



South Tyneside Council

ST GREGORY'S RCVA PRIMARY SCHOOL

**ANNUAL REPORT TO GOVERNORS AND REVIEW OF THE
EFFECTIVENESS OF TEACHING IN MATHEMATICS**

SPRING TERM 2018

SUMMARY OF SCHOOL ACHIEVEMENTS

- The head teacher, working closely with the deputy head teacher, senior leaders and governors has continued to set a very clear direction for the future development of the school. This ensures leaders and governors have an accurate understanding of the school's strengths and areas for development. Leadership and management systems, including self-evaluation, school improvement planning and progress tracking are highly effective.
- Consistently good teaching has been maintained over the past year. A significant proportion of teaching is outstanding.
- The proportion of children who achieved a good level of development (GLD) has risen steadily. There is a steady trend of improvement in outcomes by the end of the Reception year; in 2017 80% achieved GLD which was above average. Outcomes were strong across the areas of learning which is linked to the higher level of challenge planned for the most able children as soon as they start school.
- Performance in the Year 1 phonics screen has been significantly above average over time. In 2017, 93% of pupils achieved the expected standard in comparison with 81% of all pupils nationally.
- Standards were above average overall at the end of Year 2 in 2016 and 2017. The proportions of pupils who achieved greater depth were high in reading, and above average in writing and mathematics in 2017 and this represented strong progress for pupils from their starting points.

- The proportions of pupils who achieved the expected standard in reading, writing and mathematics were above average by the end of Year 6 in 2016 and 2017. There was good improvement in the proportions of pupils who achieved the higher standard in reading and writing in 2017.
- The curriculum supports learning well. Pupils thoroughly enjoy the many first-hand experiences which are planned for them. The curriculum provides a strong balance of basic skills work alongside creative opportunities. For example, pupils in Year 3 have created songs to help other children learn their multiplication tables while pupils in Year 4 took advantage of the snowy conditions to learn more about states of matter
- The school makes very effective provision for a significant number of children who have complex needs. Changes to the Local Authority SEND Ranges has implications for the school. The SENCO has attended Local Authority training and information about the changes has been disseminated to staff.
- There is a very calm, purposeful and orderly atmosphere in lessons and around the school. This contributes to excellent spiritual, moral, social and cultural development. Pupils behave very well and demonstrate exemplary attitudes to learning. Pupils' consideration of others, care for each other and pride in their work ensure that their personal development and welfare are outstanding.
- Meticulous arrangements are in place to safeguard children. Safeguarding arrangements are highly effective and they ensure children are safe at all times.
- Governance is very effective. Governors demonstrate a high level of commitment and play a very active part in the life of the school. Governors fully understand the challenges the school faces and are realistic about the steps the school needs to take to improve further.
- A major achievement this year has been the achievement of another "outstanding" grade in the recent Diocesan Inspection. This was well deserved as the school takes its provision for religious education and for children's spiritual, moral, social and cultural development very seriously.
- The school has regained the International School Award and one child won the European Day of Languages Competition.

SUMMARY OF SCHOOL ISSUES

The main issues discussed with the school improvement adviser over the last year have been as follows:

Mathematics

The head and staff responded promptly, vigorously and with determination to the disappointing Key Stage 2 progress results. This report finds a positive impact arising from the school's actions; results, including children's progress, are predicted to be better this year.

Staffing

A number of staff changes is expected over the year ahead. The key challenge is to maintain the high quality of teaching that has been established over many years. The key opportunity is to reduce overall staffing costs. Wisely, the head is projecting a range of recruitment and reorganisation options so that changes can be managed effectively, once the decisions of members of staff have been finalised.

Budget

The school is operating on an ever-tighter budget. It is managing by making savings across various non-staff budget headings and small staffing adjustments. It is, though, becoming clear that more substantial reductions in staff costs will be necessary for long-term viability. Potential changes referred to above may enable the school to adjust the staffing profile and therefore costs.

INSPECTION HISTORY

Date of last inspection: February 2012

Overall Effectiveness: Outstanding

Areas for Improvement

Ensure that the rapid progress made by the vast majority of pupils is extended further by:

- always precisely matching activities to pupils' learning needs
- providing consistently high-quality advice to pupils on how to improve their work.

