

KS1 SATS Results 2016

The percentage breakdown is as follows.

KS1 (Year 2) SATs Percentage Breakdown 2016



End of Key Stage 1 Outcomes
Y3 - All Pupils (60 pupils)

12 September 2016

Y3 (60 pupils)	Teacher Assessment							Test Scaled Scores			
	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
Reading	1 (1.7%)*		4 (6.7%)	3 (5.0%)	26 (43.3%)	26 (43.3%)	52 (86.7%)	1 (1.7%)*	7 (11.7%)	52 (86.7%)	101.2
Writing	1 (1.7%)*		4 (6.7%)	7 (11.7%)	32 (53.3%)	16 (26.7%)	48 (80.0%)	60 (100%)*			-
Mathematics	1 (1.7%)*		2 (3.3%)	4 (6.7%)	30 (50.0%)	23 (38.3%)	53 (88.3%)	1 (1.7%)*	5 (8.3%)	54 (90.0%)	106.0
Science	5 (8.3%)*				55 (91.7%)		55 (91.7%)				-

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent) and Has Not Met for Science.

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

The percentage breakdowns are based on the Teacher Assessment because these take precedent in the Year 2 SATS over the tests.

Please note % may not equal 100% because of rounding.

W – Working towards Level 1

At KS1 a child is equivalent to approximately to 1.6%

KS2 SATS Results 2016

The percentage breakdown is as follows.

KS2 (Year 6) SATs Percentage Breakdown 2016



End of Key Stage 2 Outcomes
Y7 - All Pupils (30 pupils)

12 September 2016

Y7 (30 pupils)	Teacher Assessment									Test Scaled Scores			
	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	Average
Reading				1 (3.3%)	2 (6.7%)	3 (10.0%)		24 (80.0%)		1 (3.3%)	5 (16.7%)	24 (80.0%)	105.7
Writing				1 (3.3%)	3 (10.0%)		3 (10.0%)	17 (56.7%)	6 (20.0%)	1 (3.3%)	5 (16.7%)	24 (80.0%)	106.6
Mathematics				2 (6.7%)		6 (20.0%)		22 (73.3%)		2 (6.7%)	5 (16.7%)	23 (76.7%)	107.0
Science						5 (16.7%)		25 (83.3%)					

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (30 pupils)	Expected Standard	Higher Standard
All Pupils	21 (70.0%)	5 (16.7%)

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

Please note % may not equal 100% because of rounding.

At KS2 a child is equivalent to approximately 3%

KS2 Individual Subjects Attainment

<u>Subject</u>	<u>% of Children achieving expected Standard</u>	<u>% of children achieving a high standard</u>
Reading	80%	33%
Writing	77%	20%
Maths	77%	30%
Grammar, Punctuation & Spelling	80%	37%

KS2 Progress Measures Scores

<u>Subject</u>	<u>Progress Score</u>
Reading	1.8
Writing	Not Yet Available
maths	2.4

Interpreting progress scores

Progress scores are 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.

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