



FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT

(national figures in brackets)

		2016	2017	2018
All	57	48% (69%)	52% (71%)	40% (72%)
Girls	24	52% (77%)	62% (78%)	58% (79%)
Boys	33	49% (62%)	42% (64%)	27% (65%)
Disadvantaged	19	38% (54%)	43% (56%)	21% (57%)
'Other'	38	56% (72%)	60% (73%)	50% (74%)
SEN	11	27% (23%)	11% (23%)	0% (24%)

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

Evaluation	<ul style="list-style-type: none"> • After two years of encouraging improvements in the proportion of children achieving a Good Level of Development (GLD), has seen a considerable fall this year. Levels of development are particularly low in Writing, but many of the children also did not achieve the expected standards in the 'Personal, Social & Emotional Development' learning goals. • Boys and Disadvantaged children have particularly low attainment this year, but there are a large number of children with SEN in this cohort, none of whom achieved GLD. The very low attainment of these children has had a considerable impact on the overall school figures, as well as those of other groups.
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Year 1 Phonics – Proportion of children achieving the expected standard

(national figures in brackets)

		2016	2017	2018
All	59	76% (81%)	81% (81%)	81% (83%)
Girls	33	85% (84%)	87% (85%)	89% (86%)
Boys	26	69% (77%)	76% (78%)	73% (79%)
Disadvantaged	33	79% (70%)	65% (70%)	82% (72%)
'Other'	26	75% (83%)	92% (84%)	81% (85%)
SEN	15	33% (42%)	67% (42%)	53% (44%)

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

Evaluation	<ul style="list-style-type: none"> • Attainment in the Year 1 Phonics Screening Check continues to be in line with national performance. This year's result is exactly the same as last year's result (81%) and is less than 2%pts below national. • Girls' results are consistently just above the national figures, but boys' are generally a few percentage points below national. Disadvantaged children also perform consistently well, and this year their 'pass-rate' is in line with that of 'Other' children nationally. • Children with SEN generally have low attainment, but in each of the last two years they have achieved better results than children nationally with SEN.
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End of Key Stage 1 - Reading								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	58	68% (74%)	14% (24%)	53% (76%)	12% (25%)	59% (75%)	10% (26%)	
Girls	31	72% (79%)	24% (27%)	67% (80%)	19% (29%)	65% (80%)	16% (29%)	
Boys	27	65% (70%)	6% (20%)	42% (71%)	7% (22%)	52% (71%)	4% (22%)	
Disadvantaged	23	47% (62%)	0% (13%)	44% (63%)	0% (14%)	44% (63%)	9% (14%)	
Other'	35	76% (78%)	19% (27%)	60% (79%)	20% (28%)	69% (79%)	11% (29%)	
SEN	13	52% (29%)	14% (4%)	27% (31%)	0% (5%)	23% (30%)	0% (5%)	

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End of Key Stage 1 - Writing								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	58	51% (66%)	9% (13%)	36% (68%)	10% (16%)	52% (69%)	10% (16%)	
Girls	31	64% (73%)	16% (17%)	52% (75%)	19% (20%)	65% (77%)	16% (20%)	
Boys	27	42% (56%)	3% (10%)	23% (62%)	3% (11%)	37% (63%)	4% (12%)	
Disadvantaged	23	35% (52%)	0% (7%)	17% (54%)	0% (8%)	44% (55%)	9% (8%)	
'Other'	35	57% (69%)	12% (15%)	49% (72%)	17% (18%)	57% (74%)	11% (18%)	
SEN	13	29% (20%)	5% (2%)	7% (21%)	0% (2%)	15% (22%)	0% (2%)	

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End of Key Stage 1 - Maths								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	58	53% (73%)	5% (18%)	52% (75%)	7% (21%)	57% (76%)	5% (22%)	
Girls	31	56% (73%)	4% (16%)	59% (76%)	22% (19%)	61% (77%)	10% (20%)	
Boys	27	50% (72%)	6% (20%)	45% (74%)	3% (22%)	52% (75%)	0% (24%)	
Disadvantaged	23	35% (60%)	0% (10%)	35% (62%)	0% (11%)	52% (63%)	4% (12%)	
'Other'	35	60% (76%)	7% (20%)	63% (79%)	11% (23%)	60% (80%)	6% (25%)	
SEN	13	33% (30%)	0% (4%)	20% (32%)	0% (4%)	15% (33%)	0% (5%)	

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed



RWM Combined								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	58	37% (60%)	3% (9%)	33% (64%)	7% (11%)	42% (65%)	5% (12%)	
Girls	31	44% (66%)	4% (10%)	48% (69%)	11% (13%)	55% (71%)	10% (14%)	
Boys	27	32% (55%)	3% (8%)	19% (58%)	3% (9%)	26% (60%)	0% (10%)	
Disadvantaged	23	18% (46%)	0% (4%)	17% (49%)	0% (5%)	35% (50%)	4% (5%)	
'Other'	35	45% (64%)	5% (10%)	43% (68%)	11% (13%)	46% (69%)	6% (13%)	
SEN	13	14% (16%)	0% (1%)	0% (18%)	0% (1%)	0% (19%)	0% (2%)	

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

Evaluation	<ul style="list-style-type: none"> The proportion of children achieving the expected standard in all three subjects (Reading, Writing & Maths) dipped slightly last year, but has improved this year. Despite this increase, headline attainment remains well below national. It is important to consider the prior attainment of children at the foundation stage when evaluating KS1 results: fewer than half of the children in this cohort achieved a Good Level of Development. The main reason behind the fall in the RWM figure in 2017, was the very low numbers of children achieving the expected standard in Writing. This year, attainment in Writing has improved considerably and is much closer to attainment in the other subjects. Boys' attainment is only slightly below that of girls in Reading and Maths, but is particularly low in Writing. Over a third of the year group were 'Disadvantaged'. This group's attainment has improved this year, but is still low compared to the equivalent national figures. Almost a quarter of the year group had SEN; as with the other year groups, their low attainment has had a considerable impact on the overall results and could be a contributory factor in the lower attainment of boys and of Disadvantaged children.
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