

ALAMEDA MIDDLE SCHOOL



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SPRING 2023 DATA REPORT FOR GOVERNORS

Spring 2023 Data Report For Governors

The data included in this report comes at the end of the Spring term of 2023. Due to the global pandemic, there is no KS1 data for the current year 5 cohort. Nor are there any KS2 outcomes for year 8.

PKS – Pre Key Stage (Working at a standard below the key stage taught in)
WTS – Working towards standard
EXS – Expected standard for the year group
EXS+ - Above the expected standard for the year group
GDS – Greater depth standard

Glossary of Terms

QLA – Question level analysis

PPM – Pupil progress meetings

AR – Accelerated Reader

WAGOLL – What a good one looks like

QFT – Quality First Teaching

Year 5 Reading

Year 5	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	3	2%	3	2%	2	2%	1	1%	1	1%	2	2%	1	5%	0	0%	3	11%	3	10%
WTS	36	21%	30	18%	32	19%	19	22%	23	27%	11	13%	9	11%	8	36%	10	45%	13	48%	15	48%
EXS	74	43%	87	51%	81	47%	49	57%	46	53%	38	45%	35	41%	11	50%	11	50%	9	33%	9	29%
EXS+	0	0%	11	6%	14	8%	3	3%	4	5%	8	9%	10	12%	0	0%	0	0%	1	4%	1	3%
GDS	61	36%	40	23%	41	24%	13	15%	12	14%	27	32%	29	34%	2	9%	1	5%	1	4%	3	10%
Totals	171		171		171		86		86		85		85		22		22		27		31	

Context: Students are taught across 7 sets, including a GDS group and a nurture group. Reading is assessed using a SATs-style reading paper in order to prepare students for the end of Key Stage 2 SATs, as well as teacher assessment. Reading skills are taught throughout the SoW studied, with a dedicated reading lesson each week. Students also take part in Accelerated Reader to assist their progress with reading.

Strengths:

- 79% of the cohort are forecast for expected standard or better. This is in line with target (although 3 pupils are working below the standard of KS2)
- Percentage of girls forecast for GDS is broadly in line with target.

Priority Actions:

- After SATs, support and intervention for those working at PKS or WTS.
- Address the boy / girl gap at expected standard or above.
- Intervention for those targeted for GDS.
- After SATs, triangulation of PP pupil work (particularly with newer members of dept.) to validate assessment

Year 5 Writing

Year 5	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	6	4%	5	3%	4	5%	2	2%	2	2%	3	4%	2	9%	0	0%	6	22%	5	16%
WTS	26	15%	27	16%	32	19%	18	21%	23	27%	9	11%	9	11%	9	41%	10	45%	11	41%	13	42%
EXS	129	75%	116	68%	104	61%	59	69%	56	65%	57	67%	48	56%	11	50%	11	50%	10	37%	13	42%
EXS+	7	4%	16	9%	19	11%	3	3%	1	1%	13	15%	18	21%	0	0%	0	0%	0	0%	0	0%
GDS	9	5%	6	4%	11	6%	2	2%	4	5%	4	5%	7	8%	0	0%	1	5%	0	0%	0	0%
Totals	171		171		171		86		86		85		85		22		22		27		31	

Context: Writing tasks are planned into SoW with two assessments undertaken each half term, covering both fiction and non-fiction. Assessments are marked using the KS2 writing criteria - this allows for clear strengths and targets to be addressed.

Strengths:

- PP pupils who were forecast to be PKS in Autumn are now forecast WTS.
- Overall percentage of pupils forecast to be at EXS by end of Summer term is broadly in line with target.
- Expected + and greater depth forecasts surpass target.

Priority Actions:

- Moderation of writing to confirm teacher assessment and to give benchmark in order to prepare for end of KS2 standards next year,
- Address girl / boy gap

Year 5 Maths

Year 5	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	1	1%	2	1%	1	1%	1	1%	0	0%	1	1%	0	0%	0	0%	1	4%	2	7%
WTS	17	10%	22	13%	24	14%	12	14%	14	16%	10	12%	10	12%	6	27%	6	27%	11	41%	9	30%
EXS	112	65%	107	63%	101	59%	50	58%	46	53%	57	67%	55	65%	12	55%	14	64%	12	44%	16	53%
EXS+	20	12%	30	18%	20	12%	17	20%	14	16%	13	15%	6	7%	4	18%	2	9%	2	7%	2	7%
GDS	22	13%	11	6%	24	14%	6	7%	11	13%	5	6%	13	15%	0	0%	0	0%	1	4%	1	3%
Totals	171		171		171		86		86		85		85		22		22		27		30	

Context: Students are taught across 6 mixed-ability form groups and one GDS focus group, which is made up of pupils from all 6 form classes. Maths is assessed using end of topic tests as well as ongoing teacher assessment and classwork.

Strengths:

- Pupils forecast for GDS has risen in Spring term (now in line with target)
- Girls forecast GDS has risen significantly
- Minimal gap between boys and girls forecast for EXS or above.
- PP pupils forecast to achieve EXS or better is 73% .
- Return of long term absent staff member to provide consistency for class.
- Starters use retrieval practice.
- New homework system implemented to give pupils exposure to SATs style questions – better preparation for end of year 6 national tests.

Priority Actions:

- Careful consideration to be given to starters and gap lessons for group where teacher was absent, especially to cover the topic of fractions, where there are significant gaps.
- Subject leader to address over reliance of just WhiteRose resources in a few in cases. It is good practice to use a range of resources.
- Swap to enable current year 6 teachers to teach year 5 maths groups (June 2023). This will enable us to hit the ground running from September.

Year 5 Science

Year 5	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	2	1%	3	2%	1	1%	1	1%	1	1%	2	2%	0	0%	0	0%	2	7%	3	10%
WTS	25	15%	29	17%	46	27%	17	20%	27	31%	12	14%	19	22%	9	41%	13	59%	13	48%	15	48%
EXS	99	58%	105	61%	86	50%	48	56%	42	49%	57	67%	44	52%	11	50%	7	32%	9	33%	12	39%
EXS+	36	21%	29	17%	30	18%	17	20%	14	16%	12	14%	16	19%	1	5%	1	5%	1	4%	0	0%
GDS	11	6%	6	4%	6	4%	3	3%	2	2%	3	4%	4	5%	1	5%	1	5%	2	7%	1	3%
Totals	171		171		171		86		86		85		85		22		22		27		31	

Context: Students are taught in mixed-ability form groups. Data based on test, classwork and practical skills assessment.

