



2016 Key Stage 2 results:

Reading: 86% at Expected Standard (Cluster 75%, Norfolk 63%, National 66%).
32% at Higher Standard (Cluster 29%, Norfolk 18%, National 19%).
Progress = 0.8, Average scaled score = 106.1.

Maths: 91% at Expected Standard (Cluster 68%, Norfolk 62%, National 70%).
9% at Higher Standard (Cluster 16%, Norfolk 11%, National 17%).
Progress = -1.19, Average scaled score = 104.

Writing: 91% at Expected Standard (Cluster 79%, Norfolk 76%, National 74%).
64% at Greater Depth (Cluster 30%, Norfolk 17%, National 15%).
Progress = 4.79.

Grammar, Punctuation and Spelling:

91% at Expected Standard (Cluster 75%, Norfolk 66%, National 72%).
14% at Higher Standard (Cluster 21%, Norfolk 17%, National 23%).
Average scaled score = 105.

Reading, writing and mathematics combined:

86% at Expected Standard (Cluster 62%, Norfolk 49%, National 53%)
9% at Higher Standard (Cluster 10%, Norfolk 4%, National 5%).

Average Progress:

Reading 0.84 (Cluster 0.31, Norfolk – 0.5, National 0)

Writing 4.79 (Cluster 1.32, Norfolk 0.6, National 0)

Mathematics – 1.19 (Cluster – 1.72, Norfolk – 1.6, National 0)

Average scaled score:

Reading 106.1 (National 102.6)

Mathematics 104.0 (National 103.0)

What has made this year successful?

Good / outstanding lessons throughout the school have ensured children have a positive work ethic and are prepared for the challenges of the Year 6 curriculum.

An experienced, dedicated and driven Year 6 team, with high expectations and a determination to help Year 6 achieve their best.

Support and high expectations from parents / families.

After School lessons.

A creative curriculum. Rewards. Leadership opportunities.

Awesome children who have been determined to do their best!

We were delighted to receive the following letter from Tim Coulson, Regional School Commissioner for the Department for Education September 2016:

“Dear Mrs Mead,

I was very pleased to see the school’s provisional Key Stage 2 results for this summer. Everyone is aware of the higher demands of the tests than in previous years and it was very impressive how well and quickly your staff have adapted and taught children to the standards required.

These results come about through back-breaking work.

Congratulations to you and your colleagues for doing so well.

Very best wishes for the coming year.

Yours sincerely,

Tim Coulson”

What has been challenging this year?

There have been significant changes to the mathematics’ curriculum during KS2 for this cohort of children. Our Calculation Policy was to use non-formal methods for calculations until upper KS2, supporting understanding and mathematical confidence. New testing arrangements in May 2016 relied on quick use of formal methods to complete calculations in the time given.

The Higher Standard curriculum for Grammar, Punctuation and Spelling was extremely challenging and would require numerous additional lessons to complete with more able children.

School Improvement and Development Priorities based on these results:

Calculation Policy reviewed to include earlier adoption of formal methods for calculations, once understanding is secure.

Regular use of National Test questions in lesson plenaries throughout the school, particularly high level questions.

A focus on high ability children for Year 6 After School mathematics.

Early use of Year 6 Study Books at home, to reinforce vocabulary for mathematics and support grammar, punctuation and spelling curriculum.

2016 Key Stage 1 results:

Reading: 84% at Expected Standard (Cluster 81%, Norfolk 75%, National 74%).
68% at Greater Depth (Cluster 39%, Norfolk, 28%, National 24%).

Maths: 90% at Expected Standard (Cluster 79%, Norfolk 74%, National 73%).
47% at Greater Depth (Cluster 26%, Norfolk 21%, National 18%).

Writing: 84% at Expected Standard (Cluster 76%, Norfolk 70%, National 66%).
47% at Greater Depth (Cluster 22%, Norfolk 16%, National 13%).

What has made this year successful?

A continued commitment to developing a love of reading and writing.

Regular opportunities for families to choose books together in the school library.

High quality, stimulating and fun maths games to play in school and borrow for home.

Weekly news writing sessions.

An experienced, dedicated and driven Year 2 team, with high expectations and a determination to help Year 2 achieve their best.

What has been challenging this year?

We have worked tirelessly to continue to provide a broad and balanced curriculum for our Year 2 pupils, despite the demands of the new curriculum. Children have enjoyed themed curriculum weeks to promote a continued love of learning.

We have liaised closely with parents of SEND children to ensure they understand the progress being made by their children and realise that not making the "Expected Standard" does not mean failure.

School Improvement and Development Priorities based on these results:

We will continue with exciting and stimulating learning opportunities for Key Stage 1 children, particularly regular Outdoor Learning sessions, story-making, drama, music and dance – this is key to our creative curriculum and shows in our outstanding results.

2016 Year 1 Phonics results:

82% of Year 1 children passed the Year 1 Phonics test in 2016.
(45% 2013, 64% 2014, 84% 2015).

What has made this year so successful?

Significant funds have been spent on additional high quality phonics resources and games.

Teaching assistants have had significant professional development in teaching phonics and there are regular opportunities for staff to share good practice and expertise.

An experienced SEND teacher and a Higher Level Teaching Assistant have been timetabled to teach additional small group phonics sessions to Year 1 children.

A Phonics Resource Lending Library has been established to enable parents to play phonics games with their children at home.

Team teaching projects have been developed between Year 2 and Year 3 teachers to ensure phonics support and development continues into Key Stage 2.

We continue to believe that fostering a love of reading is the most vital part of a child's education. We have taken significant action to improve phonics at Colby School, by further developing staff expertise, strengthening parent partnership and providing children with high quality, fun resources.

School Improvement and Development Priorities based on these results:

Rigorously planned and delivered phonics sessions for Year 1 children, starting in September 2016.

Use of the LEXIA Reading Programme from September 2016.

2016 EYFS results:

78% of children were working at a good level of development, a significant increase from previous years.
(70% 2014, 52% 2015)

Cluster 74%, Norfolk 69% and National 69%.