

Statutory Tests

%	2015/2016	2016/2017	2017/2018	2018/2019	National 2018
EYFS GLD	88.2	87.8	84.2	83.3	70.7
Yr1 Phonics	90	77	83	86	81
Yr2 Phonics retake	90	95	92	85	92

KS1 SATS

%	Reading	Reading GDS	Writing	Writing GDS	Maths	Maths GDS	RWM Combined
2015/2016	86	22	78	8	81	11	72
2016/2017	72	11	70	8	78	7	67
2017/2018	77	13	60	7	77	13	57
2018/2019	68	11	62	7	75	9	59
2018 National	75	26	70	16	76	22	n/a

KS2 SATS Attainment

%	Reading	Reading GDS	Writing	Writing GDS	Maths	Maths GDS	GPS	GPS GDS	RWM Combined	RWM Combined GDS
2015/2016	67	24	77	29	65	12	74	17	53	5
2016/2017	75	22	78	11	67	4	71	26	56	0
2017/2018	65	25	75	27	54	8	71	27	46	4
2018/2019	59	24	78	16	81	30	70	27	57	8
IOW 2018	69 (2018)	22 (2018)	73 (2018)	17 (2018)	66 (2018)	15 (2018)	70 (2018)	23 (2018)	54 (2018)	7 (2018)
2018 National	73 (2019)	28 (2018)	78 (2019)	20 (2018)	79 (2019)	24 (2018)	78 (2019)	34 (2018)	65 (2019)	10 (2018)

KS2 SATS Progress

	Reading	Writing	Maths
2015/2016	-0.2	-1.2	-1.9
2016/2017	0	-1.2	-2.9
2017/2018	-2.3	-0.5	-3.7
2018/2019*	-2.5	-0.4	1
2018 IOW	-0.7	-0.6	-1.2
2018 National	0	0	0

Average Scores

	Reading	Maths
2015/2016	103	102
2016/2017	105	102
2017/2018	103	101
2018/2019	103	105
2018 IOW	104	102
2019 National	104	105

*Measured against 2018 Progress rough calculation
 KS2 GDS National = 2018 as figures not released yet

Headline Data Report Commentary for Governors

End of Year July 2019

EYFS

The results for EYFS are again very good with a total number of children achieving a 'Good Level of Development' (GLD) at 83.3%. This is virtually the same as last year at 84% and above the National average of 72%.

Key areas:

Reading and Writing both came out at 83.3%

Maths: Numbers 91.6%

Shape Space and Measure 87.5%

Outcomes for Girls were lower than Boys for Reading, Writing and Maths and therefore also overall. Boys GLD 92.8% and Girls 70%, see EYFS Leader's Report for further information.

Phonics

Year 1 Phonics outcomes were 82%, 1% lower than last year and at National Expectations.

Year 2 Re-takes, combined with results in Y1 are slightly lower than National. School: 85%, National 92%. Considerable turbulence in KS1 means that not all these children have been with us from EYFS. For those who did not achieve the re-take there is clear evidence of progress.

KS1

Maths results for ARE are slightly below last year (-2%) but at National. For GLD they are just lower than last year (-2%) and below National (-12%).

Writing results for ARE are higher than last year (+3%) and just below National. GLD is the same as last year and below National (-9%).

Reading results are lower than last year and below National; GLD is only slightly below last year and below National.

The Year 2 cohort has had a lot of turbulence since the end of EYFS, with a total of 11 new pupils joining this cohort – 25%. Out of those pupils who have joined us later, 5 are SEN and 3 were not on track to meet ARE. This has had an impact on our outcomes.

The total number of pupils on the SEND register in Y2 is 11 – 25% of the cohort. However, this is not an excuse for lower outcomes as 2 SEND pupils achieved ARE in all three subjects.

Other factors that need to be taken into consideration include the mixed Y1/2 classes. This has meant adjustments have been needed in the curriculum and the pedagogy during the last few years. The reduction in LSA support due to the deficit budget is also another factor to be considered with the slightly lower outcomes.

KS2

Maths results for KS2 show a huge improvement in outcomes for both ARE and GDS, compared to last year and are above National Expectations. Compared to last year, the **increase** in ARE is 27% and for GLD it is 22%.

Writing is slightly above last year for ARE at 78.3% and just above National. For GLD it is lower than last year at 16% and just below National at 18%.

Reading results for ARE were just below those for last year at 59%, approximately 2 pupils, but GLD has increased by 2% and higher than National.

Grammar, Punctuation and Spelling at ARE was virtually the same as last year and a little below for GLD. Both were below National.

Our **combined score** for Reading, Writing and Maths was above last year's by over 10% at 56.7% and for GLD it was double last year and just 1% below national at 8%.

There are a few pupils whose papers we are reviewing, especially for Reading, as they missed the ARE or GLD pass mark by just one or two marks.

It should be noted that there are 7 pupils in Year 6 who are on the SEN Register for Literacy; this equated to 19%.

Reading had already been identified as a focus for the school; this will form part of the School Development Plan, with support already booked from Hampshire.

Glossary

ARE – Age Related Expectations

GLD – Greater Level of Development

SEND – Special Educational Needs