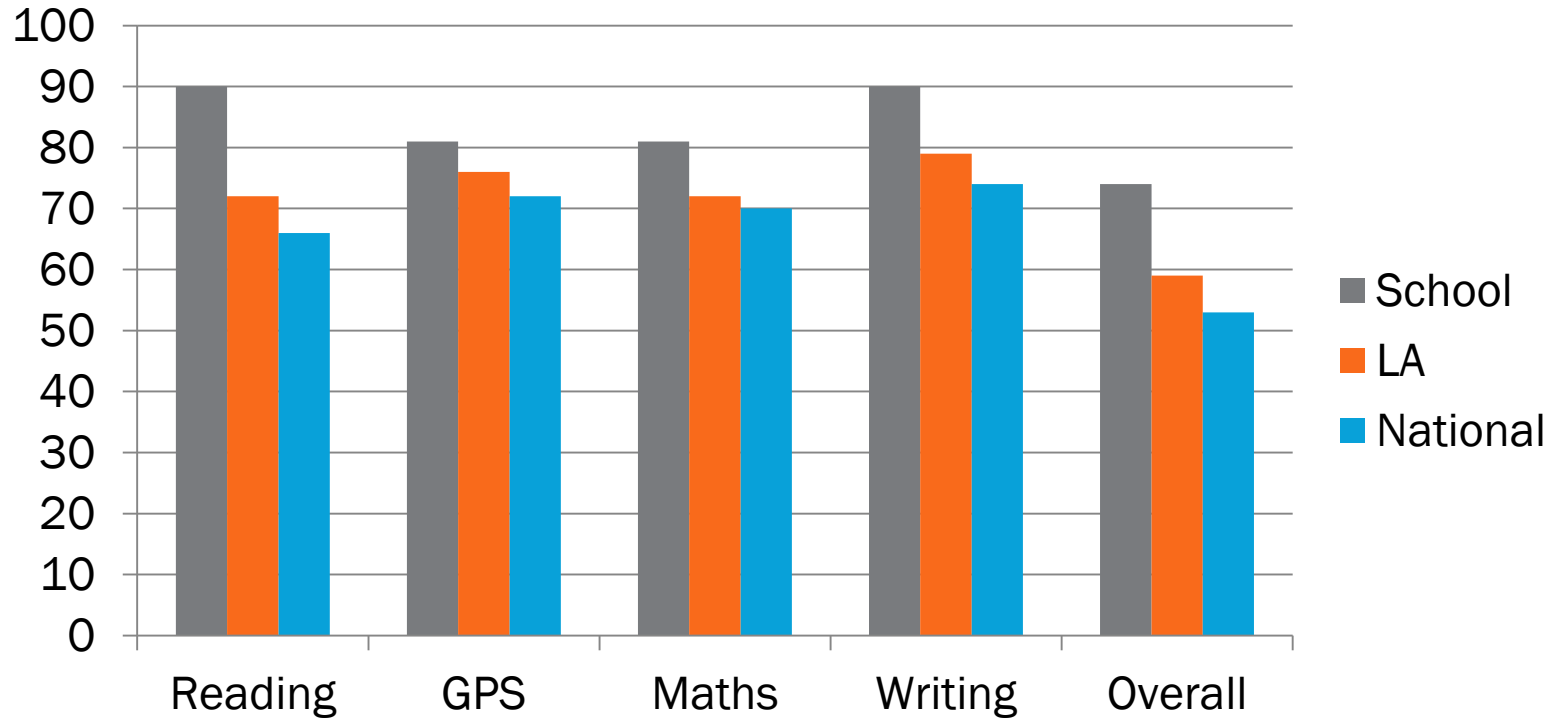


**BISHOP WOOD C OF E  
JUNIOR SCHOOL**  
KS2 RESULTS 2016

# GLOSSARY

GPS	Grammar, Spelling, Punctuation
LA	Local Authority
SS	Scaled score
Rd	Reading
Wr	Writing
Ma	Maths
RWM	Reading, Writing and Maths combined
EXS	Expected standard

