

DOWNNS VIEW INFANT SCHOOL

SELF EVALUATION SUMMARY FOR GOVERNORS 2017-18

Term 4

Our School Motto & Values

Every child matters, every child succeeds

Altogether we learn, love, respect and have fun!

We provide an environment and positive ethos where:

- * A relevant, rich and personalised curriculum which offers a wide range of sports, arts and strong links with the community
- * Everyone is heard and their opinions understood and valued
- * High levels of well-being are paramount for all
- * Outdoor education is promoted and used to strengthen pupils' learning and well-being
- * Diversity is celebrated to ensure inclusion for everybody.
- * High expectations create outstanding attitudes to learning and promote positive behaviour around the school

These areas for improvement are the key priorities for the School Plan

1. Effectiveness of Leadership & Management	2. Quality of Teaching, Learning & Assessment	3. Personal development, Behaviour & Welfare	4. Outcomes for Pupils 5 Maintenance plan
<p>*To strengthen subject leadership to improve outcomes for pupils and assessment of standards in foundation subjects.</p> <p>*To strengthen the governors' strategic knowledge and understanding of the school's priorities and milestones.</p> <p>* For all leaders to use research and professional development to</p>	<p>*Embed Mastery Maths within EYFS</p> <p>*To phase in the new RE Kent syllabus to KS1.</p> <p>*To ensure teaching and learning remains 100% Good + and at least 60% Outstanding.</p>	<p>*Attendance will be outstanding (96%+) by the end of the year</p> <p>*To provide personalised support for families to enhance the welfare of pupils in school and at home.</p>	<p>* Accelerate progress from starting points for children starting below expectations in language and communication and personal, social and emotional development.</p> <p>*Diminishing the difference at end of Year 1 in reading, writing and Maths and end of year 2 in writing to ensure outcomes are above the national (compared to 'other' pupils) for disadvantaged pupils.</p> <p>*Raising attainment for boys and diminishing the gender</p>

strengthen innovative approaches for teaching and learning with a focus on mastery across all subjects/ phases.			<p>difference in EYFS and KS1 in Maths, Reading and Writing</p> <p>*Strengthen outcomes for pupils at end of KS1 in writing to ensure that the attainment at the end of EYFS is maintained through pupils making accelerated progress.</p> <p>*To raise end of KS1 attainment for disadvantaged pupils to ensure that children achieving greater depth in writing are at least in line with national other pupils</p>
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The main findings from the last inspection
<ul style="list-style-type: none"> ● Improve teaching and learning so that they are consistently outstanding by: <ul style="list-style-type: none"> – building on the excellent practice that exists – ensuring that all lessons are pitched at an appropriate pace to ensure engagement at all times – Regularly checking on the progress that pupils are making in their learning.

Overall effectiveness: The quality of education provided in school	Current grade	Outstanding
	Last inspection grade	Outstanding
Main strengths – Overall Effectiveness		
What do we need to strengthen our judgement further?		
<p>*Achievement is at least good for most pupils and pupils have made rapid progress from below typical starting points.</p> <p>*Achievement is outstanding by the end of KS1 for disadvantaged pupils compared to national data.</p> <p>*The school has had an upward trend in attainment in reading and writing in EYFS and KS1.</p> <p>*The school’s creative, exciting and enquiry based curriculum develops children’s curiosity and love of learning. The personalised learning enables children to excel in all areas of the curriculum, whilst contributing to children’s high levels of well-being and behaviour.</p> <p>*Forest school has provided regular opportunities for disadvantaged pupils with extra provision which</p>		<p>Raise attainment for some key groups-</p> <ul style="list-style-type: none"> ● Year 1 boys in reading, writing and Maths. ● Year 2 boys in reading, writing and Maths. ● Pupil premium Year 2 Reading and writing ● Higher percentage of disadvantaged Year 2 achieving greater depth for Writing ● Maths attainment at end of EYFS ● To strengthen middle leadership to improve monitoring assessment of

has resulted in higher levels of well-being and a raise in attainment at end of KS1 (2017)

- *The school practice consistently provides the highest aspirations for pupils resulting in children make exemplary progress from their low starting point on entry, with attainment at end of KS1 above national in Maths and Writing and Reading.
- * SEND children make accelerated progress with their personalised targets from their low starting points because of the excellent provision provided for inclusion.
- *Children display high levels of well-being and involvement which enables them to thrive.
- *Outstanding SMSC provision enables children to be knowledgeable about themselves, others and the world around them.
- *The children’s exemplary behaviour and excellent attitudes to learning enables the children to work together, maximising the progress they make.
- *Children leave year 2 well-equipped for their next stage of learning through a collaborative approach to transition which enables all children to be confident and resilient learners.
- *Governors have a clear understanding of the key priorities of the school and hold the HT to account, challenging and supporting to raise standards within the school. The team are led effectively by a proactive Chair of Governors.
- *Safeguarding systems are excellent which ensure that all children are protected from risk of harm.
- *Staff are proactive in ensuring that the school is safe and teach the children skills to ensure that they know how to keep themselves safe and the environment around them.
- * Lunchtime provision is outstanding, providing high quality experiences during play. This promotes high levels of well-being and involvement.
- *KS1 assessment was commended by K.C.C as ‘ high quality evidence’ for external moderation (July 2017). ‘PScale – evidence and ways of working with this child were excellent’. (July 2017)

standards in core and foundation subjects.

- Increase outstanding teaching to 63% by end of July 2018.
- To strengthen the governors’ strategic knowledge and understanding of the school’s priorities and milestones to ensure that all new governors are involved in monitoring standards across the school.

Milestones	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching (11 teachers)	18%Good 46% Good+ 36% O/S (2xNQTs) 22% Good 33% Good + 45% O/S	18%Good 36% Good+ 45% O/S 18% Good 36% Good + 45% O/S	55% Good+ 45% O/S 22% Good 33% Good + 44% O/S	46% Good+ 54% O/S 22% Good 22% Good + 55% O/S	46% Good + 54% O/S	37% Good + 63% O/S
Attendance Cumulative	96% 97.24% Milestones adjusted end of term 1	97.5% 96.48%	97.5% 96.21%	98% 97% Adjusted end of term 3 96.2%	98% 97.5%	98.5% 97.5%
Attendance	95%	95.2%	95.4%	95.6%	95.8%	96%

Disadvantaged pupils	93.89%	93.24%	93.37%	93.3%		
Outcomes in EYFS 81 pupils	R 79% 20% W 79% 34% M 78% 50% Milestones adjusted end of T1	R- 79% 40% 46% W 79% 42% 64% M-79.2% 58% 65% Adjusted end of term 2	R-52% 69% W- 54% 74% M-64% 71%	R-69% 76% W-74% 79% M- 71% 80%	W-70% 76% R 74% 79% M-77% 80% Adjusted end of term 4	R -79% 76% W- 77% 79% M- 79% 80% Adjusted end of term 4
EYFS GLD (81 in year group)	20% (Typical) Adjusted end of T1	40% 29.6%	52% 69%	74% 79%	79% Adjusted end of term 4	79% Adjusted end of term 4
EYFS Maths Boys (48) Girls (33) (updated term3)	Boys 13% Typical /+ Girls 30% Typical /+	Boys 18 37% 58% Girls 18 56% 72% Diff 14%	Boys 27 55% 65% Girls 21 65% 75% Diff -10%	Boys 37 63% 78% Girls 28 75% 85% Diff-7%	Boys 35 71% Girls 26 81%	Boys 36 73% Girls 27 84%
EYFS Reading Boys (48) Girls (33) (updated term3)	Boys 17% Typical /+ Girls 58% Typical /+	Boys 8 16% 37% Girls 17 53% 54% Diff 17%	Boys 15 31% 64% Girls 19 59% 78% Diff -14%	Boys 34 64% 70% Girls 28 78% 82%	Boys 30 70% Girls 24 82% Adjusted end of term 4	Boys 34 72% Girls 27 84%
EYFS Writing Boys (48) Girls (33) (updated term3)	Boys 48% Typical /+ Girls 54% Typical /+	Boys 22 45% 58% Girls 18 56% 73% Diff -15%	Boys 28 57% 69% Girls 21 66% 81% Diff-12%	Boys 30 69% 77% Girls 24 81% 82% Diff-5%	Boys 32 79% Girls 28 84% Adjusted end of term 4	Boys 34 81% Girls 28 86% Adjusted end of term 4
EYFS Maths Non-PP (70) PP (11) Diff	51% 50% 1%	65% 55% -10%	65% (46) 72% 55% (6) 54% -10% -18%	69% (57) 83% 63% (8) 61% -6% -22%	83% 61% -2%	83% (56) 61% (8) -6%
EYFS Reading Non- PP (70) PP (11) Diff	22% 0% 22%	49% 18% -31%	52% (37) 71% 18% (2) 54% -34% -17%	63% (53) 77% 45% (9) 70% -18% -7%	75% (53) 73% (8) -2	77% (55) 82% (9) +5%
EYFS Writing Non- PP (70) PP (11) Diff	38% 0% 38%	66% 54% -12%	66% (46) 73% 54% (6) 73% -12% 0%	69%(57)69% 63% (9) 81% -6% -11%	72% (51) 72%(8) 0%	75% 82% +7%
Maths Yr1 Boys (48) Girls (41) (updated end of term 2)	71% 67% 85% 83% 14% 16%	73% 75% 87%83% 14% 8%	75% 76% 87% 83% 12% -7%	77% 68% 87% 81% 10% 13%	74% 83% 9% Adjusted end of term 4	78% 85% 7% Adjusted end of term 4
Yr 1 Boys Reading Girls Difference	73% 69% 86% 85% 13% 16%	75% 77% 86% 86% 11% 9%	77% 71% 88% 83% 11% -12%	79% 68% 88% 76% 9% 8%	81% 78% 3% Adjusted end of term 4	83% 80% 3% Adjusted end of term 4
Yr 1 Boys Writing Girls Difference	73% 73% 86% 86% 13% 13%	75% 80% 88% 85% 13% 5%	80% 65% 88% 76% 8% -11%	80% 64% 88% 81% 8% -17%	66% 83% 17% Adjusted end of term 4	70% 85% 15% Adjusted end of term 4
Yr1 Maths Non PP(74) PP (16) Difference	83% 78% 50% 57% 33% 21%	84.3% 84% 57% 57% 27.3% 27%	84.3%83% 57% 57% 27.3% 26%	85.6% 80% 57% 47% 28.6%	82% 60% 22% Adjusted end of term 4	85% 66% 19% Adjusted end of term 4
Yr1 Reading Non PP PP Difference	84% 81% 50% 57% 34% 24%	84% 87% 50% 57% 34% 30%	85.3% 80% 57% 57% 28.3% 23%	86.6% 78% 57% 47% 29.6% 31%	80% 53% 27%	82% 59% 23%

Key areas for development from the last inspection (2011)

1. To improve teaching and learning so that lessons are consistently outstanding
2. Ensuring that all lessons are pitched at an appropriate pace to ensure engagement at all times.
3. Regularly checking on the progress that pupils are making in their learning.

