



# Brent

School Improvement Service

**Review of  
Standards  
Autumn 2014  
Primary Schools**

**Children & Families**

Name of School: CARLTON VALE INFANTS

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## EARLY YEARS FOUNDATION STAGE

(Action Glossary for abbreviations)

### 1. Attainment on Entry to nursery and/or reception

#### Attainment on Entry to Foundation Stage-Nursery & Reception 2014

Nursery 2014 50	48% below ARE in Literacy 78% below in Maths <b>Action: Show achievement</b> 48% below in PSED
Reception-2014 41 children	39% below ARE in Literacy <b>ARE=Typical development</b> 41% below ARE in Maths 54% below ARE in PSED
Core group (Nursery 2013) 27 children	26% below ARE in Literacy 30% below ARE in Maths 41% below ARE in PSED

#### Reception Attainment on entry 2014-15

##### Cohort groups

##### **EAL**

80% of the cohort are EAL learners, of those children, 39% are working below ARE in Literacy and 45% are working below in Maths.

##### **Pupil Premium (PP)**

34% of the cohort receive pupil premium, of those children, 36% are working below ARE in Literacy and 36% below in Maths.

##### **SEN**

7% (3 children) of the cohort are on the SEN register.

##### **Core group-27 Children in our Nursery Class 2013**

- 66% of the Cohort was in our Nursery class.
- 44% of the core group received pupil premium of those children 33% are working below ARE in Literacy and 33% are below in Maths.

##### On entry to Nursery 2014-15

- 84% children are EAL learners; of those EAL children 48% are working below ARE in Literacy and 76% are working below in Maths.
- 34% of the Nursery 2014-2015 cohort is receiving PP; of those PP children 59% are working below ARE in Literacy and 76% are working below in Maths.

### 2. Attainment and progress at the end of the EYFS

#### **Attainment and progress at the end of the EYFS**

At the end of the Early Years Foundation Stage 2014 (EYFS), 60% of the children left with a good level of development (GLD). Children in the Foundation Stage make a good level of progress. Children (19 children) that attended CVI Nursery(Core) good progress at the end of the Foundation Stage compared to those that joined at the beginning of Reception. (79% of the core children achieved a GLD compared to 40% of non-core children) This progress is continued throughout KS1.

##### **EYFS Attainment Data**

EYFSP	School 2013	Brent 2013	National 2013	School 2014	Brent 2014	National 2014
E2+ in Prime & Lit/MA (GLD)	71%	56%	52%	60% 11%-	58%	60%
APS at EY	32	34	33	32.9	33.5	32.8
Lowest 20%					33.7	

**The above table shows attainment data compared with Brent & National scores.**

## Carlton vale Infants School Review of Standards November 17<sup>th</sup> 2014

- Compared to Brent EYFS results Children at Carlton Vale Infants left Reception achieving a higher GLD. Nationally we are on par. However our APS score was below Brent & 0.1 above National this was due to less CVI children achieving E3.
- This year 11% less children scored a GLD, this was due 40% children achieving below a GLD. In 2013 29% of the cohort achieved below a GLD. This was due to a number of reasons, the reasons include: Children on the SEN; Children on the child protection register; new arrivals to English; children with social care involvement and children awaiting Statements.
- This year 12% of the cohort achieved E3 compared with 19% of Brent children.

### Review of EYFS outcomes 2014

	Literacy	Maths	PSED
On entry	93% below ARE	90% below ARE	86% below ARE
Exit	19% below ARE	24% below in Maths	17% below ARE

- Last year on entry to reception, the majority of the children were working below age expected DM month band in all areas of learning.
- At the end of Reception children made good progress to attain age expected levels: Those that did not achieve age expected levels (40%) had a number of needs including S&L, Behaviour, Emotional, Social (BESD), and MLD. A number of interventions were used to support children's learning these included: Language groups, Social skills, NHS S&L and the Marlborough Project family therapy group (MBP).
- **SEN & CP**
- 26 children were on the SEN register of those 26 children 35% achieved a GLD.
- As stated before the SEN & CP children impacted on our results, especially those with BESD needs.
- One child received a statement of Special Education Needs (SEN).
- Two children were awaiting statements for SEN.
- Three children were on the Child Protection (CP) register and five other children were known to Social care. All of these children impacted on the results for PSED.
- **Gender**
- Of the cohort 38% of boys achieved a GLD compared to 31% of girls. (More SEN & CP children were girls).
- **PP**
- Of the Cohort 47% children received PP, of those children 59% achieved a GLD compared with the non PP of those children 61% achieved a GLD.

