



St Mary's Catholic Primary School, Isleworth – Self-Evaluation 2016-17

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Context:

- NOR: 375 FTE

Class List Summary

Class	Class Tutor(s)	Room	Males	Females	Fam Rep Total	Total
1L	Mr Lawlor		16	14	19	30
1P	Miss Patel		16	14	19	30
2C	Miss Chalmers, Mrs Williams		17	13	16	30
2F	Mrs Formby		17	13	24	30
3L	Miss Lloyd		16	13	26	29
3M	Mrs Millett		15	13	23	28
4E	Miss Evans		14	16	23	30
4S	Miss Scott		13	18	30	31
Bumblebees	Mrs Bedell		17	13	16	30
Dolphins	Miss Dawson		15	14	14	29
Squirrels	Ms Searle-Smith		10	16	8	26
Yr 5	Mr Cobbold		17	16	30	33
Yr 6	Miss Joyce		14	18	32	32
GRAND TOTALS:	Family Representatives: 280	Males: 197	Females: 191	Current Roll: 388		

- Hounslow's population is increasing rapidly and impacting on all local schools. Expansion has resulted in increasing numbers of EAL children, school is now 2FE up to and including Y4.
- 100% of pupils are Catholic (Roman or belong to a Church in communion with the See of Rome)

- 38% of pupils **have English as an additional language**; well above national average (19.5%).
- **Disadvantaged pupils:** 5 % of pupils are eligible for FSM and/or Pupil Premium (national average 26.0%). No pupils are on the Child Protection Register.
- 5.6% of all pupils have **SEN (of which 31% are pupil premium too)**. There are fast growing proportions of EAL pupils at Key Stage 1 in particular.
- On entry: 2015/16 cohort: on entry assessments show that 8% of current yr1 cohort were not assessed in reception as they are new to the school. 12% of children of cohort were below expectation and 78% were at or above expectation. 2016/17 cohort: 85% working within, 15% working below.
- Current overall attendance is over 96%, 2015-16 was over 96% (2015 national average 96.1%).
- Three pupils over the past two years have had short term exclusions for behaviour. No unresolved issues.

Other key characteristics/factors

- School expanding from 1 to 2FE with numbers now 60 in YR through to Y4.
- Changes to staffing for 2016/17: Three new middle leaders. Two new teachers (1 Teach First, 1 with two years & previous middle leadership experience).
- Established and experienced senior leadership team

Summary of progress against key actions identified in self-evaluation for 2015-16

