

**Raising Achievement**

 **Primary School**

 **Annual Performance Dialogue**

**2015**

**Name of school: XXXXXXX**

## Education and Children’s Services Department



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| **Annual Performance Dialogue: 2015-2016**  |
| **School** |  |
| **Headteacher** |  |
| **Chair of Governors**  |  |
| **Raising Achievement Partner** |  |
| **School Support Classification**  | **Shared** | **Y/ N** | **Agreed** | **Y/N** |
| **Non-Core Allocated Support Days**  |  | **RAP acting as EA for HT Appraisal** | **Y/N** |

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| **Overview of Annual Performance Dialogue** |
| As the key element of a 3 day core entitlement for all Leicester maintained schools, the Annual Performance Dialogue (APD) is the professional, evidence-based discussion and focused activity which takes place between the LA’s Raising Achievement Partner (RAP) and the leadership of the school (senior leaders and governors), during an academic year. Offering both challenge and support, the RAP will make termly visits to the school to ensure that the key aims of the APD are met (see below).The outcomes of the APD are captured in the following report, which is shared with the Headteacher, the Chair of Governors and helps provide elected members and the Strategic Director of Children’s Services with an accurate picture of performance in Leicester schools. The report is not shared externally, including with Ofsted, unless this has been first agreed with the school. |

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| **Aims of the Annual Performance Dialogue** |
| **1** | To evaluate the 2015 outcomes[[1]](#footnote-1) for pupils (EYFS, Year 1 Phonics, Year 2 and Year 6) in line with the relevant (bold text) grade descriptors in Ofsted’s *School Inspection Handbook* (See appendix 1). |
| **2** | To receive and review the school’s internal school-level data on the progress of current pupils. |
| **3** | To discuss and record the school’s areas for improvement arising from the evaluation of its 2015 outcomes, key actions and any support it might need in helping to meet its priorities.  |
| **4** | To review the progress the school is making on its areas for improvement, the impact of any support it is receiving to address these and its on-going support requirements.  |

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| **Circulation**  |
| * Headteacher, Chair of Governors, Raising Achievement Partner, Raising Achievement Lead Adviser.
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| 1. **Autumn Term**
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| **Main focus of visit** | * **To evaluate the 2015** **outcomes for pupils** in line with the relevant grade descriptors in Ofsted’s *School Inspection Handbook* (See appendix 1), with a particular focus on the outcomes for **disadvantaged pupils[[2]](#footnote-2) and more able pupils.**
* To discuss and record the school’s areas for improvement arising from the evaluation of its 2015 outcomes, key actions and any support it might need in helping to meet its priorities.
 |
| **Additional focus of visit** | * To receive and review the school’s internal school-level data on the progress of current pupils.
 |
| **Date of visit** | **x/x/2015** |
| **Present** | **Name** | **Role** |
| **xx** | **xx** |
| **xx** | **xx** |
| **xx** | **xx** |
| **1.1 Context**  |
| **Please note briefly (bullet point) any key contextual factors to take into account when evaluating the 2015 outcomes for pupils.** * **xx**
* **xx**
* **xx**
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| **1.2 Outcomes for Pupils in 2015: Outcomes for students in 2015: RAP judgement (Ref. Appendix 1) summary of strengths and areas for improvement**  |
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|  | **1** | **2** | **3** | **4** |
| **2015 Outcomes for pupils**  | **RAP evaluation**  | **✓** | **✓** | **✓** | **✓** |
| **Key -** 1: Outstanding 2:Good 3: Requires Improvement 4: Inadequate |

