

South Cave C of E Primary School

Data Summary 2018

Early Years Foundation Stage

Children achieving Good Level of Development (GLD) – awarded ‘expected’ in all Prime areas of learning and all Literacy and Maths areas

	GLD%	Average Points	Average total point score
School	85	2.2	37.4
National	72	Not yet available	34.6
Local Authority	74	2.1	35.7

- The proportion of pupils achieving GLD has increased by 4% compared to 2017 and remains higher than the Local Authority and national.
- Average points remain above Local Authority and national

Year One phonics screening check

	Working at	Working towards	Average point score
School	92%	8%	35.4 (2017 34.7)
national	Not yet available	Not yet available	Not yet available
Local Authority	83%	17%	33.9 (2017 34.0)

- This figure is significantly higher than local for the 4th year in succession.

End of Key Stage One phonics screening check

	Working at	Working towards
School	100	0
National 2017 as 2018 not currently available	92	8
Local Authority 2017 as 2018 not currently available	92	8

- All pupils achieved the phonics screening check by the end of KS1, this is an improvement on 2017 by 3%
- Significantly higher than national and local for the 4th year in succession.

Key Stage One

	Reading		Writing		Maths		R+W+M	
	Expected or above	Greater depth	Expected or above	Greater depth	Expected or above	Greater depth	Expected or above	Greater depth
School	73 (85% GLD – 3 ch did not achieve expected progress)	31 (23% GLD)	73 (85% GLD – 4 ch did not achieve expected progress)	15 (15% GLD)	89 (92% GLD – 1 ch did not achieve expected progress)	39 (23% GLD)	73	15
Local	76	26	71	18	77	22	66	12
National 2017 as 2018 not currently available	76	25	68	16	75	21	64	11

- KS1 results show that not all children who achieved ‘expected at the end of the Foundation stage achieved ‘expected’ at the end of KS1. Although it must be remembered that this is a very small cohort with each child representing 4%. It must also be remembered that the Early Learning Goal at Foundation Stage is a ‘best fit’ judgement against one descriptor, whereas the judgement at the end of Y2 a teacher must have evidence of a number of different assessment criteria and for writing for example all of the criteria must be seen in moderation in at least 6 different pieces of work.
- Once again our data shows that the % of pupils moving from ‘exceeding’ at the end of EYFS to ‘greater depth’ at the end of KS1 has increased, indicating that the support we give to our more able pupils leads to positive outcomes for our

pupils. This indicates that the number of children achieving at the higher level have increased over KS1, showing good progress.

- The proportion of children achieving greater depth in reading, maths and RWM combined is higher than local and national
- The proportion of pupils achieving expected+ and GDS in maths has increased from 2017 and is above national.

Key Stage 2

Attainment:

	Reading		Writing		GPS		Maths		R+W+M	
	Expected or above	Greater depth	Expected or above	Greater depth	Expected or above	Greater depth	Expected or above	Greater depth	Expected or above	Greater depth
School Teacher assessment	80	33	80	20	N/A	N/A	83	30	75%	n/a
School test	75*(78) (2017 = 67%)	25*(33) (2017 = 12%)	80 (2017 = 84%)	20 (2017 = 27%)	70 (2017 = 55%)	30 (2017 = 10%)	78 (2017 = 59%)	35 (2017 = 10%)	65 (2017 = 51%)	15 (2017 = 4%)
Local	76	27	78	19	79	32	76	22	63	8
National	75 (2017 = 72%)	28 (2017 = 25%)+3	78 (2017 = 76%)	20 (2017 = 18%)	78 (2017 = 77%)	34 (2017 = 31%)	76 (2017 = 75%)	24 (2017 = 23%)	64 (2017 = 61%)	10 (2017 = 9%)

*we are waiting to hear about a small number of papers that had to be remarked and this may lead to these results rising to 78% expected and 33% greater depth

- The proportion of pupils achieving expected+ and higher level in maths have improved significantly compared to 2017 and are now above provisional national and local data, particularly for greater depth.
- The proportion of pupils achieving expected+ and higher level in reading at expected has improved compared to 2017 and is now in line with provisional national (and potentially slightly above), increase in percentage at expected and greater depth is more significant than national increase.
- The proportion of pupils achieving expected and the higher level in writing are lower than 2017 but in line with provisional national and local data (LA moderated).
- The proportion of pupils achieving expected and higher level in GPS, although lower than national has improved significantly compared to 2017 and is now closer to national, increase in percentage at expected and greater depth is more significant than national increase.
- The proportion of pupils achieving combined expected and greater depth has improved significantly compared to 2017 and are above provisional national and local data, increase in percentage at expected and greater depth is more significant than national increase.

Average scaled scores

Pupils who got a scaled score of 100 or more were considered to have met the expected standard.

The average scaled scores for our school are as follows:

Reading = 104

Maths = 105

Grammar Punctuation & Spelling = 104

(All 3 average scaled scores are higher than in 2017)

Average progress scores

Progress of pupils from the end of KS1 to the end of KS2 is worked out by comparing our children with children who attained similarly at KS1 nationally. Government guidance states that progress scores should be centred around 0, with most schools within the range of -5 to +5.

The provisional average progress score for our school are as follows:

Reading = -3.3

Writing = -2.9

Maths = -1.8

Therefore, placing us within the range of most schools. We are particularly pleased with the improvement in maths (from -2.87 in 2017 to -1.8), following whole school improvement initiative introduced. To achieve the national floor standard average progress scores must be above -5 in reading **and** maths **and** above -7 in writing. Our average progress scores therefore place us above the floor standard again this year.