

# Annual Data Report 2016-2017



EYFS, KS1 & KS2

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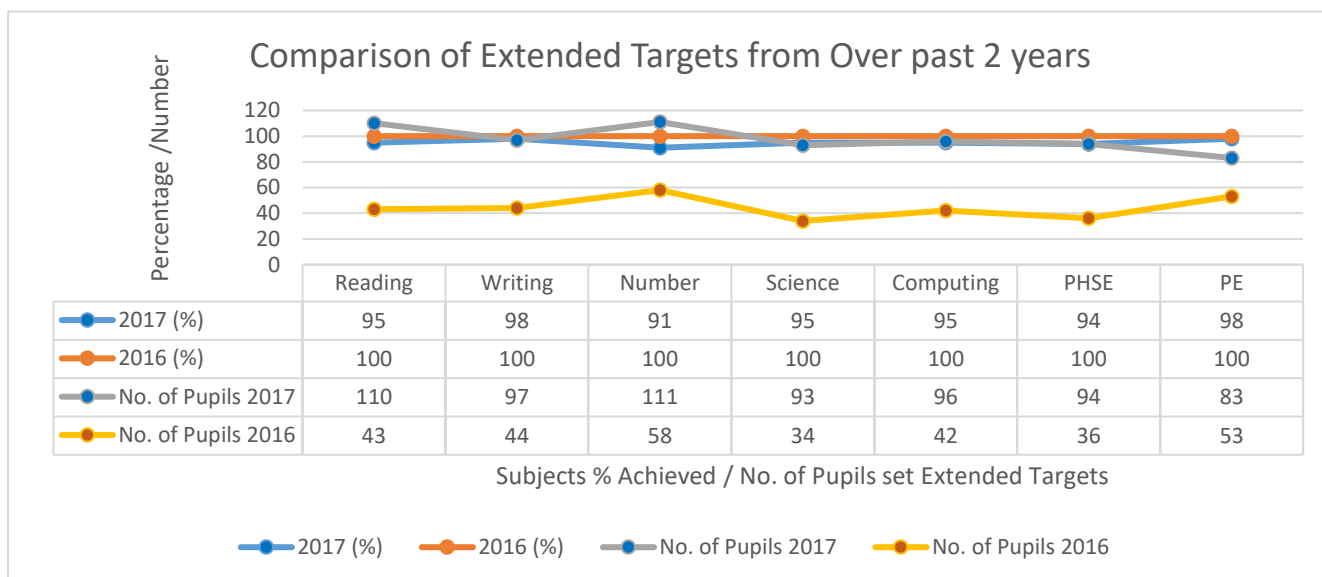
## Highlights

- An average of 83% of our pupils made Upper Quartile (UQ) and Extended Quartile (EQ) last academic year (across year groups and the curriculum).
- Extended Quartile (EQ) targets were set for almost double the amount of children compared to last year, with over 90% of pupils in each area achieving them.
- Pupils at the End of Key Stage 1&2 in Reading & Writing have achieved 80% in the Upper Quartile (UQ) and Extended Quartile (EQ).
- On average our reception pupils achieved 3 points progress across the Areas of Learning.
- All PP & LAC pupils are achieving exceptionally well, an average of 82% in UQ and EQ across the subjects.
- Across our core curriculum when comparing SLD & MLD results, there is now only a 5% difference and in some cases no gap at all.
- Successful moderation has taken place internally and externally in English, Maths and Science.
- CPD has had a positive impact, linked to results.
- Well planned interventions, enrichment and ICT opportunities continue to support pupils and their learning.

