

USING DATA TO IMPROVE THE STUDENT EXPERIENCE IN THE PRIMARY SECTOR



Kimberley
Primary School

EXPECTED OUTCOMES

- To understand one example model of using data to enhance the pupils learning journey in the primary sector.



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Go On And Learn!

“At Kimberley Primary School, we challenge every individual to Go On And Learn. We value and respect everyone’s contributions. Working together, we will be the best that we can be.”

G.O.A.L



Jennifer Porter
Headteacher



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OUR SCHOOL



- 163 children currently on roll (including 52 place nursery).
- 6 FT teachers, 6 TA, 6 classrooms..
- Mixed age classes (up to 3 years groups in one class)
- Early Years Foundation Stage Unit 3-5 years of age
- Phase 1-3 unit 5-8 years of age
- Phase 4-6 unit 8-11 years of age



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GO ON AND LEARN!

Ability is what you are capable of doing
Motivation determines what you do
Attitude determines how well you do it

BE THE BEST THAT YOU CAN BE!



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Question 1: What is a University?

**Reception: A university is where monsters scare people.
Where people go and scare people.
All the scary people hide under beds and scare them.
If you say 'BOO!', it scares them.**



**Year 1 & 2: I think it's really big.
A place where you can learn new things.
It's for learning and it's brown and big.
It's a school for big kids and you can play.**

**Year 2 & 3: A place where you train for jobs.
You do tests and stuff.
When you're older you go there.
Where you learn what you want to be.
Where you do stuff and get tested.**

**Year 3, 4, 5 & 6: A place where you go to get a better job.
A hard place to learn at.
You learn a lot more, you get to train in what to do.
Something you do after collage to get a job.
A bit like collage and you can go for as long as you like.**

Question 2: What is it like at university?

Reception: Some people might be red, pink , green, blue and grey.
Tonnes of people are multi-coloured.
You get to watch a film in the cinema and play.
Lots of people learning.

Year 1 & 2: It's very big and hot.
It's boring.
Where you can get a car and a job.
It has a lot of classrooms.

Year 2 & 3: Ginormous, crowded and busy.
Full of clever people.
Very big with lots of rooms.
Adults and teenagers all around you.

Year 3, 4 & 5: A university has strict teachers
It is boring.
Lots of studying going on.
It is very crowded.

Year 5 & 6: It can be fun, but also hardworking.
A big version of a school and also harder.
An educational environment.
It gives you better grades.

Question 3: What can you do at university?

Reception: You go to school.

Sometimes you go to the cinema.

When you go to the book fair, if you are loud, the librarian shouts at you.

You can play number time.

You can read.

You can go on holiday and swim.

Year 1 & 2: You live in there

You can get your own job.

Get your own car.

You do very boring things.

You can do maths, play and learn new stuff.

Year 2 & 3: You can do science.

You can learn more things.

You can do history, writing and maths.

You can also do S.P.A.G (spelling, punctuation and grammar), times tables and multiplication.

Year 3,4,5 & 6: Learn how to achieve and train for any job.

Qualify for jobs and study.

You can do tests which are boring.

You could do a dentist course.

You could get higher grades.

You can study different categories of jobs.

Question 4: What is a university for?

Reception: For people who have birthday songs.

To learn stuff and play.

To go home to read and write.

It is for garden celebration parties.

To eat birthday cake.

It is to find new friends.

Year 1 & 2: To get a new job.

To get a new school.

A university is for practising new stuff.

A university is to learn new things.

Year 2 & 3: For learning more stuff and you can be a vet.

You can learn about what you want to be.

You can learn how to do stuff.

You can learn new things and watch films.

At the end of the year, you have a disco.

Year 3,4,5 & 6: Adults who want to learn.

To help young adults prepare themselves for a new job.

To get higher grades.

Options for better jobs.

Parents
Board Of Governors
Local Authority
DFE
Ofsted
HMI

Receive
Collect
Generate

Report

Implement Changes

The assessment and data cycle to enhance the student experience

Standardise and Moderate

Summarise performance

Analyse

Apply Factors

Planning ahead for Funding
Deployment of resources
CPD



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Receive, Collect and Generate data

Transition
Data

Parents
Meetings

Marking and
feedback

Test
outcomes

Conversation
with pupils

STANDARDISE AND MODERATE

Secure
Judgement

Phase / Team Level

Cross phase moderation

Inter-school moderation



APPLY FACTORS-VULNERABLE GROUPS

SUMMARISE PERFORMANCE

- Pupil Progress Meetings
- What are the overall percentages for the levels attained at the end of the previous Key Stage?

