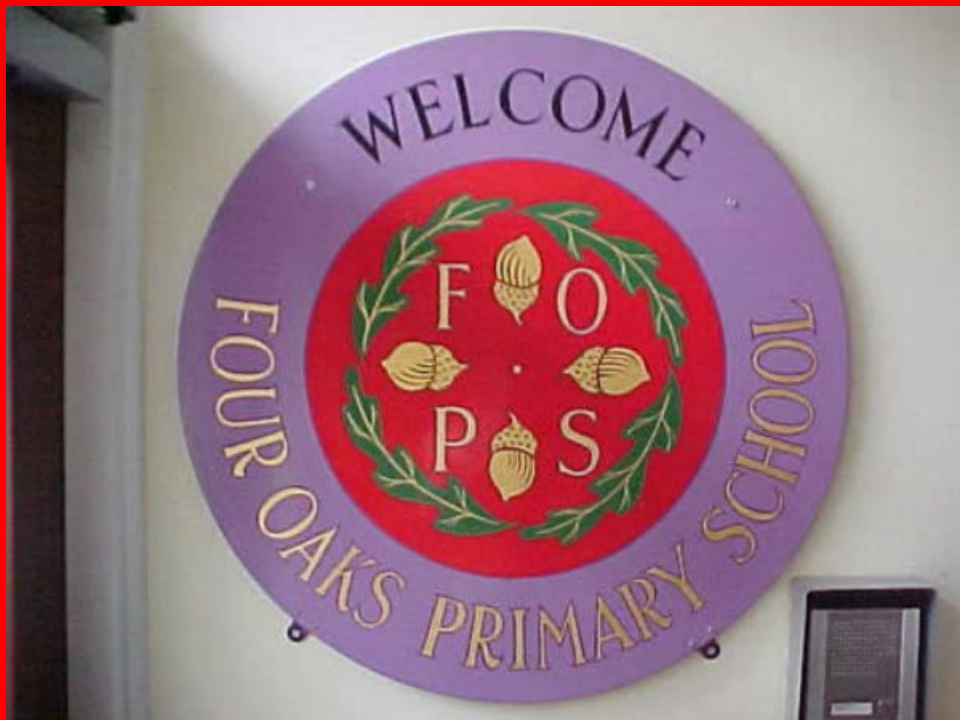


Four Oaks Primary School

Application for the position of Head Teacher



Edge Hill Road
Four Oaks
Sutton Coldfield
B74 4PA
0121 675 4040/2685

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Welcome letter from Chair of Governors

Dear Applicant,

Thank you for your request for information regarding this recently advertised post. I hope you find the information in this pack, together with the links to our website, useful. If you have any queries, please do not hesitate to contact the school.

Due to the forthcoming retirement of Heather Sutton, our current Head Teacher, we are looking to appoint an inspirational leader who will preserve the caring, supportive ethos of our school whilst moving it to further success.

Four Oaks Primary School is an inclusive, supportive, happy school with a strong reputation in the local area. We are consistently oversubscribed with long waiting lists in all year groups. Relationships with families are extremely positive; with parents and carers eager to support the school and their children's learning in equal measure.

We have a highly motivated and experienced staff team who have been fundamental in achieving and maintaining Ofsted Outstanding judgement since July 2011. This is no mean feat, and will clearly be a major task for the incoming Headteacher.

In addition, we wish the school and its pupils to continue to make progress in learning with improving standards and high expectations a must. We firmly believe that the whole school community should be involved in the process of learning. All of us who come to the site to learn, to work or to help have their part to play in the adventure that learning should be.

If you are considering applying please read this parental quote:

"as our child approaches the end of their time at Four Oaks Primary School, we can't help but feel emotional and sad, but very proud. We feel blessed that our child has been given the best possible start to the rest of their life by being part of the Four Oaks Family."

We look forward to receiving your application.

Yours sincerely

Trevor Johnson
Chair of Governors

Advert

Head Teacher

Salary Range: ISR L25 – L31 £71,053 - £81,478

Four Oaks Primary School, Four Oaks, Sutton Coldfield, B74 4PA

Contract Type: Full Time

Contract Term: Permanent

Required September 2018

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In short, we are looking for a Head Teacher who:

- will be an inspirational leader, who will work with all staff, and value their contributions to the life of the school, to achieve the best outcomes for children
- will value our children and take pride in their achievements, inspiring them to be passionate learners and realise their full potential;
- will strive for excellent attendance, attainment and progress for all our pupils;
- has the skills and vision to maintain and further develop Four Oaks Primary School as an outstanding school;
- will actively promote the school's strengths and ethos and build upon its role as a school for the whole community, including being an active participant in the Learning Trust for Excellence
 - will maintain and further develop the climate for exemplary pupil behaviour
 - will be committed to providing a safe, supportive school environment and have a passionate commitment to personal, social and cultural education

We can offer:

- a happy, safe learning environment in which every child is nurtured to develop a love of learning
- a supportive ethos built upon mutual respect, including support from other local head teachers in the Learning Trust for Excellence
- a highly-motivated, dedicated staff and a committed, active and supportive Governing Board
 - very supportive parents and carers
- a thriving school which supports the whole child through a rich range of extra-curricular activities
 - a commitment to supporting our children's personal and emotional development

You will notice that the applications are made directly to Birmingham Local Authority in the first instance. As indicated in the information there are direct links to the schools website.

Should you wish to visit the school prior to completing an application there are 2 days when this is possible: Wednesday 17 and Tuesday 23 January 2018 at 1.30pm. Please telephone the school on 0121 675 4040 to arrange an appointment.

