



WESTCOUNTRY
SCHOOLS TRUST

2019 Primary Performance

For Devon Senior Leaders

STRONGER TOGETHER... EVERY CHILD IN A GREAT SCHOOL

A quick reminder:

In education there is a fascination with 'data' and an assumption that changing 'data' will somehow magically improve outcomes for children and young people.

In reality 'data' is actually everywhere and school leaders need to develop their understanding of the source and purpose of data to enable them to celebrate excellence and effectively challenge underperformance.

This session will:

- Look at reported KS1 and KS2 headlines for 2019 and any trend information available
- Unpick key areas for regional development
- Start to identify local priorities

Performance data sources

- DfE Statistical releases
- ASP KS1 & 2 2019 reports now available / IDSR
- DfE Performance tables 2018 / compare my school
- FFT Aspire – 2019 KS1 & 2 data available – other commercial systems are available
- School and MAT data systems

Build a picture



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Devon

Social Context:					Index of Multiple Deprivation 2015	
	Primary FSM Eligibility 2019 (inc. Nursery)	Secondary FSM Eligibility 2019	Primary First language other than English 2019	Secondary First language other than English 2019	Average Score	Rank of Average Score
Percentage	10.90	10.00	4.30	3.20	17.09	114*
Rank	28	37	14	13		
England %	15.70	14.10	21.20	16.90	* - 1 being most deprived	

Is Devon average?

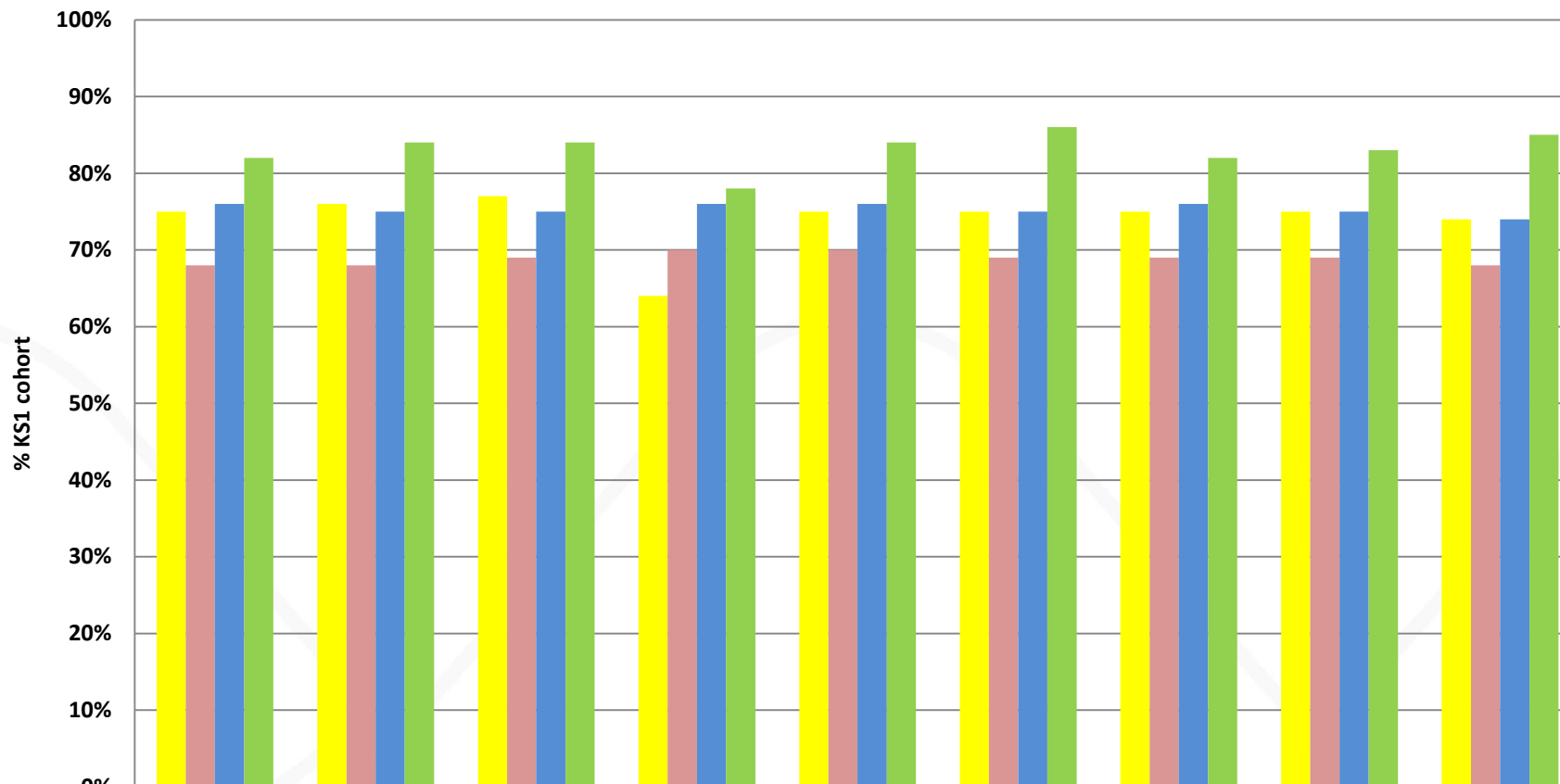
	Educational Performance measure	National 2019	Devon 2019	Devon 2018	National Rank 2019 (2018) / 153
	Unvalidated @ 11/11/19				
EYFS	EYFS % achieving a Good Level of Development	71.8%	72.7%	71.7%	58(70)
KS 1	KS1 Phonics % meeting required standard	82%	82%	84%	63(33)
	KS1 % Expected standard+ Reading	75%	74%	75%	88 (78)
	KS1 % Expected standard + Writing	68%	68%	69%	87 (82)
	KS1 % Expected standard + Maths	76%	74%	75%	100 (89)
KS 2	KS2 % Expected standard Reading, Writing, Maths	65%	63%	64%	97 (65)
	KS2 % Progress Reading	0	0	0	(84)
	KS2 % Progress Writing	0	-0.95	-0.70	(131)
	KS2 % Progress Maths	0	-0.98	-0.60	(120)

KS1 Teacher Assessment 2019



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Key Stage 1 Headlines

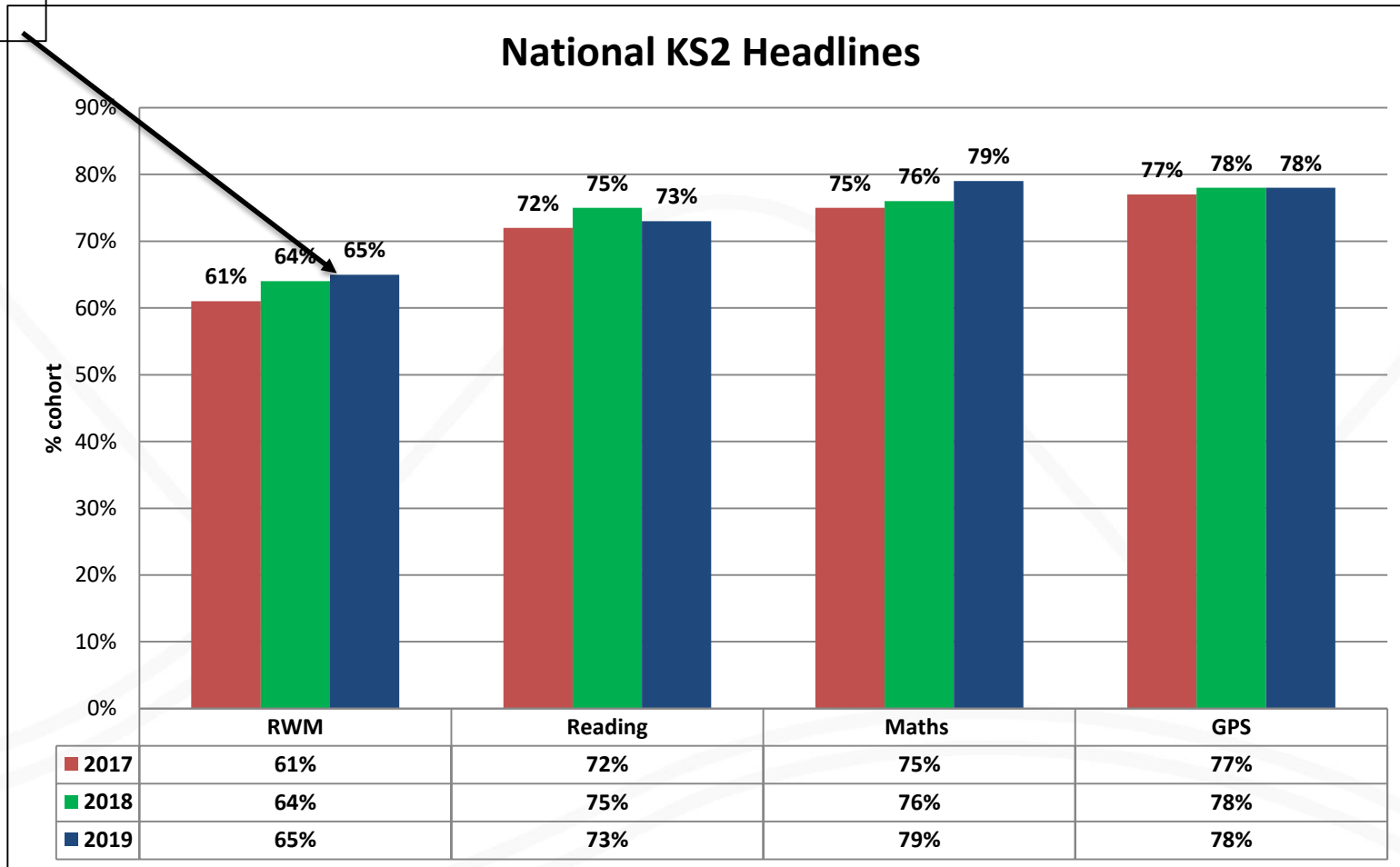


	National	South West	Devon	National	South West	Devon	National	South West	Devon
	2017			2018			2019		
Reading	75%	76%	77%	64%	75%	75%	75%	75%	74%
Writing	68%	68%	69%	70%	70%	69%	69%	69%	68%
Maths	76%	75%	75%	76%	76%	75%	76%	75%	74%
Science	82%	84%	84%	78%	84%	86%	82%	83%	85%

