



Our Vision

At Haselworth Primary School, the children are at the heart of everything we do. We are a happy, caring and inclusive school where each child's individuality is recognised and valued. All children are encouraged to be independent thinkers, to develop self-belief and resilience. Through a high-quality education, which broadens the children's horizons, they will learn to flourish in a constantly changing world.



EYFS – Good Level of Development

EYFS	All	Disadvantaged	Non Disadvantaged	SEND	Non SEND	Girls	Boys
	47.1	50	46.2	0	50	54.5	33.3

- Under the new framework, this data is not to be used in comparison to previous years or for data/target setting.
- The key issues for this cohort were language and communication, personal, social and emotional as well as Literacy which is reflective of the needs on entry.
- The cohort on arrival was significantly behind in all aspects of development in all early learning goals.
- 35% of the children were on the SEND (Special Educational Needs and Disabilities) register and 5% were subject to an EHCP (Education Health Care Plan). That is a total of 40% of the cohort.
- 10% of the cohort had significant and complex SEND needs that have since moved on and were not reflected in the data.
- 18% of the children were EAL (English as an additional language) and were not yet proficient in English. These children were part of the NELI (Nuffield Early Language Intervention) project.
- 1 child moved into the cohort from another school late in the academic year.
- Although the number of children meeting a (GLD) Good Level of Development is below National and the Local Authority, the average number of learning goals at expected is above National and in line with the Local Authority.
- 24% of this cohort were disadvantaged.
- This was a female heavy cohort- 65% were female and 35% were male.

Phonics -Attainment

	All	Disadvantaged	Non Disadvantaged	SEND	Non SEND	Girls	Boys
Year 1	53	37.5	63.6	50	52.9	50	54.5
Year 2 retake (11 children)	18	22	0	25	14.3	20	16.7
Year 2 2023	55	55	55	25	63	55	55

Year 1 Phonics Data Summer 23

- 21% of the children were on the SEND register and one child has an EHCP.
- 32% of the children were summer born.
- 16% of the children's attendance was below expected.
- 11% of the children were EAL.

Year 2 Phonics Data Summer 22 and Summer 23

- Cumulative data = 55% (9 passed in 2022 and 2 passed in 2023)
- 82% of the children made significant progress of which 2 passed the screening check.
- 18% did not pass due to speech and language needs, 5% were not entered due to being assessed the Engagement Model and another 5% were school refusers.
- 45% children are on the SEND register and a further 10% of the children were being monitored for this category.
- 5% had an EHCP

Action Point/s:

- The quality of teaching and learning and the systematic synthetic phonics scheme has been analysed and a new scheme has been purchased which better suits the needs of the staffing capacity and the pupils. Children will now be moved into smaller single year group classes from Year 3 to Year 6.



KS1 - Attainment

EXS	All School	LA	National	Disadvantaged	Non Disadvantaged	Girls	Boys	SEND	Not SEND
Reading	15.8	72.7	68.3	15.4	16.7	11.1	20	0	20
Writing	21.1	64.4	60.1	15.4	33.3	11.1	30	0	26.7
Maths	21.1	73.2	70.4	23.1	16.7	11.1	30	0	26.7
RWM	5.3	60.6	56	8	0	0	20	0	7

GDS	All School	LA	National	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEND	Not SEND
Reading	0	23.6	18.8	0	0	0	0	0	0
Writing	0	9.7	8.2	0	0	0	0	0	0
Maths	0	18.6	16.3	0	0	0	0	0	0
RWM	0	7.8	6.2	0	0	0	0	0	0

- 47% of the pupils were on the SEND register. Of the 19 children in the cohort, one child has been awarded an EHCP, another EHCP is in process, two other children will commence the EHCP process during the 2023-2024 academic year and a further 2 children were being monitored for possible SEND needs.
- 68% of the pupils were disadvantaged and Pupil Premium funding will be used for extra tuition time with an experienced member of staff.
- 32% pupils were summer born
- One child was being assessed on the Engagement Model.

