

St Peter's Church of England Primary School Data Headlines 2017

Early Years Foundation Stage

At the end of the Reception Year, the pupils are assessed against 7 areas of development. Schools have to report the percentage of their children who are deemed to have achieved a 'Good Level of Development'. To achieve a GLD, the children must meet the expected levels in 5 of these 7 areas; literacy, mathematics, personal, social and emotional development, physical development and communication and language. They must also record a certain average score across the whole profile. Our results for 2017 are shown below, alongside the national and county averages.

Percentage of children achieving a good level of development:

School 78%

County 74%

National 71%

Phonics Assessment Year 1 – Percentage of children passing the assessment

The children in Year 1 have their phonics knowledge tested each year. In 2017, 96% of our pupils achieved the expected standard, which is significantly above both the national and county averages.

School	96%
County	82%
National	81%

Key Stage 1 Assessments

The attainment levels of children in Year 2 are assessed each year. Their results in these assessments are compared against the national averages to provide an indicator of school performance. The table below shows the percentage of our children who were assessed to be working at or above the expected levels in the separate subject areas of reading, writing and maths, and the percentage working at the expected level in all three areas combined. The second table shows the percentage deemed to be working at a greater depth in excess of the expected level. The national and county averages are shown for comparison.

Key Stage 1 – percentage of children meeting or exceeding expected standard:

	Reading, Writing and Mathematics combined	Reading	Writing	Mathematics	Science
School	77%	82%	82%	77%	91%
County	68%	79%	72%	78%	NA
National	64%	76%	68%	75%	83%

Key Stage 1 – percentage of children exceeding expected standard:

	Reading	Writing	Mathematics
School	23%	18%	27%
County	26%	17%	21%
National	25%	16%	21%

Key Stage 2 Assessments

The children in Year 6 sit national assessment tests in May of each year. Their results in these SAT tests are compared against the national averages to provide an indicator of school performance. The table below shows the percentage of our children who achieved the expected levels in maths, reading, writing, grammar punctuation and spelling (GPS), and the percentage who achieved the expected levels in all of these areas combined. The national averages are shown for comparison.

Key Stage 2 – percentage of children meeting or exceeding expected standard:

	Reading, Writing and Mathematics combined (floor standard 65%)	Reading	Writing	Mathematics	GPS
School	85%	85%	90%	90%	85%
County	64%	74%	80%	76%	76%
National	61%	71%	76%	75%	77%

- GPS stands for Grammar, Punctuation and Spelling.

Key Stage 2 – percentage of children exceeding expected standard:

	Reading, Writing and Mathematics combined	Reading	Writing	Mathematics	GPS
School	25%	40%	45%	35%	25%
County	9%	27%	19%	23%	30%
National	9%	24%	18%	22%	31%

Pupils were given an average scaled score in the maths, reading, and grammar, punctuation and spelling tests. The scaled score range runs from 80 to 120, with 100 as the expected standard. The table below shows the average scaled scores for the school, against the national averages.

	Maths	Reading	GPS
School	106	107	106
National	104	104	106

Finally, we are also judged by the progress our children make across Key Stage 2 (Years 3-6). The DfE take the results our children achieved in Year 2 and compare these to their results in Year 6 in order to calculate a measure of 'value added'. The pupils' progress across Key Stage is assessed. Progress scores are calculated by comparison to students nationally, and centred around 0. Anything above 0 indicates positive progress, with most schools within the range of -5 to +5

Key Stage 2 – School Progress Measures:

Reading	Writing	Mathematics
+3.6	+4.5	+2.1