

ACHIEVEMENT

ATTAINMENT AND PROGRESS 2016 – 17

Validated 2016 data and **Unvalidated 2017**

Early Years Foundation Stage Profile - School Data Pack 2017 page 15

	School		National (2017 emerging)	Local Authority (2017)
	2016	2017		
% Achieving Expected Level for All Prime Areas	67%	71%	78%	79%
% Achieving Expected Level in all ELG	57%	61%	-	-
% Achieving Good Level of Development	63%	64%	70.7%	70.2%
Average Points Score	30.5	31.9	34.5	35.1

Year 1 Phonics Screening Check – School Data Pack 2017 page 23, RAISEonline 2016 page 48-52

Working at or above	School		National (2017 emerging)	Local Authority (2017)
	2016	2017		
% Year 1 working at or above	80%	77%	81%	81%
% Year 2 (Pupils who re-sat the test) working at or above	60%	14%	61.6%	58%
% All pupils (Year 1 and Year 2)	77%	65%	-	78%
% Working at or above by the end of Year 2	91%	73%	91% (2016)	92%

Attainment – Key Stage 1 Expected Standard - School Data Pack 2017

page 27, RAISEonline 2016 page 36-37

		School		National (2017 emerging)	Local Authority (2017)
		2016	2017		
Expected Standard	Reading	74%	77%	76%	79%
Expected Standard	Writing	78%	69%	68%	73%
Expected Standard	Maths	78%	81%	75%	79%
Expected Standard	Science	78%	69%	83%	84%
Expected Standard	Reading, Writing and Maths	74%	69%	64%	69%

Attainment – Key Stage 1 Greater Depth School Data Pack 2017 page 27, RAISEonline

2016 page 36-37

		School		National (2017 emerging)	Local Authority (2017)
		2016	2017		
Greater Depth	Reading	22%	23%	25%	33%
Greater Depth	Writing	17%	19%	16%	22%
Greater Depth	Maths	17%	23%	21%	26%
Greater Depth	Reading Writing and Maths	13%	15%	11%	16%

Attainment – Key Stage 2 Expected Standard - School Data Pack 2017

page 45, RAISEonline 2016 page 9-10

		School		National (2017 emerging)	Local Authority (2017)
		2016	2017		
Expected Standard	Reading	41%	52%	71%	76%
Expected Standard	Writing (TA)	77%	76%	76%	80%
Expected Standard	Maths	41%	68%	75%	78%
Expected Standard	Science (TA)	77%	72%	82%	85%
Expected Standard	RWM - Combined	27%	48%	61%	65%
Expected Standard	Grammar, Punctuation and Spelling	50%	56%	77%	78%

The percentage of pupils reaching the expected standard in reading, writing and maths (combined measure) is in-line with the national figure.

Attainment – Key Stage 2 Greater Depth - School Data Pack 2017 page 46,

RAISEonline 2016 page 9-10

		School		National (2017 emerging)	Local Authority (2017)
		2016	2017		
Greater Depth	Reading	9%	8%	25%	27%
Greater Depth	Writing (TA)	14%	20%	18%	20%
Greater Depth	Maths	5%	8%	25%	27%
Greater Depth	RWM - Combined	5%	0%	9%	10%
Greater Depth	Grammar. Punctuation and Spelling	9%	16%	22%	22%

The year 6 teacher is a Local Authority moderator which supports the rigour and validity of writing teacher assessment judgments.

Average scaled score - RAISEonline 2016 page 11, 15, 18 & 19, schools own data shared with DfE through 'Tables Checking' exercise.

	School		Expected Standard	National 2016
	Validated 2016	Unvalidated 2017		
Reading	98.3	98	100	102.6
Writing	-		-	-
Maths	98.5	101	100	103
G,P,S	99.5	101	100	104
R,W,M	-		-	-

Progress

Key Stage 1 – Key Stage 2 - RAISEonline 2016 page 8, School Data Pack 2017 page 58, schools own data shared with DfE through 'Tables Checking' exercise.

	Validated School 2016	Unvalidated School 2017	Validated LA 2016	Floor standard 2016
Reading	-0.93	-2.95	+0.59	Above -5

	Validated School 2016	Unvalidated School 2017	LA 2016	Floor standard 2016
Writing	+2.81	+3.12	+0.54	Above -7

	Validated School 2016	Unvalidated School 2017	LA 2016	Floor standard 2016
Maths	-2.22	-0.56	+0.01	Above -5

Individual pupil level progress scores are calculated in comparison to other pupils nationally. Nationally the average progress score is zero.

- A score of 0 means pupils in Carville, on average, do about as well as those with similar prior attainment nationally.
- A positive score means pupils, on average, do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils, on average, do worse at key stage 2 than those with similar prior attainment nationally. A negative score doesn't necessarily mean a school is below the floor.

Progress continued – 2017 unvalidated

Progress	Below Floor Standard						Above Floor Standard															
											0											
Reading	-10	-9	-8	-7	-6	-5	-4	-2.95	-3	-2	-1	National average progress	1	2	3	4	5	6	7	8	9	10
Writing	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	1		2	+3.12	3	4	5	6	7	8	9	10
Maths	-10	-9	-8	-7	-6	-5	-4	-3	-2	-0.56	-1		1	2	3	4	5	6	7	8	9	10

Floor standard

The floor standard is the minimum standard for pupil attainment and/or progress that the government expects schools to meet.

In 2017, a school was above floor standard if:

- At least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- the school achieves sufficient progress scores in **all three** subjects.

To be above the floor, Carville needs to meet either the attainment **or** all of the progress elements.

48% of pupils met the 'expected standard', but the school has a progress score of -2.95 in reading, +3.12 in writing and -0.56 in mathematics.

Carville Primary School is above the floor standard.