



Paremata School

Attitude determines Altitude *Whakapono kia koe*

2022-2025 Charter



PAREMATA SCHOOL CHARTER 2022-2025

Kia ora and welcome to Paremata School

We are a Decile 9 full primary in Paremata Porirua and we cater for students from Year 1-8. There are 351 pupils in 15 classes with a roll that grows to 390 by the end of each school year.

We are a very inclusive welcoming school catering for a wide range of abilities. Our highly qualified and committed staff offer strong classroom programmes including remedial, special needs and gifted and talented extension activities. Inclusion and Equity are very important to our community and we value everyone as individuals. We endeavour to achieve maximum inclusion of all young people whilst meeting their individual needs.

Our wide range of sports teams and our Wave TV station give the children ample opportunity to express their talents and we participate in all categories of Artsplash. Our Kapa Haka group is growing from strength to strength and are well known for their rousing Haka!

The Paremata community including the Board of Trustees and P.T.A. are a hard working group of parents who work tirelessly for the school and the fundraising feats of the P.T.A. are well appreciated. Each year the parent community gets fully involved in the school's annual gala raising money to enhance the learning opportunities for the children.

We acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. We will provide opportunities that support its students in Te Reo and Tikanga Māori. We have high expectations for all our students in their educational progression and achievement. The Board of Trustees strategic decision-making makes the availability of curriculum time and resources to support success for Māori a priority.

Mission Statement

Mā te whai pānga mai a ngā mātua me te hāpori, e rite ai wā tātou tamariki mō te paeako tawhiti

With the involvement of parents and community our children will be prepared for life long learning.

Mā roto atu I ngā whakaakoranga hiranga me ngā tūhae wheiako whai kounga.

Through excellent teaching and a range of high quality learning experiences.

Ka whai uara, ka whakautea te tuakiri me te mana o ia tamaiti.

The individuality and dignity of each child will be valued and respected.

Paremata School Values 2022-2025

Whakaute- Respect

Tuakiri -Identity

Aroha - Empathy

Kia Ngangahau te Ako- Active Learning

Manahau- Resilience

Ngakau Mohio Ki te Ae Whanuia-Global Awareness

Hapori-Community

2022-2025 Goals

Goal #1 Whānaungatanga

Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.

Goal #2 Kaitiakitanga

Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.

Goal # 3 Whakamanawa

For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.

Goal #4 Mahitahi

To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).

Goal #5 Matauranga

To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude Taking responsibility to develop an attitude that broadens perspective and builds resilience towards learning.

Goal # 6 Turangawaewae

For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.

**New Zealand
Curriculum
Principles**

High Expectations

Learning to Learn

Inclusion

Coherence

**Community
Engagement**

**Treaty of Waitangi
Cultural Diversity**

Future Focus

Paremata School Strategic Plan 2022-2025

This strategic plan includes the school's obligation to meet the National Education Guidelines as required by the Education Act 1989. They include:

- The National Education Goals (NEGs), which are statements of desirable achievements by schools;
- The National Administration Guidelines (NAGs), which are statements of desirable codes or principles of conduct;
- The New Zealand Curriculum (revised 2007), which sets the direction for student learning.

The Board consulted with the school community during 2021 to set strategic goals for 2022-2025

Annual Section

To ensure we deliver comprehensive and quality education in all areas of the curriculum it is important that all children's progress is tracked and monitored regularly. Our goal is to ensure that all children continue to make suitable progress each year. While our targets focus on the underachieving children across the school we are very aware of ensuring the children continue to improve to their full potential.

Our current school wide data based on November 2021 testing and February 2022 data analysis is informing us that while 85% of our students are achieving well or better than our school expectations in Literacy and Numeracy up to 15% are not.

We have identified the following areas for improvement to raise student achievement in 2022

Literacy

2022 Strategic Target

All children will continue to develop their skills to think critically about the text they are reading and the Author's intention in line with their expected curriculum level. They will continue to develop their level of detail to main ideas; using appropriate sentence structures in line with their expected curriculum level. We are also focusing on all children who have plateaued with their progress and working on getting their reading progressing again.

Literacy Year Group targets

Year 0-2

Reading

To improve student achievement in Reading for a target group of students. 10 x Year 1 students and 7 x Year 2 students will improve their reading by learning to attend to and integrate visual, meaning and syntactic cues and developing strategies such as stopping at error, re-reading and self-correcting to progress towards reading at their expected level by the end of Term 4, 2022.

