

Clarendon Data Pack Analysis

2015/2016

Unvalidated Data

September 2016



Clarendon Data Pack Analysis 2016-Areas for Consideration

EYFS

		CLARENDON	BOLTON
Contextual data	BME	95%	59%
	Entering at emerging (average)	92%	75%
Good Level of Development		45%	69%
Achievement by birth	Boys	35%	57%
	Autumn Boys	86%	72%
	Spring Boys	43%	57%
	Summer Boys	15%	46%
	Girls	58%	73%
	Autumn Girls	92%	81%
	Spring Girls	25%	76%
	Summer Girls	30%	64%
Achievement by ethnicity	White British	100% (3/60)	68%
	Pakistani	47% (15/60)	58%
	Black African	29% (7/60)	53%
	Indian	67% (15/60)	76%
	White Other	50% (2/60)	48%
	Other Ethnicity	0% (6/60)	44%
	Mixed White and Asian	50% (2/60)	80%
	Black Other	0 (0/60)	40%
	Mixed Other	100% (1/60)	70%
	Asian Other	0% (1/60)	65%
Not recorded	0 (0/60)	58%	
Achievement by subject (%GLD)	Reading	47% (Boys: 38% Girls: 58%)	73%
	Writing	47% (Boys: 38% Girls: 58%)	69%
	CLL, Listening and Attention	55% (Boys: 50% Girls: 62%)	80%
	CLL, Understanding	57% (Boys: 47% Girls: 69%)	79%
	CLL, Speaking	52% (Boys: 44% Girls: 62%)	78%
	Numbers	47% (Boys: 38% Girls: 58%)	72%
	Shapes, Space and Measures	47% (Boys: 35% Girls: 62%)	74%
	Children exceeding	Breakdown within areas of learning	
CLL, Listening and Attention		12% (7/60)	21%
CLL, Understanding		10% (6/60)	20%
CLL, Speaking		3% (2/60)	17%
Lit, Reading		3% (2/60)	18%
Lit, Writing		3% (2/60)	13%
Math, Number		0% (0/60)	16%
Math, Shapes, space and measures		0% (0/60)	13%

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Summary:

- There is a large % of BME in Foundation Stage.
- Nearly all children enter at an emerging level.
- 45% GLD **20% down on Bolton and 24% down on National.**
- 47% for literacy, 45% for maths leave at an expected level for literacy and maths. Approximately 50-58% leaves Reception at an expected level for the other 4 areas of learning (CL, PD, PSE, EAD), yet for understanding the world they achieved 28%.
- **SEND children (4) out-perform non SEND achieving 50% GLD an improvement of 5% against All Children. Also they out-perform by 3% in reading, writing, number and space, shape and measure.**
- **Disadvantaged children significantly under-perform non-disadvantaged by 12% achieving the GLD. Understanding the World has the greatest gaps on average 25% between Dis and Non- Dis.**
- There are significant areas of ethnicity not achieving a good level of development.
- Girls achieve higher than boys in all areas of Literacy.
- Girls achieve higher than boys in all areas of Maths.
- This year's cohort (60) is weighted boys: 34 and girls: 26. Last year (2015) 34 out of 60 were boys and 25 were girls.

Points to consider for action in 2017

- Why are **girls achieving 23% more than boys for a GLD** (despite summer birthdays b: 20 and g: 10)?
- Although GLD has **risen overall by 1%** why are all areas of learning, except Number (**increased by 1%** since 2015) on a **significant downward trajectory over the last 3 years?**
- Given that the LA also have a higher % of summer boys (51%: boys) this group achieved **46% GLD compared with our 15%**. Why is there such a discrepancy?
- **Disadvantaged children have significantly under-performed non-disadvantaged across all areas of learning.** (Refer to the chart in the data pack) How are these children going to be tracked and progress ensured that is in line with the whole cohort?
- Black African and Other Ethnicity groups are **significantly under-performing with only 2/7 Black African children achieving the GLD and 0/6 from the Other Ethnicity group.** What provision is in place for 2017 for these groups?
- **We have 17% more children entering at emerging than on average compared to Bolton yet their attainment across all 7 areas of learning significantly outweighs ours.**
- Performance of **Boys literacy has fallen** year on year and girls reading over a 3 year period.
- Focusing upon CLL: Listening and Attention for **boys has fallen by 31% in 2 years and 20% for girls.** Understanding for **boys has fallen by 30%** since 2014 with a slight **decrease of 7% for girls.** Speaking for **boys has fallen by 25%** in 2 years, yet girls are in line with 2014 with a **2% fall** on 2015. What provision will be in place for Boys in particular to ensure this pattern changes in 2017?
- Despite 'all children' performing **1% higher** than 2015 to achieve to GLD, the **boys are falling year on year**, whereas the **girls have improved by 6%** since 2015. How are boys going to be targeted for maths on 2017?

