

ST MARY'S CATHOLIC PRIMARY SCHOOL



ACHIEVEMENT at End of Key Stage 1, 2016

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Achievement in KS1 was good because pupils for the most part made good progress from a low baseline.

End of KS1 2016

- % of pupils achieving expected standard in reading, writing and maths combined, increased by 8% over KS1 from end of EYFS in 2014.
- Reading over the KS : 66% -78% achieving expected

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- Writing: 63% - 76% achieving expected
- Maths: 64% - 78%
- The school went from below both local authority and national figures for each of the three areas of learning to having higher % reaching expected than LA and national in reading, writing and maths.
- The 7% of pupils who exceeded at the end of EYFS in reading, writing and maths maintained their progress over the next key stage.
- 8.5% of pupils were higher attainers in reading, this figure rose to 15% by the end of KS1 and the 7% exceeding in maths rose to 12%.

End of KS1 Summer 2016 (end of EYFS Summer 2014)

	School	LA	National
% achieving GLD End EYFS (sum 2014)	41%	58%	60%
Reading, writing+ maths combined	58%		
Reading	66%	72.5%	74%
Writing	63%	67%	67%
Maths	64%	71%	72%
% exceeding GLD End EYFS	0%		
% exceeding Reading, writing+ maths combined End EYFS	7%		
Reading	8.5%	21%	20%
Writing	10%	14%	12%
Maths	7%	13%	13%
% achieving expected End KS1(sum 2016)			
Reading, writing+	66%		

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maths combined			
Reading	78%	73%	74%
Writing	76%	66%	65%
Maths	78%	72%	73%
Progress from end EYFS to End KS1	+8%		0%
% exceeding End KS1 Reading, writing+ maths combined	7%		9%
Reading	15%		24%
Writing	7%		13%
Maths	12%		18%
Progress from end EYFS to End KS1 (higher standard)	0 %		0%

Teacher assessments in reading at KS1 were 4% above average at expected standard and 7% below average at greater depth. 44% of the EYFS emerging pupils reached expected standard, all but 3 expected pupils at EYFS reached expected and all 5 high (prior attaining) PA pupils did so. None of the low PA pupils reached greater depth but 6 middle PA pupils did so. 4 of the high PA pupils reached this level, a figure 15% above average. 6 of the 12 disadvantaged reached expected standard which was 28% below others nationally. At greater depth the disadvantaged were 27% below others nationally with none of the group reaching this level. In writing 76% of the cohort reached expected standard, a figure that was 11% above average. The EYFS emerging group did particularly well the equivalent of 4 pupils above average. At greater depth the cohort percentage was 5% below average. 5 pupils reached greater depth in writing, 3 expected pupils at EYFS and 2 exceeding. The percentage of disadvantaged pupils at expected standard was just below others nationally whilst at greater depth this group did not see any pupils reach that level.

In maths 78% of the pupils reached the expected standard which was 5% above average with the EYFS expected PA group the equivalent of 2 pupils above average. At greater depth the school's figure was 4% below average. 3 pupils reached greater depth in this subject and they were all exceeding pupils from EYFS. The percentage of the disadvantaged reaching expected standard was disappointing, being 35% below others nationally. At greater depth the disadvantaged were 20% below average. None of this group reached this level. In science 83% of the pupils reached expected standard, a figure 1% above average. Each prior attainment group was slightly better than average. 7 of the 12 disadvantaged pupils reached the expected standard but this was 27% below others nationally. However progress was pleasing for the majority of these pupils in reading, writing and mathematics.

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Disadvantaged Pupils

	Area of difficulty / Intervention/ Comments	Reading EYFS – KS1	Writing EYFS – KS1	Numeracy EYFS – KS1
1 F	Monitor welfare. Enjoyed participating in the dance festival (school supported this)	1-secure	2-secure	2-secure
2 M	General learning difficulties. Monitor welfare. Has continued to make progress responding well to the relatively high level of support. Group support with teacher (literacy and numeracy). One to one with teacher X twice a week with teacher (literacy and numeracy). Daily one to one (additional from Jan 2016) with teacher (literacy and numeracy).	1-developing	1-developing	1-developing
3 F	Maintaining good progress. Targeted support within classroom.	2-secure	3-secure	1-secure
4 F	Severe learning difficulties – continues to be a priority for the EP. Poor focus and concentration and needs incentives to work. Takes a long time to build a relationship with the adult who is working with her (suffered severe trauma when younger). One to one (one hour each day) with teacher for numeracy with teacher. Work in all areas is pitched at Reception level and progress is very slow – working on recognising teen numbers and 1-1 correspondence to 20. From January 2016 additional 2 sessions each week of literacy and numeracy with teacher. In addition from autumn 2016: 1 hour literacy, 15 minutes group games and speech and language each day. 1 hour literacy and numeracy with teacher (group of 7).	1- Y1emerging	1-Y1emerging	1-Y1emerging

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5 M	Maintaining good progress. Targeted support within classroom.	2-secure	1-secure	1-developing
6 F	General learning difficulties. Has on occasions shown a poor attitude to learning and behaviour. Good progress in numeracy. May need additional support to ensure good progress and secure numeracy skills. X 3 sessions of targeted literacy and numeracy per week with teacher.	2-secure	1-secure	1-developing.
7 M	Behaviour – more settled than last year but focus can still be an issue.	1-developing	1-secure	1-developing
8 F	Maintaining good progress. Targeted support within classroom.	2-secure	3-secure	2-secure
9 F	Targeted support within classroom as great difficulty with numeracy across KS1.	1-secure	2-secure	2-emerging
10 M	Targeted support within classroom. Good progress from low baseline.	1-emerging	1-emerging	1-secure
11 M	Targeted support within classroom.	1-emerging	1-developing	1-emerging
12 M	Priority for EP. Poor literacy and numeracy acquisition. General learning difficulties. Speech and language support. School nurse to assist with eating. Close monitoring of attendance. From January 2016 X 2 additional numeracy and literacy sessions each week with teacher. From autumn 2016: 1 hour literacy and 1 hour numeracy with teacher, 15 minutes group games. Speech and language group 20mins X 2 times per week. 1 hour literacy and numeracy within group.	1-Y1 developing	1-Y1 developing	1-Y1 developing

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