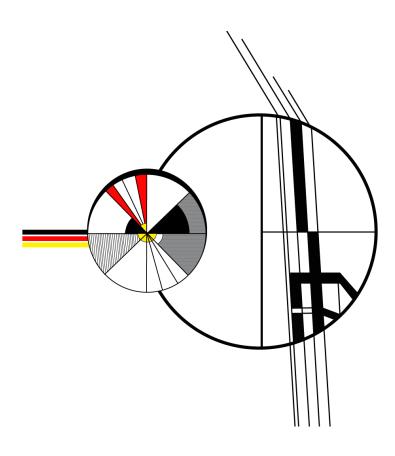


Fairmeadows Foundation Primary School Self-Evaluation Document September 2023



School Context

Fairmeadows Foundation Primary school is a one form entry primary school with an attached nursery. With a capacity of 210 pupils in main school and a maximum of 40 nursery places. There are currently 201 pupils on roll in main school with 20 in nursery.

The teaching compliment is 9 plus Head. The Senior Leadership Team comprises Head, 2 Assistant Heads, School Business manager and SENDCO. There are 2 middle leaders who lead core subjects and key stages.

The school has 40% of pupils on the SEND register and 7.10% EHCPs. There are 40% disadvantaged pupils and 35% Free School Meals. We have 5% of pupils EAL.

45% of the school are female and 55% are male meaning we have 4% more boys than girls on roll.

The school has a pupil base deprivation indicator of 4 meaning it is in the bottom 40% of areas nationally and was inspected as GOOD at the last inspection with no mitigations as the curriculum was judged as GOOD.

There is a strong culture of Safeguarding at school with a 4-person safeguarding lead team including the Headteacher (DSL), the SBM (Safeguarding Governor), SENDCo and Family Liaison. The school uses the secure My Concern system to record any safeguarding issues and web filtering from Derbyshire that emails a report each month.

The school has an historic deficit and works with the limiting financial parameters required to ensure this obligation is mitigated and reduced.

There is a strong sporting culture at the school and opportunities in this area are given to all students of all ability. There is a strong ethos of inclusion and equality at the heart of the entire school.

During the pandemic the school had a strong remote offer and has used recovery premium and tutoring funds to mitigate the impact of the pandemic and show year on year improvements at KS2.

The school has been awarded the Gold Artsmark in 2023, the Platinum Sportsmark in 2023, Forest Schools Champion status in 2022, Platinum Forest Schools award in 2022, PSQM for 2021 BERT Award for RSE Gold in 2023 and the AFPE Mark for 2023.

A new curriculum was put in place for 2019 and a subsequent OFSTED inspection showed this was GOOD without mitigations or interim measures. We have continued to develop the curriculum including during the pandemic to take it online. The current curriculum is sequenced from Early Years through to Year 6 and is based on the Chris Quigley curriculum. The learning is sequenced and uses spaced retrieval to support long term retention.

The PSHE and RSE curriculum are cornerstones of our curriculum and delivered by the Assistant Headteacher and curriculum lead in every class weekly for PPA. These connect to Collective Worships and work done beyond the classroom in family support groups run by our family liaison and trained Mental Health lead.

The Curriculum is in the final year of a three-year development and improvement process as are writing, phonics and maths. Each area is showing improvement following the pandemic and recovery premium and tutoring has been targeted at KS2 showing excellent impact over the past 2 years.

Fairmeadows operates under a deficit budget which was £145000 in 2019 and has been reduced to £64000 in the current year.

The school has risk assessed itself as **LOW** and evaluates the current OFSTED grade as **GOOD**.

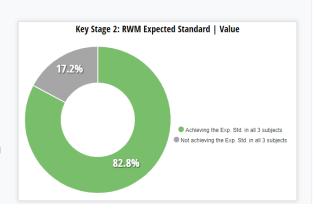
Reading, Writing and Maths Attainment

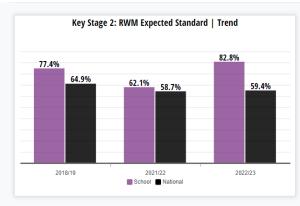
KEY STAGE 2 | RWM EXPECTED STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **82.8%** achieved the expected standard in Reading, Writing & Maths, a total of **24 pupils**.

0.0% achieved a scaled score < 100 in Reading, Writing & Maths in your school, a total of **0 pupils**.

24.1% achieved a higher standard in Reading, Writing & Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **7 pupils**.





Your school's expected standard percentage in Reading, Writing & Maths has **increased by 20.7%** from **62.1%** in 2021/22 to **82.8%** in 2022/23.

This is equivalent to approximately **6 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 74.2%.

COMPARISON | NATIONAL



82.8% achieved the expected standard in Reading, Writing & Maths in your school, **23.4%** higher than the National average of **59.4%**.

This is equivalent to **7 more** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average 3 times in the last 3 academic year(s) for the expected standard in Reading, Writing & Maths.

Your school's relative change for expected standard in Reading, Writing & Maths has **improved by 29.1%**, from **-9.1%** in 2021/22 to **+20.0%** in 2022/23 when compared to the National average.

While your school average for expected standard in Reading, Writing & Maths has **increased by 20.7%**, from **62.1%** in 2021/22 to **82.8%** in 2022/23, the National average **increased by 0.7%**, from **58.7%** in 2021/22 to **59.4%** in 2022/23.

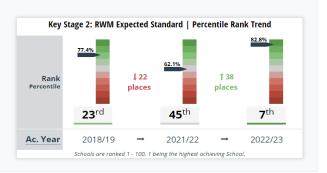


RANK

Your school is in **percentile 7** when compared to all schools nationally for the expected standard in Reading, Writing & Maths.

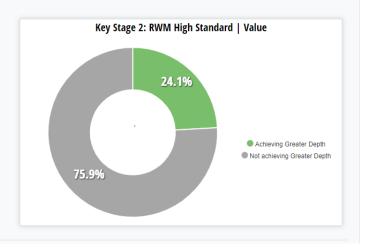
The schools in the same decile as you had between 79.3% and 100.0% of their cohort achieve the expected standard in Reading, Writing & Maths.

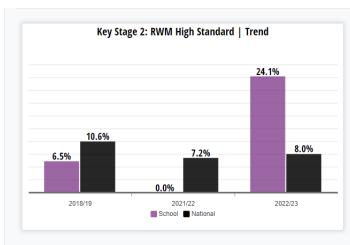
Your school **rose 38** places in the percentile rankings between 2021/22 and 2022/23, from **45** to **7**.



KEY STAGE 2 | RWM HIGH STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **24.1%** achieved the higher standard in Reading, Writing & Maths, a total of **7 pupils**.



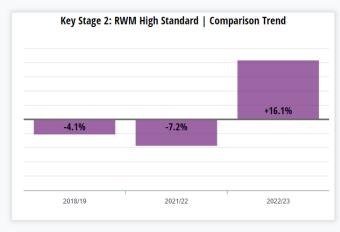


The higher standard in Reading, Writing & Maths in your school has increased by 24.1%, from 0.0% in 2021/22 to 24.1% in 2022/23.

This is equivalent to approximately **7 more** pupils achieving the higher standard in 2022/23 compared to 2021/22.

Your school's average higher standard for the last 3 academic year(s) is **10.1%**.

COMPARISON | NATIONAL



24.1% achieved the higher standard in Reading, Writing & Maths in your school, **16.1%** higher than the National average of **8.0%**.

This is equivalent to **5 more** pupils in your school achieving the higher standard compared to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for a higher standard in Reading, Writing & Maths.

Your school's relative change for higher standard in Reading, Writing & Maths has **improved by 26.4%**, from **-3.1%** in 2021/22 to **+23.3%** in 2022/23 when compared to the National average.

While your school average for higher standard in Reading, Writing & Maths has **increased by 24.1%**, from **0.0%** in 2021/22 to **24.1%** in 2022/23, the National average **increased by 0.8%**, from **7.2%** in 2021/22 to **8.0%** in 2022/23.

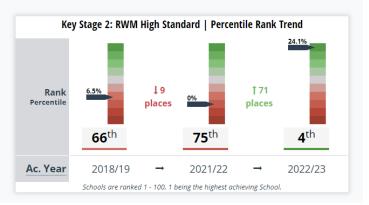
Key Stage 2: RWM High Standard Relative Change								
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value								
School	6.5%	-6.5%	0.0%	+24.1%	24.196			
National	10.6%	-3.4%	7.296	+0.8%	8.0%			
Relative Change	-	-3.1%	-	+23.3%	-			

RANK

Your school is in **percentile 4** when compared to all schools nationally for a higher standard in Reading, Writing & Maths.

The schools in the same decile as you had between **17.9%** and **100.0%** of their cohort achieve the higher standard in Reading, Writing & Maths.

Your school **rose 71** places in the percentile rankings between 2021/22 and 2022/23, from **75** to **4**.



Summary

Governor Notes:

- Attainment is exceptional, placing the school in the 7th percentile and exceeding the national average for RWM by 23.4%
- There is a 20.7% improvement on 2022 KS2 outcomes for RWM.
- The school has **outperformed the national average** for RWM in each of the last 3 recorded years. (2019,2022,2023)
- GDS for RWM was achieved by 24% more pupils than in 2022.
- The average GDS for RWM over the last 3 recorded years was 10.1%, 1.5% over the national average.
- The school is in the 4th percentile overall for RWM.

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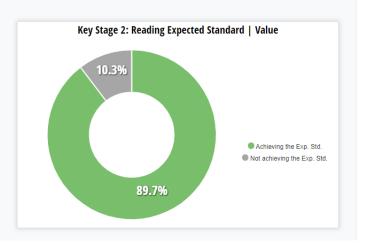
Reading Attainment and Progress

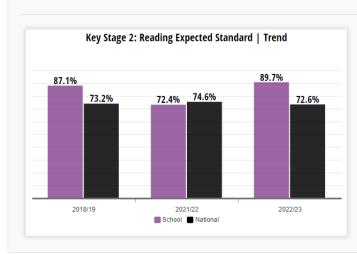
KEY STAGE 2 | READING EXPECTED STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **89.7%** achieved the expected standard in Reading, a total of **26 pupils**.

6.9% achieved a scaled score < 100 in Reading in your school, a total of **2 pupils**.

41.4% achieved a higher standard in Reading, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **12 pupils**.



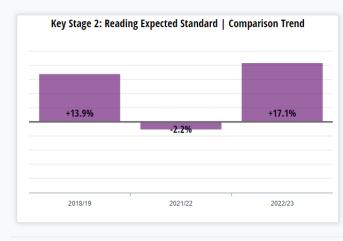


Your school's expected standard percentage in Reading has **increased by 17.3%** from **72.4%** in 2021/22 to **89.7%** in 2022/23.

This is equivalent to approximately **5 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 83.1%.

COMPARISON | NATIONAL



89.7% achieved the expected standard in Reading in your school, **17.1%** higher than the National average of **72.6%**.

This is equivalent to **5 more** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for the expected standard in Reading.

Your school's relative change for expected standard in Reading has **improved by 35.4%**, from **-16.1%** in 2021/22 to **+19.3%** in 2022/23 when compared to the National average.

While your school average for expected standard in Reading has increased by 17.3%, from 72.4% in 2021/22 to 89.7% in 2022/23, the National average decreased by 2.0%, from 74.6% in 2021/22 to 72.6% in 2022/23.

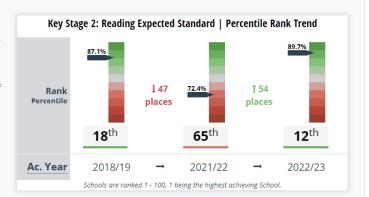
Key Stage 2: Reading Expected Standard Relative Change								
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value								
School	87.1%	-14.7%	72.4%	+17.3%	89.7%			
National	73.2%	+1.4%	74.6%	-2.0%	72.6%			
Relative Change	-	-16.1%	-	+19.3%	-			

RANK

Your school is in **percentile 12** when compared to all schools nationally for the expected standard in Reading.

The schools in the same decile as you had between **85.5%** and **89.9%** of their cohort achieve the expected standard in Reading.

Your school **rose 54** places in the percentile rankings between 2021/22 and 2022/23, from **65** to **12**.



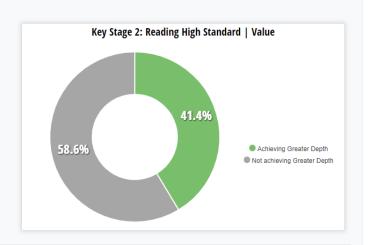
Summary

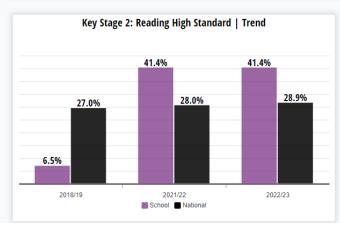
- Attainment in reading is excellent at 89.7% EXS+
- Increase of 17.3% from 2022.
- Attainment 17% higher than national.
- 12th centile for Reading outcomes.
- Exceeded national in reading for 2/3 years.

Governor Notes:

KEY STAGE 2 | READING HIGH STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **41.4%** achieved the higher standard in Reading, a total of **12 pupils**.



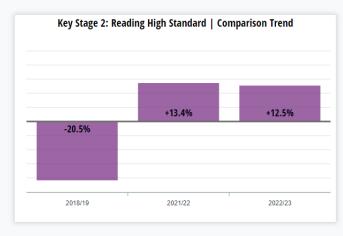


The higher standard in Reading in your school has **remained the same**, from **41.4%** in 2021/22 to **41.4%** in 2022/23.

This is equivalent to approximately **the same number of** pupils achieving the higher standard in 2022/23 compared to 2021/22.

Your school's average higher standard for the last 3 academic year(s) is **29.2%**.

COMPARISON | NATIONAL



41.4% achieved the higher standard in Reading in your school, **12.5%** higher than the National average of **28.9%**.

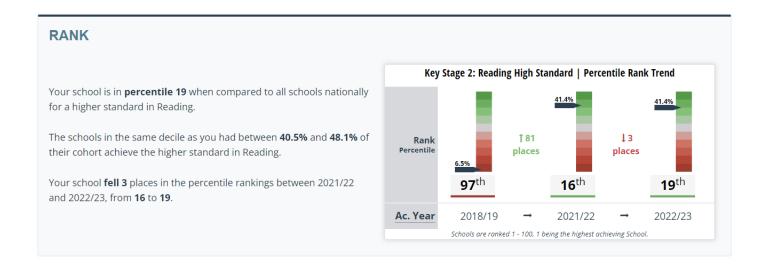
This is equivalent to **4 more** pupils in your school achieving the higher standard compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for a higher standard in Reading.

Your school's relative change for higher standard in Reading has **declined by 34.8%**, from **+33.9%** in 2021/22 to **-0.9%** in 2022/23 when compared to the National average.

While your school average for higher standard in Reading has **remained the same**, from **41.4%** in 2021/22 to **41.4%** in 2022/23, the National average **increased by 0.9%**, from **28.0%** in 2021/22 to **28.9%** in 2022/23.

Key Stage 2: Reading High Standard Relative Change							
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value		
School	6.5%	+34.9%	41.4%	0.0%	41.496		
National	27.0%	+1.0%	28.0%	+0.9%	28.9%		
Relative Change	-	+33.9%	-	-0.9%	-		



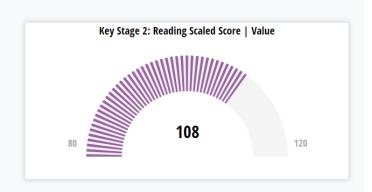
- Outstanding outcomes for GDS in reading of 41.4%
- 2nd consecutive year of 41.4% for GDS
- 19TH percentile for GDS reading.

