related scores. There was also a significant rise from 71% in 2014 to 83% in 2016 of Year 1 pupils passing the Year 1 Phonics Screening. 2016 results were above national figures in Year 1, demonstrating an improving trend.</p>					
		<p>Since September 2016 we have employed a part-time Speech and Language Therapist and she has trained 3 of our existing Teaching Assistants to deliver speech and language support to children in Early Years, Key Stage 1 and Key Stage 2. This is having a positive impact upon the speech of individual children, particularly in the early years, which in turn impacts upon their reading, phonics and writing skills. In 2017 it was noted that support was no longer required in Key Stage 2 due to the progress pupils have made and our KS2 teaching assistant now works with EAL children, particularly those with little English, using skills learnt re: language acquisition.</p>					
4	<p>Quality of Teaching, Learning and Assessment Expectations, engagement, motivation, challenge,</p>	<table border="1"> <tr> <td data-bbox="430 1154 1081 1195">Strengths</td> <td data-bbox="1081 1154 1541 1195"> <ul style="list-style-type: none"> 1/2 </td> </tr> <tr> <td colspan="2" data-bbox="430 1195 1541 1520"> <p>CPD: The very best practice within school and from external sources has been shared with colleagues, through one to one support, staff inset and mentoring, the impact of which has been that the percentage of Teaching and Learning which is good or better has risen from 72% in May 2013 to 89% in September 2017. Outstanding teaching has risen from 17% to 33%. Two good teachers have been on the OTP (Outstanding Teacher Programme) and feedback from this to the rest of the staff. This has been further augmented through peer coaching which was introduced in Autumn Term 2013 and has been used to drive forward standards in Mathematics and marking and feedback. The impact of this is that in 2016 KS2 results were 82% of children achieving the expected standard or better (for maths) which was 12% above national. A key area is identified each year and in 2016/17 coaching pairs changed to coaching groups to reflect outstanding practice researched in</p> </td> </tr> </table>	Strengths	<ul style="list-style-type: none"> 1/2 	<p>CPD: The very best practice within school and from external sources has been shared with colleagues, through one to one support, staff inset and mentoring, the impact of which has been that the percentage of Teaching and Learning which is good or better has risen from 72% in May 2013 to 89% in September 2017. Outstanding teaching has risen from 17% to 33%. Two good teachers have been on the OTP (Outstanding Teacher Programme) and feedback from this to the rest of the staff. This has been further augmented through peer coaching which was introduced in Autumn Term 2013 and has been used to drive forward standards in Mathematics and marking and feedback. The impact of this is that in 2016 KS2 results were 82% of children achieving the expected standard or better (for maths) which was 12% above national. A key area is identified each year and in 2016/17 coaching pairs changed to coaching groups to reflect outstanding practice researched in</p>		<p>Areas for Development</p> <p>Teachers take more responsibility for own CPD, supported by SLT. Appoint Pupil Progress Lead to ensure data is used to identify any potential underperformance from vulnerable groups initially and then throughout the school.</p>
Strengths	<ul style="list-style-type: none"> 1/2 						
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<p>independence, reading and literacy skills, assessment, targets and next steps in learning.</p>	<p>Pacific Rim countries (sharing best practice). All coaching has had a positive impact on teaching practice, reflected in pupil outcomes (see Attainment and progress below).</p> <p>Widespread CPD opportunities, with focus on staff to lead including: trips both nationally and internationally and research opportunities linked to the SDP.</p> <p>Teachers are offered, or seek, opportunities to lead in whole school projects to raise standards. Two members of staff have undertaken Leading from the Middle training, which involved managing a whole school project and a further two have been on the Outstanding Teacher course and feedback to the whole teaching staff.</p> <p>All teachers write and follow a personal 3 year action plan which is updated every two years and they complete a 360° reflection exercise re: their practice. SLT establish a cycle of staff development meetings which address whole school teacher development issues and individuals are encouraged to identify areas for development and look for appropriate ways in which to address them so that they have a positive impact on pupils. This is measured through data talks and performance management discussions and reviews.</p> <p>Research into current educational practices and ideas is supported through regular time out of class. The areas for research are linked to the SDP and are currently: (EY and KS1) research into the impact of poor early language acquisition on learning, short term memory and working memory/processing. KS2 is focusing upon 'How does social economic status influence children's attitudes and aspirations and how can we minimise the negative impact on the children's future?' There is also a programme of training for Teaching Assistants led by the Deputy Headteacher including e.g. requirements re: SPAG, effective marking and feedback, and questioning. In 2016 this was strengthened through the introduction of graduate Teaching Assistants who also followed a specific CPD programme to enable them to develop within the year we had them. Out of our 4 graduate TAs, 3 went on to teacher training as well as one of our HLTAs in 2017. Underperformance is tackled robustly through the school's Appraisal and Capability Policy. Staff performance has been managed and supported closely by performance management procedures undertaken by the Headteacher and the senior leadership team with rigorous use of, and reference to, Teaching Standards.</p>	
	<p>Teachers have consistently high expectations of all pupils in the best lessons as evidenced through lesson observations (LA SEO Autumn Term 2016 and internal observations Spring/Autumn Term 2017).</p>	
	<p>All staff work collaboratively to create a positive learning environment which has contributed to improved attitudes to and engagement with, learning leading to accelerated progress for most pupils. This has been strengthened through the introduction of ten Characteristics of Learning identified by the School Council. In 2014/2015 the requirements of the new National Curriculum, which brought many elements of learning forward in key areas of Mathematics and English, did not impact negatively upon progress. Teachers further improved standards within the school, enabling children to meet the increased requirements of the new curriculum. Mathematics planning was carried out in phases so that teachers could share expertise and support each other. This approach has now been strengthened through coaching.</p>	
	<p>Targeted support and early identification and addressing of issues that could be a barrier to learning have led to vulnerable groups making good progress.</p>	<p>Using PASS, analyse those children who are vulnerable to making progress through negative attitudes and address through PSHE/use of curriculum and targeted individual/group support. Use outcomes from research re: impact of poor early language acquisition on processing and short term memory to improve provision for children</p>

