

**LAXEY / DHOON / WILLASTON
GROUP**

PERFORMANCE DATA ANALYSIS / EVALUATION REPORT 2023-2024



CONTENTS

NARRATIVE AND CONTEXT

<i>Introduction</i>	Page 2
<i>Attainment vs Progress</i>	Page 2
<i>Expected levels of attainment</i>	Page 2
<i>Expected levels of progress</i>	Page 3
<i>Covid19</i>	Page 3
<i>Demography and school context</i>	Page 3
<i>The Isle of Man, Laxey, Maughold and Willaston</i>	Page 3
<i>Demography, context and deprivation measures</i>	Page 3
<i>Local comparators</i>	Page 4

FOUNDATION STAGE

Foundation Stage Attainment Data	Page 7
<i>Summary of Dhoon School's FS Attainment Data</i>	Page 8
<i>Summary of Laxey School's FS Attainment Data</i>	Page 8
<i>Summary of Willaston School's FS Attainment Data</i>	Page 8

ATTAINMENT

Dhoon School Attainment Data	Page 9
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 2)</i>	Page 10
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 2b+)</i>	Page 10
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 3+)</i>	Page 11
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 4)</i>	Page 11
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 4b+)</i>	Page 12
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 5+)</i>	Page 12
Laxey School Attainment Data	Page 14
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 2)</i>	Page 15
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 2b+)</i>	Page 15
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 3+)</i>	Page 16
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 4)</i>	Page 16
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 4b+)</i>	Page 17
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 5+)</i>	Page 17
Willaston School Attainment Data	Page 19
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 2)</i>	Page 20
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 2b+)</i>	Page 20

<i>Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 3+)</i>	Page 21
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 4)</i>	Page 21
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 4b+)</i>	Page 22
<i>Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 5+)</i>	Page 22

Summary of Attainment	Page 24
<i>Attainment Summary - Dhoon School</i>	Page 25
<i>Attainment Summary - Laxey School</i>	Page 26
<i>Attainment Summary - Willaston School</i>	Page 27

PROGRESS

Dhoon School Progress Data	Page 28
<i>Dhoon School Analysis</i>	Page 29
<i>Achievement Against Prior Attainment Analysis by Year Group</i>	Page 31
<i>Achievement Against Prior Attainment Analysis by Demographics / Key Groups</i>	Page 34
<i>Progress by Subject Over a Key Stage</i>	Page 37
Laxey School Progress Data	Page 39
<i>Laxey School Analysis</i>	Page 40
<i>Achievement Against Prior Attainment Analysis by Year Group</i>	Page 45
<i>Achievement Against Prior Attainment Analysis by Demographics / Key Groups</i>	Page 48
<i>Progress by Subject Over a Key Stage</i>	Page 51
Willaston School Progress Data	Page 53
<i>Willaston School Analysis</i>	Page 54
<i>Achievement Against Prior Attainment Analysis by Year Group</i>	Page 58
<i>Achievement Against Prior Attainment Analysis by Demographics / Key Groups</i>	Page 62
<i>Progress by Subject Over a Key Stage</i>	Page 65

SUMMARY AND CONCLUSIONS

Overall Summary Tables	Page 67
<i>Dhoon School Data Collection 2023-2024</i>	Page 68
<i>Laxey School Data Collection 2023-2024</i>	Page 68
<i>Willaston School Collection 2023-2024</i>	Page 69
<i>Summary of Judgements in Respect of (i) Attainment and (ii) Progress</i>	Page 69
Implications for School Improvement	Page 70
<i>Attainment: Suggested Priority Areas for Action</i>	Page 71
<i>Progress: Suggested Priority Areas for Action</i>	Page 71

Introduction

The following report is an analysis of school performance data for the academic year 2023/24. **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 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 for school improvement planning.

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 2023-24 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 25, 26 and 27 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 2023-24, 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 approx. 85000 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, 1 city, 3 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.

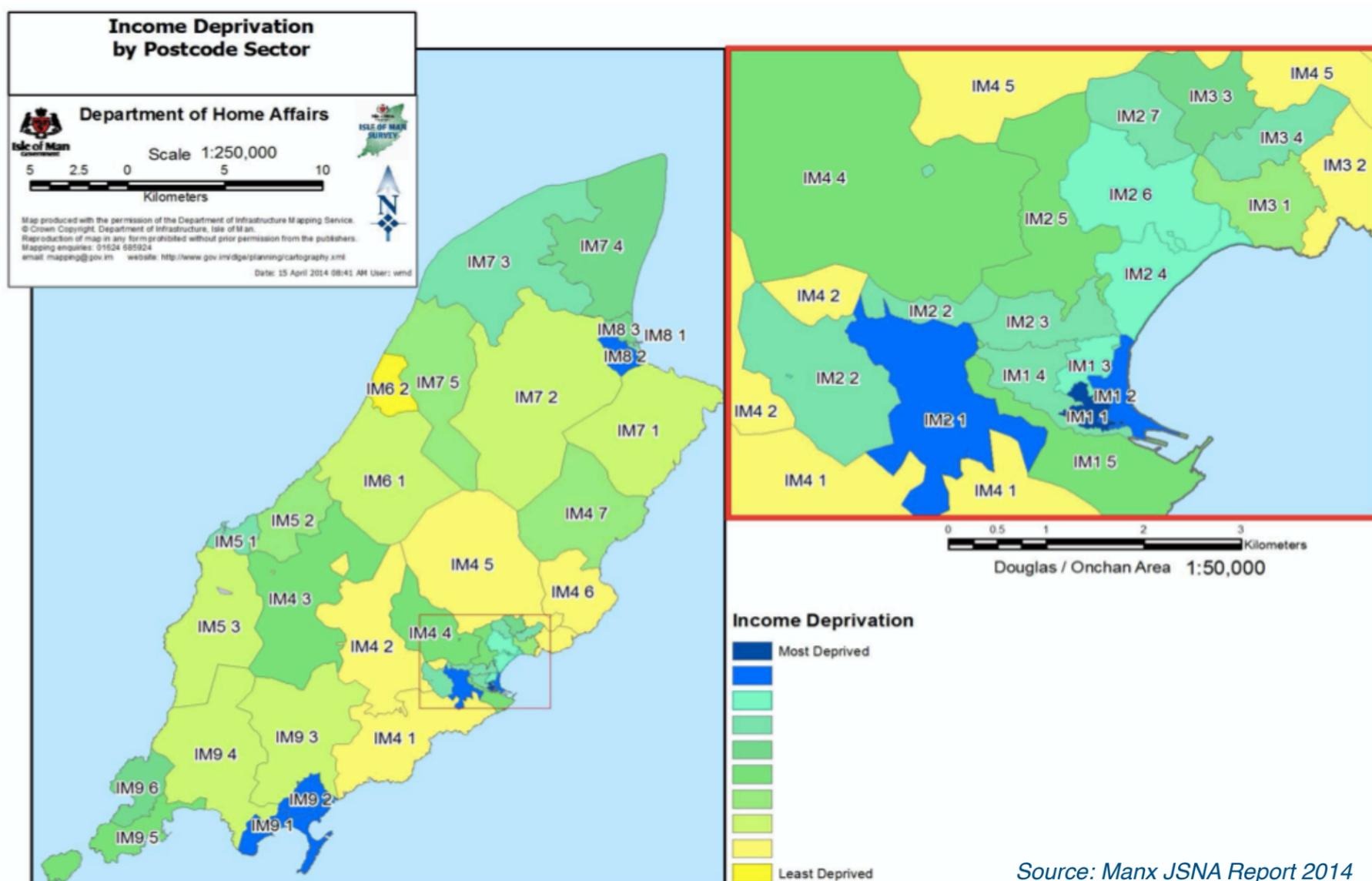
Recently joining the partnership (Jan 2023), Willaston School is situated in North Douglas within Willaston which represents the largest public housing estate on the Isle of Man. A self-sustained community, Willaston comprises a mix of mainly social housing, though with some private residencies too, 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:



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 the previous academic year, 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 the previous academic year 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 2023-24. Willaston, on the other hand, has a very high 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 in the previous academic year.

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 2023-24 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 continual likelihood 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 Jubilee	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 Jubilee	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

Performance Data and Analysis / Evaluation Report 2023-2024

School	NoR	Total SEN (M)	% SEN	School	Total EAL
Anagh Coar	106	34	32.1%	Anagh Coar	11
Andreas	75	11	14.7%	Andreas	2
Arbory	175	31	17.7%	Arbory	5
Ashley Hill	237	57	24.1%	Ashley Hill	21
Ballacottier	231	39	18.1%	Ballacottier	20
Ballasalla	115	26	22.6%	Ballasalla	3
Ballaugh	54	5	9.3%	Braddan	12
Braddan	130	16	12.3%	Bunscoill Rhumsaa	7
Bunscoill	54	12	22.2%	CyB	35
CyB	300	58	19.9%	HBN	107
Dhoon	75	3	4.0%	Kewaique	2
Foxdale	83	13	15.7%	Laxey	3
HBN	393	80	21.3%	Onchan	28
Jubilee	379	35	9.2%	Manor Park	1
Jurby	61	24	39.3%	PcW	27
Kewaique	99	10	10.1%	Rushen	16
Laxey	214	16	7.5%	Phurt le Moirrey	8
Manor Park	72	27	37.5%	Valajeelt	33
Marown	161	18	11.2%	Jubilee	35
Michael	106	20	18.9%	St Johns	1
Onchan	372	119	32.8%	St Marys	50
PCW	428	54	12.9%	Sulby	4
PleM	146	27	19.9%	Vic Road	1
Rhumsaa	482	97	21.1%	St Thomas	4
Rushen	271	49	18.7%	Willaston	3
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%		
				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%
Kewaique 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%
Scoil Phurt Le Moirrey	146	25%
Scoil Vallajeelt	185	3%
Scoil 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

FOUNDATION STAGE ATTAINMENT DATA



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 2023-24:

75% of all pupils reached a GLD

This is **2.4% higher** than the Isle of Man average

60% of the boys reached a GLD

This is **10.6% lower** than the Isle of Man average

85.7% of the girls reached a GLD

This is **11.2% higher** than the Isle of Man average

Summary of Laxey School's FS Attainment Data 2023-24:

83.9% of all pupils reached a GLD

This is **13.3% higher** than the Isle of Man average

81.8% of the boys reached a GLD

This is **11.2% higher** than the Isle of Man average

100% of the girls reached a GLD

This is **10.5% higher** than the Isle of Man average

Summary of Willaston School's FS Attainment Data 2023-24:

65% of all pupils reached a GLD

This is **7.6% lower** than the Isle of Man average

42.9% of the boys reached a GLD

This is **27.7% lower** than the Isle of Man average

80% of the girls reached a GLD

This is **5.5% higher** 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 (72.6%). This is the seventh 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 (72.6%) This is the seventh 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**.

Attainment in Foundation Stage at Willaston School is below the Island average for GLD (72.6%) This is at least the fifth consecutive year Willaston School has achieved below island average results for GLD, although the gap has closed significantly from last years gap of 31.5% to just 7.6% this year. Willaston School judges attainment in Foundation Stage to be a **growth priority**.

DHOON SCHOOL ATTAINMENT DATA



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

Speaking and Listening:

- Dhoon School: 100% of children achieved L2+ in Speaking and Listening.
- National Score: 93.0% of children achieved L2+.
- Difference: Dhoon School is 7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Dhoon School: 91.7% of children achieved L2+ in Reading.
- National Score: 80.1% of children achieved L2+.
- Difference: Dhoon School is 11.6 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Dhoon School: 91.7% of children achieved L2+ in Writing.
- National Score: 84.3% of children achieved L2+.
- Difference: Dhoon School is 7.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Dhoon School: 100.0% of children achieved L2+ in Maths.
- National Score: 89.6% of children achieved L2+.
- Difference: Dhoon School is 10.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Dhoon School: 91.7% of children achieved L2+ in Science.
- National Score: 94.5% of children achieved L2+.
- Difference: Dhoon School is 2.8 percentage points lower than the National Score. The school's performance is **lower** than the national average.