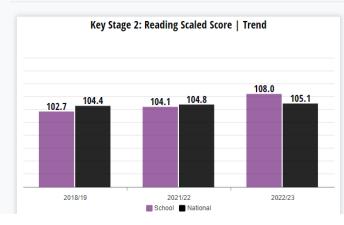
Governor Notes:	
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KEY STAGE 2 | READING SCALED SCORE

Your school has an average scaled score of **108.0** in Reading, this is based on a cohort of **28 pupils** at the end of Key Stage 2.

Of your eligible Reading cohort, **0** did not receive a scaled score, **0** received a scaled score less than 90, **2** less than 100 and **16** less than 110.

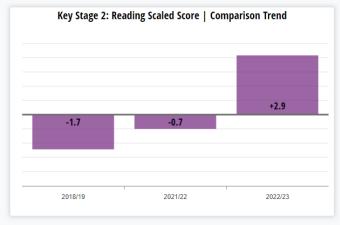




Your school's average scaled score in Reading has **increased by 3.9** from **104.1** in 2021/22 to **108.0** in 2022/23.

Your school's average scaled score for the last 3 academic year(s) is **104.9**.

COMPARISON | NATIONAL



The average scaled score for Reading in your school is 108.0. This is **2.9 higher than** the National cohort, who have an average scaled score of **105.1**.

89.7% achieved the expected standard in Reading in your school, **17.1% higher than** the National average of **72.6%**.

Your school has been above the National average **1 time** in the last 3 academic year(s) for the scaled score in Reading.

Your school's relative change for average scaled score for Reading has **improved by 2.6**, from **+1.0** in 2021/22 to **+3.6** in 2022/23 when compared to the National average.

While your school average scaled score for Reading has **increased by 3.9**, from **104.1** in 2021/22 to **108.0** in 2022/23, the National average **increased by 0.3**, from **104.8** in 2021/22 to **105.1** in 2022/23.

Key Stage 2: Reading Scaled Score Relative Change								
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value								
School	102.7	+1.4	104.1	+3.9	108.0			
National	104.4	+0.4	104.8	+0.3	105.1			
Relative Change	-	+1.0	-	+3.6	-			

RANK Key Stage 2: Reading Scaled Score | Percentile Rank Trend Your school is in percentile 15 when compared to all schools nationally for the average scaled score in Reading. The schools in the same decile as you had an average scaled score **† 12 † 47** Rank places places between 107.5 and 108.6 in Reading. **62**nd Your school **rose 47** places in the percentile rankings between 2021/22 **74**th **15**th and 2022/23, from 62 to 15. Ac. Year 2018/19 2021/22 2022/23 Schools are ranked 1 - 100, 1 being the highest achieving School.

- All pupils received a scaled score.
- Average score over three years is in line with national average.
- **89.7% achieved EXS** which is **17.1% higher than the national** average.
- Average scaled score increased by 3.9% since 2022.

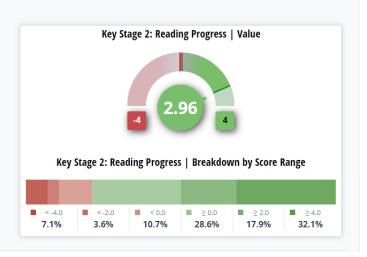
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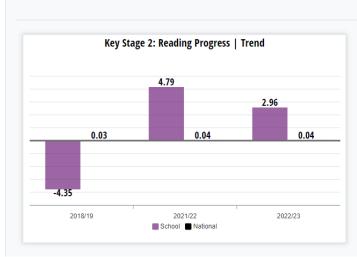
KEY STAGE 2 | READING PROGRESS

Based on a cohort of **28 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **+2.96** in Reading.

78.6% of your cohort achieved a progress score greater than or equal to 0, with **32.1%** having a score greater than or equal to 4.0.

21.4% of your cohort achieved a progress score below 0, with **7.1%** having a score less than or equal to -4.0.



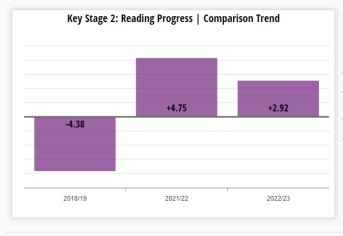


Your school's Reading progress score has **decreased by 1.83** from **+4.79** in 2021/22 to **+2.96** in 2022/23.

In addition, -- pupils achieved their progress estimate in 2022/23 compared to 2021/22.

Your school's average progress score for the last 3 academic year(s) is **+0.99**.

COMPARISON | NATIONAL



Your Reading progress score of **+2.96** is **2.92 higher than** the National cohort, who have a Reading progress score of **+0.04**.

Your school has been above the National average **2 times** in the last 3 academic year(s) for Reading progress.

Your school's relative change for Reading progress score has **declined by -10.96**, from **+9.13** in 2021/22 to **-1.83** in 2022/23 when compared to the National average.

While your school average for Reading progress score has **decreased by 1.83**, from **+4.79** in 2021/22 to **+2.96** in 2022/23, the National average **remained the same**, from **+0.04** in 2021/22 to **+0.04** in 2022/23.

Key Stage 2: Reading Progress Relative Change							
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value							
School	-4.35	+9.14	+4.79	-1.83	+2.96		
National	+0.03	+0.01	+0.04	0.00	+0.04		
Relative Change	-	+9.13	-	-1.83	-		

Schools are ranked 1 - 100, 1 being the highest achieving School.

RANK Key Stage 2: Reading Progress | Percentile Rank Trend Your school is in percentile 12 when compared to all schools nationally for Reading progress. The schools in the same decile as you have a progress score between ↓9 Rank places +2.08 and +3.14 in Reading. places Your school fell 9 places in the percentile rankings between 2021/22 3rd **98**th **12**th and 2022/23, from 3 to 12. Ac. Year 2018/19 2021/22 2022/23

- Reading progress was very good at +2.96.
- 32.1% of the cohort exceeded +4.0 for progress.
- 21.4% of pupils had a progress score less than 0.
- Reading progress decreased by 1.83% in 2023.
- Average progress over the past 3 years is 0.99% exceeding national for 2/3 years.
- The school is in the 12th percentile for progress.

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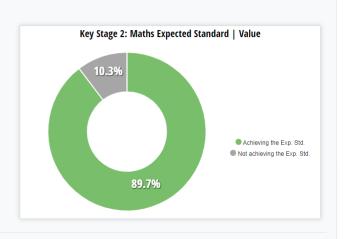
Maths Attainment and Progress

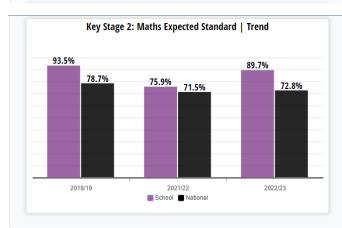
KEY STAGE 2 | MATHS EXPECTED STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **89.7%** achieved the expected standard in Maths, a total of **26 pupils**.

6.9% achieved a scaled score < 100 in Maths in your school, a total of **2 pupils**.

55.2% achieved a higher standard in Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **16 pupils**.



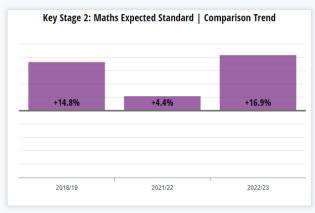


Your school's expected standard percentage in Maths has **increased by 13.8%** from **75.9%** in 2021/22 to **89.7%** in 2022/23.

This is equivalent to approximately **4 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 86.5%.

COMPARISON | NATIONAL



89.7% achieved the expected standard in Maths in your school, **16.9% higher than** the National average of **72.8%**.

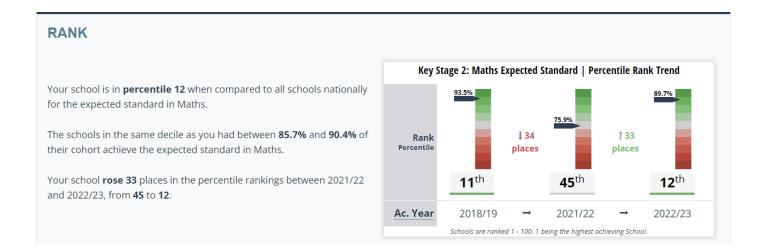
This is equivalent to **5 more** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **3 times** in the last 3 academic year(s) for the expected standard in Maths.

Your school's relative change for expected standard in Maths has **improved by 22.9%**, from **-10.4%** in 2021/22 to **+12.5%** in 2022/23 when compared to the National average.

While your school average for expected standard in Maths has **increased by 13.8%**, from **75.9%** in 2021/22 to **89.7%** in 2022/23, the National average **increased by 1.3%**, from **71.5%** in 2021/22 to **72.8%** in 2022/23.

Key Stage 2: Maths Expected Standard Relative Change						
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value	
School	93.5%	-17.6%	75.9%	+13.8%	89.7%	
National	78.796	-7.2%	71.596	+1.3%	72.8%	
Relative Change	-	-10.4%	-	+12.5%	-	

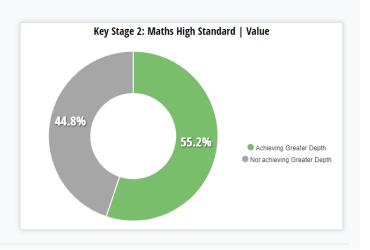


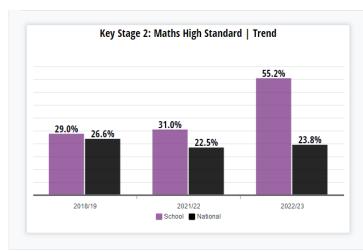
- Outstanding attainment in maths with 89.7% at ARE 16.9% higher than national
- **55.2**% of pupils achieved a **higher standard** an increase of 13.8% on 2022
- Three-year attainment in Maths is 86.5% (above national for every year)
- School in the 12th percentile for 2023

Governor Notes:
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KEY STAGE 2 | MATHS HIGH STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **55.2%** achieved the higher standard in Maths, a total of **16 pupils**.



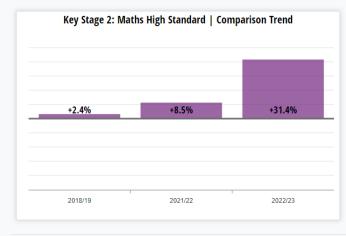


The higher standard in Maths in your school has **increased by 24.2%**, from **31.0%** in 2021/22 to **55.2%** in 2022/23.

This is equivalent to approximately **7 more** pupils achieving the higher standard in 2022/23 compared to 2021/22.

Your school's average higher standard for the last 3 academic year(s) is **38.2%**.

COMPARISON | NATIONAL



55.2% achieved the higher standard in Maths in your school, **31.4%** higher than the National average of **23.8%**.

This is equivalent to **9 more** pupils in your school achieving the higher standard compared to the National average.

Your school has been above the National average **3 times** in the last 3 academic year(s) for a higher standard in Maths.

Your school's relative change for higher standard in Maths has **improved by 16.8%**, from **+6.1%** in 2021/22 to **+22.9%** in 2022/23 when compared to the National average.

While your school average for higher standard in Maths has **increased by 24.2%**, from **31.0%** in 2021/22 to **55.2%** in 2022/23, the National average **increased by 1.3%**, from **22.5%** in 2021/22 to **23.8%** in 2022/23.

Key Stage 2: Maths High Standard Relative Change								
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value								
School	29.0%	+2.0%	31.0%	+24.2%	55.2%			
National	26.6%	-4.1%	22.5%	+1.3%	23.8%			
Relative Change	-	+6.1%	-	+22.9%	-			

RANK Key Stage 2: Maths High Standard | Percentile Rank Trend Your school is in percentile 3 when compared to all schools nationally for a higher standard in Maths. The schools in the same decile as you had between 41.0% and 100.0% **† 15** 1 20 Rank of their cohort achieve the higher standard in Maths. places places Your school rose 20 places in the percentile rankings between 2021/22 **38**th **23**rd 3rd and 2022/23, from 23 to 3. Ac. Year 2018/19 2021/22 2022/23 Schools are ranked 1 - 100, 1 being the highest achieving School.

Summary

Governor Notes:

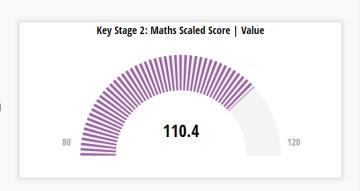
- 55.2% achieved the higher standard in maths.
- Average over three years at 38.2% higher than the national average
- 31.4% more students achieved the higher standard than national average
- The school is in the 3rd percentile for attainment at GDS

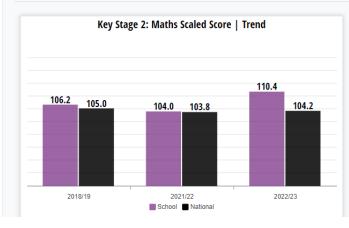
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KEY STAGE 2 | MATHS SCALED SCORE

Your school has an average scaled score of **110.4** in Maths, this is based on a cohort of **27 pupils** at the end of Key Stage 2.

Of your eligible Maths cohort, **1** did not receive a scaled score, **0** received a scaled score less than 90, **1** less than 100 and **11** less than 110.

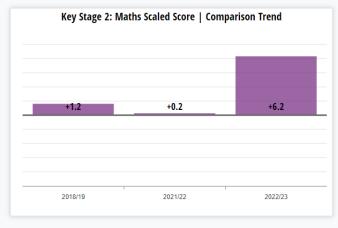




Your school's average scaled score in Maths has **increased by 6.4** from **104.0** in 2021/22 to **110.4** in 2022/23.

Your school's average scaled score for the last 3 academic year(s) is **106.8**.

COMPARISON | NATIONAL



The average scaled score for Maths in your school is 110.4. This is **6.2 higher than** the National cohort, who have an average scaled score of **104.2**.

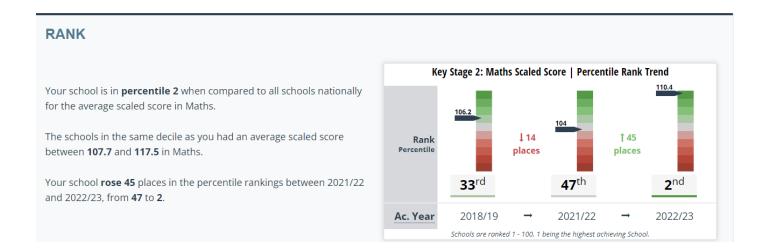
86.2% achieved the expected standard in Maths in your school, **16.9%** higher than the National average of **72.8%**.

Your school has been above the National average **3 times** in the last 3 academic year(s) for the scaled score in Maths.

Your school's relative change for average scaled score for Maths has **improved by 7.0**, from **-1.0** in 2021/22 to **+6.0** in 2022/23 when compared to the National average.

While your school average scaled score for Maths has **increased by 6.4**, from **104.0** in 2021/22 to **110.4** in 2022/23, the National average **increased by 0.4**, from **103.8** in 2021/22 to **104.2** in 2022/23.

