

**LAXEY / DHOON
FEDERATION**

**PERFORMANCE DATA
ANALYSIS / EVALUATION
REPORT
2021-2022**



Introduction

The following report is an analysis of school performance data for the academic year 2021/22. **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 draft Quality Assurance and Inspection Framework, is for **internal purposes** and will help the senior leadership and management of the schools in identifying priority areas for improvement by way of resource allocation, training and focus.

Attainment vs Progress

The data reported in this document falls into two categories: **attainment** which indicates the levels achieved, and **progress** which records how much children have learned over a given period of time. In theory, it would be possible for children to have low attainment but make high progress within that band of low attainment; or to have high attainment for 2021-22 but to have experienced little academic progress given their starting point. Therefore, both attainment and progress data provide different parts of the picture when looking at school performance and individual performance of children.

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

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

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

Expected levels of attainment

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

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

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

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

Additional guidance and information

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

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

Expected levels of progress

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

Covid19

The COVID-19 pandemic obviously casts a massive shadow across everything covered in this year's analysis of data; in the past we may have looked at any differences in year-on-year academic outcomes as potential evidence of changes in the effectiveness of teaching and learning, but it is almost impossible to see this year's figures as anything but a reflection of the differing impacts that the pandemic has had on individual pupils, their families, pupil groups, cohorts, schools, local authorities and regions. During 2019/2020 and 2020/21 assessment data was not captured internally on Arbor due to the C19 global pandemic and a temporary change in requirements from DESC which meant this data was not reported. As we enter the post pandemic landscape which allows for accurate data capture and reporting, one would hope that any external audiences involved in evaluating school performance will adopt a nuanced view of this year's data; giving appropriate credit where pupil outcomes are good, but being very wary of linking poorer outcomes solely to school effectiveness.

Demography and school context

The Isle of Man, Laxey and Maughold

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

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

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

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

The Laxey / Dhooon federation of schools is a split site organisation of two 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.

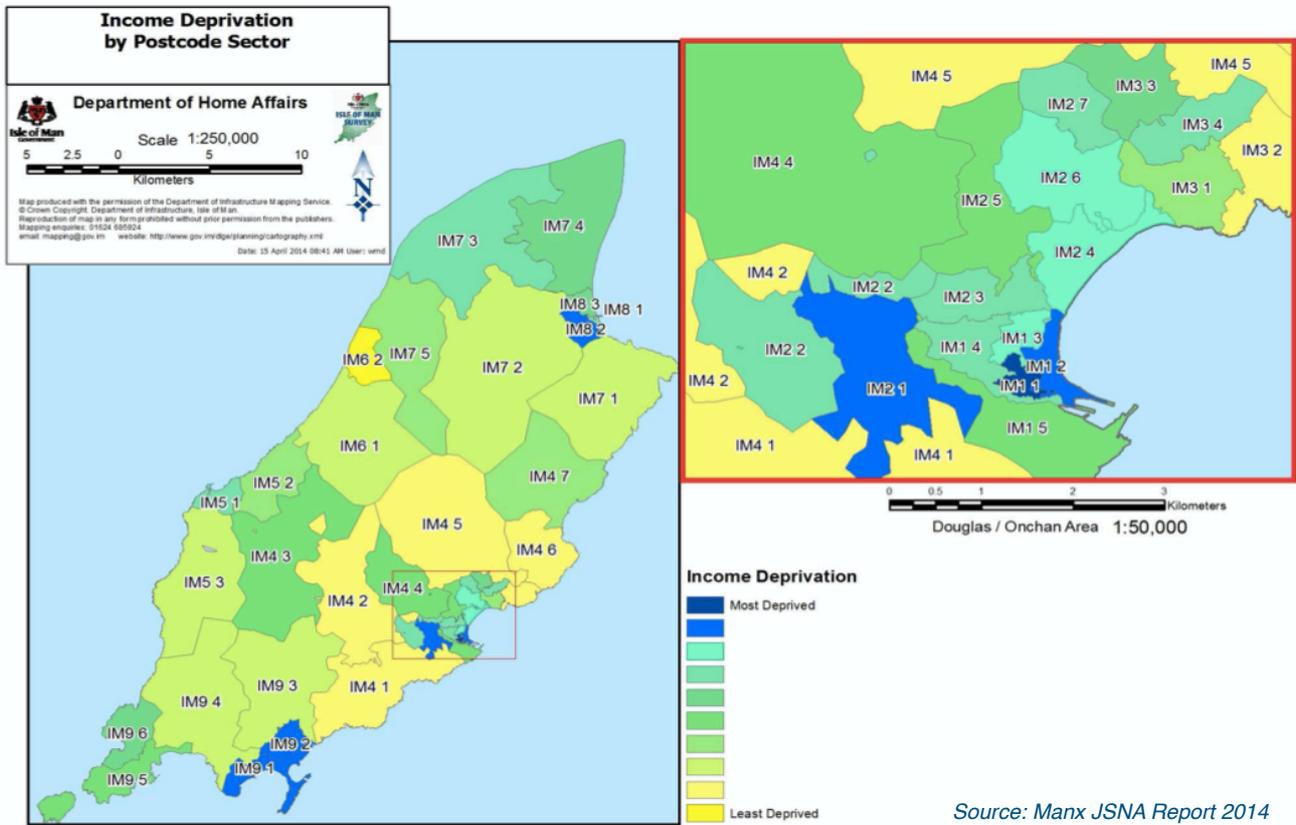
Dhooon School is in Glen Mona in Maughold, a large area in the north east of the Isle of Man on the coast some three miles from Ramsey, with mountainous terrain on its landward side. Maughold includes most of the North Barrule, the second highest hill on the island. A proportion of the land in the area 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.

Demography, context and deprivation measures

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

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

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



Source: Manx JSNA Report 2014

The JSNA report indicates consistently that the two schools in the Laxey / Dhoon Federation 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. 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

Of the thirty two primary schools in the Isle of Man, Dhoon recorded the joint 6th smallest roll in 2021-22, and Laxey recorded the 12th largest school roll. Combined, the federation served as the 6th largest primary school roll in 2021-22 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 2021-22.

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 for 2021-22 and Laxey had three.

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

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

Source: DESC via FOI release 2336677

Of the thirty two primary schools in the Isle of Man, both 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.

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%
Scoill Phurt Le Moirrey	146		25%
Scoill Vallajeelt	185		3%
Scoill yn Jubilee	362		15%
St John's Primary School	105		23%
St Mary's RC School	230		12%
St Thomas's C of E School	59		5%
Sulby Primary School	145		10%
Victoria Road Primary School	231		37%
Willaston Primary School	162		37%

Source: DESC via FOI release 2336677

Summary

Contextually, the Laxey / Dhoon federation 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 2021-22 reporting period.

Attainment

Foundation Stage Analysis

For information, the 17 Early Learning Goals (ELG) are:

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

The ELG are grouped into 7 areas of learning which are:

personal, social and emotional development (PSE); communication and language (C&L); physical development (PD); literacy (LIT); mathematics (MATHS); understanding of the world (WORLD) and expressive arts and design (A&D).

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

Summary of Dhoon School's FS Attainment Data 2021-22:

73% of all pupils reached a GLD

This is **14% higher** than the Isle of Man average

50% of the boys reached a GLD

This is broadly in line with the Isle of Man average which is slightly higher than Dhoon School at 53%

100% of the girls reached a GLD

This is **45% higher** than the Isle of Man average

Summary of Laxey School's FS Attainment Data 2021-22:

82% of all pupils reached a GLD

This is **23% higher** than the Isle of Man average

83% of the boys reached a GLD

This is **30% higher** than the Isle of Man average

81% of the girls reached a GLD

This is **26% 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 (59%). This is the fifth 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 (59%) This is the fifth continuous year Laxey School has achieved higher than island average results for GLD. Therefore, Laxey School judges attainment in Foundation Stage to be **highly effective**.

Key Stage One Analysis

Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School

The percentage of pupils attaining at least Level 2 in Speaking and Listening is 100%.

This is **8% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Speaking and Listening which stands at 92%

The percentage of pupils attaining at least Level 2 in Reading is 82%.

This is **2% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Reading which stands at 80%

The percentage of pupils attaining at least Level 2 in Writing is 82%.

This is broadly in line with the Island average for the percentage of pupils attaining at least Level 2 in Writing which stands slightly higher than the Dhoon figure at 83%

The percentage of pupils attaining at least Level 2 in Maths is 100%.

This is **13% higher** the Island average for the percentage of pupils attaining at least Level 2 in Maths which stands at 87%

The percentage of pupils attaining at least Level 2 in Science is 100%.

This is **5% higher** the Island average for the percentage of pupils attaining at least Level 2 in Science which stands at 95%

Key performance indicators in KS1 Standardised Teacher Assessment - Dhoon School

The percentage of pupils attaining at least Level 2b (expected level) in Speaking and Listening is 100%.

