

ACHIEVEMENT - DATA MAP 2019-2020

Autumn Term Data Drop

Year R SB/NK

Cohort total No:	Girls	Boys	SEN School Action	SEN School Action Plus	SEN EHCP	FSM	Pupil Premium	EAL	CIC/ LAC	Other Specify
25	14	11	2	1	0	2	2	3	0	

Area of learning	Aspect	Number & %	No. of children in 22-36 age/stage band			No. of children in 30-50 age/stage band			No. of children in 40-60+ age/stage band			ELG
			Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	ELG
Communication and language	Listening and attention		0	0	0	0	7	8	10	0	0	0
		%	0	0	0	0	28%	32%	40%	0	0	0
	Understanding		0	0	0	1	6	14	4	0	0	0
		%	0	0	0	4%	24%	56%	16%	0	0	0
Speaking		0	0	0	7	12	6	0	0	0	0	
	%	0	0	0	28%	48%	24%	0	0	0	0	
Personal, social and emotional development	Self-confidence and self-awareness		0	0	0	0	7	9	9	0	0	0
		%	0	0	0	0	28%	36%	36%	0	0	0
	Managing feelings and behaviours		0	0	0	0	0	13	12	0	0	0
		%	0	0	0	0	0	52%	48%	0	0	0
Making relationships		0	0	0	0	0	19	6	0	0	0	
	%	0	0	0	0	0	76%	24%	0	0	0	
Literacy	Reading		0	0	0	0	0	21	4	0	0	0
		%	0	0	0	0	0	84%	16%	0	0	0
	Writing		0	0	0	0	0	24	1	0	0	0
		%	0	0	0	0	0	96%	4%	0	0	0
Mathematics	Numbers		0	0	0	0	3	8	14	0	0	0
		%	0	0	0	0	12%	32%	56%	0	0	0
	Shapes, space and measures		0	0	0	0	4	20	1	0	0	0
		%	0	0	0	0	16%	80%	4%	0	0	0

Highlights

The children have settled into school confidently. They are good at following routines and working independently. This is shown in the data for PSED where the majority of children are working at 30-50 months and are secure within this age stage band. In Maths 56% of children are entering 40-60 months, the children are confident at recognising numbers to 10 and counting numbers of objects to 10. Children in Reading and Writing are secure within 30-50 months band but there is a considerable jump between this and the next milestone.

ACHIEVEMENT - DATA MAP 2019-2020

Autumn Term Data Drop

Year R -ANS

Cohort total No:	Girls	Boys	SEN School Action	SEN School Action Plus	SEN EHCP	FSM	Pupil Premium	EAL	CIC/LAC	Other Specify
27	14	13	2	2	0	3	3	4	1	

Area of learning	Aspect	Number & %	No. of children in 22-36age/stage band			No. of children in 30-50 age/stage band			No. of children in 40-60+ age/stage band			ELG
			Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	ELG
Communication and language	Listening and attention		0	0	0	1	3	3	11	8	0	1
		%	0	0	0	4%	11%	11%	41%	30%	0	4%
	Understanding		0	0	1	0	3	2	16	4	0	1
		%	0	0	4%	0	11%	7%	59%	15%	0	4%
Speaking		0	0	1	0	2	4	9	8	2	1	
	%	0	0	4%	0	7%	11%	33%	30%	7%	4%	
Personal, social and emotional development	Self-confidence and self-awareness		0	0	0	1	3	7	13	2	0	1
		%	0	0	0	4%	11%	26%	48%	7%	0	4%
	Managing feelings and behaviours		0	0	0	0	1	5	19	2	0	0
		%	0	0	0	0	4%	19%	70%	7%	0	0
Making relationships		0	0	0	0	3	7	17	0	0	0	
	%	0	0	0	0	11%	26%	63%	0	0	0	
Literacy	Reading		0	0	0	0	4	19	3	1	0	0
		%	0	0	0	0	11%	70%	11%	4%	0	0
	Writing		0	0	0	0	5	20	2	0	0	0
		%	0	0	0	0	19%	74%	7%	0	0	0
Mathematics	Numbers		0	0	0	0	0	6	19	2	0	0
		%	0	0	0	0	0	22%	70%	7%	0	0
	Shapes, space and measures		0	0	0	0	0	11	15	1	0	0
		%	0	0	0	0	0	41%	56%	4%	0	0