Writing

To improve student achievement in Writing for a target group of 6 x Y1 and 5 x Y2 students. This group will improve their writing by developing ideas and content with continued attention to simple surface features such as capitalisation, full stops and spelling attempts to maintain their expected level of writing.

Year 3-4

Reading

A target group of 2 x Y3 students will improve their reading comprehension in order to progress towards level two (or higher) of the curriculum as appropriate for their peer group. They will do this by developing their ability to check their understanding of text read through conscious and deliberate use of a variety of comprehension strategies such as reading around the word to understand the meaning of unfamiliar words and building on their existing knowledge of letter sounds and patterns

Writing

A target group of 5 x Y3 students will improve their application of surface features such as appropriate capitalization, punctuation, as well as correct letter formation and spelling.

Year 5-6

Reading

Focusing on 8 x Y5/6 children to build their decoding skills so that this is commensurate with the level the child is reading at. They will be focusing on developing greater fluency.

Writing

To move a target group of 8 x Y5/6 students, to a sub level, from where they are currently, by the end of the year. We will focus on their phonemic awareness so that they are able to have more success with their writing.

Year 7-8

Reading

Our target group for 2022 of 11 x Y7/8 students that we are putting in extra support to help them to progress towards level four (or higher) of the curriculum as appropriate for their peer group. We will do this by developing their ability to check their understanding of text read through conscious and deliberate use of a variety of comprehension strategies. We will be monitoring these students closely throughout the year, targeting specific strategies to help increase their reading achievement.

Writing

We have a target group of 5 x Y7 students, and 8 x Y8 students to help to improve the deeper (quality) of their ideas and improve their surface features in writing. These students need support to add detail to their key ideas, using adjectives to support their key ideas. They also need a more structured spelling programme to help improve their surface features so that they can achieve level 4 of the curriculum.

Numeracy;

All children will continue to improve their Number Knowledge in particular fractions and place value in line with their expected curriculum level.

Numeracy Year Group targets

Year 0-2

To improve student achievement in Maths for a target group of 6 x Y1 students and 6 x Y2 students. A target group will improve their numeracy by developing their number knowledge and targeted numeracy strategies to progress towards being at their expected level in mathematics.

Year 3-4

A target group of 2 x Y3 students will improve their understanding and application of Number patterns within 100, addition and subtraction, working towards achieving level two (or higher) of the curriculum as appropriate for their year group.

Year 5-6

To move a target group of 8 x Y5/6 students, half a stage, in each domain, from where they are currently, by the end of the year. Focused small group work with particular emphasis on place value and developing a deeper understanding of the properties of multiplication and problem solving.

Year 7-8

To move a target group of 18 x Y7/8 students who need to improve their number knowledge, and work with sound strategies when solving word problems in mathematics.

There is a trend across the team in algebra, number strategies when solving word problems. We will have a focus on these areas to help increase student achievement.

A core element in the process of curriculum development and improving student achievement is the on-going provision of a safe and healthy learning environment. This priority is detailed in our full strategic plan and in our 10 year property and maintenance programme. The property plan is focused on upgrading the buildings to improve available space for student use and storage and retrieval of resources.

Our 10 year property and maintenance programme is reviewed and updated annually. There is a Hazard and Risk Management register that is reviewed annually and a Health and Safety programme that is also reviewed annually and outlines how the Board maintains a safe and healthy learning environment.

Procedural Information

This charter and goals were developed by a group comprising Board of Trustee members, parents, teachers and the Principal following consultation with parents, staff, and students in 2021. They were then ratified by staff, parents, including Maori and Pacific Island parents, and the Board of Trustees.

There next review of the school charter and goals will be carried out during 2024.

The 2022 Annual Student Achievement targets have been set by the staff and management after the 2021 annual school review of curriculum and the 2021 analysis of student achievement data and monitoring lists.

Paremata School's planning year is from 1 January to 31 December each year.

The school's strategic plan has school wide goals set by the community for 2021. The strategic plan is reviewed annually and new targets and key actions are written to ensure progress is continual and maintains the school's strategic pathway.

