



St. Helens
Council

Please Note: All information displayed for 2017 is currently classified as provisional and is, therefore, potentially subject to change

District CofE Primary School

Annual Performance Report for School Governors

LA:	St Helens
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Introduction

This report has been produced by St Helens Council and is designed to provide an initial and early summary overview on the provisional end of Key Stage outcomes in the 2016/2017 academic year. It is also intended that this report be used, by school leaders and governors to analyse performance and identify specific activities and tasks which could be undertaken in order to address underperformance and share best practice.

Primary school education is split into key stages as shown below

Age of child related to year group and key stage

Year Group	R	1	2	3	4	5	6
Age of child at end of year	5	6	7	8	9	10	11
Key stage	EYFS	Key Stage 1		Key Stage 2			

Attainment is measured by statutory assessments against the standards set out in the national curriculum at the end of each key stage. A new national curriculum was introduced in 2014 and pupils were assessed against the new curriculum for the first time in 2016. In addition to assessments at the end of each key stage, pupils in year 1 also take a phonics screening check. Any year 2 pupils who did not meet the standard in year 1 or did not take the check in year 1 re-take the check in year 2.

This document provides a basic overview on the end of Key Stage assessments reported for the school compared to local and where available national averages. The document and the information displayed are provided to support and complement the extensive amount of information and performance management information available to schools. Please note, that 2017 national data for Key Stage 1 and EYFS was published by the Department for Education on the following days, see below:

Key Stage 1 and Phonics Screening Check - 28th September 2017

<https://www.gov.uk/government/statistics/announcements/phonics-screening-check-and-key-stage-1-assessments-england-2017>

Early Years Foundation Stage - 19th October 2017

<https://www.gov.uk/government/statistics/announcements/early-years-foundation-stage-profile-results-in-england-2016-to-2017>

Attainment: Early Years Foundation Stage (EYFS) - Percentage of children judged to be working at or exceeding the expected level

A new Early Years Foundation Stage Profile (EYFSP) was introduced in September 2012. The new Profile made changes to the way children are assessed at the end of the EYFS (the end of academic year in which a child turns five). The new Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 Early Learning Goals (ELGs). The table directly below provides an overview for each of the past three academic years on the percentage of children who were judged to be working at or exceeding the expected standard in each area of learning within the EYFS.

Area of Learning	School			St Helens			England		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Communication and Language	60.4	75.8	↓ 59.1	76.8	77.6	79.3	80.3	81.6	TBC
Physical Development	79.2	87.9	↓ 68.2	84.5	83.6	83.2	87.0	87.5	TBC
Personal, Social and Emotional Development	69.8	72.7	↓ 61.4	80.0	79.9	81.1	84.0	84.8	TBC
Literacy	50.9	57.6	↓ 43.2	68.5	69.7	69.0	70.0	72.0	TBC
Mathematics	69.8	69.7	↓ 59.1	73.3	74.3	75.0	76.0	77.0	TBC
Understanding the World	56.6	78.8	↓ 63.6	79.1	78.8	80.7	82.0	83.0	TBC
Expressive Arts and design	66.0	72.7	↓ 63.6	81.1	82.1	81.5	85.0	86.0	TBC

% Pupils achieving a 'good level of development' at the end of the EYFS¹	50.9	57.6	↓ 43.2	64.2	66.0	67.0	66.3	69.0	TBC
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¹ In the new EYFSP, children will be defined as having reached a 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

Total EYFS Average Points Score per pupil²	29.6	30.7	↓ 28.0	33.5	33.4	33.4	34.3	34.5	TBC
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² The supporting measure takes into account performance across all 17 ELGs. Each child scores one point for an emerging ELG, two points for an expected and three points for an exceeding. For each child, the total point score is the sum of their score in each of the 17 ELGs, where the minimum score is 17 and the maximum score is 51. All children's scores are totalled and then averaged to create the measure.

Chart 1: Percentage of children achieving a good level of development at the end of the Early Years Foundation Stage. Three year trend comparing the collective outcome reported by the school relative to the comparable local and national averages.

