

Green Meadow Primary School 2015-2016 Data Outcomes

2015 – 2016 Data for KS1 and KS2

Year 2 and Year 6 pupils undertook new statutory tests and assessment procedures at the end of this academic year. A year in which Interim Assessment arrangements and constant changes of DfE expectation provided school with many challenges.

We are satisfied that moderation processes are robust, accurate and used to inform Teacher Assessments. This has been validated by external sources. Pupil attainment at the end of KS2 was above national and Birmingham Local Authority outcomes.

2016 Key Stage 1

	2016 School At National Expectation+	2016 School Disadvantaged Pupil Premium At National Expectation+	2016 National Expectation+ Nationally	2016 National Expectation+ Disadvantaged Pupil Premium Nationally	2016 Birmingham LA At National Expectation+
Reading	67%	57%	74.1%	62%	69.5%
Writing	48%	30%	65.5%	53%	61%
Mathematics	57%	48%	72.7%	60%	67.4%
Science	65%	57%	81.8%	71%	74%
KS1 Expected+ in Reading, Writing & Maths	40%	-	60%	-	55%

2016 Key Stage 2 attainment

Teacher Assessment	2016 School At National Expectation+ TA	2016 National TA at National Expectation+	2016 School At National Expectation+ Test	2016 National Expectation+ Nationally	2016 School At National Expectation+ Disadvantaged Pupil Premium	2016 National Expectation+ Disadvantaged Pupil Premium Nationally	2016 LA Achieved standard
Reading	73%	80%	68%	66%	59%	53%	57.4%
Writing	67%	74%	-	74%	52% TA	64%	68.4%
Grammar, Spelling & Punctuation	-	-	85%	72%	79%	61%	-
Mathematics	77%	78%	80%	70%	62%	57%	64.9%
Science	75%	81%	-	-	62% TA	71%	-
Combined Reading, Writing and Maths	-	-	58%	53%	48%	39%	46.2%

KS2 SAT Tests 2016	School at a higher Standard	National at a higher standard
Reading	22%	19%
Grammar, Spelling & Punctuation	38%	23%
Maths	22%	17%

KS2 SAT Tests 2016	School Scaled Score	School Disadvantaged (Pupil Premium) Score	School higher than the national scaled score	School Dis (PP) higher than the national scaled score	National Scaled Score	LA Scaled Score
Reading	104	101.2	51%	42%	103	101
Grammar, Spelling & Punctuation	108	100.7	63%	54%	104	103
Mathematics	106	102.4	63%	52%	103	102

Progress - 2016 KS2 Outcomes using new Curriculum & Assessment (2016) against KS1 Outcomes (2012) using previous Curriculum & Assessment

KS2 2016 Progress Measure	School Progress Measure	Confidence Levels
Reading	-1.2	-2.8 to 0.4
Writing	-4.2	-5.8 to -2.6
Maths	-0.2	-1.6 to 1.2

School is in the process of reviewing the 2016 outcomes for KS1 and KS2 in light of the recent national changes to curriculum and assessment for Year 1 – 6.

Assessment systems have been adapted and quality first hand teaching and then intervention programmes to support groups and individual pupils, especially in the current Year 6 and Year 2, are a priority. The Curriculum has been reshaped and updated again in light of the heightened expectations of 2016 and linked to cohort interest and need. Robust monitoring and evaluation procedures are in place and reviewed by all stakeholders. This includes individual pupil tracking and review of vulnerable groups after each assessment collection (termly or half termly) dependent on class and year group need.

Continued Professional Development is focused on ensuring staff have the subject knowledge they need and can moderate assessments within and across school and the local group of schools.

2016 KS1 Phonic Achievement

Pupils have performed above the national standard in the Year 1 phonic screening check (92% to 81% nationally). Year 2 retake performance depends on the needs of the pupils retaking the test. Specific SEND needs can affect the outcome. Reading phonetically is one skill needed to be able to read to the national standard. A phonic programme for those pupils in Year 3 who have not reached the expected level at the end of KS1 is in place.

	2016 school		2016 national All pupils	2016 national disadvantaged	2016 Birmingham LA ALL Pupils
	All Pupils	disadvantaged			
Year 1	92% (56/61 passed)	83% (20/24 pupils)	81%	70%	80%
Year 2 retakes	33.3% (5/15 passed)*	40% (2 out of 5)*	66.9%	-	64.7%
Y2 Cumulative	83%	83%	91%	86%	-

*pupils have SEND needs

Early Years Foundation Stage Achievement

Typically our on entry data at the start of the Reception year (Sept of each year) highlights that most pupils enter at a typical level of development (children who have achieved the entire 30-50- months development band). However it is important to note that this is not the case for the more essential skills of communication and language, reading and number. For these basic skills usually most of our pupils enter below a typical level. By the end of Reception (EYFSP) most pupils make expected and rapid progress, using internal progress measures to achieve or exceed the Early Learning Goals.

EYFS Profile 2016

2015 on ROL 2016	School	National
Good Level of Development – ALL PUPILS	70%	66%
Good Level of Development - DISADVANTAGED	50%	52%

2016 Data	School	National	Birmingham Local Authority
Good Level of Development – ALL PUPILS	70%	69.3%	63.7%
Average Point Score	35.4	34.5	33.2

	School 2016						
	School Expected in the ELGs	School Expected in ELGs for Dis (PP) pupils (15 pupils)	School Expected+ in the ELGs for SEND	School Exceeded in the ELGs	School Exceeding in ELGs for Dis (PP) pupils (15 pupils)	School Expected and above	School Expected and above for Dis (PP) pupils (15 pupils)
Reading	50.8%	73%	38.4%	24.6%	27%	75.4%	100%
Writing	59%	73.3%	30.7%	11.5%	7%	70.5%	80.3%
Number	73.8%	100%	53.8%	9.8%	-	83.6%	100%
Shape, Space & Measures	60.7%	87%	46.1%	18%	-	78.7%	87%

School Overview

The school reviews a wide range of information about the progress of individual, groups and classes of pupils in each year group. This shows that pupils, including those with learning difficulties make progress. This review is constantly used to drive progress through challenging targets which ensures that teachers and pupils highlight next steps in learning. Work scrutiny, lesson observations and pupil tracking data indicates that progression and the application of skills is evident. Pupils are able to articulate their learning and the progress that they have made.

Children enter Reception from a number of different Nursery and Pre-school settings and whilst pupil attainment on entry to Reception is at a typical level of development in most areas it can be, crucially, below a typical level of development in the key areas of communication, reading and maths. By the time pupils leave school at the age of 11 they are secondary ready with the academic skills and personal development to continue achieving. Whilst the 2016 data for KS1 and KS2 isn't as strong as in previous years school has updated and improved the new curriculum and assessment procedures that ensure quality teaching and learning outcomes. This capacity is shown by school in the fact that at the end of a challenging academic year nationally Green Meadow KS2 pupil attainment was above national in Reading, Grammar, Spelling and Punctuation and Maths and was broadly in line with national expectations for writing and science which are both based on School |Teacher Assessment. This achievement will be built upon in the next academic year.

H Setchell November 2016