

NORTH KIDLINGTON SCHOOL **SATs RESULTS 2016**

The information below compares the attainment of our pupils with National Averages. We are delighted with the excellent results across the school. They are a tribute to the children and the staff.

EARLY YEARS FOUNDATION STAGE (EYFS)

At the end of the EYFS, all children are assessed in 12 categories of learning. They are then scored at 1, 2, 3 in each area. If a child is given a 2 then they are at the expected level of development for their age. If a child is given a 3 then they are achieving levels of development that are above what is expected for their age. This therefore means that a child who is given a 1 is not quite achieving the level of development for their age. When all of these scores are looked at it is called a Good Level of Development (GLD). A child has to score a 2 or above in ALL 12 areas of learning if they are to be considered as achieving a Good Level of Development.

EYFS ATTAINMENT.

55.6% of pupils in the EYFS attained a Good Level of Development against the Early Years framework. The National Average was 69%.

This is a low score compared to last year (64%), but more children in this cohort have special educational needs and English as an additional language. However, their progress from their starting points of entry is good.

EYFS PROGRESS.

Children in our EYFS made very good progress by the end of the year based on their baseline assessments when they started school in September 2015.

Expected or Better than expected progress was made in the following key areas:

Literacy-Reading=75.6%

Literacy-Writing=82.2%

Maths-Number=86.67%

Maths-Shape, Space and Measure=71.1%

KEY STAGE ONE

Year One Phonic Screening and Year Two Re-Tests

70.5% of pupils in Year One attained the expected standard in the Phonic Screening test. The National Average was 81%.

100% of pupils in Year Two who did not attain the expected standard last year in Year One attained the expected standard when they were re-tested in Year Two.

End Of Key Stage One Test Results (SATs)

This is the first year of the new testing and assessment arrangements for Year 2. These arrangements reflect the more challenging national curriculum which was introduced in 2014. Therefore, results cannot be compared with previous years.

The system of national curriculum levels has been removed and the new measures are as follows:

Expected Standard – Working at the expected standard for a child at the end of Year 2

Greater Depth – Working at greater depth within the expected standard, with a strong understanding of the curriculum

At the end of KS1 (Yr2), teachers are required to assess each child in the areas of reading, writing, maths and science. National Curriculum assessment tests are used to support teachers' judgements.

In 2016 our Year 2 children attained the following percentages:

Percentage who achieved the Expected Standard or Better

Subject	School	National Average
Reading	70.27%	74.00%
Writing	54.05%	66.00%
Maths	70.27%	73.00%
Science	89.00%	82.00%

Percentage who achieved Greater Depth of the Expected Standard.

Subject	School	National Average
Reading	27.20%	24.00%
Writing	16.21%	13.00%
Maths	27.02%	18.00%
Science	2016 No longer reported.	

END OF KEY STAGE TWO TEST RESULTS (SATS)

Our children in Year 6 also took part in the new testing and assessment arrangements. Pupils' knowledge and understanding of the new curriculum was assessed. This curriculum provides greater challenge with higher expectations set for the end of KS2.

The results of the SATs (tests) are reported using a scaled score, where a score of 100 represents the expected standard. The highest possible score is 120 and the lowest is 80.

The system of national curriculum levels has been removed and the new measures are as follows:

WTS- Working towards the expected standard for their age.

EXS- Working at the expected standard for their age.

GDS- Working at greater depth at the expected standard for their age.

Year 6 pupils were Teacher assessed in Writing and Science but sat formal test papers for Reading, Maths, Grammar, Punctuation and Spelling (G.A.P.S). As a school our writing was also moderated by the Local Authority as part of its regular monitoring of standards of schools that it is responsible for.

In 2016 our Year 6 children attained the following percentages:

Percentage who achieved the Expected Standard or Better

Subject	School	National Average
Reading	62.22%	66%
Writing*	66.67%	74%
Maths	82.22%	70%
G.A.P.S	80.00%	72%
Science*	77.78%	N/A

Percentage who achieved Greater Depth of the Expected Standard.

Subject	School	National Average
Reading	44.44%	19.00%
Writing*	8.89%	14.00%
Maths	26.67%	17.00%
G.A.P.S	2016 Not reported.	
Science*	28.89%	N/A

*Based on Teacher Assessments

Percentage who achieved the Expected Standard or Better in Reading, Writing and Maths combined.

School	National Average
51.11%%	53.33%

END OF KEY STAGE TWO (End of Year 6) AVERAGE SCALED SCORE

Subject	School	National Average
Reading	102.1	103
Writing	N/A	N/A
Maths	105.0	103
G.A.P.S	106.3	104
Science	N/A	N/A

KEY STAGE ONE-KEY STAGE TWO PROGRESS.

Subject	School
Reading	-2.0
Writing	-3.5
Maths	+0.8

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 2016, 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.

As you can see despite an increase in the expectation of attainment our children at the end of Year 6 in July 2016 achieved Key Stage One to End of Key Stage progress which means that we are considered to be above the floor standard set by the current government.