**If the school’s view on outcomes for pupils in 2015 differs from that of the RAP, please record below the main reasons for this:*** **xxxx**
 |
| **Strengths** | **Areas for Improvement** |
| * xx
* xx
* xx
 | * xx
* xx
* xx
 |
| **1.3 Floor Standard** |
| Met in 2015  | YES / NO **(Delete as appropriate )** |
| **1.4 ‘Coasting Schools’ (CS) indicators [tbc]** |
|  | 2014 | 2015 | 2016[[3]](#footnote-3) | < CS risk (Y/N) |
|  | School’s internal data  |
| Attainment: 4+ (RWM combined) | 96 (85) | 83 (85) | xx | Xx(85) | **YES/NO****(Delete as appropriate )** |
| Expected Progress (Reading)  | 97 (94) | 86 (tbc) | xx | Xx[tbd] |
| Expected Progress (Writing)  | 96 (96) | 89 (tbc) | xx | Xx[tbd] |
| Expected Progress (Mathematics) | 99 (93) | 85 (tbc) | xx | xx[tbd] |
| **Note**: National attainment benchmark expectations and median progress figures in brackets. 2015 median progress nationals awaiting validation. 2016 indicative data based on current tracking (when available). There is no shift to a different measure for 2016 defined in the DFE’s proposed definition, but as primary schools move away from levels, it is likely that ‘level 4’ will be replaced with an ‘equivalent score’. 2015 ‘School’s internal data’, for recording any differences between first national data release and school’s own data.  |
| **1.5 Early Years, KS1 and KS2 Outcomes in 2015 in relation to relevant DfE Floor Standards elements (FS)**  | **2015 Outcomes** | **At, above or below FS**  |
| Attainment | % of EY pupils achieving a Good Level of Development (GLD) [[4]](#footnote-4) | 53 | NA |
| % of Y1 pupils meeting the Phonics Screening Check [[5]](#footnote-5) | 95 | NA |
| % of Y2 pupils who met the Phonics Screening Check | 95 | NA |
| KS1 Average Points Score (APS)  | All NC Core subjects | 17.5 | NA |
| Reading (R)  | 17.9 |
| Writing (W)  | 17.2 |
| Maths (M) | 17.4 |
| % of Y2 pupils attaining level 2b[[6]](#footnote-6) or above in | Reading | 94 | NA |
| Writing  | 87 |
| Maths  | 86 |
| % of Y2 pupils attaining level 3 or above in | Reading | 40 | NA |
| Writing  | 37 |
| Maths  | 38 |
| KS2 Average Points Score (APS)  | All subjects |  | School’s internal data |  |
| 28.2 | xx.x | NA |
| Reading  | 28.6 | xx.x |
| Writing (TA) | 29.5 | xx.x |
| Grammar, Punctuation and Spelling  | 28.8 | xx.x |
| Maths | 28.4 | xx.x |
| **% of Y6 pupils attaining level 4+[[7]](#footnote-7) or above in R,W,M (Combined)** | 83 | xx.x | **x** |
| **Note:** 2015 ‘School’s internal data’, for recording any differences between first national data release and school’s own data. |
|  | **2015 Outcomes** |  |
| Progress | % of Y2 pupils making *expected progress (EP****)*** *and good* progress (GP) in reading | EP | GP | NA |
| 82 | 18 |
| **% of Y6 pupils making expected progress (EP)** and more than expected progress (MEP) in **reading** | EP | MEP | **x** |
| 86 | 19 |
| % of Y2 pupils making *expected progress (EP) and good* progress (GP) in writing | EP | GP | NA |
| 87 | 13 |
| **% of Y6 pupils making expected progress (EP)** and more than expected progress (MEP) in **writing** | EP | MEP | **x** |
| 89 | 25 |
| % of Y2 pupils making *expected progress (EP) and good* progress (GP) in mathematics | EP | GP | NA |
| 81 | 20 |
| **% of Y6 pupils making expected progress (EP)** and more than expected progress (MEP) in **mathematics** | EP | MEP | **x** |
| 85 | 20 |
| **Please record here the date of the data reported in tables 1.4 and 1.5**  | 08/09/15 |  |  |

