



All Saints CE Primary School Self Evaluation and Learning Improvement Plan



Overall effectiveness **GOOD**

Strengths

- The fundamentals of our work as a church school are based on Christian teachings of forgiveness and love underpinned by values of truth, love, peace, hope and faith. These, together with the principles of British Values are intertwined with and threaded through the curriculum and the whole life of the school. They are the bedrock upon which our work is built.
- Our ethos and curriculum has developed over time to embrace and respond to all aspects of a child's development supporting their unique and individual needs enabling them to grow, learn and flourish.
- Opportunities are provided for pupils to foster and cultivate their personal development helping them to discover and recognise their strengths as well as acknowledging areas where they might need additional support including aspects of their mental/ emotional wellbeing.
- Children are taught how to keep themselves safe.
- School provides high quality pastoral support for pupils, staff and parents.
- Reflective practice ensures that we continue to grow and meet the needs of our school community.

Context **Pre-pandemic information. No national statistics since 2019**

- Number on roll- 217 (2021)
- The school has a deprivation indicator of 0.37 and the national average is 0.21. The Ever 6 within school is 32.1% compared to the national average of 23.5%. Deprivation quintile- the school is in the highest 20% (0.4). The percentage of FSM in Year 3 (23%) was lower than all other year groups. There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018. There were 6 Children Looked After (CLA) in the school.
- The school has a lower than national average percentage of children with EAL (20.9) Number of children EAL (15.2).
- Girls- the school was in the top 20% of all the schools for the proportion of girls (52%). The percentage of girls in year 5 (63%) was higher than all other year groups. The percentage of girls in year 2 (32%) was lower than all other year groups.
- SEND with an EHCP was 11 children (national average was 1.4), SEND support within school is 22% and national average is 12.4%
- The largest ethnic groups are: White- British (84.4%), White- any other White background (8.4%), Mixed – White and Black African (2.6%), Asian or Asian British- any other Asian background (3.1%), Black or Black British- African (2.6%). The school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.
- Stability- 78.5 % for the school whereas the national average 85.8%
- In 2017/2018, the rate of overall absence was (6.40%) was above the national average for schools with a similar level of deprivation (4.73%). Overall absence was high (in the highest 10% for the latest three years for all pupils. There were no permanent exclusions in 2016/2017. However, there was 1 in 2015/16 and 1 in 2014/15. The national average in each of these years was zero. In 2016/17, there were no fixed term exclusions. The national average rates for schools with a similar level of deprivation was 0.99%. in 2016/17, there were no repeat exclusions. The national rate for schools with a similar level of deprivation was 0.45%.

Progress against previous inspection	
Area to improve	Progress
<p>Continue to strengthen the quality of teaching in order to further improve pupils' achievement in reading, writing and mathematics by:</p> <ul style="list-style-type: none"> refining the teaching of Phonics so that all pupils can use their Phonics skills well to read fluently providing more opportunities for pupils to deepen their understanding and use of mathematical skills, solve problems and explain their reasoning – Focus Action making sure pupils' presentation is always of the highest standard and that grammar, punctuation and spelling are used with greater accuracy in pupils' writing – Focus Action <p>Further reduce the number of pupils who are regularly absent from school.</p>	<ul style="list-style-type: none"> Despite variability in the Phonic Screening outcomes (83% 2017, 62% 2018, 72% 2019), reading attainment at the end of Key Stage 1 has improved (67% (2017), 71% (2018), 70% (2019) and the upward trajectory indicates that we are moving closer towards the national average. Of the 9 pupils who retook their Phonics in 2019, following focused intervention during Year 2, 6 pupils (67%) met the required standard. The 3 pupils who did not achieve the required standard have significant special educational needs. Reading continues to strengthen throughout Key Stage 2 so that by year 6, reading outcomes are above the national standard in 2018 and 2019. Internal monitoring demonstrates that pupils are being provided with more opportunities to deepen their mathematical understanding and explain their reasoning. This is also reflected in the upward trend for statutory outcomes at the end of all key stages including EYFS for pupils who reach the expected standard in mathematics. Internal monitoring and book scrutiny by external moderators and consortium moderators demonstrates that pupils' presentation is of a high standard overall. Presentation has been supported by the school's presentation grading system and Marking Policy. This has been further enhanced by the focus on pupils' personal development, particularly their resilience and pride in their work. Application of GPVS skills is evidenced by the upward trajectory of pupils achieving the expected standard in writing by the end of key stage 1 and key stage 2. The attendance percentage which was 92.9% in 2016/17 has increased to 94.4% for 2018/19. For 2019/20 it is currently at 94.4%. Whole school attendance has increased by 1.1% when compared to the previous year. The most significant change is in the persistent absence group which has seen a decrease of 2%. When attendance is calculated without the persistent absence group, it is 96.8%, an increase of 1.7%. The Gypsy/Roma/Traveller (GRT) group is at 78.67%, an increase of 15.7% on the same period last year. <p>(No amendments to data due to lockdown)</p>
<p>School improvement priorities</p>	<ul style="list-style-type: none"> Quality of education- further develop the curriculum to meet the needs of the children, ensuring that skills are progressive for all non-core subjects (except music, MFL and PE) and R.E across year groups (Key Stage 1 and Key Stage 2) and that assessments are refined. Improve the quality of teaching of basic skills and raise expectations, especially in Key Stage 1 of spelling, phonics and early times tables and in Key Stage 2 of spellings and times tables. Behaviour and attitudes- continue to improve punctuality for identified families and reduce the percentage of pupils who are late arriving to school. Implications of pandemic- focus on punctuality rather than attendance. Amend and implement the newly developed trauma sensitive Behaviour Management Policy Personal development- continue to strengthen children's confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy by building on the work from previous years and support the mental health needs of identified pupils. Implement 'trauma friendly' updated Behaviour Policy Implement the Zones of Regulation approach to recognising own emotions in each class, years 1 to 6 Leadership and management- continue developing the role of the middle leaders so that they are equipped to drive the identified aspects of curriculum provision.

