

Ashton Hayes Primary School – EYFS and KS1 Results 2019 (including Phonics Test)

EYFS - Early Years Foundation Stage (Reception)

The DfE explains that the GLD is a performance measure for EYFS pupils. Children are defined as having reached a good level of development at the end of the EYFS 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). The early learning goals in the specific areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3. For each of the 17 early learning goals a child is recorded as having achieved a 1, 2 or 3 so it is possible to give children an overall "score".

Once data has been submitted to the DfE the average score of the whole national cohort will give the secondary measure of a "good level of development."

	2015-16	2016-17	2017-18	2018-19
Good Level development (GLD)	86%	72%	82%	76.2%

		National 2019	School 2019	
Attainment	GLD	71.8%	↑ 76.2%	
	Average total points score	34.6	↑ 38.1	
	Mathematics ELG	Expected	79%	↑ 85.7%
		Exceeding	16%	↑ 33.3%
	Reading ELG	Expected	77%	↔ 76.2%
		Exceeding	19%	↑ 23.8%
	Writing ELG	Expected	73%	↑ 76.2%
		Exceeding	11.7%	↓ 9.5%

PHONICS INFORMATION - YEAR 1

	2015-16	2016-17	2017-18	2018-19
Phonics Test % pass	86%	100%	87%	83%

End of KS1 Data – 2018-19

	Achieving the expected level (teacher assessments supported by tests)	Working at a greater depth of understanding (teacher assessment)
Reading	80% (National: 75%)	20% (National: 25%)
Writing	68% (National: 70%)	8% (National: 15%)
Mathematics	80% (National: 76%)	24% (National: 22%)
Reading, writing and mathematics	68% (National: n/a)	8% (National: n/a)