

**Targets for School Year 2018/2019
(Results for School Year 2017/2018)**

Key Stage 1

Subject	Age Related Expectations	2018 School Results %	2018 National Results %	2019 School Target %
Year 1 Phonics	Meeting EXS	78	83	78
Year 2 Phonics	Meeting EXS	88	92 (2017)	89
Reading	Meeting EXS	75	75	75
	Exceeding GDS	17	26	24
Writing	Meeting EXS	68	70	71
	Exceeding GDS	12	16	17
Maths	Meeting EXS	77	76	78
	Exceeding GDS	15	22	20
Combined R W M	Meeting EXS	68	65	71
	Exceeding GDS	8	12	15

Key Stage 2

Subject	Age Related Expectations	2018 School Results %	2018 National Results %	2019 School Target %
Reading	Meeting EXS	77	75	83
	Exceeding GDS	25	28	21
Writing	Meeting EXS	77	78	80
	Exceeding GDS	14	20	21
Maths	Meeting EXS	84	76	82
	Exceeding GDS	23	24	27
Combined R W M	Meeting EXS	72	64	77
	Exceeding GDS	7	10	22

Attendance

	2018 results %	2019 target %
Attendance (Terms 1 -6)	95.9	96
Persistent Absence (Year 1-6)	6.7	<6.0
Unauthorised absences	0.86	<0.7
Punctuality	12 per day on average	<12 per day

From our evaluations we have agreed the following main priorities for improvement during the 2018/2019 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 our 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"> • Develop enhanced moderation systems for cross school moderation allowing moderation to provide greater teacher development opportunities. • Further match marking expectation to teacher workload to ensure marking is meaningful yet manageable. • Develop a coaching model of monitoring of marking and assessment with phase leaders leading one to one session termly with all staff to both monitor and coach the marking and assessment process.
Personal development, behavior and welfare	<p>We want to</p> <ul style="list-style-type: none"> • Increase focus on children’s mental health and well-being. • Further develop equalities awareness, challenging stereotypes and discrimination in any form. • Further develop the pupil voice and pupils’ engagement with their learning through our theme ‘rights and responsibilities’.
The effectiveness of leadership and management	<p>We want to</p> <ul style="list-style-type: none"> • Ensure new TLR postholders/ Governors are well inducted and supported and that all other TLR postholders/ Governors are further developing their expertise. • Explore options and models for working collaboratively with other schools, taking part in the Tower Hamlets consultation around this issue, in response to anticipated fall in pupil roll. • Continue to ensure the school is in a sound financial position to absorb the impact on funding drop in relation to falling roll, falling pupil premium funding and the introduction of the new Fair Funding Formula.
The effectiveness of early years provision	<p>We want to</p> <ul style="list-style-type: none"> • Continue to develop the observation and assessment knowledge and skills of all EYFS staff in-line with the whole school project on maximising the impact of Teaching Assistants. • Continue to ensure progress made in prime areas of learning has the necessary impact on specific areas of learning, in particular reading and writing. • Continue to utilise the expertise of; Educational Psychologists, Children’s Centres, our Parent Support Partner as well as developing links with other key networks.
Premises	<p>We want to:</p> <ul style="list-style-type: none"> • Continue to ensure school is well-maintained and safe.