This is **23% higher** than the Island average for the percentage of pupils attaining at least Level 2b in Speaking and Listening which stands at 77%

The percentage of pupils attaining at least Level 2b (expected level) in Reading is 82%.

This is **15% higher** than the Island average for the percentage of pupils attaining at least Level 2b in Reading which stands at 67%

The percentage of pupils attaining at least Level 2b (expected level) in Writing is 64%.

This is broadly in line with the Island average for the percentage of pupils attaining at least Level 2b in Writing which stands slightly higher than the Dhoon figure at 66%

The percentage of pupils attaining at least Level 2b (expected level) in Maths is 82%.

This is **12% higher** the Island average for the percentage of pupils attaining at least Level 2b in Maths which stands at 70%

The percentage of pupils attaining at least Level 2b (expected level) in Science is 100%.

This is **25% higher** the Island average for the percentage of pupils attaining at least Level 2b in Science which stands at 75%

Above Expected KS1 Standardised Teacher Assessment - Dhoon School

The percentage of pupils attaining at least Level 3 (above expected level) in Speaking and Listening is 27%.

This is **12% higher** than the Island average for the percentage of pupils attaining at least Level 3 in Speaking and Listening which stands at 15%

The percentage of pupils attaining at least Level 3 (above expected level) in Reading is 18%.

This is broadly in line with than the Island average for the percentage of pupils attaining at least Level 3 in Reading which stands slightly higher than the Dhoon figure at 19.5%

The percentage of pupils attaining at least Level 3 (above expected level) in Writing is 18%.

This is **8% higher** than the Island average for the percentage of pupils attaining at least Level 3 in Writing which stands at 10%

The percentage of pupils attaining at least Level 3 (above expected level) in Maths is 27%.

This is **15% higher** the Island average for the percentage of pupils attaining at least Level 3 in Maths which stands at 12%

The percentage of pupils attaining at least Level 3 (above expected level) in Science is 27%.

This is **13% higher** the Island average for the percentage of pupils attaining at least Level 3 in Science which stands at 14%

Key performance indicators in KS1 Standardised Teacher Assessment - L2 Laxey School

The percentage of pupils attaining at least Level 2 in Speaking and Listening is 100%.

This is **8% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Speaking and Listening which stands at 92%

The percentage of pupils attaining at least Level 2 in Reading is 88%.

This is **8% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Reading which stands at 80%

The percentage of pupils attaining at least Level 2 in Writing is 94%.

This is **11% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Writing which stands at 83%

The percentage of pupils attaining at least Level 2 in Maths is 100%.

This is **13% higher** the Island average for the percentage of pupils attaining at least Level 2 in Maths which stands at 87%

The percentage of pupils attaining at least Level 2 in Science is 100%.

This is **5% higher** the Island average for the percentage of pupils attaining at least Level 2 in Science which stands at 95%

Key performance indicators in KS1 Standardised Teacher Assessment - L2b+ Laxey School

The percentage of pupils attaining at least Level 2b (expected level) in Speaking and Listening is 97%.

This is **20% higher** than the Island average for the percentage of pupils attaining at least Level 2b in Speaking and Listening which stands at 77%

The percentage of pupils attaining at least Level 2b (expected level) in Reading is 88%.

This is **21% higher** than the Island average for the percentage of pupils attaining at least Level 2b in Reading which stands at 67%

The percentage of pupils attaining at least Level 2b (expected level) in Writing is 88%.

This is **22% higher** than the Island average for the percentage of pupils attaining at least Level 2b in Writing which stands at 66%

The percentage of pupils attaining at least Level 2b (expected level) in Maths is 84%.

This is **14% higher** the Island average for the percentage of pupils attaining at least Level 2b in Maths which stands at 70%

The percentage of pupils attaining at least Level 2b (expected level) in Science is 97%.

This is **22% higher** the Island average for the percentage of pupils attaining at least Level 2b in Science which stands at 75%

Above Expected KS1 Standardised Teacher Assessment - Laxey School

The percentage of pupils attaining at least Level 3 (above expected level) in Speaking and Listening is 22%.

This is **7% higher** than the Island average for the percentage of pupils attaining at least Level 3 in Speaking and Listening which stands at 15%

The percentage of pupils attaining at least Level 3 (above expected level) in Reading is 28%.

This is **8.5% higher** than the Island average for the percentage of pupils attaining at least Level 3 in Reading which stands at 19.5%

The percentage of pupils attaining at least Level 3 (above expected level) in Writing is 16%.

This is **6% higher** than the Island average for the percentage of pupils attaining at least Level 3 in Writing which stands at 10%

The percentage of pupils attaining at least Level 3 (above expected level) in Maths is 28%.

This is **16% higher** the Island average for the percentage of pupils attaining at least Level 3 in Maths which stands at 12%

The percentage of pupils attaining at least Level 3 (above expected level) in Science is 34%.

This is **20% higher** the Island average for the percentage of pupils attaining at least Level 3 in Science which stands at 14%

What can we take from these measures?

Attainment in KS1 at Dhoon School is above the Island average in 4 of the 5 **2b+** key performance indicators, and at least inline with all 5 indicators. Therefore, Dhoon School judges attainment in KS1 to be **effective**.

Attainment in KS1 at Laxey School is above the Island average in 5 of the 5 key **2b+** performance indicators. Therefore, Laxey School judges attainment in KS1 to be **highly effective**.

Key Stage Two Analysis

Key performance indicators in KS2 Standardised Teacher Assessment - Dhoon School

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

This is **10% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Speaking and Listening which stands at 90%

The percentage of pupils attaining at least Level 4 in Reading is 91%.

This is **2% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Reading which stands at 89%

The percentage of pupils attaining at least Level 4 in Writing is 82%.

This is **2% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Writing which stands at 80%

The percentage of pupils attaining at least Level 4 in Maths is 82%.

This is **4% lower** than the Island average for the percentage of pupils attaining at least Level 2 in Maths which stands at 86% - this isn't a major concern given Dhoon's attainment sits above 80% in this KPI.

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

This is **8% higher** the Island average for the percentage of pupils attaining at least Level 2 in Science which stands at 92%

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

The percentage of pupils attaining at least Level 4b (expected level) in Speaking and Listening is 82%.

This is **3% higher** than the Island average for the percentage of pupils attaining at least Level 4b in Speaking and Listening which stands at 79%

The percentage of pupils attaining at least Level 4b (expected level) in Reading is 82%.

This is **4% higher** than the Island average for the percentage of pupils attaining at least Level 4b in Reading which stands at 78%

The percentage of pupils attaining at least Level 4b (expected level) in Writing is 55%.

This is **9% lower** than the Island average for the percentage of pupils attaining at least Level 4b in Writing which stands at 64% - this represents an area of focus for Dhoon School to improve

The percentage of pupils attaining at least Level 4b (expected level) in Maths is 73%.

This is **3% higher** the Island average for the percentage of pupils attaining at least Level 4b in Maths which stands at 70%

The percentage of pupils attaining at least Level 4b (expected level) in Science is 82%.

This is broadly in line the Island average for the percentage of pupils attaining at least Level 4b in Science which is slightly higher for Dhoon School than the Island average which stands at 81%

Above Expected KS2 Standardised Teacher Assessment - Dhoon School

The percentage of pupils attaining at least Level 5 (above expected level) in Speaking and Listening is 46%.

This is **19% higher** than the Island average for the percentage of pupils attaining at least Level 5 in Speaking and Listening which stands at 27%

The percentage of pupils attaining at least Level 5 (above expected level) in Reading is 55%.

This is **18% higher** than the Island average for the percentage of pupils attaining at least Level 5 in Reading which stands at 37%

The percentage of pupils attaining at least Level 5 (above expected level) in Writing is 46%.

This is **27% higher** than the Island average for the percentage of pupils attaining at least Level 5 in Writing which stands at 19%

The percentage of pupils attaining at least Level 5 (above expected level) in Maths is 36%.

This is **12% higher** the Island average for the percentage of pupils attaining at least Level 5 in Maths which stands at 24%

The percentage of pupils attaining at least Level 5 (above expected level) in Science is 55%.

This is **27% higher** the Island average for the percentage of pupils attaining at least Level 5 in Science which stands at 28%

Key performance indicators in KS2 Standardised Teacher Assessment - Laxey School

The percentage of pupils attaining at least Level 4 in Speaking and Listening is 97%.

This is **7% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Speaking and Listening which stands at 90%

The percentage of pupils attaining at least Level 4 in Reading is 97%.

This is **8% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Reading which stands at 89%

The percentage of pupils attaining at least Level 4 in Writing is 94%.

This is **14% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Writing which stands at 80%

The percentage of pupils attaining at least Level 4 in Maths is 97%.

