

Quality of Education At Alveley Primary – An analysis of 2019 outcomes at KS2,KS1 and EYFS.

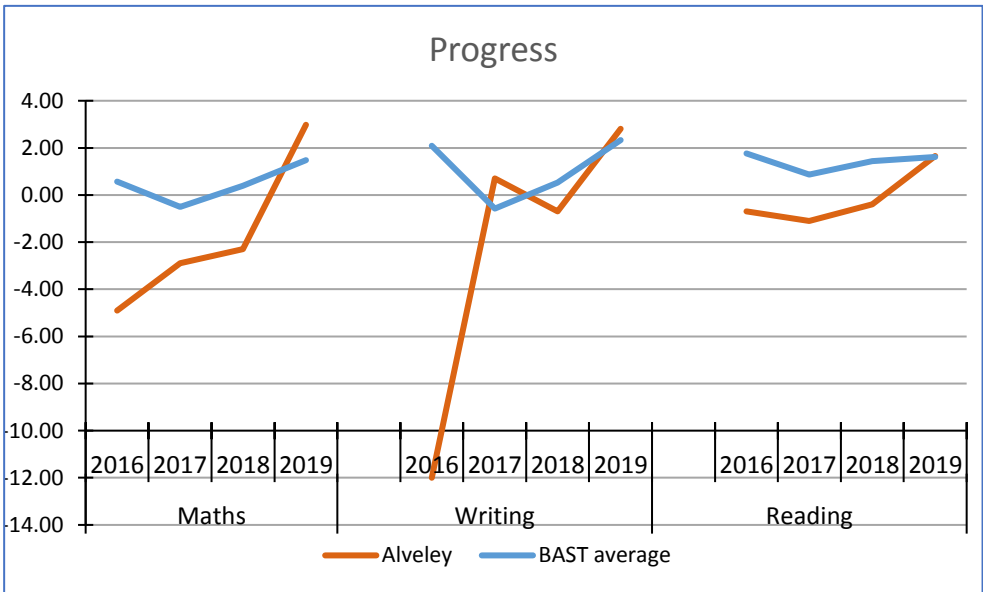
Impact: Pupil's achievement in national tests:
Impact: Pupils' readiness for the next stage
Impact: SEND outcomes and readiness

KS2 Outcomes

Context: Almost three quarters of the cohort of 15 are boys.

Progress

- The provisional progress scores (Keypas) are all positive and likely to be classed as at least average when final confidence intervals are published. The provisional confidence interval indicates that for maths the progress score might be deemed “above average”.
- The provisional progress values given by the school’s calculations are:
 - +1.65 for reading
 - +2.81 for writing
 - +2.98 for maths.
- In 2018 the final progress scores were all negative but within the confidence levels for being deemed ‘Average’ so this progress in 2019 is much improved when compared with 2018.

