

Westwood Primary School Data Commentary 2014

Attainment and Progress Summary 2013- 2014

We believe achievement is good because:

- Progress across the school has been good in KS2 year groups (3.0 APS plus in all KS2 year groups with some classes achieving 5.0 APS points and higher)
- Progress in KS1 roughly meets expectations (6APS points in KS1). Year 1 children have made significant progress with only 31% achieving National expectations at the end of EYFS and at the end of Year 1 this figure has increased to 80% achieving expected or exceeding expected attainment levels. Year 2 children anomalies in data can be explained in the appendix.
- End of Key Stage 2 results for 2014 are the best they have ever been and we predict further improvements in 2015. The data has an upward trend
- Our pupils enter at below age related expectations (Nursery, 22-30 months & Reception, 30-50 months and leave EYFS having made good progress and an above average number of children attain a Good Level of Development.
- End of KS1 data at 2b+ is in line with national expectations. The percentage of L3+ is less than previous years (see previous explanations) but Progress in Year 2 meets national expectations. Progress in Year 1 has been good to outstanding with many children moving from P scales to Level 2.
- Our Current progress data indicates attainment at both the end of Key stage 1 and the end of Key Stage 2 will be at least in line or above national standards in both English and Maths in 2015 as well as subsequent years.
- There is a trend of improvement across the years in KS2 data. KS1 data remains roughly the same with the exception of 2014 where the lack of Level 3 attainment can be explained by the staffing issue and the appendix to this document.
- In 2013-2014 the progress of vulnerable groups is good and is generally in line with the progress of peers. Year 1 and Year 2 FSM and SEN progress data has been addressed in the appendix. Additional support is in place to support these groups of children.

ATTAINMENT

- ✓ Attainment charts over last 3 years show an upwards trend for all end of KS2 data.
- ✓ Attainment tracking indicates that a larger percentage of children are on track to achieve national expectations at the End of KS2.
- ✓ Attainment monitoring shows that a larger percentage of children are meeting age-related expectations in 2013-14 in comparisons with 2012-2013
- ✓ When attainment has not exceeded national levels there are always specific reasons- see appendix.
- ✓ Analysis of data shows there is not one group of pupils that consistently make less progress or less attainment than other groups during 2013-14. Disparities are attributed to specific individuals rather than group trends.

PROGRESS

- ✓ School tracking data (Essex Tracker) shows good progress across the year groups for 2013-2014. Excellent progress compared to 2012-13 and 2011-12 data.
- ✓ Pupils between Y3 to Y6 from September 2013 to July 2014 made accelerated progress with many children making 4 points progress as an average across reading, writing and maths.
- ✓ Year 1 and Year 2 progress is also strong in 2013-14 and anomalies have been explained in the appendix

Attainment and Performance trends over three years

School figures are outlined in chart with national % in brackets.		2012 (National %)	2013 (National %)	2014 (National %)	
FS2	GLD		31% (52%)	65% (60.4%)	
Y 1	Phonics		74%	62% (74%)	<ul style="list-style-type: none"> Only 31% of children achieved a GLD at the end of 2013. 69% of children entered Year 1 at 30 to 50 months old. 60% entered Year 1 below national expectations in Reading (29% e expected) in Literacy and 80% finished Year 1 in line with National expectations Year 1 children continued with the EYFS curriculum in Year 1 Autumn term. Progress since January 2014 has been through the P scales for those children who were not working at Level 1
KS1	Reading L2b+	74% (76%)	82% (79%)	83%	A good/outstanding teacher has been with this class during the summer term. Capability issues were addressed with the previous teacher during the Autumn and Spring terms. Children had not been taught Level 3 objectives until Easter and are not secure Level 3 children. We are confident that in the Autumn term of Year 3, several children will be secure at Level 3.
	Reading L3	27% (27%)	29% (29%)	10%	
	Writing L2b+	70% (64%)	75% (67%)	69%	
	Writing L3	17% (14%)	18% (15%)	0%	
	Maths L2b+	74% (76%)	79% (78%)	83%	
	Maths L3	22% (22%)	18% (23%)	0%	
KS2	Read L4+	52% (87%)	64% (86%)	74%	Please refer to Appendix 1 to account for anomalies in the data.
	Write L4+	47% (81%)	59% (83%)	78%	
	Maths L4+	57% (84%)	64% (85%)	81%	
	SPAG 4+			63%	
	Read, Write & Maths L4+	43% (79%)	50% (73%)	63%	
	Read 2 Levels	52% (89%)	50%	67%	
	Write 2 Levels	52% (89%)	65%	70%	
	Maths 2Levels	62% (87%)	60%	70%	
	APS	24.0	25.3	26.7	