This is **11% higher** than the Island average for the percentage of pupils attaining at least Level 2 in Maths which stands at 86%

The percentage of pupils attaining at least Level 4 in Science is 97%.

This is **5% higher** the Island average for the percentage of pupils attaining at least Level 2 in Science which stands at 92%

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

The percentage of pupils attaining at least Level 4b (expected level) in Speaking and Listening is 85%.

This is **6% higher** than the Island average for the percentage of pupils attaining at least Level 4b in Speaking and Listening which stands at 79%

The percentage of pupils attaining at least Level 4b (expected level) in Reading is 94%.

This is **4% higher** than the Island average for the percentage of pupils attaining at least Level 4b in Reading which stands at 78%

The percentage of pupils attaining at least Level 4b (expected level) in Writing is 79%.

This is **16% higher** than the Island average for the percentage of pupils attaining at least Level 4b in Writing which stands at 64%

The percentage of pupils attaining at least Level 4b (expected level) in Maths is 91%.

This is **21% higher** the Island average for the percentage of pupils attaining at least Level 4b in Maths which stands at 70%

The percentage of pupils attaining at least Level 4b (expected level) in Science is 97%.

This is **16% higher** the Island average for the percentage of pupils attaining at least Level 4b in Science which stands at 81%

Above Expected KS2 Standardised Teacher Assessment - Laxey School

The percentage of pupils attaining at least Level 5 (above expected level) in Speaking and Listening is 39%.

This is **12% higher** than the Island average for the percentage of pupils attaining at least Level 5 in Speaking and Listening which stands at 27%

The percentage of pupils attaining at least Level 5 (above expected level) in Reading is 67%.

This is **30% higher** than the Island average for the percentage of pupils attaining at least Level 5 in Reading which stands at 37%

The percentage of pupils attaining at least Level 5 (above expected level) in Writing is 33%.

This is **14% higher** than the Island average for the percentage of pupils attaining at least Level 5 in Writing which stands at 19%

The percentage of pupils attaining at least Level 5 (above expected level) in Maths is 55%.

This is **31% higher** the Island average for the percentage of pupils attaining at least Level 5 in Maths which stands at 24%

The percentage of pupils attaining at least Level 5 (above expected level) in Science is 58%.

This is **30% higher** the Island average for the percentage of pupils attaining at least Level 5 in Science which stands at 28%

What can we take from these measures?

Attainment in KS2 at Dhoon School is above the Island average in 4 of the 5 **L4** key performance indicators, and at below in one of the 5 indicators. Therefore, Dhoon School judges attainment in KS2 to be **effective** though writing is identified as an area for improvement.

Attainment in KS2 at Laxey School is above the Island average in 5 of the 5 key **L4** performance indicators. Therefore, Laxey School judges attainment in KS2 to be **highly effective**.

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 2021/22. 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 2021-22		
EYFS Good Level of Development (GLD)	73%	
End of KS1	L2+	L3+
Speaking and Listening	100%	27%
Reading	82%	18%
Writing	82%	18%
Maths	100%	27%
Science	100%	27%
End of KS2	L4+	L5+
Speaking and Listening	100%	46%
Reading	91%	55%
Writing	82%	46%
Maths	82%	36%
Science	100%	55%

A large majority of pupils achieved GLD in Foundation Stage. At least a very large majority of pupils achieved within the expected range of attainment in all subject areas in both Key Stage 1 and Key Stage 2, with all children achieving within the expected range for Sp&L, Maths and Science at KS1 and in Sp&L and Science in KS2. These results are all higher than Island averages, with the exception of KS1 writing at Dhoon School which is line with the island average.

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?

Attainment at Dhoon School is above the island average for *expected* attainment in the overwhelming majority of measures. Dhoon School is above the island average for *above expected* attainment in all measures. 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 2021/22. 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 2021-22		
EYFS Good Level of Development (GLD)	82%	
End of KS1	L2+	L3+
Speaking and Listening	100%	22%
Reading	88%	28%
Writing	94%	16%
Maths	100%	28%
Science	100%	34%
End of KS2	L4+	L5+
Speaking and Listening	97%	39%
Reading	97%	67%
Writing	94%	33%
Maths	97%	55%
Science	97%	58%

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

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

What can we take from these measures?

Attainment at Laxey School is above the island average for *expected* attainment in all measures. Laxey School is above the island average for *above expected* attainment in all measures. Therefore, Laxey School judges attainment overall to be **highly effective**.

Progress

Dhoon School Analysis

YEAR 1 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
			Year 1	2	4	2	0	2
			Year 1	2	2	4	4	2
			Year 1	2	4	4	4	2
			Year 1	2	2	4	2	4
			Year 1	2	4	2	2	2
			Year 1	2	4	4	4	2
			Year 1	2	4	2	2	2

YEAR 2 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
			Year 2	2	4	3	2	2
			Year 2	2	4	1	3	2
			Year 2	2	2	3	3	2
			Year 2	3	4	2	2	2
			Year 2	3	3	1	3	3
			Year 2	2	3	3	3	2
			Year 2	2	2	4	3	3
			Year 2	2	2	4	3	2
			Year 2	3	2	2	2	4

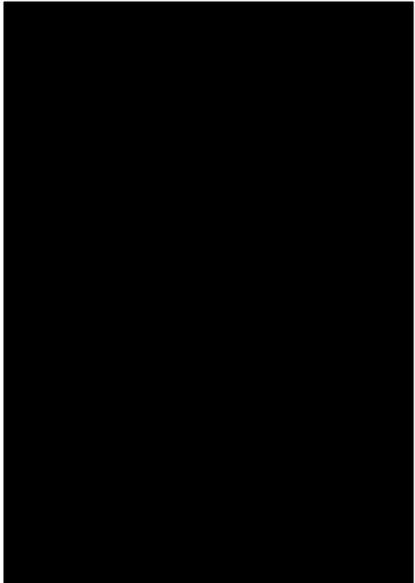
YEAR 3 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
			Year 3	2	1	1.5	1	1.5
			Year 3	3	2	1.5	2	1.5
			Year 3	2	2	1.5	2	2
			Year 3	1	2	1.5	2	2
			Year 3	3	2	1.5	2	2
			Year 3	2	2	2	1	1.5
			Year 3	2	1	1	1	1
			Year 3	1	1	0	1	1

	Year 3	1	2	1.5	1	1.5
	Year 3	2	2	1.5	2	1.5
	Year 3	2	2	1.5	2	2
	Year 3	1	2	1.5	2	1.5
	Year 3	1	2	1.5	3	1.5
	Year 3	1	1	1	1	1

YEAR 4 - SUB-LEVEL PROGRESS ACROSS 2021/22

NC Year(s)	Maths	Reading	Writing	Sp&L	Science
Year 4	2	2	3	3	2
Year 4	1	2	2	3	2
Year 4	2	3	2	2	2
Year 4	2	1	1	2	2
Year 4	2	3	2	2	2
Year 4	2	2	3	2	2
Year 4	1	2	2	2	2
Year 4	2	2	2	2	2

YEAR 5 - SUB-LEVEL PROGRESS ACROSS 2021/22

First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
	Year 5		2	2	2	2	2	3
	Year 5		2	2	2	2	2	2
	Year 5		2	2	2	2	2	2
	Year 5		2	2	2	2	3	2
	Year 5		2	2	2	1	2	3
	Year 5		2	2	2	2	2	2
	Year 5		3	2	2	2	2	2
	Year 5		2	2	2	2	2	2
	Year 5		2	2	2	2	2	2
	Year 5		2	2	2	2	2	2
	Year 5		2	2	1	2	2	

YEAR 6 - SUB-LEVEL PROGRESS ACROSS 2021/22

First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
	Year 6		2	2	2	2	2	3
	Year 6		2	2	2	2	2	3

	Year 6	2	2	1	2	3
	Year 6	2	2	2	3	3
	Year 6	2	2	2	2	3
	Year 6	2	2	2	2	3
	Year 6	2	2	2	2	3
	Year 6	2	3	3	3	3
	Year 6	2	2	1	2	2
	Year 6	2	3	3	2	3

YEAR 6 - SUB-LEVEL PROGRESS ACROSS KEY STAGE TWO								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
			Year 6	7	7	7	6	7
			Year 6	5	9	7	6	7
			Year 6	6	10	7	6	7
			Year 6	7	7	7	7	7
			Year 6	7	6	6	7	7
			Year 6	7	6	6	7	8
			Year 6	6	7	7	7	7
			Year 6	6	7	7	6	7

