

Analysis of results 2016

The new national curriculum introduced in 2014 placed a greater emphasis on formal and technical aspects of writing – especially grammar and spelling. It also increased the emphasis on mental arithmetic and formal written methods in Maths. New frameworks for assessments were introduced.

This analysis needs to be read with some caution and the government itself have clearly stated that this year 'stands alone' and results cannot be used to make comparisons to previous years:

New tests and 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 compatible to those for earlier years. The expectations of pupils at the end of key stage 2 have been raised. Given the differences in the curriculum and assessments, levels are not compatible with scaled scores or teacher assessments. The same could be said for KSI where the children were assessed against the new curriculum and using the new framework. The tests reflected this and the new emphasises previously mentioned. The difference being that teacher assessment takes precedence over test results.

The EYFS (YR) also had a new baseline system of assessment introduced in September 2015. The longstanding EYFS profile was replaced by a baseline assessment. However, this has now been scrapped as the government had allowed three separate companies to run this throughout the country and found the three systems incompatible. The longstanding EYFS profile results were still submitted to County in June 2016.

The only formal assessment left 'untouched' is the Y1 phonics screening test.

EYFS: 11 pupils (9.9%) have been assessed at the end of FS against the new baseline assessment. At the start of the year 0% were judged to be above the 'typical' – 40% were judged to be 'typical', 30% below typical and 30% significantly below 'typical' – against the 'prime' areas.

By the end of the year 9.09% were judged as being above 'typical' with an additional 63.63% judged as 'typical' – 72.8% in total in reading and writing. 9.09% were above typical in number with a further 72.72% as typical – combined percentage 81.81%. 81.81% were judged to be typical in shape, space and measures. Good level of development percentages last year would have been nearer 20% for the school and 66% nationally. ...this year it was 72.72%.

Y1 PHONICS TEST: 15 Y1 children (6.6% each) took the phonics screening test (with a 100% pass rate last year no Y2 pupils re-took the test this year). 73.33% passed the screening test. 50% of pupil premium (4 pupils) and 25% of SEN (4 pupils) passed the test. 25% achieved the maximum score of 40 (the pass mark is 32), 19% achieved the score of 39 (i.e. 44% achieved the top two marks).

The 26.6 % who didn't pass were all 'emerging' (i.e. below the expected standard) in Literacy in YR – Early Learning Goals.

KSI SAT's / TEACHER ASSESSMENT: 4 children were assessed at the end of KSI (25% each).

100% of pupils passed the tests (reached or exceeded the expected standard/ were teacher assessed as reaching the expected standard in reading, writing, spelling/grammar and maths. In reading 50% were working at greater depth than the expected standard, 50% in writing and 25% in maths (The school was externally moderated in 2016).

All pupils made at least good progress, in all areas, from their EYFS

KS2 SAT's: 6 children were assessed at the end of KS2 (16.6% each). Under a new testing regime the children were given a raw score that was converted to a scaled score between 80 and 120 with 100 being the expected score/standard. Schools will be judged against the attainment of the children's scaled scores and a progress score against prior attainment at KSI.

The 'floor standard' below which schools are judged to be below an acceptable level of attainment is 65% passes in all three of reading, writing and maths.

In 2016 the national level of attainment for children attaining the expected level in all three was 53%.

50% of the Y6 children achieved the expected standard in reading (66% nationally), 50% in writing (74% nationally), 50% in maths (70% nationally) and 66% in spelling, punctuation and grammar.

50% achieved 100+, the expected standard, in all three of Reading, Writing and Maths – slightly below the national standard of 53%.

The average scaled score for reading was 98 (103 nationally), for spelling, punctuation and grammar 100 (104 nationally), for maths 99 (103 nationally).

The school is also allocated a progress measure for each area which aggregates the progress made by each pupil against progress made by all pupils nationally – this is given as 0.

In Reading the school score was -5.3, in Writing the school score was -4.2 and in Maths the school score was -1.7

The school's plans to ensure that children make at least expected progress by the end of Key Stage 2 can be found in the, 'KS 2 Development Plan'. This is available on the school website.

