















Noor Ul Islam Primary School 2016

Year 2 SATs

	Combined	Maths	English	SPAG	Writing
Number of pupils who scored 100 or above	16	17	17	18	19
Total pupils	23	23	23	23	23
	70%	74%	74%	78%	83%
Scaled score average		103	103	105	

Year 6 SATs

	Combined	Maths	English	SPAG	Writing
Number of pupils	19	20	21	21	19
Total number of pupils	22	22	22	22	22
School %	86% 	90% 	95% 	95% 	86%
National average	53% 	70% 	66% 	72% 	N/A
Scaled score	N/A	109 	107 	109 	N/A
National average	N/A	103 	103 	104 	N/A

1 The combined results are calculated based on a minimum respective level for Maths and Reading

2 National averages taken from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534573/SFR30_2016_text.pdf (accessed August 8th 2016)

Analysis by gender
Year 2 SATs – Boys only
(10 children)

Level	Reading	National Average	Writing	National Average	Maths	National Average	GPS	National Average
% below 100	20%		20%		10%		20%	
% 100 or above	80%		80% <i>(at or above expected standard)</i>		90%		80%	
% 105 or above	30%		30% <i>(at a greater depth)</i>		80%		60%	

Year 6 SATs – Boys only
(13 children)

	Reading	National Average 2015	Writing	National Average 2015	Maths	National Average 2015	GPS	National Average 2015	Combined Reading, Writing and Maths	National average
Below 100	8%		23% <i>(working towards expected level)</i>		15%		8%			
100 or above	92%		77% <i>(at or above expected standard)</i>		85%		92%			
105 and above	62%		23% <i>(at a greater depth)</i>		77%		69%			

Analysis by gender
Year 2 SATs – Girls only
(13 children)

Level	Reading	National Average	Writing	National Average	Maths	National Average	GPS	National Average
% below 100	23%		15% <i>(working towards expected level)</i>		38%		23%	
% 100 or above	77%		85% <i>(at or above expected standard)</i>		62%		77%	
% 105 or above	62%		62% <i>(at a greater depth)</i>		30%		69%	

Year 6 SATs – Girls only
(9 children)

	Reading	National Average 2015	Writing	National Average 2015	Maths	National Average 2015	GPS	National Average 2015	Combined Reading, Writing and Maths	National Average 2015
Below 100	0		0 <i>(working towards expected level)</i>		0		0			
100 or above	100%		100% <i>(at or above expected standard)</i>		100%		100%			
105 and above	67%		22% <i>(at a greater depth)</i>		67%		89%			

***In school variation
Year 2***

Scale score	Reading		Writing		Maths		GPS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Below 100	20%	23%	20%	15%	10%	38%	20%	23%
100 or above	80%	77%	80%	85%	90%	62%	80%	77%
105 or above	30%	62%	30%	62%	80%	30%	60%	69%

Year 6

Scale score	Reading		Writing		Maths		GPS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Below 100	8%	0%	23%	0%	15%	0%	8%	0%
100 or above	92%	100%	77%	100%	85%	100%	92%	100%
105 or above	62%	67%	23%	22%	77%	67%	69%	89%



Analysis of EYFS results

The EYFS results are based on the Early Learning Goals (17 in total). The % of pupils achieving the respective levels is provided below.

Students meeting expectations:	21	88%
Students exceeding expectations:	1	4%
Students meeting/exceeding expectations	22	92%
Students below expectations	2	8%

GL Progress tests

Pupils from Reception to Year 6 sat the progress tests for the second year. The tests are administered in school and marked externally. This allows comparisons to be made for progress year on year. The progress measure is only possible for the pupils who sat the test last year (hence no Year 1 and Reception class analysis). These tests were taken with no notice to parents or pupils and no preparation by teachers *to ensure pupils were not trained to take the test*. Reception pupils sat this test for the first time and their performance is below the rest of the school due to the fact that most pupils were doing something like this for the first time.

Progress rating	Year 6 (22 pupils)		Year 5 (24 pupils)		Year 4 (18 pupils)		Year 3 (19 pupils)		Year 2 (21 pupils)		Totals (104 pupils)	
	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English
Much higher than expected	10 (45%)	3 (14%)	2 (8%)	3 (13%)	5 (28%)		2 (11%)	3 (16%)	7 (33%)	7 (33%)	26 (25%)	16 (15%)
Higher than expected	4 (8%)	3 (14%)	6 (25%)	3 (13%)	4 (22%)		2 (11%)	4 (21%)	4 (19%)	8 (38%)	20 (19%)	18 (17%)
Expected	7 (32%)	13 (59%)	9 (38%)	15 (63%)	9 (50%)	13 (72%)	9 (47%)	8 (79%)	7 (33%)	6 (29%)	41 (40%)	55 (53%)
Expected or above	21 (95%)	19 (86%)	17 (71%)	21 (88%)	18 (100%)	13 (72%)	13 (68%)	15 (79%)	18 (86%)	21 (100%)	87 (84%)	89 (86%)
Lower	1 (5%)	2 (9%)	5 (20%)	3 (12%)		5 (28%)	6 (32%)	4 (21%)	2 (10%)		14 (13%)	14 (13%)
Much lower than expected		1 (5%)	2 (8%)						1 (5%)		3 (3%)	1 (1%)

