

Sustained attainment for ten years following implementation of SfA

Written by Susan Burton (February 2018)

The Challenges faced by the School

1995- Taylor Road placed in Serious Weaknesses by Ofsted.

1996- HMI said the school was not making adequate progress.

1997- Chris Hassall and Chris Comber appointed as Head teacher and Deputy, by then the number on roll was 200 and falling.

2005- Attainment was improving and the school was rated 'Good', but school leaders knew that further improvements would require a significant initiative.

2006- SfA introduced in January across the school - progress and attainment improve further.

2012- Taylor Road was judged to be 'Outstanding'.

The Impact of SfA

SfA had both an immediate and long-term consistent impact, presented in Fig.1.

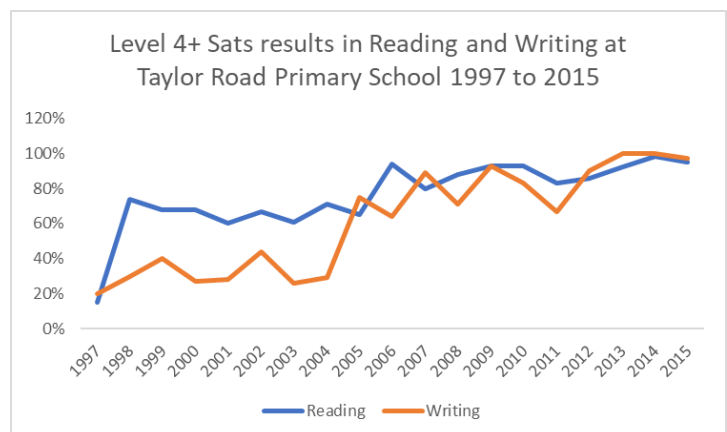
Clear leadership by Chris Comber, who remains the SfA facilitator within the school ensures that:

- SfA pedagogy is implemented through the school and used in every lesson.
- Children entering with very low levels achieve excellent results.
- Teachers still enthusiastically teach the programme.
- New teachers to the school achieve good results quickly.
- NQTs achieve 'Good' by the end of their NQT year.

Fig. 1 shows the consistent high attainment achieved following the first 10 years of implementation.

School Name:	Taylor Road Primary School
Location:	Leicester (St Matthews)
Ofsted Rating:	Outstanding
Pupils on roll:	700+
Age Group:	4 - 11
FSM:	50%
Pupil Premium:	33.6%
EAL:	98%
In 2009, St Matthews, Leicester, was recognised as the 'poorest community' in England.	

Fig.1 historical Key Stage 2 Sats Data for Taylor Road- Note: SfA introduced in 2006



"With such a high proportion of pupils who speak English as an additional language, the key to the school's success lies in its promotion of pupils' language and literacy skills." (Ofsted, 2012)

The school continues to demonstrate attainment higher than national and LEA averages, following the national changes to curriculum, assessment and Inspection.

Fig 2 Key Stage 2 Combined Reading, Writing Maths 2016&17

Year	School	LEA	National
2016	69%	48%	53%
2017	71%	58%	61%
2018	66%	n/a	64%

