

FSP % Achieving at least Expected Standard (Gender)

	2015						2016						2017					
	School			NAT			School			NAT			School			NAT		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Cohort	30	17	13	-	-	-	30	16	14	-	-	-	30	12	18	-	-	-
Listening & attention	77	76	77	86	81	91	83	75	93	86	82	91	90	75	100	-	-	-
Understanding	67	71	62	85	81	90	83	75	93	86	82	90	90	75	100	-	-	-
Speaking	77	76	77	84	80	89	80	69	93	85	81	90	90	75	100	-	-	-
Moving & handling	80	76	85	90	85	94	97	94	100	90	85	94	87	83	89	-	-	-
Health & self-care	80	71	92	91	88	94	100	100	100	92	89	95	90	75	100	-	-	-
SC & SA	73	76	69	89	85	92	97	94	100	89	86	93	90	92	89	-	-	-
MF&B	93	94	92	87	82	93	93	94	93	88	83	93	87	83	89	-	-	-
Making relationships	87	88	85	89	85	93	93	94	93	90	86	94	90	75	100	-	-	-
Reading	77	82	69	76	71	82	87	75	100	77	72	83	90	75	100	-	-	-
Writing	77	82	69	71	64	78	77	69	86	73	66	80	77	75	78	-	-	-
Numbers	73	71	77	77	74	81	87	81	93	79	75	83	87	92	83	-	-	-

SS&M	77	76	77	81	77	85	83	75	93	82	78	86	80	75	83	-	-	-
People & Comm.	63	65	62	85	81	89	83	81	86	86	82	90	93	83	100	-	-	-
The world	83	94	69	85	82	89	83	81	86	86	82	89	83	83	83	-	-	-
Technology	93	100	85	92	91	93	100	100	100	92	91	94	100	100	100	-	-	-
Exploring & using materials	53	18	100	88	82	94	93	94	93	89	83	94	83	75	89	-	-	-
Being imaginative	73	71	77	87	82	93	90	88	93	88	83	93	87	75	94	-	-	-
GLD	63	65	62	66	59	74	73	69	79	69	62	77	77	75	78	-	-	-

FSP % Achieving at least Expected Standard (FSM)

	2015						2016						2017					
	School			NAT			School			NAT			School			NAT		
	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM
Cohort	30	1	29	-	-	-	30	3	27	-	-	-	30	4	26	-	-	-
Listening & attention	77	0	79	86	77	87	83	67	85	86	77	88	90	100	88	-	-	-
Understanding	67	0	69	85	76	87	83	67	85	86	77	87	90	100	88	-	-	-
Speaking	77	0	79	84	75	86	80	33	85	85	76	87	90	100	88	-	-	-

Moving & handling	80	100	79	90	83	91	97	100	96	90	82	91	87	100	85	-	-	-
Health & self-care	80	0	83	91	85	92	100	100	100	92	85	93	90	100	88	-	-	-
SC & SA	73	0	76	89	81	90	97	100	96	89	82	90	90	100	88	-	-	-
MF&B	93	100	93	87	79	89	93	100	93	88	80	89	87	100	85	-	-	-
Making relationships	87	100	86	89	82	90	93	100	93	90	82	91	90	100	88	-	-	-
Reading	77	0	79	76	61	79	87	67	89	77	63	79	90	100	88	-	-	-
Writing	77	0	79	71	56	73	77	33	81	73	58	75	77	75	77	-	-	-
Numbers	73	0	76	77	64	80	87	100	85	79	66	81	87	75	88	-	-	-
SS&M	77	0	79	81	68	83	83	33	89	82	70	84	80	75	81	-	-	-
People & Comm.	63	100	62	85	75	87	83	33	89	86	76	87	93	100	92	-	-	-
The world	83	100	83	85	75	87	83	67	85	86	76	87	83	75	85	-	-	-
Technology	93	100	93	92	85	93	100	100	100	92	87	93	100	100	100	-	-	-
Exploring & using materials	53	100	52	88	80	89	93	67	96	89	81	90	83	75	85	-	-	-
Being imaginative	73	100	72	87	79	89	90	67	93	88	80	89	87	100	85	-	-	-
GLD	63	0	66	66	51	69	73	33	78	69	54	72	77	75	77	-	-	-

