

Attainment and Progress Data Analysis July 2016

Executive Summary

Percentage of children on track summary

		Year 1 %			Year 2			Year 3 %			Year 4 %			Year 5 %			Year 6 %		
		Broadly	ARE	ARE+	Broadly	ARE	ARE+	Broadly	ARE	ARE+	Broadly	ARE	ARE+	Broadly	ARE	ARE+	Broadly	ARE	ARE+
R	Aut	94.6	91.1	23.2	87.7	73.7	19.3	96.5	89.5	50.9	90.6	83	52.8	90.0	76.0	40.0	72.3	29.8	8.5
	Spr	91.2	89.5	26.3	80.8	57.7	17.3	96.4	89.3	51.8	90.4	76.9	50	93.8	83.3	29.2	97.9	70.2	14.9
	Sum	94.6	85.7	25.0	78.4	70.6	15.7	94.6	83.9	42.9	92.3	82.7	51.9	91.7	79.2	29.2	93.6	63.8	25.5
W	Aut	92.9	89.3	21.4	89.5	70.2	17.5	94.7	80.7	33.3	86.8	75.5	37.7	84.0	64.0	26.0	83.0	27.7	0
	Spr	89.5	87.7	22.8	80.8	51.9	17.3	94.6	80.4	33.9	82.7	73.1	40.4	87.5	68.8	29.2	87.2	42.6	0
	Sum	92.9	82.1	21.4	76.5	60.8	11.8	89.3	73.2	23.2	84.6	69.2	36.5	83.3	62.5	20.8	95.7	72.3	23.4
M	Aut	94.6	89.3	21.4	89.5	80.7	19.3	98.2	87.7	38.6	90.6	71.7	32.1	84.0	68.0	32.0	68.1	48.9	27.7
	Spr	93	89.5	21.1	84.6	51.9	11.5	96.5	89.5	38.6	90.4	75.0	38.5	87.5	77.1	37.5	89.4	51.1	17
	Sum	92.9	85.7	21.4	78.8	65.4	9.6	92.9	75.0	32.1	90.4	75.0	40.4	83.3	70.8	35.8	97.9	80.9	29.8

Key strengths and areas for development.

Strengths

The percentages of children working broadly within age related expectations is encouraging.

While progress is much stronger, attainment has improved over the course of the year, this is especially true at the upper end of key stage two.

Performance by year six at the end of key stage two was broadly in line with Herts and national averages – a significant improvement on previous years. This was something that we put a tremendous amount of work into and it was really encouraging to see how a whole school could come together and work as team to achieve a strategic aim.

Year two performed broadly in line with national expectations in the key stage one assessments.

The key stage one phonics check showed a year on year improvement, as well as an improvement in the gap between pupil premium and non-pupil premium children.

Early year foundation stage profile was broadly in line with national averages and showed accelerated progress from a low starting point.

This year teachers have focussed a great deal on using the assessment criteria diagnostically in order to plan for lessons and sequences of lessons based on where the children have gaps in their understanding.

Progress of children in receipt of the pupil premium is an improving picture and we are starting to see the gap between children in receipt of pupil premium money narrow.

Areas for development

To ensure that more of our children are working securely within age related expectations rather than broadly age related expectations. We feel that this is in large part due to learning behaviours. This will be a priority for school development in the upcoming academic school year.

Across the school provision for children with SEND and low prior attainment is a focus. It is often true that there is a significant overlap in the children that are in these groups. This term's staff development is focussed on the provision for children with SEND and leadership and monitoring is also focussed on this. The key aspect of this is ensuring that the teaching and learning is matched to the learning and emotional needs of the children.

Year six will once again be a focus for next year, it is crucial that children leave the school ready for the challenges of the secondary curriculum. A year six action plan is already in place and will be building upon the successes of this year as well as tackling areas of underperformance this year.

Writing is weaker than reading and across the school, more needs to be done to ensure that children are transferring their reading ability across to their writing ability. Children need to have the opportunity to practise their writing skills across the curriculum in a range of different subjects.

Year five's attainment and progress must be closely monitored to ensure that they are ready to work on the year six curriculum next year. The Senior Leadership Team and HIP will be working with year five teachers in order to ensure that children are up to speed for their time in year six.

The assessment criteria and, where appropriate, ITAFs must be used to inform planning and assessment. Staff have spent time looking at the exemplification materials and are now clearer about the expected standard for each year group. This standard must be the target for all planning and provide guidance for verbal and written feedback given to children.