Foundation Subjects

Strengths:

- Increased curriculum time has allowed staff to work on practical skills at a more suitable pace for the students.

Priority Actions:

- New subject leader to explore why the number of pupils now forecast for WTS has increased significantly since the Autumn term. (Most notably with boys)
- Focus on learning walks and teacher feedback need to prioritise how students are being challenged.
- Look at SEN and PP student data and discuss individuals with teaching staff to look at support strategies that are in place and what new strategies can be considered.
- Training for year 5 team to be organised to look at the enquiry approach of learning.
- New subject leader to work collaboratively with other local schools and assessment lead to improve the robustness of assessment in science.

Following the previous Headteacher's initiative for subject leaders to refrain from collecting, analysing and reporting foundation data, the new head teacher, together with the assessment lead and Vice Chair of Governors, met to discuss this.

Since Foundation subjects introduce students to a wide variety of skills and knowledge and also give a taster of what they enjoy and excel at doing, it is vital to help give pupils a clear idea of what they achieve well in to progress further in their education. This is particularly important as pupils make their option choices in the second term of year 9.

It was unanimously agreed that foundation data was needed.

Teachers now assess progress against the key skills set out in the programme of study for each subject. They take into account our curriculum's purpose and aims for those subjects, and assess whether pupils are meeting them.

Foundation Subject Target Setting in Year 5

- Targets were set in the first half of the Autumn term.
- We receive no Foundation data from lower schools and have found that for some pupils, it is the first time they were being taught some subjects.
- Not knowing the pupils on entry meant many subject leaders were cautious and as a result, few Year 5 pupils were targeted at Greater Depth.

It has been decided in future years, for Year 5 only, targets will be set at the start of the Spring term, once teachers have an idea of the capabilities of individuals.

Year 5 Art

Year 5	Target		All		Boys		Girls		PP		SEND	
Art			Spring		Spring		Spring		Spring		Spring	
WTS	5	3%	9	5%	8	9%	1	1%	6	27%	5	17%
EXS	127	74%	146	85%	76	88%	70	82%	16	73%	24	80%
EXS+	38	22%	16	9%	2	2%	14	16%	0	0%	1	3%
GDS	2	1%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	172		171		86		85		22		30	

Art is taught by subject specialists as a weekly discrete lesson.

All tasks are assessed using a combination of verbal, live marking, peer and teacher assessment. Sketchbooks and final pieces are assessed throughout each topic.

Year 5 Computing

Year 5	Target		All		Boys		Girls		PP		SEND	
Computing			Spring		Spring		Spring		Spring		Spring	
WTS	2	1%	10	6%	6	7%	4	5%	3	14%	8	27%
EXS	153	89%	149	87%	73	85%	76	89%	18	82%	22	73%
EXS+	11	6%	11	6%	6	7%	5	6%	1	5%	0	0%
GDS	5	3%	1	1%	1	1%	0	0%	0	0%	0	0%
Totals	171		171		86		85		22		30	

Computing is taught weekly.

Formative assessment opportunities are provided throughout each lesson. Summative assessment through multiple choice quizzes is a regular feature.

Year 5 DT

Year 5	Target		All		Boys		Girls		PP		SEND	
DT			Spring		Spring		Spring		Spring		Spring	
WTS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
EXS	172	100%	172	100%	87	100%	85	100%	23	100%	31	100%
EXS+	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
GDS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	172		172		87		85		23		31	

DT is taught on a termly rotation.

Targets are set with a view that all pupils will meet expected standard in that term. i.e. they create a Pocket Game made from acrylic, make various recipes using oven and hob, create a Hand Puppet made from felt.

Year 5 French

Year 5	Target		All		Boys		Girls		PP		SEND	
French			Spring		Spring		Spring		Spring		Spring	
WTS	38	22%	37	22%	25	29%	12	14%	7	32%	13	43%
EXS	112	65%	110	64%	55	64%	55	65%	14	64%	16	53%
EXS+	22	13%	24	14%	6	7%	18	21%	1	5%	1	3%
GDS	0	0%	0	0%	0	0%	0	0%		0%	0	0%
Totals	172		171		86		85		22		30	

French is taught weekly.

Assessment at end of 6-week topic of work are provided. Assessments focus on vocabulary recall and builds up to writing short sentences from memory

Year 5 Geography

Year 5	Target		All		Boys		Girls		PP		SEND	
Geography			Spring		Spring		Spring		Spring		Spring	
WTS	22	13%	21	12%	14	16%	7	8%	6	27%	12	40%
EXS	129	75%	126	74%	62	72%	64	75%	15	68%	18	60%
EXS+	20	12%	24	14%	10	12%	14	16%	1	5%	0	0%
GDS	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	172		171		86		85		22		30	

A geography topic is taught for half of each term, alternating with a history topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 5 History

Year 5	Target		All		Boys		Girls		PP		SEND	
History			Spring		Spring		Spring		Spring		Spring	
WTS	22	13%	21	12%	14	16%	7	8%	6	27%	12	40%
EXS	129	75%	126	74%	62	72%	64	75%	15	68%	18	60%
EXS+	20	12%	24	14%	10	12%	14	16%	1	5%	0	0%
GDS	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	172		171		86		85		22		30	

A history topic is taught for half of each term, alternating with a geography topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 5 Music

Year 5	Target		All		Boys		Girls		PP		SEND	
Music			Spring		Spring		Spring		Spring		Spring	
WTS	11	6%	13	8%	10	12%	3	4%	4	18%	5	17%
EXS	151	88%	148	87%	75	87%	73	86%	17	77%	25	83%
EXS+	10	6%	10	6%	1	1%	9	11%	1	5%	0	0%
GDS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	172		171		86		85		22		30	

Music is taught weekly.

Baseline data is collected at the start of the autumn term in year 5. Group work is assessed through peer and self assessment, recordings and teacher view on work in progress and “in the moment” feedback. There is a focus on enjoying music and music making in year 5.

Year 5 PE

Year 5	Target		All		Boys		Girls		PP		SEND	
PE			Spring		Spring		Spring		Spring		Spring	
WTS	3	2%	5	3%	3	3%	2	2%	2	9%	4	13%
EXS	165	96%	160	94%	79	92%	81	95%	19	86%	26	87%
EXS+	1	1%	5	3%	3	3%	2	2%	1	5%	0	0%
GDS	3	2%	1	1%	1	1%	0	0%	0	0%	0	0%
Totals	172		171		86		85		22		30	

PE is taught twice per week.

