Alder Tree Primary

Academy Development and Improvement Plan (ADIP)- September 2023

'The strength of the Wolf is in the Pack'

Overview	Ofsted - June 2019 – judgement - Inadequate What does the school need to do to improve further?

1. Leadership and Management
    a) Ensure the school culture of 'high expectations for all' is delivered through effective leadership at all levels
    b) Ensure the LAB are supporting leaders to continue to strengthen and maintain an inclusive culture at all levels.
	• Urgently improve the quality of teaching, learning and assessment, across key stages 1 and 2, in addition to the early years, so that all pupils, particularly disadvantaged pupils and pupils with SEND, make at least good progress, by ensuring that teachers: –
	   o provide pupils with books to read, both in school and at home, that are closely matched to their phonic knowledge –
	   o develop their knowledge, skills and understanding of phonics and how pupils learn to read –
	   o assess pupils accurately, following the school's assessment policy consistently, so that they can plan learning activities that build on what pupils can already do –
	   o display consistently high expectations of pupils' conduct and standard of written work, intervening promptly when one or both start to deteriorate –
	   o plan lessons in the foundation subjects that afford pupils opportunities to deepen their understanding and explore new ideas and concepts in detail –
	   o refine the way that they teach spelling accuracy.
	• Improve the quality of leadership and governance swiftly, by ensuring that: –
	   o subject leaders have the skills, knowledge and understanding to be able to identify and improve weaknesses in their subjects –
	   o leaders with responsibility for pupils with SEND identify pupils' additional learning needs at the earliest point and make effective provision without delay –

2. Quality of Education
    a) Continue to improve outcomes in combined reading, writing and maths by July 2024 in all year groups so that outcomes at the end of KS2 are at 65% minimum *(65% is a 9% increase on 2023 results and above 2023 national – 59%)*
    b) Further improve the quality of teaching, learning and assessment across school to ensure all pupils make at least good progress, including disadvantaged pupils and those with SEND.
    c) Deliver a clear, ambitious and coherent curriculum that ensures **all** pupils have opportunities to deepen their understanding, explore new ideas and concepts in detail in all subjects.
    d) Further improve reading and phonics to ensure **all** children read fluently and have a love of reading.	

3. Behaviour and attitudes a) All staff consistently and effectively demonstrate high expectations of pupils' behaviour, ensuring high standards of behaviour in all aspects of school life including 'unstructured' times.	

b) Challenge poor attendance and reduce the number of pupils that are persistent absentees.
 	
4. Personal development
a) Deliver a broad extra-curricular programme and enrichment experiences that reflect a wide range of pupils' interests ensuring high levels of engagement from all children including SEND.
b) Consistently deliver a comprehensive PSHE programme which teaches pupils how to be active citizens with a strong awareness of the diverse nature of society and clear understanding of British Values, preparing pupils positively for life in modern Britain.
	o senior leaders' and governors' monitoring activities and evaluations contribute to an accurate understanding of the school's effectiveness –
	o leaders record instances of inappropriate pupil behaviour accurately and respond in a way that successfully improves pupils' attitudes to learning –
	o the views of pupils, parents and staff are collated and addressed effectively
	• Improve the quality of pupils' personal development, behaviour and welfare by ensuring that leaders and staff:
	  o urgently improve rates of attendance and reduce the proportion of pupils who are regularly absent, particularly for disadvantaged pupils –
	  o consistently and effectively demonstrate high expectations of pupils' behaviour –
	  o reduce instances of bullying or perceived bullying across the school –
	  o investigate ways to support each other when managing pupils' behaviour.

1. Leadership & Management:

a) Ensure the school culture of 'high expectations for all' is delivered through effective leadership at all levels

b) Ensure the LAB are supporting leaders to continue to strengthen and maintain an inclusive culture at all levels.

