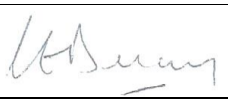
Bellevue Place

EDUCATION TRUST

**Assessment Policy**

| | |
|---|---|
| Signed: |  |
| Chair of Trust Board: | Claire Delaney |
| Approved: | 1 June 2023 |
| Renewal: | Every Year |
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**This policy aims to:**

• Provide clear guidelines on the approach to summative assessment and reporting for schools within the Bellevue Place Education Trust (BPET).

• Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the Director of Education and BPET Board of Trustees.

**1.0 Legislation and Guidance**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

**1.1 Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA 'Key stage 1 assessment and reporting arrangements (ARA)'
- STA 'Key stage 2 assessment and reporting arrangements (ARA)'
- STA 'Key stage 1 teacher assessment guidance'
- STA 'Key stage 2 teacher assessment guidance'

This policy operates in conjunction with the following school policies:

- Home learning Policy
- Marking and Feedback Policy
- Behavioural Policy

**2.0 Principles of Assessment**

This policy supports BPET's ethos of 'Educational Autonomy' by establishing a core set of assessments to be reported to the CEO and Trust Board three times per year, whilst allowing flexibility in how schools come to these assessments.

This policy is for the recording and reporting of summative assessments in the core subjects. Formative Assessment practices are carried out entirely in line with the individual policy of each school. In utilising a common approach to recording assessments, BPET is mindful of its commitment to not add unnecessarily to teacher workload.

Summative assessment is to describe pupil attainment and comparatively evaluate the performance of individual pupils and pupil attribute groups both within individual schools and across BPET. Such evaluations will be used to allocate resources and, where beneficial, support to weaker cohorts.

Assessments will be robust and thorough and allow the identification of pivotal pupils within schools to ensure no pupil is coasting in their learning journey. At BPET, we will be aspirational for all of our children. It will also identify any pupils who are not accessing their year group's curriculum.

**3.0 Importance of consistency in assessment across a Trust**

"Consistency in assessment involves the achievement of comparable outcomes. For example, an assessment process would be considered to deliver consistent outcomes if assessors assessing pupils against the same unit of competency in different contexts made comparable assessment decisions." This consistent approach for BPET is paramount to our understanding in all speaking the same assessment language to then support moderation.

All BPET schools use Arbor as their MIS and assessment system which provides a range of analytical tools with which to track performance and analyse trends.

All BPET schools use Fisher Family Trust (FFT) to set cohort and individual pupil targets with a minimum of the 50$^{th}$ percentile, and aspiring to the 20$^{th}$ and 5th, thus ensuring that all pupils achieve their expected progress measures and often with accelerated progress.

All BPET schools use NTS standardised assessment papers at key points throughout the year.

Some schools selectively use Cognitive Ability Tests (CATs) also, predominantly within Year 4 and 5 to support with applications to Independent Schools and identify strengths and areas for development within reasoning.

**4.0 Assessment Approaches**

BPET views assessment as an integral part of teaching and learning, inextricably linked to each bespoke curriculum within our schools.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

BPET schools support the cogent principles that any assessment data produced must serve a purpose and impact on pupils' learning, and that data should be collected once and used in multiple ways to avoid unnecessary workload for staff.

**4.1 In-School Formative Assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives/intentions, and identify areas in which they need to improve

**4.2 In-School Summative Assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time

Assessments will take two interlinked forms:

**Teacher assessment** will utilise internal assessment processes, which will vary between schools, to judge where a pupil is attaining in their classwork in relation to what might be expected of a pupil at that point in their school journey.

**Standardised testing** will use commercially produced and nationally standardised tests by Hodder Education titled NTS Assessments in reading, maths and GAPS in order to compare the attainment of our pupils with those nationally as well as to promote alignment of teacher judgements across and within the different schools of BPET.

It is imperative that standardised tests are delivered in a standardised manner, and as such schools must ensure that test conditions as described in the teachers' guide supplied by the Hodder Education is adhered to.

Schools may use the results of these assessments to identify and tackle gaps in pupil learning, and consider how each pupil's learning interacts with their classroom performance.

