**Overall Judgements**

Overall Effectiveness: 2

Leadership and Management: 2

Teaching, Learning and Assessment: 2

Behaviour, Welfare and Personal Development: 2

Early Years: 2

**School Journey since 2012**

Since the last inspection there have been two key areas for development: finance and school improvement. From 2010, when the present Head arrived, to 2016 the school has been finding solutions to a systemic deficit. This has involved two rounds of redundancy and a heavy teaching commitment by the Head. In terms of school improvement, a decline in teaching quality in UKS2 and KS1 needed to be addressed. Dealing with both these issues was core to the leadership’s task up until the financial balancing of the school and its joining the Acorn Education Trust in 2016. The impact of poor teaching in Year’s 1 and 2 has been, and will be, felt for a while yet. It is a case study in the power of poor teaching in a small school and exit strategies were agreed. Nonetheless, the pro-activeness of the school leadership in tackling poor teaching should be part of the prism through which the school is judged. Part of this was the change in structure of the school leadership that ensured the changes made between 2013 and 2016 were ‘locked in’. There is a now a Deputy Head who is also in charge of Curriculum, Assessment and Tracking and a Senior Teacher who is in charge of intervention.

Key priorities here

* Ensure that the joining of the AET enhances, through challenge and support the school’s performance
* Ensure consistency of outcomes as new approaches set up over the previous three years embed and have an effect on end of Key Stage attainment and progress.

**Leadership and Management (encompassing elements of ‘Outcomes for pupils)**

Key to embedding improvement across the school has been how we tackled the new curriculum and the end of ‘Levels’. We, in particular the Deputy Head, developed something called the ‘STEPS’ system (available on our website). This breaks the curriculum in to very small ‘chunks’ that translate both in to pupil targets, which they know, and in to a coherent tracking system. It also acts as the basis to all planning. Eleven other schools are now using it. The wider curriculum is taken very seriously at the school; there is a full curriculum map for the entire school that not only shows what is taught in each subject when but also what key wider skills are being enhanced and developed.

The school underwent a SIAMS inspection in July 2017 where Leadership was graded ‘Outstanding’.

**Safeguarding and Child Protection**

* Safeguarding is our first priority. Due to the evolving role of the Head the Deputy is now the Designated lead, the Intervention Coordinator Deputy Designated Lead with the Head also having undergone the same training. All staff undertakes Level 1 training every year and there is a Safeguarding Councillor in place. There is a culture of pro-activity at the school when it comes to safeguarding that goes beyond the training. There is openness and confidence amongst staff to not feel that they must wait for prompting by the leadership and can take the initiative when it comes to this most important aspect of school life.
* The are areas of development within the wider area of Safeguarding, however. In particular this development is around Female Genital Mutilation and gender and sexuality. There is no overt prejudice at the school as children live our vision and our values, which are very strong. Nonetheless we need to explore the issue and children’s understanding of it, further.

**Ethos**

* The school lives a very clear vision of what it means to be part of this school community. All children understand this and it is based around the story of the Good Samaritan. Children know that to be at Keevil is to be someone who always ‘reaches out’ to those behind them.
* Improvements in Writing, Reading and Maths, as well as improvement in attainment in these subjects show that the actions undertaken by school leadership are having impact.

**Leadership and Management of standards**

* Maths remains an area for on-going development as does Writing in KS1.
* In the Yr/1, Y1/2 and Y3/4 classes are all teachers in their third year of teaching; two of them arrived as NQT’s. They have all effectively been ‘trained’ by us and therefore we are much more confident than in the past about what is being delivered, how and the acting upon changes that are needed.
* The Deputy and Intervention Coordinator hold pupil Progress Meetings five times a year; these are really the collective ‘engine’ of the school and define interventions for all children as well as the need for changes in approaches to teaching and learning. They are used to analyse the performance of all groups: disadvantaged, SEN, higher ability, gender and ethnicity and how we ensure that *all* children are performing to the best of their ability.
* There are several approaches to continually evaluate and improve teaching: Head observations connected to Performance Management; self-videoing with a termly focus on ‘Exceeding’, Expected’ and ‘Developing’ pupils to learn what their ‘keys to learning’ are. Finally Peer Observations that are not used for performance management but are used to uniformly help development set against the ‘Keevil Outstanding Objectives’.
* Planning is important at Keevil, this partly reflects the fact that our teachers have less experienced, but also how thorough we are. It ensures that success criteria is clear and that there is constant attention paid to getting Below Expected children get to Expected and Expected children get to Exceeding and Exceeding to Mastery.
* As can be seen in the School Improvement Plan we are developing how we ensure Maths continues to improve through the development of teaching of Maths Mastery.
* We are embedding improvements in Writing through ‘Cold, Warm, Hot’ write across the school.
* All changes needed in teaching are led through Pupil Progress outcomes. For example, last year, the present Year 1-2 teacher wanted further support due to the slower progress of some of his more recent Year 1’s. Through discussion, the Intervention Coordinator and Assistant Head planned the next term with him helping with different strategies to develop the progress of those children. Another example is the splitting of Year 5 and 6 three times a week to enable much tighter focus on small groups of Year 6’s in their final year, allowing the
* same for the Year 5’s. It is also worth noting that this was only possible through the finances being ‘fixed’.
* The impact of new tracking and assessment systems and their consequential impact on planning and teaching is described above
* A new Infant Curriculum that is tracked assessed and planned from ‘on entry’ to the end of Key Stage One. A problem the school had previously was that, due to teachers having been at the school for a long time as well as teaching two year groups within a class, there wasn’t enough connection of learning and tracking between each class; this new curriculum as well as the point below has addressed that.
* We have recently introduced a set of ‘non-negotiables’ in our teaching. An area for particular development is pace in lessons.
* Every child has their objectives for each core subject in the front of their books enabling intensive self assessment and knowledge of ‘next steps’
* Children have access to a full and wide curriculum – we take the development of the whole child very seriously. On the website can be found the Keevil Curriculum. This not only states what children learn throughout the curriculum but makes clear how what are sometimes called ‘extra-curricular’ activities are integral to the development of confidence and the ability to learn well at Keevil. We have a particular focus on outdoor learning at the school.

**Sports Premium**

* The Sports Premium Grant is absolutely vital at this school. We have a small playground and ‘borrow’ a field from out Church s well as having a tiny hall (old school room). Each class at Keevil spend a term going swimming at the local pool and go to the local school of gymnastics. It also enables us to buy in expertise. The school offers Forest School as part of the curriculum.
* A focus this year is the development and enhancement of the playground space.

**Academy Council**

* The Academy Council is diligent in its roles. The Head and Deputy meet with the Co-Chair’ every month with a set agenda based around standards. They are very effective at asking the: ‘so what?’ All Council meetings are centred around Safeguarding and Standards (please see agenda’s and minutes’).
* The AET is taking all Councillors through training and the need for their focus and challenge on Safeguarding and standards. A recent example of this is a change in how the we show internal progress data and how Councillors challenge the leadership team.
* The present Council is inexperienced; this is simply due to natural turnover and thus the training described above is pivotal and timely.

All of the above indicates the sustained improvement in teaching and learning, through much stronger leadership and management. This is aided and abetted by the School Improvement work of the Academy Trust.

Key priorities here:

* Ensuring that the inexperience of the present Council is used as an opportunity in developing challenge and focus on standards
* Ensuring that the drive to improve and sustain is sustained, itself, in the model of leadership whereby the Headteacher is also Executive Head with the AET and the Deputy is running the school day to day.
* Develop subject leadership within the more inexperienced staff so that they begin to develop their own leadership skills.

**Personal Development, Behaviour and Welfare**

* Attendance is very good at the school at 97.2%
* The school lives a very clear vision of what it means to be part of this school community. All children understand this and it is based around the story of the Good Samaritan. Children know that to be at Keevil is to be someone who always ‘reaches out’ to those behind them. This can be seen in how children move around the school and how they interact in lessons and on the playground. A parent recently commented on how the school stood out at a recent Cross Country tournament where all Keevil children and parents stayed to cheer on those children who were in the final pack.
* The above behaviours mean that bullying is something very rare at the school and stands for everything the school is not. Children understand this.
* As stated above, nit due to any exhibited behaviours, but the school needs t do more on children understanding gender and sexuality prejudice.
* We are working, through our new ‘non-negotiables’ on lessons having a greater urgency and pace to improve learning behaviours. This will be a focus of observation and learning walks through the year.
* Our six PSHCE days through the year ensure there is a strong ‘immersion’ in understanding being safe online and what being healthy in mind and body means. The school’s strong culture of outdoor pursuits and learning engenders a belief in the value of this.
* Another part of the new ‘non-negotiables’ is the quality of presentation. This is still not good enough and is a key focus this year.
* The school recently underwent a SIAMS Inspection (please see website) in which the culture of the school and the spiritual, moral cultural and social ‘space’ in which the children operated was a very strong one.
* The ‘Keevil Characteristics’ (Resilience, Communication, Teamwork, Problem Solving, Diligence and Learning), alongside our ethos of the ‘Story of the Good Samaritan’ underpin our approach to the development of the whole child and their approach to learning and all that they do at home and at school.

Key areas for development

* Ensure that the model of PSHCE whereby it is delivered through themed days at the end of each half term has impact
* Very high standards of behaviour are maintained
* We are further developing our work on anti-bullying through developing a far greater awareness of how different groups in society can be marginalised.
* Ensure that the SMSC strengths identified in the recent SIAMS report are further enhanced to ensure we are outstanding in that area.

**Quality of Teaching, Learning and Assessment, (encompassing elements of ‘Outcomes for Pupils’ and standards in the EYFS).**

* Planning is detailed, rigorous and formative. It details pupils prior achievement, identifies key groups and is focused on getting below Expected to Expected (‘bridging groups’), and Expected to Greater depth. It is checked weekly in tandem with daily learning walks.
* Workload is monitored and this level of planning helps what is a relative inexperienced teaching team. Teachers receive, overall, more non-contact time than is legislated for.
* Each teacher undertakes a weekly evaluation in the core subjects, this is monitored by the SLT and ensures that next steps are identified to ensure progress for all. This encourages teachers to reflect and improve practice.
* Marking and how children are fed back to is a constant ‘live’ issue at the school and part of the ‘non negotiables’ that we all undertake in our teaching. The focus is very much on only marking and feeding back for improvement and children have time at the start of each lesson to review and respond to any feedback.
* Another key focus is pace. Historically this is something that can be an issue at the school. Part of the non-negotiables set up at the start of this year is that there should be no more ten minutes on any given task without learning being reviewed in some way or a new activity moved on to.
* Whilst observation priority is given to the core subjects, rigorous subject reviews in all subjects are undertaken each year. The action planning as an outcome of these reviews is undertaken as a whole staff and ensures teaching and learning in *all* subjects is a priority.
* Homework is set throughout the school in an age appropriate manner and parental views on it are sought annually.
* Phonics is a priority from the start of school and recent results show the improvements the school has made in this area.
* Reading, Writing and communication are a priority across the curriculum. This is being further enhanced by the introduction of ‘Understanding Christianity’ a more rigorous approach to the teaching of this subject. Whilst Reading results are a very real strength in the school we need to enhance a ‘love of Reading’ through greater interaction with, quite simply, books. This in turn will further develop writing and spelling. This is part of the School Improvement Plan.
* The Keevil curriculum is about both breadth in terms of wider learning (the outdoors, key skills), but also mastery. This is most visible in the cold, warm, hot approach to writing and developments in maths mastery which are being pushed through the school last, and this, year.
* The school was, and is, innovative and very very informative when it comes to enabling parents to see how their child is making progress. We were very diligent, and early, in our development of an assessment system post Levels and ensuring that parents fully understood this. Parents, in effect, get three reports a year; these include examples of work. The tracking system and curriculum are both on the web site. These reports buttress two parent evenings, and six sessions a year when parents come in to do learning with their child. This is a strength of the school.
* As mentioned above we are further developing our work on challenging stereotypes. The every ethos of this school is founded in reaching out to those who are, or could be, vulnerable. This approach is visible throughout the school in lessons, the corridor and in play. However we are far from complacent and are working to deepen children’s understanding of diversity and its importance in terms of equality.

Key areas for development

* Develop children’s understanding of diversity and equality
* Assessment and tracking of Foundation Subjects
* Ensure that the ‘non-negotiables’ are being followed consistently, especially in pace of lesson and response to feedback.
* English and Maths are undergoing a great deal of change: in English, the Cold, Warm Hot approach to writing, and in maths the development of Mastery – these are not embedded, yet.

**Outcomes for pupils**

**Attainment and Progress – Academic Year 2016-17**

**YR**

|  |  |  |  |
| --- | --- | --- | --- |
| **EYFS Results – Past 3 Years** | 2015 | 2016 | **2017** |
| GLD | 88% | 75% | **78%****Reading – 100% (67% Exceeding)****Writing – 78%****(44% Exceeding)****Maths – 78%****(56% Exceeding)** |

**2016-17 Data**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Emerging | Expected | Exceeding |
| Maths | 22% (2) | 34% (3)78% Expected or above | 44% (4) |
| Reading |  | 33% (3)100% Expected or above | 67% (6) |
| Writing | 22% (2) | 22% (2)78% Expected or above | 56% (5) |
| GLD | 78% (7) |

*Cohort – 9 children (6 boys, 3 girls), 0 Pupil Premium*

**Progress Attainment**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 Steps | 4 Steps | 5 Steps |
| Maths |  | 50% (4) | 50% (4) |
| Reading | 24% (2) | 38% (3) | 38% (3) |
| Writing | 25% (2) | 50% (4) | 25% (2) |

**EYFS Attainment**

This cohort have performed very well this year, with a number of children exceeding expectations across the curriculum.

We are aware that these children will require challenge and extension during their time in Y1. This will be facilitated through our decision to operate a YR/Y1 class this year (2017-18) of 22 children, allowing a high level of teacher/TA time for each individual child, to ensure that all their needs are met.

**Y1**

**Y1 Phonics Screening**

|  |  |  |  |
| --- | --- | --- | --- |
| **Past 3 Years** | 2015 | 2016 | **2017** |
| Phonics | 53% | 87% | **88%** |

In 2017 both Pupil Premium children reached the threshold.

**2016-17 Data**

*Cohort – 23 children (13 boys, 10 girls) 2 Pupil Premium*

This cohort were split across 2 classes in 2016-17: 8 children in Winter Class (YR/Y1) and 15 children in Spring Class (Y1/Y2). The groups were chosen on a combination of attainment and maturity, and which setting was best thought to meet the needs of that individual.

**Attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *EYFS Results* | Below*< 2 ach* | On track *2 ach* | Above*> 2 ach* |
|  |  | W | S | Y1 | W | S | Y1 | W | S | Y1 |
| Maths | *75% Expected**20% Exceeding* | 43%14% just below | 34%34% just below | 36%27% just below | 43%1 PP | 64%1 PP | 59%64% | 14% |  | 5% |
| Reading | *85% Expected**20% Exceeding* | 57%43% just below | 27%27% just below1 PP | 36%32% just below | 43%1 PP | 33% | 36%63% |  | 40% | 27% |
| Writing | *75% Expected**5% Exceeding* | 29%14% just below | 53%34% just below1 PP | 45%27% just below | 79% | 34% | 32%55% | 42%1 PP | 13% | 23% |
| Spelling |  | 60%40% just below1 PP | 50%50% just below |  | 20% | 25%25% |  | 20% | 25% |
| Punctuation and Grammar | 100%71% just below  | 40%20% just below1 PP | 59%36% just below |  | 47% | 32%41% |  | 13% | 9% |

**Progress**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below*< 3 steps* | On track *3 steps* | Above*> 3 steps* |
|  | W | S | Y1 | W | S | Y1 | W | S | Y1 |
| Maths | 33% | 43% | 40% | 33%66% | 43%1 PP57% | 40%60% | 33%1 PP | 14% | 20% |
| Reading | 17% | 36%1 PP | 30% | 83%1 PP83% | 43%64% | 55%70% |  | 21% | 15% |
| Writing | 17% | 57% | 45% | 17%83% | 36%1 PP43% | 30%55% | 66%1 PP | 7% | 25% |

Both progress and attainment is lagging in this cohort.

To address this issue, the decision was made to run Spring Class as a purely Y2 class this year (2017-18). This means that it is a relatively small class (currently 24 pupils, October 2017), allowing the teacher and TA to target teaching and support to enable maximum progress and achievement to be attained. The school’s SLT will monitor this closely through Pupil Progress Meetings next year, and take action if and when required.

**Y2**

|  |  |  |  |
| --- | --- | --- | --- |
| **KS1 Results – Past 3 Years** | 2015 | 2016 | **2017** |
| Writing | 72% (0%) | 69% (19%) | **67% (27% - Greater Depth)** |
| Reading | 93% (72%) | 69% (19%) | **80% (33% - Greater Depth)** |
| SPAG |  |  | **60% (PAG: 87%, Spelling: 47%)** |
| Maths | 79% (28%) | 81% (6%) | **80% (27% - Greater Depth)** |

**2016-17 Data**

*Cohort – 15 children (7 boys, 8 girls) 2 Pupil Premium*

**Attainment Progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *EYFS Results* | Below*< 3 ach* | On track *3 ach* | Above*> 3 ach* |
| Maths | *88% Expected**19% Exceeding* | 20%1PP7% just below | 53%80% | 1PP27% |
| Reading | *88% Expected**19% Exceeding* | 20%1PP | 47%1PP80% | 33% |
| Writing | *88% Expected**0% Exceeding* | 33%1PP13% just below | 40%1PP67% | 27% |
| Spelling | 47%2PP13% just below | 33%53% | 20% |
| Punctuation and Grammar | 26%1PP7% just below | 47%1PP74% | 27% |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below*< 3 steps* | On track *3 steps* | Above*> 3 steps* |
| Maths | 20%1PP | 53%80% | 1PP27% |
| Reading | 40% | 47%2PP60% | 13% |
| Writing | 20%1PP | 67%1PP80% | 13% |
| Spelling | 26% | 40%2PP74% | 34% |
| Punctuation and Grammar | 6% | 53%1PP94% | 1PP41% |

Outcomes for this cohort were good in Maths and Reading, but lagged a little in Writing.

Progress figures in Reading did not reflect the outcomes for this group. We determined that this was due to an anomaly in how our new assessment system was being implemented, so this has been addressed moving forwards.

Writing outcomes were partly kept down due to poor attainment in spelling. Whole school initiatives have been implemented for 2017-18 to ensure a strong focus in this area, to address this issue. The effectiveness of this will be monitored, evaluated and adapted through Pupil Progress Meetings. Also further development of the ‘Cold, Warm, Hot Write’ approach to teaching writing in a holistic way will help raise attainment in this area.

**Lower Key Stage 2**

Our Y3 and Y4 children are taught together in Summer Class.

**Y3**

*Cohort – 12 children (5 boys, 7 girls) 0 Pupil Premium*

 **Attainment Progress**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below*< 3 steps* | On track *3 steps* | Above*> 3 steps* |
| Maths | 0% | 67%100% | 33% |
| Reading | 8% | 75%92% | 17% |
| Writing | 17% | 58%83% | 25% |
| Spelling | 25% | 67%75% | 8% |
| Punctuation and Grammar | 25% | 58%75% | 17% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *EYFS Results* | *KS1 Results* | Below*< 4 ach* | On track *4 ach* | Above*> 4ach* |
| Maths | *89% Expected**11% Exceeding* | *81% Expected**6% Greater Depth* | 25%25% just below | 67%75% | 8% |
| Reading | *84% Expected**17% Exceeding* | *69% Expected**19% Greater Depth* | 42%33% just below | 50%58% | 8% |
| Writing | *72% Expected**0% Exceeding* | *69% Expected**19% Greater Depth* | 36%17% just below | 58%64% | 8% |
| Spelling | 75%42% just below | 25%25% |  |
| Punctuation and Grammar | 36%8% just below | 58%64% | 8% |

**Y4**

*Cohort – 19 children (11 boys, 8 girls) 1 Pupil Premium*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *EYFS Results* | *KS1 Results* | Below*< 5 ach* | On track *5 ach* | Above*> 5 ach* |
| Maths | *71% GLD*  | *80% L2B+**27% L3+* | 21% | 63%1 PP79% | 16% |
| Reading | *87% L2B+**33% L3+* | 26%5% just below | 42%74% | 1 PP32% |
| Writing | *73% L2B+**13% L3+* | 21% | 53%79% | 1 PP26% |
| Spelling | 36%16% just below | 42%1 PP64% | 22% |
| Punctuation and Grammar | 21% | 53%79% | 1 PP26% |

**Attainment Progress**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below*< 3 steps* | On track *3 steps* | Above*> 3 steps* |
| Maths | 0% | 100%1 PP100% |  |
| Reading | 16% | 67%1 PP84% | 17% |
| Writing | 6% | 44%1 PP94% | 50% |
| Spelling | 11% | 28%89% | 1 PP61% |
| Punctuation and Grammar | 6% | 50%1 PP94% | 44% |

Progress and attainment in these cohorts are mostly good.

Attainment in the Y3 cohort is lagging a little from their KS1 benchmark. This is primarily due to the loss of 4 children from the cohort who constituted the vast majority of the ‘greater depth’ group.

Teaching of our Y3/Y4 class will be taken over by a teacher new to the school this year (2017-18). A rigorous selection process was carried out to ensure that the best candidate, most suitable to our needs, was selected. Support will be provided to ensure a smooth induction into our aims, expectations and systems, which will be monitored by the SLT through Pupil Progress Meetings, formal observations, informal learning walks, book looks and the like.

**Upper Key Stage 2**

Our Y5 and Y6 cohorts are taught together in Autumn Class.

**Y5**

*Cohort – 14 children (9 boys, 5 girls) 4 Pupil Premium*

**Attainment Progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *KS1 Results* | Below*< 6 ach* | On track *6 ach* | Above*> 6 ach* |
| Maths | *86% L2B+**50% L3+* | 71%3 PP29% just below | 29%1 PP29% |  |
| Reading | *93% L2B+**57% L3+* | 50%3 PP | 7%50% | 1 PP43% |
| Writing | *79% L2B+**21% L3+* | 57%3 PP7% just below | 14%43% | 1 PP29% |
| Spelling | 57%3 PP7% just below | 29%43% | 1 PP14% |
| Punctuation and Grammar | 57%3 PP7% just below | 14%43% | 1 PP29% |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below*< 3 steps* | On track *3 steps* | Above*> 3 steps* |
| Maths | 46%2 PP | 54%2 PP54% |  |
| Reading | 23% | 77%4 PP77% |  |
| Writing | 30%1 PP | 14%2 PP70% | 1 PP8% |
| Spelling | 8% | 29%2 PP92% | 2 PP46% |
| Punctuation and Grammar | 15% | 14%2 PP85% | 2 PP54% |

This cohort has not made good progress in some areas (maths particularly and also writing), and their attainment is lagging from their KS1 benchmark.

To enable this cohort to make better progress and maximise their attainment, there will be increased splitting of Y5 and Y6 this year (2017-18) to enable targeted teaching and support. This will be facilitated by the deputy head having a non-class teaching role.

|  |  |  |  |
| --- | --- | --- | --- |
| **KS2 Results – Past 3 Years** | 2015 | 2016 | **2017** |
| Writing | 93% (33%) | 75% (0%) | **88% (14/16 children) (32% - Greater Depth)** |
| Reading | 93% (60%) | 67% (0%) | **93% (15/16 children) (69% 110+)** |
| SPAG | 73% (53%) | 75% (0%) | **88% 14/16 children) (38% 110+)** |
| Maths | 67% (33%) | 33% (0%) | **88% (14/16 children) (31% 110 +)** |

|  |  |  |
| --- | --- | --- |
| **KS2 Progress – Past 2 Years** | **2016** | **2017** |
| **Reading** | -0.34 | +4.0 |
| **Writing** | -6.49 | +0.2 |
| **Maths** | -5.28 | -1.6 |

**Y6 - 2016-17 Data**

*Cohort – 16 children (7 boys, 9 girls) 1 Pupil Premium*

**Attainment Progress**

|  |  |  |  |
| --- | --- | --- | --- |
|  | *KS1 Results* | **Teacher Assessments** | **SATs Results** |
| Below*< 7 ach* | On track *7 ach* | Above*> 7 ach* |
| Maths | *93% L2B+**27% L3+* | 12%6% just below | 50%88% | 1 PP38% | 88% (At Standard)31% (110+) |
| Reading | *93% L2B+**47% L3+* | 6% | 50%1 PP94% | 44% | 93% (At Standard)69% (110+) |
| Writing | *80% L2B+**20% L3+* | 12%6% just below | 56%1 PP88% | 32% | SPAG88% (At Standard)38% (110+) |
| Punctuation and Grammar | 12%6% just below | 56%1 PP88% | 32% |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below*< 3 steps* | On track *3 steps* | Above*> 3 steps* |
| Maths | 6% | 13%94% | 1 PP81% |
| Reading | 63% | 13%1 PP37% | 24% |
| Writing | 19% | 6%81% | 1 PP75% |
| Punctuation and Grammar | 13% | 6%87% | 1 PP81% |

Progress is strong for this cohort, except for Reading (a result of the anomaly in the implementation of our internal tracking system), and attainment is a great improvement on last year.