The Manor's Academic Performance 2014 - 2020
(Including a Summary of Assessment at The Manor)

Additional Statement re. COVID-19

During the Summer Term 2020, learning took place remotely. Year 5 and 6 pupils completed the Summer Term assessments either at home, remotely or from school if they were children of key workers. After careful consideration, end of term assessments were not administered for Years 1-4.

Introduction

Until 2014 The Manor did the externally assessed National Curriculum tests at the end of Key Stage 2. In common with most preparatory schools, we then ceased doing these tests and adopted what we believe is a comparable and reliable measure of academic progress and achievement through nationally normed tests provided by GL Assessment. We are thoroughly convinced of the value, efficacy and reliability of the results that are reported below as a means of assessing The Manor's academic performance**.**

Assessment in relation to the school's Aims and Ethos

Assessment is a vital tool that helps us achieve in particular two of the school's aims:

- Enthuse children with a love of learning and the desire to make the very most of their abilities and opportunities
- Promote the intellectual, social, mental, emotional, economic and physical development of pupils.

What does The Manor assess and how?

Nationally normed/standardised results

A standardised score of 100 represents the national average mark in each assessment. Age-standardised scores convert a pupil's actual score in the test (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age across the country.

The National Percentile Rank (NPR) explains where the pupils are in relation to the country as a whole. Therefore, a NPR of 89 indicates that they are at the 89th percentile of achievement in the country, i.e. within the top 11% nationally.

Pupils' ability

At KS2 level the best means of assessing pupils' natural ability is probably the CATs (Cognitive Ability Tests), the UK's most widely used tests of reasoning ability. These are taken in Years 4 and 5. They test verbal reasoning, non-verbal reasoning, quantitative reasoning and spatial reasoning.

The table below shows The Manor pupils' average results in CAT scores in Y4/5 for 2014/15, 2015/16, 2016/17, 2017/2018 and 2018/2019 and how these equate to the NPR (National Percentile Rank):

	Year Group	Average Standardised Score	National Percentile Rank
2014-15	Year 4	118	86
	Year 5	116	85
2015-16	Year 4	117	84
	Year 5	117	84
2016-17	Year 4	115	82
	Year 5	120	89
2017-18	Year 4	115	82
	Year 5	117	84
2018-19	Year 4	115	82
	Year 5	116	85
2019 - 20	Year 4	118	86
	Year 5	115	82

This shows that Manor pupils are working, on average, at a level within the top 11–16% of the country.

Pupils' achievements

In addition to regular formative assessment by class teachers, we have a comprehensive programme of summative assessment, from 2-year-old checks in Nursery, Baseline assessments in Reception, and on throughout the school in Spelling, Reading, Maths, Science (from Y3), and CATs (Cognitive Ability Tests, used in Y4 and 5). In 2015-16 we adopted the **GL Assessment** scheme throughout the school, which offers standardised tests in all these areas. This allows us to compare our pupils' performance against national norms through age-standardised scores.

Year 6 Assessment

Since 2015/16, the Manor uses the following nationally standardised tests in Year 6, all from GL Assessment:
Autumn Term: NGRT (National Group Reading Test), SWST (Single Word Spelling Test)
Summer Term: Progress Test in English, Progress Test in Maths, Progress Test in Science

Additionally, our Year 6 pupils concentrate in the Autumn Term on preparations for their Senior School exams; during the term pupils sit past Common Entrance papers in English (Reading and Writing), Maths and Science. These are non-standardised tests, which act as Mock Exams but also give us a good snapshot of their achievement in test conditions. Although day senior schools use their own bespoke exam papers and digital systems rather than Common Entrance, experience has shown us that the CE papers allow pupils to practise all the exam skills they will need and are sufficiently challenging to prepare pupils for the most academic senior school entrance papers.

With our decision to cease the KS2 tests after 2014, we initially brought in a 'Broadening Horizons' curriculum for Year 6. In 2018/2019 this curriculum is being developed to enable pupils to be ready to access the challenges presented by the Year 7 curriculum. In the Spring term, pupils are set challenging projects in English (such as studying a Shakespeare play, complemented by watching a performance at the RSC in Stratford, and a research project on Shakespeare's life and times, culminating in an extended writing task inspired by the Shakespeare study). In the Summer Term, pupils study another text, choosing from challenging picture books about refugees or the Cold War, before undertaking a final self-directed writing task. At the beginning of the Summer Term we also complete our Year 6 assessment with the GL English, Maths and Science tests. In Maths the students continue to consolidate key topics areas in Maths, before embarking on more investigative work which involves problem solving and number puzzles. Year 6 also undergo a Finance topic, where pupils

gain an understanding of financial matters relating to how money is exchanged, savings, budgets and debt. In the Spring Term, Latin is introduced to the Year 6 curriculum. There is also time following the assessments for adventurous trips and fun activities, such as the week-long residential stay in France and the much anticipated Year 6 play.

