

FSP % Achieving at least Expected Standard (Gender)

	2016						2017						2018					
	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	16	14	-	-	-	30	12	18	-	-	-	30	11	19	-	-	-
Listening & attention	83	75	93	86	82	91	90	75	100	86	82	91	80	73	84	-	-	-
Understanding	83	75	93	86	82	90	90	75	100	86	82	90	77	73	79	-	-	-
Speaking	80	69	93	85	81	90	90	75	100	85	81	90	83	82	84	-	-	-
Moving & handling	97	94	100	90	85	94	87	83	89	90	85	94	93	91	95	-	-	-
Health & self-care	100	100	100	92	89	95	90	75	100	91	88	95	90	82	95	-	-	-
SC & SA	97	94	100	89	86	93	90	92	89	89	86	93	87	82	89	-	-	-
MF&B	93	94	93	88	83	93	87	83	89	88	83	93	83	73	89	-	-	-
Making relationships	93	94	93	90	86	94	90	75	100	90	86	94	87	82	89	-	-	-
Reading	87	75	100	77	72	83	90	75	100	77	72	82	77	64	84	-	-	-
Writing	77	69	86	73	66	80	77	75	78	73	67	80	77	64	84	-	-	-
Numbers	87	81	93	79	75	83	87	92	83	79	76	83	83	91	79	-	-	-

SS&M	83	75	93	82	78	86	80	75	83	82	78	85	83	82	84	-	-	-
People & Comm.	83	81	86	86	82	90	93	83	100	86	82	90	83	73	89	-	-	-
The world	83	81	86	86	82	89	83	83	83	86	82	89	80	73	84	-	-	-
Technology	100	100	100	92	91	94	100	100	100	93	91	94	97	100	95	-	-	-
Exploring & using materials	93	94	93	89	83	94	83	75	89	89	84	94	87	73	95	-	-	-
Being imaginative	90	88	93	88	83	93	87	75	94	88	84	93	83	73	89	-	-	-
GLD	73	69	79	69	62	77	77	75	78	71	64	78	73	64	79	-	-	-

FSP % Achieving at least Expected Standard (FSM)

	2016						2017						2018					
	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	3	27	-	-	-	30	4	26	-	-	-	30	4	26	-	-	-
Listening & attention	83	67	85	86	77	88	90	100	88	86	77	88	80	75	81	-	-	-
Understanding	83	67	85	86	77	87	90	100	88	86	77	87	77	75	77	-	-	-
Speaking	80	33	85	85	76	87	90	100	88	85	77	87	83	100	81	-	-	-

Moving & handling	97	100	96	90	82	91	87	100	85	90	82	91	93	100	92	-	-	-
Health & self-care	100	100	100	92	85	93	90	100	88	91	85	92	90	100	88	-	-	-
SC & SA	97	100	96	89	82	90	90	100	88	89	82	90	87	100	85	-	-	-
MF&B	93	100	93	88	80	89	87	100	85	88	80	89	83	100	81	-	-	-
Making relationships	93	100	93	90	82	91	90	100	88	90	82	91	87	100	85	-	-	-
Reading	87	67	89	77	63	79	90	100	88	77	63	79	77	75	77	-	-	-
Writing	77	33	81	73	58	75	77	75	77	73	58	76	77	75	77	-	-	-
Numbers	87	100	85	79	66	81	87	75	88	79	66	81	83	75	85	-	-	-
SS&M	83	33	89	82	70	84	80	75	81	82	69	84	83	75	85	-	-	-
People & Comm.	83	33	89	86	76	87	93	100	92	86	76	87	83	75	85	-	-	-
The world	83	67	85	86	76	87	83	75	85	86	76	87	80	75	81	-	-	-
Technology	100	100	100	92	87	93	100	100	100	93	87	94	97	100	96	-	-	-
Exploring & using materials	93	67	96	89	81	90	83	75	85	89	81	90	87	100	85	-	-	-
Being imaginative	90	67	93	88	80	89	87	100	85	88	80	90	83	100	81	-	-	-
GLD	73	33	78	69	54	72	77	75	77	71	56	73	73	75	73	0	-	-

FSP % Exceeding Standard (Including FSM)