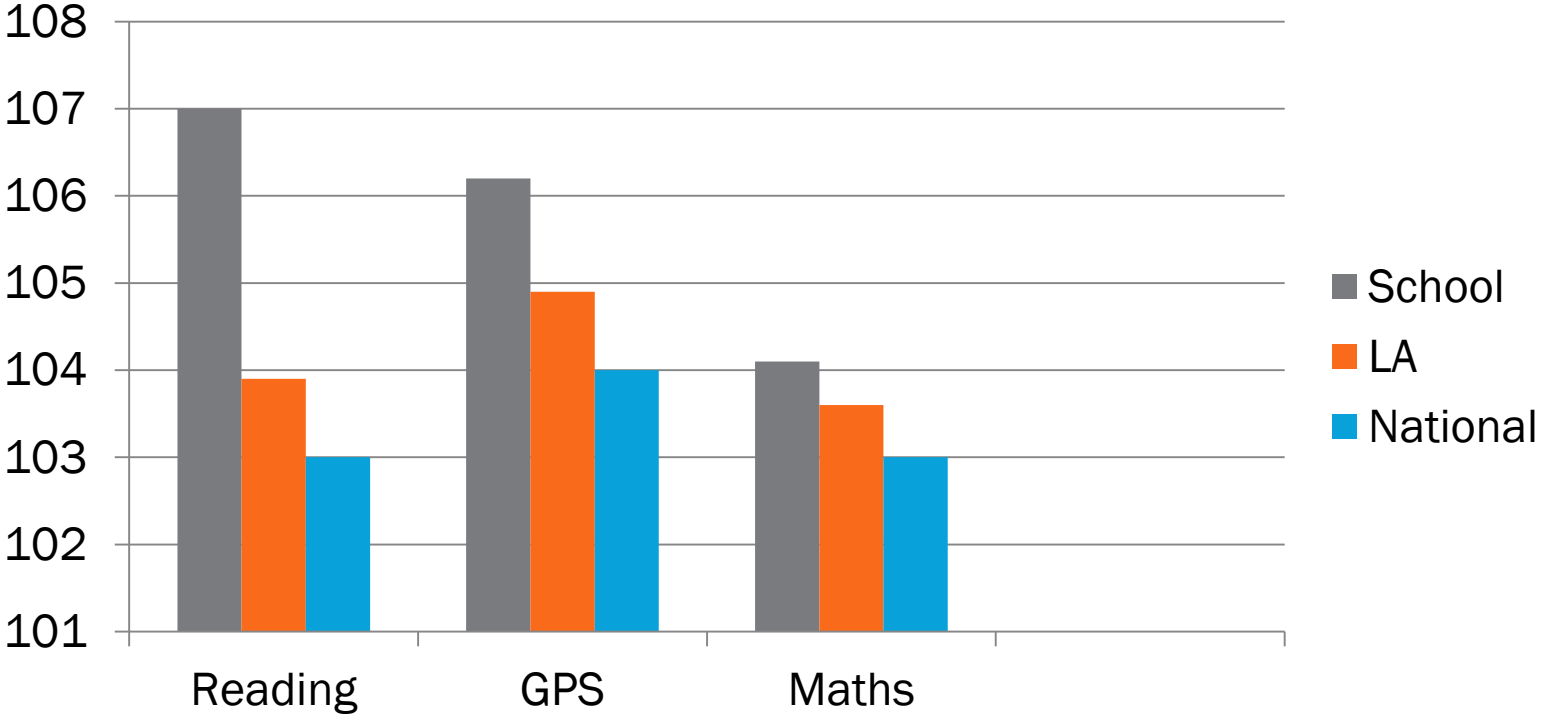
# PERCENTAGE ACHIEVING EXPECTED STANDARD




