



## **Statement of Annual Performance Data July 2014**

### **School Context 2013-14**

Due to the unique and diverse catchment the school serves, the school has always been characterised by high pupil mobility. In order to manage this, staff have worked hard to develop personalised assessment for learning and tracking systems which focus on the facilitation of progress for all, whatever pupils' starting points and however long they may be with us.

2013-14, however, saw an unprecedented level of pupil mobility, with 85 pupils moving in or out of the school between July 22<sup>nd</sup> 2013 and July 16<sup>th</sup> 2014. This movement of pupils did not happen all at once, nor in one single year group, but affected the whole school continuously throughout the year. 47 new pupils joined (not including the Reception class intake in September 2013) and 38 pupils left between September and July (not including the July Year 6 leavers moving on to secondary school).

In July 2013 there were 146 on roll – based on that figure, turnover in 2013-14 constituted 58% of the school population, not including Y6 or Reception.

Whilst the school is clear about the priorities and action points for raising achievement which this end of year performance data highlights, it is proud of the achievements of its pupils in 2013-14 and of the teaching and learning that facilitated those achievements under such unusual circumstances.

### **School Structure 2013-14**

Pupil numbers from the previous year's census had generated a budget sufficient to structure the school with only five full-time classes. However, the Governing Body made the decision to run a six class structure again in order to be able to maintain single year group teaching in the Early Years Foundation Stage, Key Stage 1 classes and Year 6, and in order to minimise the effects of high mobility in the majority of classes. This decision proved wise when, on the first day of the Autumn Term in September 2013, the school received on roll 26 additional new pupils of mixed ages, with unfunded places, as well as its new Reception Year cohort.

Where pupil numbers in Key Stage 2 necessitated two large mixed year group classes (in Years 3, 4 and 5), the Head teacher facilitated single year group teaching in the core subjects for Key Stage Two by teaching Year 5 in the mornings for the whole year.

When growth funding was finally received in late November 2013, it was used to provide additional subject-specialised teaching hours in the afternoons to reduce the impact of large class sizes in Years 3/4 and 4/5 and to provide additional 'narrow the gap' support for those new arrivals identified as most in need.

### **Related Documents**

This annual summary should be read in conjunction with the school's Equalities and Pupil Premium Statements for 2013-14, in which the school sets out and reviews its annual objectives for narrowing the achievement gap for vulnerable groups (both available on the school's website).

Priorities and action points highlighted by this data are summarised in the school's Raising Achievement Plan, which is also on the school's website:

<http://wytonprimaryschool.org.uk/RaisingAchievement.htm>

## End of Key Stage 2 – Year 6 - Results

### Profile of Cohort

- Only 14 out of the 21 pupils in this cohort had been in the school since Reception.
- 6 out of the 7 other pupils had joined during Key Stage 2 - 2 joining in Year 4 or 5; 4 during Year 6
- In the 2013-14 cohort, 5 were identified as having Special Educational Needs; 3 pupils were on School Action Plus (with the involvement of the School Doctor / Educational Psychologist) and 2 on School Action.

### Attainment: Y6 SATs Results Summer 2014

*NB 2014 cohort = 21pupils in total; therefore 1 pupil = 4.75%*

Percentage of pupils achieving Level 4+ Compared with National and Local Authority Results			
	School Results	Cambridgeshire	England
Reading	90.5%	88%	89%
Writing	85.7%	83%	85%
Mathematics	85.7%	83%	86%
In all three combined (R,W & M)	76.2%	75%	79%
Grammar Punctuation & Spelling	71.4%	74%	76%

*Source: Local Authority End of Key Stage 2 Reports for 2014*

Percentage of pupils achieving Level 5+		
	Level 5	Level 6
Reading	29%	
Writing	33%	
Mathematics	57%	10%
Grammar Punctuation & Spelling	62%	

### Achievement: Y6 SATs Results Summer 2014

Percentage of pupils Making Expected Progress from end KS1 to end KS2 (2 levels +) Compared with National and Local Authority Results			
	School Results	Cambridgeshire	England (2013 results)
Reading	85.0%	89%	91%
Writing	100.0%	91%	93%
Mathematics	90.0%	86%	89%

