



Newton Tony CE VC Primary School



Welcome to our School Evaluation

Progress and Attainment

2019 - 2020 Headlines

In 2019 75% of KS1 achieved the expected standard in reading, writing and maths. Above LA and National

Good Leadership resulting from a strategic overhaul including a re-constituted governing body

Outstanding behaviour and pastoral care following the principles of Restorative Justice

In 2019 100% of Y2 children achieved the benchmark for the Phonics Screening Re-Check and 60% of Y1 children achieved the benchmark.

Outcomes and progress for children are good

Our Head Teacher, governors, staff, parents and children believe that the overall effectiveness of Newton Tony CE VC Primary School is Good.

Good phonics provision

In 2019 50% of KS2 were higher attainers in writing and maths. 100% of KS2 were higher attainers in GPS

We offer a tailored LOC curriculum responding to the high proportion of applications from forest school nurseries and Service families.

Good teaching, learning and assessment

Rigorous CPD training supports staff development. External EYFS audit confirms good teaching, learning and assessment.

In 2019, our Head Teacher, governors, staff, parents and children judge the quality of education for children and learners at our school to be good because we ensure high quality teaching and learning.

- EYFS outcomes (70%) are inline with National (71.8%) and significantly above the LA in number. 90% of our children achieved the number ELG
- EYFS average total point score 39.2 significantly above National 34.6
- Phonics progress and outcomes in Year 2 are outstanding (100%) due to class teacher daily booster sessions and the phonic intervention Project X (see slide 10)
- We are proud of our Y1 Phonics outcomes (60%). 40% of the children in Y1 are SEND and 40% of the children started school working at 22 months.
- KS1 Reading outcomes are in line with national and Writing and Maths are outcomes are above National.
- KS2 Reading outcomes are below national expected and GDS outcomes due to cohort fluctuation. There were two children in Y6 and each child was 50%. Our appeal to add 1 mark to the reading outcome for one child was not agreed. Writing, GPS and Maths outcomes are above national expected and GDS outcomes.
- Progress measured with rigour from every child's starting point and from the previous year
- High proportion of new starters across the school affects outcomes
- The 2 year rolling programme supports our mixed year group classes and national curriculum coverage is evaluated regularly to ensure that every child's needs are met
- Focused investment supports a rigorous CPD programme, ensuring secure understanding of outcomes and assessment
- High level of parental involvement
- Engagement with cluster schools to support moderation and LA KS1 external moderation secured end of year judgements

