

## 2018 Performance

### KS2 Results

	% Reaching expected level	Scaled scores (100 is the expectation)	Outcome
Reading	80%	<p>117, 115, 113, 113, 109, 107, 106, 102, 99, 98</p> <p>Average "scaled score" is 107.9</p> <p>Average progress in reading +2.0pts</p> <p>GDS = 40%</p>	<p>Pleased that the focussed reading sessions in all classes continue to have a positive outcome - these inputs will carry on, as will finding reading opportunities in all areas of the curriculum other than in the English lessons themselves. Our reading buddy system to continue, as that supports named children</p>
Writing	60%	<p>This was teacher assessed, there are no scaled scores. To pass the children had to "have met" every objective</p> <p>Average "scaled score" is 100.2</p> <p>Average progress in writing -3.1pts</p> <p>GDS = 20%</p>	<p>All the teachers in school have used the advice given on English assessment courses attended - teachers have acted on what has been heard and the strategies continue to be given, enabling the children to make individual good progress. One of our school actions next year is : To engage children in writing, to think about the process to ensure good attainment.</p>
Grammar, Punctuation & Spelling	70%	<p>120, 113, 111, 108, 107, 107, 100, 99, 98, 91</p> <p>Average "scaled score" is 105.4</p> <p>Average progress in GPS -1.5pts</p>	<p>Our good practice in the teaching of grammar, punctuation and spelling in school this year is reflected here. The teachers have built upon their subject knowledge and the children (as a result of focussed teaching in this area for the last few years) are</p>

		GDS = 30%	more secure in their understanding of this area of the curriculum.
Mathematics	100%	112, 111, 110, 109, 108, 108, 108, 104, 104, 101  Average "scaled score" is 107.5 Average progress in maths +2.5pts  GDS = 30%	As a result of teachers and teaching assistants attending various courses over the year e.g active maths and teaching a mastery curriculum, the teaching of maths has evolved and further improved/developed. The use of White Rose resources has enabled the children to explore maths concepts more deeply and they are able to show more clearly their understanding.

% of children who achieved the expected standard in reading, writing and maths is 60%

% of children who achieved a high level of attainment in reading, writing and maths is 10%

### KS1 Results

	% Reaching expected level	Scaled Scores (100 is the expectation)	Outcome
Reading	90%	115, 113, 113, 113, 110, 110, 110, 109, 104, N/A  Average "scaled score" is 110.7  GDS = 20% on teacher assessment	See above In addition using a "reading recovery" approach in KS1 especially has given notable positive outcomes.
Writing	80%	This was teacher assessed, there	See above

		<p>are no scaled scores. To pass the children had to "have met" every objective</p> <p>GDS = 10% on teacher assessment</p>	
Grammar, Punctuation & Spelling	80%	<p>115, 115, 115, 113, 113, 110, 109, 100, 96, 86</p> <p>Average "scaled score" is 107.2</p> <p>GDS = 18% on teacher assessment</p>	See above
Mathematics	80%	<p>110, 109, 106, 104, 104, 103, 102, 101, 89, 86</p> <p>Average "scaled score" 101.4</p> <p>GDS = 10% on teacher assessment</p>	Our school worked with "Mathshubs Sussex" this year. The "Teaching for Mastery" approach has supported the children in their learning.

### Year 1 Phonics Test

% Achieving the threshold	Scores (out of 40)	Outcome
100%	40, 40, 39, 38, 38, 37, 34, 34, 33, 32,	To continue with school phonics programme - whole school taught by phonic phase 3 times a week for 15 mins in addition to any in class teaching.

**Year R End of Foundation Year Summary:** % of YR children who achieved the expected level of development is 80% . The staff working with YR children will continue to organise activities based on interests and needs to support the next cohort through their EYFS programme and to enable every child to achieve a good level of development. EYFS was moderated by WSCC last summer - our good EYFS practice was acknowledged by the moderator. In house records show the progress for each individual over the year. Good dialogue and liaison with the children's pre-school settings prior to starting will continue to enable a positive start to the year for the new children joining us this September. The practice of quality observations throughout the year help to monitor and record the children's progress through the EYFS programme.