

Performance Analysis Service for Schools

Literacy

Year : 5

No. of Pupils in Year Group 60

Table 5.13: Year 5 assessment focus scores

Assessment Focus	No. of pupils	School mean	National mean
Longer Task			
Sentence Structure and Punctuation (8)	59	3.5	3.4
Text Structure and Organisation (8)	59	3.5	3.5
Composition and Effect (12)	59	4.5	4.8
Longer Task Score (28)	59	11.5	11.7
Shorter Task			
Sentence Structure and Punctuation (4)	59	2.3	2.3
Composition and Effect (8)	59	3.0	3.9
Shorter Task Score (12)	59	5.3	6.2
Handwriting (3)	59	1.8	2.1
Total Writing Score (43)	59	18.7	20.0
Spelling - Number of words (20)	59	11.8	10.1
Spelling Score (7)	59	4.3	3.7
Total Writing and Spelling Score (50)	59	23.0	23.6
Reading Total Score (48)	59	20.9	21.2

The table above provides the mean score for your school in each of the assessment focuses for the longer and shorter tasks along with the mean score for your school in each task. To put your school's results into context, results from a national sample are shown alongside your own.

The maximum marks available are shown in brackets.

St Melons Primary School

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Performance Analysis Service for Schools

Literacy

Year : 5

No. of Pupils in Year Group 60

The charts below provide the facilities for your school in each of the writing assessment focuses overall and then split by gender. To put your school's results into context, results from a national sample are also shown.

Chart 5.12: Year 5 writing assessment focus facilities

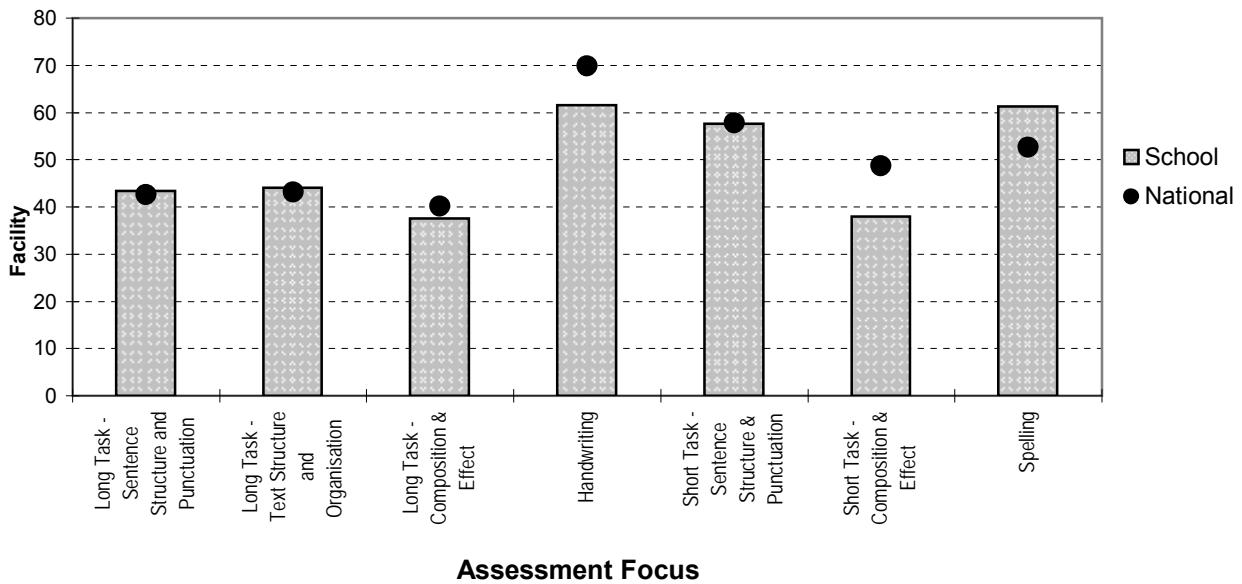
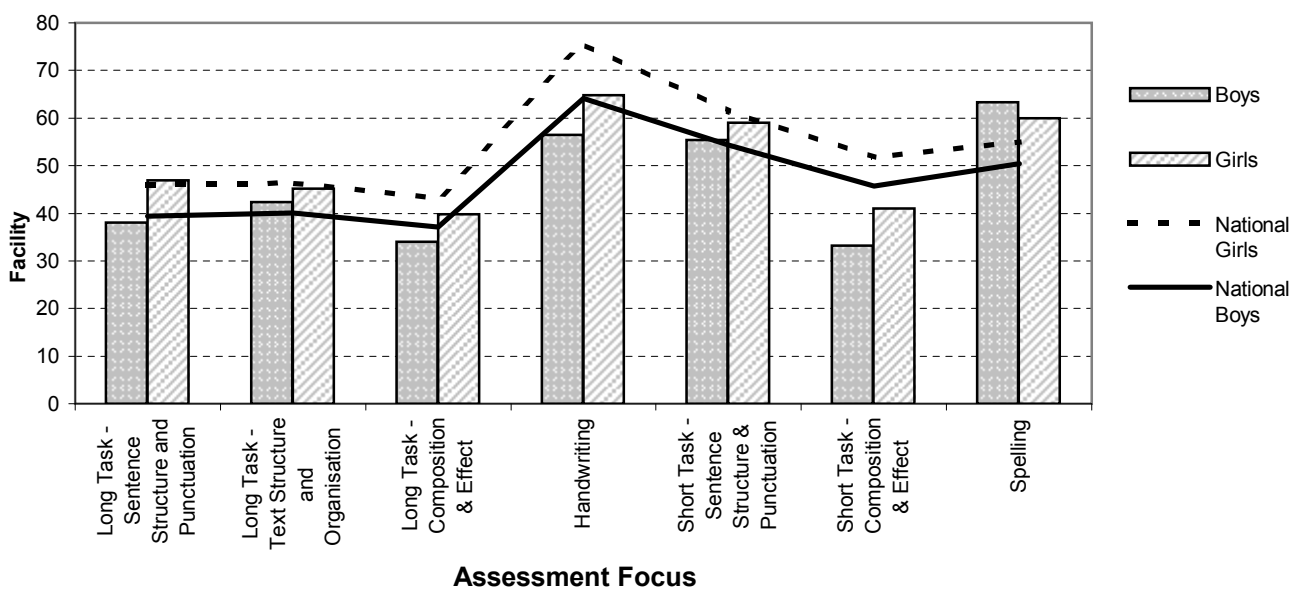


