

School Accountability Measures
Rutland 2017-18
(Provisional Outcomes included and therefore potential for change)

KEY STAGE	HEADLINE PERFORMANCE MEASURE	RUTLAND SCHOOLS' PERFORMANCE					
		National	Rutland	Relative Performance	*LAIT		
					Quartile Banding	Ranking	
Early Years Foundation Stage (Reception Year)	<ul style="list-style-type: none"> Good level of development (GLD) – children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy and mathematics. 	71.5%↑	73.0%↓↑↓		B	48	
	<ul style="list-style-type: none"> Achieving at least the expected level across all early learning goals - children achieving at least the expected level across all early learning goals (ELGs) are those achieving 'expected' or 'exceeded' in all 17 ELGs. 	70.2%↑	72.0%↓↑↓		B	47	
	<ul style="list-style-type: none"> Average total point score (APS) - this is a supporting measure taking into account performance across all 17 ELGs, 1 point for emerging, 2 for expected and 3 for exceeding. The sum is then taken for all children and the average given. 	34.6↑	36.2↑↑↑		A	10	
Key Stage One	Year One Phonics	<ul style="list-style-type: none"> Phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have met the expected standard in phonic decoding 	82%↑	85%↑↓↑		B	26
		<ul style="list-style-type: none"> Achieving the expected standard in Reading 	75%↓	75%≈↓		C	78
		<ul style="list-style-type: none"> Achieving the expected standard in Writing 	70%↑	69%↑↓		C	82
		<ul style="list-style-type: none"> Achieving the expected standard in Mathematics 	76%↑	79%≈≈		A	23
		<ul style="list-style-type: none"> Achieving at a higher standard in Reading 	26%↑	25%↓≈		C	78
		<ul style="list-style-type: none"> Achieving at a higher standard in Writing 	16% =	13%↓≈		D	115
		<ul style="list-style-type: none"> Achieving at a higher standard in Mathematics 	22%↑	22%≈↑		C	64
Key Stage Two	<ul style="list-style-type: none"> Achieving the 'expected standard' in English reading, English writing and mathematics - a combined measure across the three subjects (scaled score 100 or more). 	64%↑	66%↑↓		B	47	
	<ul style="list-style-type: none"> Achieving the 'expected standard' in Reading 	75%↑	76%↑≈		C	59	
	<ul style="list-style-type: none"> Achieving the 'expected standard' in Writing 	78%↑	81%↑↑		B	25	
	<ul style="list-style-type: none"> Achieving the 'expected standard' in Mathematics 	76%↑	77%↑↓		B	52	
	<ul style="list-style-type: none"> Achieving the 'expected standard' in Grammar, punctuation and spelling 	78%↑	81%↑≈		A	30	
	<ul style="list-style-type: none"> Achieving at a higher standard in English reading, English writing and mathematics - The percentage of pupils achieving at a higher standard is also a combined measure across the three subjects (scaled score 100 or more/ assessed at greater depth). 	10%↑	8%↑↓		D	103	
	<ul style="list-style-type: none"> Achieving at a higher standard in Reading 	28%↑	28%↑↓		C	64	
	<ul style="list-style-type: none"> Achieving at a higher standard in Writing 	20%↑	13%↑↓		D	142	
	<ul style="list-style-type: none"> Achieving at a higher standard in Mathematics 	24%↑	21%↑↓		D	100	
	<ul style="list-style-type: none"> Achieving at a higher standard in Grammar, punctuation and spelling 	34%↑	34%↑≈		C	70	
	<ul style="list-style-type: none"> Average progress in English reading – the progress score is the difference between actual Key Stage 2 outcomes and the average KS2 outcome nationally for pupils from the same prior attainment starting point (i.e. similar key Stage 1 outcomes). 	0.0	-0.7↑↓		D	130	
<ul style="list-style-type: none"> Average progress in English writing 	0.0	-1.2↑↓		D	147		
<ul style="list-style-type: none"> Average progress in mathematics 	0.0	-0.2↑↓		C	90		

Key Stage Four	<ul style="list-style-type: none"> Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English, maths, three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. 	46.5↑	52.6↑		A	11
	<ul style="list-style-type: none"> Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. 	-0.3↓	+0.44↑↑		A	9
	<ul style="list-style-type: none"> Attainment in English and maths (9-5) - this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. 	43.2%	57.3%		A	7
Key Stage Five	<ul style="list-style-type: none"> 3+ A Grades at A-Level 	10.4%	18.9%		A	7
	<ul style="list-style-type: none"> Achieving grades AAB or better at GCSE A-Level 	17.7%	24.3%↑↑		A	12
	<ul style="list-style-type: none"> Average Point Score (APS) per entry 	31.8↑	37.42↑↑		A	5

*LAIT – Local Authority Interactive Tool 19-10-18 <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>. LAIT is a DfE interactive spreadsheet for comparing data about children and young people across all local authorities in England.

Where comparison data is available:

↑ increase from previous year

↓ decrease from previous year

≈ in line with previous year

↑↓ two year trend (where only two year's comparative data available)

↓↑↓ three year trend (where three year's comparative data available)

Relative Performance

Above national averages	In line with national averages	Below national averages