

End of Key Stage 2 (Year 6 – aged 11): 55 pupils

2017 was the second year of new, more challenging assessment tests, based on a new primary curriculum that was introduced in September 2014. As in 2016 results were reported as a scaled score between 80 and 120, with 100 being the national expectation (not the national average) for a Year 6 pupil. Pupil outcomes were exceptional, with significant improvements all round on the impressive results achieved in 2016.

2016-17 Year 6 pupil outcomes and comparative pupil performance data

Measure	2017	2016	Richmond average
RWM at Expected Standard	91%	92%	
RWM High	9%	17%	
Reading Expected Standard	98%	93%	
Reading at Greater Depth	25%	44%	
Reading Average Scaled Score	112.9	108.7	108
Writing Expected Standard (TA)	91%	93%	
Writing Greater Depth (TA)	45%	42%	
GPS Expected Standard	98%	90%	
GPS Greater Depth	31%	50%	
GPS Average Scaled Score	113.6	108.8	110
Maths Expected Standard	96%	95%	
Maths Greater Depth	23%	41%	
Maths Average Scaled Score	110.2	108.2	108

- RWM: Reading + Writing + Maths
- Expected standard: a government set target for pupil performance
- Scaled score range: 80-120
- Scaled score: 100 is the national standard; over 100 is above the national standard; below 100 is below the national standard
- Greater depth: at an enhanced standard
- GPS: Grammar, punctuation and spelling
- TA: Teacher assessment

There are 64 primary schools in Richmond and Kingston. When our results are compared with other schools we did as follows:

Measure	2017
Reading Expected Standard	1st
Reading at Greater Depth	1st
Writing Expected Standard (TA)	2nd
Writing Greater Depth (TA)	1st
GPS Expected Standard	2nd
GPS Greater Depth	1st
Maths Expected Standard	5th
Maths Greater Depth	4th

The average percentage test mark in **2017** for each subject tested was:

Subject	Maximum	Raw score	Percentage
Reading	50	40.9	81.8%
Spelling	20	16.1	80.5%
Grammar & punctuation	50	43.1	86.2%
GPS combined	70	59.3	84.7%
Arithmetic	40	34.4	86.0%
Mathematical Reasoning	70	58.6	83.7%
Mathematics combined	110	93	84.5%

Commentary

- Arguably the performance of the 2017 cohort of Year 6 pupils was the best ever achieved by pupils of this age at our school.
- In tests on a more challenging curriculum (introduced in September 2014; first tested in 2016) pupils performed at significantly higher standards than the impressive outcomes on the first new set of tests in 2016.
- The average scaled score for each subject tested was above the greater depth threshold (110)
- At least 95% of pupils reached, or surpassed, the national expectation of a scaled score of 100 or more:
 - Reading: 98%
 - GPS: 98%
 - Mathematics: 96%
- A highly ambitious target for writing at greater depth (the advanced categorisation standard) was achieved. 45% of Year 6 pupils were judged as performing at this standard. This represented a 3% improvement on the equally impressive outcome in 2016: 42% of pupils performing at greater depth. Year on year pupils at Barnes perform at consistently high standards in writing

Comparative data: Year 6 pupil outcomes for 2016

Measure	Kingston	Richmond	National	Barnes
RWM Expected Standard	59%	67%	53%	92%
Reading Expected Standard	74%	81%	66%	93%
Reading Average Scaled Score	104.8	106.6	103	108.7
Writing Expected Standard (TA)	71%	77%	74%	93%
Writing Greater Depth (TA)	13%	19%	No data	42%
GPS Expected Standard	79%	85%	72%	90%
GPS Average Scaled Score	105.8	107.3	104	108.8
Maths Expected Standard	78%	81%	70%	95%
Maths Average Scaled Score	105.1	105.9	103	108.2

End of Key Stage 1 (Year 2 – aged 7): 60 pupils

2017 Scaled score average

Reading	108.2
Maths	107.8
Grammar, punctuation and spelling	105.3

2016 Scaled score average

Reading	108.0
Maths	107.2
Grammar, punctuation and spelling	105.4

- Scaled score range at Key Stage 1: 85-115
- Scaled score: 100 is the national standard; over 100 is above the national standard; below 100 is below the national standard
- We are using 110, or more, as the criteria for a Greater Depth judgement (though there is no official national criteria).

Measure	Barnes 2017	Barnes 2016	Richmond 2017
Reading expected standard	93%	92%	83%
Reading greater depth	58%	62%	36%
Writing expected standard	78%	80%	73%
Writing greater depth	27%	29%	21%
Maths expected standard	87%	86%	82%
Maths greater depth	55%	50%	29%
Science expected standard	92%	92%	91%
GPS expected standard	77%	83%	No data
GPS greater depth	37%	31%	No data

Commentary

- Results are very similar to those achieved in 2016, the first year of these new tests.
- The 0.6 point improvement in mathematics is very pleasing. The Headteacher's view is that the recent introduction of the maths mastery approach has improved the quality of mathematics teaching in the Early Years and Key Stage 1
- Once again, results at Barnes compare very favourably with the average for local schools. The significant number of pupils achieving a 'greater depth' teacher assessment standard is particularly pleasing
- Results in grammar, punctuation and spelling are lower than in the other subjects assessed. This is partly due to the very high demands of the spelling curriculum in Key Stage 1. That said, school leaders believe that our children are capable of reaching higher standards and that will be a focus for 2017-18.

Year 1 (aged 6): phonics screening test

Year	Pupils passing the test	Average mark (40)	Percentage achieving full marks
2016-17	98% (59/60)	39.0	57%
2015-16	97% (59/61)	39.0	74%
2014-15	99% (87/88)	39.0	53%
2012-13	95% (57/60)	37.4	47%
2013-14	98% (59/60)	38.6	48%
2013-14	93% (56/60)	36.3	25%

2017 comparison figures

Phonics - % Achieving	Richmond		National	
	2016	2017	2016	2017
Expected Standard	89	89	81	81

Commentary

- Pupil performance has been consistently high in the six years since the phonics screening test was introduced. Over those 6 years only 12 pupils (3%) have failed to reach the pass mark. These pupils are retested in Year 3 (virtually all passing).
- The three year average mark is 39 marks out of a possible 40, with 61% of pupils getting every question right over that period
- Impressive consistency continues! Teachers and support staff are doing an exceptional job
- Phonics, the entry point for learning to reading, is taught robustly, systematically and very proficiently.