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- Shape, space and measure for boys has **fallen by 27% since 2014 with a significant year on year fall**, yet **girls have increased their performance by 6%**. Given the significant spend on maths resources and external CPD for the EYFS how are they being used to enhance and challenge learning?
- We didn't have any children exceeding in maths compared to 8/59 14% in 2015 for Number. Why?
- How is cohort moderation and across the entire EYFS unit going to be improved to ensure that all children achieve the GLD in Reception and leave Nursery ready for Reception?

Strengths:

- Rise in GLD.
- Performance in 'Number' by girls has resulted in 'all children' increasing by 1% since 2015.
- LAC performance.

Areas to develop:

- Year on year performance in every area has fallen since 2014.
- Disadvantaged children: despite performance improving in most areas since 2015, the children are significantly below other children and National.
- SEND children have achieved a higher GLD due to their performance in Literacy and Maths, yet significantly under-perform in all other areas.
- Boys' year on year performance is falling in all areas, and the gap is widening between girls.
- Gap between girls and boys for the GLD.

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Key Stage 1

		CLARENDON	BOLTON
Contextual data	BME	98%	38%
	Deprived areas	98%	59%
% achieving phonics screening check in Year 1	60 children	77%	80%
	All SEND	14% (7/60)	36%
% achieving phonics screening check by end of KS1	59 children	81%	90%
	All SEND	40% (5/59)	59%
% achieving Greater Depth maths	All pupils (60)	20% (3% up on Bolton, 2% up on national)	17%
	Girls (31) Boys (29)	10% 31%	18% 15%
% achieving Greater Depth writing	All pupils	13% (2% up on Bolton, in line with national)	11%
	Girls Boys	13% 14%	15% 8%
% achieving Greater Depth reading	All pupils	32% (13% up on Bolton, 8% up on national)	19%
	Girls Boys	35% 28%	21% 16%
% achieving Expected maths	All pupils (60)	67% (11% up on last year and 5% down on Bolton, 6% down on national)	72%
	Girls Boys	65% 69%	72% 72%
	All SEND support (5)	20%	25%
% achieving Expected writing	All pupils	63% (12% up on last year and 1% down on Bolton, 3% down on national)	85%
	Girls Boys	65% 62%	71% 58%
	All SEND support (5)	20%	12%
% achieving Expected reading	All pupils	67% (1% up on last year and 4% down on Bolton, 7% down on national)	71%
	Girls Boys	68% 66%	76% 67%
	All SEND support (5)	20%	20%

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Summary:

- There is a large % of BME and children from deprived areas (98%).
- SEND children achieve significantly less than other children in the school and in Bolton for phonics, reading, writing and maths.
- Phonics screening results have increased dramatically over the last 2 years from 37% achieving the expected level in 2014 to 77% in 2016. -4% on National and -3% on Bolton.
- 2016 Achieving Greater Depth: Maths 3% up on Bolton, 2% up on National, Writing 2% up on Bolton, in line with National, Reading 13% up on Bolton, 8% up on National.
- Combined result for Greater Depth is 2% higher than Bolton no National data yet.
- % of children achieving Expected has increased across all core curriculum areas from the 2015: Reading +1%, Writing +12% and Maths +11% and combined reading, writing, maths +18%.
- 2016 Achieving Expected: Maths 11% up on last year and 5% down on Bolton, 6% down on national, Writing 12% up on last year and 1% down on Bolton, 3% down on national and Reading 1% up on last year and 4% down on Bolton, 7% down on national.
- Boys and Girls performance working at the expected level is broadly in line by 4% in maths, 3% in writing and 2% in reading.
- 1 of the 5 SEND children achieved expected in reading, writing and maths (It was the same child in all three subjects). SEND children out-perform Bolton in writing by 8%, are in line for reading and under-perform in maths by 5%. As a school this compares with 2015 by 0% achieving expected in writing, 29% in reading and 0% in maths. (2015 7 SEND children)
- Disadvantaged children (FSM Ever 6) are significantly under-performing against non-disadvantaged Reading 67% V 55%, Writing 63% V 50% and Maths 67% V 45% and that of the LA (Reading 59%, Writing 51% and Maths 60%. Disadvantaged children have achieved more this year than last year in all core curriculum areas at an expected level of achievement: Reading +3%, Writing +21% and Maths +8%. This group is slightly behind the achievement of Bolton in Reading by -4%, broadly in line in Writing by -1%, yet significantly behind in Maths by -15%)
- EAL children under-perform at the expected standard in all areas Reading -10%, Writing -11% and Maths -7% and that of the LA (Reading -8% , Writing -7% and Maths -6%.

Detailed Breakdown KS1

Year 1 Data for Phonics Screening Check

- 60 children in cohort.
- 7 children with SEND, of the number only 14% achieved the expected standard.
- 77% of children achieved the expected grade; this is an increase on 2015 (67%). This is slightly below Bolton Figures 80% and National 81%.
- 10 children are eligible for FSM, only 60% of these children achieved the expected grade this is significantly lower than Bolton (72%).

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- 40 EAL children, of the number 75% achieved the pass mark which is broadly in line with 'all children' at 77%.
- 81% of children achieved the expected grade by the end of Key Stage 1, compared to 90% of children in Bolton.

Strengths:

- Rapid increase in results over the last 2 years bringing the school closer to National figures.

Areas to develop:

- Achievement of Disadvantaged children, SEND & children achieving the expected standard at Year 1 and Year 2.

Key Stage 1 Contextual Data (Year 2 children):

- 60 children in cohort.
- 98% of children live in the 30% most deprived, we rank at 5th in Bolton
- 8% of children are working within SEND, 14% of children in Bolton are SEND – we rank 71st.
- 70% of children are EAL children compared to 29% in Bolton, we rank 14th.
- 37% of children are entitled to FSM compared to 33% in Bolton, we rank 38th.

Subject analysis (Expected):

- 67% of our children achieved Expected in Reading; this is slightly lower than Bolton who achieved 71% (-4%) and National who achieved 74% (-7%).
- 63% of our children achieved Expected in Writing; which is broadly in line with Bolton who achieved 64% (-1%) and slightly lower than National who achieved 66% (-3%).
- 67% of our children achieve Expected in Maths; this is slightly lower than Bolton 72% (-5%).

4 Year trend analysis (Expected):

- Reading at Expected has been on a downward trajectory over the last 3 years but in 2016 there has been a slight school improvement. Clarendon; 85%, 78%, 66%, 67% compared to National, 79%, 81%, 82%, 74%.
- Writing at Expected has been on a downward trajectory over the last 3 years but in 2016 there has been a significant school improvement where the results are broadly in line with National. 63%, 53%, 51%, 63% compared to National, 67%, 70%, 72%, 66%.
- Maths at Expected has been on a downward trajectory over the last 3 years but in 2016 there has been a significant school improvement. Clarendon; 73%, 72%, 56%, 67% and National; 78%, 80%, 82%, 73%.

Subject analysis (Greater Depth):

- 32% of our children achieved Greater Depth in Reading; this is significantly above National who achieved 24%. Slight gap of 7% between Greater Depth boys and girls in Reading, 28% boys compared to 35% girls.
- 13% of our children achieved Greater Depth in Writing; this is in line with Bolton who achieved 13%.
- 20% of our children achieved Greater Depth in Maths; this is broadly in line with National by 2%. There is a significant gap between boys and girls in Maths where 31% of boys reached the high standard compared to 10% of girls.