Percentage of pupils Making Accelerated Progress (3 levels +) from end KS1 to end KS2 Compared with National and Local Authority Results			
	School Results	Cambridgeshire	England (2013 results)
Reading	25.0%	30.1%	(30)
Writing	25.0%	26.3%	(30)
Mathematics	40.0%	31.0%	(31)

*Source: Local Authority KIT Report for 2014*

### Strengths

This year's end of Key Stage 2 SATs Results data indicates that in this school in 2013-14:

- The attainment of pupils at Level 4+ for reading, writing and mathematics was in line with both the Cambridgeshire and National averages.
- The percentage of pupils making Expected Progress from end KS1 to end KS2 (2 levels +) in Writing and Mathematics was in line with or above the Cambridgeshire and National averages.
- The percentage of pupils making Accelerated Progress (3 levels +) in Mathematics was significantly above the Cambridgeshire and National averages at 40%.

### Areas for Development

This year's end of Key Stage 2 SATs Results data indicates that in this school in 2014-15, the following areas require attention:

- **Spelling:** Although 62% of Year 6 pupils attained a Level 5 in the Grammar, Punctuation and Spelling test, the attainment of pupils achieving Level 4+ was lower than expected at 71.4% and lower than both the Cambridgeshire and National averages. Analysis of test papers highlights the teaching of Spelling as a school development priority for 2014-16.
- **Preparation for the new style SATs Reading Test:** The percentage of pupils achieving 2 and 3 levels of progress in Reading (85% and 25%) was significantly lower than the Cambridgeshire and National averages, with only 29% of pupils achieving a Level 5 in the national test.

This was an unexpected dip, since in 2013 the percentage of Wyton on the Hill Y6 pupils achieving a Level 5 in the national tests was 65% and in 2012 the percentage was 38%. In addition, half termly assessments completed under test conditions using past national SATs papers had indicated that this year's cohort was on track to achieve similar results:

<b>2014 Y6 Reading Results: May Teacher Assessments (based on pupils' performance in past SATs papers)</b>			
<b>L4+</b>	<b>L4b+</b>	<b>L5+</b>	<b>L6</b>
90%	81%	62%	5%

*Source: School data systems (SIMs twice-termly tracker Y6 2014)*

Close analysis of test papers indicates that this year's pupils were not ready for the change in the style of testing. Pupils who were achieving high marks in past papers requiring a 'traditional approach to comprehension' (ie read the text in depth, answer questions by locating answers in the text, using inference and knowledge of the text) found themselves struggling to complete the new style test in time. Ensuring that pupils are efficient at the 'research approach to comprehension' (ie skim and scan the text to locate specific information required by a set of questions) required by the new test will be a priority for 2014-15, because whilst the school does not advocate 'teaching to the test', it does acknowledge that pupils will need to be proficient at both types of reading comprehension to prepare them for the rigours of secondary education and beyond.

- **Accelerated Progress in Writing:** The number of Wyton pupils achieving 3 levels of progress in Writing (25%) was significantly lower than the Cambridgeshire and National averages (30.5% and 30%). Accelerating progress in writing at the upper levels is a priority on the school's Raising Achievement Plan for 2014-16.
- **Level 4+ in all three combined (R,W & M):** The attainment of pupils achieving Level 4+ in Reading, Writing and Maths combined (76.2%) was lower than expected and, whilst it was

higher than the Local Authority average (75%), it was lower than the National average (79%). It is anticipated that actions undertaken to secure improvements in Spelling, Preparation for the Reading Test and Accelerated Progress in Writing will also secure an improvement in the number of pupils attaining Level 4+ in Reading, Writing and Maths combined.

## End of Key Stage 1 – Year 2 Results of Teacher Assessments

### Profile of Cohort

- Only 11 out of the 18 pupils in this cohort have been in the school since Reception, with 15 of the original cohort having left through family postings / rehousing
- 2 out of these 11 pupils who began school in Reception have moved away and come back within KS1, due to Service parents' postings.
- 5 pupils joined this class since Year 1; 4 since September this year.

