



# Standards Report for Governors and Key stakeholders

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THORNTON PRIMARY SCHOOL

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## KS2 DATA 2024 – UNVALIDATED OUTCOMES

### Summary of Expected Standard (EXS) and Greater Depth Standard (GDS)

Cohort	Reading			GPS			Maths			Writing (TA)			Combined (R, W & M)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
<b>Thornton EXS/EXS+ (100+)</b>	76%	77%	<b>68%</b>	74%	79%	<b>77%</b>	72%	76%	<b>78%</b>	65%	68%	<b>72%</b>	61%	64%	<b>62%</b>
<b>National EXS/EXS+ (100+)</b>	75%	73%	74%	73%	72%	72%	72%	73%	73%	69%	72%	72%	59%	60%	61%
<b>Diff to National EXS/EXS+ (100+)</b>	+1%	+4%	-6%	+1%	+7%	+5%	-	+3%	+5%	-4%	-4%	-	+2%	+4%	+1%
<b>Thornton Scaled Score</b>	105	106	104	106	108	107	104	106	105	-	-	-	-	-	-
<b>National Scaled Score</b>	105	105	105	105	105	105	104	104	104	-	-	-	-	-	-

Cohort	Reading			GPS			Maths			Writing (TA)			Combined (R, W & M)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
<b>Thornton GDS (110+)</b>	36%	31%	<b>25%</b>	30%	44%	<b>46%</b>	28%	34%	<b>22%</b>	6%	0%	<b>5%</b>	5%	0%	<b>3%</b>
<b>National GDS (110+)</b>	28%	29%	29%	28%	30%	32%	23%	24%	24%	13%	13%	13%	7%	8%	8%
<b>Diff to National GDS (110+)</b>	+8%	+2%	-4%	+2%	+14%	+14%	+5%	+10%	-2%	-7%	-13%	-8%	-2%	-8%	-5%

### Key Stage 1 outcomes

Reading EXS/EXS+	Reading GDS	Writing EXS/EXS+	Writing GDS	Maths EXS/EXS+	Maths GDS	Combined EXS/EXS+	Combined GDS
66.9%	14.9%	66.9%	18.2%	66.9%	20.7%	64.5%	11.6%

## Disadvantaged Pupils at the Expected Standard

Cohort	Reading (National)			GPS (National)			Maths (National)			Writing - TA (National)			Combined - R, W & M (National)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Thornton DA EXS/EXS+	63.5% (62)	72.6% (60)	69.5% (62)	61.9% (59)	74% (59)	74.6% (59)	58.7% (56)	71.2% (59)	78% (59)	49.2% (55)	58.9% (58)	69.5% (58)	47.6% (43)	54.8% (44)	59.3% (45)
Thornton non-DA EXS/EXS+	84.7% (80)	81.6% (78)	66.1% (79)	83.5% (78)	84.2% (78)	79% (78)	82.4% (78)	80.3% (79)	77.4% (79)	76.5% (75)	76.3% (77)	74.2% (78)	70.6% (66)	72.4% (66)	64.5% (67)
Diff DA and non-DA EXS/EXS+	-21.2%	-9%	+3.4%	-21.6%	-10.2%	-4.4%	-23.7%	-9.1%	+0.6%	-27.3%	-17.4%	-4.7%	-23%	-17.6%	-5.2%
Thornton Scaled Score DA	102.9	104	103.3	103.1	105.9	105.7	101	104	104.2	-	-	-	-	-	-
Thornton Scaled Score non-DA	106.7	107.4	104.5	107.3	109.3	108.6	105.6	107.4	105.9	-	-	-	-	-	-

## Gender at the Expected Standard

Cohort	Reading (National)			GPS (National)			Maths (National)			Writing - TA (National)			Combined - R, W & M (National)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Thornton Boys EXS/EXS+	69.2% (70)	74.7% (70)	62.1% (71)	67.9% (68)	73.4% (68)	75.8% (69)	71.8% (72)	75.9% (74)	75.8% (74)	49.2% (63)	60.8% (65)	65.2% (65)	56.4% (55)	58.2% (56)	53% (57)
Thornton Girls EXS/EXS+	82.9% (80)	80% (76)	74.5% (78)	81.4% (77)	85.7% (77)	78.2% (76)	72.9% (71)	75.7% (72)	80% (73)	76.5% (76)	75.7% (78)	80% (78)	65.7% (63)	70% (63)	72.7% (64)
Diff Boys and Girls ES/EXS+	-13.7%	-5.3%	-12.4%	-13.5%	-12.3%	-2.4%	-1.1%	0.2%	-4.2%	-27.3%	-14.9%	-14.8%	-9.3%	11.8%	19.7%