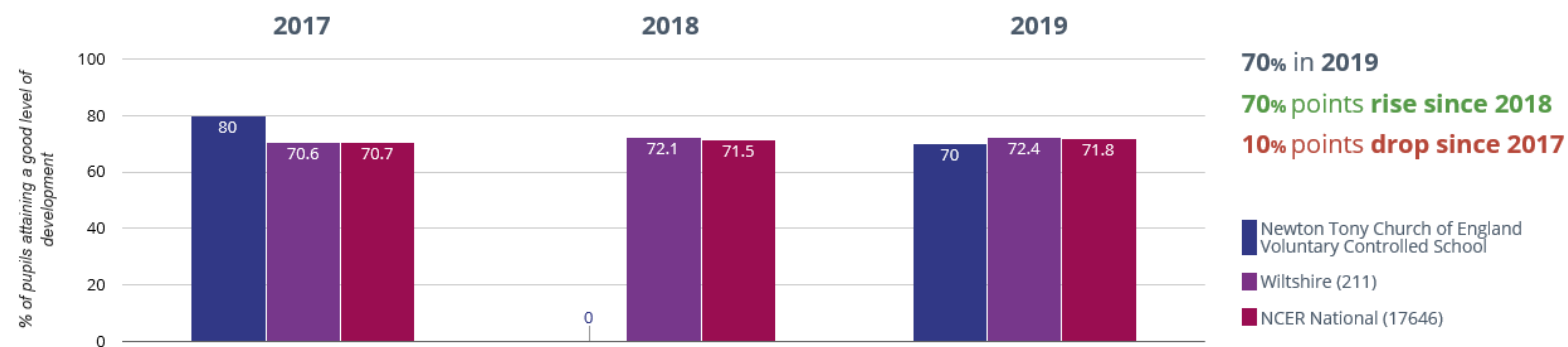


Comparative Data 2017-2019

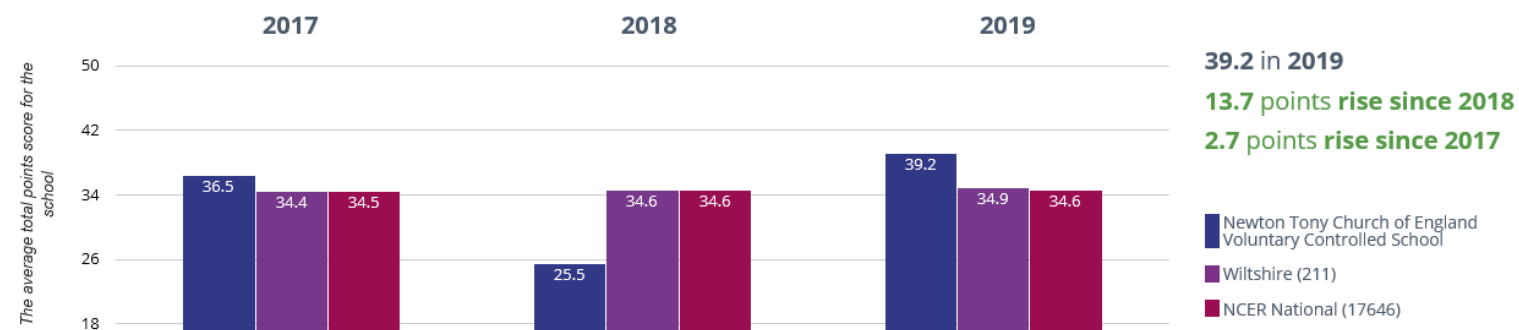
70% of our children in EYFS achieved a Good level of development. These outcomes are inline with National (71.8%). 90% of our children achieved the age related expectation for number, significantly above 80% of children within the LA.

Our EYFS average total point score is 39.2 significantly above the National score of 34.6

Good Level Of Development



Average Total Points Score



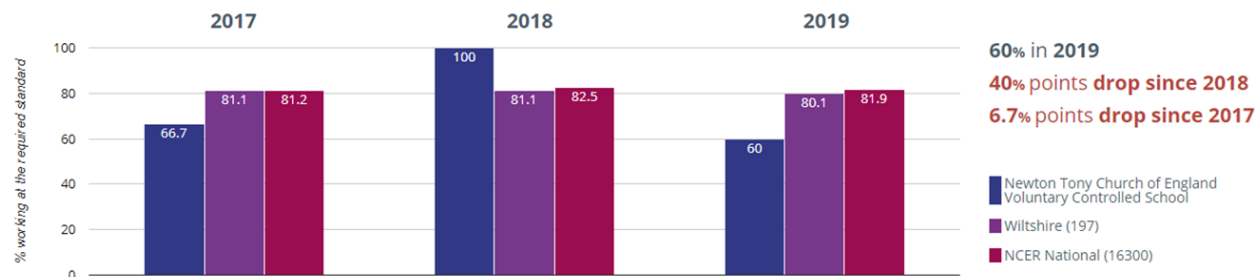
In 2018 Our progress and attainment in phonics is outstanding, resulting in acknowledgment of this achievement by the minister of State for School Standards. The impact of our multi-sensory teaching and learning approach was celebrated in a local newspaper article.

In 2019 we were delighted that every child who participated in the Year 2 National Phonics Screening retest reached the required standard or above.

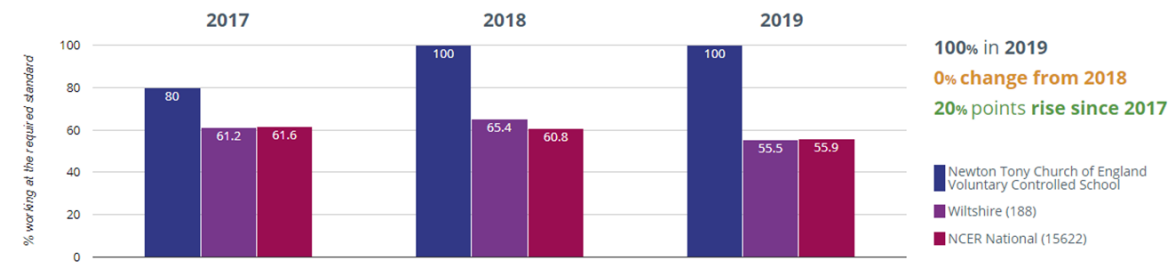
In Year 1 there were five children and 60% reached the required standard. Two children were on the SEND register with complex needs, another child started EYFS at 22 months.

