

St Nicholas CE Primary Academy – 2018 data set

This data covers the attainment of pupils in the 2018 key stage 1 national curriculum teacher assessments (TA), the phonics screening check and key stage 2 SATs

Pupils are assessed at the end of key stage 1 (Year 2) in reading, writing, maths and science. Pupils take tests (commonly referred to as SATs) in reading and maths and receive a teacher assessment (TA) in reading, writing, maths and science. We report only on TA in these statistics because test data is not submitted to the Department for Education.

Pupils take the phonics screening check at the end of year 1 (typically aged 6); pupils who do not meet the expected standard take the check again at the end of year 2 (typically aged 7).

This statistical information provides 2018 phonics screening check and Key Stage 1 Teacher Assessment results and Key Stage 2 SATs results for pupils here at St Nicholas CE Primary Academy against schools in England at national and local authority level.

KS1 Pupil attainment – 2018

All Pupils 2016 – 45 pupils 2017 – 51 pupils 2018 – 49 pupils	Expected standard %						Higher Threshold %					
	St Nicholas			National			St Nicholas			National		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	60.8	71.1	83.6	74.0	75.5	75.4	7.8	17.8	30.6	23.6	25.2	25.6
Maths	64.7	66.7	71.4	72.6	75.1	76.1	3.9	4.4	22.4	17.8	15.6	21.8
Writing	54.9	57.8	69.3	65.5	68.2	69.9	3.9	13.3	16.3	17.8	20.5	15.9

- Attainment in **reading** at St Nicholas **improved** for the third consecutive year.
- It **rose** by 12.5% compared to 2017, while the national picture remained broadly the same.
- In 2018, **30.6%** of pupils were working at greater depth in reading compared to 26% nationally. **An increase of 13% against the previous year** at St Nicholas, putting the school above the national trends for reading for the first time in 3 years.
- In **maths** TA, attainment at the expected standard at St Nicholas increased by 4.7 percentage points to 71.4 compared to 76% nationally.
- At **greater depth** in maths **the school has improved significantly** moving in line with the national picture. It has improved by 18 percentage points to 22% to be in line with the national outcomes of 22% at greater depth.
- In **writing** TA, 69% of pupils reached the expected standard, **an improvement of 11.5%** compared to 2017, while 16% of pupils were working at greater depth, an improvement of 3% against 2017 figures.
- **This means the school is in line with national outcomes for the first time in 3 years.**

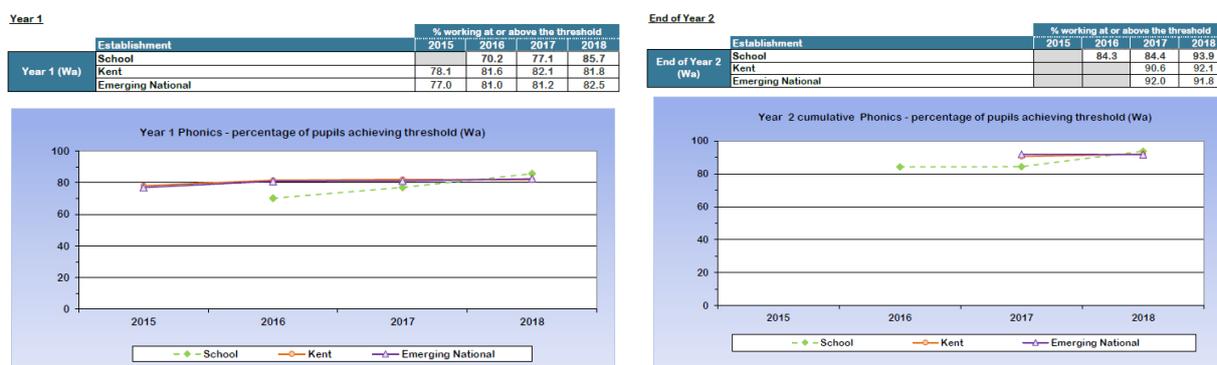
Year 1 Phonics progress measures

Year 1 % 32+	School	Kent	National
2015	51.7	78.1	77.0
2016	70.2	81.6	81.0
2017	77.1	82.1	81.2
2018	85.7	81.8	82.0

- This is the first year the school has exceeded national outcomes in the Year 1 phonics screen and the 3rd year in succession there has been an improvement in phonics.
- More than 4 in 5 pupils (85.7%) met the expected standard in the phonics screening check in year 1, an 8.6 percentage point increase from 2017.

