



Redcastle Family School SIDP: QUALITY OF EDUCATION

INTENT: <i>To deliver a broad and rich curriculum that ensures the wider community is used to provide purpose and context to learning</i>	SCHOOL EVALUATION The school has continued to review and develop our curriculum since our last Ofsted inspection (November 2022) which stated: “Leaders have designed a curriculum that clearly and deliberately sets out the important knowledge and skills pupils will learn. In many subjects, pupils develop rich and detailed knowledge. Their learning builds on what pupils already know. “ It also completed the recommendations to ensure all subjects provided the same continuity in subject progression across each year group. This was ensured through a revision of the monitoring system which ensures Phase leaders regularly review the progression of subjects to ensure any slippage or curriculum areas absent are addressed within the half term they have been taught. In addition, staff have reviewed our expectations for recording subjects, establishing a system which eliminates unnecessary recording but also incorporates lessons which are guided by assessment for learning and adaptive teaching. This has ensured that out curriculum has been taught in its entirety with evidence of adaptation and progression for more able learners throughout the last academic year, with positive feedback from staff on workload management. We have actively expanded the range of community learning opportunities provide for each subject and are making progress towards out aim to ensure that each subject has a community linked learning project for each year group. In order for us to be outstanding we must continue to develop these links and use these as the basis for open learning projects that can develop a range of curriculum objectives through their completion. Subjects are reviewed annually by subject teams to consider how to facilitate this further.							
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
MILESTONES			2024-2025			2025-2026		
			Su	A	Sp	Su	A	Sp
Subject Curriculum teams maintain school expectations through cycle of monitoring and action plans improve the quality of education through subject specific CPD.								
External moderation of the curriculum model validates it exceeds the national curriculum and is fit for inspection.								
An agreed format for community based learning has been established by the teaching team which will form the structure of curriculum development.								
There is a structure for community based learning across each subject which enables pupils to engage with the local community through tangible learning experiences.								



Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Subject Curriculum teams maintain school expectations through cycle of monitoring and action plans improve the quality of education through subject specific CPD.	CPD timetable provides allocation of time for subject team to develop action points including: -Curriculum Action plans - Self Assessment Learning Grids -SMSC Mapping & Provision -Subject Specific CPD	Autumn 1 & 2 2024	HT & Curriculum Teams	CPD Time
	Curriculum Teams will complete CPD to establish learning links with New EYFS Curriculum.	Spring 2026	Curriculum Teams	CPD Time
	Curriculum Teams will complete relevant monitoring as outlined in RFS Curriculum Policy Section 1 Impact & Actions will be outlined	Spring 2024		CPD Time
External moderation of the curriculum model validates it exceeds the national curriculum and is fit for inspection.	Curriculum model is analysed by external inspection and actions identified for improvement/ adjustment.	October 2025	HT & NCC Advisor	NCC Advisor Rate: £460 – 3 Days.
	Actions completed to meet recommendations.	October- November 2025	HT & Curriculum Teams	
	Review of revised curriculum offer ensures adjustment are fit for purpose.	TBC DFE Curriculum Review	HT & NCC Advisor	
	Complete CPD on updates to OFSTED Inspection.	TBC- Ofsted Inspection Framework Review	HT & Curriculum Teams	
	External monitoring of subject development established through monitoring of subject teams actions over 1 cycle of the curriculum policy.	Summer 2026	HT & SLT	
An agreed format for community based learning has been established by the teaching team which will form the structure of curriculum development.	CPD sessions to establish community based learning format with teaching team.	Summer 2025	HT & Curriculum Teams	CPD Time
	Timetable for completion of first draft of provision map agreed.	October 2025	HT & Curriculum Teams	CPD Time
	Plan for staff release to develop community links agreed and actioned.	September 2025	HT & Curriculum Teams	CPD Time
There is a structure for community based learning	Trials completed for delivery of community based provision map/ policy.	Spring 2026	HT & Curriculum Teams	CPD Time



across each subject which enables pupils to engage with the local community through tangible learning experiences.	Review of outcomes for trials and adjust draft policy.	Spring 2026	HT & Curriculum Teams	CPD Time
	Implement policy and update subject policies accordingly.	Summer 2026	HT & Curriculum Teams	CPD Time
	Review impact and evaluate adjustments as required.	Summer 2026	SLT	CPD Time

Impact:

Curriculum teams have completed relevant monitoring and have developed Action Plans have been created highlighting the key areas of need in order to develop individual subjects.