					Adjusted end of term 4	Adjusted end of term 4
Yr1 Writing Non PP	84% 83%	84% 88%	88% 73%	88% 77%	79%	81%
PP pupils	50% 57%	50% 57%	57% 50%	57% 47%	53%	59%
Difference	34% 26%	34% 31%	31% 23%	28.3% 30%	26%	22%
			Adjusted end of term 2		Adjusted end of term 4	Adjusted end of term 4
Yr 2 W Non-PP (71)	79% 74%	79% 75%	75% 70%	72.8% 73%	75.6%	81.5% 78.4%
PP (20 pupils)	69% 59%	69% 53%	58% 42%	47% 42%	27.6%	87.5% 57%
Difference	10% 15%	10% 22%	5% 28%	31%		21.4%
			Adjusted end of term 2	Adjusted end of term 3	Adjusted end of term 3	Adjusted end of term 3
Yr2 Writing Boys(46)	67% 60%	67% 58%	61.3% 50%	63.6% 54%	58.6%	65% 60.77%
Girls (45)	87% 82%	87% 82%	82% 80%	84.4% 81%	84.4%	84.4%
Difference	20% 22%	20% 24%	19% 30%	21% 27%	25.8%	21% 23.6%
				Adjusted end of term 3	Adjusted end of term 3	Adjusted end of term 3
Yr2 Reading Boys	67% 63%	67% 70%	70% 62%	64.1% 58%	66.2%	70% 68.3%
Girls	87% 82%	87% 89%	89% 80%	82.2% 80%	84.4%	91.4% 86.6%
Difference	20% 19%	20% 19%	19% 18%	22.1% 22%	18.2%	17.5% 18.3%
			Adjusted at the end of term 2	Adjusted end of term 3	Adjusted end of term 3	Adjusted end of term 3
Yr 2 Maths Boys	77% 71%	77% 77%	79.3% 68%	81.6% 72.3%	75.6% 67%	84% 75.6%
Girls	87% 79%	87% 83%	83% 72%	85.2% 78.6%	87.4% 78	89.2% 87.4%
Difference	10% 8%	10% 6%	3.7% 4%	13.6% 6.3%	3.4%	8.4% 3.4%
			Adjusted at the end of term 2	Adjusted end of term 3	Adjusted end of term 3	Adjusted end of term 3
Yr2 W GD Non-PP	26% 26%	26% 19%	27.3% 21.8%	24.6% 19%	27.4% 24.6%	27.4%
PP	0% 6%	6% 0%	6% 5.2%	5.2% 0%	10.4% 5%	18% 10.0%
Difference	26% 20%	19.75% 19%	21.05% 16.6%	19.4% 19%	19.6%	9.85% 17.4%
			Adjusted at the end of term 2		Adjusted end of term 3	Adjusted end of term 3

School context

Updated at end of each term

Current Contextual information – September 2016	National Averages July 2017	School July 17	Term1	Term2	Term3	Term4	Term5	Term6
Number of pupils on roll	270	269	261 Rec- 81 Year 1-90 Year 2- 90	259 Rec -81 Year 1-88 Year 2-90	262 Rec- 81 Year 1-90 Year 2-91	263 Rec- 82 Year 1-90 Year 2-91		
Attendance		96.59%	97.24%	96.41%	96.27%	96.21%		
% persistent absentees	8.7%	6 under 85% 15 under 90% 35 under 95% (6.0%)	9 under 85% 27 under 90% 55 under 95%	8 under 85% 26 under 90% 68 under 95%	8 under 85% 26 under 90% 61 under 95%	9 under 85% 25 under 90% 64 under 95%		
%EAL	21%	6% 17 pupils	7% 17 pupils	7% 17 pupils	7% 18 pupils	7% 18 pupils		
%entitled to FSM	24%	10% 26 pupils	10% 26 pupils	13% 33 pupils	11% 28 pupils	11% 28 pupils		
%Pupil Premium	25%	16% 42 pupils	16% 42 pupils	17% 45 pupils	18% 47 pupils	18% 47 pupils		
% in special guardianship		0.7% 2 pupils	1.14% 3 pupils	1.15% 3 pupils	1.15% 3 pupils	1.15% 3 pupils		
% of SEND – EHC plan	1.3%	0.4% (1 pupil)	0.4% (1 pupil)	0.4% (1 pupil)	0.4% (1 pupil)	0.4% (1 pupil)		

				(2 pending)	(2 pending)	(2 pending)		
% of SEND- Support	12.2%	4.8% (13 pupils)	8.4% 22 pupils	8.8% 23 pupils	10.3% 27 pupils	11.8% 31 pupils		
IMD rating	0.2	253/453 0.2						
IMD score	N/A	16.4						
% Children who enter well below national average (30-50B or below)			R 37% W 26% M 22%					

Significant changes since the last inspection:

- Number of teacher/support staff changes which have strengthened distributed leadership across the school.
- Headteacher was accredited as a KLE (Kent Leader of Education) in July 2017
- EYFS leader has achieved her NPQSL in September 2017
- 2 SLEs in school – EYFS Leader (EYFS)/ Deputy Head (ITT and mentoring, TA support)
- Maths leader now accredited as Maths Mastery Specialist – strengthened progress and attainment in Mathematics. He is part of TRG (Teacher Research Group) working with 7 other local schools into improving our maths provision focusing on the 5 elements of Mastery.
- Appointment of Senior Midday Supervisor- significant improvement to lunchtime provision leading to rise in well-being and involvement for pupils
- Change to Chair of Governors- drive for strategic challenge, instrumental to school improvement- Governor Mark achieved 2016
- High quality induction for all staff
- Forest School Status
- Nurture/sensory room built
- Play Therapist employed
- FLO role now full-time time from part-time and is also Attendance Officer
- Teaching School Status – sharing expertise as outreach to other schools
- Part of CATs collaboration- outstanding collaborative working for leaders, including external moderation, joint CPD and sharing of outstanding expertise.
- Inclusion leader has achieved the National Award for SEN Co-ordination
- Increase of children with complex needs
- New sensory pod/therapy room in place in pod near the playground

Key strengths	Significant barriers / challenges
<p>*Downs View has a very positive ethos where children are happy learners who feel safe and well cared for. Pupil's personal development is as outstanding as their academic progress.</p> <p>*Parents appreciate the outstanding care, guidance and exceptional education which their children receive. Parents feel well supported and involved in their child's learning journey.</p> <p>*Outstanding support is provided for families by our pastoral support team, who have excellent knowledge and skills to deal with diverse needs of our families.</p> <p>*Lunchtime provision is outstanding, providing high quality experiences during play. This promotes high levels of well-being and involvement.</p> <p>*We are a Forest School, providing excellent opportunities for outdoor learning for all pupils.</p> <p>*EYFS provision is outstanding with significant changes to environments, supported by Early Excellence training and the outstanding of the Early years leader.</p> <p>*Working collaboratively with 15 other schools, ensures expertise is shared and the school</p>	<p>*The vulnerability of families has increased, with a greater of percentage of children entering school below typical or very below typical, with many children with significant language and speech difficulties.</p> <p>* Although the number of our children on SEND register have decreased, there is an increase of children who have complex needs and require high needs funding.</p> <p>*School space is at its maximum capacity. Lack of space for meetings/individual intervention.</p> <p>*Parking and traffic around the school is an issue. A working party and travel plan is in place and progress towards meeting targets is being made</p> <p>* Parents attitude to attendance is changing but persistent absentees continue to be monitored</p> <p>* Parents not completing applications for Pupil premium before their child begins school or mid-year when appropriate. All parents are given all information about eligibility when they start and is included at the induction evening, at home visits and within application packs.</p>

benefits from joint training, projects and peer to peer reviews.

* Strong partnership with Kennington Academy, working together to maintain high standards of teaching and learning across both schools.

*We invest in extra support staff to ensure that quality of teaching and learning and well-being of pupils remain outstanding.

*New nurture room built to enable therapies and overflow from after school club

*Wrap around care is strength of the school, with a range of extra-curricular activities provided both before and after school.

*Puppies room is now used for After school club because of a significant increase in numbers of pupils. This has had a positive impact on settling new EYFS children with greater provision available for this age group.

*Attendance project 96 in place and has resulted in robust systems which has had a significant improvement in attendance across the year is achieved, to prevent trends re-occurring

* Mastery Maths embedded within Year 1 & Year 2 which has resulted in accelerated progress from starting points for an overwhelming majority of children

* A consistent and accurate assessment system is in place for reading which has had a positive impact on teaching in reading and accurate assessment.

* Provision and attainment of disadvantaged pupils with PP pupils at end of KS1 (2017) outperforming non-PP in Maths (4.1%) and in writing (1.6%) due to personalised curriculum for PP children and clear understanding of their needs.

