

Key Stage 1 school performance analysis 2017

Alvaston Infant and Nursery School

DfE number: 2443

Ofsted Judgement: Requires improvement

Date of last inspection: 29/04/2015

Contents



Tables that governors might find particularly useful to look at are identified by the letter G in the top right-hand corner of the selected reports

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team	Performance and Intelligence Team
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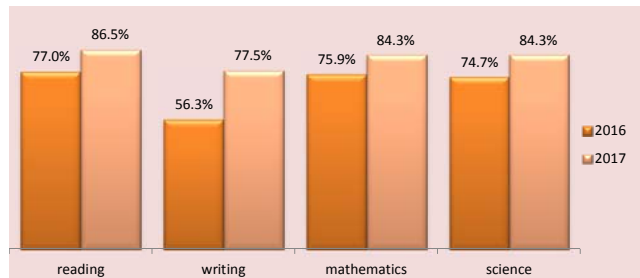
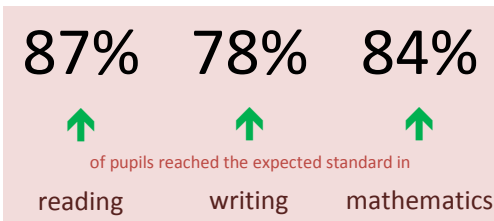
1) overview of your school's performance

Headline measure

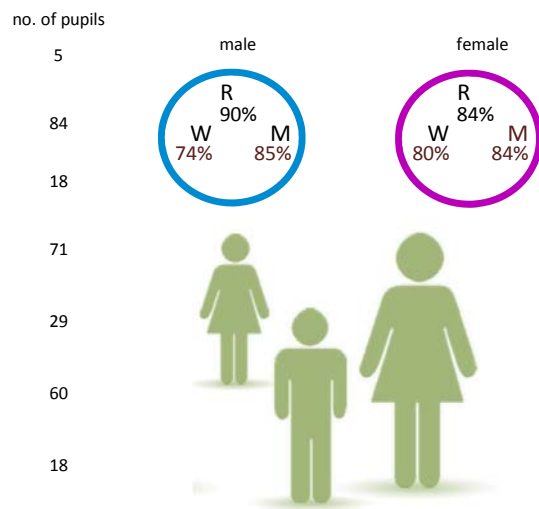
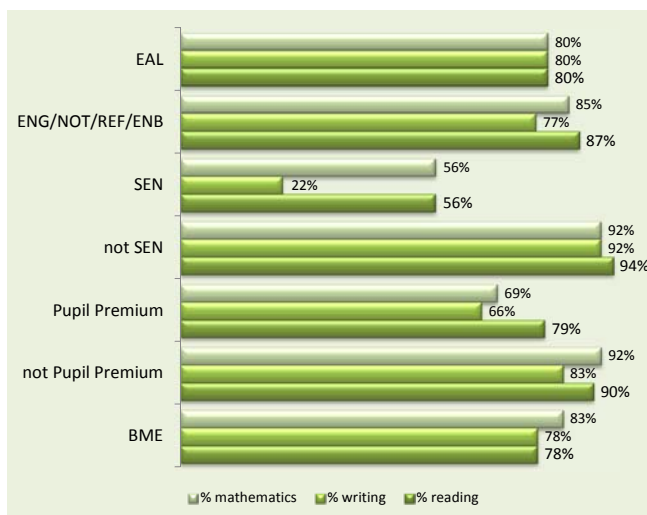
Headline Information for emerging national results:

Nationally, 3 in 4 pupils achieved the expected standard in reading and mathematics, and 2 in 3 pupils in writing. Girls out perform boys in all subjects. The largest difference in attainment by gender continues to be in writing.

