



Esterside Academy

Data Analysis



Last Updated: Summer 2015

Analysis of Last Year's Results 2014-15

Reception

On Entry Profile

- This data was entered onto Target Tracker at the end of Autumn 2 when Target Tracker was launched within the school.
- This data includes the pupils in the Infant Assessment Class (IAC) – 4 pupils working well below expectations.



EYFS Age Related Expectation Summary Report Rec - All Pupils (47 pupils)

22 July 2015
Reception Autumn 2

Aspect	Missing Assessment	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	2 (4.3%)	39 (83.0%)	6 (12.8%)	6 (12.8%)	0 (0%)
Understanding	2 (4.3%)	31 (66.0%)	14 (29.8%)	14 (29.8%)	0 (0%)
Speaking	2 (4.3%)	38 (80.9%)	7 (14.9%)	7 (14.9%)	0 (0%)
Moving and handling	2 (4.3%)	37 (78.7%)	8 (17.0%)	8 (17.0%)	0 (0%)
Health and self-care	2 (4.3%)	34 (72.3%)	11 (23.4%)	11 (23.4%)	0 (0%)
Self-confidence and self-awareness	2 (4.3%)	40 (85.1%)	5 (10.6%)	5 (10.6%)	0 (0%)
Managing feelings and behaviour	2 (4.3%)	38 (80.9%)	7 (14.9%)	7 (14.9%)	0 (0%)
Making relationships	5 (10.6%)	39 (83.0%)	3 (6.4%)	3 (6.4%)	0 (0%)
Reading	3 (6.4%)	37 (78.7%)	7 (14.9%)	7 (14.9%)	0 (0%)
Writing	2 (4.3%)	34 (72.3%)	11 (23.4%)	11 (23.4%)	0 (0%)
Numbers	2 (4.3%)	36 (76.6%)	9 (19.1%)	9 (19.1%)	0 (0%)
Shape, space and measures	2 (4.3%)	35 (74.5%)	10 (21.3%)	10 (21.3%)	0 (0%)
People and communities	2 (4.3%)	41 (87.2%)	4 (8.5%)	4 (8.5%)	0 (0%)
The world	2 (4.3%)	40 (85.1%)	5 (10.6%)	5 (10.6%)	0 (0%)
Technology	2 (4.3%)	41 (87.2%)	4 (8.5%)	4 (8.5%)	0 (0%)
Exploring and using media and materials	2 (4.3%)	42 (89.4%)	3 (6.4%)	3 (6.4%)	0 (0%)
Being imaginative	2 (4.3%)	42 (89.4%)	3 (6.4%)	3 (6.4%)	0 (0%)
Combined		Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
Combined - All Aspects		42 (89.4%)	2 (4.3%)		0 (0%)
Combined - GLD Aspects		41 (87.2%)	3 (6.4%)		0 (0%)

Key:

Number of Pupils (Percentage)

GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art & Design

Pupils Working At or Above Expectation in Combined GLD Aspects could be considered as On Track to achieve GLD at end of Reception

- The Reception entry data is lower than the previous year's across the board.
- It is a larger cohort with a higher % of boys and SEN.
- Boys showed less achievement in all areas of learning but significantly in Technology, Reading and Understanding.
- The majority of pupils were working within 22 – 36 month band in all areas.

End of Reception

Age Related Expectations

EYFS Age Related Expectation Summary Report
Rec - All Pupils (47 pupils)22 July 2015
Reception Summer 2

Aspect	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	6 (12.8%)	41 (87.2%)	41 (87.2%)	0 (0%)
Understanding	7 (14.9%)	40 (85.1%)	40 (85.1%)	0 (0%)
Speaking	11 (23.4%)	36 (76.6%)	36 (76.6%)	0 (0%)
Moving and handling	6 (12.8%)	41 (87.2%)	41 (87.2%)	0 (0%)
Health and self-care	5 (10.6%)	41 (87.2%)	42 (89.4%)	1 (2.1%)
Self-confidence and self-awareness	10 (21.3%)	37 (78.7%)	37 (78.7%)	0 (0%)
Managing feelings and behaviour	8 (17.0%)	39 (83.0%)	39 (83.0%)	0 (0%)
Making relationships	12 (25.5%)	35 (74.5%)	35 (74.5%)	0 (0%)
Reading	10 (21.3%)	37 (78.7%)	37 (78.7%)	0 (0%)
Writing	9 (19.1%)	38 (80.9%)	38 (80.9%)	0 (0%)
Numbers	11 (23.4%)	36 (76.6%)	36 (76.6%)	0 (0%)
Shape, space and measures	8 (17.0%)	39 (83.0%)	39 (83.0%)	0 (0%)
People and communities	10 (21.3%)	37 (78.7%)	37 (78.7%)	0 (0%)
The world	10 (21.3%)	37 (78.7%)	37 (78.7%)	0 (0%)
Technology	7 (14.9%)	40 (85.1%)	40 (85.1%)	0 (0%)
Exploring and using media and materials	9 (19.1%)	38 (80.9%)	38 (80.9%)	0 (0%)
Being imaginative	19 (40.4%)	28 (59.6%)	28 (59.6%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
Combined - All Aspects	23 (48.9%)	24 (51.1%)		0 (0%)
Combined - GLD Aspects	17 (36.2%)	30 (63.8%)		0 (0%)

Key:

Number of Pupils (Percentage)
GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art & Design
Pupils Working At or Above Expectation in Combined GLD Aspects could be considered as On Track to achieve GLD at end of Reception

- Excluding the IAC (4 pupils)

EYFS Age Related Expectation Summary Report
Rec - Selected Pupils (43 pupils)22 July 2015
Reception Summer 2

Aspect	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	3 (7.0%)	40 (93.0%)	40 (93.0%)	0 (0%)
Understanding	4 (9.3%)	39 (90.7%)	39 (90.7%)	0 (0%)
Speaking	8 (18.6%)	35 (81.4%)	35 (81.4%)	0 (0%)
Moving and handling	3 (7.0%)	40 (93.0%)	40 (93.0%)	0 (0%)
Health and self-care	2 (4.7%)	40 (93.0%)	41 (95.3%)	1 (2.3%)
Self-confidence and self-awareness	7 (16.3%)	36 (83.7%)	36 (83.7%)	0 (0%)
Managing feelings and behaviour	5 (11.6%)	38 (88.4%)	38 (88.4%)	0 (0%)
Making relationships	8 (18.6%)	35 (81.4%)	35 (81.4%)	0 (0%)
Reading	7 (16.3%)	36 (83.7%)	36 (83.7%)	0 (0%)
Writing	6 (14.0%)	37 (86.0%)	37 (86.0%)	0 (0%)
Numbers	8 (18.6%)	35 (81.4%)	35 (81.4%)	0 (0%)
Shape, space and measures	5 (11.6%)	38 (88.4%)	38 (88.4%)	0 (0%)
People and communities	7 (16.3%)	36 (83.7%)	36 (83.7%)	0 (0%)
The world	7 (16.3%)	36 (83.7%)	36 (83.7%)	0 (0%)
Technology	4 (9.3%)	39 (90.7%)	39 (90.7%)	0 (0%)
Exploring and using media and materials	6 (14.0%)	37 (86.0%)	37 (86.0%)	0 (0%)
Being imaginative	15 (34.9%)	28 (65.1%)	28 (65.1%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
Combined - All Aspects	19 (44.2%)	24 (55.8%)		0 (0%)
Combined - GLD Aspects	13 (30.2%)	30 (69.8%)		0 (0%)

