



Pupil Outcomes

(provisional)

25th October

2018

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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Self -Evaluation Form

EVALUATION

Evaluation of Targets 2017-18

EYFS - F2 above LA & NA in all Prime areas of learning + Literacy and Mathematics <i>(achieve good level of development)</i>				
2017: GLD = 67% Boys = 50% (11/22) Girls = 85% (17/20) Nat. 70%				
2018: GLD = 69% Boys = 59% (19/32) Girls = 81% (21/26) Nat. 72%				
5 children began in the Spring term (5 boys – all EAL, limited English + 1 girl)				
Without boys & 1 girl : GLD = 72% Boys = 67% Girls = 77%				
Overall GLD has been consistent in the last 3 years – closely in-line with national average. In 2018, again girls performed better in all of the early learning goals although the gap in specific areas has narrowed. This is particularly true of reading and writing at expected.				
	GLD	Reading	Writing	Maths Combined
Gender gap 2016-17 (b v g)	-35	-30	-30	Data indicates that that the gap has widened at expected, however in 2018 boys outperformed girls at exceeding by +8%.
Gender gap 2016-17 (b v g)	-22	-23	-22	
Narrowed by	13	7	8	
KS1 - Above LA & NA <i>(at expected standard & greater depth)</i>				
Results in KS1 have been in-line with national averages, and significantly above in all core subjects at GD; reading, writing and maths saw an increase of 21%, 14% and 21% respectively. However the overall percentage for RWM fell by 13% to 61% which was just below national average.				
Year 4 - Accelerated progress- All groups of learners to meet national measures				
Refer to internal data booklets				
KS2 - Raise attainment by conversion of: L3- above expected – 100% / L2a – above expected – 15% L1a- at expected – 15% / VA – 101 + / 2 Levels progress – 90%+/ 4+ - Reading/Writing/Maths – 95%+ <i>(RWM overall above 75%, above national in Reading, Writing and Maths / progress above national)</i>				
Attainment has been above national averages in writing and maths, significantly in writing at expected and in maths at both levels. Reading has fluctuated although at GD there has been a continuous rise since 2016, with an overall increase of 28%. 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 2016.				
Target Setting Process - All significant groups attaining above NA				
Refer to internal data booklets				
RaiseOnLine 3 year trend - Above LA & NA/ at 2b+ and 3. Sig+ three categories/ KS2 Sig+ in three categories <i>(overall rise in progress)</i>				
	2016	2017	2018	
Reading	-1.24	1.3 (average)	0.7	above the bottom 40% and in the middle 20% of schools
Writing	1.78	4.7 (above average)	2.9	top 25% of schools
Maths	1.22	3.4 (above average)	2.5	top 25% of schools

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 2018 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 over the last 3 years has continually been above or in line with national average. In both 2016 and 2017 the % achieving 'expected standard' in RWM was above national average by 12% and 17% respectively. In 2018, there was a fall of 14% but remains in-line with national average.

Figure 1: 2018 % achieving expected standards

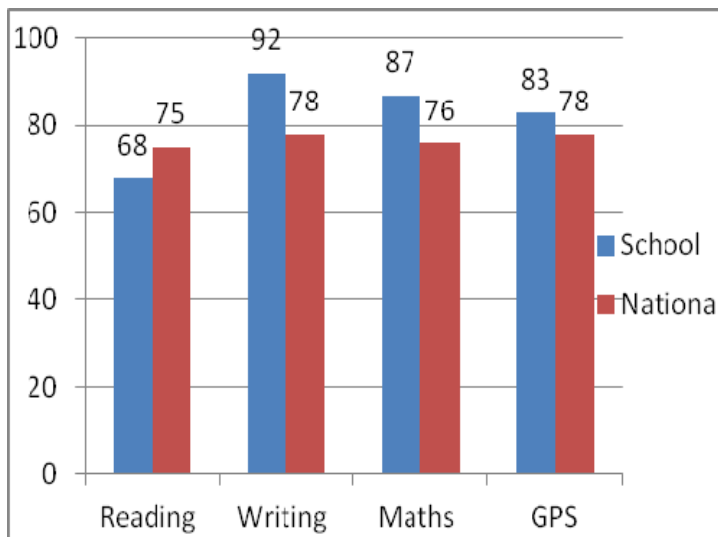
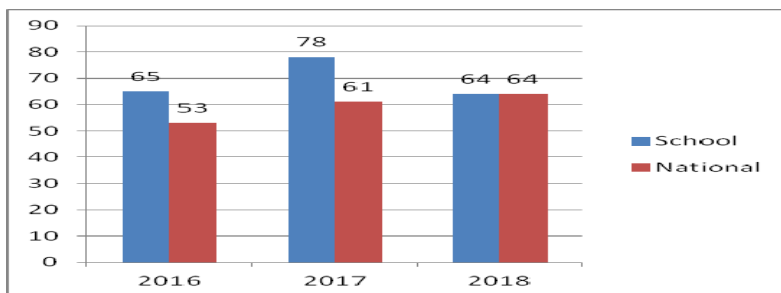


Figure 2: % achieving expected in all subjects(RWM) over the last 3 years



Progress KS2

The overwhelming majority of pupils make outstanding and sustained progress from Key Stage 1 to Key Stage 2. We have continued to achieve above national average in-relation to '0' progress measures, however reading continues to be a priority.

In 2017 the progress score increased by 2.54 from the previous year to 1.3. The measure/s taken to address reading is slowly being embedded, however outcomes are not consistent and the 0.6 fall reflects that key groups; including high PA and 'Indian' groups not achieving PAG targets.

Writing has consistently been high and Maths continues to be above national averages – nevertheless a fall in progress measures in 2018. Overall increase from 2016 for writing is +1.94 and maths is 1.28 over 3 years.

Of the 9 indicators that reflect the KS1-KS2 progress scores, from 2016 to 2018, all except one (reading in 2016) exceed '0'.

The progress for both 2017 and 2018 is recorded in the table above and has met both the floor and coasting standards.

