

SATs data 2015-16

In 2015-16 children were 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.

Concerns have been raised by teaching unions about the accuracy of assessments in 2015-16. External moderators have been criticised for lacking consistency between regions and for the rigid interpretation of assessment criteria sometimes used. In addition the internally assessed subjects of writing and science have higher attainment than the externally marked reading, maths and GPS in a large majority of schools; no evidence has been produced to justify this situation. When writing was externally marked attainment was always lower than reading which is as you would expect.

The raised expectation resulted in significantly lower attainment across England with the majority of schools failing to reach the national floor target of 65% of pupils achieving expected standards in Reading, Writing and Maths.

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. The 2016 key stage 2 assessments are the first 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 are not comparable to those for earlier years.'

For context, table A shows the 2013 to 2015 figures for reading, writing and mathematics.

	England, 2013 to 2016 (all schools) Achieved level 4 or above in reading, writing and mathematics	Achieved level 4b or above in reading and mathematics, and level 4 or above in writing	Reached the expected standard in reading, writing and mathematics
2013	75%	63%	
2014	78%	67%	
2015	80%	69%	
2016			53%

The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years.'

At Gorran, 53.3% reached the expected standard in reading, writing and mathematics. This is in line with the national figure of 53% and is higher than the Cornwall figure of 51%.

KS2

At the end of Year 6, 15 children took externally marked papers in Reading, Maths and GPS (Grammar, Punctuation and Spelling). Writing and Science were internally assessed.

In previous years an extension paper could be taken by the more able children. In 2016 the extension questions were included within the set paper giving every child the opportunity to attempt them. Nationally it was reported some children found these questions too testing and became upset when failing to understand them. Children's raw test scores were 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.

	Reading			Maths			GPS			Writing		Science
	EXS + GDS	GDS	Scaled score	EXS + GDS	GDS	Scaled score	EXS + GDS	GDS	Scaled score	EXS + GDS	GDS	EXS
Gorran	73%	20%	104.2	67%	7%	102.4	67%	33%	103.5	87%	40%	
National	66%	19%	102.6	70%	17%	103	72%		104	74%	15%	81%
County	66%	20%	102.9	65%	13%	102.1	68%		102.9	73%	16%	83%

Results have been colour coded to show how Gorran have performed against the national or county average. Blue is above average, white is broadly in line and pink is below average.