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

Speaking and Listening:

- Dhoon School: 91.7% of children achieved L2b+ in Speaking and Listening.
- National Score: 82.2% of children achieved L2b+.
- Difference: Dhoon School is 9.5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Dhoon School: 91.7% of children achieved L2b+ in Reading.
- National Score: 71.5% of children achieved L2b+.
- Difference: Dhoon School is 20.2 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Dhoon School: 91.7% of children achieved L2b+ in Writing.
- National Score: 66.9% of children achieved L2b+.
- Difference: Dhoon School is 24.8 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Dhoon School: 100.0% of children achieved L2b+ in Maths.
- National Score: 75.5% of children achieved L2b+.
- Difference: Dhoon School is 24.5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Dhoon School: 91.7% of children achieved L2b+ in Science.
- National Score: 83.6% of children achieved L2b+.
- Difference: Dhoon School is 8.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School (Level 3+)

Speaking and Listening:

- Dhoon School: 41.7% of children achieved L3+ in Speaking and Listening.
- National Score: 15.8% of children achieved L3+.
- Difference: Dhoon School is 25.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Dhoon School: 33.3% of children achieved L3+ in Reading.
- National Score: 23.9% of children achieved L3+.
- Difference: Dhoon School is 9.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Dhoon School: 25% of children achieved L3+ in Writing.
- National Score: 10.3% of children achieved L3+.
- Difference: Dhoon School is 14.7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Dhoon School: 41.7% of children achieved L3+ in Maths.
- National Score: 15.3% of children achieved L3+.
- Difference: Dhoon School is 26.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Dhoon School: 33.3% of children achieved L3+ in Science.
- National Score: 12.7% of children achieved L3+.
- Difference: Dhoon School is 20.6 percentage points higher than the National Score. The school's performance is **higher** than the national average.

What can we take from these measures?

Attainment is in line with expectations for their key stage (L2b+) for 75%+ in all 5 indicators. Therefore Dhoon School judges attainment in Key Stage One to be **highly effective**.

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

Speaking and Listening:

- Dhoon School: 100% of children achieved L4+ in Speaking and Listening.
- National Score: 92.5% of children achieved L4+.
- Difference: Dhoon School is 7.5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Dhoon School: 100% of children achieved L4+ + in Reading.
- National Score: 89.3% of children achieved L4+.
- Difference: Dhoon School is 10.7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Dhoon School: 77.8% of children achieved L4+ in Writing.
- National Score: 83.4% of children achieved L4+.
- Difference: Dhoon School is 5.6 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Maths:

- Dhoon School: 100.0% of children achieved L4+ + in Maths.
- National Score: 89.1% of children achieved L4+.
- Difference: Dhoon School is 10.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Dhoon School: 100% of children achieved L4+ in Science.
- National Score: 95% of children achieved L4+.
- Difference: Dhoon School is 5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

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

Speaking and Listening:

- Dhoon School: 100% of children achieved L4b+ in Speaking and Listening.
- National Score: 82.9% of children achieved L4b+.
- Difference: Dhoon School is 17.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Dhoon School: 77.8% of children achieved L4b+ + in Reading.
- National Score: 82.2% of children achieved L4b+.
- Difference: Dhoon School is 4.4 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Dhoon School: 77.8% of children achieved L4b+ in Writing.
- National Score: 68% of children achieved L4b+.
- Difference: Dhoon School is 9.8 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Dhoon School: 88.9% of children achieved L4b+ in Maths.
- National Score: 76.5% of children achieved L4b+.
- Difference: Dhoon School is 12.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Dhoon School: 100% of children achieved L4b+ in Science.
- National Score: 83.8% of children achieved L4b+.
- Difference: Dhoon School is 16.2 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Key performance indicators in KS2 Standardised Teacher Assessment - Dhoon School (Level 5+)

Speaking and Listening:

- Dhoon School: 55.6% of children achieved L5+ in Speaking and Listening.
- National Score: 27.6% of children achieved L5+.
- Difference: Dhoon School is 28 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Dhoon School: 77.8% of children achieved L5+ in Reading.
- National Score: 32.6% of children achieved L5+ +.
- Difference: Dhoon School is 45.2 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Dhoon School: 44.4% of children achieved L5+ in Writing.
- National Score: 17.1% of children achieved L5+.
- Difference: Dhoon School is 26.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Dhoon School: 44.4% of children achieved L5+ in Maths.
- National Score: 22.8% of children achieved L5+.
- Difference: Dhoon School is 21.6 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Dhoon School: 44.4% of children achieved L3+ + in Science.
- National Score: 25.4% of children achieved L3+.
- Difference: Dhoon School is 19 percentage points higher than the National Score. The school's performance is **higher** than the national average.

What can we take from these measures?

Attainment is in line with expectations for their key stage (L4b+) for 75%+ in all 5 indicators. Therefore Dhoon School judges attainment in Key Stage Two to be **highly effective**.

LAXEY SCHOOL ATTAINMENT DATA



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

Speaking and Listening:

- Laxey School: 96.3% of children achieved L2+ in Speaking and Listening.
- National Score: 93.0% of children achieved L2+.
- Difference: Laxey School is 3.3 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Laxey School: 100% of children achieved L2+ in Reading.
- National Score: 80.1% of children achieved L2+.
- Difference: Laxey School is 19.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Laxey School: 96.3% of children achieved L2+ in Writing.
- National Score: 84.3% of children achieved L2+.
- Difference: Laxey School is 12 percentage points higher than the National Score. The school's performance is **higher** with the national average.

Maths:

- Laxey School: 100% of children achieved L2+ in Maths.
- National Score: 89.6% of children achieved L2+.
- Difference: Laxey School is 10.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Laxey School: 100% of children achieved L2+ in Science.
- National Score: 94.5% of children achieved L2+.
- Difference: Laxey School is 5.5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

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

Speaking and Listening:

- Laxey School: 96.3% of children achieved L2b+ in Speaking and Listening.
- National Score: 82.2% of children achieved L2b+.
- Difference: Laxey School is 14.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Laxey School: 85.2% of children achieved L2b+ in Reading.
- National Score: 71.5% of children achieved L2b+.
- Difference: Laxey School is 13.7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Laxey School: 85.2% of children achieved L2b+ in Writing.
- National Score: 66.9% of children achieved L2b+.
- Difference: Laxey School is 18.3 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Laxey School: 96.3% of children achieved L2b+ in Maths.
- National Score: 75.5% of children achieved L2b+.
- Difference: Laxey School is 20.8 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Laxey School: 96.3% of children achieved L2b+ in Science.
- National Score: 83.6% of children achieved L2b+.
- Difference: Laxey School is 12.7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Key performance indicators in KS1 Standardised Teacher Assessment - Laxey School (Level 3+)

Speaking and Listening:

- Laxey School: 25.9% of children achieved L3+ in Speaking and Listening.
- National Score: 15.8% of children achieved L3+.
- Difference: Laxey School is 10.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Laxey School: 29.6% of children achieved L3+ in Reading.
- National Score: 23.9% of children achieved L3+.
- Difference: Laxey School is 5.7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Laxey School: 22.2% of children achieved L3+ in Writing.
- National Score: 10.3% of children achieved L3+.
- Difference: Laxey School is 11.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Laxey School: 22.2% of children achieved L3+ in Maths.
- National Score: 15.3% of children achieved L3+.
- Difference: Laxey School is 6.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Laxey School: 18.5% of children achieved L3+ in Science.
- National Score: 12.7% of children achieved L3+.
- Difference: Laxey School is 5.8 percentage points higher than the National Score. The school's performance is **higher** than the national average.

What can we take from these measures?

Attainment is in line with expectations for their key stage (L2b+) for 75%+ in all 5 indicators. Therefore Laxey School judges attainment in Key Stage One to be **highly effective**.

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

Speaking and Listening:

- Laxey School: 100% of children achieved L4+ in Speaking and Listening.
- National Score: 92.5% of children achieved L4+.
- Difference: Laxey School is 7.5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Laxey School: 100% of children achieved L4+ + in Reading.
- National Score: 89.3% of children achieved L4+.
- Difference: Laxey School is 10.7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Laxey School: 96.2% of children achieved L4+ in Writing.
- National Score: 83.4% of children achieved L4+.
- Difference: Laxey School is 12.8 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Laxey School: 96.2% of children achieved L4+ + in Maths.
- National Score: 89.1% of children achieved L4+.
- Difference: Laxey School is 7.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Laxey School: 96.2% of children achieved L4+ in Science.
- National Score: 95% of children achieved L4+.
- Difference: Laxey School is 1.2 percentage points higher than the National Score. The school's performance is **higher** than the national average.

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

Speaking and Listening:

- Laxey School: 65.4% of children achieved L4b+ in Speaking and Listening.
- National Score: 82.9% of children achieved L4b+.
- Difference: Laxey School is 17.5 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Reading:

- Laxey School: 92.3% of children achieved L4b+ + in Reading.
- National Score: 82.2% of children achieved L4b+.
- Difference: Laxey School is 10.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Laxey School: 69.2% of children achieved L4b+ in Writing.
- National Score: 68% of children achieved L4b+.
- Difference: Laxey School is 1.2 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Laxey School: 84.6% of children achieved L4b+ in Maths.
- National Score: 76.5% of children achieved L4b+.
- Difference: Laxey School is 8.1 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Laxey School: 96.2% of children achieved L4b+ in Science.
- National Score: 83.8% of children achieved L4b+.
- Difference: Laxey School is 12.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Key performance indicators in KS2 Standardised Teacher Assessment - Laxey School (Level 5+)

Speaking and Listening:

- Laxey School: 30.8% of children achieved L5+ in Speaking and Listening.
- National Score: 27.6% of children achieved L5+.
- Difference: Laxey School is 3.2 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Laxey School: 26.9% of children achieved L5+ in Reading.
- National Score: 32.6% of children achieved L5+ +.
- Difference: Laxey School is 5.7 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Laxey School: 23.1% of children achieved L5+ in Writing.
- National Score: 17.1% of children achieved L5+.
- Difference: Laxey School is 6 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Laxey School: 23.1% of children achieved L5+ in Maths.
- National Score: 22.8% of children achieved L5+.
- Difference: Laxey School is 0.3 percentage points higher than the National Score. The school's performance is **broadly inline** than the national average.

Science:

- Laxey School: 26.9% of children achieved L3+ + in Science.
- National Score: 25.4% of children achieved L3+.
- Difference: Laxey School is 1.5 percentage points higher than the National Score. The school's performance is **higher** than the national average.

What can we take from these measures?

Attainment is in line with expectations for their key stage (L4b+) for 75%+ in 3 indicators. Attainment is in line with expectations for their key stage (L4b+) for 65% to 74% in 2 indicators. Attainment overall is between effective and highly effective, and Laxey School therefore judges attainment in Key Stage Two to be best-fit as **effective**.

WILLASTON SCHOOL ATTAINMENT DATA



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

Speaking and Listening:

- Willaston School: 100% of children achieved L2+ in Speaking and Listening.
- National Score: 93.0% of children achieved L2+.
- Difference: Willaston School is 7 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Willaston School: 76.5% of children achieved L2+ in Reading.
- National Score: 80.1% of children achieved L2+.
- Difference: Willaston School is 3.6 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Willaston School: 82.4% of children achieved L2+ in Writing.
- National Score: 84.3% of children achieved L2+.
- Difference: Willaston School is 1.9 percentage points lower than the National Score. The school's performance is **broadly inline** with the national average.

Maths:

- Willaston School: 82.4% of children achieved L2+ in Maths.
- National Score: 89.6% of children achieved L2+.
- Difference: Willaston School is 7.2 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Science:

- Willaston School: 70.6% of children achieved L2+ in Science.
- National Score: 94.5% of children achieved L2+.
- Difference: Willaston School is 23.9 percentage points lower than the National Score. The school's performance is **lower** than the national average.

