















Noor ul Islam Primary School 2017

Year 2 SATs

	Combined	Maths	Reading	SPAG	Writing
Number of pupils who scored 100 or above	18	18	22	18	22
Total pupils	26	26	26	26	26
School %	69%	69%	85%	69%	85%
Scaled score average		104	103	105	
National average					

Year 6 SATs

	Combined	Maths	Reading	SPAG	Writing
Number of pupils	18	21	19	21	16
Total number of pupils	23	23	23	23	23
School %	78% 	91% 	83% 	91% 	70%
National average	61% 	75% 	71% 	77% 	N/A
Scaled score average	N/A	109 	108 	113 	N/A
National average	N/A	104 	104 	106 	N/A

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

2 National averages taken from www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-interim (accessed July 31st 2017)

Year on year trend

School % at expected level.	Combined	Maths	Reading	SPAG	Writing
2013		100%	100%	N/A	100%
2014		100%	100%	N/A	39%
2015		100%	95%	N/A	91%
2016 (23 pupils)	70%	74% -103	74% - 105	78% - 105	83%
2017 (26 pupils)	69%	69% - 104	85% - 103	69% - 105	85%

Year 2

Year 6



Noor ul Islam Primary School School Performance Data – 2016-2017

School % at expected level.	Combined	Maths	Reading	SPAG	Writing
2013 (Level 4 or above)		100%	100%	100%	100%
2014 (Level 4 or above)		95%	95%	100%	95%
2015 (Level 4b or above)	94%	94%	100%	94%	83%
2016 (Scaled score 100 or above) 22 pupils	86%	90% - 109	95% - 107	95% - 109	86%
2017 (Scaled score 100 or above) (23 pupils)	78%	91% -109	83% -108	91% - 113	70%

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

Level	Reading	National Average	Writing	National Average	Maths	National Average	GPS	National Average
% below 100	18%		18%		27%		36%	
% 100 or above	82%		82% (at or above expected standard)		73%		64%	
% 105 or above	36%		0% (at greater depth)		64%		45%	

***Year 6 SATs – Boys only
(12 children)***

	Reading	National Average 2016	Writing	National Average 2016	Maths	National Average 2016	GPS	National Average 2016
Below 100	17%		42%		0%		0%	
100 or above	83%		58% (at or above expected standard)		100%		100%	
105 and above	83%		0% (at greater depth)		67%		92%	

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

Scaled score	Reading	National Average	Writing	National Average	Maths	National Average	GPS	National Average
% below 100	13%		13%		33%		27%	
% 100 or above	87%		87% (at or above expected standard)		67%		73%	
% 105 or above	27%		0% (at greater depth)		40%		53%	

Year 6 SATs – Girls only
(11 children)

	Reading	National Average 2016	Writing	National Average 2016	Maths	National Average 2016	GPS	National Average 2016
Below 100	18%		18%		18%		9%	
100 or above	82%		82% (at or above expected standard)		82%		91%	
105 and above	73%		27% (at greater depth)		82%		82%	

In school variation Year 2

Scale score	Reading		Writing		Maths		GPS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Below 100	18%	13%	18%	13%	27%	33%	36%	27%
100 or above	82%	87%	82%	87%	73%	67%	64%	73%
105 or above	36%	27%	0%	0%	64%	40%	45%	53%

Year 6

Scale score	Reading		Writing		Maths		GPS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Below 100¹	17%	18%	42%	18%	0%	18%	0%	9%
100 or above²	83%	82%	58%	82%	100%	82%	100%	91%
105 or above³	83%	73%	0%	27%	67%	82%	92%	82%

¹ Working below expected standard for writing.

² Working at expected standard for writing.

³ Working at greater depth and above for writing.

Analysis of EYFS results

The EYFS results are based on the Early Learning Goals (17 in total). The % of pupils achieving all the ELGs is provided below. The children who have scored at least a 2 in the EYFS profile for the first 12 ELG's are used to calculate those achieving a good level of development.

