

# KERR MACKIE PRIMARY SCHOOL

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PARENTS/CARERS IN PARTNERSHIP:  
ADDRESSING COASTING SCHOOL  
6<sup>th</sup> February 2017



# Welcome and Thanks

- Chair of Governors: Veena Murray
- Headteacher: Jennifer Millington
  
- Thank you all for attending –  
Governors, staff team, parents and carers



# Coasting School Definition

- ***A coasting school is where data shows that, over a three-year period, the school is failing to ensure that pupils reach their potential. A school will only be coasting if performance data falls below the coasting bar in all three previous years***
- At primary level, the definition will apply to those schools who have seen fewer than 85% of children achieving an acceptable secondary-ready standard in reading, writing and maths over the course of 3 years, and who have seen insufficient pupil progress.



# Outcomes for pupils 2014

- Progress was in line with national and the Value Added from KS1 to KS2 was significantly above at 101.
- KS1 attainment also rose to be significantly above the national.
- **KS2 level 4+ combined attainment (Reading, Writing and Maths) was 72%, below National at 79%**
- Technically, the school met the retrospective Coasting School definition due to the progress of less than one child in writing.

# 2015

- KS1 and KS2 attainment and KS1-2 progress all dipped to be significantly below the national.
- Inconsistency clear

# 2016

KS2	School	National
Reading	67%	66%
GPS	70%	72%
Maths	65%	70%
Writing	63%	74%
R/W/M Combined	48%	53%

KS2 outcomes continued to decline against the national.

But KS1 results were above the national in all areas and progress from EYFS to KS1 was strong.

# Possible Outcomes

Discussions with Regional Schools Commissioner (Lancashire and West Yorkshire) to understand the wider context of our school and to agree with us what, if any, additional support we might need.

As a result of these discussions, she might conclude that:

- **our school is supporting pupils well and that no additional support is required;**
- **we already have a sufficient plan and the capacity to improve our school - and do not need any additional support;**
- **our school would benefit from additional support, for example from a National Leader of Education or through a partnership with another school.**



# Development Plan -Focus for Improvement

## 1. Leadership and Management

- Leaders and governors have an accurate and comprehensive understanding of the quality of education in the school;
- Governance is improved so that they systematically challenge senior leaders;
- Rigorous and robust quality assurance processes are in place;
- Performance management is in place for all staff which is directly linked to improving outcomes for children;
- Leaders at all levels (including subject, middle and senior) are held accountable for impact on pupil outcomes



# Focus for Improvement

## 2. Teaching, learning and assessment

- To raise standards so consistently good or better across school
- End of year 2016/7 85% of teaching to be consistently good or better
- End of year 2016/7 20% to be outstanding
- End of 2017-18 100% consistently good or better



# Focus for Improvement

## 3. Personal Development and wellbeing, including attendance

- 96%+ for whole school Attendance with vulnerable group attendance in line with peers
- Reduction in Persistent Absentees
- Addressing barriers to learning
- Embedding behaviour for learning

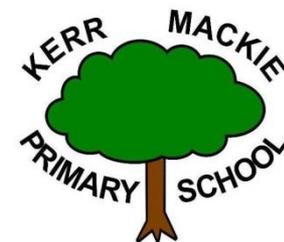


# Focus for Improvement

## 4. Outcomes for pupils

- To accelerate progress and raise attainment for **all** children consistently across school so at least in line with national
- Good Level of Development (GLD): 72%
- Y1 Phonics 80%

%	KS1	KS2
Reading	75	87
Writing	68	87
Maths	77	90
Combined	68	87





# Focus for Improvement

## 5. Early Years

- Consistent approach, focus on high quality interactions in response to individual needs
- Language rich environment (inside and outside), to support and develop the language skills of EAL pupils.
- Range of challenging opportunities. Progression and consistency in provisional learning
- Whole team regular assessment and moderation opportunities.
- Parents are more involved through increased opportunities to contribute to their child's initial and ongoing assessments

# How can your partnership help?

- Immensely!
- Attendance and punctuality
- High expectations –not pressure
- Encouraging- positive attitudes to learning to consistently achieve full potential, in its widest sense
- Contributing to regular basic skills home learning – reading, writing, including handwriting, spellings, times tables
- Learning log completion
- Sharing in the improvement journey –SUPPORT!

Thank you for your support so far –

We can be, can do, can change, can achieve.

Any questions or thoughts please?

