

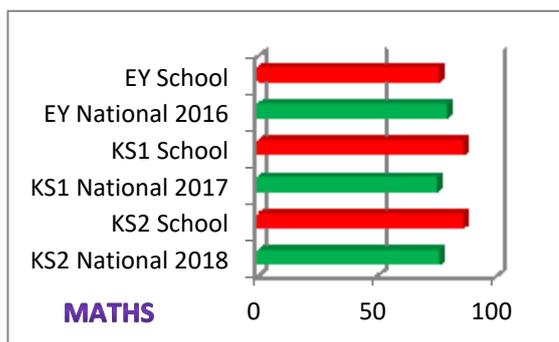
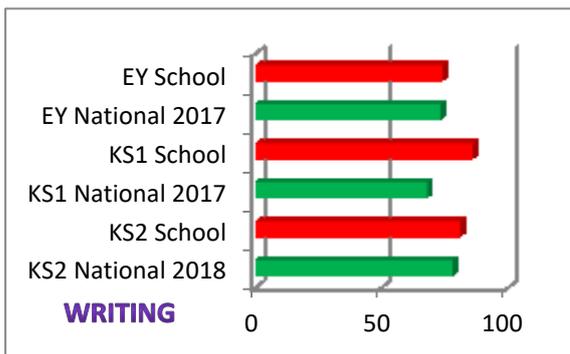
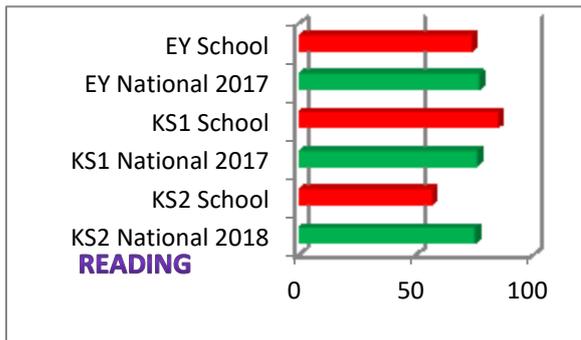
2018

Early Analysis of Statutory Outcome Measures



Outcomes for pupils

Please note: The data set for the school is still raw figures and 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 (see data on cohort leaving Nursery this July overleaf)
- Pupils then leave the Foundation Stage in line with 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. Writing showed the slowest progress and in particular for PP pupils.
- The phonics outcome for Year 1 pupils fell below national levels this year by a significant margin however by the end of Year 2 more pupils than the national average have achieved the phonics expected level (96%+ v 92%)
- By the end of KS1 results at 'expected' are **well above** in Maths, Writing and in Reading (based on 2017 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 Maths, Writing & SPAG (86% v 76%) but not in Reading (Teacher Assessments however showed that 84% were predicted to achieve the standard - the nature of the test was a contributing factor and after analysing the papers it would appear that the children ran out of time and dropped marks towards the end.

As a result of the above and as the graphs show the school cohorts are making **good** 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 Reading in the latter, which will be a focus for development across the school in 2018/19).

FOUNDATION STAGE

Number of children **SECURE or ABOVE** at 30-50 months

| | Total number in cohort on EXIT this | Prime Areas | | | | | | | | Literacy | | Maths | | GLD Secure in Prime areas plus Lit & Maths |
|-----------------|-------------------------------------|-------------------------|---------------|----------|---------------------|----------------------|------------------------------------|----------------------|----------------------------------|----------|---------|--------|--------------------------|--|
| | | Listening and Attention | Understanding | Speaking | Moving and Handling | Health and Self Care | Self confidence and self awareness | Making relationships | Managing feelings and behaviours | Reading | Writing | Number | Shape Space and Measures | |
| Boys | 20 | 14 | 16 | 16 | 10 | 18 | 18 | 18 | 13 | 16 | 17 | 9 | 14 | 5 |
| Girls | 25 | 16 | 17 | 18 | 15 | 18 | 19 | 22 | 19 | 17 | 23 | 13 | 13 | 5 |
| CLA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SEND | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| EAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EYPP - Children | 7 | 2 | 2 | 4 | 3 | 7 | 7 | 4 | 2 | 4 | 7 | 0 | 2 | 0 |
| Non-EYPP | 38 | 28 | 31 | 30 | 22 | 29 | 30 | 36 | 30 | 29 | 33 | 22 | 25 | 10 |
| Children total | 45 | 30 | 33 | 34 | 25 | 36 | 37 | 40 | 32 | 33 | 40 | 22 | 27 | 10 |