	School		National average ⁴	
Students at a good level of development⁵:	76%		69.3%	
	Male	Female	Male	Female
Students at a good level of development:	44%%	94%	62.1%	76.8%
Average point score across all learning goals	33.1	34.0	33.2	35.7

Breakdown of Early Learning Goals by Gender.

Early Learning Goal	Boys % achieved (9 boys)	Girls % achieved (16 girls)
1. Listening and attention	100	100
2. Understanding	100	94
3. Speaking	100	94
4. Moving and Handling	94	100
5. Health and self-care	94	100
6. Self-confidence and self-awareness	100	100
7. Managing feelings and behaviour	94	100
8. Making relationships	94	100
9. Reading	88	94
10. Writing	88	96%
11. Numbers	100	100
12. Shape, space and measure	100	100
13. People and communities	100	94
14. The World	100	94
15. Technology	100	100
16. Exploring and using media and materials	78	100
17. Being imaginative	88	100

⁴ Taken from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561224/SFR50_2016_Text.pdf accessed August 20th 2017

⁵ Definition: Good level of development

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

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 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. Only pupils who took the test the last year and this year are used for progress measures.

Progress rating	Year 6 (21 pupils)		Year 5 (20 pupils)		Year 4 (19 pupils)		Year 3 (21 pupils)		Year 2 (25 pupils)		Year 1 (23 students)		Totals (129 pupils)	
	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English
Much higher than expected	7	4	6	2	10	3	3	0	2	3	12	10	40	22
Higher than expected	4	3	1	4	2	1	7	2	5	2	7	5	26	17
Expected	8	13	13	10	5	12	8	7	12	11	4	7	50	60
Expected or above	90%	95%	100%	80%	89%	84%	86%	43%	76%	64%	100%	96%	90%	77%
Lower	0	1	0	2	2	2	1	8	3	8	0	1	6	22
Much lower than expected	2	0	0	2	0	1	2	4	3	1	0	0	7	8

Year on Year Progress %

Academic year	Maths (Expected or above progress)	English (Expected or above progress)	Maths (Higher or much higher)	English (Higher or much higher)
2015-2016 (104 pupils)	84%	86%	32%	44%
2016-2017 (129 pupils)	90%	77%	51%	30%

Progress tests Analysis by gender (Girls)

Progress rating	Year 6 (10 pupils)		Year 5 (10 pupils)		Year 4 (9 pupils)		Year 3 (12 pupils)		Year 2 (15 pupils)		Year 1 (10 pupils)	
	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English
Much higher than expected	4 (40%)	2 (20%)	4 (40%)	1 (10%)	2 (22%)	1 (11%)	1 (8%)		1 (6%)	2 (13%)	5 (50%)	6 (60%)
Higher than expected	2 (20%)			3 (30%)	1 (11%)	1 (11%)	5 (42%)	1 (8%)	4 (27%)		3 (30%)	
Expected	3 (30%)	7 (70%)	6 (60%)	4 (40%)	5 (55%)	5 (55%)	6 (50%)	4 (33%)	6 (40%)	9 (60%)	2 (20%)	3 (30%)
Lower	1 (10%)	1 (10%)		2 (20%)	1 (11%)	1 (11%)		5 (42%)	3 (20%)	4 (27%)		1 (10%)
Much lower than expected						1 (11%)		2 (17%)	1 (6%)			

(Boys)

Progress rating	Year 6 (11 pupils)		Year 5 (10 pupils)		Year 4 (10 pupils)		Year 3 (9 pupils)		Year 2 (10 pupils)		Year 1 (13 pupils)	
	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English
Much higher than expected	3 (27%)	2 (18%)	2 (20%)	1 (10%)	8 (80%)	2 (20%)	2 (22%)		1 (10%)	2 (20%)	7 (54%)	4 (31%)
Higher than expected	2 (18%)	3 (27%)	1 (10%)	1 (10%)	1 (10%)		2 (22%)	1 (11%)	1 (10%)	2 (20%)	4 (31%)	5 (38%)
Expected	5 (45%)	6 (54%)	7 (70%)	6 (60%)	0	7 (70%)	2 (22%)	3 (27%)	6 (60%)	2 (20%)	2 (15%)	4 (31%)
Lower					1 (10%)	1 (10%)	1 (11%)	3 (27%)		4 (40%)		
Much lower than expected	1 (9%)			2 (20%)			2 (22%)	2 (22%)	2 (20%)			

