

Performance Analysis Service for Schools

St Melons Primary School.

Year 5 Pupil Report

Overall % expected to reach Level 4 at KS2

English: 82% Maths: 64%

Overall % expected to reach Level 5 at KS2

English: 26% Maths: 16%

			Writing and Spelling		Reading		Mathematics				Estimated Probability of Achieving Level 4 at KS2		Estimated Probability of Achieving Level 5 at KS2	
Pupil Identifier	First Name	Surname	Level	Stand. Score for Spelling only	Level	Stand. Score	Level	Stand. Score	Year 5 Average Point Score	English	Maths	English	Maths	
1	ASHLEY	BALDWIN	3A	121	3B	91	4C	108	23.0	80%	99%	5%	38%	
2	GEMMA	BAKER	3A	112	3B	91	3B	98	21.7	80%	82%	5%	4%	
3	MICHELL	PALMER	3A	118	3A	96	3C	91	21.7	92%	56%	11%	2%	
4	MARK	PARKER	4B	141	5	120	5C	129	30.3	100%	100%	88%	99%	
5	NICOLE	REEVE	3B	95	3C	86	U3C	82	18.3	60%	18%	1%	1%	
6	DAVID	SCOUT	3C	96	U3	77	3C	91	17.7	22%	56%	0%	2%	
7	HARRY	SHORT	3C	77	3C	88	U3C	82	17.7	60%	18%	1%	1%	
8	TOM	SOUTHBY	4B	117	4B	109	3B	95	25.0	99%	82%	50%	4%	
9	LUKE	WILKINS	3A	94	4C	100	3B	98	23.0	97%	82%	30%	4%	
10	CHLOE	WREN	4B	114	4C	99	3B	91	24.3	97%	82%	30%	4%	
11	ASHLEY	ABEL	3C	113	3C	86	3B	99	19.7	60%	82%	1%	4%	
12	ZAK	BAKER	4C	114	4C	103	3C	91	23.0	97%	56%	30%	2%	
13	JODIE	BALLARD	3A	107	3B	93	3C	88	21.0	80%	56%	5%	2%	
14	HANNAH	BEST	3B	93	4C	99	3A	98	23.0	97%	94%	30%	14%	
15	JACK	BOLAND	3B	115	5	124	4C	109	26.3	100%	99%	88%	38%	
16	SCOTT	BUCKMAN	3B	100	3B	91	U3C	73	19.0	80%	18%	5%	1%	
17	JODIE	CHANDLER	3C	95	U3	79	U3C	75	16.3	22%	18%	0%	1%	
18	CHARLOTTE	WAGS	3A	104	4C	99	3C	85	22.3	97%	56%	30%	2%	
19	CHRISTOPHER	WALES	3A	85	3B	89	3C	86	21.0	80%	56%	5%	2%	
20	DANIEL	ALLSOP	4B	122	5	122	4A	118	29.7	100%	100%	88%	92%	
21	LEWIS	ATKINS	4C	141	4C	97	U3C	83	21.7	97%	18%	30%	1%	
22	DAVID	BAIRD	4C	121	4C	96	4C	106	25.0	97%	99%	30%	38%	
24	TOM	HAVING	3A	99	4C	102	3C	91	22.3	97%	56%	30%	2%	

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Literacy

Year : 5

No. of Pupils in Year Group 60

Table 5.1: Levels achieved in optional tests in your school

Level	Reading			Writing and Spelling		
	Overall	Boys	Girls	Overall	Boys	Girls
Below Level 3 (15)	13%	17%	11%	5%	8%	3%
Level 3C (19)	8%	13%	6%	18%	21%	17%
Level 3B (21)	17%	25%	11%	22%	29%	17%
Level 3A (23)	12%	4%	17%	30%	29%	31%
Level 4C (25)	18%	8%	25%	13%	8%	17%
Level 4B (27)	15%	21%	11%	10%	4%	14%
Level 4A (29)	2%	4%	0%	0%	0%	0%
Level 5 (33)	15%	8%	19%	2%	0%	3%

60 pupils had levels for the reading test

60 pupils had levels for the writing and spelling test

Table 5.2: Levels achieved in optional tests in a national sample

Level	Reading			Writing and Spelling		
	Overall	Boys	Girls	Overall	Boys	Girls
Below Level 3 (15)	15%	18%	11%	11%	15%	7%
Level 3C (19)	10%	11%	9%	13%	16%	11%
Level 3B (21)	12%	13%	12%	20%	21%	18%
Level 3A (23)	11%	11%	10%	23%	22%	24%
Level 4C (25)	14%	14%	15%	12%	11%	13%
Level 4B (27)	18%	16%	19%	12%	10%	15%
Level 4A (29)	11%	9%	13%	6%	4%	8%
Level 5 (33)	10%	8%	12%	3%	2%	4%

Table 5.1 shows the percentages of your pupils achieving various levels in the optional Year 5 tests in reading and writing and spelling.

Table 5.2 shows the comparable distribution in a national sample.

Note that percentages may not add up to 100% in every column, due to the fact that they are each rounded to the nearest integer.

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No. of Pupils in Year Group

60

The two charts that follow (5.1 and 5.2) show the levels obtained by pupils in your school in reading and writing and spelling. Levels obtained by a national sample of pupils are also indicated.

Chart 5.1 Reading test level distributions

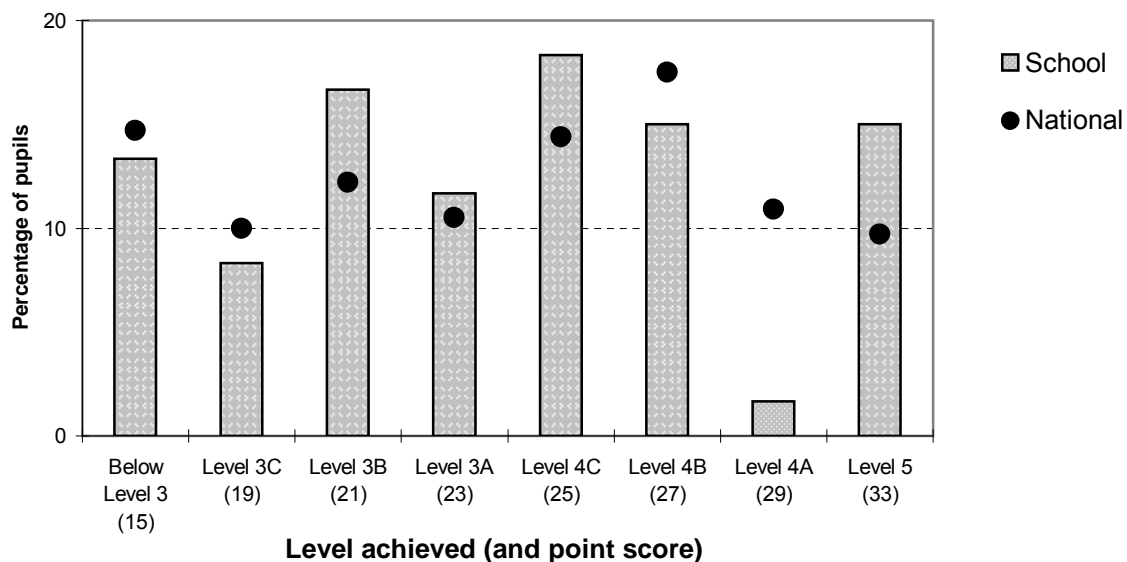
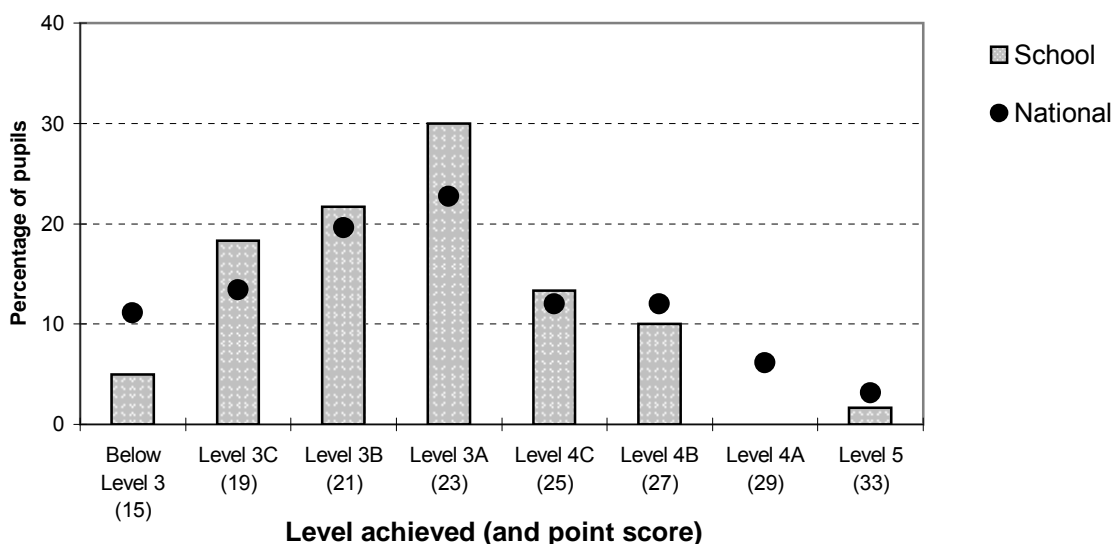


Chart 5.2: Writing and spelling test level distributions



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The next two charts (5.3 and 5.4) show the levels obtained by pupils in your school in reading and writing and spelling broken down by gender. Levels obtained by a national sample of pupils are also indicated.