KS2 2014 Attainment data, 2015 predictions and historical attainment

	<u>2015</u> <u>predicted</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>
Read	84%	74%	64%	53%
Write	84%	78%	59%	47%
Maths	100%	81%	64%	57%
SPAG	84%			
RWM	84%	63%	50%	43%

EYFS Attainment:

<u>Good level of Development</u>		<u>Progressed by 4+ steps 2013-14</u>
2013	31%	80%
2014	60%	85%

Key Stage 1

	<u>2014</u>			<u>2013</u>			<u>2012</u>			<u>Target Set 2015</u>		
	<i>L2</i>	<i>2b+</i>	<i>3+</i>	<i>L2</i>	<i>2b+</i>	<i>3+</i>	<i>L2</i>	<i>2b+</i>	<i>3+</i>	<i>L2</i>	<i>2b+</i>	<i>3+</i>
Read	83%	83%	17%	80%	73%	16%	93	82%	29%	82%	74%	26%
Write	83%	69%	0%	80%	73%	13%	93	75%	18%	78%	70%	18%
Maths	90%	79%	0%	83%	80%	10%	96	79%	18%	82%	74%	22%
RWM		79%			69%							

Year 1 Phonics

	School	National	
2012	66%	58%	
2013	73%	69%	
2014	62%		Weaker cohort. 0% of children achieve expected level of development in Literacy and CLL at the end of EYFS in 2013.

Progress 2013-2014

	<u>Year 6</u> (3.5 = Good)	<u>Year 5</u> (3.5 = Good)	<u>Year 4</u> (3.5 = Good)	<u>Year 3</u> (3.5 = Good)
Read	6.1 APS	3.3 APS	5.9 APS	3.3 APS
Write	5.9 APS	4.0 APS	4.9 APS	3.6 APS
Maths	6.4 APS	4.3 APS	3.8 APS	5.1 APS

The table above shows that the progress rates have been very good in Key Stage 2 this year. The progress is particularly strong in Year 6. The rate of progress in KS2 has been increased and a greater percentage of children (75% approx.) are now attaining in line with national expectations for age group. This is a result of improved teaching and learning. There is an appendix (1) at this end of this document to explain any specific anomalies.

	<u>Year 2</u> (6 = expected 7 = Good)				<u>Year 1</u> (6 = expected 7 = Good)	
	All	Autumn	Spring	Summer	2013-14	% moved from working at 30-50 months to working at Level 1
Read	6.1 APS	0.0 APS	1.4 APS	4.7APS	6.4 APS	2013 60% E- 40% E= 2014 80% working in line or above expectation 20% below 21% above
Write	4.8 APS	0.0 APS	1.0 APS	3.8 APS	5.0 APS	2013 72% E- 28% E= 2014 80% in line or above expectations 20 % below 30% above
Maths	5.7 APS	0.0 APS	1.1 APS	4.6 APS	6.0 APS	2013 100% E- 0% E= 2014 88% in line or above expectations 12 % below 25% above

Attainment at Year 2 is strong at Level 2b+. Level 3 attainment is weak. Progress in Year 2 is slightly lower than national expectations. This is because capability issues were addressed with the previous Year 2 teacher during the Autumn term and an Agency supply teacher took the class during the Spring term. The good/outstanding teacher who is currently in Year 2 did not join the school until Easter. Children had not been taught Level 3 objectives until Easter and are not secure Level 3 children. We are confident that in the Autumn term of Year 3, several children will be secure at Level 3. Appendix (1) at this end of this document will explain any specific anomalies.

In Year 1, the APS score for the year shows above average progress in reading, below average progress oin writing and expected progress in maths. However, this year group has made good progress because:

- Only 31% of children achieved a GLD at the end of 2013.
- 69% of children entered Year 1 at 30 to 50 months old.
- 29% of children achieved ELGs/Expected (40-60 months) in Literacy.
- Year 1 children continued with the EYFS curriculum in Year 1 Autumn term.
- Progress since January 2014 has been through the P scales for those children who were not working at Level 1
- The children are now in line with national expectations for age (level 1b)
- 62% of children passed the Year 1 phonics test.

