

# Westwood Primary School Data Commentary 2015

## Attainment and Performance trends over three years

School figures are outlined in chart with national % in brackets.		2012 (National %)	2013 (National %)	2014 (National %)	2015	
FS2	GLD		31% (52%)	65% (60.4%)	70%	Reflects the outstanding status and the hard work. Children have moved from low starting points of 30-50 months to achieve the GLD.
Y 1	Phonics		74%	62% (74%)	75%	<ul style="list-style-type: none"> <li>• Again this is due to good EYFS input.</li> <li>• Further improvements to the phonics teaching programme are in place for 2015-16 to increase this percentage further.</li> </ul>
KS1	Reading L2b+	74% (76%)	82% (79%)	83%	81%	<ul style="list-style-type: none"> <li>• Only 31% of children achieved a GLD at the end of 2013. In Reading and Maths over 80% of children are now achieving National expectations and in writing 65% are achieving national expectations. (Writing was the weakest area in the EYFS profile for this cohort)</li> <li>• 69% of children entered Year 1 at 30 to 50 months old.</li> <li>• 60% entered Year 1 below national expectations in Reading (29% e expected) in Literacy and 80% finished Year 1 in line with National expectations</li> <li>• Year 1 children continued with the EYFS curriculum in Year 1 Autumn term.</li> <li>• Progress since January 2014 was through the P scales for those children who were not working at Level 1 Children had not been taught</li> <li>• The majority of children entered Year 2 in 2014 working within Level 1 for reading and maths and at the beginning of Level 1 for Writing. Progress data supports this picture.</li> <li>• We are confident that in the Autumn term of Year 3, several children will be secure at Level 3 in reading and maths.</li> <li>• There are a number of boys in this year group who find writing difficult and the School Development Plan reflects the need to make improvements in this area.</li> </ul>
	Reading L3	27% (27%)	29% (29%)	10%	23%	
	Writing L2b+	70% (64%)	75% (67%)	69%	65%	
	Writing L3	17% (14%)	18% (15%)	0%	4%	
	Maths L2b+	74% (76%)	79% (78%)	83%	85%	
	Maths L3	22% (22%)	18% (23%)	0%	15%	
KS2	Read L4+	52% (87%)	64% (86%)	74%	100%	<p>Please refer to Appendix 1 to account for anomalies in the data.</p> <p>Please note: Reading 2 Levels progress data is lower as 3 children were over assessed in KS 1 before the transformation of the school.</p>
	Write L4+	47% (81%)	59% (83%)	78%	88%	
	Maths L4+	57% (84%)	64% (85%)	81%	100%	
	SPAG 4+			63%	94%	
	Read, Write & Maths L4+	43% (79%)	50% (73%)	63%	88%  (82% L4b+)  (25% L5)	
	Read 2 Levels	52% (89%)	50%	67%	82%	

	<b>Write 2 Levels</b>	52% (89%)	65%	70%	94%	
	<b>Maths 2 Levels</b>	62% (87%)	60%	70%	100%	
	<b>APS</b>	24.0	25.3	26.7	28.9	

## KS2 2015 Attainment data, 2016 predictions and historical attainment

	<u>2016</u> <u>Target</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>
Read	75%	100%	74%	64%	53%
Write	75%	88%	78%	59%	47%
Maths	75%	100%	81%	64%	57%
SPAG	75%	94%			
RWM	75%	88%	63%	50%	43%

## EYFS Attainment:

<u>Good level of Development</u>		<u>Progressed by 4+ steps</u>
2013	31%	80%
2014	65%	85%
2015	70%	100%
2016 Prediction	75%	100%

## Key Stage 1 Attainment

	<u>2015</u>			<u>2014</u>			<u>2013</u>			<u>2012</u>			<u>Target Set 2016</u>
	L2	2b+	3+	L2	2b+	3+	L2	2b+	3+	L2	2b+	3+	85% National expectations
Read	85%	81%	23%	83%	83%	17%	80%	73%	16%	93	82%	29%	85%
Write	85%	65%	4%	83%	69%	0%	80%	73%	13%	93	75%	18%	75%
SPAG													75%
Maths	89%	85%	15%	90%	79%	0%	83%	80%	10%	96	79%	18%	85%
RWM					79%			69%					

## Year 1 Phonics

	School	National	
2012	66%	58%	
2013	73%	69%	
2014	62%	74%	Weaker cohort. 0% of children achieve expected level of development in Literacy and CLL at the end of EYFS in 2013.
2015	75%		
2016	80%		

## Attainment in Year 5, Year 4, Year 3 and Year 1 (based on new Curriculum 2014 and new assessment system)

	Year 1		Year 3		Year 4		Year 5	
	Secure	Working within	Secure	Working within	Secure	Working within	Secure	Working within
Read	77%	97%	38%	69%	62%	66%	46%	60%
Write	53%	83%	31%	52%	45%	56%	25%	52%
Maths	73%	87%	3%	79%	41%	62%	37%	41%

## Progress 2014-2015

	Year 6 (3.5 = Good)	Year 5 (7 = Good 6 = expected)	Year 4 (7 = Good 6 = expected)	Year 3 (7 = Good 6 = expected)	Year 2 (6 = expected 7 = Good)	Year 1 (6 = expected 7 = Good)
Read	6. APS	6.0	5.4	6.4	6.6 APS	7.7
Write	5.5 APS	7.0	6.5	7.8	6.8 APS	5.7
Maths	3.9 APS	7.0	6.8	5.0	6.8 APS	5.6

## Reception 2015



### Progress Breakdown Report Y1 - All Pupils (23 pupils)

09 September 2015

Rec Aut1 to Rec Sum2

	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 20 steps or more	4 (17%)	3 (13%)	3 (13%)	4 (17%)	4 (17%)	2 (9%)	5 (22%)
Progressed by 18 steps	5 (22%)	4 (17%)	1 (4%)	3 (13%)	2 (9%)	4 (17%)	4 (17%)
Progressed by 16 steps	6 (26%)	5 (22%)	9 (39%)	3 (13%)	5 (22%)	1 (4%)	5 (22%)
Progressed by 14 steps	2 (9%)	3 (13%)	4 (17%)	5 (22%)	5 (22%)	11 (48%)	5 (22%)
Progressed by 12 steps	4 (17%)	4 (17%)	2 (9%)	4 (17%)	4 (17%)	3 (13%)	3 (13%)
Progressed by 10 steps	2 (9%)	3 (13%)	3 (13%)	2 (9%)	2 (9%)	2 (9%)	0 (0%)
Progressed by 8 steps	0 (0%)	1 (4%)	1 (4%)	2 (9%)	1 (4%)	0 (0%)	1 (4%)
Progressed by 6 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

## Nursery 2015



### Progress Breakdown Report Rec - All Pupils (22 pupils)

09 September 2015

Nur Aut1 to Nur Sum2

	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 10 steps or more	3 (14%)	4 (18%)	4 (18%)	5 (23%)	8 (36%)	0 (0%)	5 (23%)
Progressed by 9 steps or more	8 (36%)	6 (27%)	7 (32%)	9 (41%)	15 (68%)	4 (18%)	8 (36%)
Progressed by 8 steps or more	12 (55%)	9 (41%)	11 (50%)	13 (59%)	19 (86%)	9 (41%)	11 (50%)
Progressed by 7 steps or more	12 (55%)	11 (50%)	13 (59%)	15 (68%)	21 (95%)	15 (68%)	14 (64%)
Progressed by 6 steps or more	20 (91%)	17 (77%)	18 (82%)	19 (86%)	22 (100%)	15 (68%)	18 (82%)
Progressed by 5 steps or more	21 (95%)	20 (91%)	21 (95%)	21 (95%)	22 (100%)	20 (91%)	21 (95%)
Progressed by 4 steps or more	22 (100%)	22 (100%)	22 (100%)	21 (95%)	22 (100%)	22 (100%)	22 (100%)
Progressed by 3 steps or more	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)
Progressed by 2 steps or more	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)
Progressed by 1 steps or more	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)
No steps progress or more	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)	22 (100%)
Regression	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