PAREMATA SCHOOL STRATEGIC PLAN 2022-2025

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2022-2025</p> <p>Goal #1</p> <p>Whānaungatanga</p> <p>Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.</p>	<p>To encourage Whānaungatanga creating shared experiences and working together providing people with a sense of belonging. It comes with rights and obligations, which serve to strengthen each member of that whānau or group.</p>	<p>Focus further on all 11 elements of NPD. Student Voice, the four quadrants and 6 C's of Deep Learning into the school curriculum (Collaboration, Creativity, Critical Thinking, Citizenship, Character, Communication)</p> <p>Remain focused on providing student voice/agency within classrooms</p> <p>Students encouraged to speak up and share vision for the school.</p> <p>Children will be encouraged to share their learning with their teachers, parents and peers Tuakana teina</p> <p>Modelling values, acknowledging specifically when values are used, providing effective feedback. Teaching learning theories (Habits of Mind, De Bono's hats, Multiple Intelligences and more)</p>	<p>School community work together with staff to support children's learning at school and home Students have large role in setting the school direction Positive school culture in the class and the playground.</p> <p>classroom programmes (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals Positive environment</p> <p>Reflective practice - why are we doing things and what is working / not working</p>	<p><i>Principal Senior management team leaders and teaching staff</i></p>	

<p>2022-2025</p> <p>Goal #2 Kaitiakitanga Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.</p>	<p>Teachers to promote Kaitiakitanga concepts through an integrated curriculum school wide</p> <p>The Māori concept of Kaitiakitanga relates to the protection and guardianship of the environment. This includes the land, sea and sky</p>	<p>Teachers to promote Kaitiakitanga environmental concepts through an integrated curriculum</p> <p>'Kaitiaki' means guardian and this can include an individual or a group. 'Tanga' also means conservation and protection.</p> <p>Kaitiakitanga is founded on traditional Māori world views. This involves the conservation, restoration and sustainability of the environment. The aim is to ensure New Zealand's land, rivers, lakes and coasts are protected for future generations.</p> <p>Recycling and Upcycling will be encouraged and</p>	<p>Kaitiatanga concepts are evident classroom learning</p> <p>The Ki Waho environmental group is fully operational</p> <p>School recycling is efficient and our rubbish is kept to a minimum</p> <p>Evidence of upcycling in environmental studies and topic work is visible in school.</p>	<p><i>Principal Senior management Team leaders and teaching staff</i></p> <p><i>Principal Curriculum leaders and teaching staff</i></p>	
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PAREMATA SCHOOL STRATEGIC PLAN 2022-2025

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2022-2025</p> <p>Goal # 3</p> <p>Whakamanawa</p> <p>For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.</p> <p>Support the empowerment of tamariki and whānau to reach their full potential.</p> <p>Whakamanawa highlights words like encouragement, inspiring and instilling confidence to achieve and freedom. The concept is about supporting tamariki and whānau.</p>	<p>Children are also empowered when the curricular programme enables them to explore learning through play and playfulness, and when teachers are intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.</p>	<p>The principle of empowerment whakamana encourages teachers and leaders in early childhood education settings to recognise the mana of the children and families they work with</p> <p>Consider how teachers' approach to learning and care might enhance this mana.</p> <p>Children will be empowered, respected and trusted when they are able to pursue their individual interests and intentions in relation to learning activity, and when they are involved (as much as possible) in decision-making around their care and learning.</p> <p>Children are also empowered when the curricular programme enables them to explore learning through play and playfulness, and when teachers are intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.</p> <p>Allow pupils opportunities to come up with new initiatives for school</p>	<p>Increase in Levels of student engagement in school decision making</p> <p>Feedback to the BOT is valued and worthwhile to strategic planning</p> <p>Our special children continue to thrive in our school environment and have plenty of EOTC opportunities Clubs are self - managed and all children are enjoying themselves</p> <p>School wide programmes are all running successfully with high engagement.</p>	<p><i>Principal Senior Management</i></p> <p><i>All Staff</i></p> <p><i>Principal</i></p> <p><i>All Staff</i></p> <p><i>Board of Trustees</i></p>	