Closing Date: Monday 29 January 2018, 9am

Completed applications should be returned to Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB or via email to CSURecruitment@birmingham.gov.uk

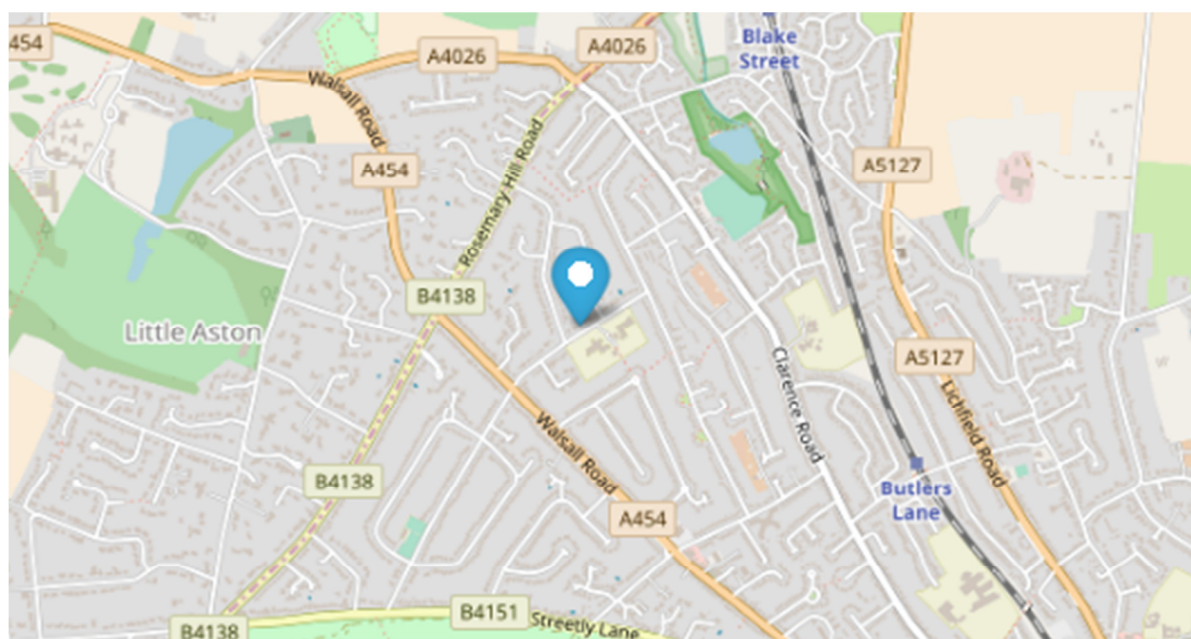
Shortlisting: Week commencing Monday 12 February 2018
Interview and Selection process: Week commencing Monday 5 March 2018
References will be requested prior to the interview process.



School details

Four Oaks Primary School is a two form entry school with 422 pupils on roll. The primary school was opened in September 2006 following the amalgamation of the Infant and Junior schools. There is a private nursery, playgroup and before and after care operating on the same site, but these are all managed externally and subject to separate inspections. Four Oaks School is located in the Sutton Four Oaks ward, the least deprived ward in Birmingham, on the northern borders of Birmingham and 6.6% of our pupils are in receipt of Pupil Premium funding

We are proud to be a caring school where the well-being and development of every individual is of paramount importance. We have a friendly school, where children feel valued and secure. Our enthusiastic and dedicated staff work in partnership with parents, governors and the community, to provide a well-planned and challenging education of a high standard within a caring environment. We value parents as partners in the education process and there are many occasions when families are welcomed into school to share our activities.



Four Oaks Primary is an Outstanding School (Full Ofsted Inspections in July 2011, March 2014 and Subject Specific Science Inspection in January 2013). Inspectors said that “pupils make rapid progress across the school and leave with attainment that is well above the national average. Their achievement is outstanding and they are very well-prepared for the next stage in their education. Pupils enjoy learning a wide range of skills across many subjects, developing a thirst for knowledge and understanding. This is enhanced by the many extra-curricular activities the school offers them.”

The inspectors also stated that “the behaviour of pupils is exemplary, both in classrooms and around the school. Pupils are polite and courteous. Any issues are promptly dealt with and resolved and so pupils feel safe.” In addition they reported that “there are very positive links with parents who speak very highly of the school.” <https://www.gov.uk/find-ofsted-inspection-report>

The Mission Statement at our school is that “ we are proud to be a caring community where every individual counts.” We offer a rich environment where children develop independence and achieve personal success preparing them for their future.

Our **aims** fall into three categories:

Relationships

The children will be caring individuals who:

- are happy to co-operate and share with others, demonstrating courtesy and good manners at all times
- appreciate and respect others in an environment of firm, fair and friendly discipline

Attitudes

The children will develop:

- a positive self-image, with high expectations, enabling them to be responsible and independent learners
- a lively and enquiring mind with an ability to adopt a creative and sensitive approach through the provision of a range of challenging opportunities and the development of their own interests

Knowledge, Skills and Understanding

The school caters for individual pupils' needs. We provide a broad and balanced curriculum, which meets local and national requirements.

The children will:

- develop skills of observation, hypothesis and analysis
- develop a broad foundation of knowledge and understanding about the world in which they live
- develop skills of problem solving, reasoning, proof and logic
- develop an understanding of the difference between right and wrong, truth and fiction
- develop skills of discussion and communication

The dedicated staff and Governors are extremely hard working and have gained numerous awards including: the Basic Skills Quality Mark; Primary Science Gold Quality Mark; Quality Mark distinction for Physical Education; Bronze Eco award; Leading Aspect Award for PE, NAACE ICT Mark and the NCETM Lead Professional Status. In addition to this we have CEOP trained staff to deliver on-line training to all staff.

The School has an excellent website: www.fouroaksprimary.bham.sch.uk

Four Oaks Primary School Site

Our site consists of three buildings plus an additional building for the private nursery. We have excellent grounds and plenty of space for the children to play. There is an infant building, a junior building and the “Acorn Suite” that houses our ICT suite, playgroup and our before and after care facility.

Community Links

Four Oaks Primary School is at the heart of the local community and works extremely effectively with other schools as part of both the Learning Trust for Excellence and the Four Oaks Cluster.

The Learning Trust for Excellence (LTE) consists of 7 schools, 6 primary and 1 special. The seven schools share a common set of values and principles and a common purpose - a commitment to further improving the learning of children across our family of schools. By developing an ethos of co-operation and local democracy the Trust is inclusive, community focused and centred on working together to raise levels of achievement and aspirations for children, young people and their families.

We have a group of partners who work with us to help achieve our aims and these are: Beaufort Special School, Rotary, BCU, UCB, The King Edwards Foundation and Bishop Vesey School

The co-operative values are:

Self-Help: Being willing to help oneself and not just rely on others to assist you.

Self-Responsibility: Being able to act or decide on your own and then handle the consequences.

Equity: When things are fair, reasonable and impartial. When justice is seen to be done.

Equality: When everyone gets an equal share, chance or opportunity.

Solidarity: Sticking together and working as a team. Supporting each other with strengths.

Democracy: A system where everyone gets a say, everyone's voice is heard and everyone's opinion counts.

