



Headteacher's Report to Governors 22nd March 2018

SUMMARY OF SCHOOL ISSUES: SPRING TERM 2018

As a result of highly effective leadership at a senior level St Aloysius has continued to go from strength to strength. We evaluate our schools as outstanding in all aspects. Staff have very high expectations, pupils experience an exciting curriculum and a superb range of extra-curricular activities.

Special Educational Needs

The Local Authority have launched a new Special Educational Needs initiative which examines the SEND Ranges and outlines a new strategy for pupils with additional needs. It is called 'Stronger Together.' Carole Godfrey will outline how we are progressing with our work for pupils with SEN.

Bold Beginnings at St Aloysius

The Department of Education produced a document called 'Bold Beginnings'. The recommendations are:

1. Make the teaching of reading, including phonics the "core purpose" of reception
2. Attach great importance to the teaching of numbers in building maths fluency
3. Ensure when children are learning to write, resources are suitable for their stage of development, are taught correct pencil grip and how to sit correctly at a table
4. Devote daily time to direct teaching of reading, writing and mathematics

We are confident that our Early Years Provision is outstanding. Kathryn Fenwick and Julie Doughty will outline how we have addressed the guidelines in school.

New leadership structure

Since the start of the term we have a new leadership structure in place. As a result of this we have reduced the size of our Senior leadership team to five and shared out responsibilities to members of staff within the staff team. Transition to new roles has been successful and smooth.

Teaching School Status

The school has quickly established its work at a local and regional level with the Teaching School Status. We are the lead school in an Initial Teacher Training Network and this year we are responsible for much of the training for up to 12 trainees. Alongside this, we are exploring ways to develop our external Professional Development programme to support neighbouring schools.

Support to St Michael's RC Primary School Newcastle

Support for St Michael's, Newcastle continues to go exceptionally well. The partnership is well established and excellent collaborative working is now well embedded. The impact of leadership shows significant improvement in standards and progress by the end of Year 6 in 2017 and for strong projected data in 2018. The recent monitoring visit to St Michael's provided evidence of rapid progress in addressing Ofsted's areas for improvement. It is expected that the arrangements will continue until August 2019.

Preparation for Diocesan Inspection

We are preparing for a diocesan Inspection. We have prepared the Self Evaluation Document and this term will invite Governors to participate in their termly drop in with a focus on RE and Catholic Life.

Extreme Weather

We have recently experienced extreme weather. We decided to open for pupils on Wednesday 28.2.18 and enjoyed a fabulous snow day with snowman building as part of the curriculum. We had most the pupils and the overwhelming majority of staff at school. On the Thursday and Friday (1.3.18-2.3.18) I decided to close as a result of the poor local conditions. Virtually every school in South Tyneside was closed in line with us.



SUMMARY OF SCHOOL ACHIEVEMENTS (JANUARY 2017- APRIL 2018)

- Excellent progress is demonstrated in all areas of school life
- Recently submitted data shows strong standards for all groups of pupils
- Disadvantaged pupils carefully tracked and achieving well
- All pupils receiving outstanding teaching
- Vibrant and exciting curriculum
- Outstanding leadership - leaders excelling
- Behaviour - outstanding
- Very strong learning environment
- Unique opportunities for our pupils to excel and develop.

INSPECTION HISTORY

INFANT SCHOOL

Date of last inspection: September 2013

Overall Effectiveness: Good

Areas for Improvement

Raise attainment, especially in writing, by:

- ensuring work is sufficiently challenging in all lessons, especially for the most-able pupils
- planning more opportunities for pupils to write to the best of their ability
- allowing pupils time to have more practice in areas identified for development by teachers when marking pupils' work.

Further improve teaching so that it is always at least good and more is outstanding by:

- sustaining an appropriate pace in all lessons to secure the interest and concentration of all pupils but especially the most able
- further develop the skills of all staff, both teachers and support staff, exploiting the school's current expertise to ensure a consistency of approach across the school
- reshaping tasks and refining questions teachers ask to ensure all pupils are engaged and challenged in all parts of lessons, and especially the most able.

Expected date of next inspection: school is in the inspection window

ST ALOYSIUS JUNIOR SCHOOL

Date of last inspection: September 2016

Overall Effectiveness: Outstanding

Area for Improvement

Ensure that all pupils fully understand how to apply their mathematical skills and understanding when solving problems and in practical situations.

Expected date of next inspection: school is currently exempt

EVALUATION OF TEACHING

School evidence shows teaching is outstanding across both schools.

