

St. John's Primary School and Nursery

Staff Learning Improvement Plan



September 2017

Aiming High; Proud to learn together

Safeguarding Rapid Actions

Governor Assignment	Trevor Martin and Rebecca Augustus			
Actions	Teachers Will	Leaders Will	Impact	Monitoring
Organise safeguarding training updates for all remaining groups of staff; cleaning, admin and Midday Supervisors	<ul style="list-style-type: none"> Support all colleagues with any safeguarding concerns they may have. Continue to be vigilant and proactive reporting safeguarding concerns 	<ul style="list-style-type: none"> Organise, deliver and log the training Provide effective and useful resources for staff Ensure the Computing Lead and Senior Midday Supervisor have external training. 	<ul style="list-style-type: none"> All staff will be united in having a culture that values safeguarding in the highest priority. There will be a more cohesive approach to safeguarding with all staff. 	<ul style="list-style-type: none"> Through leadership supervision meetings. Staff well being meetings
Ensure all training is logged and recorded with regards to safeguarding for all staff groups.	<ul style="list-style-type: none"> Ensure they attend all training and keep up to date with the safeguarding updates from the LA and school. 	<ul style="list-style-type: none"> Provide clear systems and procedures for recording training. Ensure these files are accessible by all and can be referred to. 	<ul style="list-style-type: none"> Any gaps in training will be swiftly identified at the time of happening rather than the end of year audit 	<ul style="list-style-type: none"> Leadership Supervision Head Teacher Training reviews.
Complete the ICT online safety 360 award	<ul style="list-style-type: none"> Support the Computing lead in the implementation of this award. Continue to put in practice the skills needed to equip the children for safe internet use. 	<ul style="list-style-type: none"> Provide support for the computing lead to finally submit the evidence. Ensure Chair of Governors has received appropriate training. Ensure Governors are aware of their online safety obligations. 	<ul style="list-style-type: none"> All school community will be united in keeping children safe online. Children will be fully equipped to stay safe on line. Children will know exactly what to do if anything concerns them with online activity. 	<ul style="list-style-type: none"> Computing Lead monitoring Reports from LA
Summarise behaviour and anti bullying policies in child speak and display in all classrooms	<ul style="list-style-type: none"> Display and refer to these policies regularly. 	<ul style="list-style-type: none"> Summarise the policies and get approval from the Junior Leadership Team Refer to these policies regularly in assemblies and in the day to day implementation of the policies Introduce acceptable use and breach of use procedures for these policies. 	<ul style="list-style-type: none"> There will be a consistent approach through the whole school to behaviour and how bullying is dealt with Definitions and understanding of terms are clear with the whole school community. Children will be able to refer to the policy if they need to. 	<ul style="list-style-type: none"> Phase Leader monitoring Junior Leadership behaviour observations and surveys.
Evidence the	<ul style="list-style-type: none"> Continue to be 	<ul style="list-style-type: none"> Continually 	<ul style="list-style-type: none"> These exemplars 	<ul style="list-style-type: none"> Safeguarding

standards for effective child protection practice in schools	high profile in their safeguarding responsibilities.	<ul style="list-style-type: none"> review these half termly in Senior Leadership Meetings Ensure safeguarding is always on the agenda for staff meetings. 	<ul style="list-style-type: none"> can be referred to and discussed in staff meetings Safeguarding will continue to be high profile and high priority. 	<ul style="list-style-type: none"> audit ½ termly checks by Governors.
Ensure online safety resources for staff are centrally accessible,	<ul style="list-style-type: none"> Know where to access resources and support in a central location. 	<ul style="list-style-type: none"> Provide a central location for resources and support for all staff with e-safety issues. 	<ul style="list-style-type: none"> All staff will know where resources are to be able to access timely and swift support with any online safety issues. 	<ul style="list-style-type: none"> Monitoring by the Computing Lead.