The following scores are the main numerical information provided from standardised tests.

Raw score: This is the total number of marks that a pupil has scored in a particular test. It is used as the starting point for all of the other scores.

Standardised score: This is derived from the pupil's raw score and placed on a scale that makes a comparison with the nationally representative sample of pupils. Standardised scores are useful for comparing the performance of one cohort with another, provided they have taken the same test and it has been administered correctly.

Percentile score: Percentiles can give you a better feel for the significance of a pupil's performance because they show the percentage of pupils obtaining any score or lower. A percentile of 50 is average.

A standardised score of 100 is the average test score; it is not the same as a National Test scaled score of 100, which is set by the DfE in advance of testing as the expected standard a pupil should achieve at the end of KS1 and KS2. On National Tests, the raw score required to get a scaled score of 100 may change year-on-year. On a standardised test, the raw score required to get a standardised score of 100 does not change because it is based on the results of the trial.

**Key Stage 1 mathematics performance indicators**

| Performance Indicator | Standardised Score |
|---|---|
| Working towards expected standard | 70–91 |
| Working at expected standard | 92–114 |
| Working at greater depth | 115–130 |

**Key Stage 2 mathematics performance indicators**

| Performance Indicator | Standardised Score |
|---|---|
| Working towards expected standard | 70–91 |
| Working at expected standard | 92–113 |
| Working at greater depth | 114–130 |

**Key Stage 1 reading performance indicators**

| Performance Indicator | Standardised Score |
|---|---|
| Working towards expected standard | 70–91 |
| Working at expected standard | 92–113 |
| Working at greater depth | 114–130 |

**Key Stage 2 reading performance indicators**

| Performance Indicator | Standardised Score |
|---|---|
| Working towards expected standard | 70–93 |
| Working at expected standard | 94–116 |
| Working at greater depth | 117–130 |

**Key Stage 1 GaPS performance indicators**

| Performance indicator | Standardised score |
|---|---|
| Working towards | <94 |
| Working at | 94–114 |
| Working at greater depth | >114 |

**Key Stage 2 GaPS Performance indicators**

| Performance indicator | Standardised score |
|---|---|
| Working towards | <94 |
| Working at | 94–114 |
| Working at greater depth | >114 |

**4.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

• School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

• Teachers to understand national expectations and assess their own performance in the broader national context

• Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Foundation Stage – Reception Baseline Assessment (RBA)
- Completion of the Early Years Foundation Stage Profile (EYFSP)

- Year 1 - Phonics Screening Check
- Year 2 Phonics Screening Check Assessment retake (only a % of pupils)
- Year 4 - Multiplication Tables Check (from 2022)
- End of Key Stage 2 Curriculum Tests

**5.0 Collecting and Using Data**

**5.1 Parameters**

Schools will enter assessments onto the school's management information system (Arbor) at the end of each of the autumn, spring and summer terms. For all pupils above EYFS, a teacher assessment will be entered at the end of each term for reading, writing and mathematics. At the end of each term a standardised test score will also be recorded for reading, SPAG and mathematics and entered onto the Arbor tracking system. For writing, teachers will either use the No More Marking Trust writing moderation process or equivalent to support their shared understanding of the quality of writing which represents ARE and GDS.

**5.2 Assessment Cycle**

The Director of Education monitors and reviews the effectiveness of assessment and this policy. Head teachers, senior and middle leaders monitor the effectiveness of assessment practices throughout their school on a regular basis.

A process of triangulation supports school judgments of assessment to ensure consistency and accuracy in approach. These may include:

- School review analysis of data
- Moderation
- Pupil progress meetings
- Performance management
- Lesson observations
- Book analysis
- Learning walks

All of the BPET schools work on an assessment cycle, which includes windows for assessment to take place which allow some flexibility as to when assessment, moderation and pupil progress meetings can take place (see Appendix 1). This cycle works in partnership with the standardised assessment cycle (November, March and June) and when Board meetings are scheduled to allow for attainment and progress challenge within Standards Committee Meetings.