We know where the gaps are within our subjects and are ready to develop community links to enhance the subjects. Staff have received CPD provided to support them in developing their community links in order to further enhance our curriculum. These initial CPD sessions have been provided however it will be an ongoing process in order to continuously improve our curriculum.

Next Steps -

Objective 1 - We have timetabled staff to have two days of directed time in order to develop community links. It will be expected that curricular teams have developed links to the local community by the end of Term 1.

Objective 2 - External moderation needs confirming and dates finalising.

Objective 4 -

IMPLEMENTATION: *That all Teaching uses RFS principles of practice to ensure children are challenged all of the time and see the purpose of learning in everything that they do.*

School Monitoring has identified that the Challenge for All Model is embedded within all classes where teachers have been provided with CPD and those staff new to the school are working with Phase leaders or ECT mentors to ensure that the principles are added to practice.

The was highlighted in the most recent inspection which stated “Teachers have a good knowledge of the subjects they teach. They explain new information to pupils clearly and provide opportunities to practise and revise new concepts. This helps pupils remember more over time.”



That all teaching has reached a level of children's independence, which allows the teacher to undertake the role facilitator in order to achieve outstanding levels of progress.

For the past two years the level of progression and challenge observed in teaching has consistently improved across all year groups through the use of advanced adaptive teaching formative assessment methods. This progress has been facilitated by the continuation of teaching and learning community meetings, which has provided extensive peer support and sharing of knowledge in addition to The weekly 1-2-1 phase leader meetings which provide bespoke support as required.

The teaching of phonics and reading is now embedded is consistently monitored to a high standard, which has ensured that our results in all key stages have been well above the national average for the last 3 years. Interventions and outcomes are monitored weekly which has directly improved achievement of all key groups identified through pupil progress meetings.

Foundation subject develop has also progressed in equal measure. The cycle of monitoring and CPD provided through every subject leadership team has ensured that the quality of teaching has improved and this is being documented through the completion of various quality mark awards for the different subjects.

Monitoring has informed that the next stages of teaching and learning development will focus on linking a range of teacher modelling strategies with the use of higher order questioning, in order to promote self reflection and metacognition to a deeper level. This piece of work will conclude in a final review/ update of the schools teaching and learning policy, which will then inform teachers to undertake action research projects to develop a specialism in different pedagogical areas. The school will also begin to establish trial groups of Let's Think teaching in order to identify if this will facilitate further improvement in this area.

School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
MILESTONES			2024-2025			2025-2026		
			A	Sp	Su	A	Sp	Su
Curriculum Teams ensure a broad and balanced curriculum is delivered and meets the Schools intent as outlined in the RFS Curriculum Policy.								
The Challenge For All model for teaching is embedded and informs intervention and feedback to ensure accelerated progress for all groups of learners.								
The articulation of learning and use contextual learning ensures learners are able to understand and articulate the curriculum and the progress they have made in each subject.								
All policies related to Teaching & Learning have been revised and updated to meet with current school expectations.								
The action plan for catch up learning & intervention ensures children make significant progress in line with their expected levels of attainment.								
The achievement of vulnerable groups (including disadvantaged) meets or exceeds non-disadvantaged through the use of pupil premium funding.								



The teaching of Writing across the school exceeds expectations through fostering opportunities for writing for pleasure to ensure accelerated progress in order to meet and exceed National Standards for achievement in each year group.					
The teaching of Reading, Writing and Mathematics across the whole curriculum ensures accelerated progress in order to meet and exceed National Standards for achievement in each year group.					
The use of Let's Think Teaching is integrated into the practice of teachers by using lead teachers that provide coaching and support.					
Pupil progress ensures achievement reaches and exceeds national standards for all groups of learners through triangulation of data to target and intervene accordingly.					
The school maintains efficient systems for recording all aspects of the curriculum to ensure monitoring provides evidence of progress.					
Redcastle Family School consistently makes accurate judgments in line with national standards and between different key stages and phases.					