	Reading	Writing	Maths
Less than Level 1		11	
Level 1	18	21	18
Level 2C	18	30	18
Level 2B	36	26	36
Level 2A	18	7.5	11
Levels 3	7.5	3.5	15

	Reading	Writing	Maths
	Nathan 3C	Nathan 2A	Nathan 2A PP 4
	Kaiden 3C	Holly 3C+	Logan 2A+ PP2
	Logan 3C	Kaiden 2A	Kaiden 3c+ PP3
	Callum 2A+	Logan 2C	Callum 2A+ PP2
		Callum Fox 2A	Priya 3C+ PP4
	Yr5	Archie 3C	•Both Jack 3C PP3
	Amelia 2C+	Jack T 3c	Harmony 3C PP3
	Millie B 3C	Tilly 2A+	
	Darcey 3C	Yr5	Yr 5
	Stan	Lola 3B+	Darcey 3C PP3
	Harrison	Darcey 3C	Amelia 2C PP4
		Amelia 2B	Millie 2A+ PP3
		Millie B 3C	Isabelle 3C+ PP3
		Stan	Stan
Total		Harrison	Harrison

1. Who did not make the expected progress and attainment for this cohort and who will need extensive support next year?

Attainment

Progress

Both

Progress Over the Year:

1. Number and percentage of children that have made **expected progress (4PP)** from the start of the current year in reading, writing and maths?

	Number	Percentage
Reading	10/11	91%
Writing	11/11	100%
Maths	11/11	100%

1. Number and percentage of children making **greater than expected progress (+4PP)** from the start of the current year in reading, writing and maths?

	Number	Percentage
Reading	10/11	91%
Writing	10/11	91%
Maths	11/11	100%

KS1 COMPARING TO NATIONAL STANDARDS

	2013	2014	2015 Predict	2015 Act	2013	2014	2015 Predict	2015 Act	2013	2014	2015 Predict	2015 Act
	2C+				2b+				3+			
Maths												
School	89	95	90%	78	78	68	65%	74	22	16	25%	26
National	92				80				24			
Reading												
School	83	84	90%	84	67	79	75%	74	11	11	25%	26
National	90				81				31			
Writing												
School	67	74	85%	84	44	58	70%	74	0	11	15%	26
National	86				70				16			

Pupil Progress

Progress Review form 2013/14 KPS - Microsoft Word

File Home Insert Page Layout References Mailings Review View Design Layout

Print Layout Full Screen Reading Web Outline Draft Document Views Ruler Gridlines Navigation Pane Show Zoom 100% One Page Two Pages Page Width New Window Arrange All Split Window Window View Side by Side Synchronous Scrolling Reset Window Position Switch Windows Macros

Progress Review.....
Please complete and bring to your review meeting

Summer 1 2014 APS	Reading APS	Writing APS	Maths APS
Progress from Summer 2, 2013	Reading APS	Writing APS	Maths APS
Progress from Summer 2, 2013 to Summer 1 2014, pupil premium APS (Be able to comment about individuals)	Reading FSM..... PP..... Girls..... Boys..... SA..... SA+.....	Writing FSM..... PP..... Girls..... Boys..... SA..... SA+.....	Maths FSM..... PP..... Girls..... Boys..... SA..... SA+.....

List the children who were not on track (not in the pink) at Autumn 2 (maps)
Which children are now on track?
Which children are not on track still?

Comment about what you have done where children have made progress.
What are you doing for children not on track?

You want most of your children to be in the second grey column indicating ARE.....
What percentage of your cohort are on track to achieve this overall by the end of the year
What percentage of your children have achieved 3.0 (expected) points progress each?
What percentage of your children have achieved greater than expected progress in each?
What percentage of your children have achieved below expected progress in each?
Write your commentary here:

This chart may help you:

Year Group	Reading			Writing			Maths		
	BE	Exp	Exc	BE	Exp	Exc	BE	Exp	Exc

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COMMENTARY:

Entry Data Autumn 2015-FS 2 children [21 in cohort].

- On entry - Average of Prime Areas - 17% working at Typical Level of Development
83% working below Typical Level of development
- On entry - Average of Specific Areas- 10% working at Typical Level of Development
90% working below Typical Level of Development

IMPLEMENT CHANGES-SO WHAT?

What interventions does the data tells us the child needs to make at least expected progress or/and make the age expected level?

What resources do we currently have available to support the child?

How does the child best learn?

Do we need something additional to support the child?

Guided Writing:

Draw pictures of fireworks, then think of some wow words to describe the fireworks, turning these words into a poem.

GROUPS:

Highlighted PINK=
PP children.