In school variation for Progress tests

	Year 6 (pupils)				Year 5 (pupils)				Year 4 (pupils)				Year 3 (pupils)				Year 2 (pupils)				Year 1				
Progress rating	Maths		English		Maths		English		Maths		English		Maths		English		Maths		English		Maths		English		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Much higher than expected	27%	40%	18%	20%	20%	40%	10%	10%	80%	22%	11%	20%	11%	22%	8%			10%	6%	20%	13%	54%	50%	31%	60%
Higher than expected	18%	20%	27%	70%	10%		10%	30%	10%	11%		11%	22%	42%	11%	8%	10%	27%	20%		31%	30%	38%		
Expected	45%	30%	54%	10%	70%	60%	60%	40%		55%	70%	55%	22%	50%	27%	33%	60%	40%	20%	60%	15%	20%	31%	30%	
Lower		10%						20%	10%	11%	10%	11%	11%		27%	42%		20%	40%	27%				10%	
Much lower than expected	9%						20%					11%	22%		22%	17%	20%	6%							

Analysis of number of pupils made lower than expected progress

Maths		English		Maths		English	
Previous SAS	New SAS score	Previous SAS	New SAS score	Previous SAS	New SAS score	Previous SAS	New SAS score
YEAR 1				YEAR 3			
		112	98			115	102
YEAR 2						88	86
107	96					125	107
106	96	108	100			122	105
101	93			132	111	117	100
135	95			135	111		
99	85					107	94
		118	107	YEAR 4			
		118	104	111	101		
		89	81	110	100	102	95
135	108	136	120			123	106
		122	112			117	110
		107	98	YEAR 5			
		129	106			115	102
YEAR 3						119	108
		141	123			120	114
		138	119			105	101
		125	112	YEAR 6			
		124	109	99	89		
		93	86	86	78		
131	108	127	112			134	121

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 to be targeted. Last year there was a similar pattern. This year the pupils in this list will be tracked closely to see where there maybe issues that needs to be dealt with better.

Progress of SEN Pupils

Below is a list of all the pupils that were on the SEN register at some point in 2016-2017. At the end of 2016 there were 14 students on the SEND register.

Pupil	Progress	
	Maths	English
CLASS	Not applicable	Not applicable
Rec	Not applicable	Not applicable
1	Much higher than expected.	Higher than expected.
1	Much higher than expected.	Much higher than expected.
2	Expected	Much higher than expected.
2	Not available	
3	Higher than expected.	Lower than expected.
3	Higher than expected.	Expected
3	Much higher than expected	Expected
3	Much higher than expected	Lower than expected.
4	Much higher than expected	Much higher than expected
4	Expected	Expected
6	Expected	Higher than expected.
6	Expected	Expected
6	Much lower than expected	Expected















Overall, a very healthy picture for the SEND students. Of particular note is the intervention in Year 3 for Maths which seems to have made an impact with all four pupils making higher or much higher than expected progress. In terms of % then the following table is useful.

Progress category	%
Higher or much higher	50%
Expected progress	88%
Lower or much lower	12%

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 12 out of the 14 tests. The only class that struggled was Reception and this was for them the first time they would have sat any ‘test’ like paper.

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 significantly lower than 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 significantly higher than 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

	Year 6 (23 pupils)				Year 5 (20 pupils)				Year 4 (21 pupils)			
Standard Attainment Score	Maths		English		Maths		English		Maths		English	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
100 or above	8	10	11	10	8	10	8	10	10	9	10	10
Below 100	3	2	0	2	2	0	2	0	1	1	1	0
Total % 100 or above	73%	83%	100%	83%	80%	100%	80%	100%	91%	90%	91%	100%
Average SAS ⁶	113.9	110.4	119.7	115.0	109.5	112.6	107.4	117.2	116.6	108.9	110.9	113.4
Class % 100 or above	78%		91%		90%		90%		90%		95%	