# PERCENTAGE ACHIEVING EXPECTED STANDARD

- The standard of the new National Curriculum assessments taken at the end of Year 6 has been raised significantly.
- It has been significantly more challenging for pupils to achieve age related expectations in 2016
- Bishop Wood pupils achieved above the national figure for all areas: Reading, English Grammar, Spelling and Punctuation Maths, and Writing.
- Bishop Wood pupils achieved above the national figure in Reading, Writing and Maths combined (school 74% national 53%). This exceeds the ATTAINMENT floor target (65%) but falls into the provisional COASTING category as this is very high at 85%. When the final figures are published I believe this will have to be adjusted. A school is deemed to be below floor if it falls below all of the floor targets for progress and attainment for three consecutive years.
- Hertfordshire is a very high achieving authority and Bishop Wood's outcomes exceed all local figures.

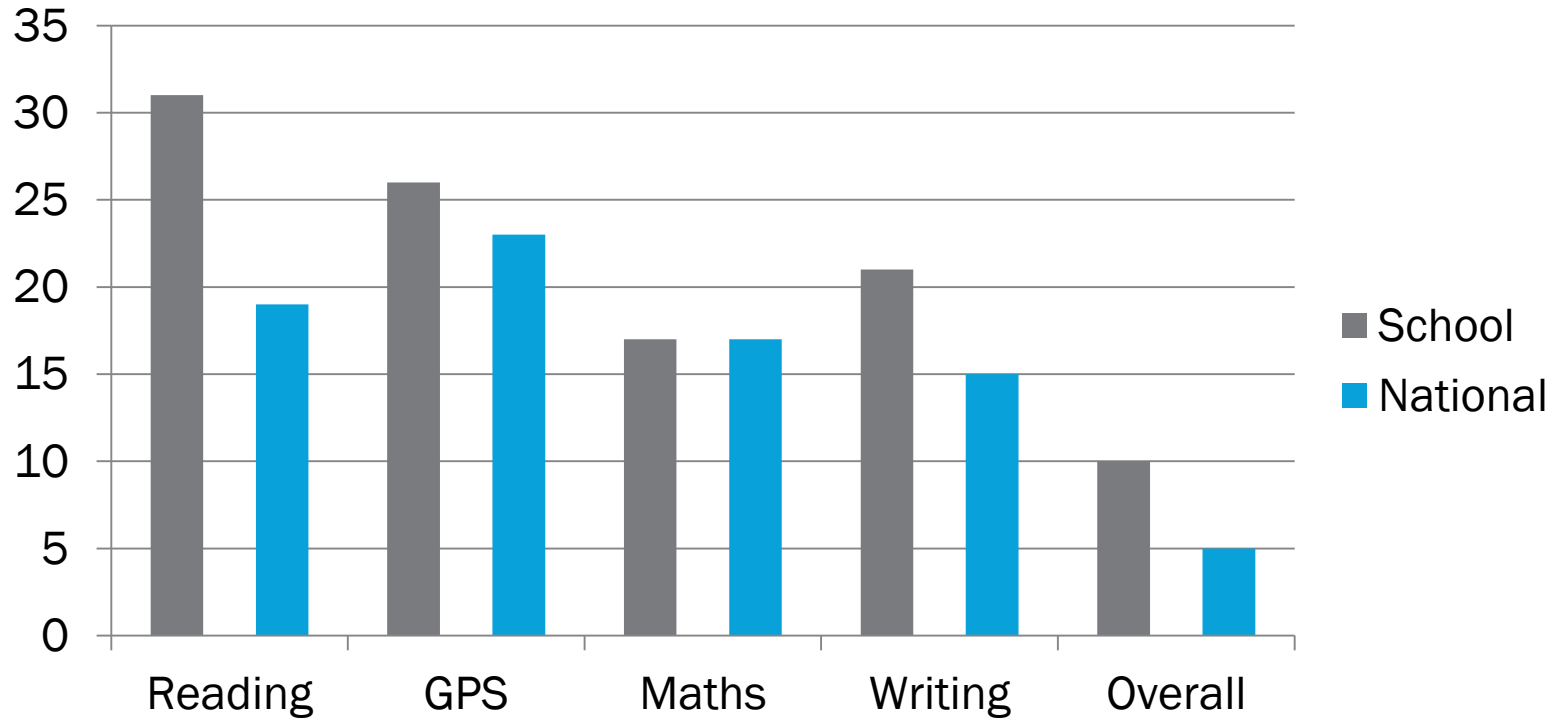
# AVERAGE SCALED SCORE




# AVERAGE SCALED SCORES

- In 2016 scaled scores replaced the old system of levels. It is not a standardised score but to have achieved the expected standard (EXS) children have to achieve a scaled score of 100 or more.
  - A measure of the percentage of pupils achieving a higher standard is indicated by pupils who achieved a scaled score of above 110 in the tests for Reading and Mathematics and have been teacher assessed to be working at greater depth (GDS) in Writing.
  - The higher standard accountability measure is a combined one. Bishop Wood achieved 10% in 2016 compared to the national figure of 5%.
  - Bishop Wood exceeds the national figure for average scaled scores in Reading, Grammar Spelling and Punctuation and Maths.
  - The percentage of pupils achieving a high standard of achievement is above national in most areas except Maths where it is at the same level.
- 