The following graphs highlight the % increase compared to LA and national outcomes since 2017

Year 1: Working At



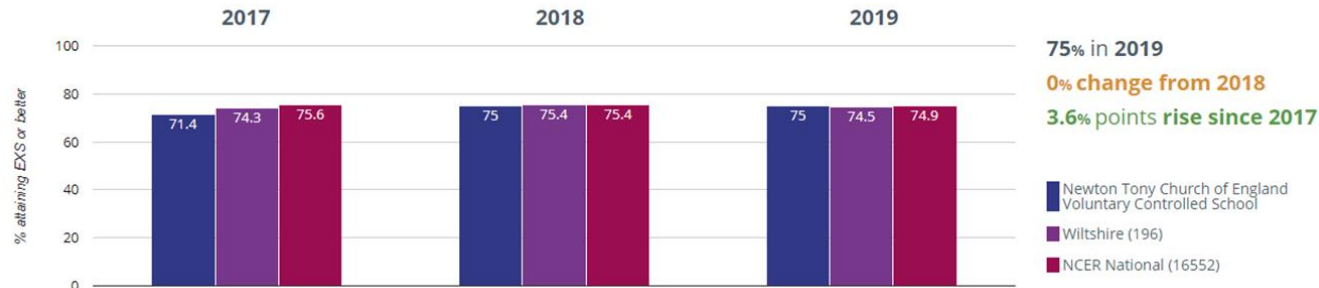
Year 2: Working At



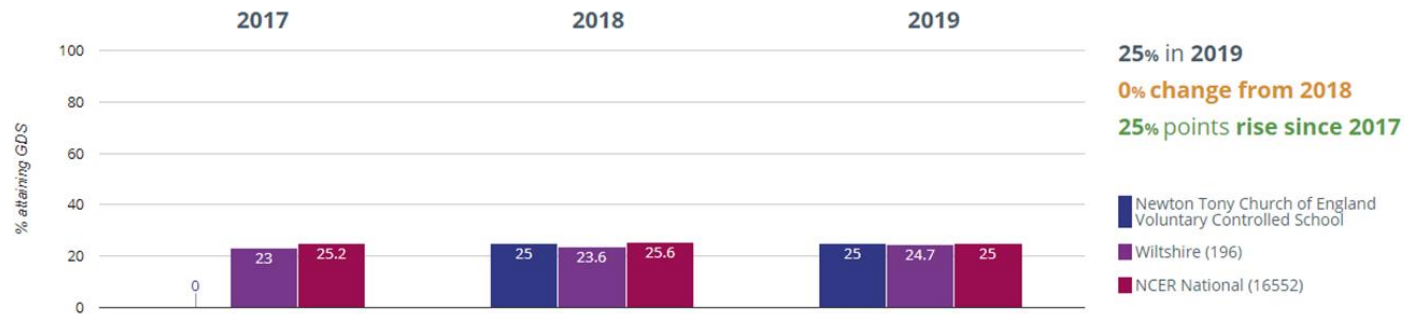
End of KS1 reading outcomes are inline with national as a result of good quality teaching and learning. The LA external moderation validated teacher judgements. The following graph highlight the % increase compared to LA and national outcomes since 2017