This data set shows that only 10 children out of 45 are working at ARE on exit from Nursery (22%). From baseline this figure was 0%. **No EYPP children are at ARE on exit from Nursery.**

- 2015 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 66.3%
- 2016 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 69.3%
- 2017 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 70.7%
- 2015 = School GLD, 55%, so well **below** 2015 National figure
- 2016 = School GLD 63% so **below** 2016 National figure
- 2017 = School GLD 64% so **below** 2017 National figure
- 2018 = School GLD 72% **just above/in line** with 2017 National figure

EYFS Results for Year 2018

Good Level of Development Statistics

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|-------|------|-------|-------|-------|-----|-------|---------|-------|-----|-----|---------|-------|-----|-------|---------|-------|---------------|-------|-------------------|-------|-------------|-------|-------------|------|-------------|-------|
| All | 71.74 | Boys | 66.67 | Girls | 78.95 | SEN | 44.44 | Not SEN | 78.38 | EAL | 0.0 | Not EAL | 71.74 | FSM | 42.86 | Not FSM | 76.92 | Pupil Premium | 44.44 | Not Pupil Premium | 78.38 | Autumn Born | 78.26 | Spring Born | 62.5 | Summer Born | 66.67 |
|-----|-------|------|-------|-------|-------|-----|-------|---------|-------|-----|-----|---------|-------|-----|-------|---------|-------|---------------|-------|-------------------|-------|-------------|-------|-------------|------|-------------|-------|

The Pupil Premium Gap at the end of Reception is ~34%- a significant gap but 44.44% are now at ARE

Progress

Progress is measured from Covalee. Only students who have data in both datapoints will be used when calculating the average progress made.

