

## ATTAINMENT OVER THE LAST 3 YEARS – NATIONAL AND SCHOOL

KS2 measures	National 2019	School 2019	National 2018	School 2018	National 2017	School 2017
Reading, writing and maths: expected	<b>65%</b>	70%	<b>64%</b>	67%	<b>61%</b>	54%
Reading, writing and maths: high	<b>11%</b>	17%	<b>10%</b>	19%	<b>9%</b>	3%
Reading test: expected	<b>73%</b>	77%	<b>75%</b>	91%	<b>72%</b>	73%
Reading test: high	<b>27%</b>	27%	<b>28%</b>	38%	<b>25%</b>	20%
Writing TA: expected	<b>78%</b>	83%	<b>78%</b>	88%	<b>76%</b>	90%
Writing TA: high	<b>20%</b>	27%	<b>20%</b>	25%	<b>18%</b>	20%
SPAG test: expected	<b>78%</b>	73%	<b>78%</b>	88%	<b>77%</b>	90%
SPAG test: high	<b>36%</b>	40%	<b>34%</b>	19%	<b>31%</b>	33%
Maths test: expected	<b>79%</b>	87%	<b>76%</b>	81%	<b>75%</b>	73%
Maths test: high	<b>27%</b>	43%	<b>24%</b>	31%	<b>23%</b>	23%
Reading: average scaled score	<b>104</b>	103	<b>105</b>	107.9	<b>104</b>	104.0
SPAG: average scaled score	<b>106</b>	105	<b>106</b>	104.4	<b>106</b>	107.1
Maths: average scaled score	<b>105</b>	106	<b>104</b>	106.1	<b>104</b>	103.2

These are provisional figures for 2019 and will be verified in December. The scaled score for a high standard remained at 110 for the fourth year. Around 20% of pupils taking the tests didn't gain enough marks for a scaled score, and another 3% of pupils were assessed as working below the level of the tests. It is worth noting that reading had the highest proportion of pupils entered for the test but scoring too few marks for a scaled score; this happened for 27% of boys and 20% of girls.

OFSTED HAS ADVISED CAUTION WHEN INTERPRETING A SCHOOL'S RESULTS AND GROUP DATA UNLESS NUMBERS ARE LARGE ENOUGH TO PROVIDE A MEANINGFUL ANALYSIS.

### ATTAINMENT BY GENDER – NATIONAL AND SCHOOL 2019

KS2 measures 2019	National - all	School - all	National - girls	School - girls	National - boys	School - boys
Reading, writing and maths: expected	<b>65%</b>	70%	<b>70%</b>	91%	<b>60%</b>	58%
Reading, writing and maths: high	<b>11%</b>	17%	<b>13%</b>	45%	<b>9%</b>	0%
Reading test: expected	<b>73%</b>	77%	<b>78%</b>	91%	<b>69%</b>	68%
Reading test: high	<b>27%</b>	27%	<b>32%</b>	55%	<b>22%</b>	11%
Writing TA: expected	<b>78%</b>	83%	<b>85%</b>	100%	<b>72%</b>	74%
Writing TA: high	<b>20%</b>	27%	<b>25%</b>	55%	<b>15%</b>	11%
SPAG test: expected	<b>78%</b>	73%	<b>83%</b>	91%	<b>73%</b>	63%
SPAG test: high	<b>36%</b>	40%	<b>41%</b>	64%	<b>31%</b>	26%
Maths test: expected	<b>79%</b>	87%	<b>79%</b>	91%	<b>78%</b>	84%
Maths test: high	<b>27%</b>	43%	<b>24%</b>	45%	<b>29%</b>	42%
Reading: average scaled score	<b>104</b>	103	<b>106</b>	108	<b>103</b>	101
SPAG: average scaled score	<b>106</b>	105	<b>107</b>	109	<b>105</b>	102
Maths: average scaled score	<b>105</b>	106	<b>105</b>	108	<b>105</b>	105

Nationally, girls outperformed boys in all subjects again in 2019 other than at the higher standard in maths. The largest gender gap continues to be in writing. Boys' attainment fell slightly further behind girls for reading in 2019. The largest pupil groups in most primary schools are by gender; the table above allows a school to compare the performance of boys and girls in 2019. If attainment gaps by gender are larger in school than nationally, and the number of boys and girls is sufficient, it may be worth reviewing KS2 data for previous years to see if it is a long-term pattern that needs to be addressed. If the KS2 gender gap is substantial, consider looking if the same gender gap is present at the end of the EYFS and KS1 and on the phonic checks. BE CAREFUL WHEN INTERPRETING SMALL GROUP SIZES.

### NATIONAL ATTAINMENT BY PUPIL CHARACTERISTICS 2019

Attainment measures	All pupils	Girls	Boys	EAL	Disadvantaged	FSM	SEND
Expected standard: R, W and M	65%	70%	60%	64%	51%	47%	22%
High standard: R, W and M	11%	13%	9%	11%	5%	4%	1%
Expected standard: Reading	73%	78%	69%	69%	62%	58%	36%
High standard: Reading	27%	32%	22%	24%	17%	15%	8%
Expected standard: Writing	78%	85%	72%	77%	68%	64%	34%
Greater depth: Writing	20%	25%	15%	19%	11%	10%	3%
Expected standard: SPAG	78%	83%	73%	80%	67%	63%	37%
High standard: SPAG	36%	41%	31%	43%	24%	22%	8%
Expected standard: Maths	79%	79%	78%	80%	67%	63%	41%
High standard: Maths	27%	24%	29%	32%	16%	14%	7%
Average scaled scores: reading	104	106	103	104	102	101	97
Average scaled scores: SPAG	106	107	105	108	104	103	98
Average scaled scores: maths	105	105	105	106	103	102	98

**Disadvantaged pupils** include those registered for FSM at any time in the last 6 years and looked after children. It doesn't include pupils eligible for the Service Premium.

**Free School Meals** include pupils registered for FSM on the school census in Jan 2019. **SEND** includes pupils registered as having either SEN support or statements / EHC plans on the school census in Jan 2019. **National averages for EAL and SEN** are much less likely to be useful for use by a school. EAL and SEN pupil groups have substantial variation within them; i.e. EAL includes newly arrived pupils with no English to those who are highly fluent; SEN includes pupils with complex learning difficulties to others with high attainment only in specific subjects. Progress against prior attainment is the best way to evaluate EAL and SEN performance.

OFSTED HAS ADVISED CAUTION WHEN INTERPRETING RESULTS UNLESS SCHOOL COHORTS AND PUPIL GROUPS ARE LARGE ENOUGH TO PROVIDE MEANINGFUL DATA.