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Assessment Information for 2016

Due to the recent changes in assessments in 2016, we would like to provide a more detailed account and summary of attainment, progress and school initiatives taking place to continue to improve outcomes for learners. As a result this document is detailed but we believe it will demonstrate the progress and attainment the children make.

Please feel free to contact the school if you require any further information.

Early Years

Context: 10 pupils; 4 boys 6 girls
7/10 (70% EAL)
2 /7 EAL with Additional Need
1 pupil Premium

Outcomes from 2016

70% (7/10) Achieved a good level of development.
Of those that did not achieve GLD, these children were all EAL children.

The Pupil Premium child made a good level of development

Agreed actions following School Improvement visit by Anne Breeze:

- Further research websites such as Mind Stretchers, Early Excellence, ABC Does
- Consider developing challenges in continuous provision through talking tins/clips, booklets, visual clues etc
- Consider a language map for children with EAL
- Reflect on how opportunities for early mark making and creative development can be offered indoors
- Consider enabling access to a workshop through continuous provision to promote problem thinking, physical development and early writing skills

KS1

(Phonics screening, summary of attainment at KS 1 in relation to national. Any differential attainment by specific groups of pupils. Explanation of issues and patterns)

Phonics (threshold 32)

Cumbria 77% National 81% St Cuthbert's 42% (This represents good progress from their starting points. Comparison between annual cohorts cannot be made due to diverse nature of this group)

Context: 12 pupils sat Phonics (5/12 in Year 2)

11/12 EAL (1 EAL with significant SEN); 1 pupil new and no English, 1 pupil EHCP

5/12 made threshold of 32. (Of those that didn't attain 3/6 EAL new to English in last 18 months or less)

4/6 pupils in Y2 did not meet expectation; 3 EAL (1 recently joined and no English; 1 SEN) English child has EHCP for global learning issues.

Attainment is good from the childrens' starting points as many start with no English. Many children are being supported in small focus groups on phonics to support additional need through language support.

Action – to continue small focused groups in phonics. Continue to use Read Write Inc as this structured program supports all pupils. Embed phonics work across the curriculum at all opportunities. Play based learning essential to promote language development.

2016 KS1 SATs

Context: 20 Pupils: 12B/8G

EAL 11/22 (55%)

SEN (UK) 1

SEN & EAL 1

PP 2/20 (1 PP child on EHCP. 1 PP child EAL and achieved EXS in all areas except writing)

National combined 60.3%, St Cuthberts 50%)

Reading (National 74%, St Cuthbert's 63% Excl EHCP child)

12/20 (60%) achieved expected standard in reading. Of those who did not achieve standard: 1 EHCP, 9 EAL, 1 new pupil to school from different school.

English children (b & g) except new girl to school achieved the expected standard. Excellent progress in reading in many cases as 6/10 were EAL children meeting above 100 scaled score in reading.

(In several cases less than 2 years with the school/learning English)

Action – Continue to strengthen reading skills across the school. Some pupils were unable to sit reading test due to inability to access the text due to EAL. These children will need support in future assessments.

School plans to use volunteer readers to support all children in KS1 and KS2 with additional reading support.

Writing (National 65%, St Cuthbert's 58% excl. EHCP pupil)

This work was moderated and approved by county advisor visit. This was a useful and worthwhile visit for teacher(s) and school.

1 child EHCP on P scales.
10/20 (50%) EXS or GDS. 5 EAL children achieved EXS.
4 children at GDS (including 1 EAL child)
Of the 10 children who did not achieve EXS, all are EAL children.
Progress is at least good in all areas of writing due to a high proportion of EAL. The 4 more able children did achieve GDS in writing.

Action – continue to embed writing in all curriculums areas. Maintain the good or better progress in writing. In several instances progress is excellent from the childrens' starting points.

Maths (National 73%, St Cuthbert's 74% excl. EHCP pupil)

1 child EHCP on P Scales
14/20 (70%) achieved EXS
6/20 that did not achieve EXS: EHCP, EAL or other SEN. 1 UK boy scored 98
Attainment in Maths is at least good with some excellent progress from initial starting point eg. 9/10 were EAL, majority with no English before joining.

Actions – Continue current teaching methods. Look for resources and teaching strategies that will reinforce abstract numerical concepts. Try to move away from evidencing through worksheets where possible and continue developing interactive lessons. (School looking to use the Lancaster County Council Program of study with interactive resources)
Introduce more problem solving resources.

GPAS

10/20 met EXS.
Issues for these results as above in Reading and Writing

KS 2

(Summary of attainment and VA patterns over time)

Context: 9 Pupils: 2 girls/7 boys
4/9 EAL
2/9 SEN (UK)
3/9 SEN & EAL

All SEN and EAL children needed additional access arrangements to support them in reading the relevant May SATs papers in May. 5/8
Attainment percentages are below national averages but this is a unique cohort and individual progress has to be considered.

Reading (Excluding EHCP) 2/8 25% (66%) Progress score -3.9 (limit -5) In threshold

Of those that did not meet EXS all 5 had SEN. 3 /5 were EAL. One child EAL in UK for 18 months. 1 EAL (with SEN) child Level 1 at KS1.

Progress was good for the more able children reaching 113 average scores.

Action – The school is developing additional reading strategies /resources to support all readers but specifically EAL children and SEN children.

Writing (Excluding EHCP) 4/8 50% (74%) Progress score -0.3 (limit -5) In threshold.
All 4 English children achieved EXS or GDS (1 pupil)

Of those that did not meet EXS all 5 had SEN. 3 /5 were EAL. One child EAL in UK for 18 months. 1 EAL (with SEN) child Level 1 at KS1.

Action – School needs to write more frequently and embed across the curriculum. Standards of work to be further developed to ensure progress is maintained between key stages.

Maths (Excluding EHCP) 6/8 75% (70%) Progress score +1.0 In threshold

Progress was good in maths 6/8 met EXS. EAL language barriers were less in this subject. All SEN and EAL children needed additional access arrangements to support them in reading the papers.

Aim to extend more able children to achieve slightly higher than current average (Our KS1 2a children averaged 105 at KS2)

GPaS (Excluding EHCP) 4/8 50% (72%)

Children who did not meet EXS were EAL &/or SEN children.

Action – To further promote SPaG resources throughout the school so that children are equipped to complete the KS2 assessment. Improve resourcing to teach and consolidate SPaG. More frequent focus on SPaG activities will be implemented to secure outcomes.