Children	GLD	Literacy	Maths	PSED
PP	59%	89%	85%	89%
Non-PP	61%	97%	94%	94%

#### **Core Children** (19 Children who were in our Nursery)

- 33% of the cohort was in our Nursery class; of those children 79% achieved a GLD.
- 68% (13 children) of the core group received pupil premium, of those children 69% (9children) achieved a GLD.

#### **EAL**

- 62% of EAL learners achieved a GLD, compared to Brent's score of 55%.

Ethnic Group	School GLD	Brent GLD
White Other heritage (13)	38%	49%
Black or Black British African Heritage (8)	63%	57%
Black or Black British Caribbean heritage (7)	29%	65%

Our three highest ethnic groups were as above.

- Black or Black British Caribbean heritage achieved a lower GLD because a number of these children had SEN or CP needs.

### 3. Progress against targets and targets set for 2015

#### **2013 Targets**

**Target: Teach and plan elements of Physical development at an earlier stage.**

- Nursery & Reception Multi skills
- 36% more children achieved 4+score in Physical development this year compared with last year.

**Target: For 6% more children to achieve an exceeding level of development.**

- This was not met, due to the complex needs of the cohort and more children achieved emerging this year.

**Target: Provide more opportunities for reading for pleasure.**

The reading environment has been made worked on in all classes and this is something that will have to continue this year with the new members of staff.

#### **2014 Targets**

- **65% children to achieve a GLD**
- **6% more children to achieve E2 in writing as this year due to the complex cohort there was a 10% dip.**
- **Introduce new phonics programme, to support children in applying their reading and writing.**

**Action: Workshops for parents enriching Maths**

**Action: Show all Prime subjects**

## **KEY STAGE 1**

### 4. Year 1 Phonics Check

There were significant differences in the results of the 2014 cohort of children who took the Phonics Screening Check, compared to those of Brent and National figures.

#### **Year One**

- There were 52 children in the cohort.
- 21 were girls and 31 were boys.
- Of those 52 children: 64% passed (28 children passed, 18 boys and 10 girls)
- 44 children took the test; 8 children were dis-applied due to that fact that they were either on the SEN register, or new to the school and new to English.
- 16 children failed the check, of those children eight were boys and three were girls. All the children who failed are either on the SEN register, EAL or on the vulnerable children register.
- All of the children who have either been dis-applied or failed have been supported through a number of interventions.
- 28 children received pupil premium funding of those children: 12 passed.
- Seven new children joined in Yr 1, 6 children were new to English.
- Out of the cohort 43% of the children were in our Nursery 61% passed, of those that failed or were dis-applied 5 had a Special Educational need.
- Out of the Cohort 64% were in our Reception class 62 % passed, of those that failed or were dis-applied 8 had a Special Educational need.

#### **Comparison of results 2013-2014**

<b>% of pupils Achieving</b>	<b>School 2013 54 pupils</b>	<b>School 2014 52 pupils</b>	<b>Brent 2013</b>	<b>Brent 2014</b>	<b>National 2013</b>	<b>National 2014</b>
32+ pts	58%	64%	76%	76%	69%	74%

Our results this year went down compared with Brent and national due to above reasons.

#### **Year Two**

- 27 Children in Yr 2 took the test of those children:
- Eight children were new to Yr2.
- 44% of the children passed.
- Of those children that failed: 6 were dis-applied, four children had a statement of special needs, 2 were new to the country and did not have English as a 1<sup>st</sup> language and 5 children were School action or Action plus.
- At the end of Yr 2 of those children who failed five achieved L2B in reading.