Key Stage 2: Maths Scaled Score Relative Change							
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value							
School	106.2	-2.2	104.0	+6.4	110.4		
National	105.0	-1.2	103.8	+0.4	104.2		
Relative Change	-	-1.0	-	+6.0	-		



- The scaled score in maths has **increased by an average 7.0 points** since 2022.
- Average scaled score for the previous 3 years is 2.6 points higher than national.
- Scaled scores average in the 2nd percentile.

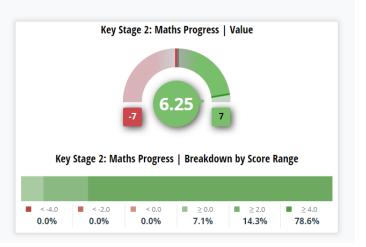
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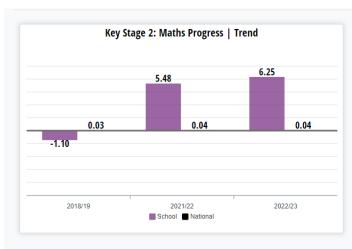
KEY STAGE 2 | MATHS PROGRESS

Based on a cohort of **28 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **+6.25** in Maths.

100.0% of your cohort achieved a progress score greater than or equal to 0, with **78.6%** having a score greater than or equal to 4.0.

0.0% of your cohort achieved a progress score below 0, with **0.0%** having a score less than or equal to -4.0.



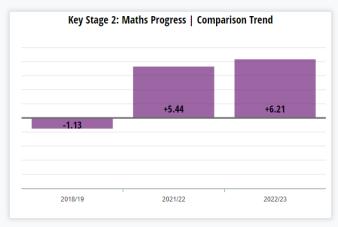


Your school's Maths progress score has **increased by 0.77** from **+5.48** in 2021/22 to **+6.25** in 2022/23.

In addition, - - pupils achieved their progress estimate in 2022/23 compared to 2021/22.

Your school's average progress score for the last 3 academic year(s) is **+3.41**.

COMPARISON | NATIONAL



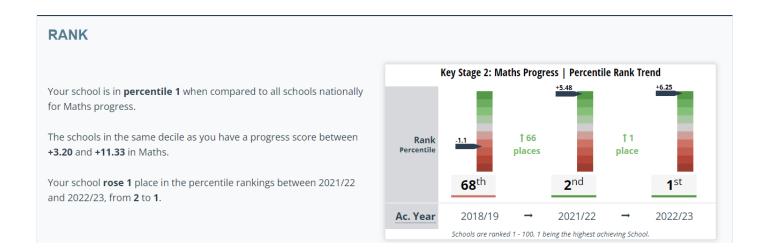
Your Maths progress score of **+6.25** is **6.21 higher than** the National cohort, who have a Maths progress score of **+0.04**.

Your school has been above the National average **2 times** in the last 3 academic year(s) for Maths progress.

Your school's relative change for Maths progress score has **declined by -5.80**, from **+6.57** in 2021/22 to **+0.77** in 2022/23 when compared to the National average.

While your school average for Maths progress score has **increased by 0.77**, from **+5.48** in 2021/22 to **+6.25** in 2022/23, the National average **remained the same**, from **+0.04** in 2021/22 to **+0.04** in 2022/23.

Key Stage 2: Maths Progress Relative Change							
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value							
School	-1.10	+6.58	+5.48	+0.77	+6.25		
National	+0.03	+0.01	+0.04	0.00	+0.04		
Relative Change	-	+6.57	-	+0.77	-		



- Outstanding progress of +6.25
- 0% received a progress score below 0.
- In 2022 progress was +5.48 an increase in 2023 of +0.77
- Average progress for the last 3 years is +3.41 higher than national of 0.04
- The school exceed national progress measures 2/3 times in the last 3 years.
- The school is in the **1**st **percentile for progress** improving from the 2nd percentile in 2022.

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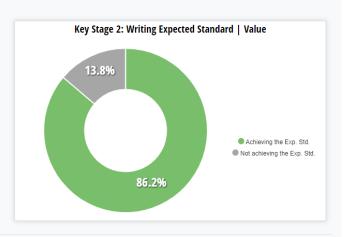
Writing Attainment and Progress

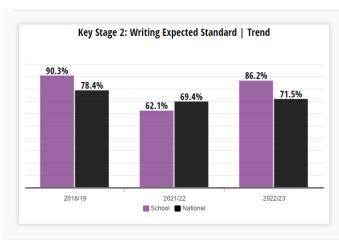
KEY STAGE 2 | WRITING EXPECTED STANDARD

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **86.2%** achieved the expected standard in Writing, a total of **25 pupils**.

3.4% achieved a TA Result below EXS in Writing in your school, a total of **1** pupil.

31.0% achieved a greater depth in Writing, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **9 pupils**.



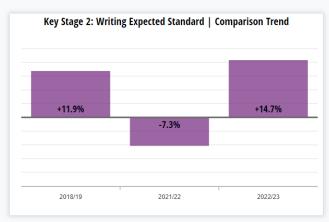


Your school's expected standard percentage in Writing has **increased by 24.1%** from **62.1%** in 2021/22 to **86.2%** in 2022/23.

This is equivalent to approximately **7 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 79.8%.

COMPARISON | NATIONAL



86.2% achieved the expected standard in Writing in your school, **14.7%** higher than the National average of **71.5%**.

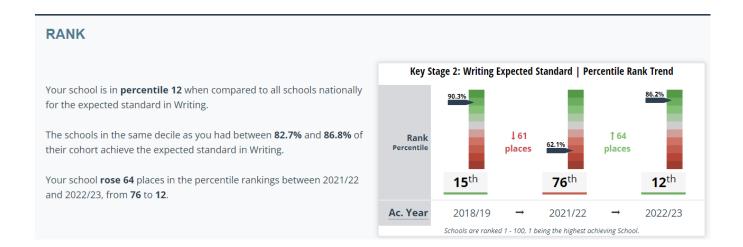
This is equivalent to **4 more** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for the expected standard in Writing.

Your school's relative change for expected standard in Writing has **improved by 41.2%**, from **-19.2%** in 2021/22 to **+22.0%** in 2022/23 when compared to the National average.

While your school average for expected standard in Writing has increased by 24.1%, from 62.1% in 2021/22 to 86.2% in 2022/23, the National average increased by 2.1%, from 69.4% in 2021/22 to 71.5% in 2022/23.

Key Stage 2: Writing Expected Standard Relative Change								
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value								
School	90.3%	-28.2%	62.1%	+24.1%	86.2%			
National	78.4%	-9.0%	69.4%	+2.1%	71.5%			
Relative Change	-	-19.2%	-	+22.0%	-			

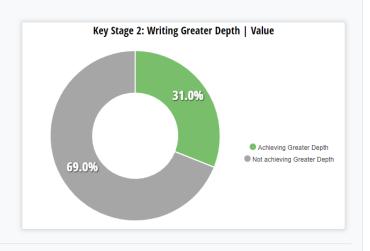


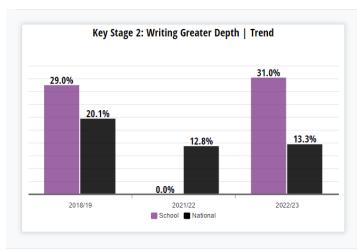
- 86.2% of pupils achieved the expected standard.
- 12th percentile for writing attainment
- 86.2% is 14.7% higher than the national average.
- 41.2% improvement for EXS+ a 24% year on year increase.

Governor Notes:

KEY STAGE 2 | WRITING GREATER DEPTH

From a cohort of **29 pupils** in your school at the end of Key Stage 2, **31.0%** achieved the greater depth in Writing, a total of **9 pupils**.



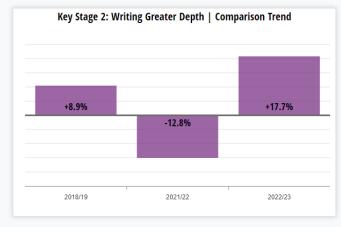


The greater depth in Writing in your school has **increased by 31.0%**, from **0.0%** in 2021/22 to **31.0%** in 2022/23.

This is equivalent to approximately **9 more** pupils achieving the greater depth in 2022/23 compared to 2021/22.

Your school's average greater depth for the last 3 academic year(s) is **20.2%**.

COMPARISON | NATIONAL



31.0% achieved the greater depth in Writing in your school, **17.7% higher than** the National average of **13.3%**.

This is equivalent to **5 more** pupils in your school achieving the greater depth compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for a greater depth in Writing.

Your school's relative change for greater depth in Writing has **improved by 52.2%**, from **-21.7%** in 2021/22 to **+30.5%** in 2022/23 when compared to the National average.

While your school average for greater depth in Writing has **increased by 31.0%**, from **0.0%** in 2021/22 to **31.0%** in 2022/23, the National average **increased by 0.5%**, from **12.8%** in 2021/22 to **13.3%** in 2022/23.

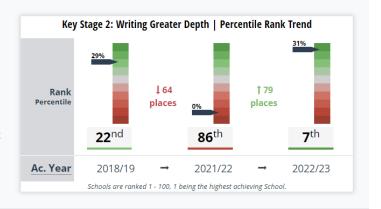
Key Stage 2: Writing Greater Depth Relative Change							
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value							
School	29.0%	-29.0%	0.096	+31.0%	31.0%		
National	20.1%	-7.3%	12.8%	+0.5%	13.3%		
Relative Change	-	-21.7%	-	+30.5%	-		

RANK

Your school is in **percentile 7** when compared to all schools nationally for a greater depth in Writing.

The schools in the same decile as you had between **27.3%** and **100.0%** of their cohort achieve the greater depth in Writing.

Your school **rose 79** places in the percentile rankings between 2021/22 and 2022/23, from **86** to **7**.



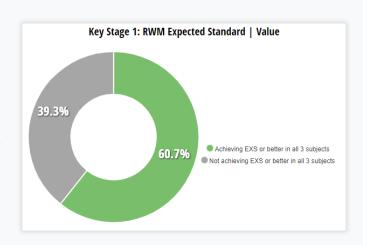
- Greater Depth writing in the **7**th **percentile and 17.7% higher than the national average**
- Increase of 31% on the previous year
- School GDS in writing has exceed national for 2/3 years

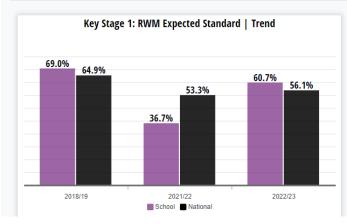
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KEY STAGE 1 | RWM EXPECTED STANDARD

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **60.7%** achieved the expected standard in Reading, Writing & Maths, a total of **17 pupils**.

14.3% achieved a greater depth in Reading, Writing & Maths, a total of **4** pupils.



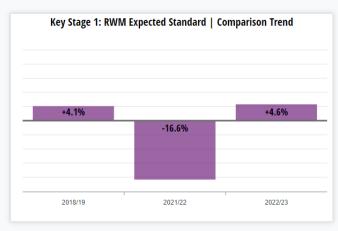


Your school's expected standard percentage in Reading, Writing & Maths has **increased by 24.0%** from **36.7%** in 2021/22 to **60.7%** in 2022/23.

This is equivalent to approximately **7 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 55.2%.

COMPARISON | NATIONAL



60.7% achieved the expected standard in Reading, Writing & Maths in your school, **4.6%** higher than the National average of **56.1%**.

This is equivalent to **1 more** pupil in your school achieving the expected standard compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for the expected standard in Reading, Writing & Maths.

Your school's relative change for expected standard in Reading, Writing & Maths has **improved by 41.9%**, from **-20.7%** in 2021/22 to **+21.2%** in 2022/23 when compared to the National average.

While your school average for expected standard in Reading, Writing & Maths has **increased by 24.0%**, from **36.7%** in 2021/22 to **60.7%** in 2022/23, the National average **increased by 2.8%**, from **53.3%** in 2021/22 to **56.1%** in 2022/23.

Key Stage 1: RWM Expected Standard Relative Change						
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value						
School	69.0%	-32.3%	36.7%	+24.0%	60.7%	
National	64.9%	-11.6%	53.3%	+2.8%	56.1%	
Relative Change	-	-20.7%	-	+21.2%	-	

RANK Key Stage 1: RWM Expected Standard | Percentile Rank Trend Your school is in percentile 40 when compared to all schools nationally for the expected standard in Reading, Writing & Maths. The schools in the same decile as you had between 60.7% and 64.2% of 145 **† 46** Rank their cohort achieve the expected standard in Reading, Writing & Maths. places places Your school rose 46 places in the percentile rankings between 2021/22 **86**th **40**th and 2022/23, from 86 to 40. Ac. Year 2018/19 2021/22 2022/23 Schools are ranked 1 - 100, 1 being the highest achieving School.

Summary

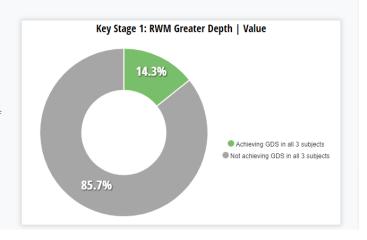
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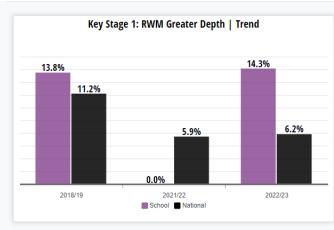
- An excellent percentage of 60.7% achieved EXS in RWM compared to 56% nationally
- Over three years the average RWM is at 55.2% above the national average in 2/3 years
- 24% increase on 2022 percentage for RWM.
- 40th percentile for RWM in KS1.

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KEY STAGE 1 | RWM GREATER DEPTH

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **14.3%** achieved the greater depth in Reading, Writing & Maths, a total of **4 pupils**.



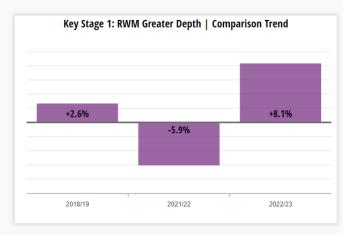


The greater depth in Reading, Writing & Maths in your school has increased by 14.3% from 0.0% in 2021/22 to 14.3% in 2022/23.

This is equivalent to approximately **4 more** pupils achieving the greater depth in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 9.2%.

COMPARISON | NATIONAL



14.3% achieved the greater depth in Reading, Writing & Maths in your school, **8.1% higher than** the National average of **6.2%**.

This is equivalent to **2 more** pupils in your school achieving the greater depth compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for a greater depth in Reading, Writing & Maths.

Your school's relative change for greater depth in Reading, Writing & Maths has **improved by 22.5%**, from **-8.5%** in 2021/22 to **+14.0%** in 2022/23 when compared to the National average.

While your school average for greater depth in Reading, Writing & Maths has **increased by 14.3%**, from **0.0%** in 2021/22 to **14.3%** in 2022/23, the National average **increased by 0.3%** from **5.9%** in 2021/22 to **6.2%** in 2022/23.

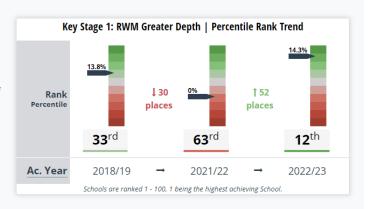
Key Stage 1: RWM Greater Depth Relative Change								
2018/19 → 2021/22 → 2022/23 Value Trend Value Trend Value								
School	13.8%	-13.8%	0.0%	+14.3%	14.3%			
National	11.296	-5.3%	5.9%	+0.3%	6.2%			
Relative Change	-	-8.5%	-	+14.0%	-			

RANK

Your school is in **percentile 12** when compared to all schools nationally for the greater depth in Reading, Writing & Maths.

