



Redcastle Family School SIDP: QUALITY OF EDUCATION

<p>INTENT: <i>To deliver a broad and rich curriculum that ensures the wider community is used to provide purpose and context to learning</i></p>	<p>SCHOOL EVALUATION</p> <p>An external audit from NCC identified the thematic curriculum was providing a wide range of coverage and high levels of engagement and outcomes across the school. Their recommendations were to ensure subjects that are not linked to the theme also highlight and produce the same level of coverage and outcome. (October 2019).</p> <p>As part of the agreed monitoring cycle, all outcomes were audited in November 2019 and guidance given on outcomes and coverage for each year group. CPD was then provided by the curriculum team who audited the quality of MTP against the schools knowledge based curriculum. As a result they then produced specific knowledge milestones and skill progression to support the pitch of all subjects being delivered either through the theme and discretely. Planning sessions allowed staff to share their expertise and culminated in the reorganisation of curriculum teams.</p> <p>The staffing structure for curriculum development has been reorganised to utilise the strengths of our team and a clear policy and timetable for development has been agreed. The quality of all subject areas has been fully audited in Spring 2021 term with clear action plans created for each curriculum area to develop over the Summer term and next academic year. This will enable the school to continue to develop a broad and balanced curriculum and establish further contextual links within the community.</p> <p>The 2021 -2022 academic year will see the curriculum teams establish child led self-assessment systems for each subjects learning journey as well as deliver CPD on best practice for subject delivery. Curriculum engagement events will be created for each subject as part of every subject action plan.</p>								
<p>School Evaluation</p>	<p>Outstanding</p>	<p>Good</p>	<p>Good (With Actions Completed)</p>		<p>Requires Improvement</p>				
<p>MILESTONES</p>					<p>2021-2022</p>		<p>2022-2023</p>		
			Su	A	Sp	Su	A	Sp	Su
<p>Curriculum teams will identify areas of the curriculum development to target across the school and monitor the impact of this provision. (See Curriculum Development Policy 2021-2022).</p>									
<p>External moderation of the curriculum model validates it, exceeds the national curriculum and is fit for inspection.</p>									
<p>Consistent application of standards will be achieved through delivery of core and foundation monitoring cycle. (See RFS Curriculum Policy Section 1)</p>									
<p>The curriculum has established and in use with community links being integrated into learning.</p>									
<p>Objective</p>	<p>Actions/ (Complete) (On-going) (Pending)</p>		<p>Timescale/ Monitoring & Evaluation</p>			<p>Responsibility</p>		<p>Resources</p>	



Curriculum teams will identify areas of the curriculum development to target across the school and monitor the impact of this provision. (See Curriculum Development Policy 2021-2022).	CPD timetable provides allocation of time for subject team to develop action points including: -Curriculum Action plans - Self Assessment Learning Grids -SMSC Mapping & Provision (Complete)	Autumn 1 & 2 2021- Ongoing	HT & Curriculum Teams	CPD Time
	Curriculum Teams will complete CPD to establish learning links with New EYFS Curriculum. (Complete)	Spring 2022	Curriculum Teams	CPD Time
	Curriculum Teams will complete relevant monitoring as outlined in RFS Curriculum Policy Section 1 Impact & Actions will be outlined (Complete) (On-going)	Spring 2022 - Ongoing		CPD Time
External moderation of the curriculum model validates it exceeds the national curriculum and is fit for inspection.	Curriculum model is analysed by external inspection and actions identified for improvement/ adjustment. (Complete) (On-going)	October 2021	HT & NCC Advisor	NCC Advisor Rate: £460 – 3 Days.
	Actions completed to meet recommendations. (Complete) (On-going)	October- November 2021	HT & Curriculum Teams	
	Review of revised curriculum offer ensures adjustment are fit for purpose.	November 2021	HT & NCC Advisor	
	Complete CPD on updates to OFSTED Inspection. (Complete) (On-going)	November 8 th 2021	HT & Curriculum Teams	
	External monitoring of subject development established through monitoring of subject teams actions over 1 cycle of the curriculum policy. (Complete) (On-going)	Autumn 1 2021 Revisit Autumn 1 2022	HT & SLT	
Consistent application of standards will be achieved through delivery of core and foundation monitoring cycle. (See RFS Curriculum Policy Section 1)	Monitoring Cycle outlined in the RFS Curriculum Policy: Section 1 is implemented.	Spring 2 & Summer 2 2021	SLT & Whole School	CPD Time
	Complete bi annual foundation curriculum work scrutiny including audit of Google Subject Moderation (Foundation). (Complete) (On-going)	Summer 2021 - Ongoing	Curriculum Teams	Costings TBC
	Core Subject Moderation Actions: - Internal termly core subject moderation to ensure consistency of coverage. - External moderation to validate coverage and level of attainment. (On-going)	Autumn 2021 - Ongoing	Curriculum Teams	CPD Time & Release/ Training Cover
The curriculum has established and in use with community links being integrated into learning.	Ensure CPD identifies relevant teaching and learning initiatives, which can be integrated to further enhance impact. (On-going)	Summer 2021- Ongoing	HT & DHT	
	Establish timetable of curriculum engagement events (2 year cycle) and implement this across whole school. (On-going)	Autumn 2021- Ongoing	HT	TBC



