

THORNTON PRIMARY SCHOOL

Phonics, KS1 and KS2 DATA 2018 - UNVALIDATED

Year 1 Phonics Screening Test

All children who do not meet the satisfactory standard in Year 1 Phonics Screening are assessed again in Year 2. The pass mark for the Phonics test in 2018 was 32 therefore we have based these provisional results on this figure.

This year the children's outcomes are 5.5% above National in 2017. There is no gap between boys and girls. There were 4 children who did not pass the phonics screen. One child has an EHC for medical needs who has profound hearing impairment and a cochlea implant. One child has been assessed as being 18 months behind his peers. One child has a severe speech impediment and we are in the process of gaining support for him. 3 out of the 4 children that did not pass are Disadvantaged and mentioned above.

Year 1	Whole class (30)	Boys (15)	Girls (15)	DA (9)	Other (21)	EAL (21)	SEN (3)
School 2018	86.6%	86.6%	86.6%	66.6%	95.2%	90.4%	33.3%
School 2017	83.3%	85.7%	81.3%	66.7%	90.5%	85.7%	33.3%
National 2017	81%	78%	85%	70%	83%	81%	43%

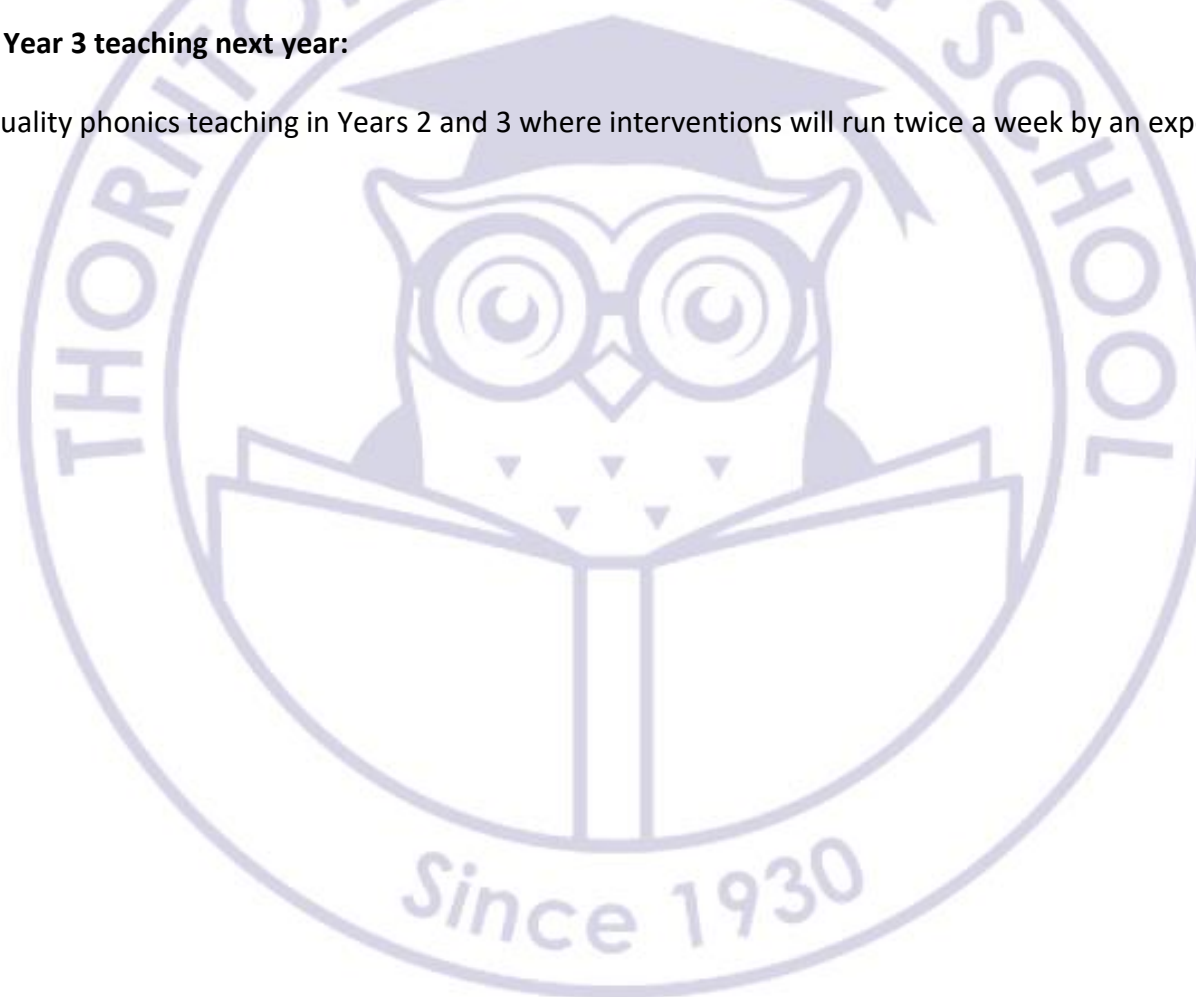
There are no issues to be addressed through teaching next year as there will be no Year 1 cohort.