The schools in the same decile as you had between **11.1%** and **15.1%** of their cohort achieve the greater depth in Reading, Writing & Maths.

Your school **rose 52** places in the percentile rankings between 2021/22 and 2022/23, from **63** to **12**.



Summary

Governor Notes:

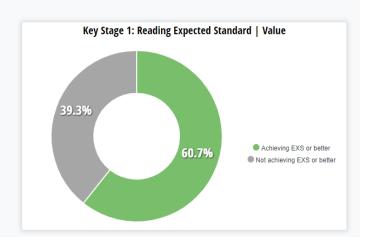
- RWM Greater Depth increased by 14.3%
- 3-year school average at 9.2% compared to 7.8% nationally.
- RWM GDS higher than national for 2/3 years
- 12th centile for RWM GDS

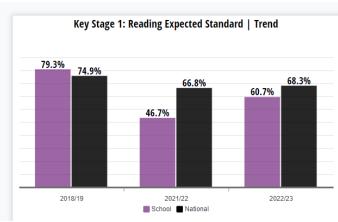
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KEY STAGE 1 | READING EXPECTED STANDARD

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **60.7%** achieved the expected standard in Reading, a total of **17 pupils**.

17.9% achieved a greater depth in Reading, a total of 5 pupils.



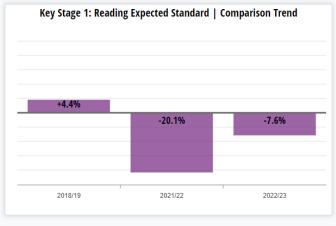


Your school's expected standard percentage in Reading has **increased by 14.0%** from **46.7%** in 2021/22 to **60.7%** in 2022/23.

This is equivalent to approximately **4 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 62.1%.

COMPARISON | NATIONAL



60.7% achieved the expected standard in Reading in your school, **7.6% lower than** the National average of **68.3%**.

This is equivalent to **2 fewer** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for the expected standard in Reading.

Your school's relative change for expected standard in Reading has **improved by 37.0%**, from **-24.5%** in 2021/22 to **+12.5%** in 2022/23 when compared to the National average.

While your school average for expected standard in Reading has increased by 14.0%, from 46.7% in 2021/22 to 60.7% in 2022/23, the National average increased by 1.5%, from 66.8% in 2021/22 to 68.3% in 2022/23.

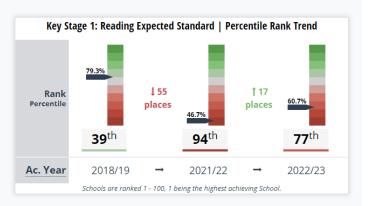
Key Stage 1: Reading Expected Standard Relative Change						
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value	
School	79.3%	-32.6%	46.7%	+14.0%	60.7%	
National	74.9%	-8.1%	66.8%	+1.5%	68.3%	
Relative Change	-	-24.5%	-	+12.5%	-	

RANK

Your school is in **percentile 77** when compared to all schools nationally for the expected standard in Reading.

The schools in the same decile as you had between **59.9%** and **63.5%** of their cohort achieve the expected standard in Reading.

Your school **rose 17** places in the percentile rankings between 2021/22 and 2022/23, from **94** to **77**.

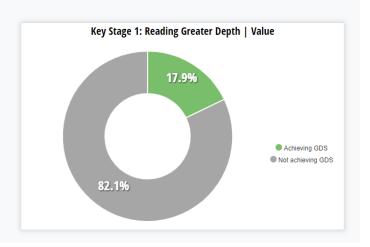


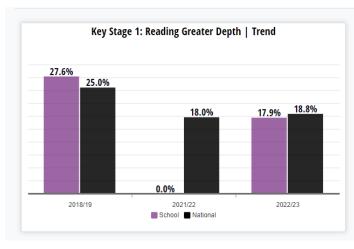
- Reading EXS + increased by 14% on 2022.
- Below national average by 7.6%
- 3-year average shows below national for 3/3 years
- Relative increase of 37% on 2022
- 77th percentile for Reading KS1

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KEY STAGE 1 | READING GREATER DEPTH

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **17.9%** achieved the greater depth in Reading, a total of **5 pupils**.



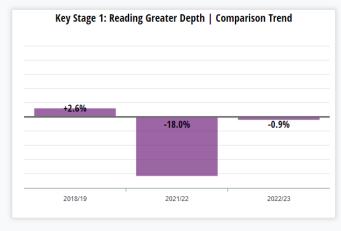


The greater depth in Reading in your school has **increased by 17.9%** from **0.0%** in 2021/22 to **17.9%** in 2022/23.

This is equivalent to approximately **5 more** pupils achieving the greater depth in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 14.9%.

COMPARISON | NATIONAL



17.9% achieved the greater depth in Reading in your school, **0.9% lower than** the National average of **18.8%**.

This is equivalent to **the same number of** pupils in your school achieving the greater depth compared to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for a greater depth in Reading.

Your school's relative change for greater depth in Reading has **improved by 37.7%**, from **-20.6%** in 2021/22 to **+17.1%** in 2022/23 when compared to the National average.

While your school average for greater depth in Reading has **increased by 17.9%**, from **0.0%** in 2021/22 to **17.9%** in 2022/23, the National average **increased by 0.8%** from **18.0%** in 2021/22 to **18.8%** in 2022/23.

Key Stage 1: Reading Greater Depth Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	27.6%	-27.6%	0.096	+17.9%	17.9%
National	25.0%	-7.0%	18.0%	+0.8%	18.8%
Relative Change	-	-20.6%	-	+17.1%	-

Your school is in percentile 51 when compared to all schools nationally for the greater depth in Reading. The schools in the same decile as you had between 15.2% and 18.1% of their cohort achieve the greater depth in Reading. Your school rose 40 places in the percentile rankings between 2021/22 and 2022/23, from 91 to 51.

Ac. Year

2018/19

2021/22

Schools are ranked 1 - 100, 1 being the highest achieving School.

2022/23

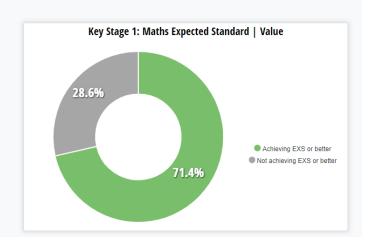
- Increase of 17.9% on 2022
- 0.9% lower than national average
- 51st centile for Reading GDS

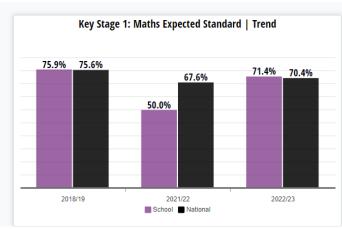
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KEY STAGE 1 | MATHS EXPECTED STANDARD

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **71.4%** achieved the expected standard in Maths, a total of **20 pupils**.

14.3% achieved a greater depth in Maths, a total of 4 pupils.



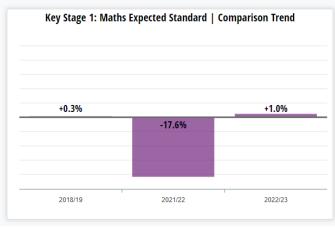


Your school's expected standard percentage in Maths has **increased by 21.4%** from **50.0%** in 2021/22 to **71.4%** in 2022/23.

This is equivalent to approximately **6 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 65.5%.

COMPARISON | NATIONAL



71.4% achieved the expected standard in Maths in your school, **1.0% higher than** the National average of **70.4%**.

This is equivalent to **the same number of** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for the expected standard in Maths.

Your school's relative change for expected standard in Maths has **improved by 36.5%**, from **-17.9%** in 2021/22 to **+18.6%** in 2022/23 when compared to the National average.

While your school average for expected standard in Maths has **increased by 21.4%**, from **50.0%** in 2021/22 to **71.4%** in 2022/23, the National average **increased by 2.8%**, from **67.6%** in 2021/22 to **70.4%** in 2022/23.

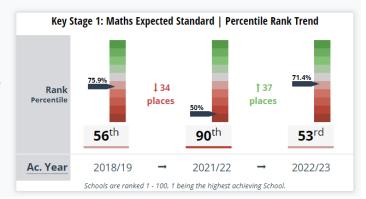
Key Stage 1: Maths Expected Standard Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	75.9%	-25.9%	50.0%	+21.4%	71.4%
National	75.6%	-8.0%	67.6%	+2.8%	70.4%
Relative Change	-	-17.9%	-	+18.6%	-

RANK

Your school is in **percentile 53** when compared to all schools nationally for the expected standard in Maths.

The schools in the same decile as you had between **69.3%** and **72.2%** of their cohort achieve the expected standard in Maths.

Your school **rose 37** places in the percentile rankings between 2021/22 and 2022/23, from **90** to **53**.

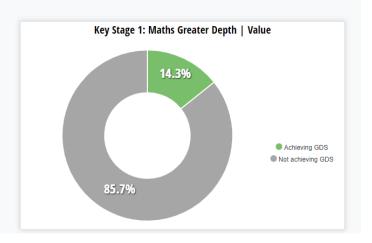


- Maths attainment increase of 21.4%
- Exceeds national by 1%
- Exceeded national average for 2/3 years
- 53rd percentile for maths attainment

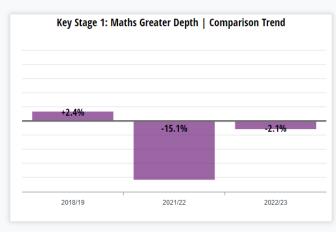
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KEY STAGE 1 | MATHS GREATER DEPTH

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **14.3%** achieved the greater depth in Maths, a total of **4 pupils**.



COMPARISON | NATIONAL



14.3% achieved the greater depth in Maths in your school, **2.1% lower** than the National average of **16.4%**.

This is equivalent to **1 fewer** pupil in your school achieving the greater depth compared to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for a greater depth in Maths.

Your school's relative change for greater depth in Maths has **improved by 30.5%**, from **-17.5%** in 2021/22 to **+13.0%** in 2022/23 when compared to the National average.

While your school average for greater depth in Maths has **increased by 14.3%**, from **0.0%** in 2021/22 to **14.3%** in 2022/23, the National average **increased by 1.3%** from **15.1%** in 2021/22 to **16.4%** in 2022/23.

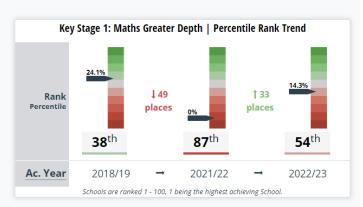
Key Stage 1: Maths Greater Depth Relative Change						
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value	
School	24.1%	-24.1%	0.096	+14.3%	14.3%	
National	21.7%	-6.6%	15.196	+1.3%	16.496	
Relative Change	-	-17.5%	-	+13.0%	-	

RANK

Your school is in **percentile 54** when compared to all schools nationally for the greater depth in Maths.

The schools in the same decile as you had between **13.3%** and **15.3%** of their cohort achieve the greater depth in Maths.

Your school **rose 33** places in the percentile rankings between 2021/22 and 2022/23, from **87** to **54**.



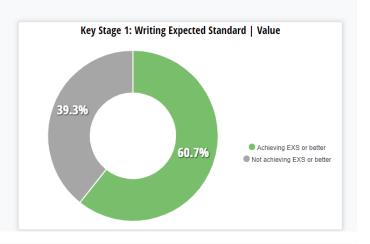
- 14.3% increase in GDS for maths
- 2.1% lower than national
- **54**th **percentile** for GDS maths

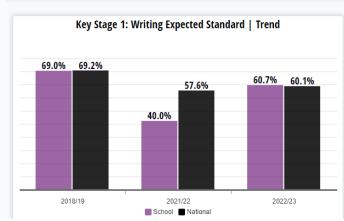
Governor Notes:

KEY STAGE 1 | WRITING EXPECTED STANDARD

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **60.7%** achieved the expected standard in Writing, a total of **17 pupils**.

17.9% achieved a greater depth in Writing, a total of 5 pupils.



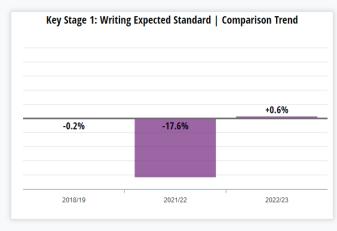


Your school's expected standard percentage in Writing has **increased by 20.7%** from **40.0%** in 2021/22 to **60.7%** in 2022/23.

This is equivalent to approximately **6 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 56.3%.

COMPARISON | NATIONAL



60.7% achieved the expected standard in Writing in your school, **0.6% higher than** the National average of **60.1%**.

This is equivalent to **the same number of** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for the expected standard in Writing.

Your school's relative change for expected standard in Writing has **improved by 35.6%**, from **-17.4%** in 2021/22 to **+18.2%** in 2022/23 when compared to the National average.

While your school average for expected standard in Writing has increased by 20.7%, from 40.0% in 2021/22 to 60.7% in 2022/23, the National average increased by 2.5%, from 57.6% in 2021/22 to 60.1% in 2022/23

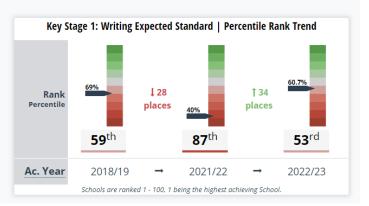
Key Stage 1: Writing Expected Standard Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	69.0%	-29.0%	40.0%	+20.7%	60.7%
National	69.2%	-11.6%	57.6%	+2.5%	60.1%
Relative Change	-	-17.4%	-	+18.2%	-

RANK

Your school is in **percentile 53** when compared to all schools nationally for the expected standard in Writing.

The schools in the same decile as you had between **58.5%** and **61.8%** of their cohort achieve the expected standard in Writing.

Your school **rose 34** places in the percentile rankings between 2021/22 and 2022/23, from **87** to **53**.



Summary

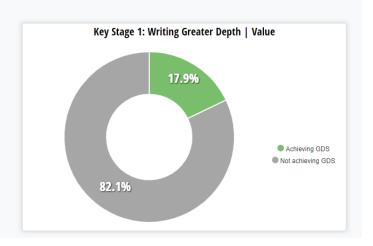
Governor Notes:

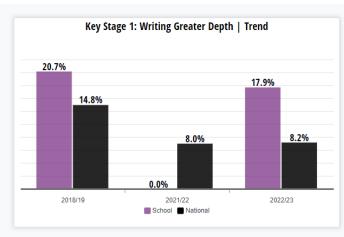
- 60.7% achieved EXS in writing, in line with national.
- Increase of 20.7% on 2022 outcomes
- 53rd percentile
- Above national for 2/3 years

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KEY STAGE 1 | WRITING GREATER DEPTH

From a cohort of **28 pupils** in your school at the end of Key Stage 1, **17.9%** achieved the greater depth in Writing, a total of **5 pupils**.



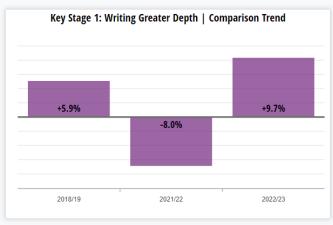


The greater depth in Writing in your school has **increased by 17.9%** from **0.0%** in 2021/22 to **17.9%** in 2022/23.

