

Early Years Foundation Stage 2022

On entry to our school (EYFS), children enter broadly below national age related expectations; pupils transfer to Key Stage 1 above or within ELGs (Early Learning Goals) . The Foundation Stage Profile shows that overall children make rapid progress from entry to the school to the end of the Foundation Stage year.

<i>EYFSP</i>	<i>School 2018</i>	<i>School 2019</i>	<i>School 2022</i>	<i>+/-</i>	<i>LA 2022</i>	<i>+/-</i>	<i>National 2022</i>
% Achieving GLD	80.0	85.7	86.7	+22.6	64.1	+21.5	65.2
Average Point Score	36.6	36.2	33.2	+2.1	31.1	+2.1	31.1

Phonics Screening Check 2022

At the end of Year 1, the children undertake the Phonics Screener Check. The check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify children who need extra help to improve their decoding skills. The check consists of one list of 40 words, comprising 20 real words and 20 pseudo-words. Words in the test use phonemes taught in Phases 2, 3, 4 and 5.

Results 2022

	<i>School 2018</i>	<i>School 2019</i>	<i>School 2022</i>	<i>LA 2022</i>	<i>+/-</i>	<i>National 2022</i>	<i>+/-</i>
Year 1	84.6	73.3	92.3	74	+18.3	75.5	+16.8
Year 2	100	92.9	93.3	86.8	+6.5	86.9	+0.1

Children who do not reach the expected level receive additional phonics support to ensure they are secure at Phase 5, this is done through differentiated phonic groups and strategic interventions. They retake the screener at the end of Year 2.

In Year 2, children begin Phase Six: children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times.

Key Stage 1 Results 2022 and School Result v National Average 2022

<u>Key Stage 1</u>	School Result 2018	School Result 2019	School Result 2022	LA 2022	+/-	National Average 2022	+/-
% Expected Standard in Reading	80.0	78.6	66.9	63	+3.9	66.9	-
% Expected Standard in Writing	73.3	71.4	60.0	53	+7.0	57.6	+2.4
% Expected Standard in Maths	73.3	78.6	86.7	64.8	+21.9	67.7	+19.0
% Expected Standard in RWM	73.3	71.4	60.0	48.8	+11.2	53.4	+6.6
% Greater Depth Standard in Reading	40.0	35.7	13.3	15.7	+6.7	18	+4.7
% Greater Depth Standard in Writing	6.7	7.1	13.3	6.4	+6.9	8	+5.3
% Greater Depth Standard in Maths	6.7	14.3	26.7	13	+13.7	15.1	+10.9
% Greater Depth Standard in RWM	6.7	0	13.3	4.8	+8.5	5.9	+7.4

Key Stage 2 Results 2022 and School v National Results 2022

<u>Key Stage 2</u>	School Result 2018	School Result 2019	School Result 2022	LA 2022	+/-	National Average 2022	+/-
% Expected Standard in Reading	90.0	68.8	85.7	70.6	+15.1	75.5	+10.2
% Expected Standard in Writing	90.0	75.0	85.7	65.7	+20.0	69.5	+16.2
% Expected Standard in Maths	80.0	75.0	85.7	68.4	+17.3	71.4	+14.3
% Expected Standard in RWM	80.0	62.5	85.7	54.5	+31.2	58.7	+27
% Expected Standard in GPS	90.0	87.5	85.7	68.9	+16.8	72.5	+13.2
% High Attainers in Reading	10.0	43.8	42.9	23.3	+19.6	27.8	+15.1
% High Attainers in Writing	20.0	6.3	21.4	10.2	+11.2	12.8	+8.6
% High Attainers in Maths	30.0	25.0	28.6	17.8	+10.8	22.5	+6.1
% High Attainers in RWM	0	6.3	21.4	5.3	+16.1	7.2	+14.2

Key Stage 1 - 2 Progress

	<i>School 2022</i>
Reading	+0.5
Writing	+0.6
Maths	-0.3

A school's progress scores for English: Reading, Writing and Mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor
- In a small school, like Ropsley, each pupil may be worth a large percentage of the score and small fluctuations may not be significant.