- The pace of teaching is strong in all classes
- Progress is excellent in every class
- Pupils- rapidly accelerating due to targeted teaching and proactive monitoring
- High expectations and lessons build well on prior learning.
- The school is aware of the need to ensure teachers target the disadvantaged because the gap between the attainment of those pupils identified as disadvantaged. A number of disadvantaged have additional needs. Their progress is outstanding from their baseline.

Evaluation of recent monitoring (evidenced in books, in lessons and through data tracking).

- Staff work very well together to achieve grade 1 provision. They support each other, share ideas and ensure that people new to the team are well briefed and guided to maintain consistency.
- Work is carefully prepared and set at the right level for those pupils who have SEN. A good range of resources, displays and prompts are provided. These help pupils develop independence.
- Teachers use assessment very well to check on pupils' progress. For example, recent pupil progress meetings have identified pupils at risk of underachievement to enable them to catch up.
- We have a thorough teaching assistant professional development plan to develop their expertise.
- The quality of handwriting is improving rapidly across the school.

Year 1

The class teachers' demonstrate secure subject knowledge and plan imaginative activities that capture pupils' interests and give their learning relevance and purpose. Due to the excellent 'hooks' in to lessons, pupils enjoy their learning and want to succeed. Teaching assistants work skillfully as a team with the teachers. Books across the curriculum show progression and children take pride in their work.

Year 2

Teaching in Year 2 is split three ways with three additional highly skilled adults. Teaching is exceptional. The teachers have an excellent understanding of year expectations and are able to plan and set work which is appropriately challenging for all groups of pupils. Marking is thorough and moves children's learning forward. Pupils make outstanding progress.

Year 3

Recent book monitoring showed a great improvement in the quality and quantity of work produced in Year 3. Children take pride in their work in all areas of the curriculum and activities in subjects are well planned to suit the needs of the children. New teacher in Y3-transition has been smooth-a result of strong leadership.

Year 4

Children in Year 4 are making excellent progress particularly in English, Maths and RE. The class teachers set high expectations for all pupils and work is well planned to meet the starting points of children. From the beginning of the year, pupils' knowledge, understanding and skills have developed. To extend learning furthermore challenge could be given to the most able pupils in their Topic work.

Year 5

The quality of teaching in Year 5 is very strong. Learning is interesting and sequential. Relationships between pupils and adults are exceptional and children work together to help each other improve in lessons. One of the members of staff has recently started maternity leave, a member of staff has increased the number of days she teaches to cover the maternity. Transition between staff has been very smooth.

Year 6

Teaching in Year 6 is split three ways with three additional highly skilled adults. Teaching is excellent. Progress is exceptional. All staff demonstrate confident modelling which supported pupils in their independent application of the task. The pace of learning is consistently excellent. A high level of challenge is evident both within the sessions observed and in work produced. Marking is thorough.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- At St Aloysius there is very effective leadership. Over time, senior leaders have embedded a culture of high expectations and excellence in teaching.
- We are proud of the values of respect, tolerance and fairness across the school.
- Pupil premium funding is used effectively to provide interventions and activities that improve the progress of disadvantaged pupils are well directed. Additional teaching assistants in English and mathematics, for example, provide targeted support to help pupils improve their basic skills. The funding is also used well to help pupils with their personal, social and emotional development.
- Staff are very experienced and knowledgeable about all aspects of SEN provision. Pupils who have SEN make good progress because of effective teaching and support.
- The stimulating curriculum is well planned and allows pupils to develop their skills and knowledge very well in a broad range of subjects. The evolving curriculum is enriched by a wide variety of activities that link in to pupils' learning, such as residential visits and author visits into school. Pupils enjoy the extra-curricular activities on offer, such as sewing and gymnastics and an exceptional residential programme.

School evidence shows leadership and management are outstanding. The leadership team, which operates across both schools sets a very clear direction for the future development. One of our recent focus areas has been to ensure that all leaders have a secure understanding of what is happening from Nursery to Y6.

Recent monitoring activities conducted by leaders include:

- lesson observations (topic - ongoing)
- work and planning scrutiny (English, Maths, Topic, RE, Early Years)
- data analysis and action planning
- assessment moderation/ planning support
- Pupil Voice Surveys / analysis of Parental Feedback
- Appraisal of teaching assistants

The Pupil Premium Strategy, which is available on the school website, details the actions the school will take to improve the oral language skills of the disadvantaged pupils in the Early Years. Staff training will be provided to improve pupils' communication skills to improve outcomes in phonics, reading and writing.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding
- Pupils are looked after and cared for extremely well
- Relationships between teachers and pupils provide a culture of trust and mutual respect
- On the playground, pupils look after each other. The playground is a busy place. They know how to keep themselves safe and act sensibly to keep each other safe as they move around school
- Pupils talk positively about their learning
- Pupils have huge respect and confidence in the staff. External adults regularly tell us that they love to work with our children because they are polite, keen to learn and respectful.