FSP % Exceeding Standard (Including FSM)

	2015						2016						2017					
	School			NAT			School			NAT			School			NAT		
	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM	All	FSM	Not FSM
Cohort	30	1	29	-	-	-	30	3	27	-	-	-	30	4	26	-	-	-
Listening & attention	7	0	7	23	12	25	17	0	19	23	12	25	20	0	23	-	-	-
Understanding	3	0	3	23	12	26	23	0	26	23	12	25	20	0	23	-	-	-
Speaking	3	0	3	19	10	21	17	0	19	19	10	21	7	0	8	-	-	-
Moving & handling	7	0	7	19	10	21	20	0	22	19	10	20	23	0	27	-	-	-
Health & self-care	0	0	0	20	10	22	20	0	22	20	11	22	23	0	27	-	-	-
SC & SA	10	0	10	19	10	20	17	0	19	19	11	20	17	25	15	-	-	-
MF&B	7	0	7	17	8	18	17	0	19	16	9	18	17	0	19	-	-	-
Making relationships	7	0	7	17	8	18	23	0	26	16	9	18	17	0	19	-	-	-
Reading	17	0	17	20	9	22	17	0	19	20	10	21	20	0	23	-	-	-

Writing	3	0	3	13	5	13	13	0	15	12	5	13	20	0	23	-	-	-
Numbers	10	0	10	16	8	18	17	0	19	16	8	17	17	0	19	-	-	-
SS&M	17	0	17	14	7	16	20	0	22	15	7	16	20	0	23	-	-	-
People & Comm.	0	0	0	13	6	15	20	0	22	14	6	15	23	0	27	-	-	-
The world	0	0	0	15	7	17	10	0	11	15	7	16	17	0	19	-	-	-
Technology	0	0	0	13	7	15	23	0	26	14	8	15	20	0	23	-	-	-
Exploring & using materials	0	0	0	16	8	17	27	0	30	16	8	17	27	25	27	-	-	-
Being imaginative	7	0	7	14	7	16	13	0	15	14	7	15	27	25	27	-	-	-
ELD	3	0	3	-	-	-	13	0	15	-	-	-	17	0	19	-	-	-
ELD - Excellent Level of Development: where child scored 3 in Reading, Writing, Numbers and SSM, and scored 2 or 3 in all prime Areas of Learning																		

Y1 Phonics and Y2 Re-sits 2015 – 2017

Phonics 2015	Year 1 Phonics										Year 2 Phonics									
	School					NAT					School					NAT				
	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6
Cohort	30	13	17	2	28	-	-	-	-	-	4	1	3	0	4	-	-	-	-	-
Met Standard	90	85	94	100	89	77	73	81	66	80	100	100	100	0	100	66	-	-	-	-
Phonics 2016	Year 1 Phonics										Year 2 Phonics									
	School					NAT					School					NAT				
	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6
Cohort	30	17	13	1	29	-	-	-	-	-	3	2	1	0	3	-	-	-	-	-
Met Standard	87	88	85	0	90	81	77	84	70	83	67	50	100	0	67	67	-	-	-	-
	Year 1 Phonics										Year 2 Phonics									
	School					NAT					School					NAT				
	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6	All	Boy	Girl	Ev 6	No E6
Cohort	30	16	14	3	27	-	-	-	-	-	4	2	2	2	2	-	-	-	-	-
Met Standard	90	94	86	67	93	-	-	-	-	-	100	100	100	100	100	-	-	-	-	-

Data from National Tests 2017

National Picture

This statistical first release (SFR) provides provisional data about attainment in the 2017 Key Stage 2 National Curriculum assessment results for pupils in schools in England, at national, regional and LA level.

This is additional information to that published in the interim SFR on 4 July 2017.

More pupils reached the expected standard in reading, writing and mathematics than in 2016.