Data is shared with the Senior Leadership Team during pupil progress meetings, attended by class teachers, senior leaders and the SENCo (if possible), where robust conversations focus on attainment and progress of all children, including vulnerable groups, to ensure all groups of pupils are making the high levels of progress expected. Where mitigating factors affect the learning and progress of individual or groups of pupils, interventions are created, implemented and monitored for impact at regular intervals. These meetings are individually designed and conducted by each school.

**5.3 Interpretation of data**

Standardised tests allow us to draw conclusions about how our pupils are performing in relation to their peers nationally, and to compare different cohorts of pupils. Care must be taken when drawing conclusions however: on the individual level they can suggest unreliable conclusions since pupils may over or under perform on the test. Where a pupil's test score and teacher assessed attainment level are not in line, this discrepancy should form the basis of a pupil progress discussion to examine the reasons for this.

When looking at the performance of groups of pupils, care should be taken to avoid over interpretation instances where trends or conclusions are based on small groups. In such instances, disparity between the performance of the pupil attribute group and the general cohort may better prompt discussion than describe firm conclusions about the performance of a school.

**5.4 Levels of assessment**

There are four grades per year group and each grade will be represented on Arbor and defined as follows:

| Grade/ Mark Name | Value |
|---|---|
| Below | 1 |
| Working Towards | 2 |
| Expected | 3 |
| Greater Depth | 4 |

**BELOW (B)** The pupil is generally working below the curriculum relevant for their year group.

**WORKING TOWARDS (WTS)** The pupil is working within the curriculum relevant for their year group, but generally requires support in accessing those objectives.

**AGE RELATED EXPECTATION (ARE)** The pupil generally achieves their age appropriate curriculum without support in addition to that afforded to all pupils.

**GREATER DEPTH (GD)** The pupil applies their learning to different contexts, including other areas of the curriculum. They are able to reason using their knowledge, explain what they are doing and why, and teach others what they have learned. Their writing is lifted by their control and range of the language and punctuation used.

Each grade is to be allocated on the basis of how well a teacher judges the pupil has performed in classwork across the term and in comparison to the standard achieved within the standardised test.

The judgement is not made against end of year expectations, but against the general expectations that have been asked of the pupil in the year to date.

**5.5 Pupils working below their year group curriculum**

Whilst a pupil assessed as 'Below(B)' will be recorded as such on Arbor, separate marksheets containing 'rising scales' can be used to measure attainment and progress through the year group curriculum the pupil is accessing. In this way such pupils are assessed in line with other pupils, with a focus on what general level the pupil has achieved as opposed to what they cann ot yet access. For pupils operating below key stage 1 but engaged in subject-specific learning, schools must record the pupil's level of attainment using standards 1-4 as defined in the Department for Education document https://www.gov.uk/government/publications/pre-key-stage-1-standards.

**5.6 EYFS assessment**

The way in which formative, developmental assessments within the Early Years Framework are made is devolved to individual schools. The Arbor system has capacity for tracking and recording development stages within each strand, and schools may wish to use this.

On entry BPET assessment, 'baseline', carried out in the first half term of attendance, but ideally as soon as possible establishes pupils' starting points. Thorough baseline assessments focus upon attainment in:

- The three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development.
- The four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

On-entry assessments include observing the pupil's abilities, skills and stages of development, as well as home visits, parent questionnaires/interviews, progress checks and any reports or information from previous settings the pupil may have attended.

**Government Reception Baseline Assessment (RBA)**

The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. DfE will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of pupils from reception until the end of key stage 2.

At the end of each assessment window (November, March and June), schools will record on Arbor (and sometimes as well as their alternative chosen system), summative assessments against each of the strands and against the Early Learning Goals (ELGs) in the summer term.

BPET collect a summative assessment percentage for the number of children on track to achieve a Good Level of Development (GLD) termly.

**5.7 Reporting to the BPET Trust Board**

All summative data is compiled into a BPET performance report (Appendix 2).

