

## SCHOOL CONTEXT – 2019/20

Number of pupils on roll	89 (+16N)	Number of pupils eligible for pupil premium FSM6	49 (55%)	Number of pupils with an education, health and care (EHC) plan	4 (4%)
Percentage of KS2 pupils meeting expected standard/attainment targets in 2019	R: 89% W: 79% M: 79%	Percentage of KS2 pupils exceeding expected standard/attainment targets in 2019	R: 47% W: 42% M: 37%	<b>Most recent Ofsted grade</b>	Good – Feb 2018
Percentage of pupils with English as an additional language (EAL)	0%	2019 Pupil achievement for whole cohort (average progress scores for KS2)		Reading 1.3 Writing 4.5 Maths 3.5	
Overall attendance 18-19	94.6%	Persistent absence 18-19	17%		
Key Ofsted actions from last report (Feb 18)	<ul style="list-style-type: none"> <li>• The teaching of writing and mathematics enables a higher proportion of children to make faster progress to catch up to the expected standard for their age by the end of the Reception Year.</li> <li>• Boys' progress accelerates, so that a greater proportion reach and exceed the expected standard for their age across key stages 1 and 2.</li> <li>• Support for new middle leaders continues so that they can play a full role in improving the quality of teaching and the outcomes achieved by pupils.</li> <li>• Governors have the skills they need to accurately review the progress made by pupils from their different starting points.</li> </ul>				

## AREAS FOR WHOLE SCHOOL DEVELOPMENT 2019/20

### **Quality of Education:**

To review and develop the intent, implementation and impact of the curriculum to ensure all children are receiving a broad and balanced curriculum, resulting in improved outcomes.

Teaching ensures that learners engage actively and deeply with their learning, embed skills and transfer knowledge across the curriculum.

Attainment and progress:

To improve achievement with a particular focus on developing maths provision in school to ensure mastery for all. Teaching of mathematics ensures that all learners can use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply.

Teaching of reading is sequential; developing learners' fluency, comprehension, confidence and enjoyment in reading.

### **Behaviour and attitudes:**

Attendance: reduce proportion of persistent absentees to be closer to National Average.

### **Personal development:**

To improve pupils' mental health and wellbeing through the implementation of 'Zones of Regulation' throughout school.

SMSC and PSHE is embedded throughout the curriculum and beyond the classroom so that learners gain the skills necessary for future learning and to become well rounded citizens.

### **Leadership and management:**

Leaders have a clear ambitious vision for providing high-quality education for all learners, particularly subject leaders.

Develop a healthy, motivated workforce able to deliver a high standard of education to pupils.

### **Early Years:**

Enhance provision in the EYFS and KS1 to effectively meet the needs of all learners, ensuring challenge within continuous provision.

Children in EYFS acquire a desire for learning and develop a wide vocabulary, ability to communicate effectively and a secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.