In 2017, 61% of pupils reached the expected standard in reading, writing and mathematics an increase of 8 percentage points from 53% in 2016.

Attainment in reading, writing and mathematics at the higher standard increased by 3 percentage points, from 5% in 2016 to 9% in 2017.

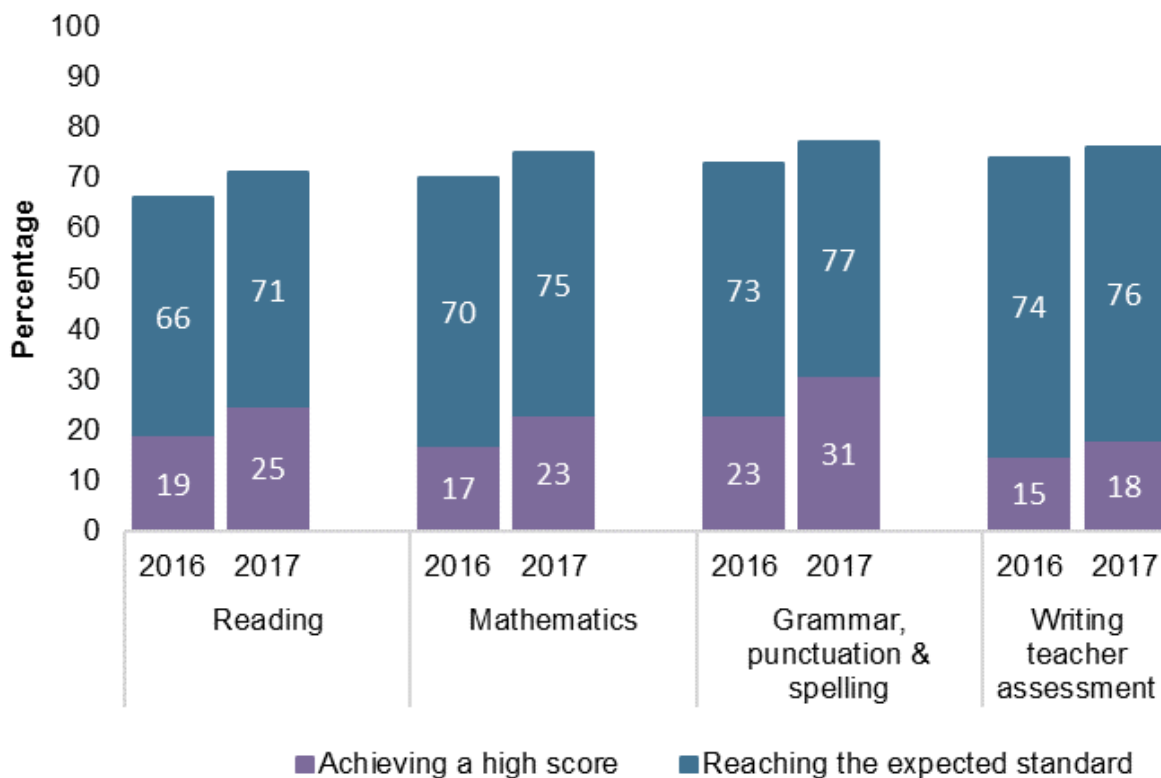
Attainment at the expected standard has increased across all subjects.

Attainment at the expected standard has increased since 2016 by 5% in reading and mathematics and by 4% in grammar, punctuation and spelling (GPS).

The proportion achieving the higher score increased by 6% in reading and mathematics and by 8% in GPS. The proportion reaching the expected standard and 'working at greater depth' in the writing teacher assessment (TA) increased by 2% and 3% respectively.