Progress tests
Analysis by gender
(Girls)

Progress rating	Year 6 (9 pupils)		Year 5 (11 pupils)		Year 4 (10 pupils)		Year 3 (9 pupils)		Year 2 (12 pupils)	
	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English
Much higher than expected	5 (55%)	2 (22%)	1 (9%)	2 (18%)	2 (20%)			2 (22%)	4 (33%)	5 (42%)
Higher than expected	2 (22%)	1 (11%)	3 (27%)	1 (9%)	1 (10%)		2 (22%)	3 (33%)	3 (25%)	4 (33%)
Expected	1 (11%)	6 (67%)	3 (27%)	6 (55%)	7 (70%)	7 (70%)	4 (44%)	2 (22%)	3 (25%)	3 (25%)
Lower	1 (11%)		3 (27%)	2 (18%)		3 (30%)	3 (33%)	2 (22%)	2 (17%)	
Much lower than expected			1 (9%)							

(Boys)

Progress rating	Year 6 (13 pupils)		Year 5 (13 pupils)		Year 4 (8 pupils)		Year 3 (10 pupils)		Year 2 (9 pupils)	
	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English
Much higher than expected	5 (38%)	1 (8%)	1 (8%)	1 (8%)	3 (38%)		2 (20%)	1 (10%)	3 (33%)	2 (22%)
Higher than expected	2 (15%)	2 (15%)	3 (23%)	2 (15%)	3 (38%)			1 (10%)	1 (11%)	4 (44%)
Expected	6 (46%)	7 (54%)	6 (46%)	9 (69%)	2 (25%)	6 (75%)	5 (50%)	6 (60%)	4 (44%)	3 (33%)
Lower		2 (15%)	2 (15%)	1 (8%)		2 (25%)	3 (30%)	2 (20%)	1 (11%)	
Much lower than expected		1 (8%)	1 (8%)							

Analysis of Pupils who made lower than expected progress

	Maths		English	
YEAR 2	Previous SAS	New SAS score	Previous SAS	New SAS score
	102	93		
	89	85		
	93	75		
YEAR 3				
	117	99	141	124
	126	110	110	102
	117	101	108	99
	118	105	100	94
	130	111		
	111	95		
YEAR 4				
			130	118
			128	116
			112	105
			99	93
			99	95
YEAR 5				
	116	110	134	122
	105	101	101	96
	101	96	95	90
	102	92		
	98	91		
	98	77		
YEAR 6				
	69	69		
	102	93		
			130	114
			101	94
			102	88

Analysis of the pupils who did not make progress shows that the majority were at or above the expected standard for their age in last year’s progress tests. Notwithstanding slight anomalies this indicates there are a core group of children who are not making progress who need the extra challenge. In particular pupils in the upper national percentiles are reflected here.



Noor UI Islam Primary School School Performance Data – 2015-2016

Progress of SEN Pupils

Below is a list of all the pupils that were on the SEN register at some point in 2015-2016. At the end of 2016 there were 11 students on the SEND register.

Pupil	Progress	
CLASS	Maths	English
Reception	Not available	
1	Not available	
1	Not available	
1	Not available	
2	Higher than expected	Higher than expected
2	Lower than expected	Expected
2	Much lower than expected	Expected
2	Not available	
3	Lower than expected	Expected
4	Expected	Lower than expected
5	Lower than expected	Expected
5	Expected	Expected
6	Higher than expected	Expected
6	Expected	Much lower than expected
6	Expected	Expected

Taking the progress of pupils on the SEN register into account. Pupils generally make expected progress. There are a few anomalies and these are in particular with a few students in KS1 who have only recently been assessed for additional needs. Pupils in Reception and Year 1 have not been included as they have only sat 1 test to date.

Analysis of group attainment scores based on GL Progress tests

Pupil scores in the GL progress tests were compared with the national average. Although the school does not select pupils by ability the pupils at the school score on average significantly higher than the national average in 11 out of the 14 tests.

Further analysis also identifies the spread of the results to be in line with a normal distribution curve and not due to the fact that the pupils at the school are a select few.

