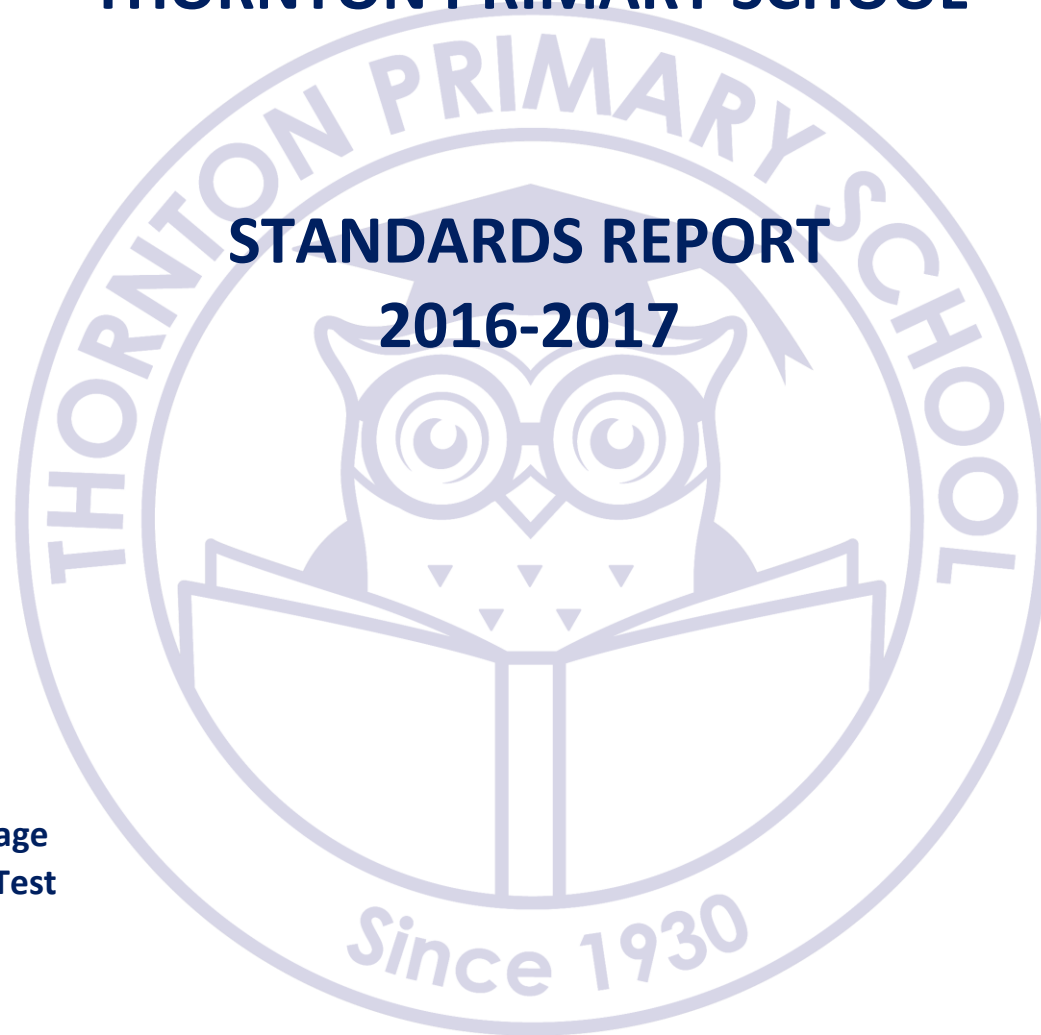


THORNTON PRIMARY SCHOOL

STANDARDS REPORT 2016-2017



- Early Years Foundation Stage
- Year 1 Phonics Screening Test
- Key Stage 1
- Key Stage

Unvalidated Data July 2017

Early Years Foundation Stage

This year 70% (21) of children in the cohort achieved a good level of development. This outcome is the same as 2016 and represents very good progress from a low baseline when the children entered Reception, with high proportions of pupils making good and accelerated progress.

Early Learning Goals	All Pupils (30)	Boys (15)	Girls (15)	DA (9)	Non DA (21)	SEND (0)
Good level of development	70%	66.7%	73.3%	55.6%	76.2%	0%
Communication and Language	76.7%	80%	80%	77.8%	81%	0%
Personal Social and Emotional	83.3%	73.3%	93.3%	88.9%	81%	0%
Physical development	96.7%	86.7%	100%	100%	90.5%	0%
Literacy	76.7%	80%	73.3%	55.6%	85.7%	0%
Maths	73.3%	73.3%	73.3%	55.6%	81%	0%

There is no Reception intake at Thornton in 2017.

Year 1 Phonics Screening Test

The Phonics Screening test was introduced in 2012 for the first time. It is designed to check whether children are making good progress in their early reading development. All children who do not meet the satisfactory standard in Year 1 Phonics Screening are assessed again in Year 2.