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.					
<p>Proportion</p> <p>97% - 100% 80% - 96% 65% - 79% 51% - 64%. 50% exactly 35% - 49% 20% - 34% 4% - 19% 0% - 3%</p> <p>Description</p> <p>Overwhelming majority Very large majority Large majority Majority Half Minority Small minority Very small minority / few Almost none / very few</p> <p>The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.</p>		<p>Judgements</p> <p>The judgements are taken from the language of the draft Quality Assurance and Inspection Framework (“highly effective” “effective” and “requires improvement.”)</p> <p>Where a subject has <i>at least</i> a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has <i>at least</i> a majority in both expected and above expected progress = effective.</p> <p>Where a subject has less than a majority in either expected or above expected progress = requires improvement.</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>			
Year Group	Maths	Reading	Writing	Sp&I	Science
Year 1 (achievement against prior attainment across 2021 - 2022)	By the end of Y1 100% (all) children made at least expected progress (1.5 sub-levels) in maths in year 1. 100% (all) children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y1 was highly effective.	By the end of Y1 100% (all) children made at least expected progress (1.5 sub-levels) in reading in year 1. 100% (all) children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y1 was highly effective.	By the end of Y1 100% (all) children made at least expected progress (1.5 sub-levels) in writing in year 1. 100% (all) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y1 was highly effective.	By the end of Y1 86% (very large majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 1. 86% (very large majority) of children made good or better progress (≥ 2 sub-levels) in Sp&I Progress in Sp&I in Y1 was highly effective.	By the end of Y1 100% (all) children made at least expected progress (1.5 sub-levels) in science in year 1. 100% (all) children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y1 was highly effective.
Year 2 (achievement against prior attainment across 2021 - 2022)	By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in maths in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y2 was highly effective.	By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in reading in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y2 was highly effective.	By the end of Y2 78% (large majority) children made at least expected progress (1.5 sub-levels) in writing in year 2. 78% (large majority) children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y2 was highly effective.	By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in Sp&I in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y2 was highly effective.	By the end of Y2 100% (all) of children made at least expected progress (1.5 sub-levels) in science in year 2. 100% (all) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y2 was highly effective.

<p>Year 3 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y3 57% (majority) of children made at least expected progress (1.5 sub-levels) in maths in year 3. 57% (majority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y3 is effective.</p>	<p>By the end of Y3 71% (large majority) of children made at least expected progress (1.5 sub-levels) in reading in year 3. 71% (large majority) of children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y3 is effective</p>	<p>By the end of Y3 78% (large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 3. 7% (very small minority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y3 requires improvement.</p>	<p>By the end of Y3 57% (majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 3. 57% (majority) of children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y3 is effective.</p>	<p>By the end of Y3 78% (large majority) of children made at least expected progress (1.5 sub-levels) in science in year 3. 29% (small minority) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y3 requires improvement.</p>
<p>Year 4 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y4 75% (large majority) of children made at least expected progress (1.5 sub-levels) in maths in year 4. 75% (large majority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y4 was highly effective.</p>	<p>By the end of Y4 88% (very large majority) of children made at least expected progress (1.5 sub-levels) in reading in year 4. 88% (very large majority) of children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y4 was highly effective.</p>	<p>By the end of Y4 88% (very large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 4. 88% (very large majority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y4 is highly effective</p>	<p>By the end of Y4 100% (all) children made at least expected progress (1.5 sub-levels) in Sp&I in year 4. 100% (all) children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y4 was highly effective.</p>	<p>By the end of Y4 100% (all) children made at least expected progress (1.5 sub-levels) in science in year 4. 100% (all) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y4 was highly effective.</p>
<p>Year 5 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y5 100% (all) children made at least expected progress (1.5 sub-levels) in maths in year 5. 100% (all) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y5 was highly effective.</p>	<p>By the end of Y5 100% (all) children made at least expected progress (1.5 sub-levels) in reading in year 5. 100% (all) children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y5 was highly effective.</p>	<p>By the end of Y5 82% (very large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 5. 82% (very large majority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y5 was highly effective.</p>	<p>By the end of Y5 100% (all) children made at least expected progress (1.5 sub-levels) in Sp&I in year 5. 100% (all) of children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y5 was highly effective.</p>	<p>By the end of Y5 100% (all) children made at least expected progress (1.5 sub-levels) in science in year 5. 100% (all) children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y5 was highly effective.</p>

<p>Year 6 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y6 100% (all) children made at least expected progress (1.5 sub-levels) in maths in year 6. 100% (all) children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y6 was highly effective.</p>	<p>By the end of Y6 100% (all) children made at least expected progress (1.5 sub-levels) in reading in year 6. 100% (all) children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y6 was highly effective.</p>	<p>By the end of Y6 80% (very large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 6. 80% (very large majority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y6 was highly effective.</p>	<p>By the end of Y6 100% (all) children made at least expected progress (1.5 sub-levels) in Sp&I in year 6. 100% (all) children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y6 was highly effective.</p>	<p>By the end of Y6 100% (all) children made at least expected progress (1.5 sub-levels) in science in year 6. 100% (all) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y6 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.					
<p>Proportion</p> <p>97% - 100% 80% - 96% 65% - 79% 51% - 64%. 50% exactly 35% - 49% 20% - 34% 4% - 19% 0% - 3%</p>		<p>Description</p> <p>Overwhelming majority Very large majority Large majority Majority Half Minority Small minority Very small minority / few Almost none / very few</p>		<p>Judgements</p> <p>The judgements are taken from the language of the draft Quality Assurance and Inspection Framework (“highly effective” “effective” and “requires improvement.”)</p> <p>Where a subject has <i>at least</i> a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has <i>at least</i> a majority in both expected and above expected progress = effective.</p> <p>Where a subject has less than a majority in either expected or above expected progress = requires improvement.</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>	
The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.					
Key Group	Maths	Reading	Writing	Sp&I	Science
<p>Free school meals (achievement against prior attainment across 2021 - 2022)</p> <p></p>	<p>78% (large majority) of FSM children made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 78% (large majority) of FSM children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for FSM children was highly effective.</p>	<p>100% (all) FSM children made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 100% (all) FSM children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for FSM children was highly effective.</p>	<p>56% (majority) of FSM children made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 56% (majority) of FSM children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for FSM children was effective.</p>	<p>100% (all) FSM children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 100% (all) FSM children made good or better progress (≥ 2 sub-levels) in Sp&I Progress in Sp&I for FSM children was highly effective.</p>	<p>89% (very large majority) of FSM children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 89% (very large majority) of FSM children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for FSM children was highly effective.</p>
<p>Child protection / LAC (achievement against prior attainment across 2021 - 2022)</p> <p></p>	N / A	N / A	N / A	N / A	N / A

<p>English as an additional language (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Boys (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>73% (large majority) of boys made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 73% (large majority) of boys made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for boys was highly effective.</p>	<p>85% (very large majority) of boys made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 85% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for boys was highly effective.</p>	<p>50% (majority) of boys made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 50% (majority) of boys made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in reading for boys was effective.</p>	<p>85% (very large majority) of boys made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 85% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for boys was highly effective.</p>	<p>77% (large majority) of boys made at least expected progress (1.5 sub-levels) in science in 2021-2022. 77% (large majority) of boys made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for boys was highly effective.</p>
<p>Girls (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>93% (very large majority) of girls made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 93% (very large majority) of girls made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for girls was highly effective.</p>	<p>97% (overwhelming majority) of girls made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 97% (overwhelming majority) of girls made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for girls was highly effective.</p>	<p>By the end of Y5 76% (large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 5. 76% (large majority) of girls made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for girls was highly effective.</p>	<p>93% (very large majority) of girls made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 93% (very large majority) of girls made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for girls was highly effective.</p>	<p>By the end of Y5 86% (very large majority) of girls made at least expected progress (1.5 sub-levels) in science in 2021-2022. 86% (very large majority) of girls made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for girls was highly effective.</p>

<p>Summer born (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>81% (very large majority) of SB children made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 81% (very large majority) of SB children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for SB children was highly effective.</p>	<p>95% (very large majority) of SB children made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 95% (very large majority) of SB children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for SB children was highly effective.</p>	<p>47% (minority) of SB children made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 47% (minority) of SB children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for SB children requires improvement</p>	<p>90% (very large majority) of SB children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 90% (very large majority) of SB children made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for SB children was effective.</p>	<p>71% (large majority) of SB children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 71% (large majority) of SB children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for SB children was highly effective.</p>
<p>SEN (not RoC) (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>82% (very large majority) of SEN children made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 82% (very large majority) of SEN children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for SEN children was highly effective.</p>	<p>82% (very majority) of SEN children made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 82% (very large majority) of SEN children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for SEN children was highly effective.</p>	<p>46% (minority) of SEN children made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 46% (minority) of SEN children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for SEN children requires improvement.</p>	<p>82% (very large majority) of SEN children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 82% (very large majority) of SEN children made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for SEN children was highly effective.</p>	<p>82% (very large majority) of SEN children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 82% (very large majority) of SEN children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for SEN children was highly effective.</p>

