

A summary of our whole school data 2015-2016

School profile

Number of children: 216

% Boys: 52%

% Girls: 48%

% White British: 44%

% Other ethnic groups: 56%

% EAL: 35%

% SEND: 20%

% Statements/ Education / Health Care Plans: 2%

% FSM:11%

% Pupil premium: 25%

% More able:

In depth analysis of our results, in Pupil Progress meetings and by the SLT, indicates that children who are underperforming across the school tend to have a range of needs and do not represent one particular group. Action, therefore, needs to be on a case by case basis and cannot be generalised specifically to actions required for a certain vulnerable group. However, at a whole school level the following trends emerged:

Classes discussed are at July 2016.

Key Stage 2

The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results as a scaled score and teacher assessment based on the standards in the interim framework.

Because of the changes set out above, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of Key Stage 2 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

The expected standard in the tests is a scaled score of 100 or above. The **national figures** are shown below:

	Percentage of pupils achieving expected standard (national)	Percentage of children achieving at higher standard
Reading	66%	19%
Grammar, Punctuation and Spelling	72%	23%
Mathematics	70%	17%
Writing (teachers assessment)	74%	(greater depth) 15%
Combined (Reading, writing and Maths)	53%	5%

Fewer pupils reached the expected standard in Reading than in other subjects. This is different from the pattern seen in previous years, where attainment at level 4b or above was highest in reading and lowest in Grammar, Punctuation and Spelling.

The scaled scores range runs from 80 to 120 with 100 as the expected standard.

The **national average scaled scores** are shown below:

	National Average Scaled Score
Reading	103
Grammar, Punctuation and Spelling	104
Mathematics	103

The national average scaled score for the Grammar, Punctuation and spelling test is slightly higher than for the other subjects.

The outcomes at KS2 for **Greenslade** (based on tests in Reading, Maths and Grammar, Spelling and Punctuation and teacher assessment in Writing) are shown below:

	Percentage of Pupils achieving expected standard (Greenslade)	Percentage of pupils achieving expected standard (National)	Percentage of pupils achieving expected standard (LA)	Greenslade compared to national average	Greenslade compared to LA average
Reading	74%	66%	73%	+8%	+1%
Grammar, Punctuation and Spelling (GPS)	93%	72%	78%	+21%	+15%
Mathematics	93%	70%	78%	+23%	+15%
Writing (teacher assessment)	93%	74%	83%	+19%	+10%
Science (teacher assessment)	96%	81%	88%	+15%	+8%
Combined (Reading, writing and Maths)	70%	53%	63%	+17%	+7%

Please note: these results do not include 3 EAL children who have been removed from the final figures.

Greenslade figures for pupils meeting at least the expected standard were above the national average figures in all subjects, including the combined subjects. In GPS, Maths and Writing, figures were significantly above the national average. Our results for Reading, in comparison to the other subjects, reflects the national picture.

We were also above the LA figures in all subjects. Reading was only just above.

The average scaled scores for Greenslade are indicated below:

	Average Scaled Score (Greenslade)	Average Scaled Score (National)	Average scaled Score (LA)
Reading	104	103	104
Grammar, Punctuation and Spelling	108	104	105
Mathematics	107	103	105

Greenslade figures were above the national average scaled score in all subjects and either in line with or above LA figures.

Target for next year: To bring the percentage of pupils achieving the expected standard in reading in line with the other subjects. Whole school focus on Reading – move to whole class teaching of reading in KS2?

Higher standard

The higher standard is awarded to a child who achieved a scaled score of 110+ in Reading, Maths or GPS. In Writing, a teacher assessment of 'greater depth' is awarded.

	Greenslade	National	LA
Reading	19%	19%	22%
Writing (TA) greater depth	26%	15%	26%
Maths	41%	17%	23%
GPS	41%	23%	28%
Combined RWM	19%	5%	10%

Figures indicate that the percentage of pupils reaching the higher standard in Reading was in line with the national figure, but below that of the LA. In Writing, the percentage of pupils achieving the 'greater depth' standard was above the national figure and in line with that of the LA. In Maths, the percentage of pupils achieving the higher standard was significantly above national and LA figures. In Grammar, Punctuation and Spelling, the percentage of children achieving the higher standard was significantly above both the national and LA figures. The percentage of children achieving the higher standard in the combined subjects was significantly above the national figure, and was also above the LA figure.

