Achievement Review and Target Setting Report 2015

School		
Date of visit	from	to
Present		

Actions **What?**	**By Whom?**	**By when?**

Safeguarding
- o Are you confident that your school meets the statutory requirements for safeguarding?
- o Have you completed a safeguarding Self-Evaluation Audit?

General comments

- o The extent to which the school has undertaken a thorough analysis of achievement relating to end of key stage outcomes. The extent to which rigorous and robust systems are in place to support this analysis.
- o How does analysis of end of key stage outcomes influence future school improvement actions?
- o What systems and procedures are in place to gather information about pupils' progress and attainment throughout the year, including systems to track pupil progress and identify pupils at risk of falling behind? How does the school know that these systems are effective?
- o How is achievement and benchmarked data reported to governors allowing them to provide challenge and hold the school to account? How are Governors given access to achievement information by the school in order to fully challenge achievement including the achievement of groups? Are the Governors aware of the school's use of pupil premium funding and its impact?

Attainment on Entry

Arriving at 'accurate' baseline assessment is essential if progress judgements are to reflect the value a school is adding based on a child's starting point. Arriving at accurate assessments is never easy and in almost all situations, assessment is a subjective process.

Nevertheless, a school's system for assessing children's attainment on entry needs to be as comprehensive and robust as possible. That means:
- *observing and assessing children as early as possible on entry against Age Related Developmental Bands*
- *when conducting home visits or at the initial meeting with parents before their child starts school, collecting information from them on what the child can already do / what skills they have already acquired (not just what they like doing)*
- *gathering records and evidence from pre-schools or other settings children have attended*
- *bringing the findings from all these different sources together.*

Schools also need to have a clear method for regularly tracking the attainment and progress of individuals and groups of children as they move through the Early Years Foundation Stage.

Where provision and progress are good or better, effective assessment – including strong baseline procedures, and continuous use of assessment findings in monitoring, planning and teaching – are normally in place, enabling staff to match learning to children's particular needs and senior leaders to check that this is happening.

Comment on:
- o The procedures the school follows to school an accurate baseline assessment of attainment on entry
- o Attainment on entry to the school and how does this compare with national?
- o Methods school uses for regularly tracking the attainment and progress of individuals and groups of children as they move through the Early Years Foundation Stage.

Early Years
- What percentage of children achieved a good level of development (GLD)? *(Good level of development is defined as children achieving or exceeding the early learning goals in communication, physical development, Personal, social and emotional, literacy and mathematics)*

	All children	Boys	Girls	EAL	Free school meals (FSM)	FSM boys	FSM Girls
School % achieving a GLD							
National % achieving a GLD in 2014	60 (2015 est - 66.2)	52	69	53	45	36	53
Average Point Score - school							
Average Point Score – National (2014)	33.8	32.6	35.1	31.8	30.8	29.5	32.2

- From their starting points on entry how many children achieved a good level of development at the end of the EYFS and how does this compare with national?

		On Entry (number of children)	Number achieving Good level of development at the end of Reception
On Entry	Below that typical for their age		
	At that typical for their age		
	Above that typical for their age		

- What is the attainment gap for the following groups? *(Comparing % achieving a good level of development)*

Comparison groups	Difference between % achieving GLD
Girls and boys	
FSM and non FSM	
EAL and non EAL	
SEN	
Other groups	

- Does teaching and learning ensure that children achieve well in all seven areas of the

EYFS and how does this compare with national? What are the issues?

