Name of School Name of External Adviser	Langney Primary School Roseanne Ellis						
Report to be circulated to ( please tick )							

Report to be circulated to	( please tick )	
Headteacher	Julie Prentice	
Chair of Governors	Mike Gillman (Vice-Chair)	
Head of Education Improvement		
Additional Recipients		

### Early Years Foundation Stage Profile Trend

Reception cohort size: 89		2013			2014	
	School	Sussex	National	School	Sussex	National
Average EYFS Point Score	32.3	32.7	33.0	37.2	35.6	33.8
% of children reaching a good level of development at the end of the EYFS*	46.7	43.8	52.0	59.6	65.8	60.0

Adviser's Analysis In EYFS 59.6% of pupils reached a good level of development (GLD), which was a higher proportion than the school's performance last year, and put it in line with the national average. Although a higher proportion of pupils in East Sussex reached GLD, the school's average points score, which takes account of all the children in Reception, was higher than both the East Sussex and the National averages. When children join the school their attainment levels are very low. The area of greatest need is speech and language, and the school is exploring the appointment of a speech therapist for early diagnosis for pupils and training in specialist interventions for staff.

School's

The school has improved its results from the previous year, for both the average EYFS point score and percentage of children reaching a good level of development. The percentage of children 'exceeding' is also consistently above ESCC averages in all prime and specific learning goals.

#### School's Judgement for outcomes in the Early Years Foundation Stage

The average EYFS point score is above national average and the percentage of children reaching a good level of development at the end of the EYFS is in-line with the national figure. As a result, the school judgement for outcomes in the Early Years Foundation Stage is **Good**.

### School's judgement of the overall effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is judged to be **Good**. The quality of teaching is consistently good, assessment is accurate and interventions are secured early so that pupils receive the support that they need.

# **Attainment**

### Year 1 phonics screening outcomes

	2012 % met the expected standard	East Sussex	National	2013 % met the expected standard	East Sussex	National	2014 % met the expected standard	East Sussex	National
Year 1	48.3	51.2	58	45	62.7	69	65	69.4	74
Year 2	n/a	n/a	n/a	60	62.3	0	69.7	65.8	66

Adviser's Analysis The school had good results in the Phonics screening this year, with a significant increase in both Year 1 and Year 2 pupils meeting the required standard than in 2013. The school is closing the gap between its performance and that of all pupils in East Sussex, and the national average.

School's View Although below the 2014 East Sussex and National averages for the Year 1 Phonics Screening, there has been a significant increase in the percentage of pupils meeting the required standard from the previous year (+20%). This is a direct result of teacher professional development in Letters and Sounds Phonics Programme, a greater consistency in the daily systematic teaching of phonics across the school, an introduction of effective phonics tracking and more effective targeted intervention. There is no in-school gender gap with 65% of boys and 66% of girls meeting the required standard. The percentage of pupils meeting the expected standard in the Year 2 Phonics Re-Screening Check (70%) is above the national average of 66%. There is a minimal gender gap with 69% of boys achieving the expected standard and 71% of girls. In addition, disadvantaged pupils (80%) outperformed non-disadvantaged pupils (61%) evidencing good use of pupil premium expenditure.

## School's judgement for outcomes in Phonics

The percentage of Year 1 pupils meeting the required standard in phonics is below the national average by -9%, therefore the school's judgement is **Requires Improvement**. The percentage of Year 2 pupils meeting the required standard is above national average by +3.7% therefore the school's judgement is **Good** for the phonics re-screening.

### School's judgement of the overall effectiveness of phonics teaching across the school

The school's judgement for the overall effectiveness of phonics teaching is Requires Improvement. Although new systems have been introduced and the profile of phonics teaching has been raised, it will take time to embed and evidence even greater impact. Phonics teaching takes place in Lower and Upper Key Stage 2 however teacher subject knowledge is less secure and intervention is not always informed by accurate assessment. Phonics remains a whole-school improvement priority for 2014-2015 and the new role of a 'Phonics Lead Teacher' will contribute to more effective monitoring and tailored teacher professional development.

### Year 1 2014

- 47.5% of pupils at ARE speaking and listening
- 47.5% of pupils at ARE reading
- 47.5% of pupils at ARE writing
- 54.2% of pupils at ARE mathematics

### School KS1 3 year trend data:

	2012								20	13			2014						
2014 Year 2 cohort		L2B+			L3			L2B+			L3			L2B+			L3		
ls :- 60	Sch	E Sx	Nat																
Speaking & listening - LEVEL 2	79.7		88	11.9		21	76.7		89	11.7		23	90.0		89	18.3		24	
Reading	79.7	73.9	76	13.6	21.9	27	75.0	76.1	79	16.7	24.6	29	78.3	79.2	81	21.7	29.5	31	
Writing	67.8	62.0	64	8.5	9.9	14	66.7	63.5	67	16.7	11.5	15	71.7	69.2	70	16.7	16.2	16	
Maths	79 7	75.5	76	15.3	146	22	78.3	75.9	78	10.0	16 7	23	80.0	78 R	80	13.3	20.6	24	

Adviser's Analysis The school's Key Stage 1 results were much improved from the previous two years at both Level 2B+ and Level 3 in all three subjects, apart from writing at Level 3 which remained the same as 2013, sustaining an upward trend. In Year 1, around half of the pupils are working at their age related expected levels across all subjects.

