



Attainment 2018

We are delighted to report improved attainment and progress across the school in our end of year assessments.

2018 Early Years Foundation Stage Profile: Three Year Trend

	Number of Pupils	Good Level of Development	Communication	Physical	Personal & Social	Literacy	Maths	Understanding the world	Exploration	Average Point Score
2016	30	60%	73%	63%	70%	60%	63%	73%	67%	30.3
2017	29	62%	62%	93%	66%	66%	72%	72%	66%	33.1
2018	30	70%	77%	80%	70%	70%	77%	77%	77%	33.0

Early Years:

- 70% of our children met or exceeded Early Learning Goals for children at the end of their reception Year with an average point score of 33.1. This is in line with National 2017 (70.7%)
- This shows a significant improvement since 2016 when 60% met Early Learning Goals.
- Our baseline assessments on entry to reception class in 2017 showed 85% of boys to be well below typical for their age and 35% of girls to be below typical. From these low baselines, children have made strong progress.

Next Steps for EYFS 2018-19

1. Close the attainment gap between boys and girls: There will be significantly more boys than girls in 2018-19 (83%/17%)
2. Focus on reading, reluctant writers and introducing 'Maths No Problem' in Reception
3. Improve provision for outdoor learning to develop wider opportunities for exploring, problem solving and investigating
4. Increase APS bringing in line with National 2017: 34.5
5. Increase attainment in prime areas bringing in line with national
6. Close the gap between vulnerable learners and others
7. Extend opportunities for parental involvement

2018 Year 1 Phonics: Three Year Trend

	Number of Pupils	Number of children Working Towards	Number of children working At	Percentage at Working At
2016	27	3	24	89%
2017	28	8	19	68%
2018	5	5	22	81%

Year 1: Phonics Check:

- 81% met the standard in phonics at the end of Year 1, this is in line with national averages in 2017
- This shows good progress from the end of EYFS in 2017 when where 66% of this cohort met Early Learning Goals in reading
- 7% (2 children) scored full marks against national 2017 16%, 26% (7 children) scored 39 marks

Next Steps 2018-19

- To ensure % meeting phonic screening expectations is at least in line with national averages in Year 1 and cumulative at the end of Year 2
- To target more children to gain full marks

Phonics re-take Year 2

- 10 pupils re-took the screening check in Year 2 in 2018, with 60% achieving the expected standard. This gave a cumulative total of 86% of pupils achieving the expected standard by the end of KS1 in 2018.
- While this was below the most recent national average, it represents a significant improvement compared to outcomes for the same cohort in 2017.
- Of the four pupils who did not meet the standard, two pupils scored 31 marks, which was just below the pass mark; one other pupil was admitted during Year 2 and one has SEND.

Next Steps

- To increase % meeting phonics standards at the end of Year 2 to national averages (92% 2017)
- To narrow the gap between SEN/other pupils to bring in line with nation

Key Stage 1: Three Year Trend

KS1	Number of Pupils	Reading		Writing		Maths	
		Expected Standard	Greater depth	Expected Standard	Greater depth	Expected Standard	Greater depth
2016	30	80%	23%	67%	13%	80%	23%
2016 National		74%	24%	65%	13%	73%	18%
2017	25	76%	16%	68%	28%	76%	8%
2017 National		76%	25%	68%	16%	75%	21%
2018	28	75%	25%	71%	21%	82%	18%
2018 National		-	-	-	-	-	-

Key Stage 1

- Attainment overall was broadly similar to the most recent national average in 2018.
- 64% reached the expected standard in reading, writing and maths combined at key stage 1. While this is slightly below national 65% the school made 9% added value from their starting points
- In reading, 75% of pupils met or exceeded the expected standard, which was broadly in line with the most recent national average (76%) with 25% working at greater depth, which was in line. These outcomes represent good progress for a cohort with below average outcomes at the end of the EYFS in 2016 (60%) and in the Year 1 phonics screening check in 2017 (68%)
- In writing, 71% of pupils met or exceeded the expected standard, this is in line with national averages. 21% were working at greater depth which is above the most recent national average (16%)

- In maths, 82% of pupils met or exceeded the expected standard, which was above the most recent national average (76%), 18% were working at greater depth, which was below (22%). However the school value added was 9% indicating good progress. Both measures, showed improvement in comparison to the school's own outcomes at the end of KS1 in 2017 (76%).

Next Steps:

- To close the gap in reading and maths between boys and girls to bring in line with national 2% (2017)
- To continue to improve % attaining greater depth to bring in line with national in reading and maths
- To close the attainment gap between pupil premium children and all others to bring in line with national

KS2 Three Year Trend

KS2	Number of Pupils	Reading, Writing and Maths	Reading Test	Writing (TA)	Maths Test
2016		50%	69%	81%	56%
2016 National		51%	65%	77%	64%
2017	25	48%	76%	68%	56%
2017 National		61%	72%	76%	75%
2018	26	62%	73%	81%	88%
2018 National (provisional)		64%	75%	78%	76%

Key Stage 2

- 62% of pupils met or exceeded the expected standard in reading, writing and maths combined in 2018. While this remains slightly below the provisional national average and floor standard, it reflects a significant improvement in comparison the previous two years. (48%/50%)
- One pupil in reading, was one mark short of the expected standard.
- In reading, 73% of pupils met or exceeded the expected standard, with 15% working at greater depth. The average scaled score of 103.9, was slightly below 105 the national average for 2018.
- In writing, 81% of pupils met or exceeded the expected standard, with 3% working at greater depth. Leaders recognise the need to ensure that higher proportions of pupils are working at greater depth in 2019.
- In maths, 88% of pupils met or exceeded the expected standard, with 27% working at greater depth with an average score of 106.2. Each of these measures was above the national average, indicating very positive impact of the school's drive to improve outcomes in maths this year.
- In the grammar, punctuation and spelling [GPS] SAT, 92% of pupils met or exceeded the expected standard, with 46% working at greater depth. Both measures were well above the national average for 2018.

Next Steps

- Bring Combined RWM to meet floor level 65%

- Improve attainment in reading to at least in line with national 75% and to meet average scaled score of 105. Increase % reaching greater depth (national 28%)
- Increase % reaching greater depth in writing
- Increase % attaining greater depth in RWM combined
- Close gap between boys and girls in reading and writing