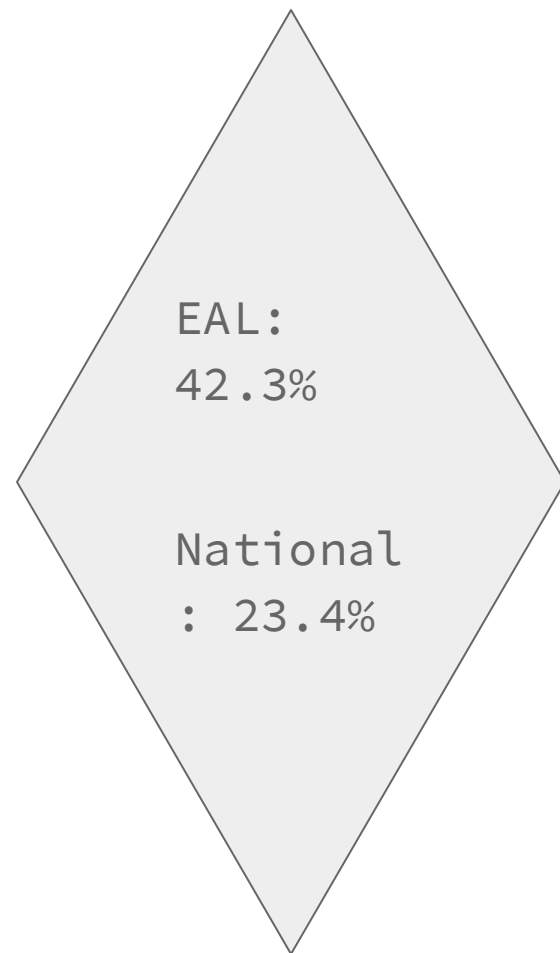
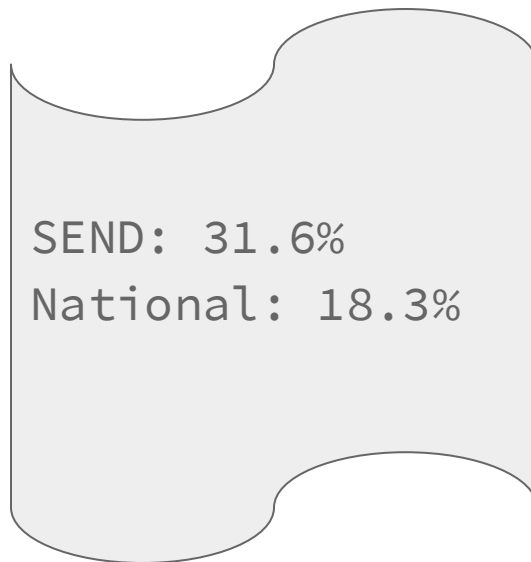
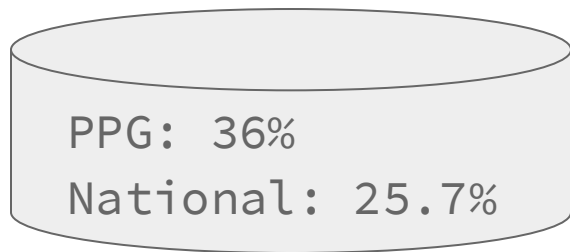


COLHAM MANOR PRIMARY SCHOOL

**Chloe Richards - Assistant
Headteacher - Inclusion
c.richards@colham.org**

CONTEXT: Current Enrolment: 606



PUPIL OUTCOMES; OUR JOURNEY

Key Stage 2										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	23% 	59%	55% 	60%	46% 	61%	77	60% 	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	0% 	7%	2% 	8%	5% 	8%	77	8% 	8%
Reading	% of pupils achieving the expected standard	43% 	74%	70% 	73%	75% 	74%	77	83% 	75%
Reading	% of pupils achieving the higher standard	10% 	28%	18% 	29%	24% 	29%	77	31% 	33%
Reading	Average scaled score	99.2 	105.0	103.8 	105.0	105.1 	105.0	74	105.4 	106.0
Writing	% of pupils achieving the expected standard	30% 	69%	64% 	71%	51% 	72%	77	74% 	72%
Writing	% of pupils working at greater depth	0% 	13%	3% 	13%	5% 	13%	77	10% 	13%
Maths	% of pupils achieving the expected standard	38% 	71%	74% 	73%	69% 	73%	77	73% 	74%
Maths	% of pupils achieving the higher standard	6% 	22%	22% 	24%	23% 	24%	77	23% 	26%
Maths	Average scaled score	97.9 	104.0	104.0 	104.0	103.7 	104.0	74	103.6 	105.0

Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	39% 	75%	80% 	79%	81% 	80%	88	85% 	~ 80%
% of pupils passing check by end of Year 2	81% 	87%	90% 	89%	86% 	89%	79	90% 	~ 91%

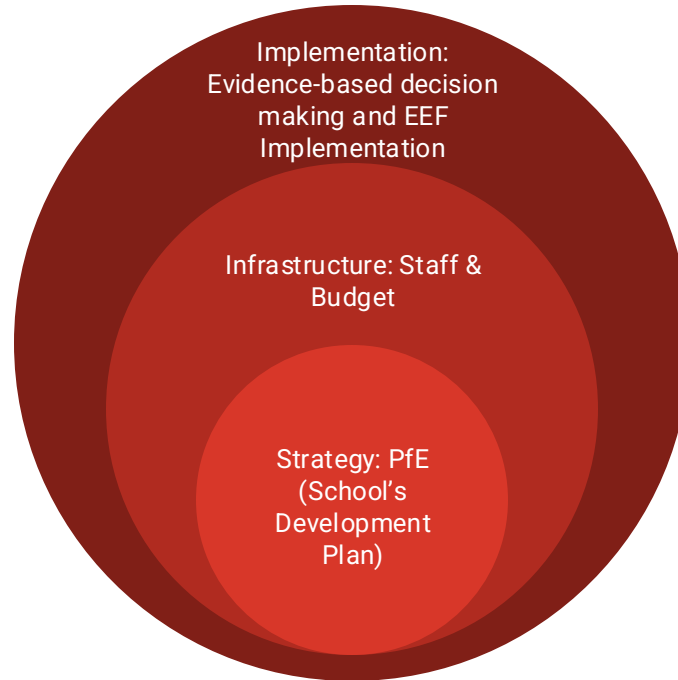
WHERE WE ARE NOW:

March 2025 – Ungraded Ofsted – Maintained ‘Good’ from 2019

“This is a vibrant and inclusive school. The school has high expectations of the achievement of its pupils. Pupils study a broad and ambitious curriculum. The school has made reading the bedrock of its curriculum. The school has created an ambitious curriculum, which covers the full range of national curriculum subjects. Across all subjects, the school has identified the important knowledge that pupils should learn.”

HOW?

STRATEGY, STRUCTURE & IMPLEMENTATION





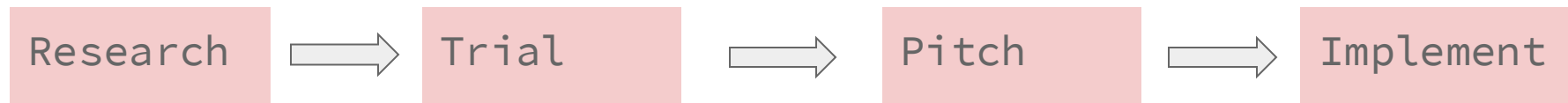
Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What problems are we solving? What needs to change?	What are the core components of the approach? What will people do to address the identified needs?	What blend of strategies are required to implement the approach? How will we draw on the behaviours and contextual factors to do these strategies well?	How will we know the approach is being implemented well? What milestones can we measure along the way? Short term Medium term Long term	What do we want our plan to achieve? How will pupils, teachers and the school benefit?

2021-2022: PHONICS & EARLY READING

In response to?

> 39% Y1 PSC in June 2022

How?



WHAT WAS PRIORITISED?

- Budget for SPP / Resources / CPD
- Fidelity to the programme (curriculum timetabling etc.)
- Reading Leader out of class x2 days per week (class share)
- Y2 class teacher out of class daily in the PMs for FTT programme for x54 pupils
- Engagement with English Hub/sourced funding
- Invested in library system and entire new book collection
- Internally recruited x2 'Reading Advocates' – out of class full time > all children signed up to local library, Y1&Y2

OUTCOMES:

- June 2023 = 80%, above NA > maintained year on year since
- Pupils from EYFS to Y6 taking out x2 reading for pleasure books each week in addition to phonics books
- Foundation laid for developing wider English curriculum
- SLA 'Library of the Year'

2022-2023-2024 : ENGLISH CURRICULUM

In response to?

> End of KS2 Data 2021/2022:

Reading > 43%

Writing > 30%

WHAT WAS PRIORITISED?

- Research > trial > pitch > implement
- Investment in Literacy Tree and Accelerated Reader
- Large budget allocated to delivering programme with fidelity – tailored reading spine with all books purchased for writing units and literary leaves
- Timetable adjustments to prioritise explicit delivery of reading, writing, handwriting and spelling
- English lead out of class weekly
- CPD schedule > plan, do, review in line with implementation plan

OUTCOMES:

2025

Reading > 83%

Writing > 74%

2024-2025: INSTRUCTIONAL COACHING

With the English curriculum secure, strategic focus shifted to improving the overall quality of teaching

Research > trial > pitch > implement

How?

- End of summer term 2023, DHT trialed Step Lab for one term
- Last year was first complete year of implementing Step Lab (Senior Leaders and Extended Leadership team were first trained coaches)
- This year, Senior Leaders are no longer coaches > moved to peer on peer model (Extended Leaders are peer to peer coaches and coach rest of staff cohort)
- Long term implementation > all teaching staff and support staff coach each other on a peer to peer basis

WHAT HAVE WE PRIORITISED?

- Investment in Step Lab
- Timetabling > mindful of work life balance > within the school day
- X2 coaches per coachee > 15 minute joint observation followed by 30 minute coaching 1:1 with other coach covering class
- Forms part of appraisal cycle