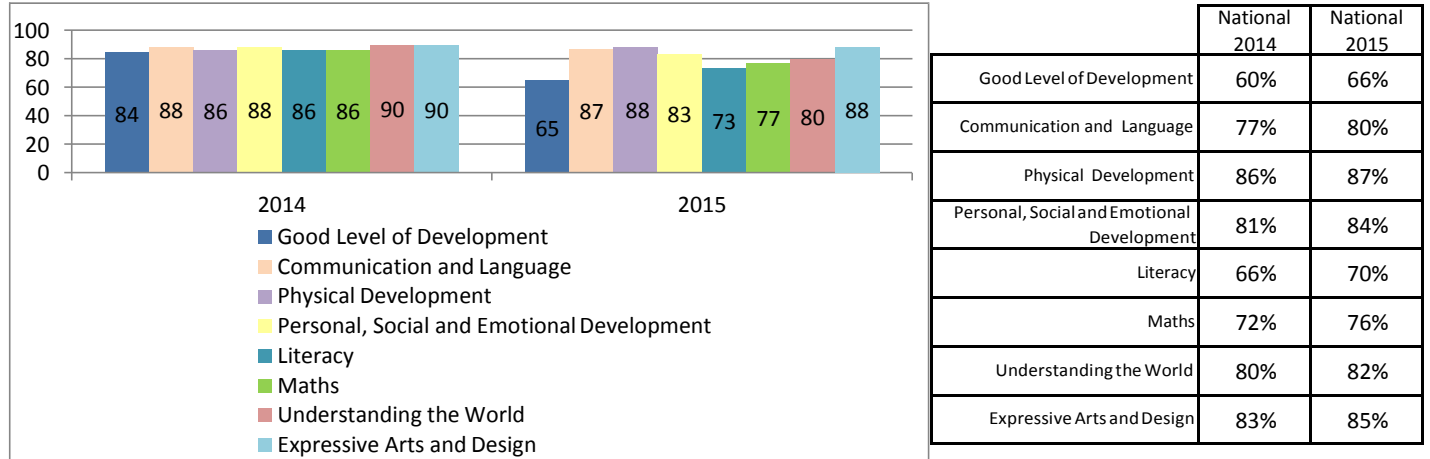
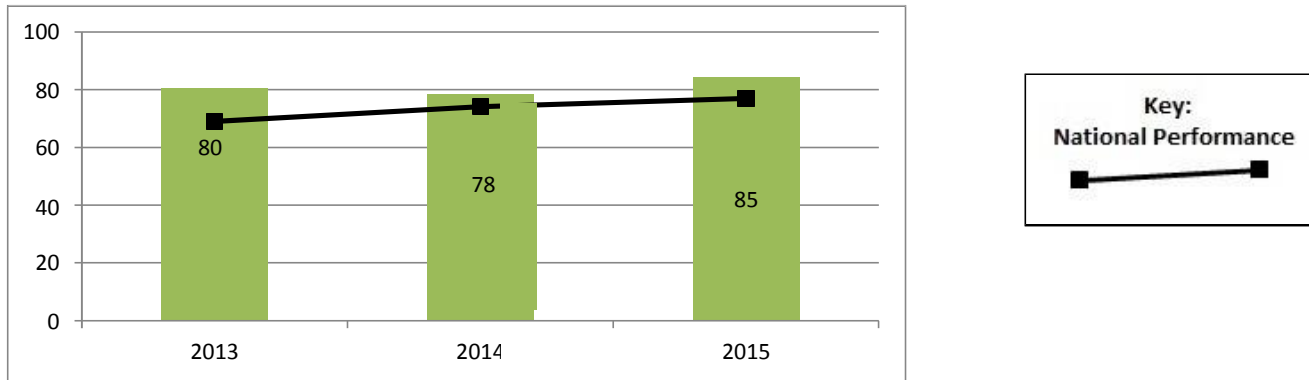