Highlights

The children have settled into school confidently. They are good at following routines and working independently. This is shown in the data for PSED where the majority of children are working within the 40-60 months age and stage band. In Maths 70% of children are entering 40-60 months, the children are confident at recognising numbers to 10 and counting numbers of objects to 10. Children in Reading and Writing are secure within 30-50 months band but there is a considerable jump between this and the next milestone.

Year 1 - GS

Year 1 (GS): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 24	Number	7	8	5						
	%	29%	33%	21%						
Girls 13	Number	4	5	4						
	%	31%	39%	31%						
Boys 11	Number	3	3	1						
	%	27%	27%	9%						
PP 3	Number	0	2	0						
	%	0%	66%	0%						
Non PP 21	Number	7	6	5						
	%	33%	29%	24%						
EAL 0	Number	0	0	0						
	%	0%	0%	0%						

Highlights

21% of children are already working at GDS

66% of PP children are already working at EXS

54% of chn are at EXS or GDS. I am confident this number will increase by next data drop.

This percentage has been achieved without the class having LSA support.

Year 1 (GS): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All	Number	8	7	5						
	%	33%	29%	21%						
Girls	Number	5	3	4						
	%	39%	23%	31%						
Boys	Number	3	4	1						
	%	27%	36%	9%						
PP	Number	1	1	0						
	%	33%	33%	0%						
Non PP	Number	7	6	5						
	%	33%	29%	24%						
EAL	Number	0	0	0						
	%	0%	0%	0%						

Highlights

21% of children are already working at GDS

31% of girls are working at GDS

50% of chn are at EXS or GDS. I am confident this number will increase by next data drop.

This percentage has been achieved without the class having LSA support.

Year 1 (GS): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All	Number	10	6	5						
	%	40%	24%	20%						
Girls	Number	6	2	4						
	%	46%	15%	31%						
Boys	Number	4	4	1						
	%	36%	36%	9%						
PP	Number	1	1	0						
	%	33%	33%	0%						
Non PP	Number	9	5	4						
	%	43%	24%	19%						
EAL	Number	0	0	0						
	%	0%	0%	0%						

Highlights

20% of children are already working at GDS

31% of girls are working at GDS

44% of chn are at EXS or GDS. I am confident this number will increase by next data drop.

This percentage has been achieved without the class having LSA support.

Year 1 - SM

Year 1 (SM): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 23	Number	5	10	6						
	%	22	43	26						
Girls 11	Number	4	5	1						
	%	36	46	9						
Boys 12	Number	1	5	5						
	%	8	42	42						
PP 6	Number	1	2	1						
	%	17	33	17						
Non PP 17	Number	4	8	5						
	%	24	47	29						
EAL 1	Number	0	1	0						
	%	0	100	0						

Highlights

26% of children are already working at GDS

50% of PP children are working at EXS or above

65% of chn are at EXS or GDS. I am confident this number will increase by next data drop.

Year 1 (SM): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All 23	Number	10	8	3						
	%	43	35	13						
Girls 11	Number	9	1	1						
	%	81	9	9						
Boys 12	Number	1	7	2						
	%	8	58	17						
PP 6	Number	3	2	0						
	%	50	33	0						
Non PP 17	Number	7	6	3						
	%	41	35	18						
EAL 1	Number	0	1	0						
	%	0	100	0						

Highlights

13% of children are already working at GDS
 58% of boys are working at EXS
 48% of chn are at EXS or GDS. I am confident this number will increase by next data drop.