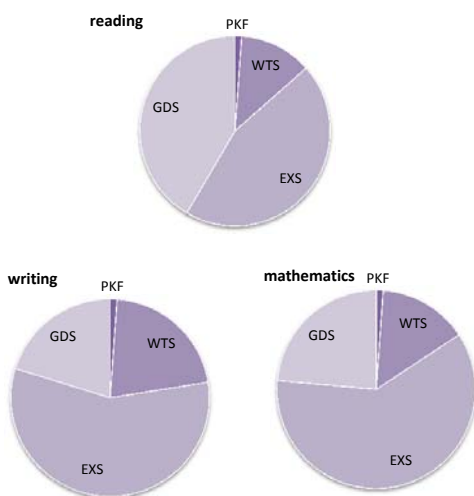
The largest pupil characteristics attainment gap is writing between SEN and non-SEN pupils. The smallest pupil characteristics attainment gap is reading and mathematics between EAL and other pupils.



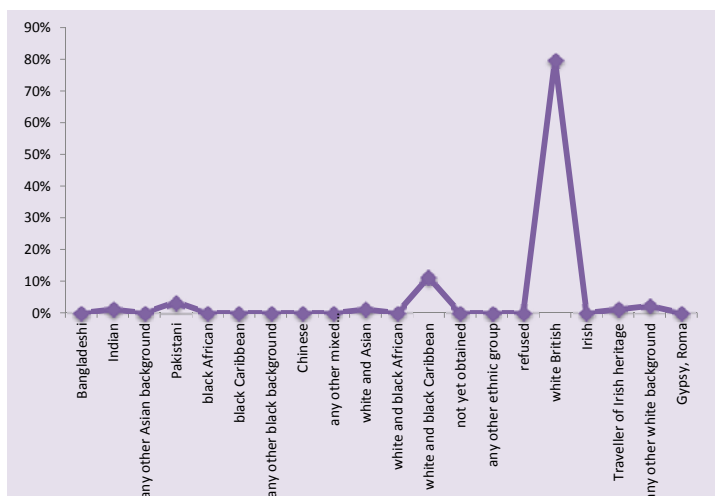
Percentage of pupils reaching the expected standard for different pupil groups



