

Overall Attainment and Progress Headlines

Progress and Attainment

EYFS

Progress and attainment maintained a positive 3 year trend and attainment at GLD exceeded at 79% (national 72%) – see EYFS page of SEF for evidence.

KS1

Comparison to National –

- Our pupils outperform national benchmarks in Writing at the Expected Standard (EXS), and in Writing and Maths at GDS. We are in line with national (slightly below national, but not significantly) in all other areas - at EXS in Reading and Writing, and in Reading at GDS

- ISDR reports that there were no meaningful trends or differences for the KS1 attainment measure, although school improvement priorities plan to address dip in attainment in reading, particularly for boys' attainment, girls' progress and outcomes for PP children.

- In Y2 in 2018, a very large majority of children made at least expected progress in all subjects from EYFS scores (83% R, 92% W, 90% M), with some children making accelerated progress from their relative F2 starting points (R 8%, W 8%, Maths 7%).

Phonics

- Y1 Phonics results improved from last year's scores from 75% to 79%, although still slightly below national (nat 83%)

- Y2 Phonics retakes increased to 67% with the Y2 cumulative score of 92% (slight increase of 3% on cumulative 2017 scores).

Across school

- In house data from 2017-18 evidences positive progress across school from the previous year for a vast majority of children in RWM. Whole school data - Progress R 84%, W 87%, 86% M

Attainment R 78%, W 77%, M 81%

In year progress was positive for Y2 last year. To ensure positive flight path and conversions in maths and reading from FS2 to end of KS1, particular focus is needed on monitoring and expectations in all year groups incl. Y1 – focus on target setting, quality T&L, skill progression, moderation, challenge and pace

Trends over time

EYFS – Positive for past 3+ years, with outcomes consistently exceeding national KS1 – Improvement in Y1 and cumulative phonics from 2017 to 2018 an in writing, although 3 year declining trend at EXP and GDS in Reading, and in Maths at EXS. This is being addressed through School Improvement Plan A and B incl. robust monitoring and evaluation by middle and senior leaders, building leadership capacity in these areas, external support from Literacy and Maths consultants and raising standard of T&L through Reading for Inference and Maths Mastery

Gender

EYFS

- Girls generally make more progress (100% girls made at least expected progress in all areas last year in F2, compared to 93% R, 90% W and 90% M boys) and also outperform boys in all areas at Expected and Exceeding (apart from HSC at EXC).

- Both results for boys and girls at GLD increased slightly last year and both were above national. Girls outperformed boys at GLD (girls 90%, boys 72% GLD)

KS1

- ISDR reports that there was nothing significant to report for gender/girls

- Our boys outperform boys nationally at GDS in Reading, Writing and Maths.

They also outperformed boys nationally at EXP in Writing, although were slightly below national boys at EXP in Reading and Maths. Data was impacted on by a small number of boys in the cohort with multiple vulnerabilities such as significant SEND, behavioural issues, poor parental engagement and attendance/punctuality. 2 boys also had EHCPs in place.

- Our girls have outperformed girls nationally at EXS and GDS in Writing and Maths, although narrowly missed national girls in Reading.

- Girls' attainment in Maths increased last year and the gender gap narrowed, with both boys and girls exceeding national in Maths at GDS (B 30%, G 28%).

- Girls outperformed boys at EXS in all areas at the end of KS1, and in GDS Writing (boys marginally outperformed girls at GDS in Reading and Maths by 2/3%) – addressed in the SIP.

Boys' progress R 87%, W 90%, M %87

Boys' attainment EXS+ R 67%, W 67%, M 67%

Girls' progress R 79%, W 93%, M 93%

Girls' attainment EXS+ R 79%, W 83%, M 83%



Outcomes for Pupils

- Across almost all year groups and in a wide range of subjects, including English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, regardless of their different starting points.

- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and with adults.

- In a wide range of subjects, the progress of disadvantaged pupils and SEND currently on roll is close to, or is improving towards, that of other pupils with the same starting points.

- Pupils read widely and often, with fluency and comprehension appropriate to their age. A large majority of pupils in Y1 achieve the expected standard in the national phonics check.

- Pupils' progress is above average, or improving, across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average, or improving, across most subject areas.

- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to, or improving in relation to, other pupils nationally.

- Pupils are well prepared for the next stage of their education.

- The attainment of almost all groups of pupils is broadly in line with national averages.