This is equivalent to approximately **5 more** pupils achieving the greater depth in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 12.6%.

COMPARISON | NATIONAL



17.9% achieved the greater depth in Writing in your school, 9.7% higher than the National average of 8.2%.

This is equivalent to **3 more** pupils in your school achieving the greater depth compared to the National average.

Your school has been above the National average **2 times** in the last 3 academic year(s) for a greater depth in Writing.

Your school's relative change for greater depth in Writing has **improved by 31.6%**, from **-13.9%** in 2021/22 to **+17.7%** in 2022/23 when compared to the National average.

While your school average for greater depth in Writing has **increased by 17.9%**, from **0.0%** in 2021/22 to **17.9%** in 2022/23, the National average **increased by 0.2%** from **8.0%** in 2021/22 to **8.2%** in 2022/23.

Key Stage 1: Writing Greater Depth Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	20.7%	-20.7%	0.0%	+17.9%	17.9%
National	14.8%	-6.8%	8.0%	+0.2%	8.2%
Relative Change	-	-13.9%	-	+17.7%	-

RANK Key Stage 1: Writing Greater Depth | Percentile Rank Trend Your school is in percentile 13 when compared to all schools nationally for the greater depth in Writing. The schools in the same decile as you had between 14.3% and 19.4% of ↓47 **† 58** Rank their cohort achieve the greater depth in Writing. places places **24**th **13**th Your school **rose 58** places in the percentile rankings between 2021/22 and 2022/23, from 71 to 13. Ac. Year 2018/19 2021/22 2022/23 Schools are ranked 1 - 100, 1 being the highest achieving School.

- Outstanding levels of GDS of 17.9%
- 13th percentile for GDS writing
- 9.7% higher than national
- 17.9% increase on 2022
- Above national for 2/3 years

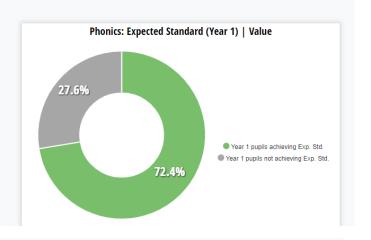
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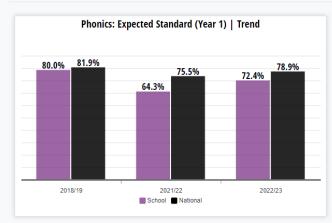
Phonics Attainment and Progress

PHONICS | EXPECTED STANDARD (YEAR 1)

From a Year 1 phonics cohort of **29 pupils** in your school, **72.4%** achieved the expected standard of 32, a total of **21 pupils**.

The average point score for your Year 1 phonics cohort is 29.1.



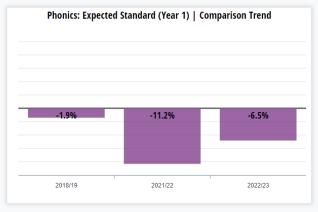


Your school's Year 1 expected standard percentage has **increased by 8.1%** from **64.3%** in 2021/22 to **72.4%** in 2022/23.

This is equivalent to approximately **2 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average Year 1 expected standard percentage for the last 3 academic year(s) is **72.4%**.

COMPARISON | NATIONAL



72.4% of your Year 1 cohort achieved the expected standard in your school, **6.5% lower than** the National average of **78.9%**.

This is the equivalent to **2 fewer** pupils in your school achieving the expected standard comparted to the National average.

Your school has been above the National average **0 times** in the last 3 academic year(s) for the Year 1 expected standard.

Your school's relative change for Year 1 expected standard has **improved by 14.0%**, from **-9.3%** in 2021/22 to **+4.7%** in 2022/23 when compared to the National average.

While your school average for Year 1 expected standard has **increased by 8.1%**, from **64.3%** in 2021/22 to **72.4%** in 2022/23, the National average **increased by 3.4%**, from **75.5%** in 2021/22 to **78.9%** on 2022/23.

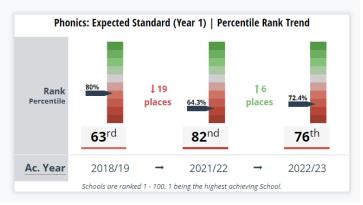
Phonics: Expected Standard (Year 1) Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	80.0%	-15.7%	64.3%	+8.1%	72.4%
National	81.9%	-6.4%	75.5%	+3.4%	78.9%
Relative Change	-	-9.3%	-	+4.7%	=

RANK

Your school is in **percentile 76** when compared to all schools nationally for Year 1 expected standard.

The schools in the same decile as you had between **70.0%** and **74.8%** of the their Year 1 cohort achieve the expected standard.

Your school **rose 6** places in the percentile rankings between 2021/22 and 2022/23, from **82** to **76**.



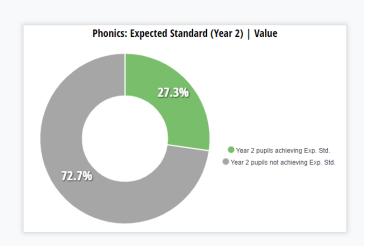
- 72.4% in Year 1 increase of 8.1% on 2022
- 3-year average of 72.4: 7.5% below national 3-year average
- School has never exceeded national outcomes for phonics
- 76th percentile for Year 1 phonics

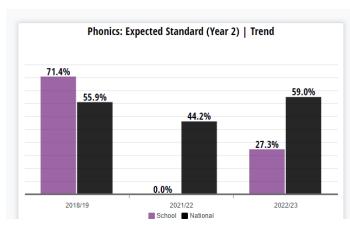
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PHONICS | EXPECTED STANDARD (YEAR 2)

From a Year 2 phonics cohort of **11 pupils** in your school, **27.3%** achieved the expected standard of 32, a total of **3 pupils**.

The average point score for your Year 2 phonics cohort is 19.6.



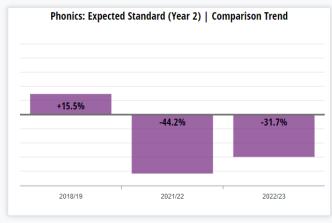


Your school's Year 2 expected standard percentage has **increased by 27.3%** from **0.0%** in 2021/22 to **27.3%** in 2022/23.

This is equivalent to approximately **3 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average Year 2 expected standard percentage for the last 3 academic year(s) is **28.6%**.

COMPARISON | NATIONAL



27.3% of your Year 2 cohort achieved the expected standard in your school, **31.7% lower than** the National average of **59.0%**.

This is the equivalent to **3 fewer** pupils in your school achieving the expected standard comparted to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for the Year 2 expected standard.

Your school's relative change for Year 2 expected standard has **improved by 72.2%**, from **-59.7%** in 2021/22 to **+12.5%** in 2022/23 when compared to the National average.

While your school average for Year 2 expected standard has **increased by 27.3%**, from **0.0%** in 2021/22 to **27.3%** in 2022/23, the National average **increased by 14.8%**, from **44.2%** in 2021/22 to **59.0%** on 2022/23.

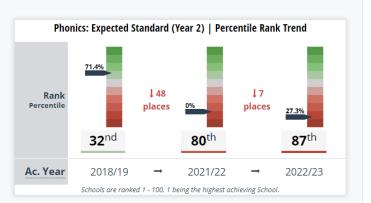
Phonics: Expected Standard (Year 2) Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	71.4%	-71.4%	0.0%	+27.3%	27.396
National	55.9%	-11.7%	44.2%	+14.8%	59.0%
Relative Change	-	-59.7%	-	+12.5%	-

RANK

Your school is in **percentile 87** when compared to all schools nationally for Year 2 expected standard.

The schools in the same decile as you had between **18.2%** and **37.1%** of the their Year 2 cohort achieve the expected standard.

Your school **fell 7** places in the percentile rankings between 2021/22 and 2022/23, from $\bf 80$ to $\bf 87$.



Summary

Governor Notes:

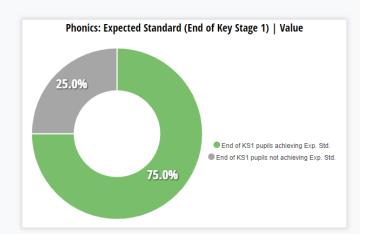
- 27.3% passed check in Year 2
- 31.8% below national
- Year 2 average over 3 years 25% lower than national
- Exceeded national once in 3 years
- Increase of 27.3% on 2022
- 87th percentile 2023

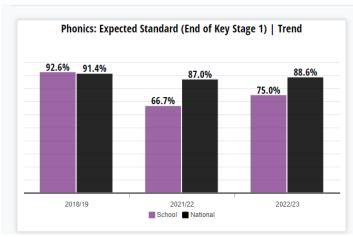
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PHONICS | EXPECTED STANDARD (END OF KEY STAGE 1)

From an End of Key Stage 1 cohort of **28 pupils** in your school, **75.0%** achieved the expected standard of **32**, a total of **21 pupils**.

The average point score for your End of Key Stage 1 cohort is 31.0.



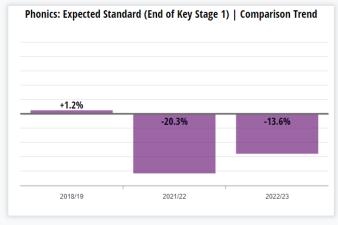


Your school's End of Key Stage 1 expected standard percentage has **increased by 8.3%** from **66.7%** in 2021/22 to **75.0%** in 2022/23.

This is equivalent to approximately **2 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average End of Key Stage 1 expected standard percentage for the last 3 academic year(s) is **77.6%**.

COMPARISON | NATIONAL



75.0% of your End of Key Stage 1 cohort achieved the expected standard in your school, **13.6% lower than** the National average of **88.6%**.

This is the equivalent to **4 fewer** pupils in your school achieving the expected standard comparted to the National average.

Your school has been above the National average **1 time** in the last 3 academic year(s) for the End of Key Stage 1 expected standard.

Your school's relative change for End of Key Stage 1 expected standard has **improved by 28.2%**, from **-21.5%** in 2021/22 to **+6.7%** in 2022/23 when compared to the National average.

While your school average for End of Key Stage 1 expected standard has **increased by 8.3%**, from **66.7%** in 2021/22 to **75.0%** in 2022/23, the National average **increased by 1.6%**, from **87.0%** in 2021/22 to **88.6%** on 2022/23.

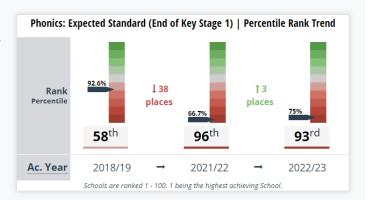
Phonics: Expected Standard (End of Key Stage 1) Relative Change					
	2018/19 Value	→ Trend	2021/22 Value	→ Trend	2022/23 Value
School	92.6%	-25.9%	66.7%	+8.3%	75.0%
National	91.4%	-4.4%	87.0%	+1.6%	88.6%
Relative Change	-	-21.5%	-	+6.7%	-

RANK

Your school is in **percentile 93** when compared to all schools nationally for End of Key Stage 1 expected standard.

The schools in the same decile as you had between **0.0%** and **77.6%** of the their End of Key Stage 1 cohort achieve the expected standard.

Your school **rose 3** places in the percentile rankings between 2021/22 and 2022/23, from **96** to **93**.



- 93rd percentile for end of key stage.
- **75%** pass
- Increase of 8.3% on 2022
- Exceeded national once in three years

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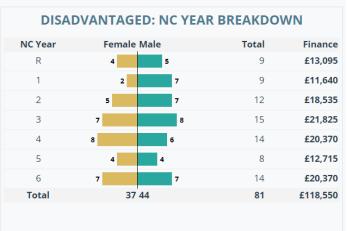
Pupil Groups Disadvantaged

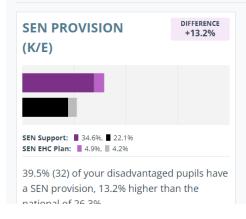


39.4% (37) of your girls are disadvantaged, 12.8% higher than the national of 26.6%. 38.6% (44) of your boys are disadvantaged, 12.0% higher than the national of 26.6%.

Disadvantaged pupils contribute £118,550 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding <u>here</u>









CHALLENGES	
OVERALL ABSENCE	
Gap-to-National	+5.6%
Year-on-Year Trend	+2.8%
SEVERE PERSISTENT ABSENCE	
Gap-to-National	+2.1%
Year-on-Year Trend	+2.8%
AUTHORISED ABSENCE	
Gap-to-National	+4.3%

CHALLENGES

OVERALL ABSENCE	
Gap-to-National	+5.7%
Year-on-Year Trend	+2.2%
SEVERE PERSISTENT ABSENCE	
Gap-to-National	+2.1%
Year-on-Year Trend	+2.8%
AUTHORISED ABSENCE	
Gap-to-National	+3.6%
UNAUTHORISED ABSENCE	
Gap-to-National	+2.1%
Year-on-Year Trend	+1.3%

STRENGTHS

MATHS PROGRESS	
Gap-to-National	+5.42
MATHS HIGH STANDARD	
Gap-to-National	+10.1%
MATHS SCALED SCORE	
Gap-to-National	+3.7
Year-on-Year Trend	+7.4

Summary

12.3% more disadvantaged pupils than national

Absence rates 6% higher than national

Maths progress exceptional and +3.7 on national average

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Non-Disadvantaged

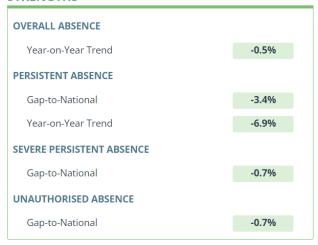
Non-Disadvantaged

127 of your school's 208 pupils, that are considered for Pupil Premium, are classified as non-disadvantaged, this is 61.1% of your cohort.

This is 12.9% lower than the national average of 74.0%.

60.6% (57) of your girls are non-disadvantaged, 13.4% lower than the national of 74.0%. 61.4% (70) of your boys are non-disadvantaged, 12.5% lower than the national of 73.9%.