## Introduction

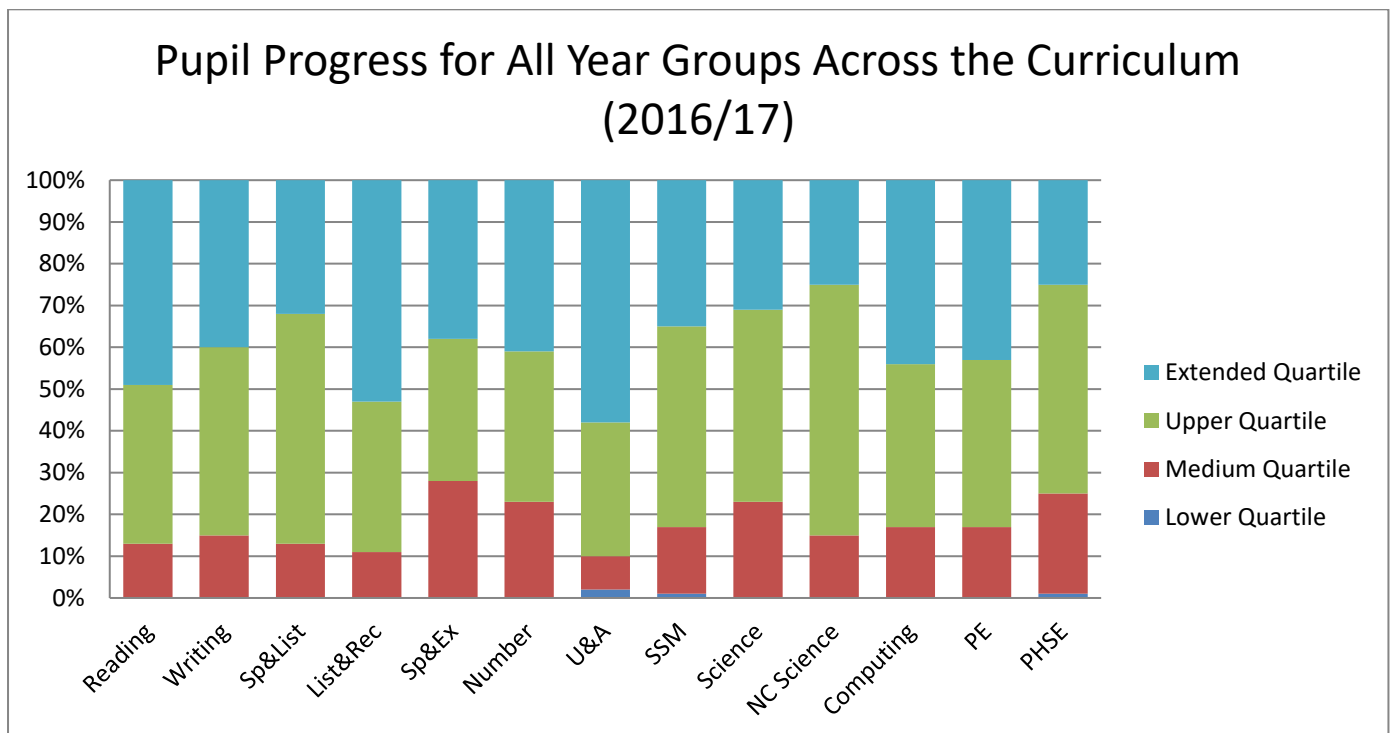
At Dame Ellen pupil progress is always measured from the child's starting point. We recognise each child has a different starting point and this is completed in a robust way when they first enter the school. We use data from the national Progression Guidance to enable us to set targets and measure progress in relation to the progress of all pupils nationally with similar starting points. Progression Guidance gives us three quartiles (Lower, Medium and Upper) and as most of our pupils regularly exceed the Upper Quartile we have introduced our own Extended Quartile (EQ). This enables us to further stretch and challenge all our pupils. We have high expectations of our pupils and as such we have annually reviewed the EQ:

- In 2015-16 we set EQ at 30% progress beyond that expected at UQ
- In 2016-17 we set EQ at 50% progress beyond that expected at UQ
- In 2017-18 we set EQ at 90% progress beyond that expected at UQ at KS 1 and 75% at KS2



- As well as increasing the threshold for EQ we have also increased the number of pupils who were set targets in this quartile.
- EQ targets were set for almost double the amount of children compared to last year.
- In all subjects, 90%+ achieved their EQ targets in 2017.

