

<b>SCHOOL</b>	<b>Fynamore Primary School</b>	<b>HEADTEACHER</b>	<b>Thomas Brewer</b>	<b>DATE:</b>	<b>January 2018</b>
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<b>SCHOOL CONTEXT</b>	School much larger than average. AOE is below national average. The % of pupils eligible for FSM broadly average. Over 90% White British intake. Proportion of SEND above average & EHCP pupils slightly higher than average. 18% of pupils are in receipt of the Pupil Premium grant, primarily for FSM/E6, with a smaller proportion of LAC and Forces children. This is an over-subscribed school, popular in the community				
<b>PREVIOUS INSPECTION</b>	<b>Key Issues</b>	<b>P.I. Date</b>	<b>June 2014</b>	<b>2</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>Improve teaching &amp; achievement to Outstanding by making sure that: all teachers apply the marking policy consistently and give pupils feedback about their next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop targeted next steps. From Sept 2017 teacher allocated to lead on marking. Last visit SIA suggested cross phase moderation for marking actioned and continued into 2017-18</li> <li>Feedback lead senior teacher in place to ensure rapid progress in this area</li> </ul>				
<ul style="list-style-type: none"> <li>Improve teaching &amp; achievement to Outstanding by making sure that: work set for the more able pupils is always hard enough to make sure they make as much progress as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Actions from PPM and Able pupil action plans carried out.</li> <li>Planning developed to give opportunity for HA planning every session</li> <li>Maths Mastery implemented and being developed (2<sup>nd</sup> year)</li> <li>Setting clear expectations for classroom management and environment (all children get the same deal)</li> </ul>				
<b>OVERALL EFFECTIVENESS: In making this judgement, the school should take account of the four key judgements</b>					<b>2</b>
Our school is popular in the community. The Headteacher and new senior leadership team have driven up standards and raised expectations. Staff changes have had a positive impact on learning and this is evident in pupils' strong learning behaviours as well as the overall quality of teaching. Outcomes at the end of KS1 are above national for maths and writing and broadly in line for reading. At KS2, outcomes for reading and writing are broadly in line with national and maths is slightly below, however the percentage of children achieving the expected standard has increased since the previous academic year. Pupils have a clear moral code, mutual respect and a good awareness of other cultures through enrichment days and charity initiatives SMSC is well promoted. Pupils receive excellent pastoral care, guidance and support. Safeguarding is effective. We feel that Fynamore is a 'Good' school.					
<b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b>	<b>Strengths</b>	<b>2</b>	<b>Areas for Development</b>		
	<ul style="list-style-type: none"> <li>Distributive leadership very evident in the high quality, wide skills of SLT - shows clear ambition/drive for further improvement</li> <li>Governors hold management to account</li> </ul>		<ul style="list-style-type: none"> <li>Develop Team Leaders role across the school</li> <li>Three new teachers – One NQT who has an experienced mentor</li> <li>Strategic deployment of SMT for staffing structure</li> </ul>		
	<ul style="list-style-type: none"> <li>Community &amp; curriculum partnerships – FOFSA ,local schools, multi- agency, Free Church, Methodist Church, NSPCC, SEND etc support pupil well-being/learning – New vision and slogan implemented and shared 2016/17</li> <li>SMT Presence on the gate every morning to welcome parents and pupils – this has been positively commented on by parents</li> </ul>		<ul style="list-style-type: none"> <li>Developing new key performance indicator targets for all Year groups – Reading, Writing and Maths. (interim obs)</li> <li>New subject leader responsibilities for some, allocated from Sept.</li> <li>Parent's evening developments – Governor presence and Head/Deputy visible to welcome parents</li> <li>Online booking for parent's evenings</li> </ul>		