Reading - attaining EXS or better



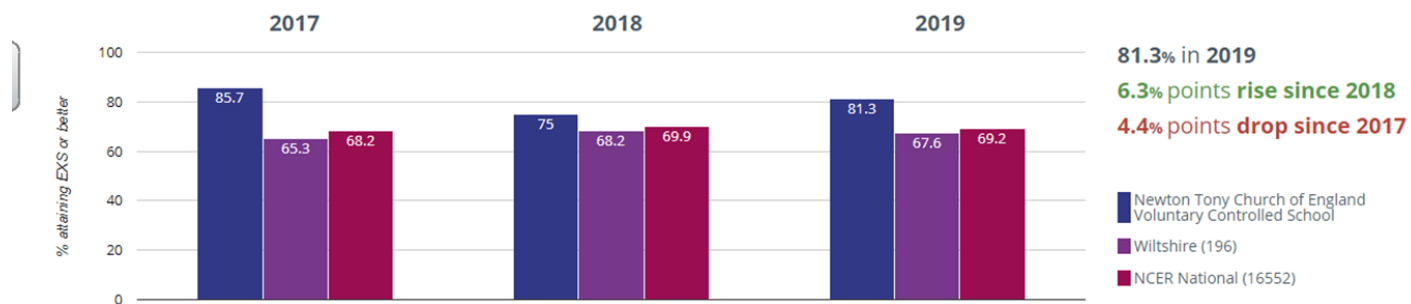
Reading - attaining GDS



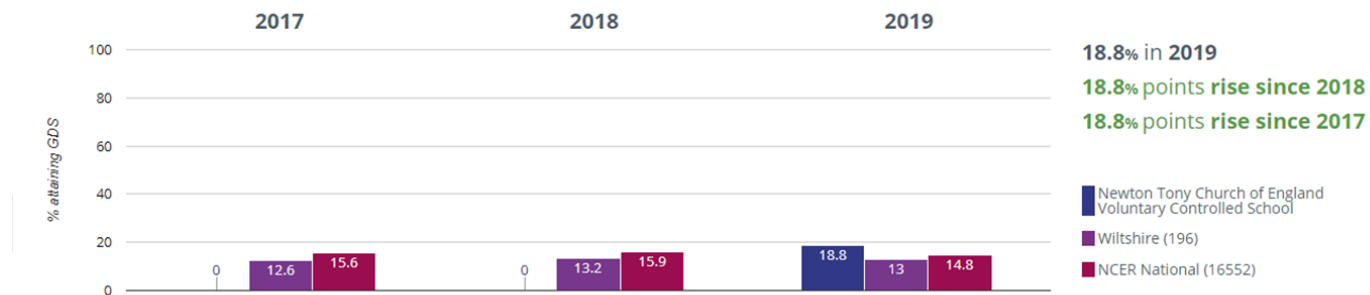
End of KS1 writing outcomes are above national as a result of good quality teaching and learning. The LA external moderation validated teacher judgements. The following graph highlight the % increase compared to LA and national outcomes since 2017