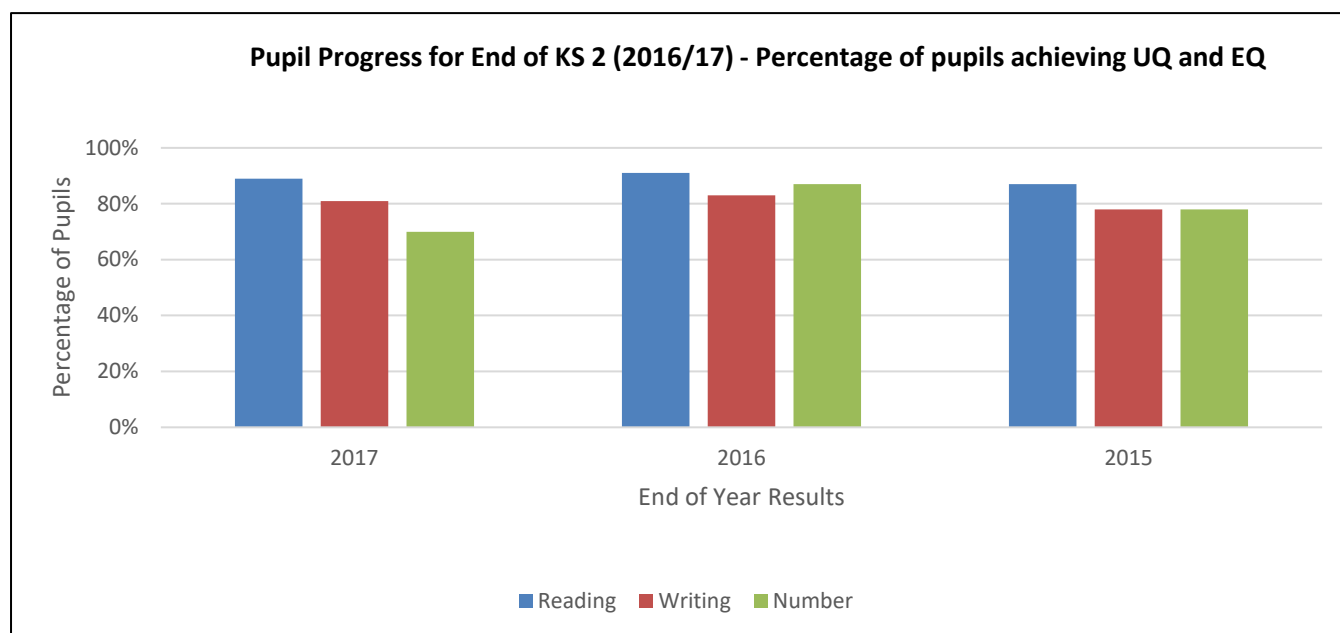
## 2016/17 Pupil Outcomes



- An average of 83% of our pupils made Upper Quartile (UQ) and Extended Quartile (EQ) last academic year (across year groups and the curriculum).
- 4 areas (Speaking, Number, Science and PSHE) had a higher number of pupils in the MQ than the average. Of these pupils the large majority were either SLD (35%) or working at NC levels (31%), as such we are now developing these curriculum areas to support progress with these pupils e.g. Write Dance, Talk for Writing, Ten Town, No Outsiders and STEM.

