## Areas to investigate

**KS2 progress trend**

- Reading progress was in the top 20% for at least two years for high prior attainers.

**KS2 attainment**

- In 2017, writing attainment of the expected standard was at or above national for the middle prior attainment group.

**Phonics in 2017**

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 21.

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report.

| 2016 | School | Floor | Coasting |
|---|---|---|---|
| Expected+ RWM % | 76 | (65) | (85) |
| Reading progress | 3.9 | (-5) | (-2.5) |
| Writing progress | 1.1 | (-7) | (-3.5) |
| Maths progress | 0.3 | (-5) | (-2.5) |

**Below floor standards in 2016?** No

To be above the floor, the school needs to meet either the attainment or all of the progress element.

**School coasting in 2016?** No

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015, fewer than 85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics, and
- in 2016, fewer than 85% of children achieved the new expected standard and average progress made by pupils in reading or writing or mathematics was below the level set against the new primary progress measures (shown in pink above).

**Coasting element** 2014 2015 2016

For coasting element definitions see https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent

## West Kirby Primary School

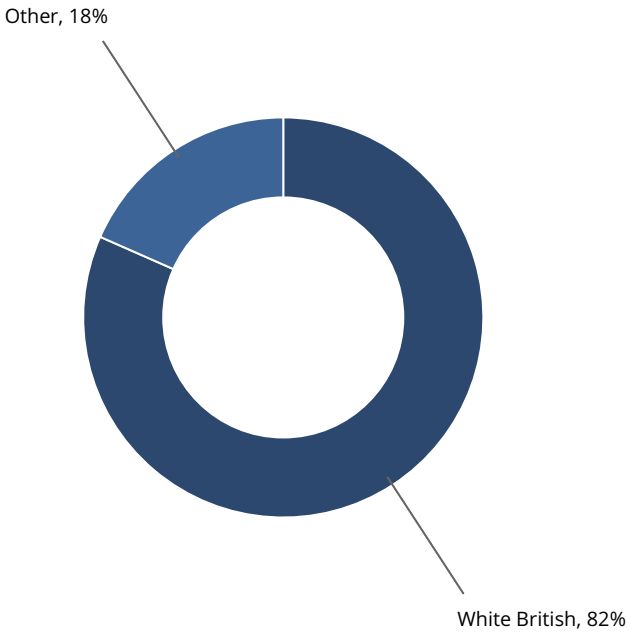
**URN:** 105023 **LAESTAB:** 3442221

**Phase of education:** Primary
**Headteacher:** Kate Takashima
**Pupils:** 296
**Gender:** Mixed
**Special needs provision:**

**Local authority:** Wirral
**Admissions policy:** Not applicable
**Ages:** 3-11
**Denomination:** Does not apply

## Ethnicity

This school has 8 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



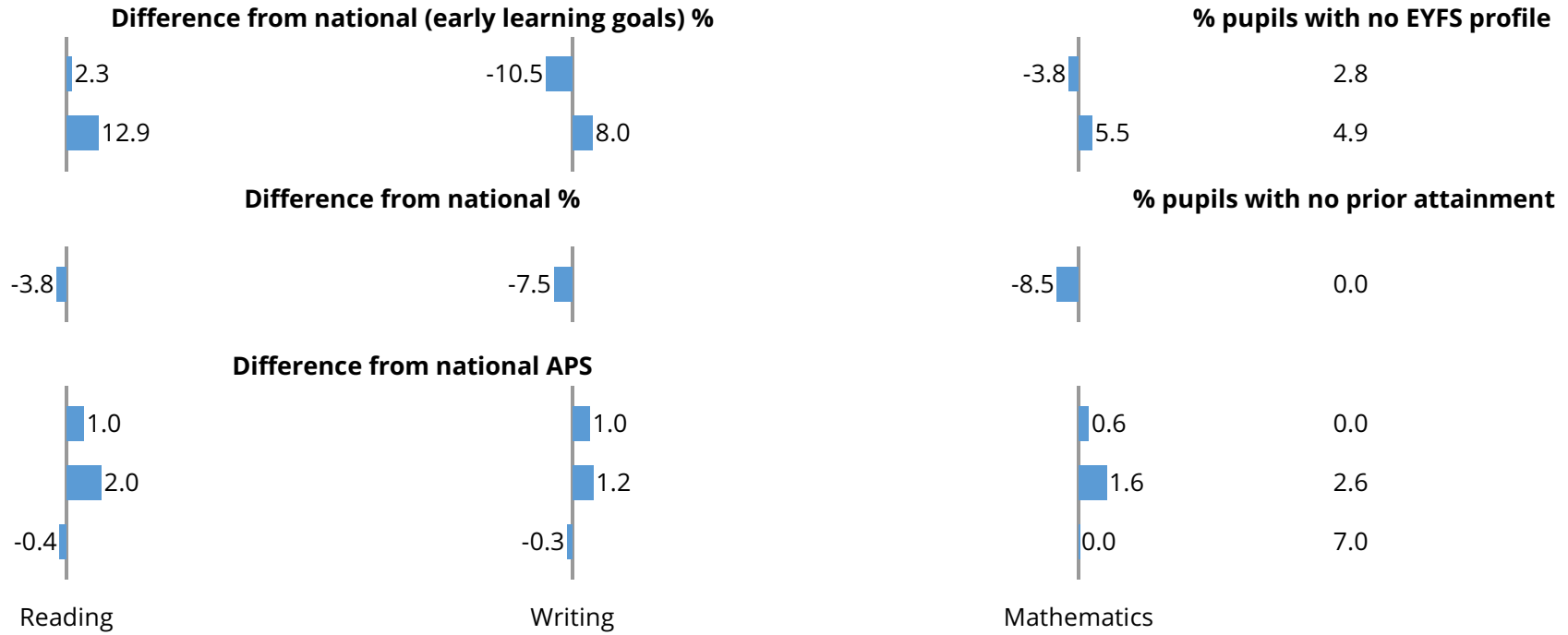

## School level trends

| | 2015 | 2016 | 2017 | 2017 Quintile |
|---|---|---|---|---|
| | | | | Bottom 20% Top 20% |
| | | | | Q5 Q4 Q3 Q2 Q1 |
| **% girls** | | | | |
| **School** | 49 | 48 | 48 | |
| **National** | 49 | 49 | 49 | |
| **% of pupils known to be eligible for FSM** | | | | |
| **School** | 4 | 6 | 7 | |
| **National** | 16 | 15 | 24 | |
| **% of pupils first language not/believed not to be English** | | | | |
| **School** | 4 | 3 | 3 | |
| **National** | 19 | 20 | 21 | |
| **% of pupils with SEN support** | | | | |
| **School** | 8.3 | 5.7 | 4.1 | |
| **National** | 13.0 | 12.1 | 12.2 | |
| **% of pupils with a SEN statement or EHC plan** | | | | |
| **School** | 0.0 | 0.0 | 0.0 | |
| **National** | 1.4 | 1.3 | 1.3 | |
| **School deprivation indicator** | | | | |
| **School** | 0.1 | 0.1 | 0.1 | |
| **National** | 0.2 | 0.2 | 0.2 | |

