

CONTEXTUAL REPORTS

Key Stage 1

Key Stage 2

Reay

Characteristics of your school

School Context -Reay

	2018				2019				2020			
	Your School	Lambeth	Nat		Your School	Lambeth	Nat		Your School	Lambeth	Nat	
ALL Pupils	249	100%	378	281	243	100%	378	282	242	100%	373	281
Gender												
Girls	132	53%	52%	49%	122	50%	50%	49%	125	52%	50%	49%
Boys	117	47%	48%	51%	121	50%	50%	51%	117	48%	50%	51%
Ethnic Background												
Black African	52	21%	22%	4%	48	20%	22%	4%	47	19%	21%	4%
Somali	12	5%	4%	n/a	7	3%	4%	n/a	5	2%	4%	n/a
Any Other Group	12	5%	5%	2%	6	2%	4%	2%	9	4%	4%	2%
Asian Other	0	0%	1%	2%	0	0%	1%	2%	0	0%	1%	2%
Bangladeshi	4	2%	1%	2%	4	2%	1%	2%	3	1%	1%	2%
Black Other	19	8%	4%	1%	15	6%	4%	1%	11	5%	4%	1%
Black Caribbean	19	8%	12%	1%	18	7%	12%	1%	23	10%	12%	1%
Chinese	0	0%	1%	0%	0	0%	1%	0%	1	0%	1%	1%
Greek	0	0%	0%	n/a	0	0%	0%	n/a	0	0%	0%	n/a
Gypsy/Roma	0	0%	0%	0%	0	0%	0%	0%	0	0%	0%	0%
Indian	0	0%	1%	3%	0	0%	1%	3%	0	0%	1%	3%
Mixed Other	32	13%	7%	2%	32	13%	8%	2%	32	13%	8%	3%
White and Asian	7	3%	1%	1%	8	3%	2%	2%	8	3%	2%	2%
White and Black African	7	3%	2%	1%	4	2%	2%	1%	1	0%	2%	1%
White and Black Caribbean	13	5%	5%	2%	11	5%	5%	2%	11	5%	5%	2%
Pakistani	1	0%	2%	4%	2	1%	2%	4%	2	1%	2%	4%
Portuguese	4	2%	4%	0%	5	2%	4%	n/a	5	2%	4%	n/a
Turkish	0	0%	0%	n/a	0	0%	0%	n/a	0	0%	0%	n/a
Vietnamese	1	0%	0%	0%	2	1%	0%	n/a	2	1%	0%	0%
White British	51	20%	17%	66%	55	23%	17%	65%	54	22%	18%	65%
White Irish	1	0%	0%	0%	0	0%	0%	0%	0	0%	0%	0%
White Other	26	10%	12%	7%	33	14%	12%	7%	33	14%	12%	7%
Eligibility for free meals												
Eligible	78	31%	22%	14%	71	29%	24%	16%	84	35%	26%	18%
Not Eligible	171	69%	78%	86%	172	71%	76%	84%	158	65%	74%	82%
Stage of English fluency												
Stage A- New to English	15	6%	5%	n/a	18	7%	5%	n/a	3	1%	4%	n/a
Stage B- Early Acquisition	42	17%	10%	n/a	48	20%	9%	n/a	17	7%	9%	n/a
Stage C- Developing Competence	40	16%	13%	n/a	38	16%	14%	n/a	50	21%	14%	n/a
Stage D- Competent	24	10%	10%	n/a	17	7%	12%	n/a	48	19%	12%	n/a
Stage E - Fluent	3	1%	9%	n/a	3	1%	10%	n/a	6	2%	9%	n/a
Non Fluent (A-D)	121	49%	46%	n/a	121	50%	40%	n/a	116	48%	39%	n/a
English only	120	48%	54%	n/a	118	49%	47%	n/a	117	48%	48%	n/a
Stage of Special Educational Need												
No SEN	217	87.1%	83.8%	86.2%	207	85.2%	84.3%	85.8%	212	87.6%	84.0%	85.4%
SEN Support	25	10.0%	13.2%	12%	32	13.2%	12.7%	13%	26	10.7%	12.8%	13%
Statement/EHCP	7	2.8%	2.9%	1.4%	4	1.6%	3.0%	1.6%	4	1.7%	3.2%	1.8%