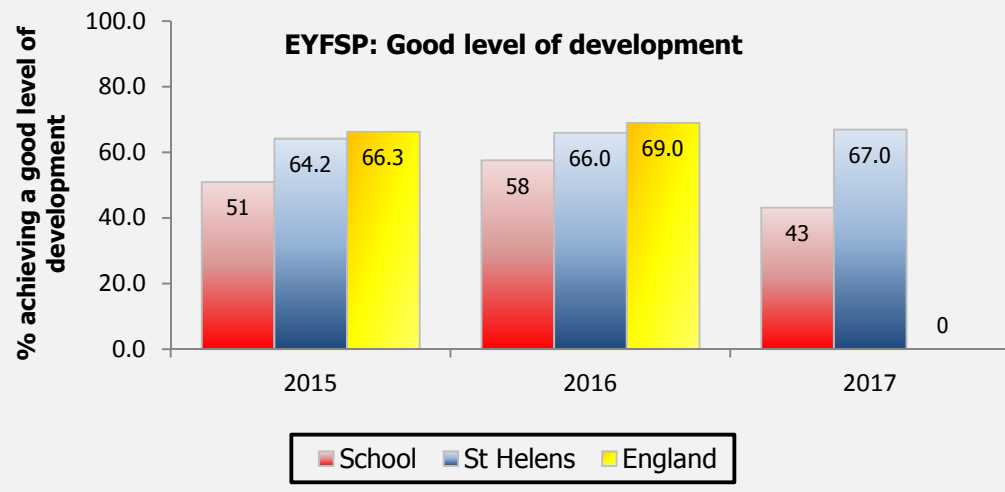


Chart 2: Average Points Score per pupils end of the Early Years Foundation Stage. Three year trend comparing the collective outcome reported by the school relative to the comparable local and national averages.

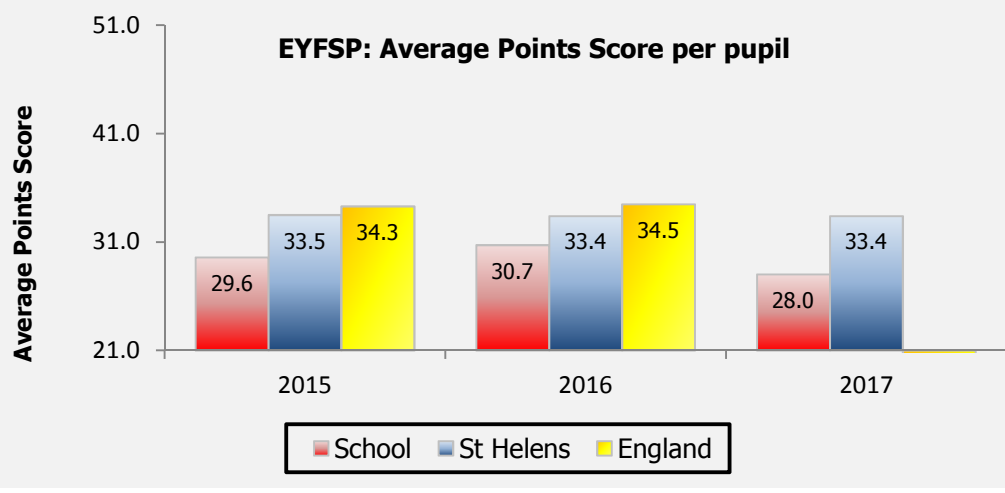


Chart 3: Percentage of children achieving the expected standard or above in each area of learning. The chart illustrates the percentage of children achieving the expected standard or above in the separate areas of learning in both 2017 and 2016.

