

Summary of School Data – Updated September 2016

This is a summary of the key school data for 2016. Information for previous years can also be found on this page of the website. You may also wish to look at the DFE School League Tables (link also on this page) to consider comparisons with other schools.

EYFS – 68% of pupils made a good level of development compared to the national average of 69% and our school level of 63% in 2015.

Year 1 Phonics – 83% of pupils met the expected level compared to 79% last year and 81% nationally.

Year 2 Phonics – 19 pupils had to do the test again as a result of not meeting the expectation last year or having not completed the test at their previous school. Of these 10 (53%) passed compared to 45% last year and 66% nationally.

In 2016, Year 2 and 6 SATs tests were assessed in a new way with old levels (Level 2, Level 4 etc) being replaced with just two performance indicators. Children were deemed to either be at the expected standard for Year 2 or Year 6 or not at the standard. In addition some children were deemed to be working at greater depth. This is effectively the equivalent of the old Level 3 at KS1 and Level 5 or 6 in KS2 ie those children working at a much higher level. The expectations of the new assessments were much greater than in previous years so no direct, meaningful, comparison can be made. For example, in 2015 80% of pupils nationally achieved level 4 (the old expected level) in reading, writing and maths. In 2016 only 53% of pupils nationally achieved the new expected outcome which reflects the significant rise in expectations.

Year 2 Attainment (SATs)

Year 2 SATs	AS 2016 (school)	AS 2016 (national)	GD2016 (school)	GD 2016 (national)
R, W and M	60%	60%	8%	9%
Reading	72%	74%	19%	24%
Writing	66%	66%	12%	13%
GPS	N/A	N/A	N/A	N/A
Maths	80%	73%	21%	18%

AS = At Standard, GD = Greater Depth

In Year 6 two additional outcomes are reported. In the three tests undertaken children are given scaled scores with 100 being the expected outcome. The figures below indicate the school average scaled score with the national outcome in brackets. Writing outcomes don't have a scaled score as they were teacher assessed. Progress outcomes are based on a scale whereby a score of zero represents expected progress and anything above this being greater than expected progress. As you will note we had a negative figure for writing. The school was moderated for writing in 2016 and this had a significant impact on outcomes. While our outcomes are probably reasonably accurate

many schools, who were not under the same level of scrutiny, will have seemingly much better writing results. As you may have seen in the press there has been widespread concern around the accuracy of writing outcomes and in particular the interpretation by schools of the new higher expectations. The fact that Glebe were 16% above national averages in reading and 12% above in the spelling and grammar test suggest writing attainment and progress is far better than these outcomes indicate.

Year 6 SATs

Year 6 SATs	AS 2016 (school)	AS 2016 (national)	GD2016 (school)	GD 2016 (national)	Average Scaled Score (national in brackets)	Progress Measure
R, W and M	63%	53%	7%	5%	N/A	N/A
Reading	82%	66%	27%	19%	105 (103)	+1.6
Writing	70%	73%	8%	14%	N/A	-2.3
GPS	84%	72%	38%	22%	105 (104)	N/A
Maths	80%	70%	25%	17%	106 (103)	+0.8

AS = At Standard, GD = Greater Depth