



Quality of Education - Outcomes for Learners 2019 (Impact)



	Quality of Education Intent	Quality of Education Implementation	Quality of Education Impact	Behaviour & Attitudes	Personal Development	Leadership & Management	Early Years	Overall effectiveness
			Good					

School Summary

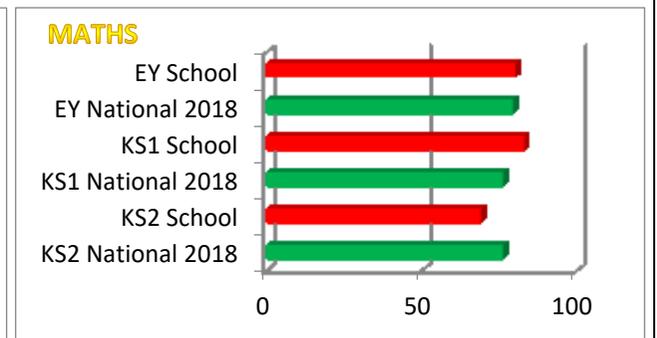
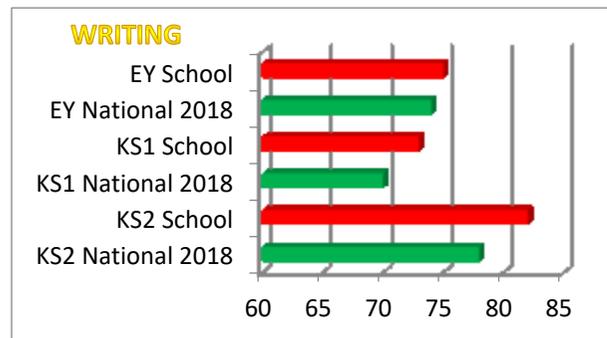
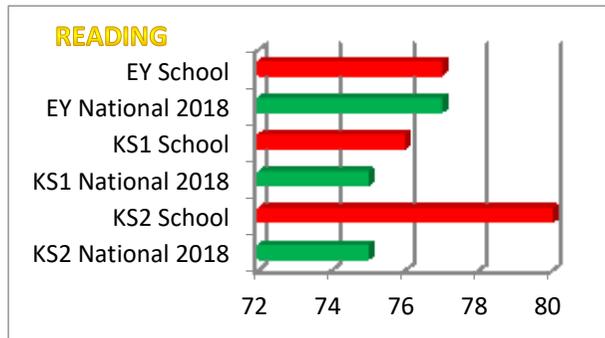
Please note: The data set for the school is still raw figures and as a consequence detailed analysis, particularly of groups e.g. PP pupils will be released with the ASP data in the Autumn term. The details below are a starting point for further analysis next term.

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 (only 18% of Nursery averaged over the 3 cohorts were secure at 22-36 months), very markedly so in the subject specific areas of Reading (40%), Writing (13%) and Maths (11%))
- 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 **was in line/above** national levels this year, a significant improvement on last year's outcomes. In addition by the end of Year 2 more pupils than the national average have achieved the phonics expected level (95%+ v 92%)
- By the end of KS1 results at 'expected' are **above** in all subjects bar Science which is in line. Progress from the early years is **good** in all areas
- Results for the Y4 X Table test were strong with 38% of the cohort not dropping mark and over 2/3 achieving 21+ out of 25
- By the end of Key stage 2 the school outcomes are **above** National in all 3 RWM, in Reading & Writing and are **in line** with SPAG. The school outcome for Maths is below National compared to 2018 but progress was **in line** with National expectations.
- At higher levels the school's cohort performed **above** national in all subjects bar Maths where it was **in line**.

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 Maths in the latter, which will be a focus for development across the school in 2019/20).