## 5. Key Stage 1 Teacher Assessment (attainment and progress)

**Table to show Annual turnover for Yr2**

Year group	13/14	13/14	13/14	13/14
	Leaving	Joining	Total at end of ks1	% turnover
Yr2	19	15	53	49.3%

The turnover for the cohort in the academic year 13/14 is 49.3%, with 19 children joining and 15 leaving the cohort.

Birch class in particular have been the most affected as 9 new children have arrived this academic year. 74.3% of the cohort do not have English as their first language.

**Table to show end of key stage data (whole cohort 13/14) comparison with this year's National data.**

Level 2+	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School %	93 (+6)	90 (+1)	81 -9	89 (+6)	90 (+5)	83 -3	93 (+2)	92 (+1)	85 -7
CORE GROUP Children who began in our Nursery			93			93			93
National %	87	89	90	83	85	86	91	91	92
Brent %	85	89	89	83	86	87	89	91	91

Level 2B +	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School %	72 (-4)	84 (+5)	73 (-8)	74 (+10)	80 (+13)	77 (+7)	74 (-2)	82 (+4)	79 (-1)
CORE GROUP			86			86			89
National %	76	79	81	64	67	70	76	78	80
Brent %	71	78	80	62	68	71	73	77	73

Level 3 +	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School %	21 (-6)	25 (-4)	21 (-10)	21(+7)	22(+7)	17(+1)	23 (+1)	27 (+4)	21 (-3)
CORE GROUP			25			18			25
National	27	29	31	14	15	16	22	23	24
Brent %	21	24	26	12	14	15	19	21	22

APS	Reading			Writing			Maths			All subjects		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
School	15.6 (-0.4)	16.0 (-0.3)	15.2 (-1.3)	15.5	15.8	14.9 (-0.2)	15.8 (-0.1)	16.1	15.3 (-0.9)	15.6	16.1	15.1 (-0.8)
CORE GROUP			16.6			16.1			16.5			16.4
National	16.0	16.3	16.5	14.7	14.9	15.1	15.9	16.1	16.2	15.5	15.8	15.9
Brent %	15.5	16.0	16.1	14.5	15.0	15.2	15.6	15.9	16.1			

### How do the schools results compare with those nationally?

The school's results are below that of Brent and the national figure across all subject areas apart from writing, where the results at Level 2B+ and Level 3 are better than both Brent and National scores.

This is in part due to the intervention that took place in year 2 from the start of the spring term until the end of the summer term.

**Reading:** we are significantly below both Brent and the national figure for level 2, 2B+ and Level 3.

**Writing:** we are below Brent and national scores at level 1 and 2c, at level 2B+, and level 3 we have higher scores than Brent and national.

**Maths:** we are below both Brent and National scores at all levels, significantly below at Level 2c and 2A compared with national scores.

At Level 2A we are below national scores in Mathematics and Reading. However, at level 2A in writing we are above the national score.

Reading - School 48%, National 57% (diff of -9%)  
 Writing - School 42%, National 39% (diff of +3%)  
 Mathematics - School 44%, National 53 % (diff of -9%)

The attainment for the cohort shows that the class where mobility was lower had a higher percentage of children achieving levels 2a and 3. Out of the 15 children who joined the cohort, 9 in Birch class, 8 were new to English.

The core children from the cohort, who began the EYFS at CVI, achieved a better APS in all core subjects when compared with National data. It shows that the percentage of children reaching each level from 2+ is higher than both Brent and National in Reading, Writing and Mathematics apart from Level 3 Reading, where the difference is -1% compared with Brent and -6% with National the figure.

The APS for this core group in KS1 was:

Reading 12.4 - 11.6 (10.9)  
 Writing 12.1 - 11.5 (10.8)  
 Mathematics 12.1 - 11.4 (10.9)

The data for the whole cohort at the end of Key stage 1 includes all 15 children who joined during the academic year.

