



Governors' Newsletter



Welcome to our Autumn 2014 newsletter.

Governor news

The current membership of our Governing Body is as follows:

Name	Type of Governor
Ian Butler	Local Authority – Chair of Governors
Matt Copley	Parent
Jon Haslam	Parent
Mark Dunkerley	Parent
Deb Hastie	Parent
John O'Callaghan	Parent
Peter Carr	Parent
Chris Rose	Community Governor
Charlie Heard	Community Governor
Alison Lee	Community Governor
Sarah Needham	Teacher
Jason Hunt	Teacher
Ian Yapp	Headteacher
Sue Borradaile	Clerk to Governors
Penny Elmy	Associate Governor
Alison Woodward	Associate Governor

A brief message from Ian Butler, Chair of Governors:

We are now well settled into another school year at Riverside. Last year was once again a hugely successful year in so many ways, with lots of fun in the curriculum and yet again very positive results reported throughout the school. We continue to be justifiably proud of what our school community has achieved together – great credit to Mr Yapp and the hard-working team of staff.

There is always a lot more to do though; we never rest on our laurels. 2014-2015 will be another busy and fruitful year, I am sure, as we strive for Riverside to be a truly outstanding place for our pupils! I thank you for your continued support.

Ian C Butler

Leave during term-time

Thank you to our parents for taking changes to leave of absence legislation so seriously. Our attendance rates continue to improve and now sit comfortably in the 'outstanding' bracket.

In simple terms, leave must only be requested in exceptional circumstances, usually situations of real crisis. The adage 'please don't ask as refusal may offend' is very true here! The school MUST follow the law. Unfortunately, during the last academic year the school had to start 12 Penalty Notice processes which is a real shame. This legislation is not going to change – wouldn't it be great if there were no fines this year at Riverside?

School results

EYFS

At the end of the 2013/14 school year, children in Reception were assessed as follows. It shows that *good progress was made*, with a *firm foundation for further success* as children move into Year 1:

Areas of learning		% expected or exceeding grade
Areas of learning	Communication and language	85
	Physical development	96
	Personal, social and emotional development	90
	Literacy	69
	Maths	80
	Understanding the world	94
	Expressive arts and design	96
	Overall	
	Prime learning goals	80
	Specific learning goals	71
	All learning goals	69

This demonstrates super progress, especially bearing in mind that when they started Reception 27% of these pupils were below age-related expectations in reading, 23% below in writing and 17% below in maths.

69% of our pupils showed a 'good level of development' compared to 60% nationally and 61% for North Yorkshire. Our average EYFS Profile score was 39.8 points compared to 32.8 nationally in 2013. Where individual children have not met expectations in certain areas, they will of course be followed carefully and given tailored support in Year 1 to ensure they make accelerated progress wherever possible. Where pupils met or exceeded expectations in Early Years, they are ready to make a flying start in Year 1!

Key Stages 1 and 2

The annual tests and teacher assessments for Key Stages 1 and 2, for 2014, showed that our children overall continue to make at least good progress and that they attain high standards in English and mathematics.

Key Stage 1

Subject	Working towards	Level 1	Level 2	Level 3	Total level 2+	Pupils absent
Reading	2%	11%	43%	44%	87%	0%
Writing	4%	13%	77%	7%	84%	0%
Maths	2%	5%	61%	31%	92%	0%

National expectation at the end of Year 2 is Level 2

The vast majority of pupils in last year's Year 2 attained at or above national expectations in all core areas. This is a great achievement, indicating some superb progress throughout Key Stage 1, since, when they started Reception, 16% were struggling to meet national

expectations in maths and more than 60% in reading and writing.

Compared to national data our Key Stage 1 results have been above or in line with national figures for reading, writing and maths for the last 6 years – significantly so in several areas. As you will see from the results above, however, we would have liked to see more pupils attaining Level 3 in their writing. Our Year 1 phonics test results have steadily improved through the systematic daily teaching regime. Our 'pass rate' was 44% in 2012, 56% in 2013 and 84% in 2014.

Key Stage 2

Subject	Level 3	Level 4	Level 5	Level 6	Total Level 4+	Pupils Absent
Reading	2%	43%	50%	0%	93%	0%
Writing	4%	59%	32%	0%	91%	0%
Grammar, Punctuation and Spelling	11%	16%	70%	0%	86%	0%
Maths	2%	36%	46%	11%	93%	2%

National expectation at the end of Year 6 is Level 4

We are again delighted by the success of our pupils in Year 6 last academic year. The results now show a fantastic five-year trend in attainment in ALL areas. 79% of our pupils made two full levels of progress from Year 2 to Year 6 in reading, 95% in writing and 91% in maths. An amazing 38% of Y6 pupils made three levels progress in maths between Year 2 and Year 6, even beating our own ambitious targets! Well done to all pupils, parents and staff involved throughout this group's time in school!

Again, the Key Stage 2 results compare very favourably with national data, with the percentage attaining Level 4 and above being significantly above national AGAIN! A huge success also in the second year of the grammar test with 70% of our pupils attaining Level 5.

There is still more to do, however, as we tend to have strong cohorts of pupils at Riverside and so would expect a large percentage to reach Level 5 across all three core areas.

What next?

There is lots more to do, however. In this academic year we will:

- Continue a whole school focus on writing and progress in writing.
- Continuing to develop lower ability writers throughout Key Stage 1 to push for more pupils scoring 2b+ in writing as they leave Year 2 in 2015.
- Ensuring those pupils who are between Level 4 and 5 in writing are moved into a more secure Level 5 at Year 6 in 2015; similarly, ensuring we raise the percentage of writers in Year 2 who reach Level 3.
- We would like to see more pupils who reach Level 2a at Key Stage 1 move to Level 5 at Key Stage 2, in all subjects, but especially writing.
- We would like to see every Year 2 Level 3 reader transfer this to Level 5 (or its new equivalent) at Year 6.
- Enhancing all areas of provision for the more able – continue to deliver real stretch and challenge and with it see more and more pupils make ABOVE expected progress.
- Involving pupils fully in scrutiny of their work, so that they know what they need to do next for continued success.

Life after levels and a new curriculum!

Parents will be more or less familiar with us using levels to describe attainment and progress. These are being phased out this year, with only Years 2 and 6 being assessed and recorded using levels. Working with the STAR Alliance schools, all 15 local primaries are developing the same shared tracking systems. More on this will follow later in the year.

This year we are also teaching the new curriculum that the government has introduced and so direct comparisons cannot be made. We will therefore concentrate on what your child has achieved and needs to do next rather than simplifying into level equivalence!

Recently discussed at Governors

Just a few of the agenda items from our most recent Full Governors meetings:

- What will make our school outstanding – shaping a vision
- School performance data
- School self-evaluation
- Working with local schools through the STAR Alliance
- The school budget
- Changes to SEN funding
- Our current School Development Plan
- Staffing policies
- Governor link work for the Autumn Term and preparation for the 2014-2017 development plan
- Reconstitution of our Governing Body – changes to membership, committee structures, getting all the skills in the right place to help drive Riverside School forward

And finally...!

We are a school striding towards an outstanding judgement.

We are not complacent and always welcome your thoughts, comments and ideas, which help us shape our school into a true COMMUNITY primary school.