

**DATA ANALYSIS**  
**KEY FINDINGS –**  
**A GUIDE FOR GOVERNORS AND STAFF**  
**SPRING END 2016** (MARCH 16<sup>th</sup>)

BAFR	Children of Black African heritage
BCRB	Children of Black Caribbean heritage
JOINERS	Children who entered the school later than usual entry point
EVER SIX	Children who receive Pupil Premium funding
NON EVER SIX	Children who are not in receipt of Pupil Premium funding
EAL	Children who have English as an additional language
MOST ABLE	The children who have been targeted to attain at higher levels than the nationally expected
SEN (SEND)	Children identified as having Special Educational Needs.

Note about St. John's in School Data

This document is intended to provide a user friendly summary of the key findings from the last round of assessment data (Autumn 2015). The summary will provide information about overall school trends. The school population is relatively small and is variable. The overall school trend may be different or even show the opposite trend within individual key stages.

	Comparison to Nation ARE Whole school				
	Aut 14 baseline	Aut End 14	Aut End 15	Spr End 16	Sum End Target
Writing	-3.6	-2.7	-2.0	-2.0	-1.5
Reading	-2.5	-1.7	-1.4	-1.3	-0.8
Maths	-2.5	-2.1	-1.2	-1.3	-0.8

**Table1**

**COMPARING ATTAINMENT BY GROUP AND BY SUBJECT - Whole School**

		WRITING				READING				MATHS		
EXPECTED SCALED SCORE=100	SCALED SCORE	GAP TO NATIONAL ARE			SCALED SCORE	GAP TO NATIONAL ARE			SCALED SCORE	GAP TO NATIONAL ARE		
		AUT BASELINE 14	AUT END 15	SPR END 16		AUT BASELINE 14	AUT END 15	SPR END 16		AUT BASELINE 14	AUT END 15	SPR END 16
ALL	97.8	-3.6	-2.0	-2.2	98.7	-2.5	-1.4	-1.3	98.7	-2.5	-1.2	-1.3
BOYS	97.3	-3.6	-2.4	-2.7	98.3	-2.6	-1.6	-1.7	98.6	-2.3	-1.3	-1.4
GIRLS	98.4	-3.5	-1.5	-1.6	99.1	-2.4	-1.1	-0.9	98.9	-2.7	-1.2	-1.1
NON EVER SIX	97.9	-3.3	-1.8	-2.1	98.8	-2.0	-1.3	-1.2	98.8	-2.2	-1.2	-1.2
EVER SIX	97.7	-3.8	-2.3	-2.3	98.6	-2.8	-1.6	-1.4	98.6	-3.0	-1.4	-1.4
BCRB	97.3	-3.6	-2.7	-2.7	98.3	-2.2	-1.9	-1.7	98.0	-2.7	-1.8	-2.0
AFRICAN	98.3	-3.1	-1.5	-1.7	99.0	-1.9	-1.0	-1.0	99.1	-2.3	-0.9	-0.9
EAL	98.2	-3.4	-1.7	-1.8	99.0	-2.5	-1.1	-1.0	99.2	-2.5	-1.0	-0.8
NON SEND	98.4	-2.9	-1.4	-1.6	99.2	-1.8	-0.8	-0.8	99.2	-1.9	-0.7	-0.8
SEND	95.5	-7.4	-4.6	-4.5	96.4	-6.4	-4.0	-3.6	96.9	-7.0	-3.5	-3.1
Most Able	100.4	-2.1	0.5	0.4	100.6	-2.1	0.7	0.6	100.5	-2.1	0.6	0.5

## Comparing Attainment Against National Expectations (for 2 terms)

YEAR GROUP	WRITING	READING	MATHS	EXPECTED TRACKING POINTS SCORE Autumn END
Nursery 1 (9 pupils)	<b>33.3</b>	<b>44%</b>	<b>44%</b>	<b>% meeting ARE</b>
Nursery 2 (18 pupils)	<b>50%</b>	<b>61%</b>	<b>61%</b>	<b>% meeting ARE</b>
Reception	<b>46%</b>	<b>50%</b>	<b>63%</b>	<b>% meeting ARE</b>
1	<b>9.9</b>	<b>9.9</b>	<b>10.3</b>	<b>11</b>
2	<b>12.9</b>	<b>13.3</b>	<b>12.9</b>	<b>14</b>
3	<b>14</b>	<b>15</b>	<b>14.6</b>	<b>17</b>
4	<b>17.6</b>	<b>18.3</b>	<b>18.1</b>	<b>20</b>
5	<b>20.1</b>	<b>21.6</b>	<b>21.8</b>	<b>23</b>
6	<b>23.5</b>	<b>25.6</b>	<b>25.7</b>	<b>26</b>

As stated by Pupil Tracker , for year groups that are being assessed against the new curriculum, attainment will take a dip. There is a period of adjustment from old to new systems. Using the New Curriculum thresholds, attainment is behind when measured against the new attainment thresholds. The table above illustrates that the school is beginning to close the gaps.

