

## **Governors' Statement on Outcomes**

As school governors the reason for our existence is to improve the outcomes for every child at our school. Some of these outcomes are measurable (SATs results) but the vast majority are not. There is no test for being a good friend or a good citizen. There is no test for being tolerant or kind. There is no test that measures happiness. So we have to look for evidence of these outcomes. We listen to our stakeholders. These include our children, parents, carers and staff, and also those in the wider community, at Milton Keynes Council and at Denbigh School.

We interviewed pupils in July 2018 and they told us that they would wholeheartedly recommend Loughton School to other children. They love their friends and the teachers. They feel very safe at school. They enjoy the performances, trips and sports day. Secondary colleagues have commented that Loughton School children have wide-ranging knowledge and are ready for secondary school. At our most recent Ofsted inspection, in March 2016, the HMI said that our children were 'interested and interesting'.

### **Our Vision**

In June 2018 governors and senior leaders took part in a strategy session. We reviewed our strengths, weaknesses, opportunities and threats. We unanimously agreed that our vision must be to provide the best holistic education for every child - educating the whole child. We will be sharing more detail of what this means, and how we will achieve it, shortly. We believe this will improve the outcomes for every child in the Loughton School family.

If a school is solely focussed on SATs and 'teaching to the test', we believe this narrows the curriculum. We have identified additional outcomes that we include in our creative curriculum, including: independence, creativity, sharing, critical thinking and being a responsible citizen. We care about sport and the arts, encouraging every child to learn new skills and develop their talents and confidence. We work on our children's well-being and promote positive mental health. Above all, we want them to enjoy their learning.

### **Our Expectations**

SATs are taken seriously and results are important. We expect the highest academic standards from our children. Our ongoing work to raise standards in English and maths is showing good internal progress data. We have invested in maths mastery and new approaches to the teaching of reading and writing, and are now seeing improved outcomes. Our School Development Plan has been reviewed by our School Improvement Partner, Alison Talbot, from Milton Keynes Council. Alison said that strategic planning is appropriately focussed on the most pertinent school improvement priorities and the new system tracks progress and attainment in real time and thus is purposeful and meaningful.

### **Our Results**

Our 2018 SATs results were very good. It is testament to how hard children and staff worked and we are delighted. This demonstrates that the school improvement strategies put in place over the last few years are working.

We always review our SATs progress results against the baseline testing that we do at the start of Year 3. We note that the progress from this baseline to the Key Stage 2 SATs is above the national average for reading and writing and in line with the national average for maths. Baseline testing also helps us get to know our new children.

Many children join Loughton with high prior attainment and we work with these more able children through differentiated lessons that broaden and deepen their understanding of the subject. Ruth Edwards, an expert practitioner in maths mastery, delivered some training last year. She found evidence that more able children are challenged and stretched and gave teachers more tools to use with children of all abilities. In the 2018 SATs, the number of children achieving higher grades in reading, writing and maths combined was double the national figure.

### **Our Inclusive School**

Loughton School has large number of children with special educational needs and disabilities (SEND). For these children there are often barriers to learning. We work hard to help overcome those barriers, but for some actually sitting a SATs test is extremely difficult. Due to the way that SATs scores are calculated, these children are given a disproportionately low score and these drastically reduce our overall results, both in attainment and progress scores. If our SEND team, along with the child and their parents, believes that Loughton is the best school for the child, then they will stay here. We accept that this decision may negatively affect our SATs results, but we do not put our SATs results above the well-being of any child.

We believe that it is important to create an inclusive school community that accepts that some children have additional needs and that they will be supported - and that this is a good thing. Caroline Marriott, Head of SEND at Milton Keynes Council, wrote to us in April 2017 thanking us for our "continued support to children with SEN needs through your strong commitment to inclusion". In November 2017 Loughton School was awarded the MKC Lead Member for Children's Inclusion Award.

### **Our Role as a Junior School**

One final point to note is that Loughton School is a junior school. Studies have shown that moving schools (e.g. from infant to junior school) may have a negative effect on educational outcomes. We mitigate this by working with our feeder schools to make this transition as smooth as possible and we aim to quickly settle our new Year 3 children. It also serves them well on their transition to secondary school. This is, however, one of the reasons why all-through primary schools tend to show better progress between Key Stage 1 and Key Stage 2. If you look nationally at the progress of all children from Foundation Stage to KS2, there is no difference between primary schools and the infant/junior combination.

The Times Educational Supplement reported in November 2016 that infant schools are three times more likely to get an Outstanding Ofsted grade than junior schools. From 2023 The KS1 SATs will be made non-statutory. This may then result in progress being measured from the Foundation Stage Profile to KS2 SATs. Ofsted have also been asked to take the 'junior problem' into consideration. The 2017 Inspection Data Summary Report stated: "We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, they also have lower progress scores."

We hope that this gives our parents and carers an understanding of what Loughton School is about and gives some background and context to our SATs results this year.

Sandy Blackledge  
Chair of Governors

September 2018