

| SCHOOL CONTEXT – 2022-2023 A22 EO A22 | | | | | |
|---|--|--|--|---|--|
| Number of pupils on roll | 97 96 83 (+14N) 80 (+16N) | Number of pupils eligible for pupil premium FSM6 | Sep 22: 64% (53ch) Jan 23: 70% (56ch) | Number of pupils with an education, health and care (EHC) plan Number of pupils in receipt of Top Up funding KSEND+ | 4 (5%) 5 (6%) 7 (8%) 10 (12%) 35% 34% |
| Percentage of pupils with English as an additional language (EAL) | 0% | CIN – 6%; CLA – 3.6% CIN – 9%; CLA – 1% | | Most recent Ofsted grade | Good – Feb 2018 |
| Overall attendance 21-22 Persistent absence 21-22 Ever 6 Persistent absence 21-22 A22 attendance EO Feb23 PA EO Feb 23 | 91.64% (PP 89.95%) 23.47% (20% without UL) 30.77% (21% without UL) 93.09% 93.29% 16.2% (12ch) | | | | |

SCHOOL CONTEXT – 2022-2023

A22 EO A22

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|--|-------|---------------------------------------|-----|
| Overall attendance 18-19 | 94.6% | Persistent absence 18-19 | 17% |
| Attendance 2019-EO March 2020 | 93.9% | Persistent absence 19-EO March 20 | 13% |
| Attendance 2020-2021 | 93% | | |
| Attendance Sep 21 – 1 st Dec 21 | 92.5% | Persistent absence Sep 21 – EO Feb 22 | 35% |
| Attendance Sep 21 – EO Feb 22 | 90.9% | | |
| | | Persistent absence 2020-2021 | 18% |
| | | Persistent absence Ever 6 | 15% |

Key Ofsted actions from last report (Feb 18)

- 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.
- Boys' progress accelerates, so that a greater proportion reach and exceed the expected standard for their age across key stages 1 and 2.
- 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.
- Governors have the skills they need to accurately review the progress made by pupils from their different starting points.

AREAS FOR WHOLE SCHOOL DEVELOPMENT 2022/2023

1. **Quality of Education:**

Ensure a rigorous and sequential approach to the reading curriculum developing pupils' fluency, confidence and enjoyment in reading, and in:

EYFS:

Raise standards and achieve GLD further inline with NA, particularly for boys and children eligible for Pupil Premium.

Further develop the reading offer for all children with a view to increasing the proportion of children achieving GLD.

KS1: Further develop oracy, vocabulary development and writing opportunities with a view to increasing Writing ARE and GD, to be further inline with RM outcomes.

KS2: Further develop the reading offer for all children with a view to increasing the proportion of children achieving age related expectations.

Improve outcomes in RWM to further inline with NA.

2. **Personal Development:**

To improve pupils' mental health and wellbeing through a programme of Personal, Social, Health Education (inc RSE) experiences and opportunities.

3. **Behaviour and Attitudes:**

To reduce the proportion of persistent absentees.

4. **Leadership and Management:**

Develop leaders at all levels to ensure a clear ambitious vision for providing high-quality education for all learners, **particularly staff and subject leaders new in role.**