

Catshill Middle School Data 2019 - Governor update

Year 5 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2019)

Attainment

A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score is 100. The mean SAS is calculated for groups as an overall measure.

Y5 2018-19	National	All (62)	Dis (23)	NDis (49)	MA Dis (8)	SEND (17)	Female (32)	Male (30)	LAC (0)	Attendance (9)
English	100.0	108.6	106.7	109.6	108.0	92.8	109.8	107.3	-	108.0
ARE	61 of 66 (94%) (73% 2017-18) (79% 2016-17)									
Maths	100.0	103.7	100.1	105.7	102.6	96.6	99.94	105.9	-	100.2
ARE	62 of 66 (94%) (74% 2017-18) (74% 2016-17)									

English and maths - **Mean attainment is significantly higher** than the national average. The spread of standard age scores is significantly lower than the national average.

Y5 Progress (Baseline to End of Year 5)

English - 39% More than expected, 47% Expected, 14% Less than expected INTERVENTION (86% expected or better v 90% 2017-18)

Maths - 38% More than expected, 58% Expected, 4% Less than expected INTERVENTION (96% expected or better v 88% 2017-18)

Year 6 Numbers/Percentages from KS2 Tests (SATs). (July 2019)

A scaled score of 100+ is the expected standard. A scaled score of 110+ is the higher standard. *GPSresults are not used in performance tables

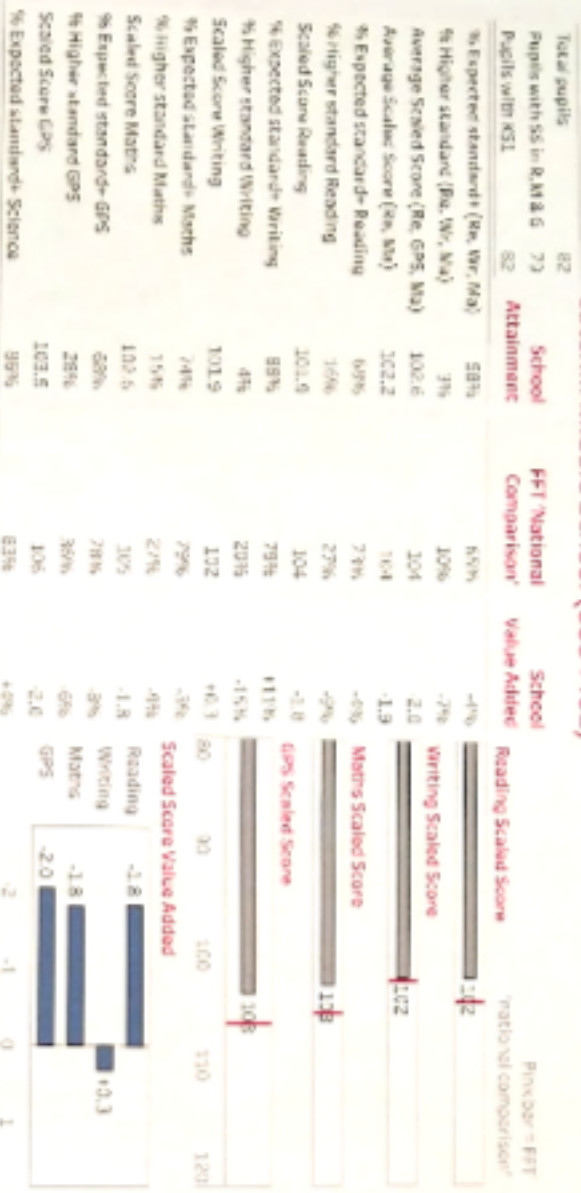
	CMS 2017	Nat 2017	Diff from Nat	CMS 2018	Nat 2018	Diff from Nat	CMS 2019	Nat 2019	Diff from Nat					Trend over 3 years (new SATs)
Expected Standard Reading	73%	72%	+2%	62%	75%	-13%	68%	73%	-5%					+6% raw closing the gap from -13% to -5%
Higher Reading	16%	25%	-9%	19%	28%	-9%	16%	27%	-11%					-3% raw widening gap to -11%
Expected Standard Writing	88%	76%	+12%	81%	78%	+3%	88%	79%	+11%					+7% raw and gap vs national has grown from +3% to +11% (LA moderated this year 2018-19)
GD Writing	8%	18%	-10%	26%	20%	+6%	4%	20%	-16%					-22% raw widening gap to -16%
Expected Standard Maths	75%	75%	0%	65%	76%	-11%	74%	79%	-5%					+9% raw closing the gap from -11% to -5%
Higher Maths	17%	23%	-6%	16%	24%	-8%	15%	27%	-12%					-1% raw widening gap to -12%
Expected Standard Reading, Writing and Maths (RWM)	61%	61%	0%	53%	64%	-11%	58%	65%	-7%					+5% raw closing the gap from -11% to -7%
Higher Standard Reading, Writing and Maths (RWM)	3%	9%	-6%	10%	10%	0%	3%	10%	-7%					-7% raw widening the gap from 0% to -7%
Expected Standard Grammar, Punctuation Spelling (GPS)*	72%	77%	-5%	56%	78%	-22%	68%	78%	-10%					+12% raw closing the gap from -22% to -10%
Higher Standard GPS	14%	31%	-17%	23%	34%	-11%	28%	36%	-8%					+5% raw closing the gap from -11% to -8%
Reading Prog	-0.4	0.0		-2.2	0.0		-1.8	0.0						
Writing Prog	+0.7	0.0		+1.7	0.0		+0.3	0.0						
Maths Prog	-0.7	0.0		-1.8	0.0		-1.8	0.0						