Chart 5.13: Year 5 writing assessment focus facilities by gender



St Melons Primary School

Performance Analysis Service for Schools

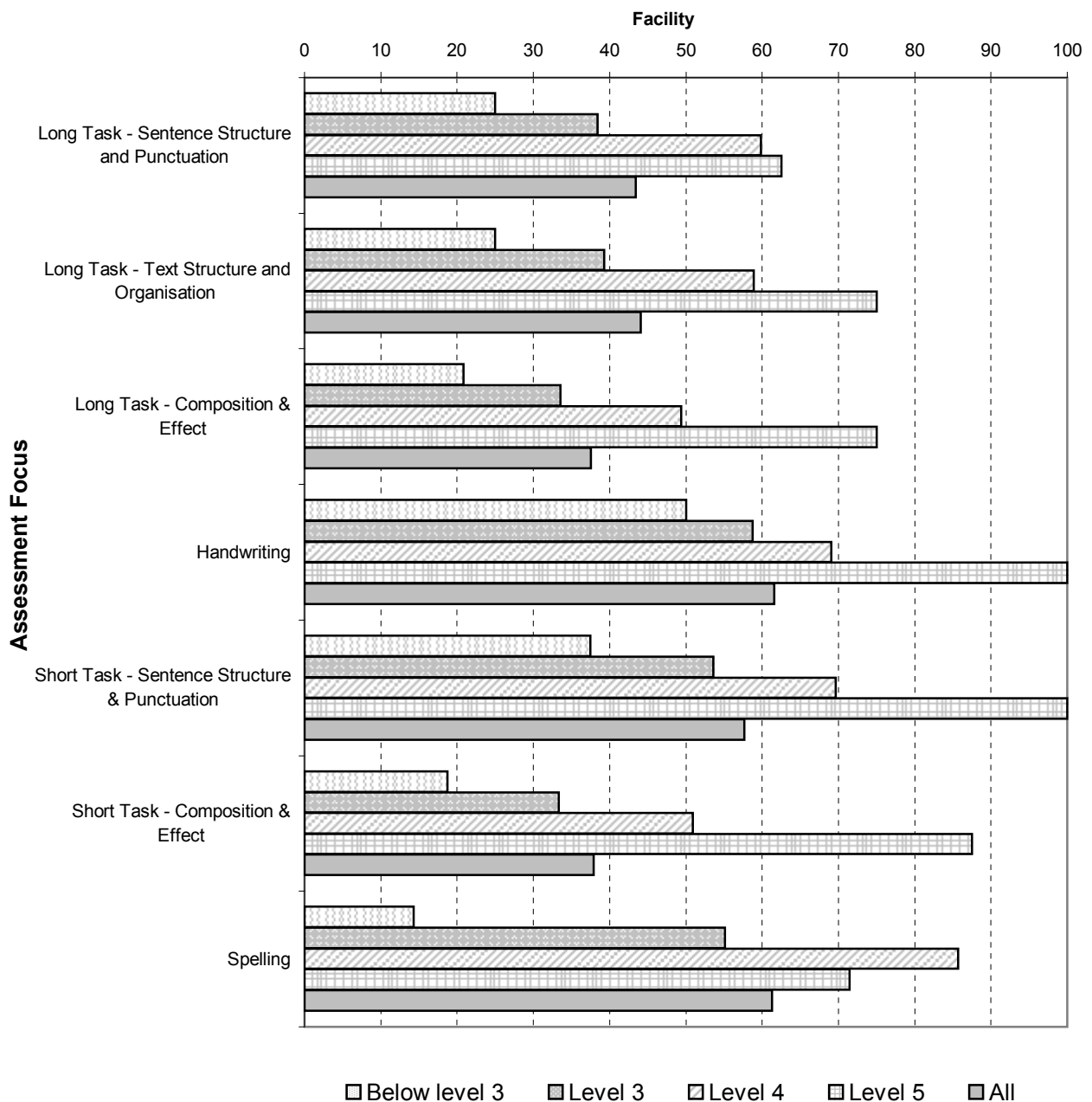
Literacy

Year : 5

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The charts below provide the facilities for your school in each of the writing assessment focuses overall and then split by the writing and spelling levels.

Chart 5.14: Year 5 writing assessment focus facilities by writing and spelling levels



Performance Analysis Service for Schools : Pupil Results



St Melons Primary School

No. of Pupils: 60

			Writing Assessment Focuses											
			Long Task				Short Task						Overall	
Pupil ID	First Name	Surname	SSP (8)	TS&O (8)	C&E (12)	Total (28)	TS, P&O (4)	C&E (8)	Total (12)	Handwriting (3)	Writing Score (43)	Collapsed Spelling Score (7)	Writing and Spelling Score (50)	Writing and Spelling Level
1	ASHLEY	BALDWIN	3	3	3	9	3	4	7	2	18	6	24	3A
