
EARLY NEEDS ANALYSIS V1

TEST AND TEACHER ASSESSMENT OUTCOMES PRIMARY PHASE

EDUCATION ACHIEVEMENT AND EARLY YEARS SERVICE

OVERVIEW

This document reviews the educational outcomes for Norfolk's primary phase in 2017 based on currently available unvalidated data. Version 1 focusses mainly on Key Stage 2, partly to recognise the importance of outcomes at the end of primary phase. The next iterations will focus more on Early Years and Key Stage 1, and then Key Stage 4 and post 16.

The document is based on a detailed analysis of available performance data, question level analysis of key stage 2 test outcomes and a review of evidence from moderation.

A summary of Norfolk's strongest and weakest performing schools is included to facilitate the next phase of school to school support (see page 13 onwards)

HEADLINE OUTCOMES

At the Early Years Foundation Stage, the percentage of Norfolk pupils achieving a Good Level of Development remains in line with the national average. The percentage of learners exceeding Early Learning Goals in 2017 is around half the 2016 national average.

Overall at the end of Key Stage 1 Norfolk outcomes are very similar to national averages by age 7. In year 1, outcomes of the phonics screening check remain below national averages.

At Key Stage 2 nationally outcomes rose across the board. In Norfolk outcomes in all subjects are below national figures. Mathematics results in Norfolk improved most significantly by 7 percentage points.

PRIORITIES EMERGING FROM THIS ANALYSIS

EARLY YEARS – PAGE 3

- Increase the number of pupils, especially disadvantaged who exceed the Early Learning Goals.

KEY STAGE ONE – PAGES 4 - 5

- Raise standards in Phonics in those schools where the percentage of pupils achieving expected standards remains below national averages (page 4, school list page 17).

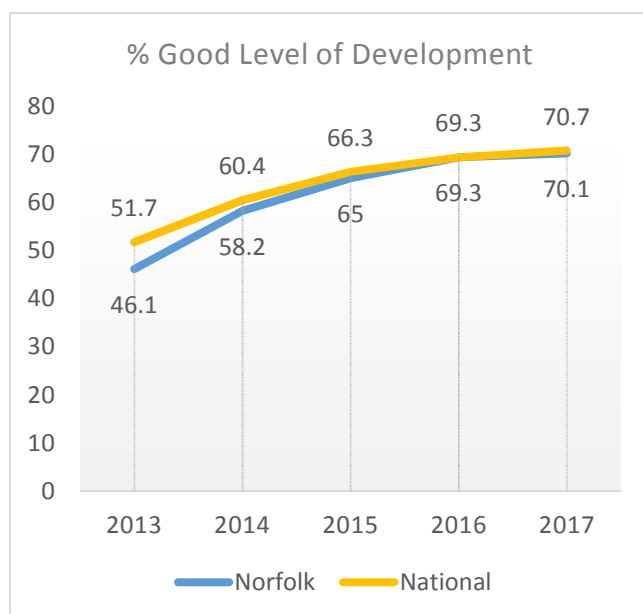
KEY STAGE TWO – PAGES 6 – 12

- Raise standards in English for disadvantaged boys across all year groups (page 11, school list page 16).
- Continue to raise standards in Mathematics (page 6) by focussing more on:
 - pupil's abilities to multiply and divide across all year groups (page 10, school lists 18, 19);
 - developing understanding of calculations with fractions in upper key stage 2 (page 10, school lists 18, 19);
 - the number of girls achieving a high standard (page 11, school list page 19).
- Raise standards in the lowest performing schools so that no school is below floor standards or meets coasting school criteria.

ACROSS PRIMARY AND SUBJECTS – INDIVIDUAL SCHOOL OUTCOMES PAGES 13- 20

- Focus on curriculum design to:
 - enable all pupils to embed their learning through adequate opportunity for independent application (pages 5 and 8);
 - secure development of language and reading – especially for disadvantaged boys (page 5, 8, 9, school list – page 16);
 - ensure that teaching and intervention addresses gaps in understanding from previous years and key stage (page 5, 7-10).
- Raise achievement for disadvantaged pupils in small schools (page 12).

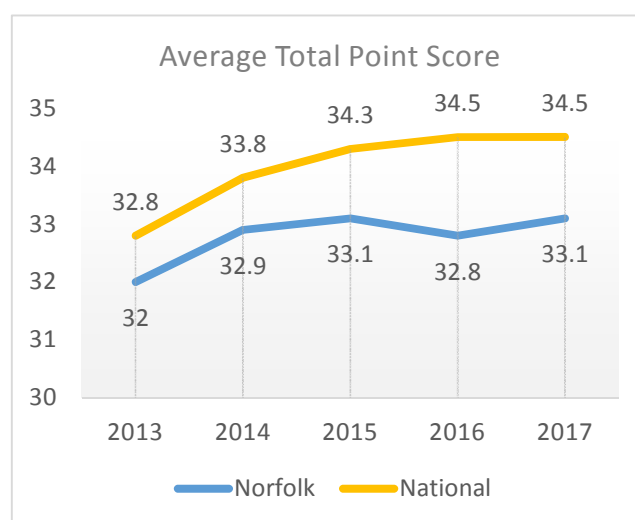
EARLY YEARS FOUNDATION STAGE



The percentage of pupils in Norfolk exceeding Early Learning Goals is around half the national average, and much lower in some goals. For FSM pupils the percentages are very low.

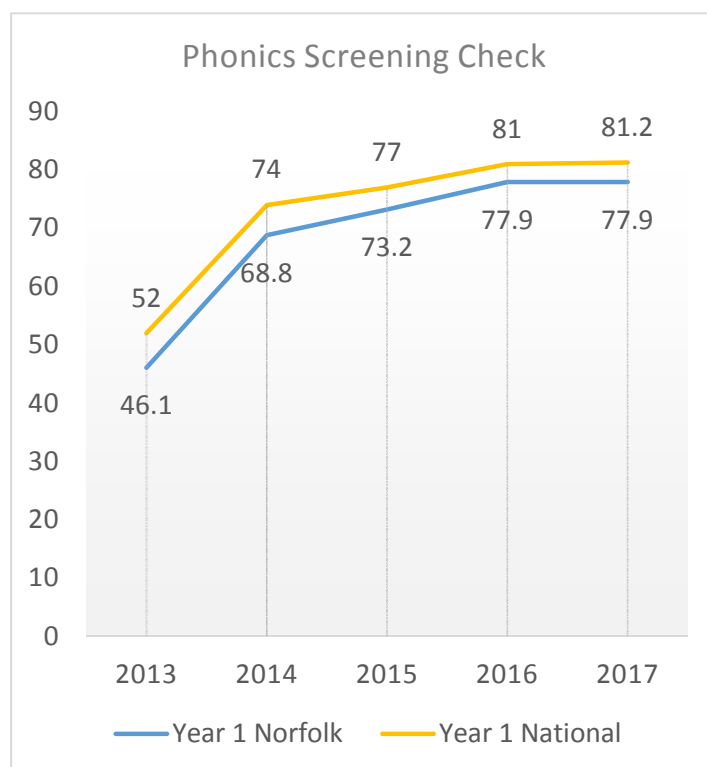
The percentage of children achieving the expected standard (a Good Level of Development) has increased slightly since 2016.

