

END OF YEAR ATTAINMENT DATA 2018-19

End of Early Years Foundation Stage Profile - 4 Year Trend

	Good Level of Development										
	2019		2018			2017			2016		
	School	National	School	National	Diff	School	National	Diff	School	National	Diff.
Cohort	71% (-1%)	72%	67%	72%	-5%	74%	71%	+3%	69%	69%	=
Boys	67%		67%	65%	+2%	71%	64%	+7%	67%	62%	+5%
Girls	80%		67%	78%	-11%	80%	78%	+2%	79%	77%	+2%

In order to reach GLD (Good Learning Development) children have to achieve at least the expected level (2) in all of the prime areas of the ELG's which are; personal, social and emotional development, physical development, communication and language and within the specific areas of mathematics and literacy.

End of Reception Early Learning Goals 2019

Aspect of Learning	ALL (28) (2018 National Average)		GIRLS (10) Expected or Exceeding		BOYS (18) Expected or Exceeding	
Listening & Attention	89%	(86%)	90%	(91%)	89%	(82%)
Understanding	93%	(86%)	90%	(90%)	94%	(82%)
Speaking	89%	(86%)	80%	(90%)	94%	(81%)
Reading	82%	(77%)	80%	(82%)	83%	(71%)
Writing	79%	(74%)	80%	(80%)	78%	(67%)
Maths (Numbers)	86%	(80%)	80%	(83%)	89%	(76%)
Maths (Shape, Space, Measures)	86%	(82%)	80%	(85%)	89%	(78%)

ELG's (Early Learning Goals) are attributed to final EYFS assessments in each aspect of learning as follows:

Emerging = 1 Expected = 2 Exceeding = 3.

Year 1 Phonics Screening Check - 4 Year Trend

	Phonics Screening											
	2019			2018			2017			2016		
	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff.
Year 1	80%	82%	-2%	89%	82%	+7%	81%	81%	=	77%	81%	-4%
Year 2 (retake)	43%			60%			38%			67%		

End of KS1 Attainment 2019

Key Stage 1 Teacher Assessments 4 Year Trend 2016-2019

		School Results 2019 Difference with Nat 2019	National 2019	School Results 2018 Difference with Nat 2018	National 2018	School Results 2017 Difference with Nat 2017	National 2017	School Results 2016	National 2016 Difference with Nat 2016
Reading	At Expected or Greater %	68% (-7%)	75%	84% (+8%)	76%	71% (-5%)	76%	59%	74% (-15%)
	Greater Depth %	24% (-1)	25%	26% (=)	26%	36% (+11%)	25%	22%	24% (-2%)
	Average Scaled Score (test)	103.1		101.4		102.3		103.2	
Writing (TA)	At Expected or Greater %	68% (-1)	69%	77% (+7%)	70%	58% (-10%)	68%	56%	66% (-10%)
	Greater Depth %	17% (+2%)	15%	23% (+7%)	16%	19% (+3%)	16%	13%	13% (=)

Maths	At Expected or Greater %	76% (=)	76%	84% (+8%)	76%	71% (-4%)	75%	59%	73% (-14%)
	Greater Depth %	24% (+2%)	22%	23% (+1%)	22%	29% (+8%)	21%	13%	18% (-5%)
	Average Scaled Score – (test KS1)	103.1		100.7		101.6		99	
% at Expected R,W (TA) & M		61% (-4%)	65%	74% (+9%)	65%	55% (-9%)	64%	44%	60% (-16%)
% at Greater Depth R,W(TA) & M		15% (+4%)	11%	19% (+7%)	12%	16% (+5%)	11%	6%	9% (-3%)

School – Boreham Primary School

Attainment End of Key Stage 2 – Four Year Trend 2016-2019

Key Stage 2		School 2016 (Difference with National in brackets)	National 2016	School 2017	National 2017	School 2018	School 2019 (Difference with Provisional National in brackets)	'Provisional' National 2019
Reading	Expected	72% (+6%)	66%	77% (+6%)	71%	70% (-5%)	81% (+8%)	73%
	High Score	14% (-5%)	19%	27% (+2%)	25%	17% (-11%)	32% (+5%)	27%
	Ave. Scaled Score	103 (=)	103	105 (+1)	104	103 (-2)	106 (+2)	104
Writing	Expected	65% (-9%)	74%	70% (-6%)	76%	67% (-11%)	81% (+3%)	78%
	Greater Depth	21% (+3%)	18%	10% (-8%)	18%	13% (-7%)	23% (+3%)	20%
GPS	Expected	84% (+12%)	72%	93% (+16%)	77%	70% (-8%)	84% (+6%)	78%
	High Score	40% (+17%)	23%	23% (-8%)	31%	13% (-21%)	32% (-4%)	36%
	Ave. Scaled Score	108 (+4)	104	107 (+1)	106	103 (-3)	107 (+1)	106

Maths	Expected	79% (+9%)	70%	83% (+8%)	75%	83% (+7%)	87% (+8%)	79%
	Greater Depth	16% -1%	17%	23% (=)	23%	7% (-17%)	29% (+5%)	24%
	Ave. Scaled Score	104 (+1)	103	105 (+1)	104	102 (-2)	105 (=)	105
Combined RWM	Expected	58% (+5%)	53%	67% (+6%)	61%	57% (-7%)	81% (+16%)	65%
	High Score	7% (+2%)	5%	3% (-6%)	9%	0% (-10%)	13% (+2)	11%

Progress measures: KS1 to KS2				
	2016	2017	2018	2019
Reading	-0.5	0.0	-1.6	TBC
Writing	-0.9	-1.9	-1.9	TBC
Maths	0.1	0.5	-1.5	