



Pupil Outcomes

25th October

2019

In this report you will identify how as a school we use statistical data in self-evaluation and planning for improved outcomes for pupils. Our evaluative process leads to important benchmarking questions: How does Herrick's performance compare to national and LA averages? Do we have any underperforming groups? What does overall progress tell us about achievement? What are the strengths and areas of development? This in effect informs our understanding of areas for improvement and ultimately the formulation of actions needed to raise standards.

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EVALUATION

Evaluation of Targets 2018-19

EYFS - F2 above LA & NA in all Prime areas of learning + Literacy and Mathematics

(achieve good level of development)

2017: GLD = 67%	Nat. 70%	Boys = 50% (11/22)	Girls = 85% (17/20)
2018: GLD = 69%	Nat. 72%	Boys = 59% (19/32)	Girls = 81% (21/26)
2019: GLD = 75%	Nat. 72%	Boys = 74% (20/27)	Girls = 77% (17/22)

Overall GLD has been consistent in the last 3 years – closely in-line with national average. In 2019, the gap between boys and girls was significantly narrowed, in 2018(22%) and 2019(3%). Nevertheless girls performed better in almost all of the early learning goals although the gap in specific areas has narrowed. This is particularly true of reading and writing at expected. This is shown in the table below.

	GLD	Reading	Writing	Numbers	SSM
Gender gap 2017-18 (b v g)	-22	-23	-22	-23	-26
Gender gap 2018-19 (b v g)	-3	-4	-1	-3	-1
Narrowed by	19	19	21	20	25

KS1 - Above LA & NA

(at expected standard & greater depth)

Results in KS1 have been in-line with national averages, and significantly above in all core subjects at GD; all three core subjects were 14% above national averages respectively. Combined RWM was in-line with national average at 64%.

Year 4 - Accelerated progress- All groups of learners to meet national measures

Refer to internal data booklets

KS2 -

(RWM overall above 75%, above national in Reading, Writing and Maths / progress above national)

Attainment has been above national averages in writing and maths, significantly in writing at expected and in maths at both levels. Reading has fluctuated, at GD there has been a high consistency (av.28%), and although in-line with national at expected an overall fall of 10% since 2017.

Target Setting Process - All significant groups attaining above NA

Refer to internal data booklets

RaiseOnLine 3 year trend - Above LA & NA/ KS2 above average in three categories *(overall rise in progress)*

	2017	2018	2019	Fall or rise since 2017
Reading	1.3 (average)	0.7 (average)	-0.5 (average)	fall of 1.8
Writing	4.7 (well above average)	2.9 (well above average)	2.4 (above average)	fall of 2.3
Maths	3.4 (well above average)	2.5 (above average)	2.1 (above average)	fall of 1.3

In the last 3 years only 1 of the 9 progress scores for the core subjects has received just 1 negative score, this was for reading in 2019. Nevertheless the school recognises the decline in progress scores.

IMPACT

Attainment KS2

Figure 1: The overall standards of attainment indicate average outcome for reading and above average for writing and maths as shown by the attainment thresholds at the end of Key Stage 2. In 2019 the proportion of learners achieving the expected standard in all core subjects was above national averages in each case, except for reading.

Figure 2: The percentage of learners achieving expected standards in all core subjects over the last 3 years has continually been above national average. In both 2017 and 2018 the % achieving 'expected standard' in RWM was 79% and 68% respectively. In 2019, there was a fall of 9% from 2017 but remains above national average at 70%.

Figure 1: 2019 % achieving expected standards

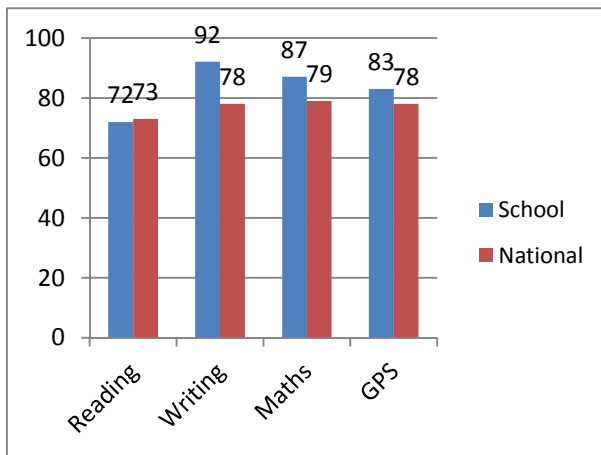
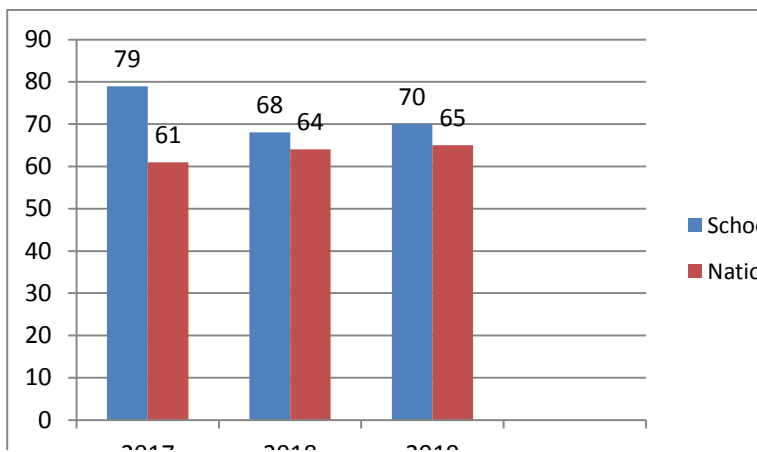


Figure 2: % achieving expected in all subjects (RWM) over the last 3 years



Progress KS2

The overwhelming majority of pupils make outstanding and sustained progress from Key Stage 1 to Key Stage 2 in Writing and Maths, however reading continues to be a priority.

In 2019 the progress score in Reading fell by 1.8 from 2017. The measure/s taken to address reading are being embedded, however outcomes are not consistent and the fall reflects that key groups; including high PA(in 2017 & 2018) and in 2019 middle PA, boys and English first language groups not achieving PAG targets.

Writing has consistently been high and Maths continues to be above national averages – nevertheless a fall in progress measures since 2017. Average progress score over 3 years is 3.3 and 2.6 in Writing and Maths respectively –placing Herrick in the top 20% of schools.

Of the 9 indicators that reflect the KS1-KS2 progress scores, from 2017 to 2019, all except one exceed '0'.

The table below provides the percentile distribution across the three subjects. The school's position has been highlighted.

2017 progress scores

Percentiles	Reading (1.3)	Writing (4.7)	Mathematics (3.4)
Top 5%	4.4 and above	3.8 and above	4.4 and above
Next 20%	1.8 to 4.3	1.6 to 3.7	1.8 to 4.3
Next 15%	0.8 to 1.7	0.8 to 1.5	0.7 to 1.7
Middle 20%	-0.5 to 0.7	-0.3 to 0.7	-0.6 to 0.6
Next 15%	-1.4 to -0.6	-1.3 to -0.4	-1.7 to -0.7
Next 20%	-3.8 to -1.5	-3.9 to -1.4	-4.2 to -1.8
Bottom 5%	-3.9 and below	-4. and below	-4.3 and below

2018 progress scores

Percentiles	Reading (0.7)	Writing (2.9)	Mathematics (2.5)
Top 5%	4.0 and above	3.5 and above	4.1 and above
Next 20%	1.7 to 3.9	1.5 to 3.4	1.7 to 4.0
Next 15%	0.8 to 1.6	0.7 to 1.4	0.6 to 1.6
Middle 20%	-0.4 to 0.7	-0.3 to 0.6	-0.6 to 0.5
Next 15%	-1.3 to -0.5	-1.2 to -0.4	-1.6 to -0.7
Next 20%	-3.7 to -1.4	-3.6 to -1.3	-4.1 to -1.7
Bottom 5%	-3.8 and below	-3.7 and below	-4.2 and below

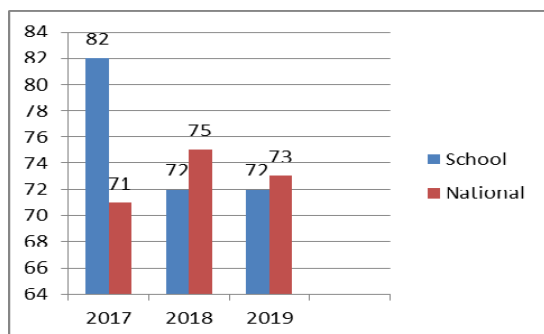
2019 progress scores

Percentiles	Reading (-0.5)	Writing (2.4)	Mathematics (2.1)
Top 5%	4.0 and above	3.5 and above	4.1 and above
Next 20%	1.7 to 3.9	1.5 to 3.4	1.7 to 4.0
Next 15%	0.8 to 1.6	0.7 to 1.4	0.6 to 1.6
Middle 20%	-0.4 to 0.7	-0.3 to 0.6	-0.6 to 0.5
Next 15%	-1.3 to -0.5	-1.2 to -0.4	-1.6 to -0.7
Next 20%	-3.7 to -1.4	-3.6 to -1.3	-4.1 to -1.7
Bottom 5%	-3.8 and below	-3.7 and below	-4.2 and below