| Cohort | LAA | DDO | SPE | MAR | HAC | S/A | BEF | BFE | REA | YFH | RIIB | SSB | PAC | WOR | TTC | EPH | RLA |
|---------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| All | 5.93 | 5.8 | 5.46 | 5.83 | 5.83 | 5.87 | 5.33 | 5.89 | 5.57 | 5.24 | 5.81 | 5.33 | 5.54 | 5.74 | 5.77 | 5.46 | 5.39 |
| Boys | 5.12 | 5.11 | 5.42 | 5.74 | 5.59 | 5.36 | 5.37 | 5.39 | 5.49 | 5.21 | 5.84 | 5.11 | 5.43 | 5.81 | 5.79 | 5.34 | 5.29 |
| Girls | 5.88 | 4.93 | 5.49 | 5.91 | 5.97 | 5.8 | 5.3 | 5.84 | 5.49 | 5.26 | 5.44 | 5.51 | 5.49 | 5.59 | 5.57 | 5.36 | 5.37 |
| EAL | | | | | | | | | | | | | | | | | |
| Non EAL | 5.93 | 5.8 | 5.46 | 5.83 | 5.83 | 5.87 | 5.33 | 5.89 | 5.57 | 5.24 | 5.81 | 5.33 | 5.54 | 5.74 | 5.77 | 5.46 | 5.39 |
| SEN | 5.49 | 5.31 | 5.8 | 5.39 | 5.8 | 5.48 | 5.33 | 5.33 | 5.13 | 5.8 | 5.87 | 5.49 | 5.44 | 5.56 | 5.44 | 5.22 | 5.44 |
| Not SEN | 5.99 | 5.87 | 5.32 | 5.88 | 5.94 | 5.87 | 5.32 | 5.81 | 5.62 | 5.3 | 5.99 | 5.3 | 5.57 | 5.78 | 5.79 | 5.81 | 5.48 |
| FSM | 5.8 | 5.77 | 5.88 | 5.97 | 5.8 | 5.97 | 5.77 | 5.86 | 5.75 | 5.8 | 5.89 | 5.43 | 5.8 | 5.77 | 5.71 | 5.52 | 5.8 |
| Not FSM | 5.8 | 5.87 | 5.33 | 5.87 | 5.96 | 5.87 | 5.26 | 5.93 | 5.58 | 5.28 | 5.89 | 5.33 | 5.46 | 5.78 | 5.72 | 5.44 | 5.51 |
| Pupil Premium | 5.79 | 5.56 | 5.81 | 5.79 | 5.8 | 5.44 | 5.36 | 5.87 | 5.47 | 5.81 | 5.27 | 5.38 | 5.78 | 5.47 | 5.78 | 5.38 | 5.81 |
| Not Pupil Premium | 5.8 | 4.86 | 5.35 | 5.62 | 5.94 | 4.97 | 5.27 | 4.95 | 5.58 | 5.37 | 5.46 | 5.27 | 5.49 | 5.76 | 5.7 | 5.43 | 5.51 |
| Autumn Born | 5.85 | 4.96 | 5.22 | 5.61 | 5.52 | 5.71 | 5.17 | 4.91 | 5.48 | 5.22 | 5.3 | 5.44 | 5.43 | 5.81 | 5.48 | 5.43 | 5.57 |
| Spring Born | 5.39 | 5.8 | 5.3 | 5.81 | 5.75 | 4.88 | 5.25 | 5.8 | 5.75 | 5.11 | 5.25 | 5.41 | 5.39 | 5.61 | 5.41 | 5.5 | 5.41 |
| Summer Born | 5.53 | 5.87 | 5.8 | 5.87 | 5.73 | 5.87 | 5.31 | 5.11 | 5.4 | 5.31 | 5.73 | 5.8 | 5.8 | 5.87 | 5.87 | 5.47 | 5.4 |
| Gifted and Talented | 5.95 | 5.8 | 5.46 | 5.83 | 5.83 | 5.87 | 5.33 | 5.89 | 5.57 | 5.24 | 5.81 | 5.33 | 5.54 | 5.74 | 5.77 | 5.46 | 5.39 |

Progress from entry into Reception (Baseline) is in line or above expected in all aspects

Awaiting analysis from commissioned report...will be added at a later date



- Good progress across the Prime Areas and specific areas
 - 33 of the 46 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 below national.



Resulting Improvement Targets =

- Writing progress was amongst the weakest of all aspects for this cohort and particularly for the PP pupils. They will need support in Y1
- Reception needs to plan for specific writing activities in the direct teaching and the continuous provision to address this next year,
- Would be worth considering the 13 pupils who did not reach GLD and the aspects they fell short in when planning individual and group activities for Y1.

Year 1 Phonics

69%



2017 school = 80%
2016 school = 90%
2015 school = 76%

2017 national = 81%
2016 national = 81%
2015 national = 77%

School Phonics Report : Year Taken (2018), Entry Date before (14/07/2018), Cohort (all), Year (1)

Percentages do not include students recorded with 'A' or 'D'.