Writing - attaining EXS or better



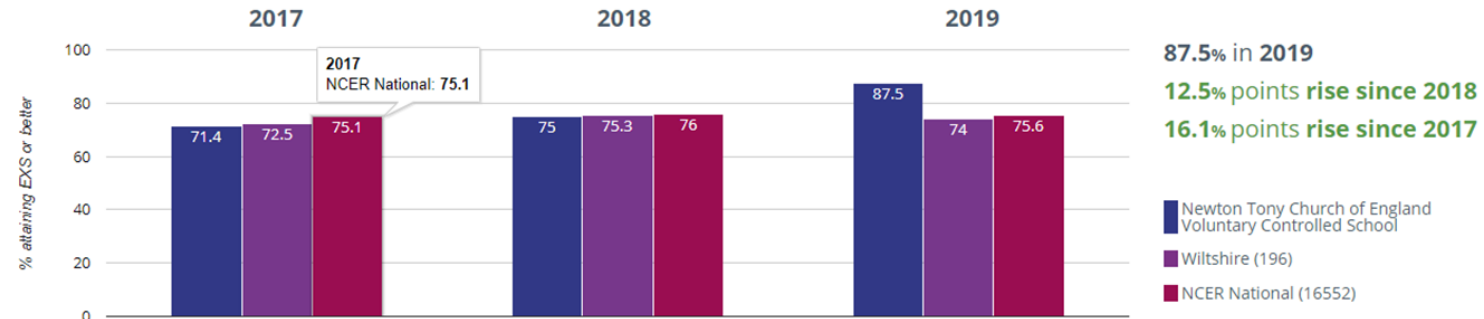
Writing - attaining GDS



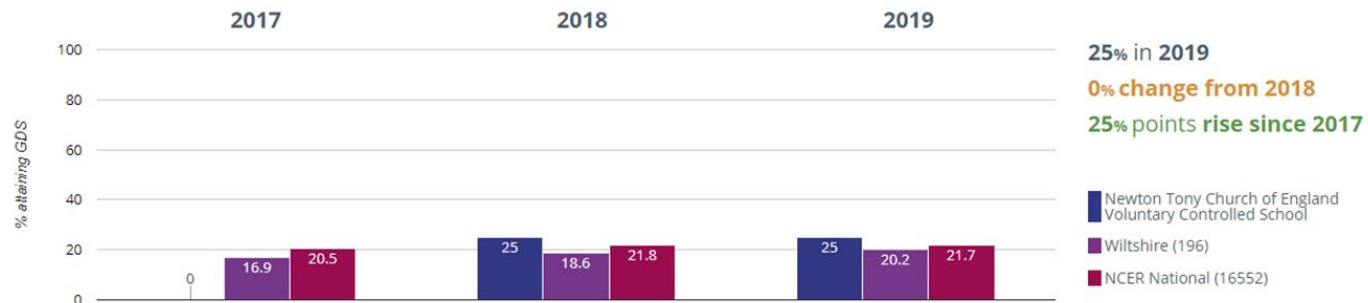
End of KS1 maths outcomes are above national as a result of good quality teaching and learning. The LA external moderation validated teacher judgements. The following graph highlight the % increase compared to LA and national outcomes since 2017



+ Maths - attaining EXS or better



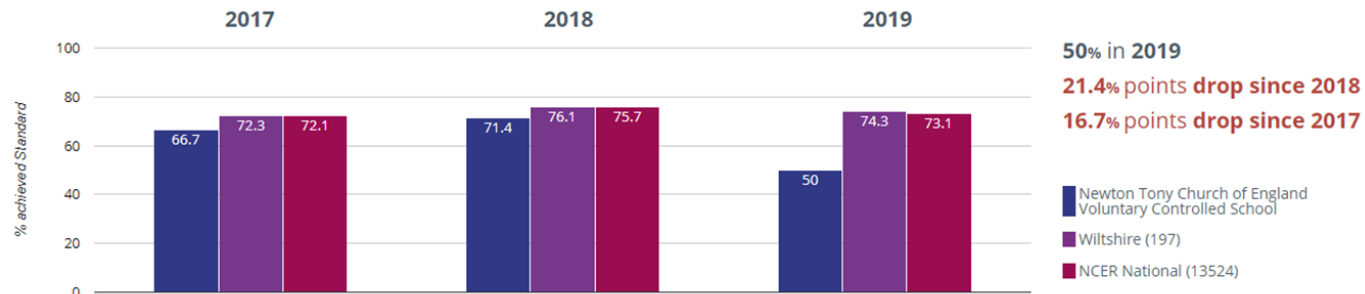
+ Maths - attaining GDS



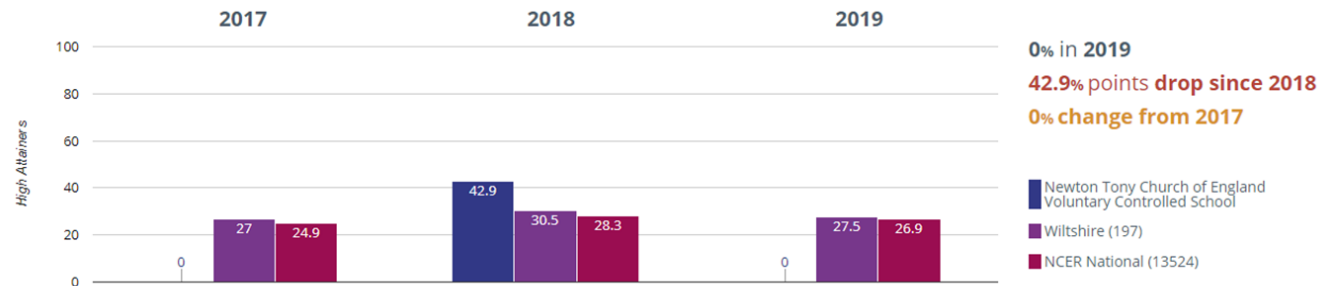
End of KS2 reading outcomes are below national as a result of two children only taking the test. Each child 50% , an appeal was no agreed to add one mark to reach expected standard for one child. Both children received good quality teaching and learning. The following graph highlight the % increase compared to LA and national outcomes since 2017