The key aims of our Trust are to inspire excellence by:

- Continually striving to improve the quality of teaching and learning.
- Furthering aspirations amongst all members of the learning community
- Harnessing resources efficiently in the interests of excellent outcomes for all
- Promoting and sustaining the well-being of all concerned to enable enjoyable and effective learning

In December 2014, our trust was awarded the Leading Aspect Award in recognition of the impact of the wide range of collaborative work taking place. The Leading Aspect Award is a national award that identifies and celebrates leading practice in education.

Four Oaks Cluster

Four Oaks Primary also works as an effective member of the Four Oaks Cluster with 8 other schools including The Arthur Terry School.

PTA

Four Oaks Primary School is extremely fortunate to have a thriving PTA who work tirelessly to organise numerous events for both pupils and parents and, in so doing, raise much needed funds for our school. Events include: Christmas Fayre, Summer Festival, Bi-annual Ball, Comedy Nights, Pupil Disco's,

Staffing Structure

The current staffing structure is as detailed below

FOUR OAKS PRIMARY SCHOOL STAFFING STRUCTURE SEPTEMBER 2017

Cook + kitchen staff

Office Staff

BSS + cleaning staff

Lunchtime Supervisors

The number and range of responsibilities for TAs reflects the needs of our pupils.

TA

TA

TA

TA

TA

TA

TA

TA 0.6

TA 0.6

TA

TA 0.6

TA

TA 0.2

The number of MPG are full time equivalents.

MPG

MPG

MPG

MPG

MPG 0.4

MPG

MPG

MPG

TLR 2a
Curriculum
Man resp
Art / DT

TLR 2a
Curriculum
Man resp
PSHE

TLR 2a
Curriculum
Man resp
Science

TLR 2a
Curriculum
Man resp
Music

TLR 2a
Curriculum
Man resp
PE

TLR 2a
SENCO

TLR 2a
Curriculum
Man resp
IT

TLR 2a
Curriculum
Man resp
English

TLR 2c
Infant Department Manager
Curriculum Manager: Assessment

TLR 2c
Junior Department Manager
Curriculum Manager: Mathematics

Deputy Head Teacher (NCB)
Curriculum co-ordinator,
Behaviour,
Educational Visits
Standards
Teaching and Learning

Head Teacher
Curriculum co-ordinator
Financial /resources management
Facilities Management
Performance Management
Teaching and Learning
Standards
Personnel issues
School Development Planning
Community relations

Job Description

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education.

In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the lead professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with:

- The thriving PTA
- the Learning Trust for Excellence and its partners (BCU, UCB, Rotary, King Edwards Foundation, Bishop Vesey)
- the Four Oaks Cluster,
- Sutton Consortium
- the on-site nursery
- the on-site Playgroup
- the Before and After Care organisation,
- other schools, services and agencies for children,
- the Local Authority,
- higher education institutions, such as BCU, UCB

Through such partnerships and other activities, the headteacher plays a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally. The successful candidate will be expected to represent the school at all meetings of these partners.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Four Domains of Headship

Domain One: Qualities and knowledge.

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Pupils and staff.

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain 3 – Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: The self-improving school system

1. Create outward-facing schools which work with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Four Oaks Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations. The successful applicant will require an enhanced disclosure from the Disclosure and Barring Service.

The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.

PERSON SPECIFICATION: HEAD TEACHERS

Four Oaks Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning.	AF, I
	Knowledge and understanding of education and schools systems locally and nationally.	AF, I
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them.	AF, I
	Demonstration of a good understanding of School Improvement Planning and implementation.	AF, I
	Experience of implementing Performance Management.	AF, I
	Experience of partnership working with parents and the wider community including external agencies.	AF, I
	Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties.	AF
	Experience of co-ordinating family support services as appropriate.	AF, I
	To have experience of working alongside other schools, academies or trusts to secure proven school improvement for all pupils.	AF, I

SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values.	AF, I
	To develop a culture for learning and set high expectations for achieving success for all.	AF, I
	To work to high professional standards, strategically and operationally, leading by example.	AF, I
	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I
	To lead and manage effectively in an environment of high accountability.	AF, I, P
	To manage the implementation of change effectively and sensitively.	AF, I
	Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	AF, I
	To understand and interpret complex data to inform effective decision-making.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I
	To demonstrate a wide range of high level communication skills including new technologies.	AF, I

	To use authority appropriately to maintain discipline.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.	AF, I
OTHER	Evidence of motivation for working with children.	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.	AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.	AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I

	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	AF, I
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*

- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. Interview, **Presentation**.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, **Presentation**

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.

Four Oaks Primary School

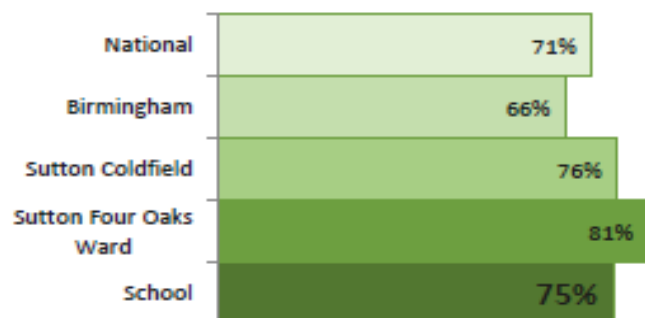


Year Ending: 2017
DfE: 3303435
Type: LA Foundation school
Location: Sutton Four Oaks Ward, Sutton Coldfield (B74 4PA)
Ofsted: Outstanding (05/03/14)
Year Groups: R - 6

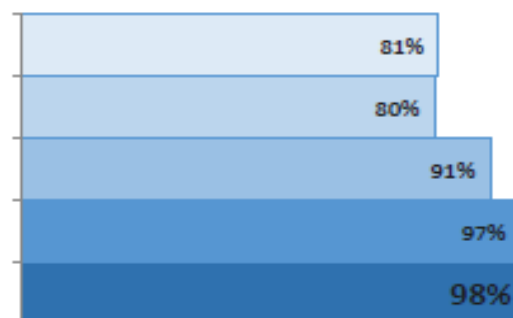
Primary Roll / Ave Roll:
Free School Meals:
Disadvantaged:
EAL:
BAME: (Y1 - 6)
IDAC1:

School	Ward	District	LA	National
422	327 (6)	265 (27)	347 (326)	-
2%	5%	7%	27%	14%
8%	11%	13%	40%	25%
3%	7%	8%	45%	21%
22%	21%	22%	64%	24%
0.08	0.08	0.09	0.31	

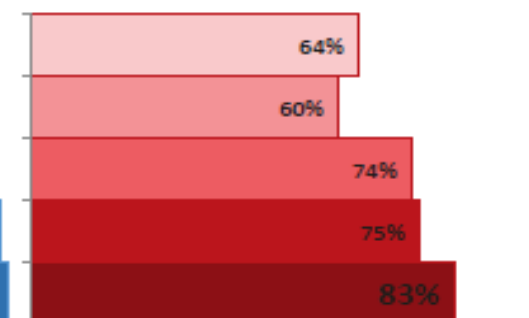
EYFSP
% Good Level of Development



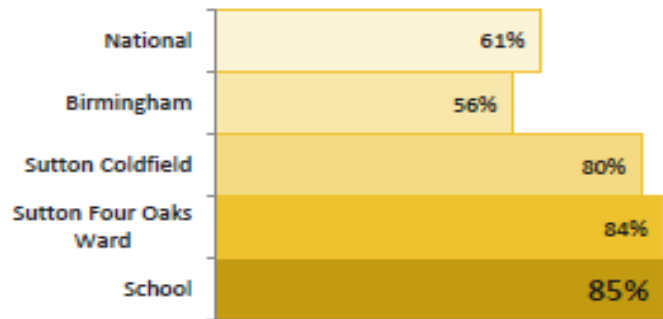
Phonics
% Year 1 Working At



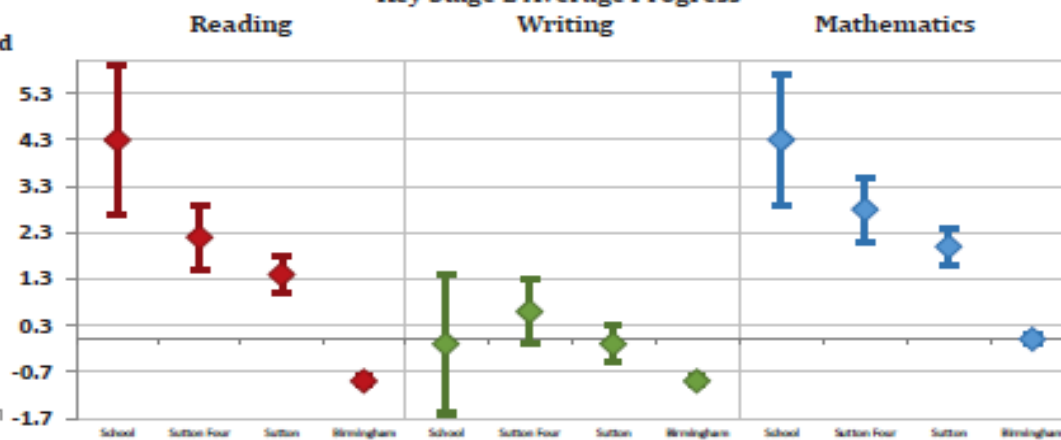
Key Stage 1
% EXS+ Reading, Writing and Maths



Key Stage 2
% Reading, Writing TA and Maths at Expected Standard



Key Stage 2 Average Progress



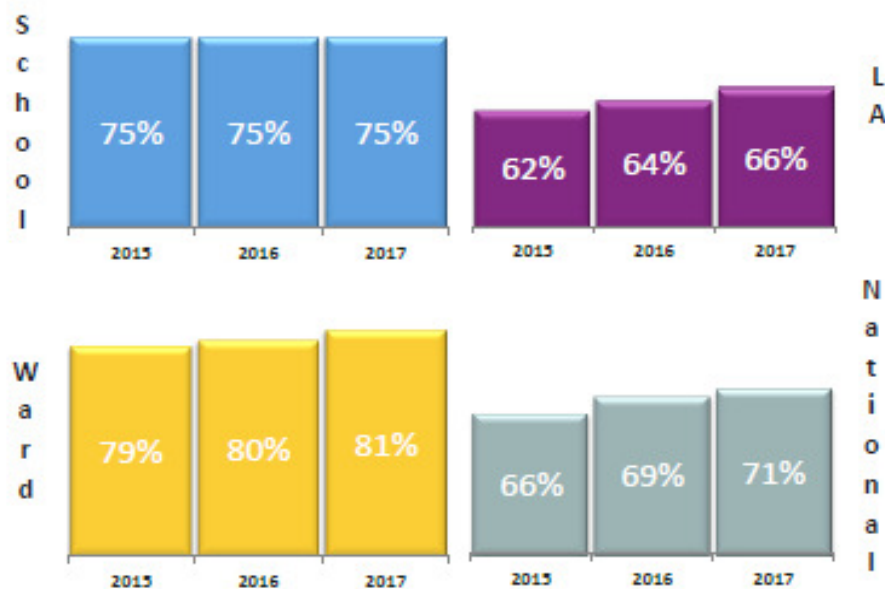
Four Oaks Primary School



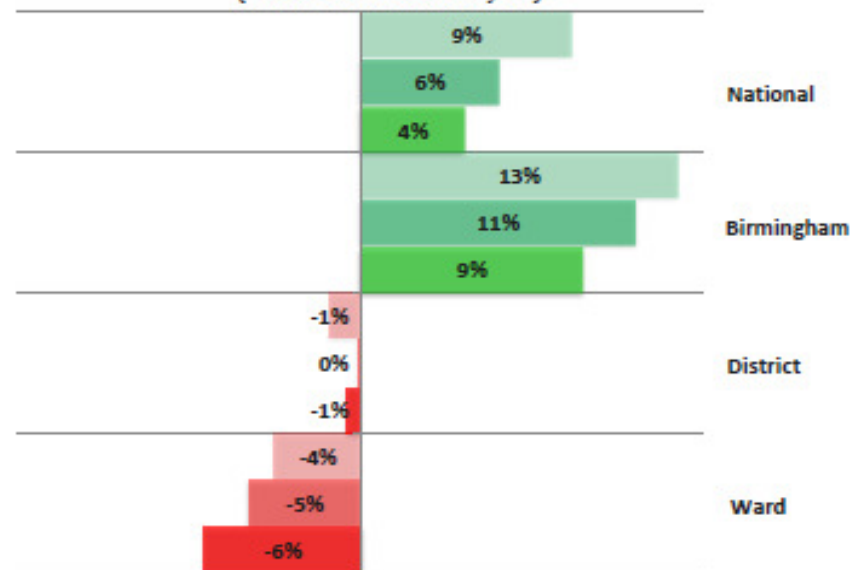
Early Years Foundation Profile Performance