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| **1.6 Evaluation of outcomes for pupils in 2015:** **Summary of positives, areas for improvement (Referenced to Appendix 1), key actions and Autumn term support requirements**  |
|  | **2015 positives** | **2015 areas for improvement**  | **2015 key actions**  | **2015 (Autumn) support requirements** |
| **Early Years****Outcomes**  | * xxxx
 | * xxxx
 | * xxxx
 | * xxxx
 |
| **KS1****Outcomes (including for disadvantaged pupils, LAC, SEND and more able pupils)**  | * xxxx
 | * xxxx
 | * xxxx
 | * xxxx
 |
| **KS2****Outcomes****(including for disadvantaged pupils, LAC, SEND and more able pupils)** | * xxxx
 | * xxxx
 | * xxxx
 | * xxxx
 |
|  | Number of non-core support days required for this term’s support  | xx |
| Number of support days remaining from non-core allocation  | xx |
| Likely focus of additional focused APD activity for the Spring term (where relevant)  | * xxx
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| **1.7 Progress of current pupils (Autumn Term 2015)**  |  |  |
| **Expected KS1 and KS2 Outcomes for 2016 in relation to relevant DfE Floor Standards (FS)**  | **Expected 2016 Outcomes** | **At, above or below FS element** |
| Attainment and Progress | % of EY pupils expected to reach a Good Level of Development (GLD) [[8]](#footnote-8) | xx | NA |
| % of Y1 pupils expected to meet the Phonics Screening Check [[9]](#footnote-9) | xx | NA |
| % of Y2 pupils expected to meet the Phonics Screening Check | xx | NA |
| % of Y6 pupils expected to achieve national standards in  | Reading, Writing, Maths (Combined) | xx | x |
| Reading | xx |
| Writing  | xx |
| Maths | xx |
| % of Y2 pupils making *average progress (AP) and good* progress (GP) in **reading** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (AP) and good progress (GP) in **reading** | AP | GP | x |
| xx | xx |
| % of Y2 pupils making *average progress (AP) and good* progress (GP) in **writing** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (AP) and good progress (GP) in **writing** | AP | GP | x |
| xx | xx |
| % of Y2 pupils making average p*rogress (AP) and good* progress (GP) in **mathematics** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (EP) and good progress (GP) in **mathematics** | AP | GP | x |
| xx | xx |
| Note: It is recognised that schools will be at different points during the 2015-2016 academic year in their move towards adopting a system of assessment without national curriculum levels. This part of the APD discussion should focus on how well current pupils (particularly those in Y2 and Y6) are on track to meet or exceed the attainment expected for their age, as set out in by the school’s own curriculum and assessment system and the national curriculum, together with the progress they are making towards these expectations. **Use the box below to comment on these expected outcomes.**  |
| * xxxx
 |
| **1.8 Other issues**  |
| **Please note briefly (bullet-point) any other pressing issues affecting the school’s continued capacity to improve, together with any support required to address these:**  |
| **Issues** | **LA Support Required**  | **Days Requested**  |
| * **xxx**
 | * **xxx**
 | * **x**
 |

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| 1. **Spring Term**
 |
| **Date of visit**  | **x/x/2016** |
| **Present** | **Name** | **Role** |
| **xx** | **xx** |
| **xx** | **xx** |
| **Main focus of visit**  | * To receive and review the school’s internal school-level data on the progress of current pupils.
* To review the progress the school is making on its areas for improvement, the impact of any support it is receiving to address these and any further support requirements.
 |
| **Additional focus** | * See 2.3
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| **2.1 Progress of current pupils (Spring Term 2016)** |  |  |
| **Expected KS1 and KS2 Outcomes for 2016 in relation to relevant DfE Floor Standards (FS)**  | **Expected 2016 Outcomes** | **At, above or below FS element** |
| Attainment and Progress | % of EY pupils expected to reach a Good Level of Development (GLD) [[10]](#footnote-10) | xx | NA |
| % of Y1 pupils expected to meet the Phonics Screening Check [[11]](#footnote-11) | xx | NA |
| % of Y2 pupils expected to meet the Phonics Screening Check  | xx | NA |
| % of Y6 pupils expected to achieve national standards in  | Reading, Writing, Maths (Combined) | xx | x |
| Reading | xx |
| Writing  | xx |
| Maths | xx |
| % of Y2 pupils making *average progress (AP) and good* progress (GP) in **reading** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (AP) and good progress (GP) in **reading** | AP | GP | x |
| xx | xx |
| % of Y2 pupils making *average progress (AP) and good* progress (GP) in **writing** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (AP) and good progress (GP) in **writing** | AP | GP | x |
| xx | xx |
| % of Y2 pupils making average p*rogress (AP) and good* progress (GP) in **mathematics** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (EP) and good progress (GP) in **mathematics** | AP | GP | x |
| xx | xx |
| It is recognised that schools will be at different points during the 2015-2016 academic year in their move towards adopting a system of assessment without national curriculum levels. This part of the APD discussion should focus on how well current pupils (particularly those in Y2 and Y6) are on track to meet or exceed the attainment expected for their age as set out in by the school’s own curriculum and assessment system and the national curriculum, together with the progress they are making towards these expectations. **Use the box below to comment on these expected outcomes.**  |
| * xxxx
 |
| **Please use the above data (Expected Outcomes) to inform and, where possible, update the 2016 column in table 1.4.** |
| **2.2 Progress on areas for improvement, key actions, impact of LA support, any other pressing issues affecting continued capacity to improve and further support requirements (referenced to 1.6).** |
| **Please note briefly (bullet-point) the progress the school is making on its improvement priorities and its actions to address these:*** xxx
* xxx