Area of Learning	Early Learning Goal	% of children who are					
		Emerging		Expected		Exceeding	
		School	NA (2014)	School	NA (2014)	School	NA (2014)
Communication & Language	1. Listening and attention		16		62		21
	2. Understanding		16		62		22
	3. Speaking		18		64		18
Physical Development	4. Moving and handling		11		71		18
	5. Health and self-care		10		71		19
Personal Social and Emotional Development	6. Self-confidence and Self-awareness		13		70		18
	7. Managing feelings and behaviour		14		70		16
	8. Making relationships		13		72		15
Literacy	9. Reading		26		54		20
	10. Writing		33		55		12
Mathematics	11. Numbers		26		60		14
	12. Shapes, space and measures		21		66		13
Understanding the world	13. People and communities		16		72		12
	14. The world		17		70		13
	15. Technology		10		79		11
Expressive Arts and Design	16. Exploring and using media and materials		14		72		14
	17. Being imaginative		15		72		13

Comment on:-
- The percentage of children emerging (1), at expected (2), and exceeding (3) all 17 early learning goals against benchmarks (national/local)
- The differential achievement of any group, boys, girls, FSM, EAL, ethnicity etc in any early learning goal and by mean average point score
- The implications for curriculum provision in EYFS
- The percentage achieving a Good Level of Development and the average total point score benchmarked locally/nationally
- If possible any broad comparison with the previous year
- Any provision that will need to be made for this cohort as they move into year 1

Year 1 phonics screening

	Comment
Percentage of pupils meeting the standard _____% **(National 2014 74%) 2015 est – 76.8%**	
Did all the children who achieved the expected level for reading in 2014 profile achieve the recognised standard in the phonics screening?	

How do the school's scores compare with other schools with similar intakes locally and nationally?	

How well did specific groups of pupils achieve?
  – Children in care
  – Gifted and Talented
  – Ethnic Minority pupils
  – EAL pupils
  – SEND pupils
  – FSM pupils
  – Boys
  – Girls
  – Term of Birth	

What action has the school taken to identify and plan for the needs of individual children who did not meet the standard?	
What issues has the school identified for future provision?	
Percentage of children who did not meet the expected level when they were in year 1that attained the level in year 2 _____% (National 2014 66%) 2015 est – 66%	
Provision for those that did not meet the standard at the end of year 2	

o Any issues the school has identified for future provision for phonics teaching/learning and action being taken

Key Stage 1

Attainment

Subject	Predicted %	Actual %	National % 2015	Comments
Reading Level 2+			90.5	
Reading level 2B +			82.1	

Reading Level 3			31.9	
Writing Level 2+			87.5	
Writing Level 2B+			72.1	
Writing Level 3			17.5	
Mathematics Level 2+			92.8	
Mathematics Level 2B+			81.6	
Mathematics Level 3			26	
Science Level 2+			91.1	
Science Level 3			23.3	

Average Point Score				
	School %	National 2014 %	Trend	Comments
All Subjects		15.9		
Reading		16.5		
Writing		15.1		
Maths		16.2		

Questions	Comments
How well did pupils attain compared to other schools with similar intakes and contexts, locally and nationally?	
Considering data from the last three years are there any overall trends emerging from these results?	
How well did specific groups of pupils attain Children in care Gifted and talented EM pupils EAL pupils FSM Pupils SEND Pupils Boys Girls	
How well did any pupils	