Year 1 (SM): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All 23	Number	6	12	6						
	%	26	53	26						
Girls 11	Number	5	5	1						
	%	46	46	9						
Boys 12	Number	1	7	5						
	%	8	58	42						
PP 6	Number	2	4	1						
	%	33	67	100						
Non PP 17	Number	4	8	5						
	%	24	47	29						
EAL 1	Number	0	1	0						
	%	0	100	0						

Highlights

26% of children are already working at GDS
 53% of children are working at EXS
 44% of chn are at EXS or GDS. I am confident this number will increase by next data drop.

Year 2 KH

Year 2 (KH): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All /27	Number	8	12	3						
	%	30%	44%	11%						
Girls /15	Number	6	5	3						
	%	40%	33%	20%						
Boys /12	Number	2	7	0						
	%	17%	58%	0						
PP /2	Number	0	1	1						
	%	0	50%	50%						
Non PP/25	Number	8	10	3						
	%	32%	40%	12%						
EAL /2	Number	1	0	1						
	%	50%	0	50%						

Highlights

20% of girls are GDS for reading.

PP children either EXS or GDS.

50% of EAL children GDS.

55% of all children are on track to be EXS or GDS by the end of the year. I am confident more children will have moved by next data drop.

Year 2 (KH): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All /27	Number	9	14	0						
	%	33%	52%	0%						
Girls /15	Number	7	7	0						
	%	47%	47%	0%						
Boys /12	Number	2	7	0						
	%	17%	58%	0%						
PP /2	Number	0	2	0						
	%	0	100%	0%						
Non PP/25	Number	9	12	0						
	%	36%	48%	0%						
EAL /2	Number	1	1	0						
	%	50%	50%	0%						

Highlights

52% of children are on track. More expected to be by next data drop.

100% of PP children are on track.

58% of boys are on track.

Year 2 (KH): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All /27	Number	5	18	0						
	%	19%	67%	0%						
Girls /15	Number	4	8	0						
	%	27%	53%	0%						
Boys /12	Number	1	10	0						
	%	8%	83%	0%						
PP /2	Number	0	2	0						
	%	0	100%	0%						
Non PP	Number	5	16	0						
	%	20%	64%	0%						
EAL /2	Number	1	1	0						
	%	50%	50%	0%						

Highlights

100% of PP are on track.

83% of the boys are at EXS.

Data for maths is looking positive.

GDS potential children have been identified.

Year 3 – EW

Year 3 (EW): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 24	Number	4	14	4						
	%	17%	58%	17%						
Girls 9	Number	3	4	1						
	%	33%	44%	4%						
Boys 15	Number	1	10	3						
	%	7%	67%	20%						
PP 4	Number	1	1	0						
	%	25%	25%	0%						
Non PP	Number	3	13	0						
	%	23%	68%	0%						
EAL 1	Number	0	1	0						
	%	0%	100%	0%						

Highlights

58% of the children are achieving EXS at this stage in the year. 75% are EXS or above.

In all pupil groups children are progressing towards achieving 80% of EXS.

68% of non PP are achieving EXS and ¼ PP are achieving EXS.

Year 3 (EW): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All 24	Number	8	8	3						
	%	33%	33%	13%						
Girls 9	Number	5	0	1						
	%	56%	0%	11%						
Boys 15	Number	3	8	2						
	%	20%	53%	13%						
PP 4	Number	1	0	0						
	%	25%	0%	0%						
Non PP	Number	7	8	3						
	%	37%	42%	16%						
EAL	Number	0	1	0						
	%	0%	100%	0%						

Highlights

66% of 15 boys are achieving EXS and above.

58% of none PP are achieving EXS or above.

100% of EAL are achieving EXS.

Year 3 (EW): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All 24	Number	5	12	5						
	%	21%	50%	21%						
Girls 9	Number	2	6	0						
	%	22%	67%	0%						
Boys 15	Number	3	6	5						
	%	20%	40%	33%						
PP 4	Number	1	0	0						
	%	25%	0%	0%						
Non PP	Number	4	0	0						
	%	21%	0%	0%						
EAL	Number	0	0	1						
	%	0%	0%	100%						

Highlights

61% of children are meeting target of EXS or above.

