

Achievement

Areas of Strength	Focus Areas for Development
<p>3 year averages show attainment at Key Stage 2:</p> <ul style="list-style-type: none"> - significantly above national average for RWM combined, at expected and higher standard - significantly above national average for RWM combined for disadvantaged pupils at expected standard - above national average for GPS, at expected and higher standard - above national average for GPS for disadvantaged pupils at expected standard <p>3 year average for the Year 1 Phonics Screening Check is 88%, significantly above national average</p> <p>3 year average for Y4 multiplication check is 22.4, significantly above national average</p> <p style="text-align: right;"><i>(All data above from IDSR 2025)</i></p> <p>A strong reading culture is developed in the school by prioritising systematic phonics instruction, wide exposure to high-quality books in storytimes, assemblies and the English curriculum, clear and well-monitored home reading routines <i>(curriculum documents, English monitoring)</i></p> <p>Children with SEND achieve well from their starting points, due to high expectations, systematic planning and support tailored to individual needs. <i>(assessment data, SSP reviews)</i></p> <p>At the end of Key Stage 1, children broadly achieve well, with key foundational knowledge, skills and understanding in place for the majority of pupils. <i>(assessment data, subject monitoring)</i></p> <p>Support is put in place early in Key Stage 2 for pupils who need to catch up, with adapted teaching and intervention where required. <i>(phonics groupings, curriculum planning, interventions timetable)</i></p>	<ul style="list-style-type: none"> - Aim to further narrow gaps in attainment between disadvantaged and non-disadvantaged pupils at the end of Key Stage 2 - Develop assessment systems for wider curriculum where this can be done meaningfully