Success Criteria / Impact Measures		RAG Evaluation					
		HT1	HT2	HT3	HT4	HT5	HT6
Action 1 Governance	Governance is judged good by OFSTED and any external review. Equality Diversity and Inclusion is a key focus area.						
Action 2 Senior Leadership Team	Leadership is judged good by OFSTED and any external review. All end of year reported outcomes meet the targets set on the Key Pupil Outcomes and Targets document presented to LAB September 2023 – • attendance, exclusions, Early Years Foundation Stage (EYFS), Y1 Phonics, Y2 Phonics, KS1 SATs, Y4 Multiplication Tables Check (MTC) and KS2 SATs						
Action 3 CPD	All coaching, monitoring and evaluation processes, both internal and external, show that 85% of staff - Teachers and TAs - are consistently performing as 'good' during monitoring procedures, leading to good and better outcomes.						
Action 4 Safeguarding	A highly effective and vigilant culture of safeguarding is evident in the academy. Safeguarding is judged as effective by OFSTED.						
Action 5 Finance	The agreed LAB budget forecast is delivered.						
Action 6 Performance Management	All PM targets for teachers and TAs will include: - 60% ARE combined - Maths vocabulary - Curriculum leader responsibility						

What actions will we take to achieve the priority?	How this will be achieved?	SLT Lead	Deadline	Key:	Not Yet Started	In Progress	Complete	Overdue	
				HT1	HT2	HT3	HT4	HT5	HT6
Action 1: Governance - Ensure effective leadership and challenge from the Local Accountability Board (LAB).	Roles and responsibilities – o Key Primary responsibilities allocated to individuals – Pupil Premium, teaching and learning, SEND, safeguarding. Reports written and delivered to LAB as stated in governor code of conduct. o LAB are supporting leaders to continue to strengthen and maintain an inclusive culture at all levels – EDI training for all and focussed learning walks on this area. o LAB audit their own internal effectiveness on levels of challenge and support provided to SLT	KB	Plan – Sept 2023 Evaluation – July 2024						
	Training - o 'Action learning' used to support implementing any training delivered to LAB. o Training plan written and all training booked for the 6 meetings. o Evaluation of impact of 'Action learning' in summer 2024. Governor voice	KB	At each meeting						
	Ensure Governor involvement in school day to day life adheres to the governor code of conduct – o Learning walks 3 times a year alongside SLT with clear focus – SEND, Maths and Reading	KB	Termly						

	o Attend school events o Governors visible with parents and all stakeholders through pre-arranged informal meetings – 3 per year – with Principal and Governors.										
Action 2: Senior Leadership Team (SLT) to ensure consistently high expectations from staff and pupils in all aspects of school life.	Roles and responsibilities o Roles, responsibilities and expectations clearly defined at weekly SLT meetings o Phase Leaders and SENDCO to present SLT, a one-page action plan for their phase Sept 2023, Jan 2024 and May 2024 o Phase Leaders and SENDCo report to the LAB - a full analysis of pupil results and identified actions after each assessment point.	KB SLT SLT	Half Termly								
	Training for Staff- o HPSA membership for all members of staff to ensure that HPL continues to be part of our journey. o Teachers to gain Teacher Leader qualifications supported by AP's o Assistant Principals to continue to be Visiting Fellows as part of NPQ programmes. o SC to train Assistant Principals in Instructional Coaching. o SC to coach AP's	KB SC SC SLT SC	Summer 2024								

	o AP's to deliver coaching model with teachers in their phase o SC to coach TA's										
	Challenge and support- o Ensure leaders are challenged regularly through regular reports from external visitors.	KB	At least termly								
	o Academy Improvement Partner - Sarah Chambers - to visit school 3 times a year and report back to SLT, LAB and the Trust Board	KB									
	o Work alongside Sarah Chaming to facilitate cross trust working to strengthen provision for children.	KB									
Action 3 – CPD – plan a coherently sequenced training schedule, to reinforce the Academy drive for improvement and secure consistently better outcomes.	Annual schedule- o Plan a clear overview of the year on the Annual Schedule ensuring all key events are mapped out appropriately – CPD, assessments, parents' consultation, staff performance management meetings etc	SLT	Sept 2023								

