Blackpool Primary Years 5 and 6 Report

Emily Patrick

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Reading overview

NGRT assesses a pupil's ability to decode, comprehend and apply meaning. It also measures phonological ability in less able readers.
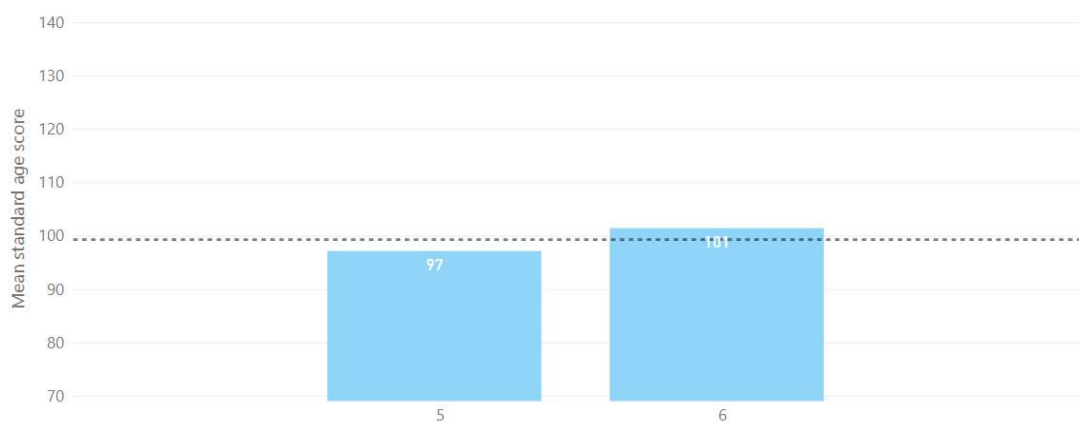
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Reading - key observations

- At Project level, the mean SAS for reading is 99 compared to a national average of 100.

- The Year 5 reading attainment is weaker than the Year 6 attainment.

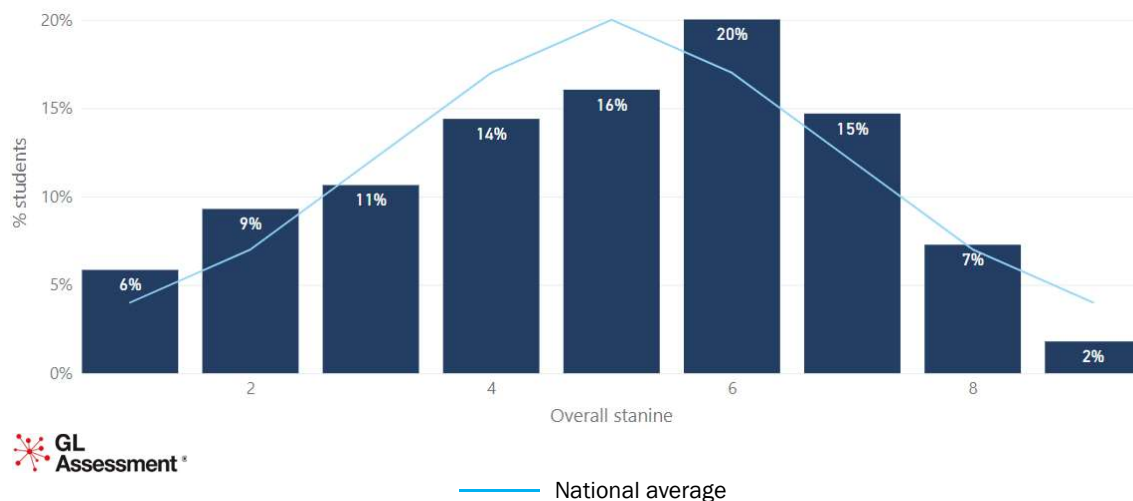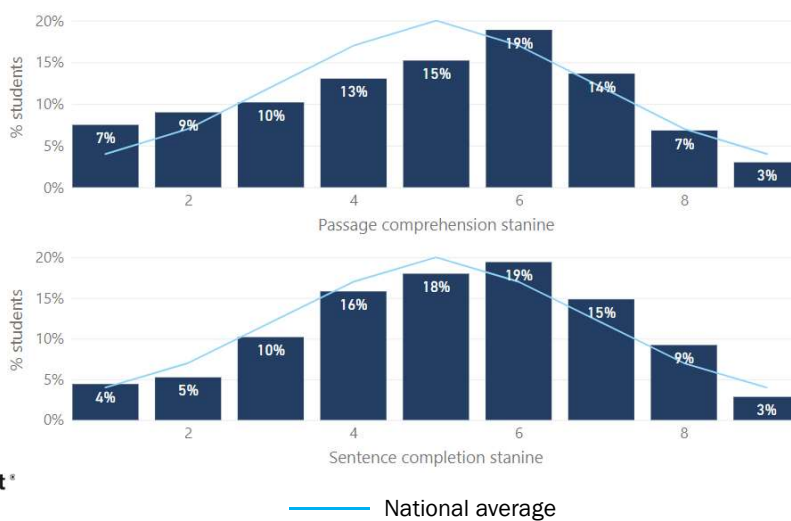- Overall, 15% of students fall within the lowest two stanines for reading.

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Reading SAS summary by year

·········· Average across the Project (99). The national average is 100.