Teacher assessment is made based on Head (knowledge and understanding), Heart (attitudes to learning) and Hands (physical ability)

Year 5 RE

Year 5	Target		All		Boys		Girls		PP		SEND	
RE			Spring		Spring		Spring		Spring		Spring	
WTS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
EXS	163	95%	163	95%	85	98%	78	92%	23	100%	29	94%
EXS+	9	5%	9	5%	2	2%	7	8%	0	0%	2	6%
GDS	0	0%	0	0%	0	0%		0%	0	0%	0	0%
Totals	172		172		87		85		23		31	

RE topics are taught for half of each term, alternating with a PSHCE topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

Year 6 Mock SATs Analysis Spring 2023.

Reading	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	75%		28%	
Alameda Outcomes 2022	76%	135	26%	46
February 2022 Mock	65%	115	17%	30
February 2023 Mock	60%	110	17%	31
Oct 2021 Mock	56%	100	15%	27
Oct 2022 Mock	45%	82	11%	20

Context:

- Pupils sat the 2019 KS2 Reading paper

Strengths:

- Good progress (15%) increase in pupils at ARE since Autumn mock test.
- Percentages at GDS are in line with previous year.
- Target pupils identified for quality intervention with experienced teacher.

Reading	All (183)		Boys (85)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Targets 2022/23	86% (157)	34% (63)	83% (71)	38% (33)	88% (86)	31% (30)	77% (10)	38% (5)	67% (29)	16% (7)
KS1	84% (154)	36% (66)	80% (69)	33% (28)	87% (85)	39% (38)	85% (11)	31% (4)	60% (26)	14% (6)
End Y5 English GL	59% (106)	28% (52)	52% (45)	30% (26)	62% (61)	27% (26)	46% (6)	15% (2)	23% (10)	9% (4)
November Mock SATs AT ARE+/GD	45% (82)	11% (20)	43% (37)	9% (8)	46% (45)	12% (12)	31% (4)	0%	14% (6)	2% (1)
February Mock SATs AT ARE+/GD	60% (110)	17% (31)	55% (47)	16% (14)	64% (63)	17% (17)	46% (6)	0%	23% (10)	5% (2)

Priority Actions:

- Work with underachieving boys to diminish the current gap with girls at ARE or above
- Raise attainment of PP pupils

Use gap analysis for those students 'not on track for target' and share with key teaching staff

Writing	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	69%		13%	
Alameda Outcomes 2022	70%	125	3%	5
February 2022 Mock Forecast	58%	103	0%	0
February 2023 Mock Forecast	75%	138	8%	14
Oct 2021 Mock Forecast	64%	114	0%	0
Oct 2022 Mock Forecast	75%	138	8%	14

Context:

- Autumn writing forecasts have been used as writing assessments are updated at end of Spring term, when more evidence to support judgments across a range of genre have been marked and moderated by the English team.

Strengths:

- Current forecasts are above 2022 writing assessment outcomes.
- Current forecasts exceed 2022 national outcomes.

Priority Actions:

- Assess and moderate pupil's written work.
- Moderation of writing from other curriculum subjects.

Writing	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Autumn Forecast	75% (138)	8% (14)	65% (55)	7% (6)	85% (83)	8% (8)	77% (10)	8% (1)	40% (17)	12% (5)

SPAG	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	72%		28%	
Alameda Outcomes 2022	65%	116	20%	35
February 2022 Mock	47%	85	0%	0
February 2023 Mock	51%	93	8%	15
Oct 2021 Mock	35%	62	0%	0
Oct 2022 Mock	37%	67	7%	12

Context:

- Pupils sat 2019 KS2 Spelling, Grammar and Punctuation tests.

Strengths:

- Good progress (16%) since the Autumn mock tests of cohort as a whole.

Priority Actions:

- Ensure SPAG is also targeted for intervention as well as reading and writing to reach national standards which were missed last year.
- Prioritise PP pupils for SPAG intervention as mock data indicates stalled progress of this group.
- Diminish boy / girl gap for pupils achieving ARE.

SPAG	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
November Mock SATs AT ARE+/GD	35% (64)	7% (12)	33% (28)	7% (6)	37% (36)	6% (6)	23% (3)	8% (1)	14% (6)	0%
February Mock SATs AT ARE+/GD	51% (92)	8% (15)	42% (36)	9% (8)	57% (56)	7% (7)	23% (3)	8% (1)	19% (8)	0%

Maths	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	71%		23%	
Alameda Outcomes 2022	63%	112	11%	19
February 2022 Mock	45%	79	7%	12
February 2023 Mock	45%	83	6%	11
Oct 2021 Mock	25%	45	3%	5
Oct 2022 Mock	29%	53	0%	0

Context:

- Pupils sat 2022 KS2 Arithmetic, Reasoning 2 and Reasoning 3 papers.

Strengths:

- Good increase in percentage of pupils at ARE (16%) and GDS (6%)
- Steady progress made by pupils with SEND
- Classes have already been mixed to work to the strengths of the teachers and the needs of the pupils.

Priority Actions:

- Intervention / support focus for 29 pupils. An additional 24 pupils are on track to target naturally, but will remain a focus in class.
- Diminish the difference between boys and girls
- Target PP pupils who, with support, good achieve ARE

Maths	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Targets 2022/23	90% (165)	33% (61)	83% (71)	40% (34)	96% (94)	28% (27)	92% (12)	15% (2)	70% (30)	12% (5)
KS1	83% (153)	31% (57)	79% (67)	37% (32)	88% (86)	26% (25)	77% (10)	15% (2)	53% (23)	12% (5)
End Y5 Maths GL	48% (89)	23% (43)	52% (45)	31% (27)	45% (44)	16% (16)	54% (7)	8% (1)	23% (10)	1% (4)
November Mock SATs AT ARE+/GD	29% (53)	0%	35% (30)	0%	23% (23)	0%	23% (3)	0%	12% (5)	0%
February Mock SATs AT ARE+/GD	45% (83)	6% (11)	52% (44)	9% (8)	40% (39)	3% (3)	31% (4)	0%	26% (11)	0%

Year 6 Science

Year 6	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
WTS	32	17%	50	27%	38	21%	27	31%	22	26%	23	23%	16	16%	4	31%	3	17%	25	58%	25	52%
EXS	88	48%	86	47%	73	40%	34	40%	24	29%	52	53%	49	50%	5	38%	8	44%	15	35%	13	27%
EXS+	25	14%	31	17%	37	20%	13	15%	18	21%	18	18%	19	19%	3	23%	4	22%	2	5%	6	13%
GDS	39	21%	17	9%	34	19%	12	14%	20	24%	5	5%	14	14%	1	8%	3	17%	1	2%	4	8%
Totals	184		184		182		86		84		98		98		13		18		43		48	

Context: Students are taught in mixed-ability form groups. Data based on test, classwork and practical skills assessment.

