



George Fentham Endowed School Hampton in Arden

George Fentham Endowed School Key Stage 2 Results 2017

2017 was the second year of the new key stage 2 tests in maths, reading and grammar, punctuation and spelling. The tests assess children against a national standard. This year's tests are the first tests to reflect the new primary curriculum, which was introduced in 2014.

Results in each test are reported using a scaled score. A scaled score of 100 represents the expected standard for each test; 100 or more means they are working at or above the expected standard in the subject; less than 100 means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80.

In 2017, there were 25 children in the cohort, with each child equating to 4%. Progress data is based on 23 pupils as two children did not sit Key Stage 1 tests.

Progress

Progress scores are presented as positive and negative numbers either side of zero. A score of 0 would mean pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally. A positive score means on average more progress than similar pupils nationally and a negative score means on average less progress than similar pupils nationally.

Average progress in Reading: +2.0

Average progress in Writing: +0.3

Average progress in Mathematics: 0.0

Attainment

Average scaled score in Reading: 110

Average scaled score in Grammar, Punctuation and Spelling test: 110

Average scaled score in Mathematics: 107

Percentage achieving expected standard in Reading: 88%

Percentage achieving expected standard in Writing: 84%

Percentage achieving expected standard in Grammar, Punctuation and Spelling: 84%

Percentage achieving expected standard in Mathematics: 84%

Percentage achieving a high standard in Reading: 48%

Percentage working at a greater depth within the expected standard in Writing: 36%

Percentage achieving a high standard in Grammar, Punctuation and Spelling: 52%

Percentage achieving a high standard in Mathematics: 36%

Percentage achieving the expected level in Reading, Writing and Mathematics combined: 84%

Percentage achieving a higher level of attainment in Reading, Writing and Mathematics combined: 24%