	<ul style="list-style-type: none"> <li>Curriculum is thematic, diverse, and vibrant, enriched by external support and continuing to undergo transformation</li> </ul>		<ul style="list-style-type: none"> <li>Governing Body organisation being constantly evaluated to identify strengths and areas for development. Additional members to complement the team are currently being sought.</li> </ul>		
<b>TEACHING, LEARNING AND ASSESSMENT</b>	<b>Strengths</b>	<b>2</b>	<b>Areas for Development</b>		
	<ul style="list-style-type: none"> <li>Lessons are imaginative and engage and motivate pupils. Teaching is experiential and as a result pupils enjoy their learning. Learning walks identify consistently strong teaching across the school.</li> <li>Combined KS1 reading, writing and maths is 63.3% (national is 63.7%)</li> </ul>		<ul style="list-style-type: none"> <li>Ensure needs of all pupils are met by clear differentiation, support, challenge &amp; high expectations, particularly for gps/more able.</li> <li>Feedback lead – engaging pupils in the process – trialling in two classes Autumn Term</li> </ul>		
	<ul style="list-style-type: none"> <li>Teaching and provision in FS is very good &amp; children make good progress. Last year 81.7% GLD</li> <li>Schemes in place are constantly reviewed to ensure they provide good opportunities for learning</li> <li>Planning is saved onto the shared drive and can be monitored by team leaders at any given time</li> <li>PPM focusing on PAG to ensure quality progress</li> </ul>		<ul style="list-style-type: none"> <li>Development of pupil response to teacher feedback linked to performance management (Blooms Taxonomy)</li> <li>Specific 'mastery' approach adopted in maths with training and development ongoing</li> <li>Ensure pupils make progress from their starting points by using 'PAG'</li> <li>Booster groups focus through PAG</li> </ul>		
	<ul style="list-style-type: none"> <li>Teachers are reflective &amp; keen to improve through CPD &amp; share their strengths – Good provision and support/challenge for all pupils and very effective use of resources to support learning.</li> </ul>		<ul style="list-style-type: none"> <li>Assessment developing in use of foundation subjects using whole school system – widening the base to secure more accurate judgements</li> </ul>		
<b>PERSONAL DEVELOPMENT, BEHAVIOUR WELFARE</b>	<b>Strengths</b>	<b>2</b>	<b>Areas for Development</b>		
	<ul style="list-style-type: none"> <li>Pupils feel very safe and secure, and enjoy coming to school. Attendance 96.7% - highest in the cluster</li> <li>Behaviour policy ensures consistency across the school</li> </ul>		<ul style="list-style-type: none"> <li>DH – Training for L3SMT and gobs aware OFSTED safeguarding changes –</li> <li>Mental Health day planned – Teacher Yoga Session booked</li> <li>Staff choir once a week after school</li> </ul>		
	<ul style="list-style-type: none"> <li>Significantly challenging behaviour continues to be resolved effectively and continues to be a high priority to ensure all pupils maximise learning</li> </ul>		<ul style="list-style-type: none"> <li>Lunchtime provision – Playtime Pit-stop introduced/sports coaches/behaviour policy updated and shared to ensure continuity + a garden pit-stop</li> <li>Persistent poor choices – actions to support re-integration</li> </ul>		
