

## APPENDIX 2

### Standards at the end of Key Stage 2

#### DATA

This report contains information about 2010 Key Stage 2 results.

#### Actual Results

The % attainment of the cohort at Levels 4+ and 5+ for English, mathematics and science.

For benchmarking purposes, a table showing Wirral and England Average Results are shown.

#### Fischer Family Trust Estimates

Fischer Family Trust (FFT) is an independent organization which produces National data used by schools and LAs to support education. Estimates of potential attainment are provided based on pupils' **prior attainment plus social context factors** such as school's Free School Meal data (Estimate B, 'similar' schools) and upon the progress made by schools in the top 25% percentile of value added scores nationally (Estimate D, top quartile).

Use of the two estimates allows the impact of school context to be included in any discussion. The figures show the estimated result that a school should attain at the end of Key Stage 2 based on the results of that cohort's Key Stage 1 results.

The source of the FFT estimates used in this document is DfE Data Feed 16/12/2010; DfE SFR36/2010 16/12/2010.

#### Actual Results Minus Fischer Family Trust Estimates

Subtracting the FFT estimate from the actual result gives an indication of how well a school has performed based on:

- all 'similar' schools nationally; the Actual minus FFT B
- the top 25% of 'similar' schools nationally; the Actual minus FFT D

This is a value-added measure as it can be used to determine how well a school has performed related to national prior attainment figures.

#### Performance Table Figures

The Government publish annual tables which show data for Wirral Schools. The data includes Contextual Value Added and coverage indicators.

#### **What is meant by value added?**

Raw test results tell us whether pupils have scored above or below expected

national levels. They do not tell us whether a pupil has made more progress than expected from one Key Stage 1 to Key Stage 2.

The progress schools help individuals to make relative to their different starting points is usually referred to as **value added (VA)**. Value added measures are intended to allow more relevant comparisons between schools with different pupil intakes.

For example, pupils attending school 'A' may achieve results in Key Stage 2 tests above the expected national level while pupils at school 'B' achieve below. However, in value added terms, the pupils at school 'B' may have made more progress than other pupils relative to their Key Stage 1 starting point and, therefore, have a higher **value added**.

If the value added score is between 99 and 101 then pupils in the school are making progress in line with national expectations.

Other factors will have an impact on a school's VA score. The performance tables use the measures of coverage and mobility to indicate where a VA score may be unrepresentative.

Contextual Value Added (CVA) is not very different from VA. The basic principle of measuring progress from the KS1 to KS2 remains the same. However, a number of other factors which are outside a school's control, such as gender, special educational needs, movement between schools, and family circumstances, are also known to affect pupils' performance.

CVA therefore goes a step further than VA by taking these factors into account and thus gives a much fairer measure of the effectiveness of a school.

## Key Stage 2 2010 results by school

ENGLISH							
DfE	School	Level 4+			Level 5+		
		Actual	FFT B	FFT D	Actual	FFT B	FFT D
2244	Egremont Primary	68	68	76	25	16	23
2108	Kingsway Primary	88	81	88	19	21	29
2110	Park Primary	63	72	80	17	23	30
2107	Riverside Primary	83	67	75	23	18	25
2111	Somerville Primary	71	75	83	32	19	26
3333	St Joseph's Catholic Primary	63	71	78	11	17	25

MATHS							
DfE	School	Level 4+			Level 5+		
		Actual	FFT B	FFT D	Actual	FFT B	FFT D
2244	Egremont Primary	75	72	80	30	23	31
2108	Kingsway Primary	81	80	85	31	35	43
2110	Park Primary	90	69	78	37	28	35
2107	Riverside Primary	90	71	81	33	27	34
2111	Somerville Primary	74	71	79	23	22	29
3333	St Joseph's Catholic Primary	48	73	78	11	29	37

ENGLISH AND MATHS							
DfE	School	Level 4+			Level 5+		
		Actual	FFT B	FFT D	Actual	FFT B	FFT D
2244	Egremont Primary	58	60	70	23	11	17
2108	Kingsway Primary	75	72	79	19	14	21
2110	Park Primary	63	62	72	17	17	23
2107	Riverside Primary	83	59	69	20	15	20
2111	Somerville Primary	64	63	74	21	12	18
3333	St Joseph's Catholic Primary	41	64	71	4	12	18

