

16<sup>th</sup> July 2019

# Standards Report for Governors and Key stakeholders

*Unvalidated Data – July 2019*

## THORNTON PRIMARY SCHOOL

### Phonics, KS1 and KS2 DATA 2019 – UNVALIDATED OUTCOMES

#### 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 and 4 children failed to meet this standard.

We have no Year 1 children this year so the only outcomes we have for the Phonics screening are for the 4 children who did not pass the phonics screen in 2018. 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. These 4 children have all made progress from their starting points and are all working on Phase 5 phonics, they will continue to do so in Year 3.

| Proportion of pupils achieving the expected standard |                |          |           |        |           |         |         |
|--|----------------|----------|-----------|--------|-----------|---------|---------|
| Year 2 retakes                                       | All Pupils (4) | BOYS (2) | GIRLS (2) | DA (3) | Other (1) | EAL (2) | SEN (3) |
| School 2019  | 50%            | 50%      | 50%       | 75%    | 25%       | 50%     | 75%     |
| National 2018  | 92%            | 90%      | 94%       | 84%    | 93%       | 91%     | 64%     |

#### Issues to be addressed through Year 3 teaching next year:

- All children will be screened in September to identify those children who require additional support and intervention and to identify what sounds they know and what sounds they need to work on.
- To continue with the high quality phonics teaching in Year 3 where interventions will run every day by an experienced Teaching Assistant in addition to guided reading and one-to-one reading.
- In addition to the 4 children from Thornton who have not reached the expected standard there will be interventions for those children who failed to achieve the expected standard or who only just achieved the standard (pass mark of 32) transferring from Sladefield Infant School.

## Key Stage 1

Children are assessed against the National Curriculum objectives for each year group by teachers and this is recorded on Target Tracker. Each year children take SAT style tests which guide the teachers in making their Teacher Assessment judgements. **This year the school was moderated by the Local Authority to agree the consistency of our judgements.**

| PROPORTIONS OF PUPILS           | Reading     |            | Writing     |            | Mathematics |            | Science     | Combined*   |            |
|---------------------------------|-------------|------------|-------------|------------|-------------|------------|-------------|-------------|------------|
|                                 | EXP/+       | GD         | EXP/+       | GD         | EXP/+       | GD         | EXP         | EXP/+       | GDS        |
| All pupils Thornton 2019 (31)   | (23)<br>74% | (7)<br>23% | (23)<br>74% | (5)<br>16% | (22)<br>71% | (7)<br>23% | (23)<br>74% | (21)<br>67% | (5)<br>17% |
| <b>National All Pupils 2018</b> | <b>75%</b>  | <b>26%</b> | <b>70%</b>  | <b>16%</b> | <b>76%</b>  | <b>22%</b> | <b>83%</b>  | <b>65%</b>  | <b>12%</b> |
| Boys (16)                       | (12)<br>75% | (4)<br>25% | (12)<br>75% | (3)<br>19% | (11)<br>69% | (5)<br>31% | (12)<br>75% | (11)<br>69% | (3)<br>20% |
| Girls (15)                      | (11)<br>70% | (3)<br>20% | (11)<br>73% | (2)<br>13% | (11)<br>73% | (2)<br>13% | (11)<br>73% | (10)<br>67% | (2)<br>13% |
| Disadvantaged (10)              | (7)<br>70%  | (2)<br>20% | (7)<br>70%  | (2)<br>20% | (7)<br>70%  | (2)<br>20% | (7)<br>70%  | (7)<br>70%  | (2)<br>18% |
| Other (21)                      | (16)<br>76% | (4)<br>19% | (16)<br>76% | (3)<br>14% | (15)<br>71% | (5)<br>24% | (16)<br>76% | (13)<br>62% | (3)<br>16% |
| EAL (21)                        | (15)<br>71% | (5)<br>24% | (15)<br>71% | (4)<br>19% | (14)<br>67% | (5)<br>24% | (15)<br>71% | (13)<br>62% | (4)<br>19% |
| SEND (4)                        | 0           | 0          | 0           | 0          | (1)<br>25%  | (1)<br>25% | (1)<br>25%  | (1)<br>25%  | (0)<br>0   |

EXP/+ = working at the expected standard or at the higher standard (greater depth GDS)

GDS = working at the higher standard

\*The combined score relates to the proportion of pupils who achieved expected or above in all 3 areas – reading, writing and mathematics. The figure below in blue represented the proportion of pupils who also achieved science. The GDS figure is not available as children can only be assessed as achieving expected.