Reading - achieved standard



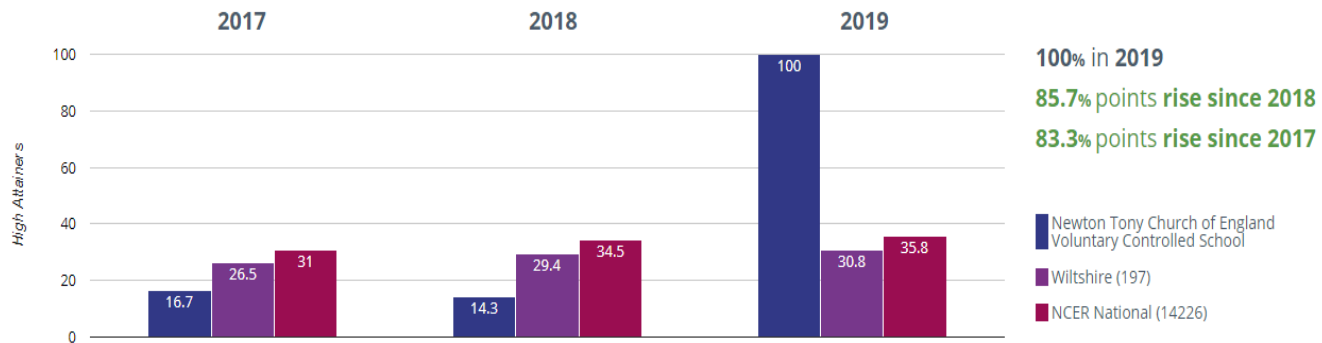
Reading - high attainers



End of KS2 SPAG outcomes (100%) are well above national (30%) Both children received good quality teaching and learning. The following graph highlight the % increase compared to LA and national outcomes since 2017



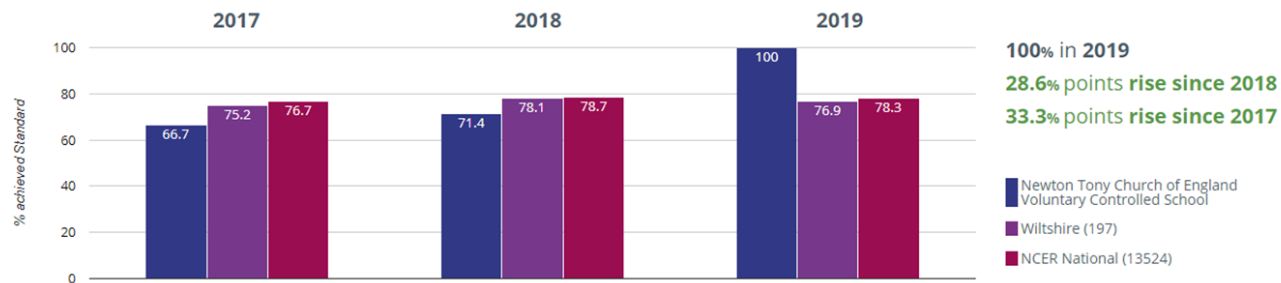
? GPS - high attainers



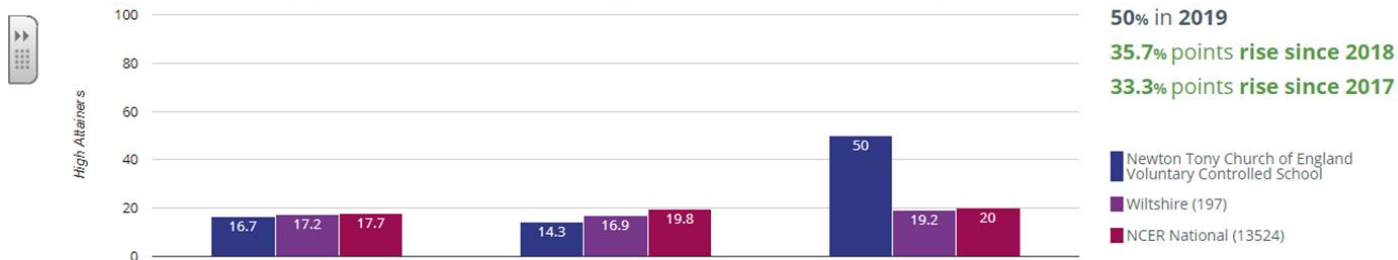
End of KS2 writing outcomes are above national as a result of good quality teaching and learning. The following graph highlight the % increase compared to LA and national outcomes since 2017