- By the end of year 2, more than 9 in 10 pupils (93.9%) met the standard, an increase of 9.5 percent against 2017.
- The expected standard is a minimum mark of 32 out of 40 in the phonics screening check.

Phonics Screen - 3 year trend analysis



Early Year Foundation Stage Profile results

EYFS Trends	St Nicholas		LA		National	
	2017	2018	2017	2018	2017	2018
Good Level of Development	62.8	76.9	74.2	75.3	70.7	71.5
Prime Learning Goals	79.1	89.7	81.8	82.4	79.0	79.0
Specific Learning Goals	62.8	76.9	74.2	75.4	69.9	69.9
All Learning Goals	62.8	76.9	73.3	74.6	69.0	69.0

- The percentage achieving a good level of development has risen.
- The percentage of children achieving a good level of development has improved. 76.9% of children achieved a good level of development in 2018, an increase of 14.1 percentage points on 2017 and 5.4% above the national data set.
- The school is working at levels above the national picture for the first time for many years.
- The school received a full moderation of its EYFS data in July 2018.

EYFS Profile 2018	Emerging	Expected	Exceeding	At least Expected	National '17
Communication & Language					
Listening & attention	10.2	58.9	30.7	89.7	86.2
Understanding	7.69	61.5	30.7	92.3	85.9
Speaking	7.69	56.4	35.9	92.3	85.4
Literacy					
Reading	20.5	46.1	33.3	79.4	77.0
Writing	23.0	51.2	25.6	76.9	73.3
Mathematics					
Number	17.9	53.8	28.2	82.0	79.2
Shape, space & measures	10.2	58.9	30.7	89.7	81.6
Achieved a Good Level of Development				76.9	70.7

- The percentage of children achieving at least the expected level within each of the 17 early learning goals has improved across the school as a whole.
- Reading, writing and numbers continue to be the 3 goals with the lowest percentage of children achieving at the expected level or above and this mirrors the national picture.

KS2 Test data – 2018

All Pupils	Expected Standard						GDS					
	St Nicholas			National			St Nicholas			National		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	53.3	58.3	61.0	65.6	71.0	75.0	15.6	20.8	22.4	18.7	25.0	28.0
Maths	48.9	64.6	43.0	69.7	75.0	76.0	4.4	8.3	4.1	16.6	23.0	24.0
Writing	60.0	75.0	71.4	74.0	76.0	78.0	4.4	25.0	20.4	14.7	18.0	20.0
SPaG	-	-	46.9	77.0	73.0	78.0	-	-	12.2	23.0	31.0	34.0

- Nationally 64% of pupils reached the expected standard in all of reading, writing and maths in 2018.
- At St Nicholas the RWM combined is 37%.
- Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to writing teacher assessment (TA) frameworks. In 2017, 61% of pupils reached the expected standard compared to 53% in 2016.
- In reading, 61% of pupils reached the expected standard in 2018, up by 2.7 percentage points from 2017.
- In maths, 43% of pupils reached the expected standard, down by 21.4 percentage points.
- In grammar, punctuation and spelling (GPS), 47% of pupils reached the expected standard, this is the first year of reporting SPaG outcomes.

Average scaled score: England, 2016-2018 (all schools)	2018	St Nicholas
Reading test	105	102
Maths test	104	98
GPS test	106	101

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test are excluded from the calculation.

Attainment levels in mainstream academies and free schools as a group were broadly similar to those in local authority maintained mainstream schools. However, within the academies group, converter academies had a higher proportion of pupils achieving the expected standard than the average for all state funded mainstream schools. This difference may be explained by the fact that schools that choose to convert to academies are typically high performing schools. On the other hand sponsored academies (such as St Nicholas), which as a group are below the average for state-funded mainstream schools, are typically low performing before their conversion to academy status.

Table 6: Attainment by type of school, England, 2018 (State- funded mainstream schools)

Type of school	Reading, writing, and maths	
	Reaching the expected standard:	Reaching the higher standard:
LA maintained schools	65%	10%
Academies and free schools	64%	10%
Of which:		
Sponsored academies	57%	7%
Converter academies	67%	11%
Free schools	61%	12%
All schools	64%	10%