FOUNDATION STAGE

Nursery

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

	Total number in cohort on EXIT this term	Prime Areas								Literacy		Maths		GLD
		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	Secure in Prime areas plus Lit & Maths
Boys	23	15	20	18	9	20	20	18	14	11	17	10	13	4
Girls	19	17	19	17	17	17	18	19	17	13	18	11	15	9
CLA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEND	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EYPP - Children	6	2	5	5	2	4	5	5	2	0	3	1	2	1
Non-EYPP	37	30	34	30	24	33	33	32	29	24	32	20	26	12
Children total	42	32	39	35	26	37	38	37	31	24	35	21	28	13



- This data relates to the 42 children starting Reception and exiting our own Nursery. There are a further 11 children from other providers starting Reception. The low level of pupils at a GLD on Nursery exit in turn reflects the high % of children who started Nursery below ARE.
- This data set shows that only 13 children out of 42 are working at ARE on exit from Nursery (31%). From baseline this figure was 0%.
- **Only one of the EYPP children are at ARE on exit from Nursery (17%, 83% not).**
- The issues for Reception are ensuring value is added to this cohort in order to approach national EYFS outcomes and in particular to support the EYPP children getting the support they need as only one of this group achieved a GLD and many are clearly struggling in the specific areas.



Resulting Improvement Targets =

- To ensure there is a focus on quality first teaching, accurate tracking of progress and resulting interventions to move this cohort closer to ARE
- To focus on support & interventions to support the 6 EYPP pupils across all areas and particularly the specific areas of Literacy and Maths

Reception
GLD

SCHOOL TEST RESULTS 2019				
Subject	Percentage at each score			
	1	2	3	A
Listening and attention	9.62	78.85	11.54	0.0
Understanding	15.38	78.85	5.77	0.0
Speaking	9.62	86.54	3.85	0.0
Moving and handling	5.77	88.46	5.77	0.0
Health and self care	3.85	96.15	0.0	0.0
Self-confidence and self-awareness	1.92	98.08	0.0	0.0
Managing feelings and behaviour	5.77	94.23	0.0	0.0
Making relationships	5.77	92.31	1.92	0.0
Reading	23.08	75.0	1.92	0.0
Writing	25.0	73.08	1.92	0.0
Numbers	15.38	80.77	3.85	0.0
Shape, space and measures	5.77	94.23	0.0	0.0
People and communities	3.85	86.54	9.62	0.0
The world	1.92	96.15	1.92	0.0
Technology	0.0	98.08	1.92	0.0
Exploring and using media and materials	0.0	98.08	1.92	0.0
Being imaginative	5.77	90.38	3.85	0.0

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%

2018 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 72%

2016 = School GLD 63% so **below** 2016 National figure

2017 = School GLD 64% so **below** 2017 National figure

2018 = School GLD 72% **exactly in line** with 2018 National figure

2019 = School GLD, 67%, so **below** 2018 National figure

All	67.31	Boys	65.38	Girls	69.23	SEN	50.0	Not SEN	68.0	EAL	0.0	Not EAL	67.31	FSM	60.0	Not FSM	68.09
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Pupil Premium	40.0	Not Pupil Premium	73.81	Autumn Born	72.22	Spring Born	68.75	Summer Born	61.11
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The Pupil Premium Gap at the end of Reception is ~34%- a significant gap but 40% are now at ARE



- The proportions reaching a GLD and the ELGs in the specific areas of Literacy and Maths were in line with those seen nationally.
- There is not a significant gender disparity



Resulting Improvement Targets =

- To develop the use of 'Tapestry' in Reception to pinpoint individual pupil progress and target interventions to support the pupils to achieve a GLD

Phonics

**Year 1
Phonics**

82.61%

82.61% in 2019, a significant increase on the 2018 outcome

Analysis of outcome

2018 school = 69%
 2017 school = 80%
 2016 school = 90%

2018 national = 82%
 2017 national = 81%
 2016 national = 81%

- Phonics outcome is back in line with/slightly above national
- The impact of adopting NNS could be a causal factor in this improvement
 - In addition those absent during the testing week this year could sit it the week after so the results are not skewed through absenteeism
 - Pupil Premium at 67% whereas non PP 86% so a large gap – contrasts markedly with last year's negative gap
 - Girls outperformed boys significantly



All	82.61	Boys	77.78	Girls	89.47	SEN	71.43	Not SEN	84.62	EAL	0.0	Not EAL	82.61	FSM	62.5	Not FSM	0.0
Pupil Premium		66.67	Not Pupil Premium		86.49	Autumn Born		86.96	Spring Born		75.0	Summer Born		80.0			



Resulting Improvement Targets:

- No Nonsense Phonics is to continue be used from Reception to Y2 to ensure consistency of approach and embedding of practice.
- 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 be part of termly Pupil Progress Meetings.