			with these needs.
	Reading and Literacy	<p>The acquisition of phonics continues to be a priority for the school and vertical groupings within year groups has led to more pupils attaining at a good level in Year 1. Vulnerable groups such as SEN and Pupil premium children have been further supported through use of a specialist teacher. This has had a very positive impact on results and application in both reading and writing. In 2012 the overall school standard was 63% which exceeded national of 58%. This has risen to 83% in 2016. The school has purchased a web based resource(IDL) to support spelling and comprehension skills which had a positive impact on Year 6 pupils and was reflected in the GPS test scores(increased from 52% in 2014 to 82% in 2016). This has been further supported by using Read Write Inc spelling, which builds on phonic skills acquired in Early Years and Key Stage 1. Additional library/class resources have been purchased to support EAL pupils.</p> <p>The school has held sessions about phonics for parents. External agencies have put on workshops re: Storysacks and Rhyme and rhythm for parents.</p> <p>The school has built a new library and re-stocked it to engage the children. A new Librarian has been appointed who is raising the profile of reading, including having lunchtime reading sessions, implementing Junior Librarian, appointing Librarian assistants and holding reading competitions. Year groups go to the local library and get individual library cards. EAL parents are being taken to the local library to see what resources are available and encouraged to take up library membership.</p>	<p>Raise expectations of children in Reception through change in teaching staff.</p> <p>Ensure consistent approach to teaching of phonics throughout Early Years and key Stage 1 (including homework)</p>
5	Personal Development, Behaviour and Welfare Including behaviour in lessons and around the school, attendance and punctuality, attitudes towards others including prejudice, how well protected from bullying pupils are, views of parents/pupils.	Behaviour Judgement	• 1
		Safety Judgement	• 1
		Strengths	Areas for Development
		Since Sept 2013 the SENCO/Family Worker role has been split and we now have a SENCO and a Family Worker which has provided much better support for families. We have also employed two counsellors one for the children (for one day a week) and one for parents (for one day a week) so that as the parents get support they are more able to support their children with learning. We employ many staff to support mentoring of individual or small groups of children. The school has turned from one in which behaviour was very poor to it now being commented upon positively by all visitors to the school. Across the school behavior is now deemed to be exemplary, children are courteous, polite and respectful of others and their views.	Continue to Improve attendance to meet national figure of 96.4%. Appoint new attendance officer to assist the Family Worker in focusing upon attendance figures.
		The Behaviour Policy is reviewed by all staff and governors annually, including parent governors who are asked to garner views from other parents. Consequences have remained the same but children can now move in a positive direction from their starting point. This includes achieving a Shooting Star certificate which is given to the children in a weekly Celebration Assembly to which parents are invited.	
		The school introduced Characteristics of Learning, identified by the children, in September 2015 with the aim to develop pupils who are confident, successful, resilient and responsible.. These underpin British Values and the SMSC aspects of our school. We hold fortnightly assemblies around a characteristic when children across phases and year groups discuss what each means to them in practice. This has had a positive impact on behavior as the children self-regulate their interactions and are more aware of the role they play in their own learning..	
		Over the past four years we have received an number of children with complex needs, some with statements/EHC plans or on dual placements. We have employed 1:1 assistants to support their needs and began a lunchtime Nurture Group for younger children in Early Years and Key Stage 1 as well as a Lunchtime group for children in Key Stage 2.	Review of Nurture groups to ensure specific needs of individual children are being met.
The school works effectively with outside agencies to support families and pupils within school, including the Local Authority, Social Services and the Police. Assemblies include British Values, School Ethos and Aspirations and are led by different members of staff, children and members from other agencies and groups. Our Family Worker is also the Designated Safeguarding Lead and has	Training to be developed through partner agencies e.g. Gemstones.		