Key:

Number of Pupils (Percentage)
GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art & Design
Pupils Working At or Above Expectation in Combined GLD Aspects could be considered as On Track to achieve GLD at end of Reception

End of Reception Statutory Assessment

End of Reception ELG Report
Rec - All Pupils (47 pupils)

22 July 2015

Reception Summer 2

Aspect	Missing Assessment No. (%)	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	4.0 (8.5%)	4.7 (10.0%)	35.8 (76.2%)	2.5 (5.3%)	38.3 (81.5%)
Listening and attention	4 (8.5%)	7 (14.9%)	30 (63.8%)	6 (12.8%)	36 (76.6%)
Understanding	4 (8.5%)	6 (12.8%)	30 (63.8%)	7 (14.9%)	37 (78.7%)
Speaking	4 (8.5%)	5 (10.6%)	33 (70.2%)	5 (10.6%)	38 (80.9%)
Moving and handling	4 (8.5%)	2 (4.3%)	41 (87.2%)	0 (0.0%)	41 (87.2%)
Health and self-care	4 (8.5%)	1 (2.1%)	42 (89.4%)	0 (0.0%)	42 (89.4%)
Self-confidence and self-awareness	4 (8.5%)	2 (4.3%)	37 (78.7%)	4 (8.5%)	41 (87.2%)
Managing feelings and behaviour	4 (8.5%)	6 (12.8%)	33 (70.2%)	4 (8.5%)	37 (78.7%)
Making relationships	4 (8.5%)	3 (6.4%)	36 (76.6%)	4 (8.5%)	40 (85.1%)
Reading	4 (8.5%)	9 (19.1%)	31 (66.0%)	3 (6.4%)	34 (72.3%)
Writing	4 (8.5%)	9 (19.1%)	33 (70.2%)	1 (2.1%)	34 (72.3%)
Numbers	4 (8.5%)	12 (25.5%)	25 (53.2%)	6 (12.8%)	31 (66.0%)
Shape, space and measures	4 (8.5%)	5 (10.6%)	36 (76.6%)	2 (4.3%)	38 (80.9%)
People and communities	4 (8.5%)	2 (4.3%)	41 (87.2%)	0 (0.0%)	41 (87.2%)
The world	4 (8.5%)	4 (8.5%)	39 (83.0%)	0 (0.0%)	39 (83.0%)
Technology	4 (8.5%)	1 (2.1%)	42 (89.4%)	0 (0.0%)	42 (89.4%)
Exploring and using media and materials	4 (8.5%)	2 (4.3%)	41 (87.2%)	0 (0.0%)	41 (87.2%)
Being imaginative	4 (8.5%)	4 (8.5%)	39 (83.0%)	0 (0.0%)	39 (83.0%)

Key:

Aspect
Prime
Specific

- Excluding the IAC (4 pupils)

End of Reception ELG Report
Rec - Selected Pupils (43 pupils)

22 July 2015

Reception Summer 2

Aspect	Missing Assessment No. (%)	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	1.0 (2.3%)	4.7 (10.9%)	34.8 (81.0%)	2.5 (5.7%)	37.3 (86.7%)
Listening and attention	1 (2.3%)	7 (16.3%)	29 (67.4%)	6 (14.0%)	35 (81.4%)
Understanding	1 (2.3%)	6 (14.0%)	29 (67.4%)	7 (16.3%)	36 (83.7%)
Speaking	1 (2.3%)	5 (11.6%)	32 (74.4%)	5 (11.6%)	37 (86.0%)
Moving and handling	1 (2.3%)	2 (4.7%)	40 (93.0%)	0 (0.0%)	40 (93.0%)
Health and self-care	1 (2.3%)	1 (2.3%)	41 (95.3%)	0 (0.0%)	41 (95.3%)
Self-confidence and self-awareness	1 (2.3%)	2 (4.7%)	36 (83.7%)	4 (9.3%)	40 (93.0%)
Managing feelings and behaviour	1 (2.3%)	6 (14.0%)	32 (74.4%)	4 (9.3%)	36 (83.7%)
Making relationships	1 (2.3%)	3 (7.0%)	35 (81.4%)	4 (9.3%)	39 (90.7%)
Reading	1 (2.3%)	9 (20.9%)	30 (69.8%)	3 (7.0%)	33 (76.7%)
Writing	1 (2.3%)	9 (20.9%)	32 (74.4%)	1 (2.3%)	33 (76.7%)
Numbers	1 (2.3%)	12 (27.9%)	24 (55.8%)	6 (14.0%)	30 (69.8%)
Shape, space and measures	1 (2.3%)	5 (11.6%)	35 (81.4%)	2 (4.7%)	37 (86.0%)
People and communities	1 (2.3%)	2 (4.7%)	40 (93.0%)	0 (0.0%)	40 (93.0%)
The world	1 (2.3%)	4 (9.3%)	38 (88.4%)	0 (0.0%)	38 (88.4%)
Technology	1 (2.3%)	1 (2.3%)	41 (95.3%)	0 (0.0%)	41 (95.3%)
Exploring and using media and materials	1 (2.3%)	2 (4.7%)	40 (93.0%)	0 (0.0%)	40 (93.0%)
Being imaginative	1 (2.3%)	4 (9.3%)	38 (88.4%)	0 (0.0%)	38 (88.4%)

Key:

Aspect
Prime
Specific

- Areas coming out the strongest for this cohort are: Moving & Handling, Health & Self Care, Self Confidence & Self Awareness, People & Communities and Technology.
- Yoga Bugs has impacted positively on Moving & Handling as well as Self Confidence & Self Awareness. (See Yoga Bugs Report)
- Areas coming out the least strongest for this cohort are: Number, Reading and Writing, even though Reading and Writing have improved significantly from last year and the year before. Reading is a whole school focus for next year and Number is a focus within the Early Years.
- Girls have outperformed boys in all areas. Boys are a targeted group next year.
- Within the Prime Areas, Pupil Premium pupils outperformed Non-Pupil Premium pupils in 6 of the 8 areas at Expected & Exceeded, however Non PP pupils attained a better GLD.