The increase in the percentage of pupils achieving expected standards has not been matched by an increase in the number of pupils reaching the exceeding standards, so there remains a significant gap between the average attainment of children in Norfolk and Nationally.

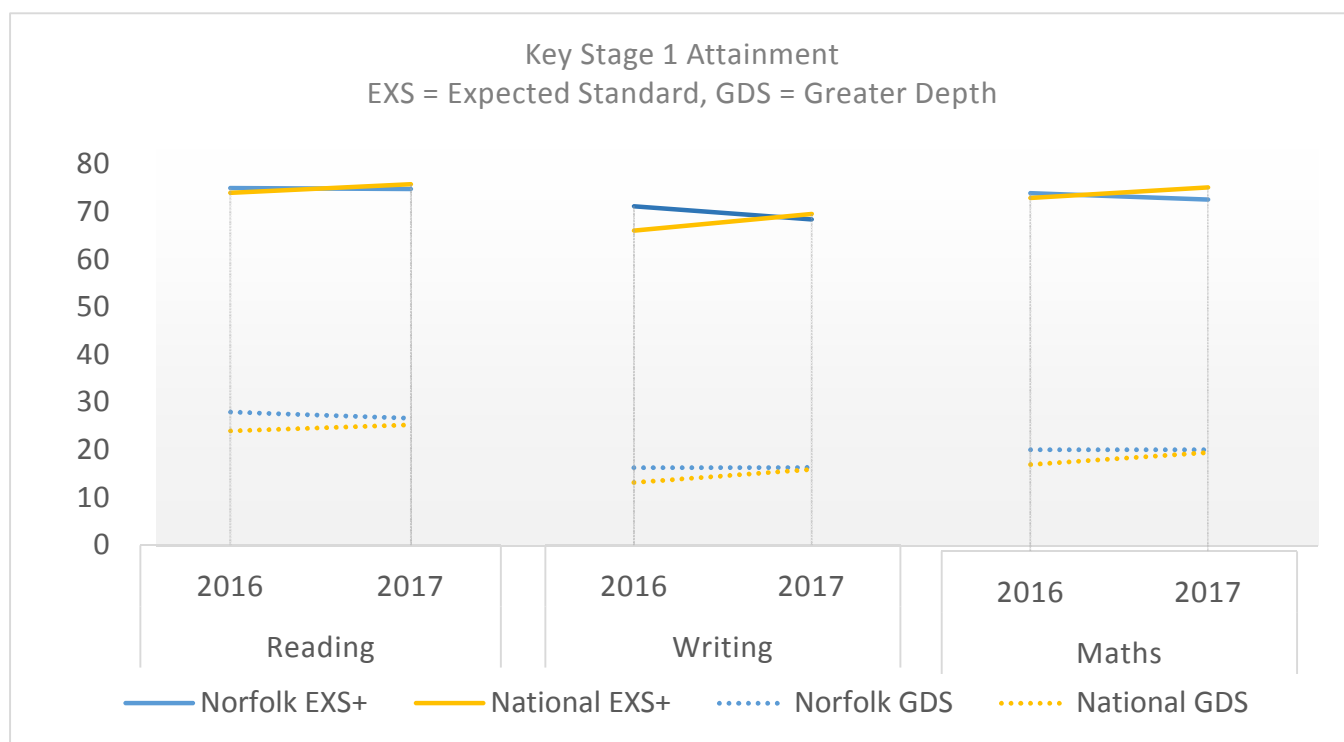


% of Pupils Exceeding the Early Learning Goals	2017 Norfolk		2016 National
	All	FSM	
Listening and attention	12.3	4.9	23.0
Understanding	11.7	5.7	23.0
Speaking	9.8	4.0	19.1
Moving and handling	8.0	3.5	18.5
Health and self-care	5.9	2.2	20.0
Self-confidence and self-awareness	8.7	4.5	18.5
Managing feelings and behaviour	6.9	3.1	16.4
Making relationships	6.2	2.5	16.4
Reading	11.5	4.8	19.5
Writing	4.5	1.8	11.7
Numbers	7.9	3.8	15.7
Shape, space and measures	5.7	2.3	14.6
People and communities	5.2	1.9	13.5
The world	6.9	2.5	15.0
Technology	4.2	1.9	14.0
Exploring media and materials	7.0	3.3	15.6
Being imaginative	6.5	3.4	14.3

YEAR ONE PHONICS SCREENING CHECK



Phonics screening check results have remained stable since 2016. The gap to national remains at just over 3 percentage points.



