

## SCHOOL RESULTS 2018

### END OF KS1 - YEAR 2 RESULTS

**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.

<b>END OF KS1 RESULTS 2018</b>	<b>SCHOOL</b>	<b>NATIONAL AVERAGE</b>
<b>READING</b> (Expected Standard)	<b>62%</b>	<b>75%</b>
<b>READING</b> (Greater Depth)	<b>9%</b>	<b>26%</b>
<b>WRITING</b>		
<b>WRITING</b> (Expected Standard)	<b>57%</b>	<b>70%</b>
<b>WRITING</b> (Greater Depth)	<b>2%</b>	<b>16%</b>
<b>MATHS</b>		
<b>MATHS</b> (Expected Standard)	<b>59%</b>	<b>76%</b>
<b>MATHS</b> (Greater Depth)	<b>9%</b>	<b>22%</b>

### Year One National Phonics Screening Check

<b>Phonics Screening Check</b>	<b>SCHOOL</b>	<b>NATIONAL AVERAGE</b>
<b>Achieving</b> Expected Standard	<b>75%</b>	<b>83%</b>
<b>Average Score</b>	<b>34.3</b>	<b>33.9</b>

### END OF KEY STAGE TWO (YEAR 6)

The results of the SATs (tests) are reported using a scaled score, where a score of 100 represents the expected standard, and a scaled score of 110 - 120 means that a child is working at a higher level of attainment. The highest possible score is 120 and the lowest is 80.

Children were awarded one of the following Teacher Assessment judgements in writing:

**Expected Standard:** Working at the expected standard for a child at the end of Year 6.

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

**Interpreting Progress Scores:**

- 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.

<b>END OF KS2 RESULTS 2018</b>	<b>SCHOOL</b>	<b>NATIONAL AVERAGE</b>
<b>READING, WRITING &amp; MATHS</b> (Expected Standard)	<b>48%</b>	<b>64%</b>
<b>READING, WRITING &amp; MATHS</b> (High level of attainment)	<b>3%</b>	<b>10%</b>
<b>READING</b>		
(Expected Standard)	<b>57%</b>	<b>75%</b>
(High level of attainment)	<b>13%</b>	<b>28%</b>
(Average Scaled Score)	<b>102</b>	<b>105</b>
(Average Progress)	<b>-1.8</b>	<b>0</b>
<b>WRITING</b>		
(Expected Standard)	<b>64%</b>	<b>78%</b>
(Greater Depth)	<b>8%</b>	<b>20%</b>
(Average Progress)	<b>-1.09</b>	<b>0</b>
<b>SPELLING, PUNCTUATION &amp; GRAMMAR</b>		
(Expected Standard)	<b>56%</b>	<b>78%</b>
(High level of attainment)	<b>10%</b>	<b>34%</b>
(Ave. Scaled Score)	<b>101</b>	<b>106</b>
<b>MATHS</b>		
(Expected Standard)	<b>59%</b>	<b>76%</b>
(High level of attainment)	<b>11%</b>	<b>24%</b>

<b>MATHS</b> (Average Scaled Score)	102	104
<b>MATHS</b> (Average Progress)	<b>-1.02</b>	0