LAXEY / DHOON / WILLASTON
GROUP

PERFORMANCE DATA ANALYSIS / EVALUATION REPORT

2022-2023

Introduction

The following report is an analysis of school performance data for the academic year 2022/23. **It has been produced internally** and makes use of Isle of Man data from the same period as a comparator in making evaluations. The analysis and evaluations, sometimes resulting in school suggested judgements using the language of the new Isle of Man Quality Assurance and Inspection Framework, is for **internal purposes** and will help the senior leadership and management of the schools in identifying priority areas for improvement by way of resource allocation, training and focus.

Attainment vs Progress

The data reported in this document falls into two categories: **attainment** which indicates the levels achieved, and **progress** which records how much children have learned over a given period of time. In theory, it would be possible for children to have low attainment but make high progress within that band of low attainment; or to have high attainment for 2022-23 but to have experienced little academic progress given their starting point. Therefore, both attainment and progress data provide different parts of the picture when looking at school performance and individual performance of children.

The data presented in this evaluative report does not form a complete picture of achievement at our schools which is measured by the individual progress a child makes and which is reported to parents in terms of above / below or expected progress in the End of Year Report and Parent's Evening in the Spring term.

The data does not show the differences between a cohort nor the range of Additional Needs, EAL or pupils who have transferred into our school, although an attempt at progress analysis within these groups (and more) is made.

The end of year attainment data in particular should be regarded as a simple snapshot of attainment by that group of children. It does not show the individual progress that children make each year. DESC have asked that this data is published for public consumption on school websites, and in compliance with this expectation the summary charts on pages 12 and 13 show the information we have been asked to share publicly.

Expected levels of attainment

The **expected** level of attainment for a Reception child is the Early Learning Goal (ELG). Children are defined as having reached a Good Level of Development (GLD) at the end of their Reception Year if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

At the end of Key Stage 1 (Year 2), the range of performance is expected to be between Levels 1 and 3 with the majority of pupils attaining **Level 2** for reading, writing and mathematics which is referred to as expected attainment.

At the end of Key Stage 2 (Year 6), the range of performance is expected to be between Levels 3 and 5 with the majority of pupils attaining **Level 4** which is referred to as expected attainment.

Within levels there are three sub-levels, with a C being towards the beginning of a level, B representing a child securely working within that level, and A indicating that a child is close to passing into the next available level.

Additional guidance and information

The following chart is intended as a guide to average expectations of pupil attainment in primary schools in the Isle of Man. It is important, of course, to recognise that pupils will not always progress in a straight-forward, linear manner and that there may not be even amounts of progress each academic year. Also, for some children achieving, for example, a Level 3 at the end of Key Stage Two is a huge achievement and tracking the rates of progress children make is more important than comparisons with national trends. Because each individual will progress at a different rate, nothing can replace accurate, rigorous assessment to enable teachers to determine precisely the attainment levels of pupils, at a particular moment in time.

	Below Average	**points**	**Average Attainment**	**points**	**Above Average**	**points**
Reception	**4-5 scale points**		**6-7 scale points**		**8-9 scale points**	
Year 1	**1c/1b**	7/9	**1a/2c**	11/13	**2a/2b**	15/17
Year 2	**1a**	11	**2b**	15	**3c**	19
Year 3	**2c/2b**	13/15	**2a/3c**	17/19	**3b/3a**	21/23
Year 4	**2a**	17	**3b**	21	**4c**	25
Year 5	**3c/3b**	19/21	**3a/4c**	23/25	**4b/4a**	27/29
Year 6	**3a**	23	**4b**	27	**5c**	31

Expected levels of progress

Within a given year group children are anticipated to make at least 1.5 sub-levels of progress during an academic year. Over Key Stage 1 children would typically be expected to make three sub-levels of progress, and over key stage two they should make six sub-levels of progress.

Covid19

In this analysis for the year 2022-23, the influence of the COVID-19 pandemic, though lessening, still casts a shadow. It's vital to recognise that while some academic outcomes might indicate alterations in teaching and learning quality, many of this year's data still reflect the diverse impacts of the pandemic. The 2019/2020 and 2020/21 periods lacked internal assessment data on Arbor due to pandemic-driven changes and DESC modifications in requirements. As we progress in this post-pandemic landscape, which permits precise data capture and reporting, there's hope for nuanced evaluations of school performance by external entities.

Demography and school context

The Isle of Man, Laxey, Maughold and Willaston

The Laxey / Dhoon / Willaston group of schools is located in the Isle of Man. The Island is a Crown Dependency which, through its ancient parliament, Tynwald, enjoys a high degree of domestic legislative and political autonomy. Dating back to Viking origins over one thousand years ago, Tynwald is the oldest legislature in the world in continuous existence.

The Isle of Man also has its own currency, the Manx Pound, which is in parity with pound sterling, which is supported by the Isle of Man Bank.

The island, at 221 square miles, is home to 84,497 people and occupies a central position in the Irish Sea and the British Isles, sitting between England, Ireland, Scotland and Wales. The island is split into 24 districts, being 16 parishes, 4 towns and 4 villages, which all have individual local government boards, or commissioners.

The island has a varied economy, ranging from agriculture and retail to an internationally recognised space industry ranking the island as the fifth most likely place to next reach the moon.

The Laxey / Dhoon / Willaston group, or partnership, of schools is a split site organisation of three separate schools led by a single Executive Headteacher. Laxey School serves Laxey village which is located on the east coast of the Island. It is named from the Norse word for Salmon river 'laxa', due to the tales of great catches. Today Laxey is mainly a residential and tourist area, though in the past it was a thriving mining and fishing village. The Laxey Mines were the deepest mines in the world during the 1800's. The Great Laxey Wheel, 'Lady Isabella', was used to pump water out of the mines and remains in situ as an island landmark, important heritage structure, and tourist attraction.

Dhoon School is in Glen Mona in Maughold, a large area in the north east of the Isle of Man on the coast some three miles from Ramsey, with mountainous terrain on its landward side. Maughold includes most of the North Barrule, the second highest hill on the island. A proportion of the land in the area has been in Manx National Heritage ownership since 1965. Kirk Maughold (the parish church for the area) contains a number of historically important Celtic crosses, suggesting that it was the site of an early Christian monastery. Maughold Head to the east of the village is the easternmost point on the island and has a lighthouse.

Recently joining the partnership, Willaston School is situated in North Douglas within Willaston which represents the largest public housing estate on the Isle of Man. A self-sustained community, Willaston comprises a mix of mainly social housing, though with some private residencies too, supported by local amenities such as a pub, church, and a variety of shops.

Demography, context and deprivation measures

A comprehensive need assessment is a key element and prerequisite for effective strategic planning. A Joint Strategic Need Assessment is the basis from which Isle of Man Government and its partners may decide on priorities and actions that will help improve outcomes and make the best use of available resources. Data from the JSNA can provide useful context for school performance, hence its reference at this point in this report.

The Manx JSNA Process involves a multi-agency work group which is established periodically to progress the need assessment, with representatives across Government. Contribution to the JSNA has also been accepted as a key work stream by the Third Sector Forum. The multi-agency group have agreed to base the collection of data on a nationally recognised framework – the English Indices of Deprivation 2010. The full details of the document can be found at: https://www.gov.uk/government/publications/english-indices-of-deprivation-2010

The model of multiple deprivation is based on the idea of separate dimensions of deprivation which can be recognised and measured separately. These are experienced by individuals living in an area. The area itself can be characterised as deprived, relative to other areas, in a particular dimension of deprivation on the basis of the proportion of people in the area experiencing the type of deprivation in question. In other words, the experience of the people in an area gives the area its deprivation characteristics. By way of example, income deprivation is shown in this graphic:
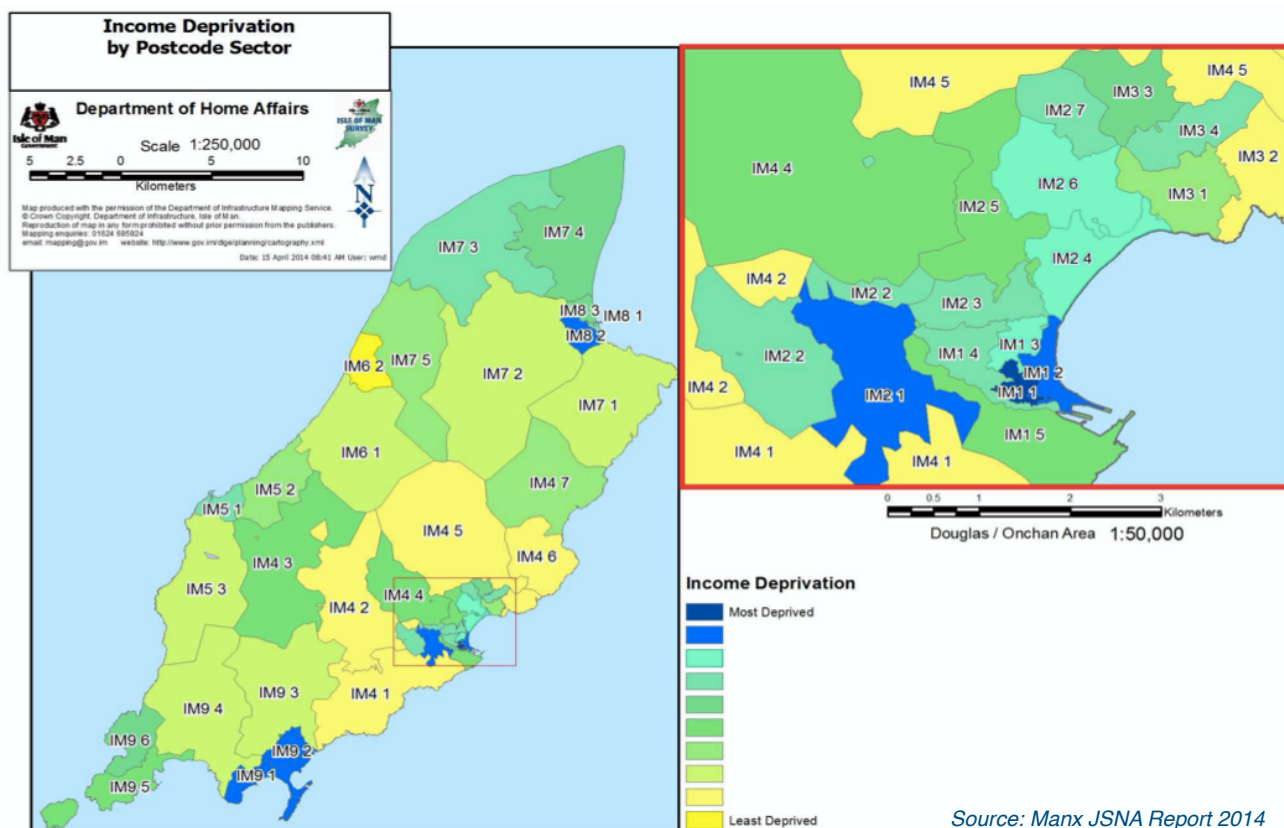
Source: Manx JSNA Report 2014

The JSNA report indicates consistently that two schools in our group - Laxey School and Dhoon School - serve areas of the island which have low deprivation in most measures, including income deprivation as indicated in the map graphic, and is identified on the map as IM4 6, IM4 7, and IM7 1.

Willaston School on the other hand serves the part of the Isle of Man which is recognised as the most deprived as indicated in the map graphic and is identified on the map as IM1 and IM2. This context should be properly understood when drawing comparisons between the data analysis (*attainment and progress*) for Laxey/Dhoon and Willaston School.

The most recent Manx JSNA report (2014 can be found at: https://www.gov.im/media/1345872/iom-government-joint-strategic-needs-assessment-2014.pdf

Local comparators

DESC does not routinely share this information with its schools so the local comparators which are provided here for context make use of the most up-to-date publicly available information which has come about through Tynwald questions and/or published FOI requests.

Of the thirty two primary schools in the Isle of Man, Dhoon recorded the 4th smallest roll in 2022-23, and Laxey recorded the 11th largest school roll. Willaston sits midway between the islands schools in terms of school roll. Combined, the partnership of Dhoon / Laxey / Willaston served as the 2nd largest primary school roll in 2022-23 in the Isle of Man.

Of the thirty two primary schools in the Isle of Man, Dhoon has the smallest percentage of pupils with an identified special need; Laxey has the third smallest percentage. This is obviously a factor in the relatively impressive results achieved by the schools in 2022-23. Willaston, on the other hand, has the sixth highest percentage of pupils on the SEN register - a fact which echos upon the results achieved by the school

Of the 439 children in Isle of Man schools with English as an additional language (EAL), Dhoon had none of these pupils on its roll and Laxey and Willaston had three a piece.

Of the thirty one primary schools in the Isle of Man, both Dhoon and Laxey schools fall in the bottom half in terms of the percentage of pupils on the school roll who qualify for free school meals (FSM) with both occupying joint 9th in the list. Willaston, however, has the fourth largest percentage on the school roll qualifying for FSM in the Isle of Man; reflecting the high deprivation score discussed earlier in this report.

Summary

Contextually, Laxey and Dhoon school serves an area of the island with low levels of deprivation, an observation supported by a lower than average proportion of FSM children on roll. Identified special needs form a small percentage of the respective school rolls, below island averages, and the overwhelming majority of pupils do not have EAL. Given this context, one could reasonably anticipate effective performance data in the 2022-23 reporting period.

Willaston School serves the area of the island with the highest levels of deprivation, a large proportion of FSM and a high percentage of SEN. Against this context the performance data runs a risk of being below island averages.