**5.8 Dates**

In order to meet these requirements, schools will administer their standardised assessments in line with the BPET strategic calendar for assessment. For the academic year 2023/24 this means the following dates are relevant: Data must be entered in line with the strategic calendar to facilitate the whole MAT report which will be considered by the Trust board at the start of the next term (Appendix 3)

**6.0 Moderation**

Moderations will be a collaborative and mutually supportive process which will focus primarily on helping staff agreeing aligned decisions regarding pupils on the borderline between assessed levels. During moderation activity, schools should bring pupils on the borderline between WTS and ARE, and between ARE and GDS, if a remote meeting the evidence for moderation will be shared electronically before the meeting. The moderation process is not designed to generate conflict, but to facilitate discussion. Exemplar material for the assessment of writing is available which gives examples of the quality of writing that can be expected from a middle performing pupil within ARE and GDS bands at each stage in their development, and schools should refer to this when making their assessments.

**7.0 Reporting to Parents**

To facilitate parental support with pupils' learning, progress data and targets are shared with parents through parent consultations and a report. When these take place and how, is determined by each individual school.

Assessment information is always available for parents at other times in the year on request.

**8.0 Role of the in school Assessment Leader**

The Assessment Leader will:

- lead the development of this policy throughout the school;
- ensure the assessment strategic calendar is followed within school, setting your own assessment dates within the windows indicated
- work closely with the Headteacher and the Local Advisory Board (LAB);
- work closely with the SENCO and subject leaders;
- collate information for the target setting process;
- organise in-house training;
- attend termly Assessment Leader network sessions
- complete the performance report termly and share with the Director of Education and the LAB
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor.

**9.0 Role of the Headteacher**

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;

- work closely with the Assessment Leader (if not them) and the LAB, providing them with the performance report termly and responding to any challenges they provide;
- ensure all assessment deadlines are met following the assessment strategic calendar
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to the end of key stage tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;

**10.0 Role of the Director of Education**

The Director of Education will:

- lead termly assessment leader network sessions
- hold termly standards committee meeting with each school following pupils progress meetings
- collate data and present each term to the board of trustees
- analyse trends and allocate central resource as appropriate
- review this policy annually

**11.0 Standards Committee meetings**

These are held termly with each school between the director of education and headteacher or the executive headteacher with the headteacher of the school(s) they oversee. The purpose of which is to recognise the achievements of each school; identify strengths in provision; and challenge the robustness of reported data.

**12.0 Assessment Leaders Network Sessions**

Led by the director of education, these sessions enable all assessment leaders to network and shape the direction of assessment across Bellevue Place Education Trust. The sessions also facilitate discussions on best practice regarding policy, pupil progress meetings and reporting arrangements to parents.

**13.0 Professional Development**

Senior leaders with the Director of Education will ensure that schools are aware of current good practice through Local Authority and BPET briefings and DfE updates, and will ensure that all staff have access to high quality professional development opportunities to improve their confidence and accuracy in conducting all forms of assessment and follow this policy.

Foundation subjects and Science – (Schools adapt accordingly – choose either A or B)

A - Evidence for foundation subjects and Science is gathered through quality first teaching and teacher judgment, and is triangulated through year group/phase/whole school moderation with subject leaders. Teachers use their judgment to decide a child's attainment at any point in time.
OR
B- The Arbor MIS **formative assessment** system is used by staff **at least six/eight times** each term per subject, to build a picture of attainment for each child. Each data entry becomes a point in time assessment. **Arbor generates** an end of term **summative judgment** which may need to be **overridden** by staff if they disagree with the outcomes **for each subject.**

**Moderation**

**Internal** and **external moderation** processes are regularly used to help ensure consistency and accuracy of assessment judgements.
In school moderation takes place (schools amend - termly/half termly) to help ensure consistency and accuracy of standards. This occurs within and across year groups and phases
**External moderation** takes place with other BPET schools in November and May before data is submitted to the trust and with local authority cluster schools according to their timetable.
Schools add other here.