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SEND children analysis for Key Stage 1:

- 5 children with SEND.
- 20% of children achieved expected compared to 20% in Bolton in Reading.
- 20% of children achieved expected compared to 12% in Bolton in Writing.
- 20% of children achieved expected compared to 25% in Bolton in Maths.
- In Reading the 3 year trend would suggest that the performance of SEND has changed direction and has **decreased by 9% in 2016 (25%, 29%, 20%)**. The downward shift is the same as Bolton for 2016 (34%, 34%, 20%).
- In Writing the 4 year trend would suggest that the performance of SEND fluctuates, but has **increased dramatically by 20% since 2015 where no SEND children achieved (13%, 0%, and 20%)** compared to Bolton (19%, 19%, and 12%).
- In Maths the 4 year trend would suggest that the performance of SEND fluctuates, but has **increased dramatically by 20% since 2015 where no SEND children achieved (13%, 0%, and 20%)** compared to Bolton (33%, 36%, and 25%).

EAL analysis for Key Stage 1:

- 42 children with EAL.
- 57% of children achieved Expected compared to 85% in Bolton in Reading.
- 52% of children achieved Expected compared to 82% in Bolton in Writing.
- 60% of children achieved Expected compared to 87% in Bolton in Maths.
- 3 year trend would suggest that we are on a **downward trajectory (73%, 67%, 57%)** compared with Bolton (75%, 75%, and 65%) in **Reading**.
- 3 year trend would suggest that we **decreasing (59%, 52%, and 51%)**. Bolton (63%, 62%, 59%) in **Writing**.
- 3 year trend would suggest that we are **increasing (73%, 53%, 60%)** compared with Bolton (72%, 74%, 66%) in **Maths**.

Disadvantaged children analysis for Key Stage 1:

- 22 Disadvantaged children.
- 55% of children achieved expected compared to 59% in Bolton in Reading.
- 50% of children achieved expected compared to 51% in Bolton in Writing.
- 45% of children achieved expected compared to 60% in Bolton in Maths.
- 3 year trend would suggest that we are **increasing (65%, 52%, 55%)** compared with Bolton (68%, 68%, 59%) in Reading.
- 3 year trend would suggest that we are **significantly increasing (35%, 29%, and 50%)** compared with Bolton (52%, 57%, 51%) in Writing.
- 3 year trend would suggest that our results **fluctuate, increasing in 2016 (71%, 38%, 45%)** compared with Bolton (67%, 70%, 60%) in Maths.

Points to consider for action in 2017

- How are Disadvantaged children going to be tracked in Year 1 given the attainment gap of 17% in the Phonics Screening Test?
- The 3 year trend for reading, writing and maths was a downward trajectory until 2016 where performance has increased at expected levels. How is this to be maintained?
- What provision is in place for disadvantaged children working towards expected in all core subjects, but maths in particular in 2017?
- How are the SEND and EAL children going to be supported so they achieve the same standard as all children?
- How are the interim standard criteria going to be used this year?

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- How is cohort moderation going to be improved to ensure that all children achieve the Expected standard?

Strengths:

- Performance at Greater Depth in Reading, Writing and Maths V National.
- Girls and boys are broadly in line in all subjects.

Areas to develop:

- Performance at the 'Expected' standard V National in Reading, Writing and Maths.
- Performance of SEND children.
- Disadvantaged children: despite performance improving in 2016 in Reading, Writing and Maths, the children are significantly below other children and compared to National figures.
- Performance of EAL children.

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Key Stage 2

		CLARENDON	BOLTON
Contextual data	BME	100%	35%
	Deprived areas	88%	57%
	EAL	82%	27%
Expected Maths	All pupils	65%	73%
Expected Writing	Girls	66%	73%
	Boys	64%	74%
	All pupils	82%	75%
Expected Reading	Girls	84%	82%
	Boys	80%	69%
	All pupils	48%	63%
Expected GPS	Girls	56%	67%
	Boys	43%	59%
	All pupils	68%	74%
	Girls	72%	80%
	Boys	66%	69%
Combined Expected reading, writing, maths	60 children	46%	55%
High Standard Maths	All pupils	12%	18%
Greater Depth Standard Writing	Girls	12%	17%
	Boys	11%	20%
	All pupils	20%	14%
High Standard Reading	Girls	32%	18%
	Boys	11%	10%
	All pupils	7%	16%
High Standard GPS	Girls	8%	18%
	Boys	6%	14%
	All pupils	13%	24%
	Girls	24%	29%
	Boys	6%	19%
Combined High Standard reading, writing, maths		5%	5%