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

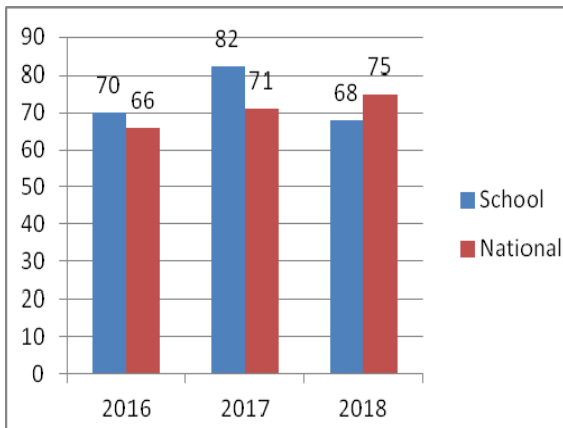
2018 progress scores

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

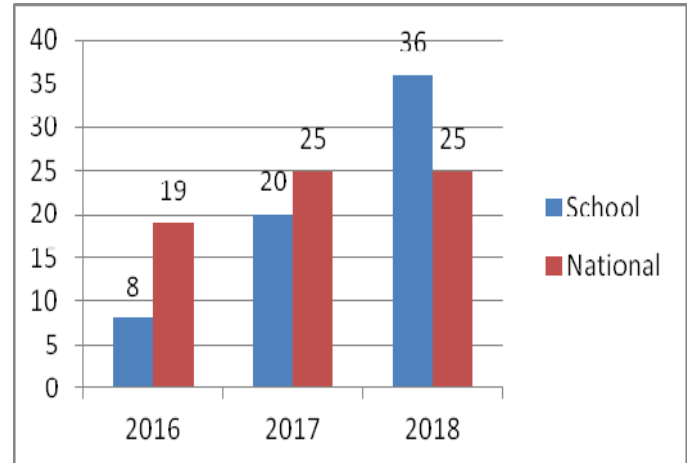
Core Subjects

Reading

Reading % at expected standard in 2016, 2017 and 2018

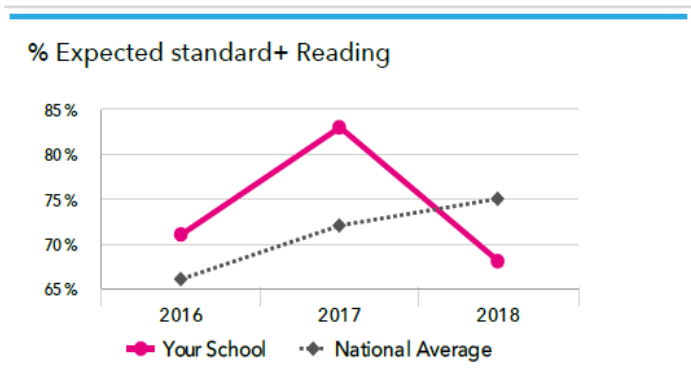


Reading breakdown at higher standard in 2016, 2017 and 2018



Attainment: The most recent data shows that attainment fell by 7% below national average, and 14% in comparison to 2017. However the school was 11% above the national high standard, this is an increase of 16% from 2017. When comparing to national average scaled score the school scored: 104.6, that is -0.4 below national average. National comparison for **disadvantaged** at expected is in-line with national other and at H. Standard it is above by 10%. Both attainment and progress for disadvantaged continues to rise, exceeding school other. **Boys** outcome at higher standard was 15% more than boys national. The average scaled score for **High attainers** was 111.1 and although 75% achieved the higher standard their overall level of progress was a negative score.

Actual results over time



Trend: The average S.S. increased by an average of 1.3 since 2016. Overall the AvSS has increased by 2.5 over the last 3 years.

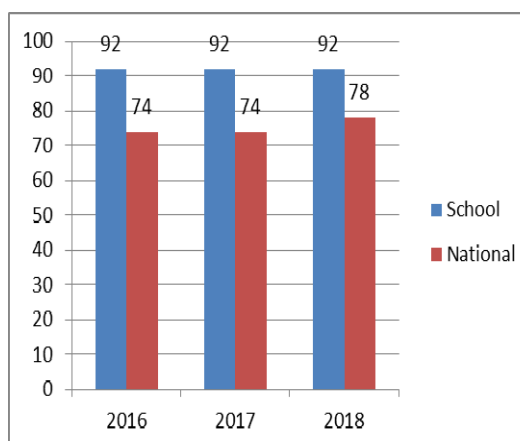
Progress: 0.7 in 2018, a fall of 0.6 from 2017.

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

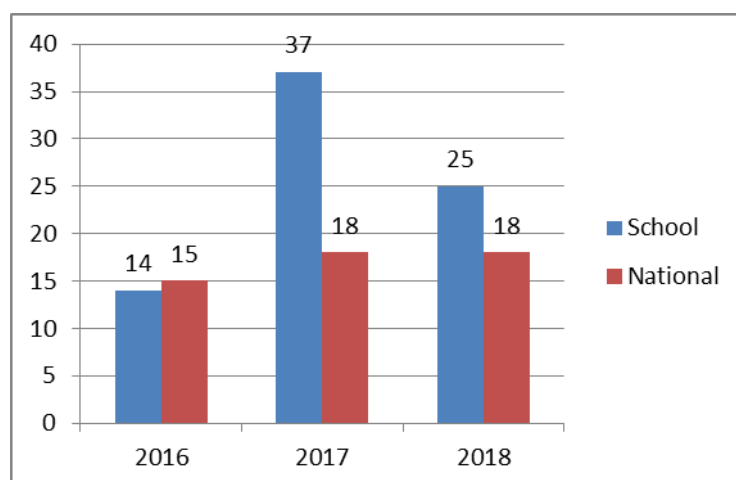
KS2 reading achievement pupil progress		
	Higher performing	Lower performing
2016	Middle Att.(18)	High Att.(17) Indian (17) Boys(22)
2017	First language English (11) Middle attainers (12) Lower attainers (17)	Higher attainers (13)
2018	White (5) FSM (ever) (12) FSM (in last 6 years) (12) SEN(5) Low Prior Attainment(5)	Higher attainers (16)

Writing

Writing % at expected standard in 2016, 2017 and 2018

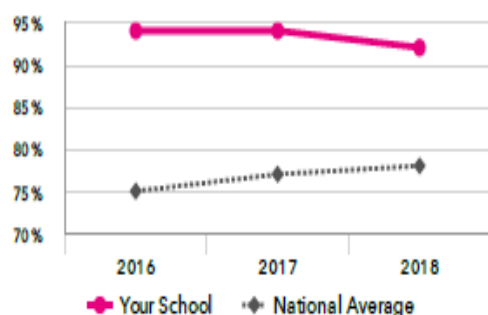


Writing breakdown at higher standard in 2016, 2017 and 2018 (greater depth)



Attainment: The most recent data shows that pupils at Herrick, again achieving 14% above national average, and surpassed the national greater depth by 7%. National comparison for **disadvantaged** at expected reflects a sustained high level of achievement, again achieving 100% and 31% at respectively – above national other and in-line with school outcomes. The average national % for each of the **prior attainment** levels were exceeded by middle PA(26pupils) by 16%, low PA(5 pupils) by 37% and high PA were in-line with national average respectively.

% Expected standard+ Writing



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.

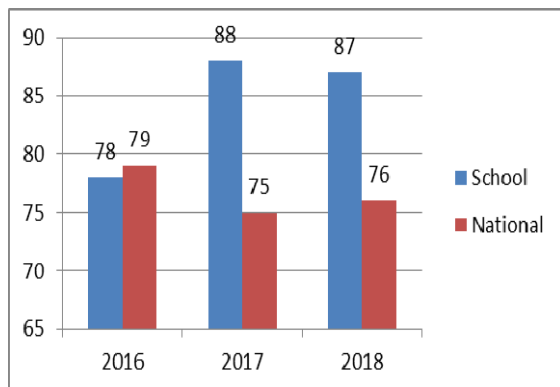
Progress: 2.9 in 2018, a fall of 1.7 from 2017.