KS2 reading, writing and maths 2019

RWM
1% increase

64%



KS2 reading, writing and maths 2019

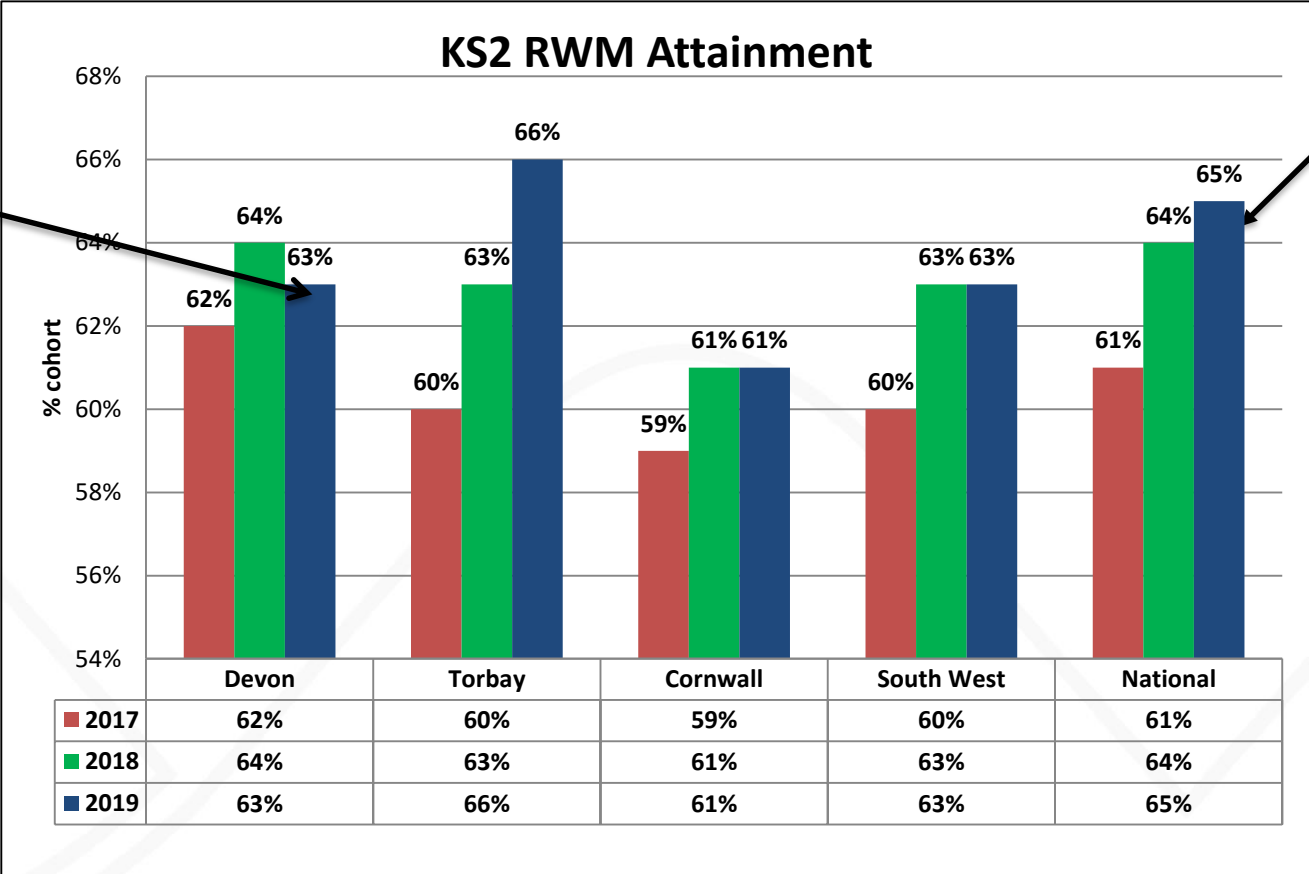
Devon
1% decrease

Boys - 59%
Girls - 65%

Devon
National rank 97
SN rank 5

Devon
Breakdown by element

