



St. Luke's CE Primary School – Annual Assessment Report End of Key Stage Data 2018-19 & 3 Year Trend

Early Years Foundation Stage (EYFS)

Pupils with a 'good' level of development (expected or exceeding in the Prime Learning Goals, Literacy & Maths)*

	National (2018)	St Luke's 2019	St Luke's 2018 (Year 1 2019)	St Luke's 2017 (Year 2 2019)	St Luke's 2016 (Year 3 2019)
% Pupils with a good level of development (GLD)	72% (Salford 68%)	63%	57% (Salford 70%)	68% (Salford 71%)	68% (Salford 71%)

Pupils at expected or exceeding in the EYFS Learning Goals.

EYFS Area of Learning	National Data (2018)	St. Luke's 2019 %	St. Luke's 2018 %	St. Luke's 2017 %	St. Luke's 2016 %
*COM Listening	86	72	62	74	86
*COM Understanding	86	72	60	77	77
*COM Speaking	86	72	62	81	74
*PHY Moving & Handling	90	74	88	89	87
*PHY Health & Self-care	91	77	83	87	93
*PSE Self-confidence	89	72	85	87	95
*PSE Feelings Behaviour	88	74	81	85	89
*PSE Relationships	90	77	81	93	91
LIT Reading	77	70	59	68	70
LIT Writing	74	66	59	68	67
MAT Numbers	80	68	59	68	68
MAT Shape & Space	82	70	59	68	70
UTW People Communities	86	72	59	87	79
UTW The World	86	70	59	87	77
UTW Technology	93	77	93	96	90
EXP Media & Materials	89	74	79	85	91
EXP Being Imaginative	89	74	81	93	81

Main Headlines:

- 2019 has seen a significant (-/+5%) increase in Good Level of Development (GLD) for pupils in Reception (48).
- Communication & Language, Literacy and maths remains our weakest areas at the end of EYFS showing that our continued focus on Speech & language is to be ongoing and evaluated during 2019-20.
- All priority groups of pupils have attained below national average; Boys (20), Not EAL (33), FSM (9) and White British (28) most significantly.
- Our SEN pupils (9) and Autumn Born pupils (18) have achieved significantly better than national and LA averages.
- Progress: This cohort of children had a Speech & Language Baseline Assessment in nursery of 15% - 20% at expected, at the end of Reception this is now 63%.

Action to be taken:

- Continued development and use of new Outdoor Learning Area; focus on incorporating outdoor learning into daily planning and developing adults' ability to engage and question effectively with pupils.
- New approach to monitoring Speech & Language intervention; earlier assessment and more intervention in class in the learning environment.
- NFER Assessment Baseline to be conducted in 2019-20.
- Development of more informative Baseline Assessment tool to be used in Nursery to monitor progress.
- EYFS Educational Consultant – Linda Bamber – to support school improvement in the early years.

Year 1 Phonics Screening Check 2018-19 & 3 Year Trend

The percentage of children 'working at' phonics standard at age related expectations (passed the test – 32 marks)

National (2018)	St. Luke's 2019	St. Luke's 2018	St. Luke's 2017	St. Luke's 2016
82%	70% (Salford 80%)	78%	82%	82%
By the end of Year 2 91%	92%	91%	91%	70%

Main Headlines:

- There has been a significant (-/+5%) drop in our Phonics Check percentage.
- By the end of Year 2, our pupils have '*caught up*' and achieve in line with national averages.
- Girls, disadvantaged and FSM pupils achieved better than national pupils at the end of Year 2.

Action to be taken:

- Review and analysis of Phonics Procedures in Reception & Year 1 / Progress measured and reported termly to SLT.
- Continue to group for phonics lessons and monitor children's attainment in the area closely.
- Evaluate how effectively our boys learn phonics and adapt current strategy to include more learning opportunities that engage boys.
- Develop a strategy for monitoring '*progress*' in phonics e.g. number of stages pupils pass through.

End of Key Stage 1 (Year 2)

Key: EXS = Expected Standard / GDS = Greater Depth of the Standard.

