

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 3	FOR INFORMATION	ATTENTION OF: Primary only
TITLE	Primary school performance tables 2018 and moderation 2019		
SUMMARY	<ul style="list-style-type: none"> • Analysis of the performance of primary aged pupils in state-funded Ealing schools in the national performance tables • Update on moderation arrangements for 2019 		
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Primary school performance tables 2018

68% of 10 and 11-year olds in Ealing primary schools achieved the **expected standard in all of reading writing and maths**, which is four percentage point above the 64% who achieved this standard nationally. This is an 3%-point improvement since 2017 and 13% points higher than in 2016 when the new accountability framework was introduced. However, it remains two percentage points lower than the London average of 70% and places us 27th out of 33 London authorities. Nationally, Ealing was 39th out of 152 local authorities.

12% of Ealing children reached a **high standard in all of reading, writing and maths** (the same proportion as in 2017), compared to 10% of all pupils nationally and 13% 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 77%, which is one percentage point above the national average following a four-percentage point improvement since last year but remains two percentage points below the London average. 28% achieved a high score (110 or better), which is in line with national but three percentage points below the London (31%) average. The average scaled score achieved by Ealing children increased by one point to 105, in line with national but one less than the London average.

85% achieved the expected standard in the **grammar, punctuation and spelling** test, which is above both the national (78%) and London (83%) averages and is a one percentage point improvement since last year. 45% achieved a high score, which is also above the national (35%) and London (44%) averages following a three-percentage point improvement since last year. The average scaled score remained at 108, two above the national average and in line with the London average.

In **maths**, 82% achieved the expected standard, which is one percentage point above the London average (81%) and six percentage points above the national average (76%), following a one percentage point improvement since last year. 30% achieved a high score (same as last year), which is above national (24%) but now one percent point below London (31%). The average scaled score achieved by Ealing children remained at 106 which is two above the national average and in line with the London average.

79% were assessed as reaching the expected standard in the **writing** teacher assessment, following a one percentage point improvement, which is now in line with the national average but remains three percentage points below the London average (82%). 23% of children were assessed as working at a greater depth in writing, which is one percentage point below the London average (24%) but three percentage points above the national average (20%) following a two percent point improvement since 2016.

The **progress measures** show 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 2018, children in Ealing schools made significantly above average progress in all three subjects compared to children with similar starting points nationally, with progress scores of 0.5 in **reading** 0.6 in **writing** and 1.4 in **maths**. However, these scores have slipped back slightly since 2017 (when they were 0.6, 0.9 and 1.8 respectively). This is slightly below the progress made by pupils across London in reading (0.8) and writing (0.8) but better than the London average in maths (1.3). Progress was significantly above average in 17 (out of 62) schools in reading, 21 schools in writing and 28 schools in maths.

More pupils from **disadvantaged backgrounds** reached the expected standard in Ealing than nationally. 58% of disadvantaged pupilsⁱ achieved the expected standard in reading, writing and maths in Ealing (a one percent point improvement), compared to 51% nationally. However, this is lower than the 60% of disadvantaged children achieving the expected standard across London and the gap with non-disadvantaged children achieving this standard nationally is now 12 percentage points (an increase from a ten per cent point gap last year). Progress among disadvantaged pupils in Ealing is below children with similar starting points nationally in reading (-0.2) and writing (-0.1) but remains above in maths (0.5).

Ealing schools continue to outperform the national averages for children from different starting points. 13% of children from **lower starting points** (below level 2 at key stage 1) progressed to the nationally expected standard in reading, writing and maths in Ealing schools compared to seven percent nationally. 63% of **middle attaining** children (level 2 at key stage 1) and 98% of **higher attaining** children (above level 2 at key stage 1) progressed to the nationally expected standard compared to 59% and 95% respectively nationally. Low attaining children showed the largest improvement (two percentage points), with middle attaining children maintaining their 2017 performance and high attaining children improving by one percentage point since 2017.

In 2018, 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 364 schools (three percent) who are below the 2018 primary floor standard. The percentage of schools below the floor is considerably lower in London (one percent) than in any other region. Ealing do not have any schools below the floor standard in 2018.

Moderation

A school's moderation activity is an important validation for governors of assessment reliability.

All assessment moderators are nationally required to undertake training and to pass a writing exercise. Our team of moderators is drawn from qualified teachers working in schools across the borough and many have found the training and the moderation process to be an excellent opportunity to develop skills.

Following the success of the quadrant moderation sessions eight quadrant lead moderators (QLMs) have been appointed from the bank of 2017-18 Ealing lead moderators with key stage 1 or 2 expertise. Moderation meetings for teachers of non-statutory year groups based on the borough's priorities or areas identified by the quadrant give the opportunity to share good practice. Acton; Greenford, Northolt and Perivale; and Southall are holding meetings.

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/key-stage-2-and-multi-academy-trust-performance-2018-revised>