Percentages represent those who are 'working at', calculated from a total of those who are 'working at' and 'working towards'.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|-------|------|-------|-------|-------|-----|-------|---------|-------|-----|-----|---------|-------|-----|-------|---------|-----|---------------|-------|-------------------|-------|-------------|------|-------------|-------|-------------|-------|
| All | 68.05 | Boys | 72.91 | Girls | 63.16 | SEN | 33.33 | Nat SEN | 78.79 | EAL | 0.0 | Nat EAL | 69.05 | FSM | 85.71 | Not FSM | 0.0 | Pupil Premium | 72.73 | Not Pupil Premium | 67.74 | Autumn Born | 62.5 | Spring Born | 66.67 | Summer Born | 81.82 |
|-----|-------|------|-------|-------|-------|-----|-------|---------|-------|-----|-----|---------|-------|-----|-------|---------|-----|---------------|-------|-------------------|-------|-------------|------|-------------|-------|-------------|-------|

Analysis of outcome

- 42 children in Y1- each child is 2.4%
- 51 children took the test in KS1 (9 from Y2 who didn't pass in Y1...7/9 passed this time)

Y1

- 1 child who was a certain pass was absent = 2.4%
- 1 child missed by 1 mark = 2.4%
- 2 children missed by 2 marks = 4.8%
- 2 children who were secure at Phase 4 on entry to Y1 did not pass = 4.8%

Therefore if there had not been one absence and 3 children had gained 1 or 2 more marks or 2 children who should have passed did pass= **83% or any permutation of that depending on which section made it**

96.3% of Y2 cohort have now achieved pass level for Phonics Screening Check Y2 (92% nationally in 2017)



- School performing below national average
- Pupil Premium at 73% whereas non PP 68% so a negative gap with PP pupils performing better than non PP



Resulting Improvement Targets =

- No Nonsense Phonics is to be used from Reception to Y2 to ensure consistency of approach.
- Y1 team to meet with Stage Leader every month to monitor progress and interventions.
- Stage Leader to record progress and feedback to KS1 literacy leader
- Phonics monitoring to become a part of termly Pupil Progress Meetings.

KS1 OUTCOMES

| Subject | Percentage of pupils achieving the expected standard: school (2018) | Percentage of pupils achieving the expected standard: nationally (2017) ¹ |
|-----------------|---|--|
| English reading | 85% | 76% |
| English writing | 88% | 68% |
| Mathematics | 86% | 75% |
| Science | 94% | 83% |

| Cohort | REA (% EXS) | REA (% GDS) | WRI (% EXS) | WRI (% GDS) | MAT (% EXS) | MAT (% GDS) | SCI (% EXS) |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Average | 65 | 20 | 65 | 13 | 69 | 17 | 94 |
| Boys | 68 | 18 | 64 | 11 | 75 | 14 | 93 |
| Girls | 62 | 23 | 65 | 15 | 62 | 19 | 96 |
| EAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not EAL | 65 | 20 | 65 | 13 | 69 | 17 | 94 |
| SEN | 40 | 0 | 0 | 0 | 20 | 0 | 40 |
| Not SEN | 67 | 22 | 71 | 14 | 73 | 18 | 100 |
| FSM | 75 | 0 | 75 | 0 | 50 | 25 | 100 |
| Not FSM | 64 | 22 | 64 | 14 | 70 | 16 | 94 |
| Pupil Premium | 73 | 7 | 73 | 7 | 73 | 7 | 100 |
| Not Pupil Premium | 62 | 26 | 62 | 15 | 67 | 21 | 92 |
| Autumn Born | 69 | 19 | 63 | 25 | 56 | 31 | 94 |
| Spring Born | 79 | 16 | 63 | 16 | 79 | 11 | 95 |
| Summer Born | 47 | 26 | 68 | 0 | 68 | 11 | 95 |

The school awaits the detailed analysis of ASP and 2018 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 than national at expected levels for all subjects compared to last year's national data.

- At the higher levels ('Greater Depth') the school is below national (2017) for Reading (20 v 25) and below national for writing (13 v 21) and Maths is slightly higher than national 2017 (17 v 16)

- 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 than their peers in all subjects at expected levels but below at greater depth. A significant 'turnaround' from PP outcomes in EYFS so the school has effectively 'closed the gap'**



Resulting Improvement Targets =

- To focus on improving attainment at HA ability levels
- To continue to ensure children who don't read regularly at home are additionally supported with their reading at school.