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

Speaking and Listening:

- Willaston School: 58.8% of children achieved L2b+ in Speaking and Listening.
- National Score: 82.2% of children achieved L2b+.
- Difference: Willaston School is 23.4 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Reading:

- Willaston School: 52.9% of children achieved L2b+ in Reading.
- National Score: 71.5% of children achieved L2b+.
- Difference: Willaston School is 18.6 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Willaston School: 52.9% of children achieved L2b+ in Writing.
- National Score: 66.9% of children achieved L2b+.
- Difference: Willaston School is 14 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Maths:

- Willaston School: 58.8% of children achieved L2b+ in Maths.
- National Score: 75.5% of children achieved L2b+.
- Difference: Willaston School is 16.7 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Science:

- Willaston School: 52.9% of children achieved L2b+ in Science.
- National Score: 83.6% of children achieved L2b+.
- Difference: Willaston School is 30.7 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Key performance indicators in KS1 Standardised Teacher Assessment - Willaston School (Level 3+)

Speaking and Listening:

- Willaston School: 11.8% of children achieved L3+ in Speaking and Listening.
- National Score: 15.8% of children achieved L3+.
- Difference: Willaston School is 4 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Reading:

- Willaston School: 17.6% of children achieved L3+ in Reading.
- National Score: 23.9% of children achieved L3+.
- Difference: Willaston School is 6.3 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Willaston School: 17.6% of children achieved L3+ in Writing.
- National Score: 10.3% of children achieved L3+.
- Difference: Willaston School is 7.3 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Willaston School: 17.6% of children achieved L3+ in Maths.
- National Score: 15.3% of children achieved L3+.
- Difference: Willaston School is 2.3 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Science:

- Willaston School: 11.8% of children achieved L3+ + in Science.
- National Score: 12.7% of children achieved L3+.
- Difference: Willaston School is 0.9 percentage points lower than the National Score. The school's performance is **broadly inline** with the national average.

What can we take from these measures?

Attainment is in line with expectations for their key stage (L2b+) for below 65% in all 5 indicators. Therefore Willaston School judges attainment in Key Stage One to be a **growth priority**.

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

Speaking and Listening:

- Willaston School: 86.7% of children achieved L4+ in Speaking and Listening.
- National Score: 92.5% of children achieved L4+.
- Difference: Willaston School is 5.8 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Reading:

- Willaston School: 76.7% of children achieved L4+ + in Reading.
- National Score: 89.3% of children achieved L4+.
- Difference: Willaston School is 12.6 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Willaston School: 73.3% of children achieved L4+ in Writing.
- National Score: 83.4% of children achieved L4+.
- Difference: Willaston School is 10.1 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Maths:

- Willaston School: 76.7% of children achieved L4+ + in Maths.
- National Score: 89.1% of children achieved L4+.
- Difference: Willaston School is 12.4 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Science:

- Willaston School: 80% of children achieved L4+ in Science.
- National Score: 95% of children achieved L4+.
- Difference: Willaston School is 15 percentage points lower than the National Score. The school's performance is **lower** than the national average.

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

Speaking and Listening:

- Willaston School: 83.3% of children achieved L4b+ in Speaking and Listening.
- National Score: 82.9% of children achieved L4b+.
- Difference: Willaston School is 0.4 percentage points higher than the National Score. The school's performance is **broadly inline** than the national average.

Reading:

- Willaston School: 70% of children achieved L4b+ + in Reading.
- National Score: 82.2% of children achieved L4b+.
- Difference: Willaston School is 12.2 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Writing:

- Willaston School: 60% of children achieved L4b+ in Writing.
- National Score: 68% of children achieved L4b+.
- Difference: Willaston School is 8 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Maths:

- Willaston School: 76.7% of children achieved L4b+ in Maths.
- National Score: 76.5% of children achieved L4b+.
- Difference: Willaston School is 0.2 percentage points higher than the National Score. The school's performance is **broadly inline** than the national average.

Science:

- Willaston School: 56.7% of children achieved L4b+ in Science.
- National Score: 83.8% of children achieved L4b+.
- Difference: Willaston School is 27.1 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Key performance indicators in KS2 Standardised Teacher Assessment - Willaston School (Level 5+)

Speaking and Listening:

- Willaston School: 40% of children achieved L5+ in Speaking and Listening.
- National Score: 27.6% of children achieved L5+.
- Difference: Willaston School is 12.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Reading:

- Willaston School: 40% of children achieved L5+ in Reading.
- National Score: 32.6% of children achieved L5+ +.
- Difference: Willaston School is 7.4 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Writing:

- Willaston School: 30% of children achieved L5+ in Writing.
- National Score: 17.1% of children achieved L5+.
- Difference: Willaston School is 12.9 percentage points higher than the National Score. The school's performance is **higher** than the national average.

Maths:

- Willaston School: 16.7% of children achieved L5+ in Maths.
- National Score: 22.8% of children achieved L5+.
- Difference: Willaston School is 6.1 percentage points lower than the National Score. The school's performance is **lower** than the national average.

Science:

- Willaston School: 23.3% of children achieved L3+ + in Science.
- National Score: 25.4% of children achieved L3+.
- Difference: Willaston School is 2.1 percentage points lower than the National Score. The school's performance is **lower** than the national average.

What can we take from these measures?

Attainment is in line with expectations for their key stage (L4b+) for 75%+ in 2 indicators. Attainment is in line with expectations for their key stage (L4b+) for 65% to 74% in 1 indicator. Attainment is in line with expectations for their key stage (L4b+) for below 65% in 2 indicators. Therefore Willaston School judges attainment in Key Stage Two to be overall **effective**.

SUMMARY OF ATTAINMENT



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 2023/24. 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 2023-24		
EYFS Good Level of Development (GLD)	75%	
End of KS1	L2+	L3+
Speaking and Listening	100%	41.7%
Reading	91.7%	33.3%
Writing	91.7	25%
Maths	100%	41.7%
Science	91.7%	33.3%
End of KS2	L4+	L5+
Speaking and Listening	100%	55.6%
Reading	100%	77.8%
Writing	77.8%	44.4%
Maths	100%	44.4%
Science	100%	44.4%

A 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. These results are generally 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 2023-24 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 2023/24. 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 2023-24		
EYFS Good Level of Development (GLD)	83.9%	
End of KS1	L2+	L3+
Speaking and Listening	96.3%	25.9%
Reading	100%	29.6%
Writing	96.3%	22.2%
Maths	100%	22.2%
Science	100%	18.5%
End of KS2	L4+	L5+
Speaking and Listening	100%	30.8%
Reading	100%	26.9%
Writing	96.2%	23.1%
Maths	96.2%	23.1%
Science	96.2%	26.9%

A very large majority of pupils achieved GLD in Foundation Stage. At least an overwhelming majority of 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.

Laxey School also recorded generally higher than island averages in most 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 2023-24 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 2023/24. 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 2023-24		
EYFS Good Level of Development (GLD)	65%	
End of KS1	L2+	L3+
Speaking and Listening	100%	11.8%
Reading	76.5%	17.6%
Writing	82.4%	17.6%
Maths	82.4%	17.6%
Science	70.6%	11.8%
End of KS2	L4+	L5+
Speaking and Listening	86.7%	40%
Reading	76.7%	40%
Writing	73.3%	30%
Maths	76.7%	16.7%
Science	80%	23.3%

A 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,

Willaston's results in terms of the number of children attaining above the expected range in KS1 are higher than island averages in Writing and Maths and broadly in line with island averages for Science. Willaston's results in terms of the number of children attaining above the expected range in KS2 are higher than island averages in Sp&L, Reading and Writing.

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 with expectations for their key stage below 65% in all 5 indicators is judged to Require Improvement.

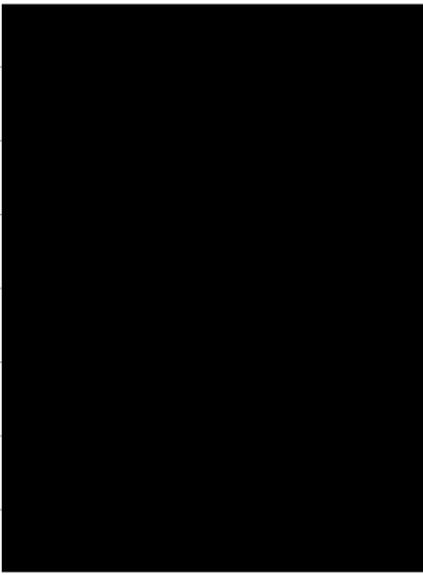
At Key Stage One, attainment is in line with expectations for their key stage (L2b+) for below 65% in all 5 indicators.

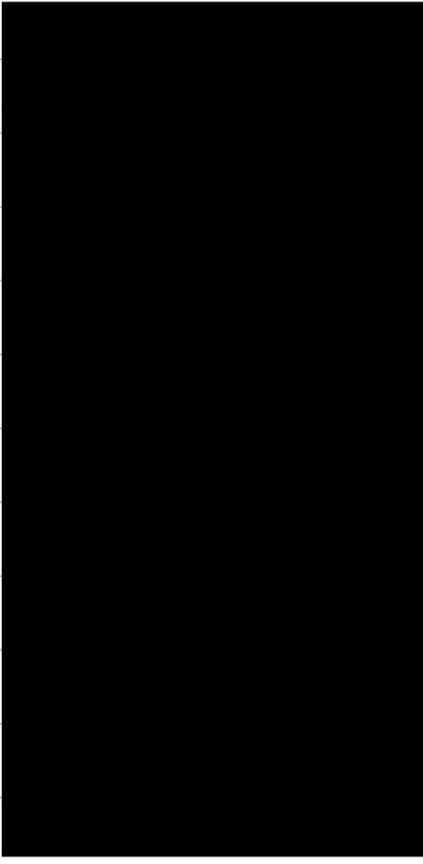
Therefore Willaston School judges attainment in Key Stage One to be a **growth priority**. At Key Stage Two, attainment is in line with expectations for their key stage (L4b+) for 75%+ in 2 indicators. Attainment is in line with expectations for their key stage (L4b+) for 65% to 74% in 1 indicator. Attainment is in line with expectations for their key stage (L4b+) for below 65% in 2 indicators. Therefore Willaston School judges attainment in Key Stage Two to be overall **effective**.