Year 6 Progress from entry in Y5 to the end of Y6 in KS2 Tests (SATS). (July 2019)

This compares the expected scaled scores generated after KS1 (Y2) and at the start of middle school (Y5). The actual scores for the cohort are provided.

Subject	Estimate after KS1 (Y2)	Estimate on entry to Y5	Estimate at end of Y5	Actual (end of Y6 SATS)
Maths	104.4	93.1	100.1	102.6
English	103.7	95.2	99.6	101.9

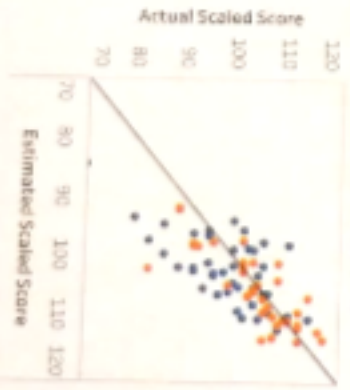
There is a significant difference between the estimates produced in Y2 and entry to Y5. Good progress has been made by pupils from entry to the end of Y6. This progress measure has been used by middle schools on inspection in July 2018. HMI identified that this is good or better progress from entry. This is now a key Ofsted indicator (page 10)



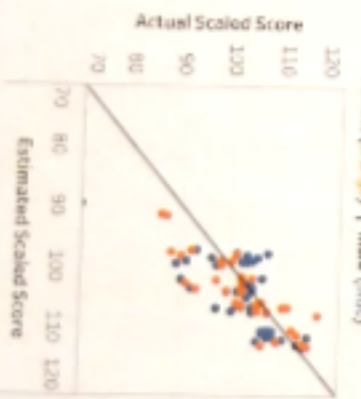
Value Added progress for pupil groups

	Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	Maths Scaled Score	Maths Value Added
All P-upils	82	101.9	-1.8	101.9	+0.3	102.6	-1.8
Female	37	104.3	0.0	103.5	+1.0	102.1	-2.6
Male	45	99.9	-3.3	100.5	-0.3	103.0	-1.1
Higher achievers	28	108.4	-1.3	104.1	+3.2	109.1	-0.5
Middle achievers	49	99.3	-1.8	101.3	+1.6	99.7	-2.3
Lower achievers	5	89.5	-4.5	95.8	+7.0	93.3	-3.0
Not SEN	66	103.8	-1.2	102.7	0.0	103.3	-1.8
SEN	16	94.8	-4.6	97.9	+1.6	98.9	-1.9
Not FSM6	51	103.2	-1.1	102.4	0.0	103.6	-1.2
FSM6	31	99.7	-1.1	101.0	+0.9	100.0	-2.8
Autumn Term	23	101.5	-3.8	102.0	-1.4	103.4	-2.3
Spring Term	32	102.3	-1.0	101.1	+0.5	101.0	-3.0
Summer Term	27	101.9	-1.1	102.8	+1.6	103.6	+0.1