KS2 OUTCOMES

Attainment

37 pupils, each pupil = 2.7%
1 on EHCP so below tests
1 absent – broken leg
So 5.4% already below EXP

¹ Data showing the attainment of pupils in the 2017 key stage 1 national curriculum teacher assessments:
www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2017

| Subject | Percentage of pupils achieving the expected standard: school | Percentage of pupils achieving the expected standard: nationally ² | Average scaled score: school ³ | Average scaled score: nationally ⁴ |
|---|--|---|---|---|
| English reading | 57% | 75% | 103 | 105 |
| English grammar, punctuation and spelling | 84% | 78% | 107 | 106 |
| Mathematics | 86% | 76% | 106 | 104 |
| English writing (teacher assessment) | 81% | 78% | N/A | N/A |
| Science (teacher assessment) | 92% | 82% (2017 data) ⁵ | N/A | N/A |

% achieving expected in R, W & M = 54% compared with 64% nationally in 2018. This is a result of the reading test outcome and 1 additional child achieving reading but not writing. This statistic distorts the excellent results in Writing, Maths (which was a target for improvement) and SPAG, all of which are ABOVE NATIONAL.

| SCHOOL TEACHER ASSESSMENTS 2018 - All | | | | | | | | | | | | | | |
|---------------------------------------|--------------------------|-----|-----|-----|-----|-----|-------|-----|-----|-----|-----|-------|-------|-------|
| Subject | Percentage at each level | | | | | | | | | | | | | |
| | A | D | L | F | P | Q | HM | BLW | PKF | PKE | PKG | WTS | EXS | GDS |
| Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 13.51 | 0.0 | 0.0 | 0.0 | 2.7 | 0.0 | 83.78 | 0.0 |
| Writing | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.7 | 16.22 | 54.05 | 27.03 |
| Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.81 | 0.0 | 0.0 | 0.0 | 2.7 | 0.0 | 86.49 | 0.0 |
| Science | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.11 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 91.89 | 0.0 |

In terms of higher levels there is a similar picture...

2018 KS2 Outcomes – School / National Comparisons

| Attainment | | All subjects | Reading | Writing | GPS | Maths |
|----------------------|---|--------------|---------|---------|-----|-------|
| At expected standard |  Beckstone Primary | 54% | 57% | 81% | 84% | 86% |
| | National  | 64% | 75% | 78% | 78% | 76% |
| At higher standard* |  Beckstone Primary | 7% | 19% | 27% | 32% | 30% |
| | National  | 9% | 25% | 18% | 31% | 23% |

N.B. National 'Floor Standard' for attainment is 65% for all subjects combined

* = A scaled score of **110 or more** was the threshold for a pupil's performance to be viewed as being to a higher standard than expected in 2017 so have used this for these figures. The national figures are 2017 as they have not been released yet.

The school awaits the detailed analysis of ASP and 2018 national data and performance of groups from further data analysis however early indications of messages from KS2 outcomes can be deduced from the table at the top of the next page.

² Percentages for English reading, English grammar, punctuation and spelling, mathematics, and English writing teacher assessment (TA) are based on provisional headline information on the 2018 national curriculum assessments: www.gov.uk/government/publications/national-curriculum-assessments-key-stage-2-2018-interim/key-stage-2-2018-interim-results-text

³ Scaled scores guidance: www.gov.uk/guidance/scaled-scores-at-key-stage-2

⁴ Average scaled scores for English reading, English grammar, punctuation and spelling and mathematics are based on provisional headline information on the 2018 national curriculum assessments: www.gov.uk/government/publications/national-curriculum-assessments-key-stage-2-2018-interim/key-stage-2-2018-interim-results-text