Target for next year: To increase the percentage of pupils achieving the higher standard in Reading (in line with or above LA figures)

Groups

Gender

Males

Percentage achieving the expected standard or above

Males(19) (2 EAL boys removed)	Greenslade	Greenslade (All children)	National (Males)	National (All children)
Reading	84%	70%	62%	66%
GPS	89%	93%		72%
Maths	89%	93%	70%	70%
Writing (TA)	89%	93%	68%	74%
Combined RWM	79%	70%	49%	53%

Average Scaled Score

Males (19) (2 EAL boys removed)	Average Scaled Score (Greenslade Males)	Average Scaled Score (Greenslade All children)	Average Scaled Score (National males)	Average Scaled Score (National All children)
Reading	105.3	104.2	101.8	102.6
GPS	108	108		104
Mathematics	106.6	107.2	103.3	103.0

Females

Percentage achieving the expected standard or above

Females (8) (1 EAL female removed)	Greenslade	Greenslade (All children)	National (Females)	National (All children)
Reading	50%	74%	70%	66%
GPS	100%	93%		72%
Maths	100%	93%	70%	70%
Writing (TA)	100%	93%	81%	74%
Combined RWM	50%	70%	57%	53%

Average Scaled Score

Females (8) (1 EAL girl removed)	Average Scaled Score (Greenslade females)	Average Scaled Score (Greenslade all children)	Average Scaled Score (National females)	Average Scaled Score (National All children)
Reading	101.8	104.2	104.4	102.6
GPS	106	108		104
Mathematics	105.1	106.6	102.8	103.0

These figures indicate that a larger percentage of males achieved the expected standard in Reading compared to girls. Three boys did not make the required standard. Although the percentage of boys meeting the required standard is much higher than that of the females, the difference between the number of children not meeting the required standard in each group is actually one child (3 males did not make the standard compared to 4 girls).

It is worth noting that the Year 6 cohort had only 9 females (one of which was removed from our final data due to the fact she joined in Year 5 from Romania). Four out of the eight females included in our data achieved the national standard in Reading despite all 8 of them having a teacher assessment as having achieved the expected standard. It is also worth noting that two of the four girls who did not meet the expected standard have English as an additional language.

Both males and females performed well in comparison to national figures for ALL children and in comparison to other males and females nationally. The exception is with girls in Reading. The percentage of girls achieving the expected standard was lower than that of girls nationally as well as all children nationally. This also brought their performance in the combined subjects down to below national figures for females nationally as well as all children nationally.

Focus area for next year: Girls' reading

EAL

Percentage achieving the expected standard

	Greenslade (EAL) (11) 3 EAL children removed as joined from over seas in Year 5 and Year 6)	National (EAL)	Greenslade (non EAL) (16)	National (non EAL)	Greenslade (all children)	National (All children)
Reading	64%	58%	81%	67%	70%	66%
GPS	82%		100%		93%	72%
Maths	82%	72%	100%	69%	93%	70%
Writing (TA)	82%	73%	100%	74%	93%	74%
Combined RWM	55%	50%	81%	54%	70%	53%

Average Scaled Score

	Greenslade (EAL) (11) 3 EAL children removed as joined from over seas in Year 5 and Year 6)	National (EAL)	Greenslade (non EAL) (16)	National (non EAL)	Greenslade (all children)	National (All children)
Reading	104.9	101.2	103.8	102.9	104.2	102.6
GPS	107		108		108	104
Maths	106.3	103.8	106.8	102.9	107	103.0

These figures show that our children with EAL performed favourably compared to all children nationally in all subjects except for Reading, where the percentage of children with EAL was slightly lower than that of all children nationally. Our children with EAL performed better than EAL children nationally in all subjects, including the combined.

The percentage of EAL children meeting the required standard in each of the subjects was less than that of children without EAL. However, it is also worth noting that 3 of the EAL children who did not achieve the required standard in each subject also have SEND.