No.	School Name	NOR Sep 23
1	Bunscoill Rhumsaa	461
2	Peel Clothworkers'	404
3	Henry Bloom Noble	385
4	Onchan	358
5	Scoill yn Jubillee	318
6	Cronk-y-Berry	310
7	Ashley Hill	248
8	St Mary's	245
9	Rushen	236
10	Ballacottier	201
11	Laxey	197
12	Victoria Road	179
13	Arbory	175
14	Scoil Vallajeelt	161
15	Scoil Phurt le Moirrey	159
16	Willaston	148
17	Sulby	145
18	Ballasalla	143
19	Braddan	128
20	St Johns	108
21	Anagh Coar	103
22	Kewaigue	92
23	Andreas	88
24	Michael	88
25	Manor Park	78
26	Foxdale	75
27	St Thomas'	71
28	Dhoon	69
29	Bunscoill Ghaelgagh	57
30	Jurby	57
31	Ballaugh	53

No.	School Name	NOR Sep 23
1	Bunscoill Rhumsaa	461
2	Laxey/Willaston/Dhoon	414
3	Peel Clothworkers'	404
4	Henry Bloom Noble	385
5	Onchan	358
6	Scoill yn Jubillee	318
7	Cronk-y-Berry	310
8	Ashley Hill	248
9	St Mary's	245
10	Rushen	236
11	Ballacottier	201
12	Victoria Road	179
13	Arbory	175
14	Scoil Vallajeelt	161
15	Scoil Phurt le Moirrey	159
16	Willaston	148
17	Sulby	145
18	Ballasalla	143
19	Braddan	128
20	St Johns	108
21	Anagh Coar	103
22	Kewaigue	92
23	Andreas	88
24	Michael	88
25	Manor Park	78
26	Foxdale	75
27	St Thomas'	71
28	Bunscoill Ghaelgagh	57
29	Jurby	57
30	Ballaugh	53

Source: Tynwald Written Answer, Sept 2023

School	NoR	Total SEN (M)	% SEN
Anagh Coar	106	34	32.1%
Andreas	75	11	14.7%
Arbory	175	31	17.7%
Ashley Hill	237	57	24.1%
Ballacottier	231	39	18.1%
Ballasalla	115	26	22.6%
Ballaugh	54	5	9.3%
Braddan	130	16	12.3%
Bunscoill	54	12	22.2%
CyB	300	58	19.9%
Dhoon	75	3	4.0%
Foxdale	83	13	15.7%
HBN	393	80	21.3%
Jubilee	379	35	9.2%
Jurby	61	24	39.3%
Kewaigue	99	10	10.1%
Laxey	214	16	7.5%
Manor Park	72	27	37.5%
Marown	161	18	11.2%
Michael	106	20	18.9%
Onchan	372	119	32.8%
PCW	428	54	12.9%
PleM	146	27	19.9%
Rhumsaa	482	97	21.1%
Rushen	271	49	18.7%
St Johns	105	36	36.4%
St Marys	230	33	14.3%
St Thomas	59	4	6.8%
Sulby	145	22	15.2%
Vallajeelt	185	33	17.8%
Vic Road	231	60	26.0%
Willaston	162	49	30.2%

School	Total EAL
Anagh Coar	11
Andreas	2
Arbory	5
Ashley Hill	21
Ballacottier	20
Ballasalla	3
Braddan	12
Bunscoill Rhumsaa	7
CyB	35
HBN	107
Kewaigue	2
Laxey	3
Onchan	28
Manor Park	1
PcW	27
Rushen	16
Phurt le Moirrey	8
Valajeelt	33
Jubilee	35
St Johns	1
St Marys	50
Sulby	4
Vic Road	1
St Thomas	4
Willaston	3
Overall Total	439

Source: DESC via FOI release 2336677

School Name	Roll (21/22 Academic Year)		% of FSM pupils vs roll
Anagh Coar School	106		51%
Andreas School	75		11%
Arbory Primary School	175		13%
Ashley Hill Primary School	237		13%
Ballacottier School	231		12%
Ballasalla Primary School	115		34%
Ballaugh Primary School	54		17%
Braddan Primary School	130		28%
Bunscoill Ghaelgagh	54		2%
Bunscoill Rhumsaa	482		23%
Cronk-Y-Berry School	300		19%
Dhoon Primary School	75		11%
Foxdale Primary School	83		14%
Henry Bloom Noble	393		21%
Jurby Community Primary School	57		56%
Kewaigue School	105		5%
Laxey Primary School	214		11%
Manor Park Primary School	72		53%
Marown Primary School	161		2%
Michael School	106		10%
Onchan Primary School	372		21%
Peel Clothworkers Primary School	428		21%
Rushen Primary School	271		18%
Scoill Phurt Le Moirrey	146		25%
Scoill Vallajeelt	185		3%
Scoill yn Jubilee	362		15%
St John's Primary School	105		23%
St Mary's RC School	230		12%
St Thomas's C of E School	59		5%
Sulby Primary School	145		10%
Victoria Road Primary School	231		37%
Willaston Primary School	162		37%

Source: DESC via FOI release 2336677

Attainment

Foundation Stage Analysis

For information, the 17 Early Learning Goals (ELG) are:
making relationships (MR); self confidence and self awareness (SCSA); managing feelings and behaviour (MFB); listening and attention (L&A); understanding (U); speaking (S); moving and handling (M&H); health and self care (H&Sc); reading (R); writing (w); numbers (N); shape, space and measures (SSM); people and communities (PC); the world (TW): technology (TECH); exploring media and materials (EMM) and being imaginative (BI).

The ELG are grouped into 7 areas of learning which are:
personal, social and emotional development (PSE); communication and language (C&L); physical development (PD); literacy (LIT); mathematics (MATHS); understanding of the world (WORLD) and expressive arts and design (A&D).

The areas of learning are split into prime and specific areas. A child achieves a good level of development (GLD) if they achieve at least a secure level within the expected ELG range in each prime area and the specific areas relating to literacy and mathematics.

Summary of Dhoon School's FS Attainment Data 2022-23:

100% of all pupils reached a GLD
This is **33.7% higher** than the Isle of Man average

100% of the boys reached a GLD
This is **41.4% higher** than the Isle of Man average

100% of the girls reached a GLD
This is **25.3% higher** than the Isle of Man average

Summary of Laxey School's FS Attainment Data 2022-23:

75% of all pupils reached a GLD
This is **8.7% higher** than the Isle of Man average

61.5% of the boys reached a GLD
This is **2.9% higher** than the Isle of Man average

100% of the girls reached a GLD
This is **25.3% higher** than the Isle of Man average

Summary of Willaston School's FS Attainment Data 2022-23:

35% of all pupils reached a GLD
This is **31.3% lower** than the Isle of Man average

20% of the boys reached a GLD
This is **38.6% lower** than the Isle of Man average

50% of the girls reached a GLD
This is **24.7% lower** than the Isle of Man average

What can we take from these measures?

Attainment in Foundation Stage at Dhoon School is above the Island average for GLD (66.3%). This is the sixth continuous year Dhoon School has achieved higher than island average results for GLD. Therefore Dhoon School judges attainment in Foundation Stage to be **highly effective**.

Attainment in Foundation Stage at Laxey School is above the Island average for GLD (66.3%) This is the sixth continuous year Laxey School has achieved higher than island average results for GLD. Therefore, Laxey School judges attainment in Foundation Stage to be **highly effective**.

Key Stage One Analysis

Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 2)

The percentage of pupils attaining at least Level 2 in Speaking and Listening is 100%.
This is 6% higher than the LA average for the percentage of pupils attaining at least Level 2 in Speaking and Listening, which stands at 94%.

The percentage of pupils attaining at least Level 2 in Reading is 100%.
This is 15.7% higher than the LA average for the percentage of pupils attaining at least Level 2 in Reading, which stands at 84.3%.

The percentage of pupils attaining at least Level 2 in Writing is 100%.
This is 12.1% higher than the LA average for the percentage of pupils attaining at least Level 2 in Writing, which stands at 87.9%.

The percentage of pupils attaining at least Level 2 in English overall is 100%.
This is 12.8% higher than the LA average for the percentage of pupils attaining at least Level 2 in English overall, which stands at 87.2%.

The percentage of pupils attaining at least Level 2 in Maths is 100%.
This is 6.9% higher than the LA average for the percentage of pupils attaining at least Level 2 in Maths, which stands at 93.1%.

The percentage of pupils attaining at least Level 2 in Science is 100%.
This is 3.8% higher than the LA average for the percentage of pupils attaining at least Level 2 in Science, which stands at 96.2%.

Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 2b+)

The percentage of pupils attaining at least Level 2b in Speaking and Listening is 100%.
This is 19.5% higher than the LA average for the percentage of pupils attaining at least Level 2b in Speaking and Listening, which stands at 80.5%.

The percentage of pupils attaining at least Level 2b in Reading is 100%.
This is 25.1% higher than the LA average for the percentage of pupils attaining at least Level 2b in Reading, which stands at 74.9%.

The percentage of pupils attaining at least Level 2b in Writing is 100%.
This is 28.9% higher than the LA average for the percentage of pupils attaining at least Level 2b in Writing, which stands at 71.1%.

The percentage of pupils attaining at least Level 2b in English overall is 100%.
This is 28.7% higher than the LA average for the percentage of pupils attaining at least Level 2b in English overall, which stands at 71.3%.

The percentage of pupils attaining at least Level 2b in Maths is 100%.
This is 25.5% higher than the LA average for the percentage of pupils attaining at least Level 2b in Maths, which stands at 74.5%.

The percentage of pupils attaining at least Level 2b in Science is 100%.
This is 14.5% higher than the LA average for the percentage of pupils attaining at least Level 2b in Science, which stands at 85.5%.

Above Expected KS1 Standardised Teacher Assessment - Dhoon School (Level 3+)

The percentage of pupils attaining at least Level 3 in Speaking and Listening is 33.3%.
This is 21.4% higher than the LA average for the percentage of pupils attaining at least Level 3 in Speaking and Listening, which stands at 11.9%.

The percentage of pupils attaining at least Level 3 in Reading is 33.3%.
>   This is 10.6% higher than the LA average for the percentage of pupils attaining at least Level 3 in Reading, which stands at 22.7%.

The percentage of pupils attaining at least Level 3 in Writing is 16.7%.
>   This is 7.1% higher than the LA average for the percentage of pupils attaining at least Level 3 in Writing, which stands at 9.6%.

The percentage of pupils attaining at least Level 3 in English overall is 33.3%.
>   This is 22% higher than the LA average for the percentage of pupils attaining at least Level 3 in English overall, which stands at 11.3%.

The percentage of pupils attaining at least Level 3 in Maths is 16.7%.
>   This is 5.9% higher than the LA average for the percentage of pupils attaining at least Level 3 in Maths, which stands at 10.8%.

The percentage of pupils attaining at least Level 3 in Science is 16.7%.
>   This is 6% higher than the LA average for the percentage of pupils attaining at least Level 3 in Science, which stands at 10.7%.

What can we take from these measures?

Attainment in KS1 at Dhoon School is above the Island average in 5 of the 5 L2b+ performance indicators and above the island average in 5 of the 5 L3+ key performance indicators. Therefore, Dhoon School judges attainment in KS1 to be highly effective.

Key Stage Two Analysis
Key performance indicators in KS2 Standardised Teacher Assessment - Dhoon School (Level 4)

The percentage of pupils attaining at least Level 4 in Speaking and Listening is 100%.
>   This is 9.9% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Speaking and Listening which stands at 90.1%.

The percentage of pupils attaining at least Level 4 in Reading is 100%.
>   This is 10.1% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Reading which stands at 89.9%.

The percentage of pupils attaining at least Level 4 in Writing is 100%.
>   This is 12.8% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Writing which stands at 81.5%.

The percentage of pupils attaining at least Level 4 in English is 100%.
>   This is 18.5% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in English which stands at 87.7%.

The percentage of pupils attaining at least Level 4 in Maths is 100%.
>   This is 11.5% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Maths which stands at 88.5%.

The percentage of pupils attaining at least Level 4 in Science is 100%.
>   This is 8.4% higher than the Local Authority average for the percentage of pupils attaining least Level 4 in Science which stands at 91.6%.

Key performance indicators in KS2 Standardised Teacher Assessment - Dhoon School (Level 4b+)

The percentage of pupils attaining at least Level 4b (expected level) in Speaking and Listening is 100%.
>   This is 18.6% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Speaking and Listening which stands at 81.4%.

The percentage of pupils attaining at least Level 4b (expected level) in Reading is 100%.

This is 18% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in reading which stands at 82%.

The percentage of pupils attaining at least Level 4b (expected level) in Writing is 90%.

This is 22.1% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Writing which stands at 67.9%.

The percentage of pupils attaining at least Level 4b (expected level) in English is 100%.

This is 23.4% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in English which stands at 76.6%.

The percentage of pupils attaining at least Level 4b (expected level) in Maths is 80%.

This is 7.5% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Maths which stands at 72.5%.

The percentage of pupils attaining at least Level 4b (expected level) in Science is 100%.

This is 18.4% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Science which stands at 81.6%.

Above Expected KS2 Standardised Teacher Assessment - Dhoon School (Level 5+)

The percentage of pupils attaining at least Level 5 (above expected level) in Speaking and Listening is 50%.

This is 21.5% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Speaking and Listening which stands at 28.5%.

The percentage of pupils attaining at least Level 5 (above expected level) in Reading is 60%.

This is 23% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Reading which stands at 37%.

The percentage of pupils attaining at least Level 5 (above expected level) in Writing is 60%.

This is 39.4% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Writing which stands at 20.6%.

The percentage of pupils attaining at least Level 5 (above expected level) in English is 60%.

