

KS2 data 2017 - provisional	School	National	School DA	DA National/ National Other
Reading, writing & maths: expected standard • Disapplied/wo mob	62% 69%	61%	40% 67%	47%/67%
Reading, writing & maths: high standard	23% 28%	9%	25% 28%	3.5%/11%
Reading test: expected standard	72% 78%	72%	60% 83%	59%/77%
Reading test: high standard	28% 33%	25%	10% 20%	14%/29%
Writing TA: expected standard	87% 91%	76%	70% 100%	65%/81%
Writing TA: high standard	45% 50%	18%	10% 20%	10%/21%
SPAG test: expected standard	85% 93%	77%	56% 83%	66%/82%
SPAG test: high standard	40% 44%	31%	20% 40%	20%/35%
Maths test: expected standard	70% 76%	75%	44% 67%	63%/80%
Maths test: high standard	32% 35%	23%	10% 20%	13%/27%
Reading: average scaled score	105	104	102.5 104.6	105.3
SPAG: average scaled score	109	106	103.3 105.2	107
Maths: average scaled score	104.6	104	100.8 103	105.3
Reading Dis/mob	-0.99 0.38	0	-2.22 0.81	-0.8/0.3
Writing dis/mob	2.75 3.30	0	-0.40 2.05	-0.5/0.1
Maths dis/mob	-1.1 -0.51	0	-3.79 0.77	-0.7/0.2

Significant points from KS2 data

% of pupils attaining higher levels is a strength and significantly above average in all subject areas

SEN support group of pupils perform significantly below the national average

Children with English as an additional language perform well, above peers nationally in all subjects

KS1 data 2017 - provisional	School	National	School DA	DA National/ National Other
Reading, writing & maths: expected standard	67%	64%	34%	49%/68%
Reading, writing & maths: high standard	22%	11%	17%	4.8/12.5%

Reading test/TA: expected standard	82%/87%	75%	83% Wo mo 100%	63%/79%
Reading test/TA: high standard	35%/28%	25%	17%	14%/28%
Writing TA: expected standard	75%	68%	50% Wo mo 60%	54%/72%
Writing TA: high standard	27%	16%	17%	5%/13%
SPAG test: expected standard	73%	Awaiting confirmation	50% Wo mo 60%	No data
SPAG test: high standard	33%	Awaiting confirmation	17%	No data
Maths test/TA: expected standard	80%/80%	75%	33% Wo mo 40%	62%/79%
Maths test/TA: high standard	27%/32%	20%	17%	11%/23%
Reading Progress expected/more than expected	78%/15%	No data	100%/66%	No data
Writing Progress expected/more than expected	85%/11%	No data	83%/50%	No data
Maths Progress expected/more than expected	92%/5%	No data	83%/33%	No data

Other Reportable Data	School	National	School DA	DA National/ National Other
Phonics data 2017	82%	82%	100%	No data
EYFS	74%	71%	50%	No data

Scaled scores on KS2 tests range from 80 to 120. A scaled score of 100 meets the expected standard and 110 for the high standard. As writing isn't tested, nominal scores are given to teacher assessments: 'Working towards the expected standard' is 91; 'Working at the expected standard is 93'; and 'Working at greater depth' is 113. Nominal scores are also used for pupils working below the level of the tests who were assessed using the pre-key stage 2 standards: PKF (Foundations for the expected standard) is 73; PKE (Early development of the expected standard) is 76. PKG (Growing development of the expected standard) is 79.

Changes in 2017: Pupils who were entered for a KS2 test but did not achieve a scaled score will be given a nominal score of 79. (Last year, this group of pupils were not included in attainment and progress measures.) Also, there are now nominal scores ranging from 59 to 71 for pupils with SEN assessed against the P scales.

