



Early Analysis of Statutory Outcome Measures

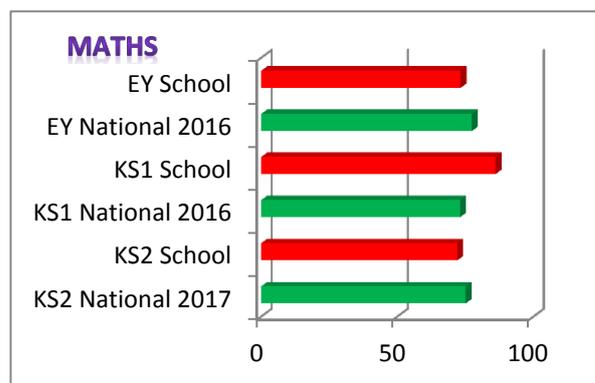
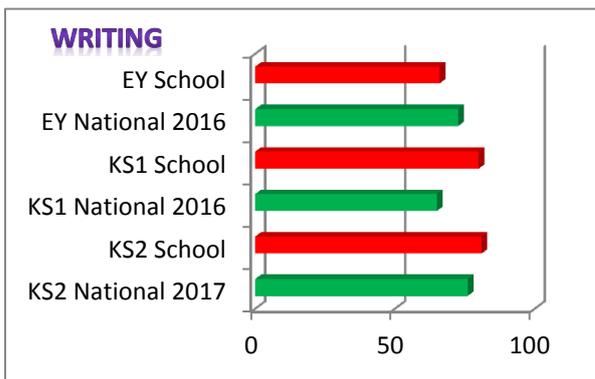
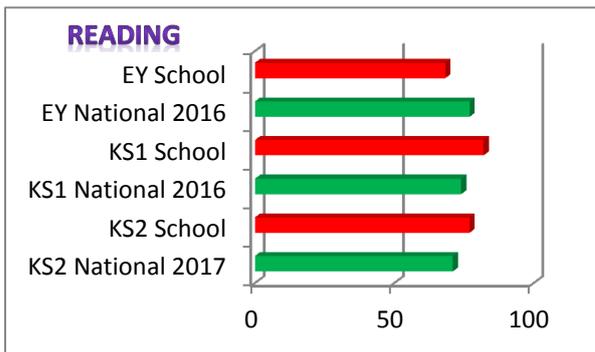


Outcomes for pupils

Please note: The data set for the school this year is different to previous in that we have not subscribed to 'early analysis', a budget saving measure given no Ofsted. As a consequence detailed analysis, particularly of groups e.g. PP pupils will be released with the ASP data in the Autumn term. The details below are a starting point for further analysis next term.

Adding Value

Each of the data sections below can be summarised as follows:



- The majority of pupils **start the school** in Nursery **well below** age typical, very markedly so in the subject specific areas of Reading, Writing and Maths
- Pupils then leave the Foundation Stage just below national outcomes for 'Good Level of Development' but **below** nationally expected levels in reading, writing and number. As a result this demonstrates **strong** progress across this key stage with pupils making expected progress in all 17 aspects, 6 at 100%. Writing showed the slowest progress.
- By the end of year 1 pupils are secure in their phonetic knowledge as the results of the phonics screening check show and are performing **in line** with national levels
- By the end of KS1 results at 'expected' are broadly **well above** in Maths and Writing and **above** in Reading (based on 2016 national figures). Progress from the early years is **good** in all areas
- By the end of Key stage 2 the school outcomes are **above** National in Reading & Writing but not in Maths

As a result of the above and as the graphs show the school cohorts are making **excellent** progress as they move through school, the gap between national outcomes (green) and school outcomes (red) move favourably to be above national in KS1 and KS2 (apart from Maths in the latter, which will continue to be a focus for development).

FOUNDATION STAGE

2014 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 60%
 2015 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 61%
 2016 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 65%
 2014 = School GLD, 58% so **in line with** 2014 National figure (at the time)
 2015 = School GLD, 55%, so **below** 2014 National figure (at the time)
 2016 = School GLD 63% so **above** 2015 National figure
 2017 = School GLD 64% **just below/in line** 2016 National figure

Key Measures Dashboard

Table Description:

This table summarises outcomes for this cohort at the end of reception using the EYFS 17 aspects of Learning and Development.

Key Measures Dashboard	Cohort	School	No Pupils	National
Good Level of Development				
Percentage achieving a Good Level of Development (GLD)	41	63.4%	26	69.3%
Prime Areas				
Percentage achieving at least expected in prime areas of learning	41	80.5%	33	78.1%
Percentage exceeding expected in prime areas of learning	41	0.0%	0	
Literacy				
Percentage achieving at least expected in Literacy	41	65.9%	27	72.1%
Percentage exceeding expected in Literacy	41	7.3%	3	10.9%
Mathematics				
Percentage achieving at least expected in Mathematics	41	73.2%	30	77.4%
Percentage exceeding expected in Mathematics	41	4.9%	2	12.4%
Total Points Score				
Average Total EYFS Points Score	41	34.4	N/A	34.5
All 17 Aspects				
Percentage achieving at least expected in all 17 aspects	41	58.5%	24	67.3%
Percentage exceeding expected in all 17 aspects	41	0.0%	0	

N.B. National figures are based on 2016 whole school figures.