distribution of codes



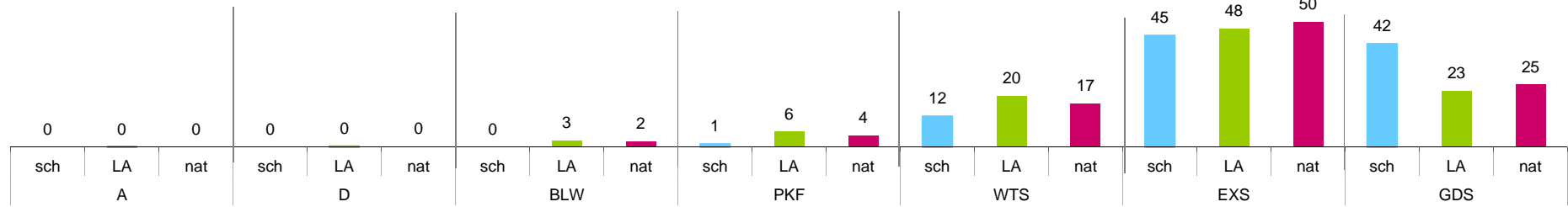
Year 2 ethnic groups demographics



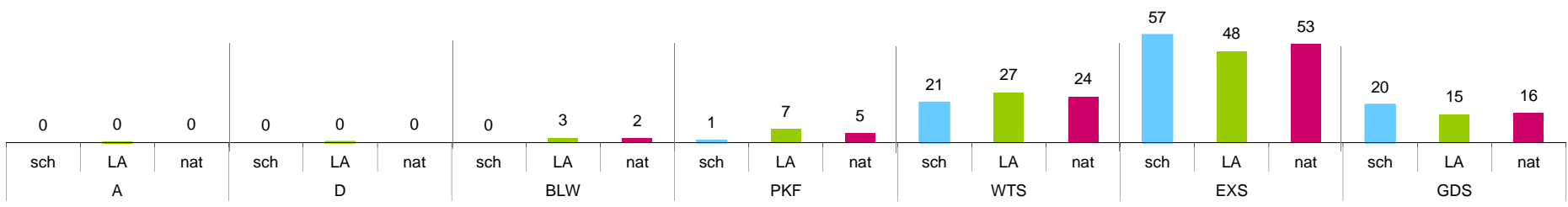


2) distribution of codes

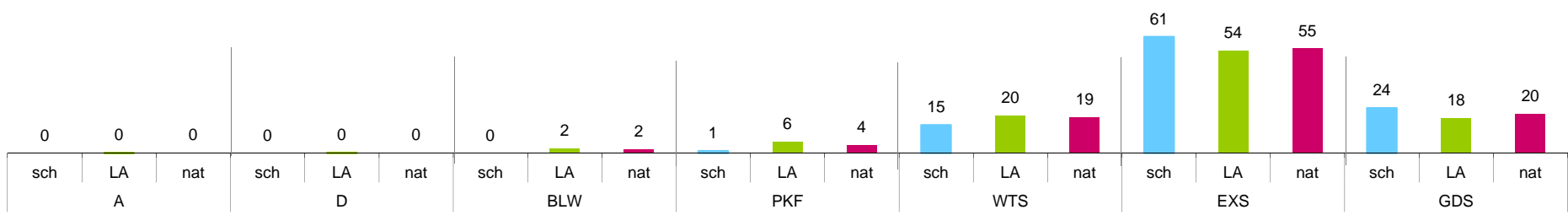
% Reading



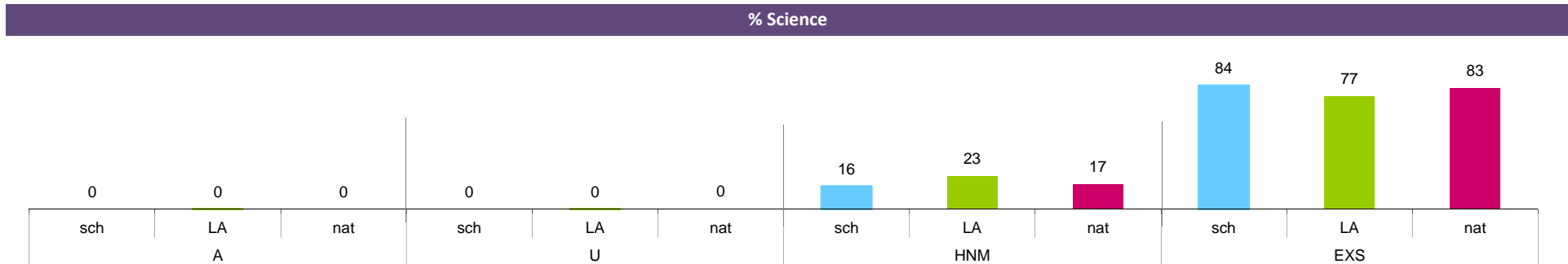
% Writing



% Mathematics



Alvaston Infant and Nursery School 2) distribution of codes



Alvaston Infant and Nursery School codes (pupil count)

	A	D	BLW	PKF	WTS	EXS	GDS
Reading	0	0	0	1	11	40	37
Writing	0	0	0	1	19	51	18
Mathematics	0	0	0	1	13	54	21
Science	0	0			14	75	

Key to codes:

- A** absent
- D** disapplied (or U is possible for science)
- BLW** below the standard of the pre-key stage
- PKF** pre-key stage early development
- WTS** working towards the expected standard
- EXS** working at the expected standard
- GDS** working at greater depth within the expected standard