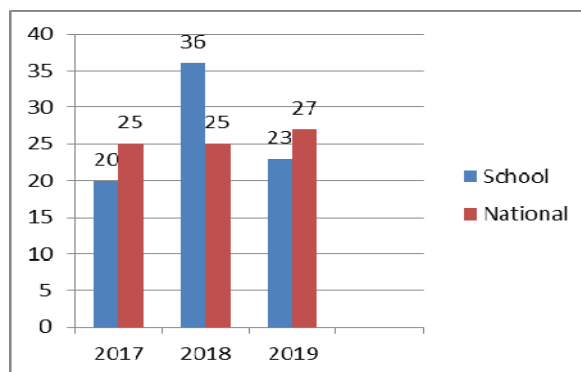
Core Subjects

Reading

Reading % at expected standard in 2017, 2018 and 2019



Reading breakdown at higher standard in 2017, 2018 and 2019

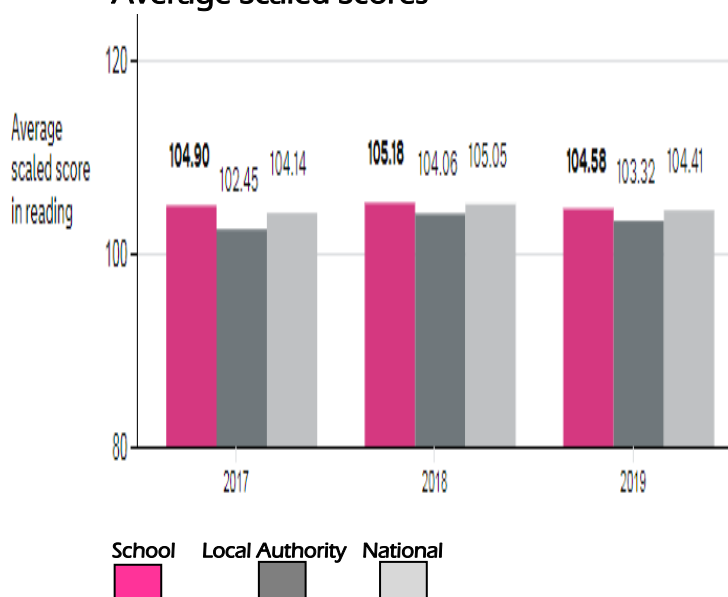


Attainment: The most recent data shows that attainment is again in line with national average however a decline of 13% in-relation to national high standard, in 2018 it was 36% and this fell to 23% in 2019. When comparing to national average scaled score the school scored: 104.6, that is +0.2 above national average and +1.3 above Local Authority.

National comparison for **disadvantaged** at expected is in-line with national non-Dis. and at H. Standard it is below by 23%. Overall, attainment exceeds school and progress remains in-line with school but a decline from the previous year of -2.4.

The **gender** gap has been narrowed by 3%, compared to 10% the previous year. **Boys'** outcome at the higher standard was 19%, in line with national average. The average scaled score for **Middle attainers** was 100.2 and a total of only 58% achieved expected standard, resulting in a negative progress score of -1.7.

Average Scaled Scores



Trend: The average S.S. decreased by 0.3 since 2017. Overall the AvSS has been 104.9 over the last 3 years.

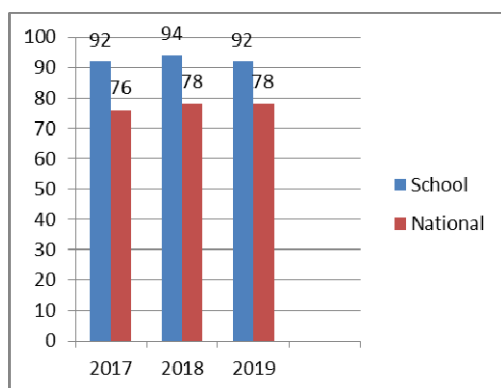
Progress: -0.5 in 2019, a fall of 1.2 from 2018.

Pupil groups: The table below shows KS2 higher and lower performing pupil groups:

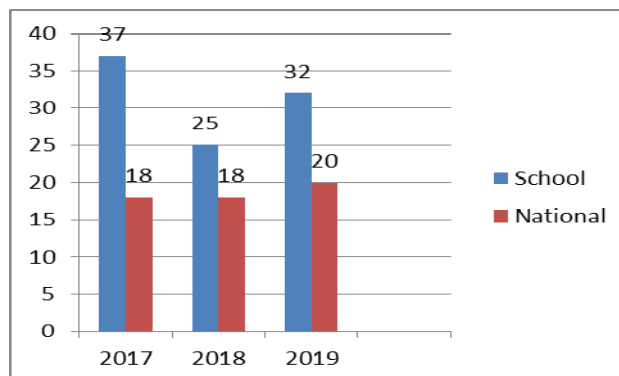
KS2 reading achievement pupil progress		
	Higher performing	Lower performing
2017	First language English (11) Middle attainers (12) Lower attainers (17)	Higher attainers (13)
2018	White (5) FSM (ever) (12) FSM (in last 6 years) (12) SEN(5) Low Prior Attainment(5)	Higher attainers (16)
2019	Low Attainers(5) Summer Born(11) Females(28)	First Language English(14) Middle Attainers(24) Male(24)

Writing

Writing % at expected standard in 2017, 2018 and 2019



Writing breakdown at higher standard in 2017, 2018 and 2019 (greater depth)



Attainment: The most recent data shows that pupils at Herrick, again achieving 14% above national average, and surpassed the national greater depth by 12%.

National comparison for **disadvantaged** at expected reflects a sustained high level of achievement, again achieving 100%. However, at greater depth (13%) a difference of 8% when compared to National Non.Dis.

The average national at expected % for each of the **prior attainment** levels were exceeded by middle PA(24pupils) by 22%, low PA(5 pupils) by 25% and high PA were in-line with national average respectively.

KS2 writing achievement pupil progress		
	Higher performing	Lower performing
2017	Higher attainers (13) Lower attainers (17) FSM (in last 6 years) (11)	
2018	White (5) Lower attainers (16) SEN Support (8) Middle Att.(26)	
2019	Summer Term(11) First Language English(14) Indian(22)	

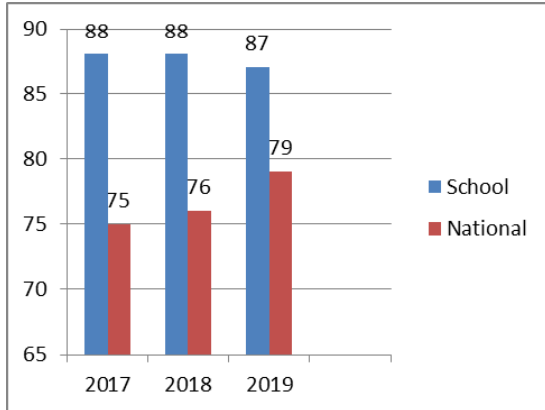
Trend: The overall % achieved at expected and greater depth is well above national. The school continues to maintain a high level of achievement in Writing and places Herrick in the top percentile rank.

Progress: 2.4 in 2019, a fall of 0.5 from 2018.

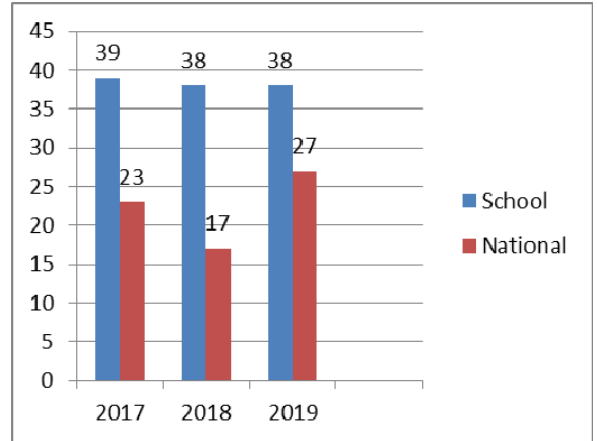
Pupil groups: The table on the left shows KS2 higher and lower performing pupil groups:

Maths

Maths % at expected standard in 2017, 2018 and 2019



Maths breakdown at higher standard in 2017, 2018 and 2019



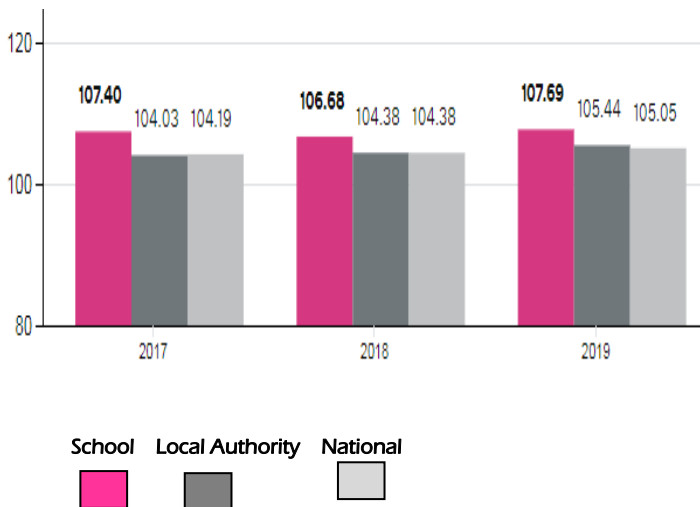
Attainment: The most recent data shows that pupils at Herrick achieved 10% above national average, and sustained the high levels achieved at the higher standard – school average of 38% over 3 years. There has been consistency at both levels over the last 3 years.

