



St James' Lanehead Attainment and Progress Information 2018-2019

This document contains a summary of how our children performed throughout the 2018-2019 academic year. Whilst our staff are consistently monitoring and assessing the children through their learning, there are a number of statutory assessments for children in Foundation Stage 2 (Reception), Year 1, Year 2 and Year 6.

We hope you find this document useful and, whilst we have endeavoured to explain each assessment in this document, should you have any questions, please do not hesitate to contact us.

Some data is not released to us until later in the Autumn term. As a result, any data that is not included will be added to this document upon receipt of this information.

Early Years Foundation Stage

In Early Years Foundation Stage, children are assessed against the three **prime areas of learning** and the three **specific areas of learning**. Each area of learning is split into a number of **aspects of learning**. Essentially this means that children are assessed against 17 different aspects.

This table demonstrates how the aspects of learning are organised:

	Area of Learning	Aspects of Learning
Prime Areas of Learning	Communication and Language	Listening and Attention
		Understanding
		Speaking
	Physical Development	Moving and Handling
		Health and Self-Care
	Personal, Social and Emotional Development	Self-confidence and Self-awareness
		Managing Feelings and Behaviour
		Making Relationships
	Specific Areas of Learning	Literacy
Writing		
Numeracy		Number
		Shape, Space and Measure
Understanding the World		People and Communities
		The World
		Technology
Expressive Arts and Design		Exploring and Using Media and Materials
		Being Imaginative

Children in Reception are assessed in two ways:

1. We measure the progress of the children by looking at how many children entered Reception working at the expected level and compare that with how many children finished Reception having achieved the Early Learning Goal in all 17 aspects of learning;

2. We measure the percentage of children who have reached a 'Good Level of Development' (GLD) by the end of Reception. To reach a GLD, a child must reach the Early Learning Goal within the 3 prime areas of learning (Communication and Language, Physical Development, Personal, Social and Emotional Development) **and** in Literacy and Mathematics. This figure can be compared with other settings locally and nationally.

PROGRESS OF CHILDREN FROM ENTERING RECEPTION TO LEAVING RECEPTION 2018-2019

The table below shows the percentage of children who entered Reception in September 2018 working at or above the expected level for their age compared with the percentage of children who left Reception in July 2019 having achieved or exceeded the Early Learning Goal in each area (which is the expected level for a child leaving Reception):

	% at least expected																
	CL			PD		PSED			Literacy		Mathematics		UW			EAD	
	LA	Un	Sp	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI
On entry	55.0	60.0	55.0	42.5	87.5	55.0	60.0	60.0	55.0	37.5	62.5	62.5	60.0	10.0	95.0	0	0
July 19	60	82.5	75	65	95	72.5	77.5	72.5	65	65	72.5	80	80	67.5	90	55	50

ATTAINMENT OF CHILDREN LEAVING RECEPTION 2018-2019

The table below show the percentage of children at St James' Lanehead achieving a 'Good Level of Development' on leaving Reception in July 2019 as well as the figures for the previous three years compared with the national average. The national average for 2019 is not yet available:

% pupils reaching GLD at end of EYFS				
	2016	2017	2018	2019
School	72.0%	72.0%	69.0%	70.0%
National	69.3%	70.7%	71.5%	

As a school, we analyse this data carefully to look for trends and to help us continue to improve our practice.

Year 1 Phonics

In Year 1, all children take the Year 1 Phonics Screening. This involves the teacher showing your child a number of real words and words that are not real and asking your child to read the word aloud. Any child who reaches the threshold set by the government is said to have achieved the phonics screening. Any child who does not meet the required standard is given the opportunity to re-take the screening in Year 2. Children take the phonics screening in June of that academic year.

YEAR 1 PHONICS SCREENING 2018-2019

The table below shows the percentage of children leaving Year 1 having achieved the Year 1 Phonics Screening over the past 4 years. This has been compared with the percentage of those children who achieved the Reading Early Learning Goal when they were in Reception (although this is not a direct comparison, it gives an indication about how much progress the children have made in their reading since leaving Reception. The results have also been compared with the national phonics results. National figures for 2019 are not yet available.

% pupils achieving phonics standard in Year 1			
	2017	2018	2019
School	72.0%	83.0%	80.0%
EYFS Reading	71.8%	82.5%	75.0%
National	81.0%	82.5%	

Year 2 Phonics Re-screens

In Year 2, any child who did not reach the threshold for the Phonics screening in Year 1 take it again.

For the last two years, the number of children having to do this has decreased.

YEAR 2 PHONICS SCREENING 2018-2019

The table below shows the percentage of children in Year 2 who re-took the Phonics screening and achieved the threshold for the last three years. This figure is compared with the national average. The national figure for 2019 is not yet available.

% pupils achieving phonics standard by end of Year 2			
	2017	2018	2019
School	67.0%	66.0%	62.5%
National	91.0%	92.0%	
Number of pupils	12	9	8

End of Key Stage 1 Statutory Assessments

All children at the end of Year 2 are currently required to complete statutory assessments in Reading, Writing and Mathematics. These assessments are made using a combination of tests (usually carried out in small groups so that the children are not aware they are taking a test) and using evidence from the work the children have produced throughout the year.

