



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

OUTCOMES for Improvement - 2022-2023

Quality of Education- OUTCOMES

Chiddingly School Outcomes Key Priorities 22/23:

KS2 Year 6 – Reading Progress

Reading Year 6 Progress (2022= 0, Reading) to be well above NA progress in 2023.

See SDP section 1.5

KS2 Year 4 – MTC

Maths ‘Multiplication Test’ outcomes in Year 4 to be at a least 80%+ 2023.

(2022 CP =60%)

(20+ answers correct out of 25 will be at least 80% by June 2023).

EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023.

(CP Com. & Lang Goals **81.8%**, LA 84.3%) (CP Maths Goal **72.7%**, LA 79.2%)

See section SDP 5.1 22/23

THE HEAD OF SCHOOL WILL REPORT ON PUPIL PROGRESS TO THE GOVERNING BODY 3 TIMES A YEAR USING THEIR COHORT LEARNER OUTCOME CHARTS. REPORTS WILL FOCUS ON ALL PUPILS, DISADVANTAGED PUPILS, PUPILS WITH SEND AND HIGH PRIOR ATTAINING PUPILS.

The Quality of Education – OUTCOMES

CHIDDINGLY TARGETS FOR PUPIL OUTCOMES JULY 2023



These have been set by looking at % of pupils at expected standard in July 2022 and adding challenge, we try to ensure no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1





	FFT50 estimates for expected standard	Targets for July 2023 Expected Standard	National Average 2022	Targets for July 2023 Higher Standard	National Average 2022
EYFS		87% GLD (13/15)	71.8%		
Y1 Phonics		77% Pass (5 SEND pupils in cohort)	82%		
End of KS1 (Y2)					
Reading	n/a	79%	75%	33%	18%
Writing	n/a	73%	69%	26%	8%
Maths	n/a	85%	76%	39%	15%
End of KS2 (Y6)					
Reading	82%	77%	74%	23%	27%
Writing	85%	77%	69%	15%	13%
Maths	91%	85%	71%	23%	22%
Combined	77%	77%	59%	15%	7.3%
GPS	81%	85%	72%	23%	28%

KS2 Year 4 – MTC

Maths 'Multiplication Test' outcomes in Year 4 to be at a least 80%+ 2023.

(2022 CP =60%)

(20+ answers correct out of 25 will be at least 80% by June 2023)

Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators							
✓ MTC outcome of 20+ in year 4 80%			<ul style="list-style-type: none">Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)Termly teacher triangulation by SLT & yearly by SIPSubject leader & Inclusion Manager monitoring and data termly analysis					Outcome charts evaluated termly FGB x 6 yearly		
Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2022	Oct 2022	Jan 2023	April 2023	July 2023			
Teaching and Learning <ul style="list-style-type: none">Set aspirational targets for attainment and progress for all staff involved in the year groupCoach teachers in teaching of mathsMonitor teaching and learning through termly triangulations – particular focus on writing and mathsReview progress on targets termly at PPMUse catch-up funding from government to impact most on chn’s attainment and progress in maths	KT	KV	Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings	Sept – set targets for all pupils with FFT20 and 50 where appropriate Termly PPM/check-in (see assessment cycle) If received, allocate catch up funding to areas of need. Triangulations and weekly ECT support Observations for all teaching staff	Termly PPM/check-in (see assessment cycle) Triangulations and weekly ECT support Subject Leader book audits. 10 th and 31 st January Observations for all teaching staff (March)	Termly PPM/check-in (see assessment cycle) MTC window June 2023	Termly PPM/check-in (see assessment cycle) Triangulations: Book audits where required and ECT support 8 th and 14 th June – Subject Leader book review		Termly monitoring and TA observations twice annually ECT support Performance Management 3x yearly	JP / Governors / SIP
CPD <ul style="list-style-type: none">Identify key areas for CPD in maths and provide through staff meetings and maths focus morningsSet CPD targets as part of Performance Management (PM)Coach teachers in areas requiring	KV/JP	KV	Subject Leader CPD forms to be filled out by all teachers ECT programme set up	Subject Leader action plans shared	2 nd March – CP maths focus visit	May/June – County moderation for writing March – review PM targets	July – review PM targets		ECT programme and support	JP / Governors / SIP