When comparing to national average scaled score the school scored:107.7, that is +2.7 above national average and +2.3 above local Authority.

National comparison for **disadvantaged** at expected reflects a continuous high level – over 3 years average attainment is 88%, and average progress score is 2.6. At the higher standard, an attainment score of 44% was achieved.

The average scaled score for **High attainers** at 110.9 which is +0.6 above the national high prior attainment student average, this reflects a decline from 2017 as 61% of High PA band achieved higher level compared to 75% previously - achieving the lowest progress score of all significant 'groups'.

Average Scaled Scores



Trend: The average S.S. increased by 0.3 since 2017 and 1.0 from the previous year. Overall the AvSS has been 107.2 over the last 3 years.

Progress: 2.1 in 2019, a fall of 0.4 from 2018.

Pupil groups: The table below shows KS2 higher and lower performing pupil groups:

	Higher performing	Lower performing
2017	Other Asian (14) Middle attainers (12) Not FSM (in last 6 years) (31)	
2018	Male (23) Summer Term (17) FSM (ever) (12)	SEN Support (8)
2019	Low Attainers(5) Middle Attainers(24) FSM (ever) (14)	

Disadvantaged Analysis 2019

School disadvantaged V National Other

Attainment (14 pupils)	Disadvantaged Pupils 2019 %				Average Score		
	R	W	M	RWM	R	W	M
School Dis.	81	100	94	81	104.5	-	107.9
National Non.	78	83	84	71	105.5	-	106.1
Difference	+3	+17	+10	+10	-1.0	-	+1.8

School disadvantaged V National disadvantaged

Attainment	Expected Standard			Higher Standard		
	School Dis.	National Dis.	Diff.	School Dis.	National Dis.	Diff.
Combined	81	51	+30	6	5	+1
Reading	81	62	+18	6	29	-23
Writing	100	68	+32	13	21	-8
Maths	94	67	+27	44	27	+17
GPS	88	67	+21	44	36	+8

School disadvantaged V School Other

Progress	R	W	M
Disadvantaged Pupils (14)	-0.5	2.3	2.7
School Other (40)	-0.5	2.5	1.9
Gap	=	-0.2	+0.8

In all core subjects attainment has been either in-line or above national Non.Dis. Outcomes at the higher standard indicate that Reading and Writing are below, however Maths was significantly above when compared to both Dis. and Non.Dis. Progress scores also in the top percentile rankings, although in reading it remains lowest progress score although in-line with school other.

Attainment KS1

Attainment

Achieving expected level	2017			2018			2019		
	At expected	GD	RWM	At expected	GD	RWM	At expected	GD	RWM
Reading	78 (76)	17 (25)	74	72 (76)	38 (26)	61	71 (75)	39 (25)	64 (65)
Writing	74 (68)	26 (16)		69 (70)	40 (16)		69 (69)	29 (15)	
Maths	79 (75)	17 (21)		72 (76)	38 (22)		72 (76)	36 (22)	

(figures in red represent national %)

Results in KS1 have been in-line with national averages, but it is recognised that since 2017 the overall attainment for all three core subjects reflects a declining trend at the expected level. There was also a 10% fall in the % achieved in RWM combined since 2017. However the greater depth results again remain well above national in all core subjects.

	2017				2018				2019			
	At expected		GD		At expected		GD		At expected		GD	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reading	85 (71)	71 (80)	30 (22)	6 (29)	71 (71)	74 (80)	39 (22)	37 (29)	60	85	24	55
Writing	81 (61)	68 (75)	30 (11)	23 (20)	74 (63)	63 (77)	36 (12)	44 (20)	56	85	16	45
Maths	89 (74)	71 (76)	26 (22)	10 (19)	71 (75)	74 (77)	39 (24)	37 (20)	60	85	24	50

(figures in blue represent boys and green represents girls respectively)

Boys have been either in-line or above national boys in previous years, however in 2019 the data reflects a decline in all subjects, particularly in writing. There was a fall of 11%, 18% and 11% in Reading, Writing and Maths respectively. Unlike previous years where boys outperformed or were in line with girls' attainment, this year reflects significant gaps at both expected and greater depth. Since 2017 girls had not met national girls' average at the expected level in all core subjects, therefore the results of 2019 show a positive increase in attainment at both levels (for girls).

2019 At Expected	Disadvantaged (10 pupils)		
	School	National (2018)	
Reading	80%	75%	8/10 met the expected standard (3 at GDS)
Writing	80%	69%	8/10 met the expected standard (3 at GDS)
Maths	90%	76%	9/10 met the expected standard (3 at GDS)

	Reading		Writing		Maths	
	No.	(met standard)	No.	(met standard)	No.	(met standard)
Emerging	4	2	5	3	3	2
Expected	3	3	2	2	4	4
Exceeding	2	2	2	2	2	2
	9	7	9	7	9	8

(1 without EYFS data)

When comparing disadvantaged to national other; children achieved above in all core subjects with an average of 80%+ at expected. Also the number of emerging pupils who achieved standard in reading and maths is 60%+.

Progress KS1

Reading – numbers of children making progress between EYFS and KS1										
	No.	BLW	PKF	WTS	EXS	GDS	Expected progress	More than	Not made expected progress	Insufficient progress (Ofsted expectation)
No EYFS score	4* (-1)	0	0	2	1	0	0	0	0	0
Emerging	13* (-3)	0	0	7	3	0	3	3	0	7
Expected	18	0	0	0	11	7	18	7	0	0
Exceeding	10	0	0	0	0	10	10	0	0	0
% 2019							82%	26%		
% 2018							76%	38%		

(* 1/4-No EYFS data; 1 child not included due to not having either EYFS or KS1 data / 3/13-Emerging; 3 children were below BLW and therefore not included in Reading)

Of the 44 children with an EYFS score; a total of 82% made expected progress and 26% made more than expected progress. From the 13 emerging pupils only 23% made expected progress from their respective starting points. A 100% of the expected pupils achieved the standard, with 39% achieving GDS. All exceeding pupils achieved GDS; 100%. **Overall** for all pupils, expected progress was just above 2018 and for more than expected progress there was a decline of 12%.

Writing – numbers of children making progress between EYFS and KS1										
	No.	BLW	PKF	WTS	EXS	GDS	Expected progress	More than	Not made expected progress	Insufficient progress (Ofsted expectation)
No EYFS score	4* (-1)	0	0	2	1	0	0	0	0	0
Emerging	14* (-4)	0	0	6	4	0	4	4	0	6
Expected	18	0	0	1	12	5	17	5	1	0
Exceeding	9	0	0	0	1	8	8	0	1	0
% 2019							78%	24%		
% 2018							72%	42%		

(* 1/4-No EYFS data; 1 child not included due to not having either EYFS or KS1 data / 4/14-Emerging; 4 children were below BLW and therefore not included in Writing)

Of the 44 children with an EYFS score; a total of 78% made expected progress and 24% made more than expected progress. From the 14 emerging pupils only 20% made expected progress from their respective starting points. 94% of the expected pupils achieved the standard, with 28% achieving GDS. All exceeding pupils achieved GDS except one; 88%. **Overall** for all pupils, expected progress was just above 2018 and for more than expected progress there was a decline of 22%.

SSM – numbers of children making progress between EYFS and KS1												
	No.	BLW	PKF	WTS	EXS	GDS		Expected progress	More than	Not made expected progress	Insufficient progress (Ofsted expectation)	
No EYFS score	4* (-1)	0	0	2	1	0		0	0	0	0	
Emerging	10* (-2)	0	0	5	3	0		3	3	0	5	
Expected	20	0	0	3	11	6		17	6	3	0	
Exceeding	11	0	0	0	1	10		10	0	1	0	
% 2019									77%	23%		
% 2018									74%	46%		

(* 1/4-No EYFS data; 1 child not included due to not having either EYFS or KS1 data / 8/10-Emerging; 2 children were below BLW and therefore not included in Maths)

Of the 44 children with an EYFS score; a total of 77% made expected progress and 23% made more than expected progress. From the 10 emerging pupils only 30% made expected progress from their respective starting points. 85% of the expected pupils achieved the standard, with 30% achieving GDS. All exceeding pupils achieved GDS except one; 91%. **Overall** for all pupils, expected progress was just above 2018 and for more than expected progress there was a decline of 23%.

Number – numbers of children making progress between EYFS and KS1												
	No.	BLW	PKF	WTS	EXS	GDS		Expected progress +	More than	Not made expected progress	Insufficient progress (Ofsted expectation)	
No EYFS score	4* (-1)	0	0	2	1	0		0	0	0	0	
Emerging	10* (-2)	0	0	5	3	0		3	3	0	5	
Expected	22	0	0	3	12	7		19	7	3	0	
Exceeding	9	0	0	0	0	9		9	0	0	0	
% 2019									80%	26%		
% 2018									74%	42%		

(* 1/4-No EYFS data; 1 child not included due to not having either EYFS or KS1 data / 8/10-Emerging; 2 children were below BLW and therefore not included in Maths)

Of the 44 children with an EYFS score; a total of 80% made expected progress and 26% made more than expected progress. From the 10 emerging pupils only 30% made expected progress from their respective starting points. 86% of the expected pupils achieved the standard, with 32% achieving GDS. All exceeding pupils achieved GDS; 100%. **Overall** for all pupils, expected progress was just above 2018 and for more than expected progress there was a decline of 23%.