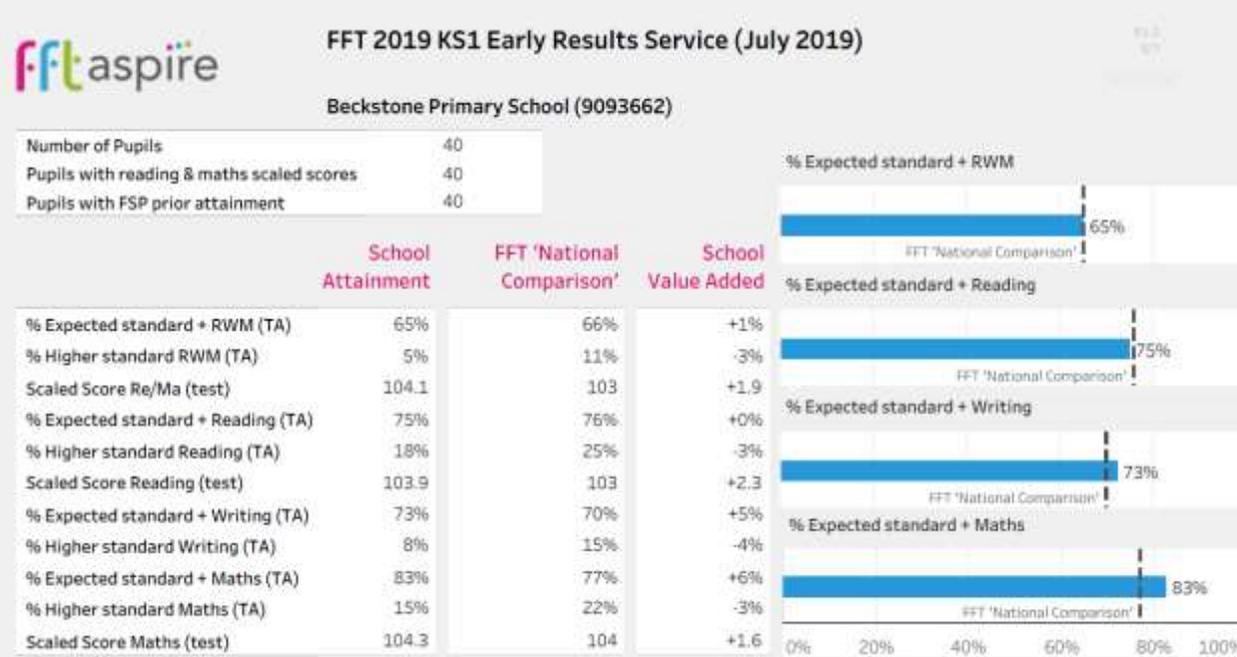
**Year 2
retakes**

95% of Y2 cohort have now achieved pass level for Phonics Screening Check Y2 (92% nationally in 2018)

No target as quality first teaching has ensure Y2 phonics passes consistently well above national.

KS1 (Year 2)

**Progress
EY-KS1**



FFT data shows that school is outperforming national at expected but not at higher levels.

