

APPENDIX 6

Standards at the end of Key Stage 2

DATA

This report contains information about 2008 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' own **prior attainment** (Estimate A), and pupils' **prior attainment plus social context factors** such as school's Free School Meal data (Estimate B, 'similar' schools). 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 June 2008 FFT DB v12.08.

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 schools nationally the Actual minus FFT A
- all 'similar' schools nationally the Actual minus FFT B

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.

DCSF Performance Table Figures

The DCSF 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 2008 results by school

ENGLISH							
		Level 4+			Level 5+		
DCSF	School	Actual	FFT A	FFT B	Actual	FFT A	FFT B
2275	Bidston Avenue Primary	83	85	83	28	31	27
2261	Cathcart Street Primary	100	87	83	29	31	25
2262	Cole Street Primary	69	58	54	15	14	11
3368	Holy Cross Catholic Primary	70	79	74	10	23	18
3367	Our Lady St Edward's Catholic	76	75	71	17	21	17
2249	Portland Primary	64	66	63	23	21	16
3370	St Laurence's Catholic Primary	79	64	60	21	20	17
3366	The Priory CE Primary	85	83	80	23	29	23
3372	St Werburgh's Catholic Primary	89	80	77	22	29	20

MATHS							
		Level 4+			Level 5+		
DCSF	School	Actual	FFT A	FFT B	Actual	FFT A	FFT B
2275	Bidston Avenue Primary	68	79	77	22	29	27
2261	Cathcart Street Primary	76	79	75	18	29	26
2262	Cole Street Primary	38	49	46	8	10	9
3368	Holy Cross Catholic Primary	60	74	71	13	27	23
3367	Our Lady St Edward's Catholic	79	73	70	17	23	19
2249	Portland Primary	68	62	59	32	21	18
3370	St Laurence's Catholic Primary	86	69	66	43	22	19
3366	The Priory CE Primary	81	79	76	35	28	24
3372	St Werburgh's Catholic Primary	89	79	65	22	28	19

SCIENCE							
		Level 4+			Level 5+		
DCSF	School	Actual	FFT A	FFT B	Actual	FFT A	FFT B
2275	Bidston Avenue Primary	88	92	90	47	46	42
2261	Cathcart Street Primary	94	92	90	27	45	38
2262	Cole Street Primary	77	73	69	15	21	17
3368	Holy Cross Catholic Primary	77	88	85	33	40	33
3367	Our Lady St Edward's Catholic	90	85	82	38	37	30
2249	Portland Primary	91	79	76	41	33	27
3370	St Laurence's Catholic Primary	93	81	78	43	32	27
3366	The Priory CE Primary	88	90	88	46	44	37
3372	St Werburgh's Catholic Primary	89	90	83	33	44	32

Key Stage 2 2008 Actuals and FFT Value Added Scores

ENGLISH							
DCSF	School	Level 4+			Level 5+		
		Actual	- FFT A	- FFT B	Actual	- FFT A	- FFT B
2275	Bidston Avenue Primary	83	-2	0	28	-3	1
2261	Cathcart Street Primary	100	13	17	29	-2	4
2262	Cole Street Primary	69	11	15	15	1	4
3368	Holy Cross Catholic Primary	70	-9	-4	10	-13	-8
3367	Our Lady St Edward's Catholic	76	1	5	17	-4	0
2249	Portland Primary	64	-2	1	23	2	7
3370	St Laurence's Catholic Primary	79	15	19	21	1	4
3366	The Priory CE Primary	85	2	5	23	-6	0
3372	St Werburgh's Catholic Primary	89	9	12	22	-7	2

MATHS							
DCSF	School	Level 4+			Level 5+		
		Actual	- FFT A	- FFT B	Actual	- FFT A	- FFT B
2275	Bidston Avenue Primary	68	-11	-9	22	-7	-5
2261	Cathcart Street Primary	76	-3	1	18	-11	-8
2262	Cole Street Primary	38	-11	-8	8	-2	-1
3368	Holy Cross Catholic Primary	60	-14	-11	13	-14	-10
3367	Our Lady St Edward's Catholic	79	6	9	17	-6	-2
2249	Portland Primary	68	6	9	32	11	14
3370	St Laurence's Catholic Primary	86	17	20	43	21	24
3366	The Priory CE Primary	81	2	5	35	7	11
3372	St Werburgh's Catholic Primary	89	10	24	22	-6	3

