

Annual Data Report

2018-2019



EYFS, KS1 & KS2

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Introduction

Assessment has been a key priority at Dame Ellen over this academic year. As a school, we wanted to develop a system that catered for our children and their growing needs, as well as giving appropriate information to parents, teachers, senior leaders and governors about the progress the children at Dame Ellen are making. A system that would identify and recognise the small steps of progress that our children make.

This year we began to use the Access to Education (A2E) Framework for both English and Maths. The Framework consists of 16 bands and is made up of attainment criteria based on the Primary Curriculum. The descriptors cover attainment from Nursery to the end of Year 6 expectations. Throughout the year, teachers have used the Framework to Baseline the pupils and then add progress.

We have developed the following colour-coding system that allows the staff to make appropriate judgements against the bands and capture the progress our children are making.

Beginning	Emerging	Developing	Secure
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This year we have explored many evaluative Assessment Tools to allow us to record our children's progress. It has proved difficult to find one Assessment Tool that can cater for all our needs, giving us accurate and robust data. Therefore, we have commissioned a programmer to develop our current TRACK system to work with the A2E Frameworks. This will be ready for September 2019 and will allow us to gain accurate progress across 3 data points. Whilst this is in place for September, we know that it is not an ideal solution and will continue to source a more appropriate and effective way of assessing our children.

To gain progress data for this year we have used our TRACK system and have entered a baseline score and a summer term score based on 'best fit' judgements. The colours were weight as below and then progress was tracked appropriately.

Beginning	0.25
Emerging	0.50
Developing	0.75
Secure	1

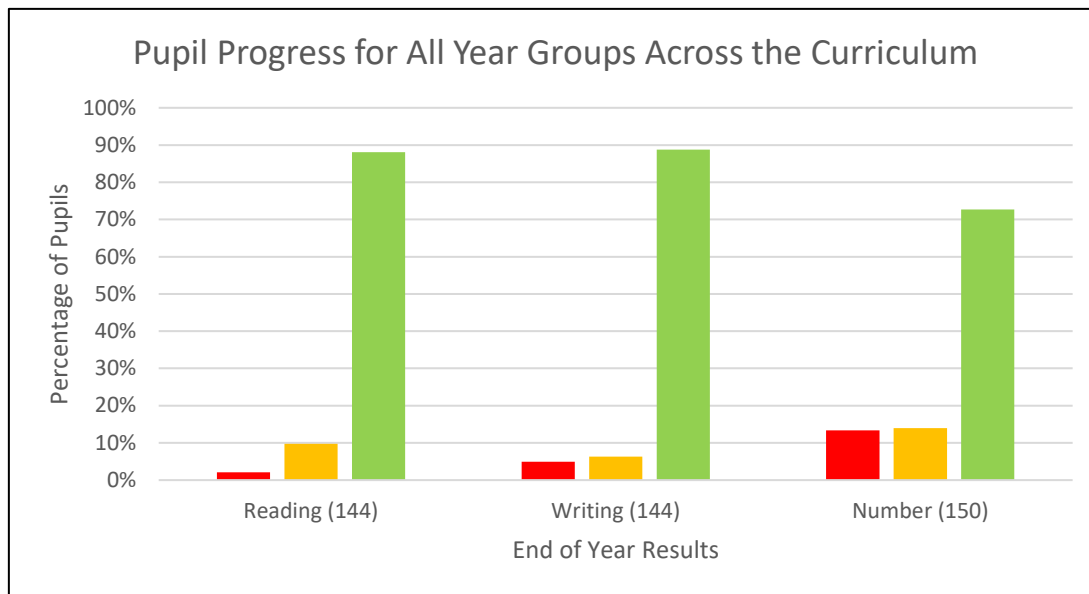
This report will look at progress in Reading, Writing and Number across this year only, as it is not comparable to previous years due to the change in Assessment Frameworks. Through the use of historical data, we have set parameters for expected progress for our children. This will then be analysed over time and adjusted as appropriated. For this report our TRACK system has recorded Expected Progress as 0.50 for the year.

Outcomes for Pupils

2018-19

Progress and Achievement

The graph below shows the distribution of levels of progress in the areas of Reading, Writing and Maths across the whole school.



Positives

- Across all areas, the majority of pupils have made 'Above Expected' progress.
- Writing had the highest amount of children achieving 'Above Expected' progress at 89%
- Reading followed writing closely with 88% of children achieving 'Above Expected' progress.
- 87% of children achieved 'Expected' or 'Above' collectively in number.

Areas of Development

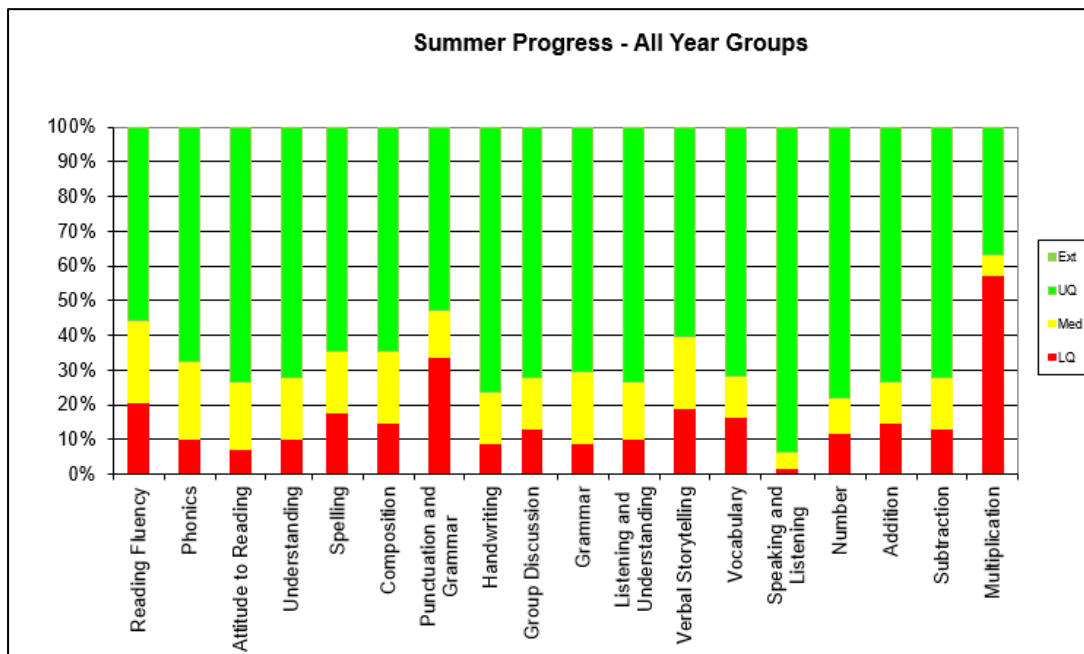
- In each of the above areas there is a small percentage of children in the 'Below Expected' bracket 2% in Reading, 5% in Writing and 13% in Number.
- Highest percentage of children 'Below Expected' was in Number.
Number data was taken across just one strand and not 'Core Maths' which includes all children including those just starting on the A2E Framework and those not yet recording any data on the Framework for both Baseline and Summer Term.

