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# Analyse School Performance (RAISE)

## **School performance summary**

Brimrod Primary School

**ECM Education Consultants  
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# School performance summary (ASP)

## Section 1 Primary school accountability measures

Progress and attainment measures for all pupils  
National Floor Standards and Coasting Schools definition

Summary - strengths		Summary - weaknesses	
<b>Key stage 2 progress</b>	The school's progress measure in Reading was well above average at 3.7 and shows a 3 year improvement. Progress in writing is well above national at 4.6 and shows a continued 3 year strong trend. Maths progress shows an overall improvement from 2016 to 2018 from 0.7 to 1.7	<b>Key stage 2 progress</b>	Although above 0, Maths progress fell in 2018 to 1.7 and was not as strong as reading and writing. Maths progress is more inconsistent than Reading and Writing
<b>Key stage 2 attainment</b>	The proportion of pupils attaining the expected standard in R/W/M combined is below national at 52%, but is broadly similar to 2017. It is higher than 2016, which was 23%. It is just below to the local authority comparator at 59%.  The average Scaled Score was in line with the local authority at 103.2.	<b>Key stage 2 attainment</b>	The proportion of pupils achieving the expected standard in R/W/M combined did not improve in 2018.  The average scaled score for Maths fell in 2018 to 100.5. This is below the local authority and national comparators.  The 3 year average scaled score is below local authority and national for both reading and maths at 100.5 for reading and 101.5 for maths.

### Summary – Floor Standards and Coasting Schools Definition

The school's progress scores were well above in reading and writing or average national averages in mathematics in 2018. All progress scores have improved overall since 2016 with reading showing the most improvement.

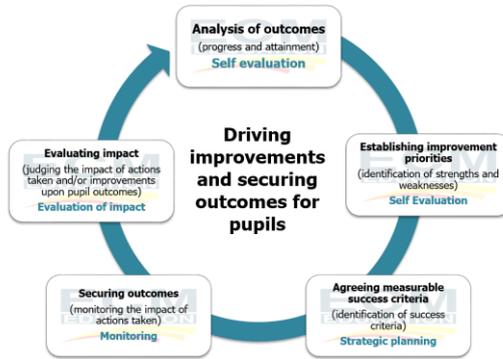
KS2 attainment of at least the expected standard in the combined reading, writing and mathematics measure is below national. This represents an improvement from 2016 when the combined measure was 23% which was significantly below the national average.

KS2 attainment of the average scaled score in reading / mathematics is below national. The average scaled score for reading has improved from 2016 (97.7 to 103.2); Mathematics average scaled score has improved from 2016 (99.7 to 100.5). The 3 year average scaled score for reading shows an improvement from 2016 (97.7 to 100.5) and Mathematics also shows improvement from 2016 (99.7 to 101.5)

The school is above the progress element of the floor standard in 2018 (reading progress score -5; writing progress score -7; mathematics progress score -5). The school is above the floor standard in 2018.

The school is below the attainment element of the floor standard in 2018 (reading, writing and mathematics combined measure 65%). The school is below the floor standard in 2018.

The school is not within the coasting school's element in 2018. The school is not within the coasting definition in the last 3 years and therefore is not a coasting school.



## Section 2 Progress and attainment in key stage 2

### School performance summary for all pupils and pupil groups

#### Reading, writing and mathematics combined

#### Self-evaluation

##### All pupils and disadvantaged pupils

KS2 attainment at the expected standard in the combined reading, writing and mathematics measure is below national at 52%. This is 30% improvement on 2016 when the % of pupils achieving this measure was 23%, but does not show any improvement on 2017, which was 53%. The proportion of pupils attaining the higher standard in R/W/M was 3%, which is below the local authority and national. This is an improvement on both 2016 & 2017 where 0% of children achieved the higher standard in all 3 subjects.

There were 13 disadvantaged pupils. 38% of disadvantaged children attained the national standard in R/W/M. This is a slight improvement from 2017, which was 33% and means 2 more Disadvantaged children achieved the combined measure in comparison to 2017. 9 out of 13 children were prior middle attaining children. Not all prior middle attaining children achieved the expected standard in all R/W/M (44% vs 63% nationally). Analysis shows disadvantaged children made better than expected progress in reading and writing than nationally and just above national in Maths.

