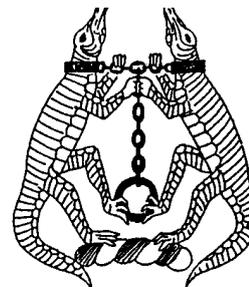


LETTER OF WELCOME



Dear Parents

Thank you very much for your interest in Sir Robert Geffery's School and welcome.

The contents of this prospectus will give you an insight into the life and organisation of the school.

We aim to create a caring school that has both high and positive expectations and standards for all children. We recognise that each child is unique and very special and we have a real interest in the all round development of every child.

There are many aspects of the school that cannot be captured in this prospectus as much depends on the co-operation and the relationship that is developed between home and school. To this end, we encourage and welcome parents to visit the school and to help in any way possible.

Sir Robert Geffery's is a Church Academy and the Christian values of the school are central to its life and ethos.

Should you wish to discuss anything further, please do not hesitate to contact the school. We look forward to you visiting and seeing how we can meet the needs of your child.

Yours sincerely

Julie EM Curtis

Mrs Julie Curtis
Headteacher



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Information Correct at time: September 2020

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Please note that various items have not been updated from last year due to Covid - 19 lockdown affecting school timetables, attendance and SATs data etc

OUR SHARED VISION

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

Our vision is that our school will provide its children and staff with:-

- Christian values and beliefs that are expressed through a loving, caring and safe environment
- The ability to think critically, the courage to question injustice, and a willingness to take the lead, and to look out for others.
- A family atmosphere that encourages a sense of belonging and results in the whole school working as a team
- A nurturing and growth of both self confidence and self esteem
- Broad and balanced experiences that prepare for 21st century sustainable living
- A sense of pride in the school and many opportunities to celebrate effort, success and achievement
- The promotion of respect for oneself, others and the environment
- An ability to strive for excellence
- A lasting love, enthusiasm and zest for learning through experiencing an exciting curriculum
- A fully inclusive school where each individual is highly valued and encouraged to reach their full potential
- Opportunities that encourage independence, cooperation, self discipline and an active global prospective

Sir Robert Geffery's School is an Academy rooted in its historic foundation and strengthened by its Church of England character. The school is proud to carry on the vision of Sir Robert Geffery, born in the parish of Landrake, who died three hundred years ago, leaving money in trust for the education of the children of Landrake and surrounding areas. He appointed the Worshipful Company of Ironmongers as Trustees. The school continues to welcome the support and involvement of the Ironmongers' Company which has overseen the Trust since its foundation and which appoints the Foundation Governors. Proud of our tradition, we at the school, like Sir Robert Geffery, have a forward looking vision.

The school lies within the Diocese of Truro and enjoys strong links with the village church of St. Michael. The Christian values are central to the life and ethos and are vital to the realisation of the aims of the school.

Sir Robert Geffery's School recognises that every child is unique and special, and sets out to ensure that each fulfils their true potential. The school respects ethnic, cultural and religious diversity and actively promotes good personal relationships.

We strongly believe that to achieve our aims, we must build and maintain a strong working partnership between parents, governors, school and community.

Written and agreed by representatives of the whole school community

OUR SCHOOL

THE THOUGHTS OF THE PUPILS

As the pupils of Sir Robert Geffery's school, we would like you to know that:

- We try to make the most of all the opportunities available to us.
- We always try to do our best.
- Our teachers try very hard to make lessons fun.
- We like the people who work in our school because they help us and really care about us.
- We always try to keep our bodies fit and healthy.
- We always try to care for and look after one another.
- We like all the clubs we attend and we go to as many as possible.
- We think that the older children help the younger children really well.
- We have lots of music to enjoy and can learn to play many different instruments.
- There is always somebody there to help us with our work.
- We think that our ideas and opinions are listened to and valued. We are encouraged to put our ideas forward and they are taken seriously.
- We learn to care for animals and the environment.



THE GOVERNING BODY

Members

Mr James Oliver
Mrs Elizabeth Cairncross
Mr George Bastin

Clerk to the Members

Colonel Charlie Knaggs

Assistant Clerk to the Members

Mrs Teresa Waller-Bridge

Foundation Governors:

Mr Richard Twallin
Mr David Worlidge
Mrs Jill Jarvis
Mr Paul Williams
Mr David Landers
Mrs Mandy Kellagher
Mr Brian Hasell
Mrs Kathy Jones
Mrs Lynn Dowell

Chairman
Vice-Chairman

Ex Officio, also representing the Diocese of Truro

Rev Laura Bushell-Hawke

Appointed by the Local Education Authority

Mr Owain Hughes

Elected Parents

Mrs Helen Daniel
Mrs Ali Wills

Elected Staff Member

Mr James Crudge

Headteacher

Mrs Julie Curtis

Clerk to the Governors

Mrs Debbie Pitman



THE STAFF OF THE SCHOOL

Headteacher:	Mrs Julie Curtis	
Teaching Staff:	Mrs Becky Cunningham	Assistant Headteacher
	Mrs Kim Hawkings	Head of KS1
	Mrs Kylie James	
	Mrs Charlotte Clark	
	Miss Kim Appleby	
	Mr Richard Arundell	
	Mr James Crudge	
	Mr Mark Hambly	Music Specialist
	Mrs Nic Jones	SENDCO
School Business Manager:	Mrs Debbie Pitman	
ICT Support/Admin:	Mrs Izzy Williams	
Clerical Assistant:	Miss Tamsyn Alderton	
Apprentice Clerical Assistant:	Mrs Susie Evans	
Teaching Assistants:	MrsCarolynPierce-Jones	Mrs Jackie Hatton
	Miss Cat Miles	Mrs Dani Carter
	Mrs Becky Blunt	Mrs Susan Green
	Mrs Lisa Aire	Mr Justin Foster
	Miss Caitlin Jones	Ms Julie Clare
	Mrs Samantha Bowers	Mr Ben Yeoman
	Miss Libby Holmes	Miss Jade Hooper
TIS Support Workers:	Mrs Nic Jones	Mrs Susan Green
School Direct Student Teachers:	Mr Nathan Summers	Mr Alex Hall
	Mr Colin Whittaker	Miss Bethany Renfree
	Miss Shannon Angwin	Mr Aaron Miller
Apprentice TAs:	Miss Emma Chaplin	Miss Ellye Ball
	Miss Lee-Anne Murphy	Miss Heidi Lang
	Miss Maria Townsend	Miss Emily Crabb
Lunchtime Supervisors:	Teaching Assistants/Apprentices (on rota basis)	
	Mrs Sue Stapleton	
Farm Technician	Mr Will Dowding	
Grounds/ Minibus Driver	Mr Phil Curtis	
Caretaker:	Mrs Trish Burfoot	
Caretaking Staff:	Mrs Ellen Dolley	
Kitchen Staff:	Provided by Chartwells	