Skye
Chloe
Kaidon
Felicity
Kane
Luke
Abbi
Jayden
Dylan
Max

Must [40-60+ months]

I will be able to give meaning to marks I make as I write and draw.

Should [40-60+ months]

I will be able to hear and say the initial sounds in words.

Could [40-60+ months]

CHALLENGE

I will be able to write my own name and other things such as labels, captions.
[firework WOW words in a list

Kaidon

MAC
PP

- To use my robot voice to blend simple cvc words.

- To write my first name independently, with letters correctly formed.
- To learn all the phonemes from Level 4 Sounds Together.
- To write a simple sentence independently.

- To recognise numbers to 20.
- To write numbers to 20.

ANALYSE

For the child

For the school

Attainment compared to the nationally expected levels for their age.

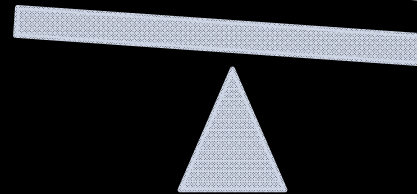
Progress over the year and over the key stage

Trends of performance over time

Comparison to national data

Comparison of one group compared to another group

Trends of performance between subject areas



REPORT

Governors

Local and
National
Government

Parents

Punctuation-reporting to parents

I can separate words using finger spaces.

I can use capital letters to start a sentence.

I can use a full stop to end a sentence.

I can use a question mark.

I can use an exclamation mark.

I can use capital letters for names.

I can use 'I'.

Parent Teacher Consultation

Document387 - Microsoft Word

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Clipboard Font Paragraph Styles Editing

Parent Teacher Consultation

Kimberley Primary School

Parent Aspirations	Teacher aspirations
Parent agreed actions	Teacher actions

Parent Signature _____ Date _____

Staff Signature _____ Date _____

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Year 1

Findings

Regarding the proportion of children achieving the phonics pass mark, we are slightly above Nottingham and Broxtowe.

The overall average mark for the cohort was lower than that of Nottinghamshire and Broxtowe

The performance of our FSM6 pupils and non FMS6 pupils was the same, therefore there was a lower gap than in Nottinghamshire.

None of the SEN pupils were performing at the required standard in phonics

Action

Improve the proportion of boys reaching the expected standard in year one so that boys and girls are in line

Improve the average mark of pupils overall, particularly boys

Increase the proportion of SEN children who achieve the phonics pass mark

Pupil Premium (FSM6 / Dis Ad) Attainment 2015

Results	Maths	Reading	Grammar	Writing
L4+	100%	100%	100%	100%
L5+	75%	25%	100%	50%
L6+	0%	0%	0%	0%
Comparative to 2014 (SCH)				
L4+	+40%	+20%	+40%	+40%
L5+	+15%	-55%	+40%	+30%
L6+				
Comparative to national 2014				
L4+	+18%	+24%	+22%	+34%
L5+	-10%	+30%	+47%	+6%
L6+				

Reading, Writing, Maths Combined	School % 2015	School %2014	2014 school compared at national 2014	2015 school compared to National 2014	TREND compared to national 2014
L4+	100%	60%	-7	+33	+40
L5+	25%	20%	+8	+13	+5

KS1-KS2 2015 Progress analysis by level and sub level

Number of pupils	Key Stage Two level							
	w	1	2	3	4	5	6	
18	W	DB		EP				
	1				SB BH KK			
	2c				KC BM			
	2b				AB LJ KJ NS	MC CP AT MW		
	2a					ET		
	3					AH		EB

