



Thorpe Church of England Primary School

Faith, Love and Excellence

Headteacher: Mrs Helen Southgate MA

The Bence, Rosemary Lane, Thorpe, Egham, Surrey TW20 8QD

T. 01932 562329 Email. admin@thorpe.surrey.sch.uk Website. www.thorpe.surrey.sch.uk Twitter @thorpecofe

EYFS Data 2018 ~ Prime Areas of Learning

Communication and Language	Listening and Attention	School	90%
		National	86%
	Understanding	School	93%
		National	86%
	Speaking	School	93%
		National	85%
Physical development	Moving and handling	School	87%
		National	86%
	Health and self-care	School	97%
		National	91%
Personal, social and emotional development	Self Confidence	School	100%
		National	89%
	Managing feelings and behaviour	School	93%
		National	88%
	Making relationships	School	93%
		National	90%
	People and Communities	School	100%
		National	86%
	The World	School	97%
		National	86%
	Technology	School	100%
		National	93%
	Exploring and using media and materials	School	100%
	National	89%	
	Being imaginative	School	97%
	National	88%	

EYFS Data

“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) and
- The early learning goals in the specific areas of mathematics and literacy.”

Our children achieved excellent results in all the **prime areas** (above) and in Reading, Number and Shape, Space and measure. Children not attaining for Writing are receiving Speech and Language and additional phonics.

- Reading 83% vs National 83%,
- Writing 77% vs National 80%
- Number 87% vs National 83%.
- Shape Space and Measure 93% vs National 85%

Percentage of pupils achieving a good level of development



Percentage of pupils achieving good level of development



Percentage of pupils achieving good level of development



Percentage of pupils achieving good level of development

Year 1 Phonics Check 2018

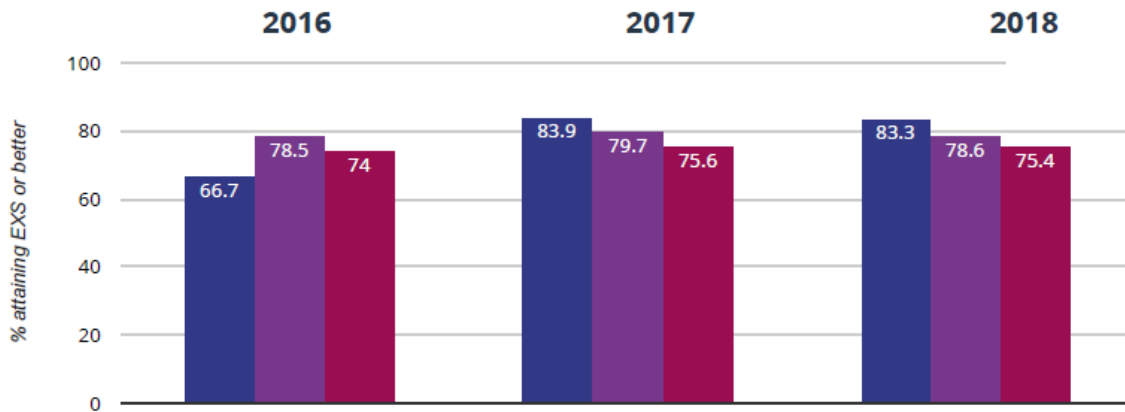
		Working At
All Pupils	School	77
	National	82
Boys	School	89
	National	78
Girls	School	75
	National	85
Average Score	School	34.9
	National	34.2

We are pleased with these results, especially for the **boys as they were above national**. Progress for this cohort has been good from starting point (see EYFS scores for 2017). Results for girls reflected SEND, Mobility & BSED.

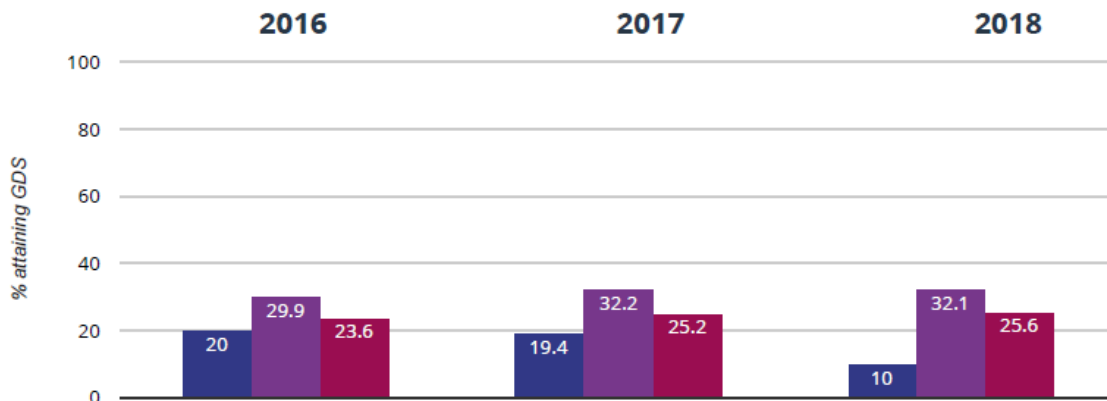
Key Stage 1

We continue to have excellent Key Stage 1 results in Reading and Maths.
School Actions: increase the amount children reaching expected in writing and Greater Depth across the subjects through School2School support from NLEs.