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Overall reading stanine summary

National average

Sentence completion and passage comprehension stanine summary

National average

PASS: Interpreting percentile ranks

High satisfaction with their school experience	Students/Cohorts in the 31st – 100th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21st – 30th percentile
Low moderate satisfaction with their school experience	Students/Cohorts in the 6th – 20th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

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Blackpool KS3 Literacy Project
Year 7 Report

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Key group gaps explained

- Gaps between the average attainment of different key groups can be descriptively categorised as follows:

Gap Size (SAS points)	Description
0	No gap
1-2	Negligible
3-4	Small
5-6	Medium
7+	Large

- These descriptions are subjective, but to put these into context a gap of 6 SAS points is equivalent to a difference of half a GCSE grade or three scaled score points.

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Reading overview

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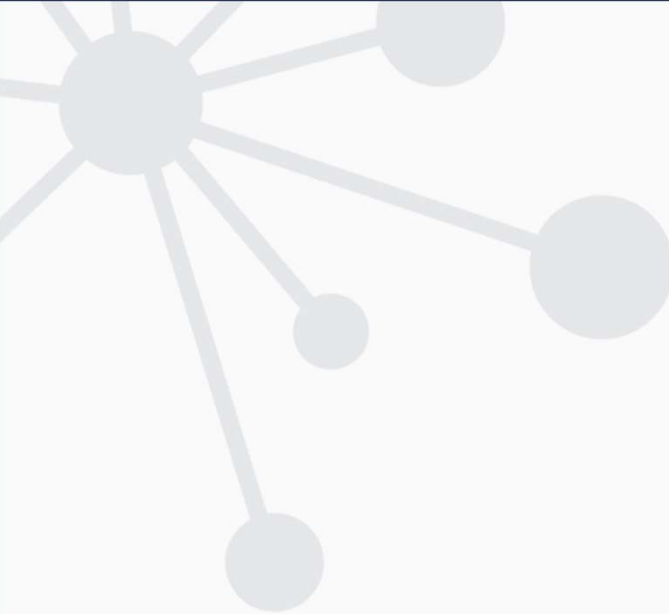GL Assessment®

Reading - key observations

- At Project level, the mean SAS for reading is 99 compared to a national average of 100.

- The South region has a slightly slower average SAS of 97.

- Overall, 16% of students fall within the lowest two stanines for reading.

- There is a small gender gap and medium FSM gap at project level for reading.

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Reading SAS summary by region
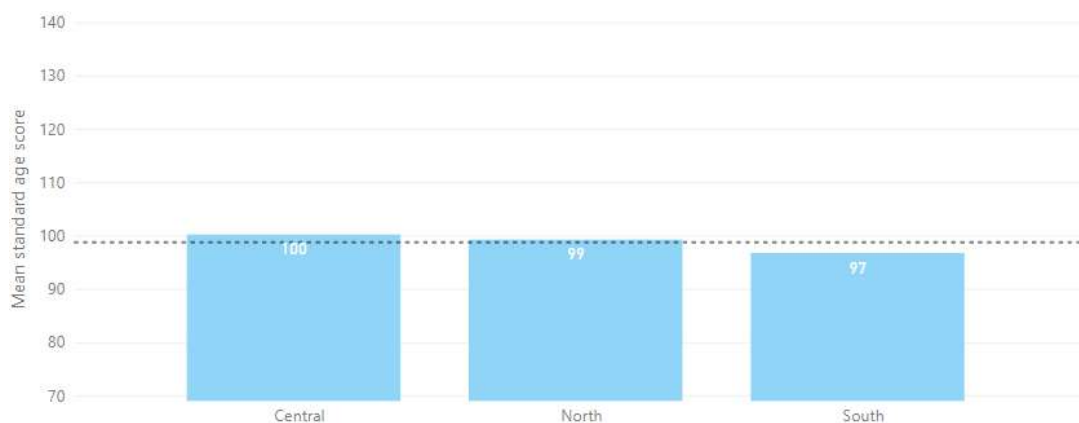
Average across the Project (99). The national average is 100.

Pupil Attitudes overview

PASS helps identify fragile learners and uncovers hidden barriers to learning.

Pupil attitudes – key observations

- On average, the student satisfaction levels for all factors are above the 31st percentile; this equates to high satisfaction with their school experience.

- The lowest factors are:
    - Perceived Learning Capability
    - Learner Self Regard

- The highest factors are:
    - Feelings About School
    - Preparedness for Learning
    - Attitudes to Teachers
    - Attitudes to Attendance

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The PASS factors

1	Feelings about school	Explores whether a pupil feels they belong to or are alienated from their learning community. A low score in this measure can indicate feelings of social exclusion and potential bullying.
2	Perceived Learning Capability	Offers a snapshot of a pupil's unfolding impressions of self-efficacy and can reveal early warning signs of demoralisation and disaffection
3	Self regard	Equivalent to self-worth, this measure is focused quite specifically on learning and shows a strong correlation with achievement.
4	Preparedness for learning	Highly correlated with pupils at risk of behavioural difficulties, this measure explores whether a pupil feels they have the tools in place to learn. It covers areas such as study skills, attentiveness and concentration.
5	Attitudes to teachers	Provides an invaluable insight into a pupil's perception of the relationship they have with school staff.
6	General work ethic	Highlighting pupils' aspirations and motivation to succeed in life, this is the first of two motivational measures. It focuses on purpose and direction, not just at school but beyond.
7	Confidence in learning	Identifies a pupil's ability to persevere when faced with a challenge.
8	Attitudes to attendance	Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede much earlier with strategies to reduce the likelihood of truancy in the future.
9	Response to curriculum demands	This second motivational measure focuses more narrowly on school-based motivation to undertake and complete curriculum based tasks.

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