	CPD -
	o Priorities for training will follow ADIP priorities –
	  ▪ Curriculum implementation
	  ▪ Vocabulary – clear, concise and developmental
	  ▪ Maths
	  ▪ SEND
		SLT	Weekly								

	▪ Early reading and phonics ▪ Spelling ▪ Pupil Premium ▪ EAL											
Action 4 Safeguarding - Establish a safeguarding culture of vigilance which is responsive to the current climate, where all students feel safe and supported.	• A highly effective team of safeguarding professionals in place, including DSL, who are fully up to date with training and are highly visible to staff and students.	SC	Sept 2023									
	• Local authority safeguarding audit to be completed and actions to be carried out.	KB, SC + LCC	Jan 2024									
	• Assemblies with children and the safeguarding team to raise children's awareness of who is there to support them and ensure they feel safe in school and at home.	Safeguarding team	Termly									
	• Clear governance oversight of safeguarding. Safeguarding reported on at each LAB.	KB, SC + LAB	Half termly									
Action 5 Finance - Implement robust financial controls.	• 3-year financial position is presented to the LAB demonstrating an improving financial position over time.	KB + DH	LAB meetings									
	• Student numbers closely monitored to ensure student recruitment targets are met and the academy maximises funding.	KB + DH	Fortnightly									
	• Staff culture that promotes financial awareness and understanding to ensure	KB + DH	Termly									

	adherence to financial controls and systems.										
Action 6 Performance Management - A clear and coherent PM system is in place to support all professionals – teachers and TAs in the Academy to achieve excellence.	• Performance management targets have been set for all professionals to secure strong improvements in all areas across the Academy in line with the ADIP.	KB + SLT	Nov 2023								
	• A culture of professional learning is fostered through the CPD schedule.	SLT	Weekly								
	• PM targets reviewed and monitored through QA and data collected in relation to performance, effectiveness and impact. Challenge to any chronic underperformance.	KB + SLT	Termly								
	• There is a robust system of accountability, support and challenge for underperformance for all.	KB + SC	Half termly								

2. Quality of Education:

a) **Continue to improve outcomes in combined reading, writing and maths by July 2024 in all year groups so that outcomes at the end of KS2 are at 65% minimum (65% is a 9% increase on 2023 results and above 2023 national – 59%)**

b) **Further improve the quality of teaching, learning and assessment across school to ensure all pupils make at least good progress, including disadvantaged pupils and those with SEND.**

c) **Deliver a clear, ambitious and coherent curriculum that ensures all pupils have opportunities to deepen their understanding and explore new ideas and concepts in detail in all subjects.**

d) **Further improve reading and phonics to ensure all children read fluently and have a love of reading.**

Success Criteria / Impact Measures		RAG Evaluation					
		HT1	HT2	HT3	HT4	HT5	HT6
Action 1 – improve combined outcomes	Combined outcomes • 60% of pupils in each class attain age related expectation (ARE) in combined reading, writing and maths – 2023 national measure 59% • 10% of pupils in each class attain the higher standard in combined reading, writing and maths.						
Action 2 Improve the quality of teaching, learning and assessment	Quality of teaching • 85% of teaching is at least good, as evidenced by coaching, monitoring and evaluation processes half termly, both internally led and externally led. • Disadvantaged pupils close the gap to national. • SEND children achieve 80% of their targets so that they make good progress from their starting points. • Vocabulary progression is key for all learners.						
Action 3 Curriculum design	Curriculum • External reviews and internal school-based monitoring and evaluation processes show the curriculum is						

	effective in meeting the school's stated Intent, Implementation and Impact.					
Action 4 Further improve reading and phonics	Reading and phonics • 70% of pupils attain age related expectation in reading in July 2024 – national result for end of Key Stage 2 in 2023 73% - school result in 2023 63% • 80% of Year 1 pupils achieve the expected standard on the phonics screening check – 2023 national result % - 2023 school result 63% • 80% of Year 2 pupils achieve the expected standard on the phonics screening check – 2023 national result % - 2023 school result 67%					