STRENGTHS





STRENGTHS

Gap-to-National +21.6%

READING PROGRESS

Gap-to-National +3.06

WRITING PROGRESS

Gap-to-National +4.79

MATHS PROGRESS

Gap-to-National +6.07

READING HIGH STANDARD

Gap-to-National +28.8%

WRITING GREATER DEPTH

Gap-to-National +27.7%

Year-on-Year Trend +43.8%

MATHS HIGH STANDARD

Gap-to-National +40.4%

Year-on-Year Trend +25.9%

RWM HIGH STANDARD

Gap-to-National +27.6%

Year-on-Year Trend +37.5%

MATHS SCALED SCORE

Gap-to-National +6.1

Year-on-Year Trend +5.1



- Non-disadvantaged attendance in line with national
- Exceptional attainment and progress in all areas
- Reading progress at +3.06
- Writing progress at +4.79
- Maths Progress at +6.07
- RWM Expected Standard +21.6% on national
- RWM GDS Standard +27.6% n national



SEND Support



SEVERE PERSISTENT ABSENCE

Gap-to-National

Year-on-Year Trend

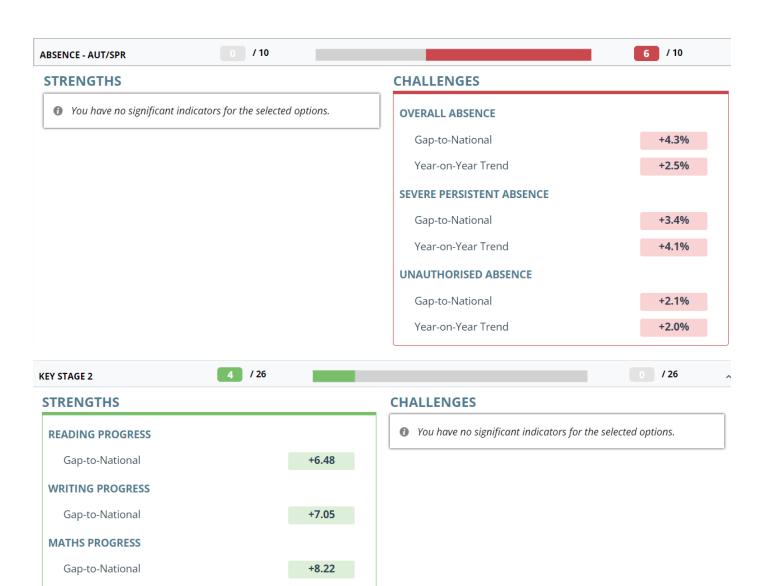
AUTHORISED ABSENCE

Gap-to-National

+3.4%

+4.1%

+3.5%



Overall Absence SCHOOL: VALUE Your school's SEN: Support (K) cohort of 49 enrolments **GAP TO:** have an Overall Absence of 10.9%. +4.6% **National: All Pupils** This is **4.6%** higher than the **national All Pupils** cohort at 6.3%. National: SEN: Support (K) +2.8% 10.9% **School: All Pupils** +3.2% Your school's gap to All Pupils pupils nationally has increased by 2.3% from +2.3% in 2021/22, to +4.6% in 2022/23. Your SEN: Support (K) cohort's **Overall Absence** has +2.9% increased by 2.9% from 8.0% in 2021/22, to 10.9% in TREND PERCENTILE RANK 2022/23.

+8.7%

RWM HIGH STANDARD

Gap-to-National

The SEN: Support (K) pupil(s) in your school are in **percentile 87** for **Overall Absence** when compared to

other schools.

Persistent Absence

36.7% of your school's SEN: Support (K) cohort are **persistently absent**, **18 pupils** out of 49.

This is 15.8% higher than the national All Pupils cohort at 20.9%.

Your **school's gap** to **All Pupils** pupils **nationally** has **increased by 1.3%** from +14.5% in 2021/22, to +15.8% in 2022/23.

Your SEN: Support (K) cohort's **persistent absence** has **increased by 2.7%** from 34.0% in 2021/22, to 36.7% in 2022/23

The SEN: Support (K) pupil(s) in your school are in **percentile 78** for **persistent absence** when compared to other schools.

GAP TO:

National: All Pupils +15.8%

National: SEN: Support (K) +8.1%

School: All Pupils +16.1%



SCHOOL: VALUE



Severe Persistent Absence

4.1% of your school's SEN: Support (K) cohort are **severely persistently absent**, **2 pupils** out of 49.

This is **3.4%** higher than the **national All Pupils** cohort at **0.7%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **increased by 4.0%** from -0.6% in 2021/22, to +3.4% in 2022/23.

Your SEN: Support (K) cohort's **severe persistent absence** has **increased by 4.1%** from 0.0% in 2021/22, to 4.1% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 91** for **severe persistent absence** when compared to other schools.

GAP TO:

National: All Pupils +3.4%

National: SEN: Support (K) +3.0%

School: All Pupils +3.0%



SCHOOL: VALUE



Authorised Absence

Your school's SEN: Support (K) cohort of 49 enrolments have an **Authorised Absence** of **8.4%**.

This is **3.5%** higher than the **national All Pupils** cohort at **4.9%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **increased by 1.3%** from +2.2% in 2021/22, to +3.5% in 2022/23.

Your SEN: Support (K) cohort's **Authorised Absence** has **increased by 1.6%** from 6.8% in 2021/22, to 8.4% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 87** for **Authorised Absence** when compared to other schools.

GAP TO:

National: All Pupils +3.5%

National: SEN: Support (K) +2.3%

School: All Pupils +1.9%



SCHOOL: VALUE



Unauthorised Absence

Your school's SEN: Support (K) cohort of 49 enrolments have an **Unauthorised Absence** of **2.6%**.

This is **1.2%** higher than the **national All Pupils** cohort at **1.4%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **increased by 1.1%** from +0.1% in 2021/22, to +1.2% in 2022/23.

Your SEN: Support (K) cohort's **Unauthorised Absence** has **increased by 1.3%** from 1.3% in 2021/22, to 2.6% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 78** for **Unauthorised Absence** when compared to other schools.

GAP TO:

National: All Pupils +1.2%

National: SEN: Support (K) +0.6%

School: All Pupils +1.4%



SCHOOL: VALUE



- 51.9% of SEN Support cohort are also disadvantaged 11.4% higher than the national average
- SEN Support absence 4.3% higher than national
- Severe persistent absence +3.4% higher than national
- Unauthorised absence 2.1% higher than national
- Excellent KS2 attainment and progress +8.7 on national for RWM high standard
- Reading progress +6.28
- Writing progress +7.05
- Maths progress +8.22
- Absence in 78th centile
- Sever persistent absence in 91st centile

Governor Notes:	

GLD SEN SUPPORT

Good Level of Development SCHOOL: VALUE 50.0% of your school's SEN: Support (K) cohort achieved **GAP TO:** a good level of development, 2 pupils out of 4. -17.3% **National: All Pupils** This is 17.3% lower than the national All Pupils cohort +25.5% National: SEN: Support (K) School: All Pupils -10.0% The SEN: Support (K) pupil(s) in your school are in percentile 11 for EYFS good level of development when compared to other schools. Due to changes to the EYFSP framework this year, trend +10.0% data will not be available until 2023 TREND PERCENTILE RANK

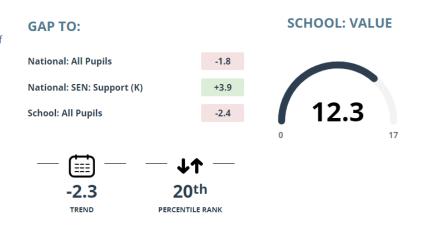
Average no. ELGs at expected level

Your school's SEN: Support (K) cohort of 4 pupils have an **EYFS average number of ELGs at the expected level** of **12.3**.

This is **1.8** lower than the **national All Pupils** cohort at **14.1**.

The SEN: Support (K) pupil(s) in your school are in percentile 20 for EYFS average number of ELGs at the expected level when compared to other schools.

Due to changes to the EYFSP framework this year, trend data will not be available until 2023



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- SEN Support GLD 25.5% higher than national
- Average number of early learning goals is +3.9 on national
- 11th percentile for GLD and 20th percentile rank for ELGs

Governor Notes:	

Phonics SEN SUPPORT

Expected Standard (Year 1)

20.0% of your school's Year 1 SEN: Support (K) cohort achieved the expected standard in Phonics, **1 pupils** out of 5.

This is **58.9%** lower than the **national All Pupils** cohort at **78.9%**.

Your school's gap to All Pupils pupils nationally has improved by 16.6% from -75.5% in 2021/22, to -58.9% in 2022/23.

Your Year 1 SEN: Support (K) cohort's **Phonics Expected Standard** has **increased by 20.0%** from 0.0% in 2021/22, to 20.0% in 2022/23.

The SEN: Support (K) Year 1 pupil(s) in your school are in **percentile 70** for **Phonics Expected Standard** when compared to other schools.



Expected Standard (Year 2)

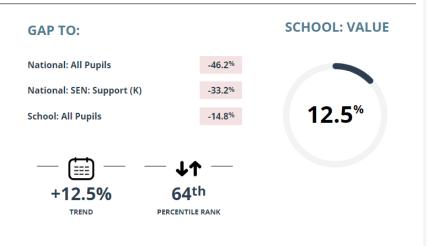
12.5% of your school's Year 2 SEN: Support (K) cohort achieved the expected standard in Phonics, **1 pupils** out of 8.

This is **46.2%** lower than the **national All Pupils** cohort at **58.7%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **decreased by 2.0%** from -44.2% in 2021/22, to -46.2% in 2022/23.

Your Year 2 SEN: Support (K) cohort's **Phonics Expected Standard** has **increased by 12.5%** from 0.0% in 2021/22, to 12.5% in 2022/23.

The SEN: Support (K) Year 2 pupil(s) in your school are in **percentile 64** for **Phonics Expected Standard** when compared to other schools.



Expected Standard (End of Key Stage 1)

25.0% of your school's End of Key Stage 1 SEN: Support (K) cohort achieved the expected standard in Phonics, **2 pupils** out of 8.

This is **63.6%** lower than the **national All Pupils** cohort at **88.6%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 6.7%** from -70.3% in 2021/22, to -63.6% in 2022/23.

Your End of Key Stage 1 SEN: Support (K) cohort's **Phonics Expected Standard** has **increased by 8.3%** from 16.7% in 2021/22, to 25.0% in 2022/23.

The SEN: Support (K) End of Key Stage 1 pupil(s) in your school are in **percentile 86** for **Phonics Expected Standard** when compared to other schools.

National: All Pupils National: SEN: Support (K) School: All Pupils -50.0% -50.0% -50.0% -50.0% -50.0% -50.0%

- 70th percentile
- 28.5% down on national
- Year 2 64th percentile
- Year 2 33.2% down on national
- 41.4% down on national for end of key stage
- 86th percentile rank for end of key stage

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KS1 SEN SUPPORT

Reading Expected Standard

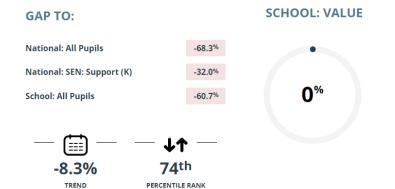
0.0% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, **0 pupils** out of 8.

This is **68.3%** lower than the **national All Pupils** cohort at **68.3%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **decreased by 9.8%** from -58.5% in 2021/22, to -68.3% in 2022/23.

Your SEN: Support (K) cohort's **Reading Expected Standard** has **decreased by 8.3%** from 8.3% in 2021/22, to 0.0% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 74** for **Reading Expected Standard** when compared to other schools.



Writing Expected Standard

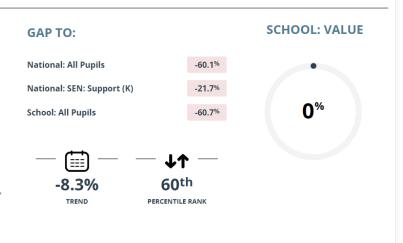
0.0% of your school's SEN: Support (K) cohort achieved the expected standard in Writing, **0 pupils** out of 8.

This is **60.1%** lower than the **national All Pupils** cohort at **60.1%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **decreased by 10.8%** from -49.3% in 2021/22, to -60.1% in 2022/23.

Your SEN: Support (K) cohort's **Writing Expected Standard** has **decreased by 8.3%** from 8.3% in 2021/22, to 0.0% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 60** for **Writing Expected Standard** when compared to other schools.



Maths Expected Standard

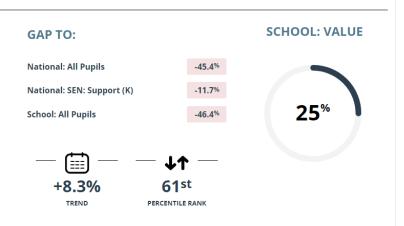
25.0% of your school's SEN: Support (K) cohort achieved the expected standard in Maths, **2 pupils** out of 8.

This is **45.4%** lower than the **national All Pupils** cohort at **70.4%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 5.5%** from -50.9% in 2021/22, to -45.4% in 2022/23.

Your SEN: Support (K) cohort's **Maths Expected Standard** has **increased by 8.3%** from 16.7% in 2021/22, to 25.0% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 61** for **Maths Expected Standard** when compared to other schools.



RWM Expected Standard

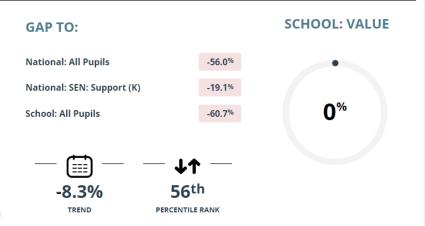
0.0% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, Writing & Maths, **0 pupils** out of 8.

This is **56.0%** lower than the **national All Pupils** cohort at **56.0%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **decreased by 11.0%** from -45.0% in 2021/22, to -56.0% in 2022/23.

Your SEN: Support (K) cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 8.3%** from 8.3% in 2021/22, to 0.0% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 56** for **Reading, Writing & Maths Expected Standard** when compared to other schools.



Summary

- 0% Reading EXS 32% lower than national 74th percentile for Reading
- 0% Writing EXS 21.7% down on national
- 25% Maths EXS 11.7% down on national
- 0% RWM 19.1% lower than national
- **56**th percentile for RWM

Governor Notes:

KS2 SEN SUPPORT

RWM Expected Standard

66.7% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, Writing & Maths, **4 pupils** out of 6.

This is **7.2%** higher than the **national All Pupils** cohort at **59.5%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 45.9%** from -38.7% in 2021/22, to +7.2% in 2022/23.

Your SEN: Support (K) cohort's **Reading, Writing & Maths Expected Standard** has **increased by 46.7%** from 20.0% in 2021/22, to 66.7% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in percentile 5 for Reading, Writing & Maths Expected Standard when compared to other schools.

GAP TO:

National: All Pupils +7.2%

National: SEN: Support (K) +43.1%

School: All Pupils -16.1%



SCHOOL: VALUE



Reading Expected Standard

66.7% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, **4 pupils** out of 6.

This is **5.9%** lower than the **national All Pupils** cohort at **72.6%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 28.7%** from -34.6% in 2021/22, to -5.9% in 2022/23.

Your SEN: Support (K) cohort's **Reading Expected Standard** has **increased by 26.7%** from 40.0% in 2021/22, to 66.7% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 20** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: All Pupils -5.9%

National: SEN: Support (K) +21.9%

School: All Pupils -23.0%



SCHOOL: VALUE



Writing Expected Standard

66.7% of your school's SEN: Support (K) cohort achieved the expected standard in Writing, **4 pupils** out of 6.

This is **4.8%** lower than the **national All Pupils** cohort at **71.5%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 44.6%** from -49.4% in 2021/22, to -4.8% in 2022/23.

Your SEN: Support (K) cohort's **Writing Expected Standard** has **increased by 46.7%** from 20.0% in 2021/22, to 66.7% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 9** for **Writing Expected Standard** when compared to other schools.

GAP TO: SCHOOL: VALUE National: All Pupils -4.8% National: SEN: Support (K) +32.7% School: All Pupils -19.5% - ↓↑ +46.7% 9th

Maths Expected Standard

83.3% of your school's SEN: Support (K) cohort achieved the expected standard in Maths, **5 pupils** out of 6.

This is 10.4% higher than the national All Pupils cohort at 72.9%.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 41.9%** from -31.5% in 2021/22, to +10.4% in 2022/23.

Your SEN: Support (K) cohort's **Maths Expected Standard** has **increased by 43.3%** from 40.0% in 2021/22, to 83.3% in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile 10** for **Maths Expected Standard** when compared to other schools.



