

SECTION 7: ACHIEVEMENT

Attainment, progress and the quality of learning for individuals and different groups, particularly disadvantaged, SEND and most able pupils. Reading and application of skills.

Achievement of pupils at the school is **good**.

Qualified evidence:

2016 SATS RESULTS VERSUS NATIONAL

- BWJS SATs results in reading, writing, maths, EGPS and R, W, M combined – all well above national average for % of pupils meeting Age Related Expectations and those working at greater depth.

	No	READING			WRITING						MATHS			R, W, M			SPAG
		EOY5	SATs	% gain	EOY5	EOY5	SATs	SATs	% gain	EOY5	SATs	% gain	EOY5	SATs	% gain	SATs	
		ARE+	ARE+	ARE	ARE+	Beyond	ARE+	Beyond	ARE	Bev	ARE+	ARE+	ARE	ARE+	ARE+	ARE	ARE
All	61	60%	85%	+25	52%	18%	87%	31%	+35	+13	59%	92%	+33	43%	74%	+31	90%
NATIONAL			66%				74%					70%			53%		72%
Boys	31	42%	80%	+32	26%	6%	77%	13%	+51	+7	45%	90%	+45	23%	61%	+38	87%
Girls	30	80%	90%	+10	80%	30%	96%	50%	+16	+20	73%	93%	+20	63%	87%	+24	93%
Disadvantaged	12	42%	86%	+44	50%	0%	93%	14%	+43	+14	50%	93%	+43	42%	86%	+44	86%
Non Disadvantaged	49	65%	85%	+20	53%	22%	85%	36%	+32	+14	61%	91%	+30	43%	68%	+25	91%
SEND	12	17%	58%	+41	0%	0%	50%	0%	+50	=	25%	75%	+50	0%	25%	+25	58%
Non SEND	49	71%	92%	+21	65%	22%	96%	39%	+31	+17	67%	96%	+29	53%	86%	+33	98%
Pupil Premium	10	30%	80%	+50	40%	0%	90%	20%	+50	+20	40%	90%	+50	30%	80%	+50	80%
Non PP	51	67%	86%	+19	55%	22%	86%	33%	+31	+11	63%	92%	+29	45%	70%	+25	92%

% of pupils meeting Age Related Expectations V National Average

- % of pupils meeting ARE in reading, writing, maths, EGPS and R/W/M combined is ABOVE the national average for all pupils, boys, girls and disadvantaged.

	Reading	Writing	Maths	GPS	R/W/M
All pupils (61)	85% (N-66%)	87% (N-74%)	92% (N-70%)	90% (N-72%)	74% (N-53%)
Boys (31)	80% (N-62%)	77% (N-68%)	90% (N-70%)	87% (N-67%)	61% (N-49%)
Girls (30)	90% (N-70%)	97% (N-81%)	93% (N-70%)	93% (N-78%)	87% (N-57%)
SEN (10)	60% (N-66%)	50% (N-74%)	80% (N-70%)	60% (N-72%)	20% (N-53%)
Disadvantaged (12)	83% (N-71%)	92% (N-79%)	92% (N-75%)	83% (N-78%)	83% (N-60%)

% of pupils reaching a high score (greater depth) V National Average

- % of pupils reaching a high score in reading, writing, maths, EGPS and R/W/M combined is ABOVE the national average for all pupils and girls.

	Reading	Writing	Maths	GPS	R/W/M
All pupils (61)	26% (N-19%)	31% (N-15%)	23% (N-17%)	26% (N-23%)	10% (N-5%)
Boys (31)	16% (N-16%)	13% (N-11%)	16% (N-18%)	13% (N-18%)	6% (N-5%)
Girls (30)	37% (N-22%)	50% (N-19%)	30% (N-15%)	40% (N-27%)	13% (N-6%)
SEN (10)	0% (N-19%)	0% (N-15%)	0% (N-17%)	0% (N-22%)	0% (N-5%)
Disadvantaged (12)	17% (N-23%)	17% (N-18%)	8% (N-20%)	8% (N-27%)	0% (N-7%)

- Girls at BWJS outperformed the boys across all subjects in terms of % meeting ARE and working at greater depth.

Average Scaled Scores:

- Average scaled score for each subject area is above national average for all pupils, boys and girls.

