



Fleet Primary School

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End of Year Data 2016-17

Inspection Data Summary Report & School Data Analysis

The following information is based on the OFSTED Inspection Data Summary Report. There is reference also to school tracking and Camden level analysis, particularly for group data as the OFSTED booklet lacks some of the finer detail for these groups.

KS2:

Our prior attainment (Bottom Page 3 IDSR) shows the current year 4 to have been below national in terms of the differences. Year 4, 5 and 6 did not show significant differences to national at the end of their KS1.

Our end of KS2 data shows overall that we are in the average range for progress and attainment.

KS2 Progress:

Progress scores for each subject area are shown below for last two years (the IDSR does not show trend data).

KS2 Progress					
Reading		Writing		Maths	
2016	2017	2016	2017	2016	2017
2.04	0.50	-3.83 (significant)	-1.51	-0.16	0.42
	0.93 (No EHC)		-1.35 (No EHC)		1.08 (No EHC)

When you look at the progress graphic on the left hand side of pages 5, 7 and 9 you can see the confidence intervals for each subject. It is clear, in terms of prior attainment that our middle attainers and high attainers are in line with national averages for reading, writing and maths. The low attainers show up as doing less well (although still strictly speaking in within the average range) but it is worth noting these are 2 children with significant learning needs who had EHCs and did not sit the SATs tests.

Our disadvantaged pupils did not make the same levels of progress as 'other', both nationally or within Fleet. However, the in school gap did close this year.

KS2 Progress					
Difference between the progress of disadvantaged and other at Fleet – 'in school gap'					
Reading		Writing		Maths	
2016	2017	2016	2017	2016	2017
-4.23	-2.7	-3.39	-2.8	-4.52	-0.63

Looking at other group information we notice a few key points which we are monitoring, most notably:

- Boys progress in writing was significantly worse than girls (more than the previous year although the gap was present then too). While there was a small difference in reading and maths these were not significant.

- A similar pattern was seen for Black Somali children. For two years now their progress in writing has been significantly below other. Although this gap halved this year, (from -10.07 to -5.59) it is still significant. Sample sizes have been relatively small (4 and 5 children) however, it is still worth monitoring. 3 of this year's children were boys and so also would have affected the boys progress score. In terms of looking at whether there is a trend towards with this group 3 of the 5 children who make up this group arrived at Fleet in either year 5 or year 6. The majority of their schooling was in other schools.

KS2 Attainment:

Overall attainment last year was generally good and showed us to be above national in Reading (81% compared to 71%) and Maths (81% to 75%). However, in writing we were below national (70% compared to 76%). Looking at year on year comparison we can see from the table below that we maintained our high level in reading and pulled up maths and the overall combined score. We did not however, make as big an impact as we hoped to in writing (although you can see below we did at the higher standard) and this area continues to be a focus for this year – especially on self-assessment and editing which is holding our children back from the new assessment criteria and needs to be a whole school focus this year.

KS2 - Children reaching the expected standard							
Reading		Writing		Maths		Combined	
2016	2017	2016	2017	2016	2017	2016	2017
80%	81%	70%	70%	77%	81%	57%	70%
	88% (No EHC)		76% (No EHC)		88% (No EHC)		76% (No EHC)

What is also worth noting is that we managed to increase the number of children achieving the higher standard across writing, maths and combined. Reading was slightly down. We are above national for all subjects at the higher standard. Our average scaled score in Reading, Maths and SPAG all went up on last years.

KS2 - Children reaching the higher standard							
Reading		Writing		Maths		Combined	
2016	2017	2016	2017	2016	2017	2016	2017
40%	33%	10%	19%	27%	30%	10%	19%
	36% (No EHC)		20% (No EHC)		32% (No EHC)		20% (No EHC)

When looking at prior attainment groups, a similar pattern to that seen in in terms of progress is seen. Middle and high attaining groups were above or in line with national for those groups in reading and maths. Slightly down in writing. The low group again only consists of the 2 children with EHC and as would be expected given their level of need, their attainment was below national.