What is GL Assessment and which tests do we use?

Originally founded by the National Foundation for Educational Research (NFER), with whom they continue to work today, GL Assessment leads literacy, numeracy and ability testing in UK schools and their resources are used in over 100 countries worldwide in British, bilingual and international schools. Over 3 million pupils in UK primary and secondary schools take GL tests every year. We like GL Assessment because it compares our pupils absolutely fairly to those of the nation as a whole and therefore gives us the opportunity to see where our pupils are nationally rather than simply in relation to each other. We also find that senior schools understand the language and marking system of nationally normed tests and therefore when we forward to them the children's results, the senior schools themselves know where those children are placed in national terms and therefore how easily they will fit into their schools.

GL believe in a 'whole pupil' approach to assessment, one that covers ability, attitude and attainment to provide a holistic view of each pupil. This approach provides teachers and senior leaders with the data and insights to:
● Inform teaching and learning
● Track progress effectively
● Provide evidence of progress and value added to ISI and parents
● Identify barriers to learning and motivate students
● Diagnose and monitor additional educational needs
● Facilitate whole school improvement.

The age-standardisation was achieved after several thousand children took the tests (from a carefully selected group of schools which included state and independent and covered a wide range of socio-economic backgrounds). The test results were further checked for reliability, and the table of 90% confidence bands can be seen attached.

GL Assessments at The Manor

In 2018/19 GL Assessments were completed, consisting of the following (*unless otherwise indicated, all tests were administered online apart from Writing*)

	Autumn 2018	**Spring 2019**	**Summer 2019**
Reception	Baseline	Writing	EYFS profile data
Y1	NGRT, Spelling (on paper),Writing	Writing	Progress Tests in English and Maths; Writing (all on paper)
Y2	NGRT, Spelling (on paper), Writing	Writing	Progress Tests in English and Maths; Writing (all on paper) Writing
Y3	NGRT, Spelling, (on paper) Writing Dyslexia Screener/ Dyscalculia Screener	Writing	Progress Tests in English, Maths and Science; Writing
Y4	NGRT, Spelling, (on paper) Writing	CAT4 / PASS 2 Writing	Progress Tests in English, Maths and Science; Writing
Y5	NGRT, Spelling, (on paper) Writing	CAT4 / PASS 2 Writing	Progress Tests in English, Maths and Science; Writing
Y6	NGRT, Spelling (on paper) Writing	Writing	Progress Tests in English, Maths and Science; Writing

These tests are written to comply with the National Curriculum (2014) and assess the following skills:
- **NGRT:** Reading comprehension, looking at fiction and non-fiction texts
- **Spelling:** Single word spelling test
- **CAT4:** A general aptitude test, assessing ability rather than learning
- **Progress Test in English:** All areas of English except writing – spelling, grammar and comprehension
- **Progress Test in Maths:** All areas on the Maths curriculum, including Mental Maths
- **Progress Test in Science:** All areas of the Science curriculum

In 2018/2019 The Pupils Attitudes to Self and School (PASS) assessment has also been included in Years 4 and 5. In Spring 2020, this assessment was rolled out to Year 2 - Year 6.

Following a trial year in 2017/2018, Writing is now assessed termly by means of the Oxford Writing Criterion Scale. All pupils complete an unaided piece of work in each term. This is marked against the scale and recorded on progress tracking sheets.

Assessments in 2019/2020

	Autumn 2019	**Spring 2020**	**Summer 2020 (Lockdown – Remote Learning)**
Reception	Baseline		
Y1	NGRT, Spelling (on paper),Writing	Writing	
Y2	NGRT, Spelling (on paper), Writing	Writing PASS 1	
Y3	NGRT, Spelling, (on paper) Writing Dyslexia Screener/ Dyscalculia Screener	Writing/ PASS 2	
Y4	NGRT, Spelling, (on paper) Writing	CAT4 / PASS 2 Writing	
Y5	NGRT, Spelling, (on paper) Writing	CAT4 / PASS 2 Writing	Progress Tests in English, Maths and Science; Writing
Y6	NGRT, Spelling (on paper) Writing	Writing / PASS 2	Progress Tests in English, Maths and Science; Writing

Pupils' progress and value added

It is useful to assess the progress that our Year 6 leavers have made since their Reception year. For this purpose, please find below the results for the Year 6 leavers in 2014/15, 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20.