Progress scores compare the attainment of Y6 pupils in school with others nationally having similar KS1 prior attainment. Progress scores are calculated for individual pupils only to find the school's overall progress scores. Individual pupil progress scores do not need to be shared with parents. There are no progress scores for SPAG as there is no KS1 SPAG data for comparison. Before interpreting progress scores for school, look at the confidence intervals as small cohorts are more likely to vary by chance

- A progress score of 0 in a subject means that overall, Y6 pupils in school matched the progress made by other pupils nationally with similar KS1 attainment.
- A positive progress score in a subject means that overall, Y6 pupils made more progress than other pupils nationally with similar KS1 attainment. For example, +4 for maths shows that the average scaled score for Y6 pupils in school was 4 scale points higher in maths than other pupils nationally with similar prior attainment.
- A negative progress score in a subject does not mean that pupils made no progress over KS2; it shows that overall, their attainment was lower at Y6 than other pupils nationally with similar KS1 attainment.

This chart helps interpret school's progress scores more accurately.
 For instance, to be in the top 20% nationally, school needs a progress score of at least +1.8 in reading and maths, or +1.6 in writing. Progress scores for the lowest 5% nationally, are -3.9 or lower in reading, -4 in writing, or -4.3 in maths.

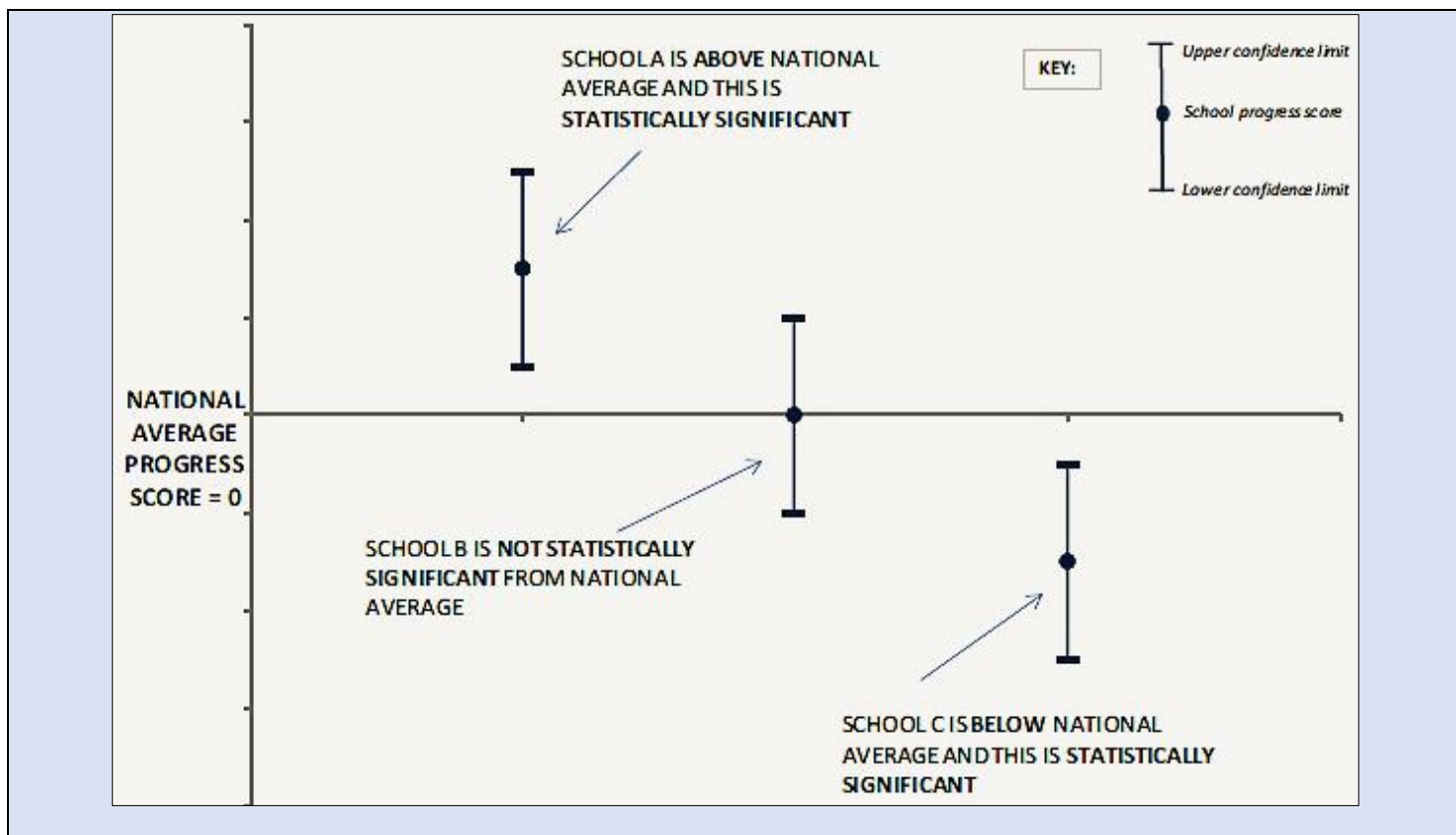
Percentiles	Reading	Writing	Maths
Top 5%	4.4 and above	3.8 and above	4.4 and above
Next 20%	1.8 to 4.3	1.6 to 3.7	1.8 to 4.3
Next 15%	0.8 to 1.7	0.8 to 1.5	0.7 to 1.7
Middle 20%	-0.5 to 0.7	-0.3 to 0.7	-0.6 to 0.6
Next 15%	-1.4 to -0.6	-1.3 to -0.4	-1.7 to -0.7
Next 20%	-3.8 to -1.5	-3.9 to -1.4	-4.2 to -1.8
Bottom 5%	-3.9 and below	-4 and below	-4.3 and below

