Dawpool C.E. (Aided) Primary School

School Data 2015-2017

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'

(Galatians 5: 22-23).

Dawpool C.E (Aided) Primary School
School Lane
Thurstaston
Wirral
CH61 0HH

0151 648 3412
schooloffice@dawpool.wirral.sch.uk
www.dawpool-ce.eschools.co.uk

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1. <u>Assessment Statement</u>

From September 2015, the Government changed the way that children in schools were assessed. This was to tie in with the New National Curriculum that started to be used by all schools at the beginning of 2015. This was a new way of thinking for schools and assessment looked very different to how it was done in the past.

The National Curriculum Levels we have been using for many years have been removed: they are no longer core to this process of assessment. The Year One Phonics Screening is a statutory assessment that takes place to help inform teachers about how well children are reading. New statutory assessments now take place for children in years 2 and 6, where it is statutory for children to be assessed by this measure.   In years One, Three, Four and Five another summative assessment system is used. This is based on Year Group curriculum expectations, where the depth (level of understanding) as opposed to the breadth (coverage) of learning is assessed. We have trained staff and worked with other schools and agencies to design and to implement new teacher assessment and pupil tracking tools. In order to ensure the accuracy of our assessments, we regularly undertake moderation activities with other schools. The expectations for each year group are now:

GDS	Greater Depth Standard	Secure in almost all or all the end-of-year expectations and able to use and apply their knowledge and skills confidently.
EXS	Expected Standard	Secure in the majority of the end-of-year expectations.
WTS	Working Towards Standard	Not yet secure in the end-of-year expectations.

Under the old levels system children who were working past the expected level might have moved into the next level. The DfE now want children who are in this bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They call this phase of learning 'Mastery and Depth.' Only in exceptional circumstances would a child access the curriculum of the year group above. Similarly, in some circumstances, children who are unlikely to be 'Working Towards Standard' (WTS) at the end of the year may work towards the expectations from the year below. This will be communicated with parents during parent consultations, so parents know how on track children are to meeting end of year expectations. The curriculum expectations for each year group are available on the school website.

The Early Years Foundation Stage has continued assessing children in the same way with an

initial baseline assessment carried out at the beginning and the Early Years Profile being completed at the end.

KEY	
WTS	Working Towards **the Expected Standard**
EXS	Met **the Expected Standard**
GDS	Working at Greater Depth **within the Expected Standard**
EXS+	Met **Expected Standard** + Working at Greater Depth
GLD	Good Level of Development (GLD) **End of Foundation 2**

2. Foundation Stage Two – 3-year trend

Good Level of Development (National)	2015	2016	2017
	77% (66%)	76% (69%)	76% (71%)

3. Year 1 Phonics – 3-year trend

Year 1 (National)	2015	2016	2017
	97% (77%)	89% (81%)	86% (81)

4. Key Stage 1 Results – 3-year trend

READING	2015	READING	2016	2017
Level 2+ (national)	90% (90%)			
Level 2b+ (national)	81% (82%)	EXS+ (national)	72% (74%)	86% (76%)
Level 2a+ (national)	65% (59%)			
Level 3+ (national)	45% (32%)	GDS (national)	24% (24%)	32%(25%)

WRITING	2015	WRITING	2016	2017
Level 2+ (national)	97% (88%)			
Level 2b+ (national)	71% (72%)	EXS+ (national)	76% (65%)	82% (68%)
Level 2a+ (national)	55% (41%)			
Level 3+ (national)	19% (18%)	GDS (national)	14% (13%)	21% (16%)

MATHS	2015	MATHS	2016	2017
Level 2+ (national)	100% (93%)			
Level 2b+ (national)	94% (82%)	EXS+ (national)	66% (73%)	79% (75%)
Level 2a+ (national)	71% (55%)			
Level 3+ (national)	32% (26%)	GDS (national)	14% (18%)	21% (21%)

5. Key Stage 2 Results – 3 Year Trend

READING	2015	READING	2016	2017
Level 4+ (national)	97% (89%)	EXS+ (national)	87% (66%)	81% (71%)
Level 4b+ (national)	94% (80%)			
Level 5+ (national)	67% (48%)	GDS (national)	32% (18%)	34% (25%)
		Scaled Score (National)	106.8 (102.6)	107.2 (104.1)
Value Added Progress Measure	100.5	Progress Score (Confidence Band)	+2.8 (+0.5 to +5.1)	+2.8 (+0.6 to +5.0)

WRITING	2015	WRITING	2016	2017
Level 4+ (national)	94% (85%)	EXS+ (national)	77% (74%)	72% (76%)
Level 4b+ (national)	N/A			
Level 5+ (national)	34% (33%)	GDS (national)	26% (15%)	22% (18)%
Value Added Progress Measure	99.4	Progress Score (Confidence Band)	+0.4 (-1.9 to +2.7)	+0.4 (-1.7 to +2.5)

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MATHS	2015		MATHS	2016	2017
Level 4+ (national)	97% (86%)		EXS+ (national)	65% (70%)	59% (75%)
Level 4b+ (national)	84% (76%)				
Level 5+ (national)	34% (42%)		GDS (national)	23% (17%)	13% (23%)
			Scaled Score (National)	103.0 (102.0)	101.4 (104.2)
Value Added Progress Measure	99.9		Progress Score (Confidence Band)	-1.7 (-3.6 to + 0.2)	-2.2 (-4.2 to -0.2)

SPaG	2015		SPaG	2016	2017
Level 4+ (national)	88% (80%)		EXS+ (national)	81% (72%)	81% (77%)
Level 4b+ (national)	79% (39%)				
Level 5+ (national)	70% (55%)		GDS (national)	29% (23%)	28% (31%)
			Scaled Score (National)	105.5 (104.0)	106.4 (105.9)

RWM Combined	EXS+ (National)	National Floor Target	GDS (National)	RMG Average Scaled Score
2016	52% (53%)	65%	16% (5%)	104.8
2017	56% (61%)	65%	9% (9%)	104.8

Is Dawpool Above the National Floor Standard for 2017?
YES

Is Dawpool Above the National 'Coasting Schools' criteria for 2017?
YES