## Key Group Performance

<b>WRITING</b>	
<b>HIGHEST ATTAINERS</b> Girls (-1.6) African (-1.7) Non Send (-1.6) Most Able (0.4)	<b>LOWEST ATTAINERS</b> Boys (-2.7) BCRB (-2.7)

<b>READING</b>	
<b>HIGHEST ATTAINERS</b> Girls (-0.9) BAFR (-1.0) Non SEND (-0.8) Most Able (0.4)	<b>LOWEST ATTAINERS</b> BCRB (-1.7) Boys (-1.7)

<b>MATHS</b>	
<b>HIGHEST ATTAINERS</b> BAFR (-0.9) Non Send (-0.8) Most Able(0.8)	<b>LOWEST ATTAINERS</b> BCRB (-2.0)

## Progress of School Groups

**AVERAGE TRACKING POINT SCORE**- A measure of progress since September 2015

**EXPECTED PROGRESS/ MORE THAN EXPECTED**- A predicted measure of progress from September to June.

Pupils who will make expected progress will make 3 tracking points in an academic year.

Pupils on track to make more than expected progress will make 4 or more tracking points in an academic year.

**GOOD PROGRESS** = 90 % OF ALL PUPIL MAKING EXPECTED PROGRESS OR BETTER, IN ADDITION TO 30% OF ALL PUPILS MAKING BETTER THAN EXPECTED PROGRESS

**OUTSTANDING PROGRESS** = 95 % OF ALL PUPIL MAKING EXPECTED PROGRESS OR BETTER, IN ADDITION TO 35% OF ALL PUPILS MAKING BETTER THAN EXPECTED PROGRESS

EXPECTED PROGRESS AT THIS POINT IN THE YEAR = **2POINTS**

(NURSERY 1.5 AS THEY ARE BEING ASSESSED OVER A SHORTER PERIOD)

**EXPECTED PROGRESS AT THIS POINT IN THE YEAR = 2 POINTS (NURSERY 1.5 AS THEY ARE BEING ASSESSED OVER A SHORTER PERIOD)**

SUBJECT AND RATE OF PROGRESS JUDGEMENT		NURSERY 1	NURSERY 2 nursery data is for 1.5 term 5 only	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	OVERALL
WRITING	AVERAGE TRACKING POINT SCORE (TPS) <b>ACTUAL</b>		1.7	2.2	2.4	2.3	1.9	2.1	2.2	2.7	2.2
	PERCENT OF CLASS on track to make <b>EXPECTED PROGRESS</b>	100%	100%	93%	90%	93%	90%	93%	95%	100%	91%
	PERCENT OF CLASS ON TRACK to make <b>MORE THAN EXPECTED PROGRESS YEAR END PREDICTION</b>	88%	89%	33%	33%	40%	30%	33%	30%	35%	31%
	JUDGEMENT OF PROGRESS- GOOD/OUTSTANDING	OUT	OUT	GOOD/OUT	GOOD	GOOD/OUT	GOOD	GOOD/OUT	GOOD	OUT	GOOD
READING	AVERAGE TRACKING POINT SCORE (TPS) <b>ACTUAL</b>		1.9	2.5	2.2	2.4	2.1	2.3	2.5	3.1	2.4
	PERCENT OF CLASS on track to make <b>EXPECTED PROGRESS</b>	100%	100%	93%	90%	100%	90%	93%	95%	95%	94%
	PERCENT OF CLASS ON TRACK to make <b>MORE THAN EXPECTED PROGRESS YEAR END PREDICTION</b>	88%	89%	40%	30%	35%	30%	33%	30%	35%	32%
	JUDGEMENT OF PROGRESS- GOOD/OUTSTANDING	OUT	OUT	GOOD/OUT	GOOD	OUT	GOOD	GOOD/OUT	GOOD	OUT	GOOD/OUT
MATHS	AVERAGE TRACKING POINT SCORE (TPS) <b>ACTUAL</b>		2.2	2.8	2.0	2.3	1.9	2.4	2.3	3.4	2.4
	PERCENT OF CLASS on track to make <b>EXPECTED PROGRESS</b>	100%	100%	100%	97%	95%	90%	93%	95%	100%	95%
	PERCENT OF CLASS ON TRACK to make <b>MORE THAN EXPECTED PROGRESS YEAR END PREDICTION</b>	88%	89%	43%	27%	35%	30%	33%	30%	33%	33%
	JUDGEMENT OF PROGRESS- GOOD/OUTSTANDING	OUT	OUT	OUT	GOOD	OUT	GOOD	GOOD/OUT	GOOD	OUT	GOOD/OUT

## Progress (year end predictions based on current evidence)

Progress by subject:

	<b>% of Pupils <u>on track to make expected</u> progress</b>	<b>% of Pupils <u>on track to make more than expected</u> progress</b>	Grade
Writing	91%	31%	<i>good</i>
Reading	94%	32%	<i>Good/out</i>
Maths	95%	33%	<i>Good/out</i>

