Key Stage 2 Test Data 2018

Cohort Summary								
Pupils	Boys	Girls	Low prior attainers	Middle prior attainers	High Prior attainers	EAL	SEN	Ever FSM
30	18	12	2	14	13	1	3	2

RWM	CS 2018	CS 2017	Herts	National
% of pupils achieving expected standard	80%	52%	66%	64%
% of pupils achieving higher standard	3%	7%	13%	10%

	Reading		Writing		Maths	
	2018	**2017**	**2018**	**2017**	**2018**	**2017**
Progress Score	-2.02	-3.07	0.01	-2.23	-1.43	-3.29

(Please read supporting document to understand this table)

Reading	CS 2018	CS 2017	Herts	National
% achieving expected standard	90%	76%	79.2%	75%
% achieving a high standard	23%	17%	33.5%	28%
Average scaled score	104.4	103.4	106.1	105

Writing	CS 2018	CS 2017	Herts	National
% achieving expected standard	90%	76%	79%	78%
% working at greater depth	20%	17%	24.2%	20%

GPS	CS 2018	CS 2017	Herts	National
% achieving expected standard	90%	76%	80.1%	78%
% achieving a high standard	20%	17%	37.2%	34%
Average scaled score	104.8	104	106.8	106

Maths	CS 2018	CS 2017	Herts	National
% achieving expected standard	87%	72%	76.8%	76%
% achieving a high standard	10%	17%	26.8%	24%
Average scaled score	104.4	103	104.9	104

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Key Stage 1 Teacher Assessment Data 2018

RWM	CS 2018	CS 2017	Herts	National
% achieving expected standard	76%	69%	68%	65%
% working at greater depth	7%	14%	15%	12%

Reading	CS 2018	CS 2017	Herts	National
% achieving expected standard	86%	83%	78%	75%
% working at greater depth	24%	21%	31%	26%

Writing	CS 2018	CS 2017	Herts	National
% achieving expected standard	76%	69%	72%	70%
% working at greater depth	24%	17%	20%	16%

Maths	CS 2018	CS 2017	Herts	National
% achieving expected standard	83%	76%	78%	76%
% working at greater depth	21%	24%	26%	22%

Key Stage 1 Phonics Data

	CS 2018	CS 2017	Herts	National
% working at required standard	93%	93%	84.3%	82.5%

Attainment at end of EYFS

	CS	Herts	National
% Pupils achieving "GLD"	72%	72.8%	71.6%
ELG Average	1.93		
Average Total Points	32.9		

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How we calculate progress measures

The progress measures compare pupils' key stage 2 results to those of other pupils nationally with similar prior attainment.

Our first step is to put all pupils nationally into groups based on their key stage 1 results, so that we have groups of pupils who have similar starting points to each other. We do this by working out a pupil's average performance at key stage 1 across reading, writing and mathematics. We allocated points to key stage 1 teacher assessments to create a key stage 1 average point score for these pupils. Pupils with similar average point scores are then allocated to prior attainment groups. Further details of this are in pages 14-17 of the technical guidance.

Our second step is to identify pupil's key stage 2 achievements.

For reading and mathematics, key stage 2 test results are reported as scaled scores between 80 and 120, with 100 as the national standard. The scaled score for each subject is used as the pupil's key stage 2 outcome in the progress score calculation.

For writing progress scores, pupils were allocated points for each of the three teacher assessment key stage 2 categories (page 20-21).

Our third step is to calculate individual pupil's progress scores. Progress scores are calculated for individual pupils for the sole purpose of constructing a school's progress 2 score. We will not publish pupils' progress scores. We will only publish the school's progress scores.

The calculation is as follows:

• We take the individual pupil's key stage 2 result (for example in reading).

• We compare this to the national average key stage 2 attainment for pupils with similar key stage 1 average points scores to them.

• A pupil's progress score is the difference between their actual KS2 result and the average result of those in their prior attainment group.

• If Emily, for example, received 102 in reading at KS2 and the average KS2 reading score for her prior attainment group was 101 - her progress score would be +1.

Our final step is to create a school level progress score. We do this by adding together the progress scores of all the pupils in year 6 and dividing by the number of pupils in the school.

We repeat this process for each of reading, writing and maths. Schools will have three progress scores:

• Average progress in mathematics;

• Average progress in reading; and

• Average progress in writing.

There is no aggregated (overall) key stage 2 progress score.

Interpreting progress scores

Progress scores will be centred around 0, with most schools within the range of -5 to +5.

• 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.

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• A **negative score** means pupils in this school on average **do worse** at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.

For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

DFE Primary accountability: summary of new progress measures **September 2016**

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