Action plan to addressing the areas for development.

Year 6

- Regular review meetings with SLT and Nikki.
- Lessons planned to develop and improve learning behaviours
- Mentoring for children who have low self-esteem.
- Boostering for children who are working on the borderline of age related expectations
- Regular testing so that the children get used to the conditions.
- Focus on spelling and mental arithmetic.
- County advisors to only work with year 6, not all staff.
- Literacy advisor to work on reading to improve reading performance compared to this year
- Regular meetings with parents to show them what we are doing in class so that they can help at home
- Regular meetings with parents about how their child is progressing and their attitudes to learning and aspirations.
- Homework to focus on areas of weakness – spelling and calculation in Autumn term
- Revision books
- Half Term and Easter boosters (3 days each). These were planned in order to have the best impact.
- Regular rewards for children to incentivise them.
- Going through practise test papers with those who did badly to coach through answers and develop exam technique.
- Staff are trained with correct procedure for the administration of tests.
- Breakfast club before school during SATs week to ensure that children are calm and ready.

Year 2

- Support teachers to improve the provision for SEND children to ensure that their needs are met and they make good progress.
- Teachers worked with assessment lead in July to review the ITAFs and look at what this looks like in the exemplification materials
- Phonics intervention to ensure all year 2 children pass the phonics test. Cerrie, Jade and Daniel to check progress.
- Practise SATs tests to ensure curriculum pitch is high enough and practise exam technique.
- Ensure pitch is aiming at the expected standard.
- Work with assessment leader to ensure that children are receiving work to ensure that they are working on the targets in the ITAF.

Year 5

- Support teachers to improve the provision for SEND children to ensure that their needs are met and they make good progress.
- Work with school HIP in order to ensure that teaching is consistently good or better

- Teachers to look at exemplification materials in order to understand what is expected of children by the end of year five
- Teachers identify pupils who are unlikely to reach the expected standard for year six – early interventions to then be put into place
- Assessment support to ensure the right phase of HfL criteria is used and assessments are accurate and informing planning.
- Literacy support on how to plan the next steps for focus children and using the right resources, plus good modelling.
- Maths support to improve subject knowledge and getting the planning to accurately match the children's needs.
- Work to improve the children's 'year six readiness' in order to ensure that they have the personal skills and independence to solve problems and demonstrate understanding in different situations.

SEND

- Support for teachers to help them to plan tasks for SEND that meet their needs and enable them to make good progress in every lesson.
- Use new support staff structure to ensure that SEN children can make progress
- Fiona giving each teacher feedback on their lessons.
- Fiona coaching them through how they can plan to meet their needs.
- Training for TA's relating to the team that they are working on
- Ensuring that all SEND tools are being used effectively to bring about change.
- Ensuring that parents of these children regularly meet with the teacher and TA.
- Support from maths and literacy leader on assessing these children accurately.
- Term's CPD to focus on ensuring that teachers know their children really well and that the teaching and learning is suitable for the individual learning needs of children.

Assessment

- Regular staff training to secure knowledge and understanding of HfL criteria esp. phases, bold statements and using them to identify next steps for the class and focus children. Also regular use of HfL exemplification materials to check on progress towards the expected standard.

Day to day (Formative)

- All focus children to have a criteria sheet – next steps identified by the easiest bold statement. These should be out with the group when the teacher works with them every day.
- Criteria sheet for a typical child in each group and judging the other children in the group based on this. These should be updated at least weekly.

- Planning is generated from the next steps identified from the criteria sheets.
- Teachers seek support at an early stage if children are not moving forward or they need help with ideas for tasks which will be effective.

End of Term assessment (Summative)

1. Check back to previous term and previous key stage data for each child then note where we would expect them to be at the end of this term based on expected progress.
2. Consider evidence of professional knowledge of the child; review criteria sheets (ensure that they are fully up to date first) and look for evidence in their books to confirm the above level that they should have reached or beyond.
3. If a child doesn't appear to have reached the expected level then set up tasks and or questions to check their understanding.
4. Enter data on AM7.
5. Run data reports
6. Check the class have made good or better progress and are at ARE or better – look out for anomalies.
7. Double check that children have made progress this term and in particular from their previous key stage.
8. Seek help from John to assess a child if they appear to have not made progress.
9. Following week finalise data that John has agreed to after checking it and Fiona has check the SEND data and Mike & Daniel have checked Maths and Literacy data.