Next Steps

- Continue to embed the A2E Framework and support staff with judgements as appropriate.

- We will have three data points next academic year and will be able to monitor individual progress and identify those children in the 'Below Expected' bracket.
- Assess our parameters in relation to Expected Dame Ellen Progress to ensure the appropriate level of challenge – aiming for a more 'bell curve' distribution.

The graph below shows the Summer Progress for the whole school across each individual strand.



Positives

- Children have made good progress in Reading with 98% of children making 'Expected' and 'Above' progress.
- Children have made good progress in Writing with 95% of children making 'Expected' and 'Above' progress.

Areas of Development

- Reading Fluency is the strand with the highest percentage of children 'Below Expected'.
- Punctuation and Grammar is the strand with the highest percentage of children 'Below Expected'.
- Multiplication has a high percentage of children 'Below Expected' but this is due to the Framework only starting at Band 5.

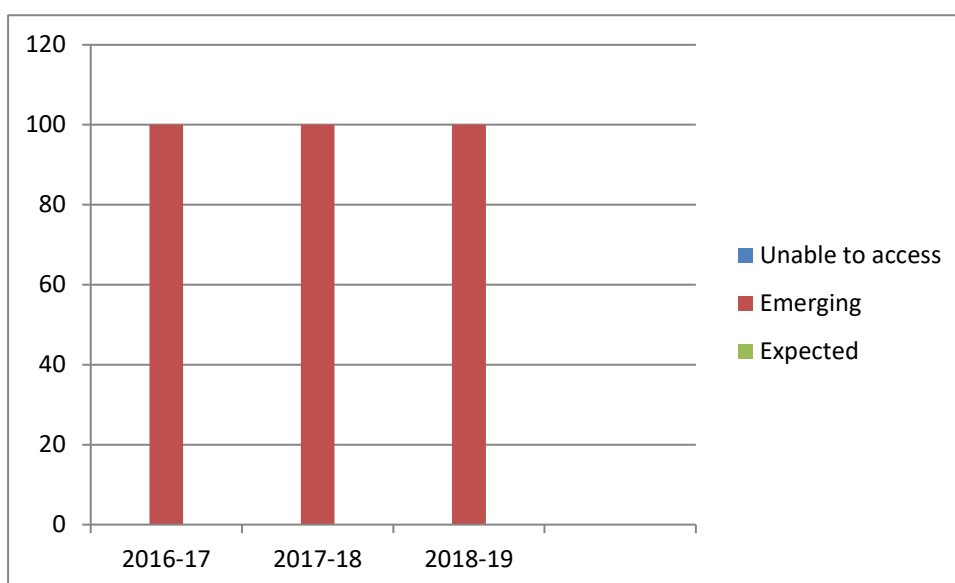
Next Steps

- Continue to embed the A2E Framework and support staff with judgements as appropriate.
- We will have three data points next academic year and will be able to monitor individual progress and identify those children in the 'Below Expected' bracket. Interventions will then be put in place to support individuals with identified areas or strands.
- To work with the Maths and English co-ordinators to identify good teaching practice particularly in the areas of writing.

EYFS Outcomes – 6 pupils

To record attainment and progress in Early Years we currently use both Development Matters Outcomes and P Levels. This year we have introduced the A2E Framework where appropriate across the school including the children within the EYFS. Both the Assessment Lead and the EYFS Co-ordinator have discussed the relevance of this Framework for the EYFS children and will review this at the start of the next academic year. We feel that the EYFS profile is an inclusive assessment tool and it can capture a wide range of children's learning and development outcomes, therefore should we solely use this for EYFS children.

The graph below shows the Statutory EYFS Data that was submitted as a requirement this year. It shows that 100% of the cohort is considered 'Emerging' in all aspects of the Early Years Profile. It is difficult to compare data year on year as the cohort is of such small number. Due to the Cognition and Learning needs of our children Emerging is to be expected.



When looking at the data over the past three years it shows the same Emerging result for our cohorts. However, when looking closely at the children's completed A2E sheets, all six of the Reception children have made progress over the year, according to our colour coding system.