2	GEMMA	BAKER	4	4	4	12	3	3	6	2	20	5	25	3A
3	MICHELL	PALMER	3	3	4	10	3	4	7	2	19	6	25	3A
4	MARK	PARKER	4	4	5	13	3	6	9	3	25	7	32	4B
5	NICOLE	REEVE	2	3	3	8	2	3	5	2	15	3	18	3B
6	DAVID	SCOUT	2	3	3	8	2	2	4	2	14	3	17	3C
7	HARRY	SHORT	4	3	3	10	2	2	4	2	16	1	17	3C
8	TOM	SOUTHBY	5	5	6	16	3	4	7	2	25	6	31	4B
9	LUKE	WILKINS	3	5	6	14	2	2	4	2	20	3	23	3A
10	CHLOE	WREN	5	5	6	16	3	4	7	2	25	6	31	4B
11	ASHLEY	ABEL	2	2	2	6	1	2	3	1	10	5	15	3C
12	ZAK	BAKER	5	4	5	14	3	4	7	2	23	5	28	4C
13	JODIE	BALLARD	3	5	5	13	2	3	5	2	20	4	24	3A
14	HANNAH	BEST	3	4	5	12	2	2	4	1	17	3	20	3B
15	JACK	BOLAND	3	3	1	7	3	4	7	2	16	5	21	3B
16	SCOTT	BUCKMAN	3	3	4	10	2	2	4	2	16	4	20	3B
17	JODIE	CHANDLER	2	2	3	7	2	2	4	1	12	3	15	3C
18	CHARLOTTE	WAGS	5	3	6	14	2	2	4	2	20	5	25	3A
19	CHRISTOPHER	WALES	5	3	6	14	2	4	6	2	22	2	24	3A
20	DANIEL	ALLSOP	5	4	6	15	4	6	10	3	28	6	34	4B
21	LEWIS	ATKINS	5	5	6	16	2	3	5	1	22	7	29	4C
22	DAVID	BAIRD	6	5	6	17	2	3	5	2	24	6	30	4C
24	TOM	HAVERING	5	3	6	14	2	2	4	2	20	3	23	3A