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

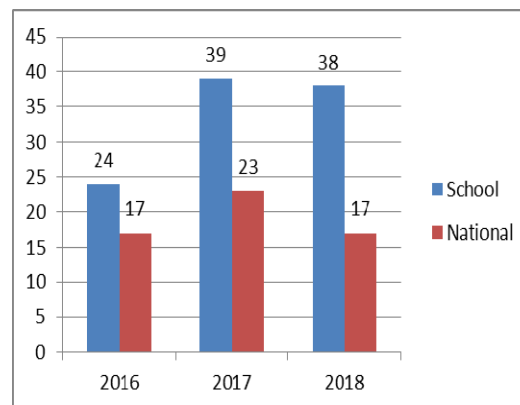
KS2 writing achievement pupil progress		
	Higher performing	Lower performing
2016	Pupil Premium(5) Low Att.(10) First Lang. Eng.(6)	
2017	Higher attainers (13) Lower attainers (17) FSM (in last 6 years) (11)	
2018	White (5) Lower attainers (16) SEN Support (8) Middle Att.(26)	

Maths

Maths % at expected standard in 2016, 2017 and 2018

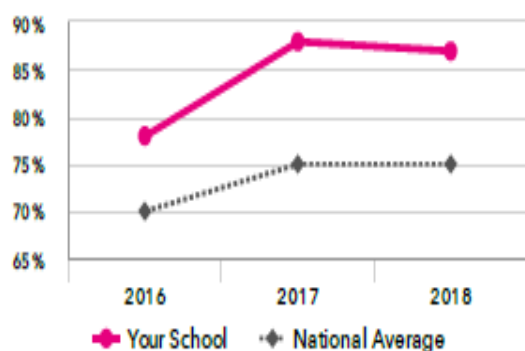


Maths breakdown at higher standard in 2016, 2017 and 2018



Attainment: The most recent data shows that pupils at Herrick achieved 11% above national average, and sustained the high levels achieved at the higher standard – school average of 34% over 3 years. There has been consistency at both levels over the last 2 years. When comparing to national average scaled score the school scored(106.3) +2.3 above national average. National comparison for **disadvantaged** at both expected and higher standard reflects a continuous rise in both attainment and progress; 92% and 3.24 respectively. The average scaled score for **High attainers** at 112.6 which is +1.5 above the national high prior attainment student average reflects the 75% achieved at the higher standard. Nevertheless, this PA group achieved the lowest progress score of all significant ‘groups’.

% Expected standard+ Maths



Trend: The average AvSS has increased by an average 0.8 since 2016. Overall the AvSS has increased by 1.5 over the last 3 years.

Progress: 2.5 in 2018, a fall of 0.9 from 2017.

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

	Higher performing	Lower performing
2016	Non-Pupil Premium(33) Low Att.(10) Middle Att..(18)	High Att.(17) Pupil Premium(12)
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)

Pupil Premium Analysis 2018

School disadvantaged V National Other

Attainment (13 pupils)	Disadvantaged Pupils 2018 %				Average Score		
	R	W	M	RWM	R	W	M
School Dis.	77	100	92	67	105.8	-	107
National Non.	77	81	80	67	105.4	-	106
Difference	=	+9	+12	=	+0.4	-	+1

School disadvantaged V National disadvantaged

Attainment	Expected Standard			Higher Standard		
	School Dis.	National Dis.	Diff.	School Dis.	National Dis.	Diff.
Combined	67	67	=	17	11	+6
Reading	77	77	=	39	29	+10
Writing	100	81	+9	31	21	+10
Maths	92	80	+12	46	27	+19
GPS	69	82	+13	46	36	+10

School disadvantaged V School Other

Progress	R	W	M
Disadvantaged Pupils (13)	1.76	3.91	3
School Other (40)	0.36	2.58	2.34
Gap	+1.4	+1.33	+0.66

In all core subjects attainment has been either in-line or above national other and school other at expected. Outcomes at the higher standard indicate that again disadvantaged have exceeded all national other and school other, particularly in maths. Attainment over the last 2 years, have been consistently high. Progress scores also in the top percentile rankings, although in reading it remains lowest progress score but remains above school other.

Attainment KS1

Attainment

Achieving expected level	2016			2017			2018		
	At expected	GD	RWM	At expected	GD	RWM	At expected	GD	RWM
Reading	83 (74)	27 (24)	73	78 (76)	17 (25)	74	72 (76)	38 (26)	61
Writing	76 (65)	29 (13)		74 (68)	26 (16)		69 (70)	40 (16)	
Maths	88 (73)	32 (18)		79 (75)	17 (21)		72 (76)	38 (22)	

(figures in red represent national %)

Results in KS1 have been in-line with national averages, but it is recognised that since 2016 the overall attainment for all three core subjects reflects a declining trend at the expected level. There was also a considerable fall in the % achieved in RWM combined. However the greater depth results once again have risen well above national in all core subjects.

	2016				2017				2018			
	At expected		GD		At expected		GD		At expected		GD	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reading	86 (70)	81 (78)	29 (20)	26 (27)	85 (71)	71 (80)	30 (22)	6 (29)	71 (71)	74 (80)	39 (22)	37 (29)
Writing	75 (59)	77 (73)	29 (10)	29 (17)	81 (61)	68 (75)	30 (11)	23 (20)	74 (63)	63 (77)	36 (12)	44 (20)
Maths	93 (72)	84 (74)	32 (19)	32 (16)	89 (74)	71 (76)	26 (22)	10 (19)	71 (75)	74 (77)	39 (24)	37 (20)

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

Boys have consistently been either in-line or above national boys, particularly at greater depth. There was a fall of 18% in maths at expected in 2018, and unlike previous years where boys outperformed girls this year both groups had similar outcomes. Boys have achieved a higher outcome in writing in the last 2 years. Since 2016 girls have not met national girls' average at the expected level in all core subjects. However, in 2018 girls greater depth levels increased significantly; +31% in reading, +21% in writing and +27% in maths.

2018 At Expected	Disadvantaged (8 pupils)		
	School	National (2017)	
Reading	88%	79%	7/8 met the expected standard (1 at GDS)
Writing	38%	72%	3/8 met the expected standard (2 at GDS)
Maths	63%	79%	5/8 met the expected standard (1 at GDS)

	Reading		Writing		Maths	
	No.	(met standard)	No.	(met standard)	No.	(met standard)
Emerging	4	3	4	1	5	3
Expected	4	4	4	2	3	2
Exceeding	0	-	0	-	0	-
		7		3		5

When comparing disadvantaged to national other; children achieved below in maths and writing – with only 2 expected pupils achieving standard in writing. However, the number of emerging pupils who achieved standard in reading and maths is +70%.

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	5	1	0	2	1	1	0	0	0	0
Emerging	17	0	3	8	5	1	6	6	3	8
Expected	30	0	0	2	14	14	28	14	2	0
Exceeding	6	0	0	0	0	6	6	0	0	0
	58	1	3	12	20	22	40	20	5	8
% 2018							76%	38%		
% 2017							78%	13%		

Of the 53 children with an EYFS score; a total of 76% made expected progress and 38% made more than expected progress. From the 17 emerging pupils, 89% made expected progress from their respective starting points. Over 90% of the expected pupils achieved the standard, with almost 46% achieving GDS. All exceeding pupils achieved GDS; 100%. **Overall** for all pupils, expected progress is in-line with 2017 and for more than expected progress there has been an increase of 25%.

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	5	1	1	1	0	2	0	0	0	0
Emerging	18	0	4	7	5	2	7	7	4	7
Expected	31	0	0	4	12	15	27	15	4	0
Exceeding	4	0	0	0	0	4	4	0	0	0
	58	1	5	12	17	23	38	22	8	7
% 2018							72%	42%		
% 2017							76%	41%		

Of the 53 children with an EYFS score; a total of 72% made expected progress and 42% made more than expected progress. From the 18 emerging pupils, 78% made expected progress from their respective starting points. 86% of the expected pupils achieved the standard, 48% achieving GDS. All exceeding pupils achieved GDS; 100%. **Overall** for all pupils, expected progress and more than expected progress is in-line with 2017; which was 76% and 41% respectively.