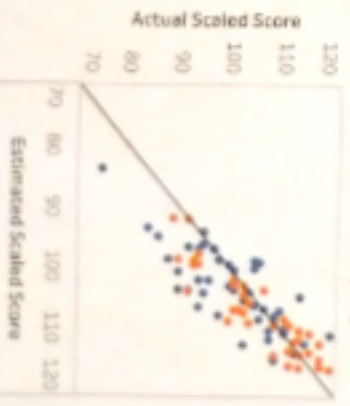
Reading: Value Added Scatterplot
 Female (orange) | Male (blue)



Maths: Value Added Scatterplot
 Female (orange) | Male (blue)



GPs: Value Added Scatterplot
 Female (orange) | Male (blue)



Year 7 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2019)

Attainment

A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score is 100. The mean SAS is calculated for groups as an overall measure.

The mean standard scores for English and maths are **significantly higher** than the national average.

Y7 2018-19	National	All (88)	Dis (35)	NDis (53)	MA Dis (9)	SEND (17)	Female (35)	Male (53)	LAC (1)	Attendance (15)
English	100.0	106.2	98.5	111.5	115.0	93.3	108.1	105.0	123.0*	97.0
ARE	75 of 88 = 85% (92% 2017-18) (96% 2016-17)									
Maths	100.0	108.1	98.1	115.1	113.7	94.4	108.5	107.9	141.0*	92.4
ARE	74 of 88 = 84% (91% 2017-18) (93% 2016-17)									

*1 pupil

Progress

English - 36% More than expected, 60% Expected, 4% Less than expected INTERVENTION (96% expected or better v 91% in 2017-18)

Maths - 48% More than expected, 46% Expected, 6% Less than expected INTERVENTION (94% expected or better v 91% in 2017-18)

Year 8 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2019)

Attainment

Y8 2018-19	National	All (73)	Dis (20)	NDis (53)	MA Dis (10)	SEND (9)	Female (32)	Male (41)	LAC (2)	Attendance (9)
English	100.0	108.4	100.4	111.3	110.8	95.9	111.8	105.7	91.0*	108.8
ARE	71 of 73 = 97% (89% 2017-18) (86% 2016-17)									
Maths	100.0	116.1	108.3	119.4	115.9	103.7	116.4	115.9	98.0*	113.6
ARE	71 of 73 = 97% (100% 2017-18) (86% 2016-17)									

The mean standard scores for English and maths are **significantly higher** than the national average. *2 pupils

Progress

English - 10% More than expected, 75% Expected, 15% Less than expected (85% expected or better v 88% 2017-18) Leavers GL Data to High School

Maths - 70% More than expected, 26% Expected, 4% Less than expected (96% expected or better v 96% 2017-18) Leavers GL Data to High School

Disadvantaged Pupil Progress at CMS 2018/19 - (2017/18) and ((2016/17)) data in brackets

Y5 2018-19	All (62)	Dis (23)	Pupils
English expected or better	86% (90%) ((90%))	87%* (93%) ((79%))	*3 pupils
Maths expected or better	96% (88%) ((85%))	96%* (97%) ((91%))	* 1 pupil

Y7 2017-18	All (88)	Dis (35)	Pupils
English expected or better	96% (91%) ((88%))	94%* (85%) ((76%))	*2 pupils
Maths expected or better	94% (91%) ((87%))	86%* (85%) ((63%))	*5 pupils

Y8 2017-18	All (73)	Dis (20)	Pupils
English expected or better	85% (88%) ((67%))	70%* (85%) ((56%))	*6 pupils
Maths expected or better	96% (96%) ((83%))	95%* (100%) ((80%))	*1 pupil



GL Assessment result analysis 2015-2019

(Attainment on Entry and at the end of Y5)

Date	Maths Baseline	Maths End of Y5	Progress	English Baseline	English End of Y5	Progress
2015-16	96.9	100.1	+3.2	99.8	105.6	+5.8
2016-17	92.1	98.3	+6.2	95.4	101.5	+6.1
2017 -18	92.2	98.7	+6.5	94.2	100.0	+5.8
2018 -19	96.5	103.7	+7.2	103.8	108.6	+4.8