This is 33.5% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in English which stands at 26.5%.

The percentage of pupils attaining at least Level 5 (above expected level) in Maths is 50%.

This is 26.4% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Maths which stands at 23.6%.

The percentage of pupils attaining at least Level 5 (above expected level) in Science is 60%.

This is 30.9% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Science which stands at 29.1%.

What can we take from these measures?

Attainment in KS2 at Dhoon School is above the Island average in 5 of the 5 L4b+ performance indicators and above the island average in 5 of the 5 L5+ key performance indicators. Therefore, Dhoon School judges attainment in KS2 to be highly effective.

<u>Key Stage One Analysis</u>

Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 2)

The percentage of pupils attaining at least Level 2 in Speaking and Listening is 100%.
    This is 6% higher than the LA average for the percentage of pupils attaining at least Level 2 in Speaking and Listening, which stands at 94%.

The percentage of pupils attaining at least Level 2 in Reading is 96.3%.
    This is 12% higher than the LA average for the percentage of pupils attaining at least Level 2 in Reading, which stands at 84.3%.

The percentage of pupils attaining at least Level 2 in Writing is 92.6%.
    This is 4.7% higher than the LA average for the percentage of pupils attaining at least Level 2 in Writing, which stands at 87.9%.

The percentage of pupils attaining at least Level 2 in English overall is 100%.
    This is 12.8% higher than the LA average for the percentage of pupils attaining at least Level 2 in English overall, which stands at 87.2%.

The percentage of pupils attaining at least Level 2 in Maths is 96.3%.
    This is 3.2% higher than the LA average for the percentage of pupils attaining at least Level 2 in Maths, which stands at 93.1%.

The percentage of pupils attaining at least Level 2 in Science is 100%.
    This is 3.8% higher than the LA average for the percentage of pupils attaining at least Level 2 in Science, which stands at 96.2%.

Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 2b+)

The percentage of pupils attaining at least Level 2b in Speaking and Listening is 92.6%.
    This is 12.1% higher than the LA average for the percentage of pupils attaining at least Level 2b in Speaking and Listening, which stands at 80.5%.

The percentage of pupils attaining at least Level 2b in Reading is 85.2%.
    This is 10.3% higher than the LA average for the percentage of pupils attaining at least Level 2b in Reading, which stands at 74.9%.

The percentage of pupils attaining at least Level 2b in Writing is 81.5%.
    This is 10.4% higher than the LA average for the percentage of pupils attaining at least Level 2b in Writing, which stands at 71.1%.

The percentage of pupils attaining at least Level 2b in English overall is 88.9%.
    This is 17.6% higher than the LA average for the percentage of pupils attaining at least Level 2b in English overall, which stands at 71.3%.

The percentage of pupils attaining at least Level 2b in Maths is 81.5%.
    This is 7% higher than the LA average for the percentage of pupils attaining at least Level 2b in Maths, which stands at 74.5%.

The percentage of pupils attaining at least Level 2b in Science is 100%.
    This is 14.5% higher than the LA average for the percentage of pupils attaining at least Level 2b in Science, which stands at 85.5%.

Above Expected KS1 Standardised Teacher Assessment - Laxey School (Level 3+)

The percentage of pupils attaining at least Level 3 in Speaking and Listening is 33.3%.
    This is 21.4% higher than the LA average for the percentage of pupils attaining at least Level 3 in Speaking and Listening, which stands at 11.9%.

The percentage of pupils attaining at least Level 3 in Reading is 33.3%.

> This is 10.6% higher than the LA average for the percentage of pupils attaining at least Level 3 in Reading, which stands at 22.7%.

The percentage of pupils attaining at least Level 3 in Writing is 22.2%.

> This is 12.6% higher than the LA average for the percentage of pupils attaining at least Level 3 in Writing, which stands at 9.6%.

The percentage of pupils attaining at least Level 3 in English overall is 25.9%.

> This is 14.6% higher than the LA average for the percentage of pupils attaining at least Level 3 in English overall, which stands at 11.3%.

The percentage of pupils attaining at least Level 3 in Maths is 25.9%.

> This is 15.1% higher than the LA average for the percentage of pupils attaining at least Level 3 in Maths, which stands at 10.8%.

The percentage of pupils attaining at least Level 3 in Science is 25.9%.

> This is 15.2% higher than the LA average for the percentage of pupils attaining at least Level 3 in Science, which stands at 10.7%.

What can we take from these measures?

Attainment in KS1 at Laxey School is above the Island average in 5 of the 5 L2b+ performance indicators and above the island average in 5 of the 5 L3+ key performance indicators. Therefore, Laxey School judges attainment in KS1 to be highly effective.

Key Stage Two Analysis

Key performance indicators in KS2 Standardised Teacher Assessment - Laxey School (Level 4)

The percentage of pupils attaining at least Level 4 in Speaking and Listening is 100%.

> This is 9.9% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Speaking and Listening which stands at 90.1%.

The percentage of pupils attaining at least Level 4 in Reading is 100%.

> This is 10.1% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Reading which stands at 89.9%.

The percentage of pupils attaining at least Level 4 in Writing is 100%.

> This is 18.5% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Writing which stands at 81.5%.

The percentage of pupils attaining at least Level 4 in English is 100%.

> This is 12.3% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in English which stands at 87.7%.

The percentage of pupils attaining at least Level 4 in Maths is 96.8%.

> This is 8.3% higher than the Local Authority average for the percentage of pupils attaining at least Level 4 in Maths which stands at 88.5%.

The percentage of pupils attaining at least Level 4 in Science is 100%.

> This is 8.4% higher than the Local Authority average for the percentage of pupils attaining least Level 4 in Science which stands at 91.6%.

Key performance indicators in KS2 Standardised Teacher Assessment - Laxey School (Level 4b+)

The percentage of pupils attaining at least Level 4b (expected level) in Speaking and Listening is 90.3%.

> This is 8.9% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Speaking and Listening which stands at 81.4%.

The percentage of pupils attaining at least Level 4b (expected level) in Reading is 96.8%.
    This is 14.8% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in reading which stands at 82%.

The percentage of pupils attaining at least Level 4b (expected level) in Writing is 87.1%.
    This is 19.2% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Writing which stands at 67.9%.

The percentage of pupils attaining at least Level 4b (expected level) in English is 96.8%.
    This is 20.2% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in English which stands at 76.6%.

The percentage of pupils attaining at least Level 4b (expected level) in Maths is 90.3%.
    This is 17.8% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Maths which stands at 72.5%.

The percentage of pupils attaining at least Level 4b (expected level) in Science is 100%.
    This is 18.4% higher than the Local Authority average for the percentage of pupils attaining at least Level 4b in Science which stands at 81.6%.

Above Expected KS2 Standardised Teacher Assessment - Laxey School (Level 5+)

The percentage of pupils attaining at least Level 5 (above expected level) in Speaking and Listening is 38.7%.
    This is 10.2% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Speaking and Listening which stands at 28.5%.

The percentage of pupils attaining at least Level 5 (above expected level) in Reading is 41.9%.
    This is 4.9% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Reading which stands at 37%.

The percentage of pupils attaining at least Level 5 (above expected level) in Writing is 35.5%.
    This is 14.9% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Writing which stands at 20.6%.

The percentage of pupils attaining at least Level 5 (above expected level) in English is 35.5%.
    This is 9% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in English which stands at 26.5%.

The percentage of pupils attaining at least Level 5 (above expected level) in Maths is 38.7%.
    This is 15.1% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Maths which stands at 23.6%.

The percentage of pupils attaining at least Level 5 (above expected level) in Science is 54.8%.
    This is 25.7% higher than the Local Authority average for the percentage of pupils attaining at least Level 5 in Science which stands at 29.1%.

What can we take from these measures?

Attainment in KS2 at Laxey School is above the Island average in 5 of the 5 L4b+ performance indicators and above the island average in 5 of the 5 L5+ key performance indicators. Therefore, Laxey School judges attainment in KS2 to be highly effective.

<u>Key Stage One Analysis</u>

Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 2)

The percentage of pupils attaining at least Level 2 in Speaking and Listening is 85.7%.
This is 8.3% lower than the LA average for the percentage of pupils attaining at least Level 2 in Speaking and Listening, which stands at 94%.

The percentage of pupils attaining at least Level 2 in Reading is 81%.
This is 3.3% lower than the LA average for the percentage of pupils attaining at least Level 2 in Reading, which stands at 84.3%.

The percentage of pupils attaining at least Level 2 in Writing is 71.4%.
This is 16.5% lower than the LA average for the percentage of pupils attaining at least Level 2 in Writing, which stands at 87.9%.

The percentage of pupils attaining at least Level 2 in English overall is 76.2%.
This is 11% lower than the LA average for the percentage of pupils attaining at least Level 2 in English overall, which stands at 87.2%.

The percentage of pupils attaining at least Level 2 in Maths is 95.2%.
This is 2.1% higher than the LA average for the percentage of pupils attaining at least Level 2 in Maths, which stands at 93.1%.

The percentage of pupils attaining at least Level 2 in Science is 100%.
This is 3.8% higher than the LA average for the percentage of pupils attaining at least Level 2 in Science, which stands at 96.2%.

Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 2b+)

The percentage of pupils attaining at least Level 2b in Speaking and Listening is 61.9%.
This is 18.6% lower than the LA average for the percentage of pupils attaining at least Level 2b in Speaking and Listening, which stands at 80.5%.

The percentage of pupils attaining at least Level 2b in Reading is 71.4%.
This is 3.5% lower than the LA average for the percentage of pupils attaining at least Level 2b in Reading, which stands at 74.9%.

The percentage of pupils attaining at least Level 2b in Writing is 61.9%.
This is 9.2% lower than the LA average for the percentage of pupils attaining at least Level 2b in Writing, which stands at 71.1%.

The percentage of pupils attaining at least Level 2b in English overall is 71.4%.
This is broadly in line with the LA average for the percentage of pupils attaining at least Level 2b in English overall, which stands at 71.3%.

The percentage of pupils attaining at least Level 2b in Maths is 71.4%.
This is 3.1% lower than the LA average for the percentage of pupils attaining at least Level 2b in Maths, which stands at 74.5%.

The percentage of pupils attaining at least Level 2b in Science is 76.2%.
This is 9.3% lower than the LA average for the percentage of pupils attaining at least Level 2b in Science, which stands at 85.5%.

Above Expected KS1 Standardised Teacher Assessment - Willaston School (Level 3+)

The percentage of pupils attaining at least Level 3 in Speaking and Listening is 14.3%.
This is 2.4% higher than the LA average for the percentage of pupils attaining at least Level 3 in Speaking and Listening, which stands at 11.9%.

The percentage of pupils attaining at least Level 3 in Reading is 14.3%.

This is 8.4% lower than the LA average for the percentage of pupils attaining at least Level 3 in Reading, which stands at 22.7%.

The percentage of pupils attaining at least Level 3 in Writing is 9.5%.

This is broadly in line with the LA average for the percentage of pupils attaining at least Level 3 in Writing, which stands at 9.6%.

The percentage of pupils attaining at least Level 3 in English overall is 14.3%.

This is 3% higher than the LA average for the percentage of pupils attaining at least Level 3 in English overall, which stands at 11.3%.

The percentage of pupils attaining at least Level 3 in Maths is 14.3%.

This is 3.5% higher than the LA average for the percentage of pupils attaining at least Level 3 in Maths, which stands at 10.8%.

The percentage of pupils attaining at least Level 3 in Science is 14.3%.

This is 3.6% higher than the LA average for the percentage of pupils attaining at least Level 3 in Science, which stands at 10.7%.

What can we take from these measures?

Attainment in KS1 at Willaston School is below the Island average in 4 of the 5 L2b+ performance indicators, and broadly in line with one L2b+ key performance indicator. Willaston School is above the island average in 3 of the 5 L3+ key performance indicators, and broadly in line with one. The results are a mixed-bag, but of the 10 KPIs looked at over half of them are below the island average. Therefore, Willaston School judges attainment in KS1 to require improvement.

Key Stage Two Analysis

Key performance indicators in KS2 Standardised Teacher Assessment - Willaston School (Level 4)

The percentage of pupils attaining at least Level 4 in Speaking and Listening is 81.5%.

This is 8.6% lower than the Local Authority average for the percentage of pupils attaining at least Level 4 in Speaking and Listening which stands at 90.1%.

The percentage of pupils attaining at least Level 4 in Reading is 77.8%.

This is 12.1% lower than the Local Authority average for the percentage of pupils attaining at least Level 4 in Reading which stands at 89.9%.

The percentage of pupils attaining at least Level 4 in Writing is 70.4%.

This is 10.1% lower than the Local Authority average for the percentage of pupils attaining at least Level 4 in Writing which stands at 81.5%.

The percentage of pupils attaining at least Level 4 in English is 77.8%.

This is 9.9% lower than the Local Authority average for the percentage of pupils attaining at least Level 4 in English which stands at 87.7%.

The percentage of pupils attaining at least Level 4 in Maths is 74.1%.

This is 14.4% lower than the Local Authority average for the percentage of pupils attaining at least Level 4 in Maths which stands at 88.5%.

The percentage of pupils attaining at least Level 4 in Science is 77.8%.

This is 13.8% lower than the Local Authority average for the percentage of pupils attaining at least Level 4 in Science which stands at 91.6%.

Key performance indicators in KS2 Standardised Teacher Assessment - Willaston School (Level 4b+)

The percentage of pupils attaining at least Level 4b (expected level) in Speaking and Listening is 59.3%.

This is 22.1% lower than the Local Authority average for the percentage of pupils attaining at least Level 4b in Speaking and Listening which stands at 81.4%.