n/a - not applicable

FSM is based on school cohort

PP is based on Reception - year 6

SCHOOL CHARACTERISTICS

Reay

Indicators	2016	2017	2018	2019	2020	National	Lambeth 2020
Roll (School Census)	248	247	249	243	242	281	373
Teaching Staff (FTE)	13.6	15.6	13.2	13.2	13.8	13.6	20.8
Pupil Teacher Ratio (PTR)	17.5	15.7	18.1	17.8	16.9	20.9	18.2
Average Class Size	30.0	27.0	29.8	29.4	29.0	27.5	26.6
Statement/EHCP	2.4%	2.0%	2.8%	1.6%	1.7%	1.8%	3.2%
SEN Support	11.7%	14.2%	10.0%	13.2%	10.7%	12.8%	12.8%
FSM (%) - Current	27.4%	30.4%	31.3%	29.2%	34.7%	17.7%	26.4%
Pupil Premium	49.0%	51.9%	50.7%	45.1%	43.3%	22.6%	35.9%
EAL Stage A-D		46.6%	48.6%	49.8%	47.9%	n/a	39.6%
EAL Stage A-E		46.6%	49.8%	51.0%	50.4%	n/a	48.8%
Inward Mobility Rate (%)	10%	6%	6%	1%	7%	n/a	9.6%
Budget Share (£)	£1,162,128	£1,143,417	£1,186,448	£1,197,235	£1,178,745	n/a	£1,987,757

Attendance (%)							
Authorised absences	3.8%	2.9%	2.8%	2.6%	1.9%	2.9%	2.8%
Unauthorised absences	0.7%	0.6%	1.1%	1.2%	0.7%	1.1%	1.3%
Attendance rate	95.5%	96.5%	96.1%	96.2%	97.4%	96.0%	96.0%
Persistent absentees*	8.2%	6.2%	7.7%	5.7%	4.6%	8.3%	10.5%

SCHOOL PERFORMANCE - THREE YEAR

	Reay			Lambeth		National
Indicators	2018	2019	2020	2018	2019	2019
Foundation Stage Profile						
Good level of development	70%	77%		72%	72%	72%
Gaining all learning goals	70%	77%		70%	70%	n/a
Phonics Screening Check						
Working At	70%	80%		85%	82%	82%
Key Stage 1 - working at expected standard or above						
Reading	87%	72%	83%	79%	78%	75%
Writing	77%	72%	73%	74%	74%	69%
Maths	83%	79%	77%	79%	79%	76%
Key Stage 1 - working at greater depth						
Reading	33%	34%	37%	29%	27%	25%
Writing	17%	24%	30%	20%	18%	15%
Maths	27%	24%	30%	26%	23%	22%
Key Stage 2 - Reaching expected standard						
Reading	63%	66%	88%	79%	79%	73%
Writing TA	77%	79%	81%	83%	81%	78%
Maths	63%	76%	85%	81%	84%	79%
RWM combined	47%	62%	77%	70%	71%	65%
Key Stage 2 Tests - Reaching a higher standard						
Reading	17%	10%	23%	29%	30%	27%
Writing TA	17%	24%	19%	23%	24%	20%
Maths	7%	31%	35%	27%	31%	27%
RWM combined	7%	10%	12%	12%	13%	11%

Key Stage 1

1. Introduction

This report presents the findings of the key stage 1 teacher assessments taken by primary pupils. Results are available for 30 pupils in Reay school. The January School Census and the Lambeth language survey were used to contextualise your results. For this year's key stage 1 cohort, 23% of pupils in your school were eligible for free meals (26% in Lambeth); 60% were non fluent in English, and a total of 60% had English as an additional language (corresponding figures for Lambeth primary schools were 37% and 46% respectively).

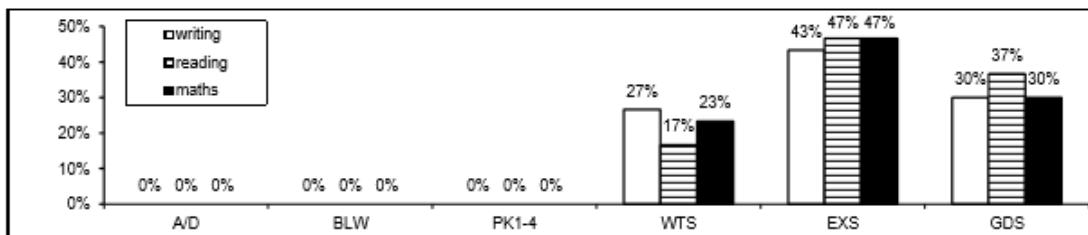
2. Overall Achievement

This is the fifth year of the revised national curriculum reporting. All tables relate to the percentage of pupils meeting the expected standard.

