**School Position Report**

**Reception**

There are 31 children in this cohort: 15 girls and 16 boys. 6 children are on the SEN register. Below is the percentage of children who achieved a Good Level of Development (GLD)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **All (31)** | 43% (13) | 69% (20) | 71% (22) |
| **Boys (16)** | 50% (6) | 58% (11) | 50% (8) |
| **Girls (15)** | 39% (7) | 92% (11) | 93% (14) |
| **SEND (6)** | 0 | 20% (1) | 0 |
| **FSM (3)** | 33% (1) | 67% (2) | 0 |

*Over the last 3 years (post covid) the number of children achieving a good level development has increased. There is a lower number of boys achieving a GLD; however several boys are on the SEND register with communication and interaction needs.*

**Year 1 phonics:**

There are 29 children in the class: 18 boys and 11 girls. 1 child has an EHCP and an additional 4 children are on the SEND register.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | **2023** | | **2024** | |
|  | **Disapplied** | **Met threshold** | **Disapplied** | **Met the threshold** | **Disapplied** | **Met the threshold** |
| **All (29)** | 17% (5) | 43% (13) | 3% (1) | 77% (23) | 0 | 83% (24) |
| **Boys (18)** | 22% (4) | 39 % (7) | 0 | 92% (11) | 0 | 78% (14) |
| **Girls (11)** | 20% (1) | 50% (6) | 6% (1) | 67% (12) | 0 | 91% (10) |
| **Non SEND (24)** | 0 | 62 (13) | 0 | 83% (19) | 0 | 88% (21) |
| **SEND (5)** | 55% (5) | 0 | 14% (1) | 57% (4) | 0 | 60% (3) |
| **FSM (3)** | 0 | 0 | 0 | 50% (1) | 0 | 67% (2) |

*Over the last 3 years (post covid), the number of children meeting the threshold has increased. This improvement coincides with the introduction of the Little Wandle phonics scheme 2 years ago. We have also had an experienced Year 1 teacher during this time.*

**Year 2 Phonics retake:**

7 children had to take the phonics test again this year. 1 child with an EHCP was disapplied again. 4 out of the 6 children who retook it passed this time.

**KS1 Teacher Assessment:**

There are 29 children in the class: 10 boys, 19 girls. Currently there are 7 children on the SEND register (1 EHCP).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading** | **2022** | | | **2023** | | | **2024** | | |
| **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 19% (5) | 81% (22) | 7% (2) | 28% (8) | 72% (21) | 17% (5) | 17% (5) | 83% (24) | 28% (8) |
| **Boys (10)** | 13% (2) | 88% (14) | 0 | 41% (7) | 59% (10) | 18% (3) | 10% (1) | 90% (9) | 50% (5) |
| **Girls (19)** | 27% (3) | 73% (8) | 18% (2) | 8% (1) | 92% (11) | 17% (2) | 21% (4) | 80% (15) | 16% (3) |
| **Non SEND (22)** | 17% (4) | 83% (19) | 9% (2) | 14% (3) | 86% (19) | 23% (5) | 14% (3) | 86% (19) | 36% (8) |
| **SEND (7)** | 75% (3) | 25% (1) | 0 | 71% (5) | 29% (2) | 0 | 29% (2) | 71% (5) | 0 |
| **FSM (2)** | 33% (1) | 66% (2) | 0 | 100% (7) | 0 | 0 | 0 | 100% (2) | 0 |

*Results were up from last year and all groups bar girls performed better than last year. However, it should be noted there are twice as many girls in this cohort than boys and more girls were working at the expected level than last 2 years. A high number of SEND children also achieved the expected level. The improvements in results could tie in with the introduction of the Little Wandle phonics scheme and the linked reading books to the scheme. There has also been a big spend on new books for the lower age groups.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing** | **2022** | | | **2023** | | | **2024** | | |
| **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 37% (10) | 63% (17) | 11% (3) | 28% (8) | 72% (21) | 7% (2) | 24% (7) | 76% (22) | 14% (4) |
| **Boys (10)** | 38% (6) | 63% (10) | 6% (1) | 35% (6) | 65% (11) | 6% (1) | 40% (4) | 60% (6) | 10% (1) |
| **Girls (19)** | 36% (4) | 64% (7) | 18% (2) | 8% (1) | 92% (11) | 8% (1) | 16% (3) | 84% (16) | 16% (3) |
| **Non SEND (22)** | 26% (6) | 74% (17) | 13% (3) | 14% (3) | 86% (19) | 9% (2) | 14% (3) | 86% (19) | 14% (4) |
| **SEND (7)** | 100% (4) | 0 | 0 | 71% (5) | 29% (2) | 0 | 57% (4) | 43% (3) | 0 |
| **FSM (2)** | 66% (2) | 33% (1) | 0 | 100% (7) | 0 | 0 | 0 | 100% (2) | 0 |

*Post covid results show that the number of children reaching the expected level has increased and there has also been a slight increase in the number of children working at greater depth.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Maths** | **2022** | | | **2023** | | | **2024** | | |
| **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 19% (5) | 81% (22) | 22% (5) | 24% (7) | 76% (22) | 24% (7) | 24% (7) | 76% (22) | 10% (3) |
| **Boys (10)** | 6% (1) | 94% (15) | 31% (5) | 29% (5) | 71% (12) | 29% (5) | 0 | 100% | 30% (3) |
| **Girls (19)** | 36% (4) | 64% (7) | 9% (1) | 17% (2) | 83% (10) | 17% (2) | 37% (7) | 63% (12) | 0 |
| **Non SEND (22)** | 9% (2) | 91% (21) | 26% (6) | 14% (3) | 86% (19) | 32% (7) | 23% (5) | 82% (18) | 14% (3) |
| **SEND (7)** | 75% (3) | 25% (1) | 0 | 57% (4) | 43% (3) | 0 | 43% (3) | 57% (4) | 0 |
| **FSM (2)** | 33% (1) | 66% (2) | 0 | 57% (4) | 43% (3) | 0 | 505 (1) | 50% (1) | 0 |

