



## Summer 2017 Results

### Early Years Foundation Stage (EYFS)

#### The Good Level of Development (GLD) measure

The Government has set out how the new Good Level of Development (GLD) measure will be defined.

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals.

The levels attained by children at the end of the EYFS are allocated a number as follows:

Emerging = 1, Expected = 2 and Exceeding = 3.

For each of the 17 Early Learning Goals a child is recorded as having achieved a 1, 2 or 3. Consequently it is possible to give children an overall 'score'.

St. Mary's Catholic Primary School, Bodmin (EYFS)	% of all pupils who achieved the GLD	% of pupils in receipt of the PPG who achieved the GLD
<b>*2016</b>	69	55
<b>2016</b>	81	80
<b>2017</b>	<b>67</b>	<b>100</b>

(PPG=Pupil Premium Grant) \*2016 National Average (2017 National average published Nov 2017)



# Summer 2016 Results

## Phonics

### The Year 1 Phonics Screening Check

The phonics screening check is a short, light-touch assessment to confirm whether individual children have learned phonic decoding to an appropriate standard.

It identifies the children who need extra help so they are given support to improve their reading skills. This is undertaken in all state schools in Year 1 and for children in year 2 who did not meet the year 1 standard. They are administered internally by teachers.

The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child.

Non-words (made up words) are included because they will be new to all children, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Children who can read non-words should have the skills to decode almost any unfamiliar word. The non-words are presented alongside a picture of an imaginary creature, and children can be told the non-word is the name of that type of creature. This helps children to understand the non-word should not be matched to their existing vocabulary.

The threshold is 32 words out of 40 (80%).

St. Mary's Catholic Primary School, Bodmin (Phonics)	Phonics Screening by end of Year 1		Phonics Screening by end of Year 2	
	% of all pupils who passed the screening	% of pupils in receipt of the PPG who passed the check	% of all pupils who passed the screening	% of pupils in receipt of the PPG who passed the check
<b>*2016</b>	81	70	89	91
<b>2016</b>	83	67	89	80
<b>2017</b>	<b>75</b>	<b>100</b>	<b>50</b>	<b>50</b>

(PPG=Pupil Premium Grant) \*2016 National Average (2017 National average published Nov 2017)



## Summer 2016 Results

### Key Stage 1 (KS1)

SATs are a series of assessments in maths and English, carried out in two stages during your child's primary education. Key Stage 1 SATs consist of formal assessments in maths, reading and spelling, punctuation and grammar that take around 3 hours in total to complete, plus informal assessments in science that take place throughout the year. SATs are just one aspect of the KS1 assessment process. Your child's teacher will be taking all their work in Years 1 and 2 into consideration in order to build a full, accurate picture of how well your child is doing.

Maths and English SATs usually take place in May (they're not date-specific as KS2 SATs are) and are not given all at once. Assessments are spread out over a period of time and teachers try to work them into the normal routine in such a way that students may not feel like they're being tested. KS1 SATs are not timed.

KS1 SATs results show where your child's academic knowledge ranks against the national average. The grading system involves children's raw score (the actual number of marks they get) being translated into a scaled score, where a score of 100 means the child is working at the expected standard. A score below 100 indicates that the child needs more support, whereas a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

KS1 SATs papers are marked by your child's teacher. Children will also be matched against 'performance descriptors' such as:

- working **towards** the expected level,
- working **at** the expected level and
- working **above** the expected level,

when being assessed by their teachers at the end of Key Stage 1.

St. Mary's Catholic Primary School, Bodmin (KS1)	Reading		Writing		Mathematics	
	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard
<b>*2016</b>	74	60	65	50	73	58
<b>2016</b>	70	60	63	60	63	40
<b>2017</b>	<b>79</b>	<b>67</b>	<b>69</b>	<b>67</b>	<b>76</b>	<b>50</b>

(PPG=Pupil Premium Grant) \*2016 National Average (2017 National average published Nov 2017)



## Summer 2016 Results

### Key Stage 2 (KS2)

SATs help teachers and parents learn more about a child's strengths and weaknesses. Teachers can compare how well each child is doing with their peers, both in their school and across the country. They can also measure how much each child improves from one Key Stage to another.

In addition, headteachers, local authorities and the Department for Education use the results to help identify schools that are struggling and, if a school is doing really well, it can share what it's doing right with other schools.

Children are tested on what they have been learning at school. At Key Stage 1 (Year 2), your child will take official SATs in reading, grammar, punctuation and spelling, and maths. They will also be assessed by their teacher (known as the teacher assessment) on speaking and listening, writing and science. At Key Stage 2 (Year 6), teacher assessment will cover English reading, grammar, punctuation and spelling, and maths. Other subjects including writing, speaking and listening and science are teacher assessed.

Teacher assessment can help to judge children's performance in a subject over a longer period of time. The results of teacher assessment are equally important, as a teacher may feel your child is doing better in a subject as a whole than in the parts of it covered by a test.

St. Mary's Catholic Primary School, Bodmin (KS2)	Reading		Writing <i>Teacher Assessed (TA)</i>		Mathematics		Grammar, Punctuation & Spelling (GPS)	
	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard
<b>*2016</b>	66	72	74	79	70	76	72	78
<b>2016</b>	63	44	63	33	51	33	63	33
<b>2017</b>	<b>60</b>	<b>57</b>	<b>54</b>	<b>50</b>	<b>60</b>	<b>57</b>	<b>67</b>	<b>64</b>

(PPG=Pupil Premium Grant) \*2016 National Average (2017 National average published Nov 2017)

St. Mary's Catholic Primary School, Bodmin (KS2)	Reading, Writing, Maths combined	
	% of all pupils who achieved the Expected Standard	% of pupils in receipt of the PPG who achieved the Expected Standard
<b>*2016</b>	53	60
<b>2016</b>	<b>46</b>	<b>22</b>
<b>2017</b>	<b>51</b>	<b>43</b>

Progress Measures			
	Reading	Writing	Mathematics
<b>2016</b>	1.9	2.3	-2.4
<b>2017</b>	<i>Published Nov 2017</i>	<i>Published Nov 2017</i>	<i>Published Nov 2017</i>