HISTORY OF THE SCHOOL

Sir Robert Geffery's School, Landrake, was founded under the will of Sir Robert Geffery, who died in 1703, aged 91. Sir Robert Geffery was born near Landrake. He went to London and after developing world-wide trading interests, became Lord Mayor and Master of the Worshipful Company of Ironmongers.

In his will he left money to the Ironmongers' Company, to pay for the teaching of reading, writing and the Church's Catechism to the poor children of Landrake with St. Erney. In 1704 the first teacher was appointed, and lessons were probably held in his own home. In 1881 a school was erected by the Company. Over the next 110 years the building became old and unfit for present day purposes and recently numbers have greatly increased.

DESCRIPTION OF THE SCHOOL

The present school was opened in January 1991 by R.H. Stedall Esq, Master of the Worshipful Company of Ironmongers. It is a fine building which is built around a quadrangle. The first floor comprises the hall, chapel, kitchen, staff room and music/medical room.

From the main corridor a ramp leads down to the Key Stage 1 area, and the Year 6 classroom, changing rooms and toilets. Another ramp leads up to the Year 3, 4 and 5 classrooms, the ICT suite and a Key Stage 2 Library, cloakrooms.

An extension was completed in 2000, with the addition of the Pre-School and the installation of an ICT suite.

The school is fortunate in having two hard surface play areas and a grassed playing field. There is also an area with many trees and wild flowers and a pond, set aside as a conservation area.

The School Farm, situated at the edge of the school field, is used as an outside classroom to enhance the curriculum.

In October 2015 a new bespoke block was opened enabling Reception Class children to have a large purposed built space where they can free flow into their own outside learning area. The second storey houses Year 6 in a very light large area that can be divided to enable focussed teaching activities to be delivered. This is referred to as 'The Qube'.

The school operates a School Council, Eco Committee and Farm Committee, which encourage the participation in the organisation and running of the school.

In 2011 the decision was made to convert to an Academy. In 2014 it gained the prestigious title of a Teaching School and is part of the Bridging the Tamar Learning Alliance supporting school improvement and teacher training. In 2015 a partnership was developed with St Mellion and St Dominic Schools and, as such, the Headteacher of Sir Robert Geffery's is the Executive Headteacher of both of them.

SIR ROBERT GEFFERY'S PRE-SCHOOL

The Pre-school is housed within the same building. Although independent from the School, there are very strong links with close co-operation and liaison. The Pre-school is accredited by the Local Education Authority and regularly inspected by Ofsted. The curriculum is linked with Cornwall Early Years' Policy, which follows through to their first year in school, thus making the transition from Pre-school to Reception Class much easier for each child.

SAFEGUARDING

Sir Robert Geffery's School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the/our safeguarding processes to avert and alleviate any such problems.

Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment – and that we all feel safe in our environment.

If you are ever concerned about the safety or well-being of someone at our school please talk to one of the school's Designated Safeguarding Leads (DSLs).



SAFEGUARDING STATEMENT

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

Parents and carers are welcome to read the Policy and it is regularly updated and placed on the school website. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first, unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to one of the DSLs in confidence, who will refer the matter to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher) who will consider what action to take.

Our Designated Safeguarding Leads (DSLs) are:

DSL	Mrs Curtis
Deputy 1	Mrs Cunningham
Deputy 2	Mrs Clark
Governor trained	Mrs Helen Daniel

ADMISSION TO THE SCHOOL

Applying for a Place

All applications for places in Reception, or during the school year, must be made direct to the applicant's home local authority on the appropriate application form. The application form and supporting information will be available on Cornwall Council's website.

However, if your child has an Education, Health and Care Plan you do not need to complete an application form as a school place will be identified through a separate process.

Over-Subscription Criteria

Where Sir Robert Geffery's School is named on a pupil's Education, Health and Care Plan, that child will be admitted by the School. The following priority order will be used to decide which children should occupy any vacant place in our Reception Year 2021/22, if the number of applications for places is greater than the published admissions number.

1. Children in care and children who were previously in care but immediately after being in care became subject to an Adoption, Child Arrangement Order or Special Guardianship Order. **
2. Children whose home address in the designated area who will still have siblings on the school register at the proposed date of admission. **
3. Children whose home address is in the designated area. A map showing the designated area of the school can be found at www.cornwall.gov.uk/admissions following the link 'what is my designated school'.
4. Siblings of children on the school register at the date of admission. **
5. Children of practising Christian families, who have attended for a period of at least one year preceding the date of application, whose minister supports the application in writing. These will be ranked in the following order:
 - a. Children from a Christian family at the heart of the Church, who would be a regular worshipper, usually one who worships at least twice a month over the preceding year. To accommodate difficult patterns of work and family relationships account will be taken of week-day worship. The worshipper could be the child for whom application is made or one or both parents. Greatest priority will be given to these applicants.
 - b. Children from a Christian family who are attached to the Church, who would be a regular but not frequent worshipper, by which is meant (for example) one who usually attends a monthly family or church parade service or is regularly involved in a weekday church activity including an element of worship over the preceding year.