## Key Stage 2 2010 Actuals and FFT Value Added Scores

ENGLISH							
DfE	School	Level 4+			Level 5+		
		Actual	- FFT B	- FFT D	Actual	- FFT B	- FFT D
2244	Egremont Primary	68	0	-9	25	9	2
2108	Kingsway Primary	88	7	0	19	-2	-10
2110	Park Primary	63	-9	-17	17	-6	-13
2107	Riverside Primary	83	16	8	23	5	-2
2111	Somerville Primary	71	-4	-12	32	13	6
3333	St Joseph's Catholic Primary	63	-8	-15	11	-6	-14

MATHS							
DfE	School	Level 4+			Level 5+		
		Actual	- FFT B	- FFT D	Actual	- FFT B	- FFT D
2244	Egremont Primary	75	3	-5	30	7	-1
2108	Kingsway Primary	81	1	-4	31	-4	-12
2110	Park Primary	90	21	12	37	9	2
2107	Riverside Primary	90	19	9	33	6	-1
2111	Somerville Primary	74	3	-5	23	1	-6
3333	St Joseph's Catholic Primary	48	-25	-30	11	-18	-26

ENGLISH AND MATHS							
DfE	School	Level 4+			Level 5+		
		Actual	- FFT B	- FFT D	Actual	- FFT B	- FFT D
2244	Egremont Primary	58	-2	-13	23	12	6
2108	Kingsway Primary	75	3	-4	19	5	-2
2110	Park Primary	63	1	-9	17	0	-6
2107	Riverside Primary	83	24	14	20	5	0
2111	Somerville Primary	64	1	-10	21	9	3
3333	St Joseph's Catholic Primary	41	-23	-30	4	-8	-14

**Red shading** indicates 5% or more below estimate; **Green shading** indicates 5% or more above estimate.

### Wirral and National Figures

	English		Maths		English and Maths	
	Level 4+	Level 5+	Level 4+	Level 5+	Level 4+	Level 5+
Wirral	82	34	82	35	75	23
England	80	33	79	34	74	23

## Performance Table Data 2010

DfE	School	CVA SCORE
2244	Egremont Primary	100.9
2108	Kingsway Primary	100.6
2110	Park Primary	101.5
2107	Riverside Primary	101.7
2111	Somerville Primary	100.9
3333	St Joseph's Catholic Primary	98.9

Red shading indicates below the expected rate of progress, and green above the expected rate of progress.

### SUMMARY

#### Kingsway Primary School

There were 16 pupils in the 2010 Year 6 cohort at Kingsway Primary, with each child being represented as 6.3%.

Results at Kingsway Primary in English L4+ and Science (TA) at both levels are above the Wirral and national averages. English L5+ and Maths L5+ are below both the Wirral and national averages.

Maths L4+ is below the Wirral average, but above the national average.

The Performance Table overall value added score of 100.6 indicates that pupils at Kingsway Primary School are making the expected rate of progress.

#### Riverside Primary School

There were 30 pupils in the 2010 Year 6 cohort at Riverside Primary School, with each child being represented as 3.3%.

Results at Riverside Primary in English L4+, Maths L4+ and Science (TA) at both levels are above the Wirral and national averages.

English L5+ and Maths L5+ are below both the Wirral and national averages.

The Performance Table overall value added score of 101.7 indicates that pupils at Riverside Primary School are making more than the expected rate of progress.

#### Somerville Primary School

There were 66 pupils in the 2010 Year 6 cohort at Somerville Primary, with each child being represented as 1.5%.

Results at Somerville in all three core subjects at both levels were below both the Wirral and national averages.

The Performance Table overall value added score of 100.9 shows that pupils at Somerville Primary School are making the expected rate of progress.

## OFSTED

*The following are extracts from the most recent Ofsted report*

### **Kingsway Primary School (2008)**

Kingsway School's overall effectiveness is satisfactory. Pupils behave well and they develop good cultural understanding. They enjoy positive relationships with adults and with each other. School leaders evaluate the school's effectiveness well and have begun to take good action to improve it. These are good features of the school's work. Pupils' achievement is satisfactory overall. From their very low start in the EYFS, pupils make satisfactory progress overall throughout the school. However, this is inconsistent across subjects. Pupils achieve well in writing and mathematics so that standards by the end of Year 6 are average. In reading and science pupils do not do as well and standards are below average. Improvements in the teaching of reading are now giving pupils a satisfactory foundation in the development of reading skills so that standards are improving but remain below average in both key stages.