	School			Sutton Four Oaks Ward			Sutton Coldfield			Birmingham			National		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Children in Reception (EYFSP)	60	60	60	256	294	269	1010	1071	1083	15772	16534	16594	654848	669151	669919
Good Level of Development	75%	75%	75%	79%	80%	81%	76%	75%	76%	62%	64%	66%	66%	69%	71%
Communication and Language	88%	85%	85%	90%	92%	92%	86%	87%	87%	76%	76%	77%	80%	82%	82%
Physical Development	93%	93%	97%	95%	95%	96%	92%	92%	92%	84%	84%	83%	87%	88%	88%
Personal, Social and Emotional Development	93%	90%	97%	92%	94%	97%	89%	90%	90%	79%	80%	81%	84%	85%	85%
Literacy	78%	80%	75%	84%	84%	83%	80%	79%	78%	66%	67%	68%	70%	72%	73%
Mathematics	88%	87%	85%	86%	88%	86%	84%	83%	83%	71%	71%	72%	76%	77%	78%
Understanding the World	87%	90%	93%	93%	94%	95%	90%	89%	88%	76%	75%	76%	82%	83%	84%
Expressive Arts, Designing and Making	90%	90%	90%	95%	95%	97%	92%	90%	91%	79%	80%	80%	85%	86%	87%
Prime learning goals	85%	83%	83%	87%	89%	90%	84%	84%	84%	72%	73%	74%	76%	78%	79%
Specific learning goals	72%	77%	72%	80%	80%	80%	77%	74%	75%	60%	62%	64%	66%	69%	70%
All learning goals	70%	73%	72%	77%	78%	80%	75%	73%	74%	59%	61%	64%	64%	67%	69%
Average Total Points	37.5	37.7	37.7	38.1	38.1	37.5	37.1	36.6	36.1	33.5	33.2	33.0	34.3	34.5	34.5

Good Level of Development



GLD three years difference in attainment to indicated group (darkest colour is latest year)



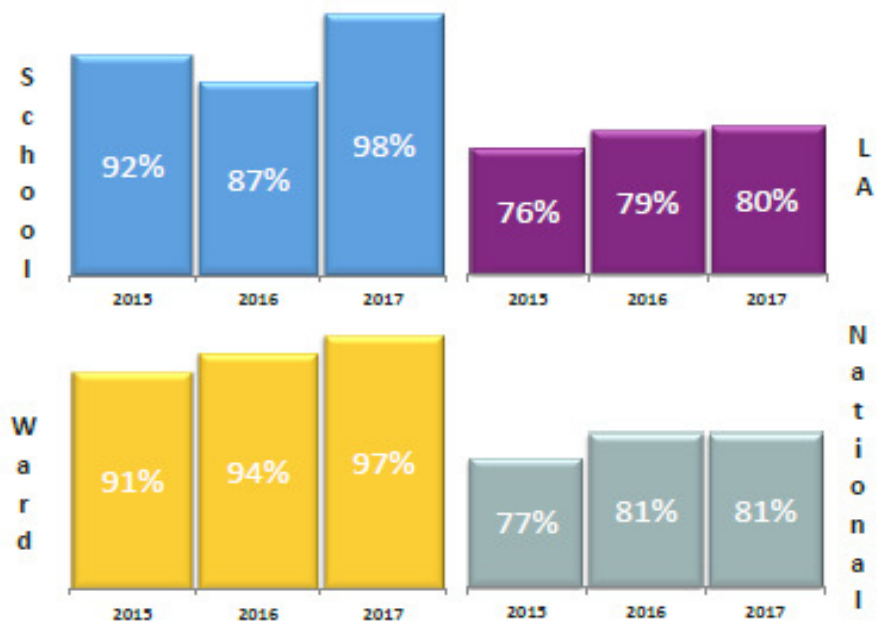
Four Oaks Primary School



Phonics Screening Test Performance

	School			Sutton Four Oaks Ward			Sutton Coldfield			Birmingham			National		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
	Number of Children in Y1	60	63	59	259	254	299	936	1009	1074	15994	15944	16641	638415	652250
Year 1 Absent	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Year 1 Disapplied	2%	2%	0%	0%	1%	0%	0%	1%	1%	3%	3%	2%	2%	2%	2%
Year 1 Not working at threshold	7%	11%	2%	8%	5%	3%	10%	9%	8%	21%	18%	18%	21%	18%	17%
Year 1 Working at threshold	92%	87%	98%	91%	94%	97%	89%	90%	91%	76%	79%	80%	77%	81%	81%
End of Year 2 Cohort	58	60	63	273	271	260	990	954	1034	15690	16095	16046	641307	639493	652013
End of Year 2 Absent	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	npn	npn	npn
End of Year 2 Disapplied	0%	0%	0%	0%	0%	1%	0%	0%	1%	2%	2%	2%			
End of Year 2 Not working at threshold	2%	0%	0%	1%	2%	1%	2%	3%	3%	9%	8%	8%	9%	7%	7%
End of Year 2 Working at threshold	98%	100%	100%	98%	98%	98%	97%	97%	96%	89%	90%	90%	90%	91%	92%

Year 1 Pass Rate



Y1 Pass rate three years difference in attainment to indicated group (darkest colour is latest year)