	<ul style="list-style-type: none"> <li>Y6 non swimmers attended additional sessions and 8 x pupils out of 9 achieved 25m spring 2016. We use our money effectively and appropriately to cater for Y6 non swimmers.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil empowerment in decision making is very evident through School Council. We are developing this further through our Children's SEF</li> </ul>		
<b>OUTCOMES</b>	<b>Strengths</b>	<b>2</b>	<b>Areas for Development</b>		
	<ul style="list-style-type: none"> <li>At the end of KS2, attainment in both maths and writing have continued to rise, maths 64.8% (national is 74.8%) and writing 74.1% (national is 76.3%).</li> <li>In reading, writing and maths that vast majority of high attainers go on to achieve at least the expected standard.</li> <li>SEND progress across reading, writing and maths is generally positive, however, 3 new pupils to Y6 had a significant impact on the overall progress score.</li> </ul>		<ul style="list-style-type: none"> <li>66.7% achieved the expected standard in reading, which has dipped slightly from last year. Combined RWM is 46.3% (national is 61%).</li> <li>In reading and maths, not all of the 'high attainers' went on to achieve a 'higher standard' at the end of KS2.</li> <li>Due to school mobility and significant need, the E6 FSM group's progress and attainment scores are lower than those of their peers.</li> <li>Maths Progress across KS2 – Rigorous monitoring and actions following</li> </ul>		
	<ul style="list-style-type: none"> <li>All year groups have, on average, made the expected 2-3 points progress (Classroom Monitor). Year 5 have exceeded this</li> <li>In most areas throughout the school, the progress and attainment for Pupil Premium children in 2016/17 is broadly in line with their non PP peers.</li> <li>Children with SEND make good progress in relation to PAG</li> </ul>		<ul style="list-style-type: none"> <li>Percentage of Year 5 boys (current Year 6) working at the expected standard is significantly lower than that of the girls. This is cohort specific but is an area which continues to need careful attention.</li> </ul>		
<b>EARLY YEARS PROVISION</b>	<b>Strengths</b>	<b>1</b>	<b>Areas for Development</b>		
	<ul style="list-style-type: none"> <li>% of children with GLD in Early Years has risen to 81.7% (national is 70.7%), which is part of a continuing upwards trend, but represents a significant jump from 60% last year.</li> <li>Children make excellent progress in all areas, many from a low starting point (majority enter at 30-50). Last 69% below on entry. 81.6% expected at end of year. 97% made more than expected progress.</li> </ul>		<ul style="list-style-type: none"> <li>Writing attainment continues to be a focus of 2017-2018 as staff strive to build on previous developments + develop links to low starting point in physical development. Progress is very good.</li> <li>Ensure that deployment of extra adults in Early Years continues.</li> </ul>		
	<ul style="list-style-type: none"> <li>The employment of an additional TA for each YR class both this year and last year have enabled teaching time to be further focused on supporting the needs our children start school with.</li> </ul>		<ul style="list-style-type: none"> <li>Number is also a priority area for attainment – we are increasing opportunities across 7 areas and during IL time. Progress is very good from the starting point.</li> </ul>		
	<ul style="list-style-type: none"> <li>Highly experienced teachers use detailed assessments to support next steps; provision and planning is continually reviewed by teachers.</li> <li>Indoor and outdoor environments provide a rich provision for all areas of learning and communication with parents is abundant.</li> </ul>		<ul style="list-style-type: none"> <li>Support staff to further develop writing/maths in IL through teacher/monitoring feedback and training. <a href="#">Potentially linked to TA appraisal system?</a></li> </ul>		

