## The Grove Primary School <br> Overview of whole school performance 2019

Foundation Stage

| \% of good level <br> of development | All pupils | Boys | Girls | Ever 6 <br> FSM | Not Ever 6 <br> FSM |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Cohort | 22 | 13 | 9 | 4 | 18 |
| Met standard | $\mathbf{1 3 / 2 2}$ | $6 / 13$ | $7 / 9$ | $1 / 4$ | $12 / 18$ |
|  | $\mathbf{5 9 \%}$ | $\mathbf{4 6 \%}$ | $\mathbf{7 8 \%}$ | $\mathbf{2 5 \%}$ | $\mathbf{6 6 . 6 \%}$ |

Phonics Screening Result

| Year 1 | All pupils | Boys | Girls | Ever 6 FSM | Not Ever 6 <br> FSM |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Cohort | 25 | 14 | 11 | 3 | 22 |
| Met standard | $22 / 25$ | $14 / 14$ | $8 / 11$ | $3 / 3$ | $19 / 22$ |
|  | $\mathbf{8 8 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{7 3 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{8 6 \%}$ |

Year 2 Phonics Screening

| Year 2 | All pupils | Boys | Girls | Ever 6 FSM | Not Ever 6 <br> FSM |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Cohort | 3 | 3 | 0 | 1 | 2 |
| Met standard | $2 / 3$ | $2 / 3$ | 0 | $1 / 1$ | $1 / 2$ |
|  | $\mathbf{6 6 . 6 \%}$ | $\mathbf{6 6 . 6 \%}$ |  | $\mathbf{1 0 0 \%}$ | $\mathbf{5 0 \%}$ |

The Grove Primary School
Overview of whole school performance
$\underline{2019}$

Key Stage 1 SATs (End of Year 2)

| 2019 Reading |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Boys | Girls | Ever 6 FSM | Not Ever 6 <br> FSM | SEND | Not SEND |
| Cohort | 20 | 10 | 10 | 6 | 14 | 1 | 19 |
| Reading Achieved | $19 / 20$ | $9 / 10$ | $10 / 10$ | $6 / 6$ | $13 / 14$ | $0 / 1$ | $19 / 19$ |
| standard | $\mathbf{9 5 \%}$ | $\mathbf{9 0 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{9 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |
| Reading greater depth | $3 / 20$ | $1 / 10$ | $2 / 10$ | $1 / 6$ | $2 / 14$ | $0 / 1$ | $\mathbf{3 / 1 9}$ |
|  | $\mathbf{1 5 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{2 0 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{1 4 \%}$ | $\mathbf{0 \%}$ | $\mathbf{2 1 \%}$ |
| Writing Achieved | $13 / 20$ | $4 / 10$ | $9 / 10$ | $4 / 6$ | $9 / 14$ | $0 / 1$ | $\mathbf{1 3 / 1 9}$ |
| Standard | $\mathbf{6 5 \%}$ | $\mathbf{4 0 \%}$ | $\mathbf{9 0 \%}$ | $\mathbf{6 6 . 6 \%}$ | $\mathbf{6 4 \%}$ | $\mathbf{0 \%}$ | $\mathbf{6 8 \%}$ |
| Writing greater | $2 / 20$ | $1 / 10$ | $1 / 10$ | $0 / 6$ | $2 / 14$ | $\mathbf{0 / 1}$ | $\mathbf{2 / 1 9}$ |
| depth | $\mathbf{1 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 1 \%}$ |
| Maths Achieved standard | $17 / 20$ | $7 / 10$ | $10 / 10$ | $5 / 6$ | $12 / 14$ | $0 / 1$ | $\mathbf{1 7 / 1 9}$ |
|  | $\mathbf{8 5 \%}$ | $\mathbf{7 0 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{8 3 \%}$ | $\mathbf{8 6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{8 9 \%}$ |
| Maths greater depth | $2 / 20$ | $0 / 10$ | $2 / 10$ | $1 / 6$ | $1 / 14$ | $0 / 1$ | $2 / 19$ |
|  | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{2 0 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 1 \%}$ |

The Grove Primary School

## Overview of whole school performance

## $\underline{2019}$

Key Stage 2 SATs (End of Year 6)