Leadership and Management Rapid Actions

Governor Assignment	Rich Owen and Anne Brough			
Actions	Teachers Will	Leaders Will	Impact	Monitoring
Continue to revise the curriculum to enthuse and inspire the children.	<ul style="list-style-type: none"> Continue to plan the curriculum based on the children's prior knowledge Continue to showcase the children's learning through the learning theme books Ensure there are more opportunities for hands on and practical activities Provide more opportunities to block subjects and work together to provide theme days or weeks 	<ul style="list-style-type: none"> Continue to monitor curriculum provision and provide support where needed. Allocate budgets to support subject leaders. Monitor the curriculum through the learning theme books. Provide a timetable of planned themed weeks and days throughout the year, involving staff in the content. Provide guidance on resources and planning to support more practical teaching that is less work sheet reliant and more open ended. Give teachers the autonomy to block subjects. 	<ul style="list-style-type: none"> There will be higher pupil positive feedback in curriculum reviews. Engagement and enjoyment will increase. Standards will increase as will children's pride in their work. 	<ul style="list-style-type: none"> Curriculum monitoring by all subject leaders. Leadership diagnostic days.
Further embed middle leadership by giving middles leaders more	<ul style="list-style-type: none"> Have a range of colleagues to draw on for advice and 	<ul style="list-style-type: none"> Provide the necessary data for staff to use for analysis 	<ul style="list-style-type: none"> Middle Leaders will have effective action plans, monitoring 	<ul style="list-style-type: none"> Book trawls Lesson observations Learning walks

opportunities to monitor and take ownership of their phases and subjects.	<ul style="list-style-type: none"> support. Support their colleagues with subject and Phase issues. Have a more wider understanding of standards and achievements in their subjects and phases. No the precise targets fr improvement in subjects and work towards achieving them. 	<ul style="list-style-type: none"> upon attainment and progress. Support staff, through Pupil Progress meetings how to implement interventions and provide swift support for any under achieving pupil. 	<ul style="list-style-type: none"> schedules and have a precise overview of their phase and subject. All staff will be cohesive in the drive for continual improvement and contribute to this. Progress and attainment will rise as per outcomes targets. 	<ul style="list-style-type: none"> Diagnostic days.
Have at least one staff meeting per half term for staff to reflect and debate on current teaching styles and approaches.	<ul style="list-style-type: none"> Be prepared to further develop and be open to new ideas, styles and initiatives, Be able to reflect systematically on why lessons have gone well. Be in the cycle of continuous improvement. 	<ul style="list-style-type: none"> Facilitate meetings and discussions Give staff the autonomy and support to develop teaching pedagogy. Monitor standards of teaching rigorously to ensure standards continue to rise. Draw on support from other schools to widen teaching expertise. 	<ul style="list-style-type: none"> Staff will be reflective an innovative practitioners There will e a higher proportion of outstanding teaching. A rise from 33% to 50% 	<ul style="list-style-type: none"> Lesson observations Diagnostic day Data analysis
Ensure the Leadership Academy working group has clear timescales and a structure to work towards.	<ul style="list-style-type: none"> Be fully informed of the process and timescales. 	<ul style="list-style-type: none"> Ensure meetings are well prepared and resourced. A clear time line is in place 	<ul style="list-style-type: none"> St. John's will be Academy ready with 12 months. 	<ul style="list-style-type: none"> LA review meeting Governing Body minutes.
Manage the transition carefully with the Key Stage Two Phase Leader Maternity cover.	<ul style="list-style-type: none"> Support eachother through the process and contribute to the induction of new post holder 	<ul style="list-style-type: none"> Ensure that standards do not drop in Year 3. Rearrange PPA support so that AE/DB have direct oversight of this year group. 	<ul style="list-style-type: none"> There will be no drop in performance data in Year 3. Year 3 will continue to make good or better progress 	<ul style="list-style-type: none"> Diagnostic days Data analysis.
Increase parental engagement by re-launching the website, social media page and parent forum.	<ul style="list-style-type: none"> Contribute to relevant pages for their year groups. 	<ul style="list-style-type: none"> Facilitate the transition Keep staff fully informed of the process Promote and market the new facilities. 	<ul style="list-style-type: none"> Parental engagement will increase The children will be more positive and engaged. 	<ul style="list-style-type: none"> Parent Questionnaire Governing Body presence at events
Ensure the Junior Leadership Team meet regularly in a	<ul style="list-style-type: none"> Ensure opportunities are given for 	<ul style="list-style-type: none"> Provide a structure and focus for the 	<ul style="list-style-type: none"> Leadership will strengthen at all levels. 	<ul style="list-style-type: none"> Pupil interviews Learning walks