Number – numbers of children making progress between EYFS and KS 1											
	No.	BLW	PKF	WTS	EXS	GDS		Expected progress +	More than	Not made expected progress	Insufficient progress (Ofsted expectation)
No EYFS score	5	1	1	0	1	2		0	0	0	0
Emerging	16	0	3	7	6	0		6	6	3	7
Expected	33	0	0	4	13	16		29	16	4	0
Exceeding	4	0	0	0	0	4		4	0	0	0
	58	1	4	11	20	22		39	22	7	7
% 2018								74%	42%		
% 2017								76%	13%		

Of the 53 children with an EYFS score; a total of 74% made expected progress and 42% made more than expected progress. From the 16 emerging pupils, 81% made expected progress from their respective starting points. 87% of the expected pupils achieved the standard, 48% achieving GDS. All exceeding pupils achieved GDS; 100%. **Overall** for all pupils, expected progress is in-line with 2017 and for more than expected progress there has been an increase of 29%.

SSM – numbers of children making progress between EYFS and KS 1											
	No.	BLW	PKF	WTS	EXS	GDS		Expected progress	More than	Not made expected progress	Insufficient progress (Ofsted expectation)
No EYFS score	5	1	1	0	1	2		0	0	0	0
Emerging	14	0	3	6	5	0		5	5	3	6
Expected	38	0	0	5	14	19		33	19	5	0
Exceeding	1	0	0	0	0	1		1	0	0	0
	58	1	4	11	20	22		39	24	8	6
% 2018								74%	46%		
% 2017								78%	15%		

Of the 53 children with an EYFS score; a total of 74% made expected progress and 46% made more than expected progress. From the 14 emerging pupils, 78% made expected progress from their respective starting points. 86% of the expected pupils achieved the standard, 49% achieving GDS. One exceeding pupil achieved GDS. **Overall** for all pupils, expected progress is in-line with 2017 and for more than expected progress there has been an increase of 31%.

Phonic Screening

Year 1

	15/16	16/17	17/18	Trend
National	81%	81%	82%	+1%
School	79%	98%	95%	+16%
Difference	-2%	17%	13%	15

Attainment: The percentage of pupils achieving the expected standard in Y1 phonic screening is 95%. This is 13% more than the national average and continues the high level of achievement since 2016.

Trend: The percentage of achievement has increased by an overall increase of 16% since 2016, with an average of 91% over 3 years.

Year 1 Phonic Check											
2018			2017			2016			2015		
Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls
95%	96%	95%	98%	97%	100%	79%	83%	75%	79 (77)	78 (73)	80 (81)

The data reflects no significant gender gap, and boys continue to maintain a high level above national averages. Boys have had an overall increase of 13% and girls 20% from 2016, with boys achieving an average of 92% and girls 90% over the last 3 years.

Year 2

	15/16	16/17	17/18
National	92%	-	
School	91%	69%	

Pupils' standards of Reading

Year 2	2010		2011		2012		2013		2014	
	L2b+	L3	L2b+	L3	L2b+	L3	L2b+	L3	L2b+	L3
	76%	12%	80%	38%	82%	30%	75%	28%	78%	34%
Year 6	2014		2015		2016		2017		2018	
	L4b	L5	L4b	L5	Expt.	GD.	Expt.	GD.	Expt.	GD.
	80%	38%	88%	55%	70%	8%	82%	20%	68%	36%

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 a decline in overall attainment in 2018, specific groups including disadvantaged and boys achieved above national average. Attainment at GD continues to rise but progress is an area of concern.

Early Years Foundation Stage Profile

Area of learning	15/16	16/17	17/18	LA	Nat.(2017)
Making relationships	84	83	86	86	91 (-5)
Self-confidence and self-awareness	89	83	85	84	90 (-7)
Managing feelings and behaviour	84	81	88	84	89 (-1)
Moving and handling	95	95	86	87	91 (-5)
Health and self-care	100	88	88	87	93 (-5)
Listening and attention	75	71	85	82	88 (-3)
Understanding	75	79	88	81	87 (+1)
Speaking	79	79	79	80	86 (-7)
Reading	68	69	79	71	79 (=)
Writing	66	69	69	68	75 (-6)
Numbers	66	79	76	74	81 (-5)
Shape, space and measure	71	76	78	75	84 (-6)
People and communities	70	74	81	79	87 (-6)
The world	68	73	85	78	87 (-2)
Technology	89	100	93	92	96 (-3)
Exploring and using media and materials	88	86	83	85	90 (-7)
Being imaginative	75	74	88	83	89 (-10)

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

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 22%.

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 2016		69%	77%	20%	73%	12%	77%	12%
School all pupils 2016	56	63%	66%	11%	66%	7%	68%	2%
		-6	-10	-9	-7	-5	-9	-10
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	=

The table above indicates that reading overall at both levels has seen an increase of 13% and 10% respectively since 2016. There has been a faster rate of increase at exceeding in comparison to expected.

Percentage of boys and girls obtaining each score: all aspects

Area of learning	2017		2018	
	Boys	Girls	Boys	Girls
Making relationships	73	95 (-22)	75	100 (-25)
Self-confidence and self-awareness	77	90 (-13)	81	89 (-8)
Managing feelings and behaviour	68	95 (-27)	78	100 (-22)
Moving and handling	91	100 (-9)	78	96 (-18)
Health and self-care	81	95 (-14)	81	96 (-15)
Listening and attention	59	85 (-26)	72	100 (-28)
Understanding	73	85 (-12)	78	100 (-22)
Speaking	73	85 (-12)	69	92 (-23)
Reading	55	85 (-30)	69	92 (-23)
Writing	55	85 (-30)	59	81 (-22)
Numbers	73	85 (-12)	66	89 (-23)
Shape, space and measure	69	85 (-16)	66	92 (-26)
People and communities	64	85 (-21)	69	96 (-27)
The world	64	85 (-21)	72	100 (-28)
Technology	46	85 (-21)	91	96 (-5)
Exploring and using media and materials	74	95 (-21)	69	100 (-31)
Being imaginative	60	90 (-30)	78	100 (-22)

2017: GLD = 67% Boys = 50% (11/22) Girls = 85% (17/20)

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

In 2017 and 2018, girls performed better in all of the early learning goals. Nevertheless, the gender gap has decreased in reading and writing - an increase of 4% and 14% for boys respectively. Maths overall is an aspect which needs further development, where the gap has widened from the previous year. Key aspects that saw significant increases since 2016 for boys are; Listening and Attention, Technology and Being Imaginative.

Progress based on entry and exit for 2017/2018

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

Reading	Exit from EYFS				No. Good or better progress	No. accelerated progress	Progress analysis
	On entry	No. On entry	Emerging	Expected			
< 22-36	2	1 (9)	1 (11)			2	49% of children arrived below 30-50 secure. 100% of children made good progress, of which 89% made accelerated progress in reading.
30-50 E	12	6 (2 pupils=5) (3 pupils=4) (1 pupil=3)	6 (8)		4	8	
30-50D	12	2 (3)	10 (7)		2	10	
30-50S	11		11 (6)			11	
40-60E	8		5 (5)	3 (6)		8	
>40-60D	8			8 (5)		8	
Total	53	9	33	11	6	47	

Writing	Exit from EYFS				No. Good or better progress	No. accelerated progress	Progress analysis
	On entry	No. On entry	Emerging	Expected			
< 22-36	2	2 (1 pupil= 5) (1 pupil= 6)				2	36% of children arrived below 30-50 secure. 95% of children made good progress, of which 68% made accelerated progress in writing.
30-50 E	2	2 (1 pupil= 2) (1 pupil= 4)			1		
30-50D	15	9 (1 pupil= 2) (6 pupils= 3) (2 pupils=4)	6 (7)		8	6	
30-50S	21	2 (1 pupil = 2) (1 pupil =3)	19 (6)		1	19	
40-60E	7		4 (5)	3 (6)	4	3	
>40-60D	6			6 (5)		6	
Total	53	15	29	9	14	36	