**GOOD PROGRESS** = 90 % OF ALL PUPIL MAKING EXPECTED PROGRESS OR BETTER, IN ADDITION TO 30% OF ALL PUPILS MAKING BETTER THAN EXPECTED PROGRESS

**OUTSTANDING PROGRESS** = 95 % OF ALL PUPIL MAKING EXPECTED PROGRESS OR BETTER, IN ADDITION TO 35% OF ALL PUPILS MAKING BETTER THAN EXPECTED PROGRESS

# **SPRING END 2016 DATA HEADLINES**

## GAP CLOSURE SINCE AUTUMN BASELINE 2014

The switch to the New Curriculum in 2014 resulted in an attainment dip. The new nationally recognised attainment thresholds have been raised and are significantly more challenging. This resulted in a majority of children, who were previously meeting Age Related expectations (ARE) under the old curriculum, to now be judged as working below the expected standard under the new curriculum.

The school has worked hard to close the attainment gaps that were identified at the autumn 2014 baseline assessment. Table 1 demonstrates how the school has and is continuing to close the attainment gap. Since the autumn 2014 baseline, the gap in:

writing has narrowed by 1.4 points (just short of half a year's progress)

reading has narrowed by 1.2 points

maths has narrowed by 1.2 points

It should also be noted that the current year 3 class have only made the switch to curriculum 2014 this academic year.



## WHOLE SCHOOL TRENDS

*The assessment period for spring end 2016 was undertaken much earlier than usual due to the Easter Break being much earlier in the calendar year. This shorter timeframe should be considering when analysing progress and rate of gap closure.*

### Attainment

- Attainment is higher Reading (98.7) and Maths (98.7) than compared to writing (97.8)
- The highest attaining groups in school are Girls, BAFR and Most Able.
- BCRB attain less than BAFR in all three subject areas (although progress of BCRB overall is good) It must be remembered that the BCRB group is relatively small in comparison. A significant number of BCRB are identified as SEND, several with profound SEN needs (Geo and Hezikiah)
- Girls outperform boys significantly in writing and in reading and marginally in maths (although progress of boys overall is good)
- Most able pupils are now working above the nationally expected ARE in all three subjects. This was not the case at Autumn End 15.
- Ever Six (Disadvantaged ) and Non Ever six are evenly matched.
- Writing gap has widened slightly. Has most notably affected : boys (increase of 0.3 since Autumn End. Could be due joiners (a number of low attaining boys have recently joined the school).
- Greater adult to pupil ratios in EYFS and year 6 have made a significant difference to pupil progress.

### Progress

- Progress is good in writing (2.2) and is good to outstanding in reading (2.4) and maths (2.4)
- All key school groups have made good or better progress over 2 terms in all three subjects (including BCRB and Boys)
- Children identified as SEND have made excellent progress
- Most able in Reading have only just met the required threshold for reading progress. Will continue to monitor. (1.9 point taken into account rounding downing so therefore still considered to be good progress)

(See individual Data Summary documents for specific key stage analysis)

### Ever Six /Pupil Premium (Disadvantaged Pupils)

- The autumn end data showed that Non Ever Six (Non Disadvantaged children) were outperforming their Ever six counterparts. Spring End analysis found that there has been a closure of the gap between. The gap has closed by 0.3 points in all three subjects areas. The gap is now 0.2 points for all three subject areas and is therefore not significant.
- Progress of Ever Six pupils is good in Writing (2.2) and maths (2.3) and better than good in reading (2.5)

(see Ever Six Analysis for breakdown of Pupil Premium groups)

### SEND

- SEND pupils continue to demonstrate good or better progress in writing, reading and maths
- For pupils whose progress cannot be demonstrated through tracking points, there is excellent evidence of pupil progress documented through pupil case studies. The School Improvement Partner commented on the quality of record keeping and evidence collection during the last visit.

# APPENDIX

## AUTUMN End Data 2015- HEADLINES

### Whole School

- Since the transfer to the New Curriculum (September 2014) attainment gaps have narrowed.
- Attainment upon entry into the nursery remains low.

ON ENTRY DATA NURSERY AUTUMN 1			
Current Year Group	Nursery Entry Data		Nursery 2 Entry (Sept 2015) % meeting ARE
	% well below ARE	% below ARE	
Nursery 2 (18 children, (rec entry 2016)	66%	33%	0%
Nursery 1 (8 children , rec entry 2017)	20%	60%	20%

- Year Three transition to the New Curriculum has had a significant impact on attainment. In a small school, this will adversely affect whole school data. more

#### **Writing**

*67% meeting ARE at end of Key Stage 1*

*10% meeting ARE meeting ARE Autumn End.*

#### **Reading**

*73% meeting ARE at end of Key Stage 1*

*37% meeting ARE Autumn End*

#### **Maths**

*73% meeting ARE at end of Key Stage 1*

*27% meeting ARE at Autumn End*



