



EDUCATION AND EMPLOYMENT DIRECTORATE



EXAMINATION REPORT FOR ACADEMIC YEAR 2020-21

OVERALL COMMENT

The Education and Employment Directorate is proud to present the results of the End of Year testing for keystages 1 to 3 in Maths, English and Science.

In primary, through our teacher assessments, we have determined that 100% of our children have made progress in their learning over the year. Formal testing results indicate that we have improved in all of our core subjects and we have met the expected targets for this year. The number of children who achieved Age Related Expectations (ARE) has increased and a large percentage made the expected or higher than expected progress on their previous test, narrowly missing our target of 70%. Results have also identified a growing number of children who are performing above their age related expectations in specific subject areas. This is a great achievement and we are now ensuring that we adjust our curriculum for these children so that we cater for their advanced learning needs.

In secondary, our results for keystone 3 show a slight decrease in the percentage of students achieving ARE in Maths and English. This decrease was anticipated as we are aware that we have a group of children with significant learning needs and we are working to address these. Despite the attainment results not meeting the target of 60% in Maths and 48% in English, progress scores show that our target of 70% of children making the expected progress between tests was achieved.

The ongoing record results start from Academic Year 2016/17 as this was the year that we adopted the New National Curriculum for England and started our on-line Progress Testing in Maths, English and Science.

The results of our testing is a credit to all of our staff in schools, both teaching and non-teaching, for creating the environment to support our children's learning and development. These results are a credit to their hard work and commitment to educating our children.

OVERVIEW OF PRIMARY

Intense work continues in primary to promote improvements in the core subjects. The investment in schemes of work which support the New National Curriculum for England is showing benefits. We continue to use Inspire Maths and Read, Write, Inc to support Maths and English respectively. Our target for this year is to focus on improving the teaching and learning in Science. This year we also invested in training to support phonics and language development through the consultancy work of Mrs Rose Brooks.

Progress Testing in English and Maths for Years 2 through to Year 6 and Progress Testing in Science for Year 6 was facilitated by the Assistant Director of Schools, Miss Kerry Lawrence during Term 3B. All testing was conducted in the primary schools through an on-line portal. 213 children undertook the testing. 3 children were exempted from the testing due to their specific educational needs/difficulties preventing them from accessing the test. Results are reported on the number of children who sat the tests.

KEY OUTCOMES

57% of children in Years 2-6 achieved ARE in Maths.

62% of children in Years 2-6 achieved ARE in English

49% of children achieved ARE in both Maths and English in Years 2-6

74% of children made progress on their Maths test from the previous year.

73% of children made progress on their English test from the previous year.

Ongoing record of children achieving Age Related Expectations in Maths and English for Years 2-6

SUBJECT	2016/17 Years 3-6	2017/18* Years 2- 6	2018/19 Years 2-6	2019/20 Years 2-6
MATHS	36%	49%	49%	57%
ENGLISH	52%	61.7%	56%	62%

*NB: From 2017/18 formal testing end of key-stage 1 testing was introduced.

Year 6

We met our target of at least 60% of Year 6 children achieving ARE in Maths, English and Science.

Ongoing record of Year 6 children achieving Age Related Expectations in Maths, English and Science.

SUBJECT	Baseline 2016/17	2017/18	2018/19	2019/20
MATHS	30%	42%	57%	66%
ENGLISH	50%	56%	43%	71%
SCIENCE	30%	33%	48%	76%

OVERVIEW OF SECONDARY

Throughout the year there has been intense work on improving the curriculum. In Maths children continue to be involved in the Ninja Maths programme to improve on the basic skills in Maths. In addition, the Mastery approach has been adopted in tandem with that of the primary Inspire Maths scheme to support transition from primary to PAS. This will also ensure smoother transition from keystone 3 through to GCSE. In English the focus on improving reading continued through the year. Reading is given a focus on form time with older students supporting the younger students. In addition special focus is given on developing reading through normal lessons. The accelerated reader programme continues to be used and results from the assessments show that on average students made progress of at least 8 months in reading.

Progress Testing in English and Maths for Years 7 through to Year 9 was managed by the Head Teacher during Term 3B. 121 children undertook the testing. 3 children were exempted from the testing due to their specific educational needs/difficulties preventing them from accessing the test. Results are reported on the number of children who sat the tests.

KEY OUTCOMES

59% of children in Years 7-9 achieved ARE in Maths

46% of children in Years 7-9 achieved ARE in English

40 % of children achieved ARE in both Maths and English across Years 7-9

76 % of children in Years 7-9 made progress on their Maths test from the previous year.

74 % of children in Years 7-9 made progress on their English test from the previous year.

Ongoing record of children at Age Related Expectations in Maths and English in for Years 7-9

SUBJECT	2016/17	2017/18	2018/19	2019/20
MATHS	64%	64%	62%	59 %
ENGLISH	51%	51%	52%	46 %

OVERALL STATISTICS

58% of children in Years 2 - 9 achieved at or above ARE in Maths.

56% of children in Years 2 - 9 achieved at or above ARE in English.

Wendy C Benjamin

Director of Education and Employment