

Red Rose Primary School

Aim High

Be Proud

www.redroseprimaryschool.com

Key Stage 2 Achievement/Results 2016

In 2016, a school was expected to be above the floor target in 3 subjects – English reading, English writing and Mathematics. (65%)

Combination	All Pupils(31)	Disadvantaged (5)	
School	81%	60%	
National	72%	60%	
Cohort 31			

Reading	All Pupils(31)	Disadvantaged (5)	
School	87%	80%	
National	66%	71%	
Cohort 31			

Writing	All Pupils(31)	Disadvantaged (5)	
School	81%	60%	
National	74%	79%	
Cohort 31			

Maths	All Pupils(31)	Disadvantaged (5)	
School	77%	60%	
National	70%	75%	
Cohort 31			

GPS	All Pupils(31)	Disadvantaged (5)	
School	81%	60%	
National	72%	78%	
Cohort 31			

Science	All Pupils(31)	Disadvantaged (5)	
School	94%	80%	
National	81%	86%	
Cohort 31			

Attainment				
	Expected or above		Greater depth	
Mathematics	All	Disadvantage	All	Disadvantaged
Cohort	39	8	39	8
School %	74%	63%	13%	13%
National%	73%	77%	18%	20%
Difference	4	-14	-15	-8

Attainment				
	Expected or above		Greater depth	
Reading	All	Disadvantage	All	Disadvantaged
Cohort	39	8	39	8
School %	77%	63%	21%	13%
National%	74%	78%	24%	27%
Difference	3	-15	-3	-14

Attainment				
	Expected or above		Greater depth	
Writing	All	Disadvantage	All	Disadvantaged
Cohort	39	8	39	8
School %	72%	63%	28%	13%
National%	65%	70%	13%	16%
Difference	6	-7	15	-14

Attainment				
	Expected or above		Greater depth	
Science	All	Disadvantage	All	Disadvantaged
Cohort	39	8	39	8
School %	97%	100%		
National%	82%	85%		
Difference	16	15		

Key Stage 1 Attainment

Phonics Screening Information

<u>Year 1 Phonics Screening</u>							
	2014		2015		2016		
	School	National	School	National	School	National	
All Pupils	84%	74%	82%	77%	95%	81%	<u>Three consecutive years</u>
Boys	73%	70%	74%	73%	92%	77%	<u>Three consecutive years</u>
Girls	99%	78%	90%	81%	100%	84%	<u>Three consecutive years</u>
Disadvantaged	0	63%	75%	66%	100%	70%	<u>Two consecutive years</u>
other	89%	78%	84%	80%	94%	83%	<u>Three consecutive years</u>

Phonics Screening

What is Phonics?

There has been a big shift in the past few years in how we teach reading in school and at Red Rose. We feel this is having a huge impact and helping many children learn to read and spell. Phonics is recommended as the first strategy that children should be taught in helping them learn to read. However our Letters and Sound phonics teaching also runs alongside other teaching methods that equip children with the vital skill and ability to read. Plus it is important we develop a real love for reading.

What is the Phonics screening check?

The national phonics screening check was introduced in 2012 to all Year 1 pupils. It is short, statutory assessment to ensure that children are making sufficient progress in phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure.

When does the Phonics screening take place?

All Year 1 pupils will take the phonics screening during the 2 week in June.

How is the check structured?

The check comprises of a list of 40 words and non-words, which the children know as alien or nonsense words. The child will read one-to-one with their teacher. The words will be presented as a booklet with up to 4 words per page. Non-words will be presented with a colourful picture of an alien. The children will be asked what the aliens name is by reading the word. This is supposed to make the check a bit more fun. Pupils who can read non-words should have the skills to decode almost any unfamiliar word. Half the words cover phonics skills which are usually covered in

reception and half are based on Year 1 phonics skills. It must be the teacher who carries out the screening in a quiet area. The results are used to identify which children will need further support with decoding.

Letters and sounds is the phonics programme we deliver at Red Rose Primary School. It is delivered daily to small groups either with a Teacher or a Teaching Assistant. Regular assessments do take place so that progress can be monitored and teaching directed to specific areas of strengths and weaknesses.

Children are taught in small groups at their particular phase or stage. Outcomes are **“outstanding”**.

Early Years Data

Percentage of Pupils Achieving a Good Level of Development						
	School 2015	Nat.		School 2016	Nat.	
Cohort 38	71%	61%	Cohort 38	76%	66%	
Male 19	58%	53%	Male 24	71%	59%	
Female 19	84%	69%	Female 14	86%	74%	
FSM 5	60%	45%	FSM 1	100%	52%	

Mrs S. Bainbridge