<u>End of Key Stage Assessment Data for Longman's Hill Community Primary School</u>

<u>Summer 2018</u>

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):

2018 – 73% (national 71.4 %) Longman's Hill were above national figures in 2018.

Since 2013, the proportion of children reaching a Good Level of Development has steadily increased, rising from 58.6% in 2013 to 73% this year. For the last 4 years, we have been above the national proportion of children meeting GLD.

Children made strong progress across the year:

1 child = 3.3%	At least typical (expected) progress	Better than typical progress (good progress)
Reading	90%	43%
Writing	86%	43%
Maths	90%	23%

Year 1 Phonics screening check

The approach to teaching phonics at our school was reviewed in September 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:

2018- 100% (national 82.7%) Longman's Hill were well above national figures in 2018.

2012- 43%, 2013- 40%, 2014- 90%, 2015- 100%, 2016-100%, 2017 – 100%

For the last 4 years, every single Year 1 child at Longman's Hill school has passed the phonic screening check.

End of Key Stage 1 (Year 2) in 2018:

In Summer 16, children were tested for the first time 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 are 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 shows that school data was above national. Upward arrow shows an improvement in data when compared to 2017 results.

subject	% children meeting standard **School**	% children meeting standard **National**	% children working at Greater depth **School**	% children working at Greater depth **National**
Reading R	93.3% ↑	75.5%	30%	25.7%
Writing W	83.3% ↑	70.0%	23% ↑	15.9%
Maths M	86.7% ↑	76.1%	23%	21.2%
Science S	83.0%	TBC	N/A	N/A

% achieving expected standard in RWM combined – Longman's Hill 76.7% (national – 65.4%)

% achieving expected standard in RWMS combined – Longman's Hill 76.7%

Children in KS1 at Longman's Hill achieve well compared to national data.

End of Key Stage 2 (Year 6) in 2018:

The data below indicates how the cohort performed in teacher assessment and tests. **(Attainment)**

Green shows that school data was above national.

Upward arrow shows an improvement in data when compared to 2017 results.

Cohort:	% meeting standard- **Teacher assessment** School	% working at greater depth **Teacher assessment** School	% meeting standard- **Test** School	% meeting standard- **Test** National	% working at greater depth **Test** School	% working at greater depth **Test** National
Reading R	80.0%	N/A	73.3% ↑ (61.5% 2017)	75% (71 2017)	30%	27.8%
Writing W	80.0%	36.6% ↑	N/A	N/A	N/A	N/A
Maths M	63.3%	N/A	70.0% (73.0% 2017)	76% (75% 2017)	13%	23.4%
GPS (Grammar/ spelling)	N/A	N/A	76.7% (77% 2017)	78% (77% 2017)	33%	34.2%
Science S	83.3% ↑	N/A	N/A	N/A	N/A	N/A

% pupils meeting standard in RW&M combined (teacher assmt) SCHOOL	63.3%	% pupils meeting standard in RW&M combined (Test) SCHOOL	66.7% (58% 2017)	% pupils meeting standard in RW&M combined (Test) NATIONAL	64%
		% pupils meeting greater depth / higher standard in RW&M combined (Test) SCHOOL	10% (4% 2017)	% pupils meeting greater depth / higher standard in RW&M combined (Test)NATIONAL	9.7%

Average Scaled Scores

Pupils who got a scaled score of 100 or more were considered to have met the expected standard. In 2018, pupils who achieved 110 or higher were considered as working at a higher level/ greater depth.

The average scaled scores at our school in 2018 are as follows:

Reading   104   (2016- 100, 2017-101.2) National - 105

Maths   103   (2016 – 101, 2017-103) National - 104

GPS (spelling and grammar)   104   (2016- 103, 2017-103) National - 106

Progress.

Information regarding progress that the Y6 cohort made from the end of KS1 to the end of KS2 has 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.

At our school, the progress measures are :

Reading   -1.4   2018   (-3.3 in 2017)

Writing   +1.1 2018   (+0.1 in 2017)

Maths   -2.2   2018   (-1.8 in 2017)

All of our progress measures are well within the parameters set this year by the government for progress.

Floor standard
The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

In Summer 2018, a school was 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.

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

Our 2018 data shows that Longman's Hill has met the floor standard in 2018.