Phonic Screening

Year 1

	16/17	17/18	18/19	Av.
National	81	82	82	82%
School	98	95	83	92%
Difference	17	13	1	10%

Attainment: The percentage of pupils achieving the expected standard in Y1 phonic screening was 83%. This is a fall of 13% from the previous year and 1% below national average.

Trend: The average over 3 years is 92%, nevertheless the percentage of achievement has declined by an overall of 15% since 2017.

Year 1 Phonic Check											
2016			2017			2018			2019		
Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls
79%	83%	75%	98%	97%	100%	95%	96%	95%	83%	84%	82%

The data reflects no significant gender gap, although for both boys and girls there is a fall from the previous year, 12% and 13% for boys and girls respectively. However, the average over 3 years shows boys achieving an average of 92% and girls 93%.

Year 2

	15/16	16/17	17/18	18/19 (7 pupils)
School	92%	69%	-	71%

Pupils' standards of Reading

Year 2	2011		2012		2013		2014		2015	
	L2b+	L3	L2b+	L3	L2b+	L3	L2b+	L3	L2b+	L3
	80%	38%	82%	30%	75%	28%	78%	34%	77%	35%
Year 6	2015		2016		2017		2018		2019	
	L4b	L5	Expt.	GD.	Expt.	GD.	Expt.	GD.	Expt.	GD.
	88%	55%	70%	8%	82%	20%	68%	36%	72%	23%

It is clear from the table above that before the introduction of the new assessment measures in KS2, the correlation between L2b and L4b indicated that the outcomes, in-relation to both attainment and progress was good. In 2016 the correlation between KS1 and KS2 outcomes did not match, particularly at the higher standard(GD); L3 30% and GD 8%, further scrutiny revealed that specific sub-groups which included high attainers and disadvantaged children did not make sufficient progress. The teaching of reading was reviewed throughout the school beginning at EYFS to the teaching of letter and sounds and development of reading throughout the year groups. Although, there was an increase in 2018, specific groups including Middle attainers and boys have been identified as a target groups. The average % score over the last 3 years at expected is 74% and 26% at GD - and although attainment at GD continues to rise, **progress remains an area of concern.**

Early Years Foundation Stage Profile

Area of learning	16/17	17/18	18/19	LA	Compared to Nat.	
					17/18	18/19
Making relationships	83	86	81	86	89 (-7)	-8
Self-confidence and self-awareness	83	85	85	84	88 (-7)	-3
Managing feelings and behaviour	81	88	81	84	87(-1)	-6
Moving and handling	95	86	85	87	89 (-5)	-4
Health and self-care	88	88	85	88	91 (-5)	-6
Listening and attention	71	85	81	82	86 (-3)	-5
Understanding	79	88	79	82	85 (+1)	-6
Speaking	79	79	81	81	85 (-7)	-4
Reading	69	79	79	71	77 (=)	-6
Writing	69	69	77	69	74 (-6)	-3
Numbers	79	76	83	75	80 (-5)	-3
Shape, space and measure	76	78	83	76	81 (-6)	-2
People and communities	74	81	65	79	86 (-6)	-11
The world	73	85	73	78	86 (-2)	-13
Technology	100	93	94	93	93 (-3)	-1
Exploring and using media and materials	86	83	63	85	89 (-7)	-26
Being imaginative	74	88	69	83	89 (-10)	-19

% of Good Level of Development			
	School	LA	Nat.
2016	61	60	69
2017	67	64	70
2018	69	66	72
2019	75	68	

Children enter the Early Years Foundation Stage(EYFS) with attainment below what is expected, with well below expectations in Communication/Language and PSED. They make outstanding progress. The attainment on entry has remained similar over the past three years, although one of the contextual factors that has changed is the level of children identified as SEN. Between 2011 -14 the average % of SEN on entry was approximately 2%, this has risen to 16%.

The school is confident that it can demonstrate an accurate and rigorous process of **assessment and self-evaluation** with senior leaders moderating the assessment of pupils' progress.

Attainment over time – end of EYFS								
	No.	GLD	Reading		Writing		Maths combined	
			Exp+	Exc.	Exp+	Exc.	Exp+	Exc.
National all pupils 2017		71%	77%	19%	73%	11%	78%	12%
School all pupils 2017	42	67%	69%	24%	69%	21%	76%	21%
		-4	-8	+5	-4	+10	-2	+9
National all pupils 2018		72%	77%	19%	74%	11%	78%	12%
School all pupils 2018	58	69%	79%	21%	69%	14%	76%	12%
		-3	+2	+2	-5	+3	-2	=
National all pupils 2019			77	19	74	11	81	16
School all pupils 2019	48	75	79	13	77	10	83	22

The table above indicates that outcomes remain consistent, in-line with national levels(at expected). However, data at exceeding reflects a decline from the previous year in reading and writing; -7%, -4% respectively. Maths combined shows a 10% increase, from 12% to 22%, introduction of White Rose maths.

Percentage of boys and girls obtaining each score: all aspects

Area of learning	2018	2019		
	Boys	Girls	Boys	Girls
Making relationships	75	100 (-25)	73	91 (-18)
Self-confidence and self-awareness	81	89 (-8)	77	96 (-19)
Managing feelings and behaviour	78	100 (-22)	73	91 (-18)
Moving and handling	78	96 (-18)	77	96 (-19)
Health and self-care	81	96 (-15)	81	96 (-15)
Listening and attention	72	100 (-28)	73	91 (-18)
Understanding	78	100 (-22)	73	86 (-13)
Speaking	69	92 (-23)	77	86 (-9)
Reading	69	92 (-23)	81	77 (+4)
Writing	59	81 (-22)	77	77 (=)
Numbers	66	89 (-23)	85	82 (+3)
Shape, space and measure	66	92 (-26)	81	86 (-5)
People and communities	69	96 (-27)	50	82 (-32)
The world	72	100 (-28)	58	91 (-33)
Technology	91	96 (-5)	92	96 (-4)
Exploring and using media and materials	69	100 (-31)	42	86 (-44)
Being imaginative	78	100 (-22)	50	91 (-41)

2018: GLD = 69% Boys = 59% (19/32) Girls = 81% (21/26)

2019: GLD = 75% Boys = 73% (19/26) Girls = 77% (17/22)

In 2018 and 2019, girls performed better in almost all of the early learning goals. Nevertheless, the gender gap has decreased in reading and writing - an increase of 12% and 18% for boys respectively. Maths was an aspect of learning that was identified as area of development – there was an increase of 19% in Numbers and 15% in SSM. Key aspects that continue to have significant gaps are shown below:

People and communities	69	96 (-27)	50	82 (-32)
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The world	72	100 (-28)	58	91 (-33)
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Exploring and using media and materials	69	100 (-31)	42	86 (-44)
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Being Imaginative	78	100 (-22)	50	91 (-41)
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Progress based on entry and exit for 2018/2019

(figure in brackets represents number of steps) **3 steps is viewed as average**

Reading		Exit from EYFS			Progress (st.=No. of steps)		
On Entry	No. On Entry September	Emerging	Expected	Exceeding	No. Good or Better progress	No. Accelerated Progress	Less than average progress
Below or at 22-36	1	1			1 =3st.		
30-50 E	9	6	3		1 =3st. 3 =4st.	3 =8st. 1 =5st.	1 =2st.
30-50 D	7	2	5		1 =3st.	5 =7st.	1 =2st.
30-50 S	9		9			9 =6st.	
40-60 E	16		13	3		13 =5st. 3 =6st.	
Above or at 40-60 D	3			3		3 =5st.	
Total	45	9	30	6	6	37	2

38% of children arrived below 30-50 secure. 100% of children made good progress, of which 82% made accelerated progress in Reading.

Writing		Exit from EYFS			Progress (st.=No. of steps)		
On Entry	No. On Entry September	Emerging	Expected	Exceeding	No. Good or Better progress	No. Accelerated Progress	Less than average progress
Below or at 22-36	8	5	3		4 =4st. 1 =3st.	1 =10st. 1 =9st. 1 =6st.	
30-50 E	6	2	4		1 =3st. 1 =4st.	4 =8st.	
30-50 D	12	1	11		1 =4st.	11 =7st.	
30-50 S	6	1	5			5 =6st.	1 =1st.
40-60 E	11		9	2		9 =5st. 2 =6st.	
Above or at 40-60 D	2			2		2 =5st.	
Total	45	9	32	4	8	36	1

58% of children arrived below 30-50 secure. 98% of children made good progress, of which 80% made accelerated progress in Writing.

Maths Combined		Exit from EYFS			Progress (st.=No. of steps)		
On Entry	No. On Entry September	Emerging	Expected	Exceeding	No. Good or Better progress	No. Accelerated Progress	Less than average progress
Below or at 22-36	5	5			1 =4st.	1 =7st. 1 =6st. 1 =5st.	1 =2st.
30-50 E	4	4			2 =4st.	2 =5st.	
30-50 D	6		6			6 =7st.	
30-50 S	5	1	4		1 =3st.	4 =6st.	
40-60 E	16		14	2		14 =5st. 2 =6st.	
Above or at 40-60 D	9		2	7	3 =4st.	6 =5st.	
Total	45	10	26	9	7	37	1
33% of children arrived below 30-50 secure. 93% of children made good progress, of which 82% made accelerated progress in combined Maths.							