School's View In Reading, results have improved at Level 2b+ by 3.3% and at Level 3+ by 5% from the previous year. In Writing, results have improved at Level 2b+ by 5.0% and remained the same for Level 3+. In Mathematics, results have improved by 1.7% at Level 2b+ and 3.3% at Level 3+. Improvements have been made at all levels in comparison to the previous year (2013). Year 1 attainment requires improvement, and this is a target for the current school year.

#### School's Judgement for attainment across Key Stage 1

Attainment at Level 2b+ is in-line with national average in Reading, Writing and Mathematics and is therefore judged **good**. Attainment at Level 3+ is in-line with national average for Writing and is therefore judged **good**. Attainment at Level 3+ is below national average in Reading and Mathematics and is therefore judged **as Requires improvement**. The focus to increase the attainment of most able pupils at Key Stage One remains for two consecutive years.

#### Year 3 2014

84.4% of pupils at ARE speaking and listening 84.4% of pupils at ARE reading 76.6% of pupils at ARE writing 84.4% of pupils at ARE mathematics

### Year 4 2014

76.3% of pupils at ARE speaking and listening

76.3% of pupils at ARE reading

62.7% of pupils at ARE writing

69.5% of pupils at ARE mathematics

### Year 5 2014

72.1% of pupils at ARE speaking and listening

82.0% of pupils at ARE reading

72.1% of pupils at ARE writing

75.4% of pupils at ARE mathematics

### School KS2 3 Year test trend data:

			20	12					20	13					20	14		
Year 6 cohort is :- 58		L4+			L5			L4+			L5			L4+		L5		
	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat
Reading	71.2	85.7	87	22	46	48	72.1	85.6	86	24.6	45.8	45	81	88.2	88	32.8	49.1	49
Writing	72.9	79	81	10	79	28	68.9	81.4	84	24.6	27.1	30	81	85	85	36.2	32.5	33
Mathematics	79.7	82.1	84	20	35	39	59	81.9	85	13.1	35.4	41	79.3	84.7	85	29.3	37.2	42
Reading , Writing & Mathematics	63	71	75	11.9	23.4	20	44.3	71.7	76	8.2	18.1	21	70.7	77.7	78	20.7	21.3	23
Spelling, Punctuation & Grammar	-	-	-	-	-	-	49.18	70.11	74	24.6	42.9	48	65.5	73.9	76	36.2	48.9	52

Adviser's Analysis Key Stage 2 results were significantly improved from 2013 in all subjects at both Level 4+ and Level 5, including Spelling, Punctuation and Grammar. This signified a strong recovery from poor results in the previous year, and surpassed the results of 2012 in all except mathematics at Level 4+, which remained the same. Attainment at Key Stage 2 is on an upward trend, although reading, mathematics, RWM and Spelling, punctuation and grammar are below the national and most East Sussex averages at both Levels 4+ and 5. Writing is above the national and East Sussex averages at level 5. In Years 3, 4 and 5 pupils' attainment in relation to age (ARE) is reasonably stable, with writing being weaker in Year 3, and both writing and mathematics being weaker in Year 4.

School's

With the introduction of new teaching strategies, more effective interventions and a culture shift across the school towards a focus on the urgent need to raise standards, Key Stage 2 results have improved from the previous year in all areas at both Levels 4+ and 5+. The reading, writing and mathematics combined attainment increased by 26.4% to 71%, the highest it has been since 2009 and above the floor standard. Results for Spelling, Punctuation and Grammar have also significantly improved.

### School's judgement for attainment across Key Stage 2

Attainment at Key Stage 2 in reading is statistically significantly below the national averages at both Level 4+ and 5+ resulting in a school judgement of **Requires Improvement**. Attainment in writing is just below the national average at Level 5+ resulting in a school judgement of **Good**. Attainment in mathematics is below the national average at both Levels 4+ and 5+ and although the school value does not differ significantly from the corresponding national value, the school judgment for mathematics is **Requires Improvement**.

