



**Langdon
Primary
School**

Prospectus 2018 - 2019



***‘The pupils are a delight, being articulate, confident and hard working.’
Ofsted 2011***

***“The school is a welcoming community where pupils from different
backgrounds get on well together.”
Ofsted 2014***

***“Pupils achieve well. . . . This is because the quality of teaching, learning
and assessment is consistently good.”
Ofsted 2016***

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SCHOOL DETAILS

Address	Langdon Primary School East Langdon Dover Kent CT15 5JQ
Telephone	01304 852600
E-mail Address	lpaylorsutton@langdon.kent.sch.uk
Website	www.langdonprimaryschool.co.uk

AREA OFFICE DETAILS

Area Education Officer	David Adams East Kent Education Office Clover House John Wilson Business Park Thanet Way Whitstable, Kent CT5 3QZ
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TEACHING STAFF

Headteacher	Mrs Lynn Paylor Sutton
Class 1 (Years R)	Mrs Sara Seccatore
Class 2 (Years 1 & 2)	Mrs Emma Keem
Class 3 (Years 3 & 4)	Miss Jessica Langley
Class 4 (Years 5 & 6)	Mr Ryan Jones/Mrs Emma Newton

NON-TEACHING STAFF

Foundation Stage & Key Stage 1 (Years R, 1 & 2) Teaching Assistant	Mrs Andrea Trenchard Mrs Emily Harris (part time)
Key Stage 2 Teaching Assistants (Years 3, 4, 5 & 6)	Mrs Stella Britton Mrs Karen Capell Mrs Emily Harris (part time)
Office Manager	Mrs Jackie Capell
Site Manager / Caretaker / Cleaner	Mr Ray Turrell
Midday Supervisor	Mrs Tracey Dodd
School Meals Assistant	Ms Mandy Deegan
Breakfast Club Leader	Ms Mandy Deegan
Breakfast Club Assistant	Mrs Tracey Dodd
After School Club Playworkers	Mrs Andrea Trenchard Ms Becci Gough

SCHOOL GOVERNORS

Chair of Governors	Mrs Christine Hilson
Clerk to Governors	Mrs Jackie Capell
Acting Vice Chairman of Governors	
Parent Governors	Mrs Sam Worton Mrs Samantha Gard Mr Antony Brenton
Teacher Governor	Mrs Emma Keem
Local Authority Governors	Mrs Christine Hilson
Co-Opted Governors	Mrs Dorcas O'Dell Mrs Patricia Evans Vacancy
Headteacher	Mrs. Lynn Paylor Sutton



Making the clay titles for the tree mosaic by the front door

MISSION STATEMENT

Langdon Primary School promotes a positive atmosphere for learning in a caring, considerate community. Every learner is enabled to develop independence and confidence as well as the motivation to excel in future challenges and lifelong learning.

AIMS OF THE SCHOOL

We aim to provide a supportive and stimulating learning environment in which we encourage all members of the school and local community to be independent and motivated to learn.

We aim to make the environment of our school supportive so that we can develop the confidence to celebrate success and overcome difficulties. We believe it is important to develop respect and sensitivity towards the spiritual, moral, cultural, mental and physical needs of all our pupils.

We aim to create a stimulating and exciting environment within our school community. We aim to enhance teaching and learning through the use of lively displays and interesting resources in and out of school. Children will be encouraged to develop their skills in both academic and non-academic ways.

We wish to establish a friendly, supportive and professional working relationship between home and school, to allow productive discussions about children's progress, development and needs.

Overall we aim to develop each individual through the learning of new skills leading to greater achievements that all can benefit from, aiming to fulfil individual potential and celebrating this success with others.

BUILDINGS AND GROUNDS

Langdon Primary School is situated in a beautiful rural setting, with easy access to Dover and Deal. We serve the children from the local surrounding villages and towns.

BUILDINGS

TEACHING AREAS

The school has 5 teaching areas; this is usually Foundation Stage and Key Stage 1 in the 2 main classrooms and Key Stage 2 in two mobile classrooms and the hall.



The hall provides space for PE, assembly, lunch, drama and singing activities. It is also used for social events and out of hours learning.