Good Level of Development Statistics

All	63.41	Boys	59.09	Girls	68.42	SEN	40.0	Not SEN	63.41	EAL	0.0	Not EAL	63.41	FSM	66.67	Not FSM	62.96	Pupil Premium	54.65	Not Pupil Premium	66.67	Autumn Born	80.0	Spring Born	66.67	Summer Born	36.36
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GROUP ANALYSIS

Total Points Score Across 17 Early Learning Goals

Table Description:

This table analyses by key group the average total points scores across all 17 aspects in relation to the Early Learning Goals (ELG). 1 point is given if a child is judged to be emerging in their development towards the ELG, 2 for expected if they have reached the ELG and 3 for exceeding the ELG. The national measure is the average of every child's total point score.

Average Total Points Score	Cohort	School	National
All Pupils	41	34.4	34.5
Gender			
Male	22	34.3	33.2
Female	19	34.4	35.7
Free School Meals			
FSM	6	33.0	31.5
Non-FSM	35	34.6	34.9
English as First Language			
English or Believed English	41	34.4	35.0
Other Than English	0	N/A	32.8
SEN			
SEN	5	30.8	25.7
Non-SEN	36	34.9	35.4
Term of Birth			
Autumn	15	36.2	36.6
Spring	15	34.8	34.4
Summer	11	31.3	32.4



- Good progress across the Prime Areas and specific areas
 - In 15 of the 17 aspects 95%+ of pupils made expected progress.
 - Over 50% of cohort made rapid progress in listening and attention, speaking and moving and handling.
- 26 of the 41 pupils reached GLD and so were well prepared for the move into KS1
- The cohort seems to be slightly stronger in maths than literacy although in both cases the proportions at expected were only just below average.



Resulting Improvement Targets =

- 3 children scored below 29 points and they will need support as they move into KS1. The 17 aspects should be used to plan this support.
- Writing progress was the weakest of all aspects for this cohort and although not unusual this cohort may need re-energising in this aspect in Y1.
- Would be worth considering the 15 pupils who did not reach GLD and the aspects they fell short in when planning individual and group activities for Y1.

Year 1 Phonics

80%



2016 school = 90%
2015 school = 76%
2014 school = 85%

2016 national = 81%
2015 national = 77%
2014 national = 74%



School performing in line with 2016 National average but below previous year

Pupil Premium at 79% whereas non PP 80% so gap of 1% has fallen dramatically from 17% gap last year



Resulting Improvement Target = To review the effectiveness of phonics teaching within lessons and discretely as part of phonics phase groups after lunch and improve as necessary. In addition to carefully track progress, particularly of PP Pupils, with support interventions implemented where needed.

94% of Y2 cohort have now achieved pass level for Phonics Screening Check Y2 (93% nationally in 2016)

KS1 OUTCOMES

SCHOOL TEST RESULTS 2017 - All										
Subject	Percentage at each level									
	A	B	L	M	T	F	P	D	AS	NS
Reading	0	0	0	0	0	0	0	0	82	18
Mathematics	0	0	0	0	0	0	0	0	86	14

SCHOOL TEACHER ASSESSMENTS 2017 - All									
Subject	Percentage at each level								
	A	D	U	HNM	BLW	PKF	WTS	EXS	GDS
Reading	0	0	0	0	0	5	14	64	18
Writing	0	0	0	0	2	2	16	64	16
Mathematics	0	0	0	0	0	5	11	70	14
Science	0	0	0	11	0	0	0	89	0

Note: The table below only includes Teacher Assessment data and percentages are only calculated from students with a recorded outcome.

Cohort	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	MAT (% GDS)	SCI (% EXS)
Average	64	18	64	16	70	14	89
Boys	58	23	58	19	65	23	85
Girls	72	11	72	11	78	0	94
EAL	0	0	0	0	0	0	0
Not EAL	64	18	64	16	70	14	89
SEN	50	0	25	0	50	0	50
Not SEN	65	20	68	18	73	15	93
FSM	67	11	67	11	89	0	89
Not FSM	63	20	63	17	66	17	89
Pupil Premium	73	7	60	7	73	0	73
Not Pupil Premium	59	24	66	21	69	21	97
Autumn Born	71	24	65	18	82	12	100
Spring Born	73	9	55	18	55	9	73
Summer Born	50	19	69	13	69	19	88

The school awaits the detailed analysis of ASP and 2017 national data and performance of groups from further data analysis however early indications of messages from KS1 outcomes are...



