



Hartley Primary Academic Results Report

September 2017

Introduction

End of Key Stage tests have been completed and the data has been checked.

Pupils did exceptionally well across the board and there were improved outcomes relating to attainment in all areas.

Teacher Assessment of Writing has been moderated for both key stages with an internal moderator for Key Stage 2 and external moderation for Key Stage 1. Teachers were again praised by the Kent Assessment Lead for the good breadth of writing examples provided and the accuracy of teacher assessment informing judgments.

Maths was also moderated externally for Key Stage 1.

Floor Standards remain the same as they were in 2016, a school will be above the floor if:

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

Pupil Outcomes

Pupils at the end of Key Stage 2 exceeded the floor standards for meeting the expected standard in attainment and progress.

Across EYFS, Key Stage 1 and Key Stage 2 more pupils achieved expected in all areas than last year.

At the end of Key Stage 2 pupils achieved a combined score for reading, writing and maths of 86%; higher than most LAT Primaries where the average was 69%, and other schools nationally, where the average was 61%.

At the end of Key Stage 2, the 'expected progress' measure, was:

- -0.4 in reading, almost 6.6 higher than floor (previously calculated to be 0.8)
- 0.8 in writing, almost 7.8 higher than floor (previously calculated to be 1.3)
- 1.1 in maths just over 6 higher than floor (previously calculated to be 1.1)
- Overall progress score is 0.5

Hartley achieved higher than the progress required to be above floor.

These figures are lower than calculated at the end of July and a data checking exercise is being carried out to verify the figures released on the 1st September.

At the end of Key Stage 1 the percentage of pupils achieving expected in reading, writing and maths was 90%, 85% and 88%.

Pupils at Hartley performed better than pupils in other LAT Primary Academies for writing and maths and achieved in line with Eastcote for reading. The percentage of children achieving greater depth in maths was significantly higher than other Academies following the introduction of the new Maths scheme.

90% of pupils achieved threshold in the Phonics Screening at the end of Year 1 and 87% of pupils achieved a Good Level of Development (GLD) at the end of the Foundation Stage. Both of these outcomes compare very well with other Primaries in the Trust and Nationally.

Strengths

The data shows that the percentage of pupils performing at expected standards was higher than the average of most other LAT Primary Academies and Nationally.

At the end of Key Stage 2, the percentage of children achieving expected standard in reading, writing, maths and GPS and a high standard in all areas is a strength.

Average scaled scores for reading, writing and maths was good compared with the National average improving on last year's scores for maths and GPS and remaining the same for reading.

Scaled scores for pupils who have EAL was high for reading which is an improvement of 7 points on last year.

Scaled scores for Pupil Premium children were above scores for **All Pupils** nationally in reading and writing and GPS

Scaled scores for children with SEN were down on last year's and below national for All Pupils in all areas but close to national for maths with 101.

The percentage of children achieving threshold in the Year 1 Phonics Screening was higher compared with other LAT Primary Academies and 2016 National figures.

The percentage of children achieving a Good Level of Development (GLD) was higher compared with other LAT Primary Academies and 2016 National figures.

Progress –

The average progress score for pupils at the end of Key Stage 2 averaged a score of 0.5, indicating that the progress of pupils in all areas of reading, writing and maths is above threshold and good. Final data released in later in the year (in December) will confirm our progress and percentage at achieving expected as we have requested one child be removed from the data.

The percentage of pupils with SEN&D and EHCP achieving expected progress was above floor standards for all pupils.

Areas to improve

Data at the end of Key Stage 2 evidences that children who are Pupil Premium achieved an average scaled score which was at least equal to the average scaled score for all pupils in the Trust and higher than all pupils nationally. At the time of writing the Tables Checking exercise

has just been released and some figures may vary slightly once the data is finalised later this year.

There is a gender gap with girls making more progress than boys in reading and writing but with boys outperforming girls in maths.

Pupils achieving greater depth in writing and maths at the end of Key Stage 1 is not as high in reading and writing as last year due to a stricter teacher assessment ensuring that only those children who can continue to achieve at greater depth independently in Key Stage 2 are judged to be this at the end of Key Stage 1. Maths has shown a much higher percentage of greater depth even with the more rigorous criteria applied.

Our challenge for Key Stage 1 continues to be to get as many children to expected by the end of year 2 as possible.

Key Areas to improve include:

- The development of vocabulary and academic Literacy to improve outcomes in reading, writing and maths at the end of Key Stage 2.
- To continue to drive improved outcomes in reading at the end of Key Stage 2.
- To develop strategies to tip the curriculum so that Pupil Premium children achieve as well as those who are not Pupil Premium.
- To develop the confidence and skills of staff in teaching and meeting the needs of SEN children within the mainstream classroom so that progress for this group is accelerated.