Behaviour

- The behaviour of pupils is outstanding
- Pupils know that their teachers care for them and want to make sure that they are safe and well supported. Pupils respond well to this and value the guidance that they are given
- Incidences of low-level disruption are very rare. Pupils want to get on with their learning, are very motivated and are aspirational
- Pupils are proud to attend this school and speak very positively about their work and what they learn.

Safeguarding our Children:

Safeguarding procedures are really strong at St Aloysius. Staff have received regular and systematic training on keeping children safe. Staff follow school procedures if they have any concerns. We currently have a small number of children who are actively involved with Social Services.

Attendance

	2014/15	2015/16	2016/17	2017/18 Term 1	2018 Target	2016 National
INFANT SCHOOL						
% PAs 10%		2.5	3.3	6.6	2.5	8.7
% Absence	4.4	3.2	2.9	3.9	2.5	4
JUNIOR SCHOOL						
% PAs 10%		5.4	6.6	8	5	8.7
% Absence	3.6	3.5	4.1	4	3.5	4

Attendance has been historically broadly average in both schools. It is slightly better in the Infants.

- The overwhelming majority of children have good attendance (above 96%)
- The proportion of pupils who are persistently absent is well below the national average in both schools due to the high level of support provided for vulnerable pupils and their families.
- The percentage of persistent absenteeism is always higher in Term 1 and it reduces as the year progresses. This year it is a as a result of holiday absence and pupil illness. Holiday absence has historically been at its highest in term 1.
- We have six children classed as persistently absent in the Infant's (R-Y2) and sixteen in the Juniors. In virtually all cases, it is as a result of holiday absence.
- There is a small group of pupils classed as disadvantaged and classed as persistently absent. A number of these children also have additional needs.
- Effective action plans for pupils with high absence rates are in place and showing strong impact.. Persistent absence, for disadvantaged pupils, is improving strongly.
- The overwhelming majority of pupils are punctual to school and lessons. They are well equipped and ready to learn. They take pride in the presentation of their work.
- Close monitoring and excellent support of any children/ families causing concerns takes place to ensure these children make outstanding academic progress.
- Staff make sure that school absences are followed up rigorously. This has resulted in particular individuals and families attending school more and as a result progressing further.
- The school has worked hard to address the lower average for our Nursery classes than the rest of the school. It is pulled down in a small number of cases by the attendance rates on the half day (Wednesday). Typically, attendance on the full days is in line with school. The school is not concerned about the attendance of these children for safeguarding reasons.
- The breakfast club provides pupils with a safe environment to enjoy a healthy breakfast and socialise with friends before school. This is having a positive effect on the attendance of a number of targeted pupils.
- Priority areas for this year include: reducing the absence rates of a core minority of families whose absence rates are lower than average.

Outcomes

EFFECTIVENESS OF THE EARLY YEARS (EYFS)

Skills on Entry	Below expectations with a significant number of children joining the schools with complex additional needs.
% achieving good level of development	2015: 60.3% 2016: 73.82% 2017: 77.4% 2018 Projection: 78% (national average 2017: 71%)
Outcomes	Outstanding: upward trend

- Leadership of the early years is outstanding. Very effective leadership has ensured that the team is consistent in setting high expectations and effective in providing a high quality curriculum for children. They are prepared very well for their move into Year 1.
- Effective assessment of children’s progress is undertaken and provides teachers with an accurate view of how well children achieve and what they need to do next to improve.
- Very good relationships are maintained with parents and carers and ensures that parents have an accurate view of how well their children are progressing.
- A stimulating indoor and outdoor learning environment enriches learning experiences
- Children in the early years are safe and happy.
- Teaching and learning in the early years is excellent. Teachers in Nursery and Reception plan a broad range of interesting activities that encourage children to be independent and work with increasing concentration.
- Children who have SEN are identified early. An excellent range of strategies are implemented very effectively to break down learning into manageable steps, and to make sure that children make progress against their targets.
- Very good teaching and support ensure that disadvantaged pupils make very good progress, particularly in their literacy and mathematics skills.