Summary of action taken and impact

Strong progress has been made in addressing areas for improvement from the last inspection. This is outlined in the self-evaluation summary.

Risks

The decline in progress in mathematics by the end of Year 6 is a risk.

REVIEW OF THE EFFECTIVENESS OF TEACHING AND LEARNING IN MATHEMATICS

Context

In response to the disappointing outcomes in mathematics at the end of Year 6 in 2017, very focused action has been taken to raise attainment and speed up progress.

- The school is implementing a 'Pathway to Mastery Curriculum'. This has been planned with reference to the latest National Curriculum and has involved staff in an intensive professional development programme.
- *Inspire Maths* is being piloted in Year 1. The impact will be evaluated at the end of this school year. There is a focus on transition to Year 1 to ensure continuity.
- In the main, pupils work in mixed ability groups or with mixed ability mathematics partners. Grouping arrangements are fluid to ensure the mathematics curriculum is tailored to the needs of each individual pupil.
- At times, pupils who have learning difficulties in mathematics access very tailored, personalised support.
- Staff draw on the *White Rose* resource to increase opportunities for reasoning and problem solving.
- The school's current evaluation of the impact of new strategies to improve outcomes in mathematics shows:
 - Pupils' increased confidence in giving clear explanations about their learning and using their reasoning skills
 - Pupils' improved ability to solve problems through the use of 'bar models' and 'part whole'
 - Increased self-esteem of all pupils through the use of fluid grouping arrangements
 - Teachers' improved skills in planning tasks which extend the learning of all pupils.

Predicted outcomes at the end of Year 6 show significant improvement in the proportion of pupils expected to achieve the higher standard.

Summary of Lesson Observations and Work Sampling

Reception

The current Year R cohort is boy-heavy and includes six children with complex needs.

- Relationships are excellent and routines are well established. As a result, children know the expectations, behave well and quickly settle to their learning.
- The learning in the observed lesson, which focused on doubles, was clear. Mathematical

vocabulary was reinforced well.

- There were obvious links to other learning across the areas of learning. There were good opportunities for counting and the level of challenge built up well as children practised their counting skills starting with bigger numbers. There were ample opportunities for turn-taking and sharing as children consolidated their knowledge through the use of doubles games.
- Questioning was used skilfully to check children's understanding and to move their learning on. ICT was also used well to motivate children and consolidate doubling.
- The key learning points were promoted well outdoors through well-planned activities which mirrored learning indoors.
- The Learning Journals provide good evidence of progress in early mathematics. Practical resources are used extensively to reinforce number concepts, both through direct teaching and in child-initiated tasks.
- There is good evidence of progress in numbers. The most able children could be extended further through access to activities involving larger numbers and through additional problem-solving tasks
- The leadership of the Early Years is strong. Professional development has been provided for staff to extend the opportunities children have to develop their very early reasoning skills. An increased focus has been placed on the development of mathematical skills, alongside the continued focus on language and personal and social development.

Year 1

- Pupils made good progress in consolidating their learning around subtraction. They worked well in mixed ability pairs to investigate subtraction using *Numicon*.
- Mini-plenaries were used well to reinforce key learning points. Pupils were confident explaining their mathematical thinking. Generally, opportunities for talk and partner working were used well. A small number of children did not readily work with their partner.
- The lesson was well resourced. The 'Mathematics Toolkits', spinners and a wide range of mathematical equipment supported learning well. More time could have been taken to model how the equipment could be fully used.
- The level of challenge built up as the lesson progressed including through games such as 'Spin and Subtract'.
- The final plenary session was used well to recap on key learning points. The effective use of questioning assessed knowledge and understanding for most pupils in the teaching group.

Year 2

- Good learning was seen in Year 2 as pupils consolidated their knowledge of how to accurately identify and describe the properties of 2D shapes. Questioning probed pupils' understanding relating to vertex and vertices. Pupils' response was strong.
- There were ample opportunities to extend reading skills. For example, pupils read out questions such as 'Which shape has half as many vertices as a hexagon?' The most able and middle attaining pupils managed this well; the least able needed a high level of support.
- There was a very positive and encouraging approach in this lesson. The main task, which focused on the use of geoboards to make 2D shapes was explained clearly. Most pupils worked productively in their mixed ability pairs. In some instances, the most able pupil in each pair did not engage with their partner and chose to work alone. The class teacher was aware of this and is currently considering how to make sure the most able mathematicians are able to work at a fast pace on tasks which fully extend their thinking.
- There was very effective support for a small number of lower attaining pupils who worked on a practical task to consolidate properties of shapes.
- Pupils' workbooks showed how pupils have gained confidence in giving written explanations of their learning. They have more opportunities to apply their skills when solving problems and reasoning tasks are evidence across a range of mathematical activities.
- Occasionally, pupils do not take as much care with their presentation as they could. Marking and feedback are used well to move learning on.

Year 3

- Learning was clarified well in this lesson where pupils practised their skills in adding amounts of money. From the beginning of the lesson, they were reminded to set their work out carefully and check for errors.
- There was explicit reinforcement of the accurate use of decimal points and strategies to find total amounts.
- Effective demonstrations made sure pupils knew exactly what they were expected to achieve by the end of the lesson. Pupils worked very productively using their skills to work out examples. Tasks were somewhat open-ended and the pupils were confident when explaining the strategy they had used. At times, all pupils started to work on the easiest example; the most able children could have been directed to work on more challenging work at an earlier point in the lesson.
- The class teacher adapted her teaching skilfully and pulled pupils back to reinforce the learning points. There was very effective and focused support for a number of children who needed a high level of adult intervention to access the tasks.

Year 4

- Good teaching and learning were observed in Year 4 where pupils were acquiring fluency in multiplying 3-digit numbers by one-digit numbers. They made good progress because the teacher's planning was thorough, the lesson well organised, his learning objectives clear and his explanations and demonstrations effective.
- Assessment of children's learning was also effective because the teacher required children to hold up whiteboards to display their answers, providing immediate feedback to him about which children had understood and which needed further help.
- Pupils rose to the challenge of identifying errors in calculations and worked enthusiastically with partners to explain and justify their conclusions. This helped to develop their reasoning skills.
- An appropriate range of more advanced word problems was ready for the children to begin, although during this session pupils had not started these. Care does need to be taken that more able children are pushed on to begin these more complex challenges as soon as they are ready, rather than expecting them to work too many examples when they are already fluent. Workbooks indicate that, on occasion, some children could be moved on more quickly.
- An additional adult supported two children effectively, using appropriate mathematical vocabulary.

Year 5

- Pupils made rapid progress in Year 5 as they applied their reasoning skills when working on multiplication tasks. Reasoning was actively promoted from a very early point in the lesson as pupils found errors in examples of multiplication and gave direct and accurate explanations of how the error should be addressed.
- Pupil talk was used very effectively and this added to the high level of productivity in this lesson. Questioning was sharp and quickly reinforced and extended learning. Teaching was exemplary. It was brisk, pacy and engaging. This contributed to outstanding progress in the lesson. Pupils were very competitive and keen to be successful.
- The most able pupils were challenged very well to explain the mental strategies they had used. Independent extension challenges were easily accessible. The very able mathematicians acted as 'Lead Learners' and demonstrated the ability to set the scene for group learning as well as extending their own skills.
- A small group of less confident pupils was supported very well to use concrete apparatus to secure skills in multiplying by 10, 100 and 1000. Their tasks were adapted very well to build on prior learning.

Year 6

- An innovative and highly effective lesson was observed in Year 6, where children were revising fractions, decimals, percentages and ratios.
- Following a recap by the teacher of the learning covered on these topics, children

worked in competitive teams on challenge sheets, each carefully focused on a different aspect, for example simplifying fractions.

- The level of mathematical discussion, explanation and justification was intense, as was each team's enthusiasm and urgency to be the best.
- The mixed ability make-up of each team worked very well. The most able pupils excitedly explained their thinking to other team members and less able children were pushed to access more challenging mathematics.
- Children showed a very good level of fluency in, for example, fractional equivalence and converting fractions to decimals. This demonstrates the positive outcomes of the school's focus on mathematical concepts identified in the question-level analysis of last year's national tests.
- Scrutiny of mathematics workbooks demonstrates strong progress both in acquiring fluency and in applying skills to word problems. The teacher requires children to write explanations, where they demonstrate high standards of reasoning.

Recommendation

- Ensure that the most able pupils are directed to work on the more challenging work at an earlier point in the sequence of lessons.
- Build on the very high quality of work in children's books in Years 5 and 6.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

School Self Evaluation: 1

SIA Judgement: 1

The effectiveness of leadership and management is outstanding.

