

2016 & 2017 KEY STAGE 1 AND 2 SATs IN CONTEXT

Much was written in the national media about the 2016-17 Key Stage 1 and 2 SATs both in terms of the tests themselves and the performance results. Although, the School did send out information at the time, you may find the following useful as a perspective and explanation of our 2015-16 and 2016-2017 SATs results in both Key Stages.

The National Landscape.

The 2015-16 Year 6 cohort and teachers had had one previous year to familiarise themselves with the new national curriculum, which was fully introduced in September 2014. In addition, 2016 saw the first year of assessment without national curriculum levels. Pupil performance and progress is now measured by expected standards and scaled scores out of 100. In May 2016 Year 2 and 6 pupils took the new SATs tests, which, it was generally agreed, showed a dramatic shift in exam difficulty. This was reflected in subsequent results at local and national level. You may have been aware of the reports documenting issues regarding the 2015-16 SATs; of delayed and obscure guidance for teachers, answers and test papers leaked, mistakes in tests, inconsistent moderation procedures, radically harder test questions and a general moving of the goal posts.

The Results – Locally and Nationally

In terms of pupils achieving the expected standard in reading, writing and maths at Key Stage 2 in 2016, Camden figures dropped from **86%** to **61%**. The top two performing education authorities nationally, The City of London and Kensington and Chelsea, whilst maintaining their 1st and 2nd positions, dropped from 96% to 89% and 91% to 70% respectively.

Nationally, the Key Stage 2 picture was no less dramatic. In 2014-15 **80%** of pupils achieved the expected standard. In 2015-16 this had dropped to **53%**. Nationally only 47 schools achieved a perfect pass rate of 100%. Two out of three schools failed to meet the new threshold floor standard of 65% in reading, writing and maths, although most were able to show sufficient progress and thus avoid being identified as failing.

In 2015-2016 St Joseph's remained ABOVE both the Camden and national averages with 67%.

Comparing Results

It is not possible to make a direct comparison between the end of KS1 and KS2 2016 attainment and previous years due to the changes in the curriculum, the removal of national curriculum levels and the new assessment criteria.

The Results – St Joseph's

Phonics

- The % of Year 1 pupils achieving the expected Phonics standard was just below the national average in 2015 and below in 2016 and 2017.

End of Key Stage 1

Pupils Reaching the Expected Standard (EXS)

At the end of both 2016 and 2017 pupils performed well above the local and national averages in reading, writing and maths, with the exception of writing in 2016 where it was lower and 2017 where it was in line with the national averages.

Pupils Working at Greater Depth (GDS)

In 2016 pupils were well above the national and local averages in reading, above in maths and well below in writing.

In 2017, pupils were above national and local averages in reading and in line with them in writing and maths.

End of Key Stage 2

2016

KS2 pupils' attainment in reading, writing and maths was above local and national figures at both the Expected Standard+ (EXS) and Greater Depth Standard (GDS).

Progress in reading, writing and maths was broadly in line with the national averages.

2017

KS2 pupils' attainment in reading and writing was below both local and national averages and well below in maths.

Progress was significantly below the national average in reading and maths and broadly in line in writing.

It is because of the strong leadership in the school that outcomes remained as strong as they did until 2016. School leaders have relentlessly pursued the recruitment and retention of quality staff and worked with the staff we have to retain the best standard of teaching we can for our school. It is pertinent that where staffing has remained stable, as it has in EYFS, outcomes continue to be at least good and leadership strong. Despite longstanding staff leaving for promotion following the School's 'Outstanding' Ofsted, 2016 performance information showed that we continued to reach above average levels of progress and attainment in almost all measures over both key stages. This was in the context of the added challenge of the new national curriculum and testing arrangements. In 2017, we recognise that progress suffered and attainment dropped to below average levels in KS2, as all of the factors mentioned came to a head in a particularly challenging cohort that included 2 new arrivals with English as an Additional Language (EAL) and 7 pupils with SEND (including 3 with EHCPs). This had a big impact on a small cohort.

To complicate matters further, the long serving Headteacher was away from school for the whole of the spring term 2017 and then on a phased return over the summer and autumn terms. This was due to a life threatening respiratory illness. The culmination of all of this is that the last three years' data show that there has been an impact on progress and attainment. We recognise this but we are managing the situation effectively and have ensured that, from the beginning of this academic year, a permanent staff is in place and we are on track to return to the levels of outcomes that have made our school genuinely outstanding over time.

Key Stage 1

Key Stage 1 2015-16						
% achieving	EXS - Expected standard (previously L2+)			GDS- Working at greater depth (previously L3+)		
30 in Cohort	Reading	Writing	Maths	Reading	Writing	Maths
School	80%	60%	83%	37%	7%	23%
Camden	75%	66%	74%	23%	11%	18%
National	74%	65%	73%	24%	13%	18%

Key Stage 1 2016-17						
% achieving	EXS - Expected standard (previously L2+)			GDS- Working at greater depth (previously L3+)		
28 in Cohort	Reading	Writing	Maths	Reading	Writing	Maths
School	86%	71%	82%	32%	18%	18%
Camden	74%	67%	75%	24%	12%	21%
National	76%	68%	75%	25%	16%	21%

Key Stage 2

Key Stage 2 2015-16 – based on new national curriculum (of which Year 6 have one year experience) and more rigorous SATs										
% achieving	EXS - Expected standard (previously L4+)				GDS- Working at greater depth (previously L5+)				Reading, writing and maths combined	
28 in Cohort	Reading	Writing	Maths	GPS Scaled Score	Reading	Writing	Maths	GPS Scaled Score	EXS	GDS
School	70%	81%	74%	105.6	41%	26%	26%		67%	19%
Camden	72%	76%	79%	105.8	23%	15%	24%		61%	8%
National	66%	74%	70%	104.0	21%	15%	17%		53%	5%

Key Stage 2 2016-17 – based on new national curriculum (of which Year 6 have one year experience) and more rigorous SATs										
% achieving	EXS - Expected standard (previously L4+)				GDS- Working at greater depth (previously L5+)				Reading, writing and maths combined	
28 in Cohort	Reading	Writing	Maths	GPS Scaled Score	Reading	Writing	Maths	GPS	EXS	GDS
School	57%	75%	57%	99.9	29%	7%	11%	14%	52%	4%
Camden	76%	67%	82%	107.9	28%	21%	28%		67%	11%
National	71%	76%	75%	106.0	25%	18%	23%	31%	61%	9%

The new assessment criteria explained.

School performance includes the following elements;

- the percentage of pupils attaining the “**expected standard**” (**EXS**) in reading, writing and maths at the end of Key Stage 1 and 2
- the pupils’ average **scaled score** in reading and maths at the end of Key Stage 2
- the percentage of pupils attaining at “**greater depth standard**” (**GDS**) in reading, writing and maths at the end of Key Stage 1 and 2
- the pupils’ average **progress scores** at the end of Key Stage 2

Floor standard. Schools must meet or be above the government’s floor standard, which in 2016 was;

- At least 65% of pupils meet the expected standard in reading, writing and maths **or**
- The school achieves sufficient progress scores in all three subjects. At least -5 in reading and maths and -7 in writing.

Progress scores.

A score of 0 indicates that pupils at the school on average do **about as well** at by the end of Key Stage 2 as those with similar prior attainment nationally.

A positive score indicates that pupils at the school on average do **better** at by the end of Key Stage 2 as those with similar prior attainment nationally.

A negative score indicates that pupils at the school on average do **worse** at by the end of Key Stage 2 as those with similar prior attainment nationally.