

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Outcomes 2019 - Statutory

(v3)

Floor Standards

Attainment	Have at least 65% of children met the expected standard in Reading, writing & maths?	School score	
		83%	
or			
Progress (All 3 need to be met)	Is the reading progress score above -5?	+1.0	
	Is the writing progress score above -7?	+1.5	
	Is the maths progress score above -5?	+0.9	
Status	School is above floor standards		

Coasting Schools

2017	Is the % of children achieving the expected standard in R, Wr & Ma greater than 85%?	Average progress in reading is above -2.5	Average progress in writing is above -3.5	Average progress in maths is above -2.5	Is the school coasting?
	79%	0.2	3.7	1.9	No
2018	Is the % of children achieving the expected standard in R, Wr & Ma greater than 85%?	Average progress in reading is above -2.5	Average progress in writing is above -3.5	Average progress in maths is above -2.5	Is the school coasting?
	75%	-0.1	1.5	-0.2	No
2019	Is the % of children achieving the expected standard in R, Wr & Ma greater than 85%?	Average progress in reading is above -2.5	Average progress in writing is above -3.5	Average progress in maths is above -2.5	Is the school coasting?
	83%	+1.0	+1.5	+0.9	No
Status	Has the school been below coasting thresholds for three consecutive years?				No

End of Key Stage 2 Progress

	Progress Score	Significance (likely)
Reading	+1.0	Average
Writing	+1.5	Average
Maths	+0.9	Average

End of Key Stage 2 Attainment

Reading Writing & Maths	School	Expected +	High Score
	Hollins Grundy	83	14
	National 2019	65	11

Reading	School	Expected +	High Score	Average scaled score
	Hollins Grundy	86	31	107
	National 2019	73	27	104

Writing	School	Expected +	Greater Depth
	Hollins Grundy	90	34
	National 2019	78	20

Maths	School	Expected +	High Score	Average scaled score
	Hollins Grundy	86	28	107
	National 2019	79	27	105

Grammar Punctuation & Spelling	School	Expected +	High Score	Average scaled score
	Hollins Grundy	93	59	111
	National 2019	78	36	106

Prior Attainment Groups (1 child missing from PAG gps (ZA) due to not having KS1 assessments)	High Attainers (9 children)			Middle Attainers (18 children)			Low Attainers (1 child)		
Year 6	Progress score	Attainment		Progress score	Attainment		Progress score	Attainment	
		Expected +	Greater Depth		Expected +	Greater Depth		Expected +	Greater Depth
Reading Writing & Maths		100	44		78	0		0	0
Reading		100	67		83	11		0	0
Writing		100	89		89	6		0	0
Maths		100	67		83	11		0	0
Grammar Punctuation & Spelling		100	100		94	39		0	0

Trends Over Time

Reading	2016	2017	2018	2019
Expected +				
Whole cohort	86	79	79	86
Disadvantaged	100	50	33	67
SEND	75	17	40	25
EAL	/	100	100	/
Girls	92	86	75	93
Boys	81	73	82	79

Greater Depth				
Whole cohort	28	14	28	31
Disadvantaged	0	0	0	17
SEND	50	0	20	0
EAL	/	0	0	/
Girls	38	29	42	47
Boys	19	0	18	14

Writing	2016	2017	2018	2019
Expected +				
Whole cohort	97	93	86	90
Disadvantaged	100	50	33	83
SEND	75	67	40	25
EAL	/	100	100	/
Girls	100	100	92	93
Boys	94	87	82	86

Greater Depth				
Whole cohort	41	34	28	35
Disadvantaged	25	0	0	17
SEN	25	0	0	0
EAL	/	0	0	/
Girls	77	50	42	53
Boys	13	20	18	14

Maths	2016	2017	2018	2019
Expected +				
Whole cohort	90	93	83	86
Disadvantaged	100	75	33	67
SEND	50	67	40	50
EAL	/	100	100	/
Girls	92	100	83	100
Boys	88	87	82	71

Greater Depth				
Whole cohort	17	27	10	28
Disadvantaged	0	0	0	17
SEN	25	0	0	0
EAL	/	50	0	/
Girls	31	29	8	27
Boys	6	27	11	29

Evaluation

Progress

- All figures are positive therefore better than national (all likely to be in the average band)

Attainment

- Very positive outcomes with regard to attainment - Above national in all areas, Increase from 2018 in all areas for whole cohort
- Letter of congratulation from Local Authority
- Fall in achievement of SEND children in reading & writing
- Slight fall in achievement of boys at GD in reading & writing

