

School Performance Accountability
Clapham Terrace Community Primary and Nursery School

| Outcomes at the end of key stage 2 | | School 2016 | School 2017 | School 2018 | Floor | Coasting |
|-------------------------------------------|----------------------------|--------------------|--------------------|--------------------|--------------|-----------------|
| Attainment | Expected standard+ in RWMa | 57% | 61% | 86% | 65% | 85% |
| | Reading scaled score | 107 | 103 | 109 | | |
| | Mathematics scaled score | 103 | 105 | 109 | | |
| Progress* | Reading progress score | 3.7 | -1.5 | +2.0 | -5 | -2.5 |
| | Writing progress score | 0.6 | -0.8 | +1.1 | -7 | -3.5 |
| | Mathematics progress score | -1.5 | -1.3 | +2.0 | -5 | -2.5 |

* state percentile rank of progress scores in brackets

| National accountability measure | | 2015 | 2016 | 2017 | 2018 |
|----------------------------------------|---------------------------------------------|-------------|-------------|-------------|-------------|
| Floor standard | Is the school above the floor standard? | yes | yes | yes | yes |
| Coasting school | Does the school meet the coasting elements? | no | no | no | no |
| | Is the school a coasting school? | no | no | no | no |

Key stage 2

| | reading | | writing | | mathematics | | grammar, punctuation & spelling | |
|-------------|----------------|---------------|----------------|---------------|--------------------|---------------|--------------------------------------------|---------------|
| | Exp+ standard | high standard | Exp+ standard | high standard | Exp+ standard | high standard | Exp+ standard | high standard |
| 2016 | 70% (N66%) | 47% (N19%) | 70% (N74%) | 13% (N15%) | 57% (N70%) | 23% (N17%) | 67% (N73%) | 40% (N23%) |
| 2017 | 61% (N71%) | 29% (N25%) | 71% (N76%) | 18% (N18%) | 68% (N75%) | 32% (N23%) | 68% (N77%) | 32% (N31%) |
| 2018 | 93% (N75%) | 48% (N28%) | 93% (N78%) | 28% (N20%) | 90% (N76%) | 41% (N24%) | 93% (N78%) | 55% (N34%) |

Key stage 2 Progress (In year data)

| | reading | | writing | | mathematics | |
|-------------|----------------|----------------------|----------------|----------------------|--------------------|----------------------|
| | Exp+ | Better than expected | Exp+ | Better than expected | Exp+ | Better than expected |
| 2016 | 74% | 52% | 77% | 57% | 96% | 86% |
| 2017 | 92% | 46% | 88% | 35% | 92% | 58% |
| 2018 | 97% | 21% | 97% | 34% | 97% | 28% |

Key stage 1

| | reading | | writing | | mathematics | |
|-------------|----------------|---------------|----------------|---------------|--------------------|---------------|
| | Exp+ standard | high standard | Exp+ standard | high standard | Exp+ standard | high standard |
| 2015 | 67% (N82%) | 23% (N32%) | 63% (N72%) | 10% (N18%) | 63% (82%) | 17% (N26%) |
| 2016 | 67% (N74%) | 23% (N24%) | 63% (N65%) | 10% (N13%) | 63% (73%) | 17% (N18%) |
| 2017 | 73% (N76%) | 40% (N25%) | 70% (N68%) | 27% (N16%) | 70% (75%) | 33% (N21%) |
| 2018 | 80% (N75%) | 40% (N26%) | 80% (N70%) | 27% (N18%) | 80% (N77%) | 40% (N25%) |

Key stage 1 Progress

| | Reading PROGRESS | | Writing PROGRESS | | Mathematics PROGRESS | |
|-------------|-------------------------|----------------------|-------------------------|----------------------|-----------------------------|----------------------|
| | Exp+ standard | Better than expected | Exp+ standard | Better than expected | Exp+ standard | Better than expected |
| 2016 | 71% | 56% | 96% | 56% | 100% | 72% |
| 2017 | 84% | 16% | 76% | 24% | 79% | 17% |
| 2018 | 90% | 41% | 87% | 28% | 90% | 24% |

Phonics

| | Year 1 | Year 2 |
|-------------|---------------|---------------|
| 2015 | 66% (N77%) | 40% (90) |
| 2016 | 76% (N81%) | 30% (91) |
| 2017 | 82% (N81%) | 71% (92) |
| 2018 | 90% (N83%) | 83% |

Early Years

| | good level of development |
|-------------|----------------------------------|
| 2015 | 71% (N66%) |
| 2016 | 67% (N69%) |
| 2017 | 73% (N71%) |
| 2018 | 77% (N73%) |

Attendance

| | 2015 | 2016 | 2017 | 2018 |
|------------------------|--------------|-------------|-------------|-------------|
| Attendance | 95.07% | 95.09% | 96.08% | |
| Persistent abs | 1.8% (2.7) | 7.9% (8.8) | 8.5% (8.7) | |
| Exclusions (FT) | (1.9%) (0.5) | 1.4% (0.5) | 0.9% (0.6) | |

School Performance Accountability

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Progress In Year Yr 1,3,4,and 5 2017-18

| | reading | | writing | | mathematics | |
|----------|-------------|----------------------|-------------|----------------------|-------------|----------------------|
| | Exp+ | Better than expected | Exp+ | Better than expected | Exp+ | Better than expected |
| 1 | 100% | 81% | 100% | 74% | 100% | 74% |
| 3 | 90% | 17% | 93% | 34% | 93% | 38% |
| 4 | 100% | 50% | 79% | 25% | 96% | 33% |
| 5 | 73% | 43% | 70% | 13% | 70% | 13% |

Strengths and weaknesses in 2017-18 dataset

| | strengths | Development points |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress | <ul style="list-style-type: none"> Middle attainers made good progress in writing Progress in KS2 for all groups is good The marks for spelling at KS 2 are significantly better than last year. | <ul style="list-style-type: none"> Progress rates of year 5 , due to significant level of need is a challenge , although progress from starting points is clearly evident Converting all Greater depth children at KS1 to Greater Depth at KS2 High attainers , 4 didn't convert from high prior attainers to Greater Depth |
| Attainment | <ul style="list-style-type: none"> Greater depth score in reading and writing at KS1 are significantly above national Greater depth KS2 is above national Phonics attainment higher than national KS1 attainment is now above national, EYGS GLD is above national RWM at KS 2 is well above national Attainment at the higher standard in above national Depth at KS2 I lower attainer at KS1 achieved ARE at KS2 in writing and GPS | <ul style="list-style-type: none"> Attainment for disadvantaged children who are low ability particularly in Yr 5 |

Potential challenges in 2019 school performance

- High attaining children at KS 1 – conversion to greater depth at KS2
- Progress of More able children in Y6 on prior attainment in KS 1 , particularly in girls maths
- The Yr 6 cohort has 8 severe SEND children , 3 have EHCP and 1 is SP and L with a place at special provision , 1 was discharged from the SP and L unit during Yr 5 , 1 is a LAC with complex CP . All children have significant needs . 3 of these children are being targeted to reach expected levels . All have very low starting points