support <ul style="list-style-type: none"> Share courses/key updates from LA and STA around assessment – particular focus on writing and maths 				Sept – set PM targets 22 nd Nov – CP maths focus visit Secretaries to disseminate course information as appropriate (all year)						
Vulnerable Groups support <ul style="list-style-type: none"> Review interventions termly to target specific groups and gaps in learning Discuss specific need in PPM and monitor this termly APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary 	KT/KV/JP/SL	KV	Create PPM template documents to cover all core subjects with a focus on VGs	APDOR review and PPM (dates TBC) in October and in December	APDOR review and PPM (dates TBC) in January and in March	APDOR review and PPM (dates TBC) in April and in June	APDOR review and PPM (dates TBC) in July (including new teachers)		PPM termly APDOR reviews termly	JP / SENDO / Governor / SIP

Reporting Learner Outcomes 22/23

Chiddingly Reporting Learner Outcomes 22/23 Year R

Chiddingly Reporting Learner Outcomes 22/23 Year R										
Subject / Term	Baseline Outcomes- Sept 23		FFT20 estimate	Target for GLD	% on track by end of year					
	% GLD/EXS				All	DA (2)	Non- DA (13)	SEND (3)		
Number of learners: 15 (6.7%)										
PHONICS				% at Phase 4 by July 23 = 87%						
Term 2										
Term 4										
Term 6										
READING	60%			70% (11/15)						
Term 2										
Term 4										
Term 6										
WRITING	33%			70% (11/15)						
Term 2										
Term 4										
Term 6										
MATHS	60%			70% (11/15)						
Term 2										
Term 4										
Term 6										
COMBINED/ GLD	27%			70% (11/15)						
Term 2										
Term 4										
Term 6										

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comment: Numerical Pattern will come after number is secure and therefore the attainment data will increase as topics are covered

T4 Comment: on-track

T6 Comments: GLD 71%. Lit and Ma areas 78%...with 18- 45% VA across the year.

Chiddingly Reporting Learner Outcomes 22/23

Year 1

Subject / Term	EYFS outcomes		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS				All	DA (1)	Non-DA (12)	SEND (5)	HPA	All	DA (1)	Non-DA (12)	SEND (5)	HPA	All	DA (1)	Non-DA (12)	SEND (5)	HPA
Number of learners: 13 (7.7% each)																				
PHONICS	Phonics Screening Pass rate target for June 2023: 77%																			
Term 2																				
Term 4																				
Term 6																				
READING	62%			70%	31%															
Term 2						62%	100%	58%	60%		15%	0%	17%	0%		85%	100%	83%	60%	
Term 4						85%					31%									
Term 6						77%					31%									
WRITING	62%			70%	31%															
Term 2						62%	100%	58%	60%		15%	0%	17%	0%		85%	100%	83%	60%	
Term 4						62%					31%									
Term 6						70%					31%									
MATHS	62%			70%	22%															
Term 2						62%	100%	58%	60%		31%	0%	33%	0%		85%	100%	83%	60%	
Term 4						85%					31%									
Term 6						70%					22%									
COMBINED	62%			70%	22%															
Term 2						62%	100%	58%	0%		15%	0%	16%	0%		61%				
Term 4						62%					31%									
Term 6						70%					22%									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comment: 3 x pupils at 1b now could make it to EXS by the end of the year in one or more subjects. 1 new starter in September

T4 Comment: On-track. Writing EXS focus across T5.

T6 Comments: Target achieved with sign VA from EYFS.

Chiddingly Reporting Learner Outcomes 22/23

Year 2

Subject / Term	EYFS outcomes		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS				All	DA (2)	Non-DA (12)	SEND (3)	HPA	All	DA (2)	Non-DA (13)	SEND (3)	HPA	All	DA (2)	Non-DA (13)	SEND (3)	HPA
Number of learners: 14 (7.1% each)																				
PHONICS	87% of Year 1 passed phonics screening 2022.																			
Term 2	2/3 Year 2 pupils targeted to pass June 2023.																			
Term 4																				
Term 6	Cohort phonics screening pass rate target for June 2023= 94%																			
READING	77%	15%		79%	26%															
Term 2						78%	0	85%	0	100%	33%	0	38%	0	100%					
Term 4						80%					33%									
Term 6						80%					26%									
WRITING	63%	15%		73%	26%															
Term 2						78%	0	85%	0	100%	15%	0	15%	0	50%					
Term 4						80%					28%									
Term 6						73%					26%									
MATHS	77%	15%		80%	33%															
Term 2						92%	50%	92%	67%	100%	33%	0	38%	0	100%					
Term 4						80%					39%									
Term 6						80%					33%									
COMBINED	77%	15%		73%	26%															
Term 2						78%	0	85%	0	100%	15%	0	15%	0	50%					
Term 4						80%					26%									
Term 6						73%					26%									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T4 Comment: On-track.