	Maths		English	
Reception	The mean standard age score for this group is not significantly different from the national average.	↔	The mean standard age score for this group is not significantly different from the national average.	↔
Year 1	The mean standard age score for this group is significantly higher than the national average.	↑	The mean standard age score for this group is significantly higher than the national average.	↑
Year 2	The mean standard age score for this group is significantly higher than the national average.	↑	The mean standard age score for this group is significantly higher than the national average.	↑
Year 3	The mean standard age score for this group is significantly higher than the national average.	↑	The mean standard age score for this group is significantly higher than the national average.	↑
Year 4	The mean standard age score for this group is not significantly different from the national average.	↔	The mean standard age score for this group is significantly higher than the national average.	↑
Year 5	The mean standard age score for this group is significantly higher than the national average.	↑	The mean standard age score for this group is significantly higher than the national average.	↑
Year 6	The mean standard age score for this group is significantly higher than the national average.	↑	The mean standard age score for this group is significantly higher than the national average.	↑

GL Progress tests assessment analysis per class for pupil attainment

Standard Attainment Score	Year 6 (22 pupils)				Year 5 (24 pupils)				Year 4 (20 pupils)			
	Maths		English		Maths		English		Maths		English	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
100 or above	9	6	9	8	10	8	12	8	7	9	6	7
Below 100	4	3	4	1	3	3	1	3	2	2	3	4
Total % 100 or above	70%	67%	70%	89%	77%	63%	92%	73%	78%	82%	67%	64%
Class % 100 or above	68%		77%		75%		83%		80%		65%	

Standard Attainment Score	Year 3 (23 pupils)				Year 2 (23 pupils)				Year 1 (26 pupils)				Rec. (24 pupils)			
	Maths		English		Maths		English		Maths		English		Maths		English	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
100 or above	9	9	8	10	7	10	9	11	10	13	9	14	4	5	8	6
Below 100	3	2	4	1	3	3	1	2	1	2	2	1	10	5	6	4
Total % 100 or above	75%	82%	67%	91%	70%	77%	90%	85%	91%	87%	82%	93%	29%	50%	57%	60%
Class % 100 or above	78%		78%		74%		87%		88%		88%		38%		59%	

Analysis of tracker data

Year 6

	Reading	Writing	Maths	Science
Working Towards	0	0	0	0
Meeting	17	20	14	17
Exceeding	5	2	8	5
Working Towards	0.0%	0.0%	0.0%	0.0%
Meeting	77.3%	90.9%	63.6%	77.3%
Exceeding	22.7%	9.1%	36.4%	22.7%
Expected standard or higher	100.0%	100.0%	100.0%	100.0%

Year 5

	Reading	Writing	Maths	Science
Working Towards	0	8	3	0
Meeting	17	15	12	18
Exceeding	7	1	9	6
Working Towards	0.0%	33.3%	12.5%	0.0%
Meeting	70.8%	62.5%	50.0%	75.0%
Exceeding	29.2%	4.2%	37.5%	25.0%
Expected standard or higher	100.0%	66.7%	87.5%	100.0%

Year 4

	Reading	Writing	Maths	Science
Working Towards	0	0	0	0
Meeting	16	17	15	20
Exceeding	4	3	5	0
Working Towards	0.0%	0.0%	0.0%	0.0%
Meeting	76.2%	81.0%	71.4%	95.2%
Exceeding	19.0%	14.3%	23.8%	0.0%
Expected standard or higher	95.2%	95.2%	95.2%	95.2%

Year 3

	Reading	Writing	Maths	Science
Working Towards	0	4	3	0
Meeting	23	19	16	23
Exceeding	0	0	4	0
Working Towards	0.0%	17.4%	13.0%	0.0%
Meeting	100.0%	82.6%	69.6%	100.0%
Exceeding	0.0%	0.0%	17.4%	0.0%
Expected standard or higher	100.0%	82.6%	87.0%	100.0%

Year 2

	Reading	Writing	Maths	Science
Working Towards	0	0	1	0
Meeting	5	7	4	7
Exceeding	18	16	18	16
Working Towards	0.0%	0.0%	4.3%	0.0%
Meeting	21.7%	30.4%	17.4%	30.4%
Exceeding	78.3%	69.6%	78.3%	69.6%
Expected standard or higher	100.0%	100.0%	95.7%	100.0%

Year 1

	Reading	Writing	Maths	Science
Working Towards	3	2	0	0
Meeting	22	22	16	26
Exceeding	1	2	10	0
Working Towards	11.5%	7.7%	0.0%	0.0%
Meeting	84.6%	84.6%	61.5%	100.0%
Exceeding	3.8%	7.7%	38.5%	0.0%
Expected standard or higher	88.5%	92.3%	100.0%	100.0%

Islamic Studies Attainment Data

Reception class

	Quran	Qaidah	Dua
Working Towards	8.3%	29.2%	0.0%
Meeting	0.0%	0.0%	8.3%
Exceeding	91.7%	70.8%	91.7%
Expected standard or higher	91.7%	1.2%	100.0%