GROUNDS

HARD AREAS

There is one playground. This space is used for outdoor PE, as well as drama and outdoors education.

FIELD

We have a large grass area which incorporates a football and cricket pitch.



OUTSIDE LEARNING AREAS

We have several areas which are used for outside learning. These include a Pond Area, Sensory and Science Garden and Vegetable patch and the Early Years Foundation Stage outdoor classroom.



ADMISSIONS

Langdon Primary School normally admits children in the September before their fifth birthday. All children start part-time, with a transition period of three weeks. After that period all children will move to full-time education. New parents and their children are invited to transition meetings and events the term before the child starts, to provide further information about the school and aid settling in. We encourage all prospective parents to make an appointment to visit the school. Appointments may be made by phoning the school.

Policy: An Admissions Policy, which explains the admission criteria in detail, is available from the school office or on our website.



THE SCHOOL DAY

Breakfast Club is available to all children, and is a great way to start the day. Children attending Breakfast Club should arrive at 8.00am. They are then given breakfast and engage to social activities until the playground is monitored from 8.30am.

Children should all arrive in school between 8.30am and 8.40am. School starts at 8.45 am and ends at 3 pm for Key Stage One and 3.05 pm for Key Stage Two. Lunch time is 12 noon to 1 pm each day.

Hot meals are available at a cost of £2.20 a day, cooked at a local school by Greenwich Services Catering staff. Alternatively children may bring a packed lunch. Please do not include sweets, hot drinks, fizzy drinks, cans or glass bottles. Lunch boxes should be clearly marked with the child's name.

Children may bring a healthy snack of fruit or vegetables to eat during morning playtime. No crisps, sweets or cake are allowed during this time. Children in Years R, 1 and 2 are provided with a piece of fresh fruit or vegetable each day as part of the Government 'School Fruit and Vegetable Scheme'.

SCHOOL UNIFORM

Children should wear uniform to school. Sweatshirts and T-shirts are available from the school office. The uniform is as follows:-

- A white polo-shirt.
- A dark green sweatshirt with the school logo printed upon it.
- Grey trousers, skirt or pinafore (grey shorts can be worn in the Summer Term only).
- A school cap (Summer only).
- Girls may wear green gingham dresses and green cardigan (Summer only).
- Black school shoes (not sandals or trainers). Children should not have shoes with any type of high or block heel.

Jeans must not be worn to school. Occasionally we hold 'non-uniform' days to raise money, when children may wear what they like, providing that it is comfortable and appropriate.

Please make sure all clothes are clearly named.

PE

Children will require the following:-

- A green round neck T-shirt bearing the school logo.
- Black PE shorts.
- Plimsolls should be worn for in-door PE.
- Trainers should be worn for outdoor PE lessons.
- A sweatshirt and/or tracksuit bottoms (winter only).

For some PE lessons, such as rugby, the children could well be playing on a wet or muddy field. A letter will be sent home to inform parents of this, and suggesting that shorts, t-shirts, sweat-shirts and trainers worn for these sessions should be easy to clean!

Please make sure all items are clearly labelled with your child's name and kept in a named bag.

JEWELLERY

Jewellery is not permitted to be worn in school except for stud earrings. If any other 'ear-wear' is worn into school, children will be asked to remove it. Stud earrings should not be worn during PE or swimming. Children will either be asked to remove them, or tape them up using safety tape. Parents should provide safety tape if they wish their children to wear ear-rings.

Policy: A School Uniform Policy is available from the school office or on our website.

THE FOUNDATION STAGE

The Reception children follow a broad curriculum based on the Early Learning Goals; this forms the final part of the Foundation Stage. The Early Learning Goals include:

- **Personal, Social and Emotional Development**

This area is about developing emotional well-being, for a child to know who they are, where they fit in and to feel good about themselves. It also includes developing respect for others, social competence and a positive attitude towards learning.

- **Communication and Language and Literacy**

This is the heart of young children's learning. The children are given opportunities to talk and communicate in a wide range of situations. They practise and extend their range of vocabulary and learn to listen carefully. Children also explore a wide range of words and texts in a rich variety of ways.