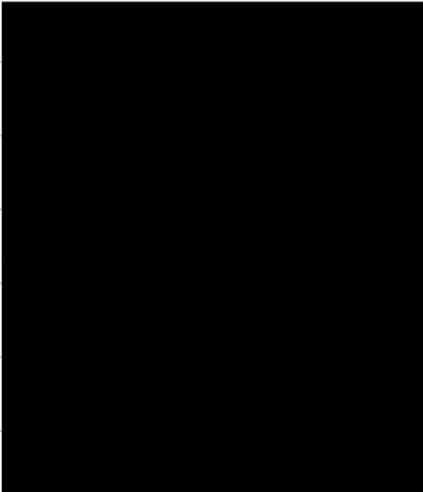
DHOON SCHOOL PROGRESS DATA



Dhoon School Analysis

YEAR 1 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y1	2	1.5	1.5	2	1.5
	Y1	2	2	2	1.5	1.5
	Y1	1.5	1.5	1.5	1.5	2
	Y1	1.5	2	1.5	1.5	1.5
	Y1	1.5	1.5	1.5	2	1.5
	Y1	2	2	1.5	1.5	1.5
	Y1	2	2	2	1.5	1.5
	Y1	1.5	1.5	1.5	1.5	1.5

YEAR 2 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y2	1.5	1.5	1.5	2	1.5
	Y2	3	3	3	3	3
	Y2	3	2	2	2	2
	Y2	9	9	8	10	10
	Y2	2	3	2	2	2
	Y2	2	3	2	2	2
	Y2	3	3	3	2	3
	Y2	3	3	3	3	2
	Y2	9	10	10	10	10
	Y2	2	3	3	3	3
	Y2	2	3	2	2	2
	Y2	3	3	3	3	2

YEAR 3 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y3	0	0	0	0	0
	Y3	0	0	0	0	1.5
	Y3	1.5	1.5	2	1.5	0
	Y3	0	0	0	0	0
	Y3	2	0	2	1.5	1.5
	Y3	0	1.5	1.5	0	0
	Y3	8	8	9	9	9

YEAR 4 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
[REDACTED]	Y4	1.5	1.5	1.5	1.5	1.5
	Y4	12	12	12	12	12
	Y4	1.5	1.5	1.5	2	2
	Y4	1.5	1.5	2	1.5	1.5
	Y4	1.5	1.5	1.5	2	1.5
	Y4	2	1.5	1.5	3	1.5
	Y4	1.5	1.5	0	1.5	1.5
	Y4	1.5	1.5	2	1.5	1.5
	Y4	0	1.5	0	1.5	2
	Y4	1.5	2	1.5	1.5	1.5
	Y4	1.5	1.5	1.5	1.5	1.5
	Y4	1.5	1.5	1.5	0	1.5
	Y4	1.5	1.5	1.5	2	1.5

YEAR 5 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
[REDACTED]	Y5	0	1.5	1.5	0	1.5
	Y5	2	1.5	1.5	1.5	1.5
	Y5	2	2	1.5	2	2
	Y5	1.5	1.5	1.5	2	1.5
	Y5	1.5	1.5	1.5	0	1.5
	Y5	2	1.5	0	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	2
	Y5	1.5	1.5	2	1.5	2
	Y5	2	2	2	1.5	2
	Y5	1.5	2	2	2	2
	Y5	1.5	2	2	2	1.5
	Y5	1.5	2	0	0	1.5

YEAR 6 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
[REDACTED]	Y6	1.5	2	1.5	2	2
	Y6	2	2	2	1.5	2
	Y6	1.5	2	2	1.5	1.5

	Y6	1.5	2	1.5	2	2
	Y6	1.5	2	1.5	3	1.5
	Y6	1.5	1.5	1.5	3	2
	Y6	2	2	2	1.5	2
	Y6	2	2	1.5	1.5	1.5
	Y6	2	2	1.5	1.5	1.5

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	Judgements
97% - 100%	Overwhelming majority	<p>The judgements are taken from the language of the IOM Quality Assurance and Inspection Framework (“highly effective” “effective” and “growth priority.”)</p> <p>Where a subject has at least a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has at least a majority in expected = effective.</p> <p>Where a subject has less than a majority in expected = growth priority.</p> <p>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.</p>
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	
<p>The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.</p>		

Year Group	Sp&L	Reading	Writing	Maths	Science
<p>Year 1 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>8 children</p>	<p>By the end of Year 1 100% (all) children made at least expected progress (1.5 sub levels) during the year. 50% (half) children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year1 was effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 50% (half) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 1 was effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 1 was effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 1 was effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 13% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 1 was effective.</p>

<p>Year 2 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>12 children</p>	<p>By the end of Year 2 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 92% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 2 was highly effective.</p>	<p>By the end of Year 2 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 92% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 2 was highly effective.</p>	<p>By the end of Year 2 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 92% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 2 was highly effective.</p>	<p>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 exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 2 was highly effective.</p>	<p>By the end of Year 2 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 92% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 2 was highly effective.</p>
<p>Year 3 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>7 children</p>	<p>By the end of Y3 43% (minority) of children made at least expected progress (1.5 sub levels) 29% (small minority) exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Y3 is a growth priority.</p>	<p>By the end of Year 3 43% (minority) of children made at least expected progress (1.5 sub levels) during the year. 29% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 3 is a growth priority.</p>	<p>By the end of Y3 57% (majority) of children made at least expected progress (1.5 sub levels). 43% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 3 was effective.</p>	<p>By the end of Year 3 43% (minority) of children made at least expected progress (1.5 sub levels) during the year. 14% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 3 is a growth priority.</p>	<p>By the end of Year 3 43% (minority) of children made at least expected progress (1.5 sub levels) during the year. 14% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 3 is a growth priority.</p>

<p>Year 4 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>13 children</p>	<p>By the end of Year 4 92% (very large majority) made at least expected progress (1.5 sub levels). 17% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 4 was effective.</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 17% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 4 was effective.</p>	<p>By the end of Year 4 85% (very large majority) made at least expected progress (1.5 sub levels). 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 4 was effective.</p>	<p>By the end of Y4 92% (very large majority) of children made at least expected progress (1.5 sub levels). 42% (minority) of children exceeded expected progress (≥ 2 sub levels). Progress in maths in Year 4 was effective.</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 4 was effective.</p>
<p>Year 5 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>12 children</p>	<p>By the end of Year 5 92% (very large majority) made at least expected progress (1.5 sub levels) during the year. 33% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 5 was effective.</p>	<p>By the end of Year 5 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 42% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 5 was effective.</p>	<p>By the end of Year 5 83% (very large majority) made at least expected progress (1.5 sub levels) during the year. 33% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 5 was effective.</p>	<p>By the end of Year 5 75% (large majority) of children made at least expected progress (1.5 sub levels) during the year. 33% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 5 was effective.</p>	<p>By the end of Year 5 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 42% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 5 was effective.</p>
<p>Year 6 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>9 children</p>	<p>By the end of Year 6 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 44% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 6 was effective.</p>	<p>By the end of Year 6 100% (all) made at least expected progress (1.5 sub levels) during the year. 89% (v large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 6 was highly effective.</p>	<p>By the end of Year 6 100% (al) of children made at least expected progress (1.5 sub levels) during the year. 33% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 6 was effective.</p>	<p>By the end of Year 6 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 44% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 6 was effective.</p>	<p>By the end of Year 6 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 56% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 6 was effective.</p>

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. This analysis concerns Key Stage One and Key Stage Two only.

Proportion	Description	Judgements
97% - 100%	Overwhelming majority	The judgements are taken from the language of the IOM Quality Assurance and Inspection Framework (“highly effective” “effective” and “growth priority.”) 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 expected = effective. Where a subject has less than a majority in expected = growth priority. 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.
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%.		

Key Group	Sp&L	Reading	Writing	Maths	Science
Free school meals <i>(achievement against prior attainment across 2023 - 2024)</i> 12 children	92% (very large majority) 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 Sp&L was effective.	92% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was highly effective.	83% (very large 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 writing was effective.	92% (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 was effective.	92% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 17% (very small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.
Child protection / LAC <i>(achievement against prior attainment across 2023 - 2024)</i> 0 children	N/A	N/A	N/A	N/A	N/A

<p>English as an additional language <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>0 children</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>SEN <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>13 children</p>	<p>92% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 31% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>92% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 31% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>69% (large majority) of children made at least expected progress (1.5 sub-levels) during the year. 8% (very small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>85% (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 maths was effective.</p>	<p>92% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 15% (very small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>
<p>Boys <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>29 children</p>	<p>97% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) during the year. 35% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>93% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 52% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>90% (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 was effective.</p>	<p>86% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 55% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>93% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 34% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>

<p>Girls <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>32 children</p>	<p>84% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 53% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>94% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>88% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 47% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>88% (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 maths was effective.</p>	<p>91% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 47% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>
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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 “growth priority.”)

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
Growth Priority: 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
Growth Priority: 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	Sp&L	Reading	Writing	Maths	Science
Progress by subject over KS1	100% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 44% (minority) 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 effective.	89% (vlm) 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.	89% (very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 67% (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.	100% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 44% (minority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in maths across KS1 is effective.	89% (very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 67% (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	100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 71% (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.	100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 100% (all) 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.	100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 43% (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.	100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 57% (majority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in maths across KS2 is effective.	100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 86% (very large 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.
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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 PROGRESS DATA



Laxey School Analysis

YEAR 1 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y1	6	5	6	6	7
	Y1	3	2	2	2	2
	Y1	2	3	1.5	2	2
	Y1	2	3	2	2	1.5
	Y1	2	2	2	2	2
	Y1	2	2	2	2	2
	Y1	3	2	2	2	1.5
	Y1	2	2	2	2	1.5
	Y1	4	4	4	1.5	4
	Y1	2	2	2	2	1.5
	Y1	2	2	2	2	2
	Y1	2	2	2	2	1.5
	Y1	2	3	2	2	3
	Y1	2	2	1.5	2	2
	Y1	2	2	2	2	2
	Y1	2	3	2	2	1.5
	Y1	2	2	1.5	2	2
	Y1	2	2	2	2	2
	Y1	2	2	2	2	1.5
	Y1	2	1.5	1.5	2	2
	Y1	2	2	1.5	2	2
	Y1	2	2	2	2	2

YEAR 2 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y2	1.5	2	3	2	2
	Y2	2	2	2	2	2
	Y2	2	1.5	1.5	1.5	1.5
	Y2	1.5	2	1.5	1.5	2
	Y2	2	2	2	2	3
	Y2	2	2	2	2	2
	Y2	1.5	2	1.5	1.5	1.5
	Y2	1.5	3	1.5	2	2

Performance Data and Analysis / Evaluation Report 2023-2024

	Y2	1.5	1.5	1.5	1.5	1.5
	Y2	2	1.5	1.5	2	1.5
	Y2	2	2	2	1.5	1.5
	Y2	1.5	0	0	2	1.5
	Y2	1.5	2	1.5	1.5	2
	Y2	2	4	2	2	2
	Y2	1.5	2	1.5	1.5	1.5
	Y2	2	1.5	1.5	2	1.5
	Y2	1.5	1.5	1.5	1.5	1.5
	Y2	3	1.5	1.5	1.5	1.5
	Y2	0	0	0	0	0
	Y2	1.5	1.5	1.5	1.5	1.5
	Y2	3	3	3	2	3
	Y2	1.5	2	2	2	1.5
	Y2	1.5	1.5	1.5	1.5	1.5
	Y2	2	3	2	2	2
	Y2	2	2	1.5	2	1.5
	Y2	1.5	1.5	1.5	1.5	2
	Y2	1.5	2	1.5	1.5	2
	Y2	2	2	3	2	2

YEAR 3 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y3	1.5	1.5	1.5	1.5	2
	Y3	1.5	1.5	0	1.5	1.5
	Y3	1.5	1.5	1.5	2	1.5
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	0	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	2	3	2	2	2
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	2	1.5	1.5	2	2

	Y3	2	1.5	1.5	2	2
	Y3	2	1.5	1.5	2	2
	Y3	1.5	2	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	2	2
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	2	2	2	1.5	2
	Y3	1.5	2	1.5	1.5	2
	Y3	1.5	2	1.5	1.5	2
	Y3	1.5	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	0	1.5	2
	Y3	1.5	2	1.5	1.5	2
	Y3	2	2	1.5	1.5	2
	Y3	2	2	2	1.5	1.5
	Y3	2	1.5	1.5	1.5	1.5
	Y3	1.5	1.5	1.5	1.5	2
	Y3	2	1.5	1.5	1.5	1.5
	Y3	1.5	2	0	1.5	1.5

YEAR 4 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y4	2	1.5	1.5	1.5	2
	Y4	2	1.5	1.5	1.5	2
	Y4	1.5	1.5	2	1.5	1.5
	Y4	2	2	1.5	1.5	2
	Y4	2	2	1.5	1.5	1.5
	Y4	2	1.5	1.5	1.5	1.5
	Y4	1.5	2	2	1.5	2
	Y4	1.5	1.5	2	2	2
	Y4	2	1.5	1.5	2	2
	Y4	1.5	2	2	1.5	1.5
	Y4	1.5	2	1.5	1.5	1.5
	Y4	2	2	1.5	2	2
	Y4	1.5	1.5	1.5	1.5	1.5
	Y4	2	2	2	1.5	1.5
	Y4	1.5	2	1.5	1.5	1.5
	Y4	1.5	1.5	1.5	1.5	1.5