**Please note briefly the impact of any LA support the school has received:*** xxx
* xxx
 |
| **Please note briefly (bullet-point) any other pressing issues affecting the school’s continued capacity to improve, together with any support required to address these:**  |
| **Issues** | **LA Support Required (Non-Core)** | **Days Requested**  |
| * **xxx**
 | * **xxx**
 | **x** |
| Number of non-core support days required for this term’s support | xx |
| Number of support days remaining from non-core allocation | xx |
| **2.3 Additional focused APD activity (Spring Term 2016), where relevant.**  |
| **Focus**  | * **xxxxx**
 |
| **Outcome** | * **Please provide a brief, bullet-pointed summary of the outcome(s) and impact(s) of the visit here.**
 |
| **2.4 Likely focus of additional APD activity for Summer Term 2016, where relevant.** |
| **Focus**  | * **xxxxx**
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| 1. **Summer Term**
 |
| **Date of visit**  | **x/x/2016** |
| **Present** | **Name** | **Role** |
| **xx** | **xx** |
| **xx** | **xx** |
| **Main focus of visit**  | * To receive and review the school’s internal school-level data on the progress of current pupils.
* To review the progress the school is making on its areas for improvement, the impact of any support it is receiving to address these and any further support requirements.
 |
| **Additional focus**  | * See 3.3
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| **3.1 Progress of current pupils (Summer Term 2016)** |  |  |
| **Expected KS1 and KS2 Outcomes for 2016 in relation to predictions and relevant DfE Floor Standards (FS)**  | **Expected 2016 Outcomes** | **At, above or below FS element** |
| Attainment and Progress | % of EY pupils expected to reach a Good Level of Development (GLD) [[12]](#footnote-12) | xx | NA |
| % of Y1 pupils expected to meet the Phonics Screening Check [[13]](#footnote-13) | xx | NA |
| % of Y2 pupils expected to meet the Phonics Screening Check | xx | NA |
| % of Y6 pupils expected to achieve national standards in  | Reading, Writing, Maths (Combined) | xx | x |
| Reading | xx |
| Writing  | xx |
| Maths | xx |
| % of Y2 pupils making *average progress (AP) and good* progress (GP) in **reading** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (AP) and good progress (GP) in **reading** | AP | GP | x |
| xx | xx |
| % of Y2 pupils making *average progress (AP) and good* progress (GP) in **writing** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (AP) and good progress (GP) in **writing** | AP | GP | x |
| xx | xx |
| % of Y2 pupils making average p*rogress (AP) and good* progress (GP) in **mathematics** | AP | GP | NA |
| xx | xx |
| % of Y6 pupils making average progress (EP) and good progress (GP) in **mathematics** | AP | GP | x |
| xx | xx |
| It is recognised that schools will be at different points during the 2015-2016 academic year in their move towards adopting a system of assessment without national curriculum levels. This part of the APD discussion should focus on how well current pupils (particularly those in Y2 and Y6) are on track to meet or exceed the attainment expected for their age as set out in by the school’s own curriculum and assessment system and the national curriculum, together with the progress they are making towards these expectations. **Use the box below to comment on these expected outcomes.** |
| * xxxx
 |
| **Please use the above data (Expected Outcomes) to inform and, where possible, update the 2016 column in table 1.4.** |
| **3.2 Progress on areas for improvement, key actions, impact of LA support, any other pressing issues affecting continued capacity to improve and further support requirements (Referenced to 1.5)** |
| **Please note briefly (bullet-point) the progress the school is making on its improvement priorities and its actions to address these, together with the impact of any support the school has received.** * xxx
* xxx

