

Results 2017

Early Years Foundation Stage

At the end of the Reception year, children are assessed (through observations) in seventeen different areas. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- The early learning goals in the specific areas of mathematics and literacy.

Percentage achieving the Good Level of Development	
School	88
National	70.7

Year 1 Phonics

At the end of Year 1, children complete a national phonics screening check. It is a short, statutory assessment to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.

Percentage achieving the expected standard in phonics	
School	97
National	81

Key Stage 1

In 2017, Year 2 teachers made judgements based on how each child performed in the classroom over the last two years, using the end of key stage tests as one piece of evidence to make these judgements. The reason for using tests as part of the assessment process is to give teachers a way of comparing children against a consistent national standard. Test results were converted to a scaled score, where a score of 100 means a child is working at the expected standard. A score below 100 indicates that a child needs more support and a score of 100 or above suggests a child is working at or above expectations for their age.

		% At the Expected Standard	% Working at a Greater Depth
Reading	School	80	43
	National	76	25
Writing	School	77	27
	National	68	16
Maths	School	80	43
	National	75	21
RWM	School	70	23
	National	64	11

Key Stage 2

In Year 6, the children sit externally marked tests (in Reading; Grammar, Punctuation and Spelling; and Maths) to assess their attainment at the end of Key Stage 2. Test results were converted to a scaled score between 80 and 120. A score below 100 indicates that a child needs more support and a score of 100 or above suggests a child is working at or above expectations for their age. Writing continues to be Teacher Assessed.

		% At the Expected Standard	% Working at a Greater Depth
Reading	School	90	69
	National	71	25
Writing	School	90	21
	National	76	18
GPS	School	93	66
	National	77	31
Maths	School	93	62
	National	75	23
RWM	School	86	14
	National	61	9

Year 6 Average Scaled Scores

	Reading	GPS	Maths
School	112.3	112.3	111.1
National	104.1	106.0	104.2

Progress Scores between KS1 and KS2

Reading	Writing	Maths
2.8	-1.6	1.78