End of Key Stage 1

Attainment

Reading Writing & Maths	School	Expected +	Greater Depth
	Hollins Grundy	70	3
	National 2019	65	11

Reading	School	Expected +	Greater Depth
	Hollins Grundy	80	20
	National 2019	75	

Writing	School	Expected +	Greater Depth
	Hollins Grundy	73	17
	National 2019	69	

Maths	School	Expected +	Greater Depth
	Hollins Grundy	83	23
	National 2019	76	

Progress through Year 1 & Year 2	Prior Attainment								
	High Attainers			Middle Attainers			Low Attainers		
Year 2	Expected Progress	Attainment		Expected Progress	Attainment		Expected Progress	Attainment	
		Expected +	Greater Depth		Expected +	Greater Depth		Expected +	Greater Depth
Reading	29	100	29	80	80	20	50	50	0
Writing	100	100	100	83	83	13	50	24	0
Maths	50	100	50	88	88	13	0	0	0

	% Achieving Expectations (published data)	% Achieving Expectations (constant cohort)
Foundation Stage Profile 2017 - GLD	83	89
End of KS1 2019 – RWrMa	70	78

Evaluation

- All figures for children working at the expected standard are above national.

Attainment Over Time

Reading	2016	2017	2018	2019
Expected +				
Whole cohort	71	83	80	80
Disadvantaged	25	67	0	100
SEND	0	20	57	43
EAL	/	75	33	0
Girls	92	94	92	69
Boys	56	69	71	93
Greater Depth				
Whole cohort	13	27	30	20
Disadvantaged	0	0	0	0
SEND	0	0	7	0
EAL	/	25	0	0
Girls	15	18	46	31
Boys	11	39	18	7

Writing	2016	2017	2018	2019
Expected +				
Whole cohort	71	73	73	73
Disadvantaged	0	33	0	100
EAL	/	75	33	50
SEND	0	0	50	43
Girls	100	88	85	63
Boys	50	54	65	86
Greater Depth				
Whole cohort	10	27	20	17
Disadvantaged	0	0	0	0
EAL	/	25	0	0
SEND	0	0	0	0
Girls	15	24	31	25
Boys	6	31	12	7

Maths	2016	2017	2018	2019
Expected +				
Whole cohort	68	83	77	83
Disadvantaged	50	67	0	100
EAL	/	100	33	50
SEND	33	40	57	43
Girls	54	94	77	81
Boys	78	69	77	86
Greater Depth				
Whole cohort	13	23	23	23
Disadvantaged	0	0	0	50
EAL	/	25	0	0
SEND	0	0	0	0
Girls	15	12	23	13
Boys	11	39	24	36

Year 2 Phonic Re-Check

Only one child took the re-check this year.

Year 2 Phonic Re-Check		Expected					
		Whole cohort	Disadvantaged	SEND	EAL	Girls	Boys
	Hollins Grundy	100	100	100	100	100	100
	National 2019						

Evaluation - Year 2 re-check

- All children have passed phonic check by end of KS1 - Excellent

Year 1 Phonic Check

Year 1 Phonic Check							
		Whole cohort	Disadvantaged	SEND	EAL	Girls	Boys
	Hollins Grundy	93	83	60	100	100	89
	National 2019	82					

Evaluation - Year 1 Phonic Check

- Excellent outcomes once again
- The only children who did not pass have EHC plans

Reception

Attainment

	Good Level of Development					
	Whole cohort	Disadvantaged (1)	SEND	EAL (1)	Girls (10)	Boys (21)
Hollins Grundy	81	100	0	100	90	76
National 2019	72				78	65

Good Level of Development	2016	2017	2018	2019
Whole cohort	70	83	80	81
Disadvantaged	25	100	83	100
SEN	0	0	0	0
EAL	33	0	100	100
Girls	85	81	93	90
Boys	59	86	69	76

Reading		Expected +	Greater Depth
	Hollins Grundy	81	29
	National 2018	77	

Writing		Expected +	Greater Depth
	Hollins Grundy	81	23
	National 2018	73	

Numbers		Expected +	Greater Depth
	Hollins Grundy	87	39
	National 2018	79	

Shape, Space & Measures		Expected +	Greater Depth
	Hollins Grundy	100	32
	National 2018	82	



End of Reception Key Statistics Report

24 June 2019

Rec - All Pupils (31 pupils)