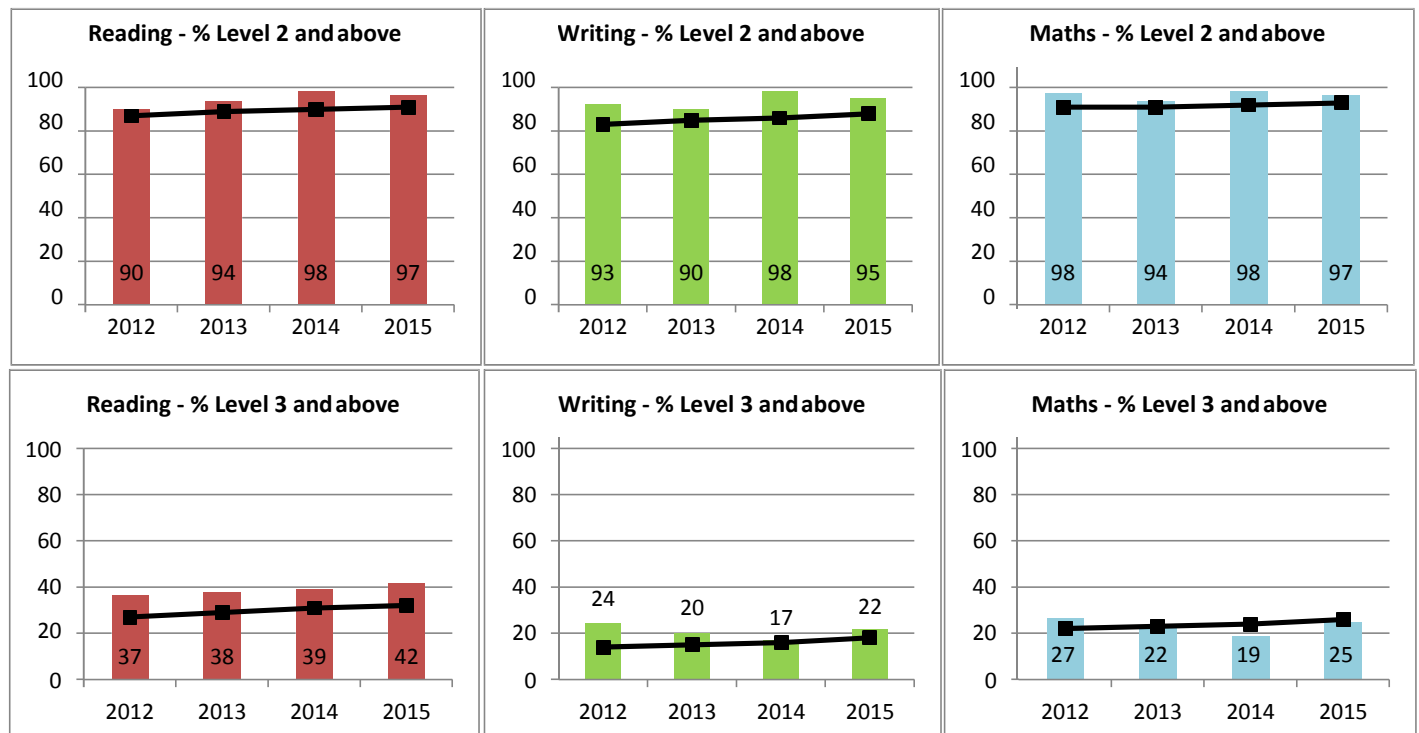
Early Years Foundation Stage (EYFS) Profile - % of pupils awarded Expected or Exceeding grade