End of Reception Key Statistics Report

Rec - All Pupils (47 pupils)

22 July 2015

Pupils	Early Years Foundation Stage Early Learning Goals																		
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	47	100.0	100.0	100.0	100.0	70.2	5.5	85.1	3.6	76.6	5.5	68.1	14.6	63.8	15.7	61.7	30.3	61.7	61.7
Males	26	55.3	100.0	100.0	100.0	61.5	5.3	80.8	3.6	69.2	5.3	57.7	14.1	57.7	15.1	53.8	29.2	53.8	53.8
Females	21	44.7	100.0	100.0	100.0	81.0	5.8	90.5	3.6	85.7	5.8	81.0	15.2	71.4	16.4	71.4	31.6	71.4	71.4
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	20	42.6	100.0	100.0	100.0	60.0	5.1	85.0	3.7	75.0	5.4	60.0	14.2	55.0	15.5	55.0	29.7	55.0	55.0
Not FSM	27	57.4	100.0	100.0	100.0	77.8	5.8	85.2	3.5	77.8	5.6	74.1	14.9	70.4	15.9	66.7	30.7	66.7	66.7
Pupil Premium	22	46.8	100.0	100.0	100.0	63.6	5.2	86.4	3.7	77.3	5.5	63.6	14.4	54.5	15.7	54.5	30.0	54.5	54.5
Not Pupil Premium	25	53.2	100.0	100.0	100.0	76.0	5.8	84.0	3.5	76.0	5.6	72.0	14.8	72.0	15.7	68.0	30.5	68.0	68.0
SEN Support	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	43	91.5	100.0	100.0	100.0	76.7	6.0	93.0	3.9	83.7	6.0	74.4	16.0	69.8	17.2	67.4	33.1	67.4	67.4
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.

The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2 Exceeding = 3

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

- Excluding the IAC (4 pupils)



End of Reception Key Statistics Report

Rec - Selected Pupils (43 pupils)

22 July 2015

Pupils	Early Years Foundation Stage Early Learning Goals																		
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	43	100.0	100.0	100.0	100.0	74.4	5.9	90.7	3.8	81.4	5.9	72.1	15.6	67.4	16.7	65.1	32.3	65.1	65.1
Males	24	55.8	100.0	100.0	100.0	62.5	5.5	83.3	3.7	70.8	5.5	58.3	14.6	58.3	15.6	54.2	30.3	54.2	54.2
Females	19	44.2	100.0	100.0	100.0	89.5	6.4	100.0	4.0	94.7	6.4	89.5	16.8	78.9	18.2	78.9	34.9	78.9	78.9
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	19	44.2	100.0	100.0	100.0	57.9	5.1	84.2	3.7	73.7	5.4	57.9	14.1	52.6	15.4	52.6	29.5	52.6	52.6
Not FSM	24	55.8	100.0	100.0	100.0	87.5	6.5	95.8	4.0	87.5	6.3	83.3	16.8	79.2	17.8	75.0	34.6	75.0	75.0
Pupil Premium	21	48.8	100.0	100.0	100.0	61.9	5.1	85.7	3.7	76.2	5.4	61.9	14.3	52.4	15.6	52.4	29.9	52.4	52.4
Not Pupil Premium	22	51.2	100.0	100.0	100.0	86.4	6.5	95.5	4.0	86.4	6.3	81.8	16.8	81.8	17.9	77.3	34.7	77.3	77.3
SEN Support	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	42	97.7	100.0	100.0	100.0	76.2	6.0	92.9	3.9	83.3	6.0	73.8	16.0	69.0	17.1	66.7	33.1	66.7	66.7
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.

The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2 Exceeding = 3

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

Commentary

- GLD 62% and 65% (Excluding the IAC). This is an increase from last year and secures a three year upward trend. It is also above last year's National overall GLD (60%) as well as above the National girls (69%) and boys (52%).
- The % working at Expectations and above for 'reading' and 'writing' has also increased this year, as has 'Listening and Attention' which was a key focus area this year.
- From a low reception baseline at the start of the year, pupils in reception have made good progress and the majority are working at expectations.
- GLD – girls have outperformed boys as well as Non-Pupil Premium pupils – focus next year.

Key Stage 1

Year 1 Phonic Screening



Y1 Phonics Screening Check Y1 - Selected Pupils (30 pupils)

22 July 2015

Year 1 (30 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	30 (100%)	35.7	4 (13.3%)	26 (86.7%)
Males	11 (36.7%)	35.5	1 (9.1%)	10 (90.9%)
Females	19 (63.3%)	35.8	3 (15.8%)	16 (84.2%)
In Care	0 (0%)	-	-	-
FSM	13 (43.3%)	34.3	3 (23.1%)	10 (76.9%)
Not FSM	17 (56.7%)	36.7	1 (5.9%)	16 (94.1%)
Pupil Premium	16 (53.3%)	35.0	3 (18.8%)	13 (81.3%)
Not Pupil Premium	14 (46.7%)	36.4	1 (7.1%)	13 (92.9%)
SEN Support	0 (0%)	-	-	-
Education, health and care plan	0 (0%)	-	-	-
Not SEN	28 (93.3%)	35.6	4 (14.3%)	24 (85.7%)
Academically More Able	0 (0%)	-	-	-

- Pass Mark: 32 - 4 mainstream pupils didn't pass.
Year 2: 5 mainstream and 5 IAC - all mainstream passed. 4 IAC were D.

End KS1 Outcomes

End of Reception Profile

- This Year 2 cohort got 33% GLD at the end of Reception.
- English and Maths GLD were at 59% which put the school in the higher band within the LA.
- Most children entered Reception working below 22 – 36 mths and most left at 40 – 60 mths.
- There were 5 IAC pupils included within this data – 2 with a statement and 3 who got EHCP's at the end of year 2. These pupils have remained with us till the end of KS1 when they then moved to further specialist provision.

Attainment and Progress in Key Stage 1

- Excluding the IAC (5 pupils) – working below National Curriculum Levels.
- Ignore Science as Science has been entered at 'Steps' at the end of Year 2 this year.
- Excluding the IAC, attainment is better and within the average range for all areas and groups, except boys at 2B+ in Maths and Reading. This is highlighted as below average. These are targeted areas for next year.


