End of year data 2018

End of Reception results – Achieving a Good Level of Development

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Good Level of Development - ALL** | **77** | **72** |
| Boys | 91 | 65 |
| Girls | 68 | 78 |
| Disadvantaged | N/A | 85 |
| Non-disadvantaged | 57 | 73 |

Phonics

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Year 1** | **89** | **83** |
| Year 2 | 87 | 92 |
| Boys | 100 | 79 |
| Girls | 73 | 86 |
| Disadvantaged | 100 | 72 |
| Non-disadvantaged | 88 | 85 |

End of Key Stage 1 READING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Reading- all children** | **81** | **75** |
| Boys | 75 | 71 |
| Girls | 84 | 80 |
| Disadvantaged | 67 | 63 |
| Non-disadvantaged | 82 | 79 |

End of Key Stage 1 MATHS– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Maths- all children** | **77** | **76** |
| Boys | 83 | 75 |
| Girls | 74 | 77 |
| Disadvantaged | 67 | 63 |
| Non-disadvantaged | 79 | 79 |

End of Key Stage 1 WRITING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Writing- all children** | **71** | **70** |
| Boys | 75 | 63 |
| Girls | 68 | 77 |
| Disadvantaged | 67 | 55 |
| Non-disadvantaged | 71 | 74 |

End of Key Stage 1 Reading, Writing, Maths (RWM) - Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **RWM- all children** | **71** | **65** |
| Boys | 75 | 60 |
| Girls | 68 | 71 |
| Disadvantaged | 67 | 50 |
| Non-disadvantaged | 71 | 69 |

End of Key Stage 1 – Achieving ABOVE age related expectations

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Reading- all children** | **26** | **16** |
| **Writing – all children** | **16** | **16** |
| **Maths – all children** | **10** | **22** |
| **RWM** | **6** | **12** |

End of Key Stage 2 READING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Reading- all children** | **93** | **75** |
| Boys | 88 | 72 |
| Girls | 100 | 79 |
| Disadvantaged | 50 | 64 |
| Non-disadvantaged | 96 | 80 |

End of Key Stage 2 WRITING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Writing- all children** | **83** | **78** |
| Boys | 71 | 72 |
| Girls | 100 | 85 |
| Disadvantaged | 50 | 67 |
| Non-disadvantaged | 86 | 83 |

End of Key Stage 2 MATHS – Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Maths- all children** | **87** | **76** |
| Boys | 88 | 75 |
| Girls | 85 | 76 |
| Disadvantaged | 50 | 64 |
| Non-disadvantaged | 89 | 81 |

End of Key Stage 2 Reading, Writing, Maths (RWM) - Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **RWM- all children** | **77** | **64** |
| Boys | 71 | 61 |
| Girls | 85 | 68 |
| Disadvantaged | 50 | 51 |
| Non-disadvantaged | 79 | 70 |

End of Key Stage 2 SPaG (Spelling, Punctuation & Grammar)- Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **SPaG- all children** | **93** | **78** |
| Boys | 88 | 73 |
| Girls | 100 | 82 |
| Disadvantaged | 100 | 67 |
| Non-disadvantaged | 93 | 82 |

End of Key Stage 2 – Achieving ABOVE age related expectations

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Reading- all children** | **37** | **28** |
| **Writing – all children** | **13** | **20** |
| **Maths – all children** | **37** | **24** |
| **RWM** | **10** | **10** |
| **SPaG** | **43** | **34** |

End of Key Stage 2 – Progress

|  |  |
| --- | --- |
|  | School % |
| Reading | 3.94 |
| Writing | 0.24 |
| Maths | 2.42 |
| Disadvantaged - Reading | -1.25 |
| Disadvantaged - Writing | -1.55 |
| Disadvantaged - Maths | 3.60 |

What the progress measures mean

Most schools will have progress scores between −5 and +5. If a school has a progress score of 0 this means that on average their pupils achieved similar results at the end of KS2 (end of year 6) to pupils in other schools with similar results at the end of KS1 (end of year 2). If a school has a positive progress score this means that on average their pupils made more progress than pupils in other schools with similar results at the end of KS1.

For example: a score of +3 in reading would mean that on average pupils at the school got 3 scaled score points more in the KS2 English reading test, compared to other pupils nationally with similar results at the end of KS1. A negative score doesn’t mean a school has failed or pupils have made no

progress. It just means that on average their pupils have made less progress than pupils in other schools with similar results at the end of KS1. For example: a score of −4 in Maths would mean that on average pupils at the school got 4 scaled score points fewer in the KS2 Maths test, compared to other pupils nationally with similar results at the end of KS1.

In our school overall the progress measures were as follows:

Reading +3.94 (well above National)

Writing +0.24 (just above National)

Maths +2.42 (well above National)

Disadvantaged children’s progress was as follows (cohort = 2 children)

Reading -1.25 (below National)

Writing -1.55 (below National)

Maths +3.6 (well above National)

**Attendance data:**

* We have 3.41% overall absence which is below North Tyneside and National. Our school target is 96.5%, so our overall absence is just below our school target attendance.
* Overall absence for disadvantaged children is slightly higher than non-FSM children is 5.3% but this is still lower than national & North Tyneside disadvantaged.
* The level of persistent absence has declined at 6.29% of all absences, which is significantly worse than the previous 2 years but it is still below the North Tyneside average.
* Disadvantaged pupil persistent absence is higher than non-FSM children at 13.3%, but it is still below the North Tyneside & National average.

Our school improvement plan outlines how we are tackling any issues with attendance and a new member of staff from January 2019 will take lead for managing attendance.

**Things to note about the data:**

Sometimes the percentage looks bigger than it actually is. Usually a child equates to a percentage around 3.5%. The cohort size is important to note, as 50% can mean one child in some cases, so it is not always significant.

**How we compare to other schools:**

If you have any questions about our school performance data, please contact us. We would also ask that you visit to following link to the school performance tables, where you are able to compare our school to others in the locality.

<https://www.compare-school-performance.service.gov.uk/school/108578/preston-grange-primary-school>