*Although the percentage of children reaching the expected level has been consistent since covid, there has been a drop in the number working at greater depth and more girls have not reached the expected level this year (although it should be noted there is double the number of girls in this cohort).*

**This year the school decided not to complete the SATs tests and instead decided to usual the tests we currently use throughout the school in order to make better comparisons and to judge progression on the same level.**

**Year 4 Multiplication Check**

The score is out of 25. Children are expected to get over 20. There is 6 children on the SEND register: 1 EHCP / 5 additional needs. Tracking over the course of the year showed the majority of children made very good progress over the course of the year even if they did not score over 20.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2024** | | | |
|  | **25** | **20+** | **15+** | **10+** |
| **All (29)** | 24% (7) | 76% (22) | 97% (28) | 100% |
| **Boys (17)** | 24% (4) | 71% (12) | 94% (16) | 100% |
| **Girls (12)** | 25% (3) | 83% (10) | 100% | 100% |
| **Non SEND (24)** | 29% (7) | 83% (20) | 96% (23) | 100% |
| **SEND (6)** | 0 | 33% (2) | 100% | 100% |
| **FSM (2)** | 0 | 50% (1) | 50% (1) | 100% |

**KS 2 Teacher Assessment**

There are 29 children in the class: 16 boys, 13 girls. Currently there are 5 children on the SEND register (no EHCP).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading** | **2022** | | | **2023** | | | **2024** | | |
| **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (30)** | 21% (6) | 79% (23) | 14% (4) | 21% (6) | 79% (23) | 21% (6) | 27% (8) | 80% (24) | 30% (9) |
| **Boys (14)** | 19% (3) | 81% (13) | 19% (3) | 25% (4) | 75% (12) | 0 | 36% (5) | 64% (9) | 14% (2) |
| **Girls (16)** | 31% (4) | 69% (9) | 8% (1) | 15% (2) | 85% (11) | 55% (6) | 19% (3) | 81% (13) | 44% (7) |
| **Non SEND (22)** | 5% (1) | 95% (21) | 18% (4) | 8% (2) | 92% (22) | 25% (6) | 8% (2) | 92% (22) | 33% (8) |
| **SEND (8)** | 86% (6) | 14% (1) | 14% (1) | 80% (4) | 20% (1) | 0 | 75% (6) | 25% (2) | 13% (1) |
| **FSM (4)** | 33% (1) | 67% (2) | 0 | 33% (2) | 67% (4) | 17% (1) | 25% (1) | 75% (3) | 50% (2) |

*Girls out performed boys in Reading both achieving the expected level and greater depth.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing** | **2022** | | | **2023** | | | **2024** | | |
| **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (30)** | 35% (10) | 65% (19) | 7% (2) | 10% (3) | 88% (26) | 7% (2) | 30% (9) | 70% (21) | 10% (3) |
| **Boys (14)** | 38% (6) | 63% (10) | 6% (1) | 19% (3) | 81% (13) | 0 | 50% (7) | 50% (7) | 0 |
| **Girls (16)** | 31% (4) | 69% (9) | 8% (1) | 0 | 100% (13) | 15% (2) | 13% (2) | 88% (14) | 19% (3) |
| **Non SEND (22)** | 18% (4) | 82% (18) | 9% (2) | 4% (1) | 94% (23) | 8% (2) | 14% (3) | 86% (19) | 14% (3) |
| **SEND (8)** | 86% (6) | 14% (1) | 14% (1) | 40% (2) | 60% (3) | 0 | 62% (5) | 38% (3) | 0 |
| **FSM (4)** | 33% (1) | 67% (2) | 0 | 17% (1) | 83% (5) | 0 | 25% (1) | 75% (3) | 0 |

*Fewer boys achieved the expected level in writing and there is also a drop from previous years.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Maths** | **2022** | | | **2023** | | | **2024** | | |
| **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (30)** | 21% (6) | 79% (23) | 21% (6) | 14% (4) | 86% (25) | 24% (7) | 30% (9) | 70% (21) | 30% (9) |
| **Boys (14)** | 13% (2) | 88% (14) | 25% (4) | 13% (2) | 88% (14) | 6% (1) | 29% (4) | 71% (10) | 29% (4) |
| **Girls (16)** | 31% (4) | 69% (9) | 15% (2) | 15% (2) | 85% (11) | 46% (6) | 31% (5) | 69% (11) | 31% (5) |
| **Non SEND (22)** | 0 | 100% | 27% | 4% (1) | 96% (23) | 29% (7) | 14% (3) | 86% (19) | 32% (7) |
| **SEND (8)** | 86% (6) | 14% (1) | 0 | 60% (3) | 40% (2) | 0 | 75% (6) | 25% (2) | 25% (2) |
| **FSM (4)** | 0 | 67% (2) | 33% (1) | 33% (2) | 67% (4) | 17% (1) | 25% (1) | 75% (3) | 0 |

*Our maths results are disappointing across all groups.*

**KS2 Test Results**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | | **2023** | | | **2024** | | |
| **Reading** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (30)** | 27% (8) | 73% (22) | 13% (4) | 28% (8) | 72% (21) | 17% (5) | 20% (6) | 80% (24) | 33% (10) |
| **Boys (14)** | 31% (5) | 69% (11) | 0 | 31% (5) | 69% (11) | 6% (1) | 29% (4) | 71% (10) | 21% (3) |
| **Girls (16)** | 21% (3) | 79% (11) | 29% (4) | 23% (3) | 77% (10) | 31% (4) | 12% (2) | 88% (14) | 44% (7) |
| **Non SEND (22)** | 17% (4) | 83% (19) | 17% (4) | 17% (4) | 83% (20) | 21% (5) | 9% (2) | 91% (20) | 36% (8) |
| **SEND (8)** | 57% (4) | 43% (3) | 0 | 80% (4) | 20% (1) | 0 | 50% (4) | 50% (4) | 25% (2) |
| **FSM (4)** | 33% (1) | 66% (2) | 0 | 33% (2) | 67% (4) | 0 | 25% (1) | 75% (3) | 50% (2) |