The Value added for the cohort reflects the above with strong VA at expected but not at higher levels

Value added progress for pupil groups (only includes pupils with FSP prior attainment and scaled scores)

	Pupils	Reading & Maths Scaled Score	Reading & Maths Value Added	Reading Scaled Score	Reading Value Added	Maths Scaled Score	Maths Value Added
All Pupils	40	104.1	+1.9	103.9	● +2.3	104.3	+1.6
Female	17	104.1	● +2.2	104.6	● +2.4	103.7	+1.9
Male	23	104.0	+1.8	103.4	● +2.2	104.7	+1.4
Higher attainer	18	106.9	+1.1	106.7	+0.9	107.1	+1.2
Middle attainer	9	106.1	● +2.5	106.4	● +3.5	105.8	+1.4
Lower attainer	13	98.8	● +2.8	98.3	● +3.4	99.2	● +2.2
Not FSM6	34	104.2	● +2.3	104.3	● +2.8	104.1	+1.7
FSM6	6	103.3	+0.2	101.5	-0.6	105.2	+1.0
Not SEN	31	105.3	● +2.2	105.3	● +2.6	105.3	+1.8
SEN	9	99.9	+1.0	99.2	+1.3	100.6	+0.8
Autumn Term	14	105.2	+1.0	104.4	+0.4	106.0	+1.5
Spring Term	15	104.1	+1.3	105.1	● +2.9	103.1	-0.3
Summer Term	11	102.6	● +4.1	101.7	● +3.9	103.5	● +4.3

Analysis of groups showing very little gender differences.

Of note is the high level VA for middle and lower attainers across KS1 as well as the Summer Born children.

PP & SEN children achieving positive VA but lower than their peers

Attainment RWM

Subject	Percentage of pupils achieving the expected standard: school (2019)	Percentage of pupils achieving the expected standard: nationally (2018) ¹
English reading	76%	75%
English writing	73%	70%
Mathematics	83%	76%
Science	83%	83%

Cohort	REA (% EXS)	REA (% GDS)	WRB (% EXS)	WRB (% GDS)	MAT (% EXS)	MAT (% GDS)	SCI (% EXS)
Average	58	18	65	8	68	15	83
Boys	61	13	61	4	65	17	87
Girls	53	24	71	12	71	12	78
EAL	0	0	0	0	0	0	0
Not EAL	58	18	65	8	68	15	83
SEN	33	11	56	0	33	11	56
Not SEN	65	19	68	10	77	16	90
FSM	57	0	71	0	43	29	86
Not FSM	58	21	64	9	73	12	82
Pupil Premium	44	11	67	0	44	22	70
Not Pupil Premium	61	19	65	10	74	13	84
Autumn Born	64	21	64	14	57	36	79
Spring Born	43	29	57	7	71	7	79
Summer Born	67	0	75	0	75	0	92

With regard to groups, again there is no national or Cumbrian analysis yet for comparison and this will be reviewed once it is available.

In the meantime the headline aspects of the results are:

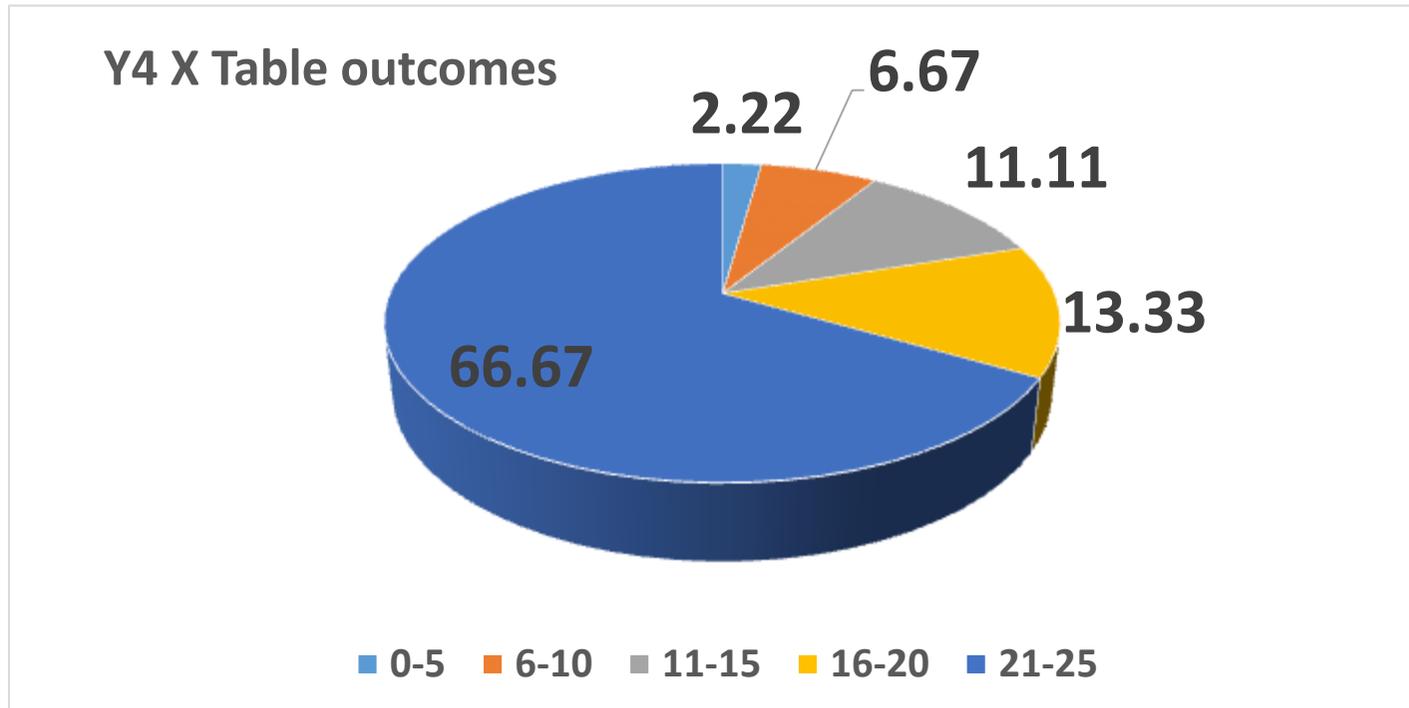


- Attainment at the end of KS1 is higher than national at expected levels for all subjects compared to national data.
- At the higher levels ('Greater Depth') the school is below national (2018) for Reading (18 v 25) and below national for writing (8 v 21) and Maths is just slightly lower than national 2018 (15 v 16)
- There are some significant gender differences this year, most markedly in writing
- Progress from Early Years appears to be **very good** ...awaiting ASP analysis
- **In terms of closing the gap, the PP pupils' attainment at 'expected and above' is 25% lower in Reading, 8% in Writing and 11% in Maths**



Resulting Improvement Targets =

- **To focus on improving attainment at HA ability levels**
- **To continue to ensure children receive appropriate targeted interventions, particularly PP & SEN children**
- **To evaluate teaching of writing in KS1 with a focus on developing strategies to improve boys' writing.**



- The 'pass mark' is unknown. This has not been released by the DfE and there seemingly is no intention too for the pilot year. It is therefore difficult to anticipate outcomes.
- In addition it does not appear that there will be benchmarking against local or national outcomes this year.
- Over 2/3 of the cohort scored 21+ out of 25 which is impressive for the first year of operation
- Of note was that 17/45 (38%) of the cohort got full marks



Resulting Improvement Targets =

- **To continue to embed Times Table Rockstars into class timetables and excite pupils with weekly certificates and badges. TT Rockstars very much reflects the nature of the test.**
- **To raise the focus of the importance of learning times tables off by heart with parents through regular speed homework**

Main School CP3 Outcomes

Attainment

Current Attainment CP3 2019 Maths

	Below ARE -X:1	X:2	X:3	X:4	X:5 and 5+	TOTAL ON TRACK % X:5 and 5+
Y1/46	0	3	4	4	35	76
Y2/40	0	2	1	5	32	80
Y3/54	4	1	7	14	28	51
Y4/46	5	3	6	8	24	52
Y5/42	10	9	3	5	14	33