Maths combined	Exit from EYFS				No. Good or better progress	No. accelerated progress	Progress analysis
	On entry	No. On entry	Emerging	Expected			
< 22-36	4	4 (1 pupil= 4) (6 pupils= 6) (2 pupils=7)			1	3	48% of children arrived below 30-50 secure. 98% of children made good progress, of which 49% made accelerated progress in maths combined.
30-50 E	11	5 (2 pupils= 3) (2 pupils= 4) (1 pupil=5)	6 (8)		2	9	
30-50D	10	4 (1 pupil= 2) (1 pupils= 3) (2 pupils=4)	6 (7)		3	6	
30-50S	7		7 (6)			7	
40-60E	15		14 (5)	1 (6)	14	1	
>40-60D	6		1(4)	5 (5)	6		
Total	53	13	34	6	26	26	

Autumn 2017-18: cohort size 53 pupils

Summer 2017 – 18: cohort size 59 pupils

5 pupils arrived after the Spring term, therefore have no September data. The progress tables reflect the progress of 53 pupils. Of the five pupils who arrived in Spring, 1 pupil began at the end of the Summer term – his baseline data is also his end of year data.

Year Group Data - Outcomes

Year 1

YEAR 1: 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		76%	25%		68%	16%		75%	21%
All	40	73%	40%	40	68%	30%	40	73%	35%
National - Boys		71%	22%		61%	11%		74%	22%
Boys	22	55%	23%	22	50%	18%	22	64%	23%
National - Girls		80%	29%		75%	20%		76%	19%
Girls	18	94%	61%	18	89%	44%	18	83%	50%
National - Non-Disadvantaged		80%	29%		72%	18%		79%	23%
Disadvantaged	8	50%	13%	8	38%	13%	8	50%	13%
Non-Disadvantaged (Others)	32	78%	47%	32	75%	34%	32	78%	41%
EAL	30	70%	47%	30	63%	33%	30	70%	40%
SEN St/EHC	0	0%	0%	0	0%	0%	0	0%	0%
SENS	4	0%	0%	4	0%	0%	4	0%	0%
National - Non-SEN		83%	29%		76%	18%		83%	23%
Non-SEN	36	81%	44%	36	75%	33%	36	81%	33%
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	13	15%	0%	13	8%	0%	10	0%	0%
		-2.68	-0.26		-2.90	-0.13		-3.60	-0.20
Y1/2 Minimum for end of KS1 comparator group based on national 2017		85%	20%		82%	13%	0%	86%	18%
Expected	19	89%	37%	18	89%	28%	23	91%	26%
		0.85	3.20		1.24	2.66		1.22	1.86
Y1/2 Minimum for end of KS1 comparator group based on national 2017		99%	65%		98%	52%		99%	59%
Exceeding	9	100%	100%	10	100%	70%	8	100%	100%
		0.09	3.15		0.20	1.80		0.08	3.28

Data Summary Yr1

Now Year 2 (2018 – 19)

Areas of Development

Prior Attainment

- emerging pupils in all core subjects well below – must be targeted to raise % achieving expected
- number of expected pupils from EYFS not achieving expected in reading must be addressed
- identify expected pupils that can be supported to achieve GD in maths
- raise % of exceeding pupils from EYFS to achieve GD in writing

Disadvantage

- must ensure measures are taken to support disadvantaged (8) to raise levels at expected in all core subjects – 4/8 achieving expected in reading and maths, writing is below 50%
- disadvantage reading age 7:05 – 9 months behind cohort

Gender

- girls significantly stronger than boys in all core subjects at both levels of expected and GD
- gap of 39% in both reading and writing and 19% in maths (at expected)
- at GD boys again below in all core subjects by approximately 50% - particular concern in reading

Strengths

Prior attainment

- high attainment band reading age 10:03
- % level of expected at GD in reading and writing
- % level of exceeding at GD in reading and maths

Subjects

- all core subjects above national at GD
- average reading age 8:02
- girls at all levels in all subjects
- school other at GD in all core subjects
- EAL in maths at GD

Combined RWM

- RWM is 62% at expected and 29% at GD

Year 3

YEAR 3: 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%	23%
All	59	81%	41%	59	78%	32%	59	80%	37%
National - Boys		68%	21%		70%	13%		75%	21%
Boys	29	79%	41%	29	76%	24%	29	76%	45%
National - Girls		75%	28%		83%	23%		75%	21%
Girls	30	83%	40%	30	80%	40%	30	83%	30%
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%
Disadvantaged	8	63%	0%	8	50%	0%	8	50%	0%
Non-Disadvantaged (Others)	51	84%	47%	51	82%	37%	51	84%	43%
EAL	54	83%	41%	54	80%	31%	54	81%	39%
SEN S/HEHC	1	100%	100%	1	100%	100%	1	100%	100%
SENS	5	60%	0%	5	20%	0%	5	40%	0%
National - Non-SEN		79%	28%		86%	21%		83%	26%
Non-SEN	53	83%	43%	53	83%	34%	53	83%	40%
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	12	17%	0%	12	17%	0%	12	17%	0%
		-2.80	-0.24		-2.80	-0.24		-2.80	-0.24
Y3/4 Minimum for end of KS2 based on high projected figures for 2021		100%	60%		100%	60%		100%	60%
Middle	30	97%	30%	30	93%	23%	30	97%	23%
		-1.00	-9.00		-2.00	-11.00		-1.00	-11.00
Y3/4 Minimum for end of KS2 based on high projected figures for 2021		100%	100%		100%	100%		100%	100%
High	11	100%	100%	11	100%	73%	11	100%	100%
		0.00	0.00		0.00	-3.00		0.00	0.00

Data Summary Yr 3 Now Year 4 (2018-19)

Areas of Development

Prior Attainment

- low attainment band below at expected in all subjects
- middle attainment band insufficient progress at GD in all subjects
- high attainment band insufficient progress at GD in Writing

Disadvantage

- below in Writing and Maths (attainment)
- average reading age 7:02 – this is 11 months behind overall cohort

Gender

- girls significantly stronger in Writing at both expected and GD

Groups

- White British and Any Other white group working below in all subjects (between 1 -2.5)
- Indian group just below Other Asian in all subjects (between 3.5 - 4.5)
- Non-EAL and Any Other Mixed Background below in Maths
- SEN and Any Other Black background below in Writing

Strengths

Prior Attainment

- high attainment band achieving good progress in both Reading and Maths
- high attainment band average reading age 9:09
- average reading age 8:02

Gender

- no gender gap in Maths at both expected and GD

Subjects

- Reading strong at both expected and GD
- Writing and Maths well above national at both expected and GD

