

ST MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL

School Performance 2015 - 2016

Terminology used

FSM = Free School Meal Children

Non FSM = Non Free School Meal Children

EGPS = English Grammar, Punctuation and Spelling Test

SEN = Special Education Needs

R/W/M = Reading, Writing and Maths result combined

Foundation 2 Data

F2	School (2013)	LA (2013)	School (2014)	National (2014)	School (2015)	National (2015)	School (2016)	National (2016)
% achieving a GLD	20% 6 children	54%	70% 21 children	61%	81% 25 children	66%	59% 17 children	70%

2016	All	Boys	Girls	FSM	Non FSM	Disadvantaged	Other	SEN	Non SEN
School	59%	57%	60%	75%	52%	60%	58%	13%	76%
National	70%								
LA	70%	61%	79%			56%	74%	19%	74%

- After a 3 year increase in standards there has been a dip in 2016 and the percentage of children achieving a GLD has decreased and is below the national average.
- However disadvantaged children have performed better than other children.

Year 1 Phonics Test - % achieving expected standard

	School	National
2012	44%	58%
2013	64%	69%
2014	73%	74%
2015	80%	77%
2016	83%	81%

2016	All	Boys	Girls	FSM	Non FSM	Disadvantaged	Other
School	83%	81%	85%	67%	94%	67%	94%
National	81%	77%	84%	70%	83%	70%	83%
LA	80%	76%	84%			70%	84%

- For the fifth consecutive year, the percentage of children meeting the expected standard in phonics has risen.
- For the second consecutive year the percentage of children meeting the expected standard is above the national average.
- However, disadvantaged children have underperformed compared to other children and compared to national.

Key Stage 1 Data – 2015/2016

READING	2016		
	School	National	Local Authority
Expected Standard	63%	74%	72%
Greater Depth	23%	24%	17%

- The school is below the national average at the expected standard but in line with the national average at greater depth and above the Wirral average at greater depth.

WRITING	2016		
	School	National	Local Authority
Expected Standard	57%	65%	62%
Greater Depth	10%	13%	8%

- The school is below the national average at expected standard and greater depth but is above the Wirral average at greater depth.

MATHS	2016		
	School	National	Local Authority
Expected Standard	67%	73%	70%
Greater Depth	13%	18%	13%

- The school is below the national average at expected standard and greater depth but is above the Wirral average at greater depth.

R/W/M	2016		
	School	National	Local Authority
Expected Standard	47%	60%	57%
Greater Depth	7%	9%	5%

- The school is below the national average at expected standard and greater depth but is above the Wirral average at greater depth.

Key Stage 1 - Comparing Vulnerable Groups - 2016

%	Reading		Writing		Maths	
	Disadvantaged	Other	Disadvantaged	Other	Disadvantaged	Other
Expected Standard (School)	50%	72%	33%	72%	42%	83%
Expected Standard (National)	78%	78%	70%	70%	77%	77%
Greater Depth (School)	17%	28%	8%	11%	8%	17%
Greater Depth (National)	27%	27%	16%	16%	20%	20%

- Other children perform better than disadvantaged children in reading, writing and maths at the expected standard and at greater depth.
- Expected Standard – The gap is widest in maths and closest in reading.
- Greater Depth – The gap is widest in reading and closest in writing.
- Disadvantaged children are underperforming compared to national.

%	Reading		Writing		Maths	
	Boys	Girls	Boys	Girls	Boys	Girls
Expected Standard (School)	53%	77%	47%	69%	53%	85%
Expected Standard (National)	70%	78%	59%	73%	72%	74%
Greater Depth (School)	24%	23%	12%	8%	18%	8%
Greater Depth (National)	20%	27%	10%	17%	19%	16%

- School data indicates, at the expected standard girls perform better than boys in reading, writing and maths but at greater depth boys do better in all subjects.
- At the expected standard – boys and girls underperform compared to the national average.
- At greater depth – girls underperform compared to national figures but boys did better than nationally.

% School	Reading			Writing			Maths		
	SEN with statement	SEN without statement	Non SEN	SEN with statement	SEN without statement	Non SEN	SEN with statement	SEN without statement	Non SEN
Expected Standard (School)	100%	0%	69%	100%	0%	62%	100%	0%	73%
Expected Standard (National)	74%	74%	82%	65%	65%	73%	73%	73%	80%
Greater Depth (School)	0%	0%	27%	0%	0%	12%	100%	0%	12%
Greater Depth (National)	24%	24%	27%	13%	13%	15%	18%	18%	20%

- No SEN (without statement) met the expected standard in reading, writing or maths.