##### Pupil groups

Boys' attainment is in line with the national average for the combined measure (62% vs 61%). However, girls' attainment for the combined measure is below the national average (44% vs 68%). 8% of boys achieved the higher standard in the combined measure in 2018, but no girls achieved the same. 14% of prior lower attaining children achieved the combined R/W/M measure which is higher than national at 7%; 67% of Prior Middle Attaining children achieved the combined measure which is higher than national at 58%

No SEN children (7 children) achieved the expected standard in the combined R/W/M.

##### Strengths

- Boys' attainment is in line with national average for the combined measure.
- A higher % than national prior lower attaining and prior middle attaining children achieved the standard.
- 8% of boys' achieved the higher standard in the combined measure.

##### Weaknesses

- Disadvantaged attainment in the combined measure is still significantly below national (although this has improved from 2017 to 2018)
- There was no improvement in the combined measure from 2017 to 2018.
- Girls attainment at the combined measure is below national

##### Key lines of enquiry – reading, writing and mathematics combined

What strategies are being employed to speed up the attainment of Disadvantaged children?

What are the reasons for the dip in the performance of girls and what is being done to rectify this?

What are the projections for the combined measure for 2019 and beyond?

Is the performance of boys sustained in school?

## Summary

KS2 attainment for all pupils in the combined measure was below the national figures in 2018 at the expected standard+ for the low prior attainment group. KS2 attainment for all pupils in the combined measure was below the national figures in 2017 at the higher standard for all prior attainment groups.

## Reading

### All pupils and disadvantaged pupils

Progress in reading was above national for all pupils at 3.7. The reading progress score is higher than 2016 and 2017 (1.7 – 2017; 1.1 – 2016). Boys' made stronger progress than girls (4.6 vs 3.2) and both were stronger than in 2017 (1.7 boys vs 1.6 girls). This is better than those two groups starting points nationally. Prior low and prior middle children's progress is better than similar children nationally at 6.9 (low) and 2.7 (mid). Prior lower attaining children's progress continues to show a 3 year improvement from -0.50 in 2016; 1.5 in 2017 to 6.9 in 2018. Prior middle attaining children's progress shows an overall slight improvement in a 3 year trend from 2.2 in 2016; 1.8 in 2017 to 2.7 in 2018.

Disadvantaged children make 5.6 progress, which is better than disadvantaged children nationally. 9 Disadvantaged pupils', who were prior middle attaining, made 3.2 progress, but disadvantaged prior lower attaining children made significantly better progress at 11.2, which is significantly better than national.

The average scaled score in reading was below national at 103.2 (National 105.0). This is an improvement from 97.7 in 2016 and 100.7 in 2017.

Attainment at the expected standard is just below average at 71% vs 75% nationally. This represents a 3 year improvement from 40% in 2016; 60% in 2017 to 71% in 2018. At the higher standard, attainment is below average at 10% vs 28%. This represents an improving 3 year trend from 3% in both 2016 & 2017 to 10% in 2018. 90% prior middle attaining children achieved the expected standard, which is higher than national (74%). 10% prior middle attaining children achieved the higher standard, which is below national (17%). 29% prior low attaining children achieved the expected standard, which is higher than national (20%).

The scatterplot shows that 2 disadvantaged children did not make the expected progress from KS1 to KS2.

### Pupil groups

Progress for all pupil groups is higher when compared to national averages, with the exception of SEN support children. Pupils with EAL make better progress than their peers nationally (5.07), which is stronger progress than non-EAL pupils at 1.08. Prior Reading Middle Attainers make strong progress at 3.2 and Prior Reading Lower Attainers made very strong progress at 5.7.

61% of girls achieved the expected standard, which is below national at 79%. 85% of boys achieved the expected

## Self-evaluation

### Key lines of enquiry – reading

What is the reason for the decline in girls' performance in reading and is this a trend or not?

What support is provided to SEN support children during reading sessions?

standard, which is above national at 72%. Attainment at the higher standard is below national for all pupil groups. 15% of boys and 8% of disadvantaged children achieved the higher standard vs 24% and 33% nationally. 6% of girls achieved the higher standard vs 32% nationally.