Areas of Development

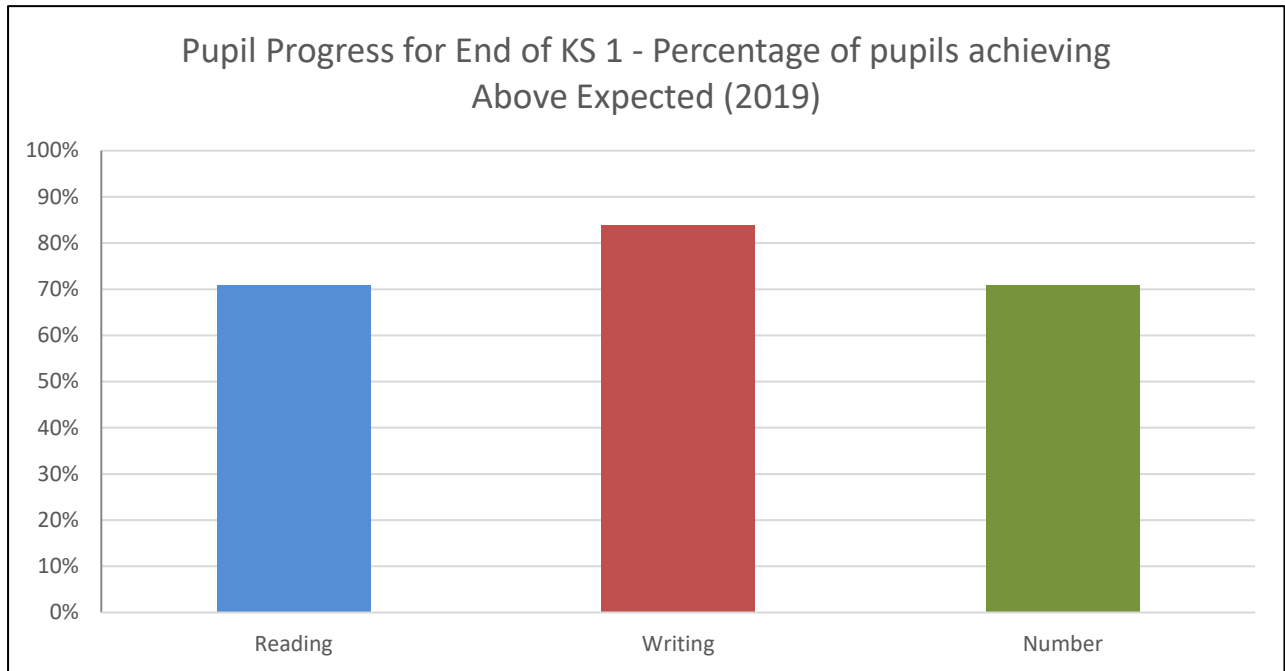
- Writing has been identified as an area for further development by the EYFS Lead.
- The appropriateness of the Assessment Framework for the EYFS children.

Next Steps

- Writing will continue to be a focus for the EYFS in the next academic year.
- Supporting the new staff within the EYFS Phase next academic year in terms of both the curriculum and assessment expectations

End of Key Stage Summaries

Key Stage 1



Positives

- Writing has 84% of Key Stage 1 children achieving 'Above Expected' progress.
- Both Reading and Number have 71% of children achieving 'Above Expected' progress in Key Stage 1.

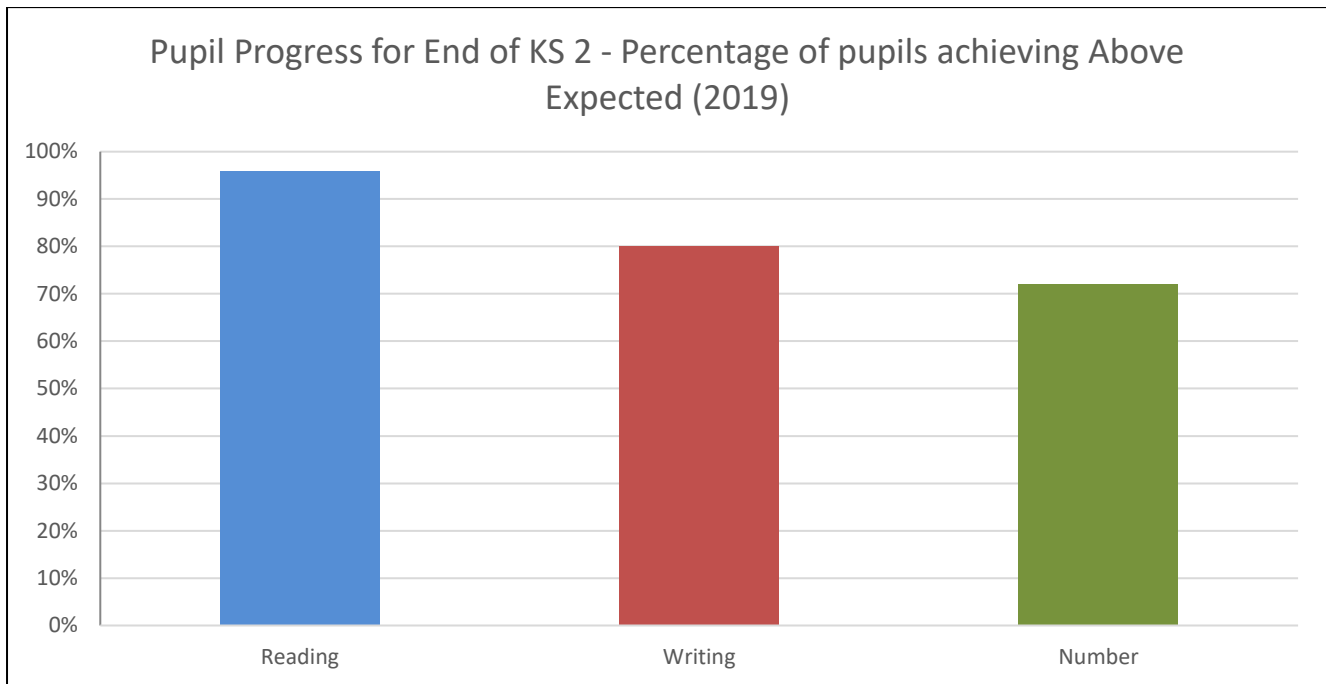
Areas of Development

- Moving forward we need to identify areas of development at each data point with accurate data rather than 'Best Fit' judgements.

Next Steps

- These areas will be reviewed in the Autumn Term for a true reflection of the subject areas as a whole.

Key Stage 2



Positives

- Reading has the highest percentage of children 'Above Expected' progress with 96%.
- Writing has 80% 'Above' and Number has 72% 'Above'.
- Although this is a 'Best Fit' judgement, it does follow the trend of previous years with Reading outperforming Writing and Number. (See Appendix 2)

Areas of Development

- Number has the lowest percentage of children achieving 'Above Expected' progress in Key Stage 2 and this has been the case for the past two years regardless of the change from P-Levels in 2017 and 2018 to the A2E Framework this year. (See Appendix 2)

Next Steps

- To analyse and monitor each of these areas in the Autumn Term next academic year for a true reflection of the subject as a whole.

