



2017 Achievement Data from F2 to Y6






End of Foundation Stage (F2)

Areas of Learning	2015	2016	2017	National Average 2017
Communication & Language	90%	75%	79%	82%
Personal, Social & Emotional Development	72%	78%	76%	85%
Physical Development	90%	75%	78%	88%
Literacy	52%	71%	72%	73%
Maths	55%	75%	71%	78%
Understanding of the World	83%	75%	71%	84%
Expressive Arts & Design	90%	75%	71%	87%
<b>Overall Good Level of Development *</b>	<b>52%</b>	<b>71%</b>	<b>71%</b>	<b>71%</b>

These percentages refer to the number of pupils meeting, or exceeding expected levels for the end of the Foundation Stage.

\*GLD = Good Level of Development: the percentage of children achieving at least the expected level within the three prime areas of learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) and the early learning goals within the literacy and maths areas of learning.

EYFS action required:

-  To consolidate and embed recent improvements in Early Years to secure consistently outstanding provision and outcomes in EYFS
-  To improve outdoor provision
-  To further develop early SEND identification and support
-  To ensure that the newly-expanded F1 team is embedded
-  To develop a mastery approach to the teaching of maths in early years

## Year 1 Phonics

2014	2015	2016	2017	2017 National Average
79%	75%	83%	80%	81%

## Year 2 Phonics Re-Takes

2014	2015	2016	2017	2017 National Average
80%	85%	22%		62%

## Year 2 Reading

Former assessment	2013	2014	2015	Revised assessment	2016	2017	2017 National Average
L2+	86%	87%	89%	Below age-related	33%	27%	
L2b+	78%	81%	89%	At age-related	64%	70%	76%
L3	10%	10%	10%	Greater depth	3%	3%	25%

## Year 2 Writing

Former assessment	2013	2014	2015	Revised assessment	2016	2017	2017 National Average
L2+	79%	87%	89%	Below age-related	50%	24%	
L2b+	52%	71%	75%	At age-related	47%	67%	68%
L3	1%	0%	0%	Greater depth	3%	7%	16%

## Year 2 Spelling and Grammar

Former assessment	2013*	2014*	2015*	Revised assessment	2016	2017
L2+				Below age-related	57%	
L2b+				At age-related	43%	70%
L3				Greater depth	0%	7%

## Year 2 Maths

Former assessment	2013	2014	2015	Revised assessment	2016	2017	2017 National Average
L2+	86%	90%	96%	Below age-related	36%	27%	
L2b+	72%	74%	82%	At age-related	64%	70%	75%
L3	10%	6%	10%	Greater depth	0%	3%	21%

### Year 6 Reading

Former assessment	2014	2015	Revised assessment	2016	2017	2017 National Average
L4+	93%	92%	Below age-related	14%	31%	
L5	22%	44%	At age-related	86%	69%	71%
L6 *	0%	0%	Greater depth	0%	10%	25%

### Year 6 Writing

Former assessment	2014	2015	Revised assessment	2016	2017	2017 National Average
L4+	89%	78%	Below age-related	21%	24%	
L5	7%	7%	At age-related	79%	76%	76%
L6 *	0%	0%	Greater depth		3%	18%

### Year 6 English Grammar, Punctuation and Spelling

Former assessment	2014	2015	Revised assessment	2016	2017	2017 National Average
L4+	78%	78%	Below age-related	25%	24%	
L5	33%	44%	At age-related	75%	76%	77%
L6 *	0%	0%	Greater depth		21%	31%

### Year 6 Maths

Former assessment	2014	2015	Revised assessment	2016	2017	2017 National Average
L4+	81%	85%	Below age-related	21%	17%	
L5	15%	36%	At age-related	79%	83%	75%
L6 *	0%	4%	Greater depth		21%	23%






### Year 6 Reading, Writing & Maths Combined

Former assessment	2014	2015	Revised assessment	2016	2017	2017 National Average
L4+	78%	74%	At age-related	64%	66%	61%
L5	4%	7%	Greater depth		0%	9%

## Year 6 Progress

Subject	2016	2017	2017 National Average	Confidence intervals
Reading	+5.34	+2.1	In line with national	+/- 2.4
Writing	+3.07	+1.1	In line with national	+/- 2.3
Maths	+2.58	+3.6	Well above national	+/- 2.2

Action required based on school's data:

-  To lead improvements in spelling and reading
-  To lead improvements in mathematics, with a particular focus on fluency and geometry
-  To lead improvements in the progress of vulnerable pupils
-  To further raise standards in English at KS1 and KS2, particularly spelling and reading
-  To further raise standards in maths at KS1 and KS2, particularly fluency