



## Year 1 phonics check

This is an assessment to see how well the children use their phonics knowledge to decode words. The check consists of 40 words and the expected score is 32 or more.

If any child does not achieve the expected score this year, they will be reassessed in Year 2. Almost all of our children achieve the expected result in either Year 1 or Year 2.

### Rosehill - Year 1 Phonics check

Cohort size – 88 children  
70 children (80%) achieved the expected score

Rosehill	80%
National results	81%
Tameside results	77%

### Rosehill - Year 2 phonics recheck

16 children re-took the assessment  
13 children (81%) achieved the expected score

Rosehill	81%
National results	91%
Tameside results	70%

SATS assessments (Standard Assessment Tests) taken by children at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 Year 6). Please be aware that the expected standard has been raised for these assessments in 2015 – 16 and so results cannot be compared to those from previous years. These assessments are a snapshot, if a child is shown to be below the expected standard in a subject when the tests were taken, this does not mean that a child necessarily has a Special Educational Need or difficulty which cannot be overcome in the future.

**In Year 2** children take tests in Reading, Grammar, Punctuation and Spelling and Maths. Teachers use the results of these tests, along with on-going class assessments to make a judgement about a child's attainment in these subjects. Teachers also make judgements about Writing and Science based upon continuous classroom assessment. These judgements are moderated within our local cluster of schools to ensure accuracy. The GP&S test was not taken this year, as the test paper was leaked on a social networking site prior to the children sitting it, therefore the test this year is void. The %s in the table below shows



the children who have reached the expected levels.

## Year 2 – End of key Stage 1 SATs assessments (70 children in cohort) Rosehill

Reading		Writing		GP&S		Maths		RWM combined		Science
Expected Level +	Greater Depth	Expected Level +	Greater Depth			Expected Level +	Greater Depth	Expected Level +	Greater Depth	Greater Depth
60%	10%	59%	1%	VOID		69%	0%	51%		94%
National	National	National	National	National		National	National	National		National
74%	24%	66%	13%	VOID		73%	18%	60%		82%
Tameside	Tameside	Tameside	Tameside	Tameside		Tameside	Tameside	Tameside		Tameside
70%	16%	64%	8%	Tameside		70%	13%	57%		82%

### Key

Expected – working at the expected level

Greater Depth – working at greater depth - beyond the expected level

The following information may look like our standards have dropped. Our expectations and aspirations have not changed. Our persistent and consistent drive to raise standards and secure the best outcomes for all of our children, remains at the heart of all we do.

The following statement was issued by the National Governors Association in July 2016:

**Emma Knights, Chief Executive of the National Governors' Association, said:** *“These results are the first to reflect the Government’s new primary curriculum and governing boards should know that they cannot compare them with results from previous years. It’s important for governing boards to take the time to make sense of this data and consider the national picture. Unfortunately, it will be December before the full information is available. As many as 47% of parents will be told that their 10 or 11 year-old has not met the expected standards in at least one of reading, writing and maths and this may well be disappointing both for parents and their children; communication with parents will therefore be a priority. We would urge the Government to consider whether a system where almost half of children leave primary school failing to reach the expected standard is a helpful one.”*

**July 5<sup>th</sup> 2016 Education Secretary Nicky Morgan:** *‘This year’s results are the first to be released following the introduction of a far more rigorous curriculum in 2014 that raises the bar in terms of expectations of young people’s mastery of literacy and numeracy, bringing our primary school*



*curriculum in line with the best in the world.....Today's results are not comparable to test results from previous years which were under an entirely different system of assessment'*

"They simply cannot be compared directly," says Mrs Morgan. If results do turn out to be lower than previous years, then Mrs Morgan feels: "It wouldn't mean children have performed any worse this year; simply that we have raised the bar on what counts as good enough.

"Neither schools nor parents should try to compare this year's results with previous years. The tests are new and are based on a new, more rigorous national curriculum - based on the best evidence from across the world."

### Year 6 – End of key Stage 2 SATs assessments (57 children in cohort)

Reading					
	Number of eligible pupils	% Expected	% Higher Standard	Average Scaled Score	Teacher Assessment
<b>Rosehill</b>	57	54%	7%	99.9	
<b>National</b>	575040	66%	19%	100.6	
GP&S					
	Number of eligible pupils	% Expected	% Higher Standard	Average Scaled Score	Teacher Assessment
<b>Rosehill</b>	57	56%	14%	100.3	
<b>National</b>	575026	72%	23%	104.1	
Maths					
	Number of eligible pupils	% Expected	% Higher Standard	Average Scaled Score	Teacher Assessment
<b>Rosehill</b>	57	53%	7%	100.1	
<b>National</b>	575013	70%	17%	103.0	



Writing – teacher assessment				
	Number of eligible pupils	% Expected	% Higher Standard	
Rosehill	12	67%	25%	
National		74%	15%	

### Explanation

The tests give a score between 80 and 120.

The expected level is 100 or more, the above tables show the percentages of children achieving expected levels.

### Key

Expected – working at the expected level

Higher Standard – working at a higher standard

## Progress: Key Stage 1 to Key Stage 2

		Progress	
	Number of eligible pupils		Statistical Significance
<b>Reading</b>	51	-1.89	Not significantly different from national average
<b>Writing</b>	52	1.42	Not significantly different from national average
<b>Mathematics</b>	53	-2.08	Not significantly different from national average