Last year 5 children did not make the expected standard in the phonics screen and re-took the test in Year 2. 4 out of 5 of the children are SEN.

Year 2 retakes	All Pupils (5)	BOYS (2)	GIRLS (3)	DA (3)	Other (2)	EAL (2)	SEN (4)
School 2018	60%	50%	67%	67%	50%	100%	50%
School 2017	83%	67%	100%	83%	0%	83%	80%
National 2017	92%	90%	94%	86%	93%	91%	63%

Issues to be addressed through Year 3 teaching next year:

- Continue with the high quality phonics teaching in Years 2 and 3 where interventions will run twice a week by an experienced Teaching Assistant.



Key Stage 1

This is the third 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. This is known as Greater Depth (GD). If they are still working towards the end of year National Curriculum expectations this is known as WTS. If pupils are 'expected', they are meeting the end of year expectations (EXP).

PROPORTIONS OF PUPILS	Reading		Writing		Mathematics		Science
	EXP/+	GD	EX/P+	GD	EXP/+	GD	EXP
All pupils Thornton 2018 (31)	77%	23%	77%	23%	77%	23%	81%
All pupils Thornton 2017	87%	23%	77%	13%	77%	27%	80%
National All Pupils 2017	76%	25%	68%	16%	75%	21%	83%
Boys (16)	81%	19%	81%	19%	81%	25%	81%
Girls (15)	73%	27%	73%	27%	73%	27%	80%
Disadvantaged (8)	38%	13%	38%	13%	38%	25%	38%
Other (23)	91%	26%	91%	26%	91%	22%	96%
EAL (16)	81%	25%	81%	19%	81%	19%	88%
SEND (6)	0	0	0	0	0	0	0

Out of 8 disadvantaged children, 6 are SEN (67%). All children have made progress against their personal targets on their SEN toolkits, making significant progress since Reception. One disadvantaged child is EAL and spoke no English when he arrived at the school; he has made accelerated progress since starting at Thornton. Only 3 of our disadvantaged pupils have reached the expected standard but 2 of these children reached GD in Maths, 1 child achieved combined at GD.

Issues to be addressed through Year 3 teaching next year:

- To close the gap between disadvantaged and non-disadvantaged pupils across all subjects; particularly in Reading and Writing.
- To raise the attainment of girls in all subjects so close the boy/girl gap at the expected standard.

Issues to be addressed through Year 2 teaching next year:

- To accelerate the progress of the 3 disadvantaged pupils who are below age related expectations.
- To raise the attainment of the boys across all subjects particularly Reading and Writing at greater depth.