Actions for 2015-16	Evaluation of impact
<p>Building Better Learners (BBL):</p> <ul style="list-style-type: none"> • Increase pupil input into planning through more time to contribute ideas at planning stage. Teachers increased flexibility with this will boost relevance of the learning to pupils. • <i>Coach children so that they use the most effective comments when peer marking (dependant on age).</i> • Continue to raise the expectations of all staff of what good behaviour for learning looks like. All teachers able to articulate what 'commanding respect' means, plus explain how they put this into practice. This will be evident in classrooms. 	<ul style="list-style-type: none"> • Increased input by pupils, because they now regularly contribute to planning. This needs embedding further through more opportunities for pupils to reflect, evaluate and check each other's work as a learning community; so that their ideas for learning are included more. • <i>Criteria focused marking at KS2 is moving learning forward more effectively and has increased pupils' understanding of their next steps. Key Stage 1 still reliant upon teacher input to guide pupils on what they need to focus on.</i> • The very large majority of teachers are consistent in reinforcing expectations of good behaviour for learning, resulting in more effective use of time, because pupils are more responsive in managing their own behaviour. Support for the few instances where the teacher's challenge and expectations can be improved. <p>Overall, more consistent involvement and positive attitudes & behaviour from pupils has raised the quality of learning. Now at the stage of individual coaching and mentoring for class teachers, with external quality assurance from experts in this field.</p>
<p>Achievement</p> <p>Maths: <u>Ensure progress KS1 to KS2 is good or better (eradicate 3 yr dip).</u> Rapidly increase KS2 rates of progress (all pupils) via BBL strategies. <i>New appointed Ma lead to review, increase & monitor staff confidence and knowledge. Plus, identify and work to embed best practice thro' continued focus on skills acquisition (rather than completion of tasks); especially thro' developing & employing deepening skills and activities.</i></p> <p>English: lead and new shadow lead to review provision (with EYFS lead) of readiness for writing in EYFS and review and monitor (with KS1 lead) writing in KS1.</p> <p><i>Provide effective EAL INSET for all staff with a focus on writing.</i></p> <p>Disadvantaged Pupils, SEN and those with low prior attainment: Enhance targeting of needs & provision esp' thro' termly pupil progress meetings having specific focus on individuals in these groups. [Tracking formats already include these groups].</p>	<ul style="list-style-type: none"> • Significant improvements in staff skills, but needs embedding further. With the exception of one Y3 class, 86%+ of pupils are at or above expected standard @KS2. Not reflected in KS2 SATs as pupils (especially boys) were unfamiliar with the structure of the new test. Already resulted in new strategies, led by Ma lead, to ensure broader application of pupils' knowledge and conceptual skills. • SLT monitoring and moderation x 6 partner schools verifies consistent teacher assessment, all years. Plus in-house LA moderator for Key Stage 1. • Writing provision in all areas of EYFS now resulting in more readiness for writing in books at an earlier stage in Year 1. • Establish English lead (Deputy Head) has continued in the role (& for 2016-17). • Significant reduction in use of worksheets at Year 1 has led to more opportunities for pupils to write at length. • <i>Inset has resulted in more regular and effective use of resources by class teachers to support EAL pupils. Strong outcomes across the school.</i> • Greater, specific focus has resulted in increased monitoring of these pupils' work. Interventions reviewed and monitored (inc. full interventions programme). Teachers taking greater ownership of data; resulting in better day to day support.
<p>Leadership and Management: Begin to appoint and develop middle leaders (ML) <i>(to be completed in 2018, when fully 2FE)</i></p> <p><i>Training for Governors so that members of the board feel more confident and able to take up opportunities to monitor.</i></p>	<ul style="list-style-type: none"> • 3 new MLs now in post for: 1. All Spirituality (which includes RE, catholicity and emotional awareness). 2. Health leader (which includes PE and sport). 3. Enquiry leader responsible for maths and oversight of science and DT leaders, plus responsibility for depth of learning and the most able; across the school in all subjects). • All three are attending ongoing middle leadership training, brokered by the Hounslow learning partnership • <i>Increased and improved training programme for governors has resulted in improved governor monitoring visits and stronger links with staff and pupils. Governors are now more able to talk with confidence about pupil's learning and hold leaders to better account at governors' meetings.</i>

Outcomes for pupils are GOOD because pupils achieve consistently well, year on year and across present cohorts; in all key stages.

Not outstanding because 2015/16 improvements redressing the comparative dip in KS2 maths, over the previous two years, need embedding more.

(key: ES= expected standard, HS= high standard or working at greater depth NA = national average TA teacher assessment SSC= scaled score)

Key Stage 2: (2016 cohort: 30 (B14, G16), SEN 5 + EHC 2, EAL 10, EVER 6 3)

- **ATTAINMENT** is consistently good at KS2. Attainment has been **sig+ for the previous 5 years**, and in 2016 (with the exception of boys' maths) girls' attainment in **Rd, Wr, GPS & Ma and boys' in Rd, Wr & GPS were all above the national average scores**. Likewise, at the end of 2016, **all KS2 classes ranged between 86 to 97% for pupils on track** for expected standards, (except one Y3 with high mobility & teaching issues). Also, an average of 33% working at greater depth across all present 2017-19 cohorts in both reading, writing and maths (see appendix A1).

% at ES	WR&M	reading	writing	maths
All	53 (53)	83 (66)	87 (74)	63 (70)
Girls	69	94	94	81
Boys	36	71	79	43

Average % for ES for RW&M combined was the same as national (53%). **Boys' maths (ES 43%) had a marked impact on the overall attainment profile.** This reflected lack of familiarity with the format of the new test. Ma TA 2016 (secure & externally verified) was 87% of all Y6 pupils at ES and 22% at HS. **81% of girls attained ES in maths in the national test**

This is driving the **present high emphasis** on maths skills being applied in different, relevant contexts in lessons. 36% of boys SEN (5/14) (inc. one EHC) & only one attained ES in Ma; but boys' Ma would only be 60% without the 4 SEN below ES.