The percentage of pupils attaining at least Level 4b (expected level) in Reading is 70.4%.
This is 11.6% lower than the Local Authority average for the percentage of pupils attaining at least Level 4b in reading which stands at 82%.

The percentage of pupils attaining at least Level 4b (expected level) in Writing is 48.1%.
This is 19.8% lower than the Local Authority average for the percentage of pupils attaining at least Level 4b in Writing which stands at 67.9%.

The percentage of pupils attaining at least Level 4b (expected level) in English is 55.6%.
This is 21% lower than the Local Authority average for the percentage of pupils attaining at least Level 4b in English which stands at 76.6%.

The percentage of pupils attaining at least Level 4b (expected level) in Maths is 63%.
This is 9.5% lower than the Local Authority average for the percentage of pupils attaining at least Level 4b in Maths which stands at 72.5%.

The percentage of pupils attaining at least Level 4b (expected level) in Science is 51.9%.
This is 29.7 lower than the Local Authority average for the percentage of pupils attaining at least Level 4b in Science which stands at 81.6%.

Above Expected KS2 Standardised Teacher Assessment - Willaston School (Level 5+)

The percentage of pupils attaining at least Level 5 (above expected level) in Speaking and Listening is 22.2%.
This is 6.3% lower than the Local Authority average for the percentage of pupils attaining at least Level 5 in Speaking and Listening which stands at 28.5%.

The percentage of pupils attaining at least Level 5 (above expected level) in Reading is 37%.
This is in line with the Local Authority average for the percentage of pupils attaining at least Level 5 in Reading which stands at 37%.

The percentage of pupils attaining at least Level 5 (above expected level) in Writing is 11.1%.
This is 9.5% lower than the Local Authority average for the percentage of pupils attaining at least Level 5 in Writing which stands at 20.6%.

The percentage of pupils attaining at least Level 5 (above expected level) in English is 14.8%.
This is 11.7% lower than the Local Authority average for the percentage of pupils attaining at least Level 5 in English which stands at 26.5%.

The percentage of pupils attaining at least Level 5 (above expected level) in Maths is 14.8%.
This is 8.8% lower than the Local Authority average for the percentage of pupils attaining at least Level 5 in Maths which stands at 23.6%.

The percentage of pupils attaining at least Level 5 (above expected level) in Science is 14.8%.
This is 14.3% lower than the Local Authority average for the percentage of pupils attaining at least Level 5 in Science which stands at 29.1%.

What can we take from these measures?

Attainment in KS2 at Willaston School is below the Island average in 5 of the 5 L4b+ performance indicators and below the island average in 4 of the 5 L5+ key performance indicators. Therefore, Willaston School judges attainment in KS2 to require improvement.

Attainment Summary - Dhoon School

The following information provides a breakdown regarding levels of attainment in Years Two and Six at Dhoon School for the academic year 2022/23. The data does not form a complete picture of achievement at our school which is measured by the individual progress a child makes and which is reported to parents in terms of above/ below or expected progress in the End of Year Report and Parent's Evening in the Spring term. The data does not show the differences between a cohort nor the range of Additional Needs, EAL or pupils who have transferred into the school. It is a snapshot of attainment by that group of children. Dhoon School is happy to discuss any trends and welcomes feedback.

End of Year Data 2022-23		
EYFS Good Level of Development (GLD)	100%	
End of KS1	L2+	L3+
Speaking and Listening	100%	33%
Reading	100%	33%
Writing	100%	17%
Maths	100%	17%
Science	100%	17%
End of KS2	L4+	L5+
Speaking and Listening	100%	50%
Reading	100%	60%
Writing	100%	60%
Maths	100%	50%
Science	100%	60%

A large majority of pupils achieved GLD in Foundation Stage. All pupils achieved within the expected range of attainment in all subject areas in both Key Stage 1 and Key Stage 2. These results are all higher than Island averages.

Dhoon School also recorded higher than island averages in all subjects across both Key Stage 1 and Key Stage 2 for children making above expected attainment.

What can we take from these measures?

Isle of Man Quality Assurance Framework Attainment Toolkit Statement: *Attainment in line for their key stage 75%+ in all 5 indicators is judged to be Highly Effective*. Dhoon School meets the requirements of this statement with its 2022-23 attainment data. Therefore, Dhoon School judges attainment overall to be **highly effective.**

Attainment Summary - Laxey School

The following information provides a breakdown regarding levels of attainment in Years Two and Six at Laxey School for the academic year 2022/23. The data does not form a complete picture of achievement at our school which is measured by the individual progress a child makes and which is reported to parents in terms of above/ below or expected progress in the End of Year Report and Parent's Evening in the Spring term. The data does not show the differences between a cohort nor the range of Additional Needs, EAL or pupils who have transferred into the school. It is a snapshot of attainment by that group of children. Laxey School is happy to discuss any trends and welcomes feedback.

End of Year Data 2022-23		
EYFS Good Level of Development (GLD)	75%	
End of KS1	**L2+**	**L3+**
Speaking and Listening	100%	33%
Reading	96%	33%
Writing	93%	22%
Maths	96%	26%
Science	100%	26%
End of KS2	**L4+**	**L5+**
Speaking and Listening	100%	39%
Reading	100%	42%
Writing	100%	35%
Maths	97%	39%
Science	100%	55%

A very large majority of pupils achieved GLD in Foundation Stage. At least a very large majority of pupils achieved within the expected range of attainment in all subject areas in both Key Stage 1 and Key Stage 2, with all children achieving within the expected range for Sp&L and Science at KS1 and all pupils achieving within the expected range across the board in KS2. These results are all higher than island averages.

Laxey School also recorded higher than island averages in all subjects across both Key Stage 1 and Key Stage 2 for children making above expected attainment.

What can we take from these measures?

Isle of Man Quality Assurance Framework Attainment Toolkit Statement: *Attainment in line for their key stage 75%+ in all 5 indicators is judged to be Highly Effective*. Laxey School meets the requirements of this statement with its 2022-23 attainment data. Therefore, Laxey School judges attainment overall to be **highly effective.**

Attainment Summary - Willaston School

The following information provides a breakdown regarding levels of attainment in Years Two and Six at Willaston School for the academic year 2022/23. The data does not form a complete picture of achievement at our school which is measured by the individual progress a child makes and which is reported to parents in terms of above/ below or expected progress in the End of Year Report and Parent's Evening in the Spring term. The data does not show the differences between a cohort nor the range of Additional Needs, EAL or pupils who have transferred into the school. It is a snapshot of attainment by that group of children. Willaston School is happy to discuss any trends and welcomes feedback.

End of Year Data 2022-23		
EYFS Good Level of Development (GLD)	35%	
End of KS1	**L2+**	**L3+**
Speaking and Listening	86%	14%
Reading	81%	14%
Writing	71%	10%
Maths	95%	14%
Science	100%	14%
End of KS2	**L4+**	**L5+**
Speaking and Listening	82%	22%
Reading	79%	37%
Writing	70%	11%
Maths	74%	15%
Science	78%	15%

A very large majority of pupils achieved GLD in Foundation Stage. At least a large majority of pupils achieved within the expected range of attainment in all subject areas in both Key Stage 1 and Key Stage 2, with all children achieving within the expected range for Science at KS1 and a very large majority of pupils achieving within the expected range in Sp&L in KS2. These results are higher than island averages in Maths and Science in KS1, and broadly in line with island averages at the specific L2b sub-level measure for English overall.

Willaston's results in terms of the number of children attaining above the expected range in KS1are higher than island averages in English, Maths and Science, and broadly in line with island averages for writing. All other measures in either KS1 or KS2 are below island averages.

What can we take from these measures?

Isle of Man Quality Assurance Framework Attainment Toolkit Statements:
Attainment in line for their key stage 65% - 74%+ in all 5 indicators is judged to be Effective.
Attainment in line wit expectations for their key stage below 65% in all 5 indicators is judged to Require Improvement.
Willaston School sits between the requirements of these two statements with its 2022-23 attainment data. In KS1 3 indicators are between 65% - 74% with 2 indicators below 65%. In KS2 4 indicators are below 65% with 1 indicator between 65% - 74%. On balance, the majority of the 10 indicators across the two key stages are below 65%; taken with a significantly low GLD result in EYFS (especially in comparison with island averages for GLD) leads Willaston School to judge attainment overall to **require improvement.**

Progress

<u>Dhoon School Analysis</u>

YEAR 1 SUB-LEVEL PROGRESS ACROSS 2022/23							
First Name	**Last Name**	**NC Year**	**Maths**	**Reading**	**Writing**	**Sp&L**	**Science**
▨▨▨	▨▨▨▨▨	Year 1	2	2.5	3.5	4	2
▨▨▨	▨▨▨	Year 1	2	4	2	2	4
▨▨	▨▨▨	Year 1	2	4	2	2	2
▨▨▨	▨▨▨	Year 1	2	2	4	2	4
▨▨	▨▨▨	Year 1	2	2	2	2	4
▨▨	▨▨▨	Year 1	4	4	2	2	4
▨▨	▨▨	Year 1	2	4	2	2	4
▨▨▨	▨▨▨	Year 1	2	4	2	2	4
▨▨▨	▨▨▨	Year 1	2	3.5	4	2	2

YEAR 2 SUB-LEVEL PROGRESS ACROSS 2022/23							
First Name	**Last Name**	**NC Year**	**Maths**	**Reading**	**Writing**	**Sp&L**	**Science**
▨▨▨	▨▨▨▨▨▨	Year 2	2	4	4	4	4
▨▨	▨▨	Year 2	2	2	2	2	4
▨▨	▨▨	Year 2	2	2	2	4	2
▨▨▨	▨▨	Year 2	4	2	2	4	4
▨▨▨▨	▨▨	Year 2	2	6	4	2	4

YEAR 3 SUB-LEVEL PROGRESS ACROSS 2022/23							
First Name	**Last Name**	**NC Year**	**Maths**	**Reading**	**Writing**	**Sp&L**	**Science**
▮▮	▮▮	Year 3	2	4	4	4	4
▮▮	▮▮	Year 3	4	4	4	4	4
▮▮	▮▮	Year 3	2	2	4	2	4
▮▮	▮▮	Year 3	4	4	4	4	4
▮▮	▮▮	Year 3	4	2	4	0	4
▮▮	▮▮	Year 3	6	2	4	4	4
▮▮	▮▮	Year 3	2	4	4	4	2
▮▮	▮▮	Year 3	2	4	4	4	4
▮▮	▮▮	Year 3	2	6	4	4	2
▮▮	▮▮	Year 3	2	2	4	4	4
▮▮	▮▮	Year 3	2	0	2	4	4

YEAR 4 SUB-LEVEL PROGRESS ACROSS 2022/23							
First Name	**Last Name**	**NC Year**	**Maths**	**Reading**	**Writing**	**Sp&L**	**Science**
▮▮	▮▮	Year 4	2	4	4	4	4
▮▮	▮▮	Year 4	4	4	6	4	4
▮▮	▮▮	Year 4	4	4	4	4	4
▮▮	▮▮	Year 4	2	2	4	4	4
▮▮	▮▮	Year 4	4	4	4	4	4
▮▮	▮▮	Year 4	2	4	4	4	4
▮▮	▮▮	Year 4	2	4	2	4	4
▮▮	▮▮	Year 4	2	2	6	4	6
▮▮	▮▮	Year 4	6	4	6	6	4
▮▮	▮▮	Year 4	4	4	4	2	6
▮▮	▮▮	Year 4	4	4	6	6	6
▮▮	▮▮	Year 4	2	2	4	4	4

YEAR 5 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
██████	████	Year 5	2	2	2	2	2
█████	██████	Year 5	2	2	2	2	4
██████	███████	Year 5	2	4	2	2	2
█████	█████	Year 5	2	2	2	2	2
█████	████	Year 5	2	2	2	2	2
██████	██████	Year 5	2	2	2	2	2
██████	████	Year 5	2	2	2	4	2
███	██████	Year 5	2	2	0	2	2
████	███████	Year 5	2	2	2	4	4

YEAR 6 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
██	█████	Year 6	2	4	0	2	2
██████	█████████	Year 6	2	2	2	2	2
████	███	Year 6	2	2	2	2	2
█████	██████	Year 6	4	2	2	4	2
█████	████████	Year 6	2	2	0	2	2
█████	██	Year 6	2	4	2	2	4
█████	██████	Year 6	4	2	2	4	2
██████	█████	Year 6	4	4	2	2	2
████	█████	Year 6	2	2	4	2	2

YEAR 6 SUB-LEVEL PROGRESS ACROSS KEY STAGE TWO							
First Name	**Last Name**	**NC Year**	**Maths**	**Reading**	**Writing**	**Sp&L**	**Science**
▨▨	▨▨▨▨	Year 6	2	4	0	2	2
▨▨▨▨	▨▨▨▨▨	Year 6	2	2	2	2	2
▨▨▨	▨▨	Year 6	2	2	2	2	2
▨▨▨	▨▨▨	Year 6	4	2	2	4	2
▨▨▨	▨▨▨▨	Year 6	2	2	0	2	2
▨▨▨	▨▨	Year 6	2	4	2	2	4
▨▨▨	▨▨▨▨	Year 6	4	2	2	4	2
▨▨▨	▨▨▨	Year 6	4	4	2	2	2
▨▨	▨▨▨	Year 6	2	2	4	2	2

ACHIEVEMENT AGAINST PRIOR ATTAINMENT (PROGRESS) ANALYSIS BY YEAR GROUP

Data analysed only where full data-sets exist: may exclude children who joined later in the school-year and do not have Autumn Term baseline data recorded in Arbor; and / or children who left part-way through the yr.