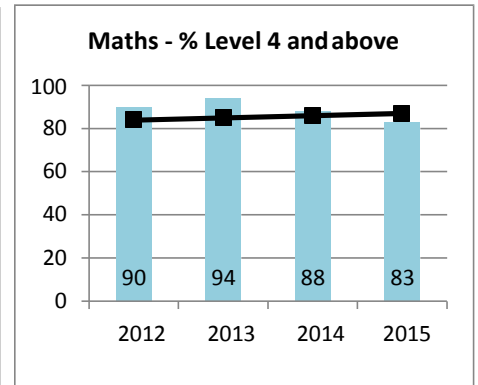
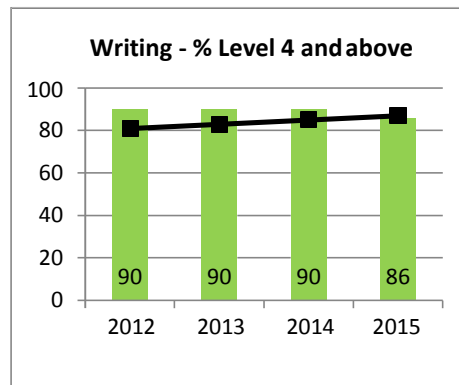
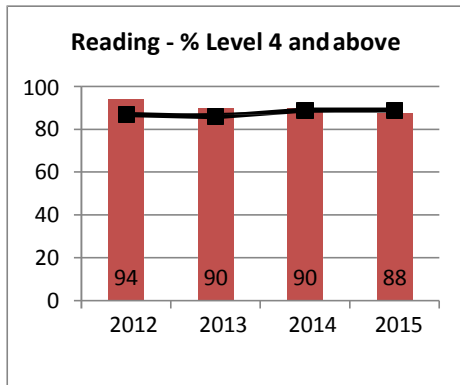
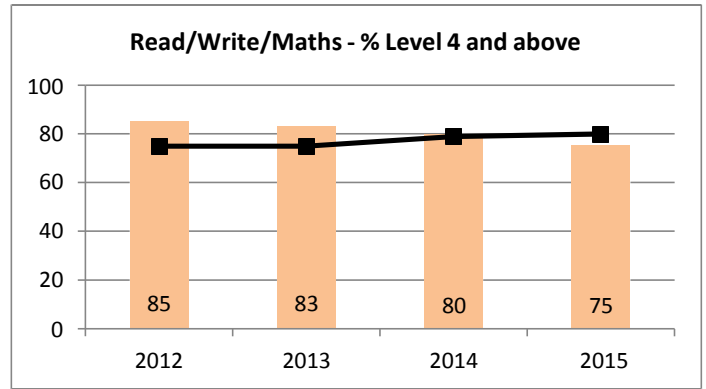
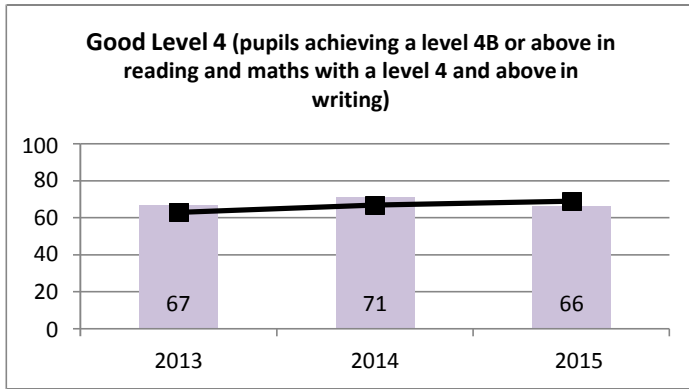
Phonics: Year 1 - % of pupils Working At required level



