

School Outcomes 2017 - 2018

Please read in conjunction with SIP Impact Statement for detailed implications and school improvement planning

Early Years Foundation Stage (10 pupils, no PP, One SEND)

Good Level of Development				
	Girls reaching GLD	Boys reaching GLD	% School GLD	% GLD in County (2015-2016)
EYFS	100%	90%	90%	70.7%

Year One Phonics Check (4 pupils)

	% Below	% Expected	% County (2015-2016)
Year 1	0%	100%	79.2%

Key Stage One (9 pupils, no PP, EAL, SEN)

Reading					
	% pre-key stage	% Working Towards	% Expected Standard	% Greater Depth	% Expected +
Year 2	0	22	78	33	78
LA (2015/2016)		25%	50.5%	24.1%	74.6%

Writing					
	% pre-key stage	% Working Towards	% Expected Standard	% Greater Depth	% Expected +
Year 2	0	11	89	33	89
LA (2015/2016)		34.4%	51.3%	14%	65.2%

Mathematics					
	% pre-key stage	% Working Towards	% Expected Standard	% Greater Depth	% Expected +
Year 2	0	0	100	33	100%
LA (2015/2016)		26.4%	54.3%	18.9%	73.2%

Reading, Writing and Mathematics Combined					
	% pre-key stage	% Working Towards	% Expected Standard	% Greater Depth	% Expected +
Year 2		0	78	33%	78
LA (2015/2016)		40%	50.4%	9.5%	59.9%

Attainment in the EYFS and Phonics is Outstanding

Achievement in Key Stage 1 (Year 2) is Outstanding

Please see analysis of KS2 data below and SIP Impact Statement for further detail.

Key Stage 2 Results 2017 - 2018: Achievement

Reading			
Working at the expected standard		Exceeding the expected standard	
School %	National (2018)	School %	National %
100	75	60	28

Writing			
Working at the expected standard		Exceeding the expected standard	
School %	National %	School %	National %
100	78	40	20

Mathematics			
Working at the expected standard		Exceeding the expected standard	
School %	National %	School %	National %
100	76	80	23

Grammar, Punctuation & Spelling			
Working at the expected standard		Exceeding the expected standard	
School %	National %	School %	National %
80	77	20	34

Overall Reading, Writing & Mathematics Combined			
Working at the expected standard		Exceeding the expected standard	
School %	National (2017)	School %	National (2017)
100	61	40	5

Key Stage 2 Results 2017 - 2018: Progress

Reading		
Average Scaled Score	Progress Score	
School	School	Local Authority
111.6	4.3	-0.9

Writing		
Average Scaled Score	Progress Score	
School	School	Local Authority
N/A	2.2	-0.5

Mathematics		
Average Scaled Score	Progress Score	
School	School	Local Authority
113.4	6.9	-1.1

Grammar, Punctuation & Spelling		
Average Scaled Score	Progress Score	
School	School	Local Authority
104.8	N/A	N/A

Analysis of Key Stage 2 Data:

Attainment is Outstanding at Key Stage 2

Attainment is Outstanding. The best set of data the school has ever achieved in terms of Progress and Attainment.