EYFS

Progress



Progress Breakdown Report Rec - Selected Pupils (24 pupils)

30 June 2014
Rec Aut 1 to Rec Sum 2

	Communication and language No. (%)	Physical development No. (%)	Personal, social and emotional development No. (%)	Literacy No. (%)	Mathematics No. (%)	Understanding the world No. (%)	Art and design No. (%)
Progressed by 6 steps or more	11 (46%)	5 (21%)	13 (54%)	13 (54%)	14 (58%)	17 (71%)	17 (71%)
Progressed by 5 steps	5 (21%)	5 (21%)	6 (25%)	2 (8%)	3 (13%)	4 (17%)	2 (8%)
Progressed by 4 steps	4 (17%)	8 (33%)	2 (8%)	5 (21%)	3 (13%)	0 (0%)	1 (4%)
Progressed by 3 steps	1 (4%)	3 (13%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)
Progressed by 1 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps progress	3 (13%)	3 (13%)	3 (13%)	3 (13%)	3 (13%)	3 (13%)	3 (13%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

The three children who show no steps progress are 3 children who joined our Reception during the 2nd half of the summer term and have not made progress during their time at our school. However, all three children have attained well

Overall Progress of Vulnerable Groups V All Pupils

2013-2014	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception <u>4+ steps progress</u>
All Pupils	6.1 APS	3.9APS	4.8 APS	4.0 APS	5.5 APS	5.8 APS	68%
FSM/PP	6.5 APS	4.0 APS	4.1 APS	4.2 APS	5.4 APS	4.7 APS	77%
SEN	6.7 APS	4.8 APS	4.9 APS	4.5 APS	4.0 APS	4.9APS	50%
EAL	-	-	4.2 APS	5.3 APS	6.3 APS	5.1 APS	-
Boys	6.5 APS	3.0 APS	4.6 APS	3.9 APS	5.6 APS	5.3 APS	69%
Girls	5.8 APS	5.0 APS	4.8 APS	4.1 APS	5.4APS	6.2 APS	66%

SEN Rates of Progress

2013-2014	<u>Year 6</u>	<u>Year 5</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 2</u>	<u>Year 1</u>
Read	6.0 APS	4.0 APS	5.6 APS	3.3 APS	4.0 APS	5.8 APS
Write	6.0 APS	5.6 APS	4.9 APS	5.0 APS	4.0 APS	4.3 APS
Maths	6.7 APS	4.8 APS	4.3 APS	5.0 APS	4.0 APS	5.4 APS

2012-2013	<u>Year 6</u>	<u>Year 5</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 2</u>	<u>Year 1</u>
Read	2.3 APS	2.0 APS	0.7 APS	0.0 APS	5.1 APS	2.0 APS
Write	2.4 APS	1.0 APS	1.0 APS	1.4 APS	4.0 APS	2.0 APS
Maths	0.4 APS	2.6 APS	2.7 APS	0.5 APS	5.1 APS	5.0 APS

APPENDIX 1

We have identified reasons to explain the specific anomalies in our data:

Nursery:

Historically pupils at the beginning of an academic year in our Nursery are at levels that are well below National.

Children enter our Nursery at 22-36 months.

Children were either leaving Nursery with data stating they were 40-60 months with some having met the ELG or having made very little progress during the Nursery 5 terms (still working at 22-36 months/30-50 months.)

The teacher assessments were overinflated for the more able.

Poor teaching had also resulted in less able children making exceptionally limited progress.

The result of poor teaching during 2013-14 (which has been addressed) will have an impact on the Reception cohort for 2014-15.

This cohort will enter Reception below national expectations of 40-60 months. 100% will enter Nursery at 30-50 months and lower.

Reception:

Historically results in EYFS were exceptionally overinflated due to inadequate teacher assessment and the need to report strong attainment and progress nationally and locally. The 2013-14 Year 2 class was the last class to be assessed under the old EYFS 78+points system. 67% (20 pupils / 30 pupils) achieved 78 points or more at the end of EYFS. However, another 7 pupils achieved 72 points or more (23%). If these pupils had achieved just 4 more points then 90% of pupils would have achieved the expected outcomes. (Also 47% of pupils were Summer born, starting school a term later than their peers.) This data did not fit with National Curriculum assessment when the children moved into Year 1 and does not match the attainment results for the end of Year 2 2013-14.

In 2012-13 only 31% of children achieved a GLD. These children were taught by an inadequate teacher and approx 50% of the class has been on the SEN Register during Year 1.

This year 100% of children entered Reception at 30-50 months. This assessment is accurate. 63% of children achieved a GLD.

Year 1

KS1 progress has been affected by the low level of entry into Year 1. The APS score for the year does not show good or expected progress. However, this year groups have made good progress because:

- Only 31% of children achieved a GLD at the end of 2013.
- 69% of children entered Year 1 at 30 to 50 months old.
- 100% entered Year 1 below national expectations in Maths and 88% finished Year 1 in line with National expectations
- 72% entered Year 1 below national expectations in Writing and 80% finished Year 1 in line with National expectations
- 60% entered Year 1 below national expectations in Reading (29% expected) in Literacy and 80% finished Year 1 in line with National expectations
- Year 1 children continued with the EYFS curriculum in Year 1 Autumn term.
- Progress since January 2014 has been through the P scales for those children who were not working at Level 1. (The APS score is calculated differently and does not reflect the good progress e.g. P4-1c)
- 62% of children passed the Year 1 phonics test.

