

# Assessment Results 2020-21



## **CONTENTS**

|                                     |           |
|-------------------------------------|-----------|
| End of Key Stage 2.....             | pages 1-2 |
| End of Key Stage 1.....             | pages 3-4 |
| Year 1 Phonics Check.....           | page 4    |
| Early Years Foundation Stage.....   | page 5    |
| Year 4 Multiplication Check.....    | page 6    |
| Key Data Trends and Next Steps..... | page 7    |

## **END of KEY STAGE 2**

In Year 6, children ordinarily sit externally-marked tests (in Reading; Grammar, Punctuation and Spelling; and Maths) to assess their attainment at the end of Key Stage 2. Test results are converted to a scaled score between 80 and 120.

A score below 100 indicates that a child has not met the expected standard. A score of 100-109 suggests a child is working at the age-related expectations. or above expectations for their age. A child scoring 110+ is adjudged to be working at the 'greater depth standard.' Writing is teacher assessed, with our judgements verified through moderation with local authority moderators and other schools in the area.

In the academic years 2019-20 and 2020-21, the mandatory sitting of SATs assessments was cancelled, as a result of the turbulence to children's education caused by the worldwide COVID-19 pandemic. However, in 2020-21, we have resumed the implementation of these assessments as an internal performance measure.

| <b>ATTAINMENT</b><br>Year 6: End of KS2 SATs<br>2021 Cohort<br>13 children | Reading                   |                         | Writing                   |                         | Maths                     |                         | Reading, Writing and Maths Combined |                         |
|--|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|-------------------------------------|-------------------------|
|  | % Achieving exp. standard | % working greater depth | % Achieving exp. standard | % working greater depth | % Achieving exp. standard | % working greater depth | % Achieving exp. standard           | % working greater depth |
| <b>All Children (13)</b>   | 84%                       | 54%                     | 69%                       | 15%                     | 77%                       | 23%                     | 69%                                 | 15%                     |
| Non-Service Children (8)   | 75%                       | 50%                     | 64%                       | 13%                     | 75%                       | 25%                     | 64%                                 | 13%                     |
| Service Children (5)   | 100%                      | 60%                     | 80%                       | 20%                     | 80%                       | 20%                     | 80%                                 | 20%                     |
| FSM Children (1)   | 0%                        | 0%                      | 0%                        | 0%                      | 0%                        | 0%                      | 0%                                  | 0%                      |
| Homegrown Children (8)*  | 87%                       | 63%                     | 75%                       | 25%                     | 75%                       | 25%                     | 75%                                 | 25%                     |
| <b>National Average (2019 – last available data)*</b>                      | 73%                       | 27%                     | 78%                       | 20%                     | 79%                       | 27%                     | 65%                                 | 11%                     |

\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.

\*Please note that the 2019 national average score was taken before the global pandemic, when children were in school for the entire academic year. Their last two years have been disrupted. The Debden 2021 results have been achieved despite the disruption of the past two school years.

| <b>PROGRESS IN READING</b><br>End of KS1 to End of KS2 |  | End of KS2 SATs Assessment         |                                      |  |                                       |
|--|--|------------------------------------|--------------------------------------|--|---------------------------------------|
|  |  | Working below age-related standard | Working towards age-related standard | Working at expected age-related standard | Working at the greater depth standard |
| End of KS1 SATs Assessment                             | Working below age-related standard       | 1 child (8%)                       |                                      |  |                                       |
|  | Working towards age-related standard     |                                    | 1 child (8%)<br>1 child (13%)        | 1 child (8%)<br>1 child (13%)            |                                       |
|  | Working at expected age-related standard |                                    |                                      | 2 children (15%)<br>2 children (25%)     | 3 children (23%)<br>1 child (13%)     |
|  | Working at the greater depth standard    |                                    |                                      | 1 child (8%)                             | 4 children (31%)<br>3 children (38%)  |

| <b>PROGRESS IN WRITING</b><br>End of KS1 to End of KS2 |  | End of KS2 SATs Assessment         |                                      |  |                                       |
|--|--|------------------------------------|--------------------------------------|--|---------------------------------------|
|  |  | Working below age-related standard | Working towards age-related standard | Working at expected age-related standard | Working at the greater depth standard |
| End of KS1 SATs Assessment                             | Working below age-related standard       | 1 child (8%)                       |                                      |  |                                       |
|  | Working towards age-related standard     |                                    | 2 children (15%)<br>1 child (13%)    | 1 child (8%)<br>1 child (13%)            |                                       |
|  | Working at expected age-related standard |                                    | 1 child (8%)<br>1 child (13%)        | 6 children (46%)<br>3 children (38%)     | 1 child (8%)<br>1 child (13%)         |
|  | Working at the greater depth standard    |                                    |                                      |  | 1 child (8%)<br>(1 child 13%)         |