 Self Evaluation Key Stage 1
 Y2 - Selected Pupils (33 pupils)

22 July 2015

Year Group 2 (33 pupils)	Pupils		Key Stage 1 Attainment															Key Stage 1 Progress						
			% Reading			% Writing			% Maths			% Science			Entry into KS1 Y1 Aut1 2pt Scale			Teacher Assessment Avg Point Scale			Progress in KS1 (KS1 Entry to End)			
			2C+	2B+	3+	2C+	2B+	3+	2C+	2B+	3+	2+	3+	Rdg	Wtg	Mth	Rdg	Wtg	Eng	Mth	Sci	Rdg	Wtg	Mth
All Pupils	33	100.0	81.8	75.8	0.0	84.8	69.7	0.0	81.8	72.7	0.0	6.1	0.0	5.0	5.1	5.4	14.7	14.5	14.6	14.4	9.3	9.7	9.4	9.0
Males	16	48.5	75.0	62.5	0.0	81.3	56.3	0.0	81.3	62.5	0.0	6.3	0.0	4.8	4.7	5.0	13.5	13.5	13.3	13.8	9.3	8.8	8.8	8.8
Females	17	51.5	88.2	88.2	0.0	88.2	82.4	0.0	82.4	82.4	0.0	5.9	0.0	5.2	5.5	5.8	15.9	15.5	15.9	15.0	9.3	10.6	10.0	9.2
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	14	42.4	71.4	64.3	0.0	85.7	57.1	0.0	78.6	64.3	0.0	0.0	0.0	4.9	5.0	5.3	13.7	13.9	13.7	13.9	9.0	8.8	8.8	8.6
Not FSM	19	57.6	89.5	84.2	0.0	84.2	78.9	0.0	84.2	78.9	0.0	10.5	0.0	5.1	5.2	5.4	15.4	15.0	15.2	14.8	9.4	10.4	9.8	9.3
Pupil Premium	22	66.7	72.7	63.6	0.0	77.3	59.1	0.0	77.3	63.6	0.0	4.5	0.0	5.0	5.1	5.3	14.1	14.0	14.0	14.1	9.2	9.1	9.0	8.8
Not Pupil Premium	11	33.3	100.0	100.0	0.0	100.0	90.9	0.0	90.9	90.9	0.0	9.1	0.0	5.0	5.2	5.5	15.7	15.4	15.7	14.8	9.4	10.7	10.1	9.4
SEN Support	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	29	87.9	89.7	86.2	0.0	93.1	79.3	0.0	89.7	82.8	0.0	6.9	0.0	5.1	5.2	5.5	15.1	14.9	15.1	14.8	9.3	10.1	9.7	9.3
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Key:

Range above / below national average for Key Stage 1
No national comparison available
Well above average
Above average
Average
Below average
Well below average

Commentary

- Three pupils joined in Year 2 – one in the Spring and two in the Summer Term. One child also left in the Summer Term just before the half term.
- All 5 pupils within the IAC either had a Statement or an EHCP by the end of the year.
- This cohort made good **progress in Year 1**. Measured from Autumn Half Term to the end of the Summer Term, the cohort's APS (Excluding the IAC) was:

Writing	Reading	Maths
4.71	4.71	4.56

- This year our 2A's increased in Writing (28%) and Reading (41%). This is the second year for writing, and the third year for reading at 2A. Improvements have also been made at 2B+ over the last three years.
- No Level 3's again this year however, the % of children at the End Y1 with a 2C were - Write (3) / Read (3) / Maths (1) - 100% of these reached L2A - (APS 4). No 2B+ were attained in Year 1 - no targeted to get L3 although some pupils were working within elements of L3.
- The number of children at the End Y1 below 2C (Level 1) who then made 2A at end of KS1 - Write (8) / Read (7) / Maths (7) (APS 4+). This is good progress within Year 2.
- **Progress in Year 2** – the cohort's APS (Excluding the IAC) was:

Writing	Reading	Maths
4.33	4.33	4.17

Key Stage 2

Attainment and Progress in Key Stage 2



Self Evaluation Key Stage 2
Y6 - All Pupils (33 pupils)

Year Group 6 (33 pupils)	Pupils		Key Stage 2 Attainment																														
			% Reading				% Writing				% Maths				% Rdg SAT, Wtg TA 4+ Maths SAT		% Rdg/Mth SAT 4B+		Y2 Sum2 TA (Ave. Point Scale)		Y6 SAT (Ave. Point Scale)		% 2 Levels Progress		% 3 Levels Progress		% 2 or more Levels Progress in All 3						
			SAT	TA	4+	5+	4+	5+	4+	5+	4+	5+	4+	5+	4+	5+	Rdg	Wtg	Rdg	Wtg	Rdg	Wtg	Rdg	Wtg	Rdg	Wtg		Rdg	Wtg				
All Pupils	33	100.0	97.0	36.4	97.0	48.5	84.8	63.6	97.0	36.4	90.9	48.5	90.9	61.5	90.9	27.3	75.8	14.3	13.7	14.4	14.7	29.0	29.0	30.6	100.0	100.0	97.0	45.5	45.5	51.5	97.0		
Males	13	39.4	92.3	46.2	92.3	46.2	84.6	69.2	92.3	84.6	63.8	84.6	63.8	84.6	63.8	76.9	76.9	13.8	13.0	13.4	14.8	29.3	26.8	31.2	100.0	100.0	100.0	61.5	53.8	53.8	100.0	95.5	
Females	20	60.6	100.0	30.0	100.0	50.0	85.0	60.0	100.0	35.0	95.0	45.0	95.0	50.0	95.0	20.0	75.0	14.6	14.1	14.9	14.6	28.8	29.1	30.3	100.0	100.0	95.0	35.0	40.0	50.0	95.0	95.0	
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	15	45.5	100.0	26.7	100.0	40.0	86.7	66.7	100.0	26.7	83.3	63.3	93.3	40.0	80.0	80.0	80.0	14.6	13.9	14.2	15.0	28.6	28.6	29.8	100.0	100.0	93.3	26.7	33.3	33.3	93.3	93.3	
Not FSM	18	54.5	94.4	44.4	94.4	55.6	83.3	61.1	94.4	44.4	88.9	65.6	88.9	61.1	88.9	33.3	72.2	14.0	13.4	14.5	14.4	29.3	29.3	31.3	100.0	100.0	100.0	61.1	55.6	66.7	100.0	100.0	
Pupil Premium	22	66.7	100.0	27.3	100.0	36.4	81.8	59.1	100.0	27.3	90.9	36.4	90.9	40.9	90.9	22.7	77.3	14.0	13.5	13.9	14.3	28.6	28.6	29.7	100.0	100.0	95.5	40.9	45.5	40.9	95.5	95.5	
Not Pupil Premium	11	33.3	90.9	54.5	90.9	72.7	90.9	72.7	90.9	54.5	90.9	72.7	90.9	72.7	90.9	36.4	72.7	14.8	14.1	15.2	15.5	29.7	29.7	32.5	100.0	100.0	100.0	54.5	45.5	72.7	100.0	100.0	
SEN Support	2	6.1	100.0	0.0	100.0	0.0	50.0	0.0	100.0	0.0	50.0	0.0	50.0	0.0	50.0	0.0	0.0	11.0	11.0	-	11.0	27.0	27.0	24.0	100.0	100.0	50.0	50.0	50.0	50.0	50.0	50.0	
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	26	78.8	100.0	42.3	100.0	57.7	92.3	76.9	100.0	42.3	100.0	57.7	100.0	61.5	100.0	30.8	88.5	15.2	14.5	15.2	15.6	29.5	29.5	31.8	100.0	100.0	100.0	42.3	42.3	53.8	100.0	100.0	
Academically More Able	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 below average
Below average
Average
Above average
Well above 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 13.9
At or above 12.5
At or above 12
Less than 12