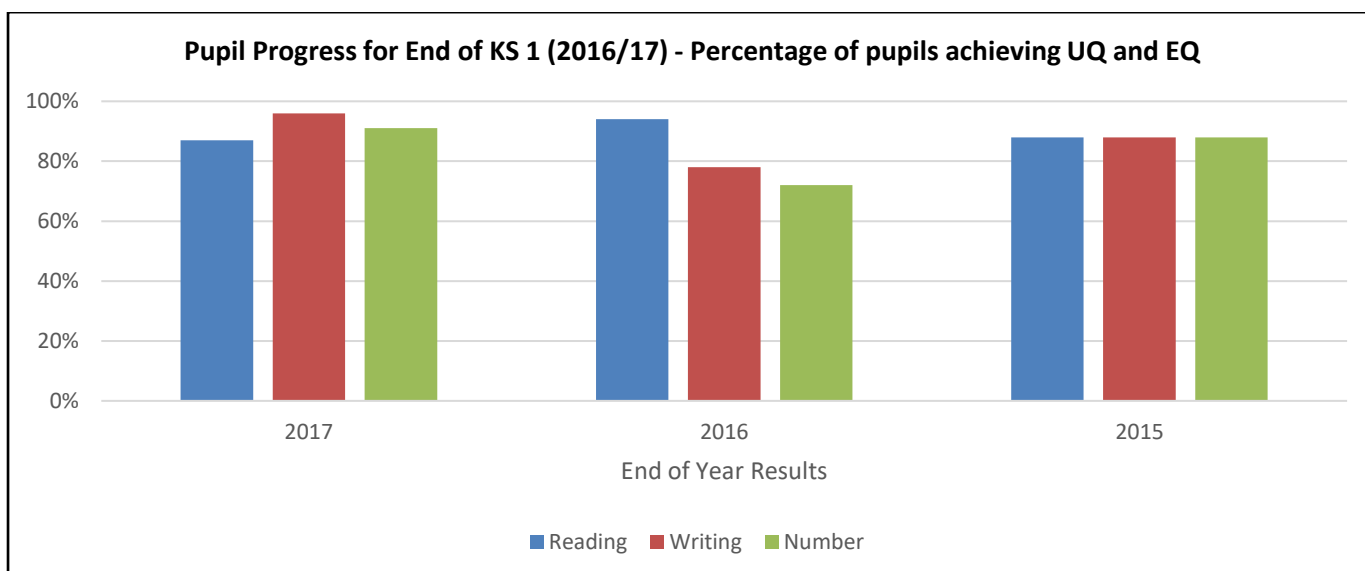
## End of Key Stage Summary

### Key Stage 2 (27 Pupils)



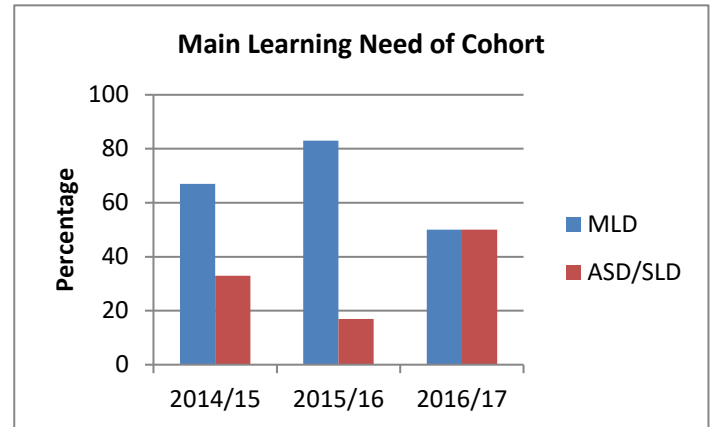
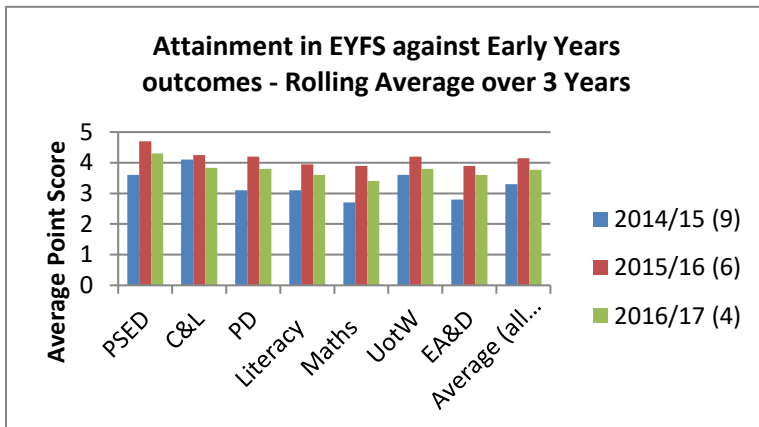
- Reading at the end of Key Stage 2 has remained over 86% since 2015.
- Writing has made pleasing progress from 78% in 2015 to 81% in 2017 (3% increase).
- Progress for Number is lower at 70% at the end of 2017 (there are 10% more children working within National Curriculum expectations in number and it is at these 'levels' where progress often plateaus for our children with cognition and learning difficulties.)

### Key Stage 1 (23 Pupils)



- Reading at the end of Key Stage 1 has remained over 86% since 2015.
- Writing has made excellent progress from 88% in 2015 to 96% in 2017 (8% increase); as a result of Read Write A2Z training.
- Number has also made excellent progress, to a 91% achievement this year; as a result of interventions such as Numicon being embedded.

## EYFS



To record attainment and progress in Early Years we use both Development Matters Outcomes and P Levels. This enables smooth 'assessment transition' when the pupils move from Reception to Year 1. Pupils' achievements are recorded using a point system. One point is approximately a third of the age band that a child is working from. In order to complete an age band approximately 3 points have to be achieved. Whilst there is no national expectation, from a starting point at mainstream schools pupils are expected to achieve 3 points over the year which is one age band, in relation to their age.

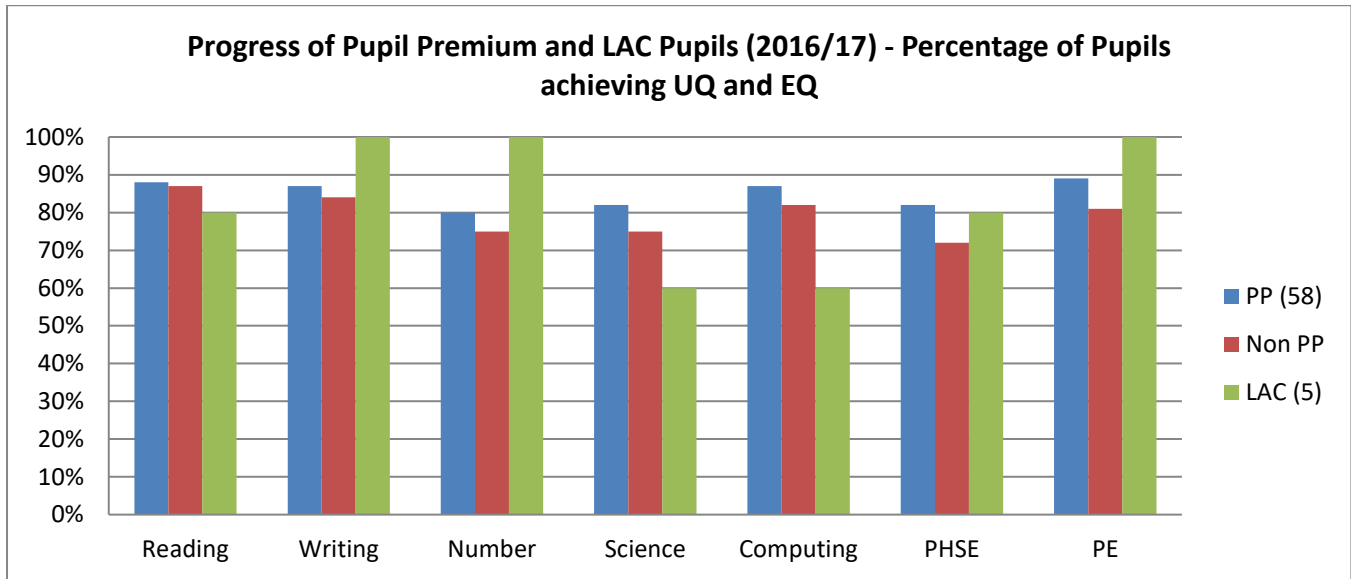
In 2016/17 on average our reception pupils achieved 3 points progress across the Areas of Learning, albeit they have 'spiky profiles' and are working at different age bands in different areas.

