

Achievement Data St Theresa's 2010



I am very pleased to issue this report on the school's 2010 Achievement data in Literacy and Maths. If you wish to look at the statistical information from which this information is derived please feel free to come in and look at the full copy of graphs and year group analysis in the office foyer.

READING

The data gathered in March and November 2010 in Years 3-6 shows that the children of St Theresa's are making progress in Reading.

There has been significant improvement in achievement in the four aspects of Reading tested through nationally normed STAR Reading test in all four year groups (Y3-6). Of greatest significance is the rise in achievement which exceeds or is well above expectation and the reduction in children achieving well below expectation.

In March, 64% of all Y3-6 students met or exceeded the benchmark in the STAR test.

In November, 84% of all Y3-6 students have met or exceeded expectation in the STAR test.

All students who scored lower than the expected level for their year group in early 2010 were targeted for improvement over the last three terms.

In March there were 38 children in this group (36% of all Y3-6 students)

In November there are 16 children in this group (16% of all Y3-6 students).

In the Junior school (Y1/2), more than 90% are achieving at or above the benchmark for reading (with an emphasis on decoding text) and the students who are achieving below expectation and have received remedial support over the year.

The data also shows that specifically targeted children made significant gains in their reading and some are now achieving at the expected level. It also shows that there are a very small percentage of children who made very small gains, smaller than what would be considered 'normal', and therefore continue to achieve at a level lower than expected. However, even very small gains are cause for celebration of achievement of these children who will continue to receive ongoing 1-1 or small group support as needed.

Reading with Comprehension will continue to be a target because of its importance to the learning of all children. We will continue to teach reading strategies, and to use Learning Support to target the specific children who achieve below expectation. We will continue to provide enrichment of literacy for children who are identified as gifted and talented in the area of literacy.

Comments on Achievement Data in Writing

*Writing has been a focus area for teacher professional development in 2010, particularly moderation. (Because assessment of writing is very subjective, teachers carefully examine the criteria for each level of writing and compare this to the child's piece. For school wide assessment, each child produces one piece of writing on a topic. This is assessed against set criteria by the classroom teacher, who gives the piece of work a ranking. Pieces of writing are then **moderated** across a syndicate and then across the school. This is to ensure that all teachers have a common view of the standard at each level).*

Writing achievement shows that 70% of the students across the school are achieving at or above expectation on moderated samples of work at the end of the year. This is lower than achievement in reading.

Some year groups (Year 3 - 100% and Year 5 - 71%) show particular strength in writing, with some students scoring at outstanding levels for their age. While some Year 4 students (at 64%) have shown a marked improvement in writing over the year, as a group their achievement is lower than the school average and will continue to be targeted in 2011 as Year 5. Year 6 students also showed a disappointing end of year result, which was on average lower than their mid year result.

Writing will continue to be a whole school focus for 2011, with a particular focus on the integration of writing into all aspects of the curriculum, especially Science, Technology and Social Sciences.

The children who achieved well below the benchmark have been identified and will be targeted for improvement next year through focussed classroom teaching and strategies such as needs based grouping, either an Individual

Educational Plan (IEP) or Group Educational Plan (GEP). The children who have achieved well above the benchmark may be identified for a writing enrichment programme in Literacy, being offered during 2011.

2010 MATHEMATICS

P.A.T. Mathematics Results Year 4-6

All year groups have improved significantly in their achievement since the March test and most students in all three cohorts are achieving above the National Standard at the end of the year when tested on the PAT nationally normed Maths test.

On the end of the year PAT test:

In Year 4, 90% achieved at or above expectation, compared to 53% in March.

In Year 5, 93% achieved at or above expectation, compared to 63% in March.

In Year 6, 89% achieved at or above expectation, compared to 56% in March.

When we look at the data for individual children we see that even though there are still children who are achieving below and well below expectation, nevertheless they have made progress based on their earlier results.

NUMERACY

St Theresa's achievement data compares favourably to the National data at all year levels and in all domains.

Children who have been at school for less than three years are not as consistent at meeting the benchmark as those who have been at school for more than three years.

In Years 4-6, most students are operating in and achieving at or above expectation in Numeracy. There are parallels between Numeracy data and the PAT data for Year 4-6 students, with similar results. The NUMPA data is slightly higher because it tests only Numeracy, whereas the PAT test incorporates all the aspects of Maths - Measurement, Statistics, Geometry and Algebra, as well as Numeracy.

BASIC FACTS Y4-6

Addition Analysis

In comparison to the National Statistics, St Theresa's performance in *addition basic facts* is very similar at the top end of the scale when comparing the data from our Year 4, 5 and 6 children with the Year 8 National Data.

When our **Year 4 data** is compared with the National norm, it is much higher and there is no tail of underachievement as is apparent in the national data.

The **Year 5 students** have results which **exceed the Year 8** National Statistics!

The **Year 6 students** have very positive results with 88% of students achieving 30/30 which is better than the Year 8 National Statistics of 64%, and no one scoring less than 27/30.

All Addition results show a general improvement from the Term 1 data.

Multiplication Analysis

Results across the three year groups show that achievement in multiplication is lower than achievement in Addition. This mirrors the National results.

Year 4 results in Multiplication are lower than their Addition results. The results are still bottom heavy but improvement has been made since Term 1, when over 70% scored in the below average bands. Now, 45% are scoring at this level which is a 25% improvement. At the average to above average range, our students are tracking identically to the National average for Year 4 students. Basic facts knowledge will continue to be a strong focus for this cohort in 2011.

Year 5 students show a significantly higher result to the Year 4 national norm, and also a much less significant tail. The Year 5 cohort has made significant improvements since Term 1, especially those who were well below average and now compare favourably against the national Year 8 average.

The Year 6 cohort shows marked improvement since Term 1, especially in the lower range where the number of students scoring less than 21/30 has halved, and those who scored more than 27/30 has almost doubled. Year 6 achievement compares favourably to the national Average for Year 8.

All Multiplication results show an improvement from the Term 1 data.

Wishing you blessings for a happy and relaxing time over Christmas.

Zita Smith

Principal