Of the 10 Disadvantaged (DA) pupils, 2 pupils are Disadvantaged (DA) and SEND and 7 pupils are Disadvantaged (DA) and have English as an Additional Language (EAL).

Our SATs results are in line (within 5%) with last year's national outcomes at both Expected/+ and Greater Depth in all subjects except science where outcomes are significantly below national. Our Average Scaled Score for the tests in 2019 has increased from 101.4 to 102 this academic year. This year boys outperformed girls in reading and writing. There is a 5% difference between the achievement of boys and girls in reading at EXS+ and GDS; 2% in writing at Expected/+ and 6% at Greater Depth. In mathematics girls outperformed boys by 4% at EXP+ however there is a significant gap between the proportion of boys and girls achieving greater depth, with boys achieving 31% and girls only 13%. However it is worth noting that in small cohorts one or two pupils can make a big difference to percentages and also cohorts can differ considerably year on year.

In the academic year 2018-2019 there were significant gaps between disadvantaged and non-disadvantaged pupils and this has narrowed.

| PROPORTIONS OF PUPILS (31) | Reading |      | Writing |      | Mathematics |     | Science |
|----------------------------|---------|------|---------|------|-------------|-----|---------|
|                            | EXP/+   | GD   | EX/P+   | GD   | EXP/+       | GD  | EXP     |
| Disadvantaged (8)          | 38%     | 13%  | 38%     | 13%  | 38%         | 25% | 38%     |
| Other (23)                 | 91%     | 26%  | 91%     | 26%  | 91%         | 22% | 96%     |
| Gap                        | -54%    | -13% | -54%    | -13% | -54%        | +3% | -54%    |

DA and Non DA are now in line in mathematics at EXP/+ but there is a 6% gap in favour of non-disadvantaged pupils in reading and writing. Disadvantaged pupils performed +7% better than non-disadvantaged at GDS but were in line in reading. In mathematics the gap is -6% in favour of non-disadvantaged pupils.

### Actions for Year 3:

- Maintain results and continue to ensure that the gap between boys and girls continues to narrow.
- Confident 'expected' writers will be targeted in Year 3 to increase the number of children that are working at greater depth in writing.
- Children who achieved a high scaled score on the tests (98 or above) will be targeted with quality first teaching and targeted interventions in order to accelerate progress in order to reach the expected standard in Year 3.
- Explore the reasons behind the gender gap in mathematics for this cohort and put measures in place to narrow this gap by at least half next year.
- Explore why pupils' attainment in science is well below national and put measures in place to improve science outcomes for this cohort next year.

### Year 3 Baselines

Each academic year we baseline the children at the start of Year 3. This year to secure our judgements and baselines we will be performing NFER testing across all core subjects including Spelling, Punctuation and Grammar (SPAG).

This year we have asked the local infant school Sladefield to provide not only the teacher assessment data submitted to the LA but also the scaled scores from the SATS papers. Using all this information we will be able to accurately baseline the children so will have clear and accurate starting points for all children. This will also enable us to set clear interventions for our children who are not yet reaching the expected standard right at the start of September.



## Key Stage 2

We are delighted to report that the proportion of pupils achieving the expected standard in reading, writing and mathematics is now above the national average which means that more of our pupils than ever are 'secondary ready'. This is the last year where outcomes for pupils are being compared under two different systems – the old and new national curriculum.