# PERCENTAGE OF HIGH LEVEL OF ATTAINMENT

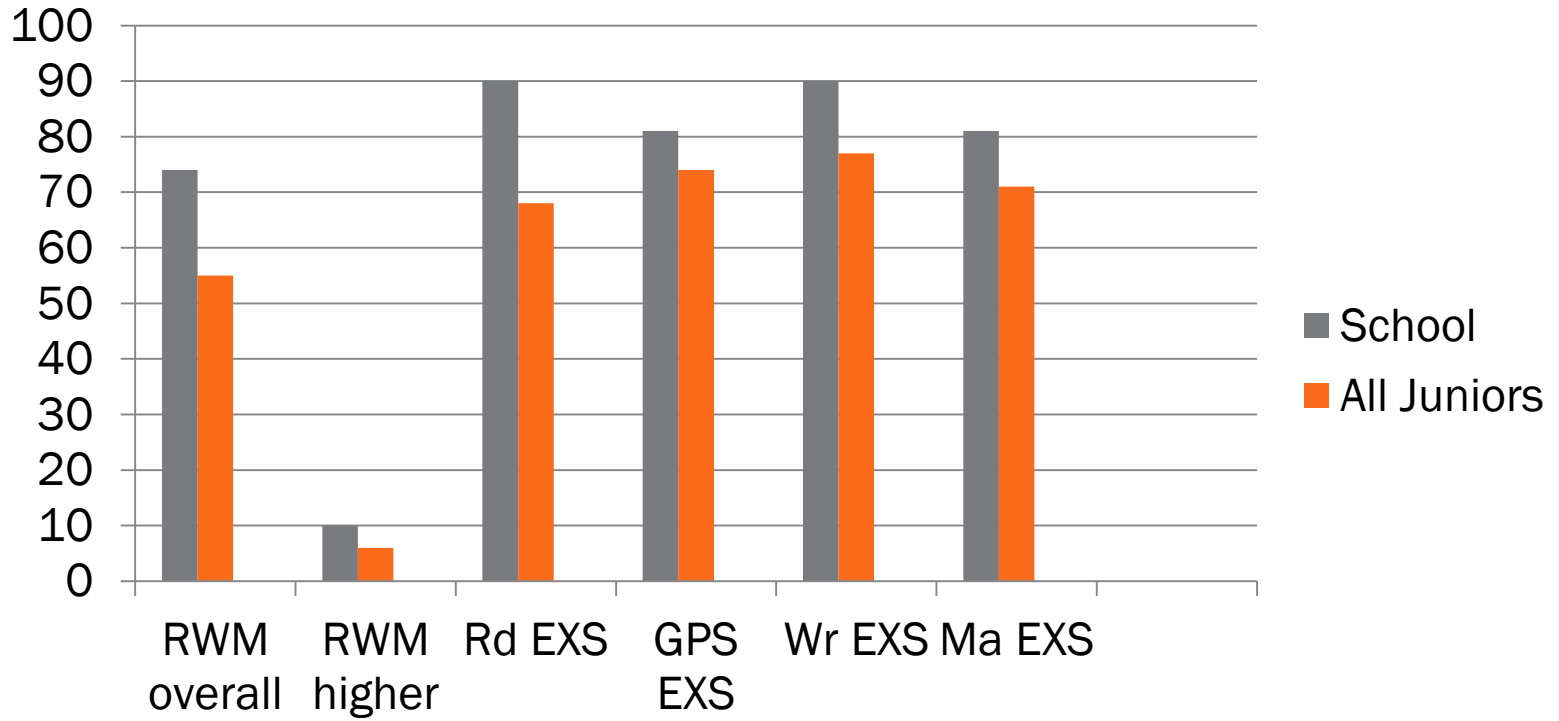


# COMPARISON WITH ALL JUNIOR SCHOOLS

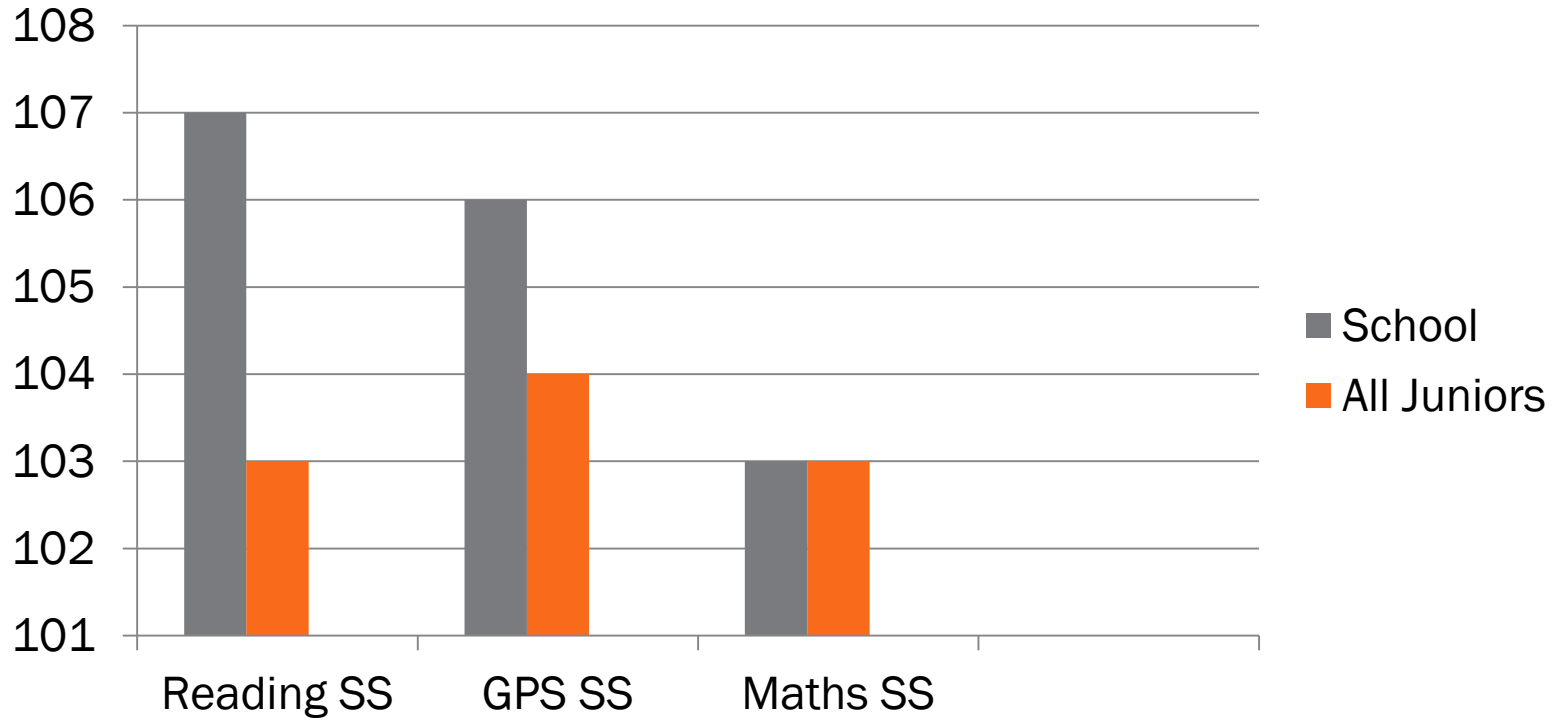
- An interesting comparison is the school's performance in relation to all junior schools nationally.
  - Bishop Wood School is performing favourably compared to all junior schools nationally .
  - The Maths scaled score however is at the same level as all junior schools nationally.
- 