The average scaled score for prior low and prior middle attaining children is higher than national (98.9 vs 94.2 & 105 vs 103.6). The average scaled score for disadvantaged children is below national (104.5 vs 106.1). Average scaled score for boys is in line with national (104.8 vs 104.2) whereas girls is below national (102.2 vs 105.9)

Although average scaled scores were below national for girls and disadvantaged, the greatest difference to national is girls. (Girls – 3.7; boys +0.6; disadvantaged – 1.6)

- Strengths**
- Attainment has improved over a 3 year trend
  - Progress has improved over a 3 year trend.
  - Average Scaled Score has improved over a 3 year trend
  - Boys attainment is higher than national

- Weaknesses**
- Girls attainment is below national although their progress is above national.
  - Average scaled scores are below national with the exception of boys.

**Summary**

KS2 progress for all pupils in reading was above the national figures in 2018 at the expected standard+ for all prior attainment groups.

KS2 attainment for all pupils in reading was in line national figures in 2018 at the expected standard+. KS2 attainment for all pupils in reading was below the national figures in 2018 at the higher standard for all prior attainment groups.

**Writing**

**All pupils and disadvantaged pupils**

Progress in writing is above average at 4.6. The writing progress score has been above average for the past 3 years (4.1 in 2016; 3.1 in 2017) and 2018 shows a reversal in the dip from 2017. Girls' progress was high when compared to girls' nationally at 5.1. Boys progress was higher than boys nationally at 3.7, which is higher than 2017 at 1.35 but not as high as girls. Disadvantaged children's progress was higher than disadvantaged children nationally at 4.43 which is not as high as other children in school at 4.80. All prior attaining groups compare well to national. However, there are differences within school between the progress the prior attainment groups make. Prior middle attaining children's progress is 3.4, which is high when compared to national, but low prior attaining children's progress is higher at 8.2. Children with no SEN make better progress than their peers nationally at 6.11. Children with SEN did not make as much progress -0.8. The scatterplot shows that 1 disadvantaged children did not make the expected progress from KS1 to KS2.

Attainment at the expected standard (77%) is in line with national (78%) and at greater depth is below national (10% vs 20%). 77% of disadvantaged children achieved the expected standard vs 83% nationally. Prior middle and low attaining children achieved better % to national (Middle 90% vs 79% nationally; 57% vs 17% nationally).

**Self-evaluation**

**Key lines of enquiry – writing**

What support is given to SEN children during writing sessions?

What opportunities are there for SEN support children to write?

What has led to consistently high progress scores and attainment improvements?

<p>Prior lower attaining children's % at the expected standard has improved from 2017 when 0% children achieved the expected standard. 3 disadvantaged children did not attain the expected standard.</p>		
<p><b>Pupil groups</b> Progress was above national for all groups with the exception of SEN Support. Prior middle attaining writers and prior low attaining writers made strong progress (3.9 for Prior mid; 8.2 for prior low). Progress for EAL was not as strong as other pupil groups at 1.3.</p>		
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Disadvantaged Progress improved from 2016 and 2017.</li> <li>Boys progress has improved from 2017.</li> <li>Attainment at the expected standard is in line with national.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>SEN Support children do not make as much progress as other groups and slightly below national.</li> <li>Attainment at the higher standard is below national and dropped in 2018.</li> </ul>	
<p><b>Summary</b> KS2 progress for all pupils in writing was above the national figures in 2018 at the expected standard.</p> <p>KS2 attainment for all pupils in writing was in line the national figures in 2018 at the expected standard+. KS2 attainment for all pupils in writing was below the national figures in 2018 at the higher standard.</p>		
<b>Mathematics</b>		<b>Self-evaluation</b>
<p><b>All pupils and disadvantaged pupils</b> Progress in Mathematics fell in 2018 to 1.7 from 3.1. It is still higher than 2016 (0.72). Over a 3 year trend, Maths shows the most inconsistency. Boys' made better progress at 2.7 than girls at 1.04. Disadvantaged children did not make as much progress at 0.61 and this is slightly above the national average for non-Disadvantaged children at 0.3. Prior Middle Attaining Disadvantaged children made less progress than children nationally at -1.88.</p> <p>Prior Low attaining children made strong progress at 3.8 and prior low attaining Disadvantaged children made stronger progress at 5.7. Prior Middle attaining children made average progress at 1.0. SEN Support children did not make as much progress as children nationally at -2.52 and EAL children made less progress at -3.35 when compared to national.</p> <p>The average scaled score in mathematics was well below national at 100.5 vs 104.4 national. This is an improvement from 2016 at 97.9, but is a reduction on 2017, which was 102.9. The 3 year average scaled score is 101.5 which is below national and local authority comparators.</p> <p>Attainment at the expected standard fell below national (55% vs 76%) with the higher standard below (10% vs</p>		<p><b>Key lines of enquiry – mathematics</b></p> <p>What are senior leaders doing to improve standards in Mathematics overall and for different groups?</p> <p>What strategies are being put in place to support Prior Middle Attaining children?</p> <p>What are the predictions for 2019? Is this a cohort issue?</p>