Alvaston Infant and Nursery School

2) distribution of codes





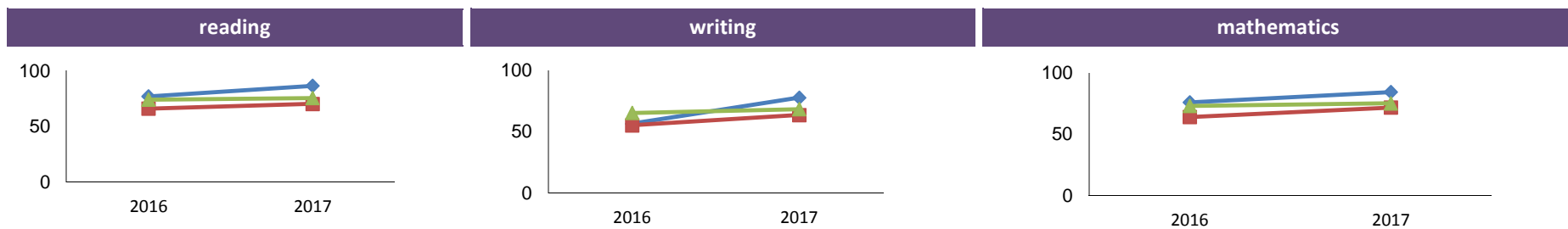
3) key measures

EXS+
GDS

working at the expected standard or working at greater depth within the expected standard
working at greater depth within the expected standard

		% achieving						
		%EXS+			%GDS			
		number of pupils entered at KS1	school	Derby	national	school	Derby	national
reading	2016	87	77.0	66	74	47.1	21	24
	2017	89	86.5	70	76	41.6	23	25
writing	2016	87	56.3	55	65	24.1	11	13
	2017	89	77.5	63	68	20.2	15	16
mathematics	2016	87	75.9	64	73	32.2	14	18
	2017	89	84.3	72	75	23.6	18	21
science	2016	87	74.7	75	82			
	2017	89	84.3	77	83			

% working at the expected standard or working at greater depth within the expected standard



Alvaston Infant and Nursery School 3) key measures





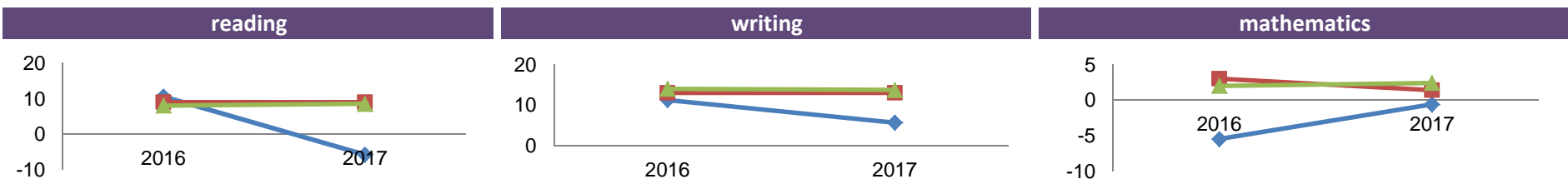
4) key measures by gender

EXS+
GDS

working at the expected standard or working at greater depth within the expected standard
working at greater depth within the expected standard

		%EXS+								%GDS					
		no. of pupils		school		Derby		national		school		Derby		national	
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
reading	2016	38	49	71.1	81.6	61	70	70	78	52.6	42.9	17	24	20	27
	2017	39	50	89.7	84.0	66	75	71	80	38.5	44.0	19	27	22	29
writing	2016	38	49	50.0	61.2	48	61	59	73	26.3	22.4	8	14	10	17
	2017	39	50	74.4	80.0	57	70	62	75	17.9	22.0	11	19	11	20
mathematics	2016	38	49	78.9	73.5	63	66	72	74	42.1	24.5	17	11	19	16
	2017	39	50	84.6	84.0	71	72	74	76	28.2	20.0	20	16	22	19
science	2016	38	49	76.3	73.5	72	79	79	84						
	2017	39	50	82.1	86.0	75	80	80	85						

% EXS+ attainment gap



5) Impact of Pupil Premium



This report aims to provide schools with an overview of the attainment and progress of pupils in either groups of Children Looked After, Free School Meals in the last 6 years or adopted from care.