THE CURRICULUM		
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>Phonics groupings established to support all children.</li> <li>Percentage of children achieved the expected mark in Phonics Screening Test is 87% which is above national and a big increase from previous year. 57% of the Y2s who resat the test passed.</li> <li>The number of children achieving 'greater depth' in reading at KS1 has risen to 26.7% which is above national.</li> <li>Number of Year 2 children meeting or exceeding the expected standard has continued to rise. 75% for reading (national 75.6%) and writing 68.3% (national 68.2%).</li> </ul>	<ul style="list-style-type: none"> <li>Apply handwriting joins to all writing across the curriculum. Set high expectations for handwriting and presentation across the school.</li> <li>Continue with current approach to phonics boosters and interventions.</li> <li>Number of children achieving 'greater depth' at end of KS1 in writing has fallen slightly this year. However, the children in the cohort made good progress from their starting points – This has been linked to performance management this year.</li> </ul>
	<ul style="list-style-type: none"> <li>Self and peer assessment is evident in English books.</li> <li>Writing moderation (internal and external) a strength</li> <li>New Library highlights the value of reading in our school.</li> </ul>	<ul style="list-style-type: none"> <li>Improve KS1 phonics results by providing training for all KS1 teachers and TAs. Booster groups in place to support underperforming pupils.</li> </ul>
	<ul style="list-style-type: none"> <li>Weekly grammar lessons are embedded in all year groups. SPAG test results are in line with National data and with Year 6 teacher predictions. Year 6 SPAG baseline has been established- begin setting term 2.</li> <li>Progress for girls in reading is good.</li> <li>Progress and attainment are in line with national figures for writing with a significant of children working at a higher standard (20% compared to 13% national).</li> </ul>	<ul style="list-style-type: none"> <li>Investigate online comprehension to engage boys with reading.</li> <li>Identified children who are far away from reaching their predicated scaled score based on prior assessment groups to have targeted intervention from class TA/ RPW</li> <li>Pupil questionnaire regarding writing- use to inform planning for boy's writing</li> <li>'Read Theory' is being trialled in KS2</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>Teaching and learning is now beginning to fully embrace the mastery approach. This follows a sequence of staff meetings at the beginning of the 2016-2017 and 2017-2018 school years+ implementation of White-Rose scheme. This is now evidenced through the variation in pupil books.</li> <li>Number of Year 2 children meeting or exceeding the expected standard has continued to rise. 78.3% for maths (national 75.2%)</li> <li>Percentage of boys achieving the expected standard in maths is above national and the percentage of children achieving a higher standard is broadly in line with national (20%/21%)</li> <li>Maths budget has been reallocated to resourcing physical tools to aid a mastery approach in the past 1.5 years (away from matheletics)</li> <li>Maths times table rocket used to highlight times table knowledge</li> <li>Booster groups for 'Targeted children' produced 22/24 children meeting the expected standard in maths</li> <li>Current year 6 have already had one year of boosting</li> <li>PAG groups established to support monitoring of groups of children</li> </ul>	<ul style="list-style-type: none"> <li>Maths progress was in the bottom 20% for high prior attainers</li> <li>Develop all new staff understanding of planning and implementation for mastery in maths. Extend current staff understanding of mastery through approaches to differentiation, use of bar modelling and mathematical reasoning.</li> <li>Number of children achieving 'greater depth' at end of KS1 in maths has fallen slightly this year. The children in the cohort made good progress from their starting points, but is an area for improvement.</li> <li>End of KS2 results show a drop in the number of girls achieving the expected standard in maths.</li> <li>Monitor and review removal of setting in LKS2</li> <li>Continue to develop mathematical fluency and recall of mathematical facts through introduction of 'No-nonsense number facts' and encouraging parental support in this area.</li> <li>Ensure time is available at staff meetings throughout the year to moderate maths as a team in order to develop staff understanding + whole school consistency and identify future school needs.</li> <li>Assessment coordinator/KS1+2 leaders beginning to provide feedback from analysis and pupil progress meetings - to continue.</li> </ul>