Current Attainment CP3 2019 Reading

	Below ARE -X:1	X:2	X:3	X:4	X:5 and 5+	TOTAL ON TRACK % X:5 and 5+
Y1/46	2	3	5	7	29	63
Y2/40	1	1	2	6	30	67
Y3/54	7	1	2	8	36	67
Y4/46	5	0	1	10	30	65
Y5/42	7	2	4	8	22	52

Current Attainment CP3 2019 Writing

	Below ARE -X:1	X:2	X:3	X:4	X:5 and 5+	TOTAL ON TRACK % X:5 and 5+
Y1/46	3	4	4	17	18	39
Y2/40	0	1	4	7	28	70
Y3/54	6	2	10	6	30	56
Y4/46	11	3	3	1	28	61
Y5/42	14	0	3	13	12	27

Current Attainment CP3 2019 SPAG

	Below ARE -X:1	X:2	X:3	X:4	X:5 and 5+	TOTAL ON TRACK % X:5 and 5+
Y1/46	0	5	7	11	23	50
Y2/40	0	0	2	10	16	40
Y3/54	9	1	9	19	16	27
Y4/46	6	2	4	12	22	47
Y5/42	0	2	4	15	20	47

The tables alongside show the percentage of children on track i.e. at 'Age Related Expectations' at the end of year final Checkpoint (CP3).

As a result of these outcomes each Stage/teacher completed the following questions for each area (Maths, Reading, Writing & SPAG) which will then inform the targets needed for each cohort next year:

What is working?
What are the gaps?
How can we address them?

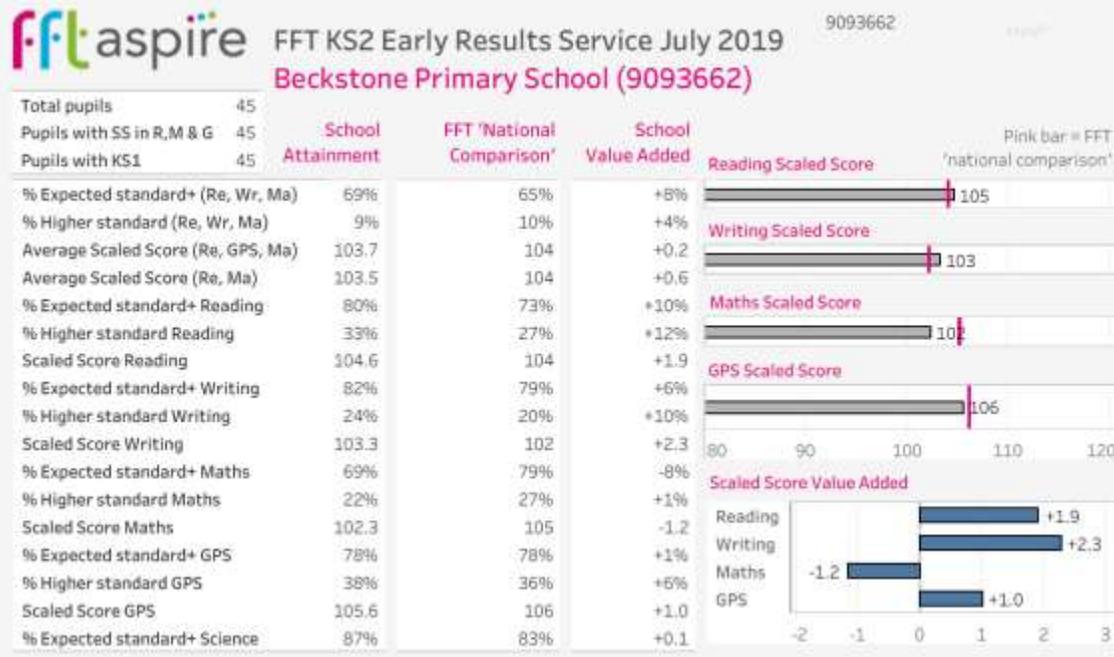
Resulting Improvement Targets =



- 'Back to basics' weeks at the start of every term
- Focus on number skills regularly, maths passports, Assertive mentoring etc and use them for homework too
- Afternoon maths boosters
- Use ORT Buddies
- Children reading ,ore and moving stages more quickly
- Create spelling displays in each class to display statutory spelling lists & rules
- Regularly review attainment against national expectations
- Review lesson time spent on Festivals e.g. Christmas

Upper KS2 (Year 6)

Attainment & Progress



Positive VA across the board apart from Maths scaled score.