Focus area for next year: children with EAL in Reading- bring in line with all children nationally. To close the gap between percentage of EAL children and non EAL children.

SEND

Percentage achieving the expected standard

	Greenslade (SEND) (8)	National (SEND)	Greenslade (NSEND) (19) (3 EAL children removed)	National (NSEND)	Greenslade (all children)	National (All children)
Reading	63%	32%	79%	73%	70%	66%
GPS	75%		100%		93%	72%
Maths	75%	36%	100%	78%	93%	70%
Writing (TA)	75%	32%	100%	84%	93%	74%
Combined RWM	50%	16%	79%	61%	70%	53%

Average Scaled Scores

	Greenslade (SEND) (8)	National (SEND)	Greenslade (NSEND) (19) (3 EAL children removed)	National (NSEND)	Greenslade (all children)	National (All children)
Reading	101.1	95.8	105.5	103.8	104.2	102.6
GPS	106		108		108	104
Maths	103.8	97.0	107.7	104.1	106.6	103.0

Figures for Greenslade indicate that the percentage of SEND children achieving the expected standard in Grammar, Punctuation and Spelling, Maths and Writing (TA) is above that of all children nationally. However, the percentage for Reading is just under the national for all children. This in turn brings the percentage of SEN children achieving the expected standard in the combined subjects down to just below all children nationally. The average scaled score for GPS and Maths also compare favourably with the national average scaled score for all children. However the average score in reading for children with SEND is just lower than national. In comparison to SEN children nationally, our children with SEN performed very well in all subjects, including the combined.

White British

Percentage achieving the expected standard

	Greenslade (White British) (11)	National (White British)	Greenslade (Other ethnicities) (16) (3 EAL children removed)	National)Other ethnicities)	Greenslade (all children)	National (All children)
Reading	73%	67%	75%	Refer to Raise online report for breakdown of individual ethnicity groups	70%	66%
GPS	100%		88%		93%	72%
Maths	100%	69%	88%		93%	70%
Writing (TA)	100%	74%	88%		93%	74%
Combined RWM	73%	54%	69%		63%	53%

Average Scaled Scores

	Greenslade (White British) (11)	National (White British)	Greenslade (other ethnicities) (16) (3 EAL children removed)	National (other ethnicities)	Greenslade (all children)	National (All children)
Reading	104.0	102.9	104.3	Refer to Raise online report for breakdown of individual ethnicity groups	104.2	102.6
GPS	109		107		108	104
Maths	106.5	102.8	106.0		106.6	103.0

Figures indicate that White British children exceeded the national figures for all children nationally, as well as exceeding national figures for White British children. Collectively, children from other ethnicities also performed better than all children nationally.

There are some variations in Greenslade figures compared to National figures for individual ethnicity groups (see Raise Online report). For example, Black African children performed less well compared to Black African children nationally. However, It should be noted that

the size of this group was small (3 children) and that 2 of the children in this group have SEN.

Pupil Premium (disadvantaged)

Percentage achieving expected standard

	Greenslade (PP) (8)	National (PP)	Greenslade (not PP) (19)	National (not PP)	Greenslade (all children)	National (All children)
Reading	50%	53%	84%	71%	74%	66%
GPS	88%		95%		93%	72%
Maths	88%	57%	95%	75%	93%	70%
Writing (TA)	75%	64%	100%	79%	93%	74%
Combined RWM	50%	39%	79%	60%	70%	53%

Average Scaled Scores

	Greenslade (PP) (8)	National (PP)	Greenslade (not PP) (19) (3 EAL children removed)	National (not PP)	Greenslade (all children)	National (All children)
Reading	99.1	99.9	106.4	103.8	104.2	102.6
GPS	102		110		108	104
Maths	101.5	100.7	108.7	104.1	106.6	103.0

In Reading, the percentage of PP pupils achieving the expected standard and the average scaled scores of this group were below those of all children nationally and just below Pupil premium children nationally. In Grammar Spelling and Punctuations, Maths and Writing (TA) the percentage of PP children achieving the expected standard was above that of all children nationally as well as all Pupil Premium children nationally. The scaled scores for this group in GPS and Maths were just under that of all children nationally and were broadly in line with Pupil premium children nationally.