- Ensure that specific governor training is undertaken by less experienced governors so that they have a clear understanding of their strategic responsibilities.
- Quality of education in Early Years- consolidate and deepen children’s knowledge, skills and understanding of phonics, early spelling skills, early reading, writing including communication and language development and mathematics, so that they develop appropriately and are ready for the next stage of their learning and well prepared for their transition into year1.
- Amend the EYFS curriculum to accommodate the new/amended EYFS curriculum.
- Implement the new statutory Reception Baseline Assessment and measure improvement at end of year.
- Implement the EYFS government funded language Neli programme – undertake baseline and measure again at end of programme.
- Utilise the increased learning space to enhance the provision for Nursery children.

Quality of education GOOD

Strengths

Intent:
 Rich and stimulating learning experiences, inside and outside of school are provided which equip all groups of children, regardless of their background, with opportunities to develop their knowledge, skills and understanding and enable them to access a broad, balanced and memorable curriculum in all subject areas. Our curriculum is ambitious for all groups of children and is coherently planned and sequenced and adapted as required for the needs of particular children.

Implementation:

Following the two lock downs, limited attendance and home learning due to the COVID pandemic, school is striving to provide continuity of routine and provision with a focus on providing for pupils emotional and mental health needs, catch up and progress in their learning.

1. Quality of teaching and learning

- Teacher’s subject knowledge is robust.
- Curriculum design allows knowledge, skills and understanding to be acquired and revisited in a spiral fashion.
- Providing connectedness with previous and future learning
- Progression of skills
- Teachers and other staff model Standard English in all lessons
- Teachers model key concepts by demonstration and the use of subject specific vocabulary
- Teachers probe learning and deepen understanding through their use of questioning.
- Resources, which include carefully chosen text types, ICT and inspirational places to visit, support cross-curricular learning
- Deployment of additional staff is flexible, focused on needs of the pupils and is adaptable.
- Laptops – the completion of homework in Upper and Lower Key Stage 2 has significantly improved due to / since the provision of Department of Education and Local Authority Laptops. As a consequence, ICT skills and improved.
- Spring Term – Key Stage 1 to be using Purple Mash on a weekly basis for curriculum work and specific homework.

	<ul style="list-style-type: none"> Emphasis on the practice of basic skills with 'paper and pencil' (reading and maths work) for Key Stage 1 homework to continue. <p>2.Assessment</p> <ul style="list-style-type: none"> Formative assessment is strong in all subjects and is used daily and consistently to inform next steps of learning. Termly summative assessment in English and mathematics is used to identify trends and differences for groups. All internal and external assessment is accurate in English and mathematics (moderation evidence). Skills acquired in English and mathematics are transferred into other subjects. Marking and regular daily verbal feedback are effective and used well to bring about improvements in work and progress, day to day and over time. <p>3.Pupils with SEN and/or disabilities</p> <ul style="list-style-type: none"> Differentiation enables children with SEND to access the full curriculum by adapting resources, support and appropriate modelling, scaffolding and questioning Appropriate strategies are used such as pre-teach, over-learn, re-learn with all pupils but especially those with SEND. Pupils with SEND receive appropriate support. 		
Areas for development	<ol style="list-style-type: none"> Quality of education- further develop the curriculum to meet the needs of the children, ensuring that it is applied with consistency, provides continuity and that skills are progressive for all non-core subjects and R.E across year groups (Key Stage 1 and Key Stage 2) and assessments are established and refined. – Strengthening and re-visiting following pandemic and lockdowns etc. Improve the quality of teaching of basic skills and raise expectations, especially in Key Stage 1 of spelling, phonics and early times tables and in Key Stage 2 of spellings and times tables, assessing those who have fallen behind due to lockdown and providing 'catch up' opportunities, re-learning and over learning, to support progress. 		
Termly milestones:	<p>Autumn Term Milestones Target 1</p> <ul style="list-style-type: none"> All teachers using progression maps for non-core subjects (not MFL, music, PE). Assessment practice for all core subjects established. As a result of monitoring by leaders, use of assessment is refined in art, geography, history, and design technology, science and RE. 	<p>Spring Term Milestones Target 1</p> <ul style="list-style-type: none"> All teachers will be using science, PSHE, RE, geography, history, art, design and technology skills progression maps in their planning. As a result of focused monitoring, by geography/history leader, lesson observations, looking at planning, talking to pupils, a clear picture of strengths and areas for development is established. 	<p>Summer Term Milestones</p> <ul style="list-style-type: none"> All teachers use art, design technology, geography, history, science skills progression maps in these non- core subjects. of the curriculum evidenced by subject leader and SLT monitoring. As a result of monitoring, leaders of history, geography, art and design and technology and art will refine the use of assessments in these subjects, if needed.

