



# School Performance Data – 2018

## Disaggregated Data

The school hosts a local authority run High Needs base for learning. The children come to Grangetown from schools across the local authority and join the school role. We had 6 children accessing alternative provision in 2018 and as such we disaggregate their results from the data to show the mainstream data so we can compare ourselves correctly with other schools nationally.

Performance of all Key Stage 2 pupils 2018 (Whole Cohort) Cohort 32	Expected Standard		Higher Standard	
	School	National	School	National
% of pupils attaining expectations in reading, writing and maths	78.1	64	6.3	10
% of pupils attaining expectations in reading	93.8	75	28.1	28
% of pupils attaining expectations in writing	78.1	78	12.5	20
% of pupils attaining expectations in maths	96.9	76	15.6	24
% of pupils attaining expectations in SPaG	93.8	78	62.5	34
Performance of Disadvantaged Key Stage 2 pupils 2018 Cohort 28 – 87.5%	Expected Standard		Higher Standard	
	School	National	School	National
% of pupils attaining expectations in reading, writing and maths	78.6	64	6.3	10
% of pupils attaining expectations in reading	96.4	75	25	28
% of pupils attaining expectations in writing	78.6	78	10.7	20
% of pupils attaining expectations in maths	96.4	76	14.3	24
% of pupils attaining expectations in SPaG	96.4	78	60.7	34

### KS2 Progress Measures

The new progress measures are a type of value added measure which means that pupils' results are compared to the actual achievement of other pupils nationally with similar prior attainment. The progress measure comes in the form of a scaled score and a school progress score. Scaled scores are reported between 80 and 120, with 100 being the national standard.

Progress scores are for the school only, not individual pupils. A score of 0 means that pupils in the school on average do as well in KS2 as those with similar starting points nationally. A positive score means pupils do better. A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.

Progress data for all Key Stage 2 pupils 2018 (Whole Cohort) Cohort 32	Average Scaled Score		Progress Score	
	School	National	School	National
Reading	106	105	6.61	0
Writing	*****	*****	4.11	0
Maths	105.9	104	6.04	0
SPaG	109.7	106	*****	*****

Performance of all Key Stage 1 pupils 2018 Cohort 37	Expected Standard		Greater Depth	
	School	National	School	National
% of pupils attaining expectations in reading, writing and maths	67.6	*****	13.5	*****
% of pupils attaining expectations in reading	67.6	76	21.6	25
% of pupils attaining expectations in writing	73	68	18.9	16
% of pupils attaining expectations in maths	73	75	21.6	21
Performance of Disadvantaged Key Stage 1 pupils 2018 Cohort 30 – 81%	Expected Standard		Greater Depth	
	School	National	School	National
% of pupils attaining expectations in reading, writing and maths		*****	6.7	*****
% of pupils attaining expectations in reading	63	76	13.3	25
% of pupils attaining expectations in writing	70	68	13.3	16
% of pupils attaining expectations in maths	70	75	16.7	21

Performance in Year One Phonics Test 2018 Cohort 35	Expected Standard	
	School	National
% of Y1 pupils attaining expectations phonics	82.9	81
% of Y2 pupils attaining expectations phonics re test (12 Pupils)	33.3	*****
Performance in Year One Phonics Test 2018 Cohort 29 – 83%	Expected Standard	
	School	National
% of Y1 pupils attaining expectations phonics	84	81

Performance in all EYFS pupils 2018 Cohort	Expected Standard	
	School	National
<b>% of pupils achieving a Good Level of Development (GLD)</b> <i>(achieving the expected level in all Prime Areas and the Specific Areas of Mathematics and Literacy)</i>	48.6	73
Performance in Disadvantaged EYFS pupils 2018 Cohort	Expected Standard	
	School	National
<b>% of disadvantaged pupils achieving a Good Level of Development (GLD)</b> <i>(achieving the expected level in all Prime Areas and the Specific Areas of Mathematics and Literacy)</i>	44	73