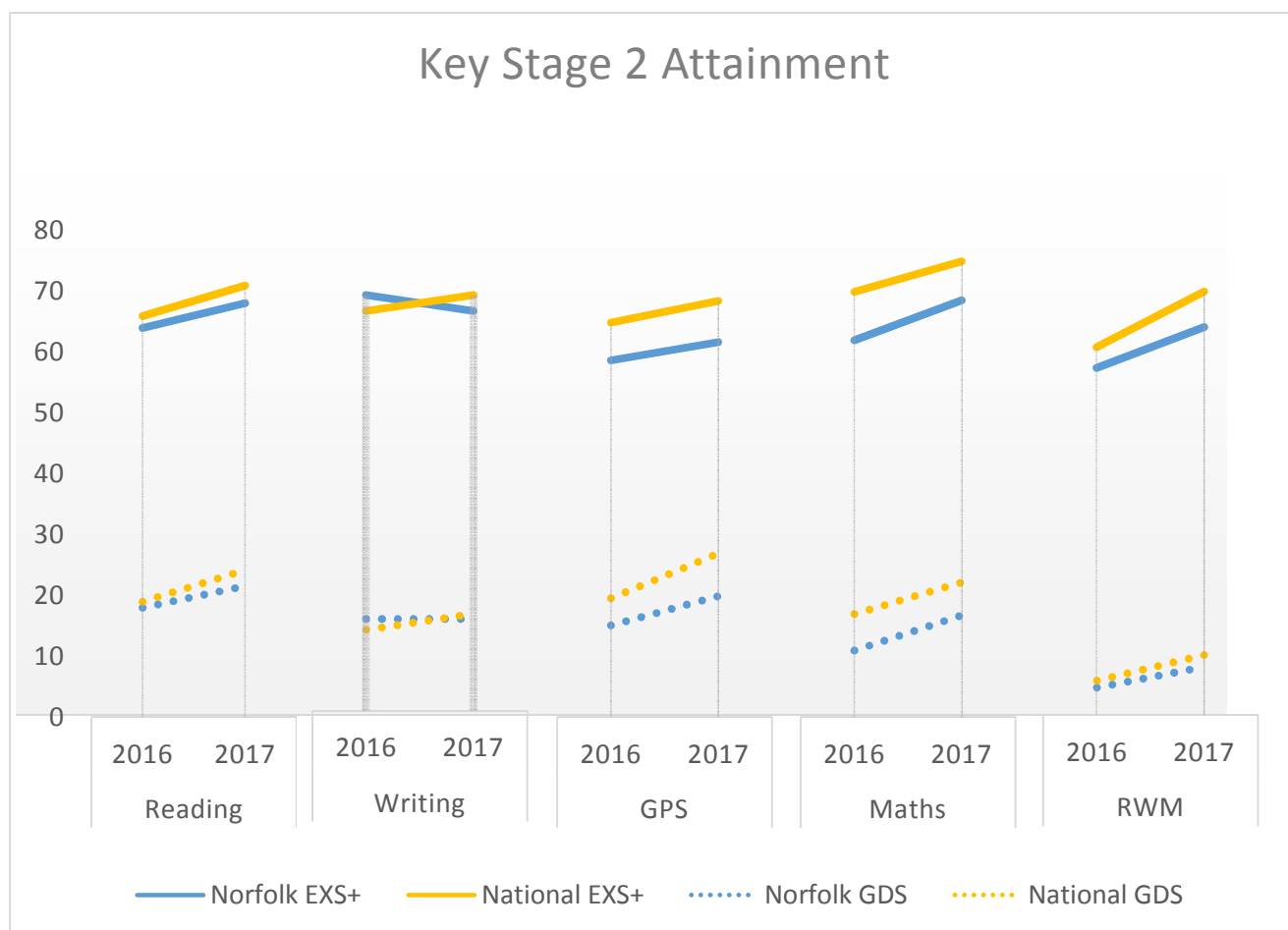
	Reading		Writing		Maths	
	2016	2017	2016	2017	2016	2017
Norfolk EXS+	75	75	70	67	74	73
National EXS+	74	76	65	68	73	75
Norfolk GDS	28	27	16	16	21	21
National GDS	24	25	13	16	18	21

Norfolk results for 2017 are very similar to 2016, with the exception of writing where attainment at the expected standard has declined.

Nationally, results have increased. This was expected following the introduction of a completely different approach to teacher assessment in 2016 by the Department for Education.

As was the case under the previous assessment system, Norfolk results at Key Stage 1 are very similar to national results, the exceptions being reading where the percentage achieving greater depth is two percentage points higher in Norfolk than nationally, and in mathematics where the percentage achieving the expected standard is two percentage points lower.

Evidence from moderation suggests that many schools are not planning a curriculum which enables pupils to embed their understanding.



	Reading		Writing		GPS		Maths		RWM	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Norfolk Expected+	64	68	77	74	66	70	62	69	50	56
Norfolk High Score / GDS	18	22	17	17	17	23	11	17	4	7
National Expected+	66	71	74	76	73	77	70	75	53	61
National High Score / GDS	19	25	15	18	22	31	17	23	5	9

As expected, test outcomes have risen sharply in this second year of the new national curriculum tests. Teacher assessment in writing rose nationally, but in Norfolk fewer pupils were assessed as meeting the expected standard. Mathematics results in Norfolk improved most significantly by 7 percentage points. Norfolk outcomes at Key Stage 2 are below national figures in all subjects.

TEST ANALYSIS - READING

Question level analysis is available for all schools 2017 results in the RAISEonline replacement, Analyse School Performance (ASP). Analysis of the complete Norfolk data set identifies the most significant gaps between national and Norfolk performance in each question.

Question	Marks Available	Primary Objective	Content Domain Coverage	National	Norfolk	Difference
4b	1	Make inferences from the text/explain and justify inferences with evidence from the text	2d	64.4	47.2	-17.2
36	3	Make inferences from the text/explain and justify inferences with evidence from the text	2d	46.4	29.7	-16.7
37	2	Make inferences from the text/explain and justify inferences with evidence from the text	2d	61.6	45.4	-16.2
34a	1	Make inferences from the text/explain and justify inferences with evidence from the text	2d	57	44.7	-12.3
19	2	Retrieve and record information / Identify key details from fiction and non-fiction	2b	70.2	58.4	-11.8
20	1	Give/Explain the meaning of words in context	2a	74.4	62.8	-11.6
38	1	Make inferences from the text/explain and justify inferences with evidence from the text	2d	71.9	60.5	-11.4
26	1	Make inferences from the text/explain and justify inferences with evidence from the text	2d	82.4	72.0	-10.4
32	1	Give/Explain the meaning of words in context	2a	62.7	53.6	-9.1
25	1	Give/Explain the meaning of words in context	2a	89.5	80.9	-8.6

Analysis of the papers gives us four key priorities for reading:

- Inference (44% marks in test)
- Retrieval (28% marks in test)
- Vocabulary (20% marks in test)
- Speed and stamina, as many of our biggest gaps were towards the end of the paper

We have analysed outcomes from the 25% of schools moderated in writing, to identify the most significant barriers to higher attainment, and which criteria teachers found more difficult to evidence.

SPELLING AND PUNCTUATION

The most significant issues found at writing moderation were spelling for lower attaining pupils. For spelling to be at a KS2 standard, KS1 spellings must be in place. Analysis of the Key Stage 2 Grammar, Punctuation and Spelling test shows that many pupils are not secure in knowledge from lower Key Stage 2.

We required additional evidence for some pupils during moderation, and for many of these pupils this was for elements of punctuation that were not secure. Analysis of the Grammar and Punctuation paper also shows that knowledge and accuracy of punctuation was one of the most significant gaps in understanding.

COMPOSITION AND EFFECT – *USING KNOWLEDGE OF VOCABULARY AND GRAMMAR*

The most significant issues however were linked to composition and effect:

- Expected Standard - *‘creating atmosphere, and integrating dialogue to convey character and advance the action’.*
- Greater Depth - *‘managing shifts between level of formality through selecting vocabulary precisely and by manipulating grammatical structures’.*

As was the case at Key Stage 1. Many schools did not have a curriculum and teaching sequence which gave sufficient time for pupils to apply their knowledge. Evidence of learning was often in discrete curriculum chunks, but this did not enable pupils to demonstrate with sufficient independence how effectively they could control their writing, particularly in reference to the criteria above.

