

EYFS Results- Summer 2016;

	LA	U	Sp	IMH	HSC	SCSA	MFB	MR	Re	Wr	N	SSM	PC	TW	T	EUM	BI
National 2015	86	85	84	90	91	89	87	89	76	71	77	81	85	85	92	88	87
School Total	90	90	87	93	93	90	90	90	87	77	83	93	87	83	93	90	90
School Boys	83	89	83	89	89	89	83	83	83	67	78	94	89	89	94	89	89
School Girls	100	92	92	100	100	92	100	100	92	92	92	92	83	75	92	92	92

Good Level of Development- The DfE explains that 'GLD' is a performance measure for EYFS pupils. Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
- the early learning goals in the specific areas of mathematics and literacy.

Good Level of Development Percentages	2016	2015	2014	2013
School	70	74	81	83
National	NA	66	60	52

What does all this data tell us?

Before reading this section, it is vital to consider that for most schools boys at age 3,4 and 5 nearly always, as a collective, score lower than girls. Individual exceptions taken into account, boys are usually more boisterous, more self-centred, less focused academically and less school ready than girls, but catch up quickly as they move on through school and settle in.

- Our school is ahead of national standards in all but one area(The World). Therefore, St Joseph's is established as a high performing foundation unit.
- We are behind national data in our teaching of the world. Therefore, staff need to ensure that they develop their teaching of this area so that we can make some progress towards matching national data.
- We are significantly ahead of national standards in Reading.

- Although we are ahead of national data in Writing, we are not as far ahead as in Reading. As Reading and Writing are linked, we need to continue to work at our provision of writing opportunities so that it can match our excellent Reading scores.
- Our girls are significantly stronger than our boys and national data in Listening and Attention.
- Our boys are weaker in Listening and Attention than our girls, though they are just ahead of national data for boys. This tells us that we need to work to ensure that our boys improve in this area.
- Our boys are weaker at handling their feelings and behaviour. This is nearly always evident, as boys at age of three, four and five find this difficult. However, we need to try to work at this area.
- Whilst our girls are strong in Writing, our boys are weaker. Again, this is typical for boys of this age, but we still need to action this to move our boys on.
- Our 'good level of development' is ahead of national standards.
- Our 'Good Level of Development' is showing a three year declining trend. This is due to changes in our assessment routines rather than weaker cohorts or practice.

Key Stage 1

The Year 1/2 Phonics Screening Check

The phonics screening check is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track children until they are able to decode. This is undertaken in all schools in Year 1 and for children in year 2 who did not meet the year 1 standard. They are administered internally by teachers

All children need to be able to identify sounds associated with different letters, and letter combinations, and then blend these sounds together to correctly say the word on the page. The words gradually get harder through the check as the combinations of letters become more complicated. In 2016, as long as the child has said 32 out of the 40 words correctly, they will be considered to have met the standard.

Year 1 Phonics Results-Summer 2016. Percentage of children who achieved the standard (32 out of 40 or more)					
	2016	2015	2014	2013	
School	97	87	77	87	
National	Na	77	74	69	
Of the children who did not pass the phonics screening tests in last year's year 1 tests, 100% passed this year in year 2.					

What does this data tell us?

- In 2016 St Joseph's achieved their best ever phonics score in year 1, with 97 % passing. This tells us that the approach to phonics in schools is not only working, but helping the school to improve in its standards so that as many children as possible are ready to decode at the start of year 2.
- All of our year 2 children in Summer 2016 were 'phonics ready' for key stage 2.

Year 2-The following chart shows the percentage of children who achieved the government's raised 'Expected Standard' in Summer 2016;

% of children who achieved expected standard and above(From primary school profile 2016 PAGE 47)			
Subject	St Joseph's	Wakefield LA	National
Reading	83	72	74
Writing	77	62	65.5
Maths	83	71	72.6
Science	77	80	Na
Reading, Writing, Maths	73	58	60.3

The following chart shows the percentage of children who achieved the government's raised 'Greater Depth Standard' in Summer 2016.

% of children who are working at greater depth within the expected standard (From primary school profile 2016 PAGE 48)			
Subject	St Joseph's	Wakefield LA	National
Reading	23	22	23.6
Writing	20	11	13.3
Maths	20	16	17.8
Reading, Writing, Maths	3	7	8.9

What does this data tell us?

- St Joseph's compares very well with national and local data in all areas for the number of children hitting expected standards.
- St Joseph's compares favourably with national and local data in all areas for the number of children hitting 'Greater Depth' standards for Writing and Maths.
- St Joseph's has less children who have achieved 'Greater Depth' in all three areas than local and national. This tells us that, while we have children achieving higher performance in Reading, Writing and Maths, at the moment we do not have many who have achieved this standard across the board. Year 3 staff will work on identifying those who have the potential to be all round 'Greater depth' and develop their education accordingly.

* Transition Matrices- Another document that we use in school is a matrix that shows us how much each child has made relative to their performance to end of Upper Foundation. This is called the 'Transition Matrix'.(Not included in this document). Our matrix shows us that there are individual children who achieved a higher relative score in reading, writing or maths in foundation than in year 2. This could suggest lack of sufficient progress for that child.This is an issue we need to address.

