

Standards at New Horizons Seaside Primary 2020

This year is obviously a year like no other and as such the standards being reported in this document are based on Teacher Assessment.

Year 6 had completed all but two weeks of their programme of study so it is much easier to gain an accurate picture of the standards in the year group if they had gone on to complete the Key Stage Two tests.

In all other year groups in the school it is very difficult to accurately and confidently determine the exact standard the children are likely to be working at due to the fact that they all had at least a terms worth of study to complete when schools were closed nationally.

Early Years

Our EYFS judgements were moderated by the Local Authority in 2017. The moderator noted the following: All three practitioners evidenced consistently accurate judgements for all five profiles discussed and moderated. Evidence from practitioner knowledge and observations/journals was plentiful and matched exemplification descriptions. A broad range of evidence was collected from inside and out by all stakeholders and was collated and moderated. Effective systems are in place to ensure flow of information between home and school. Our projected 19-20 EYFS outcomes are shown below:

| EYFS Data | Communication and Language | | | Physical | | Personal, Social, Emotional Development | | | Literacy | | Maths | | Understanding the World | | | Expressive Arts and Design | | Overall level of Development |
|-----------|----------------------------|---------------|----------|---------------------|----------------------|---|---------------------------------|----------------------|----------|---------|--------|--------------------------|-------------------------|-----------|------------|-------------------------------|-------------------|------------------------------|
| | Listening and Attention | Understanding | Speaking | Moving and Handling | Health and Self-care | Self Confidence and Self Awareness | Managing Feelings and Behaviour | Making Relationships | Reading | Writing | Number | Shape, Space and Measure | People and Communities | The World | Technology | Exploring Media and Materials | Being Imaginative | |
| 14-15 | 86% | 83% | 83% | 93% | 87% | 86% | 85% | 86% | 75% | 72% | 76% | 72% | 83% | 82% | 89% | 93% | 91% | 66% |
| 15-16 | 87% | 86% | 87% | 84% | 91% | 88% | 89% | 88% | 82% | 78% | 86% | 89% | 92% | 93% | 96% | 94% | 91% | 77% |
| 16-17 | 83% | 86% | 80% | 86% | 93% | 88% | 90% | 88% | 84% | 76% | 86% | 87% | 84% | 90% | 93% | 91% | 93% | 76% |
| 17-18 | 94% | 91% | 89% | 94% | 95% | 98% | 98% | 94% | 85% | 84% | 92% | 91% | 92% | 91% | 98% | 97% | 93% | 81% |
| 18-19 | 86% | 87% | 85% | 93% | 92% | 91% | 86% | 89% | 77% | 76% | 85% | 87% | 89% | 87% | 96% | 92% | 91% | 76% |
| 19-20* | 87% | 89% | 91% | 93% | 94% | 93% | 92% | 97% | 85% | 79% | 92% | 89% | 92% | 92% | 99% | 93% | 95% | 77% |

Year 1 Phonics

We did not receive a Phonics Administration check this year from the Local Authority due to Covid-19. All checks would have been undertaken in the prescribed window and materials stored and treated confidentially. Our projected phonics progression is shown below:

| 2016 | | | 2017 | | | 2018 | | | 2019 | | | 2020* | | |
|------|----------|---------------|------|----------|---------------|------|----------|---------------|------|----------|---------------|-------|-----------|---------------|
| All | National | Disadvantaged | All | National | Disadvantaged | All | National | Disadvantaged | All | National | Disadvantaged | All | National | Disadvantaged |
| 88 | 81 | 83 | 96 | 81 | 100 | 92 | 83 | 92 | 90 | TBC | 67 | 89 | Covid -19 | 90 |

Key Stage One

We did not receive a Key Stage One moderation visit this year from the Local Authority due to Covid-19. All checks would have been undertaken in the prescribed window and materials stored and treated confidentially. The Key Stage was last moderated in 2016 by the Local Authority. The new framework for Key Stage 1 assessments was introduced in 2016 for the first time.

