



Dear Parents/Carers,

I write to inform you all of a letter, recently received, regarding the placement of Hilltop Junior School into the 'Coasting' category. Please be aware that the category of 'Coasting' only judges end of Key Stage data and not teaching and learning nor the broad and balanced curriculum that your child receives.

The definition of coasting is as follows:

- In 2014 and 2015: fewer than 85% of pupils achieved a level 4 in English reading, writing and maths and below the national median percentage of pupils make expected progress in all of English reading, writing and maths.
- In 2016: fewer than 85% of pupils achieve the expected standard (a scaled score of 100 in all of English reading, writing and maths) and average progress scores for pupils are below -2.5 in English reading or -2.5 in maths or -3.5 in English writing.

The school has been defined as 'coasting' due to the following KS2 results:-

1. In 2014, reading was 96%, writing was 94% and maths was 86% for Level 4 and above. All of the above exceeded the threshold of 85% individually. However, when reading, writing and maths are combined, Level 4 and above was 83%, missing the threshold by 2%.
2. In 2015, reading was 88%, writing 81% and maths 78% for Level 4 and above. Only reading exceeded the threshold of 85% individually. When combined, Level 4 and above was 69%.
3. In 2016, our reading progress score was -5.4, our writing progress score was -0.6 and our maths progress score was -3.5. Our scaled scores were 99 for reading and 101 for maths (writing was based on teacher assessment, therefore doesn't have a scaled score).

As you can see from the above, although attainment was strong, in 2014, for reading and writing, maths was weaker. The same can be said for 2015 in terms of attainment, but results overall were much lower than 2014.

In 2016, our main issues were reading and maths. Reading was due to the difficulty of the paper. Pupils worked hard to answer questions within the paper and answered well, but did not complete the paper within the time set. In maths, the results for the arithmetic paper were much stronger than the two reasoning papers and were closer to the National Average than reading. All of the above are the reasons why we have been put into the 'coasting' category.

The senior leadership team has been extremely single-minded in its determination to improve, following the 2016 results. The school's rigorous action plan will ensure that SATs results for 2017, in maths and reading, will have a positive outcome. We would like to assure all parents that we are relentless in our pursuit of high expectations and standards for the following reasons:-

- the school's internal data is showing an upward trend with maths and reading across Year 6 since September 2016.
- the teaching of exam technique, more rigorous home learning provision and a challenging curriculum and robust assessment system.

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- the leadership team demonstrating a capacity to act decisively and authoritatively, developing a momentum of change across the school, creating urgency of action and improvement.

- pupils who are resilient, hard working and want to be the best they can be.

- parents who are supportive of their children and the school and who believe in what we are trying to achieve.

I hope that this letter reassures you that actions to address the 'coasting' categorisation are being taken on a daily basis by a strong leadership and teaching team. We have every faith that the drive and persistency of our actions will result in an improved picture in the outcomes of the next key stage 2 tests.

Yours sincerely,



Mrs A.J. Waite
Headteacher

and



Mrs E Bull
Chair of the Governing Board