



2018-19 Provisional End of Year Outcomes

EYFS:

The percentage of pupils achieving a good level of development in 2019 was 71%. The results, demonstrate good progress for this cohort of children, who were working at least below expectations on entry. They remain in line with the National (71%) Figures but below figures achieved by our Local Authority. A key priority for the school continues to be the development of the children's speech, language and motor skills on entry and how this is developed throughout the curriculum.

Phonic Screen:

75% of the Y1 cohort passed the phonic screen in 2019. Whilst, this demonstrates a decrease in standards in this area and is below our Local Authority average of 82% and National average of 82%, it does demonstrate strong progress for this particular cohort of children. Support has already been initiated for those children who did not meet the expected standard as well as the continuation of daily phonic sessions when they transition into Y3.

The combined phonic screen result for all children by the end of KS1 was 80.3% which again demonstrates a positive trend for the school in comparison to the current Local (78.3%) and emerging National Figure (80%).

KS1:

| 64 pupils | | Reading | Writing | Mathematics | RWM | Science |
|---|--------|-------------|-----------|-------------|-------------|-----------|
| % working at greater depth within the expected standard | School | 77 | 71 | 76 | 66 | |
| | LEA | 76 | 70 | 77 | 66 | |
| | Nat. | 75 | 69 | 76 | | |
| % working at or above the expected standard | School | 24.2 | 21 | 23 | 14.8 | 90 |
| | LEA | 28 | 17 | 23 | 14.8 | 90 |
| | Nat. | 25 | 15 | 22 | | |
| % working towards the expected standard | School | 23 | 28 | 15 | | |
| | LEA | 16 | 20.5 | 17 | | |
| | Nat. | | | | | |

The KS1 outcomes for 2018/19 (which includes three children educated within our specialist resource base) demonstrate a continued strong trend of achievement for pupils at the end of KS1 with results in line with local authority and national figures.

To improve upon last year's results, we will:

- Ensure cohort specific intervention is in place to ensure that the specific areas of weakness identified for this cohort are addressed with the support of an additional 0.5 teacher.
- Ensure an appropriate focus is given to developing core skills across the curriculum which are embed into the children's learning.
- Continue to use daily whole class guided reading sessions to ensure our children are able to access a wide range of texts with an appropriate level of challenge.
- Focus our interventions to ensure that those children who must make better than expected progress are given the support they need to reach their full potential.

KS2:

Attainment

| 40 pupils | | Reading | Writing (TA) | Mathematics | Grammar, Punctuation & Spelling | RWM | Science |
|---|--------|-----------|---------------|-------------|---------------------------------|-----------|-----------|
| % working at or above the expected standard | School | 67 | 79 (M) | 85 | 84 | 54 | 85 |
| | LEA | 74 | 80.7 | 79.6 | | 66 | 82 |
| | Nat. | 73 | 78 | 79 | 78 | 65 | 82 |
| % working above the expected standard | School | 18 | 25 | 21 | 34 | 13 | |
| | LEA | 24.8 | 24 | 24 | | 12 | |
| | Nat. | 27 | 20 | 27 | 36 | 11 | |

Average Scaled Score

| | | Reading | Grammar, Punctuation & Spelling | Mathematics |
|--------------|--------|--------------|---------------------------------|--------------|
| Scaled Score | School | 102.4 | 106 | 104.1 |
| | LEA | 104.4 | 106 | 104.9 |
| | Nat. | 104.4 | 106 | 105 |

Progress from KS1-KS2

| | Reading | Writing | Mathematics |
|----------|-------------|--------------|-------------|
| School | -3.5 | -1.18 | -2.2 |
| LEA | 0.1 | 0.8 | 0.1 |
| National | 0.03 | 0.03 | 0.03 |

The KS2 outcomes for 2019 were disappointing for the school with the outcomes in reading being significantly below those predicted. This inevitably had a negative impact on the combined outcomes of R,W,M and on our three year trend of improvement. As a school we are committed to ensuring we provide our children with the highest quality teaching and learning experiences, which in turn, will enable them, wherever possible, to reach age related expectations.

To improve upon last year's results, we will:

- Complete a thorough question level analysis of the 2018 reading papers to ensure we understand the difficulties the previous cohort experienced and how we can address these difficulties with subsequent cohorts.
- Ensure an appropriate focus is given to understanding the gaps which exist between our different groups of children, ensuring an appropriate provision is in place to ensure that they narrow over time.
- Continue to use daily whole class guided reading sessions to ensure our children are able to access a wide range of texts with an appropriate level of challenge.
- Focus our interventions to ensure that those children who must make better than expected progress are given the support they need to reach their full potential.
- Continue to ensure our most able children are challenged appropriately, especially in reading and maths, so that the positive trend in improvement can be developed further.