School was in line or above national in all measures bar Maths

Analysis of groups showing very little gender difference in Reading but boys had large VA in writing and girls negative VA in Maths.

Of note is the high level VA for middle and lower attainers in reading and writing.

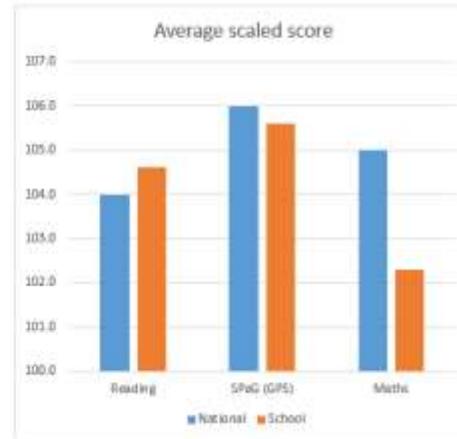
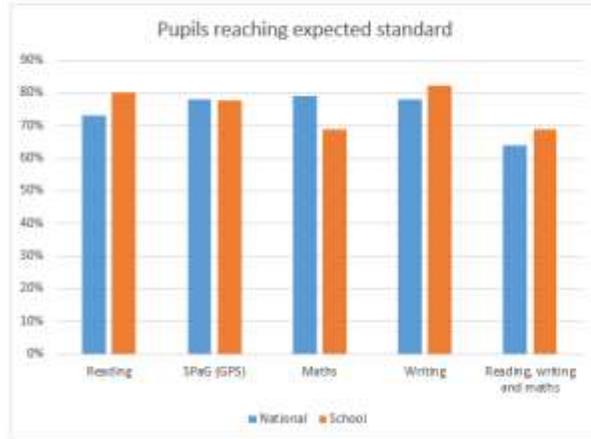
Lower attainers, PP & SEN children

Value Added progress for pupil groups

	Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	Maths Scaled Score	Maths Value Added
All Pupils	45	104.6	+1.9	103.3	+2.3	102.3	-1.2
Female	20	105.0	+1.7	103.2	+1.5	101.1	-3.0
Male	25	104.4	+2.1	103.4	+2.9	103.3	+0.3
Higher attainers	13	109.8	+0.5	108.4	+1.4	109.4	-0.1
Middle attainers	27	105.8	+3.4	103.1	+2.2	102.1	-1.2
Lower attainers	5	84.6	-2.2	91.0	+5.2	84.6	-3.5
Not SEN	37	107.3	+2.7	105.3	+2.5	104.8	-0.5
SEN	8	92.4	-1.5	94.0	+1.4	90.9	-4.3
Not FSM6	32	106.4	+2.8	104.0	+2.2	104.4	+0.2
FSM6	13	100.2	-0.2	101.6	+2.6	97.0	-4.4
Autumn Term	14	105.4	+2.5	103.4	+2.2	104.4	+0.7
Spring Term	13	106.1	+2.3	105.2	+3.2	103.4	-1.0
Summer Term	18	102.9	+1.2	101.9	+1.7	99.8	-2.7

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally (2018) ¹	Average scaled score: school	Average scaled score: nationally
English reading	80%	75%	105	105
English grammar, punctuation and spelling	78%	78%	106	106
Mathematics	69%	76%	102.3	104
English writing (teacher assessment)	82%	78%		
Science (teacher assessment)	87%	82%		