	Y4	1.5	1.5	2	0	1.5
	Y4	1.5	1.5	2	1.5	2
	Y4	2	1.5	2	1.5	1.5
	Y4	1.5	1.5	2	1.5	2
	Y4	1.5	1.5	1.5	1.5	1.5
	Y4	2	1.5	2	1.5	2
	Y4	2	2	2	1.5	2
	Y4	2	1.5	2	0	2
	Y4	1.5	1.5	2	1.5	2
	Y4	1.5	1.5	2	1.5	2
	Y4	1.5	1.5	1.5	1.5	2
	Y4	1.5	1.5	2	1.5	2
	Y4	2	2	2	1.5	2
	Y4	1.5	1.5	1.5	1.5	1.5
	Y4	2	2	1.5	1.5	2

YEAR 5 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y5	1.5	1.5	1.5	2	1.5
	Y5	1.5	1.5	0	1.5	1.5
	Y5	2	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	0	0
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	2	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	2	1.5	2	1.5	2
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	2	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	2	1.5
	Y5	1.5	1.5	2	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	2	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	2	1.5	1.5	1.5
	Y5	1.5	1.5	0	2	1.5

Performance Data and Analysis / Evaluation Report 2023-2024

	Y5	1.5	1.5	0	1.5	0
	Y5	1.5	1.5	1.5	1.5	0
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	2	2	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	0	1.5	1.5
	Y5	1.5	1.5	0	1.5	0
	Y5	2	2	2	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	0
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	1.5	1.5
	Y5	2	1.5	1.5	1.5	1.5
	Y5	1.5	1.5	0	1.5	1.5

YEAR 6 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y6	2	2	2	3	2
	Y6	1.5	2	1.5	1.5	2
	Y6	2	2	3	1.5	1.5
	Y6	1.5	2	1.5	1.5	2
	Y6	2	1.5	1.5	2	2
	Y6	1.5	2	3	1.5	2
	Y6	2	1.5	1.5	1.5	1.5
	Y6	1.5	2	2	1.5	2
	Y6	2	1.5	1.5	2	3
	Y6	2	1.5	2	2	3
	Y6	1.5	1.5	1.5	1.5	1.5
	Y6	2	1.5	2	2	2
	Y6	2	2	1.5	2	2
	Y6	2	1.5	2	2	2
	Y6	1.5	1.5	2	2	2
	Y6	1.5	3	2	2	1.5
	Y6	2	1.5	1.5	1.5	2
	Y6	1.5	0	1.5	2	2

	Y6	1.5	2	1.5	1.5	2
	Y6	1.5	2	0	2	1.5
	Y6	1.5	2	1.5	1.5	2
	Y6	2	1.5	0	2	2
	Y6	2	2	2	2	1.5
	Y6	1.5	1.5	2	1.5	2
	Y6	1.5	1.5	2	2	2
	Y6	2	2	2	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	Judgements
97% - 100%	Overwhelming majority	<p>The judgements are taken from the language of the IOM Quality Assurance and Inspection Framework (“highly effective” “effective” and “growth priority.”)</p> <p>Where a subject has at least a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has at least a majority in expected = effective.</p> <p>Where a subject has less than a majority in expected = growth priority.</p> <p>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.</p>
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	
<p>The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.</p>		

Year Group	Sp&L	Reading	Writing	Maths	Science
<p>Year 1 (achievement against prior attainment across 2023-2024) 22 children</p>	<p>By the end of Year 1 100% (all) children made at least expected progress (1.5 sub levels) during the year. 100% (all) children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year1 was highly effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 95% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 1 was highly effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 77% (large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 1 was highly effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 95% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 1 was highly effective.</p>	<p>By the end of Year 1 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 68% (large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 1 was highly effective.</p>

<p>Year 2 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>28 children</p>	<p>By the end of Year 2 96% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 46% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 2 was effective.</p>	<p>By the end of Year 2 93% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 46% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 2 was effective.</p>	<p>By the end of Year 2 93% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 36% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 2 was effective.</p>	<p>By the end of Year 2 96% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 50% (half) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 2 was effective.</p>	<p>By the end of Year 2 96% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 46% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 2 was effective.</p>
<p>Year 3 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>30 children</p>	<p>By the end of Y3 97% (overwhelming majority) of children made at least expected progress (1.5 sub levels) 30% (small minority) exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Y3 was effective.</p>	<p>By the end of Year 3 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 30% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 3 was effective.</p>	<p>By the end of Y3 90% (very large majority) of children made at least expected progress (1.5 sub levels). 10% (Very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 3 was effective.</p>	<p>By the end of Year 3 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 20% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 3 was effective.</p>	<p>By the end of Year 3 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 43% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 3 was effective.</p>
<p>Year 4 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>31 children</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 45% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 4 was effective.</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 35% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 4 was effective.</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 52% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 4 was effective.</p>	<p>By the end of Y4 97% (overwhelming majority) of children made at least expected progress (1.5 sub levels). 10% (very small minority) of children exceeded expected progress (≥ 2 sub levels). Progress in maths in Year 4 was effective.</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 58% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 4 was effective.</p>

<p>Year 5 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>33 children</p>	<p>By the end of Year 5 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 15% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 5 was effective.</p>	<p>By the end of Year 5 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 10% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 5 was effective.</p>	<p>By the end of Year 5 79% (large majority) of children made at least expected progress (1.5 sub levels) during the year. 18% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 5 was effective.</p>	<p>By the end of Year 5 97% (overwhelming majority) of children made at least expected progress (1.5 sub levels) during the year. 10% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 5 was effective.</p>	<p>By the end of Year 5 85% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. Just 3% (very few) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 5 was effective.</p>
<p>Year 6 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>26 children</p>	<p>By the end of Year 6 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 50% (half) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 6 was effective.</p>	<p>By the end of Year 6 96% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 50% (half) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 6 was effective.</p>	<p>By the end of Year 6 92% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 50% (half) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 6 was effective.</p>	<p>By the end of Year 6 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 58% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 6 was effective.</p>	<p>By the end of Year 6 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 77% (large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 6 was highly effective.</p>

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. This analysis concerns Key Stage One and Key Stage Two only.

Proportion	Description	Judgements
97% - 100%	Overwhelming majority	The judgements are taken from the language of the IOM Quality Assurance and Inspection Framework (“highly effective” “effective” and “growth priority.”) 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 expected = effective. Where a subject has less than a majority in expected = growth priority. 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.
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%.		

Key Group	Sp&L	Reading	Writing	Maths	Science
Free school meals (achievement against prior attainment across 2023 - 2024) 17 children	100% (all) children made at least expected progress (1.5 sub-levels) during the year. 29% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.	100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 65% (large majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was highly effective.	88% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 29% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.	100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 53% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.	94% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 59% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.
Child protection / LAC (achievement against prior attainment across 2023 - 2024) 0 children	N/A	N/A	N/A	N/A	N/A

<p>English as an additional language <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>4 children</p>	<p>100% (all) children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>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 was highly effective.</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>
<p>SEN <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>46 children</p>	<p>98% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) during the year. 35% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>95% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 36% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>80% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 30% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>93% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 30% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>87% (very large 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 science was effective.</p>
<p>Boys <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>94 children</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 40% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>98% (overwhelming majority) 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 reading was effective.</p>	<p>95% (very large majority) 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 was effective.</p>	<p>98% (overwhelming 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 maths was effective.</p>	<p>98% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) during the year. 48% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>

<p>Girls <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>77 children</p>	<p>97% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) during the year. 52% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>97% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) during the year. 43% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>90% (very large majority) 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 was effective.</p>	<p>96% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 36% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>94% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 47% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>
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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 “growth priority.”)

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
Growth Priority: 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
Growth Priority: 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	Sp&L	Reading	Writing	Maths	Science
Progress by subject over KS1	100% (all) 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 Sp&L across KS1 is highly effective.	100% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 78% (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.	96% (Very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 60% (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 effective.	100% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 52% (majority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in maths across KS1 is effective.	100% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 74% (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.

<p>Progress by subject over KS2</p>	<p>100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 94% (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.</p>	<p>100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 100% (all) 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.</p>	<p>100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 94% (very large 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.</p>	<p>100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 100% (all) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in maths across KS2 is highly effective.</p>	<p>. 100% (all) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 100% (all) 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.</p>
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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 very large majority (80%+) of learners make 6 or more sub levels progress in all 5 indicators. Therefore Laxey School judges progress across Key Stage 2 to be **highly effective**.

