

St Mary's C of E Aided Primary School

2018 Results

We would like to congratulate all of our children on their fantastic results this year and to thank their parents and carers for the support they have given to the children and our school which has enabled the children to achieve so highly and make the progress they have his year and through their Key Stages.

Early Years:

Children in the Early Years are assessed in three Prime Areas (personal, social and emotional development; physical development and communication and language) and four specific areas (literacy; mathematics; understanding the world and expressive arts and design). Each of these areas is composed of a number of aspects for example: communication and language has three elements: listening and attention; understanding and speaking.

9 children were assessed.

Good level of Development again rose this year with 67% of children achieving this.

Year 1 Phonics Screening Test:

11 children were assessed (equivalent to 9.1% each child) of which:

86% of our pupils achieved the expected standard (above both National and Local figures).

Year 2 Phonics Screening Test:

2 children was assessed this year and 50% met the target.

The overall percentage of Year 2 children who achieved the expected standard is 93%.

Key Stage One:

The following tables illustrate our Key Stage One results (25 children were assessed equivalent to 4%):

Working At the Expected Standard or Above:

Reading	School 2018	73%
	Stockton 2017	77.5%
	National 2017	75%
Writing	School 2018	82%
	Stockton 2017	72.3%
	National 2017	70%
Mathematics	School 2018	82%
	Stockton 2017	77%

	National 2017	76%
Science	School 2018	82%
	Stockton 2017	85%
	National 2017	83%
CRWM	School 2018	73%
	Stockton	68.4%
	National	-

Working At a Greater Depth within the Expected Standard:

Reading	School 2018	36%
	Stockton 2017	27%
	National 2017	25%
Writing	School 2018	27%
	Stockton 2017	18%
	National 2017	16%
Mathematics	School 2018	27%
	Stockton 2017	23%
	National 2017	21%
CRWM	School	27%
	Stockton	14%
	National	-

Key Stage Two:

The following tables illustrate our Key Stage Two results (16 children took the tests equivalent to 6.3%)

Achieving the Expected Standard or Above:

Reading	School 2018	100%
	Stockton 2017	72%
	National 2018	75%
Writing (TA)	School 2018	100%
	Stockton 2017	80%
	National 2018	78%
Mathematics	School 2018	100%
	Stockton 2017	78%
	National 2018	76%
Spelling, Punctuation & Grammar	School 2018	100%
	Stockton 2017	80%
	National 2018	78%
CRWM	School 2018	100%
	Stockton	70%
	National	64%

Achieving the Higher Standard or Above:

Reading	School 2018	56%
	Stockton	28%
	National	28%

Everyone is Special

Writing (TA)	School 2018	50%
	Stockton 2017	21%
	National 2017	20%
Mathematics	School 2018	44%
	Stockton	26%
	National	24%
CRWM	School 2018	31%
	Stockton	35%
	National	34%

Average Progress:

Progress measures aim to capture the progress made from the end of Key Stage One to the end of Key Stage Two. They are a type of value added measure. They do not include pupils who did not take the Key Stage One tests as their progress cannot be measured

Average progress in reading was 4.3

Average progress in writing was 4.5

Average progress in mathematics was 2.9

You will note that all data has not yet been released so some areas are compared with 2017 and others are left blank - . Should any parent or carer wish to discuss our results please do not hesitate to contact me.

Average Scaled Scores:

A child's scaled score is based on their raw score (the total number of marks scored in a test). Each year tests are developed to the same specification however, because the questions must be different, the difficulty of tests may slightly vary each year. The raw scores are therefore converted into a scaled score to enable accurate comparisons to be made about pupil performance over time.

A scaled score of 100 will always represent the Expected Standard. Children scoring 100 or more will have met the Expected Standard for the test.

Reading- 110.6

Mathematics- 108.7

Spelling, Grammar and Punctuation – 107.9

Mrs. E. Robertson
September 2018