

St. Joseph's Catholic Primary School

Data Summary 2019

Early Years Foundation Stage

Early Years is a strength of our school. Children achieve well and make good progress.

Children are assessed at the end of their year in Reception and can achieve a score of 1, 2 or 3 (3 being the highest) in the different areas of learning

Literacy

Reading 66% of the children scored a 2 which is the expected standard

10% of the children scored a 3 (above expected)

Overall 76% of the children scored 2+ in Reading (National 2018 - 77%)

Writing 72% of the children scored a 2 which is the expected standard

3% of the children scored a level 3 (above expected)

Overall 76% of the children scored 2+ in Writing (National 2018 - 74%)

Numeracy

Number 69% of the children scored a 2 which is the expected standard

7% of the children scored a level 3 (above expected)

Overall 76% of the children scored 2+ in Number (National 2018 - 79%)

Shape, Space and Measure 69% of the children scored a 2 which is the expected standard

7% of the children scored a 3

Overall 76% of children scored 2+ in Shape, Space and Measure (National 2018 - 82%)

Good Level of Development 76% of the children achieved this level, 4% above National (National 2019 (provisional) - 72%)

Phonics Screen - Year 1

Children in Year 1 complete the Phonics Screen which consists of 40 words to read. Children are expected to achieve a score of 32+ to pass the Phonics Screen

77% of the children achieved a score of 32+

The National average for the Phonics Screen in 2019 (provisional) is 82%

If children do not pass the Phonics Screen at the end of Year 1 they take the Phonics Screen again at the end of Year 2.

In 2019, 7 children who did not achieve the pass mark in Year 1 retook the test in Year 2.

2 out of 7 children (29%) in Year 2 re-sitting the test achieved 32+

KS1 SATS - Year 2

New assessment arrangements were put in place for 2016. Children are no longer given a level, they are assessed as being either below (BLW), working towards (WTS), at expected standard (EXS) or working at greater depth (GDS)

**National figures are provisional*

Key

EXS - reached the expected standard

GDS - working at a greater depth

Year 2 - 22 children in cohort. 1 child=4.5%

Reading

| | | | |
|--------|---------------------------|----------|---------------------------|
| School | EXS+ - 64% (GDS - 18%) | National | EXS+ - 75% (GDS - 25%) |
|--------|---------------------------|----------|---------------------------|

Writing

| | | | |
|--------|--------------------------|----------|---------------------------|
| School | EXS+ - 64% (GDS - 5%) | National | EXS+ - 69% (GDS - 15%) |
|--------|--------------------------|----------|---------------------------|

Maths

| | | | |
|--------|---------------------------|----------|---------------------------|
| School | EXS+ - 64% (GDS - 18%) | National | EXS+ - 76% (GDS - 22%) |
|--------|---------------------------|----------|---------------------------|

Combined R/W/M

| | | | |
|--------|------------------------|----------|---------------------------|
| School | EXS+ 59% (GDS - 0%) | National | EXS+ - 65% (GDS - 11%) |
|--------|------------------------|----------|---------------------------|

KS2 SATs - Year 6

New assessment arrangements were put in place for 2016. Children are no longer given a level they are assessed as having met the expected standard (EXS) or not. Children who do particularly well are assessed as working at greater depth (GD).

The 3 outcomes are based on a scaled score of 100

| | |
|----------------------|---|
| Below | Children accessing the National Curriculum at a much lower level than that of Year 6 |
| NS - Not at Standard | Children are accessing the Year 6 National Curriculum but in the test did not attain the expected National Standard |
| EXS+ | Children are accessing the Year 6 National Curriculum and in the test did attain the expected National Standard |

SATs are *summative* assessments - a one off assessment of what children can achieve at a particular moment in time.

Teacher assessments are *formative* assessments carried out by teachers over time; building a picture of what children can do on a daily basis.

National figures are given in green for comparison

| | SATs Outcomes | | Teacher Assessments | |
|--|-----------------------------|-----------------------|-----------------------------|-----------------------|
| | EXS+ (Expected Standard) | GD (Greater Depth) | EXS+ (Expected Standard) | GD (Greater Depth) |
| ALL PUPILS | | | | |
| English Reading | 60% (73%) | 23% (27%) | 80% | 43% |
| English G,P&S (Grammar, Punctuation & Spelling) | 70% (78%) | 37% (36%) | – | – |
| Mathematics | 80% (79%) | 30% (27%) | 73% | 27% |
| Writing (Teacher Assessment only) | | | 77% (78%) | 23% (20%) |
| Combined R/W/M | 53% (65%) | 10% (11%) | 69% | 13% |

| PROGRESS KS1 - KS2 ALL PUPILS | | National Average |
|----------------------------------|------|---------------------|
| Reading | +1.0 | 0 |
| Writing | +1.6 | 0 |
| Mathematics | +1.2 | 0 |

What this means - DfE - Summary of new progress measures

Progress scores are centred around 0, with most schools within the range of -5 to +5
In 2019 a school will be above the floor standard if

- At least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

Floor standard achieved.

Attendance

% Attendance overall (Reception Class to Year 6) 96.3%

This is in line with national attendance figures and a **significant improvement** on previous 2 years attendance.

Improving attendance is a school improvement priority. We are very pleased to have met our school target of 96% attendance overall.

Persistent Absence

% of Pupils whose attendance falls below 90% 9.7%

Reducing the level of Persistent Absence (Pupils whose attendance falls below 90% are identified as Persistent Absentees) is a significant priority for school improvement.

This is a significant improvement on last year with a reduction in numbers of pupils who are identified as Persistent Absentees.

If there are any questions about this information, please feel free to see Mrs. Hall.