

Analyse School Performance (ASP) - Summary 2017 - 2018

Progress at Key Stage 2

Overall Progress at Key Stage 2

	Reading	Writing	Maths
Progress Score	0.62	-3.01	0.21
Descriptor (e.g. average)	Average	Well below average	Average
Confidence Interval (Upper limit)	2.1	-1.5	1.6
Confidence Interval (Lower limit)	-0.9	-4.5	-1.2
Statistical significance*	In line	Sig-	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 reading and writing are positive. To fall into an 'Average' descriptor the school lies below the top 20% of schools and above the bottom 20%. Our progress in writing is Sig-. This is particularly affected by our achievement at GDS for writing and is an area for further development 2018-19

Progress of groups at Key Stage 2

	No of Pupils	Reading	Writing	Maths
All pupils	58	0.62	-3.01	0.21
Boys	31	0.65	-3.78	1.25
Girls	27	0.60	-2.13	-1.00
Disadvantaged	4	3.00	-1.98	-0.47
Other – non disadvantaged	54	0.45	-3.09	0.26
Ever 6 FSM	5	3.00	-1.98	-0.47
Children Looked After	0	N/A	N/A	N/A
SEN EHC	0	N/A	N/A	N/A
SEN Support	3	-0.17	3.44	5.08
No SEN	55	0.67	-3.39	0.06
On roll in Y5+6	47	0.61	-2.97	0.11
EAL	0	N/A	N/A	N/A
Low PA (overall)	2	8.62	6.57	11.73
Mid PA (overall)	32	0.85	-1.32	0.31
High PA (overall)	24	-0.35	-6.11	-0.90

Groups making notably higher or lower than average progress.

- The 4 Disadvantaged children made good progress in reading
- Low prior attainment children made greatest progress in all areas; however this is based on just 2 pupils
- High prior attainment children (based on 24 pupils) did not make expected progress, particularly in writing. This further emphasises the need for us to further develop writing at greater depth
- SEN children (3 pupils) made good progress in writing and maths
- Boys made slightly less progress than girls in writing
- Girls made slightly less progress than boys in maths

Progress at Key Stage 2 over time

No. of pupils:	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Progress scores	0.08	1.07	0.62	-1.63	0.08	-3.01	1.53	0.83	0.21
Confidence Interval (Upper limit)	1.9	2.6	2.1	0.2	1.6	-1.5	3	2.2	1.6
Confidence Interval (Lower limit)	-1.7	-0.4	-0.9	-3.4	-1.4	-4.5	0	-0.6	-1.2
Descriptor (e.g. average)	average	average	average	average	average	Well below average	n/a	average	average
Statistical significance*	In line	In line	In line	In line	In line	Sig -	In line	In line	In line
LA average	0.09	0.25	0.12	-3.29	-1.34	-1.03	-0.35	-0.29	-0.24
National average	0.00	0.00	0.03	0.00	0.00	0.03	0.00	0.00	0.03

*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:

Writing – there were no children achieving greater depth for writing in this cohort. The children were very technical writers, lacking flair and a wide ranging vocabulary. This is being addressed this year through the IPEELL project.

Progress in maths has slightly declined over time and needs to be monitored

Reading, Writing and Maths Combined

EXS standard:

	2016	2017	2018	3 year average
School (%)	59%	75%	74%	70.0%
LA (%)	52%	64%	67%	61.3%
National (%)	53%	61%	64%	59.7%
Difference from National	6%	14%	10%	10.3%

Higher standard:

	2016	2017	2018	3 year average
School (%)	15%	13%	0%	8.9%
LA (%)	4%	8%	8%	6.6%
National (%)	5%	9%	10%	8.0%
Difference from National	10%	4%	-10%	0.9%

Average scaled scores (Reading and Maths):

	2016		2017		2018		3 year average	
	R	M	R	M	R	M	R	M
School	104.5	106.2	105.8	105.6	107.1	105.9	105.8	105.9
LA	103.6	103.4	105.2	104.6	105.9	104.8	104.9	104.3
National	102.6	103.0	104.1	104.2	105.0	104.4	104.0	103.9
Difference from National	1.9	3.2	1.7	1.4	2.1	1.5	1.8	2.0

Comments: Combined attainment at the expected standard has remained strong. However it appears to have been declining to the higher standard – predominantly affected by writing. This is evidenced by the scaled scores for reading and maths remaining high

