

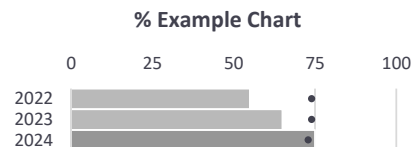


Malden Parochial

The SPA[ARK] data team has completed an evaluation of children's outcomes at your school, achieved during the 2024 statutory assessments. It is intended that this document supports your school's self-evaluation. If you have any queries regarding this report please contact Matt Brown, Lead School Performance Adviser, at matthew.brown@achievingforchildren.org.uk.

KEY INFORMATION

- = school in 2022 and 2023
- = school in 2024
- = school more favourable than national in 2024
- = school less favourable than national in 2024
- = national



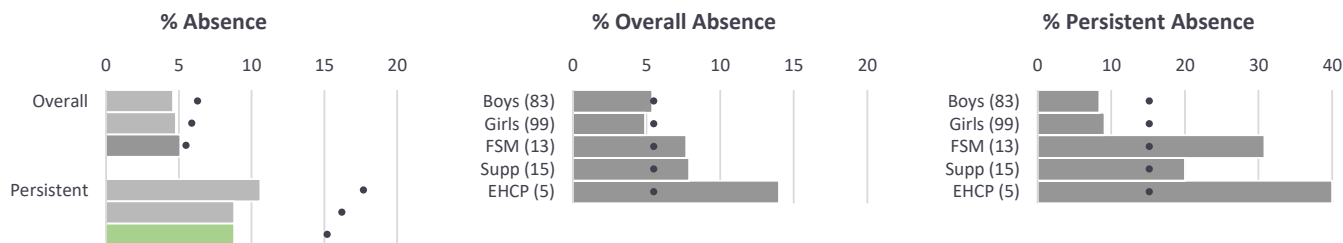
Please note that the blue/green highlighting has not been applied for the pupil group charts. The highlighting and any references in the text ('above', 'in line' or 'below') are **purely based on statistical testing**.

- This report is computer generated and should not replace your own analysis. It can be used to validate your own thoughts and as a starting point for discussion, challenge and support.
- All data presented in this report is provisional and does not take into account pupil discounting.
- School pupil groups have been compared against the national average for all pupils.
- Group sizes are displayed on relevant charts (in brackets) and are important to consider when interpreting outcomes, to ensure conclusions drawn are meaningful. Where group performance varies, schools should fully investigate the underlying cause(s) behind this.
- Axes on absence charts have been capped and some data may extend beyond the maximum value shown. 2024 absence data is based on the DfE attendance sharing pilot.

ACRONYMNS

GLD	Good Level of Development	FSM	Free School Meals	Supp	SEND Support
ELG	Early Learning Goal	FSM6	Ever 6 Free School Meals	EHCP	Education, Health & Care Plan
RWM	Reading, Writing & Mathematics	PPG	Pupil Premium/Disadvantaged		
GPS	Grammar, Punctuation & Spelling	EAL	English as an Additional Language		