Data Analysis

- The school has very successfully closed the gaps in attainment between boys and girls. In 2017 81% of girls achieved the Good Level of Development (GLD) in comparison with 74% of boys. Fast progress has been made in improving boys’ performance, this remains an improvement action.
- There were five disadvantaged children in the 2017 cohort. 79% achieved GLD in comparison with 60% of the non-disadvantaged. There were four children with complex SEN in the 2017 cohort. One achieved GLD; two achieved the Early Learning Goal (ELG) in some areas but not the actual GLD.
- The school was also successful in maintaining the high proportions of children who exceed expectations. Outcomes were strong across the areas of learning which is linked to the higher level of challenge planned for the most able children as soon as they start school.
- The proportion of children achieving GLD is predicted to increase to 78% which will secure the continued positive trend of improvement.
- Projections for 2018 show a rising trend and will be above the national average at the end of the year (from a low baseline).
- Disadvantaged data is lower than the data for all pupils however those those who are not expected to achieve the expected standard have a number of barriers to learning including: significant Special Educational Needs and a registered disability and in some cases traumatic home circumstances which resulted in the children becoming a Looked After Child. Despite the barriers to learning all pupils have made exceptional progress from their baseline.
- Outcomes are outstanding in EYFS at St Aloysius.

Year 1 Phonics Screen

	% passed	% boys passed	% girls passed	National Average
2015	73	75	71	77
2016	83	82	85	81
2017	85	82	89	81

- Phonics is taught well and therefore pupils make excellent progress. Pupils use their phonics knowledge well and have developed effective strategies to work out unfamiliar words.
- Over time, the school had successfully narrowed the gaps between girls and boys. The gaps widened again in 2017 but the fact that the girls performed particularly well should be taken into account.
- There is some variance in outcomes for the disadvantaged children but this is due to the additional needs faced by the disadvantaged children in some cohorts. For example, in 2016 86% of the disadvantaged passed the screen in comparison with 83% of the non-disadvantaged. Whereas, in 2017, 67% of the disadvantaged passed the screen in comparison with 85% of the non-disadvantaged.
- By the end of Year 2, virtually every pupil have passes the phonic screen which demonstrates how they catch up steadily. Those pupils who do not pass in Year 1 are very well supported through the Year 2 phonics curriculum and beyond.
- Projections for phonics screening for 2018 - 87% pass (Boys 80%, Girls 94%).
- 8 not on track to pass the test, 32 marks (5 SEN boys including 1 boy who started St Aloysius recently with no English and 1 Pupil Premium child who also has complete SEN).
- 85% of disadvantaged projected to achieve the pass mark in 2018, the only children not expected to pass the test is been assessed for a Specific Learning Difficulty.

Key Stage 1 Outcomes

	2016 Expected+ School	2016 Expected+ National	2017 Expected+ School	2017 Expected+ National	2016 Greater Depth School	2016 Greater Depth National	2017 Greater Depth School	2017 Greater Depth National
Reading	85	74	87	76	32	24	30	25
Writing	77	66	78	68	13	13	28	16
Maths	83	73	85	75	18	18	30	21
Science	87	82	92	83				

KS1 Attainment Gaps: Disadvantaged Pupils

	Reading Expected+	Reading Greater Depth	Writing Expected+	Writing Greater Depth	Mathematics Expected+	Mathematics Greater Depth
2017 All Pupils (60)	85	30	78	28	85	30
2017 Disadvantaged (9)	78	0	67	0	89	22
2017 Gap	-7	-30	-11	-28	+4	-8
2018 Projections All Pupils (61)	84	31	85	33	82	30
2018 Projections Disadvantaged (13)	62	23	62	15	62	23
2018 Projections Gap	-22	-8	-23	-18	-20	-7
Disadvantaged(Not SEN) (6)	83	50	100	33	83	50
PP not SEN Gap	-1	+19	+15	0	+1	+20

The attainment of the 2017 cohort on entry to Year 1 was below average and particularly low in writing and mathematics.

