

Outcomes for Pupils - End of year 2019 - Baines Endowed Primary School

2019 EYFS GLD and Y1 Phonics test with comparisons to 2018 school and national

	2019		2018		2018 national
	No	%	No	%	%
EYFS GLD	50/69	72	48/70	70	72
Y1 Phonics	59/69	86	52/	83	82
Y2 Phonics retake	7/13	54	14/15	94	

2019 Key Stage 1 SATS outcomes with comparisons to 2018 school and national data

Year 2 65 children	Working at Expected Standard (EXS) + 2019		Working at EXS + 2018		Working at a higher level 2019		Working at a higher level 2018	
	No.	%	%	Nat %	No.	%	%	Nat %
Reading	45	69	65	75	14	22	22	22
Writing	43	66	62	70	9	14	16	16
Maths	48	68	70	76	12	18	26	26
RWM	39	60	61%	-	7	11	12%	-

Comments:

- We've had five new starters this year and five pupils leave. One new starter was WTS in all areas, one WTS in Maths and one WTS in Writing.
- We have closed the gap towards national in Reading and Writing but the gap has increased in Maths by 2%
- End of EYFS data 2017 for the current Y2 cohort at GLD = 65%.
- This cohort has a particularly large group of SEN (approximately 21%) and one cause for the dip in results in reading, writing and maths since Reception.
- At Exceeding standard(3) : R 21%; W 9% and M 18%. Slight decrease in all three areas on last year.
- Working at a higher level is slightly lower than National in all reading, writing and Maths but significantly lower in Science 11%,
- At Expected standard, R,W, M are higher in all areas than in 2018.
- Reading and Writing at Expected standard at KS1 is a focus for school improvement in 2019-20

2019 Key Stage 2 writing with reading, maths and combined RWM

Y6 63 children	Working at Expected Standard (EXS) + 2019		Av scaled score	(EXS)+ 2018	Nat EXS + 2019	Working at a higher standard 2019		Working at a higher standard 2018		Nat Higher standard 2018
	No.	%				No.	%	No.	%	
Reading	48	76	104	77	73	13	21	13	21	28
Writing	49	78		79	78	7	11	10	16	20
GPS	53	84		82	78	33	52	17	27	31
Maths	52	83	105	89	79	12	19	20	31	24
RWM	40	63		69	65	1	2	4	6	
Science		78			83					
Y2 levels 2015		Level 2B+ %					Level 3 %	Y2 Average point score (APS) 2015		
Reading	53	76					31	Reading n/a		
Writing	49	71					15	Writing n/a		

Maths	55	79			22	Maths n/a	
Comments: <ul style="list-style-type: none"> • At or above Y2B+ scores in all subjects • At or above National figures in all areas • Tracking of combined figures needs to be a heavier focus next year. • We went through writing moderation from the authority this year. • Teaching of reading and writing will remain a focus. • Greater Depth in all subjects will be a focus. 							

Current achievement across school Y1,Y3,Y4,Y5

	Reading %/no.		Writing %/no		Maths %/no	
	EXS+	GDS	EXS+	GDS	EXS	GDS
Y1	75 (52)	30 (21)	77 (53)	26 (18)	79 (55)	25 (17)
EY (2017)	75		73		77	
Y3 TA	69 (47)	19 (13)	68 (46)	12 (8)	64 (44)	22 (15)
Y2 (2018)	65	22	62	16	70	26
Y4 TA	77 (54)	26 (18)	72 (51)	14 (10)	80 (56)	20 (14)
Y2 (2017)	76	33	69	19	72	26
Y5 TA	80 (56)	21 (15)	79 (55)	10 (7)	83 (58)	13 (9)
Y2 Levels (2016)	74	33	73	11	73	20

Comments:

- Current data reflects the position at the end of the second half of the summer term.
- This data from Target Tracker includes the children at w+ as agreed by the headteachers at the School Improvement Meeting in the Summer second half term.
- Intervention has taken place throughout the school year. In Year 5 there is a third set to reduce class sizes and allow for more focused teaching in English and maths.
- Excellent Y1 phonics outcomes (86%) is a good foundation for developing reading comprehension skills in year 2.
- Pupil progress meetings are held term for all year groups and focused intervention is discussed and implemented following these meetings.
- The Assistant Headteacher is responsible for coordinating intervention across school.
- Teaching Assistants have been trained on interventions and have been delivering certain focused interventions for approximately six years.