	2016						2017						2018					
	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	3	27	-	-	-	30	4	26	-	-	-	30	4	26	-	30	3
Listening & attention	17	0	19	23	12	25	20	0	23	23	12	24	7	0	8	-	17	0
Understanding	23	0	26	23	12	25	20	0	23	23	12	25	13	0	15	-	23	0
Speaking	17	0	19	19	10	21	7	0	8	19	10	21	17	0	19	-	17	0
Moving & handling	20	0	22	19	10	20	23	0	27	18	9	19	10	0	12	-	20	0
Health & self-care	20	0	22	20	11	22	23	0	27	20	10	21	10	0	12	-	20	0
SC & SA	17	0	19	19	11	20	17	25	15	18	10	20	10	0	12	-	17	0
MF&B	17	0	19	16	9	18	17	0	19	16	8	17	10	0	12	-	17	0
Making relationships	23	0	26	16	9	18	17	0	19	16	9	17	7	0	8	-	23	0
Reading	17	0	19	20	10	21	20	0	23	19	9	20	17	0	19	-	17	0

Writing	13	0	15	12	5	13	20	0	23	11	5	12	17	0	19	-	13	0
Numbers	17	0	19	16	8	17	17	0	19	16	8	17	13	0	15	-	17	0
SS&M	20	0	22	15	7	16	20	0	23	15	7	16	13	0	15	-	20	0
People & Comm.	20	0	22	14	6	15	23	0	27	14	6	15	7	0	8	-	20	0
The world	10	0	11	15	7	16	17	0	19	15	7	16	7	0	8	-	10	0
Technology	23	0	26	14	8	15	20	0	23	16	9	17	0	0	0	-	23	0
Exploring & using materials	27	0	30	16	8	17	27	25	27	16	9	17	7	0	8	-	27	0
Being imaginative	13	0	15	14	7	15	27	25	27	15	8	16	3	0	4	-	13	0
ELD	30	3	27	-	-	-	30	4	26	-	-	-	30	4	26	-	30	3
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 2016 – 2018

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	-	-	-	-
Phonics 2017	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	81	77	84	70	83	100	100	100	100	100	67	-	-	-	-
Phonics 2018	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	0	0	-	-	-	-	-	2	1	1	0	0	-	-	-	-	-
Met Standard	90	85	94	0	0	-	-	-	-	-	50	0	100	0	0	-	-	-	-	-

Data from National Tests 2018

1. National Picture as at 4 September 2018

The data includes results for pupils in schools in England, at national, regional and local authority level. Attainment in 2018 is compared to 2017 and 2016 where appropriate. All percentage point differences are calculated using unrounded figures.

2. Attainment in reading, writing and maths combined

In 2018, 64% of pupils reached the expected standard in all of reading, writing and maths, while 10% of pupils reached the higher standard.

Attainment in all of reading, writing and maths is not directly comparable to previous years because of changes to writing teacher assessment frameworks. In 2017, 61% of pupils reached the expected standard compared to 53% in 2016. In 2017, 9% reached a higher standard in reading, writing and maths compared to 5% in 2016.

The combined reading, writing, and maths measure uses the reading and maths test results along with the outcome of the writing TA. Together, these subjects give a broad measure of pupil attainment.

To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of ‘working at the expected standard’ or ‘working at greater depth’ in writing TA. To reach the higher standard, a pupil must achieve a scaled score of 110 or more in reading and maths tests and an outcome of ‘working at greater depth’ in writing TA.

3. Attainment in reading, maths and GPS tests

Attainment increased in each of the test subjects compared to 2017. In reading, 75% of pupils reached the expected standard in 2018, up by 4 percentage points from 2017.

In maths, 76% of pupils reached the expected standard, up by 1 percentage point.

In grammar, punctuation and spelling (GPS), 78% of pupils reached the expected standard, up by 1 percentage point.

Figure 1: Percentage reaching the expected standard in KS2 tests

Percentage reaching the expected standard: England, 2016-2018 (all schools)	2016	2017	2018
Reading test	66%	72%	75%
Maths test	70%	75%	76%
GPS test	73%	77%	78%

Attainment at the expected standard remained highest in the grammar, punctuation and spelling (GPS) test and lowest in the reading test.

Table 1 summarises attainment at the expected standard and the high score in the key stage 2 tests. The increases in attainment were smaller than in previous years.