SCIENCE							
DCSF	School	Level 4+			Level 5+		
		Actual	- FFT A	- FFT B	Actual	- FFT A	- FFT B
2275	Bidston Avenue Primary	88	-4	-2	47	1	5
2261	Cathcart Street Primary	94	2	4	27	-18	-11
2262	Cole Street Primary	77	4	8	15	-6	-2
3368	Holy Cross Catholic Primary	77	-11	-8	33	-7	0
3367	Our Lady St Edward's Catholic	90	5	8	38	1	8
2249	Portland Primary	91	12	15	41	8	14
3370	St Laurence's Catholic Primary	93	12	15	43	11	16
3366	The Priory CE Primary	88	-2	0	46	2	9
3372	St Werburgh's Catholic Primary	89	-1	6	33	-11	1

Wirral and National Figures

	English		Maths		Science	
	Level 4+	Level 5+	Level 4+	Level 5+	Level 4+	Level 5+
Wirral	85	33	79	32	91	49
England	80	29	78	31	88	43

Performance Table Data 2008

DCSF	School	CVA SCORE
2275	Bidston Avenue Primary	100.2
2261	Cathcart Street Primary	99.9
2262	Cole Street Primary	100.1
3368	Holy Cross Catholic Primary	99.4
3367	Our Lady St Edward's Catholic Primary	100.6
2249	Portland Primary	101.4
3370	St Laurence's Catholic Primary	101.4
3366	The Priory CE Primary	100.9
3372	St Werburgh's Catholic Primary	101.0

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

SUMMARY

Cathcart Street Primary School

There were 17 pupils in the 2008 Year 6 cohort at Cathcart Street Primary, with each child being represented as 5.9%.

Results at Cathcart Street Primary in English L4+ and Science L4+ are above the Wirral and national averages. In English and Science L5 and in Maths at both levels, results are below both the Wirral and national averages.

Actual results for English L4+ and Science L4+ are above both FFT estimates A and B. In Maths L4+ actual results are below FFT A but above FFT B. At L5 actual results are below FFT A and FFT B for Maths and Science, while in English, they are below FFT A, but above FFT B.

The Performance Table overall value added score of 99.9 indicates that pupils at Cathcart Street Primary School are making the expected rate of progress.

Cole Street Primary School

There were 13 pupils in the 2008 Year 6 cohort at Cole Street Primary School, with each child being represented as 7.7%.

Results at Cole Street Primary in all core subjects at L4+ and L5 are below both

the Wirral and national averages.

Actual results in English L4+ and L5, and in Science L4+ were above FFT A and FFT B. In Maths L4+ and L5, and in Science L5 actual results were below both FFT A and FFT B.

The Performance Table overall value added score of 100.1 indicates that pupils at Cole Street Primary School are making the expected rate of progress.

St Laurence's Catholic Primary School

There were 14 pupils in the 2008 Year 6 cohort at St Laurence's Catholic Primary, with each child being represented as 7.1%.

Results at St Laurences in English L4+ and L5 are below both the Wirral and national averages. Results in Maths L4+ and L5 and in Science L4+ are above the Wirral and national averages, while Science L5 is equal to the national average but below the Wirral average.

In all three core subjects, results at L4+ and L5 were above both FFT A and FFT B.

The Performance Table overall value added score of 101.4 shows that pupils at St Laurences Catholic Primary School are making above the expected rate of progress.

APPENDIX 5B

OFSTED

The following are extracts from the most recent Ofsted report

Cathcart Street Primary School (2006)

Cathcart Street Primary is a good school. It enables its pupils to achieve well overall. Pupils are happy and behave well. They have positive attitudes to their work and know how to lead healthy lives. From very low standards on entry, pupils make good progress overall and leave Year 6 with broadly average standards. Children in the Foundation Stage and pupils with average ability in Years 1 to 6 make consistently good progress as a result of good teaching. The very good teaching and high quality support provided for pupils with learning difficulties and/or disabilities enable them to make outstanding progress. In Years 3 to 6, more able pupils achieve as well as they should in English but not in mathematics and science: this is because the work set for them in mathematics and science is not challenging enough. Attendance is unsatisfactory and the achievement of the most frequent absentees is depressed as a result. The punctuality of a minority of pupils is unsatisfactory.