	<ul style="list-style-type: none"> • As a result of focused monitoring by Art Leader (lesson observations looking at planning, art work, talking to pupils) a clear overview of the strengths and areas for development is established. • During routine conversations with Subject Leaders and SLT, pupils talk enthusiastically about their learning in non-core subjects and can give examples confidently and knowledgeably using subject specific language • Non-core subject leaders share their findings from monitoring and identify areas of strength and areas for development for development and share outcomes with colleagues. • All teachers are using appropriate assessment procedures for some core subject i.e. history; geography; art; PSHE, design technology, science and RE. • Governor monitoring (25th November) indicates that pupils enjoy art, can talk about what they have learned, using subject specific vocabulary. • Teachers in EYFS, Years 1,2 and 3 receive training in Mighty Writer. • Teachers in years 1,3 and 4 receive training in aspects of English teaching/learning. (See attached list of training received)- all online. 	<p>(Monitoring programme to be spread over two terms due to the cycle of geography and history topics).</p> <ul style="list-style-type: none"> • During conversations with core subject leaders and SLT, pupils talk enthusiastically about their learning in non-core subjects (as above) can give examples confidently and knowledgeably using subject specific language. • As a result of focused monitoring by Art Leader (in Autumn Term), areas for development identified last term are being addressed by all teachers • Following on from monitoring outcomes for Autumn Term, areas for development for non-core subjects have been addressed by teachers (via individual feedback) and improvements are noted by subject leaders during monitoring session. • Pupils are able to talk about their previous learning in the core subjects and now know what they are going to learn next in each subject and this helps them to understand, because teachers talk about their previous and next step of learning. • Teachers in Years 1,2,3 plan for, use and embed the use Mighty Writer in their teaching of writing. 	<ul style="list-style-type: none"> • As a result of focused monitoring, by geography/history leader, lesson observations, looking at planning, talking to pupils, a clear picture of strengths and areas for development is established to be address in next year, • Assessment trials of music and MFL will be completed in these subjects. • During conversations with subject leaders and SLT, pupils talk enthusiastically about their learning in non-core subjects and give examples confidently and knowledgeably using subject specific language. • Monitoring of times tables in Key Stages 1 and 2 show that pupils are achieving at the appropriate stage or working towards it. • Assessments are undertaken for all non-core subjects and RE and. They indicate, which may need re-visiting and which, learning is secure, re completed and passed on.to next teacher • Children are able to talk about how their school visits have helped with their learning; are able to identify this topic/subject and talk about it using appropriate vocabulary. • As a result of embedding the use of Mighty Writer in their teaching, pupils reach their predicted attainment targets and some achieve greater depth. In writing. They make good progress.
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Autumn Term Milestones Target 2	Spring Term Milestones	Summer Term Milestones
<ul style="list-style-type: none"> • Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of spelling and grammar. This is evident in observations, pupil discussion and book trawls and learning outcomes. • Writing monitored by English Consultants, 24th November confirms quality writing produced by each year group. • Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of phonics. This will be evident through observations, pupil discussion and listening to children read. • Pupils in Years 1-6 meet their end of Autumn term attainment target in reading, writing and mathematics • Percentage of pupils predicted to read at greater depth are met. • The majority of pupils make more than expected progress in reading, writing and mathematics. • SEND pupils achieve their IEP targets for this term • Year 1 pupils make good progress in their phonic scores. Autumn target is reached/met. • ICT Leader and DSL attend on-line Safety Training • ICT Working group set up to plan way forward for 360degree Safety Mark 	<ul style="list-style-type: none"> • Monitoring outcomes conclude that teaching of spelling is enabling children to develop the spelling skills, apply them and are on track to achieve their end of year writing targets. • Consortium moderation verify teacher judgements for years 6 & 2. • Monitoring outcomes conclude that teaching of phonics has enabled children to develop reading skills, have met their Spring term targets and are on track to achieve their end of year phonics and reading targets. • Monitoring outcomes conclude that teaching of times tables has enabled children to develop times table fluency in recall and application, have met their Spring term target and are on track to achieve their end of year mathematics targets. • Pupils in Years 1-6 meet their end of Spring term attainment target in reading, writing and mathematics • Predicted pupils reach greater depth target • The majority of pupils make more than expected progress • SEND pupils achieve their IEP targets for this term • Year 1 pupils make good progress in their phonic scores. Spring target is reached. • Safeguarding governor meet with DSL and ICT Leader re On- 	<ul style="list-style-type: none"> • The majority of children can accurately spell key stage statutory words and apply spelling rules appropriate to their year group in their writing, compared with their baseline (July 2020). Refer to end of year data collection sheet. • Consortium moderation verify teacher judgements for years 6 & 2 are accurate. • The majority of children can read age appropriate texts, have made good progress and achieve their end of year phonic and reading targets. • The majority of children can fluently recall times tables appropriate to their year group compared with their baseline (July 2020). • Year 6 pupils meet or exceed their predicted SATs targets in reading, writing, mathematics and GPS. Predicted targets working at greater depth are met or exceeded for reading, writing, maths and GPS. • The majority of pupils in years 1-5 make more than expected progress and reach their predicted attainment targets in reading, writing and maths. • Year 2 pupils meet or exceed their predicted SATs targets in reading, writing and mathematics. • Predicted targets for Year 2 working at greater depth are met. • Governors who have monitored Art, Geography and History, able

	<ul style="list-style-type: none"> • All school receive training about how to be safe on the internet. • Threads are 'gathered together' from pre-covid work towards the RE Quality mark Award. RE working group meet together, to re-establish evidence and move forward. 	<p>Line safety and impact on pupils' awareness.</p> <ul style="list-style-type: none"> • Evidence gathered, application is made for 360-degree Online safety Quality Mark • ICT Leader meet with pupils and they confidently share how to keep safe on the internet • Parents & carers views are sought re: online safety being helpful? • Contact made with RE Quality Mark Assessor and meeting drawn to share evidence. 	<p>to give positive report to Governing Body members</p> <ul style="list-style-type: none"> • 360-degree Quality Mark achieved for online safety. • ICT Leader meet with pupils and they confidently share how to keep safe on the internet • ICT Leader amends approach if format and content are unhelpful • The majority of pupils make more than expected progress in reading, writing and mathematics and meet end of year attainment targets in reading, writing and mathematics • Year 1 Phonics Screening outcomes meet the predicted target • Year 2 phonic outcomes (submitted to LA in Autumn Term) meet or near to last pre-covid Phonic screen test. • Years 1,3,4 &5 all meet their end of year predicted attainment targets in reading, writing and mathematics. • RE Quality Mark Awarded to All Saints.
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BEHAVIOUR AND ATTITUDES - GOOD

<p>Strengths</p>	<ul style="list-style-type: none"> • A calm, orderly and controlled school environment within all areas of school and in all situations has been developed. • A firm, fair and transparent Trauma Sensitive Behaviour Management Policy is in place and consistently applied. • Expectations are clear. • Zones of Regulations have been introduced to support pupils recognising their emotions and managing them in an appropriate way. • All staff and pupils have high expectations. • Children are aware that demonstrating a positive attitude to learning contributes to their success. • Codes of behaviour and rewards are clear to adults, children and parents. • Pupils have opportunities to discuss and have explained to them why certain behaviour is unacceptable and what the implications might be for themselves others.
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	<ul style="list-style-type: none"> • Variety of resources, programmes and strategies are used to promote and support the exploration of feelings and emotions and how these are linked to behaviours. • Self and peer behaviour regulation is actively promoted. • Unacceptable behaviour is always explained to the child and the reasons why it is so and a restorative conversation is undertaken. • Children appreciate the fair and transparent approach to behaviour management which is applied consistently. • Pupils are encouraged to take responsibility for their behaviour; this often means owning up and telling the truth which children are supported to do, even if they find it difficult. • A significant restorative conversation is part of the behaviour management strategy. • Curriculum provision (PSHE, SMSC and British Values based upon church school ethos e.g. forgiveness) helps to support good behaviour. • Adjustments are made to our approach in managing behaviour to meet the needs of particular pupils e.g. individual behaviour support plans. • Adults are positive role models. • All adults have positive, supportive and encouraging relationships with pupils. • Adults are sensitive and mindful of pupils' personal circumstances when managing their behaviour. • Care for children is demonstrated by all adults. • Good behaviour management maximises teaching and learning in this school. 								
Areas for development	<ul style="list-style-type: none"> • Due to the circumstances of the pandemic, the impact of 2 lockdowns together with the staggered approach to returning to school after a long absence together with the anxieties from parents about children returning to school, inevitably attendance has been significantly effected and continue to be with ongoing cases of COVID. Therefore, it is difficult to implement any actions to increase attendance or measure the impact of any strategies implemented • Increase the number of pupils who arrive to school on time and decrease the number of pupils who arrive late. • Amend the approach to managing behaviour so that it's in line with trauma sensitive approach. • Implement amended Behaviour Policy. • Continue to increase the percentage of children arriving to school on time by targeting the small percentage of families. • Support parents to feel that school is a safe place for children (risk assessment and following national Covid 19 guidelines) and support parents to recognise and manage common childhood illnesses that do not prohibit attendance. • Over time improve attendance depending on the pandemic situation. • Continue to introduce and embed Zone of Regulation 								
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	Autumn Term Milestones Target 2	Spring Term Milestones Target 2	Summer Term Milestones Target 2
	<ul style="list-style-type: none"> • Attendance 94% actual • Persistent absence 15% 	<ul style="list-style-type: none"> • 95% • 14.7% 	<ul style="list-style-type: none"> • 96% • 14.5%
	Autumn Term Milestones Target 3	Spring Term Milestones Target 3	Summer Term Milestones Target 3
	<ul style="list-style-type: none"> • Punctuality 10% 	<ul style="list-style-type: none"> • Punctuality 5% 	<ul style="list-style-type: none"> • Punctuality 0%

PERSONAL DEVELOPMENT – GOOD

Strengths

The Christian aims of the school based on principles of love, tolerance, respect and forgiveness, together with the principles of British Values, are reflected in and threaded through the curriculum and the whole life of the school including and especially the approaches to personal development and behaviour.

The provision for personal development, has developed to embrace and respond to pupils' unique and individual needs, which cannot be considered in isolation, enabling them to thrive, flourish and learn, so that they develop in confidence and therefore have the opportunity and best placed to achieve as well as they can in all areas of their development. Opportunities are provided for pupils to foster and cultivate aspects of their personal development enabling them to discover and recognise their own strengths as well as to acknowledge areas where they might need additional support including aspects of their mental and emotional health and well-being. Children are taught to recognise and are encouraged to make healthy life style choices in what they eat and in keeping themselves physically fit and healthy. The school provides high quality pastoral support for all children. All staff care for the children.

A comprehensive range of resources, programmes and support are deployed:

- Families, Friends and Relationships, Protective Behaviours (Keeping Safe)
- Coram SCARF programme,
- R-Time
- Peace Makers, Peer Mediator training, Sycamore counselling, parent support advisor, nurture, support new arrivals' induction strong links with outside agencies
- Restorative behaviour policy
- School council, E-cadets, Eco- team, house teams, house captains, prefects and head boy and head girl, Singing Playground leaders, gardening club, Peer Mediators
- Bespoke personal development programmes including one-to-one or group work, responding to recommendations from Early Help, CIN, EHCP and recommendations from other professionals
- ICON Champions and ICON Ambassadors – develop this further

	<ul style="list-style-type: none"> • Peacemaker Programme – develops understanding of self, activities to develop, language and ability to express self, knowledge and respect of self and others, tolerance, SMSC; • Peer Mediators 		
Areas for development	<ul style="list-style-type: none"> • Personal development- continue to develop children’s confidence, resilience and knowledge so that they can keep themselves mentally healthy and building on work from previous years, support the mental health needs of pupils in year groups. • Embed pupils’ use of Zones of Regulation development as a strategy to recognise and manage their own emotions • Higher profile for measurement of personal development in every class 		
Progress to date:	Autumn Term Milestones Target 1	Spring Term Milestones Target 1	Summer Term Milestones
	<ul style="list-style-type: none"> • SDQs or Boxall Profiles completed by the end of the autumn term for all years by the PSHE Lead and Pastoral Manager. Target percentages are set for a reduction in SDQ scores and increase in Boxall score by every class. • Pastoral manager, PSHE Leader and class teachers to analyse the SDQs and Boxall Profiles as appropriate, discuss and analyse results and identify the next steps of support or identify programme to use for individuals or groups. • These outcomes are shared with classteachers and next steps identified. • During conversations with PSHE Leader pupils talk confidently about their learning and how their programme of work /activities are helping them to understand their emotions and other aspects of their personal development. They can give examples knowledgeably using subject specific language – Zones of Regulation language, 	<ul style="list-style-type: none"> • Aspects of PSHE development identified as target areas in previous term are undertaken by classteachers for their own class depending on what data indicated and activities planned for in PSHE time, as appropriate. • During conversations with PSHE Leader pupils in years 1-6 talk confidently about their learning in their personal development and how their programme of work/activities is helping them, e.g. Circle time in class, Peer Mentor training, Nurture Group, 1-1 support, Behaviour Buddy, Talking with identified staff member. They can give examples knowledgeably using subject specific vocabulary about their personal development and their emotions – age appropriate. 	<ul style="list-style-type: none"> • SDQs & Boxall Profiles completed by the end of the Summer Term by the class teacher. • Pastoral Manager and PSHE Leader analyse the Boxall and SDQ scores for year 1-6 and identify areas for attention for next classteacher. • The majority of pupils have made progress in aspects of their personal development. The evidence is demonstrated in the reduction in their SDQ scores and increase in their Boxall scores compared to their September scores. • At least 80% achieve their targets. • These outcomes are shared with their next class teacher as part of their transition programme into their next class, or senior school. • During conversations with PSHE Subject Leader, Year 6 pupils talk enthusiastically about their learning in their targeted programme (Fantastic Elastic Brain) and can give examples

	<p>examples from their Peer mediator or Peacemaker work or other.</p>		<p>confidently and knowledgeably using subject specific language. They can say how the programme has helped them with transition to senior school.</p> <ul style="list-style-type: none"> • Years 1 to 5 can talk with PSHE subject leader about their programmes, and say whether they feel more confident, feel better about themselves recognise what they are good at compared to the beginning of the year as a result of programmes and activities. • Pupils' comments about themselves (made in September) are re-visited to see if their opinion about themselves is the same or changed / improved.
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• **LEADERSHIP AND MANAGEMENT** – Leadership and management- developing the role of the middle leaders in driving the identified aspects of curriculum provision. Ensure that specific governor training is undertaken by less experienced governors so that they have a clear understanding of their strategic responsibilities.