PAREMATA SCHOOL STRATEGIC PLAN 2022-2025

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2022-2025</p> <p>Goal #4 Mahitahi To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).</p> <p>Mahitahi engenders collaborating with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.</p>	<p>In all aspects of the school we will endeavor to provide positive care and support in all programme delivery at Paremata School.</p>	<p>Welcoming visitors and whanau/families and staff New Families meetings Greeting family/whanau /children Senior children on office duty Flying start Buddy classes/systems Powhiri to welcome staff and new families Farewells All staff/support staff acknowledged and valued. Comforting email when parents are anxious (NE) Booklet for NE/SN Dealing with issues immediately and communicating clearly and respectfully with families. Embracing individuality identifying barriers to learning Planning and adapting programmes according to needs. Support for children’s needs Community response to issues and needs Outside agency support</p>	<p>High levels of community engagement in school events</p> <p>Feedback from parents is positive and that they feel their input with their child’s education is valued.</p> <p>Outside agencies are able to play an integral role at school and their input is valued.</p> <p>NPDL competencies relating to Mahitahi are clearly evident in classrooms ad around the school</p>	<p>Principal</p> <p>All Staff</p> <p>Board of Trustees</p>	

<p>2022-2025</p> <p>Goal #5 Matauranga To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude Taking responsibility to develop an attitude that broadens perspective and builds resilience towards learning.</p>	<p>To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude in all school wide programmes and celebrate hard mahi and achievement</p>	<p>Mātauranga Māori is a body of knowledge encapsulating these specific life experiences that form the basis of our identity, language, cultural practices and value systems.</p> <p>Mātauranga Māori in our mahi is not just creating a space for Māori ways of being and knowing, but valuing the richness that these whakaaro (ideas) bring to our kaupapa (agenda). It is understanding that there is no 'one' way to 'know' something. It is also understanding that the strength in our mahi (work) comes from multiple world views and the acknowledgement that Mātauranga Māori can deepen and enhance other theories (e.g. critical theories).</p>	<p>School community work together with staff to support children's learning at school and home Students have large role in setting the school direction Positive school culture in the class and the playground.</p> <p>Great classroom programs (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals Positive environment</p> <p>Reflective practice - why are we doing things and what is working / not working</p>	<p><i>BOT Principal and all staff.</i></p>	
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<p>2022 -2025</p> <p>Goal # 6</p> <p>Turangawaewae</p> <p>For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.</p>	<p>Turangawaewae are places where we feel especially empowered and connected. They are our foundation, our place in the world, our home.</p> <p>To continuing celebrating cultural milestones and increase levels of Global Citizenship awareness at Paremata School</p> <p>Reintroduce school wide student led fundraising</p>	<p>School acknowledges and celebrates a variety of cultural milestones such as Ramadan, Ede, The Festival of Colour, the Chinese new year, and Matariki. Bastille Day, Children’s Day (Japan)</p> <p>Further develop Year 7/8 Languages programme with French, Japanese, German, Dutch, Māori and Spanish</p> <p>Continue to work towards enviroschools silver level</p> <p>Promote growing the vegetable garden outside Room 17 and caretakers shed</p> <p>Continue composting and recycling throughout the school Using the school’s Jump rope competition students to fundraise</p>	<p>Increased awareness and cultural interaction across the school in global and national events.</p> <p>Range of languages offered at school.</p> <p>Composting and enviroschools committee meeting regularly with student voice evident.</p>	<p><i>Principal and all teaching staff</i></p>	
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PAREMATA SCHOOL STRATEGIC PLAN 2022-2025

