

## ST MARY'S CATHOLIC PRIMARY SCHOOL



### ACHIEVEMENT at End of Key Stage 1, 2017

#### **Mission Statement**

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Achievement in KS1 was good because pupils for the most part made good progress from a low baseline.

## National Curriculum Assessments at End of Key Stage 1

SCHOOL RESULTS 2017

These tables show the percentage of pupils at the end of key stage 1 achieving each level in the school in 2017.

The number of pupils at the end of key stage 1: 59

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT								
	Percentage with each outcome						Pupils absent	Pupils disapplied
	HNM	BLW	PKF	WTS	EXS	GDS		
Reading		0	7	14	49	31	0	0
Writing		0	7	14	59	20	0	0
Mathematics		0	3	10	61	25	0	0
Science	12				93		0	0
ATTAINMENT		0	0	0	0	0	0	0

<b>ATTAINMENT</b>	
Percentage of pupils achieving the expected standard in English reading, English writing and mathematics teacher assessments	76%
Percentage of pupils working at greater depth in English reading, English writing and mathematics teacher assessments	15%

HNM Has not met the required standard for most 7 year olds.

BLW Below the standard if the key stage – to be reported with P-scales or NOTSEN as appropriate.

PKF Pre-key stage foundation.

WTS Working towards the expected standard.

EXS Working at the expected standard.

GDS Working at greater depth at the expected standard.

End of KS1 2017

- 76% of pupils achieving expected standard in reading, writing and mathematics combined (increased by 15% over KS1 from end of EYFS in 2015).
- 15% of pupils were assessed as working at greater depth across reading, writing and mathematics (increased by 12% over key stage 1)
- Reading over the key stage : 73% -79.3% achieving expected
- Writing over the key stage: 76% - 79.3% achieving expected
- Maths over the key stage: 75% - 86.2% achieving expected

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- 29% of pupils were higher attainers in reading at the end of Early Years, this figure rose to 31% by the end of KS1 and the 24% exceeding in maths was maintained.

**PERCENTAGES ACHIEVING AT LEAST THE EXPECTED STANDARD**

**READING**

SCHOOL	LOCAL AUTHORITY	NATIONAL
79%	72%	76%

**WRITING**

SCHOOL	LOCAL AUTHORITY	NATIONAL
79%	65%	68%

**MATHEMATICS**

SCHOOL	LOCAL AUTHORITY	NATIONAL
86%	74%	75%

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**PERCENTAGES ACHIEVING GREATER DEPTH**

**READING**

SCHOOL	LOCAL AUTHORITY	NATIONAL
31%	22%	25%

**WRITING**

SCHOOL	LOCAL AUTHORITY	NATIONAL
21%	14%	16%

**MATHEMATICS**

SCHOOL	LOCAL AUTHORITY	NATIONAL
24%	18%	21%

Progress over KS1 from end of EYFS (2015) to end of KS1 (2017)

	School	LA	National
<b>% achieving GLD End EYFS (sum 2015)</b>	61%	64.5%	66%
Reading	73%	75%	76%

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Writing	76%	70%	70%
Maths	75%	75%	78%
% exceeding GLD End EYFS	3%		
Reading	29%		
Writing	25%		
Maths	24%		
<b>% achieving expected End KS1(sum 2017) Reading, writing+ maths combined</b>	76%		
Reading	79%	72%	76%
Writing	79%	65%	68%
Maths	86%	74%	75%
% increase of pupils achieving expected from end EYFS to End KS1	15%		%
<b>% at Greater Depth End KS1 Reading, writing+ maths combined</b>	15%		9%
Reading	31%	22%	25%
Writing	21%	14%	16%
Maths	24%	18%	21%
<b>% increase of pupils from greater depth to higher standard over KS1</b>	12 %		

**ATTAINMENT BY PUPIL GROUP**

**READING**

	<b>NUMBER OF PUPILS</b>	<b>SCHOOL – EXPECTED STANDARD %</b>	<b>NATIONAL – EXPECTED STANDARD %</b>	<b>SCHOOL – GREATER DEPTH %</b>	<b>NATIONAL – GREATER DEPTH %</b>
All Pupils	58	79	76	31	25
Male	28	75	71	36	22
Female	30	83	80	27	29
Disadvantaged	7	71	79	29	28
Other	51	80	79	31	28
Sen Support	12	17	76	0	25
No SEN	46	96	83	39	29
Not EAL	32	81	76	31	25
EAL	26	77	76	31	25