- c. Children known to the Church, who would not be a frequent but probably an occasional worshipper, someone who is perhaps known through a family connection, or one or more of whose family would be involved in some church activity over the preceding year, such as a uniformed or other church organisation. In this context 'family' means a parent or sibling.

The supplementary information form (SIF) must be submitted directly to the school at the time of application.

In the event that during the period specified for attendance at worship the church [or, in relation to those of other faiths, relevant place of worship] has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church [or in relation to those of other faiths, relevant place of worship] or alternative premises have been available for public worship”.

6. Children of staff at the school where the member of staff has been employed at the school for two years or more at the time at which the application for admission to the school is made; and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
7. All other children.

Tie Breaker

If the criteria above leave more children with an equal claim than places available, the following tie-breaker will be used:

Priority will be given to a child whose home address is closest to the school building (measured to the main school entrance in a straight line using a Geographical Information System, Map Tools). The governing body's definition of a child's home address will be as stated below in Notes and Definitions.

Final tie-breaker – Should the tie-breaker above still leave children with an equal claim because distances are exactly the same, random allocation will be used to decide on priority. The school will use Random Allocation, outlined in the Admissions Code, supervised by an independent person.

Notes and Definitions

** Children in Care A 'Child in care' may also be referred to as a 'looked after child' and is a child who is (a) in the care of the Local Authority, (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

A 'child arrangement order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989, Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

** 'Siblings' means brothers or sisters. They are defined as children with at least one natural or adoptive parent in common, living at the same or a different address. Children living permanently in the same household at the same address would also be counted as siblings, regardless of their actual relationship to each other. To qualify as a sibling a child must be on the roll of the school in question at the date of application, allocation and admission.

If a child is a sibling of a multiple birth (e.g. twins, triplets, etc.) and has been offered a place at the requested school, every effort will be made to offer places to siblings at the same school, which may mean allocating places above the Published Admission Number (PAN) where this is possible.

** Designated area Cornwall Council has divided Cornwall into geographical areas. Each of these areas is served by a specific primary school, or in some cases, groups of schools. These areas are called 'designated areas' (you may also have heard these areas referred to as 'catchment' areas). The designated area used in Sir Robert Geffery's School oversubscription criteria will be as defined by Cornwall Council. NB: not all schools prioritise on the basis of designated area or use the Local Authority's defined area, however, entitlement to home to school transport will still be based on these areas. Your designated school will not always be the one nearest to your home address.

Maps are available for all designated areas online at:

www.cornwall.gov.uk/admissions or by calling the School Admissions Team on 0300 1234

101 or emailing: schooladmissions@cornwall.gov.uk.

If you are planning to move into the designated area of Sir Robert Geffery's School, your application for a place for your child will not be given the priority accorded to designated area pupils without firm evidence of your new address and moving date, such as a copy of a signed and dated tenancy agreement or confirmation that contracts have been exchanged.

Cornwall Admissions will maintain a waiting list after the end of the co-ordinated scheme. Should a vacancy arise a place will be allocated using the over-subscription criteria outlined above.

It should also be noted that, under section 2.15 of the School Admissions Code (sub paragraph f), it is stated that children of UK Service Personnel admitted outside the normal round would be "excepted pupils" (from the infant class size regulations).

**** Home address** Each child can have only one registered address for the purposes of determining priority for admission and transport entitlement. This address should be the place where the child is normally resident at the point of application or evidence of the address from which a child will attend school, in the form of written confirmation of a house purchase or a formal tenancy agreement. Exceptional circumstances in relation to the provision of a home address will be considered on a case –by–case basis. If there is shared residence of the child or a query is raised regarding the validity of an address, Cornwall Council will consider the home address to be with the parent with primary day to day care and control of the child. Residency of a child may also be clarified through a Child Arrangement Order where it is shown who has care of the child. Evidence may be requested to show the address to which any Child Benefit is paid and at which the child is registered with a doctor’s surgery.

Please see School Website for latest full Admissions Policy

Parental visits prior to a child’s admission

Parents wishing to visit the school when considering whether or not to seek admission for their child, should contact the school secretary to make an appointment. The headteacher tries to meet every family to answer any questions they may have about the school.

Parental Choice

Parents have a right to express a preference for a particular school, stating their reasons. Admissions to this school will normally be granted, but the Headteacher and Governors reserve the right to refuse admission if classes are full.

Under Fives

There is an Under Fives Scheme whereby children may be admitted for part-time education, starting in the September after their fourth birthday.

Full Time Admission

Children whose fifth birthday occurs between September 1st and August 31st are offered a full time place in September of the year in which they are 5.

Late Applicants

Applications will be considered at any time throughout the year.

Appeals Process

In accordance with the Admissions Code 2014, you have the right to appeal for a place at Sir Robert Geffery’s School if you have been refused a place.

Appeals are heard by an independent appeals panel arranged by the local authority on behalf of the Governing Board. Further details and a timeline can be found in the Local Authority’s Co-ordinated Admissions Scheme. Applicants can only appeal again for a place in the same school within the same academic year if the admission authority for

that school has accepted a further application because there has been a significant and material change in the circumstances of the parent or carer, child or school (e.g. a change of address into a school's designated area), but has determined that the new application must also be refused.