TEST ANALYSIS: GRAMMAR, PUNCTUATION AND SPELLING

GRAMMAR AND PUNCTUATION PAPER – MOST SIGNIFICANT GAPS TO NATIONAL

Question	Marks available	Year Group Objective	NC Content Domain	National Correct	LA Correct	Difference
37	1	5	Identify relative pronoun	57.4	46.0	-11.4
33	1	3	Expressing time, place and cause using conjunctions	68.5	58.2	-10.3
26	1	5	Identify relative clause	67.7	57.8	-9.9
49	1	2	Use expanded noun phrases	50.4	40.5	-9.9
40	1	6	How words are related via synonyms and antonyms	56.2	46.6	-9.6
46	1	6	Use hyphens to avoid ambiguity	56.1	46.9	-9.2
42	1	4	Identify possessive pronoun	58.2	49.2	-9.0
36	1	5	Use commas and dashes for parentheses	63.8	54.9	-8.9
34	1	4	Expressing place using prepositions	64.9	56.3	-8.6
48	1	2	Use the present progressive verb form	37.5	29.0	-8.5

SPELLING PAPER – MOST SIGNIFICANT GAPS TO NATIONAL

Question Number	Marks Available	Year Group Spelling	Spelling Pattern or Rule	National Correct	LA Correct	Difference
7	1	3/4	vowel letter suffixes added to polysyllabic words	70.1	61.2	-8.9
14	1	3/4	vowel letter suffixes added to polysyllabic words	54.6	46.2	-8.4
15	1	3/4	the / [^] / sound spelt ou (Y5/6 Spelling List word)	43.4	36.0	-7.4
17	1	3/4	the /i/ sound spelt y other than at word end	34.4	27.2	-7.2
11	1	5/6	silent letters (Y5/6 Spelling List word)	67.6	60.9	-6.7
18	1	3/4	suffix -ly	35.4	28.9	-6.5
10	1	5/6	letter string ough	69.5	63.1	-6.4
2	1	5/6	silent letters (Y3/4 Spelling List word)	79.5	73.1	-6.4
8	1	5/6	words ending in -ance, -ence	78.8	73.0	-5.8
16	1	3/4	the /k/ sound spelt ch	38.8	33.0	-5.8

MATHEMATICS TESTS - MOST SIGNIFICANT GAPS TO NATIONAL

Paper	Question	Marks available	Year Group	Primary Objective	National	LA	LA v Nat
			Objective				
1	36	2	6	Divide numbers up to four digits by two digit numbers	55.4	36.5	-18.9
1	28	1	6	Divide proper fractions by whole numbers	77.3	60.0	-17.3
1	35	1	5	Multiply proper and mixed numbers by whole numbers	48.4	31.2	-17.2
1	31	1	6	Solve problems involving calculating percentages and the use of percentages for comparison	70	54.1	-15.9
1	34	1	6	Solve problems involving calculating percentages and the use of percentages for comparison	71.5	56.1	-15.4
1	32	1	6	Add or subtract fractions with different denominators that are multiples of the same number	66.4	51.5	-14.9
1	30	1	6	Add or subtract fractions with different denominators that are multiples of the same number	65	50.3	-14.7
2	22	1	6	Solve problems involving similar shape where the scale factor is known	52.1	37.6	-14.5
1	27	1	6	Divide proper fractions by whole numbers	80.3	65.8	-14.5
1	24	2	6	Multiply multiple digit numbers up to 4 digits by 2 digits	77.9	64.0	-13.9

Almost all the most significant gaps to national were on the paper 1 (calculation). The largest gaps were towards the end of the paper, so speed and test technique may have been a factor.

By far the most common issues were the more demanding multiplication and division questions, and calculations with fractions and percentages. The multiplication and division questions are the most demanding on the paper. Many of the fractions questions however are quite straight forward and given focussed teaching in year 6, achievable by most pupils.

ACHIEVEMENT BY PUPIL CHARACTERISTICS

		% Expected Standards +				% High Standard				Progress		
		Re	Wr	Ma	RWM	Re	Wr	Ma	RWM	Re	Wr	Ma
Overall	National	71%	76%	75%	61%	25%	18%	23%	9%	0	0	0
	LA	69%	74%	69%	56%	22%	17%	17%	7%	-0.8	-0.3	-1.4
Gender	Female	73%	81%	69%	60%	26%	22%	15%	8%	-0.3	0.7	-2.0
	National	75%	82%	75%	65%	28%	23%	21%	10%			
	Male	65%	68%	69%	53%	19%	12%	19%	6%	-1.3	-1.2	-0.8
	National	68%	70%	74%	57%	21%	13%	24%	7%			
FSM6	No	73%	79%	74%	62%	25%	20%	20%	9%	-0.5	-0.1	-1.1
	Yes - all	57%	63%	56%	42%	14%	9%	9%	3%	-1.5	-0.8	-2.1
	Y Male	53%	56%	56%	39%	12%	7%	10%	2%			
	Y Female	62%	71%	57%	46%	16%	11%	8%	3%			

The table above shows how different groups of pupils have performed at Key Stage 2.

Green shading indicates performance higher than the national average for all pupils, red performance indicates performance below the Norfolk average for all pupils.

National and Norfolk gender gaps are significant. Norfolk attainment gaps by gender reflect the national pattern with no more than one percentage point difference between the Norfolk and national gender gaps in attainment.

In English, girl's attainment is far higher than boys, especially in writing. In mathematics, attainment of the expected standard is similar for both genders, but more boys achieve a high score on the mathematics test. Boys made better progress in mathematics, girls made better progress in English.

In mathematics, significantly fewer FSM6 pupils achieved expected standards and they made the least progress in mathematics from Key Stage 1. Girls make less progress than boys in mathematics, and fewer girls achieve the high standard than boys.

Combining FSM6 and Gender data shows that in English, FSM6 boys are the lowest performing group. The gap between Norfolk's FSM 6 boys and the national average for all pupils is 18 percentage points in reading, and 20 percentage points in writing.

