



Grosvenor Road Primary School

Assessment 2017

Assessment Figures - End of Academic Year 2016/2017

EYFS

At the end of their Reception year, in June 2017: 72% of pupils reached a 'Good Level of Development'.

Nationally it was 69% in 2016.

National Phonics Screening

The National Phonics Screening at the end of Year 1 tests a child's ability to read and decode a range of words and sounds. The test had 40 words and children had to correctly segment, blend and read at least 32 of them to achieve the required standard.

In June 2017:

87% of our Year 1 children reached the expected standard. Nationally 81% of children reached the expected standard.

97% of our year 2 children reached the expected standard. Nationally 92% of children reached the expected standard.

Key Stage 1

In **Reading** 77% of our pupils reached the expected standard. (76% nationally)

In **Reading** 21% of our pupils achieved at a higher standard. (25% nationally)

In **Writing** 72% of our pupils reached the expected standard. (68% nationally)

In **Writing** 16% of our pupils achieved at a higher standard. (16% nationally)

In **Maths** 79% of our pupils reached the expected standard. (75% nationally)

In **Maths** 15% of our pupils achieved at a higher standard. (21% nationally)

Key Stage 2

At the end of the 2016-17 academic year, children in Year 6 achieved the following results in their End Of Key Stage 2 SATs:

58% of children reached the expected standard in **all of Reading, Writing and Maths**. (61% nationally)

9% of pupils achieved at a high standard in all three areas. (9% nationally)

In **Reading** 67% of children reached the expected standard.

In **Reading** 17% reached a higher standard.

In the **Reading** test, the average scaled score of Year 6 pupils at Grosvenor Road was 102.7. A score of 100 represented the expected standard.

In **Maths** 82% of children reached the expected standard.

In **Maths** 17% reached a higher standard.

In the **Maths** tests, the average scaled score of Year 6 pupils at Grosvenor Road was 103.6. A score of 100 represented the expected standard.

In **Writing** 77% of children reached the expected standard.

In **Writing** 23% reached a higher standard.

In **Spelling, Grammar and Punctuation** 83% of children reached the expected standard.

In **Spelling, Grammar and Punctuation** 30% achieved at a higher standard.

Interpreting progress scores

By definition, the average progress score, for all mainstream pupils nationally, is zero. A school's progress scores, for each of English reading, English writing and mathematics are the average of each of its pupils' progress score in that subject. 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 as those with similar prior attainment nationally

- a positive score means pupils in this school, on average, do better than those with similar prior attainment nationally
- a negative score means pupils in this school, on average, do worse than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor

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. School progress scores should be interpreted alongside their associated confidence intervals.

The table (from the Department of Education) below outlines how progress scores should be interpreted.

- The average progress made by this cohort of children in **Reading** was -0.83. This means that in 2017 the school's reading **progress is close to England average**.
- The average progress made by this cohort of children in **Maths** was -0.11. This means that in 2017 the school's maths **progress is close to England average**.
- The average progress made by this cohort of children in **Writing** was +1.19. This means that in 2017 the school's writing **progress is close to England average**.

How we calculate the progress descriptions ('bandings'):

Progress Description	School is given the description if...		
	Reading	Writing	Maths
Well above average	Score is 3.4 or higher, and lower confidence interval is higher than 0.	Score is 3.4 or higher, and lower confidence interval is higher than 0.	Score is 3.1 or higher, and lower confidence interval is higher than 0.
Above average	Score is higher than 0 but lower than 3.4, and lower confidence interval is higher than 0.	Score is higher than 0 but lower than 3.4, and lower confidence interval is higher than 0.	Score is higher than 0 but lower than 3.1, and lower confidence interval is higher than 0.
Close to England average	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.
Below average	Score is -3.0 or higher but less than 0, and upper confidence interval is lower than 0.	Score is -3.5 or higher but less than 0, and upper confidence interval is lower than 0.	Score is -3.1 or higher but less than 0, and upper confidence interval is lower than 0.
Well below average	Score is lower than -3.0 and upper confidence interval is lower than 0.	Score is lower than -3.5 and upper confidence interval is lower than 0.	Score is lower than -3.1 and upper confidence interval is lower than 0.

http://www.primarysupportteam.co.uk/files/key_stage_2_-_progress_measure_bandings_pdf.pdf