



140th Anniversary Year

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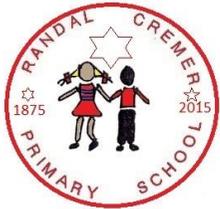
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Appendix 2:

*Randal Cremer Governors's Review on RAISE-ONLINE Data for 2014/15*

The governing board is very aware of all the hard work the head, staff and pupils do to ensure pupil achievement but in order to improve further pupil attainment and progress, we have examined the key data from RAISE-ONLINE and formulated the following questions for SLT.

Question	Response	Actions
1- Can you explain how the school will look at the years 3&5 data and suggest strategies to reduce the difference? P15	These pupils are now yr 4 & yr 6 respectively. The concern is around the high percentage of pupils in the low band and low percentage in the high band. Both cohorts are boy heavy, 60% in Yr4 and 59% in Year 6. Both also have a high percentage of pupils entitled to PPG; 69% and 75%. Maths is a particular concern across both year groups. In addition, developing reading is a priority- especially with regard to increasing the percentage of pupils reading at greater depth.	<ul style="list-style-type: none"> <li>- Year 4 now have targeted intervention across English &amp; Maths.</li> <li>- Emphasis on 'good' or 'better' teaching, book looks, weekly monitoring to ensure curriculum coverage. Curriculum design that ensures pupils have an opportunity to read, write and apply maths across other subject areas.</li> <li>- Year 6 boosters, year 4 homework club, Yr 6 nurture group, PPG funding targeted to raise attainment of HA pupils as well as MA and LA.</li> <li>- Small group tutoring in Yr 6 across maths, reading and writing focussed on priority groups, eg. TKC boys entitled to PPG.</li> <li>- Asst Head for Inclusion carefully tracks progress of LA pupils and the impact of each intervention analysed after each Assessment Point.</li> </ul>
2- Why was the Phonics score from last year lower and why are the boy's scores so much	- Numbers of boys in the cohort low (44% compared to 56% girls). Each boy worth 4% compared to 3%.	- The quality of teaching of phonics has been targeted with the return of the RWI lead and also training of cover supervisors to ensure all pupils



140th Anniversary Year



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<p>lower than the National figure? Why are the disadvantaged pupils outcomes lower than the others and National figures p17</p>	<ul style="list-style-type: none"> <li>- Of the boys who did not pass 2 were not entered, (1 being assessed for EHC plan, 1 came to us with a CP plan from Colchester, where his attendance was below 65%). Of the 6 other boys, punctuality and attendance were an on-going concern. 2 boys missed the pass mark by 2 marks. 5 were also summer born.</li> <li>- Quality of teaching was a factor in one class and the RWI lead teacher only returned from maternity leave in the January.</li> <li>- The delivery of RWI in EYFS was also an area that was addressed as it had not been delivered well enough in previous years.</li> </ul>	<p>receive the best possible testing.</p> <ul style="list-style-type: none"> <li>- The teaching of phonics in Reception also improved and the regular screening of pupils ensured that any pupils not making progress were quickly identified. It also ensure that more pupils entered Reception at age expected or exceeding in reading.</li> <li>- Careful tracking of pupils progress and also ensuring that lesson do not get stale and are designed to engage boys helps pupils make progress.</li> <li>- The scrutiny of attendance and punctuality by the Asst Head for Inclusion and the pastoral support team also ensures that any pupils regularly missing phonics lessons are quickly identified and action taken to address.</li> </ul>
<p>3- In early years why are outcomes in the numbers lower than the National figure, in comparison to other strands? P16</p>	<ul style="list-style-type: none"> <li>- Interruption to teaching due to long term staff sickness.</li> <li>- Poor provision for number in the outdoor setting at the start of the year.</li> <li>- Lack of clear curriculum for number in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>- Appointment of Early Years Maths Lead to being about improvement.</li> <li>- Staff training in PA maths curriculum for EYFS. - Focus on maths throughout the setting. Linked to focus books.</li> <li>- Improvement in Quality First teaching through objective led planning.</li> </ul>
<p>4- Why were L3+ Reading and Maths outcomes a lot less than the National figures? P23</p>	<ul style="list-style-type: none"> <li>- Although less, there is improvement on previous year.</li> <li>- At the end of Reception only 22% of children were exceeding for Reading and 13% for maths and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- To ensure PPG is also targeted at pupils with the potential to work at greater depth.</li> <li>- The current yr 2 cohort had very few children exceeding in reading, maths or writing (7% R&amp;M, 8% W). There has been careful tracking since the</li> </ul>



