Achievement Review and Target Setting Booklet and Report 2015

Introduction

Accurate school self-evaluation and review are essential for school improvement. A thorough understanding of the performance data over the whole school is crucial to this process. We have provided a framework to support your review of overall achievement at the end of an academic year.

The end of key stage data is only a small feature of any school's data review. Progress and attainment information will be tracked and analysed throughout the year for all individuals and groups, across all age groups, and by staff with different specific responsibilities. We know that schools are developing their own tracking systems to support the accurate assessment of the new curriculum. It is good practice to use a range of approaches and to draw on a variety of evidence to support the thorough and robust analysis and assessment of children's achievement in your school.

An analysis of the available data will only be effective if it engages the whole school community and results in positive action for the cohort of pupils or for successive ones, such as a change in practice, refocusing of resources or alternative intervention.

Change to the Format for Achievement Review Autumn 15

The format for the Achievement Review and Target Setting Booklet has changed this year in order to reflect the fact that schools are developing their own tracking and assessment systems and now have reporting mechanisms that best identify the specific needs in their own schools and contexts. We have combined the Achievement Review and Target Setting Booklet with the Achievement Review and Target Setting Report to avoid duplication.This format will be used to guide the LNI/BSIPs when gathering evidence during the annual achievement reviews.

Brief Guidance

We hope that the attached framework is useful in providing support for your self-review and in informing your action plans and priorities that drive school improvement. It is a tool that you may use, or not, and amend to meet your needs. It is offered merely as an approach to effective progress tracking and attainment review.

Sections highlighted in blue are questions that your LNI/BSIP may ask you to prompt professional discussions about the progress and attainment of children in your school. You do not need to prepare answers to all of these questions, but we hope that it helps you to prepare a full and accurate data picture.

Completing Tables:

- In order to help you, we have pre-populated the tables with national data.
- Please copy and paste any internal data into the tables provided, if it will help the review process.
- Schools who have the school profile should be able to copy and paste the progress spreadsheets from EYFS to KS1.
- Please feel free to add any other/alternative information/tables which provide a full picture of the data in your school.

Target Setting:

As you know, target setting is no longer statutory and you will have developed your own target setting approaches in a life without levels. We expect that schools will be demonstrating how many children/cohorts/groups will be achieving expected standards at the end of each year/key stage.

We still believe that target setting is an effective tool in school improvement and in narrowing achievement gaps. Governors also report that this enables them to engage in a full understanding of the school's expectations for any particular cohort of pupils. For this reason we include and recommend the use of whole school and cohort targets drawn from those for individual pupil progress and attainment. Fischer Family Trust still has useful information to support target setting.

Sections in Red:

These are sections to be completed by your LNI/BSIP. Information you provide on attendance data is always useful.

Please return the Report to your LNI/BSIP, once you have populated the tables with your school results, prior to his/her Achievement Review visit to your school.

If you have any comments or queries relating to the achievement review or target setting process, please do not hesitate to contact your Learning Network Inspector (LNI) in the first instance.