



Tutshill School Governors' Academic Performance Report to Parents – 2017/2018

1 EARLY YEARS FOUNDATION STAGE (EYFS) - RECEPTION

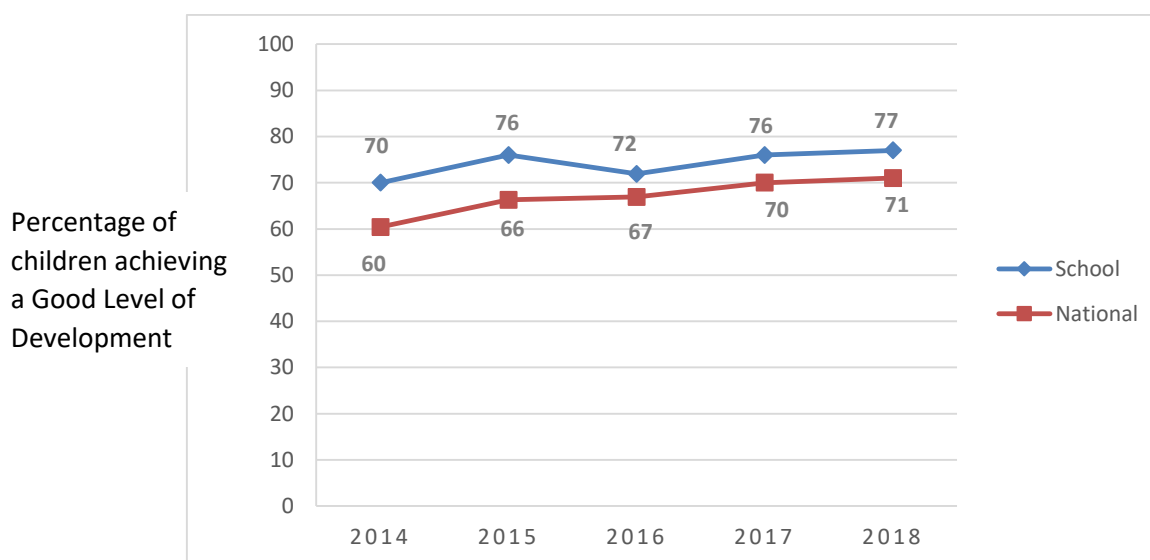
The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of each child at the end of the school year in which they turn five. It is based on ongoing observation and assessment of early learning goals. There is no formal test.

Prime areas: Communication and language, physical development and personal, social and emotional development.

Specific areas: Literacy, mathematics, understanding the world and expressive arts and design.

Characteristics of effective learning: Playing and exploring, active learning and creating and thinking critically.

A good level of development is defined as, “evidence collected over time of a child achieving at least the expected level in the early learning goals listed above.” The data below shows the school’s progress compared to the national average.



2 KEY STAGE 1 (KS1)

2.1 Phonics

Pupils in year 1 take a phonics screening check in June. The test is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo words that a pupil reads aloud to the teacher.

89% of children at Tutshill School passed the phonics screening check in Year 1 compared to the National pass rate of 83%. Those who were unable to meet the pass mark in Year 1 retake and usually pass the check in Year 2.

2.2 Overview of Tests

From 2016, KS1 national curriculum test outcomes have been reported using scaled scores which ensure consistency of standards from year to year. Tests consist of:

- English Reading Paper 1: combined reading prompt and answer booklet
- English Reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

KS1 English writing tests are teacher assessed. Teacher assessment frameworks are used to support teachers in making robust and accurate judgements.