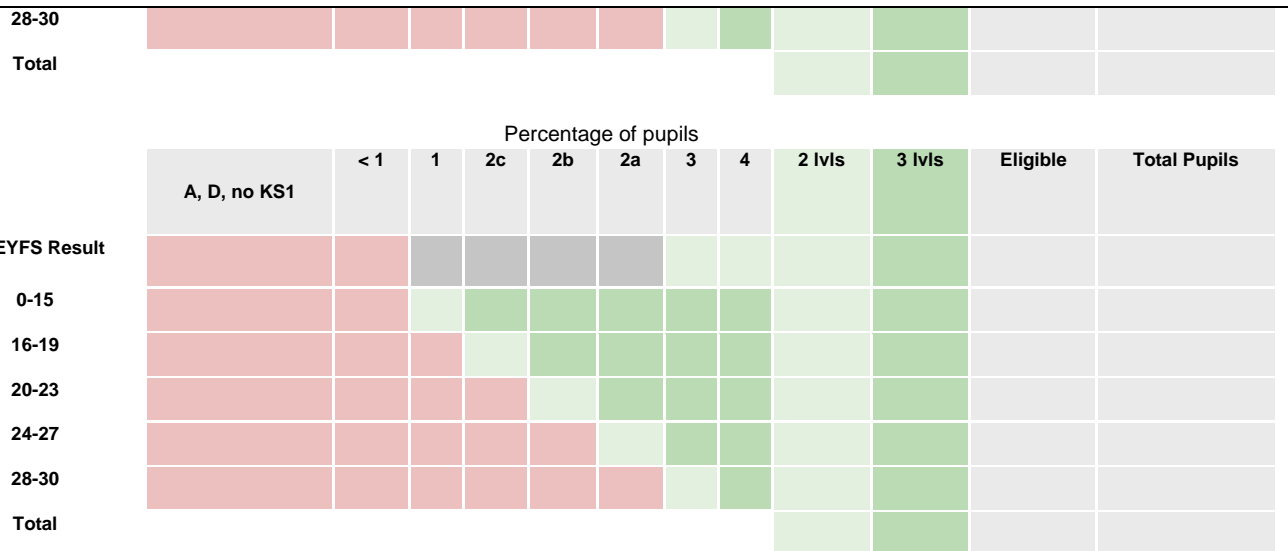|	
achieve who joined the school during KS1?	
How will the issues identified in this review feed into the School Improvement plan?	

Progress from EYFS to End of KS1

Reading

Number of pupils

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible	Total Pupils
no EYFS Result												
0-15												
16-19												
20-23												
24-27												
28-30												
Total												

Percentage of pupils

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible	Total Pupils
no EYFS Result												
0-15												
16-19												
20-23												
24-27												
28-30												
Total												
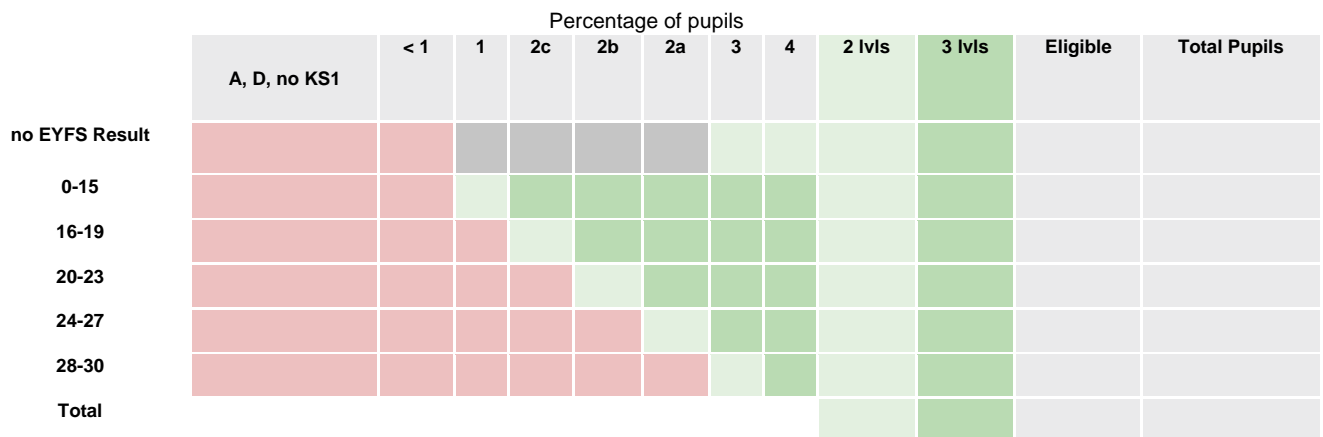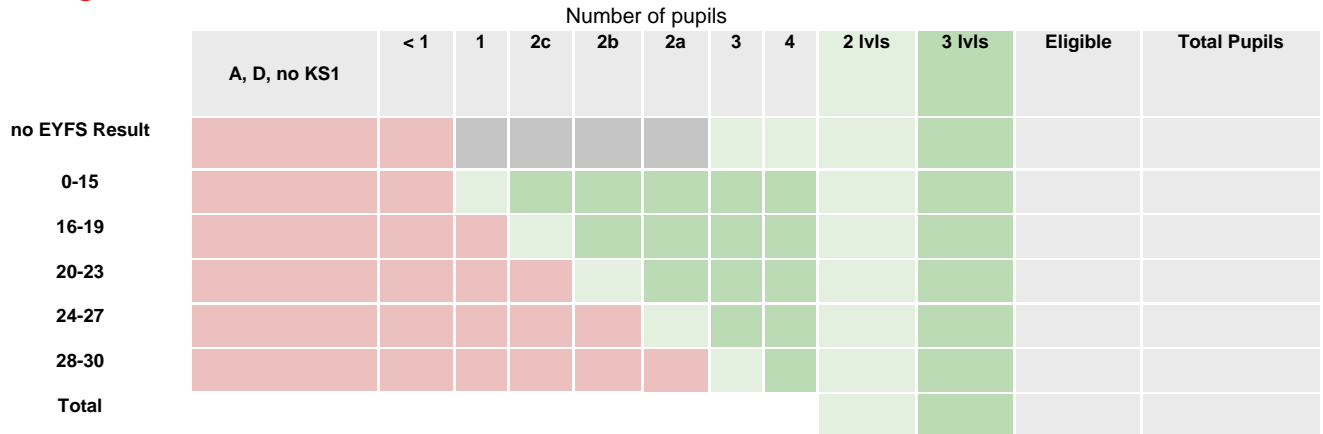
READING – Barnet LA - % of Eligible Pupils