- **Mathematics**

Children are given opportunities to develop their understanding of number, measurement, pattern, shape and space by providing a wide range of activities which they can explore, enjoy, learn, practice and discuss.



- **Understanding the World**

This area allows children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts and to explore and find out about their environment, people and places that have significance in their lives.



- **Physical Development**

Children develop and practise their fine and gross motor skills through a wide range of activities. This helps to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

- **Expressive Arts and Design**

Children are given the opportunity to explore and share their thoughts, ideas and feelings through a variety of art, design technology, music, movement, dance and imaginative and role play activities.



Assessment in The Foundation Stage

Throughout the Foundation Stage, children are assessed through observation and the teacher's accumulating knowledge of the whole child. Parents play an important role in supporting this, through regular informal and formal discussions about their child with the class teacher. End of Foundation Stage summative assessments are shared with the parent at the end of the Foundation Stage.

THE CURRICULUM

From Year 1 (aged 5) the children follow the National Curriculum 2014. This has 3 core subjects - English, Maths and Science and 7/8 foundation subjects (depending upon Key Stage) – History, Design and Technology, Computing, Geography, Art and Design, Music, Physical Development and Languages (for Key Stage 2).

Policy: The Curriculum Policy is available from the school office or on our website.

ENGLISH

Langdon Primary School follows the National Curriculum for English in each class.

In Key Stage 1 (Year 1 & 2) our aim is for pupils to learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They are given opportunities to use language to explore their own experiences and imaginary worlds.

In Key Stage 2 (Year 3, 4, 5 & 6) our aim is for pupils to learn to change the way they speak and write to suit different situations, purposes and audiences. They are given the opportunity to read a range of texts and respond to their meaning. They explore the use of language in fiction and non-fiction texts.



MATHS

Langdon Primary School follows the National Curriculum for Mathematics in each class.

During Key Stage 1 (Year 1 & 2) pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to work with numbers to 100 and beyond, develop simple mental calculation skills and learn about shape and space through practical activities.

During Key Stage 2 (Year 3, 4, 5 & 6) we aim that the pupils should develop confidence in using the number system. They learn to look for suitable mental strategies to solve problems and how to discuss their calculations. Pupils explore features of shape and space and develop their measuring skills in a range of contexts.

SCIENCE

During Key Stage 1 pupils are given the opportunity to explore and ask questions about living things, materials and physical processes. They learn to develop and evaluate a fair test and record their findings in a variety of ways.

In Key Stage 2, pupils develop their knowledge gained in Key Stage 1. They study a wide range of living things including their personal health, the effect of science on the environment and carry out various investigations. Pupils learn to record their findings with increasing accuracy in the most appropriate format.



COMPUTING

Pupils learn to explore ICT (eg: computers, videos and TV) to support their work. They develop research skills, supported by the use of the internet, learning to question the plausibility and quality of the information and use it to present their work to suit its audience. They learn simple computing and programming using devices and computers at all stages.



HISTORY

Pupils are given the opportunity to learn about significant people, events and places from the recent and more distant past. They use different sources of information to help their investigations. They are taught to order people, events and places chronologically. They also learn that there are many different representations and interpretations of the past. We enhance learning with visits to local historical sites.

GEOGRAPHY

Pupils investigate a variety of people, places and environments and how it can affect them. Pupils carry out their study in and out of the classroom.



Our residential and outdoor adventure trips cover many subjects, including Geography.

DESIGN & TECHNOLOGY

Pupils learn to design and make various items individually or as part of a team. They learn to evaluate their own and other people's designs so that their own work is improved. Projects are often linked to other areas of the curriculum.



ART & DESIGN

Pupils are given the opportunity to develop their creativity and imagination through a wide range of activities. Skill and control is developed when using various materials, tools and techniques. Critical awareness of art and design from different times and cultures is also encouraged.



MUSIC

Pupils experience and respond to a wide range of music from different times and cultures. They learn to play a range of instruments with increasing confidence and skill so that they can contribute to a group or class performance. Individual music tuition is available in all year groups.

PE

Pupils take part in a wide range of physical activity including, dance, games, gymnastics, athletics, outdoor and adventurous activities. They also go swimming and learn water safety in Year 2 and throughout KS2. They learn to express their creativity and imagination in their movements. Pupils learn to compete individually or in a team and evaluate their own skills.