To reach the expected standard in each test subject, a pupil must achieve a scaled score of 100 or more. The threshold for the higher standard is a scaled score of 110

Table 1: Attainment and percentage point change from 2017 in KS2 tests

Attainment and percentage point change from 2017: England, 2018 (all schools)	Reaching the expected standard	Achieving the higher standard
Reading test	75% (+4pp)	28% (+3pp)
Maths test	76% (+1pp)	24% (+1pp)
GPS test	78% (+1pp)	34% (+3pp)

4. Average scaled scores in reading, maths and GPS tests

We use scaled scores to report the results of tests so we can make accurate comparisons of performance over time. 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.

Average scaled scores remained largely stable compared to 2017. The reading scaled score increased by 1 score to 105. The average scaled score remained the same in maths and GPS, at 104 and 106 respectively.

Table 2: Average scaled score in KS2 tests

Average scaled score: England, 2016-2018 (all schools)	2016	2017	2018
Reading test	103	104	105
Maths test	103	104	104
GPS test	104	106	106

5. Gender gaps

Attainment increased across all subjects for both genders and girls continue to outperform boys.

In 2018, the gender gap at the expected standard in reading, writing and maths was 8 percentage points: 68% of girls reached the expected standard compared to 60% of boys. The gender gap remained the same as 2017 as attainment increased by 3 percentage points for both girls and boys from 65% and 57% respectively.

At individual subject level, more girls reached the expected standard in all subjects (Table 3).

As in 2017, the biggest attainment gap between boys and girls was in writing TA at 12 percentage points. The gender gap at the expected standard in maths was only 1 percentage point, which was notably smaller than in other subjects.

Table 3: Percentage reaching the expected standard by gender

Percentage reaching the expected standard by gender: England, 2018 (all schools)

	Boys	Girls	Difference
Reading, writing and maths	60%	68%	+8pp
Reading test	71%	79%	+8pp
Maths test	75%	76%	+1pp
GPS test	73%	82%	+9pp
Writing TA	72%	84%	+12pp

At the higher standard, 12% of girls achieved the standard in all of reading, writing and maths compared to 8% of boys – a gap of 4 percentage points. This gap remained unchanged from 2017.

At the higher standard, Girls outperformed boys in all subjects except in maths where boys outperformed girls by 4 percentage points. This pattern is consistent with previous years, where boys performed better than girls only in maths.

Table 4: Percentage achieving the higher standard by gender

Percentage achieving the higher standard by gender: England, 2018 (all schools)

	Boys	Girls	Difference
Reading, writing and maths	8%	12%	+4pp
Reading test	24%	32%	+9pp
Maths test	25%	22%	-4pp
GPS test	30%	39%	+9pp
Writing TA	15%	25%	+11pp

6. Scaled scores by gender

In the maths test, although a lower proportion of boys than girls met the expected standard (75% vs 76% respectively), the average scaled score of boys (105) is 1 score higher than that of girls (104). This reflects the higher proportion of boys achieving the higher score in maths.

Table 5: Average scaled score in KS2 tests by gender

Average scaled score: England, 2018 (all schools)	Boys	Girls	Difference
Reading test	104	106	+2
GPS test	105	107	+2
Maths test	105	104	-1

Byerley Park Primary School KS2 Results 2018

Key stage 2 cohort information	
Number of pupils eligible for KS2 assessment	33
Number of boys	17
Number of girls	16
Percentage of boys	52%
Percentage of girls	48%
Cohort KS1 average points score	17.0
Number of pupils with English as an additional language	0
Percentage of pupils with English as an additional language	0%
Number of pupils with SEN with statements or EHC plan	0
Percentage of pupils with SEN with statements or EHC plan	0%
Number of pupils with SEN without statements or EHC plans (SEN Support)	1
Percentage of pupils with SEN without statements or EHC plans (SEN Support)	3%
Reading, writing and mathematics - attainment	
Reading, writing and mathematics: percentage of pupils achieving the expected standard	64%
Reading, writing and mathematics: percentage of pupils achieving a high score	9%
Progress measures: KS1 to KS2	
Reading progress score (confidence interval in brackets)	-0.1 (-2.1 to 1.9)
Percentage of eligible pupils included in the reading progress measure	100%
Writing progress score (confidence interval in brackets)	-4.9 (-6.9 to -2.9)
Percentage of eligible pupils included in the writing progress measure	100%
Mathematics progress score (confidence interval in brackets)	-1.3 (-3.2 to 0.6)
Percentage of eligible pupils included in the mathematics progress measure	100%
Individual subjects - attainment	
Reading: percentage of pupils achieving expected standard	88%
Reading: percentage of pupils achieving a higher standard	36%
Reading: percentage of pupils absent or working at the standard of the test but who are unable to access it	0%
Writing: percentage of pupils achieving expected standard	64%
Writing: percentage of pupils working at greater depth within expected standard	9%
Writing: percentage of pupils absent or disapplied	0%
Mathematics: percentage of pupils achieving expected standard	79%