24%). There has been an overall slight improvement from 2016 at expected (50%) but a fall from 2017 when 70% of children achieved the expected standard and broadly the same in 2018 at the higher standard when compared with 2017 (10% vs 13%). This is an improvement on 2016 when 3% achieved the higher standard. 7 out of 13 disadvantaged children did not achieve the expected standard. 8% of disadvantaged children achieved the higher standard in Maths which is below national at 28%

**Pupil groups**

67% Prior Middle attaining children achieved the expected standard, which is lower than the national average (74%). 14% of prior middle attaining children achieved the higher standard, which is above national at 11%. 29% of prior lower attaining children achieved the expected standard, which is higher than the national average at 19%.

The average scaled score at 100.5 is well below national at 104.4. The average scaled score for prior middle attaining children is in line with national (102.6 vs 102.7). The average scaled score for prior low attaining children is higher than national (95.7 vs 93.9) The average scaled score for disadvantaged children is significantly below national (99.0 vs 105.4). Average scaled score for boys is below national (102.3 vs 104.6), but is higher than 2017 which was 100.8. However, girls' average scaled score has fallen well below (99.3 vs 104.6)

Although average scaled scores were below national for girls, boys & Disadvantaged, the average scaled score is in line with national for prior middle attaining children and higher than national for prior lower attaining children.

**Strengths**

- % at the expected for prior lower attaining children in higher than national
- Progress of children overall is higher than national at 1.7

**Weaknesses**

- Too many groups performance in Maths has declined/not improved from 2017 including girls, Disadvantaged , Prior Middle Attaining children and boys.
- SEN Support children did not make as much progress as children nationally. Neither did EAL children.

**Summary**

KS2 progress for all pupils in mathematics was in line the national figures in 2018 at the expected standard+

KS2 attainment for all pupils in mathematics was below the national figures in 2018 at the expected standard+. KS2 attainment for all pupils in mathematics was below the national figures in 2018 at the higher standard.

**English grammar, punctuation and spelling**

**Self-evaluation**

**All pupils**

Attainment at the expected standard is in line with the national average (81% vs 78%) Attainment at the higher standard fell below national in 2018 when compared with 2017 (16% vs 34%). Disadvantaged children achieved in line with national (77% vs 82%) at the expected standard and below national at the high standard (15% vs 39%) The average spelling mark was for all pupils was higher than national (14.2 vs 12.9) and Disadvantaged pupils was

**Key lines of enquiry – EGPS**

Is there adequate challenge for HA children in grammar lessons?

<p>in line with the national average (13.5 vs 13.4). Prior low attaining children % at the expected standard was well above national (71% vs 18%) and prior middle attaining children's % at the expected standard was also higher than national (78% vs 24%). Both prior low and prior mid attaining children's scaled scores were above national (101.1 vs 94.3 and 107.0 vs 104.4)</p> <p>The average scaled score was slightly lower than national (105.1 vs 106.2). Boys' scaled score was higher than national (106.1 vs 105.2) whereas Girls' was well below national (104.4 vs 107.2)</p>		<p>What have senior leaders done to improve outcomes overall and for different groups?</p>
<p><b>Pupil groups</b> Boys attain is higher than national (85% vs 73%) at the expected standard which is above girls who are below national at the expected standard (78% vs 82%). At the higher standard, both boys and girls' achieve below national average (15% vs 30%) (17% vs 39%)</p> <p>All prior attainment bands achieve higher than the national average at the expected standard (Low 71% vs 18%; Middle 90% vs 78%) Prior middle children achieve in line with national average at the higher standard (Middle 24% vs 21%).</p>		
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Attainment at the expected standard is in line with national average.</li> <li>• Boys' attainment at the expected standard is above national average.</li> <li>• Prior low and prior middle attaining children achieve better at the expected standard than national.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Attainment at the higher standard is below national overall and for a number of groups.</li> <li>• Girls' average scaled score is well below national.</li> </ul>	
<p><b>Science</b></p>		<p><b>Self-evaluation</b></p>
<p><b>All pupils</b> Attainment is below the national standard at 74% vs 82% nationally, but this has improved since 2017, which was 64%. 3 Disadvantaged children did not attain the expected standard</p>		<p><b>Key lines of enquiry – science</b></p> <p>What does the curriculum look like in school for Science?</p> <p>Is enough time being dedicated to Science?</p> <p>What actions have been taken to secure the improvements in attainment overall and for certain groups?</p>
<p><b>Pupil groups</b> Boys attainment at the expected standard is in line national (77% vs 80%), which an improvement from 2017 when it was below at 56%. However, girls attainment has fallen below national (72% vs 85%). Disadvantaged children's attainment is still below national (77% vs 87%) but this has improved since 2017 when it was at 67%. Prior low and prior middle attaining children's attainment is above or in line with national (Low 43% vs 23% and middle 90% vs 85%).</p>		

