

St Aloysius Primary Federation

End of Year Report 2017



Key Stage 2



Year 3 at St Aloysius

Data at the end of Year 2 (2016)

St Aloysius Y3 summary 2017						
	Cohort 60	PP 12	SEN 4	EAL 2	Male 33	Female 27
Reading						
Emerging						
Developing	15.00%	25.00%	50.00%		12.10%	18.50%
Secure	85.00%	75.00%	50.00%	100.00%	87.80%	81.50%
Mastery	31.60%	33.30%	00.00%	50.00%	24.20%	40.70%
Writing (TA)						
Emerging						
Developing	23.30%	25.00%	50.00%	50.00%	24.20%	22.20%
Secure	76.70%	75.00%	50.00%	50.00%	75.80%	77.80%
Mastery	26.60%	25.00%	00.00%	50.00%	18.20%	33.30%
Maths						
Emerging						
Developing	16.70%	16.70%			21.20%	14.80%
Secure	83.30%	83.30%	100.00%	100.00%	78.80%	85.20%
Mastery	33.30%	33.30%	00.00%	50.00%	27.20%	29.60%

Data at the end of Year 3 (2017)

St Aloysius Y3 summary 2017						
	Cohort 60	PP 15	SEN 7	EAL 1	Male 33	Female 27
Reading						
Emerging						
Developing	16.70%	33.30%	42.90%		15.20%	18.50%
Secure	83.30%	66.70%	57.10%	100.00%	84.80%	81.50%
Mastery	36.00%	33.30%	14.30%	100.00%	30.30%	40.70%
Writing (TA)						
Emerging						
Developing	21.70%	33.30%	71.40%		21.20%	22.20%
Secure	78.30%	66.70%	28.60%	100.00%	78.80%	77.80%
Mastery	30.00%	20.00%	14.30%	100.00%	24.20%	37.00%
GPS						
Emerging						
Developing	25.00%	40.00%	71.40%		21.20%	29.60%
Secure	75.00%	60.00%	28.60%	100.00%	78.80%	70.40%
Mastery	30.00%	33.30%	14.30%	0.00%	24.20%	37.00%
Maths						
Emerging						
Developing	11.70%	20.00%	14.30%		9.10%	14.80%
Secure	88.30%	80.00%	85.70%	100.00%	90.90%	85.20%
Mastery	30.00%	33.30%	14.30%	100.00%	27.30%	33.30%

2017 headlines for Year 3 are very similar to 2016, with a slight rise in the number of children achieving age expected in maths and writing. The very slight negative change in reading is the result of one child who joined the year group and who is performing way below age expectations. The results are expected to be above both National and South Tyneside averages. Our disadvantaged pupils continue to make good progress with a slight increase in the number of pupils achieving age expected outcomes in 2017 (10) compared to 2016 (9). There has been an increase in the number of pupils registered on the SEN register, which has impacted upon the percentages, however children with SEN continue to make good progress throughout their time in St Aloysius, and interventions are identified early to close gaps. The gender gap since the end of 2016 continues to show an improving picture and remains minimal in the performance between male and female students; boys slightly outperform girls at maths and GPS and steps are taken to ensure this gap continues to close even further.

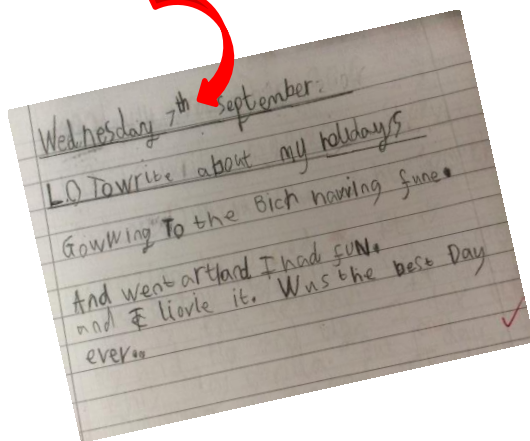
Actions:

- Increase opportunities for the number of disadvantaged achieving EXS+ in English.
- Increase the number of disadvantaged achieving Greater Depth Standard in all areas.

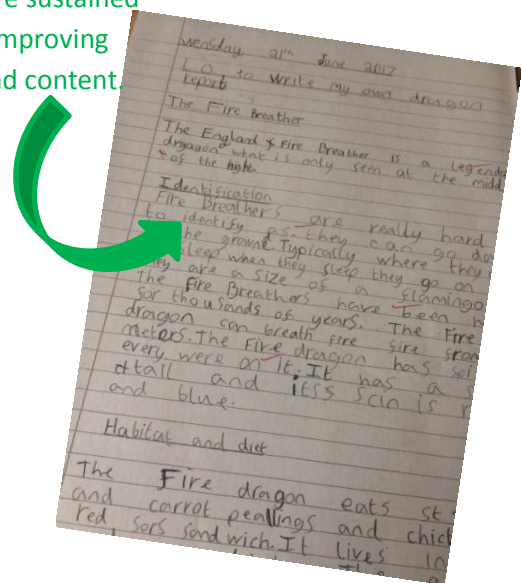
Progress in Year 3

Progress portfolios are compiled to record the writing outcomes of a sample of pupils across all year groups. They highlight the progress made by all abilities, including the progress of disadvantaged groups.

Starting point in September shows limited writing and very poor handwriting.



Develops to more sustained writing with improving handwriting and content.