- The headteacher has been very successful in establishing a positive and nurturing ethos and a culture of learning. Leaders have a secure understanding of the strengths and areas for development in the school. As a result, the school's self-evaluation is accurate. Areas for improvement identified at the last inspection have been tackled well. The school development plan identifies appropriate priorities to help improve the school further.
- The leadership of teaching is very effective. Leaders check the quality of teaching regularly. They are skilled in checking books to evaluate whether teaching strategies are having a positive impact. The school has a very effective professional development programme in place which is tailored to the needs of all staff. The head teacher evaluates the effectiveness of monitoring records completed by other leaders and provides advice and guidance where necessary. This system is very well established.
- Leaders and governors use appraisal effectively to hold staff to account and to ensure

high standards. Governors ensure the headteacher's performance is managed rigorously.

- The leadership of mathematics is strong. The co-ordinator, an experienced and capable senior leader, models high quality mathematics teaching and has an excellent grasp of the strengths and weaknesses in the teaching of the subject. This is seen in her analytical and helpful reports of lesson observations and work scrutiny. Her plan for improvement in mathematics is very well focused and she provides very good training and support for staff.
- The school has a very effective system in place to check pupils' progress. Any pupils who are not making the progress they should are identified quickly and appropriate strategies are put in place to help those pupils improve. This is supporting the school's aim to ensure every child achieves highly.
- The curriculum is a strength of the school's work. It is creative and exciting, which results in all pupils being highly motivated in their learning. The curriculum is based on a range of stimulating and 'real life' experiences which make learning meaningful for pupils. The school's work to promote pupils' spiritual, moral, social and cultural development is exemplary.
- The school makes very effective use of the pupil premium funding to improve the achievement of the disadvantaged pupils. The head teacher and senior leadership team have been rigorous in identifying any barriers to achievement for this group of pupils. The 2017-18 Pupil Premium Strategy has been developed and posted on the school's website. In 2016, the disadvantaged pupils made fast progress from their starting points across the school. Some disadvantaged pupils also had significant additional needs.
- The primary school sports funding is used thoughtfully to extend the skills of teachers and to provide a good range of opportunities for pupils to participate in sports activities and tournaments. The Sports Funding Strategy 2017-18 is available on the school's website and details the action the school intends to take to broaden pupils' experiences in sport and to help them learn how to live healthy lifestyles.
- Governors are committed to improving the school and to ensuring that all pupils make the best possible progress. Increasingly, they provide a good level of challenge and support which ensure leaders are held fully to account. Governors use external reports and performance data skilfully to target their monitoring activities. The head and co-ordinator provide extensive monitoring data so that governors can probe and challenge the work the school is doing to bring about improvement.
- Safeguarding and child protection arrangements fully meet requirements. Procedures and systems are highly effective to ensure there is a high level of care for all pupils and especially those who are potentially vulnerable.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

School Self Evaluation: 1

SIA Judgement: 1

The quality of teaching, learning and assessment is consistently good with some which is outstanding.

- Teaching is outstanding. Teachers have very high expectations of what pupils can achieve and ensure that the pace of learning and level of challenge enable pupils to concentrate and be fully involved in their learning. The impact of teaching on learning was reflected in the positive progress measures in reading and writing at the end of Year 6 in 2017.
- Teachers plan interesting lessons which build very well upon prior learning. They ensure that this planning caters well for any pupils who have special educational needs and for those who are most able. Relationships are strong, and this results in pupils behaving very well and doing their best to be successful. Pupils enjoy learning together and willingly share their views and ideas. Vibrant displays evidence pupils' achievement across the curriculum.
- The school provides a very positive and supportive environment for learning. This ensures pupils focus on their learning and make good progress. Relationships are strong and this results in pupils behaving very well and doing their best to be successful.
- The teaching of basic skills is very effective. Reading and phonics are taught very well and, by the end of Year 6, pupils read fluently, accurately and with expression. Teaching is effective in mathematics. Teachers are planning a wider range of opportunities for pupils to practise their reasoning and problem-solving skills.
- The teaching of writing is excellent. Teachers carefully develop pupils' spelling, grammatical and sentence-writing skills. Pupils are then able to apply their skills when writing for extended periods of time across subjects. Expectations for handwriting and presentation are exceptionally high. Consequently, the average progress score in writing has been significantly high over the past two years.
- The head teacher has raised the profile of the disadvantaged pupils with all staff. Teachers are held fully to account for the progress of this key group of pupils. Monitoring is focused on the progress of the most able disadvantaged pupils. Teachers know pupils well and are sensitive to their needs. When there are potential difficulties emerging, teachers and skilled teaching assistants help to make a substantial contribution to securing pupils' learning. As a result, disadvantaged pupils or those who have special educational needs and/or disabilities make similarly strong progress to others in school.
- Teaching assistants and teachers work closely together to give clear support and guidance to pupils, including those who access SEN Support. Teaching assistants are well trained and regularly check on pupils' progress in lessons.