The provisional Year 6 national test results in 2008, together with school data, show that standards in science are below average. Although achievement in science is currently inadequate inspection evidence indicates that it is improving. School leaders are taking effective steps to address the weaknesses in pupils' investigative skills in science and improvements in the teaching of science are giving pupils more opportunities to carry out practical scientific investigations. Pupils' personal development and well-being is satisfactory. Pupils report that they are happy at school. They are polite and courteous to visitors and they have a good understanding of how their actions affect others. Their appreciation of the diversity and richness of other cultures is good because the school provides pupils with rich opportunities to learn about these things through visits, assemblies and creative activities. Pupils' understanding of how to keep safe and live healthy lifestyles is satisfactory. They are proud that they have begun to make a contribution to the school community through the work of the recently formed school council. They make a satisfactory contribution to the wider community by raising funds for various local and national charities. Attendance is broadly average. Teaching and learning are satisfactory overall. Effective monitoring is identifying areas for development. Improvements in the teaching of reading and science, for example, are improving the quality of learning in these two areas. Good teaching of writing and mathematics in Key Stage 2 promotes good achievement in these subjects. Teachers have begun to use marking effectively to raise standards. In some classes exceptionally good marking accelerates pupils' progress and helps them to improve their own work. The school is working hard to extend and enhance pupils' learning opportunities. Currently, the curriculum is satisfactory but it is becoming steadily more enriched and relevant to pupils' interests, such as through the provision for sport, art, music and residential visits. Pupils have begun to develop and use their literacy and numeracy skills in other subjects and school leaders are monitoring these developments and their impact on pupils' learning well.

The day-to-day care of pupils is good. Pupils say that they feel safe and well cared for. They confirm that there is always someone to help them if they have

any concerns. Support and guidance for pupils' academic development is satisfactory. Teachers have set pupils targets for their learning and pupils are developing an understanding of how working towards these targets helps them to improve their work.

School leaders evaluate the school well and set appropriately challenging goals for the improvement. This is backed up with effective checks to confirm the impact of actions taken to improve it, such as by monitoring teaching, learning and pupils' progress. Day-to-day management by school leaders is satisfactory but governance is inadequate as the governing body does not operate effectively. This limits the school's capacity to improve which is satisfactory rather than good, as the school evaluates it to be. Partnerships with parents and the wider community are satisfactory and the school takes appropriate steps to promote community cohesion. However, the school does not communicate its vision or celebrate its successes well enough to ensure that parents are kept informed and understand how it is making improvements.

### **Riverside Primary School (2009)**

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The school provides pupils with a satisfactory and rapidly improving standard of education. It has successfully addressed the significant weaknesses in leadership and management that were identified at the last inspection. This has meant that the school is much better placed to raise pupils' achievement and standards even further.

Overall, pupils achieve satisfactorily and, by the time they leave Year 6, reach average standards in English, mathematics and science. Improvements this year in the content and breadth of pupils' writing, linked to a keen focus on promoting their speaking and listening skills, have led to higher standards and better achievement in the subject. However, the lower quality of pupils' handwriting and spelling means that standards in writing are still below average. All pupils do well in science, because of the school's recent emphasis on enabling them to test their predictions through investigation. However, in other subjects the more able pupils underachieve because they are not always sufficiently challenged. Pupils' personal development is good and they feel cherished and safe. They behave well, have positive attitudes to learning and are open and friendly. Many display a good understanding of the benefits of a balanced diet, regular exercise and they know how to avoid unnecessary risk.

