

Monkton Infants School

(Conversion to Academy w.e.f. 1st February 2013)



Aiming High!

Summary of Attainment 2017

SUMMARY OF ATTAINMENT

MAIN CHARACTERISTICS

FSM	36%
Minority Ethnic	Below Average
EAL	Below Average
School Action	Average
School Action +	Below Average
Looked-After	-
Stability	High
SDI	High
Other	Some staff changes: one teacher on long-term maternity leave and a restructuring of staffing in Nursery.

EARLY YEARS FOUNDATION STAGE

Skills on Entry to Nursery	Well below average
Skills on Entry to Reception	Below Average
% Achieving Good Level of Development at July 2017	75%
Achievement	Good

YEAR 1 PHONICS SCREEN

Year	% Passed	% Boys Passed	% Girls Passed	National Average
2013	54	50	57	69
2014	50	54	40	74
2015	74	72	76	76
2016	77	78	75	81
2017	85	81	93	-

COMMENTARY

The teaching of quality phonics remains as a priority of the school.

The difference in the overall performance of boys and girls has increased slightly with a higher % of girls passing the screening. This will be monitored closely to ensure the gap does not widen.

However, the overall performance of disadvantaged pupils was very good with 90% passing the phonics screening check.

ATTAINMENT AND PROGRESS INDICATORS

KEY STAGE 1

	<u>Reading</u>			<u>Writing</u>			<u>Mathematics</u>		
	School	National		School	National		School	National	
	Cohort	EXS		Cohort	EXS		Cohort	EXS	
All Pupils	39	85%	-	39	80%	-	39	90%	-
Free School Meals*									
FSM	10	90%	-	10	70%	-	10	90%	-
Non FSM	29	93%	-	29	82%	-	29	90%	-
Looked-After Children*									
LAC	0	-	-	0	-	-	0	-	-
Non LAC	39	-	-	39	-	-	39	-	-
Disadvantaged Children (Pupil Premium)*									
Disadvantaged	19	84%	-	19	74%	-	19	90%	-
Non-Disadvantaged	20	85%	-	20	85%	-	20	90%	-

*EXS = Expected

KEY POINTS AND AREAS FOR FURTHER EXPLORATION

Attainment is significantly above average by the end of Year 2. Historically, this has been the case.

The school has identified a dip in boys performance:

- **Boys** - 72% at expected standard
20% at greater depth

Compared to girls:

- **Girls** - 92% at expected standard
36% at greater depth

- This is a priority area for development for the current academic year (2017/18)

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By the end of Year 2, the school has significantly narrowed the gap between disadvantaged and other pupils in the school working at the expected level in Reading and Maths. The gap at this level in Writing is 11% in favour of non-disadvantaged children.

However, the gap in attainment is apparent in the percentage working at greater depth in all areas:

- Reading at greater depth:
 - Disadvantaged – 16%
 - Non-disadvantaged – 45%

- Writing at greater depth
 - Disadvantaged – 11%
 - Non-disadvantaged – 40%

- Maths at greater depth
 - Disadvantaged – 21%
 - Non-disadvantaged – 50%

The attainment of disadvantaged children remains a priority in 2017/18. The progress of disadvantaged pupils is carefully monitored with support and intervention implemented when necessary.

The standards reached by pupils with special educational needs remains consistent; except for two pupils with specific learning difficulties who has a negative impact on the school's results. Both pupils had EHC plans and have now accessed alternative education.

ATTENDANCE

	2012 - 2013	2013 - 2014	2014 – 2015	2015 - 2016	2016 - 2017
% PA's	8.3	6.45	9.7	12.4	11.54
% Attendance	94.53	94.10	94.10	94.42	94.9
% Girls	93.17	94.16	94.16	94.63	94.63
% Boys	95.42	94.06	94.06	94.27	94.09

MAIN SCHOOL ISSUES ARISING FROM EVALUATION OF DATA

- Holiday leave is not permitted within school time.
- Continue to monitor persistent absentees / involvement of other agencies.