THE MANOR'S 2014/15 YEAR 6 LEAVERS

This year group did not take Baseline tests at the start of their Reception year in 2008; their results in the Oxfordshire Early Years Foundation Stage Profile, taken at the end of Reception in the Summer Term 2009, were as follows:

Boys	7.68
Girls	7.96
Total (all pupils)	**7.9**

Each area of the Early Years Profile was marked out of 9; the scores should be read as follows:

- 6 and above = working securely within the Early Learning Goals, in each of the 13 assessment scales.
- 7.9 = working at the level of a good national average.
- 9 = have completed and are consistently working beyond the Early Learning Goals.

2014/15 Year 6 Leavers

		Pupils achieving SS above 115
Spelling	Autumn 2014	47%
PiRA (Reading)	Autumn 2014	51%
PiRA	Spring 2015	90%
Maths	Spring 2015	69%

Standardised Scores of between 85 and 115 show that children are within the national average; a wide band that includes 68% of pupils in the country. The table above shows the percentage of the 2014/15 Year 6 leavers who had standardised scores above 115 (in other words, were substantially ahead of national average, and working within the top 16% of the country). These marks reflect considerable progress.

We did not do a nationally normed Science test in 2014/15 as we introduced that test as part of the GL assessment group of tests in 2015/16.
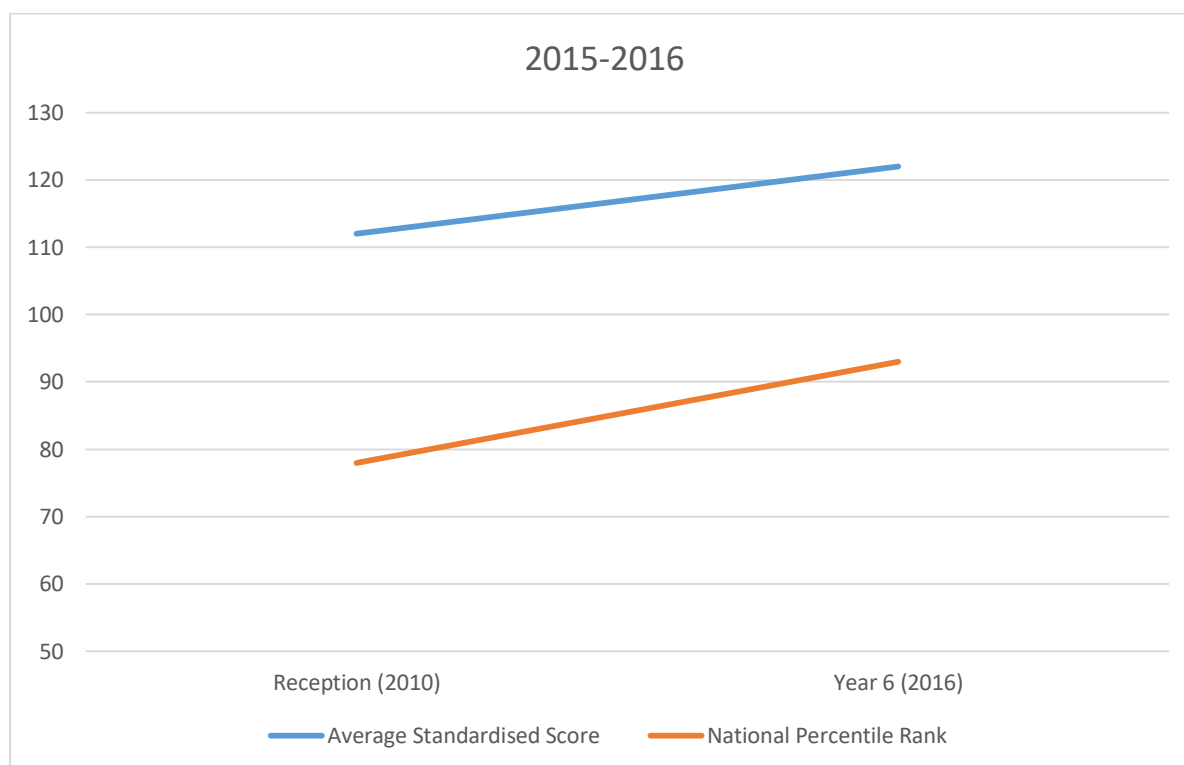
THE MANOR'S 2015/16 YEAR 6 LEAVERS

We introduced the PIPS baseline tests in Autumn Term 2009, when this year group were starting in Reception. The average standardised score of the entire Reception year group was 112, which is in the wide average band of the country as a whole (85-115). Of the 34 pupils in the year group, 21 (62%) had marks in the average zone and 13 (38%) had marks in the above average zone. No pupils had marks in the below average zone. The great progress of these pupils can be seen in the following results:

		Average Standardised Score	% pupils SS 116 or above
Autumn 2009	PIPS Baseline	112	38
Spring 2016	GL Progress Test in English	117	60
	GL Progress Test in Maths	123	74
	GL Progress Test in Science	127	77

