

St Aloysius Self Evaluation - September 2017

Key Stage 2 - Headline Figure Analysis 2017

- 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.

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	65	63	100	71.8	89.6
GDS	33				22		19		18					
Writing (TA)														
EXS+	90.1		76		90		74		81	82	63	100	81.2	100
GDS	36				35		15		26					
GPS														
EXS+	91.8	107	77	106	90	106	72	104	75	91	888	0	87.5	96.5
GDS	28				20		23		21					
Maths														
EXS+	86.8	106	75	104	92	107	70	103	75	82	75	100	84.3	89.6
GDS	26				43		17		17					
RWM combined														
EXS+	67.2		61		75		53		57	50	38	100	56.2	82.7
GDS	16				13		5		7					

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.

- 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 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. 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 the 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.
- 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.

- The school ensures that each pupil is an articulate and well-rounded individual and as a result they are ready for their secondary schools.

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.
- 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.