### Overall Progress of Vulnerable Groups V All Pupils

2014-2015	Year 6 (APS)	Year 5 (points)	Year 4 (points)	Year 3 (points)	Year 2 (APS)	Year 1	Reception 4+ steps progress	Nursery
All Pupils	4.9 APS	6.5	6.3	6.4	6.7	6.3	100%	100%
PP/NPP	4.6/5.3	6.1/6.6	6.3/6.0	6.1/6.7	6.5/6.9	5.9/6.6	100%	100%
SEN	6.0	6.7	6.1	6.6	6.2	7.2	100%	100%
EAL		7.1	6.3	5.9	7.0	10.0	100%	100%
Boys	5.6	6.7	6.1	6.1	5.1	6.4	100%	100%
Girls	4.0	6.1	6.3	6.6	6.1	6.2	100%	100%

### SEN Rates of Progress

2014-2015	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception 4+ Points	Nursery 4+ Points
Read	6.7 APS	6.5	6.4	7.2	5.2 APS	9.2	100%	100%
Write	8.0 APS	6.0	5.8	7.5	6.4 APS	6.3		
Maths	3.3 APS	7.6	6.0	5.2	6.8 APS	5.9		



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

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

## **Commentary**

- Progress 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 2015 are the best they have ever been which continues the upwards trend over the past 4 years. However, the new assessment system and the new national expectations that 85% of children will be in line with national expectations for age is highly likely to affect this. If we were to be judged under the old floor target of 65% RWM in 2015 we would meet and exceed this expectation. However, the new target of 85% is aspirational for this cohort due to the high percentage of SEN (25% SEN)
- Our pupils enter at below age related expectations (Nursery, 22-30 months & Reception, 30-50 months and leave EYFS having made outstanding 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 an improvement on 2014 but does not match national data. This is because on the previous exceptionally low attainment of this cohort. Although progress has been good, there simply wasn't enough time to get the children to L3. Many are very close and will be in line with expectations early on during the 2015 Autumn term in Year 3.
- Our Current progress data indicates attainment at Key stage 1 and EYFS will be at least in line or above national standards in both English and Maths in 2016 as well as subsequent years. We continue to improve the writing outcomes but this remains our weakest area in EYFS and consequently KS1. Writing improvements is the main focus of 2015-16 school improvement.
- In 2014-2015 the progress of vulnerable groups is good and is generally in line with the progress of peers.

## ATTAINMENT

- ✓ Attainment charts over last 4 years show an upwards trend for all end of KS2 data.
- ✓ Attainment tracking indicates that a smaller percentage of children are on track to achieve national expectations at the End of KS2 due to the changes in the national expectations, the content of Curriculum 2014 and the new assessment system. If we were to continue with the 2014 floor targets, we the 2016 cohort would be on track to meet or slightly exceed these targets. However, this year group is not as strong as the 2014-15 year 6 children.
- ✓ Attainment monitoring has been difficult this year due to the new assessment system and the requirements of Curriculum 2014.
- ✓ 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 2014-15. Disparities are attributed to specific individuals rather than group trends.
- ✓ Attainment at Year 2 is strong at Level 2b+. Level 3 attainment is weak. Progress in Year 2 is in better than national expectations which accounts for the great number of children achieving national expectations in comparison with the number who achieved national expectations at the end of Reception year.. Only 31% of children achieved a GLD at the end of 2013. In Reading and Maths over 80% of children are now achieving National expectations and in writing 65% are achieving national expectations. (Writing was the weakest area in the EYFS profile for this cohort) 69% of children entered Year 1 at 30 to 50 months old. 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 was through the P scales for those children who were not working at Level 1 Children had not been taught. The majority of children entered Year 2 in 2014 working within Level 1 for reading and maths and at the beginning of Level 1 for Writing. Progress data supports this picture. 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.
- ✓

## PROGRESS

- ✓ School tracking data (Essex Tracker) shows good progress across the year groups for 2014-2015. Excellent progress compared to 2012-13 and 2011-12 data and on a par with 2013-14 data.
- ✓ Pupils in Y6 from September 2014 to July 2015 made accelerated progress with many children making 4 points progress as an average across reading, writing and maths.
- ✓ The tables above shows that the progress rates have been generally slightly better than expected in Key Stage 2 this year. The progress is particularly strong in Year 6. The rate of progress in KS2 has been generally good this year. However, attainment is appears to be lower. This is because we have moved from the new system and children are being assessed on a new curriculum. The shift in the content and expectation of the new curriculum has left gaps in children's attainment knowledge which teachers have worked hard to plug throughout 2014/15. However, this has caused attainment to look poor.

## APPENDIX 1

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

### Year 1, Year 3, Year 4, and Year 5

- There has been a change in content and attainment expectations with the introduction of Curriculum 2014. Children have been playing catch up with the knowledge, skills and understanding they require to achieve national expectations for age. As a result children have been playing catch up for the year.
- The old Level assessment system is no longer in existence and a new system has been introduced which tracks children through a 6 point year groups expectation stage. This was implemented in September 2014 but has taken some time to embed.
- Moderation and agreement trialling has been in place throughout the year both at Westwood Primary and across the ALT Lowestoft Hub. This is helping teachers to make accurate judgements using the new assessment system.

### **Reception:**

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. This year group were no exception. Due to capability issues with the previous Nursery teacher, this cohort entered Reception at 30-50m approx. on average.

### **Year 2**

KS1 attainment and progress has been affected by the low level of entry into Year 1. This year group 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 have been difficult to meet.

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 2015.**

Level 3 attainment has been affected by the low level of entry into Year 2 due issues outlined above. However, this year group has attained well and 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

**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..

- 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.

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. In 2016 Year 6 will have 30 children.



Year 6 2015



# Self Evaluation Key Stage 2

Y7 - All Pupils (17 pupils)

11 September 2015

Year Group 7 (17 pupils)		Key Stage 2 Attainment				KS2 Points Progress			
		% Reading		% Writing		% Maths		% Rtdg SAT	
		SAIT	TA	GPS	TA	SAIT	TA	Wig TA & Maths SAT	Rdg TA & Maths SAT
No.	%	4+	5+	4+	5+	4+	5+	4+	5+
All Pupils	17	100.0	100.0	94.1	94.1	94.1	94.1	23.5	23.5
Males	10	58.8	100.0	0.0	100.0	0.0	100.0	0.0	0.0
Females	7	41.2	100.0	0.0	100.0	0.0	100.0	0.0	0.0
In Care	2	11.8	100.0	0.0	100.0	0.0	100.0	0.0	0.0
FSM	6	35.3	100.0	0.0	100.0	0.0	100.0	0.0	0.0
Not FSM	11	64.7	100.0	0.0	100.0	0.0	100.0	0.0	0.0
Pupil Premium	10	58.8	100.0	0.0	100.0	0.0	100.0	0.0	0.0
Not Pupil Premium	7	41.2	100.0	0.0	100.0	0.0	100.0	0.0	0.0
SEN Support	3	17.6	100.0	0.0	100.0	0.0	100.0	0.0	0.0
Education, health and care plan	0	0.0	-	-	-	-	-	-	-
Not SEN	14	82.4	100.0	0.0	100.0	0.0	100.0	0.0	0.0
Academically More Able	3	17.6	100.0	0.0	100.0	0.0	100.0	0.0	0.0