**NB 2014 cohort = 18pupils in total; therefore 1 pupil = 5.56%**

<b>Percentage of pupils achieving Level 2+ Compared with National and Local Authority Results</b>			
	<b>School Results</b>	<b>Cambridgeshire</b>	<b>England</b>
<b>Reading</b>	94.4%	89.4%	89.7%
<b>Writing</b>	88.9%	86.0%	86.2%
<b>Mathematics</b>	94.4%	92.0%	92.1%

<b>Percentage of pupils achieving Level 2b+ Compared with National and Local Authority Results</b>			
	<b>School Results</b>	<b>Cambridgeshire</b>	<b>England</b>
<b>Reading</b>	83.3%	81.0%	80.6%
<b>Writing</b>	72.2%	70.1%	69.7%
<b>Mathematics</b>	88.9%	80.3%	79.9%

<b>Percentage of pupils achieving Level 3+ Compared with National and Local Authority Results</b>			
	<b>School Results</b>	<b>Cambridgeshire</b>	<b>England</b>
<b>Reading</b>	50.0%	32.1%	30.5%
<b>Writing</b>	16.7%	16.6%	16.1%
<b>Mathematics</b>	33.3%	24.1%	24.2%

Source: Local Authority End of Key Stage 1 Reports for 2014

### Strengths

This year's end of Key Stage 1 data indicates that in this school in 2013-14:

- The attainment of pupils at Level 2+, for reading, writing and mathematics was in line with or above both the Cambridgeshire and National averages.
- The attainment of pupils at Level 2b+, for reading and writing was in line with or above both the Cambridgeshire and National averages and in mathematics was significantly above.
- The percentage of pupils attaining a Level 3 in writing was in line with both the Cambridgeshire and National averages. In reading and mathematics, the percentage attaining a level 3 was well above.

### Areas for Development

This year's end of Key Stage 1 SATs Results data indicates that in this school in 2014-15, the following area requires attention:

- **Writing:** The percentage of pupils attaining Levels 2 and 3+ in writing at Wyton on the Hill is significantly lower than in reading and mathematics. Accelerating progress in writing across both Key Stages is a priority on the school's Raising Achievement Plan for 2014-16.

## Y1 Phonics Check Results July 2014

### Profile of Cohort

- 29 pupils in Year 1 undertook the phonics check. Of those pupils only 20 had been in school since their Reception year. 9 pupils moving in and 6 out during Year 1. Of the 9 new pupils, 5 started at varying points during September, with the remaining 4 joining later as follows: 1 in January; 1 in February; 1 in April; and 1 joining the school on July 10<sup>th</sup> (the week before the phonics check).
- The school received a moderation visit from the Local Authority to observe pupils undertaking the Phonics Check in July 2014 for the second year running, which confirmed that the school was following procedure correctly.
- 1 pupil missed the Phonics Check threshold by 1 mark.

<b>Percentage of Pupils Succeeding in the Y1 Phonics Check Compared with National and Local Authority Results</b>				
<b>No of school Y1 children</b>	<b>% of school Y1 cohort</b>	<b>National 2013</b>	<b>LA 2013</b>	<b>School 2013</b>
25/29	86.2%	69%	70%	83%

<b>Percentage of Pupils Succeeding in the Y1 Phonics Check without including the child who joined on 10<sup>th</sup> July (the week before the phonics check)</b>				
<b>No of school Y1 children</b>	<b>% of school Y1 cohort</b>	<b>National 2013</b>	<b>LA 2013</b>	<b>School 2013</b>
25/28	89%	69%	70%	83%

### Strengths

- The attainment of this cohort indicates that the teaching of phonics in KS1 is effective, as the percentage of pupils achieving in the Y1 Phonics Test is significantly higher than both the Local Authority and National averages and has increased since 2013.

