

# Primary Leadership Breakfast briefing

5<sup>th</sup> December 2018

Jon Abbey – Managing Director

Rhian Swain – Senior Primary Advisor

**BBC**

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## Teach children how to avoid dog bites, say MPs

Some charities want dog safety to be on the national curriculum |



## **Hinds wants pupils to climb trees and try yoga**

Education secretary to publish 'bucket list' of extracurricular goals  
to build pupils' resilience

## Font of all knowledge? Researchers develop typeface they say can boost memory

Australian researchers say they have developed a new tool that could help students cramming for exams – a font that helps the reader remember information.

Melbourne-based RMIT University's behavioural business lab and design school teamed up to create "Sans Forgetica", which they say uses psychological and design theories to aid memory retention.

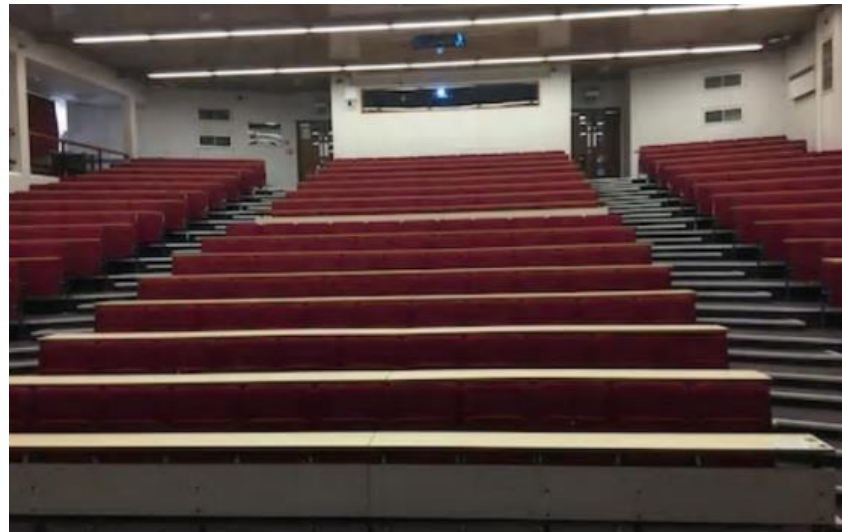
About 400 university students have been involved in a study that found a small increase in the amount participants remembered – 57% of text written in Sans Forgetica compared with 50% in a plain Arial.

Typography lecturer Stephen Banham said the font had an unusual seven-degree back slant to the left and gaps in each letter.

"The mind will naturally seek to complete those shapes and so by doing that it slows the reading and triggers memory," Banham told the Guardian.

**The Telegraph**

## **University lecturer confronted with empty hall after none of her 400 students turns up**



The academic took a photograph of the empty lecture theatre and emailed it to all English undergraduate students

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To run the National Centre for Computing Education, we're looking for people to fill a number of job roles across software development, educational content creation and programme management:

Roles in [Digital Product Development, Computing Education and Programme Management](#) at Raspberry Pi Foundation

Roles in [Programme and Project Management, Educational Content Development and Support Functions](#) at STEM Learning Limited

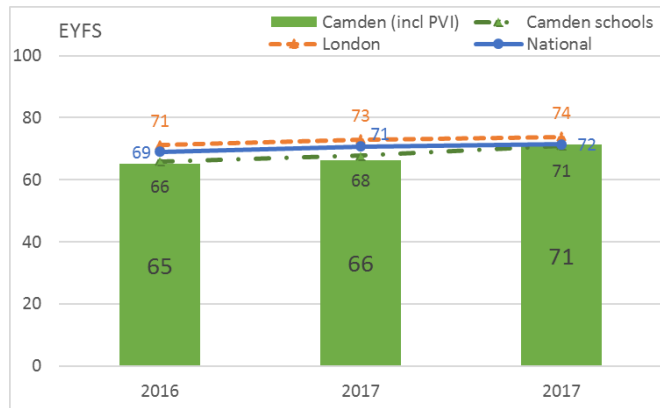
Roles in [Community Management, Community Outreach and Project Administration](#) at BCS, The Chartered Institute for IT

We're also looking for schools and industry partners to help us deliver the aims of the centre. If you'd like to find out more about becoming a partner, contact us at [info@teachcomputing.org](mailto:info@teachcomputing.org).

# 2018 EYFS Outcomes

[SFR](#) [Statistical First Release] published 18-Oct-18

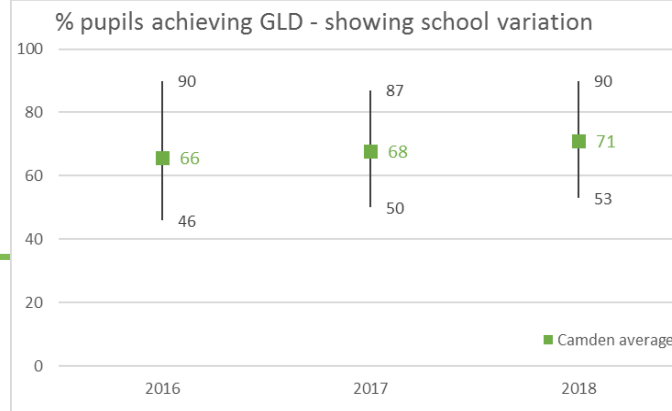
## Early Years – A&S report summary



In 2018, 71% of pupils achieved a 'good' level of development in Camden settings (including schools and PVI). This is a big improvement on previous years, and is now much closer to the national average (72%) and London averages (74%).

Results for Camden schools only also improved, with 71% of pupils achieving a 'good' level of development.

'Writing' remains the weakest outcome area across Camden, as in 2017 (and this is the same as national results).

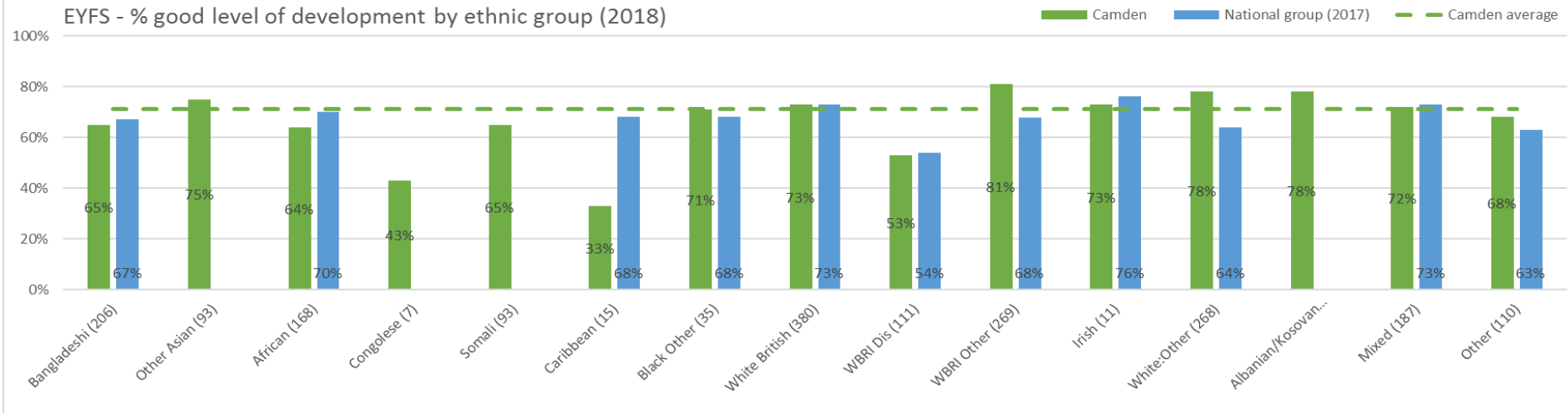


92% of pupils in Camden schools for EYFS in 2018 had nursery experience .

Across Camden schools, % GLD ranges from 53% to 90% in 2018, which suggests there are wide variations in the learning and development of children on entry to Camden primary schools. However, this variation has narrowed over the last three years.

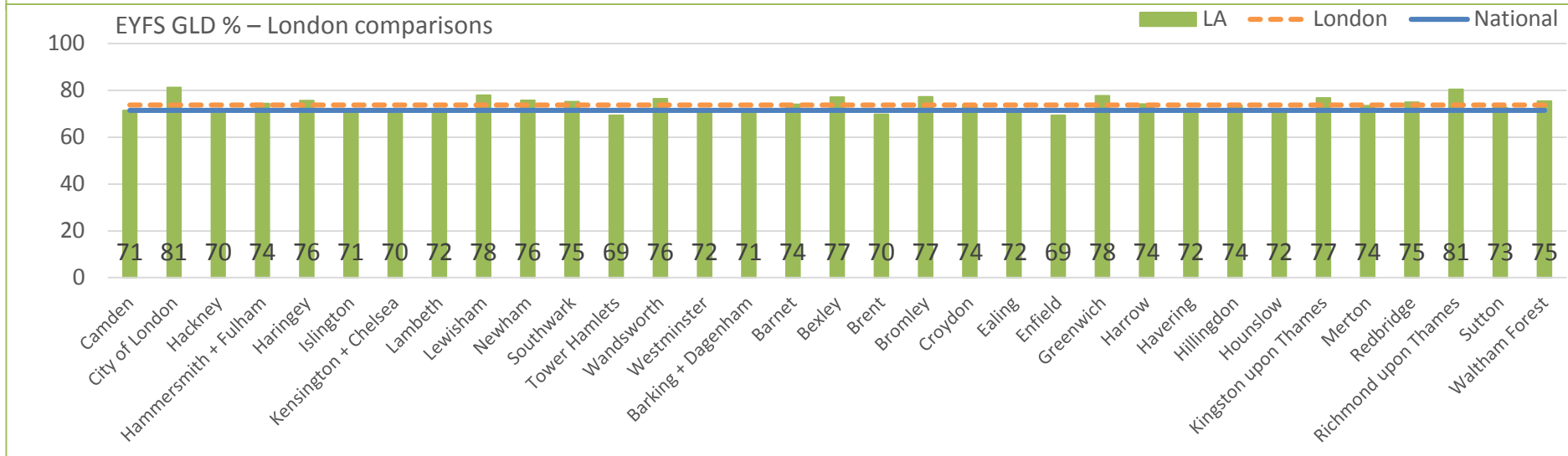
# Comparative performance of other groups at each key stage

**Early Years** – The largest ethnic group at EYFS was White British (380 pupils) and 73% of this group achieved a GLD (above the Camden school average of 71%). Most groups underachieved relative to national averages for their group. Key large and underachieving groups are Bangladeshi, Somali and White British Disadvantaged. Also of note are Caribbean pupils (though there were only 15 pupils – results were 33% and is the lowest achieving group in Camden in 2018).

