

# Scissett CE (A) First School- Report to Governors Curriculum Committee/Staff RAISEonline Full Summary 2016

## Performance at KS1 (pages 8-19)

- Attainment in reading, writing and mathematics at Expected and Greater Depth 2016 was above National Figures.
- Reading Expected 93%- a 19% difference to the National. 50% Greater depth-a 26% difference to the National. (P8).
- Writing Expected 87%- a 21% difference to the National. Greater depth 27%- a 13% difference to the National (P8).
- Mathematics Expected 94%- a 21% difference to the National. Greater depth 33%- a 16% difference to the National (P9).
- Science- 100% Expected- an 18% difference to the National.
- Conversion from EYFS is positive for all subjects (P17-19).
- Disadvantaged pupils performed better than National.
  
- national

## Early Years (P26/27)

- In 2015- Good level of Development 73%- above National 66%
- In 2014 GLD 81%- above National 61%
- No figs in Raise for 2016- GLD was 80%- National 69%.
- Reading, Writing, Maths at Expected and Exceeding above National.

## Are we stronger or weaker in English or Mathematics?

“Minimum floor standard” for primary - **65%** pupils at end of KS2 (Y6) meeting expected standard in English and Mathematics combined. Scissett pupils on track to achieve expected standard 2017 **90%**.

How does attainment and progress at my school compare to national averages and the Government's floor target?

## Phonics Screening Y1 (P17 -22)

- In 2016 93% pupils achieved the expected standard (above National Figure 81%)
- Disadvantaged pupils (7) achieved 86%, (above National 70%). FSM pupils (5) achieved 80% (above National 70%)

## Performance at KS2

- Raise does not include figures for KS2 as pupils leave at the end of Y5.
- Internal teacher assessment data shows End Y5 cohort averages 2015:
  - Reading Expected 81% Expected or better, 47% Exceeding
  - Writing Expected 69% Expected or better, 38% Exceeding
  - Maths Expected 84% Expected or better, 31% Exceeding
- Progress Analysis KS2 shows positive progress from KS1 for all cohorts, with the exception of writing Y5 where 69.5 % met or exceeded targets. NB Assessment against interim assessment framework for Y6. High pupil mobility and SEN within cohort.
- nationally was 74%.

How might the context of our school affect our performance?

## Characteristics (31)

- Number on roll 182, below National (275)
- % Girls 44.5 below National (49%)
- Eligible for Free School Meals 14.8 below National (25.2%)
- Minority Ethnic Groups 5.3%, below National (31.6)
- English as an additional language 0%, below National (20.1%).
- Pupils with SEN Support 12.1%, in line National (12.1%)
- Pupils with a Statement of SEN/EHC plan 2.2% (**above** National 1.3%).
- Pupil Stability 85.5%, in line with National (85.7%)
- Deprivation Indicator 0.09%, below National (0.21%)

## Progress of Groups KS1 (P 11-16)

- Performance of both Girls and Boys is above National Figures for Reading, Writing, Maths and Science
- Performance of disadvantaged pupils is higher than National
- Performance of FSM pupils above National figures
- Performance of Autumn, Spring and Summer born pupils all core subjects is above National Figures
- Writing-: Boys (79% expected, 26% greater depth - Above National). Disadvantaged pupils 100% Expected, 27% Greater depth. FSM 100% Expected, 33% Greater depth.
- Gender difference in Mathematics. Girls Expected 100%, Greater depth 18% Boys Expected 89%, Greater depth 42%.

Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?

Inspection Dashboard highlights:

- KS1 Attainment expected standard & greater depth for EYFS all groups close to or above national.
- KS1 disadvantage pupils attainment of expected & greater depth above national.
- Proportion of pupils that met expected standard (including disadvantaged in phonics was above national in Y1,
- **Inspection Dashboard states- No weaknesses were identified in this dataset.**

## Scissett CE (A) First School The Way forwards:

## Suggested Focus for Curriculum Committee:

- Continued monitoring of pupil attainment and progress
- Sharing of the school generated Achievement and Standards Report Annually
- Sharing of the FFT Self Evaluation Booklets Annually
- Sharing of the LA Link Partner Report
- SLT to share details of in year pupil progress for cohorts across school linked to new NC and standardised testing

## Wider School Improvement Strategies:

- Continued liaison with LA Link Partner, and appropriate consultants in line with SDP Priorities
- Continued focus on whole school priorities as laid out in the SDP with termly review of progress towards targets.
- Governors informed of progress at every step through the HT Reports to Governors and work of committees.
- Continued targeting of vulnerable groups and vulnerable pupils for intervention and support to raise attainment.
- Continued whole school self-evaluation and monitoring (work and planning scrutinies, lesson observations, pupil progress reviews, detailed data analysis, sharing of pupil targets, liaison with parents and focused staff curriculum development opportunities.
- Commitment to development of the whole staff team, SLT, teaching and support staff through provision of high quality INSET and opportunities to share practice both within school and beyond the school.
- Continued work within the Shelley Pyramid and Yorkshire Anglican Teaching School Alliance, sharing and utilising expertise and experience within the locality.
- Continued celebration of school strengths and progress within the whole school community (feel good factor)
- Monitoring of implementation of the revised NC and pupil tracking systems to record pupil attainment