Proportion	Description
97% - 100%	Overwhelming majority
80% - 96%	Very large majority
65% - 79%	Large majority
51% - 64%.	Majority
50% exactly	Half
35% - 49%	Minority
20% - 34%	Small minority
4% - 19%	Very small minority / few
0% - 3%	Almost none / very few

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

Judgements
The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")

Where a subject has *at least* a large majority in both expected and above expected progress = highly effective.

Where a subject has *at least* a majority in both expected and above expected progress = effective.

Where a subject has less than a majority in either expected or above expected progress = requires improvement.

These judgements are purely internal for the purposes of self evaluation and planned improvement; there is not set criteria from DESC at the time of writing.

Year Group	Maths	Reading	Writing	Sp&l	Science
Year 1 (achievement against prior attainment across 2022 - 2023)	By the end of Year 1, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths in Year 1 was **highly effective.**	By the end of Year 1, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading in Year 1 was **highly effective.**	By the end of Year 1, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing in Year 1 was **highly effective.**	By the end of Year 1, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l in Year 1 was **highly effective.**	By the end of Year 1, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science in Year 1 was **highly effective.**
Year 2 (achievement against prior attainment across 2022 - 2023)	By the end of Year 2, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths in Year 2 was **highly effective**.	By the end of Year 2, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading in Year 2 was **highly effective.**	By the end of Year 2, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing in Year 2 was **highly effective.**	By the end of Year 2, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l in Year 2 was **highly effective**.	By the end of Year 2, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science in Year 2 was **highly effective**.

Year 3 (achievement against prior attainment across 2022 - 2023)	By the end of Year 3, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths in Year 3 was **highly effective.**	By the end of Year 3, **91%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **91%** (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading in Year 3 was **highly effective.**	By the end of Year 3, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing in Year 3 was **highly effective.**	By the end of Year 3, **91%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **91%** (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l in Year 3 was **highly effective**.	By the end of Year 3, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science in Year 3 was **highly effective**.
Year 4 (achievement against prior attainment across 2022 - 2023)	By the end of Year 4, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths in Year 4 was **highly effective.**	By the end of Year 4, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading in Year 4 was **highly effective.**	By the end of Year 4, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing in Year 4 was **highly effective.**	By the end of Year 4, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l in Year 4 was **highly effective**.	By the end of Year 4, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science in Year 4 was **highly effective.**
Year 5 (achievement against prior attainment across 2022 - 2023)	By the end of Year 5, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths in Year 5 was **highly effective.**	By the end of Year 5, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading in Year 5 was **highly effective.**	By the end of Year 5, **89%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **89%** (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing in Year 5 was **highly effective.**	By the end of Year 5, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l in Year 5 was **highly effective**.	By the end of Year 5, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science in Year 5 was **highly effective**.

Year 6 (achievement against prior attainment across 2022 - 2023)	By the end of Year 6, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths in Year 6 was **highly effective**.	By the end of Year 6, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading in Year 6 was **highly effective**.	By the end of Year 6, **78%** (Large majority) of children made at least expected progress (1.5 sub levels) during the year. **78%** (Large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing in Year 6 was **highly effective**.	By the end of Year 6, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l in Year 6 was **highly effective**.	By the end of Year 6, **100%** (All) of children made at least expected progress (1.5 sub levels) during the year. **100%** (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science in Year 6 was **highly effective**.

ACHIEVEMENT AGAINST PRIOR ATTAINMENT (PROGRESS) ANALYSIS BY DEMOGRAPHICS / KEY GROUPS

Data analysed only where full data-sets exist: may exclude children who joined later in the school-year and do not have Autumn Term baseline data recorded in Arbor; and / or children who left part-way through the yr.

<u>Proportion</u>   <u>Description</u>
97% - 100% **Overwhelming majority**
80% - 96% **Very large majority**
65% - 79% **Large majority**
51% - 64%. **Majority**
50% exactly **Half**
35% - 49% **Minority**
20% - 34% **Small minority**
4% - 19% **Very small minority / few**
0% - 3% **Almost none / very few**

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

<u>Judgements</u>
The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")

Where a subject has *at least* a large majority in both expected and above expected progress = highly effective.

Where a subject has *at least* a majority in both expected and above expected progress = effective.

Where a subject has less than a majority in either expected or above expected progress = requires improvement.

These judgements are purely internal for the purposes of self evaluation and planned improvement; there is not set criteria from DESC at the time of writing.

Key Group	Maths	Reading	Writing	Sp&l	Science
Free school meals (achievement against prior attainment across 2022 - 2023) **(8 children)**	**100%** (all) of children made at least expected progress (1.5 sub-levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was **highly effective**	**100%** (all) of children made at least expected progress (1.5 sub-levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was **highly effective**.	**100%** (all made at least expected progress (1.5 sub-levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was **highly effective**.	**88%** (Very large majority) of children made at least expected progress (1.5 sub-levels) during the year. **88%** (Very large majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub-levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was **highly effective**.

Child protection / LAC (achievement against prior attainment across 2022 - 2023) **(1 child)**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science was **highly effective.**
English as an additional language (achievement against prior attainment across 2022 - 2023) **(0 children)**	N/A	N/A	N/A	N/A	N/A
Boys (achievement against prior attainment across 2022 - 2023) **(29 children - not inc Rec)**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths was **highly effective.**	**97%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **97%** (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading was **highly effective.**	**90%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **90%** (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing was **highly effective.**	**97%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **97%** (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l was **highly effective.**	**100%** (ally) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science was **highly effective.**
Girls (achievement against prior attainment across 2022 - 2023) **(27 children - not inc Rec)**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l was **highly effective.**	**100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **100%** (all of children made good or better progress (≥ 2 sub levels) during the year. Progress in science was **highly effective.**

Summer born (achievement against prior attainment across 2022 - 2023) (25 children)	100% (all) of children made at least expected progress (1.5 sub levels) during the year. 100% (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in maths was **highly effective.**	100% (all) of children made at least expected progress (1.5 sub levels) during the year. 100% (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in reading was **highly effective.**	96% (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. 96% (Very large majority) of children made good or better progress (≥ 2 sub levels) during the year. Progress in writing was **highly effective.**	100% (all) of children made at least expected progress (1.5 sub levels) during the year. 100% (All) of children made good or better progress (≥ 2 sub levels) during the year. Progress in sp&l was **highly effective.**	100% (all) of children made at least expected progress (1.5 sub levels) during the year. 100% (all) of children made good or better progress (≥ 2 sub levels) during the year. Progress in science was **highly effective.**

PROGRESS BY SUBJECT OVER A KEY STAGE
Data analysed only where full data-sets exist: may exclude children who joined later in the key stage and do not have Y1 / Y3 baseline data recorded in Arbor; and / or children who left part-way through the key stage.

Proportion	Description
97% - 100%	**Overwhelming majority**
80% - 96%	**Very large majority**
65% - 79%	**Large majority**
51% - 64%.	**Majority**
50% exactly	**Half**
35% - 49%	**Minority**
20% - 34%	**Small minority**
4% - 19%	**Very small minority / few**
0% - 3%	**Almost none / very few**

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

Judgements
The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")

Progress Toolkit - Primary

Key Stage 1
Highly effective: A very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%) learners make 3 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

Key Stage 2
Highly effective: A very large majority (80%+) of learners make 6 or more sub-levels progress in all 5 indicators
Effective: A large majority (65% - 79%+) of learners make 6 or more sub-levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

Judgments in individual subject areas do not have DESC specified criteria - school has looked at the proportion of pupils achieving expected progress to judge this for internal use.

KS	Maths	Reading	Writing	Sp&I	Science
Progress by subject over KS1	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **85%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Mathematics across KS1 is ==highly effective==.	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **89%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Reading across KS1 is ==highly effective.==	**4%** (Very small minority / few) of children failed to achieve at least 3 SL of progress across the key stage. **96%** (Very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **70%** (Large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Writing across KS1 is ==highly effective.==	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **96%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Sp&I across KS1 is ==highly effective==.	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **96%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Science across KS1 is ==highly effective.==

Progress by subject over KS2	0% (Almost none / very few) of children failed to achieve at least 6 SL of progress across the key stage. 100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 50% (Half) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Mathematics across KS2 is **highly effective.**	0% (Almost none / very few) of children failed to achieve at least 6 SL of progress across the key stage. 100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 88% (Very large majority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Reading across KS2 is **highly effective**.	0% (Almost none / very few) of children failed to achieve at least 6 SL of progress across the key stage. 100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 62% (Majority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Writing across KS2 is **highly effective**.	0% (Almost none / very few) of children failed to achieve at least 6 SL of progress across the key stage. 100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 88% (Very large majority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Sp&l across KS2 is **highly effective.**	12% (Very small minority / few) of children failed to achieve at least 6 SL of progress across the key stage. 88% (Very large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 50% (Half) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Science across KS2 is **highly effective**.

What can we take from these measures?

Isle of Man Quality Assurance Framework Progress Toolkit Statements:
Key Stage 1
Highly effective: A very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%) learners make 3 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.
Key Stage 2
Highly effective: A very large majority (80%+) of learners make 6 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%+) of learners make 6 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

In Key Stage 1 at Dhoon School, at least a very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators. Therefore Dhoon School judges progress across Key Stage 1 to be **highly effective.** In Key Stage 2 at Dhoon School, at least a very large majority (80%+) of learners make 6 or more sub levels progress in all 5 indicators. Therefore Dhoon School judges progress across Key Stage 2 to be **highly effective**.

Laxey School Analysis

YEAR 1 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨	▨	Year 1	2	2	2	2	1.5
▨	▨	Year 1	2	2	2	2	2
▨	▨	Year 1	2	2	2	2	2
▨	▨	Year 1	2	1.5	1.5	2	2
▨	▨	Year 1	2	1.5	1.5	1.5	1.5
▨	▨	Year 1	1.5	2	2	1.5	1.5
▨	▨	Year 1	2	1.5	1.5	1.5	1.5
▨	▨	Year 1	1.5	2	1.5	2	2
▨	▨	Year 1	2	2	3	2	2
▨	▨	Year 1	2	2	2	2	1.5
▨	▨	Year 1	3	1.5	1.5	2	1.5
▨	▨	Year 1	2	2	2	1.5	1.5
▨	▨	Year 1	2	2	2	2	2
▨	▨	Year 1	2	2	1.5	1.5	1.5
▨	▨	Year 1	2	2	2	2	2
▨	▨	Year 1	2	2	2	1.5	2
▨	▨	Year 1	2	2	2	2	1.5
▨	▨	Year 1	3	2	2	2	1.5
▨	▨	Year 1	2	2	2	1.5	2
▨	▨	Year 1	1.5	2	1.5	1.5	1.5
▨	▨	Year 1	2	2	2	1.5	1.5
▨	▨	Year 1	2	2	2	1.5	2
▨	▨	Year 1	2	2	2	1.5	1.5
▨	▨	Year 1	2	1.5	1.5	1.5	1.5
▨	▨	Year 1	2	2	2	1.5	2
▨	▨	Year 1	2	2	2	2	2

YEAR 2 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨	▨	Year 2	2	2	2	2	2
▨	▨	Year 2	2	2	2	2	2

▨	▨	Year 2	2	2	1.5	2	2
▨	▨	Year 2	2	2	2	2	2
▨	▨	Year 2	1.5	2	1.5	2	1.5
▨	▨	Year 2	2	2	1.5	2	2
▨	▨	Year 2	2	2	2	1.5	1.5
▨	▨	Year 2	2	2	3	2	2
▨	▨	Year 2	2	2	2	1.5	1.5
▨	▨	Year 2	2	1.5	1.5	1.5	1.5
▨	▨	Year 2	2	2	1.5	1.5	1.5
▨	▨	Year 2	1.5	1.5	1.5	2	2
▨	▨	Year 2	2	2	1.5	1.5	2
▨	▨	Year 2	2	2	1.5	1.5	2
▨	▨	Year 2	2	2	1.5	1.5	2
▨	▨	Year 2	2	1.5	1.5	2	2
▨	▨	Year 2	2	1.5	2	2	2
▨	▨	Year 2	2	2	1.5	2	2
▨	▨	Year 2	2	2	2	2	2
▨	▨	Year 2	1.5	2	2	2	2
▨	▨	Year 2	2	3	2	2	2
▨	▨	Year 2	2	2	1.5	3	2
▨	▨	Year 2	3	2	3	3	2
▨	▨	Year 2	2	2	1.5	2	2
▨	▨	Year 2	3	3	2	2	2
▨	▨	Year 2	2	1.5	1.5	1.5	2
▨	▨	Year 2	2	2	1.5	1.5	2

YEAR 3 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨		Year 3	2	3	2	3	3
▨		Year 3	3	3	3	4	3
▨	▨	Year 3	2	3	2	3	2
▨	▨	Year 3	2	2	2	3	2
▨	▨	Year 3	2	2	2	2	3