Summary:

- The highest % of BME in Bolton, and high % of children from deprived areas (88%) and EAL (82%).
- Attainment at Expected dropped from previous year in **Reading 48% (-21%)**, yet increased in **Writing 82% (+3%)** and **Maths 65% (+1%)**.
- SEND children are significantly under-performing against non-SEND **Reading 48% V 0%**, **Writing 82% V 14%**, **GPS 68% V 14%** and **Maths 65% V 0%** and that of the LA (**Reading -23%**, **Writing -10%**, **GPS -11%** and **Maths -28%**).

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- Disadvantaged Children (FSM Ever 6) have achieved more this year than they have in previous years in **Maths +4%**, **Writing +6%**, **GAPS +14%**, **yet -4% in Reading**. Disadvantaged children **out-perform in Reading by 3%**, yet under-perform in **Writing by 7%**, **by 4% in GPS** and **11% in Maths**. The gap between disadvantaged and non is shrinking in all subjects.
- EAL children under-perform at the expected standard in **Reading -3%** and that of the LA (**Reading -11%**, **GPS -5%** and **Maths -9%**.) **EAL out-perform in GPS by 1%**, **in line with writing with 82%** and **in line with Maths with 65%**. **EAL out-perform Bolton by 8% in Writing**.

Progress:

Progress Measures in Reading **-0.3**, Writing **3.4** and Maths **0.6**; compared to Bolton **-0.2** in Reading, **3.3** in Writing and **-0.3** in Maths.

Percentiles	Reading	Writing	Maths
Top 5%	4.6 and above	4.4 and above	4.3 and above
Next 20%	1.8 to 4.5	1.9 to 4.3	1.6 to 4.2
Next 15%	0.7 to 1.7	0.8 to 1.8	0.6 to 1.5
Middle 20%	-0.6 to 0.6	-0.5 to 0.7	-0.6 to 0.5
Next 15%	-1.6 to -0.7	-1.6 to -0.6	-1.6 to -0.7
Next 20%	-4.0 to -1.7	-4.8 to -1.7	-4.0 to -1.7
Bottom 5%	-4.1 and below	-4.9 and below	-4.1 and below

[The table shows the percentile distribution across the three subjects. All of the schools below the progress element of the floor standard in an individual subject will be in the bottom 5% of that subject.

A negative Reading score does not mean that the children have not made any progress between KS1 and KS2. A negative score means that they have made less progress than other children nationally with similar prior attainment.]

Attainment:

	Reading Average Scales Score 2016			Maths Average Scales Score 2016		
	Clarendon	Bolton	Nat	Clarendon	Bolton	Nat
All Children	100.4	102.1	103	101.8	103.8	103
Girls	103.2	102.9	103	102.7	103.6	103
Boys	98.7	101.3	102	101.2	104.0	103
Disadvantaged	99.9	100.0		100.6	101.5	
Non Disadvantaged	100.8	103.2		102.8	105.0	
SEND	85.8	94.9		88.8	96.8	
EAL	99.4	99.4		101.1	101.1	

For 2016 the assessment score at KS2 is no longer the Average Point Score but has moved to a Scaled Score. For individual children a Scaled Score of 100 is the score at which they

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are considered to have reached the 'Expected Standard'. Clarendon's Average Scaled Score is the headline performance measure and will appear in performance tables.

Detailed Breakdown KS2

Key Stage 2 Contextual Data:

- 60 children in cohort.
- 88% of children live in the 30% most deprived, we rank 22nd.
- 100% BME, we rank 1st in Bolton.
- 12% of children are working within SEND, 16% of children in Bolton are SEND, we rank 56th.
- 82% of children are EAL children compared to 27% in Bolton; we rank 9th.
- 47% of children are entitled to FSM compared with Bolton 36%, we rank 30th.

Subject analysis (Expected):

- 46% of our children achieved Expected in Reading, Writing and Maths combined compared to 55% at Bolton and 53% National level.
- Girls (84%) slightly outperformed boys (80%) at the Expected standard in Writing.
- Girls (56%) significantly outperformed boys (43%) at the Expected standard in Reading.
- Boys (66%) and girls (64%) are broadly in line working at the Expected standard in Maths.
- Girls (72%) slightly outperformed boys (66%) working at the Expected standard in GPS.

- 48% of children achieved Expected in Reading compared with National (66%); this is a significant difference of -18%.
- 82% of children achieved Expected in Writing compared with National (74%); this is a slight difference of +8%.
- 65% of children achieved Expected in Maths compared with National (70%); this is a significant difference of -5%.
- 68% of children achieved the High Standard in GPS compared with National (72%); this is a significant difference of -4%.

4 Year trend analysis:

- Reading at the Expected standard over the past four years has steadily started to fall, (84%, 63%, 69% and 48%) compared with National (75%, 78%, 80% and 66%).
- Writing at the Expected standard over the past four years has been on a downward trajectory and now increasing in 2016, (98%, 84%, 79% and 82%) compared with National (83%, 85%, 87% and 74%).
- Maths at the Expected standard over the past four years has steadily fallen and now increasing slightly in 2016, (90%, 76%, 64% and 65%) compared with National (73%, 76%, 77% and 70%).
- 2016 was the first year where the 'New Curriculum 2014' was tested using the SATs using a reformed method of reporting results using scaled scores instead of levels.

Subject analysis (High Standard):

- 5% of our children achieved Expected in Reading, Writing and Maths combined compared to 5% at Bolton and 5% National level.
- Girls (32%) significantly outperformed boys (11%) at Greater Depth in Writing.
- Girls (8%) and boys (6%) are broadly in line working at the High Standard in Reading.

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- Girls (12%) and boys (11%) are broadly in line working at the High Standard in Maths.
- Girls (24%) significantly outperformed boys (6%) working at the High Standard in GPS.
- 7% of children achieved the High Standard in Reading compared with National (19%); this is a significant difference of -12%.
- 20% of children achieved the High Standard in Writing compared with National (15%); this is a slight difference of +5%.
- 12% of children achieved the High Standard in Maths compared with National (17%); this is a significant difference of -5%.
- 13% of children achieved the High Standard in GPS compared with National (23%); this is a significant difference of -10%.

SEND children analysis for Key Stage 2:

- 7 children with SEND.
- 0% of children achieved the Expected standard compared to 23% in Bolton in Reading.
- 14% of children achieved the Expected standard compared to 24% in Bolton in Writing.
- 14% of children achieved the Expected standard compared to 25% in Bolton in GPS.
- 0% of children achieved the Expected standard compared to 28% in Bolton in Maths.
- In Reading the 3 year trend would suggest that the performance of SEND fluctuates but has fallen in 2016 (11%, 14% and 0%) compared to Bolton (44%, 43% and 23%).
- In Writing the 3 year trend would suggest that the performance of SEND has fallen dramatically year on year. In 2016 there was a 15% difference against the previous year (45%, 29% and 14%) compared to Bolton (56%, 54% and 24%).
- In Maths the 3 year trend would suggest that the performance of SEND fluctuates but has fallen, (11%, 29% and 0%) compared to Bolton (42%, 45% and 28%).
- In GPS the 3 year trend would suggest that the performance of SEND fluctuates but has fallen in 2016 (22%, 43% and 14%) compared to Bolton (28%, 31% and 25%).

EAL analysis for Key Stage 2:

- 49 children with EAL.
- 45% of children achieved the Expected standard compared to 56% in Bolton in Reading.
- 82% of children achieved the Expected standard compared to 74% in Bolton in Writing.
- 69% of children achieved the Expected standard compared to 74% in Bolton in GPS.
- 65% of children achieved the Expected standard compared to 74% in Bolton in Maths.
- In Reading the 3 year trend would suggest that the performance of EAL fluctuates but has fallen in 2016 (59%, 69% and 45%) compared to Bolton (74%, 73% and 56%).
- In Writing the 3 year trend would suggest that the performance of EAL was on a downward trajectory but has increased in 2016 (83%, 79% and 82%) compared to Bolton (90%, 85% and 74%).