## Year group data

| | Number on roll | % girls | Nat | % FSM | Nat | % EAL | Nat | % SEN | Nat | Number of CLA |
|---|---|---|---|---|---|---|---|---|---|---|
| **Year 1** | 37 | 46 | 49 | 16 | 19 | 0 | 21 | 0 | 12 | 0 |
| **Year 2** | 41 | 63 | 49 | 12 | 22 | 5 | 21 | 2 | 14 | 0 |
| **Year 3** | 33 | 46 | 49 | 12 | 26 | 0 | 21 | 6 | 15 | 2 |
| **Year 4** | 42 | 55 | 49 | 10 | 28 | 10 | 21 | 2 | 16 | 1 |
| **Year 5** | 38 | 53 | 49 | 13 | 30 | 3 | 20 | 5 | 16 | 1 |
| **Year 6** | 43 | 40 | 49 | 19 | 31 | 0 | 20 | 14 | 17 | 0 |

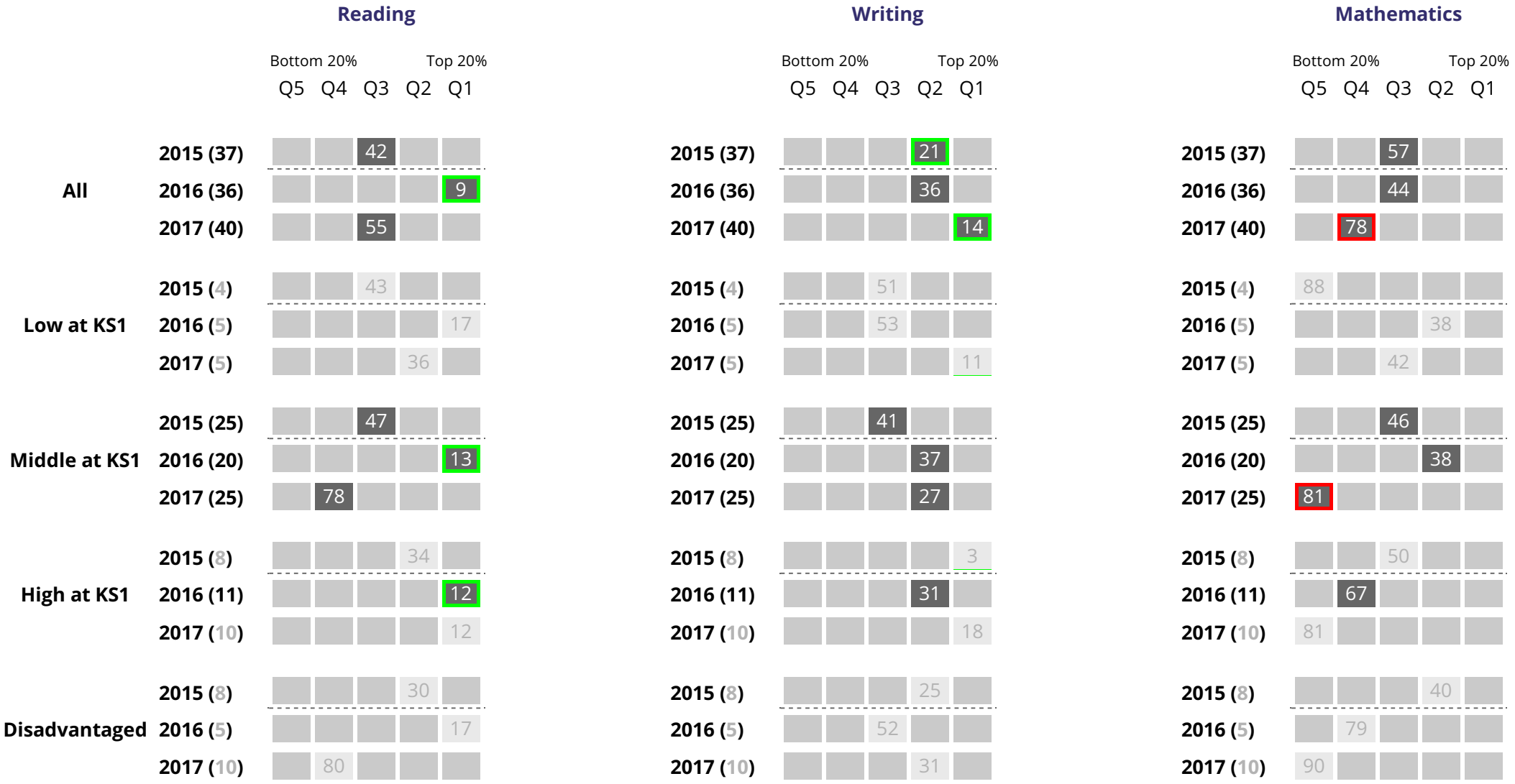
## Prior attainment




Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national

## Trends over time

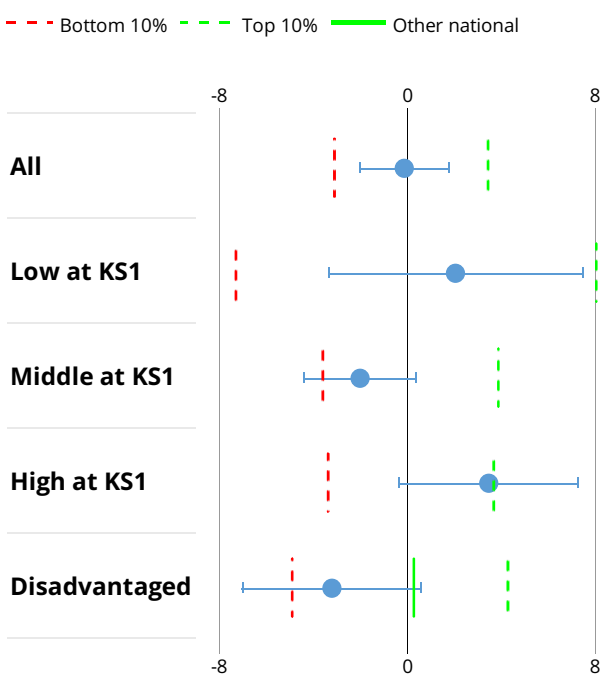
**Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)**




Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures.
For quintile boundaries, see guidance documents on https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard.

() Cohort | Significantly below national | Significantly above national | Change in methodology or calculations ----------