ST MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL**Key Stage 2 Data – 2015/2016**

READING	2016		
	School	National	Local Authority
Expected Standard	71%	66%	64%
Higher Level	8%	19%	

- The % of school children reaching the expected standard is higher than the national percentage however at the higher level the national percentage is higher than school.

WRITING	2016		
	School	National	Local Authority
Expected Standard	67%	74%	72%
Greater Depth	0%	15%	

- The school is working below the national levels in writing at both the expected standard and greater depth.
- No child was teacher assessed as working at greater depth.

MATHS	2016		
	School	National	Local Authority
Expected Standard	71%	70%	64%
Higher Level	13%	17%	

- The % of school children reaching the expected standard is higher than the national percentage however at the higher level the national percentage is higher than school.

GPS	2016		
	School	National	Local Authority
Expected Standard	79%	72%	69%
Higher Level	29%	22%	

- The school performed better than nationally at the expected standard and higher level.

R/W/M	2016		
	School	National	Local Authority
Expected Standard	46%	53%	49%
Higher Level	0%	5%	

- The school is below the national average at the expected standard and higher level.

Key Stage 2 - Comparing Vulnerable Groups – 2015/2016

Disadvantaged Pupils

% 2016	Reading		Writing		Maths		R/W/M		GPS	
	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other
Expected Standard (School)	69%	73%	46%	91%	54%	91%	23%	73%	69%	91%
Expected Standard (National)	71%	71%	79%	79%	75%	75%	60%	60%	78%	78%
Greater Depth (School)	15%	0%	0%	0%	8%	9%	0%	0%	15%	45%
Greater Depth (National)	23%	23%	18%	18%	20%	20%	7%	7%	27%	27%

- At the expected standard, other children are performing better than disadvantaged children in reading, writing, maths and GPS. At greater depth in reading, disadvantaged pupils are performing better than other children.
- Disadvantaged pupils are also performing compared to national averages.
- The school gap between disadvantaged and other pupils is widest in R/W/M combined and writing.
- The school gap is closest in reading.

Gender

% 2016	Reading		Writing		Maths		R/W/M		GPS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Expected Standard (School)	64% (9)	80% (8)	57% (8)	80% (8)	71% (10)	70% (7)	43% (6)	50% (5)	79% (11)	80% (8)
Expected Standard (National)	62%	70%	68%	81%	70%	70%	49%	57%	67%	78%
Higher Level (School)	7% (1)	10% (1)	0% (0)	0% (0)	21% (3)	0% (0)	0% (0)	0% (0)	29% (4)	30% (3)
Higher Level (National)	16%	22%	11%	19%	18%	15%	5%	6%	18%	27%

- At the expected standard, girls do better than boys in all subjects except maths.
- At the expected standard, girls are above or in line with national data in reading, writing, maths and GPS but below in reading, writing and maths combined.
- At the expected standard, boys are above national data in reading, maths, and GPS but below in writing and RWM combined.
- At the higher level girls do better than boys in reading and GPS and boys do better than girls in maths.

SEND Pupils

- There were 0 children in the cohort with a statement or EHCP
- 8 pupils are SEN Support

% 2016	Reading		Writing		Maths		R/W/M		GPS	
	SEN Support	No SEN	SEN Support	No SEN	SEN Support	No SEN	SEN Support	No SEN	SEN Support	No SEN
Expected Standard (School)	50%	81%	13%	94%	50%	81%	13%	63%	38%	100%
Expected Standard (National)	66%	73%	74%	84%	70%	78%	53%	61%	72%	82%
Higher Level (School)	0%	13%	0%	0%	0%	13%	0%	0%	0%	44%
Higher Level (National)	19%	22%	15%	17%	17%	19%	5%	6%	22%	26%

- Children with no SEN outperformed SEN Support pupils in all areas at the expected and higher standard.
- At the expected standard pupils with no SEN were also above national averages but pupils with SEN support are below national averages in everything.

School Progress Measures (Key Stage 1 to Key Stage 2)

In 2016 to be above floor standards in terms of progress measures the school has to be –

Above a measure of -5 in Reading

Above a measure of -7 in Writing

Above a measure of -5 in Maths

Progress Measures	Reading	Writing	Maths
National Floor Standards	-5	-7	-5
School (All Pupils)	1.33	-0.64	1.09
School (Disadvantaged Pupils)	3.41	-1.16	0.80

- KS2 progress was not significantly below average (-3) overall or for any prior attainment group in any subject.
- Disadvantaged KS2 pupils' progress was not significantly below average (-3) overall or for any prior attainment group in any subject.