		NC Year	Maths	Reading	Writing	Sp&L	Science
▓▓	▓▓	Year 3	2	3	2	3	2
▓▓	▓▓▓	Year 3	2	3	3	3	3
▓	▓▓▓	Year 3	3	2	2	2	2
▓▓	▓▓	Year 3	2	3	3	4	3
▓	▓▓	Year 3	3	3	3	3	3
▓▓	▓	Year 3	3	3	3	3	3
▓▓	▓▓	Year 3	2	3	2	2	3
▓▓▓	▓▓	Year 3	3	3	2	3	4
▓▓	▓▓	Year 3	3	3	3	3	4
▓▓	▓▓	Year 3	3	3	3	3	3
▓	▓▓	Year 3	3	4	4	3	3
▓	▓▓	Year 3	3	4	3	3	3
▓▓	▓▓	Year 3	3	3	2	3	4
▓	▓▓▓	Year 3	3	3	3	2	2
▓▓	▓▓	Year 3	2	3	2	2	3
▓▓	▓▓	Year 3	3	2	3	2	2
▓	▓▓▓	Year 3	3	3	3	3	3
▓	▓▓	Year 3	3	3	3	3	3
▓	▓▓	Year 3	3	4	3	3	4
▓	▓	Year 3	3	3	2	3	3
▓	▓▓	Year 3	2	3	3	2	2
▓	▓▓	Year 3	4	3	4	3	3
▓	▓▓▓	Year 3	2	4	3	3	3
▓▓	▓▓	Year 3	3	3	2	3	3

YEAR 4 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▓▓	▓▓	Year 4	1.5	1.5	1.5	1.5	1.5
▓▓	▓▓	Year 4	2	1.5	2	1.5	1.5
▓▓	▓▓	Year 4	1.5	2	2	1.5	1.5
▓▓	▓▓	Year 4	1.5	1.5	2	1.5	1.5
▓	▓▓	Year 4	1.5	1.5	1.5	1.5	1.5
▓▓▓▓		Year 4	1.5	1.5	1.5	1.5	1.5

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨▨▨▨	▨▨▨▨	Year 4	1	2	2	1.5	1.5
▨▨▨▨	▨▨▨▨	Year 4	1.5	2	2	1	1.5
▨▨▨▨	▨▨▨▨	Year 4	2	2	3	2	1.5
▨▨	▨▨▨▨	Year 4	2	1.5	1.5	1.5	1.5
▨▨	▨▨	Year 4	1.5	1.5	1.5	1.5	2
▨▨▨	▨▨▨	Year 4	2	2	1.5	1	1.5
▨▨	▨▨▨▨▨	Year 4	1.5	1.5	1.5	2	2
▨▨▨	▨▨▨	Year 4	1.5	1.5	1.5	1.5	1.5
▨▨▨	▨▨	Year 4	2	1	1	1.5	1.5
▨▨▨	▨▨	Year 4	2	1.5	1.5	1.5	1.5
▨▨▨	▨▨▨	Year 4	2	2	2	2	1.5
▨▨	▨▨▨	Year 4	1.5	1.5	1.5	1.5	1.5
▨▨▨	▨▨▨	Year 4	1.5	1.5	1.5	1.5	1.5
▨▨	▨▨▨	Year 4	1.5	2	1.5	2	1.5
▨▨	▨▨▨	Year 4	1.5	2	1.5	1.5	1.5
▨▨▨	▨▨	Year 4	1.5	2	2	1.5	1.5
▨▨▨▨	▨▨▨▨▨	Year 4	1	1.5	1.5	1.5	1.5
▨▨	▨▨	Year 4	1.5	1.5	1.5	1	1
▨▨▨▨	▨▨▨	Year 4	1.5	1.5	2	1.5	1.5
▨▨▨	▨▨▨▨	Year 4	1.5	1.5	2	1.5	2
▨▨	▨▨▨	Year 4	1.5	1.5	1.5	1.5	1.5
▨▨▨	▨▨▨	Year 4	1.5	1.5	1.5	1.5	1.5
▨▨	▨▨	Year 4	1.5	1.5	3	1.5	1.5
▨▨▨	▨▨▨	Year 4	1	1.5	1.5	2	1.5
▨▨▨	▨▨▨▨	Year 4	1.5	2	2	1.5	1.5
▨▨	▨▨▨	Year 4	1.5	1.5	1	1	1.5

YEAR 5 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨▨▨▨▨▨▨		Year 5	2	3	2	2	2
▨▨	▨▨▨	Year 5	1.5	2	2	3	2
▨▨▨▨▨▨		Year 5	2	1.5	1.5	1.5	2
▨▨▨▨▨		Year 5	2	1.5	1.5	2	2

▨▨▨▨	▨▨▨▨	Year 5	1.5	1.5	1.5	1.5	1.5
▨▨	▨▨▨	Year 5	1.5	2	1.5	1.5	1.5
▨▨▨	▨▨	Year 5	1.5	1.5	2	2	1.5
▨▨▨▨▨	▨▨▨▨▨	Year 5	1.5	1.5	1.5	1.5	2
▨▨▨	▨▨▨	Year 5	2	2	2	2	1.5
▨▨▨▨	▨▨▨▨	Year 5	2	1	2	2	2
▨▨▨▨	▨▨▨▨	Year 5	2	1.5	1.5	1.5	1.5
▨	▨▨▨	Year 5	2	1.5	1.5	2	2
▨▨▨	▨▨▨	Year 5	2	1.5	2	1.5	3
▨▨▨▨▨	▨▨▨▨	Year 5	1.5	1.5	1.5	1	2
▨▨▨	▨▨▨▨	Year 5	2	1.5	2	2	2
▨▨▨	▨▨▨	Year 5	1.5	1.5	1	1.5	1.5
▨▨▨	▨▨▨	Year 5	2	2	1.5	1.5	2
▨▨▨	▨▨▨	Year 5	1.5	1.5	1.5	2	2
▨▨▨	▨▨▨	Year 5	2	1.5	1.5	2	2

YEAR 6 SUB-LEVEL PROGRESS ACROSS 2022/23

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨▨▨▨▨▨▨▨		Year 6	2	2	2	3	3
▨▨▨▨	▨▨▨	Year 6	1.5	2	2	1.5	2
▨▨▨	▨▨▨	Year 6	2	2	2	2	2
▨▨▨	▨▨▨	Year 6	3	2	1.5	2	3
▨▨▨	▨▨▨	Year 6	2	2	1.5	2	3
▨▨▨	▨▨▨	Year 6	2	3	3	2	3
▨▨	▨▨▨	Year 6	2	2	2	1.5	2
▨▨▨	▨▨▨	Year 6	2	2	1.5	1.5	3
▨▨▨▨▨▨▨		Year 6	1.5	2	2	1	2
▨▨▨▨▨▨▨▨		Year 6	3	2	2	2	2
▨▨▨	▨▨▨	Year 6	3	2	1.5	2	2
▨▨▨▨▨	▨▨▨▨	Year 6	2	2	2	2	3
▨▨▨	▨▨▨	Year 6	2	2	2	1.5	3
▨▨	▨▨▨	Year 6	2	2	1.5	1.5	3
▨▨▨▨	▨▨▨	Year 6	2	2	2	1.5	2

		NC Year	Maths	Reading	Writing	Sp&L	Science
▨▨▨	▨▨▨	Year 6	3	3	1.5	2	3
▨▨▨	▨▨▨	Year 6	3	2	2	2	3
▨▨	▨▨▨	Year 6	3	2	3	3	3
▨▨▨	▨▨▨	Year 6	2	1.5	1.5	2	2
▨▨▨	▨▨▨	Year 6	1.5	2	2	1.5	3
▨▨▨	▨▨▨▨	Year 6	3	2	2	1.5	2
▨▨▨▨▨	▨▨▨▨	Year 6	3	1.5	2	2	2
▨▨▨	▨▨▨	Year 6	3	2	2	2	2
▨▨▨	▨▨▨	Year 6	1.5	1.5	3	2	3
▨▨▨	▨▨▨	Year 6	2	2	2	2	2
▨▨	▨▨	Year 6	3	2	2	2	2
▨▨▨	▨▨▨	Year 6	3	2	2	3	3

YEAR 6 SUB-LEVEL PROGRESS ACROSS KEY STAGE TWO

First Name	Last Name	NC Year	Maths	Reading	Writing	Sp&L	Science
▨▨▨▨▨▨▨		Year 6	2	2	2	3	3
▨▨▨	▨▨	Year 6	1.5	2	2	1.5	2
▨▨▨	▨▨▨	Year 6	2	2	2	2	2
▨▨▨	▨▨▨	Year 6	3	2	1.5	2	3
▨▨▨	▨▨▨	Year 6	2	2	1.5	2	3
▨▨▨	▨▨▨	Year 6	2	3	3	2	3
▨▨	▨▨▨	Year 6	2	2	2	1.5	2
▨▨▨	▨▨▨	Year 6	2	2	1.5	1.5	3
▨▨▨▨▨▨▨		Year 6	1.5	2	2	1	2
▨▨▨▨▨▨▨▨		Year 6	3	2	2	2	2
▨▨▨	▨▨▨	Year 6	3	2	1.5	2	2
▨▨▨▨▨	▨▨▨▨	Year 6	2	2	2	2	3
▨▨▨	▨▨▨	Year 6	2	2	2	1.5	3
▨▨▨	▨▨▨	Year 6	2	2	1.5	1.5	3
▨▨▨	▨▨▨	Year 6	2	2	2	1.5	2
▨▨▨	▨▨▨	Year 6	3	3	1.5	2	3
▨▨▨	▨▨▨	Year 6	3	2	2	2	3
▨▨▨	▨▨▨	Year 6	3	2	3	3	3

███	████	Year 6	2	1.5	1.5	2	2
████	████	Year 6	1.5	2	2	1.5	3
██	██████	Year 6	3	2	2	1.5	2
███████	█████	Year 6	3	1.5	2	2	2
███	████	Year 6	3	2	2	2	2
████	████	Year 6	1.5	1.5	3	2	3
███	█████	Year 6	2	2	2	2	2
██	█	Year 6	3	2	2	2	2
███	████	Year 6	3	2	2	3	3

ACHIEVEMENT AGAINST PRIOR ATTAINMENT (PROGRESS) ANALYSIS BY YEAR GROUP

Data analysed only where full data-sets exist: may exclude children who joined later in the school-year and do not have Autumn Term baseline data recorded in Arbor; and / or children who left part-way through the yr.

Proportion	Description
97% - 100%	Overwhelming majority
80% - 96%	Very large majority
65% - 79%	Large majority
51% - 64%.	Majority
50% exactly	Half
35% - 49%	Minority
20% - 34%	Small minority
4% - 19%	Very small minority / few
0% - 3%	Almost none / very few

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

Judgements

The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")

Where a subject has *at least* a large majority in both expected and above expected progress = highly effective.

Where a subject has *at least* a majority in both expected and above expected progress = effective.

Where a subject has less than a majority in either expected or above expected progress = requires improvement.

These judgements are purely internal for the purposes of self evaluation and planned improvement; there is not set criteria from DESC at the time of writing.

Year Group	Maths	Reading	Writing	Sp&l	Science
Year 1 (achievement against prior attainment across 2022-2023)	By the end of Year 1 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **88%** (Very large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in maths in Year 1 was **highly effective.**	By the end of Year 1 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **83%** (Very large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in reading in Year 1 was **highly effective.**	By the end of Year 1 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **71%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in writing in Year 1 was **highly effective.**	By the end of Year 1 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **46%** (Minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in sp&l in Year 1 **requires improvement.**	By the end of Year 1 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **46%** (Minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in science in Year 1 **requires improvement.**
Year 2 (achievement against prior attainment across 2022-2023)	By the end of Year 2 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **85%** (Very large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in maths in Year 2 was **highly effective**.	By the end of Year 2 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **79%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in reading in Year 2 was **highly effective.**	By the end of Year 2 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **39%** (Minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in writing in Year 2 **requires improvement**.	By the end of Year 2 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **67%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in sp&l in Year 2 was **highly effective**.	By the end of Year 2 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **82%** (Very large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in science in Year 2 was **highly effective**.

Year 3 (achievement against prior attainment across 2022-2023)	By the end of Year 3 **97%** (Overwhelming majority) of children made at least expected progress (1.5 sub levels) during the year. **76%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in maths in Year 3 was **highly effective.**	By the end of Year 3 **97%** (Overwhelming majority) of children made at least expected progress (1.5 sub levels) during the year. **79%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in reading in Year 3 was **highly effective.**	By the end of Year 3 **88%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **76%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in writing in Year 3 was **highly effective.**	By the end of Year 3 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **76%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in sp&l in Year 3 was **highly effective.**	By the end of Year 3 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **76%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in science in Year 3 was **highly effective**.
Year 4 (achievement against prior attainment across 2022-2023)	By the end of Year 4 **92%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **21%** (Small minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in maths in Year 4 **requires improvement.**	By the end of Year 4 **97%** (Overwhelming majority) of children made at least expected progress (1.5 sub levels) during the year. **33%** (Small minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in reading in Year 4 **requires improvement.**	By the end of Year 4 **92%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **38%** (Minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in writing in Year 4 **requires improvement.**	By the end of Year 4 **79%** (Large majority) of children made at least expected progress (1.5 sub levels) during the year. **13%** (Very small minority / few) of children made good or better progress (≧ 2 sub levels) during the year. Progress in sp&l in Year 4 **requires improvement.**	By the end of Year 4 **95%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **8%** (Very small minority / few) of children made good or better progress (≧ 2 sub levels) during the year. Progress in science in Year 4 **requires improvement.**
Year 5 (achievement against prior attainment across 2022-2023)	By the end of Year 5 **96%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **42%** (Minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in maths in Year 5 **requires improvement.**	By the end of Year 5 **96%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **17%** (Very small minority / few) of children made good or better progress (≧ 2 sub levels) during the year. Progress in reading in Year 5 **requires improvement.**	By the end of Year 5 **92%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **25%** (Small minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in writing in Year 5 **requires improvement.**	By the end of Year 5 **96%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **38%** (Minority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in sp&l in Year 5 **requires improvement.**	By the end of Year 5 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **54%** (Majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in science in Year 5 was **effective**.

