

St Paul with St Luke's School Development Plan Performance Dashboard 2015-16

| Self Evaluation using Ofsted judgements: Last inspection: RI March 2014 | | | | |
|--|--|--|---|---------------------|
| Overall Effectiveness | Effectiveness of Leadership and Management | Quality of teaching, learning and Assessment | Personal development, behaviour and welfare | Outcomes for pupils |
| March 2014 RI | Good | RI | Good | RI |
| Jan 2016: RI | Good | Good | Good | Good |

| Leadership context: | | | | |
|--|--|--|--|--|
| <ul style="list-style-type: none"> Headteacher phased return to work April 2015, after two terms absence undergoing treatment for cancer; Senior Leadership team implement new coaching framework to move all teaching to good by July 2016 and 33% outstanding; Leadership Partner and Accountability Group established to strengthen capacity of leadership and secure improved outcomes for pupils New COG December 2015. | | | | |

| Quality of teaching, learning and assessment context: | | | | |
|---|----------------------|------|-------------|--------------------|
| March 2016 Target: 100% good by July and 33% outstanding | | | | |
| Inadequate | Requires Improvement | RI/G | Good lesson | Outstanding lesson |
| 0 | 1 | 1 | 9 | 3 |
| 0% | 8% | 8% | 84% | 25% |
| NQT joined the school in September achieved good for their route into teaching, expected to be good by July 2016. | | | | |

| Overview of outcomes for pupils | | | | | |
|---|--|--|--|--|--|
| EYFS: GLD 2014 48% 2015 62% 2016 target is 70% | | | | | |
| Y1 Phonics: 2014 61% 2015 70% 2016 target is 76% | | | | | |

| KS1 | | 2012 | 2013 | 2014 | 2015 | 2015 Nat. | 2016 Target |
|---------|-------|------|------|------|-----------|-----------|--|
| Reading | %L2+ | 100 | 85 | 93.3 | 85 (92)* | 90 | 86% secure % exceeding To be reviewed following spring term assessn |
| | %L2b+ | | 81 | 77 | 74 (80)* | 82 | |
| | %2a+ | | | 53 | 56 (60)* | 57.5 | |
| | %L3+ | 13 | 22 | 27 | 30 (32)* | 32 | |
| | APS | 16.7 | 15.6 | 16 | 15.7 | 16.6 | |
| Writing | %L2+ | 93 | 84.6 | 93 | 81 (88)* | 86 | 86% secure % exceeding To be reviewed following spring term assessn |
| | %L2b+ | | 54 | 70 | 63 (68)* | 72 | |
| | %L2a+ | | | 33 | 37 (40)* | 39.4 | |
| | %L3+ | 13 | 7.7 | 17 | 22 (24)* | 18 | |
| | APS | 15.1 | 14.3 | 15.5 | 14.7 | 15.3 | |
| Maths | %L2+ | 97 | 84.6 | 93 | 93 (100)* | 92 | 86% secure % exceeding To be reviewed following spring term assessn |
| | %L2b+ | | 62 | 70 | 81 (88)* | 82 | |
| | %2a+ | | | 33 | 56 (60)* | 53 | |
| | %L3+ | 13 | 19.2 | 20 | 33 (36)* | 26 | |
| | APS | 16.2 | 15.2 | 15.6 | 16.6 | 16.4 | |
| | | | | | | | Combined 77% |

| | No R | Attendance % | Persistent absence | % FSM | % SEN | % EAL | Social Deprivation Indicator |
|---------------|------|--------------|--------------------|-------|-------|-------|------------------------------|
| School 2014 | 260 | 96.7 | 2.5 | 54 | 23.5 | 75 | 0.63 |
| School 2015 | 260 | 95.8 | 1.5 | 55 | 17.5 | 75 | 0.63 |
| National 2014 | 263 | | 3.0 | 26.6 | | | 0.21 |
| LA 2014 | | 96.2 | 2.9 | 56 | | | |

