

## Pupil outcomes 2018-19

### Foundation stage Results

Children in the Foundation Stage work towards a Good Level of Development (GLD) which is a measure of average attainment prior to Year 1.

#### **CTS School Foundation Stage results comparison 2017-2019**

CTS 2017	National 2017	Difference	CTS 2018	National 2018	Difference	CTS 2019	National 2019	Difference
72%	69.3%	+2.7	76%	71.5	+4.5	74% (27 pupils)	TBC	-2%

This shows a slight decrease since 2018 but still broadly in line with the national picture. The cohort size is significantly smaller than last year (27 pupils at the end of year compared to 60 previously). One pupil did not quite make the ELG in writing by the June 27<sup>th</sup> deadline as expected – he would have made the GLD figure 78%.

### Phonic Screening Check

#### **Phonic Screening Check – Year 1**

Children in year 1 are required to take a Phonic Screening Check to ensure that they are on track to becoming confident readers.

In 2019, **91%** of year 1 pupils passed the check compared to **83%** nationally in 2018. This shows effectiveness of phonics teaching throughout the school and means that more pupils at CTS are better prepared to become lifelong readers by the time they leave Y1 than all pupils nationally.

#### **Phonic Screening Check – Year 2 retakes**

Of the 7 Yr 2 pupils who did not pass the screening check in Year 1, 3 (43%) have now met the required standard. These children had significant phonic gaps at the start of the year. 2 have complex additional needs and have made progress on their individual plans. The remaining 2 are all in the final group for RWI (Read Write Inc) and we expect them to meet this standard by December 2019 in Year 3. The pass mark for this check is 32/40 – all 4 pupils not meeting the standard improved their scores from Year 1 with one scoring 29/40.

We have also closed the gap in phonics across the school:

Year Group	Number of pupils needing Read Write Inc. in the Autumn Term	Number of pupils needing Read Write Inc. in July 2019	Difference: Pupils who have now secured their phonic knowledge
3	16	5	11
4	10	3	7
5	2	1	1
6	0		

This is really positive news. At the start of the year significant proportions of pupils could not decode words effectively enough in KS2 and this had an impact on their ability to access the curriculum. Through targeted RWI teaching many of these pupils can now read more effectively and have gained in confidence in their reading.

## Key Stage One Results

CTS School KS1 (Year 2) results comparison:

	READING				WRITING				MATHS			
	National 2018	CTS 2018	CTS 2019	Difference	National 2018	CTS 2018	CTS 2019	Difference	National 2018	CTS 2018	CTS 2019	Difference
<b>Pupils at age related expectations (ARE)</b>	75%	74%	75%	+1%	70%	62%	71%	+9%	76%	76%	71%	-5%
<b>Pupils at greater depth (GD)</b>	26%	22%	19%	-3%	16%	17%	19%	+2%	22%	16%	19%	+3%

**Pupils leaving KS1 at the ARE combined is 61%**

We are pleased as the 2019 results remain in line with the national picture at ARE (based on 2018), and we have seen an increase in writing outcomes. These figures have been affected by some changes in the cohort since May.

## Key Stage Two Results

**Reading:**

CTS 2018	National 2018	Difference	CTS 2019	National 2019	Difference compared to CTS 2018
72%	75%	<b>-3%</b>	78%	73%	+6%

CTS 2018 GD	National 2018 GD	Difference	CTS 2019 GD	National 2019 GD	Difference compared to CTS 2018
30%	28%	<b>+2%</b>	38%	TBC	+8%

**Maths:**

CTS 2018	National 2018	Difference	CTS 2019	National 2019	Difference compared to CTS 2018
70%	76%	-6%	82%	79%	+12%

CTS 2018 GD	National 2018 GD	Difference	CTS 2019 GD	National 2019 GD	Difference compared to CTS 2018
17%	24%	-7%	23%	TBC	+6%

**Writing:**

CTS 2018	National 2018	Difference	CTS 2019	National 2019	Difference compared to CTS 2018
73%	78%	<b>-5%</b>	72%	78%	-1%

CTS 2018 GD	National 2018 GD	Difference	CTS 2019 GD	National 2019 GD	Difference compared to CTS 2018
18%	20%	<b>-2%</b>	13%	TBC	-5%

63% of pupils achieved the expected standard in RWM combined. This is up from 53% in 2018 and in line with 65% nationally. 2 children will have their papers reviewed. They are both 1 mark away in reading from the ARE and would then also have achieved the ARE in all 3 subjects.

Children have achieved outcomes broadly in line with the national picture 2018 although we are likely to be higher than national in a few areas (Reading GD and Maths at ARE) . We are very pleased with the increase in the combined measure for RWM which brings attainment broadly in line with the floor target of 65%. This is the first year since 2016 that the school has been in this position (47% 2016, 52% 2017, 53% 2018).