Note: For 2012-2013 cohort onwards there is no English based on SAT

Range above / below national average
No national comparison
Well above average
Above average
Average
Below average
Well below average

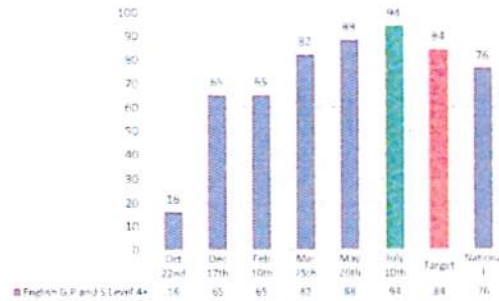
The 2 and 3 levels progress uses the official Ofsted methodology for the displayed year group. If this has not yet been announced the previous years method is used

Points Progress in KS2
Above 13.2
At or above 12.6
At or above 12
Less than 12

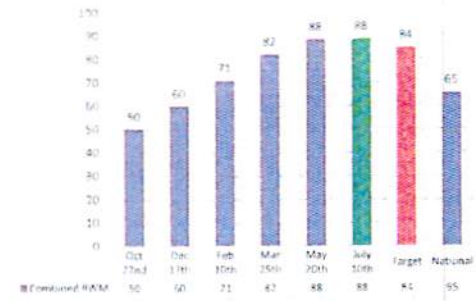
YEAR 0 2015

School Worksheet	Tracking Data					
	Oct 22nd	Dec 17th	Feb 10th	May 25th	May 20th	
English G,P and S Level 4+	16	65	65	82	88	93
Reading Level 4+	82	82	88	94	94	100
Writing Level 4+	51	76	76	82	88	88
Maths Level 4+	51	76	76	100	100	100
Combined RWM	50	60	71	83	88	95
2 Levels Progress in Reading	50	65	76	94	94	100
2 Levels Progress in Writing	50	76	88	94	94	100
2 Levels Progress in maths	50	65	76	94	94	100
4 Levels Progress in Reading	6	6	6	18	18	28
4 Levels Progress in Writing	0	0	0	0	0	12
4 Levels Progress in maths	0	0	0	0	0	6
Attendance	96.9	97.8	94.9	95.1	95.1	95.1
Number of children in Pupil	9	9	10	10	10	10
Number of children in Pupil	16	17	17	17	17	17