<p>Strengths</p>	<p>Senior Leaders managed the changing demands of the first and second lockdown periods, responding to government and Public Health England directives including the continuous provision for vulnerable pupils, the regular distribution of home work packs as well as online learning. In addition, the phased return to the routine of school and normality, following the end of each lockdown, especially for those pupils with SEND, was sensitively and successfully managed.</p> <p>The school continues to improve well under the high quality, very capable leadership of the visionary head teacher and senior leaders.</p> <p>Leadership and management are focussed on developing the role of middle leaders in driving identified aspects of curriculum provision. They will ensure that specific governor training is undertaken by less experienced governors so that they have a clear understanding of their strategic responsibilities.</p> <p>The significant improvements to the quality of teaching and pupils' outcomes, in particular English and mathematics, have been driven by the exceptionally strong and determined leadership team.</p> <p>Skilfully led, effective Early Years provision, which significantly includes high quality provision for children's personal development and welfare help children to do very well, from very low starting points, when they first start school.</p> <p>Pupils behave well because that is what is expected of them at all times. A culture of high expectations successfully permeates all aspects of school life.</p> <p>Leadership and management have invested in training and skilling up a large safeguarding team (six designated safeguarding leaders) and have developed a culture of safeguarding ensuring that all adults act in the best interest of the children and 'notice things. A culture of vigilance permeates all aspects of school life so that pupils who need help are referred in a timely manner.</p> <p>All health and safety checks are undertaken and relevant training is provided.</p>
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	<p>All statutory policies are in place.</p> <p>Pupils are well prepared for living in modern Britain through the many activities that form part of a rich and diverse curriculum. The effective promotion of pupils' spiritual, moral, social and cultural education by the school has a very positive impact on their personal development and well-being.</p> <p>The middle leadership time has been used wisely and enabled middle leaders to drive forward the development of their curriculum area (PSHE, RE, history, geography, science, art and design, ICT& SMSC). The increased leadership skills of the more experienced and established middle leaders are supporting those who lead less well-developed subjects and who are new to the middle leadership role.</p> <p>Exceptionally well led and effective SEND provision by the accredited SENCo has empowered teachers to meet the needs of children with SEND in their class, through channels of communication with a wide range of professionals, parents and carers, supportive and relevant CPD, tracking systems and an overall proactive approach to managing this area in an open, productive and highly organised manner.</p> <p>The supportive governing body ensures that the school fulfils its statutory duties. They ensure clarity of vision, ethos and strategic direction by holding leaders to account for the educational performance of the school and its pupils, and the performance management of staff.</p> <p>They oversee the financial performance of the school and ensure that money is well spent, including the Pupil Premium, Sports Funding and any 'catch up' funding grants.</p> <p>Regular governor monitoring visits and activities across the curriculum, including EYFS enables them to see first-hand the impact of leadership and management across the school.</p> <p>Leaders, and all staff, successfully engage parents, carers and their community thoughtfully and positively in a way that supports pupils' education.</p> <p>Leaders take into account the workload and well-being of their staff. e.g. alternate planning and staff meetings, provision of work space for staff and reduction in the number of 'data drops' requested.</p> <p>Opportunities have been taken and developed to strengthen the quality of the workforce through internal professional development and recruitment.</p> <p>Leaders are ambitious for all pupils, especially including those who are most vulnerable and hard to reach.</p>		
Areas for development	<ul style="list-style-type: none"> • Governors ensure the strategic direction of the school is reflected in the school aims and mission statement. • Senior leaders hold middle leaders to account in their drive to develop the curriculum so that all subjects are planned for, taught and assessed. 		
Progress to date	<p>Autumn Term Milestones Target 1</p> <ul style="list-style-type: none"> • Governor monitoring of the curriculum is continued (Art focus) undertaken with reports • Art focused lesson observations are undertaken by the Art leader and the head, and confirm that Art is sequentially planned, taught and knowledge, skills and understanding builds on prior learning, with an emphasis on 	<p>Spring Term Milestones Target 1</p> <ul style="list-style-type: none"> • Governor monitoring of the curriculum is continued (History or geography depending on cycle) • School aims and mission statement are reviewed • Parent/carers views are sought on school aims and mission • Art focused lesson observations are undertaken by the Art leader and the head, and confirm that 	<p>Summer Term Milestones</p> <ul style="list-style-type: none"> • Governor monitoring of the curriculum is continued (History or geography) • Reviewed school aims and mission statement are shared with children and parents • History or geography focused lesson observations are undertaken by the history or geography leader and the head, and confirm that history and/ or

	<p>subject specific vocabulary being used.</p> <ul style="list-style-type: none"> • Middle Leaders meet with SLT and share their intended direction for their subject. 	<p>Art are sequentially planned and taught and knowledge, skills and understanding builds on prior learning, with an emphasis on subject specific vocabulary being used.</p>	<p>geography is sequentially planned and taught and knowledge, skills and understanding builds on prior learning, with an emphasis on subject specific vocabulary being used</p> <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>
	Autumn Term Milestones Target 2	Spring Term Milestones	Summer Term Milestones
	<ul style="list-style-type: none"> • Middle leaders have shared their monitoring aims and tasks with members of the SLT, part of their Performance Targets/Review • As a result of monitoring, middle leaders are able to identify their next steps for subject development and shared with SLT • Following lockdown etc, threads of RE Quality Mark application are gathered up again by RE Leaders • Application is made to assessor RE Quality Mark group meet • Staff receiving training on 	<ul style="list-style-type: none"> • Middle leaders follow up on actions and share the outcomes with SLT • Impacts of middle leaders follow up actions is reflected in pupils' workbooks and conversations with SLT • Governors monitored history or geography – meet pupils and talk with them about their learning – strong knowledge and use of subject specific vocabulary • Teachers implement approaches which have been identified in various training sessions drawn together to enhance their teaching. 	<ul style="list-style-type: none"> • Middle leaders follow up on actions and share the outcomes with SLT • Impacts of middle leaders follow up action is reflected in pupils' workbooks and conversations with SLT. Art and DT leader new to role and supported by senior leader (FC). History or geography new role and supported by senior leader. • Good practice contributes towards RE Quality Mark Status. <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>