Summary

- RWM 43.1% higher than national 5th percentile
- Reading 21.9% higher than national 20th percentile
- Writing 32.7% higher than national 9th percentile
- Maths 41% higher than national 10th Percentile

Governor Notes:

EXCLUSIONS SEN SUPPORT

Pupils with 1+ Suspension

Your school's SEN: Support (K) cohort of 56 pupils have a **Pupils with 1+ Suspension rate** of **3.57**.

This is **3.03** higher than the **national All Pupils** cohort at **0.54**.

Your **school's gap** to **All Pupils** pupils **nationally** has **increased by 1.88** from +1.15 in 2021/22, to +3.03 in 2022/23.

Your SEN: Support (K) cohort's **Pupils with 1+ Suspension rate** has **increased by 1.93** from 1.64 in 2021/22, to 3.57 in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile** - for **Pupils with 1+ Suspension rate** when compared to other schools.



Permanent Exclusion Rate

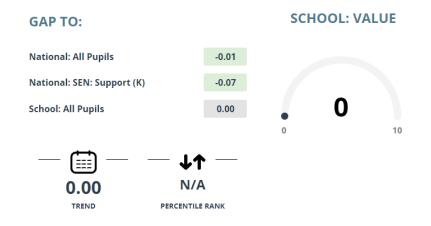
Your school's SEN: Support (K) cohort of 56 pupils have an **Permanent Exclusion Rate** of **0.00**.

This is **0.01** lower than the **national All Pupils** cohort at **0.01**.

Your **school's gap** to **All Pupils** pupils **nationally** has **remained the same** from -0.01 in 2021/22, to -0.01 in 2022/23.

Your SEN: Support (K) cohort's **Permanent Exclusion Rate** has **remained the same** from 0.00 in 2021/22, to 0.00 in 2022/23.

The SEN: Support (K) pupil(s) in your school are in **percentile** - for **Permanent Exclusion Rate** when compared to other schools.



Summary

- 1.33 higher than national
- Permanent exclusion in line with national

Governor Notes:

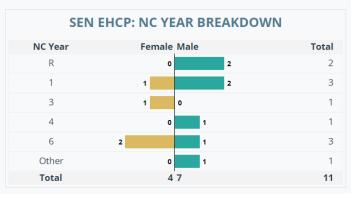
EHCP

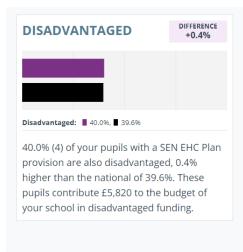
SEN EHCP

11 of your school's 236 pupils are classified as having a SEN EHC Plan provision, this is 4.7% of your cohort.

This is 0.6% higher than the national average of 4.1%.

3.8% (4) of your girls have a SEN EHC Plan provision, 1.5% higher than the national of 2.3%. 5.4% (7) of your boys have a SEN EHC Plan provision, 0.4% lower than the national of 5.8%.









Overall Absence Your school's SEN: EHC Plan (E) cohort of 8 enrolments **SCHOOL: VALUE GAP TO:** have an Overall Absence of 12.4%. National: All Pupils +6.4% This is **6.4%** higher than the **national All Pupils** cohort at 6.0%. National: SEN: EHC Plan (E) +2.3% School: All Pupils +4.9% Your school's gap to All Pupils pupils nationally has increased by 1.5% from +4.9% in 2021/22, to +6.4% in 2022/23. Your SEN: EHC Plan (E) cohort's Overall Absence has increased by 1.3% from 11.1% in 2021/22, to 12.4% in PERCENTILE RANK TREND 2022/23. The SEN: EHC Plan (E) pupil(s) in your school are in percentile 75 for Overall Absence when compared to other schools.

Persistent Absence

50.0% of your school's SEN: EHC Plan (E) cohort are **persistently absent**, **4 pupils** out of 8.

This is **32.5%** higher than the **national All Pupils** cohort at **17.5%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **decreased by 9.2%** from +41.7% in 2021/22, to +32.5% in 2022/23.

Your SEN: EHC Plan (E) cohort's **persistent absence** has **decreased by 10.0%** from 60.0% in 2021/22, to 50.0% in 2022/23.

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 90** for **persistent absence** when compared to other schools.

GAP TO: SCHOOL: VALUE

National: All Pupils +32.5%

National: SEN: EHC Plan (E) +17.8%

School: All Pupils +29.6%





Authorised Absence

Your school's SEN: EHC Plan (E) cohort of 8 enrolments have an **Authorised Absence** of **11.4%**.

This is **6.9%** higher than the **national All Pupils** cohort at **4.5%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **increased by 2.9%** from +4.0% in 2021/22, to +6.9% in 2022/23.

Your SEN: EHC Plan (E) cohort's **Authorised Absence** has **increased by 2.4%** from 9.0% in 2021/22, to 11.4% in

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 82** for **Authorised Absence** when compared to other schools.

GAP TO:

National: All Pupils +6.9%

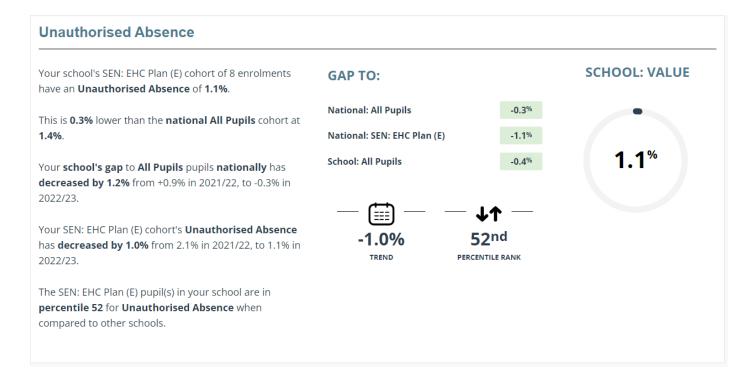
National: SEN: EHC Plan (E) +3.5%

School: All Pupils +5.4%



SCHOOL: VALUE





- 1.5% more girls on an EHCP
- 40% EHCP also disadvantaged in line with national
- EHCP absence at 12.4% 75th percentile
- 50% with persistent absence 17.8% higher than national 90th percentile
- Authorised absence 3.5% higher than national
- Unauthorised absence -1.1% against national

Governor Notes:		
' 		

EHCP GLD

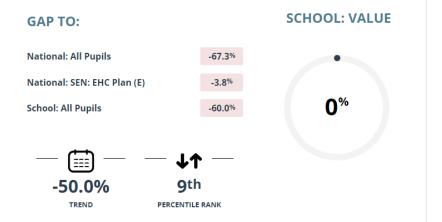
Good Level of Development

0.0% of your school's SEN: EHC Plan (E) cohort achieved a good level of development, **0 pupils** out of 2.

This is **67.3%** lower than the **national All Pupils** cohort at **67.3%**.

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 9** for **EYFS good level of development** when compared to other schools.

Due to changes to the EYFSP framework this year, trend data will not be available until 2023



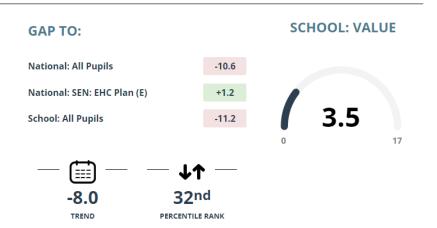
Average no. ELGs at expected level

Your school's SEN: EHC Plan (E) cohort of 2 pupils have an EYFS average number of ELGs at the expected level of 3.5.

This is **10.6** lower than the **national All Pupils** cohort at **14.1**.

The SEN: EHC Plan (E) pupil(s) in your school are in percentile 32 for EYFS average number of ELGs at the expected level when compared to other schools.

Due to changes to the EYFSP framework this year, trend data will not be available until 2023



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Summary

- GLD -3.8% against national
- ELG at expected +1.2 higher than national

Governor Notes:

EHCP PHONICS

Expected Standard (Year 1)

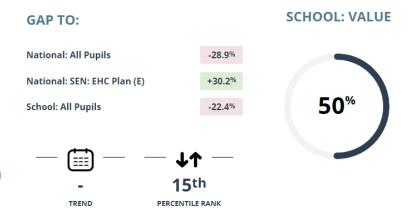
50.0% of your school's Year 1 SEN: EHC Plan (E) cohort achieved the expected standard in Phonics, **1 pupils** out of 2.

This is 28.9% lower than the **national All Pupils** cohort at 78.9%.

Your **school's gap** to **All Pupils** pupils **nationally** has --from -- in 2021/22, to -28.9% in 2022/23.

Your Year 1 SEN: EHC Plan (E) cohort's **Phonics Expected Standard** has **- -** from - in 2021/22, to 50.0% in 2022/23.

The SEN: EHC Plan (E) Year 1 pupil(s) in your school are in **percentile 15** for **Phonics Expected Standard** when compared to other schools.



- 30.2% higher than national
- 15th percentile

Governor Notes:

EHCP KS2 SATS

RWM Expected Standard

66.7% of your school's SEN: EHC Plan (E) cohort achieved the expected standard in Reading, Writing & Maths, **2 pupils** out of 3.

This is **7.2%** higher than the **national All Pupils** cohort at **59.5%**

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 49.2%** from -42.0% in 2021/22, to +7.2% in 2022/23.

Your SEN: EHC Plan (E) cohort's **Reading, Writing & Maths Expected Standard** has **increased by 50.0%** from 16.7% in 2021/22, to 66.7% in 2022/23.

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 6** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: All Pupils +7.2%

National: SEN: EHC Plan (E) +58.3%

School: All Pupils -16.1%



SCHOOL: VALUE



Reading Expected Standard

66.7% of your school's SEN: EHC Plan (E) cohort achieved the expected standard in Reading, **2 pupils** out of 3.

This is 5.9% lower than the **national All Pupils** cohort at 72.6%.

Your school's gap to All Pupils pupils nationally has improved by 35.4% from -41.3% in 2021/22, to -5.9% in 2022/23.

Your SEN: EHC Plan (E) cohort's **Reading Expected Standard** has **increased by 33.4%** from 33.3% in 2021/22, to 66.7% in 2022/23.

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 15** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: All Pupils -5.9%

National: SEN: EHC Plan (E) +48.5%

School: All Pupils -23.0%



SCHOOL: VALUE



Writing Expected Standard

66.7% of your school's SEN: EHC Plan (E) cohort achieved the expected standard in Writing, **2 pupils** out of 3.

This is **4.8%** lower than the **national All Pupils** cohort at **71.5%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 47.9%** from -52.7% in 2021/22, to -4.8% in 2022/23.

Your SEN: EHC Plan (E) cohort's **Writing Expected Standard** has **increased by 50.0%** from 16.7% in 2021/22, to 66.7% in 2022/23.

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 9** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: All Pupils

-4.8%

National: SEN: EHC Plan (E) +54.6%

School: All Pupils -19.5%



SCHOOL: VALUE



Maths Expected Standard

66.7% of your school's SEN: EHC Plan (E) cohort achieved the expected standard in Maths, **2 pupils** out of 3.

This is **6.2%** lower than the **national All Pupils** cohort at **72.9%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **improved by 32.0%** from -38.2% in 2021/22, to -6.2% in 2022/23.

Your SEN: EHC Plan (E) cohort's **Maths Expected Standard** has **increased by 33.4%** from 33.3% in 2021/22, to 66.7% in 2022/23.

The SEN: EHC Plan (E) pupil(s) in your school are in **percentile 13** for **Maths Expected Standard** when compared to other schools.

National: All Pupils National: SEN: EHC Plan (E) School: All Pupils -23.0% -23.0% -23.0% -23.0% -23.0%

- 66.7%: 58.3% higher than national for RWM EXS+
- 6th percentile for RWM
- Reading 66.7%: 48.5% higher than national
- 15th percentile for reading
- Writing 66.7%: 54.6% higher than national
- 9th percentile for writing
- Maths 66.7%: 50.3% higher than national
- 13th percentile for Maths

Governor Notes:	

Appendix 1

SIPD





INFANT, JUNIOR AND PRIMARY SCHOOL IMPROVEMENT PRIORITIES 2023/2024

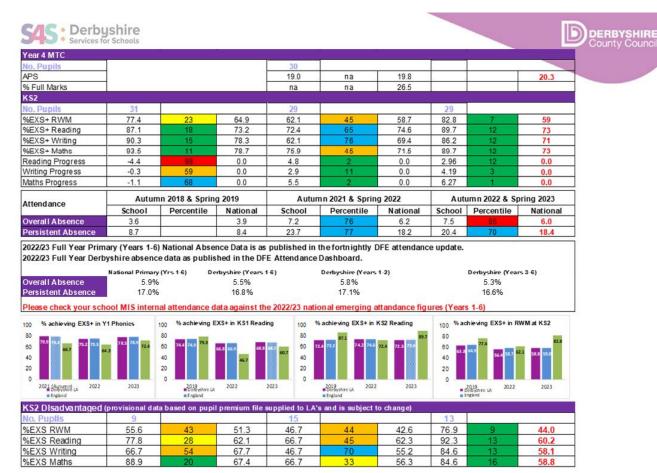
Data Summary July 2023 (Emerging National %)

5208 Fairme	adows Foundation Primary School	
Latest Inspection Judgement	2	Key
nspection Date	08/10/2019	
Pupil base deprivation indicator	4	Top 20% of schools nationally
SASI	NSm	Top 40% of schools nationally
leadcount	235	Average performance
6 SEN Support	23.8	Bottom 40% of schools nationally
% SEN with an EHCP 4.7		Bottom 20% of schools nationally
eligible for deprivation PP	37.3	

Indicator Summary									
	2019		2022			2023			
	School	Percentile	National %	School	Percentile	National %	School	Percentile	Emerging
EYFS		•							
No. Pupils	29			30			30		
% GLD	72.4	54	71.8	73.3	28	65.2	60.0	75	67.2
Year 1 Phonics									
No. Pupils	30			28			29		
%EXS+	80.0	63	81.8	64.3	82	75.5	72.4	76	78.9
Phonics at end of KS	1								
%EXS+	92.6	58	91.3	66.7	97	86.9	75.0	93	88.6
KS1									
No. Pupils	29			30			28		
%EXS+ Reading	79.3	37	74.9	46.7	94	66.9	60.7	77	68.3
%EXS+ Writing	69.0	56	69.2	40.0	87	57.6	60.7	53	60.1
%EXS+ Maths	75.9	54	75.6	50.0	90	67.6	71.4	53	70.4

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RESTRICTED





Please complete:

School Name: Fairmeadows Foundation Primary School DfE No			5208		
Headteacher:	acher: Andrew Reeves Date:		8/9/2023		
Section 175 sch	ool safeguarding audit - Date completed:	July			
2023	2023				
Which DfE Validated Phonics Programme are you using for 2023/24? Monster Phonics					
Please state the length of the school week from September 2023 32.5 hours			32.5 hours		

Perspective Lite Analysis: Real Time Data and Insight Intelligence

Data Analysis - Strengths

1.	KS2 overall data Top 20% for RWM combined and individually. Improvement in data from previous year post-COVID. Continuation of excellent progress in maths achieved with 4 EHCPs in class.
2.	KS2 disadvantaged data Top 20% for RWM combined and individually. Again, Improvement in data from the previous year, with significant improvements in writing.
3.	Improvement in KS1 data Writing and maths have improved significantly and are now rated average performance compared to the previous year. Reading has also shown an improvement but not to the same degree.

