

School Data 2018

Reception Data 2018	Reading	Writing	Number	Good Level of Development
% children achieving the standard	86%	81%	95%	80%
% children exceeding the standard	24%	19%	19%	

Year 1 Phonics	2013	2014	2015	2016	2017	2018
Percentage passing	100%	92%	97%	93%	90%	93%

Key Stage 1 Results - Year 2	2018	
	Achieved the Y2 Standard	Working at a greater depth
Reading	80%	30%
Writing	80%	20%
Maths	87%	27%
Science	93%	

Key Stage 2 Test Results – Year 6	At Standard	Working at a greater depth	At Standard National Figures 2017
Reading	93%	63%	75%
Writing	96%	33%	78%
Punctuation, Spelling & Grammar	96%	68%	77%
Maths	93%	73%	78%
Science	93%		
Combined (R, W and M)	82%	22%	64%

Key Stage 2 Test Results – Year 6	Average Scaled Scores	Average Progress Scores
Reading	111	+3.5
Maths	108	+1.9
Writing		+0.9

I am delighted to share with you our school data for 2018. This information will be analysed by the DFE and benchmarked in the autumn term so that schools and parents can make comparisons with similar schools. Current figures for 2017 are available on the following link: <https://www.compare-school-performance.service.gov.uk> . In December the DFE will publish for 2018 data and we expect to score very highly once again.

In 2016 our school standards put in the 10 schools within the County and was comparable to outstanding schools nationally. Last year, our Reception, Year 1 and Year 2 published data remained high and similar to previous years whilst our Key Stage 2 data was even higher, putting us in the top 250 schools nationally according to the Sunday Times. This year our data continues to be extremely high in all areas of the school and shows that our school goes from strength to strength.

I would like to say a big thank you to all our parents who have supported their child's learning at home – with daily reading, spellings, homework tasks as well as talking positively to the children about their learning. It makes a huge difference to each and every child and provides an excellent foundation for the future.