QUALITY OF EDUCATION IN EARLY YEARS – GOOD

Strengths	<p>Intent</p> <ul style="list-style-type: none"> • An adventurous curriculum that motivates children based on the EYFS curriculum designed to give all pupils, particularly the disadvantaged, SEND and 'Rising 3s', the knowledge, skills and understanding, and an enthusiastic curiosity for the world in addition to the essential building blocks which they need to develop and establish, in preparation for the next stage of their learning. • Introduction of new EYFS Curriculum. • Implementing NELI government funded language development programme • Implementing and administering Reception Assessments and submit. • Incorporating the enlarged learning space into the learning provision for nursery children. • Increase skills to provide opportunities for early writing skills development.
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Implementation:

Quality of teaching and learning

- Teachers' and Early Years support staffs' subject knowledge of the amended EYFS curriculum, assessment practice and crucially, how young children learn, is secure / robust and as such enables activities to be skilfully planned which provide children with a range of opportunities to apply their new learning in a variety of different contexts.
- The teaching of synthetic phonics underpins every aspect of early reading and writing and is embedded throughout the exciting and creative curriculum. It is arranged in such a way that it is re-visited regularly, giving pupils opportunities to apply their phonic skills thus embedding their learning. Pupils are given opportunities to hear and read text that is linked to the sounds that they are learning, and are supported to apply it within their independent learning experiences. In addition, parents/carers are kept well-informed about how to support their child's reading and phonic development at home.
- The sharing of stories, rhymes, songs and poems underpins the everyday curriculum.
- Provision provides opportunities for children to constantly practise, refine and apply their mathematical skills in a broad range of exciting contexts.
- Curriculum design allows knowledge, skills and understanding to be acquired and revisited in a spiral fashion in the indoor and outdoor learning environment.
- Teachers and other staff model Standard English in all lessons in a resourceful and exciting way.
- Teachers model subject specific vocabulary and communicate well to check children's understanding.
- Teachers probe learning and deepen understanding through their use of questioning, adapting their teaching as necessary.
- Resources and the environment are selected carefully to inspire and support learning whilst meeting the needs of all pupils.
- From very low starting points, the curriculum and care provided enable all children to make progress in their personal, social, health and emotional needs.
- Early Years staff engage in online training including Mighty Writer to enhance the learning opportunities for these young children. (see attached list for details)

Assessment

From very low starting points children are assessed and a baseline is established from which pupils' progress is measured:

- National Baseline Assessment undertaken and children re-assessed at end of year to ascertain progress.
- Formative assessment (across all areas of learning) is strong and is used daily and consistently to inform next steps of learning.
- Termly summative assessment in PSED, Communication, Language and Literacy, Reading, Writing, Numbers and Shape is used to identify trends and differences within and between groups.
- All assessment is accurate in PSED, Communication, Language and Literacy, Reading, Writing, Numbers and Shape and Mathematics (moderation evidence).
- Skills acquired in PSED, Communication, Language and Literacy, Reading, Writing, Numbers and Shape are transferred into other subjects.

	<ul style="list-style-type: none"> Verbal feedback and marking (in reception) are effective and used well to bring about progress. <p>Pupils with SEN and/or disabilities</p> <ul style="list-style-type: none"> Differentiation enables children to access the imaginative and enticing EYFS curriculum by adapting resources, support and appropriate modelling and questioning. 		
Areas for development	<ul style="list-style-type: none"> Quality of education in Early Years- consolidate and deepen children's knowledge and skills of phonics and early spelling skills, early reading and writing, including communication and language development so that they are ready for the next stage of their learning in year 1. 		
Progress to date	Autumn Term Milestones Target 1	Spring Term Milestones Target 1	Summer Term Milestones
	<ul style="list-style-type: none"> New Curriculum is introduced in September-shared training. New National Baseline Assessment undertaken providing a starting point for learning. New government funded NELI language development programme established. Following training from English, Consultants and on-line training, staff have further secured their knowledge, skills and understanding associated with the teaching of spelling. This will be evident through observations, pupil discussion and book trawls. Nursery children are baselined for their understanding of age appropriate language. Assessments are undertaken providing a baseline and targets are set for each child in communication and language development. Whole school moderation sessions confirm teacher judgements. Following training, staff have further secured their knowledge, 	<ul style="list-style-type: none"> Monitoring outcomes conclude that teaching of spelling is enabling children to develop spelling skills and are on track to contribute to their end of year writing targets All baselines are updated and good progress is evident. Assessments are updated in all areas. Monitoring outcomes conclude that teaching of phonics is enabling children to develop reading skills and are on track to achieve their end of year phonics (phase 4) and reading targets Monitoring outcomes conclude that teaching of early reading skills is enabling children to develop reading fluency and are on track to achieve their end of year reading targets Early Years staff receive training in 'Mighty Writer'. The new approach is introduced into teaching especially for reception children. 	<ul style="list-style-type: none"> The majority of children can accurately spell reception statutory words and apply spelling rules appropriate to their year group in their writing, compared with their baseline (July 2019). See attainment target data collection sheet for the end of the year. All baselines are updated in preparation for transfer to next year group/ key stage. The use of Mighty Writer as a resource for teaching writing has had an impact on all but especially lower attaining children. The majority of children can read age appropriate texts and achieve their end of year phonic and reading targets. Baselines are completed ready for Year 1. (July 2020). See attainment target data collection sheet for the end of the year. The majority of children can fluently read age appropriate texts to their year group compared with their baseline

	<p>skills and understanding associated with the teaching of phonics. This will be evident through observations, pupil discussion and listening to children read.</p> <ul style="list-style-type: none"> • Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of early reading and writing skills appropriate to their year groups. This will be evident through observations, pupil discussion and book trawls. • Assessments are undertaken providing a baseline for all children in reading and targets are set. 		(July 2019). See attainment target data collection sheet for the end of the year.
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STAFF TRAINING / COURSES

