

Striving to be the best we can be



# Headteacher

## Term 1



## Update

# Why termly updates?



- **Share updates**
- **Celebrate successes**
- **Consult with you**
- **Gain your opinions**
- **Work in partnership**

# Our performance in 2015-16 Foundation Stage



Good level of development	Achieved 2011	Achieved 2012	Achieved 2013	Achieved 2014	Achieved 2015	Achieved 2016
National	59%	64%	52%	60%	66%	Wakefield LA 65%
School	37%	73%	62%	68%	83%	87%

# Our performance in 2015-16 Phonics Screening – Year 1



Phonics screening Actual 2012	Actual 2013		Actual 2014		Actual 2015		Actual 2016		
	National	JCA	National	JCA	National	JCA	National	JCA	National
All	69%	73%	69%	74%	72%	90%	77%	100%	81%

- We are now a Model School for the teaching of early reading & writing skills

# Our performance

## Key Stage 1 (end of Year 2)



Year 2 (29 Pupils)	End of Key Stage 1 Results 2016			
Subject	ACTUAL Expected	National Average Expected	ACTUAL Working at greater depth	National Average Working at greater depth
Reading	97%	74%	36%	24%
Writing	83.3%	65%	7%	13%
Maths	93%	73%	36%	18%

# Our performance

## Key Stage 2 (end of Year 6)



Year 6 (29 Pupils)					
Subject	ACTUAL SATS Expected	National Average 2016	Wakefield Average	National Average Working at Greater depth	ACTUAL Working at greater depth (Scaled score above 110)
Reading	79%	66%	59.8%	19%	41%
Writing	87% (LEA Moderated)	74%	73%	21%	21%
Maths	69%	70%	66%	17%	24%
GPS	79%	72%		23%	

# Our priorities this year



**Priority 1: Attainment and Progress –Develop & accelerate attainment & progress in Mathematics across the whole academy.**

**Priority 2: Behaviour and Safety- Continue to embed Learner Traits by deepening them to a greater level using Growth Mindset.**

**Priority 3: *Leadership and Management* –Continue to develop leaders at all levels through their understanding of IMPACT on children & raised accountability.**

**Priority 4: Teaching & Learning- Ensure teaching & learning encapsulates a mastery approach where high expectations are the norm. Ensure the inside & outside learning environment reflects high standards and consistency.**

# How you can support further at home



- Diamond Dash
- Phonics
- Reading
- Reading comprehension tasks
- Spellings



# Reporting to you about progress



## End of Autumn Pupil Progress Review

What have you learnt this term?	
What are you proud of?	
What do you want to improve in?	
How will you achieve this?	

## End of Spring Pupil Progress Review

What have you learnt this term?	
What are you proud of?	
What do you want to improve in?	
How will you achieve this?	

## End of Summer Pupil Progress Review

What have you learnt this term?	
What are you proud of?	
What do you want to improve in?	
How will you achieve this?	



Year One  
Progress Review

Name: \_\_\_\_\_

## Year One Reading

Key Performance Indicators (KPIs)	Aut	Spr	Sum
<b>Word Reading</b>			
I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including (where applicable) alternative sounds.			
I can read accurately by blending sounds in unfamiliar words containing GPCs that I have been taught.			
I can read all red and yellow action words (common exception words), noting unusual correspondences between spelling and sound and where these occur in a word.			
I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.			
<b>Comprehension</b>			
I can check that the text makes sense as I read and can correct inaccurate reading.			
I can predict what might happen on the basis of what has been read so far.			

## Year One Maths

Key Performance Indicators (KPIs)	Aut	Spr	Sum
<b>Number and place value</b>			
I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.			
I can count in multiples of 2, 5 and 10.			
I have achieved the Topaz Diamond Dash certificate.			
I have achieved the Emerald Diamond Dash certificate			
I can count, read and write numbers to 100 in numerals.			
<b>Calculations</b>			
I can represent and use number bonds and related subtraction facts to 20.			
I can use a number line to add.			
I can use a number line to take-away.			
I can group objects together as a way of multiplying			
I can share as a method of dividing.			
<b>Fractions</b>			
I can recognise, find and name a half of an object, shape or quantity.			

## Year One Writing



Key Performance Indicators (KPIs)	Aut	Spr	Sum
<b>Transcription - Spelling</b>			
I can spell words containing each of the 40+ phonemes.			
I can spell the days of the week.			
I can write from memory 1 simple sentences dictated by the teacher that include words using GPC (hold a sentence).			
<b>Transcription - Handwriting</b>			
I can begin to form lowercase letters in the correct direction, starting and finishing in the right place.			
<b>Composition</b>			
I can sequence sentences to form short narratives.			
I can re-read what I have written to check that it makes sense.			
<b>Vocabulary, grammar and punctuation.</b>			
I can leave spaces between words.			
I can join words and clauses using 'and'.			
I can punctuate sentences using a capital letter and a full stop.			
I can use a capital letter for the names of people, places and the days of the week.			
I can use a capital letter for the personal pronoun 'I'.			

### YEAR 1 PERFORMANCE INDICATORS

Working within the EYFS expectations	Working at Age Beginning Year 1	Working at Age Within Year 1	Working at Age Secure Year 1
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It is expected that Year 1 children will move from beginning to working within to secure by the end of Year 1. More able children may achieve this sooner.

#### My Reading Learning Journey

Best Fit Judgement	Progress		
	Less than expected	Expected	Better than expected
Year 1 Starting Judgement			
Year 1 Autumn Judgement			
Year 1 Spring Judgement			
Year 1 Summer Judgement			
	Autumn	Spring	Summer
I am on track to be secure			
I am not yet on track to be secure			

#### My Grammar, Punctuation and Spelling Learning Journey

Best Fit Judgement	Progress		
	Less than expected	Expected	Better than expected
Year 1 Starting Judgement			
Year 1 Autumn Judgement			
Year 1 Spring Judgement			
Year 1 Summer Judgement			
	Autumn	Spring	Summer
I am on track to be secure			
I am not yet on track to be secure			

#### My Writing Learning Journey

Best Fit Judgement	Progress		
	Less than expected	Expected	Better than expected
Year 1 Starting Judgement			
Year 1 Autumn Judgement			
Year 1 Spring Judgement			
Year 1 Summer Judgement			
	Autumn	Spring	Summer
I am on track to be secure			
I am not yet on track to be secure			

#### My Maths Learning Journey

Best Fit Judgement	Progress		
	Less than expected	Expected	Better than expected
Year 1 Starting Judgement			
Year 1 Autumn Judgement			
Year 1 Spring Judgement			
Year 1 Summer Judgement			
	Autumn	Spring	Summer
I am on track to be secure			
I am not yet on track to be secure			



- Progress report every term
- Parents evenings in November & March
- Full end of year report
- Learning conversation with year 5 & 6 in March – children lead the conversation



**We welcome your  
feedback.**