		<p>been asked by the LA to share her practice with others in that role.</p> <p>The safety of all within school is paramount and staff receive training on: safeguarding, first aid, food safety and other areas and use this to keep themselves and the children safe. During PSHE sessions children are taught how to assess and manage risk and how to keep themselves safe, and in other relevant lessons safe use of equipment is demonstrated. E-Safety is a whole school issue and is taught in the Spring Term annually across the school. Parents are invited in to workshops re: E-Safety, led by our E-Safety Ambassadors. Parents are also guided to suitable websites which will provide useful information about this and other safety issues that their children might face. Children are appointed as E-Safety ambassadors and share information about E-Safety with their peers and in assemblies with parents.</p> <p>Regular assemblies, led by children and/or staff, are held around the issue of Bullying. Any instances are dealt with promptly so that children feel safe within school. Notices are around the school setting out the children's expectations for behavior.</p> <p>New parents/carers and children are made aware of school expectations in terms of behavior.</p>			
		<p>Outside agencies provide training re: safeguarding and strategies to manage behavior e.g. County Inclusive Resource, Gemstones, Alderwood PRU, Include.</p>			
		<p>Since 2016 we have used a trainer in Mindfulness to work alongside Year groups within school for whom we feel the course will provide a positive outcome. In 2016 this was the Year 3 and in 2017 it was Year 5.</p>			
	Attendance	<p>School attendance is monitored by the Educational Welfare Officer in conjunction with a member of the Family Worker, who relates all discussions and outcomes to the Senior Leadership Team on a regular basis. In a recent visit from the EWO it was noted that the school has moved from having the worst attendance record to being second highest in the cluster and the EWO acknowledges that the school has a very robust system for encouraging good levels of attendance, including engagement through the IPC, picking individual children up and designating a specific number of spaces in Breakfast Club to encourage timely attendance.</p>	<p>Rewards to be given for 98%+ attendance. All who qualify will go into a draw and one child from each phase will receive a reward.</p> <p>Continue to Improve attendance to meet national figure of 96.4%.</p> <p>Appoint new attendance officer to assist the Family Worker in focusing upon attendance figures.</p>		
6	Effectiveness of Leadership and Management How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of school self-evidence, appropriate curriculum, governance, safeguarding and partnerships.	Strengths	<ul style="list-style-type: none"> • 1/2 	Areas for Development	<ul style="list-style-type: none"> •
		<p>School leadership has, and consistently demonstrates very high expectations and aspirations for all pupils and has an ambitious vision which has been shared with all stakeholders.</p> <p>Both Headteachers have taken part in a Peer to Peer review, involving local schools which has strengthened links and opportunities to collaborate.</p>			
		<p>The quality of teaching has continued to improve since September 2013 because of robust systems of monitoring, performance management and professional development linked to personal goals and the SDP and rigorous action taken to address underperformance. Two teachers have gone through threshold since September 2013 after extensive discussions have been held around the requirements for a teacher to move to the Upper Pay Scale. The school rigorously uses the current Teaching Standards to hold all teaching staff accountable for their performance and regular discussions are held re: development of individual's practice. Teachers are expected to be pro-active in identifying development needs and ways in which they can be addressed, with the full support of the school.</p> <p>The new Standards for Teaching Assistants are now employed to discuss performance with support staff where appropriate.</p>		<p>Strengthen leadership of Foundation subjects through the part time employment of a Foundation Subject Lead.</p>	
		<p>Senior Leadership has been strengthened through a review of job descriptions, clarifying roles and responsibilities.</p>		<p>Delegate strategic responsibilities to reflect succession planning and development of key</p>	