These results equate to a National Percentile Rank increase as follows:

	Average Standardised Score	National Percentile Rank
Reception	112	78
Year 6	122	93

Manor Pupils' Average Standardised Scores & National Percentile Rank - Reception to Year 6

THE MANOR'S 2016/17 YEAR 6 LEAVERS

This year group took the Pips Baseline tests in Reception, in Autumn 2010. The average standardised score of the whole group was 108, which is in the wide average band of the country as a whole (85 - 115). Of the 27 pupils in the year group, 22 (81%) had marks in the average zone and 5 (19%) had marks in the above average zone. No pupil had marks in the below average zone.
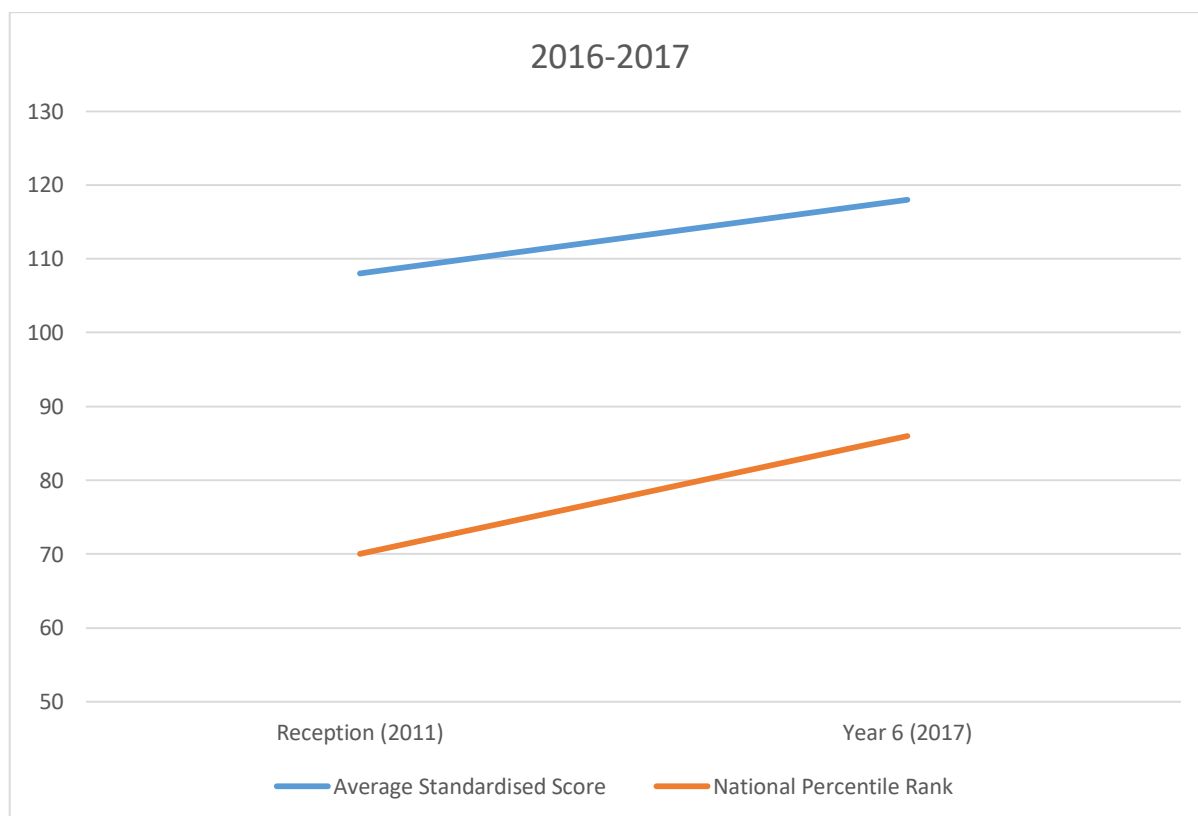
The great progress of these pupils can be seen in the following results:

		Average Standardised Score	% pupils SS 116 or above
Autumn 2010	PIPS Baseline	108	19
Spring 2017	GL Progress Test in English	115	43
	GL Progress Test in Maths	113	43
	GL Progress Test in Science	126	77

These results equate to a National Percentile Rank increase as follows:

	Average Standardised Score	National Percentile Rank
Reception	108	70
Year 6	119	86

Manor Pupils' Average Standardised Scores & National Percentile Rank - Reception to Year 6

2016-2017

— Average Standardised Score   — National Percentile Rank

THE MANOR'S 2017/18 YEAR 6 LEAVERS

This year group took the Pips Baseline tests in Reception, in Autumn 2011. The average standardised score of the whole group was 112, which is within the wide average band of the country as a whole (85 -115). Of the 26 pupils in the year group, 18 (69%) had marks in the average band and 8 (31%) had marks in the above average band. No pupil had marks in the below average band.
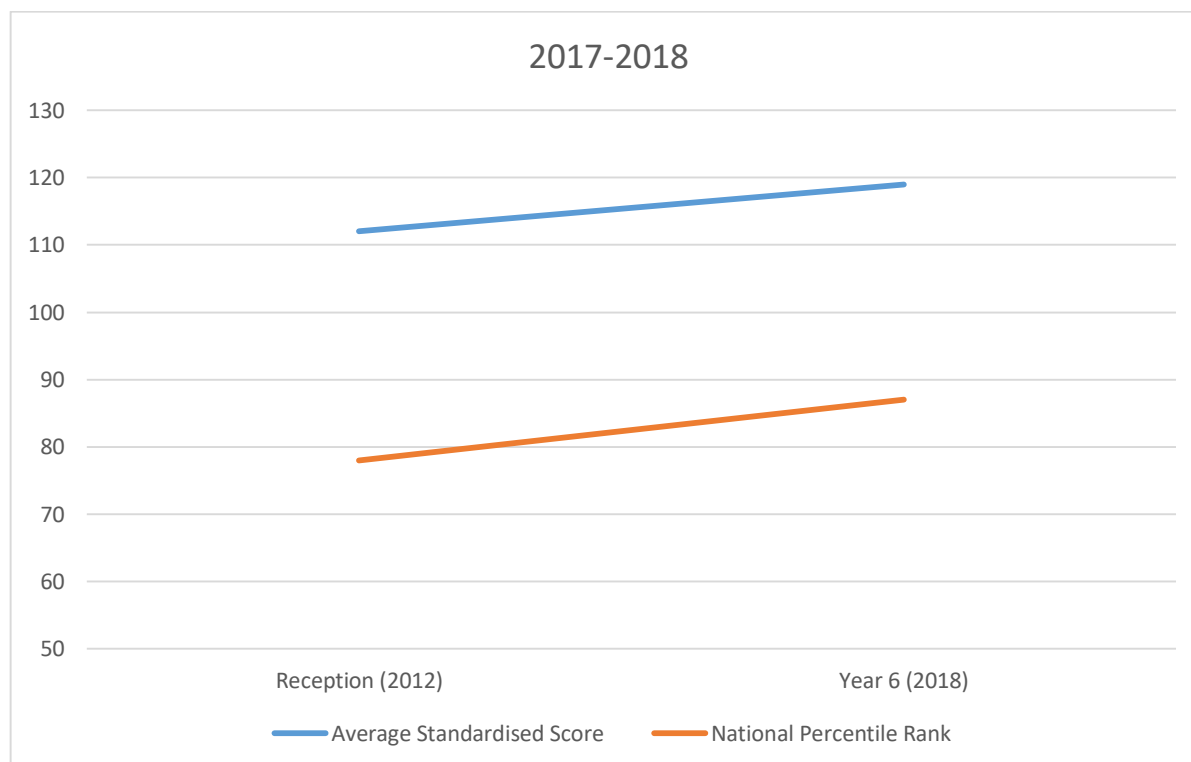
The significant progress of these pupils can be seen in the following results:

		Average Standardised Score	% pupils SS 116 or above
Autumn 2011	PIPS Baseline	112	30.7%
Spring 2018	GL Progress Test in English	119	53.6%
	GL Progress Test in Maths	115	48.2%
	GL Progress Test in Science	124	64.2%

These results equate to a National Percentile Rank increase as follows:

	Average Standardised Score	National Percentile Rank
Reception	112	78
Year 6	119	87

Manor Pupils' Average Standardised Scores & National Percentile Rank - Reception to Year 6

