



# Analyse School Performance ( ASP) – 2016-17

## Progress at Key Stage 2

### Overall Progress at Key Stage 2

	Reading	Writing	Maths
<b>Progress Score</b>	+1.07	+0.09	+0.83
<b>Descriptor (e.g. average)</b>	Average	Average	Average
<b>Confidence Interval (Upper limit)</b>	2.61	1.58	2.21
<b>Confidence Interval (Lower limit)</b>	-0.46	-1.4	-0.56
<b>Statistical significance*</b>	In line	In line	In line

\*if lower and upper limit of confidence interval are negative, data is significantly below (sig-)  
 If lower and upper limits of confidence interval are positive, data is significantly above (sig+)  
 If the confidence interval straddles zero (lower limit negative, upper limit positive), data is in line.

#### Comments:

Our progress scores in all 3 areas are positive. To fall into an 'Average' descriptor the school lies below the top 20% of schools and above the bottom 20%.

### Progress of groups at Key Stage 2

	Reading	Writing	Maths
<b>All pupils</b>	1.07	0.09	0.83
<b>Boys</b>	0.35	-0.88	0.83
<b>Girls</b>	2.26	1.66	0.82
<b>Disadvantaged</b>	-0.84	-3.38	-0.01
<b>Other – non disadvantaged</b>	1.57	0.99	1.04
<b>SEN EHC</b>	-6.15	-3.41	0.15
<b>SEN Support</b>	1.54	-2.78	1.69
<b>No SEN</b>	1.28	0.59	0.74
<b>On roll in Y5+6</b>	1.22	0.22	1.25
<b>EAL</b>	N/A	N/A	N/A
<b>Low PA (overall)</b>	1.6	0.62	1.45
<b>Mid PA (overall)</b>	1.05	0.08	0.7
<b>High PA (overall)</b>	0.99	-0.04	0.91

#### Groups making notably higher or lower than average progress.

No national progress scores for groups available for comparison

- Girls progress in reading significantly higher than boys
- Progress for Low PA children more positive in reading and maths
- Disadvantaged pupils – progress low in all areas especially writing (refer to governor data meeting Sept 17)
- Boys – writing lower than girls (2 boys EHCP, also impact SEN, 1 disadvantaged)

## Attainment at Key Stage 2

### Combined Attainment

#### Overall Combined Attainment at KS2:

No. pupils:	Cohort	School	LA	National	%diff from National	Diff No. pupils*
%EXS RWM	64	75%	64%	61%	14%	9
% High RWM	64	13%	8%	9%	4%	2.5
Ave score Reading		105.8	105.2	104.1		
Ave score Maths		105.6	104.6	104.2		

#### KS2 Combined Attainment at expected by groups (RWM combined):

	Cohort	% EXS School	% EXS National	% diff from National	Diff No. pupils *
All pupils	64	75%	61%	14%	9
Boys	40	73%	57%	16%	6.4
Girls	24	79%	65%	14%	3.36
Disadvantaged	13	46%	67%	-21%	-2.73
Other – non disadvantaged	51	82%	67%	15%	7.65
SEN EHC	2	0%	61%	-61%	-1.22
SEN Support	7	29%	61%	-32%	2.24
No SEN	56	84%	70%	14%	7.84
On roll in Y5+6	55	75%	63%	12%	6.6
EAL	0	0	61%	N/A	N/A
Low PA (overall)	5	0%	7%	-7%	0.35
Mid PA (overall)	38	71%	55%	16%	6.08
High PA (overall)	20	100%	95%	5%	1

\*

#### KS2 Combined Higher Attainment by groups (RWM combined):

	Cohort	% GDS School	% GDS National	% diff from National	Diff No. pupils *
All pupils	64	13%	9%	4%	2.56
Boys	40	10%	7%	3%	1.2
Girls	24	17%	10%	7%	1.68
Disadvantaged	13	0%	11%	-11%	-1.43
Other – non disadvantaged	51	16%	11%	5%	2.55
SEN EHC	2	0%	9%	-9%	-0.18
SEN Support	7	0%	9%	-9%	-0.63
No SEN	56	15%	10%	5%	2.8
On roll in Y5+6	55	13%	9%	4%	2.2
EAL	0	N/A	9%	N/A	N/A
Low PA (overall)	5	0%	0%	0%	0
Mid PA (overall)	38	3%	1%	2%	0.76
High PA (overall)	20	35%	26%	9%	1.8

## Attainment by Subject

### KS2 Attainment by groups (separate subjects):

	Cohort	% Difference from national		
		EXS Reading	EXS Writing	EXS Maths
All pupils	64	10%	10%	13%
Boys	40	10%	13%	13%
Girls	24	13%	9%	13%
Disadvantaged	13	-15%	-27%	-11%
Other – non disadvantaged	51	9%	13%	12%
SEN EHC	2	-71%	-26%	-25%
SEN Support	7	-14%	-33%	-4%
No SEN	56	8%	7%	8%
On roll in Y5+6	55	9%	9%	13%
EAL	0	N/A	N/A	N/A
Low PA (overall)	5	3%	23%	20%
Mid PA (overall)	38	9%	6%	13%
High PA (overall)	20	3%	2%	2%

