



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	Respect
April	Hope
May	Friendship
June	Empathy
July	Tolerance

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 closely 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 in each of the seven Early Learning Goals 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.

This year (2020-2021) our current assessment is that 90% (9) of children will reach GLD and that 30% (3) will reach an outstanding level.

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, 92% (11) children passed the test. One child, who is one of the children on our SEND register didn't quite make it, but will be re-taking the test this year and is expected to pass.

Our target for the present year 1 children is for 84% to pass the phonics test.

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’.

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.

Reading	Writing	Maths
83% are currently expected to reach AT with 25% of those children expected to reach GD	58% are currently expected to reach AT	83% are currently expected to reach AT with 17% of those children expected to reach GD

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
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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
73% are currently expected to reach AT, with 27% of those children reaching GD	72% are currently expected to reach AT, with 27% of those children reaching GD	73% are currently expected to reach AT, with 27% of those children reaching GD

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
91% are currently expected to reach AT, with 18% of those children reaching GD	46% are currently expected to reach AT	54% are currently expected to reach AT, with 18% of those children reaching GD

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
91% are currently expected to reach AT, with 27% of those children reaching GD	73% are currently expected to reach AT	82% are currently expected to reach AT, with 18% of those children reaching GD

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. Our action plan on the website shows how this has been spent and is reviewed and updated three times a year. 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

This year we have introduced a clear policy for values education and a reward system specifically for children displaying our values. We have also introduced a progress map for PSED education and we have incorporated Relationships and Health into our curriculum, in accord with Government requirements. We have developed a ‘well-being area’ in the hall, and we employ a pastoral support leader to work in this area with children who need additional support. All classes are particularly focusing on emotional health at the moment as we deal with the ongoing pandemic.

Academic progress

Teachers, parents and carers have worked tirelessly over the last year to support the children over the school lockdown periods when school was only open to children with an EHCP, critical workers and Pupil Premium children. Everyone has worked together as a team and staff would like to thank parents and carers for the amazing job that they have done.

With such a disruptive year, it is inevitable that some of our data would show 'dips' in children's progress in some year groups and in some subject areas. The school has acted promptly on this, setting up additional support for all abilities where needed, 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. Some of the money from this funding will be carried forward to next year to ensure extra TA support as children move to their new classes.

The area of most concern across the school is writing: this has been identified as a priority on our school development plan and we are currently putting together an action plan which we will share with you.

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 everyday 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 be sending home our usual homework, some individual homework for specific subjects and some general activities specifically for writing.

A quick note about what else has been happening this year

Overall, it has been a quiet year, often with less children and with no parents on the grounds. We look forward to welcoming you all back.

We are currently working on a project to enhance the playground – the equipment and benches have been painted and we are in the process of ordering new resources.

We have updated our IT equipment, purchasing chrome books for the children and also some new class cameras. We are currently looking at updating the adult-use technology.

Morning and after school clubs are now being run by TGF and are proving to be a great success.

The introduction of Class Dojo has been a very useful and popular way for teachers to communicate with parents and show photos and work. Originally set up because of restrictions for parents coming into school, we are expecting this to be a permanent feature in the future as well.

The introduction of Bug Club has enabled us to continue reading and phonics at home and school. Many children have enjoyed the competitive aspects of this system and teachers have reported an improvement in children's comprehension skills due to the questions at the end of the books. Of course, nothing can replace the pleasure of holding a real book in our hands and we will eventually be returning to these.

Last April I reduced my headteacher hours to three days a week and we are becoming a 'management team', which is a more sustainable way for a school to run and also ensures that we are not running into deficit figures on the budget.

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

April 2021