### The data for the intervention group in 2013/14 shows:

Year Group 3 (15 pupils)	Pupils		Key Stage 1 Attainment															Key Stage 1 Progress						
			% Reading			% Writing			% Maths			% Science			Entry into KS1 Y1 Aut1 2pt Scale			Teacher Assessment Avg Point Scale			Progress in KS1 (KS1 Entry to End)			
			No.	%	2C+	2B+	3+	2C+	2B+	3+	2C+	2B+	3+	2+	3+	Rdg	Wtg	Mth	Rdg	Wtg	Eng	Mth	Sci	Rdg
All Pupils	15	100.0	100.0	80.0	0.0	100.0	93.3	0.0	100.0	93.3	0.0	100.0	0.0	3.8	3.8	4.1	15.0	15.0	15.3	15.1	14.7	11.3	11.2	11.1
Males	6	40.0	100.0	83.3	0.0	100.0	83.3	0.0	100.0	100.0	0.0	100.0	0.0	2.8	3.0	3.0	15.0	14.7	15.0	15.0	14.7	12.3	11.7	12.0
Females	9	60.0	100.0	77.8	0.0	100.0	100.0	0.0	100.0	88.9	0.0	100.0	0.0	4.3	4.3	4.6	15.0	15.2	15.4	15.2	14.8	10.8	11.0	10.6
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	4	26.7	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	0.0	4.3	4.3	4.5	16.0	15.0	16.0	15.0	15.5	11.8	10.8	10.5
Not FSM	11	73.3	100.0	72.7	0.0	100.0	90.9	0.0	100.0	90.9	0.0	100.0	0.0	3.5	3.6	3.9	14.6	15.0	15.0	15.2	14.5	11.1	11.4	11.3
Pupil Premium	6	40.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	0.0	3.5	3.5	3.8	15.7	15.0	15.7	15.3	15.3	12.2	11.5	11.6
Not Pupil Premium	9	60.0	100.0	66.7	0.0	100.0	88.9	0.0	100.0	88.9	0.0	100.0	0.0	4.3	4.5	4.8	14.6	15.0	15.0	15.0	14.3	10.3	10.5	10.3
School Action / Action Plus	3	20.0	100.0	66.7	0.0	100.0	66.7	0.0	100.0	100.0	0.0	100.0	0.0	3.2	3.3	3.5	14.3	14.3	14.3	15.7	14.3	11.2	11.0	12.2
SEN Statement	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	12	80.0	100.0	83.3	0.0	100.0	100.0	0.0	100.0	91.7	0.0	100.0	0.0	4.3	4.3	4.7	15.2	15.2	15.5	15.0	14.8	10.8	10.8	10.3
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Key:

Range above / below national average for Key Stage 1
No national comparison available
Well above average
Above average
Average
Below average
Well below average

The APS data below shows the groups progress in Year 2 and also the progress they made in the 2 terms that the intervention ran for:

### Carlton vale Infants School Review of Standards November 17<sup>th</sup> 2014

APS -	Reading in Year 2 was 7.0,	Spring to summer points progress Reading	- 5.1,
APS -	Writing in Year 2 was 6.4,	Spring to summer points progress Writing	- 5.1,
APS -	Mathematics in Year 2 was 6.2,	Spring to summer points progress Maths	- 5.3,

This group made good progress from their initial starting points at the beginning of the spring term. All the children achieved at least Level 2c across the core subjects and at Level 2b+ the percentage of the group attaining these levels was above the National average in Writing and Mathematics and average in Reading.

The main focus of the intervention group was to look at the children's writing and Mathematics which is reflected in the attainment made by the group.

#### Progress from EYFS to KS1 Year 2 2013-14 - Cohort size 53

Core Group (Attending CVI from Foundation Stage) there are 29 pupils who started at the school before the end of the Autumn term in reception (2011), the remaining 24 pupils in the cohort have joined since.