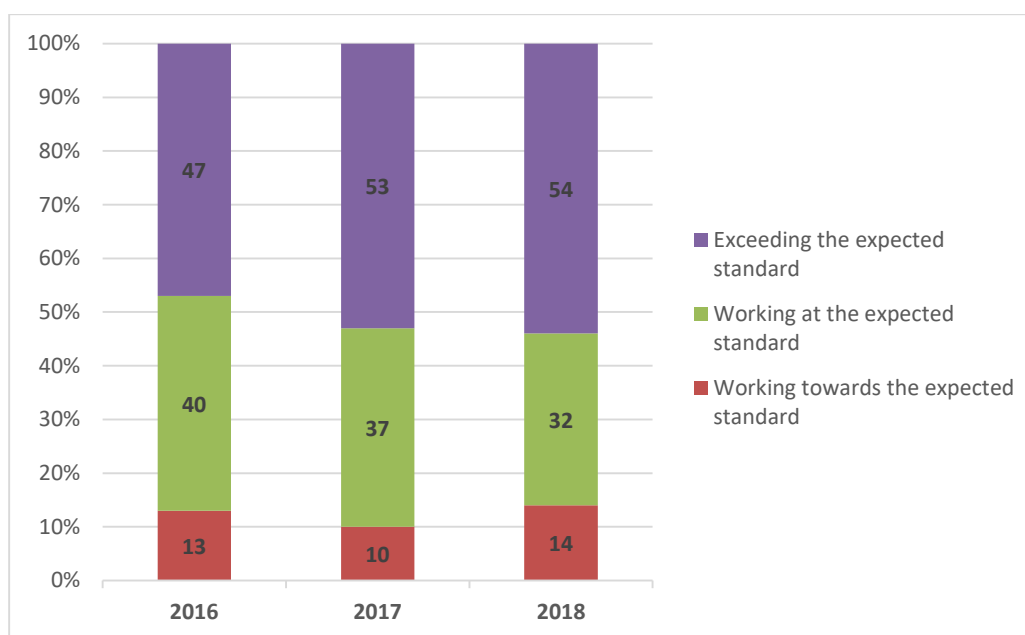
Children are measured against end of key stage objectives which state whether they are working towards, working at or working at greater depth within the expected standard.

KS1 tests are taken throughout May. Children sit the test in groups or as a whole class. Children may not even know they are taking the tests. They are marked internally and teacher assessment is recorded and submitted to the Department for Education, DfE. Internally marked test results are moderated regularly to ensure accuracy.

The following charts show this year's data, together with historical data from when the current assessment system began. This allows for year on year tracking.

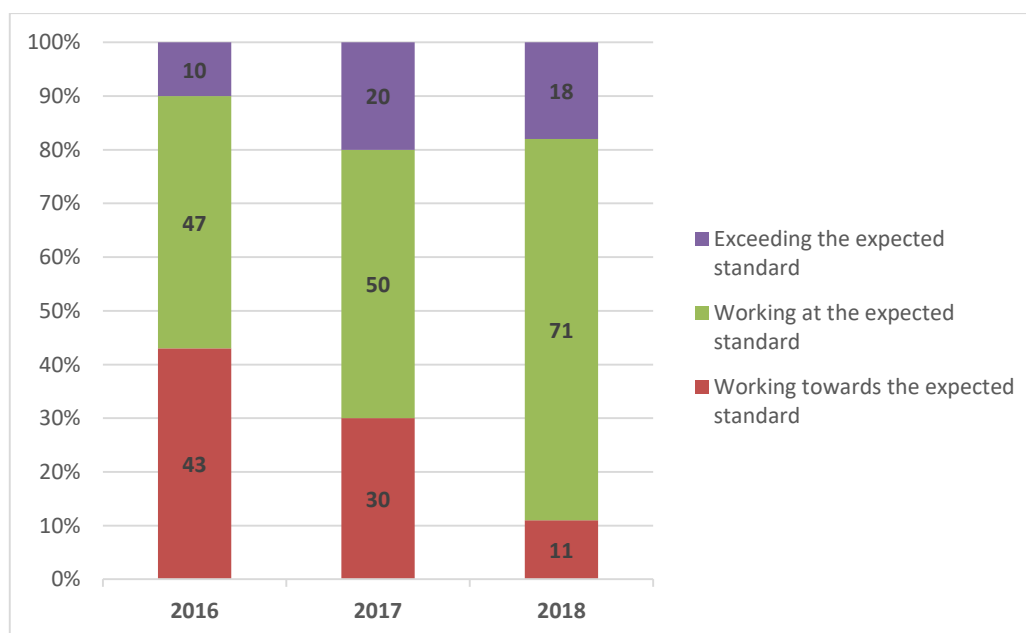
2.3 Reading

2018: Working at or above the expected standard, Tutshill School 86% compared to National 75%



