

The Boleyn Trust

Cleves Target Setting & Criteria 2017-2018

September 2017



Cleves Primary School Target Setting and Criteria

The target setting process provides the school leadership the opportunity to consider the following statements in our assessment cycle. *The assessment cycle given is set on the Assessment Timetable 2017/18 Matrix.*

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| 1. How well are we doing? | <i>Standards Committee September 2017</i> |
| 2. How do we compare with other schools? | <i>Comparison with NNLP Schools – FFT data</i> |
| 3. What more should we aim to achieve this year? | <i>Identify groups from the target setting process</i> |
| 4. What we must do to make it happen? | <i>School Improvement Plan</i> |
| 5. Taking action and reviewing progress | <i>Standards Committee Feb/June 2017</i> |

The Standards committee have reviewed in detail the outcomes for the children at Cleves Primary School. The overall picture is very positive; however we are still trying to diminish the differences between groups of pupils. For each of the four areas that the governors set targets for, a criterion is given, as to why the target is so.

KS2	2015-16			2016-17		
	Target	Actual	National	Target	Actual/Without HLSN	National
Expected +						
Reading	93	94	66	95	80/85.5	71
Writing	93	92	73	95	91.5/98.2	76
GPS	93	92	70	95	77/81.8	77
Maths	93	94	70	95	91.5/98.2	75
RWM	91	91	53	95	80/85	61

- The process of setting targets is completed using a range of data sources and a progress meeting with the class teacher. The school also looks to diminish the differences between groups of children
- The outcome in reading was well above the national.

	2015-16			2016-17		
	Target	Actual	National	Target	Actual	National
Greater Depth						
Reading	40	38	19	40	25/27.3	23
Writing	40	29	15	40	30/32	22
GPS	80	57	17	60	46/49	
Maths	55	48	17	55	34/36	32
Combined RWM		16	5	30	14/15	10

- The targets for children to achieve greater depth were based on previous outcomes. Although the children did well above the national in all areas at greater depth we have set ambitious targets to challenge and reflect the impact of the new curriculum and calibre of pupils achieving within those cohorts at a greater depth.

KS1

Expected +	2015-16			2016-17		
	Target	Actual	National	Target	Actual/without HLSN	National
Reading	93	91	74	95	89.5/94.4	74
Writing	93	91	66	95	89.5/94.4	65
Maths	93	91	73	95	89.5/94.4	73

- The outcomes for the year 2 children in the academic year 2016/17 were impressive. They were above national. The school proposes to maintain the achievement this coming year.

Greater Depth	2015-16			2016-17		
	Target	Actual	National	Target	Actual	National
Reading	40	40	24	40	37/39	24
Writing	40	34	13	40	33/35	13
Maths	40	34	18	40	37/39	18

- The new assessment introduced last academic year will take a number of years to settle. The target setting process for greater depth did not match the actual results. The school proposes to maintain the achievement of last year and is setting targets accordingly.

Phonics

	2014-15			2015-16					2016-17				
	% School	% Passed 4+ marks	% Passed National	% Pass Target	% Pass 4+ Target	% Passed actual	% Passed 4+ actual	% Passed National	% Pass Target	% Pass 4+ Target	% Passed actual	% Passed 4+ actual	% National
All	83	87	77	90	88	88	82	80.6	90	88	93	82	81
Girls	86	85	81	85	88	91	91	84	90	88	93	91	84
Boys	89	88	73	85	88	84	84	77	90	88	93	84	77

The impact of a systematic teaching of phonics has increased results in the last two years. This year we are focusing on the gender differential however there were 10 more boys than girls in this cohort and the HLN were all boys.

EYFS Good Level of Development (GLD)

	2014-15		2015-16			2016-17		
	% School	% National	% Target	% Actual	% National	% Target	% Actual	% National
All	81	66.3	90	88	69.3	94	88	69
Girls	85	74.3	90	83	76.8	94	90	76.8
Boys	79	58.6	90	93	62.1	94	86	62.1

The school has set further ambitious targets for EYFS this year we also are looking at the differences in boys and girls. Both do well above national there is still room for challenge and raising of the girls in this year's cohort.

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