It enables schools to compare the level of their CLA/FSM6/AFC pupils' performance to the national non-(CLA/FSM6/AFC) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM6/AFC pupils.

measure	2017						
	school			Derby		national	
	CLA/FSM6/AFC	all other pupils	gap*	CLA/FSM6/AFC	all other pupils	CLA/FSM6/AFC	all other pupils
number of pupils	29	60					
% EXS+ reading	79.3	90.0	0.5	56.9	74.9	62.8	78.8
% EXS+ writing	65.5	83.3	-6.2	50.2	67.9	53.8	71.7
% EXS+ mathematics	69.0	91.7	-9.4	60.4	75.5	62.0	78.4

EXS+ working at the expected standard or working at greater depth within the expected standard

* difference between attainment of disadvantaged pupils in the school and other pupils nationally

Alvaston Infant and Nursery School

5) Impact of Pupil Premium



6a) Reading results 2017 matched to Early Years Foundation Stage Reading results 2015

G

Progress from EYFS 2015 to Key Stage 1 2017 (conversion rates)

Alvaston Infant and Nursery School pupil counts

2015 EYFS	2017 Key Stage 1 reading band							total assessed at KS1	achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS		
A	-	-	-	-	-	-	-	-	-
1	-	-	-	1	10	12	3	26	15
2	-	-	-	-	-	25	11	36	36
3	-	-	-	-	-	3	23	26	26
no match/blank	-	-	-	-	1	-	-	1	-
total	-	-	-	1	11	40	37	89	77

Table B: Alvaston Infant and Nursery School shown as a percentage of the totals at each EYFS level

2015 EYFS	2017 Key Stage 1 reading band							achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS	
A	-	-	-	-	-	-	-	-
1	-	-	-	4	38	46	12	58
2	-	-	-	-	-	69	31	100
3	-	-	-	-	-	12	88	100
no match/blank	-	-	-	-	100	-	-	-
total	-	-	-	1	12	45	42	87

Table C: Derby LA shown as a percentage of the totals at each EYFS level

2015 EYFS	2017 Key Stage 1 reading band							achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS	
A	-	-	-	67	-	33	-	33
1	0	1	8	17	45	28	2	30
2	0	-	0	1	14	65	19	84
3	-	-	-	-	1	27	72	99
no match/blank	-	4	11	25	30	25	5	30
total	0	0	3	6	21	48	23	70

The percentage figures should be used with caution, as small cohort sizes can create large percentage variations.

"- " = no pupils

"0" = less than 0.5%

Alvaston Infant and Nursery School

6a) Reading results 2017 matched to Early Years Foundation Stage Reading results 2015

6a) writing results 2017 matched to Early Years Foundation Stage writing results 2015

G

Progress from EYFS 2015 to Key Stage 1 2017 (conversion rates)

Alvaston Infant and Nursery School pupil counts

2015 EYFS	2017 Key Stage 1 writing band							total assessed at KS1	achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS		
A	-	-	-	-	-	-	-	-	-
1	-	-	-	1	16	14	1	32	15
2	-	-	-	-	2	36	8	46	44
3	-	-	-	-	-	1	9	10	10
no match/blank	-	-	-	-	1	-	-	1	-
total	-	-	-	1	19	51	18	89	69

Table B: Alvaston Infant and Nursery School shown as a percentage of the totals at each EYFS level

2015 EYFS	2017 Key Stage 1 writing band							achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS	
A	-	-	-	-	-	-	-	-
1	-	-	-	3	50	44	3	47
2	-	-	-	-	4	78	17	96
3	-	-	-	-	-	10	90	100
no match/blank	-	-	-	-	100	-	-	-
total	-	-	-	1	21	57	20	78

Table C: Derby LA shown as a percentage of the totals at each EYFS level

2015 EYFS	2017 Key Stage 1 writing band							achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS	
A	-	-	-	67	-	33	-	33
1	0	0	6	17	49	26	1	27
2	0	-	0	2	17	66	15	81
3	-	-	-	-	0	44	56	100
no match/blank	-	4	13	21	39	19	5	23
total	0	0	3	7	27	48	15	63

The percentage figures should be used with caution, as small cohort sizes can create large percentage variations.