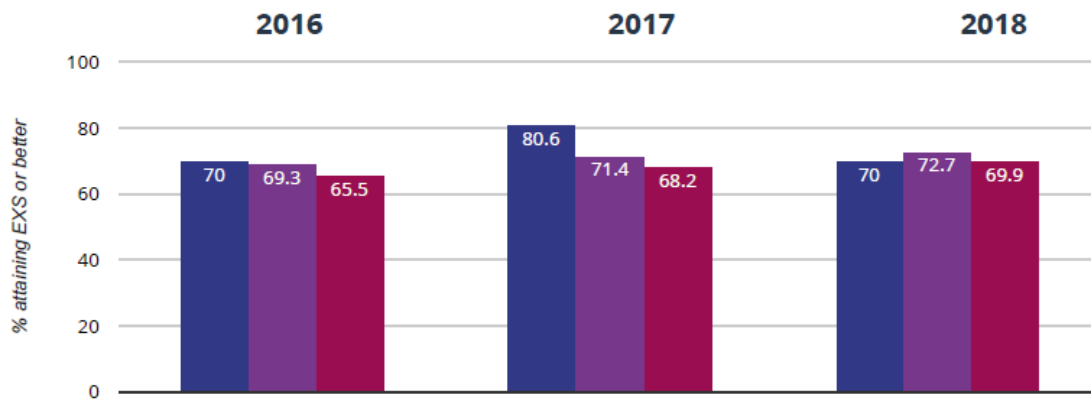
Reading - attaining EXS or better



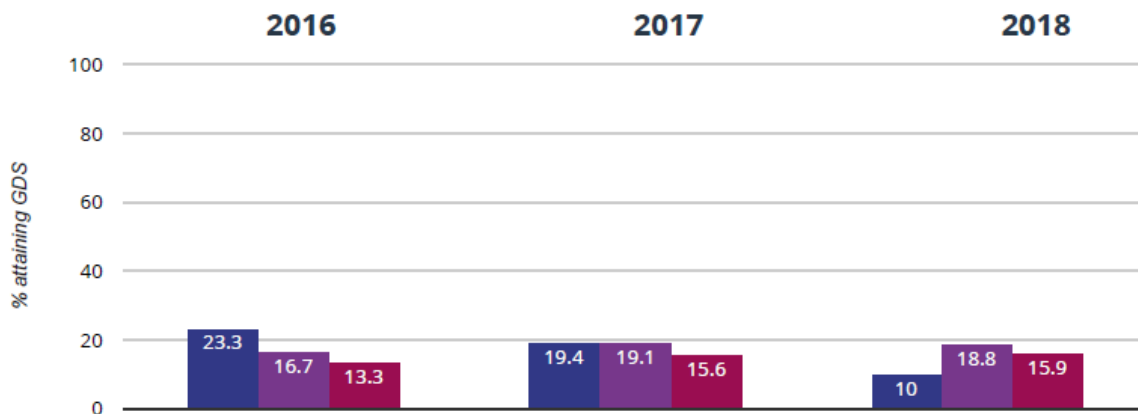
Reading - attaining GDS



✎ Writing - attaining EXS or better

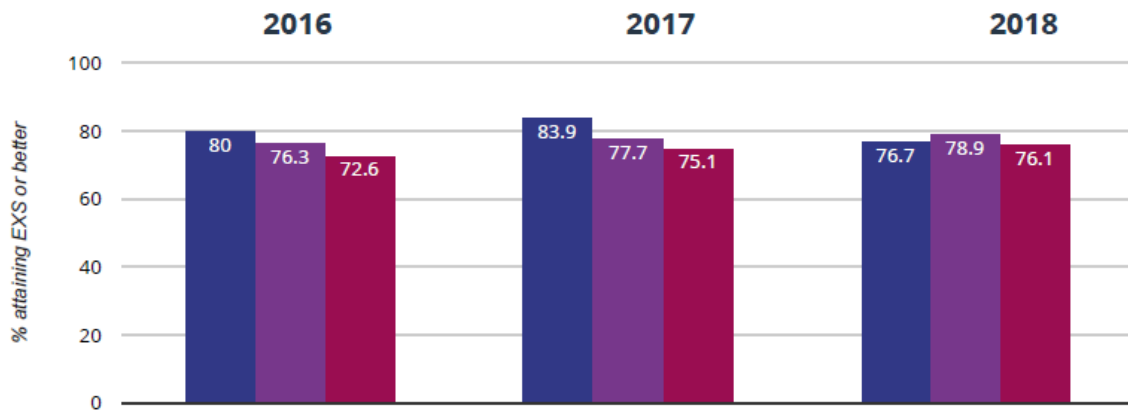


✎ Writing - attaining GDS

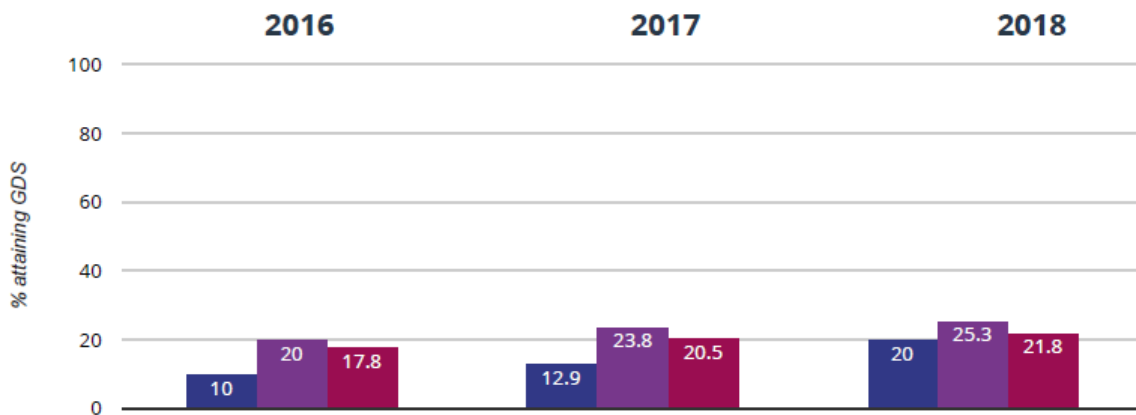


Analysis of writing: Pleased that we are above National ~ writing continues to be a focus across the school ~ writing project with other partner schools who are experiencing similar issues. Greater Depth also continues to be a focus with support from NLEs.

⊕ Maths - attaining EXS or better



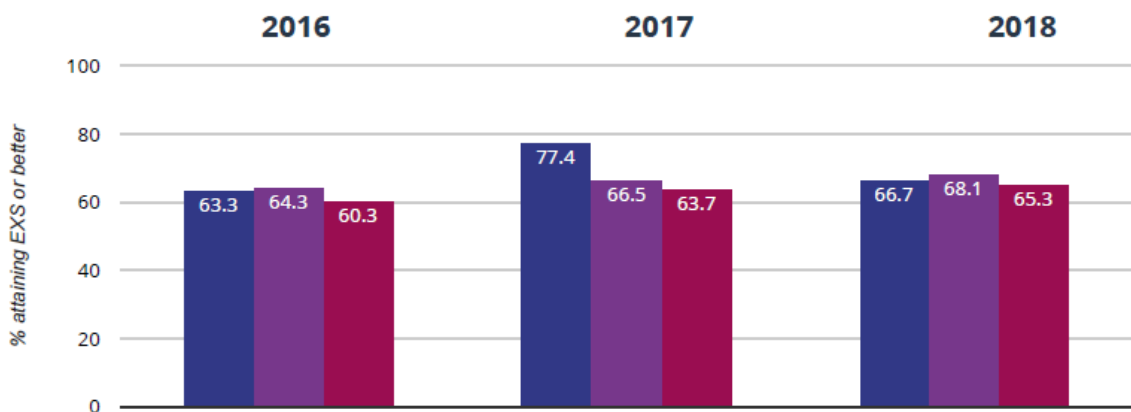
⊕ Maths - attaining GDS



Analysis of Maths: We are pleased with our good results in maths. Although we have worked hard with Greater Depth Maths and can see impact on attainment, this continues to be a priority.

KS1 Combined RWM – attaining EXS or better:

⊕ RWM - attaining EXS or better



End of Key Stage 2 SATs Data for 2017 and 2018 Thorpe CofE Primary School

	School 2018 13 pupils*	National 2018	School 2017 27 pupils	National 2017
% of pupils who met the expected standard in reading	53%	75%	75%	71%
% of pupils who met the expected standard in writing	53%	78%	62%	76%
