



Weare Academy Church of England First School

Data Performance during 2018-19

Weare has been judged to be 'Outstanding' by Ofsted (in a 2007 inspection and 2011 report) and by the Diocese Statutory Inspection of Anglican and Methodist Schools 2018.

Early Years Foundation Stage (EYFS)

A Good Level of Development is achieved when pupils meet the criteria for 'Expected' or 'Exceeding' the Early Learning Goals for 12 of the 17 areas on the Early Years Foundation Stage Profile (EYFSP). These areas focus on development in Personal, Social and Emotional, Communication and Language, Literacy, Mathematics and Physical.

Pupils in Foundation Stage continue to do very well. 76% of our pupils achieved a 'Good Level of Development' (GLD), which is well above the national average of 71.8% for 2018-19.

NB. The GLD only measures attainment and does not therefore take account that our pupils' made strong progress.

Good Level of Development (GLD)	
Children achieving a GLD	22
Children not achieving a GLD	7

Year One (and Two) Phonics Screening Check

Year One pupils are tested on their ability to read 40 phonically plausible words. To meet the standard for 2018-19, 32 words need to be read accurately. Pupils who do not meet the standard in Year One are retested the year after, in Year Two.

The Year One phonics test produced excellent results. 89% of our pupils achieved or surpassed the required threshold level, which is well above the national average of 82%

Year One Phonic Screening Check		Year Two Phonic Screening Check (retake)	
Children meeting standard	24	Children meeting standard	N/A
Children who did not meet the standard	3	Children who did not meet the standard	N/A

NB. The Phonic Screening only measures attainment and does not therefore take account of pupils' progress.

There was no Year 2 retake as all pupils previously met the threshold in Year 1

Year Two Statutory Assessment Tests (SATs) and Teacher Assessments

Year Two pupils are tested in Reading, Writing and Mathematics. The Expected Standard (EXS) would be the expected achievement for a Year Two pupil, in all subjects. Pupils working at Greater Depth within the Standard (GDS) would be exceeding expectation and pupils Working Toward the Standard (WTS), would be working below expectation. Some pupils may be working within a pre-key stage (PKS) curriculum or below the working standard of the pre-key stage curriculum (BLW) and it would not therefore be appropriate for them to sit the tests. National data also takes into account the combined score of EXS and GDS, as a key measure for comparison.

Historically, our results for Key Stage 1 Statutory Assessment Tests and Teacher Assessment show that our pupils consistently achieve excellent results, when compared to national data. Our results for 2018-19 tests are significantly above the national average for all subjects.

Statutory Assessment Tests %						
	Reading		Writing		Mathematics	
	Weare	National	Weare	National	Weare	National
GDS	47%	25%	41%	15%	47%	22%
EXS/GDS combined	85%	75%	85%	69%	85%	76%
EXS	38%	50%	44%	41%	38%	54%
WTS	15%	(Not Given)	15%	(Not Given)	15%	(Not Given)
PKS	0%	(Not Given)	0%	(Not Given)	0%	(Not Given)
BLW	0%	(Not Given)	0%	(Not Given)	0%	(Not Given)

NB. The SATs only measure attainment and do not therefore take account of pupils' progress.

Key Stage Two (Year Three and Four)

There are no national tests or statutory submission of data for Year Three or Year Four. Year Six is the conclusion for Key Stage Two and it is at this point (at Hugh Sexey Middle School) that the KS2 SATs are completed. However, we can compare our Spelling and Reading age data with chronological age related expectation (ARE).

At the end of Year Four

Salford Reading Age Test: 100% of our pupils greatly exceeded their chronological ARE.

NFER Spelling Age Test: 78% of our pupils met or exceeded their chronological ARE; and 75% greatly exceeded ARE .

NB: All data includes all groups of pupils, including pupils with SEND.

Headteacher: Miss Denise Mawdsley

Chair of Governors: Matt O'Connor