(NA in brackets)

- **SCALED SCORES:** overall, SSCs were similar to NA, with Rd 2 pts above, GPS 1 pt above and Ma 1.5 pts below. [Rd 105.2 (103) GPS 105.1 (104) Ma 101.5 (103)]
- **PROGRESS** in 2016 reflected the differences between English and maths in 2015; when Rd & Wr were sig+ (17th & 21st percentiles, respectively); with Ma at 66th percentile. Progress in Rd in 2016 was +1.3 compared to Ma -2.8. This reflects the need to increase the challenge in Ma, across KS2, especially for middle attainers at KS1 as this group were -2 pupils below NA.
- **High attainers KS1 (8)** were at the 6th percentile for progress in reading. The two **low attainers at KS1** had multiple barriers (1 EHC) with very low starting points on entry to KS2.

Gender: Overall, girls attained better than boys in 2016 with SSC 105.7 (above NA) – boys' 100.4 (Ma impact). However, 2016 gap related to boys' SEN & comparative lower starting points. In 2015, boys' APS was above non-disadvantaged pupils nationally in Rd & Wr and above NA in Ma. No gender issues 2014 or 2015, or in present cohorts.

- **Disadvantaged pupils (2):** Both attained ES in Rd & Wr but not in Ma. (both below L2 in Ma at KS1). Gap not reflective of previous years (In 2015 Rd & Wr for group was above non-disad' nationally). 2016 reflects relative slip in Ma progress across KS2 in 2014 & 15, rather than a group issue, though it has prompted the review of support and interventions.
- **EAL: (16) achieve consistently well.** In 2016, SSC 105.3 with +1.7 progress. In 2015, grp APS was above non-disad' pupils nationally in Rd, Wr and Ma.

KS1: (2016 cohort: 58 (B32, G26), SEN 1 + EHC 0, EAL 29, Disad' 2)

	reading	writing	maths
% at ES+	85 (74)	79 (65)	86 (73)
Girls	89 (78)	89 (73)	87 (74)
Boys	81 (70)	72 (59)	84 (72)
% at HS	19	3	21

ATTAINMENT

- **KS1 outcomes are very secure & sustained.** 2016 ES+ was over 10+ above NA in all 3 subjects & 78% for RWM (NA 60%) FFT ranked 12th. Also, **previous 5 yrs sig+** for combined subjects; from in-line entry points @ EYFS; evidencing **sustained progress at KS1**.
- **Gender:** Girls' %s marginally above boys in Rd & Ma, but 16% above in Wr. BUT boys above girls' NA in Rd & Ma & only -1% for Wr. No sig gap 2015.
- Ma at KS1 is an especially sustained strength, with 21% above expected in 2016.
- **EAL outcomes very secure & high against NA.** 2016: Rd 83%, Wr 79% & Ma 90%; plus EAL better outcomes than other pupils in 2015, across all subs. **FSM:** 100% at ES+ in RD and Ma; 50% at Wr. Improvement on 2015 when all 4 FSM were SEN. The two **disadvantaged pupils** attained ES in Rd & Ma (1 in Wr). Overall, vast majority of all key grps above grp NA.

(National average in brackets)

- **PHONICS: 2016: Y1 90% (Girls 100%). 90%+ at std for past 3 yrs SUSTAINED above NA. Y2 93%.** The four non-attainers had multiple barriers but progressed from low single figure scores in Y1.

EYFS: (2016 cohort 60)

- **Outstanding provision, outcomes high & sustained improvement.** GLD 87% ('16) 87% ('15) 82% ('14). Securely above national from in-line on entry = sustained progress over time.
- Entry profile, though in-line, is mixed. Data evidences rapid progress from starting points for all grps; inc most able
- [2016 GLD: Boys 77%, Girls 97%, EAL 81%, others 90. Term of birth: Aut 92%, Spr 92%, Sum 76%. The one disadvantaged pupil did not attain GLD

Actions to further improve/sustain outcomes:

- Maths: embed more skills application across the school, esp at KS2. Also, ensure boys' greater familiarity with interpreting questions.
- Raise HS % at KS1 through more challenge for the most able. Also ensure sustained depth of challenge for all most able pupils, across the school.
- Ensuring best progress in reading & writing for pupils with the lowest starting points.

