

KS2

Attainment (Test)

Children reaching expected standard in all core areas (greater depth) in brackets)

	School	National
Reading Writing and Maths combined	78% (9%)	61% (5%)
Reading	96% (29%)	71% (19%)
Writing	87% (22%)	76% (15%)
Maths	96% (18%)	75% (17%)
Grammar/Punctuation/Spelling	96% (38%)	77% (23%)

Attainment (Teacher assessment)

	School	National
Reading	95%	79%
Writing	87% greater depth 22%	76%
Maths	95%	77%
Science	89% greater depth 24%	82%
RWM	86%	

Progress measures

Any score around 0 (-0.9 to +0.9) means pupils at Clifton do, on average) as well as those children, of similar attainment at Keys stage 1 (Infants), nationally.

A score of +1 (or more) means that Clifton is doing better than similar schools nationally.

A score of -1 (or more) means that Clifton is not doing as well as other similar schools / children.

	School	National
Reading	+5.6	
Writing	+2.3	
Maths	+4	
Grammar/Punctuation/Spelling	+4.3	

Average Scaled scores

Interpreting the scaled scores At Key Stage 2, test results have been reported as scaled scores, with 100 as the 'expected standard' in reading, spelling, punctuation and grammar and mathematics. The expectation is of an average scaled score to be 100; anything above that figure is positive, whilst below 100 represents an area for action. The table below indicates our school performance when compared to the national average:

	School	National
Reading	107.4	104
Writing	102.3	
Maths	106.4	104
Grammar/Punctuation/Spelling	108.4	106

High level of attainment

Higher level of attainment (Greater depth) refers to the number of children who, whilst working within their year group, are working at a higher level than their peers

	School	National
Reading, Writing and Maths (combined)	9%	5%
Reading	29%	25%
Writing	22%	18%
Maths	18%	23%
Grammar/ Punctuation/ Spelling	38%	31%

Groups KS2 progress

Data based upon results and summary provided by the DFE September 2016

		Reading		Writing		Maths		GPS	
SEND	Expected Progress / +	<u>9/9</u>	<u>100%</u>	<u>6/9</u>	<u>67%</u>	<u>9/9</u>	<u>100%</u>		
	Attainment	9/9	100%	7/9	78%	9/9	100%	8/9	90%
PPG (8/21-38% SEND)	Expected Progress / +	<u>18/21</u>	<u>90%</u>	<u>17/21</u>	<u>81%</u>	<u>20/21</u>	<u>95%</u>		
	Attainment	20/21	95%	15/21	71%	20/21	95%	19/21	90%
Non – PPG (6/28 – 21% SEND)	Expected Progress / +	<u>11/28</u>	<u>39%</u>	<u>14/28</u>	<u>50%</u>	<u>13/28</u>	<u>46%</u>		
	Attainment	25/28	89%	24/28	86%	24/28	86%	17/27	60%

Results for KS2

SEND and PPG children (38% of whom are SEND) made greater progress in Reading, writing and maths than NON – PPG children

The attainment of PPG children was greater than that of NON-PPG in writing

School performance 2016 2017

EYFS	School data	National (2017)
% achieving a good level of development (GLD)	75.6%	69.3%
Y1 – phonics screening	School data	National (2016)
% Achieving the expected standard	71%	81%
Year 2	School data	National (2016)
Reading	67% (18%)	74%
Writing	62% (18%)	65%
Maths	67% (13%)	73%
GPS	59% (11%)	