

# WARWICK BRIDGE SCHOOL KS2 ASSESSMENT DATA AND COMPARISONS – 2016

## PART 1 – TEST RESULTS

Test results for Reading, SPaG, and Maths were converted from a 'raw test score' to a 'standardised score'. Pupils had to attain a standardised score of 100 or more to be judged to have 'met the standard'. Those who scored 110 or more are judged to have attained a 'high score'. Writing assessments are combined with Reading and Maths to show what percentage of pupils have 'met the standards' across all three subjects (i.e passed all 3). The target for all schools is 65%. As you can see, and was widely reported in July, only 53% of pupils nationally attained this standard.

Subject	MATHS	READING	SPaG	WRITING (TA)	R/W/M
National %	70%	66%	72%	74%	53%
Avg Score	103	104	103	n/a	
<b>Warwick Bridge %</b>	<b>83%</b>	<b>61%</b>	<b>74%</b>	<b>83%</b>	<b>57%</b>
<b>Warwick Bridge Avg</b>	<b>105.3</b>	<b>102</b>	<b>105.4</b>	<b>-</b>	
COUNTY %	67%	68%	70%	68%	
COUNTY AVG	102	103	103	n/a	

PUPILS WITH 'HIGH' SCORES >110			
	MAT	READ	SPaG
Warwick Bridge	26%	17%	39%
COUNTY	13%	20%	18%
ENGLAND	17%	19%	22%

**SUMMARY:** *WBS pupils performed better than county and national results in Maths and SPaG. High score pupils were better than county and national results in Maths and SPaG whilst Reading high scores were very close to the averages. Several children found Reading very challenging throughout their education, especially inference, deduction and understanding of text in a formal assessment rather than the classroom setting. This is reflected in the overall SAT Reading score.*

## PART 2 – TEACHER ASSESSMENT RESULTS

School versus County versus England – percentage of pupils at each TA standard

		HNM	WTS	EXS	GDS
MATHS	Warwick Bridge	17	n/a	83	17
	COUNTY	25	n/a	75	n/a
	ENGLAND	22	n/a	78	n/a
READING	Warwick Bridge	26	n/a	74	21
	COUNTY	23	n/a	77	13
	ENGLAND	20	n/a	80	15
WRITING	Warwick Bridge	17		83	9
	COUNTY	32	n/a	68	n/a
	ENGLAND	26	n/a	74	n/a
SCIENCE	Warwick Bridge	0	n/a	100	n/a
	COUNTY	20	n/a	80	n/a
	ENGLAND	19	n/a	81	n/a

HNM = has not met    WTS = Working towards    EXS = Meeting the standard    GDS = exceeding

WTS could only be awarded in writing.

For all other subjects pupils either had, or hadn't, achieved the assessed standard.

**SUMMARY: Once again WBS pupils are better than county and national levels in Maths, SPaG and Writing. The Reading TA are higher than the actual SAT test. The wording of the Reading SAT test was measured by a ZPD level of over 7.0. The majority of WBS Y6 pupils would have been reading ZPD level books of 5.0 – 6.0. There is a need, therefore, to increase pupils' comprehension skills and understanding of texts they are reading. Developing this higher level critique skill in Reading is a main part of the school Development Plan.**

It's also worth taking a look at the following if you have time, for further background on teacher assessment:

1. News report highlighting writing data anomalies  
<http://schoolsweek.co.uk/councils-launch-investigation-after-ks2-results-show-worrying-trend/>
2. Chart comparing Local Authority Writing scores to SPaG results. Cumbria is on the '70% SpaG' line.  
<https://public.tableau.com/profile/rebecca.allen#!/vizhome/shared/FCKJG85TB>
3. <http://educationdatalab.org.uk/2016/09/consistency-in-key-stage-2-writing-across-local-authorities-appears-to-be-poor/> - this is the actual report to go with the chart above in 2.