| Cohort                              | Reading |       |            | GPS   |       |            | Maths |       |            | Writing (TA) |      |          | Combined (R, W & M) |      |          |
|-------------------------------------|---------|-------|------------|-------|-------|------------|-------|-------|------------|--------------|------|----------|---------------------|------|----------|
|                                     | 2017    | 2018  | 2019       | 2017  | 2018  | 2019       | 2017  | 2018  | 2019       | 2017         | 2018 | 2019     | 2017                | 2018 | 2019     |
| <b>THORNTON EXP/EXP+ (100+)</b>     | 71%     | 68%   | 79%<br>↑   | 83%   | 82%   | 83%<br>→   | 75%   | 71%   | 77%<br>↑   | 67%          | 81%  | 81%<br>↑ | 55%                 | 59%  | 68%<br>↑ |
| <b>NATIONAL</b>                     | 71%     | 75%   | 73%        | 77%   | 78%   | 78%        | 75%   | 76%   | 79%        | 76%          | 78%  | 78%      | 61%                 | 64%  | 65%      |
| <b>School Diff to National</b>      | 0%      | -7%   | +6%        | +6%   | +4%   | +5%        | 0%    | -5%   | -2%        | -8%          | +2%  | +3%      | -6%                 | -5%  | +3%      |
| <b>Thornton Scaled Score</b>        | 103.1   | 102.6 | 104.2<br>↑ | 108.8 | 107.2 | 107.5<br>→ | 104.8 | 103.1 | 104.2<br>→ | N/A          | N/A  | N/A      | N/A                 | N/A  | N/A      |
| <b>National Scaled Score</b>        | 104     | 105   | 104        | 106   | 106   | 106        | 104   | 104   | 105        | N/A          | N/A  | N/A      | N/A                 | N/A  | N/A      |
| <b>Thornton DA EXP/EXP+</b>         | 71%     | 66%   | 74%<br>↑   | 81%   | 77%   | 75%<br>↓   | 71%   | 59%   | 63%<br>↓   | 65%          | 78%  | 71%<br>↑ | 56%                 | 51%  | 53%<br>↓ |
| <b>Thornton 'others'</b>            | 71%     | 70%   | 82%<br>↑   | 84%   | 86%   | 87%<br>↑   | 79%   | 83%   | 85%<br>↑   | 68%          | 83%  | 86%<br>↑ | 53%                 | 65%  | 77%<br>↑ |
| <b>Diff between DA/others</b>       | 0%      | 4%    | -8%        | -3%   | -9%   | -12%       | -8%   | -24%  | -22%       | -3%          | -5%  | -15%     | +3%                 | -14% | -24%     |
| <b>Thornton Scaled Score DA</b>     | 103.3   | 102.2 | 103.9<br>↑ | 108.6 | 106.3 | 105.7<br>↓ | 104.7 | 102.8 | 102.5<br>↓ | N/A          | N/A  | N/A      | N/A                 | N/A  | N/A      |
| <b>Thornton Scaled Score others</b> | 102.9   | 102.9 | 104.4<br>↑ | 109   | 108   | 108.5<br>→ | 105   | 103.3 | 105.3<br>→ | N/A          | N/A  | N/A      | N/A                 | N/A  | N/A      |
| <b>GDS (110+)</b>                   | 18%     | 16%   | 25%<br>↑   | 50%   | 44%   | 37%<br>↓   | 34%   | 15%   | 18%<br>↓   | 9%           | 19%  | 20%<br>↑ | 6%                  | 6%   | 9%<br>↑  |
| <b>NATIONAL</b>                     | 25%     | 25%   | TBC        | 31%   | 31%   | TBC        | 23%   | 23%   | TBC        | 18%          | 18%  | TBC      | 9%                  | 9%   | TBC      |
| <b>Thornton DA GDS</b>              | 20%     | 13%   | 25%<br>↑   | 48%   | 43%   | 28%<br>↓   | 31%   | 19%   | 11%<br>↓   | 9%           | 20%  | 14%<br>↑ | 7%                  | 3%   | 5%<br>↓  |
| <b>Thornton 'others'</b>            | 16%     | 19%   | 25%<br>↑   | 51%   | 45%   | 43%<br>↓   | 37%   | 13%   | 23%<br>↓   | 8%           | 19%  | 24%<br>↑ | 5%                  | 3%   | 10%<br>↑ |
| <b>Diff between DA/others</b>       | +4%     | -6%   | 0%         | -3%   | -2%   | -15%       | -6%   | +6%   | -12%       | +1%          | 0%   | -10%     | +2%                 | 0%   | -5%      |

## Key Stage 2 Science Results

| Cohort             | Expected Standard | Expected Standard | Difference |
|--------------------|-------------------|-------------------|------------|
|                    | 2018              | 2019              |            |
| Year Group (150)   | 77%               | 84%               | +7%        |
| Boys (85)          | 78%               | 83%               | +5%        |
| Girls (65)         | 77%               | 83%               | +6%        |
| Pupil Premium (57) | 73%               | 75%               | +2%        |
| 'Other' (93)       | 82%               | 89%               | +7%        |
| SEN (22)           | 55%               | 37%               | -18%       |

### Note

There is no 'Greater Depth' awarded in Science, only Expected.