	Identify curriculum enrichment lead to create, maintain and integrate learning links within curriculum provision (Pending)	Spring 2022	HT	1 UPS Point (PM Target)
	Create whole school curriculum maps that identify content and outcomes for extra curricular enrichment. (Pending)	Autumn 2022	Curriculum Teams + UPS Teacher	

Impact

External auditing through a curriculum review occurred in March 2022. This review highlighted that the curriculum was ambitious and suited the needs of learners to ensure they make good progress across the whole curriculum. Actions were identified to improve the consistency in the recording of outcomes and demonstrate variation in challenges for the most able learners. The school took immediate action to address this in Spring and Summer terms, focussing on areas of inconsistency, adjusting the format for recording outcomes and monitoring feedback and intervention to ensure challenge was appropriate and learners were improving through appropriate feedback. An audit was carried out at the end of the Summer term which identified that the recommendations of the curriculum had been addressed and significant improvements in targeted areas were evident.

The school established a timetable for each subject to provide additional extra curricular activities which is currently being implemented. Monitoring was completed as identified and subject leaders have revised their action plans for the next academic year. The monitoring schedule has been adjusted to ensure these actions can be communicated, implemented and evaluated throughout the year.

Next Steps

Implement the next round of monitoring and provide CPD to enable subject leaders to complete the development points identified within their action plans.

<p>IMPLEMENTATION: <i>That all Teaching uses RFS principles of practice to ensure children are challenged all of the time and see the purpose of learning in everything that they do.</i></p> <p><i>That a plan to address the impact of the COVID 19 Pandemic ensures children reach their full potential</i></p>	<p>School Evaluation September 2021</p> <p>School Monitoring has identified that the Challenge for All Model is embedded within all classes where teachers have been provided with CPD and those staff new to the school are working with Phase leaders to ensure that the principles are added to practice. Where teaching has not met school expectations, specific support plans have been established and these have ensured standards of practice improved quickly. Interventions and outcomes are monitored weekly which has directly improved achievement of all key groups identified through pupil progress meetings.</p> <p>The school has utilised weekly 1-2-1 phase leader meetings to ensure School expectations are maintained consistently and this will continue as our new staffing structure embeds itself over the 2021 academic year. These meetings provide professional support as well as informal monitoring tailored to each class. The impact of this has enabled rapid improvement of performance or learning through support and collaboration, ensuring achievement has made progress across all learning groups from their starting points after the break in face to face learning caused during the pandemic.</p>
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academically and socially/emotionally.

The NCC Reading Comprehension model is established across the whole school and timetabled. CPD has been delivered and additional time allocated for group planning and peer support. Outcome monitoring and moderation has identified significantly increased evidence based on reading development and progress. Specific areas of development have been identified for CPD for 2021-2022 within the Communication Curriculum Action Plan. The implementation of this model has ensured that end of Key Stage 2 assessments (completed during the pandemic) has demonstrated significant progress in line with national expectations.

In addition, all relevant staff have been provided with full RWI phonics training and a Phonics lead has established actions for the monitoring and improvement of teaching across Key stage 1. This training provided a foundation to establish a clear system for measuring reading across the whole school, which was trialled during the summer of 2021. This system provides detailed information of areas for development in reading and links to the school-reading scheme allowing staff to monitor and track progress to ensure children who are making less progress can be identified for intervention. The impact of this system will be monitored throughout the 2021-2022 academic year.

During the different stages of the pandemic it was assessed that academically, despite it being a primary focus of remote learning, Reading and the language deficit was an area of concern after each break in face to face learning. As part of its plan to address the loss of learning Redcastle Family School utilised its catch up funding to appoint an Intervention teacher. This role will manage a revised structure of teaching assistants to assess and establish a wave 2 catch up plan specific to each year group, in order to address gaps in Reading and then improvements in other core learning areas. This is in addition to the core learning intervention groups have been established are informed by termly assessment data.

Senior leadership and curriculum teams have identified through monitoring that children find it difficult to articulate their learning and use contextual understanding to associate learnt information and make relevant links. Consequently, the staff completed CPD relating to metacognition and teaching strategies to facilitate this as part of the Summer term 2021. As part of the schools curriculum model specific actions to link concepts, key vocabulary and learning reflection tasks have become part of the schools teaching expectations and will be monitored within the agreed timetable. The school will also begin to establish trial groups of Lets Think teaching in order to identify if this will facilitate further improvement in this area.