6/9 67% of girls are achieving maths EXS, and boys achieving 63%.

EAL 100% EXS or above.

Year 3 (LB/AT)

Year 3 (LB/AT): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 23	Number	5	12	2						
	%	22%	52%	9%						
Girls 11	Number	2	6	1						
	%	18%	55%	9%						
Boys 12	Number	3	6	1						
	%	25%	50%	8%						
PP 5	Number	2	1	1						
	%	40%	20%	20%						
Non PP 18	Number	3	11	1						
	%	16%	61%	6%						
EAL 0	Number	0	0	0						
	%	0	0	0						

Highlights

61% currently EXS or above

Children are eager to learn and keen to achieve in lessons.

There are Interventions running to support the WTS and WBS children in reading.

A volunteer comes in weekly to listen to reluctant readers and children who do not read at home.

Year 3 (LB/AT): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All 23	Number	9	10	0						
	%	39%	43%	0%						
Girls 11	Number	4	5	0						
	%	36%	45%	0%						
Boys 12	Number	5	5	0						
	%	42%	42%	0%						
PP 5	Number	3	1	0						
	%	60%	20%	0%						
Non PP 18	Number	6	9	0						
	%	33%	50%	0%						
EAL 0	Number	0	0	0						
	%	0%	0%	0%						

Highlights

43% currently EXS or above

Children are eager to learn and keen to achieve in lessons.

There are Interventions running to support the WTS and WBS children in Writing.

Gaps have been identified within their writing and additional units of work are being added to close these gaps.

Year 3 (LB/AT): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All 23	Number	8	13	1						
	%	35%	57%	4%						
Girls 11	Number	4	6	1						
	%	36%	56%	9%						
Boys 12	Number	4	7	0						
	%	33%	58%	0%						
PP 5	Number	2	1	0						
	%	40%	20%	0%						
Non PP 18	Number	6	12	0						
	%	33%	67%	0%						
EAL 0	Number	0	0	0						
	%	0%	0%	0%						

Highlights

61% are EXS or above.

Children are eager to learn and keen to achieve in lessons.

There are Interventions running to support the WTS and WBS children in Maths.

Children appear to have a good baseline in maths and a very positive attitude to their learning.

Year 4 (MG)

Year 4 (MG): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 29	Number	4	14	7						
	%	14%	48%	24%						
Girls 14	Number	3	5	4						
	%	21%	33%	29%						
Boys 15	Number	1	8	3						
	%	7%	53%	20%						
PP 4	Number	0	1	1						
	%	0%	25%	25%						
Non PP 25	Number	0	13	6						
	%	0%	52%	24%						
EAL	Number	1	1	1						
	%	3%	3%	3%						

Highlights

Combined EXS and GDS show that 72% of children are at EXS or above. They should meet the target of 75% by the end of the year.

Only one boy is at WTS. With current 1:1 support he should progress to EXS by the end of the year which would bring the boys at EXS or above to 80%.

Year 4 (MG): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All 29	Number	12	8	5						
	%	41%	28%	17%						
Girls 14	Number	4	4	4						
	%	29%	29%	29%						
Boys 15	Number	8	4	1						
	%	53%	27%	3%						
PP 4	Number	1	1	0						
	%	25%	25%	0%						
Non PP 25	Number	11	7	5						
	%	44%	28%	20%						
EAL 3	Number	2	1	0						
	%	67%	33%	0%						

Highlights

17% of children currently at GDS. At least 3 children are very close to being expected from WTS. Children are finding regular spelling sessions useful. Handwriting is improving. Children also given opportunity to respond to feedback from longer pieces of work coupled with pupil conferencing where appropriate.

