Mathematics and Reading outcomes for 2016-17: Progress measure narrative

Summary

- The School progress score for maths was well (although not quite 'significantly') below the national benchmark of -2.29
- According to ASP data, all pupil prior attainment groups made below average progress
  - Low -5.49 (group size 2)
  - Middle -3.83 (group size 12)
  - High -0.51 (group size 14)
- There is a two year trend of low progress in maths and reading
  - Maths progress 2016 (-1) Maths progress 2017 (-2.29)
  - Reading progress 2016 (-1.1) Reading progress 2017 (-1.36)
- **The school position is that the statistical lack of progress in maths and reading is due to the historical robustness and accuracy of KS1 assessment than the quality of teaching and learning at Key Stage 2.**

Evidence

Key Stage 1		2011			2012			2013		
		School	RBG	National	School	RBG	National	School	RBG	National
Reading	% Level 2+	97%	86%	85%	96%	87%	87%	93%	89%	89%
	% Level 2B+	93%	75%	74%	92%	78%	76%	85%	81%	79%
	% Level 3	50%	26%	26%	31%	28%	27%	56%	34%	29%
	APS	18.2	15.8	15.8	16.9	16.1	16.0	18.0	16.5	16.3
Writing	% Level 2+	90%	81%	81%	92%	83%	83%	89%	86%	85%
	% Level 2B+	73%	59%	61%	77%	65%	64%	74%	71%	67%
	% Level 3	20%	12%	13%	12%	16%	14%	30%	20%	15%
	APS	15.7	14.3	14.4	15.8	14.8	14.7	16.2	15.2	14.9
Maths	% Level 2+	97%	90%	90%	96%	91%	91%	93%	92%	91%
	% Level 2B+	83%	75%	74%	88%	77%	76%	89%	80%	78%
	% Level 3	23%	18%	20%	19%	24%	22%	44%	28%	23%
	APS	16.5	15.6	15.7	16.4	16.1	15.5	17.6	16.4	16.1
Reading, writing & maths	% Level 2+	90%	79%		92%	81%		85%	84%	
	% Level 2B+	73%	57%		77%	62%		70%	68%	
	% Level 3	17%	9%		8%	12%		26%	15%	
	APS	16.8	15.2	15.3	16.4	15.6	15.5	17.3	16.1	15.8

Source RBG 1 page validated data summary January 2014

- The Year 6 cohort of 2016-17 took their Key Stage 1 tests in 2013 which was in a period of great instability in leadership. This was evidenced in the OFSTED report of 2014 *"Since the previous inspection in November 2010 the school has gone through some instability in leadership. The previous head teacher resigned and left the school in May 2013."*
- The period of instability started in 2012 with long term sickness absence from senior leaders including the head teacher
- In 2013 Maths was assessed at Significantly above the National average at 2B+ and Level 3 (see table above)
- In 2013 Reading was also assessed at Significantly above the National average with the Level 3 outcomes showing almost twice the national average
- In the same year the KS2 outcomes were below the national average

Key Stage 2		2013		
		School	RBG	National
Reading	% Level 4+	82%	89%	86%
	% Level 4B+	64%	79%	75%
	% Level 5+	36%	48%	45%
	% Level 6	0%	1%	0%
	APS	27.9	28.9	28.5
Writing	% Level 4+	82%	87%	83%
	% Level 5+	29%	39%	30%
	% Level 6	0%	5%	2%
	APS	27.6	28.4	27.5
Maths	% Level 4+	79%	89%	85%
	% Level 4B+	61%	79%	73%
	% Level 5+	46%	47%	41%
	% Level 6	18%	12%	7%
	APS	29.6	29.6	28.7
Reading, writing & maths	% Level 4+	75%	81%	75%
	% "Good" Level 4+	54%	69%	63%
	% Level 5+	29%	27%	21%
	APS	28.7	29.2	28.4

Mathematics and Reading outcomes for 2016-17: Progress measure narrative

The current school hypothesis is that the end of Key Stage 1 assessments in 2013 were not secure and did not reflect the true ability of the pupils at that time. It is considered highly unlikely that a school undergoing so much instability should have the capacity to secure pupil outcomes at KS1 that were significantly above the National standard, while in KS2 they were below the expected standard in all areas. The robustness, accuracy and validity of the KS1 assessment is therefore in question.