School Evaluation	Outstanding	Good	Good (With Actions Completed)	Requires Improvement					
MILESTONES				2021-2022			2022-2023		
				A	Sp	Su	A	Sp	Su
Curriculum Teams ensure a broad and balanced curriculum is delivered and meets the Schools intent as outlined in the RFS Curriculum Policy.									
The Challenge For All model for teaching is embedded and informs intervention and feedback to ensure accelerated progress for all groups of learners.									



The articulation of learning and use contextual learning ensures learners are able to understand and articulate the curriculum and the progress they have made in each subject.					
The action plan for catch up learning & intervention ensures children make significant progress in line with their expected levels of attainment.					
The achievement of vulnerable groups (including disadvantaged) meets or exceeds non-disadvantaged through the use of pupil premium funding and catch up tutoring grants.					
The teaching of Reading across the school exceeds expectations set within new DFE guidance and monitors closely children’s reading levels to ensure accelerated progress in order to meet and exceed National Standards for achievement in each year group.					
The teaching of Reading, Writing and Mathematics across the whole curriculum ensures accelerated progress in order to meet and exceed National Standards for achievement in each year group.					
The use of Let’s Think Teaching is integrated into the practice of teachers by using lead teachers that provide coaching and support.					
Pupil progress ensures achievement reaches and exceeds national standards for all groups of learners through triangulation of data to target and intervene accordingly.					
The school maintains efficient systems for recording all aspects of the curriculum to ensure monitoring provides evidence of progress.					
Redcastle Family School consistently makes accurate judgments in line with national standards and between different key stages and phases.					

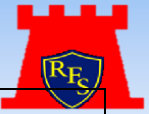
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Curriculum Teams ensure a broad and balanced curriculum is delivered and meets the schools intent as outlined in the RFS Curriculum Policy.	Curriculum Teams implement action plans as outlined with the RFS Curriculum Policy Section 2. (Complete)	Autumn 2021- Ongoing	Curriculum Teams	Training Cost:TBC Budget Set at £10,000
	Monitoring and assessment review informs future priorities for SIDP and CPD. (Complete)	Summer 2 2022	HT SLT	SLT Meeting Time
The Challenge For All model for teaching is embedded and informs intervention and feedback to ensure accelerated progress for all groups of learners.	School expectations for application of Challenge for All model are monitored addressed in weekly Phase Leader meetings to ensure consistent application. (On-going)	Autumn 2021- Ongoing	Phase Leaders	Meeting Time: Cover HLTA
	Specific coaching or Support plans are utilised as required to ensure this consistency is maintained. (On-going)	As required	HT & AHT & Phase Leaders	
	Use of intervention time to address Wave 1 Interventions is recorded within outcomes. This is monitored and reviewed within pupil progress meetings and PL monitoring. (On-going)	Autumn 1 2021- Ongoing	HT & AHT & Phase Leaders	Meeting Time: Cover HLTA
	Specific Wave 1 target groups identified as part of Pupil progress meetings and impact reviewed through monitoring. (On-going)	Autumn 2 2021- Ongoing termly.	HT & AHT	N/A



The articulation of learning and use contextual learning ensures learners are able to understand and articulate the curriculum and the progress they have made in each subject.	Undertake CPD for: Active listening, Metacognition, Key Vocabulary Concept Mapping and Reviewing Learning & CLIPS (Collaborative Learning). (Complete)	Summer 2 2021	HT	CPD Time
	Monitor: Teaching, Outcomes and interventions to identify specific areas of Feedback) (On-going)	Autumn 2 2021 - Ongoing	HT & AHT & Phase Leaders	Meeting Time: Cover HLTA
	Use monitoring cycle to address performance through support plans and CPD to ensure practice is consistent across school. (On-going)	As required	HT & AHT & Phase Leaders	
The action plan for catch up learning & intervention ensures children make significant progress in line with their expected levels of attainment.	Appointment of Intervention teacher & restructure of teaching assistants team to enable Wave 2 interventions. (Complete)	Summer 1 2021 - Ongoing	HT & Intervention Lead	0.6 FTE @ UPS2
	Assessment of each year group to identify specific learners needs and identify Wave 2 actions (See: RFS Year Group Catch Up Plan) (Complete)	Autumn 1 2021- Ongoing	Intervention Lead	See Action Plan
	Enable actions for each year group to work within cycles of improvement. (On-going)	Autumn 2 2021- Ongoing	SLT & Intervention Lead	
	Review/ audit outcomes to identify future targets for development. (On-going)	Termly	SLT & Intervention Lead	
The achievement of vulnerable groups (including disadvantaged) meets or exceeds non-disadvantaged through the use of pupil premium funding and catch up tutoring grants.	Establish Catch Up action planning to identify specific needs across each year group. (Complete)	Autumn 1 2021	SLT & Intervention Lead	
	Identify where pupil premium funding should support acquisition of additional resources to support identified actions. (Complete)	Autumn 2 2021		
	Establish pupil premium action plan and review impact throughout following cycle. (Complete)			
	Establish plan for use of catch up tutoring funding. Monitor actions and impact accordingly. (On-going)	Funding allocation: Nov 21 Action Plan December 21 Actions Spring 2022	HT, AHT & Intervention Lead	
The teaching of reading exceeds expectations set within new DFE guidance and monitors closely children’s reading levels to ensure accelerated progress in order to meet and exceed National Standards for achievement in each year group.	Reading Curriculum ensures teaching of specific skills through daily guided reading lesson. (On-going)	Autumn 2021- Ongoing	Phase Leaders Curriculum Teams	Meeting Time: Cover HLTA
	Reading monitoring identifies children for Wave 2 intervention. (On-going)			
	Communication action plan address areas of DFE guidance school still outstanding across school provision. (Complete)			
	The model is reviewed and adjusted according to termly impact across the school. (On-going)			