✓ Which judgments evidence can be provided for

Evidence to support Self Evaluation	L & M	T, L & A	PD, B & W	OP
School Plan	√	√	√	√
Budget	√	√	√	√
Staff training minutes	√	√	√	√
Leaders impact assessment reports	√	√	√	√
Governor Minutes	√	√	√	√
Data Files	√	√		√
LA Note of Visits	√	√	√	√
Monitoring File	√	√	√	√
Case Studies	√	√	√	√
Curriculum Overview	√	√		
Pupils' Work		√		√
Appraisal Documents	√	√		

Behaviour Records		√	√	
Attendance Reports		√	√	√
Parent Voice		√	√	
Pupil Voice		√	√	

The Effectiveness of leadership and management	Current grade	1
	Last inspection grade	1

Main strengths	To strengthen outstanding judgements further.
<p>*HT, DHT and key leaders are exemplary in their leadership and have a deep and accurate understanding of the school’s performance and use this to drive improvement across the school or within a year group or subject area.</p> <p>*The SLT are ambitious for all pupils and work hard to secure improvement in the progress rates of SEND pupils. They have highly effective partnerships with outside agencies and work collaboratively in the best interests of SEND pupils.</p> <p>*Safeguarding systems are robust and embedded throughout the school, where all staff take responsibility which ensures that all children are protected from risk of harm. Governors are rigorous in their monitoring and understanding of the current safeguarding guidelines.</p> <p>* Governors have a clear understanding of the key priorities of the school and hold the HT to account, challenging and supporting to raise standards within the school.</p> <p>*The budget is cost effective and ensures that key priorities are addressed and monies allocated to deploy staff and resources appropriately to raise attainment.</p> <p>* The Pupil premium Champion has excellent knowledge and expertise which has been disseminated to staff, ensuring that the key priority of raising attainment for disadvantaged children is paramount across the school. Governors take responsibility for monitoring effective use of pupil premium funding, through challenging and supporting termly reviews.</p> <p>* Sports funding is used effectively to reduce child obesity and ensure that children have opportunities to experience a range of physical activities, for example Tai chi and archery. This includes curriculum and extra-curricular activities.</p> <p>*All staff have relevant and up to date training for PREVENT, FGM and sexual exploitation to ensure competency in prevention of these issues.</p> <p>* British values underpin the culture and ethos of the school, preventing discrimination and promoting equality for all.</p>	<p>* Foundation subject leaders to develop appropriate assessment systems and new planning format in foundation subjects further</p> <p>*New system to be embedded by Governors to monitor ALL middle leaders regularly to ensure that all areas of school performance are stringently challenged and supported.</p>

<p>* The leaders have developed a curriculum which is creative, exciting and enquiry based. This develops children’s curiosity and love of learning. The personalised learning enables children to excel in all areas of the curriculum, whilst contributing to children’s high levels of well-being and behaviour.</p> <p>* Middle/ year group leaders embrace new initiatives and projects which address key priorities for the year in an innovative style which encourages risk taking and creative teaching and learning.</p> <p>*Middle/ year group leaders ensure that teachers use planning and preparation time effectively to analyse planning, pupil progress and discuss key priorities within the year group. This assessment informs future teaching and learning to raise attainment for key groups within each year group.</p> <p>*All leaders work collaboratively with at least 4 and up to 15 other schools, with regular meetings addressing key priorities for their area of expertise and strengthening their leadership knowledge and skills.</p> <p>* Developing a strong partnership with Kennington Academy, working together to maintain high standards of teaching and learning across both schools.</p>	<p>*Further leadership groups to be established in CATs, each with a clear action plan with key priorities identified and a programme of monitoring and support in place.</p> <p>* To strengthen partnership with new Kennington Academy to maintain high standards of teaching and learning at both schools.</p>
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<p>Main priorities for improving leadership and management</p>	
<p>* To strengthen subject leadership to improve outcomes for pupils and assessment of standards in foundation subjects.</p> <p>*To strengthen the governors’ strategic knowledge and understanding of the school’s priorities and milestones.</p> <p>* For all leaders to use research and professional development to strengthen innovative approaches for teaching and learning.</p>	

The effectiveness of leadership will be judged against the milestones for teaching and learning and pupil outcomes as well as the following:

<p>Milestones Evaluation Term 1</p>	
<p>Success Criteria:</p> <p>1. <u>Assessment of foundation subjects.</u></p> <p>Learning walks demonstrate:</p> <ul style="list-style-type: none"> • Good coverage and differentiation 	<p>Foci for next term:</p> <p>Pupil voice for assessment for greater depth in non-core subjects and Science.</p> <p>Key foci for Foundation subject leaders:</p> <ul style="list-style-type: none"> • Mastery approach and evidence of children exceeding national expectations

<ul style="list-style-type: none"> • Sharing of CPD- impact on pupil voice in assessment 	<ul style="list-style-type: none"> • Data analysis for each foundation subject/ evidence/moderation in year groups and consistency of assessment
<p>2 Governance</p> <ul style="list-style-type: none"> • New Governors inducted • New monitoring process planned and shared with all Governors • Governors – accountable for school improvement area and priorities within monitoring 	<ul style="list-style-type: none"> • Use of monitoring system for new Governors for core subject leaders • Quality of Monitoring feedback review – ensure strategic. • Key working parties /pairs for monitoring and ensuring that challenge is followed up and documented following monitoring.
<p>3 Mastery approach in Foundation subjects.</p> <ul style="list-style-type: none"> • CPD given re pupil voice/ questioning • 	<p>Further CPD from year 2 leader – re research and mastery approach in year 2.</p> <p>Assessment at end of term 2 – monitoring of children exceeding expectation</p> <p>See above</p>

Milestones Evaluation Term 2	Foci for next term:
<p>Success Criteria:</p> <p><u>1 Assessment of foundation subjects.</u></p> <p>Learning walks demonstrate:</p> <ul style="list-style-type: none"> • Good coverage and differentiation • Sharing of CPD- impact on pupil voice in assessment • More evidence of children working at expected standard. • Minimal evidence of questions used within books and within planning. 	<p>Key foci for Foundation subject leaders: (DHT to lead)</p> <ul style="list-style-type: none"> • To review planning format and to share good practice across all subjects • To begin Foundation subject lessons with a question to develop based learning. • Pupil voice for assessment for all children with a focus on children unable to write their knowledge and greater depth in non-core subjects and Science. • Floor books in KS1 to be used as evidence of group/ class learning – pupil voice and photographic evidence which demonstrate progress and attainment across a unit of work.
<p>2 Governance</p>	<ul style="list-style-type: none"> • Embed use of monitoring system for new Governors for core subject leaders

<ul style="list-style-type: none"> • New Governors – allocated area of responsibility • Monitoring visits provide challenge and support – new system to follow up on challenges • Governors – accountable for school improvement area and priorities within monitoring 	<ul style="list-style-type: none"> • Continue with key working parties /pairs for monitoring and ensuring that challenge is followed up and documented following monitoring. • Quality of Monitoring feedback review – ensure this is strategic. Vice Chair to use new system to ensure feedback is followed up in school.
<p>3 Mastery approach in Foundation subjects.</p> <ul style="list-style-type: none"> • DHT introduced coaching project with Middle leaders re Mastery approach to Foundation Subjects • See above (1) 	<ul style="list-style-type: none"> • Further CPD from DHT/Maths mastery specialist and year 2 leader • Assessment at end of term 2 – monitoring of children exceeding expectation. <p>See above</p>
<p>Milestones Evaluation Term 3</p>	<p>Foci for term 4</p>
<p>Success Criteria:</p> <p><u>1</u> Assessment of foundation subjects.</p> <ul style="list-style-type: none"> • Staff training led to planning format has been reviewed and a new agreed format in place- to provide more questions and challenge for all pupils. • Floor books in place in KS1 for term 3 topics- including pupil voice and evidence of challenge for exceeding pupils. 	<p>Key foci for Foundation subject leaders: (DHT to lead)</p> <ul style="list-style-type: none"> • Questioning training for teachers • Book scrutinies of floor books in KS1 • Topic observations by Foundation Subject leaders – focus on use of challenge, questioning, cross-curricular teaching and variety within lessons for inclusion of all pupils (including pupil voice). • Follow a greater depth child through a lesson and witness the level of challenge for the child and provision available.
<p>2 Governance</p> <ul style="list-style-type: none"> • Some monitoring visits held – impact on evaluating key area across the school. 	<ul style="list-style-type: none"> • Embed use of monitoring system for new Governors for core subject leaders and foundation subject leaders • Continue with key working parties /pairs for monitoring and ensuring that challenge is followed up and documented following monitoring.

<ul style="list-style-type: none"> • New monitoring schedule in place for term 3 and 4 • New audits in place for subject leaders 	<ul style="list-style-type: none"> • Quality of Monitoring feedback review – ensure this is strategic. Vice Chair to use new system to ensure feedback is followed up in school.
<p>3 Mastery approach in Foundation subjects.</p> <p>See above:</p> <ul style="list-style-type: none"> • Meeting led by DHT- Foundation leaders to plan staff training from action plan written. Evaluate training. 	<p>See above - objective 1</p> <ul style="list-style-type: none"> • Foundation subject leaders to conduct observation/ learning walks and monitor impact of new planning and use of challenge for exceeding pupils

Milestones Evaluation Term 4	Foci for term 5
<p>Success Criteria:</p> <p>1 Assessment of foundation subjects.</p> <ul style="list-style-type: none"> • Questioning training for teachers completed and an integral part of planning and lessons. Impact on challenge for more able and differentiation within lessons • Floor book scrutinies completed and actions given • Topic observations completed for Science by Science leader and feedback given 	<p>Key foci for Foundation subject leaders: (DHT to lead)</p> <ul style="list-style-type: none"> • Follow up to Book scrutinies of floor books in KS1- impact of action points • Topic observations by Foundation Subject leaders – other subject areas- focus on use of challenge, questioning, cross-curricular teaching and variety within lessons for inclusion of all pupils (including pupil voice). • Follow a greater depth child through a lesson and witness the level of challenge for the child and provision available.
<p>2 Governance</p> <ul style="list-style-type: none"> • Some monitoring visits held – impact on evaluating key 	<ul style="list-style-type: none"> • Chair to share monitoring visit timetable with Governors and assign to appropriate governor/pair in relation to area of responsibility