- Teachers set very high expectations for the quality of pupils' work. Marking and feedback in pupils' workbooks clearly identify the next steps in learning. Pupils are given time to act on their improvement points and additional challenges. As a result, pupils know their work is valued and they take a real pride in their learning. The quality of work in children's mathematics books in Years 5 and 6 is particularly high.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

School Self Evaluation: 1

SIA Judgement: 1

The school's work to promote pupils' personal development and welfare is outstanding.

- The school provides a high level of care and support for its pupils. Those pupils who are vulnerable are very well cared for and they know that they are valued. A nurturing Christian ethos, based on respect, pervades the school.
- All staff treat pupils equally and ensure that the school makes everyone feel welcomed and valued. Those pupils who have special educational needs are very well cared for. They participate fully in all that the school has to offer and benefit from high-quality teaching and support which is carefully planned to reduce any barriers to learning and ensure pupils make fast progress and quickly catch up.
- Pupils feel very safe in school and they are fully aware of the different forms of bullying. They feel bullying and name-calling are not tolerated in their school. If minor problems occur, pupils are usually able to quickly solve them between themselves. Adult support is always readily available if needed. Pupils are taught well how to minimise risks and keep themselves safe. They understand the dangers they face in their lives, including the internet. Pupils know how to stay safe in and outside of school because the school uses assemblies, curriculum activities and advice from external specialists to support them.
- Pupils make excellent progress in learning how to live a healthy lifestyle through a curriculum which provided many opportunities for pupils to develop their well-being. They participate fully in the extensive range of enrichment activities which are available. Pupils willingly take responsibility in St Gregory's. They act confidently as school councillors, fund-raisers, buddies and 'Digital Leaders'. Pupils have many opportunities to represent their school; recently the Lego Team has represented the school and South Tyneside in the National League Final In Bristol.
- Pupils make outstanding progress in their spiritual, social, moral and cultural development. The curriculum places a very strong emphasis on relationships and the importance of respecting each other. Pupils have extensive opportunities to learn about other faiths and cultures across year groups.

The behaviour of pupils is outstanding.

- Pupils' conduct around school is excellent. They are always polite, show extremely good manners and demonstrate excellent attitudes to learning in lessons. As a result, the school is a calm, orderly and purposeful place to learn.
- Discussion with pupils provided evidence of their maturity, politeness and enjoyment of school. All thoroughly enjoy school; they make lasting friendships and feel they are supported very well in their learning. Every pupil enjoys learning in mathematics; they spoke of how they work hard in lessons and move on to extra challenges which are available in every lesson. They spoke particularly positively about the use of the 'Daily Four' which helps them consolidate their arithmetic skills and this in turn sharpens their skills in when reasoning and working to solve problems. Older pupils said that, occasionally, they would prefer to move on to 'harder challenges' at an earlier point in the lesson.
- Pupils are fully aware of the school's expectations for behaviour. They respond very well to the key points in the Behaviour Policy. Incidents of inappropriate behaviour are rare, dealt with quickly by the headteacher and his staff and responded to by pupils appropriately. Pupils who need help to manage their behaviour are supported very well so they can access all parts of school life.
- Attendance has been higher than national over time. The level of persistent absenteeism is much lower than national. The school has rigorous systems in place for monitoring the attendance of key groups. Good attendance is rewarded and has a high profile in school.

EFFECTIVENESS OF THE EARLY YEARS

School Self Evaluation: 1

SIA Judgement: 1

The effectiveness of the Early Years is outstanding.

