

ST MARY'S CATHOLIC PRIMARY SCHOOL



ACHIEVEMENT at End of Early Years Foundation Stage, 2016

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

1. Early Years Analysis

Good Level of Development (GLD) is the key measure for EYFS (All Prime Early learning Goals: Communication and language, Physical development, Personal, social and emotional Development + Literacy and Maths)

Achievement in Early Years was **good** because:

Headlines

- 2014 - **40.7%** of pupils reached a good level of development (all prime areas (PSED+C&L+PD) + Literacy and Maths)
- 2015 - **61%** of pupils achieved a good level of development (all prime areas + Literacy and Maths)
- 2016 – **75%** of pupils achieved a good level of development (all prime areas + Literacy and Maths)

Progress

Prime Areas	Autumn 2015 % <u>below typical</u>	Summer 2016 % at expected (2 points)
C&L	68.9%	67.8%
PD	58.5%	83.1%
PSED	55.7%	76.3%
All prime ELGs	73.8%	83.3%
Literacy	86.9%	75.0%
Mathematics	91.8%	76.7%

- The school figure for % of pupils achieving a good level of development (GLD) was above that of the local authority figure of 66.5% and national (69.3%).
- The school’s figure for % of pupils reaching expected levels in all 17 early learning areas was 73.3% compared to LA 64.4% and national (67.3).
- In all prime Early Learning Goals (C&L+PD+PSED) the school’s % of 83.3%areas was higher than the LA figure of 74.4%.
- In all summary data therefore the school exceeded the LA in terms of pupils achieving the expected levels.
- In terms of comparison to the previous year this cohort achieved higher levels in all aspects of the Prime Early Goals (+22.3%), all Specific ELGS (+8.9%), all 17 areas of Learning ((17.4) and overall GLD (+14%)

Love, Listen and Learn

- Looking at the individual ELGs the % of pupils achieving the expected level was higher than the LA figure in 17 of the 17 areas. Only in Shape, Space and Measure was the % lower (76.7% to 78.9%)
- Reading (76.7% at expected), Writing (75.0%) and Shape, Space and Measure were the only three areas of the 17 in which the % of children achieving expected was below 80%. Historically the school has had cohorts where PSED figures have been very low which has impacted on progress but in this cohort the percentages for all three areas are over 90% at expected. The cohort will have to be monitored very closely over key stage one to ensure this progress is maintained.
- The school % of pupils exceeding expectations in Prime areas and Lit and Maths were higher than the LA. For the school the % ranged from 25% exceeding in Writing to 40% exceeding in Moving and handling and Health and self-care. For the LA overall the range was 13.9 % exceeding in Writing to 22.7% exceeding in Listening and attention.
- Diminishing the Difference

	Gender			FSM			EAL		
Good level of development	girls	boys	gap	eligible	Not eligible	gap	eal	Non eal	gap
School	75.9%	74.2%	1.7%	33.3%	78.6%	45.3%	82.1%	71.4%	+10.7%
LA	73.9%	59.4%	14.5%	56.2%	68.8%	12.6%	57.8%	74.2%	16.7%

The difference between the FSM and non-FSM for the school appears large. However this FSM group is only 3 pupils of whom two did not achieve expected levels in Literacy and Maths although they did in the Prime Areas of PSED and PD.

- There is no LA data for SEN so a comparison for achievement for these pupils cannot be made. However in the school there were 8 identified pupils, of whom one had a statement and was working at P levels. He moved to a special school at the end of the year. Two girls with language disorders have begun split placements at Suffolks Resource Base and one boy is waiting for a second opinion assessment. Another pupil had referrals to the school nurse (and dietician) and the OT and is making continued progress from a low baseline. Two other boys achieved expected levels in PSED and PD but made slow progress in the development of core Literacy and Maths skills.

Love, Listen and Learn

- 67% of those pupils (6 in total) living at the highest level of deprivation (10%) achieved good levels of development compared to 59.6% of the same group across the LA. Of the 21 within the 20% band of high deprivation 62% achieved GLD very close to the LA figure of 61.84%. Of the 24 pupils in the 30% band 83% achieved GLD compared to an LA figure of 62.96%. The school's poorest children therefore appeared to overcome the challenges when compared to the LA as a whole and 85% of this cohort are in the highest levels of deprivation (top 30%).
- The key ethnic group within school is Black African comprising 34 pupils. 79% of these achieved GLD compared to 66% across the borough as a whole. The next largest groups are White British (4 pupils) - 75% of these achieved GLD compared to 77% across LA and Mixed-White and Caribbean with 50% achieving GLD (68% LA). In school this group of four pupils included one of the pupils who has started in the Language Resource Base.
- The EAL gap is the opposite of the predicted trend for EAL pupils.

Year One Phonics -The school exceeded the LA for percentage of pupils at expected and exceeding EYFS Reading 2015 reaching expected Year One 1 level phonics in 2016 – 100 % for school and 93.02%for the LA