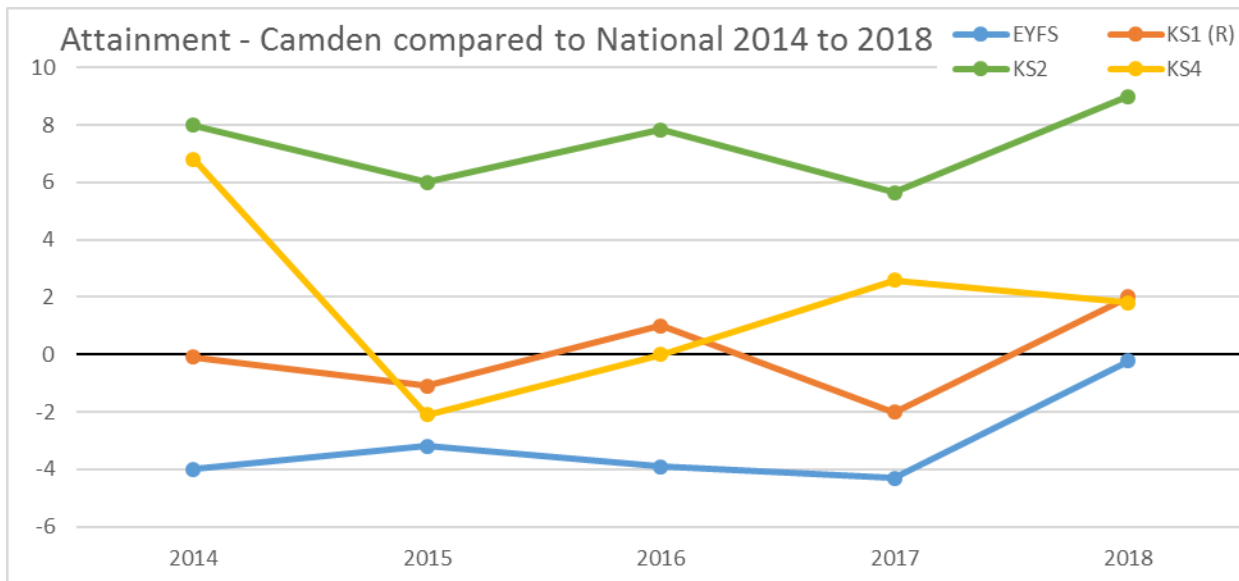


# London comparisons at each key stage – Early Years and KS1

**EYFS** – Improvements in EYFS in Camden in 2018 have seen our rank increase to 10<sup>th</sup> (out of 15 LAs) in inner London and 26<sup>th</sup> (out of 33 LAs) across all London (from lowest in 2017) for % of pupils achieving a good level of development across London local authorities.



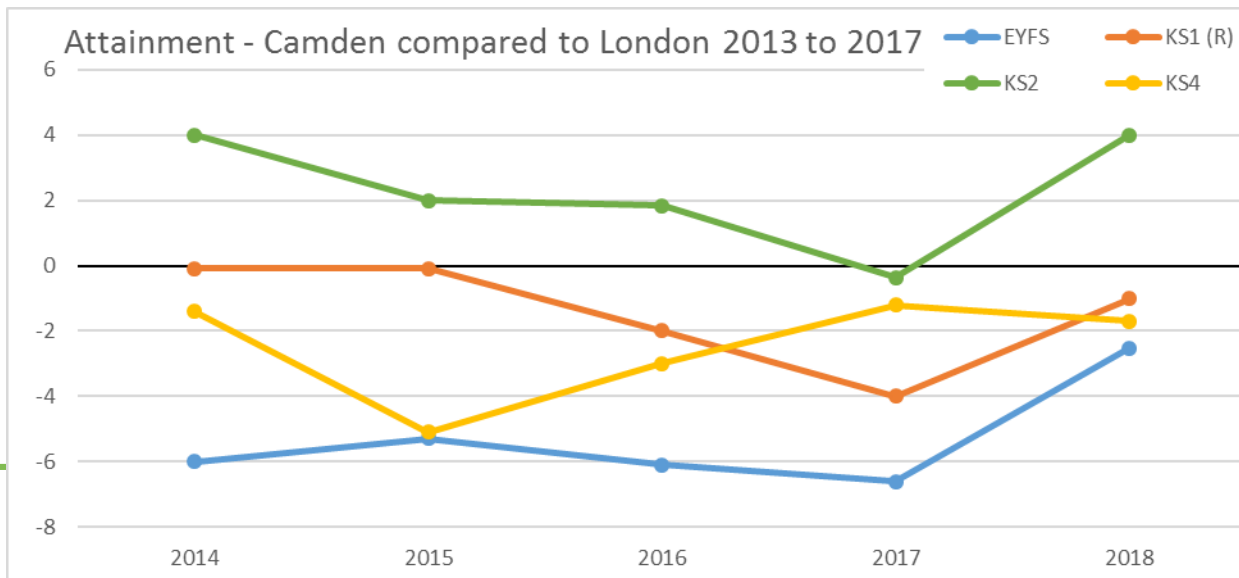
# Difference from national & London



This page looks at the Camden result and compares it to national and London averages over the last 5 years. The charts show the difference (where if Camden is the same as national, the results would be zero').

When compared to national results, KS2 is a strength for Camden over the last 5 years. For other areas, Camden has narrowed the gap to national averages.

- EYFS improved to the same as national in 2018 after being below for the previous 4 years..
- KS1 is above the national average.
- KS4 remains above the national average.



Comparisons to London show that Camden's performance is more varied though gaps have narrowed in 2018:

- EYFS has improved as is now around 2ppt below the London av.
- KS1 is closer to the London average.
- KS2 – Camden is back being better than London averages in 2018.
- KS4 – despite recent improvements, Camden remains around 2ppts below the London average.

# ASP [Analyse School Performance]

- ASP was populated with 2018 KS2 provisional data at the end of October
- It includes disadvantage data, 3-year averages & 3-year time series data
- New data management functionality allows creation of a '*custom view*' by removing one or more pupils from the phonics, KS1, or KS2 data to enable '*what if*' scenarios
- There is also improved functionality to export most files to PDF or Excel
- Provisional 2018 phonics & KS1 is also now available.

**Key stage 2**
**Key stage 2**
[Download PDF to print or save](#)
[Key stage 2 disadvantaged](#)
[Key stage 2 three year average](#)
[Key stage 2 time series](#)
[Key stage 1](#)
[Phonics](#)
[Early years foundation stage](#)
[Question level analysis](#)
[List of reports](#)

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

## Progress in reading, writing and maths ?

### Reading ?

Number of pupils = 56

Pupils with adjusted scores = 2

**Well below average** -3.92

Confidence interval ?

-5.5 to -2.3

[Explore data in detail](#)
[View pupil breakdown](#)

### Writing ?

Number of pupils = 56

Pupils with adjusted scores = 1

**Average** 1.35

Confidence interval ?

-0.1 to 2.9

[Explore data in detail](#)

### Maths ?

Number of pupils = 56

Pupils with adjusted scores = 2

**Average** -0.74

Confidence interval ?

-2.1 to 0.7

[Explore data in detail](#)

### Prior attainment of disadvantaged pupils - 3 year trends ?

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	27	33	20	37	19	40
Prior attainment (based on key stage 1 average point score)	14.83	13.97	14.53	14.51	15.85	16.28

### Average progress in reading by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	5	3	33	21	18	15
Number of pupils with adjusted scores	0	0	1	1	1	0
Progress score ?	-4.23	-7.96	-3.33	-3.52	-4.91	-4.22
National Comparator ?	0.01	0.56	0.03	0.34	0.02	0.22
Difference ?	-4.24	-8.52	-3.37	-3.86	-4.93	-4.44



## Average progress in reading by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	5	3	33	21	18	15
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National Comparator ?	0.01	0.56	0.03	0.34	0.02	0.22
Difference ?	-4.24	-8.52	-3.37	-3.86	-4.93	-4.44
Confidence interval ?	-9.5	-14.8	-5.3	-6.1	-7.7	-7.2
	to	to	to	to	to	to
	1.1	-1.2	-1.3	-0.9	-2.1	-1.2

# IDSR 2017-18 Changes

2018 IDSRs became available on 26-Nov-18

Changes have been made to:

1. Improve the interpretation of included data, with a focus on what is meaningful
2. Reduce replication of data
3. Incrementally improve the presentation of data & information

Specifically :

- '*areas to investigate*' has been enhanced – addition of new measures e.g. 3-year averages
- expanded sentences to include contextual information & behaviour [absence/exclusions]

## IDSR 2017-18 Changes

- Reduction in IDSR content to reduce replication of data available elsewhere - where data is not shown, text will still highlight what is important [15 pages down to 10]
- Improved consistency across pages e.g. chart keys shown above charts
- Improved presentation of data in scatterplots, including making colours more accessible
- New distribution charts for KS2 & phonics data

## Areas to investigate

### Key stage 2 progress

- Reading progress was in the top 20% for at least two years for middle prior attainers.

### Key stage 2 attainment

- In 2018, 85% of pupils achieved the expected standard in reading, writing and mathematics, 17 percentage points above the national proportion. This was a statistically significant difference.
- The three-year average scaled score for writing was in the top 10%.

