

Once again, in every year group, our results have been outstanding! They are outstanding in terms of individual attainment, progress from individuals starting points and also collectively as year groups in relation to what children achieve nationally.

This year I was thrilled that our school was moderated as it was another opportunity to confirm our excellent practices to external professionals. You can see some of what they were said in the quotes we have included. What a great year for primary education in Torpoint with both us and Carbeile having our assessments confirmed and praised by external moderators.

I believe our results reflect the quality of our teaching and our exciting curriculum which draws upon the interests of the children. They are also thanks to the excellent support you as parents give to your children.

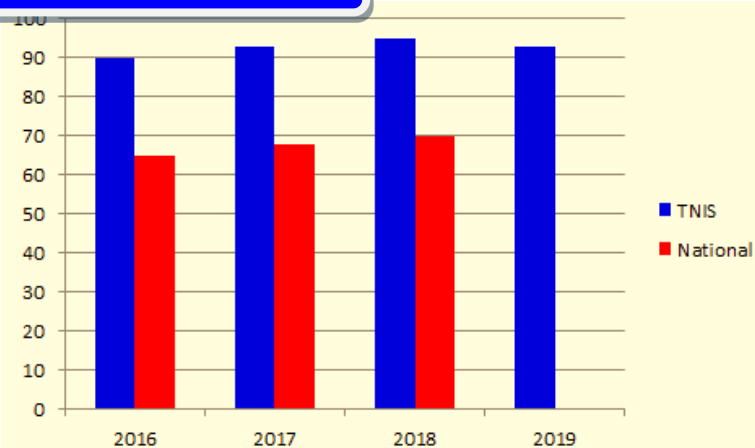
Thank you for your continued support

Elisabeth Carney-Haworth OBE, Head Teacher

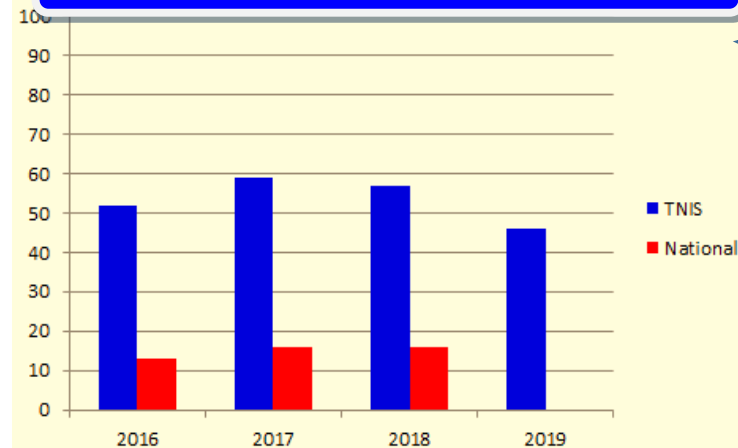
Myself and the governing body are once again very proud of the achievements of all the children. The hardworking staff are to be congratulated on the levels of teaching and learning that enable the children to succeed and have strong foundations for the future. Additionally we would like to congratulate the Year Two team who were praised by the external moderators for their very thorough and accurate assessments.

Julie Martin, Chair of Governors

**KS1 Writing Expected Standard**



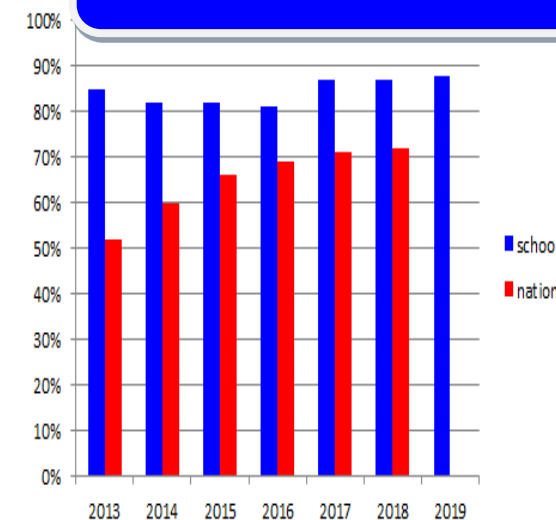
**KS1 Writing Greater Depth than the Expected Standard**



Teachers could talk more confidently about the new children than some teachers can who have had children for the whole year.

In reading, the teachers knew their pupils well and were able to discuss reading in depth. A range of evidence to secure judgements was supplied including extensive guided reading notes and comprehension activities

**Early Years Foundation Stage  
Good Level of Development**



At the end of the Early Years Foundation Stage (EYFS: Nursery and Reception), children are assessed against a National EYFS Profile. Significantly more children in our school achieve a Good Level of Development than children nationally, 88% of our children this year compared to last year's national percentage of 72%

You are very well organised, your evidence is easy to find.

Your analysis of children's work is very in depth.

It is clear that you use the tests to inform your assessments but don't have an overreliance on them...that is so good to see.