Pre-Key Stage Standard information 2018-19

Summary of changes that happened in 2018/19 with regards to the P-Levels and Pre-Key Stage Standards

	2017/18	2018/19
Subject-specific study	Interim pre-key stage 2 standards <ul style="list-style-type: none"> • Growing development of the expected standard • Early development of the expected standard • Foundations for the expected standard 	Final pre-key stage 2 standards <ul style="list-style-type: none"> • Standard 6 (working at the KS1 expected standard) • Standard 5 (working towards the KS1 expected standard) • Standard 4 • Standard 3 • Standard 2 • Standard 1
	P scales 5 to 8	
Not subject specific study	P scales 1 to 4	P scales 1 to 4

Dame Ellen Pre-Key Stage Standard Data Submission Analysis 2018-19

Reading

Key Stage 1

	Number	%	
P-LEVEL	14/21	67%	<ul style="list-style-type: none"> ✓ 2/14 children on P-Levels are currently in the ASD Class with more complex needs. ✓ 1/14 children currently has 1:1 support and has complex needs. ✓ In September 5/14 children will be in the ASD provision. ✓ 1/14 children was new to school in the Spring Term.
PKSS 1	7/21	33%	
PKSS 2	0/21	0%	
PKSS 3	0/21	0%	
PKSS 4	0/21	0%	

Key Stage 2

	Number	%	
P-LEVEL	5/25	20%	<ul style="list-style-type: none"> ✓ 80% of this cohort have reached the Pre-Key Stage Standards in Reading. ✓ 3 children hit PKSS 5 and were moderated at this level using the Working Towards Expected Exemplification. ✓ 4/5 children recorded on P-Levels are within the SLD provision and have more complex needs. ✓ 1/5 children has had a change of class, difficult behaviour issues and is having input with ASD strategies
PKSS 1	5/25	20%	
PKSS 2	7/25	28%	
PKSS 3	2/25	8%	
PKSS 4	3/25	12%	
PKSS 5	3/25	12%	
PKSS 6	0/25	0%	

Points to Note:

- ✓ Reading moderation took place between the Assessment Lead and English co-ordinator in the Summer Term.

	Number	%	
P-LEVEL	7/21	33%	<ul style="list-style-type: none">✓ 67% of the cohort have reached the Pre-Key Stage Standards in Writing.✓ Less children on P-Levels for writing than reading.✓ 2/7 children on P-levels are currently in the ASD classroom.✓ 1/7 children currently has 1:1 support and has complex needs.✓ 5/7 children on P-levels will be in the ASD class next academic year.✓ 24% of children reached PKSS 2 in this area of English.
PKSS 1	9/21	43%	
PKSS 2	5/21	24%	
PKSS 3	0/21	0%	
PKSS 4	0/21	0%	

- ✓ Lots of evidence for reading; detailed 1:1 reading records, Read, Write Inc. Get writing, A2E highlighted sheets, See & Learn Programme, Teacher discussions.

Areas of Development:

- ✓ Pre-Key Stage Standards are new this year so we need to ensure continued training and support is in place from September 2019 to support our teachers with this.
- ✓ Review the moderation process for next year in regard to the Pre-Key Stage Standards.
- ✓ Review standards for the Year 2 and Year 6 children in the Spring Term to make teachers aware of gaps and areas to concentrate on, to ensure children reach their full potential.
- ✓ To look at the recording on reading and ensure it is line with the A2E Framework in terms of Bands and language used. KG & KE to develop this further in the next academic year.

Pre-Key Stage Standard Data Submission Analysis 2018-19

Writing

Key Stage 1

Key Stage 2

Points to Note:

	Number	%	✓ 76% of the cohort reached the Pre-Key Stage
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- ✓ Writing Moderation took place between the Assessment Lead and English co-ordinator in the Summer Term.
- ✓ A wide range of evidence for writing was shown; independent writing, mark-making activities,

	Number	%	
P-LEVEL	5/25	20%	✓ 80% of the cohort have reached the Pre-Key Stage Standards in Writing. ✓ 5/25 children on P-Levels are in the SLD class and have more severe learning difficulties. ✓ Highest percentage of children working at PKSS 3
PKSS 1	5/25	20%	
PKSS 2	5/25	20%	
PKSS 3	7/25	28%	
PKSS 4	3/25	12%	
PKSS 5	0/25	0%	
PKSS 6	0/25	0%	

photographic evidence, Talk for writing, Red, Write, Inc. evidence of phonics and spelling, progress shown from the start to the end of children's books.

- ✓ After moderation it was decided that we would move two children from PKSS2 to PKSS1 due to lack of evidence for the standard within the Handwriting strand. This has informed our areas of development.

Areas of Development:

- ✓ We felt that teachers' subject knowledge and expectations need to be set out in a clearer way over the academic year for standards of work produced.
- ✓ Handwriting came up as an area to focus on next year as teacher judgements varied widely.
- ✓ To use the external English Group to moderate against the Pre-Key Stage Standards next academic year.

Pre-Key Stage Standard Data Submission Analysis 2018-19

Maths

P-LEVEL	5/21	24%	Standards in Maths. ✓ 1/5 children on P-Levels are currently in the ASD class. ✓ 4/5 children on P-Levels will be in the ASD Provision in the next academic year. ✓ 14% of children reached PKSS 3 for Maths. ✓ Highest percentage of children within PKSS 1 ✓ Children in Key Stage 1 achieved higher in the area of Maths than English.
PKSS 1	9/21	43%	
PKSS 2	4/21	19%	
PKSS 3	3/21	14%	
PKSS 4	0/21	0%	

Key Stage 1

Key Stage 2

Points to Note:

- ✓ Maths Moderation took place between the Assessment Lead and Maths co-ordinator in the Summer Term.