RE & COLLECTIVE ACTS OF WORSHIP

Under the Education Act 1996 schools must provide RE, although parents may choose to withdraw their children from these activities, after discussions with the Headteacher. Our teaching follows the KCC Agreed Syllabus which reflects our Christian traditions, whilst taking account of the importance of other world religions.

At Langdon Primary School we hold a daily act of Collective Worship for all classes. These assemblies are aimed at developing a sense of community and provide a time for reflection and the opportunity to celebrate achievements. The collective worship at Langdon focuses upon worshipping together through praise, singing, prayer, drama, quizzes, games and teachings from the Bible or other sacred texts.

Policy: A Collective Worship Policy is available from the school office or on our website.

SEX EDUCATION

This is taught as an integral part of our health education throughout the school. Teachers aim to answer questions frankly, at a level appropriate to a child's needs. A copy of the Sex Education Policy, approved by the Governors, is available on request from the School Office. Parents can choose to withdraw their children from all or part of the sex education by writing to the Headteacher.

Policy: A Sex Education Policy is available from the school office or on our website.

HOMEWORK

At Langdon we believe that good teaching is crucial to pupil's learning. However research has shown that homework *can* have a positive influence on children's learning and work habits for the future, and as such we encourage children to engage in a timetabled programme of homework.

We are keen to stress, however, that quality far outweighs quantity. The Langdon homework policy is based upon Government Guidelines.

Policy: A Homework Policy, which explains the homework guidance in more detail, is available from the school office or on our website.

SPECIAL EDUCATIONAL NEEDS

The staff monitor the progress of all children very carefully so that if a problem arises it can be dealt with quickly by developing individual programmes and extra support where necessary.

Parents are consulted and kept informed at all times.

We maintain contact with various support agencies that are able to advise us when necessary.

Lynn Paylor Sutton is the Special Educational Needs Co-ordinator (SENCo) and can be contacted if a concern arises.

Policy: Special Educational Needs and Accessibility Policies are available from the school office or on our website., as is our Disability Equality Scheme and current Action Plan.

GIFTED AND TALENTED CHILDREN

As with Special Educational Needs, children are monitored very carefully all year. Teachers will contact parents if they believe that a child should be placed on the Gifted and Talented Student register in one or more of the areas they are studying.

Gifted children are usually above the expected level for their age in the National Curriculum.

Gifted and Talented children are not solely recognised for academic achievement, and at Langdon we encourage all children to identify and celebrate their strengths in many different and varied ways.

If a child is placed on the register, they will be given the opportunity to attend meetings, competitions and take part in projects outside school, in order to develop their particular strengths. Teachers will also endeavour to provide further differentiated work in these areas to stretch and challenge these children at, and beyond, their own level.

It is important to stress that at school we do not see a child in all aspects of their life, and that parental input is essential in identifying these children and providing a challenging and stimulating education. Placing a child on the register is done in discussion between the class teacher, parent and Headteacher.

Policy: A Gifted & Talented Children Policy is available from the school office or on our website.

HEALTHY SCHOOLS

At Langdon we believe that our health affects every aspect of a person's life including how they feel physically, emotionally and mentally.

At Langdon we aim to educate the pupils fully by giving them useful information so that they can make confident, informed decisions about lifestyle choices. We also believe in praising pupils when possible so that they develop a positive self-esteem and feel valued as part of our community.

EXTRA-CURRICULAR ACTIVITIES

We offer a variety of extra-curricular activities, provided either by members of staff or by Police-Checked outside providers. Over the course of the year these include clubs such as:-

- Art Club
- Football Club
- Kwik Cricket
- Athletics Club
- Rugby Club
- Multi-skills
- Cookery
- Tennis
- Speed Stacking
- Dance



OUT-OF-HOURS LEARNING

We offer a variety of out-of-hours activities. These are for both children and parents at Langdon Primary School and for children and adults in the local community. At present these include:-

- Coffee Morning (Free. Mondays 8.30am – 9.00am in the Hall) – Coffee, Tea, Biscuits. Please stay to Achievement Assembly afterwards if you are able.
- Family Activity Sessions (Small charge to cover resources and coffee, tea and biscuits.) These run throughout the year - craft, cookery, sport and practical activities.