	Reading	GPS	Maths
All pupils (61)	106 (N-103)	106 (N-104)	106 (N-103)
Boys (31)	104 (N-102)	103 (N-103)	105 (N-103)
Girls (30)	108 (N-103)	109 (N-105)	107 (N-103)
SEN (10)	99 (N-102.6)	99.5 (N-104)	101.9 (N-103)
Disadvantaged (12)	103 (N-103.8)	104.2 (N-105)	104.4 (N-104.1)

Average Scaled Scores: (Performance breakdown - Vulnerable Groups Vs Local Authority)

READING	Average scale score		% expected +		% greater depth	
	BWJS	LA	BWJS	LA	BWJS	LA
All pupils (61)	106	104	85%	71%	26%	23%
Disadvantaged (10)	103	100	82%	54%	18%	10%
Non disadvantaged (51)	107	105	86%	76%	28%	27%
SEN (12)	98	96	58%	28%	0%	5%
Non SEN (49)	108	105	92%	79%	33%	26%

WRITING	Average scale score		% expected +		% greater depth	
	BWJS	LA	BWJS	LA	BWJS	LA
All pupils (61)			87%	79%	31%	20%
Disadvantaged (10)			91%	65%	18%	9%
Non disadvantaged (51)			86%	82%	34%	23%
SEN (12)			50%	28%	0%	2%
Non SEN (49)			96%	87%	39%	23%

MATHS	Average scale score		% expected +		% greater depth	
	BWJS	LA	BWJS	LA	BWJS	LA
All pupils (61)	106	103	92%	71%	23%	17%
Disadvantaged (10)	105	100	91%	54%	9%	7%
Non disadvantaged (51)	106	104	92%	76%	26%	21%
SEN (12)	101	97	75%	27%	0%	3%
Non SEN (49)	107	104	96%	79%	29%	20%

READING, WRITING & MATHS COMBINED	Average scale score		% expected +		% greater depth	
	BWJS	LA	BWJS	LA	BWJS	LA
All pupils (61)			74%	58%	10%	7%
Disadvantaged (10)			82%	38%	0%	2%
Non disadvantaged (51)			72%	63%	12%	9%
SEN (12)			25%	12%	0%	0%
Non SEN (49)			86%	66%	12%	8%

GPS (SPAG)	Average scale score		% expected +		% greater depth	
	BWJS	LA	BWJS	LA	BWJS	LA
All pupils (61)	106	104	90%	74%	26%	23%
Disadvantaged (10)	104	101	82%	58%	9%	10%
Non disadvantaged (51)	106	105	92%	79%	30%	26%
SEN (12)	99	96	58%	23%	0%	3%
Non SEN (49)	107	105	98%	83%	33%	26%

Attainment of groups:

- % of Pupil Premium pupils meeting ARE is above national (for all pupils) in all subjects
- The gap in attainment between Pupil Premium pupils and non PP is minimal
- BWJS PP pupils outperformed non PP in maths and writing
- Attainment of SEN pupils is lower than national average (for all) – as expected. However, % gain within the year shows significant increase in proportion of pupils meeting ARE compared to this group at the end of year 5
- In Maths, BWJS pupils with SEN are even outperforming the national average for all pupils!
- % of disadvantaged pupils meeting ARE is significantly above national average (for all pupils)
- At BWJS, the percentage of Disadvantaged pupils vs non-disadvantaged pupils meeting AREs is in line across all subjects
- In reading, writing, maths and R,W,M combined disadvantaged pupils have outperformed non-disadvantaged

Academic Year 2015-2016:

Y6 cohort - Progress over time (EOKS1 – EOKS2)

- % of pupils achieving ARE in reading, writing and EGPS is well above national average
- % of disadvantaged and pupil premium pupils achieving ARE in reading, writing and EGPS is above the national average (for all pupils)
- Significant gain in % of SEN pupils meeting ARE compared to the start of the year (+41% in reading and +50% in writing)
- In reading there is a marginal gap in attainment between pupil premium and non-pupil premium and in writing, PP pupils have outperformed non
- Disadvantaged pupils have outperformed non-disadvantaged in reading and writing
- In reading and EGPS, boys and girls have attained in line with each other
- In writing, girls have outperformed boys by 19% , but boys have achieved higher than the national average for all pupils
- In Maths, progress from EOKS1 entry data is in line or above for all groups
- In Maths, significant gain was made by pupils with SEN (+33%)
- In Maths, disadvantaged pupils made a gain of 26% from EOKS1 starting points to EOY6 ARE

Progress Measure:

	READING		WRITING		MATHS	
	BWJS	Local Authority	BWJS	Local Authority	BWJS	Local Authority
All pupils (61)	+1.1	+0.0	+1.2	+0.5	+1.1	-0.7
Disadvantaged (10)	+0.6	-1.3	+2.0	-0.3	+1.4	-1.9
Non disadvantaged (51)	+1.3	+0.4	+1.0	+0.8	+1.0	-0.4
SEN (12)	-0.6	-2.5	-3.1	-2.8	+1.0	-3.0
Non SEN (49)	+1.6	+0.4	+2.2	+1.1	+1.1	-0.4

PROGRESS MEASURES SIGNIFICANTLY ABOVE THE NATIONAL AVERAGE

PROGRESS MEASURES SIGNIFICANTLY BELOW THE NATIONAL AVERAGE

- Progress measure for BWJS are above Local Authority for all groups in all subjects except SEN writing
- Non-SEN writing is significantly above national average

Areas for improvement:

- There is a gap in attainment between pupils with SEN and all other pupils – particularly in EGPS (-48%). They have attained in line with all other pupils in the short answer test, but their spelling raw score has brought their overall attainment below the overall ARE. 3 of the 5 pupils with SEN who did not meet ARE missed the threshold by 2 marks. Several of these pupils are on the SEN register for specific learning difficulties with spelling.