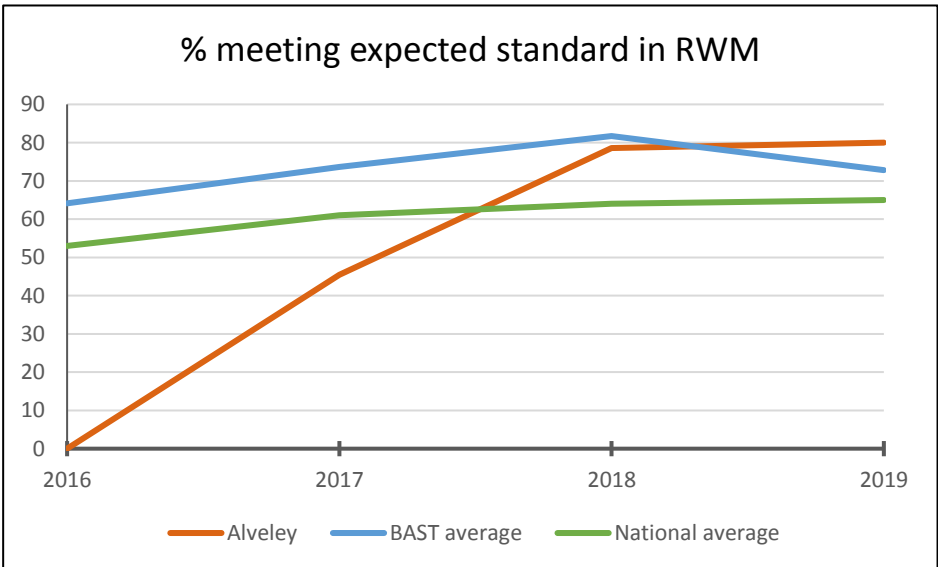


- **Reading:**
 - The progress made by girls and pupils with middle prior attainment was particularly strong.
 - 2 of the 3 pupils with low prior attainment had very low negative progress scores.
 - Progress made by the 8 pupils with middle prior attainment was very strong and much higher than for the other 2 PA groups.
 - 2 pupils with high prior attainment made good progress whilst the other 2 pupils had negative progress scores.
 - The average progress score for the 4 girls was almost double that for the boys.
 - Average progress scores for the 3 FSM6 was high and positive for 2 of the 3 pupils.
 - Progress was negative and very low for each of the 2 pupils with SEN support.
 - There is a 3 year improving trend for average progress in reading for: all pupils; girls; boys and FSM6.
- **Writing**
 - Progress was particularly strong for pupils with high prior attainment and the group FSM6.
 - Average progress scores were positive for both boys and girls with only 1 girl and 1 boy not achieving a positive score. The average for boys was considerably higher than that for girls.
 - The average progress made by low prior attainers and the average for middle prior attainers was positive and strong. All 4 pupils with high prior attainment had positive progress scores and the average for high attainers was very strong.
 - All 3 of the FSM pupils had strong positive progress scores, the overall average for this group was considerably higher than the average for the whole cohort.
 - One of the 2 pupils with SEN support had a negative progress score and the other a positive score, the average for SEN support was positive.
- **Maths:**
 - Progress scores were higher for maths than for writing and reading and might be deemed ‘above average’ when final data is available.
 - All 4 of the pupils with high prior attainment, 6 of the 8 pupils with middle prior attainment and 1 of the 2 pupils included with low prior attainment had positive progress scores.
 - All of the girls (4) and 70% of the 11 boys had positive progress scores.
 - Progress made by girls and by pupils with high prior attainment was particularly strong.
 - 1 pupil with low prior attainment made exceptionally good progress.
 - Both of the pupils in the group FSM6 had very high positive progress scores.
 - Progress was very slightly negative for the one pupil with SEN support.
 - There is a 3 year improving trend for average maths for: all pupils; girls and FSM6

Pupils with low KS1 prior attainment (3) made much better progress in writing and maths than in reading.

Attainment

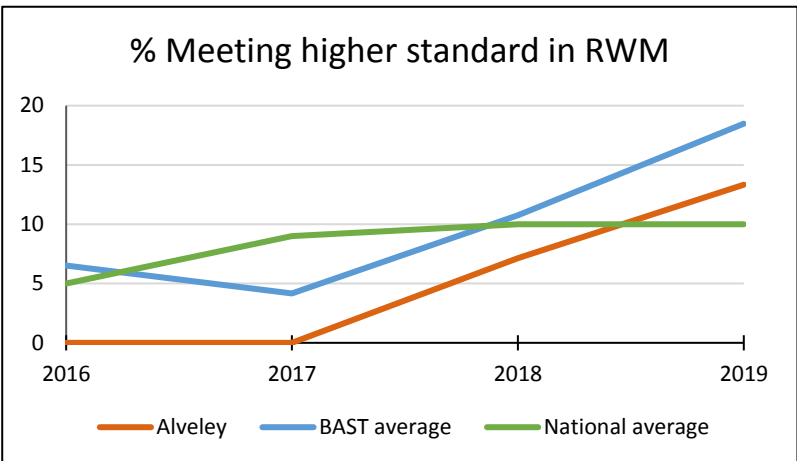
- **Expected standard:**
 - 80% of pupils achieved the expected standard in reading, writing and maths compared with 65% nationally.
 - There is a 4 year improving trend for the proportion of pupils achieving the expected standard in each of reading, writing and maths. For the last 2 years the proportion has been higher than the national average.
 - There is a 3 year improving trend for the proportion of girls (100% in 2018 and 2019) achieving this measure.
 - For the last 2 years combined 4 out of 6 (67%) pupils FSM6 have achieved this measure.
 - No pupils with SEN support have achieved this measure in the last 3 years.



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- Higher standard:

- Context: 27% of the cohort (4 out of 15) were pupils with higher KS1 prior attainment compared with 54% (7 of 13) in 2018 and 34% nationally in 2019.
- The proportion of pupils achieving the higher standard in reading, writing and maths in 2019 is 13% (2 pupils) which is higher than the provisional 2019 national average of 10.5% for the first time. This indicates a considerable improvement after no children achieved this measure in 2016 and 2017. The improvement in 2019 when compared with 2018 is despite the 2019 cohort having a considerably smaller proportion of pupils with high KS1 prior attainment than in 2018. Both pupils reaching this standard in 2019 were girls. The only pupil reaching the standard in 2018 was a boy.



- Reading

- The average scaled score in reading declined this year although it is still in-line with the national average.
- 80% of pupils achieved the expected standard in 2019 a fall of 20%. The national average fell by 2% to 73%.
- 27% of pupils achieved the higher standard which is in-line with 2018 and with the provisional national average of 27%.