It is hard to compare achievements year on year with our Reception children due to the small numbers in the cohorts and the make-up of the cohorts. For example, in 2016/17 33% less MLD pupils (our more able) than the previous year and 33% more complex needs pupils in Reception.

Maths is the lowest area of attainment; as such this is a key area for development in our Reception class with a focus on outdoor learning in Maths.

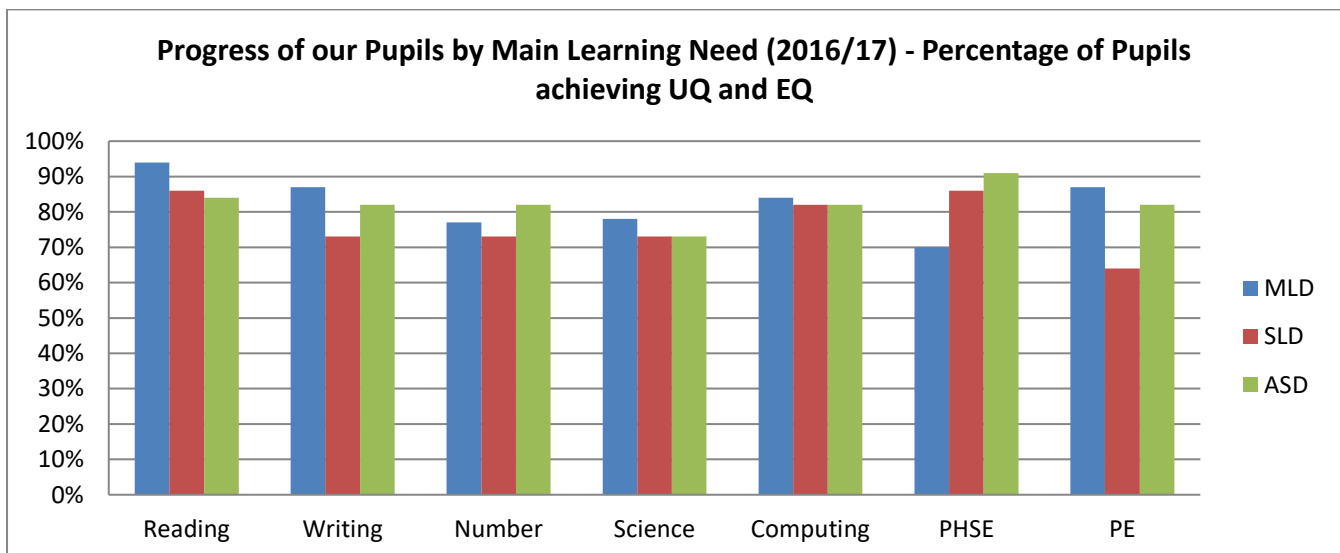
## Analysis of Progress by Groupings

### Pupil Premium and LAC children



- All PP & LAC pupils are achieving exceptionally well, an average of 82% in UQ and EQ across the subjects.
- Whilst there is a slightly lower percentage of LAC achieving UQ/EQ in Computing and Science; this equates to 2 pupils and further analysis has shown they were only a small percentage off achieving UQ.

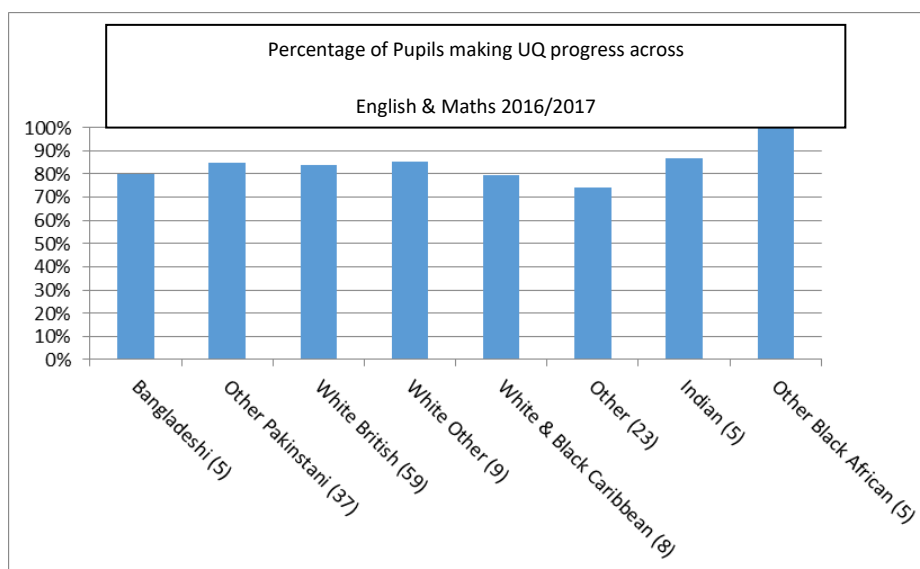
### Progress by Learning Need



- A key focus for the previous 2 years has been our SLD curriculum with the aim of closing the progress gap between our MLD and SLD pupils. It is pleasing to see that across our core curriculum there is now only a 5% difference and in some cases no gap at all. In PSHE our SLD pupils even exceed our MLD pupils.



