

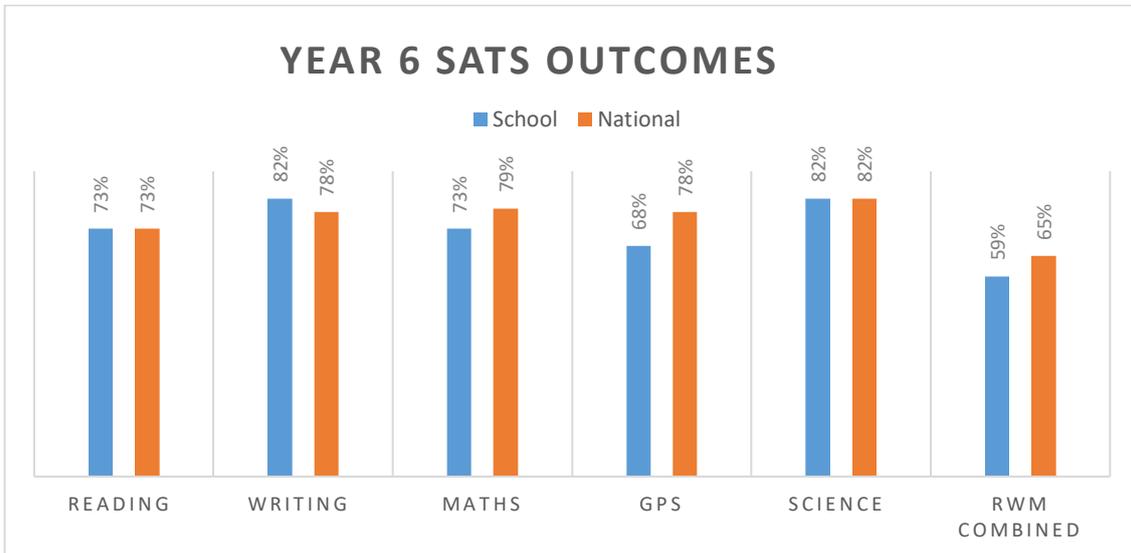
PAKEMAN PRIMARY SCHOOL

PUPIL OUTCOMES 2019

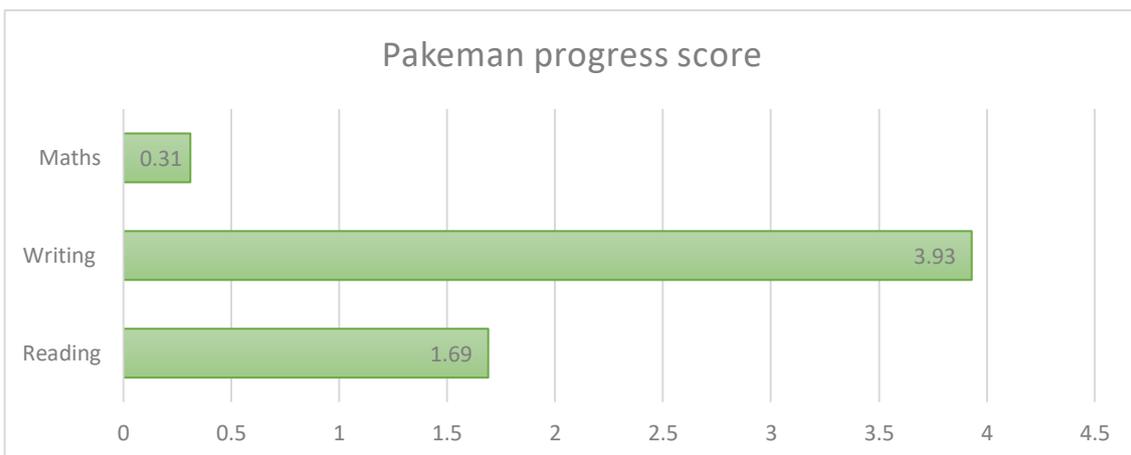
Introduction

Every year we publish information on the national tests our Year 6 pupils take in May. The tests are called SATs. They are used to judge the effectiveness of education in schools throughout the country. It takes time for the DfE to process and confirm national SATs data. We can now report on the outcomes of our 2019 Year 6 pupils.

Results at a Glance



The percentage of pupils who reached the expected standard or above and passed their SATs.