"-" = no pupils

"0" = less than 0.5%

6a) mathematics results 2017 matched to Early Years Foundation Stage mathematics results 2015

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Progress from EYFS 2015 to Key Stage 1 2017 (conversion rates)

Alvaston Infant and Nursery School pupil counts

2015 EYFS*	2017 Key Stage 1 mathematics band							total assessed at KS1	achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS		
A	-	-	-	-	-	-	-	-	-
1	-	-	-	1	9	13	-	23	13
2	-	-	-	-	3	37	6	46	43
3	-	-	-	-	-	4	15	19	19
no match/blank	-	-	-	-	1	-	-	1	-
total	-	-	-	1	13	54	21	89	75

Table B: Alvaston Infant and Nursery School shown as a percentage of the totals at each EYFS level

2015 EYFS*	2017 Key Stage 1 mathematics band							achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS	
A	-	-	-	-	-	-	-	-
1	-	-	-	4	39	57	-	57
2	-	-	-	-	7	80	13	93
3	-	-	-	-	-	21	79	100
no match/blank	-	-	-	-	100	-	-	-
total	-	-	-	1	15	61	24	84

Table C: Derby LA shown as a percentage of the totals at each EYFS level

2015 EYFS*	2017 Key Stage 1 mathematics band							achieved standard
	A	D	BLW	PKF	WTS	EXS	GDS	
A	-	-	-	67	33	-	-	-
1	0	1	7	16	42	33	1	34
2	-	-	-	1	12	69	18	87
3	-	-	-	-	0	34	66	100
no match/blank	-	3	10	20	29	31	7	38
total	0	0	2	6	20	54	18	72

* EYFS mathematics level is calculated by taking the minimum value of 'numbers' or 'shape, space and measures'

The percentage figures should be used with caution, as small cohort sizes can create large percentage variations.

"-" = no pupils

"0" = less than 0.5%



Key Stage 1 - School, Derby City and national - closing the gap reports

report number	description
7	achievement gap between pupils with Special Educational Needs and their peers, based on achieving the standard or above in reading, writing and mathematics
8	achievement gap between pupils known to have English as an additional language and their peers achieving the standard or above in reading, writing and mathematics
9	achievement gap for pupils from different ethnic groups, based on pupils achieving the standard or above in reading

Questions to consider when studying the data on the new reports:

report 7: special educational needs (SEN)

1. How well do SEN pupils do, compared to non-SEN pupils? (and compared to the overall school average).
2. How well do SEN pupils attain, compared to school and national averages on the statutory threshold indicators?

report 8: English as an additional language (EAL)

1. How well do EAL pupils do, compared to non-EAL pupils? (and compared to the overall school average).
2. How well do EAL pupils attain, compared to school and national averages on the statutory threshold indicators?

general questions

1. Are sufficiently ambitious targets set for children from underachieving groups? If children meet their targets, will this result in a closing of the gap between disadvantaged groups and their peers?
2. Are there any patterns of underperformance that are, or are in danger of, repeating themselves?
3. Does the school tracking system generate reports that allow leaders and practitioners to see how well key groups are progressing towards ambitious targets? Are targets set that will ensure attainment gaps closes over time?

7) Closing the gap - Special Educational Needs (SEND)

Achievement gap between pupils with Special Educational Needs and their peers, based on achieving the expected standard or above in reading, writing and mathematics