## Progress by Ethnicity



Analysis shows that there are no major differences between the two largest ethnic groups (other Pakistani and white British) when looking at progress over the year in English and maths.

Progress is lower in our third largest ethnic group (other). 37% of these pupils have been identified for intervention work in 2017/18.

## Progress by Gender

Analysis of our boys and girls progress has shown progress to be slightly lower for girls across some of the curriculum areas. Further analysis has been completed to help support interventions for 2017/18:

Areas where attainment in the UQ and EQ is lower than 80%; taken a 10% drop; or has seen a consistent gradual decline over the last 3 years have been identified.

Reading UQ & EQ	2017		2016		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	91%	100%	91%	100%	75%	100%
Year 2	80%	100%	92%	100%	100%	50%
Year 3	94%	67%	79%	75%	94%	100%
Year 4	81%	75%	95%	100%	94%	83%
Year 5	92%	100%	95%	80%	100%	78%
Year 6	86%	100%	100%	80%	80%	100%

Reading year groups for next year that have been identified are year 4 & 5 girls and year 3 boys as an area of development.

Writing UQ & EQ	2017		2016		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	91%	100%	100%	100%	63%	67%
Year 2	93%	100%	75%	83%	100%	50%
Year 3	76%	89%	79%	75%	94%	100%
Year 4	81%	50%	90%	100%	94%	83%
Year 5	88%	88%	95%	100%	77%	67%
Year 6	82%	80%	92%	70%	73%	88%

Writing year groups for next year that have been identified are **year 5 girls** and **year 4 & 6 boys** as an area of development.

Number UQ & EQ	2017		2016		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	100%	100%	100%	75%	75%	100%
Year 2	93%	88%	67%	83%	92%	75%
Year 3	82%	78%	64%	75%	100%	100%
Year 4	63%	63%	85%	100%	94%	83%
Year 5	69%	63%	82%	80%	85%	78%
Year 6	68%	80%	92%	80%	73%	88%

Number year groups for next year that have been identified are **year 4, 5 & 6 girls** and **year 5 & 6 boys** as an area of development.

Overall, year 5 girls have been highlighted as a cohort that will have IEP support next year in the core subjects. These children are predominantly a group with SLD/Complex/Behavioural needs. New strategies such as See & Learn Number have been introduced and this year we will look to embed them.

## Moderation

To ensure our judgements are robust and reliable we carry out a series of moderation tasks both internally and externally, across the year. Below is a summary of the outcomes of our moderation from 2016/17.

### Maths

Levels completed and agreed upon for NUMBER:

Internal: P3i, P5, P7, P8, P9D, Y1E, Y1S External: P4, P6, P8, Y2S

Levels not completed: P3ii, P9E, P9S, Y1D, Y2E, Y2D

Levels not agreed upon: None

Levels to moderate in 2017 – 2018: P3ii, P9E, P9S, Y1D, Y2E, Y2D

Levels completed and agreed upon for SSM:

Internal: P5, P6, P7, P8, P9E, P9D, P9S, Y1E External: P4, P5, P9E, Y2S

Levels not completed: P3ii, Y1D, Y1S, Y2E, Y2D

Levels not agreed upon: P4 (Not enough evidence seen. SLD teachers shared each other's work at the following SSM internal moderation. Ideas were highlighted to create new ways for this area to be delivered at P4).

Levels to moderate in 2017 – 2018: P3ii, P4, Y1D, Y1S, Y2E, Y2D

### English

Levels completed and agreed upon: READING:

Internal: P3ii, P4, P5, P6, P7, P8, P9E, P9D, P9S, Y1E, Y1D, External: P8, P9D, Y1D,

Levels not agreed upon: P9E (The breadth of evidence was not secure at this level. Staff have been supported in finding other ways to document progress at P9E).

Levels not yet completed: P3i, Y1S, Y2E, Y2D, Y2S

Levels to moderate in 2017 – 2018: P3i, P9E, Y1S, Y2E, Y2D

Levels completed and agreed upon: WRITING:

