

SATs data 2016-17

Since 2016, children have been assessed against the programmes of study found in the new 2014 National Curriculum. Changes in the new curriculum were fundamental with changes to the programmes of study and significantly raised expectations. These changes mean results cannot be directly compared with previous years. However trends can still be looked at and a comparison with other schools can still be made.

The 2017 key stage 2 assessments are the second which assess the new, more challenging national curriculum which was introduced in 2014. The expected standard has also been raised to be higher than the old level 4. As a result, figures for 2016 and 2017 are not comparable to those for earlier years.

Taken from the DfE document, 'National curriculum assessments at key stage 2 in England, 2016 (provisional)': 53% of pupils reached the new expected standard in all of reading, writing and mathematics and 5% reached a high standard in all of these assessments.

KS2:

At the end of Year 6, 16 children took externally marked papers in Reading, Maths and GPS (Grammar, Punctuation and Spelling). Writing and Science were internally assessed. Since 2016 the extension questions have been included within the set paper giving every child the opportunity to attempt them. Nationally it has been reported that some children found these questions too testing and became upset when failing to understand them. Children's raw test scores are converted to a scaled score of 80 to 120 where 100 is considered to be the benchmark expected of all children. Children who make no errors would score 120. The Local Authority has used a scaled score of 110 to 120 as working at a high level, equivalent to GDS. This very broadly reflects those who would previously have attempted the Level 6 extension papers. All available data has been included.

	School			LA / Nat	Progress			
	Scaled score	Girls/boys	Standard achieved	Expected standard	Scaled score	boys	girls	disadvantaged
Reading	102.1	105 /100.7	56%	72% / 71%	-0.44	+0.87	-3.07	-3.41
Maths	102.5	101.2/105.2	69%	71% / 75%	-1.17	-0.62	-2.40	-3.49
Writing			50%	76% / 76%	-0.18	-0.93	+1.47	-3.92

- 6 children scored 99 and 2 scored 98. As each child was worth 6.25% his would have a considerable impact on subject attainment; however, combined reading / writing / maths would remain below average and the floor targets due to lower writing assessments.
- Progress was below average for all groups except boys' reading and girls' writing. This appears to have occurred due to the low progress of disadvantaged pupils. These children were supported using Pupil Premium money to provide one-to-one support, small group support, targeted interventions as well as opportunities to take part in wider curriculum activities.
- We were concerned that there might be an underlying issue with disadvantaged children because of their low score this year, however analysis of the 2015 and 2016 SATs showed similar attainment for all children from all groups. This is borne out by looking at pupil premium children currently in the school, so we are confident that this was a cohort issue rather than an underlying issue.
- One child did not take the SATs because of his working level and one child joined us half way through Year 6. If those children are removed from the data, the progress scaled score for Reading would be -0.2, Maths would be +0.2 and Writing would be +1.3; all in the average range.

Gender:

- Gender difference between boys and girls has closed.