

How well are we doing at Woburn Lower School?

Our Learning Journey

**Introduction**

Welcome to this review of our teaching and learning at Woburn Lower School, looking at what has been happening here and our plans for the future.

I hope that you will find this helpful in celebrating with us what we are doing well and our constant commitment to improvement.

**Our School Vision**

Our school vision statement is ‘Aspire to inspire’.

We aim to inspire the children at Woburn Lower School to be happy, confident and proud of themselves, showing respect, tolerance and empathy towards others.

Through inspiring teaching and providing an exciting, broad and balanced Curriculum and a stimulating environment, we strive to develop positive attitudes to learning; encouraging children to embrace challenge and work towards the next steps in their learning.

We have high expectations of pupil achievement, helping each child to reach their potential wherever their interests and talents lead them.

We aim to build resilient learners who think logically and systematically. With wellbeing always at the centre of what we do, we provide a safe and nurturing environment.

**Our School Values**

Underpinning all of our teaching and learning are our school values. We thank parents for helping us to embed these values into everyday life both at home and school.

These are the values for this year:

|  |  |
| --- | --- |
| January | Aspire |
| February | Inspire |
| March | Friendship |
| April | Respect |
| May | Empathy |
| June | Tolerance |
| July | Hope |
| August | Independence |
| September | Positivity |
| October | Caring |
| November | Perseverance |
| December | Sharing |

These values closely link to our Personal, Social, Health and Economic Education curriculum and to our policy for the development of British Values. Children’s emotional and social needs are developed in class and through additional pastoral support.

**Outcomes and achievement**

The attainment of all children is closed tracked and monitored and this information is shared with School Governors on a termly basis. Reactive intervention and additional support is quickly given to children where necessary and our SENDco, Mrs Grant, supports and monitors the progress of children with specific special needs closely.

Formative assessment of children’s understanding and skills is continual and is used to directly inform next steps planning.

Summative assessment is compiled to be sent to the Local Authority at the end of the EYFS year, at the end of the Year 1 phonics tests, and in reading, writing and maths at the end of year 2 and year 4. These are then compared to local and national data.

The impact of the coronavirus pandemic has meant that no data has been collected by the LA for the academic year 2019-2020 and will not be collected for the year 2020-2021. This means that we are unable to compare our school progress with that of other schools, but we continue to track and monitor our children’s progress within the school.

**EYFS**

In the Owls classroom ongoing assessments are made of the children’s progress according to the new National Curriculum for Early Years and a formative assessment is made at the end of the year as to whether they have reached a ‘good level of development’. This is reached by the child achieving at least the expected level in the three prime areas of learning:

* personal, social and emotional development
* physical development
* communication and language

as well as achieving at least the expected level in the areas of learning defined as specific:

* Mathematics
* Literacy

The table below compares Woburn School results to National results for the last three years that we have been able to do so, showing percentages of children that achieved ‘GLD’:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic year ending 2017 | | | | | |
| Woburn | 92% | | National | | 71% |
| Academic year ending 2018 | | | | | |
| Woburn | 93% | National | | 72% | |
| Academic year ending 2019 | | | | | |
| Woburn | 91% | National | | No figures to compare to | |

In the academic year 2019-2020 schools were closed during the summer term due to the covid 19 pandemic. Prior to closure 91% of children were assessed as likely to reach GLD.

In the academic year 2020-2021 results showed that out of 10 children, 8 achieved GLD. 3 children achieved exceeding for literacy and for maths.

**Year 1 Phonics Screening**

In year 1, children take a national test to assess their understanding of phonics (letter/sound relationships) – a crucial element of reading and writing. This was able to go ahead in 2020 as it was carried out before school closure.

The table below shows Woburn Lower School results compared to National results. The children are judged to have passed the test if they are able to identify a certain number (which changes each year) of phonemes, digraphs and trigraphs. The percentages show the number of children who passed the test.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic year ending 2017 | | | | | |
| Woburn | 100% | | National | | 81% |
| Academic year ending 2018 | | | | | |
| Woburn | 100% | National | | 82% | |
| Academic year ending 2019 | | | | | |
| Woburn | 100% | National | | No figures to compare to | |

In 2020 100% of children passed the phonics test and we are very pleased to say that in 2021 100% of children passed the test.

