

Academic achievement:

The children achieve very well at Oswald Road. Whilst we pride ourselves on strong academic results, we also believe strongly in a holistic approach to primary years. Therefore, we are of the mindset that we can achieve both: strong academic results whilst never narrowing the curriculum and providing a broad, balanced and interesting curriculum with a vast amount of linked trips and visits and additional enrichment.

What our results look like:

You can view our Key Stage 2 results here:

<https://www.compare-school-performance.service.gov.uk/school/131030/oswald-road-primary-school>

You can also view a summary of our Key Stage 2 results here:

<https://www.oswaldroad.co.uk/school-info/key-stage-2-results/>

We also perform above national average at the end of Early Years (for example, in 2023 we scored 7% above national for our children achieving the Good Level of Development). We perform above national in the phonics each year (for example, +13% from national average in 2022, +2% in 2023). We attain higher than national for the Multiplication Tables Check (MTC) at the end of Year 4 (for example, in 2023 we were significantly higher than national in how many of our children scored 25/25 and even outperformed the highest performing region for our average score). Although we no longer deliver Key Stage One SATs, we have in the past consistently attained well (for example in 2023, in Manchester at Expected Standard we came 5th in reading, 11th in writing and 2nd in maths out of 146 schools. We are also very proud that we came 1st out of 146 schools at Greater Depth level in maths).

We pride ourselves on strong progress for all learners and we track our lower, mid and higher achieving children carefully to ensure there is good progress for all. Previous school targets have been around ensuring as strong progress for our higher ability children as for our lower achieving children and we were pleased to see this has reflected in our more recent results-showing us at least in line (and in most areas above) national average for Greater Depth achievement.

We don't talk about our academic achievement a lot as we are keen to ensure we keep the holistic approach visible to our school community and not to give a false sense that we are 'results driven'. That said, a lot happens behind the scenes to ensure each and every child progresses to the absolute best of their capability.

How we assess at Oswald Road:

Baseline:

We complete an in-house baseline for our children in nursery and then for children in reception who didn't attend our nursery. This is based on all 17 areas of learning.

In reception, we also complete the mandatory Reception Baseline Assessment.

For more information about this mandatory assessment, please click on this link:

https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023_Information_for_parents_reception_baseline_assessment_WEBHO.pdf

Phonics:

We follow the Essential Letters and Sounds (ELS) and assess the children half termly on the sounds they have learnt as part of the normal assessment within the programme. This is then used to inform teachers how best to support children with any gaps.

We also complete the mandatory phonics screener at the end of Year 1 (and at the end of Year 2 for any child who did not achieve expected standard).

For more information about this mandatory assessment, please click on this link:

https://assets.publishing.service.gov.uk/media/6493f867831311000c296124/Information_for_parents_-_2023_phonics_screening_check.pdf

Termly assessment:

Each term, for Year 1 upwards, we complete two assessments:

Main assessment: This is the overall assessment given by the teacher using their professional judgement over the term / previous terms where applicable. This is for reading, writing and maths. A child may be assessed as Well Below, Working Towards, Expected Standard or Greater Depth.

NTS score: This is a standardised score following completing NTS (National Test Style) assessments for reading and maths. This is used to form part of the teacher's judgement. They provide a standardised score and also a maths/reading age. Standardised score information: 100 is secure national average. Anything from 95 is considered to be Expected Standard. Anything above 115 is considered as accessing at a level of Greater Depth. To note, in these tests, the highest standardised score is 130 and the lowest is 70.

Some children sit a paper from a previous year group to ensure the test has worth and can be accessed appropriately. In these cases, it will have the year group accessed ahead of the score.

We also record children's book band levels termly which gives us a snapshot over time of progress through book bands. We finish book bands on 'grey' book band and from that point

our children are 'free readers'. We aim for our children to be free-readers by the end of Year 4.

Book Bands through the year groups

As a guide, we work on the following for expectations at the end of each year.

	End of Summer 2
Nursery	Wordless Lilac
Reception	Red (B)
Year 1	Orange (nearing Turquoise)
Year 2	White
Year 3	Brown
Year 4: Grey	

This chart is a helpful visual as to the range of books that could be covered across each year.



For children in Nursery and Reception, there is a main assessment judgement made for all 17 areas of learning. These are 'Expected' or 'Emerging'. The 'Exceeding' grade was removed nationally and this is why we therefore do not use it. It may be of interest to note that we collate internal data at the end of Reception in reading, writing and maths for children who we feel (from professional judgement) are working at a level of Greater Depth and use this to track progress from.

Multiplications Tables Check:

MTC: This is the Multiplication Check and is a score out of 25. This is a check on the children's times tables knowledge within time limits (6 seconds per question) in line with the statutory testing at the end of Year 4. The aim is to be as close as possible to 25 by the end of Year 4. Year 4 children do this check half termly and Year 3 begin half termly checks from the end of autumn term.

https://assets.publishing.service.gov.uk/media/6543c1ef9e05fd0014be7c64/2024_Information_for_parents_Multiplication_tables_check_PDFA_v1.1.pdf

Foundation Subjects and Science annual assessment:

This is an overall teacher assessment and assessed as Well Below, Working Towards, Expected Standard or Particular Strength. We have been advised by external consultants that 'particular strength' was a more useful measure than 'Greater Depth' due to there being no descriptors.

SATs:

At the end of Year 6, children sit their SATs in reading, maths and GPS (Grammar, Punctuation and Spelling). These are based during one week mid May.

For more information about this mandatory assessment, please click on this link:

[https://assets.publishing.service.gov.uk/media/644bae70c33b46000cf5e42c/Information_for_parents -](https://assets.publishing.service.gov.uk/media/644bae70c33b46000cf5e42c/Information_for_parents_-_2023_national_curriculum_tests_at_the_end_of_key_stages_1_and_2.pdf)

[2023 national curriculum tests at the end of key stages 1 and 2.pdf](https://assets.publishing.service.gov.uk/media/644bae70c33b46000cf5e42c/Information_for_parents_-_2023_national_curriculum_tests_at_the_end_of_key_stages_1_and_2.pdf)

(to note, this was the most up to date document at the time of writing, therefore also has Key Stage 1 SATs on which are no longer mandatory)

Early Years Foundation Stage Profile (EYFSP):

At the end of Reception, school reports on the children's attainment in each of the 17 areas of learning. This is done via 'Emerging' or 'Expected' assessment and is based on teacher judgement and moderation. As noted above, the 'Exceeding' grade has been removed nationally.

What are our next steps?

We are now working at enhancing the above with a layer of assessment of precise content and essential knowledge, allowing teachers to build more effectively on pupils' prior learning.