BREAKFAST CLUB

We have a thriving Breakfast Club that is open to all pupils from 8.00am-8.45am each school day. This club is run by Ms Mandy Deegan and Mrs Tracey Dodd who welcome the children into the club with a hearty and filling breakfast each morning. The children are able to choose from a range of foods including cereals, toast or bread products such as bagels or waffles, cheeses, hams and yoghurts. There is plenty of fresh fruit juice, milk or water to drink.

After breakfast the children have time to play indoors or outdoors before going to class at 8.45am.

There is a £3.00 per day charge for Breakfast Club which is payable in advance of sessions. Parents are asked to book a place at Breakfast Club for their child for the days they would like them to attend. At the current time we are only able to accommodate a maximum of sixteen children. Places are allocated according to the following admission criteria in this order:

- Siblings in attendance;
- Working or training commitments of parents;
- Children identified by the school as needed additional support;
- First come first served placement requests.

AFTER SCHOOL CLUB

We run an After School Club where children can be cared for within the school environment until collection by parents. The club runs from 3.00pm until 5.30pm. This club is managed by the Headteacher but day to day decisions will be taken by playworkers who will lead sessions and care for the children.

The aim of the club is to provide high quality child care based on learning through play. Children are encouraged to take part in a range of activities and relaxation and social play is highly valued.

Parents who wish their child to attend this club must complete the relevant admission forms and check availability beforehand. There is a charge of £8.00 per child per session which will be payable in advance of attending the sessions. For more information about this facility please speak to the school office staff.



ATTENDANCE

It is important to ensure that your child attends regularly and on time. This is a legal requirement as the school must make an annual return to the DfE. The Education Welfare Officer visits the school every term to check attendance, and will note excessive absence. This may result in a visit from the Education Welfare if they consider absence to be unreasonably high.

The process for absence is as follows:-

Phone the school immediately to tell them that your child/children will be absent from the school for that day. If it is going to be a longer absence notify the school at that point if possible.

If we do not receive a call by 9:15 we will implement a 'first-day call' to provide a reason for absence. **If we do not get an answer we may need to take more serious action to ensure that your child is safe and well.**

Please ensure your child is better before they return to school. Cough sweets are not allowed in school.

The DfE stipulate that **holidays should be taken out of the school term**. As such, all holiday requests in term time should be made to the Headteacher on an absence form available from the office. Leave of absence will only be granted in exceptional circumstances. Any child with an Attendance Rate of **below 96% WILL NOT** be granted leave of absence.

Leave on compassionate grounds should be discussed with the Headteacher.

Policy: An Attendance Policy is available from the school office or on our website.

DISCIPLINE & REWARDS

Our emphasis is to praise the good. There are class rules displayed in each class. If these rules are broken then the pupil or pupils will be dealt with by the class teacher. If inappropriate and distracting behaviour continues on a regular basis, records will be kept of the incidents and the Headteacher will be informed. Parents will be told if the unacceptable behaviour continues.

There are many rewards for appropriate behaviour – golden pennies, name in the Achievement Book, featuring on the Star Gallery, team points for example. Children are recognised for their attitude and behaviour in Friday Achievement Assemblies, which parents are welcome to attend.

Policy: Behaviour Policy is available from the school office or on our website.

COMPLAINTS PROCEDURE

The school's procedure for handling complaints is based on the Authority's model procedure.

Parental complaints or concerns should, in the first instance, be brought to the attention of the class teacher. (Where this is inappropriate, the issue can be brought to the attention of the Headteacher.)

If the complaint is not resolved by the class teacher then the parent will need to talk with the Headteacher.

If the complaint cannot be resolved by the Headteacher then the complaint should be submitted to the Clerk of the Governors who will acknowledge receipt of the complaint, arrange for it to be considered by the Governors, and inform the LA that the matter is being dealt with according to the school's complaints procedure.

Policy: The Complaints Procedure is available from the school office or on our website.