(Attainment at the end of Y5, Y7 and Y8)

Date	Y5 End of Year Maths	Y5 End of Year English	Y6 End of Year of Year Maths SATS	Y6 End of Year English SATS	Y7 End of Year Maths	Y7 End of Year English	Year 8 End of Year Maths	Year 8 End of Year English
2015-16	100.1	105.6	-	-	107.0	106.7	111.9	107.2
2016-17	98.3	101.5	-	-	107.3	107.5	108.8	103.7
2017 -18	98.7	100.0	-	-	109.8	108.9	112.9	107.5
2018 -19	103.7	108.6			108.1	106.2	116.1	108.4

Mean Standardised Age Scores (SAS) are used to produce this data.
GL assessments are nationally recognised, benchmarked and externally marked.

Progress of Pupils at Catshill Middle School

It is important to remember that as a middle school the progress pupils make must be judged from the time they join the school in Year 5 to when they leave in Year 8. There is a problem nationally with how the DfE judges middle schools as the only national comparator they use is based on progress from KS1 (end of Year 2) to KS2 (end of Year 6). This is not a fair way of judging pupils' progress in a middle school and is something the National Middle Schools' Forum has been challenging the DfE about for many years. The reason the DfE's judgement of progress in middle schools is unfair is because 50% of the progress measure they use relates to Years 3 and 4 when pupils are **NOT** attending middle school. It also takes no account of the progress pupils make in Years 7 and 8 (KS3). Ofsted are aware of this issue and the need to judge middle school from entry to exit. New SPT & IDSR statement can be found below (p 10)

Catshill Middle School uses robust, rigorous and externally benchmarked, moderated and validated assessments to judge the progress pupils make across their four years at this school from baseline. The quality of this data has been corroborated by Ofsted and the DfE, and acknowledged as credible to use when making judgements about middle schools. The data shown below is based on this.

Progress of pupils leaving Catshill Middle School in July 2019

Pupils made good progress from their broadly average starting points on entry to the school. Their attainment is above average when they move on to high school. Achievement is good in both English and mathematics.

We are proud of the good progress that the pupils made at Catshill Middle School. (Please see below for further evidence.)

Y8 progress over 4 years at Catshill in Maths (breakdown to follow as below)	98 % of pupils made expected progress
	48 % of pupils made better than expected progress

		Maths Progress From Entry		
Attainment on entry	Number of pupils	% expected	% exceeded	
low	6	100%	66%	
middle	25	97%	40%	
high	31	100%	52%	
School Total	62 of 73 (4 years)	Pupils who spent less than 4 years at CMS = 11. (58% Dis) 100% expected, 45% exceeded and 0% less than expected.		
Disadvantaged		21	100%	52%
SEN		9	100%	44%
Girls		28	100%	79%
Boys		34	100%	53%

Y8 progress over 4 years at Catshill in English (breakdown to follow as below)	98% of pupils made expected progress
	50% of pupils made better than expected progress

		English Progress From Entry		
Attainment on entry	Number of pupils			
		% expected		% exceeded
low	6	100%		50%
middle	25	97%		24%
high	31	100%		53%
School Total	62 of 73 (4 years)	Pupils who spent less than 4 years at CMS = 10. (58% Dis) 91% expected, 45% exceeded, 9%* less than expected *(1 pupil)		
Disadvantaged		21	100%	33%
SEN		9	89%	44%
Girls		28	100%	39%
Boys		34	100%	38%

August 2019 - Caveats in performance tables and IDSR (Update expected in November 2019)

I am pleased to confirm that we have secured agreement to update performance tables and IDSR with the following caveat for middle schools. This will be in place for data released during Academic Year 18/19 (The IDSR will be updated in September and school performance tables for the next releases).

Alongside this, we will also be removing progress measure 'banding' description and colour on performance tables to reinforce the atypical age range and that current progress measures don't neatly fit that for middle schools.

School Performance Tables (SPT): Middle schools	Inspection Data Summary Report IDSR: Middle schools
<p>We know from published performance data that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Also, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. This should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1</p>	