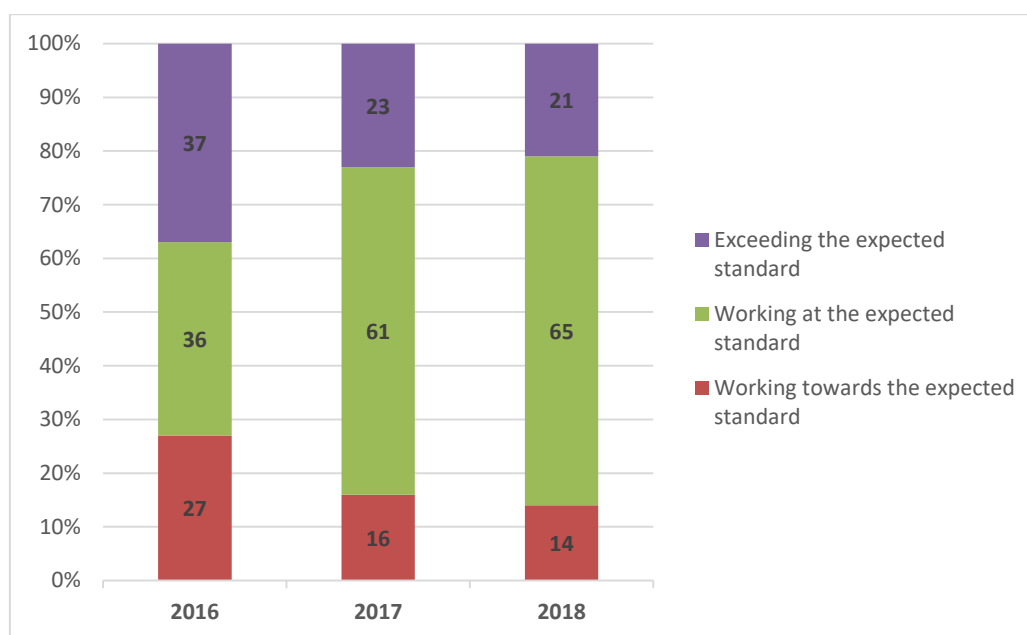
2.4 Writing

2018: Working at or above the expected standard, Tutshill School 89% compared to National 70%



2.5 Maths

2018: Working at or above the expected standard, Tutshill School 86% compared to National 76%



2.6 Summary of KS1 Achievements Following SATs

The school continues to perform exceptionally well compared to National figures with the majority of children working at or above the expected standard in all areas and high numbers of children working at greater depth. Year on year improvements in those achieving the expected standard in Writing and Maths are especially pleasing.

3 KEY STAGE 2 (KS2)

KS2 SATs tests are compulsory. The papers include:

- A mathematics paper focused on arithmetic, followed by two focused on reasoning.
- An English grammar, punctuation and spelling paper using a question and answer format.
- An English grammar, punctuation and spelling paper focused on spelling.
- An English reading paper.

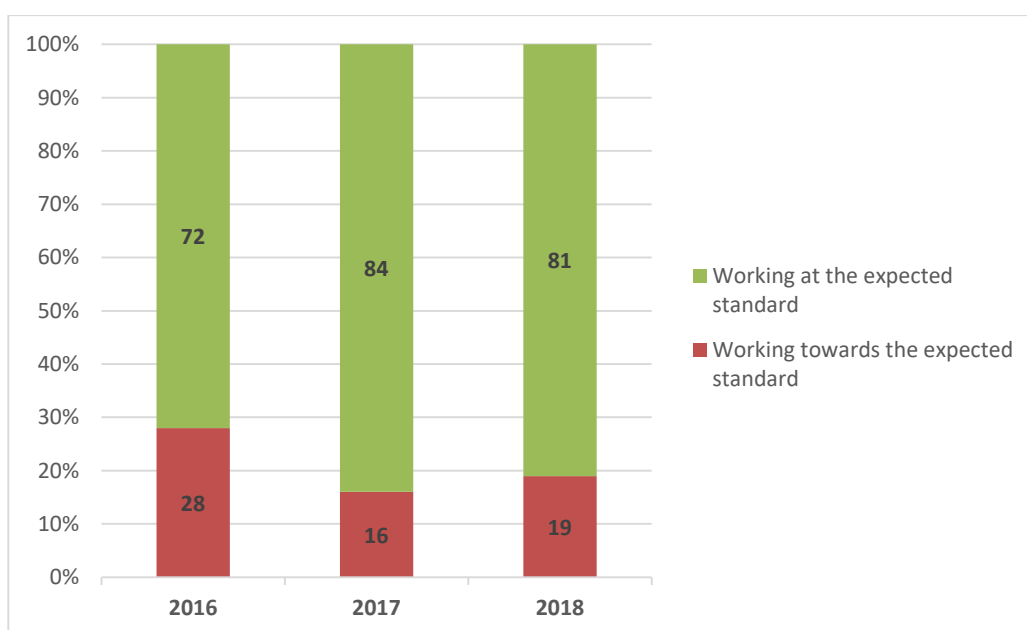
KS2 tests are administered in May. Every school in the country administers each test at the same time. The papers listed above are all marked externally.