Autumn 2018-19: cohort size 45 pupils

Summer 2018 – 19: cohort size 48 pupils

3 pupils arrived after the Spring term, therefore have no September data. The progress tables reflect the progress of 45 pupils.

Year Group Data - Outcomes

Current Yr 1 (2019-20)

Data Analysis Year Group EYFS

	No	Reading			Writing			Maths			GLD overall
		EXS	EXC	overall	EXS	EXC	overall	EXS	EXC	overall	overall
All	48	67	13	80	67	10	77	61	22	83	75
Boys	26	73	8	81	73	9	82	69	13	82	73
Girls	22	59	18	77	59	18	77	52	32	84	77
National											

Attainment (1=Emerging/ 2=Expected/ 3=Exceeding)

All Children who achieved Exceeding in Writing also achieved “3” in both Reading and Maths; (4 girls +1 boy)

1 Child who achieved Exceeding in both Reading and Maths but a “2” in Writing:

6 children achieving Exceeding in Maths but a “2” in Reading and Writing:

Disadvantage

2 pupils

Gender

Boys above girls in all core subjects at expected, nevertheless girls almost double % above boys at exceeding, particularly in maths

Groups

OA outperforming Indian in Literacy at Exceeding, particularly in writing / Summer born 50% lower than Autumn born in Maths at exceeding/ also significantly lower in Listening and Attention again at exceeding

EAL

Communication & Language		Expected %	Exceeding %	Overall %
Listening & Attention	EAL ₍₃₆₎	61	17	78
	Non ₍₁₂₎	83	8	92
Understanding	EAL ₍₃₆₎	56	19	75
	Non ₍₁₂₎	75	17	91
Speaking	EAL ₍₃₆₎	56	22	78
	Non ₍₁₂₎	75	17	92

Overall Non-EAL do better in CL with understanding being a key factor linked to attainment/Non EAL

Strengths

<u>Description</u>	Yes	No
Above national in GLD	Y	
Boys in line with national expectation for Boys GLD	Y	
Girls in line with national expectation for Girls GLD	Y	
R above national Averages	Y	
W above national Averages	Y	
M above national Averages	Y	
No significant difference between B & G at expected in Reading	Y	
No significant difference between B & G at expected in Writing	Y	
No significant difference between B & G at expected in Maths	Y	
Summer born meeting expectations at at EXS and EXC		50% lower than Autumn
Spring born meeting expectations at at EXS and EXC	Y	
Autumn born meeting expectations at at EXS and EXC	Y	
Disadvantage meeting expectation in Reading EXS	Y	
Disadvantage meeting expectation in Writing EXS	Y	
Disadvantage meeting expectation in Maths EXS	Y	

Current Yr2 (2019-20)

YEAR 1: Whole cohort attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths	
		ES5+	GDS		ES5+	GDS		ES5+	GDS
National - All		76%	25%		68%	16%		75%	21%
All	57	72%	26%	57	63%	19%	57	65%	19%
National - Boys		71%	22%		61%	11%		74%	22%
Boys	30	63%	20%	30	50%	13%	30	57%	17%
National - Girls		80%	29%		75%	20%		76%	19%
Girls	27	81%	33%	27	78%	26%	27	74%	22%
National - Non-Disadvantaged		80%	29%		72%	18%		79%	23%
Disadvantaged	3	67%	0%	3	67%	0%	3	67%	0%
Non-Disadvantaged (Others)	54	72%	28%	54	63%	20%	54	65%	20%
EAL	46	72%	22%	46	61%	15%	46	63%	15%
SEN St/EHC	2	0%	0%	2	0%	0%	2	0%	0%
SENS	4	50%	0%	4	50%	0%	4	50%	0%
National - Non-SEN		83%	29%		76%	18%		83%	23%
Non-SEN	51	76%	29%	51	67%	22%	51	69%	22%
CUSTOM	0	0%	0%	0	0%	0%	0	0%	0%
PUPIL PROGRESS									
Y1/2 Minimum for end of KS1 comparator group based on national 2017		36%	2%		30%	1%		36%	2%
Emerging	11	0%	0%	17	6%	0%	13	0%	0%
		-3.96	-0.22		-4.10	-0.17		-4.68	-0.26
Y1/2 Minimum for end of KS1 comparator group based on national 2017		85%	20%		82%	13%	0%	86%	18%
Expected	33	88%	9%	31	87%	10%	36	83%	14%
		0.95	-3.60		1.58	-1.03		-0.96	-1.48
Y1/2 Minimum for end of KS1 comparator group based on national 2017		99%	65%		98%	52%		99%	59%
Exceeding	12	100%	100%	8	100%	100%	7	100%	86%
		0.12	4.20		0.16	3.84		0.07	1.87

Data Analysis Year Group 1 (current Yr2)

		Reading		Writing		Maths		R/W/M overall	Other contextual factors
	No	EXS +	GD S	EXS +	GDS	EXS +	GDS		SEN: 5 PYG: 12 Dis: 3 No KS1 data: 1
All	57	72	26	63	19	65	19	59	
National		76	25	68	16	75	21		
FFT Estimate (top 20%)									

Disadvantage

Overall in-line, although Reading remains at 67%

Gender

Boys significantly below girls in all core subjects, Writing and Maths a concern 50% and 57% respectively (also below boys' national)

Groups

AOB falling behind

Combined RWM

RWM is 59% at EXS and 14% at GDS – Writing to be targeted as this is the subject preventing 2 children from achieving combined RWM

Reading

Summer 19			Yrs/months	
Reading Age Overall			6:05	+/- from overall reading age
Prior Attainment : Low			5:03	-1:02
Middle			6:03	-0:02
High			7:04	0:08
SEN			6:04	-0:01
PYG			5:07	-0:10
PP			6:04	-0:01
Male			6:03	-0:02
Female			6:05	=

Strengths

<u>Description</u>	Yes	No
Above national in all Core Subjects		maths an issue
RWM above national Average		below national
Boys above national expectation for Boys		below in all core subjects
Girls above national expectation for Girls	Y	
No significant difference between B & G at expected in Reading		Girls higher at EXS in all subjects
No significant difference between B & G at expected in Writing		
No significant difference between B & G at expected in Maths		
Low PA band meeting expectations at at EXS and GDS		Concern at EXS all subjects
Middle PA band meeting expectations at at EXS and GDS		Concern at GDS Reading
High PA band meeting expectations at at EXS and GDS	Y	
Disadvantage meeting expectation in Reading EXS	Y	
Disadvantage meeting expectation in Writing EXS	Y	
Disadvantage meeting expectation in Maths EXS	Y	

Current Yr4 (2019-20)

YEAR 3: Whole cohort attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths	
		EBS+	GDS		EBS+	GDS		EBS+	GDS
National - All		71%	25%		76%	18%		75%	23%
All	60	67%	40%	60	75%	27%	60	72%	38%
National - Boys		68%	21%		70%	13%		75%	21%
Boys	32	69%	41%	32	78%	19%	32	78%	38%
National - Girls		75%	28%		83%	23%		75%	21%
Girls	28	64%	39%	28	71%	36%	28	64%	39%
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%
Disadvantaged	8	75%	38%	8	75%	13%	8	50%	25%
Non-Disadvantaged (Others)	52	65%	40%	52	75%	29%	52	75%	40%
EAL	58	66%	40%	58	74%	26%	58	72%	38%
SEN St/EHC	3	33%	0%	3	33%	0%	3	67%	0%
SENS	4	25%	25%	4	25%	0%	4	25%	25%
National - Non-SEN		79%	28%		86%	21%		83%	26%
Non-SEN	53	72%	43%	53	81%	30%	53	75%	42%
CUSTOM	0	0%	0%	0	0%	0%	0	0%	0%
PUPIL PROGRESS									
Y3/4 Minimum for end of KS2 based on high projected figures for 2021		40%	2%		40%	2%		40%	2%
Low	14	7%	0%	16	19%	0%	15	20%	0%
		-4.60	-0.28		-3.40	-0.32		-3.00	-0.30
Y3/4 Minimum for end of KS2 based on high projected figures for 2021		100%	60%		100%	60%	0%	100%	60%
Middle	20	70%	10%	17	94%	6%	19	79%	11%
		-6.00	-10.00		-1.00	-9.20		-4.00	-9.40
Y3/4 Minimum for end of KS2 based on high projected figures for 2021		100%	100%		100%	100%		100%	100%
High	22	100%	91%	23	100%	65%	22	100%	91%
		0.00	-2.00		0.00	-8.00		0.00	-2.00

Data Analysis Year Group 3 (current Yr4)

		Reading		Writing		Maths		R/W/M overall	Other contextual factors
	No	EXS +	GDS	EXS +	GDS	EXS +	GDS		SEN: 9 PYG: 13 Dis: 9 No KS1 data: 0
All	60	67	40	75	27	72	38	58	
National		71	25	76	18	75	23	74	
FFT Estimate (top 20%)		91		93		94		92	

Prior Attainment

Low attainment band below in all core subjects– must increase >40% overall (7 pupils)
 Target middle attainment band in ALL CORE SUBJECTS– must increase both EXS and GDS (particularly at higher level in Maths)
 Middle PA in reading – 6 children remain at WTS
 Low PA in Writing – many children still PYG – who can be targeted to support accelerated progress
 High PA in Maths – 2 children remain at EXS