	Autumn Term 2021, staff members participating in online training:		
EYFS:			
30/09/21	Supporting Young Children as Writers (afternoon session)	Charlotte Clynes	
16/11/21	Supporting children's PSED (twilight session)	All EYFS staff	
30/11/21	Exploring Inspirational Learning (afternoon session)	Rachel Lomas	
09/12/21	The importance of Outdoor Play (morning session)	Charlotte Clynes	
Key Stage 1:			
05/09/21	Securing Statutory Skills for grammar and punctuation (All day)	Joshua Haliday	
Key Stage 2:			
30/09/21	Securing Statutory Skills for grammar and punctuation (All day)	Sophie Seaman	
18/11/21	Raising the level of challenge (All day)	Amanpreet Cheema	
26/11/21	Online Safety Conference	Holly Rouse & Rachel Lomas	

Impact (No IDSR produced for 2021).

Key Stage 1: Percentage of pupils achieving

	School			Consortium			Warwickshire			National		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total Eligible Pupils	30	31	30	987	1003	947	6333	6677	6626	-	-	-

Expected Standard and above	Reading	67%	71%	70%	72%	78%	76%	77%	77%	77%	76%	75%	75%
	Writing	47%	55%	63%	63%	71%	70%	70%	71%	71%	68%	70%	69%
	Maths	63%	65%	67%	72%	78%	77%	76%	77%	77%	75%	76%	76%
	Science	67%	71%	73%	85%	85%	84%	84%	85%	84%	83%	83%	82%
	RWM	47%	52%	57%	57%	67%	66%	66%	67%	67%	-	-	-

Working at Greater Depth	Reading	30%	23%	23%	24%	29%	28%	28%	29%	29%	25%	26%	25%
	Writing	17%	10%	10%	12%	13%	15%	17%	18%	17%	16%	16%	15%
	Maths	23%	16%	10%	19%	25%	25%	24%	25%	25%	21%	22%	22%
	RWM	17%	10%	7%	9%	11%	13%	13%	14%	14%	-	-	-

Key Stage 2: Percentage of pupils achieving

	School			Consortium			Warwickshire			National		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total Eligible Pupils	25	41	28	800	888	876	5886	6061	6409	594346	615003	643512

Expected Standard and above	Reading	56%	78%	75%	70%	74%	73%	73%	78%	74%	72%	76%	73%
	Writing	76%	85%	89%	80%	81%	83%	78%	80%	80%	77%	79%	78%
	Maths	80%	73%	82%	78%	78%	80%	74%	77%	78%	75%	76%	79%
	Science	72%	83%	89%	86%	86%	86%	83%	85%	85%	82%	83%	83%
	GPS	72%	76%	86%	80%	79%	81%	77%	79%	78%	78%	78%	78%
	RWM	56%	71%	71%	61%	65%	66%	62%	67%	65%	62%	65%	65%

Working at Greater Depth / High Standard	Reading	20%	20%	32%	24%	25%	25%	28%	32%	29%	25%	28%	27%
	Writing	28%	24%	14%	19%	21%	22%	20%	22%	22%	18%	20%	20%
	Maths	16%	22%	25%	21%	19%	26%	23%	24%	27%	23%	24%	27%
	GPS	36%	32%	50%	33%	35%	38%	32%	36%	36%	31%	35%	36%
	RWM	4%	7%	7%	9%	8%	11%	10%	11%	11%	9%	10%	11%

Progress	Reading	1.32	2.39	0.88	-1.28	-1.06	-0.49	-0.60	-0.30	-0.07	0.00	0.00	0.00
	Writing	5.38	4.39	1.30	-0.19	-0.28	0.56	-0.50	-0.50	0.01	0.00	0.00	0.00
	Maths	2.73	1.93	0.78	-0.61	-0.88	-0.35	-1.10	-0.80	-0.45	0.00	0.00	0.00

Average Scaled Scores	Reading	102	105	104	104	104	104	105	106	105	104	105	104
	Maths	103	104	105	104	104	105	104	104	105	104	104	105
	GPS	104	106	109	106	106	107	106	107	106	106	106	106

Key Stage 2: Disadvantaged - Percentage of pupils achieving (2019 only)

		School			Consortium			Warwickshire			National (2018)		
		Disadvantaged	Non-disadvantaged	Gap ⁸	Disadvantaged	Non-disadvantaged	Gap ⁸	Disadvantaged	Non-disadvantaged	Gap ⁸	Disadvantaged	Non-disadvantaged	Gap ⁸
Total Eligible Pupils		11	17	-	233	643	-	1459	4950	-	189996	425007	-
Expected Standard and above	Reading	73%	76%	-6%	66%	76%	-12%	60%	78%	-19%	65%	81%	-
	Writing	82%	94%	-2%	75%	85%	-9%	66%	84%	-17%	68%	84%	-
	Maths	82%	82%	-1%	70%	83%	-13%	62%	83%	-21%	64%	81%	-
	Science	82%	94%	-6%	80%	88%	-8%	72%	88%	-17%	-	-	-
	GPS	82%	88%	-1%	72%	84%	-10%	63%	83%	-20%	67%	83%	-
	RWM	73%	71%	2%	55%	70%	-15%	47%	71%	-24%	51%	71%	-
Working at Greater Depth / High Standard	Reading	18%	41%	-15%	18%	28%	-15%	16%	33%	-16%	-	-	-
	Writing	9%	18%	-17%	12%	26%	-14%	10%	26%	-15%	-	-	-
	Maths	27%	24%	-4%	15%	30%	-16%	11%	31%	-20%	-	-	-
	GPS	45%	53%	4%	27%	42%	-14%	19%	41%	-22%	-	-	-
	RWM	0%	12%	-14%	5%	14%	-9%	3%	14%	-10%	-	-	-
Progress	Reading	-1.62	2.55	-1.89	-1.32	-0.18	-1.59	-1.22	0.27	-1.49	-0.60	0.30	-
	Writing	-0.67	2.61	-0.96	-0.28	0.86	-0.58	-0.93	0.29	-1.23	-0.40	0.20	-
	Maths	0.41	1.03	0.40	-1.34	0.01	-1.35	-1.98	0.01	-1.98	-0.60	0.30	-