Eligible Pupils 3382 (77.9 % coverage)

	A, D, no KS1	< 1	1.0	2c	2b	2a	3.0	4.0	2 lvls	3 lvls	Eligible (count)	Total Pupils (count)
no EYFS Result	1.5	9.0	30.4	-	-	-	-	0.0	89.4	n/a	398	1358
0-15	0.2	7.6	24.4	20.5	31.7	12.9	2.7	0.0	92.2	67.8	410	410
16-19	0.0	0.2	6.8	17.9	39.8	27.2	8.1	0.2	93.1	75.2	621	621
20-23	0.0	0.0	0.5	3.2	22.5	38.8	35.1	0.0	96.3	73.8	1300	1300
24-27	0.0	0.0	0.0	0.5	6.0	25.5	68.0	0.0	93.4	68.0	381	381
28-30	0.0	0.0	0.0	0.7	2.6	15.4	81.3	0.0	81.3	0.0	272	272
Total	0.2	2.0	8.0	11.6	29.9	36.7	40.0	0.0	92.9	58.1	3382	4342

Writing

Number of pupils

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible	Total Pupils
no EYFS Result												
0-15												
16-19												
20-23												
24-27												
28-30												
Total												

Percentage of pupils

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible	Total Pupils
no EYFS Result												
0-15												
16-19												
20-23												
24-27												
28-30												
Total												

WRITING - Barnet LA - % of Eligible Pupils

Eligible Pupils 3232 (74.4 % coverage)

	A, D, no KS1	< 1	1.0	2c	2b	2a	3.0	4.0	2 lvls	3 lvls	Eligible (count)	Total Pupils (count)
no EYFS Result	2.8	16.1	63.3	-	-	-	-	0.0	81.0	n/a	248	1358
0-15	0.2	9.8	27.1	33.4	22.9	6.1	0.5	0.0	90.0	62.9	410	410
16-19	0.0	0.3	11.1	29.5	42.7	14.0	2.4	0.0	88.6	59.1	621	621
20-23	0.0	0.0	0.8	11.2	37.2	33.6	17.2	0.0	88.0	50.8	1300	1300
24-27	0.0	0.0	0.3	1.8	17.6	36.0	44.4	0.0	80.3	44.4	381	381
28-30	0.0	0.0	0.4	1.1	12.1	26.5	59.9	0.0	59.9	0.0	272	272
Total	0.2	2.5	10.8	22.3	41.3	33.2	23.9	0.0	84.6	45.0	3232	4342