WILLASTON SCHOOL PROGRESS DATA



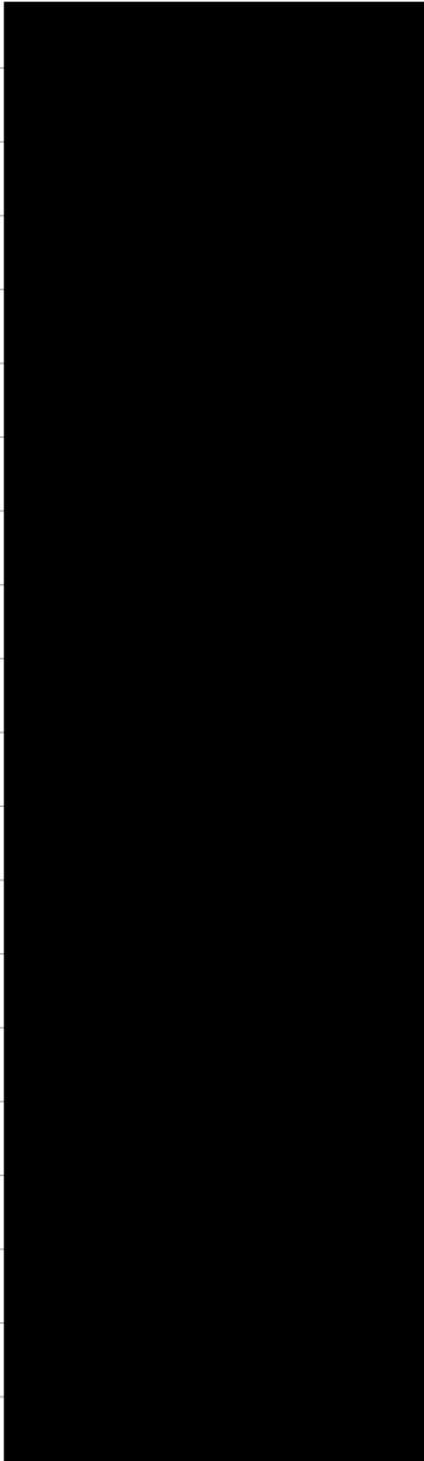
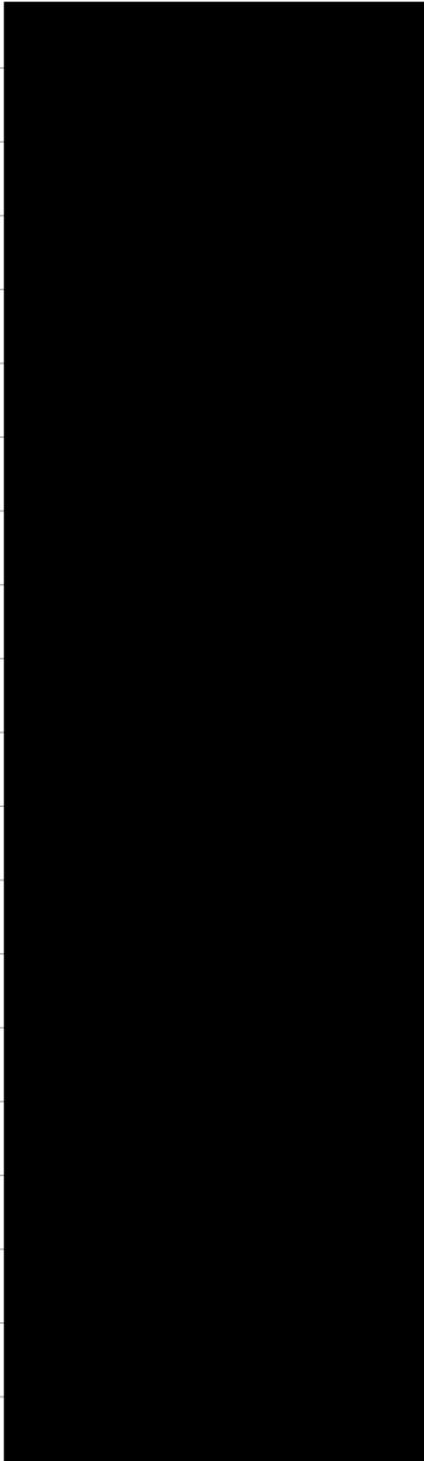
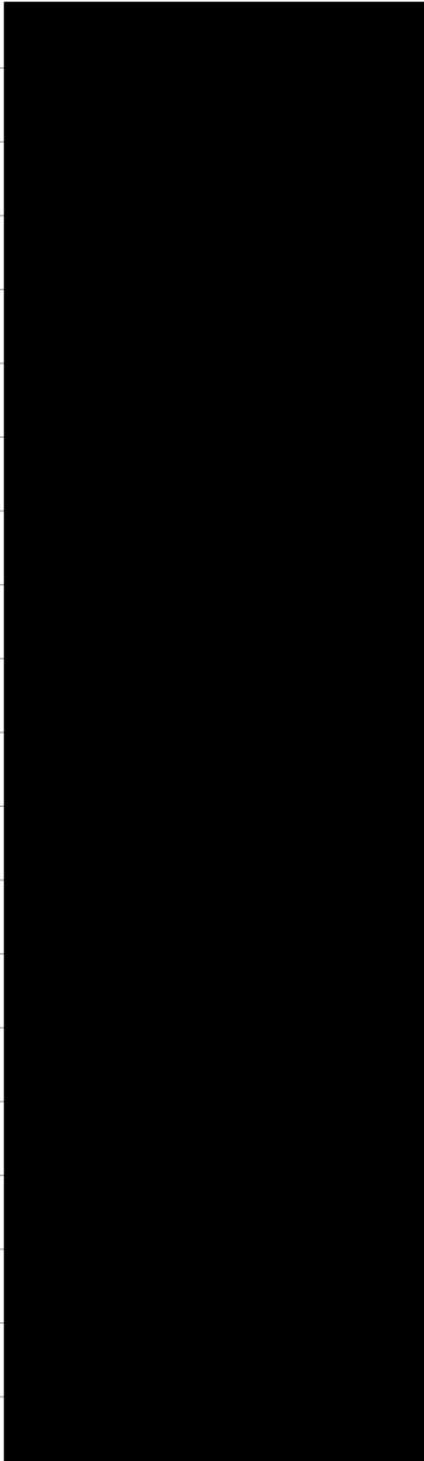
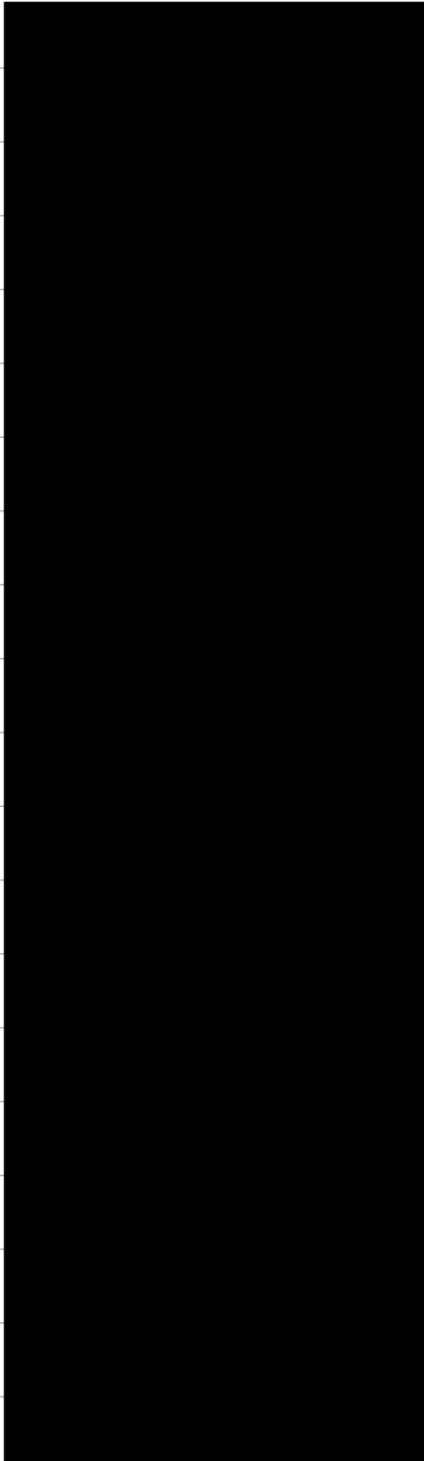
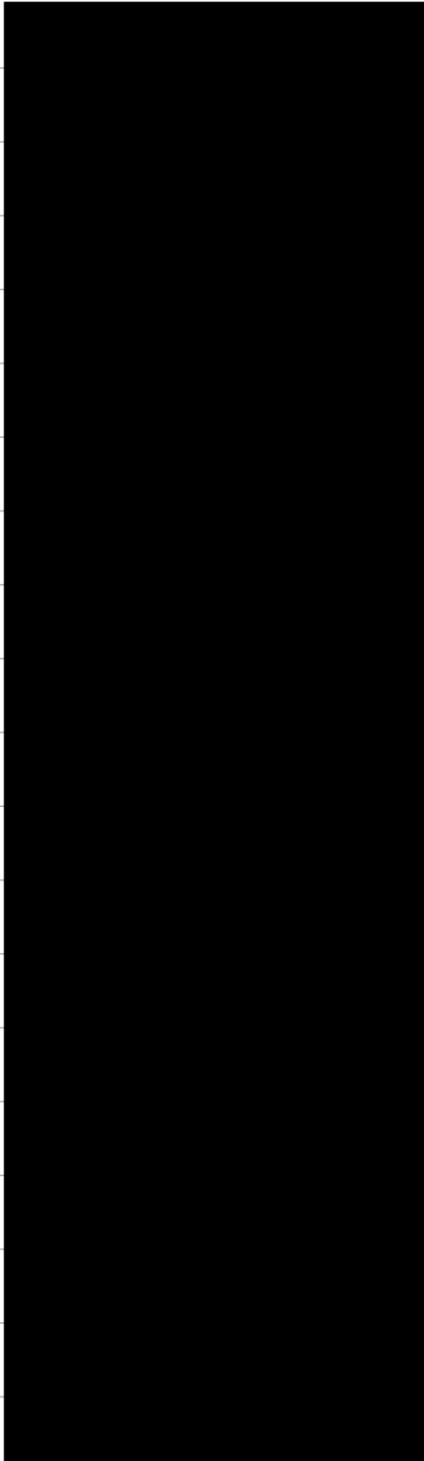
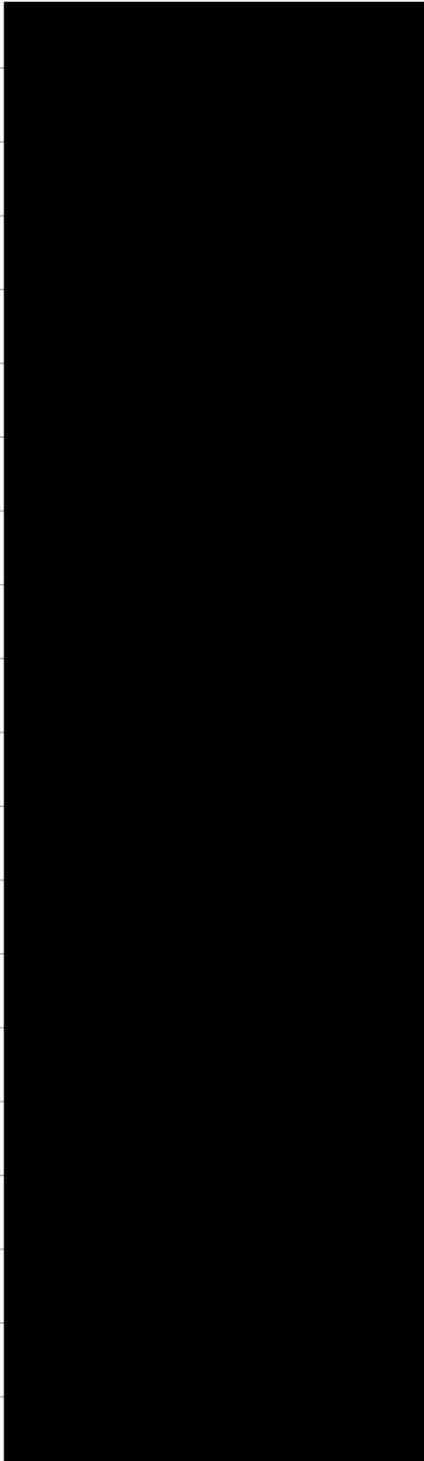
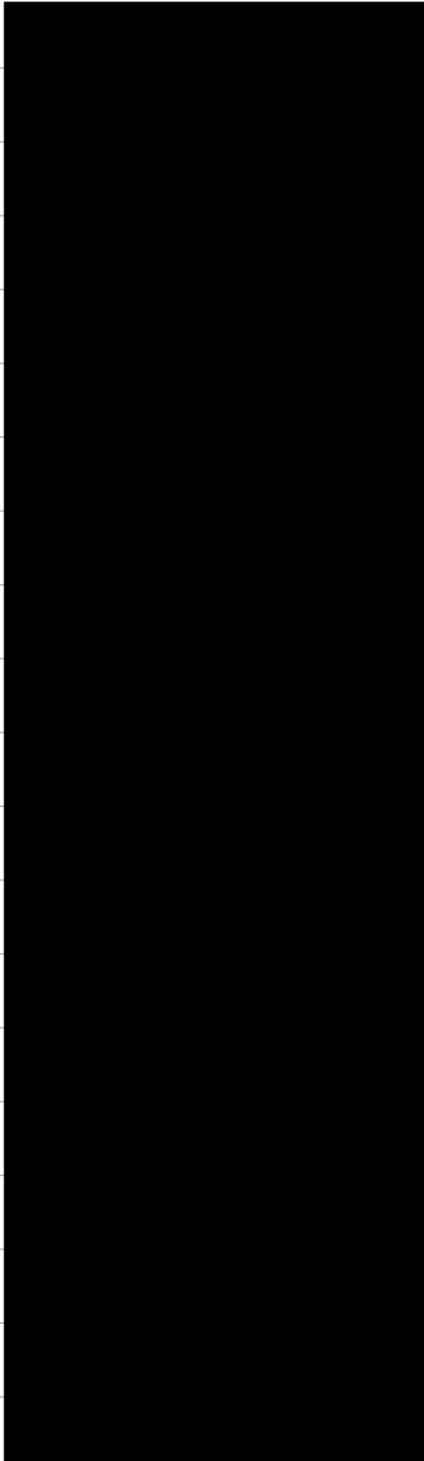
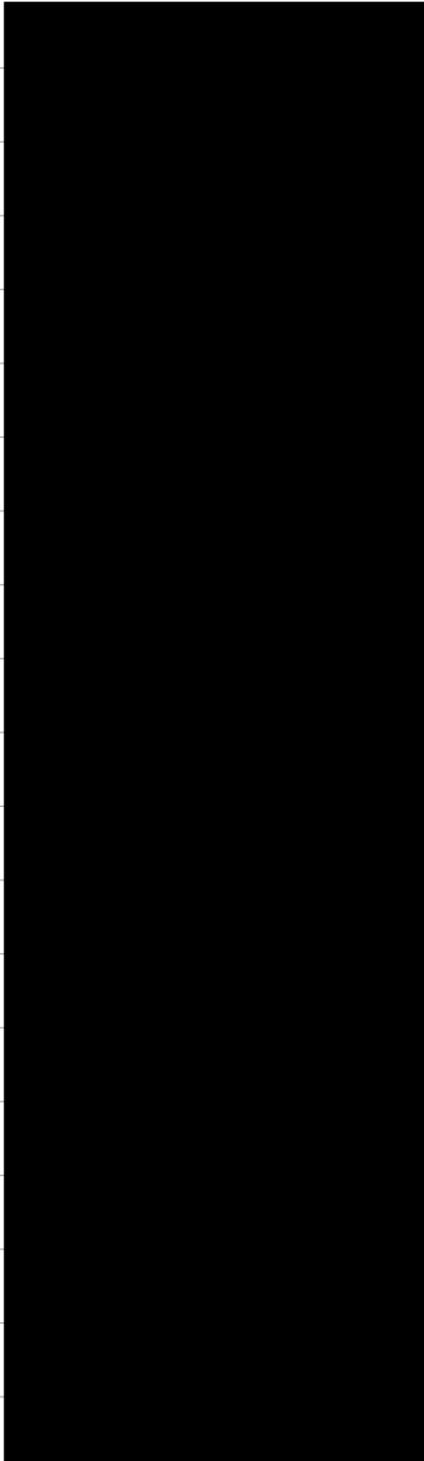
Willaston School Analysis