The attainment of disadvantaged pupils shows again that there is still work to be done targeting the Pupil Premium to close the in school gap on 'other' children but that we did manage to close the gap compared to the previous year in writing, maths and combined. Reading slightly down. Average scaled score in Reading of disadvantaged children stayed pretty much the same while it improved in GPS and Maths (around 3 points better in each). Writing, as across the school, must remain a priority, with special focus on Pupil Premium – this is the only area our disadvantaged children are not outperforming similar children nationally.

KS2 Attainment							
Disadvantaged Attainment compared to national							
Reading		Writing		Maths		Combined	
Fleet	National	Fleet	National	Fleet	National	Fleet	National
75%	53%	58%	64%	75%	58%	58%	39%

KS2 Attainment							
Difference between the attainment of disadvantaged and other at Fleet – ‘in school gap’							
Reading		Writing		Maths		Combined	
2016	2017	2016	2017	2016	2017	2016	2017
+5%	-12%	-30%	-22%	-25%	-12%	-40%	-22%

Looking at other group information we notice a few key points regarding attainment which we are monitoring, most notably:

- Gender differences – again, girls attainment is better than boys. In terms of the combined measure our girls significantly outperformed girls nationally (+17%) while our boys underperformed compared to national (-7%). Worth noting that two of the three SEN children in the class, 2 were boys. We would have needed 1 more boy to get the combined measure to be in line with national and there was 1 boy in the class who we did not agree with the moderated level he was given and he therefore missed out in his writing. The difference between boys and girls is starkest in writing. It exists in reading and maths as well but in both we are pretty much in line with the national picture (less than a child out either way). Last year's class was very girl heavy so each boy, in terms of percentage points, counted a lot more.
- EAL had been an issue when looking at the combined measure in 2016 (68% compared to on 33% of EAL children) but this year there is no discernible difference (69% English compared to 71% EAL achieving the expected standard).
- Ethnicity – as mentioned in the progress section, Black African stands out in terms of numbers. However, it is a small sample size – 3 of the 5 made the standard in reading and maths. White British FSM also stands out at 50% in each, but again this is 1 child who was also SEND.

KS1:

The data in the IDSR has limited data for KS1 other than attainment (pages 13& 14). It shows that for all pupils our reading, maths and science is in line with national with writing being below – a similar pattern to end of KS2.

KS1 Attainment					
Reading		Writing		Maths	
Fleet	National	Fleet	National	Fleet	National
77%	76%	57%	68%	77%	75%

When considering prior attainment, bear in mind that the prior attainment is only judged on the early years attainment in a single area (see notes for governors document) and not necessarily the wide picture of the child as a learner. Saying that, for reading the levels of prior attainment (Emerging, expected and exceeding) are in line with national for expected at end of KS1. We are also showing that more of the children who are exceeding at end of EYFS are reaching the greater depth standard at the end of KS1 – although cohort size is small (6 children).

For writing it is a similar story with the exception that not enough of our emerging children are reaching the expected level and the one child assessed as exceeding in writing did not make greater depth. Writing is an area that is more affected than others subject areas by emotional and communication difficulties and where a wider prior attainment measure may have been useful to see if there was a pattern.

Maths again is broadly in line but again, those transferring from prior attainment level at expected and exceeding to greater depth is less than nationally.

This would indicate we need to look closely at KS1 and ensure that we are pushing the more able children to the higher standard more consistently.

When we look at the disadvantaged pupils we see that for reading and maths our children perform as well as other pupils nationally (in other words non-Pupil Premium children) at the expected level but not at the greater depth. In writing, as is the pattern at KS2, not enough of our disadvantaged pupils convert to expected. This is below national other and national disadvantaged showing a significant 'in school gap' (in Fleet PP=33% other=67%) and we are focussing heavily on PP in pupil progress reviews and in interventions.