Reading 75%
Maths 77%
Writing TA 76%



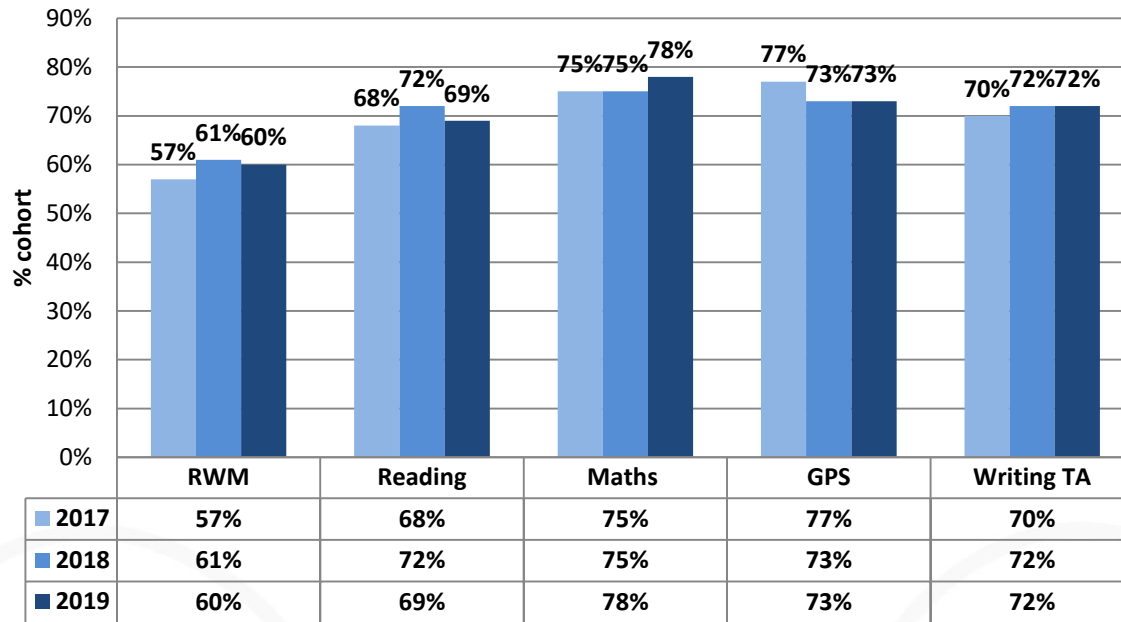
National
1% increase

Breakdown by element

Reading 73%
Maths 79%
Writing TA 78%

Disadvantaged 2018
Devon 2018 – 47% Rank 103
National 2018 - 51% South West - 46%

