

Dringhouses Performance Data: 2019 (First Release)



Early Years

Percentage achieving GLD	2013	2014	2015	2016	2017	2018	2019
Dringhouses	47%	85%	76%	80%	84%	82% 37/45	76% 34/45
National	52%	60%	66%	69%	71%	72%	72%
Difference (DPS – N) ppt	- 5	+ 25	+ 10	+ 11	+ 13	+ 10	+ 4

Children are defined as having reached a **good level of development** at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

Key Stage 1

Year 1 – Phonics Screening Check

Percentage achieving Y1 Phonics	2013	2014	2015	2016	2017	2018	2019
Dringhouses (LA)	70%	74%	82%	93%	85% (84%)	83% 36/46	91% 40/44
National	69%	74%	77%	81%	81%	83%	82%
Difference (DPS – N) ppt	+ 1	0	+ 5	+ 12	+ 4	0	+ 9

The **phonics screening check** is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.

For more information, click on the link below:

<https://www.gov.uk/government/publications/key-stage-1-assessment-and-reporting-arrangements-ara/phonics-screening-check>

Year 2 – Statutory Assessments

KS1		DPS 2016	NA 2016	Diff 2016 ppt	DPS 2017	NA 2017	Diff 2017 ppt	DPS 2018	NA 2018	Diff 2018 ppt	DPS 2019	NA 2019 (unval- idated)	Diff 2019 ppt
R	EX S	85%	74%	+ 11	86%	76%	+ 10	87% 41/47	76%	+ 11	89% 41/46	75%	+ 14
	GD S	46%	28%	+18	55%	29%	+ 26	28% 13/47	26%	+2	37% 17/46	25%	+ 12
W	EX S	74%	66%	+ 8	75%	68%	+ 7	79% 37/47	70%	+ 9	76% 35/46	69%	+ 7
	GD S	15%	13%	+ 2	25%	16%	+ 9	17% 8/47	16%	+ 1	20% 9/46	15%	+ 5
M	EX S	91%	73%	+ 18	89%	75%	+ 14	94% 44/47	76%	+ 18	83% 38/46	76%	+ 7
	GD S	28%	18%	+ 10	43%	21%	+ 22	28% 13/47	22%	+ 6	39% 18/46	22%	+ 17
R/ W/ M	EX S	74%	60%	+14	73%	64%	+ 9	77% 36/47	64%	+ 13	72% 34/46	65%	+ 6
	GD S	11%	9%	+ 2	23%	11%	+ 12	17% 8/47	12%	+ 5	20% 9/46	11%	+ 6

The above data refers to the teacher assessment of reading, writing and mathematics at the end of Year 2. New tests were undertaken in 2016. 2015 was the last year of reported levels and tests in the same format – Interim Teacher Assessment arrangements were in place for 2016 which continued into 2017 and 2018. The DfE have made it clear that it is not possible to compare levels with expected standards, however the difference between the school and the national is a good indicator whichever way outcomes are being measured. As noted above, the school is well above average for attainment in reading, writing and mathematics individually and combined with the higher attainers (greater depth standards) scoring well.

KS2 – Statutory Assessments (see below for data)

EXS = Expected Standard

GDS = Greater Depth Standard

HS = High Score

The above data refers to the testing of reading and mathematics at the end of Year 6, together with the teacher assessment of writing. A scaled score of 100 indicates meeting the expected standard, a scaled score of 110 indicates a higher score. Progress is based around how well the children are progressing compared to others with a similar KS1 prior attainment. This is much fairer than the old system. Progress scores are centred around 0. A score of 0 means pupils in this school do about as well at KS2 as those with similar prior attainment nationally. A positive score means the pupils do better at this school whereas a negative score indicates they do worse. Dringhouses outcomes are above the national averages for the key performance indicators of reading, writing and mathematics combined and progress measures with the higher attainers scoring well.

KS2 – Statutory Assessments

KS2 Achievement		DPS 2016	NA 2016	Diff 2016	DPS 2017	NA 2017	Diff 2017	DPS 2018	NA 2018	Diff 2018	DPS 2019	NA 2019 (unvalidated)	Diff 2019
Reading (Test)	EXS	73%	66%	+ 7	80%	71%	+ 9	94%	75%	+ 19	85% (34/40)	73%	+ 12
	HS	28%	19%	+ 9	37%	25%	+ 12	25%	28%	- 3	45% (18/40)	27%	+ 18
	ASS	105.3	102.6	+ 2.7	106.8	104.1	+ 2.7	107	105	+ 2	109	104	+ 5
Writing	EXS	93%	74%	+19	93%	76%	+ 17	92%	78%	+ 14	90% 36/40	78%	+ 12
	GDS	23%	15%	+ 8	40%	18%	+ 22	42%	20%	+ 22	33% 13/40	20%	+ 13
Grammar, Punctuation and Spelling (Tests)	EXS	80%	72%	+ 8	77%	77%	0	83%	78%	+ 5	90% (36/40)	78%	+ 12
	HS	20%	23%	- 3	43%	31%	+ 12	39%	34%	+ 5	60% (24/40)	36%	+ 24
	ASS	104.7	104	+ 0.4	107.6	105.9	+ 1.7	107	106	+ 1	111	106	+ 5
Mathematics (Tests)	EXS	90%	70%	+ 20	73%	75%	- 2	94%	75%	+ 19	93% (37/40)	79%	+ 14
	HS	20%	15%	+ 5	43%	23%	+ 20	31%	23%	+ 8	35% (14/40)	27%	+ 8
	ASS	104.5	103	+ 1.5	106.8	104.2	+ 2.6	107	104	+ 3	108	105	+ 3
Reading, Writing and Maths Combined	EXS	70%	53%	+ 17	67% (60%) FS (65%)	61%	+ 6	89%	64%	+ 25	83% (33/40)	65%	+ 18
	HS	13%	5%	+ 8	30% (11%)	9%	+ 21	19%	10%	+ 9	23% (9/40)	11%	+ 12
Reading Progress	Progress Score	+ 2.4	0	+ 2.4	+ 1.9 FS (- 5)	0	+ 1.9	+ 0.4	0	+ 0.4	+ 3.65	0	+ 3.65
Writing Progress	Progress Score	+ 2.7	0	+ 2.7	+ 4.0 FS (- 7)	0	+ 4.0	+ 2.2	0	+ 2.2	+2.59	0	+2.59
Maths Progress	Progress Score	+ 1.4	0	+ 1.4	+ 1.7 FS (- 5)	0	+ 1.7	+ 1.2	0	+ 1.2	+2.27	0	+2.27