TIMES OF THE SCHOOL DAY

Please Note: This timetable currently differs due to Covid-19 routines

KS1 Timetable

7.45 am	Breakfast Club
8.00 am	Mathletics, Homework and Reading Clubs
8.35 am	Doors will open – children will go straight into classroom. Activity – age appropriate arranged
8.45am	Register
8.55–1015am	Morning – First Session
1015 am	Assembly
10.30–10.45 am	Playtime (split into year groups 15 minutes each)
Followed by	Morning – Second Session
11.50am	Lunch – Foundation Stage)
12.00 noon	Lunch – KS1) 1 hour lunch break
1.10 –3.30 pm	Afternoon Session
3.30 pm	End of School
3.30–4.30 pm	After School Activity Clubs

KS2 Timetable

7.45 am	Breakfast Club
8.00am	Mathletics, Homework and Reading Clubs
8.35am	Doors will open – children will go straight into classroom. Activity – age appropriate arranged
8.45am	Register
8.55–1015am	Numeracy
10.15–1030 am	Assembly
10.30–11.00 am	Literacy
11.00–11.15 am	Playtime
11.15–12.30 am	Literacy
12.30–1.25 pm	Lunch
1.25–3.30 pm	Afternoon Session
3.30 pm	End of School
3.30–4.30 pm	After School Activity Clubs

Wrap Around Care

Wrap Around Care is run and supervised by Pre-School Staff. There is a charge for this service, invoices are issued monthly. Bookings should be made in advance with Pre-School (telephone 01752 851343).

Breakfast Club

Breakfast is served from 7.45am. Cereal, toast, orange juice and fresh fruit are enjoyed by the pupils. A toothbrush can be provided so that they clean their teeth before morning school. Each session costs £4.25 (as at 01.09.19) for childcare and breakfast.

Club 3.30

Club 3.30 runs from 3.30 – 5.30pm, and can be booked as a one hour session or two hour session. The charge is £4.30 for one hour or £5.93 for two hours (as at 01.09.19).

SCHOOL UNIFORM

GIRLS

Pinafore dress or skirt	Bottle green, pleated.
Trousers	Black
Sweatshirt	Green with school emblem*/green cardigan
Blouse	White
Tie	Green and yellow stripe*
Socks or tights	Bottle green in winter, white ankle or white knee length in Summer
Summer Dress embroidered polo shirt	Green and white small check or green skirt and white

Shoes should be black, and should be well fitting with sensible heels.

Pointed toes are not good for children's feet. No trainers please.

Sports Wear

P.E. Shorts	Green*
P.E. Shirt	Gold polo shirt with school emblem*
P.E. Hoody	Emerald Green with school emblem*
P.E. Shoes	Training Shoes
P.E. Bag	Marked with child's name*

Optional Extras

Black Track Suit bottoms

BOYS

Trousers or shorts	Grey
Sweatshirt	Green with school emblem*
Shirt	White
Shirt (Summer)	White Polo Shirt with logo
Tie	Green and yellow stripe*
Socks	Grey
Shoes	Black – No trainers please.

Sports wear

P.E. Shorts	Green*
P.E. Shirt	Gold polo shirt with school emblem*
P.E. Hoody	Emerald Green with school emblem*
P.E. Bag	Marked with child's name*

Black tracksuit bottoms

Items marked * are available from school on Wednesdays between 3.15 and 3.45pm – book bags, school coats, school fleeces and water bottles are also all available. Or can be ordered through the school office for collection.

School uniform, with logo, can also be purchased on-line from My Clothing at

www.myclothing.com or Wovina at www.wovina.com/collections

N.B. ALL ITEMS SHOULD BE CAREFULLY MARKED OR LABELLED WITH YOUR CHILD'S NAME

CURRICULUM ORGANISATION IN KEY STAGE 1 AND KEY STAGE 2

At present, there are approximately 220 children, aged between 4 and 11, on the school roll. The school is organised into one class per year group. Children are generally allocated to classes, according to their age. However, we do group children for maths across the school from year 2 or 3 using additional teacher availability. In key stage two the children rotate in the afternoons and are taught by subject experts. On Friday for KS 2 and Thursday for KS 1 the afternoons are enjoyed participating in enrichment activities that reinforce and extend National Curriculum expectations.

THE SCHOOL CURRICULUM

Every child is entitled to a broad balanced curriculum. Sir Robert Geffery's has chosen to follow the the National Curriculum and there is a copy of this on the website.

Therefore the National Curriculum objectives are incorporated into our planning.

An overview of the topics covered within Years Reception – Year 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school. Phonics is taught in Reception and KS1 using the 'Phonics Bug' programme.

There are three parts to our planning:

Long term planning – these show an overview of topics/themes covered in each key stage. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school. Each long term plan is split into science, geography or history themed topic, showing links with all other areas of the core and foundation curriculum. KS1 follow a two year rolling programme and KS2 a four year rolling programme of topics to ensure progression with a combined teaching unit.

Medium Term Planning – these show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning – These break down the objectives into weekly achievable targets and activities.

- *Core Subjects:* English, Mathematics and Science
- *Foundation Subjects:* Design Technology, Computing, History, Geography, Music, Art, Physical Education, Languages
- *Plus:* Religious Education and PHSME

Some aspects of the curriculum are developed through theme weeks that usually take place at the end of half terms. Each year the children learn in this thematic way during RE Week, Health, Safety and Fitness Week, Science Week, DT Week, Arts Week and Geography and Citizenship.

PARENTAL CONSULTATION

We feel that learning is a partnership and will be most successful when we all work together to meet the needs of the pupil. At Sir Robert Geffery's we work hard to establish very positive relationships with families and have an open door policy.

As part of this, parents are very welcome to discuss the curriculum and their child's progress outside school hours. During their time in the school, the pupils' progress is regularly monitored and reported to parents. A full report in the Summer term is provided, and parents evenings take place in October and February for parents to see classwork and discuss the child's progress with the class teacher. We encourage pupils to attend these meetings and targets are set and shared at these meetings

The Headteacher is always willing to talk to parents. Please make an appointment through the School Office.

Weekly newsletters are sent to parents, giving information concerning forthcoming school events and reports on past events and other items of interest.

SPECIAL EDUCATIONAL NEEDS

Every child is unique and each will be treated and developed as an individual. Some children will however need particular help with some aspects of their education. At first this will be in the hands of the class teacher, who may well call upon the advice of our Special Educational Needs Co-ordinator within the school. Help is given to individualise programmes of study for children with learning difficulties or gifted children. We also liaise with other outside agencies that offer further support in this area. Discussion with parents takes place from the onset of any concern. The school has an updated policy relating to special needs, which is available to parents at any time.



RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Sir Robert Geffery's School is a Church of England faith school and the governors have agreed to follow the Cornwall Agreed Syllabus for the teaching of RE Lessons. In KS2 they are taught by a subject specialist each week and there is an annual RE Week when visitors often support the learning.

We work closely with our parish church and the Methodist church in the village. Our collective worship is Christian in nature; we welcome regular visits from local preachers and celebrate the religious festivals of Harvest, Christmas and Easter in St Michael's Church. On Thursday the children present a bible story working with community members as part of an 'Open the Book' team. Both the Church of England Minister and Methodist Minister lead worship in school once a month.

Parents have the right to withdraw their child (ren) from Acts of Worship.

Members of St Michael's Church run a 'Monday Club' for those who wish to attend a Church children's group.



SPORTING AIMS AND PROVISION

Our aim is to provide encouragement, participation, skills, development and personal achievements within the context of the PE curriculum. The school has a clear policy covering the implementation of these aims. The PE curriculum is supplemented by the opportunity to participate in a wide range of extra curricular activities. The school enters into friendly and competitive tournaments, encouraging participation and the enjoyment for pupils of all abilities.

At present, extra curricular sporting opportunities are offered in the following (depending on season)

Tag Rugby	Football	KS1 Sports	Basketball
Netball	Athletics	Gymnastics	Hockey
Cross-Country	Rounders	Cricket	Handball

Both boys and girls participate in all these clubs.

SEX EDUCATION CURRICULUM

The school has a Sex Education Policy is available from the Headteacher on request.

At Sir Robert Geffery's, Sex Education is part of a wider programme which also covers Health Education and sections of the Science curriculum. At present we cover the Christopher Winterbourne approach and the children have three age related sessions each year.

Parents also have the right to withdraw their children from Sex Education sessions, if they wish; parents wishing to do this should contact the Headteacher, so that appropriate arrangements can be made.

ENRICHING THE CURRICULUM

Educational Visits

Each year the children are taken on various educational visits which are linked with their studies. The school minibus makes it possible to do a variety of visits termly.

Trips to the theatre and field studies related to the topic are planned regularly throughout the year to enrich the learning. In the Autumn term in Key Stage Two the children in Years 3,4,5 and 6 spend a night and two days following a programme related to their topic. Over the past three years they have been to Dartmoor, Eden, Bath and Escot Park. In Year 5 they visit Barton Hall and spend a week learning more about themselves participating in outdoor and physical challenges. In Year 6 the children spend a week in London. During this week they visit places of interest which are closely linked with their studies in history, geography and science and The Ironmongers' Hall, by kind permission of the Ironmongers' Company,

These trips are always risk assessed and supervision planned accordingly.

Children should always wear School PE Shirts and Hoody on school trips for easy identification.

Extra Curricular Activities

We are fortunate in having a very willing and supportive staff and parents who are prepared to offer the following activities, either at lunchtime or after school:

Art	Farm	Rounders	
Computer	Gymnastics	Tag Rugby	Construction
Football	Netball	Cross Country	Basketball
Athletics	Cricket	Skipping	Singing/Music
Cookery	Dance	Hockey	Board Games
Gardening	Construction	Drama	Homework

and others.

Peripatetic teachers from the Cornwall Music Service visit the school to teach children woodwind, violin, guitar and brass. These lessons are available to children in KS1 and KS2. Children whose parents/guardians are eligible for Income Support will receive free instrumental tuition and a subsidy is available for families entitled to Disability (applicable to one instrument only). Please enquire in the school office for further details. We also have piano, singing, and drumming lessons taught by other qualified peripatetic teachers.

School Farm

We encourage children to take an interest in the local environment. Outdoor learning and enrichment activities regularly take place on the School Farm and allotments.

There are a variety of animals on the farm which include Polly the Donkey, pigs, sheep, hens, ducks and guinea pigs.

The school has a farm technician who works on the farm, along with teaching assistants – but both children and parents are encouraged to be actively involved.



GENERAL INFORMATION

Money

Children should not bring money to school, unless it is for a school purpose (e.g. cake sale). All money should be carried in a named purse or envelope and handed to the class teacher for safe keeping. The school uses Parentpay as a platform for making payments for dinners and trips.

Lost Property

All items of clothing should be clearly marked with the child's name. Watches should be marked or engraved with the child's name or initials, this means that items can be easily returned to their owners. The remaining lost property is collected in the Entrance next to the School Uniform Shop. We collect an amazing amount of lost property so please check regularly that names are still legible or that the labels have not come off.

Medicines

There are two main sets of circumstances under which the school may be asked to deal with the administration of medically prescribed medicines to pupils at school. These are:

1. Children with chronic illnesses or long-term complaints, such as asthma, diabetes or epilepsy.
2. Children recovering from shorter illnesses but who are receiving a course of antibiotics.

A medical form has to be completed in both cases (available from the School Office or website).

The school's asthma policy encourages children to take responsibility for the administration of medicines, appropriate to their age. Please ask for further details if necessary.

Parking

Parking at the school is limited, so if you are able to walk your child to school this is actively encouraged.

The playground (entrance in Lowertown) is open for parking every morning and every afternoon from 3.10pm. For safety reasons, we ask that you reverse into parking spaces and be aware of pedestrians. Please return to your car promptly after collecting your child/ren as the playground is needed for after-school sports clubs.

There is also parking in the lane at the rear of the school via Ducky Lane. The rear entrance gate has a coded lock- please ask in the school office for the combination.

We ask that all drivers are considerate to our neighbours, and please do not block any driveways.

SCHOOL MEALS

The school has its own kitchen and provides a well balanced meal for your child, if you wish to take advantage of this service. A vegetarian option and jacket potato option is always available.