	<ul style="list-style-type: none"> <li>Enrichment activities for pupils in relation to Science e.g. Science South West Quiz KS2 and STEM after school club</li> <li>Detailed yearly and medium term plan updated in line with new NC – implemented</li> <li>Outside agencies involved to enhance Science in the school SPACE week very successful March '16'</li> <li>Differentiation embedded in all year groups</li> <li>Science assessment using classroom monitor</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of working scientifically progression across the year groups</li> <li>Enrichment activities for AGT as a particular focus group</li> </ul>
<b>Science</b>		
<b>CURRICULUM</b>	<b>Strengths</b>	<b>Areas for Development</b>
	<ul style="list-style-type: none"> <li>The curriculum is engaging our pupils with good cross curricular tasks being set. Tasks are well differentiated, including for AGT.</li> <li>Curriculum topics are in place and a new consistent planning template is being used by all years.</li> <li>PE premium and coaching very well used to promote healthy life and sport.</li> <li>The curriculum is enriched through trips, discovery days, links with secondary schools and external visitors.</li> </ul>	<ul style="list-style-type: none"> <li>Scheme of work for computing has been updated- monitor for success</li> <li>Development of outside areas to support transition and to enrich the curriculum Year 1 area/garden/forest school</li> <li>PE Mentoring approach to develop teacher's skills</li> <li>Foundation subjects will be assessed through Classroom Monitor and subject leaders will review progress at the end of each term.</li> </ul>
<b>GROUPS</b>	<b>SEN D</b>	Children with SEND make up around 23% of the school roll, including 8 children who have EHC Plans. Pupils with SEND are rigorously tracked throughout the school year and the staff monitor all interventions by using a beginning and end assessment. There are regular meetings between teachers and teaching assistants to ensure the pupil's needs are fully met.
	<b>PPP -</b>	Pupils are identified through Pupil Premium 18% of roll and their progress are tracked rigorously by teachers. Two pupil premium mentors deliver the following; enrichment, regular reading, 1:1 learning and social interventions and report back on a regular basis to the class teacher.
	<b>More able</b>	Pupils are identified through Able Pupil list for exceeding year group expectations in core subjects or excelling within other areas (e.g. music, sport, art etc.) Raise aspirations for more able pupils. Ensure tasks are sufficiently differentiated to challenge HA/AGT within class in all subjects. Continue to provide opportunities for more able/gifted to take part in enrichment activities inside/outside school. Liaising with secondary schools.
<b>STAKEHOLDER FEEDBACK</b>	<b>What we do well</b>	<b>What we could improve</b>
	<p>Parents tell us that their children are happy in school and parents feel welcomed as partners in their child's learning – fully substantiated in Parent questionnaires – All key indicators vindicate this (New Questionnaire Dec 2017)</p> <p>The pupils speak highly about their school and their learning. They enjoy school and are well challenged with high expectations. (Pupil discussions with Trevor Davies, Head of Prospects: March 2017 and SIA June 2017)</p>	<p>Further develop Pupil Voice through a range of initiatives – to include Children's SEF, school wide questionnaires developed and led by School Council,</p> <p>Parents are keen for more After School Clubs to meet their needs and provision – Many new clubs already in action Sept 2017</p>
<b>PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Improve further the quality of teaching &amp; learning by ensuring that the needs of ALL learners (SEND) &amp; groups (P.P.P.) are met and progress well with a particular focus on able achievers. c/f OFSTED 2014</li> <li>Improve teaching &amp; achievement to Outstanding by making sure that: all teachers apply the marking policy consistently and give pupils feedback so that they are confident in their next steps in learning</li> <li>To maintain consistently high standards of teaching and learning of basic skills across the curriculum, particularly in Maths; e.g. presentation, joining handwriting, phonics, basic number facts and times tables through a mastery approach</li> <li>Sustain high expectations for pupil behaviour and conduct and develop a culture of exemplary pupil behaviour in school</li> <li>To develop the grounds of the school to their full potential for pupil's, including funding for a new school hall/office area/forest school area/Year 1 outside area</li> </ul>	