	year	all pupils with SEND								pupils with no identified SEND								% attainment gap					
		number of school pupils		% achieving expected standard or above						number of school pupils		% achieving expected standard or above						% attainment gap					
		school	LA	national	school	LA	national	school	LA	national	school	LA	national	school	LA	national							
reading	2016	8	25.0	21	30	79	82.3	74	82	57.3	53	52											
	2017	18	55.6	27	30	71	94.4	78	84	38.8	51	53											
writing	2016	8	12.5	15	20	79	60.8	62	74	48.3	47	54											
	2017	18	22.2	19	21	71	91.5	71	77	69.3	52	56											
mathematics	2016	8	50.0	23	30	79	78.5	72	80	28.5	49	50											
	2017	18	55.6	32	32	71	91.5	78	83	36.0	46	51											
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls				
reading	2016	6	2	16.7	50.0	21	20	30	28	32	47	81.3	83.0	73	75	80	84	64.6	33.0	52	55	50	56
	2017	10	8	70.0	37.5	26	27	31	29	29	42	96.6	92.9	75	80	82	85	26.6	55.4	49	53	51	56
writing	2016	6	2	0.0	50.0	14	15	19	22	32	47	59.4	61.7	58	66	69	78	59.4	11.7	44	51	50	56
	2017	10	8	30.0	12.5	18	21	20	23	29	42	89.7	92.9	66	75	72	81	59.7	80.4	48	54	52	58
mathematics	2016	6	2	33.3	100.0	26	17	33	24	32	47	87.5	72.3	74	71	82	79	54.2	-27.7	48	54	49	55
	2017	10	8	70.0	37.5	36	24	34	26	29	42	89.7	92.9	79	78	84	82	19.7	55.4	43	54	50	56

The attainment gap is calculated from the percentage of pupils without SEN minus the percentage of pupils with SEN achieving the expected standard or above in a subject.

-33.3 a negative figure indicates that the SEN pupils' percentage achieving the expected standard is higher than non-SEN pupils'

22.8 a positive figure indicates that the SEN pupils' percentage achieving the expected standard is lower than non-SEN pupils'

NB: Pupil characteristics are based on Spring school census. If a child started school after this census then their characteristics were matched to the Summer census where possible. These results may not match ASP as Ofsted match to January census only

8) Closing the gap - English as an additional language (EAL)

Achievement gap between pupils known to have English as an additional language and their peers achieving the expected standard or above in reading, writing and mathematics

	year	English as an additional language								all other pupils*								% attainment gap					
		% achieving expected standard or above				% achieving expected standard or above				school			LA			national							
		number of school pupils	school	LA	national	number of school pupils	school	LA	national	school	LA	national	school	LA	national	school	LA	national					
reading	2016	16	68.8	57	70	71	78.9	69	75	10.1	12	5											
	2017	5	80.0	62	71	84	86.9	74	77	6.9	12	5											
writing	2016	16	50.0	51	64	71	57.7	57	66	7.7	6	2											
	2017	5	80.0	58	66	84	77.4	66	69	-2.6	8	2											
mathematics	2016	16	62.5	59	72	71	78.9	67	73	16.4	8	1											
	2017	5	80.0	65	74	84	84.5	74	76	4.5	9	2											
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls		
reading	2016	5	11	60.0	72.7	54	62	67	75	33	38	72.7	84.2	65	73	71	80	12.7	11.5	11	11	4	5
	2017	2	3	50.0	100.0	58	67	67	76	37	47	91.9	83.0	69	79	73	81	41.9	-17.0	11	12	5	5
writing	2016	5	11	60.0	45.5	45	57	58	71	33	38	48.5	65.8	51	63	59	74	-11.5	20.3	6	6	1	3
	2017	2	3	50.0	100.0	52	64	60	73	37	47	75.7	78.7	59	73	62	76	25.7	-21.3	7	9	2	3
mathematics	2016	5	11	80.0	54.5	57	61	71	73	33	38	78.8	78.9	66	68	72	74	-1.2	24.4	9	7	1	1
	2017	2	3	50.0	100.0	65	65	73	75	37	47	86.5	83.0	73	75	74	77	36.5	-17.0	8	10	2	2

* includes English, believed to be English, not obtained and refused.

The attainment gap is calculated from the percentage of pupils with English as their first language minus the percentage of pupils with English as an additional language achieving the expected standard or above in a subject.