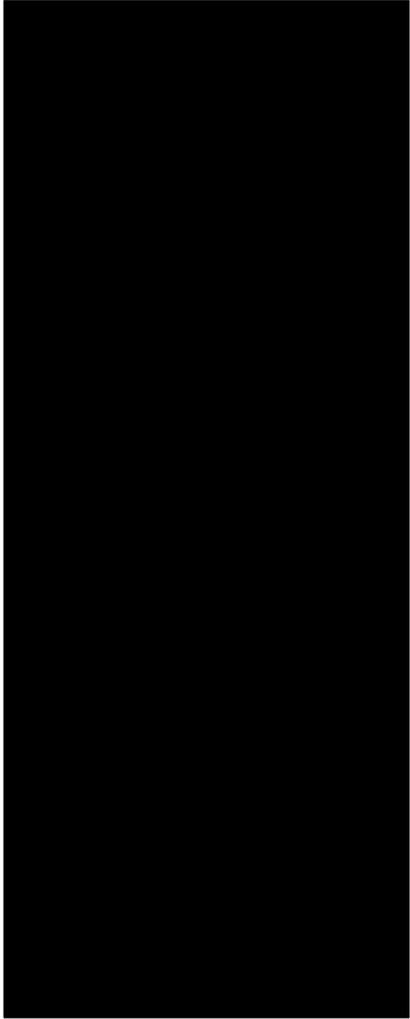
PROGRESS BY SUBJECT OVER A KEY STAGE					
Data analysed only where full data-sets exist: may exclude children who joined later in the key stage and do not have Y1 / Y3 baseline data recorded in Arbor; and / or children who left part-way through the key stage.					
<p>Proportion</p> <p>97% - 100% 80% - 96% 65% - 79% 51% - 64% 50% exactly 35% - 49% 20% - 34% 4% - 19% 0% - 3%</p>		<p>Description</p> <p>Overwhelming majority Very large majority Large majority Majority Half Minority Small minority Very small minority / few Almost none / very few</p>		<p>Judgements</p> <p>The judgements are taken from the language of the draft Quality Assurance and Inspection Framework (“highly effective” “effective” and “requires improvement.”)</p> <p>Where a subject has only a small minority or less making less than expected progress and at least a very large majority making at least expected progress <i>and</i> at least a very large majority making above expected progress = highly effective. <i>(This criteria with a large majority or less making above expected progress = effective)</i></p> <p>Where a subject has only a small minority or less making less than expected progress and at least a large majority making at least expected progress = effective.</p> <p>Where a subject does not fit these criteria = requires improvement.</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>	
The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.					
KS	Maths	Reading	Writing	Sp&I	Science
Progress by subject over KS1	During 2019/2020 and 2020/21 assessment data was not captured on Arbor due to the C19 global pandemic and the temporary change in requirements from DESC resulting from this. Therefore, we are unable to analyse progress across the entire KS for those completing KS1 this year. Progress across 2021-2022 is captured and analysed above, judged highly effective in all subjects.				
Progress by subject over KS2	<p>12% (very small minority) of children made less than 6 SL of progress across the key stage.</p> <p>88% (very large majority) of children made at least 6 SL of less progress across the key stage - this is expected progress.</p> <p>50% (half) of children made more than 6 SL of progress across the key stage - this is above expected progress.</p> <p>Progress in maths across KS2 is effective.</p>	<p>0% (none) of children made less than 6 SL of progress across the key stage.</p> <p>100% (all) children made at least 6 SL of less progress across the key stage - this is expected progress.</p> <p>75% (large majority) of children made more than 6 SL of progress across the key stage - this is above expected progress.</p> <p>Progress in reading across KS2 is effective.</p>	<p>0% (none) of children made less than 6 SL of progress across the key stage.</p> <p>100% (all) children made at least 6 SL of less progress across the key stage - this is expected progress.</p> <p>75% (large majority) of children made more than 6 SL of progress across the key stage - this is above expected progress.</p> <p>Progress in writing across KS2 is effective.</p>	<p>0% (none) of children made less than 6 SL of progress across the key stage.</p> <p>100% (all) children made at least 6 SL of less progress across the key stage - this is expected progress.</p> <p>50% (half) of children made more than 6 SL of progress across the key stage - this is above expected progress.</p> <p>Progress in Sp&I across KS2 is effective.</p>	<p>0% (none) of children made less than 6 SL of progress across the key stage.</p> <p>100% (all) of children made at least 6 SL of less progress across the key stage - this is expected progress.</p> <p>100% (all) of children made more than 6 SL of progress across the key stage - this is above expected progress.</p> <p>Progress in science across KS2 is highly effective.</p>

Laxey School Analysis

YEAR 1 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&L	Science
			Year 1	1	2	2	1	2
			Year 1	1	2	2	2	2
			Year 1	2	2	1	1.75	1.75
			Year 1	2	1	1	1.75	1.75
			Year 1	1	2	2	2	1
			Year 1	2	2	2	1	2
			Year 1	2	1.75	2	2	2
			Year 1	2	2	2	2	2
			Year 1	2	2	2	1	2
			Year 1	2	2	1	1	2
			Year 1	2	2	2	3	1
			Year 1	2	1	2	2	2
			Year 1	2	2	1	2	2
			Year 1	2.5	0.5	1.25	2.25	2.75
			Year 1	2.75	2	2	2	2
			Year 1	2	2	2	2	2
			Year 1	1	2	2	1	2
			Year 1	2	1.75	1.75	2	2
			Year 1	2	2	1	1	2
			Year 1	2	2	2	2	1
			Year 1	2	2	2	1	1
			Year 1	2	1	2	2	2
			Year 1	2	2	2	2	2
			Year 1	2	2	1	2	2
			Year 1	1.75	2.75	2	2	2
			Year 1	1.75	1.75	1.75	2.75	2
			Year 1	1.75	1.75	2	1	1

YEAR 2 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&I	Science
			Year 2	2	3	2	3	3
			Year 2	3	3	3	4	3
			Year 2	2	3	2	3	2
			Year 2	2	2	2	3	2
			Year 2	2	2	2	2	3
			Year 2	2	3	2	3	2
			Year 2	2	3	3	3	3
			Year 2	3	2	2	2	2
			Year 2	2	3	3	4	3
			Year 2	3	3	3	3	3
			Year 2	3	2	3	2	1
			Year 2	3	3	3	3	3
			Year 2	2	3	2	2	3
			Year 2	3	3	2	3	4
			Year 2	3	3	3	3	4
			Year 2	3	3	3	3	3
			Year 2	3	4	4	3	3
			Year 2	3	4	3	3	3
			Year 2	3	3	2	3	4
			Year 2	3	3	3	2	2
			Year 2	2	3	2	2	3
			Year 2	3	2	3	2	2
			Year 2	3	3	3	3	3
			Year 2	3	3	3	3	3
			Year 2	3	4	3	3	4
			Year 2	3	3	2	3	3
			Year 2	2	3	3	2	2
			Year 2	4	3	4	3	3
			Year 2	2	4	3	2	3
			Year 2	3	3	2	3	3

YEAR 3 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Last Name	NC Year(s)	Maths	Reading	Writing	Sp&I	Science
			Year 3	1.5	1.5	1.5	1.5	2
			Year 3	0	0	0	1.5	1.5
			Year 3	0	1.5	0	0	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	2
			Year 3	2	1.5	1.5	0	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	0	1.5	1.5
			Year 3	0	1.5	0	0	1.5
			Year 3	2	2	1.5	1.5	1.5
			Year 3	1.5	1.5	0	0	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	0	0	0	0	1.5
			Year 3	1.5	1.5	1.5	1.5	2
			Year 3	1.5	1.5	0	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	2
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	1.5	2	1.5	2	2
			Year 3	2	2	2	1.5	1.5
			Year 3	1.5	0	1.5	1.5	1.5
			Year 3	1.5	1.5	0	1.5	1.5
			Year 3	1.5	1.5	1.5	0	1.5
			Year 3	1.5	1.5	1.5	1.5	2
			Year 3	1.5	1.5	1.5	0	1.5
			Year 3	0	1.5	0	1.5	1.5
			Year 3	1.5	2	2	1.5	1.5
			Year 3	1.5	0	0	0	1.5
			Year 3	1.5	1.5	1.5	1.5	1.5
			Year 3	0	0	1.5	1.5	1.5

YEAR 4 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&I	Science
			Year 4	2	3	2	2	2
			Year 4	1.5	2	2	3	2
			Year 4	2	1.5	1.5	1.5	2
			Year 4	2	1.5	1	2	2
			Year 4	1.5	1.5	1.5	1.5	1.5
			Year 4	1.5	2	1.5	1.5	1.5
			Year 4	1	1	2	2	1
			Year 4	1	1	1	1	2
			Year 4	2	2	2	2	1
			Year 4	2	0	2	2	2
			Year 4	2	1.5	1.5	1.5	1.5
			Year 4	2	1.5	1.5	2	2
			Year 4	2	1	2	1	3
			Year 4	1	1.5	1.5	0	2
			Year 4	2	1	2	2	2
			Year 4	1	1	0	1	1
			Year 4	2	2	1	1	2
			Year 4	1.5	1.5	1.5	2	2
			Year 4	2	1.5	1.5	2	2