## Reading progress in 2017



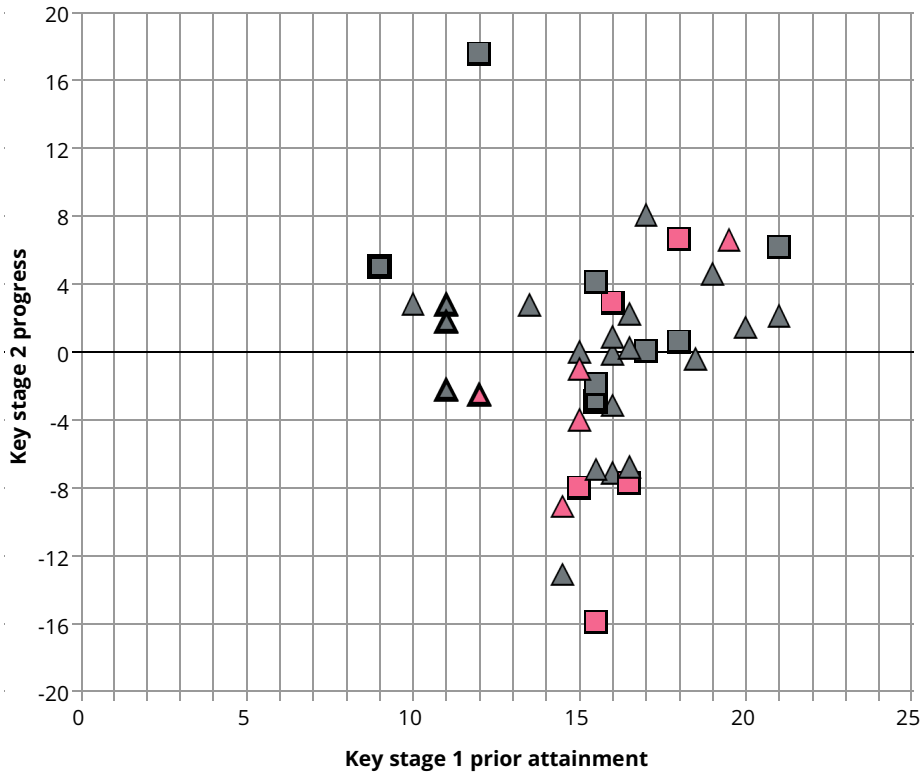

| | Progress | National | Number of pupils included |
|---|---|---|---|
| All | -0.1 | 0.0 | 40 |
| Low at KS1 | 2.1 | 0.0 | 5 |
| Middle at KS1 | -2.0 | 0.0 | 25 |
| High at KS1 | 3.5 | 0.0 | 10 |
| Disadvantaged | -3.2 | 0.0/0.3 | 10 |

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

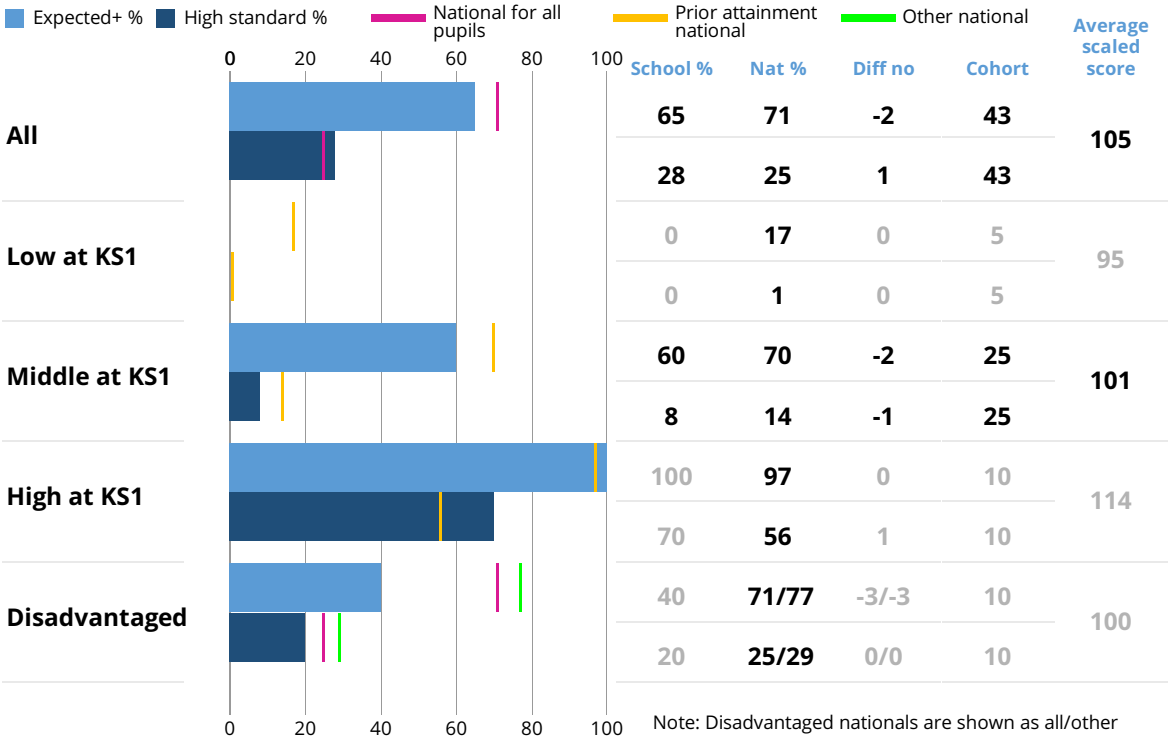
Significantly above national and in top 10%