Skills on Entry	Below expectations
% achieving a good level of development (GLD)	2015: 70% 2016: 72% 2017: 80%
Outcomes	Outstanding

- When children join the school in Reception class they have skills which are below what is typical for their age. Outcomes by the end of Year R have been improving steadily over time.
- Children quickly settle in to school because staff provide a warm, friendly and caring atmosphere in which all children can work and play happily. Good progress has been made in improving the indoor and outdoor learning environments and this has increased children's interest in learning.
- The school has very successfully narrowed the attainment gaps between boys and girls. Boys' performance was a little lower than that of girls in writing, numbers and aspects of expressive arts in 2017.
- There were 6 disadvantaged children in the 2017 cohort. They did just as well as others in the school in most areas: a little lower in reading. 83% of the disadvantaged children achieved GLD in comparison with 79% of non-disadvantaged.
- Children behave well because routines are well established and teachers' expectations high. Progress in personal, social and emotional development is strong and results from the climate of high expectations promoted by all adults. This accounts for the strengths seen in children's behaviour and in their relationships with adults and each other. They are encouraged to take turns and to consider others, which they do very successfully.

OUTCOMES FOR PUPILS IN KEY STAGES 1 AND 2

School Self Evaluation: 1

SIA Judgement: 1

Outcomes are outstanding by the end of Years 2 and 6.

Key Stage 1

Year 1 Phonics Screen

	% passed	% boys passed	% girls passed	National Average
2015	93	100	86	77
2016	90	88	92	81
2017	93	88	100	81

- The proportions of pupils who have achieved the expected standard in the Year 1 phonics screen has been well above average over the past two years. There is no significant difference between boys and girls over time.
- The small number of disadvantaged pupils do well in comparison with other pupils in the school and all pupils nationally.
- Pupils with SEN also do well because of highly effective support and intervention.
- In 2017, 93% of pupils passed the screen by the end of Year 2 which was in line with national.

Attainment Outcomes: End of Year 2

	2016 Ex	2016 Ex Nat	2017 Ex	2017 Ex Nat	2016 GD	201 GD Nat	2017 GD	201 GD Nat
Reading	83	74	87	76	38	24	61	25
Writing	86	66	77	68	31	13	32	18
Maths	76	73	84	75	17	18	23	21

The attainment of this cohort on entry to Year 1 was above average in reading and writing but average in mathematics. An above average % had SEN.

- Standards are above average over time by the end of Year 2.
- The proportions who achieve greater depth consistently above average in reading and writing; lower in mathematics.

- Outcomes for girls and boys are variable; girls did better at greater depth in reading and writing in 2017, boys a little better in mathematics.

2017 Key Stage 1: Attainment Gaps Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
All Pupils	87	61	77	32	75	23
Disadvantaged	50	25	50	0	50	0
2017 Gap	-37	-36	-27	-32	-25	-23

- The school monitors the progress of the disadvantaged pupils carefully. There were only 4 disadvantaged pupils in the 2017 cohort; two had significant additional needs. Two met the expected standard, none achieved greater depth in writing and mathematics.

Key Stage 2

Attainment Outcomes: End of Year 6

	2016 Ex	2016 Ex Nat	2017 Ex	2017 Ex Nat	2016 HS	2016 HS Nat	2017 HS	2017 HS Nat
Reading	82	66	78	71	14	19	34	25
Writing	75	74	88	76	14	15	31	18
Maths	82	70	78	75	14	17	6	23
GPS	93	77	91	77	29	22	47	31
RWM	68	53	69	61	4	5	6	9

- Over time, the proportion of pupils reaching the expected standard in reading, writing and mathematics has been above average.
- The school was very successful in improving outcomes for the most able pupils in reading and writing in 2017. Reading and writing skills develop very well because teaching ensures that pupils develop the skills to analyse texts in detail and use imaginative vocabulary in their writing. There are ample opportunities for pupils to develop their writing skills across subjects.
- 6% of pupils achieved the higher standard in mathematics in 2017, which was a very disappointing outcome for the school. Several children, predicted to achieve the higher

standard, missed by one or two marks.