Chart 5.3: Reading test level distributions by gender

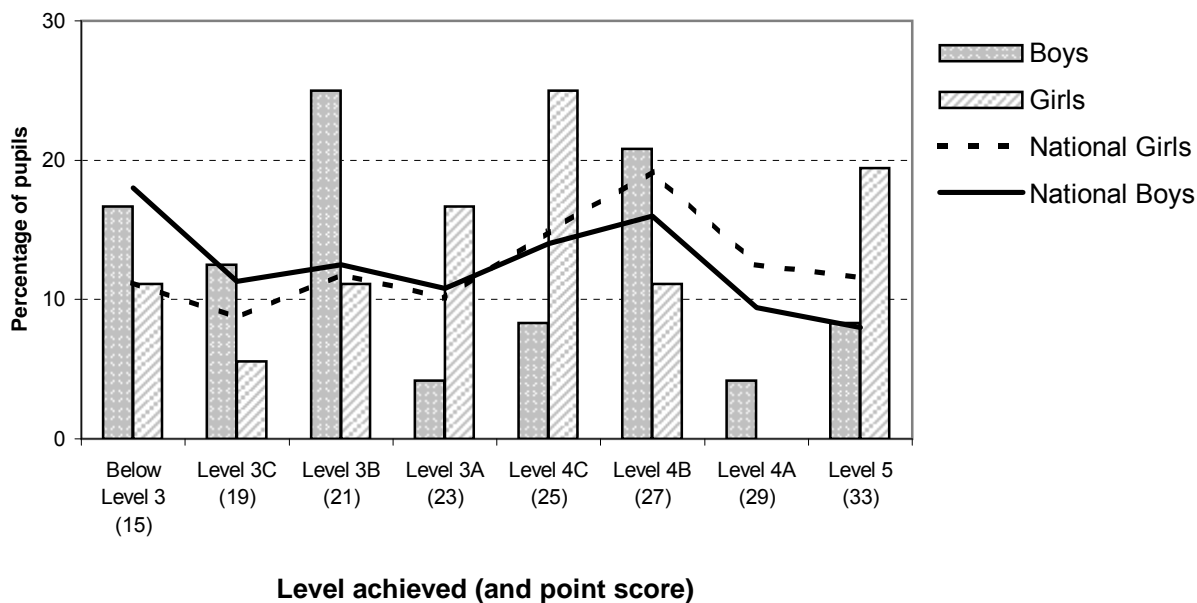
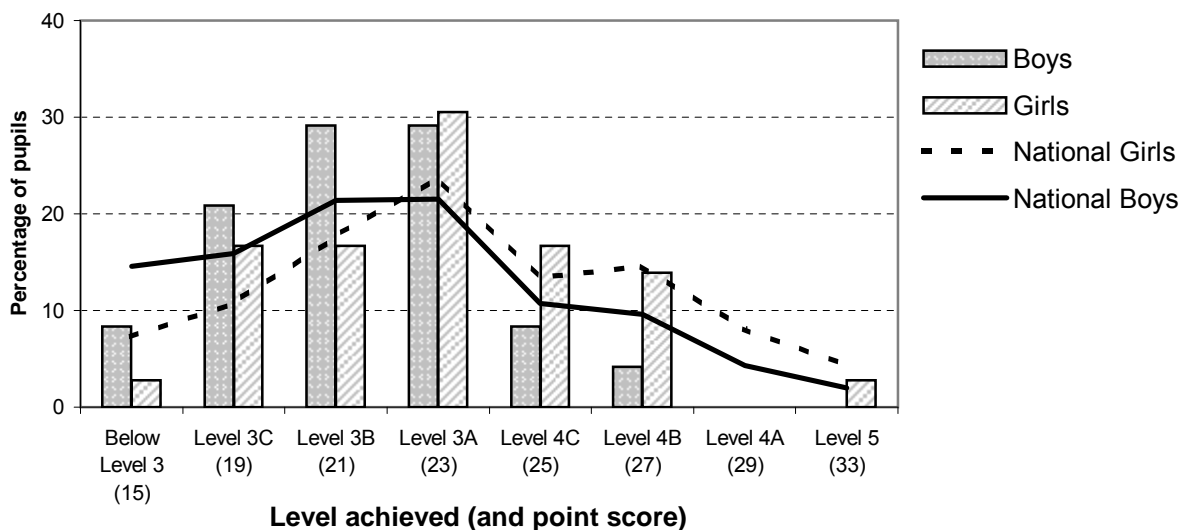


Chart 5.4: Writing and spelling test level distributions by gender



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No. of Pupils in Year Group 60

The two charts that follow (5.5 and 5.6) show the banded standardised scores obtained by pupils in your school in reading and spelling. The banded standardised scores obtained by a national sample are also indicated.

Chart 5.5: Reading standardised score distributions

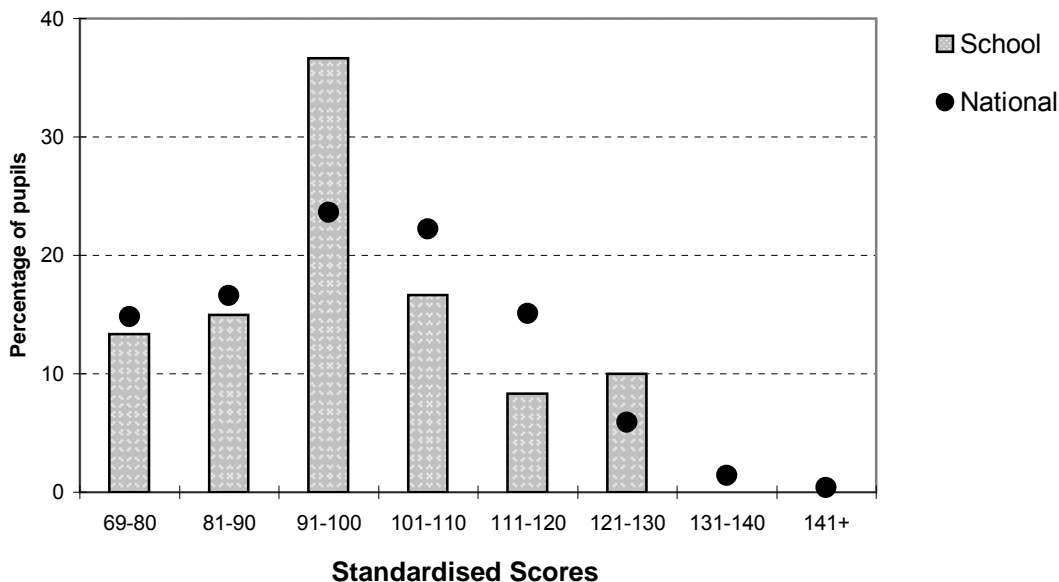
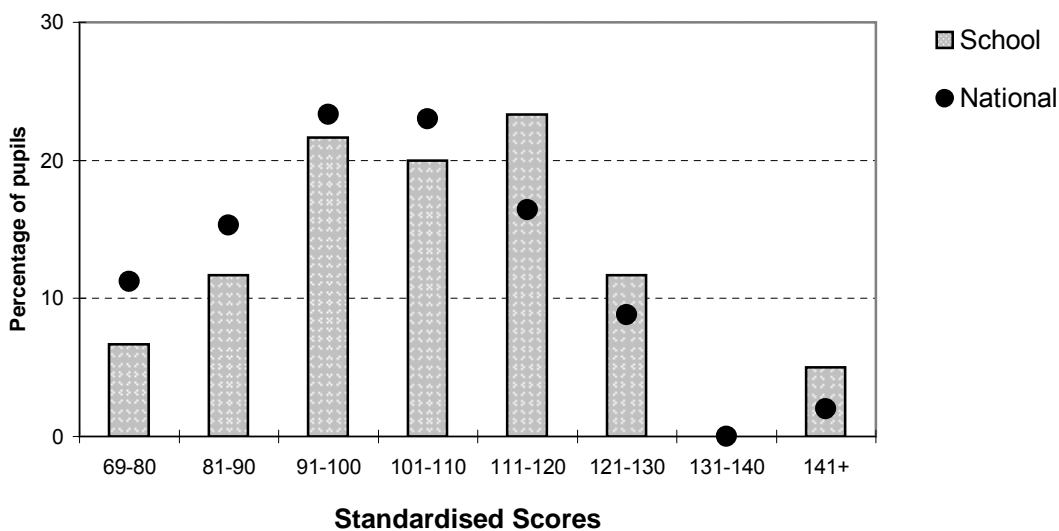


Chart 5.6: Spelling standardised score distributions



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Year : 5

No. of Pupils in Year Group 60

The two charts that follow (5.7 and 5.8) show the banded standardised scores obtained by pupils in your school in reading and spelling broken down by gender. The banded standardised scores obtained by a national sample are also indicated.

