



Essex Education Services

St John's Green Primary School, Colchester Narrowing the Gap Case Study

St John's Green was previously a single site primary school with 270 on role and 30 in the 2014 Year 6 cohort. The school has average/mixed demographics. Pupils enter school with a wide variety of experience, advantage and disadvantage.

Narrowing the Gap data

The Head Teacher believes the school's approach to organising the academic year is effective in identifying gaps in attainment. Ongoing assessment takes place through the year in a cycle that takes place four times at approximately 10 week intervals. The school's activities are organised around four 'Assessment Periods' rather than terms. Each assessment period runs as a complete cycle: data analysis, pupil progress meetings, teaching, interventions, pupil progress reviews, summary reports, and parents' evenings.

This creates four opportunities to keep parents up to date with how their child is doing. It also allows for four opportunities to consider the appropriateness and effectiveness of provision for all learners.

High expectations are communicated. RAG rating is used to show where pupils are underachieving, on track or exceeding expectations. Effort is reported separately from Attainment

What has the school done to narrow the gap?

The HT believes the following aspects have made the difference:

Informing parents regularly and keeping them involved in the process of learning

Reporting on a ten week cycle ensures so that opportunities to respond to and make immediate changes to provision and intervention. The school leaders know in good time and can forward plan to meet needs. School development priorities are in the School Development Plan and can only be added to the plan if they can be achieved in the year. Objectives are focused on moving children forward. This is linked to PM so teachers know what they need to focus on. Observations of teaching are also on the cycle. Subject leaders are released to observe, give feedback and review. SLT look for common themes eg. Feed forward marking. Everything is evaluated within the cycle. The approach taken by the HT focuses on the data and knowledge about pupils in school now rather than on historic or last year's data.

Examples of actions taken as a result of the school's process are; enhancing Quality First Teaching by putting monitoring and support in place, involvement in NTEN Learning Triads, and making the opportunity to see others teach. A supportive culture and making improvements are core to the success. Concrete apparatus, such as Numicon has been bought in. The Reading Stars approach from NLT is key in engaging pupils with an enthusiasm for football. PPG has also funded reading boosters, breakfast club and biscuits during the morning, homework club and Speech and Language support for the equivalent of 45 hours per week. A school counsellor supports emotional needs. HLTAs and Senior LSAs work with a specific focus on a year group evolving further specialisms through ongoing work.

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