2017 Key Stage 2: Attainment Gaps Disadvantaged Pupils

	Reading Ex	Reading HS	Writing Ex	Writing HS	Maths Ex	Maths HS
All Pupils	78	34	88	31	78	6
Disadvantaged	71	14	86	29	86	14
2017 Gap	-7	-20	-2	-2	+8	+8

- The disadvantaged pupils did well in 2017, taking their individual starting points into account. The widest gap was in reading at the higher standard. Leaders have a strong commitment to removing any barriers to achievement for the disadvantaged pupils.
- The school is quick to identify any pupils who may be at risk of falling behind. Teachers make effective provision for these pupils through activities that are well matched to their individual needs and abilities. This includes pupils who have special educational needs and/or disabilities. Where needed, individual support plans are in place, with challenging targets. As a result, the progress made by these pupils is as strong as that of their peers.

Average Progress Scores: All Pupils

Subject	2016 Average Score	2017 Average Score
Average progress reading	+0.18	-1.08
Average progress writing	-1.37	+0.4
Average progress mathematics	-1.70	-3.66

Average Progress Scores: Disadvantaged Pupils

Subject	2016 Average Score	2017 Average Score
Average progress reading	0.38	-3.05
Average progress writing	-5.06	+1.8
Average progress mathematics	-7.46	-1.23

- The average progress scores show some variability. There was a decline in progress in mathematics for all pupils in 2017. This score was significantly affected by one child who achieved -23 points, due to an inaccurate Key Stage 1 assessment. Adjusting the score to remove the impact of this child improves the result to -2.96 but nevertheless continues to indicate weaker progress for the middle and higher attainers.
- Pupils read widely and eagerly. The school promotes the enjoyment of reading well. Reading skills are developed very well and pupils quickly gain confidence and fluency.
- Pupil premium funding is used effectively to support disadvantaged pupils. As a result, pupils make rapid progress as they move through the school. Teachers and support assistants provide very effective support to ensure pupils have the right resources to help their learning. The average progress scores for the disadvantaged pupils showed significant improvement in writing and mathematics in 2017.
- Over time, pupils who access SEN Support have made strong progress from their starting points due to very effective support and intervention.

2018 PREDICTIONS AND TARGETS

PROPORTIONS OF PUPILS EXPECTED TO REACH THE NATIONAL STANDARD

End of Year 2

	PREDICTIONS		TARGETS	
	<i>Based on end of Year 1 summer term 2017 assessments</i>			
	<i>Expected Depth</i>	<i>Greater</i>	<i>Expected</i>	<i>Greater Depth</i>
Reading	77	30	90	40
Writing	73	30	90	37
Mathematics	77	17	90	30
% achieving the national standard in reading, writing and mathematics combined	73	17	90	23

End of Year 6

	PREDICTIONS		TARGETS	
	<i>Based on end of Year 5 summer term 2017 assessments</i>			
	<i>Expected Depth</i>	<i>Greater</i>	<i>Expected</i>	<i>Greater Depth</i>
Reading	84	34	90	40
Writing	84	34	90	40
Mathematics	84	34	90	40
Grammar, Punctuation & Spelling	87	37	92	45
% achieving the national standard in reading, writing and mathematics combined	75	23	82	30

Commentary:

Targets are ambitious, particularly for the current Year 6 cohort.

MAIN ACTIONS FOR THE SCHOOL

1. Improve children's progress in mathematics at Key Stage 2, especially for the middle and higher attainers by ensuring in all classes that these pupils access more demanding work as soon as they are ready.
2. Develop succession plans that will secure:
 - Continued high quality teaching and leadership
 - Sustainable staffing costs.

SUMMARY OF LOCAL AUTHORITY SUPPORT

St Gregory's is a self-sustaining school which needs little external support. It does, though, access support when needed, making wise and considered choices in order to ensure it is up-to-date with the best educational practice and to benefit from an external perspective on school evaluation.

The school asked for and has received a local authority review of mathematics, the findings of which are included in this report. It will continue to receive termly visits from the school improvement adviser and benefit from the wide range of local authority support services that it purchases.

LOCAL AUTHORITY CATEGORISATION

SIAs should make a brief statement stating why the school is categorised at a particular level.

School Category: 1

The school continues to be judged as a category 1 school. As identified above, there is a risk that the school could be downgraded to "good" if inspected, due to two years of disappointing Key Stage 2 mathematics progress data. The school improvement adviser and local authority, however, consider that the school's response to these data have improved the quality of provision and that children are currently making strong progress.