**St Martin’s Catholic Primary School**

**Key Stage 2 results 2018-2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 30 pupils1 pupil = 3.3% | Scaled score average | Not met expected standard | Met expected standard  | Greater depth within the expected standard |
|  | Sch | Nat | HBC |  | Sch | Nat | HBC | Sch | Nat | HBC |
| Reading  | 103.3 | 104.4 | 103.2 | 23% | 77% | 73% | 70% | 17% | 27% | 22% |
| Writing |  |  |  | 17% | 83% | 78% | 76% | 30% | 20% | 19% |
| GPS | 104.4 | 106.3 | 105 | 23% | 77% | 78% | 75% | 17% | 36% | 30% |
| Maths | 103.9 | 105.0 | 103.7 | 23% | 77% | 79% | 75% | 17% | 27% | 21% |
| RWM |  |  |  | 30% | 70% | 65% | 60% | 10% | 11% | 9% |

**Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Reading | Writing | Maths |
| Progress Measures Whole school | -2.83 | 0.28 | -2.73 |
| School is above average (0) in writing, therefore pupils in our school on average do better at key stage 2 than those with similar prior attainment nationally. In maths and reading the average point score is lower than national averages. |

**How is progress measured?**

There is no ‘target’ for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school’s progress score. The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school.

They are a type of value added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment.

A school’s progress scores for English reading, English writing and mathematics are calculated as its pupils’ average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

A score of 0 means 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 pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.

A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor. For example, a school with a mathematics progress score of -4 would mean that, on average, pupils in this school achieved 4 scaled score points lower in the key stage 2 mathematics test than other pupils with similar prior attainment nationally.