

ACHIEVEMENT

ATTAINMENT AND PROGRESS 2017 – 18

Validated 2017 data and Validated 2018

Early Years Foundation Stage Profile - School Data Pack 2018 page 15

	School		National 2018	Local Authority (2018)
	2017	2018		
% Achieving Expected Level for All Prime Areas	71%	72%	-	-
% Achieving Expected Level in all ELG	61%	67%		
% Achieving Good Level of Development	64%	67%	72%	73%
Average Points Score	31.9	33.4	34.6	35.4

Year 1 Phonics Screening Check – School Data Pack 2018 page 23,

Working at or above	School		National 2018	Local Authority (2018)
	2017	2018		
% Year 1 working at or above	77%	76%	83%	84%
% Year 2 (Pupils who re-sat the test) working at or above	14%	56%	61%	60%
% All pupils (Year 1 and Year 2)	65%	71%	79%	80%
% Working at or above by the end of Year 2	73%	85%	92%	92%

Attainment – Key Stage 1 Expected Standard - School Data Pack 2018

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		School		National 2018	Local Authority (2018)
		2017	2018		
Expected Standard	Reading	77%	54%	75%	78%
Expected Standard	Writing	69%	54%	70%	73%
Expected Standard	Maths	81%	58%	76%	79%
Expected Standard	Science	69%	54%	83%	85%
Expected Standard	Reading, Writing and Maths	69%	54%	65%	69%

Attainment – Key Stage 1 Greater Depth School Data Pack 2018 page 29

		School		National 2018	Local Authority (2018)
		2017	2018		
Greater Depth	Reading	23%	12%	26%	31%
Greater Depth	Writing	19%	15%	16%	20%
Greater Depth	Maths	23%	15%	22%	27%
Greater Depth	Reading Writing and Maths	15%	8%	12%	15%

Attainment – Key Stage 2 Expected Standard - School Data Pack 2018

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		School		National 2018	Local Authority (2018)
		2017	2018		
Expected Standard	Reading	52%	65%	75%	77%
Expected Standard	Writing (TA)	76%	70%	78%	82%
Expected Standard	Maths	68%	52%	76%	78%
Expected Standard	Science (TA)	72%	62%	83%	85%
Expected Standard	RWM - Combined	48%	52%	64%	68%
Expected Standard	Grammar, Punctuation and Spelling	56%	61%	78%	78%

Attainment – Key Stage 2 Greater Depth - School Data Pack 2018 page 48

		School		National 2018	Local Authority (2018)
		2017	2018		
Greater Depth	Reading	8%	17%	28%	29%
Greater Depth	Writing (TA)	20%	22%	20%	24%
Greater Depth	Maths	8%	9%	24%	24%
Greater Depth	RWM - Combined	0%	9%	10%	11%
Greater Depth	Grammar. Punctuation and Spelling	24%	17%	34%	36%

Average scaled score - School Data Pack 2018 page 47

	School		Expected Standard	National 2018
	Validated 2017	Validated 2018		
Reading	98	103	100	105.1
Maths	101	101	100	104.4
G,P,S	101	102	100	106.2

Progress

Key Stage 1 – Key Stage 2 - School Data Pack 2018 page 58, schools own data shared with DfE through ‘Tables Checking’ exercise.

	Validated School 2017	Unvalidated School 2018	Validated LA 2018	Floor standard 2018
Reading	-2.8	-2.48	+0.15	Above -5

	Validated School 2017	Unvalidated School 2018	LA 2016	Floor standard 2016
Writing	+3.12	-0.68	+0.67	Above -7

	Validated School 2017	Unvalidated School 2018	LA 2016	Floor standard 2016
Maths	-0.56	-3.9	+0.31	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	Below Floor Standard						Above Floor Standard															
							0															
Reading	~10	-9	-8	-7	-6	-5	-4	-2.48	-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	-0.68	-1		1	2	3	4	5	6	7	8	9	10
Maths	~10	-9	-8	-7	-6	-5	-3.9	-4	-3	-2	-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 2018, a school is 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.

46% of pupils met the 'expected standard', but the school has a progress score of -2.48 in reading, -0.68 in writing and -3.9 in mathematics.

Carville Primary School is above the floor standard.