KS2 outcomes in 2016 – what made the difference?

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Ditton Lodge is:

- A Primary School in Newmarket
- 1-form entry
- A first school until 2012
“Success” part of a continuing improvement journey:

- 2013 (first year of KS2 results): SIG- all subjects
- 2014: Again, SIG- all subjects KS2
- September 2014: LA review “The evidence seen during this review indicates that the overall effectiveness of the school Requires Improvement at best.”
- May 2015 Ofsted: “Good” in all areas (according to HMI “by the skin of your teeth”)
- 2015 KS2 results (Progress Measures Value Added): Reading 100.2; Writing 100; Maths 100
2016 Outcomes:

- 82% EXS+ Reading, Writing, Maths combined
- 82% EXS+ Reading;
- 96% EXS+ Writing;
- 100% EXS+Maths
- Average Scaled Score Reading 105;
- Average Scaled Score Maths 108
- Reading Progress Score +1.0;
- Writing Progress Score +3.6;
- Maths Progress Score +3.5
What made the difference (1)?

- High-quality subject leadership;
- Rigorous monitoring and evaluation so that at all levels, staff are clear about what we need to do to improve;
- PPMs which contribute to:
  - Very careful deployment of TAs;
  - Highly effective use of intervention programmes with properly-trained TAs (eg enormous impact of Success@Arithmetic);
  - Targeting of individual needs in Maths through setting arrangements – we both teach a Maths set
- Ensuring that Year 5 expectations and approaches reflect those in Year 6
What made the difference (2)?

• Mel promotes a can-do attitude that pervades everything – evident in the children’s results but also in their behaviour around the school, their sporting achievements and their contributions to performing arts. She is ably supported by an HLTA and a TA. This positive attitude was crucial last year – it helped to build and sustain children’s motivation, self-belief and emotional resilience.

• School leaders seek to give high levels of support to Year 6 staff – they cannot be left feeling isolated and vulnerable.
From the coal face!
Relationships!

Relationships between SLT and the year 6 team.

- Excellent communication between SLT and myself
- Chris’ door is always open
- Involved in decision making
- Aware of data
- Part of Pupil Progress Meeting at the end of year 5
- Excellent handover from year 5 teacher
Relationships with my TAs

- We are a team!
- Good communication: written and oral
- Aware of the data (often unique among TAs)
- Aware of vulnerable pupils (not just the weakest children)
- TAs know who are the target pupils and why
- Can work together to reach goals
Relationships with the class

- 5 day residential in the first half term
- Build strong relationships between staff and pupils and between pupils.
- Draw on the bonds made during the residential throughout the year.
- Get to see the whole child—not just a number/level
- Learn what makes them tick
- Learn about what ignites their interest
- Helps with the constant balance of support and challenge for the class
- Resilience makes them risk takers in their learning
Relationships with parents/carers

- Residential
- Good communication
- Making myself available
- Getting parents into school early on e.g. Year 6 run a Macmillan coffee morning
- Good relationships with parents make it easier to work together for a common goal
Use of TAs

- TAs in the school are used for intervention in the afternoons.

Year 6 focus
- Maths: Success@Arithmetic
- Reading: Inference and deduction intervention
- Using formative assessment to identify and address misconceptions
- Lots of discussion and allowing pupils to move from the concrete to the abstract
- Continually allowing pupils to take learning risks and move forward
SATs

- Keeping a broad curriculum and not allowing the SATs to completely dominate my teaching
- Working on self belief and resilience throughout the year
- Being positive about SATs so they are positive
- SATs are just another part of the learning year- not a big deal (this is what I show on the outside even when I don’t feel it!)
- SATs breakfast club
- Coming together each morning from 8am from Easter to eat together and learn together. Pupils can come with questions, misunderstandings or a quiet place to work
- Carries on during SATs week so pupils are ‘in the zone’ before the tests