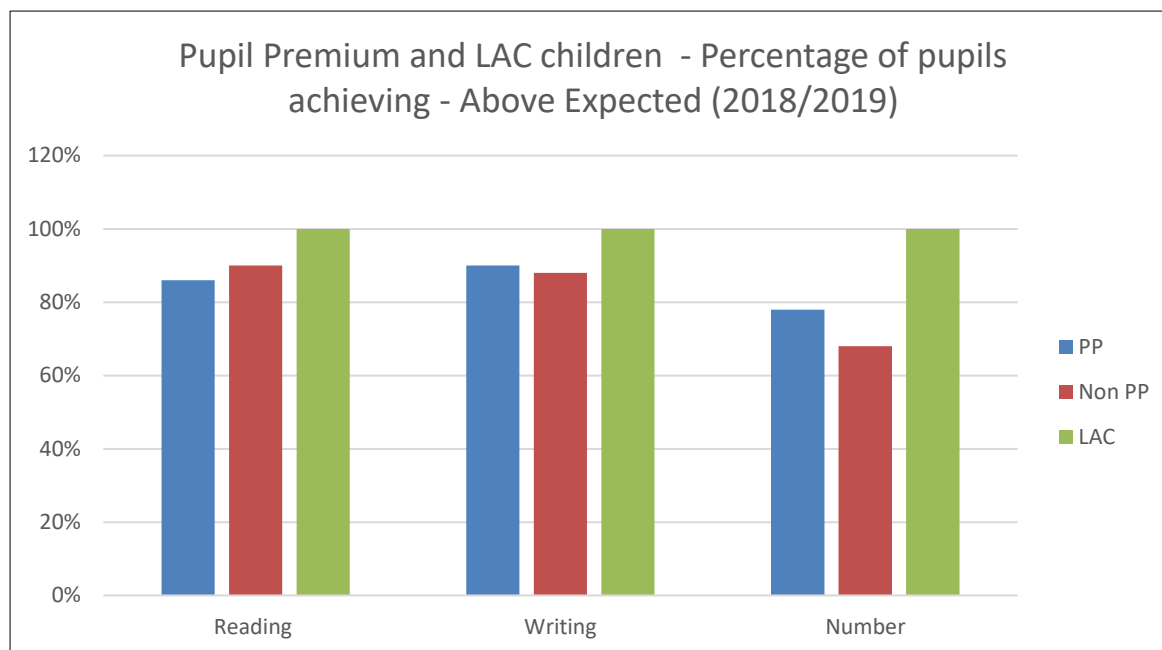
	Number	%	✓ 92% of the cohort reached the Pre-Key Stage Standards in Maths. ✓ 2/25 children on P-Levels are both with the SLD class and have more severe learning difficulties. ✓ Highest percentage of children within PKSS 4 for Maths.
P-LEVEL	2/25	8%	
PKSS 1	4/25	16%	
PKSS 2	7/25	28%	
PKSS 3	3/25	12%	
PKSS 4	9/25	36%	
PKSS 5	0/25	0%	
PKSS 6	0/25	0%	

- ✓ Really good range of evidence in books and on Seesaw; Photographic evidence, videos, worksheets, wide range of practical activities, concepts taught in a range of contexts, role-play used effectively money and real life contexts etc. evidence of coverage within all aspects of Maths across the year.
- ✓ After moderation it was decided that we would move four children from PKSS3 to PKSS4 due to sufficient evidence for one particular standard within Addition and Subtraction. Teachers will be given more information regarding the standards in the next academic year in light of this.

Areas of Development:

- ✓ Pre-Key Stage Standards are new this year so we need to ensure continued training and support is in place from September 2019 to support our teachers with this.
- ✓ Review the moderation process for next year in regard to the Pre-Key Stage Standards.
- ✓ Review standards for the Year 2 and Year 6 children in the Spring Term to make teachers aware of gaps and areas to concentrate on, to ensure children reach their full potential.
- ✓ To use the external Maths Group to moderate against the Pre-Key Stage Standards next academic year.

Pupil Premium and LAC Children



Positives

- 100% of LAC children are achieving 'Above Expected' progress across Reading, Writing and Number.
- Pupil Premium children have outperformed Non-Pupil Premium children for both Writing (90%) and Number (78%)

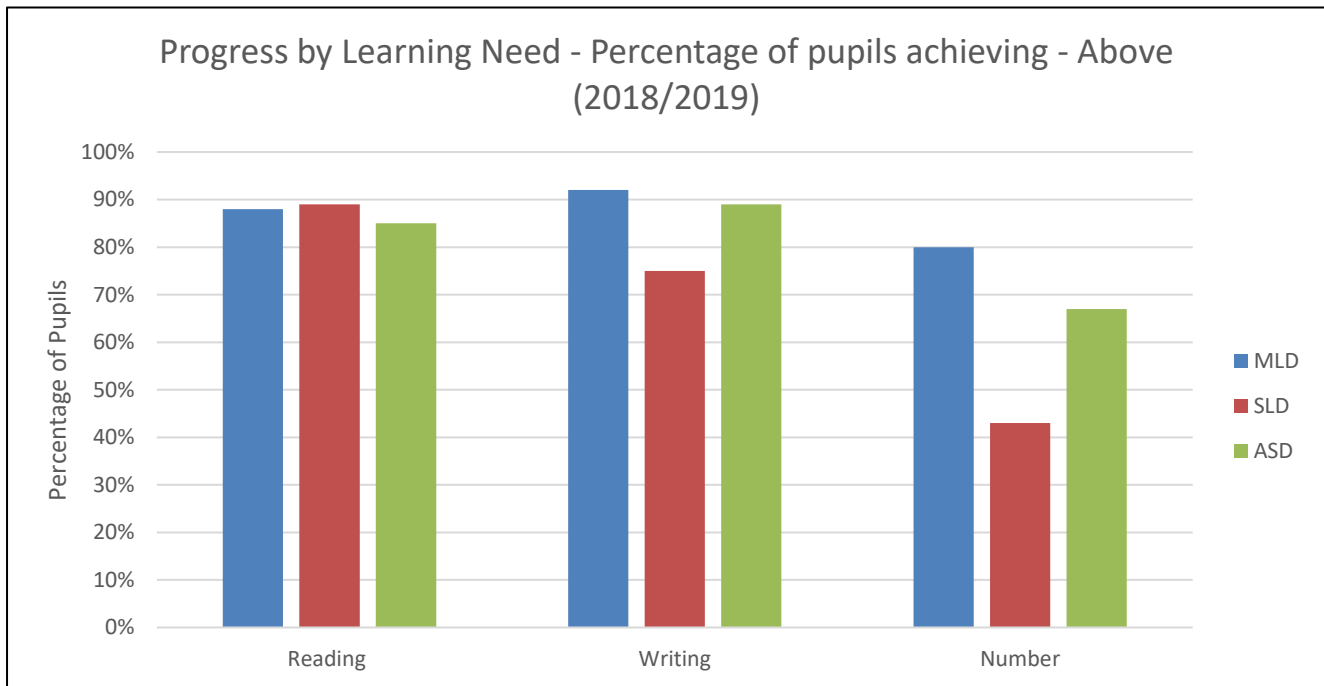
Areas of Development

- Pupil Premium children are falling slightly behind their Non-Pupil Premium peers in reading this year. (PP 86% and Non PP 90%)

Next Steps

- We have a new English Lead this year and she has an action plan for both Reading and Writing across the school for the next academic year.
- This will be reviewed across all subjects within the Autumn Term.