<p>area across the school.</p> <ul style="list-style-type: none"> • New monitoring schedule in place for term 3 and 4 • New audits completed for subject leaders 	<ul style="list-style-type: none"> • Embed use of monitoring system for new Governors for core subject leaders and foundation subject leaders • Continue with key working parties /pairs for monitoring and ensuring that challenge is followed up and documented following monitoring. • Quality of Monitoring feedback review – ensure this is strategic. Vice Chair to continue to use new system to ensure feedback is followed up in school.
<p>3 Mastery approach in Foundation subjects.</p> <p>See above:</p> <ul style="list-style-type: none"> • Staff training completed – focus on planning/ assessment and use of questioning. 	<p>See above - objective 1</p> <ul style="list-style-type: none"> • Foundation subject leaders to conduct observation/ learning walks and monitor impact of new planning and use of challenge for exceeding pupils

The Quality of Teaching, Learning & Assessment	Current grade	1
	Last inspection grade	2
<p>Staff profile: 2NQTs- 1 in EYFS and 1 in year 2, 1 job share in year 1 DHT and Inclusion leader are non-class based All TAs are cover supervisors and lead cover for PPA and initial teacher absence.</p>		
Main strengths	To strengthen outstanding judgements further.	
<p>* The School's creative, exciting and enquiry based curriculum develops children's curiosity and love of learning. The personalised learning enables children to excel in all areas of the curriculum, whilst contributing to children's high levels of well-being and behaviour (in overall effectiveness)</p> <p>*Quadrillation demonstrates that teaching and learning is 100% consistently good + with 50% outstanding –July 2016. 9% Good 18% Good+ 63% Outstanding- July 2017</p> <p>*2016- 22.2% of EYFS children came in below typical, 10% children came in well below typical</p> <p>*Personalised, focused provision is used to raise levels of well-being and involvement which accelerates progress, resulting in raised attainment with 76.4% achieving GLD at end of 2016/17.</p> <p>*Small group nurture provision every morning is in place for year 1 pupils with significant learning difficulties in term 3. This is led by the Inclusion leader and supported by 2 LSAs. This has had a positive impact on pupil progress both academic and well-being and involvement scores. 2 pupils are ready to re-join their class for Mathematics daily in term 4. The others will remain in the group for term 4 only with the plan for re-integration into class in term 5.</p> <p>*Rigorous monitoring of pupil progress is used to ensure that provision is provided to identify gaps and raise attainment for key groups and individuals.</p> <p>*All experienced teachers are highly skilled to plan and deliver lessons which enable pupils to embed their knowledge, learning new skills and understanding which can be applied to life experiences.</p> <p>*Highly effective questioning is used regularly to challenge and tease out information from all pupils and address any misconceptions as they occur. This has a positive impact on pupil's confidence, with more pupils willing to</p>	<p>*Foundation subject leaders to develop assessment in foundation subjects further, to have a positive impact on standards within subjects; providing assessment criteria for KS1 pupils working at greater depth.</p> <p>*Ensure teachers new to school in 2017 are fully inducted and understand school expectations, to move teaching and learning to at least good /good + or outstanding</p> <p>*To use research to embed the mastery approach in English in KS1</p> <p>*Develop KS1 outdoor learning areas further to strengthen the provision for children in child initiated play</p>	

demonstrate their understanding with adults and their peers.

*Pupils are encouraged to develop a growth mind-set and understand that they have to work hard to achieve. They are praised for effort and children are proactive in identifying their best learning which is celebrated within the classroom.

*The school provides a range of extra-curricular activities, including music tuition, sports and creative activities which extend and enrich the children's knowledge and thirst for learning. By the end of year 2, 100% of all children and 95% PP across the school attend a club.

* A whole school approach to oral feedback and marking is used effectively to enable pupils to improve their knowledge, understanding and skills. Pupils self-correct their work and can explain to others their strengths and targets.

*The mastery approach is embedded in KS1 Maths to ensure there is no ceiling for all learners.

*Regular use of mixed ability groupings to accelerate progress of all learners

*Highly trained and skilled Teaching Assistants are deployed effectively to maximise progress and raise attainment for all pupils, with particular focus on key groups within each year group. They are proactively involved in marking, assessment and identifying and addressing school priorities.

*Teaching of phonics is strength of the school where clear differentiation is used to strengthen attainment in reading and writing.

*FSM (Free School Meal) ever 6 children attained higher than local data in Phonics Screening. (78.6% compared to 69.5% Kent, National 84% 2016/17).

*Parents are encouraged to be fully involved in supporting their child's learning. Termly information is reported to parents, outlining teaching and learning and suggestions how to support at home.

*Regular workshops are organised for parents for a range of areas which has had a positive impact on the quality of support provided for children at home. The subject area has been based on the school priorities as well as parent voice.

*Parents are formally informed via parent consultations or report four times per year of progress against the expected standards. SEND chn have additional parent consultations to meet the requirements of the Code of Practice.

*Termly regular workshops are offered, (following feedback from parents) inviting parent/carers to learn alongside their children.

This has had a positive impact on children's progress, up-skilling more parents to support learning at home. All classes have incentives to encourage reading at home; pupil voice has ensured the majority of children take part.

* Children feel valued within the diverse world they live in, through discrete teaching of respecting and understanding of different cultures and communities. British values underpin the culture and ethos of the school.

*An excellent transition project with children's well-being pivotal to the process is used to ensure that teaching and learning standards are maintained between year 2 and year 3.

EYFS

*Thoroughly planned transition arrangements for pupils starting school enable all EYFS practitioners to know the whole child before they begin school. This includes pre-school sessions, parent and child meetings and home visits.

Strong partnerships are built with the 20 different feeder nurseries/child minders. This ensures that accurate personalised provision is provided for all pupils to meet their needs from the beginning. A strong partnership has been built with one local nursery which is one of our main feeders where children make regular visits to our school for outdoor provision and to aid transition to school. This includes stories with EYFS teachers.

*Multi- agency meetings with the school/ nurseries have a positive impact on transition to school for Reception children

*Highly effective baseline is conducted using observation which has strengthened knowledge of all pupils and ensured that gaps are identified quickly. This will be used in conjunction with school's assessment system Target tracker.

*Learning environments are outstanding across the school, providing 'awe and wonder' for all pupils, celebrating the enriched curriculum and achievements.

* The EYFS SLE, supported by initiatives from Early Excellence has led an outdoor and indoor project which has strengthened EYFS provision both inside and outside providing children with opportunities to problem-solve, build positive relationships; develop language and independence. Teaching assistants use excellent questioning and language to enhance children's learning.

Main priorities for improving teaching

* To embed Mastery Maths within EYFS

*To phase in the new RE Kent syllabus to KS1.

*To ensure teaching and learning remains 100% Good + and at least 60% Outstanding.

Milestones Evaluation Term 1	Foci/implications for term 2
<p>Achieved : Writing 22% Good 33% Good + 45% O/S</p>	<p>Implications for next term: Focus: Maths</p> <ul style="list-style-type: none"> • Maintain profile – increase Good teaching to Good + • TRGs for teaching Maths mastery will support teachers/NQTs with teaching with this approach. • Continue to support NQTS- opportunities for team teach and observation of experienced teachers

Milestones Evaluation Term 2	Foci/implications for term 3
<p>Achieved : Maths/Writing- Peer review by other HTs</p> <p>18% Good 36% Good + 45% O/S</p>	<p>Implications for next term: Focus: Foundation Subjects</p> <ul style="list-style-type: none"> • Increase Good teaching to Good + (1 teacher) and Good + to Outstanding • DHT to lead research project re mastery approach in teaching Foundation Subjects. • Follow up on feedback from peer review from other Heads. • TRGs for teaching Maths mastery will support teachers/NQTs with teaching with this approach. • Continue to support NQTS- opportunities for team teach and observation of experienced teachers

Milestones Evaluation Term 3	Foci/implications for term 4
<p>Achieved : Maths/Writing- Peer review by other HTs</p> <p>22% Good 33% Good + 44% O/S</p> <p>IA visit with C of G:</p> <p>*Commended for areas of teaching and learning in EYFS – creativity and independence</p> <p>*Focus on challenge and planning for Maths mastery – year 1</p>	<p>Focus: Foundation Subjects</p> <ul style="list-style-type: none"> • Increase Good teaching to Good + (1 teacher) and 1 Good + to Outstanding • DHT to lead research project re mastery approach in teaching Foundation Subjects. • Maths mastery in Year 1 – planning evaluated and changes made to ensure questioning is clear and that provision for emerging and exceeding children is clear. • Support programme for NQTS- opportunities for team teach and observation of experienced teachers at other schools

Milestones Evaluation Term 4	Foci/implications for term 5
<p>Partially met: Maths/Science 22% Good 22% Good + 55% O/S</p> <p>Planning rewritten for year 1 Maths and Foundation subjects/Topic: Enquiry led, questioning and more challenge for greater depth. Practical and pupil voice included more in addition to written evidence. Recorded in floor books.</p>	<p>Focus: foundation subjects/Maths</p> <ul style="list-style-type: none"> • Increase Good teaching to be consistently Good + following implementation of more challenge within lessons for more able pupils • Ensure all SEND children in year 1 are re-integrated appropriately to class following the end of small group nurture style teaching for 2 terms. • Maths leader – support with planning and team teaching in every year group • DHT from another school to support in year 1 as part of NPQH project – focus on mastery Maths (Action plan to be devised after 9 visits and plan shared with Govs on 28th June at FGB meeting) • Improvement Advisor and C of G – review of teaching and learning – focus on Maths year 1 • Peer to peer review with 2 other HTs to support with validating judgements made and key foci of school plan.