Strengths:

- PP students generally continue to perform in line with their non PP peers.
- Boys forecast for EXS+ and GDS is encouraging.
- Percentage of pupils forecast for GD as increased since the Autumn term.

Priority Actions:

- Identify WTS and GDS targeted students and those students with SEN who are underperforming and hold PPM with teaching staff to look at strategies for improving progress.
- Develop homework tasks that will support the embedding of key knowledge - ongoing
- Continue to support un-qualified teacher.
- New subject leader to work collaboratively with other local schools and assessment lead to improve the robustness of assessment in science.

Year 6 Art

Year 6	Target		All		Boys		Girls		PP		SEND	
Art			Spring		Spring		Spring		Spring		Spring	
WTS	1	1%	0	1%	0	0%	0	0%	0	0%	0	0%
EXS	169	92%	182	92%	84	99%	98	100%	18	100%	44	98%
EXS+	10	5%	1	5%	1	1%	0	0%	0	0%	1	2%
GDS	3	2%	0	2%	0	0%	0	0%	0	0%	0	0%
Totals	183		183		85		98		18		45	

Art is taught by subject specialists as a weekly discrete lesson.

All tasks are assessed using a combination of verbal, live marking, peer and teacher assessment. Sketchbooks and final pieces are assessed throughout each topic.

Year 6 Computing

Year 6	Target		All		Boys		Girls		PP		SEND	
Computing			Spring		Spring		Spring		Spring		Spring	
WTS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
EXS	183	100%	182	99%	85	100%	97	99%	18	100%	45	100%
EXS+	0	0%	1	1%	0	0%	1	1%	0	0%	0	0%
GDS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	183		183		85		98		18		45	

Computing is taught weekly. The subject leader has been on maternity leave since October.

Formative assessment opportunities are provided throughout each lesson. Summative assessment through multiple choice quizzes is a regular feature.

Year 6 DT

Year 6	Target		All		Boys		Girls		PP		SEND	
DT			Spring		Spring		Spring		Spring		Spring	
WTS	0	0%	10	5%	7	8%	3	3%	2	11%	3	7%
EXS	179	98%	164	90%	73	86%	91	93%	16	89%	40	89%
EXS+	4	2%	9	5%	5	6%	4	4%	0	0%	2	4%
GDS	0	0%	0	0%	0	0%		0%	0	0%	0	0%
Totals	183		183		85		98		18		45	

DT is taught on a termly rotation.

Targets are set with a view that all pupils will meet expected standard in that term. i.e. they create a pencil holder, make various recipes using oven and hob, use a sewing machine and create a pencil case.

Year 6 French

Year 6	Target		All		Boys		Girls		PP		SEND	
French			Spring		Spring		Spring		Spring		Spring	
WTS	37	20%	44	24%	24	28%	20	20%	7	39%	21	47%
EXS	93	51%	105	57%	48	56%	57	58%	8	44%	20	44%
EXS+	49	27%	33	18%	13	15%	20	20%	3	17%	4	9%
GDS	4	2%	1	1%	0	0%	1	1%	0	0%	0	0%
Totals	183		183		85		98		18		45	

French is taught weekly.

Assessment at end of 6-week topic of work are provided. Assessments focus on vocabulary recall and builds up to writing short sentences from memory

Year 6 Geography

Year 6	Target		All		Boys		Girls		PP		SEND	
Geography			Spring		Spring		Spring		Spring		Spring	
WTS	42	23%	52	29%	36	43%	16	16%	7	39%	32	73%
EXS	97	53%	87	48%	32	38%	55	56%	8	44%	9	20%
EXS+	30	16%	33	18%	12	14%	21	21%	3	17%	3	7%
GDS	14	8%	10	5%	4	5%	6	6%	0	0%	0	0%
Totals	183		182		84		98		18		44	

A geography topic is taught for half of each term, alternating with a history topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 6 History

Year 6	Target		All		Boys		Girls		PP		SEND	
History			Spring		Spring		Spring		Spring		Spring	
WTS	42	23%	52	29%	36	43%	16	16%	7	39%	32	73%
EXS	97	53%	87	48%	32	38%	55	56%	8	44%	9	20%
EXS+	30	16%	33	18%	12	14%	21	21%	3	17%	3	7%
GDS	14	8%	10	5%	4	5%	6	6%	0	0%	0	0%
Totals	183		182		84		98		18		44	

A history topic is taught for half of each term, alternating with a geography topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 6 Music

Year 6	Target		All		Boys		Girls		PP		SEND	
Music			Spring		Spring		Spring		Spring		Spring	
WTS	7	4%	8	4%	7	8%	1	1%	1	6%	4	9%
EXS	131	72%	156	85%	71	84%	85	87%	17	94%	40	89%
EXS+	38	21%	16	9%	6	7%	10	10%	0	0%	0	0%
GDS	7	4%	3	2%	1	1%	2	2%	0	0%	1	2%
Totals	183		183		85		98		18		45	

Music is taught weekly.

Regular dictation of rhythms. Self and peer assessment used in group performances of “sevens” piece and polyrhythm piece. Listening exercises marked and differentiation by outcome appropriate in keyboard topic.

Year 6 PE

Year 6	Target		All		Boys		Girls		PP		SEND	
PE			Spring		Spring		Spring		Spring		Spring	
WTS	0	0%	4	2%	2	2%	2	2%	1	6%	2	4%
EXS	156	85%	165	90%	81	95%	84	86%	16	89%	43	96%
EXS+	16	9%	9	5%	2	2%	7	7%	1	6%	0	0%
GDS	11	6%	5	3%	0	0%	5	5%	0	0%	0	0%
Totals	183		183		85		98		18		45	

PE is taught twice per week.