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Literacy

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60

Table 5.14: Reading item facilities report

Question	Assessment Focus	School	National	School - national difference
Q1	3	84.7%	72.9%	11.8%
Q2	2	41.5%	52.6%	-11.1%
Q3	3	67.8%	69.2%	-1.4%
Q4	2	66.1%	76.2%	-10.1%
Q5	2	40.7%	52.9%	-12.2%
Q6	3	50.8%	46.6%	4.2%
Q7	6	72.9%	80.3%	-7.5%
Q8	2	49.2%	67.6%	-18.4%
Q9	2	50.8%	60.1%	-9.3%
Q10	2	78.0%	75.6%	2.4%
Q11	3	28.0%	44.9%	-16.9%
Q12	5	22.0%	31.2%	-9.2%
Q13	3	38.1%	40.8%	-2.6%
Q14	3	30.5%	44.1%	-13.6%
Q15	5	21.2%	37.5%	-16.3%
Q16	5	33.9%	36.1%	-2.2%
Q17	3	35.6%	40.4%	-4.8%
Q18	3	22.0%	34.4%	-12.3%
Q19	6	23.7%	33.8%	-10.1%
Q20	3	45.2%	34.0%	11.2%
Q21	7	39.0%	32.6%	6.4%
Q22	4	42.4%	38.3%	4.1%
Q23	4	66.1%	62.8%	3.3%
Q24	2	27.1%	21.4%	5.7%
Q25	2	49.7%	36.7%	13.0%
Q26A	7	57.6%	55.2%	2.4%
Q26B	5	71.2%	55.2%	16.0%
Q27	3	55.1%	31.8%	23.3%
Q28	3	33.9%	19.1%	14.8%

St Melons Primary School

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Performance Analysis Service for Schools
Literacy

Year : 5

No. of Pupils in Year Group

60

Table 5.15: Reading item facilities report

Assessment Focus	School	National	Difference
2	50.4%	55.4%	-5.0%
3	44.7%	43.5%	1.2%
4	54.2%	50.6%	3.7%
5	37.1%	40.0%	-2.9%
6	48.3%	57.1%	-8.8%
7	48.3%	43.9%	4.4%

The table above provides the mean facility for your school for each of the assessment focuses for reading.

To put your school's results into context, results from the national sample are shown alongside your own and the difference between your school and a national sample.

Assessment focus 1 - Use a range of strategies, including accurate decoding of text, to read for meaning

Assessment focus 2 - Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Assessment focus 3 - Deduce, infer or interpret information, events or ideas from texts

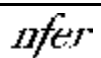
Assessment focus 4 - Comment on the structure and organisation of texts, including grammatical and presentational features at text level

Assessment focus 5 - Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Assessment focus 6 - Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

Assessment focus 7 - Relate texts to their social, cultural and historical contexts and literary traditions

St Melons Primary School



Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 62

Table 5.7: Maths item facilities report - written part tier A

Question Type	Mathematical content	School	National	School - national difference
Q1 - K	Identify missing 4-digit number in sequence that increases in steps of 100	93.3%	89.3%	4.1%
Q2 - C	Add a 2-digit number to a 3-digit number with total less than 1000	85%	71.7%	13.3%
Q3 - D	Interpret part of calendar showing chart for month to solve time problem	91.7%	90.6%	1.1%
Q4 - SH	Order 2D shapes on diagram by their number of right angles	56.7%	72.2%	-15.5%
Q5 - C	Subtract 2-digit number from 3-digit number	68.3%	61.8%	6.5%
Q6 - K	Identify missing fractions in sequence that includes mixed numbers	65%	66.1%	-1.1%
Q7 - SH	Complete partially-drawn pentagon on square grid	75%	72%	3%
Q8 - K	Arrange four digits in addition to make total a multiple of 5	61.7%	61%	0.7%
Q9a - D	Interpret 2-criteria Carroll diagram	53.3%	71.9%	-18.6%
Q9b - D	Interpret 2-criteria Carroll diagram	75%	77.1%	-2.1%
Q10 - SH	Identify position of arrow following 90 degree clockwise rotation	45%	66.7%	-21.7%
Q11a - K	Interpret scale on number line and identify negative integer	25%	45%	-20%
Q11b - K	Interpret scale on number line and identify positive integer	41.7%	65.4%	-23.7%
Q12 - SH	Identify base of open-top cube from its net	40%	49.5%	-9.5%
Q13 - K	Use two of four given digits to complete number on number line	38.3%	58.9%	-20.6%
Q14 - K	Identify which two of four given divisions have answer of 5 remainder 2	28.3%	42.9%	-14.5%
Q15 - M	Read scale calibrated in 50 gram divisions to find weight of objects	50%	61.8%	-11.8%
Q16 - C	Subtract a 4-digit number from a 4-digit number	73.3%	45.1%	28.2%
Q17 - C	Calculate fraction of object remaining after part is removed	36.7%	54.3%	-17.7%