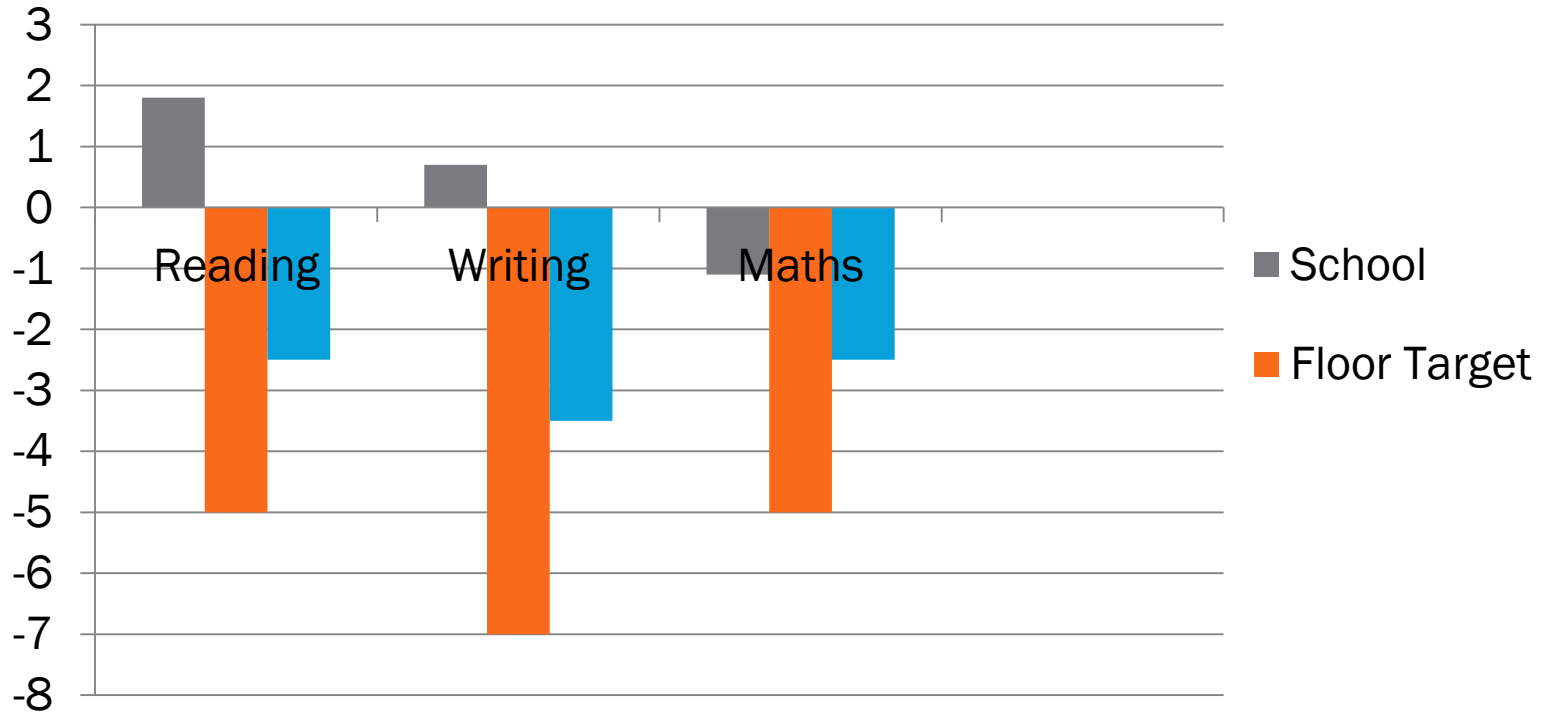
# COMPARISON WITH ALL JUNIOR SCHOOLS



# COMPARISON WITH ALL JUNIOR SCHOOLS



# PROGRESS FROM KS1 TO KS2



# PROGRESS MEASURES

- Progress is always a more demanding accountability measure in discrete junior schools like ours who do not have ownership over the KS1 outcomes.
- Progress measures have changed in 2016. The KS1 SAT outcome is awarded a score and then the scaled score at the end of KS2 is used as the measurement of progress for each subject.
- Schools can have negative progress scores and be neither coasting or below progress floor targets.
- To be below the floor targets for PROGRESS a school must achieve -5 in Reading, -7 in Writing and -5 in Maths.
- To be a deemed “coasting” a school needs to be below -2.5 for Reading, -3.5 for Writing and -2.5 for Maths. (provisional figures)
- Bishop Wood is above floor targets and coasting measures in progress in 2016

# PROGRESS SCORES (SIMILAR SCHOOLS)

Percentiles	Reading	Writing	Maths
Top 5%	4.6 and above	4.4 and above	4.3 and above
Next 20%	<b>1.8 to 4.5</b>	1.9 to 4.3	1.6 to 4.2
Next 15%	0.7 to 1.7	0.8 to 1.8	0.6 to 1.5
Middle 20%	-0.6 to 0.6	<b>-0.5 to 0.7</b>	-0.6 to 0.5
Next 15%	-1.6 to -0.7	-1.6 to -0.6	<b>-1.6 to -0.7</b>
Next 20%	-4.0 to to -1.7	-4.8 to -1.7	-4.0 to -1.7
Bottom 5%	-4.1 and below	-4.9 and below	-4.1 and below

# SCHOOL IMPROVEMENT PRIORITIES

IN THE DRIVE TO OUTSTANDING THE FOCUS WILL BE ON:

## ACHIEVEMENT

By raising the proportions of pupils attaining the new age related expectation in Reading, Writing and Maths combined by the end of KS2.

By further raising attainment in Mathematics and Grammar, Spelling and Punctuation.

By providing more opportunities for learners to demonstrate writing at greater depth.

Maximising progress and attainment for vulnerable learners

## TEACHING AND LEARNING

In all classes and learning situations to ensure consistently good and outstanding practice.

Teachers will revisit and refine best practice in higher order skills of assessment for learning in relation to self assessment, peer assessment, learning partners, target setting and next step feedback.

To ensure that teaching strategies in Literacy and Numeracy continue to impact positively on outcomes for learners



# **SCHOOL IMPROVEMENT PRIORITIES**

**IN THE DRIVE TO OUTSTANDING THE FOCUS WILL BE ON:**

## **LEADERSHIP AND MANAGEMENT**

**Through continuing to strengthen subject leadership in all areas of the curriculum.**

**By developing sophistication around performance appraisal processes across the school.**

**By forensically evaluating leadership at all levels against the inspection criteria and identifying next steps for all.**