### Key stage 1 attainment

- There were no meaningful trends or differences for this measure.

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**Notes:** The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year.

### Phonics in 2018

- The average mark for pupils not meeting the phonics expected standard in year 1 was 12, significantly below average.

### Behaviour

- Overall absence in 2017/18 was low for all pupils (in the lowest 10%).
- Overall absence was low (in the lowest 10%) for the latest three years for all pupils.

Example school

URN: 000000 LAESTAB: 0000000

## School context in 2018

**Phase of education:** Primary

**Headteacher:** Mr Smith

**Pupils:** 290

**Gender:** Mixed

**Special needs provision:** None

**Local authority:** City of London

**Admissions policy:** Not applicable

**Ages:** 3-11

**Denomination:** Church of England

**Ever 6 FSM %:** 11%

**English additional language %:** 13%

**SEN support %:** 25%

**SEN with EHC plan %:** 0%

### Ethnicity

- The largest ethnic groups in the school are: White British (61%), and other White background (12%).
- This school has 12 out of 17 possible ethnic groups.

### Number on roll

- The school was in the highest 20% of all schools for the number on roll.
- The number of pupils in year 2 (92) is considerably higher than all other year groups.

### Girls

- The percentage of girls across all years is variable: year 1 (61%), year 2 (27%), year 3 (53%), year 4 (32%), year 5 (46%), year 6 (48%).

### FSM

- The percentage of FSM in year 4 (35%) and year 6 (43%) is considerably higher than all other year groups.

### EAL

- There was nothing significant to report for this group.

### SEN

- The school was in the highest 20% of all schools for the proportion of SEN support (25%).
- There was a larger than average increase in the percentage of SEN support pupils between 2017 and 2018.

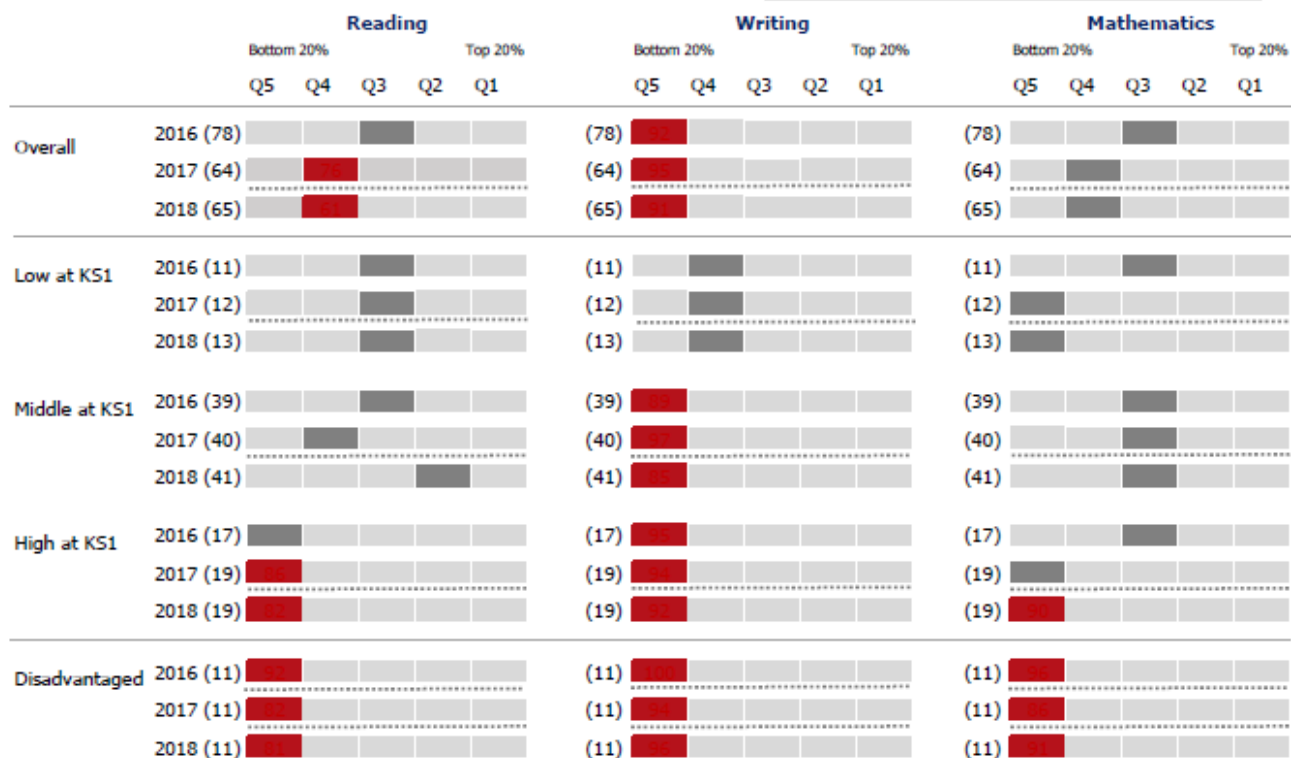
### Prior attainment

- Prior attainment was well above the national comparator for the following: Reading (year 1).

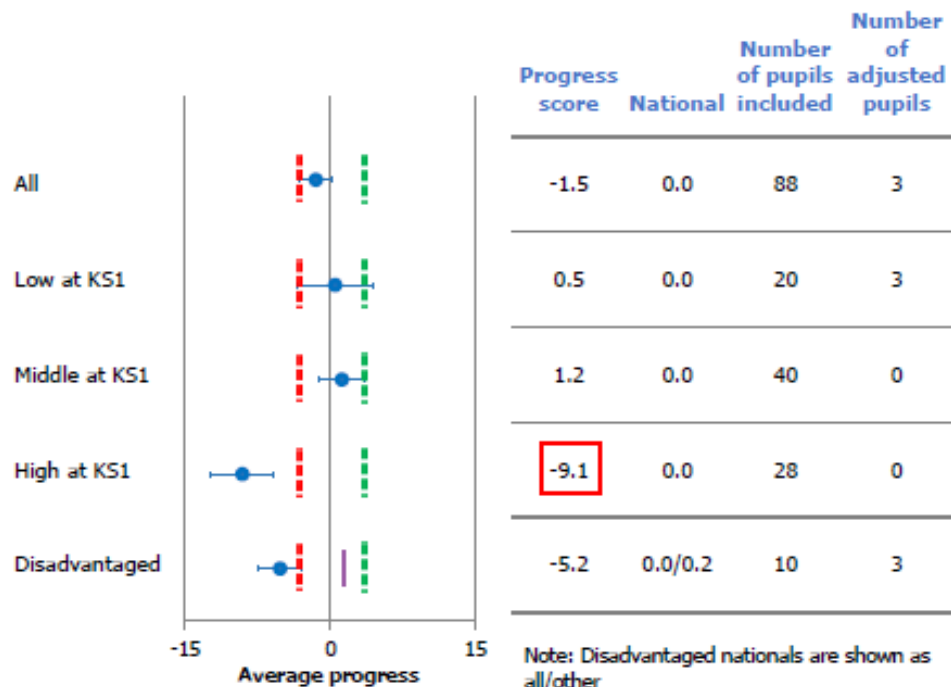
## Relative progress for the past three years

Progress quintiles based on rank of progress score

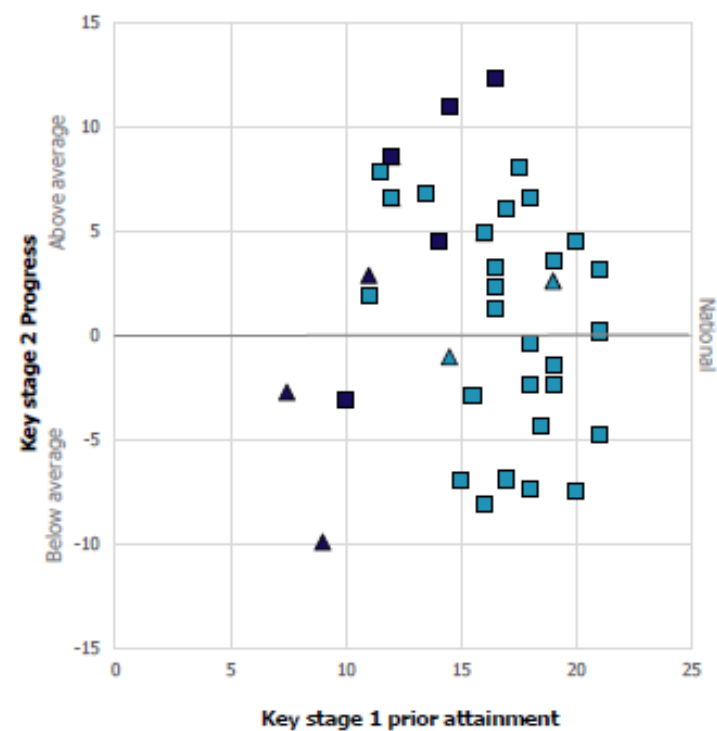
() Cohort

Significantly  
above nationalSignificantly  
below national

## Reading progress



## Reading progress scatterplot



# Multiplication Tables Check Framework

Published 13-Nov-18

- The [framework](#) specifies the purpose, format, content & cognitive demand of the MTC
- A national voluntary pilot will take place in Jun-19 - schools can use this to familiarise themselves with the check before it becomes statutory for Year 4 pupils in Jun-20
- Schools will have a 3-week window to administer the check - teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time



# Multiplication Tables Check Framework

- The MTC only assesses instant recall of multiplication facts - multiplication & division in a wider context will continue to be assessed through the KS1 & KS2 maths assessments
- All questions are to have the same level of cognitive demand & are therefore not rated individually
- The requirement to recall multiplication facts quickly will be the main source of cognitive demand for items in the MTC - the requirement to answer at speed is key to assessing fluent recall of multiplication tables
- A time limit of 6 seconds per item has been set for the MTC

