



Whole School Key Stage Assessment Data 2017

Early Years

GLD is Good Level of Development in all Prime areas and Literacy and Numeracy assessed at the end of their first year at Primary School (end of Reception Year).

Percentage achieving a GLD		
Year	GLPS	National
2015	77%	66.3%
2016	75%	69.3%
2017	71%	

Key Stage 1

Year 1

Phonics Screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate national standard.

Percentage achieving standard		
Year	GLPS	National
2015	87%	77%
2016	80%	80.6%
2017	78%	

3 children could not be assessed as they have severe speech and language needs and have therefore been disapplied. This may be taken account of and would increase the % to 86%

Year 2

6 children were reassessed in Year 2 and of these, 5 achieved the standard. The 1 remaining pupil has significant SEN but was only 1 mark off scoring 31/40 (32/40 was required) and had only scored 1/40 in Year 1

Key Stage 1 Attainment

Children are assessed at the end of Year 2 to establish their ability in reading, writing and maths against the national standard. There is no floor target for KS1 but we will be compared to national levels when these are available.

Percentage Reaching Expected Standard						
	At National Standard			At Greater Depth		
Subject	2017	2016	2016 National	2017	2016	2016 National
Reading	73%	83%	74%	13%	30%	23.6%
Writing	73%	73%	71%	10%	20%	13.3%
Maths	80%	80%	72%	7%	20%	17.8%

Key Stage 2 Attainment

Percentage Reaching Expected Standard				
Subject	2017	2017 with 2 new children removed	2016	2016 National
Reading	59%	67%	73%	66%
Writing	71%	80%	80%	74%
Maths	59%	67%	87%	70%
GPS	71%	80%	73%	72%
RWM Combined	53%	60%	67%	53%

Progress measures and thresholds for greater depth will be available in September 2017.

Each pupil was worth 5.88%

1 Pupil was disapplied as they have not been in the country for long enough to be assessed.

Whole school Data Term 6

The assessments across the school have taken place and this data will be analysed for attainment/progress/vulnerable group over the summer break. We have matched the STEPs for each cohort with the tests and they correlate very closely which is reassuring as our assessment system is accurate. What has become apparent is that those cusp children who are at the top of the STEP below are not quite reaching 'Expected'. This will now become a whole school focus for our School Improvement Plan for 2017-18.