YEAR 5 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&I	Science
			Year 5	2	2	2	3	3
			Year 5	1	2	2	1	2
			Year 5	2	2	2	2	2
			Year 5	3	2	1.5	2	3
			Year 5	2	2	1.5	2	3
			Year 5	2	3	3	2	3
			Year 5	2	2	2	1	2
			Year 5	2	2	1	1	3
			Year 5	1	2	2	0	2
			Year 5	3	2	2	2	2
			Year 5	3	2	1.5	2	2
			Year 5	2	2	2	2	3
			Year 5	2	2	2	1	3
			Year 5	2	2	1.5	1.5	3
			Year 5	2	2	2	1	2
			Year 5	3	3	1.5	2	3
			Year 5	2	2	1.5	2	2
			Year 5	3	2	2	2	3
			Year 5	3	3	2	3	3
			Year 5	3	2	3	3	3
			Year 5	2	1	1	2	2
			Year 5	1	2	2	1	3
			Year 5	3	2	2	1	2
			Year 5	3	1	2	2	2
			Year 5	3	2	2	2	2
			Year 5	1	1	3	2	3
			Year 5	2	2	2	2	2
			Year 5	3	2	2	2	2
			Year 5	1	1	2	1	3
			Year 5	3	2	2	3	3

YEAR 6 - SUB-LEVEL PROGRESS ACROSS 2021/22								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&I	Science
			Year 6	2	3	2	1	2
			Year 6	2	2	3	1	2
			Year 6	3	3	4	3	3
			Year 6	3	3	3	3	3
			Year 6	3	3	3	2	3
			Year 6	3	3	3	3	3
			Year 6	3	2	3	3	3
			Year 6	3	3	4	3	3
			Year 6	3	3	2	2	3
			Year 6	2	3	2	2	1
			Year 6	3	3	3	4	3
			Year 6	2	3	3	3	3
			Year 6	3	3	3	3	3
			Year 6	2	3	2	2	3
			Year 6	3	3	2	2	3
			Year 6	1	2	2	2	2
			Year 6	3	3	2	3	3
			Year 6	3	3	2	2	3
			Year 6	2	3	2	1	2
			Year 6	3	3	4	3	3
			Year 6	2	3	3	2	2
			Year 6	3	3	2	3	2
			Year 6	2	3	2	3	3
			Year 6	2	3	2	3	3
			Year 6	3	3	3	3	4
			Year 6	2	2	2	2	2
			Year 6	3	3	3	2	3
			Year 6	2	2	1	1	2
			Year 6	3	3	3	1	3
			Year 6	3	3	2	2	2
			Year 6	2	3	1	2	2
			Year 6	3	3	2	2	3

YEAR 6 - SUB-LEVEL PROGRESS ACROSS KEY STAGE TWO								
First Name	Last Name	Gender	NC Year(s)	Maths	Reading	Writing	Sp&I	Science
			Year 6	6	8	5	5	6
			Year 6	7	7	8	6	6
			Year 6	7	7	7	6	6
			Year 6	7	6	5	6	6
			Year 6	8	8	7	6	7
			Year 6	7	9	7	8	7
			Year 6	7	7	7	6	6
			Year 6	7	7	6	5	7
			Year 6	7	7	6	6	6
			Year 6	7	7	7	7	6
			Year 6	5	7	7	6	6
			Year 6	7	6	7	6	6
			Year 6	6	7	6	5	6
			Year 6	7	6	6	6	7
			Year 6	8	7	7	7	7
			Year 6	7	7	7	6	6
			Year 6	6	6	6	6	5
			Year 6	5	6	3	6	5
			Year 6	6	7	5	6	6
			Year 6	7	7	7	6	7
			Year 6	6	7	6	6	6
			Year 6	8	8	8	6	7
			Year 6	6	6	4	5	6
			Year 6	7	8	7	6	7
			Year 6	6	7	5	5	6
			Year 6	5	6	5	5	5
			Year 6	6	7	5	5	7

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.					
<p>Proportion</p> <p>97% - 100% 80% - 96% 65% - 79% 51% - 64% 50% exactly 35% - 49% 20% - 34% 4% - 19% 0% - 3%</p> <p>Description</p> <p>Overwhelming majority Very large majority Large majority Majority Half Minority Small minority Very small minority / few Almost none / very few</p> <p>The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.</p>		<p>Judgements</p> <p>The judgements are taken from the language of the draft Quality Assurance and Inspection Framework (“highly effective” “effective” and “requires improvement.”)</p> <p>Where a subject has <i>at least</i> a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has <i>at least</i> a majority in both expected and above expected progress = effective.</p> <p>Where a subject has less than a majority in either expected or above expected progress = requires improvement.</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>			
Year Group	Maths	Reading	Writing	Sp&I	Science
Year 1 (achievement against prior attainment across 2021 - 2022)	By the end of Y1 85% (very large majority) of children made at least expected progress (1.5 sub-levels) in maths in year 1. 74% (large majority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y1 was highly effective .	By the end of Y1 85% (very large majority) of children made at least expected progress (1.5 sub-levels) in reading in year 1. 70% (large majority) of children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y1 was highly effective .	By the end of Y1 74% (large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 1. 67% (large majority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y1 was highly effective .	By the end of Y1 70% (large majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 1. 63% (majority) of children made good or better progress (≥ 2 sub-levels) in Sp&I Progress in Sp&I in Y1 was effective .	By the end of Y1 81% (very large majority) of children made at least expected progress (1.5 sub-levels) in science in year 1. 74% (large majority) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y1 was highly effective .

<p>Year 2 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in maths in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y2 was highly effective.</p>	<p>By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in reading in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y2 was highly effective.</p>	<p>By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in writing in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y2 was highly effective.</p>	<p>By the end of Y2 100% (all) children made at least expected progress (1.5 sub-levels) in Sp&I in year 2. 100% (all) children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y2 was highly effective.</p>	<p>By the end of Y2 97% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) in science in year 2. 97% (overwhelming majority) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y2 was highly effective.</p>
<p>Year 3 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y3 82% (very large majority) of children made at least expected progress (1.5 sub-levels) in maths in year 3. 9% (very small minority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y3 requires improvement.</p>	<p>By the end of Y3 85% (very large majority) of children made at least expected progress (1.5 sub-levels) in reading in year 3. 12% (very small minority) of children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y3 requires improvement.</p>	<p>By the end of Y3 70% (large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 3. 6% (very small minority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y3 requires improvement.</p>	<p>By the end of Y3 76% (large majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 3. 3% (very few) of children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y3 requires improvement.</p>	<p>By the end of Y3 100% (all) children made at least expected progress (1.5 sub-levels) in science in year 3. 18% (very small minority) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y3 requires improvement.</p>
<p>Year 4 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y4 79% (large majority) of children made at least expected progress (1.5 sub-levels) in maths in year 4. 59% (majority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y4 was effective.</p>	<p>By the end of Y4 68% (large majority) of children made at least expected progress (1.5 sub-levels) in reading in year 4. 26% (small minority) of children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y4 requires improvement.</p>	<p>By the end of Y4 79% (large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 4. 39% (minority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y4 requires improvement.</p>	<p>By the end of Y4 74% (large majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 4. 53% (majority) of children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y4 was effective.</p>	<p>By the end of Y4 84% (very large majority) of children made at least expected progress (1.5 sub-levels) in science in year 4. 68% (large majority) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y4 was highly effective.</p>

