

Attainment and Progress: 2016

EYFS

Subject	At expected or above	Exceeding
Reading	39/40 = 98%	23/40 = 58%
Writing	39/40 = 98%	20/40 = 50%
Maths	40/40 = 100%	29/40 = 73%

The National Good Level of Development (GLD) for 2015 was 66.3%: St. Chad's = 90%.
This year the National figure stands at 69.3%: St. Chad's = 92.5%.

KS1: Year 1 Phonics

2014		2015		2016	
School	National	School	National	School	National
83% (33/40)	69%	75% (30/40)	77%	88% (35/40)	81%

KS1: Year 2

Subject	At expected or above		Exceeding	
	School	National	School	National
Reading	31/39 = 79%	74%	16/39 = 41%	24%
Writing	26/39 = 67%	65%	7/39 = 18%	13%
Maths	32/39 = 82%	73%	12/39 = 31%	18%

KS2: Year 6

Subject	At expected or above		Exceeding	
	School	National	School	National
Reading	32/35 = 91%	66%	9/35 = 26%	19%
Writing	26/35 = 76%	74%	2/35 = 6%	15%
SPAG	30/35 = 86%	72%	6/35 = 17%	22%
Maths	27/35 = 77%	70%	9/35 = 26%	17%

KS2 School Performance: Progress Overall (17% of Oldham Primary Schools achieved the expected standards).

Reading:

Upper Confidence Interval	Lower Confidence Interval	Progress Score	Significance
4.7	0.5	2.6	Significant +

Writing:

Upper Confidence Interval	Lower Confidence Interval	Progress Score	Significance
0.0	- 4.2	- 2.1	No Significance

Mathematics:

Upper Confidence Interval	Lower Confidence Interval	Progress Score	Significance
2.4	- 1.1	0.7	No Significance

Expected Standard Reading Writing and Mathematics: National = 53% St. Chad's = 68.6%

Floor Standard Met: Yes

Attainment Element of Floor Standard Met: Yes

All 3 Progress Elements of the Floor Standards Met: Yes

Optional Tests Outcomes (Yr. 3 to 5)

Analysis of Optional SATs test results indicate the following in relation to Year Group Expectations.

Key:

1. Not achieving age-related expectations
2. Borderline: not yet achieving/achieving age-related expectations
3. Achieving age-related expectations on Test
4. Borderline: achieving age-related expectations/High achievement
5. High achievement on Test

Year 3 38 Children in the Cohort (each child = 2.6%)

	Mathematics %	Reading %
1	11	11
2	3	13
3	68	18
4	5	21
5	13	37

Year 4 41 Children in the Cohort (each child = 2.4%)

	Mathematics %	Reading %
1	12	5
2	5	10
3	32	23
4	7	20
5	44	43

Year 5 37 Children in the Cohort (each child = 2.7%)

	Mathematics %	Reading %
1	5	5
2	5	8
3	30	24
4	5	16
5	54	46

How St. Chad's compares to the NFER National Sample of Schools in 2016.

Below you will find the overall mean age standardised scores presented for St. Chad's along with those achieved in the National NFER Sample.

The difference between St. Chad's and the National NFER Sample has been tested and the school's score, in comparison in all cases, is significantly different.

	Year 3		Year 4		Year 5	
	School	National	School	National	School	National
Maths						
Overall	105	100	111	100	114	100
Boys	108	100	111	102	118	102
Girls	103	100	111	98	111	98
Reading						
Overall	110	100	114	100	115	100
Girls	105	98	114	99	114	99
Boys	114	103	115	102	116	102

The school is inclusive and continues to accept children of all abilities and this is often reflected in individual cohort performance. Each cohort's performance is rigorously tracked and children work through a series of individualised targets matched to their needs. Intervention and support is provided as and when it is necessary to ensure children achieve their full potential and reach national expectations by the end of KS2.