T6 Comments: Targets met.

Chiddingly Reporting Learner Outcomes 22/23

Year 3

Subject / Term	KS1 Outcomes 2022		FFT50/20 Estimate EXS	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS				All	DA (4)	Non-DA (11)	SEND (1)	HPA	All	DA (4)	Non-DA (11)	SEND (1)	HPA	All	DA (4)	Non-DA (11)	SEND (1)	HPA
Number of learners: 15 (6.6% each)																				
GPS	100% re-taking passing phonics screening June 2022.																			
	GPS= EXS: 86% GDS: 20%																			
READING																				
Term 2	85%	23%	%	87%	20%	86%	100%	82%	0	100%	26%	50%	18%	0	100%					
Term 4																				
Term 6						77%					26%									
WRITING																				
Term 2	87%	13%	%	87%	13%	86%	100%	82%	0	100%	26%	50%	18%	0	100%					
Term 4																				
Term 6						86%					13%									
MATHS																				
Term 2	93%	13%	%	93%	13%	92%	100%	91%	0	100%	13%	25%	9%	0	50%					
Term 4																				
Term 6						92%					13%									
COMBINED																				
Term 2	87%	13%	%	87%	13%	86%	100%	82%	0	100%	13%	25%	9%	50%						
Term 4																				
Term 6						77%					13%									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comment: chn at 3B now are included in on track data – however chn making progress between previous years may be at 3B now and not make as many steps progress throughout the year

T6 Comments: Targets mostly achieved. Re Exs -1 pupil specific intervention in Yr4.

Chiddingly Reporting Learner Outcomes 22/23

Year 4

Subject / Term	KS1 outcomes (Teacher Assessments July 2020)			Target for EXS+	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA (4)	Non-DA (11)	SEND (5)	HPA	All	DA (4)	Non-DA (11)	SEND (5)	HPA	All	DA (4)	Non-DA (11)	SEND (5)	HPA
Number of learners: 15 (6.7% each)																				
GPS	GPS= EXS: 86% GDS: 27%																			
READING	50%	15%		60%	21%															
Term 2						59%	25%	72%	20%	66%	13%	0	18%	0	0					
Term 4																				
Term 6						60%					21%									
WRITING	50%	15%		60%	13%															
Term 2						66%	50%	72%	40%	100%	20%	0	27%	0	100%					
Term 4																				
Term 6						60%					13%									
MATHS	50%	15%		MTC % (20+) = 86%	13%															
Term 2						79%	75%	81%	60%	100%	33%	0	36%	20%	100%					
Term 4																				
Term 6						79%					7%									
COMBINED	50%	15%		60%	13%															
Term 2						59%	25%	72%	20%	100%	13%	0	18%	0	75%					
Term 4																				
Term 6						60%					7%									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comment: Interventions in place and chn identified for T3

T6 Comments: targets mostly achieved- focus on Ma GDS Yr5.

Chiddingly Reporting Learner Outcomes 22/23

Year 5

Subject / Term	KS1 outcomes		FFT50/20 Estimate EXS	Target for EXS+	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA (3)	Non-DA (13)	SEND (3)	HPA	All	DA (3)	Non-DA (13)	SEND (3)	HPA	All	DA (3)	Non-DA (13)	SEND (3)	HPA
Number of learners: 16 (6.25%)																				
GPS	GPS= EXS: 81% GDS: 26%																			
READING																				
Term 2	80%	20%	88%	75%	26%	88%	66%	92%	33%	100%	19%	33%	15%	0	25%					
Term 4						88%					26%									
Term 6						88%					26%									
WRITING																				
Term 2	70%	15%	96%	75%	20%	88%	66%	92%	33%	100%	13%	33%	15%	0	50%					
Term 4						88%					20%									
Term 6						88%					20%									
MATHS																				
Term 2	86%	15%	78%	81%	26%	94%	100%	92%	66%	100%	19%	0	8%	0	50%					
Term 4						88%					26%									
Term 6						94%					26%									
COMBINED																				
Term 2	86%	15%	72%	75%	20%	88%	66%	92%	33%	100%	0	0	0	0	0					
Term 4						88%					20%									
Term 6						88%					20%									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T4 Comment: On-track.