FYNAMORE PRIMARY SCHOOL: EYFS & KS1 DATA: JULY 2017

EYFS FULL SUMMARY: SUMMER 2017

<b>EYFS: GLD 81.6%</b>					<b>E.L.Gs</b> 70.7% (National)	<b>CL</b> 82.1%	<b>Physical</b> 87.5%	<b>PSED</b> 85.2%	<b>Literacy</b> 72.8%	<b>Maths</b> 77.9%	<b>World</b> 83.6%	<b>Exp. Arts</b> 86.7%
Guidance on GLD and APS variance from National (GLD) and Expected (APS) for each of the 7 areas. <b>Examples included in CL boxes.</b>												
Proportion of children who are achieving the Early Learning Goals in each of the 7 areas												
-15%+	-14 to -6%	-5 to +5%	+6 to +10%	11%+	% exp/exc	91.7%	95%	96.7%	85%	88.3%	91.7%	91.7%
-1.75	1.75 – 1.90	1.90 – 2.09	2.10 – 2.24	2.25+	APS	2.19	2.15	2.15	1.95	2.02	2.01	2.06

LEARNING GOALS	SCHOOL	EYFSP SETTING SUMMARY		EMERGE	EXPECT	EXCEED	APS			
PRIME	Communication & language	01	Listening & attention	2	40	18	2.25			
		02	Understanding	2	43	15	2.20			
		03	Speaking	4	45	11	2.12			
	Physical development	04	Moving & handling	0	50	10	2.17			
		05	Health & self-care	3	47	10	2.12			
	Personal, social & emotional development	06	Self-confidence & self-awareness	2	48	10	2.13			
		07	Managing feelings & behaviour	0	49	11	2.18			
		08	Making relationships	1	49	10	2.15			
SPECIFIC	Literacy	09	Reading	8	45	7	1.98			
		10	Writing	9	47	4	1.92			
	Mathematics	11	Numbers	6	51	3	1.97			
		12	Shapes, space & measures	3	50	7	2.07			
	Understanding the world	13	People & communities	5	49	6	2.02			
		14	The world	4	52	4	2.00			
		15	Technology	0	59	1	2.02			
	Expressive arts & design	16	Exploring using media/ materials	1	49	10	2.15			
		17	Being imaginative	5	52	3	1.97			
National Ave Pt. Score		34.5		No. of pupils			Average Total Points for Cohort		35.4	

EYFS AND YEAR 1

Criteria & National	No.	Well Below	Below	Expected	Above	Well Above
EYFS – GLD (71%)	60	Below 55%	55% – 67%	68% -74%	82%	85%+
Phonics Yr 1 (81%)	60	Below 65%	66% -77%	78% – 84%	87%	95%+

END OF KEY STAGE 1

SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Percentage Meeting Expected Standard 76% National						
READING	60	Below 60%	60% - 71%	75%	81% - 89%	90% +
WRITING - Percentage Meeting Expected Standard 68% National						
WRITING	60	Below 55%	55% - 63%	68%	74% - 84%	85% +
MATHEMATICS - Percentage Meeting Expected Standard 75% National						
MATHEMATICS	60	Below 60%	60% - 69%	78%	80% -89%	90% +
COMBINED: Reading, Writing and Mathematics: 64% National						
COMBINED RWM	60	Below 50%	50% -59%	63%	70% - 79%	80%+
SCIENCE: Percentage meeting Expected standard : 83% National						
SCIENCE	60	Below 60%	60% - 77%	87%	88% -94%	94% +
COMBINED READING, WRITING, MATHS & SCIENCE: Reading, Writing and Mathematics: 64% National						
COMBINED RWM&SC	60	Below 50%	50% - 59%	63%	70% -79%	80% +

END OF KEY STAGE 1: GREATER DEPTH/HIGH STANDARD

SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Greater Depth/High Standard: 25% National						
READING	60	Below 10%	10% - 20%	27%	30% -39%	40% +
WRITING - Greater Depth/High Standard: 16% National						
WRITING	60	2%	5% - 11%	12% - 20%	21% - 29%	30%+
MATHEMATICS - Greater Depth/High Standard: 20% National						
MATHEMATICS	60	Below 7%	7%	16% - 24%	25% - 34%	35%+
COMBINED: Reading, Writing and Mathematics: 11% National						
COMBINED	60	2%	4% - 7%	8% -14%	15% - 24%	25%+

KEY STAGE 1 PROGRESS FROM EYFS (2015 -2017)

SUBJECT	No.	Well Below		Below		Expected		Above		Well Above	
% Variance from FS		-15% and lower		-6% to -14%		-5% to +5%		+ 6% to +14%		+15% & above	
		Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
READING								+8%			+17%
WRITING							-3%	+8%			
MATHS							+5%	+11%			

**FYNAMORE PRIMARY SCHOOL: KEY STAGE 2 DATA: JULY 2017**

END OF KEY STAGE 2: SCALED SCORES						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - 2017 National Standard <b>104.0</b>						
READING		Below 100	<b>102.7</b>	103 - 105	105.1 - 107.9	108+
MATHEMATICS - 2017 National Standard <b>104.0</b>						
MATHEMATICS		Below 100	<b>101.6</b>	103 - 105	105.1 - 107.9	108+
GPS - 2017 National Standard <b>106.0</b>						
GPS		Below 102	102.0 - 104.9	<b>104.7</b>	107.1 - 108.9	109+