Chart 5.7: Reading standardised score distributions by gender

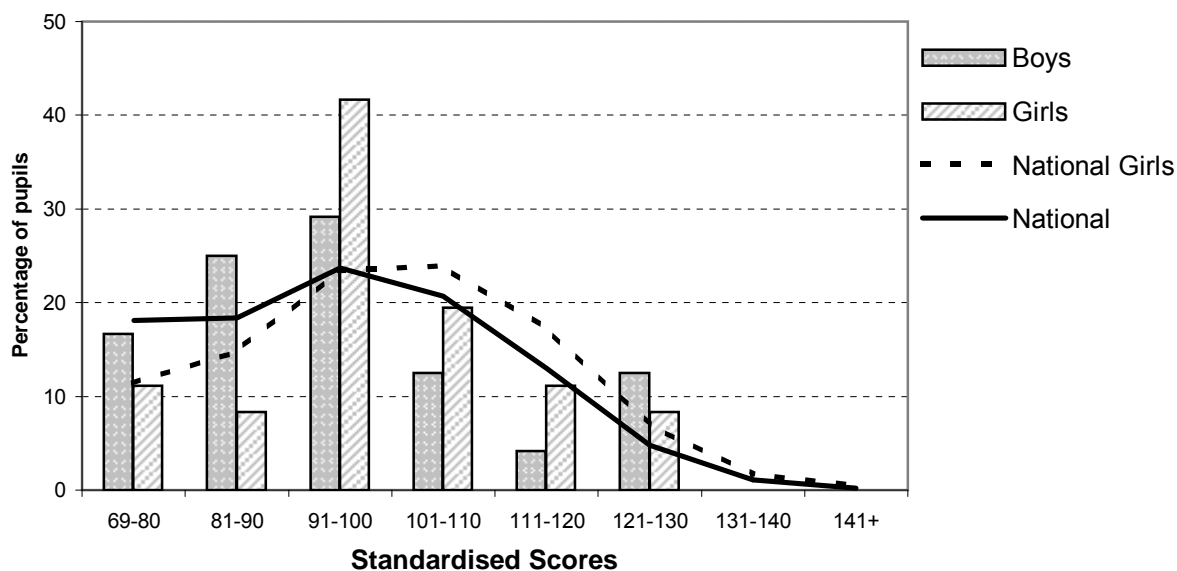
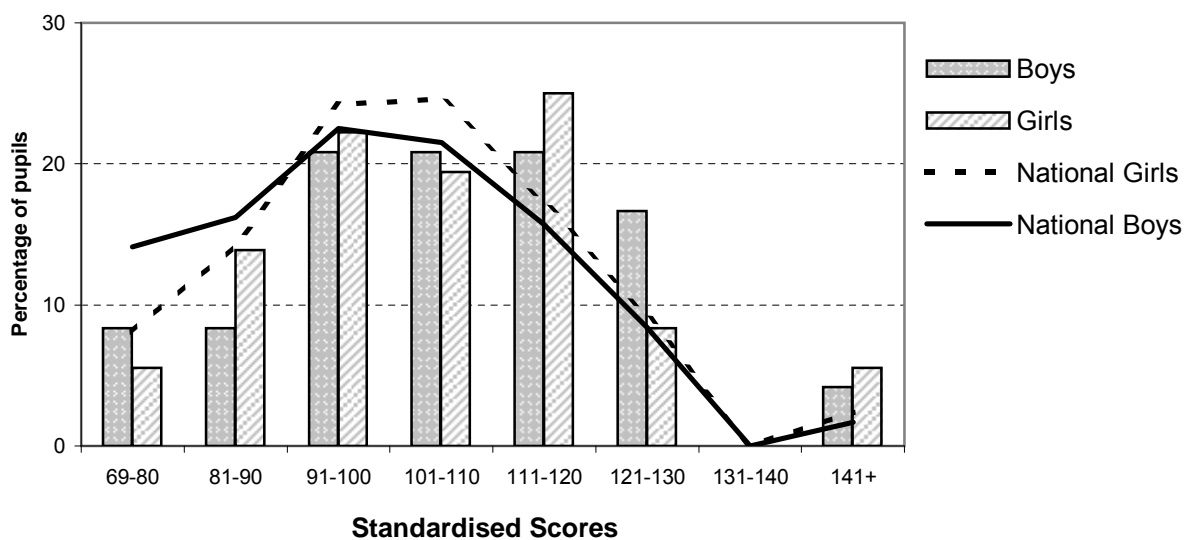


Chart 5.8: Spelling standardised score distributions by gender



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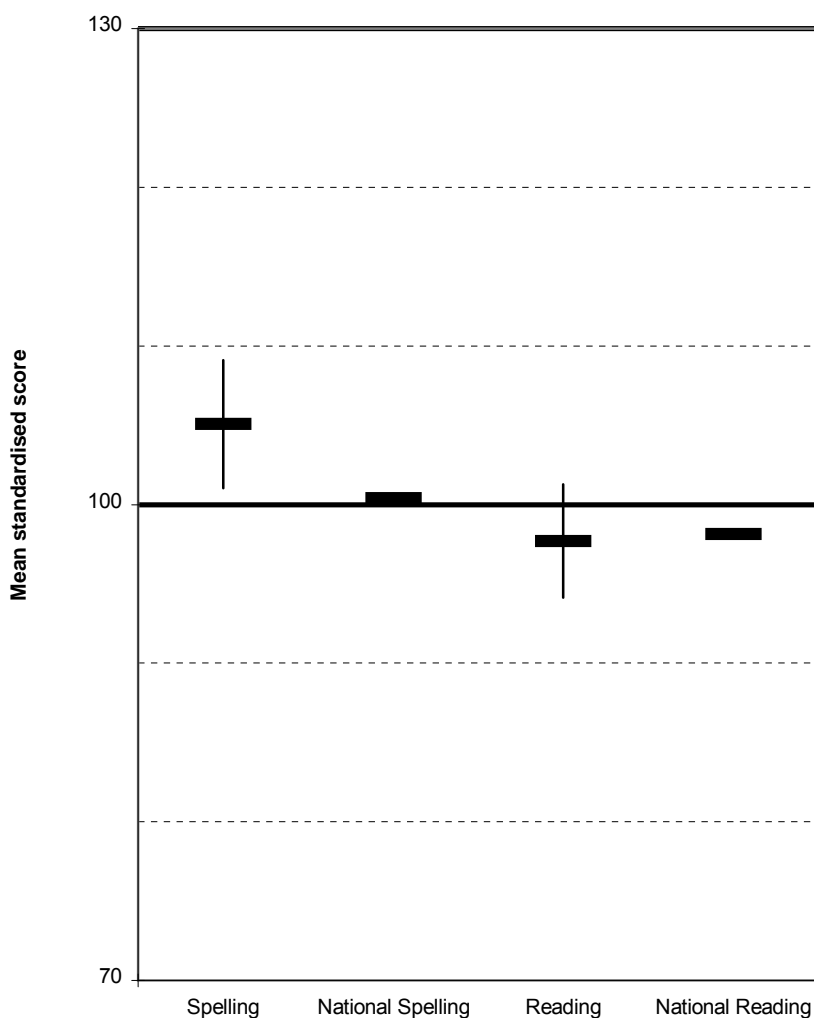
Year : 5

No. of Pupils in Year Group 60

Chart 5.9 below is intended to give an overview of your pupils' performance in spelling and reading, compared with national standards. It uses age-standardised scores, averaged over all the pupils taking each test. Each test was age-standardised with a mean score set to 100, and this line is indicated on the chart.

The average values for your school are shown by heavy horizontal lines and next to them are national averages. If your school's lines are higher than the national averages given, this implies that your school's performance in that subject area is above the national standards.

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Year : 5

No. of Pupils in Year Group

60

Progress from Key Stage 1 to Year 5

The following tables provide measures of progress from KS1 to Year 5. These show, in the form of percentages, the progress made by your pupils from each level at KS1. To put your school's results into context, results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from level to level, i.e. a higher level achieved in Year 5 than at the end of KS1.

