

School Attendance and Attainment for 2018-19

Attendance for 2018/19

Overall school attendance for 2018-19 was 96%

	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	246	212	86.2%	2.9%	109	44.3%	1.1%

Attainment in the Early Years Foundation Stage

In 2019, 69% of pupils attained a Good Level of Development against the Early Years framework. This year this is slightly below the national average of 71.5% achieved in 2018.

A Good Level of Development is defined as children working at the expected standard or exceeding the expected standard in the key areas of literacy; maths; physical development; communication and language; and personal, social and emotional development.

Attainment in the Year 1 and 2 phonics screening:

90% of Year 1 pupils met the expected standard in the Phonic Screening test. This is above the national average of 82%.

87% of pupils met the expected standard in the Phonics Screening test by the end of Year 2. Whilst this is slightly lower than the 2019 national average of 91%, this difference represents 1 child.

Key Stage 1 teacher assessments – July 2019:

This is the fourth year of the current testing and assessment arrangements for Year 2. These arrangements reflect the more challenging national curriculum which was introduced in 2014. For more information please see the leaflet Information for parents KS1 from the Standards and Testing Agency.

At the end of KS1, (Yr2) teachers are required to assess each child in the areas of reading, writing, maths and science. National Curriculum assessment tests are used to support teachers' judgements.

The system of national curriculum levels has been removed and the new measures are as follows:

- **Expected Standard** – Working at the expected standard for a child at the end of Year 2.
- **Greater Depth** – Working at greater depth within the expected standard, with a strong understanding of the curriculum.

Children reaching the new 'expected' national Standard

	School (July 2019)	National (Last year – July 2018)
Reading	67%	75%
Writing	63%	70%
Maths	63%	76%
Science	70%	83%
Reading, writing and maths combined	60%	64%



**Children working at the new 'greater depth'
(i.e. exceeding the national standard)**

	School (July 2019)	National (Last year - July 2018)
Reading	30%	26%
Writing	13%	16%
Maths	17%	22%
Reading, writing and maths combined	10%	

Key Stage 2 SATS results – July 2019:

Children in Year 6 are also assessed on their knowledge and understanding of the curriculum. The curriculum introduced in 2014 provides greater challenge with higher expectations set for the end of KS2.

The results of the SATs, (tests) are reported using a scaled score, where a score of 100 represents the expected standard. The highest possible score is 120 and the lowest is 80.

Children are awarded one of the following Teacher Assessment judgements in writing:

- **Working towards the expected standard** – Working below the expected standard for their age.
- **Expected Standard** - Working at the expected standard for their age.
- **Greater Depth** - Working at greater depth within the expected standard and has a strong understanding of the curriculum.

In addition to these measures and in line with requirements, we have reported the percentage of children achieving a **High Standard**. Children with a scaled score of 110 and above are included in this group.

Year 6 pupils were assessed in reading; writing; grammar, punctuation and spelling; maths and science. For further information, please see the leaflet Information for parents KS2 from the Standards and Testing Agency.

Children who gained a scaled score of 100 or more (i.e. the national 'pass' mark)

	School (Unvalidated - (July 2019))	National (Unvalidated - July 2019)
Reading (test)	78%	73%
Writing (teacher assessment)	75%	78%
Grammar, punctuation and spelling (test)	78%	78%
Maths (test)	81%	79%
Science (teacher assessment)	85%	83%



Children who gained a scaled score of 100 or more in Reading, Writing and Maths combined:

School (July 2019)	71%
National (July 2019)	65%

Children who gained a scaled score of 110 or more (i.e. the national 'higher standard' mark)

	School (Unvalidated - July 2019)	National (Unvalidated - July 2019)
Reading (test)	29%	27%
Writing (teacher assessment)	14%	20%
Grammar, punctuation and spelling (test)	42%	36%
Maths (test)	29%	27%
Science (teacher assessment)		

Children who gained a high scaled score of 110 or more in reading, writing and maths

School (July 2019)	5%
National (July 2019)	11%

Average 'scaled scores' in reading and maths:

	School (Unvalidated - July 2019)	National (Unvalidated - July 2019)
Reading (test)	104	104
Maths (test)	105	105
Grammar, punctuation and spelling (test)	107	106



Average progress scores in reading, writing and maths:

	Progress score (Unvalidated - July 2019)
Reading	+1.8
Writing	+0.6
Maths	+1.9

[Link to the 'school and college performance tables service'](#)

