

Attainment: expected standard

This year, the [government changed the way that children are assessed](#). When looking at the data for 2016, it's important to bear in mind the [advice from the Department for Education](#): don't compare 2016 with previous years:

Children sitting key stage 2 tests this year were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

In 2016, 53% of our pupils achieved the expected standard in Reading, Writing and Maths, combined (compared with 53% nationally).

- Reading: 65% meeting expected standards (national: 66%)
- Writing: 89% meeting expected standards (national: 74%)
- Grammar, Punctuation and Spelling: 74% meeting expected standards (national: 72%)
- Maths: 72% meeting expected standards (national: 70%)

Scaled scores, where 100 is the expected national standard, also show that Cookridge Holy Trinity's pupils fair well (there are no scaled scores available for Writing).

- 104 average scaled score in Reading
- 104 average scaled score in Maths
- 104 average scaled score in Grammar, Punctuation and Spelling

Attainment: higher level

We continue to offer challenge to all children, including higher attaining pupils. Scaled scores of over 110 are considered 'high scores'.

9% of our pupils achieved a high level of attainment in Reading, Writing and Maths, combined (the national proportion was 5%).

- Reading: 18% high scores (national: 19%)
- Writing: 23% high scores (national: 15%)
- Grammar, Punctuation and Spelling: 19% high scores (national: 23%)
- Maths: 18% meeting expected standards (national: 17%)

Progress

- -1.2 average progress in Reading
- 1.6 average progress in Writing
- -1.3 average progress in Maths

Reading and Maths is a little below the expected level. We'd like them both to be higher. This will be a focus of our School Development Plan this year.

The Reading test was extremely hard this year – something widely reported and commented on in the media and social media. It also raises the importance of reading and discussing what is being read at home. Some of our children struggled for three main reasons:

- some children struggled to read the whole text – *flagging up how important regular reading at home is to build up fluency.*
- others struggled with how difficult the test was: hard texts to read (one was an extract

from a newspaper, whose intended audience is adults, not 11 year olds!) – *this flags up the importance of encouraging your child to read often, and to read a variety of texts, from fiction to non-fiction, comics to newspapers (but always prioritise reading for pleasure – far more important than a snapshot of reading skills that is the SATs test).*

- the actual test questions were tough (testing children’s knowledge of quite tricky words and ability to infer ‘impressions’, a word used more than once in the test) – *teachers always encourage parents and carers to be listening to their child read and talking about what is being read, even when a child is quite a fluent reader*