



WEST SUSSEX COUNTY COUNCIL

SUMMERLEA C.P. SCHOOL

WINDSOR DRIVE, RUSTINGTON

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'Growing thoughtful learners and independent thinkers'



Tuesday 17th October 2017

Dear Parents/Carers

The government will soon be releasing the Key Stage 2 performance tables. We are writing to you ahead of this to summarise our outcomes for the academic year 2016-17. This letter also offers guidance in interpreting this information in the second year of reporting without levels, against the expectations of the 2014 National Curriculum. Please understand all school data is yet to be validated.

In addition to reporting our Key Stage 2 data, we have also included a headline summary of our EYFS outcomes and Key Stage 1 results, which clearly indicate strengths and areas to celebrate.

We are, however, very disappointed with our end of Key Stage 2 results, despite having worked hard as a school to improve our performance over the past year and us being proud of the way in which the children prepared for and approached the tests.

Our staff are fully committed to ensuring the best possible outcomes for all of our pupils and we have a strong team in place to take us forward from a position we are not happy with.

The Senior Leadership Team are maximising their efforts to ensure our results improve and that any visit from Ofsted will be positive. We want to be entirely upfront and open about our school's current position and the action we are taking to bring about rapid improvement.

We are working closely with the Local Authority whom are supporting and challenging us to improve our outcomes.

Our School Improvement Plan reflects the key development points within our school as follows:

- To raise standards of achievement
- To further improve the quality of teaching, learning and assessment
- To have a curriculum offer that meets the needs and interests of all learners
- To build a resilient and resourceful school community

In addition, we also have a one-year Action Plan with the following priorities:

- Improve pupils' achievement in mathematics at Key Stage 2.
- Improve pupils' achievement in writing across the school.
- Improve the quality of teaching in mathematics and writing across the school.
- Refine assessment processes and tracking systems across the school.



We are taking the following key actions to meet the above priorities:

- Making adjustments to this year's curriculum to ensure children have better understanding to improve performance in any testing.
- Closely monitoring the quality of teaching and learning and action being taken with teachers to bring about improvements with immediate effect.
- Looking carefully where we have placed our resources to ensure we have the right people in the right places.
- Providing Continuing Professional Development for teachers and Learning Support Assistants.
- Ensuring we have high quality evidence of children's progress towards the year group standards.
- Supporting children to quickly address any errors and/or misconceptions.
- Maximising teaching and learning time.

A visual summary of our action plan is available to view via our website for your information. Please visit <http://www.summerlea.w-sussex.sch.uk> > Our School > School Improvement > Action Plan 2017-18.

At Summerlea we believe that every child and year group is equally important and we pursue excellent standards of academic achievement, whilst also promoting the development of the whole child. We have not narrowed our curriculum in order to meet the demands of the English and Mathematics programmes of study or 'taught to the tests'.

We are a creative, inclusive and nurturing school and are proud of our many strengths, our broad and balanced curriculum offer and the fact that we strive to develop well-rounded individuals.

We have implemented assessment arrangements with rigor and challenge, setting high expectations across the curriculum. It is important to remember that data tells us something about our school but not everything and it does not reflect the individual accomplishments of our children, both academically and otherwise.

Full performance tables will be accessible online later this term by searching for Primary Performance Tables 2017 and a full set of our validated Key Stage 2 results will also be published on our website, along with a link to the performance tables.

We look forward to seeing you at our autumn term parent/carers consultation meetings when you will have an opportunity to discuss the progress of your child/ren and their next steps for learning, as well as how you can help at home.

Thank you for your continued support.

Yours sincerely

Helen Morris

Mrs Helen Morris
Headteacher



Mrs Beverley Crowter
Chair of Governors

EYFS Results

Children are defined as having reached a Good Level of Development at the end of the EYFS if they have achieved at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.

% of pupils achieving a Good Level of Development								
2015 (cohort of 60)			2016 (cohort of 60)			2017 (cohort of 90)		
School	West Sussex	National	School	West Sussex	National	School	West Sussex	National
57%	64%	66%	72%	68%	69%	81%	71%	TBA

Following a dip in the percentage of children achieving a Good Level of Development in 2015, the 2016 cohort's outcomes were above West Sussex and National and the 2017 cohort's outcomes are significantly above West Sussex and also likely to be above National.

Key Stage 1 Phonics Screening Check Results

In June we are required to undertake a Phonics Screening Check for every child in Year 1. We also have to administer the Phonics Screening Check to pupils in Year 2 who did not reach the expected standard when they were in Year 1. The Phonics Screening Check comprises of 40 words that the child has to read. Some are real words, whilst others are nonsense words. There is a pass mark threshold, which is not given to schools until after the test scores are submitted.

% of Year 1 pupils achieving the expected standard					
2015 (cohort of 90)		2016 (cohort of 60)		2017 (cohort of 60)	
School	National	School	National	School	National
43%	77%	78%	81%	83%	81%

Following a dip in the percentage of children achieving the expected standard in phonics in 2015, the 2016 and 2017 cohort's results were broadly in line with National.