T6 Comments: aspiring targets achieved.

Chiddingly Reporting Learner Outcomes 22/23

Year 6

Subject / Term	KS1 outcomes		FFT50/20 Estimate EXS	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA (6)	Non-DA (7)	SEND (2)	HPA	All	DA (6)	Non-DA (7)	SEND (2)	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 13 (7.7% each)																				
GPS																				
Term 2			85%	85%	23%	85%	83%	86%	100%	100%	23%	0	43%	0	N/A					
Term 4						85%					23%									
Term 6						85%					23%									
READING																				
Term 2	80%	20%	82%	77%	23%	77%	83%	57%	50%	100%	23%	0	42%	0	100%					
Term 4						77%					23%									
Term 6						70%					8%									
WRITING																				
Term 2	80%	20%	85%	77%	15%	85%	83%	86%	100%	100%	15%	0	29%	0	100%					
Term 4						77%					15%									
Term 6						92%					23%									
MATHS																				
Term 2	90%	30%	91%	85%	23%	85%	83%	86%	50%	100%	24%	0	14%	0	33%					
Term 4						85%					16%									
Term 6						85%					16%									
COMBINED																				
Term 2	80%	20%	77%	77%	15%	85%	50%	57%	0	100%	16%	0	29%	0	100%					
Term 4						77%					16%									
Term 6						54%					8%									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T4 Comment: Maths- T5 intervention before SAT for GDS x 3 group,

T6 Comments: Wr target exceeded. See HOS evaluative report for Reading attainment and progress.

Chiddingly Reporting Learner Outcomes 22/23

Year -

Subject / Term	KS1 outcomes		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:																				
GPS																				
Term 2																				
Term 4																				
Term 6																				
READING																				
Term 2																				
Term 4																				
Term 6																				
WRITING																				
Term 2																				
Term 4																				
Term 6																				
MATHS																				
Term 2																				
Term 4																				
Term 6																				
COMBINED																				
Term 2																				
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comment: Term 2:

T4 Comment:

Data Glossary

Target Tracker Overall Assessment Grid

Chronological Stage	Assessment Stage	Points value
Reception- EYFS	30-50 W	27
	30-50 W+	28
	30-50 S	29
	30-50 S+	30
	40-60 b	31
	40-60 b+	32
	40-60 w	33
	40-60 w+	34
	40-60s (ELG)	35
	40-60s+ (GD)	36
Year 1	1b	37
	1b+	38
	1w	39
	1w+	40
	1s (EXS)	41
	1s+ (GD)	42
Year 2	2b	43
	2b+	44
	2w	45
	2w+	46
	2s (EXS)	47
	2s+ (GD)	48
Year 3	3b	49
	3b+	50
	3w	51
	3w+	52
	3s (EXS)	53
	3s+ (GD)	54

Year 4	4b	55
	4b+	56
	4w	57
	4w+	58
	4s (EXS)	59
	4s+ (GD)	60
Year 5	5b	61
	5b+	62
	5w	63
	5w+	64
	5s (EXS)	65
	5s+ (GD)	66
Year 6	6b	67
	6b+	68
	6w	69
	6w+	70
	6s (EXS)	71
	6s+ (GD)	72

Pioneer Assessment Tracking using Cohort Trackers and Target Tracker

Target tracker allows you to 'grade' a child as **B (Beginning)**, **B +**, **W (working towards)**, **W+**, **S (EXS/Secure)** and **S+ (GDS)**.

With Target Tracker the 6 steps are: **B, B+, W, W+, S (Expected), S+ (Greater Depth)**

Each steps will be associated with the amount that has been achieved from the curriculum area.