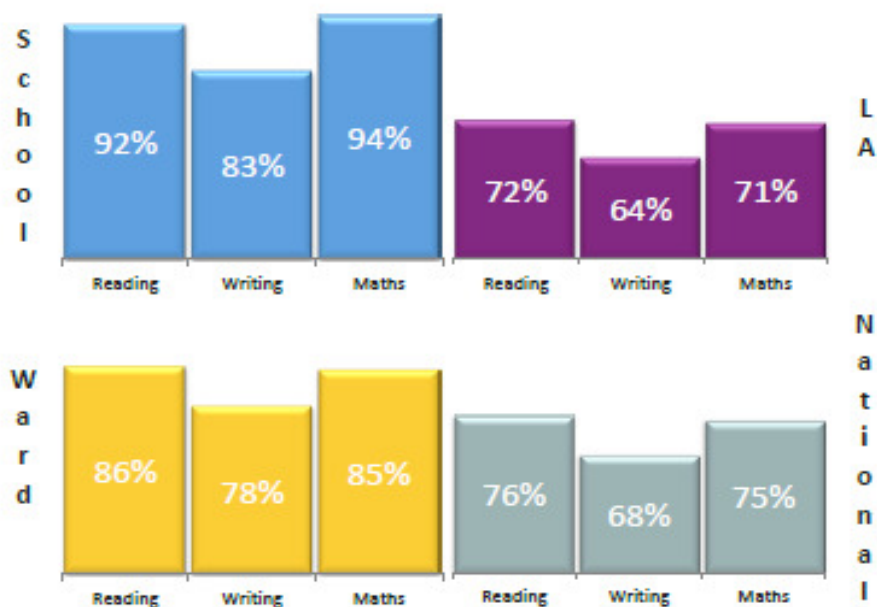
Four Oaks Primary School



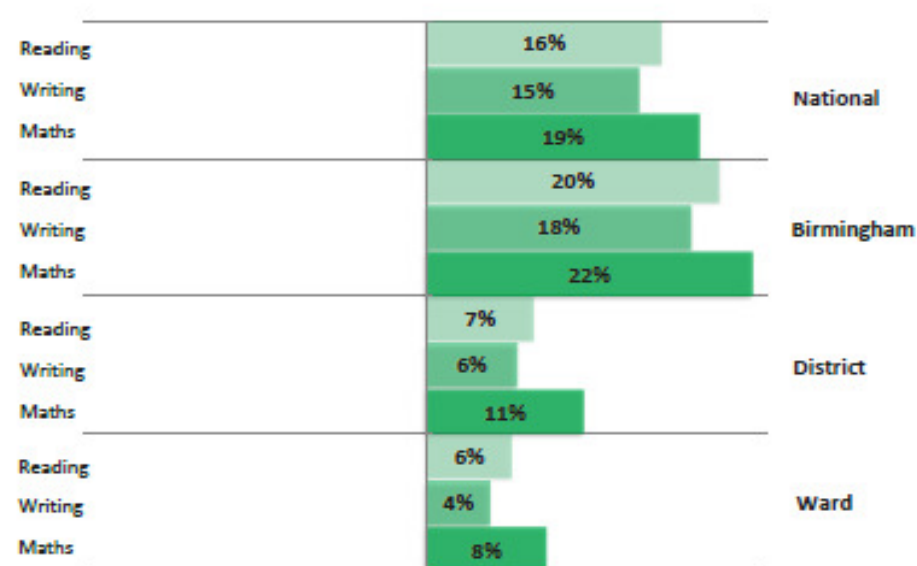
Key Stage 1 Performance

Cohort	School			Sutton Four Oaks Ward			Sutton Coldfield			Birmingham			National		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Cohort		60	63		271	261		954	1035		16175	16120	642567	641593	653945
Working within TA framework in Reading		100%	100%		98%	98%		97%	96%		91%	91%	n/a	npn	npn
At least at expected standard in Reading		93%	92%		88%	86%		84%	85%		69%	72%	n/a	74%	76%
Working at greater depth in Reading		32%	35%		26%	30%		23%	29%		14%	18%	n/a	24%	25%
Working within TA framework in Writing		100%	100%		97%	98%		96%	96%		90%	90%	n/a	npn	npn
At least at expected standard in Writing		83%	83%		81%	78%		76%	76%		61%	64%	n/a	66%	68%
Working at greater depth in Writing		12%	22%		14%	18%		10%	18%		6%	10%	n/a	13%	16%
Working within TA framework in Maths		100%	100%		97%	98%		96%	96%		90%	91%	n/a	npn	npn
At least at expected standard in Maths		93%	94%		87%	85%		82%	83%		67%	71%	n/a	73%	75%
Working at greater depth in Maths		30%	29%		28%	25%		20%	24%		11%	15%	n/a	18%	21%

Working at least at Expected Level



Difference in attainment to indicated group



Four Oaks Primary School



Key Stage 2 Performance Part 1

Cohort	School			Sutton Four Oaks Ward			Sutton Coldfield			Birmingham			National		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Cohort		61	59		240	275		956	993		14581	15337	572786	586177	nyp
Working at the expected standard in Reading TA		90%	92%		92%	93%		90%	90%		75%	74%	n/a	80%	nyp
Achieved expected standard in Reading Test		80%	90%		85%	88%		79%	85%		59%	65%	n/a	66%	72%
Achieved high score in Reading		43%	59%		36%	44%		30%	41%		14%	19%	n/a	19%	25%
Average scaled score in Reading		106.2	111.7		106.5	108.1		105.5	107.7		101.2	102.7	npn	103.0	104.0
Working at the expected standard in Writing TA		90%	88%		88%	91%		83%	88%		69%	72%	n/a	74%	76%
Working at greater depth in Writing TA		5%	24%		8%	22%		8%	21%		6%	11%	n/a	15%	18%
Achieved at expected standard in GPS		87%	92%		90%	92%		86%	90%		71%	77%	n/a	72%	77%
Achieved high score in GPS		43%	61%		39%	53%		36%	51%		22%	34%	n/a	22%	31%
Average scaled score in GPS		107.8	112.8		107.6	110.4		106.8	109.8		103.9	106.4	npn	104.0	106.0
Working at the expected standard in Maths TA		92%	90%		90%	91%		88%	89%		75%	74%	n/a	78%	nyp
Achieved expected standard in Maths Test		90%	93%		85%	92%		83%	89%		66%	72%	n/a	70%	75%
Achieved high score in Maths		41%	66%		33%	44%		30%	44%		15%	22%	n/a	17%	23%
Average scaled score in Maths		107.8	111.8		106.7	108.7		105.9	108.2		102.5	103.8	npn	103.0	104.0
Achieved expected standard in RWM		75%	85%		73%	84%		68%	80%		47%	56%	n/a	53%	61%
Achieved a high standard in RWM		3%	24%		7%	16%		5%	16%		3%	6%	n/a	5%	9%
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Pupils average progress in Reading		0.8	4.3		1.0	2.2		0.5	1.4		-1.1	-0.9		0.0	0.0
<i>Reading Standard deviation ±</i>		1.6	1.6		0.8	0.7		0.4	0.4		0.1	0.1		0.0	0.0
Pupils average progress in Writing		-1.3	-0.1		-1.4	0.6		-1.6	-0.1		-1.2	-0.9		0.0	0.0
<i>Writing Standard deviation ±</i>		1.6	1.5		0.8	0.7		0.4	0.4		0.1	0.1		0.0	0.0
Pupils average progress in Maths		2.3	4.3		1.1	2.8		0.8	2.0		-0.3	0.0		0.0	0.0
<i>Maths Standard deviation ±</i>		1.3	1.4		0.7	0.7		0.3	0.4		0.1	0.1		0.0	0.0