<p>Year 5 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y5 83% (very large majority) of children made at least expected progress (1.5 sub-levels) in maths in year 5. 83% (very large majority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y5 was highly effective.</p>	<p>By the end of Y5 87% (very large majority) of children made at least expected progress (1.5 sub-levels) in reading in year 5. 87% (very large majority) of children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y5 was highly effective.</p>	<p>By the end of Y5 93% (very large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 5. 73% (large majority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y5 was highly effective.</p>	<p>By the end of Y5 70% (large majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 5. 67% (large majority) of children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y5 was highly effective.</p>	<p>By the end of Y5 100% (all) children made at least expected progress (1.5 sub-levels) in science in year 5. 100% (all) children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y5 was highly effective.</p>
<p>Year 6 (achievement against prior attainment across 2021 - 2022)</p>	<p>By the end of Y6 97% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) in maths in year 6. 97% (overwhelming majority) of children made good or better progress (≥ 2 sub-levels) in maths. Progress in maths in Y6 was highly effective.</p>	<p>By the end of Y6 100% (all) children made at least expected progress (1.5 sub-levels) in reading in year 6. 100% (all) children made good or better progress (≥ 2 sub-levels) in reading. Progress in reading in Y6 was highly effective.</p>	<p>By the end of Y6 94% (very large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 6. 94% (very large majority) of children made good or better progress (≥ 2 sub-levels) in writing. Progress in writing in Y6 was highly effective.</p>	<p>By the end of Y6 90% (very large majority) of children made at least expected progress (1.5 sub-levels) in Sp&I in year 6. 90% (very large majority) of children made good or better progress (≥ 2 sub-levels) in Sp&I. Progress in Sp&I in Y6 was highly effective.</p>	<p>By the end of Y6 97% (overwhelming majority) of children made at least expected progress (1.5 sub-levels) in science in year 6. 97% (overwhelming majority) of children made good or better progress (≥ 2 sub-levels) in science. Progress in science in Y6 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.					
<p>Proportion</p> <p>97% - 100% 80% - 96% 65% - 79% 51% - 64%. 50% exactly 35% - 49% 20% - 34% 4% - 19% 0% - 3%</p>		<p>Description</p> <p>Overwhelming majority Very large majority Large majority Majority Half Minority Small minority Very small minority / few Almost none / very few</p>		<p>Judgements</p> <p>The judgements are taken from the language of the draft Quality Assurance and Inspection Framework (“highly effective” “effective” and “requires improvement.”)</p> <p>Where a subject has <i>at least</i> a large majority in both expected and above expected progress = highly effective.</p> <p>Where a subject has <i>at least</i> a majority in both expected and above expected progress = effective.</p> <p>Where a subject has less than a majority in either expected or above expected progress = requires improvement.</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>	
The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.					
Key Group	Maths	Reading	Writing	Sp&I	Science
<p>Free school meals (achievement against prior attainment across 2021 - 2022)</p> <p></p>	<p>67% (large majority) of FSM children made at least expected progress (1.5 sub-levels) in maths in 2021-2022.</p> <p>67% (large majority) of FSM children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for FSM children was highly effective.</p>	<p>72% (large majority) of FSM children made at least expected progress (1.5 sub-levels) in reading in 2021-2022.</p> <p>72% (large majority) of FSM children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for FSM children was highly effective.</p>	<p>78% (large majority) of FSM children made at least expected progress (1.5 sub-levels) in writing in 2021-2022.</p> <p>78% (large majority) of FSM children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for FSM children was highly effective.</p>	<p>61% (majority) of FSM children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022.</p> <p>61% (majority) of FSM children made good or better progress (≥ 2 sub-levels) in Sp&I Progress in Sp&I for FSM children was effective.</p>	<p>78% (large majority) of FSM children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 78% (large majority) of FSM children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for FSM children was highly effective.</p>
<p>Child protection / LAC (achievement against prior attainment across 2021 - 2022)</p> <p></p>	N / A	N / A	N / A	N / A	N / A

<p>English as an additional language (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>100% (all) of EAL children made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 100% (all) of EAL children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for EAL children was highly effective.</p>	<p>100% (all) of EAL children made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 100% (all) of EAL children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for EAL children was highly effective.</p>	<p>100% (all) of EAL children made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 100% (all) of EAL children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for EAL children was highly effective.</p>	<p>100% (all) of EAL children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 100% (all) of EAL children made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for EAL children was highly effective.</p>	<p>100% (all) of EAL children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 100% (all) of EAL children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for EAL children was highly effective.</p>
<p>Boys (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>87% (very large majority) of boys made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 85% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for boys was highly effective.</p>	<p>85% (very large majority) of boys made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 83% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for boys was highly effective.</p>	<p>85% (very large majority) of boys made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 83% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for boys was highly effective.</p>	<p>83% (very large majority) of boys made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 81% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for boys was highly effective.</p>	<p>96% (very large majority) of boys made at least expected progress (1.5 sub-levels) in science in 2021-2022. 94% (very large majority) of boys made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for boys was highly effective.</p>
<p>Girls (achievement against prior attainment across 2021 - 2022)</p> <p>██████████</p>	<p>88% (very large majority) of girls made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 88% (very large majority) of girls made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for girls was highly effective.</p>	<p>89% (very large majority) of girls made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 89% (very large majority) of girls made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for girls was highly effective.</p>	<p>By the end of Y5 80% (very large majority) of children made at least expected progress (1.5 sub-levels) in writing in year 5. 78% (large majority) of girls made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for girls was highly effective.</p>	<p>77% (large majority) of girls made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 77% (large majority) of girls made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for girls was highly effective.</p>	<p>By the end of Y5 89% (very large majority) of girls made at least expected progress (1.5 sub-levels) in science in 2021-2022. 89% (very large majority) of girls made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for girls was highly effective.</p>

<p>Summer born (achievement against prior attainment across 2021 - 2022)</p> 	<p>69% (large majority) of SB children made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 69% (large majority) of SB children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for SB children was highly effective.</p>	<p>73% (large majority) of SB children made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 73% (large majority) of SB children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for SB children was highly effective.</p>	<p>73% (large majority) of SB children made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 73% (large majority) of SB children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for SB children was highly effective.</p>	<p>63% (majority) of SB children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 63% (majority) of SB children made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for SB children was effective.</p>	<p>81% (very large majority) of SB children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 81% (very large majority) of SB children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for SB children was highly effective.</p>
<p>SEN (not RoC) (achievement against prior attainment across 2021 - 2022)</p> 	<p>58% (majority) of SEN children made at least expected progress (1.5 sub-levels) in maths in 2021-2022. 58% (majority) of SEN children made good or better progress (≥ 2 sub-levels) in maths in 2021-2022. Progress in maths for SEN children was effective.</p>	<p>58% (majority) of SEN children made at least expected progress (1.5 sub-levels) in reading in 2021-2022. 58% (majority) of SEN children made good or better progress (≥ 2 sub-levels) in reading in 2021-2022. Progress in reading for SEN children was effective.</p>	<p>50% (half) of SEN children made at least expected progress (1.5 sub-levels) in writing in 2021-2022. 50% (half) of SEN children made good or better progress (≥ 2 sub-levels) in writing in 2021-2022. Progress in writing for SEN children requires improvement.</p>	<p>50% (half) of SEN children made at least expected progress (1.5 sub-levels) in Sp&I in 2021-2022. 50% (half) of SEN children made good or better progress (≥ 2 sub-levels) in Sp&I in 2021-2022. Progress in Sp&I for SEN children requires improvement.</p>	<p>50% (half) of SEN children made at least expected progress (1.5 sub-levels) in science in 2021-2022. 50% (half) of SEN children made good or better progress (≥ 2 sub-levels) in science in 2021-2022. Progress in science for SEN children requires improvement.</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.					
<p>Proportion</p> <p>97% - 100% 80% - 96% 65% - 79% 51% - 64% 50% exactly 35% - 49% 20% - 34% 4% - 19% 0% - 3%</p>		<p>Description</p> <p>Overwhelming majority Very large majority Large majority Majority Half Minority Small minority Very small minority / few Almost none / very few</p>		<p>Judgements</p> <p>The judgements are taken from the language of the draft Quality Assurance and Inspection Framework (“highly effective” “effective” and “requires improvement.”)</p> <p>Where a subject has only a small minority or less making less than expected progress and at least a very large majority making at least expected progress <i>and</i> at least a very large majority making above expected progress = highly effective. <i>(This criteria with a large majority or less making above expected progress = effective)</i></p> <p>Where a subject has only a small minority or less making less than expected progress and at least a large majority making at least expected progress = effective.</p> <p>Where a subject does not fit these criteria = requires improvement.</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>	
The word “most” refers to any percentage above 50%. “Some” refers to any percentage less than 50%.					
KS	Maths	Reading	Writing	Sp&I	Science
Progress by subject over KS1	During 2019/2020 and 2020/21 assessment data was not captured on Arbor due to the C19 global pandemic and the temporary change in requirements from DESC resulting from this. Therefore, we are unable to analyse progress across the entire KS for those completing KS1 this year. Progress across 2021-2022 is captured and analysed above, judged highly effective in all subjects.				
Progress by subject over KS2	<p>11% (very small minority) of children made less than 6 SL of progress across the key stage. 89% (very large majority) of children made at least 6 SL of less progress across the key stage - this is expected progress. 59% (majority) of children made more than 6 SL of progress across the key stage - this is above expected progress. Progress in maths across KS2 is effective.</p>	<p>0% (none) of children made less than 6 SL of progress across the key stage. 100% (all) children made at least 6 SL of less progress across the key stage - this is expected progress. 74% (large majority) of children made more than 6 SL of progress across the key stage - this is above expected progress. Progress in reading across KS2 is effective.</p>	<p>29% (small minority) of children made less than 6 SL of progress across the key stage. 71% (large majority) of children made at least 6 SL of less progress across the key stage - this is expected progress. 48% (minority) of children made more than 6 SL of progress across the key stage - this is above expected progress. Progress in writing across KS2 is effective.</p>	<p>26% (small minority) of children made less than 6 SL of progress across the key stage. 74% (large majority) of children made at least 6 SL of less progress across the key stage - this is expected progress. 11% (very small minority) of children made more than 6 SL of progress across the key stage - this is above expected progress. Progress in Sp&I across KS2 is effective.</p>	<p>11% (very small minority) of children made less than 6 SL of progress across the key stage. 89% (very large majority) of children made at least 6 SL of less progress across the key stage - this is expected progress. 33% (small minority) of children made more than 6 SL of progress across the key stage - this is above expected progress. Progress in science across KS2 is effective.</p>

Progress Summary

What can we take from these measures?

