



REDBOURN PRIMARY SCHOOL

Long Cutt, Redbourn, Herts. AL3 7EX

Headteacher: Miss E Fenn

Tel: 01582 792341

www.redbournprimary.co.uk

e-mail: admin@redbournprimary.co.uk

Thursday 11th July 2024

Dear Parent /Carer,

Redbourn Primary School End of Year Data

Attendance

As you are aware, we have been focusing on improving attendance, due to the impact it has on attainment and mental wellbeing. Since updating our attendance policy and stressing the importance of the story behind the numbers, we have seen the number of unauthorised absences falling and pupils' attendance steadily improving. Our pupils are now attending school more regularly than the National and Hertfordshire averages: this is a fantastic outcome for all of our pupils.

	2023-24	2022-23	2021-22
Attendance of 96% and above	65.3%	51.2%	39.7%
Attendance of 98% and above	35.3%	30.5%	24.4%
Attendance below 90% (considered nationally as persistent absentee)	11.3%	16.5%	30.4%

Assessment

We are so proud of all of the children at Redbourn Primary. They have worked hard and many have made good progress across the school. In some year groups, we have submitted official data from statutory assessments and we are pleased to share some of that with you today. It is important to remember that every child is different, every cohort is different and every child, regardless of their academic ability and if they took the assessment or not, is included in the figures. Each year group has different numbers of children, so each child represents a different percentage.

In **Reception**, 53% of children achieved a Good Level of Development. This means they reached the expected standard in all 17 Early Learning Goals. This is lower than last year's results and is below the Herts and national figures last year. However, it is reflective of the children and the cohort. The area that was not as strong this year was Personal, Social, Emotional Development (PSED). Many of the children have not developed their independence or understanding of their own emotions, COVID potentially being a contributing factor. Their English and maths areas were more secure, and Year 1 teachers will be focusing on developing children's PSED next year.

In **Year One**, 80% of children achieved the expected standard in the Phonics Screening Check. Children had to read 20 real words (such as "strike") and 20 nonsense words (such as "farn"). This is in line with Herts figure of 80% and last year's result. This strong result, following the introduction of our Monster Phonics scheme, is reflective of the secure foundations of sounds, rhyme and language built on from our nursery.

In **Year Four**, 38% of children achieved full marks in the Multiplication Tables Check compared with 33% of children nationally in 2023, with 81% achieving 16 or more out of 25. This shows children have a secure multiplication knowledge, which they can continue to build upon in Years 5 and 6.

In **Year Six**, the children sat 6 papers across reading, grammar, punctuation and spelling and mathematics in their statutory assessments at the end of Key Stage 2. This was all in test conditions. In science and writing, teachers used their knowledge of the Key Stage 2 curriculum to make assessments. The results are below, along with some comparative data for Hertfordshire and England. Children who could not access the test did not sit the papers but are counted in the figures.

End of Key Stage 2	Working at the Expected Standard and Above			Working at Greater Depth		
	School 2024	Herts 2024	National 2024	School 2024	Herts 2024	National 2024
(52 children in Year Six)						
Reading Test	81%	78%	74%	31%	34%	TBC
Grammar, Punctuation and Spelling Test	71%	75%	72%	31%	36%	TBC
Writing Teacher Assessment	40%	72%	72%	0%	15%	TBC
Maths Test	71%	75%	73%	23%	28%	TBC

So what does the Year Six data show us?

The end of Year Six data is something to celebrate. 81% of our children reached the Expected Standard or above in Reading, above schools locally in Hertfordshire and nationally. A whole school strategy of growing and improving reading during the last 3 years has allowed pupils to achieve to their fullest potential. A keen focus on reading skills, plus initiatives such as students sharing stories across year groups and our 'reading dog' have led to the improvement. Maths and Grammar, Punctuation and Spelling are in line with National data.

Writing continues to be our area of focus as a whole school, building the children's stamina for writing and securing skills and concepts to be applied consistently. We feel our new whole school English scheme, Literacy Tree, introduced last September will help us address this as it filters through the school.

Our Year Six writing teacher assessment was moderated externally by a representative from Herts for Learning. Literacy Tree, as it embeds through the school, will aid the children to be secure with consistent accurate punctuation, self-editing skills and ambitious well-chosen vocabulary required to be assessed as Working at Greater Depth.

What next?

We have high aspirations for all pupils and strive that they are exposed to an environment conducive to learning and raising standards. We are anticipating our next Ofsted inspection during next academic year, where we hope to be able to demonstrate the changes and progress we have made, especially to our curriculum, since our last inspection in October 2022.

Each year, Redbourn Primary School Senior Leaders, with input from Governors and School Effectiveness Advisors, scrutinise our schools' strengths and areas for development, along with our most recent performance data (above), to devise our new School Improvement Plan (SIP). The SIP drives school improvement and outlines the key priorities and in more detail the actions needed to achieve our targets. Attendance, Behaviour and Reading have been the focus for the 3 years on our SIP.

Our School Improvement Priorities are currently being devised for the year ahead with external support, based on the data we have shared in this letter and school self-evaluation.

CORE PRIORITIES FOR 2024-2025

What are we focused on?

1. Safeguarding

To ensure a robust Safeguarding culture within governance, senior leadership and all staff, developing leadership in pupils.

2. Attendance

To promote attendance above 96% for all pupils. With an ambition of 98% for the majority of pupils.

3. Quality of Education

To develop staff subject knowledge across the curriculum to identify gaps in pupils' knowledge, whilst mitigating barriers to learning, so that all children build on outcomes in all subjects/year groups, especially the most vulnerable.

4. Curriculum

- a) Make adaptations to the school's curriculum to ensure its implementation enables all pupils to make progress and achieve their full potential, within an inclusive environment.
- b) More children make at least good progress from their starting points in writing and the percentage of children meeting 'Age Related Expectations' for all year groups increases.

5. Governance

Governance to be effective through robust strategic and financial planning, succession planning and holding school leadership to account.

If you would like to stay up to date with our progress towards these areas for development, please come to our annual Parent Governor Forum. Our next Forum is at 7-8pm on Thursday 14th November 2024. All Senior Leaders are members of the Governing Board and will be present to receive any questions.

You can also give feedback three times a year via the Parent Focus Group (PFG). The information gathered is shared with all School Leaders and governors to help drive school improvement.

Yours faithfully



Miss Emma Fenn
Headteacher