[Link](#) to an example that mirrors the 'Multiplication Tables Check'

# Multiplication Tables Check Framework

- The MTC will be administered as an online, on-screen assessment
- It will consist of multiple, equivalent forms and each pupil will be randomly assigned one of the available forms
- Each form consists of 25 questions worth one mark each
- Pupils will have 6 seconds to enter a response to the question
- Questions are not ordered according to difficulty
- Questions will all follow the same format:

$$n1 \times n2 = \boxed{\phantom{000}}$$

# Multiplication Tables Check Framework

- Schools will be able to access a practice area prior to the check window opening, in order to become familiar with the MTC format
- There is an emphasis on the 6, 7, 8, 9 & 12 multiplication tables because these have been determined to be the most difficult

Multiplication Tables	Min items in each form	Max items in each form
1	0	0
2	0	2
3	1	3
4	1	3
5	1	3
6	2	4

Multiplication Tables	Min items in each form	Max items in each form
7	2	4
8	2	4
9	2	4
10	0	2
11	1	3
12	2	4

# 2019 ARAs

2019 national curriculum assessments

Early years foundation stage

**Assessment and Reporting Arrangements (ARA)**  
October 2018

Standards & Testing Agency

2019 national curriculum assessments

Key stage 1

**Assessment and Reporting Arrangements (ARA)**  
October 2018

Standards & Testing Agency

2019 national curriculum assessments

Key stage 2

**Assessment and Reporting Arrangements (ARA)**  
October 2018

Standards & Testing Agency

# 2019 KS1 ARA - Changes

## 2.1 Teacher assessment frameworks

The English reading, maths & science frameworks for 2018-19 onwards have been revised - '*pupil can*' statements have further clarified

**N.B.** the English writing frameworks are the same as 2017-18

### **Pre-key stage standards**

are to be used for assessing pupils engaged in subject-specific study but working below the standard of national curriculum assessments

P scales 1-4 should continue to be used for pupils not engaged in subject-specific study at the end of KS1.

# 2019 KS2 ARA - Changes

## 2.1 Removal of teacher assessment for English reading and mathematics

Schools are no longer required to make statutory teacher assessment [TA] judgements in English reading & maths

## 2.2 Revised teacher assessment frameworks - Science

The science frameworks for 2018-19 have been revised - '*pupil can*' statements have further clarified

### **Pre-key stage 2 standards**

are to be used for assessing pupils working below the standard of national curriculum assessments

# 2019 KS2 ARA - Changes

*'Pupil can'* statements have been revised to appropriately represent the key aspects of each subject

P scales 1-4 should continue to be used for pupils not engaged in subject-specific study at the end of KS2.

## **2.3 Monitoring & moderation services for academies**

Academies will be presumed to be working with their geographical LA [they must have a written agreement in place with their chosen LA by 14-Dec-18]. Academies choosing to use a non-geographical LA must notify STA which LA this will be by 14-Dec-18

# 2019 KS2 ARA - Changes

## **2.5 Notifications of start-time variations no longer required**

Schools can choose the time they administer the tests [on the specified days] - no notification is necessary

## **2.6 Alternative location notifications no longer required**

At the HT's discretion, tests may be administered to one or more pupils at an alternative location from the school

Previously, schools had to submit a notification of alternative location/s to STA.



# 2019 ARA Dates

## Monday 28-Jan-19

*'Access arrangements'* on NCA tools opens for applications - early opening, compensatory marks, additional time & timetable variations [closes Monday 25-Feb-19]

## Monday 25-Feb-19

*'Pupil registration'* section of NCA tools opens.

# 2019 KS2 Teacher Assessment

[KS2 Assessment Guidance](#) published 22-Nov-18

## **'Old News' / Reminders**

- **Reading & maths** - schools are no longer required to make statutory TA judgements in reading & maths (unless pupils are below NC standards).
- **Science** - the science frameworks for 2018-19 have been updated – the '*pupil can*' statements have been refined for clarity
- **Pre-key stage standards** – have been revised for assessing pupils who are working below the standard of NC assessments

# 2019 KS2 Teacher Assessment

- *'Pupil can'* statements appropriately represent the key aspects of the subject, & allow for progression towards the NC
- P scales 1-4 should continue to be used to assess pupils not engaged in subject-specific study
- P scales 5 to 8 are no longer used for statutory assessment.

# 2019 Teacher Assessment

[KS1 Assessment Guidance](#) published 22-Nov-18

## **'Old News'/Reminders**

- The reading, maths & science frameworks have been modified
- *'Pupil can'* statements have been refined for clarity
- The writing frameworks are the same as 2017-18
- **Pre-key stage standards** have been revised
- *'Pupil can'* statements appropriately represent important aspects of each subject, & allow for progression towards the NC
- P scales 1-4 should continue to be used to assess pupils not engaged in subject-specific study
- P scales 5 to 8 are no longer used for statutory assessment.

# 7 Aspects of Engagement

Announced 22-Nov-18

- A new approach to better assess pupils with the most complex needs will be implemented from 2020
- The statutory assessment will replace the P scales & will be based on the '*7 aspects of engagement*' - an assessment approach that focuses on pupils abilities in specific areas like awareness, curiosity & anticipation
- For the first time, this will enable every kind of progress made by pupils to be identified & addresses the issue of linear progress built into the P scales

# 7 Aspects of Engagement

[7 aspects of engagement pilot: qualitative evaluation](#) published 22-Nov-18

- Evaluation report on the use of the 7 aspects of engagement as a summative assessment tool at the end of KS1 & KS2 for pupils who working below the level of the NC & not involved in subject-specific study

## Ofsted – what’s coming?

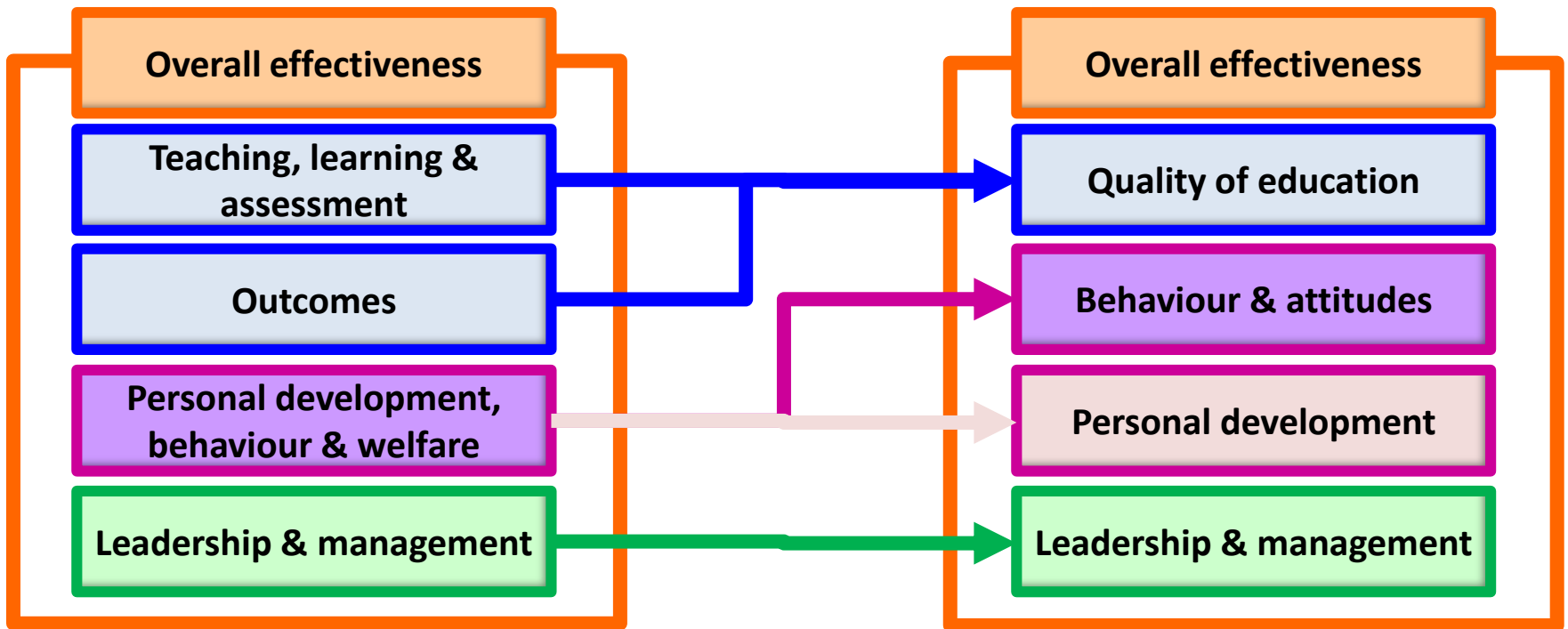
- Consultation delayed to spring 2019 [but new framework will go live on 01-Sep-19]
- The curriculum will be at the heart of the new framework

*“If [children’s] entire school experience has been designed to push them through mark-scheme hoops, rather than developing a **deep body of knowledge**, they will struggle in later study.”*
- Has the content of the curriculum been learned long term?

*‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.’*

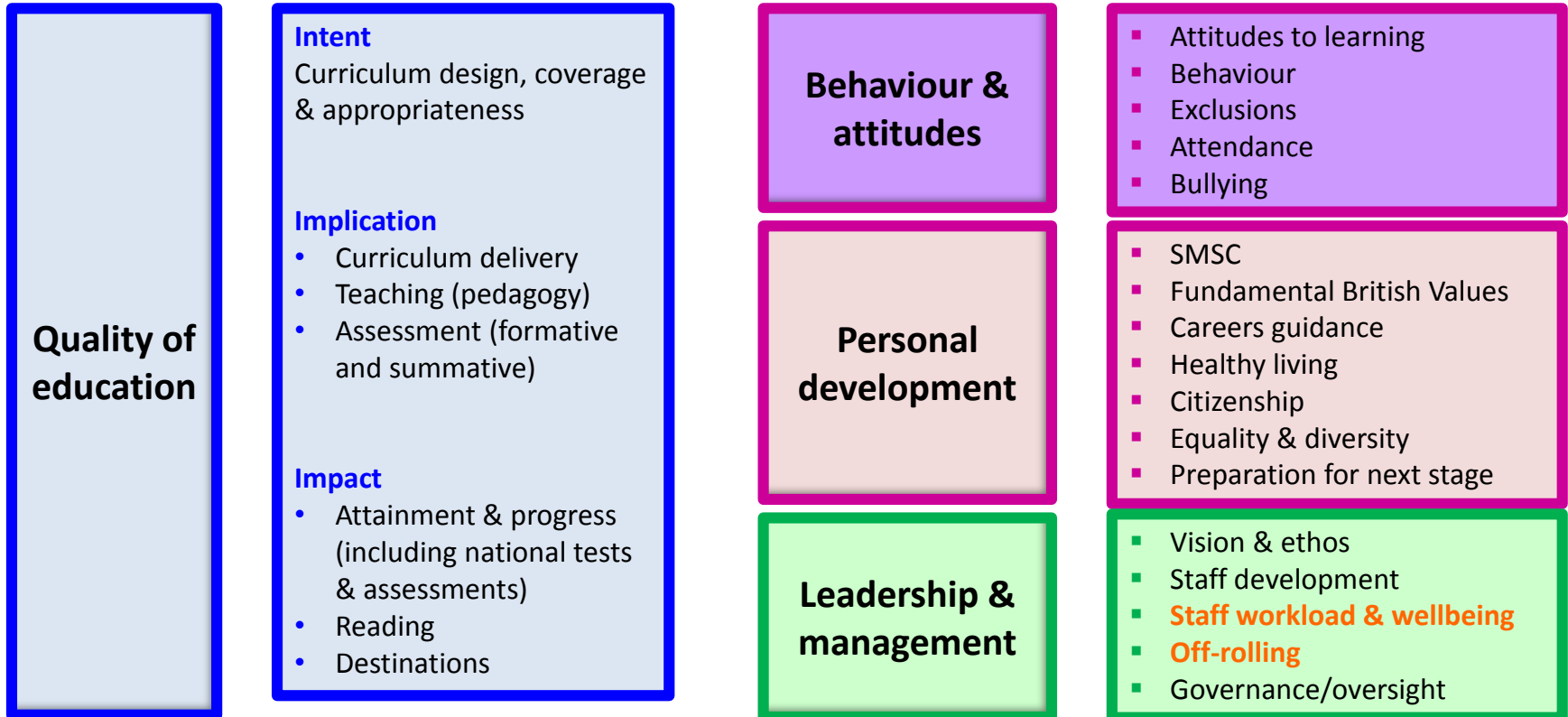
# Ofsted – what’s coming?

Judgement areas: evolution, not revolution





# Ofsted – what’s coming?



# Ofsted – what’s coming?

## Safeguarding

The inspection of safeguarding will continue to be built around 3 core areas:

- **Identify:** are leaders and other staff identifying the right children and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?

Safeguarding will hold the same weight across all remits.

# Primary Maths & Reading

## The effects of age, gender and school type on primary maths and reading attainment

Published 21-Nov-18

- [Research report](#) by SchoolDash in collaboration with RS Assessment
- The research used termly test data submitted by schools from the PUMA [Progress in Understanding Mathematics Assessment] & PIRA [Progress in Reading Assessment] – used by over 6,000 schools – which were entered into MARK [My Assessment & Reporting Kit]

# Primary Maths & Reading

## Findings

- Summer-born pupils show considerably lower average performance in maths & reading - although this gap narrows over time, it persists until at least age 11
- At the start of primary school, girls show slightly higher average performance in maths but by Years 2-3 boys overtake them & stay ahead until the end of primary school
- Gender differences in maths vary by topic - boys do particularly well in number & measures while girls do *relatively* well in operations & geometry

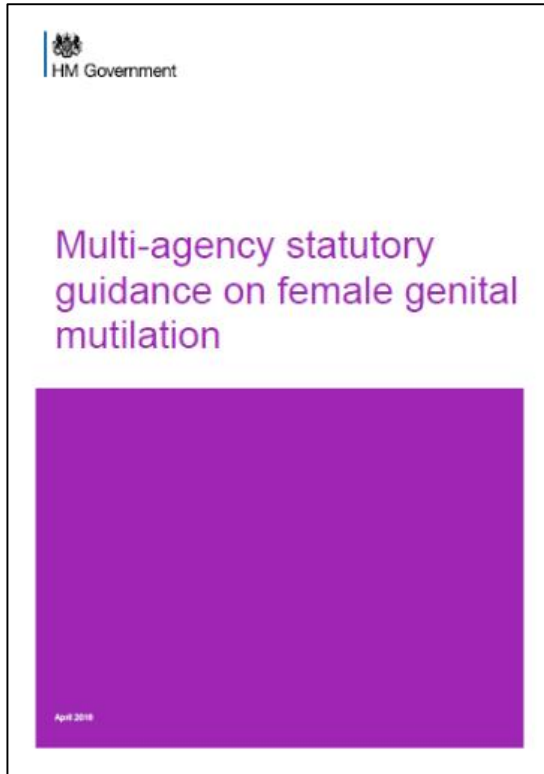
# Primary Maths & Reading

- On average, in reading, girls are stronger than boys at the start of primary school & maintain this advantage to age 11 - these differences apply roughly equally across different reading topics
- There are clear *[average]* differences between types of school - those with higher proportions of disadvantaged pupils show lower average performance in both maths & reading during the early years of primary education. This gap tends to grow over time

# FGM

Published 08-Oct-18 [& again 17-Oct-18]

- "*Multi-agency statutory guidance on female genital mutilation*" was replaced with an [updated version](#) [86 pages]



# H&S

Published 26-Nov-18

## **H&S on School Trips**

- [Guidance](#) [html only] to help schools understand their obligations when undertaking educational visits & other out of school activities

## **H&S: responsibilities & duties for schools**

- [Guidance](#) [html only] to help schools understand their H&S obligations

# Access to School Premises

Published 26-Nov-18

- [Guidance](#) [html only] to help schools understand what they should do to remove someone who is on the premises without permission



# School Security - Consultation

Opened: 26-Nov-18

Closes: 18-Feb-19

- [Consultation](#) on new school security guidance that will provide schools with access to a range of information sources & tools to help develop sensible & proportionate policies & plans to meet their security needs [including “*whether to introduce dynamic lockdown procedures*”]

# Mental Health & Behaviour

Non statutory guidance updated 12-Nov-18

- [Guidance](#) updated with:
  - information about school responsibilities
  - how to identify behaviours that may be related to a mental health problem
  - working with other professionals & external agencies
  - where to find extra support

# Making Best Use of TAs

Published 12-Jul-18

- Additional [EEF resources](#) to support the implementation of the seen recommendations in '*Making Best Use of Teaching Assistants*' [2015]

# Tutor Trust – Affordable Primary Tuition

Published 01-Nov-18

- EEF [trial](#) that found children receiving tutoring from Tutor Trust [operating in Leeds & Manchester], made 3 months' additional progress [measured via KS2 maths scores]
- Exploratory analysis suggested that the approach may be particularly beneficial for FSM eligible children & those with lower prior attainment

# FAST [Families and Schools Together]

Published 01-Nov-18

- EEF [evaluation](#) of the FAST programme [delivered by Save the Children]
- There was no evidence of an impact on attainment outcomes, either for pupils attending the sessions or the year group as a whole
- Positive impact on 2/3 social & emotional outcomes was detected for the whole year group immediately after the intervention – but a year after the sessions, these effects had waned

# Maths Counts

Published 01-Nov-18

- Maths Counts [based on Edge Hill University's *'Every Child Counts'* programme aims to support KS2 children struggling with basic maths
- The [study](#) found that pupils made more progress in maths than comparison pupils – but there was moderate to low security because of differences in prior attainment between the Maths Count pupils & the comparison group
- There is some evidence that FSM eligible pupils made *less* progress than comparison pupils [but it was a smaller number of pupils]

# IPEELL

## Introduction, Point, Explain, Ending, Links, Language

Published 01-Nov-18

- Second EEF [study](#) of the a IPEELL SRSD [Self-Regulated Strategy Development] programme for transition [Year 6 & 7 pupils]
- Pupils using IPEELL for 2 years made a small amount of additional progress compared to other pupils but those using it for just one year appeared to make *less* progress
- Two years of IPEELL appears to have had a negative impact on maths & reading outcomes - possibly due to curriculum time being diverted towards writing

# Retrieval Practice

Published Sep-18

- Useful guides from [Retrieval Practice](#)
  - How to use retrieval practice to improve learning
  - Retrieval practice & transfer of learning
  - Interleaved mathematics practice



## Interleaved Mathematics Practice

Giving Students a Chance to Learn  
What They Need to Know

$$\begin{array}{c} 2 > -3 \\ 0.999\dots = 1 \\ \pi \approx 3.14 \\ \sqrt{2} \\ 1 + 2 \cdot 3 \\ 5^2 \\ (1 - 2) + 3 \\ 5(2 + 2) \\ 101_2 = 5_{10} \end{array}$$

Doug Rohrer, PhD

Robert F. Dedrick, PhD

Pooja K. Agarwal, PhD



Retrieval Practice  
retrievalpractice.org

## HOW TO USE RETRIEVAL PRACTICE TO IMPROVE LEARNING

Pooja K. Agarwal, Ph.D.  
Henry L. Roediger, III, Ph.D.  
Mark A. McDaniel, Ph.D.  
Kathleen B. McDermott, Ph.D.