% of Year 2 pupils achieving the expected standard					
2015 (cohort of 59)		2016 (cohort of 90)		2017 (cohort of 60)	
School	National	School	National	School	National
95%	90%	97%	91%	97%	92%

The percentage of Year 2 children going on to achieve the expected standard in phonics by the end of Key Stage 1 remained above National in 2015 and 2016 and also in 2017.

End of Key Stage 1 Results

% of pupils achieving the expected standard in Reading, Writing and Mathematics combined					
2016			2017		
School	West Sussex	National	School	West Sussex	National
52%	48%	60%	66%	56%	64%

In 2016 we were broadly in line with West Sussex but below National. In 2017 we were above West Sussex and broadly in line with National.

% of pupils achieving the expected standard in Reading					
2016			2017		
School	West Sussex	National	School	West Sussex	National
73%	69%	74%	77%	73%	76%

In 2016 and 2017 we were broadly in line with West Sussex and National.

% of pupils achieving the expected standard in Writing					
2016			2017		
School	West Sussex	National	School	West Sussex	National
54%	53%	65%	67%	61%	68%

In 2016 and 2017 we were broadly in line with West Sussex and National.

% of pupils achieving the expected standard in Mathematics					
2016			2017		
School	West Sussex	National	School	West Sussex	National
63%	65%	73%	75%	70%	75%

In 2016 we were broadly in line with West Sussex and below National. In 2017 we were broadly in line with West Sussex and National.

End of Key Stage 2 Results

The percentage of pupils achieving the 'expected standard' in reading, writing and mathematics

% of pupils achieving the expected standard in Reading, Writing and Mathematics combined					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
31%	44%	52%	32%	55%	61%

In 2016 and 2017 we were significantly below West Sussex and National.

% of pupils achieving the expected standard in Reading					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
71%	64%	66%	65%	70%	72%

In 2016 we were above West Sussex and National. In 2017 we were below West Sussex and National.

% of pupils achieving the expected standard in Writing					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
36%	60%	73%	47%	69%	76%

In 2016 and 2017 we were significantly below West Sussex and National.

% of pupils achieving the expected standard in Mathematics					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
53%	63%	70%	43%	71%	75%

In 2016 and 2017 we were significantly below West Sussex and National.

% of pupils achieving the expected standard in EGPS (English grammar, punctuation and spelling)					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
69%	67%	72%	58%	73%	77%

In 2016 we were broadly in line with West Sussex and National. In 2017 we were significantly below West Sussex and National.

Pupils' average scaled score in each of reading and mathematics

The scaled score of 100 was set by the government as the benchmark for a pupil to achieve the expected standard in the reading and mathematics tests.

Average scaled score in Reading					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
103.34	102	103	102.1	104.0	104.1

Average scaled score in Mathematics					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
100.9	102	103	98.8	103.1	104.2

Average scaled score in EGPS (English grammar, punctuation and spelling)					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
103.29	103	104	101.8	104.9	106.0

Our average scaled score for reading and EGPS were above West Sussex in 2016 and reading was also above National in 2016. The average scaled score for mathematics was below West Sussex and National in 2016. In 2017 our average scaled score for reading was below West Sussex and National and the average scaled score for EGPS and mathematics was significantly below West Sussex and National.

The percentage of pupils who achieve the higher standard in reading, writing and mathematics (a scaled score of greater than 110)

% of pupils achieving the higher standard					
2016 (cohort of 59)			2017 (cohort of 60)		
School	West Sussex	National	School	West Sussex	National
3%	2%	5%	7%	5%	9%

The percentage of pupils achieving the higher standard (a scaled score greater than 110)

	2016 (cohort of 59)	2017 (cohort of 60)
Reading	24%	15%
Writing	3.4%	8%
Mathematics	17%	13%
EGPS	27%	8%

In 2016 and 2017 the percentage of pupils achieving the higher standard was above West Sussex but below National.

Pupils' average progress in each of reading, writing and mathematics

Progress is measured for each individual pupil from their Key Stage 1 SATs results. It is measured against this as either a positive or negative score with 0 being the progress made nationally by children with a similar Key Stage 1 starting point.

It is helpful to benchmark these figures against the government 'floor standard' which is the minimum standard for pupil progress that the government expects schools to meet. To reach the 'floor standard' 65% of pupils in each school had to reach the expected level in reading, writing and mathematics or schools needed to be making sufficient progress in each of these three subjects.

	2016 (cohort of 59)	2017 (cohort of 60)
Reading	-1.3	-3.22
Writing	-10.2	-6.93
Mathematics	-3.6	-6.11

In 2016 the progress score for reading and mathematics was above the floor standard set by the government which was minus 5. The progress score for writing was below the floor standard set by the government which was minus 7. In 2017 the progress score for reading and writing was above the floor standard set by the government which was minus 5 and minus 7 respectively. The progress score for mathematics was below the floor standard set by the government which was minus 5.