<p>The teaching of Writing and Mathematics across the whole curriculum ensures accelerated progress in order to meet and exceed National Standards for achievement in each year group.</p>	<p>Weekly Phase Leader coaching & support ensures teaching and outcomes meet school expectations consistently. (Complete) (On-going)</p>	<p>Autumn 2021- Ongoing</p>	<p>Phase Leaders</p>	<p>Meeting Time: Cover HLTA</p>
	<p>Establish Catch Up action plan to ensure Year 4 make national expectations for multiplication check. (Complete) (On-going)</p>	<p>Autumn 2021- Ongoing</p>	<p>AHT & PD</p>	
	<p>Curriculum Teams linked to best Practice Hubs NCC, NCTEM in order to provide additional CPD to further enhance teaching & learning. (Complete)</p>	<p>Autumn 2021- Ongoing</p>	<p>Curriculum Teams</p>	<p>Training Cost: TBC Budget Set at £10,000</p>
	<p>Termly monitoring provides specific feedback which links to appropriate CPD to ensure areas of development are identified. (On-going)</p>	<p>Autumn 2 2021 - Ongoing</p>	<p>HT & AHT & Phase Leaders</p>	<p>Meeting Time: Cover HLTA</p>
<p>*The use of Let’s Think Teaching is integrated into the practice of teachers by using lead teachers that provide coaching and support.</p>	<p>Identify Target groups as part of Catch Up action plan)</p>	<p>Spring 2 2022</p>	<p>Intervention Lead</p>	
	<p>Implement pilot scheme and monitor progress.</p>	<p>Summer 1 2022</p>	<p>Intervention Lead</p>	
	<p>Review Impact and identify applications purposes within wider school cohorts.</p>	<p>Summer 2 2022</p>	<p>SLT</p>	<p>CPD Time</p>
	<p>Establish whole school implementation through SIDP.</p>	<p>Autumn 1 2022 - Ongoing</p>	<p>SLT</p>	
<p>Pupil progress ensures achievement reaches and exceeds national standards for all groups of learners through triangulation of data to target and intervene accordingly.</p>	<p>Ensure RFS Assessment Model is completed each term. (Complete)</p>	<p>Autumn 2 2021 - Ongoing</p>	<p>HT & Phase Leaders</p>	<p>Meeting & CPD time.</p>
	<p>Target pupils which require interventions are identified to ensure the following groups are making expected progress: a) middle lower and middle attaining pupils are making ARE or at least expected progress B) Higher attaining pupils are making expected progress to reach GDS. (Complete)</p>	<p>Termly Pupil progress Reviews.</p>	<p>Class Teachers & AHT</p>	
	<p>Review meetings identify additional school actions or trigger support plans where progress/ outcomes are not meeting school expectations.</p>			
	<p>Establish system for measuring progress of SEN children that works with whole school assessment system. (See SEN Plan). (Complete) (On-going)</p>	<p>Autumn 1 2021</p>	<p>DHT</p>	<p>TBC</p>
<p>The school maintains efficient systems for recording all aspects of the curriculum to ensure monitoring provides evidence of progress.</p>	<p>Monitor the completion of Subject moderation/ evidence folders on Google Drive (On-going)</p>	<p>Autumn 1 2021 – Ongoing Termly</p>	<p>Curriculum Teams</p>	<p>Directed Time.</p>
	<p>Establish Self-Assessment Learning Journey format to support articulation of coverage. (On-going)</p>	<p>Autumn 2 2021</p>	<p>Curriculum Teams</p>	<p>Directed Time.</p>
	<p>Complete TA Tracking grids for foundation subjects. (On-going)</p>	<p>Autumn 2 2021</p>	<p>Curriculum Teams</p>	<p>Directed Time.</p>
	<p>Whole school moderation timetable agreed & implemented. (On-going)</p>	<p>Autumn 2 2021</p>	<p>Curriculum Teams</p>	<p>CPD Time</p>



Redcastle Family School consistently makes accurate judgments in line with National standards and between different key stages and phases.	Moderation meetings with Cluster schools established. (On-going)	Autumn 2 2021	HT	TBC
	NCC moderation meetings completed for Reception, Year 2 and Year 6.	Autumn 2 2021-Ongoing	Class Teachers	TBC