This year the children's outcomes are in line with National 2016. There is no significant gap between boys and girls attainment or between disadvantaged pupils and their peers. EAL pupils achieved well in the test.

Year 1	Whole class (30)	Boys (14)	Girls (16)	DA (9)	Other (21)	EAL (21)	SEN (6)
School 2017	83.3%	85.7%	81.3%	66.7%	90.5%	85.7%	33.3%
National 2016	81%	73%	81%	70%	83%	80%	46%

Last year 6 children did not make the expected standard in the phonics screen and re-took the test in Year 2. Only one SEND child failed to achieve the pass mark in the Year 2 screen.

Year 2 retakes	All Pupils (6)	BOYS (3)	GIRLS (3)	DA (6)	Other (0)	EAL (6)	SEN (4)
School 2017	83.3%	66.7%	100%	83.3%	0%	83.3%	80%
National 2016	90%	90%	94%	86%	93%	90%	69%

Issues to be addressed through Year 1 teaching next year:

- Continue with the high quality phonics teaching throughout the year with a particular focus on ensuring all children achieve at least Phase 5 to enable them to access the Phonics Screening test.
- Ensure that no gaps exist between disadvantaged pupils and their peers; between boys and girls and between EAL and non-EAL pupils.
- Ensure that the school meets national standards as a minimum in the Phonics screen in 2018.

Key Stage 1

This is the second year of assessing children without levels. The National Curriculum objectives for each year group are broken down into three stages or steps that build towards the 'end of year expectations' for that year group. This enables children to make progress towards the end goal. If pupils are 'exceeding' in an area, they are working beyond the year group expectations. If they are 'emerging', they are working towards the end of year National Curriculum expectations. If pupils are 'expected', they are on track to meet expectations.

PROPORTIONS OF PUPILS	Reading		Writing		Mathematics	
	EXP+	GD	EXP+	GD	EXP+	GD
All pupils (30)	87%	23%	77%	13%	77%	27%
Boys (15)	80%	20%	73%	0%	80%	27%
Girls (15)	93%	27%	80%	27%	73%	27%
Disadvantaged (16)	75%	19%	63%	6%	56%	25%
Other (14)	100%	29%	93%	21%	100%	29%
EAL (19)	89%	22%	77%	11%	78%	33%
SEND (6)	67%	0%	50%	0%	67%	0%

Issues to be addressed through Year 2 teaching next year:

- Close the gap between disadvantaged pupils and 'other pupils' across all subjects but particularly in mathematics.
- Improve reading outcomes for boys to ensure that they achieve as well as girls, both at expected and also greater depth.
- Raise the proportion of boys achieving greater depth in writing to meet the national standard and close the gap with girls' attainment.
- Ensure that girls achieve the high standard achieved by boys in mathematics.

Key Stage 2

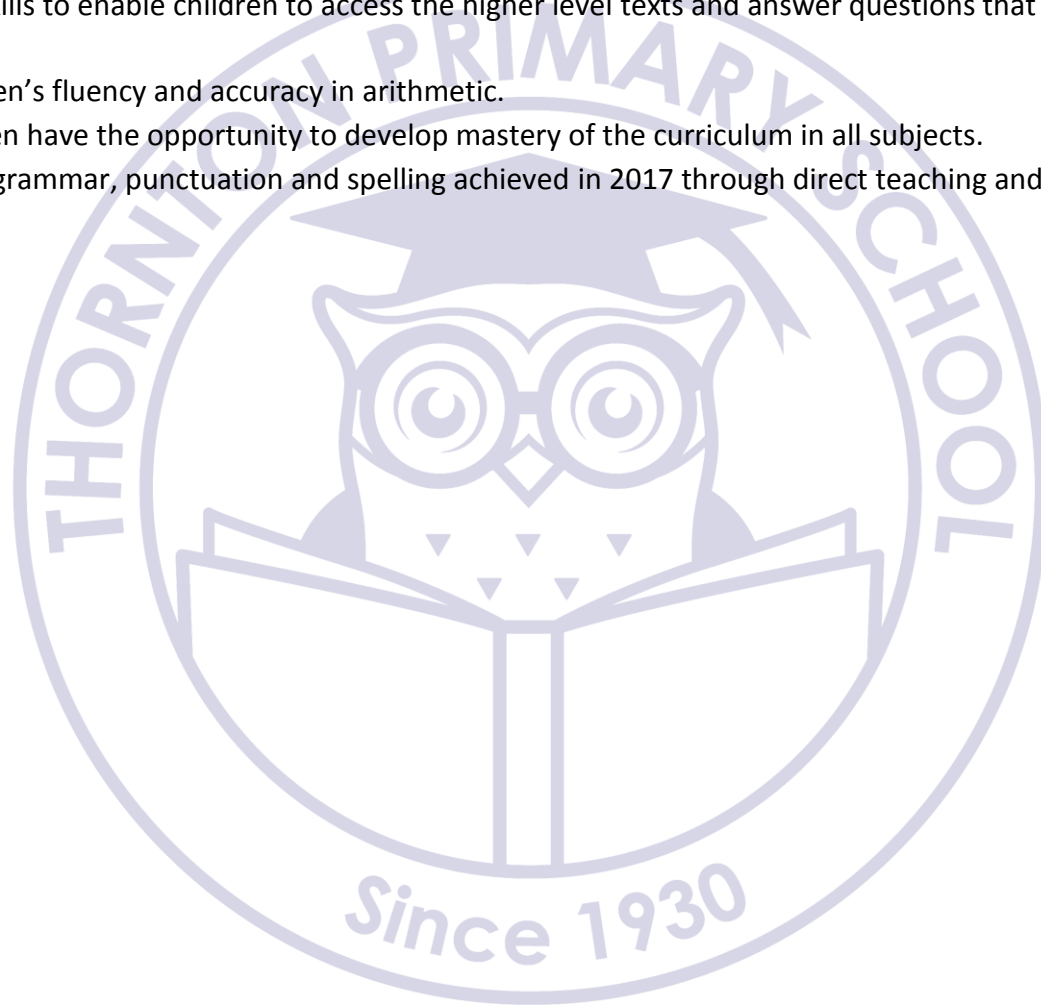
Please see table attached.