Teacher assessment is made based on Head (knowledge and understanding), Heart (attitudes to learning) and Hands (physical ability)

Year 7

Year 7 Reading

Year 7	Target		All				Boys				Girls				PP				SEN				KS2	
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring			
PKS	0	0%	2	1%	0	0%	1	1%	0	0%	1	1%	0	0%	2	8%	0	0%	2	7%	0	0%	1	1%
WTS	23	13%	25	14%	25	14%	16	17%	17	17%	9	10%	8	9%	7	29%	10	37%	14	48%	16	48%	38	22%
EXS	67	37%	94	52%	112	61%	56	58%	63	64%	38	44%	49	56%	11	46%	14	52%	10	34%	16	48%	88	51%
EXS+	31	17%	36	20%	24	13%	16	17%	12	12%	20	23%	12	14%	2	8%	1	4%	3	10%	1	3%	0	0%
GDS	62	34%	25	14%	24	13%	7	7%	6	6%	18	21%	18	21%	2	8%	2	7%	0	0%	0	0%	47	27%
Totals	183		182		185		96		98		86		87		24		27		29		33		174	

Context: Students are taught in one of six mixed-ability groups. Reading is assessed using an adapted form of GCSE style English or English Literature reading paper (in order to prepare students for the KS4) as well as teacher assessment. Reading skills are taught throughout the SOW studied, with a dedicated reading lesson each week. Students also take part in AR to assist their progress with reading

Strengths:

- Pupils continue to be given the opportunity to consolidate KS2 skills and transfer these to KS3 essay-writing skills
- 86% of pupils forecast to achieve EXS or better.

Priority Actions:

- Students targeted GDS and not on-track to achieve this identified for QFT in-class targeting and/ or challenge group support (2 sessions of challenge group support available each week)
- Address the boy / girl gap at those targeted for expected standard and greater depth.
- Support to continue in identifying students needing to be targeted in reading lessons for targeted teacher input with developing inference skills
- Ensure quality teaching of group where there is long term sickness absence (second in dept)
- Support given to inexperienced teacher with robust assessment.

Year 7 Writing

Year 7	Target		All				Boys				Girls				PP				SEN				KS2	
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring			
PKS	0	0%	2	1%	0	0%	1	1%	0	0%	1	1%	0	0%	2	8%	0	0%	2	7%	0	0%	5	3%
WTS	35	19%	38	21%	37	20%	24	25%	24	24%	14	16%	13	15%	8	33%	11	41%	15	52%	17	52%	41	23%
EXS	113	62%	109	60%	116	63%	60	63%	66	67%	49	57%	50	57%	13	54%	13	48%	12	41%	16	48%	124	70%
EXS+	5	3%	16	9%	15	8%	6	6%	4	4%	10	12%	11	13%	0	0%	1	4%	0	0%	0	0%	0	0%
GDS	30	16%	17	9%	17	9%	5	5%	4	4%	12	14%	13	15%	1	4%	2	7%	0	0%	0	0%	6	3%
Totals	183		182		185		96		98		86		87		24		27		29		33		176	

Context: Writing tasks are planned into SOW with an assessment undertaken each half term. Writing tasks cover both fiction and non-fiction. Assessments are marked using adapted GCSE writing criteria - this allows for clear strengths and targets to be addressed as well as encouraging students to become familiar with the language and structure of the GCSE criteria.

Strengths:

- Pupils forecast to achieve expected standard or above is in line with targets
- Work with PKS pupil premium pupils has meant progress to WTS

Priority Actions:

- SEND/ PP PKS pupils receiving support to continue.
- Targeted intervention of greater depth writers needed.
- Continue to build writing tasks in to each lesson as part of consolidation work
- Staff CPD needed in use of scaffolding and support resources to aid pupils with writing – use triad work and department meeting time to work on this target area
- Support given to inexperienced teacher with robust assessment.

Year 7 Maths

Year 7	Target		All				Boys				Girls				PP				SEN				KS2	
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring			
PKS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%
WTS	20	11%	33	18%	35	19%	20	21%	17	17%	13	15%	18	21%	11	46%	12	44%	19	66%	21	64%	59	34%
EXS	80	43%	88	48%	74	40%	48	49%	40	41%	40	47%	34	39%	9	38%	11	41%	8	28%	9	27%	94	54%
EXS+	54	29%	40	22%	45	24%	16	16%	24	24%	24	28%	21	24%	4	17%	4	15%	1	3%	2	6%	0	0%
GDS	30	16%	22	12%	31	17%	13	13%	17	17%	9	10%	14	16%	0	0%	0	0%	1	3%	1	3%	19	11%
Totals	184		183		185		97		98		86		87		24		27		29		33		173	

Context: Students are taught in sets, comprising 2 more able groups, 3 parallel expected standard groups, one lower attaining group and a small nurture group. Assessment is based on a mixture of in class formative assessment, independent work, pupil ability to retain and recall information and summative assessment.

Strengths:

- 81% of the cohort are forecast to achieve EXS or above.
- Changes to the scheme of work to support the mastery approach have meant that topics are covered over 3-4 weeks. This has supported in embedding key knowledge.
- More able sets are better stretched with a range of extension and enrichment activities, thus improving GDS forecast.
- Lower attaining pupils are benefitting from a small nurture style group, building functional life skills in maths.
- Intervention teacher has been working in lessons to provide instant support to PP pupils.
- Non-specialist teacher has completed teaching maths for non-specialist course and is far more confident in delivering the subject.

Priority Actions:

- Starter activities to continue to focus on retrieval of prior objectives to ensure fluent recall of skill.
- Second in maths identified new homework system. (Research for this included pupil and parent voice).

Year 7 Science

Year 7	Target		All				Boys				Girls				PP				SEN				KS2	
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring			
PKS	0	0%	2	1%	1	1%	1	1%	1	1%	1	1%	0	0%	2	8%	1	4%	2	7%	1	3%	1	1%
WTS	34	18%	55	30%	54	29%	35	36%	32	33%	20	23%	22	25%	14	58%	16	59%	18	62%	8	25%	57	32%
EXS	93	51%	89	48%	82	44%	42	43%	41	42%	47	54%	41	47%	7	29%	8	30%	7	24%	22	69%	83	46%
EXS+	30	16%	29	16%	34	18%	14	14%	18	18%	15	17%	16	18%	1	4%	2	7%	2	7%	1	3%	33	18%
GDS	27	15%	9	5%	14	8%	5	5%	6	6%	4	5%	8	9%	0	0%	0	0%	0	0%	0	0%	5	3%
Totals	184		184		185		97		98		87		87		24		27		29		32		179	

Context: Science is taught across 6 mixed-ability groups. Data based on test, classwork and practical skills assessment.

Strengths

- Percentage of pupils forecast for GDS increased since Autumn term.