Due to pandemic and COVID there is no new National Data since 2019

Impact

EYFSP: Percentage of pupils awarded expected or exceeding grade

	School			Consortium			Warwickshire			National		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total Eligible Pupils	29	30	30	949	947	935	6605	6525	6456	669919	652400	637410
Good Level of Development (GLD) ⁶	62%	67%	63%	69%	71%	67%	73%	72%	72%	71%	72%	72%

Prime Learning Goals	Communication and Language	79%	67%	77%	82%	81%	80%	83%	82%	82%	82%	82%	82%
	Listening and attention	86%	70%	80%	86%	85%	84%	86%	86%	86%	86%	86%	86%
	Understanding	83%	67%	80%	87%	85%	84%	86%	86%	86%	86%	86%	86%
	Speaking	90%	73%	80%	88%	87%	83%	86%	86%	86%	85%	86%	85%
	Physical Development	100%	73%	83%	88%	86%	85%	88%	87%	88%	87%	87%	87%
	Moving and handling	100%	77%	83%	90%	89%	88%	89%	89%	89%	90%	90%	89%
	Health and self-care	100%	73%	83%	93%	92%	89%	92%	91%	92%	91%	91%	91%
	Personal, Social and Emotional Development	86%	70%	70%	86%	85%	82%	86%	85%	85%	85%	85%	85%
	Self-confidence and self-awareness	86%	73%	77%	92%	89%	88%	90%	89%	89%	89%	89%	88%
	Managing feelings and behaviour	86%	70%	70%	89%	88%	84%	89%	88%	87%	88%	88%	87%
	Making relationships	90%	70%	80%	91%	91%	86%	91%	90%	90%	90%	90%	89%

Specific Learning Goals	Literacy	62%	67%	63%	71%	73%	70%	75%	74%	74%	73%	73%	73%
	Reading	62%	67%	63%	76%	78%	74%	79%	79%	78%	77%	77%	77%
	Writing	62%	67%	63%	71%	74%	71%	75%	75%	74%	73%	74%	74%
	Mathematics	66%	67%	70%	76%	79%	77%	79%	79%	80%	78%	78%	78%
	Numbers	66%	73%	70%	77%	80%	78%	81%	81%	81%	79%	80%	80%
	Shape, space and measures	69%	67%	70%	81%	83%	79%	83%	83%	83%	82%	82%	82%
	Understanding the World	72%	67%	83%	82%	82%	82%	84%	84%	85%	84%	84%	84%
	People and communities	86%	70%	83%	85%	85%	84%	87%	86%	87%	86%	86%	86%
	The world	72%	67%	83%	84%	85%	84%	86%	86%	87%	86%	86%	85%
	Technology	86%	67%	83%	92%	91%	91%	93%	92%	93%	93%	93%	93%
	Expressive Arts and Design	93%	73%	83%	87%	87%	87%	87%	87%	88%	87%	87%	87%
	Exploring media and materials	100%	73%	83%	89%	89%	87%	89%	88%	90%	89%	89%	89%
	Being imaginative	93%	73%	83%	89%	89%	88%	89%	88%	90%	88%	89%	89%

Average Total Assessment Score	31.8	29.2	30.6	33.9	33.9	33.8	34.3	34.2	34.2	34.5	34.6	34.6
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All Pupils	2016			2017			2018			2019		
	School	NA	G A P	School	NA	G A P	School	NA	G A P	School	NA	G A P
Overall GLD	59	69		62	71		67 (69)	72		63		
Communication and Language												
Listening and Attention	69	86	-17	86	86	0	70	86	-16	80		
Understanding	69	86	-17	83	86	-3	67	86	-19	80		
Speaking	69	85	-16	90	85	+5	73	86	-13	80		
Reading	66	77	-11	62	77	-15	67	77	-10	63		
Writing	59	73	-14	62	73	-11	67	74	-7	63		
Mathematics												
Numbers	59	79	-20	66	79	-13	70	80	-10	70		
Shape, space and measures	62	82	-20	69	82	-13	67	82	-15	70		
Personal, Social and Emotional												
Self-confidence and awareness	76	89	-13	86	89	-3	73	89	-16	77		
Managing feelings and behaviour	70	88	-18	86	88	-2	70	88	-18	70		
Making relationships	79	90	-11	90	87	-3	70	90	-20	80		
Understanding the world												
People and communities	69	86	-17	86	86	0	70	86	-16	83		
The world	66	86	-20	72	86	-14	67	86	-19	83		
Technology	76	92	-16	86	93	-7	67	93	-26	83		
Expressive arts and design												
Exploring media and materials	90	89	+1	100	89	+11	73	89	-16	83		
Being imaginative	79	88	-9	97	88	+9	73	89	-16	83		
Physical development												
Moving and handling	79	90	-11	100	90	+10	77	89	-12	83		
Health and self-care	90	92	-2	100	91	+9	73	91	-18	83		

Disadvantaged (compare to ALL pupils)	2016		2017		2018		2019	
	School	NA	School	NA	School	NA	School	NA
Overall GLD	50	72	40	57	33	74	50	
Communication and Language				G A P		G A P		G A P
Listening and Attention	60	88	80	78	+2	50	88	-38
Understanding	60	87	60	78	-18	33	87	-54
Speaking	70	87	80	77	+3	50	87	-37
Reading	60	80	40	63	-23	33	79	-46
Writing	50	75	40	59	-19	33	76	-43
Mathematics								
Numbers	50	81	40	67	-27	50	82	-32
Shape, space and measures	50	84	40	70	-30	33	84	-51
Personal, Social and Emotional								
Self-confidence and awareness	70	90	90			50	90	-40
Managing feelings and behaviour	70	89	90	80	+10	50	89	-39
Making relationships	70	91	100	83	+17	50	91	-41
Understanding the world								
People and communities	60	87	90	77	+13	50	87	-37
The world	60	87	50	77	-27	33	87	-54
Technology	70	93	70	88	-18	33	94	-61
Expressive arts and design								
Exploring media and materials	80	90	100	81	+19	50	90	-40
Being imaginative	80	90	100	81	+19	50	90	-40
Physical development								
Moving and handling	70	91	100	83	+17	67	91	-24