### KS2 Higher Attainment by groups (separate subjects):

	Cohort	% Difference from national		
		Higher Reading	Higher Writing	Higher Maths
All pupils	64	3%	2%	4%
Boys	40	4%	3%	1%
Girls	24	5%	-2%	8%
Disadvantaged	13	-29%	-21%	-19%
Other – non disadvantaged	51	6%	-1%	4%
SEN EHC	2	-25%	-18%	-23%
SEN Support	7	-25%	-18%	-9%
No SEN	56	5%	-3%	3%
On roll in Y5+6	55	2%	-2%	6%
EAL	0	N/A	N/A	N/A
Low PA (overall)	5	-1%	0%	-1%
Mid PA (overall)	38	4%	-2%	0%
High PA (overall)	20	-1%	-6%	9%

### Groups with notably high/low attainment at KS2:

The group with the most significant variation from national were our disadvantaged children. As discussed in detail at our September data meeting, there were particular reasons for this with this cohort and is not considered to be a school wide trend.

**Question Level Analysis, e.g. areas in which pupils did notably well or underachieved:**

	<b><i>Areas of strength</i></b>	<b><i>Areas to Improve</i></b>
<b><i>Reading</i></b>	No overall trends	The data would suggest that inference is an area we need to further develop (there is a small negative difference to national)
<b><i>Grammar, Spelling and Punctuation</i></b>	There is a positive difference in all aspects. All areas are above national. Our strongest areas are punctuation and spelling (both 6% above national)	Grammatical terms/word classes and vocabulary are the areas with the smallest difference to national but are still positive
<b><i>Maths</i></b>	No overall trends	No overall trends

## Attainment at Key Stage 1

No. pupils:	School	LA	National	%diff from Nat	Diff No. pupils*
%EXS Reading	83%	77%	76%	7%	4.2
% GDS Reading	37%	23%	25%	12%	7.2
%EXS Writing	87%	68%	68%	19%	11.4
% GDS Writing	13%	12%	16%	-3%	-1.8
%EXS Maths	88%	75%	75%	13%	7.8
% GDS Maths	28%	19%	21%	7%	4.2

### Attainment at Expected Standard (EXS) by key groups:

		%Difference from national		
	Cohort	%Reading	%Writing	%Maths
Boys	26	6%	20%	11%
Girls	34	8%	16%	15%
Disadvantaged	2	-29%	-22%	-29%
Non-Disadvantaged	58	5%	16%	11%
SEN - EHC	2	-76%	-68%	-75%
SEN Support	1	24%	32%	25%
EAL	2	-26%	-18%	-25%

### Attainment at Higher Standard (GDS) by key groups:

		%Difference from national		
	Cohort	%Reading	%Writing	%Maths
Boys	26	16%	4%	16%
Girls	34	6%	-8%	2%
Disadvantaged	2	-28%	-18%	-23%
Non-Disadvantaged	58	10%	-4%	6%
SEN - EHC	2	-25%	-16%	-21%
SEN Support	1	-25%	84%	79%
EAL	2	25%	-16%	29%

**Identify groups with notably high/low attainment at KS1. Note number of pupils assessed as below or pre-key stage and put in context of EY start points (not provided in ASP):**

Our attainment at KS1 overall is strong. Greater Depth in writing is an area to further develop to bring in line with national. When looking at groups it might appear disadvantaged is a significant issue. However, as discussed at the data meeting in September, of the 2 disadvantaged pupils, 1 pupil has an EHCP and is working significantly below age related expectations.

Looking at attainment at the higher standard it is interesting to note that it is particularly the girls who performed lower than national.

## Phonics

No. pupils:	School	LA	National	diff from Nat	Diff No. pupils*
% achieving Y1	93%	83%	81%	12%	7.2
Average score	36.1	34.1	34	2.1	n/a

### Phonics attainment by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys	33	94%	78%	16%	5.28
Girls	27	93%	85%	12%	3.24
Disadvantaged	5	60%	84%	-24%	-1.2
Non-Disadvantaged	55	96%	84%	12%	6.6
SEN - EHC	0	0	81%	N/a	N/a
SEN Support	4	100%	81%	19%	0.76
EAL	1	100%	81%	19%	0.19

**Identify groups with notably high/low attainment in phonics, taking account of group size and EY start points (not provided in ASP):**

1 boy did not take test – arrived week of test

## EYFS

No. pupils:	School	LA	National	diff from Nat	Diff No. pupils*
% GLD					

### EYFS attainment of GLD by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys					
Girls					
Disadvantaged					
Non-Disadvantaged					

**Identify groups with notably high/low EYFS attainment noting specific ELGs**

Data for 2016-17 is not yet available.