



School Performance

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 2021 – 22. Our attainment and progress is compared to pupils nationally where this data has been released.

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.

Early Years and Foundation Stage	
School	57%
National (2019)	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 1 Phonics Screening	
School	79%
National	75%

Year 2 Phonics Screening	
School	92.6%
National	87%

End of Key Stage 1

This year, 2021 – 2022, Year 2 pupils took a range of tests, including grammar, punctuation and spelling test (GPS). 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%	59%	70%	59%
National	67%	58%	68%	TBC

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	18.5%	3.7%	14.8%	3.7%
National	18%	8%	15%	TBC

End of Key Stage 2

At the end of Key Stage 2, all 10 – 11 years old participated in the 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	GPS**	Combined R,W and M.
School	69% (103)	72%	83% (102.6)	72% (103)	62%
National	74% (105)	69%	71% (104)	72% (105)	59%

** GPS (Grammar, punctuation and spelling).

If a child achieves a scaled score of 110+, they are assessed as Working at Greater Depth. The table below represents the school's assessments in these key areas and national attainment.

	Reading	Writing	Maths	GPS	Combined R,W and M.
School	20%	3%	13.7%	24%	3%
National	28%	13%	22%	28%	7%

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
2019	0.3	0	1.75
2022	-0.4	0.7	1.2