- Attainment at the end of KS1 is higher at expected levels for all subjects compared to last year.
- The % at 'expected' is well above national (2016) for Maths and Writing and above for Reading (which was below national last year).
- At the higher levels the school is below national (2016) for Reading (18 v 24) and Maths (14 v 18) but above for Writing (16 v 13).
- Progress from Early Years appears to be **very good** ...awaiting ASP analysis
- In terms of closing the gap, the PP pupils' attainment at 'expected' is better (a BIG turnaround from last year!) their peers by 14% in Reading and 4% in Maths but below by 6% in Writing (an improvement on the 29% last year).



Resulting Improvement Targets =

- To focus on improving attainment in reading at HA ability levels
- To ensure children who don't read regularly at home are additionally supported with their reading at school.
- To develop KS1 Maths for the HA children

KS2 OUTCOMES

Attainment

SCHOOL TEST RESULTS 2017 - All		
	Percentage at each level	
Combined READING, WRITING & , MATHS	67.44 (National 2017 = 61)	
Subject	Achieved Standard	Not Met Standard
Grammar, Punctuation and Spelling	77 (National 2017 = 77)	23
Reading	77 (National 2017 = 71)	23
Mathematics	72 (National 2017 = 75)	28

SCHOOL TEACHER ASSESSMENTS 2017 - All					
	Percentage at each level				
Subject	Working at a Pre Key Stage Level	Working Towards Standard	Has Not Met Standard	Working at Expected Standard (or above)	Working at Greater Depth
Reading	2.33	0.0	11.63	86.05	0.0
Writing	2.33	16.28	0.0	53.49	27.91
Mathematics	2.33	0.0	16.28	81.4 (National 2017 = 76)	0.0
Science	0.0	0.0	16.28	83.72	0.0

Progress

Subject	Progress from KS1 to KS2 - School	Progress from KS1 to KS2 – National 2016
Reading	2.83	0.18
Writing	3.19	0.07
Maths	1.71	-0.04

Group Analysis

Note: The table below only includes Teacher Assessment data and percentages are only calculated from students with a recorded outcome.

Cohort	REA (% EXS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	SCI (% EXS)
Average	86	53	28	81	84
Boys	85	50	25	80	85
Girls	87	57	30	83	83
EAL	0	0	0	0	0
Not EAL	86	53	28	81	84
SEN	44	33	0	33	33
Not SEN	97	59	35	94	97
FSM	40	20	20	40	40
Not FSM	92	58	29	87	89
Pupil Premium	55	36	18	55	64
Not Pupil Premium	97	59	31	91	91
Autumn Born	84	42	37	79	84
Spring Born	87	47	33	87	80
Summer Born	89	89	0	78	89

Conversions

Mathematics

KS1 Level	Total	Expected	% Expected	Below	% Below
W	0	0	0.0	0	0.0
1	8	0	0.0	8	100.0
2C	5	1	20.0	4	80.0
2B	7	7	100.0	0	0.0
2A	19	19	100.0	0	0.0
3	4	4	100.0	0	0.0
4	0	0	0.0	0	0.0
Totals	43	31	72.09	12	27.91

Reading

KS1 Level	Total	Expected	% Expected	Below	% Below
W	1	0	0.0	1	100.0
1	5	2	40.0	3	60.0
2C	6	4	66.67	2	33.33
2B	9	5	55.56	4	44.44
2A	15	15	100.0	0	0.0
3	7	7	100.0	0	0.0
4	0	0	0.0	0	0.0
Totals	43	33	76.74	10	23.26

Writing

KS1 Level	Total	Expected	% Expected	Below	% Below
W	1	0	0.0	1	100.0
1	6	1	16.67	5	83.33
2C	6	6	100.0	0	0.0
2B	10	8	80.0	2	20.0
2A	16	16	100.0	0	0.0
3	4	4	100.0	0	0.0
4	0	0	0.0	0	0.0
Totals	43	35	81.4	8	18.6

The school awaits the detailed analysis of ASP and 2017 national data and performance of groups from further data analysis however early indications of messages from KS2 outcomes are...



- The school outcomes at the expected standard are above national for Reading & Writing, in line for SPAG and below for Maths
- The 'higher standard' is not released until September 2017 and we will await ASP data release for deeper analysis
- The progress outcomes **well exceed** nationally expected levels, clearly progress is a strength across KS2
- There is a significant PP gap across all subjects
- The conversion tables above show that the children secure at KS1 (2B+) were all converted to expected in Maths, the LA KS1 maths children continued in the main to perform below national at the end of KS2. In reading the MA and LA children did not convert as successfully to 'expected'. Writing is more of a mixed picture to draw conclusions and we await further detailed analysis



- **To review Maths interventions for LA KS1 children as they move through KS2. Increased focus needed in Y6**
 - **To increase the focus on Reading to ensure conversion rates improve...focus on daily reading, guided reading and comprehension.**
 - **To undertake a whole scale review of support for PP pupils to ensure they are attaining more in line with their peers.**