- The proportion of pupils achieving the expected standard in reading, writing and mathematics by the end of Year 2 in 2017 was above the national average. The most able pupils achieved well.
- Over time, the proportions of pupils who have achieved the expected and higher standards in reading, writing and mathematics have been above average.
- In 2017, boys' performance was comparable with that of girls overall. Girls did better in writing and at greater depth in mathematics. The 2017 cohort was boy-heavy and included a number of boys who had significant additional needs.
- Disadvantaged pupils progress well, performance is lower than others in the school although the gaps were narrowing at the greater depth standard. The performance of the disadvantaged pupils was comparable with national averages at the expected standard in 2017, in 2018 this is anticipated to continue with figures at the greater depth standard improving to the national average.
- The proportion who achieved the expected standard in science was well above average in 2017.
- Projections for the KS1 assessments for 2018 are strong. Predictions for all pupils show the end of year data will be above average for all aspects at the expected standard and the greater depth standard.
- Disadvantaged data for 2018 is predicted to be lower than for all pupils at the expected standard but line with the national greater depth standards. Those children not expected to achieve have a specific learning challenge and their progress from their starting points is excellent as a result of targeted teaching and excellent interventions.
- When you take out those pupils who have a Special Educational Need, the attainment for the disadvantaged pupils is excellent.
- Over time, progress across KS1 and the Infant School are outstanding. Outcomes are outstanding.

Key Stage 2 Attainment Outcomes

	2016 Expected+	2016 Expected+	2017 Expected+	2017 Expected+	2016 Higher	2016 Higher	2017 Higher	2017 Higher	2017 School	2017 National
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	School	National	School	National	Standard School	Higher Standard National	Standard School	Standard School	Scaled Score	Scaled Score
Reading	83	66	80	71	22	19	34	25	106	104
Writing	90	74	90	76	35	15	34	18		
Maths	92	70	87	75	43	17	26	23	105.7	104
EGPS	90	72	92	77	20	22	28	31	106.8	104
R/W/M	75	53	69	61	13	5	15	9		
Science	88	81	89	92						

Average Progress Scores: All Pupils

Subject	Disadvantaged 2016 Average Score	All pupils 2016 Average Score	Disadvantaged 2017 Average Score	All pupils 2017 Average Score
Average progress reading	+1.02	+2.10	+1.28	+2.18
Average progress writing	+2.26	+2.93	+3.94	+3.82
Average progress mathematics	+1.97	+3.31	+2.22	+1.97

Key: Yellow: Average Light Green: Above Average Darker Green: Significantly High

KS2 Attainment Gaps:

	Reading Expected	Reading Higher Standard	Writing Expected	Writing Higher Standard	Mathematics Expected	Mathematics Higher Standard
2017 All Pupils (61)	80	32	90	36	87	26
2017 Disadvantaged (22)	64	0	82	6	82	0
Gap	-16	-32	-8	-30	-5	-26
2018 Projections (59) All Pupils	86	39	86	42	88	39
2018 Projections Disadvantaged (14)	78	7	71	21	71	7
2018 Projections Gap	-8	-32	-15	-21	-17	-32
Disadvantaged Not SEN TO BE ADDED						
PP not SEN Gap						

- Our sustained and focused improvement work has secured above average outcomes across the school in recent years. Pupils' progress and achievement across the school, and in a range of subjects, are outstanding as a result. Pupils are exceptionally well prepared for the next stage of education.
- In 2017, the progress that pupils, including disadvantaged pupils, made by the end of Year 6 in reading, writing and mathematics was outstanding. Many pupils start school achieving standards that are below those expected of pupils of a similar age. By the end of Year 6, however, the proportion of pupils achieving the expected standard is above the national average. A high proportion of pupils achieve beyond the expected standard in reading, writing and mathematics. This reflects a consistent rate of progress made by pupils throughout the school.
- Disadvantaged pupils make outstanding progress in reducing the achievement gap that exists between themselves and other pupils. There is a gap between their peers in schools however, they perform similar to national averages.

- Pupils who have SEN and/or disabilities progress very well against their starting points. Some pupils in the school have particular needs but, due to outstanding teaching and the carefully planned support of additional adults, they make very good progress.
- Pupils' outcomes across other subjects are very good. The progress that pupils make in science has been strong. Strong links across subjects ensure that pupils apply their learning well and make connections between their learning.

Analysis

The proportions of pupils who have achieved the expected standard in reading, writing and mathematics were above average in 2016 and 2017. The slight dip in 2017 was predicted due to the challenging issues faced by some pupils.