ABSENCE, SUSPENSIONS & PERMANENT EXCLUSIONS



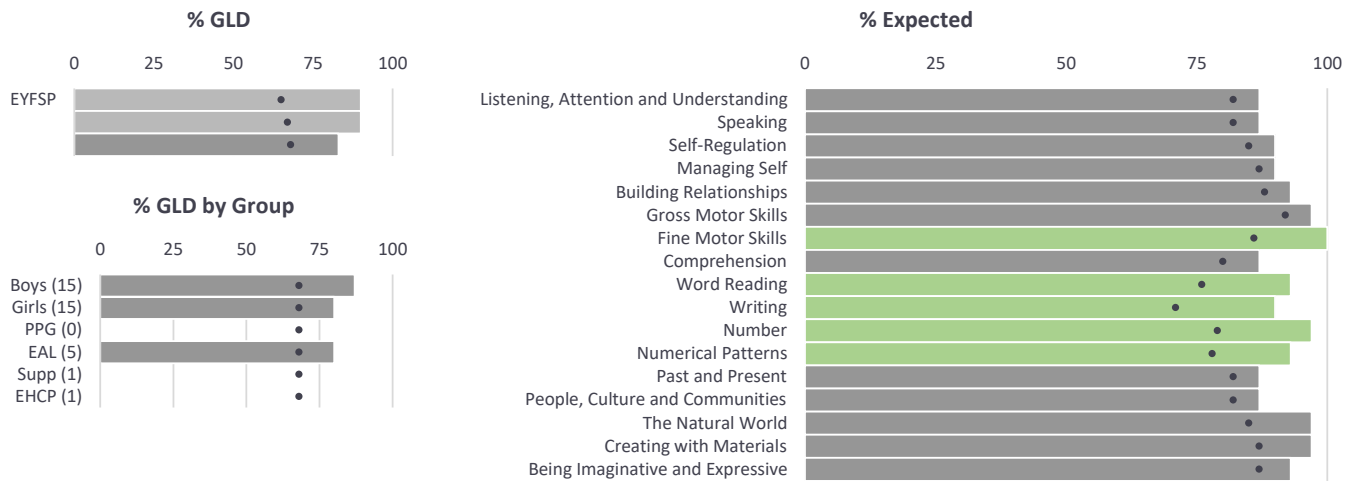
- The overall proportion of sessions missed through absence last year (5.1%) was in line with the national average, which stands at 5.5%. This was also the case in the previous two years.
- The rate of persistent absence was 8.8%. This is below the national average, which stands at 15.2%.
- There have been no suspensions over the last three academic years.
- There have been no permanent exclusions over the last three years.

Questions for governors to consider:

- Are there any pupil groups with disproportionate levels of absence? If so, what is the school doing to address this?
- To what extent are any lower attenders improving their attendance over time? What strategies has the school implemented to target the attendance of these pupils?

EARLY YEARS FOUNDATION STAGE PROFILE (EYFSP)

EYFSP data should be used to support children's transition into Y1 and plan appropriate interventions - it should not be used as a means for holding teachers or schools to account. This data has been included below for information purposes.

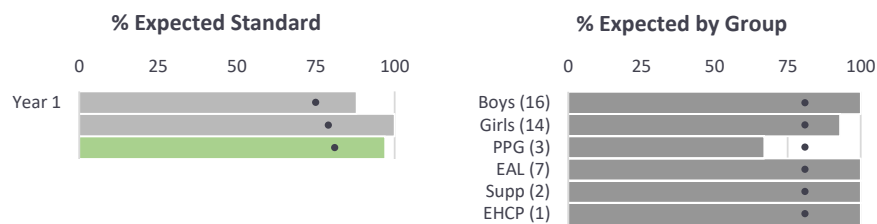


- The proportion of pupils who achieved a good level of development (83%) was in line with the overall national average (68%) last academic year.
- The proportion of pupils who achieved expected in the different early learning goals was in line or above national averages in all 17 areas and ranged from 87% in multiple goals to 100% in fine motor skills.
- There were no disadvantaged pupils in Reception last year.

Questions for governors to consider:

- Is there evidence to show that pupils made good progress from their different starting points on entry? How does the school ensure this information is accurate and robust?
- How is information from early years shared and built upon to ensure an effective transition into Year 1 for all pupils, including disadvantaged pupils and those with SEND?