Internal: P4, P5, P6, P7, P8, P9E, P9D, P9S, Y1E, Y1S External: P6, P7, P9E,

Levels not agreed upon: P4, P8, P9S,

Levels not yet completed: P3i, P3ii, Y2E, Y2D, Y2S

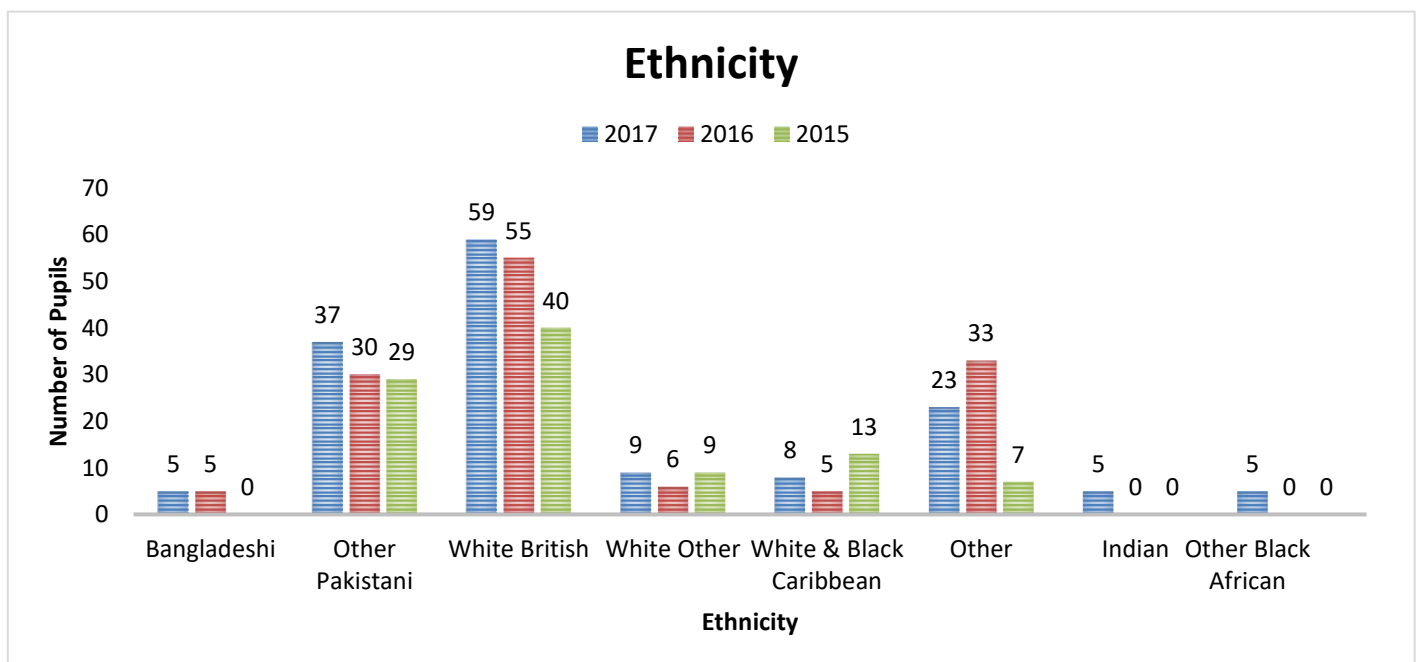
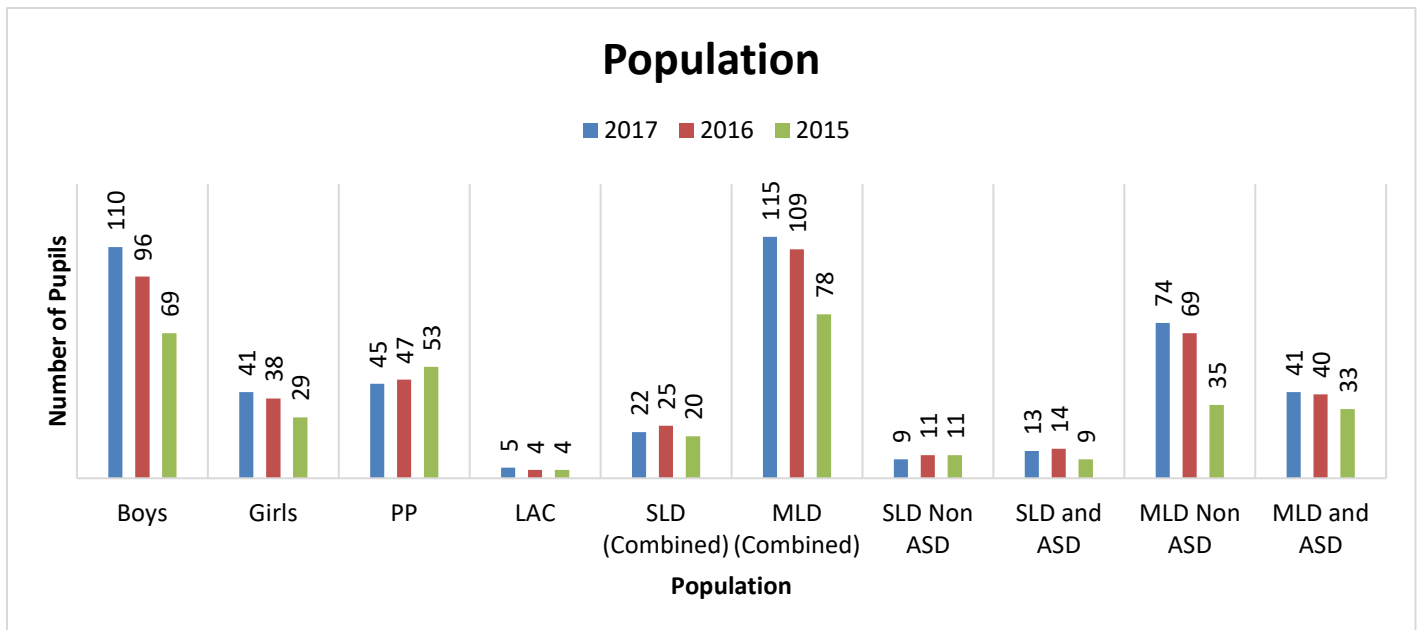
Levels to moderate in 2017 – 2018: P3i, P3ii, P4, P8, P9S, Y2E, Y2D

### Science

Science external moderation has taken place for the first time this year within the new meetings set up with other schools within the city. P6 & P8 have been agreed upon. The external moderation process will increase next year via the science group meetings and we will begin internal moderation during the spring term at school.