### PART 3: PUPIL PROGRESS MEASURES

Pupil progress is measured from the end of KS1 to the end of KS2. The system used this year is designed to overcome the problem created by moving from 'Levels' to 'Standardised Scores'.

How it is calculated:

1. Take pupils KS1 grades as levels in Reading, Writing, Maths. Each of these has an associated numerical value.
2. Add the values together and divide by 3 to get the Average Points Score.
3. Use this to allocate pupil into an achievement band. This, in turn places them into a 'predicted KS2 results' band. This will generate a numerical scaled score target for the KS2 tests.
4. Subtract the target score from the actual score. Negative = insufficient progress; positive = progress.
5. Calculate the average for all 'eligible pupils' in the school.
6. Report this average with a confidence interval – if the confidence interval is 'all positive' then the progress result is significantly above average; all negative is significantly below. If it straddles zero, the school's progress is 'broadly average'.

Ideally, progress should be positive, individually and as a school average. Anything above zero is 'good', but the confidence interval will indicate 'how good'.

'Floor targets' are used to decide if a school has made 'sufficient progress'. To be 'above the floor target' the following progress scores are required: Maths must be higher than (-5), Writing must be higher than (-7), Reading must be higher than (-5)

Progress measures: KS1 to KS2	Warwick Bridge
Reading progress score (confidence interval in brackets)	-2.6 (-5.2 to 0)
% of eligible pupils included in the reading progress measure	100%
Writing progress score (confidence interval in brackets)	-1.1 (-3.7 to 1.5)
% of eligible pupils included in the writing progress measure	100%
Maths progress score (confidence interval in brackets)	0.6 (-1.6 to 2.8)
% of eligible pupils included in the maths progress measure	100%

An important notes on floor targets for small schools:

'If 65% or more pupils achieved the expected standard in reading, writing and maths then these sufficient progress thresholds do not come into play. That school is above floor. If fewer than 65% of pupils achieved the expected standard in reading, writing and maths then the school's progress scores will be compared against these thresholds. In this situation, the school needs to match or exceed all thresholds to be in the safe zone. However, there are certain circumstances where floor standards do not apply:

- there are fewer than 11 eligible pupils at KS2
- fewer than 50% of pupils have KS1 assessments that can be used to establish prior attainment groupings
- There is insufficient KS2 attainment information because there are fewer than 6 pupils with results in a particular subject.

In addition, please note that if your school falls below the 65% EXS attainment threshold and only falls below one of the three 'sufficient progress' threshold then you would need to be significantly below average progress in that subject, not just below, which provides an extra cushion.'

Source: <http://sigplus.blogspot.co.uk/2016/09/update-on-primary-floor-standards-and.html>

#### **OVERALL SUMMARY OF OUR DATA:**

***The progress measures indicate that WBS pupils have made above average progress in Maths from the end of KS1 to the end of KS2. The negative scores in the Reading and Writing assessments mean that progress is below the expectation. The 2016 SATs are the first tests of the New Curriculum 2014, (NC 2014). This NC 2014 has significantly raised the expectations of all pupils in all subjects that are tested at SATs and Teacher Assessment.***

***However, confidence levels in Writing and Maths for the school straddle 0 and move in to positive figures thus suggesting that the progress in these two subjects moved in the right direction. The confidence level for Reading reaches to 0 which indicates that the school is very close to the national standard.***

***The data indicates that WBS are not significantly below national progress averages, but there is some catching up to be done if we judge the progress from KS1 'old style' SATs to the NC 2014 SATs at the end of KS2.***

***Looking at the indicators for 'sufficient progress', Warwick Bridge School pupils are above the 'Floor Targets' in Reading, Writing and Maths. This means that the progress made has been sufficient for the 2016 cohort of Y6 pupils. Moving from 'sufficient progress' to 'above national progress' must be an aim of WBS. A note of caution is that as these results are the first in a new system of measuring academic achievement there may be changes to the ways in which attainment is calculated. And by comparing two different systems it is not always fair on the pupils taking the assessments.***