

Information for Parents on our School Data

The Government use assessment data which we collect (so that we can plan children’s next steps of learning and give information to their next class teacher) and use it as a measure of school performance/accountability. This means that at the end of Reception, Year 2 and Year 6 there is data available for children’s performance nationally. We use this to compare the performance of our children to the national picture and to help us identify where we can improve our school. Governors look in detail at this data.

However in a small school, sometimes what the data can tell us is limited –for example, the performance of a cohort (year group) of 5 children can’t be statistically compared to a national set of figures – over the three years of the new KS2 SATS we still have less than a normal sized class of children taking the tests. Ofsted recognise this issue with statistics which can mean small schools can look amazing some years, and have “poorer” results other years as a single child can represent 20% (as in our 2017 data). So in their inspections, they look through the data over the years since the last inspection (often at least three years’ worth), as well as looking at other aspects of school life and at our last inspection, looking at 2012 to 2017 data, judged us as ‘good’ and were pleased with the progress and attainment children were making.

Small year group sizes can make it hard for parents to use one year’s worth of data to assess our performance. We are committed to transparency and so although the Government only ask us to make available the current year’s school data, we are giving you three years’ worth. We are also happy to explain what the information might mean.

EYFS Data – Good Level of Development – meaning children are making expected progress across all areas of the curriculum (or above) by the end of the Reception Year:

2016 (13 pupils – national -69%)	2017 (11 pupils - national – 71%)	2018 (14 pupils – national tbc)	3-yearly average
62%	82%	86%	77%

Year 1 Phonics Check

2016 (10 pupils – national -81%)	2017 (13 pupils - national – 81%)	2018 (12 pupils, national tbc)	3-yearly average
80%	92%	92%	88%

KS1 SATS

National average shown in ()	2016 (15 pupils)	2017 (9 pupils)	2018 (13 pupils) national tbc	3-yearly average
Reading	73% (74%)	56% (76%)	77%	69%
Writing	67% (66%)	56% (68%)	77%	67%
Maths	73% (73%)	56% (75%)	85%	71%

KS2 SATS

National average shown in ()	2016 (7 pupils)	2017 (5 pupils)	2018 (13 pupils)	3-yearly average
Reading	86% (66%)	80% (72%)	62% (75%)	76%
Writing	71% (74%)	80% (76%)	85% (78%)	79%
Maths	100% (70%)	100% (70%)	85% (76%)	95%

KS1 to KS2 Progress Scores

	2016 (15 pupils)	2017 (9 pupils)	2018 (13 pupils)	3-yearly average
Reading	0.3	-1.5	-0.72	-0.64
Writing	-4.1	-1.6	1.95	-1.25
Maths	3.9	0.1	0.01	1.34

Progress Scores look at the progress an average child makes between KS1 and KS2. Our progress scores place us in the 'average' band for primary schools – i.e. a child entering Christ Church CE Primary School will make an average amount of progress between the end of Year 2 and the end of Year 6, compared to all other schools nationally. 60% of all primary schools are in this average band.

Further Information about KS2 SATS in 2018:

62% of children achieved the expected standard in Reading, and 85% achieved expected standard in Writing and in Maths papers. 46% of children achieved the expected standard in all three areas. 8% of children achieved the higher standard (at greater depth) across the three areas.

The **average scaled score in Reading was 103** (national average in 2018 was 105) and the **average scaled score in Maths was 104** (national average in 2018 was 104). 100 is the mark to reach the expected level.

How we use this information:

In 2018-19 we have made reading Key Priority 1 on our School Development Plan – this was planned before the SATS as we felt as a staff team that we needed to ensure our less-confident readers read more challenging texts from many different authors – rather than reading authors they found 'easy'. Three children were one mark off expected level in 2018 Reading tests which would have changed our SATS results from 62% to 85% - however we feel even if they had got this extra mark and our SATS results in reading suddenly looked much higher than average – there is still work for us to do in giving all our KS2 children a wider experience of different authors and greater confidence in tackling different genres when reading. Our action plan details a range of opportunities to improve reading, from the appointment of a TA Reading Champion, staff training on guided reading and opportunities to work with a performance poet.

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