Table 5.3: Year 5 reading test levels compared with KS1 levels

		Year 5 levels (school)				No.	Year 5 levels (national sample)				No.
		U3	3	4	5		U3	3	4	5	
KS1 levels	W	100%				2	84%	14%	2%		187
	1	21%	64%	14%		14	58%	35%	7%	0%	1136
	2		31%	55%	14%	29	10%	44%	43%	3%	7454
	3			20%	80%	5	0%	10%	63%	27%	3944

Table 5.4: Year 5 writing and spelling test levels compared with KS1 levels

		Year 5 levels (school)				No.	Year 5 levels (national sample)				No.
		U3	3	4	5		U3	3	4	5	
KS1 levels	W	14%	86%			7	69%	30%	1%		404
	1		100%			6	40%	57%	3%	0%	1068
	2		65%	32%	3%	37	6%	60%	31%	2%	10550
	3					0	0%	21%	62%	16%	1380

So, for example, of the 7454 pupils in the national sample at Level 2 in reading at the end of KS1, 10% remained below Level 3 in Year 5 while 44% progressed to Level 3, 43% to Level 4 and 3% advanced to Level 5.

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No. of Pupils in Year Group 60

Progress from Key Stage 1 to Year 5

The following tables provide measures of progress from KS1 to Year 5 in reading. These show, in the form of percentages, the progress made by your pupils from each sub-level at KS1. To put your school's results into context, similar results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from sub-level to sub-level, i.e. a higher sub-level achieved in Year 5 than at the end of KS1.

Table 5.5: Year 5 reading test sub-levels compared with KS1 sub-levels

		Year 5 levels (school)								
		U3	3C	3B	3A	4C	4B	4A	5	No.
KS1 levels	W	100%								2
	1	21%	29%	14%	21%	14%				14
	2C		11%	44%		22%	11%	11%		9
	2B			18%	6%	29%	29%		18%	17
	2A					67%			33%	3
	3						20%		80%	5

		Year 5 levels (national sample)								
		U3	3C	3B	3A	4C	4B	4A	5	No.
KS1 levels	W	84%	9%	3%	2%	1%	1%	1%		187
	1	58%	19%	11%	6%	4%	2%	1%	0%	1136
	2C	25%	22%	22%	13%	10%	6%	1%	0%	1722
	2B	9%	14%	18%	16%	20%	16%	5%	2%	2883
	2A	2%	5%	13%	14%	22%	25%	13%	6%	2849
	3	0%	1%	3%	6%	13%	27%	24%	27%	3944

So, for example, of the 2883 pupils in the national sample at Level 2B in reading at the end of KS1, 9% remained below Level 3 in Year 5 while 14% progressed to Level 3C, 18% progressed to Level 3B, 16% progressed to Level 3A and so on.

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No. of Pupils in Year Group 60

Progress from Key Stage 1 to Year 5

The following tables provide measures of progress from KS1 to Year 5 in writing and spelling. These show, in the form of percentages, the progress made by your pupils from each sub-level at KS1. To put your school's results into context, similar results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from sub-level to sub-level, i.e. a higher sub-level achieved in Year 5 than at the end of KS1.

Table 5.6: Year 5 writing and spelling test sub-levels compared with KS1 sub-levels

Year 5 levels (school)

		U3	3C	3B	3A	4C	4B	4A	5	No.
KS1 levels	W	14%	29%	57%						7
	1		67%		33%					6
	2C		16%	21%	47%	11%	5%			19
	2B			25%	25%	25%	19%		6%	16
	2A						100%			2
	3									0

Year 5 levels (national sample)

		U3	3C	3B	3A	4C	4B	4A	5	No.
KS1 levels	W	69%	16%	11%	3%	1%	0%			404
	1	40%	29%	20%	8%	2%	1%		0%	1068
	2C	15%	23%	29%	21%	7%	4%	1%	0%	3268
	2B	3%	12%	23%	30%	15%	12%	5%	1%	4534
	2A	0%	3%	11%	25%	19%	23%	12%	6%	2748
	3	0%	0%	5%	16%	16%	26%	20%	16%	1380

So, for example, of the 4534 pupils in the national sample at Level 2B in writing at the end of KS1, 3% remained below Level 3 in Year 5 while 12% progressed to Level 3C, 23% progressed to Level 3B, 30% progressed to Level 3A and so on.

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No. of Pupils in Year Group 60

Progress from Year 4 to Year 5

The following tables provide measures of progress from Year 4 to Year 5. These show, in the form of percentages, the progress made by your pupils from each level at Year 4. To put your school's results into context, results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from level to level, i.e. a higher level achieved in Year 5 than at the end of Year 4.

Table 5.7: Year 5 reading test levels compared with Year 4 levels

		Year 5 levels (school)				No.	Year 5 levels (national sample)				No.
		U3	3	4	5		U3	3	4	5	
Year 4 levels	U2	100%				2	77%	19%	4%	1%	714
	2	25%	63%	13%		16	35%	57%	8%	0%	1663
	3		38%	48%	14%	29	5%	45%	48%	3%	4532
	4			50%	50%	10	0%	10%	64%	26%	3925

Table 5.8: Year 5 writing and spelling test levels compared with Year 4 levels

		Year 5 levels (school)				No.	Year 5 levels (national sample)				No.
		U3	3	4	5		U3	3	4	5	
Year 4 levels	U2	33%	67%			3	54%	40%	6%	1%	739
	2		91%	9%		33	11%	72%	17%	1%	4909
	3		47%	47%	5%	19	0%	44%	51%	5%	3867
	4			100%		2		15%	68%	18%	739

So, for example, of the 4532 pupils in the national sample at Level 3 in reading at the end of Year 4, 5% fell to below Level 3 in Year 5 and 45% remained at Level 3, whilst 48% progressed to Level 4 and 3% advanced to Level 5.

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Progress from Year 4 to Year 5

The following tables provide measures of progress from Year 4 to Year 5. These show, in the form of percentages, the progress made by your pupils from each sub-level at Year 4. To put your school's results into context, results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from level to level, i.e. a higher level achieved in Year 5 than at the end of Year 4.

Table 5.9: Year 5 reading test sub-levels compared with Year 4 sub-levels

		Year 5 levels (school)								
		U3	3C	3B	3A	4C	4B	4A	5	No.
Year 4 levels	U2	100%								2
	2C	60%	20%		20%					5
	2B	17%	33%		50%					6
	2A		20%	40%		40%				5
	3C			44%	11%	22%	22%			9
	3B		14%	43%		14%	14%		14%	7
	3A			8%	8%	31%	23%	8%	23%	13
	4					20%	30%		50%	10

		Year 5 levels (national sample)								
		U3	3C	3B	3A	4C	4B	4A	5	No.
Year 4 levels	U2	77%	13%	5%	1%	2%	1%	1%	1%	714
	2C	55%	24%	12%	7%	2%	1%	1%		416
	2B	36%	30%	20%	8%	4%	2%	0%	1%	575
	2A	21%	28%	26%	12%	10%	2%	0%	0%	672
	3C	11%	19%	25%	16%	18%	9%	2%	1%	1170
	3B	5%	10%	20%	20%	21%	18%	5%	2%	1544
	3A	1%	4%	12%	16%	25%	26%	12%	5%	1818
	4	0%	1%	3%	6%	13%	27%	24%	26%	3925

So, for example, of the 1170 pupils in the national sample at Level 3C in reading at the end of Year 4, 11% fell to below Level 3 in Year 5 while 19% stayed at Level 3C. 25% progressed to Level 3B, 16% progressed to Level 3A, 18% progressed to Level 4C and so on.

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Progress from Year 4 to Year 5

The following tables provide measures of progress from Year 4 to Year 5. These show, in the form of percentages, the progress made by your pupils from each sub-level at Year 4. To put your school's results into context, results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from level to level, i.e. a higher level achieved in Year 5 than at the end of Year 4.