| <b>PROGRESS IN MATHS</b><br>End of KS1 to End of KS2 |  | End of KS2 SATs Assessment         |                                      |  |                                       |
|--|--|------------------------------------|--------------------------------------|--|---------------------------------------|
|  |  | Working below age-related standard | Working towards age-related standard | Working at expected age-related standard | Working at the greater depth standard |
| End of KS1 SATs Assessment                           | Working below age-related standard       | 1 child (8%)                       |                                      |  |                                       |
|  | Working towards age-related standard     |                                    | 2 children (15%)<br>2 children (25%) |  |                                       |
|  | Working at expected age-related standard |                                    |                                      | 6 children (46%)<br>3 children (38%)     | 1 child (8%)<br>1 child (13%)         |
|  | Working at the greater depth standard    |                                    |                                      | 1 child (8%)                             | 2 children (15%)<br>2 children (25%)  |

\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.

## END of KEY STAGE 1

In Year 2, children ordinarily sit SATs assessments to gauge their attainment at the end of Key Stage 2. Test results are converted to a scaled score between 80 and 120.

A score below 100 indicates that a child has not met the expected standard. A score of 100-109 suggests a child is working at the age-related expectations. or above expectations for their age. A child scoring 110+ is generally deemed to be working at the 'greater depth standard.'

Writing is teacher assessed, with our judgements verified through moderation with local authority moderators and other schools in the area.

In the academic years 2019-20 and 2020-21, the mandatory sitting of SATs assessments was cancelled, as a result of the turbulence to children's education caused by the worldwide COVID-19 pandemic. However, in 2020-21, we have resumed the implementation of these assessments as an internal performance measure.

| ATTAINMENT<br>Year 2: End of KS1 SATs<br>2021 Cohort<br>15 children | Reading                      |                               | Writing                            |                               | Maths                        |                               | Reading, Writing and<br>Maths Combined |                               |
|---|------------------------------|-------------------------------|------------------------------------|-------------------------------|------------------------------|-------------------------------|--|-------------------------------|
|   | % Achieving<br>exp. standard | % working<br>greater<br>depth | %<br>Achieving<br>exp.<br>standard | % working<br>greater<br>depth | % Achieving<br>exp. standard | % working<br>greater<br>depth | % Achieving<br>exp. standard           | % working<br>greater<br>depth |
| All Children (15)   | 80%                          | 40%                           | 60%                                | 20%                           | 80%                          | 7%                            | 60%                                    | 7%                            |
| Non-Service Children (7)  | 84%                          | 57%                           | 71%                                | 29%                           | 86%                          | 0%                            | 71%                                    | 0%                            |
| Service Children (8)  | 75%                          | 25%                           | 50%                                | 13%                           | 75%                          | 13%                           | 50%                                    | 13%                           |
| FSM Children (1)  | 0%                           | 0%                            | 0%                                 | 0%                            | 0%                           | 0%                            | 0%                                     | 0%                            |
| Homegrown Children (12)*  | 83%                          | 50%                           | 67%                                | 25%                           | 83%                          | 8%                            | 67%                                    | 8%                            |
| National Average (2019 –<br>last available data)*                   | 75%                          | 25%                           | 69%                                | 15%                           | 76%                          | 22%                           | 65%                                    | 11%                           |

\*Please note that the 2019 national average score was taken before the global pandemic, when children were in school for the entire academic year. Their last two years have been disrupted. The Debden 2021 results have been achieved despite the disruption of the past two school years.

| PROGRESS IN READING<br>EYFS to end of KS1 |           | End of KS1 SATs Assessment             |  |   |   |
|---|-----------|--|--|---|---|
|   |           | Working below age-<br>related standard | Working towards age-<br>related standard | Working at expected<br>age-related standard | Working at the<br>greater depth<br>standard |
| EYFS Profile                              | Below     |  |  |   |   |
|   | Emerging  |  | 2 children (13%)<br>2 children (17%)     | 1 child (7%)<br>1 child (8%)                | 1 child (7%)<br>1 child (8%)                |
|   | Expected  |  | 1 child (7%)                             | 4 children (27%)<br>4 children (33%)        | 3 children (%)<br>2 children (17%)          |
|   | Exceeding |  |  | 1 child (7%)                                | 2 children (13%)<br>2 children (17%)        |