Priority Actions:

- Ensure staff are embedding opportunities for practicing exam technique into their lessons – use of the ten-minute test booklets.
- Support member of staff who has had some prolonged absence with their return to work.
- Succession planning for handover to new subject leader.
- Continue with retrieval work to support the embedding of key knowledge.
- Target questioning and support in class for those currently not on track for end of year target.
- New subject leader to work collaboratively with other local schools and assessment lead to improve the robustness of assessment in science.

Year 7 Art

Year 7	Target		All		Boys		Girls		PP		SEND	
Art			Spring		Spring		Spring		Spring		Spring	
WTS	9	5%	13	7%	13	13%	0	0%	4	15%	10	32%
EXS	110	59%	139	75%	81	83%	58	67%	20	74%	19	61%
EXS+	54	29%	33	18%	4	4%	29	33%	3	11%	2	6%
GDS	12	6%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	185		185		98		87		27		31	

Art is taught by subject specialists as a weekly discrete lesson.

All tasks are assessed using a combination of verbal, live marking, peer and teacher assessment. Sketchbooks and final pieces are assessed throughout each topic.

Year 7 Computing

Year 7	Target		All		Boys		Girls		PP		SEND	
Computing			Spring		Spring		Spring		Spring		Spring	
WTS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
EXS	185	100%	185	100%	98	100%	87	100%	27	100%	31	100%
EXS+	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
GDS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	185		185		98		87		27		31	

Computing is taught weekly. The subject leader has been on maternity leave since October with lessons being covered by a supply teacher (covering maternity leave)

Formative assessment opportunities are provided throughout each lesson. Summative assessment through multiple choice quizzes is a regular feature. More robust assessment at the greater depth end is expected upon the return of the subject leader.

Year 7 DT

Year 7	Target		All		Boys		Girls		PP		SEND	
DT			Spring		Spring		Spring		Spring		Spring	
WTS	7	4%	16	9%	13	13%	3	3%	7	26%	10	33%
EXS	160	87%	148	80%	78	80%	70	80%	20	74%	20	67%
EXS+	15	8%	18	10%	5	5%	13	15%	0	0%	0	0%
GDS	2	1%	2	1%	1	1%	1	1%	0	0%	0	0%
Totals	184		184		97		87		27		30	

DT is taught on a termly rotation.

Targets are set with a view that all pupils will meet expected standard in that term. i.e. they create a night light, students make various recipes using oven and hob. Students are taught to follow key steps to create various types of food. There is a big focus on independence, perseverance and problem-solving skills in this topic., use a sewing machine and create a cushion cover.

Year 7 French

Year 7	Target		All		Boys		Girls		PP		SEND	
French			Spring		Spring		Spring		Spring		Spring	
WTS	17	9%	28	16%	17	18%	11	13%	10	38%	12	46%
EXS	93	52%	73	41%	49	53%	24	28%	11	42%	8	31%
EXS+	47	26%	55	31%	19	20%	36	41%	4	15%	4	15%
GDS	23	13%	24	13%	8	9%	16	18%	1	4%	2	8%
Totals	180		180		93		87		26		26	

French is taught weekly by a subject specialist.

Assessment activities are carried out termly at the end of each topic area with half way point mini assessments designed to spot and correct any major misconceptions in learning.

Year 7 Geography

Year 7	Target		All		Boys		Girls		PP		SEND	
Geography			Spring		Spring		Spring		Spring		Spring	
WTS	18	10%	24	13%	15	16%	9	10%	8	30%	12	41%
EXS	138	75%	126	69%	69	72%	57	66%	15	56%	14	48%
EXS+	27	15%	32	17%	12	13%	20	23%	4	15%	3	10%
GDS	1	1%	1	1%	0	0%	1	1%	0	0%	0	0%
Totals	184		183		96		87		27		29	

Geography is taught twice per week.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 7 History

Year 7	Target		All		Boys		Girls		PP		SEND	
History			Spring		Spring		Spring		Spring		Spring	
WTS	14	23%	28	15%	19	20%	9	10%	11	41%	13	43%
EXS	132	53%	116	63%	60	62%	56	64%	15	56%	15	50%
EXS+	34	16%	33	18%	18	19%	15	17%	1	4%	1	3%
GDS	4	8%	7	4%	0	0%	7	8%	0	0%	1	3%
Totals	184		184		97		87		27		30	

History is taught twice per week.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 7 Music

Year 7	Target		All		Boys		Girls		PP		SEND	
Music			Spring		Spring		Spring		Spring		Spring	
WTS	1	1%	1	1%	0	0%	1	1%	1	4%	1	3%
EXS	152	82%	156	84%	81	83%	75	86%	23	85%	28	90%
EXS+	24	13%	27	15%	16	16%	11	13%	3	11%	2	6%
GDS	8	4%	1	1%	1	1%	0	0%	0	0%	0	0%
Totals	185		185		98		87		27		31	

Music is taught weekly by a subject specialist.

Assessment is in pairs with notes on work in progress and instant feedback as well as recording at key moments. Work in progress is assessed as teacher circulates with instant feedback and recorded feedback. Listening assessments are marked.

Year 7 PE

Year 7	Target		All		Boys		Girls		PP		SEND	
PE			Spring		Spring		Spring		Spring		Spring	
WTS	1	1%	5	3%	1	1%	4	5%	2	7%	3	10%
EXS	135	73%	121	66%	88	91%	33	38%	19	70%	22	73%
EXS+	17	9%	38	21%	8	8%	30	34%	5	19%	3	10%
GDS	31	17%	20	11%	0	0%	20	23%	1	4%	2	7%
Totals	184		184		97		87		27		30	

PE is taught twice per week.

Teacher assessment is made based on Head (knowledge and understanding), Heart (attitudes to learning) and Hands (physical ability)

Year 7 RE

Year 7	Target		All		Boys		Girls		PP		SEND	
RE			Spring		Spring		Spring		Spring		Spring	
WTS	11	6%	13	7%	10	10%	3	3%	6	22%	9	29%
EXS	152	82%	157	85%	80	82%	77	89%	21	78%	21	68%
EXS+	19	10%	15	8%	8	8%	7	8%	0	0%	1	3%
GDS	3	2%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	185		185		98		87		27		31	

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

Year 8 Reading

Year 8	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	2	1%	0	0%	2	2%	0	0%	0	0%	0	0%	0	0%	0	0%	2	6%	0	0%
WTS	16	9%	15	8%	17	9%	10	12%	10	12%	5	5%	7	7%	5	25%	3	12%	9	27%	12	34%
EXS	79	43%	106	57%	106	58%	47	56%	52	63%	59	58%	54	53%	11	55%	19	73%	21	64%	23	66%
EXS+	23	12%	23	12%	28	15%	15	18%	13	16%	8	8%	15	15%	3	15%	4	15%	1	3%	0	0%
GDS	67	36%	39	21%	33	18%	10	12%	8	10%	29	29%	25	25%	1	5%	0	0%	0	0%	0	0%
Totals	185		185		184		84		83		101		101		20		26		33		35	

Context: Students are taught in one of 7 groups for English: 2 higher attainment groups, 4 target EXS/ EXS+ groups; 1 nurture group. Reading is assessed using an adapted form of GCSE style English or English Literature reading paper (in order to prepare students for the KS4) as well as teacher assessment. Reading skills are taught throughout the SOW studied, with a dedicated reading lesson each week. Students also take part in AR to assist their progress with reading.