Years 3, 4, 5, 6 - In year progress (2015-2016):

ENGLISH:

- Compared to their starting points, the % of pupils meeting AREs in reading and writing has increased in all year groups and for all groups (with the exception of non SEN in reading in Y3)
- The picture shows that in all year groups across reading and writing, the % of pupils attaining 'beyond ARE' is not as high as it should be given their teacher assessment judgements at the end of last year
- Compared to their starting points, the % of y6 pupils meeting AREs in reading and writing has increased in all groups
- The % of Y6 pupils assessed as 'beyond' in writing has increased for all groups of pupils (except SEN)

MATHS:

- The percentage of pupils meeting AREs at the end of the year compared to baseline ARE assessment has risen in all areas (except year 4 boys)
- Significant progress has been by Y3 pupils with SEN with an increase of 71%
- When compared to end of KS1 levels, the percentage of Y3 pupils meeting ARE is in line for all groups
- Significant progress has been made by Y4 PP with an increase of 53%
- Percentage of pupils in Y4 achieving beyond ARE is at least in line when compared to their starting points in all areas except girls
- Significant progress has been made by Y5 PP pupils with an increase of 62%
- Significant progress has been made by Y5 pupils with SEN with an increase of 57%
- Y6 Disadvantaged pupils were in line with non-disadvantaged (+2%) in maths
- Y6 PP pupils were in line with non-PP (-2%) in maths

Areas for development:

- The picture shows that across reading, writing and maths the % of pupils attaining 'beyond ARE' is not as high as it should be given their teacher assessment judgements at the end of last year

Years 4&5 – Progress over time:

ENGLISH:

- % of pupils in year 5 achieving ARE in reading and writing has increased compared to EOKS1 starting points (with the exception of girls' reading)
- Year 4 have made good progress gains in reading (with the exception of pupils with SEN)
- % of pupils meeting ARE in Y4 writing is in line with or above their EOKS1 starting points
- % of pupils attaining ARE in Y3 in reading and writing (when compared to EOKS1 levels) is in line or shows gains in most pupil groups. Non-SEN in reading shows a slight dip.

MATHS:

- Despite strong in year progress in Y4, the percentage of pupils achieving ARE in comparison to 2b+ entry has dropped for all groups except non disadvantaged and non-PP.
- When compared to baseline AREs, the percentage of Y4 pupils assessed as beyond has dropped for all groups
- Compared to the percentage of Y5 pupils entering with 2b+, the percentage meeting AREs at the EofY5 is at least in line
- Y5 PP have made significant progress with an increase 50%
- Y5 Non SEN have made significant progress with an increase 39%

Areas for development:

- **An increased proportion of pupils to achieve 'beyond' AREs across Y3, 4 & 5 with a particular focus on those who entered KS2 as level 3/beyond**

Impact of school improvement plan 2016-17: Autumn Term 1

To ensure that the progress and attainment of all pupils (and groups) is at least in line with national expectations; taking into account their different starting points (Reading/writing/maths/EGPS/science)

- School continues to use the Hampshire Assessment Model to track pupil attainment against the domain bricks for each subject and report on progress for all pupil groups.
- Aspirational targets have been set for all classes as part of the performance management process. Pupil Progress meetings used to identify pupils causing concern. Teachers shared strategies to be used to help accelerate progress.
- Progress meetings will take place at the end of each milestone

Whole School Targets 2016-2017:

CLASS	Reading		Writing		Maths	
	% secure +	% beyond	% secure +	% beyond	% secure +	% beyond
3G	89%	67%	89%	30%	89%	48%
3M	96%	23%	85%	23%	85%	23%
4J	85%	27%	85%	19%	85%	15%
4R	89%	50%	86%	25%	89%	32%
5T	86%	28%	86%	24%	86%	28%
5E	83%	33%	83%	20%	87%	27%
6H	89%	33%	85%	26%	89%	15%
6C	82%	27%	82%	23%	82%	36%

Cohort Targets for July 2017:

YEAR	Reading		Writing		Maths	
	% secure +	% beyond	% secure +	% beyond	% secure +	% beyond
3	94%	47%	87%	26%	87%	36%
4	87%	37%	85%	22%	87%	24%
5	85%	31%	85%	22%	86%	27%
6	86%	31%	84%	24%	86%	24%

Ensure that the curriculum and appropriate task design enables children with prior high attainment (L3 at EOKS1) to be making at least expected progress (Increase the proportion of pupils across each cohort working beyond AREs.