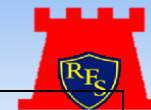
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Curriculum Teams ensure a broad and balanced curriculum is delivered and meets the schools intent as outlined in the RFS Curriculum Policy.	Curriculum Teams implement action plans as outlined with the RFS Curriculum Policy Section 2.	Autumn 2024- Ongoing	Curriculum Teams	Training Cost:TBC Budget Set at £10,000
	Monitoring and assessment review informs future priorities for SIDP and CPD.	Summer 2 2025	HT SLT	SLT Meeting Time
The Challenge For All model for teaching is embedded and informs intervention and feedback to ensure accelerated progress for all groups of learners.	School expectations for application of Challenge for All model are monitored addressed in weekly Phase Leader meetings to ensure consistent application.	Autumn 2024- Ongoing	Phase Leaders	Meeting Time: Cover HLTA
	Specific coaching or Support plans are utilised as required to ensure this consistency is maintained.	As required	HT & AHT & Phase Leaders	
	Use of intervention time to address Wave 1 Interventions is recorded within outcomes. This is monitored and reviewed within pupil progress meetings and PL monitoring.	Autumn 1 2024- Ongoing	HT & AHT & Phase Leaders	Meeting Time: Cover HLTA
	Specific Wave 1 target groups identified as part of Pupil progress meetings and impact reviewed through monitoring.	Autumn 2 2024- Ongoing termly.	HT & AHT	N/A



The articulation of learning and use contextual learning ensures learners are able to understand and articulate the curriculum and the progress they have made in each subject.	Undertake CPD for: Active listening, Metacognition, Modelling and contextual learning strategies.	Autumn 2 2024- Ongoing	JPL & SLT	CPD Time
	Monitor: Teaching, Outcomes and interventions to identify specific areas of Feedback)	Autumn 2 2024 - Ongoing	HT & AHT & Phase Leaders	Meeting Time: Cover HLTA
	Use monitoring cycle to address performance through support plans and CPD to ensure practice is consistent across school.	As required	HT & AHT & Phase Leaders	
All policies related to Teaching & Learning have been revised and updated to meet with current school expectations.	Policies to be reviewed and redrafted include: - Teaching Learning - Curriculum - Assessment & Intervention	Autumn 2025	HT & SLT	CPD Time
	Actions from reviewing these policies inform CPD timetable	Spring 2026 - Ongoing		CPD Time
The action plan for catch up learning & intervention ensures children make significant progress in line with their expected levels of attainment.	Intervention plans are linked to pupil progress/ SEND targets to ensure class targets are achieved (See Appendix- Class Targets)	Autumn 1 2024- Annual cycle.	HT & Intervention Lead	0.8 FTE @ UPS2
	Assessment of each year group to identify specific learners needs and identify Wave 2 actions (See: RFS Year Group Catch Up Plan)	Autumn 1 2024- Ongoing	Intervention Lead	See Action Plan
	Enable actions for each year group to work within cycles of improvement.	Autumn 2 2024- Ongoing	SLT & Intervention Lead	
	Review/ audit outcomes to identify future targets for development.	Termly	SLT & Intervention Lead	
The achievement of vulnerable groups (including disadvantaged) meets or exceeds non-disadvantaged through the use of pupil premium funding.	Review Intervention plans to identify priorities for key vulnerable groups.	Autumn 1 2024 Annual cycle.	SLT & Intervention Lead	
	Identify where pupil premium funding should support acquisition of additional resources to support identified actions.	Autumn 2 2024	SLT & Intervention Lead	
	Establish pupil premium action plan and review impact throughout following cycle.	Spring 2025 Annual cycle.	SLT & Intervention Lead	
	Phase leaders complete evaluation to ensure key children are monitored during Phase Leader meetings.	Autumn 2026	SLT & Intervention Lead	
The teaching of Writing across the school exceeds expectations through fostering opportunities for writing for pleasure to ensure	Staff CDP on free writing approach.	Spring 2025	SL & CP	
	Staff to trial use of free writing as part of their English teaching.	Summer 2025	SL & CP	