## Make-up of the Whole School

The information contained below in charts and graphs gives an overview of the make-up of the school for a 3 year period and a detailed overview of the cohort from 2016/17.



**Overview of Cohort 2016**

Year	All	MLD	%	SLD	%	ASD	%	FSM	%	Not FSM	%	LAC	%	Not LAC	%	EAL	%	Not EAL	%
R	4	2	50	1	25	1	25	1	25	3	75	0	0	4	100	2	50	2	50
1	6	5	83	1	17	2	34	1	17	5	83	0	0	6	100	2	34	4	68
2	17	12	71	5	29	9	53	3	18	14	82	1	6	16	94	3	18	14	82
3	17	16	94	1	6	7	41	3	18	14	82	0	0	17	100	5	71	12	29
4	18	15	83	3	17	9	50	6	33	12	67	0	0	18	100	10	56	8	44
5	27	23	85	4	15	14	44	6	22	21	78	1	4	26	96	8	30	19	70
6	28	23	82	5	18	7		10	36	18	64	1	4	27	96	9	32	19	68
Total	136	112	82	24	18	54	40	41	30	95	70	4	3	132	97	42	31	94	69

Year	Boys	Girls		Boys	%	Boys	%	Girls	%	Girls	%	Boys	%	Other Boys	%	Girls	%	Other Girls	%
				MLD		SLD		MLD		SLD		ASD		Other		ASD		Other	
R	4	0		2	50	1	25	0	0	0	0	1	25	0	0	0	0	0	0
1	4	2		3	75	1	25	2	100	0	0	2	50	2	50	0	0	2	100
2	12	5		8	66	4	33	4	80	1	20	6	50	6	50	3	60	2	40
3	11	6		11	100	0	0	6	86	1	14	5	45	6	55	2	33	4	66
4	14	4		12	86	2	14	3	75	1	25	8	57	6	43	1	25	3	75
5	20	7		17	85	3	15	7	100	0	0	12	60	8	40	2	29	5	71
6	22	6		18	82	4	18	5	83	1	17	5	23	17	77	1	17	5	83
Total	96	40		80	83	16	17	34	85	6	15	44	46	52	54	9	23	31	77

## Strengths across the Curriculum

- **CPD**

An extensive range of training opportunities have been received across a range of subject areas such as Numicon, Phonics, Read Write A2Z, Coding, iTunes and Apps

- **ICT**

iPads are being used across a variety of curriculum areas; affording children the opportunity to become familiar with workflows and app processes.

- **Outdoor Learning**

The outdoor learning areas that extend off the classrooms have had a great impact on progress. Forest School sessions have also been accessed and have been positively received by the children.

- **Interventions**

SLD interventions such as See & Learn First Number and See and Learn Language and Reading are having a significant impact.

All staff and children have had the opportunity to work with the Bishop Challoner PE Specialist to gain confidence and subject knowledge over the year.

The 10 minutes of Physical Fun a day is fully embedded and evident across the school through the use of Go Noodle.

- **Enrichment Opportunities**

World book day, the introduction of a Maths Magician award, sporting activities such as the Sainsbury's Winter Games and the 'Sit Less, Move More Day' have proved a huge success across the school.

Themed weeks/days such as Safety Week, Do & Discover and Maths Week have given pupils opportunities that allow them to embed their knowledge.

# Assessment Pathway



## Assessment Pathway at Dame Ellen Pinsent

Pupils in Reception are assessed using Development Matters

0-11m	8-20m	16-26m	22-36m	30-50m	40-60+m
EYFS Development Matters					

Pupils in Year 1 to Year 6 are assessed using P levels and Y1/2 level descriptors.

P1(i)	P1(ii)	P2(i)	P2(ii)	P3(i)	P3(ii)	P4	P5	P6	P7	P8	P9E	P9D	P9S	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S
A progressive continuum that is a nationally agreed system for assessing pupils that are working below National Curriculum expectations.											Further Pre Key Stage Steps			Year 1 Expectations			Year 2 Expectations		



These levels are assessed against National Progression Guidance where the UQ range is the expected target. Pupils at Dame Ellen Pinsent are also set extended targets at the start of every term.



Further enrichment and understanding is taught and assessed here so that pupils are fully prepared for the National Curriculum End of Year Expectations.



Pupils begin the relevant years work at Emerging. Assessment is measured over 3 levels, moving onto Developing, finally completing End of Year Expectations at Secure.