

Key Stage 2 2018 - Attainment & Progress Summary (Provisional and Indicative Data)

Caution: Small Cohort/s (<11)

9082726		Carbeile Junior School				National/LA				Gap between School & National/LA	
Reading Test	Cohort	% 'Expected Standard'	Average Scaled Score	Cohort	% 'Expected Standard'	Average Scaled Score	Average Scaled Score	Pupil Difference (EXS)			
All pupils	99	78.8%	104.4	National	75%	105	-0.6	3			
Gender	Girls	51	84.3%	106.0	LA	77.6%	105.7	0.3	3		
	Boys	48	72.9%	102.6	LA	72.3%	103.8	-1.2	0		
Disadvantaged	Disadvantaged	35	62.9%	101.2	LA	61.0%	101.9	-0.7	0		
	Other	64	87.5%	106.1	LA	80.0%	105.7	0.4	4		
SEN	No SEN/Unknown	81	87.7%	105.8	LA	82.1%	105.9	-0.1	4		
	SEN Support	18	38.9%	97.9	LA	40.5%	97.5	0.4	0		
	SEN Statement/EHCP	0	-	-	LA	17.3%	97.2	-	-		
Prior Attainment	Low	2	50.0%	95.5	LA	20.5%	93.8	1.7	0		
	Middle	41	65.9%	101.0	LA	72.0%	103.1	-2.1	-2		
	High	51	94.1%	107.9	LA	96.8%	110.2	-2.3	-1		

  

Writing TA	Cohort	% 'Expected Standard'	% Greater Depth	Cohort	% 'Expected Standard'	% Greater Depth (LA)	Pupil Difference (EXS)	Pupil Difference (GDS)	
All pupils	99	82.8%	25.3%	National	78%	21.0%	4	4	
Gender	Girls	51	92.2%	37.3%	LA	83.8%	26.5%	4	5
	Boys	48	72.9%	12.5%	LA	70.3%	16.0%	1	-1
Disadvantaged	Disadvantaged	35	68.6%	17.1%	LA	62.6%	10.7%	2	2
	Other	64	90.6%	29.7%	LA	82.2%	25.0%	5	3
SEN	No SEN	81	92.6%	28.4%	LA	85.8%	24.2%	5	3
	SEN Support	18	38.9%	11.1%	LA	32.9%	5.1%	1	1
	SEN Statement/EHCP	0	-	-	LA	11.3%	2.3%	-	-
Prior Attainment	Low	2	0.0%	0.0%	LA	14.1%	0.0%	0	0
	Middle	41	75.6%	4.9%	LA	75.7%	7.9%	0	-1
	High	51	96.1%	43.1%	LA	98.5%	50.5%	-1	-3

Comparison figures are national figures where possible. If national figures are not available, Cornwall 'LA' figures will be used, highlighted with a border. 'Pupil Difference' figures in green indicate a gap equivalent to at least one pupil more than national/LA achieving the Expected Standard; 'Pupil Difference' figures in red indicate a gap equivalent to at least one pupil below the national/LA average. All calculations include the application of 3 additional scaled score points where special consideration has been awarded. SEN status as @ DfE Spring Census January 2018. In line with DfE methodology, "Disadvantaged" Pupils are those who have been eligible for free school meals in the last six years, pupils with post-looked after arrangements, and children in care. "Disadvantaged" Status derived from DfE Spring Census Jan 2018 and SEDA 903 Return and numbers may vary slightly to official published figures, however we hope this will provide a useful indicator of outcomes. The DfE have not yet released their pupil premium list for the current financial year.

**Key Stage 2 2018 - Attainment & Progress Summary (Provisional and Indicative Data)**

Caution: Small Cohort/s (&lt;11)

9082726		Carbeile Junior School				National/LA				Gap between School & National/LA	
Maths Test	Cohort	% 'Expected Standard'	Average Scaled Score	Cohort	% 'Expected Standard'	Average Scaled Score	Average Scaled Score	Pupil Difference (EXS)			
All pupils	99	79.8%	103.2	National	76%	104	-0.8	3			
Gender	Girls	51	86.3%	105.1	LA	71.6%	103.1	2.0	7		
	Boys	48	72.9%	101.0	LA	72.3%	103.6	-2.6	0		
Disadvantaged	Disadvantaged	35	68.6%	100.6	LA	57.4%	100.5	0.1	3		
	Other	64	85.9%	104.5	LA	77.5%	104.4	0.1	5		
SEN	No SEN	81	88.9%	104.7	LA	79.6%	104.5	0.2	7		
	SEN Support	18	38.9%	96.3	LA	35.7%	96.6	-0.3	0		
	SEN Statement/EHCP	0	-	-	LA	13.5%	94.8	-	-		
Prior Attainment	Low	2	0.0%	84.5	LA	15.2%	92.8	-8.3	0		
	Middle	41	65.9%	99.9	LA	67.7%	101.7	-1.8	0		
	High	51	96.1%	106.8	LA	96.9%	108.8	-2.0	0		
GPS Test	Cohort	% 'Expected Standard'	Average Scaled Score	Cohort	% 'Expected Standard'	Average Scaled Score	Average Scaled Score	Pupil Difference (EXS)			
All pupils	99	79.8%	105.6	National	78%	106	-0.4	1			
Gender	Girls	51	86.3%	107.6	LA	77.6%	105.4	2.2	4		
	Boys	48	72.9%	103.5	LA	68.5%	103.5	0.0	2		
Disadvantaged	Disadvantaged	35	68.6%	102.6	LA	58.4%	101.4	1.2	3		
	Other	64	85.9%	107.3	LA	78.4%	105.5	1.8	4		
SEN	No SEN	81	88.9%	107.2	LA	81.4%	105.8	1.4	6		
	SEN Support	18	38.9%	98.6	LA	31.2%	96.3	2.3	1		
	SEN Statement/EHCP	0	-	-	LA	12.8%	95.3	-	-		
Prior Attainment	Low	2	0.0%	89.0	LA	13.0%	92.8	-3.8	0		
	Middle	41	70.7%	102.2	LA	69.5%	102.5	-0.3	0		
	High	51	94.1%	109.7	LA	97.4%	110.6	-0.9	-1		