Subject	Expected Standard	National (2018)	St. Luke's 2019	St. Luke's 2018 (Year 4 2019)	St. Luke's 2017 (Year 5 2019)	St. Luke's 2016 (Year 6 2019)
Combined (R/W/M)	EXS	65%	38%	33%	51%	22%
	GDS	12%	5%	6%	11%	4%
Reading (TA)	EXS	75%	56%	52%	70%	38%
	GDS	25%	9%	11%	25%	12%
Writing (TA)	EXS	69%	40%	39%	54%	26%
	GDS	16%	9%	6%	11%	4%
Maths (TA)	EXS	76%	54%	50%	68%	32%
	GDS	22%	7%	9%	23%	4%

Main Headlines:

- Attainment in all KS1 areas and the school remains significantly below national expected standard in Reading (-19%), Writing (-29%) and Maths (-22%).
- No pupil group performed in line with national expectations but Boys (-39%) did less well than girls (-14%)
- With the implementation of a new Scheme of Work (Maths No Problem) in maths, this will take time to embed before effective analysis can take place therefore our focus remains firmly on reading & writing.

Action to be taken:

- Full Curriculum Review 2020 will ensure 'Enquiries' (Topics) are fit for purpose, engaging and meet the expectations of the National Curriculum.
- Investigate the implementation of Reading Recovery Teacher in Reception to Year 2 to ensure all children leaving Reception below standard are supported to learn to read, therefore begin to write through KS1.

End of Key Stage 2 Year 6 Standard Assessment Tests (SATs)

Key: EXS = Expected Standard / GDS = Greater Depth of the Standard.

Subjects	Standard	National (2019)	St. Luke's 2019	St. Luke's 2018	St. Luke's 2017	St. Luke's 2016
Reading (SATs)	EXS	73%	69%	43%	67%	55%
	GDS	27%	27%	10%	10%	19%
Writing (TA)	EXS	78%	65%	63%	53%	65%
	GDS	20%	4%	10%	3%	6%
Mathematics (SATs)	EXS	76%	69%	70%	73%	74%
	GDS	24%	13%	7%	20%	10%

Combined Score: % of children achieving the **Expected Standard** in reading, writing and mathematics.

National (2019) (Salford 2019)	St. Luke's 2019	St. Luke's 2018	St. Luke's 2017	St. Luke's 2016
65% (64%)	56%	37%	40%	50%

Subject	Standard	National (2018)	St. Luke's 2019	St. Luke's 2018	St. Luke's 2017	St. Luke's 2016
SPAG	EXS	77%	58%	70%	54%	65%
	GDS	34%	4%	20%	14%	7%

Progress: The calculation of progress of pupils between KS1 & KS2 will be calculated in the October using the new **Analysing School Performance (ASP)** assessment tool (replacement of Raise Online).

Subject	National (2018)	St. Luke's 2019	St. Luke's 2018	St. Luke's 2017	St. Luke's 2016
Reading	0.1	+2.6	-1.5	+1.6	+1.1
Writing	0.1	+0.5	+0.9	-0.6	+0.6
Maths	0.1	+0.6	+1.1	+1.7	+2.0

Main Headlines:

- The combined score (Reading, Writing and Mathematics) remains significantly below national averages (-9%) but has improved +19% and our highest combined score in 4 years.
- Reading attainment (69%) is now only '*below*', not '*well below*', national averages (75%) Our children achieved Greater Depth in line with nationally.
- Reading progress is '*above*' national Average (+2.6)
- Spelling, Punctuation and Grammar has seen a decrease in achievement since last year.

Actions to be taken:

- 2018-19 teacher will take Year 5 class into Year 6 2019-20 to ensure consistent assessment & behaviour.
- New Year 6 teacher has been recruited to partner teacher in new Year 6 two form entry team with Amanda Slater as overall lead of Year 6 SATs preparation.
- Focus on Reading within new curriculum review & SEF to ensure ALL year groups are contributing to improved standards in reading attainment and progress.