Table 5.10: Year 5 writing and spelling test sub-levels compared with Year 4 sub-levels

		Year 5 levels (school)								
		U3	3C	3B	3A	4C	4B	4A	5	No.
Year 4 levels	U2	33%	67%							3
	2C		100%							4
	2B		25%	50%	17%	8%				12
	2A		6%	24%	59%	12%				17
	3C			14%	43%	43%				7
	3B			20%	30%	10%	40%			10
	3A						50%		50%	2
	4					50%	50%			2

		Year 5 levels (national sample)								
		U3	3C	3B	3A	4C	4B	4A	5	No.
Year 4 levels	U2	54%	19%	14%	7%	3%	2%	1%	1%	739
	2C	26%	29%	26%	14%	2%	2%	1%		1172
	2B	10%	23%	30%	24%	8%	4%	2%	0%	1655
	2A	3%	13%	26%	32%	13%	9%	4%	1%	2082
	3C	1%	7%	19%	31%	19%	16%	6%	2%	1406
	3B	0%	3%	12%	27%	20%	24%	10%	5%	1399
	3A		1%	7%	21%	20%	26%	17%	9%	1062
	4		0%	3%	12%	18%	26%	24%	18%	739

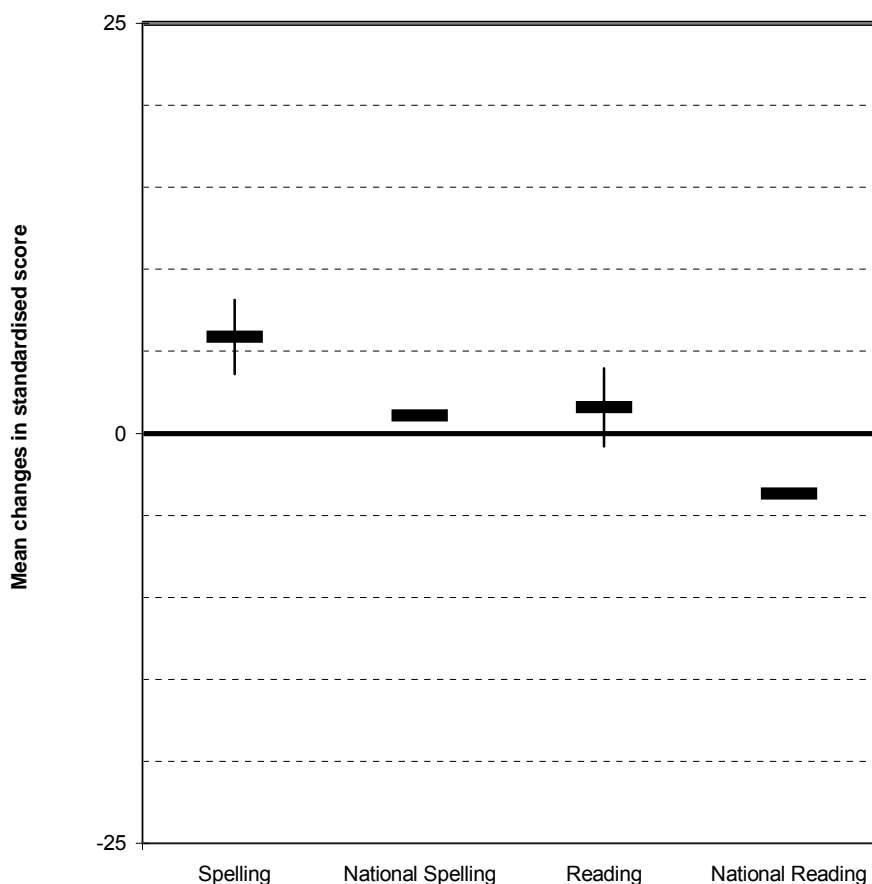
So, for example, of the 1406 pupils in the national sample at Level 3C in writing and spelling at the end of Year 4, 1% fell to below Level 3 in Year 5 while 7% stayed at Level 3C. 19% progressed to Level 3B, 31% progressed to Level 3A, 19% progressed to Level 4C and so on.

Chart 5.10 shows the average change in age-standardised scores between Year 4 and Year 5 for spelling and reading. It also indicates a '95% confidence interval' for each change in age-standardised scores.

If any vertical line is wholly above the horizontal '0' line, then we may say that change in age-standardised scores in that area is significantly above zero, indicating that more progress has been made than would have been expected.

If any vertical line is wholly below the horizontal '0' line, then we may say that change in age-standardised scores in that area is significantly below zero, indicating that progress has been less than might be expected.

Chart 5.10: School mean changes in standardised scores from Year 4 to Year 5, and 95% confidence intervals



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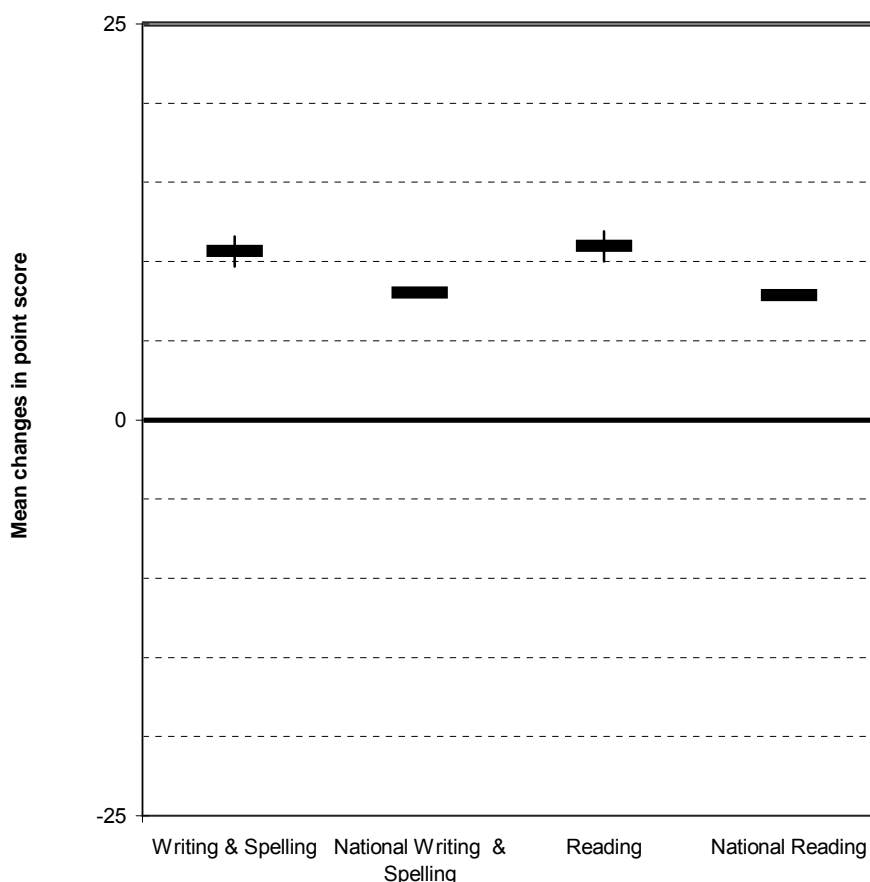
Chart 5.11 shows the average change in point scores between KS1 and Year 5 for writing and spelling and reading.

It also indicates a '95% confidence interval' for each change in point scores.

If any vertical line is wholly above the horizontal '0' line, then we may say that change in point scores in that area is significantly above zero, indicating that progress has been made.

If any vertical line is wholly below the horizontal '0' line, then we may say that change in point scores in that area is significantly below zero, indicating that progress has been less than might be expected.

Chart 5.11: School mean changes in point score from KS1 to Year 5, and 95% confidence intervals



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60

Table 5.11: Spelling standardised scores by pupil background variables

Variable	No. of pupils	School mean	National mean
OVERALL	60	105.07	100.4
SEX			
Boy	24	105.3	99.0
Girl	36	104.9	101.9
ELIGIBLE FOR FSM			
Yes	38	103.8	94.2
No	21	107.3	101.5
ETHNIC GROUP			
White	5	113.6	100.1
Black Caribbean	0		95.2
Black African	2	98.0	99.4
Black Other	1	115.0	98.1
Indian	0		106.4
Pakistani	1	109.0	102.8
Bangladeshi	21	104.6	103.7
Asian Other	0		106.7
Chinese	0		110.3
Mixed	1	100.0	101.3
Other	29	104.1	97.7
LEVEL OF ENGLISH FLUENCY			
New to English	36	102.1	88.5
Becoming familiar	19	108.4	91.9
Becoming confident	4	117.5	97.3
Fluent user	0		107.1
English is first language	1	100.0	100.2
STAGE OF SEN			
No special provision (N)	52	106.9	104.4
School action (A)	8	93.0	86.9
School action plus (P)	0		81.5
School action plus stat. assess (Q)	0		75.4
Statement of SEN (S)	0		82.9
PUPIL MOBILITY			
Stable Pupils	0		101.0
Mobile Pupils	3	85.3	98.3
KS1 SPELLING LEVEL			
Level W	0		75.3
Level 1	0		83.1
Level 2	0		101.6
Level 3	0		117.5

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60

Table 5.12: Reading standardised scores by pupil background variables

Variable	No. of pupils	School mean	National mean
OVERALL	60	97.70	98.12
SEX			
Boy	24	95.5	96.1
Girl	36	99.2	100.3
ELIGIBLE FOR FSM			
Yes	38	97.4	89.4
No	21	98.3	99.6
ETHNIC GROUP			
White	5	102.4	98.6
Black Caribbean	0		89.9
Black African	2	85.0	91.8
Black Other	1	124.0	90.8
Indian	0		99.2
Pakistani	1	119.0	92.9
Bangladeshi	21	95.0	89.4
Asian Other	0		99.9
Chinese	0		105.6
Mixed	1	91.0	98.5
Other	29	98.3	92.9
LEVEL OF ENGLISH FLUENCY			
New to English	36	92.9	83.8
Becoming familiar	19	105.8	83.7
Becoming confident	4	104.3	87.9
Fluent user	0		99.3
English is first language	1	91.0	98.7
STAGE OF SEN			
No special provision (N)	52	99.1	101.9
School action (A)	8	88.5	85.1
School action plus (P)	0		80.8
School action plus stat. assess (Q)	0		78.8
Statement of SEN (S)	0		78.6
PUPIL MOBILITY			
Stable Pupils	0		98.6
Mobile Pupils	3	81.3	95.7
KS1 READING LEVEL			
Level W	2	77.0	73.7
Level 1	14	89.4	80.5
Level 2	29	101.6	96.3
Level 3	5	117.2	111.5

Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 60

Table 5.1: Levels achieved in optional tests in your school and nationally

	Your school's mathematics			National mathematics		
	Overall	Boys	Girls	Overall	Boys	Girls
Below Level 3 (15)	17%	13%	19%	17%	17%	18%
Level 3C (19)	20%	13%	25%	14%	13%	16%
Level 3B (21)	20%	17%	22%	17%	15%	18%
Level 3A (23)	17%	29%	8%	14%	14%	14%
Level 4C (25)	15%	21%	11%	15%	15%	15%
Level 4B (27)	5%	4%	6%	11%	12%	10%
Level 4A (29)	3%	0%	6%	7%	8%	6%
Level 5C (31)	3%	4%	3%	4%	5%	3%
Level 5B (33)	0%	0%	0%	2%	2%	1%
Total	100%	100%	100%	100%	100%	100%

60 pupils had levels for the mathematics test

Table 5.1 shows the percentages of your pupils and pupils nationally achieving various levels in the optional Year 5 mathematics test.

In Table 5.1, and for all following charts and tables, the percentages given exclude pupils who were absent from a test.

Note that percentages may not add up to 100% in every column, due to the fact that they are each rounded to the nearest integer.

Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 60

The charts below show the levels obtained by pupils in your school in mathematics and broken down by gender. The levels obtained by a national sample of pupils are also indicated.

The point score equivalent is given for each level and sublevel, in brackets on the horizontal axes.

Chart 5.1: Mathematics test levels distributions

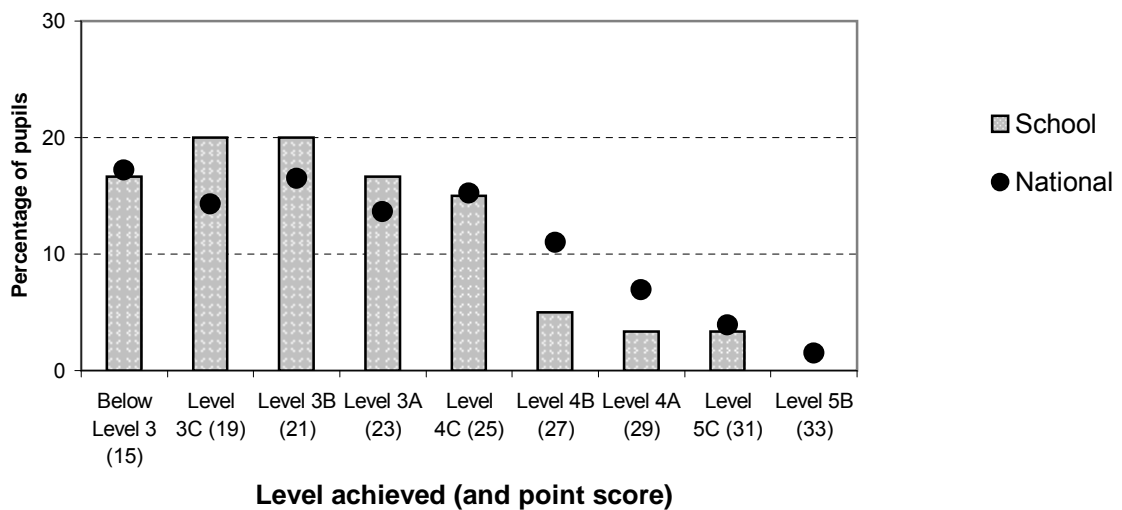
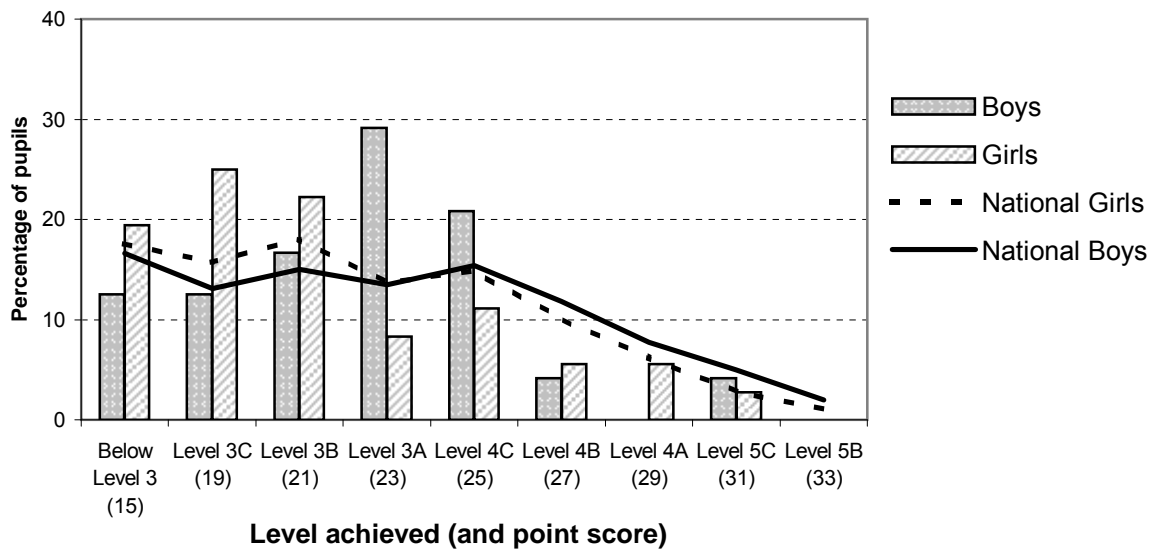


Chart 5.2: Mathematics test levels distributions by gender



St Melons Primary School

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Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 60

The charts below show the banded standardised scores obtained by pupils in your school in mathematics and broken down by gender. The standardised scores obtained by a national sample of pupils are also indicated.

Chart 5.3: Mathematics standardised score distributions

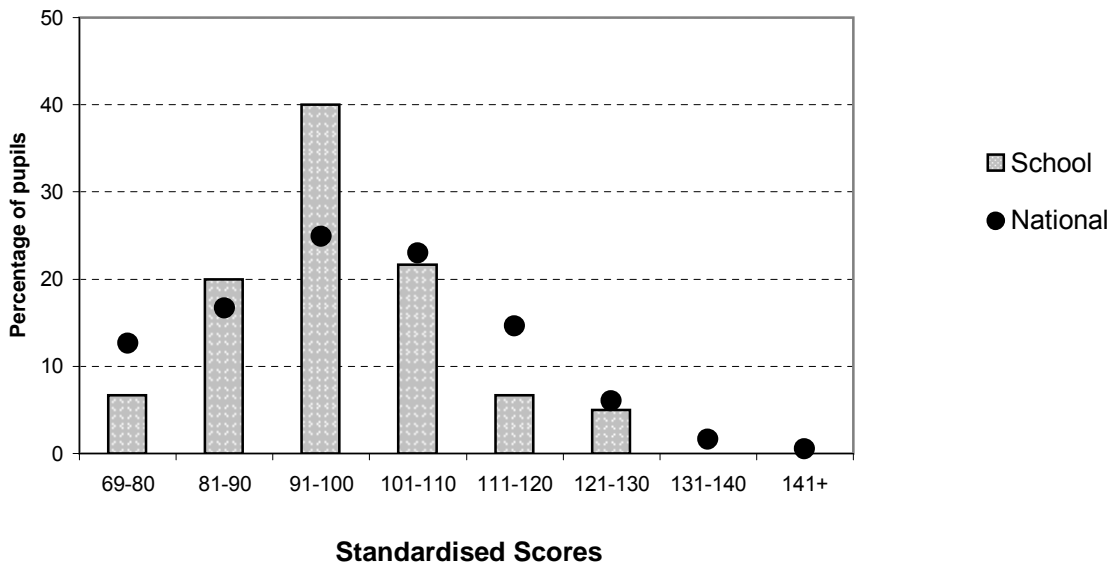
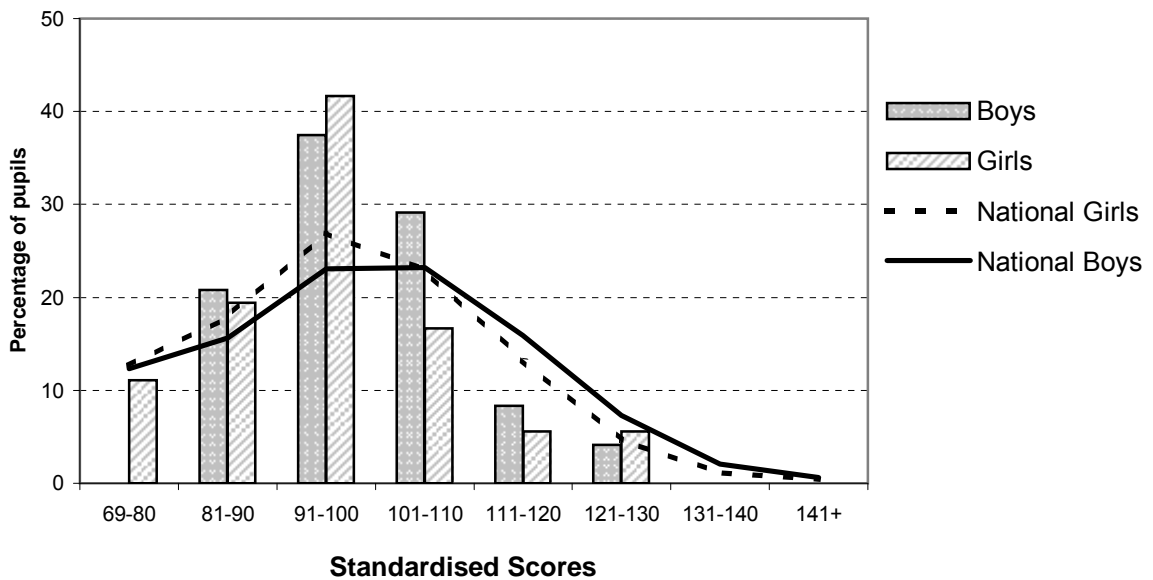


