

Primary School performance tables 2016

Primary school test results based on the 2016 key stage 2 assessments, which are the first to assess the new, more challenging national curriculum, were released today. From 2016, key stage 2 assessment results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the interim framework. Because of the changes to the curriculum and accountability measures, figures for 2016 are not comparable to those for earlier years¹.

54% of 10 and 11 year olds in Ealing primary schools achieved the new more challenging **expected standard in all of reading writing and maths**, which is one percentage point above the 53% who achieved this standard nationally. However, this is five percentage points lower than the London average of 59% and places us 32nd out of 33 London authorities. Nationally, Ealing was 69th out of 152 local authorities (down from 28th for Level 4+ in reading writing and maths in 2015).

6% of Ealing children reached a **high standard in all of reading, writing and maths**, compared to 5% of all pupils nationally and 7% across London.

Attainment at the expected standard was highest in grammar, punctuation and spelling and lowest in reading, which mirrors the national pattern.

The percentage of children achieving the expected standard in the **reading** test was 65%, which is one percentage point below the national average and four percentage points below the London average. 18% achieved a high score (110 or better), which is again below both the national (19%) and London (21%) averages. The average scaled score achieved by Ealing children was 102, one less than the London and national averages. Children with English as an additional language particularly struggled in the reading test in Ealing, with only 60% achieving the expected standard compared to 61% nationally and 66% across London. Ealing (73%) actually outperformed the London (72%) and national (68%) averages for children with English as a first language achieving the expected standard in reading.

78% achieved the expected standard in the **grammar, punctuation and spelling** test, which is five percentage points above the national average but one percentage point below the London average. 27% achieved a high score, which is above the

national (23%) but below the London (29%) averages. The average scaled score was 105, one above the national average and in line with the London average.

In **maths**, 75% achieved the expected standard, which is five percentage points above the national average but two percentage points below the London average. 20% achieved a high score, which is above the national (17%) but below the London (23%) averages. The average scaled score achieved by Ealing children was 104 which is one above the national average and in line with the London average.

74% were assessed as reaching the expected standard in the **writing** teacher assessment, which is in line with the national average but five percentage points below the London average. 14% of children were assessed as working at a greater depth in writing, which is below both the national (15%) and London (18%) averages.

The new **progress measures** aim to capture the progress that pupils make from the end of Key Stage 1 to the end of primary school. Progress scores are calculated for each of reading, writing and mathematics. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. In **reading** (0.2) and **writing** (0.1) children in Ealing schools made broadly average progress compared to children with similar starting points nationally. However, they made above average progress in **maths**, achieving a progress score of 1.1, which means that on average children in Ealing schools achieved the equivalent of just over one scaled score more in maths than children with similar starting points nationally. Pupils across London schools made above average progress in all three subjects (0.9 in reading, 1.1 in writing, 1.5 in maths). Progress was above or well above average in 11 (out of 62) schools in reading, 18 schools in writing and 26 schools in maths.

More pupils from **disadvantaged backgrounds** reached the new expected standard in Ealing than nationally. 44% of disadvantaged pupilsⁱⁱ achieved the expected standard in reading, writing and maths in Ealing, compared to only 39% nationally. However this is lower than the 49% of disadvantaged children achieving the expected standard across London and remains significantly lower than the 60% of non-disadvantaged children who achieve this standard nationally.

The comparison between Ealing schools and the national average was consistent across the different starting points, with Ealing schools outperforming the national

average by 1% point. 7% of children from **lower starting points** (below level 2 at Key stage 1) progress to the nationally expected standard in reading, writing and maths in Ealing schools compared to 6% nationally. 48% of **middle attaining** children (level 2 at Key Stage 1) and 92% of **higher attaining** children (above level 2 at Key Stage 1) progressed to the nationally expected standard compared to 47% and 91% respectively nationally.

In 2016, a school will be above the **floor standard** if:

- at least 65% of pupils meet the expected standard in reading, writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in mathematics and -7 in English writing)

Nationally there are 665 schools (5%) who are below the 2016 primary floor standard. The percentage of schools below the floor is considerably lower in London (1%) than in any other region. In Ealing, there is just one schoolⁱⁱⁱ below this level.

Notes:

Performance tables can be accessed at:

<https://www.compare-school-performance.service.gov.uk/>

National and local authority comparisons can be accessed at

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-revised>

i The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years, therefore the DfE advice is that data from 2015 and 2016 are not directly comparable.

For context, the table below includes the 2013 to 2015 figures for reading, writing and mathematics for Ealing and nationally.

Attainment in reading, writing and mathematics 2013-2016

	Achieved level 4 or above in reading, writing and maths		Achieved level 4b or above in reading and mathematics, and level 4 or above in writing		Reached the expected standard in reading, writing and mathematics	
	Ealing	National	Ealing	National	Ealing	National
2013	77%	75%	64%	63%	-	-
2014	81%	78%	70%	67%	-	-
2015	83%	80%	72%	69%	-	-
2016	-	-	-	-	54%	53%

ii In 2016, disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. 32% of 11 year olds were classed as disadvantaged in 2016.

iii St John Fisher Catholic Primary School