THE MANOR'S 2018/19 YEAR 6 LEAVERS

This year group took the Pips Baseline tests in Reception, in Autumn 2011. The average standardised score of the whole group was 107, which is within the wide average band of the country as a whole (85 -115). Of the 35 pupils in the year group, 24 (68.6%) had marks in the average band and 11 (31.4%) had marks in the above average band. No pupil had marks in the below average band although it was noted that 4 pupils had marks between 85ss and 89ss.
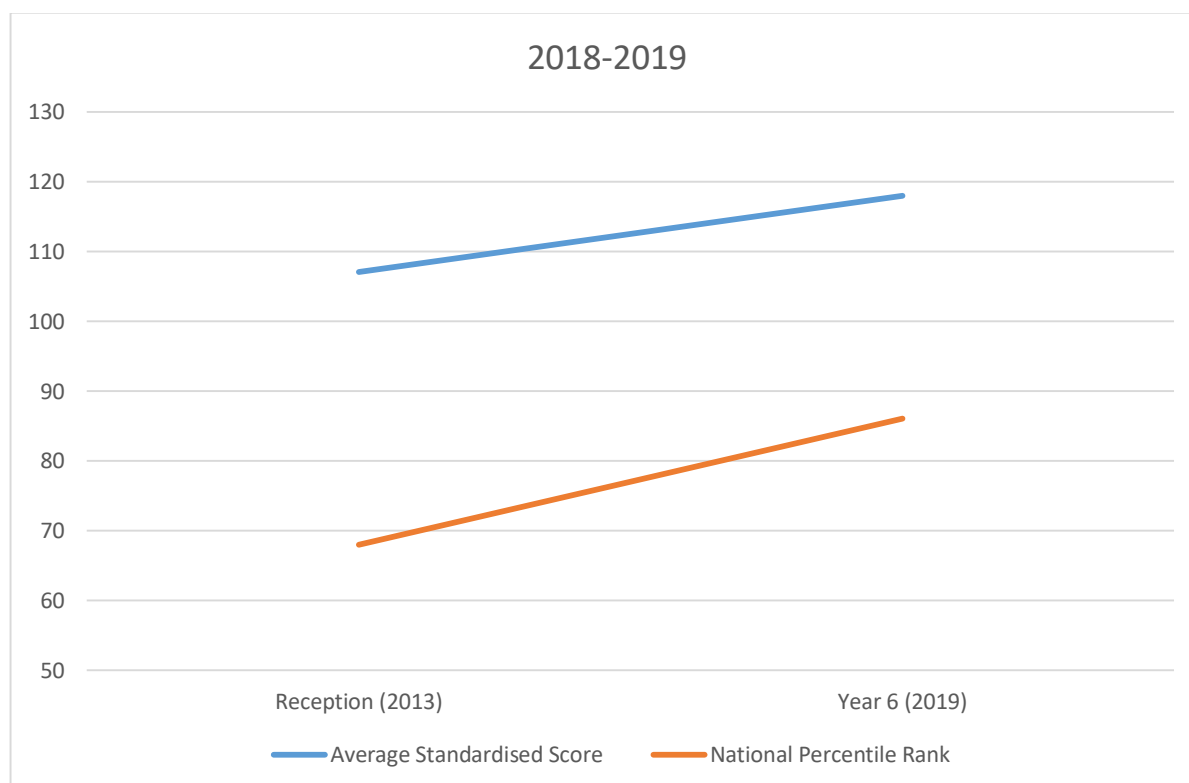
The significant progress of these pupils can be seen in the following results:

		Average Standardised Score	% pupils SS 116 or above
Autumn 2012	PIPS Baseline	107	31.4%
Spring 2019	GL Progress Test in English	117	64.8%
	GL Progress Test in Maths	112	37.0%
	GL Progress Test in Science	125	77.7%

These results equate to a National Percentile Rank increase as follows:

	Average Standardised Score	National Percentile Rank
Reception	107	68
Year 6	118	86

Manor Pupils' Average Standardised Scores & National Percentile Rank - Reception to Year 6

THE MANOR'S 2019/20 YEAR 6 LEAVERS

This year group took the Pips Baseline tests in Reception, in Autumn 2013. The average standardised score of the whole group was 103, which is within the wide average band of the country as a whole (85 -115). Of the 30 pupils in the year group, 24 (80.1%) had marks in the average band and 4 (13.3%) had marks in the above average band. 2 pupils had marks in the below average band (6.6%).

The significant progress of these pupils can be seen in the following results:

		Average Standardised Score	% pupils SS 116 or above
Autumn 2013	PIPS Baseline	103	13.3%
Summer 2020 (Remote Learning COVID-19)	GL Progress Test in English	116	57.1%
	GL Progress Test in Maths	115	37.1%
	GL Progress Test in Science	119	60%

These results equate to a National Percentile Rank increase as follows:

	Average Standardised Score	National Percentile Rank
Reception	103	60
Year 6	117	84