### Areas for Development

- As there are two staff changes in EYFS and Y1 this year, it will be crucial that the Y2 teacher mentors new staff members on the teaching of phonics to avoid a dip in results in 2015.
- Whilst pupils in Year 1 are effectively decoding phonics, a greater emphasis on writing using phonic Knowledge will be necessary in order to accelerate progress in writing.

## End of Early Years Foundation Stage – Results of Teacher Assessments

### Profile of Cohort

- The EYFS cohort in 2014 was 26
- 1 pupil joined in late, in February 2014
- 3 pupils joined later in the summer term (with the last arrival on May 12<sup>th</sup>)
- The cohort includes 4 pupils identified with Special Educational Needs.
- The school received a moderation visit from the Local Authority, which confirmed that the school was making accurate assessments.

Average Total Points Score of Pupils in the Reception Class Compared with National and Local Authority Results		
School	Local Authority	National
32.8	34.2	33.8

Source: Local Authority End of EYFS Reports for 2014

**NB: 2013-14 cohort = 26 pupils in total; therefore 1 pupil = 3.85%**

Percentage of pupils achieving GLD** in 2014 Compared with National and Local Authority Results			
No of Children (School)	% of Children (School)	Local Authority	National
11/26	42.3%	61.2%	60.4%

\*\* Children are defined as having reached a GLD (Good Level of Development) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

Source: Local Authority End of EYFS Reports for 2014

Percentage of pupils achieving GLD** in 2013 Compared with National and Local Authority Results		
% of Children (School)	Local Authority	National
56.0%	50.8%	52.0%

\*\* Children are defined as having reached a GLD (Good Level of Development) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

Source: Local Authority End of EYFS Reports for 2013

### Strengths

This year's end of EYFS data indicates that in this school in 2013-14:

- On entry, the percentage of pupils identified as having reached the expected level of development in the prime areas of learning and in the specific areas of mathematics and literacy in the 2013-14 cohort was 0%, with particular issues around making relationships and managing feelings & behaviour, communication and language development and literacy. At the end of the 42.3% had caught up sufficiently to achieve the GLD.

Number of children in cohort	Number at or above national expectation on entry Age-related expectation: Some 40 – 60 and all 30 – 50 months secure	% at or above national expectation on entry Age-related expectation: Some 40 – 60 and all 30 – 50 months secure	Number below national expectation on entry Age-related expectation: Some 40 – 60 and all 30 – 50 months secure	% below national expectation on entry Age-related expectation: Some 40 – 60 and all 30 – 50 months secure
26	0	0	26	100%

Source: School data systems (SIMs twice-termly tracker EYFS October 2013)

- The total average points score of the cohort (32.8) is only just below the Local Authority and National averages (34.2 and 33.8), which indicates that with Quality First Teaching and

carefully targeted support in Year 1, pupils should make good progress to achieve expected milestones at the end of KS1.

### **Areas for development**

This year's end of EYFS data indicates that in this school in 2014-15, the following areas require attention:

- Swift identification and personalised, targeted support for those pupils with SEND or who are assessed as being below age-related expectation in any areas of learning.
- Bought-in advisory support from the Local Authority Early Years Team to ensure that a higher percentage of next year's end of EYFS cohort achieve GLD.
- Additional support in Year 1 for the 2013-14 cohort who did not achieve GLD.
- Increased partnership working with local nurseries, playgroups and other providers to ensure that the majority of pupils are able to demonstrate age-related expectations (ie: Some 40 – 60 and all 30 – 50 months secure).

### **Narrowing the Gap and Equalities Data: Y6 SATs Results Summer 2014:**

<b>Level 4+</b>	<b>Boys</b>	<b>Girls</b>	<b>Gap (ppt)</b>
Reading	100.0	71.4	28.6
Writing	92.9	71.4	21.4
Mathematics	85.7	85.7	0.0
In all three (R,W & M)	78.6	71.4	7.1
Grammar P&S	78.6	57.1	21.4

