



Alexandra Primary School
Academic Performance 2022 using data available in December 2022

End of Key Stage 2 data from 2017-2019 and 2022

Year	2022*	2019	2018	2017	3 Year Average 2017-2019	National 2022	National 2019	Hounslow 2019	Hounslow 2022
Number of children:	81	84	100	81					
Reading at the Expected Standard:	83%	80%	88%	69%	79%	74%	73%	77%	75%
Reading at Greater Depth	33%	33%	36%	26%	32%	28%	27%	31%	29%
Reading Average Scaled Score	106	105	107	104	106	105	104	105	
Reading Average Progress	2.7	2.1	2.4	-1.3	1.06	-	-	0.20	-0.1
Writing at the Expected Standard:	84%	88%	87%	85%	87%	69%	78%	82%	71%
Writing at Greater Depth	12%	15%	34%	21%	23%	13%	20%	27%	19%
Writing Average Progress	3.1	1.3	2.5	0.4	1.42	-	-	1.00	0.69
GPS at the Expected Standard:	84%	88%	91%	86%	88%	72%	78%	84%	77%
GPS at Greater Depth	37%	49%	53%	47%	50%	22%	27%	48%	38%
GPS Average Scaled Score	108	108	109	107	108	105	106	-	
Maths at the Expected Standard:	72%	82%	84%	77%	81%	71%	79%	83%	74%
Maths at Greater Depth	26%	32%	42%	26%	33%		27%	35%	28%
Maths Average Scaled Score	104	106	107	105	106	104	105	106	
Maths Average Progress	1.8	2	2.3	-0.4	1.27	-	-	0.90	0.51
RWM at the Expected Standard:	63%	70%	78%	65%	72%	59%	65%	68%	60%
RWM at the Higher Standard	10%	13%	23%	11%	16%	7%	10%	15%	11%

2022* Updated data following the removal of 7 recently arrived children from abroad with EAL

Key

- RWM: Reading and Writing and Maths combined
- GPS: Grammar, punctuation and spelling
- Scaled score range: 80-120
- Scaled score: 100 is the national standard; over 100 is above the national standard; below 100 is below the national standard
- Expected standard: a government set target (an expectation) for pupil performance
- Greater depth: performing at an enhanced standard: scaled score of 110 or above.

To note:

- No school or college performance data was published for the 2019/20 and 2020/21 academic years due to the impact of the COVID-19 pandemic. This resulted in no school and college checking exercises taking place in 2020 and 2021.
- As with any year, conclusions should not be drawn based on a single piece of data alone. It is strongly discouraged from drawing conclusions based on direct comparisons with performance data from earlier years. It is also advised that caution is used when comparing a school's performance with national or local authority averages, or with other schools.
- Ofsted inspectors will be clear the 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the uneven impact of the pandemic on pupils and schools, and sensitive in their use of it.
- It is important that we have some school-level data to inform accountability. School level KS2 performance data will not be published in 2022, but the data will be shared with schools and local authorities for school improvement purposes, and with Ofsted to inform inspection.

Key Stage 1 (end of Year 2 – aged 7) from 2017-2019 and 2022

All Year 2 pupils take national assessment in June. These national curriculum tests are summative. This means they test the knowledge a child has acquired during their time in Key Stage 1. All children are given a scaled score based on the raw score they achieved in each of the three tests they sat:

- reading
- mathematics
- grammar, punctuation and spelling. The raw score is the total number of marks a pupil scored in a test, based on the number of questions they answered correctly. Raw scores are then converted to a scaled score. A scaled score of 100 represents the nationally expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.
- 85 is the lowest scaled score that can be awarded on an end of Key Stage 1 test. The highest scaled score is 115.
- A scaled score of 100 or more represents the nationally expected standard in each test.
- A pupil awarded a score of 99 or less has not met the expected standard in the test.
- Expected standard: a government set target (an expectation) for pupil performance

	2022	2019	2018	2017	3 Year Average	National 2022	National 2019	Hounslow 2019	Hounslow 2022
Number of Children:	90	86	86	86					-
Reading at the Expected Standard	65%	77.5%	79%	80%	79%	67%	75%	78%	71%
Reading at Greater Depth	20%	29.2%	28%	29%	29%	18%	25%	31%	26%
Writing at the Expected Standard	62%	69.7%	72%	77%	73%	58%	69%	74%	65%
Writing at Greater Depth	2%	12.4%	19%	22%	18%	8%	15%	19%	14%
Maths at the Expected Standard	63%	70.8%	64%	84%	73%	68%	76%	79%	74%
Maths at Greater Depth	17%	24.7%	17%	22%	21%	15%	22%	29%	25%
RWM at the Expected Standard	57%	69.7%	58%	74%	68%	NA	65%	71%	61%
RWM at Greater Depth	2%	9%	12%	18%	14%	NA	11%	29%	12%
Science at the Expected Standard	66%	90%	85%	86%	87%	77%	82%	85%	77%

2022* First set of data following the pandemic, the data includes all children

Year 1 Phonic Screening Check (6 year olds)

At the end of Year 1 children are tested on their ability to match sounds with letters. This assessment is known as the Phonics Screening Check. ‘Sounding out words’ using phonological awareness and understanding of sound-letter correspondence is a key early reading skill. Using phonology is not the only way children learn to read – they employ a range of other strategies – but being good at phonics is seen as a most important starting point. The standard is achieved if children achieve 32 marks or more.

	2022	2019	2018	2017	National 2022	National 2019	Hounslow 2019	Hounslow 2022
Number of Children:	89	89	89	85		-	-	-
Expected Standard	90%	82%	61%	67%	75%	82%	85%	76%

Early Years (End of Reception)

	2022*	2019	2018	2017	3 Year Average	National 2019	National 2022	Hounslow 2019	Hounslow 2022
Number of Children	89	89	90	88					
Good Level of Development	71.1%	71%	71%	67%	67%	72%	65.2%	72%	66.5%

2022* based on the revised EYFS curriculum and associated assessments.

This document will be updated in October and December following national data release and checking exercises.