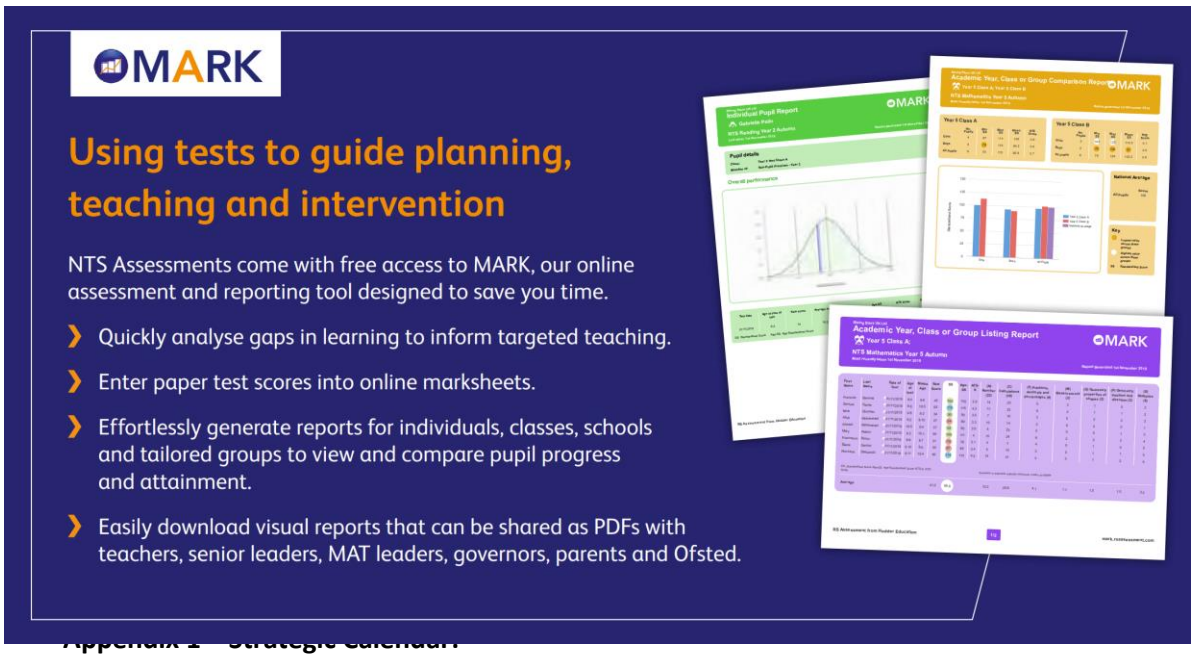
**Moderation – No more marking**

## Performance indicators

The performance indicators reflect where pupils, groups, classes and the schools are in relation to other schools term on term. We have developed the following performance indicators to provide you with information about relative performance each term.

**Table 1.2** Performance indicator bands

| Performance indicator | Standardised score |
|---|---|
| Working towards | <94 |
| Working at | 94–114 |
| Working at greater depth | >114 |




**Appendix 1 – Strategic calendar**

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## STRATEGIC CALENDAR 2023/24

| Whiteknights | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| 04-Sep | | 30-Oct | Standardised assessment window opens for November<br>Year 6 - 2021 papers | 01-Jan | | 19-Feb | | 15-Apr | 17/04/24 - Spring Term Performance report deadline<br>17-19/04/24 - Standards Committee meeting | 03-Jun | Standardised assessment window opens for June<br>Multipication tables check (2 weeks) |
| 11-Sep | | 06-Nov | | 08-Jan | | 26-Feb | Standardised assessment window opens for March<br>Year 6 - 2022 papers | 22-Apr | | 10-Jun | Phonics screening check week |
| 18-Sep | | 13-Nov | | 15-Jan | | 04-Mar | | 29-Apr | | 17-Jun | |
| 25-Sep | | 20-Nov | | 22-Jan | | 11-Mar | | 06-May | | 24-Jun | 24/06/24 - Summer Term Performance Report Deadline |
| 02-Oct | | 27-Nov | Autumn Term Performance Report Deadline<br>29/11 - 01/12/24- Standards Committee meetings | 29-Jan | | 18-Mar | | 13-May | Year 6 SATs week | 01-Jul | |
| 09-Oct | 09/10/23 - Performance Report Deadline - baseline only | 04-Dec | | 05-Feb | | 25-Mar | | 20-May | | 08-Jul | 09/07/24 SDP & SEF Deadline |
| 16-Oct | | 11-Dec | | 12-Feb | HALF TERM | 01-Apr | | 27-May | HALF-TERM | 15-Jul | |
| 23-Oct | | 18-Dec | | | | 08-Apr | | | | 22-Jul | |

