

End of KS1 Data 2018/2019

	National Standard		Greater Depth	
	School	National	School	National
Reading	77%	75%	51%	25%
Writing	75%	69%	27%	15%
Maths	78%	76%	39%	22%
Science	80%	82%		

Strengths from 2018/2019 data:

- Reading, writing and maths are above the National levels for expected and greater depth.
- Children with English as an additional language (EAL) in all areas are performing better than non-EAL children at expected.
- Writing and maths have seen an increase from the previous year at expected and all areas have increased at greater depth.
- The % of children achieving greater depth in reading was well above national.
- Number of children making good or better progress from the end of foundation to end of key stage one reading 86%, maths 93%.

Development areas from 2018/19 data:

- Science for all children is below National by 2%
- EAL children are slightly below non-EAL children at greater depth.
- Number of children making good or better progress from the end of foundation to end of key stage one in writing 71%.
- Disadvantaged pupils are below non-disadvantaged pupils for attainment, however those making good or better progress in reading is higher.

Phonics 2018/2019 - Pass mark remained at 32

	National Standard		Average score	
	School	National	School	National
Phonics	83%	82%	34.36	

Strengths from 2018/2019 data:

- Proportion of children meeting expected standard is expected to be above national
- Girls meeting standard 96%
- EAL children 94%
- Disadvantaged/Ever6 children 73% , expected to be above national

Development areas from 2018/2019 data:

- Boys drop from last year to 69%

EYFS 2017/18 confirmed data 2018/2019 submitted, but unconfirmed data

	2017/18		2018/19	
	School	National	School	National
Good level of development (GLD)	78.7%	71.6%	64.3%	71.7%
Reading	85%	77%	85.6%	76.9%
Writing	79%	74%	64.3%	73.8%
Maths	85%	78%	83.9%	79.8%

Strengths from 2018/19 data:

- Reading and maths are expected to be inline with national figures.
- The progress of the children has been excellent with all children making good or better progress in reading and writing and all but one child in maths.

Development areas from 2018/19 data:

- Writing is much lower than previous years. This is due to delaying the start of phonics and writing whilst focusing on speaking and listening and fine motor skills in September as the children came in lower than expected and there were a number of children with limited speech and vocabulary and their fine motor skills demonstrated they were not ready to write.

The areas for development across each year group form part of the academy development plan for the current year, ensuring that plans to improve further are rigorous.

Should you have any questions about this data, please ask to see one of the senior leaders (Mrs Hilton, Mrs Dunderdale or Mrs Prestidge).