Mathematics: percentage of pupils achieving a higher standard	24%
Mathematics: percentage of pupils absent or working at the standard of the test but who are unable to access it	0%
Grammar, punctuation and spelling: percentage of pupils achieving expected standard	91%
Grammar, punctuation and spelling: percentage of pupils achieving a higher standard	42%
Grammar, punctuation and spelling: percentage of pupils absent or working at the standard of the test but who are unable to access it	0%
Average scaled score per pupil	
Average scaled score in reading	106
Average scaled score in grammar, punctuation and spelling	109
Average scaled score in mathematics	104
Attainment of low/middle/high prior attainers - reading, writing and mathematics	
Percentage of pupils with low prior attainment reaching the expected standard in reading, writing and mathematics	0%
Percentage of pupils with low prior attainment achieving a higher standard in reading, writing and mathematics	0%
Percentage of pupils with medium prior attainment reaching the expected standard in reading, writing and mathematics	45%
Percentage of pupils with medium prior attainment achieving a higher standard in reading, writing and mathematics	0%
Percentage of pupils with high prior attainment reaching the expected standard in reading, writing and mathematics	92%
Percentage of pupils with high prior attainment achieving a higher standard in reading, writing and mathematics	23%
Attainment of low/middle/high prior attainers - reading	
Percentage of pupils with low prior attainment reaching the expected standard in reading	0%
Percentage of pupils with low prior attainment achieving a high score in reading	0%
Percentage of pupils with medium prior attainment reaching the expected standard in reading	80%
Percentage of pupils with medium prior attainment achieving a high score in reading	15%
Percentage of pupils with high prior attainment reaching the expected standard in reading	100%
Percentage of pupils with high prior attainment achieving a high score in reading	69%
Attainment of low/middle/high prior attainers - writing	
Percentage of pupils with low prior attainment reaching the expected standard in writing	0%
Percentage of pupils with low prior attainment working at greater depth in writing	0%
Percentage of pupils with medium prior attainment reaching the expected standard in writing	45%
Percentage of pupils with medium prior attainment working at greater depth in writing	0%

Percentage of pupils with high prior attainment reaching the expected standard in writing	92%
Percentage of pupils with high prior attainment working at greater depth in writing	23%
Attainment of low/middle/high prior attainers - mathematics	
Percentage of pupils with low prior attainment reaching the expected standard in mathematics	0%
Percentage of pupils with low prior attainment achieving a high score in mathematics	0%
Percentage of pupils with medium prior attainment reaching the expected standard in mathematics	65%
Percentage of pupils with medium prior attainment achieving a high score in mathematics	0%
Percentage of pupils with high prior attainment reaching the expected standard in mathematics	100%
Percentage of pupils with high prior attainment achieving a high score in mathematics	62%
Attainment of low/middle/high prior attainers - grammar, punctuation and spelling	
Percentage of pupils with low prior attainment reaching the expected standard in grammar, punctuation and spelling	0%
Percentage of pupils with low prior attainment achieving a high score in grammar, punctuation and spelling	0%
Percentage of pupils with medium prior attainment reaching the expected standard in grammar, punctuation and spelling	90%
Percentage of pupils with medium prior attainment achieving a high score in grammar, punctuation and spelling	15%
Percentage of pupils with high prior attainment reaching the expected standard in grammar, punctuation and spelling	92%
Percentage of pupils with high prior attainment achieving a high score in grammar, punctuation and spelling	85%