Along with a range of interventions and targeted teaching every day, pupil progress is driven to maximise pupil outcomes in Year 3. Half termly monitoring ensures that progress is made in all subjects and identifies the outstanding teaching and learning that takes place to ensure all pupils achieve. Close analysis of data ensures timely interventions are implemented to close gaps identified in learning quickly. Staff remain very proactive and know their children well and, as a result, offer a stimulating, creative curriculum that engages and motivates all pupils.

KS2 Data Headlines

St Aloysius KS2 National Curriculum SATs summary 2017														
	Cohort	St Aloysius Scaled Score Avg 2017	National 2017 unconfirmed	National Scaled Score Avg 2017	St Aloysius 2016	St Aloysius Scaled score Avg 2016	National 2016	National Scaled Score Avg 2016	South Tyneside 2016	PP	SEN	EAL	Male	Female
	61									22	9	1	32	29
Reading														
EXS+	80.2	106	71	104	83	106	66	103	68	63.6	62.65	100	71.8	89.6
GDS	33	113			22		19		18	31.8	22.2		28.1	41.3
Writing (TA)														
EXS+	90.1		76		90		74		81	81.8	62.5	100	81.2	100
GDS	36				35		15		26	22.7	11.1		25.0	48.2
GPS														
EXS+	91.8	107	77	106	90	106	72	104	75	90.9	87.5	0	87.5	96.5
GDS	28	113			20		23		21	13.6	22.2		28.1	27.5
Maths														
EXS+	86.8	106	75	104	92	107	70	103	75	81.8	75	100	84.3	89.6
GDS	26	113			43		17		17	18.1	11.1		28.1	20.6
RWM combined														
EXS+	67.2		61		75		53		57	50	37.5	100	56.2	82.7
GDS	16				13		5		7	9.1	11.1		15.6	17.2

EXS+: Working at the age expected standard, GDS: Working at greater depth to the age expected standard
Scaled score: each child is given a scaled score. If the child scores 100 they are operating at the expected standard.

KS2 outcomes for pupils remain exceptionally strong. Since 2013 the attainment for pupils has been well above the national average in reading, writing, grammar, spelling and punctuation (GPS) as well as mathematics. They remain so in 2017.

- The overall proportions of children reaching the expected standard in the all-important combined reading, writing and mathematics result is **6% higher** than the national figure. **It is expected to rise further as a result of remarked children's tests with errors in marking (5 children = 8%)**. The combined score has however dipped (8%) from last year's record high: despite this individually Reading is 9% above national, Writing is 14% above, Grammar, Punctuation and Spelling is 14% and Maths is 12% above.
- The school's results show attainment which is well above the national average in reading, grammar, spelling and punctuation and mathematics individually.
- The percentage of pupils attaining a high score in reading, writing and maths combined is 16% (a rise of 3%). It is greater than this for individual subjects: Reading: 33% (up 11%); Grammar and Punctuation: 28% (up 8%) and Writing 36% (up 1%). Maths at the higher level was 26%.

- The most able pupils are challenged through precise and targeted teaching to make more than expected progress across all year groups in all subjects. Work in books reflects the high aspiration that the staff have for their pupils. More children attained the higher score in Reading, GPS and Writing. It did dip in Maths, this was expected. The more able children still made very strong progress.
- There is a small number of children who were within one or two marks from achieving the age expected standard or above. In some cases a clerical error has taken place and we are seeking to overturn it. Alongside this, in other cases the child put the correct answer but then crossed it out. We understand this happens in test situations.
- Progress across the school for all groups of pupils remains outstanding. It will be significantly above average in all aspects. Pupils' books demonstrate rapid improvements over time in reading, writing and mathematics.
- From their starting points, pupils who have special educational needs make strong and sustained progress because of the excellent support they receive from staff. SEN pupils achieve well. The scores are lower than the average however their progress is very strong.
- The school's work to close the gaps between disadvantaged pupils and their peers is highly effective. As a result, these pupils perform at least as well as other pupils nationally in all subjects. They do perform lower than their peers in school slightly in Reading. However they perform at a similar level in Writing, Maths and GPS. A significant number of Pupil Premium Pupils are low attaining SEN pupils too. Progress has been very strong for the disadvantaged groups and there have been a high number of individual successes seen in specific subjects as a result of the determination of the pupils and staff.
- Girls overall, perform better than boys. This is due to a number of low attaining SEN pupils who are also disadvantaged and boys.
- Most pupils in all classes in KS2 are operating at age expected levels with a significant minority of pupils operating at a higher level than the expected for their year group. Virtually all pupils are making expected progress or better. Where they are not, it is as a result of a barrier to learning which the school is working with them to overcome.
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Key stage 2 assessments in 2017

- The 2017 key stage 2 assessments are the second year that we assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results as a scaled score, except in writing where levels are teacher assessments based on the standards in the interim framework.
- The thresholds for achieving the age expected standard and above have risen in 2017. In some cases (Reading) it has an unusual five marks increase.
- If last years' thresholds had been maintained we would have had 90%+ at the age expected standard in all subjects with 40%+ above age the expected standard.

Overall, we are pleased and proud of our school's results for 2017. We are sad for the small number of children who missed out (particularly, if it was by one or two marks) however the children and the staff have worked really well and deserve praise. We are anticipating that the Reading and RMW Combined score will rise following the remarked papers. This will take us to very similar (if not improved) averages to last year.