**Early Years**

**Test and assessment results 2017**

|  |  |  |
| --- | --- | --- |
|  |  | **GLD** |
|  | **2017** | **2016** | **2015** | **2014** | **2013** | **2017** | **2016** | **2015** | **2014** | **2013** |
| **Listening**  | **79%** |  **83%** | **83%** | **77%** | **55%** | **62%** | **57%** | **43%** | **30%** | **21%** |
| **Understanding** | **72%** | **77%** | **80%** | **77%** | **52%** |
| **Reading** | **62%** | **60%** | **43%** | **43%** | **42%** |
| **Writing** | **62%** | **57%** | **43%** | **33%** | **35%** |
| **Number** | **62%** | **70%** | **64%** | **43%** | **35%** |
| **Shape & Space** | **62%** | **70%** | **64%** | **43%** | **42%** |

**Phonics**

|  |  |  |  |
| --- | --- | --- | --- |
| 2017 | 2016 | 2015 | 2014 |
| Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat |
| 83% | 81% | 76% | 81% | 77% | 77% | 73% | 74% |

**Key Stage 1** (25 children, 2016 % in brackets)

Children are assessed against the ‘Expected Standard,’ shown on the table as **EXS+.** Some children did not meet the standard and are assessed as either **PKF** (a foundation level) or **WTS** (Working towards). A small proportion of children are working above the expected standard and are assessed as showing Greater Depth (**GDS**).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| PKF | 0% | 0% | 0% |
| WTS | 24% | 28% | 16% |
| EXS+ | 76% (75%) | 72% (64%) | 84% (73%) |
| GDS | 22% (21%) | 19% (4%) | 15% (16%) |

**Key Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | **Writing** | **Maths** | **Combined Reading, Writing and Maths** | **Grammar, Punctuation and Spelling** |
| **School Result** | **National** | **Progress** | **School Result** | **National** | **Progress** | **School Result** | **National** | **Progress** | **School Result** | **National** | **School Result** | **National** |
| **82%** | **71%** | **+6.00** | **79%** | **76%** | **+6.61** | **68%** | **75%** | **+5.44** | **64%** | **61%** | **64%** | **77%** |
| **Higher standard** | **Scaled score** | **Greater depth** | **Scaled score** | **Higher standard** | **Scaled score** | **Higher standard** | **Higher standard** |
| **1%** | **25%** | **102.3** | **14%** | **18%** |  | **0%** | **23%** | **102.2** | **0%** | **9%** | **%** | **%** |

**Attendance**

* 2016-17 **96.2%**; a continued improvement on previous years. Improvements are due to a rigorous and determined drive by welfare staff – first day response, collection of chn from home etc- and because Assertive Mentoring meetings are effective in conveying the important link between attendance and achievement.