The tables below show the progress data from the end of EYFS to the end of KS1

READING						
	NO. OF PUPILS	% PUPILS		KS1 OUTCOMES	NO. OF PUPILS	% PUPILS
ABOVE AGE EXPECTED	13	25%	47%	LEVEL 3	11	21%
AT EXPECTED	12	23%		LEVEL 2	31	58%
BELOW AGE EXPECTED	4	8%		LEVEL 1 OR W	11	21%
NO DATA	24	45%		NO DATA	0	0%
<b>COHORT:</b>	<b>53</b>	<b>100%</b>			<b>53</b>	<b>100%</b>

READING												
KS1 OUTCOMES												
		NO. OF PUPILS	W	1	2C	2B	2A	3	EXPECTED	EXCEEDING		
<b>EYFS OUTCOMES</b>	<b>NO DATA</b>	24	2	7	2	7	2	4	15	63%	4	17%
	BELOW AGE EXPECTED	4	1	1	1	1	0	0	3	75%	2	50%
	AT EXPECTED	12	0	0	1	4	4	2	11	92%	6	50%
	ABOVE AGE EXPECTED	13	0	0	0	0	8	5	13	100%	5	38%
		<b>53</b>							<b>42</b>	<b>79%</b>	<b>17</b>	<b>32%</b>

WRITING						
	NO. OF PUPILS	% PUPILS		KS1 OUTCOMES	NO. OF PUPILS	% PUPILS
ABOVE AGE EXPECTED	9	17%	47%	LEVEL 3	9	17%
AT EXPECTED	16	30%		LEVEL 2	34	64%
BELOW AGE EXPECTED	4	8%		LEVEL 1 OR W	10	19%
NO DATA	24	45%		NO DATA	0	0%
<b>COHORT:</b>	<b>53</b>	<b>100%</b>			<b>53</b>	<b>100%</b>

WRITING	
KS1 OUTCOMES	

Carlton vale Infants School Review of Standards November 17<sup>th</sup> 2014

		NO. OF PUPILS	W	1	2C	2B	2A	3	EXPECTED		EXCEEDING	
EYFS OUTCOMES	NO DATA	24	3	5	1	10	1	4	16	67%	4	17%
	BELOW AGE EXPECTED	4	1	1	1	1	0	0	3	75%	2	50%
	AT EXPECTED	16	0	0	1	7	6	2	16	100%	8	50%
	ABOVE AGE EXPECTED	9	0	0	0	0	6	3	9	100%	3	33%
		<b>53</b>							<b>44</b>	<b>83%</b>	<b>17</b>	<b>32%</b>

NUMBER						
	NO. OF PUPILS	% PUPILS		KS1 OUTCOMES	NO. OF PUPILS	% PUPILS
ABOVE AGE EXPECTED	22	42%	47%	LEVEL 3	11	21%
AT EXPECTED	3	6%		LEVEL 2	33	62%
BELOW AGE EXPECTED	4	8%		LEVEL 1 OR W	9	17%
NO DATA	24	45%		NO DATA	0	0%
<b>COHORT:</b>	<b>53</b>	<b>100%</b>			<b>53</b>	<b>100%</b>

MATHS												
KS1 OUTCOMES												
		NO. OF PUPILS	W	1	2C	2B	2A	3	EXPECTED		EXCEEDING	
EYFS OUTCOMES	NO DATA	24	2	5	2	9	2	4	17	71%	4	17%
	BELOW AGE EXPECTED	4	1	1	0	2	0	0	3	75%	2	50%
	AT EXPECTED	3	0	0	1	1	1	0	3	100%	1	33%
	ABOVE AGE EXPECTED	22	0	0	0	6	9	7	16	73%	7	32%
		<b>53</b>							<b>39</b>	<b>74%</b>	<b>14</b>	<b>26%</b>

Those children who left the EYFS with an expected or above expected points score, go on to achieve expected or above expected levels of attainment by the end of Key stage 1 in Reading, Writing and Mathematics. The data shows that children who have been at the school for longer achieve a higher level of attainment, than those who have been at the school for less time. There is a slight difference at Level 2B+, this is in part due to the extra support that was provided for the children joining the cohort this year.