Writing - achieved standard



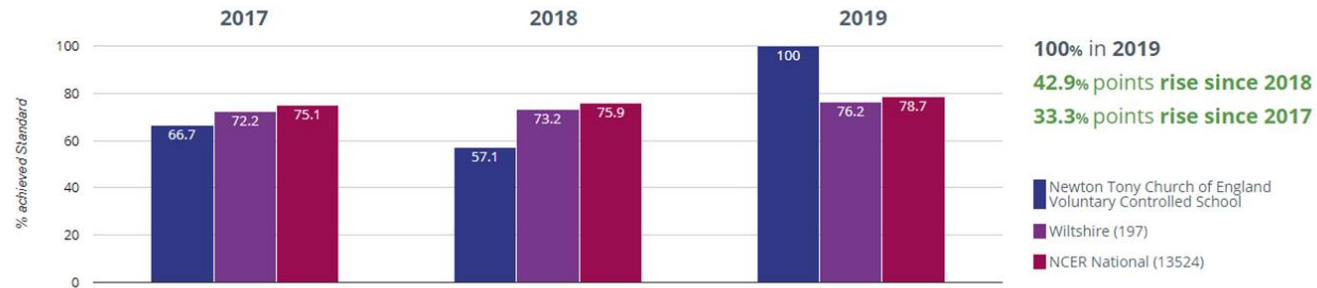
Writing - high attainers



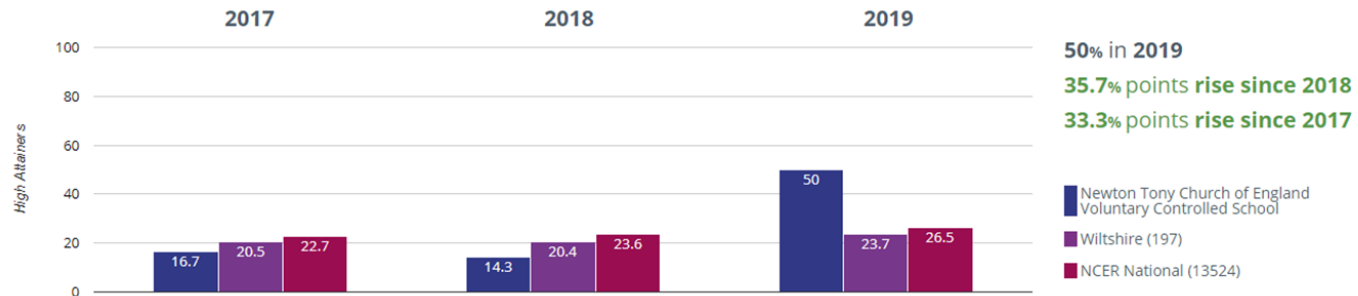
End of KS2 Maths outcomes are above national as a result of good quality teaching and learning. The following graph highlight the % increase compared to LA and national outcomes since 2017



⊕ Maths - achieved standard



⊕ Maths - high attainers






Progress



Progress from KS1 to KS2

PROGRESS

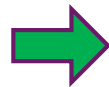
Subject	Level	Newton Tony Church of England Voluntary Controlled School (3134)		Local Authority - Wiltshire	
		Value		Value	Gap
Reading	Avg. Prog. Score	-6.2		0.1	-6.3
	Conf. Int.	±8.5	-14.70 to +2.30	±0.2	-0.10 to +0.30
Writing	Avg. Prog. Score	0.3		-0.4	+0.7
	Conf. Int.	±7.9	-7.60 to +8.20	±0.2	-0.60 to -0.20
Maths	Avg. Prog. Score	0.6		-0.7	+1.3
	Conf. Int.	±7.4	-6.80 to +8.00	±0.1	-0.80 to -0.60

In 2019 progress from KS1 to KS2 was well above Wiltshire LA average in writing and maths but below for reading. There were two children in Y6 each child represented 50% and one child's reading results (99) were appealed. The appeal was unsuccessful therefore our predicted data of 100% went to 50%. This in turn affected our RWM and that too went from 100% to 50%.



Pupils make good progress from their starting points. Pupil outcomes are good but comparison to national achievement is affected by fluctuating cohorts.

KS1



Reading

Writing

Mathematics

KS2



Particular strengths are pupils reaching above GDS national average in writing and mathematics.

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2020 -2021 Headlines



EYFS Foundation Stage

In September 2020, 13 children in the Foundation Stage completed 'on entry' baseline assessments to ascertain the % of children reaching age related expectations in Specific Areas. Our EYFS continues to be a key focus area due to a large percentage of children working at below typical in the specific and prime areas in the Autumn Term.

