



*'Learners Today, Leaders Tomorrow'*

# *Standards and Progress Information for Parents & Visitors*

*Autumn 2019*

## EARLY YEARS

By the end of Reception, 64% of children achieved a good level of development, an improvement from 2018 that continues the upward trend since 2014. Although the result remains below the national average it reflects very good rates of progress in relation to the children's starting points and prepares them well for KS1. The rate of progress is higher than the national rate of progress, rising by 9% since 2016 compared to a 3% rise nationally.



%	2019	2018	2017	2016	015	014	Nat 019*
<b>ALL GLD</b>	64%	59%	58%	53%	50%	43%	72%

%	ALL	BOYS	GIRLS	DISAD	OTHER	EAL	Not EAL
<b>ALL GLD</b>	64%	53%	73%	54%	68%	68%	50%

In Reading, 35% of children were working just within age related expectations upon entry to Reception. This increased to 70% at the end of the year demonstrating the good progress that children made across the year. This progress is reflected in all other areas including Writing and Number.

In the year ahead we will continue to work on narrowing the attainment gaps between boys/girls, EAL/ non- EAL learners and disadvantaged/other pupils as these remain significant despite lots of strategies in place to accelerate progress for all pupils. On a positive notes, when comparing the gap between Disadvantaged learners and ALL learners (10%) it is lower than the national gap of 15%.

## PHONICS

	Phonics Result 2017	Phonics Result 2018	Phonics Result 2019
School	79%	82.4%	71%
National	81%	83%	82.5%

This year we saw a dip in our phonics result with 71% of children passing the Phonics Screening Check. The National Average for 2019 was 82%. We believe that this dip is cohort specific although phonics will form part of our school improvement plan for 2019-20 to ensure it does not become a trend. Phonics remains a curriculum priority across Year 2 and we are certain that by the end of Year 2, the percentage of pupils in this cohort who have

passed the check will be in line with the national average.

At the end of Year 2, 91% of children have achieved the phonics screening check. This is in line with the national average.

## YEAR 2

	Reading	Writing	Maths	Combined	Science
Expected Standard	78%	74%	78%	70%	88%
Expected National (2019)	75%	69%	76%	65%	82%
Greater Depth	27%	11%	26%	10%	
GD National (2019)	25%	15%	22%	11%	

103 matched pupils	Reading	Writing	Maths
% children making expected progress from EYFS	98%	96%	93%
% making accelerated progress from EYFS	39% (13% increase from 2018)	30% (10% increase from 2018)	38%

**The percentage of children achieving the expected standard in all three areas of learning (Reading, Writing and Maths) is 70%. This is above the National Average of 65% and reflects a highly positive journey of learning from the moment the children start at our school.**

### ***In Reading***

- ✓ 78% of children achieved age related expectations, which is above the National Average.
- ✓ The % of children working at Greater Depth is above the National Average for 2019.
- ✓ Almost all children made expected progress from their EYFS result, with almost 40% of the cohort making accelerated progress.

### ***In Writing***

- ✓ In Writing, 74% of children achieved the Expected Standard reflecting a 10% increase from the previous year.
- ✓ The % of children working at Greater Depth is below the NA for 2019 but reflects accelerated progress for most of these children.
- ✓ Almost all children made expected progress from their EYFS result, with 30% of the cohort making accelerated progress.

### ***In Maths***

- ✓ 78% of children achieved the expected standard – just above the 2019 National Average. This demonstrates good progress from their baseline starting point
- ✓ 26% of children achieved Greater Depth, above the 2019 NA.
- ✓ Most children (93%) made expected progress from their EYFS result, with almost 40% of the cohort making accelerated progress.

### ***In Science***

- ✓ 88% of children achieved the expected standard (the National Average was 82% in 2019).

*Article 28 - Children have the right to a good quality education.*

## **Areas for inclusion in the School Improvement Plan and Subject Action Plans:**

- ✓ Continue to increase the % of children achieving a Good Level of Development at the end of Reception, narrowing the gap further between the school outcomes and the national average.
- ✓ Continue to ensure the gaps between boys and girls, EAL/non EAL and Disadvantaged/Other pupils narrow by the end of Key Stage 1.
- ✓ Review our approach to phonics to ensure that our dip in results does not become a trend.
- ✓ Improve the percentage of children achieving Greater Depth in Writing by the end of KS1.

Take a look at our School Improvement Plan for more information about our priorities for improving outcomes for all pupils. You can find this on our website.

## **Glossary**

<b>EAL =</b>	<b>English as an Additional Language</b>
<b>ELG =</b>	<b>Early Learning Goal</b>
<b>NA=</b>	<b>National Average</b>
<b>EYFS =</b>	<b>Early Years Foundations Stage</b>
<b>GLD =</b>	<b>Good Level of Development</b>
<b>KS1 =</b>	<b>Key Stage 1</b>
<b>PPG =</b>	<b>Children eligible for the Pupil Premium Grant (or Disadvantaged)</b>
<b>EXS =</b>	<b>Expected Standard at the end of Year 2 (KS1)</b>
<b>GD =</b>	<b>Greater Depth at the end of Year 2 (KS1)</b>