Leadership and management are good because governors and all leaders provide clear vision and actions (embraced by all), through an evolving curriculum that further enhances pupils' already secure learning. Not outstanding because Key Stage 2 maths outcomes are not consistently high & not enough pupils achieve at greater depth.

- Leadership generates an **ambitious, shared vision and high expectations**. This provides the drive to enhance the **culture of learning**, (*see teaching section*). Consequently, the school is continuing to refine its **all-embracing curriculum** with a strong ethos on developing the whole child, as well as ensuring pupils have the skills for their next stage.
- The new six areas of middle leadership, are the **key drivers**, with the 'Building Better Learners' programme providing the vehicle for delivering the school's vision for learning. The **Middle Leadership model** is being developed over three years, to meet the needs of the expanding school, with half of the six posts already in place (see appendix).
- There is a strong emphasis on **leaders at all levels having greater responsibility** for monitoring learning and driving improvement. As a result, **monitoring of teaching and learning** are more regular and more tightly triangulated through learning walks, book scrutinies and talking to pupils. Likewise, the more refined analysis of pupil data. **Pupils' progress** is **reviewed** termly to ensure no slippage in standards and **appropriate interventions** are in place; especially for disadvantaged pupils.
- **Self-evaluation** is rigorous and a more **refined, stepped school development plan (SDP)** provides clear direction for all stakeholders. Improved processes are being put into place in 2016-17 that will increase the on-going involvement of staff, so that they can **manage and recognise incremental progress or the need for refinements**.
- The highly effective English lead (deputy head) ensures **consistency in phonics, reading and writing** through driving and embedding common practice. The new maths lead's initiatives to deepen understanding and the **application of maths skills**, has led to more consistent, higher outcomes for the 2017/18/19 KS2 cohorts. The need to embed staff's skills and confidence in new approaches is on-going. Initiatives include: rewriting the calculations policy, maths (progress) passports for pupils, enhanced practical resources (including Numicon) and trialling Shanghai maths in Year 5.
- KS1 lead is an LA KS1 moderator, which ensures all our **assessments are secure**. Across literacy, there is a high emphasis on application in different contexts, not just recognition.
- **Disadvantaged (PP) & SEN pupils**: Already strong support has been enhanced through new and more effective approaches to teaching vulnerable and disadvantaged pupils. (*see teaching section*). New approaches to termly pupil progress meetings is enabling class teachers to take more responsibility for monitoring the progress of these two groups in greater depth. Improved assessment processes are resulting in better mapping of pupils' individual needs and interventions. There is effective monitoring of funding impact.
- **Highly experienced leadership of EYFS** ensures that children of different starting points make progress quickly (including the most developed). The new build has greatly enhanced children's indoor and outdoor learning as children now have more access to a broader range of facilities and experiences.
- **'Pupil voice'** is central to the culture of learning that is being developed. Over the past two years, there has been more depth and consistency in pupils' understanding of their learning and ability to respond to teachers' marking and guidance. Similarly, pupils have more involvement in planning lessons and teachers are using 'pupil conferencing' more regularly and effectively. The need to respond even more to pupils understanding and ideas in lessons is central to the professional development of all staff.
- The Hounslow Learning Partnership (peer triad of schools), quality assures the **security of monitoring by senior leaders**. Strong **partnerships (HCPP)** ensure **high quality professional development**. In the past year, a joint portfolio for standardising moderation has enabled teachers to teach and assess writing in greater depth. Six schools are working flexibly on developing learning and moderation across all 3 core subjects and RE. The new maths lead is benefiting also from focused Inset on observing learning, including with partner schools, and is active in the West London maths hub.
- All adults are vigilant in **keeping pupils safe and are trained annually**. Processes and procedures are maintained to a high level. There are 2 DSLs and a safeguarding governor. This ensures effective identification of pupils in need or at risk of harm. There are strong and effective links with external agencies and all statutory requirements are met.
- **Engagement of parents with learning** is improving through: feedback meetings, instructional leaflets, online-support and curriculum events. A Parent Forum Group has also been established to better identify parent/carers needs and ways to engage harder to reach parents.
- More rigorous and focused training for **Governors** has enhanced their ability to challenge leaders, particularly because governors' understanding of data is more secure. As a result, the impact of governors is growing, though more in-depth school visits are still required. Both governors and senior leaders are committed to succession planning and long-term stability; linked to the expansion plan that is in place.