<b>Strengths</b> <ul style="list-style-type: none"><li>• Although below national, attainment is improving.</li><li>• Boys' attainment has improved from 2017.</li><li>• Disadvantaged children's attainment has improved from 2017.</li><li>• Prior Middle and low attaining children achieve in line or above national.</li></ul>	<b>Weaknesses</b> <ul style="list-style-type: none"><li>• Attainment overall is below national</li><li>• Girls' attainment overall has fallen from 2017</li></ul>	
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Judgement	well below average	below average	broadly average	above average	well above average
Pupils' attainment at key stage 2					
Pupils' progress at key stage 2					

Judgement	inadequate	requires improvement	good	outstanding
Pupils' attainment at the expected standard+ from different starting points at EoKS2				
Pupils' attainment at the higher standard from different starting points at EoKS2				

## Section 3 Attainment in key stage 1

### School performance summary for all pupils and pupil groups

Reading		Self-evaluation
<p><b>All pupils and disadvantaged pupils</b> Attainment at the expected standard is below the national average for reading (63% vs 75%) and is in line with national at the greater depth standard (22% vs 19%). Attainment at the expected standard shows overall inconsistency with a climb in 2017 and an apparent reduction in 2018. The 2018 data does include 3 children who have EHC Plans. 64% of this cohort achieved the ELG for reading at the end of Reception.</p>		<p><b>Key lines of enquiry – reading</b></p> <p>Why has there been a drop in the reading attainment from 2017 to 2018?</p> <p>What strategies are senior leaders using to improve outcomes for boys &amp; girls?</p>
<p><b>Pupil groups</b> Boys attainment at the expected standard is below national average (55% vs 71% national at expected); Boys' attainment at Greater Depth is in line with national (18% vs 22%). All 3 EHC children are boys. Girls' attainment is below national at both the expected and Greater Depth standard (69% vs 80% nationally; 25% vs 29% nationally). Disadvantaged children's attainment at the expected standard is in line with national (X% vs X% nationally) but below national at Greater Depth (X% vs X%)</p>		
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Attainment at Greater Depth is in line with national average.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Attainment overall has declined from 2018.</li> <li>Girls' &amp; Boys' attainment is below national.</li> </ul>	
<p><b>Summary</b> KS1 attainment for all pupils in reading was below the national figures in 2018 at the expected standard+. KS1 attainment for all pupils in reading was in line the national figures in 2018 at greater depth.</p>		
Writing		Self-evaluation
<p><b>All pupils and disadvantaged pupils</b> Attainment at the expected standard for all pupils is below the national average (52% vs 70%). Attainment at Greater Depth is in line with national (11% vs 16%). Attainment at the expected standard has declined for two years (down from 70% to 52%) Attainment at Greater Depth has improved from 2016 to 2017 (3% in 2016 vs 17% in 2017). 61% of this cohort achieved the ELG for writing at the end of Reception.</p>		<p><b>Key lines of enquiry – writing</b></p> <p>Why has the % at the expected declined for 2 years and what are senior leaders implementing to reverse the changes?</p> <p>What is being implemented to improve</p>