*All groups performed better this year than the last 2 years and more children were working at both the expected and greater depth level. This coincides with the introduction of the program ‘Reading Plus’ two years ago which is a program aimed at preparing Year 6 children for secondary school.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | | **2023** | | | **2024** | | |
| **GaPS** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (30)** | 23% (7) | 77% (23) | 10% (3) | 28% (8) | 72% (21) | 28% (8) | 20% (6) | 80% (24) | 23% (7) |
| **Boys (14)** | 26% (4) | 75%% (12) | 13% (2) | 38% (6) | 63% (10) | 13% (2) | 21% (3) | 79% (11) | 21% (3) |
| **Girls (16)** | 21% (3) | 79% (11) | 7% (1) | 15% (2) | 85% (11) | 46% (6) | 19% (3) | 81% (13) | 25% (4) |
| **Non SEND (22)** | 9% (2) | 91% (21) | 9% (2) | 13% (3) | 88% (21) | 33% (8) | 5% (1) | 95% (21) | 18% (4) |
| **SEND (8)** | 71% (5) | 29% (2) | 14% (1) | 100% (5) | 0 | 0 | 62% (5) | 38% (3) | 25% (2) |
| **FSM (4)** | 0 | 100% (3) | 0 | 33% (2) | 67% (4) | 17% (1) | 25% (1) | 75% (3) | 0 |

*Just like reading, there has been an increase in the number of children working at the expected level and there is still a good number of children working at greater depth. Apart from girls, all groups performed better than last year. There were targeted revision sessions before and after school during terms 4 and 5.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | | **2023** | | | **2024** | | |
| **Maths** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (30)** | 23% (7) | 77% (23) | 17% (5) | 24% (7) | 76% (22) | 7% (2) | 30% (9) | 70% (21) | 13% (4) |
| **Boys (14)** | 31% (5) | 69% (11) | 19% (3) | 31% (5) | 69% (11) | 0 | 14% (2) | 86% (12) | 7% (1) |
| **Girls (16)** | 21% (3) | 79% (11) | 14% (2) | 15% (2) | 85% (11) | 15% (2) | 44% (7) | 56% (9) | 19% (3) |
| **Non SEND (22)** | 9% (2) | 91 % (21) | 22% (5) | 13% (3) | 88% (21) | 8% (2) | 18% (4) | 82% (18) | 14% (3) |
| **SEND (8)** | 71% (5) | 29% (2) | 0 | 80% (4) | 20% (1) | 0 | 62% (5) | 38% (3) | 13% (1) |
| **FSM (4)** | 33% (1) | 33% (1) | 33% (1) | 50% (3) | 50% (3) | 0 | 100% | 0 | 0 |

*Although there was a slight dip in the number of children reaching the expected level this year, results since covid are at a consistent level. Just like in Year 2, the percentage of girls achieving the expected level is below that of boys and this is something the school will need to look at over the next year. There were revision sessions held before and after school during terms 4 and 5. The maths paper was a lot more difficult than it had been the previous years with more multistep questions.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **Combined Reading, Writing, Maths** | 60% | 66% | 50% |

*Nationally last year 60% achieved the expected level in RWM and this year 61% achieved the expected level for all 3 subjects combined. 15 (50%) of our children did not reach the expected level in all 3 subjects. 8 children (27%) did not reach the expected level in only 1 subject, 5 children (17%) did not meet the expected level in 2 subjects.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | | **2023** | | | **2024** | | |
| ***School*** | ***Oxon*** | ***National*** | ***School*** | ***Oxon*** | ***National*** | ***School*** | ***Oxon*** | ***National*** |
| **Reading** | 73% | 75% | 75% | 72% | 59% | 73% | 80% | 60% | 74% |
| **GaPS** | 77% |  | 72% | 72% |  | 72% | 80% |  | 72% |
| **Writing (TA)** | 63% | 68% | 69% | 90% | 71% | 71% | 70% | 71% | 72% |
| **Maths** | 77% | 71% | 71% | 76% | 73% | 73% | 70% | 72% | 72% |
| **RWM** | 60% | 57% | 58% | 66% | 59% | 59% | 50% | 60% | 61% |

*Our Reading results are significantly better than both Oxon and national results. Although both Writing and Maths are down on last year, they are in line with national and Oxfordshire results. Unfortunately a number of children failed one of the tests therefore the level achieving expected in RWM dropped significantly below Oxon and national. In the past, it has been the same children not achieving the expected level in 2 or more subjects.*