Impact

The curriculum model, teaching and learning pedagogy and relevant teaching methods and agreed policies for each subject have been communicated, implemented and are now established throughout the school. Specific intervention plans for each class were established throughout the 2021-2022 academic year and have been reviewed by phase leaders in the absence of the intervention lead teacher. The next cycle will begin in Autumn 2 as part of the revised assessment model (See Teaching & Learning Policy September 2022). The school has maintained summative data above national standards for EYFS, Phonics and KS2 SATS. KS1 data improved significantly due to the implementation of the intervention schedule, which targeted children who had fallen behind in based on their Spring Assessments. A draft assessment schedule for foundation subjects has been established for 2022-2023 academic year and this will be monitored and reviewed with a finalised schedule being completed by the end of the summer term.

Next Steps

Ensure all new members of staff, including ECT's are supported in following school policy for curriculum and Teaching & Learning. Implement new assessment and monitoring schedule including intervention plan and foundation curriculum assessment. Agree revised schedule for the implementation of Lets think teaching on return on intervention lead teacher.

EYFS Data**Phonics Data**

Year	GLD	Total (Excluding SEN)	Pupil Premium GLD	Non PP	EAL	Girls	Boys	Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	79%	79%	83%	67%	90%	78%	80%	2019	83%	86%	85%	81%	50%	82%	83%
2020	67%	82%	75%	77%	60%	67%	81%	2020	82%	83%	67%	94%	90%	83%	90%
2021	77%	86%	29%	92%	82%	100%	65%	2021	35%	38%	55%	22%	27%	38%	33%
2022	84%	96%	80%	81%	89%	70%	100%	2022	80%	90%	60%	90%	100%	100%	67%

**KS1 Reading**

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	53% 13%	67% 17%	30% 10%	65% 15%	63% 25%	83% 8%	50% 17%
2020	50% 3%	55% 0%	50% 7%	50% 0%	33% 0%	47% 6%	54% 0%
2021	30% 4%	33% 4%	38% 0%	31% 6%	27% 9%	33% 0%	22% 11%
2022	59% 22%	73% 27%	60% 27%	58% 17%	55% 27%	56% 11%	61% 28%

Ks1 Writing

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	50% 13%	58% 17%	30% 0%	60% 21%	63% 38%	58% 8%	44% 17%
2020	63% 0%	73% 0%	64% 0%	59% 0%	50% 0%	65% 0%	62% 0%
2021	44% 0%	46% 0%	18% 0%	63% 0%	55% 0%	44% 0%	44% 0%
2022	59% 7%	68% 9%	67% 7%	50% 8%	55% 0%	56% 11%	56% 6%

Ks1 Maths

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	37% 0%	46% 0%	10% 0%	50% 0%	63% 0%	25% 0%	44% 0%
2020	50% 0%	64% 0%	62% 0%	41% 0%	66% 0%	53% 0%	46% 0%
2021	22% 0%	25% 0%	9% 0%	31% 0%	18% 0%	17% 0%	33% 0%
2022	63% 7%	73% 9%	67% 7%	58% 8%	55% 9%	44% 0%	72% 11%

End of KS2 Data Reading

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	60% 13%	64% 14%	38% 0%	64% 18%	67% 22%	53% 12%	62% 15%
2020	84% 42%	81% 42%	93% 50%	76% 35%	75% 38%	86% 41%	78% 44%
2021	80% 24%	83% 28%	60% 20%	93% 27%	86% 14%	86% 21%	73% 27%
2022	72% 31%	82% 32%	75% 33%	71% 29%	86% 43%	65% 29%	83% 33%

End Of KS2 SPaG

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	67% 27%	82% 32%	63% 13%	68% 32%	67% 22%	71% 42%	62% 8%
2020	84% 35%	88% 46%	93% 36%	76% 35%	75% 38%	82% 36%	78% 33%
2021	76% 20%	78% 22%	60% 10%	87% 27%	71% 43%	79% 29%	73% 9%
2022	59% 17%	64% 18%	58% 17%	59% 18%	86% 29%	41% 18%	83% 17%

End of KS2 Writing

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	67% 13%	77% 14%	88% 13%	59% 14%	67% 11%	82% 18%	46% 8%
2020	77% 16%	85% 19%	86% 14%	59% 18%	63% 13%	86% 23%	56% 0%
2021	72% 20%	72% 22%	60% 10%	80% 27%	71% 29%	79% 29%	64% 9%
2022	83% 17%	95% 18%	67% 17%	94% 18%	100% 29%	82% 18%	83% 17%

End of KS2 Maths

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	83% 17%	91% 18%	88% 25%	82% 14%	89% 22%	82% 18%	85% 15%
2020	77% 26%	81% 23%	71% 21%	82% 29%	88% 25%	77% 36%	78% 33%
2021	76% 16%	83% 22%	50% 10%	93% 20%	100% 29%	71% 14%	82% 18%
2022	66% 17%	73% 18%	50% 17%	76% 18%	86% 29%	53% 12%	83% 25%



Current Year Groups 2022-2023 Assessment Data

Appendix 1 (Spring 2022 Data & Summer 2022- End of Year Data) *Year 6 SATS results predicted after contested results appeal.

