

Summer 2017 Priory Rise School Results

Foundation Stage

At the end of the Foundation Stage children are assessed against each of the 17 Early Learning Goals (ELG). Children are assessed as either emerging, expected or exceeding in each of the ELGs and are considered to have reached a 'Good Level of Development' if they have achieved at least the expected level in:

- the prime areas of learning - personal, social and emotional development; physical development; and communication and language and;
- the specific areas of mathematics and literacy.

At Priory Rise in the summer of 2017 90% of children achieved a Good Level of Development. The national figure for 2016 was 69.3%. We are waiting for this year's national figure to be published.

As you can see, this represents achievements at Priory Rise to be well above current national data.

Key Stage 1 Results, Phonics and End of Key Stage Assessments

Children in Year 1 take a phonics screening check which checks how well children are able to read the sounds that letters and groups of letters make. In 2017 93% of children achieved the expected standards in the phonics screening test; the national figure for 2016 was 81%. Any children that do not achieve the expected standard in Year 1 re-take this assessment in Year 2. **By the end of Year 2 in 2016 98% of children had achieved the expected standard compared to 91% nationally.**

The table below shows Priory Rise results from the end of Key Stage 1 assessments taken in 2017 and the national provisional figures for 2017.

| | | Priory Rise School 2017 Key Stage 1 Assessment Results | National 2016 Assessment Results |
|----------------|---------------------------------|---|---|
| Reading | Working at or above expectation | 93% | 74% |
| | Working at greater depth | 30% | 24% |
| Writing | Working at or above expectation | 85% | 65% |
| | Working at greater depth | 34% | 13% |
| Maths | Working at or above expectation | 87% | 73% |
| | Working at greater depth | 38% | 18% |

Key Stage 2 Results

The Key Stage 2 tests taken by children in May 2017 were the second test which assessed children against the new more challenging National Curriculum that was introduced in September 2014. In 2016 new assessment tests and an assessment framework were also introduced along with guidance for teachers: this assessment guidance is referred to the Interim Assessment Framework, which was still used as an assessment measure in 2017.

Each child receives their test results as a scaled score and a teacher assessment based on the Interim Assessment Framework. When interpreting the results you may wish to note the following:

- Children receive a scaled score in each of reading, grammar/punctuation/spelling and maths – the range of this score is 80 to 120 and 100 is the expected standard. The threshold set for children considered to have achieved a high score is 110.
- The progress measure is a value-added measure in which children's results are compared to the actual achievements of other pupils nationally with similar prior attainment.
- A progress score of 0 means children, on average, do about as well at KS2 as those with similar prior attainment nationally. A positive progress score means children, on average do better at KS2 than those with similar prior attainment nationally. A negative progress score, on average, means children do less well at KS2 than those with similar prior attainment nationally. A negative score does not mean that children did not make any progress – it means that they made less progress than other children nationally who had similar starting points.

The table below shows Priory Rise results from the end of Key Stage 2 assessments taken in 2017 and the national provisional figures for 2017.

| | | Priory Rise School 2017 Key Stage 2 Assessment Results | National 2017 Assessment Results |
|----------------|---------------------------------|---|---|
| Reading | Working at or above expectation | 79% | 71% |
| | Working at a higher level | 34% | 19% |
| | Average progress | 0.5 | 0 |
| | Average 'scaled score' | 105.9 | 104 |
| | | | |
| Writing | Working at or above expectation | 90% | 76% |
| | Working at a higher level | 28% | 19% |
| | Average progress | 1.1 | 0 |
| | | | |
| Maths | Working at or above expectation | 95% | 75% |
| | Working at a higher level | 26% | 17% |
| | Average progress | 1.7 | 0 |
| | Average 'scaled score' | 107.1 | 104 |

| Spelling, Punctuation & Grammar | Working at or above expectation | 89% | 77% |
|--|---------------------------------|-------|-------------------|
| | Working at a higher level | 56% | 22% |
| | Average 'scaled score' | 110.5 | 106 |
| | | | |
| Reading, writing and maths combined | Working at or above expectation | 79% | Not yet published |
| | Working at a higher level | 18% | Not yet published |

Average 'scaled scores' are not available for Year 6 Writing as writing outcomes were by teacher assessment and not test.