

ST MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL

School Performance 2016 - 2017

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

EXP = Expected Standard

GD = Greater Depth

Foundation 2 Data

F2	School (2017)	National (2017)	School (2016)	National (2016)	School (2015)	National (2015)	School (2014)	National (2014)
% achieving a GLD	60% 18 children		59% 17 children	70%	81% 25 children	66%	70% 21 children	61%

2017	All	Boys	Girls	FSM	Non FSM	Disadvantaged	Other	SEN	Non SEN
School	60%	64%	56%	83%	54%	83%	54%	0%	69%
National									
LA	69%	63%	77%	52%	74%	52%	74%	22%	75%

- Increase in the % of boys (+7%) achieving GLD compared to 2016
- A higher % of boys achieved GLD compared to girls
- Slight increase in the % of children achieving GLD but for the second consecutive year it is below the national average
- Disadvantaged children also did better than other children with a higher % of disadvantaged children achieving a GLD. This is also an increase from 2016 when 60% of disadvantaged children achieved a GLD compared to 83% in 2017. The Gap in 2016 was +2% and is now +29%. This is a result of early interventions and high levels of adult support.

Year 1 Phonics Test - % achieving expected standard

	School	National
2017	73%	81%
2016	83%	81%
2015	80%	77%
2014	73%	74%
2013	64%	69%
2012	44%	58%

2017	All	Boys	Girls	FSM	Non FSM	Disadvantaged	Other	SEN	Non SEN
School	73%	76%	69%	73%	74%	75%	72%	38%	86%
National	81%	78%	85%	68%	84%			43%	87%
LA	76%	72%	81%	65%	80%	65%	81%	35%	83%

- For the first time in 6 years the percentage of children meeting the expected standard in phonics has not risen – there has been a slight decrease although the % is above 70%. This cohort achieved 59% GLD at the end of F2 and also has a high % of SEND with a third of the cohort being on the SEND register.
 - Boys performed better than girls which is different to the national trend.
 - A strength is that a higher % of disadvantaged children met the standard than other children and the school % of FSM children achieving the standard is higher than the national %.
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Key Stage 1 Data

READING	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	77%	76%	73%	63%	74%	72%
Greater Depth	10%		21%	23%	24%	17%

- The school is above the LA & national average at the expected standard but below the national average at greater depth.
- The % of children achieving the expected standard in reading has increased compared to the previous year.

WRITING	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	57%	68%	66%	57%	65%	62%
Greater Depth	10%		12%	10%	13%	8%

- The school is below the national average at expected standard and greater depth

MATHS	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	70%	75%	72%	67%	73%	70%
Greater Depth	10%		16%	13%	18%	13%

- The school is below the national average at expected standard and greater depth but there has been an increase compared to the previous year with the % of children at EXP

R/W/M	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	47%	64%	60%	47%	60%	57%
Greater Depth	7%		8%	7%	9%	5%

- The school is below the national average at expected standard and greater depth

Key Stage 1 - Comparing Vulnerable Groups

%	2017						2016					
	Reading		Writing		Maths		Reading		Writing		Maths	
	Disadv.	Other	Disadv.	Other	Disadv.	Other	Disadv.	Other	Disadv.	Other	Disadv.	Other
EXP (School)	58%	89%	58%	56%	58%	78%	50%	72%	33%	72%	42%	83%
EXP (Nat.)							78%	78%	70%	70%	77%	77%
GD (School)	0%	17%	8%	11%	8%	11%	17%	28%	8%	11%	8%	17%
GD (Nat.)							27%	27%	16%	16%	20%	20%

- In Reading and Maths, a higher % of other children met the expected standard than disadvantaged children however in writing disadvantaged children did better.
- A higher % of more able other children achieved the higher level than disadvantaged children.
- Expected Standard – In reading the gap between disadvantaged and other children is wider than in 2016 but in writing and maths the difference is diminishing.
- More able disadvantaged children will need to be a focus for key stage 1 so higher percentages of disadvantaged children are reaching higher levels.

%	2017						2016					
	Reading		Writing		Maths		Reading		Writing		Maths	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EXP (School)	71%	85%	47%	69%	76%	62%	53%	77%	47%	69%	53%	85%
EXP (Nat.)	72%	80%	62%	75%	74%	76%	70%	78%	59%	73%	72%	74%
GD (School)	12%	8%	12%	8%	12%	8%	24%	23%	12%	8%	18%	8%
GD (Nat.)							20%	27%	10%	17%	18%	15%

- School data indicates, girls are doing better than nationally in reading at the expected standard.
- At the expected standard – boys do better than girls in maths but girls do better in reading and writing.
- At greater depth – boys do better than girls in reading, writing and maths.

%	2017						2016					
	Reading		Writing		Maths		Reading		Writing		Maths	
	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN
EXP (School)	0%	79%	0%	59%	0%	72%	100%	69%	100%	62%	100%	73%
EXP (Nat.)	31%	84%	21%	77%	32%	83%	74%	82%	65%	73%	73%	80%
GD (School)	0%	10%	0%	10%	0%	10%	0%	27%	0%	12%	100%	12%
GD (Nat.)							24%	27%	13%	15%	18%	20%

- No SEN child achieved the expected standard in reading, writing or maths.

