

School Accountability Measures
Rutland 2017-18
Updated 01-02-19

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	59	
	<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%↑	82%↑↑		A	26	
	<ul style="list-style-type: none"> Average scaled score in English reading is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test are excluded from the calculation 	105.0	105.0		C	46	
	<ul style="list-style-type: none"> Average scaled score in mathematics is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test are excluded from the calculation 	104.0	105.0		-	26	
	<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	109	
	<ul style="list-style-type: none"> Achieving at a higher standard in Reading 	28%↑	28%↑↓		C	71	
	<ul style="list-style-type: none"> Achieving at a greater depth in Writing 	20%↑	13%↑↓		D	144	
	<ul style="list-style-type: none"> Achieving at a higher standard in Mathematics 	24%↑	21%↑↓		D	103	
	<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 	0.0	-0.7↑↓		D	130	

	prior attainment starting point (i.e. similar key Stage 1 outcomes).					
	• Average progress in English writing	0.0	-1.2↑↓		D	147
	• Average progress in mathematics	0.0	-0.2↑↓		C	90
Key Stage Four	• 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.	44.5↑	52.7↑		A	11
	• 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.	-0.2↓	+0.43↑↑		A	10
	• 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.	40.2%	57.7%		A	7
	• EBacc average point score measures pupils' point scores across the five 'pillars' of the EBacc, with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.	3.85	4.33		A	34
Key Stage Five	• 3+ A Grades at A-Level	10.7%	18.9%		A	7
	• Achieving grades AAB or better at GCSE A-Level	18.2%	24.3%↑↑		A	12
	• Average Point Score (APS) per entry	31.84↑	37.64↑↑		A	5

*LAIT – Local Authority Interactive Tool 30-01-19 <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)