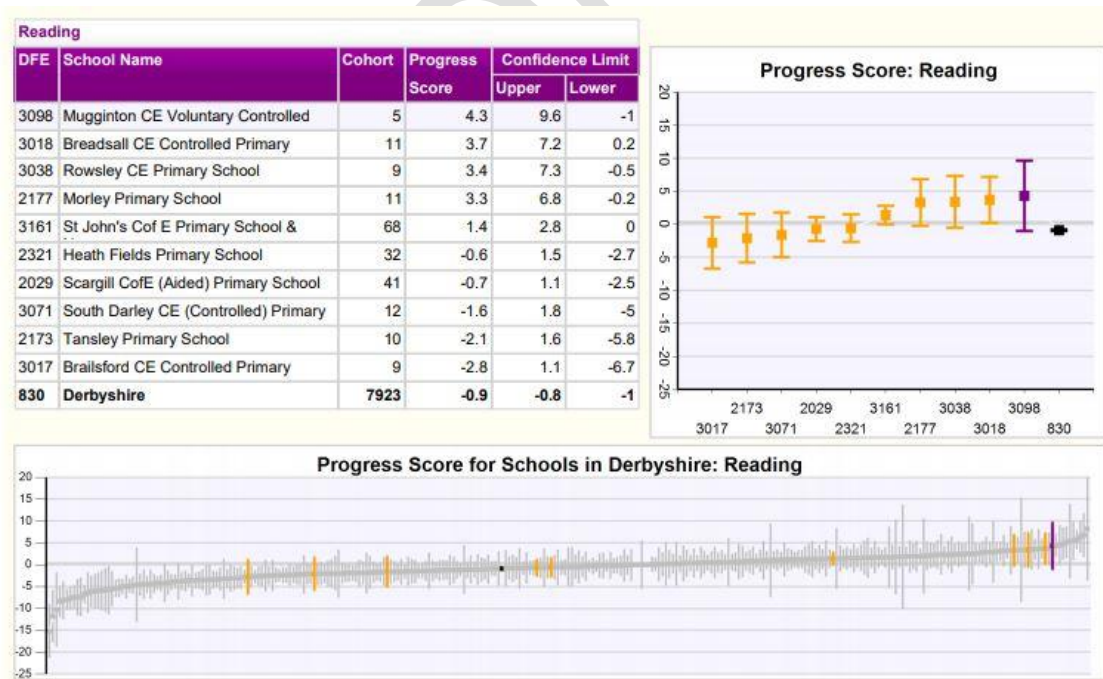
To achieve 100% combined in Reading, Writing and Mathematics, compared with a National score of 61% is exceptional. 60% of the cohort exceeding in Reading (28% nationally) and 80% exceeding in Mathematics (23% nationally) is unequivocal evidence of the Outstanding outcomes our children achieve. 40% of the cohort exceeded in Reading, Writing and Mathematics combined (8% nationally) – our School Improvement Planning (see SIP Impact Analysis) has resulted in significant improvement in outcomes for More Able children, particularly in Mathematics.

Book scrutiny, work with our School Improvement Partner and our Ofsted Inspection Report from November 2017 support the conclusion that the cohort’s progress over the year was outstanding in all subjects.

Attainment focus point: The GPS test and spelling in particular. 80% of the cohort passed this test, above national averages, but greater work on common spelling patterns will be built in to daily teaching.

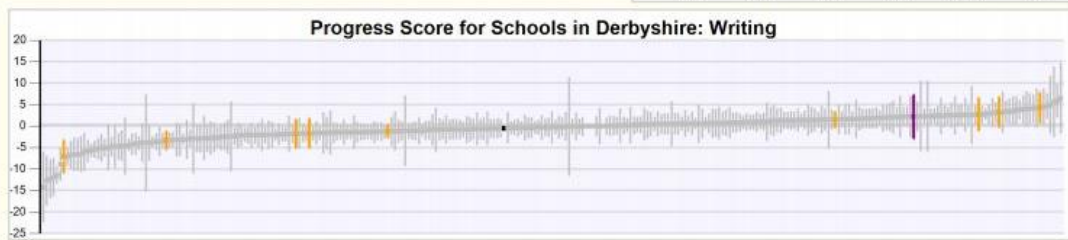
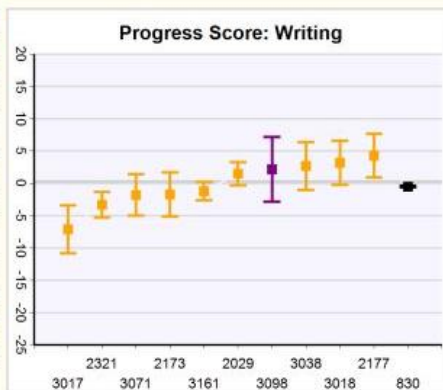
Progress is Outstanding at Key Stage 2

Progress in Reading and Writing is Outstanding. For the second year in succession, progress in Reading is +3 or greater compared with Derbyshire County Council’s average progress measure of -0.9. Our 2018 Progress score of 4.3 is the highest we have achieved and puts us at the top of a County comparison with similar schools.