St Melons Primary School

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Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 62

Table 5.7: Maths item facilities report - written part tier A

Question Type	Mathematical content	School	National	School - national difference
Q18 - SH	Shade squares to complete design with two lines of symmetry	48.3%	51.2%	-2.8%
Q19 - K	Identify which of four given numbers are factors of 42	23.3%	34.5%	-11.1%
Q20 - SO	Explain why one purchase is cheaper than another (context)	30%	29.2%	0.9%
Q21 - C	Calculate the three equal numbers which total 10.5	25%	33.9%	-8.9%
Q22 - M	Measure acute angle in degrees	11.7%	28.9%	-17.2%
Q23 - C	Divide three-digit number by 6	10%	26%	-16%
Q24 - D	Interpret bar chart showing grouped data	43.3%	37.3%	6%
Q25 - SO	Use multiplication and addition to calculate cost; show working (context)	28.3%	29.7%	-1.4%
Q26 - D	Interpret table and compare times of two events	23.3%	23.7%	-0.4%
Q27 - K	Order decimals with up to 2 decimal places	6.7%	23.1%	-16.5%
Q28 - M	Convert between millilitres and litres and estimate capacity	18.3%	30.6%	-12.2%
Q29 - SO	Multiply a 2-digit number by 2-digit number; show working	5%	18%	-13%
Q30 - D	Interpret a bar chart to compare two lengths and make estimate	28.3%	30.8%	-2.5%
Q31 - M	Calculate area of shape composed of 4 rectangles using the formula	5%	16.8%	-11.8%

St Melons Primary School

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Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 62

Table 5.8: Maths item facilities report - written part tier B

Question Type	Mathematical content	School	National	School - national difference
Q1 - K	Identify missing numbers in halving sequence	70%	68.7%	1.3%
Q2 - SO	Use multiplication and subtraction to solve problem (context)	71.7%	73.6%	-1.9%
Q3 - M	Read 12-hour digital watches and calculate time	85%	86.8%	-1.8%
Q4 - K	Identify a factor pair of 150	76.7%	83.6%	-7%
Q5 - C	Round numbers with two decimal places to nearest whole number	63.3%	71.9%	-8.6%
Q6 - SH	Identify and name part-hidden regular polygons	83.3%	73.6%	9.7%
Q7 - C	Find likelihood of spinning a number	73.3%	68.5%	4.8%
Q8 - C	Calculate missing number in division using knowledge of inverses	73.3%	70.9%	2.5%
Q9 - K	Identify number with one decimal place on number line	78.3%	67.5%	10.8%
Q10 - D	Interpret a pictogram in which the symbol represents 2 objects	35%	61.2%	-26.2%
Q11 - M	Read dials on scales and calculate difference in mass; show method	52.5%	60.1%	-7.6%
Q12 - K	Use brackets to determine order of operations in addition	36.7%	53.1%	-16.4%
Q13 - SH	Draw reflection of shape on square dotted grid	68.3%	66.5%	1.8%
Q14 - D	Interpret bar graphs and transfer data to 2-criteria Carroll diagram	44.2%	49.3%	-5.2%
Q15 - K	Identify digits to make missing number in addition using knowledge of inverses	21.7%	33.7%	-12.1%
Q16 - K	Identify which of four amounts are between £8600 and £9100	40%	53.5%	-13.5%
Q17a - SO	Use knowledge of units of time to calculate amounts of money (context)	31.7%	41.3%	-9.6%
Q17b - SO	Use knowledge of units of time to calculate amounts of money (context)	58.3%	51%	7.4%
Q18 - SH	Match quadrilaterals to their properties	50%	59.5%	-9.5%