**Nursery**

Children who have been with the school since Nursery achieved on average a 0.6 higher APS score than those joining the cohort at the end of key stage 1 in Reading, Writing and Mathematics.

The APS for this group was 15.8 compared with the overall score for the cohort of 15.1.

**Reception**

Children attending the school from the autumn term in Reception Class had an APS of 16.4 which is 1.3 higher than the overall figure for the whole cohort.

The table shows significant variations in the performance of different groups of pupils:

**Gender:**

	1 or below		2c		2b		3	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reading	21%	17%	79%	83% +4	72%	74% +2	24%	17% -7
Writing	17%	17%	83%	83%	72%	83% +11	21%	13% -8



### Carlton vale Infants School Review of Standards November 17<sup>th</sup> 2014

Mathematics	14%	17%	86%	83% <span style="background-color: yellow;">-3</span>	79%	78% <span style="background-color: yellow;">-1</span>	28%	13% <span style="background-color: yellow;">-15</span>
Science	17%	17%	83%	83%			28%	22% <span style="background-color: yellow;">-6</span>

Results this year indicate that a higher percentage of boys attained more than girls at L3. There are more boys in the cohort, 4 of the girls that left the cohort during Year 2 were predicted to reach Level 3 in all areas of the curriculum by the end of the Key stage.

A comparison of the data for gender shows that there are a higher percentage of girls achieving the sub-levels 2c and 2B+ for Reading and for 2B+ for writing (11% higher than boys). The APS for boys and girls is below that of National:  
 Boys – school 15.0, National 15.5,  
 Girls – school 15.3, National 16.4.

**Ethnic groups:**  
**All our significant ethnic groups attain better than national figures**

The most significant groups are:

Black African Heritage:	APS: 14.3	National APS: 15.8
Any Other ethnic groups:	APS: 16.7	National APS: 15.3
Black Caribbean Heritage:	APS: 16.8	National APS: 15.3
Any other White background:	APS: 15.5	National APS: 15.2

Only the children from Black African heritage are below the National APS, the other 3 significant ethnic groups within the cohort have a higher APS than National.

The Black African heritage group had 2 children with statements, 1 child who joined the cohort in the spring term. Another child had a medical treatment which meant affected his attendance and confidence.

**Attainment for FSM non FSM children:**

School FSM: 15.6	National 14.6
School non FSM: 14.4	National 16.4

The FSM children are attaining more highly than national figures. The Non-FSM children have APS significantly below that of National.

**EAL Children:**

School: 14.4 APS	National: 15.5
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EAL children below the national figure, this is due the high number of joining the cohort in Year 2 with no prior schooling and or knowledge of English.

In the prior three years we have been in line with or above national comparators for EAL.

**SEN Children:**

In the Summer term there were 16 children in Yr2 on the SEN register.

- 4 statemented
- 6 School Action
- 6 School Action +

<b>School Action:</b>	14.5 APS	National: 12.8
<b>School Action +:</b>	8.9 APS	National: 12 APS
<b>Statement:</b>	6.0 APS	National: 7.4

School Action SEN children attained better than national figure in the core subjects, they were supported through a number of interventions.

School Action + and Statemented children attained lower this was due to their complex needs.

One statemented child has since gone to a special school and two children at School Action Plus were new to both the school and English.

**Progress against targets and targets set for 2015**

Key Stage 1 Targets 2014	Cohort	Core
Reading Level 2+		
Writing Level 2+		
Mathematics Level 2+		
Reading Level 2B+	80% <b>73%</b>	91% <b>86%</b>
Writing Level 2B+	80% <b>77%</b>	91% <b>86%</b>
Mathematics Level 2B+	80% <b>79%</b>	91% <b>89%</b>
Reading Level 3	<b>21%</b>	24% <b>25%</b>
Writing Level 3	<b>17%</b>	24% <b>18%</b>
Mathematics Level 3	<b>21%</b>	24% <b>25%</b>

- The targets were not met for the cohort group due to the previous explanations
- The Core group targets were not met at L2B+ due:
- Two children with specific S&L needs.
  - Two children receiving a statement.