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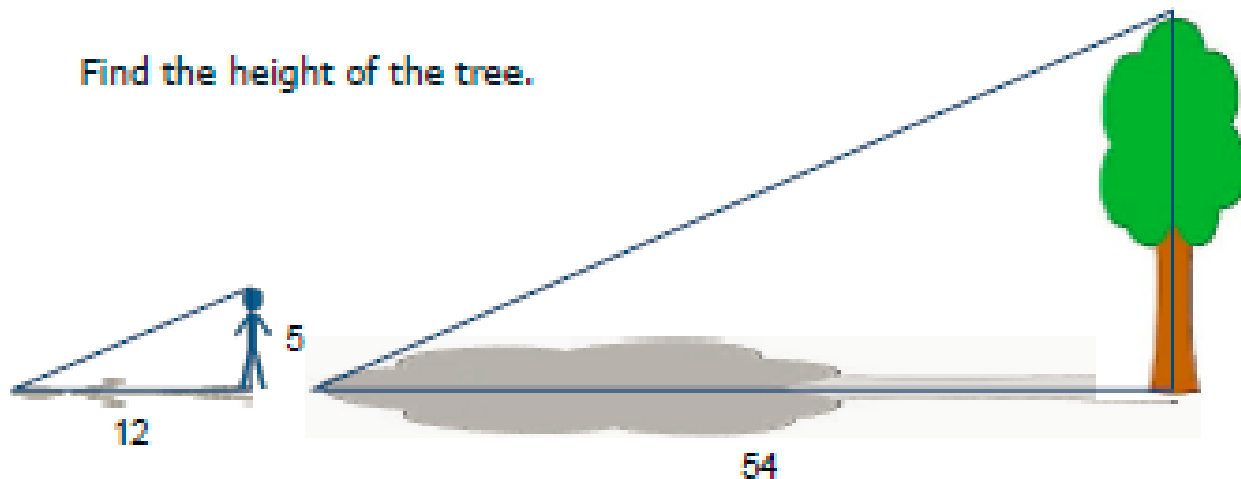
Washington  
University in St. Louis

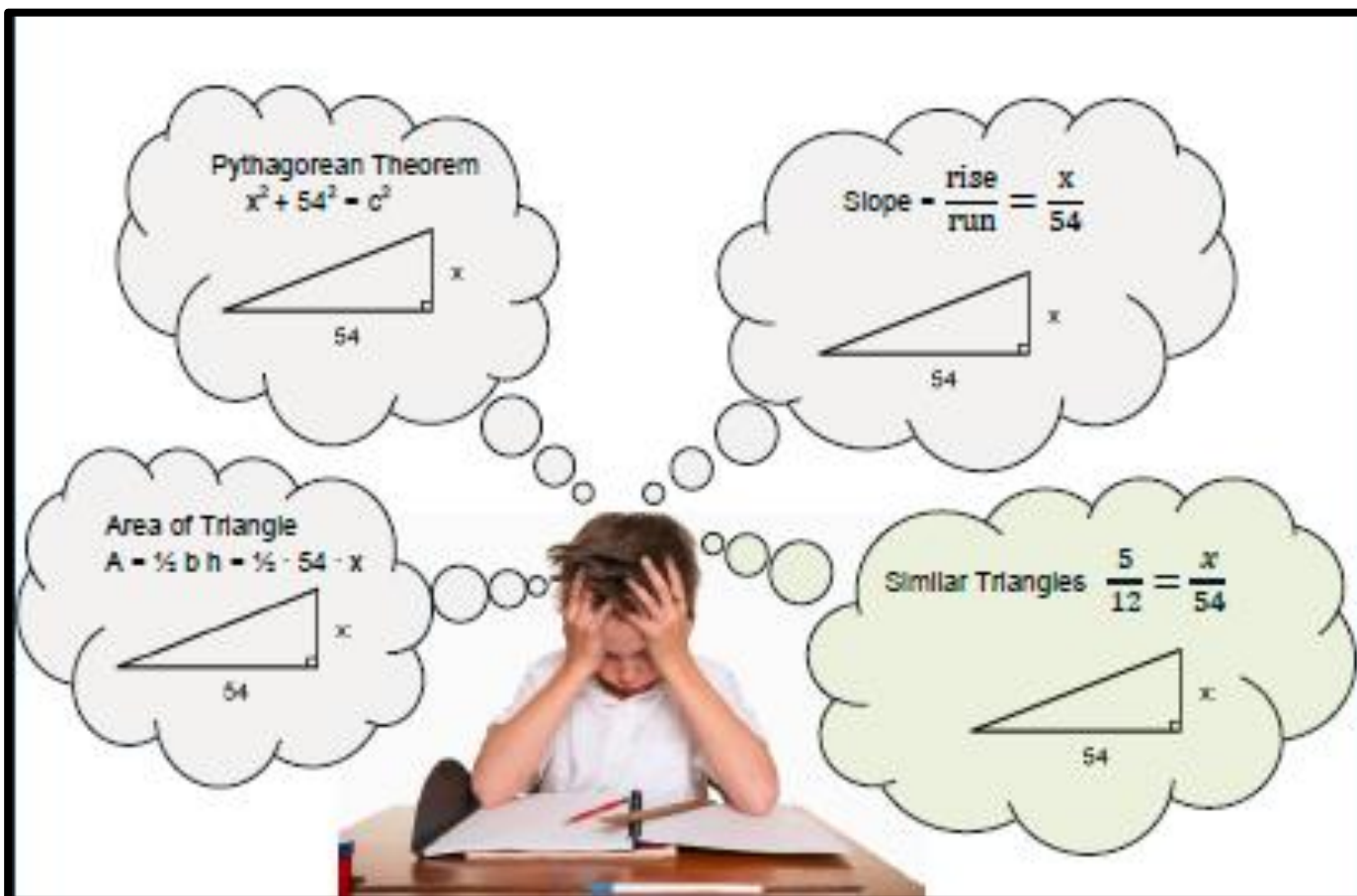


The solution of a math problem begins with the choice of a strategy.

To solve a problem, students must first choose an appropriate strategy—often the hardest step. Students see many strategies, and a strategy that seems useful might turn out to be useless. In the problem below, for instance, several strategies seem relevant, but only one is helpful.

Find the height of the tree.





# Tackling Stress

## Preventing Work Related Stress in Schools

- A ['talking toolkit'](#) to support leaders in preventing stress

## ChildLine for Under 12s

- ChildLine has launched a [website](#) aimed at children under 12
- It provides age-appropriate content on bullying, family, friends, feelings, school, abuse & staying safe
- It also includes games & therapeutic tools for children to play & express their feelings

# Attendance 2017-18 (Autumn & Spring)

Published 18-Oct-18

- [SFR](#) school-level & LA data for autumn 2017 & spring 2018

# Attendance

**Primary schools - Overall absence** – in 2017/18 4.2% of sessions were missed, which is the same as the national average and is an improvement on 2015/16 and 2016/17 results. Camden ranks 98<sup>th</sup> out of 151 LAs nationally (65<sup>th</sup> percentile, an improvement from 95<sup>th</sup> percentile in 2016/17).

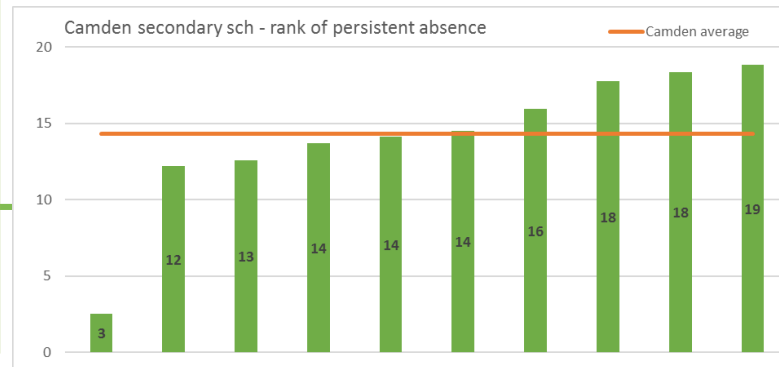
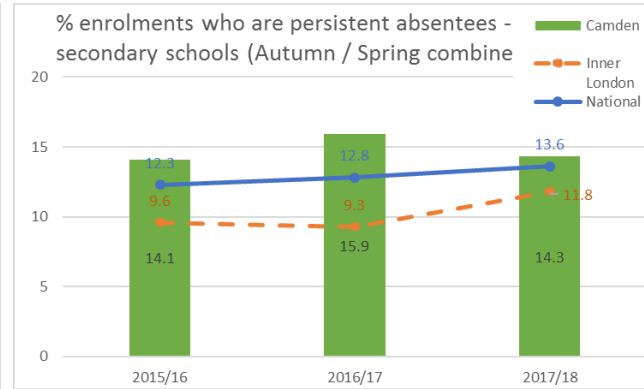
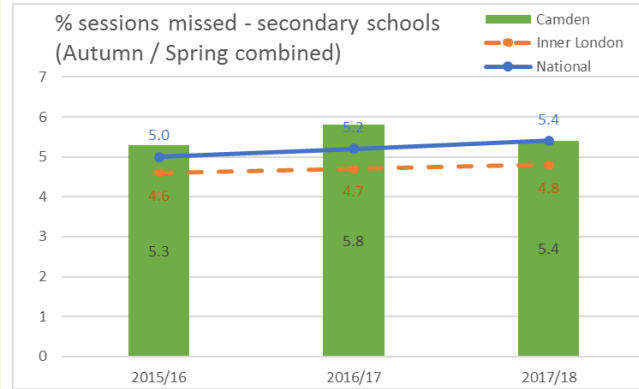
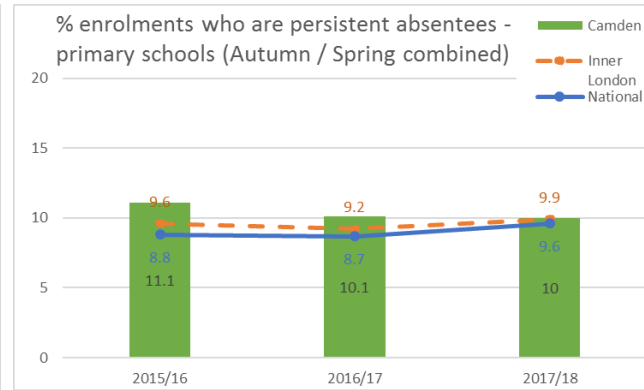
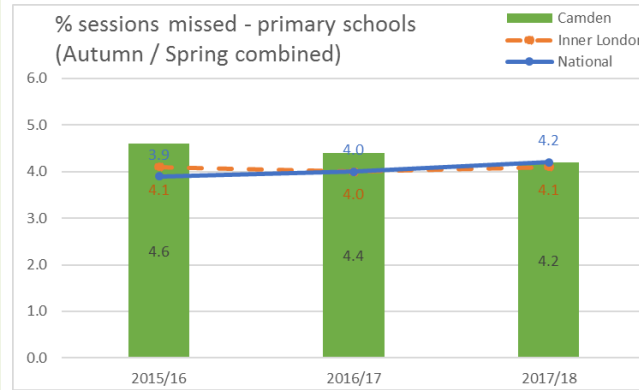
**Persistent absence** – in 2017/18 10% of pupils were persistent absentees, which is the same as the national average. Camden ranks 99<sup>th</sup> (66<sup>th</sup> percentile – an improvement from 86<sup>th</sup> percentile last year).