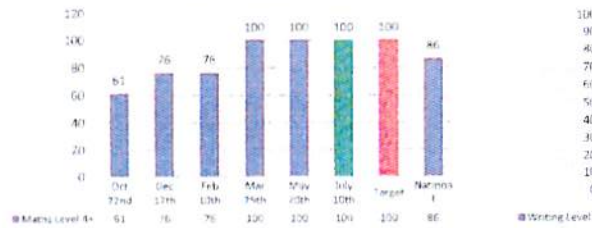
English G,P and S Level 4+



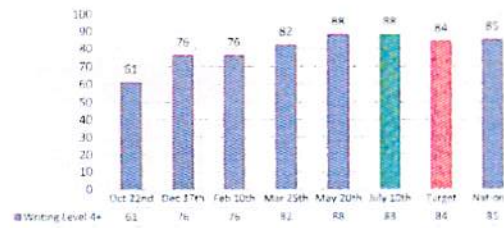
Combined RWM



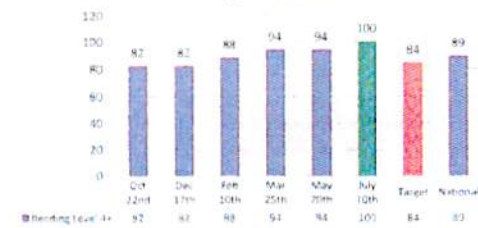
Maths Level 4+



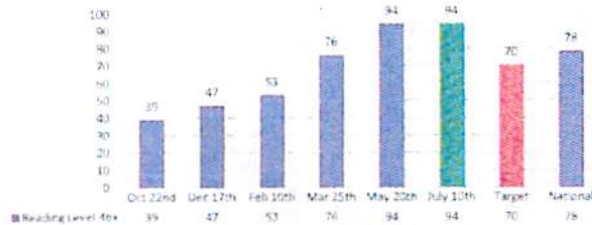
Writing Level 4+



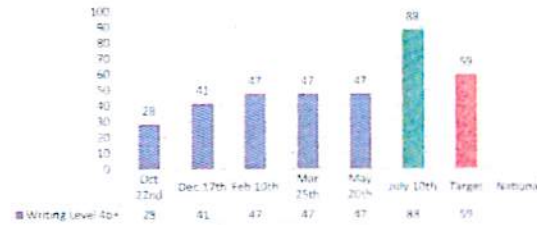
Reading Level 4+



Reading Level 4b+



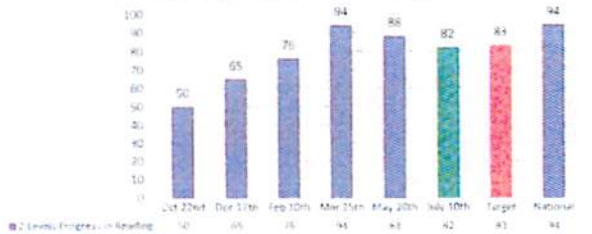
Writing Level 4b+



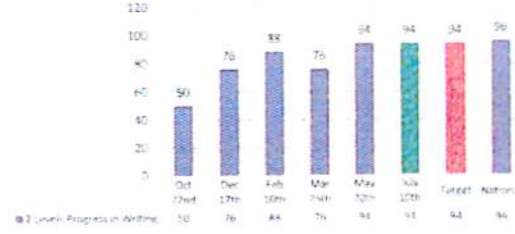
Maths Level 4b+



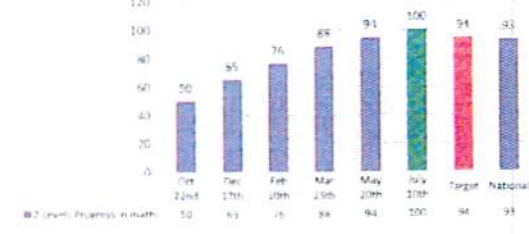
2 Levels Progress in Reading



2 Levels Progress in Writing



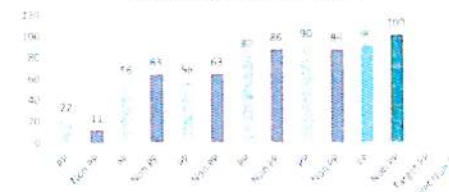
2 Levels Progress in maths



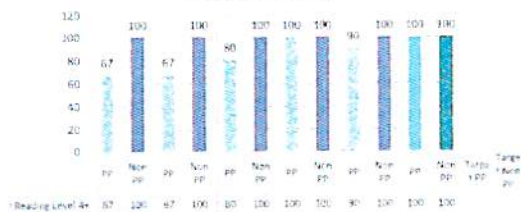


School / Assessment	Closing the Gap between Disadvantaged (Pupil Premium) and Other Students (Non-Pupil Premium)												Targets	Targets
	Oct 22nd	Oct 22nd	Dec 17th	Dec 17th	Feb 10th	Feb 10th	Mar 25th	Mar 25th	May 20th	May 20th	PP	Non PP		
Pupil Premium / Non Pupil Premium	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	Target PP	Target Non PP
English S-Pupil's Level 4+	22	11	56	63	54	63	80	86	80	86	77	100		
Reading Level 4+	67	100	67	100	80	100	100	100	100	100	100	100		
Reading Level 4b+	44	67	44	67	70	71	80	100	100	100	100	100		
Writing Level 4+	51	11	67	88	70	86	80	80	80	80	77	100		
Writing Level 4b+	22	33	11	43	40	43	50	43	50	52	15	100		
Maths Level 4+	67	74	67	88	70	86	100	100	100	100	100	100		
Maths Level 4b+	44	67	44	67	50	52	60	71	80	100	15	100		
Combined RWM	44	44	44	75	70	71	80	86	80	80	77	100		
2 Levels Progress in Reading	56	44	44	88	60	66	100	86	80	80	77	100		
2 Levels Progress in Writing	33	78	50	100	60	66	80	100	60	100	15	100		
2 Levels Progress in Maths	67	67	44	88	50	66	80	100	60	100	100	100		
3 Levels Progress in Reading	0	0	11	0	0	0	0	11	20	14	0	0		
3 Levels Progress in Writing	0	0	0	0	0	0	0	0	0	0	0	0		
3 Levels Progress in Maths	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance	67.7	97.1	96.5	97.5	96.6	97.7	96.5	95.5	96.5	96.8	96.7	99.4		

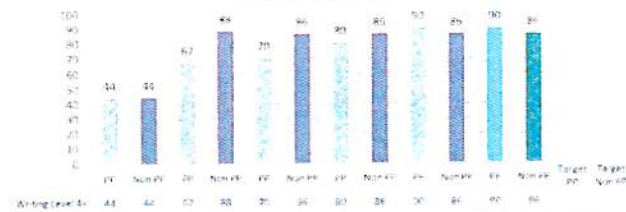
English G,P and S Level 4+



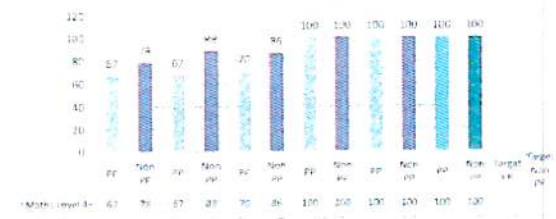
Reading Level 4+



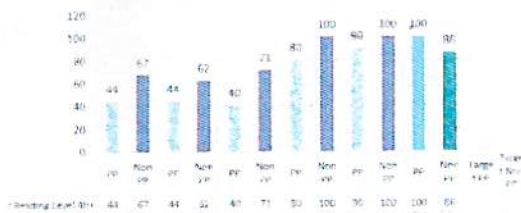
Writing Level 4+



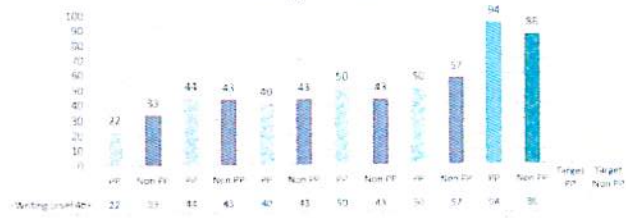
Maths Level 4+



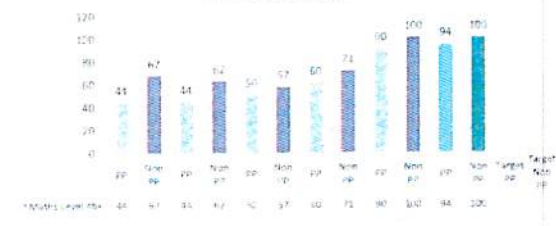
Reading Level 4b+



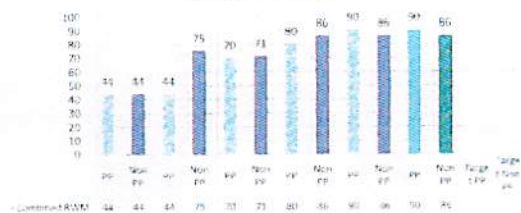
Writing Level 4b+



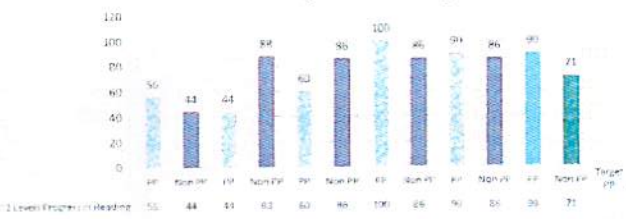
Maths Level 4b+



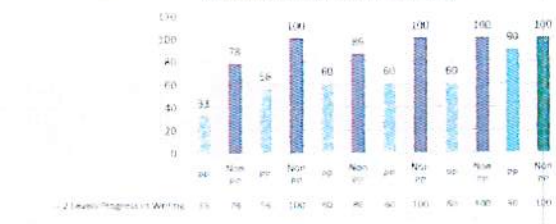
Combined RWM



2 Levels Progress in Reading



2 Levels Progress in Writing



2 Levels Progress in maths



3 Levels Progress in Reading



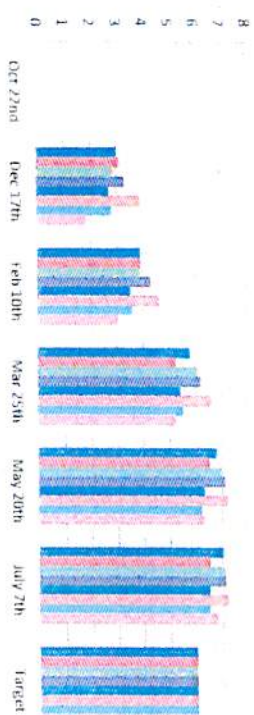
3 Levels Progress in Writing



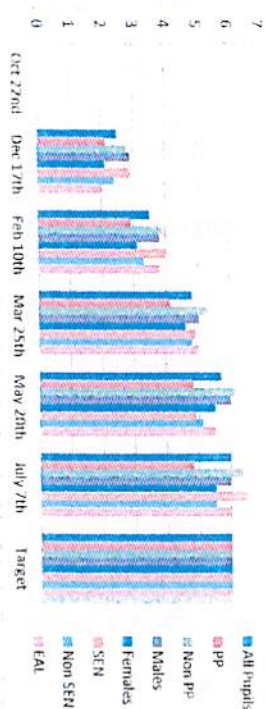
Year 5

Year 5	Tracking Data						Target
	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 7th	
Read							27
All Pupils	2.5	4.5		4.8	5.7	6	11
	2.1	2.9		4.1	4.8	4.8	16
	2.8	3.9		5.3	6.2	6.4	
	2.9	3.8		5	6	6	14
	2.1	3.1		4.6	5.5	5.5	12
SEN	2.9	4		4.9	4.9	6.5	
Non SEN	2.6	3.3		4.8	5.1	5.5	
EAL	2	3.8		5	5.5	6	3
LAC							0
Write							27
All Pupils	1.8	2.8		4.9	6.1	7	11
	1.8	2.8		5.2	6.8	7.3	16
	1.9	2.9		4.7	5.7	6.4	
	1.9	3		4.8	6.5	7.1	14
	1.8	2.7		4.9	5.7	6.4	12
SEN	1.3	2.4		4	5.3	6	7
Non SEN	2.1	3		5.2	6.2	7.1	20
EAL	2.8	3		6.2	7.3	8.5	3
LAC							0
Maths							27
All Pupils	3	3.9		5.8	6.8	7	11
	3.1	3.9		5.2	6.5	6.5	16
	2.9	3.9		6.1	7	7.1	
	3.3	4.3		6.2	7.1	7.1	14
	2.7	3.5		5.4	6.3	6.5	12
SEN	3.9	4.6		6.6	7.2	7.2	7
Non SEN	2.8	3.6		5.5	6.2	6.5	20
EAL	1.8	3		5.2	6.3	6.8	3
LAC							0