| 2019 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Boys | Girls | Ever 6 FSM | Not Ever 6 FSM | SEND | Not SEND |
| Cohort | 24 | 13 | 11 | 13 | 11 | 5 | 19 |
| Reading Achieved standard | $\begin{gathered} 22 / 24 \\ 92 \% \end{gathered}$ | $\begin{gathered} 12 / 13 \\ 92 \% \end{gathered}$ | $\begin{gathered} 10 / 11 \\ 91 \% \end{gathered}$ | $\begin{aligned} & 13 / 13 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & \text { 9/11 } \\ & \text { 82\% } \end{aligned}$ | $\begin{gathered} 4 / 5 \\ 80 \% \end{gathered}$ | $\begin{gathered} \text { 18/19 } \\ 95 \% \end{gathered}$ |
| Reading achieved 'high' scaled score 110+ | $\begin{aligned} & 6 / 24 \\ & 25 \% \end{aligned}$ | $\begin{aligned} & 2 / 13 \\ & 15 \% \end{aligned}$ | $\begin{aligned} & 4 / 11 \\ & 36 \% \end{aligned}$ | $\begin{aligned} & 3 / 13 \\ & 23 \% \end{aligned}$ | $\begin{aligned} & 3 / 11 \\ & 27 \% \end{aligned}$ | $\begin{gathered} 2 / 5 \\ 40 \% \end{gathered}$ | $\begin{aligned} & 4 / 20 \\ & 20 \% \end{aligned}$ |
| Reading teacher assessment | $\begin{gathered} 22 / 24 \\ 92 \% \end{gathered}$ | $\begin{gathered} 12 / 13 \\ 92 \% \end{gathered}$ | $\begin{gathered} 10 / 11 \\ 91 \% \end{gathered}$ | $\begin{gathered} 12 / 13 \\ 92 \% \end{gathered}$ | $\begin{gathered} 10 / 11 \\ 91 \% \end{gathered}$ | $\begin{gathered} 3 / 5 \\ 60 \% \end{gathered}$ | $\begin{aligned} & 19 / 19 \\ & 100 \% \end{aligned}$ |


| 2019 Writing Teacher Assessment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Boys | Girls | Ever 6 FSM | Not Ever 6 <br> FSM | SEND | Not SEND |
| Cohort | 24 | 13 | 11 | 13 | 11 | 5 | 19 |
| Writing Achieved | $20 / 24$ | $11 / 13$ | $9 / 11$ | $11 / 13$ | $9 / 11$ | $2 / 5$ | $18 / 19$ |
| standard | $\mathbf{8 3 \%}$ | $\mathbf{8 5 \%}$ | $\mathbf{8 2 \%}$ | $\mathbf{8 5 \%}$ | $\mathbf{8 2 \%}$ | $\mathbf{4 0 \%}$ | $\mathbf{9 5 \%}$ |
| Writing achieved 'greater | $2 / 24$ | $0 / 13$ | $2 / 11$ | $0 / 13$ | $2 / 11$ | $\mathbf{0 / 5}$ | $2 / 19$ |
| depth' | $\mathbf{8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 1 \%}$ |


| 2019 GPS |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Boys | Girls | Ever 6 FSM | Not Ever 6 <br> FSM | SEND | Not SEND |
| Cohort | 24 | 13 | 11 | 13 | 11 | 5 | 19 |
| Grammar Punctuation and | $22 / 24$ | $12 / 13$ | $10 / 11$ | $12 / 13$ | $10 / 11$ | $4 / 5$ | $18 / 19$ |
| Spelling Achieved standard | $\mathbf{9 2 \%}$ | $\mathbf{9 2 \%}$ | $\mathbf{9 1 \%}$ | $\mathbf{9 2 \%}$ | $\mathbf{9 1 \%}$ | $\mathbf{8 0 \%}$ | $\mathbf{9 5 \%}$ |
| Grammar Punctuation and | $5 / 24$ | $\mathbf{3 / 1 3}$ | $2 / 11$ | $1 / 10$ | $4 / 14$ | $\mathbf{0 / 5}$ | $5 / 19$ |
| Spelling achieved 'high' | $\mathbf{2 1 \%}$ | $\mathbf{2 3 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{2 9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{2 6 \%}$ |
| scaled score 110+ |  |  |  |  |  |  |  |


| 2019 Maths |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Boys | Girls | Ever 6 FSM | Not Ever 6 <br> FSM | SEND | Not SEND |
| Cohort | 24 | 13 | 11 | 13 | 11 | 5 | 19 |
| Maths Achieved standard | $22 / 24$ | $11 / 13$ | $11 / 11$ | $12 / 13$ | $10 / 11$ | $4 / 5$ | $18 / 19$ |
|  | $\mathbf{9 2 \%}$ | $\mathbf{8 5 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{9 2 \%}$ | $\mathbf{9 1 \%}$ | $\mathbf{8 0 \%}$ | $\mathbf{9 5 \%}$ |
| Maths achieved 'high' | $7 / 24$ | $5 / 13$ | $2 / 11$ | $5 / 13$ | $2 / 11$ | $\mathbf{0 / 5}$ | $\mathbf{7 / 1 9}$ |
| scaled score | $\mathbf{2 9 \%}$ | $\mathbf{3 8 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{3 8 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{3 7 \%}$ |
| Maths teacher assessment | $20 / 24$ | $10 / 13$ | $10 / 11$ | $10 / 13$ | $10 / 11$ | $\mathbf{2 / 5}$ | $18 / 19$ |
|  | $\mathbf{8 3 \%}$ | $\mathbf{7 7 \%}$ | $\mathbf{9 1 \%}$ | $\mathbf{7 7 \%}$ | $\mathbf{9 1 \%}$ | $\mathbf{4 0 0 \%}$ | $\mathbf{9 5 \%}$ |