New Zealand Curriculum Values

Excellence

Innovation

Diversity

Equity

Community and Participation

Ecological Sustainability

Integrity

Respect

High Expectations

Learning to Learn

Inclusion

Coherence

Community Engagement

Treaty of Waitangi

Cultural Diversity

Future Focus

2021 Analysis Of Variance

Year Group	Reading	Writing	Maths
1/2	<p>Target To improve student achievement in Reading for a target group of students. A target group of 3 Y 2 students will improve their reading by learning to attend to and integrate visual, meaning and syntactic cues and developing strategies such as stopping at error, re-reading and self-correcting to progress towards reading at their expected level by the end of Term 4, 2022</p> <p>Outcomes 3 students were monitored during 2021. At the end of 2021 two Year 2's were Below and one Year 2 was AT the expected level for their year at school. Both tamariki who are Below have made steady small progress and both have received intervention in the form of Accelerated Literacy. One child in Year 2 who is Below may have learning needs causing barriers to literacy acquisition. Next steps for 2022 include continued monitoring and targeted teaching and participation in the Paremata School Accelerated Literacy programme.</p>	<p>Target To improve student achievement in Writing for a target group of 6 Y1 and 5 Y2 students. This group will improve their writing by developing ideas and content with continued attention to simple surface features such as capitalisation, full stops and spelling attempts to maintain their expected</p> <p>Outcomes 11 students were monitored during 2021 based on 2020 data. At the end of 2021: 1 Year 1 and 0 Year 2s were Well Below, 1 Year 1 and 4 Year 2s were Below, 1 Year 1 and 4 Year 2s were AT the expected level for their year at school. All tamariki at Below have made steady progress apart from one. Next steps for 2022 include continued monitoring and targeted teaching, particularly for those Well Below. Interventions are in place for 2022 for all tamariki who are Below or Well Below, as well as some who continue to be monitored to maintain their progress</p>	<p>Target To improve student achievement in Maths for a target group of 2 year 1 students and 4 Y2 students. A target group will improve their numeracy by developing their number knowledge and targeted numeracy strategies to progress towards being at their expected level in mathematics.</p> <p>Outcomes 6 students were monitored during 2021 based on 2020 data. At the end of 2021: 1 Year 1 and 0 Year 2s were Well Below, 0 Year 1s and 1 Year 2s were Below, 0 Year 1 and 3 Year 2s were AT the expected level for their year at school. All tamariki at Below have made steady progress apart from one. Next steps for 2022 include continued monitoring and targeted teaching, particularly for those Well Below.</p>

Year Group	Reading	Writing	Maths
3/4	<p>Target To improve student achievement in Reading for a target group of 19x Year 3 and 4 students. A target group of six Year 3 students and thirteen Year 4 students will improve their reading by learning to attend to and integrate visual, meaning and syntactic cues, develop strategies such as stopping at errors, re-reading and self-correcting.</p> <p>Outcomes Of these 19x Year 3 and Year 4 students there are now two (2) Year 3 students above their expected level for their year. Eight (8) students are working at their expected year level. There are nine (9) students are working below their expected year level. All students have progressed, although some at different rates to others. Two (2) of below expected level students are working with learning support agencies. Two (2) of below expected level students are working with learning RtLit and two (2) have been referred to RTLit for 2022. One (1) of the below expected level students is learning with school SENCO.</p>	<p>Target To improve student achievement in Writing for a target group of 19x Year 3 and 4 students. A target group of seven Year 3 students and twelve Year 4 students will improve their writing by improving and developing vocabulary, ideas, and content with continued attention to simple surface features such as capitalisation, full stops and spelling.</p> <p>Outcomes There is now one (1) student working at the above level for their year. There are nine (9) at the expected level for their year. Nine (9) below for their expected curriculum year level. All students have made progress, although some at different rates to others. One student is receiving additional support with RTLit.</p>	<p>Target To improve student achievement in Maths for a target group of 7 x Y3 and 4 students. A target group of one Year 3 student and 6 x Y 4 students will improve their numeracy by developing their number knowledge and targeted numeracy strategies.</p> <p>Outcomes Of the 14 Year 3 and 4 children, there is now (1) one student working at the expected curriculum level. Six (6) students are working below their expected curriculum level. These children will continue to be monitored in 2022 and will be part of the accelerated maths programme.</p>