Year 4 (MG): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All 29	Number	5	14	6						
	%	17%	48%	21%						
Girls 14	Number	1	6	4						
	%	7%	43%	29%						
Boys 15	Number	4	7	2						
	%	27%	47%	13%						
PP 4	Number	1	2	0						
	%	25%	50%	0%						
Non PP 25	Number	4	12	6						
	%	16%	48%	24%						
EAL 3	Number	1	2	0						
	%	33%	67%	0%						

Highlights

69% of children at EXS. 72% of PP children are also at EXS or above. Children's multiplication knowledge is improving particularly those at EXS

Year 4 (NM)

Year 4 (NM): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All (29)	Number	8	14	5						
	%	28%	48%	17%						
Girls (12)	Number	3	6	1						
	%	25%	50%	8%						
Boys (17)	Number	5	8	4						
	%	29%	47%	24%						
PP (7)	Number	2	3	0						
	%	29%	43%	0%						
Non PP (22)	Number	5	11	5						
	%	23%	50%	23%						
EAL (0)	Number	0	0	0						
	%	0%	0%	0%						

Highlights

65% are achieving EXS and above.

17% are achieving GDS.

71% boys are achieving EXS and above

73% non-PP pupils are achieving GDS and above.

All children are completing the guided reading tasks independently or with support when necessary. Pupils are reading at least once a week with an adult to ensure they are on the correct reading level and making progress accordingly. Reading comprehension activities will be put in place termly to ensure children understand what they are reading as well as locating and retrieving information from given texts.

Year 4 (NM): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All (29)	Number	12	14	2						
	%	41%	48%	7%						
Girls (12)	Number	5	5	1						
	%	42%	42%	8%						
Boys (17)	Number	7	9	1						
	%	41%	53%	6%						
PP (7)	Number	4	2	0						
	%	57%	29%	0%						
Non PP (22)	Number	4	12	2						
	%	18%	55%	9%						
EAL (0)	Number	0	0	0						
	%	0%	0%	0%						

Highlights

55% are achieving EXS and above.

Despite the low percentage achieving EXS and above, all pupils have improved their handwriting and letter formation as well as attitudes towards their learning, especially when writing longer pieces.

Spelling, SPaG (sentence structure) and handwriting interventions are taking place weekly for pupils who are WTS. Close the gaps and next steps are regularly given to improve quality of writing and to encourage pupils to edit their work independently.

Pupil conferencing with the class teacher and LSA are being introduced to ensure children understand what their next steps are to improve their writing.

Year 4 (NM): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All (29)	Number	7	14	7						
	%	24%	48%	24%						
Girls (12)	Number	5	6	0						
	%	42%	50%	0%						
Boys (17)	Number	2	8	7						
	%	11%	47%	42%						
PP (7)	Number	1	3	2						
	%	14%	43%	29%						
Non PP (22)	Number	6	11	5						
	%	27%	50%	23%						
EAL (0)	Number	0	0	0						
	%	0%	0%	0%						

Highlights

72% are achieving EXS and above.

24% are achieving GDS.

2 PP pupils are achieving GDS.

72% PP pupils are achieving GDS and above.

Pupils are making good progress in Maths and are showing enthusiasm and determination towards the subject. Throughout the lessons, children have been encouraged to use concrete, pictorial and abstract methods and these have been displayed on the WW for the class to refer back to. GDS pupils are maintaining progress but I am aware they need to be challenged more with problem solving and reasoning skills.

A weekly maths intervention is taking place as a pre-teach opportunity for pupils who are learning a new concept as well as needing support with retaining previous mathematical knowledge e.g. number and place value (10 more/10 less), times tables and rounding.

Year 5 (HB)

Year 5 (HB): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 29	Number	9	12	7						
	%	31%	42%	24%						
Girls 12	Number	3	5	4						
	%	25%	42%	33%						
Boys 17	Number	6	7	3						
	%	35%	41%	18%						
PP 4	Number	2	2	0						
	%	50%	50%	0%						
Non PP 25	Number	7	10	7						
	%	28%	40%	28%						
EAL 2	Number	0	1	1						
	%	0%	50%	50%						

Highlights

In Year 5 we are currently trialling a new reading comprehension assessment which has proved to be very enlightening and is supporting us to identify key children and areas within the reading curriculum to focus on. It has allowed us to unpick whether decoding was hindering children with good comprehension and whether children need support in turning verbal responses into written responses using evidence from the text.

