

Beverley St Nicholas Community Primary School

2017 Assessment Results

Early Years Foundation Stage

Children are defined as having achieved a 'Good Level of Development' if they achieve at least the expected level in:

- The Early Learning Goals (ELGs) in the three prime areas of learning (Personal, Social and Emotional Development; Physical Development; and Communication and Language).
- The ELGs in the specific areas of Mathematics and Literacy

School Good Level of Development 81% (Local Authority 2016 69.5%)

Year 1 Phonics

The Year 1 phonics screening check is a short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It identifies the children who need extra help so they are given support by the school to improve their reading skills. Children who have not met the standard in Year 1 retake the assessment in Year 2.

Number of pupils achieving expected standard 32 out of 43-93% (national 81%)

Key Stage 1 (Year 2)

In 2016 the system of assessing and reporting results in Key Stage 1 changed. The children undertook a series of tests and these, together with class based evidence gathered over the year, were used to inform teacher assessment results for Reading and Maths. The children also received a level based upon teacher assessment for Writing and Science. As part of the new assessment system, an 'expected standard' has been established and children are judged as to whether they are working 'at the expected standard' or are 'working at greater depth' in Reading, Writing and Maths. Children are judged purely on whether they are working 'at the expected standard' in Science.

	Working at the expected standard or above	Expected standard national	Working at greater depth	Greater depth national
Reading	85%	75.8%	40%	25.3%
Writing	80%	68.4%	25%	15.7%
Maths	80%	75.3%	28%	20.5%

Key Stage 2 (Year 6)

The children in Year 6 undertake a series of statutory tests in the Summer term. These assess the children in the following areas:-

- Reading
- Grammar, Punctuation and Spelling
- Maths

In addition, a grade is submitted for Writing based upon teacher assessment.

In 2016, the tests and criteria for assessment changed to reflect the more challenging expectations of the new National Curriculum. The way in which results were reported also changed, with children given a 'scaled score' linked to their test result. A scaled score of 100 indicates that a child has met the 'expected standard' and a scaled score of 110 indicates that a child has achieved a 'high score'. Though there is a separate test for Grammar, Punctuation and Spelling, Writing has continued to be assessed by teacher assessment. Pupils' writing evidence has been judged to assess whether a child is working 'at the expected standard' or working at 'greater depth within the expected standard'.

	Reading	Writing	Maths	Grammar, Punctuation and Spelling	Reading, Writing and Maths combined
% of pupils achieving the expected standard	65%	76%	76%	84%	62%
National % of pupils achieving the expected standard	71%	76%	75%	77%	61%
% of pupils achieving a high score (greater depth)	35%	30%	35%	41%	19%
National % of pupils achieving a high score	25%	18%	23%	31%	9%
Average scaled score	105		107	108	
National average scaled score	104		104	106	
Average progress	-2.4	-1.2	-0.6		

