



Governors' Newsletter



Welcome to our Autumn 2015 newsletter.

Governor news

The current membership of our Governing Body is as follows:

Name	Type of Governor
Ian Butler	Local Authority – Chair of Governors
Vacancy pending election	Parent Governor
Peter Carr	Parent Governor
Matt Copley	Co-opted Governor
Jon Haslam	Co-opted Governor
Chris Rose	Co-opted Governor
Charlie Heard	Co-opted Governor
Alison Lee	Co-opted Governor – vice-chair of Governors
Carolyn Walker	Co-opted Governor
Jo Brown-Bolton	Co-opted Governor
Sarah Needham	Staff Governor
Ian Yapp	Headteacher
Sue Borradaile	Clerk to Governors
John O'Callaghan	Associate Governor
Penny Elmy	Associate Governor
Alison Woodward	Associate Governor

A brief message from Ian Butler, Chair of Governors:

This academic year will very possibly see the school have another visit from Ofsted or HMI as it is nearly 3 years since our last visit. We are proud of what we have achieved in that time frame. It is expected that Riverside will receive a very short HMI visit under the new OFSTED framework, which would only be expanded into a full inspection should the team wish to look for further evidence.

There is always a lot to do to keep our school improving especially to adapt to children's needs and a national agenda and we never rest on our laurels!

2015-2016 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

School results

Early Years

At the end of the 2014/15 school year, children in Reception were assessed as follows:

Areas of learning		% expected or exceeding grade
Areas of learning	Communication and language	78
	Physical development	88
	Personal, social and emotional development	82
	Literacy	65
	Maths	78
	Understanding the world	81
	Expressive arts and design	76
Overall	Prime learning goals	73
	Specific learning goals	54
	All learning goals	56

58% of our pupils showed a 'good level of development' compared to 66% nationally. In most areas, the Reception outcomes (% attaining each of the above and % attaining overall 'good level of development') showed a decline from 2014 to 2015. However, it is important to note that this cohort of pupils have still demonstrated sound progress, bearing in mind their respective starting points, with 52% of this cohort being summer birthdays. When they started Reception, 50% of these pupils were below age-related expectations in reading, 44% below in writing and 19% below in maths.

Across Reception, 95% of pupils made expected (or better than expected) progress for reading, 90% for writing and 88% for maths.

Many pupils actually made even more progress – above expectations.

Where individual children have not met Early Years expectations in certain areas, they will of course be tracked carefully and given tailored support in Year 1 to ensure they catch up. 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 2015, showed the following outcomes:

Key Stage 1

Subject	Working towards	Level 1	Level 2	Level 3	Total level 2+	Pupils absent
Reading	0%	7%	61%	32%	93%	0%
Writing	0%	7%	79%	14%	93%	0%
Maths	0%	9%	77%	14%	91%	0%

National expectation at the end of Year 2 is Level 2

The vast majority of pupils in last year's Year 2 were therefore at or above national expectations in all core areas. This is a great achievement, indicating some superb progress throughout Early Years and Key Stage 1. When they started Reception, 16% were struggling to meet national expectations in maths and more than 30% in reading and writing. As you will see from the results above, however, we would have liked to see more pupils attaining Level 3 in their writing and in maths.

Phonics

Our Year 1 phonics test results have steadily improved between 2012 and 2014, but this year our Phonics Test pass rate was 41%, around the same as it had been in 2012. This is disappointing and work is already underway to ensure all of the right measures are in place to both raise the pass rate in 2016 and make sure those pupils moving into Year 2

who did not pass in 2015, will pass the re-test in Year 2. However, it is important to note that while a proportion of pupils did not pass the Phonics Test, 69% of Year 1 pupils were assessed as at Age Related Expectation for reading and 90% of Year 1 pupils made expected progress in reading last year. Phonics is only part of the school approach to teaching reading – not passing the Phonics Test does not mean children are unable to read!

Key Stage 2

Subject	Level 3 or below	Level 4	Level 5	Level 6	Total Level 4+	Pupils Absent
Reading	12%	41%	47%	0%	88%	0%
Writing	17%	57%	24%	2%	83%	0%
Grammar, Punctuation and Spelling	11%	16%	70%	0%	86%	0%
Maths	12%	59%	29%	0%	88%	0%
Percentage of pupils scoring level 4 or above in all of reading, writing and maths	80%					
Percentage of pupils improving by 2 or more levels	83% in Maths	90% in Reading	95% in Writing			

National expectation at the end of Year 6 is Level 4

Once again last academic year, our Year 6 cohort applied themselves well throughout the year and showed a superb, responsible attitude through the assessment period.

Pupil progress over the year and between Year 2 and Year 6 tests are vital measures and we are delighted that the percentage making two levels progress in reading increased from 79% in 2014 to 90% in 2015, with the percentage making more than expected progress in reading also increasing from 7% in 2014 to 28% this year.

Similarly in writing the percentage making expected progress was maintained at a very pleasing 95% in both 2014 and 2015, with more than expected progress rising from 13% in 2014 to 22% this year.

The school worked very hard as there was a predicted 'gap' in maths attainment for the Year 6 cohort. Progress in maths in Year 6 was good – above usual annual progress was made by many pupils during the year. However, when viewed across the Key Stage, only 83% of pupils made expected progress in maths (falling from 91% in 2014) and 17% made more than expected progress, compared to 32% last year.

What next?

There are several points of reflection and action in the 2015 performance data. In the 2015/16 academic year school will:

- Implement a whole-school focus on maths and progress in maths
- Review the approach to phonics tuition and especially preparation for the Phonics Test
- Ensure that pupils entering Year 1 have individual and challenging targets set and that these are tracked through both Years 1 and 2
- Prepare for and maximise attainment in the new 2016 Key Stage 1 and Key Stage 2 tests

- Continue to develop approaches to writing, which have been having positive impact over the past few years
- Challenge ALL pupils to make the best possible progress in their learning
- Enhance 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
- Involve pupils fully in scrutiny of their work, so that they know what they need to do next for continued success

Life after levels and the future of testing

Parents will no doubt be aware that 2015 was the final year for the established format of Year 2 and Year 6 tests and that new tests are being developed for 2016. This autumn Year 2 and Year 6 have joined other year groups in implementing the new National Curriculum and tracking progress using a system called Sheffield STAT (as do most of our local primary school partners in the STAR Alliance).

Later in the year, more information will be circulated on our approaches to pupil tracking and on the new tests themselves and their implications for your child.

We are receiving additional information about the tests on an almost daily basis and once digested will ensure a summary is shared with you.

Recently discussed at Governors

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

- Ensuring our curriculum adequately prepares our pupils for life in modern Britain
- School performance data
- School self-evaluation
- Working with local schools through the STAR Alliance
- The school budget
- Driving forward our current School Development Plan
- Staffing and Teaching and Learning policies
- Governor link work for the Autumn Term – visits to Early Years, to examine use of Pupil Premium, to see the curriculum in action
- Reconstitution of our Governing Body – streamlining the work of governance, evaluating our effectiveness and developing a Governance Action Plan

And finally....

We are a school working to further secure our GOOD judgement and also take steps towards becoming OUTSTANDING.

We always welcome your thoughts, comments and ideas, which help us shape our school into a true COMMUNITY primary school.

Please do give us your feedback, both directly to the school office, for families of new starters through our Induction Survey (which comes out each October) and also through the Ofsted ParentView website – which can be accessed via the school website.