Manor Pupils' Average Standardised Scores & National Percentile Rank - Reception to Year 6
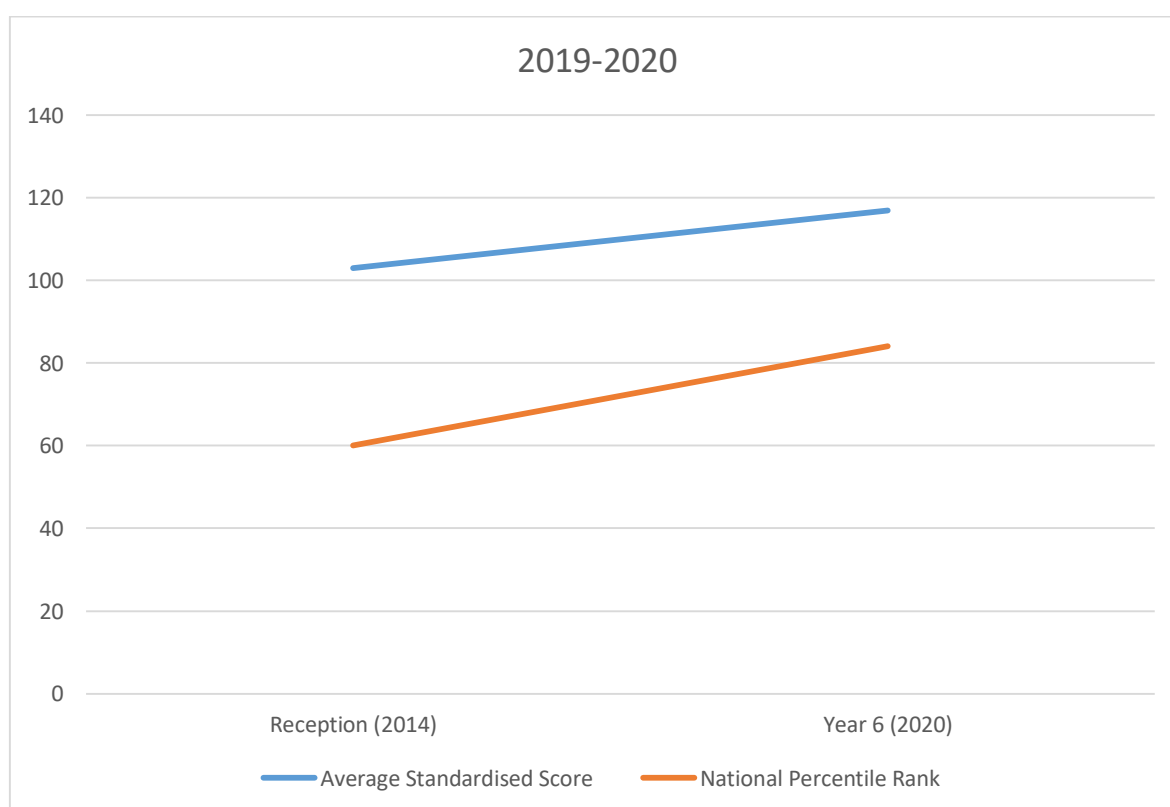
Proof of Positive Outcomes for Pupils

Our excellent results overall show that our pupils are achieving high standards in all core subjects and we are delighted with the progress shown by our Year 6 leavers since they joined the school in Reception. Within the appropriate subject analysis, the EYFS Assessment Coordinator, Heads of English, Maths, Science, EAL, SEND/Learning Support and Gifted, Able and Talented discuss their own subjects further.

In the era 'beyond levels' it has become essential to find other ways of gaining an overview of pupils' performance, and tracking their progress year-on-year. The GL results are **age-standardised against national norms**, providing us with a numerical score where the national average is 100. This shows us clearly how Manor pupils are performing compared to the rest of the country.

Overall, our results are **very considerably above the national average in all subjects** (see summary below, and detailed analyses from Heads of Subject).

Summary of standardised scores for May/June 2020

	Y1	Y2	Y3	Y4	Y5	Y6
PT English					111	116
PT Maths					115	115
PT Science					125	119

The graphs within the GL reports (in Subject sections) give an excellent visual representation of the Manor performance against national norms, and we are very proud of our achievements.

How do we track pupils' progress?

Target Tracker in EYFS - Target Tracker allows for teacher observation and comments. Progress is monitored and recorded in the Target Tracker system.

GL Assessment Data - GL is able to create comparison graphs so we can compare between CATS and a specific attainment Assessment. We can also compare progress between years. In the summaries given by GL for each assessment, individual expectations are given. It is then possible to see if an individual has exceeded expectations, is meeting expectations or is under performing.

The **Manor Tracker** is a specially created computer program which gives us the following information:

Individual Tracker
This creates on a single sheet for each pupil all his or her marks in every standardised test so that we can follow their progress area by area. A graph is created which displays progress in each area (e.g. reading, spelling, maths) for each individual child. A table is created which spells out in a colour-coded fashion whether the child is above or below the average for the year group and by what margin.

Cohort Tracker
We are also able to track cohorts of children – by year group; class; gender; EAL; Learning Support; Able, Gifted and Talented; summer birthdays etc. (see Appendix for an example). This is used by Heads of Subject to analyse the progress of a chosen cohort, and to look at these particular sub-groups, to ensure that our planning enables progress by all pupils. It also supports our analysis of groups receiving support (for EAL or Learning Support) to ensure that these pupils are achieving the expected progress.