This will be difficult to achieve with pupils entering Y3 at significantly above the national average (more than double across each subject for % of pupils working at greater depth)

- Teaching staff are aware of pupils within their class that entered Y3 with a Level 3 (or assessed at greater depth for current Y3 pupils) in reading, writing or maths.

- Current attainment and progress for these pupils was carefully monitored to determine number of pupils on track to attain 'Beyond' AREs by the end of the academic year.

Continue to increase the proportion of children entitled to pupil premium and those who have special educational needs and disability (SEND) so that they are making at least expected progress – based on their starting points

- Pupil progress meetings take place between the SENCO and classteacher/TA at the end of each assessment milestone.
- Granular tracking documents have been created for all pupils on the SEN register. These highlight targets for attainment against the age related expectations based on their individual starting points. Progress can now easily be tracked.

SATS Results - July 2015:

- There has been an increase of pupils achieving level 4+, level 4b+, level 5+ and level 6 in every subject and all subjects combined compared to 2014 results (with the exception of level 4+ writing)
- All subjects are in line with or well above the national averages for 2015
- Significantly above the national average in:
Reading: Level 4+, level 5+ Writing: level 5+ Maths: level 6+ EGPS: level 4+
RWM combined: level 4b+, level 5+
- In line with the school's SIP for 2014-15, in comparison to 2014 these results demonstrate a significant increase in attainment in:
L4+ in EGPS (+23%) L4b+ in EGPS (+28%) L5+ in EGPS (+10%)
L4b+ in Maths (+12%) L5+ in Maths (+9%) L5+ in Writing (+17%) L6 in Writing (+13%)
L4b+ RWM combined (+15%) L5+ RWM combined (+24%)

2013-2015 Average Point Score and Key Stage Progress

	School APS 2013	School APS 2014	School APS 2015	Difference: 2015 to 2014	National APS 2014	Difference: school (2015) and national (2014)
Reading	29.2 (12.1)	29.7 (13.2)	30.9 (13.2)	+1.2	29.0	+1.9
Writing	27.4 (12.1)	28.1 (13.2)	29.6 (13.3)	+1.5	27.9	+1.7
Mathematics	28.5 (12.3)	29.0 (12.4)	30.9 (13.2)	+1.9	29.0	+1.9
EGPS		27.5	30.0	+2.5	28.6	+1.4
Overall	28.4 (12.2)	28.9 (12.9)	30.5 (13.3)	+1.6	28.7	+1.8

- 2015 school APS across all subjects is well above the national average when compared to 2014
- Across all subjects, school Average Points Scores have shown an upward trend over the last 3 years
- Key stage progress has increased steadily over the last 3 years across all subjects and is now above 13 points in all areas

2013-2015 Proportions of pupils making expected and greater than expected progress

		2013	2014	2015	Difference: 2015 to 2014	National 2014	Difference: school (2015) and national (2014)
Reading	2L+	85%	93%	98%	+5%	91%	+8%
	3L+	17%	27%	25%	-2%	35%	-10%
Writing	2L+	85%	89%	91%	+2%	93%	-2%
	3L+	17%	26%	31%	+5%	33%	-2%
Mathematics	2L+	89%	82%	89%	+7%	89%	=
	3L+	21%	26%	36%	+10%	35%	+1%

- The proportion of pupils making expected progress across the key stage has increased in reading, writing and maths compared to end of year 6 2014 data
- The proportion of pupils achieving greater than expected progress in writing and maths has steadily increased over the last 3 years and is now in line with national

Possible areas of concern in data:

- *The proportion of pupils making 3 levels progress in reading is 10% lower than the 2014 national average but this is due to the proportion of pupils entering KS2 at level 3 (44%). These pupils would require a level 6 to make better than expected progress. 0% of pupils nationally have achieved a level 6 in reading this year. In order for us to be in line with national average, 6 pupils who entered KS2 at a 2c or 2b needed to achieve a level 5, in addition to the 14 pupils who converted from a 2a to a 5.*

	PP (11)		SEN (9)		Boys (31)		Girls (24)	
	2 levels	3 levels	2 levels	3 levels	2 levels	3 levels	2 levels	3 levels
Reading	100% (+15%)	27%	100% (+25%)	0%	97% (+11%)	16%	100% (+11%)	42%
Writing	82% (-7%)	27%	56% (-23%)	0%	90% (=)	32%	92% (-1%)	29%
Maths	91% (+7%)	27%	67% (-6%)	0%	94% (+6%)	39%	83% (-6)	33%

- The proportion of pupils making expected progress in 2015 in reading is above the 2014 national average for all groups
- The proportion of pupils making expected progress in maths is above national average for pupil premium and boys