What actions will we take to achieve the priority?	How this will be achieved?	SLT Lead	Deadline	Key:	Not Yet Started	In Progress	Complete	Overdue	
				HT1	HT2	HT3	HT4	HT5	HT6
Action 1 – improve combined outcomes	• All results summarised and analysed by class, year group and key groups – girl, boy, pupil premium, EAL, ethnicity, SEND. Phase Leaders use this data to inform planning and report their analysis and planned actions to SLT and LAB.	KA, PE, LM	Termly						
	• All staff analyse results for their class in a staff meeting scheduled after each assessment point, completing an initial analysis form to support pupil progress	Teachers	Termly						

	meetings and to identify appropriate interventions.										
	• Reading and maths tests completed by Y1, Y3, Y4, Y5 at each assessment point - PIXL to be used (Y2 and Y6 use previous SATs papers). • Writing assessments at each assessment point using year group assessment grids developed by Alison Philipson.	KA, PE, LM KA	Termly								
	• PIXL assessments to support targeted interventions in all KS2	LM	Half termly								
	• Assessment for learning technique to be used in all lessons. AFL strategies to be modelled as part of the CPD schedule.	SLT	Half termly								
	• HPL - ACP language to be used consistently in all lessons throughout the curriculum.	SLT	Half termly								
Action 2 – Further improve the quality of teaching, learning and assessment across school	• Improve reading – o Phonics lead to plan and deliver 3 staff training sessions focused on reading and phonics. o Develop anthology/set text for Guided Reading for all year groups.	KA/EL	Half termly								
	• Improve writing – o English AP to plan and deliver 3 staff training sessions focused on writing.	KA/SC	Half termly								

	o Writing at length planned in each week, either in English or in other subjects o Spelling – automaticity in spelling is taught through practice and repetition of National Curriculum statutory words and spelling rules. o Handwriting - 'Debbie Hepplewhite' style of print and cursive to be used as appropriate (see end of year group expectations) from Rec to Y6.									
	• Improve maths - o Maths AP to plan and deliver 6 staff training sessions focused on Maths o Maths teaching follows the White Rose Maths Schemes of Learning and is adopted to ATP where appropriate. o Y4 multiplication check results to be at least 80% (2023 – % - 20/25) o New program to support number facts to be established across Whole School o Maths Vocabulary clearly planned to	LM	Half termly							

	enable children to know more and remember more.								

	Continue to improve the quality of teaching in all subjects –
	  ○ focused training on pedagogy and vocabulary – 6 staff training sessions, PLCs and small bursts at each staff meeting
	    ▪ Assessment for Learning strategies and responsive teaching
	    ▪ Questioning techniques
	    ▪ Use of Additional Adults
	    ▪ Secure Subject Knowledge
	    ▪ Analysis of learning
	    ▪ ACP's: Metathinking, Linking, Realising, Analysing and Creating
		SC	Dec 2023						

	• Growing great teachers
	  ○ Using Ambition ECF programme
	  ○ Supporting ITT students
	  ○ Supporting SCITT students								

		o Improve the quality of SEND provision to include adaptive teaching strategies o Ensure staff have high expectations for children with SEND in all areas of the curriculum o Ensure teachers know how to adapt their teaching to meet the needs of all pupils in their class, including those with SEND – to include scaffolds and use of concrete resources/ dual coding to support learning o Develop a SEND quality assurance cycle – include work scrutiny and learning walks o Monitor data to ensure accuracy and that assessment processes are robust. Track data to ensure we are closing the gap academically/socially o TA training on specific interventions (ALK) o Develop a SEND governor framework o Implement a robust assessment structure for children with identified	LR	Half termly						

	SEND needs (Use of small steps planning to inform provision plans and pupil passports.										