## Reading progress scatterplot




Girls Boys Disadvantaged Other SEN = bold black border

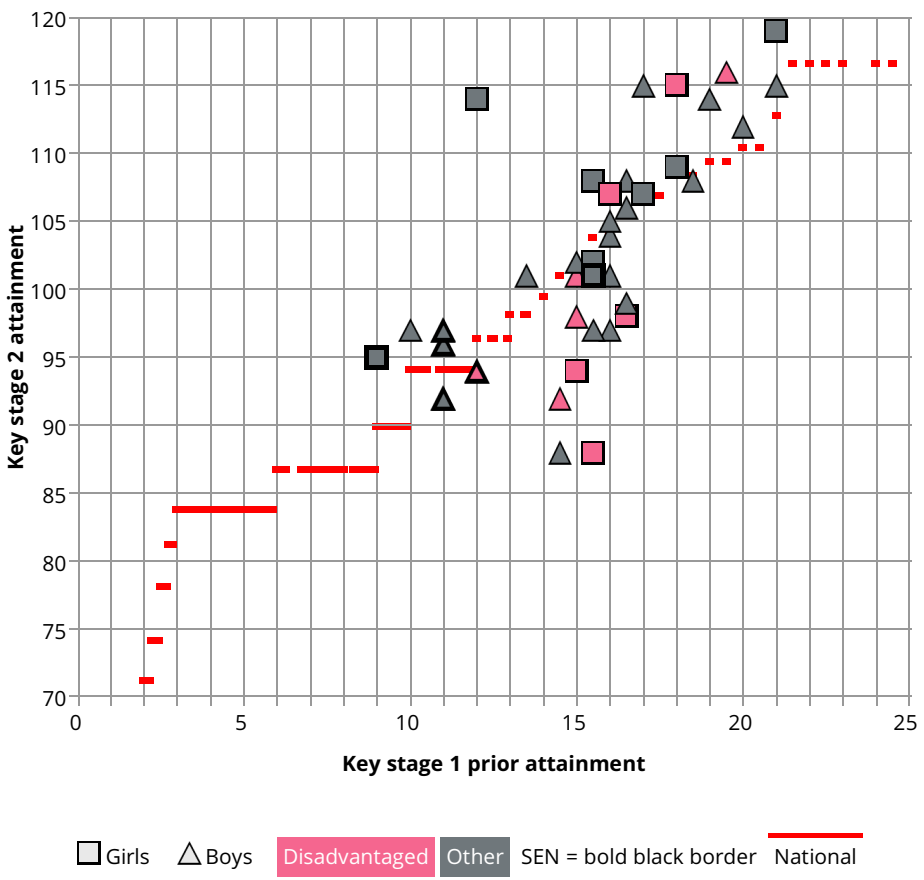
## Reading attainment in 2017



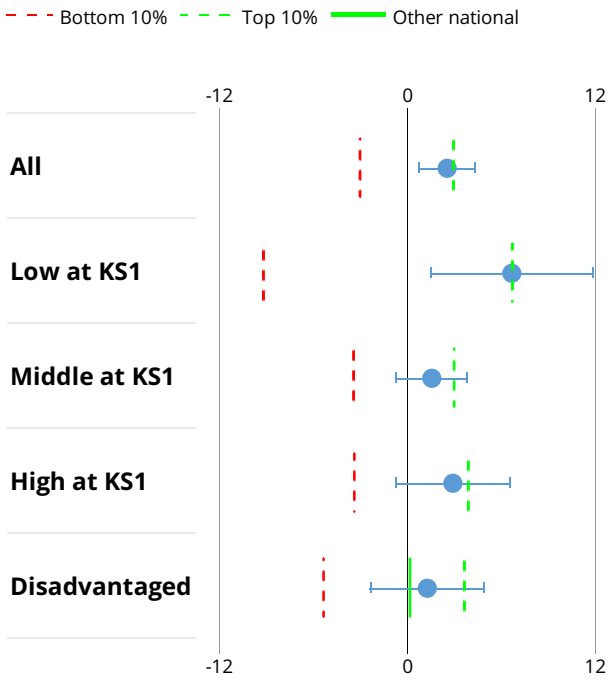

| | School % | Nat % | Diff no | Cohort | Average scaled score |
|---|---|---|---|---|---|
| All | 65 | 71 | -2 | 43 | 105 |
| | 28 | 25 | 1 | 43 | |
| Low at KS1 | 0 | 17 | 0 | 5 | 95 |
| | 0 | 1 | 0 | 5 | |
| Middle at KS1 | 60 | 70 | -2 | 25 | 101 |
| | 8 | 14 | -1 | 25 | |
| High at KS1 | 100 | 97 | 0 | 10 | 114 |
| | 70 | 56 | 1 | 10 | |
| Disadvantaged | 40 | 71/77 | -3/-3 | 10 | 100 |
| | 20 | 25/29 | 0/0 | 10 | |

Note: Disadvantaged nationals are shown as all/other

## Reading attainment scatterplot



## Writing (teacher assessment) progress in 2017




| | Progress | National | Number of pupils included |
|---|---|---|---|
| All | 2.6 | 0.0 | 40 |
| Low at KS1 | 6.8 | 0.0 | 5 |
| Middle at KS1 | 1.6 | 0.0 | 25 |
| High at KS1 | 3.0 | 0.0 | 10 |
| Disadvantaged | 1.3 | 0.0/0.2 | 10 |

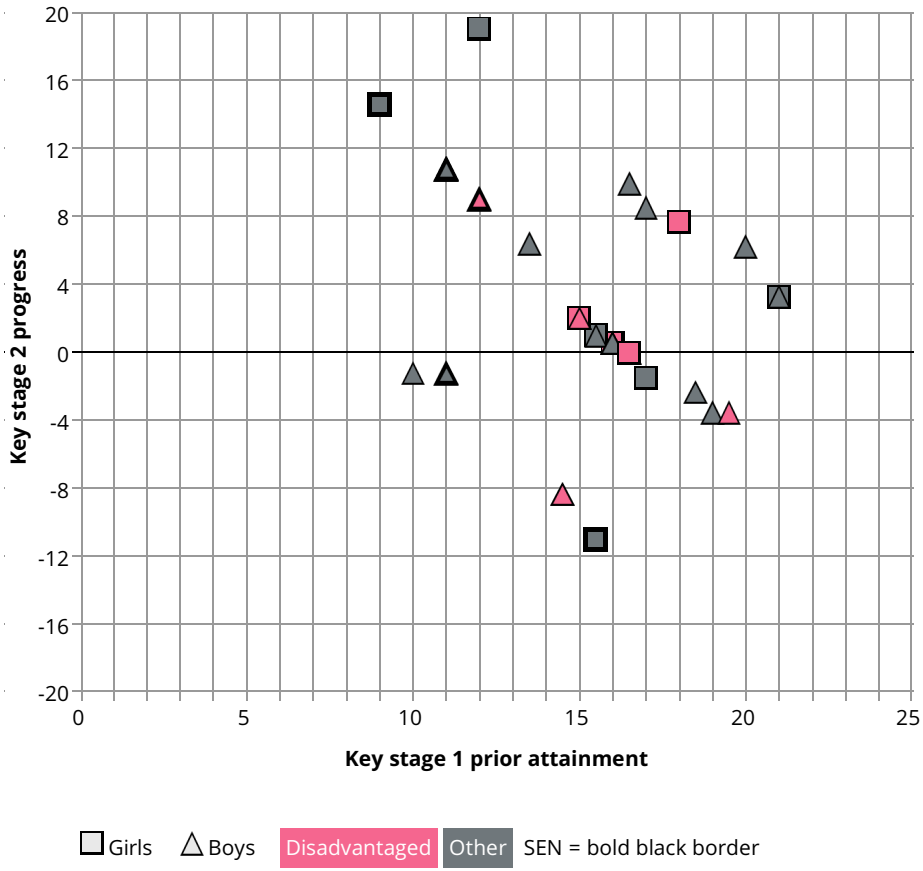
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

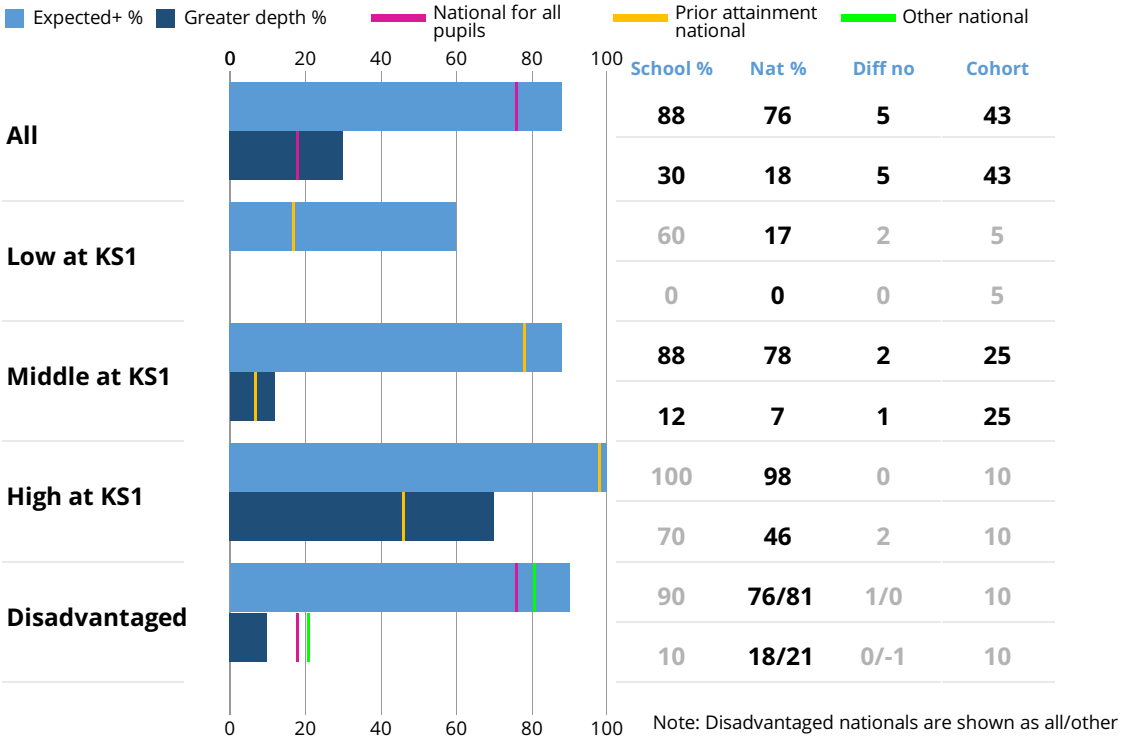
Writing data is based on teacher assesments. Users should be cautious when using this data.