Maths

Number of pupils

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible	Total Pupils
no EYFS Result												
0-15												
16-19												
20-23												
24-27												

	28-30											
	Total											

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible	Total Pupils
						Percentage of pupils						
no EYFS Result												
0-15												
16-19												
20-23												
24-27												
28-30												
Total												

MATHS - Barnet LA - % of Eligible Pupils

Eligible Pupils 3312 (76.3 % coverage)

	A, D, no KS1	< 1	1	2c	2b	2a	3	4	2 lvls	3 lvls	Eligible (count)	Total Pupils (count)
no EYFS Result	1.5	7.0	24.7	-	-	-	-	0.6	91.5	n/a	328	1358
0-15	0.3	7.7	23.2	25.8	26.5	12.0	4.6	0.0	92.1	68.9	392	392
16-19	0.0	0.0	6.8	23.2	36.7	25.8	7.5	0.0	93.2	70.1	531	531
20-23	0.0	0.0	0.6	5.6	26.9	39.2	27.6	0.0	93.8	66.8	1425	1425
24-27	0.0	0.0	0.0	2.4	6.7	33.6	57.3	0.0	90.9	57.3	372	372
28-30	0.0	0.0	0.0	0.8	6.4	18.9	73.9	0.0	73.9	0.0	264	264
Total	0.2	1.6	6.6	14.8	32.9	40.1	34.9	0.1	91.3	54.6	3312	4342

Comment on:

- o How do the percentages in the school compare to Barnet?
- o Any differentials in progress?
- o Any specific measures planned for this cohort of children as they move into year 3
- o Progress as against FFT estimates
- o Average point score progress from year 1

Year 1

- o Attainment and progress for year 1 by teacher assessment

Key stage 2
End of key stage achievement

Subject	Predicted %	Actual %	National 2015 %	Comments
Level 4 + in Reading, Writing and Mathematics			80	
Level 4B+ in Reading, Writing and Mathematics			69	

	School %	National 2014 %	Trend	Comments
Level 5+ in Reading, Writing and Mathematics			24	
Percentage making at least 2 levels of progress in Reading			91 (2014)	
Percentage making at least 2 levels of progress in Writing			93 (2014)	
Percentage making at least 2 levels of progress in Mathematics			89 (2014)	
Reading Level 4+			89.1	
Reading Level 4B+			80.3	
Reading Level 5+			48.2	
Reading Level 6			0 (2014)	
Writing Level 4+			86.8	
Writing Level 4B+				
Writing Level 5+			35.8	
Writing Level 6			2 (2014)	
Spelling and Grammar 4 +			80.1	
Spelling and Grammar Level 4B+			72.9	
Spelling and Grammar Level 5+			55.5	
Spelling and Grammar Level 6			4 (2014)	
Maths Level 4 +			86.9	
Maths Level 4B+			76.8	
Maths Level 5 +			41.5	
Maths Level 6			9 (2014)	
Science Level 4 +			88	
Science Level 5 +			42.7	

Average Point Score				
	School %	National 2014 %	Trend	Comments
All Subjects		28.7		
Reading		29		
Writing		27.9		

Maths		29		

		Value Added		
	2015	2014	2013	
All Subjects				
Reading				
Writing				
Maths				

Question	Comments

How well did specific groups of pupils attain?
 	
Children in care
    Gifted and Talented
    EMA Pupils/EAL Pupils
    FSM Pupils
    SEND Pupils
    Boys
    Girls	

How well did any pupils who joined the school during KS2 attain?	
Considering data from the last three years are there any overall trends about achievement emerging from these results?	