END OF KEY STAGE 2: PERCENTAGE MEETING EXPECTED STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Percentage Meeting Expected National Standard <b>71% National</b>						
READING		Below 55%	55% - 65%	<b>67%</b>	77% - 85%	86%+
MATHEMATICS - Percentage Meeting Expected National Standard <b>75% National</b>						
MATHEMATICS		Below 60%	<b>65%</b>	70% - 79%	80% - 89%	90%+
GPS - Percentage Meeting Expected National Standard <b>77% National</b>						
GPS		Below 60%	60% - 71%	<b>76%</b>	83% - 90%	91%+
WRITING - Percentage Meeting Expected National Standard <b>76% National</b>						
WRITING		Below 55%	55% - 70%	<b>74%</b>	82% - 90%	91% +
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard <b>61% National</b>						
COMBINED		Below 45%	<b>46%</b>	56% - 66%	67% - 77%	78%+

END OF KEY STAGE 2: GREATER DEPTH/HIGH STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Greater Depth/High Standard: <b>25% National</b>						
READING		Below 10%	<b>19%</b>	21% - 29%	30% - 39%	40%+
MATHEMATICS - Greater Depth/High Standard: <b>23% National</b>						
MATHEMATICS		Below 10%	<b>11%</b>	19% - 27%	28% - 37%	38%+
GPS - Greater Depth/High Standard: <b>31% National</b>						
GPS		Below 15%	<b>19%</b>	27% - 35%	36% - 44%	45%+
WRITING - Greater Depth/High Standard: <b>18% National</b>						
WRITING		Below 5%	5% - 13%	<b>20%</b>	23% - 34%	35%+
COMBINED - Greater Depth/High Standard: <b>9% National</b>						
COMBINED		Below 3%	3% - 5%	<b>7%</b>	13% - 24%	25%+

KEY STAGE 1 to END OF KEY STAGE 2 PROGRESS (2017 National Percentiles)							
2016 Floor	Bottom 5%	Next 20%	Next 15%	Middle 20%	Next 15%	Next 20%	Top 5%
-5 Rd & Ma. -7 Wr	Bottom 5%	5% - 20%	25% - 40%	40% - 60%	60% - 75%	75% - 95%	95%+
READING	-3.9 and Below	-3.8 to -1.5	<b>-1.4</b>	-0.5 to +0.7	+0.8 to +1.7	+1.8 to +4.3	4.4+
WRITING	-4.0 and Below	-3.9 to -1.4	-1.3 to -0.4	<b>+0.09</b>	+0.8 to +1.5	+1.6 to +3.7	3.8 +
MATHEMATICS	-4.3 and Below	<b>-1.88</b>	-1.7 to -0.7	-0.6 to +0.6	+0.7 to +1.7	+1.8 to +4.3	4.4+

ON-TRACK ATTAINMENT 2017 -2018									
Below 55%	Bel. 5%	55% -64%	6%-15%	65% - 74%	16% - 25%	75% -84%	26% - 34%	85% +	35% +
Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding

Different Group	No.	READING		WRITING		MATHS		YEAR 5 Spring Start
ALL	59	78%	32%	73%	29%	81%	32%	Prior Attainment Y2 2015
Boys	29	72%	24%	69%	14%	86%	38%	Rd. xx% Wr.xx% Ma.xx%
Girls	30	83%	14%	77%	43%	77%	20%	Rd. xx% Wr.xx%. Ma.xx%

Different Group	No.	READING		WRITING		MATHS		YEAR 4 Spring Start
ALL	58	72%	24%	66%	22%	69%	22%	Prior Attainment Y2 2016
Boys	31	68%	19%	52%	16%	58%	16%	Rd. xx% Wr.xx% Ma.xx%
Girls	27	81%	30%	81%	30%	81%	30%	Rd. xx% Wr.xx%. Ma.xx%

Different Group	No.	READING		WRITING		MATHS		YEAR 3 Spring Start
ALL	57	75%	28%	61%	9%	72%	9%	Prior Attainment FS 2017
Boys	26	81%	35%	54%	0%	77%	12%	Rd. xx% Wr.xx% Ma.xx%
Girls	31	77%	23%	71%	6%	68%	7%	Rd. xx% Wr.xx%. Ma.xx%