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	61	74%	67%	64%	10%	6.1
% High RWM	61	0%	8%	10%	-10%	-6.1
Ave score R		107.1	105.9	105.0		
Ave score M		105.9	104.8	104.4		

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

	Cohort	% EXS School	% EXS National	% diff from National	Diff No. pupils *
All pupils	61	74	64	10	6.1
Boys	34	65	61	4	1.4
Girls	27	85	68	17	4.6
Disadvantaged	4	25	70	-55	-2.2
Other – non disadvantaged	57	77	70	7	4.0
Ever 6 FSM	4	25	70	-55	-2.2
Children Looked After	0	n/a	n/a	n/a	n/a
SEN EHC	0	n/a	n/a	n/a	n/a
SEN Support	3	67	64	3	0
No SEN	58	74	73	1	0.6
On roll in Y5+6	48	77	66	11	5.3
EAL	0	n/a	n/a	n/a	n/a
Low PA (overall)	2	0	7	-7	-0.1
Mid PA (overall)	32	69	58	11	3.5
High PA (overall)	24	92	95	-3	0.7

KS2 Combined Higher Attainment by groups (RWM combined):

	Cohort	% GDS School	% GDS National	% diff from National	Diff No. pupils *
All pupils	61	0	-10	-10	-6.1
Boys	34	0	-8	-8	-2.7
Girls	27	0	-11	-11	-3.0
Disadvantaged	4	0	-12	-12	-0.5
Other – non disadvantaged	57	0	-12	-12	-6.8
Ever 6 FSM	4	0	-12	-12	-0.5
Children Looked After	0	n/a	n/a	n/a	n/a
SEN EHC	0	n/a	n/a	n/a	n/a
SEN Support	3	0	-10	-10	-0.3
No SEN	58	0	-12	-12	-7.0
On roll in Y5+6	48	0	-10	-10	-4.8
EAL	0	n/a	n/a	n/a	n/a
Low PA (overall)	2	0	0	0	0
Mid PA (overall)	32	0	-2	-2	-0.6
High PA (overall)	24	0	-28	-28	-6.7

Attainment by Subject

KS2 Attainment by groups (separate subjects):

	Cohort	No of Pupils Difference from national		
		EXS Reading	EXS Writing	EXS Maths
All pupils	58	5.8	2.3	9.3
Boys	31	3.1	0.6	5.0
Girls	27	2.7	2.4	4.6
Disadvantaged	4	0.8	-1.3	-0.2
Other – non disadvantaged	54	2.2	0.5	6.5
Ever 6 FSM	4	20	-1.3	-0.2
Children Looked After	0	n/a	n/a	n/a
SEN EHC	0	n/a	n/a	n/a
SEN Support	3	-0.2	0.7	0.7
No SEN	55	3	-0.2	3.9
On roll in Y5+6	47	1.6	3	8.0
EAL	0	n/a	n/a	n/a
Low PA (overall)	2	0.6	1.4	1.6
Mid PA (overall)	32	2.2	-0.3	4.5
High PA (overall)	24	0.5	-1.7	0.5

KS2 Higher Attainment by groups (separate subjects):

	Cohort	No of Pupils Difference from national		
		Higher Reading	Higher Writing	Higher Maths
All pupils	58	3.5	-11.6	-0.6
Boys	31	1.6	-4.7	2.2
Girls	27	2.4	-6.8	-3.0
Disadvantaged	4	-1.3	-1.0	-1.1
Other – non disadvantaged	54	2.2	-13.0	-3
Ever 6 FSM	4	-1.3	-0.9	-1.6
Children Looked After	0	n/a	n/a	n/a
SEN EHC	0	n/a	n/a	n/a
SEN Support	3	-0.84	-0.6	0.3
No SEN	55	2.2	-12.7	-2.8
On roll in Y5+6	47	2.8	-9.9	-1.4
EAL	0	n/a	n/a	n/a
Low PA (overall)	2	0	0	-0
Mid PA (overall)	32	3.5	-2.2	-1.6
High PA (overall)	24	-1.9	12	-1.0

Groups with notably high/low attainment at KS2:

- Again writing at greater depth affects much of this data
- 3 of our 4 disadvantaged children joined the school during KS2 (one of whom achieved level 1 at KS1). GDS for these children would appear low but the small numbers involved skew the interpretation.
- There has been significant mobility in this cohort during KS2. Overall mobility did not affect attainment at expected level, but did slightly affect GDS, especially in reading. Children with us from the end of KS1 had slightly higher levels of attainment at GDS.
- There were a similar number of boys and girls in the cohort – boys attainment at GDS, compared to national, was higher than girls in writing and maths.