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- In Maths the 3 year trend would suggest that the performance of EAL is on a downward trajectory, (73%, 69% and 65%) compared to Bolton (81%, 77% and 74%).
- In GPS the 3 year trend would suggest that the performance of EAL was on a downward trajectory but has increased in 2016 (73%, 67% and 69%) compared to Bolton (77%, 77% and 74%).

Disadvantaged children analysis for Key Stage 2:

- 28 Disadvantaged children.
 - 50% of children achieved the Expected standard compared to 53% in Bolton in Reading.
 - 75% of children achieved the Expected standard compared to 65% in Bolton in Writing.
 - 64% of children achieved the Expected standard compared to 64% in Bolton in GPS.
 - 54% of children achieved the Expected standard compared to 61% in Bolton in Maths.
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- In Reading the 3 year trend would suggest that the performance of Disadvantaged is on a downward trajectory (77%, 54% and 50%) compared to Bolton (67%, 69% and 53%).
 - In Writing the 3 year trend would suggest that the performance of Disadvantaged was on a downward trajectory but has increased in 2016 (92%, 69% and 75%) compared to Bolton (80%, 80% and 65%).
 - In Maths the 3 year trend would suggest that the performance of Disadvantaged was on a downward trajectory but has increased in 2016 (77%, 50% and 54%) compared to Bolton (69%, 69% and 61%).
 - In GPS the 3 year trend would suggest that the performance of Disadvantaged was on a downward trajectory but has increased in 2016 (85%, 50% and 64%) compared to Bolton (59%, 64% and 64%).

Points to consider for action in 2017

- Working at Expected Girls and Boys are broadly in line by 2% in Maths and 4% in Writing, yet there is a widening gap of 13% in Reading and 6% in GPS. How are boys going to be engaged in reading and GPS in 2017?
- Working at Expected, KS2 is below National in reading by 18%, 5% in Maths 4% in GPS, yet out-performing in writing by 12%.
- Combined result at Expected is 46% compared with National 53% and Bolton 55%. Floor was a target of 65%.
- Working at the High Standard girls and boys are broadly in line in Maths by 1% and 2% in Reading.
- Combined result at the High Standard is 5% compared in line with National 5% and Bolton 5%.
- Why are 13% more of girls achieving the Expected standard? Given the high reading target for this year of 77% to achieve 100+, how are all children going to be supported to achieve the required standard?
- Why is there a 20% gap between boys and girls achieving Greater Depth in Writing?

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- Why is there an **18% gap between boys and girls** achieving the High Standard in GPS?
- How are the needs to the SEND children going to be met in 2017 given that the numbers of SEND are decreasing, **yet the results are getting lower?**
- How is cohort moderation going to be improved to ensure that all children achieve the Expected standard and the average scaled score improves?
- How are the interim standards going to be used?

Strengths:

- Girls and boys are broadly in line in Maths at the expected standard.
- Girls and boys are broadly in line working at the High Standard in Reading and Maths.
- Writing and Maths working at Expected have bucked the internal 4 year trend and have made slight improvements compared to 2015.
- Performance of Writing V Bolton and National figures.
- Performance of EAL in writing is in line with all other children in Writing and Maths; they out-perform in GPS by 1%.
- Performance of Disadvantaged children in Reading.
- Combined performance of Disadvantaged children is in line with all other children, 46%.

Areas to develop:

- Girls out-perform boys significantly in Reading and slightly in Writing and GPS.
- Reading for 'all children' and compared with National figures.
- Performance at Expected standards in Reading, Maths and GPS V National figures.
- Combined results at Expected and at the High Standard.
- Performance of boys at the High Standard in Writing and GPS.
- Performance of SEND children in Reading, Writing, GPS and Maths.
- Performance of EAL children in Reading.
- Performance of Disadvantaged children in Writing, GPS and Maths.