accelerated progress in order to meet and exceed National Standards for achievement in each year group.	Establish good practice of free writing and embed within our wider English curriculum	Autumn 2025	SL & CP	
	Monitor impact through pupil voice.	Spring/Summer 2026	SL & CP	
The teaching of Writing and Mathematics across the whole curriculum ensures accelerated progress in order to meet and exceed National Standards for achievement in each year group.	Weekly Phase Leader coaching & support ensures teaching and outcomes meet school expectations consistently.	Autumn 2024	Phase Leaders	Meeting Time: Cover HLTA
	Year 4 make national expectations for multiplication check.	Autumn 2024- Ongoing	JPL & Y4 CT	
	Curriculum Teams linked to best Practice Hubs NCC, NCTEM in order to provide additional CPD to further enhance teaching & learning.	Autumn 2024 Annual cycle.	Curriculum Teams	Training Cost: TBC Budget Set at £10,000
	Termly monitoring provides specific feedback which links to appropriate CPD to ensure areas of development are identified.	Autumn 2 2024 – 2025 Ongoing	HT & AHT & Phase Leaders	Meeting Time: Cover HLTA
*The use of Let's Think Teaching is integrated into the practice of teachers by using lead teachers that provide coaching and support.	Identify Target groups as part of annual Intervention plans.	Autumn 1 2025	Intervention Lead	
	Implement pilot scheme and monitor progress.	Spring 2026	Intervention Lead	
	Review Impact and identify applications purposes within wider school cohorts.	Summer 1 2026	SLT	CPD Time
	Establish whole school implementation through SIDP.	Summer 2 2026- Annual cycle	SLT	
The school maintains efficient systems for recording all aspects of the curriculum to ensure monitoring provides evidence of progress.	Subject Curriculum teams monitor as part of annual cycle. Phase leaders complete expectation checks as part of weekly meetings.	Spring 2024/5/6 – Ongoing Termly	Curriculum Teams	Directed Time.
	Complete TA Tracking grids for foundation subjects as part of assessment policy.	Autumn 2 2024/25 - Ongoing	Curriculum Teams	Directed Time.
	Review impact of assessment / triangulation with monitoring from subject leader teams.	Spring 2026	Curriculum Teams	Directed Time.
Redcastle Family School consistently makes accurate judgements in line with National standards and between different key stages and phases.	Whole school moderation timetable agreed & implemented.	Autumn 1 2024	Curriculum Teams	CPD Time
	Moderation meetings with Cluster schools established.	TBC	HT	TBC
	NCC moderation meetings completed for Reception, Year 2 and Year 6.	TBC Year 6 Summer 2025	Class Teachers	TBC

**Impact:**

Challenge for All model has been embedded across both Key Stages. This is consistently monitored through Phase Leader meetings, learning walks and lesson observations. RFS curriculum is broad and balanced, allowing our pupils to develop academically and holistically. The 2025/2026 focus will build on this to establish community links and deepen challenges through foundation subjects.

Based on Summer term data, intervention plans are drafted in the Autumn term with clear steps outlined so that all year groups meet expected attainment targets (exceeding national standards). Year 6 2025 SAT's results reflect this expectation and Year 6 external moderation verified the writing judgements that were awarded. From Autumn 2025, a tighter focus will be placed on identifying vulnerable groups/disadvantaged pupils on plans.

Enjoyment in writing is a focus for 2025/2026, both as an aim in itself and as another tool to improve attainment. This objective has been started through staff CPD and there is a clear timetable outlined.

Obj - Monitoring and assessment review informs future priorities for SIDP and CPD - SLT have analysed data from Summer 24 assessments and used that to identify areas for development for the upcoming academic year.

Obj - Assessment of each year group to identify specific learners needs and identify Wave 2 actions (See: RFS Year Group Catch Up Plan) -

Main areas of need have been identified for all year groups. This has been triangulated with intervention maps and timetables for each year group. Majority of results are above national average. Staff are now aware of the targets for their class group and aware of 'target' pupils.