CHARGES FOR SCHOOL ACTIVITIES

We aim to provide pupils with extra activities to extend their education. These may include outings to historical sites, inviting a travelling theatre company or producing a model in science. We may ask for a voluntary contribution to help cover the cost of these activities when they take place. No child will be excluded if their parents do not contribute, although it is requested that parents discuss their needs with the Headteacher in order that support can be offered. In the event of insufficient voluntary contributions it is likely that the event will be cancelled.

The school runs several residential visits for pupils for which there is a charge. We believe in offering the opportunity for children to take risks in a safe and controlled way. This involves activities such as staying away overnight from home, adventure sports such as abseiling and climbing, water sports, team games and bush craft activities. Where parents feel that they are unable to meet the financial commitment of these visits they are strongly urged to talk to school staff since grants or bursaries to help with the cost may be available.



PARENTAL INVOLVEMENT

Parents, teachers and children work together on various activities throughout the year. Some parents and grandparents volunteer their services to help in the classroom or go on outings.

There are also three parents on the Governing body, as can be seen from the information at the front of this pack. Please speak to these parents, or write to them, if you would like an issue or suggestion to be followed up by the governing body. If it is a complaint, this should follow the official complaints procedure outlined above.



REPORTING TO PARENTS

We provide the following opportunities for parents to have a discussion about their child's progress each term.

Terms 1 and 2 (September to December)	Parents' Evening in September to discuss how well children have settled in to their classes. Learning and Progress Meeting for individual discussion about your child's progress in December.
Terms 3 and 4 (January to April)	Learning and Progress Meeting for individual discussion about your child's progress.
Terms 5 and 6 (May to July)	Open day/evening. Your child takes you around the school to show you what has been happening during the term. The teacher is available for discussion.

Written reports are sent out near the end of the Summer Term.

Parents are welcome to 'pop in' to see a teacher if a concern arises. However, this should only be done after school, as teachers' time in the mornings is valuable in

preparing their day's work. If you wish to see a member of staff in the morning, please arrange this through the School Office.

If you wish to speak to the Headteacher then it is preferable to make an appointment at the School Office.

. . . AND FINALLY

Finally on behalf of the children, staff and governors I would like to welcome you into our school and hope that your child will be very happy and enjoy their time at Langdon Primary School.

Best Wishes,

Lynn Paylor Sutton
Headteacher

APPENDICES

DATES OF SCHOOL HOLIDAYS

Academic Year 2018/2019

Term 1 2018-2019

Start: Monday 3 September 2018
Finish: Friday 19 October 2018

INSET DAYS Monday 3 September 2018
Tuesday 4 September 2018

Term 2 2018-2019

Start: Monday 29 October 2018
Finish: Wednesday 19 December 2018

Term 3 2018-2019

Start: Wednesday 3 January 2019
Finish: Friday 15 February 2019

Term 4 2018-2019

Start: Monday 25 February 2019
Finish: Friday 5 April 2019

2x INSET days to be determined



Term 5 2018-2019

Start: Tuesday 23 April 2019
Finish: Friday 24 May 2019

Term 6 2018-2019

Start: Monday 3 June 2019
Finish: Tuesday 22 July 2019

INSET DAY Monday 3 June 2019

Please note that pupils should not attend on INSET days as they are set aside for staff training. There is one further INSET day to be arranged for this academic year.

FOUNDATION STAGE, KS1 AND 2 ASSESSMENT RESULTS

- Percentages in brackets are the national levels for 2018 released by the DfE and Dept for National Statistics
 - Green background is where Langdon at least **meets** national levels
 - Blue background is where Langdon **exceeds** national levels
 - Care must be taken considering low class sizes

SOME LEARNERS WILL NOT ATTAIN THIS LEVEL DUE TO A RANGE OF FACTORS INCLUDING ADDITIONAL NEEDS, MOBILITY BETWEEN SCHOOLS AND EMOTIONAL OR SOCIAL FACTORS INFLUENCING THEIR RATE OF LEARNING.

FOUNDATION STAGE NATIONAL SUMMARY RESULTS

MOST LEARNERS ARE EXPECTED TO ATTAIN A 'GOOD LEVEL OF DEVELOPMENT' BY THE END OF THE FOUNDATION STAGE.