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

	Areas of strength	Areas to Improve
Reading	<i>Give/explain the meaning of words in context</i>	<i>Summarise main ideas from more than one paragraph (3 marks)</i> <i>Make inferences from the text/explain and justify inferences with evidence from the text (22 marks)</i>
Grammar, Spelling and Punctuation	<i>Combining words, phrases and clauses</i> <i>Standard English and formality</i> <i>Punctuation</i>	<i>Verb forms, tense and consistency (7 marks)</i> <i>Grammatical terms/word classes (15 marks)</i>
Maths	<i>Geometry – position and direction</i>	<i>Measurement (13 marks)</i>

Key Stage 2 Disadvantaged: Progress

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress Score	3.00	-1.98	-0.47
National average for non-disadvantaged pupils	0.31	0.24	0.31
Confidence Interval (Upper limit)	8.9	3.6	4.8
Confidence Interval (Lower limit)	-2.9	-7.6	-5.8
Statistical significance*	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.*

Average Progress at Key Stage 2 by prior attainment

Reading	Low		Middle		High	
	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Number of children	2	1	32	3	24	0
Score	8.62	14.34	0.85	-0.78	-0.35	N/A
National	0.01	0.56	0.03	0.34	0.02	0.22
Difference	8.61	13.78	0.82	-1.12	-0.037	N/A
Confidence Interval (Upper limit)	16.9	26.0	3.0	6.0	2.1	N/A
Confidence Interval (Lower limit)	0.3	2.6	-1.2	-7.6	-2.7	N/A
Statistical significance	Sig+	Sig+	In line	In line	In line	N/A

<u>Writing</u>	Low		Middle		High	
	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Number of children	2	1	32	3	24	0
Score	6.57	2.54	-1.32	-.3.48	-6.07	N/A
National	0.01	0.55	0.04	0.28	0.01	0.14
Difference	6.56	1.99	-1.36	-3.76	-6.08	N/A
Confidence Interval (Upper limit)	14.6	13.7	0.7	3.0	-3.8	N/A
Confidence Interval (Lower limit)	-1.4	-8.7	-3.3	-10.0	-8.4	N/A
Statistical significance	In line	In line	In line	In line	Sig-	

<u>Maths</u>	Low		Middle		High	
	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Number of children	2	1	32	3	24	0
Score	11.73	10.33	0.31	-4.07	-0.90	N/A
National	0.02	0.65	0.04	0.34	0.01	0.20
Difference	11.71	9.68	0.27	-4.41	-0.91	N/A
Confidence Interval (Upper limit)	19.2	20.9	2.2	2.0	1.3	
Confidence Interval (Lower limit)	4.2	-0.3	-1.6	-10.2	-3.1	N/A
Statistical significance	Sig+	In line	In line	In line	In line	

This data is for 4 disadvantaged pupils in the cohort of 61 children. Particularly strong progress in reading.

Key Stage 2 Disadvantaged: Attainment

Combined Attainment

Percentage of disadvantaged pupils achieving the expected standard

No. pupils:	Cohort	School %	National %	%diff from National	Diff No. pupils*
%EXS RWM	4	25%	70%	-45%	-1.8
% High RWM	4	0%	12%	-12%	-0.5
Ave score R		104.5	106.1		
Ave score M		100.5	105.4		

Average Combined Attainment at Key Stage 2 by prior attainment

	Low Prior Attainment		Mid Prior Attainment		High Prior Attainment	
	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Number of Pupils	2	1	32	3	24	0
Score (proportion who achieved expected)	0	0	69	33	92	n/a
National Average	7	9	58	63	95	96
Difference	-7	-9	10	-29	-4	n/a

Average Combined Attainment at the Higher Standards Key Stage 2 by prior attainment

	Low Prior Attainment		Mid Prior Attainment		High Prior Attainment	
	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Number of Pupils	2	1	32	3	26	0
Score (proportion who achieved expected)	0	0	0	0	0	0
National Average	0	0	2	2	28	30
Difference	0	0	-2	-2	-28	n/a

Comments:

Attainment at combined was not strong for these pupils. One of the four pupils had joined school working at level 1 at KS1 and affected the data by 25%. Two of the other three PP children joined during KS2 and despite making very strong progress in reading, made less progress in writing and maths. However, small numbers significantly skew this data