Year Group	Reading	Writing	Maths
5/6	<p>Target Focusing on 18 Children (11x Year 5 and 7x Year 6) to build the comprehension of texts so that this is commensurate with the level the child is reading at. They will be focusing on predicting, questioning, clarifying, summarising and self-selecting a meaningful deeper level response to the text.</p> <p>Outcomes This year all students received ongoing support through their classroom programme. A number of them have also worked with the SENCO, been part of our targeted literacy programme or taken part in our community reading programme where students read with volunteers one to one. As a result many of these students have made steady progress in their comprehension skills. Eleven students are now reading within level three as expected for their age. Seven of these students have made some progress but are still at level two which is below the expected level for their age. These seven students will continue to need support into next year in order to maintain and continue this progress. One of these students has been referred to the RTLit for 2022.</p>	<p>Target To move a target group of 19 students, 9 x Year 5 and 10 x Year 6 children to a sub level, from where they are currently, by the end of the year. We will focus on full stops and capital letters as well as bringing their writing alive for the audience using detailed, precise and descriptive language.</p> <p>Outcomes This year all 19 students received ongoing support through their classroom programme. Some of these students have also received support from our targeted literacy programme. All ten of the year 6 students and two of the year five students have made steady progress with adding detailed, precise and descriptive language as well as punctuation to their writing. They are now working within level three. Seven of the year 5 students have made some progress but are still working within level two. This is slightly below the expected level for their age group. As such they will continue to need some support next year. One of these students has been referred to the RTLit for 2022.</p>	<p>Target To move a target group of 32x Year 5 and 6 children, 18 x year 5 and 14 year 6 half a stage, in each domain, from where they are currently, by the end of the year. Focused small group work with particular emphasis on place value and developing a deeper understanding of fractions and problem solving.</p> <p>Outcomes This year all 32 students received ongoing support through their classroom programme. 17 of these students have made steady progress in their place value, fractions and problem solving skills reaching the goal of level three as appropriate for their age group. 15 students remain slightly lower than ideal and continue to work at early to high level two.</p>

Year Group	Reading	Writing	Maths
7/8	<p>Year 7 Reading Target A target group of 2 Y8 students will improve their reading comprehension in order to progress towards level four (or higher) of the curriculum as appropriate for their peer group. They will do this by developing their ability to check their understanding of text read through conscious and deliberate use of a variety of comprehension strategies such as reading around the word to understand the meaning of unfamiliar words and reflecting back on the meaning of complete sentences.</p> <p>Outcomes Throughout 2021 both students received ongoing support through their classroom programme. As a result both students have made steady progress in their comprehension skills, reaching the goal of level four as appropriate for their age group.</p>	<p>Year 7 Writing Target A target group of 5 Y7 students will improve their application of surface features such as spelling and punctuation, as well as including more detail to support their key ideas in order to work towards achieving level four (or higher) of the curriculum as appropriate for their peer group.</p> <p>Outcomes Throughout 2021 all 5 students received ongoing support through their classroom programme. One of these students has made steady progress and is now working within level four. The other students have made some progress with their writing skills, however are still working within level three. This is slightly below the expected level for their age group. As such they will continue to need some support next year.</p>	<p>Year 7 Maths Target A target group of 4 Y 7 students will improve their understanding and application of place value (including decimal place value) and basic facts working towards achieving level four (or higher) of the curriculum as appropriate for their year group.</p> <p>Outcomes Throughout 2021 all 4 students received ongoing support through their classroom programme. Three of the four students have made steady progress in their number skills, reaching the goal of level four as appropriate for their age group. One student remains slightly lower than ideal and continues to work at early to mid-level three.</p>

Year 8 Reading Target

A target group of 2 Y8 students will improve their reading comprehension in order to progress towards level four (or higher) of the curriculum as appropriate for their peer group. They will do this by developing their ability to check their understanding of text read through conscious and deliberate use of a variety of comprehension strategies such as reading around the word to understand the meaning of unfamiliar words and reflecting back on the meaning of complete sentences.

Outcomes

Throughout 2021 both students received ongoing support through their classroom programme. As a result both students have made steady progress in their comprehension skills, reaching the goal of level four as appropriate for their age group.

Year 8 Writing Target

A target group of 4x Year 8 students will improve their application of surface features such as spelling and punctuation, as well as including more detail to support their key ideas in order to work towards achieving level four (or higher) of the curriculum as appropriate for their peer group.

Outcomes

Throughout 2021 all 4 students received ongoing support through their classroom programme. As a result all four students have made steady progress with their writing skills, with all four reaching the goal of level four as appropriate for their age group. They are now adding more detail to their writing and producing more work in a range of genre.

Year 8 Maths Target

A target group of 6 year 8 students will improve their understanding and application of place value (including decimal place value) working towards achieving level four (or higher) of the curriculum as appropriate for their year group.

Outcomes

Throughout 2021 all 4 students received ongoing support through their classroom programme. One student left the school early in the year. The remaining 5 students have continued to make progress with one student progressing from level three to a high level four. The other four have made more steady progress and are now achieving consistently with level four as expected for their age group. One student continues to lack confidence in some elements of working with decimals but has developed an understanding of decimal place value.