<p><b>Pupil groups</b> Boys attainment at the expected standard is well below national (36% vs 63%) and girls attainment at the expected standard is below (63% vs 77%). Boys attainment at Greater Depth is below national (0% vs 12%) whereas girls attainment at Greater Depth is in line with national (19% vs 20%). Disadvantaged children's attainment is just below national (X% vs X%) at the expected standard but is in line at Greater Depth (X% vs X% national).</p>		<p>boys' attainment in writing?</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Girls' attainment at Greater Depth is in line national.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Attainment has fallen for 2 years from 70% to 53%.</li> <li>Boys and Girls attainment in below national.</li> </ul>	
<p><b>Summary</b> KS1 attainment for all pupils in writing was below the national figures in 2018 at the expected standard+. KS1 attainment for all pupils in writing was below the national figures in 2018 at greater depth.</p>		
<p><b>Mathematics</b></p>		<p><b>Self-evaluation</b></p>
<p><b>All pupils and disadvantaged pupils</b> Attainment at the expected standard improved from 2017 to 2018, but remains the level achieved in 2016. (67% in 2016 to 60% in 2017; up to 67% in 2018). The school is now 9% below national vs 5% in 2016. Attainment at Greater Depth is just above national (26% vs 22%). X disadvantaged children (X%) achieved the expected standard vs X% nationally. Disadvantaged children's attainment at Greater Depth was just below national (X% vs X%). 68% of this cohort achieved the ELG for Number &amp; SSM at the end of EYFS.</p>		<p><b>Key lines of enquiry – mathematics</b></p> <p><b>What are senior leaders implementing to improve attainment at the expected standard?</b></p> <p><b>What are senior leaders implementing to improve outcomes for boys and girls' at the expected standard?</b></p>
<p><b>Pupil groups</b> Boys and girls attainment at the expected standard is below national. Boys attainment at the expected standard is 64% vs 75% national (which is an improvement on 2017) and boys' are above national at Greater Depth 27% vs 24%; Girls attainment at the expected standard is 64% vs 75% but is just above national at 25% vs 20%. Disadvantaged children's attainment at the expected standard is below national at X% vs X% nationally. This equates to 1 child difference. Disadvantaged children's attainment at Greater Depth is just below national (X% vs X%). Attainment for English first language pupils' is below national at 60% vs 75% nationally, which is an improvement on 2017 when it was 35%. 68% of this cohort achieved the ELG for number and SSM at the end of Reception.</p>		
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Girls' and boys' attainment at Greater Depth is above national.</li> <li>The same % of children achieved the expected standard as the ELG in Reception.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Attainment at the expected standard has not improved since 2016.</li> <li>Boys' and girls' attainment is below national and has been for 3 years.</li> </ul>	

**Summary**

KS1 attainment for all pupils in mathematics was below the national figures in 2018 at the expected standard+. KS1 attainment for all pupils in mathematics was in line with the national figures in 2018 at Greater Depth

**Science**

**Self-evaluation**

**All pupils and disadvantaged pupils**

Attainment at the expected standard is well below national (59% vs 83%)

**Key lines of enquiry – science**

What actions are leaders taking to secure improvements in standards in Science?

**Pupil groups**

Attainment for boys, girls and Disadvantaged children is below or well below national at the expected standard. Boys attainment at the expected standard is 55% VS 80%; Girls attainment is 63% vs 85% and **Disadvantaged children's attainment is X% vs X%.**

Is the curriculum balanced enough to ensure that Science is taught in sufficient depth?

**Strengths**

- 

**Weaknesses**

- Attainment overall and for different groups is below or well below national averages.

How is Working Scientifically being taught?

**Judgement**

	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment at key stage 1</b>					

**Judgement**

	inadequate	requires improvement	good	outstanding
<b>Pupils' attainment at the expected standard+</b>				
<b>Pupils' attainment at the higher standard</b>				

## Section 4 Attainment in phonics

### School performance summary for all pupils and pupil groups

#### Phonics

##### All pupils and disadvantaged pupils

Attainment in phonics maintained at the 2017 expected standard, which is a drop from 2016 and is below national and below local authority averages. 67% of all year 1 children achieved the phonic check. This is significantly below national (67% vs 82%). The phonic average score at 32.1 which is lower than local authority and national comparisons. 4 disadvantaged children took the phonic check and all achieved the expected standard.

In Year 2, 70% of children achieved the resit. The children who were disapplied last year (either EHC or new to English) were given the check this year, which counts towards the 3 children who did not achieve the check in Y1. 1 SEN support child achieved the retake.