YEAR 1 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y1	1.5	0	0	1.5	1.5
	Y1	1.5	0	1.5	1.5	1.5
	Y1	1.5	0	1.5	1.5	1.5
	Y1	1.5	1.5	2	1.5	2
	Y1	1.5	2	1.5	2	2
	Y1	1.5	1.5	0	1.5	1.5
	Y1	1.5	1.5	0	1.5	1.5
	Y1	1.5	0	0	1.5	2
	Y1	1.5	2	0	1.5	2
	Y1	1.5	1.5	0	1.5	1.5
	Y1	1.5	1.5	0	0	2
	Y1	1.5	0	1.5	1.5	1.5
	Y1	0	0	1.5	1.5	1.5
	Y1	1.5	2	2	1.5	2
	Y1	1.5	1.5	0	0	2
	Y1	1.5	1.5	0	1.5	1.5
	Y1	0	0	0	0	0
	Y1	1.5	1.5	0	1.5	2
	Y1	1.5	2	0	0	2

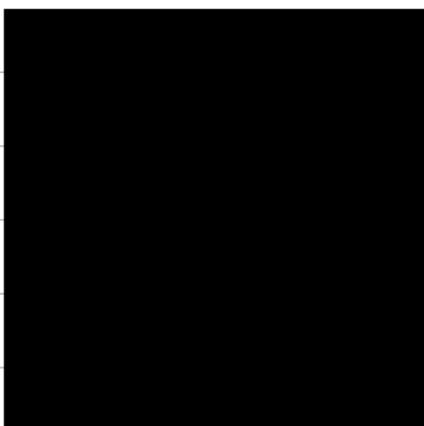
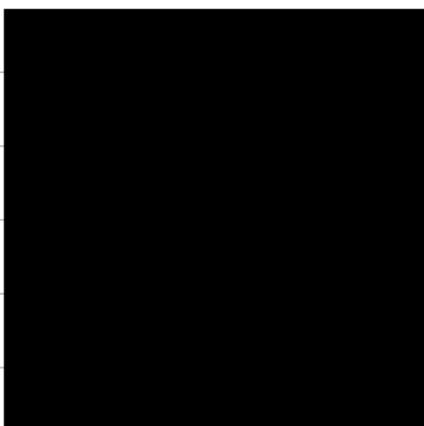
YEAR 2 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y2	1.5	1.5	1.5	1.5	1.5
	Y2	1.5	1.5	1.5	0	1.5
	Y2	2	1.5	1.5	1.5	1.5
	Y2	1.5	1.5	3	1.5	2
	Y2	1.5	1.5	0	1.5	0
	Y2	2	1.5	0	1.5	1.5
	Y2	2	1.5	1.5	1.5	1.5
	Y2	1.5	2	2	1.5	1.5
	Y2	1.5	1.5	1.5	1.5	1.5
	Y2	1.5	2	2	2	1.5
	Y2	1.5	1.5	3	2	3

	Y2	0	0	1.5	1.5	1.5
	Y2	2	1.5	3	3	3
	Y2	2	1.5	2	1.5	2
	Y2	1.5	1.5	2	2	1.5
	Y2	2	0	1.5	1.5	1.5

YEAR 3 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y3	1.5	2	2	1.5	1.5
	Y3	1.5	2	1.5	1.5	1.5
	Y3	1.5	1.5	0	1.5	1.5
	Y3	2	1.5	1.5	2	1.5
	Y3	2	2	1.5	1.5	1.5
	Y3	2	1.5	2	1.5	1.5
	Y3	1.5	2	1.5	1.5	1.5
	Y3	1.5	2	0	2	1.5
	Y3	1.5	1.5	1.5	1.5	0
	Y3	1.5	1.5	1.5	0	1.5
	Y3	2	2	1.5	1.5	1.5
	Y3	1.5	2	2	2	1.5
	Y3	0	1.5	1.5	1.5	1.5
	Y3	1.5	2	1.5	1.5	1.5
	Y3	1.5	2	1.5	1.5	1.5
	Y3	1.5	1.5	0	1.5	1.5
	Y3	2	2	2	1.5	1.5
	Y3	2	2	1.5	1.5	1.5
	Y3	2	1.5	2	2	1.5
	Y3	2	1.5	2	1.5	1.5

YEAR 4 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y4	1.5	1.5	1.5	1.5	1.5
	Y4	2	1.5	1.5	2	0
	Y4	2	2	1.5	1.5	2
	Y4	2	1.5	2	1.5	2
	Y4	2	1.5	2	2	2
	Y4	2	1.5	1.5	2	0

	Y4	2	1.5	0	0	1.5
	Y4	3	2	2	2	2
	Y4	1.5	1.5	0	2	2
	Y4	1.5	1.5	1.5	2	0
	Y4	1.5	1.5	1.5	2	0
	Y4	1.5	1.5	1.5	2	1.5
	Y4	1.5	1.5	1.5	2	1.5
	Y4	1.5	1.5	1.5	2	1.5
	Y4	2	1.5	2	2	1.5
	Y4	1.5	2	2	1.5	2
	Y4	1.5	1.5	1.5	2	0
	Y4	1.5	1.5	0	1.5	2
	Y4	1.5	1.5	1.5	2	1.5
	Y4	1.5	1.5	1.5	2	1.5
	Y4	1.5	1.5	1.5	2	0
	Y4	2	1.5	1.5	1.5	2
	Y4	2	1.5	1.5	2	2

YEAR 5 SUB-LEVEL PROGRESS ACROSS 2023/24

NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y5	2	2	2	2	1.5
	Y5	2	2	2	2	2
	Y5	2	1.5	2	2	2
	Y5	2	2	2	2	1.5
	Y5	1.5	0	1.5	2	1.5
	Y5	2	3	1.5	2	2
	Y5	2	1.5	1.5	2	2
	Y5	2	2	2	2	2
	Y5	2	1.5	2	3	2
	Y5	2	2	2	2	2
	Y5	1.5	0	1.5	1.5	1.5
	Y5	1.5	1.5	1.5	2	1.5
	Y5	0	0	0	2	2
	Y5	1.5	1.5	1.5	2	2
	Y5	1.5	2	2	2	1.5
	Y5	2	2	2	2	1.5

YEAR 6 SUB-LEVEL PROGRESS ACROSS 2023/24						
NAME	NC YEAR	Sp&L	Reading	Writing	Maths	Science
	Y6	2	1.5	1.5	2	2
	Y6	1.5	2	1.5	1.5	2
	Y6	1.5	2	1.5	3	2
	Y6	1.5	1.5	1.5	2	0
	Y6	1.5	0	0	0	1.5
	Y6	1.5	1.5	1.5	1.5	1.5
	Y6	2	2	1.5	2	2
	Y6	2	1.5	1.5	2	2
	Y6	1.5	1.5	1.5	0	1.5
	Y6	1.5	2	0	1.5	1.5
	Y6	0	4	2	2	2
	Y6	1.5	1.5	1.5	1.5	1.5
	Y6	2	0	1.5	1.5	0
	Y6	1.5	1.5	1.5	2	3
	Y6	1.5	1.5	1.5	3	2
	Y6	1.5	1.5	1.5	2	1.5
	Y6	1.5	1.5	1.5	1.5	1.5
	Y6	1.5	1.5	1.5	2	1.5
	Y6	1.5	2	1.5	2	2
	Y6	1.5	1.5	2	2	2
	Y6	2	2	2	2	1.5
	Y6	1.5	1.5	1.5	3	1.5
	Y6	2	2	1.5	0	1.5
	Y6	1.5	2	2	1.5	2
	Y6	1.5	2	1.5	2	2
	Y6	2	2	2	2	1.5
	Y6	0	1.5	0	1.5	1.5
	Y6	1.5	1.5	0	1.5	2
	Y6	1.5	0	1.5	2	1.5

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	Judgements
97% - 100%	Overwhelming majority	<p>The judgements are taken from the language of the IOM Quality Assurance and Inspection Framework (“highly effective” “effective” and “growth priority.”)</p> <p>Where a subject has at least a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has at least a majority in expected = effective.</p> <p>Where a subject has less than a majority in expected = growth priority.</p> <p>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.</p>
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	
<p>The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.</p>		

Year Group	Sp&L	Reading	Writing	Maths	Science
<p>Year 1 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>19 children</p>	<p>By the end of Year 1 89% (all) children made at least expected progress (1.5 sub levels) during the year. 0% (none) children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year1 was effective.</p>	<p>By the end of Year 1 75% (large majority) of children made at least expected progress (1.5 sub levels) during the year. 21% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 1 was effective.</p>	<p>By the end of Year 1 37% (minority) of children made at least expected progress (1.5 sub levels) during the year. 11% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 1 is a growth priority.</p>	<p>By the end of Year 1 79% (large majority) of children made at least expected progress (1.5 sub levels) during the year. 5% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 1 was effective.</p>	<p>By the end of Year 1 95% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 47% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 1 was effective.</p>

<p>Year 2 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>16 children</p>	<p>By the end of Year 2 94% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 38% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 2 was effective.</p>	<p>By the end of Year 2 88% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 13% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 2 was effective.</p>	<p>By the end of Year 2 88% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 2 was effective.</p>	<p>By the end of Year 2 94% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 2 was effective.</p>	<p>By the end of Year 2 94% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 25% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 2 was effective.</p>
<p>Year 3 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>20 children</p>	<p>By the end of Y3 95% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 40% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Y3 was effective.</p>	<p>By the end of Year 3 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 55% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 3 was effective.</p>	<p>By the end of Y3 85% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 30% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 3 was effective.</p>	<p>By the end of Year 3 95% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 20% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 3 was effective.</p>	<p>By the end of Year 3 95% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 0% (none) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 3 was effective.</p>

<p>Year 4 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>23 children</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 43% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 4 was effective.</p>	<p>By the end of Year 4 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 13% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 4 was effective.</p>	<p>By the end of Year 4 87% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 22% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 4 was effective.</p>	<p>By the end of Y4 96% (very large majority) of children made at least expected progress (1.5 sub levels). 73% (large majority) of children exceeded expected progress (≥ 2 sub levels). Progress in maths in Year 4 was highly effective.</p>	<p>By the end of Year 4 74% (large majority) of children made at least expected progress (1.5 sub levels) during the year. 39% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 4 was effective.</p>
<p>Year 5 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>16 children</p>	<p>By the end of Year 5 94% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 63% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 5 was effective.</p>	<p>By the end of Year 5 81% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 50% (half) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 5 was effective.</p>	<p>By the end of Year 5 94% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 56% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 5 was effective.</p>	<p>By the end of Year 5 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 94% (very large majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 5 was highly effective.</p>	<p>By the end of Year 5 100% (all) of children made at least expected progress (1.5 sub levels) during the year. 56% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 5 was effective.</p>

<p>Year 6 <i>(achievement against prior attainment across 2023-2024)</i></p> <p>30 children</p>	<p>By the end of Year 6 93% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 23% (small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in Sp&L in Year 6 was effective.</p>	<p>By the end of Year 6 90% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 37% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in reading in Year 6 was effective.</p>	<p>By the end of Year 6 87% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 17% (very small minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in writing in Year 6 was effective.</p>	<p>By the end of Year 6 90% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 60% (majority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in maths in Year 6 was effective.</p>	<p>By the end of Year 6 93% (very large majority) of children made at least expected progress (1.5 sub levels) during the year. 43% (minority) of children exceeded expected progress (≥ 2 sub levels) during the year. Progress in science in Year 6 was effective.</p>
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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. This analysis concerns Key Stage One and Key Stage Two only.