- Progress in Year 6 – the cohort’s APS was:

Writing	Reading	Maths
5.58	5.28	6.89

- Progress for this cohort has been steady across the whole school with an APS per term of:

	Reading	Writing	Maths
All	1.29	1.26	1.35
Girls	1.29	1.26	1.33
Boys	1.31	1.26	1.38
Pupil Premium	1.26	1.23	1.32
Non Pupil Premium	1.35	1.32	1.39
SEN	1.15	1.18	1.19
Non SEN	1.34	1.29	1.40
G&T	1.40	1.36	1.44
Non G&T	1.26	1.23	1.32

- In Year 3 this cohort did have an APS of 1 due to inadequate teaching – this member of staff has now left. This was unusual as all year groups have had an APS of 3+ each year.

- At the end of KS1 pupils had two NQT's in Y2 – impacting on teaching and learning.

End KS1:	2C+	2B+	2A+
- Reading	84%	56%	24%
- Writing	81%	35%	19%
- Maths	86%	54%	32%

Expected Progress in Key Stage 2



KS2 Expected Progress Y6 - All Pupils (33 pupils)

22 July 2015

Writing

No. of Pupils		Key Stage 2 Level								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6							
KS1 Level	Other or no prior available	0	0	0	0	0	0	0	0	0	0	-	10%	0	-	-
	W	0	0	0	0	0	0	0	0	0	0	-	72%	0	-	42%
	1	0	0	0	0	1	4	1	0	6	6	100%	92%	5	83.3%	48%
	2	0	0	0	0	0	16	10	0	26	26	100%	94%	10	38.5%	29%
	3	0	0	0	0	0	0	1	0	1	1	100%	89%	0	0%	9%
4	0	0	0	0	0	0	0	0	0	0	-	61%	0	-	-	
Summary:										33	33	100%	88%	15	45.5%	31%

Total Cohort	33
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Key:

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

- All pupils made at least expected progress in Writing at KS2. This is higher than NA.
- 46% made more than expected progress in Writing at KS2. This is higher than NA.



KS2 Expected Progress Y6 - All Pupils (33 pupils)

22 July 2015

Maths

No. of Pupils		Key Stage 2 Level								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6							
KS1 Level	Other or no prior available	0	0	0	0	0	0	0	0	0	0	-	48%	0	-	-
	W	0	0	0	0	0	0	0	0	0	0	-	58%	0	-	25%
	1	0	0	0	0	2	2	0	0	4	4	100%	81%	2	50.0%	38%
	2	0	0	0	0	1	12	8	6	27	26	96.3%	89%	14	51.9%	33%
	3	0	0	0	0	0	0	1	1	2	2	100%	90%	1	50.0%	26%
4	0	0	0	0	0	0	0	0	0	0	-	89%	0	-	-	
Summary:										33	32	97.0%	88%	17	51.5%	31%

Total Cohort	33
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Key:

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

- All pupils but one made at least expected progress in Maths at KS2. This is higher than NA.
- The pupil joined the school in the Spring Term with a SEN need specifically in Maths.

- 52% made better than expected progress in Maths at KS2. This is higher than NA.



KS2 Expected Progress
Y6 - All Pupils (33 pupils)

22 July 2015

Reading

No. of Pupils	Other or no prior available	Key Stage 2 Level							Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
		Other or No KS2 Result	W	1	2	3	4	5								6
KS1 Level	Other or no prior available	0	0	0	0	0	0	0	0	0	-	3%	0	-	-	
	W	0	0	0	0	0	0	0	0	0	-	67%	0	-	31%	
	1	0	0	0	0	1	4	0	0	5	100%	81%	4	80.0%	54%	
	2	0	0	0	0	0	16	11	0	27	100%	91%	11	40.7%	37%	
	3	0	0	0	0	0	0	1	0	1	100%	87%	0	0%	1%	
	4	0	0	0	0	0	0	0	0	0	-	12%	0	-	-	
Summary:										33	33	100%	88%	15	45.5%	31%

Total Cohort	33
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Key:

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort.

- All pupils made at least expected progress in Reading at KS2. This is higher than NA.
- 46% made better than expected progress in Reading at KS2. This is higher than NA.

Commentary

- 3% = 1 child
- Three children joined Year 6 this year – 1 – Autumn 2014 – CAMHS / 1 – 2nd half of Spring 2015 – SEN (learning & Behaviour) / 1 – 2nd half of Spring 2015 – SEN (Maths).
- 'Spelling' let '5' children down in GPS - included 1 Jan 15 starter / 1 child Diagnosed with Dyslexia this year.
- 21% got Level 6 (7 children). These children were working within L5 in Y5 and were targeted and taught L6 all year as well as consolidating L5 / gaps. 1 child didn't get L6.
- 91% R/W/M combined Level 4.
- 27% R/W/M combined Level 5.

Disadvantaged Pupils

- 66% Pupil Premium - 21/22 met their targets or exceeded.
- All pupil premium pupils made 2 levels progress in Reading and Writing. One child (BM) didn't made 2 levels progress in Maths – joined our school Spring Term with Maths SEN.
- 50% made 3 levels progress in Reading.
- 46% made 3 levels progress in Writing.
- 46% made 3 levels progress in Maths.