Combined RWM

- RWM is 76% at expected and 25% at GD

Year 4

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%	23%
All	59	86%	37%	59	81%	25%	59	86%	37%
National - Boys		68%	21%		70%	13%		75%	21%
Boys	26	81%	42%	26	81%	23%	26	88%	50%
National - Girls		75%	28%		83%	23%		75%	21%
Girls	32	91%	34%	32	81%	28%	32	84%	28%
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%
Disadvantaged	9	67%	11%	9	56%	0%	9	78%	11%
Non-Disadvantaged (Others)	50	90%	42%	50	86%	30%	50	88%	42%
EAL	52	90%	42%	52	85%	29%	52	90%	42%
SEN S1/EHC	1	100%	0%	1	100%	0%	1	100%	0%
SENS	5	80%	20%	5	80%	20%	5	80%	20%
National - Non-SEN		79%	28%		86%	21%		83%	26%
Non-SEN	53	87%	40%	53	81%	26%	53	87%	40%
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	8	13%	0%	9	22%	0%	8	13%	0%
		-2.20	-0.16		-1.60	-0.18		-2.20	-0.16
Y3/4 Minimum for end of KS2 based on high projected figures for 2020		100%	60%		100%	60%		100%	60%
Middle	37	92%	24%	36	83%	11%	36	92%	25%
		-3.00	-13.20		-6.00	-17.60		-3.00	-12.60
Y3/4 Minimum for end of KS2 based on high projected figures for 2020		100%	100%		100%	100%		100%	100%
High	13	92%	92%	13	92%	77%	14	93%	93%
		-1.00	-1.00		-1.00	-3.00		-1.00	-1.00

Data Summary Yr4 Now Year 5 (2018-19)

Areas of Development

Prior Attainment

- middle attainment band significantly below in all core subjects at GD
- high attainment band Writing fell to 77% at expected

Disadvantage

- below in Writing – must focus in raising % at expected
- combined level of RWM significantly below
- average reading age 8:03 - 1 year and 11 months behind cohort

Gender

- girls significantly below at GD in Maths

Groups

- any other background approx. 1.1 points below average in all core subjects
- any other black background approx. 1.3 points below average in numeracy

Strengths

Subjects

- all core subjects above national at both expected and GD
- average reading age 10:02
- high attainment band average reading age 11:05

Combined RWM

- RWM is 76% at expected and 22% at GD

Year 5

YEAR 5: 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%	23%
All	60	78%	42%	60	58%	23%	60	75%	37%
National - Boys		68%	21%		70%	13%		75%	24%
Boys	27	78%	33%	27	56%	15%	27	85%	48%
National - Girls		75%	28%		83%	23%		75%	21%
Girls	32	78%	50%	32	63%	31%	32	69%	28%
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%
Disadvantaged	15	87%	33%	15	60%	13%	15	80%	33%
Non-Disadvantaged (Others)	45	76%	44%	45	58%	27%	45	73%	38%
EAL	51	78%	39%	51	57%	22%	51	76%	37%
SEN St/EHC	1	100%	100%	1	100%	100%	1	100%	100%
SENS	8	38%	13%	8	38%	0%	8	50%	25%
National - Non-SEN		79%	28%		86%	21%		83%	26%
Non-SEN	51	84%	45%	51	61%	25%	51	78%	37%
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	18	39%	6%	19	11%	0%	18	39%	0%
		3.58	0.64		-2.37	0.00		4.30	-0.18
Y5/6 Minimum for end of KS2 comparator group based on national 2017		71%	14%		84%	12%	0%	75%	12%
Middle	13	100%	31%	14	71%	14%	12	92%	17%
		3.77	2.18		-1.76	0.32		2.00	0.56
Y5/6 Minimum for end of KS2 comparator group based on national 2017		98%	58%		100%	63%		99%	63%
High	21	100%	90%	21	95%	57%	22	100%	77%
		0.42	6.82		-1.00	-1.23		0.22	3.14

Data Summary Yr5 Now Year 6 (2018-19)

Areas of Development

Prior Attainment

- all attainment bands significantly below in Writing
- progress of low attainment band a concern in Writing

Disadvantage

- average reading age 9:02 - 1year behind cohort

Gender

- girls above boys in Writing at GD
- boys above girls in Maths at GD

Groups

- other Asian approx. 1.1 above Indian in all core subjects, particularly in numeracy
- White British below in all subjects (approx. 1.5 points)
- any other White background between 1.5-2 point score in all subjects

Combined RWM

- RWM is 56% at expected and 19% at GD

Strengths

Subjects

- GD in reading and maths above national
- average reading age 10:02
- high attainment band average reading age 12:05
- progress for all attainment bands good in reading and maths

Gender

- girls significantly above in GD

Disadvantage

- in-line with non-disadvantage at both expected and GD in reading and maths

KS2 Analysis 2016-18

Analysis	Outcomes Overall															
	2016 (45)				2017(49)						2018 -provisional (53-4)					
	Progress		Attainment		Progress		Attainment		Progress		Attainment		Progress		Attainment	
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. %	Diff. between Sch. & Nat. %	
Reading	-1.24	70	66	+4	1.34	+2.58	82	+12	71	+11	0.7	-0.64	68	-14	75	-7
Writing	1.78	92	74	+18	4.69	+2.91	92	0	76	+16	2.9	-1.79	92	=	78	+14
Maths	1.22	78	70	+8	3.42	+2.2	88	+10	75	+13	2.5	-0.92	87	-1	76	+10
RWM Expected		64	53	+11			78	+14	61	+17			64	-14	64	=
RWM H. Standard		4	5	-1			16	+12	9	-7			19	+3	11	+8
AvSS Reading		102.1	102.6	-0.5			104.5	+2.4	104.1	+0.4			105	+0.5	105.1	-0.1
AvSS Maths		104.7	103.0	+1.7			107.3	+2.6	104.2	+3.1			106	-1.3	104.4	+1.6

Trend

Subjects: Over the past three years all individual core subjects have been above national averages, except for Reading in 2018; a decline of 14% from the previous year. Maths has seen an incremental rise of 9% from 2016, while writing continues to sustain a high level of achievement.

RWM: Overall combined RWM has been in-line with national average; however there was fall of 14% from the previous year.

AvSS: In particular Maths reflects good achievement in comparison to national, an average of 2.1 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 was the most significant decline.

Analysis	Prior Attainment																
	2016 (L:3/ M:27/ H:15)						2017 (L:2/ M:28/ H:12)						2018 – provisional (L: 5/M: 26/H:16)				
	Progress			Attainment			Progress			Attainment			Progress		Attainment		
	Sch. PA	Sch. Overall	Diff.	Sch. PA	Sch. Overall	Diff.	Sch. PA	+/-	Sch. Overall	Diff.	Sch. PA	+/-	Sch. Overall	Diff.	Sch. PA	Sch. PA	
				(Nat. PA)							(Nat. PA)				(Nat. PA)	(Nat. PA)	
Reading	H	-4.40	-1.24	-3.16	100 (95)	70%	30	-0.7	+3.7	1.3	-2.0	100 (97)	0	82%	18	-0.29	94
	M	0.17		1.41	59 (64)		11	1.8	+1.63		0.5	82 (70)	+23		0	0.22	69
	L	1.84		3.08	0 (17)		70	7.5	+5.66		6.2	50 (17)	+50		32	6.54	40
Writing	H	-1.86	1.78	-3.64	100 (97)	92%	8	5.9	+7.76	4.7	1.2	100 (98)	0	92%	8	0.55	100
	M	3.48		1.7	96 (76)		4	3.5	+0.2		-1.2	96 (78)	0		4	3.06	100
	L	4.71		2.93	33 (20)		59	14.3	+9.59		9.6	100 (18)	+41		8	9.74	60
Maths	H	-0.36	1.27	-1.63	93 (97)	78%	15	4.7	+5.06	3.4	1.3	100 (98)	+7	88%	12	1.7	100
	M	1.79		0.52	70 (68)		8	2.2	+0.41		1.2	82 (74)	+12		6	2.66	92
	L	4.08		2.81	33 (19)		45	13.1	+9.02		9.7	100 (20)	+67		12	4.33	40
RWM Expected	H				93 (91)	64%	29					100 (95)	+7	78%	22		94
	M				52 (47)		12					75 (55)	+23		3		65
	L				0 (6)		64					50 (7)	+50		28		20
RWM H. Standard	H				0 (17)	4%	4					33 (26)	+33	16%	17		56
	M				4 (1)		0					11 (2)	+7		5		4
	L				0 (0)		4					0 (0)	0		0		0
AvSS Reading	H				105.1 (109.1)	102.1	3.6					109.7 (1106)	+4.0	104.5	5.2		111.1
	M				100.9 (101.2)		1.3					104.1 (1026)	+4.1		0.4		103.7
	L				93.7 (93.0)		7.1					98 (93.1)	+3.0		6.5		97.2
AvSS Maths	H				108.6 (108.7)	104.7	4.8					114.6 (1100)	+5.1	107.3	7.3		112.6
	M				103.3 (101.8)		1.5					104.8 (1027)	+1.6		2.5		105.5
	L				97.3 (94.5)		7.2					105.0 (93.9)	+7.5		2.3		95.0