Low PA (Prior Attainment)

- Teachers to know which children had low prior attainment.
 - Matching tasks to the needs of the children so that they can make good progress in every lesson.
 - Engaging the children by setting tasks linked to their interests, this needs to be personal to them.
 - **Getting the parents involved in raising their attainment** – making sure that homework and reading is done at home.
 - Get outside speakers in to inspire them, particularly related to jobs people do.
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Introduction to data

The expected progress is at least 1 step progress per term – 3 steps by the end of the year

There is a key for expected progress and attainment which has been sent with the data documents. I have referred to the expected attainment and progress throughout the document.

Rag rating key highlights:- **Red** = Under expected ; **Amber** = slightly below expected; Blank = on track; **Green** = above expected

Early years summary

Progress

Area of learning	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
CL	1.0	2.2	3.1	1.3	2.7	3.9
PD	0.9	2.2	3.2	1.5	2.6	3.9
PSED	0.9	2.3	3.3	1.3	2.6	3.9
L	1.0	2.1	3.0	1.3	2.7	3.9
M	1.1	2.3	3.4	1.3	2.6	3.9
UW	1.0	2.1	3.2	1.2	2.6	3.9
EAD	1.1	2.3	3.0	1.5	2.7	3.9
Average	1.0	2.2	3.2	1.3	2.6	3.9

Glossary:-

CL = Communication and Language; PD = Physical development; PSED = Personal Social and Emotional Development; L – Literacy; M = Maths; UW = Understanding the World; EAD = Expressive Arts Development.

Progress in both reception and nursery is pleasing, especially considering the low starting points of both cohorts.

EYFS AM7/Ages and stages attainment at expected or above

Area of learning	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
CL	36.5%	33.3%	57.6%	62.7%	84.7%	86%
PD	32.3%	36.7%	63.6%	71.2%	81.4%	90%
PSED	29.0%	36.7%	60.6%	59.3%	74.6%	88%
L	36.4%	33.3%	63.6%	45.8%	69.5%	78%
M	25.8%	33.3%	63.6%	52.5%	66.4%	83%
UW	25.8%	20.0%	57.6%	40.7%	67.8%	86%
EAD	35.5%	40%	57.6%	62.7%	83.1%	86%
Average	31.6%	33.3%	61%	56.4%	75%	85%

The attainment is currently lower than previous year in the EYFS, in particular the nursery. This is because our intake come in low due to the demographics of the catchment area. We are in one of the most deprived areas in Hertfordshire and in fact the country.

Although there has been an improvement in nursery – and this is shown by the strong progress made. In Nursery, we are going to ensure that progress is accelerated during their time.

Reception children’s strong progress can be seen clearly in the sense that the percentages of children that are working within age related expectations is improving.

Although there is achievement gap between boys and girls, it is broadly in line with national trends. It is something the early years team are working on with the early years advisor. We checked to ensure accuracy and then looked at how we can adapt provision moving forward.

End of Reception EYFS profile assessment results – (this is only on the summer data analysis).

No. & % with 2 or 3 in all strands of:

	CL	PD	PSED	Literacy	Maths	UW	EAD	GLD*
Total	86%	90%	88%	78%	83%	83%	86%	76%
Boys	77%	81%	81%	71%	78%	77%	77%	68%
Girls	96%	100%	86%	86%	89%	89%	96%	86%

Key Stage 1 & 2 data

Glossary:- to aid understanding of KS1 and KS2 analysis

Ages and stages 40-60 E/D or S means the child is attaining as expected for a child 40-60 months old and they are either emerging in to it, developing their skills, or secure with it. Early Learning Goals (ELG) means that the child has met all of the Early Learning Goals which are the last point of the Ages and stages assessment system. See table below for key to expected progress and attainment for each year group.

NB: This was updated in March 2016.

There are now 2 different pink boxes – the lighter pink box indicates ‘Minimum Sufficient Progress’ i.e. the amount of progress that we feel all children should make at the very least. The darker pink box represents one extra step of progress and therefore can be considered ‘Good Progress’. Green now represents ‘Very Strong Progress’. All progress analysis has been updated to reflect this.