Personal Development, Behaviour & Welfare	Current grade	1
	Last inspection grade	2
Main strengths	To strengthen outstanding judgements further.	
<p>*Children’s behaviour is exemplary around the school and within lessons. This has a positive impact on their attitudes to learning and their achievements.</p> <p>*Learning behaviour is outstanding with low-level disruption a rare occurrence.</p> <p>* Positive behaviour is promoted within the school with consistent systems used in class and at lunchtime. This reward system is an incentive for children to behave appropriately at all times. Any misbehaviour is dealt with following clear guidelines which has prevented any series of bad behaviour or bullying within the school.</p> <p>*There have been no fixed term or permanent exclusions for the past 10 years. Inclusion is outstanding and a strength of the school due to the highly skilled staff and established partnerships with outside agencies. Every SEND child has a personalised SEN support plan which is collaboratively supported by all staff and parents involved with the child.</p> <p>*Lunch time provision is outstanding, with a strong pastoral team led highly effectively by a Senior Midday Supervisor. Systems are robust, having a positive impact on children’s well-being, safety and welfare.</p>	<p>*For children to be more involved in having greater understanding of economic well-being through holding events for parents which raise money for the school.</p> <p>*To track more rigorously the behaviour of children and track patterns for disruptive behaviour.</p> <p>*To have more visits from community representatives to enhance SMSC for all children which is relevant to their learning and to strengthen life skills.</p>	

*Sports premium money has been used to enhance lunch time provision for vulnerable and children who require more opportunities for physical activities. This has had a positive impact on well-being and involvement at lunch time for the children.

*Outdoor climbing equipment has been erected in the EYFS area to enhance upper body strength for pupils. Sports premium has been used to fund this. This has had a positive impact on physical development for many pupils. Pupils are targeted to use this to improve strength and physical ability.

*Pastoral care is outstanding with strong partnerships built with parents and carers. This strengthened by links with other agencies and within the community.

*Online safeguarding training has been provided for parents with their children and was well attended. Positive feedback was received from parents and this has had a positive impact on safeguarding children at home when using the internet.

*Children make accelerated progress within their levels of well-being and involvement due to early identification and personalised provision which is tracked within the year.

*Our proactive School Council address key issues and discussion points, raise money for charities and have input on key projects around the school e.g. the scooter/bike storage area.

*Pupil voice and democracy is strength of the school, with regular opportunities for voting. Children demonstrate a clear understanding and respect for different viewpoints, cultures and religions. They have a sense of pride when talking about themselves and their school.

*Pupils have high aspirations which are built through providing a curriculum which equips children to understand the necessity to work hard to improve opportunities for their future.

*Rigorous daily systems are in place for attendance to ensure that parents and children value the importance of their education. There has been a significant improvement in persistent absentees since Sept 2016. By end of 2016/17 – under 95% from 98 to 35pupils , under 90% from 34 to 15 under 85% from 11 down to 6 The FLO alongside the HT challenges parents regularly as a preventative to attendance falling below 95%. Project 96, a Kent initiative to be used to prevent trends in attendance re-occurring throughout the year. Attendance was outstanding with majority of vulnerable groups at least 95% and most 96+%

*Significant decrease in persistent absentees across the year.

*Staff receive regular updated training to ensure that they can protect both themselves and the children when using technology. Children are taught how to conduct themselves online and strategies to keep safe.

*SMSC is at the core of the schools ethos and values. SMSC permeates through the curriculum which enables the children to embrace diversity, overcome challenges and the skills to start to develop into well rounded British citizens in the future.	
Main priorities for improving safety and behaviour	
*To embed Project 96, a Kent initiative to be used to prevent trends in attendance re-occurring throughout the year. (Terms 3 and 4 – key focus terms- trend of chickenpox and viral infections) Ensure attendance is at least 96% or above consistently.	
Attendance (2016-17)	End of year 96.59%
Attendance Disadvantaged pupils (2016-17)	94.5% End of year
Attendance of any significant group flagged as concern from achievement data if applicable (2016-17)	SEN support group (94.44%) Disadvantaged (94.5%)
Target for Attendance (2017-18)	98%
Number of persistent absentees	July 17: 6 under 85% 15 under 90% 35 under 95% (see above for termly updates 2017-18)
Number of fixed term exclusions Oct 17	0
Dec 17	1
Number of permanent exclusion (2016-17)	0
Number of permanent exclusion (2017)	0
Number and type of reported bullying incidents for this period	0
Number of safeguarding incidents for this period (end of term 2)	1
Pupil Applications & Admissions end of term 2	261

Milestones Evaluation Term 1	Foci for next term:
<p>Attendance will be 96+ by end of year Outstanding 96% - Achieved 97.24% EXCEEDING Attendance- disadvantaged: 95%- Achieved 93.89% Close to target PP pupils monitored – 2 chn been in hospital – significant impact on attendance. Breakfast Club put in place for 2 PP chn- lateness decreased. Positive impact on attendance and progress.</p>	<ul style="list-style-type: none"> • Project 96 system to be implemented: • Letters to all families under 95% and targeted disadvantaged families with attendance under 90%/85% - meeting with Attendance welfare officer and Headteacher. • FLO working with all families with attendance under 90%. • Continue to follow up any absence and challenge appropriately each family as individual case. • Holiday applications – monitored and new families – implications made clear and understanding of importance of attendance every day – getting families in good habits.
<p>Families will receive personalised support to enhance the welfare of pupils in school and at home.</p>	<p>FLO/HT/Inclusion Leader- ensure personalised package of support for families.</p> <p>Building trust with families so that other services can be signposted.</p>

<p>Many new families engaged with FLO and support having impact on engagement with school and well-being of families.</p> <p>Draw and talking intervention – by FLO to support children who FLO is working with-significant impact on support supplied to whole family.</p> <p>More families signposted to Early help.</p>	<p>Continue to strengthen communicate on with all agencies around the child/family</p> <p>Solihull and parenting courses in place and being accessed by more parents.</p>
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Milestones Evaluation Term 2	Foci for next term 3:
<p>Attendance will be 96+ by end of year</p> <p>End of term 2</p> <p>97.5% - Achieved 96.48%</p> <p>Under target due to outburst of sickness bug and viruses which affected every class.</p> <p>Attendance- disadvantaged:</p> <p>95%- Achieved 93.24%</p> <p>Close to target</p> <p>PP pupils monitored –</p> <p>.</p>	<ul style="list-style-type: none"> • Project 96 system to be embedded: • Rewards for 99%/100% attendance to be reviewed via Single Equality meeting, following parental complaints regarding current system. • Follow up with all families under 95% and ones who letters sent to. FLO to target disadvantaged families with attendance under 90%/85% - meeting with Attendance welfare officer and Headteacher. • FLO continue working with all families with attendance under 90%. Home visits/ adjusting hours to support families at home in evenings/ mornings • Continue to follow up any absence and challenge appropriately each family as individual case. • Holiday applications – continue to monitor and new families – implications made clear and understanding of importance of attendance every day – getting families in good habits.
<p>Families will receive personalised support to enhance the welfare of pupils in school and at home.</p>	<ul style="list-style-type: none"> • FLO/HT/Inclusion Leader- ensure personalised package of support for families. • Building trust with families so that other services can be signposted.

<p>Many new families engaged with FLO and support having impact on engagement with school and well-being of families.</p> <p>Draw and talking intervention – by FLO to support children who FLO is working with- significant impact on support supplied to whole family.</p> <p>More families signposted to Early help.</p>	<ul style="list-style-type: none"> • Continue to strengthen communicate on with all agencies around the child/family • FLO to promote and lead Solihull and parenting courses or signpost appropriately for more parents. • Some vulnerable parents signposted to Early Help/ courses to support mindset/wellbeing (Freedom course)
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Milestones Evaluation Term 3	Foci for next term 4:
<p>Attendance will be 96+ by end of year</p> <p>End of term 4</p> <p>Target: 97.5%</p> <p>Achieved: 96.21%</p> <p>Under target due to of sickness bug and viruses which have continued to affect every class.</p> <p>Attendance- disadvantaged:</p> <p>95%- Achieved 93.24%</p> <p>Close to target</p> <p>PP pupils monitored – some are due to lateness. Targeted families will be sent a letter and invited in if persistent absentee.</p>	<ul style="list-style-type: none"> • Rewards for 99%/100% attendance reviewed via Single Equality meeting, following parental complaints regarding current system. Survey sent out with majority wanting to keep the current system. • Meetings will be held with persistent absentees and Headteacher and FLO with attendance under 85% and absentees under 90% without any long term medical issues. • FLO continue working with all families with attendance under 90%. Home visits/ adjusting hours to support families at home in evenings/ mornings • Continue to follow up any absence and challenge appropriately each family as individual case. • Holiday applications – continue to monitor and new families – implications made clear and understanding of importance of attendance every day – getting families in good habits.
<p>Families will receive personalised support to enhance the welfare of pupils in school and at home.</p> <p>Many more families have engaged with FLO and support having impact on engagement</p>	<ul style="list-style-type: none"> • FLO/HT/Inclusion Leader- ensure personalised package of support for families. Signposting to appropriate agencies • FLO building trust with families so that other services can be signposted. • Continue to strengthen communication with all agencies around the child/family

<p>with school and well-being of families.</p> <p>Links with Early Help workers strengthened and joint meetings held to support families.</p> <p>Draw and talking intervention – by FLO to support children who FLO is working with- significant impact on support supplied to whole family.</p> <p>More families signposted to Early help.</p>	<ul style="list-style-type: none"> • FLO to promote and lead Solihull and parenting courses or signpost appropriately for more parents. • More vulnerable parents signposted to Early Help/ courses to support mindset/wellbeing (Freedom course)
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Evaluation end of term 4	Implications/Foci for term 5
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<p>* Celebration for all pupils with attendance of 99% or above – party for each year group.</p> <p>*Meetings held with persistent absentees and Headteacher and FLO with attendance under 85% and absentees under 90% without any long term medical issues. Early help and School nurse referrals made to support with improving attendance.</p> <p>*FLO worked with more families with attendance under 90% and built positive relationships.</p>	<ul style="list-style-type: none"> • Continue to follow up any absence and challenge appropriately each family as individual case. • Holiday applications – continue to monitor and new families – implications made clear and understanding of importance of attendance every day – getting families in good habits. FLO/HT/Inclusion Leader- ensure personalised package of support for families. Signposting to appropriate agencies • FLO building trust with families so that other services can be signposted. • Continue to strengthen communication with all agencies around the child/family
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Current grade	Good achievement Outstanding progress
Last inspection grade	Outstanding