similar structure to the online safety group to give more staff the opportunity to engage in the group.	<p>the children to feed back and monitor</p> <ul style="list-style-type: none"> • Take turns to participate in the meetings • Feedback to colleagues and children 	year with a clear timeline and expectations.	<ul style="list-style-type: none"> • If children feel more involved in the policy process the implementation of policies will be more successful. • Children's engagement and enjoyment will increase 	
Ensure all staff have appropriate CPD and supervision to effectively discharge their roles and responsibilities.	<ul style="list-style-type: none"> • Be proactive in seeking CPD opportunities • Participate fully in staff meetings and debates focussing on developing teaching and learning. 	<ul style="list-style-type: none"> • Monitor teaching and learning through a tight monitoring schedule. • Provide informal peer to peer support for new members of staff and Teachers +1 year to the school or in single year group <p>Emily 1- Lydia Niamh- Darren Kirsty- Andrea Duncan- Leah Emily 5- Adam (fortnightly check in meetings)</p>	<ul style="list-style-type: none"> • Staff will be confident to access and support • Progress will continue to rise. 	<ul style="list-style-type: none"> • Fortnightly check in meetings • Diagnostic day • Phase leader monitoring

Quality of Learning and Teaching Rapid Actions

Governor Assisgnment	Daryl Molyneux			
Actions	Teachers Will	Leaders Will	Impact	Monitoring
Give teachers the skills and confidence to develop their teaching practices and share best practice by facilitating peer to peer support	<ul style="list-style-type: none"> • Be well supported to try new techniques. • Be supported in how best to provide peer to peer support through the lesson study model. 	<ul style="list-style-type: none"> • Ensure teachers have the necessary skills to further develop good practice 	<ul style="list-style-type: none"> • Proportion of outstanding teaching will rise • All teaching will be securely good over time • More informal monitoring will take place in peer groups 	<ul style="list-style-type: none"> • Peer group observations • Staff meeting minutes • Learning walks
Ensure there is challenge for all learners regardless of ability	<ul style="list-style-type: none"> • Give children a range of differentiation options in their teaching • Be careful not to cap learning but extend learning through open ended tasks, activities and 	<ul style="list-style-type: none"> • Ensure there is challenge for all learners regardless of ability 	<ul style="list-style-type: none"> • Children will not have a glass ceiling put on their learning. • More opportunities for all groups of learners to be extended. • Teachers will become more skilled in asking 	<ul style="list-style-type: none"> • Lesson observations • Book trawls

	<ul style="list-style-type: none"> questions Work on embedding the higher order questions based on Blooms Taxonomy. 		those open ended questions .	
Monitor the expectation that Teaching Assistant and Teacher time is distributed fairly amongst the children	<ul style="list-style-type: none"> Ensure the TA is timetabled effectively. Ensure the TA is not passive at any part in the lesson. Ensure interventions and differentiation is distributed fairly and equitably between all adults. 	<ul style="list-style-type: none"> Monitor the expectation that Teaching Assistant and Teacher time is distributed fairly amongst the children 	<ul style="list-style-type: none"> Children will have equal access to Teacher and TA, this will mean accelerated progress for all groups of learners. 	<ul style="list-style-type: none"> Learning walks
Offer supportive and diagnostic feedback celebrating the positives and giving guidance on "even better if"	<ul style="list-style-type: none"> Engage openly in the professional dialogue. Feel supported and better equipped to do their job more effectively. Ensure their children are being educated to the best of their ability. 	<ul style="list-style-type: none"> Offer supportive and diagnostic feedback celebrating the positives and giving guidance on "even better if" 	<ul style="list-style-type: none"> Teachers will respond swiftly to feedback ensuring practice and pedagogy is on a cycle of continuous improvement. 	<ul style="list-style-type: none"> Lesson observations

Personal Development and Welfare Rapid Actions

Governor Assignment	Trevor Martin and Andrew Attwood			
Actions	Teachers Will	Leaders Will	Impact	Monitoring
Further embed nurture as our core intervention for emotional well being	<ul style="list-style-type: none"> Support the schools vision for nurture as our core emotional intervention Identify children who may be eligible for Boxhall Profile Ensure they support the nurture leaders in providing information and dialogue about emotional well being 	<ul style="list-style-type: none"> Continue to support nurture leaders and offer advice and support how to improve. Work towards the nurture group quality mark Continue to update staff on the progress of nurture 	<ul style="list-style-type: none"> Fixed term exclusions will reduce. Attendance of vulnerable children will rise. Children will be emotionally ready to learn. Progress of vulnerable learners will increase. 	<ul style="list-style-type: none"> Specific nurture observations Peer to peer support External verification by Nurture Network
Place high emphasis	<ul style="list-style-type: none"> Monitor 	<ul style="list-style-type: none"> Liaise with the 	<ul style="list-style-type: none"> Fixed term 	<ul style="list-style-type: none"> Supervision