Current School Profile

This profile was last updated following a round of assessments in Summer 2 2015



Basic Characteristics

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (248 pupils)

22 July 2015

Year Group	No. of Pupils	% Boys / Girls	% Pupil Premium	% Free School Meals	% Not White British *	% 1st language not English *	% Special Educational Needs	% SEN Support	% Education, Health and Care Plan	No. of Looked after Children
Rec	47	55.3 / 44.7	46.8	42.6	8.5	2.1	8.5	0.0	0.0	0
Y1	32	40.6 / 59.4	56.3	43.8	3.1	0.0	12.5	0.0	0.0	0
Y2	38	52.6 / 47.4	68.4	47.4	5.3	0.0	23.7	0.0	0.0	0
Y3	29	44.8 / 55.2	65.5	44.8	13.8	0.0	17.2	0.0	0.0	0
Y4	39	51.3 / 48.7	71.8	38.5	2.6	2.6	20.5	0.0	0.0	0
Y5	30	60.0 / 40.0	66.7	26.7	6.7	0.0	33.3	3.3	0.0	0
Y6	33	39.4 / 60.6	66.7	45.5	0.0	0.0	21.2	6.1	0.0	0
All	248	49.6 / 50.4	62.5	41.5	5.6	0.8	19.0	1.2	0.0	0

* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	113	121	94.4
White and Black Caribbean	3	1	1.6
White and Pakistani	1	0	0.4
Other Black African	2	0	0.8
White and Any Other Ethnic Group	2	1	1.2
Gypsy / Roma	1	0	0.4
Sri Lankan Tamil	0	1	0.4
White Eastern European	1	1	0.8
All	123	125	100.0

Reception

Progress

- Excluding IAC (4 pupils).



Progress Breakdown Report

Rec - Selected Pupils (43 pupils)

22 July 2015

Rec Aut 2 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	27 (63%)	27 (63%)	28 (65%)	24 (56%)	25 (58%)	27 (63%)	32 (74%)
Progressed by 5 steps	0 (0%)	1 (2%)	6 (14%)	4 (9%)	1 (2%)	4 (9%)	8 (19%)
Progressed by 4 steps	7 (16%)	7 (16%)	7 (16%)	8 (19%)	4 (9%)	11 (26%)	2 (5%)
Progressed by 3 steps	8 (19%)	8 (19%)	1 (2%)	5 (12%)	12 (28%)	1 (2%)	1 (2%)
Progressed by 2 steps	1 (2%)	0 (0%)	1 (2%)	2 (5%)	1 (2%)	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%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Commentary

- Progress from Autumn 2 to Summer 2 (2 terms).
- See EYFS outcomes at the start of the report.

Key Stage 1

- See also KS1 Outcomes at the start of the report.

End of Reception – Year 1

- 55% GLD.
- Reading 55% Expected / 21% Exceeded
- Writing 52% Expected / 15% Exceeded
- Number 55% Expected / 15% Exceeded
- Listening and Attention was low with 30% still emerging.

End of Reception – Year 2

- 33% GLD.
- English and Maths GLD were at 59% which put the school in the higher band within the LA.

Attainment

Year 1 (Steps)



Steps Attainment Summary Y1 - Selected Pupils (30 pupils)

22 July 2015

Assessments as at Year 1 Summer 2

Year 1 (30 pupils)	Number of Pupils (%) assessed in each Step.					
Subject	1w	1w+	1s	1s+	2b	2b+
Reading	3 (10.0%)	11 (36.7%)	9 (30.0%)	7 (23.3%)		
Writing	4 (13.3%)	11 (36.7%)	10 (33.3%)	5 (16.7%)		
Mathematics	3 (10.0%)	10 (33.3%)	13 (43.3%)	4 (13.3%)		
All	2 (6.7%)	6 (20.0%)	7 (23.3%)	4 (13.3%)		



Age Related Expectation Summary Report Y1 - Selected Pupils (30 pupils)

22 July 2015

Year 1 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (10.0%)	27 (90.0%)	27 (90.0%)	0 (0%)
Writing	4 (13.3%)	26 (86.7%)	26 (86.7%)	0 (0%)
Mathematics	3 (10.0%)	27 (90.0%)	27 (90.0%)	0 (0%)
Combined	Working Below Expectation in one or more 5 (16.7%)	Working At or Above Expectation in all 25 (83.3%)	Working At or Above Expectation in all 25 (83.3%)	Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)

Year 2 (Levels)

- Excluding the IAC (5 pupils).



Points Attainment (Average Point Scale) Y2 - Selected Pupils (33 pupils)

22 July 2015

Reading

Year Group: 2 - Attainment (TA)				
	No.	%	Yr1	Yr2
All Pupils	33	100	9.4	14.7
Males	16	48.5	9.3	13.5
Females	17	51.5	9.5	15.9
In Care	0	0		
FSM	14	42.4	9.3	13.7
Not FSM	19	57.6	9.4	15.4
Pupil Premium	22	66.7	9.4	14.1
Not Pupil Premium	11	33.3	9.4	15.7
SEN Support	0	0		
Education, health and care plan	0	0		
Not SEN	29	87.9	9.4	15.1
Academically More Able	0	0		

Higher than 2014 (14.5).

3 year trend at 14.5+.



Points Attainment (Average Point Scale) Y2 - Selected Pupils (33 pupils)

22 July 2015

Maths

Year Group: 2 - Attainment (TA)				
	No.	%	Yr1	Yr2
All Pupils	33	100	9.1	14.4
Males	16	48.5	9.3	13.8
Females	17	51.5	9.0	15.0
In Care	0	0		
FSM	14	42.4	9.0	13.9
Not FSM	19	57.6	9.2	14.8
Pupil Premium	22	66.7	9.0	14.1
Not Pupil Premium	11	33.3	9.4	14.8
SEN Support	0	0		
Education, health and care plan	0	0		
Not SEN	29	87.9	9.1	14.8
Academically More Able	0	0		

Same as 2014.

3 year trend at 14.4+
(including 15.0 in 2013)

Points Attainment (Average Point Scale) Y2 - Selected Pupils (33 pupils)

22 July 2015

Writing

Year Group: 2 - Attainment (TA)				
	No.	%	Yr1	Yr2
All Pupils	33	100	9.4	14.5
Males	16	48.5	9.3	13.5
Females	17	51.5	9.5	15.5
In Care	0	0		
FSM	14	42.4	9.0	13.9
Not FSM	19	57.6	9.7	15.0
Pupil Premium	22	66.7	9.4	14.1
Not Pupil Premium	11	33.3	9.4	15.4
SEN Support	0	0		
Education, health and care plan	0	0		
Not SEN	29	87.9	9.4	14.9
Academically More Able	0	0		

Higher than 2014 (14.1).

3 year trend at 14.1+.

- Before the 3 year trend in improvement, the average points attainments was between 12 and 14 points.