Progress by Learning Need



Positives

- Reading shows the highest achievement for all children regardless of learning need; 88% MLD, 89% SLD and 85% ASD
- 92% of MLD children and 89% of ASD children achieving 'Above Expected' progress in Writing.
- MLD children achieving well in Number with 80% of them achieving 'Above Expected'.
- Implementation of Reading Schemes and Programmes across the school have contributed to the successes in Reading this year such as See & Learn.

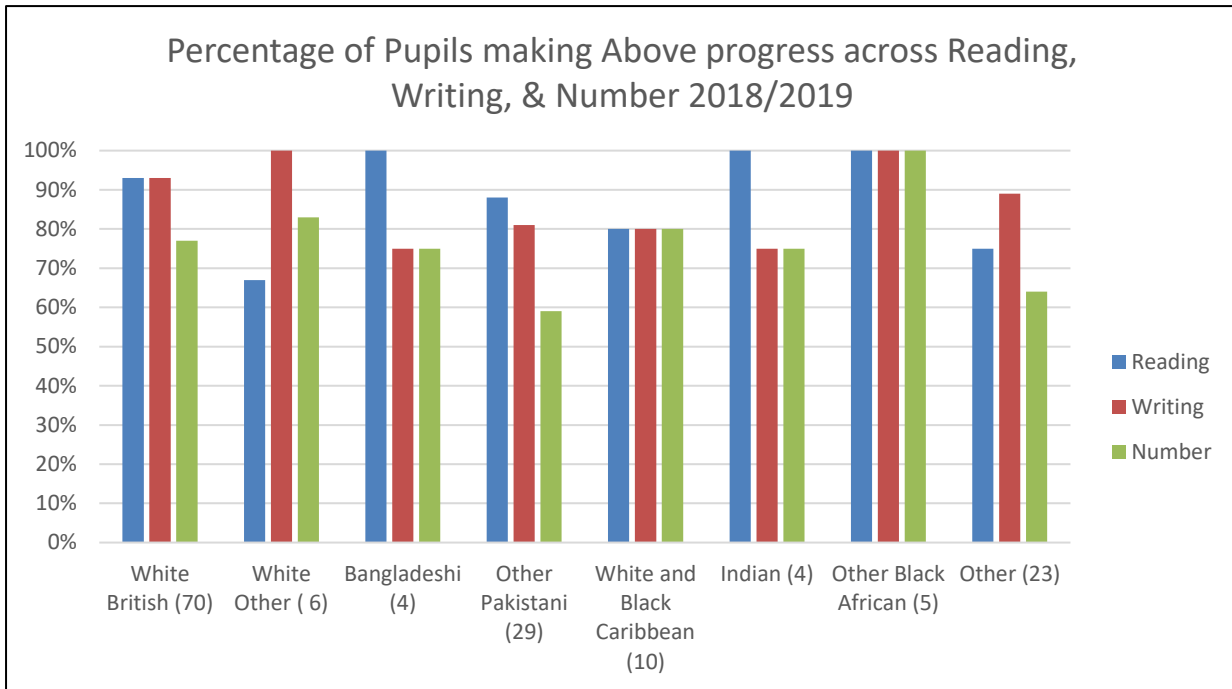
Areas of Development

- Number again shows the least percentage of children with 'Above Expected' progress regardless of need. This will show higher percentages of children 'Below Expected' due to the way the data was collected against just one strand and not an average across Core Maths.
- Those children considered SLD show significantly less percentage of children in 'Above Expected' within both Writing and in particular Number.

Next Steps

- In the Autumn Term, we will analyse these areas in terms of learning need to identify areas of concern.
- Work with both the Maths and English Leads to look at both interventions and schemes for Early Maths/English skills for different groups of children, in particular the SLD children.
- To ensure there is support for those teachers that will be new to the SLD classrooms next academic year.

Progress by Ethnicity



Positives

- In Reading and Writing all ethnic groups have 75% or more children achieving 'Above Expected' progress.
- 5 out of the 8 groups have all achieved 90% of children within 'Above Expected' progress in at least one area of Reading, Writing or Number (White British, White Other, Bangladeshi, Indian, Other Black African.)

Areas of Development

- Number has the lowest percentage of children achieving 'Above Expected' progress across all ethnic groups.
- Other Pakistani is the ethnic group with the lowest percentage of children making 'Above Expected' progress at 59%. Other Pakistani children have a slightly lower attendance compared to the school average.
- The children within the ethnic group 'Other Pakistani; 10% of these children are within the EYFS, 1 child has severe complex needs and currently has 1:1 and 2 of these children will be within the ASD classroom next academic year. 17% of these children are currently within the SLD and ASD classroom and are children with more complex needs.

Next Steps

- To review these groups within the Autumn Term data point with more accurate and robust data.
- To look for trends and identify individuals within these ethnic groups.

Progress by Gender - English

Reading - Above	2019	
	Boys	Girls
Year 1	75%	80%
Year 2	93%	80%
Year 3	89%	100%
Year 4	94%	90%
Year 5	95%	90%
Year 6	94%	100%
Average	90.1%	90.0%

Writing - Above	2019	
	Boys	Girls
Year 1	100%	80%
Year 2	86%	100%
Year 3	100%	100%
Year 4	89%	100%
Year 5	85%	90%
Year 6	82%	75%
Average	90.3%	90.8%

Positives

- Boys and Girls are comparable across both Reading and Writing.
- Boys have 0.01% difference compared to girls in Reading whereas Girls outperform Boys with a difference of 0.05% in Writing.
- Each year group has 75% or more children making 'Above Expected' progress for both Boys and Girls.

