

Standardised Assessment Tests – 2016-2017 Outcomes

Children need to achieve a scaled score of 100+ in order to meet the expected standard; a score of less than 100 would mean that the standard has not been met. Children deemed as working significantly below age related expectations are not required to take part in these 'Standardised Assessment Tests' and therefore were not entered.

Children are assessed in Spelling, Punctuation and Grammar, Reading and Maths using Standardised Assessment Tests, however, writing and Science are both assessed using teacher assessment.

Reading

	<i>2016 Percentage</i>	<i>2017 Percentage</i>
<i>Expected standard met Excluding dual role</i>	<i>50%</i>	<i>100%</i>
<i>Of which scored higher than 100 Excluding dual role</i>	<i>37.5%</i>	<i>100%</i>

	<i>2016 Percentage</i>	<i>2017 Percentage</i>
<i>Expected standard met Including dual role</i>	<i>45.45%</i>	<i>80%</i>
<i>Of which scored higher than 100 Including dual role</i>	<i>36.36%</i>	<i>100%</i>

Grammar

	<i>2016 Percentage</i>	<i>2017 Percentage</i>
<i>Expected standard met Excluding dual role</i>	<i>56%</i>	<i>33.3%</i>
<i>Of which scored higher than 100 Excluding dual role</i>	<i>33.3%</i>	<i>100%</i>

	<i>2016 Percentage</i>	<i>2017 Percentage</i>
<i>Expected standard met Including dual role</i>	<i>50%</i>	<i>50%</i>
<i>Of which scored higher than 100 Including dual role</i>	<i>25%</i>	<i>66.7%</i>

Maths

	<i>2016 Percentage</i>	<i>2017 Percentage</i>
<i>Expected standard met Excluding dual role</i>	<i>23.08%</i>	<i>66.7%</i>
<i>Of which scored higher than 100 Excluding dual role</i>	<i>20%</i>	<i>33.3%</i>

	2016 Percentage	2017 Percentage
Expected standard met Including dual role	30.77%	50%
Of which scored higher than 100 Including dual role	50%	33.3%

Writing (Teacher Assessed)

Entire cohort included	2016 Percentage	2017 Percentage
Working at the expected standard	50%	50%
Working towards the expected standard	31.25%	40%
Working at Pre-key stage	18.75%	10%

Science (Teacher Assessed)

Entire cohort included	2016 Percentage	2017 Percentage
Working at the expected standard	50%	50%
Working towards the expected standard	50%	50%

All Pupils

Some children are deemed as being 'pre-key stage' and in line with the 2017 Key Stage 2 Access and Reporting Arrangements document, these pupils do not have to take part in the assessments. It is possible for pupils to be pre-key stage in one or more of the assessment areas. Such a judgement is validated by teacher assessment, practice materials and previous moderated academic data. In 2016-2017, there were 4 pupils recorded as 'below level' in all 3 assessments (reading, Spelling, Punctuation & Grammar (SPaG) and Maths), there was also 1 pupil recorded as 'below level' in just one area, who was able to access the other 2 assessments. Projections included 11 pupils, Teacher assessments in writing and science included 10 pupils (1 pupil left before this time), all pupils in SATs data consists of 9 pupils (the number on roll during SATs week). Data including these pupils is displayed below.

Reading

Notes: 4 BTA pupils (2 pre-key stage)	2017 Percentage
Expected standard met Excluding dual role	50%
Of which scored higher than 100 Excluding dual role	25%

Notes: 9 pupils (5 pre-key stage)	2017 Percentage
Expected standard met Including dual role	44.4%
Of which scored higher than 100 Including dual role	44.4%

Grammar

<i>Notes: 4 BTA pupils (1 pre-key stage)</i>	2017 Percentage
<i>Expected standard met Excluding dual role</i>	25%
<i>Of which scored higher than 100 Excluding dual role</i>	25%

<i>Notes: 9 pupils (4 pre-key stage)</i>	2017 Percentage
<i>Expected standard met Including dual role</i>	44.5%
<i>Of which scored higher than 100 Including dual role</i>	22.2%

Maths

<i>Notes: 4 BTA pupils (1 pre-key stage)</i>	2017 Percentage
<i>Expected standard met Excluding dual role</i>	50%
<i>Of which scored higher than 100 Excluding dual role</i>	25%

<i>Notes: 9 pupils (4 pre-key stage)</i>	2017 Percentage
<i>Expected standard met Including dual role</i>	22.2%
<i>Of which scored higher than 100 Including dual role</i>	11.1%

Writing (Teacher Assessed)

<i>Entire cohort included</i>	2016 Percentage	2017 Percentage
<i>Working at the expected standard</i>	50%	50%
<i>Working towards the expected standard</i>	31.25%	40%
<i>Working at Pre-key stage</i>	18.75%	10%

Science (Teacher Assessed)

<i>Entire cohort included</i>	2016 Percentage	2017 Percentage
<i>Working at the expected standard</i>	50%	50%
<i>Working towards the expected standard</i>	50%	50%