- 15% of pupils achieved the higher standard in reading, writing and mathematics which was above average and demonstrated slight improvement on the previous year.
- The average progress scores for reading was above average in 2016 and average in 2017. In 2017, the lower attainers made strong progress as shown in the average progress score of +8.33. The weakest average progress score was for the higher attainer: -0.08 which was average.
- The average progress score for writing has been significantly high over the last two years.
- The average progress score in mathematics was significantly high in 2016 and above average in 2017. The average progress scores for the disadvantaged pupils showed good improvement and was comparable with others in the school.
- 6 pupils accessed SEN Support in 2017; an additional two pupils had EHCPs. Those who accessed SEN Support made outstanding progress in reading and mathematics from their starting points.
- Projections show very strong data for 2018, particularly at the higher levels. Disadvantaged pupils progress is predicted to be outstanding. Attainment for the disadvantaged pupils is not expected to be in line with non-disadvantaged but this is due to a minority of pupils who have SEN as well as being classed as disadvantaged.

Standards have been above average over time. Over time, progress is outstanding. **Outcomes are outstanding.**

Key Actions:

1. Maintain a focus on eliminating gaps re. disadvantaged pupils.
 - a. Hold teachers to account for the progress of the disadvantaged pupils, especially the most able
 - b. Make sure teachers make effective use of assessment information to plan learning opportunities which meet the needs of the disadvantaged pupils
2. Increase the opportunities pupils have to develop their skills in English and Maths across subjects.
3. Continue to develop the challenge curriculum in the Early Years and extend opportunities outdoors.
4. Develop practical Maths and increase the focus on number bonds and multiplication tables.
5. Continue to reduce the persistent absence rates of a significant minority of pupils.

Dates for the diary – all welcome, please contact the office

15.3.18, 8.45-to end with lunch

Governor Drop ins - **postponed**

16.3.18, 8.15-11am

Margaret Armstrong Visit

22.3.18, 4.30pm

Full Governors Meeting

Rearranged 27.4.18, 8.45 -to end with lunch

Governor Drop ins (RE/ Liturgy focus)

Thanks for everything. It's a privilege to work with you,

Nick Conway

2018 PREDICTIONS AND TARGETS
PROPORTIONS OF PUPILS EXPECTED TO REACH THE NATIONAL STANDARD

Our projections are aspirational but we believe they are achievable

- In Key Stage 2 (KS2), individual subjects are expected to rise and be well above the national average
- We are predicting a year of further improving standards at the end of EYFS
- At KS1 we are expecting to be slightly above national
- We are confident of success as a result of strong teaching, robust monitoring by leaders and effective interventions for borderline pupils
- Pupil Premium are predicted to achieve lower than their peers this is because a minority of pupils have a specific learning challenge. Their progress is very strong from their starting points.
- Pupils have accelerated quickly as a result of a culture of high expectation

End of Early Years Foundation Stage (EYES)

60 pupils	Current attainment (Autumn Data)	PREDICTIONS for the age expected standard (above age expected in brackets)	TARGETS	Disadvantaged pupils Prediction (6)	2017 (62 pupils)	2017 Disadvantaged pupils Attainment (5)	2017 National Average
GLD	27	78	80	33	77	60	71

Y1 Phonics Score

62 pupils	Current attainment	PREDICTIONS	TARGETS	Disadvantaged pupils Prediction (7)	2017 (61 pupils)	2017 Disadvantaged Attainment (13)	2017 National Average
At standard	25	87	88	85	85	61	82

End of Year 2

61 pupils	Current attainment	PREDICTIONS	TARGETS	Disadvantaged pupils Prediction (13)	2017 (60 pupils)	2017 Disadvantaged Attainment (9)	2017 National Average
Reading	21	82 (31)	84 (33)	62 (23)	87 (30)	78 (0)	76 (25)
Writing	18	85 (33)	85 (35)	62 (15)	78 (28)	67 (0)	68 (16)
Mathematics	7	80 (30)	80 (33)	62 (23)	85 (30)	89 (22)	75 (21)

End of Year 6

59 pupils	Current attainment (59 pupils)	PREDICTIONS	TARGETS	Disadvantaged pupils Prediction (14)	2017 (61 pupils)	2017 Disadvantaged Attainment (19)	2017 National Average
Reading	39 (8)	86 (39)	88 (41)	78 (7)	80 (34)	58 (31)	71 (25)
Writing	25 (5)	86 (42)	90 (44)	71 (21)	90 (36)	84 (26)	76 (18)
Grammar, Punctuation & Spelling	25 (5)	86 (42)	92 (44)	71 (21)	92 (28)	89 (15)	77 (31)
Mathematics	24 (0)	88 (39)	90 (41)	71 (7)	87 (26)	79 (21)	75 (17)
% RWM combined	13 (0)	79 (29)	81 (31)	64 (7)	61 (15)	47 (10)	61 (9)