**Moorside Community Primary School Outcomes for Summer 2016 - 2017**

**Strengths**

At the end of EYFS pupils performed particularly well in the area of physical development, with 95% achieving the expected level of development.

At the end of Key Stage 2 maths outcomes have greatly improved compared to 2016 results and they are broadly in line with national averages.

Progress in Key Stage 2 in writing and in maths is strong and significantly above average.

Proportions reaching greater depth in writing at the end of Key Stage 2 are above average.

**Weaknesses**

Pupils outcome at the end of EYFS are below the national standard. A gender gap was identified, with the girls outperforming boys in all areas except communication and language and personal, social and emotional development.

Disadvantaged pupils performed less well than ‘non disadvantaged’ at the end of EYFS.

Standards at the end of Key Stage 1 are below average at the expected and higher than expected standard.

Disadvantaged pupils performed less well than ‘non disadvantaged’ in all subject areas at expected standards at the end of Key Stage 1.

The proportion of children achieving expected standards in reading at the end of Key Stage 2 was well below the national standard.

Proportions attaining the higher standard in maths at the end of Key Stage 2 were below average

At the end of Key Stage 2 Disadvantaged pupils performed less well than ‘non disadvantaged’ in all subject areas at expected standards.

**Good level of development at end of Reception**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | All National | Other National | All School | SchoolPupil Premium | SchoolBoys  | SchoolGirls | SchoolEAL |
| 58 children in total.27 boys 31 girls. | 69% | 72% | 40%(23/58) | 25%(4/16) | 33% (9/27) | 45%(14/31) | 40%(15/37) |

40% of pupils achieved a good level of development (GLD), results are below the national average. Girls outperformed boys in achieving a good level of development (GLD), with an achievement gap of 12%. The gender gap shows a three year trend. 25% of Disadvantaged pupils achieved GLD; this is lower than disadvantaged pupils nationally. Pupils performed particularly well in the area of Physical development, with 95% achieving the expected level of development. The area of Literacy, both reading (40%) and writing (40%) showed lower outcomes.

**Phonics screen at end of Y1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | All National | All School | SchoolPupil Premium | SchoolBoys  | SchoolGirls | SchoolEAL | SchoolSEN Support | School SEN EHCP |
| 59children in total.24 boys and 35 girls. | 81% | 71%(42/59) | 78%(11/14) | 79%(19/24) | 66%(23/35) | 75%(30/40) | 60%(3/5) | 100%(1/1) |

The percentage of pupils meeting the expected standard at the end of Year 1 phonics screen was 71% and this is below the national average, but shows a good improvement on the 2016 results (57%) and shows a three year increasing trend. 78% of Disadvantaged pupils achieved the standard compared to 68% of ‘Other’ pupils within the school. 75% of EAL pupils achieved the standard compared to 63% of ‘non- EAL’ pupils within the school.

Boys outperformed girls. Pupils with summer birthdays did less well than those with autumn and spring birthdays.

**Key Stage 1 assessments at end of Y2**

**Expected standard +**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 57 children in total 30 boys and 27 girls  | All National | All School | SchoolPupil Premium | SchoolBoys  | SchoolGirls | SchoolEAL | SchoolSEN ALL |
| Reading | 76% | 58%(33/57) | 43%(6/14) | 53%(16/30) | 63%(17/27) | 60% | 20%(2/10) |
| Writing | 68% | 53%(30/57) | 36%(5/14) | 50%(15/30) | 56%(15/27) | 60% | 20%(2/10) |
| Maths | 75% | 53%(30/57) | 43%(6/14) | 53%(16/30) | 56%(15/27) | 60% | 20%(2/10) |
| RWM | 64% | 53%(30/57) | 36%(5/14) | 50%(15/30) | 56%(15/27) | 60% | 20%(2/10) |

The percentage of pupils achieving the expected standard and above at the end of Year Two is below national standards in all subjects. Outcomes show an improvement in all subjects on the 2016 results. A gender achievement gap is apparent in all subjects and reflects the gender gap identified in 2016.

**Greater depth**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | All National | All School | SchoolPupil Premium | SchoolBoys  | SchoolGirls | SchoolEAL | SchoolSEN ALL |
| Reading | 25% | 4%(2/57) | 0%(0/14) | 7%(2/30) | 0%(0/27) | 3% | 0%(0/10) |
| Writing | 16% | 7%(4/57) | 7%(1/14) | 7%(2/30) | 7%(2/27) | 9% | 0%(0/10) |
| Maths | 21% | 7%(4/57) | 14%(2/14) | 10%(3/30) | 4%(1/27) | 9% | 0%(0/10) |
| RWM | 11% | 4%(2/57) | 0%(0/14) | 7%(2/30) | 0%(0/27) | 3% | 0%(0/10) |

Outcomes are below national standard. Results at greater depth show an increase in maths outcomes compared to 2016 data. Boys outperform girls in reading, maths and reading, writing and maths combined.

**Key Stage 2 assessments at the end of Year 6**

**Progress from end of Y2 starting points**

|  |  |
| --- | --- |
|  | School |
| Reading | -1.0 |
| Writing | 6.9 |
| Maths | 4.7 |

**Expected standard +**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 56children32 boys 24 girls  | All National | All School | SchoolPupil Premium | SchoolBoys  | SchoolGirls | SchoolEAL | SchoolSEN Support |
| Reading | 71% | 39%(22/56) | 34%(12/35) | 31%(10/32) | 50%(12/24) | 39% | 0%(0/9) |
| Writing | 76% | 73%(41/56) | 69%(24/35) | 72%(23/32) | 75%(18/24) | 68% | 33%(3/9) |
| Maths | 75% | 73%(41/56) | 69%(24/35) | 75%(24/32) | 71%(17/24) | 71% | 44%(4/9) |
| RWM | 61% | 38%(21/56) | 34%(6/35) | 31%(10/32) | 46%(11/24) | 37% | 0%(0/9) |

The percentage of children achieving expected standard or above is broadly in line with the national standard in writing and maths. Reading remains below the national standard. Maths outcomes have greatly improved compared to 2016 results (16 % increases). Girls outperformed boys at expected standards or above in reading and writing. 68% percent of children achieved the expected standard in Grammar, punctuation and spelling. This is below the national standard.

**Higher standard/Greater depth**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 56children32 boys 24 girls  | All National | All School | SchoolPupil Premium | SchoolBoys  | SchoolGirls | SchoolEAL | SchoolSEN Support |
| Reading | 25% | 5%(3/56) | 10%(4/35) | 6%(2/32) | 4%(1/24) | 3% | 0%(0/9) |
| Writing | 18% | 21%(12/56) | 24%(10/35) | 19%(6/32) | 25%(6/24) | 18% | 0%(0/9) |
| Maths | 23% | 9%(5/56) | 10%(4/35) | 16%(5/32) | 0%(0/24) | 8% | 0%(0/9) |
| RWM | 9% | 4%(2/56) | 7%(3/35) | 6%(2/32) | 0%(0/24) | 3% | 0%(0/9) |

The percentage of children achieving greater depth in writing is above the national standard and shows an increase on 2016 results (13%). Reading and maths results are below the national standard. The proportion of disadvantaged children attaining greater depth in reading, writing and maths was greater than the ‘other children’. The proportion of children attaining greater depth in Grammar, punctuation and spelling is 25% this is below national standards. At greater depth, girls outperformed boys in writing and the boys outperformed the girls in reading and maths.