## Writing (teacher assessment) progress scatterplot




Girls Boys Disadvantaged Other SEN = bold black border

## Writing (teacher assessment) attainment in 2017

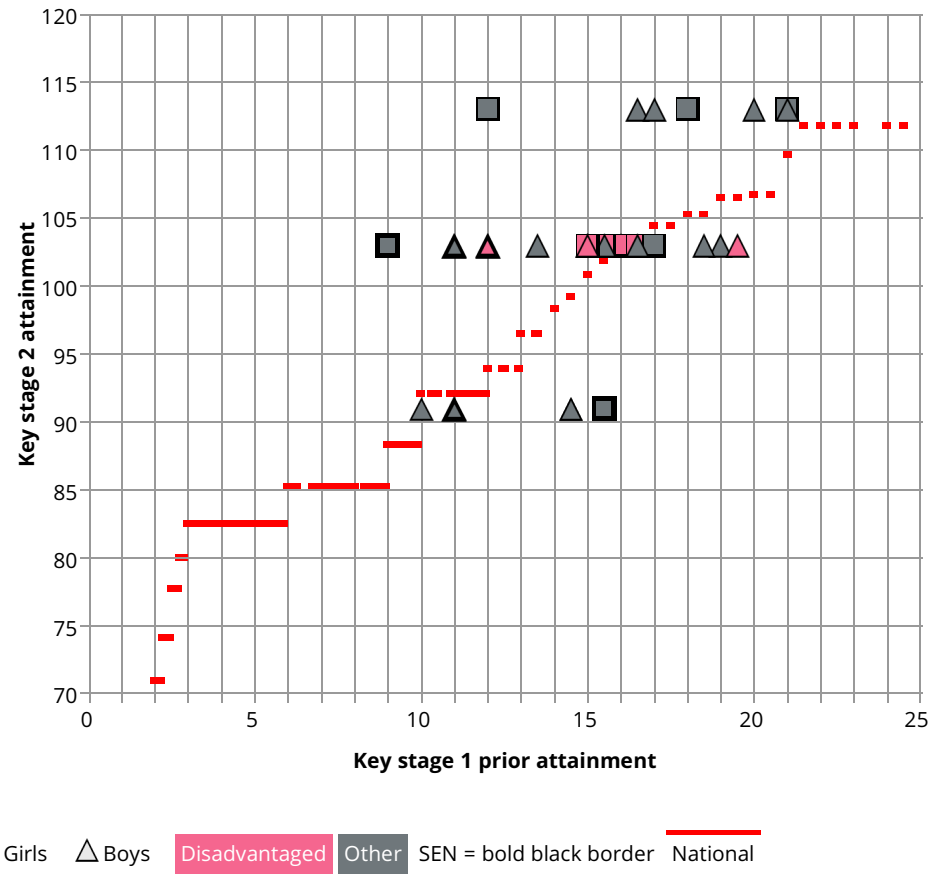



| | School % | Nat % | Diff no | Cohort |
|---|---|---|---|---|
| All | 88 | 76 | 5 | 43 |
| | 30 | 18 | 5 | 43 |
| Low at KS1 | 60 | 17 | 2 | 5 |
| | 0 | 0 | 0 | 5 |
| Middle at KS1 | 88 | 78 | 2 | 25 |
| | 12 | 7 | 1 | 25 |
| High at KS1 | 100 | 98 | 0 | 10 |
| | 70 | 46 | 2 | 10 |
| Disadvantaged | 90 | 76/81 | 1/0 | 10 |
| | 10 | 18/21 | 0/-1 | 10 |

Note: Disadvantaged nationals are shown as all/other

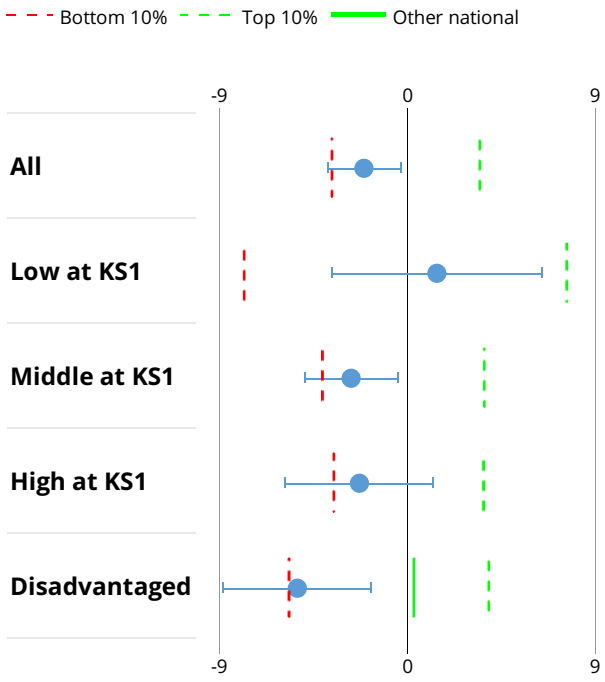
Writing data is based on teacher assesments. Users should be cautious when using this data.

## Writing (teacher assessment) attainment scatterplot




Girls Boys Disadvantaged Other SEN = bold black border National

## Mathematics progress in 2017



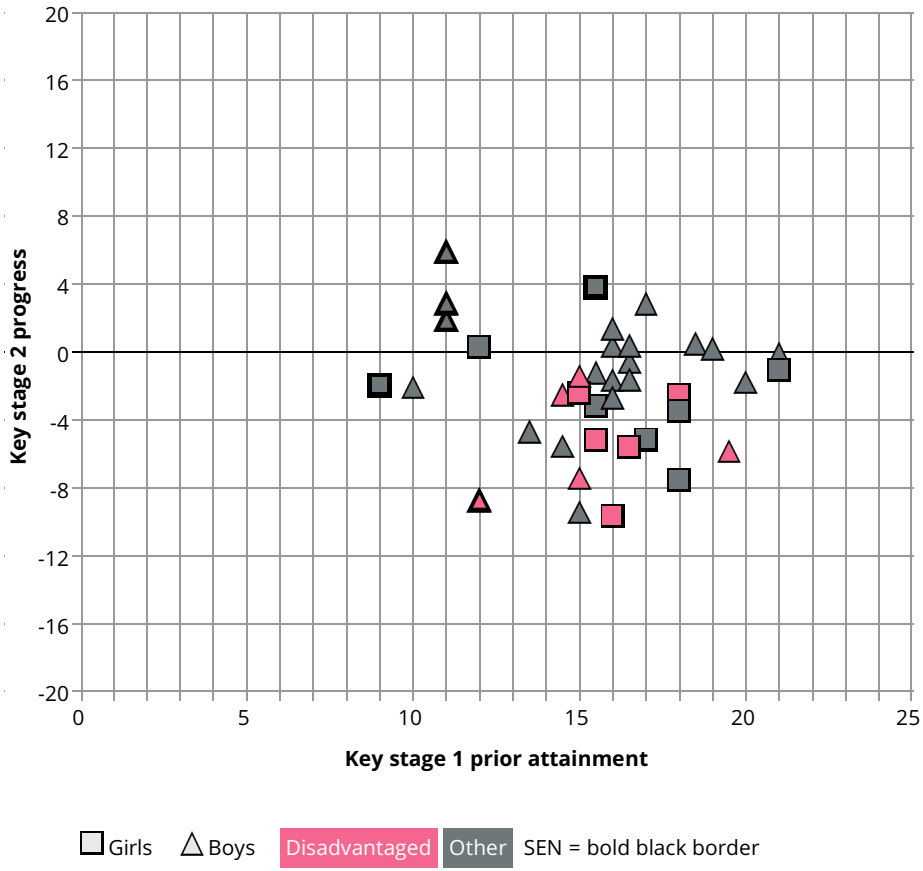

| | Progress | National | Number of pupils included |
|---|---|---|---|
| All | -2.0 | 0.0 | 40 |
| Low at KS1 | 1.4 | 0.0 | 5 |
| Middle at KS1 | -2.6 | 0.0 | 25 |
| High at KS1 | -2.2 | 0.0 | 10 |
| Disadvantaged | -5.1 | 0.0/0.3 | 10 |