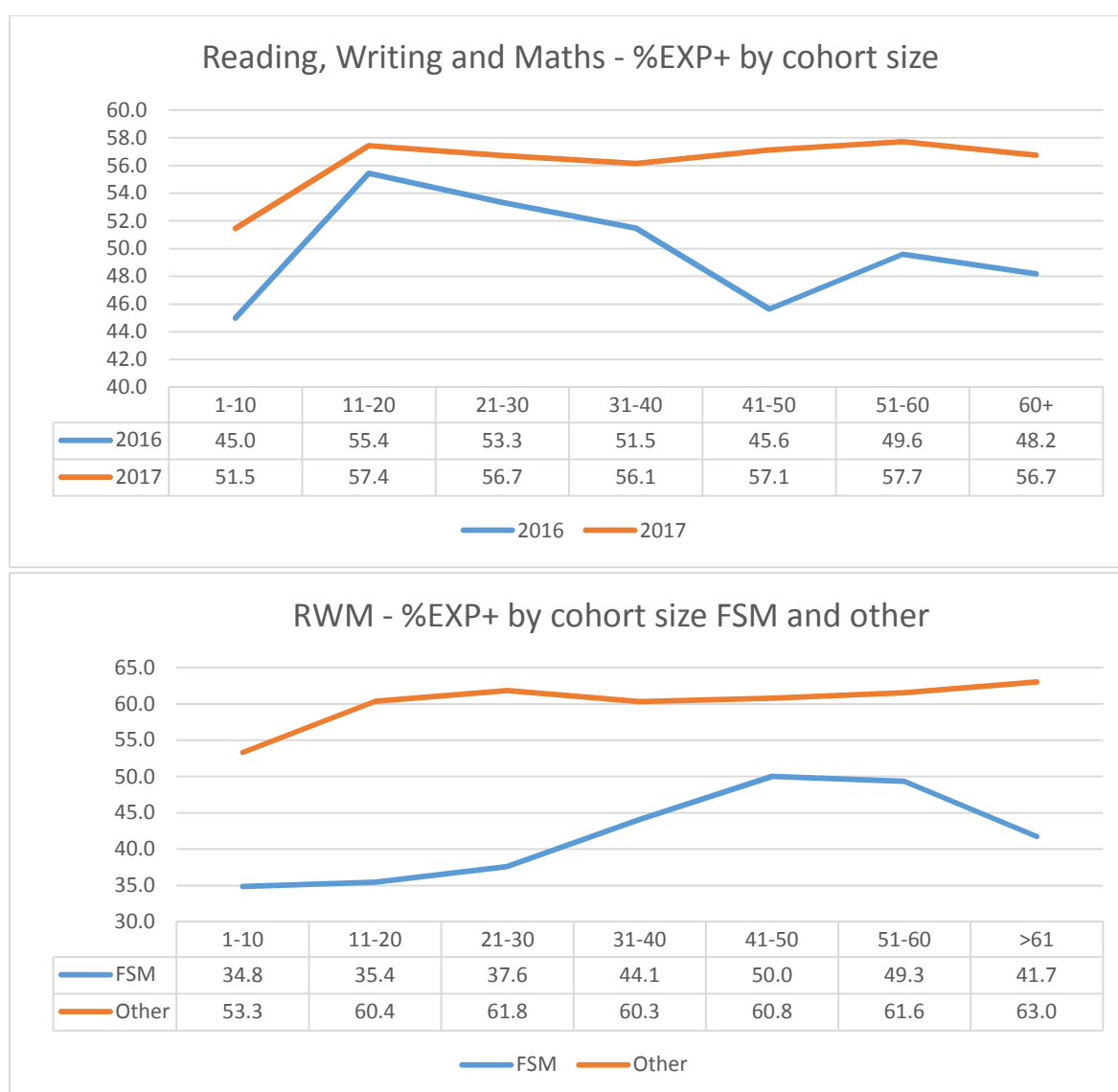
Only 2% of FSM boys achieve a high standard in Reading, Writing and Mathematics, compared to 10% of non-FSM girls.

KEY STAGE 2 ATTAINMENT BY SIZE OF SCHOOL

In 2016 we found three significant patterns, two of which were common to previous findings:

- Although there is huge variation, on average the very smallest cohorts (10 or fewer) performed poorly.
- Cohorts of around 15 tend to perform well, and did particularly well in 2016. This may be due to schools with cohorts of around 15 tending to have low levels of deprivation and possibly an advantage in adapting to curriculum change through teaching two year groups together.
- Unusually in 2016, larger cohorts did proportionally poorly, and particularly in mathematics.

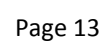
In 2017, there seems to be far less variation in outcomes by size of cohort, except that the smallest cohorts had the lowest average attainment. National data shows almost no variation by size of school.



Looking at the 2017 performance of FSM and other (non-FSM) pupils however, it is clear that these pupils did significantly better in two form entry classes than in larger ones. The percentage of disadvantaged pupils achieving expected standards in schools with 30 or fewer pupils is very low.

PROGRESS IN ALL SUBJECTS AT KEY STAGE 2

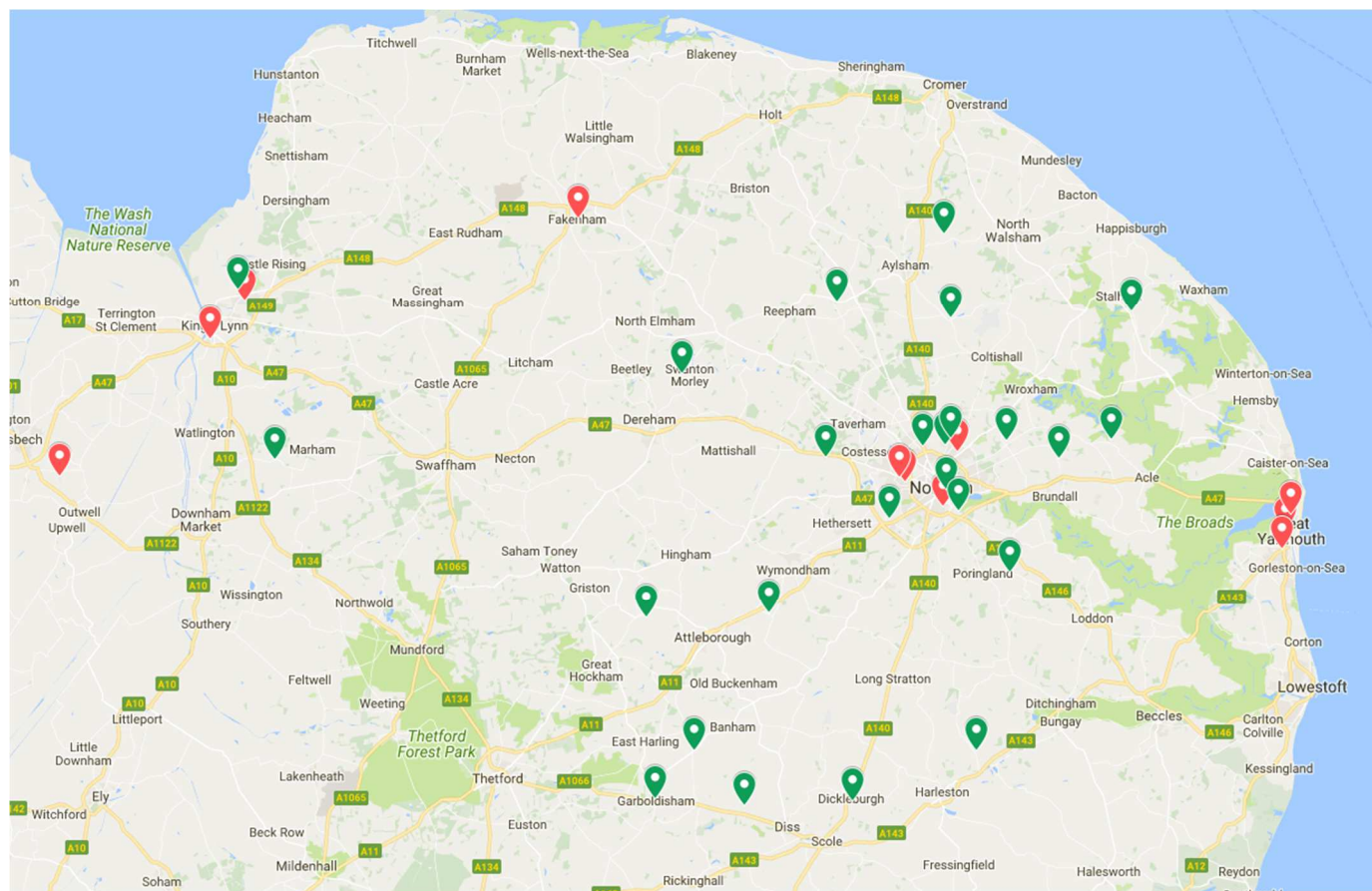
Schools in bottom 25% for progress in all subjects in 2017 (10 or more pupils) Red Icons