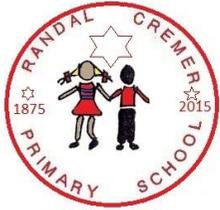
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	<ul style="list-style-type: none"> <li>- The new curriculum for maths focuses on children being secure in their understanding through the use of concrete objects. This helped lower achieving pupils. However, for children to be working securely at L3 for maths, they need to be able to answer abstract questions without apparatus.</li> <li>- All subject areas were carefully moderated and the independence needed for working at L3 prevented some pupils being awarded the higher grade.</li> </ul>	<p>pupils entered yr 1 to ensure progress is accelerated.</p> <ul style="list-style-type: none"> <li>- Planning in yr 2 ensures that pupils are given opportunity to work in the abstract in maths. The use of the types of questions children will experience in the test is built into weekly lessons. A focus on talking across maths and English, which is carefully planned to ensure the correct use of language supports pupils in answering the higher level questions.</li> <li>- A third teacher in yr 3 is ensuring that the pupils targeted to working at greater depth receive feedback that enables them to understand what they need to do and also gives them opportunity to demonstrate their understanding in other subject areas.</li> </ul> <p>Regular fortnightly progress meetings ensure any children at risk of underachievement are quickly identified and prompt action taken to address.</p>
<p>5- Why were the outcomes in KS1 so much improved on the previous year? P25</p>	<p>Return of key member of staff from maternity leave, 3 teachers KS1. Targeted intervention, streamed maths, planning and book looks scrutinised, The teachers' knowledge of students ensuring that the pitch of work was appropriate.</p>	<p>As above.</p>
<p>6- What is the school doing to improve Black Caribbean outcomes at KS2 ?P31</p>	<p>Whilst acknowledging the outcomes were low, 2 of the cohort were SEND, 1 of whom had a statement.</p>	<p>Tailored interventions, improve teaching knowledge &amp; scrutiny of data. Making sure there is an adult in school that they can relate too. Use of pupil premium providing support.</p>



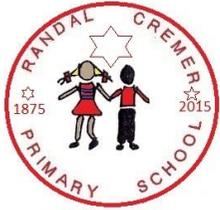
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<p>7- Why were pupils of middle ability not achieving outcomes in maths compared to other subjects and the national standards? P 29</p>	<p>Despite targeted interventions, improved teaching in yr 6 there were several factors that impacted on attainment. 4 pupils were not at Randal Cremer for their KS1 SATS. All 4 had considerable gaps in their learning, and 1 pupil had missed 18 months of school. 1 pupil was also absent from October until the end of the year and was unable to sit his tests.</p>	<ul style="list-style-type: none"> <li>- End of year assessments, carefully moderated in Yr 5 ensured that teachers knew the gaps in learning from the start of year 6.</li> <li>- Intervention in maths began from September.</li> <li>-</li> </ul>
<p>8- Reading has been significant blue for the last 2 years in KS2 APS compared to 2011 green. Why has there been a decline and what are doing about it?P36</p>	<ul style="list-style-type: none"> <li>-The reading paper changed in 2014.</li> <li>-Pupils who had been targeted to achieve L5 did not achieve the mark required despite doing so in mock tests.</li> <li>-Pupils struggled to explain the point they were trying to make or to use the text to justify their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes to the curriculum ensures that pupils are given more opportunities to read for extended periods.</li> <li>- The adoption of Hackney Loves Reading is developing pupils' academic language so that they are able to give more comprehensive responses. The approach has also been adapted in Year 6 to ensure that children have to provide written and well as verbal responses to questions.</li> <li>- The profile of reading in the school has been raised.</li> <li>- PPG has been targeted to ensure under performing groups are addressed.</li> <li>- Fortnightly progress meetings ensure any child at risk of underachieving are quickly targeted.</li> </ul>
<p>9- Why are disadvantaged pupils achieving Level 3 less than the National average in Reading</p>	<p>Although below the national average, the disadvantaged pupils are achieving better than the other pupils in Reading and Maths.</p>	<p>See question 4. Additionally, since September, there has been a clear focus on ensuring that pupils are given more</p>



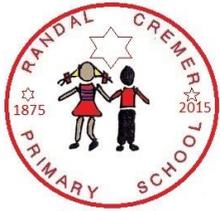
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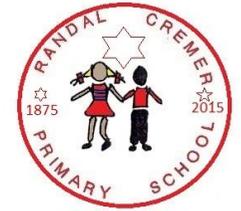
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<p>and Writing? P54</p>	<p>(See question 4) In writing, lack of experiences, poor vocabulary and weak fine motor skills all contribute to pupils not being able to write for the sustained period they need for achieving L3.</p>	<p>opportunity to rehearse what they are going to write through the introduction of learning partners. Targeted use of PPG to ensure all pupils have an entitlement to an enriched curriculum provides experiences to draw on in their reading and their writing. Fortnightly progress meetings also ensure that teachers are constantly reflecting on the opportunities they provide for pupils to demonstrate their mastery across the curriculum. Additional reading comprehension lessons once a week is linked to topic or science so that pupils are making connections in their reading and reading for a purpose. The knowledge they gain through their reading is then transferred into their written work.</p>
<p>10- Why are there extensive numbers of reds in students not making expected or better progress? P55</p>	<p>Please see separate Yr 6 Story which gives more detail into some of the issues faced by pupils.  The biggest gap was the pupils who were L2 at the end of KS1 who we predicted to achieve L5 who did not convert (in Reading).</p>	<p>See Question 6.</p>



140th Anniversary Year

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