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

**Early Years**

**Test and assessment results 2016**

**Phonics**

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

**Key Stage 1** (28 children, national % 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 | 4% | 4% | 4% |
| WTS | 21% | 32% | 21% |
| EXS+ | 75% (74%) | 64% (66%) | 75% (73%) |
| GDS | 21% (24%) | 4% (13%) | 8% (18%) |

**Key Stage 2**

2016 saw a new system of measuring attainment and progress and cannot be compared to previous years. For each subject, the columns show the school results, the average of all schools nationally and the progress made. The ‘scaled score’ is to be compared with 100, which is the expected standard.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **25%** | **66%** | **-1.9** | **69%** | **74%** | **3.4** | **34%** | **70%** | **0.6** | **18%** | **53%** | **46%** | **72%** |
| **Higher standard** | **Scaled score** | **Greater depth** | **Scaled score** | **Higher standard** | **Scaled score** | **Higher standard** | **Higher standard** |
| **0%** | **19%** | **94** | **7%** | **15%** | **n/a** | **10%** | **17%** | **98** | **0%** | **6%** | **10%** | **22%** |

**Attendance**

* 2015-16 **95.5%**; 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.