Action/s Point

- Children will now be moved into single year group classes from Year 3 to Year 6.
- Narratives were created for each child, barriers identified, planning amended and a focus cohort for pupil progress, precision teaching and interventions.
- Increased level of support in each class.

KS2 – SATS and Writing Teacher Assessment (Attainment)

EXS	All School	LA	National	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEND	Not SEND
Reading	80	74.4	72.5	71.4	84.6	88.9	72.7	80	80
Writing	50	72.6	71.5	28.6	61.5	66.7	36.4	20	60
Maths	55	73.5	73.3	42.9	61.5	44.4	63.6	60	53.3
RWM	40	60.6	59.9	28.6	46.2	44.4	36.4	20	46.7

GDS	All School	LA	National	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEND	Not SEND
Reading	20	30.8	28.9	0	30.8	0	36.4	40	0
Writing	5	14.5	13.4	14.3	0	11.1	0	0	6.7
Maths	5	22.7	24.1	0	7.7	0	9.1	0	6.7
RWM	0	8.7	8.1	28.6	46.2	0	0	0	0



KS2 Progress

	All School	LA	NAT	Dis School	Non Dis School	Dis LA	Non Dis LA	Dis NAT	Not Dis NAT	Girls	Boys	Girls LA	Boys LA	Girls NAT	Boys NAT	SEND School	Not SEND School	SEND LA	Not SEND LA	SEND NAT	Not SEND NAT
R	-2.59	-0.57	0.04	-3.17	-2.27	-2.02	-0.16	-0.85	0.39	-5.28	-0.38	-0.28	-0.83	0.29	-0.21	4.28	-4.88	-2.53	-0.11	-1.43	0.41
W	-5.08	-0.58	0.05	-5.82	-4.68	-1.80	-0.23	-0.66	0.32	-2.97	-6.81	0.35	-1.46	0.87	-0.75	-7.80	-4.17	-3.62	0.14	-2.17	0.62
M	-4.08	-0.96	0.04	-2.05	-5.01	-2.45	-0.55	-1.02	0.45	-5.47	-2.82	-1.78	-0.19	-0.78	0.82	-0.26	-5.09	-2.78	-0.53	-1.58	0.45

- The reading data shows a significant upward trend and is higher than both the 2018 and 2019 (50%) and the 2022 (65%) result. The data was above National and above Hampshire. It should be noted that each child is worth 5%.
- One child was not entered for Maths and another child was not entered for Grammar, Punctuation and Spelling or Reading.
- Those achieving greater depth for reading has doubled to 20% which is below National and Local Authority outcomes.
- The writing data showed that 50% met the standard and one child (5%) was awarded greater depth. The data is as expected for this cohort.
- We were moderated last year and the Local Authority agreed all of our judgements. No concerns were raised over our moderation. The feedback demonstrated that the teaching team clearly knew the standards.
- The maths data showed that 55% had met the expected standard. This was in line with previous years.
- 5% of children (1 child) secured greater depth.

The Read, Write and Maths combined data (40%) has improved on both the 2018 and 2019 (25%) result as well as the 22/23 (36.8%) result. Each child is worth 5%



School Development Priorities 23-24

Priority 1: Refine and strengthen teaching and learning, through a focus on research and development of expertise, leading to better R/W/M outcomes for all groups of children.

Priority 2: To improve the provision for all groups of learners including SEND/PP/Disadvantaged. Teacher proactively plan how to best meet the needs of all learners and use assessment to adapt practice where needed.

Priority 3 To develop curriculum leadership across the school, with a particular emphasis on the impact of subject leaders.

Priority 4: Define and embed the school's pedagogical approaches to ensure that there is consistency in teaching and learning.

Priority 5: Support the development of 'outstanding' behaviour and attitudes by understanding and addressing barriers, strengthening practice and refining approaches (inc. for children with additional or complex needs).