READING Groups	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2	
	<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>	
Total	72% 24 %	79% 3 1%	68% 39 %	81% 48 %	33% 22 %	48% 14 %	21% 7% %	29% 7% %	18% 4% %	59% 22 %	33% 0% %	50% 1 7%
Excluding SEN	77% 23 %	82% 3 2%	94% 47 %	100% 5 8%	40% 25 %	57% 10 %	27% 9% %	36% 9% %	22% 4% %	73% 27 %	43% 0% %	62% 2 4%
Pupil Premium	82% 27 %	75% 3 3%	50% 7% %	73% 40 %	33% 13 %	47% 6% %	10% 10 %	10% 0% %	20% 7% %	60% 27 %	0% 0% %	13% 0 %
Non PP	67% 22 %	82% 2 9%	86% 71 %	88% 56 %	33% 33 %	50% 25 %	28% 6% %	39% 11 %	15% 0% %	58% 17 %	45% 0% %	64% 2 3%
EAL	86% 43 %	86% 4 3%	83% 67 %	83% 33 %	33% 33 %	66% 0% %	8% 8% %	33% 17 %	9% 0% %	55% 27 %	40% 0% %	60% 2 0%
Girls	65% 18 %	76% 2 9%	77% 46 %	100% 5 7%	40% 27 %	44% 13 %	22% 6% %	24% 6% %	22% 0% %	56% 11 %	58% 0% %	83% 2 5%
Boys	83% 33 %	83% 3 3%	60% 33%	65% 41 %	33% 33 %	54% 15 %	20% 10 %	36% 9% %	16% 5% %	61% 28 %	22% 0% %	28% 1 1%

Notes: Year 6 Assessment is based on SATS all other year groups are based on NFER so this creates a different level of comparison.



WRITING Groups	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2	
	Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)	
Total	66% 10 %	83% 1 7%	68% 21 %	71% 16 %	37% 0% %	38% 0% %	33% 4% %	43% 7% %	32% 0% %	59% 7 %	33% 3% %	43% 7 %
Excluding SEN	77% 14 %	95% 1 8%	82% 35 %	95% 21 %	45% 0% %	43% 0% %	41% 5% %	55% 9% %	39% 0% %	68% 9 %	38% 5% %	57% 1 0%
Pupil Premium	45% 9% %	67% 1 7%	50% 0% %	60% 0% %	27% 0% %	35% 0% %	20% 0% %	30% 0% %	40% 0% %	67% 7 %	0% 0% %	13% 0 %
Non PP	78% 11 %	94% 1 8%	86% 43 %	81% 31 %	50% 0% %	42% 0% %	41% 6% %	50% 11 %	23% 0% %	50% 8 %	45% 5% %	55% 9 %
EAL	100% 2 9%	100% 29%	66% 33 %	83% 17 %	33% 0% %	33% 0% %	33% 8% %	50% 17 %	27% 0% %	55% 0 %	40% 0% %	50% 1 0%
Girls	59% 18 %	82% 1 8%	77% 31 %	86% 14 %	47% 0% %	31% 0% %	41% 0% %	41% 6% %	22% 0 %	56% 11 %	67% 8% %	75% 1 7%
Boys	75% 0% %	83% 1 7%	60% 13 %	59% 18 %	25% 0% %	23% 0% %	20% 10 %	45% 9% %	37% 0 %	56% 6 %	11% 0 %	22% 0 %

SPaG Groups	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2 *TA
	SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)
Total	66% 17% %	62% 17% %	64% 29% %	55% 32% %	48% 15% %	17% 3% %	11% 4% %	14% 4% %	14% 0% %	59% 7% %	N/A
Excluding SEN	77% 18% %	64% 18% %	76% 41% %	74% 47% %	50% 15% %	19% 5% %	14% 5% %	18% 5% %	17% 0% %	68% 9% %	
Pupil Premium	64% 18% %	58% 17% %	50% 14% %	40% 6% %	47% 20% %	12% 0% %	10% 0% %	10% 0% %	27% 0% %	67% 7% %	
Non PP	67% 17% %	65% 18% %	79% 50% %	69% 50% %	50% 8% %	25% 8% %	11% 6% %	17% 6% %	0% 0% %	50% 8% %	
EAL	100% 29% %	86% 29% %	67% 33% %	67% 50% %	33% 0% %	0% 0% %	8% 8% %	25% 8% %	18% 0% %	55% 0% %	
Girls	59% 18% %	47% 18% %	77% 38% %	50% 21% %	53% 7% %	25% 0% %	6% 6% %	12% 0% %	11% 0% %	56% 11% %	
Boys	75% 17% %	83% 17% %	53% 20% %	59% 35% %	42% 25% %	8% 8% %	20% 10% %	18% 9% %	16% 0% %	56% 6% %	



Notes. Year 6 Assessment is based on SATS not NFER so this creates a different level of comparison.