**Secondary schools - Overall absence** – overall absence reduced to 5.4%, now in line with the national average. Camden ranks 82 out of 150 LAs nationally (55<sup>th</sup> percentile – an improvement from 88<sup>th</sup> percentile last year).

**Persistent absence** fell to 14.3% in 2017/18 and is now close to the national average. Camden ranks 94 of 150 LAs nationally (63<sup>rd</sup> percentile – an improvement for 93<sup>rd</sup> percentile) – taken from DfE data.

The timing of the Autumn Eid celebration has had a positive impact on Camden's absence figures in 2017/18.

There are big differences between Camden secondary schools. The lowest rate is 2% whilst the highest rate is 19% (in 2016/17, the highest rate was 25%).



# Absence 2017-18 [Autumn & Spring]

	2016-17	2017-18
Abacus	5.4	5.3
Argyle	5.8	5.2
Beckford	4.2	3.6
Brecknock	4.4	3.9
Brookfield	4.1	4.3
Carlton	4.6	3.3
Christ Church, NW1	3.6	4.6
Christ Church, NW3	3.3	4.3
Christopher Hatton	3.9	3.8
Edith Neville	5.5	5.8
Eleanor Palmer	2.6	2.8
Emmanuel	2.9	3.4
Fitzjohn's	4.2	4.4

	2016-17	2017-18
Fleet	4.6	4.4
Gospel Oak	4.1	3.5
Hampstead Parochial	3.5	3.7
Hawley	6.0	3.9
Holy Trinity & Saint Silas	2.7	3.3
Holy Trinity, NW3	5.0	4.5
Kentish Town	3.9	3.9
Kings Cross	4.4	5.4
Kingsgate	4.1	3.8
Netley	4.9	4.7
New End	5.4	5.3
Camden Primary	4.4	4.2
National Primary	4.0	4.2



# Absence 2017-18 [Autumn & Spring]

	2016-17	2017-18
Our Lady's	5.0	5.1
Primrose Hill	5.0	4.7
Rhyl	5.5	5.0
Richard Cobden	4.0	3.6
Rosary	4.1	3.6
St Alban's	4.3	3.9
St Aloysius	4.1	4.9
St Dominic's	4.0	4.0
St Eugene de Mazenod	4.2	4.5
St George the Martyr	3.4	3.6
St Joseph's	4.9	4.5
St Luke's	4.2	4.5
St Mary & St Pancras	5.1	4.0

	2016-17	2017-18
St Mary's Kilburn	3.6	3.6
St Michael's	5.8	6.0
St Patrick's	5.5	4.7
St Paul's	4.1	4.4
Torriano	4.5	4.5
Camden Primary	4.4	4.2
National Primary	96.0	95.8

## PA 2017-18 [Autumn & Spring]

	2016-17	2017-18
Abacus	18.6	10.9
Argyle	17.2	13.1
Beckford	9.2	8.2
Brecknock	10.4	9.4
Brookfield	9.6	7.7
Carlton	9.7	6.0
Christ Church, NW1	6.3	11.2
Christ Church, NW3	5.4	9.0
Christopher Hatton	5.9	6.1
Edith Neville	17.1	14.9
Eleanor Palmer	0.0	2.2
Emmanuel	5.1	5.2
Fitzjohn's	8.2	7.1

	2016-17	2017-18
Fleet	14.2	10.6
Gospel Oak	9.5	7.4
Hampstead Parochial	4.8	6.7
Hawley	20.9	9.3
Holy Trinity & Saint Silas	1.7	3.7
Holy Trinity, NW3	11.8	10.2
Kentish Town	6.6	8.8
Kings Cross	4.9	18.9
Kingsgate	7.1	9.5
Netley	9.8	11.1
New End	12.3	14.8
Camden Primary	10.2	10.1
National Primary	8.7	9.6

## PA 2017-18 [Autumn & Spring]

	2016-17	2017-18
Our Lady's	15.0	17.2
Primrose Hill	14.4	11.5
Rhyl	13.6	15.3
Richard Cobden	6.6	6.4
Rosary	12.0	5.7
St Alban's	10.9	9.3
St Aloysius	8.7	13.3
St Dominic's	9.6	11.1
St Eugene de Mazenod	11.0	11.0
St George the Martyr	6.2	7.4
St Joseph's	15.0	12.9
St Luke's	7.8	11.7
St Mary & St Pancras	12.2	9.3

	2016-17	2017-18
St Mary's Kilburn	6.3	7.9
St Michael's	20.0	21.1
St Patrick's	17.7	15.2
St Paul's	7.6	5.8
Torriano	10.0	14.0
Camden Primary	10.2	10.1
National Primary	8.7	9.6

# *“Extra Bit of Kit to Make a Difference”*

Published 02-Nov-18

- *“... that extra bit of kit”* [allocations](#) – one-off payments

# Teachers' Pay Grant 2018-19 Allocations

Published 24-Oct-18

- [Allocations](#) & conditions of grant for schools for the 2018-19 teachers' pay grant

# SecEd Articles

Published 15-Nov-18

- [Avoiding permanent exclusion](#)  
SecEd article on avoiding turning to the *'last resort'*
- [In the classroom: Metacognition explained](#)  
First instalment of a two-part article answering the question, *'what is metacognition?'*
- [SEND and school governance: Getting it right](#)  
Guidance outlining the governing body's responsibilities for SEND

# SecEd Articles

Published 07-Nov-18

- [What makes a school world-class? Part 1](#)

First of a three-part series on the key components of a world-class school

- [CPD workshop: How teaching assistants can support student learning](#)

A template for a 45-minute workshop on how to ensure TAs are best able to support students' learning & progress

- [Teaching mental health – advice and support](#)

10 tips for teaching about mental health safely & sensitively

# SecEd Articles

Published 17-Oct-18

- [Curriculum design and delivery \(part 7\)](#)
- Final part of the series on designing & delivering a whole-school curriculum
- [After the lesson observation: Getting it right](#)
- Tips for post-observation interviews & follow-up

Published 10-Oct-18

- [Getting observations right](#)
- The first of two articles on improving the quality of learning through '*better*' classroom observation



# SecEd Articles

- [The components of a mentally healthy school](#)

SecEd article exploring measures that can improve the wellbeing of both students & staff

Published 04-Oct-18

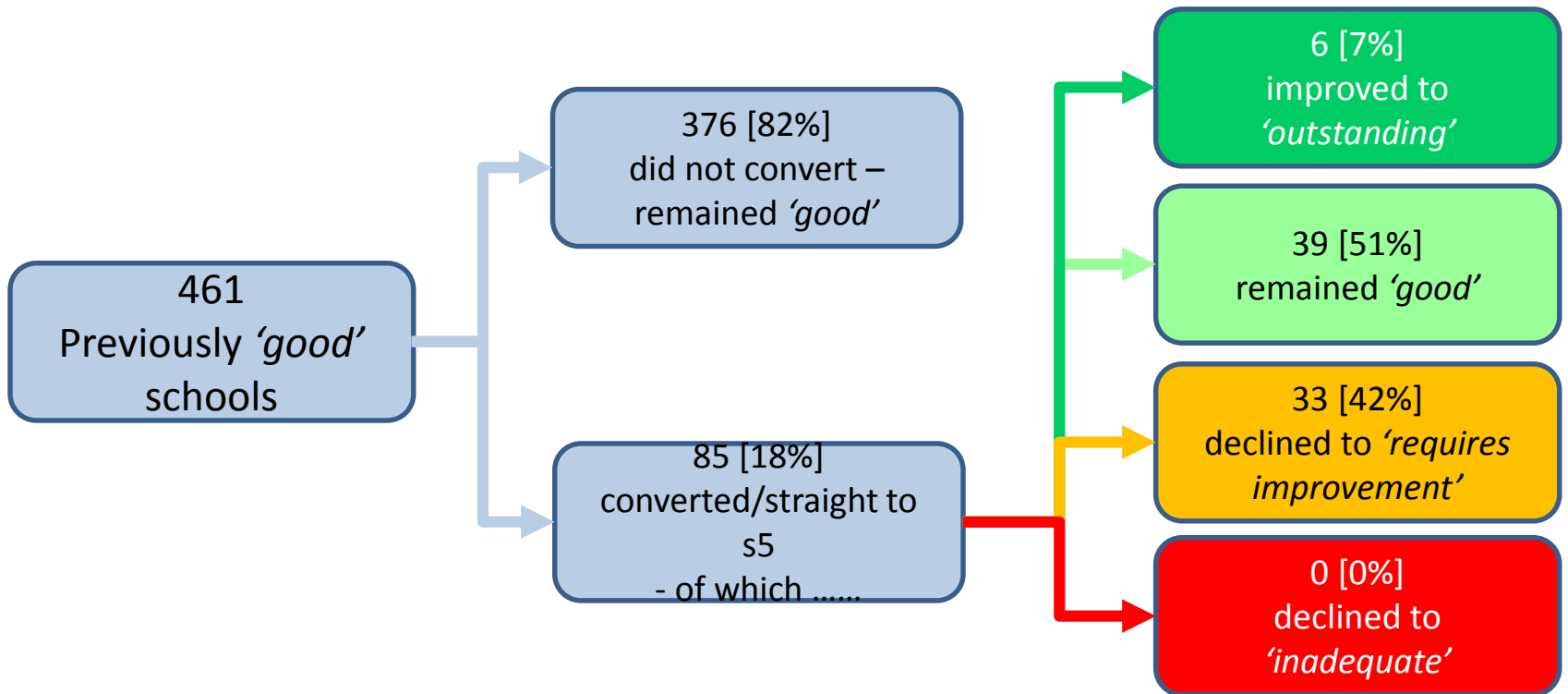
- [Parent-school meetings: Ensuring successful outcomes](#)