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

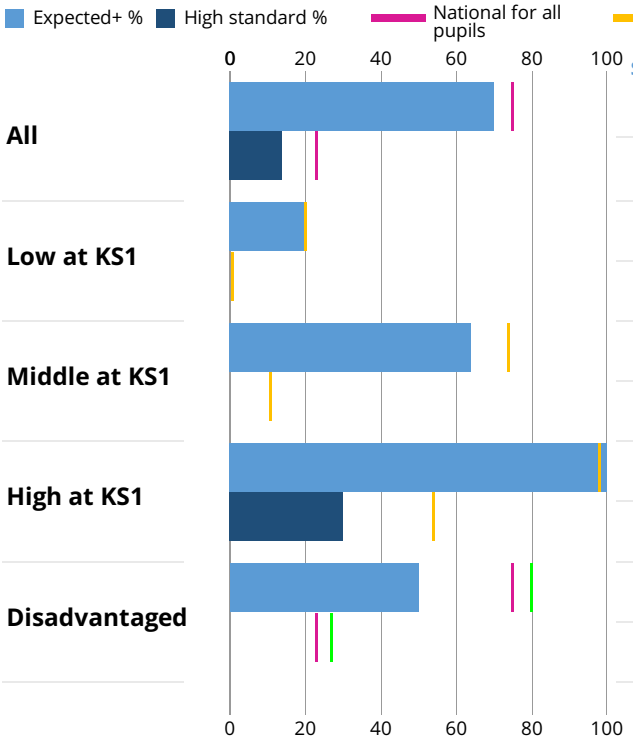
Significantly above national and in top 10%

## Mathematics progress scatterplot




Girls Boys Disadvantaged Other SEN = bold black border

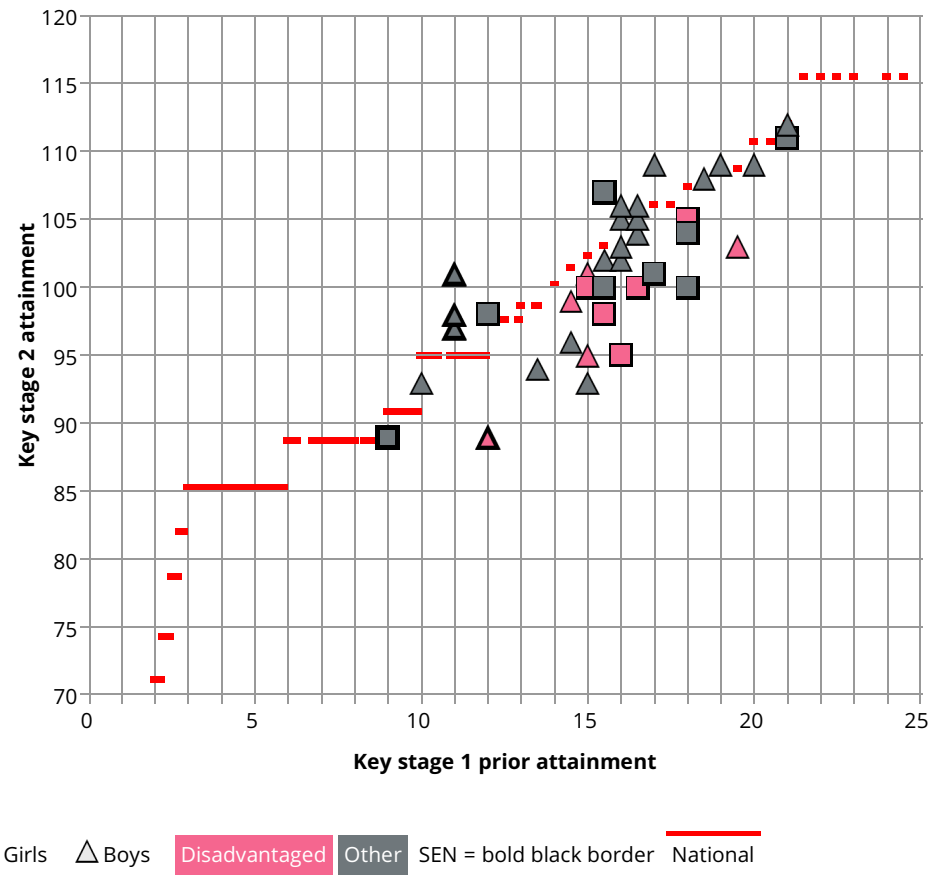
## Mathematics attainment in 2017




| | School % | Nat % | Diff no | Cohort | Average scaled score |
|---|---|---|---|---|---|
| All | 70 | 75 | -2 | 43 | 103 |
| | 14 | 23 | -3 | 43 | |
| Low at KS1 | 20 | 20 | 0 | 5 | 96 |
| | 0 | 1 | 0 | 5 | |
| Middle at KS1 | 64 | 74 | -2 | 25 | 101 |
| | 0 | 11 | -2 | 25 | |
| High at KS1 | 100 | 98 | 0 | 10 | 107 |
| | 30 | 54 | -2 | 10 | |
| Disadvantaged | 50 | 75/80 | -2/-3 | 10 | 99 |
| | 0 | 23/27 | -2/-2 | 10 | |

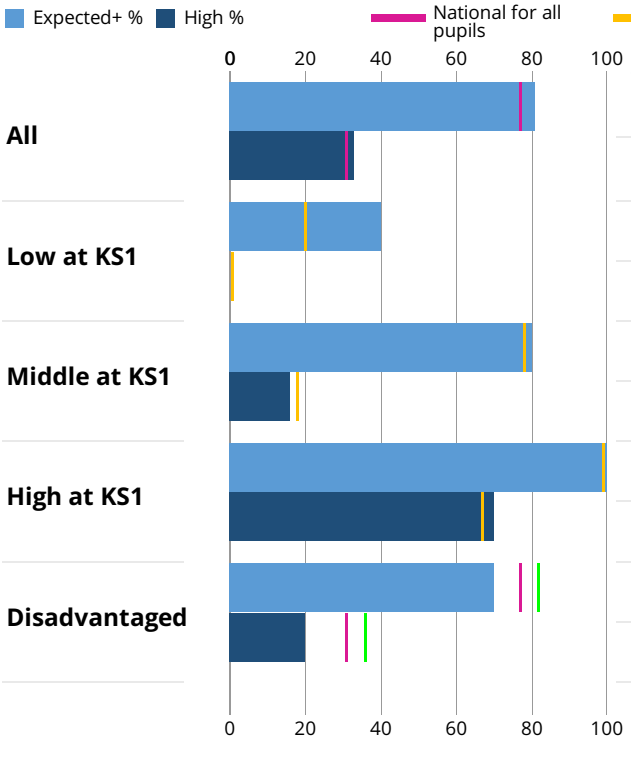
Note: Disadvantaged nationals are shown as all/other

