

Woodcocks' Well CE PS

Progress and Attainment Data 2016/2017

Early Years Foundation Stage Profile

i.e. The number / percentage of Reception children who achieved a 'Good Level of Development' at the end of the year

What is a Good Level of Development (GLD)?

It is a measure of attainment at the end of the [EYFS \(Early Years Foundation Stage\)](#).

Children are deemed to have achieved a GLD if they have achieved the [ELG \(Early Learning Goals\)](#) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

Number of children in the cohort	14 (10 boys, 4 girls)	
Number of children achieving a GLD	10 (7 boys, 3 girls)	71% achieved a GLD

Phonics Year 1 Screening

The Phonics Screening Check looks at how children use the phonics skills learned up to the end of Year 1.

Number of children in the cohort	17 (8 boys, 9 girls)	
Number of children achieving a pass	16 (7 boys, 9 girls)	94% achieved a pass

Phonics Year 2 Screening Re-sit

This phonics screening assessment is for children who did not achieve a phonics screening pass at the end of year 1.

Number of children in the cohort	5 (2 boys, 3 girls)	
Number of children achieving a pass	3 (1 boys, 2 girls)	60% achieved a pass

Note: 1 boy joined us on 5.6.2017 and scored 31

End of Key Stage 1 SATs - Teacher Assessment

At the end of Year 2, children are assessed against the end of Year 2 expectations.

Number of children in the cohort	15 (6 boys, 9 girls)
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Children meeting the end of year expectations are assessed as either having reached the expected standard or working at a higher level i.e. greater depth.

	Reading	Writing	Maths
Achieved the expected standard	12 (80%)	10 (67%)	10 (67%)
Working at Greater Depth	3 (20%)	1 (7%)	2 (13%)

End of Key Stage 2 SATs

At the end of Year 6, children are assessed against the end of Year 6 expectations.

Number of children in the cohort 16 (9 boys, 7 girls)

Children meeting the end of year expectations are assessed as either having reached the expected standard or working at a higher level i.e. greater depth.

	Reading	Writing	SPAG*	Maths
Achieved the expected standard	13 (81%)	11 (69%)	14 (88%)	14 (88%)
Working at Greater Depth	7 (44%)	2 (13%)	7 (44%)	3 (19%)

SPAG* stands for Spelling, Punctuation & Grammar

End of Key Stage 2 SAT's Additional Information:

- The percentage of pupils achieving the 'expected standard' in reading, writing and maths is 63%
- In English the average scaled score is 108
- In Maths the average scaled score is 105
- The average progress made in reading is 5.5
- The average progress made in writing is 0.7
- The average progress made in maths is 2.5

Scaled Scores Explained:

A scaled score of 100 represents the expected standard for each test. If your child gets a scaled score of 100 or more it means they are working at or above the expected standard in the subject. If your child gets a scaled score of less than 100 it means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80.

Progress Scores Explained:

Most schools will have progress scores between -5 and +5.

If a school has a progress score of 0 this means that on average their pupils achieved similar results at the end of KS2 (end of year 6) to pupils in other schools with similar results at the end of KS1 (end of year 2).

If a school has a positive progress score this means that on average their pupils made more progress than pupils in other schools with similar results at the end of KS1.

A negative score doesn't mean a school has failed or pupils have made no progress. It just means that on average their pupils have made less progress than pupils in other schools with similar results at the end of KS1.