

St Aloysius Self Evaluation - September 2017

End of KS1 - Headline Figure Analysis

St Aloysius KS1 Summer 17								
	Cohort	National 2016	South Tyneside 2016	PP	SEN	EAL	Male	Female
	60			9	5	2	34	26
Reading								
WTS	15.0	26.0	21.7	22.2	40.0	0	14.7	15.4
EXS+	85.0	74.0	78.3	77.8	60.0	100.0	85.3	84.6
GDS	30.0	24.0	28.2	0	0	0	29.4	30.8
Writing								
WTS	22.0	35.0	28.5	33.3	40.0	0	26.5	15.4
EXS+	78.0	65.0	71.5	66.7	60.0	100.0	73.5	84.6
GDS	28.3	13.0	17.2	0	0	0	26.5	30.8
Maths								
WTS	15.0	27.0	23.0	11.1	20.0	50.0	14.7	15.4
EXS+	85.0	73.0	77.0	88.9	80.0	50.0	85.3	84.6
GDS	30.0	18.0	23.5	22.2	0	0	26.5	34.6
Eng/Maths combined								
EXS+	73.3			66.7	60.0	50.0	70.6	76.9
GDS	23.3						20.6	26.9

St Aloysius Y2 Phonics summer 2017						
	Cohort	PP	SEN	EAL	Male	Female
	10	2	2		6	4
Phonics						
Wt	20.00%		100.00%		33.30%	
Wa	80.00%	100.00%			66.70%	100.00%

Key Stage 1 - Headline Figure Analysis 2017

- Pupils make excellent progress through the school from their different starting points. When compared with pupils nationally and locally, the attainment of Year 2 pupils in 2017 was high in all subjects.
- The overall attainment of Year 2 pupils was above the local averages. It has been rising for the previous four years.
- The data supports the school findings that the vast majority of pupils in KS1 reach above-average standards in the all important Reading, Writing and Maths combined.
- A significant number of pupils are achieving the greater depth standard.
- Disadvantaged children have achieved well and where there is also an additional special educational need, intervention has been effective in closing the gap quickly. A smaller number of the disadvantaged pupils are meeting the Greater Depth Standard than average, is due to some disadvantaged pupils who are low attaining, they made very good progress.

- Male and female pupils perform similarly in Reading and Maths. Data shows that girls do tend to achieve slightly better in writing. All pupils registered as SEN are boys.
- Phonics resit passes reflect effective intervention. Of the 10 children who took the phonics screening, two children (although showing progress from last year) still did not meet the required pass mark. This is due to a specific SEN for both pupils.

KS1 Attainment

- KS1 attainment is broadly average over time and rising fast. The overall proportions of children reaching the expected standard in the all important combined reading, writing and mathematics is 73% which is a slight rise on 2016 (local and national figures to be confirmed).
- At Reading 85% attained the standard with 30% above the standard; Writing is 78% (at) and 28% (above); Maths is 85% and 30%.
- Figures show a rising trend on the 2016 data, which was the first year of a more challenging curriculum content and expectations.
- Whilst the attainment of the pupils who had special educational needs (5 pupils in Y2 in 2017) was lower than the rest of the class, all achieved well. This is as a result of receiving tailored, high-quality support in class and through additional specialist help when required.
- The most able pupils made excellent progress. Consistently more pupils at St Aloysius achieved the working at greater depth standard than locally.
- The pupils who are eligible for support from the pupil premium funding (9) made excellent progress in all subjects. The majority attained the age expected standard. The pupil premium children pupils who did not attain the age expected standard still made very strong progress, which is tracked and monitored carefully. Too few pupil premium pupils attained the working at greater depth in Reading and Writing.
- Pupil premium pupils achieved well as a result of the targeted support provided by the additional funding. Their needs are identified on an individual basis, and appropriate support is swiftly put into place.
- Girls and boys achieved at a similar level in all subjects with most pupils attaining the age expected standard. Similar levels were reported for children who reached the greater depth standard also.
- Pupils where attainment remains low have been identified for timely and effective interventions in Year 3 to ensure their attainment will improve in KS2.

Year 1 - Headline Figure Analysis

St Aloysius Y1 summary 2017						
	Cohort	PP	SEN	EAL	Male	Female
	61	13	11	0	34	27
Reading						
Emerging	16.4	38.5	54.4	-	20.6	11.1
Developing						
Secure	83.6	61.5	45.5	-	79.4	88.9
Mastery	34.4	7.7	-	-	29.4	40.7
Writing (TA)						
Emerging	18.0	38.5	63.6	-	20.6	11.1
Developing						
Secure	82.0	61.5	36.4	-	79.4	88.9
Mastery	27.9	7.7	9.1	-	23.5	33.3
Maths						
Emerging	25.6	38.5	81.8	-	23.5	25.9
Developing						
Secure	75.4	61.5	18.2	-	76.5	74.1
Mastery	31.1	15.4	9.1	-	29.4	33.3

St Aloysius Y1 Phonics summer 2017						
	Cohort	PP	SEN	EAL	Male	Female
	61	13	11	0	34	27
Phonics						
Wt	14.80%	38.50%	63.60%		17.70%	11.10%
Wa	85.20%	61.50%	36.40%		82.30%	88.90%

- Pupils in Year 1 show a secure grasp of the principles of reading. Results in the national phonics screening check have been rising and are now consistently above the national standard. Pupils have exceptionally positive attitudes towards reading and are encouraged to read for pleasure every day. They have regular time allocated to shared and individual reading sessions. Pupils' bulging reading journals show that they read extensively.
- Most pupils have attained the age expected standard in Reading, Writing and Maths at the end of Y1. Of our Pupil Premium children (13), six are on track to achieve well at the end of Y2. Additional intervention is planned for Year 2 to accelerate the progress of the other pupils.
- Boys and girls achieve at a similar level in Y1, although there is a gap in reading attainment, with girls outperforming boys.
- With a particularly challenging Special Needs cohort, a large amount of support has been put in place to ensure these pupils catch up quickly by the end of KS1. The school is aware of and working hard to address this gap in achievement.

- There remains a gap between the achievement of Disadvantaged children and other pupils. In many instances this is due to an additional special educational need and interventions have been ongoing throughout the year.

We know:

- Pupils are hardworking and make outstanding progress in lessons. This is evidenced by work in pupils' books and the school's tracking data for last year. Pupils enjoy coming to school and demonstrate a real love of learning.
- The school is confident that the quality of provision has been consistently outstanding, highly effective measures are in place to ensure pupils are challenged to attain as highly as they can.
- The challenge curriculum is delivered in a way that excites and enthuses our children to always strive to improve.
- The impact of interventions has been extensive and children who started year 1 significantly below age related expectations are making progress. This progress is carefully tracked and monitored regularly.

Key Stage 1 Priorities for 2017/18:

- Ensure all pupils are challenged and supported to achieve the age expected standard or better.
- Continue to develop the outstanding curriculum so that all pupils are excited and stretched by the expected work and that a pride in presentation is held paramount.
- Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged, through access to a vibrant and exciting academic curriculum and wider school experience.
- Continue to establish early and timely interventions, which account for the needs of individual children from their starting points.