Next Steps

- Majority of our cohort have ASD as their learning need regardless of Gender – more ASD strategies to be implemented across the school.

Progress by Gender - Maths

Number - Above	2019	
	Boys	Girls
Year 1	89%	100%
Year 2	73%	67%
Year 3	61%	60%
Year 4	72%	83%
Year 5	75%	64%
Year 6	82%	50%
Average	75.5%	70.6%

Positives

- Boys have achieved 75.5% of children making 'Above Expected' progress.
- Girls have achieved 70.6% of children making 'Above Expected' progress.
- Year 1 achieved 100% of girls making 'Above Expected' progress. Year 1 was also the highest percentage of Boys making 'Above Expected' progress at 89%.

Areas of Development

- The year group with the least amount of children achieving 'Above Expected' progress was Year 3 with 61% of Boys and 60% of Girls. This year group has the highest number of both ASD Boys and Girls.

Next Steps

- Majority of our cohort have ASD as their learning need regardless of Gender – more ASD strategies to be implemented across the school.

Overview of Cohort

Year	ALL	MLD	%	SLD	%	ASD	%	FSM	%	Not FSM	%	LAC	%	Not LAC	%	EAL	%	Not EAL	%
R	6	0	0%	0	0%	2	33%	1	17%	5	83%	0	0%	6	100%	0	0%	6	100%
1	9	1	11%	2	22%	4	44%	5	56%	4	44%	0	0%	9	100%	4	44%	5	56%
2	16	2	13%	0	0%	6	38%	4	25%	12	75%	0	0%	16	100%	2	13%	14	88%
3	26	4	15%	2	8%	11	42%	8	31%	18	69%	2	8%	24	92%	9	35%	17	65%
4	31	9	29%	1	3%	6	19%	11	35%	20	65%	1	3%	30	97%	8	26%	23	74%
5	25	5	20%	0	0%	5	20%	11	44%	14	56%	0	0%	25	100%	9	36%	16	64%
6	37	8	22%	0	0%	10	27%	11	30%	26	70%	2	5%	35	95%	9	24%	28	76%
Total	150	29	19%	5	3%	44	29%	51	34%	99	66%	5	3%	145	97%	41	27%	109	73%

Year	Boys	Girls		MLD Boys	%	SLD Boys	%	MLD Girls	%	SLD Girls	%	ASD Boys	%	Other Boys	%	ASD Girls	%	Other Girls	%
R	4	2		0	0%	0	0%	0	0%	0	0%	1	25%	2	50%	1	50%	0	0%
1	6	3		1	17%	2	33%	0	0%	0	0%	2	33%	1	17%	2	67%	0	0%
2	13	3		2	15%	0	0%	0	0%	0	0%	6	46%	5	38%	0	0%	3	100%
3	17	9		1	6%	1	6%	3	33%	1	11%	9	53%	6	35%	2	22%	3	33%
4	20	11		4	20%	1	5%	5	45%	0	0%	4	20%	11	55%	2	18%	4	36%
5	17	8		5	29%	0	0%	0	0%	0	0%	3	18%	9	53%	2	25%	4	50%
6	28	9		4	14%	0	0%	4	44%	0	0%	8	29%	8	29%	2	22%	2	22%
Total	105	45		17	16%	4	4%	12	27%	1	2%	33	31%	42	40%	11	24%	16	36%

Appendix 1: 3 Year Comparison Boy & Girls

With the introduction of the new assessment framework we have been unable to make direct comparisons over the past three years. However, below shows the 3 years of data and some simple analysis across the different assessment systems for Boys & Girls.

2017 – P-Levels

2018 – P-Levels

2019 – A2E Framework

Reading - Above	2019		2018		2017	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	75%	80%	83%	100%	91%	100%
Year 2	93%	80%	92%	100%	80%	100%
Year 3	89%	100%	100%	88%	94%	67%
Year 4	94%	90%	95%	90%	81%	75%
Year 5	95%	90%	83%	78%	92%	100%
Year 6	94%	100%	89%	100%	86%	100%
Average	90.1%	90.0%	90.3%	92.7%	87.3%	90.3%

Writing - Above	2019		2018		2017	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	100%	80%	100%	100%	91%	100%
Year 2	86%	100%	100%	100%	93%	100%
Year 3	100%	100%	94%	89%	76%	89%
Year 4	89%	100%	84%	80%	81%	50%
Year 5	85%	90%	83%	100%	88%	88%
Year 6	82%	75%	93%	78%	82%	80%
Average	90.3%	90.8%	92.3%	91.2%	85.2%	84.5%

Number - Above	2019		2018		2017	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	89%	100%	100%	100%	91%	100%
Year 2	73%	67%	100%	100%	100%	100%
Year 3	61%	60%	88%	100%	100%	100%
Year 4	72%	83%	100%	100%	88%	75%
Year 5	75%	64%	89%	89%	92%	100%
Year 6	82%	50%	93%	100%	77%	80%
Average	75.5%	70.6%	95.0%	98.2%	91.3%	92.5%

Analysis

Reading

- Comparable across all 3 years with similar averages.
- 2019 Boys slightly outperformed Girls, whereas in previous years girls have shown higher percentages achieving 'Above Expected.'

Writing

- Again this is comparable across 3 years with similar averages.

- 2019 Girls slightly outperformed Boys, whereas in previous years Boys have shown higher percentages achieving 'Above Expected.'

Number

- 2019 Number and not Maths
- This is not comparable due to the difference in data collection from the A2E.