- **Appendix 2 – BPET School Performance Report:**

| BPET Performance Report 2023/24 – Term 1 | Head Teacher – [NAME] Date updated – 16 October 2023 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SEF Grade | | OfSTED Grade | | Pupil Roll | Capacity | PPG | LAC | EAL | SEND | EHCP | Deprivation Indicator |
| Date | | Date | | | | | | | | | |
| KS2 progress scores | Reading | | | Writing | | | Maths | | | | |

| Categories | Current School Position (RAG) | | | | | | Pupil Attainment and Progress | HT End of Year prediction | Target (FFT/ PM) | National Average (2023) |
|---|---|---|---|---|---|---|---|---|---|---|
| | Baseline | Autumn | Spring | Summer | Average standardised score | In year progress | | | | |
| Attainment and Progress | EXP (Expected standard - National), GDS (Higher Standard - Greater Depth) - KS1 and KS2 | | | | | | | | | |
| | | | | | | | Yr6: % GDS Combined | | | 7% |
| | | | | | | | Yr6: % EXP and GDS Combined | | | 59% |
| | | | | | | | Yr6: % EXP and GDS in reading | | | 73% |
| | | | | | | | Yr6: % GDS in reading | | | 28% |
| | | | | | | | Yr6: % EXP and GDS in writing | | | 71% |
| | | | | | | | Yr6: % GDS in writing | | | 13% |
| | | | | | | | Yr6: % EXP and GDS in maths | | | 73% |
| | | | | | | | Yr6: % GDS in maths | | | 22% |
| | | | | | | | Yr5: % GDS Combined | | | |
| | | | | | | | Yr5: % EXP and GDS Combined | | | |
| | | | | | | | Yr5: % EXP and GDS in reading | | | |
| | | | | | | | Yr5: % GDS in reading | | | |
| | | | | | | | Yr5: % EXP and GDS in writing | | | |
| | | | | | | | Yr5: % GDS in writing | | | |
| | | | | | | | Yr5: % EXP and GDS in maths | | | |
| | | | | | | | Yr5: % GDS in maths | | | |
| | | | | | | | Yr4: % GDS Combined | | | |
| | | | | | | | Yr4: % EXP and GDS Combined | | | |
| | | | | | | | Yr4: % EXP and GDS in reading | | | |
| | | | | | | | Yr4: % GDS in reading | | | |
| | | | | | | | Yr4: % EXP and GDS in writing | | | |
| | | | | | | | Yr4: % GDS in writing | | | |
| | | | | | | | Yr4: % EXP and GDS in maths | | | |
| | | | | | | | Yr4: % GDS in maths | | | |
| | | | | | | | Y4: % 22/25 MTC (on track) | | | |
| | | | | | | | Yr3: % GDS Combined | | | |
| | | | | | | | Yr3: % EXP and GDS Combined | | | |
| | | | | | | | Yr3: % EXP and GDS in reading | | | |
| | | | | | | | Yr3: % GDS in reading | | | |
| | | | | | | | Yr3: % EXP and GDS in writing | | | |
| | | | | | | | Yr3: % GDS in writing | | | |
| | | | | | | | Yr3: % EXP and GDS in maths | | | |
| | | | | | | | Yr3: % GDS in maths | | | |
| | | | | | | | Yr2: % GDS Combined | | | |
| | | | | | | | Yr2: % EXP and GDS Combined | | | |
| | | | | | | | Yr2: % EXP and GDS in reading | | | 68% |
| | | | | | | | Yr2: % GDS in reading | | | 18% |
| | | | | | | | Yr2: % EXP and GDS in writing | | | 60% |
| | | | | | | | Yr2: % GDS in writing | | | 8% |
| | | | | | | | Yr2: % EXP and GDS in maths | | | 70% |
| | | | | | | | Yr2: % GDS in maths | | | 15% |
| | | | | | | | Yr1: % GDS Combined | | | |
| | | | | | | | Yr1: % EXP and GDS Combined | | | |
| | | | | | | | Yr1: % EXP and GDS in reading | | | |
| | | | | | | | Yr1: % GDS in reading | | | |
| | | | | | | | Yr1: % EXP and GDS in writing | | | |
| | | | | | | | Yr1: % GDS in writing | | | |
| | | | | | | | Yr1: % EXP and GDS in maths | | | |
| | | | | | | | Yr1: % GDS in maths | | | |
| | | | | | | | Yr1: % on track to phonics standard | | | 79% |
| | | | | | | | Reception: % on track for GLD | | | 65% |
| | | | | | | | Nursery: % on track | | | |