Year 6 (achievement against prior attainment across 2022-2023)	By the end of Year 6 **97%** (Overwhelming majority) of children made at least expected progress (1.5 sub levels) during the year. **64%** (Majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in maths in Year 6 was ==effective==.	By the end of Year 6 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **75%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in reading in Year 6 was ==highly effective.==	By the end of Year 6 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **69%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in writing in Year 6 was ==highly effective.==	By the end of Year 6 **94%** (Very large majority) of children made at least expected progress (1.5 sub levels) during the year. **56%** (Majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in sp&l in Year 6 was ==effective==.	By the end of Year 6 **100%** (all) of children made at least expected progress (1.5 sub levels) during the year. **78%** (Large majority) of children made good or better progress (≧ 2 sub levels) during the year. Progress in science in Year 6 was ==highly effective==.

ACHIEVEMENT AGAINST PRIOR ATTAINMENT (PROGRESS) ANALYSIS BY DEMOGRAPHICS / KEY GROUPS

Data analysed only where full data-sets exist: may exclude children who joined later in the school-year and do not have Autumn Term baseline data recorded in Arbor; and / or children who left part-way through the yr.

<u>Proportion</u>   <u>Description</u>
97% - 100%   **Overwhelming majority**
80% - 96%   **Very large majority**
65% - 79%   **Large majority**
51% - 64%.   **Majority**
50% exactly   **Half**
35% - 49%   **Minority**
20% - 34%   **Small minority**
4% - 19%   **Very small minority / few**
0% - 3%   **Almost none / very few**

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

<u>Judgements</u>
<u>The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")</u>

<u>Where a subject has at least a large majority in both expected and above expected progress = highly effective.</u>

<u>Where a subject has at least a majority in both expected and above expected progress = effective.</u>

<u>Where a subject has less than a majority in either expected or above expected progress = requires improvement.</u>

<u>These judgements are purely internal for the purposes of self evaluation and planned improvement; there is not set criteria from DESC at the time of writing.</u>

Key Group	Maths	Reading	Writing	Sp&I	Science
Free school meals (achievement against prior attainment across 2022-2023) **(18 children)**	**100%** of FSM children (all) made at least expected progress (1.5 sub-levels) during the year. **33%** (Small minority) of boys made good or better progress (≅ 2 sub-levels) during the year. Progress in maths for FSM children **requires improvement.**	**100%** of FSM children (all) made at least expected progress (1.5 sub-levels) during the year. **33%** (Small minority) of boys made good or better progress (≅ 2 sub-levels) during the year. Progress in reading for FSM children **requires improvement.**	**92%** of FSM children (Very large majority) made at least expected progress (1.5 sub-levels) during the year. **33%** (Small minority) of boys made good or better progress (≅ 2 sub-levels) during the year. Progress in writing for FSM children **requires improvement.**	**83%** of FSM children (Very large majority) made at least expected progress (1.5 sub-levels) during the year. **17%** (Very small minority / few) of boys made good or better progress (≅ 2 sub-levels) during the year. Progress in Sp&L for FSM children **requires improvement.**	**100%** of FSM children (all) made at least expected progress (1.5 sub-levels) during the year. **8%** (Very small minority / few) of boys made good or better progress (≅ 2 sub-levels) during the year. Progress in science for FSM children **requires improvement.**
Child protection / LAC (achievement against prior attainment across 2022-2023) **(2 children)**	**100%** of CP children (all) made at least expected progress (1.5 sub levels) during the year. **50%** (Half) of CP children made good or better progress (≅ 2 sub levels) during the year. Progress in Maths for the CP children was **effective**.	**100%** CP children(all) made at least expected progress (1.5 sub levels) during the year. **50%** (Half) CP children made good or better progress (≅ 2 sub levels) during the year. Progress in Reading for CP children was **effective**.	**100%** CP children (all) made at least expected progress (1.5 sub levels) during the year. **50%** (Half) CP children made good or better progress (≅ 2 sub levels) during the year. Progress in Writing for CP children was **effective**.	**100%** of CP children (all) made at least expected progress (1.5 sub levels) during the year. **50%** (Half) of CP children made good or better progress (≅ 2 sub levels) during the year. Progress in Sp&L for t CP children was **effective**.	**100%** of CP children (all) made at least expected progress (1.5 sub levels) during the year. **0%** (Almost none / very few) of CP children made good or better progress (≅ 2 sub levels) during the year. Progress in Science for CP children **requires improvement.**

English as an additional language (achievement against prior attainment across 2022-2023) **(0 children)**	N/A	N/A	N/A	N/A	N/A
Boys (achievement against prior attainment across 2022-2023) **(50 children - not inc Rec)**	**96%** of boys (Very large majority) made at least expected progress (1.5 sub levels) during the year. **58%** (Majority) of boys made good or better progress (≧ 2 sub levels) during the year. Progress in Maths for boys was <mark>**effective**</mark>.	**98%** of boys (Overwhelming majority) made at least expected progress (1.5 sub levels) during the year. **50%** (Half) of boys made good or better progress (≧ 2 sub levels) during the year. Progress in Reading for boys was <mark>**effective**</mark>.	**94%** of boys (Very large majority) made at least expected progress (1.5 sub levels) during the year. **56%** (Majority) of boys made good or better progress (≧ 2 sub levels) during the year. Progress in Writing for boys was <mark>**effective**</mark>.	**94%** of boys (Very large majority) made at least expected progress (1.5 sub levels) during the year. **40%** (Minority) of boys made good or better progress (≧ 2 sub levels) during the year. Progress in Sp&L for boys <mark>**requires improvement.**</mark>	**98%** of boys (Overwhelming majority) made at least expected progress (1.5 sub levels) during the year. **50%** (Half) of boys made good or better progress (≧ 2 sub levels) during the year. Progress in Science for boys was <mark>**effective**</mark>.
Girls (achievement against prior attainment across 2022-2023) **(54 children - not inc Rec)**	**98%** of girls (Overwhelming majority) made at least expected progress (1.5 sub levels) during the year. **65%** (Large majority) of girls made good or better progress (≧ 2 sub levels) during the year. Progress in Maths for girls was <mark>**highly effective**</mark>.	**98%** of girls (Overwhelming majority) made at least expected progress (1.5 sub levels) during the year. **65%** (Large majority) of girls made good or better progress (≧ 2 sub levels) during the year. Progress in Reading for girls was <mark>**highly effective.**</mark>	**100%** of girls (all) made at least expected progress (1.5 sub levels) during the year. **54%** (Majority) of girls made good or better progress (≧ 2 sub levels) during the year. Progress in Writing for girls was <mark>**effective.**</mark>	**94%** of girls (Very large majority) made at least expected progress (1.5 sub levels) during the year. **48%** (Minority) of girls made good or better progress (≧ 2 sub levels) during the year. Progress in Sp&L for girls <mark>**requires improvement.**</mark>	**100%** of girls (all) made at least expected progress (1.5 sub levels) during the year. **56%** (Majority) of girls made good or better progress (≧ 2 sub levels) during the year. Progress in Science for girls was <mark>**effective**</mark>.

Summer born (achievement against prior attainment across 2022-2023) **(41 children)**	**98%** of summer born (Overwhelming majority) made at least expected progress (1.5 sub levels) during the year. **66%** (Large majority) of summer born made good or better progress (≧ 2 sub levels) during the year. Progress in Maths for summer born was ==highly effective==.	**100%** of summer born (all) made at least expected progress (1.5 sub levels) during the year. **66%** (Large majority) of summer born made good or better progress (≧ 2 sub levels) during the year. Progress in Reading for summer born was ==highly effective.==	**100%** of summer born (all) made at least expected progress (1.5 sub levels) during the year. **59%** (Majority) of summer born made good or better progress (≧ 2 sub levels) during the year. Progress in Writing for summer born was ==effective==.	**98%** of summer born (Overwhelming majority) made at least expected progress (1.5 sub levels) during the year. **41%** (Minority) of summer born made good or better progress (≧ 2 sub levels) during the year. Progress in Sp&L for summer born ==requires improvement.==	**100%** of summer born (all) made at least expected progress (1.5 sub levels) during the year. **51%** (Majority) of summer born made good or better progress (≧ 2 sub levels) during the year. Progress in Science for summer born was ==effective==.

PROGRESS BY SUBJECT OVER A KEY STAGE

Data analysed only where full data-sets exist: may exclude children who joined later in the key stage and do not have Y1 / Y3 baseline data recorded in Arbor; and / or children who left part-way through the key stage.

Proportion   Description
97% - 100%   **Overwhelming majority**
80% - 96%   **Very large majority**
65% - 79%   **Large majority**
51% - 64%.   **Majority**
50% exactly   **Half**
35% - 49%   **Minority**
20% - 34%   **Small minority**
4% - 19%   **Very small minority / few**
0% - 3%   **Almost none / very few**

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

Judgements
The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")

Progress Toolkit - Primary

Key Stage 1
Highly effective: A very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%) learners make 3 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.
Key Stage 2
Highly effective: A very large majority (80%+) of learners make 6 or more sub-levels progress in all 5 indicators
Effective: A large majority (65% - 79%+) of learners make 6 or more sub-levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

Judgments in individual subject areas do not have DESC specified criteria - school has looked at the proportion of pupils achieving expected progress to judge this for internal use.

KS	Maths	Reading	Writing	Sp&l	Science
Progress by subject over KS1	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **85%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Mathematics across KS1 is **highly effective**.	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **89%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Reading across KS1 is **highly effective.**	**4%** (Very small minority / few) of children failed to achieve at least 3 SL of progress across the key stage. **96%** (Very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **70%** (Large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Writing across KS1 is **highly effective.**	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **96%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Sp&l across KS1 is **highly effective**.	**0%** (Almost none / very few) of children failed to achieve at least 3 SL of progress across the key stage. **100%** (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. **96%** (Very large majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Science across KS1 is **highly effective**.

Progress by subject over KS2	11% (Very small minority / few) of children failed to achieve at least 6 SL of progress across the key stage. 89% (Very large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 58% (Majority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Mathematics across KS2 is **highly effective**.	16% (Very small minority / few) of children failed to achieve at least 6 SL of progress across the key stage. 84% (Very large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 47% (Minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Reading across KS2 is **highly effective**.	21% (Small minority) of children failed to achieve at least 6 SL of progress across the key stage. 79% (Large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 37% (Minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Writing across KS2 is **effective**.	16% (Very small minority / few) of children failed to achieve at least 6 SL of progress across the key stage. 84% (Very large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 26% (Small minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Sp&l across KS2 is **highly effective**.	11% (Very small minority / few) of children failed to achieve at least 6 SL of progress across the key stage. 89% (Very large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 63% (Majority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Science across KS2 is **highly effective**.

What can we take from these measures?

Isle of Man Quality Assurance Framework Progress Toolkit Statements:
Key Stage 1
Highly effective: A very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%) learners make 3 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.
Key Stage 2
Highly effective: A very large majority (80%+) of learners make 6 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%+) of learners make 6 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

In Key Stage 1 at Laxey School, at least a very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators. Therefore Laxey School judges progress across Key Stage 1 to be **highly effective.** In Key Stage 2 at Laxey School, at least a large majority (65 - 79%+) of learners make 6 or more sub levels progress in all 5 indicators. Therefore Laxey School judges progress across Key Stage 2 to be **effective**.

Willaston School Analysis

In contrast to Dhoon School and Laxey School, where comprehensive tracking of student progress across all year groups has been a longstanding practice, Willaston School had not previously employed a systematic approach to monitoring progress at this level. However, since the appointment of the new headteacher midway through the current reporting period, significant steps have been taken to align Willaston School's practices with those of Dhoon and Laxey. Utilizing the school's Arbor system, the headteacher has instituted a formalized tracking process that will facilitate in-depth analysis of student progress across all year groups in future reporting cycles. It should be noted that individual teachers at Willaston School have maintained their own informal, unmoderated records of student progress, although these have not been subjected to the same level of institutional review.

PROGRESS BY SUBJECT OVER A KEY STAGE

Data analysed only where full data-sets exist: may exclude children who joined later in the key stage and do not have Y1 / Y3 baseline data recorded in Arbor; and / or children who left part-way through the key stage.

Proportion	Description
97% - 100%	Overwhelming majority
80% - 96%	Very large majority
65% - 79%	Large majority
51% - 64%.	Majority
50% exactly	Half
35% - 49%	Minority
20% - 34%	Small minority
4% - 19%	Very small minority / few
0% - 3%	Almost none / very few

The word "most" refers to any percentage above 50%. "Some" refers to any percentage less than 50%.

Judgements
The judgements are taken from the language of the new Quality Assurance and Inspection Framework ("highly effective" "effective" and "requires improvement.")

Progress Toolkit - Primary

Key Stage 1
Highly effective: A very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%) learners make 3 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.
Key Stage 2
Highly effective: A very large majority (80%+) of learners make 6 or more sub-levels progress in all 5 indicators
Effective: A large majority (65% - 79%+) of learners make 6 or more sub-levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

Judgments in individual subject areas do not have DESC specified criteria - school has looked at the proportion of pupils achieving expected progress to judge this for internal use.

KS	Maths	Reading	Writing	Sp&l	Science
Progress by subject over KS1	Prior to the Summer Term of the 2022/2023 academic year, Willaston School did not input end-of-year data into its central management system, Arbor, for year groups other than those at the conclusion of a Key Stage (Years 2 and 6). Consequently, comprehensive progress tracking for Key Stage 1 is not feasible at this moment. It's worth noting that the new headteacher has addressed this issue, ensuring that data will be systematically recorded in future years. As a result, a complete analysis of progress across Key Stage 1 for the current cohort is not available.				

