**ST MARY’S CATHOLIC PRIMARY SCHOOL**



 **ACHIEVEMENT at End of Early Years Foundation Stage, 2017**

**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**

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)

2017 – **68%** of pupils achieved a good level of development ( all prime areas + Literacy and Maths)

Progress

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| Prime Areas  | Autumn 2016% below typical (40-60 months) | Summer 2017 % at expected  |
| C&L | 83% | 68% |
| PD | 77% | 94.9 |
| PSED | 82% | 78 |
| All prime ELGs | 93% | 69.5 |
| Literacy | 90% | 69.5 |
| Mathematics | 88% | 76.3 |

* The school figure for % of pupils achieving a good level of development (GLD) at **68%** was slightly above that of the local authority figure of 67.8% and below national ( 70.7% )
* The school’s figure for % of pupils reaching expected levels in all 17 early learning areas was **66.1%** compared to LA 66.4% and national 69% .
* In all prime Early Learning Goals (C&L+PD+PSED) the school’s % of 69.5.3% was lower than the LA figure of 74.9%.
* The key measures for the school however are broadly in line with those over a three year period .
* Looking at the Areas of Learning the % of pupils achieving the expected level was higher (slightly) than the LA figure in Physical Development (94.9.% to 85.3%) , Literacy (69.5% to 69.3%), and Maths (76.3% to 74.4%).
* Historically the school has had cohorts where PSED figures have been very low which has impacted on subsequent progress but in this cohort the percentage at 78% is neither as high as the very high figure last year (of over 90%) but neither is it so low as to suggest that the cohort may struggle to develop mature behaviours for learning.
* The school % of pupils exceeding expectations in the core areas of reading (25.4%) writing (15.2%) and maths (27.1%) reflects the trend over the last few years although writing is lower than the other areas than in previous years.
* Of the SEN pupils three have complex needs – one with a specific condition which is impacting severely on language and consequently overall academic progress had an EHCP put in place at the end of the year to ensure provision, another arrived later in the year having already had EP and S&L assessment and will need further input possibly at EHCP level. One pupil has severe SEMH needs and again the school will be requesting statutory assessment in order to effectively meet his needs. Of the other four pupils two achieved GLD from baseline scores below typical – in particular the support they received for their language needs was particularly effective and provided the impetus for success in other areas of the curriculum. The other two boys were both silent but over the year began to open up (although one remained mute all year) although they showed progress they were considerably hindered by their language and communication.

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|  | ALL | MALE | FEMALE | EVER 6 FSM | NON EVER 6 FSM |
| Cohort | 59 | 30 | 29 | 7 | 52 |
| School % | 68 | 70 | 66 | 57 | 69 |
| National Benchmark | 71 | 64 | 78 | 57 | 73 |