<b>Level 4+</b>	<b>FSM</b>	<b>Non-FSM</b>	<b>Gap (ppt)</b>
Reading	90.0	90.9	-0.9
Writing	90.0	81.8	8.2
Mathematics	80.0	90.9	-10.9
In all three (R,W & M)	70.0	81.8	-11.8
Grammar P&S	60.0	81.8	-21.8

<b>Level 4+</b>	<b>Any SEN</b>	<b>Non- SEN</b>	<b>Gap (ppt)</b>
Reading	33.3	100.0	-66.7
Writing	33.3	94.4	-61.1
Mathematics	33.3	94.4	-61.1
In all three (R,W & M)	0.0	88.9	-88.9
Grammar P&S	0.0	83.3	-83.3

Source: Local Authority KIT Report for 2014

### **Narrowing the Gap and Equalities Data: Y2 SATs Results Summer 2014:**

<b>Level 2+</b>	<b>Boys</b>	<b>Girls</b>	<b>Gap (ppt)</b>
Reading	92.3	100.0	-7.7
Writing	84.6	100.0	-15.4
Mathematics	92.3	100.0	-7.7

<b>Level 2+</b>	<b>FSM</b>	<b>Non-FSM</b>	<b>Gap (ppt)</b>
Reading	100.0	93.8	6.3
Writing	50.0	93.8	-43.8

Mathematics	100.0	93.8	6.3
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Level 2+	Any SEN	Non- SEN	Gap (ppt)
Reading	0.0	100.0	-100.0
Writing	0.0	94.1	-94.1
Mathematics	0.0	100.0	-100.0

Source: Local Authority KIT Report for 2014

### **Narrowing the Gap and Equalities Data: EYFS Results Summer 2014:**

	Boys	Girls	Gap (ppt)
Achieving GLD	53.8	30.8	23.1

	FSM (taken from January Census)	Non-FSM	Gap (ppt)
Achieving GLD		42.3	

	Any SEN (taken from January Census)	Non- SEN	Gap (ppt)
Achieving GLD	0.0	44.0	-44.0

Source: Local Authority KIT Report for 2014

With regard to the school's Equalities Objectives, the Performance data for July 2014 indicates that:

- Equalities Objective 1 (To narrow the gaps in English: Reading and English: Writing between boys and girls) was achieved in Key Stage 2, where the boys reversed the trend and out-performed the girls. (NB: 3 girls who under-performed in the tests also belong to the group identified as having Special Educational Needs).  
However, girls still out-performed the boys in Reading and Writing in Key Stage 1.
- Equalities Objective 2 (To narrow the gaps in Mathematics between girls and boys) was achieved in Key Stages 1 and 2, with girls out-performing boys in mathematics in Key Stage 1.
- In the Reception Class, boys out-performed girls, with 53.8% of boys achieving the GLD, as compared with 30.8% of girls, which is unusual for the school.

With regard to Narrowing the Gap, the Performance data for July 2014 indicates that:

- In Key Stage 1, whilst pupils in receipt of FSM (Free School Meals), performed well in Reading and Mathematics in comparison with rest of the cohort (Non-FSM), there was still a large gap between the FSM and Non-FSM groups in the writing. However, 2 pupils belonging to the FSM group who under-achieved are also part of group identified as having Special Educational Needs.
- In Key Stage 2, pupils in the FSM group achieved comparatively well in reading and writing, but there was a large gap between the performance of this group and the Non-FSM group in mathematics and in grammar, punctuation and spelling. It should be noted that 3 girls who under-performed in the tests also belong to the group identified as having Special Educational Needs.

With regard to SEN (Special Educational Needs), the Performance data for July 2014 indicates that:

- The gap between pupils with SEN in both Key Stages is wide, though pupil progress data from Year 6 shows that some pupils with SEN are making expected progress.

<b>Percentage of pupils Making Expected Progress from end KS1 to end KS2 (2 levels +) Compared with National and Local Authority Results</b>			
	<b>School Results</b>	<b>Cambridgeshire</b>	<b>England (2013 results)</b>
<b>Reading</b>	85.0%	89%	91%
<b>Writing</b>	100.0%	91%	93%
<b>Mathematics</b>	90.0%	86%	89%