2016 Data v 2017 data at National Level

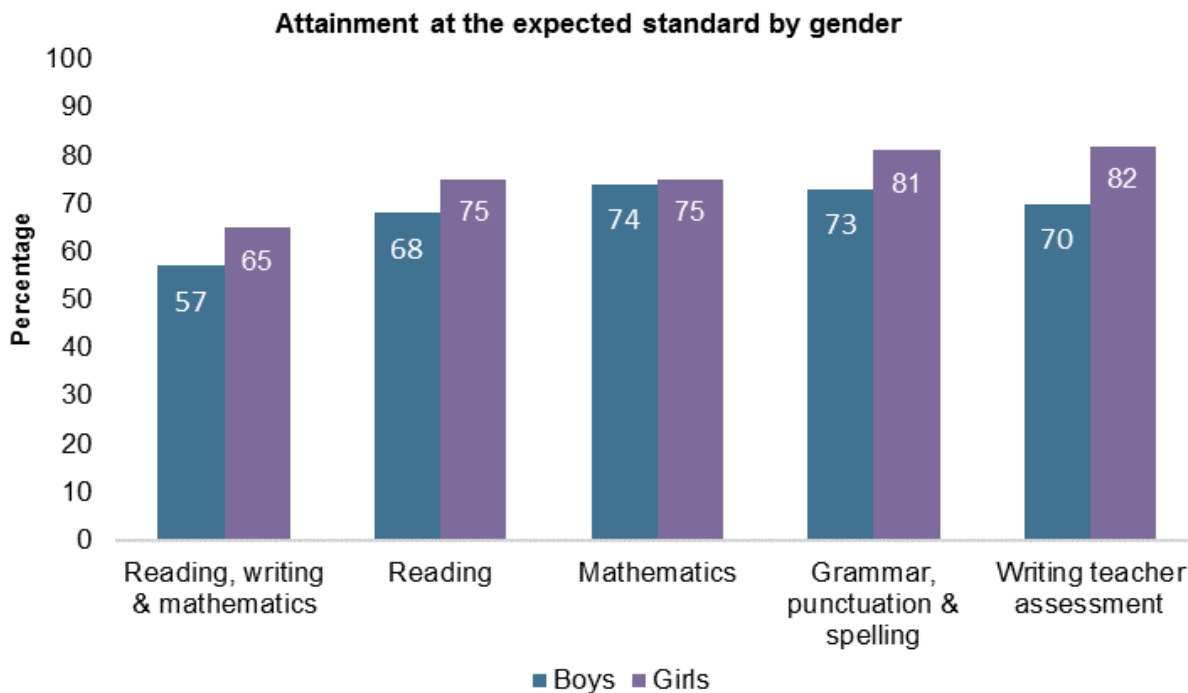
Key stage 2 attainment by subject



Girls outperform boys at the expected standard in all subjects

The expected standard is a scaled score of 100 or more in reading and maths and a teacher assessment of working at the expected standard while the higher standard is a scaled score of 110 or more in reading and maths and greater depth in writing. Gaps are calculated from unrounded figures. Attainment has increased for both genders but girls continue to outperform boys.

The gender gap at the expected standard in reading, writing and mathematics remains at 8% (as in 2016). The biggest gender gap is in writing where girls outperform boys by 12% while the smallest gap is in mathematics at 1%. At the higher score, girls outperform boys in all subjects except in mathematics where boys outperform girls by 3%.



Tests

Attainment has increased in each of the test subjects compared to 2016. Attainment at the expected standard remains highest in the grammar, punctuation and spelling test and lowest in the reading test. The table below summarises attainment at the expected standard and the high4 score in the key stage 2 tests.

Attainment in KS2 tests by subject (percentage point changes from 2016 shown in brackets)

England, 2017 (all schools)

Reaching the expected standard

Subject	England, 2017 (all schools)	Achieving the high score
Reading	71% (+5%)	25% (+6%)
Mathematics	75% (+5%)	23% (+6%)
Grammar, punctuation and spelling	77% (+4%)	31% (+8%)

Teacher Assessment

Attainment at the expected standard as measured by teacher assessment has increased in writing by 2 percentage points and in science by 1 percentage point since 2016. There has been a slight decrease (1 percentage point) in mathematics compared to 2016.