Chart 5.4: Mathematics standardised score distributions by gender



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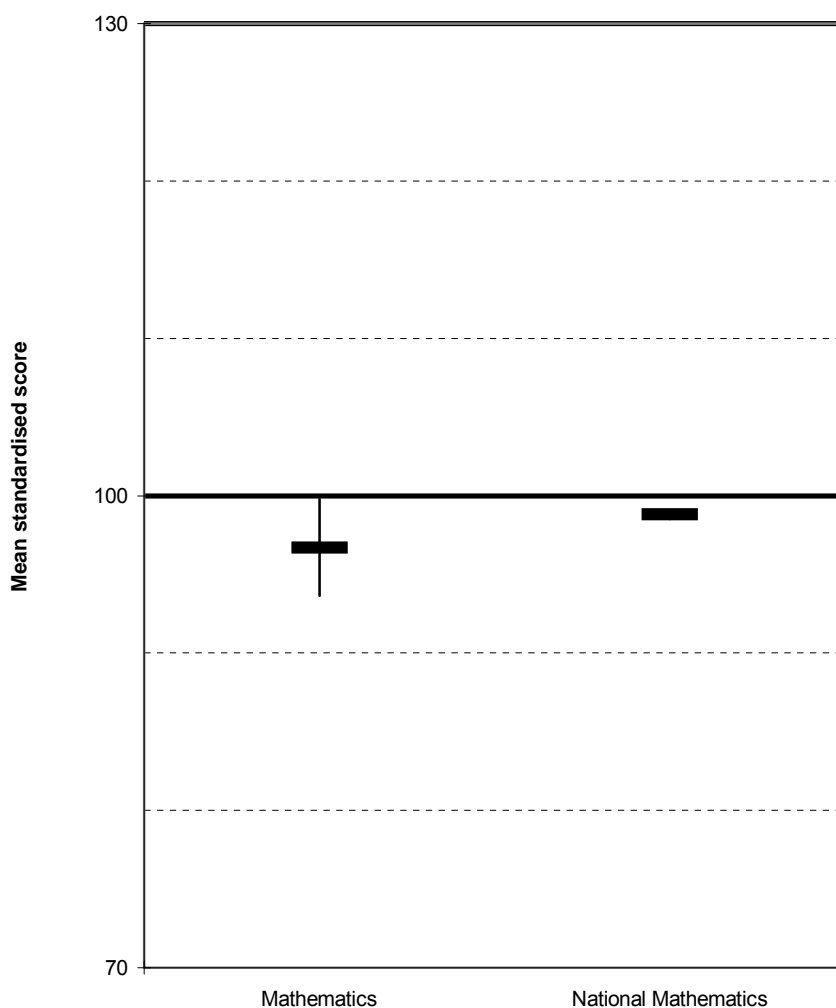
Year : 5

No. of Pupils in Year Group 60

Chart 5.5 below is intended to give an overview of your pupils' performance in mathematics, compared with national standards. It uses age-standardised scores, averaged over all the pupils taking the mathematics test. The tests were age-standardised with a mean of 100, and this line is indicated on the chart.

The average value for your school is shown by a heavy horizontal line and next to it the national average. If your school's line is higher than the national average, this implies that your pupils' performance in mathematics is on average better than the national standards.

Chart 5.5: Overview of performance in mathematics



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Year : 5

No. of Pupils in Year Group 60

The following tables provide measures of progress from KS1 to Year 5 and Year 4 to Year 5. These show, in the form of percentages, the progress made by your pupils from each level at KS1/Year 4. To put your school's results into context, similar results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from level to level, i.e. a higher level achieved in Year 5 than at the end of KS1/Year 4.

Progress from Key Stage 1 to Year 5

Table 5.2: Year 5 mathematics test levels compared with KS1 levels

		Year 5 levels (school)				No.	Year 5 levels (national sample)				No.
		U3	3	4	5		U3	3	4	5	
KS1 levels	W	100%				2	88%	12%			154
	1	64%	36%			11	74%	26%	1%		825
	2	3%	69%	28%		32	16%	62%	22%	1%	7371
	3			60%	40%	5	1%	19%	64%	16%	4213

So, for example, of the 7371 pupils in the national sample at Level 2 in mathematics at the end of KS1, 16% remained below Level 3 in Year 5, 62% progressed to Level 3, 22% progressed to Level 4 and just 1% advanced to Level 5.

Progress from Year 4 to Year 5

Table 5.3: Year 5 mathematics test levels compared with Year 4 levels

		Year 5 levels (school)				No.	Year 5 levels (national sample)				No.
		U3	3	4	5		U3	3	4	5	
Year 4 levels	U2					0	76%	24%	1%		978
	2					0	30%	66%	4%	0%	1223
	3					0	4%	57%	38%	1%	5480
	4					0	0%	2%	68%	30%	1694

So, for example, of the 5480 pupils in the national sample at Level 3 in mathematics at the end of Year 4, 4% fell back to below Level 3 in Year 5, 57% remained at Level 3, 38% progressed to Level 4.

Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group

60

The following tables provide measures of progress from KS1 to Year 5 in mathematics. These show, in the form of percentages, the progress made by your pupils from each sub-level at KS1. To put your school's results into context, similar results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from sub-level to sub-level, i.e. a higher sub-level achieved in Year 5 than at the end of KS1.

Progress from KS1 to Year 5

Table 5.4: Year 5 mathematics test levels compared with KS1 levels

Year 5 levels (school)

		U3	3C	3B	3A	4C	4B	4A	5C	5B	No.
KS1 levels	W	100%									2
	1	64%	36%								11
	2C	13%	38%	38%	13%						8
	2B		20%	40%	30%		10%				10
	2A			14%	29%	57%					14
	3						20%	40%	40%		5

Year 5 levels (national sample)

		U3	3C	3B	3A	4C	4B	4A	5C	5B	No.
KS1 levels	W	88%	8%	2%	2%						154
	1	74%	17%	6%	2%	1%	0%	0%			825
	2C	40%	31%	17%	8%	3%	1%	0%	0%	0%	1770
	2B	14%	24%	29%	17%	11%	3%	1%	0%	0%	2576
	2A	4%	12%	24%	22%	23%	11%	4%	1%	0%	3025
	3	1%	2%	6%	11%	23%	24%	18%	11%	5%	4213

So, for example, of the 1770 pupils in the national sample at Level 2C in mathematics at the end of KS1, 40% remained below Level 3 in Year 5, 31% progressed to Level 3C, 17% progressed to Level 3B and 8% advanced to Level 3A and so on.

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Year : 5

No. of Pupils in Year Group

60

The following tables provide measures of progress from Year 4 to Year 5 in mathematics. These show, in the form of percentages, the progress made by your pupils from each sub-level at Year 4. To put your school's results into context, similar results from the national sample are shown alongside your own.

Shaded cells in the tables represent progress from sub-level to sub-level, i.e. a higher sub-level achieved in Year 5 than at the end of Year 4.