The percentage of Greenslade PP pupils achieving the expected standard was less than the percentage of Greenslade NPP pupils in all subjects.

The percentage of children achieving the required standard in Reading was significantly less than the other subjects. However, this was also the case for NPP children and reflects the national trend of all pupils performing less well in Reading this year.

Area for focus next year: Percentage of PP pupils achieving the national standard in reading – bring in line with national all children? Bring the percentage of PP pupils achieving the expected standard in Reading in line with the other subjects. Close the gap between the percentage off PP pupils and NPP in terms of achieving the national standard.

Progress

The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Progress scores will be centred around 0, with most schools within the range of -5 to +5.

- A score of 0 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. Rather, it means they made less progress than other pupils nationally with similar starting points. For example, if a school has a maths score of -4, this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

Progress - Figures do not include progress for one boy who joined Greenslade in Year 3 from overseas (therefore no previous KS1 attainment).

	Reading	National	Writing	National	Maths	National
All children (26)	0.87	0.0	3.02	0.0	2.72	0.0
Males (18)	1.35	-0.34	2.93	-0.82	2.88	0.62
Females (8)	-0.22	0.35	3.22	0.85	2.52	-0.64
Not pupil premium (disadvantaged) (19)	1.19	0.33	3.26	0.12	3.37	0.24
Pupil premium (7)	0.0	-0.72	2.37	-0.26	1.14	-0.52
No special needs (19)	0.22	0.28	2.55	0.52	2.34	0.27
SEN support (7)	2.62	-1.28	4.31	-2.44	3.95	-1.14
Not EAL (16)	-0.10	-0.05	3.65	-0.31	2.68	-0.41
EAL (10)	2.41	0.27	2.02	1.53	2.93	2.02
White British (11)	0.26	-0.11	4.31	-0.41	2.44	-0.50
Any other Asian Background (3)	3.08	0.41	0.48	1.39	0.51	3.00
Any other mixed background (1)	-0.13	0.81	0.22	0.56	-0.50	0.41

Black Caribbean (1)	-2.46	-0.53	1.33	0.19	-0.14	-0.77
Black African (2)	0.50	0.32	-2.36	1.55	1.52	1.17
Pakistani (2)	-0.60	-0.65	1.52	0.78	2.95	0.93
Refused (1)	7.23	0.76	3.77	-0.03	4.34	0.29
Any other white background (3)	1.72	1.26	5.81	1.74	7.75	2.30
White/Asian (1)	7.42	0.76	4.32	0.51	4.43	0.67
White/Black African (1)	-6.58	5.69	4.32	0.49	3.43	-0.07

Green – Greenslade progress is greater than national progress

Red – Greenslade progress is less than national progress.

Figures indicate that children made less progress in Reading compared to Maths and Writing this year and this is reflective of the national picture in terms of less children nationally meeting the expected standard in Reading. We will need to continue to monitor the progress of children in Reading, as well as continue to monitor the quality of teaching in Reading across the school.

Compared to National figures in Reading:

- Males made greater progress. However, females made less progress compared to females nationally.
- Pupil Premium children made better progress than Pupil Premium nationally.
- Children with SEN made greater progress than SEN children nationally.
- Children with EAL made greater progress than EAL children nationally.
- White British children made greater progress than White British nationally.
- Children from other ethnicities made greater progress than their national counterparts with the exception of : children with any other mixed background (only 1 child), Black Caribbean children (only one child) and White/Black African children (only 1 child)

Compared to National figures in Writing:

- All groups made greater progress than similar groups nationally, with the exception of: children from any other Asian background (1 child), Any other mixed background (1 child) and Black Africans (2 children).

Compared to National figures in Maths:

- All groups made greater progress than similar groups nationally with the exception being children from any other Asian background (3 children)

In school gaps

In Reading:

- Males made more progress than females over KS2.
- Non pupil premium pupils made more progress over KS2 compared to Pupil Premium pupils.
- Those receiving SEN support made greater progress than those with no SEN
- EAL pupils made greater progress than non EAL pupils

In Writing:

- Males made less progress than females over KS2
- Non Pupil Premium pupils made greater progress over KS2 compared to Pupil Premium pupils.
- Those receiving SEN support made greater progress than those with no SEN
- Non EAL pupils made greater progress than EAL pupils

In Maths:

- Males made slightly more progress than females over KS2
- Non Pupil Premium pupils made greater progress compared to Pupil Premium pupils
- Those receiving SEN support made greater progress than non SEN pupils
- The progress of EAL and non EAL pupils was more or less in line.