- Writing

- The proportion of pupils achieving the expected standard is 80% which is broadly in-line with 2018 and with the provisional national average of 78%.
- The proportion achieving the higher standard is 26.7% and is in-line with 2018 and just above the provisional national average (20%).

- Maths

- The average scaled points rose by 3 marks to 106.6 and is 1.6 marks higher than the provisional national average.
- The proportion of pupils achieving the expected standard rose to 86.7% which exceeds the national average of 78.7%
- The number of pupils achieving the higher standard (27%) doubled when compared with 2018. This is in-line with national average of 27%.

- GPS

- The proportion of pupils achieving the expected standard is 73.3% which is in-line with 2018 and the provisional national average of 78%.
- The number of pupils achieving the higher standard (27%) doubled when compared with 2018. This is below with national average of 35.7%.
- The average scaled score was 103.4, an improvement of 0.7 marks when compared with 2018, but almost 3 marks below the provisional national average of 106.3.

KS2 Summary

- Overall the rapid improvement in achievement at KS2 over the last 3 years has continued and outcomes are very strong for all the key measures.
 - Progress measures have improved strongly with all progress measures likely to be positive and deemed at least average.
 - The proportion of pupils achieving the higher standard in RWM, maths and GPS has risen when compared with 2018 and for reading and writing remained in-line with 2018 despite the cohort having considerably fewer pupils with high KS1 prior attainment this year.
 - Achievement in maths was particularly strong
- Cohort numbers are too small to comment on 3 year trends in attainment for pupils with SEND and FSM6 and to meaningfully compare attainment with national averages using Keypas. However, some of the outcomes for 2 of the 3 pupils in the FSM6 group in 2019 are very strong.

The **relative** weaknesses are:

- Achievement in the GPS test is weaker than for reading, writing and maths when compared with national averages.
- In the 2019 cohort there were fewer girls than boys but, apart from in writing, girls made better average progress than boys. There is no indication that this is a trend.

KS1

Context: This cohort had below average GLD score in EYS (67%)

Working at the expected standard:

- The proportion of pupils achieving at least the expected standard in
 - reading is 85%, (provisional national 75%; school 2018 67%);
 - writing is 69%, in-line with 2018 and provisional national average (provisional national 69%; school 2018 67%);
 - maths is 69%, in-line with 2018 and below national average (provisional national 76%; school 2018 67%);
- the proportion of pupils achieving at least the expected standard in reading, writing and maths combined is 69% which is in-line with 2018 (67%) and in-line with the provisional national average of 65%.
- All 5 of the girls achieved the expected standard in reading, writing and maths,
- A smaller proportion of boys achieved the expected standard in writing (1 boy fewer) and in maths (2 boys fewer) than boys nationally. Note: this is based on a small cohort of only 8 male pupils.

Working at greater depth:

The proportions of pupils working at greater depth are:

- Reading: 31% are working at greater depth which is higher than in 2018 (22%) and broadly in-line the national average (25%) .
- Writing: 23% are working at greater depth compared with 11% in 2018 and 15% nationally meaning the national average is exceeded by the equivalent of 1 pupil;
- Maths: 31% are working at greater depth, this is an increase when compared with 2018 (11%) and above the national average of 22% by the equivalent of 1 pupil.
- The proportion of pupils attaining the expected standard in science rose from 67% in 2018 to 85%.
- the proportion of pupils working at greater depth in reading, writing and maths combined was 15% which is in-line with 2018 and in-line with the provisional national average of 11.2%.

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- at greater depth girls performed better on average than girls nationally whilst boys performance was broadly in-line with that of boys nationally.

Groups

Boys: 3 year declining trend for reading at greater depth

Girls: 3 year improving trend for working at greater depth in reading, writing and maths.

Year 1 Phonics Screening Check:

80% of pupils passed the phonic test in 2019 which is in-line with the provisional national average of 82% and in-line with the school's outcomes for 2018. Over the last 3 years this measure has remained broadly stable.

The average points score rose by almost 2 points from 30.8 in 2018 to 32.7 in 2019. Average points are approximately 1 point lower than the national and local authority averages.

Year 2 Phonics Screening Check

By the end of year 2 (2018_2019) 92% of pupils (12 of 13 pupils) had passed the phonics test, this is in-line with 2018 and in-line with the provisional national average of 91%

EYS:

The proportion of pupils achieving a good level of development is 82% which is considerably above the provisional national average of 72%. There is a 3 year improving trend for this measure.

The average total points score rose to 38.3 which is which is considerably higher than: the school's points score for 2018 (34.6); provisional national average (34.6) and LA average (35.9).

There was no significant difference between the performance of boys and girls.