Floor Standards 2017

	Minimum	School	Below?
Attainment (RWM)	65%	85%	No
Reading Progress	-5	4.3	No
Writing Progress	-7	-0.1	No
Maths Progress	-5	4.3	No

School is potentially above the floor standard for 2017*

To be above the floor, schools need to meet either the attainment or all of the progress elements

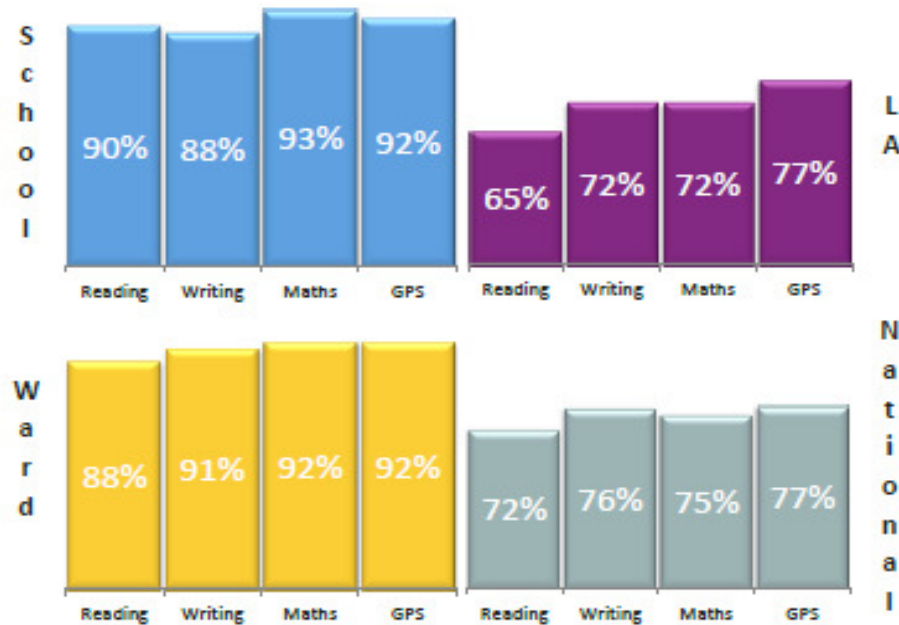
No school is confirmed as being above or below the floor standards until final data sets are released by the DfE

