

Wookey Primary School

Headline Data 2017

EYFS (13 children) 9 children achieved a GLD (Good Level of Development). This is 69% of the cohort and is equivalent to the national average in 2016. The national average increased in each of the last 4 years up to 2016 so we will see what happens nationally for the current year. 85.7% of our 2016 EYFS cohort achieved a GLD.

Phonics Screening Year 1 (8 children) 7 children achieved the threshold of 32 out of 40 in the phonics check. This is 87.5% of the cohort. The national average was 81%. As in EYFS the national average increased in each of the 4 years leading up to 2016 so we will keenly await the national average for 2017. Year 2 (14 children) 12 children achieved the threshold score in the phonics check. This is 86% of the cohort. The national average for 2016 was 91% so we are slightly below this – unsurprising due to the level of SEN in this year group. The national average has remained fairly constant over the last 2 years.

End of KS1 assessments

Context

This is based on a cohort of 13 children, with 3 of these children having significant SEN. The school receives top up funding for 2 of these 3 children. Each child is worth around 8% of the cohort, with 31% of the cohort being identified as having SEN.

62% of the cohort achieved expected standard+ in Reading, Writing and Maths. This is in line with the national average of 64%. 23% of the cohort achieved the higher standard in Reading, Writing and Maths. This is significantly above the national average of 11%.

62% of the cohort achieved the expected standard in reading in 2017. This is a drop from 80% in 2016 and below the national average (76%) by the equivalent of 2 children, although 38% achieved the higher standard, which is a significant improvement and above the national average.

62% of the cohort of the 13 children eligible achieved the expected standard in writing in 2017. This is a drop from 73% in 2016 and below the national average (68%) by the equivalent of 1 child, although 23% achieved the higher standard, which is a significant improvement and above the national average.

69% of the cohort of the 13 children eligible achieved the expected standard in maths in 2017. This is a slight drop from 73% in 2016 and below the national average (75%) by the equivalent of 1 child, although 38% achieved the higher standard, which is a significant improvement and above the national average.

This cohort achieved a GLD of 54% when they finished EYFS, which further contextualises the group (2017 EYFS GLD = 69%)

End of KS2 assessments

Context

As we know, the size of this group means that our results are not published nationally. The group increased from 3 to 4 in the middle of this year. Test results In the reading SAT 2 out of 4 children achieved a standardised score of at least 100, indicating that they had met expectations. The same 2 children met expectations in the SPAG test. Of the 2 children who did not meet expectations, 1 missed by 1 point in SPAG and 2 in reading. The final child was our newest arrival. In maths 1 out of 4 children achieved a standardised score of at least 100, indicating that they had met expectations. Of the other 3 children, 1 child missed out by 1 point and another by 2 points. The final child was our newest arrival. None of these 4 children were identified as above average by their KS1 results, and given the raised expectations since then our results are absolutely to be expected.

Teacher assessments

Teacher assessments for reading identified that 3 out of the 4 children were working at expected levels. We were very close to this in the testing, but 1 child just missed out. We were moderated by county for writing this term. Of our 4 children, 1 was agreed to be working at 'greater depth' and 2 were agreed to be 'working towards' expectations. 1 child was working at a level identified as 'pre key stage'. Teacher assessments for maths were that 3 children were working at expected standards. Although this is slightly higher than the testing results it is based on rigorous ongoing teacher assessment.