

Outcomes at Moorside Community Primary School for 2017/2018

Foundation Stage

	2017(Cohort of 58 pupils)		2018 (Cohort of 56 pupils)	
	MCPS	Newcastle	MCPS	Newcastle
Good Level of development (GLD)	39.7%	71.0%	51.7%	70.9 %

We had more children achieving a Good Level of Development (GLD) at the end of Reception this year than we have over the last three years. We had 58.33% of children receiving Pupil Premium achieved their GLD, this percentage is close to the Newcastle figure of 60.8% with 91.67% of children in this group achieving their Personal, Social and Emotional area of learning. We have had an increase in the number of children exceeding the Early Learning Goals (ELG) across the different areas of learning.

We have increased the number of children achieving their ELG in reading, writing, number and shape however we are also aware that we still have a long way to go to be in line with local and national figures and will continue to strive to achieve these. Therefore we have analysed data with staff and identified key areas of strength to build on and agreed our priorities that need strengthening across the areas of learning. We are aware technology is an area of strength however this does not build on the children's language skills so it is vital that we ensure there is more of a balance. For instance we will use technology to encourage children to record their learning and discuss it with their peers.

We have provided high levels of support and intervention from LEAPs to support children in the development of their Communication and Language skills. The environment has and will continue to be rich in language both in written form and verbally.

As we move into a new academic year to ensure we continue to increase outcomes for our youngest children we have put more early years experienced staff into classes, we have made three smaller classes for Reception. This will allow early identification of needs and personalised learning programmes to begin promptly. We will continue to work with LEAPs to support specific children to develop their speech and language skills as well as working towards developing strategies for the staff to support children through identified CPD needs. We have employed a Teaching Assistant to specifically support children with SEND and we will be working alongside other EYFS staff within the WEST Trust to gain expertise and share examples of good practise.

It is important to be aware that as a school we have children joining us at various times throughout the academic year from all over the world and we work hard to ensure our newly arrived children settle well into our school whilst ensuring those already with us are not affected by our high rates of mobility.

Key Stage 1 Phonics

Phonics	2017(Cohort 59)		2018 (Cohort 56)	
	MCPS	Newcastle	MCPS	Newcastle
Pass (Year 1)	71.2%	81.6%	66.1%	82.9%
	2017(Cohort 57)		2017(Cohort 57)	
Pass (Year 2 resit)	78.9%	90.8%	96.5%	90.7%

At the end of Reception last year we had 39% of children achieved their GLD this means that only 39% were able to decode letters and begin to read. However our outcomes of the phonic screen show

that within this cohort we have 66.1% of children reading well and we have interventions in place for those children still developing these skills. This shows that there has been emphasis on high quality deliverance and assessment of Phonics.

Our Year 2 outcomes show that most children at the end of Year 2 were able to read and decode at a good level and the two children not yet at this level have a specific support programme to help them. Our outcomes as you can see last year were similar to Newcastle figures and this year we are above these figures.

The outcomes for Year 1 include five children that were disapplied and were unable to sit the phonic test due to specific needs, as well as children who recently joined the cohort and had very little understanding of spoken English.

Year 2 Outcomes

Attainment	2017(Cohort 57 pupils)				2018 (Cohort 58 pupils)			
	Expected standard +		Greater Depth		Expected standard +		Greater Depth	
	MCPS	National	MCPS	National	MCPS	National	MCPS	National
Reading	57.9%	76.0%	3.5%	25.0%	70.7%	76.0%	6.9%	26.0%
Writing	52.6%	68.0%	7.0%	16.0%	63.8%	70.0%	7.0%	16.0%
Maths	54.4%	75.0%	7.0 %	21.0%	72.4%	76%	5.2%	22.0%
Combined R+W+M	52.6%	64%	3.5%	11.0%	63.8%	65.0%	3.4%	12.0%

The outcomes at the end of Key Stage 1 are really positive and show an increase in the number of children achieving the expected standards across reading, writing and maths. Our outcomes are much more in line with national figures and continue to be on an upward trend, with maths being our strongest area. We are aware we need to ensure we focus on all of these areas moving forward especially writing. We have also recognised that we need to ensure we offer challenge and ensure pupils master skills to enable more children to achieve greater depth across the subjects. We recognise that it is vital that all children achieve the best they can and we have implemented interventions for children not yet at the expected levels in the different curriculum areas. These interventions will be monitored and adapted to suit the needs of pupils to ensure maximum impact on learning outcomes.

Key Stage 2

Attainment	2017(Cohort 56 pupils)				2018(Cohort 49 pupils)			
	Expected standard +		Greater Depth		Expected standard +		Greater Depth	
	MCPS	National	MCPS	National	MCPS	National	MCPS	National
Reading	38.6%	72.0%	5.3%	25.0%	46.9%	75.0%	16.3%	28.0%
Writing TA	71.9%	76.0%	21.1%	18.0%	63.3%	78.0%	10.2%	20.0%
Maths	71.9%	75.0%	8.8%	24.0%	77.6%	76.0%	22.4%	24.0%
SPAG	66.7%	77.0%	24.6%	31.0%	77.6%	78.0%	28.6%	34.0%
Combined R+W+M	36.8%	61.0%	3.5%	9.0%	42.9%	64.0%	10.2%	10.0%

Outcomes at the end of Key Stage 2 shows a drop in writing from last year however there is an increase across all other areas with maths being very slightly above national figures. Although reading has improved, YARC assessments have been carried out on all pupils at the end of the summer term

to ensure intervention programmes were ready to start in September which will allow the needs of the pupils to be addressed in quick time. We have also employed a third teacher to work in Year 6 for English, reading and maths lessons in order to make the groups smaller with a clear focus which we believe will impact positively on both progress and attainment measures.

Please note: Moorside Community Primary School (MCPS)
Spelling, Punctuation and Grammar (SPAG)
Teacher Assessment (TA)

Progress measures: KS1 to KS2

Subject	Progress score MCPS	Progress score intervals National
Reading	1.6	-0.3 to 3.5
Writing	3.5	1.7 to 5.3
Mathematics	7.6	5.8 to 9.4

- Progress measures are positive across all subjects, with Moorside, sitting midway between the lower and higher **confidence intervals** in each subject.

Average scaled score per pupil

KS2 end of year examinations

Paper	Average scaled score MCPS	Average scaled score National
Reading	100	105
Grammar, Punctuation and Spelling	106	106
Mathematics	105	104

- The scaled score for reading at Moorside, is **below** that of National and remains an area for development within school.
- We are **in line** with National for the Grammar paper which is positive.
- Moorside achieved a **higher** scaled score than National, this shows both the attainment and progress of pupils as well as the teaching of Maths remains a school strength.