St Michael's Key Stage 2 - Headline Figure Analysis 2018

	St Michaels Y6 summary 2017/8 Percentage							
	Cohort	PP	SEN	EAL	BME	LAC	Male	Female
	29	14	6	11	12	1	14	15
Reading								
EXS+	76	79	83	82	83	100	71	73
GDS	21	21	0	36	42	0	7	33
Writing (TA)								
EXS+	83	93	67	100	100	100	71	93
GDS	21	29	17	27	25	100	21	20
GPS								
EXS+	86	86	83	45	42	100	79	93
GDS	24	21	0	27	33	0	7	33
Maths								
EXS+	69	71	33	82	83	100	64	73
GDS	21	14	0	27	33	0	29	13
Science								
EXS+	83	86	50	91	92	8	71	93
RWM								
EXS+	62	57	50	73	75	100	50	73
GDS	7	7	0	17	8	0	7	7

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat
Reading	60	66	67	71	76	75	14	19	17	25	21	28
Writing	67	74	80	76	83	78	71	15	23	18	21	20
Maths	53	70	93	75	69	76	14	17	30	23	21	24
EGPS	66	72	87	77	86	76	24	22	30	31	24	34
R/W/M	48	53	67	61	66	64	7	5	10	9	7	10
Science		81		82	82	81						

End of Year 6 : Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
2017						
All Pupils (30)	67	17	80	23	93	30
Disadvantaged (11)	58	17	67	17	83	25
2017 Gap (School)	-9	0	-13	-6	-10	-5
2017 Gap (National)	-14	-8	-9	-1	+8	+2
2018						
All Pupils (29)	76	21	83	21	69	21
Disadvantaged (14)	79	21	93	29	71	14
2018 Gap (School)	7	0	10	8	2	-7
2018 Gap (National)	+3	-4	+16	+11	-4	-9

Average Progress Measures: All Pupils (29)

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	-1.3	0.7	1.5
Average progress writing	0.4	1.6	2.3
Average progress maths	-2.3	2.3	0.2

Average Progress Measures: Disadvantaged Pupils (Cohort 14)

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	-1.9	-1.4	2.2
Average progress writing	-0.4	0.4	3.4
Average progress maths	-4.5	1.7	0.5

Average Progress Measures: SEN Pupils (Cohort 6)

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	-6.4	-2.7	3.8
Average progress writing	-3.3	1.2	1.6
Average progress maths	-8.5	1.0	-2.2

Key: Yellow: Average, Orange: Below Average, Light Green: Above Average

- KS2 outcomes for pupils have improved over a three year period where the school has judged inadequate by Ofsted, they are now consistently broadly average.
- Outcomes are positive with 66% of pupils achieving the expected standard in reading, writing and mathematics combined against the provisional national average of 64%.
- 76% of children achieved the expected standard in reading against a provisional national average of 75%. It represents a good improvement on the previous year and since Ofsted.
- This improvement is mirrored in Writing and EGPS: 80% in writing from 67% in 2016 and 86% of pupils achieved the expected standard in the EGPS test in comparison to 66%. Whilst Maths has dipped from a high in 2017 it has improved since 2016.
- Pupils in Y6 had gaps in their knowledge and understanding because of historically weak teaching and a poorly planned curriculum in the past. They had specific challenges which required rapidly accelerated teaching, this was was effective and the pupils made strong progress as a result; other issues were the over optimistic KS1 scores for a minority of children and finally a group of children missed out on the expected standard by a tiny number of scores. Now that the quality of provision is good in upper KS2 with much improved teaching and a tighter curriculum is in place, children make the progress they should.
- The percentage of pupils attaining a high score in reading, writing and maths combined is rising overall. It is slightly lower than the national average in all aspects.
- The most able pupils are challenged through much more precise and targeted teaching to make more than expected progress across all subjects. Work in books reflects the higher aspiration that staff have for their pupils. The more able children made strong progress.
- Progress measures have improved over a three year period. They are very positive for Reading and Writing. They dropped from a high in Maths last year however they still have improved significantly since Ofsted and are broadly average.

- Those pupils who are eligible for the pupil premium have made good progress this school year. There are no in school gaps in achievement for Reading and Writing at the expected standard, they are also positive to the national. In Maths, there remains a small gap however it has narrowed significantly since Ofsted because not many more pupils attain the expected standard.
- From their starting points, pupils who have special educational needs make strong and sustained progress because of the excellent support they have received from staff. SEN pupils in Y6 achieved well. The scores are lower than the average however their progress is very strong.
- The school's work to the close the gaps between disadvantaged pupils and their peers is now very effective. As a result, these pupils perform at least as well as other pupils nationally in all subjects. A significant number of Pupil Premium Pupils were low attaining SEN pupils too.

Across the school

- Current data shows that most pupils in Y3-Y4 are at age expected currently, with Year 5 is lower than this and as a result receiving significant intervention. However in all classes progress has accelerated quickly from term 2 of 2017 and catching up rapidly on historical underachievement. This process will need to continue to take place in this year.
- Progress across the school has risen sharply and we are projecting that by 2018/19 80% of pupils in all classes will be at the age expected standard in all year groups, with all pupils making good progress and receiving good quality teaching.

See final page for KS2 Priorities.

SUMMARY OF ACTIONS TO BE TAKEN (MATCHED TO SCHOOL DEVELOPMENT PLAN 2018/19)		
Action	**Who**	**Timescale**
Teaching and Learning **Improve the quality of teaching, by ensuring that teachers:** - Ensure all learning is matched to the pupils' needs and that the pace of the lesson supports learning. - Ensure higher expectations of all pupils, with clear relevance to the national curriculum so that pupils develop their pride. - Extend the impact of teacher feedback, during lessons and within books. - Ensure teacher awareness of the whole class during work. - Develop the learning environment within all classrooms to be used as a tool for learning and a celebration of pupil efforts.	NC, CCh, CY, JC, KF, DD	Start current term and then throughout 2018/19
Make leadership and management more effective by ensuring that: - all senior leaders have clear roles, responsibilities and accountabilities which are understood by all - subject leaders play a full part in monitoring all aspects of the subjects for which they have responsibility - plans are implemented to ensure that governor's challenge school leaders and hold them to account to rapidly increase improvement.	NC, CCh, CY, JC, KF, DD	On going from now
Disadvantaged Pupils Focus Ensure that we reduce the gap in performance to any pupil identified as disadvantaged. Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.	CCh, CY, NC KF	On going
Curriculum Develop topic teaching (History/ Geography/ Science) so that high quality English and Maths skills are applied rigorously across all subject areas.	CY KF	On going
EYFS ● Develop the challenge curriculum so that our children are regularly taught the essentials of learning at the earliest age (early writing/ reading and calculation). ● Develop the outside spaces so that they provide exciting, stimulating and useful spaces for learning	CCh, JC	On going
English: Develop our Reading and Writing curriculum so that we continue to drive high expectations of our pupils in all curriculum year groups.	CY KF	On going
Maths: 1. Develop our teaching approach to practical maths to develop fluency, reasoning and application across all areas. This will support pupils ability to move from the abstract concepts to concrete understanding of all aspects of mathematical curriculum. 2. Develop the focus on number bonds and times tables across the whole school to drive high expectations of pupils in mental math strategies.	CCh DD	On going
Behaviour Rapidly improve the expectations of pupil behaviour within lessons and around school so that behaviour moves to good consistently quickly and outstanding soon afterwards	CCh CY	On going