\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.

| PROGRESS IN WRITING<br>End of KS1 to End of KS2 |           | End of KS1 SATs Assessment         |                                      |  |                                       |
|---|-----------|------------------------------------|--------------------------------------|--|---------------------------------------|
|   |           | Working below age-related standard | Working towards age-related standard | Working at expected age-related standard | Working at the greater depth standard |
| EYFS Profile                                    | Below     |                                    |                                      |  |                                       |
|   | Emerging  |                                    | 3 children (20%)<br>3 children (25%) | 1 child (7%)<br>1 child (8%)             |                                       |
|   | Expected  |                                    | 3 children (20%)<br>1 child (8%)     | 5 children (33%)<br>4 children (33%)     | 1 child (7%)<br>1 child (8%)          |
|   | Exceeding |                                    |                                      |  | 2 children (13%)<br>2 children (17%)  |

| PROGRESS IN MATHS<br>End of KS1 to End of KS2 |           | End of KS1 SATs Assessment         |                                      |  |                                       |
|---|-----------|------------------------------------|--------------------------------------|--|---------------------------------------|
|   |           | Working below age-related standard | Working towards age-related standard | Working at expected age-related standard | Working at the greater depth standard |
| EYFS Profile                                  | Below     |                                    |                                      |  |                                       |
|   | Emerging  |                                    | 2 children (13%)<br>2 children (17%) | 2 children (13%)<br>1 child (8%)         |                                       |
|   | Expected  |                                    | 1 child (7%)                         | 8 children (53%)<br>7 children (58%)     |                                       |
|   | Exceeding |                                    |                                      | 1 child (7%)<br>1 child (8%)             | 1 child (7%)<br>1 child (17%)         |

## YEAR 1 PHONICS CHECK

-All children in Year 2 (100%) passed the phonics check in the autumn term 2020-21.

-11 out of 15 children (73%) passed the phonics check by the end of the summer term 2020-21.

-Of the 'homegrown' children (children who started the academic year at the school), 11 out of 13 children (85%) in Year 1 passed the phonics check.

-1 FSM child (in Year 2) passed the phonics check in the autumn term (the only FSM child to take the phonics check – 100%).

-7 out of 10 Year 1 service children (70%) passed the phonics check.

-4 out of 5 Year 1 non-service children (80%) passed the phonics check.

Additional phonics interventions have been put in place for all children who did not pass the phonics check.

\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.

## EARLY YEARS FOUNDATION STAGE

-At the end of the Foundation Stage, **11/19 of Reception children (58%)** achieved a GLD (good level of development).

-Of the 'homegrown' children (children who started the academic year at the school), **11 out of 17 children (65%)** achieved a GLD.

-There were no FSM children in the Reception year group in 2020-21.