Progress data in general terms is strong for both schools with progress showing as highly effective in a very large majority of areas analysed in terms of year groupings and key groups and key stages.

Overall data collection summary charts

Dhoon School

Progress by Subject per Year Group

	Maths			Reading			Writing			Sp & L			Science		
	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP	Below < 1.5SL / 3AP	At least expected 1.5SL / 3AP	Above ≥ 2SL / 4AP
Year 1	0	100	100	0	100	100	0	100	100	14	86	86	0	100	100
Year 2	0	100	100	0	100	100	22	78	78	0	100	100	0	100	100
Year 3	43	57	57	29	71	71	22	78	7	43	57	57	22	78	29
Year 4	25	75	75	12	88	88	12	88	88	0	100	100	0	100	100
Year 5	0	100	100	0	100	100	18	82	82	0	100	100	0	100	100
Year 6	0	100	100	0	100	100	20	80	80	0	100	100	0	100	100

Progress by Subject over KS1

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

Progress by Subject over KS2

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
	12	88	50	0	100	75	0	100	75	0	100	50	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 1	0	100	0	29	71	29	0	100	29	0	100	0	0	100	0
Year 2 (2b)	18	82	45	18	82	36	36	64	36	0	100	45	0	100	36
Year 3	0	100	35	12	88	41	12	88	29	6	94	59	6	94	24
Year 4	0	100	67	22	78	67	11	89	56	0	100	89	0	100	89
Year 5	9	91	27	0	100	55	0	100	55	0	100	36	0	100	36
Year 6 (4b)	27	73	64	18	82	64	45	55	55	18	82	64	18	82	82

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

Laxey School

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	15	85	74	15	85	70	26	74	67	30	70	63	19	81	74
Year 2	0	100	100	0	100	100	0	100	100	0	100	100	3	97	97
Year 3	18	82	9	15	85	12	30	70	6	24	76	3	0	100	18
Year 4	21	79	59	32	68	26	21	79	39	26	74	53	16	84	68
Year 5	17	83	83	13	87	87	7	93	73	30	70	67	0	100	100
Year 6	3	97	97	0	100	100	6	94	94	10	90	90	3	97	97

Progress by Subject over KS1

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

Progress by Subject over KS2

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
	11	89	59	0	100	74	29	71	48	26	74	11	11	89	33

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 1	15	85	0	22	78	4	19	81	0	11	89	4	7	93	0
Year 2 (2b)	16	84	47	12	88	62	12	88	50	3	97	59	3	97	56
Year 3	21	79	36	21	79	27	30	70	24	12	88	39	3	97	42
Year 4	13	87	26	9	91	43	35	65	26	13	87	43	4	96	22
Year 5	12	88	42	12	88	58	0	100	12	12	88	58	0	100	67
Year 6 (4b)	9	91	70	6	94	82	21	79	61	15	85	73	3	97	70

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

Implications for school improvement planning

Attainment

Attainment results on the whole are very strong across both schools. Y3 attainment (expected) data (writing) for Laxey School is lower than for other measured subjects in that year group. Data for Dhoon School 2b+ in writing at the end of KS1 is broadly in line with the island average of 66% but is the lowest percentage score for pupils achieving at least expected levels in the measured subjects at Dhoon School. In respect of data for Dhoon School 4b+ in writing at the end of KS2, it is almost 10% lower than the island average. On the face of it, this particular result appears as an anomaly not in keeping in other results. It certainly represents an area to explore further; though it should be noted that KS2 writing results across the Isle of Man have fallen to their lowest average in 5 years, from a high of 75% average to just 64% in 2021-22.; so the school reflects the national trend. Indeed, looking more widely, England national figures show a similar decline over a five year period from a 78% in 2018 to 70% in 2021-22. Nonetheless, given that this result stands out amongst a very strong data set for attainment, writing - especially in KS2 (but not limited to KS2) - should be considered a priority area on any future school improvement plan.

Progress

Analysis over both schools indicates that progress, whilst strong in terms of expected progress, struggled to exceed expected progress in several subject areas in Y3 and, at Laxey, in Y4. Reading progress (expected) in Y4, especially at Laxey School, appears to be lower than progress in other subject areas in Y4. Extending and challenging children to make even more progress in LKS2 should be considered a priority area on any future school improvement plan; this should include a focus on writing which is flagged in both school's Y3 progress data, and reading which is flagged in Y4 at Laxey.

With the exception of the pattern observable in LKS2, the analysis of progress does not give rise to many trends, instead identifying a small number of ad hoc areas where progress could be improved. Almost always this is a reflection on *above expected* progress rates rather than expected progress rates and therefore shouldn't be considered with alarm. Whilst not quite a trend, the percentages of pupils making expected progress and above expected progress appears lower in several year groups across Laxey School, and to an extent, Dhoon School in Speaking and Listening. This pattern is also borne out in FSM, Summer Born and SEN key groups at Laxey School. Therefore, Speaking and Listening should be considered an area of focus on any future school improvement plan.

SUMMARY OF LIKELY ASPECTS FOR SCHOOL IMPROVEMENT PLANNING 2022-23			
Subject focus	Year Group / Key Stage Focus	Reasoning for inclusion on school improvement plan	
		Attainment	Progress
Writing	Year 3 + LKS2 + KS2 <i>Analysis over both schools indicates that progress, whilst strong in terms of expected progress, struggled to exceed expected progress in several subject areas in Y3 and, at Laxey, in Y4. Extending and challenging children to make even more progress in LKS2 should be considered a priority area on any future school improvement plan.</i>	<u>KS1 Dhoon</u> Lowest percentage score for pupils achieving at least expected levels in measured subjects. <u>Y3 Laxey</u> Expected Attainment lower than expected attainment in writing than in other subject measures. 30% of children did not make expected progress in writing. <u>Y4 Laxey</u> 35% of children did not make expected progress in writing. <u>End of KS2 Dhoon</u> Results are 10% lower than the island average in writing.	<u>Y3 Laxey and Dhoon</u> Both schools' data flags writing progress data in Y3 as recording low percentages of pupils <i>exceeding</i> expected progress rates.

SUMMARY OF LIKELY ASPECTS FOR SCHOOL IMPROVEMENT PLANNING 2022-23			
Subject focus	Year Group / Key Stage Focus	Reasoning for inclusion on school improvement plan	
Speaking and Listening	Whole School (particularly Y1, Y3 and summer born children.)	<u>Y1 Dhoon</u> 0% of children exceeded expected attainment in Sp&L. <u>Y1 Laxey</u> Only 4% of children exceeded expected attainment in Sp&L.	<u>Dhoon School</u> Progress in Sp&L judged as effective or requires improvement (as opposed to highly effective) in Year 3; and in Summer Born. <u>Laxey School</u> Progress in Sp&L judged as effective or requires improvement (as opposed to highly effective) in Year 1, Year 3, and Year 4; and in FSM, Summer Born and SEN.
Reading	LKS2 <i>Reading progress (expected) in Y4, especially at Laxey School, appears to be lower than progress in other subject areas in Y4. Extending and challenging children to make even more progress in LKS2 should be considered a priority area on any future school improvement plan.</i>	<u>Y3 Laxey</u> 21% of children did not make expected attainment in reading. <u>Y4 Dhoon</u> 24% of children did not make expected attainment in reading.	<u>Y4 Laxey</u> Expected attainment in reading lower than expected attainment in other subject measures. Progress data in Y4 records a noticeably low percentages of pupils <i>exceeding</i> expected progress rates in reading.

References

DESC (2022) "Laxey - 2022 Reports KS1 & KS2", Isle of Man.

DESC (2022) "Dhoon - 2022 Reports KS1 & KS2", Isle of Man.

<https://www.gov.uk/government/publications/english-indices-of-deprivation-2010>

<https://www.gov.im/media/1345872/iom-government-joint-strategic-needs-assessment-2014.pdf>

FOI response from Isle of Man Government - "IoM Schools' Pupil Data (Academic Year 2021-22)" - case number 2336677

V11 - Final Draft Isle of Man Quality Assurance Framework (2022)