		<p>Each member of the senior leadership team has an action plan which is reviewed termly, linked to their specific responsibilities detailed on the school's SDP.</p> <p>Pupil premium has been managed effectively to improve the outcomes and progress of pupils across the school who are in receipt of this. Parents and the wider community can view details of the expenditure on our website. Pupil Premium expenditure does not remain static. Interventions and support put in place to improve the outcomes of PP children are reviewed termly and annually and updated/amended accordingly. The Headteacher is part of a LA strategic action group looking at how to improve the life chances of Pupil Premium children and meets regularly to discuss this with colleagues from primary and secondary provision. .</p> <p>Governance has been strengthened through new appointments, and all Governors have specific roles through which they support and challenge the school. Visits to the school are linked to school priorities and evidence of the visits are given to the school and any points arising are discussed with the Headteacher and senior leadership. A new Chair of Governors was appointed in September 2014 and he regularly visits the school to discuss and challenge practice.</p> <p>The school has established strong partnerships with local schools and the Headteacher is part of the Suffolk Primary Heads Association which provides support in many areas. The Headteacher of a local Outstanding School has undertaken training for teaching staff re: observations. Staff have shared practice with other schools and regularly moderate with parallel year groups in the cluster and in other clusters within Ipswich. The school has taken members of staff from other schools when visiting outstanding schools nationally e.g. in Peterborough and London.</p>	<p>senior leaders.</p> <p>Outstanding teachers and support staff share practice across the school and with other local, national and international schools.</p>
	<p>Early Years provision</p>	<p>2016/17: On entry data shows that 95% of children coming into Reception were working below nationally expected levels of attainment (emerging 40-60mths) across the Prime Areas and Literacy and Mathematics. By the end of Reception 63.5% had achieved a Good level of development (GLD) which shows very good progress. In 2017 100% of children have come into Reception below nationally expected levels of attainment in key areas and specific areas. This highlights the poor levels of existing attainment for the vast majority, if not all, of our children. Outcomes by the end of Reception vary over the years dependent upon the nature of the cohorts. In 2016/17 a lot of work had to be undertaken around social and emotional skills and this is continuing into Year 1. However pupils have consistently shown good progress over the past 5 years from on entry.</p> <p>The data dashboard shows that gaps between FSM and Non FSM children are closing in the areas of : GLD, mathematics, reading and writing. In mathematics FSM children achieved better than Non FSM.</p> <p>Reading and Literacy: The school has implemented an initiative, Ravenswood Rainbow Readers, to provide siblings of children at the school with free books from birth to 3 years old. This is to ensure that children who may come to the school have access to books in their home, which we cannot guarantee at the moment. The impact of this will be measured as the children join the school (using EYFS data). This will be extended to all children within the IP3 postcode whether they come to our school or not. Parents are invited in with their children to choose a book and then fortnightly to share the library.</p> <p>Since September 2017 we have employed an NQT in Nursery and this has strengthened the provision through the implementation of focused groups for basic skills at an age appropriate level alongside enabling children to demonstrate child initiated learning at a high level.</p>	<ul style="list-style-type: none"> • 1 <p>Mentor NQT to enable strong outcomes for all pupils</p>
<p>7</p>	<p>OVERALL EFFECTIVENESS</p>	<p>SMSC is a key priority within the school and is continuously promoted. British Values are modeled throughout the school, particularly those of respect, flexibility and hard work. In 2015 (for the first time) pupils across the school, and within all identified groups, made at least expected progress, many achieving good or better progress. Year 6 results in terms of attainment were the highest to date, preparing the pupils who virtually all come into school below nationally expected levels, for their future at high school and beyond. This high level of attainment was replicated in all areas other than reading in KS2 in 2016. The school's track record since the appointment of the Headteacher and strengthening of the SLT, reflected in a strong, consistent and visible leadership, shows that the school has a good capacity to improve further. We have initiated a number of measures to encourage and inform parents (as a whole and in specific groups such as EAL) in supporting their children and the school as this has been a focus for improvement since 2013. We are seeing increasing response to the events we are providing and parents in a survey in June 2017 have responded very positively to what is being undertaken within school for their children.</p>	<ul style="list-style-type: none"> • 1