The senior leadership team has identified these children and put in an action plan in place for each one. However, the changing landscape of assessment over the last four years or so has, we feel, been the main contributor this, as we are very pleased with both progress and attainment of our year 2 cohort in summer 2016.

Key stage 2

There are two main measures of standards in Key Stage 2; Progress and Attainment. Schools are challenged to make excellent progress with every child, while also achieving high raw scores of attainment. This is a challenge for all schools. Some schools may attain well, with a strong cohort, but this does not necessarily mean that the class have made good progress compared to their starting points. Similarly, a school may make excellent progress but still have weak attainment scores. This does not mean this school has underperformed. The challenge for a school is to achieve high attainment *and* excellent progress.

Progress-The progress of every child who completed their year 6 Sats this year was compared to where they were at the end of key stage 2 ; in other words, judgments were made as to how much progress the child made in their four years in Key Stage 2. If a child made expected progress, they were awarded a progress core of 0. In other words, they achieved the progress they were expected to. If, however, a child was given a positive progress score, they achieved more than expected, and conversely for a negative score. The chart below shows progress schools for whole class groups and what percentile of schools they put a school in;

Percentiles	Reading	Writing	Mathematics
Top 5%	4.6 and above	4.4 and above	4.3 and above
Next 20%	1.8 to 4.5	1.9 to 4.3	1.6 to 4.2
Next 15%	0.7 to 1.7	0.8 to 1.8	0.6 to 1.5
Middle 20%	-0.6 to 0.6	-0.5 to 0.7	-0.6 to 0.5
Next 15%	-1.6 to -0.7	-1.6 to -0.6	-1.6 to -0.7
Next 20%	-4.0 to -1.7	-4.8 to -1.7	-4.0 to -1.7
Bottom 5%	-4.1 and below	-4.9 and below	-4.1 and below

Progress scores –Summer 2016-here are our scores for progress;

Progress scores for St Joseph's Pontefract- Summer 2016	
Maths	2.8
Reading	4.1
Writing	3.1

What does this tell us?

- St Joseph's is well within the top 25 % of all schools in all areas for progress
- In Reading, St Joseph's is roughly at 8th percentile of schools
- In Writing, St Joseph's is roughly at 12% percentile of schools
- In Maths ,St Joseph's is roughly at 15% percentile of schools
- St Joseph's has made exceptional progress with its year 6 leavers in 2016 in all three areas!

Attainment-

% of children who achieved expected standard and above			
Subject	St Joseph's	Wakefield LA	National
Reading	94	60	66
Writing	94	73	74
Maths	97	67	70
Science	97	77	81
Grammar, Punctuation and spelling(GPS)	91	58	72
Reading ,writing and maths combined	88	50	53

% of children who achieved higher standard			
Subject	St Joseph's	Wakefield LA	National
Reading	41	15	19
Writing	31	14	15
Maths	28	14	17
Grammar, Punctuation and spelling(GPS)	22	19	23
Reading ,writing and maths combined	13	4	5

What do the charts above tell us?

- St Joseph's is significantly above both the LA and all schools nationally for its raw 'expected' attainment in all areas.
- A significant number of children in St Joseph's have achieved the higher standards in nearly all areas. This means that our more able children are being challenged really effectively.
- Of all areas, GPS is the one where we need to focus, particularly in terms of our more able children.
- All 'Pupil Premium' children achieved the expected standard in all subjects.
- No Pupil Premium child achieved a higher standard in any area.
- Expected-Our boys achieved 88% for Writing, while our girls achieved 100%. This means that all our girls achieved the expected standard but not all of our boys. This will be actioned next year, but we feel it is a cohort issue. This is backed up by the fact that 39% of boys achieved a higher standard in Writing, but only 21% of girls.

Average Scaled Score-Every child, in their year 6 Sats test, were given a score with 100 as dead centre. This means that a positive scaled score means a child is above average by a certain amount, and a negative score means they are below average by a certain amount. This chart shows our scaled scores as a whole class;

Subject	St Joseph's	Wakefield LA	National
Reading	107.0	101.4	NA
Writing	NA(Teacher assessment)	NA	NA
Maths	107	102.4	NA
Grammar, Punctuation and spelling	106.2	103.0	NA
Reading ,Writing and Maths combined	NA	NA	NA

What does the chart above tell us?

- St Joseph's is significantly ahead of the 'all Wakefield schools average' in terms of the average scaled achievement of each child in all areas.

2016 KS2	% at the Standard				
School Name	Re	Wr	GPS	Ma	RWM
National (Provisional)	66%	74%	72%	70%	53%
Wakefield LA	59.8%	73.2%	68.3%	66.3%	49.5%
St Joseph's Catholic Primary School, A Voluntary Academy	94%	94%	91%	97%	88%

What does the chart above tell us?

- St Joseph's is significantly above all Wakefield school's average in all areas for the number of children who left year 6 in Summer 2016 at the expected standard or above. Actually, only one other school could claim to have matched or exceeded us!