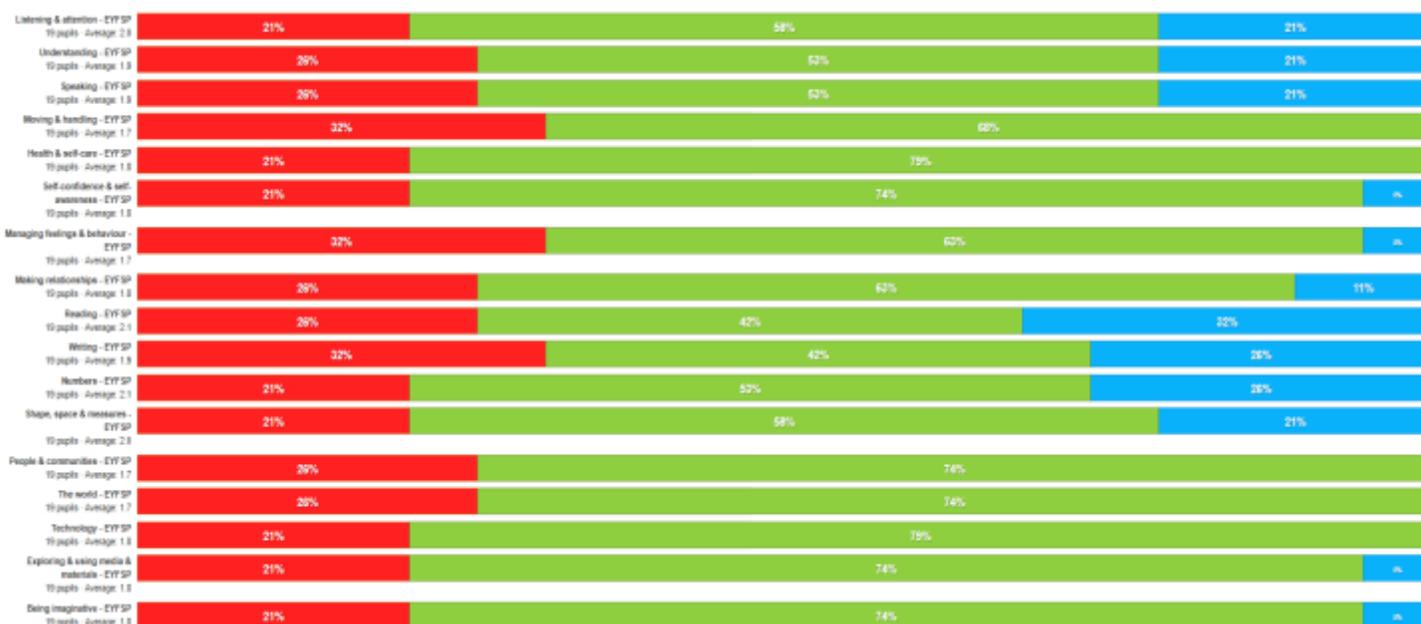
-**4 out of 11 Reception service children (36%)** achieved a GLD.

-**7 out of 8 Reception non-service children (88%)** achieved a GLD.

### CORE LEARNING AREAS - BREAKDOWN

| CORE LEARNING AREAS      | Reading             |             | Writing             |             | Maths               |             |
|--------------------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|
|                          | % Expected or above | % Exceeding | % Expected or above | % Exceeding | % Expected or above | % Exceeding |
| All Children (19)        | 74%                 | 32%         | 68%                 | 26%         | 79%                 | 21%         |
| Service Children (11)    | 73%                 | 18%         | 64%                 | 9%          | 82%                 | 9%          |
| Non-Service Children (8) | 75%                 | 50%         | 75%                 | 50%         | 75%                 | 38%         |
| FSM (0)                  | 0%                  | 0%          | 0%                  | 0%          | 0%                  | 0%          |
| Boys (12)                | 67%                 | 17%         | 58%                 | 17%         | 75%                 | 8%          |
| Girls (7)                | 86%                 | 57%         | 86%                 | 57%         | 86%                 | 43%         |
| Homegrown* (17)          | 82%                 | 35%         | 76%                 | 29%         | 88%                 | 24%         |

### ALL AREAS OF LEARNING



\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.

# YEAR 4 MULTIPLICATION CHECK

- We voluntarily opted to take part in the new DfE Year 4 multiplication check this year.
- The test is conducted on a digital platform provided by the DfE. Children are given 25 multiplication questions up to 12 x 12 and have 6 seconds to input their answer.
- Children can be asked any times table question up to 12x12 although there is a heavier weighting on the more difficult times tables, e.g. 6, 7, 8, 12. There is no given 'pass mark', however, data has been collated to show average scores across different schools (see 'Comparison with other Schools').

## Results by Student

| SURNAME              | GENDER | SCORE /25   |
|----------------------|--------|-------------|
| Student 1            | Male   | 13          |
| Student 2            | Female | 11          |
| Student 3            | Female | 22          |
| Student 4            | Male   | 23          |
| Student 5            | Female | 24          |
| Student 6            | Male   | 25          |
| Student 7            | Male   | 24          |
| Student 8            | Female | 17          |
| Student 9            | Female | 23          |
| <b>Average Score</b> |        | <b>20.2</b> |

