

Assessment Results 2021-22



END of KEY STAGE 2

In Year 6, children 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 is working towards the expected standard. A score of 100-109 denotes that a child is working at the age-related expectations. 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. This year, our KS2 writing assessment results were validated through an external moderation visit.

ATTAINMENT Year 6: End of KS2 SATs 2022 Cohort 17 children	Reading		Writing		Maths		SPAG		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	% Achieving exp. standard	% working greater depth
All Children (17)	76%	35%	76%	24%	47%	29%	76%	24%	47%	12%
Homegrown Children (11)	82%	27%	82%	27%	64%	36%	82%	27%	64%	9%
AVERAGE SCORE	105		n/a		103		104		n/a	
HOMEGROWN AV. SCORE	106		n/a		105		104		n/a	
Standardised Score of 98 or higher	82%		n/a		76%		82%		n/a	
Non-Service Children (10)	70%	30%	80%	30%	50%	40%	70%	30%	60%	10%
Service Children (7)	86%	29%	71%	14%	43%	14%	86%	14%	29%	14%
FSM Children (0)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*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 READING End of KS1 to End of KS2 <i>*PROGRESS SCORE IS EXPECTED TO BE BETWEEN +1.0 and +2.0 (improved from -2.2 in 2019).</i>		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				
	Working towards age-related standard		4 children (3 children)	1 child (1 child)	
	Working at expected age-related standard			4 children* (3 children)	4 children (2 children)
	Working at the greater depth standard			2 children (1 child)	2 children (1 child)

One child had no prior KS1 data. They achieved the expected standard in KS2.

PROGRESS IN WRITING End of KS1 to End of KS2 <i>*PROGRESS SCORE IS +1.6 (improved from -2.9 in 2019).</i>		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				
	Working towards age-related standard		3 children (2 children)	3 children (3 children)	
	Working at expected age-related standard		1 child (1 child)	5 children (2 children)	1 child (1 child)
	Working at the greater depth standard				3 children (2 children)

One child had no prior KS1 data. They achieved the expected standard in KS2.

PROGRESS IN MATHS End of KS1 to End of KS2 <i>*PROGRESS SCORE IS +0.1 (improved from -3.4 in 2019).</i>		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				
	Working towards age-related standard		4 children (3 children)		
	Working at expected age-related standard		4 children (2 children)	2 children (1 child)	3 children (3 children)
	Working at the greater depth standard				3 children (2 children)

One child had no prior KS1 data. They were working towards the standard at KS2.

**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 sit SATs assessments in reading, maths and SPAG 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.'

A final teacher judgement is made, based on scores in these tests, alongside evidence of children's attainment from across the academic year. Furthermore, writing is teacher assessed, with our judgements verified through moderation with local authority moderators and other schools in the area. This year, our KS2 assessment results were validated through an external moderation visit.

It is expected that the percentage of children reaching the expected standard this year nationwide (particularly in Key Stage 1) will be lower than in prior years, owing to the impact of the Covid-19 pandemic in the prior two years of the children's education.

ATTAINMENT Year 2: End of KS1 SATs 2021 Cohort 19 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
All Children (19)	68%	26%	63%	16%	63%	16%	63%	11%
Homegrown Children (7)*	71%	43%	71%	43%	71%	29%	71%	29%
Non-Service Children (7)	100%	57%	86%	43%	86%	43%	86%	43%
Service Children (12)	50%	8%	50%	0%	50%	0%	50%	0%
FSM Children (0)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

PROGRESS IN READING EYFS to end of KS1 (of 7 homegrown children)		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		
	Expected			2 children	1 child
	Exceeding				2 children

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PROGRESS IN WRITING 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		
	Expected			2 children	2 children
	Exceeding				1 child

PROGRESS IN MATHS 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		
	Expected			3 children	
	Exceeding				2 children

YEAR 1 PHONICS CHECK

-**15 of 19 children (79%) Year 1 children** passed the phonics check in the summer term 2021-22.

-Of the 'Homegrown' children, **12 out of 13 children (92%)** in Year 1 passed the phonics check.

-There is **1 FSM child** in Year 1, who did not pass the phonics check.

-**9 out of 11 Year 1 service children (82%)** passed the phonics check.

-**6 out of 8 Year 1 non-service children (75%)** passed the phonics check.

-One Year 1 child joined the school from another country with EAL. They were deemed to be not ready to sit the Year 1 phonics check.

-There were 4 **year 2 children** who re-sat the phonics check in the Summer term, due to not passing in Autumn 2021. Of these children **2 out 4 (50%)** passed the phonics check.

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

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EARLY YEARS FOUNDATION STAGE

-At the end of the Foundation Stage, **14 out of 16 of Reception children (88%)** achieved a GLD.

-There is 1 FSM child in the Reception year group in 2020-21. They made GLD (100%).

-8 out of 10 Reception service children (80%) achieved a GLD. **6 out of 6 Reception non-service children (100%)** achieved a GLD.

LEARNING AREAS BREAKDOWN	Listening, Attention, Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading
	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.
All Children (16)	88%	88%	88%	88%	88%	100%	100%	88%	88%
Service Children (10)	80%	80%	80%	80%	80%	100%	100%	80%	80%
Non-Service Children (6)	100%	100%	100%	100%	100%	100%	100%	100%	100%
FSM (1)	100%	100%	100%	100%	100%	100%	100%	100%	100%
Boys (6)	83%	83%	83%	83%	83%	100%	100%	83%	83%
Girls (10)	90%	90%	90%	90%	90%	100%	100%	90%	90%

LEARNING AREAS BREAKDOWN (cont.)	Writing	Number	Numerical Patterns	Past and Present	People, Culture, Communities	Natural World	Creating with Materials	Being Imaginative and Expressive
	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.
All Children (16)	88%	88%	88%	88%	88%	88%	94%	88%
Service Children (10)	80%	80%	80%	80%	80%	80%	90%	80%
Non-Service Children (6)	100%	100%	100%	100%	100%	100%	100%	100%
FSM (1)	100%	100%	100%	100%	100%	100%	100%	100%
Boys (6)	83%	83%	83%	83%	83%	83%	83%	83%
Girls (10)	90%	90%	90%	90%	90%	90%	100%	90%

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YEAR 4 MULTIPLICATION CHECK

-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. 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	25
Student 2	Male	15
Student 3	Male	24
Student 4	Male	23
Student 5	Male	25
Student 6	Male	8
Student 7	Male	23
Student 8	Female	20
Student 9	Female	22
Student 10	Female	24
Student 11	Female	23
Student 12	Female	6
Student 13	Male	10
Student 14	Female	12
Student 15	Male	23
Student 16	Female	24
Student 17	Female	25
Student 18	Female	24
Student 19	Male	25
Student 20	Female	19
Student 21	Female	25
Student 22	Female	21
Student 23	Female	25
Student 24	Male	22
Student 25	Male	24
Average Score		20.68

Breakdown

CATEGORY	BELOW 15	15+	20+	23+
All Children (25)	16% (4/25)	84% (21/25)	76% (19/25)	60% (15/25)
Boys (12)	17% (2/12)	83% (10/12)	75% (9/12)	67% (8/12)

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Girls (13)	15% (2/13)	85% (11/13)	77% (10/13)	54% (7/13)
Service (7)	29% (2/7)	71% (5/7)	71% (5/7)	57% (4/7)
Non-Service (18)	11% (2/18)	89% (16/18)	77% (14/18)	61% (11/18)

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 is in the top 25% of schools. (average 20.68)

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

KEY DATA TRENDS AND NEXT STEPS

KS2

-The headline progress scores in reading, writing and maths were all vastly improved from 2018-19 (the last scores on record). In writing, the progress score has improved from -2.9 to +1.6 (an improvement of +4.5), in maths the progress score has improved from -3.4 to +0.1 (an improvement of +3.5) and in reading, the score has not yet been given due to re-marked scripts etc. but is expected to be an improvement from -2.2 to between +1.0 and +2.0.

-In terms of attainment percentages, reading, writing and SPAG were the strongest of the four subject areas – in all of these subjects, 78% of children met the expected standard and around a quarter of children (24%) met the greater depth standard. **Homegrown children performed particularly well, with 82% at the expected standard and 27% achieving the greater depth standard in all three subject areas.**

-Over a third (35%) of children achieved the greater depth standard in reading.

-Maths appears as the weakest of the four subject areas in terms of the % reaching ARE, although the headline percentage (47%) is misleading without closer examination.

-Firstly, the homegrown children's KS1 baselines were lower in maths than in other subject areas.

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-Secondly, 3 of the 17 children who did not make ARE in maths (constituting 18% of the cohort) joined the school at the end of Year 5/ beginning of Year 6 with exceptionally low baselines (baseline SS <88). Their attainment was higher in reading, SPAG and writing.

Furthermore, in maths 3 children in the year group achieved a standardised score of 99 (1 point below ARE) and 2 children achieved a standardised score of 98. In a small year group, these 5 borderline students make up 30% of the cohort. The high average point score of 103.1 in maths (when compared to the ARE) reflects this.

A far better indicator of Debden's attainment performance in maths is the average score of homegrown children (105) which is above the national average. It is also a higher average score than in SPAG (104) and is just below reading (106).

Finally, 5 out of 17 children (29% - nearly a third) achieved the greater depth standard in maths, which is significantly above the national average.

-This was a year group with relatively low KS1 baseline attainment (compared to prior Debden cohorts). This means that their progress is more reflective of their learning accomplishments than attainment alone. Progress in writing and reading was particularly strong: 94% of children matched their KS1 standard and 24% exceeded their KS1 standard. In reading 88% matched their KS1 standard and 29% exceeded their KS2 standard. In maths, 76% matched their KS1 standard, whilst 18% exceeded their KS1 standard.

-The KS1 to KS2 progress of homegrown children was again stronger than those who joined partway through KS2. In all three subject areas, more homegrown children exceeded their KS1 standard than those who failed to match their KS1 standard. (reading 3 exceeded vs 1 fell back, maths 3 exceeded vs 2 fell back, writing 4 exceeded vs 1 fell back).

KS1

-In KS1, our assessment results in all four key areas were in alignment with our initial targets, which were based on understanding of informal (due to the pandemic) end of EYFS assessment, in addition to continuous tracking of progress data throughout KS1.

-Reading was again the strongest subject area, with 68% of children making the expected standard and over a quarter (26%) making the greater depth standard. In both writing and maths, 63% (12 of 19 children) made the expected standard and 16% (3 of 19 children) made the greater depth standard.

-Homegrown children (those at the school since at least the end of the Reception year) outperformed their peers significantly, with 71% achieving the expected standard in reading, writing, and maths. Furthermore, approaching half (43%) of homegrown children achieved the greater depth standard in reading and writing, and nearly a third (29%) achieved this in maths.

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-We were pleased to achieve these outcomes with one of our more complex year groups (there were 2 children in the class with an EHCP, and a further 4 children who received an enhanced level of SEN support), especially considering the disruption to their Reception and Year 1 education due to the global pandemic.

EYFS

-In EYFS, we exceeded our initial targets. 88% (14 of 16) of children made a good level of development (GLD), which was in advance of our initial target of 81% (13 of 16 children).