

South Bank Primary School



Achievement 2016

The assessment and testing arrangements were particularly challenging this academic year, as the way in which children are assessed at Key Stage 1 and Key Stage 2 changed nationally. Expectations were raised in comparison to previous years and as a result we are particularly proud of the achievements all our children have made this year.

South Bank Primary School has two Learning Support Bases, which are resourced by the Local Authority and serve our cluster schools. The children who are part of these classes are referred to us from local schools through the Special Education Needs Panel. They are children whose *'cognitive ability is such that their attainment is unlikely ever to rise above low'* (Ofsted Inspection handbook Sept 2014, pg. 68).

These children are often not from the South Bank catchment area, but become part of our school when they join us. Ofsted recognise that these children make progress at a different rate to national expectations; as a result the data below is given twice. Firstly without the Support Classes included, and then again including the Support Classes.

Early Years

Attainment

The table below shows the percentage of children gaining the 'Good Level of Development' (GLD), in comparison with national averages.

	SBPS 2015	R&C	National
ELG in Reading	57%	76%	77%
ELG in Writing	60%	71%	73%
ELG in Maths (Number)	63%	77%	79%
ELG in Maths (Shape, Space and Measures)	70%	79%	82%
GLD	57%	68%	69%

This year, we have seen an increase of 11% of children who achieved GLD (2015 was 46%). We have achieved this increase, despite the very low starting points that our children enter the school with. Because of their low starting points, it is important that we consider the progress our children make throughout Foundation Stage.

Progress

The table below shows the levels the children in Reception entered the school with. All children in this cohort entered the school below, or significantly below expected levels in key areas.

Entry to nursery	Above (40-60 months)	Typical (30-50 months)	Below (22-36 months)	Significantly below (16-26 months)
Reading	0%	0%	61%	39%
Writing	0%	0%	39%	61%
Maths (Number)	0%	0%	75%	25%
Maths (Shape, Space and Measures)	0%	0%	43%	57%

The next table shows the levels the same children left Reception with.

Exit form Reception	Above (ELG+)	Typical (ELG)	Below (40-60 months)	Significantly below (30-50 months)
Reading	13%	44%	43%	0%
Writing	7%	53%	40%	0%
Maths (Number)	3%	60%	37%	0%
Maths (Shape, Space and Measures)	0%	70%	30%	0%

In the two years of Foundation Stage, this cohort has moved from levels 'below' or 'significantly below' to a more 'typical' level. This shows that, although less children achieve national expectations, their accelerated progress brings them more in line with national averages.

This pattern of progress is typical across the whole Early Years curriculum as well as these key areas.

Key Stage 1

Phonics

Year 1 children sit a national phonics screening test. We are very proud of our phonics results. Children in the mainstream school achieve in line with National figures. The table shows the percentage of children achieving the expected level.

	SBPS (Mainstream)	SBPS (With Support Base)	R&C	National
Children	78%	64%	82%	81%
Girls	92%	86%	87%	84%
Boys	60%	43%	78%	77%

This year, there was a significant gap between the attainment of the girls and boys. As a result, we have increased the number of staff who deliver phonics in Year 1, with a particular focus on boys attainment.

Attainment – End of KS1 Assessments

The table below shows the end of key stage one attainment, compared with national averages and the average for all the Redcar and Cleveland schools.

		SBPS (Mainstream)	SBPS (With Support Base)	R&C	National
Reading	Expected Standard	82%	73%	77%	74%
	Greater Depth	11%	10%	22%	24%
Writing	Expected Standard	67%	60%	71%	65%
	Greater Depth	7%	7%	14%	13%
Maths	Expected Standard	74%	67%	75%	73%
	Greater Depth	15%	13%	16%	18%
RWM combined	Expected Standard	63%	57%		
	Greater Depth	7%	7%		

The percentage of children who achieved the expected level in reading is above local authority and national averages. The percentage of children achieving expected standard in writing and maths is in line with national and local authority averages. Fewer children than expected achieved greater depth in reading and writing, however as our children arrive with below average starting points, it is important that the amount of progress the children make is considered, as well as attainment.

Progress from Foundation Stage to KS1

	Children who made expected progress		Children who made more than expected progress	
	SBPS (Mainstream)	SBPS (With Support Base)	SBPS (Mainstream)	SBPS (With Support Base)
Reading	96%	97%	44%	40%
Writing	96%	97%	19%	17%
Maths	96%	97%	33%	30%

Children are expected to make a set amount of progress during their time in Key Stage 1. We can use this expected amount to measure if the children make 'below', 'expected' or 'more than expected' progress during their transition throughout Key Stage 1. In this cohort, every child but one made expected progress in reading, writing and maths.

The number of children who make more than expected progress throughout KS1 is significant. It is important that our children make more than expected progress, as their low starting points mean the children have to make significantly more progress than the average British child, to achieve the same average levels.

It is important to note that the 'expected' level for year 2 pupils was increased from previous years expectations, to reflect the new curriculum introduced in 2014. This means that children had to achieve more in all subjects to be in line with national averages.

	SBPS (Mainstream)			SBPS (With Support Base)		
	All Children	Boys	Girls	All Children	Boys	Girls
% on track end of FS2	41%	41%	40%	37%	37%	36%
% on track end of Year 2	63%	65%	60%	57%	58%	55%
Value added	22%	24%	20%	20%	21%	19%

This table shows the percentage of the cohort who attained 'expected' levels at the end of Foundation Stage, compared with the percentage of children who attained 'expected' levels at the end of Key Stage 1.

By the end of Key Stage 1, significantly more children were considered to be on track with national averages.

Key stage 2

Attainment – End of KS2 Assessments

The table below shows the end of Key Stage 2 attainment, compared with national averages and the average of all the Redcar and Cleveland schools.

		SBPS (Mainstream)	SBPS (With Support Base)	R&C	National
Reading	Expected Standard	61%	54%	72%	66%
	Higher Standard	9%	7%	18%	19%
Writing	Expected Standard	87%	79%	79%	74%
	Higher Standard	4%	4%	18%	15%
Maths	Expected Standard	87%	79%	78%	70%
	Higher Standard	9%	4%	19%	17%
Spelling, Grammar & Punctuation	Expected Standard	78%	71%	77%	72%
	Higher Standard	13%	4%	22%	23%
RWM combined	Expected Standard	61%	54%	59%	53%
	Higher Standard	0%	0%	7%	5%

The number of children who achieved the expected standard in maths and writing is above the averages for the local authority and national averages. This represents excellent progress for a cohort who entered school below age related expectations, and leave in line with national figures. Fewer children achieved the expected standard in the reading test, however the children who achieved the expected standard in reading, writing and maths combined is above national and local authority figures.

This year, the raw scores the children achieved were converted into a scaled score. If this score was 100 or more, the children had reached the 'expected' level.

This table shows the average scaled scores for the tests taken by our Key Stage 2 children this year.

Examination	Reading	Maths	Spelling, grammar and punctuation
Average Scaled Score	102	104	103

The percentage of children who achieved a 'higher standard' is less than national averages and this remains an ongoing school target, however as our children enter school below average starting points, it is important to reflect the amount of progress the children make, as well as their attainment.

Progress from KS1 to KS2

This year, the progress children made was based on their assessments in KS1. The average score children achieved at KS1 in Maths and English (made by averaging their reading and writing levels) gave an overall average points score for Key Stage One. The KS2 scaled score children achieved in tests, was then compared to the score with all other children nationally who achieved the same average point score at KS1.

Children could achieve a positive or negative progress figure, with 0 being the national average.

The average progress score of the children within school is then found to show and overall progress for the cohort.

	SBPS 2016	Boys	Girls
Reading	-1.06	1.01	-4.09
Writing	1.89	3.42	-0.34
Maths	1.01	2.88	-1.72

On average, children made more progress than National figures in writing and maths. Children made slightly below national progress in Reading, although this is well within the parameters the government sets (floor standards).

Children eligible for the Pupil Premium Grant (PPG) Funding

Every school in the country is given additional money for the children who are statistically more likely to underachieve. These children include those from disadvantaged backgrounds, children who the local authority looks after, or children whose parents are in the armed forces. We use the money to provide support for these children and monitor them carefully against other groups of children in school, as well as other children nationally who also qualify for the PPG.

Our aim is that the children with a disadvantaged background achieve at least as well as other children nationally.

Below is a comparison of how the PPG children at South Bank achieve in KS1 and KS2

Key Stage 1			Key Stage 2			
Subject		% achieving 'expected'	Subject		% achieving 'expected'	Ave progress score
Reading	PPG	88%	Reading	PPG	69%	-0.45
	Non PPG	73%		Non PPG	43%	-2.82
	Gap	15%		Gap	26%	2.37
Writing	PPG	63%	Writing	PPG	88%	2.14
	Non PPG	73%		Non PPG	86%	1.18
	Gap	10%		Gap	2%	0.96
Maths	PPG	69%	Maths	PPG	88%	1.48
	Non PPG	82%		Non PPG	86%	-0.35
	Gap	13%		Gap	2%	1.83
RWM	PPG	56%	RWM	PPG	69%	
	Non PPG	73%		Non PPG	43%	
	Gap	17%		Gap	26%	

Although there remains a gap between our disadvantaged and non-disadvantaged children in writing and maths at KS1, the disadvantaged children consistently achieve far better than other children in KS2. Disadvantaged pupils at South Bank Primary School out-perform disadvantaged pupils nationally.

Learning Support Units

It is unusual for children in Learning Support units to meet national expectations for children of the same age. Children in our units often have a specific learning difficulty and as such, do not learn at the same rate as other 'typical' children. Despite this, we have high expectations for all our children at South Bank Primary School, and although we track the progress these children make in a different way, our aspirations remain high.

This year, there were 4 year-six children in Support Base. Three children did not sit the end of Key Stage examinations, because they were not cognitively able to access them.

The progress figures shown below, is a measurement set against mainstream children nationally, and therefore the 'expected' value of 0 is unlikely to be achieved when children are not cognitively similar.

Anonymised data for these children is below:

	Reading			Writing			Maths		
	KS1 level	KS2 level	Progress value	KS1 level	KS2 level	Progress value	KS1 level	KS2 level	Progress value
Child 1	Below level 1	Pre Key stage	-4.8	Below level 1	Pre Key stage	-4.1	Below level 1	Pre Key stage	-5.5
Child 2	Below level 1	Pre Key stage	-6.9	Below level 1	Pre Key stage	-6.1	Below level 1	Pre Key stage	-8.1
Child 3	Below level 1	Pre Key stage	-3.9	Below level 1	Working Towards Expected	9	Below level 1	Pre Key stage	-8.1

One child in Support Base accessed mainstream classes and due to hard work and determination, was able to sit the examinations. As such, the progress this child made far exceeded the national progress of 0.

Child 4	level 1	Expected	17.2	level 1	Expected	13.9	level 1	Expected	13.9
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