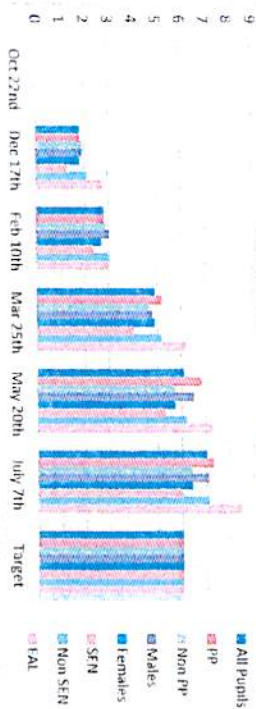
Maths Progress (Points Progress)  
Autumn 2014-Summer2015



Reading Progress (Points Progress)  
Autumn 2014-Summer2015



Writing Progress (Points Progress)  
Autumn 2014-Summer2015



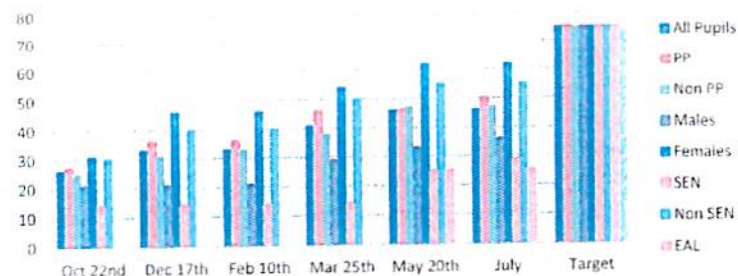
Reading progress is not as strong especially PP progress. However PP attainment is strong.



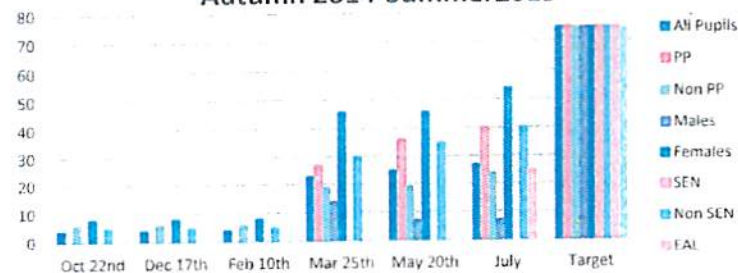
Year 5

Tracking Data							
Year 5	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July	Target
<b>Read</b>							
All Pupils	26	33	33	41	46	46	27
PP	27	36	36	46	46	50	11
Non PP	25	31	33	38	47	47	16
Males	21	21	21	29	33	36	14
Females	31	46	46	54	62	62	12
SEN	14	14	14	14	25	29	
Non SEN	30	40	40	50	55	55	
EAL	0	0	0	0	25	25	3
LAC							0
<b>Write</b>							
All Pupils	4	4	4	23	25	27	27
PP	0	0	0	27	36	40	11
Non PP	6	6	6	19	19	24	16
Males	0	0	0	14	7	7	14
Females	8	8	8	46	46	54	12
SEN	0	0	0	0	0	0	7
Non SEN	5	5	5	30	35	40	20
EAL	0	0	0	0	0	25	3
LAC							0
<b>Maths</b>							
All Pupils	11	15	32	37	37	39	27
PP	9	18	27	46	46	50	11
Non PP	13	13	19	31	31	31	16
Males	7	7	21	29	27	29	14
Females	15	23	23	46	46	46	12
SEN	0	0	14	14	14	14	7
Non SEN	15	20	25	45	45	45	20
EAL	0	0	0	0	0		3
LAC							0

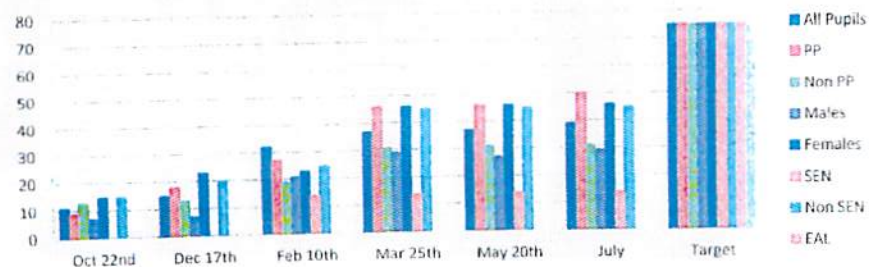
Reading Attainment (5s)  
Autumn 2014-Summer2015



Writing Attainment (5s)  
Autumn 2014-Summer2015



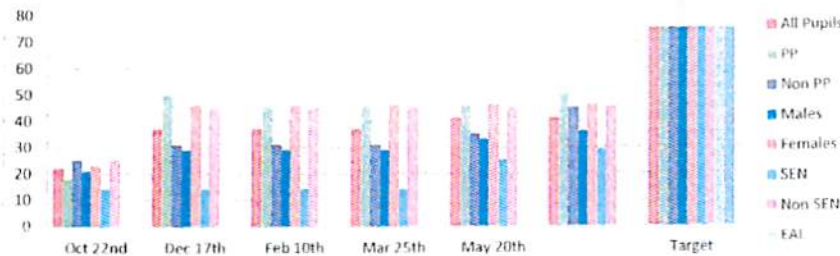
Maths Attainment (5s)  
Autumn 2014-Summer2015



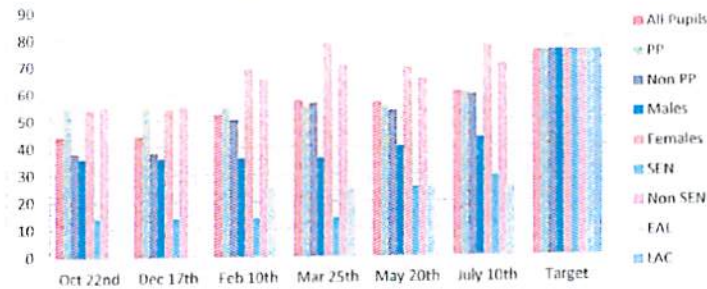
Year 5 2015

Class	Tracking Data						Target	90
Year 5	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th		
<b>Read</b>								
All Pupils	44	44	52	52	56	60	27	
PP	55	55	55	55	55	60	11	
Non PP	38	38	50	56	53	59	16	
Males	36	36	36	36	40	43	14	
Females	54	54	69	78	69	77	12	
SEN	14	14	14	14	25	29		
Non SEN	55	55	65	70	65	70		
EAL	0	0	25	25	25	25	3	
LAC							0	
<b>Write</b>								
Year 5	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th		Target	90
All Pupils	4	15	26	37	41	52	27	
PP	0	9	27	36	36	60	11	
Non PP	6	19	25	38	41	47	16	
Males	0	0	0	14	13	29	14	
Females	8	31	54	62	69	77	12	
SEN	0	0	0	0	0	0	7	
Non SEN	5	20	35	50	55	70	20	
EAL	0	0	0	25	25	50	3	
LAC							0	
<b>Maths</b>								
Year 5	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th		Target	90
All Pupils	22	37	37	37	41	41	27	
PP	18	50	46	46	46	50	11	
Non PP	25	31	31	31	35	45	16	
Males	21	29	29	29	33	36	14	
Females	23	46	46	46	46	46	12	
SEN	14	14	14	14	25	29	7	
Non SEN	25	45	45	45	45	45	20	
EAL	0	0	0	0	0	0	3	
LAC							0	