Figure 1 shows the distribution of attainment for pupils in your school. This information indicates that:

- ♦ 83% of 7 year olds achieved at least the expected standard in reading, and 37% were working at a greater depth
- ♦ 73% of 7 year olds achieved at least the expected standard in writing, and 30% were working at a greater depth
- ♦ 77% of 7 year olds achieved at least the expected standard in maths and 30% were working at a greater depth

Figure 1 - The Results of the Teacher Assessments



3 Contextualisation of KS1 results with factors influencing school performance

Previous research, both in the London Borough of Lambeth and elsewhere, has demonstrated that pupil background factors such as gender, entitlement to free school meals, stage of fluency in English, ethnicity, and term of birth can affect their educational achievement. The following section looks at each of these factors in turn in relation to achievement at Key Stage 1.

Performance by pupils entitled to free school meals

Entitlement to free school meals is often used as a proxy for social deprivation. In Lambeth, pupils eligible for free school meals did less well than their affluent peers with a gap of 13 percentage points in reading, and 15 points in maths and also in writing.

Table 4 - Teacher Assessment performance by pupils entitled to free school meals (FSM)

Expected	Reay					Lambeth 2019			
	Reading	Writing	Maths	Average	Cohort	Reading	Writing	Maths	Average
Eligible	71%	71%	71%	71%	7	68%	63%	68%	66%
Not Eligible	87%	74%	78%	80%	23	82%	78%	83%	81%

- ♦ In your school, pupils not eligible outperformed eligible pupils in writing by 2%; non FSM pupils outperformed FSM pupils in reading by 16% ; non FSM pupils outperformed FSM pupils in maths by 7%
- ♦ Performance in all three subjects was broadly in line with the Lambeth average for pupils eligible for FSM
- ♦ Performance in all three subjects was broadly in line with the Lambeth average for pupils not eligible for FSM

Key Stage 2

1. Introduction

This report presents the findings of Key Stage 2 Tests taken by pupils in primary schools. STA (The Standards and Testing Agency) sets the tests that are taken during May. Results are available for 26 pupils in Reay and are based on teacher assessments and formal tests. The Pupil Survey and School Census were used to provide the information on free school meals, mobility, fluency in English, ethnicity and gender which have been used to contextualise your results.

2. Overall Achievement

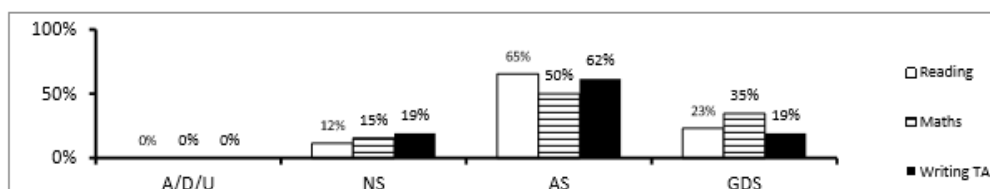
This is the fourth year of the new format of the key stage 2 national curriculum. This report will be based on the proportion of pupils reaching the expected standard.

The Results

Figure 1 shows the distribution of attainment for pupils in your school. This information indicates that:

- 88% of pupils reached the expected standard in Reading and 23% reached a higher standard
- 85% of pupils reached the expected standard in maths and 35% reached a higher standard
- 81% of pupils reached the expected standard in writing TA and 19% were working at greater depth

Figure 1 - The Results of the Tests



N.B. Results may not equate to 100% due to rounding

3. Contextualisation of KS2 results with factors influencing school performance

Previous research, both in the London borough of Lambeth and elsewhere, has demonstrated that pupil background factors such as gender, entitlement to free school meals, stage of fluency in English, and ethnicity can affect educational achievement. The following section looks at each of these factors in turn in relation to achievement at Key Stage 2.

Performance by pupils entitled to free school meals

Free school meals data is often used as a proxy for deprivation. In Lambeth, pupils eligible for free school meals did less well than their affluent peers with gaps of at least 12 percentage points for each subject

Table 3 - Test performance by pupils entitled to free school meals

Expected standard	Reay					Lambeth 2019			
	Reading	Maths	Writ TA	Average	Cohort	Reading	Maths	Writ TA	RWM
Eligible	77%	69%	62%	54%	13	68%	73%	73%	60%
Not Eligible	100%	100%	100%	100%	13	82%	88%	84%	75%

- In your school, non FSM pupils outperformed FSM pupils in reading by 23%, FSM pupils outperformed non FSM pupils in maths by 31% , non FSM pupils outperformed FSM pupils in writing TA by 38%
- Performance in all three subjects was broadly in line with the Lambeth average for pupils eligible for FSM
- Performance in all three subjects was above the Lambeth average for pupils not eligible for FSM
- Performance in RWM was broadly in line with the Lambeth average for FSM pupils and above the Lambeth average for non FSM pupils in your school