Progress from KS1 to the end of KS2 is measured from the validated score at KS1 – this is the old national curriculum levels, from this year it will be whether they were working at the expected standard.

Key Stage 1															
ATTAINMENT							PROGRESS (steps since exit from Reception)								
	Below Expected	Broadly Expected		Securely Expected		Above Expected		Sig Below Sufficient Progress	Below Sufficient Progress	Minimum Sufficient Progress	Good Progress	Very Strong Progress			
Y1 Aut	≤ 40-60S	40-60S/ELG	or	ELG	ELG/A0	or	A0	≥	A0/A1	Y1 Aut	≤ 0.3	0.4 - 0.5	0.6 - 0.8	0.9 - 1.4	≥ 1.5
Spr	≤ ELG	ELG/A0	or	A0	A0/A1	or	A1	≥	A1/A2	Spr	≤ 0.5	0.6 - 0.7	0.8 - 1.7	1.8 - 2.7	≥ 2.8
Sum	≤ A0	A0/A1	or	A1	A1/A2	or	A2	≥	A2/A3	Sum	≤ 1.0	1.1 - 1.7	1.8 - 2.7	2.8 - 3.7	≥ 3.8
Y2 Aut	≤ A1	A1/A2	or	A2	A2/A3	or	A3	≥	A3/A4	Y2 Aut	≤ 2.0	2.1 - 2.7	2.8 - 3.7	3.8 - 4.7	≥ 4.8
Spr	≤ A2	A2/A3	or	A3	A3/A4	or	A4	≥	A4/A5	Spr	≤ 3.0	3.1 - 3.7	3.8 - 4.7	4.8 - 5.7	≥ 5.8
Sum	≤ A3	A3/A4	or	A4	A4/A5	or	A5	≥	A5/A6	Sum	≤ 4.0	4.1 - 4.7	4.8 - 5.7	5.8 - 6.7	≥ 6.8

Key Stage 2															
ATTAINMENT							PROGRESS (steps since end of Y2/KS1)								
	Below Expected	Broadly Expected		Securely Expected		Above Expected		Sig Below Sufficient Progress	Below Sufficient Progress	Minimum Sufficient Progress	Good Progress	Very Strong Progress			
Y3 Aut	≤ A4	A4/A5	or	A5	A5/A6	or	A6	≥	A6/B1	Y3 Aut	≤ 0.3	0.4 - 0.5	0.6 - 0.8	0.9 - 1.4	≥ 1.5
Spr	≤ A5	A5/A6	or	A6	A6/B1	or	B1	≥	B1/B2	Spr	≤ 0.5	0.6 - 0.7	0.8 - 1.7	1.8 - 2.7	≥ 2.8
Sum	≤ A6	A6/B1	or	B1	B1/B2	or	B2	≥	B2/B3	Sum	≤ 1.0	1.1 - 1.7	1.8 - 2.7	2.8 - 3.7	≥ 3.8
Y4 Aut	≤ B1	B1/B2	or	B2	B2/B3	or	B3	≥	B3/B4	Y4 Aut	≤ 2.0	2.1 - 2.7	2.8 - 3.7	3.8 - 4.7	≥ 4.8
Spr	≤ B2	B2/B3	or	B3	B3/B4	or	B4	≥	B4/B5	Spr	≤ 3.0	3.1 - 3.7	3.8 - 4.7	4.8 - 5.7	≥ 5.8
Sum	≤ B3	B3/B4	or	B4	B4/B5	or	B5	≥	B5/B6	Sum	≤ 4.0	4.1 - 4.7	4.8 - 5.7	5.8 - 6.7	≥ 6.8
Y5 Aut	≤ B4	B4/B5	or	B5	B5/B6	or	B6	≥	B6/C1	Y5 Aut	≤ 5.0	5.1 - 5.7	5.8 - 6.7	6.8 - 7.7	≥ 7.8
Spr	≤ B5	B5/B6	or	B6	B6/C1	or	C1	≥	C1/C2	Spr	≤ 6.0	6.1 - 6.7	6.8 - 7.7	7.8 - 8.7	≥ 8.8
Sum	≤ B6	B6/C1	or	C1	C1/C2	or	C2	≥	C2/C3	Sum	≤ 7.0	7.1 - 7.7	7.8 - 8.7	8.8 - 9.7	≥ 9.8
Y6 Aut	≤ C1	C1/C2	or	C2	C2/C3	or	C3	≥	C3/C4	Y6 Aut	≤ 8.0	8.1 - 8.7	8.8 - 9.7	9.8 - 10.7	≥ 10.8
Spr	≤ C2	C2/C3	or	C3	C3/C4	or	C4	≥	C4/C5	Spr	≤ 9.0	9.1 - 9.7	9.8 - 10.7	10.8 - 11.7	≥ 11.8
Sum	≤ C3	C3/C4	or	C4	C4/C5	or	C5	≥	C5/C6	Sum	≤ 10.0	10.1 - 10.7	10.8 - 11.7	11.8 - 12.7	≥ 12.8