- **Actions for further improvement.**
- The ongoing development of the middle leadership model and embedding of Building Better Learners; including the further enhancement of Pupil Voice.
- Ongoing development of the monitoring of learning at all levels of leadership; including the further refinement of the analysis of group data
- More refined, small-step SDP, linked to on-going monitoring, especially to enhance the regular engagement of staff. Enhancement of governor's monitoring processes.

- **Teaching, learning and assessment are good because: actions to ensure at least consistently good teaching, effective use of assessment and pupils' increased involvement in their learning result in consistent, high standards at each key stage. Not outstanding because principals of Building Better Learners (BBL) not yet embedded; particularly to impact more on maths and extending the most able.**
- More rigorous **monitoring of the quality of learning** evidences that the impact of teaching is consistently good or better; with only one teacher requiring a support programme for improvement.
- Greater emphasis on key performance indicators and end of year outcomes has resulted in the **more accurate planning of lessons** that move pupils' learning on effectively. Teachers' moderation and assessment skills are enhanced, also, through their engagement with other colleagues in the local partnership.
- Teachers' sound **subject knowledge** ensures regular, effective questioning in lessons, which enables them to assess and reshape learning well. Though well-defined **differentiation** is evident in lessons, to be outstanding, teachers need to provide more 'risk taking' challenges and be confident that pupils can surprise them. BBL is focusing upon teachers' **greater awareness of pupils' starting points** to enable them to respond even more flexibly and reduce restrictions to learning that can come through too much reliance upon predetermined differentiated tasks; especially the use of worksheets. Pupils recognise the overall impact of their learning because beginning and end points of learning are clearly established for each half-term.
- **Constructive feedback** from teachers ensures that pupils understand and respond to written and verbal prompts. In particular, **pupils** are more able to review their work because of the higher emphasis on immediate, verbal feedback from adults. Similarly, pupils have regular opportunities to check their own learning and that of their peers; as it is taking place. The quality of peers' comments is being developed further through BBL.
- **Behaviour for learning is a strength.** However, a very small minority of teachers do not consistently set as high expectations as others for pupils' commitment to learning at the start of lessons. This is being addressed.
- Teachers are able to be flexible with their own deployment and that of support staff because **teaching assistants** are well trained and effective in supporting across all groups.
- **Disadvantaged and SEN pupils** learn and progress well primarily because of the high emphasis on effective feedback and high quality teaching. This is supported through interventions delivered by key staff, resulting in learning that is equal to other pupils.
- The one book strategy for **writing** has increased opportunities for extended writing, across subjects, resulting in rising standards. Quality INSET for teachers has led to sustained improvements in **reading**. Consequently, there is more effective use of guided reading and improved resources for all groups and ages. Secure Phonics teaching continues to generate good progress due to cross year groupings in EYFS & KS1.
- Recent initiatives in **mathematics** have resulted in more pupils being at age related expectations, because lessons are providing more opportunities for pupils to apply conceptual skills. However, there is still the need for more practical activities and scenarios for pupils to deepen their conceptual understanding.

- **Actions for further improvement.**
- Embedding of Building Better Learners; including the further enhancement of Pupil Voice in lessons.
- Reduction of reliance on worksheets and pre-determined, differentiated tasks.
- More flexible application of concepts and skills in maths lessons.
- Increase the depth of understanding for middle attainers at KS1, so that they can apply it at a higher level, thus increasing the proportion attaining above expected.

Personal development, behaviour and welfare are good because pupils are secure and confident in managing their behaviour, safety and attitudes to learning. This is a result of well-established structures that care for pupils and enhance pupils' spiritual, moral, social and cultural development. Not outstanding because a very small minority of teachers are inconsistent in setting high enough expectations for behaviour for learning.