Progress by subject over KS2	**60%** (Majority) of children failed to achieve at least 6 SL of progress across the key stage. **40%** (Minority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. **16%** (Very small minority / few) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Mathematics across KS2 <mark>requires improvement.</mark>	**28%** (Small minority) of children failed to achieve at least 6 SL of progress across the key stage. **72%** (Large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. **44%** (Minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Reading across KS2 is <mark>effective</mark>.	**60%** (Majority) of children failed to achieve at least 6 SL of progress across the key stage. **40%** (Minority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. **16%** (Very small minority / few) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Writing across KS2 <mark>requires improvement.</mark>	**52%** (Majority) of children failed to achieve at least 6 SL of progress across the key stage. **48%** (Minority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. **24%** (Small minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Sp&l across KS2 <mark>requires improvement.</mark>	**64%** (Majority) of children failed to achieve at least 6 SL of progress across the key stage. **36%** (Minority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. **24%** (Small minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in Science across KS2 <mark>requires improvement.</mark>

What can we take from these measures?

Isle of Man Quality Assurance Framework Progress Toolkit Statements:
Key Stage 1
Highly effective: A very large majority (80%+) of learners make 3 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%) learners make 3 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.
Key Stage 2
Highly effective: A very large majority (80%+) of learners make 6 or more sub levels progress in all 5 indicators
Effective: A large majority (65% - 79%+) of learners make 6 or more sub levels progress in all 5 indicators
Requires Improvement: Below (65%) of learners do not meet criteria for effective or above.

A progress judgment according to the Isle of Man Quality Assurance Framework cannot be drawn at this time. In Key Stage 2 at Willaston School, below (65%) of learners do not meet criteria for effective. Therefore Willaston School judges progress across Key Stage 2 to <mark>require improvement</mark>.

Progress Summary

What can we take from these measures?

Progress data in general terms is strong for Dhoon and Laxey with progress showing as highly effective in a large majority of areas analysed in terms of year groupings and key groups and key stages. Progress data for Willaston needs to be tracked for Key Stage 1, and for Key Stage 2 it requires improvement, although it should be noted that progress in reading is effective.

Overall data collection summary charts

Dhoon School

DHOON SCHOOL Data collection 2022-23

Progress by Subject per Year Group

	Maths			Reading			Writing			Sp & L			Science		
	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP
Year 1	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100
Year 2	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100
Year 3	0	100	100	9	91	91	0	100	100	9	91	91	0	100	100
Year 4	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100
Year 5	0	100	100	0	100	100	11	89	89	0	100	100	0	100	100
Year 6	0	100	100	0	100	100	22	78	78	0	100	100	0	100	100

Progress by Subject over KS1

	Maths			Reading			Writing			Sp & L			Science		
	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP
KS1	0	100	85	0	100	89	4	96	70	0	100	96	0	100	96

Progress by Subject over KS2

	Maths			Reading			Writing			Sp & L			Science		
	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP
KS2	0	100	50	0	100	88	0	100	62	0	100	88	12	88	50

Attainment

	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above
Year 2 (2b)	0	100	17	0	100	33	0	100	17	0	100	33	0	100	17
Year 6 (4b)	20	80	50	0	100	60	10	90	60	0	100	50	0	100	60

At least expected is 2b for Y2 and 4b for Y6. Above is 2a+ and 4a+ respectively. Specific L3 and L5 data found on Data Analysis narrative.

Laxey School

LAXEY SCHOOL Data collection 2022-23

Progress by Subject per Year Group

	Maths			Reading			Writing			Sp & L			Science		
	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP
Year 1	0	100	88	0	100	83	0	100	71	0	100	46	0	100	46
Year 2	0	100	85	0	100	79	0	100	39	0	100	67	0	100	82
Year 3	3	97	76	3	97	79	12	88	76	0	100	76	0	100	76
Year 4	8	92	21	3	97	33	8	92	38	21	79	13	5	95	8
Year 5	4	96	42	4	96	17	8	92	25	4	96	38	0	100	54
Year 6	3	97	64	0	100	75	0	100	69	6	94	56	0	100	78

Progress by Subject over KS1

	Maths			Reading			Writing			Sp & L			Science		
	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP
KS1	0	100	85	0	100	89	4	96	70	0	100	96	0	100	96

Progress by Subject over KS2

	Maths			Reading			Writing			Sp & L			Science		
	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP
KS2	11	89	58	16	84	47	21	79	37	16	84	26	11	89	63

Attainment

	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above
Year 2 (2b)	18	82	26	15	85	33	18	82	22	7	93	33	0	100	26
Year 6 (4b)	10	90	39	3	97	42	13	87	36	10	90	39	0	100	55

At least expected is 2b for Y2 and 4b for Y6. Above is 2a+ and 4a+ respectively. Specific L3 and L5 data found on Data Analysis narrative.

Willaston School

WILLASTON SCHOOL Data collection 2022-23

Progress by Subject over KS1

												Science		
Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP	Below < 3SL / 6AP	At least expected 3SL / 6AP	Above ≥ 4SL / 7AP
KS1														

Progress by Subject over KS2

Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP	Below < 6SL / 12AP	At least expected 6SL / 12AP	Above ≥ 7SL / 13AP
KS2: 60	40	0	28	72	0	60	40	0	52	48	0	64	36	0

Attainment

	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above	Below	At least expected	Above
Year 2 (2b)	38	62	14	29	71	14	38	62	9.5	38	62	14	24	76	14
Year 6 (4b)	37	63	16	30	70	44	52	48	16	41	59	24	49	51	24

At least expected is 2b for Y2 and 4b for Y6. Above is 2a+ and 4a+ respectively. Specific L3 and L5 data found on Data Analysis narrative.

Summary of judgements in respect of (i) attainment and (ii) progress (as defined by the Isle of Man Quality Assurance and Inspection Framework) for Dhoon School, Laxey School, and Willaston School 2022-23

Criteria/ School	Dhoon School	Laxey School	Willaston School
Attainment Overall	Highly Effective	Highly Effective	Requires Improvement
Key Stage 1 - Progress	Highly Effective	Highly Effective	Data Not Available
Key Stage 2 - Progress	Highly Effective	Effective	Requires Improvement

Key Insights:

Dhoon School:
Attainment: The school meets the "Highly Effective" criteria with 75%+ in all 5 indicators for the academic year 2022-23.
Progress: Both Key Stage 1 and Key Stage 2 have a very large majority (80%+) of learners making the required sub-levels of progress, categorizing them as "Highly Effective."

Laxey School:
Attainment: Like Dhoon, Laxey School also meets the "Highly Effective" criteria with 75%+ in all 5 indicators for the academic year 2022-23.
Progress: Key Stage 1 is "Highly Effective" with 80%+ learners making the required sub-levels of progress. Key Stage 2 is "Effective," with 65-79%+ of learners making the required sub-levels of progress.

Willaston School:
Attainment: The school requires improvement, with the majority of its indicators below 65%, and especially low GLD results in EYFS when compared to the island averages.
Progress: Data for Key Stage 1 was not available. Key Stage 2 requires improvement with less than 65% of learners meeting the criteria for "Effective" or above.

Implications for school improvement planning

The purpose of this Performance Data Analysis and Evaluation Report is to provide a comprehensive overview that will inform and guide the School Improvement Planning processes across the three schools—Dhoon School, Laxey School, and Willaston School. By taking a rigorous, data-driven approach, we aim to identify key areas for improvement and excellence, thereby ensuring the highest standards of educational attainment and progress for all pupils.

Implications for School Improvement Planning: Attainment
For Dhoon and Laxey Schools, the findings indicate a high level of effectiveness in both KS1 and KS2 attainment. These schools not only meet but also exceed the Island averages in almost all key performance indicators. Given this, the implication is straightforward: these schools should continue to implement and possibly even refine their current strategies to maintain this level of excellence.
Conversely, Willaston School faces substantial challenges. The school's attainment levels in both KS1 and KS2 require significant improvement. Specifically, the school falls below Island averages in a majority of key performance indicators. As such, the school should concentrate resources and efforts on raising attainment levels in both key stages.
Implications for School Improvement Planning: Progress
For Dhoon School, the emphasis is on maintaining the excellent progress observed in both key stages, particularly in Reading and Mathematics. Laxey School demonstrates strong progress, especially in Reading and Mathematics, but there are specific groups, such as Free School Meals (FSM) children, that require targeted interventions for improvement. Willaston School, on the other hand, shows a need for considerable improvement in all subject areas for KS2, which is an urgent priority for the school.

By translating these findings into actionable steps, we can work collectively to improve educational outcomes, thereby fulfilling our shared commitment to excellence in education. The following summarise likely / possible aspects for inclusion on future (2023/24) school improvement plans.

Attainment

School	Subject Area	Implications for School Improvement	Recommendations
Dhoon School	KS1 & KS2 Attainment	Maintain high levels of attainment. Consider enrichment programs.	Maintain Excellence
		Share successful strategies with other schools.	Share strategies with Willaston School
Laxey School	KS1 & KS2 Attainment	Maintain high levels of attainment. Explore advanced curricula.	Maintain Excellence Share strategies with Willaston School
		Provide professional development opportunities to staff.	Staff Training inc. off-island opportunities.
Willaston	KS1 & KS2 Attainment	Immediate intervention required in several key areas.	Review and update of core subject planning, teaching and assessment.
		Implement targeted teaching and intervention strategies.	Focused Strategies e.g. WalkThru
		Consider staff training and parental engagement.	Staff Training, Parental Engagement

Priority Areas for School Improvement Planning - Attainment

Dhoon School

<u>Attainment in KS1</u>: Highly Effective

<u>Attainment in KS2</u>: Highly Effective

<u>Overall Attainment:</u> Highly Effective

<u>Top Priority Identified</u>: The school is advised to maintain its current strategies, as the attainment is highly effective across all key stages.

Laxey School

<u>Attainment in KS1</u>: Highly Effective

<u>Attainment in KS2</u>: Highly Effective

<u>Overall Attainment:</u> Highly Effective

<u>Top Priority Identified</u>: Similar to Dhoon School, Laxey School should continue with its existing strategies to maintain its high level of attainment.

Willaston School

<u>Attainment in KS1</u>: Requires Improvement

<u>Attainment in KS2</u>: Requires Improvement

<u>Overall Attainment</u>: Requires Improvement

<u>Top Priority Identified</u>: Willaston School faces significant challenges in attainment across both key stages. The school needs to focus intensively on raising attainment in KS1 and KS2. Additionally, a core curriculum review and associated pedagogy is recommended to better align performance with island averages.

This priority will also include EYFS at Willaston School where the GLD measure is significantly below IOM average.

There will need to be a focus on Reception teaching and provision as part of the school improvement planning process.

Progress

School	Subject	Year Group	Performance Indicator	Findings	Implications for School Improvement
Dhoon	Mathematics	Year 1-3	Highly Effective	A very large majority of students made good or better progress.	Continue current practices, but identify and support the minority not making good progress.
Dhoon	Reading	Year 1-3	Highly Effective	Most students made good or better progress.	Consider additional literacy support for the small minority not making good progress.
Dhoon	Writing	Year 1-3	Effective	Large majority made at least expected progress, but fewer made good or better progress.	Investigate teaching methods and provide additional resources for writing.

Laxey	Mathematics	Year 1-6	Highly Effective	Most students in lower years excel, but performance drops in Year 4.	Conduct a deep dive into Year 4 math teaching methods.
Laxey	Reading	Year 1-6	Highly Effective	Strong performance in lower years but requires improvement in Year 5.	Evaluate Year 5 reading curriculum and consider targeted interventions.
Laxey	Science	Year 1-6	Requires Improvement	Performance is inconsistent across year groups.	Conduct a curriculum review for Science.
Willaston	Mathematics	KS2	Requires Improvement	Majority failed to achieve at least 6 SL of progress.	Urgent review of math teaching strategies in KS2.
Willaston	Reading	KS2	Effective	Large majority achieved expected progress but a small minority did not.	Targeted support for the small minority not meeting expectations.
Willaston	Science	KS2	Requires Improvement	Majority failed to achieve expected progress.	Immediate intervention strategies for Science in KS2.
All Schools	Data Management	N/A	N/A	Willaston lacks comprehensive data for KS1.	Standardize data collection methods across all schools.

Priority Areas for School Improvement Planning - Progress

Dhoon School

Writing Support: Given that fewer students made good or better progress in writing compared to reading and mathematics, additional support mechanisms should be considered.

Targeted Support: While the majority of students are excelling, there are small groups in mathematics and reading who require targeted interventions.

Laxey School

Year 4 Mathematics: The dip in performance in Year 4 warrants an in-depth review of teaching and learning strategies for mathematics in that year.

Year 5 Reading: Similar to Year 4 Mathematics, targeted interventions may be necessary for Year 5 reading.

Science Curriculum: Science across year groups requires improvement, suggesting a need for a curriculum review.

Willaston School

Mathematics in KS2: This area requires urgent attention given that the majority failed to achieve at least 6 sub-levels of progress.

Science in KS2: Like mathematics, science also needs immediate intervention strategies.

Data Collection: Implement comprehensive data collection for Key Stage 1 for better tracking and evaluation.

Across All Schools
Data Standardization: With Willaston School lacking comprehensive KS1 data, it would be beneficial to standardize data collection methods across all schools for more accurate tracking and evaluation.

Top Priorities Identified Across Schools
1. Mathematics in Willaston School (KS2): The area with the most urgent need for intervention.
2 Science Curriculum in Laxey School: Given that this is a foundational subject and performance is inconsistent, it's crucial to address this.
3. Data Standardization: For long-term planning and tracking, having standardized data across all schools is fundamental.

<p style="text-align:center">*************************************</p>

References

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