### Summary

- Reading attainment at both expected and at greater depth has **increased by 9%** over 2018. Outcomes in reading are **above national at expected/+ (+6%) and in line at GDS**. The gender gap has widened from KS1 at the expected level by 5% however at GDS gaps have narrowed. Girls outperform boys at EXS (8%) but boys slightly outperformed girls at GDS (3%)
- Maths attainment at the expected standard has **increased by 6%** and Greater Depth Maths attainment has **increased by 3%** over 2018. Outcomes in mathematics at expected/+ are **in line with national but are below at GDS**. There was no gender gap this year at EXS but at GDS boys significantly outperform girls (16%) and this has widened since KS1 by 8%.
- Expected and Greater Depth Writing has **stayed stable** over 2018 and are **in line with national**. Girls outperform boys and the gender gap has widened by 10% at EXS but has narrowed at GDS by 5% since KS1.
- In Grammar, Punctuation and Spelling (GPS) outcomes have **remained high at 83%** and are **in line with national (+5%)**. Outcomes at greater depth are **above national**.

- Combined data (the proportion of pupils achieving at least the expected standard in reading, writing and mathematics) has increased by 9%. This is **in line with national (+3%)**. Greater Depth combined has **increased by 3%** and is **in line with national**.

### **Outcomes for disadvantaged pupils (those eligible for Pupil Premium)**

- In Reading, the achievement gap has widened by 4% from 2018. Disadvantaged pupils are performing below 'others' (Gap = 8%). This is in line with KS1 outcomes. The Greater Depth achievement gap has narrowed from 2018 and DA children are working in line with 'others' (Gap = 0%). **This is a significant improvement on the achievement gap at the end of Key Stage 1 which was 18%.**
- In maths, the achievement gap has remained constant with disadvantaged pupils performing significantly below 'others' (Gap = 22%). This gap has widened significantly since KS1. The Greater Depth achievement gap has widened and disadvantaged pupils are performing significantly below 'others' (Gap = 12%). **This has improved by 5% since KS1.**
- In writing, the achievement gap widened by 10% from 2018 and disadvantaged pupils are performing significantly below 'others' (Gap = 15%). This gap has widened significantly since KS1. The Greater Depth achievement gap has widened and disadvantaged children are performing significantly below 'others' (Gap = 10%). This has widened by 5% since KS1.
- In Combined, the achievement gap has widened by 10% and DA children are performing well below 'others' (Gap = 24%). Greater Depth combined achievement is in line with 'others' (Gap = 5%).

### **Issues to be addressed through quality first teaching in all year groups in 2019-20:**

Outcomes for children in Year 6 are not solely the product of Year 6 teaching. Whilst children do make very good progress in Year 6 it is the responsibility of all staff in school to ensure that all children make good progress whilst they are in their class. Therefore the issues identified here are appropriate to all year groups to ensure that children enter year 6 well prepared for the year 6 curriculum. The year 6 outcomes this year are not necessarily representative of the performance of other year groups therefore year group leaders analyse their own data and identify key issues for improvement over the coming year. However, some key issues should be taken into account when analysing data to ensure that no group of pupils is overlooked.

- Continue the high standard of teaching of 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. Particular attention should be given to the performance in reading of **boys and disadvantaged pupils**.

- Improve the overall outcomes in mathematics, particularly the performance of **girls at greater depth and disadvantaged pupils at both expected and greater depth** through:
  - Rigorously teach arithmetic skills, particularly times tables and number bonds, to develop greater fluency and accuracy.
  - Plan for the development of children's reasoning skills through well structured tasks, ensuring more than one mathematical skill is embedded in these tasks. Lessons should be well structured and follow a clear teaching sequence.
  - Develop children's mathematical vocabulary by ensuring that all staff use appropriate mathematical language at all times, this is on display in classrooms appropriate to the mathematical focus so that children recognise and understand key vocabulary in reasoning questions and how this can enable them to understand the question more clearly.
  - Develop mastery of the mathematics curriculum by broadening and deepening children's mathematical skills using challenging, stimulating and extended tasks.
- Maintain rigour in the teaching of writing and grammar, punctuation and spelling (GPS) through direct teaching and also the application of skills in their writing, **particularly for disadvantaged pupils.**
- Planning carefully structured interventions and quality first teaching approaches for identified pupils to close the gap between boys and girls at GDS and disadvantaged pupils and their peers at EXS and GDS wherever they exist in specific cohorts.