Trend

Subjects: In 2018, all prior attainment groups achieved above the national averages for all subject areas, except for high PA and Middle PA in Reading. The attainment of middle PA in Maths continue to rise, an overall 22% from 2016, in 2018 this group achieved 92%. However, there was a fall in Reading of 13% and as they have the largest number of children this is a concern.

RWM: Overall combined RWM has fallen, specifically for middle PA (although above national) by 10% in comparison to 2017. At the higher standard the high PA group achieved 56%, this was well above national average and a rise of 23% from the previous year.

AvSS: All PA groups achieved above national AvSS scores, however middle PA group fell by 0.4 in Reading and high PA group fell by 2.0 in maths in comparison to 2017.

Progress

Middle PA group made similar progress in writing and maths as the previous years but fell by 1.58 to 0.22 in reading. The concern is with high PA group; over the last two years reading has been a negative score although the progress has increased since 2016, it is in writing and maths that there has been a significant decline, a fall of 5.44 in reading and 3.0 in maths.

Analysis	Disadvantage																	
	2016 (12 children)						2017 (13 children)										2018 -provisional (13)	
	Progress			Attainment			Progress					Attainment					Progress	Attainment
Sch. Dis.	Non Dis. Sch.	Diff.	Sch. Dis. %	Non Dis. Sch. %	Diff. %	Sch. Dis.	+/- from year before	Non Dis. Sch.	Nat Non Dis.	Diff. between Sch. Dis. and Non Dis Sch.	Sch. Dis. %	+/- from year before	Non Dis. Sch. %	Nat Non Dis. %	Diff. between Sch. Dis. and Non Dis Sch. %	Sch. Dis.	Sch. Dis. %	
			(Nat. Dis.)								(Nat. Dis.)						(Nat. Dis.)	
Reading	-1.35	-1.21	0.14	58 (72)	74	16	0.23	+1.58	1.74	0.32	1.51	77 (60)	+19	83	77	6	2.4	77
Writing	2.10	1.66	0.44	92 (79)	92	0	5.09	+2.99	4.55	0.17	0.54	100 (66)	+8	89	81	11	3.93	100
Maths	-0.20	1.74	1.94	50 (76)	87	37	2.12	+2.32	3.88	0.28	1.76	77 (63)	+27	92	80	15	3.24	92
RWM Expected				50 (60)	68	18						69 (48)	+19	81	67	12		69
RWM H. Standard				0 (7)	5	5						15 (4)	+15	18	11	3		23
AvSS Reading				99.7 (103.8)	102.9	3.2						105.1 (101.4)	+5.4	104.3	105.3	0.8		105.8
AvSS Maths				101.5 (104.1)	105.7	4.2						106.7 (101.7)	+5.2	107.5	105.3	0.8		107.7

Trend

Subjects: There has been an overall increase of 42% in maths since 2016; while reading has seen an increase of 22% and writing remains consistently high in-line with school other. The gap between the disadvantaged and school other has decreased in all three subject areas and they have outperformed the national other in all core subjects (except for reading at expected) at both expected and higher standard – significantly in writing(at expected) and maths(at higher standard).

RWM: Overall combined RWM has remained consistently in-line with national other, and there has been an incremental rise at the 'higher standard' from 2016 achieving 15% and 23% in the last two years respectively – well above national other.

AvSS: SS. above national and an increase of 0.7 and 1.0 in reading and maths respectively – both above national other, particularly in maths.

Progress

In both reading and maths the disadvantaged pupils have increased their progress score by 2.17 and 1.12 respectively. Writing remains a positive progress score but there was a fall of 1.16. Nevertheless all 2018 progress scores are above both school and national other.

Analysis	Gender																				
	2016 (B:22 / G:23)								2017 (B:18 / G:24)								2018 –provisional (B:27 / G:26)				
	Progress				Attainment				Progress				Attainment				Progress	Attainment			
	Sch.	School Overall	Difference Sch. V. Overall	Difference B.V. G.	Sch. (Nat.)	School Overall	Difference Sch. V. Overall	Difference B.V. G.	Sch.	% from previous year	School Overall	Difference Sch. V. Overall	Difference B.V. G.	Sch. (Nat.)	% from previous year	School Overall	Difference Sch. V. Overall	Difference B.V. G.			
Reading	B	-1.54	-1.24	0.3	0.6	75 (62)	70%	5	7	1.3	+2.84	1.3	0	0.1	76 (68)	+1	82%	6	10	1.54	63
	G			0.3		68 (70)		2		1.4	+2.34		0.1		86 (75)	+18		4		1.39	73
Writing	B	0.40	1.78	1.38	2.66	92 (68)	92%	0	4	4.5	+4.1	4.7	0.2	0.2	86 (70)	-6	92%	6	10	4.70	93
	G	3.06		1.25		96 (81)		4		4.7	+1.64		0		96 (83)	0		4		1.56	92
Maths	B	1.38	1.27	0.11	0.31	83 (70)	78%	5	11	3.7		3.4	0.3	0.5	91 (75)	+8	88%	3	5	3.94	85
	G	1.07		0.2		72 (70)		6		3.2			0.2		86 (75)	+14		2		0.86	87
RWM Expected	B					67 (50)	64%	3	3						76 (57)	+9	78%	2	3		59
	G					64 (57)		0							79 (65)	+15		1			69
RWM H. Standard	B					0 (5)	4%	4	8						19 (7)	+19	16%	3	5		26
	G					8 (6)		4							14 (10)	+6		2			12
AvSS Reading	B					101.7 (101.8)	102.1	0.4	0.7						103.4 (103.4)	+1.7	104.5	1.1	2.0		103.8
	G					102.4 (103.4)		0.3							105.4 (104.9)	+3.0		0.9			105.4
AvSS Maths	B					105.2 (103.3)	104.7	0.5	0.7						107.1 (104.4)	+1.9	107.3	0.2	0.3		106.6
	G					104.5 (102.8)		0.2							107.4 (104.0)	+2.9		0.1			106.0

Trend

Subjects: In 2018, all individual core subjects for boys and girls were above national averages, except for reading- both fell by 13% from the previous year in comparison to school outcomes. There is no significant gender gap except for reading, 10% in favour of girls. Writing for boys has been consistently above national average and saw an increase of 7% from 2017. Girls maths has increased by 15% from 2016, achieving 87% in 2018 above both boys and national.