MATHS	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2 *TA	
Groups	Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)	
Total	69% 14%	69% 17%	54% 29%	61% 42%	19% 0%	41% 14%	21% 0%	29% 11%	21% 0%	63% 7%	37% 0%	43% 30%
Excluding SEN	73% 14%	73% 18%	59% 24%	68% 47%	20% 0%	52% 14%	27% 0%	36% 14%	26% 0%	73% 9%	48% 0%	57% 38%
Pupil Premium	55% 18%	50% 17%	21% 21%	40% 27%	0% 0%	41% 6%	0% 0%	10% 0%	20% 0%	67% 7%	0% 0%	13% 13%
Non PP	78% 11%	82% 18%	86% 36%	81% 56%	42% 0%	42% 25%	33% 0%	39% 17%	23% 0%	58% 8%	50% 0%	55% 36%
EAL	86% 14%	100% 29%	67% 33%	67% 50%	67% 0%	33% 33%	25% 0%	33% 17%	18% 0%	55% 9%	40% 0%	60% 50%
Girls	53% 12%	59% 12%	46% 8%	64% 43%	13% 0%	38% 13%	6% 0%	12% 0%	22% 0%	44% 0%	58% 0%	75% 58%
Boys	92% 17%	83% 25%	60% 53%	59% 41%	25% 0%	46% 15%	40% 0%	55% 27%	21% 0%	72% 11%	22% 0%	22% 11%

IMPACT:

RFS Achievement ensures every child reaches their full potential academically and the whole child is prepared for the challenges required

SCHOOL EVALUATION

Achievement in early years has continued to stay in line or above the national average, even during the disruption of the pandemic has caused. The level of children with High SEN has increased significantly over the last two years, this has impacted on the average score for attainment including all children. The amount of high SEN needs entering the School at Reception is increasing and due to there being no available places at appropriate specialist schools. The school will need to cater for their particular needs in a more formal manner over the next 3 years. The gap in achievement concerning pupil premium is due to the high level of need that included three SEND children and four children that needed speech and language throughout the year, which will be ongoing. The school had identified these children early on from the EYFS baseline and had several intervention programmes running for their needs; this included NELI, Welcomm and RWI 1:1 tutoring. The school will continue to maintain attainment standards under the new EYFS framework throughout the next two years and maintain appropriate target setting for progress and more able pupils within.

After significant investment in RWI phonics training and coaching programmes, the school will continue to maintain standards in Phonic assessment in line or above with national expectations. While the 2021 is significantly lower, this is due to the timing of the assessment and the break in face to face learning last year. It is predicted that 85% will successfully complete their retakes this year due to further teaching and intervention.



Internal summative data is based on completing NFER tests under the same conditions as SATs. The two assessments based from the Spring and end of Summer term 2021 highlight progress in achievement across the whole school. The data for year 5, our current year 6, highlights the progress made since their last recorded statutory assessment (KS1 Sats) in 2019. Key stage 2 end of year Mock SATs have been completed at the end of each year, under test conditions using the 2019 paper. This data continues to show the impact of the changes to the school’s approach to teaching and learning, curriculum and the investment in the development of the reading curriculum. All areas are above the national average for Reading, Writing and Maths for both those reaching the expected standard and those children reaching the greater depth standard. In 2021, Pupil premium fell below the national average due to a number of children arriving in their final year (as part of managed moved schemes) who were also working significantly below the expected standard. The 2022 Keystage 2 SATS results are currently being contested due to significant inaccuracies within the marking of the papers.

The school will maintain its usual assessment timetable for the 2021 -2022 academic year and address specific actions for catch up learning within the different cycles of the catch-up action plan. The targets for this academic year reflect the intervention that will take place to achieve them.

For the academic year of 2021-2022 end of year data showed the school was broadly achieving either above or in line with national age related expectations. In EYFS GLD was ____ . Year 1 honics was at the pass rate. Ks1 Teacher assessment, including Sats data was ____ . The year 4 times table check was at: he key stage sats data scored ____

School Evaluation	Outstanding	Good	Good (With Actions Completed)	Requires Improvement
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MILESTONES	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
Attainment is in line National average and above Schools of similar setting to RFS						
Attainment is above National average and in line with settings identified as more privileged than RFS						
For all core subjects, the following groups of learners in each year group make expected progress from their initial starting points: EXS making ARE, GDS making above ARE.						
For all core subjects, the following groups of learners in each year group make above expected progress from their initial starting points: WTS making ARE, EXS making above ARE.						
Subject Teams assessment of attainment across foundation outcomes to be in line age related expectations.						
Computing & MFL curriculum meet the national curriculum in their delivery across school.						