Obj-Staff CDP on free writing approach - Staff are ready to trial using a free-writing approach to improve attitudes towards writing.

Next Steps:



IMPACT: Qualitative and quantitative data demonstrates that all children groups significantly exceed their peers both locally and nationally in every area.

RFS Achievement ensures every child reaches their full potential academically and the whole child is equipped with the skills to and self belief to succeed.

SCHOOL EVALUATION

The school has continued to achieve results that exceed the national average in every indicator from EYFS to KS2 assessments for the past 3 years. In addition key vulnerable groups have met or at times exceeded their peers standards by the time they leave the school in year 6.

Internal data has shown that intervention plans have ensured accelerated progress for targeted groups including the use of more therapeutic strategies, which have tackled groups where underperformance is linked to self-esteem, and challenging behaviour.

Foundation subjects that are working towards quality marks and progressing rapidly with the number of subjects accredited in this way will increasing over the next three academic years. This will also facilitate further opportunities to link learning to real world applications through community based projects, ensuring that children and the community making lasting connections which will be used to scaffold aspirational development.

Assessment systems have been adjusted to further reduce excessive testing with more focus on moderation, targeting specific elements of teaching highlighted through outcome monitoring. Adjustments within key stage 1 have trialled the use of continuous provision throughout year 1 and part of year 2 with associated leaders tasked with reviewing the impact and refining our approach to inform school policy.

School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good			
MILESTONES			2024-2025		2025-2026	
			Su	A	Sp	Su
External accreditation for the quality of teaching and learning have been achieved across a wide range of subjects.						
Assessment systems are reviewed to inform new policy.						
The use of continuous provision has been trialled and evaluated, informing school policy for its delivery in future years.						
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility		Resources	
External accreditation for the quality of teaching and learning have been achieved across a wide range of subjects.	Curriculum teams have applied for quality marks for the following subjects: Science, Art & Music, Design & Technology, P.E. (Forest School Award)	2024-2025 Academic year Science Autumn 2024 Forest School Autumn 2025				
	Ongoing actions required are integrated into school CPD timetable.	2025-2026 Academic year	SLT &Curriculum teams		Curriculum resources TBC	
	Successful completion or actions are shared with relevant stakeholders as part of governor monitoring.	Summer 2026				
	SLT to review current practice & impact	Autumn 2024	SLT			



Assessment systems are reviewed to inform new policy.	Trial actions in line with review.	Autumn 2 2024		
	Monitor impact on attainment to consider effectiveness of actions	Summer 2 2025		
	Establish a revised assessment policy.	Autumn 1 2025		
	Evaluate impact and make adjustments as necessary.	Summer 2026		
The use of KS1 Challenge for All has been trialled and evaluated , informing school policy for its delivery in future years.	A trial model is implemented in year 1 to evaluate its effectiveness and make judgements regarding its application.	2024-2025 Academic year		
	SLT review impact and consider application for year 2.	Autumn 1 2025		
	Policy established to inform school expectation for future years	Spring 2026		

Impact:

The Primary Science Award has been completed and awarded to RFS. Showing an exceptional dedication to the teaching and improving of Science teaching and learning. The Forest School Award is underway and should be awarded during Autumn 2025, allowing us to be recognised as a Forest School provider. Going forwards, the Arts mark will be the next quality mark that we will aim for as we now have an experienced teacher as the Arts lead.

Next Steps:



Current Year Groups 2024-2025 Assessment Data

Appendix 1 (Spring 2025 Data & Summer 2025- End of Year Data)

2024-2025 Additional Data:

EYFS- Children making good level of development (GLD) 73% (National – Data released in November)

Phonics: Year 1 81% achieved the expected standard. (National – Data released in November 2022 was 75%)

Ks2 Attainment (Cohort: 33, 3 Dissapplied)

Reading 73% Achieved expected standard (National 75%). 24% Achieved the greater depth standard.

Mathematics 85% Achieved expected standard (National 74%). 27% Achieved the greater depth standard.

Writing 82% Achieved expected standard (National 72%). 3% Achieved the greater depth standard.