- **Appendix 3 BPET MAT performance report**

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| Categories | Rutherford House School | Braywick Court School | Whitehall Park School | Kilburn Grange School | Halley House School | Deer Park School | Watling Park School | Evendons Primary School | Whiteknights Primary School | Rivermead Primary School | BPET Average | Pupil Attainment and Progress | National Average (2023) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | #DIV/0! | Yr6: % GDS Combined | 7% |
| | | | | | | | | | | | #DIV/0! | Yr6: % EXP and GDS Combined | 59% |
| | | | | | | | | | | | #DIV/0! | Yr6: % EXP and GDS in reading | 73% |
| | | | | | | | | | | | #DIV/0! | Yr6: % GDS in reading | 28% |
| | | | | | | | | | | | #DIV/0! | Yr6: % EXP and GDS in writing | 71% |
| | | | | | | | | | | | #DIV/0! | Yr6: % GDS in writing | 13% |
| | | | | | | | | | | | #DIV/0! | Yr6: % EXP and GDS in maths | 73% |
| | | | | | | | | | | | #DIV/0! | Yr6: % GDS in maths | 22% |
| | | | | | | | | | | | #DIV/0! | Yr5: % GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr5: % EXP and GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr5: % EXP and GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr5: % GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr5: % EXP and GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr5: % GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr5: % EXP and GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr5: % GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr4: % GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr4: % EXP and GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr4: % EXP and GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr4: % GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr4: % EXP and GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr4: % GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr4: % EXP and GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr4: % GDS in maths | |
| | | | | | | | | | | | | Y4: % 22/25 MTC | |
| | | | | | | | | | | | #DIV/0! | Yr3: % GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr3: % EXP and GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr3: % EXP and GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr3: % GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr3: % EXP and GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr3: % GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr3: % EXP and GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr3: % GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr2: % GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr2: % EXP and GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr2: % EXP and GDS in reading | 68% |
| | | | | | | | | | | | #DIV/0! | Yr2: % GDS in reading | 18% |
| | | | | | | | | | | | #DIV/0! | Yr2: % EXP and GDS in writing | 60% |
| | | | | | | | | | | | #DIV/0! | Yr2: % GDS in writing | 8% |
| | | | | | | | | | | | #DIV/0! | Yr2: % EXP and GDS in maths | 70% |
| | | | | | | | | | | | #DIV/0! | Yr2: % GDS in maths | 15% |
| | | | | | | | | | | | #DIV/0! | Yr1: % GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr1: % EXP and GDS Combined | |
| | | | | | | | | | | | #DIV/0! | Yr1: % EXP and GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr1: % GDS in reading | |
| | | | | | | | | | | | #DIV/0! | Yr1: % EXP and GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr1: % GDS in writing | |
| | | | | | | | | | | | #DIV/0! | Yr1: % EXP and GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr1: % GDS in maths | |
| | | | | | | | | | | | #DIV/0! | Yr1: % on track to phonics standard | 79% |
| | | | | | | | | | | | #DIV/0! | Reception: % on track for GLD | 65% |
| | | | | | | | | | | | #DIV/0! | Nursery: % on track | |