Attainment at Key Stage 1

No. of pupils in cohort = 60

No. pupils:	School	LA	National	%diff from Nat	Diff No. pupils*
%EXS Reading	77%	77%	75%	2%	0.2
% GDS Reading	25%	24%	26%	-1%	-0.6
%EXS Writing	88%	70%	70%	18%	10.8
% GDS Writing	3%	13%	16%	-13%	-7.8
%EXS Maths	83%	77%	76%	7%	4.2
% GDS Maths	15%	20%	22%	-7%	-4.2

Attainment at Expected Standard (EXS) by key groups:

	Cohort	Difference from national – No of Pupils		
		Reading	Writing	Maths
All pupils	60	1.2	10.8	4.2
Boys	34	1.0	6.5	3.4
Girls	26	0.3	4.9	1.0
Disadvantaged	7	-2.5	-2.2	-2.6
Other – non disadvantaged	53	1.0	10.6	4.8
Ever 6 FSM	5	-1.5	-2.0	-1.5
Children Looked After	0	0	0	0
SEN EHC	0	0	0	0
SEN Support	5	-1.8	-0.5	-0.8
No SEN	55	-1.7	7.2	0.6
EAL	1	0.3	0.2	0.2

Attainment at Higher Standard (GDS) by key groups:

	Cohort	Difference from national – No of Pupils		
		Reading	Writing	Maths
All pupils	60	-0.6	-7.8	-4.2
Boys	34	-2.4	-2.0	0
Girls	26	-2.6	-5.2	-4.2
Disadvantaged	7	-2.0	-1.3	-1.8
Other – non disadvantaged	53	-0.5	-7.4	-4.2
Ever 6 FSM	5	-1.5	-0.9	-1.2
Children Looked After	0	0	0	0
SEN EHC	0	0	0	0
SEN Support	5	-0.3	-0.8	-1.1
No SEN	55	-2.2	-7.7	-5.0
EAL	1	-0.3	-0.2	-0.2

Identify groups with notably high/low attainment at KS1.

- In this cohort, 6 children joined in Y1 and 1 during Y2 (1 of these did not achieve expected standard in reading and maths, 1 did not achieve expected standard in reading and writing, and 1 did not achieve expected standard in any area)
- Our attainment at KS1 overall compares well with national at EXS. Greater Depth in writing is an area to continue to develop to bring in line with national. When looking at groups it might appear disadvantaged is a significant issue. Of the 7 disadvantaged pupils, 1 pupil is a PLAC and has some social and emotional needs, 1 pupil has significant social and emotional needs, 1 is SEN and is working significantly below age related expectations.

Phonics

Number of pupils = 60

No. pupils:	School	LA	National	diff from Nat	Diff No. pupils*
% achieving Y1	68%	84%	83%	-15%	9
Average score	33	34.3	33.9	-0.9	n/a

Phonics attainment by group: *click on 'explore data in more detail' link*

	Cohort	School	National	diff from Nat	Diff No. pupils*
All pupils	60	68%	83%	-15%	-9
Boys	29	62%	79%	-17%	-4.9
Girls	31	74%	86%	-12%	-3.7
Disadvantaged	6	50%	85%	-35%	-2.1
Other – non disadvantaged	54	70%	85%	-15%	-8.1
Ever 6 FSM	6	50%	85%	35%	-2.1
Children Looked After	0	n/a	n/a	n/a	n/a
SEN EHC	0	n/a	n/a	n/a	n/a
SEN Support	3	0%	83%	-83%	-2.5
No SEN	57	72%	88%	-16%	-9.1
EAL	1	100%	83%	17%	0.2

Identify groups with notably high/low attainment in phonics

- 9 children joined Year 1 during the year 2017-18, 2 of whom joined just before the test. Out of the 9 new children, 5 of these children did not pass. The 3 others needed significant support and intervention to bring them up to the expected standard.
- 1 child did not take the test as she is working significantly below, but is still included in the numbers

EYFS based on 2016-17

Number of pupils = 50

No. pupils:	School	LA	National	diff from Nat	Diff No. pupils*
% GLD	82%	72%	71%	11%	5.5

EYFS attainment of GLD by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys	23	74%	64%	10%	2.3
Girls	27	89%	78%	11%	3.0
FSM	1	100%	73%	17%	0.2
Non-FSM	49	82%	73%	9%	4.4

- This data is for EYFS 2016-17 ie. our current year 2
- More girls achieved GLD than boys but this is in line with national