Four Oaks Primary School

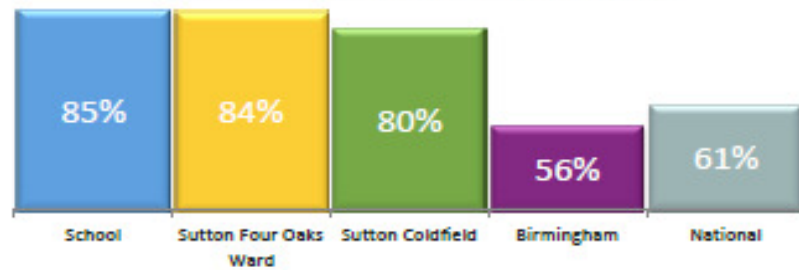


Key Stage 2 Performance Part 2

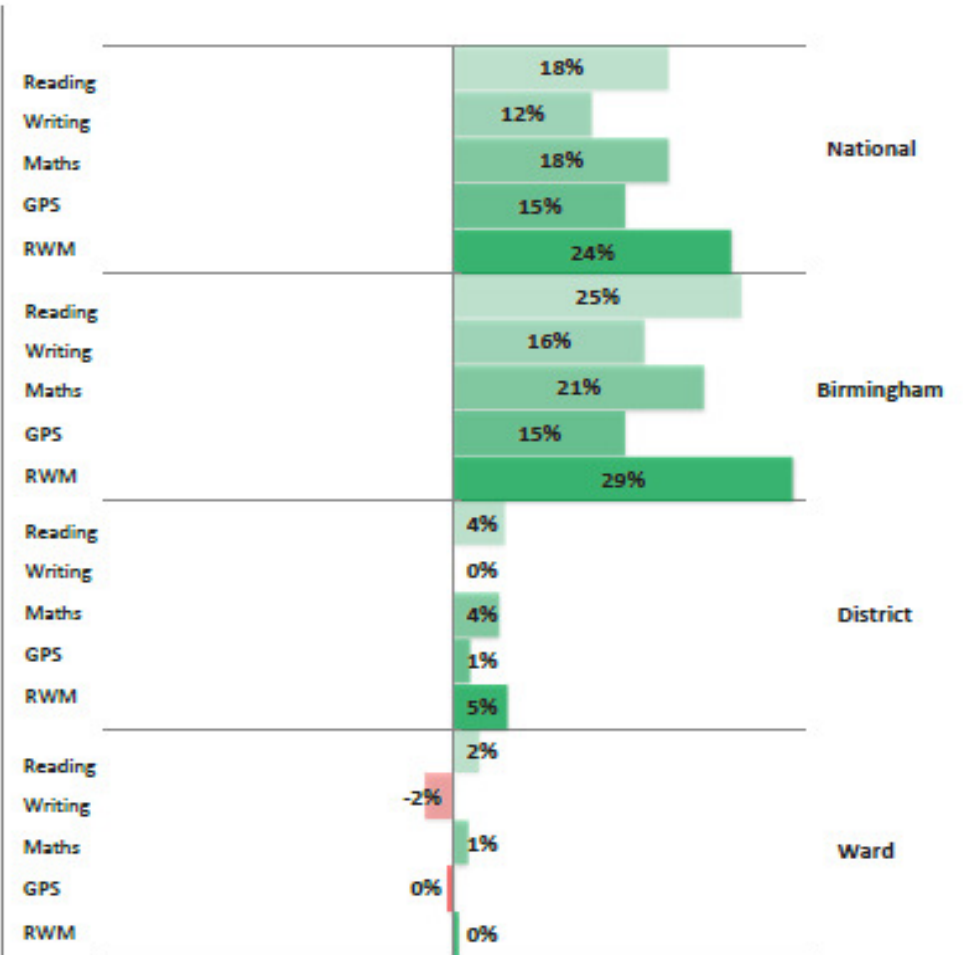
Working at least at Expected Level



Working at least at Expected Level in RWM



Difference in attainment to indicated group



Key Stage 2 Group Performance 2017 Part 1

Four Oaks Primary School



	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	FSM	Non	Gap	FSM6	Non	Gap	EAL	Non	Gap	All SEN	EHCP	Support	Non
Cohort	22	37	37%	0	59	0%	2	57	3%	0	59	0%	7	3	4	52
Achieved expected standard in Reading Test	82%	95%	-13%		90%	-90%	100%	89%	11%		90%	-90%	43%	33%	50%	96%
Achieved high standard in Reading	36%	73%	-37%		59%	-59%	50%	60%	-10%		59%	-59%	29%	33%	25%	63%
Average scaled score in Reading	107.4	114.1	-6.7		111.7	-111.7	112.0	111.7	0.3		111.7	-111.7	103.2	102.5	103.7	112.5
Working at the expected standard in Writing TA	82%	92%	-10%		88%	-88%	100%	88%	12%		88%	-88%	0%	0%	0%	100%
Working at greater depth in Writing TA	5%	35%	-31%		24%	-24%	0%	25%	-25%		24%	-24%	0%	0%	0%	27%
Achieved expected standard in GPS	86%	95%	-8%		92%	-92%	100%	91%	9%		92%	-92%	29%	33%	25%	100%
Achieved high standard in GPS	27%	81%	-54%		61%	-61%	50%	61%	-11%		61%	-61%	0%	0%	0%	69%
Average scaled score in GPS	108.5	115.4	-6.9		112.8	-112.8	109.0	113.0	-4.0		112.8	-112.8	99.8	101.0	99.0	114.1
Achieved expected standard in Maths Test	91%	95%	-4%		93%	-93%	100%	93%	7%		93%	-93%	43%	33%	50%	100%
Achieved high standard in Maths	50%	76%	-26%		66%	-66%	50%	67%	-17%		66%	-66%	0%	0%	0%	75%
Average scaled score in Maths	109.3	113.3	-3.9		111.8	-111.8	112.0	111.8	0.2		111.8	-111.8	102.8	103.0	102.7	112.5
Achieved expected standard in RWM	73%	92%	-19%		85%	-85%	100%	84%	16%		85%	-85%	0%	0%	0%	96%
Achieved high standard in RWM	5%	35%	-31%		24%	-24%	0%	25%	-25%		24%	-24%	0%	0%	0%	27%
Pupils average progress in Reading	3.2	4.9	-1.7		4.3	-4.3	6.8	4.2	2.6		4.3	-4.3	1.9	0.6	2.8	4.6
Pupils average progress in Writing	-0.1	-0.2	0.1		-0.1	0.1	-0.1	-0.1	0.0		-0.1	0.1	-5.3	-5.4	-5.1	0.6
Pupils average progress in Maths	5.0	4.0	1.0		4.3	-4.3	7.1	4.3	2.8		4.3	-4.3	-1.2	-5.9	1.1	5.0

Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	FSM	Non	Gap	FSM6	Non	Gap	EAL	Non	Gap	All SEN	EHCP	Support	Non
Cohort	7784	7553	51%	4272	11065	28%	7445	7892	49%	6927	8340	45%	2861	499	2362	12407
Achieved expected standard in Reading Test	61%	69%	-8%	56%	69%	-13%	60%	71%	-11%	59%	71%	-11%	27%	9%	30%	74%
Achieved high standard in Reading	16%	22%	-6%	11%	22%	-11%	13%	25%	-12%	14%	23%	-9%	5%	2%	5%	23%
Average scaled score in Reading	101.9	103.4	-1.5	100.4	103.5	-3.2	101.1	104.1	-3.0	101.2	103.9	-2.7	95.1	94.5	95.2	104.1
Working at the expected standard in Writing TA	66%	78%	-13%	63%	75%	-13%	67%	77%	-10%	70%	74%	-4%	25%	7%	29%	83%
Working at greater depth in Writing TA	7%	14%	-7%	7%	12%	-6%	8%	14%	-6%	9%	12%	-3%	1%	0%	1%	13%
Achieved expected standard in GPS	72%	82%	-9%	67%	81%	-13%	72%	82%	-10%	77%	78%	-1%	34%	13%	38%	87%
Achieved high standard in GPS	30%	39%	-8%	23%	39%	-15%	27%	41%	-14%	35%	34%	2%	7%	3%	8%	41%
Average scaled score in GPS	105.5	107.3	-1.8	104.1	107.3	-3.2	104.9	107.8	-2.9	106.5	106.3	0.1	98.4	96.3	98.5	108.0
Achieved expected standard in Maths Test	72%	72%	-1%	61%	76%	-15%	65%	78%	-13%	72%	72%	0%	32%	11%	36%	81%
Achieved high standard in Maths	24%	20%	4%	13%	26%	-13%	15%	29%	-14%	22%	22%	0%	4%	1%	5%	26%
Average scaled score in Maths	104.1	103.5	0.6	101.4	104.7	-3.3	102.1	105.4	-3.3	103.8	103.8	0.0	96.4	94.4	96.6	105.3
Achieved expected standard in RWM	52%	60%	-7%	44%	60%	-16%	48%	63%	-15%	52%	59%	-7%	15%	5%	17%	65%
Achieved high standard in RWM	5%	7%	-3%	3%	7%	-4%	3%	8%	-5%	5%	7%	-3%	1%	0%	1%	7%
Pupils average progress in Reading	-1.1	-0.7	-0.4	-1.6	-0.7	-0.9	-1.5	-0.4	-1.1	-1.3	-0.7	-0.6	-2.4	-3.8	-2.1	-0.6
Pupils average progress in Writing	-1.5	-0.2	-1.3	-1.1	-0.8	-0.3	-1.0	-0.7	-0.3	-0.2	-1.3	1.1	-3.0	-4.8	-2.6	-0.4
Pupils average progress in Maths	0.8	-0.8	1.6	-1.0	0.4	-1.4	-0.7	0.7	-1.4	1.0	-0.7	1.7	-1.8	-3.9	-1.3	0.4