Gaps that need closing 2015-16

Outcomes for girls and SEND pupils in Phonics KS1
 Improve progress in reading and writing across KS1 so that attainment is at least at national expectation at end of Y2 in particular for boys
 Outcomes for all groups KS2 in RWM in particular disadvantaged pupils and girls in maths
 Enable more pupils who do not achieve GLD at end of reception to make better than expected progress across KS1 so that attainment is higher
 Enable more pupils who achieve level 2C at KS1 to make better than expected progress across KS2 so that attainment is higher
 Enable more pupils to achieve more than expected progress

Key priorities arising from self evaluation and inspection dashboard:

- Improve outcomes for boys at the end of KS1 in reading and writing;
- Increase the progress made by pupils in reading, writing and maths across KS2 and particularly the proportion of pupils making better than expected progress across KS2

| KS2 | | 2012 | 2013 | 2014 | 2015 | 2015 Nat. | 2016 Target |
|------------------------|------|------|------|------|------|-----------|---|
| Reading | L4+ | 79 | 73 | 93 | 74 | 89 | 90% secure % exceeding To be reviewed following spring term assessn |
| | L4b+ | | 69 | 80 | 68 | 78 | |
| | L4a+ | | | | | | |
| | L5+ | 32 | 35 | 45 | 28 | 48 | |
| | L6 | 0 | 0 | 0 | 0 | 0 | |
| | APS | 27 | 27 | 28.6 | 26.5 | 29 | |
| Writing | L4+ | 86 | 81 | 76 | 81 | 87 | 90% secure % exceeding To be reviewed following spring term assessn |
| | L4b+ | | | 72 | | | |
| | L4a+ | | | | | | |
| | L5+ | 21 | 27 | 17 | 30 | 36 | |
| | L6 | | 2 | 3 | 4 | 2 | |
| | APS | 27.4 | 27.5 | 26.2 | 27.9 | 28.2 | |
| Maths | L4+ | 68 | 77 | 83 | 68 | 87 | 90% secure % exceeding To be reviewed following spring term assessn |
| | L4b+ | | 73 | 76 | 53 | 76 | |
| | L4a+ | | | | | | |
| | L5+ | 29 | 50 | 31 | 17 | 42 | |
| | L6 | 0 | 4 | 14 | 7 | 9 | |
| | APS | 27.4 | 28.6 | 28.1 | 26.2 | 29 | |
| GPS | L4+ | | | 80 | 57 | 76 | 90% expected progress 30% more than expected progress Combined RWM 80% To be reviewed following spring term assessn |
| | L5+ | | | 53 | 43 | 52 | |
| | L6 | | | 3 | 2 | 4 | |
| APS | 26.4 | 28.4 | 28.4 | | 28.6 | | |
| | | 2013 | 2014 | 2015 | | | |
| % exp. progress R | | | 97 | 76 | 91 | | |
| % exp. progress in W | | | 83 | 96 | 93 | | |
| % exp. progress in Ma | | | 90 | 77 | 90 | | |
| % exc. progress in R | | | 45 | 23 | 35 | | |
| % exc. progress in W | | | 24 | 53 | 33 | | |
| % exc. progress in Ma | | | 24 | 23 | 35 | | |
| Level 4 in R, W and Ma | | 69 | 67 | 55 | 78 | | |
| Level 5 in R,W,M | | | | 13 | | | |

- Improve outcomes in reading and maths at the end of KS2 so that more children achieve national expectations and more children achieve above national expectations .

These will be achieved by:

- Improving the quality of teaching through our coaching model and thereby increasing challenge in lessons for all pupils;
- Revising systems for assessment so that teaching is appropriately informed regarding next steps and expectations
- Reviewing the whole curriculum so that opportunities for writing are maximised in literacy as well as the wider curriculum;
- Strengthening capacity of leadership to enhance the quality of teaching and learning – ‘Accountability Group’ formed to monitor and quality assure school’s work.