Red = lower than National

Green = higher than national

## Disadvantaged Pupils at the Greater Depth Standard

Cohort	Reading (National)			GPS (National)			Maths (National)			Writing - TA (National)			Combined - R, W & M (National)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Thornton DA GDS	31.7% (17)	20.5% (17)	18.6% (18)	22.2% (17)	37% (18)	42.4% (20)	19% (12)	23.3% (13)	16.9% (13)	4.8% (6)	0% (7)	3.4% (6)	4.8% (3)	0% (3)	1.7% (3)
Thornton non-DA GDS	38.8% (33)	40.8% (34)	30.6% (33)	36.5% (33)	51.3% (35)	48.4% (37)	34.1% (27)	44.7% (29)	25.8% (29)	7.1% (16)	0% (16)	6.5% (16)	4.7% (9)	0% (10)	4.8% (10)
Diff DA and non-DA GDS	-7.1%	-20.3%	-12%	-14.3%	-14.3%	-6%	-15.1%	-21.4%	-8.9%	-2.3%	0%	-3.1%	0.1%	0%	-3.1%

## Gender at the Greater Depth Standard

Cohort	Reading (National)			GPS (National)			Maths (National)			Writing - TA (National)			Combined - R, W & M (National)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Thornton Boys GDS	29.5% (23)	32.9% (27)	12.1% (25)	30.8% (25)	49.4% (27)	40.9% (29)	30.8% (25)	39.2% (27)	19.7% (27)	5.1% (10)	0% (10)	1.5% (10)	2.6% (6)	0% (7)	1.5% (6)
Thornton Girls GDS	42.9% (33)	28.6% (31)	40% (32)	30% (32)	38.6% (33)	50.9% (35)	24.3% (20)	28.6% (21)	23.6% (21)	7.1% (16)	0% (17)	9.1% (16)	7.1% (16)	0% (17)	5.5% (16)
Diff Girls and Boys GDS	-13.4%	4.3%	-27.9%	0.8%	10.8%	-10%	6.5%	10.6%	-3.9%	-2%	0%	-7.6%	-4.5%	0%	-4%

Red = lower than National

Green = higher than national

## Summary

Inline	= within 5% of national standard
Below	= 5-10% below national standard
Well below	= more than 10% below the national standard
Above	= 5-10% above national standard
Well above	= more than 10% above the national standard

We are delighted to report that the proportion of our 120 Year 6 pupils achieving the expected standard in reading, writing and mathematics continues to be inline with the national average, as has been the case for the previous 3 years, which means that more of our pupils are 'secondary ready'.

- **Reading** attainment (68%) at the expected standard is below the national standard by 6%. There is a 9% decrease from 2023 outcomes, but a 1% increase for the cohort from their KS1 attainment. Attainment at the greater depth standard (25%) increased by 10% for the cohort from their KS1 attainment (15%).
- **Writing** attainment (5%) at the greater depth standard is below the national standard by 8%. There is a 5% increase from 2023.
- **Grammar, Punctuation and Spelling** attainment at the greater depth standard (46%) remains well above the national standard (32%) by 14%. This is the same pattern from 2023.
- **Maths** attainment at the greater depth standard (22%) is inline with the national standard. There is a 12% decrease from 2023 outcomes, but a 1% increase for the cohort from their KS1 attainment (21%).

### Outcomes for disadvantaged pupils (those eligible for Pupil Premium)

- **Reading** - the achievement gap at the expected standard has closed. Disadvantaged pupils are performing inline with non-disadvantaged pupils (Gap = +3.4%). The greater depth achievement gap has narrowed from 2023 by 8% but disadvantaged children are still working significantly below non-disadvantaged children (Gap = -12%).
- **Writing** - the achievement gap at the expected standard has narrowed by 12.7% from 2023 and by 22.6% from 2022 (Gap = -4.7%). Disadvantaged pupils are performing inline with non-disadvantaged pupils. The greater depth achievement gap has widened by 0.8% from 2022 (Gap = -3.1%).
- **Grammar, Punctuation and Spelling** - the achievement gap at the expected standard has narrowed by 17.2% from 2022 and by 5.8% from 2023 (Gap = -4.4%). Disadvantaged pupils are performing inline with non-disadvantaged pupils. The greater depth achievement gap has narrowed by 8.3% from 2023 (Gap = -6%).
- **Maths** - the achievement gap at the expected standard has narrowed by 9.7% from 2023 and by 24.3% from 2022 (Gap = +0.6%). Disadvantaged pupils are performing inline with non-disadvantaged pupils. The greater depth achievement gap has narrowed from 2023 by 12.5% but disadvantaged pupils are still performing below non-disadvantaged pupils (Gap = -8.9%).
- **Combined RWM** - the achievement gap at the expected standard has narrowed by 17.8% from 2022 and by 12.4% from 2023 (Gap = -5.2%) and disadvantaged children are close to performing inline with non-disadvantaged pupils. The Combined RWM greater depth achievement gap has slightly increased from 2023 by 3% (Gap = -3.1%).