## Breakdown

| CATEGORY                | BELOW 15                   | 15+                        | 20+                        | 23+                        |
|-------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>All Children (9)</b> | <b>22%</b><br><b>(2/9)</b> | <b>88%</b><br><b>(7/9)</b> | <b>67%</b><br><b>(6/9)</b> | <b>56%</b><br><b>(5/9)</b> |
| <b>Boys (4)</b>         | 25%<br>(1/4)               | 75%<br>(3/4)               | 75%<br>(3/4)               | 75%<br>(3/4)               |
| <b>Girls (5)</b>        | 20%<br>(1/5)               | 80%<br>(4/5)               | 60%<br>(3/5)               | 40%<br>(2/5)               |
| <b>Service (3)</b>      | 33%<br>(1/3)               | 67%<br>(2/3)               | 67%<br>(2/3)               | 67%<br>(2/3)               |
| <b>Non-Service (6)</b>  | 18%<br>(1/6)               | 83%<br>(5/6)               | 67%<br>(4/6)               | 50%<br>(3/6)               |

## Comparison with other schools

**Overall Averages**

The mean average of all pupils' results was **18.4**

The mean average of all schools' averages was also **18.4**

The following table shows the approximate cut-off points when comparing schools' averages, to place schools into bands:

| Band                  | Average scores |
|-----------------------|----------------|
| Top 10% of schools    | 21.8<          |
| Top 25% of schools    | 20.4<          |
| Top 50% of schools    | 18.5<          |
| Bottom 25% of schools | <16.3          |
| Bottom 10% of schools | <14.9          |

This cross-school data shows that the Debden Year 4 cohort achieved an average score that was around the boundary mark for the top 25% of schools.

Interventions have been put in place for the 2 children who achieved lower multiplication check scores than the remainder of the Year 4 cohort.

\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.

## KEY DATA TRENDS AND NEXT STEPS

-Despite the disrupted nature of the past two academic years, attainment remains broadly in line with national averages from 2019, and the majority of children make at least expected progress from the respective starting points. This is testament to the school's strong remote learning approach, excellent support from parents at home, and a system of timely interventions for children who needed catch-up upon the school return.

-A clear and encouraging trend across the school is that homegrown children (those at Debden for the entire Key Stage) present higher attainment and more rapid progress than children who attend multiple schools throughout a Key Stage. This seems to suggest that the longer children are at Debden, the stronger progress they make.

-At Key Stage 2, 100% of homegrown children in reading and maths, and 87% of homegrown children in maths, match or exceed their KS2 attainment targets based on their KS1 attainment. This compares to 87% of all children in reading and maths and 80% of all children in writing.

-At Key Stage 1, 100% of homegrown children in reading, and 92% of homegrown children in writing and maths, match or exceed their KS1 attainment targets based on their EYFS profile attainment. This compares to 84% of all children in reading and writing and 92% of all children in maths.

-Attainment in reading across all year groups in the school far outstrips both local and national averages. Progress in the subject has also increased. This is due to an increased focus on both reading fluency and comprehension skills across the school – for example a school-wide approach to daily whole class reading activities and improvements in developing all academic staff as phonics experts.

-The data shows that writing is the subject that has been most strongly affected by the disruption to learning/school lockdowns and remote learning arrangements due to the COVID-19 pandemic. Upon the return to in-school provision, teachers noted children's limited progress in writing from the start of the lockdown, and their decreased stamina for extended writing. We have plotted a number of timely targetted interventions to counter this, and will continue to do so in the next academic year.

-Service children enter the school with far lower attainment than other children in the school, as shown in the EYFS data. However, on average they make slightly better progress throughout their time at the school, due to a number of actions and interventions implemented with the use of the service premium funding. As a result, in the end of KS2 assessments this year, service children slightly outperformed non-service children.

-From years 1-6, there is no discernible difference between the progress and attainment of boys and girls in the school. However, the children gauged as working 'below expectations' across the school are more likely to be boys. Furthermore, on entry in Reception in 2020-21, girls attained higher than boys.

-As one may expect, the data appears to show that children in the Reception year and Year 1 have on average been more profoundly affected by the disruption to their education, as shown by the lower attainment scores in the EYFS profile and the phonics check.

-There are not enough FSM children on roll (3 children across the school) to be able to analyse meaningful progress and attainment trends.

-Small steps of progress for children who arrive and leave Debden mid-year are shown in our school provision maps. This overview should be used in conjunction with the provision map document when assessing the school's overall performance.

\*Owing to the high level of transience in and out of our school, a breakdown of the progress and attainment of 'homegrown' children (those at Debden for the entirety of the key stage) is shown in blue throughout.