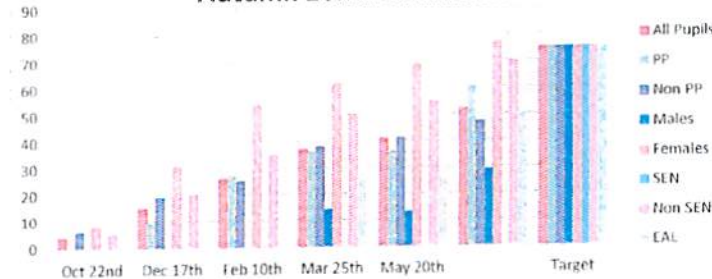
**Maths Attainment (5w)  
Autumn 2014-Summer 2015**



**Reading Attainment (5w)  
Autumn 2014-Summer 2015**



**Writing Attainment (5w)  
Autumn 2014-Summer 2015**



Girls are performing well in Literacy  
NPP (many of which are girls) are performing better in Literacy

PP children and girls out perform

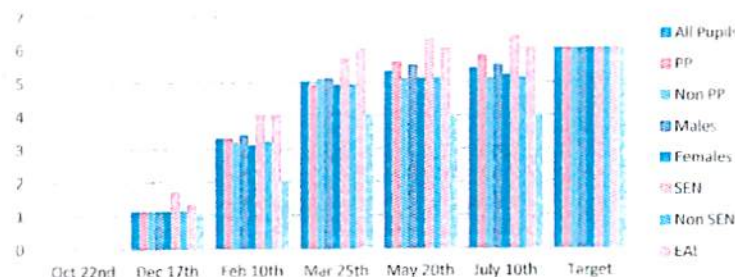
Concern for extremely low level of attainment Accelerated Progress Required



Year 4

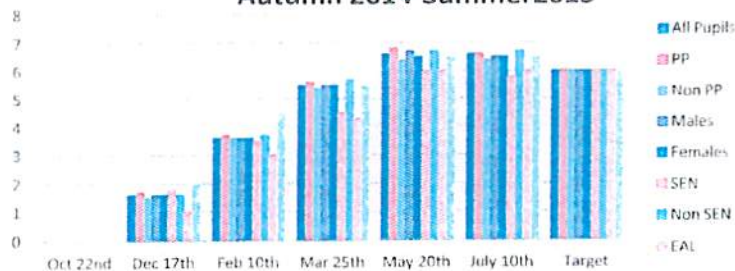
Year 4	Tracking Data							
	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	Target	No.
<b>Read</b>								
All Pupils		1.1	3.3	5	5.3	5.4	6	30
PP		1.1	3.3	4.9	5.6	5.8	6	13
Non PP		1.1	3.2	5.1	5.1	5.1	6	17
Males		1.1	3.4	5.1	5.5	5.5	6	15
Females		1.1	3.1	4.9	5.1	5.2	6	15
SEN		1.7	4	5.7	6.3	6.4	6	6
Non SEN		1.1	3.2	4.9	5.1	5.1	6	24
EAL		1.3	4	6	6	6	6	3
LAC		1	2	4	4	4	6	2
<b>Write</b>								
All Pupils		1.6	3.6	5.5	6.6	6.6	6	30
PP		1.7	3.7	5.6	6.8	6.6	6	13
Non PP		1.5	3.6	5.4	6.4	6.4	6	17
Males		1.6	3.6	5.5	6.7	6.5	6	15
Females		1.6	3.6	5.5	6.5	6.5	6	15
SEN		1.8	3.5	4.5	6	5.8	6	6
Non SEN		1.6	3.7	5.7	6.7	6.7	6	24
EAL		1	3	4.3	6	6	6	3
LAC		2	4.5	5.5	6.5	6.5	6	2
<b>Maths</b>								
All Pupils		2.9	4.9	6.2	6.2	6.8	6	30
PP		3.2	5	6.4	6.2	6.8	6	13
Non PP		2.6	4.8	6.1	6.1	6.7	6	17
Males		2.8	4.6	5.8	6.6	6.2	6	15
Females		2.9	5.2	6.7	6.7	7.4	6	15
SEN		2	4.3	5.3	5.3	6	6	6
Non SEN		3.1	5	6.3	6.3	7	6	24
EAL		3	5.3	6.7	6.7	7	6	3
LAC		3	5	7	7	7	6	2

Reading Progress (Points Progress)  
Autumn 2014-Summer 2015



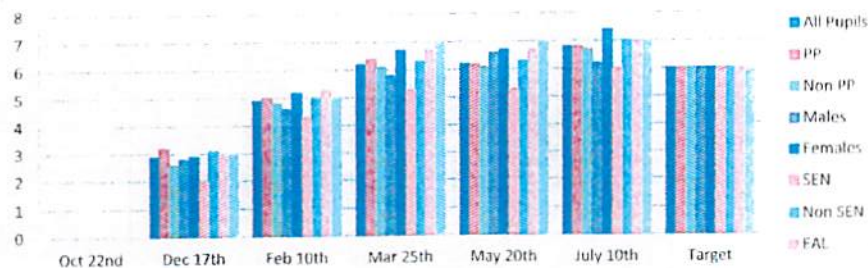
Slower progress  
in reading  
especially the more  
able.

Writing Progress (Points Progress)  
Autumn 2014-Summer 2015



Progress in writing  
has been good.

Maths Progress (Points Progress)  
Autumn 2014-Summer 2015



Maths progress is good.

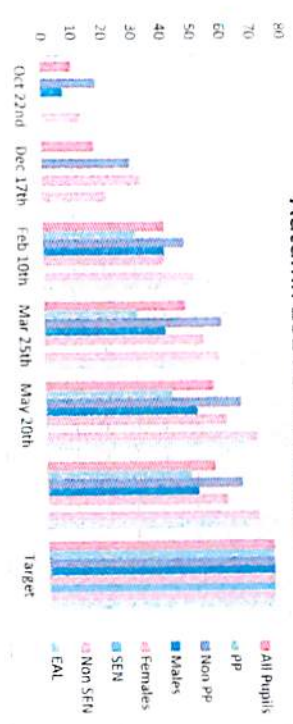
No particular  
differences  
between groups.

Year 4

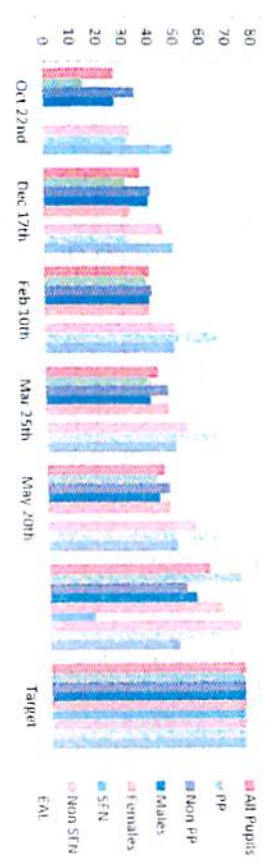
Reading Attainment (4w)  
Autumn 2014-Summer2015



Writing Attainment (4w)  
Autumn 2014-Summer2015



Maths Attainment (4w)  
Autumn 2014-Summer2015



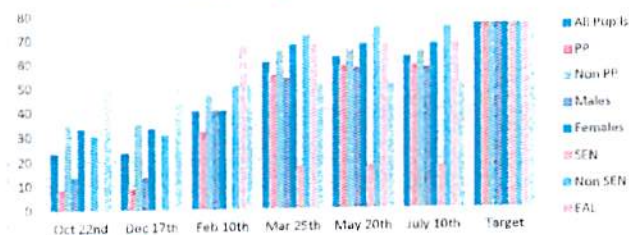
There is approx 60% of this class working above or at expected.  
However, the other 40% are below with 14% being at least 1 year behind.  
Maths and Writing are the weakest areas.