You are requested to pay on 'Parentpay' for school meals. A registration letter is issued when your child starts school. Otherwise money should be sent in at the beginning of the week in an envelope labelled with your child's class, name and days required. Cheques should be made payable to 'Chartwells' (meals should be paid for in advance please).

Currently meals are charged at £2.30 per day. Meals should be paid for in advance.

Key Stage 1 Free School Meals

All pupils in Key Stage 1 receive free school meals under the government scheme (known as UIFSM).

However, if you qualify for Free School Meals (as per the criteria below), please apply as those in receipt of Free School Meals also qualify for Pupil Premium funding (page 29).

Free School Meals

To qualify for free school meals you must be in receipt of one of the following benefits:

Income Support (IS)

Job Seekers' Allowance (Income-Based) and equal based Job Seekers Allowance

Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance

Child Tax Credit (CTC) with an annual income of less than £16,190

Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

Guarantee Element of Pension Credit (GPC)

Immigration and Asylum Act 1999 (IAA) Support

Universal Credit – Your household income must be less than £7,400 a year (after tax and not including any benefits you get) as assessed by earnings from up to three of your most recent assessment periods

Every child who has a right to a free school meal should have one, and parents who think they qualify can apply on line through the Cornwall Council website

(<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/school-meals/>). A paper application form can be obtained from the school office. Other children in their class cannot identify children who have free school meals, and there is no stigma attached to this.

Packed Lunches

Children who bring packed lunches eat their meals in the hall, and are supervised by the mealtime assistants. Please label lunchboxes and plastic drink bottles.

HELP THAT YOU CAN GIVE

We hope that when your child starts school you have not so much lost a child as gained a teacher, with whom the responsibility for your child's education is shared. Not only will your child need the support of the home that continues to be the major influence in their life, but successive teachers will need that support too.

How parents can help their child and the school

In addition to the professional teaching staff, the school benefits considerably from the assistance of parents. We never refuse an offer of help. Indeed, we often ask for your help on both a regular and occasional basis. Regular help covers such things as hearing readers, sewing, baking, playing classroom games, mounting pictures, covering and mending books and mixing paints. Not everyone can commit themselves to help on a regular basis, but some are able to help occasionally by accompanying us on school outings and assisting with various activities. We are most grateful for all the help we receive from parents – we do hope that you will be able to assist us. We do request that volunteers have a DBS safeguarding check carried out by the school.

At Home

- You can really help by showing an interest in all your child does.
- Make time to talk to your children about a wide variety of things.
- Encourage them to take part in all aspects of school life such as the out of school activities.
- If there is some homework to be done, provide them with time and a quiet place in which to do it.
- Read to your child – even at eleven they enjoy a good story.
- Not too much television! It does not stimulate much thinking. It may keep them quiet, but it has much less value than actively doing something, such as modelling, visiting places of interest, playing games and so on.
- Encourage your child to use the educational websites which the school subscribe to – a list of these is available on the school website and your child will have their individual log in details.

'Friends of the School'

The school has a very active 'Friends' Association which supports the school in a number of different ways. Quite a variety of events are organised throughout the year, both for social activity and to further the links between home and school.

They have a regular slot in our school newsletter keeping you up to date with details of events.

PASTORAL CARE

The school is always concerned for the welfare of all its pupils, and in the first instance pastoral care is the concern of the class teacher or tutor. The school's teaching assistants deal with first aid, lost clothing and similar problems. The Headteacher will always meet parents to discuss pastoral matters or any other problems subject to his availability. In addition, as a Church school, we have the benefit of a Minister who visits and supports the school.

The teaching staff willingly give their time at the end of each teaching day to discuss with parents matters of mutual concern. An appointment is helpful, as teachers also have other responsibilities.

The school keep a record of the daytime location of parents/guardians and/or their nominees in case of emergency. Parents or their nominees may be asked to collect a child from school if it is considered that the child is too ill to remain in school. Please ensure you always inform the School Office of any change of contact details.

Notes are also kept of specific medical needs which a child may suffer and which could affect the child's education or first aid treatment (allergies, asthma and so on). All such records are confidential and seen only by those who need to know. It is important for parents to keep such information up to date.

BEHAVIOUR

The School's Positive Behaviour Policy is based on rewards. Children are praised for good behaviour with stickers, awards, badges, gold cards and certificates awarded and every week there is an assembly where some of these are recognised. At all times staff highlight good manners and caring toward others. Each class agrees rules and sanctions at the beginning of the year and these are displayed in the classroom. Pupils know that their opinions matter and that their ideas listened to.

This is a caring school which prides itself on the way our older pupils look after the younger ones. There are few incidents of bullying and this is the result of the school's promotion of self-esteem and consideration for others. The children share the view with staff that persistent physical or verbal bullying is not acceptable. If an incident occurs then staff need to know about it so it can be dealt with. Bullying flourishes in schools where it is kept secret, so it is vital that children feel able to report any incidents. Children coming to school should feel comfortable, confident and at ease. (Copies of the school's Positive Behaviour Policy and Anti-bullying Policy are available on the school website)

SCHOOL RULES

In any community of people living and working together there is a need for certain acceptable standards of behaviour and attitude. It is hoped that as they progress through the school, children will develop an understanding of and respect for the school as a community

The rules are few in number and have been designed with the safety of the children and respect for property in mind, and are intended for the general well being of the whole community. They are the same throughout the school.

Standards of behaviour are continuously reinforced by class teachers, and children are made aware of the school rules, both in class and the school assembly.

ABSENCE

When a child is absent for any reason, the school should be notified by telephone or email on the first day of absence.

If it is necessary for a child to leave the school for a short period during the school day, the class teacher must be notified in writing. No child will be allowed to leave the premises on such occasions unless collected by a parent. There is a signing out book in the entrance hall to record any changes.

SCHOOL GROUNDS

Dogs are not permitted within school grounds. This is to safeguard children from injury and disease which can be transmitted by dogs, and which can occur from dogs fouling such areas.

Smoking is not permitted within school grounds.

