

Statutory Testing 2021 – 2022 Performance Overview

Early Years: Good Level of Development (GLD)

The GLD is a performance measure used at the end of Reception. Children are defined as having reached a GLD) at the end of the EYFS if they have achieved at least the expected level for the Early Learning Goals in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

Curriculum	2017 - 2018	2018 - 2019	2021 - 2022
Early Years Framework 2008	77%	77%	
Early Years Framework 2021			70%
National Benchmark	72%	72%	

Year 1: Phonics Screening Check (PSC)

The purpose of the Phonics Screening Check (PSC) will be to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills, and will then have the opportunity to retake the PSC in Year 2.

Year	2017 - 2018	2018 - 2019	2021 - 2022
Pass Rate	91%	91%	83%
National Benchmark	82%	82%	

Year 2: Phonics Screening Check (PSC)

Year	2017 - 2018	2018 - 2019	2021 - 2022
Pass Rate	100%	93%	97%
National Benchmark	92%	92%	

Year 2: End of Key Stage Assessment

SATS are used to support a formal Teacher Assessment to mark the end of Key Stage 1 attainment levels. Judgements are made in: English Reading, English Writing, Maths and Science.

Curriculum Area	2017 - 2018	2018 – 2019	2021 - 2022
English Reading Expected (National Benchmark)	73% (75%)	77% (75%)	80%
English Reading Greater Depth (National Benchmark)	27% (26%)	23% (25%)	33%
English Writing Expected (National Benchmark)	73% (70%)	83% (69%)	77%
English Writing Greater Depth (National Benchmark)	17% (16%)	17% (15%)	23%
Maths Expected (National Benchmark)	73% (76%)	80% (76%)	67%

Maths Greater Depth (National Benchmark)	20% (22%)	20% (22%)	23%
Combined RWM Expected	63%	70% (65%)	63%
Combined RWM Greater Depth	7%	17% (11%)	23%

Year 4: Multiplication Table Check

The Multiplication Tables Check (MTC) is taken by pupils at the end of year 4. The purpose of the MTC is to make sure the times tables knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. There is no pass rate, the data is used internally by schools for assessment and intervention purposes. However, it is informally noted that 22 / 25 is considered a 'pass'.

	2020 – 2021 (optional)	2021 - 2022
Pass Rate (22+)	78%	88%

Year 6: SATS

Curriculum Area	2017 - 2018	2018 – 2019	2021 - 2022
English Reading Expected (National Benchmark)	77% (75%)	97% (73%)	84% (74%)
English Reading Greater Depth (National Benchmark)	27% (28%)	53% (27%)	49%
English Writing Expected (National Benchmark)	83% (78%)	91% (78%)	84% (69%)
English Writing Greater Depth (National Benchmark)	30% (20%)	34% (20%)	23%
Maths Expected (National Benchmark)	83% (76%)	100% (79%)	87% (71%)
Maths Greater Depth (National Benchmark)	23% (24%)	56% (27%)	29%
Combined RWM Expected	67% (64%)	88% (65%)	77% (59%)
Combined RWM Greater Depth	10% (10%)	25% (11%)	23%
Grammar, Punctuation & Spelling Expected (National Benchmark)	90% (78%)	100% (78%)	87% (72%)
Grammar, Punctuation & Spelling Greater Depth (National Benchmark)	43% (34%)	72% (36%)	52%

Key Stage 1 to Key Stage 2: Progress Score

National progress is 0

	Reading	Writing	Maths
2017 – 2018	+1.12	+2.58	+1.99
2018 - 2019	+4.0	+2.0	+4.4
2021 – 2022	+2.7	+2.3	+2.0