PHONICS SCREENING CHECK (PSC)

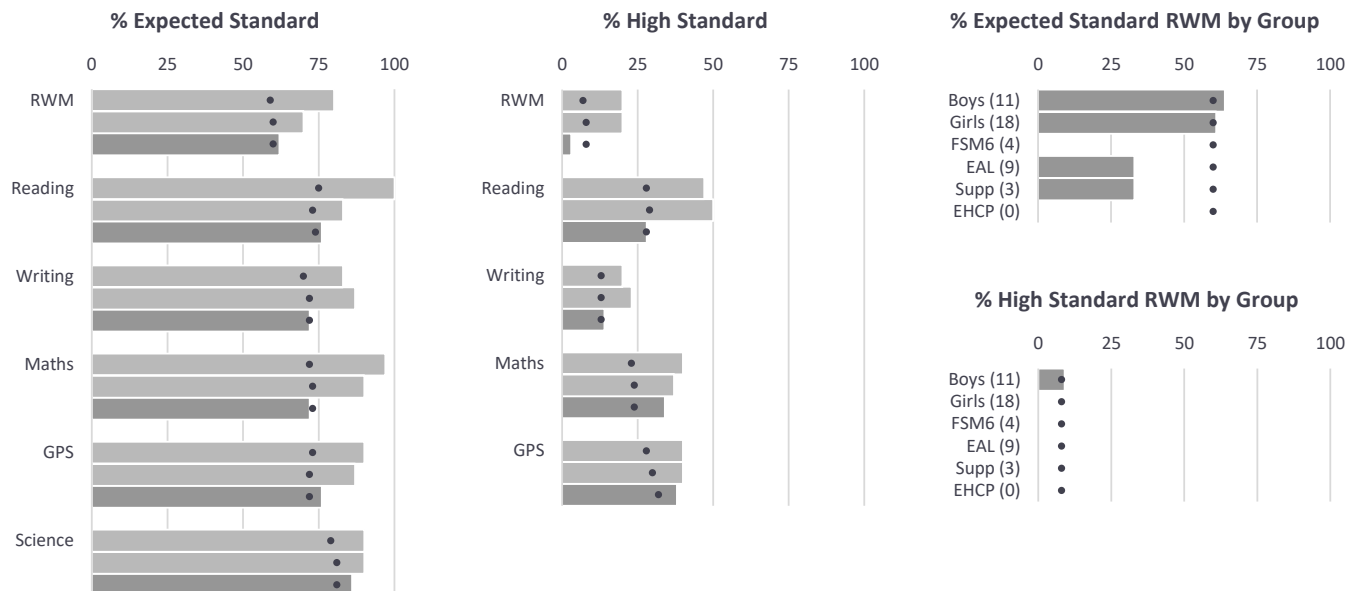


- The proportion of Year 1 pupils who achieved the expected standard (97%) in the phonics screening check was above the national average (81%) last year, as was the case in the previous two years.
- No pupils in Year 1 were absent or disapplied from the phonics screening check last year.
- There were only three disadvantaged pupils in the Year 1 cohort last year, 67% of whom achieved the expected standard in the phonics screening check.
- There was only one pupil in Year 2 who was eligible for the phonics screening check last year, who did not achieve the expected standard.
- The school received a monitoring visit last year. Please refer to the visit record and/or discuss the visit with your Headteacher for further information.

Questions for governors to consider:

- What additional support will be provided for pupils not yet working at the expected standard (in either year group)? How and when will the impact of this support be monitored?
- Did pupils not meeting the expected standard in Year 2 improve upon the scores they achieved in Year 1? What further support will these pupils receive?

KEY STAGE 2 (KS2)



- The proportion of pupils who achieved the expected standard or above in reading, writing and mathematics (62%) was in line with the national average (60%) last year, as was the case in the previous year.
- The proportion of pupils who achieved the high standard in each of the same three subjects combined (3%) was also in line with the national average (8%).
- Attainment was at least in line with the national average in all subjects at both the expected standard or above and at the high standard.
- There were four FSM6 eligible pupils in Year 6 last year, none of whom achieved the expected standard or above in reading, writing and mathematics.
- The school did not receive a moderation or monitoring visit last year.

Questions for governors to consider:

- Are there any important differences between the current cohorts across KS2? How is the school meeting the needs of different pupils and adapting provision accordingly?
- What additional support (beyond that relating to academic achievement) does the school provide to prepare pupils for the transition into secondary school?