2022-2023 LEARNING TARGETS

Attainment is in line National average and above Schools of similar setting to RFS (2021- 2022)				
For all core subjects, the following groups of learners in each year group make expected progress from their initial starting points: EXS making ARE, GDS making above ARE. (2021-2022) RED- Actuals				
Year 6	Progress in Maths starting from/ reaching PKS -01/31 3%+1 to WTS WTS: 3/31 10% +2 to EXS EXS: 13/31 42% +5 to GDS GDS: 14/31 45% Overall Attainment: 87% EXS +	Progress in Reading starting from/ reaching PKS -1/31 3% WTS: 4/31 14% + 3 to EXS & 2 to GDS EXS: 11/31 35% +6 to GDS GDS: 15/31 48% Overall Attainment: 84% EXS +	Progress in Writing starting from/ reaching PKS -2/31 6% WTS: 6/31 19% + 5 to EXS EXS: 16/31 52% GDS: 7/31 23% Overall Attainment:* 75% EXS +	That 76% 24/31 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 5	Progress in Maths starting from/ reaching PKS -01/30 3% WTS: 6/30 20% +4 to EXS EXS: 19/30 64% +4 to GDS GDS: 4/30 13% Overall Attainment: 77% EXS +	Progress in Reading starting from/ reaching PKS -1/30 3% WTS:6/30 20% + 4 to EXS EXS: 16/30 54% +7 to GDS GDS: 7/30 23% Overall Attainment: 77% EXS +	Progress in Writing starting from/ reaching PKS -1/30 3% WTS: 8/30 27% + 2 to EXS EXS: 16/30 53%+ 4 to GDS GDS: 4/30 14% Overall Attainment:* 67% EXS +	That 67% 20/30 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 4	Progress in Maths starting from/ reaching WTS: 5/30 17% +1 to EXS EXS: 19/30 63% +1 to GDS GDS: 6/30 20% Overall Attainment: 83% EXS +	Progress in Reading starting from/ reaching WTS:6/30 20% + 1 to EXS EXS: 21/30 70% +1 to GDS GDS: 3/30 10% Overall Attainment: 80% EXS +	Progress in Writing starting from/ reaching WTS:6/30 20% +1 to EXS EXS: 19/30 63% +3 to GDS GDS: 5/30 17% Overall Attainment:* 80% EXS +	That 80% 24/30 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 3	Progress in Maths starting from/ reaching PKS -0/27 2@ WTS WTS: 8/27 30% +3 to EXS EXS: 17/27 63% GDS: 2/27 7% Overall Attainment: 70% EXS +	Progress in Reading starting from/ reaching PKS -3 /27 11% +1 to WTS WTS:6/27 22% +2 to EXS EXS: 13/27 48% GDS: 5/27 19% Overall Attainment: 83% EXS +	Progress in Writing starting from/ reaching PKS -3/27 11% +1 to WTS WTS:7/27 26% +2 to EXS EXS: 14/27 52% +1 to GDS GDS: 3/27 11% Overall Attainment:* 63% EXS +	That 63% 17/27 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1



<p>Year 2</p>	<p>Progress in Maths starting from/reaching PKS -4/31 13% +2 to WTS WTS: 3/31 10% EXS: 14/31 45% +2 to GDS GDS: 10/31 32%</p> <p>Overall Attainment: 77% EXS +</p>	<p>Progress in Reading starting from/reaching PKS -5/31 16% +1 to WTS WTS: 5/31 16% + 2 to EXS EXS: 14/31 45% +2 to GDS GDS: 7/31 23%</p> <p>Overall Attainment: 68% EXS +</p>	<p>Progress in Writing starting from/reaching PKS -3/31 10% +3 to WTS WTS: 6/31 19% +3 to EXS EXS: 17/31 55% +1 to GDS GDS: 5/31 16%</p> <p>Overall Attainment:* 71% EXS +</p>	<p>That 68% 21/31 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of EYFS</p>
<p>Year 1</p>	<p>Progress in Maths starting from/reaching WTS: 5/32 16% EXS: 16/32 50% GDS: 11/32 34%</p> <p>Overall Attainment: 84% EXS +</p>	<p>Progress in Reading starting from/reaching WTS: 6/32 19% EXS: 18/32 56% GDS: 8/32 25%</p> <p>Overall Attainment: 81% EXS +</p>	<p>Progress in Writing starting from/reaching WTS: 6/32 19% EXS: 18/32 56% GDS: 8/32 25%</p> <p>Overall Attainment: 81% EXS +</p>	<p>That 81% 26/32 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of EYFS.</p>
<p>Phonics Year 1</p>	<p>85+% Reach Expected Level</p>	<p>Phonics Year 2 Retakes</p>	<p>84% (Combined year 1 & Retakes)</p>	
<p>Reception</p>	<p>85% of pupils make progress to achieve GLD from their initial starting points: The number of pupils: TBC</p>	<p>Nursery</p>	<p>Increase the number of pupils who are make a minimum of 1 age stage of progress in communication & language from their initial starting points: The number of pupils: TBC</p>	