- Pupils' **spiritual and personal development are a hallmark** of the school. Clear **values** are continually re-enforced and embraced by pupils and adults.
- All teachers employ the **behaviour** policy. Pupils know and respect the policy and its sanctions and, as a result, manage their behaviour well. Good working relationships in the classroom stimulate the pace of learning and the self-expectations of pupils; except where a very small minority of teachers, on occasions, set too low an expectation at the start of lessons.
- The **curriculum** enhances the all-round development of pupils. Pupils' understanding of British values is strong because they have **responsibilities** (inc. buddies, readers, prefects, school safety monitors). Likewise, the School Council impacts on decisions about learning, and this forum is a strength of the school. A key aim is to increase the impact of 'pupil Voice'; especially to further enhance pupils' learning experiences.
- Pupils hear and experience the rule of law and life in modern Britain through visits, visitors and a range of curriculum activities; for example, visits to debating chambers and taking part in-school based elections.
- The curriculum also ensures that pupils **know how to stay safe** (including e-safety) and what to do if they ever feel unsafe. They learn also how to manage their own behaviour and lead healthy lifestyles.
- Likewise, **pupils decide the rules by which they abide**. These influence pupils' positive behaviour, both in the classroom and about the school. The continuous focus on anti-bullying and learning to respect other groups and religions, underpin pupils' good relationships with their peers and life-skills for living within a diverse local community.
- The vast majority of **parents are very positive** about all aspects of their child's learning and well-being; as evidenced in the most recent Parental-Questionnaires. They acknowledge improvements.
- **Attendance** is consistently high (96%+ in the last five years) because pupils enjoy coming to school. Four pupil **exclusions** (whole or part day) in the past two years. All successfully resolved and actions re-enforced the shared high expectations of the school and parents.
- **Systems are robust** for tracking behaviour and supporting vulnerable pupils. There are strong and **effective links with agencies**. Procedures ensure that pupils do not slip beneath the radar and pupils know they are cared for and are confident in approaching staff. There is a diligent focus on specialised, as well as whole school training; for example supporting pupils in coping with their feelings post adoption.

- **Actions for further improvement.**
- Further enhancement of pupil voice in all aspects of school life.
- Individual teacher support (where needed) to ensure 100% of high expectations for learning behaviour across the school.
- Continue strategies to enhance communication and encourage the greater involvement of parents.

Summary of key actions for 2016-17

(linked to the School Development Plan)

Pupil outcomes (including impact of teaching):

- Embed more flexible application of maths skills and concepts across school, especially at KS2.
- Ensure boys' greater familiarity with interpreting maths questions.

- Raise proportions of attainment at above expected at KS1 through more challenge for the most able and ensure sustained depth of challenge for all most able pupils, across the school.
- Increase the depth of understanding for those who were middle attainers @ KS1, so that they can apply it at a higher level.
- Ensuring best progress in reading & writing for pupils with the lowest starting points.

- Embed Building Better Learners; including the further enhancement of pupil voice in lessons.
- Reduce reliance on worksheets and pre-determining differentiated tasks.

Leadership and management:

- The ongoing development of the middle leadership model.
- Ongoing development of the monitoring of learning at all levels of leadership; including the further refinement of the analysis of group data.
- More refined, small-step school development plan, which enhances staff engagement, linked to on-going monitoring and evaluation.
- Individual teacher support (where needed) to ensure 100% of high expectations for learning behaviour across the school.
- Enhancement of the governors' monitoring processes.
- Continue strategies to enhance communication and encourage the greater involvement of parents.

Appendices

Children not making GLD in Summer 2016.

Name	Term of Birth	EAL	EHCP	Listening And Attention	Understanding	Speaking	Moving and handling	Health and self care	Confidence and Self awareness	Feelings and behavior	Making relationships	Reading	Writing	Number	Shape and space	People and communities	The world	Technology	Exploring and using media	Being imaginative
1	Sum	*		*	*	*	*	*	*	*	*					*	*	*	*	*
2	Aut			*	*	*	*	*	*	*	*			*	*	*	*	*	*	*
3	Spr		*																	
4	Sum	*		*	*	*	*	*	*	*	*					*	*	*	*	*
5	Sum	*		*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
6	Sum	*		*	*	*	*	*	*	*	*					*	*	*	*	*
7	Sum		*					*				*	*	*	*	*	*	*	*	*

