

Self Evaluation RJS – Outcomes at RJS

“Pupils’ attainment has been high for a number of year. Many pupils are working beyond the levels expected for their age in each year group”

- Pupils start school at RJS with skills and knowledge above the national average.
- In 2017 tests at the end of Year 6 73% of pupils met the expected standard in reading, writing and mathematics, this is 12% above the national average and 6% above the local authority average. 20% of the cohort achieved the higher standard in reading, writing and mathematics, this is 11% above the national and 7% above the local authority. In the local borough Ravenscote achieves the highest scores for greater depth in all three subjects.
- Our attainment is significantly above the national average and this was the case in 2016 when the new STAs were introduced.
- Whilst the attainment picture is outstanding our progress picture is affected by the levels we as a school inherit. For the 2017 cohort we only had 1 child that was a low prior attainer out of 155 pupils. As a school we have a range of analysis which illustrated this is not an accurate reflection of our cohort, for example our 2017 inspection dashboard shows a 3 year trend for the % of pupils with SEN support – the trend shows that we are above the national average for % SEN support.
- In the autumn of 2017 Ofsted acknowledged that progress in junior schools was lower than primary schools and that judgements on progress in school should be based on current pupils starting points. From our pupils starting points our children make sustained and substantial progress.
- One of the challenges we face relates to pupils mathematics knowledge and their prior mathematics levels impact on our progress. Our mathematics progress in 2017 was -2.1 which statistically places us below the national average, however this is not an accurate reflection of the progress our pupils make. The inspection dashboard highlights mathematics in tow sections as an area to investigate. One area relates to middle prior attainers and the other SEN support prior attainers. Historically middle attainers progress has been challenging for us as a school, this is due to the starting points we inherit not being accurate. Recent discussions with local feeder schools have shown that the local area context is changing with regards to entry at reception level, from above average to average and in some cases below, however this has not been reflected in key stage 1 outcomes. Our internal baseline does illustrate this, supported by our SEN data.
- As a school we have highly effective tracking systems and we baseline the pupils when they arrive with us. Understanding our baseline is key to understanding the fact that pupils and groups make accelerated progress. At our last inspection HMI praised the level of detail with regards to checks and our baseline. The last inspection clearly proved the accuracy of our baseline. This is also supported by the quality of work in books and the fact that all classes books show pupils making outstanding progress overtime.
- Writing is a strength of the school and staff have been creative in developing pupils understanding of grammar and different forms of writing.
- RJS sets for mathematics and this enables us to target key resources and teach smaller groups, as a result pupil’s grow in confidence and are ready for their next stage of learning. Mathematics is also enriched with a themed mathematics week, when the ‘Mathamagician’ comes to RJS!
- Reading across the school is outstanding. All pupils follow the ‘Reading Around the World’ scheme which promotes a love of reading. This is enriched with visiting authors and character days. Pupils read widely and often and any pupils that require additional support take part in targeted interventions, for example ‘Read Write Inc’.
- As a school we have a relatively small number of disadvantaged pupils, they make up 3% of the school and this is well below the national average of 24%. In the 2017 tests we had only 6 disadvantaged pupils and we have case studies to show that their progress was good and improved from their

starting points. Our case studies show the effective use of the pupil premium and illustrate that disadvantaged pupils made outstanding progress with their social and emotional skills.

- Disabled pupils and those with special educational needs make the same good progress from their starting points as other pupils. There is some variability in the levels they attain, due to their particular learning needs. Our SEND provision is outstanding because we promote equality and inclusion for all.

Grade for Outcomes: **1 Outstanding**