**Whole School Data Analysis**

**Tracking Progress Across the Year**

**End of Year Test Data:** This year we moved to a different end of year test as we felt it reflected what we had taught across the year and the style of questioning and format was in line with the Year 6 end of year tests. Percentage working at the expected level and above based on the NTS tests completed in July 2024. The number of children is in brackets.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Test** | **Reading** | | | | | |
|  | **Term 2** | | **Term 4** | | **Term 6** | |
|  | **Exp** | **+ Exp** | **Exp** | **+ Exp** | **Exp** | **+ Exp** |
| **Yr 1** | 87% (26) | 10% (3) | 80% (24) | 13% (4) | 87% (26) | 17% (5) |
| **Yr 2** | 50% (15) | 17% (5) | 62% (18) | 18% (5) | 90% (25) | 34% (10) |
| **Yr 3** | 47% (14) | 15% (4) | 60% (17) | 7% (2) | 62% (18) | 31% (9) |
| **Yr 4** | 79% (23) | 10% (3) | 83% (18) | 21% (6) | 93% (27) | 52% (15) |
| **Yr 5** | 90% (26) | 41% (12) | 90% (26) | 38% (10) | 96% (26) | 56% (15) |
| **Yr 6** | 84% (26) | 32% (10) | 87% (27) | 13% (3) | 80% (24) | 33% (10) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Test** | **GaPS** | | | | | |
|  | **Term 2** | | **Term 4** | | **Term 6** | |
|  | **Exp** | **+ Exp** | **Exp** | **+ Exp** | **Exp** | **+ Exp** |
| **Yr 1** |  |  |  |  |  |  |
| **Yr 2** | 67% (20) | 20% (6) | 59% (18) | 17% (5) | 62% (18) | 14% (4) |
| **Yr 3** | 47% (14) | 10% (3) | 63% (18) | 7% (2) | 70% (21) | 30% (9) |
| **Yr 4** | 76% (22) | 10% (3) | 79% (23) | 17% (5) | 90% (26) | 21% (7) |
| **Yr 5** | 86% (25) | 54% (15) | 83% (24) | 38% (10) | 86% (24) | 36% (10) |
| **Yr 6** | 81% (25) | 32% (10) | 86% (27) | 28% (8) | 80% (24) | 23% (7) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Test** | **Maths** | | | | | |
|  | **Term 2** | | **Term 4** | | **Term 6** | |
|  | **Exp** | **+ Exp** | **Exp** | **+ Exp** | **Exp** | **+ Exp** |
| **Yr 1** | 87% (26) | 10% (3) | 90% (27) | 17% (5) | 83% (25) | 10% (3) |
| **Yr 2** | 60% (18) | 17% (5) | 48% (14) | 17% (5) | 62% (18) | 21% (6) |
| **Yr 3** | 79% (24) | 34% (10) | 70% (21) | 20% (6) | 83% (25) | 47% (14) |
| **Yr 4** | 86% (25) | 14% (4) | 83% (24) | 31% (9) | 93% (27) | 38% (11) |
| **Yr 5** | 90% (26) | 45% (13) | 93% (27) | 28% (8) | 86% (24) | 26% (7) |
| **Yr 6** | 71% (22) | 23% (6) | 65% (20) | 23% (7) | 70% (21%) | 13% (4) |

**End of Year Teacher Assessment Data:** Percentage working at the expected level and above throughout the year based on where the teachers feel their children are. The number of children is in brackets.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TA** | **Reading** | | | | | |
|  | **Term 2** | | **Term 4** | | **Term 6** | |
|  | **Exp** | **+ Exp** | **Exp** | **+ Exp** | **Exp** | **+ Exp** |
| **Yr 1** | 70% (21) | 10% (3) | 74% (22) | 17% (5) | 77% (23) | 20% (6) |
| **Yr 2** | 70% (21) | 23% (7) | 66% (19) | 28% (8) | 83% (24) | 28% (8) |
| **Yr 3** | 48% (14) | 3% (1) | 55% (16) | 3% (1) | 67% (20) | 20% (6) |
| **Yr 4** | 76% (22) | 10% (3) | 79% (23) | 14% (4) | 86% (25) | 24% (7) |
| **Yr 5** | 79% (23) | 21% (6) | 76% (22) | 31% (9) | 86% (24) | 46% (13) |
| **Yr 6** | 71% (22) | 23% (7) | 71% (22) | 29% (9) | 80% (24) | 30% (9) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TA** | **Writing** | | | | | |
|  | **Term 2** | | **Term 4** | | **Term 6** | |
|  | **Exp** | **+ Exp** | **Exp** | **+ Exp** | **Exp** | **+ Exp** |
| **Yr 1** | 57% (17) | 0 | 63% (19) | 13% (4) | 60% (18) | 23% (7) |
| **Yr 2** | 50% (15) | 0 | 62% (18) | 14% (4) | 76% (22) | 14% (4) |
| **Yr 3** | 50% (15) | 0 | 57% (16) | 0 | 60% (18) | 10% (3) |
| **Yr 4** | 65% (19) | 4% (1) | 65% (18) | 4% (1) | 68% (19) | 11% (3) |
| **Yr 5** | 69% (20) | 3% (1) | 69% (20) | 3% (1) | 75% (21) | 4% (1) |
| **Yr 6** | 71% (22) | 0 | 68% (21) | 10% (3) | 70% (21) | 10% (3) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TA** | **Maths** | | | | | |
|  | **Term 2** | | **Term 4** | | **Term 6** | |
|  | **Exp** | **+ Exp** | **Exp** | **+ Exp** | **Exp** | **+ Exp** |
| **Yr 1** | 77% (23) | 7% (2) | 80% (24) | 20% (6) | 83% (25) | 20% (6) |
| **Yr 2** | 60% (18) | 0 | 62% (18) | 10% (4) | 76% (22) | 10% (3) |
| **Yr 3** | 59% (17) | 0 | 79% (24) | 10% (3) | 83% (25) | 27% (8) |
| **Yr 4** | 76% (22) | 14% (4) | 76% (22) | 14% (4) | 79% (23) | 34% (10) |
| **Yr 5** | 83% (24) | 21% (6) | 83% (24) | 21% (6) | 82% (23) | 25% (7) |
| **Yr 6** | 65% (20) | 23% (7) | 65% (20) | 23% (7) | 70% (21) | 30% (9) |