A school's progress scores need to be considered alongside the size of the confidence intervals before trying to interpret the data. The size of a confidence interval determines whether a school's data is classed as 'statistically significant'; i.e. whether it is significantly above, significantly below, or broadly in line with national averages. The results of schools with smaller cohorts have wider confidence intervals to help compare their data with larger schools. Imagine rolling a double six and then doing the same again! Are you lucky or could it be that the dice are biased? As you roll the dice more times, the answer should start to become clearer.

Similar reasoning applies to the results of cohorts as they become larger. If there are 90 Y6 pupils and school has high (or low) progress scores, it is more likely to suggest that it is related to the quality of teaching and learning. However, if there are only 5 pupils in Y6, a high or low progress score may be due to particular circumstances that may not be under the school's control; perhaps 2 of the pupils arrived in the middle of Y6 with complex special needs.

Trends over 3 years help with interpreting data, particularly for smaller schools. If 1 pupil in a group of 10 doesn't meet the expected standard, a school's figures fall by 10% but in a group of 30 pupils, this would only reduce figures by 3%. Small schools are more likely to have results which vary over time, due to the effect that 1 or 2 pupils' results have on them

Confidence intervals and statistical significance



Floor and coasting standards do not apply if there are: less than 11 eligible Y6 pupils; less than half of pupils in the cohort with KS1 data; less than 6 pupils in the progress measure for any subject. They do not apply to new schools in their first full year such as a sponsored academy after reopening. Schools below the floor standard or meet the coasting definition will not be confirmed until December when the performance tables are published.

Floor standard for 2017: A school is above the floor if 65% of eligible pupils met the expected standard in reading, writing and maths combined or sufficient progress scores were matched in all 3 subjects; -5 or better in reading and maths, and -7 or better in writing. This is unchanged from 2016. No schools will be confirmed as below the floor until the performance tables are published in December. **There are no floor standards at KS1.**

Coasting schools are based on 3 consecutive years of not meeting the standard.

- In 2015, the coasting standard was met if: 85% of pupils reached L4+ in reading, writing and maths combined or the proportion of pupils making expected progress in any of 3 subjects was achieved; this was reading 94%, writing 97% or maths 93%.
- In 2016, the coasting standard was met if: 85% of pupils achieved the expected standard in reading, writing and maths combined or progress scores were met in all 3 subjects; this was - 2.5 or better in reading and maths, and -3.5 or better in writing.
- In 2017, the coasting standard will be met if: 85% of pupils achieved the expected standard in reading, writing and maths combined or the progress scores are met in all 3 subjects. Progress scores for the coasting standard in 2017 will not be released until later in the autumn term.