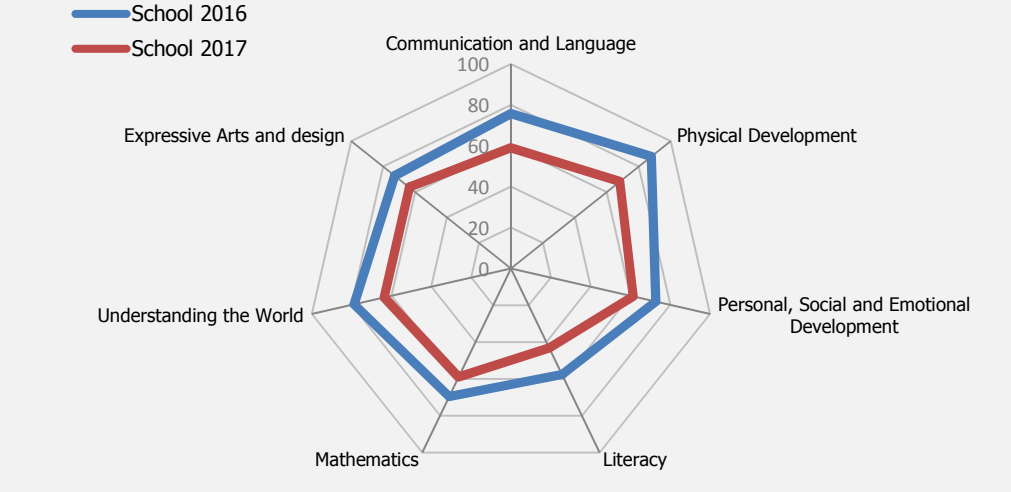
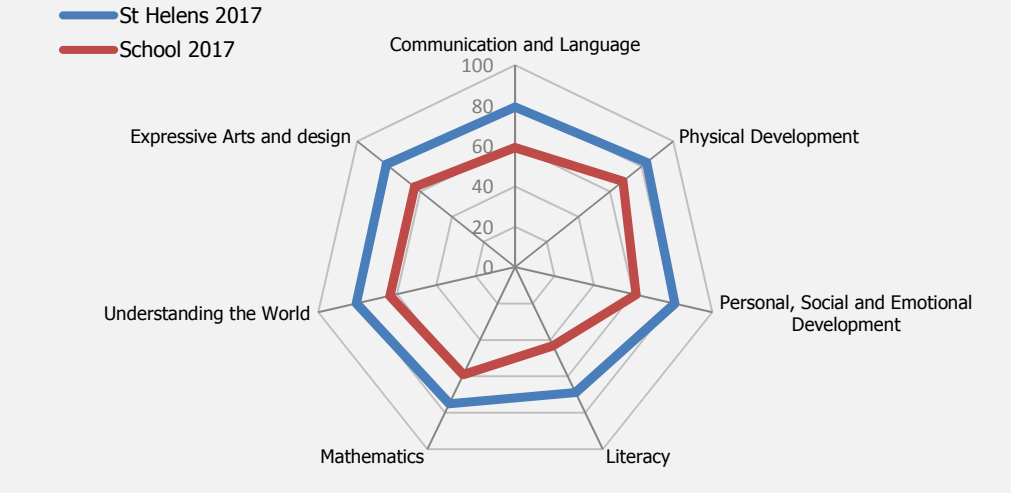










Chart 4: Percentage of children achieving the expected standard or above in each area of learning. The chart compares the outcome achieved by pupils in the school in 2017 to the overall outcomes reported for St Helens in 2017.



Early Years Foundation Stage (EYFS) - Attainment by Pupil Characteristics

The table below provides a basic summary on the numbers of children who completed the Early Years Foundation Stage (EYFS) in 2017 showing the collective achievement of particular groups of children.

Pupil Group	Number of Children	Percentage of Children achieving a Good level of Development			Average Points Score per Pupil			
		School	St Helens	England	School	St Helens	England	
All Pupils	44	43%		67%	TBC	28.0	33.4	TBC
Gender								
Boys	26	35%		59%	TBC	27.4	32.1	TBC
Girls	18	56%		75%	TBC	28.9	34.8	TBC
Pupil Premium								
Disadvantaged Pupils ¹	20	40%		50%	TBC	26.8	30.0	TBC
Other Pupils	24	46%		72%	TBC	29.0	34.4	TBC
Term of Birth								
Autumn Term birth	13	54%		78%	TBC	30.2	36.1	TBC
Spring Term birth	12	50%		66%	TBC	29.2	33.1	TBC
Summer Term birth	19	32%		56%	TBC	25.8	31.0	TBC

<> Indicates that information is not being displayed due to the small number of children in the group (three or fewer children)

¹Disadvantaged pupils' covers pupils who have been eligible for free school meals at any time in the last 6 years as well as children who are in care

Key Stage 1 Teacher Assessment

2016 was the first year of the new key stage 1 tests in maths and English reading. The test scores are used by teachers to inform their overall teacher assessment. This means that the test score a child is given may not be the result they achieved in their SATs, but a score based on SATs results, classwork and the teacher's observations. The table below provides an overview on the teacher assessments grades reported, specifically, the numbers of children achieving the age expected standard or above (EXS+) and also the numbers of children judged to be working at a greater depth within the expected standard (GDS).

Number of pupils completing Key Stage 1 at the end of the 2016/2017 academic year: 53

Achieving the Expected Standard or above (EXS+)	School		St Helens		England		
	2016	2017		2016	2017	2016	2017
	%	Number	%				
Pupils achieving the expected standard or above in Reading	42%	31	↑ 58%	68%	72%	74%	TBC
Pupils achieving the expected standard or above in Writing	28%	27	↑ 51%	58%	64%	65%	TBC
Pupils achieving the expected standard or above in Maths	40%	30	↑ 57%	67%	71%	73%	TBC
Pupils achieving the expected standard or above in Science	51%	33	↑ 62%	77%	78%	82%	TBC
Pupils achieving the expected standard or above in Reading, Writing & Maths	25%	24	↑ 45%	51%	59%	60%	TBC
Pupils achieving the expected standard or above in Reading, Writing, Maths and Science	25%	24	↑ 45%	51%	59%	60%	TBC

