



Eynesbury Church of England Primary School

Assessment Outcomes 2016 – Parent Information Sheet

Reception Class (Early Years Foundation Stage Profile 2016)

Eynesbury School Early Years outcomes represent an improvement on the previous year. This is a more able group of children and they have made good progress from a strong starting point.

The percentages of pupils achieving the Early Learning Goals in each area is higher than national outcomes (2015). When comparing the boys against the girls they achieved better in Literacy and similar in Mathematics, although they were lower in some areas, such as Personal, social and emotional. Both boys and girls were higher than the national picture in all areas of the Early Learning Goals. Our boys' achieving higher outcomes than girls in Literacy is against the national trend and a positive reflection on the early writing focus in Nursery and Reception.

(More detailed information about the Early Years Foundation Stage Profile has been included within the Reception children's reports.)

Phonics Screening (Year 1 and 2 2016)

Year 1	83% passed the phonic screening assessment
Year 2 Retakes (10 children)	100% passed the phonic screening assessment

The Year 1 achievement of 83% of pupils passing the phonic screening assessment, represents an increase of 23% from the previous year. This reflects the increased focus that has been placed on the development of phonics in Year 1 this year.

Year 2 children who did not pass the phonics screening all passed this year and this is due to effective intervention and support for these children.

(Parents of Year 1 and Year 2 children who have undertaken Phonic Screening Assessments will have received information about their child's outcomes within their school report.)

Key Stage 1 (Year 2 2016) – Teacher Assessment Outcomes

	Reading	Writing	Maths	Science	Combined RWM
Working at Greater Depth at the Expected Standard (GDS)	3%	0%	0%		
Working at the Expected standard (EXS)	87% (90% working at or above the expected standard)	63%	63%	100%	47%
Working towards the Expected Standard (WTS)	7%	33%	30%		
Working at the Foundations for the Expected Standard (PKF)	3%	3%	7%		
Has not met the Standard (HNM)				0%	

At this stage, there is no county or national comparative data for Reading, Writing and Mathematics. Comparisons between previous cohorts cannot be made as this is a new national curriculum and the expected standard has been raised.

Reading is stronger than Writing and Maths and Science is a strength of the cohort.

47% of the cohort(14 children) are working at or above the expected standard in all areas. This appears low, however 17% of the cohort are identified on the Special Needs register. 10% of the cohort are working below the expected standard in all areas. (The remaining percentage is those children who are 'working at' in one or two, but not all, areas.)

(Parents of Year 2 children will have received information about their child's Key Stage 1 Assessment outcomes within their school report.)

Key Stage 2 (Year 6 2016)

As with the new Key Stage 1 Assessment, the new Key Stage 2 tests represent a significant increase in the required standards in all areas. This is the first year for these increase expectations and the revised assessment. No comparison can be made linked to previous year's statistics (as set out in the DFE document available at the following website <https://www.gov.uk/government/publications/information-for-parents-results-from-the-2016-national-curriculum-at-the-end-of-key-stage-2>).

Key Stage 2 (Year 6 2016) National SATS Tests Outcomes

	Reading	Spelling, PAG	Maths	Combined – Reading, SPAG, Maths
Achieved Standard (AS)	63%	73%	63%	53%
Not Achieved Standard (NS)	37%*	27%	37%*	47%
	*3 children achieved a standardised score of 99 – This represents 10%		*5 children achieved a standardised score of 99 or 98 – This represents 16%	

Key Stage 2 (Year 6 2016) Teacher Assessment

	Reading	Writing (External Moderation)	Maths	Science
Working at Greater Depth at the Expected Standard (GDS)		0%		
Working at the Expected standard (EXS)	90%	73%	83%	90%
Working towards the Expected Standard (WTS)		27%		
Has not met the Standard (HNM)	10%		17%	10%

National and County Provisional KS2 SATs Assessment Outcomes 2016

Pupils reaching the expected standard

	Reading	SPAG	Maths	Combined
Provisional National	66%	72%	70%	53%
<i>Provisional Cambridgeshire</i>	<i>65%</i>	<i>69%</i>	<i>66%</i>	<i>51%</i>

KS2 Assessment 2016 Comments

Our Teacher Assessment is high compared to the SATs test outcomes, however some children do not perform well within test conditions and therefore Teacher Assessment is a better indication of their overall achievement.

Reading Teacher Assessment has been generated through weekly Guided Reading sessions and assesses several areas unable to be assessed within a SATs test. Mathematics Teacher Assessment has been made through ½ termly Assertive Mentoring Assessment and classwork outcomes. Science Teacher Assessment has been generated through on-going class assessment.

Our Writing Teacher Assessment has been externally moderated this year. (This means are judgements were validated by county advisers.) The moderators reviewed a collection of Year 6 children's writing within their books, including Literacy, topic, Science and RE books. The moderators recognised the following strengths: the range of evidence across the subjects; the presentation in the children's books; the children's use of editing to improve their Writing.

Compared to provisional national outcomes, Eynesbury Key Stage 2 results are in line with national in Reading and SPAG, but below in Mathematics. Compared to provisional county outcomes, Eynesbury results are in line with Reading, above in SPAG and slightly below in Mathematics. Our combined score matches the national picture and is slightly above the county picture.

In general, our picture is very similar to the national and county provisional assessment outcomes and reflective of this cohort being very close to the national Key Stage 1 outcomes average point score (APS) when the children were at the end of Year 2.

(Parents of Year 6 children will have received information about their child's Key Stage 2 Teacher Assessment and SATs test results within their school report.)

Children in other year groups

In line with the new National Curriculum and presentation of national assessments compared to age-related expectations, we now assess all children from Year 1-6 using the terminology Below, Emerging, Developing, Secure and Mastery. Children assessed at Secure and Mastery have met all age related expectations (the required standard for their year group).

BELOW Working below Age-related expectation	EMERGING Working towards Age-related expectation	DEVELOPING Working within Age-related expectation	SECURE Met all age related expectations	MASTERY Working significantly above
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We recently sent home your child's annual report giving your child's Teacher Assessment against the required standard for their year group. We are pleased with the progress children have made towards meeting the raised expectations of each year group. If you would like to discuss your children's progress with their teacher, please contact the school office to make an appointment.

We are proud of our children's learning outcomes this year and the progress they have made. This year has been a more challenging year due to increased standards in Reading, Writing and Mathematics and new assessment approaches; however we will continue to strive towards achieving the highest possible outcomes for all children.

Thank-you for your partnership in your child's learning journey.

Mrs H. Rouse
Headteacher