Disadvantage

Maths at 50%, below expectations increase by 25% (6 pupils overall)

Gender

Boys above girls in writing at EXS but significantly below at GDS

Groups

AOB below(4 pupils), significantly in Reading

Combined RWM

RWM is 58% at EXS and 28% at GDS – Writing to be targeted as this is the subject preventing 3 boys from achieving combined RWM

Reading

			Yrs/months	
Summer 19				
Reading Age Overall			9.05	+/- from overall reading age
Prior Attainment : Low			7.08	-1.09
Middle			10.11	1.06
High			11.05	2
SEN			6.1	-3.04
PYG			8.04	-1.01
PP			9.04	-0.01
Male			9.04	-0.01
Female			9.06	0.01

Strengths

<u>Description</u>	Yes	No
Above national in all Core Subjects		except at EXS in all core subjects!
RWM above national Average		Significantly below
Boys above national expectation for Boys	Y	
Girls above national expectation for Girls		except at EXS in all core subjects, particularly in writing
No significant difference between B & G at expected in Reading	Y	
No significant difference between B & G at expected in Writing		Girls above at GDS
No significant difference between B & G at expected in Maths	Y	
Low PA band meeting expectations at at EXS and GDS		Increase EXS all subjects
Middle PA band meeting expectations at at EXS and GDS		All subjects at GDS
High PA band meeting expectations at at EXS and GDS		Writing GDS
Disadvantage meeting expectation in Reading EXS	Y	
Disadvantage meeting expectation in Writing EXS	Y	
Disadvantage meeting expectation in Maths EXS		concern

Current Yr5 (2019-20)

YEAR 4: Whole cohort attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths	
		EXS+	GDS		EXS+	GDS		EXS+	GDS
	National - All		71%	25%		76%	18%		75%
All	57	82%	37%	57	77%	26%	57	84%	33%
National - Boys		68%	21%		70%	13%		75%	21%
Boys	30	80%	40%	30	83%	27%	30	87%	47%
National - Girls		75%	28%		83%	23%		75%	21%
Girls	27	85%	33%	27	70%	26%	27	81%	30%
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%
Disadvantaged	8	50%	0%	8	50%	0%	8	63%	0%
Non-Disadvantaged (Others)	49	88%	43%	49	82%	31%	49	88%	45%
EAL	52	85%	38%	52	79%	27%	52	88%	40%
SEN St/EHC	1	0%	0%	1	0%	0%	1	0%	0%
SENS	3	0%	0%	3	33%	0%	3	33%	0%
National - Non-SEN		79%	28%		86%	21%		83%	26%
Non-SEN	53	89%	40%	53	81%	28%	53	89%	42%
CUSTOM	0	0%	0%	0	0%	0%	0	0%	0%
PUPIL PROGRESS									
Y3/4 Minimum for end of KS2 based on high projected figures for 2020		40%	2%		40%	2%		40%	2%
Low	11	36%	0%	12	42%	0%	10	30%	0%
		-0.40	-0.22		0.20	-0.24		-1.00	-0.20
Y3/4 Minimum for end of KS2 based on high projected figures for 2020		100%	60%		100%	60%		100%	60%
Middle	31	94%	35%	27	81%	15%	33	97%	36%
		-2.00	-7.60		-5.00	-12.20		-1.00	-7.80
Y3/4 Minimum for end of KS2 based on high projected figures for 2020		100%	100%		100%	100%		100%	100%
High	11	100%	91%	14	100%	79%	10	100%	100%
		0.00	-1.00		0.00	-3.00		0.00	0.00

Data Analysis Year Group 4 (current Yr5)

		Reading		Writing		Maths		R/W/M overall	Other contextual factors
	No	EXS +	GDS	EXS +	GDS	EXS +	GDS		SEN: 8 PYG: 9 Dis: 5 No KS1 data: 3
All	57	82	37	77	26	84	39	68	
National		71	25	76	18	75	23		
FFT Estimate (top 20%)		85		86		87		80	

Prior Attainment

Low attainment band below in Maths overall – must increase >50% overall (7 pupils)
 Target middle attainment band in ALL CORE SUBJECTS– must increase both EXS and GDS (particularly at higher level in Writing)
 High PA in reading – 1 child remains at EXS – must be targeted
 Middle PA in Writing – 5 children remain at WTS
 Low PA in Maths – 4 children remain at WTS

Disadvantage

Identify children who should and can achieve EXS in reading and writing, currently 50% respectively -must ensure >80% overall (5 pupils)

Gender

Boys above girls in writing at EXS and in Maths at GDS – 13% and 17% respectively (girls writing must increase !)

Groups

AOB below(5 pupils), significantly in Writing

Combined RWM

RWM is 68% at EXS and 23% at GDS – Writing to be targeted as this is the subject preventing 5 boys from achieving combined RWM

Reading

Summer 19			Yrs/months	+/- from overall reading age
Reading Age Overall			10.03	
Prior Attainment : Low			8.01	-2.02
Middle			10.03	=
High			12.01	-1.1
SEN			7.04	-2.11
PYG			7.03	-3
PP			8.08	-1.07
Male			10.06	0.03
Female			10.02	-0.01

Strengths

<u>Description</u>	Yes	No
Above national in all Core Subjects	Y	
RWM above national Average	Y	
Boys above national expectation for Boys	Y	
Girls above national expectation for Girls		except for writing EXS
No significant difference between B & G at expected in Reading	Y	
No significant difference between B & G at expected in Writing		except boys+
No significant difference between B & G at expected in Maths		except boys+ at GDS
Low PA band meeting expectations at at EXS and GDS		except maths
Middle PA band meeting expectations at at EXS and GDS		all core subjects below
High PA band meeting expectations at at EXS and GDS		Except writing GDS
Disadvantage meeting expectation in Reading EXS		concern
Disadvantage meeting expectation in Writing EXS		concern
Disadvantage meeting expectation in Maths EXS		concern

Current Yr6 (2019-20)

YEAR 5: Whole cohort attainment summary by subject and group	Cohort No.	Reading		Cohort No.	Writing		Cohort No.	Maths	
		E2S+	GDS		E2S+	GDS		E2S+	GDS
National - All		71%	25%		76%	18%		75%	23%
All	57	91%	46%	57	91%	26%	57	88%	37%
National - Boys		68%	21%		70%	13%		75%	24%
Boys	27	89%	44%	27	78%	15%	27	93%	41%
National - Girls		75%	28%		83%	23%		75%	21%
Girls	30	93%	47%	30	83%	37%	30	83%	33%
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%
Disadvantaged	7	71%	14%	7	57%	0%	7	71%	0%
Non-Disadvantaged (Others)	50	94%	50%	50	84%	30%	50	90%	43%
EAL	51	92%	51%	51	84%	29%	51	90%	41%
SEN Sx/ENC	2	50%	0%	2	50%	0%	2	50%	0%
SENS	3	100%	0%	3	100%	0%	3	100%	0%
National - Non-SEN		79%	28%		86%	21%		83%	26%
Non-SEN	52	92%	50%	52	91%	29%	52	88%	40%
CUSTOM	0	0%	0%	0	0%	0%	0	0%	0%
PUPIL PROGRESS									
Y5/6 Minimum for end of KS2 comparator group based on national 2017		19%	2%		23%	0%		15%	1%
Low	9	56%	0%	14	43%	0%	7	29%	0%
		3.29	-0.19		2.78	0.00		0.95	-0.07
Y5/6 Minimum for end of KS2 comparator group based on national 2017		71%	14%		84%	12%	0%	75%	12%
Middle	31	94%	39%	26	88%	12%	29	90%	21%
		6.99	7.66		1.16	-0.12		4.25	2.52
Y5/6 Minimum for end of KS2 comparator group based on national 2017		98%	58%		100%	63%		99%	63%
High	15	100%	87%	15	100%	73%	19	100%	74%
		0.30	4.30		0.00	1.55		0.19	2.03

Data Analysis *Year Group 5 (current Yr6)*

		Reading		Writing		Maths		R/W/M overall	Other contextual factors
	No	EXS +	GDS	EXS +	GDS	EXS +	GDS		SEN: 6 PYG: 6 Dis: : 9 No KS1 data: 4
All	57	91	46	81	26	88	37	74	
National		70	25	76	18	75	23	65	
FFT Estimate (top 20%)		91		93		94		87	

Prior Attainment

Low attainment band below in Maths overall – must increase >50% overall (5 pupils)

Target middle attainment band in writing– must increase both EXS and GDS (particularly at higher level)

High PA in reading – 2 children remain at EXS

High PA in Writing – 2 children remain at EXS

High PA in Maths – 5 children remain at EXS P.