For externally marked tests, the only official categories are “working towards the expected standard” and “working at the expected standard” and this is reflected in the charts below. However, individual scores are reported to the school and parents are given their child’s individual score. A scaled score of 110 or more is deemed as “exceeding the expected standard”, or “working at greater depth”, and we have reported this information separately, in line with the information given for internally marked assessments.

3.1 Reading

2018: Working at or above the expected standard, Tutshill School 81% compared to National 75%

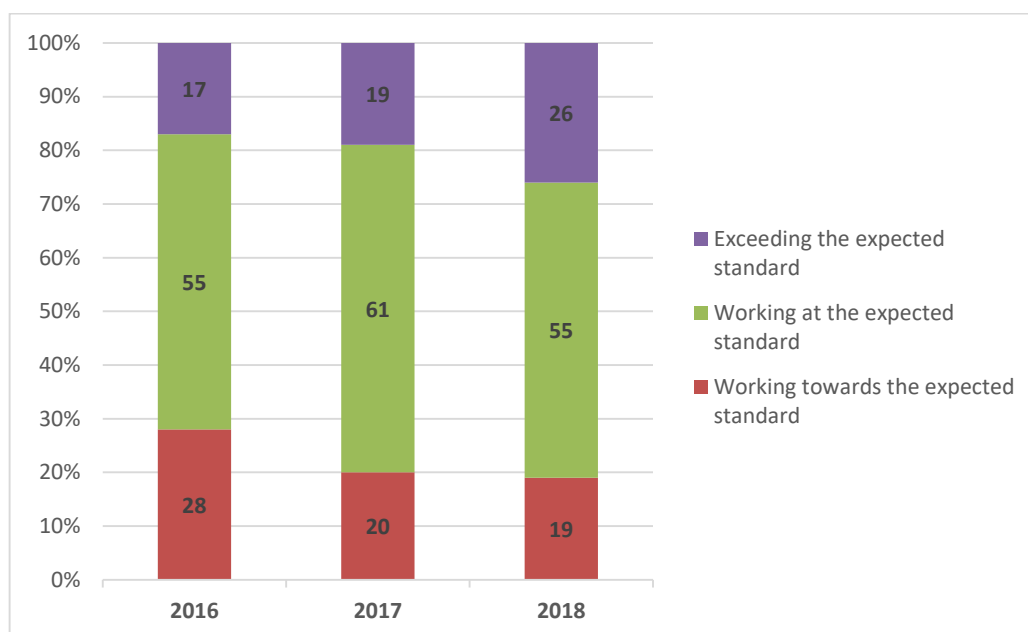
2018: Working at greater depth, Tutshill School 32%



3.2 Writing - Teachers Assessment

Teachers are required to assess the children's writing, taking into consideration a range of writing in a range of subjects. The school reports this to the DfE. Teacher assessed scores are robust as they are regularly moderated. As writing is teacher assessed there is a judgement of greater depth.

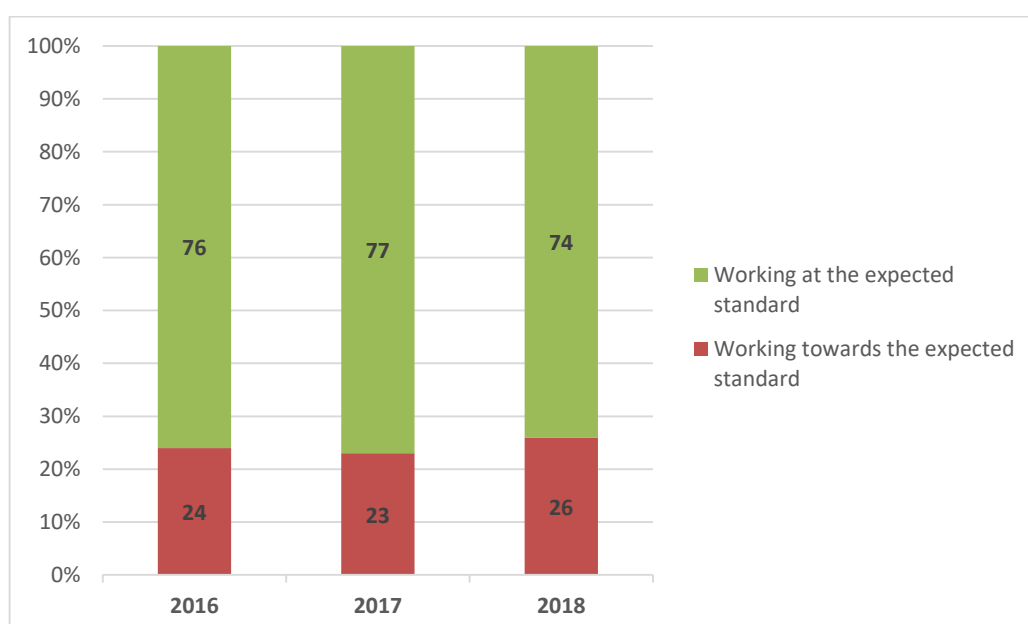
2018: Working at or above the expected standard, Tutshill School 81% compared to National 78%