Comment on
- o Any changes to the analysis in relation to children who may be removed from published data
- o Attainment in relation to targets for reading, writing and Maths
- o Any discrepancy with teacher assessment
- o If necessary, attainment benchmarked with the floor targets
- o Emerging trends over time 3-5 years
- o Achievement/underachievement of any specific groups of pupils (see list above) in this year and trends over time
- o Progress towards narrowing the gap – implications for use of pupil premium funding
- o Analysis of particular areas of success within the school – the effectiveness of any particular provision or intervention
- o Implications for curriculum/staffing for future cohorts
- o How 2 levels progress data compares with the national position for reading, writing and Maths
- o The proportion of greater than 2 levels progress

Across key stage 2
Comment on
- o The proportion of children working at age related expectations in each year group.
- o How any issues arising from the analysis of end of key stage assessment compare with tracking of other year groups across the school.
- o Any current issues by year group related to end of year and projected end of KS achievement. What action is the school taking to address these?

KS1Targets for 2016

Reading
Percentage targeted to be at the expected standard by the end of KS1- ??%
Percentage targeted to be exceeding the expected standard by the end of KS1- ??%

Writing
Percentage targeted to be at the expected standard by the end of KS1- ??%
Percentage targeted to be exceeding the expected standard by the end of KS1- ??%

Maths
Percentage targeted to be at the expected standard by the end of KS1- ??%
Percentage targeted to be exceeding the expected standard by the end of KS1- ??%

Comment on
- Whether the targets seem sufficiently challenging, aspirational and attainable.
- How they compare with FFT estimates based on EYFSP
- If the targets set will move towards closing the attainment gap for any groups of pupils in the school
- How the targets inform teaching and learning

Review of KS2 targets for 2016

Reading
Percentage targeted to be at the expected standard by the end of KS2- ??%
Percentage targeted to be exceeding the expected standard by the end of KS2- ??%

Writing
Percentage targeted to be at the expected standard by the end of KS2- ??%
Percentage targeted to be exceeding the expected standard by the end of KS2- ??%

Maths
Percentage targeted to be at the expected standard by the end of KS2- ??%
Percentage targeted to be exceeding the expected standard by the end of KS2- ??%

Percentage who are targeted to make expected progress in Reading from KS1 to KS2   ??%
Percentage who are targeted to make expected progress in Writing from KS1 to KS2   ??%
Percentage who are targeted to make expected progress in Maths from KS1 to KS2   ??%

KS2 targets for 2017

Reading
Percentage targeted to be at the expected standard by the end of KS2- ??%
Percentage targeted to be exceeding the expected standard by the end of KS2- ??%

Writing
Percentage targeted to be at the expected standard by the end of KS2- ??%
Percentage targeted to be exceeding the expected standard by the end of KS2- ??%

Maths
Percentage targeted to be at the expected standard by the end of KS2- ??%
Percentage targeted to be exceeding the expected standard by the end of KS2- ??%

Percentage who are targeted to make expected progress in Reading from KS1 to KS2   ??%
Percentage who are targeted to make expected progress in Writing from KS1 to KS2   ??%
Percentage who are targeted to make expected progress in Maths from KS1 to KS2   ??%

Comment on
- o How these targets (if met) would place the school in relation to FFT
- o The process for setting these targets and if this is robust
- o Any differentials between literacy and numeracy targets
- o How these targets (if met) would place the school in relation to FFT estimates
    [NB if the school has a mobile population this prediction may not be based on a high
     level of matched data]
- o What will be the impact in relation to closing the gap (attainment and progress)
- o If necessary, comparison with floor targets (85%)
- o How the targets inform teaching and learning

Overall effectiveness
Identify the appropriate judgement for Achievement and Standards as a result of the achievement review, and the implications of this judgement on the overall self-evaluation grade

Attendance

Budget
Comment on
- o Any budgetary difficulties that the school are currently experiencing
- o Any predicted longer term budgetary issues

Time taken in preparation and writing up