Strengths:

- Percentage of PP pupils on track for EXS or better is broadly in line with non-PP peers.
- Pupils on track for EXS– smaller, ability set teaching groups have positive impact
- Retrieval tasks - with specifically planned in retrieval and consolidation tasks every lesson

Priority Actions:

- GDS target pupils not on-track to target
- Pupils identified and targeted for intervention in Summer term
- Moderation of work with Woodlands and Redborne to secure assessment process for new staff to department and ECT
- Triad work to look at stretch and challenge for all abilities
- CPD around use of context in reading responses for staff to then inform teaching to improve student skill with doing so – important for GDS target pupils
- Ensure quality teaching of group where there is long term sickness absence (second in dept)
- Support given to inexperienced teacher with robust assessment.

Year 8 Writing

Year 8	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	2	1%	0	0%	2	2%	0	0%	0	0%	0	0%	0	0%	0	0%	2	6%	0	0%
WTS	24	13%	21	11%	23	13%	14	17%	15	18%	7	7%	8	8%	7	35%	5	19%	11	33%	13	37%
EXS	107	58%	108	58%	109	59%	48	57%	50	60%	60	59%	59	58%	8	40%	17	65%	19	58%	21	60%
EXS+	16	9%	24	13%	32	17%	12	14%	14	17%	12	12%	18	18%	5	25%	4	15%	1	3%	1	3%
GDS	38	21%	30	16%	20	11%	8	10%	4	5%	22	22%	16	16%	0	0%	0	0%	0	0%	0	0%
Totals	185		185		184		84		83		101		101		20		26		33		35	

Context: Students are taught in one of 7 groups for English: 2 higher attainment groups, 4 target EXS/ EXS+ groups; 1 nurture group. Writing tasks are planned into SOW with an assessment undertaken each half term. Writing tasks cover both fiction and non-fiction. Assessments are marked using adapted GCSE writing criteria - this allows for clear strengths and targets to be addressed as well as encouraging students to become familiar with the language and structure of the GCSE criteria.

Strengths:

- 87% of cohort on track to achieve EXS or above (in line with target)
- Support of PKS pupils has supported their transition to WTS
- Good progress of PP pupils from WTS to EXS

Priority Actions:

- GDS Boys intervention.
- Pupils identified and targeted for intervention in Summer
- Moderation of work with Woodlands and Redborne to secure assessment process for new staff to department and ECT
- Planning work with new member of staff to department looking at building writing stamina in nurture group pupils.
- Support given to inexperienced teacher with robust assessment.

Year 8 Maths

Year 8	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
WTS	25	14%	35	19%	34	19%	16	19%	19	23%	19	19%	15	15%	12	46%	13	50%	15	47%	13	39%
EXS	74	40%	71	39%	60	33%	29	35%	20	24%	42	42%	40	40%	9	35%	8	31%	15	47%	12	36%
EXS+	44	24%	36	20%	46	25%	23	28%	27	33%	13	13%	19	19%	2	8%	2	8%	2	6%	8	24%
GDS	41	22%	41	22%	43	23%	15	18%	16	20%	26	26%	27	27%	3	12%	3	12%	0	0%	0	0%
Totals	184		183		183		83		82		100		101		26		26		32		33	

Context: Students are taught in sets, comprising 2 more able groups, 3 parallel expected standard groups, one lower attaining group and a small nurture group. Assessment is based on a mixture of in class formative assessment, independent work, pupil ability to retain and recall information and summative assessment.

Strengths:

- 81% of cohort forecast for EXS or above.
- Percentage of girls forecast for WTS has reduced.
- Pupils attaining GDS is in line with target
- Forecast for pupils with SEND are improving.
- New teacher for nurture group ensuring support with basic functional maths skills.
- Retrieval objectives from prior learning will continue to be a focus in starter activities to ensure recall and retention.

Priority Actions:

- In class intervention changed to support Year 6 pupils towards SATs. Targeted intervention of PP pupils who are currently forecast for WTS but are targeted EXS to start again from end of May.
- Opportunities for procedural variation is, and will continue to be embedded in planning and resources. This will continue to ensure pupils' experience in solving problems is manifested by the richness of varying problems and the variety of transferring strategies. This is particularly important for stretching pupils.
- Second in maths identified innovative, engaging, impactful homework systems to replace Century. To be implemented beginning of summer term.

Year 8 Science

Year 8	Target		All				Boys				Girls				PP				SEN			
			Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring		Autumn		Spring	
PKS	0	0%	0	0%	1	1%	0	0%	1	1%	0	0%	0	0%	0	0%	1	4%	0	0%	1	3%
WTS	27	15%	56	30%	42	23%	28	34%	24	29%	28	28%	18	18%	12	60%	11	42%	16	50%	15	44%
EXS	82	44%	79	43%	80	44%	34	41%	32	39%	45	45%	48	48%	6	30%	11	42%	16	50%	14	41%
EXS+	41	22%	35	19%	38	21%	18	22%	19	23%	17	17%	19	19%	2	10%	2	8%	0	0%	4	12%
GDS	36	19%	14	8%	22	12%	3	4%	6	7%	11	11%	16	16%	0	0%	1	4%	0	0%	0	0%
Totals	186		184		183		83		82		101		101		20		26		32		34	

Context: Science is taught across 6 mixed-ability groups. Data is based on teacher assessment using class work, test data and practical skills.

Strengths:

- Percentages of girls and boys forecast for GDS has increased since Autumn term.
- Greater percentage of PP pupils now forecast for EXS or above.
- Percentages of pupils with SEND working at EXS+.
- Spring term focus on PP student focus – identifying reasons for specific students underperforming and look at strategies for support.