Disadvantage

Identify children who should and can achieve EXS in writing, currently 57% -must ensure >75% overall (7 pupils)

Gender

Girls above boys in both R&W, significantly in Writing at GDS (15% and 37% respectively)

Groups

White British below & AOB, significantly in Writing

Combined RWM

RWM is 74% at EXS and 28% at GDS – Writing to be targeted as this is the subject preventing 5 pupils from achieving combined RWM

Reading

Summer 19			Yrs/months	
Reading Age Overall			12.02	+/- from overall reading age
Prior Attainment: Low (6)			9.08	-2.06
Middle (38)			11.05	-0.9
High (12)			14.03	2.01
SEN (6)			9.04	-2.1
PYG (6)			9.05	-2.9
PP (8)			10.02	-2
Male			11.09	-0.05
Female			12.02	=

Strengths

<u>Description</u>	Yes	No
Above national in all Core Subjects	Y	
RWM above national Average	Y	
Boys above national expectation for Boys	Y	
Girls above national expectation for Girls	Y	
No significant difference between B & G at expected in Reading	Y	
No significant difference between B & G at expected in Writing		except for Writing girls
No significant difference between B & G at expected in Maths	Y	
Low PA band meeting expectations at at EXS and GDS	Y	
Middle PA band meeting expectations at at EXS and GDS		except for Writing GDS
High PA band meeting expectations at at EXS and GDS	Y	
Disadvantage meeting expectation in Reading EXS	Y	
Disadvantage meeting expectation in Writing EXS		except for Writing
Disadvantage meeting expectation in Maths EXS	Y	

KS2 Analysis 2017-19

Outcome Overall																
	2017				2018						2019					
	Progress(42)		Attainment(48)		Progress(47)		Attainment(50)				Progress(52)		Attainment(60)			
	Sch.	Sch.	Nat.	Diff. between Sch. & Nat.	Sch.	+/- from previous year	Sch.	+/- from previous year	Nat.	Diff. between Sch. & Nat.	Sch.	+/- from previous year	Sch.	+/- from previous year	Nat. Overall	Diff. between Sch. & Nat.
Reading	1.3	82	71	11	0.7	-0.6	72	-10	75	-3	-0.5	-1.2	72	=	73	-1
Writing	4.7	92	76	16	2.9	-1.8	94	2	78	16	2.4	-0.5	92	-2	78	14
Maths	3.4	88	75	13	2.5	-0.9	88	=	76	12	2.1	-0.4	87	-1	79	8
RWM Expected		79	61	17			68	-11	64	4			70	-2	65	5
RWM H. Standard		17	9	8			20	3	10	10			13	-7	11	2
AvSS Reading		104.9	104.1	0.4			105.1	0.2	105.0	0.1			104.5	-0.6	104.4	0.1
AvSS Maths		107.4	104.2	3.1			106.6	-0.8	104.3	2.3			107.6	1.0	105.0	2.6

Trend

Subjects: Over the past three years all individual core subjects have been above national averages, except for Reading in 2018 and 2019; a difference of 1% from the national average. Maths has an overall average of 87% over 3 years, while writing continues to sustain a high level of achievement.

RWM: Overall combined RWM has been in-line with national average; although there was fall of 11% in 2018 the overall average over 3 years is 72%.

AvSS: In particular Maths reflects good achievement in comparison to national, an average of 2.7 above national average over 3 years. Reading has fluctuated but is generally in-line with national.

Progress

All subjects above national of '0', significantly in Writing and Maths. Although level of progress has fallen in all three core subjects from the previous year; Writing and Maths are ranked in the top 25% of schools and Reading just below the top 25%. The fall in Writing has been the most significant decline.

		Prior Attainment																					
		2017 (L:2/ M:28/ H:12)						2018 (L:5/ M:26/ H:16)						2019 (L:3/ M:24/ H:23)									
		Progress			Attainment			Progress			Attainment			Progress			Attainment						
		Sch. PA	Sch. Overall	Diff.	Sch. PA	Nat. PA H/M/L	Diff. Sch. v Nat PA	Sch. PA	+/- from previous year	Sch. Overall	Diff.	Sch. PA	+/- from previous year	Nat. PA H/M/L	Diff. Sch. v Nat PA	Sch. PA	+/- from previous year	Sch. Overall	Diff.	Sch. PA	+/- from previous year	Nat. PA H/M/L	Diff. Sch. v Nat PA
Reading	H	-0.7	1.3	-2.0	100	97	2	-0.3	0.4	0.7	-1.0	94	-6	98	-4	0.0	0.3	-0.5	0.5	100	6	97	3
	M	1.8		0.5	82	70	12	0.2	-1.6		-0.5	69	-13	74	-5	-1.7	-1.9		-1.2	58	-11	70	-12
	L	7.5		6.2	50	17	33	6.6	-0.9		5.9	40	-10	20	20	4.9	-1.7		4.4	20	-20	16	4
Writing	H	5.9	4.7	1.2	100	99	1	0.5	-5.4	2.9	-2.4	100	-	99	1	1.9	1.4	2.4	-0.5	100	-	99	1
	M	3.5		-1.2	96	78	18	3.1	-0.4		0.2	100	-4	79	21	3.0	-0.1		0.6	100	-	78	22
	L	14.3		9.6	100	17	83	9.4	-4.9		6.5	60	-40	17	43	1.5	-7.9		-0.9	40	-20	15	25
Maths	H	4.7	3.4	1.3	100	98	2	1.7	-3.0	2.5	-0.8	100	-	98	2	0.1	-1.6	2.1	-2.0	100	-	99	1
	M	2.2		1.2	82	74	8	2.7	-0.4		0.2	92	-10	74	18	3.6	-0.9		1.5	92	-	77	15
	L	13.1		9.7	100	20	80	4.4	-8.7		1.9	40	-60	18	22	5.3	-0.9		3.2	20	-20	19	1
RWM Expected	H				100	95	5					94	-6	95	1					100	6	95	5
	M				75	56	19					65	-10	58	7					58	-7	58	-
	L				50	7	43					20	-30	7	13					20	-	7	13
RWM H. Standard	H				33	26	7					56	23	28	28					26	-30	29	-3
	M				11	2	9					4	-7	0	2					4	-	2	2
	L				0	0	0					0	-		-					0	-	0	-
AvSS Reading	H				109.7	110.6	-0.9					111.1	1.4	110.7	3.4					110.9	-0.2	110.3	0.6
	M				104.1	102.6	1.5					103.7	-0.4	103.6	0.1					100.2	-3.5	102.5	-2.3
	L				98.0	93.1	4.9					97.2	-0.8	94.1	3.1					97.0	-0.2	92.7	4.3
AvSS Maths	H				114.6	110.0	4.6					112.6	-2.0	109.9	2.7					110.9	-1.7	110.3	0.6
	M				104.8	102.7	2.1					105.5	0.7	102.7	2.8					106.4	0.9	103.3	3.1
	L				105.0	93.9	11.1					95.0	-10.0	93.9	1.1					98.7	3.7	94.0	4.7

Trend

Subjects: In 2019, all prior attainment groups achieved above the national averages for all subject areas, except for middle PA in Reading. There was a fall in Reading of 11% from the previous year, and as they have the largest number of children this is a concern. However, the attainment of middle PA in Maths continues to rise at the higher standard, 20% above national average.

RWM: Overall combined RWM has remained similar although middle PA data shows a steady decline over that last 3 years, a fall of 17% in comparison to 2017. Also at the higher standard the high PA group who achieved 110.6% in 2018, fell to 102.6% (although in-line with national).

AvSS: All PA groups achieved above national AvSS scores in Maths, however middle PA group were -2.3 below national AvSS in Reading.

Progress

All PA progress scores were positive except for 1/9. Middle PA group made similar progress in writing and gained a higher level of progress in maths compared to 2018 but were a negative score of -1.7 in Reading. The concern with the high PA group over the last two years has been a negative score, a score of 0 was achieved this year with an increase of 0.7 since 2017.

Disadvantage																
2017 ⁽¹³⁾					2018 ⁽¹²⁾						2019 ⁽¹⁴⁾					
Progress		Attainment			Progress		Attainment				Progress		Attainment			
Sch. Dis.	Sch. Dis.	Nat. Overall	Diff. between Sch. & Nat.	Sch. Dis.	+/- from previous year	Sch. Dis.	+/- from previous year	Nat. Overall	Diff. between Sch. & Nat.	Sch. Dis.	+/- from previous year	Sch. Dis.	+/- from previous year	Nat. Dis.	Diff. between Sch. & Nat. Non	
Reading	0.2	77	71	6	1.8	1.6	75	-2	75	=	-0.6	-2.4	81	6	78	3
Writing	5.1	100	76	24	3.9	-1.2	100	=	78	28	2.3	-1.6	100	=	83	17
Maths	2.1	77	75	2	3.0	0.9	92	15	76	16	2.7	-0.3	94	-2	84	10
RWM Expected		69	61	8			67	-2	64	3			81	14	71	10
RWM H. Standard		15	9	6			25	10	10	15			6	-19	13	-7
AvSS Reading		105.1	104.1	1.0			106.7	1.6	105.0	1.7			104.5	-2.2	105.5	-1.0
AvSS Maths		106.7	104.2	2.5			107.5	0.8	104.3	3.2			107.9	-0.4	106.1	1.8

Trend

Subjects: There has been an overall increase of 17% in maths since 2017; while reading has seen an increase of 4% and writing remains consistently high in-line with school other. The gap between the disadvantaged and national Non.Dis. has decreased in all three subject areas and they have outperformed the national disadvantaged in all core subjects at expected and in Maths at the higher standard.

RWM: Overall combined RWM has remained consistently in-line with national Non.Dis. Although there has been a fall at the higher standard of 19% from 2018.

AvSS: SS. In reading was below national non.Dis by -1.0 and a fall from the previous year of 2.2. Maths remains above national and an increase of 1.2 from 2017.