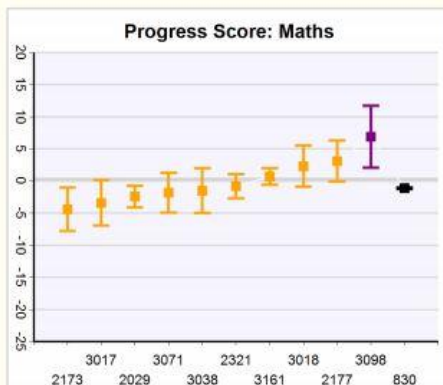
In Writing progress was the highest it has ever been at 2.2 (1.7 last year) compared with Derbyshire County Council’s average of -0.5. What makes this result particularly pleasing is that we were moderated for Writing in 2018. Our moderator was extremely tough but fair. The other school she moderated in our group was Brailsford CE – a comparison of their progress data with ours demonstrates the work our children have produced.

Writing					
DFE	School Name	Cohort	Progress Score	Confidence Limit	
				Upper	Lower
2177	Morley Primary School	11	4.3	7.7	0.9
3018	Breadsall CE Controlled Primary	11	3.2	6.6	-0.2
3038	Rowsley CE Primary School	9	2.7	6.4	-1
3098	Mugginton CE Voluntary Controlled	5	2.2	7.2	-2.8
2029	Scargill CofE (Aided) Primary School	41	1.5	3.3	-0.3
3161	St John's Cof E Primary School &	68	-1.2	0.2	-2.6
2173	Tansley Primary School	11	-1.7	1.7	-5.1
3071	South Darley CE (Controlled) Primary	12	-1.8	1.4	-5
2321	Heath Fields Primary School	32	-3.3	-1.3	-5.3
3017	Brailsford CE Controlled Primary	9	-7.1	-3.4	-10.8
830	Derbyshire	7997	-0.5	-0.4	-0.6



Progress in Mathematics is Outstanding. WE ARE THE TOP-PERFORMING PRIMARY SCHOOL IN THE COUNTY FOR PROGRESS IN MATHEMATICS IN 2018! In 2016, progress in Mathematics was + 1.7 in 2017 it was -0.5. This year's progress score of 6.9 (compared with -0.5 in Derbyshire) is superb and we should all be very proud of the children.

Maths					
DFE	School Name	Cohort	Progress Score	Confidence Limit	
				Upper	Lower
3098	Mugginton CE Voluntary Controlled	5	6.9	11.7	2.1
2177	Morley Primary School	11	3.1	6.3	-0.1
3018	Breadsall CE Controlled Primary	11	2.3	5.5	-0.9
3161	St John's Cof E Primary School &	68	0.7	2	-0.6
2321	Heath Fields Primary School	32	-0.8	1.1	-2.7
3038	Rowsley CE Primary School	9	-1.5	2	-5
3071	South Darley CE (Controlled) Primary	12	-1.8	1.3	-4.9
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3017	Brailsford CE Controlled Primary	9	-3.4	0.1	-6.9
2173	Tansley Primary School	10	-4.4	-1	-7.8
830	Derbyshire	7929	-1.1	-1	-1.2



Implications for school improvement

These superb outcomes, now Outstanding consistently across the school, demonstrate the efficacy of our School Improvement Planning (please see SIP Impact Statement).

SPAG, in particular spelling, will form one of the next academic year's school improvement plan. The 2018/2019 academic year will be a challenge because both Years 2 and 6 are weaker cohorts academically. The key now is, in line with our Ofsted target, to firm the foundations we have put in place to ensure we maintain this Outstanding Data over time and across year groups.