

Impact of the SfA Year 6 Revision Programme at Turnham Foundation Primary School

Written by Susan Burton, September 2018

The Challenges faced by the School

Turnham Foundation Primary School was in a challenging situation at the start of the 2017/18 academic year. Despite achieving a 'Good' rating from Ofsted in March 2017 the school had; very poor Sats results; a declining reputation; a diminishing school population (it was a three-form entry with the population of a two-form entry school); lacked a permanent headteacher; and had the legacy of a somewhat traumatic history.

John Halliwell, an Executive Headteacher working for the STEP Multi Academy Trust was appointed as a temporary Executive Head teacher on January 2018. John has used the SfA programme successfully in several schools and immediately introduced the entire programme at Turnham, including the Year 6 programme.

How the SfA Programme addresses these challenges

The entire school team was very enthusiastic about SfA from the beginning, and the Year 6 team especially embraced the revision programme as it provided a structure which enabled them to explicitly and consistently address skills gaps.

The Year 6 Revision Programme consists of 11 units, each focusing on a specific literary genre with a weekly practice test, and a writing activity. Specific attention is paid to question identification and response types. There are two ability levels: Access Level for children below Year group expectations, and Expected Level for those meeting or exceeding Year group expectations.

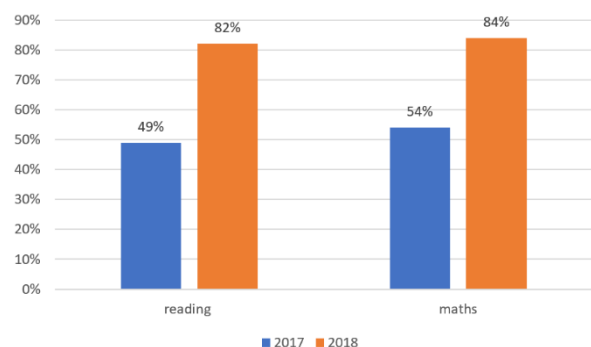
The Impact of SfA

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School Name: Turnham Primary Foundation School
Location: Lewisham
Ofsted Rating: Good
Pupils on roll: 422
Age Group: 3-11
FSM: 71.1%
Pupil Premium: 260

Sats data best demonstrate the impact of the revision programme. As shown in Fig. 1, there was a 33% increase in the percentage of children achieving expected level in reading and a 30% increase in maths from 2017 to 2018. The SfA programme had a significant impact on maths results because children cannot succeed in maths unless they can read and understand mathematical questions.

Fig 1 the percentage of children at Turnham achieving the expected level in reading and maths in 2017 and 2018



"The programme allowed teachers to have immediate confidence in tackling often challenging concepts with reading. The school also applied the same structure to a revision programme for maths. Children's confidence raised significantly, and teachers felt empowered." (John Halliwell, Executive Head teacher, Turnham Foundation Primary)