

Early Years Foundation Stage 2024

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 2022 (15)</i>	<i>School 2023 (15)</i>	<i>School 2024 (15)</i>	<i>LA 2023</i>	<i>LA +/-</i>	<i>National 2023</i>	<i>+/-</i>
% Achieving GLD	87%	67%	80%	67.5%	12.5	67.2%	12.8
Average No. ELGs at Expected	16.2	16.2	16.6	14.1	2.5	14.1	2.5

Phonics Screening Check 2024

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 2024

	<i>School 2022 (13)</i>	<i>School 2023 (15)</i>	<i>School 2024 (16)</i>	<i>LA 2023</i>	<i>+/-</i>	<i>National 2023</i>	<i>+/-</i>
Year 1	92%	80%	75%	77.1%	-2.1	79%	-4.0
Year 2	93%	92%	100%	88.1%	11.9	89%	11

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.

Multiplication Tables Check (MTC) 2024

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. It is reported to parents and administered in Year 4.

Children are required to type the answer into an iPad and their response is timed.

	<i>School 2022 (18)</i>	<i>School 2023 (24)</i>	<i>School 2024 (15)</i>	<i>National 2023</i>	<i>+/-</i>
% of pupils scoring full marks (25/25)	8%	12%	47%	34%	13
Average score (out of 25)	17.6	18.9	21.1	20.6	0.5

Key Stage 2 Results 2022 and School v National Results 2024

<u>Key Stage 2</u>	<i>School Result 2022 (16)</i>	<i>School Result 2023 (18)</i>	<i>School Result 2024 (14)</i>	<i>LA 2023</i>	<i>+/-</i>	<i>National Average 2023</i>	<i>+/-</i>
% Expected Standard in Reading	86%	78%	86%	69.5%	16.5	72.6%	13.4
% Expected Standard in Writing	86%	72%	64%	69.0%	-5.0	71.0%	-7.0
% Expected Standard in Maths	86%	78%	79%	69.1%	9.9	72.9%	6.1
% Expected Standard in RWM	86%	56%	57%	55.2%	1.8	59.0%	-2.0
% Expected Standard in GPS	86%	72%	79%	69.1%	9.9	72.3%	6.7
% High Attainers in Reading	43%	33%	0%	25.0%	-25	29.0%	-29.0
% High Attainers in Writing	21%	11%	0%	11.8%	-11.8	13.2%	-11.8
% High Attainers in Maths	28%	17%	0%	18.7%	-18.7	23.8%	-18.7
% High Attainers in GPS	35.7%	22.2%	36%	25.6%	10.4	30.1%	5.9
% High Attainers in RWM	21%	6%	0%	6.0%	-6.0	7.9%	-7.9

Key Stage 1 - 2 Progress

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.