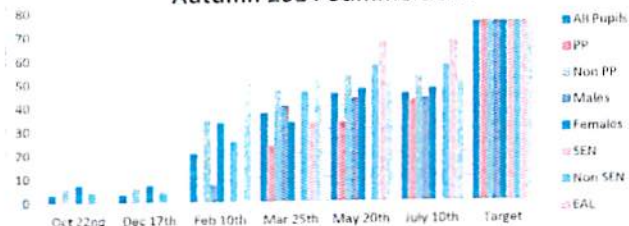
Year 4

Tracking Data							
Year 4	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	Target
<b>Read</b>							
All Pupils	24	23	40	50	62	62	30
PP	8	8	31	54	58	58	13
Non PP	16	15	9	6	4	4	17
Males	18	13	40	53	57	57	15
Females	14	10	40	47	67	67	15
SEN	0	0	0	17	17	17	6
Non SEN	30	30	50	71	74	74	24
EAL	0	0	67	67	67	67	3
LAC	50	50	50	50	50	50	2
<b>Write</b>							
All Pupils	8	5	20	37	45	45	30
PP	0	0	0	23	35	42	13
Non PP	6	6	85	47	53	53	17
Males	0	0	7	40	43	43	15
Females	7	7	33	33	47	47	15
SEN	0	0	0	0	0	0	6
Non SEN	4	4	25	46	57	57	24
EAL	0	0	0	33	67	67	3
LAC	0	0	50	50	50	50	2
<b>Maths</b>							
All Pupils	0	27	37	40	41	41	30
PP	0	15	31	39	42	42	13
Non PP	0	45	41	41	41	41	17
Males	0	27	40	40	43	43	15
Females	0	27	33	40	40	40	15
SEN	0	0	0	0	0	0	6
Non SEN	0	33	46	50	52	52	24
EAL	0	33	50	67	67	67	3
LAC	0	50	50	50	50	50	2

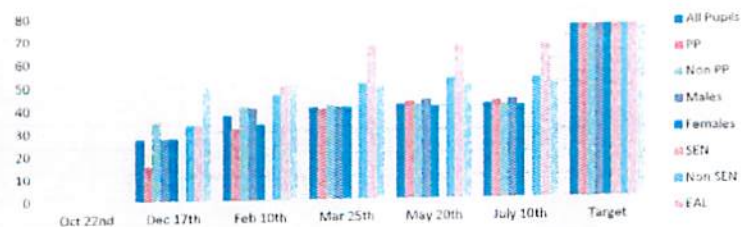
Reading Attainment (4s)  
Autumn 2014-Summer 2015



Writing Attainment (4s)  
Autumn 2014-Summer 2015



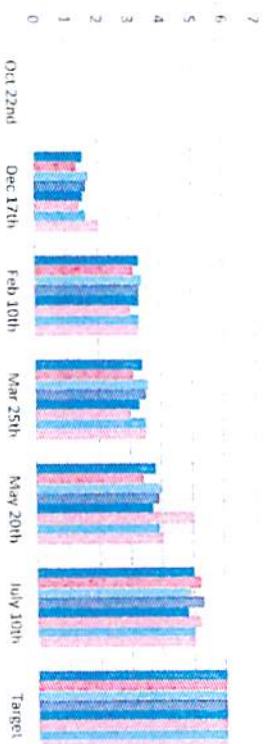
Maths Attainment (4s)  
Autumn 2014-Summer 2015



Year 3

Tracking Date							Target
Year 3	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	
Read							29
All Pupils	2.3	4.4	5.2	5.4	5.4	5.4	29
	2.4	4.6	5.6	5.9	5.9	5.9	13
	2.3	4.3	4.9	5.1	5.1	5.1	16
	2.3	4.2	5	5.1	5.1	5.1	12
SEN	2.4	4.6	5.3	5.6	5.6	5.6	17
	1.8	4.2	5.7	6.3	6.3	6.3	7
Non SEN	2.5	4.5	5.1	5.2	5.2	5.2	22
EAL	2.5	4	4.5	5	5	5	2
LAC							
Write							
All Pupils	2.9	4.8	4.8	6.9	6.9	6.9	29
	2	3.4	3.4	5.4	5.4	5.4	13
	3.4	5.6	5.6	7.7	7.7	7.7	16
	2	3.6	3.6	5.8	5.8	5.8	12
	3.5	5.6	5.6	7.7	7.7	7.7	17
SEN	1.8	4	4	6.3	6.3	6.3	7
Non SEN	3.1	5	5	7	7	7	27
EAL	2.5	5	5	6	6	6	2
LAC							
Maths							
All Pupils	1.5	3.3	3.4	3.8	3.8	3.8	29
	1.3	3.1	3.1	3.4	3.4	3.4	13
	1.7	3.4	3.6	4	4	4	16
	1.6	3.3	3.5	3.9	3.9	3.9	12
	1.5	3.3	3.3	3.7	3.7	3.7	17
SEN	1.4	3	3	5	5	5	7
Non SEN	1.6	3.3	3.5	3.9	3.9	3.9	22
EAL	2	3.3	3.5	4	4	4	2
LAC							

### Maths Progress (Points Progress) Autumn 2014-Summer2015

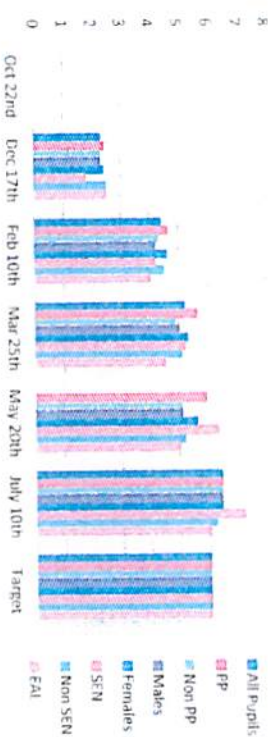


■ All Pupils  
 ■ PP  
 ■ Non PP  
 ■ Males  
 ■ Females  
 ■ SEN  
 ■ Non SEN  
 ■ EAL

Progress is slower.  
 The demands of new curriculum have impacted.  
 Girls performing less well.