National KS2 Headlines Boys



Gender Differences

Reading

2017 = 7% 2019 = 9%

Writing TA

2017 = 12% 2019 = 13%

Maths

2017 = 0% 2019 = 1%

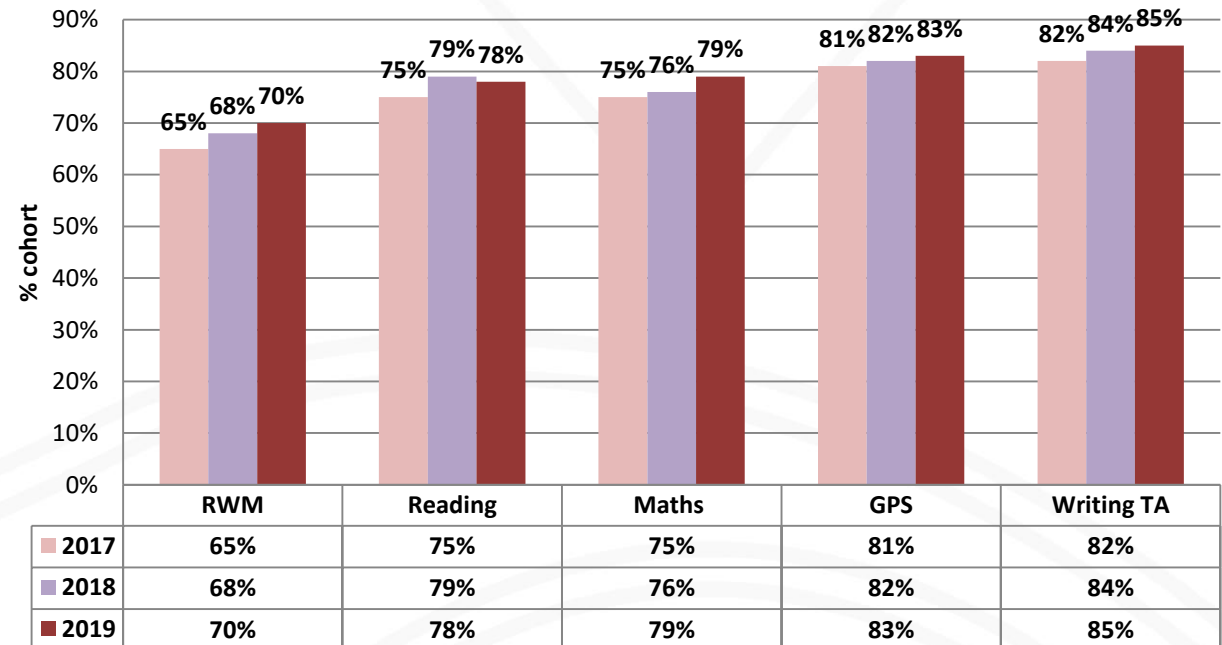


Over to you

What are you doing to address gender differences in your school?

Is it working? If so how are you sharing this knowledge?

National KS2 Headlines Girls



“Every year it is getting more difficult”



Reading Raw Score	Reading Scaled score	% success required	GPS Raw Score	GPS Scaled score	% success
3 - 5	80		3 - 4	80	
15 (14)	90	30% (28%)	16 (18)	90	23%
28 (28)	100	56% (56%)	36 (38)	100	51% (54%)
41 (40)	110	82% (80%)	55 (55)	110	79% (79%)
45 (44)	115	90% (88%)	61 (62)	115	87% (88%)
48+ (47+)	120	96% (94%)	66+ (66+)	120	94% (94%)

2019 No change in % marks required for Expected Standard in Reading

Increase of 1 mark required for higher standard

Mathematics Raw Score	Mathematics Scaled score	% success
3 - 5	80	
23 (24)	90	21% (22%)
58 (61)	100	53% (55%)
95 (96)	110	86% (87%)
105 (105)	115	96% (96%)
109+ (109)	120	99% (99%)

2019 Decrease of 2% - 3 marks required to achieve Expected Standard

An Inspector Calls...