Phonics Year/Data	School	National	HISTORICAL DATA																		
Year 1																					
2015	86%	76.8%	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">EYFS</th> <th colspan="2" style="text-align: center;">2016</th> </tr> <tr> <td></td> <th style="text-align: center;">School</th> <th style="text-align: center;">Nat 16</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td style="text-align: center;">71.4</td> <td style="text-align: center;">69.3%</td> </tr> <tr> <td>Disadvantaged</td> <td style="text-align: center;">76.9%</td> <td></td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">74.7%</td> <td style="text-align: center;">72.6%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">75.8%</td> <td style="text-align: center;">77%</td> </tr> </tbody> </table>	EYFS	2016			School	Nat 16	GLD	71.4	69.3%	Disadvantaged	76.9%		Writing	74.7%	72.6%	Reading	75.8%	77%
EYFS	2016																				
	School	Nat 16																			
GLD	71.4	69.3%																			
Disadvantaged	76.9%																				
Writing	74.7%	72.6%																			
Reading	75.8%	77%																			
2016	84.4	81%																			
Year 2 cohort retake																					
2015-16 children (2disapplied)	64%	66%																			
2016	71.4%	66.7%																			
2016 cumulative	94%	91%																			

End of KS1	R	W	M
2014 2B+	86.2%	73.6%	90.8%
L3+	41.4%	21.8%	35.6%
2015 2B+	82%	83.1%	86.5%
L3+	42.7%	24.7%	34.8%
2016 Expected+	75%	68%	86%
GD	33.3%	24.1%	24.1%

DATA 2017

EYFS	School 2017	National
GLD- All Pupils	76.4%	70.7%
Girls GLD	80.8%	77.7%
Boys GLD	68.2%	64%
Disadvantaged (FSM)	58.3%	66.7%
Reading	79%	77%
Writing	79%	72.6%
Year 1 Phonics Screen	81.1%	81%
Disadvantaged	78.6%	84%
year 2 Phonics Screen Retake	62%	61.6%
First time (awaiting data)	None	-----
Disadvantaged (1pupil)	100%	Awaiting data
Year 2 Expected +		
Reading	84%	76%
Disadvantaged (FSM)	81%	79% (other)
Writing	77%	68%
Disadvantaged (FSM)	76.2%	72% (other)
Maths	84%	75%
Disadvantaged (FSM)	85.7%	79% (other)
Year 2 Greater Depth		
Reading	31%	25%
Disadvantaged	19%	28% (other)
Writing	23%	16%
Disadvantaged	4.8%	18% (other)
Maths	30%	21%
Disadvantaged	14.3%	23% (other)

Main strengths	To strengthen outstanding judgements further
<p>*Consistently good and outstanding teaching has resulted in substantial and sustained progress over time resulting in attainment being in line with or above National for the last 3 years. The investment in a non-class based Deputy and Inclusion Leader and additional intervention teaching assistants has resulted in focus groups making rapid progress from their starting points.</p> <p>End of EYFS Outcomes (July 2017) *There is an upward trend in children achieving GLD at the end of EYFS. This is due to targeted support put in place from baseline assessments</p>	<p>*Language training used to support adult in supporting children with language development to ensure that those children who come in below typical and very below</p>

and regular gap analysis throughout the year. Intervention is needs led with a strong focus on PSED and language development for vulnerable pupils.

*More able children are challenged regularly within teacher directed learning and child initiated learning through provision and high order questioning. This has resulted in there being a high number of children exceeding expectations in all areas (significantly above National 2016 and Kent 2017)

*Maths Mastery has been trialled in EYFS and is embedded in KS1, resulting in children having greater fluency, knowledge and confidence with number and variation.

Phonics

*Despite low starting points children achieve highly in the national phonics achieve, with a 3 year trend of being above or in line with National data, despite a very diverse cohort with low baseline scores. This is due to good and outstanding teaching in phonics and reading across EYFS and year 1, with planning and use of adult intervention continually being adjusted to meet the needs of the pupils. Daily intervention has been used to support chn with dyslexia tendencies in KS1.

*Re-takes data is above national with 100% of PP children achieving a pass at end of KS1.

Reading

*Reading has a very high profile across the school, particular focus on raising attainment for disadvantaged pupils who do not regularly read at home. Through class incentives and using volunteers to close the gaps, these targets have been met – see data above. Pupils read more widely with purpose and for pleasure. A focus on comprehension and inference has resulted in accelerated progress for many groups.

KS1 Outcomes

*More able children receive targeted support and opportunities resulting in the school consistently having a higher percentage of children achieving greater depth than national averages.

Disadvantaged pupils

*The school has high expectations of what PP children can achieve which results in disadvantaged pupils making outstanding progress from their starting points. Targeted PP funding has resulted in raising attainment for these pupils. The end of KS1 attainment (see above) has demonstrated that PP chn's progress has accelerated resulting in PP pupils outperforming

typical make accelerated progress to achieve expected by the end of the year.

*With a significant increase in EAL children in EYFS, ensure that personalised provision is in place to meet the needs of the child and family.

* Accelerate progress from starting points for children starting below expectations in language and communication and personal, social and emotional development.

* Maths Leader to supporting EYFS with planning and teaching regularly and focusing on key elements of mastery. Identification of under achievement will be key and planning of personalised programmes, approach and intervention to diminish difference in attainment compared to other pupils.

* Raising attainment at end of the year in Maths in EYFS. Maths leader to research the most successful ways to teach mathematical concepts and make adjustments to planning and provision to give children the best opportunity to develop fluency and apply these skills to solve problems by the end of EYFS in conjunction with the EYFS curriculum and Development Matters.

*Raise attainment for boys in reading, writing and Maths in EYFS and Year 1 through all teachers/ teaching assistant focusing on individual boys. Providing more opportunities for boys to write in child initiated play – inside and outside, through use of boys' interests and raising attainment for the vulnerable groups which these boys are also part of (i.e. SEND, PP, Vulnerable).

their other peers in Maths (+4.1) and Writing (+1.6) and minimising the gap (-1.6)

*PP champion in place has raised the profile of PP across the school, ensuring that every member of staff is accountable for these pupils progress and attainment.

* Appraisal targets for all staff are focused on raising attainment of vulnerable groups, which has encouraged more staff taking responsibility and strengthened teachers and teaching assistant's knowledge of differences and how these can be diminished.

*Termly internal moderation and regular external moderation has ensured that assessments across reading, writing and Maths are realistic and robust in all year groups. External moderation for EYFS and End of KS1 reaffirmed our judgements at end of 2017. KS1 staff were commended by Kent's Leaders of Assessment and reporting for their accurate assessment in external moderation with other Kent schools. Other external moderation with Kennington Academy, other schools in our collaboration and local Infant Schools will be used termly to continue this process.

Sports/Healthy Lifestyles

*Sports premium money was spent effectively on extra-curricular provision, workshops and teaching resources. 100% PP children in year 2 attended an active club in 2016-7. This had a positive impact on progress within physical development with an increase in children achieving expected at the end of the year.

SEND

*SEND pupils make accelerated progress because of the inclusive provision and strong relationships with outside agencies. Targeted support is provided in class and as extra intervention when needed to raise attainment of any child performing below their peers.

*Children leave Downs View prepared for their next steps of learning, with transition to Kennington Academy seamless, through a very focused and robust programme in place throughout the year.

*To continue to use sports premium Pupil premium funds to enhance opportunities for disadvantaged children based on their individual needs in relation to healthy lifestyle and developing life skills, including orienteering, Forest School, archery Tai-chi, orienteering etc.

*Strengthen our partnership with Kennington Academy, sharing expertise and planning more

Main priorities for raising achievement

*Raise attainment of disadvantaged pupils at end of KS1 reading and writing to ensure outcomes are above national figures. (narrow gap)

*Raise attainment for boys in year 1 Maths, Reading and Writing (narrow gap)

*Strengthen outcomes for pupils at end of KS1 in writing and reading to ensure attainment is 6% above National.

*Pupils achieving GLD at end of EYFS will be 6% above national at end of year. (maintain accelerated progress from starting points)

	Milestones Evaluation Term1	Implications/Foci for next term:
Outcomes in EYFS	R 79% 20% W 79% 34% M 78% 50% Milestones adjusted end of T1	<ul style="list-style-type: none"> • Snapshot of learning and baseline based on observations in first 2 weeks at school. • More evidence since baseline in all areas • See below • Enhancing provision for EAL and chn who came in in well below and very below typical
EYFS GLD	20% (Typical) Adjusted end of T1	<ul style="list-style-type: none"> • End of year milestone 75%- 62 chn already making accelerated progress from starting points • Monitoring focus - evidence demonstrates progress made from starting points • Consistency in assessment/evidence • Monitor boys and EAL as key groups- physical/ PSED/ language reading/writing/. Chn who came in in above typical and well-below typical – key group •
Maths Yr1 for Boys Girls (48 boys) 2% per pupil	71% 67% 85% 83% 14% 16%	<ul style="list-style-type: none"> • Focus on key boys who are emerging. Basic Maths skills to be re-learned and provision provided across other areas to enable children who are emerging to master key concepts in number and calculation.
Yr 1 Boys in Reading Girls Difference	73% 69% 86% 85% 13% 16%	<ul style="list-style-type: none"> • Key group of boys to be focused on – extra reading practice with volunteers. Extra support with phonics for segmenting and blending.
Yr 1 Boys Writing Girls Difference	73% 73% 86% 86% 13% 13%	<ul style="list-style-type: none"> • Physical dev. activities for key group of boys to support with writing. • Communicate in print to be used for chn to support writing activities. Pupil voice stickers to support assessment.
Yr1 Maths Non PP PP Difference	83% 78% 50% 57% 33% 21%	<ul style="list-style-type: none"> • Key chn are boys/SEN/non-PP within Non-PP- 2 have complex needs. Intervention and change of curriculum provision in place – accelerated progress
Yr1 Reading Non PP PP Difference	84% 81% 50% 57% 34% 14%	<ul style="list-style-type: none"> • Non-PP/Boys/SEN – key group – extra reading practice in class and