A good knowledge and understanding of phonics directly contributes to the children’s reading skills, which aids the children’s progress in all areas of learning. Our results can be attributed to the hard work and skill of our class teachers and teaching assistants, the well organised system that we have at Woburn Lower School for intervention support, the fantastic help and support that we receive from parents and, of course, the hard work and perseverance of our children.

The National Curriculum uses ‘Assessment without levels’ for years 1 to 4. Children are assessed as working at the expected standard, which we call ‘AT’ or greater depth, which we call ‘GD’. AT+ means that the children will reach at least ‘AT’, with some reaching a level of GD.

Year 1 data is not shared with the LA, but the table below shows our own internal data for this year, looking at teacher assessments of where we think the children will be at the end of the year 2022.

|  |  |  |
| --- | --- | --- |
| Reading | Writing | Maths |
| 80% are currently expected to reach AT+ | 80% are currently expected to reach AT+ | 80% are currently expected to reach AT+ |

**Year 2**

This table shows the percentage of children assessed as AT and GD combined and compares with national results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reading | | | | | |
| Academic year ending 2017 | | | | | |
| Woburn | 92% | | National | | 76% |
| Academic year ending 2018 | | | | | |
| Woburn | 83% | National | | 75% | |
| Academic year ending 2019 | | | | | |
| Woburn | 91% | National | | No figures to compare to | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Writing | | | | | |
| Academic year ending 2017 | | | | | |
| Woburn | 92% | | National | | 68% |
| Academic year ending 2018 | | | | | |
| Woburn | 92% | National | | 70% | |
| Academic year ending 2019 | | | | | |
| Woburn | 91% | National | | No figures to compare to | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Maths | | | | | |
| Academic year ending 2017 | | | | | |
| Woburn | 83% | | National | | 75% |
| Academic year ending 2018 | | | | | |
| Woburn | 83% | National | | 76% | |
| Academic year ending 2019 | | | | | |
| Woburn | 91% | National | | No figures to compare to | |

The table below shows our own internal data for this year, looking at teacher assessments of where we think the children will be at the end of the year.

|  |  |  |
| --- | --- | --- |
| Reading | Writing | Maths |
| 85% are currently expected to reach AT+ | 77% are currently expected to reach AT+ | 70% are currently expected to reach AT+ |

**Year 3**

Year three data is not compared to national but the table below shows our own internal data for this year, with teacher assessments showing where we think the children will be at the end of the year.

|  |  |  |
| --- | --- | --- |
| Reading | Writing | Maths |
| 100% are currently expected to reach AT+ | 76% are currently expected to reach AT+ | 84% are currently expected to reach AT+ |

**Year 4**

The table below shows Woburn results compared to LA results for the last three years that we have been able to do so. The percentages show children reaching AT and GD combined.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reading | | | | | |
| Academic year ending 2017 | | | | | |
| Woburn | 82% | | LA | | Not available |
| Academic year ending 2018 | | | | | |
| Woburn | 91% | LA | | 82% | |
| Academic year ending 2019 | | | | | |
| Woburn | 88% | LA | | 82% | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Writing | | | | | |
| Academic year ending 2017 | | | | | |
| Woburn | N/A | | LA | | 72% |
| Academic year ending 2018 | | | | | |
| Woburn | 91% | LA | | 74% | |
| Academic year ending 2019 | | | | | |
| Woburn | 88% | LA | | 73% | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Maths | | | | | |
| Academic year ending 2017 | | | | | |
| Woburn | N/A | | LA | | 76% |
| Academic year ending 2018 | | | | | |
| Woburn | 82% | LA | | 79% | |
| Academic year ending 2019 | | | | | |
| Woburn | 88% | LA | | 78% | |

The table below shows our own internal data for this year, looking at teacher assessments of where we think the children will be at the end of the year.

|  |  |  |
| --- | --- | --- |
| Reading | Writing | Maths |
| 100% are currently expected to reach AT+ | 92% are currently expected to reach AT+ | 100% are currently expected to reach AT+ |

**Groups of learners**

Close analysis of data shows that there is no significant gap between genders.