Appendix 1: Progress made by all pupils by July 2017-excl Year 6

Attainment of all pupils at July 2017-excl Year 6

Reading	Slow Progress	Exp progress	Good or better Progress	Value Added (add'l APS)	Below NE	NE	NE+
Year 1	4%	45%	51%	100.8	21%	45%	34%
	2	24	27		11	24	18
Year 2	14%	16%	70%	101.8	19%	72%	9%
	8	9	40		11	41	5
Year 3	2%	67%	31%	100.43	16%	44%	40%
	1	33	15		8	22	20
Year 4	5%	53%	42%	100.71	18%	38%	44%
	3	30	24		10	22	25
Year 5	9%	38%	53%	101.2	20%	10%	70%
	4	18	25		10	5	34
Total	18	114	131		50	114	102
Writing							
Year 1	7%	53%	40%	100.8	25%	47%	28%
	4	28	21		13	25	15
Year 2	11%	26%	63%	101.2	26%	51%	23%
	6	15	36		15	29	13
Year 3	2%	53%	45%	100.75	12%	40%	48%
	1	26	22		6	20	24
Year 4	5%	46%	49%	100.8	25%	52%	25%
	3	26	28		14	29	14
Year 5	15%	19%	66%	102	20%	27%	53%
	7	9	31		10	13	26
Total	21	104	138		58	116	92
Maths							
Year 1	4%	70%	26%	100.9	23%	51%	26%
	2	37	14		12	27	14
Year 2	12%	51%	37%	100.6	19%	70%	11%
	7	29	21		11	40	6
Year 3				100.43	20%	54%	26%
	5	25	19		10	27	13
Year 4	7%	58%	35%	100.6	17%	69%	14%
	4	33	20		10	39	8
Year 5	18%	53%	29%	100.3	22%	33%	45%
	7	28	12		11	16	22
Total	25	152	86		54	149	63

Progress: (Year 6 figures are attached as part of Appendix 2)

More children are making expected or better progress but that has yet to translate to more children meeting national expectations, given the low ability of at least 25% of our pupils.

Progress made over the time a child is in our school is at least good and often better as currently we still have most children (if not all) coming into school below national expectations and in many cases significantly below (approx 90%).

Appendix 2:

Data analysis July 2017:

See data table below for details

Ravenswood data 2017 (early figures):

2017	EY	Key Stage 1					Key Stage 2				Average Scaled Score		
		%NE		% expected standard			% expected standard						
National	69		64	76	68	75	60	71	76	75	104		103
	GLD	Phonics	RWM	R	W	M	RWM	R	W	M	R	W	M
School	63	79	72	81	74	81	55	62	88	76	102		103
FFT predictions (based on ave challenge)							46	48	66	48			
More Able Predictions (FFT)								9	5	7			
More Able (SATs)110+							7	14	19	12			