**Whole School Data Analysis**

*This year we changed to the NTS tests as it was felt they were more aligned with what was covered over the terms and the style of questioning was in line with SATs.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TEST** | **Reading** | | | | | | | **Maths** | | | | | | | **GAPS** | | | | | |
| **2022** | | **2023** | | | **2024** | | **2022** | | **2023** | | | **2024** | | **2022** | | **2023** | | **2024** | |
| **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** |
| **Yr 1** | 53  (16) | 23  (5) | 60  (18) | 17  (5) | 87  (26) | | 17  (5) | 63  (19) | 23  (7) | 50  (15) | 24  (8) | 83  (25) | | 10  (3) | 40  (12) | 7  (2) | 55  (16) | 21  (6) |  |  |
| **Yr 2** | 78  (21) | 38  (11) | 76  (20) | 3  (1) | 90  (25) | | 34  (10) | 78  (21) | 30  (8) | 90  (26) | 14  (4) | 62  (18) | | 21  (6) | 59  (16) | 7  (2) | 72  (21) | 7  (2) | 62  (18) | 14  (4) |
| **Yr 3** | 81  (25) | 45  (14) | 84  (21) | 20  (5) | 62  (18) | | 31  (9) | 84  (26) | 65  (20) | 67  (18) | 11  (3) | 83  (25) | | 47 (14) | 61  (19) | 29  (4) | 69  (18) | 12  (3) | 70  (21) | 30  (9) |
| **Yr 4** | 71  (22) | 35  (11) | 97  (29) | 53  (16) | 93  (27) | | 52  (15) | 58  (18) | 23  (7) | 97  (29) | 77  (24) | 93  (27) | | 38 (11) | 45  (14) | 16  (5) | 8  7 (26) | 40  (12) | 90  (26) | 21  (7) |
| **Yr 5** | 73  (21) | 33  (10) | 71  (22) | 29  (9) | 96  (26) | | 56  (15) | 85  (23) | 44  (12) | 65  (19) | 6  (2) | 86  (24) | | 26 (7) | 57  (16) | 25  (7) | 81  (23) | 35  (11) | 86  (24) | 36  (10) |
| **Yr 6** | 76  (22) | 26  (7) | 96  (28) | 43  (12) | 80  (24) | | 33  (10) | 66  (19) | 34  (10) | 96  (28) | 32  (9) | 70  (21) | | 13  (4) | 64  (17) | 12  (3) | 90  (26) | 45  (13) | 80  (24) | 23  (7) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TA** | **Reading** | | | | | | **Maths** | | | | | | **Writing** | | | | | |
| **2022** | | **2023** | | **2024** | | **2022** | | **2023** | | **2024** | | **2022** | | **2023** | | **2024** | |
| **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** |
| **Yr 1** | 67  (20) | 30  (9) | 70  (21) | 23  (7) | 77  (23) | 20 (6) | 84  (25) | 7  (2) | 66  (20) | 23  (7) | 83  (25) | 20  (6) | 47  (14) | 20  (6) | 54  (16) | 17  (5) | 60  (18) | 23  (7) |
| **Yr 2** | 78  (21) | 19  (5) | 73  (21) | 18  (4) | 83  (24) | 28  (8) | 78  (21) | 22  (6) | 79  (22) | 25  (7) | 76  (22) | 10  (3) | 63  (17) | 11  (3) | 75  (21) | 7  (2) | 76  (22) | 14  (4) |
| **Yr 3** | 81  (24) | 29  (9) | 82  (22) | 19  (5) | 67  (20) | 20  (6) | 84  (26) | 35  (11) | 71  (19) | 19  (5) | 83  (25) | 27  (8) | 65  (20) | 13  (4) | 66  (18) | 7  (2) | 60  (18) | 10  (3) |
| **Yr 4** | 84  (26) | 32  (10) | 80  (23) | 30  (8) | 86  (25) | 24  (7) | 84  (26) | 23  (7) | 84  (25) | 27  (8) | 79  (23) | 34  (10) | 71  (22) | 16  (5) | 74  (22) | 7  (2) | 68  (19) | 11  (3) |
| **Yr 5** | 80  (24) | 20  (6) | 81  (25) | 23  (7) | 86  (24) | 46  (13) | 86  (23) | 14  (4) | 71  (22) | 19  (6) | 82  (23) | 25  (7) | 60  (18) | 10  (3) | 74  (23) | 0 | 75  (21) | 4  (1) |
| **Yr 6** | 76  (22) | 13  (4) | 80  (23) | 21  (6) | 80  (24) | 30  (9) | 83  (24) | 26  (6) | 86  (25) | 24  (7) | 70  (221) | 30  (9) | 64  (19) | 7  (2) | 90  (26) | 7  (2) | 70  (21) | 10  (3) |

***Reading****: Apart from in Year 3, the results for both test and TA are improving post covid. We have also had an improvement post covid with the number of children working at greater depth. Improvements could be linked with the introduction of the Little Wandle phonics scheme and its linked reading books and a way of supporting children through group reading sessions. The school has also invested in reading books for all ages. The school also rewarded children for reading at home with certificates based on the number of books read. This year we also introduced a new intervention to support those struggling. The Shine program targeted areas to improve based on the outcome of the termly tests.*

***Writing:*** *In this area we need to ensure there is a greater consistency in results and that we extend the number of children working at the expected level within each cohort. We did introduce ‘free write Friday’, celebrating writers assembly, pen licence / golden pencil award.*

***Maths:*** *In the majority of classes, the number of children reaching the expected level improved from last year. The Shine intervention program was also introduced for the first time this year as well as another intervention program called ‘Number Sense’ which took place before school.*

***GaPS*:** *In the majority of classes, the number of children reaching the expected level improved from last year. The Shine intervention program was also introduced for the first time this year.*

**Overview of Progress**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Percentage at Expected level in Tests** | | | | | | |
|  | **Reading** | | **GaPS** | | **Maths** | |
|  | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** |
| **Y1 - Y2** | **60 (21)** | **90 (25)** | **55 (16)** | **62 (18)** | **50 (15)** | **62 (18)** |
| **Y2 - Y3** | **76 (20)** | **62 (18)** | **72 (21)** | **70 (21)** | **90 (26)** | **83 (25)** |
| **Y3 - Y4** | **84 (21)** | **93 (27)** | **69 (18)** | **90 (26)** | **67 (18)** | **93 (27)** |
| **Y4 - Y5** | **97 (29)** | **96 (26)** | **87 (26)** | **86 (24)** | **97 (29)** | **85 (24)** |
| **Y5 - Y6** | **71 (22)** | **80 (24)** | **81 (23)** | **80 (24)** | **65 (19)** | **70 (21)** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Percentage at Expected level in TAs** | | | | | | |
|  | **Reading** | | **Writing** | | **Maths** | |
|  | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** |
| **Y1 - Y2** | 70 (21) | 83 (24) | 54 (16) | 76 (22) | 66 (20) | 76 (22) |
| **Y2 - Y3** | 73 (21) | 67 (20) | 75 (21) | 60 (18) | 79 (22) | 83 (25) |
| **Y3 - Y4** | 82 (22) | 86 (25) | 66 (18) | 69 (20) | 71 (19) | 76 (22) |
| **Y4 - Y5** | 80 (23) | 86 (24) | 74 (22) | 75 (21) | 84 (25) | 82 (23) |
| **Y5 - Y6** | 81 (25) | 80 (24) | 74 (23) | 70 (21) | 71 (22) | 70 (21) |

*Results show that in the majority of classes, in reading, more children reached the expected level and results for maths are also good although in some cases fewer children did achieve the expected level but there was still a high level reaching expected. The percentage of children reaching the expected level in writing is still disappointing and as a school we need to achieve more consistent result with classes having high 70s as the percentage of children working at the expected level. The results for GaPS show the majority of children have the technical knowledge but are not then applying this consistently to their writing. Within writing children can have one area of weakness. We have too many children with handwriting as that area of weakness so this is something we will need to address.*

**Comparing Characteristics**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Test** | | | | | **Teacher Assessment** | | | | |
| **Reading** | | **Boys** | **Girls** | **Non Sen** | **SEN** | **PP** | **Boys** | **Girls** | **Non Sen** | **SEN** | **PP** |
| **Year 1** | **Exp** | **84% (16)** | **91% (10)** | **91% (21)** | **71% (5)** | **100% (3)** | **79% (15)** | **73% (8)** | **83% (19)** | **57% (4)** | **67% (2)** |
| **GD** | **11% (2)** | **27% (3)** | **20% (5)** | **0** | **33% (1)** | **11% (2)** | **36% (4)** | **26% (6)** | **0** | **33% (1)** |
| **Year 2** | **Exp** | **100% (10)** | **79% (15)** | **96% (22)** | **57% (4)** | **50% (1)** | **95% (18)** | **64% (7)** | **87% (20)** | **71% (5)** | **50% (1)** |
| **GD** | **60% (6)** | **21% (4)** | **43% (10)** | **0** | **0** | **26% (5)** | **27% (3)** | **35% (8)** | **0** | **0** |
| **Year 3** | **Exp** | **53% (9)** | **69% (9)** | **74% (17)** | **29% (2)** | **40% (2)** | **59% (10)** | **77% (10)** | **74% (17)** | **43% (3)** | **40% (2)** |
| **GD** | **18% (3)** | **46% (6)** | **39% (9)** | **0** | **20% (1)** | **17% (3)** | **23% (3)** | **26% (6)** | **0** | **20% (1)** |
| **Year 4** | **Exp** | **94% (16)** | **92% (11)** | **100% (23)** | **67% (4)** | **60% (3)** | **88% (15)** | **83% (10)** | **100%** | **33% (2)** | **60% (3)** |
| **GD** | **47% (8)** | **58% (7)** | **65% (15)** | **0** | **40% (2)** | **18% (3)** | **33% (4)** | **30% (7)** | **0** | **0** |
| **Year 5** | **Exp** | **82% (14)** | **100% (13)** | **100%** | **75% (3)** | **75% (3)** | **88% (14)** | **83% (10)** | **91% (22)** | **50% (2)** | **75% (3)** |
| **GD** | **60% (9)** | **39% (5)** | **58% (14)** | **25% (1)** | **50% (2)** | **56% (9)** | **33% (4)** | **50% (12)** | **25% (1)** | **25% (1)** |
| **Year 6** | **Exp** | **71% (10)** | **88% (14)** | **91% (20)** | **50% (4)** | **71% (5)** | **64% (9)** | **81% (13)** | **92% (22)** | **25% (2)** | **71% (5)** |
| **GD** | **21% (3)** | **44% (7)** | **36% (8)** | **25% (2)** | **57% (4)** | **14% (2)** | **44% (7)** | **33% (8)** | **13% (1)** | **43% (3)** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **GAPS Test** | | | | | **Writing Teacher Assessment** | | | | |
|  | | **Boys** | **Girls** | **Non Sen** | **SEN** | **PP** | **Boys** | **Girls** | **Non Sen** | **SEN** | **PP** |
| **Year 1** | **Exp** |  |  |  |  |  | **58% (11)** | **73% (8)** | **65% (15)** | **57% (4)** | **100% (3)** |
| **GD** |  |  |  |  |  | **11% (2)** | **45% (5)** | **30% (7)** | **0** | **33% (1)** |
| **Year 2** | **Exp** | **60% (6)** | **68% (13)** | **78% (18)** | **14% (1)** | **50% (1)** | **60% (6)** | **85% (17)** | **87% (20)** | **43% (3)** | **67% (2)** |
| **GD** | **20% (2)** | **11% (2)** | **17% (4)** | **0** | **0** | **10% (1)** | **15% (3)** | **17% (4)** | **0** | **0** |
| **Year 3** | **Exp** | **53% (9)** | **092% (12)** | **83% (19)** | **29% (2)** | **40% (2)** | **47% (8)** | **77% (10)** | **70% (16)** | **29% (2)** | **20% (1)** |
| **GD** | **24% (4)** | **38% (5)** | **35% (8)** | **14% (1)** | **20% (1)** | **6% (1)** | **15% (2)** | **13% (3)** | **0** | **0** |
| **Year 4** | **Exp** | **88% (15)** | **92% (11)** | **100%** | **50% (3)** | **80% (4)** | **65% (11)** | **75% (9)** | **87% (20)** | **0** | **20% (1)** |
| **GD** | **29% (5)** | **8% (1)** | **26% (6)** | **0** | **0** | **6% (1)** | **17% (2)** | **13% (3)** | **0** | **0** |
| **Year 5** | **Exp** | **80% (12)** | **92% (12)** | **96% (23)** | **25% (1)** | **75% (3)** | **69% (11)** | **83% (10)** | **83% (20)** | **25% (1)** | **75% (3)** |
| **GD** | **33% (5)** | **38% (5)** | **42% (10)** | **0** | **25% (1)** | **0** | **8% (1)** | **0** | **0** | **0** |
| **Year 6** | **Exp** | **79% (11)** | **81% (13)** | **95% (21)** | **38% (3)** | **71% (5)** | **50% (7)** | **88% (14)** | **86% (19)** | **38% (3)** | **71% (5)** |
| **GD** | **21% (3)** | **25% (4)** | **18% (4)** | **25% (2)** | **29% (2)** | **0** | **19% (3)** | **14% (3)** | **0** | **14% (1)** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Test** | | | | | **Teacher Assessment** | | | | | |
| **Maths** | | **Boys** | **Girls** | **Non Sen** | **SEN** | **PP** | **Boys** | **Girls** | **Non Sen** | **SEN** | **PP** |
| **Year 1** | **Exp** | **74% (14)** | **100% (11)** | **84% (21)** | **57% (4)** | **100% (3)** | **74% (14)** | **100%** | **96% (22)** | **43% (3)** | **100% (3)** |
| **GD** | **5% (1)** | **18% (2)** | **12% (3)** | **0** | **33% (1)** | **5% (1)** | **45% (5)** | **26% (6)** | **0** | **67% (2)** |
| **Year 2** | **Exp** | **90% (9)** | **47% (9)** | **70% (16)** | **43% (3)** | **0** | **100% (10)** | **65% (13)** | **87% (19)** | **57% (4)** | **33% (1)** |
| **GD** | **30% (3)** | **16% (3)** | **9% (2)** | **0** | **0** | **30% (3)** | **0** | **13% (3)** | **0** | **0** |
| **Year 3** | **Exp** | **71% (12)** | **92% (12)** | **91% (21)** | **43% (3)** | **60% (3)** | **76% (13)** | **92% (12)** | **96% (22)** | **43% (3)** | **60% (3)** |
| **GD** | **41% (7)** | **54% (7)** | **52% (12)** | **29% (2)** | **20% (1)** | **24% (4)** | **31% (4)** | **35% (8)** | **0** | **20% (1)** |
| **Year 4** | **Exp** | **94% (16)** | **92% (11)** | **100%** | **67% (4)** | **60% (3)** | **88% (15)** | **67% (8)** | **97% (22)** | **17% (1)** | **60% (3)** |
| **GD** | **47% (8)** | **25% (3)** | **48% (11)** | **0** | **20% (1)** | **35% (6)** | **33% (4)** | **43% (10)** | **0** | **20% (1)** |
| **Year 5** | **Exp** | **87% (13)** | **85% (11)** | **96% (23)** | **25% (1)** | **50% (2)** | **88% (14)** | **75% (9)** | **92% (22)** | **25% (1)** | **50% (2)** |
| **GD** | **40% (6)** | **8% (1)** | **29% (7)** | **0** | **25% (1)** | **38% (6)** | **8% (1)** | **29% (7)** | **0** | **25% (1)** |
| **Year 6** | **Exp** | **86% (12)** | **56% (9)** | **82% (18)** | **38% (3)** | **29% (2)** | **71% (10)** | **69% (11)** | **86% (19)** | **25% (2)** | **71% (5)** |
| **GD** | **7% (1)** | **19% (3)** | **14% (3)** | **13% (1)** | **14% (2)** | **29% (4)** | **31% (5)** | **32% (7)** | **25% (2)** | **29% (2)** |

***Areas of Concern:*** *Based on the above data, the school needs to address the disparity between the number of boys working at the expected level for writing compared to girls. However, in maths fewer girls are working at the expected level*

**Tracking Cohorts: Based on Teacher Assessment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr of entry** |  | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **2022** | **Read** | 80% | 77% |  |  |  |  |  |
| **Write** | 77% | 60% |  |  |  |  |  |
| **Maths** | 67% | 83% |  |  |  |  |  |
| **2021** | **Read** | 60% | 70% | 83% |  |  |  |  |
| **Write** | 50% | 54% | 76% |  |  |  |  |
| **Maths** | 60% | 66% | 76% |  |  |  |  |
| **2020** | **Read** |  | 67% | 73% | 67% |  |  |  |
| **Write** |  | 47% | 75% | 60% |  |  |  |
| **Maths** |  | 84% | 79% | 83% |  |  |  |
| **2019** | **Read** |  | 70% | 78% | 82% | 86% |  |  |
| **Write** |  | 67% | 63% | 66% | 68% |  |  |
| **Maths** |  | 75% | 78% | 71% | 79% |  |  |
| **2018** | **Read** | 79% |  | 77% | 81% | 80% | 86% |  |
| **Write** | 79% |  | 65% | 65% | 74% | 75% |  |
| **Maths** | 82% |  | 74% | 84% | 84% | 82% |  |
| **2017** | **Read** | 81% | 83% |  | 77% | 84% | **81%** | 73% |
| **Write** | 81% | 73% |  | 60% | 71% | **74%** | 70% |
| **Maths** | 85% | 70% |  | 73% | 84% | **71%** | 70% |

**Based on Test Results:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr of entry** |  | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **2022** | **Read** |  | 87% |  |  |  |  |  |
| **GaPS** |  |  |  |  |  |  |  |
| **Maths** |  | 83% |  |  |  |  |  |
| **2021** | **Read** |  | 60% | 90% |  |  |  |  |
| **GaPS** |  | 55% | 62% |  |  |  |  |
| **Maths** |  | 50% | 62% |  |  |  |  |
| **2020** | **Read** |  |  | 76% | 62% |  |  |  |
| **GaPS** |  |  | 72% | 70% |  |  |  |
| **Maths** |  | 86% | 90% | 83% |  |  |  |
| **2019** | **Read** |  |  |  | 84% | 93% |  |  |
| **GaPS** |  |  |  | 69% | 90% |  |  |
| **Maths** |  | 41% | 77% | 67% | 93% |  |  |
| **2018** | **Read** |  |  |  |  | 97% | 96% |  |
| **GaPS** |  |  |  |  | 87% | 86% |  |
| **Maths** |  |  | 77% | 86% | 97% | 86% |  |
| **2017** | **Read** |  |  |  |  |  | 71% | 80% |
| **GaPS** |  |  |  |  |  | 81% | 80% |
| **Maths** |  | 82% |  | 66% | 79% | 65% | 70% |

**Strategies used to Raise Standards**

Each class had a target of at least 75% reaching the expected level in all areas by the end of the year. There is also the target of increasing the number of children working at greater depth from last year in all areas.

**Year 6:**

* Targeted groups in reading, maths and SPAG being held before and after school
* An extra adult in maths lessons so there can be smaller targeted learning within whole class lessons
* Use of online maths program (IXL) to target specific areas both in class and for homework (uses SATs style questions and self-marks then shows how to answer the question correctly)
* Use of Reading Plus (online program) to aid speed of reading and comprehension
* Writing groups for targeted children after SATs.

**Year 5:**

* Continue with same level of support as this is not a high needs class and they are making good progress in maths and reading.
* Term 5 and 6 target children in writing group to apply their SPAG skills in free writing. Support given to class teacher on how to move targeted children up.

**Year 4:**

* Reading: Shine intervention twice a week, 60 second reads to increase speed daily
* Reading: Stile comprehension trays
* SPAG: Early morning daily SPAG questions
* Writing: smaller groups within whole class literacy lesson, shorter bursts of writing, live marking and editing opportunities
* Maths: Daily tables practice
* Maths: Reasoning challenges for greater depth group

**Year 3:**

* Reading: Targeted children using Stile Comprehension trays
* Reading: Whole class use of 60 second reads to improve speed of answering questions
* Reading: Shine early morning activities to target specific skills related to ‘how to answer test style questions’
* Reading: Challenging more able with greater depth style questions in a focus group once a week looking at how to answer questions in more detail and finding info quickly
* SPAG: practice 5 minutes daily common exception words
* SPAG Shine intervention once a week with target group
* Writing: Shorter burst of writing with specific focus on limited grammar and punctuation skills
* Writing: Target group to have a pre-teaching session once a week
* Maths: stretch a group with use of challenge cards, ‘Convince me cards’, ‘Discuss me’ cards
* Maths: Support lower group with recalling number bonds to 10 quickly.

**Year 2:**

* Reading: Moving from Little Wandle books to Oxford Reading Tree and use of VIPER questions in reading groups 3 times a week with adult
* Reading: Shine intervention twice a week
* Reading: Early morning 5minute vocabulary activities daily
* SPAG: SPAG daily mat activities to remind key skills
* SPAG: Use of SHINE questions as lesson starter
* Writing: small bursts of writing focusing on key skills, theme of writing to allow children to link to their interests, modelling, pair/share/talk strategy
* Maths: Pre-teach a greater depth group 3 times a week and follow up with mastery/reasoning questions
* Maths: Scribe and reader during maths assessments for specific children

**Year 1:**

* Reading: Shine intervention 3 times a week
* Reading: Raising number of greater depth through practice of comprehension questions 3 times a week
* Writing: using punctuation/grammar within dictated sentences, live marking and editing from children twice a week
* Writing: Greater depth – practicing use of suffixes, conjunctions, plurals and adjectives
* Maths: mastery questions for greater depths 3 times a week
* Maths: Shine 5 times a week

**Whole School Programs Continuing:**

* Number Sense
* Mastery in Maths
* Little Wandle & Little Wandle catch up sessions
* Weekly celebration of star writers introduced in Term 5
* A teacher will support writing either in lessons teaching alongside class teacher or with focused groups. This will be in every class.
* Free write Friday
* Training: Dialogic teaching, Reading for Pleasure, writing moderation, maths moderation, Structuring writing for different genres
* Support from the White Knight Literacy hub providing resources, training, mentorship

**Foundation Subjects and Wider Curriculum**

**Strengths**

* Clear progression documents with skills and knowledge
* Parent overview of curriculum subjects created and on the school website
* New medium-term planning format put in place ensuring links clearly to progression of skills document
* A new system for tracking skills in foundation subjects was trialed in Year 1, 4 and 6 and will be rolled out to the rest of the classes
* Topics were enhanced with visits and workshops
* Wider curriculum opportunities: choir, cookery club, crochet, forest school, Kalm Kids, Year 6 Kilvrough residential, Year 4 Camp Out on the field, Thame Partnership sports, Year 4 Festival of Christmas music, Year 3 & 4 swimming lessons, KS2 cricket tournament, spring music concert
* Themed weeks: Book, Science, Sports, arts
* PPA for classes includes P.E by a qualified coach

**Areas to Develop**

* Improve resources for foundation subjects to enable more hands-on experiences including artefacts and instruments for music (drums)
* Review coverage in the foundation subjects and ensure it is more concise and specific skills targeted across the school to build on prior knowledge
* Build a portfolio of work across all foundation subjects that shows the progression of skills and knowledge across the school and the clear building up on prior knowledge
* Offer more extracurricular opportunities both during and after school: Choir, crochet, cookery, newspaper, mental health champions, performing arts, lego
* Improve quality of music teaching across the school through music being covered in PPA time by Sam Thompson and all children having opportunity to learn an instrument
* Introduction of a new PSHE scheme with an emphasis on neuro diversity
* Increasing the opportunities for cooperative learning and targeting work to children’s different learning styles (less emphasis on worksheets)
* Ensure assessment is targeted and relevant and leads to improved outcomes through quality feedback both written and verbal. To use a range of assessment strategies.