	Reading test		SPaG (GPS test)		Maths test		Writing TA	Reading, writing and maths
	Percentage reaching expected standard	Average scaled score	Percentage reaching expected standard	Average scaled score	Percentage reaching expected standard	Average scaled score	Percentage reaching expected standard	Percentage reaching expected standard
National Provisional	73%	104	78%	106	79%	105	78%	64%
School	80%	104.6	78%	105.6	69%	102.3	82%	69%
Difference (percentage points)	7	0.6	0	-0.4	-10	-2.7	4	5



Groups

Progress

	Value Added	
	School	RAG
Reading	0.75	Yellow
Writing	1.95	Green
Maths	-0.93	Yellow

Attainment

	Expected +		RAG	High		RAG	S	School	National	R ¹
	School	National		School	National					
Reading	80%	75%	Green	33%	28%	Green		104.6	105.0	Yellow
Writing	82%	78%	Yellow	24%	20%	Green		N/A	N/A	N/A
Maths	69%	76%	Red	22%	24%	Yellow		102.3	104.0	Yellow
RWM	69%	64%	Green	9%	10%	Yellow		N/A	N/A	N/A
EGPS	78%	78%	Yellow	38%	34%	Yellow		105.6	106.0	Yellow
Science	87%	82%	Green	N/A	N/A	N/A		N/A	N/A	N/A

Progress

	#	Value Added		
		Re	Wr	Ma
Disadv.	14	-0.8	2.9	-3.8
Male	25	0.8	2.4	0.3
Female	20	0.7	1.4	-2.5
SEN Support	7	-4.4	0.1	-5.2
EHCP	0	N/A	N/A	N/A
No SEN	38	1.7	2.3	-0.2
EAL	0	N/A	N/A	N/A
English First	45	0.8	2.0	-0.9
Low	5	-4.7	3.8	-4.9
Middle	27	2.2	2.0	-0.8
High	13	-0.1	1.2	0.3

Groups

Attainment

	#	Expected +					High					
		Re	Wr	Ma	RWM	EGPS	Sci	Re	Wr	Ma	RWM	EGPS
Disadv.	14	71%	71%	43%	43%	57%	79%	21%	21%	7%	7%	29%
Male	25	76%	80%	68%	68%	76%	88%	28%	28%	32%	12%	36%
Female	20	85%	85%	70%	70%	80%	85%	40%	20%	10%	5%	40%
SEN Support	7	29%	29%	14%	14%	29%	71%	0%	0%	0%	0%	0%
EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No SEN	38	89%	92%	79%	79%	87%	89%	39%	29%	26%	11%	45%
EAL	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English First	45	80%	82%	69%	69%	78%	87%	33%	24%	22%	9%	38%
Low	5	0%	0%	0%	0%	0%	40%	0%	0%	0%	0%	0%
Middle	27	85%	89%	67%	67%	81%	89%	30%	15%	11%	4%	22%
High	13	100%	100%	100%	100%	100%	100%	54%	54%	54%	23%	85%

Detailed analysis of the results will be available later in the Autumn term, in the meantime:



- The school outcomes at the expected standard and at higher levels are above national for Reading, Writing, in line but above for higher standard for SPAG but below for Maths at expected and only just below for the higher level KS2
- The percentage achieving passes in Reading Writing & Maths was above national this year (69 v 66)
- The progress outcomes **appear to be well above** nationally expected levels for Reading, above for Writing below for Maths however the forecasted significance is 'in line' for all, clearly progress is good across KS2
- The most significant improvement was in Reading at Key Stage 2, this was a target for development, and attainment rose from 56% to 80% against a backdrop of an historic less able cohort.
- There is a PP ('Disadvantaged' – see tables on previous page) significant gap on progress in Maths however the PP pupils made better progress in their writing than their peers and were in line for reading. In terms of attainment the PP cohort's outcomes were below their peers in all subjects, significantly in Maths & SPAG



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

- To implement daily additional 'Maths Skills' sessions across the school from September
- To use 'Maths Passports' or Assertive Memory to ensure basic arithmetic is kept 'on the boil' at age appropriate levels across the school.
- To ensure interventions for Maths are effective and impact on progress/attainment particularly for lower attainers, PP & SEN groups.