It is clear from the Teacher Assessments that this year group have fallen behind the progression trajectory that we have established over the last decade. At the time of the academic year when we traditionally see the greatest acceleration in progress Covid-19 stuck. Lockdown and not being permitted to attend school has severely impacted on the progress this specific year group have made from EYFS. Evidence from Home Learning has enabled teachers to gain an accurate view of what gaps exist as they move up into Key Stage 2. However, participation in Home Learning during closure in this year group was particularly low in comparison to other year groups. Despite repeated, sustained efforts from staff, many parents totally disengaged from school once it was announced that their children would not be returning until the new academic year.

The fact that they are broadly in line with historic national averages we consider a real achievement considering the huge disruption they have faced this year.

| Key Stage 1 | 2017 | | | | 2018 | | | | 2019 | | | | 2020* | | | |
|----------------|----------|----|---------------|----------|------|----------|---------------|----------|-----------|----|---------------|-----|----------|----------|---------------|----------|
| | All | | Disadvantaged | | All | | Disadvantaged | | All | | Disadvantaged | | All | | Disadvantaged | |
| | National | | National | National | | National | | National | National* | | National | | National | | National | |
| Reading | | | | | | | | | | | | | | | | |
| Expected | 83 | 76 | 81 | 79 | 77 | 75 | 64 | 75 | 73 | 75 | TBC | TBC | 71 | Covid-19 | 60 | Covid-19 |
| Greater Depth | 39 | 25 | 38 | 28 | 35 | 26 | 36 | 26 | 19 | 25 | TBC | TBC | 15 | Covid-19 | 0 | Covid-19 |
| Writing | | | | | | | | | | | | | | | | |
| Expected | 74 | 68 | 67 | 72 | 72 | 70 | 64 | 70 | 72 | 69 | TBC | TBC | 70 | Covid-19 | 50 | Covid-19 |
| Greater Depth | 19 | 16 | 14 | 18 | 15 | 16 | 14 | 16 | 10 | 15 | TBC | TBC | 5 | Covid-19 | 0 | Covid-19 |
| Maths | | | | | | | | | | | | | | | | |
| Expected | 80 | 75 | 67 | 79 | 86 | 76 | 79 | 76 | 80 | 76 | TBC | TBC | 82 | Covid-19 | 60 | Covid-19 |
| Greater Depth | 29 | 21 | 29 | 23 | 27 | 22 | 21 | 22 | 19 | 22 | TBC | TBC | 22 | Covid-19 | 10 | Covid-19 |
| RWM | | | | | | | | | | | | | | | | |
| Expected | 70 | 64 | 61 | 64 | 72 | 65 | 64 | 65 | 72 | 65 | TBC | TBC | 69 | Covid-19 | 50 | Covid-19 |
| Greater Depth | 14 | 11 | 6 | 11 | 14 | 12 | 14 | 12 | 10 | 11 | TBC | TBC | 5 | Covid-19 | 0 | Covid-19 |

Key Stage Two

We did not receive a Key Stage Two moderation visit this year from the Local Authority due to Covid-19. All checks would have been undertaken in the prescribed window and materials stored and treated confidentially. This was last monitored on the Monday of SATs Week 2019 by two representatives on behalf of the STA. The Key Stage was last moderated in 2017 by the Local Authority.

The Teacher Assessments below are based on where the children were on track to get in their NCT Tests. Each child had been following their own set trajectory and the school has every belief that considering the fact the programmes of study were due for completion before the Easter Holidays, there is no reason whatsoever why these Teacher Assessments are not an accurate reflection of anticipated outcomes.

The 2020 cohort had been facilitated with additional teachers and smaller group sizes for English and Maths throughout their entire Key Stage 2 cycle, this was to build on the lower than average (62%) Key Stage One outcomes in 2016.

The school are disappointed that this cohort will always have an asterisk* next to their outcomes as it detracts from the fantastic achievement and attainment they have made.

The rise in Reading outcomes reflect the time, energy and passion that has been developed through our new Knowledge Led Curriculum, where reading features at its heart.

Writing outcomes remain consistently high with the more able writers now bringing a greater range of vocabulary and stylistic choices to their compositions. Writers of expected ability are using spelling strategies effectively and have bridged the gap that existed for a long time at this lower level.