Key Stage 2

Progress from Key Stage 1 has improved considerably since 2016 and the school is comfortably within the floor standard requirements for primary schools in terms of progress however we still need to improve the proportion of pupils achieving combined reading, writing and mathematics at the expected level and also at greater depth.

Cohort	Reading			GPS			Maths			Writing			Combined		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
THORNTON EXP/EXP+	48%	71%	68%	63%	83%	82%	41%	75%	71%	74%	67%	81%	34%	55%	59%
NATIONAL	66%	71%	75%	73%	77%	78%	70%	75%	76%	74%	76%	78%	53%	61%	64%
School Diff to National	-18%	0%	-7%	-10%	+6%	+4%	-29%	0%	-5%	0%	-8%	+2%	-19%	-6%	-5%
Thornton Scaled Score	98	103.1	102.6	101	108.8	107.2	98	104.8	103.1	N/A	N/A	N/A	N/A	N/A	N/A
National Scaled Score	103	104	105	104	106	106	103	104	104	N/A	N/A	N/A	N/A	N/A	N/A
Thornton Pupil Premium EXP/EXP+	42%	71%	66%	59%	81%	77%	39%	71%	59%	69%	65%	78%	28%	56%	51%
Thornton 'others'	53%	71%	70%	67%	84%	86%	44%	79%	83%	79%	68%	83%	39%	53%	65%
Diff between PP/others	-11%	0%	4%	-8%	-3%	-9%	-5%	-8%	-24%	-10%	-3%	-5%	-11%	+3%	-14%
Thornton Scaled Score PP	97	103.3	102.2	100	108.6	106.3	97	104.7	102.8	N/A	N/A	N/A	N/A	N/A	N/A
Thornton Scaled Score others	99	102.9	102.9	102	109	108	99	105	103.3	N/A	N/A	N/A	N/A	N/A	N/A
GDS (110+)	8%	18%	16%	13%	50%	44%	7%	34%	15%	9%	9%	19%	2%	6%	6%
NATIONAL	19%	25%	25%	22%	31%	31%	17%	23%	23%	15%	18%	18%	5%	9%	9%
Thornton Pupil Premium	5%	20%	13%	9%	48%	43%	5%	31%	19%	8%	9%	20%	1%	7%	3%
Thornton 'others'	11%	16%	19%	17%	51%	45%	10%	37%	13%	11%	8%	19%	2%	5%	3%
Diff between PP/others	-6%	+4%	-7%	-8%	-3%	-2%	-5%	-6%	+6%	-3%	+1%	0%	-1%	+2%	0%

Floor Standard 2018			Does the school meet the floor standard?
Combined attainment (expected reading, writing and mathematics)	Thornton 59%	National expectation 65%	No
	Average Progress score	Minimum Floor standard requirement	
Reading	-2.9	-5.0	Yes
Writing	-0.3	-7.0	Yes
Mathematics	-2.1	-5.0	Yes

Therefore the school meets the floor standard as the progress of pupils is within the floor standard boundaries for all subjects.

The progress of pupils from Key Stage 1 is a high priority for us at Thornton as we aim to achieve a positive score in all subjects, which will also ensure that attainment rises and the combined outcome is at least in line with national.

Issues to be addressed through quality first teaching in all year groups in 2018-19:

- Teachers must maintain a high standard of teaching in reading, providing the children with high quality reading experiences to enable them to understand the required level of vocabulary necessary 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 reasoning through tasks that will encourage children to use and apply their mathematical knowledge.
- To deepen and broaden children's mathematical skills using challenging and stimulating tasks through well thought out lessons and appropriate knowledge of the maths sequence.
- 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 2018 through direct teaching and application of these skills in their writing.
- To ensure that teachers focus on those pupils achieving EXS/GDS in two subjects only so that their progress can be accelerated in the third subject, this will improve the combined attainment. It will also narrow the gap between disadvantaged pupils and their peers.
- Strengthen teacher assessment so that teacher assessments more accurately predict outcomes, in particular in reading.