Target:

Improve the progress of PP pupils across KS2 and to close the gap between NPP and PP pupils.

Key Stage 1

As with key Stage 2, the Key Stage 1 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results are now in the form of scaled scores and teacher assessments are based on the standards in the interim framework. The results of tests inform teacher assessment in Key Stage 1.

Because of the changes set out above, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of Key Stage 1 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

Results for Key Stage 1 are shown below:

	Foundations for expected standard	Working Towards expected standard	Working at expected standard or above (Greenslade)	Working at expected or above (National)	Working at expected or above (LA)	Working at greater depth (Greenslade)	Working at greater depth (National)	Working at greater depth (LA)
Reading	17%	7%	77%	74%	81%	27%	24%	34%
Writing	10%	13%	77%	66%	76%	13%	13%	24%
Maths	10%	17%	73%	73%	82%	27%	18%	32%
Combined RWM			73%	60%	72%	10%	9%	18%
Science			73%	82%	86%			

These figures indicate that Greenslade was in line with or above national figures for percentages of children meeting or exceeding the expected standard in each of the subjects, except for Science. We were slightly above LA figures in Writing and in the combined subjects, but lower than the LA in Reading, Maths and Science.

We were in line with or exceeded the national figures for children working at greater depth in each of the subjects, as well as in the combined subjects. However, we were below LA figures for children achieving greater depth in each of the subjects.

Target for next year:

To close gap between Greenslade attainment and that of Local Authority. To increase numbers of children achieving greater depth in each of the subjects in order to be in line with LA figures.

It is worth noting that of the 7 children who did not meet the expected standard in Reading, 4 have SEND and are male (two others have since been added to the SEN register). Of the 7 children that did not meet the expected standard in writing, 4 have SEND and are male (two others have since been added to the SEND register) and of the 8 that did not make the expected standard in Maths, 4 have SEND and are male (two others have since been added to the SEND register).

Groups

Gender

Children meeting at least the expected standard

	Greenslade Males (17)	National Males	Greenslade females (13)	National females	Greenslade all children	National All children
Reading	59%	70%	100%	78%	77%	74%
Maths	53%	72%	100%	74%	73%	73%
Writing	59%	59%	100%	73%	77%	65%
RWM	53%		100%		73%	60%

Figures indicate that females did significantly better than males this year in all subjects.

They also exceeded National figures for females as well as ALL children.

Males performed less well in comparison to males nationally. It is important to note that many of these boys also have significant SEND.

There were also less males than females working at greater depth in each of the subjects compared to females.

The group of males not achieving the expected standard in all subjects will need careful monitoring next year and targeted teaching and intervention (see provision map)

Target for next year:

To close the gap between males and females achieving at the expected standard in all subjects. To raise attainment of boys so that it is at least in line with figures for males nationally.

To monitor progress and attainment of male SEND group closely and ensure targeted teaching and intervention where possible.

Pupil Premium (disadvantaged)

	Greenslade PP (7)	National PP	Greenslade NPP (23)	National NPP	Greenslade all children	National All children
Reading	43%	62%	87%	78%	77%	74%
Maths	43%	60%	83%	77%	73%	73%
Writing	43%	53%	87%	70%	77%	66%
RWM	43%		83%		73%	60%

Figures indicate that the percentage of Pupil Premium pupils achieving the expected standard in all subjects, including the combined subjects, was significantly less compared with non pupil premium pupils. The figures for Pupil Premium pupils are also significantly less than those for Pupil Premium pupils nationally as well as all pupils nationally.

It is worth noting that the 3 Pupil Premium Pupils who did not achieve the expected standard in each subject also have Special Educational Needs and are male (one more has since been added to the SEND register)

Targets for next year:

The group of PP children who did not reach the expected standard will need continued targeted support into Year 3.