“ As you know, inspections under the EIF will focus on the real substance of education: the curriculum. We will be spending less time looking at test and examinations data on inspection, and more time looking at what is taught, when it is taught and how schools have achieved their results: ‘Why that, why then and what is the result?’ .”

Sean Harford HMI – Sept 2019

95. During inspection, inspectors will probe leaders’ understanding further but, most importantly, they will focus on gathering first-hand evidence. Inspectors will visit lessons, talk to individual teachers and pupils, and look at pupils’ work (in its widest sense) together with curriculum leaders to see whether it matches leaders’ intentions. Inspectors will then draw all this evidence together from different pupils, classes and year groups.

96. The crucial element here is the **connection** between different pieces of evidence. Inspectors will not emphasise one specific type of evidence above all others. Instead, inspectors will focus on gathering evidence that is balanced and connected. Our research on work scrutiny and lesson visits has shown that having a variety of types of connected evidence strengthens the conclusions that inspectors are able to reach.

Headline priority areas

How are things looking for your school?

In no particular order

- Disadvantaged pupils
- High prior attaining pupils
- Subject differences
- Gender gaps

KS2 things to think about:

1. The KS2 QLA should be used to identify curriculum strengths and areas for development (Reading, Maths and GPS)
2. Progress KS1 – KS2 2020 DfE are still not providing details about how progress will be measured.
3. Transition - How could year 6 teachers support “catch up” initiatives in year 7?
4. Transition – Reading what can KS3 learn from KS2 practice?

On the radar....

Reception baseline assessment pilot

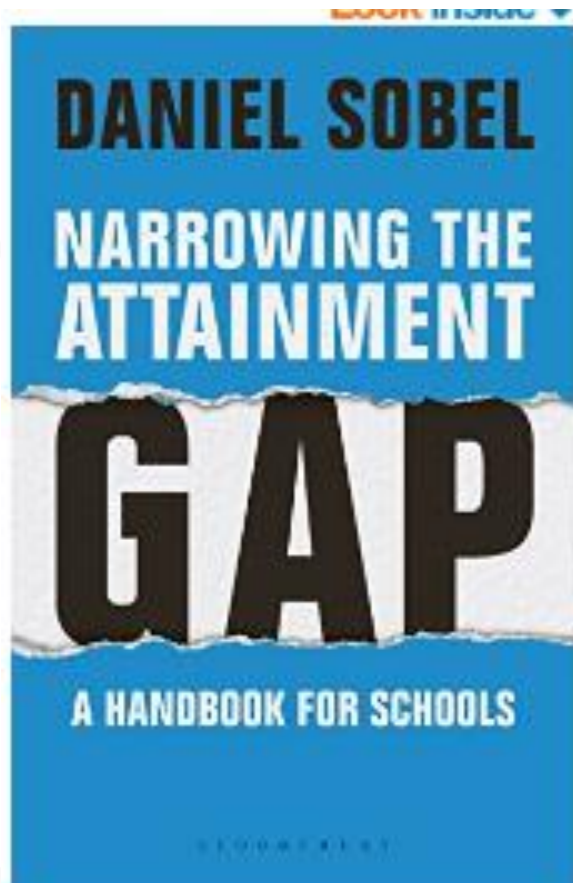
KS1 analysis of TA frameworks and test QLA

Understanding your learners – Context is critical

Maximising parental engagement

Year 4 Multiplication Tables Check

And finally my useful read recommendation



Daniel Sobel read his first book at 18.

Note from the author about Narrowing the Attainment Gap:

This book aims to guide schools through the practical steps they can take to narrow their gap in a cost-effective and sustainable way. It will, I hope, offer insights to anyone working on attainment or broader inclusion issues; but its primary intended audience is senior school leaders and leaders of groups of schools.

No such thing as a silly question

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