

How did we perform in 2016?

The information below gives details of our performance indicators for end of EYFS, Yr1 Phonics, end of KS1 and end of KS2. What isn't reported here are all the other 'outcomes' of a child's experience at Fowey Primary School. Please take a look at the other areas of our website for these, such as our curriculum provision, Wednesday Workshops, sporting events, performing arts events, pastoral care, etc.

2016 was a year of significant change for curriculum and assessment. Extra information has been added throughout to explain these changes.

Early Years Foundation Stage 2016

Part of the DfE National Indicator set in relation to EYFSP (Early Years Foundation Stage Profile) specifies that a child achieving a 'Good Level of Development' (GLD) will achieve the Expected Level in all Prime Areas of Learning as well as in the Literacy and Mathematics Specific Areas of Learning.

This table shows the percentage of children achieving a Good Level of Development in 2016.

	Fowey	Cornwall	National
Percentage achieving a GLD	76%	67%	69%

- In 2016, 69% of boys achieved a GLD (10% above national boys) and 81% of girls achieved a GLD (4% above national girls). The in-school gap of 12% between boys and girls was lower than that of the national gap of 18%.
- The percentage of children achieving the Early Learning Goals was above National in all areas as it was in 2015.

Year 1 Phonics Screening Check 2016

At the end of Year 1 children complete a phonics screening check. This is to check the children's understanding of phonics (reading). More information about how we teach phonics is on our website <http://www.fowey-ji.cornwall.sch.uk/website/phonics/3766>

	Fowey	National
Percentage meeting the expected standard	86%	81%

- The percentage of boys meeting the expected standard increased from 45% in 2015 to 93% in 2016. The percentage of girls meeting the expected standard rose from 60% in 2015 to 71% in 2016.
- Trends over time: Phonics was in line with National in 2014, but significantly below in 2015. Following robust intervention, we saw an increase of 36% in 2016. Of the 50% of children who didn't meet the expected standard in 2015, 92% of these children passed in Y2 (12/13 children), which is in line with National. Between 2013-2015, 100% of children who needed to take the check again in Y2 passed.

End of Key Stage 1 (Year 2)

From 2016, children are now reported as 'Working towards the expected standard, Working at the expected standard or Working at greater depth within the expected standard'.

This table shows the percentage of children **Working at the expected standard or above**.

	Fowey	Cornwall	National
Reading	86%	74%	74%
Writing	71%	65%	75%
Maths	82%	71%	73%
RWM Combined	64%	59%	60%

This table shows the percentage of children **Working at greater depth within the expected standard**.

	Fowey	National
Reading	36%	24%
Writing	21%	13%
Maths	36%	18%
RWM Combined	21%	9%

- Out of the 17 children in this cohort who achieved a Good Level of Development in EYFS (2014), at least 16/17 (94%) reached the expected standard in reading and maths with 17/17 (100%) in writing.

End of Key Stage 2 (Year 6)

Since the new methodology and increased challenge with end of year assessments at KS2, the outcomes are now reported as 'Working towards the expected standard, Working at the expected standard or Working at greater depth within the expected standard'. *Please note that the content, format and scoring of tests changed in 2016. Comparisons with previous years cannot be made reliably.*

This table shows the percentage of children at the end of Key Stage 2 (Year 6) who achieved the **expected standard or above** in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths.

	Percentage of children achieving the Expected Standard or above	
	Fowey	National
Reading	69%	66%
Writing	75%	74%
GPS	69%	72%
Maths	63%	70%
RWM Combined	50%	53%

This table shows the percentage of children at the end of Key Stage 2 (Year 6) who achieved a **Higher Level** of attainment (having a scaled score of 110 or more in the KS2 tests) in reading, GPS (Grammar, Punctuation and Spelling) and maths. * *Writing is teacher assessed as: Working at greater depth within the expected standard.*

	Percentage of children achieving a Higher Level of attainment	
	Fowey	National
Reading	16%	19%
* Writing	9%	15%
GPS	16%	22%
Maths	19%	17%
RWM Combined	6%	5%

This table shows the **Average Scaled Score** in the 2016 reading, GPS and maths tests. This year, the tests were scored in a different way. A pupil's *raw score* in the test was converted into a *scaled score*. 80 is the lowest scaled score that can be awarded and 120 is the highest. A pupil awarded a scaled score of 100 or more has met the expected standard in each test. Overall, our average scaled scores were in line with National.

	Average Scaled Score	
	Fowey	National
Reading	102.4	102.6
Writing	n/a	n/a
GPS	103.1	104
Maths	102.3	103
RM Combined	102.4	102.7

This table shows the **Average Progress** Year 6 made from Year 2 (end of Key Stage 1). The 2016 data is based around 0, with 0 indicative of average progress. The data set includes all children who have a matched Key Stage 1 score, irrespective of whether or not they were at Fowey in Year 2.

	Average Progress Score	
	Fowey	National
Reading	-1.3	0
Writing	-1.2	0
Maths	-1.8	0
RWM Combined	-1.4	0

The percentage of pupils achieving the expected standard in Reading, Writing and Maths compared with their starting points, is in line with the National average. An overall figure of -1.4 means that, on average, the Year 6 cohort scored 1.4 scaled points less than children of a similar prior ability (nationally).

Our priority is to improve this progress measure above 0, so that instead of being in-line with National averages, we are above. Targets set for 2017 for all year groups use the knowledge from the tests this year. We have targeted 80% of our Year 6 children to at least meet the expected standard in RWM. Please see the School Improvement Plan (SIP) on our website to see our priorities and how we plan to achieve these.