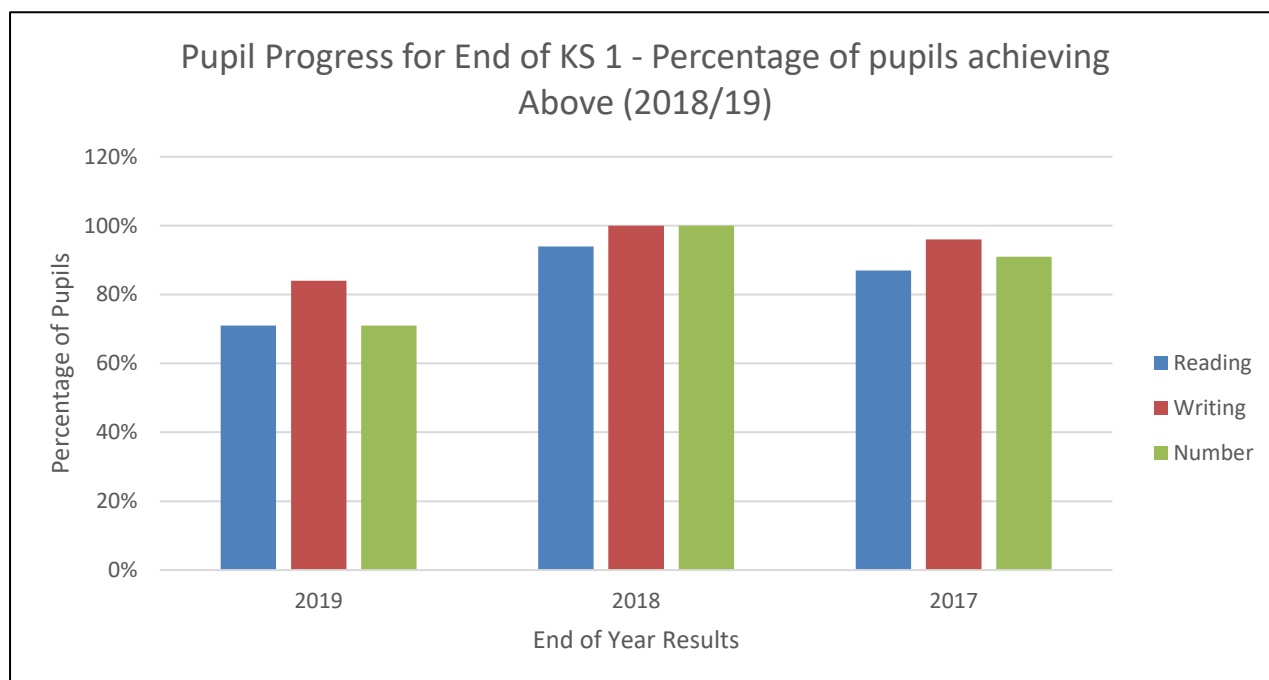
Appendix 2: 3 Year Comparison KS1 & KS2

With the introduction of the new assessment framework we have been unable to make direct comparisons over the past three years. However, below shows the 3 years of data and some simple analysis across the different assessment systems for KS1 & KS2.

2017 – P-Levels

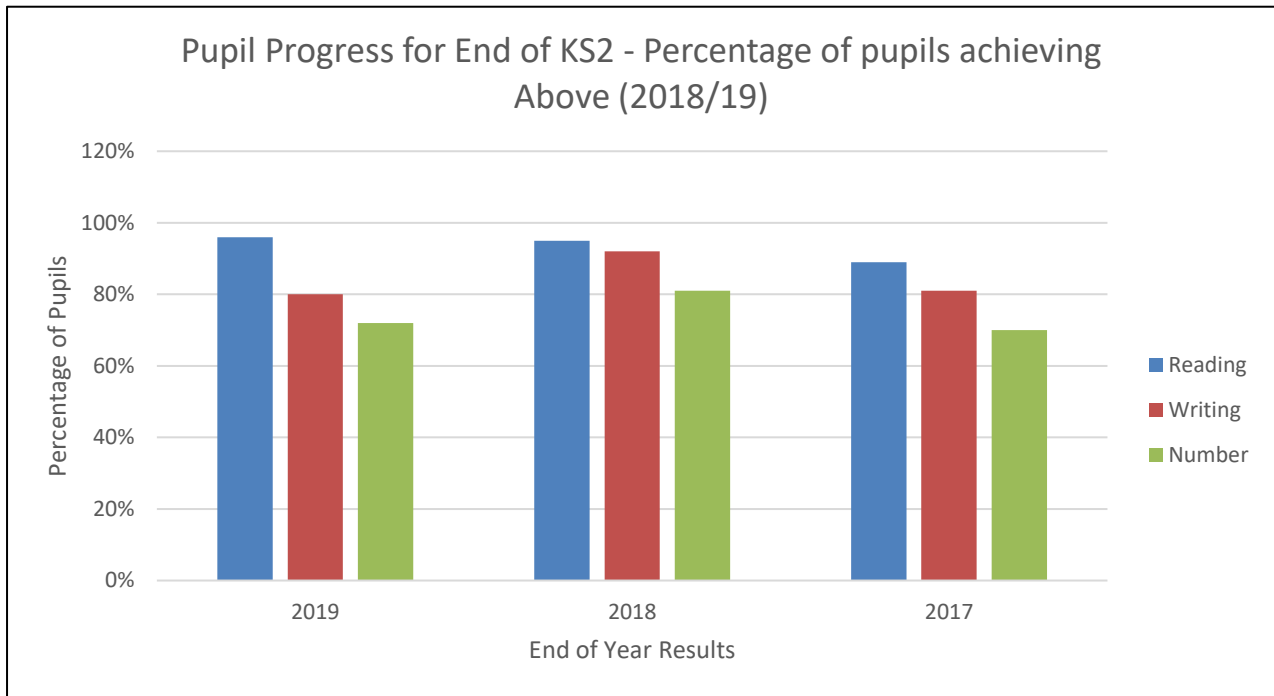
2018 – P-Levels

2019 – A2E Framework



Analysis

- Writing continues to have the highest percentage of children achieving 'Above Expected' progress.
- Number shows the least amount of children within 'Above Expected' progress and this does not follow the trend of the previous 2 years.
- We may need to look at the collection of data for Maths next academic year and include the strands for Core Maths on A2E to give a truer reflection of Maths across the school.
- The percentages are significantly lower across all subject areas this year compared to previous years with the introduction of A2E from P-Levels.



Analysis

- Reading has been consistently the subject with the highest percentage of children achieving 'Above Expected' progress over the three years.
- Number has been the lowest percentage of children achieving 'Above Expected' across the three years also.
- Writing has the lowest percentage of children achieving 'Above Expected' progress in 2019 compared to the previous two years but only 1% lower than in 2017.