Grammar Punctuation & Spelling 61% Achieved expected standard (National 73%). 21% Achieved the greater depth standard.

Combined (Reading, Writing & Mathematics) 70% Achieved expected standard (National 62%). 0% Achieved the greater depth standard.

READING Groups	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2	
	<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>		<u>Reading % (EXS)</u> <u>(GDS)</u>	
Total	70% 15 %	73% 2 4%	54% 38 %	84% 31 %	52% 10 %	51% 6%	34% 10 %	63% 19 %	69% 7% %	62% 8 %	32% 18 %	38% 1 4%
Excluding SEN	80% 19 %	86% 2 7%	70% 50 %	80% 40 %	61% 9% %	59% 9%	35% 13 %	61% 13 %	74% 11 %	69% 11 %	41% 18 %	52% 1 9%
Pupil Premium	61% 23 %	58% 2 5%	44% 38 %	78% 21 %	27% 9% %	36% 0%	20% 0% %	44% 11 %	54% 7% %	50% 0 %	26% 13 %	22% 1 1%
Non PP	75% 10 %	81% 2 4%	63% 38 %	87% 40 %	65% 10 %	60% 10 %	42% 16%	72% 22 %	86% 7% %	75% 17 %	35% 20 %	45% 1 5%
EAL	77% 15 %	92% 2 3%	50% 10 %	70% 50 %	58% 8% %	55% 0%	22% 11 %	89% 22%	73% 9% %	60% 20 %	14% 14 %	13% 0 %

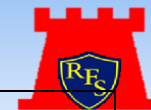


Girls	69% 16 %	74% 2 1%	45% 27 %	64% 9%	69% 23 %	73% 9%	40% 20 %	60% 20 %	70% 10 %	56% 0 %	44% 19 %	60% 2 0%
Boys	71% 14 %	71% 2 9%	57% 43 %	94% 44 %	39% 0%	37% 0%	31% 5%	65% 18 %	68% 5%	65% 12 %	17% 17 %	14% 7 %

Notes: Year 6 Assessment is based on SATS all other year groups are based on NFER so this creates a different level of comparison.

WRITING Groups	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2	
	Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)		Writing % (EXS) (GDS)	
Total	73% 6%	82% 3 %	50% 6%	72% 3%	47% 6%	42% 3%	55% 3%	45% 15%	67% 0%	65% 0 %	39% 7%	38% 1 0%
Excluding SEN	96% 10 %	100% 5%	65% 10 %	80% 5%	65% 4%	55% 5%	65% 4%	52% 17 %	79% 0%	74% 0 %	50% 9%	52% 1 4%
Pupil Premium	62% 8%	67% 8 %	50% 0%	93% 0%	23% 15 %	18% 0%	30% 0%	22% 11 %	53% 0 %	50% 0 %	26% 13 %	22% 1 1%
Non PP	80% 5%	90% 0 %	51% 13 %	54% 7%	62% 0%	55% 5%	68% 5%	56% 17 %	80% 0%	83% 0 %	45% 5%	45% 1 0%
EAL	85% 8%	85% 0 %	60% 0%	70% 0%	67% 0%	55% 0%	67% 0%	55% 22 %	73% 0%	70% 0 %	14% 0%	38% 0 %
Girls	79% 5%	84% 5 %	54% 9%	73% 9%	85% 8%	73% 9%	70% 10 %	60% 30 %	80% 0%	67% 0 %	44% 6%	46% 1 3%
Boys	64% 7%	79% 0 %	48% 5%	72% 0%	24% 5%	21% 0%	47% 0%	35% 6%	60% 0%	65% 0 %	33% 8%	28% 7 %