As a year group, we are also looking at adapting our Guided Reading practises to coincide with the suggestions made by our English Leads in order to support child engagement, enjoyment and their level of progress. So far, it seems to be having a positive impact on our cohort and the books relating to our writing learning journeys are also engaging the children (boys in particular with links to our WW2 topic.)

Most children are also successfully maintaining or improving their outcomes against what they achieved in KS1. Girls, EAL and PP children in particular are achieving what is expected of them.

Year 5 (HB): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
All 29	Number	10	16	3						
	%	35%	55%	10%						
Girls 12	Number	3	8	1						
	%	25%	67%	8%						
Boys 17	Number	7	8	2						
	%	41%	47%	12%						
PP 4	Number	2	2	0						
	%	50%	50%	0%						
Non PP 25	Number	8	14	3						
	%	32%	56%	12%						
EAL 2	Number	0	0	2						
	%	0%	0%	100%						

Highlights

Children are really engaged and are enjoying our current learning journeys which have related to our WW2 History topic. This has allowed us to get a lot out of their English lessons and increase both the quality and the quantity that they are writing. A strong focus in class has been agreeing on non-negotiables with the children (capital letters, accurate use of punctuation to conclude sentences and accurate spellings when words have been provided, such as word banks). These have improved the children's independent editing quality because we remind ourselves of these at the beginning and end of every lesson. This then allows me to focus my guided editing on aspects that specifically relate to their learning objectives.

Handwriting has also been a key focus. CPD time with Owen Trowman last year when teaching in Year 6 highlighted the importance of legible, joint handwriting. Therefore, my expectation for my Year 5 class is high to ensure that they are ready for next year. The children have taken this on board very well and most children's presentation has improved to a high standard, including boys.

All PP and EAL children are achieving their expected standard. As a whole class, only six children are working lower than their expected standard, only two EXS and four GDS.

Year 5 (HB): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All 29	Number	10	14	5						
	%	35%	48%	17%						
Girls 12	Number	3	8	1						
	%	25%	67%	8%						
Boys 17	Number	7	6	4						
	%	41%	35%	24%						
PP 4	Number	2	2	0						
	%	50%	50%	0%						
Non PP 25	Number	8	12	5						
	%	32%	48%	20%						
EAL 2	Number	0	0	2						
	%	0%	0%	100%						

Highlights

Year 5 teachers had the chance to have some CPD with Jo Lees to unpick the new Maths planning and ensure a consistent, great quality use of CPA throughout our topics. The children have responded well to this and make full use of their Maths working wall, concrete and pictorial resources and their subject vocabulary has flourished.

I am currently trialling my own new style of learning objectives after our visit to another school during the INSET. It works with a traffic light system of success criteria: it allows the less able to feel a sense of achievement because they should be able to achieve the red target; and it is pushing the children working towards greater depth to achieve the green. Children seem to have a greater understanding of what is expected of them in their learning and appear to be demonstrating more resilience and enjoyment.

Only 4 children are currently not meeting their expected level of progress, three of which are girls and one who is SEN. All PP and EAL children are meeting their expected level of progress.

Year 5 (LR)

Year 5 (LR): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All 30	Number	4	17	8						
	%	13%	57%	27%						
Girls 14	Number	1	10	3						
	%	7%	71%	21%						
Boys 16	Number	3	7	5						
	%	19%	44%	31%						
PP 4	Number	2	0	1						
	%	50%	0%	25%						
Non PP 26	Number	2	17	7						
	%	7%	65%	27%						
EAL 4	Number	0	3	1						
	%	0%	75%	25%						

Highlights

57% of children are EXS and 84% are EXS or above.

1 PP child is achieving GDS.

92% of non PP children are achieving EXS or above.