SecEd article exploring the challenges & secrets to successful parent-school meetings

- [Staff wellbeing: Secondary traumatic stress](#)

SecEd advice on secondary trauma

# Primary [Good] Inspections - YTD



# Ofsted Primary – section 5

Grade	OE	L&M	TL&A	PD&W	OfP	EY	PIR
1	12	19	12	29	12	23	41
2	130	134	134	160	123	154	93
3	83	72	79	39	90	33	66
4	7	7	7	4	7	2	3
	232	232	232	232	232	212	203

1	5%	8%	5%	13%	5%	11%	20%
2	56%	58%	58%	69%	53%	73%	46%
3	36%	31%	34%	17%	39%	16%	33%
4	3%	3%	3%	2%	3%	1%	1%
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Ofsted Primary – section 5 only

40% worse than PIR

26% better than PIR

95% of outstanding schools 'dropped'

61% of RI schools improved

42% of good schools dropped - s5

100% of SM/SW schools improved

No.	Most recent s5				
	1	2	3	4	All
1	2	26	12		40
2	6	43	36		85
3		43	22	5	70
4		2			2
	8	114	70	5	197

PIR

%	Most recent s5				
	1	2	3	4	All
1	1%	13%	6%	0%	20%
2	3%	22%	18%	0%	43%
3	0%	22%	11%	3%	36%
4	0%	1%	0%	0%	1%
	4%	58%	36%	3%	100%

# Ofsted Primary

45 previously good, **London** primaries have been inspected [39 short & 6 section 5 reports published so far this year] – another 83 inspections are needed by the end of term to get back ‘*on schedule*’

The number of primary schools **in London** previously judged as **good** that have yet to receive an inspection

Summer 2013	Autumn 2013	Spring 2014	Summer 2014
1 [cf = 1]	4 [cf = 5]	7 [cf = 12]	18 [cf = 30]
Autumn 2014	Spring 2015	Summer 2015	Autumn 2015
51 [cf = 81]	43 [cf = 124]	74 [cf = 198]	29 [cf = 227]

	School name	LA	PI Date
1	Hazelbury Primary School	Enfield	07/06/2013
2	Dormers Wells Infant School	Ealing	17/07/2013
3	Crowlands Primary School	Havering	02/10/2013
4	Coombe Hill Infant School	Kingston upon Thames	05/12/2013
5	Lyon Park Primary School	Brent	18/12/2013
6	St Paul's CofE Primary School N11	Barnet	09/01/2014
7	Torridon Junior School	Lewisham	22/01/2014
8	The Moriah Jewish Day School	Harrow	27/02/2014
9	Hargrave Park Primary School	Islington	05/03/2014
10	Rimon Jewish Primary School	Barnet	12/03/2014
11	The Orchard School	Lambeth	14/03/2014
12	Bickley Primary School	Bromley	20/03/2014
13	Alderbrook Primary School	Wandsworth	25/04/2014
14	William Bellamy Primary School	Barking and Dagenham	30/04/2014
15	John Perry Primary School	Barking and Dagenham	08/05/2014
16	St Richard's Church of England Primary School	Richmond upon Thames	09/05/2014
17	Hawley Primary School	Camden	15/05/2014
18	Lime Tree Primary School	Kingston upon Thames	04/06/2014
19	St Francis de Sales RC Infant School	Haringey	05/06/2014

	School name	LA	PI Date
20	St Clement and St James CofE Primary School	Kensington and Chelsea	19/06/2014
21	Benhurst Primary School	Havering	20/06/2014
22	The James Oglethorpe Primary School	Havering	26/06/2014
23	St Joan of Arc RC Primary School	Islington	03/07/2014
24	Branfil Primary School	Havering	04/07/2014
25	Rush Green Primary School	Barking and Dagenham	09/07/2014
26	Robert Fitzroy Academy	Croydon	09/07/2014
27	Selwyn Primary School	Waltham Forest	09/07/2014
28	Thomas Arnold Primary School	Barking and Dagenham	16/07/2014
29	Hazelwood Infant School	Enfield	16/07/2014
30	Emmanuel Community School	Waltham Forest	16/07/2014
31	West Hill Primary School	Wandsworth	12/09/2014
32	Upland Primary School	Bexley	17/09/2014
33	Avenue Primary School	Newham	18/09/2014
34	Walnut Tree Walk Primary School	Lambeth	25/09/2014
35	Myatt Garden Primary School	Lewisham	25/09/2014
36	St Mary's Priory RC Junior School	Haringey	25/09/2014
37	Marlborough Primary School	Kensington and Chelsea	26/09/2014
38	Walker Primary School	Enfield	01/10/2014
39	St Aidan's Catholic Primary School	Croydon	01/10/2014

	School name	LA	PI Date
40	King's Oak Primary School	Kingston upon Thames	03/10/2014
41	Valley Primary School	Bromley	03/10/2014
42	St Mary's CofE (Aided) Primary School	Kingston upon Thames	08/10/2014
43	Horsenden Primary School	Ealing	09/10/2014
44	Our Lady Immaculate Catholic Primary School	Kingston upon Thames	10/10/2014
45	Bishop John Robinson Church of England Primary School	Greenwich	16/10/2014
46	Park Hill Junior School	Croydon	16/10/2014
47	Michael Faraday School	Southwark	17/10/2014
48	St Stephen's C E Primary School	Richmond upon Thames	23/10/2014
49	St John Evangelist RC Primary School	Islington	24/10/2014
50	Streatham Wells Primary School	Lambeth	05/11/2014
51	Lyndhurst Primary School	Southwark	06/11/2014
52	Ark Bentworth Primary Academy	Hammersmith and Fulham	06/11/2014
53	Heathmere Primary School	Wandsworth	07/11/2014
54	Henwick Primary School	Greenwich	13/11/2014
55	Stillness Junior School	Lewisham	13/11/2014
56	Garfield Primary School	Enfield	14/11/2014
57	Fitzjohn's Primary School	Camden	19/11/2014
58	Valence Primary School	Barking and Dagenham	19/11/2014
59	St James' Church of England Primary School	Southwark	20/11/2014



	School name	LA	PI Date
60	Grange Park Infant and Nursery School	Hillingdon	21/11/2014
61	Roger Ascham Primary School	Waltham Forest	21/11/2014
62	St Jude and St Paul's CofE Primary School	Islington	27/11/2014
63	Chalgrove Primary School	Barnet	27/11/2014
64	Suttons Primary School	Havering	28/11/2014
65	Columbia Primary School	Tower Hamlets	03/12/2014
66	Woodcroft Primary School	Barnet	03/12/2014
67	St Joseph's Catholic Primary School	Barking and Dagenham	04/12/2014
68	Mora Primary School	Brent	04/12/2014
69	Galliard Primary School	Enfield	04/12/2014
70	St William of York Catholic Primary School	Lewisham	05/12/2014
71	Beatrix Potter Primary School	Wandsworth	05/12/2014
72	Baring Primary School	Lewisham	10/12/2014
73	Burdett-Coutts &Townshend CofE Primary School	Westminster	10/12/2014
74	The Breakspear School	Hillingdon	10/12/2014
75	Christ The King RC Primary School	Islington	11/12/2014
76	Fairholme Primary School	Hounslow	11/12/2014
77	Purley Oaks Primary School	Croydon	12/12/2014
78	St Joseph's RC Infant School	Croydon	12/12/2014
79	Hilldene Primary School	Havering	12/12/2014

	School name	LA	PI Date
80	Southville Infant and Nursery School	Hounslow	12/12/2014
81	St John the Baptist Church of England Junior School	Richmond upon Thames	12/12/2014
82	Oxford Gardens Primary School	Kensington and Chelsea	17/12/2014
83	Sacred Heart Roman Catholic Primary School	Barnet	09/01/2015
84	Langtons Junior Academy	Havering	09/01/2015
85	Harris Primary Academy Beckenham Green	Bromley	14/01/2015
86	Dollis Junior School	Barnet	15/01/2015
87	Carlton Primary School	Camden	16/01/2015
88	Sinai Jewish Primary School	Brent	21/01/2015
89	St Joseph's RC Primary School	Westminster	22/01/2015
90	Berrymede Junior School	Ealing	22/01/2015
91	Mount Carmel Catholic Primary School	Ealing	22/01/2015
92	Belvedere Junior School	Bexley	22/01/2015
93	Our Lady of Lourdes RC Primary School	Redbridge	23/01/2015
94	Longlands Primary School	Bexley	28/01/2015
95	Argyle Primary School	Camden	29/01/2015
96	Holy Trinity CofE Primary School	Haringey	30/01/2015
97	Hartley Primary School	Newham	30/01/2015
98	Our Lady & St Philip Neri Roman Catholic Primary School	Lewisham	04/02/2015
99	Holy Trinity Church of England Primary School	Lewisham	05/02/2015