	Year 3 (23 pupils)				Year 2 (26 pupils)				Year 1 (24 pupils)				Rec. (25 pupils)			
Standard Attainment Score	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	13	7	11	9	8	7	13	12	9	12	10	2	3	4	4
Below 100	0	1	2	3	2	7	4	2	1	2	1	1	7	13	5	12
Total % 100 or above	100%	93%	78%	79%	82%	53%	64%	87%	92%	82%	92%	91%	22%	23%	44%	33%
Average SAS	109.9	108.8	109.9	113.0	112.0	107.8	111.1	105.7	113.9	116.3	116.9	115.6	95.7	92.6	94.6	95.0
Class % 100 or above	96%		78%		65%		77%		88%		92%		20%		32%	

Academic year	Maths % (Expected standard or above)	English (Expected standard or above)
2015-2016	72%	77%
2016-2017	75%	79%

⁶ SAS – Standard Attainment Score with 100.0 being the national average

Analysis of tracker data

Islamic Studies Attainment Data

End of Reception – pupils who have met their targets for memorization – 88%

End of Year 3 % of children who can have completed Qaidah 48%

End of Year 3 % of children who have completed Bridge to Quran

Year 4 – 68% free readers

Year 5 – 86% free readers

Year 6 – 79% free readers

Year 5 - 76% memorized Juz amma.

Overall analysis

Attainment

What went well...

Year 6 SATS

(3 SEN students in the class including one who only joined at the beginning of Year 6)
Results still significantly above national averages. For both % pass rate and average scaled score.
Average scaled score has improved since last year.
Attainment is generally equitable between boys and girls.

Year 2 SATS

Results in Reading have improved since last year. Maths and SPAG slight decrease.
Attainment is generally equitable between boys and girls.
School overall attainment is significantly above national average across all classes except for Reception. The Reception results have generally been lower as this is the children's first actual experience of a test type paper.

EYFS

The % of pupils meeting a good level of development is 76% above the national average.

Whole school

Overall attainment across the school is up from 72% to 75% in Maths and from 77% to 79% in English.

Even better if...

Attainment

Writing seems to be a key issue that had been identified already and strategies put in place but will also take time to be embedded. A new handwriting scheme is also being introduced. T
The increased challenge in the reading has already been reflected in the new guided reading sessions at the school. The speed and accuracy of reading being a stumbling block for the few children who didn't meet the expected standard in Year 6 and Year 2. This is whilst acknowledging the increased demands of the new curriculum.

Attainment in the % of pupils completing Qaidah by the end of Year 3 is low at 48%. This will require further analysis to ascertain the exact context of the class.

General

The classes where progress and attainment was lacking were identified early and support put in place. The use of assessment monitoring needs to move beyond the tracker through to pupil profiling which can look at actual pupils as opposed to simple assessment meetings.

Progress

What went well...

Overall progress in Maths has improved from 84% to 90% however has declined in English from 86% to 77%. On further analysis, the classes where there were significant variations have had a difficult year with a new teacher in Year 3 and numerous teachers in Year 2.

Progress is generally equitable between boys and girls apart from Year 4 where a much higher % of boys managed to achieve progress within the much higher than expected category compared to boys.

Progress of SEN pupils is outstanding and the impact of the interventions put in place are clear to see.

Even better if

Overall the drop in English progress is unwelcome and has been addressed to some extent with the new measures in place for guided reading and handwriting. Also, due to start this year is a new spelling scheme and the need for more independent writing practice from children.

Attainment for EYFS for boys is much lower than the girls however there were a few children who have displayed possible SEN issues amongst the boys.

General

The attainment scores based on the GL assessments for English are a concern however as mentioned the two classes that presented the issues had areas of concern during the year. The new term will require pupils to be targeted for intervention early on so that they can make sufficient progress this year.

Islamic studies data is presented here for the first time in this format. The key milestones are presented for the children in the school. This has identified one new area of attainment that hitherto had not been mentioned which is the assessment of salah. This is something that will be introduced this year.