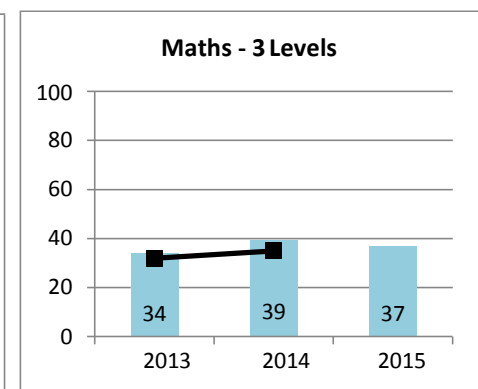
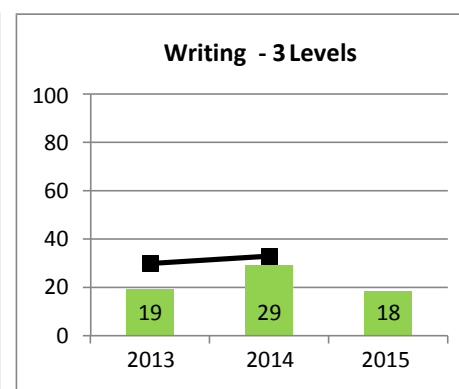
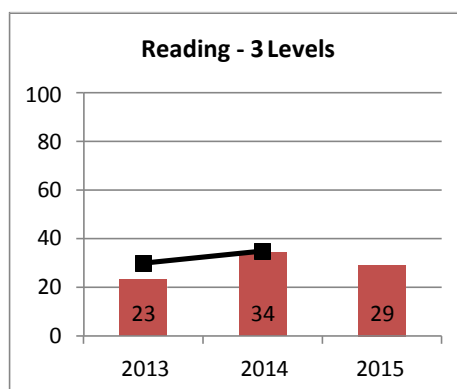
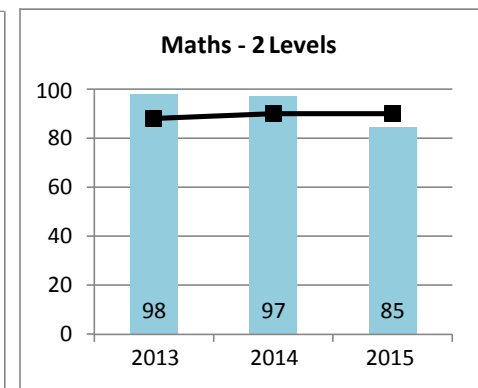
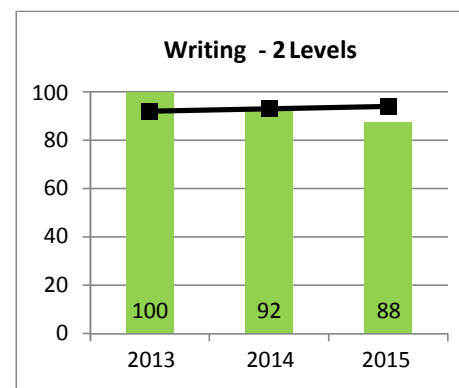
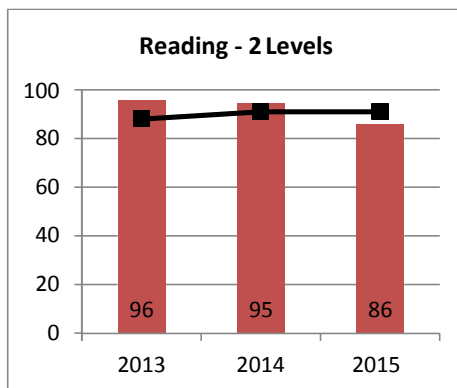
Key Stage 1: % of pupils achieving



Key Stage 2: % of pupils achieving



Key Stage 2: Progress - 2 and 3 levels



The Governors and Senior Leaders acknowledge that there was a dip in attainment and progress in EYFS and Key Stage 2 in 2015. Below is a list of actions to be taken throughout the 2015-16 academic year. Progress against these actions will be evaluated and reported to parents in a Governor Newsletter which will be published at the end of the Summer Term.

Actions for EYFS – Reception or Year R:

- Complete Baseline assessments and use these to establish provision maps.
- Ensure that the learning environment is set up to give specific opportunities to write.
- Ensure that the Early Years Curriculum is engaging and challenges all pupils specifically in writing and number.
- Purchased a tracking system which can be used to track the children throughout the year and will be used to identify children who need extra support and challenge.

Actions for Key Stage 1 & 2:

- Identify, track and monitor all children not making expected level of progress
- Senior Leadership Team (SLT) and subject leaders to monitor quality of teaching, identify areas for development and support staff appropriately
- Teachers to keep up to date class provision maps and to ensure children are supported and the progress is tracked
- Teaching Assistants (TAs) to use new intervention forms to track progress and impact so that where impact is not being made, adjustments are made quickly.
- Monitoring to focus on challenge for all children against the new national curriculum and effective use of TA's to promote accelerated progress.
- Special Educational Needs Coordinator (SENCo) to ensure the class provision maps are having an impact. If no impact is seen then immediate measures are put in place to provide alternative provision.
- Support given to teachers by subject leads to provide Continuing Professional Development (CPD) identified through meetings.
- Growth mindsets, introduced to children to promote a 'Can Do' attitude and equip the all children to challenge themselves.
- Marking Response Time (MRT) to be introduced, which gives the time to respond to feedback from teachers and ensures children the next steps in their learning
- Promote independent reflective learners through 3B4ME – a new initiative encouraging resilience, resourcefulness and collaboration.
- Not setting across the school to remove the ceiling of learning and allowing children to maximise their potential.