Specific Areas

	Literacy		Maths		Understanding the World			Expressive Arts and Design	
	Reading	Writing	Numbers	Shape, Space and Measure	People and Communities	The World	Technology	Media and Materials	Being imaginative
Well below									
Below	10	12	7	7	5	6	12	9	10
Typical	3	1	6	6	8	7	1	4	3
Above									

	Reading	Writing	Numbers	Shape, space & measure	People & Communities	The World	Technology	Media & materials	Being imaginative
Well Below									
Below	77%	92%	54%	54%	38%	46%	92%	69%	77%
Typical	23%	8%	46%	46%	62%	54%	8%	31%	23%
Above									

Prime Areas

	PSED			Communication and Language			Physical Development	
	Making relationships	Self-confidence and Self Awareness	Managing feelings and behaviour	Listening and Attention	Understanding	Speaking	Moving and handling	Health and self care
Well below								
Below	7	8	3	6	8	5	8	3
Typical	6	5	10	7	5	8	5	10
Above								

where
judgement is
applicable

Well Below
START Below
Typical
Above

Making relations	S.Conf /S.Aware	Managing feelings	Listening & attention	Understanding	Speaking	Moving & handling	Health and self care
54%	62%	23%	46%	62%	38%	62%	23%
46%	38%	77%	54%	38%	62%	38%	77%

Post Covid 19 Lockdown Attainment Autumn Term Assessment

Following the Government CV19 lockdown and internal bubble closures. All children were assessed on return to school in the Autumn 1 Term 2020 -2021. Low attainment in spelling, number facts and punctuation were identified and a programme of education recovery was implemented.

Year Groups	Reading	Writing	Maths
Y1 (14)	Below 42.8% (6) ARE 35.7% (5) Above 21.4% (3)	Below 85.7% (12) ARE 14.3% (2)	Below 71.4% (10) ARE 7.1% (1) Above 21.4% (3)
Y2 (12)	Below 25% (3) ARE 58.3% (7) Above 16.7% (2)	Below 83.3% (10) ARE 8.3% (1) Above 8.3% (1)	Below 50% (6) ARE 50% (6)
Y3 (5)	Below 100%	Below 100%	Below 80% ARE 20% (1)
Y4 (16)	Below 100%	Below 100%	Below 100%
Y5 (10)	Below 100%	Below 100%	Below 70% ARE 30% (3)
Y6 (9)	Below 22.2% ARE 77.8% (7)	Below 100%	Below 100%

Newton Tony CE VC Primary School

Teacher assessment of attainment at the end of the Summer term 2020 – 2021

Expected or above	Reading	Writing	SPaG	Maths
Y1	61%	39%	46%	46%
Y2	78%	64%	54%	50%
Y3	40%	40%	40%	40%
Y4	84%	60%	68%	84%
Y5	77%	77%	66%	66%
Y6	89%	89%	89%	89%
EYFS	77% reached GLOD			
Progress	All children made 2.5 or more airpoints of progress			

Newton Tony CE VC Primary School

Teacher assessment of attainment at the end of the Summer term 2020 – 2021

Disadvantaged groups

Expected or above	Reading	Writing	SPaG	Maths
Y1	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%
	EAL 100%	EAL 50%	EAL 50%	EAL 50%
	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y2	PUPIL PREMIUM 100%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%
Y3	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y4	EAL 100%	EAL 100%	EAL 100%	EAL 100%
	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y5	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y6	PUPIL PREMIUM 50%	PUPIL PREMIUM 50%	PUPIL PREMIUM 50%	PUPIL PREMIUM 50%
	EAL 100%	EAL 100%	EAL 100%	EAL 100%
	SEND 0%	SEND 0%	SEND 0%	SEND 0%
EYFSGLOD	PUPIL PREMIUM 0%			

Year 2 Phonic Headlines

Eleven children participated in the screening check: ten children reached the expected benchmark of 32 marks (91%)

Two children were absent: teacher's assessment confirms that those children would not have reached the required benchmark if they had have participated in the check. Both of these children joined the school in Year 1. One targeted child did not access EYFS curriculum and is leaving the school at the end of Year 2 due to Military posting.

Following this assessment : 77% of the children in Year 2 reached the expected standard

Following return to school Spring Term assessment: Four children have been identified as needing additional phonic support.

For more information please read our 2021-2022 School Evaluation Form link