		more support given to parents to support at home.
Yr1 Writing Non PP PP pupils Difference	84% 83% 50% 57% 34% 26%	<ul style="list-style-type: none"> Continue to support key boys/PP/Non-PP chn to ensure chn able to write with greater independence.
Yr 2 Wr Non-PP (73) PP (16 pupils) Difference	79%74% 69% 59% 10% 15%	<ul style="list-style-type: none"> Fine motor to be a focus within ID. More use of communicate in print for SEND pupils. Continue to supply greater depth challenge for pupils when achieved expected standard in each lesson.
Yr2 Writing Boys Girls Difference	67%60% 87% 82% 20%22%	<ul style="list-style-type: none"> Continue to ensure that children improve writing within lessons using green pen. Build in more time to improve after English lesson on same day for any misconceptions
Yr2 Reading Boys Girls Difference	67%63% 87% 82% 20% 19%	<ul style="list-style-type: none"> Supply more reading choices e.g. comics and magazines. Ensure that all staff are aware of these children and target them during lessons and child initiated. Spelling practice to be a focus within ID. Parent helper readers to target these children.
Yr 2 Maths Boys Girls Difference	77%71% 87%79% 10% 8%	<ul style="list-style-type: none"> Ensure pp who are not on track to achieve secure at the end of the year are targeted within lessons. Maths leader to monitor as part of TRG(teacher research group)set up within school
Yr2 Writing GD Non-PP PP Difference	26% 26% 0% 6% 26% 20%	<ul style="list-style-type: none"> Incorporate more technical skills/ key questions for more children who are on track to reach expected to accelerate progress further and be on track for greater depth.

	Milestones Evaluation Term 2	Implications/Foci for next term:
Outcomes in EYFS	R- 79% 40% 46% W 79% 42% 64% M-79.2% 58% 65%	<ul style="list-style-type: none"> Extra intervention within classes for specific chn not making expected progress Personalised provision in place for identified chn

EYFS GLD	40% 29.6%	<ul style="list-style-type: none"> End of year milestone 75% - 62 chn continue making accelerated progress from starting points. More children demonstrating accelerated progress form well below starting points. Monitoring focus - evidence demonstrates progress made from starting point Consistency in assessment/evidence Key group Boys and EAL – extra provision in place
EYFS Maths Girls (32) Boys(49)	Boys 18 37% 58% Girls 18 56% 72% Diff 14%	<ul style="list-style-type: none"> See above
EYFS Reading Girls (32) Boys (49)	Boys 8 16% 37% Girls 17 53% 54% Diff 17%	<ul style="list-style-type: none"> Focus boys read with daily and with English leader weekly
EYFS Writing Girls (32) Boys (49)	Boys 22 45% 58% Girls 18 56% 73% Diff 15%	<ul style="list-style-type: none"> Extra intervention foci for boys and writing
EYFS Maths Non-PP (70) PP (11) Diff	65% 55% 10%	<ul style="list-style-type: none"> TRG by Maths leader support for EYFS with planning and team teach with NQT
EYFS Reading Non- PP (70) PP (11) Diff	49% 18% 31%	<ul style="list-style-type: none"> Intervention as needed in class – see above
EYFS Writing Non- PP (70) PP (11) Diff	66% 54% 12%	<ul style="list-style-type: none"> Intervention as needed in class – see above
Maths Yr1 for Boys Girls (48 boys) 2% per pupil	73% 75% 87% 83% 14% 8%	<ul style="list-style-type: none"> Monitor the % of disadvantaged children on track at the end of term 2 to achieve secure by the end of the year. Children who are working towards the expected standard to be signposted for intervention and support within child-initiated to ensure it is maintained or accelerated
Yr 1 Boys in Reading Girls Difference	75% 77% 86% 86% 11% 9%	<ul style="list-style-type: none"> Evaluate progress of key group of boys to be focused on – extra reading practice with volunteers. Extra support with phonics for segmenting and blending. Adjust groupings to focus on boys who are not making expected progress.
Yr 1 Boys Writing Girls	75% 80% 88% 85%	<ul style="list-style-type: none">

Difference	13% 5%	<ul style="list-style-type: none"> Physical dev. activities for key group of boys to support with writing. Yr 1 leader to support teachers in enhancing lessons by enhancing the outdoor area provision with a focus on boys, especially in writing. Continue to use communicate in print to be used for chn to support writing activities. Pupil voice stickers to support assessment.
Yr1 Maths Non PP PP Difference	84.3% 84% 57% 57% 27.3% 27%	<ul style="list-style-type: none"> Key chn are boys/SEN/non-PP within Non-PP- 2 have complex needs. Intervention and change of curriculum provision in place to continue to accelerate progress
Yr1 Reading Non PP PP Difference	84% 87% 50% 57% 34% 30%	<ul style="list-style-type: none"> Non-PP/Boys/SEN – key group – extra reading practice in class and more support given to parents to support at home.
Yr1 Writing Non PP PP pupils Difference	84% 88% 50% 57% 34% 31%	<ul style="list-style-type: none"> Continue to support key boys/PP/Non-PP chn to ensure chn able to write with greater independence. Intervention group daily phonics and re-teaching/pre-teaching
Yr 2 Wr Non-PP (73) PP (16 pupils) Difference	79% 75% 69% 53% 10% 22%	<ul style="list-style-type: none"> Fine motor to be a focus within ID. More use of communicate in print for SEND pupils. Continue to supply greater depth challenge for pupils when achieved expected standard in each lesson. Intervention for foci group – PP/Boys – accelerate progress
Yr2 Writing Boys Girls Difference	67% 58% 87% 82% 20% 24%	<ul style="list-style-type: none"> Continue to ensure that children improve writing within lessons using green pen. Build in more time to improve after English lesson on same day for any misconceptions. Monitor the gaps between all groups. Focus on boy's motivation and concentration. Monitor quality of fine motor group. Enhance the outdoor area to provide additional learning experiences for children with Rae. Support teachers in enhancing writing lessons by introducing the mastery approach within English.
Yr2 Reading Boys Girls Difference	67% 70% 87% 89% 20% 19%	<ul style="list-style-type: none"> Supply more reading choices e.g. comics and magazines. Ensure that all staff are aware of these children and target them during lessons and child initiated. Spelling practice to be a focus within ID. Parent helper readers to target these children.

		<ul style="list-style-type: none"> Target children needing support with spelling to receive extra intervention which is personalized to their needs.
Yr 2 Maths Boys Girls Difference	77% 77% 87% 83% 10% 6%	<ul style="list-style-type: none"> Ensure pp who are not on track to achieve secure at the end of the year continue to be targeted within lessons. Maths leader to monitor as part of TRG(teacher research group)set up within school
Yr2 Writing GD Non-PP PP Difference	26% 19% 6% 0% 19.75% 19%	<ul style="list-style-type: none"> Continue to incorporate more technical skills/ key questions for more children who are on track to reach expected to accelerate progress further and be on track for greater depth. Ensure consistency across the year group through moderation. Key targeted chn

	Milestones Evaluation Term3	Implications/Foci for next term:
Outcomes in EYFS	R-52% 69% W- 54% 74% M-64% 71%	<ul style="list-style-type: none"> All individuals' progress evaluated and specific needs identified. EYFS teachers/TAs to lead intervention for key children within classroom regularly to meet individual targets- Maths, phonics and writing to boost confidence and progress to accelerate progress further. Personalised provision in place for identified chn
EYFS GLD	52% 78%	<ul style="list-style-type: none"> End of year milestone adjusted to 78% - continue making accelerated progress from starting points. More children demonstrating accelerated progress form well below starting points/expected starting points Monitoring focus - evidence demonstrates progress made from starting point for individuals Consistency in assessment/evidence Key group Boys and EAL – continue with targeted support for individuals.
EYFS Maths Girls (32) Boys(49)	Boys 27 55% 65% Girls 21 65% 75% Diff -10%	<ul style="list-style-type: none"> See above
EYFS Reading Girls (32) Boys (49)	Boys 15 31% 64% Girls 19 59% 78% Diff -14%	<ul style="list-style-type: none"> Continue to have Focus boys read with daily and with English leader weekly

<p>EYFS Writing Girls (32) Boys (49)</p>	<p>Boys 28 57% 69% Girls 21 66% 81% Diff-12%</p>	<ul style="list-style-type: none"> • Extra intervention foci for boys and writing • Support with gross motor and fine motor control to support boys with pen control
<p>EYFS Maths Non-PP (70) PP (11) Diff</p>	<p>65% (46) 72% 55% (6) 54% -10% -18%</p>	<ul style="list-style-type: none"> • TRG by Maths leader support for EYFS with planning and team teach with NQT. (This will begin this term with support in how to teach concepts from basic steps. Pre-teach for individuals and consolidation.
<p>EYFS Reading Non- PP (70) PP (11) Diff</p>	<p>52% (37) 71% 18% (2) 54% -34% -17%</p>	<ul style="list-style-type: none"> • Intervention as needed in class – see above • Volunteers used for practice reading.
<p>EYFS Writing Non- PP (70) PP (11) Diff</p>	<p>66% (46) 73% 54% (6) 73% -12% 0%</p>	<ul style="list-style-type: none"> • Intervention as needed in class – see above • Continue to monitor the % of disadvantaged children on track at the end of term 3 to achieve secure by the end of the year. • Ensure gap does not re-occur and that PP chn make accelerated progress within a new topic.
<p>Maths Yr1 for Boys Girls (48 boys) 2% per pupil</p>	<p>75% 76% 87% 83% 12% -7%</p>	<ul style="list-style-type: none"> • Boys focused on and key questions put in planning including provision for challenge for boys.
<p>Yr 1 Boys in Reading Girls Difference</p>	<p>77% 71% 88% 83% 11% -12%</p>	<ul style="list-style-type: none"> • Evaluate progress of key group of boys to be focused on. Extra adult intervention- phonics for segmenting and blending. Adjust groupings to focus on boys who are not making expected progress. Planning to include more questioning and challenge for exceeding children. Some key boys are making good progress from starting points.
<p>Yr 1 Boys Writing Girls Difference</p>	<p>80% 65% 88% 76% 8% -11%</p>	<ul style="list-style-type: none"> • Continue with physical dev. activities for key group of boys to support with writing. • Focus on chn in classes who completed ELS programme in class to apply skills independently to own writing