**Please note briefly the impact of any LA support the school has received:*** xxx
* xxx

**Please note briefly (bullet-point) any other pressing issues affecting the school’s continued capacity to improve:** * xxx
* xxx

**Please record any additional support the school requires here:** * xxx
* xxx
 |
| **Please note briefly (bullet-point) any other pressing issues affecting the school’s continued capacity to improve, together with any support required to address these:**  |
| **Issues** | **LA Support Required (Non-Core)** | **Days Requested**  |
| * **xxx**
 | * **xxx**
 | **x** |
| Number of non-core support days required for this term’s support | xx |
| Number of support days remaining from non-core allocation | xx |
| **3.3 Additional focused APD activity (Summer Term 2016), where relevant.**  |
| **Focus** | * xxxxx
 |
| **Outcome** | * **Please provide a brief, bullet-pointed summary of the outcome(s) and impact(s) of the visit here.**
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| Appendix 1: Ofsted grade descriptors for outcomes for pupils |

Note: The **highlighted descriptors** are those which should be applied specifically to the evaluation of outcomes for pupils in 2015 in the Annual Performance Dialogue (APD).

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| **Outstanding (1)*** Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
* The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
* Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
* Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. **Children in Year 1 achieve highly in the national phonics check.**
* **For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.**
* **From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.**
* **The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.**
* **Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.** **Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.**
 |
| **Good (2)*** Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.
* In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.
* Pupils read widely and often, with fluency and comprehension appropriate to their age. **The vast majority of children in Year 1 achieve the expected standard in the national phonics check.**
* **Pupils’ progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving.**
* **From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.**
* **Where attainment overall is low, it shows consistent improvement.**
* **Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.**
 |
| **Requires improvement (3)*** **Outcomes are not yet good.**
 |
| **Inadequate (4)****Outcomes are likely to be inadequate if one or more of the following applies:*** **Progress in any key subject[[14]](#footnote-14) or key stage indicates that pupils are underachieving considerably.**
* **From their different starting points, the proportions of pupils in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement.**
* **For disadvantaged pupils, the proportions making or exceeding expected progress from their different starting points in English or in mathematics are consistently well below those of other pupils nationally and show little or no improvement.**
* **There are wide gaps in the progress and/or attainment of different groups and these are not improving.**
* **The school’s performance regularly falls below the floor standards.[[15]](#footnote-15) Any improvement is insufficient, fragile or inconsistent.**
* **Pupils’ proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.**
* **Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.**
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| **Appendix 2: School Support Request Form** |
| **School**  |  | **Headteacher**  |  |
| **LA Support Classification** | **TBC** | **Date / Term** |  |
| **Raising Achievement Partner**  |  | **SLT Support Link**  |  |
| **Support Allocation**  | **TBC** | **Support days used**  | **TBC** |

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| **Section below to be populated online by Link RAP in/ following Support Request discussion with school SLT** |
| **Support Area** **(**Subject/ Aspect**)** | **Focus and nature of support requested** | **\*Support for** (staff/ group) | **Time required** | **Preferred timescale** | **Key Contact details** | **Practitioner requested** |
| **Nature of Support** | **Support Process** |
| * *Attendance*
* *Assessment*
* *Art*
* *Behaviour*
* *Computer Science*
* *Cross Curricular*
* *English*
* *EAL*
* *Geography*
* *History*
* *Literacy*
* *Languages*
* *Maths*
* *Music*
* *Numeracy*
* *Pastoral*
* *PSHE*
* *Physical Education*
* *Religious Education*
* *Science*
* *Technology*
* *OTHER*
 | * *Developing specific skills/ practice/ behaviours*
* *Extending knowledge/ understanding*
* *Embedding practice/ improvement*
* *Guidance/ advice*
* *Raising awareness*
* *Review/ evaluation*
* *Wider system change*
* *OTHER*
 | * *Collaborative plan–do –review cycle*
* *Data/ policy review*
* *Demonstration/ team-teaching*
* *Good practice visit*
* *Lesson observation and follow-up*
* *Mentoring/critical friend role*
* *Sharing practice*
* *Training session/input*
* *Whole-school/dept. review*
* *Workshop programme*
* *1to 1 coaching*
* *OTHER* /*TBC by staff*
 | * *Focused development group*
* *Pastoral leaders/ HoY*
* *NQT*
* *Subject/Aspect Leaders*
* *Senior Leader*
* *Teacher*
* *TAs*
* *Whole department/ Phase*
* *Whole school*
* *OTHER*
 | *Manual/ (triggered by focus & nature of support?* | * *Autumn HT1*
* *Autumn HT2*
* *Spring HT1*
* *Spring HT2*
* *Summer HT1*
* *Summer HT2*
* *OTHER*