PHOTOGRAPHY AND USE OF IMAGES

The school follows the latest guidance on 'Photography and the safe use of images.' Parents are asked to complete the Primary School Annual Consent Form at the beginning of each academic year. Parents must never put photographs of school events on social media sites if they include children other than their own.

HOLIDAYS

The government revised the regulations about school attendance in September 2013. “Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances”. The changes are clearly set out to reduce the amount of time some children do not attend school. At present we do not generally have a problem with attendance and clearly we do not want there to be one in the future. School attendance is regularly monitored by different agencies.

We are well aware that there are times when children are unable to attend school for a range of reasons and we will continue to be realistic about these occasions. We will continue to ask parents to work with us over this matter. Attendance needs to be accounted for under the terms of his recent legislation. The chart on the following page, provided by the Education Welfare Officer, explains the percentage attendance and days lost in school.

Don't let your child miss out on their education

Every school day and minute counts

<p style="margin: 0;">365 Days in each year</p> <p style="margin: 0;">175 non school days in a year</p> <p style="margin: 0;">175 days to spend on family time, visits, holidays, shopping, household jobs</p>					
<p style="margin: 0;">190 School days in each year</p> <p style="margin: 0;">190 days for your child's education</p>	<p style="margin: 0;">10 Days absence</p>				
	<p style="margin: 0;">180</p>	<p style="margin: 0;">19 Days absence</p>			
	<p style="margin: 0;">171</p>	<p style="margin: 0;">29 Days absence</p>			
	<p style="margin: 0;">161</p>	<p style="margin: 0;">38 Days absence</p>			
	<p style="margin: 0;">152</p>	<p style="margin: 0;">47 Days absence</p>			
<p style="margin: 0;">Days of education</p>	<p style="margin: 0;">Days of education</p>	<p style="margin: 0;">Days of education</p>	<p style="margin: 0;">Days of education</p>	<p style="margin: 0;">Days of education</p>	<p style="margin: 0;">143 days of ed.</p>
<p style="margin: 0;">100%</p>	<p style="margin: 0;">95%</p>	<p style="margin: 0;">90%</p>	<p style="margin: 0;">85%</p>	<p style="margin: 0;">80%</p>	<p style="margin: 0;">75%</p>
<p style="margin: 0;">Good Best chance of success. Gets your child off to a flying start.</p>		<p style="margin: 0;">Worrying Less chance of success. Makes it harder to make progress.</p>		<p style="margin: 0;">Serious Concern Not fair on your child.</p>	

If you have to take your family holiday during term time, please complete a holiday request form (available from the school office) well in advance as it will be necessary to have a meeting with the Headteacher and a school governor. The Headteacher will need to consider the reasons for the holiday, past attendance, and effects the absence will have on the pupil's learning.

CHARGING AND REMISSIONS POLICY

The vast majority of school resources and activities are paid for directly through the school's budget. However, parents may be asked for voluntary contributions to assist in covering items such as school visits, and visits to the school by musicians, drama groups and lecturers.

If children would like to take home a piece of work completed in sewing or design and technology activities, a nominal charge contributing to payment for materials may be requested.

In KS2 pupils take part in optional residential visits; it is the school's policy to make a charge for such visits, in order to cover the costs.

At their parents' request, some children receive additional music tuition provided by teachers from outside school. In these instances the fees for lessons are set by the teachers. Details can be obtained from the individual teachers concerned. Parents are asked to contact the school office in the first instance, for further information.

The full Charging and Remissions Policy is available on the School Website

PARENTPAY

Payment for school meals and visits etc can now be made via Parentpay at <https://www.parentpay.com>

When your child starts school you will receive an activation letter to register on the website.

This is the preferred method of payment, but payment by cheque or cash to the school office is also available.

EQUALITY OF OPPORTUNITY

It is our belief that all pupils of this school have a right of access to opportunities regardless of ability, age, gender, physical ability, capability or characteristics, racial or ethnic group, religious beliefs and social background.

No racist views or attitudes are tolerated at this school.

We also believe that all pupils should be encouraged to understand the implications of equal opportunity and regard and should be challenged to dispel the ignorance and distrust which breeds prejudice and discrimination.

AVAILABILITY OF DOCUMENTS TO PARENTS

The following documents are available for parents to see on the School Website. If you wish a paper copy, please ask in school office.

School Website Address: www.sir-robert-gefferys.cornwall.sch.uk

These include:

- National Curriculum documents
- School policy documents
- Schemes of work in current use at school
- Charging and Remissions Policy
- Racial and Equality Policy
- Procedure for Complaints
- Standard assessment task results

COMPLAINTS PROCEDURE

It is the endeavour of all staff and Governors to run the school in such a way that causes for complaints are kept to an absolute minimum. However, should complaints arise, it is the policy to make clear to all those involved the channels through which these complaints are directed.

The parent should approach the class teacher in the first instance in an effort to resolve the issue.

If direct consultation with the class teacher fails to resolve the matter or the issue directly affects the Headteacher, the matter should be raised with the Headteacher. Further consultation with the class teacher and Headteacher may ensue.

Should a more serious problem or complaint arise, a letter to the Chairman of Governors through the Clerk's office is advised. This can, if necessary, be presented to the Board of Governors for further discussion. It should be emphasised that a complaint in writing enables staff and Governors to facilitate action – a verbal message will usually require written confirmation.

It is the policy of the school to ensure that all complaints are thoroughly investigated and that, in more serious cases, a written explanation on the outcome of events will be sent to those concerned.

However, on the very rare occasion that it is not possible to reach a solution, complaints about Academies should be made to the the Education Funding Agency (EFA) who handle complaints about academies and free schools.

The EFA will not overturn our decision about your complaint. However, if they find that we did not deal with your complaint properly they will request the complaint is looked at again and procedures meet the requirements set out in the Regulations.

You can contact the EFA for more information via the schools complaints form which is accessible online at: <https://www.gov.uk/government/organisations/education-funding-agency>

The School's Complaints Procedure Policy is available on the School's website.

