

Target Data Headlines 2024/2025

'Every day getting better in every way: I can't do it...YET!'

2024 / 25 TARGETS

Year 1	EXP	GD
Reading	59%	18%
Writing	60%	10%
Maths	68%	20%

Year 2	EXP	GD
Reading	59%	10%
Writing	58%	10%
Maths	64%	5%

THE ABOVE ARE BASED ON CONVERSION TARGETS FROM END OF EYFS DATA IN 2022/23

2024 / 25 AUTUMN TERM 1 KEY STAGE 1 ON TRACK DATA

Year 1	EXP	GD
Reading	58%	6%
Writing	62%	6%
Maths	79%	8%

EXCLUDING 4 HIGH NEEDS CHILDREN – ASSESSED USING B SQUARED

Year 2	EXP	GD
Reading	72%	19%
Writing	63%	7%
Maths	68%	21%


EXCLUDING 3 HIGH NEEDS CHILDREN – 2 NOT ACCESSING REGULAR QFT AND 1 FULL TIME INTERVENTION PROVISION


Phonics	Pass %
Year 1	81%
Year 2	97%


EYFS	Pass %
GLD	68%


SCHOOL IMPROVEMENT PRIORITIES


This year's priorities:

-  To offer high quality and high equity provision, ensuring that all children make at least expected progress from starting points, maintaining a high level of well-being. For children with SEND, sustained progress to be made against personalised targets.

-  To further improve the quality of education by developing high quality curriculum coverage, core and non-core assessment and providing all children and stakeholders with an exceptional curriculum offer, focusing on knowledge, possibilities, diversity and community through high quality teaching and developing cultural capital and subject specific vocabulary.

-  To further improve writing attainment throughout the school, identifying early barriers and ensuring that through sequential learning of skills and knowledge, increased opportunities for writing and with high expectations of achievement, attainment improves for all learners including those children working at a Greater Depth.

-  To embed the high quality teaching and provision of reading across the school to ensure all children have increased opportunities to read, have access to books that are appropriate to age and stage and inference skills are improved including the increasing of fluency, prosody and comprehension.

-  To further improve the effectiveness of Leadership, Management and Governance of the school, including developing a recovery plan over three years to ensure financial stability of the school.