

MELBOURNE INFANT SCHOOL

Headteacher: Mrs C Gibbs B.Ed, (Hons)



Dear Parents/Carers,

Once again, as you can see by the results below, this year and for the previous two years, the children and the school are performing well. This is the information that is collated by the government and used to compare with other schools locally and nationally. The school also uses this information to write the 'School Improvement Plan,' which identifies areas that the school wants to improve over the next academic year and indicates how this will be achieved. It also informs the school in 'Self Evaluation' where the school is required to make judgements on its own performance under the OFSTED criteria (this information is passed to OFSTED when they are due to inspect a school). Through the school's Self Evaluation which has been verified by our external Derbyshire Local Authority Advisor, the school continues to maintain the OUTSTANDING grading.

Melbourne Infant School Foundation Stage Profile Results 2017

FSP Area	MIS Attainment on Entry	MIS 2015	MIS 2016	MIS 2017
Listening and attention				
Expected	65%	98%	95%	90%
Exceeding	0%	44%	37%	54%
Understanding				
Expected	97%	100%	97%	93%
Exceeding	0	28%	25%	59%
Speaking				
Expected	80%	100%	98%	96%
Exceeding	0	14%	19%	65%
Moving and Handling				
Expected	87%	98%	95%	93%
Exceeding	0	49%	35%	45%
Health and self-care				
Expected	99%	100%	100%	98%
Exceeding	0	91%	51%	97%
Self-confidence/self-awareness				
Expected	97%	98%	97%	97%
Exceeding	0	21%	40%	52%
Managing feelings and behaviour				
Expected	97%	98%	98%	97%



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Exceeding	0	13%	29%	35%
Making relationships				
Expected	97%	96%	97%	97%
Exceeding	0%	13%	29%	36%
Reading				
Expected	43%	87%	87%	75%
Exceeding	0%	56%	40%	29%
Writing				
Expected	74%	83%	84%	75%
Exceeding	0%	39%	27%	38%
Numbers				
Expected	97%	86%	83%	86%
Exceeding	0%	35%	44%	32%
Shape, space, measures				
Expected	88%	100%	92%	97%
Exceeding	0	60%	49%	32%
People and communities				
Expected	97%	100%	100%	99%
Exceeding	0	28%	33%	16%
The world				
Expected	96%	100%	100%	97%
Exceeding	0	41%	40%	14%
Technology				
Expected	99%	100%	100%	99%
Exceeding	0%	11%	11%	16%
Exploring using media and materials				
Expected	97%	100%	100%	99%
Exceeding	0	17%	25%	26%
Being Imaginative				
Expected	97%	100%	94%	99%
Exceeding	0%	20%	19%	29%

PERCENTAGE OF EYFS CHILDREN REACHING A GOOD LEVEL OF DEVELOPMENT (GLD)

MIS 2015	MIS 2016	MIS 2017	National Average 2016
76%	81%	75%	69%



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Although results are high, we continue to look for areas for development for the following year. After careful analysis of the EYFS results, we will be focusing on the following areas to develop over the coming academic year:

- Increase the percentage of children achieving expected and exceeding in Reading - a new planning format will be used with Learning Labs to identify where extra immediate input/support is needed. The re-banding of individual reading books will support mastery in reading.
- Increase the percentage of children achieving expected in Writing (maintain the exceeding). Move away from a writing table learning choice but ensuring writing opportunities are available throughout the environment both indoor and outdoor.
- Outdoor - link to indoor focus and enhance with children's interests. There will be four main areas of learning each week - construction, role play, mud kitchen and problem solving.

Melbourne Infant School Y1 Phonics Screening Results 2017

Percentage of pupils reaching expected level in Y1 Phonics check

MIS 2015	MIS 2016	MIS 2017	National average 2016
70%	75%	84%	81%

Melbourne Infant School Y2 SATs Results 2017

This year was the second year of the new assessment procedure which came into schools called Assessing Without Levels. Therefore children are no longer given a level but a standard they are working at - Working Below the Standard, Working Towards the Standard, Expected Standard and working at Greater Depth Standard. At the end of the year, children had to take part in a selection of tests in reading and maths. As a school we also opted to complete the Spelling, Punctuation and Grammar paper. Teachers then use the test scores and teacher assessment to gauge the standard in which the children are working in.

ASSESSING WITHOUT LEVELS	Melbourne Infants 2016	Melbourne Infants 2017	National Average 2016
Reading			
Expected Standard	79%	79%	74%
Greater Depth	45%	45%	24%
Writing			
Expected Standard	68%	69%	65%
Greater Depth	31%	32%	13%



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Maths			
Expected Standard	77%	80%	73%
Greater Depth	37%	28%	18%

Whilst we continue to be above national averages for the Expected Standard and well above national average for Greater Depth Standard we look at year on year outcomes and set targets which are aspirational and match cohorts of children accordingly.

After careful analysis of the results, we will be focusing on the following areas to develop over the coming academic year;

- To increase percentages of children eligible for Pupil Premium to make at least the expected progress across the entire curriculum.
- To introduce Growth Mindset to the children and ensure it is embedded in all practices.
- To diminish the difference in attainment of girls and boys in regards to reading and writing.

I would like to take this opportunity to thank the children, parents, staff and governors for their dedication and hard work over this academic year and look forward to maintaining our high expectations and standards in 2017/18. We wish a fond farewell to our Year 2 children and get ready to welcome our new starters for September.

I wish you all a relaxing summer break!

Yours Sincerely

C. Gibbs

Mrs C Gibbs
Headteacher



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