

Richard Taylor CE Primary School Data 2016-2017  
Autumn Term Summary Report to Directors.

### End of Early Years Foundation Stage

Cohort Size 39	Boys 53%	Girls 47%	SEN 5.2%
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	Achieved Good Level of Development	Average Total Points Score (not yet available)
School	71%	34 unvalidated
National Average 2017	70.7%	
LA Average 2017	71.7%	

Summary including statistically significant data

43% of cohort is summer term birth which would have a statistical impact on attainment at the end of EYFS

In school tracking shows good progress since the start of EYFS

### End of Year One Phonics Assessment

Cohort Size 38	Boys 44%	Girls 56%	SEN 10.5%
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	Has Not Met Standard	Met Standard
School	19%	81%
National Average	19%	81%
LA Average	19.2%	80.8%

Summary including statistically significant data

This data include 4 children with high level needs who were dis-applied from the assessment. (10.5% of cohort.)

Of the children who sat the test four failed to achieve the required standard.

### End of Key Stage One Teacher Assessment Results.

Cohort Size 38	Boys 53%	Girls 47%	SEN 8%
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Subject	Working Towards Standard. Has not met Standard	Working at Expected Standard	Working at Greater Depth at Expected Standard
Reading School	22.5%	77.5%	30.9%
LA Schools	25.2%	74.8%	25.7%
National	24.2%	75.6%	26.2%
Writing School	27.5%	69.2%	20.5%
LA Schools	36.7%	68.1%	13.2%
National	34.5%	68.2%	13.3%
Maths School	30%	71.7%	23%
LA Schools	29.6%	74.3%	15.7%
National	27.4%	75.2%	17.8%

Science School	25%	87%	
LA Schools	15.9%	83.8%	
National	18.2%	82.6%	
RWM School	32.5%	66.6%	15%
LA Schools	43.4%	62.6%	8.2%
National	39.7%	63.7%	8.9%

Figures in yellow are scores for 2016

Summary including statistically significant data

Target for improvement this year was the number of pupils working at greater depth. Results show a significant improvement in these areas. Specifically an increase of 10% of pupils working at greater depth in all subjects. The school was above LA and National score for pupils working at expected standard in all subjects combined.

### End of Key Stage Two Test Results.

Cohort Size 42	Boys 43%	Girls 57%	SEN 14.2%
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Subject	Has not met Standard	Working at Expected Standard	Working at Greater Depth at Expected Standard
Reading School	17%	83%	38%
Reading LA Schools	35.3%	71.7%	
Reading National	29%	71.4%	25%
Writing School	19%*	81%*	10%
Writing LA Schools	27.4%	75.1%	
Writing National	24%	74.8%	18%
Maths School	17%	83%	24%
Maths LA Schools	33.9%	71.4%	
Maths National	24%	71.8%	23%
Spelling Grammar & Punctuation School	14%	86%	24%
Spelling Grammar & Punctuation LA Schools	31.8%	73.2%	
Spelling Grammar & Punctuation National	23%	76.9%	31%
RWM School	24%	76%	7%
RWM LA Schools	48.9%	58.7%	
RWM National	39%	61%	9%

Summary including statistically significant data

FFT ranks the school in the top 20% nationally for attainment in reading and maths. The school is ranked 14<sup>th</sup> for progress in reading and maths across KS2. The school is significantly above national comparison for read/write maths combined.

\*81% of pupils were assessed as working at expected level in writing above national comparison. The school was moderated for writing which impacted on the number of pupils assessed at working at greater depth.

All pupil groups including SEN and pupil premium made progress greater than the national average.

The test score for spelling, grammar and punctuation was 15% above last year's score.



## End of Key Stage Two Teacher Assessment

Subject	Has not met Standard	Working at Expected Standard	Working at Greater Depth at Expected Standard
Reading School	14.7%	85.3%	
Writing School	20.6%	79.4%	23.5%
Maths School	11.8%	88.2%	
Science School	8.8%	91.2%	

## Value Added Progress Indicators

Reading	Writing	Maths
3.10 (1.19 to 5.00) Above national average top 20%	-0.34 (-2.19 to 1.51) In line with national average	2.4 (0.55 to 4.00) Above national average top 20%

### *A brief explanation of value added indicators.*

The Government have set floor standards for all Primary Schools. The first is that at least 65% of pupils have met the expected standard in English reading, English writing and maths **or** that the school has achieved sufficient progress in all three subjects, at least -5 in reading, -5 in maths and -7 in writing.

The progress indicator is based upon a median of zero; most schools will fall between -5 and +5. A negative score does **not** mean that pupils did not make any progress between key stages 1 and 2. A negative score means that they made less progress than other pupils nationally with **similar prior attainment**.

A school's progress scores for English reading, English writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor standard.

### Confidence Intervals

Progress results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.



If the lower bound of the school's confidence interval is greater than zero it can be interpreted as meaning that **the school has achieved greater than average progress compared to pupils with similar starting points nationally**. Similarly, if the upper bound is below zero, then the school has made less than average progress. Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average.

The table below provides the percentile distribution across the three subjects. All of the schools below the progress element of the floor standard in an individual subject will be in the bottom 5% in that subject.

Percentiles	Reading	Writing	Mathematics
<b>Top 5%</b>	4.6 and above	4.4 and above	4.3 and above
<b>Next 20%</b>	1.8 to 4.5	1.9 to 4.3	1.6 to 4.2
<b>Next 15%</b>	0.7 to 1.7	0.8 to 1.8	0.6 to 1.5
<b>Middle 20%</b>	-0.6 to 0.6	-0.5 to 0.7	-0.6 to 0.5
<b>Next 15%</b>	-1.6 to -0.7	-1.6 to -0.6	-1.6 to -0.7
<b>Next 20%</b>	-4.0 to -1.7	-4.8 to -1.7	-4.0 to -1.7
<b>Bottom 5%</b>	-4.1 and below	-4.9 and below	-4.1 and below