We are delighted to let Governors and parents know that the test scores for Year 6 this year are massively improved over 2016 in reading; grammar, punctuation and spelling (GPS) and mathematics. Outcomes for writing are broadly in line with last year. The school's judgements in writing were moderated this year by the Local Authority and we are pleased to say that they agreed with a very high proportion of our judgements.

We are still calculating the progress scores for the children which is a bit more difficult to do but we should have these in the autumn term once results have been validated and the national data is produced.

Issues to be addressed through Year 6 teaching next year:

- Teachers must maintain a high standard of teaching in writing, providing the children with high quality writing experiences to enable them to collect sufficient evidence to make judgements of the expected and greater depth standards.
- Continue to develop reading skills to enable children to access the higher level texts and answer questions that require a greater level of inference and deduction.
- Continue to develop the children's fluency and accuracy in arithmetic.
- Continue to ensure that children have the opportunity to develop mastery of the curriculum in all subjects.
- Maintain the high standard of grammar, punctuation and spelling achieved in 2017 through direct teaching and application of these skills in their writing.



Year 6 SAT results 2017

Cohort	Reading		GPS		Maths		Writing		Combined	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
THORNTON EXP/EXP+	48%	71%	63%	83%	41%	75%	74%	68%	34%	55%
Change from 2016		(+23%)		(+20%)		(+34%)		(-6%)		(+21%)
NATIONAL	66%	71%	73%	77%	70%	75%	74%	76%	53%	61%
School Diff to National	-18%	0%	-10%	+6%	-29%	0%	0%	-8%	-19%	-6%
Thornton Scaled Score	98	103.1	101	108.8	98	104.8	N/A	N/A	N/A	N/A
National Scaled Score	103	104	104	106	103	104	N/A	N/A	N/A	N/A
Diff	-5	-1	-3	+1	-5	-1				
Thornton Pupil Premium EXP/EXP+	42%	71%	59%	81%	39%	71%	69%	65%	28%	56%
Change from 2016		+29%		+22%		+32%		-4%		+28%
Thornton 'others'	53%	71%	67%	84%	44%	79%	79%	68%	39%	53%
Change from 2016		+18%		+17%		+35%		-11%		+14%
Diff between PP/others	-11%	0%	-8%	-3%	-5%	-8%	-10%	-3%	-11%	+3%
Thornton Scaled Score PP	97	103.3	100	108.6	97	104.7	N/A	N/A	N/A	N/A
Thornton Scaled Score others	99	102.9	102	109	99	105	N/A	N/A	N/A	N/A
Diff	-2	+0.4	-2	-0.4	-2	-0.3	N/A	N/A	N/A	N/A
GDS (110+)	8%	18%	13%	50%	7%	34%	9%	9%	2%	6%
Change from 2016		+10%		+37%		+27%		(0)		+4%
NATIONAL	19%	N/A	22%	N/A	17%	N/A	15%	N/A	5%	N/A
Diff	-11%	N/A	-9%	N/A	-10%	N/A	-6%	N/A	-3%	N/A
Thornton Pupil Premium	5%	20%	9%	48%	5%	31%	8%	9%	1%	7%
Change from 2016		+15%		+39%		+26%		-1%		+6%
Thornton 'others'	11%	16%	17%	51%	10%	37%	11%	8%	2%	5%
Change from 2016		+5%		+34%		+27%		-3%		+3%
Diff between PP/others	-6%	+4%	-8%	-3%	-5%	-6%	-3%	+1%	-1%	+2%