

Summary Headlines

- 82% of pupils in EYFS have made a Good Level of Development, this is above last year and will be above local and national achievement.
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- 83% of pupils met the required standard in the Year 1 phonics check. This is above the local authority percentage and in line with national results. 70% of disadvantaged children met the required standard in year 1. 92% met the standard in Year 2.
- At the end of Key Stage 1, 67% of pupils are working at the expected standard in reading, writing and maths and 20.3% at greater depth, an increase in both areas since 2017.
- At the end of Key Stage 1, 78% of pupils reached the expected standard in Reading, this was above local and national results. 4 out of ten pupils achieved at greater depth, higher than local and national standards.
- 75% of pupils achieved at least the expected standard in writing, an improvement on the previous year. This result was above national and local achievements. 28% of pupils reached the greater depth standard, resulting in higher standards than locally and nationally.
- Three quarters of the pupils met the expected standard in maths, exceeding local results and in line with national results. A third of pupils were working at greater depth, this was above local and national averages.
- Disadvantaged pupils achieved well in reading, 78% reached the expected standard, of which 44% were working at greater depth. There was an increase in the percentage of disadvantaged pupils reaching the expected standard in writing when compared with 2017, 78% met the expectations. One fifth of disadvantaged pupils achieved the expectations of greater depth in writing. 75% reached the expected standard in maths, of whom 33.9% had attainment at greater depth. In reading and writing Warden Hill Infant School disadvantaged pupils were above local and national averages and significantly above these averages at greater depth. In Maths, our disadvantaged pupils had higher than local averages and were significantly higher than local and national averages at greater depth.
- At the end of key stage 1 disadvantaged pupils make similar progress to other pupils. They make better progress in reading than writing and maths.
- At the end of key stage 1 SEND pupils make less progress than other pupils. They make better progress in reading than writing and maths.

Statutory: Reception, Year 2 and Phonics

Reception, Early Years Foundation Stage

% At expected or above	Disadvantaged	2018 School	2018 National
GLD	73%	82%	72%
Reading		89%	77%
Writing		81%	74%
Number,		86%	80%
Shape, space and measure		86%	82%

Phonics

% At expected or above	Disadvantaged	2018 School	2018 National
Year 1	70%	82%	83%
Year 2 (25 pupils)	60%	89%	Not available

End of Key Stage 1, Year 2

(EYFS expected + outcomes: reading 75%, writing 72%, maths 75%)

		Expected or above	Greater Depth	School 2018	National 2018
Reading	All	78%	38%	78%	75% (gd 14%)
	Dis 9 pupils)	78%	44%	78%	62% (gd 26%)
Writing	All	75%	28%	75%	70% (gd 16%)
	Dis	78%	22%	78%	55% (gd 8%)
Maths	All	75%	34%	75%	76% (gd 22%)
	Dis	78%	33%	78%	63% (gd 12%)
RWM	All	67%	20%	67%	
	Dis	78%	22%	78%	