

The percentage working (a) at EXS and GDS in Reading and (b) GDS in writing is in-line with or better than the national average

**Key Objectives:**

- Improve the teaching of reading in KS2 by developing guided reading;
- Further improve the quality of teaching of writing;
- Ensure that teachers and support staff have a secure subject knowledge;

**Rationale:**

Although our reading results at the end of KS2 for EXS were better than 2016 and in-line with the national average, they are still too low. Progress was average. The percentage achieving a higher standard in both KS1 and KS2 is below the national average as was our average scaled score for KS2. Overall, our reading results have been depressing the number of children achieving EXS for all core subject. While our writing results for EXS were again in-line with or better than the national average and our SPaG results improved at KS2, the percentage reaching GDS in KS1 and Ks2 were below the national average.

**Key Success Criteria:**

- April 2018 data shows that Y2 and Y6 are on track to meet their SATs;
- Across the school, more children are on track to be EXS and GDS for reading and writing;
- EYFS – KS1 and KS1 – KS2 progress is in-line with the national average;
- Monitoring shows that children are applying skills in all areas of the curriculum;

The percentage working at EXS and GDS in Maths is in-line with or better than the national average

**Key Objectives:**

- Further improve the quality of teaching of mathematics;
- Ensure that teachers and support staff have a secure knowledge and an understanding of the latest techniques for teaching the subject;

**Rationale:**

60% of pupils achieved the Expected Standard in maths at the end of KS2 in 2016. Although considered, 'broadly in-line', this was 10% lower than the national average. Similarly, only 10% of children attained at 'Greater Depth Standard', compared to 17% nationally. There has been a downward trend over the last 3 years with regard to Average Points Score. Our progress measure of +0.4, however, was in-line with the national average. In addition, internal monitoring shows that while fluency is improving, children need to be better at problem solving and reasoning and have more opportunities to use mathematics across the curriculum.

**Key Success Criteria:**

- April 2018 data shows that Y6 are on track to meet their SATs targets in mathematics;
- Across the school, more children are on track to be EXS and GDS in;
- EYFS – KS1 and KS1 – KS2 progress is in-line with the national average;
- Monitoring shows that children have a daily opportunity to practice key knowledge and skills (fluency);

The progress and attainment of SEN children, and particularly those who also receive the Pupil Premium Grant, are in-line with or better than their peers nationally.

**Key Objectives:**

- Improve the quality of teaching and support for SEN and disadvantaged children;
- Improve school experience for SEN and disadvantaged children;

**Rationale:**

We currently have 21 children on the SEN register. 9 of these children are also classed as 'double disadvantaged' (i.e. in receipt of the Pupil Premium Grant and on the SEN register). In the 2016 SATs, children on the SEN register in Y6 and Y2 did less well than their peers nationally. Across the school the gaps between SEN and non-SEN children are also greater than the national averages. The impact of the 9 'double disadvantaged' children is significant – they do less well than 'SEN only' children and considerably less well than 'disadvantaged only' children.

**Key Success Criteria:**

- Attainment and progress of SEN children is in line with peers nationally;
- Across the rest of the school, children on the SEN register make accelerated progress;
- Most children on the SEN register say they are happy in school and that they are challenged and well supported;
- Attendance of SEN children is in line with their peers and / or national averages;

More children make accelerated progress because (a) teachers have a better understanding of what Expected and Greater Depth Standard looks like for each year group and (b) children are well supported to achieve the next steps in their learning.

**Key Objectives:**

- Further develop teachers' understanding of the expectations of the new National Curriculum;
- 'Assessment for learning' and marking and feedback are used effectively to identify next steps and to move the children on;

**Rationale:**

Research shows that good quality feedback which helps children understand where they have been successful and to know what to do next to develop further can lead to accelerated progress. To give effective feedback and to plan well-pitched and matched lessons, teachers need to further develop their understanding of the new National Curriculum and what constitutes 'Expected' and 'Greater Depth' Standard in each year group.