Average scaled scores

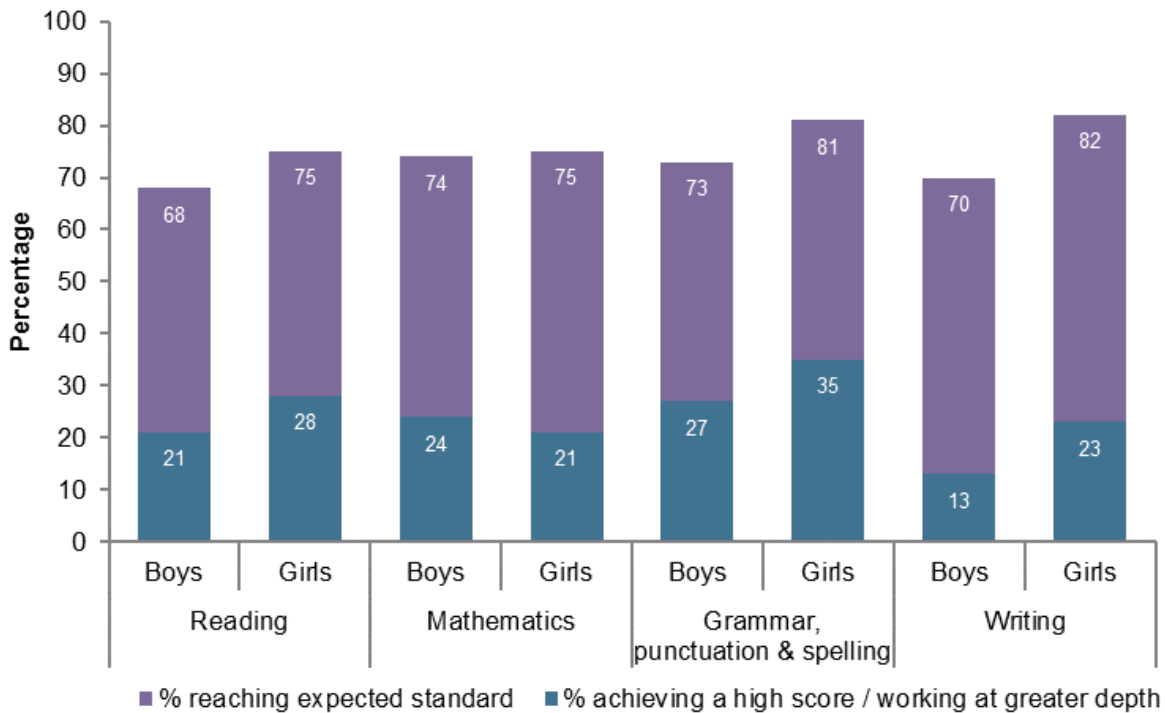
The average scaled score is calculated as the mean scaled score of all pupils awarded a number scaled score. Pupils who did not take the test or took the test and did not achieve enough marks to be awarded a scaled score (and therefore were awarded a scaled score of N) are excluded.

Average scaled score

England, 2017 (all schools) Average (mean) scaled score

Subject	2016	2017
Reading	103	104
Mathematics	103	104
Grammar, punctuation & spelling	104	106

Attainment by subject and gender England, 2017 (all schools)



Byerley Park Primary School 2017

Number of pupils eligible for KS2 assessment	31
Number of boys	15
Number of girls	16
% of boys	48%
% of girls	52%
Cohort KS1 average points score	17.0
Low prior attainment band: number of all eligible pupils	0
Low prior attainment band: % of all eligible pupils	0%
Middle prior attainment band: number of all eligible pupils	19
Middle prior attainment band: % of all eligible pupils	61%
High prior attainment band: number of all eligible pupils	12
High prior attainment band: % of all eligible pupils	39%
Number of pupils who are non-mobile	31
% of pupils who are non-mobile	100%
Number of pupils with English as an additional language	1
% of pupils with English as an additional language	3%
Number of pupils with SEN with statements or EHC plan	0
% of pupils with SEN with statements or EHC plan	0%
Number of pupils with SEN without statements or EHC plans (SEN Support)	0
% of pupils with SEN without statements or EHC plans (SEN Support)	0%
Reading, writing and mathematics - attainment	
Reading, writing and mathematics: % of pupils achieving the expected standard	90%
Reading, writing and mathematics: % of pupils achieving a high score	13%
Progress measures: KS1 to KS2	
Reading progress score (confidence interval in brackets)	1.6 (-0.6 to 3.8)
% of eligible pupils included in the reading progress measure	100%
Writing progress score (confidence interval in brackets)	1.0 (-1.1 to 3.1)
% of eligible pupils included in the writing progress measure	100%
Mathematics progress score (confidence interval in brackets)	0.8 (-1.2 to 2.8)
% of eligible pupils included in the mathematics progress measure	100%
Individual subjects - attainment	
Reading: % of pupils achieving expected standard	97%
Reading: % of pupils achieving a higher standard	35%
Reading: % of pupils absent or unable to access the test	0%
Writing: % of pupils achieving expected standard	94%