## Mathematics attainment scatterplot




Girls Boys Disadvantaged Other SEN = bold black border National

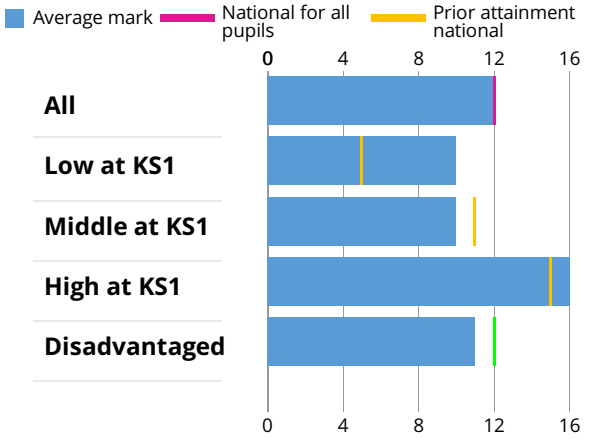
## English grammar, punctuation and spelling (EGPS) in 2017




| | School % | Nat % | Cohort |
|---|---|---|---|
| All | 81 | 77 | 43 |
| | 33 | 31 | 43 |
| Low at KS1 | 40 | 20 | 5 |
| | 0 | 1 | 5 |
| Middle at KS1 | 80 | 78 | 25 |
| | 16 | 18 | 25 |
| High at KS1 | 100 | 99 | 10 |
| | 70 | 67 | 10 |
| Disadvantaged | 70 | 77/82 | 10 |
| | 20 | 31/36 | 10 |

Note: Disadvantaged nationals are shown as all/other

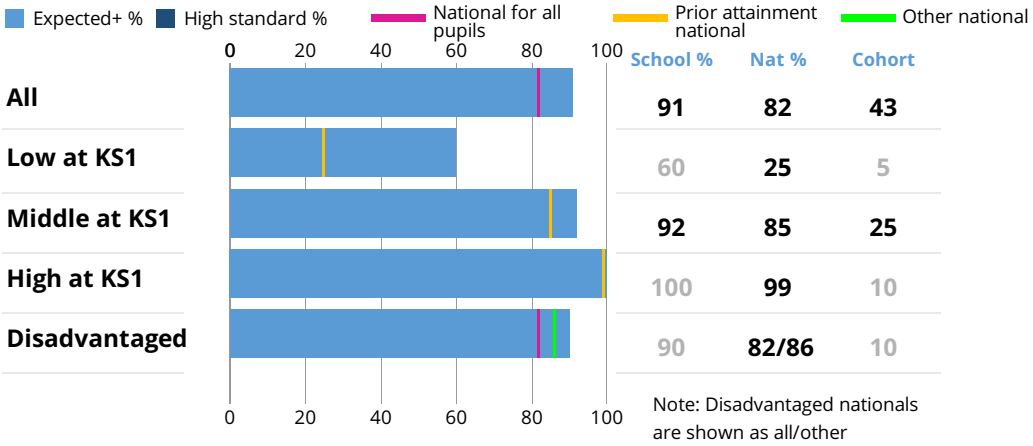
## Spelling




| | Average mark | National | Cohort |
|---|---|---|---|
| All | 12 | 12 | 43 |
| Low at KS1 | 10 | 5 | 5 |
| Middle at KS1 | 10 | 11 | 25 |
| High at KS1 | 16 | 15 | 10 |
| Disadvantaged | 11 | 12/12 | 10 |

Note: Disadvantaged nationals are shown as all/other

## Science attainment in 2017

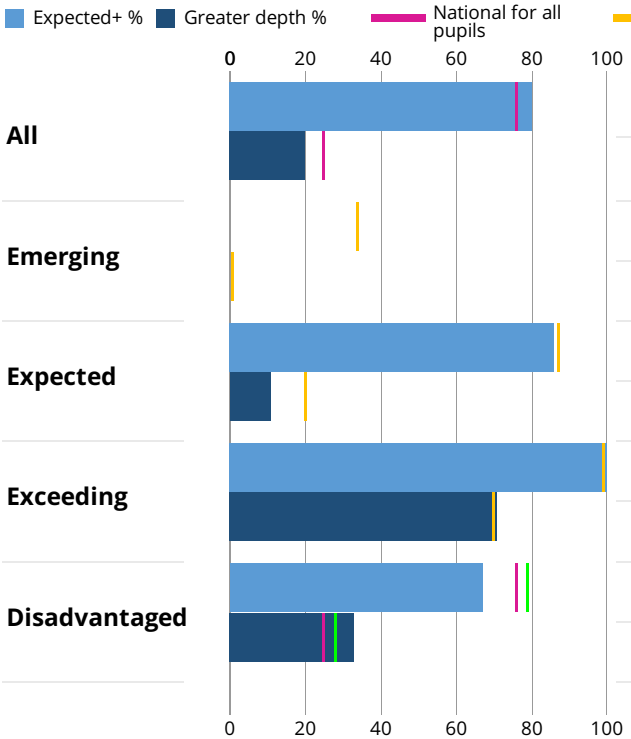



| | School % | Nat % | Cohort |
|---|---|---|---|
| All | 91 | 82 | 43 |
| Low at KS1 | 60 | 25 | 5 |
| Middle at KS1 | 92 | 85 | 25 |
| High at KS1 | 100 | 99 | 10 |
| Disadvantaged | 90 | 82/86 | 10 |

Note: Disadvantaged nationals are shown as all/other

Science data is based on teacher assesments. Users should be cautious when using this data.

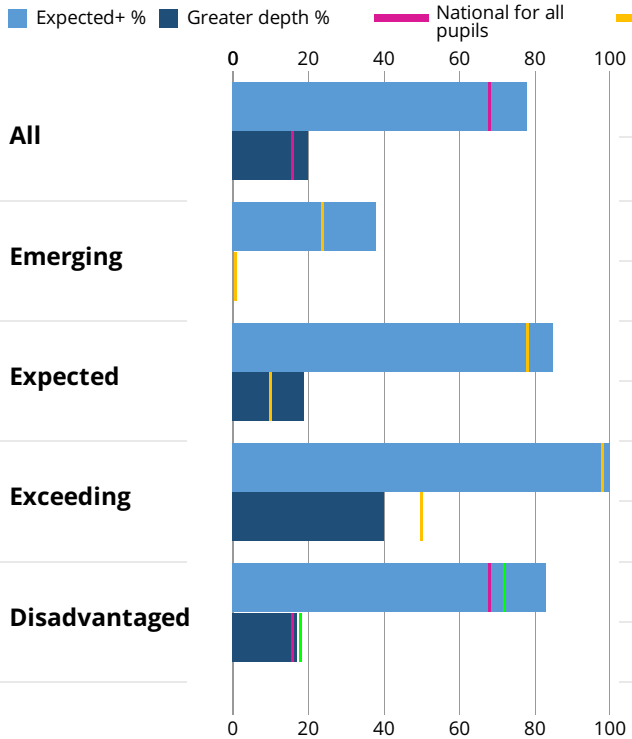
## Reading in 2017




| | School % | Nat % | Diff no | Cohort |
|---|---|---|---|---|
| All | 80 | 76 | 2 | 41 |
| | 20 | 25 | -2 | 41 |
| Emerging | 0 | 34 | -1 | 4 |
| | 0 | 1 | 0 | 4 |
| Expected | 86 | 87 | 0 | 28 |
| | 11 | 20 | -2 | 28 |
| Exceeding | 100 | 99 | 0 | 7 |
| | 71 | 70 | 0 | 7 |
| Disadvantaged | 67 | 76/79 | 0/0 | 6 |
| | 33 | 25/28 | 0/0 | 6 |