St Melons Primary School

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Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 62

Table 5.8: Maths item facilities report - written part tier B

Question Type	Mathematical content	School	National	School - national difference
Q19 - K	Explain rule for sequence on part of number square	68.3%	50.3%	18.1%
Q20 - SH	Identify and name coordinates of vertex of triangle	48.3%	41.5%	6.9%
Q21 - SO	Use addition and division and interpret remainder; show method (context)	28.3%	35.5%	-7.1%
Q22 - M	Make sensible estimates using knowledge of capacity and mass	26.7%	31.4%	-4.7%
Q23 - D	Interpret table and write in missing numbers	30%	42.9%	-12.9%
Q24 - C	Use addition and subtraction to calculate missing numbers	28.3%	31.9%	-3.6%
Q25 - C	Calculate one-fifth of 325	56.7%	42.7%	14%
Q26 - SH	Use knowledge of angle total of angles in straight line to calculate angle	10%	24.3%	-14.3%
Q27 - K	Identify which two of four given fractions are equivalent to 0.6	38.3%	29.6%	8.8%
Q28 - K	Use knowledge of ratio to calculate length of side of rectangle	8.3%	16.6%	-8.3%
Q29 - C	Calculate missing number in multiplication using knowledge of inverses	16.7%	18.3%	-1.7%
Q30 - SH	Identify coordinates of vertex of square	21.7%	25.1%	-3.4%
Q31 - C	Calculate mass using ratio and proportion	26.7%	37%	-10.3%

St Melons Primary School

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Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 62

Table 5.9: Maths item facilities report - mental part

Question Type	Mathematical content	School	National	School - national difference
Q1 - C	Subtract 1-digit number from 2-digit number less than 30	80%	77.3%	2.7%
Q2 - C	Calculate what must be added to a two-digit number to make 100	78.3%	75.8%	2.6%
Q3 - C	Calculate how many hundreds equal 2400	41.7%	55%	-13.3%
Q4 - C	Calculate double 67	83.3%	70.1%	13.2%
Q5 - C	Multiply a number to one decimal place by 10	15%	34.6%	-19.6%
Q6 - SO	Subtract £3.60 from £5 (context)	56.7%	62.8%	-6.2%
Q7 - C	Multiply 5 by 4 by 2	71.7%	66.1%	5.6%
Q8 - M	Calculate total number of days in June and July	73.3%	51.4%	22%
Q9 - M	Convert between grams and kilograms to compare two masses	60%	69.9%	-9.9%
Q10 - M	Use am/pm notation to identify written form of time seventeen-fifteen	61.7%	62.9%	-1.2%
Q11 - K	Use knowledge of place value to add two 3-digit numbers	21.7%	26.3%	-4.6%
Q12 - K	Calculate percentage of diagram divided into tenths that is shaded	26.7%	46.5%	-19.9%
Q13 - M	Calculate length of side of regular octagon with 40cm perimeter	30%	47.6%	-17.6%
Q14 - M	Convert between millilitres and litre to calculate capacity of bottle	23.3%	38.3%	-15%
Q15 - K	Identify fraction equivalent to two-thirds	38.3%	24.1%	14.2%
Q16 - C	Add three 2-digit numbers with total less than 100	85%	80.6%	4.5%
Q17 - SO	Use knowledge of inverses to solve division problem (context)	60%	71.3%	-11.3%
Q18 - SO	Use knowledge of inverses and fractions in money problem (context)	23.3%	52.3%	-28.9%
Q19 - K	Use knowledge of place value to find difference between 1994 and 4003	26.7%	30.1%	-3.4%
Q20 - SH	Know the number of edges of a triangular prism	6.7%	24%	-17.3%

St Melons Primary School

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Performance Analysis Service for Schools

Numeracy

Year : 5

No. of Pupils in Year Group 62

Table 5.10: Maths item facilities report

	School	National	School - national difference
Calculations	54.6%	54.5%	0.1%
Knowledge of Numbers	42.5%	48.5%	-6.0%
Solving Problems	39.3%	46.3%	-7.0%
Shape and Space	46.1%	52.1%	-6.0%
Measures	41.5%	48.7%	-7.2%
Data Handling	47.1%	53.8%	-6.7%

The table above provides the mean facility for your school for each of the assessment focuses for mathematics.

To put your school's results into context, results from the national sample are shown alongside your own and the difference between your school and the national sample.

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