



**St Peter and St Paul CE Primary School**  
**Results 2017 – 2018**

| <b>EYFS</b>   |               |                 |
|---|---------------|-----------------|
|   | <b>School</b> | <b>National</b> |
| <b>Good Level of Development</b>                        | 73%           | 71.5%           |
| <b>Key Stage One</b>                                    |               |                 |
|   | <b>School</b> | <b>National</b> |
| <b>Phonics</b>  | 89%           | 82%             |
| <b>% ARE Reading</b>                                    | 84%           | 76%             |
| <b>% ARE Writing</b>                                    | 75%           | 70%             |
| <b>% Maths</b>  | 75%           | 76%             |
| <b>Key Stage Two</b>                                    |               |                 |
|   | <b>School</b> | <b>National</b> |
| <b>% ARE Reading</b>                                    | 71%           | 75%             |
| <b>% ARE Writing</b>                                    | 89%           | 78%             |
| <b>% ARE Maths</b>                                      | 75%           | 76%             |
| <b>% ARE Grammar, Punctuation &amp; Spelling</b>        | 82%           | 78%             |
| <b>% ARE RWM</b>  | 61%           | 64%             |
| <b>% Higher standard RWM</b>                            | 7%            | 10%             |
| <b>Reading Progress Score</b>                           | - 0.8         | -5*             |
| <b>Writing Progress Score</b>                           | +1.0          | -7*             |
| <b>Maths Progress Score</b>                             | - 1.4         | -5*             |
| <b>Reading average scaled score</b>                     | 104           | 105             |
| <b>Maths average scaled score</b>                       | 103           | 104             |
| <b>Grammar, punctuation &amp; spelling scaled score</b> | 105           | 106             |

ARE = Age related expectation

\* = not national average. These score indicate the progress scores that all schools are expected to be above (Floor standards)

Progress measures in 2016 changed to reflect the move from national curriculum levels. Previously, pupils had to make two levels of progress from key stage 1 to key stage 2 (e.g. from a 2b to a 4b) to be judged as making expected progress. The new system for calculating progress uses what is called a value-added measure where pupils scores are compared nationally to other pupils with similar attainment at key stage 1. An average across all pupils scores in the school is then taken to calculate a school's progress score.