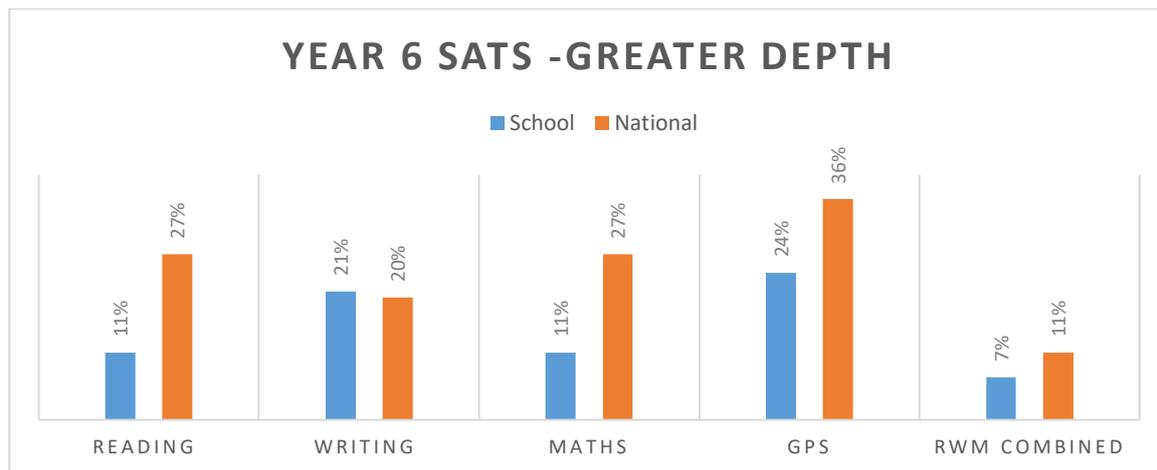


The table above shows the progress our children made between Year 2 and Year 6 which is only measured in these subjects. The national average is always represented as zero.

In order to calculate the school level progress measures, pupils' results (at KS2) are compared to the achievements of other pupils across the country who had a similar starting point (prior attainment). Prior attainment is based on teacher assessment judgements at key stage 1 (KS1). Schools have progress measures published for 3 subjects: reading, writing and maths.

If a school has a progress score of 0 this means that on average their pupils achieved similar results at the end of KS2 (end of year 6) to pupils in other schools with similar results at the end of KS1 (end of year 2). If a school has a positive progress score this means that on average their pupils made more progress than

pupils in other schools with similar results at the end of KS1. For example: a score of +3 in reading would mean that on average pupils at the school got 3 scaled score points more in the KS2 English reading test, compared to other pupils nationally with similar results at the end of KS1.



The percentage of pupils who attained highly in their SATs.

Average Scaled Score:

The average scaled score for the reading test was 102.4.

The average scaled score in the maths test was 101.9.

What are SATS?

SATS are compulsory, national tests set by the Government. Children across the country sit them in Year 6 every May.

Which subjects are tested and how?

Children sit SATs in the following subjects:

- Reading: A timed reading comprehension test.
- Writing: There is no single test. Outcomes are judged against a set of criteria which pupils need to demonstrate across a range of written work produced in class. Results are moderated by the borough.
- GPS: This means Grammar, Punctuation and Spelling. Pupils sit timed tests.
- Maths: Pupils sit timed tests in calculation and problem solving.

The 'combined' score in the tables above refers to pupils who reach the expected standard across all subjects.

How are SATS marked?

SATS test papers are externally marked. In each subject, the marks pupils get are then converted into a 'standardised score' that runs from 80-120. This enables comparison year on year, because even though individual SATs papers change, the standardised score is consistent. The pass mark, which is also referred to as 'achieving the expected standard', is always 100.

What is Greater Depth?

This term is used to describe pupils who attain highly in their SATs. To achieve 'greater depth' pupils must score 110 or more.

How is progress measured?

Progress scores show the amount of improvement a child has made in their reading, writing and maths over the course of Key Stage 2 (from the end of Year 2 to the end of Year 6). Pupils sit SATs tests in Year 2, which are marked by teachers and moderated by the borough. The school then arrive at a teacher assessment level for each child in reading, writing and maths. To create progress scores, each pupils' Year 6 SATs outcomes are compared to the results they got in Year 2. The average progress pupils make across the country each year is called zero (0). In individual schools, pupils can make more or less progress than the national average, leading to a positive or negative score.

Progress is in many ways the most important measure in SATs, as it demonstrates the quality of teaching and learning at our school over the four years pupils spend in Key Stage 2.

What are we doing to improve outcomes for our children?

We are always striving to improve what we do to ensure that our children achieve the best possible outcomes.

Maths

Throughout their time at Pakeman, our children develop positive attitudes to learning and make good progress as they move from Reception through to year 6. However, we recognise that progress rates in maths are slower than those in reading and writing. Over the past year, we have been working hard to ensure that children get high quality, consistent teaching in maths. This has involved making changes to the way we organise maths teaching, providing an intensive programme of training for staff and making a significant investment in mathematical resources to support children's learning. Outcomes in maths have already improved as a result but not enough. We are continuing to focus on maths this year and expect to see outcomes in line with or above national in 2020.

Greater Depth

We are always looking for ways to further increase the progress our children make. This year one of our school priorities is to increase the percentage of children achieving a higher level. We are working with the National Association for Able Children in Education (NACE) to look at ways of further developing challenge and enriching education for our children.

Further Information

The Government publish information about our school's performance: <https://www.compare-school-performance.service.gov.uk/school/100418/pakeman-primary-school/primary>

Please do get in touch with us if you want any further information.