

Standards and Progress Whole School Statutory Data 2019

- At the end of KS2 (Y6) it is expected that children attain the expected standard. Those attaining a high level of attainment are working above the expected standard. Children are expected to gain a scaled score of 100 to meet the expected standard and 110 to meet the higher standard.
- At the end of Key Stage 1 (Y2) the national expectation is that children attain the expected standard. Children attaining at greater depth are working above the expected standard.

Key Stage 2 Results

The table shows the results for children achieving the expected standard and the higher score. The national average for each area is in brackets. The table also includes the average progress score, which is a comparison of how our pupils' achieved compared to the national average of children with the same starting point at Key Stage 1. The table also includes average scaled scores, which are adjusted raw scores to allow comparisons between years. For more information on scaled scores or average progress please see the bottom of this report. The percentages are from a total of 61 children in the year.

Key Stage 2 Results Cohort 61				
Subjects	Achieved the expected standard (National)	Achieved a high level of attainment (National)	Average Scaled Score (National)	Average Progress
Reading	89% (73%)	36% (28%)	107 (104)	1.6
Writing	92% (78%)	31% (20%)	N/A	1.21
Mathematics	92% (79%)	33% (24%)	106.1 (105)	-0.12
Reading, writing and Maths combined	84% (65%)	20% (10%)	N/A	N/A
Grammar, Punctuation and Spelling	97% (78%)	54% (34%)	110(106)	N/A
Science	95% (83%)			

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Key Stage 1 Results

The percentages are based on 60 children in the year group. The national averages are still not known at this point.

Key Stage 1 Results		
	Achieved the expected standard	Working at greater depth
Reading	89%	31%
Writing	78%	20%
Mathematics	86%	29%

The percentages are based on 60 children in the Year 1. The national average for each year is in brackets.

Year 1 Phonics Screening Check	
2019	98%
2018	98% (82%)
2017	97% (81%)
2016	97% ((81%)

The percentages are based on 58 children in Reception. The national average for each year is in brackets.

EYFS Good Level of Development	
2019	77%
2018	74% (71.5%)
2017	75% (71%)
2016	53% (66%)

What progress measures mean

Most schools will have progress scores between -5 and $+5$. If a school has a progress score of 0 this means that on average their pupils achieved similar results at the end of KS2 (end of year 6) to pupils in other schools with similar results at the end of KS1 (end of year 2). If a school has a positive progress score this means that on average their pupils made more progress than pupils in other schools with similar results at the end of KS1.

For example: a score of $+3$ in reading would mean that on average pupils at the school got 3 scaled score points more in the KS2 English reading test, compared to other pupils nationally with similar results at the end of KS1.

A negative score doesn't mean a school has failed or pupils have made no progress. It just means that on average their pupils have made less progress than pupils in other schools with similar results at the end of KS1. For example: a score of -4 in maths would mean that on average pupils at the school got 4 scaled score points fewer in the KS2 maths test, compared to other pupils nationally with similar results at the end of KS1.

Scaled Scores

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly. Tests are developed each year to the same specification, however, because the questions are different the difficulty of tests may vary each year. This means we need to convert the raw scores pupils get in the tests into scaled scores, to ensure we can make accurate comparisons of performance over time.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring at least 100 will have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease.