

Name of School	Langney Primary School
Name of External Adviser	Roseanne Ellis

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 View	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 ESOC 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:

2014 Year 2 cohort is :- 60	2012						2013						2014					
	L2B+			L3			L2B+			L3			L2B+			L3		
	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	Sch	E Sx	Nat	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	14.6	22	78.3	75.9	78	10.0	16.7	23	80.0	78.8	80	13.3	20.6	24

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

Pupil Progress

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	reading		writing		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 in Mathematics 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

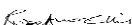
Phonics; Spelling; Grammar and Punctuation; Mathematics (in-line with the new primary curriculum); tracking and assessment without levels;

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	

Date

04/12/2014