3.3 Maths

2018: Working at or above the expected standard, Tutshill School 74% compared to National 76%

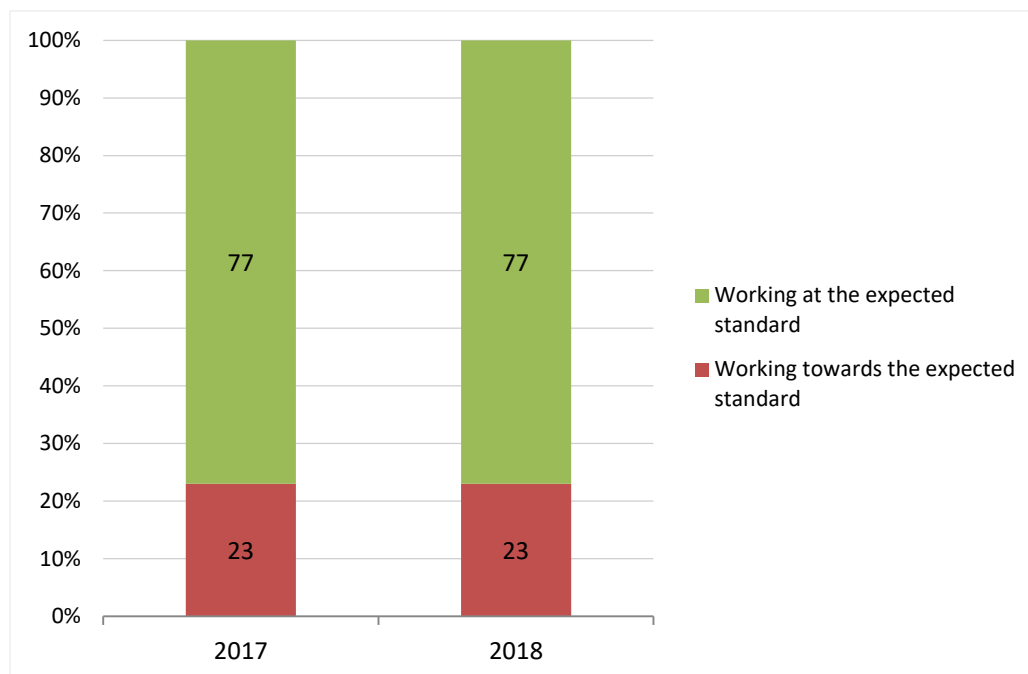
2018: Working at greater depth, Tutshill School 26%



3.4 English Grammar, Punctuation and Spelling (EGPS)

2018: Working at or above the expected standard, Tutshill School 77% compared to National 78%

2018: Working at Greater Depth, Tutshill School 32%



3.5 Summary of KS2 Achievements Following SATs

The school continues to achieve close to or above the National standard overall in all areas with especially high numbers of children exceeding expected standard and working at greater depth. However, the school is developing and implementing strategies to improve KS2 Maths scores.

3.6 Progress from KS1 to KS2

The preceding charts show attainment; the standard a child actually achieved. However, for externally marked subjects, **progress** of pupils from KS1 to KS2 is also measured using scaled scores. A scaled score of 100 indicates that a child is working at the expected standard. The charts below show how progress at Tutshill compares with national figures. The graphs show that Tutshill is broadly in line with progress nationally and that children at Tutshill School often make better progress than their peers nationally. The school uses these figures to inform future focus. (See section on School Development.)