Progress from Year 4 to Year 5

Table 5.5: Year 5 mathematics test levels compared with Year 4 levels

		Year 5 levels (school)							No.		
		U3	3C	3B	3A	4C	4B	4A	5C	5B	
Year 4 levels	U2A										0
	2A										0
	3C										0
	3B										0
	3A										0
	4C										0
	4B										0
	4A										0

		Year 5 levels (national sample)							No.		
		U3	3C	3B	3A	4C	4B	4A	5C	5B	
Year 4 levels	U2A	76%	18%	4%	1%	0%	0%	0%			978
	2A	30%	38%	22%	6%	3%	1%	0%		0%	1223
	3C	8%	28%	38%	17%	7%	1%	0%	0%	0%	1892
	3B	2%	6%	23%	30%	27%	10%	1%	0%		2065
	3A	1%	1%	5%	16%	38%	28%	9%	2%	1%	1523
	4C	0%	0%	1%	3%	17%	38%	30%	10%	1%	941
	4B	1%		0%	0%	3%	19%	40%	27%	9%	451
	4A	0%			1%	1%	5%	18%	44%	32%	302

So, for example, of the 1892 pupils in the national sample at Level 3C in mathematics at the end of Year 4, 8% fell back to below Level 3C in Year 5, 28% remained at Level 3C, 38% progressed to Level 3B, 17% progressed to Level 3A and so on.

Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 60

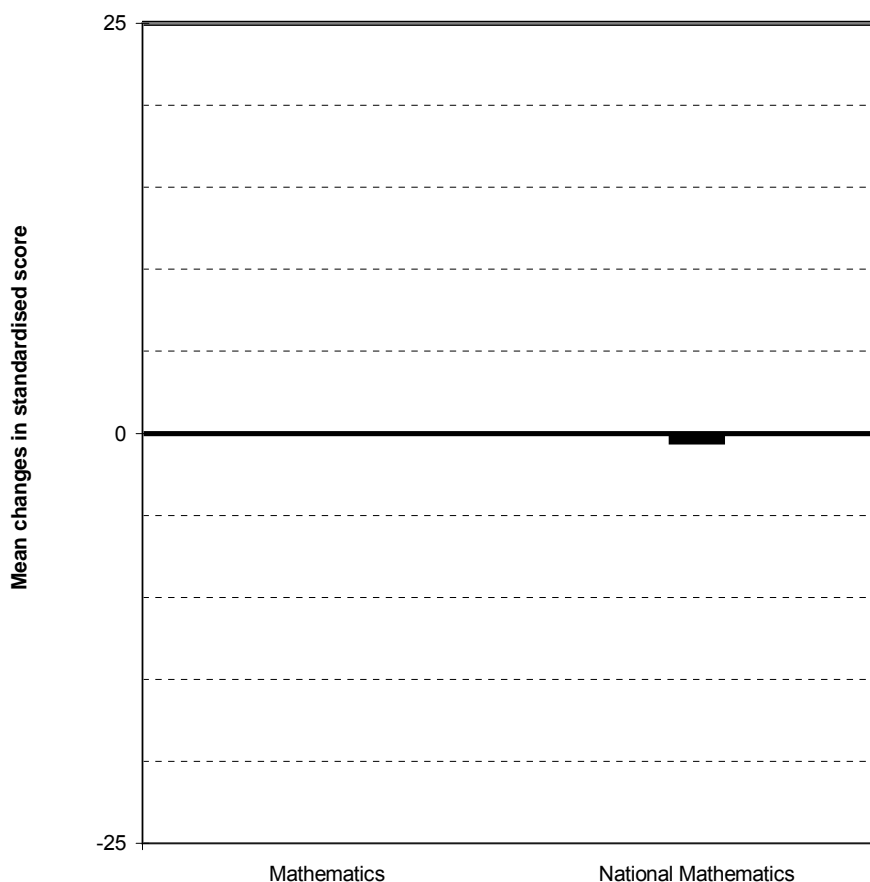
Chart 5.6 shows the average change in age-standardised scores between Year 4 and Year 5 for mathematics.

It also indicates a '95% confidence interval' for each change in age-standardised scores.

If any vertical line is wholly above the horizontal '0' line, then we may say that change in age-standardised scores in that area is significantly above zero, indicating that more progress has been made than would have been expected.

If any vertical line is wholly below the horizontal '0' line, then we may say that change in age-standardised scores in that area is significantly below zero, indicating that progress has been less than might be expected.

Chart 5.6: School mean changes in standardised scores from Year 4 to Year 5, and 95% confidence intervals



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Year : 5

No. of Pupils in Year Group 60

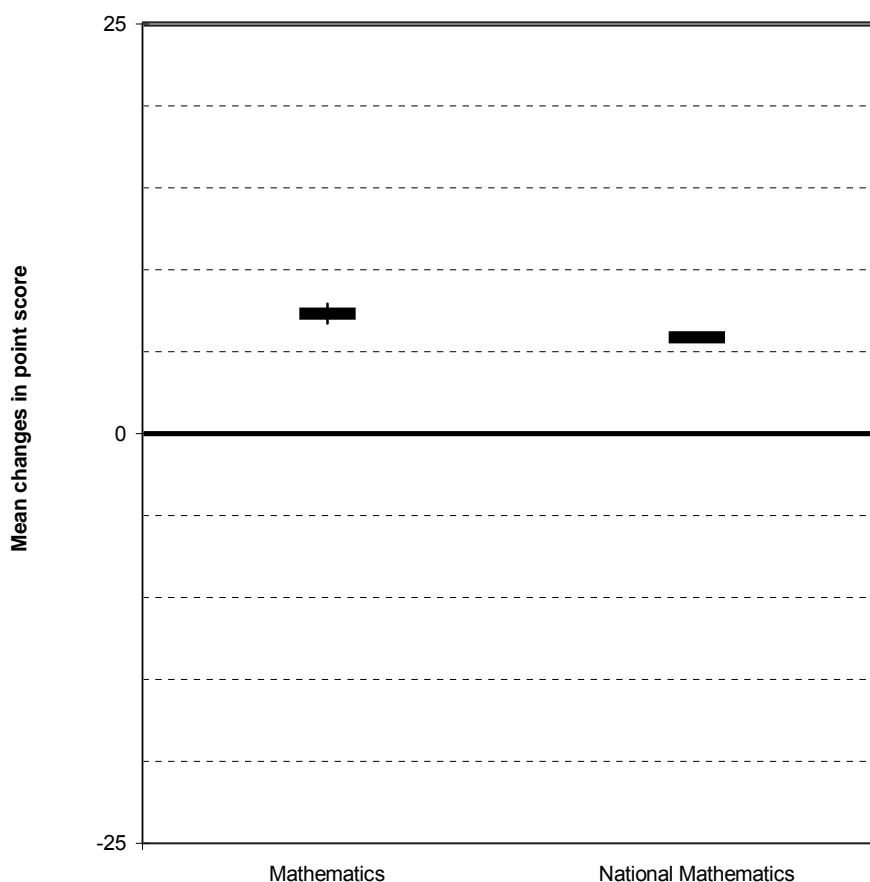
Chart 5.7 shows the average change in point scores between KS1 and Year 5 for mathematics.

It also indicates a '95% confidence interval' for each change in point scores.

If any vertical line is wholly above the horizontal '0' line, then we may say that change in point scores in that area is significantly above zero, indicating that progress has been made.

If any vertical line is wholly below the horizontal '0' line, then we may say that change in point scores in that area is significantly below zero, indicating that progress has been less than might be expected.

Chart 5.7: School mean changes in point scores from KS1 to Year 5, and 95% confidence intervals



Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group

60

Table 5.6: Mathematics standardised scores by pupil background variables

Variable	No. of pupils	School mean	National mean
OVERALL	60	96.70	98.78
SEX			
Boy	24	98.9	99.9
Girl	36	95.2	97.7
ELIGIBLE FOR FSM			
Yes	38	96.2	91.2
No	21	97.7	100.2
ETHNIC GROUP			
White	5	104.0	99.2
Black Caribbean	0		89.4
Black African	2	89.0	91.2
Black Other	1	109.0	92.0
Indian	0		102.8
Pakistani	1	105.0	94.3
Bangladeshi	21	93.6	94.5
Asian Other	0		103.1
Chinese	0		113.1
Mixed	1	73.0	98.0
Other	29	98.3	95.8
LEVEL OF ENGLISH FLUENCY			
New to English	36	92.9	84.5
Becoming familiar	19	102.8	87.5
Becoming confident	4	107.3	92.0
Fluent user	0		101.1
English is first language	1	73.0	99.2
STAGE OF SEN			
No special provision (N)	52	98.3	102.4
School action (A)	8	86.5	87.1
School action plus (P)	0		83.0
School action plus stat. assess (Q)	0		77.7
Statement of SEN (S)	0		80.0
PUPIL MOBILITY			
Stable Pupils	0		99.5
Mobile Pupils	3	93.7	95.8
KS1 MATHS LEVEL			
Level W	2	80.0	74.2
Level 1	11	83.4	78.7
Level 2	32	98.7	95.0
Level 3	5	120.0	112.0

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