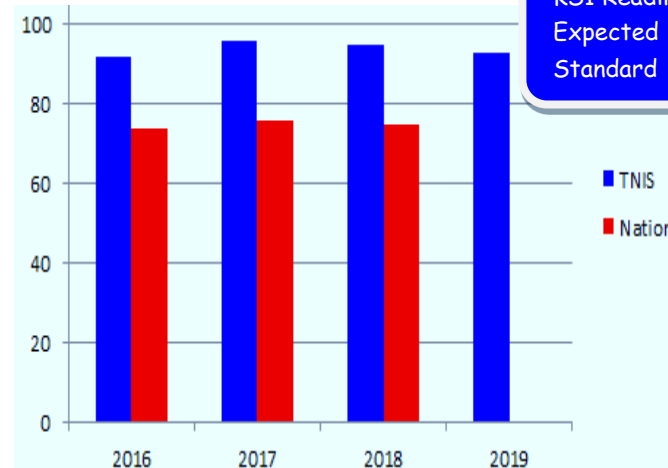
Wish we were closer so we could work with you.

At the end of Key Stage One (End of Year Two) all children in England are assessed against nationally published and moderated standards.

These assessments are carried out by the child's class teacher. Teachers use the results from national curriculum tests in English and mathematics, commonly called SATs, along with the work your child has done throughout the year, to help them reach their judgements about how your child is achieving at the end of Key Stage 1. This year our school's assessments were moderated as part of the routine national moderation programme. These moderations confirmed that our teachers are excellent at assessment; not only was every level agreed but our assessment practices were praised and some were even taken to share with other schools!

Our schools results for Working at the Expected Standard nationally and for working at Greater Depth than the Expected Standard are consistently well above national results.

**KS1 Reading Expected Standard**



**KS1 Reading Greater Depth than the Expected Standard**

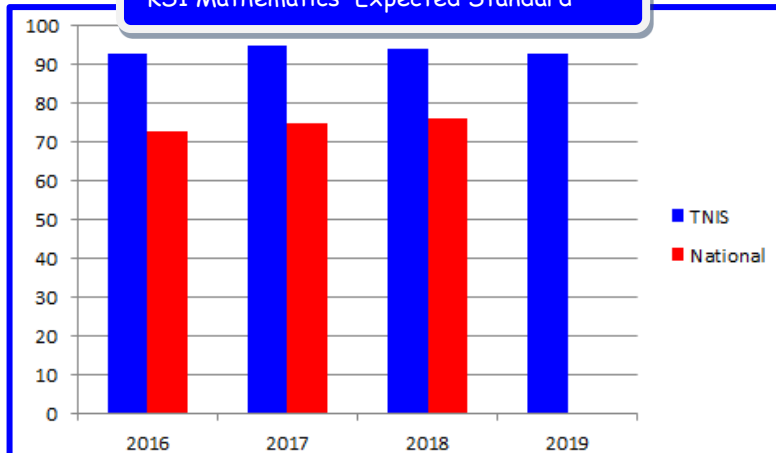


Your small classes are great, teachers have a very clear knowledge of every child's next steps in learning'

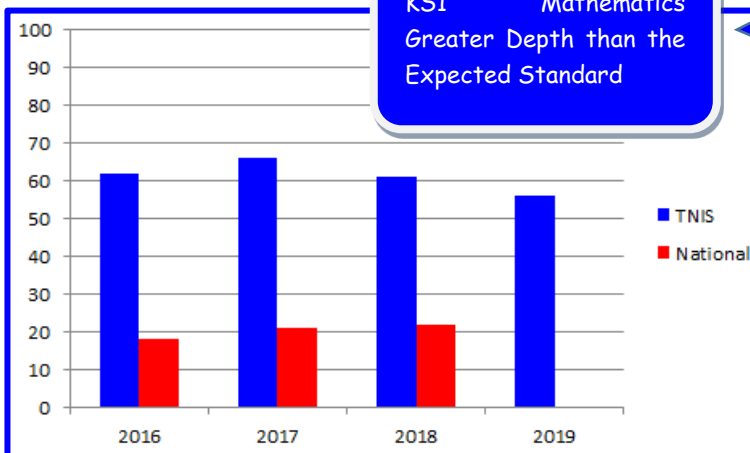
Evidence for GDS was particularly strong.

This was a very strong moderation which ran smoothly because the teachers had implemented very well organised systems. They were clear about the process used and provided a range of evidence which allowed them to make accurate judgements against the teacher assessment framework.

**KS1 Mathematics Expected Standard**



**KS1 Mathematics Greater Depth than the Expected Standard**



**Phonics**

Every Year One child across the whole country takes a Standardised Phonics Screening Check. Each test consists of 40 words: 20 "real" words and 20 "alien" words. Since 2012 when the phonics screen was introduced a much higher percentage of our children reached the expected standard than the percentage of children nationally,

	TNIS	national
2012	77%	58%
2013	94%	69%
2014	95%	74%
2015	96%	77%
2016	97%	81%
2017	87%	81%
2018	96%	82%
2019	96%	-

Notes. (1) Year on year variations in results reflect the make up of the year group being assessed -- for example results can be affected by numbers of children with Special Educational Needs or pupil mobility. (2) Assessment expectations from the Government change over time; Key Stage One assessment changed in the 2015-2016 academic year, The Early Years Foundation Stage Profile was new in the 2012- 2013 Academic year.