	• Develop an internal coaching, monitoring and evaluation schedule led by members of SLT to enable evaluation of the curriculum implementation against very clear criteria
	  o Learning walks/ temperature checks
	  o Pupil work scrutiny
	  o Pupil voice
	  o Subject specific 'deep dive'
	  o Learning environment audit
	  o Formal lesson observations
		SC	Sept 2023							

	• Develop an external quality assurance model, led by Sarah Chamings	KB + SCh	Termly							

Action 3 - Curriculum implementation	• Implement the long term curriculum plan in all year groups with themes encompassing all subjects of the national curriculum.
	  o Curriculum AP to plan and deliver 6 staff training sessions focused on subject specific knowledge.
	  o Curriculum AP to plan and deliver 6 staff training sessions focused on
		PE	Half termly							

developing high quality implementation of curriculum plans for each year group and each half term. o Ensuring subject specific vocabulary is explicitly taught in each year group.									
• VP to ensure HPL principles are embedded in the following key areas of school o Extra-Curricular activities	SC	Sept 2023							
• Subject Leaders o AP with responsibility for curriculum to support and further develop non-core subject leaders with knowing their subject in depth o English – Katie A o Phonics – Emma Lewis o Reading for Pleasure – Simon Foreman o Maths – Lucie Martin o Science – Paul Emmett o Art and Design – Jess Milton o Computing – Megan O'Donnell o Design and Technology – Emily Griffiths o Geography – Owen Corkery + Millie Richardson o History – Linzi Patrick	PE	Termly							

	- Languages – Kay Hussain + Jenni Chuah - RE – Kay Hussain + Jenni Chuah - Music – Lucie Martin & Leeds Music Service - PE – Rory Thompson - PSHE – Chloe Wilson								
Action 4 **Further improve early reading and phonics**	• Phonics coaching to ensure all staff have regular, up to date in-depth knowledge of the school adopted scheme 'Floppy's Phonics'.	KA/EL	Weekly (monitor half termly)						
	• Weekly phonics reading meetings to take place to promote team practice	KA/EL	Weekly (monitor half termly)						
	• Texts linked to phonics phase o Ensure all pupils have an appropriate text linked to phonics phase	KA/EL	Oct 2023						

	• Further develop a love of reading by ensuring -
	  o each class read a class novel
	  o teachers display and use texts linked to current theme
	  o each class visit the library every week and select a book to take home
	  o Reading events scheduled throughout the year to engage children and families
		KA
		
		SF
			Oct 2023						

3. Behaviour & Attitudes:

a) All staff consistently and effectively demonstrate high expectations of pupils' behaviour, ensuring high standards of behaviour in all aspects of school life including 'unstructured' times.

b) Challenge poor attendance and reduce the number of pupils that are persistent absentees.

Success Criteria / Impact Measures		RAG Evaluation					
		HT1	HT2	HT3	HT4	HT5	HT6
Action 1 – Continue improvements to behaviour, attitudes and conduct.	Behaviour policy • All pupils display exemplary conduct when in school or on school trips. As measured by the number of						

	children not receiving reset meetings – Target 90%. Number of stamps to be above 1000 for every child. • Staff conduct to be exemplary, as measured by staff and pupil voice. • Reduction in FTS's - 2023 data – 13 FTS's (4 students)						
Action 2 – Continue work on learning behaviours.	Learning behaviours • All pupils consistently display strong learning behaviours through the HPL VAAs as an integral part of their approach. As measured by quantity of HPL stamps in books, 10 stamps evident each week. • Monitoring and analysis to ensure all VAAs are used proportionately across all demographics.						
Action 4 – Challenge poor attendance and reduce persistent absentee rates.	• Whole school attendance Whole school attendance is closing the gap to national – 93.4% (2023 school attendance 91.2%) Persistent absentee rates • Persistent Absentee Rates reduce from the 2022/23 percentage of 27.3% and is within 5% of the 2023 national figure of 19.5%.						