Key Stage 1 Targets 2015	Cohort	Core
Reading Level 2+		
Writing Level 2+		
Mathematics Level 2+		
Reading Level 2B+	85%	91%
Writing Level 2B+	85%	91%
Mathematics Level 2B+	85%	91%
Reading Level 3	24%	25%
Writing Level 3	24%	25%
Mathematics Level 3	24%	25%

**Action: Next Year targets & results for ICT & Science**

**Progress throughout the school Year**

**Nursery 2013**

There were 48 children in Nursery last year.

On entry to Nursery the majority of the children were working below ARE.

<b>Nursery 2013</b> 48 children	77% below ARE in Literacy. 94% below ARE in Maths. 85% below ARE in PSED.
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89% of the cohort made 6 steps or more progress in Literacy.

96% of the cohort made 6 steps or more progress in Maths.

85% of the cohort made 6 steps or more progress in PSED.

All Nursery children made progress

Leaving Nursery exit data was:

<b>Nursery 2013</b> 48 children	7% below ARE in Literacy. 9% below ARE in Maths. 10% below ARE in PSED.
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## Year 1 progress and attainment 2013-2014

40 children from the cohort attended the Reception classes at CVI, at the end of EYFS the results were:

78% were ARE,  
20% were below ARE,  
2% were above ARE.

The APS for this core group within the cohort is 5.4 in year 1.

Children made progress during the year. The overall APS for the whole cohort is 5.1, which when broken down shows:

Reading whole cohort 4.6, core group  
Writing core group 5.1,  
Mathematics core group 5.6.



### Progress Between Terms (2 Point Scale) Y2 - 'year 1 13/14' (53 pupils)

12 November 2014

Yr1 Aut1 to Yr1 Sum2

Average of Displayed Subjects						Reading			Writing			Maths		
	No.	%	Yr1 Aut1	Yr1 Sum2	Progress	Yr1 Aut1	Yr1 Sum2	Progress	Yr1 Aut1	Yr1 Sum2	Progress	Yr1 Aut1	Yr1 Sum2	Progress
All Pupils	53	100.0	4.7	9.8	5.1	4.6	9.2	4.6	4.6	9.7	5.1	4.8	10.4	5.6
Males	32	60.4	4.7	9.6	5.0	4.6	9.1	4.6	4.6	9.5	4.9	4.8	10.3	5.5
Females	21	39.6	4.8	10.0	5.2	4.7	9.4	4.6	4.7	10.0	5.2	4.9	10.6	5.7
In Care	0	0												
FSM	19	35.8	4.7	9.4	4.8	4.6	8.8	4.2	4.6	9.4	4.8	4.8	10.1	5.3
Not FSM	34	64.2	4.7	10.0	5.2	4.7	9.5	4.8	4.7	9.9	5.2	4.9	10.6	5.8
School Action / Action Plus	5	9.4	4.5	10.5	5.9	4.6	9.4	4.8	4.6	10.6	6.0	4.4	11.4	7.0
SEN Statement	3	5.7	2.7	4.4	1.7	2.5	4.3	1.8	2.5	3.7	1.2	3.0	5.2	2.2
Not SEN	34	64.2	5.0	10.9	5.9	5.0	10.4	5.4	5.0	10.9	5.9	5.0	11.3	6.3
Academically More Able	6	11.3	5.0	12.1	7.1	5.0	12.3	7.3	5.0	12.0	7.0	5.0	12.0	7.0

- There was approximately 51.4 % mobility in this year group.
- 11 children started during the year, 4 joined in April and 2 in June.
- 49 children from Yr.1 are now in Yr. 2.
- There are also 10 new children in this year group since September 2014
- 3 children have statements; 2 children received their statements last year.
- 1 child has a diagnosis of ASD.
- 5 children who receive wave 2 and wave 3 support