*( for manual entry of specific date/s)* | **Link Line Manager Name****& Contact details** *(if different from SLT link above)***Subject/Aspect Name & Contact:** | ***RAP selects*** *from discussion with SLT/ judgement* * *Raising Achievement Partner*
* *Raising Achievement Consultant*
* *Associate Consultant*
* *School-based practitioner*
* *Local Leader of Education (LLE)*
* *National Leader of Education (NLE)*
* *Specialist Leader of Education (SLE)*
* *Other (Please specify)*
 |
| **Other information/ context:** *Manual entry as required. E.g. preferred dates/ days OR support personnel requested OR previous developments/ support provided OR current progress/ development relating to staff/ focus* |
| **SLT Expected Impact of Support***
*
 |

1. The data contained in section 1 of this report will be unvalidated and awaiting publication in the 2015 School and College Performance Tables. [↑](#footnote-ref-1)
2. Throughout this document, ‘disadvantaged pupils’ refers to those pupils for whom the pupil premium provides support, EAL pupils and Looked After Children (LAC). [↑](#footnote-ref-2)
3. How the new KS2 85% expected attainment standard and the RWM progress measures will be set and measured is still to be determined [tbd]. [↑](#footnote-ref-3)
4. Children are defined as having reached a *Good Level of Development (GLD)* at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. In 2015 the national average for GLD was N/A% (tbc). [↑](#footnote-ref-4)
5. The *Phonics Screening Check* is taken by Y1 pupils and by some Y2 pupils. In 2015 the national average for the test was N/A%. [↑](#footnote-ref-5)
6. For KS1 pupils, the national averages in 2015 for 2b+ were R:N/A%, W:N/A% and M:N/A%. [↑](#footnote-ref-6)
7. For KS2 pupils 4+ in reading, writing and maths (combined) is seen as indicating ‘secondary readiness’. In 2015, the national average for 4+ (R, W, M, combined) was 80%. As the 2015 data is not available until December 2015, the school’s outcomes against the Floor Standard progress elements are judged against the 2014 medians in table 1.5. [↑](#footnote-ref-7)
8. Children are defined as having reached a *Good Level of Development (GLD)* at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. In 2015 the national average for GLD was N/A%. [↑](#footnote-ref-8)
9. The *Phonics Screening Check* is taken by Y1 pupils and by some Y2 pupils. In 2015 the national average for the test was N/A%. [↑](#footnote-ref-9)
10. Children are defined as having reached a *Good Level of Development (GLD)* at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. In 2015 the national average for GLD was N/A%. [↑](#footnote-ref-10)
11. The *Phonics Screening Check* is taken by Y1 pupils and by some Y2 pupils. In 2015 the national average for the test was N/A%. [↑](#footnote-ref-11)
12. Children are defined as having reached a *Good Level of Development (GLD)* at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. In 2015 the national average for GLD was N/A%. [↑](#footnote-ref-12)
13. The *Phonic s Screening Check* is taken by Y1 pupils and by some Y2 pupils. In 2015 the national average for the test was N/A%. [↑](#footnote-ref-13)
14. ‘Key’ subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any subjects studied by a high proportion of pupils. [↑](#footnote-ref-14)
15. Floor standards refer to the expected levels of performance at Key Stages 2 and 4 set by the government. [↑](#footnote-ref-15)