BUI - IN ALL 3 SUBJECT  
 Attainment gap between  
 NPP/PP  
 Boys/Girls  
 SEN/Non SEN

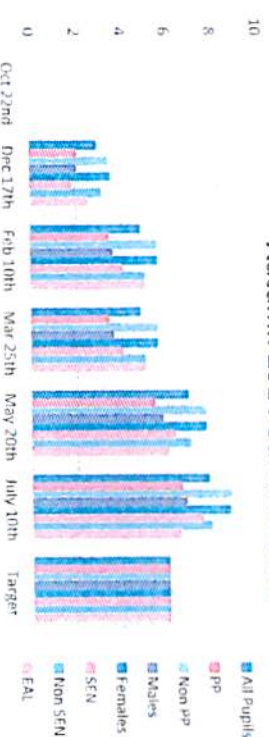
### Reading Progress (Points Progress) Autumn 2014-Summer2015



■ All Pupils  
 ■ PP  
 ■ Non PP  
 ■ Males  
 ■ Females  
 ■ SEN  
 ■ Non SEN  
 ■ EAL

Children made  
 steady progress through  
 year.  
 PP/NPP - no diff in progress

### Writing Progress (Points Progress) Autumn 2014-Summer2015



■ All Pupils  
 ■ PP  
 ■ Non PP  
 ■ Males  
 ■ Females  
 ■ SEN  
 ■ Non SEN  
 ■ EAL

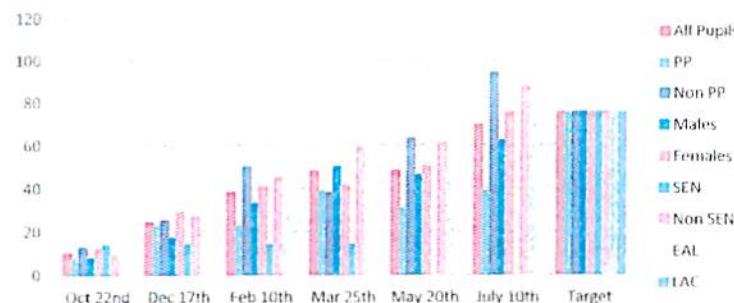
Children made very  
 good progress particularly  
 NPP/Females/Non SEN



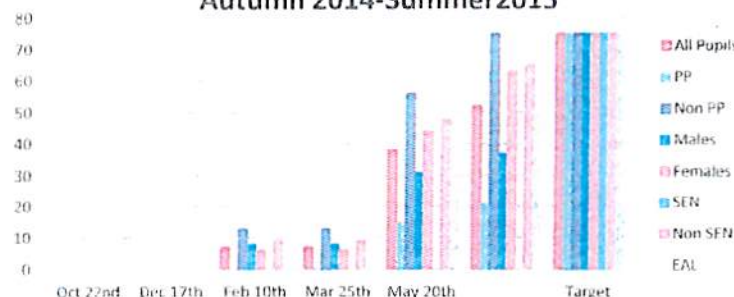
Year 3

Children	Tracking Data						
Year 3	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	Target
<b>Read</b>							
All Pupils	10	24	38	48	48	69	29
PP	8	23	24	39	31	39	13
Non PP	13	25	50	38	63	94	16
Males	8	17	33	50	46	62	12
Females	12	29	41	41	50	75	17
SEN	14	14	14	14	0	0	7
Non SEN	9	27	45	59	61	87	22
EAL	0	0	50	50	50	100	2
LAC	0	0	0	0	0	0	
Year 5	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	Target
<b>Write</b>							
All Pupils	0	0	7	7	38	52	13
PP	0	0	0	0	15	21	16
Non PP	0	0	13	13	56	75	12
Males	0	0	8	8	41	47	17
Females	0	0	6	6	44	63	7
SEN	0	0	0	0	0	0	22
Non SEN	0	0	9	9	48	65	2
EAL	0	0	0	0	50	50	
LAC	0	0	0	0	0	0	
Year 5	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	Target
<b>Maths</b>							
All Pupils	0	0	31	38	38	79	29
PP	0	0	23	23	23	62	13
Non PP	0	0	38	50	50	94	16
Males	0	0	17	31	31	77	12
Females	0	0	41	41	44	84	17
SEN	0	0	0	0	0	18	7
Non SEN	0	0	41	50	48	96	22
EAL	0	0	0	0	0	100	2
LAC	0	0	0	0	0	0	

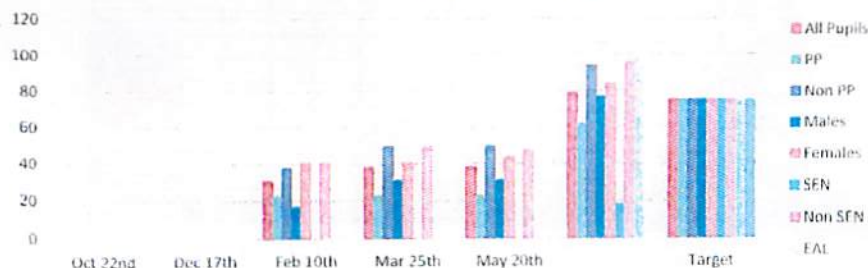
Reading Attainment (3w)  
Autumn 2014-Summer 2015



Writing Attainment (3w)  
Autumn 2014-Summer 2015



Maths Attainment (3w)  
Autumn 2014-Summer 2015

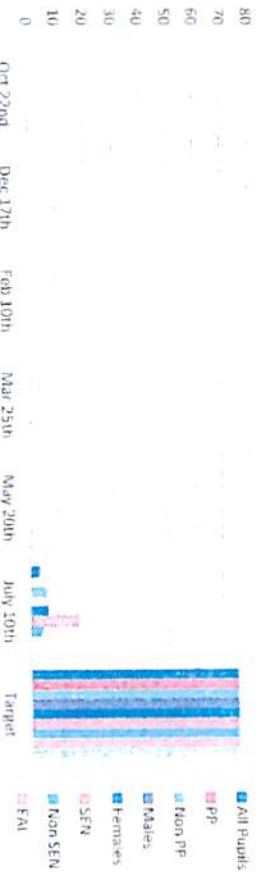


The difference in attainment needs to be addressed. Accelerated progress required for:  
NPP  
Boys  
SEN

Year 3

Year 3	Tracking Data						Target
	Oct 22nd	Dec 17th	Feb 10th	Mar 25th	May 20th	July 10th	
Read	0	0	28	31	27	38	29
All Pupils	0	0	23	23	15	15	13
PP	0	0	31	38	38	56	16
Non PP	0	0	8	17	15	39	12
Males	0	0	41	41	38	38	17
Females	0	0	14	14	33	0	7
SEN	0	0	32	36	35	48	22
Non SEN	0	0	0	0	0	50	2
EAL	0	0	0	0	0	0	0
LAC	0	0	0	0	0	0	0
Write	0	0	0	0	21	31	29
All Pupils	0	0	0	0	8	15	13
PP	0	0	0	0	31	44	16
Non PP	0	0	0	0	6	15	12
Males	0	0	0	0	31	44	17
Females	0	0	0	0	0	0	7
SEN	0	0	0	0	26	39	22
Non SEN	0	0	0	0	0	0	2
EAL	0	0	0	0	0	0	0
LAC	0	0	0	0	0	0	0
Maths	0	0	0	0	0	3	29
All Pupils	0	0	0	0	0	0	13
PP	0	0	0	0	0	6	16
Non PP	0	0	0	0	0	0	12
Males	0	0	0	0	0	6	17
Females	0	0	0	0	0	17	7
SEN	0	0	0	0	0	4	22
Non SEN	0	0	0	0	0	0	2
EAL	0	0	0	0	0	0	0
LAC	0	0	0	0	0	0	0

### Maths Attainment (3s) Autumn 2014-Summer2015



### Reading Attainment (3s) Autumn 2014-Summer2015



### Writing Attainment (3s) Autumn 2014-Summer2015



- \* This class had no level 3 attainers at the end of year 2.
- \* NPP and girls not performing others
- \* Significant issue with 3s attainment especially in maths (and writing).