PUPIL PREMIUM

Pupil Premium is government specific funding which the school receives for each pupil who is in receipt of free school meals, children of Service families or children adopted from care.

Please ensure you inform the school if this applies to your child, this can initially be done on the school's admissions form.

At Sir Robert Geffery's School we have used the Pupil Premium funding in a variety of ways to meet the needs of different pupils.

Pupil Premium funding has been used for:

Extension of THRIVE programme

Continuation of Homework Club before and after school to enable opportunity for use of ICT and support when needed for learners

Additional booster teacher led sessions for Years 4, 5 and 6 targeted pupils

Booster teacher led session with teacher for Years 1 and 2 pupils and Better Reading project support for pupils in Years 1 and 2

Subscriptions for Spellodrome / Accelerated Reader and Mathletics

Support for residential visits

Support for individual needs as identified

To provide teaching assistant targeted support in classrooms to enable intervention from TA or teacher

Coaching programme related to learning for Years 4, 5 and 6 pupils

(Full report available on school website)

RATE OF ABSENCE 2018/2019 (from School Census)

Please Note – Due to Covid-19 Lockdown period in 2020, we are using the previous year's figures

Summer Term 2018

Total sessions possible for all pupils	24576
Authorised Absences as % of total sessions	1.35%
Unauthorised Absences as % of total sessions	0.55%

Autumn Term 2018

Total sessions possible for all pupils	27410
Authorised Absences as % of total sessions	1.85%
Unauthorised Absences as % of total sessions	0.35%

Spring Term 2019

Total sessions possible for all pupils	22892
Authorised Absences as % of total sessions	1.97%
Unauthorised Absences as % of total sessions	0.3%

DESTINATION OF YEAR 6 LEAVERS IN 2020

Saltash Community School	17
Callington Community College	1
Liskeard School and Community College	3
Looe Community Academy	1
Devonport High School for Boys	4
Devonport High School for Girls	5
Plymouth High School for Girls	2



Year 1 Phonics Screening Check 2019

SCHOOL RESULTS

National Results

The following table compares the percentages by phonics result for the school in 2019 with the national results for 2018.

		Wa	Wt	A	D
All Pupils	National	82	16	0	2
	School	97	0	0	3
Boys	National	79	18	0	2
	School	92	0	0	8
Girls	National	86	13	0	1
	School	100	0	0	0

Figures may not add up to 100 because of rounding and because percentages for L and Q marks and missing marks are not included.

Assessment Grades

Grade	Description
Wa	Took the phonics screening check and met the required standard
Wt	Took the phonics screening check and did not meet the required standard
A	Absent
D	Did not take the phonics screening check
L	Left the school
Q	Maladministration

KS1 TEACHER ASSESSMENT COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 31 Figures may not total 100 per cent because of rounding.

Reading						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	35	26	44	22	27	29
EXS	45	50	31	49	60	51
WTS	16	17	19	19	13	15
PK4	0	5	0	6	0	3
PK3	0		0		0	
PK2	0		0		0	
PK1	0		0		0	
BLW	3	2	6	3	0	1
D	0	0	0	0	0	0
A	0	0	0	0	0	0

Writing						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	23	16	25	12	20	20
EXS	61	54	56	52	67	57
WTS	13	22	13	26	13	18
PK4	0	5	0	7	0	4
PK3	0		0		0	
PK2	0		0		0	
PK1	0		0		0	
BLW	3	2	6	3	0	1
D	0	0	0	0	0	0
A	0	0	0	0	0	0

Mathematics						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	29	22	38	24	20	20
EXS	52	54	44	51	60	58
WTS	19	18	19	17	20	18
PK4	0	4	0	5	0	3
PK3	0		0		0	
PK2	0		0		0	
PK1	0		0		0	
BLW	0	2	0	3	0	1
D	0	0	0	0	0	0
A	0	0	0	0	0	0

Science						
	All		Boys		Girls	
Result	School	National	School	National	School	National
EXS	90	83	81	80	100	85
HNM	10	17	19	19	0	14
D	0	0	0	0	0	0
A	0	0	0	0	0	0

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return, and which met the statutory standards for assessment and moderation.

Key to Teacher Assessment Results:

Note: not all results are valid for all Areas of Learning

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard.

HNM is awarded if the pupil has not met the standard (Science only).

PK4 is awarded if the pupil is working at a Pre Key Stage Standard 4.*

PK3 is awarded if the pupil is working at a Pre Key Stage Standard 3.*

PK2 is awarded if the pupil is working at a Pre Key Stage Standard 2.*

PK1 is awarded if the pupil is working at a Pre Key Stage Standard 1.*

BLW is awarded if the pupil is below the standard of the tests.

A is awarded if the pupil was absent.

D is awarded if the pupil is disapplied in Reading, Writing, Mathematics or Science.

*Was formally categorised as either PKF, PKE or PKG

KS2 TEACHER ASSESSMENT and TESTS COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each outcome in 2019, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2018.

The number of eligible children is: 34

Figures may not total 100 per cent because of rounding.

Teacher Assessments				
	Science		Writing	
Result	School	National	School	National
GDS	-	-	38	20
EXS	91	82	59	58
WTS/HNM	9	17	3	17
PK6	0	-	0	4
PK5	0		0	
PK4	0		0	
PK3	0		0	
PK2	0		0	
PK1	0		0	
BLW	0	0	0	1
D	0	0	0	0
A	0	0	0	0

TEST RESULTS								
		Percentage at outcome						
		B	Not Achieved Standard	Achieved Standard	Exceeded Standard		U	A
Grammar Punctuation & Spelling*	School	0	6	94	68		0	0
	National	3	19	44	34		0	0
Reading	School	0	6	94	44		0	0
	National	3	21	47	28		0	0
Mathematics	School	0	6	94	50		0	0
	National	3	21	52	24		0	0