Proportion	Description	Judgements
97% - 100%	Overwhelming majority	The judgements are taken from the language of the IOM Quality Assurance and Inspection Framework (“highly effective” “effective” and “growth priority.”) 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 expected = effective. Where a subject has less than a majority in expected = growth priority. 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.
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%.		

Key Group	Sp&L	Reading	Writing	Maths	Science
Free school meals <i>(achievement against prior attainment across 2023 - 2024)</i> 48 children	85% (very large majority) children made at least expected progress (1.5 sub-levels) during the year. 23% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.	75% (large majority) of children made at least expected progress (1.5 sub-levels) during the year. 27% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.	60% (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 writing was effective.	83% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 35% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.	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 science was effective.

<p>Child protection / LAC <i>(achievement against prior attainment across 2023 - 2024)</i></p>	<p>100% (all) 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 Sp&L was highly effective.</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 50% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>75% (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 maths was effective.</p>	<p>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.</p>
<p>English as an additional language <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>3 children</p>	<p>100% (all) 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.</p>	<p>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.</p>	<p>100% (all) of children made at least expected progress (1.5 sub-levels) during the year. 0% (half) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>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.</p>	<p>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.</p>
<p>SEN <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>57 children</p>	<p>91% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 37% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>77% (large majority) of children made at least expected progress (1.5 sub-levels) during the year. 30% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>72% (large majority) of children made at least expected progress (1.5 sub-levels) during the year. 19% (very small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>82% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 35% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>93% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 32% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>

<p>Boys <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>54 children</p>	<p>93% (very large majority) 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 Sp&L was effective.</p>	<p>83% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 32% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>81% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 30% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>91% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 57% (majority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>91% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 43% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>
<p>Girls <i>(achievement against prior attainment across 2023 - 2024)</i></p> <p>70 children</p>	<p>93% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 29% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in Sp&L was effective.</p>	<p>83% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 34% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in reading was effective.</p>	<p>73% (large majority) of children made at least expected progress (1.5 sub-levels) during the year. 26% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in writing was effective.</p>	<p>89% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 40% (minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in maths was effective.</p>	<p>90% (very large majority) of children made at least expected progress (1.5 sub-levels) during the year. 27% (small minority) of children made good or better progress (≥ 2 sub-levels) during the year. Progress in science was effective.</p>

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 “growth priority.”)

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
Growth Priority: 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
Growth Priority: 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	Sp&L	Reading	Writing	Maths	Science
Progress by subject over KS1	94% (very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 13% (very small minority) 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 effective.	81% (very large majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 50% (half) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Reading across KS1 is effective.	63% (majority) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 31% (small minority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Writing across KS1 is effective.	63% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 7% (very small minority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in maths across KS1 is effective.	31% (all) of children achieved at least 3 SL of progress across the key stage - this is expected progress. 13% (very small minority) of children achieved more than 3 SL of progress across the key stage - this is above expected progress. Progress in Science across KS1 is a growth priority.

Progress by subject over KS2	78% (large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 22% (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 effective.	81% (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 reading across KS2 is effective.	70% (large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 48% (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.	74% (large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 22% (small minority) of children achieved more than 6 SL of progress across the key stage - this is above expected progress. Progress in maths across KS2 is effective.	74% (large majority) of children achieved at least 6 SL of progress across the key stage - this is expected progress. 22% (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 is effective.
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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 Willaston School, below 65% of learners do not meet criteria for effective in writing, maths and science, meaning that below 65% of learners do not meet criteria for effective or above. *(It should be noted that in writing and maths our score of 63% is only just below criteria for effective.)* Therefore Willaston School judges progress across Key Stage 1 to be a **growth priority but close to effective.** In Key Stage 2 at Willaston School, at least a large majority (65%+) of learners make 6 or more sub levels progress in all 5 indicators. Therefore Willaston School judges progress across Key Stage 2 to be **effective.**

OVERALL SUMMARY TABLES



Overall data collection summary charts

DHOON SCHOOL Data collection 2023-24

Progress by Subject per Year Group

	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above												
	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP
Year 1	0	100	25	0	100	50	0	100	25	0	100	50	0	100	13
Year 2	0	100	100	0	100	92	0	100	92	0	100	92	0	100	92
Year 3	57	43	14	57	43	29	43	57	43	57	43	29	57	43	14
Year 4	8	92	42	0	100	17	15	85	25	8	92	17	0	100	25
Year 5	25	75	33	0	100	42	17	83	33	8	92	33	0	100	42
Year 6	0	100	44	0	100	89	0	100	33	0	100	44	0	100	56

Progress by Subject over KS1

KS1	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above												
	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP
	0	100	44	11	89	89	11	89	67	0	100	44	11	89	67

Progress by Subject over KS2

KS2	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above												
	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP
	0	100	57	0	100	100	0	100	43	0	100	71	0	100	86

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	58.3	8.3	91.7	58.3	8.3	91.7	50	91.7	0	58.3	8.3	91.7
Year 6 (4b)	11.1	88.9	55.6	22.2	77.8	77.8	22.2	77.8	66.7	0	100	77.8	0	100	66.7

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 Data collection 2023-24

Progress by Subject per Year Group

	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above												
	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP	< 1.5SL / 3AP	1.5SL / 3AP	≥ 2SL / 4AP
Year 1	0	100	95	0	100	95	0	100	77	0	100	100	0	100	68
Year 2	4	96	50	7	93	46	7	93	36	4	96	46	4	96	46
Year 3	0	100	20	0	100	30	10	90	10	3	97	30	0	100	43
Year 4	3	97	10	0	100	35	0	100	52	0	100	45	0	100	58
Year 5	3	97	10	0	100	10	21	79	18	0	100	15	15	85	3
Year 6	0	100	58	4	96	50	8	92	50	0	100	50	0	100	77

Progress by Subject over KS1

KS1	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above												
	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP	< 3SL / 6AP	3SL / 6AP	≥ 4SL / 7AP
	0	100	52	0	100	78	4	96	60	0	100	70	0	100	74

Progress by Subject over KS2

KS2	Maths			Reading			Writing			Sp & L			Science		
	Below	At least expected	Above												
	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP	< 6SL / 12AP	6SL / 12AP	≥ 7SL / 13AP
	0	100	100	0	100	100	0	100	94	0	100	94	0	100	100

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)	3.7	96.3	55.6	14.8	85.2	59.3	14.8	85.2	37	3.7	96.3	48.1	3.7	96.3
Year 6 (4b)	7.7	92.3	38.5	15.4	84.6	26.9	30.8	69.2	30.8	34.6	65.4	42.3	3.8	96.2	42.3

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 Data collection 2023-24

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	21	79	5	25	75	21	63	37	11	11	89	0	5	95	47
Year 2	6	94	25	12	88	13	12	88	25	6	94	38	6	94	25
Year 3	5	95	20	0	100	55	15	85	30	5	95	40	5	95	0
Year 4	4	96	73	0	100	13	13	87	22	0	100	43	26	74	39
Year 5	0	100	94	19	81	50	6	94	56	6	94	63	0	100	56
Year 6	10	90	60	10	90	37	13	87	17	7	93	23	7	93	43

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	37	63	7	19	81	50	37	63	31	6	94	13	69	31	13

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	26	74	22	19	81	63	30	70	48	22	78	22	26	74	22

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)	41.2	58.8	25	47.1	52.9	52.9	47.1	52.9	29.4	41.2	58.8	17.6	47.1	52.9	23.5
Year 6 (4b)	23.3	76.7	43.3	30	70	53.3	40	60	43.3	16.7	83.3	43.3	43.3	56.7	40

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 2023-24

Criteria/ School	Dhoon School	Laxey School	Willaston School
Attainment Overall	Highly Effective	Highly Effective	Growth Priority*
Key Stage 1 - Progress	Highly Effective	Highly Effective	Growth Priority
Key Stage 2 - Progress	Highly Effective	Highly Effective	Effective

*Attainment overall in Willaston is a best fit based on 'growth priority' criteria met for FS and KS1 attainment, and 'effective' criteria met for KS2. Given that two stages are 'growth priority' we have settled on growth priority as the most appropriate judgement for attainment in 2023-24.

IMPLICATIONS FOR SCHOOL IMPROVEMENT



Implications for School Improvement Planning 2024-2025

ATTAINMENT: SUGGESTED PRIORITY AREAS FOR ACTION				
School	Subject	Current Attainment	Target	Rationale
Willaston	Overall Attainment (KS1 & KS2)	KS1 and KS2 results consistently below national averages in several subjects	Achieve 75% + in core subjects	Willaston's overall performance is below national expectations in core subjects such as Reading, Maths, and Science. A comprehensive approach to raise standards across the board is essential, with a focus on literacy and numeracy. <i>This will include supporting whole school reading, introducing WR assessments in maths, writing moderation through Pobble and T4W training for staff.</i>
Dhoon	Reading & Writing (KS2)	77.8% in Writing (5.6% below national); 77.8% in Reading (4.4% below national)	Increase to 85%+ in both Reading and Writing	Both reading and writing in KS2 at Dhoon School are slightly below national averages. Targeting literacy improvement will help raise overall performance and align with national standards.
Laxey	Speaking & Listening (KS2)	65.4% achieving L4b+ (17.5% below national)	Increase to 80%+	Laxey's KS2 Speaking and Listening results are significantly below expectations, indicating the need for enhanced focus on oral communication and presentation skills.

PROGRESS: SUGGESTED PRIORITY AREAS FOR ACTION				
School	Subject	Current Progress	Target	Justification
Willaston	Reading (KS1)	52.9% achieving L2b+ (18.6% below national)	Increase to 70%+	Reading progress in KS1 is below expected, and improvements in literacy are critical for overall success across subjects. <i>We will continue to monitor the impact of reading initiatives and adjust strategies as needed to support ongoing improvement. We will support Dhoon School with the development of Whole Class Reading which in turn develops further our own expertise in this field. And we plan to audit non-fiction books throughout school and cross reference them with our new curriculum map.</i>
Willaston	Writing (KS1)	52.9% achieving L2b+ (14% below national)	Increase to 70%+	Writing progress needs improvement, especially given the broader literacy skills challenges across the school. <i>T4W will form part of our SIP for 2024-2025.</i>
Dhoon	Science (Year 1)	13% achieving above expected progress	Increase to 30%+	Science progress in Year 1 is significantly low, with most children meeting but not exceeding expectations, highlighting a gap in scientific inquiry skills.
Laxey	Writing (KS2)	69.2% achieving L4b+ (1.2% above national)	Increase to 75%+	Although Laxey is just above national average, enhancing writing skills further will help move more pupils to higher levels of achievement.