READING – CONSISTENTLY STRONG OR WEAK PERFORMANCE

Consistently strong in Reading **Green Icons**

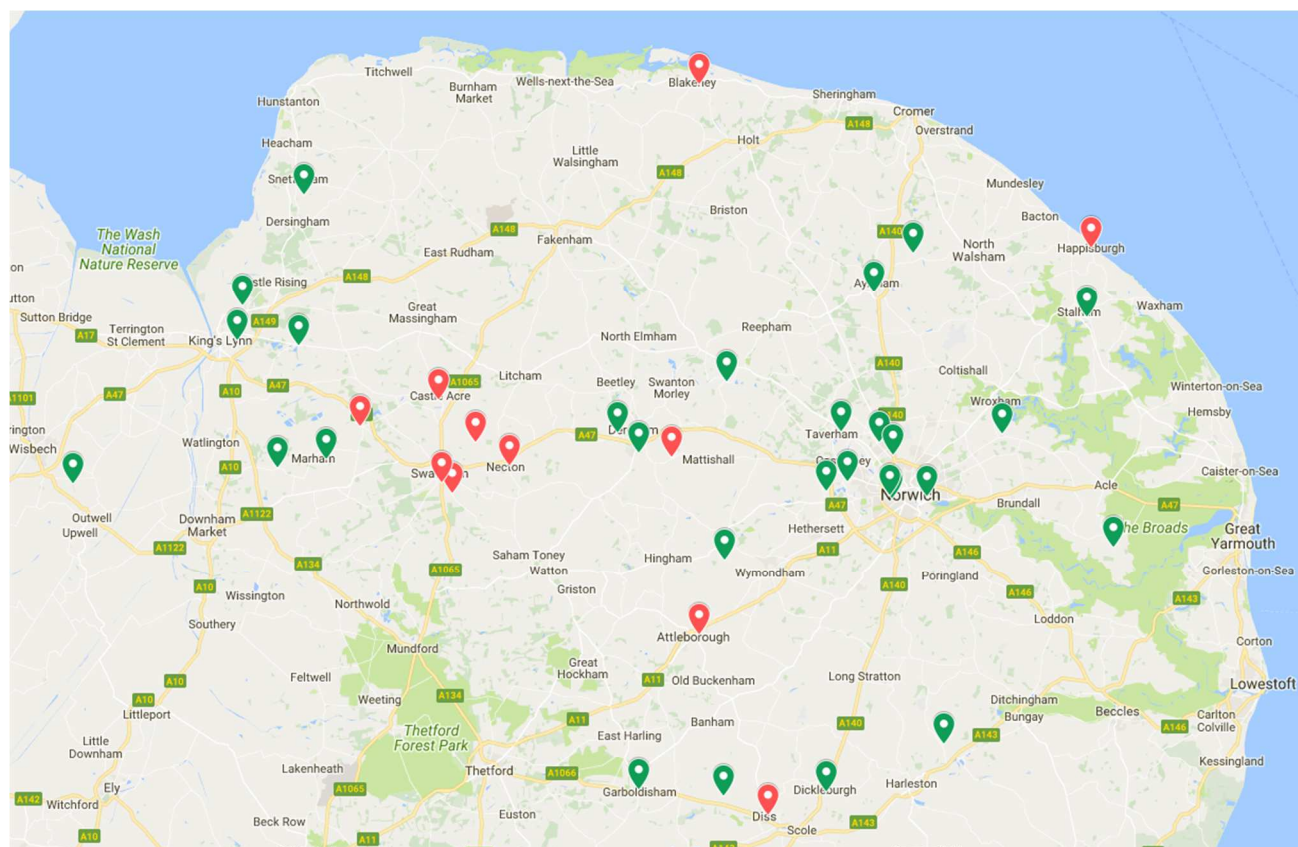
Consistently weak in reading (but not in all subjects) **Red Icons**



WRITING – CONSISTENTLY STRONG AND WEAK PERFORMANCE

Consistently strong in Writing **Green Icons**

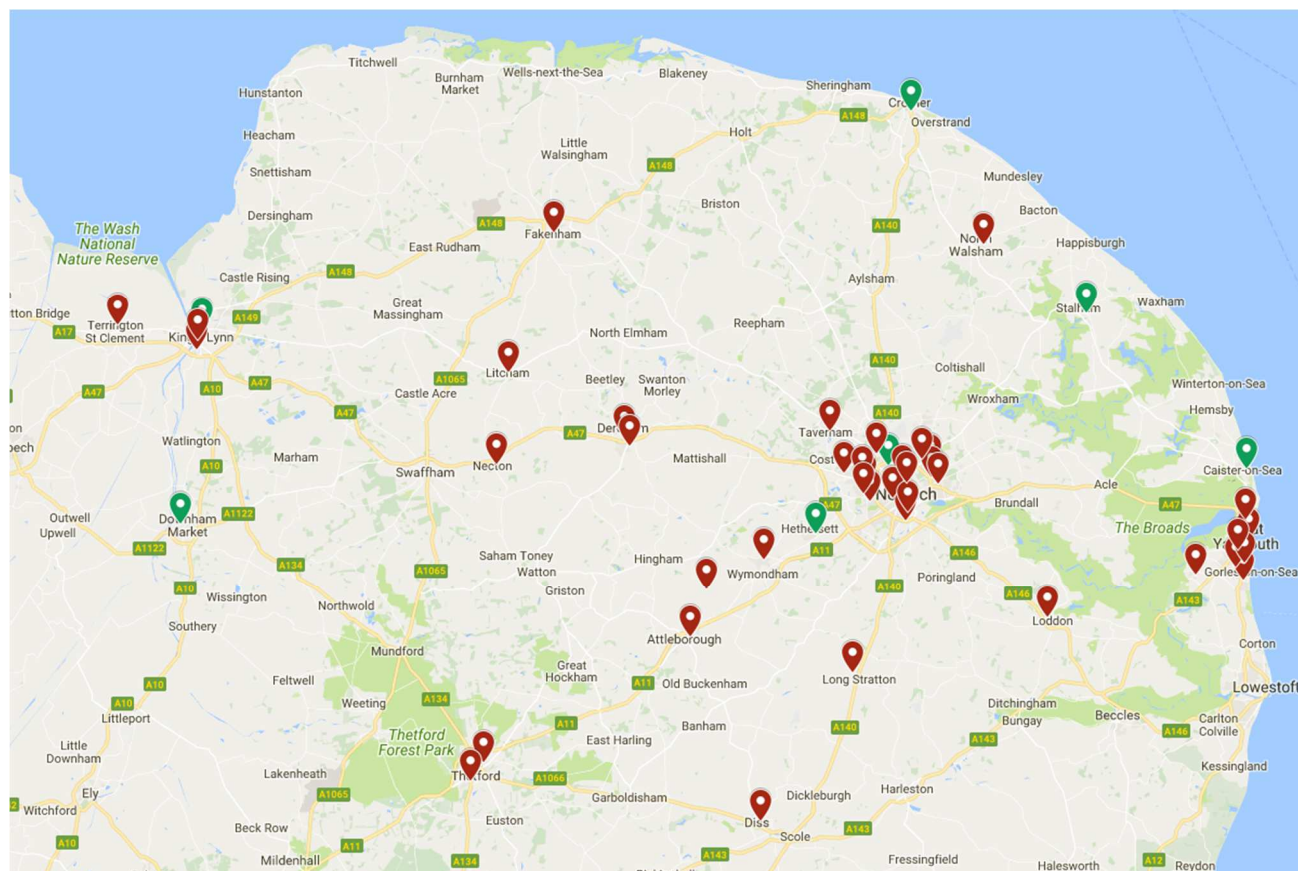
Consistently weak in writing (but not in all subjects) **Red Icons**