**WRITING**

	<b>NUMBER OF PUPILS</b>	<b>SCHOOL – EXPECTED STANDARD %</b>	<b>NATIONAL – EXPECTED STANDARD %</b>	<b>SCHOOL – GREATER DEPTH %</b>	<b>NATIONAL – GREATER DEPTH %</b>
All Pupils	58	79	68	21	16
Male	28	75	61	25	11
Female	30	83	75	17	20
Disadvantaged	7	57	72	0	18
Other	51	82	72	24	18
Sen Support	12	17	68	0	16
No SEN	46	96	76	26	18
Not EAL	32	81	68	19	16

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EAL	26	77	68	23	16
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### MATHEMATICS

	NUMBER OF PUPILS	SCHOOL – EXPECTED STANDARD %	NATIONAL – EXPECTED STANDARD %	SCHOOL – GREATER DEPTH %	NATIONAL – GREATER DEPTH %
All Pupils	58	86	75	24	21
Male	28	82	74	36	22
Female	30	90	76	13	19
Disadvantaged	7	86	79	14	23
Other	51	86	79	25	23
Sen Support	12	42	75	0	21
No SEN	46	98	83	30	23
Not EAL	32	88	75	19	21
EAL	26	85	75	31	21

### SCIENCE

	NUMBER OF PUPILS	SCHOOL – EXPECTED STANDARD + %	NATIONAL – EXPECTED STANDARD + %
All Pupils	58	93	83
Male	28	93	80
Female	30	93	85
Disadvantaged	7	100	86
Other	51	92	86



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Sen Support	12	67	83
No SEN	46	100	90
Not EAL	32	97	83
EAL	26	88	83

### Disadvantaged Pupils

em=emerging, exp = expected, gds = greater depth  
green cell indicates accelerated progress, amber where progress was not maintained

	Intervention / Enrichment Comment	EYFS → End of Key Stage 1				
		Reading	Writing	Maths	GLD	combined
1. Female	From a low baseline (beginning of eyfs) this child began to make good progress to very good by end of key stage. Was previously on SEN register and did have some odd communication which is less marked now. Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader.	exp→ gds	exp→ exp	em→ exp	no	yes
2. Female	Continued from good baseline to made expected in all areas by the end of KS1. Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader.	exp→exp	exp→exp	exp→exp	yes	yes
3. Female	Participated well in Dance Festival and this helped her confidence (Funding for costume). Differentiated teaching (X 2 adults) enabling targeted phonics, reading	exp→ gds	exp→exp	exp→exp	yes	yes

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	and writing plus maths booster with the subject leader. Again reading very good needs to be maintained					
4. Male	Very keen to do the right thing and have the approval of adults. Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader. Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader. Daily reading and in-class support for comprehension seemed to have impact. Numeracy a strength Additional Literacy and Numeracy 3 ½ hours (SEN teacher )	exp→ exp	exp→exp	exp →gds	yes	yes
5. Male	Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader. Social communication type difficulties – EP involvement at consultation level at previous school. We will need further assessment – agreed at review, but not a high priority. Strong sensory seeking characteristics.	em→ wts	em →wts	em →wts	no	no
6. Female	Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader. Difficult to see why progress has been erratic, previously numeracy seemed weaker but writing will now need monitoring, benefits from targeted support and differentiation within class. Funding support for trips	exp→exp	exp→below exp	exp→exp	no	no
7. Female	Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader. Increasingly a	em→below exp	exp→below exp	em→exp	No	no

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	<p>concern                  Additional Literacy and Numeracy 3 ½ hours                  (SEN teacher )                  1:1 daily catch-up programme (15 minutes-a-day)                  Head teacher support for family re housing</p>					
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(on school records)

8. Male	<p>Differentiated teaching (X 2 adults) enabling targeted phonics, reading and writing plus maths booster with the subject leader. Also participated well in Dance festival (funded by school).                  Can become easily worried if he thinks he has done something wrong.                  Additional booster work in maths provided sufficient challenge to achieve greater depth.</p>	exp→gds	exp→gds	exp→gds	yes	yes
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