Year 1

Progress – Expectation is 3 steps *in the Summer term*

Significantly below expected progress Below Sufficient Progress Minimum Sufficient Progress Good Progress Very Strong Progress

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	1.1	2.1	3.1	1.0	2.0	3.4	1.0	1.9	2.9	1.4	2.4	4.0	1.0	2.0	3.0	1.2	2.1	3.0
Writing	1.1	2.1	3.0	1.0	2.0	3.2	0.9	1.8	2.7	1.0	2.2	3.6	1.0	2.0	2.8	1.1	2.1	3.0
Maths	1.1	2.2	3.1	1.4	2.6	3.6	1.0	2.0	2.9	1.2	2.6	3.6	1.2	2.2	3.2	1.1	2.0	2.9

Attainment – *Expected average attainment is A2 in the Summer term*

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	A0	A1	A2	40-60S	40-60S	A0	ELG / A0	A0/A1	A1/A2	40-60S	40-60S	A0	A1	A2	A3	A0	A1	A2
Writing	A0	A1	A2	40-60S	40-60S	A0	ELG / A0	A0/A1	A1	40-60D/S	40-60S	ELG/A0	A1	A2	A3	A0	A1	A2
Maths	A0	A1	A2	ELG	ELG	A0/A1	ELG / A0	A1	A1/A2	40-60S/ELG	ELG	A0/A1	A1	A2	A3	A0	A1	A2

- Progress is a positive picture with all groups making good progress. Writing is an area that will need focus in year two.
- Attainment is a more mixed picture – the attainment of SEN pupils is concerning.
- Pupil premium children are making slower progress than their peers.

Phonics results – phonics screening check

	Percentage WA 2014	Percentage WA 2015	Percentage WA 2016	Herts result		
				2014	2015	2016
All pupils	67%	73.7%	86%	69%	79.5%	82%
Boys	(31ch)	74.2%	85%			
Girls	(26ch)	73.1%	86%			

PPG

	Number of children	Percentage
Pass	14	78%
Fail	4	22%

Boys

	Number of children	Percentage
Pass	27	85%
Fail	4	15%

Girls

	Number of children	Percentage
Pass	28	86%
Fail	4	14%

Year 2

Progress – Expectation is 6 steps *in the Summer term*

Significantly below expected progress Below Sufficient Progress Minimum Sufficient Progress Good Progress Very Strong Progress

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	4.3	5.0	6.1	4.3	4.8	5.8	4.4	5.0	5.7	5.4	6.2	7.4	4.0	5.0	6.8	4.3	5.2	6.2
Writing	4.2	4.9	5.9	4.3	5.1	5.6	4.4	5.1	6.0	5.3	6.2	7.3	4.0	4.8	6.0	4.2	5.3	6.2
Maths	4.3	4.8	5.7	4.3	5.1	5.3	4.3	5.3	5.6	4.8	5.6	6.1	4.0	4.8	6.3	4.4	5.1	6.3

Attainment – *Expected average attainment is A5 in the Summer term*

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	A2/A3	A3/A4	A4/A5	A1/A2	A2	A3	A1/A2	A2	A2/A3	A1	A2	A3	A4	A5	A6/A+	A3	A3/A4	A4/5
Writing	A2/A3	A3/A4	A4/A5	A1/A2	A2	A3	A1/A2	A2	A3	A1	A2	A3	A4	A4/5	A6	A2/A3	A3/A4	A4/5
Maths	A3	A3/A4	A4/A5	A1/A2	A2	A2/A3	A2	A2	A2/A3	A1/A2	A2	A2/A3	A4	A4/5	A6	A3	A3/A4	A4/5

- Year two progress and attainment will be a focus moving forward.
- Whilst attainment of vulnerable groups is clearly a concern. Progress since EYFS looks like a much more positive picture. All groups are making at least good progress.
- The attainment of our most vulnerable groups is concerning. Progress appears to have dropped off for the spring term and recovered in the summer term.
- We are pleased with the progress of our children with low prior attainment. SEN progress in writing and maths is also a strong picture.