						Early Years Foundation Stage Early Learning Goals													
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
						% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
	No.	%	% at 4+	% at 5+	% at 6+														
All Pupils	31	100.0	3.2	0.0	0.0	90.3	6.9	96.8	4.6	96.8	7.0	90.3	18.4	80.6	20.0	80.6	38.5	80.6	
Disadvantaged	1	3.2	0.0	0.0	0.0	100.0	6.0	100.0	4.0	100.0	6.0	100.0	16.0	100.0	18.0	100.0	34.0	100.0	
All SEN	5	16.1	20.0	0.0	0.0	40.0	5.4	80.0	3.8	80.0	5.8	40.0	15.0	0.0	14.8	0.0	29.8	0.0	
EAL	1	3.2	0.0	0.0	0.0	100.0	6.0	100.0	4.0	100.0	6.0	100.0	16.0	100.0	18.0	100.0	34.0	100.0	
Females	10	32.3	0.0	0.0	0.0	100.0	7.2	100.0	5.0	100.0	7.6	100.0	19.8	90.0	20.5	90.0	40.3	90.0	
Males	21	67.7	4.8	0.0	0.0	85.7	6.7	95.2	4.4	95.2	6.7	85.7	17.8	76.2	19.8	76.2	37.6	76.2	

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.
The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2 Exceeding = 3

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

Evaluation

- Attainment is above national for Good Level of Development

Whole School



Basic Characteristics

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (214 pupils)

24 June 2019

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	31	21 (67.7%) / 10 (32.3%)	1 (3.2%)	1 (3.2%)	6 (19.4%)	2 (6.5%)	5 (16.1%)	5 (16.1%)	0 (0%)	0 (0%)	0 (0%)
Y1	30	18 (60.0%) / 12 (40.0%)	6 (20.0%)	6 (20.0%)	4 (13.3%)	4 (13.3%)	5 (16.7%)	3 (10.0%)	0 (0%)	2 (6.7%)	0 (0%)
Y2	30	14 (46.7%) / 16 (53.3%)	2 (6.7%)	3 (10.0%)	8 (26.7%)	2 (6.7%)	7 (23.3%)	7 (23.3%)	0 (0%)	0 (0%)	0 (0%)
Y3	32	15 (46.9%) / 17 (53.1%)	3 (9.4%)	4 (12.5%)	8 (25.0%)	5 (15.6%)	10 (31.3%)	10 (31.3%)	0 (0%)	0 (0%)	0 (0%)
Y4	32	16 (50.0%) / 16 (50.0%)	2 (6.3%)	2 (6.3%)	10 (31.3%)	7 (21.9%)	5 (15.6%)	5 (15.6%)	0 (0%)	0 (0%)	1 (3.1%)
Y5	30	15 (50.0%) / 15 (50.0%)	5 (16.7%)	4 (13.3%)	1 (3.3%)	0 (0%)	5 (16.7%)	5 (16.7%)	0 (0%)	0 (0%)	0 (0%)
Y6	29	14 (48.3%) / 15 (51.7%)	6 (20.7%)	2 (6.9%)	3 (10.3%)	0 (0%)	4 (13.8%)	4 (13.8%)	0 (0%)	0 (0%)	1 (3.4%)
All	214	113 (52.8%) / 101 (47.2%)	25 (11.7%)	22 (10.3%)	40 (18.7%)	20 (9.3%)	41 (19.2%)	39 (18.2%)	0 (0%)	2 (0.9%)	2 (0.9%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	87	87	81.3
Any Other White Background	5	3	3.7
Pakistani	15	8	10.7
White and Black Caribbean	3	1	1.9
Black Caribbean	1	0	0.5
White and Black African	0	1	0.5
Refused	0	1	0.5
White - Irish	1	0	0.5
White and Asian	1	0	0.5
All	113	101	100.0

Attendance	Overall Attendance	Disadvantaged Attendance	% Persistent Absentees (<90%)
Hollins Grundy 2018/19	96.9	94.8	3.26
National 2018/19			



Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (214 pupils)

29 July 2019

Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %
Total		97.1%	96.3%	96.9%
Reception	31	-	-	97.0%
Year 1	30	-	95.9%	96.5%
Year 2	30	96.4%	96.0%	97.5%
Year 3	32	97.0%	95.9%	96.9%
Year 4	32	97.3%	97.0%	97.1%
Year 5	30	96.7%	96.5%	96.8%
Year 6	29	98.2%	96.5%	96.6%

Evaluation

- Attendance is once again good – letter of congratulation from the Local Authority.
- Of the 6 children with attendance below 90% 3 are SEND