##### Pupil groups

Boys attainment at the expected standard is below national (50% vs 79%) All children who were disapplied in Y1 were boys. Girls attainment at the expected standard is below national (83% vs 86%). **Disadvantaged children's attainment is below national (X% vs X%)**

##### Strengths

- 

##### Weaknesses

- % of children achieving the expected standard in phonics was below average and has been for 3 years now.
- Boys' and girls' attainment is below average.

#### Self-evaluation

##### Key lines of enquiry – phonics

What strategies have senior leaders employed to improve outcomes in phonics?

What training has been provided to all staff to support the improvements in phonics?

What are the current projections for 2019?

#### Summary

Phonics attainment for all pupils in phonics at the end of year 1 was below the national figures in 2018. The average mark in phonics was below the national figures in 2018.

Phonics attainment for all pupils in phonics at the end of year 2 was below the national figures in 2018.

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment in phonics in year 1</b>					

<b>Pupils' attainment in phonics in year 2</b>					
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## Section 5 Achievement in early years foundation stage

### School performance summary for all pupils and pupil groups

#### A good level of development

#### Self-evaluation

All pupils and Ever 6 pupils

Key lines of enquiry - GLD

Pupil groups

**Strengths**

**Weaknesses**

- 

- 

#### Summary

GLD achievement was above\* / in line / below the national figures in 2018. Strength identified in dashboard 2016 was all or % above national achieving GLD. Weakness identified in dashboard 2016 was less than half achieved GLD.

#### At least the expected standard in the areas of learning

#### Self-evaluation

All pupils and Ever 6 pupils

Key lines of enquiry – expected standard

<b>Pupil groups</b>		
<b>Strengths</b> •	<b>Weaknesses</b> •	
<b>Summary</b>		

<b>Judgement</b>	<b>below average</b>	<b>broadly average</b>	<b>above average</b>
<b>Proportion of pupils achieving a GLD at the EoEYFSP</b>			
<b>Proportion of pupils achieving expected+ in reading</b>			
<b>Proportion of pupils achieving expected+ in writing</b>			
<b>Proportion of pupils achieving expected+ in mathematics</b>			

## Section 6 Absence and exclusions

### School level absence for all pupils and pupil groups

Absence and exclusions		Self-evaluation
All pupils and Ever 6 pupils		Key lines of enquiry - absence
Pupil groups		
Strengths •	Weaknesses •	

\***Attendance and punctuality** School Inspection Handbook - Ofsted - page 54

**Inspectors will consider:**

- overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
- the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)
- punctuality in arriving at school and at lessons.

Judgement	well below average	below average	broadly average	above average	well above average
Pupils' absence is					
Pupils' persistent absence is					

# Summary

## Pupils' outcomes based on the school performance summary

The school performance analysis would seem to indicate that pupil absence is:	<b>well below average</b>	<b>below average</b>	<b>average</b>	<b>above average</b>	<b>well above average</b>
The school performance analysis would seem to indicate that the proportion of pupils achieving a good level of development at the EoEYFSP is:	<b>below average</b>		<b>average</b>	<b>above average</b>	
The school performance analysis would seem to indicate that the proportion of pupils attaining the expected standard in phonics in year 1 is:	<b>well below average</b>	<b>below average</b>	<b>average</b>	<b>above average</b>	<b>well above average</b>
The school performance analysis would seem to indicate attainment at the end of Key Stage 1 is:	<b>well below average</b>	<b>below average</b>	<b>average</b>	<b>above average</b>	<b>well above average</b>
The school performance analysis would seem to indicate attainment at the end of Key Stage 2 is:	<b>well below average</b>	<b>below average</b>	<b>average</b>	<b>above average</b>	<b>well above average</b>
The school performance analysis would seem to indicate progress across Key Stage 2 is:	<b>well below average</b>	<b>below average</b>	<b>average</b>	<b>above average</b>	<b>well above average</b>
The school performance analysis would seem to indicate progress from entry to the school to exit is:	<b>inadequate</b>	<b>requires improvement</b>	<b>good</b>	<b>outstanding</b>	<b>NA</b>
<b>Based on the Analyse School Performance 2018 pupils' outcomes could be:</b>	<b>inadequate</b>	<b>requires improvement</b>	<b>good</b>	<b>outstanding</b>	<b>NA</b>

## Overall summary

**Key Improvement Priorities for School Improvement in 2018**