### Outcomes by gender

- **Reading** – the achievement gap at the expected standard has widened by 7.1% from 2023 as boys performance remains below girls (Gap = 12.4%). The greater depth achievement gap has significantly widened by 32.2% from 2023 as boys' performance is well below girls (Gap = 27.9%).
- **Writing** - the achievement gap at the expected standard has narrowed by 12.5% from 2022 (Gap = -14.8%) but boys are still performing well below girls. The greater depth achievement gap has widened by 7.4% from 2022 (Gap = -7.6%).

- **Grammar, Punctuation and Spelling** - the achievement gap at the expected standard has narrowed by 11.1% from 2022 and by 9.9% from 2023 (Gap = -2.4%). Boys are performing inline with girls. The greater depth achievement gap has reversed! In 2023, boys outperformed girls by 10.8%, but in 2024, girls outperformed boys by 10% (Gap = -10%).
- **Maths** - the achievement gap at the expected standard has slightly widened by 4% from 2023 (Gap = -4.2%). Boys are performing inline with girls. The greater depth achievement gap has reversed! In 2023, boys outperformed girls by 10.6%, but in 2024, girls outperformed boys by 3.9% (Gap = -3.9%).
- **Combined RWM** - the achievement gap at the expected standard has widened by 7.9% from 2023 (Gap = 19.7%) and girls continue to outperform boys. The underperformance in Reading and Writing of boys is the cause of this imbalance. The Combined RWM greater depth achievement gap has slightly increased from 2023 by 4% (Gap = 4%), with girls outperforming boys, mainly in Reading and Writing.

#### **Issues to be addressed through quality first teaching in all year groups in 2024-25:**

Outcomes for children in Year 6 are not solely the product of Year 6 teaching. Whilst children do make very good progress in Year 6 it is the responsibility of all staff in school to ensure that all children make good progress whilst they are in their class. Therefore the issues identified here are appropriate to all year groups to ensure that children enter year 6 well prepared for the year 6 curriculum. The year 6 outcomes this year are not necessarily representative of the performance of other year groups therefore year group leaders analyse their own data and identify key issues for improvement over the coming year. However, some key issues should be taken into account when analysing data to ensure that no group of pupils is overlooked.

- Continue the high standard of teaching of **reading**, providing the children with high quality reading experiences to enable them to understand the required level of vocabulary necessary to access the higher level texts and answer questions that require a greater level of inference and deduction. **Improve the overall outcomes in Reading**, with particular attention given to the performance in reading of **boys, including at the expected and greater depth standards.**
- Maintain rigour in the teaching of **writing and grammar, punctuation and spelling (GPS)** through direct teaching and also the application of skills in their writing, particularly for **boys at both the expected and greater depth standards.**
- Improve the overall outcomes in **mathematics**, particularly the performance of **disadvantaged pupils at greater depth** through:
  - Rigorously teach arithmetic skills, particularly times tables and number bonds, to develop greater fluency and accuracy.

- Plan for the development of children’s reasoning skills through well structured tasks, ensuring more than one mathematical skill is embedded in these tasks. Lessons should be well structured and follow a clear teaching sequence.
- Develop children’s mathematical vocabulary by ensuring that all staff use appropriate mathematical language at all times, this is on display in classrooms appropriate to the mathematical focus so that children recognise and understand key vocabulary in reasoning questions and how this can enable them to understand the question more clearly.
- Develop mastery of the mathematics curriculum by broadening and deepening children’s mathematical skills using challenging, stimulating and extended tasks.
- Planning carefully structured interventions and quality first teaching approaches for identified pupils to close the gap between boys and girls at GDS and disadvantaged pupils and their peers at EXS and GDS wherever they exist in specific cohorts.