Progress

Year 1 (Steps)


 Steps Progress Between Terms
 Y1 - Selected Pupils (30 pupils)

22 July 2015

Yr1 Aut2 to Yr1 Sum2

Average of Displayed Subjects						Reading		
	No.	%	Yr1 Aut2	Yr1 Sum2	Progress	Yr1 Aut2	Yr1 Sum2	Progress
All Pupils	30	100.0	37.1	40.7	3.5	37.1	40.7	3.5
Males	11	36.7	37.1	40.3	3.2	37.1	40.3	3.2
Females	19	63.3	37.2	40.8	3.7	37.2	40.8	3.7
In Care	0	0						
FSM	13	43.3	37.0	40.2	3.2	37.0	40.2	3.2
Not FSM	17	56.7	37.2	41.0	3.8	37.2	41.0	3.8
Pupil Premium	16	53.3	37.0	40.3	3.3	37.0	40.3	3.3
Not Pupil Premium	14	46.7	37.3	41.0	3.7	37.3	41.0	3.7
SEN Support	0	0						
Education, health and care plan	0	0						
Not SEN	28	93.3	37.1	40.7	3.5	37.1	40.7	3.5
Academically More Able	0	0						


 Steps Progress Between Terms
 Y1 - Selected Pupils (30 pupils)

22 July 2015

Yr1 Aut2 to Yr1 Sum2

Average of Displayed Subjects						Writing		
	No.	%	Yr1 Aut2	Yr1 Sum2	Progress	Yr1 Aut2	Yr1 Sum2	Progress
All Pupils	30	100.0	37.8	40.5	2.8	37.8	40.5	2.8
Males	11	36.7	37.4	40.0	2.6	37.4	40.0	2.6
Females	19	63.3	37.9	40.8	2.8	37.9	40.8	2.8
In Care	0	0						
FSM	13	43.3	37.3	40.1	2.8	37.3	40.1	2.8
Not FSM	17	56.7	38.1	40.8	2.7	38.1	40.8	2.7
Pupil Premium	16	53.3	37.3	40.1	2.8	37.3	40.1	2.8
Not Pupil Premium	14	46.7	38.2	40.9	2.7	38.2	40.9	2.7
SEN Support	0	0						
Education, health and care plan	0	0						
Not SEN	28	93.3	37.8	40.6	2.7	37.8	40.6	2.7
Academically More Able	0	0						


 Steps Progress Between Terms
 Y1 - Selected Pupils (30 pupils)

22 July 2015

Yr1 Aut2 to Yr1 Sum2

Average of Displayed Subjects						Mathematics		
	No.	%	Yr1 Aut2	Yr1 Sum2	Progress	Yr1 Aut2	Yr1 Sum2	Progress
All Pupils	30	100.0	37.1	40.6	3.4	37.1	40.6	3.4
Males	11	36.7	37.1	40.4	3.3	37.1	40.4	3.3
Females	19	63.3	37.2	40.7	3.5	37.2	40.7	3.5
In Care	0	0						
FSM	13	43.3	37.0	40.4	3.4	37.0	40.4	3.4
Not FSM	17	56.7	37.2	40.7	3.5	37.2	40.7	3.5
Pupil Premium	16	53.3	37.0	40.4	3.4	37.0	40.4	3.4
Not Pupil Premium	14	46.7	37.3	40.8	3.5	37.3	40.8	3.5
SEN Support	0	0						
Education, health and care plan	0	0						
Not SEN	28	93.3	37.1	40.7	3.5	37.1	40.7	3.5
Academically More Able	0	0						

- Expectation for the 2 terms in Year 1 was 3 or 4 steps.
- Progress in Reading and Maths was good whilst progress in Writing was below that expected.

Key Stage 2

Attainment and Progress

Years 3, 4 and 5 (Steps)



Steps Attainment Summary Y3, Y4, Y5 - All Pupils (98 pupils)

22 July 2015

Assessments as at Year 3 Summer 2

Year 3 (29 pupils)	Number of Pupils (%) assessed in each B/W/S.							
Subject	1W	1S	2B	2W	2S	3B	3W	3S
Reading		2 (6.9%)	1 (3.4%)	1 (3.4%)	1 (3.4%)	6 (20.7%)	7 (24.1%)	11 (37.9%)
Writing	1 (3.4%)		1 (3.4%)	3 (10.3%)	1 (3.4%)	13 (44.8%)	4 (13.8%)	6 (20.7%)
Mathematics	1 (3.4%)		3 (10.3%)	1 (3.4%)	1 (3.4%)	8 (27.6%)	7 (24.1%)	8 (27.6%)
All						2 (6.9%)		6 (20.7%)

Assessments as at Year 4 Summer 2

Year 4 (39 pupils)	Number of Pupils (%) assessed in each B/W/S.						
Subject	2S	3B	3W	3S	4B	4W	4S
Reading		2 (5.1%)	2 (5.1%)	4 (10.3%)	2 (5.1%)	15 (38.5%)	14 (35.9%)
Writing	2 (5.1%)	3 (7.7%)	4 (10.3%)		5 (12.8%)	14 (35.9%)	11 (28.2%)
Mathematics	1 (2.6%)	1 (2.6%)	3 (7.7%)	2 (5.1%)	11 (28.2%)	10 (25.6%)	11 (28.2%)
All			1 (2.6%)			6 (15.4%)	9 (23.1%)

Assessments as at Year 5 Summer 2

Year 5 (30 pupils)	Number of Pupils (%) assessed in each B/W/S.								
Subject	3B	3W	3S	4B	4W	4S	5B	5W	5S
Reading	1 (3.3%)	1 (3.3%)	1 (3.3%)	3 (10.0%)	3 (10.0%)	1 (3.3%)	5 (16.7%)	10 (33.3%)	5 (16.7%)
Writing	1 (3.3%)		1 (3.3%)	3 (10.0%)	7 (23.3%)	7 (23.3%)	2 (6.7%)	5 (16.7%)	4 (13.3%)
Mathematics	1 (3.3%)	1 (3.3%)	1 (3.3%)	5 (16.7%)		4 (13.3%)	6 (20.0%)	8 (26.7%)	4 (13.3%)
All	1 (3.3%)						1 (3.3%)	2 (6.7%)	

Year 3



Age Related Expectation Summary Report Y3 - All Pupils (29 pupils)

22 July 2015
Year 3 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	16 (55.2%)	13 (44.8%)	13 (44.8%)	0 (0%)
Writing	20 (69.0%)	9 (31.0%)	9 (31.0%)	0 (0%)
Mathematics	18 (62.1%)	11 (37.9%)	11 (37.9%)	0 (0%)
Combined	Working Below Expectation in one or more 21 (72.4%)	Working At or Above Expectation in all 8 (27.6%)		Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)



Steps Progress Between Terms
Y3 - All Pupils (29 pupils)