DISADVANTAGED BOYS ENGLISH

Above average attainment and progress in reading and writing (5 or more pupils) Green Icons

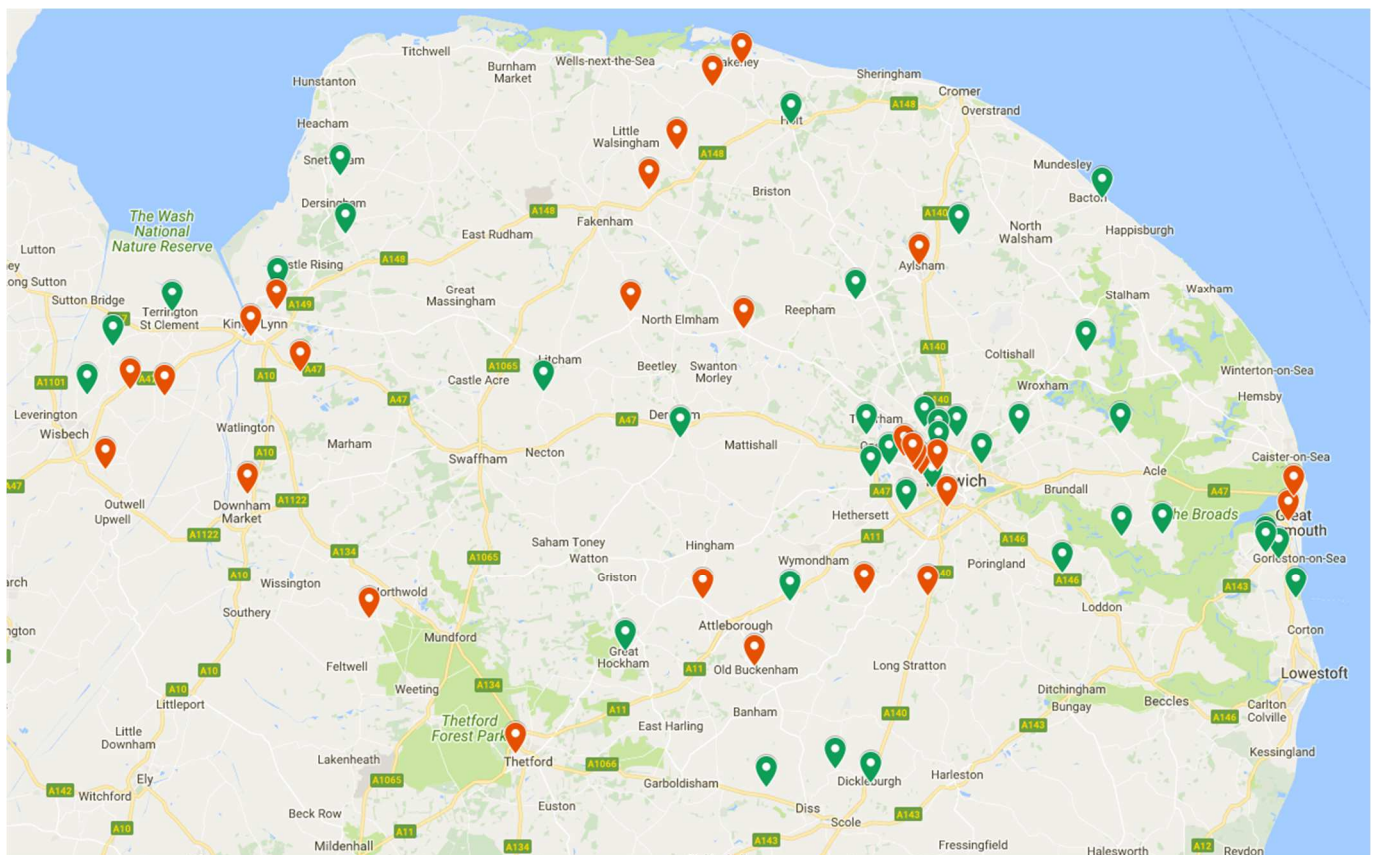
Below average attainment and progress in reading and writing (5 or more pupils) Red Icons



YEAR ONE PHONICS

Phonics - above National Average for 3yrs **Green Icons**

Phonics – below National Average for 3yrs and remains 10% or more below in 2017 **Red Icons**



MATHEMATICS – CONSISTENTLY STRONG AND WEAK PERFORMANCE

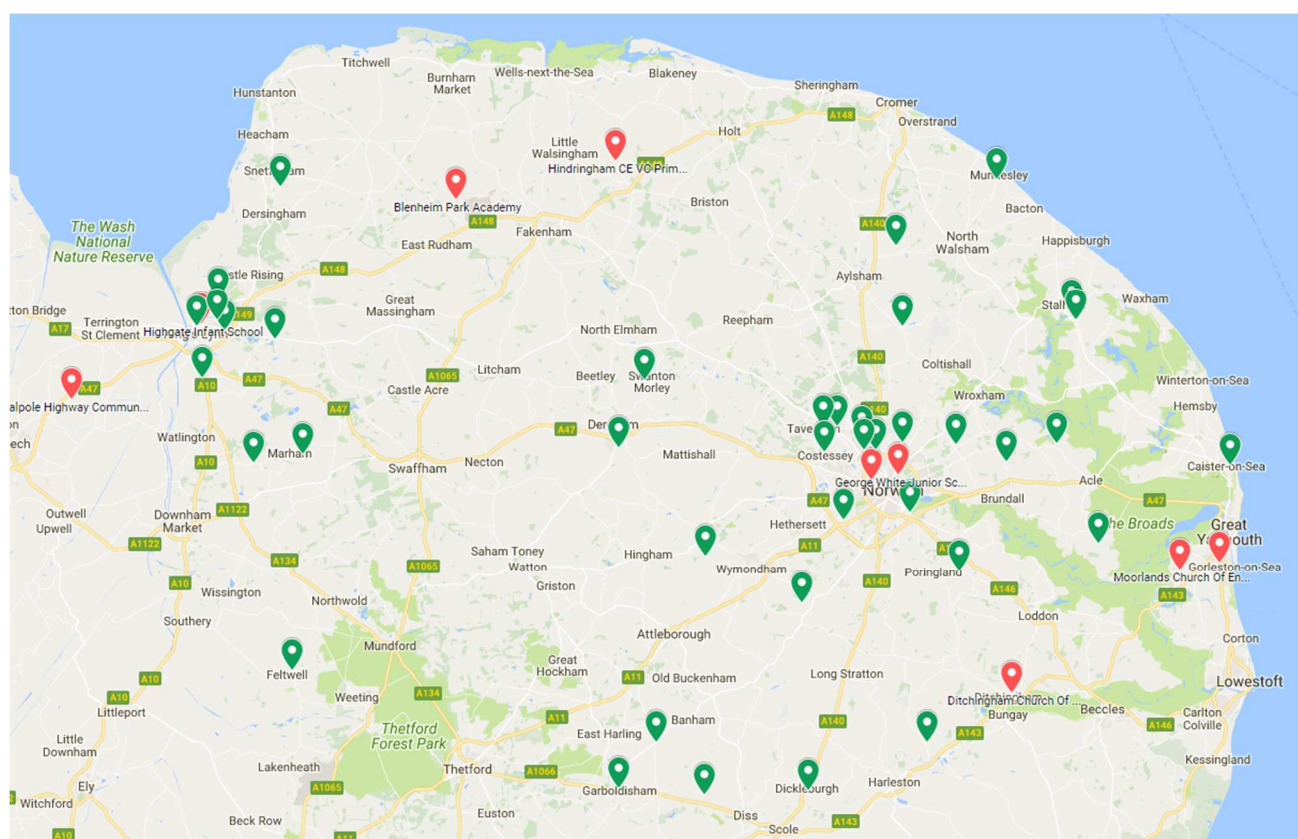
Consistently strong in Maths **Green Icons**

Alburgh With Denton CE VC Primary School
 Alplington & Bergh Apton CE VA Primary School
 Arden Grove Infant & Nursery School
 Ashwicken CE Primary School
 Bressingham Primary School
 Buxton Primary School
 Caister Junior School
 Cherry Tree Academy Trust Marham Infant
 Colby Primary School
 Cringleford CE VA Primary School
 Dickleburgh CE VC Primary School
 Drayton CE VC Junior School
 Eastgate Academy
 Edmund De Moundeford VC Primary School
 Fairhaven CE VA Primary School
 Fairstead Community Primary & Nursery School
 Freethorpe Community Primary School
 Garboldisham CE VC Primary School

Ghost Hill Infant & Nursery School
 Heather Avenue Infant School
 Hemblington Primary School
 Ingoldisthorpe CE VA Primary School
 Kenninghall Primary School
 Kinsale Infant School
 Mundesley Junior School
 Rackheath Primary School
 South Wootton Infant School
 St. Augustine's Catholic Primary School
 St. Martha's RC VA Primary School
 St. Martin At Shouldham CE Primary Academy
 Stalham Academy
 Sutton CE VC Infant School
 Swanton Morley VC Primary School
 Toftwood Infant School
 Trowse Primary School
 West Winch Primary School
 White Woman Lane Junior School
 Wicklewood Primary School And Nursery
 Wreningham VC Primary School

Consistently weak in maths (but not in all subjects) **Red Icons**

Blenheim Park Academy
 Ditchingham Church Of England Primary Academy
 George White Junior School
 Highgate Infant School
 Hindringham CE VC Primary School
 Moorlands Church Of England Primary Academy
 Peterhouse Church Of England Primary Academy
 Walpole Highway Community Primary School
 Wensum Junior Academy



MATHEMATICS – PERFORMANCE OF HIGH PRIOR ATTAINING GIRLS

Above average progress and attainment of a high score Green Icons	Below average progress and attainment of a high score Red Icons
<p>Aldborough Primary School</p> <p>Caister Junior School</p> <p>Catton Grove Primary School</p> <p>Colby Primary School</p> <p>Cromer Junior School</p> <p>Eaton Primary School</p> <p>Edmund De Moundeford VC Primary School</p> <p>Gayton CE VC Primary School</p> <p>Lakenham Primary School</p> <p>Martham Primary And Nursery School Academy Trust</p> <p>Mile Cross Community Primary School</p> <p>Nelson Academy</p> <p>North Walsham Junior School</p> <p>North Wootton Academy</p> <p>Ormiston Herman Academy</p> <p>Rollesby Primary School</p> <p>St. Augustine's Catholic Primary School</p> <p>St. John's Community Primary School & Nursery</p> <p>Stalham Academy</p> <p>Stoke Holy Cross Primary School</p> <p>West Walton Community Primary School</p> <p>White Woman Lane Junior School</p> <p>Wicklewood Primary School And Nursery</p>	<p>Admirals Academy</p> <p>Angel Road Junior School</p> <p>Astley Primary School</p> <p>Bignold Primary School And Nursery</p> <p>Brooke VC CE Primary School</p> <p>Burnham Market Primary School</p> <p>Cherry Tree Academy Trust Marham Junior</p> <p>Drayton CE VC Junior School</p> <p>Edward Worlledge Ormiston Academy</p> <p>Emneth Academy</p> <p>Fakenham Junior School</p> <p>Falcon Junior School</p> <p>Firside Junior School</p> <p>Great Yarmouth Primary Academy</p> <p>Heacham Junior School</p> <p>Heartsease Primary Academy</p> <p>Hethersett VC Junior School</p> <p>Kinsale Junior School</p> <p>Moorlands Church Of England Primary Academy</p> <p>Old Buckenham Primary School</p> <p>Old Catton CE Junior School</p> <p>Peterhouse Church Of England Primary Academy</p> <p>Reffley Academy</p> <p>South Wootton Junior School</p> <p>St. William's Primary School</p> <p>Whitefriars Church Of England Primary Academy</p> <p>Wroughton Junior Academy</p>

