

2017 KS2 Outcomes

School/National Comparisons- based on 2017 Interim First Statistical Release unless indicated otherwise

(Percentages in brackets show 2016 school for comparison)

Attainment		Read, Write & Maths Combined	Reading	Writing	GPS	Maths
At expected standard (EXS)	Cam Hopton	60% (64)	70% (75)	77% (68)	87% (82)	73% (71)
	National	61%	71%	76%	77%	75%
	Glos	60%	74%	73%	77%	75%
At higher standard (GDS)	Cam Hopton	10% (4)	23% (25)	13% (14)	30% (36)	30% (21)
	National	5% (2016)	25%	18%	31%	23%
	Glos		29%	17%	31%	23%
Average Scaled Score	Cam Hopton	99.91	97.33	N/A	103.4	101.3
	National (2016)	103.0	102.6	N/A	104.0	103.0

The National 'Floor Standard' for attainment is 65% for all subjects combined

A scaled score of 100 is the threshold for a pupil's performance to be viewed as being at the Expected standard (EXS). 110 or more is the threshold for the higher standard than expected (GDS)

Progress		Reading	Writing	Maths
This is calculated using a value added measure from KS1 to KS2. It is based on value added in each of reading, writing and maths, compared with the scores of pupils with the same Key Stage 1 results.	Cam Hopton	+0.5 (+0.40) (in line)	+0.6 (-2.38) (in line)	+1.6 (+0.1) (sig+)
	National	0*	0*	0*
	Glos	+0.8	-0.3	+0.1

*= the calculating of *value added* nationally means that the average progress is zero

The Government's Progress Floor Targets for KS2: -5 in reading, -7 in writing and -5 in maths; Progress scores will be centred around 0, with most schools expected to fall within the range of -5 to +5 School Performance Comparison information Tables can be found at: <https://www.compare-school-performance.service.gov.uk/>

(In 2017, a school was above the floor standard if:

- at least 65% of pupils achieve the expected standard in reading, writing and maths or
- the school has a sufficient progress scores in -5 in reading, -5 in maths and -7 in writing

Progress Scores

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

A progress score of -4 in reading would mean that, on average, pupils in a school achieved the equivalent of 4 scaled score points lower in reading than all pupils with similar prior attainment nationally. A negative progress score does not mean pupils made no progress.

Cam Hopton 2017: