

Targets and Results for School Year 2017/2018

Key Stage 1

Subject	Age Related Expectations	2017 School Results %	2017 National Results %	2018 School Target %
Year 1 Phonics	Meeting EXS	82	81	75
Year 2 Phonics	Meeting EXS	88	TBA	90
Reading	Meeting EXS	77	76	78
	Exceeding GDS	20	25	22
Writing	Meeting EXS	79	68	83
	Exceeding GDS	18	16	17
Maths	Meeting EXS	77	75	86
	Exceeding GDS	18	20	21
Combined R W M	Meeting EXS	71	64	74
	Exceeding GDS	9	11	9

Key Stage 2

Subject	Age Related Expectations	2017 School Results %	2017 National Results %	2018 School Target %
Reading	Meeting EXS	86	71	80
	Exceeding GDS	26	25	29
Writing	Meeting EXS	86	76	78
	Exceeding GDS	19	18	22
Maths	Meeting EXS	96	75	84
	Exceeding GDS	25	23	31
Combined R W M	Meeting EXS	82	61	78
	Exceeding GDS	5	9	18

Attendance

	2017 results %	2018 target %
Attendance (Terms 1 -6)	96.44	97+
Persistent Absence (Year 1-6)	5.44	< 6
Unauthorised absences	0.56	< 0.55
Punctuality	22.6 per day	< 15 per day

From our evaluations we have agreed the following main priorities for improvement during the 2017/2018 academic year:

Summary of areas for development

Area	
Outcomes for pupils	<p>We want to</p> <ul style="list-style-type: none"> • Make sure the attainment and progress of all children is in line with or above national expectations • Make sure that the differences in achievement or progress of the target groups are addressed where data had shown that as a group they have previously underperformed compared to other pupils.
The quality of teaching, learning and assessment	<p>We want to</p> <ul style="list-style-type: none"> • Facilitate greater progress for the 'most able' children utilising Growth Mindset philosophies – providing more challenge, greater task differentiation and developing more excitement for these pupils. • Ensure pupil learning interventions are linked into the classroom practice with teachers being better informed as to content and progress to allow better embedding and generalising of skills • Continue to developing the role of teaching assistants in supporting teaching and learning through the MITA project • Improving confidence in teacher assessment of more able pupils to ensure greater challenge of more able pupils is suitably planned for. • Develop accuracy and process for assessing pupils working below age related curriculum • Develop the role of teaching assistants in the marking and assessment process
Personal development, behavior and welfare	<p>We want to</p> <ul style="list-style-type: none"> • Ensure all statutory DFE, LBTH and Smithy Street policies and procedures are kept up to date, shared with GB, staff and published on-line • Maintain a pupil attendance rate of 97% or above • Ensure persistent absences are at a rate below 6% • Ensure the average daily number of children arriving late for school is reduced to below 15 per day • Implement the new Attendance and Punctuality handbook and ensure teachers take a bigger role in working with families where attendance is between 90 and 94% • Increase capacity for supporting emotional needs of vulnerable children
The effectiveness of leadership and management	<p>We want to</p> <ul style="list-style-type: none"> • Ensure new middle leaders are well inducted and supported and that all other TLR post holders and Governors are further developing their expertise. • Ensure support staff are better impacting on pupil progress by developing practice around one to one TAs and more flexible role sharing • Ensure sound budget management and further plan for minimising the impact on provision arising from budget cuts and the significant drop in local area pupil numbers • Create more opportunities throughout the year for School Council involvement and to develop leadership rather than involvement in projects. • Initiate workshops for parents led by subject leads to support children's learning, including Family Homework. • Investigate other partnership opportunities to gain more community involvement.
The effectiveness of early years provision	<p>We want to</p> <ul style="list-style-type: none"> • Continue to develop planning and assessment to close the gap between boys/ girls and pupil premium/ non-pupil premium pupils. • Build further on last years' work improving outcomes for physical

	<p>development.</p> <ul style="list-style-type: none">• Improve focus and outcomes for Physical Social and Emotional Development by working on the Characteristics of Learning• Improve focus and outcomes for literacy especially writing, linking writing skill development with work on pupils Physical Development• Continue to focus on shared sustained thinking by facilitating more child-initiated learning through the provision of enabling environments.
Premises	We want to: <ul style="list-style-type: none">• Continue to ensure school is well-maintained and safe