



# Sedlescombe Newsletter No. 16

## SEDLESCOMBE DATA UPDATE

The verified data for the end of Key Stage 2 results were issued at the end of last week and I am aware and understand that the way these results have been reported in the press has caused some concern. This newsletter aims to share and explain this data. There are things to celebrate in our results and clear areas for improvement which we are already working hard to address.

## SEDLESCOMBE RESULTS

At the end of Key Stage 2 children take national assessments which measure whether they are at the expected standard in reading, writing and mathematics. In 2015 a new curriculum was introduced which significantly increased the expectations on all children in maths and English. To achieve the expected standard in each of reading, writing and maths requires strong performance in all 3 areas. If one of area is below expected this will impact negatively not only on the results in that subject area but on overall performance when the results are combined.

The results for the past three years are outlined below:

Expected Standard (%)	2016	2017	2018
Reading	88	75	88
<i>Reading National</i>	66	72	75
Maths	84	92	58
<i>Maths National</i>	70	75	75
Writing	72	82	82
<i>Writing National</i>	74	76	78

## FLOOR STANDARD EXPLAINED

A total of 386 schools nationally were below the Floor Standard in 2018. These are schools where fewer than 65% of children achieved the expected standard in all 3 areas of reading, writing and maths. As the school's results were below this threshold in maths this affected the combined result putting the school below the floor standard.

In 2018, underperformance in maths of 58% pulled down the headline figure and the resultant lower progress, means that the 2018 outcomes fell below the 'floor standard'.

Expected Standard (%)	2016	2017	2018
Combined (reading, maths & writing)	68	61*	56
<i>Combined National</i>	53	61	64

\*Rounded up from 60.7 in 2017

In addition to the above, the floor standard includes any school which fell below at least one minimum threshold for value added in reading, writing or maths. The minimal threshold for value added are:

- - 5 reading (Sedlescombe -2.3 for reading)
- - 5 maths (Sedlescombe -6 for maths)
- - 5 writing (Sedlescombe -2.9 for writing)

The school fell below the floor standard because of a dip in maths. Attainment and progress in maths caused the school to fall below the Floor Standard. However attainment in reading and writing were strong and above national.

## WAYS FORWARD

Last year the school began to change the way it was teaching maths in line with research on best practice in maths teaching. We had identified that this was an area that needed further improvement before these results.

The school has begun to teach maths using the Maths Mastery approach. It focuses on ensuring that the children have strong number and arithmetic skills and take their learning deeper, mastering their understanding rather than accelerating through the curriculum. It also supports the children in developing their understanding through the use of practical resources and visual images before working on pure number problems (abstract learning). The children then take this learning deeper by applying their learning to solving problems.

Miss Hovenden has taken on the leadership of maths this year, and her enthusiasm and commitment to driving up standards is already having an impact on standards in maths across the school. I have asked Miss Hovenden to prepare a Maths Mastery Guide for parents which she will send out next term. She will also be trialling inviting parents into maths lessons to work alongside the children so that parents can see this approach in action and see the children's enthusiasm for learning in maths.

We have a new Maths Curriculum, White Rose, recommended by the DfE and have introduced new end of term assessments linked to this planning. All of the children have just completed these. These are being used to inform teachers' assessments and identify gaps in children's understanding that will be addressed in future teaching. This will help to improve both attainment and progress measures in maths.

At the beginning of next term the Senior Leadership Team will be having Pupil Progress Meetings with all teachers to identify any children who are not making good progress and the interventions needed to get children back on track.

As part of the Peer Review Research Project we are working with 3 local schools to support each other to make improvements in our schools. Our Peer Review took place at the beginning of this month and the 3 headteachers observed maths teaching in all classes and spoke to the children about their learning in maths. In their feedback they commented on the quality of maths teaching, the progress made in lessons and in children's books and were particularly impressed with how positively children talked about their maths learning and how they could show-off what they had learned in their Maths Journals each week.

It's important to note that whilst Maths is a priority, we are still monitoring standards in English to ensure that attainment and progress are strong. I will keep you up to date through the newsletter on progress in raising standards in maths.

If you have any questions please feel free to speak to me.