What actions will we take to achieve the priority?	How this will be achieved?	SLT Lead	Deadline	Key:	Not Yet Started	In Progress	Complete	Overdue	
				HT1	HT2	HT3	HT4	HT5	HT6
Action 1 – Maintain consistency and application of the Positive Behaviour Policy to ensure that pupils always demonstrate excellent behaviour and attitudes.	• Revisit PB policy in September 2023 with full staff training at the first training day of the year. Follow up with 5 further staff training sessions - 1each half term.	LM	Half Termly						
	• The Values, Attitudes, Attributes (VAAs) of HPL are used to explicitly teach learners the behaviours associated with high performance.	LM	Sept 2023						

	• Ensure children and parents are educated on bullying – assemblies, workshops, anti-bullying week, anti-bullying ambassadors, badge awards. • Pupil voice and Parent voice indicates a reduction in bullying incidents.	LM	Half termly								
Action 2 – Improve pupil's learning behaviours to ensure engagement in all areas of the curriculum.	• AP for Behaviour to continue to work with staff to ensure consistencies across school for routines (transitions, movement, learning environments, etc.)	LM	Half Termly								
Action 3 – Work towards closing the gap to national for whole school attendance.	• New attendance officer to receive additional induction support from attendance lead at LCA	KB + CL	Half termly								
	• Ensure effective systems are in place to challenge pupil's punctuality every day. Working alongside families who find this a challenge.	KB + CL	Weekly								
	• Attendance audit with the attendance network leads to QA processes and systems.	KB + CL	Termly								
	• The language of HPL: VAAs are used by the attendance team to mirror the work happening in classrooms	CL	Weekly								
Action 4 – Reduce persistent absentee rates across all year groups.	• Parents of pupils who are classed as 'persistent absentee' invited to a Panel meeting with the Principal and the Attendance Officer to discuss strategies and	KB + CL	Half termly								

	support to improve attendance.									
	• Ensure effective tracking and monitoring systems for PA's and identify support from 2gether cluster attendance lead where needed. This may result in families receiving a fine where necessary.	KB + CL	Half termly							

4) Personal Development:

a) Establish and maintain a broad extra-curricular programme and enrichment experiences that reflect a wide range of pupils' interests ensuring high levels of engagement from all children including SEND.

b) Consistently deliver a comprehensive PSHE programme (SCARF) which teaches pupils how to be active citizens with a strong awareness of the diverse nature of society and clear understanding of British Values, preparing pupils positively for life in modern Britain.

c) Refine the embedded PSHE programme (SCARF) with bespoke resources and experiences to benefit the school's unique community strengths and needs.

		RAG Evaluation					
Success Criteria / Impact Measures		**HT1**	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Action 1- Extra-curricular offer is available to all students	Attendance at extra-curricular activities exceeds 80% - including residentials.						
	Attendance at extra-curricular activities includes SEND, pupil premium and EAL children – 25% of the club						
	There are at least 8 clubs on offer for pupils to attend.						
Action 2 – Develop pupils' knowledge and understanding of British Values and how they make up our society	Explicit teaching of British Values through assemblies, PSHE and Pol-Ed.						
	British Values are woven into the whole school curriculum and are evident in subject documentation.						
	Pupil voice shows increased understanding of each British Value.						
Action 3 – Establish a culture of emotion coaching and better understanding of mental health and wellbeing	Pupil voice survey shows that 90% of pupils understand and display positive and respectful relationships.						
	Number of 'Resets' to decrease due to impact of emotion coaching.						
Action 4 – Develop the teaching of Protected Characteristics in PSHE and across the whole school curriculum	Usualising and normalising the protected characteristics across the curriculum						
	Pupils can articulate a clear understanding of the diverse nature of society.						

