

Outcomes for Pupils

END OF THE EARLY YEARS FOUNDATION STAGE: RECEPTION

Children's attainment at the end of the Early Years Foundation Stage is reported in terms of the percentage of the children who achieved a 'Good Level of Development'. Children are deemed to have achieved a Good Level of Development (GLD) if they have achieved the ELG (Early Learning Goals) in the Early Years Foundation Stage curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

It is important to remember that the majority of our children enter our Reception class with levels well below what could be expected nationally. This is particularly the case in written and spoken English.

END OF EYFS RESULTS 2019	SCHOOL	NATIONAL AVERAGE
Good Level of Development	62%	72%



YEAR 1 PHONICS SCREENING CHECK

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

The phonics screening check is a quick and easy check of a child's phonics knowledge. It is administered at the end of Year 1 and helps school confirm if a child is working at the expected level.

YEAR 1 PHONICS CHECK	SCHOOL	NATIONAL AVERAGE
Met the expected standard	74%	82%

END OF KEY STAGE 1: YEAR 2 RESULTS

Children's attainment in the end of Key Stage 1 tests is reported as follows:

Expected Standard: Working at the expected standard for a child at the end of Year 2.

Greater Depth: Working at greater depth within the expected standard, with a strong understanding of the curriculum.

END OF KS1 RESULTS 2019	SCHOOL	NATIONAL AVERAGE
READING (Expected Standard)	71%	75%
READING (Greater Depth)	12%	25%
WRITING (Expected Standard)	71%	69%
WRITING (Greater Depth)	12%	15%
MATHS (Expected Standard)	71%	76%
MATHS (Greater Depth)	15%	22%

END OF KEY STAGE TWO: YEAR 6 RESULTS

Results of the SATs (tests) are reported using a scaled score, where a score of 100 represents the expected standard, and a scaled score of 110 - 120 means that a child is working at a higher level of attainment. The highest possible score is 120 and the lowest is 80.

Children are awarded one of the following Teacher Assessment judgements in writing:

Expected Standard: Working at the expected standard for a child at the end of Year 6.

High level: Working at greater depth within the expected standard, with a strong understanding of the curriculum.

Interpreting Progress Scores:

- A **score of 0** means pupils in this school on average **make similar progress** from KS1 to KS2 as those with similar prior attainment nationally.
- A **positive score** means pupils in this school on average **make better progress** from KS1 to KS2 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average **make less progress** from KS1 to KS2 as those with similar prior attainment nationally.



END OF KS2 RESULTS 2019	SCHOOL	NATIONAL AVERAGE
READING, WRITING & MATHS (Expected Standard)	57%	65%
READING, WRITING & MATHS (High level of attainment)	8%	11%
READING (Expected Standard)	65%	73%
READING (High level of attainment)	27%	27%
READING (Average Scaled Score)	103.8	104.4
READING (Average Progress)	0.47	0
WRITING (Expected Standard)	70%	78%
WRITING (Greater Depth)	14%	20%
WRITING (Average Progress)	-0.69	0
GRAMMAR, PUNCTUATION & SPELLING (Expected Standard)	86%	78%
GRAMMAR, PUNCTUATION & SPELLING (High level of attainment)	38%	36%
GRAMMAR, PUNCTUATION & SPELLING (Average Scaled Score)	107.3	106.3
MATHS (Expected Standard)	76%	79%
MATHS (High level of attainment)	22%	27%
MATHS (Average Scaled Score)	104.8	105.0
MATHS (Average Progress)	0.46	0