The quality of teaching and learning is satisfactory overall, ranging from satisfactory to good. Where learning is best, pupils play a very active role and are very involved in assessing how well they and their classmates are progressing. Where teaching is good it enables all pupils to progress well by offering effective challenge to different ability groups and by providing interesting and relevant activities to which pupils respond very enthusiastically. Often, where teaching is less effective, there is an imbalance between teachers' input and pupils working independently or cooperatively on appropriate tasks. This hampers pupils' progress. The curriculum satisfactorily meets pupils' academic needs, offering them many enriching experiences, and promoting their personal development well. Pupils thoroughly enjoy visits and gain socially and culturally from visits



linked to their learning. After school and lunchtime clubs promote pupils' physical development well. The curriculum provided for younger pupils who find it difficult to learn in whole-class situations, effectively meets their needs in the school's inclusion base, the Willows.

A strength of the school is the very good quality pastoral care provided for pupils and their families. The sensitive, approachable staff reassure those pupils who have considerable barriers to their learning to settle happily and to take advantage of all that the school offers. Very strong partnerships with external agencies and with most parents ensure that the most vulnerable pupils, including those with learning difficulties and/or disabilities, are well looked after and enabled to achieve at least satisfactorily. Academic guidance has improved since the previous inspection and this means that pupils are generally well informed about how to improve their work. Despite rigorous systems to improve attendance, the school continues to find it difficult to persuade a minority of parents of the importance of sending their children to school more regularly. Consequently, attendance is well below average overall.

Leadership and management are now satisfactory and they continue to improve. In partnership with the local authority, the headteacher, other senior leaders and the governing body have tightened up systems to check on pupils' performance. They have made themselves and staff more aware of how to track and measure pupils' standards and progress and have put in place effective strategies to improve the quality of pupils' writing. They have been less successful in improving overall attendance and still have a too positive view of the school's overall effectiveness and of aspects of its provision and outcomes. Given the improvements made and indications of rising standards, the school demonstrates a satisfactory capacity to improve further.

### **Somerville Primary School (2008)**

This is a good school and its pupils achieve well. They really enjoy school, build positive relationships with staff and become mature young people because the outstanding curriculum meets their needs especially well. The exemplary senior leadership team check teaching and pupils' progress regularly and, following careful evaluation, have put in place measures which have improved the curriculum extensively. They know their school well. Since the last inspection, standards at the end of Key Stage 2 are much higher and attendance has improved significantly.

Senior leaders' forward planning is of high quality and is driven by the desire to improve standards even further. The school has excellent relationships with parents and other schools and agencies, which promote pupils' well-being in an outstanding way. The good governing body is fully supportive of the school, its staff and the pupils. It is well informed about the school and, when necessary, holds it to account for its performance. The good quality management and the extensive improvement since the last inspection indicate that the school has good capacity to improve further. It gives good value for money.

Children start school with skills that are well below those typical for their age. They make good progress through the school and by the end of Key Stage 2 reach average standards in English, mathematics and science. Teaching is consistently good in English and science. Pupils' progress is better in these two subjects than in mathematics, where in

some lessons tasks are not always matched well to pupils' differing abilities. Teachers and teaching assistants use questioning well to improve pupils' language skills. Lively presentations, often making good use of technology, stimulate pupils' desire to learn and broaden their experiences. Pupils are encouraged to become more independent, often via well chosen homework topics. An excellent example of this is the high quality work pupils completed at home in separate projects on musical instruments and the Second World War. Pupils know how to improve their English, because teachers' marking has improved during this year and is now good. Teachers' marking is less strong in mathematics because of inconsistencies in the quality of information teachers give pupils in different classes to help them improve their work. Pupils' personal development is outstanding. They thoroughly enjoy school because lessons are interesting, there is an amazing range of clubs for all ages and they want to learn. Their behaviour in assembly and in class is excellent, but sometimes at playtime and around the school a few pupils lack the self-discipline to make sensible choices. Pupils apply for jobs, for example as a school councillor, and if appointed carry them out exceptionally well. This is excellent preparation for life. In addition, pupils regularly give presentations to governors and others to support their views and to request funding in order to implement their ideas. They do their best to stay healthy, taking full advantage of the many opportunities for physical activity but are less keen to try unfamiliar foods. Most parents have every confidence in the school. They also indicate that staff are easily approachable and listen to and act upon parents' concerns. The inspection agrees with these views and that pastoral care is strong. Staff regard pupils' care and safety as their highest priority and there are many examples of sensitive and helpful support given to families. Pupils receive good academic support. They are clear about their targets in English and mathematics and how to move on to the next stage in their learning.