Note: Disadvantaged nationals are shown as all/other

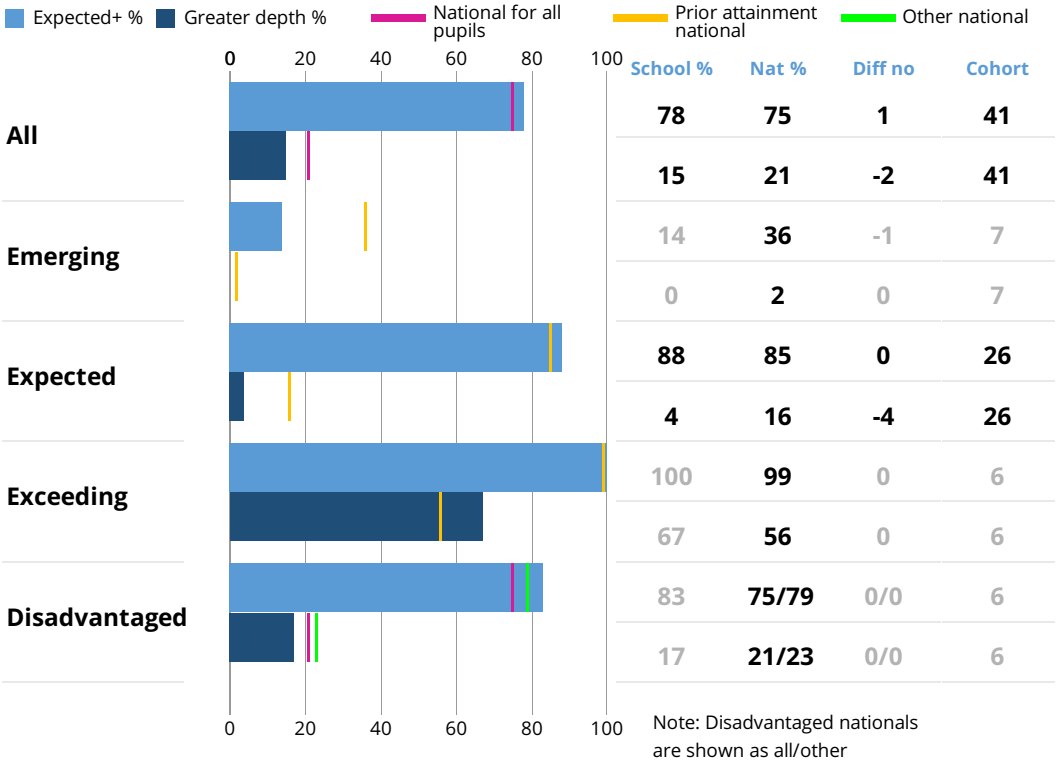
## Writing in 2017




| | School % | Nat % | Diff no | Cohort |
|---|---|---|---|---|
| All | 78 | 68 | 4 | 41 |
| | 20 | 16 | 1 | 41 |
| Emerging | 38 | 24 | 0 | 8 |
| | 0 | 1 | 0 | 8 |
| Expected | 85 | 78 | 0 | 26 |
| | 19 | 10 | 1 | 26 |
| Exceeding | 100 | 98 | 0 | 5 |
| | 40 | 50 | -1 | 5 |
| Disadvantaged | 83 | 68/72 | 0/0 | 6 |
| | 17 | 16/18 | 0/0 | 6 |

Note: Disadvantaged nationals are shown as all/other

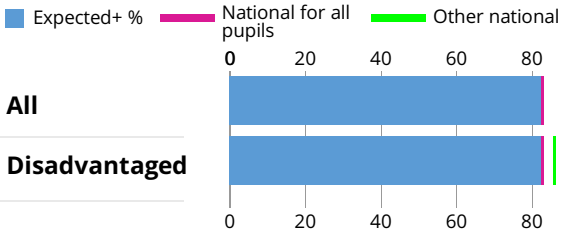
## Mathematics in 2017




| | School % | Nat % | Diff no | Cohort |
|---|---|---|---|---|
| All | 78 | 75 | 1 | 41 |
| | 15 | 21 | -2 | 41 |
| Emerging | 14 | 36 | -1 | 7 |
| | 0 | 2 | 0 | 7 |
| Expected | 88 | 85 | 0 | 26 |
| | 4 | 16 | -4 | 26 |
| Exceeding | 100 | 99 | 0 | 6 |
| | 67 | 56 | 0 | 6 |
| Disadvantaged | 83 | 75/79 | 0/0 | 6 |
| | 17 | 21/23 | 0/0 | 6 |

Note: Disadvantaged nationals are shown as all/other

## Science in 2017



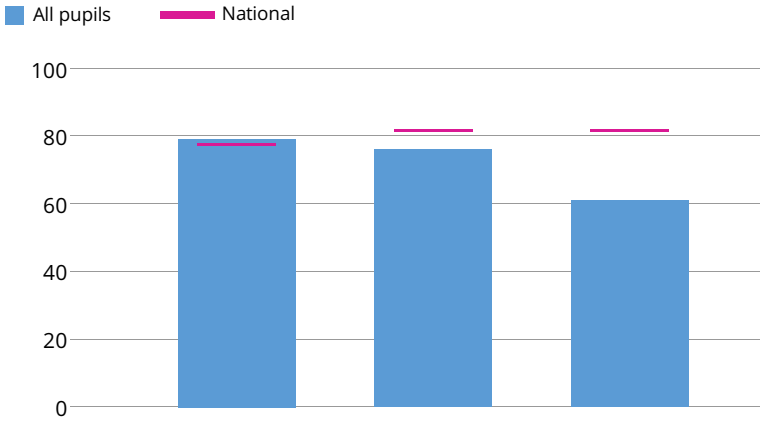

| | School % | Nat % | Diff no | Cohort |
|---|---|---|---|---|
| All | 83 | 83 | 0 | 41 |
| Disadvantaged | 83 | 83/86 | 0/0 | 6 |

Note: Disadvantaged nationals are shown as all/other

## Phonics in 2017

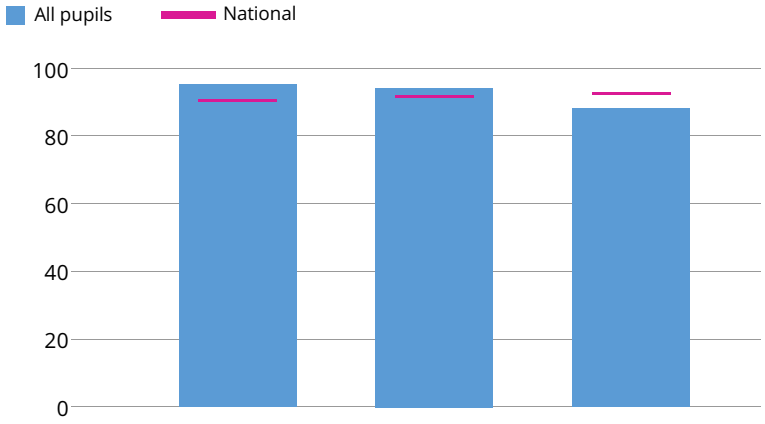
**Proportion meeting the expected standard**

**Year 1**




| | 2015 | 2016 | 2017 |
|---|---|---|---|
| School % | 79 | 76 | 61 |
| Nat % | 77 | 81 | 81 |
| Cohort | 34 | 37 | 36 |

**By end of year 2**




| | 2015 | 2016 | 2017 |
|---|---|---|---|
| School % | 95 | 94 | 88 |
| Nat % | 90 | 91 | 92 |
| Cohort | 42 | 34 | 41 |