- Year two teachers are moving up to year three with their classes, they have a good understanding of the children's strengths and weaknesses and this can be carried forwards to ensure accelerated progress in year three.

Year 3

Progress – Expectation is 3 steps from KS1 validated result *in the summer term*

Significantly below expected progress Below Sufficient Progress Minimum Sufficient Progress Good Progress Very Strong Progress

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	2.3	3.3	4.0	2.3	3.3	3.5	2.5	3.4	4.1	2.5	3.5	3.5	2.5	3.5	4.2	2.4	2.4	3.3
Writing	2.3	3.3	4.0	2.6	3.6	3.9	2.5	3.5	4.0	3.0	4.0	4.5	2.3	3.3	4.1	2.2	3.2	4.0
Maths	2.2	3.2	3.8	2.5	3.4	3.4	2.2	3.3	3.8	3.0	4.0	3.5	2.2	3.3	4.0	2.3	3.3	3.8

Attainment – *Expected average attainment is B2 in the Summer term*

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	A6/B1	B1/B2	B2	A5	A6/B1	B1	A6	B1	B2	A4	A5	A5/A6	B1/B2	B2/B3	B3	A6/B1	B1/B2	B2/B3
Writing	A6	B1	B2	A5	A6	A6/B1	A5/A6	A6/B1	B1/B2	A3/A4	A4/A5	A5/A6	B1	B2	B3	A6	B1	B2
Maths	A6	B1	B2	A5/A6	B1	B1	A5/A6	B1	B1/B2	A4	A5	A6/A6	B1	B2	B3	A6/B1	B1	B2

- Progress from year two presents an overwhelmingly positive picture. The focus now must be on ensuring that this understanding is secure and that this progress can be sustained. Progress measured from validated KS1 result – not from year two herts level.

- Attainment is a more mixed picture and SEN and pupils with lower prior attainment is of particular concern. However with the progress of low prior attainment and SEN groups being good – this gap looks to be narrowing and we are working towards closing it.
- Progress and attainment stagnated somewhat in summer term – SLT involvement in the moderation of assessment results.

Year 4

Progress – Expectation is 6 steps *in the Summer term*

Significantly below expected progress Below Sufficient Progress Minimum Sufficient Progress Good Progress Very Strong Progress

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	5.4	6.4	7.5	5.5	6.3	7.5	5.4	6.3	7.4	5.8	6.7	7.7	5.4	6.4	7.5	4.4	5.3	7.3
Writing	5.4	6.4	7.3	5.5	6.3	7.1	5.3	6.1	7.1	5.7	6.5	7.2	5.4	6.6	7.6	4.4	5.5	7.7
Maths	4.8	6.0	7.0	4.1	5.1	6.0	4.9	6.1	7.0	3.8	4.8	5.7	5.1	6.4	7.3	4.0	5.3	7.3

Attainment – *Expected average attainment is B5 in the Summer term*

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	B3	B4	B5/B6	B2	B3	B4	B3	B4	B5/B6	B1	B2	B3	B4	B5	B6	B4	B5	B6
Writing	B3	B4	B5	B1/B2	B2	B3	B3	B3/B4	B4/B5	B1	B1/B2	B2	B4	B5	B6	B3/4	B5	B6
Maths	B3	B4	B5	B1/B2	B2	B3	B3	B4	B5	B1	B2	B2/B3	B4	B5	B6	B3	B4/B5	B6

-Progress presents a strong picture

- Progress for pupils in receipt of the pupil premium is good.

- The attainment of children with SEND and those with low prior attainment is a particular area of need.