Working at a greater depth within the expected standard (GDS)	School		St Helens		England		
	2016	2017		2016	2017	2016	2017
	%	Number	%				
Pupils working at a greater depth in Reading	0%	4	↑ 8%	16%	22%	24%	TBC
Pupils working at a greater depth in Writing	0%	5	↑ 9%	8%	12%	13%	TBC
Pupils working at a greater depth in Maths	0%	7	↑ 13%	13%	16%	18%	TBC
Pupils working at a greater depth in Reading, Writing & Maths	0%	1	↑ 2%	6%	8%	9%	TBC

Key Stage 1 Teacher Assessments - Attainment by Pupil Characteristics

The table below provides a basic summary on the numbers of children who completed Key Stage 1 at the end of the 2016/2017 academic year achieving the expected standard or above (EXS+).

Pupil Group	Number of Children	Reading			Writing			Mathematics			RWM
		School	St Helens	England	School	St Helens	England	School	St Helens	England	School
All Pupils	53	58%	72%	TBC	51%	64%	TBC	57%	71%	TBC	45%
Gender											
Boys	29	55%	65%	TBC	45%	55%	TBC	59%	70%	TBC	45%
Girls	24	63%	79%	TBC	58%	74%	TBC	54%	73%	TBC	46%
Pupil Premium											
Disadvantaged Pupils ¹	18	44%	57%	TBC	33%	49%	TBC	39%	59%	TBC	22%
Other Pupils	35	66%	78%	TBC	60%	71%	TBC	66%	77%	TBC	57%
Special Educational Needs (SEN)											
No recorded SEN	42	71%	82%	TBC	62%	75%	TBC	69%	81%	TBC	55%
SEN Support	11	9%	30%	TBC	9%	21%	TBC	9%	34%	TBC	9%
Statement or EHC Plan	0	<>	<>	TBC	<>	<>	TBC	<>	<>	TBC	<>

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¹'Disadvantaged pupils' covers pupils who have been eligible for free school meals at any time in the last 6 years as well as children who are in care - Source: National Consortium of Examination Results

Key Stage 2 Test and Teacher Assessments

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. The expected standard in the tests is a scaled score of 100 or above. In addition, the Department for Education (DfE) have set the threshold for the higher standard in 2017 to be 110.

Key Stage 2 Test Results (2017)	Percentage of Pupils achieving the expected standard or above			Percentage of Pupils achieving the higher standard			Average Scaled Score per pupil		
	School	St Helens	England	School	St Helens	England	School	St Helens	England
Reading Test	55%	68%	71%	9%	20%	25%	101	103	104
Mathematics Test	71%	73%	75%	11%	21%	23%	102	104	104
Grammar, Punctuation & Spelling (GPS) Test	75%	78%	77%	22%	30%	31%	104	106	106

Key Stage 2 Teacher Assessment Results (2017)	Percentage of Pupils achieving the expected standard or above			Percentage of Pupils achieving a greater depth		
	School	St Helens	England	School	St Helens	England
Reading (Teacher Assessment)	71%	78%	79%	-	-	-
Writing (Teacher Assessment)	67%	76%	76%	9%	17%	18%
Mathematics (Teacher Assessment)	75%	78%	77%	-	-	-
Science (Teacher Assessment)	67%	80%	81%	-	-	-

Key Stage 2 Combined Test & Teacher Assessment Result	Percentage of Pupils achieving the expected standard or above			Percentage of Pupils achieving the higher standard		
	School	St Helens	England	School	St Helens	England
Reading (Test), Writing (TA) and Mathematics (Test)	45%	58%	61%	2%	7%	9%

Key Stage 2 Test and Teacher Assessments - Trend over time

Please note, that children sitting key stage 2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used prior to 2016.

Key Stage 2 Test & Teacher Assessment Performance	School		St Helens		England	
	2016	2017	2016	2017	2016	2017
Percentage of Pupils achieving the expected standard or above in Reading (Test)	59%	↓ 55%	65%	68%	66%	71%
Percentage of Pupils achieving the expected standard or above in Writing (TA)	69%	↓ 67%	73%	76%	74%	76%
Percentage of Pupils achieving the expected standard or above in Mathematics (Test)	69%	↑ 71%	71%	73%	70%	75%
Percentage of Pupils achieving the expected standard or above in Reading, Writing & Maths	51%	↓ 45%	53%	58%	53%	61%