<p>on children's mental health by:</p> <ul style="list-style-type: none"> Continuing to access counselling Weekly supervision meetings for vulnerable families Train midday supervisors on approaches to dealing with children's emotional issues. Reorganise lunchtime club to make it more clinic in style and focus on reintegration Ensure the Taking Care Project is followed across the whole school and further training is provided for new staff and parents. 	<p>children carefully who are receiving counselling and pass on any concerns to DSL</p> <ul style="list-style-type: none"> Give time to the Midday Supervisors to pass on any concerns, observations and information. Ensure that targeted children attend the lunchtime club. Implement the Taking Care Project work into their weekly curriculum. 	<p>counsellor and gather evidence on vulnerable children.</p> <ul style="list-style-type: none"> Discuss vulnerable families and allocate support in weekly supervision meetings. Monitor effectiveness of lunchtime club and provide support and training for staff. PSHE Lead will build up long term PSHE/Jigsaw/Taking care Plan for all staff. 	<p>exclusions will reduce.</p> <ul style="list-style-type: none"> Attendance of vulnerable children will rise. Children will be emotionally ready to learn. Progress of vulnerable learners will increase High profile behaviour incidents at lunchtime will decrease significantly. 	<p>meeting notes.</p>
<p>Continue to focus on the positive reinforcement of behaviour. Begin process of consultation on the review of the behaviour policy. Junior Leadership to lead on this.</p>	<ul style="list-style-type: none"> Identify what features they want and need from a behaviour policy Contribute fully in the consultation process Give their children the opportunity to contribute to the consultation process. 	<ul style="list-style-type: none"> Organise the consultation process Ensure all stakeholders have a chance to contribute Pull together findings and produce a draft policy. 	<ul style="list-style-type: none"> All stakeholders will fully subscribe, understand and adhere to the policy. 	<ul style="list-style-type: none"> Consultation review.

Outcomes for Pupils Rapid Actions

Governor Assignment	Beth Cordrey and Trisha Coopey			
Actions	Teachers Will	Leaders Will	Impact	Monitoring
<p>Continue to ensure Pupil premium and SEND children make accelerated progress to secure closing of the gap in attainment and progress.</p>	<ul style="list-style-type: none"> Come fully prepared to pupil progress meetings with evidence to support their knowledge of children's progress. Adhere to the advice given 	<ul style="list-style-type: none"> Ensure all data is presented in an easy to understand format. Make timely recommendations and support staff Timetable and deploy support 	<ul style="list-style-type: none"> PP/SEND will make the same, if not better progress than non PP/SEND children 	<ul style="list-style-type: none"> Data analysis Diagnostic days

	<p>regarding provision and interventions.</p> <ul style="list-style-type: none"> Ensure vulnerable children are identified on planning and receive targeted provision and questioning. 	<p>staff effectively.</p> <ul style="list-style-type: none"> Run interventions as necessary Lead by example. 		
<p>Ensure that writing is high profile and children make as much progress in this area as in reading.</p>	<ul style="list-style-type: none"> Ensure there are meaningful, daily contextual opportunities for writing across the curriculum. Mark writing diagnostically at least once per week Give pupils the opportunity to respond to marking and apply in their work. Check back to see that children are applying wishes. Moderate regularly with colleagues to support judgments. 	<ul style="list-style-type: none"> Oversee the curriculum to ensure writing is happening daily Provide support for colleagues Monitor effectiveness of the teaching of writing. 	<ul style="list-style-type: none"> The gap between writing and reading will close with children making the same if not better progress. 	<ul style="list-style-type: none"> Diagnostic days
<p>Ensure challenge in all subjects is evident and more children achieve greater depth</p>	<ul style="list-style-type: none"> Refer to the higher order questioning materials and use them. Develop strong subject knowledge in their year groups Provide more open ended differentiated activities. Evidence more the justification of the children's answers . 	<ul style="list-style-type: none"> Provide specific training for staff on what constitutes greater depth reading. Provide support on effective open ended differentiation. 	<ul style="list-style-type: none"> Up to 30% of children will achieve greater depth in Reading, Writing and Maths. 	<ul style="list-style-type: none"> Data analysis Book trawls and moderation.
<p>Children in Year Two need to make accelerated progress to secure more children working at expected and greater depth.</p>	<ul style="list-style-type: none"> Ensure their teaching is consistently good Ensure any gaps in knowledge are swiftly identified and filled. Make effective use of the TA to ensure gaps are filled during the lesson introduction or 	<ul style="list-style-type: none"> Provide any support and training required. Monitor and present regular data on progress and attainment 	<ul style="list-style-type: none"> All children will secure at least 3 points progress in Reading, Writing and Maths. 	<ul style="list-style-type: none"> Data analysis Diagnostic Days

