

2017-18



1. To optimise pupil outcomes for both attainment and progress

Key Stage 1 – Phonics
16 children (Y1) 100% target
3 children re-test (Y2) 67% target

Key Stage One – Year 1
100% Reading (GD 23%)
94% Writing (GD 23%)
100% Maths (GD 16%)

Combined target: 75%
Combined Greater Depth: 18%

Year 6
100% Reading (GD 24%)
76% Writing (GD 24%)
82% Maths (GD 12%)
82% SPAG (GD 18%)

Combined target: 76%
Combined Greater Depth: 12%

Year 2
81% Reading (GD 24%)
75% Writing (GD 18%)
81% Maths (GD 25%)

Combined target: 75%
Combined Greater Depth: 18%

Key Stage Two – Year 3
100% Reading (GD 18%)
100% Writing (GD 12%)
100% Maths (GD 18%)

Combined target: 100%
Combined Greater Depth: 12%

Key Stage Two – Year 4
88% Reading (GD 18%)
70% Writing (GD 6%)
70% Maths (GD 6%)

Combined target: 64%
Combined Greater Depth: 6%

Key Stage Two – Year 5
88% Reading (GD 24%)
82% Writing (GD 24%)
88% Maths (GD 18%)

Combined target: 66%
Combined Greater Depth: 18%

KS2 Progress Points 2018
+3.6 read
+1.0 writing
+3.30 maths

EYFS
ARE 82% (GD12% RWM)

Quality of Teaching
100% teaching is good or better across time
50% teaching outstanding
100% LSA support good or better

Quality of Teaching
Higher Order
Questioning is used to develop and reason regularly

Children in KS1 below ARE
Support to improve the progress of children in line with their peers

Embed New Tracking System
Use to rigorously assess and plan for the children in RWM

4. To Further Improve the effectiveness of our EYFS Provision

To provide rich opportunities for music and dance

Challenge gender bias and ensure provision does not promote gender bias

Children's voice is evident in observations

Ensure that outside and inside provision is matched to themes

3. To Develop Pupils as Leaders of our School who can articulate their strengths, areas for development within their learning and beyond

Develop children's responsibility for leading school issues

Instil non-gender aspirations for all through teaching and through rich experiences

Improve children's articulation of what they need to get better at

Children take part in the learning process through response to quality developmental feedback

Year 1 Robins make expected progress in line with their peers

2. To Ensure Breadth, Depth and Richness to our curriculum and assessments

Make effective use of outdoor space for creative learning

Subject Leader
Termly review – strengths and weaknesses identified
Subject shows breadth and depth

Foundation subject marking and feedback improved and tracking set up in science and computing

Extend and embed computer technology across a range of subjects