B= 10% achieved

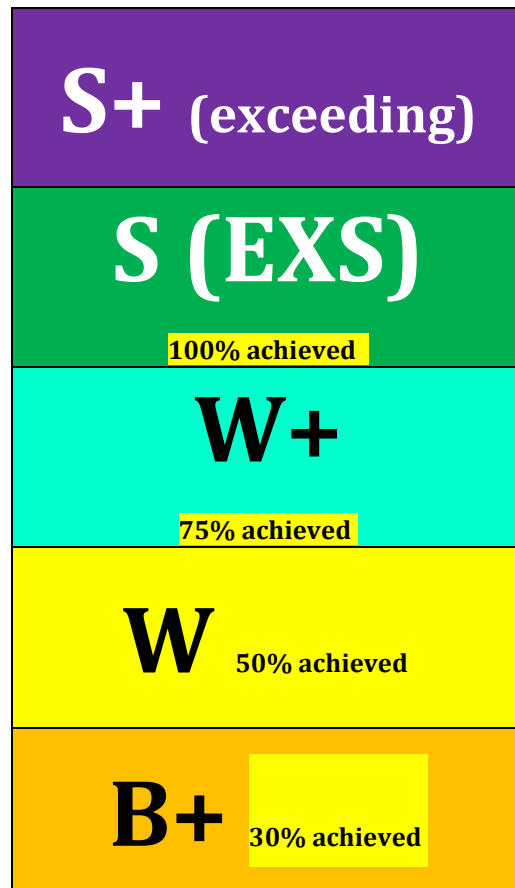
B+= 30% achieved

W= 50% achieved

W+= 75% achieved

S (Expected)=100% achieved

S+ (exceeding)





Age Related Expectations (ARE)

<u>Year Group</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>
Year 1	1B	1B+	1 W	1W+	1s (EXS)
Year 2	2B	2B+	2 W	2W+	2s (EXS)
Year 3	3B	3B+	3W	3W+	3s (EXS)

Year 4	4B	4B+	4W	4W+	4s (EXS)
Year 5	5B	5B+	5W	5W+	T5=5s (EXS) T6=6B
Year 6	6B+	6W	6W+	6S (EXS)	SATS

Expected Points Progress

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year R - 5	1.2	2.0- 2.4	3.6	4.8	6	Embed
Year 5	1.2	2.0- 2.4	3.6	4.8	6	7.2
Year 6	1.2	2.4	3.6	4.8		

- **Expectation range can be altered for the individual school and year group.**
 - **Year 5 to make 7.2 steps in 6 terms**
 - **Year 6 to make 4.8 steps in 4 terms**
 - **All others making 6 steps in 5 terms.**

<u>End of Year Progress</u>	<u>Inadequate</u>	<u>RI</u>	<u>Good</u>	<u>Outstanding</u>
Years 2 - 6	Under 5	5	6	7

Year 6 Excel SS Tracker and School Trackers

Year 6 pupils can be expected to make 1.2 steps across 4 terms (4.8 steps), so in line with other year groups. We will be marrying this up with scaled scores in the following way:

Scaled Score bracket **TT Grade**
80-84 **B**

85-89	B+
90-94	W
95-99	W+
100-110	S/ EXS
110-120	S+/ GDS

For Year 6, we will expect Target Tracker to be used as a recording system for assessment alongside scale score tracking. You would use your excel score and progress tracker instead. We would also expect you to update your class trackers (on google drive) using the key above.

Termly Question Level Analyses following testing will allow you to identify areas for improvement and intervention.

Year 5 Target Tracker and Pioneer Trackers

The expectation is that pupils will make **6 steps of progress across 5 terms**. Therefore 1.2 steps per term.

Year 5 will make an extra 1.2 steps in Term 6 so that Year 6 pupils can be expected to make 1.2 steps across 4 terms (i.e before SATs), so inline with other year groups.

You would be expected to make the professional judgement about the % achieved each term for Yr5 cohort and then enter the step grading for the pupil on target tracker. We'd also like you to update your tracker (on google drive) termly before PPMs on the school shared drive.

Year 1- Year 4 Target Tracker and Pioneer Trackers

The expectation is that pupils will make at least **6 steps of progress across 5 terms**. Therefore 1.2 steps per term. T6 to be used to embed progress made across the 5 terms.

You would be expected to make the professional judgement about the % achieved each term and then enter the step grading for the pupil on target tracker. We'd also like you to update your tracker (on google drive) termly before PPMs on the school shared drive.