	<ul style="list-style-type: none"> the lesson itself. Have high expectations and model to a high level in all lessons. 			
Monitor provision in Year 3 particularly focussing on the maternity cover.	<ul style="list-style-type: none"> Ensure their teaching is consistently good Ensure any gaps in knowledge are swiftly identified and filled. Make effective use of the TA to ensure gaps are filled during the lesson introduction or the lesson itself. Have high expectations and model to a high level in all lessons. Provide support to new year group colleague 	<ul style="list-style-type: none"> Provide any support and training required. Monitor and present regular data on progress and attainment Provide PPA cover to ensure children have a consistently high standard of education. 	<ul style="list-style-type: none"> There will be no dips in progress during the transition process. 	<ul style="list-style-type: none"> Data analysis Diagnostic Days Bespoke training and induction for new staff member (maternity cover)
Children in Year One need to start more formal methods of calculations earlier to ensure they are secure in knowledge for Year 2.	<ul style="list-style-type: none"> Ensure a balance between formal and play based learning in Autumn 1. In Autumn 2 minimise play based learning Spring 1 begin formal methods Continually model to the highest standard. 	<ul style="list-style-type: none"> Provide any support and training required for the Year One Teacher Bespoke coaching and support from the Phase Leader. 	<ul style="list-style-type: none"> All children will make at least 2 points progress from their starting points 	<ul style="list-style-type: none"> Data analysis Diagnostic Days Bespoke training and induction for Year One Teacher
Extend classroom monitor assessment to Science. Subject Leaders to pilot classroom monitor in their own subject.	<ul style="list-style-type: none"> Use classroom monitor to record achievement in Science. Know which children are performing at above and below ARE 	<ul style="list-style-type: none"> Monitor that classroom monitor is being used effectively 	<ul style="list-style-type: none"> More science teaching will take place. Children will become stronger in the using and applying scientific skills and enquiry 	<ul style="list-style-type: none"> Book trawls Pupil interviews
Continue to ensure PE grant is spent effectively to ensure improved outcomes for the children in this area.	<ul style="list-style-type: none"> Ensure Activ8 and PE recommended coverage takes place. Use the resources effectively Do not sacrifice PE at the expense of other subjects. 	<ul style="list-style-type: none"> Monitor expenditure of PE grant Support the PE leader in the organisation of specialist teachers and support 	<ul style="list-style-type: none"> All children will participate in PE and enjoy the subject Increased uptake in extra curricular activities in PE 	<ul style="list-style-type: none"> Pupil interviews PE action plan and review published on the website.

Quality of Early Years Rapid Actions

Governor Assignment	Ruth Cooper			
Children Will	Teachers Will	Leaders Will	Impact	Monitoring
Ensure that the children with physical needs have appropriately adapted provision and curriculum.	<ul style="list-style-type: none"> Ensure the children can have independent access safely to the learning environment Use Makaton and communicate in print as the universal language for all children. Effectively deploy and provide support and guidance for all support staff. 	<ul style="list-style-type: none"> Provide resources for 1:1 support are in place and manage the adherence to the EHCP's Support all staff where appropriate. 	<ul style="list-style-type: none"> All children will transition successfully into Reception from their current settings. 	<ul style="list-style-type: none"> EHCP review meetings Learning walks Lesson observations
Continue to ensure appropriate challenge for all learners.	<ul style="list-style-type: none"> Use more open ended questions Provide more open ended problem solving activities Ensure there is extension provision for all learners within the continuous provision. 	<ul style="list-style-type: none"> Provide any support and training required. Monitor and present regular data on progress and attainment 	<ul style="list-style-type: none"> Good Level of Development for learners will be in line with cohort profile. All children will reach their full potential from their starting points and make good progress. 	<ul style="list-style-type: none"> Learning walks Lesson observations Diagnostic days
Continue to develop the being imaginative strand to further enhance the children's acquisition of vocabulary.	<ul style="list-style-type: none"> Provide high quality role play opportunities inside and outside Provide high quality small world play inside and outside Continue to develop children's story telling skills using the Helicopter stories materials. 	<ul style="list-style-type: none"> Provide any support and training required. Monitor and present regular data on progress and attainment 	<ul style="list-style-type: none"> 85%+ to achieve in this area 	<ul style="list-style-type: none"> Learning walks
Develop a real love of reading by having an author of the month and make the sparkle books high profile	<ul style="list-style-type: none"> Have an attractive and inviting reading area. Ensure children access this appropriately Promote books at every opportunity. 	<ul style="list-style-type: none"> Provide any support and training required. Monitor and present regular data on progress and attainment 	<ul style="list-style-type: none"> 75%+ to achieve in this area 	<ul style="list-style-type: none"> Learning walks Pupil interviews
Ensure the children have more mark	<ul style="list-style-type: none"> Ensure there are writing activities 	<ul style="list-style-type: none"> Provide any support and 	<ul style="list-style-type: none"> 75%+ to achieve in this 	<ul style="list-style-type: none"> Learning walks