Priority Actions:

- New subject leader to work collaboratively with other local schools and assessment lead to improve the robustness of assessment in science.
- Gap between boys and girls needs to be addressed.
- Continue to monitor the use of opportunities for practicing exam technique into their lessons – use of the ten minute test booklets.
- Succession planning for handover to new subject leader.

Year 8 Art

Year 8	Target		All		Boys		Girls		PP		SEND	
Art			Spring		Spring		Spring		Spring		Spring	
WTS	12	6%	21	11%	20	24%	1	1%	4	15%	11	33%
EXS	115	62%	124	68%	58	71%	66	65%	21	81%	21	64%
EXS+	49	26%	38	21%	4	5%	34	34%	1	4%	1	3%
GDS	9	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	185		183		82		101		26		33	

Art is taught by the subject leader as a weekly discrete lesson.

All tasks are assessed using a combination of verbal, live marking, peer and teacher assessment. Sketchbooks and final pieces are assessed throughout each topic.

Year 8 Computing

Year 8	Target		All		Boys		Girls		PP		SEND	
Computing			Spring		Spring		Spring		Spring		Spring	
WTS	9	5%	7	4%	7	9%	0	0%	3	12%	6	18%
EXS	151	82%	147	80%	68	83%	79	78%	20	77%	26	79%
EXS+	21	11%	25	14%	6	7%	19	19%	3	12%	1	3%
GDS	4	2%	4	2%	1	1%	3	3%	0	0%	0	0%
Totals	185		183		82		101		26		33	

Computing is taught weekly. The subject leader has been on maternity leave since October with lessons being covered by a supply teacher (covering maternity leave)

Formative assessment opportunities are provided throughout each lesson. Summative assessment through multiple choice quizzes is a regular feature.

Year 8 DT

Year 8	Target		All		Boys		Girls		PP		SEND	
DT			Spring		Spring		Spring		Spring		Spring	
WTS	21	11%	8	4%	8	10%	0	0%	2	7%	2	6%
EXS	136	74%	155	84%	67	81%	88	87%	23	85%	30	88%
EXS+	21	11%	19	10%	8	10%	11	11%	2	7%	2	6%
GDS	7	4%	2	1%	0	0%	2	2%	0	0%	0	0%
Totals	185		184		83		101		27		34	

DT is taught on a termly rotation.

Targets are set with a view that all pupils will meet expected standard in that term. i.e. they make a holder for an electronic device, students make various recipes using oven and hob. Students are taught to follow key steps to create various types of food. There is a big focus on independence, perseverance and problem-solving skills in this topic, they follow construction drawings and use practical skills to create a small boat design.

Year 8 French

Year 8	Target		All		Boys		Girls		PP		SEND	
French			Spring		Spring		Spring		Spring		Spring	
WTS	34	18%	48	26%	34	41%	14	14%	10	40%	21	66%
EXS	74	40%	58	32%	26	32%	32	32%	9	36%	6	19%
EXS+	33	18%	43	24%	15	18%	28	28%	5	20%	2	6%
GDS	43	23%	33	18%	7	9%	26	26%	1	4%	3	9%
Totals	184		182		82		100		25		32	

French is taught twice per week by a subject specialist.

Assessment activities are carried out termly at the end of each topic area with half way point mini assessments designed to spot and correct any major misconceptions in learning.

Year 8 Geography

Year 8	Target		All		Boys		Girls		PP		SEND	
Geography			Spring		Spring		Spring		Spring		Spring	
WTS	9	5%	10	5%	9	11%	1	1%	6	23%	8	24%
EXS	155	84%	144	79%	63	77%	81	80%	18	69%	23	70%
EXS+	21	11%	16	9%	5	6%	11	11%	1	4%	1	3%
GDS	0	0%	13	7%	5	6%	8	8%	1	4%	1	3%
Totals	185		183		82		101		26		33	

A geography topic is taught for half of each term, alternating with a history topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 8 History

Year 8	Target		All		Boys		Girls		PP		SEND	
History			Spring		Spring		Spring		Spring		Spring	
WTS	9	5%	10	5%	9	11%	1	1%	6	23%	8	24%
EXS	155	84%	144	79%	63	77%	81	80%	18	69%	23	70%
EXS+	21	11%	16	9%	5	6%	11	11%	1	4%	1	3%
GDS	0	0%	13	7%	5	6%	8	8%	1	4%	1	3%
Totals	185		183		82		##		26		33	

A history topic is taught for half of each term, alternating with a geography topic.

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.

One task formally assessed over the course of the unit.

Year 8 Music

Year 8	Target		All		Boys		Girls		PP		SEND	
Music			Spring		Spring		Spring		Spring		Spring	
WTS	8	4%	7	4%	7	9%	0	0%	4	15%	7	21%
EXS	142	77%	160	87%	71	87%	89	88%	21	81%	25	76%
EXS+	23	12%	10	5%	1	1%	9	9%	1	4%	1	3%
GDS	12	6%	6	3%	3	4%	3	3%	0	0%	0	0%
Totals	185		183		82		101		26		33	

Music is taught weekly by a subject specialist.

Assessment is in pairs with notes on work in progress and instant feedback as well as recording at key moments. Work in progress is assessed as teacher circulates with instant feedback and recorded feedback. Listening assessments are marked.

Year 8 PE

Year 8	Target		All		Boys		Girls		PP		SEND	
PE			Spring		Spring		Spring		Spring		Spring	
WTS	4	2%	2	1%	2	2%	0	0%	1	4%	2	6%
EXS	160	86%	158	86%	81	98%	77	77%	24	89%	30	91%
EXS+	1	1%	7	4%	0	0%	7	7%	0	0%	0	0%
GDS	20	11%	16	9%	0	0%	16	16%	2	7%	1	3%
Totals	185		183		83		100		27		33	

PE is taught twice per week.

Teacher assessment is made based on Head (knowledge and understanding), Heart (attitudes to learning) and Hands (physical ability)

Year 8 RE

Year 8	Target		All		Boys		Girls		PP		SEND	
RE			Spring		Spring		Spring		Spring		Spring	
WTS	9	5%	9	5%	7	9%	2	2%	4	15%	6	18%
EXS	155	84%	151	83%	72	88%	79	78%	21	81%	25	76%
EXS+	20	11%	22	12%	3	4%	19	19%	1	4%	2	6%
GDS	1	1%	1	1%	0	0%	1	1%	0	0%	0	0%
Totals	185		183		82		101		26		33	

All tasks are assessed through a combination of verbal, live marking, self assessment, peer assessment, RAG analysis, teacher assessment.