The school must then use this information to decide if a child is working towards the expected standard, at the expected standard or if they are working at greater depth – in other words, above the expected standard for a child of this age.

As the children only officially enter school in Year 1, these results are not directly comparable with any other assessments. However, most schools look at which Early Learning Goals a child achieved in Reception to see whether or not they have made expected progress in Year 2. For example, a child who achieved the Reading Early Learning Goal would be expected to be working at the expected standard in Year 2 in Reading. It should be noted however, that the curriculum in Early Years is different from the national curriculum studied in Year 1 and upwards. Therefore, any comparison is only indicative of progress.

KEY STAGE 1 READING ASSESSMENTS 2018 – 2019

The table below shows the percentage of children achieving the expected level or higher (EXS+) over the last three years. This has been compared with the percentage of those children achieving or exceeding the Early Learning Goal when they were in Reception (ELG). The percentage of children who achieved the expected level is also compared with the national average for Year 2 children achieving the expected level (National EXS+).

The table then compares the percentage of children achieving Greater Depth (GDS) over the last three years with the percentage of children who exceeded the Early Learning Goal expectation when they were in Reception (School above ELG). The percentage of children who achieved Greater Depth is also compared with the national average for Year 2 children achieving Greater Depth (National GDS). National averages for 2019 are not yet available.

% achieving EXS+ and GDS in reading at KS1			
	2017	2018	2019
School EXS+	72.5%	72.0%	72.5%
School at ELG	65.0%	71.8%	82.5%
National EXS+	76.0%	75.0%	
School GDS	7.5%	15.0%	7.5%
School above ELG	5.0%	12.8%	7.5%
National GDS	25.0%	26.0%	

KEY STAGE 1 WRITING ASSESSMENTS 2018 – 2019

The table below shows the percentage of children achieving the expected level or higher (EXS+) over the last three years. This has been compared with the percentage of those children achieving or exceeding the Early Learning Goal when they were in Reception (ELG). The percentage of children who achieved the expected level is also compared with the national average for Year 2 children achieving the expected level (National EXS+).

The table then compares the percentage of children achieving Greater Depth (GDS) over the last three years with the percentage of children who exceeded the Early Learning Goal expectation when they were in Reception (School above ELG). The percentage of children who achieved Greater Depth is also compared with the national average for Year 2 children achieving Greater Depth (National GDS). National averages for 2019 are not yet available.

% achieving EXS+ and GDS in writing at KS1			
	2017	2018	2019
School EXS+	62.5%	72.0%	65.0%
School at ELG	57.5%	66.7%	67.5%
National EXS+	68.0%	70.0%	
School GDS	0.0%	10.0%	5.0%
School above ELG	2.5%	12.8%	2.5%
National GDS	16.0%	16.0%	

KEY STAGE 1 MATHEMATICS ASSESSMENTS 2018 – 2019

The table below shows the percentage of children achieving the expected level or higher (EXS+) over the last three years. This has been compared with the percentage of those children achieving or exceeding the Early Learning Goal when they were in Reception (ELG). The percentage of children who achieved the expected level is also compared with the national average for Year 2 children achieving the expected level (National EXS+).

The table then compares the percentage of children achieving Greater Depth (GDS) over the last three years with the percentage of children who exceeded the Early Learning Goal expectation when they were in Reception (School above ELG). The percentage of children who achieved Greater Depth is also compared with the national average for Year 2 children achieving Greater Depth (National GDS). National averages for 2019 are not yet available.

% achieving EXS+ and GDS in maths at KS1			
	2017	2018	2019
School EXS+	70.0%	77.0%	70.0%
School at ELG	72.5%	71.8%	82.5%
National EXS+	75.0%	76.0%	
School GDS	7.5%	8.0%	12.5%
School above ELG	7.5%	2.6%	7.5%
National GDS	21.0%	22.0%	

End of Key Stage 2 Statutory Assessments

All children at the end of Year 6 are currently required to complete statutory assessments in Reading, Writing and Mathematics. These assessments are made using tests in Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics and using evidence from the work the children have produced throughout the year to assess their Writing. The tests are marked externally.

This information is then used to determine if a child is working towards the expected standard, at the expected standard or if they are working at greater depth – in other words, above the expected standard for a child of this age.

The results of these assessments are used to give two measures which can help parents compare schools – progress and attainment. Progress refers to how much a child has improved during their time in the school and is calculated by comparing children’s results in Year 2 with those achieved in Year 6. A numerical scale is used to illustrate progress where the number ‘0’ is taken to be average. In other words, a progress score of 0 means children have made the progress that was expected of them based on their Year 2 results. A positive progress score above 0 indicates that children have made better than expected progress and a negative score below 0 indicates that children have not made the progress that was expected of them. There is no progress score for Grammar, Punctuation and Spelling as this is not a statutory assessment for Year 2 children.