SPaG Groups	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2 *TA
	SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)		SPaG % (EXS) (GDS)
Total	67% 12%	61% 21%	62% 28%	69% 28%	48% 13%	42% 23%	34% 3%	63% 15%	17% 0%	50% 4%	
Excluding SEN	95% 19%	77% 32%	75% 45%	75% 40%	56% 13%	45% 27%	39% 4%	65% 17%	0% 0%	47% 0%	
Pupil Premium	54% 8%	42% 17%	63% 19%	71% 21%	36% 9%	27% 9%	20% 0%	44% 11%	27% 0%	28% 7%	
Non PP	75% 15%	71% 24%	63% 38%	66% 33%	55% 15%	50% 30%	42% 5%	73% 17%	0% 0%	75% 0%	
EAL	77% 15%	69% 31%	80% 40%	80% 30%	67% 17%	36% 9%	44% 0%	78% 22%	18% 0%	60% 0%	



Girls	74% 11%	58% 26%	54% 27%	54% 18%	69% 31%	63% 36%	40% 10%	60% 30%	0% 0%	33% 0%	
Boys	57% 14%	64% 14%	67% 29%	77% 33%	33% 0%	27% 11%	32% 0%	65% 6%	26% 0%	59% 6%	

Notes. Year 6 Assessment is based on SATS not NFER so this creates a different level of comparison.

MATHS	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2 *TA	
Groups	Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)		Maths % (EXS) (GDS)	
Total	73% 24%	85% 27%	50% 16%	66% 38%	49% 10%	52% 23%	58% 17%	70% 44%	62% 3%	57% 19%	46% 14%	68% 34%
Excluding SEN	95% 38%	100% 41%	65% 20%	70% 45%	56% 13%	68% 27%	61% 13%	69% 39%	68% 5%	63% 21%	59% 18%	76% 48%
Pupil Premium	51% 15%	75% 17%	44% 25%	72% 36%	27% 9%	27% 9%	40% 10%	66% 44%	54% 7%	57% 21%	50% 25%	66% 33%
Non PP	80% 30%	90% 33%	56% 6%	60% 40%	60% 10%	65% 25%	68% 21%	72% 44%	71% 0%	59% 17%	45% 10%	70% 35%
EAL	76% 38%	92% 46%	60% 10%	70% 40%	59% 17%	82% 27%	78% 22%	78% 56%	73% 9%	60% 0%	29% 0%	63% 25%
Girls	74% 21%	89% 21%	45% 0%	45% 27%	53% 15%	72% 27%	60% 20%	60% 50%	40% 10%	33% 0%	50% 19%	86% 53%
Boys	72% 29%	79% 36%	53% 24%	77% 44%	45% 6%	37% 21%	58% 16%	76% 41%	74% 0%	70% 29%	41% 8%	50% 14%

2025-2026 Year Group Attainment Targets



Indicates target that will require school action intervention to be achieved.