Pupil Premium children in Year 2 2016-2017 will need to be targeted and monitored closely e.g. in particular, those who finished year 1 at 1W will need to make accelerated progress to reach at least 2W+ by end of 2016-2017.

EAL

	Greenslade EAL (6)	National EAL	Greenslade NEAL (24)	National NPP	Greenslade all children	National All children
Reading	67%	70%	79%	75%	77%	74%
Maths	67%	72%	75% (18)	73%	73%	73%
Writing	67%	64%	79% (19)	66%	77%	66%
RWM	67%		75% (18)		73%	60%

Figures indicate that children with English as an additional language did less well than those with English as their first language. However, it should be noted that the two children with EAL that did not meet the expected standard in all subjects also have special educational needs. Children with EAL also did less well compared to EAL children nationally, except for in Writing where their performance was slightly higher.

Targets

Continue to monitor attainment and progress of children with EAL into Year 3.

To bring percentage of EAL children meeting or exceeding the expected standard in Year 2 in line with national figures.

Ethnicity

	Reading	National	Writing	National	Maths	National	Combined	National
Asian or Asian British (4)	50%	76%	50%	69%	50%	75%	67%	
Ghanaian (1)	0%	77%	0%	71%	0%	74%	0%	
White British (18)	78%	75%	78%	66%	72%	73%	68%	
White European (2)	100%	67%	100%	61%	100%	71%	100%	
White/Black African (3)	100%	77%	100%	69%	100%	74%	100%	
White/black Caribbean (2)	100%	71%	100%	61%	100%	67%	100%	
All Greenslade children	77%	74%	77%	66%	73%	73%	73%	60%

(Since the numbers of pupils in some categories is small, any differences in performance should be interpreted with caution).

Figures indicate that the performance of White British pupils was in line with or above National figures for White British pupils nationally in Reading and Writing .In maths, the percentage of White British children meeting the expected standard was just below the national figures.

Other groups to be aware of are Asian or Asian British and Ghanaian (1 child) where figures were below the national figures in all subjects.

SEN

	Greenslade SEND (6)	National SEN	Greenslade NSEND (24)	National NSEND	Greenslade all children	National All children
Reading	33%	32%	88%	82%	77%	74%
Maths	33%	33%	83%	80%	73%	73%
Writing	33%	22%	88%	73%	77%	66%
RWM	33%		83%		73%	60%

Figures indicate that a lower percentage of children with SEN met the expected standard in all of the subjects compared to children with NSEN. It should be noted that 2 children from the Non SEND group have since been put on the SEN register. However this group's performance was either in line with or above the National figures for SEN.

There are a group of children with quite challenging learning needs in this cohort. This same group of children also fall into some of the other categories such as 'males' and 'Pupil Premium'. This group will need continued support and targeted teaching into Year 3.

Targets for next year:

To continue to provide targeted support towards group of children with challenging learning needs into Year 3.

Phonics Check

Year 1 test

Greenslade 2012	Greenslade 2013	Greenslade 2014	Greenslade 2015	Greenslade 2016	LA 2016	National 2016
50%	70%	77%	83%	79%	84%	81%

The table indicates the percentage of children who passed the phonics check. The check involved the children reading a range of phonetically decodeable words out of context, half of which were 'nonsense' words. The pass mark was 32 out of a possible 40. Children either passed or failed, there is no grading into higher, middle and lower levels. Our results reflect a slight dip on last year's results (equivalent to one child). It should be noted that 5 of the 6 children who did not pass the phonics check have SEND. 1 out of the 6 has English as a second language and joined us part way through year 1 from over-seas.

Targets for next year:

The 6 children who did not pass the phonics check in Year 1 will need continued support and intervention for reading and phonics.

Phonics Year 2 retakes

Greenslade 2013	Greenslade 2014	Greenslade 2015	Greenslade 2016	LA 2016	National 2016
87%	82%	86%	50% (3 out of 6)	61%	67%

This table represents the number of successful retakes of the year 2 children who did not pass the phonics check when they were in Year 1. The 3 children who did not pass the Year 2 re-takes have significant learning needs.

These children will continue to need support with reading into year 3.