Writing: % of pupils working at greater depth within expected standard	23%
Writing: % of pupils absent or disapplied	0%
Mathematics: % of pupils achieving expected standard	94%
Mathematics: % of pupils achieving a higher standard	26%
Mathematics: % of pupils absent or unable to access the test	0%
Grammar, punctuation and spelling: % of pupils achieving expected standard	97%
Grammar, punctuation and spelling: % of pupils achieving a higher standard	48%
Grammar, punctuation and spelling: % of pupils absent or unable to access the test	0%
Average scaled score per pupil	
Average scaled score in reading	107
Average scaled score in grammar, punctuation and spelling	110
Average scaled score in mathematics	107
Attainment of low/middle/high prior attainers - reading, writing and mathematics	
% of pupils with low prior attainment reaching the expected standard in reading, writing and mathematics	0%
% of pupils with low prior attainment achieving a higher standard in reading, writing and mathematics	0%
% of pupils with medium prior attainment reaching the expected standard in reading, writing and mathematics	84%
% of pupils with medium prior attainment achieving a higher standard in reading, writing and mathematics	0%
% of pupils with high prior attainment reaching the expected standard in reading, writing and mathematics	100%
% of pupils with high prior attainment achieving a higher standard in reading, writing and mathematics	33%
Attainment of low/middle/high prior attainers - reading	
% of pupils with low prior attainment reaching the expected standard in reading	0%
% of pupils with low prior attainment achieving a high score in reading	0%
% of pupils with medium prior attainment reaching the expected standard in reading	95%
% of pupils with medium prior attainment achieving a high score in reading	11%
% of pupils with high prior attainment reaching the expected standard in reading	100%
% of pupils with high prior attainment achieving a high score in reading	75%
Attainment of low/middle/high prior attainers - writing	
% of pupils with low prior attainment reaching the expected standard in writing	0%
% of pupils with low prior attainment working at greater depth in writing	0%
% of pupils with medium prior attainment reaching the expected standard in writing	89%
% of pupils with medium prior attainment working at greater depth in writing	5%
% of pupils with high prior attainment reaching the expected standard in writing	100%
% of pupils with high prior attainment working at greater depth in writing	50%

Attainment of low/middle/high prior attainers - mathematics	
% of pupils with low prior attainment reaching the expected standard in mathematics	0%
% of pupils with low prior attainment achieving a high score in mathematics	0%
% of pupils with medium prior attainment reaching the expected standard in mathematics	89%
% of pupils with medium prior attainment achieving a high score in mathematics	5%
% of pupils with high prior attainment reaching the expected standard in mathematics	100%
% of pupils with high prior attainment achieving a high score in mathematics	58%
Attainment of low/middle/high prior attainers - grammar, punctuation and spelling	
% of pupils with low prior attainment reaching the expected standard in grammar, punctuation and spelling	0%
% of pupils with low prior attainment achieving a high score in grammar, punctuation and spelling	0%
% of pupils with medium prior attainment reaching the expected standard in grammar, punctuation and spelling	95%
% of pupils with medium prior attainment achieving a high score in grammar, punctuation and spelling	21%
% of pupils with high prior attainment reaching the expected standard in grammar, punctuation and spelling	100%
% of pupils with high prior attainment achieving a high score in grammar, punctuation and spelling	92%