How do staff use assessment results to improve pupils' progress?

When pupils have completed a GL Assessment, we are able to generate reports giving a detailed analysis of their performance.

The Group report for teachers:

This provides a group level analysis of a selected cohort of pupils. This is used by Heads of Subject to look at the performance of a whole year-group, and by class teachers to analyse the performance of their own teaching groups. These reports are also useful for the Learning Support Department and Gifted Able and Talented department in identifying pupils who may need further support, and looking at the performance of those already receiving support. The reports comprise:

- **Scores for the group** - highlighting pupil names and key scores, such as Standard Age Score, national percentile rank, their maths level and more.
- **Stanines -** for PTE these offer a stanine for Reading Comprehension and English Skills, allowing for a meaningful comparison to be made.
- **Analysis for the group** - this makes comparison with the national sample, can be analysis of group scores, by gender, ethnicity, SEN, EAL or any two custom fields.
- **Analysis by Curriculum Content Category**
- **Analysis of scores by question** - this allows staff to see exactly how each pupil responded to each question, and compares this to national results; that information can then be used to inform planning on both an individual and a whole year-group level.
- **Progress Profile** - where pupils have taken a test in the previous year.

Individual Student report for teachers:

This provides an in-depth analysis of an individual pupil's results, along with any implications this may have on teaching and learning, and is most valuable to class teachers looking at the achievements of their own teaching group. The report includes:

- **Individual score -** this includes a breakdown of scores for each pupils including their Standard Age Score, stanine, group rank and levels as shown in the Group report for teachers
- **Profile summary** - For PTE this includes a scatter-gram and allocates the pupil to one of three profiles: reading comprehension bias, balanced profile or English Skill profile. This relates to the separate stanines for reading comprehension and English skills
- **Analysis by Curriculum content category**
- **Implications for teaching and learning** - based on the pupil's scores, narrative outlines how the pupil can be best supported to ensure they make the best progress possible.

How do we screen for dyslexia and dyscalculia?

In Year 3 all children are screened for signs of Dyslexia. The screeners used are the digital versions of the Dyslexia screener (GL Assessment). This is a standardised assessments that identifies dyslexic tendencies in pupils aged 5–16+ years and recommend intervention strategies to help them achieve their potential.

The results can play an important part in helping both Learning Support teachers and Class Teachers distinguish between those individuals who having general literacy difficulties or have low levels of maths attainment and those whose difficulties are associated with Dyslexia. The results are looked at alongside the child's learning background, teacher and parents' observations and standardised

scores from mainstream assessments, before a plan is drawn up either to monitor a child further (where results are inconclusive) or put in place specific support.

The Dyscalculia screener was found to be difficult for the pupils in Year 3 and did not produce results that assisted staff. It was decided to move this to an individual level so pupils who were a concern would have the dyscalculia assessment as part of their overall LS assessment.

We also occasionally use these screeners in Year 4, 5 and 6, where a pupil has been identified by teaching staff as possibly exhibiting some signs of Dyslexia or Dyscalculia.

How are parents informed of assessment results throughout the school?

The results feed into regular reports to parents, both written reports and face to face parent-teacher meetings. Assessment results are used to inform teachers' own understanding of their pupils, and allow fine-tuning of planning for the progress of both cohorts and individual pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PN	Parents' Evening	Learning Journey		Parents' Evening		Progress Summary
N	Parents' Evening	Learning Journey		Parents' Evening		Report
R	Parents' Evening	Learning Journey		Parents' Evening		Report
Y1	Parents' Evening	Letter Report	Parents' Evening			Report
Y2	Parents' Evening	Letter Report	Parents' Evening			Report
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Y3		Parents' Evening	Learning Profile	Parents' Evening		Report
Y4		Parents' Evening	Learning Profile	Parents' Evening		Report
Y5		Parents' Evening	Learning Profile		Parents' Evening	Report
Y6	Parents' Evening	Learning Profile		Learning Profile		Report

Pupils' future schools

The Manor staff have a strong collective knowledge about pupils' future schools in Oxfordshire and in adjoining counties and parents are encouraged to spend time visiting potential future schools for their children. As a stand-alone preparatory school (i.e. without the natural progression to a linked Senior School) it is of key importance to The Manor that we enable our pupils to move on to the school that best suits their character and abilities, so that they continue to thrive and make the most of their educational opportunities. Our assessment results are one of several elements we use to enable us to advise pupils and parents on the most suitable school for our children.

Every year, many of our Year 6 pupils apply for and receive scholarships (in all areas – Academic, Sport, Art, Music and Drama) which is a strong testament to the way in which we nurture our pupils' talents across all curriculum areas.