1. Started at St Mary's After Easter 2016: limited English and no preschool/reception school experience. **Non nursery pupil**
2. Made 4 steps of progress in R & W even though he did not meet ARE. **Non nursery pupil**
3. Made 3 steps in all areas even though he did not meet ARE. **Non nursery pupil SEN**
4. Made 4 steps of progress in R, W, N & Shp even though he did not meet ARE (9 steps over 2 years in W, 7 in R, N & Shp)
5. Made 3 steps of progress in W even though he did not meet ARE (6 steps over 2 years)
6. Made 4 steps of progress in R, W, N & Shp even though he did not meet ARE. **Non nursery pupil**
7. Made 4 steps of progress in L, U, Sp, Mv, Con, Feel, MR even though she did not meets ARE **SEN** (8 steps over 2 years)

2016 Teacher assessment and Test Results Analysis (Updated)

Early Years:

86.9% of all pupils made *Good Levels of Development (GLD)*

78.1% of all boys made *GLD*

96.6% of all girls made *GLD*

Out of the 13.1% (5 children) that did not make *GLD*:

1 boy started at St. Mary's May 2016 with no pre-school or school experience

2 boys EAL did not achieve Writing so could not achieve *GLD*

1 boy SEN / EHP Working at 30-50 / 40-60 starting point 22-36 months

1 girls (ASD) SEN /EHP Emerging in all areas

Summer 2016 Teacher Assessment/NFER or SATs

<u>Class</u>	<u>TA Reading</u>	<u>*Test - Reading</u>	<u>TA Writing</u>	<u>TA Maths</u>	<u>Test - Maths</u>
1D	100% At Expected or above 40% At Greater Depth	Phonics: 93.3% At Expected 6.6% Not At Expected	100% At Expected or above 36.6% At Greater Depth	93.3% At Expected or above 20% At Greater Depth	
1P	93.3% At Expected or above 40% At Greater Depth	Phonics: 90.3% At Expected 9.6% Not At Expected	76.6% At expected or above 16.6% Not At Expected	86.7% At Expected or above 43.3% At Greater Depth	
2F	82.8% At Expected or above 34.5% At Greater Depth	SATs: 82.8% At Expected or above 27.6% At Greater Depth	86.2% At Expected or above 13.8% Not At Expected	89.7% At Expected or above 20.7% At Greater Depth	SATs: 82.8% At Expected or above 24.1% At Greater Depth
2L	85.7% At Expected or above 21.4% At Greater Depth	SATs: 86.1% At Expected or above 10.3% At Greater Depth	85.7% At Expected or above 14.2% Not At Expected	96.4% At Expected or above 21.4% At Greater Depth	SATs: 89.6% At Expected or above 17.2% At Greater Depth
3L	90.3% At Expected or above 38.7% At Greater Depth	NFER: 86.6% At Expected or above 36.6% At Greater Depth	93.5% At Expected or above 6.4% Not At Expected	93.5% At Expected or above 29% At Greater Depth	NFER: 86.6% At Expected or above 33.3% At Greater Depth
3M	66.7% At Expected or above 26.7% At Greater Depth	NFER: 56.6% At Expected or above 33.3% At Greater Depth	76.6% At Expected or above 23.3% Not At Expected	70% At Expected or above 30% At Greater Depth	NFER: 63.2% At Expected or above 26.6% At Greater Depth
Y4	90.9% At Expected or above 30.3% At Greater Depth	NFER: 69.6 At Expected or above 39.3% At Greater Depth	84.8% At Expected or above 15.1% Not At Expected	97% At Expected or above 36.4% At Greater Depth	NFER: 75.7% At Expected or above 45.4% At Greater depth

Y5	90.9% At Expected or above 42.4% At Greater Depth	NER: 84.8% At Expected or above 51.5% At Greater Depth	84.8% At Expected or above 15.1% Not At Expected	87.9% At Expected or above 27.3% At Greater depth	NER: 87.8% At Expected or above 42.4% At Greater Depth
Y6	86.2% At Expected or above 24.1% At Greater Depth	SATs: 86.2% At Expected or above	86.6% At Expected or above 13.3% Not At Expected	86.2% At Expected or above 17.2% At Greater Depth	SATs: 62.1% At Expected or above

*Test is SAT at Y2&6 and NFER in Y3-5 (there is no NFER test for Y1). For more information on the NFER tests Suite 2 summer and autumn see: www.nfer.ac.uk/schools/nfer-tests/

The grammar and spelling KS1 SAT was not taken this year due to it being published online prior to the test date. Updated 11/16