End of KS1 data:

Historically and until 2014 Year 2 End of Key Stage data can be judged as inaccurate.

This is seriously affecting the KS2 Progress data results. Floor targets cannot be met.

For some cohorts the over inflation is only with Level 3. For other cohorts it is at Level 2. Children who were assessed at Level 3 are unable to achieve Level 5 and children who are assessed at Level 2 are unable to achieve Level 4. Many of these children are currently on the SEN register with significant delays in learning.

Children have been assessed at Level 3 when they are level 2.

Children have been assessed as Level 2 when they are Level 1

Children have been assessed as level 1 when they are working within the P Scales.

Year 2 & Level 3 data 2014.

An inadequate teacher left at October 2013.

The school was unable to recruit until Easter 2014 due to the quality of applicants

The class was managed by two agency supply teachers for 1 ½ terms.

Level 3 learning was not taught until Easter 2014 and the children did not have the time to attain securely within Level 3 for the judgment to be given.

A similar percentage of Level 3 attainment as compared to 2013 and 2012 data is expected in 2015.

The headteacher (experienced Year 2 teacher) also supported the class during Spring and Summer 2014, taking small groups for reading, writing and maths. An experience Year 2 TA was also appointed in January 2014 and placed in this class in addition to the full time TA.

This class are currently in Year 3 and have been placed with an experienced, good Year 2/3 teacher. Two full time TAs have also been assigned to this class.

Vulnerable Groups Year 1 and Year 2

The data shows that SEN, FSM/PP and EAL children have not made as much progress as their peers.

In Year 1, 50% of the class were on the SEN Register. By the end of the summer term, this has decreased to 34%. All the remaining 34% of children are boys, 55% are FSM/PP and 11% are EAL. These children have also made progress through the P Scales from P4 – 1c or P5 – 1b. The APS score is calculated differently for P Scale progress so does not reflect the good progress they have made from low starting points.

In Year 2, SEN children have made less progress. The inadequate teacher did not plan appropriately for these children. These children did not receive regular high quality input during the Autumn Term. An experienced TA was placed in additional in Year 2 in January and a good/outstanding teacher was in place Easter 2014. During the Spring term the children made 1.3 APS points and during the summer term they made 2.7 APS points. If they had made progress during the Autumn term the yearly APS progress total would have been 6.0 (expected progress in Year 2).

End of Key Stage 2.

Attainment – see previous data charts and predicted attainment.

Read Write Maths percentage has been low for the last 3 years. It has improved (63%) and is 2% below the national 65% Floor Target for 2014.

Many children only achieve level 4 in two of the areas. There is no consistency across the 3 areas with different children achieving Level 4 reading or writing or maths. In general it is either Writing or Maths that is not achieved.

If the RWM Floor target could be applied to Reading, Writing and Maths separately, the school would meet Floor Targets in all three areas.

Maths has been a significant low area for all pupils across the school. With continued improvements in Maths attainment and progress is anticipated that this will result in a larger number achieving Read Write and Maths.

With improvement to the provision, and in teaching and learning, it is hoped that this anomaly will be reduced in future years.

2 Levels Progress all subjects.

For last three years, this has been significantly less than 100% and significantly lower than National Floor Targets. It has improved slightly over the past 3 years and is predicted to improve further in future years.

The reason for this is as described above in the End of Year 2 data section. Children have been over assessed at either Level 3 or at Level 2 making it impossible for some children to achieve 2 Levels progress. For example, a SEN pupils who should have been given 1a/1b was given 2c. This child then had to make 3 levels of progress to achieve level 4 at the end of KS2. For a child with SEN, this is exceptionally challenging.

This is the picture in all our KS2 classes/cohorts and will not be rectified until the current Year 2 2014 cohort move through the school.

Also to note:

We have high mobility at the school and many of the children who are assessed at the End of KS1 and are not with us at the end of KS2. In our current Year 6 class, four children joined the class during Year 6 and two children left the class. Between the end of KS1 and End of KS2, the number of leavers and joiners for this class is higher with only 19 original children from End of KS1.

In 2013, Year 6 had twenty-two children. Year 6 2014 had twenty-seven children but in 2015 the Year 6 will have only eighteen children. This significantly affects the percentage weighting for each child.