All EAL children are achieving EXS or above.

A new reading comprehension assessment that we are trialling, is helping us to identify key areas to focus on and help support children to close the gaps. We now know that some children that find guided reading challenging, have a good level of comprehension and further support is needed with the decoding of words. We also need to build stamina so that children are able to read at length without losing concentration and that they need more practise to use evidence from the text rather than basing their responses on prior knowledge.

We are looking at the way we teach guiding reading, adapting lessons to fit with the areas of support that need focus.

Careful selection of texts related to current English topics are improving engagement, progress and are showing a difference in quality of writing and guided reading answers.

Year 5 (LR): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All 30	Number	5	12	10						
	%	17%	40%	34%						
Girls 14	Number	2	5	6						
	%	14%	36%	43%						
Boys 16	Number	3	7	4						
	%	19%	44%	25%						
PP 4	Number	1	0	1						
	%	25%	0%	25%						
Non PP 26	Number	4	12	9						
	%	15%	46%	35%						
EAL 4	Number	1	2	1						
	%	25%	50%	25%						

Highlights

74% of children are achieving EXS or above.

1 PP child is achieving GDS.

75% of EAL children are achieving EXS or above.

Working with Owen Troman on engaging new learning journeys, has allowed children to be creative and imaginative in their writing. Non-negotiables that have been agreed with the class mean that presentation, handwriting and punctuation has improved. Both the quantity and the quality of work being produced is of a high standard, and time given for editing has allowed children to identify their own gaps and where they need to focus for their next piece of work. With a focus on SPaG for the next term, 4 of the 7 children identified as WTS should be able to close the gap and be back up to EXS by the next term. The new success criteria given to the children, makes it clearer for them to know what they need to use in each piece of writing and as a result they are working more independently.

Year 5 (LR): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All 30	Number	5	15	8						
	%	17%	50%	27%						
Girls 14	Number	2	8	3						
	%	14%	57%	21%						
Boys 16	Number	3	7	5						
	%	19%	44%	31%						
PP 4	Number	1	0	1						
	%	25%	0%	25%						
Non PP 26	Number	4	15	7						
	%	15%	58%	27%						
EAL 4	Number	0	3	1						
	%	0%	75%	25%						

Highlights

77% are achieving EXS and above.

1 PP child is achieving GDS.

85% non-PP children are achieving GDS and above.

All EAL children are achieving EXS and above.

Working with Jo Lees has helped us to provide lessons with consistent use of CPA. Children are encouraged to refer to the working walls and the consistent use of modelling technical language to children has helped with their understanding.

The use of a traffic light success criteria, gives children a chance to take responsibility for their own learning so that they are becoming more independent and it is much clearer for us to identify where the gaps are in their learning. The traffic light system also encourages children to aim higher to achieve their next steps.

Year 6 (TG)

Year 6 (TG): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All (30)	Number	11	15	4						
	%	37%	50%	13%						
Girls (16)	Number	6	6	4						
	%	38%	38%	25%						
Boys (14)	Number	5	9	0						
	%	36%	64%	0%						
PP (6)	Number	4	1	1						
	%	67%	17%	17%						
Non PP (24)	Number	7	14	3						
	%	29%	58%	13%						
EAL (3)	Number	1	2	0						
	%	33%	66%	0						

Highlights

In autumn 63% of children on track to achieve EOY expectations by the end of year.

25% of girls are working at GDS in reading and 17% PP children at GDS in reading.

66% of EAL children are at the EXS for reading

Year 6 (TG): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All (30)	Number	13	15	2						
	%	43%	50%	7%						
Girls (16)	Number	6	8	2						
	%	38%	50%	13%						
Boys (14)	Number	7	7	0						
	%	50%	50%	0						
PP (6)	Number	5	1	0						
	%	83%	17%	0						
Non PP (24)	Number	8	14	2						
	%	33%	58%	8%						
EAL (3)	Number	1	2	0						
	%	33%	66%	0						

Highlights

Achieving GDS at writing is hard to assess at the beginning of the term however 7% of children are working at GDS and more will be there by the end of the spring term.