There are a number of key measures for Key Stage 2 results:

- The percentage of children achieving the expected standard or above in each individual is compared with the school’s historical results and national results;
- The percentage of children achieving the expected standard or above in Reading, Writing and Mathematics combined (to achieve this, a child must achieve the expected standard in ALL three subjects);
- The average scaled scores in each subject except Writing. After the children’s tests have been marked, the results are converted into a scaled score where 100 represents the expected standard and 110 is roughly equivalent to greater depth – this can be compared with the national averages.

OVERALL KEY STAGE 2 RESULTS

The table below is based on a cohort of 39 children following the disapplication of two children. This table compared the percentage of children working at each level in each subject both with historical data and national data. National data for greater depth in 2019 is not yet available.

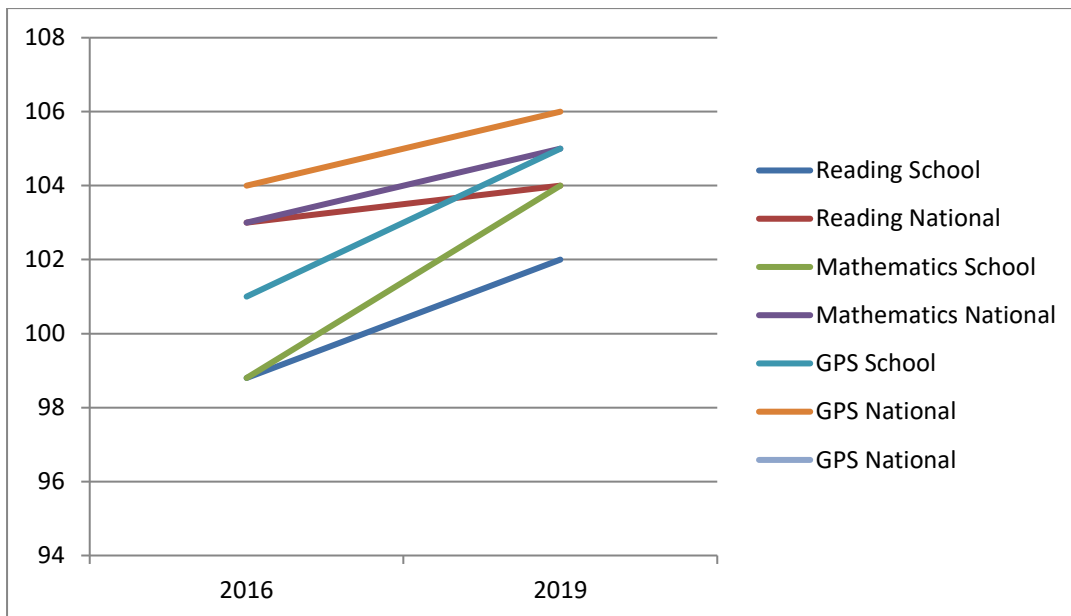
	Percentage of children working at the expected standard				Percentage of children working at Greater Depth			
	School 2018	Nat. 2018	School 2019	Nat. 2019	School 2018	Nat. 2018	School 2019	Nat. 2019
Reading	74	75	64	73	18	28	15	
Writing	79	78	77	78	15	20	10	
Mathematics	59	76	74	79	5	24	21	
GPS	79	78	77	78	18	34	26	
RWM Combined	56	64	56	65	24	10	3	

AVERAGE SCALED SCORES

The table below compares the average scaled scores for each tested subject over the last four years with the national averages.

Expected standard = 100, High score = 110					
		2016	2017	2018	2019
Reading	School	98.8	102.1	105	102
	National	103	104	105	104
Mathematics	School	98.8	103	102	104
	National	103	104	104	105
GPS	School	101	104	103	105
	National	104	106	106	106

The graph below illustrates the trends over time from 2016 – 2019 for both school and national average scaled scores.



PROGRESS DATA

At the end of Key Stage 2, children's progress is measured based on their results when they were in Year 2 compared to their Year 6 results.

This is shown by a number where a score of 0 indicates that children have made average (or expected) progress. However, as with all statistics, there is an element of uncertainty so for our children the following scores would indicate average progress:

Reading	Writing	Mathematics
-3.5 to 0.4	-2.4 to 1.2	-2.0 to 1.4

The following table shows the progress data of the 38 children for whom their progress can be safely attributed to St James' Lanehead:

Reading	Writing	Mathematics
AVERAGE: -1.59	AVERAGE: -0.61	AVERAGE: -0.33

Non-Statutory Assessments

Whilst there are statutory assessments in Reception, Year 1, Year 2 and Year 6, at St James' Lanehead, we regularly assess the progress and attainment of our children. The table below shows the percentage of children work at or above the expected standard for their year group at the end of June 2019. This information reflects the attainment information sent to parents and guardians in the end of year reports:

	Number of Pupils	Reading		Writing		Maths	
		At or Above	Above	At or Above	Above	At or Above	Above
Year 1	40	73	10	78	0	83	3
Year 3	39	88	28	85	26	82	28
Year 4	40	68	18	55	3	55	20
Year 5	38	74	24	53	16	61	21

Conclusion

We hope you have found this information useful. We believe assessment should help us support our children whether that be through the provision of targeted intervention or ensuring that children are challenged to reach their full potential.

Should you have any questions about the information contained in this document, please contact school to arrange to speak with the Assessment Lead.