ST MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL**Key Stage 2 Data – 2016/2017**

READING	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	67%	71%	70%	71%	66%	64%
Higher Level	7%	25%	23%	16%	19%	16%

- The % of school children reaching the expected standard is below the national average
- Slight decrease on the % meeting the EXS in 2016

WRITING	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	77%	76%	74%	67%	74%	72%
Greater Depth	10%	18%	15%	0%	15%	10%

- The school is working above the national level in writing at the expected standard but below at greater depth.
- There is an increase in the % of children meeting the EXS in 2017 compared to 2016

MATHS	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	77%	75%	71%	67%	73%	70%
Greater Depth	13%	23%	19%	13%	18%	13%

- 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.
- Increase on the 2016 % meeting EXS

GPS	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	77%	77%	75%	79%	72%	69%
Higher Level	23%	31%	27%	29%	22%	23%

- The school performed in line with national at the expected standard
- Slight decrease on higher level %

R/W/M	2017			2016		
	School	National	LA	School	National	LA
Expected Standard	63%	61%	57%	46%	53%	49%
Greater Depth	0%	9%	7%	0%	5%	4%

- The school is above the national average at the expected standard but below at the higher level.
- Significant increase from 2016 at EXS

Key Stage 2 - Comparing Vulnerable Groups

Disadvantaged Pupils

%	2017								2016							
	Reading		Writing		Maths		R/W/M		Reading		Writing		Maths		R/W/M	
	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other
EXS (Schl)	47%	92%	65%	92%	65%	92%	47%	85%	69%	73%	46%	91%	54%	91%	23%	73%
EXS (Nat)									71%	71%	79%	79%	75%	75%	60%	60%
GD (Schl)	6%	8%	12%	8%	6%	23%	0%	0%	15%	0%	0%	0%	8%	9%	0%	0%
GD (Nat)									23%	23%	18%	18%	20%	20%	7%	7%

- At the expected standard, other children did better than disadvantaged children in all subjects.
- At greater depth in writing, disadvantaged children did better than other children.
- At the expected standard, in reading, the school gap has widened compared to 2016.
- But in writing, maths and R/W/M combined at the expected standard, the school gap has closed compared to 2016.

Gender

%	2017								2016							
	Reading		Writing		Maths		R/W/M		Reading		Writing		Maths		R/W/M	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EXS (Schl)	75%	61%	83%	72%	83%	72%	67%	61%	64% (9)	80% (8)	57% (8)	80% (8)	71% (10)	70% (7)	43% (6)	50% (5)
EXS (Nat)	68%	75%	70%	82%	74%	75%	57%	65%	62%	70%	68%	81%	70%	70%	49%	57%
HL (Schl)	0%	11%	8%	11%	25%	6%	0%	0%	7% (1)	10% (1)	0% (0)	0% (0)	21% (3)	0% (0)	0% (0)	0% (0)
HL (Nat)	21%	28%	13%	23%	24%	21%			16%	22%	11%	19%	18%	15%	5%	6%

- At the expected standard, boys do better than girls in all subjects.
- At the expected standard, boys are above national data in reading, writing, maths and reading, writing and maths combined.
- At the expected standard, girls are performing below national data in all subjects.
- At the higher level, girls do better than boys in reading and writing but not in maths and both girls and boys are performing below national averages.

SEND Pupils

- There were 0 children in the cohort with a statement or EHCP
- 3 pupils were SEND Support

%	2017								2016							
	Reading		Writing		Maths		R/W/M		Reading		Writing		Maths		R/W/M	
	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN
EXS (Schl)	0%	74%	33%	81%	33%	81%	0%	70%	50%	81%	13%	94%	50%	81%	13%	63%
EXS (Nat)									66%	73%	74%	84%	70%	78%	53%	61%
HL (Schl)	0%	7%	0%	11%	0%	15%	0%	0%	0%	13%	0%	0%	0%	13%	0%	0%
HL (Nat)									19%	22%	15%	17%	17%	19%	5%	6%

- Children with no SEN outperformed SEN Support pupils in all areas at the expected and higher standard.

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

In 2016 and 2017 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	2017			2016		
	Reading	Writing	Maths	Reading	Writing	Maths
National Floor Standards	-5	-7	-5	-5	-7	-5
School (All Pupils)	+0.6	+1.1	+1.2	+1.33	-0.64	+1.09
School (Disadvantaged Pupils)	-0.7	+1.0	-0.4	+3.41	-1.16	+0.80
School (Not Disadvantaged)	2.2	+1.3	+3.2	-1.4	+0.0	+1.6

- KS2 progress was not significantly below average (-3) overall or for any prior attainment group in any subject.
- Disadvantaged KS2 pupils' progress – in reading, writing and maths the progress of disadvantaged children was less than other children and a key target area for the school.