Comparison figures are national figures where possible. If national figures are not available, Cornwall 'LA' figures will be used, highlighted with a border. 'Pupil Difference' figures in green indicate a gap equivalent to at least one pupil more than national/LA achieving the Expected Standard; 'Pupil Difference' figures in red indicate a gap equivalent to at least one pupil below the national/LA average. All calculations include the application of 3 additional scaled score points where special consideration has been awarded. SEN status as @ DfE Spring Census January 2018. In line with DfE methodology, "Disadvantaged" Pupils are those who have been eligible for free school meals in the last six years, pupils with post-looked after arrangements, and children in care. "Disadvantaged" Status derived from DfE Spring Census Jan 2018 and SSSA 903 Return and numbers may vary slightly to official published figures, however we hope this will provide a useful indicator of outcomes. The DfE have not yet released their pupil premium list for the current financial year.

**Key Stage 2 2018 - Attainment & Progress Summary (Provisional and Indicative Data)**

Caution: Small Cohort/s (<11)

9082020	Carbeile Junior School		National/LA		Gap between School & National/LA	
Reading, Writing and Maths	Cohort	% 'Expected Standard'	Cohort	% 'Expected Standard'	Pupil Difference (EXS)	
All pupils	99	71.7%	National	64%	7	
Gender	Girls	51	76.5%	LA	63.9%	6
	Boys	48	66.7%	LA	57.5%	4
Disadvantaged	Disadvantaged	35	54.3%	LA	43.3%	3
	Other	64	81.3%	LA	67.2%	8
SEN	No SEN	81	81.5%	LA	68.8%	10
	SEN Support	18	27.8%	LA	20.1%	1
	SEN Statement/EHCP	0	-	LA	6.0%	-
Prior Attainment	Low	2	0.0%	LA	4.8%	0
	Middle	41	58.5%	LA	51.6%	2
	High	51	88.2%	LA	93.4%	-2

The DfE have not yet released the scaled score threshold for "working at the higher standard" in the tests. In 2016 and 2017 this was 110, and it is likely that this will remain the same in 2018, however once confirmed we will advise schools as a matter of urgency.

Comparison figures are national figures where possible. If national figures are not available, Cornwall 'LA' figures will be used, highlighted with a border. 'Pupil Difference' figures in green indicate a gap equivalent to at least one pupil more than national/LA achieving the Expected Standard; 'Pupil Difference' figures in red indicate a gap equivalent to at least one pupil below the national/LA average. All calculations include the application of 3 additional scaled score points where special consideration has been awarded.

**Indicative Progress Data (Sourced from National Consortium of Exam Results)**

**CAUTION SHOULD BE USED WHEN VIEWING THIS DATA**

	Cohort	Indicative Progress Score	Conf-	Conf+
Reading	94	-3.8	-5.5	-2.1
Writing	94	-2.6	-4.2	-1.0
Maths	94	-4.4	-6.0	-2.8

This data is available in advance of the publication of KS1-2 progress data from the DfE so that you can have an impression of the progress of your school. Every effort has been made to update the 2018 KS1-2 Progress methodology with what NCER currently know is to change in 2018, however these figures are only indicative at this stage and should be treated with caution.

**Please note as these NCER emerging figures are unvalidated & unpublished indicators of benchmarks they must only be used internally within your school for self-evaluation purposes. Any emerging figures are not to be used on school external websites or via social media e.g. twitter**

A green border on your progress score indicates your schools progress in this subject is significantly above the indicative average, a red border denotes it is significantly below the indicative average.

**Lower (Conf-) and Upper (Conf+) Confidence intervals have been calculated using standard deviations provided by NCER based on the collated data. It is likely there will be variation between these and those published by the DfE in the autumn term.**

**How NCER Emerging Progress Scores are Calculated:** A pupil's progress score is the difference between their scaled score and the national average for their prior attainment group (PAG). As the DfE have not yet released the progress PAGs for 2018, NCER are using the 2017 groupings, which remained relatively consistent between 2016 and 2017. KS2 data is loaded into NCER systems from a DfE data feed available to LAs. KS1 and KS2 data is then matched within the NCER database. For any pupils missing KS1 prior attainment, their data has been loaded in by the LA wherever possible, however some pupils may be omitted who will be allocated progress scores on the DfE data when released. The data for all pupils for whom NCER have data is then calculated to provide an indicative "average scaled score" value for each PAG, based upon known DfE methodology. At the time this report was run, NCER estimated there was 95% coverage of the expected cohort. NCER find that once 60%+ of pupils data is collated, the values stabilise and only small changes would be anticipated.

2018 KS1-2 Progress calculation methodology (capping negative progress scores): NCER have followed the DfE methodology where it is known at this early stage. In 2018 at key stage 2 the DfE are placing a cap on extremely negative progress scores to prevent a handful of pupils with very negative progress scores having a sizable detrimental impact on their schools' average progress score. This typically has the strongest effect on schools with a small cohort. The DfE are yet to publish their official methodology for progress score capping. Until these details are published, NCER has used the following methodology: for each prior attainment group the minimum progress score threshold will be set at the prior attainment group's average progress score (which tends to be very close to zero) MINUS three-point-two-five times the standard deviation of the prior attainment group's progress scores. Any pupil with a progress score lower than the threshold will have their progress score set to the prior attainment group's capped minimum.