		<ul style="list-style-type: none"> Inclusion Leader to support key boys – phonics/language and writing regularly Continue to use communicate in print to be used for chn to support writing activities. Pupil voice stickers to support assessment.
Yr1 Maths Non PP PP Difference	84.3% 83% 57% 57% 27.3% 26%	<ul style="list-style-type: none"> Key chn are boys/SEN/non-PP within Non-PP- 2 have complex needs. Intervention – targeted to ==o
Yr1 Reading Non PP PP Difference	85.3% 80% 57% 57% 28.3% 23%	<ul style="list-style-type: none"> Non-PP/Boys/SEN – key group – extra reading practice in class and more pre-teaching and precision intervention. Comprehension questions worked on at home and in school.
Yr1 Writing Non PP PP pupils Difference	88% 73% 57% 50% 31% 23% Adjusted end of term 2	<ul style="list-style-type: none"> Continue to support key boys/PP/Non-PP chn to ensure chn able to write with greater independence. Intervention group daily phonics and re-teaching/pre-teaching
Yr 2 Wr Non-PP (73) PP (16 pupils) Difference	75% 70% 58% 42% 5% 28% Adjusted end of term 2	<ul style="list-style-type: none"> Fine motor to be a focus within ID. Continue to use of communicate in print for SEND pupils. Continue to supply greater depth challenge for pupils when achieved expected standard in each lesson. Intervention for foci group – PP/Boys – accelerate progress
Yr2 Writing Boys Girls Difference	61.3% 50% 82% 80% 19% 30%	<ul style="list-style-type: none"> Targeted boys – support from Mrs Scott – 3 times per week. Enhance the outdoor area to provide additional learning experiences for children with Rae. Support teachers in enhancing writing lessons by introducing the mastery approach within English.
Yr2 Reading Boys Girls Difference	70% 62% 89% 80% 19% 18%	<ul style="list-style-type: none"> Supply more reading choices e.g. comics and magazines. Ensure that all staff are aware of these children and

	Adjusted at the end of term 2	<p>target them during lessons and child initiated.</p> <ul style="list-style-type: none"> Spelling practice to be a focus within ID. Parent helper readers to target these children. Target key boys needing support with spelling to receive extra intervention which is personalized to their needs. Extra support at home suggested with questions.
Yr 2 Maths Boys Girls Difference	<p>79.3% 68% 83% 72% 3.7% 4%</p> <p>Adjusted at the end of term 2</p>	<ul style="list-style-type: none"> Ensure pp who are not on track to achieve secure at the end of the year continue to be targeted within lessons. Maths leader to monitor as part of TRG(teacher research group)set up within school
Yr2 Writing GD Non-PP PP Difference	<p>27.3% 21.8% 6% 5.2% 21.05% 16.6%</p> <p>Adjusted at the end of term 2</p>	<ul style="list-style-type: none"> Continue to incorporate more technical skills/ key questions for more children who are on track to reach expected to accelerate progress further and be on track for greater depth. Ensure consistency across the year group through moderation. Key targeted chn

	Milestones Evaluation Term 4	Implications/Foci for term 5:
Outcomes in EYFS	<p>R-69% 76% W-74% 79% M- 71% 80%of</p> <p>Interventions – positive impact on progress and attainment.</p>	<ul style="list-style-type: none"> Continue to address all individuals' progress evaluated and specific needs identified. EYFS teachers/TAs to lead intervention for key children within classroom regularly to meet individual targets- Maths, phonics and writing to boost confidence and progress to accelerate progress further and to address key gaps in learning.. Continue to Personalise provision in place for identified chn
EYFS GLD	74% 79%	<ul style="list-style-type: none"> End of year milestone adjusted to 78% - continue making accelerated progress from starting points. More children demonstrating accelerated progress form well below starting points/expected starting points

		<ul style="list-style-type: none"> Monitoring focus - evidence demonstrates progress made from starting point for individuals Consistency in assessment/evidence Key group Boys and EAL – continue with targeted support for individuals.
EYFS Maths Girls (32) Boys(49)	Boys 37 63% 78% Girls 28 75% 85% Diff-7%	<ul style="list-style-type: none"> See above
EYFS Reading Girls (32) Boys (49)	Boys 34 64% 70% Girls 28 78% 82%	<ul style="list-style-type: none"> Continue to have Focus boys read with daily and with English leader weekly
EYFS Writing Girls (32) Boys (49)	Boys 30 69% 77% Girls 24 81% 82% Diff-5%	<ul style="list-style-type: none"> Extra intervention foci for boys and writing Support with gross motor and fine motor control to support boys with pen control
EYFS Maths Non-PP (70) PP (11) Diff	69% (57) 83% 63% (8) 61% -6% -22%	<ul style="list-style-type: none"> TRG by Maths leader support for EYFS with planning and team teach with NQT. (This will begin this term with support in how to teach concepts from basic steps. Pre-teach for individuals and consolidation.
EYFS Reading Non- PP (70) PP (11) Diff	63% (53) 77% 45% (9) 70% -18%% -7%	<ul style="list-style-type: none"> Intervention as needed in class – see above Boy friendly texts to be used and incorporated into the topic and into guided reading/ individual reading.
EYFS Writing Non- PP (70) PP (11) Diff	69%(57) 69% 63% (9) 81% -6% -11%	<ul style="list-style-type: none"> Intervention as needed in class – see above Personalised provision in place see above.
Maths Yr1 for Boys Girls (48 boys) 2% per pupil	77% 68% 87% 81% 10% 13%	<ul style="list-style-type: none"> Team teaching and support with planning from Maths Mastery specialist – focus on key boys
Yr 1 Reading Boys Girls Difference	79% 68% 88% 76% 9% 8%	<ul style="list-style-type: none"> Evaluate progress of key group of boys to be focused on. Re-integrate Shark class boys into class Extra adult intervention- phonics for segmenting and blending. Adjust

		<p>groupings to focus on boys who are not making expected progress.</p> <ul style="list-style-type: none"> • Planning continue to include more questioning and challenge for exceeding children. • Some key boys continue to make good progress from starting points – ensure these are focused on within lessons. • Boy friendly topic – Superheroes should inspire boys to write and read
Yr 1 Boys Writing Girls Difference	80% 64% 88% 81% 8% -17%	<ul style="list-style-type: none"> • Continue with daily physical dev. activities for key group of boys to support with writing. • Focus on chn who completed ELS programme in class support to use skills learnt and use with greater independence • Continue to use communicate in print to be used for chn to support writing activities. Pupil voice stickers to support assessment.
Yr1 Maths Non PP PP Difference	85.6% 80% 57% 47% 28.6%	<ul style="list-style-type: none"> • Non-PP accelerated progress • PP are part of other groups – SEN/Boys/Summer born • Maths planning and more challenge in lessons for more able incorporated including series of questions and progression steps for all key concepts.
Yr1 Reading Non PP PP Difference	86.6% 78% 57% 47% 29.6% 31%	<ul style="list-style-type: none"> • Non-PP/Boys/SEN – key group – individualized reading support from volunteers and Inclusion Leader – phonics/reading
Yr1 Writing Non PP PP pupils Difference	88% 77% 57% 47% 28.3% 30%	<ul style="list-style-type: none"> • Continue to support key boys/PP/Non-PP chn to ensure chn able to write with greater independence. • Re-integrate Sharks group into year 1 classes. Support with individualized provision and new staff inducted to support • Intervention group daily phonics and re-teaching/pre-teaching • Inclusion leader /Intervention TA and FLO support – wellbeing and

		academic support for chn to make accelerated progress
Yr 2 Wr Non-PP (73) PP (16 pupils) Difference	72.8% 73% 47% 42% 31% Adjusted end of term 3	<ul style="list-style-type: none"> Fine motor to continue to be a focus within ID. Continue to use of communicate in print for SEND pupils. Continue to supply greater depth challenge for pupils when achieved expected standard in each lesson. Teacher –intervention for 3 days per week – targeted groups – PP boys
Yr2 Writing Boys Girls Difference	63.6% 54% 84.4% 81% 21% 27% Adjusted end of term 3	<ul style="list-style-type: none"> Targeted boys – support from Mrs Scott – 3 times per week. Intervention teacher for 3 days per week – focus on boys/PP/ gaps in learning in addition to writing lessons in class.
Yr2 Reading Boys Girls Difference	64.1% 58% 82.2% 80% 22.1% 22% Adjusted end of term 3	<ul style="list-style-type: none"> Continue to supply more reading choices e.g. comics and magazines. Ensure that all staff are aware of these children and target them during lessons and child initiated. Target key boys needing support with spelling to receive extra intervention from teacher which is personalized to their needs. Extra support at home suggested with questions.
Yr 2 Maths Boys Girls Difference	81.6% 72.3% 85.2% 78.6% 13.6% 6.3% Adjusted end of term 3	<ul style="list-style-type: none"> PP who are not on track to achieve secure at the end of the year continue to be targeted for extra intervention and support from Maths leader. . Maths leader to monitor as part of TRG(teacher research group)set up within school
Yr2 Writing GD Non-PP PP Difference	24.6% 19% 5.2% 0% 19.4% 19%	<ul style="list-style-type: none"> Continue to incorporate more technical skills/ key questions for more children who are on track to reach expected to accelerate progress further and be on track for greater depth. Ensure consistency across the year group through moderation. Key targeted chn