

Standards at New Horizons Seaside Primary 2019

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.

EYFS DATA	Communication and Language			Physical		Personal, Social Emotional Development			Literacy		Maths		Understanding the World			Expressive Arts and Design		Overall Good 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% (71/88)
18-19	86%	87%	85%	93%	92%	91%	86%	89%	77%	76%	85%	87%	89%	87%	96%	92%	91%	76%

Year 1 Phonics

We did not receive a Phonics Administration check this year from the Local Authority. All checks were undertaken in the prescribed window and materials stored and treated confidentially. Our phonics progression is shown below:

2016			2017			2018			2019		
All	Nat	Dis	All	Nat	Dis	All	Nat	Dis	All	Nat	Dis
88	81	83	96	81	100	92	83	92	90	TBC	67

Key Stage One

We did not receive a Key Stage One moderation visit this year from the Local Authority. All checks were 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.

KS1	2017				2018				2019			
	All		Disadvantaged		All		Disadvantaged		All		Disadvantaged	
Reading		National		National		National		National		National		National
Expected	83	76	81	79	77	75	64	75	73	TBC	TBC	TBC
Greater Depth	39	25	38	28	35	26	36	26	19	TBC	TBC	TBC
Writing												
Expected	74	68	67	72	72	70	64	70	72	TBC	TBC	TBC
Greater Depth	19	16	14	18	15	16	14	16	10	TBC	TBC	TBC
Maths												
Expected	80	75	67	79	86	76	79	76	80	TBC	TBC	TBC
Greater Depth	29	21	29	23	27	22	21	22	19	TBC	TBC	TBC
RWM												
Expected	70	64	61	64	72	65	64	65	72	TBC	TBC	TBC
Greater Depth	14	11	6	11	14	12	14	12	10	TBC	TBC	TBC

Key Stage Two

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

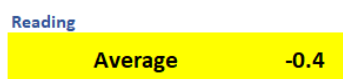
Attainment compared to National:

KS2	2017				2018				2019			
	All		Disadvantaged		All		Disadvantaged		All		Disadvantaged	
	National		National	National		National	National		National	National		National
Reading												
Expected	81	71	75	77	81	75	88	75	80	73	77	TBC
Greater Depth	33	25	33	29	30	28	38	28	24	TBC	14	TBC
Writing												
Expected	88	76	83	81	91	78	88	78	85	78	77	TBC
Greater Depth	14	18	17	21	21	20	25	20	14	TBC	9	TBC
Maths												
Expected	88	75	83	80	85	76	88	76	81	79	82	TBC
Greater Depth	36	23	33	27	15	24	25	24	31	TBC	18	TBC
GPS												
Expected	88	77	83	82	85	78	81	78	85	78	82	TBC
Greater Depth	41	31	33	36	32	34	44	34	47	TBC	41	TBC
RWM												
Expected	79	61	75	62	77	64	88	64	74	65	73	TBC
Greater Depth	10	9	8	9	9	10	19	10	8	TBC	5	TBC

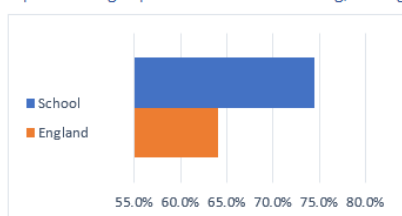
Key Stage Two SATs Analysis Report 2019

	Number in cohort	Current Attainment										Current Progress		
		Combined		Reading		Writing		Maths		GPS		Reading	Writing	Maths
		% at ARE	% above ARE	% at ARE	% above ARE	% at ARE	% above ARE	% at ARE	% above ARE	% at ARE	% above ARE	Progress (Floor: -5.0)	Progress (Floor: -7.0)	Progress (Floor: -5.0)
Whole Cohort	86	74.4%	8.1%	80.2%	24.4%	84.9%	14.0%	81.4%	31.4%	84.9%	46.5%	-0.4	0.5	1.6
National 2018		64.0%	10.0%	75.0%	28.0%	78.0%	20.0%	76.0%	24.0%	64.0%	10.0%			
Pupil Pren2019	22	72.7%	4.5%	77.3%	13.6%	77.3%	9.1%	81.8%	18.2%	81.8%	40.9%	-0.3	0.5	1.7
Non-Pupil Premium	64	75.0%	9.4%	81.3%	28.1%	87.5%	15.6%	81.3%	35.9%	85.9%	48.4%	-0.4	0.5	1.6
SEN Support	14	28.6%	0.0%	42.9%	0.0%	42.9%	0.0%	35.7%	14.3%	35.7%	7.1%	-2.4	1.3	1.9
Non-SEN	72	83.3%	9.7%	87.5%	29.2%	93.1%	16.7%	90.3%	34.7%	94.4%	54.2%	0.0	0.3	1.6
EAL	8	75.0%	12.5%	75.0%	25.0%	75.0%	12.5%	75.0%	37.5%	75.0%	75.0%	-0.7	0.1	1.7
NON-EAL	78	74.4%	7.7%	80.8%	24.4%	85.9%	14.1%	82.1%	30.8%	85.9%	43.6%	-0.4	0.5	1.6
High PAG	28	96.4%	21.4%	96.4%	60.7%	100.0%	39.3%	100.0%	75.0%	100.0%	75.0%	-0.2	-0.8	1.5
Middle PAG	49	71.4%	2.0%	79.6%	6.1%	85.7%	2.0%	79.6%	10.2%	85.7%	36.7%	-0.7	0.9	1.4
Low PAG	7	14.3%	0.0%	28.6%	0.0%	28.6%	0.0%	28.6%	14.3%	28.6%	0.0%	0.5	2.6	3.9
Boys	38	71.1%	2.6%	73.7%	23.7%	81.6%	5.3%	81.6%	36.8%	76.3%	36.8%	-1.0	0.1	2.8
Girls	48	77.1%	12.5%	85.4%	25.0%	87.5%	20.8%	81.3%	27.1%	91.7%	54.2%	0.1	0.8	0.7

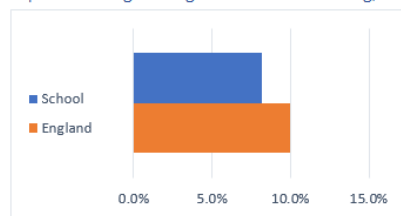
Achievement (Progress Scores in Reading, Writing and Maths between KS1 and KS2):



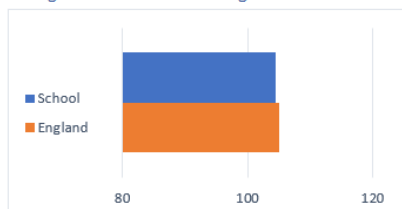
Pupils meeting expected standard in reading, writing and maths



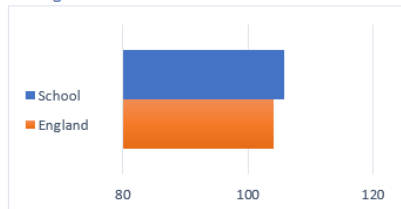
Pupils achieving at a higher standard in reading, writing and maths



Average scaled score in reading



Average scaled score in maths



Relative progress for the past three years:

Relative progress for the past three years

Progress quintiles based on rank of progress score



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.

The PP Grant is spent to have a positive effect on the whole child, not just their academic achievement.

Provision is reviewed on a termly basis and interventions and strategies are adjusted in light of the findings.