Progress

In both writing and maths the disadvantaged pupils have achieved a positive progress score with reading being the only negative score of -0.6. While reading is a concern, both the other subjects have seen a fall of -1.6 and -0.3 in writing and maths respectively.

		Gender																					
		2017 (B:18/ G:24)						2018 (B:27/ G:26)						2019 (B:27/ G:33)									
		Progress			Attainment			Progress			Attainment			Progress				Attainment					
		Sch.	Sch. Over all	Diff By,G	Sch. PA	Sch. Over all	Diff By,G	Sch.	+/- From previous year	Sch. Over all	Diff By,G	Sch.	+/- From previous year	Sch. Over all	Diff By,G	Sch.	+/- From previous year	Sch. Over all	Diff By,G	Sch.	+/- From previous year	Sch. Over all	Diff By,G
Reading	B	1.3	1.3	0.1	76	82	10	1.0	-0.3	0.7	0.6	63	-13	68	10	-1.4	-2.4	-0.5	1.7	70	7	72	3
	G	1.4			86			0.4	-1.0			73	-13			0.3	-0.1			73	-		
Writing	B	4.5	4.7	0.2	86	92	10	4.6	-0.1	2.9	3.3	93	7	93	-	1.9	-2.6	2.4	0.9	93	-	9	2
	G	4.7			96			1.3	-3.4			93	-3			2.8	1.5			91	-2		
Maths	B	3.7	3.4	0.5	91	88	5	4.0	0.3	2.5	2.9	85	-6	87	4	2.0	-2.0	2.1	0.1	89	4	87	4
	G	3.2			86			1.1	-2.1			89	3			2.1	1.0			85	-4		
RWM Expected	B				76	78	3					59	-17	64	10					70	11	70	-
	G				79							69	-10							70	1		
RWM H. Standard	B				19	16	5					26	7	19	14					11	-15	13	4
	G				14							12	-2							15	3		
AvSS Reading	B				103.4	104.5	2.0					103.8	0.4	104.6	1.6					104.0	0.2	104.6	1.1
	G				105.4							105.4	-							105.1	-0.3		
AvSS Maths	B				107.1	107.3	0.3					106.6	-0.5	106.3	0.6					108.1	1.5	107.7	0.7
	G				107.4							106.0	-1.4							107.4	1.4		

Trend

Subjects: In 2019, all individual core subjects for boys and girls were above national averages at expected, except for girls in reading(-5). Also when compared to the previous year the data reflects that girls overall % fell slightly in both writing and maths. There is no significant gender gap and it has narrowed in all areas, particularly in reading.

RWM: Overall combined RWM remains above national for both comparative groups, and there was an increase in the % attainment in Combined RWM at expected for boys with an increase of 11%. However, a decline at the higher standard from the previous year but still above national level. Girls' outcomes have remained consistent at both levels with an overall average of 73% and 14% at expected and higher standard respectively. The gap has narrowed from the previous year with both achieving 70% at expected and a difference of 4% at higher standard.

AvSS: SS. in all core subjects in-line with national, with girls above boys in reading by 1.1 and boys above girls in maths by 0.7. In comparison to the previous year AvSS scores have increased for boys in both reading and maths, however girls 0.3 fall in reading. An average increase in maths of 1.4 for both groups with an overall average of 107.8.

Progress

All subjects above national of '0' in all core subjects over the last 3 years; except for reading for boys. Overall concern for boys' progress in-relation to 2018 as in all core subjects there was a decrease of 2.4, 2.6 and 2.0 in reading, writing and maths respectively. Data shows increase in progress score in Writing for girls of 1.5 from 2018.

Ethnicity – Other Asian (OA)/ Indian (IND)																							
		2017 (OA:13/IND:20)						2018 (OA:21/IND:18)						2019 (OA:19/IND:21)									
		Progress			Attainment			Progress			Attainment			Progress			Attainment						
		Sch.	Sch. Over all	Diff Eth. V over all	Sch.	Sch. Overall	Diff Eth. V over all	Sch. xxx	+/- From previous year	Sch. Over all	Diff Eth. V over all	Sch.	+/- From previous year	Sch. Overall	Diff Eth. V over all	Sch. xxx	+/- From previous year	Sch. Over all	Diff Eth. V over all	Sch.	+/- From previous year	Sch. Overall	Diff Eth. V over all
Reading	OA	0.8	1.3	-0.5	64	83	-19	0.6	-0.2	0.7	-0.1	76	12	68	8	-1.3	-1.9	-0.5	-0.8	75	-1	72	3
	IND	0.8		-0.5	91		8	0.3	-0.5		-0.4	78	-13		10	-0.9	-1.2		-0.4	65	13		-7
Writing	OA	5.4	4.7	0.7	93	94	-1	3.3	-2.1	2.9	0.4	100	7	93	7	2.1	-1.2	2.4	-0.3	100	-	92	8
	IND	4.7		-	96		2	1.0	-3.7		-1.9	94	-2		1	3.1	-2.1		0.7	86	-8		-6
Maths	OA	5.0	3.4	1.6	86	88	-2	2.9	-2.1	2.5	0.4	91	5	87	4	1.7	-1.2	2.1	-0.4	100	9	87	13
	IND	2.7		-0.7	87		-1	2.3	-0.4		-0.2	94	7		7	3.1	0.8		1.0	85	-9		-2
RWM Expected	OA				64	79	-15					71	7	64	8					75	4	70	5
	IND				83		4					78	-5		14					65	-13		-10
RWM H. Standard	OA				36	17	19					29	-7	19	10					15	-14	13	2
	IND				9		-8					17	8		-2					15	-2		2
AvSS Reading	OA				103.8	104.9	-1.1					105.9	2.1	104.6	1.3					105.7	-0.2	104.6	1.1
	IND				105.2		0.3					106.5	1.3		1.9					103.0	-3.5		-1.6
AvSS Maths	OA				108.1	107.4	0.7					107.8	-0.3	106.3	1.5					109.2	1.4	107.7	1.5
	IND				107.6		0.2					108.4	0.8		2.1					107.7	-0.7		-

Trend

Subjects: Over the past years, in all core subjects, 'Indian' pupils have been achieving above the school overall – however, a decline in 2019 in all subjects with a significant fall in reading of 26% from 2017. Data for Other Asian has increased over time and reflect the most successful group in all subjects.

RWM: Overall combined RWM has remained in-line with national average for both 'Indian' and 'Other Asian', and at the higher standard. In both 2018 and 2019 Other Asian were above Indian at both levels, although the gap at the higher standard narrowed from 12% to being equal in 2019. Analysis indicates 'Indian' group not achieving the higher standard in reading.

AvSS: SS shows 'Other Asian' pupils have had a positive overall increase in reading and maths when compared to school overall; with +1.1 and +1.5 respectively. For 'Indian, a decrease of -1.6 in reading and maths was equal to school overall. This demonstrates clearly that Other Asian are striving ahead in attainment, particularly in both reading and writing.

Progress

Writing and Maths are above national of '0', except in reading for both groups. Indian saw a fall of 1.2 progress points with an overall score of -0.9. Other Asian saw a fall of 1.9 progress points with an overall score of -1.3. Reading overall remains a concern.

SEN																
	2017 ⁽³⁾				2018 ⁽⁸⁾						2019 ⁽⁸⁾					
	Progress		Attainment		Progress		Attainment				Progress		Attainment			
	Sch. SEN	Sch. SEN	Nat. SEN	Diff. between Sch. & Nat.	Sch. SEN	+/- from School Overall	Sch. SEN	+/- from School Overall	Nat. SEN	Diff. between Sch. & Nat.	Sch. SEN	+/- from School Overall	Sch. SEN	+/- from School Overall	Nat. SEN	Diff. between Sch. & Nat.
Reading	4.6	100	38	62	1.1	0.4	50	-22	43	7	-0.9	-0.4	25	-47	41	-16
Writing	2.7	100	34	66	5.6	2.7	75	-19	38	37	1.3	-1.1	63	-29	39	24
Maths	0.9	67	41	26	-1.0	-3.5	38	-50	42	-4	3.0	0.9	50	-37	46	4
RWM Expected		67	21	46			25	-43	24	1			25	-45	25	=
RWM H. Standard		0	1	-1			13	-7	1	12			0	-13	2	-2
AvSS Reading		106.7	96.9	9.8			99.1	-6.0	98.3	0.8			99.4	-5.1	98.0	1.4
AvSS Maths		103.0	97.4	5.6			96.6	-10.0	97.8	-1.2			103.7	-3.9	98.4	5.3

Trend

Subjects: Over the past 3 years, SEN attainment has fluctuated in all core subjects, when comparison is made to SEN national 2018 maths was below and 2019 reading. The average over 3 years is 58%, 79% and 52% in reading, writing and maths respectively.

RWM: In the past 2 year 2/8 pupils have achieved a combined expected for RWM.

AvSS: SS shows an increase in both reading and maths scaled scores from 2018. Also the difference from school overall was narrowed, in maths from -6.0 to -5.1 and in reading from -10.0 to -3.9.

Progress

7 of the 9 progress scores over the last 3 years are above national of '0', except for maths in 2018 and for reading in 2019. When comparing to school overall in 2018 and 2019 the progress scores have not been significantly different, except for maths in 2018(-3.5), however in 2019 the difference being positive in favour of SEN at +0.9.