**2018 KS2 Outcomes – School / National Comparisons**

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| --- | --- | --- | --- | --- | --- | --- |
| **Attainment: Children achieving a scaled score of 100 or more** | | **All subjects** | **Reading** | **Writing** | **GPS** | **Maths** |
| At expected standard | Broughton Primary School | **85%** | **95%** | **95%** | **90%** | **85%** |
| National | 64% | 75% | 78% | 78% | 76% |
| At higher standard\* | Broughton Primary School | **10%** | **30%** | **25%** | **45%** | **20%** |
| National | 10% | 28% | 20% | 34% | 24% |

N.B. National ‘Floor Standard’ for attainment is **65%** for all subjects combined

\* = A scaled score of **110 or more** is the threshold for a pupil’s performance to be viewed as being to a higher standard than expected

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | | |  | **Average Scaled Scores** | | |
| **Progress** | | **Reading** | **Writing** | **Maths** | **Reading** | **GPS** | **Maths** |
| This is calculated using as a value-added measure from KS1 to KS2. It is based on value added in each of reading, writing and maths compared with the scores of pupils with the same Key Stage 1 results. | Broughton Primary School | **+1.8** | **+2.6** | **+0.3** | **108** | **109** | **105** |
| National | 0\* | 0\* | 0\* |  | | |

\* = The calculating of ‘Value Added’ nationally ensures that average progress is zero

N.B. The Government’s **Progress Floor Targets** for KS2: **-5** in Reading; **-7** in Writing **-5** in Maths

**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.