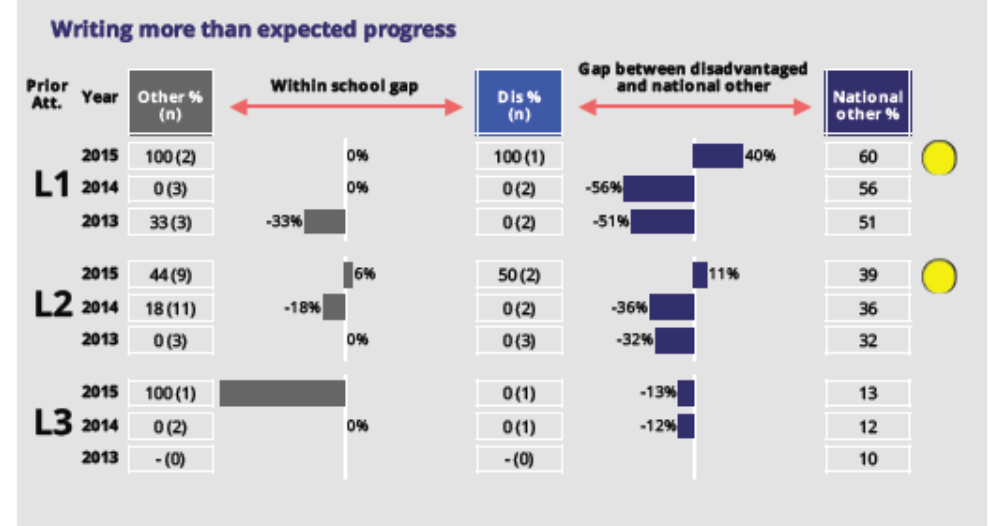
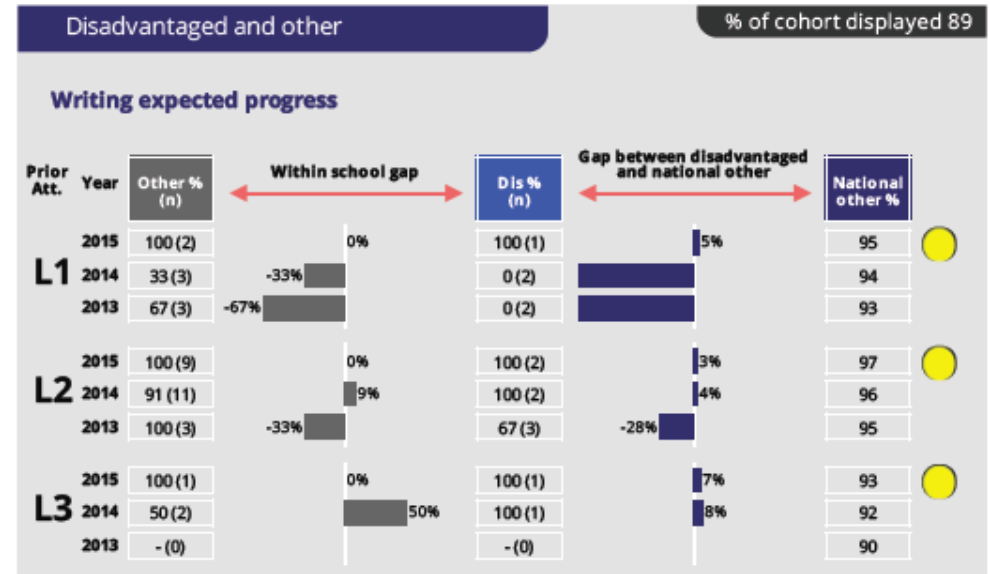
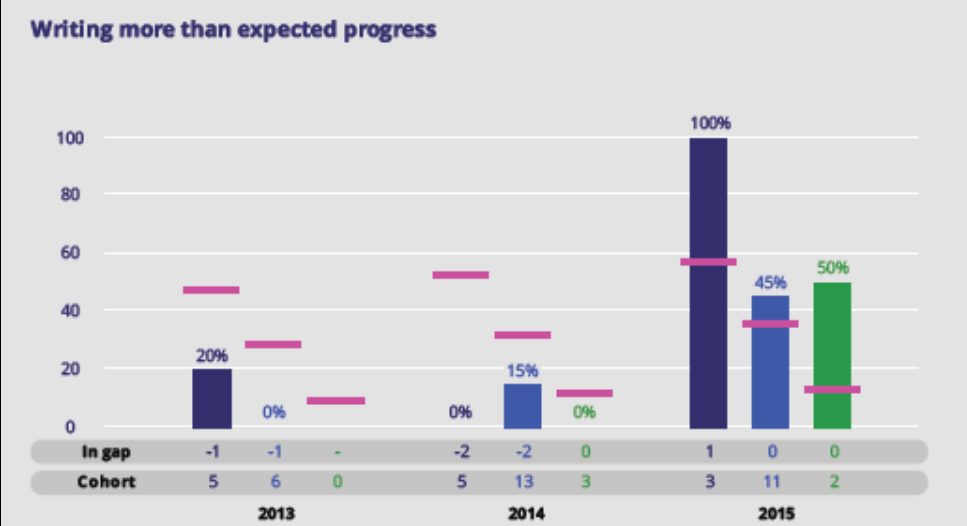
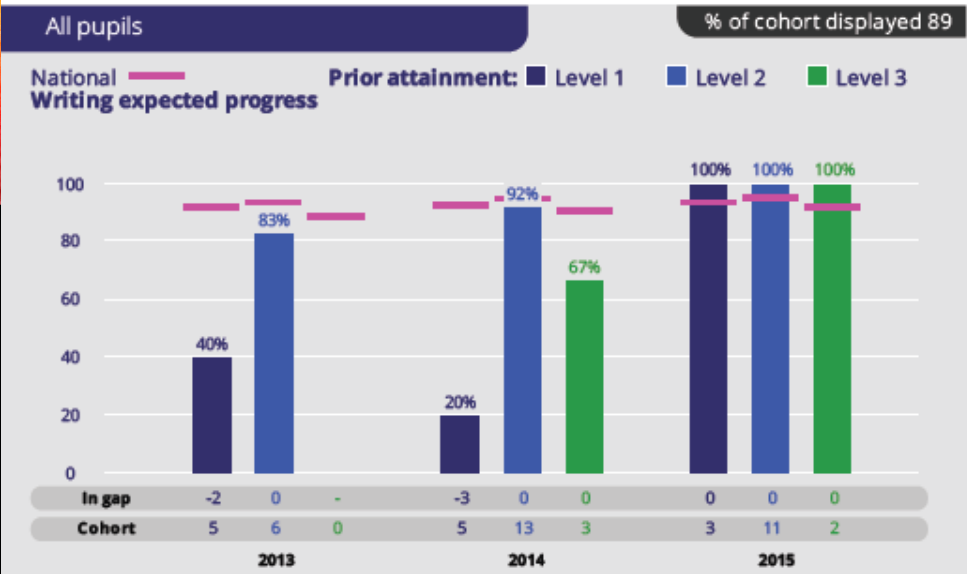
WRITING 18 COHORT

	TREND	2015	TREND	2014	2013	National 2014
LESS THAN EXPECTED		5.5%		39%	36%	9%
EXPECTED PROGRESS		94.35%		71%	64%	91%
MORE THAN EXPECTED		55.5%		4.8%	9%	30%

Red: School dip and below national
Orange: School dip but above national
Yellow: School Improvement but below national
Green: School Improvement and above national
Pink: No significant change at school level but above national

Disadvantaged were well below other pupils nationally in 2015*

Disadvantaged were at or above other pupils nationally in 2015



*well below means that the gap relates to one pupil or more

PLANNING AHEAD-SO WHAT?

To improve the students learning experience-what does the school need to do?

What training and support do staff need in order to carry improve pupils learning outcomes?

Can we train and support our staff within our internal structure or do we need to source support from elsewhere in the sector?

What do data trends tell us is the most impactful practice in raising standards across all three phases? Do we need to shift our focus?

When and how will the impact on the planning be monitored and by whom?

QUALITY OF MARKING

To be written at the start of work, next to the LO: All teaching staff coding must be written on the right side of a piece of work.

We agree that all work is completed independently unless a code such as those written below is inserted. We do not use an 'I' code.


A Learning objective achieved-this must be included on every piece. A child knows that this is a positive response. A child can expect to receive at least one written positive response per week

TS Teacher supported work

TAS Teaching assistant (support staff) supported work

ST Supply Teacher



- 
- Marking colour codes (for all subjects):
 - Class teachers and support staff mark in red
 - Supply teachers and student teachers mark in black
 - Pupils mark in green
 - Pupils respond in purple

Activity	Impact
Standardise and moderate	Fairness and confidence in judgement
Apply Factors	Applies a context to the performance and predictions. Allows for barriers to be accounted for and planning to overcome them to be considered (Equality Of Opportunity)
Summarise Performance	Accountability on teaching staff and leaders
Implement changes	THE MOST IMPORTANT ASPECT OF THE CYCLE. Impact on learners and learning. All other parts of the model have no purpose if there are no adjustments made to provision / delivery of the curriculum. IMMEDIATE IMPACT
OUTSIDE THE MAIN CYCLE Leadership activities	More medium and longer term impact

The receive and implement aspects of the cycle can also act as a stand alone function –formative assessment.

The external work of the senior leaders will, to some extent , operate autonomously from the teaching, learning and assessment cycle-feeding information and receiving information at various times.

SUMMARY

- Know the child before they start with us-gathering the data from as many sources as possible
- Use the information to tailor their educational flight path
- Re-asses the pupils attainment and progress-formatively and summatively
- Apply any factors
- Summarise the performance of groups and cohorts for comparison between groups, trends over time and against the local and national picture
- Change the educational flight paths for pupils as a result of what data tells us using current or additional resources available.
- Monitor and review

HOW DOES THE SAMPLE PRIMARY MODEL COMPARE TO
THE MODELS APPLIED TO YOUR SETTING?

WOULD YOU LIKE TO KNOW ANY MORE ABOUT THE BRIEF
INFORMATION WE HAVE SHARED WITH YOU TODAY?

THANK YOU FOR YOUR ATTENTION

- Kimberley Primary School Team

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