Children classed as ‘disadvantaged’ and Service children receive funding through Pupil Premium funding for the school and their progress is closely monitored. Our action plan on the website shows how this has been spent and is reviewed and updated on a yearly basis. There is no significant gap between this group and ‘non-disadvantaged’ children.

There is no significant difference between children identified as EAL and those who are not.

**Moving forward …..**

**Social and emotional wellbeing**

Values Education is embedded in the school and weekly values awards are given to the children. Plans to invite parents to special values assemblies are currently on hold due to Covid restrictions. Relationships and Health education is embedded in our curriculum. Children needing additional support are looked after within the school, with additional support in this area being offered and referrals for outside specialist support are made whenever needed. All classes continue to give particular emphasis to emotional and social health and development.

**Academic progress**

Teachers, teaching assistants and parents and carers continue to work together as a team and staff would like to thank parents and carers for the amazing job that they do.

After the disruption of Covid 19, the school continues to give additional support to children’s learning where needed for all abilities, paid for through school funding and through the catch up fund provided by the Government. A full summary of how the catch up fund has been spent so far can be found on the website. This is updated three times a year.

Pupil progress in reading, writing and maths have been identified as priorities on our school development plan and action plans have been established. We have particularly valued suggestions made at our Parent Forum meeting, which were added to our English action plans and many have been carried out already.

We are, of course, hoping to exceed our current expectations for achievement: the children are working hard and could well exceed the levels set.

**How you can help**

I cannot emphasize enough the impact that you can have on your child’s education by spending time every day hearing your child read and reading to your child. There is, quite simply, a marked difference in the reading progress of children who are spending time reading at home and those who are not. As reading is an integral part of all subject areas this has a profound effect on overall achievement. As with all homework, the school cannot compensate for the missed learning opportunity if parents and carers do not engage with this. If there is anything that we can do to help you in this area please let us know.

We will continue to send home homework and projects for each class, linked to the children’s learning in school.

**A quick note about what else has been happening this year**

We are still looking forward to welcoming back parents fully to the school. We have been able to re-introduce parent volunteers to work with children and hear them read and to help in our library, which has been re-furbished – thank you for all your contributions! We are looking forward to welcoming some parents to the school to tell us all about the jobs that they do.

A playground action plan was established and new resources were purchased to enhance play. Playground buddies are established and lunch-time clubs contribute to more enjoyable playtimes. We continue to employ sports coaches to run ‘Active lunchtimes’ and the girls in Badgers and Squirrels have been enjoying Girls Active Sports sessions.

The children have been enjoying additional sports afternoons each term, run by our sports coaches and based on themes such as healthy eating and alternative sports. We will be continuing to run these enrichment afternoons. Badgers class have also been enjoying cluster sports, bikeability and young leaders training. All classes enjoyed additional dance sessions.

We have introduced a new maths scheme in Squirrels class and have purchased new reading books, maths resources and computer software to enhance learning.

Class Dojo continues to be a very popular and useful way for teachers to communicate with parents and show photos and work.

Last year we purchased a computer software package that enables us to manage all our data online and this is now well established in it’s use and enables myself and all teachers to closely record and monitor pupil progress at the ‘click of a button’ (or two!!).

We have held parent information sessions for English and we hope to hold them for maths later in the year. We found the Parent Forum meeting enjoyable and useful and will be holding another one this term.

Staff have been taking many training opportunities and also we have been holding in-house training sessions where we share our skills and knowledge with each other. Every staff member is trained in first aid, with some staff members having additional training in this area and all staff carry out safe-guarding training each year.

Mrs Grant and Mrs Bartlett have undertaken specialist training in speech and language development (ELKAN). Their learning has been cascaded throughout the school and we are now officially classed as a ‘Communication Champion school’.

The school council and Eco council have been holding meetings this year and organising events and fundraising for the school and for charity tt– thanks also to the Friends of Woburn for their event organising and fundraising.

We have welcomed an advisor from the Local Authority to look at how we teach phonics and reading, writing and history and we found both his praise and his advice for next steps forward very useful.

**Finally …**

Again – THANK YOU for all that you do to support the school in achieving our vision. We will continue to work closely with parents and carers throughout the year

Please do not hesitate to contact me if you have any questions based on any items included in this report.

Best wishes

Sharon Longmuir

January 2021