Year 1

	Islamic Studies	Quraan	Arabic	Dua
Working Towards	7.7%	11.5%	11.5%	15.4%
Meeting	3.8%	0.0%	0.0%	0.0%
Exceeding	88.5%	88.5%	88.5%	84.6%
Expected standard or higher	92.3%	88.5%	88.5%	84.6%

Year 2

	Islamic Studies	Quraan	Arabic	Dua
Working Towards	0.0%	8.7%	4.3%	0.0%
Meeting	0.0%	0.0%	0.0%	8.7%
Exceeding	100.0%	91.3%	95.7%	91.3%
Expected standard or higher	100.0%	91.3%	95.7%	100.0%

Year 3

	Islamic Studies	Quraan	Arabic	Dua
Working Towards	0.0%	0.0%	4.3%	26.1%
Meeting	8.7%	0.0%	4.3%	0.0%
Exceeding	91.3%	100.0%	91.3%	73.9%
Expected standard or higher	100.0%	100.0%	95.7%	73.9%

Year 4

	Islamic Studies	Quraan	Arabic	Dua
Working Towards	14.3%	0.0%	33.3%	42.9%
Meeting	9.5%	0.0%	0.0%	4.8%
Exceeding	76.2%	100.0%	66.7%	52.4%
Expected standard or higher	85.7%	100.0%	66.7%	57.1%

Year 5

	Islamic Studies	Quraan	Arabic	Dua
Working Towards	4.2%	16.7%	12.5%	100.0%
Meeting	0.0%	0.0%	0.0%	0.0%
Exceeding	95.8%	83.3%	87.5%	0.0%
Expected standard or higher	95.8%	83.3%	87.5%	0.0%

Year 6

	Islamic Studies	Quraan	Arabic	Dua
Working Towards	0.0%	0.0%	22.7%	59.1%
Meeting	0.0%	0.0%	13.6%	4.5%
Exceeding	100.0%	100.0%	63.6%	36.4%
Expected standard or higher	100.0%	100.0%	77.3%	40.9%

Overall analysis

What went well...

Attainment

The attainment pupils overall is very positive. Outperforming national averages by a significant margin for SATs in Year 6 (86% against 53%)

Attainment is generally equitable between boys and girls.

The school average scale score is considerably above national average with a few pupils scoring 120 the maximum scale score in Year 6.

Significant proportion of pupils are achieving the higher scale scores in a school where we do not select through an entrance exam.

Performance of pupils in GL progress tests generally resembles that from the SATs and in some ways was more challenging as the results weren't as strong. Anecdotally many pupils found the GL exam harder.

Quran and Islamic studies show good to outstanding attainment.

Progress

A significant number of pupils make progress higher than expected or much higher than expected (English 44%, Maths 32%)

Overall the vast majority of pupils make expected or above progress (84% in Maths, 86% in English)

SEN pupils also make progress at the school in line with expectations and in some cases higher than expected.

Progress is generally equitable between boys and girls

General

Findings from lesson observation and learning walks links into the performance of pupils. Concerns raised about Year 3 during the year and progress data reflects this.

The tracker generally reflects a positive picture based on Teacher assessment which reflects the data from both SATS and the GL assessment tests. This is a positive. Taken in conjunction the assessment systems in the school are robust.

Even better if...

Attainment

A slight disparity with the performance of girls at the higher levels in Maths based on Year 2 SATS data. 80% of boys scored 105 or more against 30% of the girls.

Reception class data although looks poor can be explained by their unfamiliarity with the test style approach. Other indicators such as the tracker are more positive about the attainment and progress of these pupils.

Arabic and Dua both seem to relatively less well in terms of attainment

All pupils seem to make exceeding levels of attainment in the Islamic studies department, need to review level of expectation or look at moderation.

Progress

The performance of pupils in terms of progress indicates the need to focus on more challenge for the faster learners as the majority of those who didn't progress were at or above the 100 standard attainment score.

Noor Ul Islam Primary School Performance Data – 2015-2016

Year 4 progress in English no pupil achieved above the expected level (possibly due to change in teachers mid year).

Year 3 a number of pupils didn't progress as well in Maths or English which was a concern hence the intervention of the Deputy head for team teaching in Maths.

Need to ensure all pupils make expected or above progress, all pupils who have slipped in progress to form part of phase one of the Rise and Shine club from September 2016.

Progress measures for Islamic studies need to be included.

General

Although the SATS, GL tests and tracker data are producing corroborating evidence of pupil attainment and progress further analysis at classroom level should be included in the monitoring carried out this year. The focus on those who are not making progress can be a sample group on which to base this.

Seesaw not used effectively enough to evidence pupil progress.