



End of key Stage Assessment Data for Barlby Bridge Community  
Primary School  
Summer 2017

Here are our results for:

- EYFS data for Good Level of Development
- Year 1 Phonics Screening Check
- End of Key Stage 1 SATs (Year 2)
- End of Key Stage 2 SATs (Year 6).

**Early Years / FS2**

Percentage of pupils reaching a 'good level of development' (this means they were working at the expected level for their age in ALL 12 key areas by the end of the end of the year):

2013 – 4%, 2014- 43.5%, 2015 – 54.5% (national 66.1%), 2016 – 62.5%(national 69.4%)

**2017 – 76% (national 70.6%)**

There has been an upward trend in the proportion of children reaching a good level of development at our school by the end of their time in Early Years. This year we are +5.4% higher than the national figure.

**Year 1 Phonics screening check**

The approach to teaching phonics at our school was reviewed in January 2013 and the teaching of phonics is now a strength of the school. There has been a sharp increase in the proportion of pupils passing the phonic check since summer 13; see data below:

2012- 41.7%, 2013- 58.3%, 2014- 64%, 2015- 70.8%, 2016- 81% (national 80.6%)

**2017 – 87% (national 81.4%)**

**Over the last year, school has further closed the attainment gap in phonics and results are now above national.**

**End of Key Stage 1 (Year 2)**

In Summer 17, children were tested against the new curriculum which came into effect in September 2014. National curriculum levels have gone and are no longer used to assess children. Instead, teachers make a judgement as to whether a child has or has not met the expected standard. These judgements had to be made against an interim assessment and

every one of the criteria had to be met; an 'all fit' approach rather than best fit, which has been used previously.

Green highlights where school data was above national. School data is broadly in line or just under national expectations and indicates good progress in writing and maths from Y1 starting points.

### **End of KS1 data 2017**

subject	KS1 met	National met	KS1 Greater depth	National greater depth
reading	67%	74.1%	24%	25%
writing	62%	65.5%	24%	15.7%
maths	67%	72.6%	24%	20.5%
science	81%	83%	N/A	N/A

% achieving expected standard in RWM combined – 62% (national – 63.7%)

% achieving expected standard in RWMS combined- 62% (national- 63.7%)

### **End of Key Stage 2 (Year 6)**

In summer 2017, the Y6 children were tested on the new national curriculum with new, stringent tests with very high end of year expectations set.

The data below indicates how the cohort performed. Green indicates higher than national.

Cohort:	Test not met	Test met	National Not met	National met
Reading	14%	86%	29%	71%
Writing (TA)	18%	82%	24%	76%
Maths	18%	82%	25%	75%
GPS	9%	91%	23%	77%
RWM		RWM school= 77%		RWM ARE national (test)= 61%

Information regarding progress that the Y6 cohort made from the end of KS1 to the end of KS2 have been worked out by comparing our children with children who attained similarly to them at the end of KS1. Due the curriculum change, it has not been possible to measure progress in the same way as previously.

The government guidance states that:

### Interpreting progress scores

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 as those with similar prior attainment nationally.

A **negative score** means pupils in this school on average do **worse** at KS2 as 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.

### Average Scaled Scores

Pupils who got a scaled score of 100 or more were considered to have met the expected standard. In 2017, pupils who achieved 110 or higher were considered as working at a higher level/ greater depth.

The average scaled scores at our school in 2017 are as follows:

(Green indicates an increase from last year)

Reading 2017	Reading 2016	GPS 2017	GPS 2016	Maths 2017	Maths 2016
106.8	96.9	107.5	102.2	105.5	100.2

### Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published.

In 2017, a school will be above the floor if:

At least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**

The school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

### At our school, the progress measures are:

Reading +4.6

Writing +3.63

Maths +3.20

These will be finalised in December, indicate that the school will have met the floor standards in 2017.

**Children at our school have achieved a higher score in reading, writing, maths and all 3 combined than KS2 children nationally.**