- Maths is also a particular concern for this year group. They will need to accelerate their progress in year five

Year 5 Summary

Progress – Expectation is 9 steps *by the Summer term*

Significantly below expected progress Below Sufficient Progress Minimum Sufficient Progress Good Progress Very Strong Progress

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	8.1	9.0	10.0	7.2	8.3	9.0	7.8	8.7	9.6	7.3	8.3	8.8	8.5	9.2	10.3	8.2	8.8	9.8
Writing	7.9	9.1	9.9	6.7	8.3	9.1	7.4	8.7	9.5	6.5	8.5	9.2	8.5	9.6	10.4	8.2	9.4	10.2
Maths	7.7	8.8	9.8	6.5	7.8	8.7	7.5	8.5	9.5	6.0	7.3	8.4	8.1	9.2	10.2	8.1	9.1	10.1

Attainment – *Expected average attainment is C2 in the Summer term*

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	B6	C1	C2	B3	B4/5	B5	B5	B6	C1	B2/B3	B4	B4/B5	C1	C1/C2	C2/C3	B6/C1	C1	C2
Writing	B5	B6/C1	C1/C2	B2	B4	B4/B5	B4	B6	B6/C1	A6/B1	B3	B3/B4	B6/C1	C2	C2/C3	B6	C1	C2
Maths	B5/B6	C1	C1/C2	B2/B3	B4	B5	B4/5	B6	C1	B2	B3	B4/B5	C1	C2	C3	B6/C1	C1/C2	C2/C3

- Progress has picked up markedly from December's assessments. There is however still a lot of work to do.
- Progress has also accelerated for pupils with SEN and low prior attainment.
- SEND and Low prior attainment a particular concern as we look to the future. But pleasing to see improved progress in attainment for children

Year 6 Summary

Progress – Expectation is 12 steps by the Summer term

Significantly below expected progress Below Sufficient Progress Minimum Sufficient Progress Good Progress Very Strong Progress

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	10.2	12.0	13.0	10.0	12.3	12.9	10.1	12.0	12.8	11.0	13.5	14.0	10.2	11.8	12.9	10.5	11.6	13.3
Writing	10.5	11.7	13.3	10.3	11.9	13.1	10.5	11.8	13.2	12.0	13.0	14.8	10.3	11.6	13.3	10.3	11.5	13.4
Maths	10.6	11.7	13.2	10.1	12.0	13.4	11.0	12.0	13.4	10.3	12.8	14.3	11.3	11.8	13.0	12.1	12.5	13.6

Attainment – Expected average attainment is C4 in the Spring term (Herts for learning have stated that the Interim Teacher Assessment Framework looks more like a C3 as the ARE for the Summer term)

	Average for all children			SEND			PPG			Low Prior Attainment			High prior attainment			BME		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Su	Aut	Spr	Sum
Reading	C2	C4	C5	C1	C3	C4	C2	C3/4	C4/C5	C1	C3	C4	C3	C4/5	C5/C6	C3	C4	C5/C6
Writing	C2	C3	C5	C1	C2/C3	C4	C2	C3	C4/C5	C1	C2	C4	C3	C4	C5/C6	C2	C3/C4	C5/C6
Maths	C2/C3	C3/C4	C5	C1/C2	C3	C4/C5	C2	C3	C5	B6	C3	C4	C4	C4/5	C5/C6	C4	C4/C5	C5/C6

- Attainment by the end of the year was broadly in line with the national picture
- Children with low prior attainment, SEN and those entitled to the pupil premium made at least good progress.
- Progress from Autumn to Spring really reflects the hard work that was put in by the whole of the school community.
- Progress measured by the government calculated differently to Herts, DFE use an average of KS1 attainment – need to be mindful of this when making comparisons.

Conclusion

Based on the current levels of progress this presents a really positive picture of progress across the school. The actions listed above should facilitate accelerated progress which will result in more children being securely within age related expectations. The main objective for the school now is to ensure that the children working broadly within age related expectations improve their behaviours for learning (resilience, perseverance and confidence) which will ensure that their achievement is securely within age related expectations. We also want to involve parents more regularly and are specifically involved in planning how to support their children in their learning.

Whole school areas for development which are in school improvement plan

- 1) Ensure that the quality of teaching and learning is consistently good or better
- 2) Ensure that the quality of work in books reflects good or better progress
- 3) Year 6 to secure national results and approach tests confidently.
- 4) Special Educational Needs children need to accelerate their progress. This is a challenge due to the very nature of their needs.
- 5) Children with low prior attainment also need to accelerate their progress. These are the children that have poor learning skills and aspirations.
- 6) Effective and accurate use of Assessment – minute by minute, as part of the teaching cycle as well as to reshape medium term planning.
- 7) Improve the behaviours for learning of children so that they can do their very best.
- 8) Working in partnership with parents in order to assist learning