Maths outcomes remain consistently high in line with other years. Those children working at greater depth is now consistently back where it should be, well in excess of the national averages.

GPS outcomes are consistently high and in line with results from previous years. Children working at Greater Depth has now stabilised in the mid to high 40s.

Attainment compared to National:

| Key Stage 2 | 2017 | | | | 2018 | | | | 2019 | | | | 2020* | | | | |
|----------------|----------|----|---------------|----------|------|----------|---------------|----------|----------|----|---------------|----|----------|----------|--------------------------|----------|----------|
| | All | | Disadvantaged | | All | | Disadvantaged | | All | | Disadvantaged | | All | | Disadvantaged* (42% SEN) | | |
| | National | | National | National | | National | | National | National | | National | | National | | National | | National |
| Reading | | | | | | | | | | | | | | | | | |
| Expected | 81 | 71 | 75 | 77 | 81 | 75 | 88 | 75 | 77 | 73 | 77 | 73 | 86 | Covid-19 | 68 | Covid-19 | |
| Greater Depth | 33 | 25 | 33 | 29 | 30 | 28 | 38 | 28 | 27 | 27 | 14 | 27 | 44 | Covid-19 | 16 | Covid-19 | |
| Writing | | | | | | | | | | | | | | | | | |
| Expected | 88 | 76 | 83 | 81 | 91 | 78 | 88 | 78 | 85 | 78 | 77 | 78 | 88 | Covid-19 | 63 | Covid-19 | |
| Greater Depth | 14 | 18 | 17 | 21 | 21 | 20 | 25 | 20 | 12 | 20 | 9 | 20 | 22 | Covid-19 | 5 | Covid-19 | |
| Maths | | | | | | | | | | | | | | | | | |
| Expected | 88 | 75 | 83 | 80 | 85 | 76 | 88 | 76 | 81 | 79 | 82 | 79 | 86 | Covid-19 | 63 | Covid-19 | |
| Greater Depth | 36 | 23 | 33 | 27 | 15 | 24 | 25 | 24 | 31 | 24 | 18 | 24 | 38 | Covid-19 | 16 | Covid-19 | |
| GPS | | | | | | | | | | | | | | | | | |
| Expected | 88 | 77 | 83 | 82 | 85 | 78 | 81 | 78 | 85 | 78 | 82 | 78 | 88 | Covid-19 | 63 | Covid-19 | |
| Greater Depth | 41 | 31 | 33 | 36 | 32 | 34 | 44 | 34 | 47 | 34 | 41 | 34 | 47 | Covid-19 | 16 | Covid-19 | |
| RWM | | | | | | | | | | | | | | | | | |
| Expected | 79 | 61 | 75 | 62 | 77 | 64 | 88 | 64 | 71 | 65 | 73 | 65 | 83 | Covid-19 | 63 | Covid-19 | |
| Greater Depth | 10 | 9 | 8 | 9 | 9 | 10 | 19 | 10 | 7 | 10 | 5 | 10 | 22 | Covid-19 | 5 | Covid-19 | |

Summary:

Attainment at the end of the Primary Phase (Years R – Year 6) again exceeds the National Averages by a significant distance in most areas and combined achievement is also above average.

Disadvantaged children leave the school having had gaps closed if not eradicated completely. They leave well prepared for the next step in their education. This year has been particularly difficult and it clear that those entitled to Pupil Premium have suffered greatly by missing out on the finals terms worth of schooling. The two weeks before Easter and three weeks afterwards really have meant that it is not possible as a school leader to be confident that they would have achieved the expected standards in Reading, Writing and Maths.

The PP Grant is spent to have a positive effect on the whole child, not just their academic achievement. As a school, we prove this year on year, by using strategies that are effective and well tested. Whilst some of these interventions are at odds with evidence from the EEF, it is important to recognise that their research is based on 1000's of case studies. That evidence will be distributed based on probability in a "bell curve" normal distribution. We have a proven track record in demonstrating that with the right input and expertise, our interventions ensure that our outcomes fall in the top 10% of that curve.

Provision is reviewed on a termly basis and interventions and strategies are adjusted in light of the findings. Provision is targeted, personalised and probably most importantly, fluid to meet the needs of the child.