**Key Success Criteria:**

- The quality of teaching (over time) in all subjects is at least good and some teaching is judged to be outstanding;
- Attainment and progress at the end of KS1 and KS2 is in-line with or better than national averages;
- Across the school 25% of children make accelerated phase to phase progress (measured in steps);



**Articles 3:** The best interests of the child must be a top priority in all things that affect children; **12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously; **23:** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community; **26:** Governments must provide extra money for the children of families in need; **29:** Education must develop every child's personality, talents and abilities to the full. **30:** Every child has the right to learn and use the language, customs and religion of their family; **31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

|                       |              |                    |            |                |            |            |
|-----------------------|--------------|--------------------|------------|----------------|------------|------------|
| <b>2016 STANDARDS</b> | <b>EYFS</b>  | <b>CL</b>          | <b>PSE</b> | <b>PD</b>      | <b>Lit</b> | <b>Ma</b>  |
|                       | <b>EXS</b>   | 90%                | 93%        | 90%            | 79%        | 83%        |
|                       | <b>GLD</b>   | 79% Cohort Average |            |                |            | 36.4       |
|                       | <b>KS1</b>   | <b>Re</b>          | <b>Wr</b>  | <b>Phonics</b> | <b>Ma</b>  | <b>Att</b> |
|                       | <b>EXS</b>   | 79%                | 69%        | 93%            | 83%        | 97.1%      |
|                       | <b>GDS</b>   | 31%                | 7%         |                | 24%        |            |
|                       | <b>KS2</b>   | <b>Re</b>          | <b>Wr</b>  | <b>GaPS</b>    | <b>Ma</b>  | <b>RWM</b> |
|                       | <b>EXS</b>   | 60%                | 77%        | 57%            | 60%        | 47%        |
|                       | <b>GDS</b>   | 10%                | 30%        | 13%            | 10%        | 7%         |
|                       | <b>Prog.</b> | +1.9               | +4.8       |                | +0.4       |            |

|                       |              |                    |            |                |            |            |
|-----------------------|--------------|--------------------|------------|----------------|------------|------------|
| <b>2017 STANDARDS</b> | <b>EYFS</b>  | <b>CL</b>          | <b>PSE</b> | <b>PD</b>      | <b>Lit</b> | <b>Ma</b>  |
|                       | <b>EXS</b>   | 93%                | 96%        | 89%            | 81%        | 85%        |
|                       | <b>GLD</b>   | 81% Cohort Average |            |                |            | 37.5       |
|                       | <b>KS1</b>   | <b>Re</b>          | <b>Wr</b>  | <b>Phonics</b> | <b>Ma</b>  | <b>Att</b> |
|                       | <b>EXS</b>   | 83%                | 80%        | 87%            | 77%        | 96.9%      |
|                       | <b>GDS</b>   | 30%                | 10%        |                | 17%        |            |
|                       | <b>KS2</b>   | <b>Re</b>          | <b>Wr</b>  | <b>GaPS</b>    | <b>Ma</b>  | <b>RWM</b> |
|                       | <b>EXS</b>   | 68%                | 79%        | 75%            | 79%        | 68%        |
|                       | <b>GDS</b>   | 11%                | 14%        | 14%            | 14%        | 4%         |
|                       | <b>Prog.</b> | -1.37              | -0.08      |                | -0.59      |            |

|                     |              |                    |            |                |            |            |
|---------------------|--------------|--------------------|------------|----------------|------------|------------|
| <b>2018 TARGETS</b> | <b>EYFS</b>  | <b>CL</b>          | <b>PSE</b> | <b>PD</b>      | <b>Lit</b> | <b>Ma</b>  |
|                     | <b>EXS</b>   | 90%                | 95%        | 85%            | 80%        | 90%        |
|                     | <b>GLD</b>   | 80% Cohort Average |            |                |            | 37.5       |
|                     | <b>KS1</b>   | <b>Re</b>          | <b>Wr</b>  | <b>Phonics</b> | <b>Ma</b>  | <b>Att</b> |
|                     | <b>EXS</b>   | 83%                | 77%        | 85%            | 80%        | 97.0%      |
|                     | <b>GDS</b>   | 33%                | 13%        |                | 27%        |            |
|                     | <b>KS2</b>   | <b>Re</b>          | <b>Wr</b>  | <b>GaPS</b>    | <b>Ma</b>  | <b>RWM</b> |
|                     | <b>EXS</b>   | 82%                | 74%        | 74%            | 84%        | 74%        |
|                     | <b>GDS</b>   | 36%                | 19%        | 23%            | 39%        | 16%        |
|                     | <b>Prog.</b> | 1.0                | 1.0        |                | 1.0        |            |

(NB. New 'higher expectations' National Curriculum tests introduced in 2016; GLD – 'Good Level of Development'; EXS – 'Expected Standard'; GDS – 'Greater Depth Standard'; 'Sufficient' progress is '0' with an average range nationally of -5 to +5 ).