Year R EARLY YEARS FOUNDATION STAGE PROFILE 2017/8

Good Level of Development %	71 (71)
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KEY STAGE 1 NATIONAL SUMMARY RESULTS

MOST LEARNERS MEET THE PASS THRESHOLD OF 32/40 MARKS IN THIS ASSESSMENT OF PHONIC UNDERSTANDING.

Year 1 PHONICS CHECK 2017/8

Year 1 meeting pass threshold	80 (83)
Year 2 retakes meeting pass threshold	50 (92)

MOST LEARNERS ATTAIN THE NATIONAL EXPECTATION BY THE END OF KEY STAGE ONE.

End of Key Stage 1 SATS 2017/8

	Reading	Writing	Maths	R W Ma	GPS
Working at Expected Standard	70 (75)	70 (70)	70 (76)	70	70*
Working at Greater Depth at the Expected Standard	30 (26)	30 (16)	30 (22)	30	30*

* GPS assessments are non statutory assessments based on teacher assessment of pupil performance.

KEY STAGE 2 NATIONAL SUMMARY RESULTS

MOST LEARNERS ATTAIN THE NATIONAL EXPECTATION BY THE END OF KEY STAGE TWO.

End of Key Stage 2 SATS 2017/8 - Attainment

	Reading	Writing	Maths	R W Ma	GPS
Working at Expected Standard	88 (75)	88 (78)	88 (76)	81 (64)	81 (78)
Working at Greater Depth at the Expected Standard	50 (28)	31 (20)	50 (24)	25 (10)	56 (34)

IN READING, MATHEMATICS AND GRAMMAR, SPELLING AND PUNCTUATION (GPS) PUPIL'S INDIVIDUAL ASSESSMENT OUTCOMES WERE USED TO PRODUCE SCALED SCORES IN 2017. THE SCALED SCORE THRESHOLD FOR MEETING THE EXPECTED STANDARD IS 100. SCORES WERE THEN AGGREGATED TO PRODUCE A COHORT SCALED SCORE IN ORDER TO JUDGE SCHOOL EFFECTIVENESS AGAINST THE NATIONAL PICTURE.

End of Key Stage 2 SATS 2017/8 – Scaled Scores

Mathematics	109 (104)
Reading	108 (105)
GPS	109 (106)

PROGRESS INDICATES HOW WELL LEARNERS HAVE PROGRESSED FROM THE BEGINNING OF KEY STAGE TWO TO THE END OF KEY STAGE TWO AND IS A CRUCIAL AND IMPORTANT INDICATOR OF HOW MUCH VALUE THE SCHOOL ADDS TO THEIR PUPIL'S LEARNING DURING THE PERIOD OF THEIR ENROLMENT. AVERAGE PROGRESS EQUATES TO ZERO; THEREFORE, SIMPLISTICALLY, A POSITIVE FIGURE INDICATES THAT THE COHORT PERFORMED BETTER THAN THE NATIONAL AVERAGE AND A NEGATIVE FIGURE INDICATES THAT THEY PERFORMED LESS WELL.

End of Key Stage 2 SATS 2017/8 - Progress

	Reading	Writing	Maths
DfE Progress Measure	3.3	2.5	5.2

KENT AND DOVER GRAMMAR SCHOOLS TEST SUMMARY RESULTS

PARENTS OF CHILDREN WHO WISH THEM TO BE CONSIDERED FOR GRAMMAR SCHOOL ENTER THEIR CHILD FOR THE KENT TEST AND/OR THE DOVER GRAMMAR SCHOOLS TEST. CHILDREN WHO REACH THE THRESHOLD FOR ENTRY TO THE GRAMMAR SCHOOLS ARE THEN ABLE TO APPLY FOR A PLACE FOR YEAR 7 ENTRY.

Grammar School Entry

Number and percentage of learners meeting the grammar school threshold/securing grammar school place 2015	10/15 67%
Number and percentage of learners meeting the grammar school threshold/securing grammar school place 2016	7/12 58%
Number and percentage of learners meeting the grammar school threshold/securing grammar school place 2017	3/4 75%
Number and percentage of learners meeting the grammar school threshold/securing grammar school place 2017	12/16 75%