22 July 2015

Yr3 Aut2 to Yr3 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No.	%	Yr3 Aut2	Yr3 Sum2	Progress	Yr3 Aut2	Yr3 Sum2	Progress	Yr3 Aut2	Yr3 Sum2	Progress	Yr3 Aut2	Yr3 Sum2	Progress
All Pupils	29	100.0	46.0	49.7	3.8	45.8	50.2	4.4	46.3	49.4	3.1	45.8	49.6	3.8
Males	13	44.8	46.2	49.9	3.7	45.7	50.1	4.4	46.5	49.5	3.0	46.4	50.2	3.8
Females	16	55.2	45.8	49.6	3.8	45.9	50.3	4.4	46.2	49.4	3.2	45.2	49.0	3.8
In Care	0	0												
FSM	13	44.8	44.7	48.2	3.5	44.3	48.3	4.1	44.9	47.8	2.8	44.9	48.5	3.6
Not FSM	16	55.2	47.0	51.0	4.0	47.0	51.7	4.7	47.5	50.8	3.3	46.5	50.5	4.0
Pupil Premium	19	65.5	45.3	49.0	3.7	45.1	49.4	4.3	45.6	48.7	3.1	45.2	48.8	3.6
Not Pupil Premium	10	34.5	47.3	51.3	4.0	47.1	51.7	4.6	47.8	51.0	3.2	46.9	51.1	4.2
SEN Support	0	0												
Education, health and care plan	0	0												
Not SEN	24	82.8	46.8	50.7	3.9	46.6	51.0	4.5	47.2	50.4	3.2	46.5	50.5	4.0
Academically More Able	1	3.4												

- Expected progress for the 2 terms has been 3 / 4 steps.
- Progress has been good in all areas for all groups, except FSM – writing.
- The % at ARE are the lowest in the school.

Year 4



Age Related Expectation Summary Report
Y4 - All Pupils (39 pupils)

22 July 2015

Year 4 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	10 (25.6%)	29 (74.4%)	29 (74.4%)	0 (0%)
Writing	14 (35.9%)	25 (64.1%)	25 (64.1%)	0 (0%)
Mathematics	18 (46.2%)	21 (53.8%)	21 (53.8%)	0 (0%)
Combined	Working Below Expectation in one or more 19 (48.7%)	Working At or Above Expectation in all 20 (51.3%)	Working At or Above Expectation in all 20 (51.3%)	Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)



Steps Progress Between Terms
Y4 - All Pupils (39 pupils)

22 July 2015

Yr4 Aut2 to Yr4 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No.	%	Yr4 Aut2	Yr4 Sum2	Progress	Yr4 Aut2	Yr4 Sum2	Progress	Yr4 Aut2	Yr4 Sum2	Progress	Yr4 Aut2	Yr4 Sum2	Progress
All Pupils	39	100.0	52.7	56.3	3.6	52.8	56.8	3.9	52.7	55.8	3.1	52.5	56.2	3.8
Males	20	51.3	51.7	55.7	3.9	51.9	56.2	4.3	51.5	54.9	3.5	51.9	55.9	4.1
Females	19	48.7	53.8	57.0	3.2	53.9	57.4	3.5	54.2	56.9	2.8	53.2	56.6	3.4
In Care	0	0												
FSM	15	38.5	52.4	56.1	3.7	52.6	56.9	4.3	52.0	55.3	3.3	52.5	56.1	3.6
Not FSM	24	61.5	52.8	56.4	3.5	52.9	56.7	3.7	53.1	56.2	3.0	52.5	56.3	3.8
Pupil Premium	28	71.8	52.6	56.5	3.9	52.8	57.0	4.3	52.5	56.0	3.4	52.5	56.5	4.0
Not Pupil Premium	11	28.2	52.8	55.8	3.0	52.9	56.1	3.2	53.1	55.5	2.5	52.4	55.6	3.3
SEN Support	0	0												
Education, health and care plan	0	0												
Not SEN	31	79.5	54.1	57.5	3.4	54.3	57.9	3.6	54.2	57.3	3.1	53.7	57.2	3.5
Academically More Able	0	0												

- Expected progress for the 2 terms has been 3 / 4 steps.
- Progress has been good in all areas for all groups, except: Females & Non PP pupils in writing.

Year 5



Age Related Expectation Summary Report
Y5 - All Pupils (30 pupils)

22 July 2015
Year 5 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	15 (50.0%)	15 (50.0%)	15 (50.0%)	0 (0%)
Writing	21 (70.0%)	9 (30.0%)	9 (30.0%)	0 (0%)
Mathematics	18 (60.0%)	12 (40.0%)	12 (40.0%)	0 (0%)
Combined	Working Below Expectation in one or more 22 (73.3%)	Working At or Above Expectation in all 8 (26.7%)		Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)



Steps Progress Between Terms
Y5 - All Pupils (30 pupils)

14 August 2015
Yr5 Aut2 to Yr5 Sum2

Average of Displayed Subjects	Reading			Writing			Mathematics							
	No.	%	Yr5 Aut2	Yr5 Sum2	Progress	Yr5 Aut2	Yr5 Sum2	Progress	Yr5 Aut2	Yr5 Sum2	Progress			
All Pupils	30	100.0	56.9	60.3	3.4	57.1	60.8	3.7	56.4	59.8	3.3	57.2	60.3	3.2
Males	18	60.0	56.3	59.6	3.2	56.6	60.2	3.6	55.7	58.8	3.1	56.7	59.7	2.9
Females	12	40.0	57.8	61.4	3.7	57.8	61.8	3.9	57.6	61.3	3.7	57.8	61.3	3.5
In Care	0	0												
FSM	8	26.7	56.7	60.5	3.7	56.9	60.8	3.9	57.0	60.6	3.6	56.3	60.0	3.8
Not FSM	22	73.3	57.0	60.3	3.3	57.2	60.9	3.7	56.2	59.5	3.2	57.5	60.5	3.0
Pupil Premium	20	66.7	56.0	59.4	3.5	56.2	59.8	3.6	55.8	59.2	3.4	56.0	59.3	3.3
Not Pupil Premium	10	33.3	58.8	62.1	3.3	59.0	63.0	4.0	57.7	60.9	3.2	59.6	62.4	2.8
SEN Support	1	3.3	51.3	56.0	4.7	52.0	56.0	4.0	52.0	57.0	5.0	50.0	55.0	5.0
Education, health and care plan	0	0												
Not SEN	20	66.7	59.4	62.7	3.3	59.5	63.4	3.9	58.5	61.7	3.2	60.2	63.0	2.8
Academically More Able	0	0												

- Expected progress for the 2 terms has been 3 / 4 steps.
- Progress of all pupils has been within this expectation, however for specific groups within areas less progress has been made. E.g. Pupil Premium pupils and boys in maths.