The well planned and enriching curriculum, together with the consistently good level of care and support provided, make significant contributions to pupils' enjoyment of learning, their good personal development and their good achievement. The quality of teaching is good. As a result, pupils find their work fun and interesting. They know what to do to improve because the school has successful strategies for assessing their learning and sharing this information with them. A good range of out of class activities, such as music and sports clubs, is supported strongly by pupils and contributes well to their good personal, social and cultural development.

Leadership and management are good. The school's view of itself is accurate. Last year, managers reacted quickly and effectively to a drop in standards and morale caused by a series of unavoidable disruptions to the smooth running of the school. There has been a marked improvement this year in standards, achievement and morale because of the measures taken. The school's capacity to improve is good because of the strides it has made since the last inspection, the effective action it has taken to address weaknesses and the good quality of its plans for the future. It provides good value for money.

Cole Street Primary School (2009)

The school provides a satisfactory education for its pupils.

Pupils' spiritual, moral, social and cultural development and their overall personal development are satisfactory. Pupils are well mannered and friendly and their behaviour is generally good. They are attentive in lessons and keen to learn, especially when there are practical activities. Attendance is broadly average.

Pupils have a good understanding of what it takes to maintain a healthy lifestyle and are proud of their Activemark and Health Promoting School awards. The school council ensures that everyone has a voice in school affairs and

successfully negotiates improvements such as better playground facilities. Pupils feel safe in school and know that adult help is there, when needed.

They are keen to take on responsibilities and contribute well to the community through fundraising for local and international charities and, for example, entertaining local groups at Christmas. Projects such as helping to organise stalls at the school fair and raising funds towards the cost of their school trips help pupils to prepare satisfactorily for their future economic well-being.

Pupils achieve satisfactorily overall. On entering the Early Years Foundation Stage, children's skills are very low in relation to expectations for their age. They make satisfactory progress as they move through the school. Currently, standards at Key Stage 1 are well below average. This shows some improvement over the exceptionally low standards indicated by the national assessments in 2008. Teaching in Key Stage 1 has been strengthened and is bringing about better progress. Standards in Year 6 currently are broadly average overall but this has not been consistent over time. School assessment data for 2008 show improvements in English and science but there was a dip in mathematics. The school recognises that mathematics standards throughout the school are too low.

The quality of teaching and learning is satisfactory. Teachers are responding well to recent professional development but overall, the quality of teaching and consequently, pupils' progress are inconsistent. Lesson planning is satisfactory and learning objectives build well on what pupils already know. Teachers are beginning to use assessments more effectively to speed up progress. The curriculum enables pupils to achieve adequately in most subjects. They achieve well in sports and physical education. The increased emphasis on writing is showing positive results and mathematics is now well targeted throughout the school.

Leadership and management are satisfactory. The school has risen to the demands brought about by local changes and needs to ensure every child receives the pastoral care and support they require. There is a renewed vision and strong commitment to improving achievement and standards. The headteacher, supported by senior leaders, has steered the school through a period of instability in staffing. She has gained the confidence of all staff in enlisting the support of the local authority. Albeit recent, this is already showing signs of success in more effective teaching and better pupils' progress. Targets have been raised to reflect higher expectations. Systems for checking pupils' academic progress have been intensified to give clearer guidance for target-setting. This is a very inclusive school which amply demonstrates its commitment to equality of opportunity and the elimination of discrimination. The school promotes community cohesion well. Governors know the school well. They provide challenge and support in equal measure. Finances are managed efficiently to provide satisfactory value for money. Currently, the school has satisfactory capacity to improve further.