### School's judgement for the attainment of vulnerable groups

In Reading, there is a narrow in-school gap between disadvantaged and non-disadvantaged pupils but in comparison to all other pupils nationally, performance is below average. In writing and mathematics disadvantaged pupils perform less well than both other pupils in the school and in comparison to other pupils nationally. The attainment of disadvantaged pupils is therefore judged to be **Requires Improvement**. Overall the attainment of pupils with middle and high prior attainment is good, however pupils with low prior attainment **Require Improvement**. The attainment of pupils with first language being other than English **Requires Improvement**. In general the attainment of SEN pupils with/without a statement **Requires Improvement**.

### School's Overall judgement for attainment in relation to the current Ofsted Grade descriptors

In relation to national standards in comparison with all schools nationally, and taking account of attainment data over the last three years for the oldest Key Stage in the school, significant variations in performance and pupils' current performance, attainment is likely to be judged:

## REQUIRES IMPROVEMENT

In East Sussex it is expected that pupils will make 6 points progress per year in KS1 and 4 points per year in KS2.

Year 2013/14	rea	ding	wri	ting	mathematics		
	% expected progress	% more than expected progress	% expected progress	% more than expected progress	% expected progress	% more than expected progress	
Year 1	67.8	50.8	66.1	55.9	64.4	50.8	
Year 2	83.1	44.1	79.7	49.2	84.7	42.4	
Year 3	70	11.7	76.7	15	70	5	
Year 4	76.9	25	75	28.8	76.9	25	
Year 5	84.6	25	76.3	39	67.8	10.2	
Year 6	89.7	31	94.8	50	93.1	22.4	

### Summary of 2 Levels of progress trend at the end of KS2

	2012									2013							2014						
	% expected progress				% more than expected progress			% expected progress			% more than expected progress			% expected progress			% more than expected progress						
	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat					
Reading	78.6	88.1	89	30.4	32.5	33	81.4	88.1	88	16.9	29.8	30	89.7	90.2	91	31.0	33.5	35					
Writing	87.5	89.2	89	n/a	28.4	28	88.1	90.8	92	32.2	28.4	30	94.8	93.4	93	50.0	34.9	33					
Mathematics	86.0	84.0	87	33.9	23.3	27	65.5	84.8	88	10.2	25.8	32	93.1	87.6	89	22.4	28.5	35					

Adviser's Analysis The percentages of pupils making expected and more than expected progress between Key Stages 1 and 2 are on an upward trend, with some indications of the figures coming close to the East Sussex and national averages, and surpassing them in writing. In each of the year groups progress has been reasonably good at both expected and more than expected levels in each subject, except in Year 3 where more than expected progress is low.

School's View In Reading, the percentage of pupils making expected progress has risen over the past three years and the percentage of pupils making more than expected progress has recovered well from the previous year. Progress levels for Reading are close to the national averages for both expected and more than expected progress. In Writing, the percentage of children making expected progress is above the national average and the percentage of pupils making more than expected progress is significantly above. The percentage of pupils making expected progress has risen over the past three years and the gap between the school and national has closed (school has outperformed national). The percentage of pupils making more than expected progress has more than doubled from the previous year.

### School's Judgement for the progress of vulnerable groups

The school's value added score is not significantly different from the national average for any group (Ethnicity, Boys, Girls, FSM, Disadvantaged Pupils, Low/Middle/High Prior Attainment, Non-Mobility, First Language Other, SEN without a statement). The only vulnerable group where the value added score is significantly different from the national average is SEN pupils with a Statement. Overall disadvantaged pupils made **Good** progress in Reading, **Outstanding** progress in Writing and **Good** progress in Mathematics.

### School's judgement for progress across the school

The school's judgement for progress across the school is **GOOD.** 

## School's overall Judgement for pupils' progress

In comparison with national averages, and a three year view of pupils' progress across the school, in relation to the current Ofsted evaluation schedule, pupils' progress is likely to be judged:

GOOD

### School's overall Judgement for achievement in relation to the current Ofsted grade descriptors

Taking the judgements for attainment and pupils' progress into account, in relation to the current Ofsted evaluation schedule, pupils' in the school's view achievement is likely to be judged:

### REQUIRES IMPROVEMENT

### Key Priorities for improvement

To increase the percentage of pupils meeting the required standard in the Year 1 phonics screening check. To continue to increase attainment at KS1 so that it is sustainably above national average, with a focus on more able pupils. To raise end of KS2 attainment at Level 4+ and Level 5+, particularly in Reading, Mathematics and Grammar/Punctuation. To sustain the upward trend in KS2 progress and increase the percentage of pupils making more than expected progress (particularly pupils with low prior attainment and Special Educational Needs).

## Any further support required through SLES

Phonics; Spelling; Grammar and Punctuation; Mathematics (in-line with the new primary curriculum); tracking and assessment without levels;

### Accuracy of schools self-evaluation

The school's self-evaluation is accurate.

## is the school development plan fit for purpose ? ( category 1 & 2 school )

The school development plan is fit for purpose.

External Adviser	RoseAnne Ellis
Signature	hospitustis

Date 04/12/2014