

School Performance 2018-19



The information on this page will inform you of how South Bersted performed in the Foundation Stage, at the End of Key Stage 1 and Key Stage 2 during the year 2018-19. Our attainment and progress is compared to pupils nationally.

Early Years and Foundation Stage

For a child to achieve a 'Good Level of Development' (GLD) a pupil needs to achieve the expected standard in the Prime Areas and English and Maths.

Year	School	National
2016	69%	69%
2017	60%	70.7%
2018	63%	71.4%
2019	63%	71.8%

Phonics

At the end of Year 1, pupils took the 'phonics screening' assessment that identifies pupils who have learnt to phonetically decode at the expected standard. Pupils are tested on 40 words and if they are able to decode 32 of the words or more they have passed the screening assessment.

Year	School	National
2017	75.9%	81.2%
2018	77%	82.7%
2019	80%	82%

Those pupils who did not pass the phonics in Year 1, retake it in Year 2.

Year	School	National
2017	86%	92%
2018	93%	92%
2019	80%	92%

End of Key Stage 1

This year, 2018 – 2019, Year 2 final results are based on a formal test used in conjunction with teacher assessment. The children sat tests in Maths, Reading and GPS and our Year 2 teacher, Mrs White, used the test results as well as pupil's independent learning tasks to assess each child. The below table displays the percentage of pupils who were teacher assessed as working at the 'expected standard' at the end of Key Stage 1.

	Reading	Writing	Maths	Combined R,W and M.
School	70%	63%	70%	57%
National	75%	69%	76%	65%

In addition to this, pupils were also assessed as Working at Greater Depth. The table below represents the school's assessments in these key areas and National attainment.

	Reading	Writing	Maths	Combined R,W and M.
School	20%	7%	7%	3%
National	25%	15%	22%	11%

End of Key Stage 2

At the end of Key Stage 1, all 10 – 11 years old participated in National Curriculum Tests.

For each test that a pupil took, their score was converted to a scaled score. If a child achieved a scaled score of 100, they were judged to be working at the expected standard for their age group. If a child achieved a scaled score below 100 then they were assessed as working towards the expected standard. Next to the school's attainment is the mean scaled score for that test.

	Reading	Writing	Maths	Combined R,W and M.	GPS**
School	71% (103)	71%	79% (106)	61%	64% (105)
National	73% (104)	78%	79% (105)	65%	78%

*** GPS (Grammar, punctuation and spelling).

In addition to this, pupils were also assessed as Working at Greater Depth. The table below represents the school's assessments in these key areas and National attainment.

	Reading	Writing	Maths	Combined R,W and M.	GPS
School	32%	10%	29%	7%	32%
National	27%	20%	27%	11%	36%

Pupil Progress from Key Stage 1 to Key Stage 2

Pupil progress is measured from a child's end of Key Stage 1 attainment (prior attainment), which was a teacher assessment, and their end of Key Stage 2 scaled score.

A **score of 0** means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally. A **positive score** means pupils in this school on average do **better** at KS2 as those with similar prior attainment nationally. A **negative score** means pupils in this school on average do **worse** at KS2 as those with similar prior attainment nationally.

	Reading	Writing	Maths
School	0.3	0	1.75