Priorities for 2018-2019

Progress needs to be maintained every year to ensure positive flight path and conversions in maths and reading through KS1, particular focus needed on monitoring of year group expectations in Y1, challenge, target setting, assessment and skill progression

- Refine systems and processes for monitoring incl. for vulnerable groups, children at risk of underachieving, and children with SEND etc. and information used to drive forward teaching and learning

- Gaps in learning for phonics and reading to be quickly identified and addressed

- Rigorous monitoring and evaluation schedule from middle and senior leaders – build staffing to enable weekly non-contact time

- CPD and support plans to raise standards of teaching

- Outcomes for PP, FSM and SEND children need to narrow

- Reading and maths DEP priorities for 2018, with TLR positions to raise profile

Caring, sharing, learning for life!

Disadvantaged pupils

EYFS (9 PP children)

Despite gaps in attainment, progress measures show more positive picture - Disadvantaged children achieving GLD in EYFS is slightly lower than last year at 56% from 60% in 2017. This was limited by children achieving ELG in Writing, although there was an increase in achievement in Reading, Number and more significantly Shape, Space and Measure (increase of 29% from '17)

KS1 (12 PP children)

- 83% converted from previous scores, with 8% making accelerated progress - When compared with 'others' nationally, our disadvantaged children achieved marginally lower in Reading (Sch 58%, nat 63%) and Maths (58% Sch, 63% nat) at EXS, but slightly better in Writing (Sch 58%, nat 55%). At GDS, our disadvantaged children outperform those nationally in Reading (sch 17%, nat 14%) and Writing (Sch 17%, nat 8%), although slightly below nat at GDS Maths (Sch 8%, nat 12%)

- 58% of our disadvantaged children achieved EXS in Reading, Writing or Maths at the end of KS1 – a slight decrease in outcomes from 2017 (was 64%) – the attainment gap will be addressed through this year's SIP priorities, although the results are reflective of the complex/multiple needs of Y2 in 2018 - Although only 58% of PP children achieved EXS+ in all areas in Y2 (with 17% achieving GDS in Reading and Writing, and 8% in Maths), conversion rates for at least expected progress was 83%

- 2 FSM children failed to convert EXP FS2 scores to EXS in Y2 in all areas, although 1 child made accelerated progress and achieved GDS in R and W

Ethnicity

WBRI - largest ethnic gp, performance was at least at or above national EYFS – (2 BME) 100% GLD, 100% expected progress + 50% accelerated KS1 – (9 BME ch) 56% attained ARE+ in R/W/M

According to ISDR, achievement of BME children was lower than, but similar to, national 'all' pupils in Reading & Writing at EXS, and was slightly above at GDS in Reading

EAL – 40% R, 40% W, 40% M EXP 20% R, 20% W, 20% M GDS - ISDR reports that there was nothing significant to report for this group (NB – not sizeable groups and, therefore, difficult to compare)

Diminishing differences for disadvantaged groups

KS1 data analysis and ASP evidences that gaps in school have been narrowed 2017-2018 for boys and girls in all subjects at EXP+ (e.g. from 27% to 12% in school reading scores), although widened for SEND, PP and FSM. National and school gaps have also closed in girls' data (e.g. from 20% lower than national Reading in 2017, and only 1% lower than nat in 2018), but wider SEND/PP/FSM gaps also evident.

Non SEND - Children make strong progress and are in line with national in all subjects (see ASP data)

Pupils who have SEND

EYFS – 3 children – 2/3 made at least expected progress, 1 made accelerated progress and achieved GLD by the end of the year

KS1 – 6 children

- ISDR reports that school was in the lowest 20% of all schools for the proportion of SEND support (5.4%), although some children with SEND in Y2 last year also had very challenging behaviours, multiple barriers to learning - Although attainment of children with SEND was significantly below national others at EXP+ in all areas (1/6 20% achieved EXP in all areas), 83% (5/6) of this group made at least expected progress, with 17%/1 child making accelerated progress in all areas and achieving EXS in all subjects in KS1

Strengths for specific groups/the most able and Lower Attaining Pupils

- ISDR reports that there was nothing significant to report for this group - Our more able children outperformed others in Writing and Maths in KS1, particularly at GDS, with almost all more able children achieving GDS in Writing and Maths - although in Reading, conversions were not as strong (83%) with 6 making insufficient progress from their starting points (incl. 4 HAP girls failing to achieve GDS at the end of KS1).

We personalise our curriculum, and children help lead the key questions in our overarching concepts for learning. We ensure needs are met through skilful differentiation, effective use of staff/resources, quality first teaching and learning, effective and immediate feedback, focused interventions. We employ mastery approaches to ensure that the most able children are challenged, with opportunities for them to apply deeper learning.