KS1 Attainment								
Disadvantaged Attainment compared to national								
Reading			Writing			Maths		
Fleet PP	National		Fleet PP	National		Fleet PP	National	
	All	Other		All	Other		All	Other
78%	76%	79%	33%	68%	72%	78%	75%	79%

Looking at other groups we see:

- Gender – there is an imbalance between boys and girls attainment in reading and writing. Boys underperforming compared to national while girls over-performed against national. This cohort was girl heavy (B:G 12:18) and the 5 of the 7 children with SEND were boys. This does not explain fully the low level of boys reaching expected and this year will need support with writing in year 3 (which has already started). In maths the gap was there but not so stark.

KS1 Attainment											
Reading				Writing				Maths			
Boys		Girls		Boys		Girls		Boys		Girls	
Fleet	National	Fleet	National	Fleet	National	Fleet	National	Fleet	National	Fleet	National
42%	72%	100%	79%	25%	71%	78%	74%	67%	74%	83%	75%

- Based on ethnicity it does not appear there are any trend information. Black Caribbean comes up but is based on a sample of 1 – this child is known to have additional emotional needs and has had long term input from social services. Black other came up, but again is based on 1 child (who is EAL and PP). For Bengali children, which is a larger sample size (8 children) we were 1 child away from national average – 3 of the 8 Bengali children have SEND (2 of them quite complex).

Phonics:

We achieved 77% in the phonics check which we were actually a bit disappointed by. This year group received a lot of reading input (including starting a morning book club 2-3 time a week) and

while it may not look like it paid off in terms of phonics, if you actually look at their end of year levels in reading, 87% ended the year at expected levels for reading compared to the year 1 objectives. This was an improvement of 2 children on those finishing Reception achieving the ELG in reading and 3 children on those finishing Reception with GLD. Of the children who did not make the phonics check, they didn't miss by much. There was not a significant difference between boys and girls nor FSM and other.

EYFS:

70% of children achieved a good level of development. This was down on the 77% the previous year and but in line with the Camden and National Averages (68% and 69% respectively).

Prime Areas :

The main reason for the dip in GLD was down to the dips in the speaking component of communication and language from 97% in 2016 to 73% in 2017. Personal social and emotional development too saw a dip, with an overall average of 80% compared with 100% in 2016. This is in line with a number of children for who there were extenuating factors (such as issues out with school – social services involvement etc.)

Specific Learning Goals:

70% of our children achieved the early learning goals in reading and writing. The Camden average for reading is 74% and writing 71%, National is slightly higher at 77% and 73% respectively. Technology and the world continue to be strong components of understanding the world. People and communities saw a significant drop to 70%, compared with 84% in Camden and 86% nationally. This is most likely a result of personal, social and emotional development being low as these two areas are closely linked. Expressive arts and design continues to be a real strength of the early years/Fleet – 97% and 93% for the two goals in this area.

Specific Groups

Gender: The 2016 cohort of boys outperformed the girls across all areas but health and self-care and making relationships. Speaking saw the biggest gap with 25% between girls and boys, girls being lower. This is a big change in trend compared to the last two years and different to what you might find across other Camden schools as girls most often out-perform boys in the EYFS.

Pupil Premium: The gap between children who have a pupil premium status and those who do not is just 1%. This is such a positive change from a 37% gap in 2015.

Term of Birth: The biggest difference when comparing groups is between the children who were born in the Autumn term compared with those who are summer born children. Only 50% of children who are summer born achieved a good level of development.

Implications for 2018:

- Communication and Language needs to be a priority. Increase focus in this area through targeted teaching and interventions such as Talk Boost. Explore additional intervention programmes such as Box Clever or Colourful Semantics to see if we should have another programme running as well as Talk Boost.
- Training for the early years team around emotional coaching to support personal, social and emotional development. Process to emphasising, validating and labelling emotions and using situations that arise as teachable moments. Adults to help children self regulate

and set limits. Reception autumn term topic to focus on self-confidence and self-awareness as well as people and communities.

- Changes made to reading in Reception with children reading with an adult 3 times a week. Twice with the teacher and once with LSA. At risk readers to have additional support from LSA. Run workshops for parents around reading at home and phonics. Additional guided readers on order to support teaching and reading at home.
- Summer born children to be made aware of to all adults working in the early years. Additional support put in place early if necessary. Consider ways to work more closely with parents to support this group.