- Slow progress in mathematics and reading was noticed as soon as the children started in Year 3 with the analysis of internal tracking data indicating progress from KS1 outcomes as VERY slow despite good teaching, additional support and precision intervention for the children

R	W	M	ALL	R	W	M	ALL	R	W	M	ALL
0.7	1.0	0.4	1.2	1.7	2.0	1.5	2.5	2.6	3.0	2.0	3.2

(Data analysis 2013-14 Expected progress 1 point per term)

Case studies (children who were not accurately assessed in KS1)

RO	BO	OA (SALT)
- Assessed at BJR in 2013 as 2B in Maths (KS1 point score of 16), L3 in reading and L2C in writing. The span of assessment in itself calls into question the accuracy of her assessment - Made -8.62 progress in maths - Made 3.92 progress in reading - Made 0.54 progress in writing - Had additional support for maths in small groups from early on in Y3 - Internal assessment showed that she was not making progress from KS1 - Scaled score of 96 on maths test which would have been expected progress from a more accurate 2C KS1 score (13 APS)	- Assessed at BJR in 2013 as 2A in maths, 2A in reading and 2B in writing - Made -4.58 progress in maths - Made -5.69 progress in reading - Managed 101 on maths test and 100 on reading test following a great deal of small group support from early on with maths	- Assessed at BJR in 2013 as 2B in maths, 2C Writing and 2C Reading - Middle overall group - Predicted to score 100.28 and actually scored 88 (-12.28) - Received intensive support for profound speech and language difficulties which also had an effect on behaviour and concentration in class across Y3, Y4 and Y5 - Found maths difficult and would often cheat to mask difficulty - Received small group support and highly differentiated work in class

KS1 moderation from 2014

- From 2014 onwards, senior leaders implemented a more robust systematic system of KS1 moderation. The impact of this was that it appears there is a dip in standards at the end of Key Stage 1 outcomes in 2014. However, it is the view of the school that this statistical decline is the results of more accurate results rather than a decline in standards.
- In 2014 outcomes were moderated internally, across the local cluster and within the local authority

Key Stage 1		2012			2013			2014		
		School	RBG	National	School	RBG	National	School	RBG	National
Reading	% Level 2+	96%	87%	87%	93%	89%	89%	97%	91%	90%
	% Level 2B+	92%	78%	76%	85%	81%	79%	83%	85%	81%
	% Level 3	31%	28%	27%	56%	34%	29%	31%	36%	31%
	APS	16.9	16.1	16.0	18.0	16.5	16.3	16.7	17.0	N/A
Writing	% Level 2+	92%	83%	83%	89%	86%	85%	83%	88%	86%
	% Level 2B+	77%	65%	64%	74%	71%	67%	66%	75%	70%
	% Level 3	12%	16%	14%	30%	20%	15%	14%	24%	16%
	APS	15.8	14.8	14.7	16.2	15.2	14.9	14.9	15.7	N/A
Maths	% Level 2+	96%	91%	91%	93%	92%	91%	93%	94%	92%
	% Level 2B+	88%	77%	76%	89%	80%	78%	83%	85%	80%
	% Level 3	19%	24%	22%	44%	28%	23%	24%	32%	24%
	APS	16.4	16.1	15.9	17.6	16.4	16.1	16.7	16.8	N/A
Reading, writing & maths	% Level 2+	92%	81%		85%	84%		79%	87%	N/A
	% "Good" Level 2+	85%	70%		78%	75%		72%	79%	
	% Level 2B+	77%	62%		70%	68%		59%	72%	N/A
	% Level 3	8%	12%		26%	15%		7%	19%	N/A
	APS	16.4	15.6	15.5	17.3	16.1	15.8	16.1	16.5	N/A

Outcomes in 2017 and beyond
- This is not to say that the school is complacent and that there are no improvements to be made in the teaching of maths and reading.
- At the End of Key Stage 2 in 2017 our outcomes for maths at the expected level were below the National Standard (BJR 72%, National 75%) and although we are pleased with the following much work is still being done;
  - RWM combined @ expected level was above National (BJR 69%, National 61%) while the higher standard score was in line with National (BJR 10%, National 9%)
  - The percentage of pupils attaining maths at the higher standard was above national (BJR 28%, National 23%)
  - Reading at expected as above national (BJR 79%, National 71%) whilst the higher standard was in line (BJR 24%, national 25%)
- Our internal monitoring and self-evaluation of maths has shown that pupils are not having consistent opportunities to apply their mathematical knowledge and reasoning skills. This has resulted in a fall in outcomes for children reaching the expected standards in math. To address this the school is;
  - Undertaking the development of a new policy and procedures for the teaching of maths
  - Offering additional CPD to teachers, for example adopting the materials from the White Rose hub to improve teaching in maths
  - Reviewing and improving resources for teaching maths

- o Working with the Local authority to improve quality of mathematical recording
- o Reviewing and updating the school assessment policy
- o An emphasis on whole class guided reading
- o A review of the curriculum to ensure all learners thrive
- o An emphasis on progress for boys

Projections for 2017/18

The end of Y5 the current cohort of children had made good progress in maths from their KS1 starting points

- Reading - Only 1 child from the middle achieving group and 2 children from the low achieving group have made less than expected progress. All others have made expected or better.
- Writing - Three children from the low achieving group and one child from the middle achieving group had yet to make expected progress
- Maths - One from the middle and two from the low achieving groups had yet to make expected or better progress

Application of the 2016-17 progress measures shows that our current Y6 cohort is on track to achieve:

	@ expected	@ higher standard
Reading	79% (2017 Nat 76%)	28% (2017 Nat 25%)
Maths	80% (2017 Nat 75%)	24% (2017 Nat 23%)
RWM Combined	70 % (2017 nat 61%)	13% (2017 Nat 11%)