

ACHIEVEMENT - 2017 DATA OVERVIEW

Early Years

	2017	Cambs	National	2018 Target
% achieving GLD	75	71	71	75+
% exceeding GLD				
% achieving ELG in reading	79			
% achieving ELG in writing	79			
% achieving ELG in maths	82			

GLD = Good Level of Development

ELG = Early Learning Goal

Year 1 Phonics (if applicable)

	2017	Cambs	National	2018 Target
% achieving benchmark	85	80	81	85+

End of Key Stage 1

ARE = Age Related Expectations

	2017 Y2	Cambs	National	2018 Target
% achieving ARE reading	63	73.4	75.5	90
% exceeding ARE reading	11	24.8	25.2	39
% achieving ARE writing	47	64.4	68.2	80
% exceeding ARE writing	5	14	15.6	15
% achieving ARE maths	63	73.5	75.1	85
% exceeding ARE maths	0	19.4	20.5	23

End of Key Stage 2

ARE = Age Related Expectations

	2017	Cambs	National	2018 Target
% achieving ARE reading	66	72.4	71.4	80
% exceeding ARE reading	20	28.5	24.5	20
% achieving ARE writing	73	73	76.3	76
% exceeding ARE writing	7	14.2	17.7	20
% achieving ARE SPaG	73	75	76	75
% exceeding ARE SPaG	27	TBC	TBC	25
% achieving ARE maths	65	72	74.8	80
% exceeding ARE maths	14	21.7	22.6	25
RWM combined	48	59	61.1	61 prov
RWM GDS	2	8.1	8.6	8

KS2 Wheatfields	Progress	Cambs	National
Reading	-1.6	+0.2	-5
Writing	-1.5	-1.2	-7
Maths	-3	-0.9	-5

Key Priorities (KP) for School Improvement 2017-18

KP1: To provide support and challenge to teachers to improve pupil outcomes consistently across the school to be at least in line with national or above

- Teachers will receive high quality CPD and feel supported and challenged
- 100% teaching is observed as good or better
- Children will confidently apply learning
- Attainment in R, W and M in every year group will be in line with national at end of Key Stage

KP2: To improve outcomes in Reading moving from verbal to written answers using whole class guided reading

- % of children achieving ARE in reading will increase year on year
- Phonics end of year results to continue to be above national by July 2018
- Teaching of phonics will be consistently good
- High quality CPD enables whole class guided reading to be taught well
- Consistent and effective feedback rapidly improves attainment and progress in reading and writing
- Teachers are using assessment well to inform planning and scaffold learning
- Monitoring shows good opportunities for children to deepen their learning

KP3: To improve outcomes in writing using whole class guided writing and reading

- % of children achieving ARE in writing will increase year on year
- High quality CPD enables whole class guided writing to be taught well
- Consistent and effective feedback rapidly improves attainment and progress in reading and writing
- Teachers are using assessment well to inform planning and scaffold learning
- Monitoring shows good opportunities for children to deepen their learning
- In house and Cluster moderation is used to build confidence in assessments

KP4: To improve outcomes in maths particularly in problem solving and reasoning and shape, space and measures

- % of children achieving ARE in maths will increase year on year
- Teachers will receive high quality CPD
- Teachers use Abacus resources effectively to maximise progress
- Baseline assessment for each year group is in place to measure progress against

KP5: Find solutions to identified barriers to learning for individuals or vulnerable groups and rigorously monitor the intervention for effectiveness and impact

- Gaps between boys and girls attainment in RWM will be reduced in 2017-2018
- Gaps between vulnerable groups and all others in RWM will be reduced in 2017-18
- Entry and exit data shows at least good progress following an intervention

- Rigorous monitoring shows progress of individuals or groups at risk of underachieving