Different Group	No.	READING		WRITING		MATHS		YEAR 1 Spring Start
ALL	60	80%	13%	86%	7%	80%	7%	Prior Attainment FS 2016
Boys	28	75%	12%	82%	7%	75%	7%	Rd. xx% Wr.xx% Ma.xx%
Girls	32	84%	16%	91%	6%	84%	6%	Rd. xx% Wr.xx%. Ma.xx%

### END OF KEY STAGE 1 ON-TRACK ATTAINMENT 2018

SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
<b>READING</b> - Percentage Meeting Expected Standard <b>76% National</b>						
READING	60	Below 60%	60% - 71%	72% - 80%	83%	90% +
<b>WRITING</b> - Percentage Meeting Expected Standard <b>68% National</b>						
WRITING	60	Below 55%	55% - 63%	73%	74% - 84%	85% +
<b>MATHEMATICS</b> - Percentage Meeting Expected Standard <b>75% National</b>						
MATHEMATICS	60	Below 60%	60% - 69%	70% - 79%	80%	90% +
<b>COMBINED: Reading, Writing and Mathematics: 64% National</b>						
COMBINED RWM	60	Below 50%	50% - 59%	68%	70% - 79%	80%+

### END OF KEY STAGE 1: ON\_TRACK ATTAINMENT GREATER DEPTH/HIGH STANDARD 2018

SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
<b>READING</b> - Greater Depth/High Standard: <b>25% National</b>						
READING	60	Below 10%	17%	21% - 29%	30% - 39%	40% +
<b>WRITING</b> - Greater Depth/High Standard: <b>16% National</b>						
WRITING	60	Below 5%	5% - 11%	18%	21% - 29%	30%+
<b>MATHEMATICS</b> - Greater Depth/High Standard: <b>20% National</b>						
MATHEMATICS	60	Below 7%	7% - 15%	17%	25% - 34%	35%+
<b>COMBINED: Reading, Writing and Mathematics: 11% National</b>						
COMBINED	60	Below 4%	4% - 7%	9%	15% - 24%	25%+

### END OF KEY STAGE 2: ON-TRACK ATTAINMENT EXPECTED STANDARD 2018

SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
<b>READING</b> - Percentage Meeting Expected National Standard <b>71% National</b>						
READING	58	Below 55%	55% - 65%	74%	77% - 85%	86%+
<b>MATHEMATICS</b> - Percentage Meeting Expected National Standard <b>75% National</b>						
MATHEMATICS	58	Below 60%	60% - 69%	72%	80% - 89%	90%+
<b>GPS</b> - Percentage Meeting Expected National Standard <b>77% National</b>						
GPS	58	Below 60%	60% - 71%	79%	83% - 90%	91%+
<b>WRITING</b> - Percentage Meeting Expected National Standard <b>76% National</b>						
WRITING	58	Below 55%	66%	71% - 81%	82% - 90%	91% +
<b>COMBINED READING, WRITING &amp; MATHEMATICS</b> - Percentage Meeting Expected National Standard <b>61% National</b>						
COMBINED	58	Below 45%	45% - 55%	60%	67% - 77%	78%+

### END OF KEY STAGE 2: ON-TRACK ATTAINMENT GREATER DEPTH/HIGH STANDARD 2018

SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
<b>READING</b> - Greater Depth/High Standard: <b>25% National</b>						
READING	58	Below 10%	10% - 20%	21%	30% - 39%	40%+
<b>MATHEMATICS</b> - Greater Depth/High Standard: <b>23% National</b>						
MATHEMATICS	58	Below 10%	10%	19% - 27%	28% - 37%	38%+
<b>GPS</b> - Greater Depth/High Standard: <b>31% National</b>						
GPS	58	Below 15%	21%	27% - 35%	36% - 44%	45%+
<b>WRITING</b> - Greater Depth/High Standard: <b>18% National</b>						
WRITING	58	Below 5%	5% - 13%	21%	23% - 34%	35%+
<b>COMBINED</b> - Greater Depth/High Standard: <b>9% National</b>						
COMBINED	58	Below 3%	3% - 5%	6% - 12%	13% - 24%	25%+