⁵ Science TA is based on revised information relating to the 2017 national curriculum assessments: www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised

| Cohort | REA (% EXS) | WRI (% EXS) | WRI (% GDS) | MAT (% EXS) | SCI (% EXS) |
|-------------------|-------------|-------------|-------------|-------------|-------------|
| Average | 84 | 54 | 27 | 86 | 92 |
| Boys | 78 | 56 | 22 | 89 | 94 |
| Girls | 89 | 53 | 32 | 84 | 89 |
| EAL | 0 | 0 | 0 | 0 | 0 |
| Not EAL | 84 | 54 | 27 | 86 | 92 |
| SEN | 75 | 25 | 0 | 50 | 50 |
| Not SEN | 85 | 58 | 30 | 91 | 97 |
| FSM | 78 | 33 | 33 | 89 | 100 |
| Not FSM | 86 | 61 | 25 | 86 | 89 |
| Pupil Premium | 80 | 33 | 33 | 80 | 93 |
| Not Pupil Premium | 86 | 68 | 23 | 91 | 91 |
| Autumn Born | 89 | 56 | 33 | 89 | 89 |
| Spring Born | 100 | 84 | 18 | 91 | 100 |
| Summer Born | 71 | 47 | 29 | 82 | 88 |

- Boys outperformed girls in maths (89 v 84) but girls performed better than the boys in writing (85 v 78) and reading (89 v 78)
- **PP pupils had outcomes below non PP pupils in all subjects and significantly in writing (however PP pupils had a higher % at GDS in writing). The gap ranges from 6% (Reading) to 15% (Writing) however when compared to intake this can be regarded as a significant closing of the gap.**

In 2017, a school is considered above the floor standard if:

- At least **65 percent of pupils** meet the **expected standard** in reading, writing and mathematics; **or**
- The school achieves **sufficient progress scores** in **all three subjects** – at least -5 in reading, -5 in mathematics and -7 in writing.

The progress scores are released in October however the guesstimates are after completing a downloaded VA calculator from the TES show we will be above the floor standard:

| | Reading | Writing | Maths |
|------------------------|--------------|-------------|-------------|
| Pupil Count | 35 | 36 | 35 |
| Confidence Interval | 2.08 | 1.97 | 1.88 |
| Upper CI | 0.22 | 3.45 | 3.17 |
| Lower CI | -3.91 | -0.50 | -0.56 |
| School VA Score | -1.84 | 1.47 | 1.30 |
| Significance | In Line | In Line | In Line |

Progress



- The school outcomes at the expected standard and at higher levels are above national for Maths, Writing & SPAG but well below for Reading
- The progress outcomes **appear to be above** nationally expected levels for Writing and Maths but below for Reading however the forecasted significance is 'in line' for all, clearly progress is good across KS2
- There is a PP gap across all subjects but much reduced from last year



The focus for targets into next year clearly need to be focused on Reading

- **A class text is read daily when possible; ideally at the end of the day. Vocab is reviewed and discussed before reading so children can understand the story. Beckstone Reading Tree has texts which are specifically aimed at year groups and cover a range of fiction.**
- **Guided/ Group Reading is taught daily in every class from Reception (film, book talk etc. as appropriate) to Y6. VIPERS structure is used across school so consistency is guaranteed.**
- **Every class displays the VIPERS sequence and plans using the VIPERS format.**
- **Book Areas are inviting. As space is limited- Book Nooks are a good choice. If books are old and not being read – throw them away!**
- **Home Reading takes place in every class. Children do not need to read every book in each band. Teachers can assess when a child is ready to move. Judgements can be moderated across Key Stages to ensure children do not move before they are secure.**
- **Accelerated Reader takes place in all classes in Y3 and Y4.**
- **To use the new Cornerstones reading comprehension tests on a termly basis so pupils become familiar with the nature of the test, the inference skills needed and the speed at which they must process and write information.**