-33.3 a negative figure indicates that the EAL pupils' percentage achieving the expected standard is higher than non-EAL pupils'

22.8 a positive figure indicates that the EAL pupils' percentage achieving the expected standard is lower than non-EAL pupils'

NB: Pupil characteristics are based on Spring school census. If a child started school after this census then their characteristics were matched to the Summer census where possible. These results may not match ASP as Ofsted match to January census only

Alvaston Infant and Nursery School 8) Closing the gap - English as an additional language (EAL)



9) Closing the gap - ethnicity

Achievement gap for pupils from different ethnic groups, based on pupils achieving the expected standard

ethnic group	number of school pupils	reading				writing				mathematics						
		% attained by school	% attainment gap			% attained by school	% attainment gap			% attained by school	% attainment gap					
			school	LA	national		school	LA	national		school	LA	national			
any other Asian background	0	-	-	-2.4	-2.2	-	-	-2.1	-5.2	-	-	6.2	-3.9			
any other black background	0	-	-	-11.0	0.8	-	-	0.9	0.2	-	-	-9.6	4.9			
any other ethnic group	0	-	-	9.1	8.0	-	-	3.4	5.5	-	-	4.6	3.9			
any other mixed background	0	-	-	2.4	-3.1	-	-	4.9	-2.9	-	-	0.0	-1.9			
any other white background	2	100.0	-13.5	12.7	6.1	100.0	-22.5	10.6	4.5	100.0	-15.7	3.7	0.9			
Bangladeshi	0	-	-	-6.2	0.8	-	-	-1.3	-1.7	-	-	1.1	-0.7			
black African	0	-	-	-1.1	-2.5	-	-	-6.1	-4.2	-	-	-1.6	-0.1			
black Caribbean	0	-	-	-14.5	0.5	-	-	-3.3	1.2	-	-	-4.1	5.9			
Chinese	0	-	-	-6.6	-8.5	-	-	-5.8	-13.8	-	-	-12.9	-15.7			
Gypsy, Roma	0	-	-	56.6	47.0	-	-	48.3	45.3	-	-	51.2	44.2			
Indian	1	100.0	-13.5	-13.0	-8.0	100.0	-22.5	-14.4	-11.2	100.0	-15.7	-12.9	-9.5			
Irish	0	-	-	-29.7	-0.9	-	-	-36.6	1.4	-	-	-8.3	1.0			
Pakistani	3	33.3	53.2	1.7	3.3	33.3	44.2	2.1	2.4	33.3	50.9	4.7	3.7			
Traveller of Irish heritage	1	0.0	86.5	20.3	42.0	0.0	77.5	13.4	41.5	0.0	84.3	21.7	40.8			
white and Asian	1	100.0	-13.5	1.1	-5.3	100.0	-22.5	-2.0	-6.5	100.0	-15.7	-2.7	-5.0			
white and black African	0	-	-	27.4	-1.7	-	-	27.7	-2.4	-	-	21.7	0.3			
white and black Caribbean	10	90.0	-3.5	6.4	2.2	90.0	-12.5	10.6	4.0	100.0	-15.7	6.0	4.7			
white British	71	88.7	-2.2	-3.8	-0.9	77.5	0.1	-3.2	-0.1	84.5	-0.2	-3.1	-0.3			
information not yet obtained	0	-	-	20.3	0.7	-	-	27.7	0.5	-	-	25.3	0.5			
refused to answer	0	-	-	25.9		-	-	19.0		-	-	5.0				
				% attained					% attained					% attained		
all KS1 pupils	89		86.5	70.3	75.5		77.5	63.4	68.2		84.3	71.7	75.1			

The attainment gap is calculated from the percentage of all school pupils achieving the national standard or above a subject minus the percentage of pupils from the ethnic group achieving the expected standard or above in the same subject.

-33.3 a negative figure indicates that the percentage achieving the expected standard in a subject is higher than the school, LA or national average accordingly.

22.8 a positive figure indicates that the percentage achieving the expected standard in a subject is lower than the school, LA or national average accordingly.

NB: Pupil characteristics are based on Spring school census. If a child started school after this census then their characteristics were matched to the Summer census where possible. These results may not match ASP as Ofsted match to January census only