St Laurence's Catholic Primary School (2008)

This is a good school in which pupils achieve well both academically and in their personal development. The staff know each pupil very well and relate well to them. As a result pupils feel safe, secure and happy in school. Teachers and

other adults provide extensive support to individuals or small groups of pupils, which is very effective in enabling them to catch up or extend their learning.

From starting points which are generally well below those expected for their age children make good progress in the EYFS. Nonetheless, by the time they start Year 1 pupils' skills and knowledge remain below national expectations. The school recognises this and provides useful extra opportunities for some pupils in Year 1 to join the Reception children in the afternoon to reinforce basic skills. The good start pupils make in the EYFS is built on satisfactorily in Key Stage 1. By the end of Year 2 standards remain below average, with some weaknesses evident in the standard of pupils' writing skills. Pupils make good progress in Key Stage 2, especially in Year 5 and Year 6, in response to high quality teaching and the extra support they receive. These factors enable them to make especially good gains in their reading and mathematical skills. Older pupils demonstrate considerable keenness for mathematical reasoning, show perseverance in problem-solving and develop secure calculation skills. By the end of Year 6 pupils have done well to reach average standards in English, mathematics and science overall, but standards in writing remain a little below average. Pupils have few good opportunities in subjects other than English to enthuse them for writing and to reinforce this skill. Pupils with learning difficulties and/or disabilities make the same good progress as their class-mates.

Pupils' personal development is good. Pupils enjoy school and relate well to each other. They have a good understanding of healthy lifestyles and make good use of opportunities at play-times and in sporting activities both before and after school to take plenty of exercise. Pupils have a good awareness of how to stay safe and behave well in and around school. They have good opportunities to support each other and to contribute to the school and the wider community, for example, as school councillors and monitors. A key feature of this good sense of community is the innovative weekly pastoral care sessions which allow pupils of all ages to be taught a wide range of topics together in one class. Older pupils say they enjoy developing social and emotional skills this way through working with and helping out the younger ones. The school has many initiatives in place to promote attendance, which has been stubbornly low for several years. Despite a small improvement this term, this remains inadequate and shortfalls in attendance affect the progress of some pupils. The school's support programmes go some way to reducing the negative impact on pupils' learning. The good academic progress most pupils make in Key Stage 2 helps to raise their self-esteem and confidence, which sets them up well for later life.

The curriculum makes a good contribution to pupils' learning. It promotes pupils' personal development well through the pastoral care sessions and a good range of visitors, such as the Kerbcraft team and the Life Education Bus, which provide useful advice on how pupils can stay safe. Pupils enjoy the good opportunities they have to extend their learning by visiting local museums and the Eureka science centre. The school has a satisfactory but interesting range of extra-curricular activities, including healthy cooking sessions. Extensive attention to the individual needs of pupils with learning difficulties and/or disabilities, and those at an early stage of learning to speak English, ensure these pupils make good progress.

The school has very effective liaison with outside agencies to remove or reduce barriers to learning for pupils with identified needs. Relevant required procedures are in place for child protection, safeguarding pupils and health and safety.

School leaders track pupils' progress closely, which enables them to identify individual needs at an early stage and take the appropriate actions. Targets for pupils' progress in Key Stage 2 are regularly reviewed and frequently adjusted upwards to reflect the good progress they make over the key stage and to raise their expectations.

The quality of teaching and learning is good. Teachers manage pupils well and relate well to them. In the best lessons, expectations of pupils' behaviour and progress are high and lessons are planned very effectively to meet the needs of all pupils in the mixed-age classes. Teachers challenge pupils well to develop their thinking skills and use a good range of assessment

techniques, including oral feedback and detailed marking, to help pupils keep up and improve their work. Writing frames and examples of model answers are used well to guide pupils on how to structure their work. In some lessons where these exemplary features are less evident the pace of learning drops.

The school benefits from good quality leadership and management. The acting headteacher and his senior leadership team are highly experienced practitioners. They possess the good range of complementary skills required to guide the school through the present uncertainties, due to pressures on the school budget caused by the falling roll. They are taking effective measures to integrate new teachers into the work of the school. Governance is satisfactory in ensuring statutory requirements are met, but governors have still to fully develop their role as critical friends to the school. The school has maintained the good quality of provision since its previous inspection.