Data Analysis - Areas for development (challenges)

1.	Phonics Currently the school is in the bottom 20% of schools for phonics attainment, similar to last year, though with some improvement.
2.	A drop to the 75th centile, issues around SEND in this group and specific challenges for the cohort are compounded by a trend for low attainment in writing particularly impacting GLD.
3.	Attendance School is in the bottom 20% of schools for overall absences, with persistent absences also being high.





1.	Teachers do not reliably use the information they hold about what pupils know and can do when they plan lessons in mathematics. Leaders should ensure that teachers use the curriculum plans that are in place for mathematics, alongside their assessments of what pupils have learned, to provide work that is sufficiently demanding and builds sequentially on what pupils have already learned.
	Maths Data in KS2 shows that progress in this area is exceptional due to high quality teaching and rigorous planning and sequencing of learning.
2.	In some classes, teachers plan for pupils to debate and explore aspects of personal, social and moral issues, but this is not the case in all classes. Leaders should ensure that a carefully planned curriculum for pupils' personal, social and cultural development is in place so that pupils can build up their knowledge and understanding in an age-appropriate way.
	A new system of PSHE learning is in place and delivered by highly trained staff who assess and sequence the learning according to the scheme and needs of pupils.
3.	Curriculum plans in the early years do not link as well as they should do into Year 1. Teachers should plan sequences of learning so that all children build on the knowledge and skills they have gained as they move into Year 1.
	A bridging curriculum is in place and Year 1 pupils make good progress from starting points in Reception.

As a result of your self-evaluation and analysis, considering Ofsted areas for improvement, which areas are you provisionally identifying as school improvement plan (SIP) priorities for 2023/2024?

This information will be used by your senior and link advisers to ensure that their support and challenge is focussed on the most appropriate areas in line with DfE guidance. With collaboration, cluster working and locality meetings well established, following your analysis please briefly share your most significant strength.

Key area	Identified strength September 2023	Evidence supporting identified strength
	KS2 Attainment and	7 th centile for attainment in RWM at KS2 SATS.
The quality of	Progress in all areas.	12 th Centile for all areas of KS2 SATS
education	Maths outcomes over 3	1st centile for Maths progress after 2nd centile in 2022 in KS2 SATS.
	years.	SEN Support and EHCP +7.2% higher than national.

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Services for Schools	County Co
SEND progress	9 TH centile for RWM outcomes for disadvantaged pupils
Disadvantaged progress	
and outcomes KS2.	

Note: there is no requirement to have a priority for each section

Key area	SIP provisional priorities 2023/2024	Why has this priority been identified?	Where will you seek further school improvement support from?
The quality of education	Phonics outcomesGLD Reception	 Phonics outcomes have improved but remain lower than desired and behind national GLD was affected by a specific cohort but also showed development is needed in writing particularly. 	SIADerbyshireSWADSIP
Behaviour and attitudes	Attendance	Attendance significantly below national and below the target set for 22-23	Derbyshire SWADSIP
Personal development	Attendance	Attendance significantly below national and below the target set for 22-23	Derbyshire SWADSIP
Leadership & management	Attendance	Attendance significantly below national and below the target set for 22-23	Derbyshire SWADSIP

Provisional link adviser activities identified

*Please complete at least visit 1 (autumn term) as a provisional identified priority link adviser visit

*Please note that a curriculum review is recommended for a school approaching the final year of their Ofsted window.

Visit 1 Early Years Writing and Literacy Focus

Visit 2 Early reading and Phonics across school and spelling KS2

Visit 3 Attendance

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Appendix 2

OFSTED School Report 2019

School report



Inspection of Fairmeadows Foundation Primary School

Fairfield Crescent, Newhall, Swadlincote, Derbyshire DE11 0SW

Inspection dates: 8–9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are happy at this school. They say that they want the school to be 'bigger so they can have more'. Teachers create safe and welcoming spaces for pupils to learn and develop. Pupils know that bullying is not tolerated.

Pupils benefit from a wide range of clubs and activities. They enjoy learning and make good progress. Pupils are safe and say they feel safe. They behave well. The relationships between pupils and staff are positive and respectful.

The headteacher ensures that the school's values of 'dream it, believe it, achieve it' are at the heart of school and everything they do. Teachers provide opportunities for pupils to develop positive personal characteristics and be confident to take on life's challenges.

Pupils from all backgrounds and starting points are welcomed and nurtured. All staff agree that every child should have the same chances to succeed and achieve their best. There are high expectations for staff and pupils to work hard, but also to have fun and achieve well while they are doing so.

What does the school do well and what does it need to do better?

The school has improved since the previous inspection. The headteacher leads the school very well. The school is a vibrant, happy, productive place to be. Teachers know the pupils well. The curriculum in most subjects, such as reading, history, PE and music are carefully planned. Pupils learn new things in an order that helps them build their knowledge over time.

Reading is now at the heart of school life. Teachers help pupils to learn phonics (letters and the sounds they represent) right from when they start in the Reception class. Pupils use this knowledge to help them enjoy stories and a range of non-fiction books. Teachers read to pupils, and with pupils. They encourage parents to read with their children at home.

Teachers plan activities for pupils to learn how to be healthy. The school provides a wide range of sporting and cultural activities. Staff have high expectations of how many pupils will join in. Pupils take part in many competitions outside of school. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders and teachers put a strong emphasis on care and respect. Pupils are very supportive of each other. Learning is not disrupted because pupils behave well in lessons.

Pupils are respectful of other people's faiths, cultures and beliefs. Some teachers provide opportunities for pupils to learn about social and moral issues. However, leaders have not introduced a clear plan for which parts of the personal, social and cultural curriculum pupils will learn in every class. Pupils do not build up their understanding of these important matters over time.

Pupils with SEND are well cared for. Teachers adapt the resources they use, and what and how they teach, to match pupils' needs. These pupils, like their peers, achieve well.

Teachers make sure that children in the early years settle in quickly. Teachers put clear routines in place at the start of the year. They expect children to behave well and they do. Children's learning is generally well planned. Children gain confidence in weaker areas and build on those areas in which they are stronger. However, teachers do not consistently link the work the children do in the early years with what pupils will learn in Year 1. For example, the Year 1 science curriculum does not specifically build on what children understand about the world.

Teachers share information with parents about their child's work in school. They gather information from parents about their children. This helps teachers to meet pupils' individual needs. This includes disadvantaged pupils and those pupils with SEND.

The mathematics curriculum enables most pupils to achieve well. Teachers provide equipment to help pupils understand new ideas and topics. Teachers plan lessons that follow on logically from previous lessons. However, sometimes teachers do not use what they know about what pupils understand and can do to give them work that is demanding enough.

The headteacher ensures that managing staff workload is a high priority. He consults with staff when thinking about new ways of working. Staff are well supported by the headteacher.

Safeguarding

The arrangements for safeguarding are effective.

All staff and governors receive regular training and are vigilant to spot if pupils may be at risk. Leaders support vulnerable children and their families well. They work well with external agencies, including the local authority.

Leaders have created a culture where pupils are nurtured and supported. Staff show high levels of care for the pupils. Pupils learn how to stay safe in different situations. They learn about road safety and the potential dangers of the internet, such as cyberbullying. Staff are never complacent, and they work hard to make sure all pupils are safe and well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not reliably use the information they hold about what pupils know and can do when they plan lessons in mathematics. Leaders should ensure that teachers use the curriculum plans that are in place for mathematics, alongside their assessments of what pupils have learned, to provide work that is sufficiently demanding and builds sequentially on what pupils have already learned.
- In some classes, teachers plan for pupils to debate and explore aspects of personal, social and moral issues, but this is not the case in all classes. Leaders should ensure that a carefully planned curriculum for pupils' personal, social and cultural development is in place so that pupils can build up their knowledge and understanding in an age-appropriate way.
- Curriculum plans in the early years do not link as well as they should do into Year 1. Teachers should plan sequences of learning so that all children build on the knowledge and skills they have gained as they move into Year 1.

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Governor Notes:
<i>.</i>

Appendix 3 – National Outcomes

Summary

Chart

Table

Reading, writing and maths
59%
unchanged from 2022

These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.

In individual subjects, attainment increased in maths, writing and science compared to 2022. Attainment remained the same in GPS and fell in reading.

In **reading**, 73% of pupils met the expected standard, down from 75% in 2022.

In maths, 73% of pupils met the expected standard, up from 71% in 2022.

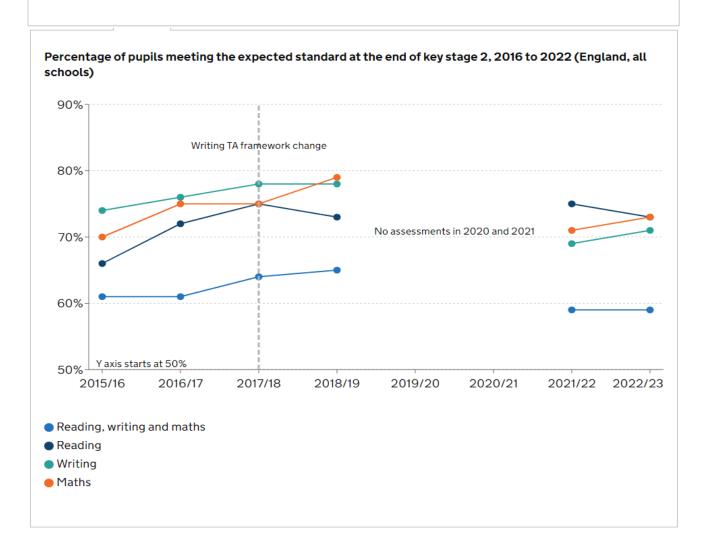
In writing, 71% of pupils met the expected standard, up from 69% in 2022.

In grammar, punctuation and spelling, 72% of pupils met the expected standard, unchanged from 2022.

In **science**, 80% of pupils met the expected standard, up from 79% in 2022.

Attainment in all of reading, writing and maths (combined) remained the same as in 2022.

In all of reading, writing and maths, 59% of pupils met the expected standard, unchanged from 2022.



Appendix 4

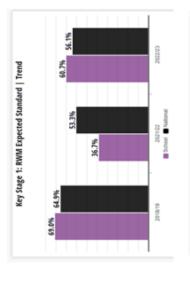
School Improvement Plan

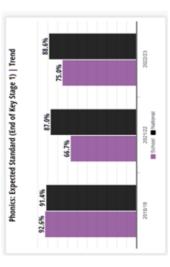
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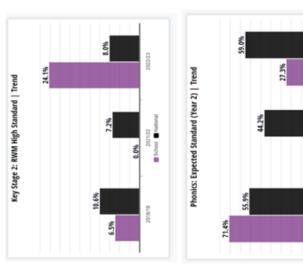


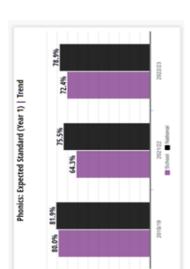
A. Phonics and KS1 reading outcomes are in line with or exceed national. B. GLD for Reception is at 70%.

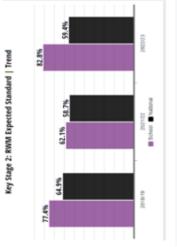
C. Attendance is in line with or exceeds national.

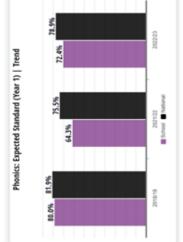












Key	Phonic	Phonics and KS1 reading outcomes are in line with or exceed national with good	mes are ir	ı line with a	or exceed	I national with	poog u	Documents to
issue:	progre	progress of 100% shown for those not meeting the standard.	se not me	eting the st	andard.			and shared with Governors
Success criteria:	By December	All staff throughout school have been trained in Monster Phonics Reception class are being taught in Phonics lessons of over 10 minutes Assessments are accurate and used to stream children into appropriate aroups	s been trained in Monster Phonics tht in Phonics lessons of over 10 mi used to stream children into appr	Monster Phonics ans of over 10 minu alldren into approp	tes riate aroups			
		 Teaching is failured to the needs of individuals and the level of groups to ensure engagement and progress. Intervention programmes are in place and delivered regularly and consistently. 	ts of individuals ar place and delive	s of individuals and the level of groups to ensure place and delivered regularly and consistently.	ups to ensure eng consistently.	gagement and progress		
	By April	 Year 1 and Year 2 have over 65% of the cohort confidently working at ARE in phonics and assessments show they are secure. Year 3 and 4 have delivered strong phonics-based work based on the Monster Phonics Year % package. Supervise Spelling embedded across K32 and evidence of phonetic skills and teaching prevalent in SEND and intervention as well 	5% of the cohort o ong phonics-base across KS2 and ev	onfidently working ad work based on t idence of phoneti	at ARE in phonic the Monster Phor ic skills and teach	ss and assessments show nics Year % package. ning prevalent in SEND o	v they are secure. and intervention as well	
	By July	Phonics screening in line with national Reception phonics at 2023 levels	ational			-		
ő		Action Action Lead Dates Monitored Method of	Lead	Dates	Monitored	Method of	Resource Finance	
			Person		by	Monitoring		
Autumn Term	Term							
- 6								
i ro								
4,								
5.								
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7.								
ωi								
Shared	(SLT and Governors) eval	Shared (SLT and Governors) evaluation of success criteria to April:						
•								

	eding bocuments to support evaluation and shared with Governors				Resource Finance									
	number of Early Learning Goals achieved exceeding	upils can achieve GLD. ESE			Method of Monitoring									
	earning Goals	nn track to meet a GLD. ood start in this area. relevant ELGS maximum number of pu			Dates Monitored by									
	iber of Early I	majority of pupils are of pupils are of pupils are making a going supported to reach a goal of ensuring the ICERN AND A PLAN IS I			Lead									
	GLD for Reception is at 70% with the nurr national averages.	 Observations and assessments show that the majority of pupils are on track to meet a GLD. Phonics teaching and assessments show that pupils are making a good start in this area. SEND pupils are clearly identified and are being supported to reach relevant ELGS Deployment of adults supports the overarching goal of ensuring the maximum number of pupils can achieve GLD. ASSESSMENTS HAVE IDENTIFED AREAS OF CONCERN AND A PLAN IS IN PLACE TO ADDRESS THESE 	•	•	Action									Shared (SLT and Governors) evaluation of success criteria to December:
	GLD for national	By December	By April	By July		<u>term</u>								LT and Governors) ev.
++-	Key issue: B	Success criteria:			No.	Autumn term	-	2	3	4	5	9	7	Shared (\$

Key issue: C	Attendance EHCP and Di	is in sadv	Attendance is in line with or exceeds national with a marked reduction in the absences for EHCP and Disadvantaged pupils	a marke	ed redu	ction in	the absenc	es for	Documents to support evaluation and shared with Governors
Success criteria:	By December		Attendance data shows that the most vulnerable students are attending regularly and have clear support in place where this is not Newsletters, social media and website consistently and constantly reinforce the importance of good attendance Swift and proportionate action is taken when pupils are absent. The number of holiday requests is reduced and those taking holidays are fined. Vulnerable tracking has identified early concerns and early intervention has seen these improve rapidly.	nts are attent constantly rei absent king holidays	ding regular Inforce the ir are fined on has seen	y and have cle mportance of (these improve	ear support in place good attendance e rapidly.	where this is not	
	By April 20 By July 20								
No.			Action	Lead	Dates	Monitored	Method of Monitoring	Resource Finance	
Autumn term	n term								
-									
2									
3									
4									
5									
9									
7									
Sho	ared (SLT and Governors) e	evaluat	Shared (SLT and Governors) evaluation of success criteria to December:						