RWM: Overall combined RWM remains above national for both comparative groups, however there was a decline for both boys and girls at 'expected'; 17% and 10% respectively. Nevertheless, at the 'higher standard', boys have continued to increase overall outcome to 26% from 2016. Girls outcomes have fluctuated but remained above national, with boys having outperformed girls in the last two years, above by 5% and 10% respectively.

AvSS: SS. in all core subjects above national, with girls above boys in reading by 1.8 and boys above girls in maths by 0.6. In comparison to the previous year AvSS scores in reading remain but have fallen in maths when compared to similar comparative groups.

Progress

All subjects above national of '0' in all core subjects over the last 3 years; except for reading for both boys and girls in 2016. Significant increase in progress scores in Writing and Maths for boys from 2016; overall rise of 4.3 and 2.56 respectively. The concern is the fall of girls' progress scores from 2017 in both writing and maths, overall decline of 3.14 and 2.34 respectively.

Analysis	EAL															
	2016 (39 EAL/ 6 Non EAL)						2017 (31 EAL/ 18 Non EAL)						2018 – provisional (50 EAL/ 3 Non EAL)			
	Progress			Attainment			Progress			Attainment			Progress	Attainment		
	EAL	Sch. NON. EAL	Diff. between Sch. EAL& Sh. Non. EAL	EAL (Nat)	Sch. NON. EAL	Diff. between Sch. EAL& Sh. Non. EAL	EAL	+/- from year before	Sch. NON. EAL	Diff. between Sch. EAL& Sh. Non. EAL	EAL (Nat)	+/- from year before	Sch. NON. EAL	Diff. between Sch. EAL& Sh. Non. EAL	EAL	EAL (Nat)
Reading	-1.20	-1.46	0.26	71 (66)	75	4	0.9	+1.55	2.7	1.8	76 (65)	+5	100	24	1.39	70
Writing	1.61	2.75	1.41	93 (74)	100	7	4.7	+3.09	4.7	0.0	89 (74)	+4	100	11	2.47	92
Maths	1.34	0.47	0.87	78 (70)	75	3	3.9	+2.56	2.2	1.7	84 (76)	+6	100	16	2.56	90
RWM Expected				63 (53)	53	10					70 (58)	+7	100	30		68
RWM H. Standard				2 (5)	5	3					16 (8)	+14	17	1		20
AvSS Reading				101.8 (102.6)	103.8	2.0					103.3 (102.7)	+1.5	108.2	4.9		104.7
AvSS Maths				104.6 (103.0)	105.9	1.3					107.2 (104.9)	+2.6	107.6	0.4		106.2

Trend

Subjects: Over the past three years all individual core subjects have been above national averages for EAL pupils, particularly in-relation to writing and maths – consistently high, above school and national averages.

RWM: Overall combined RWM has remained consistent at ‘expected’, an average of 67% over 3 years. At ‘greater depth’ there has been an overall increase of 18% from 2016, in 2018 the outcome was 20%.

AvSS: SS. above national –from 2016 there has been an overall increase of 2.9 in reading and 1.6 in maths. Reading shows good achievement overtime, now in-line with school and national average.

Progress

All subjects above national of ‘0’ for EAL pupils, particularly in Writing and Maths – although a fall in progress scores achieved in 2017, -2.23 and -1.34 respectively. Reading has continually risen from -1.20 to 0.9 and in 2018 a progress score of 1.39, an overall increase of +2.59.

Analysis	Sub Groups – Indian/ other Asian background/ SEN																
	2016 (Ind:17/ OAB:22 SEN:3)						2017 (Ind:20/ OAB:13/ SEN:3)						2018 - provisional (Ind:18/ OAB:22 SEN:8)				
	Progress			Attainment			Progress			Attainment			Progress		Attainment		
	Sub group	Sch.	Diff.	Sub group	Sch.	Diff.	Sub group	+/- year before	Sch.	Diff.	Sub group	+/- year before	Sch. Overall	Diff.			
Reading	Indian	-1.87	-1.24	0.63	85	70%	15	0.8	+2.67	1.3	0.5	88	+3	82%	6	0.56	78
	Other Asian B.	-1.54		0.3	57		13	0.8	+2.34		0.5	64	+7		18	1.75	76
	SEN	2.16		3.4	33		37	4.6	+2.44		3.3	100	+67		18	1.86	50
Writing	Indian	0.57	1.78	1.21	95	92%	3	4.7	+4.3	4.7	0.0	92	+3	92%	=	1.25	94
	Other Asian B.	2.10		0.32	87		5	5.4	+3.3		0.7	93	+6		1	3.49	100
	SEN	3.51		1.73	67		25	2.7	+0.81		2.0	100	+33		8	5.73	75
Maths	Indian	0.77	1.27	0.45	90	78%	12	2.7	+1.93	3.4	0.7	86	-4	88%	2	2.09	94
	Other Asian B.	1.46		0.24	65		13	5.0	+3.54		1.6	86	+21		1	2.79	91
	SEN	0.67		0.55	33		45	0.9	+0.23		2.5	67	+34		21	-1.16	38
RWM Expected	Indian					64%						79		78%	1		78
	Other Asian B.											64			14		71
	SEN											67			11		25
RWM H. Standard	Indian					4%						8		16%	8		17
	Other Asian B.											36			20		29
	SEN											0			16		13
AvSS Reading	Indian				104.5	102.1	2.4					104.4	-0.1	104.5	0.1		106.5
	Other Asian B.				99.9		2.2					103.8	+3.9		0.7		105.9
	SEN				99.3		2.8					106.7	+7.4		2.2		99.1
AvSS Maths	Indian				106.3	104.7	1.6					107.4	+1.1	107.3	0.1		108.4
	Other Asian B.				103.5		1.2					108.1	+4.6		0.8		107.8
	SEN				98.7		6.0					103.3	+4.6		4.0		96.6

Trend

Subjects: Over the past three years, in all core subjects, 'Indian' pupils have achieved above the school overall – however, a decline in reading in 2018 with a fall of 10% from the previous year. Maths and writing remains a strength with an average of 90% achieved from 2016-18. 'Other Asian Background' have achieved below the school overall in previous years in reading, however there has been a continual rise and in 2018 saw an overall increase of 19% from 2016. Outcomes for SEN pupils in 2018 in maths, is a concern and provision is being reviewed.

RWM: Overall combined RWM has remained in-line with national average for both 'Indian' and 'Other Asian background', and at the higher standard OAB achieve above Indian – in both 2017 and 2018 they achieved 12% more, their outcomes being 36% and 29% respectively. Analysis indicates 'Indian' group not achieving the higher standard in reading.

AvSS: SS shows both 'Indian' and 'Other Asian Background' pupils have had a positive overall increase in reading and maths; with +2.0 and +2.1 respectively for 'Indian, and +6.0 and 4.3 respectively for OAB. This demonstrates clearly that OAB are striving ahead in attainment, particularly in reading. SEN scores fell significantly in both reading and maths.

Progress

All subjects are above national of '0', except for SEN pupils in reading. 'Other Asian Background' saw an increase from the previous year, achieving 1.75 in 2018 and an overall increase of 3.29 from 2016. All progress scores have seen an increase from 2016 in all core subjects, except for SEN pupils in reading and maths.

OFSTED Criteria / Current School Evaluation

The evaluation schedule – how schools will be judged

Grade descriptors

Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.

- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same 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 adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Conclusion

Please refer to current SEF