Key Stage 2 Test & Teacher Assessment Performance	School		St Helens		England	
	2016	2017	2016	2017	2016	2017
Percentage of Pupils achieving the higher standard in Reading (Test)	8%	↑ 9%	18%	20%	19%	25%
Percentage of Pupils achieving the higher standard or above in Writing (TA)	10%	↓ 9%	13%	17%	15%	18%
Percentage of Pupils achieving the higher standard in Mathematics (Test)	8%	↑ 11%	15%	21%	17%	23%
Percentage of Pupils achieving the higher standard in Reading, Writing & Mathematics	2%	↓ 2%	4%	7%	5%	9%

Key Stage 2 - Attainment by Pupil Characteristics

The table below provides a basic summary on the numbers of children who completed Key Stage 2 at the end of the 2016/2017 academic year achieving the expected standard or above (EXS+)

Pupil Group	Number of Children	Reading Test			Writing TA			Mathematics Test			RWM
		School	St Helens	England	School	St Helens	England	School	St Helens	England	School
All Pupils	55	55%	68%	71%	67%	76%	76%	71%	73%	75%	45%
Gender											
Boys	23	48%	66%	68%	48%	72%	70%	65%	74%	74%	39%
Girls	32	59%	71%	75%	81%	81%	82%	75%	72%	75%	50%
Pupil Premium											
Disadvantaged Pupils ¹	31	48%	56%	TBC	55%	66%	TBC	58%	62%	TBC	32%
Other Pupils	24	63%	76%	TBC	83%	83%	TBC	88%	81%	TBC	63%
Special Educational Needs (SEN)											
No recorded SEN	45	64%	78%	TBC	80%	88%	TBC	84%	83%	TBC	56%
SEN Support	9	11%	35%	TBC	0%	37%	TBC	11%	41%	TBC	0%
Statement or EHC Plan	0	<>	16%	TBC	<>	13%	TBC	<>	9%	TBC	<>

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¹'Disadvantaged pupils' covers pupils who have been eligible for free school meals at any time in the last 6 years as well as children who are in care - Source: National Consortium of Examination Results

KS1 to KS2 Progress Measures

New progress measures

The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. The progress measures compare pupils' key stage 2 results to those of other pupils nationally with similar prior attainment.

Interpreting Progress Scores

Progress scores will be centred around 0, with most schools within the range of -5 to +5

- A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally
- A positive score means pupils in this school on average do better at KS2 as those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points. For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

Floor Standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor until December 2017 when schools' performance tables are published. In 2017, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. At least **-5** in English reading, **-5** in mathematics and **-7** in English writing.

To be above the floor, the school needs to meet either the attainment element or all of the progress element. Outlined below are the relevant 2017 attainment and progress outcome statistics for your school

District CofE Primary School

Number of Pupils completing KS2 in 2017	55
Percentage of pupils achieving the expected standard in Reading, Writing & Maths	45%
Progress Score in Reading	-3.1
Progress Score in Writing	-1.9
Progress Score in Mathematics	-1.6

Is the school above the 2017 DfE Floor Standard?

Yes

Key Stage 2 - Progress by Pupil Characteristics

The table below provides an overview on the progress score achieved by pupil completing the Key Stage 2 Tests/Teacher assessments at the end of the 2016/2017 academic year.

Pupil Group	Reading Progress Score			Writing Progress Score			Mathematics Progress Score		
	School	St Helens	England	School	St Helens	England	School	St Helens	England
All Pupils	-3.1	-1.0	TBC	-1.9	-0.3	TBC	-1.6	-0.5	TBC
Gender									
Boys	-2.4	-1.0	TBC	-3.5	-0.8	TBC	-0.4	0.4	TBC
Girls	-3.5	-0.9	TBC	-0.9	0.2	TBC	-2.5	-1.3	TBC
Pupil Premium									
Disadvantaged Pupils ¹	-2.5	-1.5	TBC	-2.4	-0.5	TBC	-2.2	-1.0	TBC
Other Pupils	-4.1	-0.6	TBC	-1.2	-0.1	TBC	-0.7	-0.2	TBC
Special Educational Needs (SEN)									
No recorded SEN	-3.0	-0.7	TBC	-1.3	0.3	TBC	-1.0	-0.2	TBC
SEN Support	-2.8	-2.0	TBC	-5.0	-1.9	TBC	-3.4	-1.4	TBC
Statement or EHC Plan	<>	<>	TBC	<>	<>	TBC	<>	<>	TBC

<> Indicates that information is not being displayed

¹'Disadvantaged pupils' covers pupils who have been eligible for free school meals at any time in the last 6 years as well as children who are in care