Year 6	Progress in Maths starting from/ reaching PKS -2/32 6% WTS: 4/32 13% +5 to EXS EXS: 15/32 47% GDS: 11/32 34% Overall Attainment: 81% EXS +	Progress in Reading starting from/ reaching PKS -2/32 6% WTS: 1/32 3% + 2 to EXS EXS: 17/32 53% +2 to GDS GDS: 12/32 38% Overall Attainment: 91% EXS +	Progress in Writing starting from/ reaching PKS -2/32 6% WTS: 4/32 13% + 2 to EXS EXS: 23/32 72% +1 to GDS GDS: 3/32 9% Overall Attainment: * 81% EXS +	Progress in SPaG starting from/ reaching PKS : 3/32 9% WTS: 1/32 3% +5 to EXS EXS: 18/32 56% GDS: 10/32 32% Overall Attainment: 82% EXS +	That 82% 26/32 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 5	Progress in Maths starting from/ reaching PKS: 6/33 18% WTS: 3/33 9% + 3 to EXS EXS: 15/33 46% +2 to GDS GDS: 9/33 27% Overall Attainment: 73% EXS +	Progress in Reading starting from/ reaching PKS: 6/33 18% + 2 to WTS WTS: 3/33 9% + 5 to EXS EXS: 17/33 52% +4 to GDS GDS: 7/33 21% Overall Attainment: 73% EXS +	Progress in Writing starting from/ reaching PKS: 6/33 18% +1 to WTS: 3/33 9% + 9 to EXS EXS: 21/33 64% +2 to GDS GDS: 3/33 9% Overall Attainment: 73% EXS +	Progress in SPAG starting from/ reaching PKS: 6/33 18% +1 to WTS WTS: 3/33 9% + 7 to EXS EXS: 18/33 55% GDS: 6/33 18% Overall Attainment: 73% EXS +	That 73% 24/33 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 4	Progress in Maths starting from/ reaching PKS: 5/34 15% WTS: 0/34 0% +1 to EXS EXS: 12/34 35% +3 to GDS GDS: 17/34 50% Overall Attainment: 85% EXS +	Progress in Reading starting from/ reaching PKS: 5/34 15% WTS: 1/34 3% + 4 to EXS EXS: 17/34 50% GDS: 11/34 32% Overall Attainment: 82% EXS +	Progress in Writing starting from/ reaching PKS: 6/34 18% WTS: 2/34 6% EXS: 18/34 53% GDS: 8/34 23% Overall Attainment: 76% EXS +	Progress in SPAG starting from/ reaching PKS: 5/34 15% WTS: 2/34 6% +1 to EXS EXS: 14/34 41% +4 to GDS GDS: 13/34 38% Overall Attainment: * 79% EXS +	That 76% 26/34 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 3	Progress in Maths starting from/ reaching PKS: 3/34 9% WTS: 4/34 12% +2 to EXS EXS: 14/34 41% GDS: 13/34 38% Overall Attainment: 79% EXS +	Progress in Reading starting from/ reaching PKS: 4/34 12% WTS: 4/34 12% + 1 to EXS EXS: 17/34 50% + 1 to GDS GDS: 9/34 26% Overall Attainment: 76% EXS +	Progress in Writing starting from/ reaching PKS: 4/34 12% WTS: 4/34 12% + 1 to EXS EXS: 25/34 74% + 1 to GDS GDS: 1/34 2% Overall Attainment: 76% EXS +	Progress in SPAG starting from/ reaching PKS: 4/34 12% WTS: 4/34 12% + 1 to EXS EXS: 21/34 62% + 4 to GDS GDS: 5/34 14% Overall Attainment: 76% EXS +	That 76% 26/34 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1.



Year 2	Progress in Maths starting from/ reaching PKS: 3/33 9% WTS: 3/33 9% +1 to EXS EXS: 16/33 49% +1 to GDS GDS: 11/33 33% Overall Attainment: 82% EXS +	Progress in Reading starting from/ reaching PKS: 4/33 12% WTS: 4/33 12% EXS: 18/33 55% +3 to GDS GDS: 7/33 21% Overall Attainment: 76% EXS +	Progress in Writing starting from/ reaching PKS: 4/33 12% WTS: 4/33 12% EXS: 22/33 67% GDS: 3/33 9% Overall Attainment: 76% EXS +	Progress in SPAG starting from/ reaching PKS: 4/33 12% WTS: 4/33 12% EXS: 25/33 76% GDS: 0/33 0% Overall Attainment: 76% EXS +	That 76% 25/33 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of EYFS
Year 1	Progress in Maths starting from/ reaching PKS: 3/32 9% WTS: 4/32 13% EXS: 25/32 78% GDS: 0/32 0% Overall Attainment: 91% EXS +	Progress in Reading starting from/ reaching PKS: 3/32 9% WTS: 5/32 16% EXS: 24/32 75% GDS: 0/32 0% Overall Attainment: 91% EXS +	Progress in Writing starting from/ reaching PKS: 3/32 9% WTS: 5/32 16% EXS: 24/32 75% GDS: 0/32 0% Overall Attainment: 91% EXS +	Progress in SPAG starting from/ reaching PKS: 3/32 9% WTS: 5/32 16% EXS: 24/32 75% GDS: 0/32 0% Overall Attainment: 91% EXS +	That 90% 29/32 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of EYFS.
Phonics Year 1	85+% Reach Expected Level	Phonics Year 2 Retakes	84% (Combined year 1 & Retakes)		
Reception	85% of pupils make progress to achieve GLD from their initial starting points: The number of pupils: TBC	Nursery	Increase the number of pupils who are make a minimum of 1 age stage of progress in communication & language from their initial starting points: The number of pupils: TBC		