50% of girls and 50% of boys are currently at the EXS in writing

Children have engaged in rich texts which have enabled them to experiment with their vocabulary as well as edit and improve their writing. Further work in Year 6 will enable greater success.

Year 6 (TG): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All (30)	Number	12	15	3						
	%	47%	50%	10%						
Girls (16)	Number	8	6	3						
	%	50%	38%	19%						
Boys (14)	Number	5	9	0						
	%	36%	64%	0						
PP (6)	Number	3	2	1						
	%	50%	33%	17%						
Non PP (24)	Number	9	13	2						
	%	38%	54%	8%						
EAL (3)	Number	1	1	1						
	%	33%	33%	33%						

Highlights

10% of children are working at GDS in maths with a further 10% close to GDS.

64% of boys are currently working at GDS in maths

17% of PP children are working at GDS in maths

66% of EAL children are currently EXS in maths 33% at GDS.

Children have excellent knowledge of multiplication facts and arithmetic has improved.

Year 6 (RL)

Year 6 (RL): Reading

Pupil Groups		Reading Nov WTS	Reading Nov EXS	Reading Nov GDS	Reading Feb WTS	Reading Feb EXS	Reading Feb GDS	Reading EOY WTS	Reading EOY EXS	Reading EOY GDS
Total										
All (29)	Number	8	13	5						
	%	28%	45%	17%						
Girls (17)	Number	3	8	3						
	%	10%	64%	10%						
Boys (12)	Number	5	5	2						
	%	42%	42%	16%						
PP (4)	Number	2	0	0						
	%	50%	0	0						
NonPP (25)	Number	5	13	5						
	%	20%	52%	20%						
EAL (2)	Number	1	1	0						
	%	50%	50%	0						

Highlights

63% of children currently on track to achieve EXS or above in reading. With continued focus on target children there is great potential for this to continue increasing as the year progresses. Only 20% more needed to make progress and meet national expectations.

74% of girls at EXS/GDS already.

62% of Non-PP children on track at EXS and above.

Year 6 (RL): Writing

Pupil Groups		Writing Nov WTS	Writing Nov EXS	Writing Nov GDS	Writing Feb WTS	Writing Feb EXS	Writing Feb GDS	Writing EOY WTS	Writing EOY EXS	Writing EOY GDS
Total										
All (29)	Number	10	14	1						
	%	34%	48%	3%						
Girls (17)	Number	5	9	0						
	%	30%	52%	0						
Boys (12)	Number	5	5	1						
	%	42%	42%	8%						
PP (4)	Number	2	0	0						
	%	50%	0	0						
NonPP (25)	Number	8	14	1						
	%	32%	56%	4%						
EAL (2)	Number	1	1	0						
	%	50%	50%	0						

Highlights

60% of Non-PP children at EXS or above. Achieving writing standard for year 6 is challenging and with continued focus on closing gaps and developing year 6 skills, there will be an increase in the Spring term percentages.

Year 6 (RL): Maths

Pupil Groups		Maths Nov WTS	Maths Nov EXS	Maths Nov GDS	Maths Feb WTS	Maths Feb EXS	Maths Feb GDS	Maths EOY WTS	Maths EOY EXS	Maths EOY GDS
Total										
All (29)	Number	12	9	4						
	%	41%	31%	13%						
Girls (17)	Number	7	5	2						
	%	41%	29%	12%						
Boys (12)	Number	5	4	2						
	%	42%	33%	17%						
PP (4)	Number	2	0	0						
	%	50%	0	0						
NonPP (25)	Number	10	9	4						
	%	40%	36%	16%						
EAL (2)	Number	1	1	0						
	%	50%	50%	0						

Highlights

Despite low percentages at this point in the year, children are working hard and keen to do well in their SATs. A focus on reasoning and developing mathematical fluency will ensure greater progress in the Spring term.