

Outcomes for Children and Learners 2015-16

Attainment and progress data for the end of summer term 2016 is presented below.

Early Years Foundation Stage (EYFS) - Attainment and progress

In each strand of the EYFS curriculum pupil's end of year expectations in Reception is to reach the Early Learning Goal (ELG).

Level at end of Reception	School 2016 Reading	School 2015	School 2016 Writing	School 2015	School 2016 Maths (Number)	School 2015
Emerging	31%	36%	37%	40%	28%	32%
Expected	49%	50%	63%	58%	71%	67%
Exceeding	20%	14%	0%	2%	1%	1%

Good Level of Development (GLD)

Children are defined as having reached a Good Level of Development at the end of Reception 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.

	School 2016	School 2015	School 2014
Whole cohort	61%	60%	60%

Year 1 and Year 2 Phonics Screening

	Working at expected standards	Working towards expected standards	Dis-applied	Absent
Year 1	71%	23%	5%	1%
Year 2	88%	10%	0%	2%

KS1 - Attainment

- Due to the changes in assessment procedures and systems it is no longer possible to compare this year's results with previous year's results
- The combined score is for pupils in the areas Reading, Writing and Mathematics.

Attainment at KS1	Reading	Writing	Maths	Combined
School Expected Standard+	73%	66%	75%	62%
School Greater Depth Standard	14%	12%	11%	8%
Havering Expected Standard+	77%	70%	77%	65%
Havering Greater Depth Standard	25%	17%	20%	12%
National Expected Standard +	74%	66%	73%	60%
National Greater Depth Standard	24%	13%	18%	9%

KS1 Progress – Progress from EYFS to KS1 in Reading

	Attainment at the end of KS1 (Y2)				
Attainment at the end of EYFS	Below the standards of pre- key stage	Pre-key stage foundation	Working towards standard	Expected	Greater Depth
Absent	1% (1)				
Emerging		13% (11)	6% (5)	8% (7)	
Expected		2% (2)	4% (3)	39% (33)	1% (1)
Emerging				18% (15)	8% (7)

Green cells denote expected progress from EYFS to the end of KS1

Yellow cells denote better than expected progress from EYFS to the end of KS1

KS1 Progress – Progress from EYFS to KS1 in Writing

	Attainment at the end of KS1				
Attainment at the end of EYFS	Below the standards of pre- key stage	Pre-key stage foundation	Working towards standard (WTS)	Expected (EXS)	Greater Depth (GDS)
Absent	1% (1)				
Emerging		16% (14)	7% (6)	12% (10)	
Expected			7% (6)	47% (40)	5% (4)
Exceeding				4% (3)	1% (1)

Green cells denote expected progress from EYFS to the end of KS1

Yellow cells denote better than expected progress from EYFS to the end of KS1

KS1 Progress from EYFS to KS1 in Maths

	Attainment at the end of KS1				
Attainment at the end of EYFS	Below the standards of pre- key stage	Pre-key stage foundation	Working towards standard	Expected	Greater Depth
A		1% (1)			
1		11% (9)	9% (8)	11% (9)	
2		1% (1)	2% (2)	56% (48)	5% (4)
3					4% (3)

Green cells denote expected progress from EYFS to the end of KS1

Yellow cells denote better than expected progress from EYFS to the end of KS1

KS2 Attainment

- Due to the new format of the KS2 SATs it is no longer possible to compare this year's results with previous year's results

Attainment at KS2	Reading	Writing	Maths	Combined
School Expected +	68%	80%	74%	55%
School Greater Depth Standard	13%	20%	17%	6%
Havering Expected +	72%	84%	76%	62%
Havering Greater Depth Standard	22%	19%	19%	6%
National Expected +	66%	74%	71%	52%
National Greater Depth Standard	19%	15%	17%	5%

KS2 Average Scale Score

Subject	Hilldene Primary School Average Scaled Score	National Average Scaled Score
Reading	103	103
Grammar Punctuation and Spelling	104	104
Mathematics	103	103

KS2 School Progress Scores

School progress scores (Reading, Writing & Maths) – these are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive or negative numbers either side of zero.

- A score of zero means pupils in this school, on average, do about as well at KS2 as those with similar prior attainment nationally
- A positive score means pupils in this school, on average, do better at KS2 than those with similar prior attainment nationally
- A negative score means pupils in this school, on average, do worse at KS2 than those with similar prior attainment nationally
- A negative score does not mean that pupils did not make any progress between KS1 and KS2 – it means they made less progress than other pupils nationally with similar prior attainment.

Confidence Intervals – School scores should be interpreted alongside their associated confidence intervals.

- If the lower bound of the school's confidence interval is greater than zero that implies that the school has achieved greater than average progress compared to pupils with similar starting points nationally.
- Where a confidence interval overlaps zero, this implies that the school's progress score is not significantly different from the national average.

	Hilldene Progress Score	Confidence Interval
Reading Progress	0.7	-0.6 to 2.0
Writing Progress	1.2	-0.1 to 2.5
Maths Progress	1.7	0.6 to 2.8*

* the lower bound of the school's confidence interval is greater than zero - implying that the school has achieved greater than average progress compared to pupils with similar starting points nationally.