% of pupils who met the expected standard in maths	47%	75%	79%	74%
% of pupils who met the expected standard in GAPS	60%	77%	75.9%	76.9%
% of pupils who met the expected standard in RWM	27%	64%	59%	61%
% of pupils who met the higher standard in reading	13%	28%	34%	24%
% of pupils who met the higher standard in writing	13%	19%	7%	17%
% of pupils who met the higher standard in maths	20%	23%	17%	22%
% of pupils who met the higher standard in GAPS	13.3%	34%	44.8%	30.9%
% of pupils who met the higher standard in RWM	6.7%	9.9%	3.4%	8.7%
Progress in reading**	-3.1	0	0.28	0
Progress in writing**	-0.48	0	-3.71	0
Progress in maths**	-1.41	0	-1.74	0
Average scaled score in reading	99.7%	105.1%	104.6%	104.1%
Average scaled score in maths	99%	104%	103%	104.2%
GAPS average scaled score	100.5%	106.2%	106.4%	106%

*High special needs (60%) High mobility in this cohort

**Interpreting a school's progress scores:

A school's progress scores for English reading, English writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor.

For example, a school with a mathematics progress score of -4 would mean that, on average, pupils in this school achieved 4 scaled points lower in the key stage 2 mathematics test than other pupils with similar prior attainment nationally.