What actions will we take to achieve the priority?	**How this will be achieved?**	**SLT Lead**	**Deadline**	**Key:**	**Not Yet Started**	**In Progress**	**Complete**	**Overdue**	
				HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Action 1- Extra-curricular offer is available to all	• Registers to be taken at every session to enable	RT + CL	Registers- weekly						

students	tracking of pupils in order to improve attendance for key pupils – use Arbor.		Tracking - half termly						
	• Key students targeted and actions put in place to facilitate their regular attendance.	RT + CL	Half termly						
	• All children in Y4, Y5 + Y6 given the opportunity to go on a residential visit linked to their curriculum. Any barriers removed in order for this to happen such as cultural beliefs', financial constraints etc.	KB, PE + LM	Y6 – Oct 2023 Y4 – June 2024 Y5 – June 2024						
Action 2 – Develop pupils' knowledge and understanding of British Values and how they make up our society	• Explicit teaching of British Values through assemblies, PSHE and Pol-Ed.	SLT	Half termly						
	• Medium Term Plans show teachers' intent of where British Values can be taught across the curriculum.	LM + PE	Half termly						
Action 3 – Establish a culture of emotion coaching and better understanding of mental health and wellbeing.	• Embed opportunities for the explicit teaching of SMSC and modern British values across the academic curriculum.	LM + PE	Sept 2023						
	• Comprehensive plan across the year for assemblies to teach and celebrate the diversity of modern-day Britain.	SLT	Sept 2023						
	• Introduce a clear programme of pupil voice	KA, PE,LM	Sept 2023						

	• activities to gather student views to inform school improvement.								
	• Half-termly opportunities for each class to focus on wellbeing and ways we can maintain positive mental health.	LM + CW							
Action 4 – Develop the teaching of Protected Characteristics in PSHE and across the whole school curriculum	• Assemblies dedicated to teaching pupils about the protected characteristics.	SLT							
	• Support from SCARF and Diversity Role Models for staff CPD.	LM + CW							
	• Monitoring of behaviour incidents to ensure any form of abuse is dealt with in an appropriate manner.	LM							

Alder Tree Primary – key pupil results for 2023

2023 results and analysis – Alder Tree Primary

Early Years Results – Good Level of Development (GLD) 2019 to 2023				
	2019	**2021**	**2022**	**2023**
School result GLD	**50% (22/44)**	**59% (17/29)**	**57% (16/28)**	**66% (23/35)**
L e e d s r e s u l t	66%	NA	61%	%
National result	72%	NA	65%	**%**

Year 1 Phonics screening check 2019 to 2023				
	2019	**2021**	**2022**	**2023**
School result	**61% (31/51)**	**74% (31/42)**	**76% (28/37)**	**63% (20/32)**
Leeds result	79%	NA	76%	%
National result	82%	NA	76%	**%**

Year 2 Phonics screening check 2019 to 2023

Schools result	2021 Leeds	National result
	64%	

Key Stage 1 attainment summary

School and (national results)

	2021	
Reading	34%	57

Average scaled scores 2021		Average scaled scores 2022	Average scaled scores 2023
Reading	NA	Reading 90 (105)	Reading 101.8
Maths	NA	Maths 90 (104)	Maths 101.9
EGPS	NA	EGPS 90 (105)	EGPS 101.0
RWM	25%	52% (54%) 63% (%)	5% (6%) 15% (%)

Key Stage 2 attainment summary July 2021 to 2023 (national results in brackets)

	School and (national results) at age related expectations			School and (national results) at high attaining		
	2021	2022	2023	2021	2022	2023
Reading	40%	47% (75%)	63% (73%)	14%	7%	19%
Writing	37%	42% (69%)	68% (71%)	4%	4%	12%
Maths	37%	53% (71%)	67% (73%)	6%	9%	16%
EGPS		47% (72%)	58% (72%)		13%	16%
RWM combined	22%	35% (59%)	56% (59%)	2%	2% (7%)	7%