making and writing opportunities.	in all aspects of the continuous provision where appropriate.	training required. <ul style="list-style-type: none"> • Monitor and present regular data on progress and attainment 	area	
Ensure children are secure in their required number and calculations before transition into Key Stage One.	<ul style="list-style-type: none"> • Make use of all the adults in the class to effectively differentiate precisely to each child's needs • Ensure parents are informed of the expectations through coffee mornings and published information. 	<ul style="list-style-type: none"> • Provide any support and training required. • Monitor and present regular data on progress and attainment 	<ul style="list-style-type: none"> • 75%+ to achieve in this area 	<ul style="list-style-type: none"> • Diagnostic days
Ensure Summer term 2 has a carefully planned transition plan in place for Nursery to Reception and Reception to Year One.	<ul style="list-style-type: none"> • Work together to ensure a carefully managed plan is in place with at least 2 sessions per week in Summer 2 spent in the new classes 	<ul style="list-style-type: none"> • Plan the logistics of the transition plan and support where appropriate. • Ensure parents are aware of the transition arrangements. 	<ul style="list-style-type: none"> • Children will experience a smooth transition. • Less emotional instances being separated from parents in Autumn 1. 	<ul style="list-style-type: none"> • Parent evaluation • Pupil interviews

Draft Progress and Attainment Targets

Progress:

Year One: at least two points progress in Reading Writing and Maths

Years Two to Six: at least 3 points progress in Reading, Writing and Maths

Attainment:

End of Nursery (September 2017 cohort)

30-50 months	40-60 months secure	40-60 months exceeding
10%	70%	20%

End of Reception (September 2017 cohort) Prime Areas

ELG emerging	ELG secure	ELG exceeding
10%	70%	20%

Good Level of Development (Reception: based on baseline assessments)

2017	2018
87%	75%

Year 1C

	July 2018		
	Below	At	Above
Reading	15	60	25
Writing	15	60	25
Maths	15	60	25

Year 2T

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	10%	52%	38%	10	52	38
Writing	20%	52%	28%	10	62	28
Maths	10%	50%	40%	10	50	40

Year 2S

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	16%	58%	26%	10	64	26
Writing	26%	48%	26%	10	64	26

Maths	32%	42%	26%	15	59	26
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Year 3T

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	45.4%	36.4%	18.2%	15	58	27
Writing	54.5%	27.3%	18.2%	15	58	27
Maths	36.4%	40.9%	22.7%	15	55	30

Year 3B

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	18%	50%	32%	10	58	32
Writing	32%	50%	18%	10	63	27
Maths	18%	55%	27%	10	63	27

Year 4T

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	75.9%	19.8%	3.3%	20	70	10
Writing	85.8%	13.2%		20	70	10
Maths	95.7%	3.3%		20	70	10

Year 5S

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	55%	14%	32%	10	58	32
Writing	73%	18%	9%	10	65	25
Maths	63%	23%	14%	10	65	25

Year 5C

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	25%	33%	42%	10	48	42
Writing	33%	42%	25%	10	65	25
Maths	33%	38%	29%	10	61	29

Year 6E

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	21%	50%	29%	7	60	33
Writing	21%	54%	25%	7	60	33
Maths	25%	34%	42%	7	60	33

Year 6L

	July 2017			July 2018		
	Below	At	Above	Below	At	Above
Reading	29%	38%	33%	7	60	33
Writing	33%	29%	38%	7	60	33
Maths	20%	42%	38%	7	60	33