

Analysis of statutory tests and assessments for Hunslet Carr Primary School in 2022 (Version 2)



**Hunslet Carr Primary School
Leeds**



**Ian Stokes
Education Ltd**

expert independent data analysis & training

ian@ianstokes.org
www.ianstokes.org
07954 139274

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Version: 2.0 – updated with 'final' data at KS2 and with pupil group and progress data at KS2.

1. Introduction & notes in relation to this year's results

Back in the 'before-times' I would normally start these reports by casting a wry eye over the previous year's educational and political big events, but the prospect of trying to summarise everything that has happened since my last batch of reports in 2019 is somewhat overwhelming. It seems as though every time it appears the worst that *could* happen *has* happened; some new apocalyptic disaster is unleashed upon us. And that's just the leadership of the Conservative Party.

The COVID-19 pandemic obviously casts a massive shadow across everything covered in this year's reports; in the past we may have looked at any differences in year-on-year academic outcomes as potential evidence of changes in the effectiveness of teaching and learning, but it is almost impossible to see this year's figures as anything but a reflection of the differing impacts that the pandemic has had on individual pupils, their families, pupil groups, cohorts, schools, local authorities and regions.

One would hope that any external audiences involved in evaluating school performance will adopt a nuanced view of this year's data; giving appropriate credit where pupil outcomes are good, but being very wary of linking poorer outcomes to school effectiveness. To be fair, the DfE have decided not to publish any KS2 performance tables this year, and they have committed to ensuring that "*clear messages are placed alongside any data shared, to advise caution in its interpretation. [They] will strongly discourage users of the data from drawing conclusions based on direct comparisons with performance data from earlier years. [They] will also advise caution when comparing a school's performance with national or local authority averages, advising users to talk to the school to understand the context for the results. [They] will also strongly advise against direct comparisons between the performance data for one school and another school, without taking this broader context into account*"¹. Let's hope that this message gets through to everyone, especially Ofsted inspectors. As you would expect, the content of my reports does compare this year's data against that of previous years, and compares individual school and pupil group attainment against local and national 'averages', but I have tried to do this *descriptively* rather than judgementally, and always with the recognition that the most likely reasons for variance are going to be due to factors outside of the control of the school.

Whilst writing the reports, one key recurring theme has been evident in many schools' figures: that the attainment of one specific pupil group (Disadvantaged White British children) appears to have been disproportionately affected by the pandemic. This group already had some of the poorest educational outcomes but the gaps between them and other pupils appear to have grown, as borne out by the national figures. For example, in 2019 the gap between the percentage of

¹ <https://www.gov.uk/government/publications/primary-school-accountability>, DfE, June 2022.

Disadvantaged White British pupils achieving the combined expected standard at KS2 and the equivalent national figure was 17%pts, but this year it was 20%pts. Moreover at KS1 in 2019, the gap between the percentage of Disadvantaged White British pupils achieving the combined expected standard and the equivalent national figure was 24%pts, but this year it had grown to a massive 35%pts. Clearly, this group is not equally distributed across schools and regions, and therefore different schools and areas will be disproportionately impacted. If your school serves a predominantly deprived White British community it is likely that your *overall* results will have been particularly affected by this phenomenon, and even if your setting has a more diverse intake you may notice that the in-school gaps are more obvious than before.

Given the concerns over the reliability and accuracy of attainment data this year, it may be tempting for those responsible for evaluating school performance to set their faith in progress figures; after-all, progress measures are based on a scientifically rigorous methodology which facilitates the accurate comparison of outcomes across different groups and cohorts irrespective of their prior attainment and backgrounds, aren't they? Unfortunately not, and especially not this year: 2022 is the first year that official KS2 progress figures will be based on KS1 baseline assessments that use the WTS/EXP/GDS categories instead of the old 'sub-levels', meaning that about a third of the national cohort (who achieved the expected standard in all three subjects) will effectively be treated as having exactly the same prior attainment, and will therefore have the same expectation of outcomes at KS2. Those of you with good memories will know that I was worried about this in 2020 when this change was originally due to happen, and I am still worried about it now; I fear that it will make an already imperfect measure even more problematic. Progress data is only briefly addressed in this report, but it is likely to feature more prominently in the analyses produced by OFSTED in their IDSR, and I suspect that we will have to return to this issue in more detail later in the year.

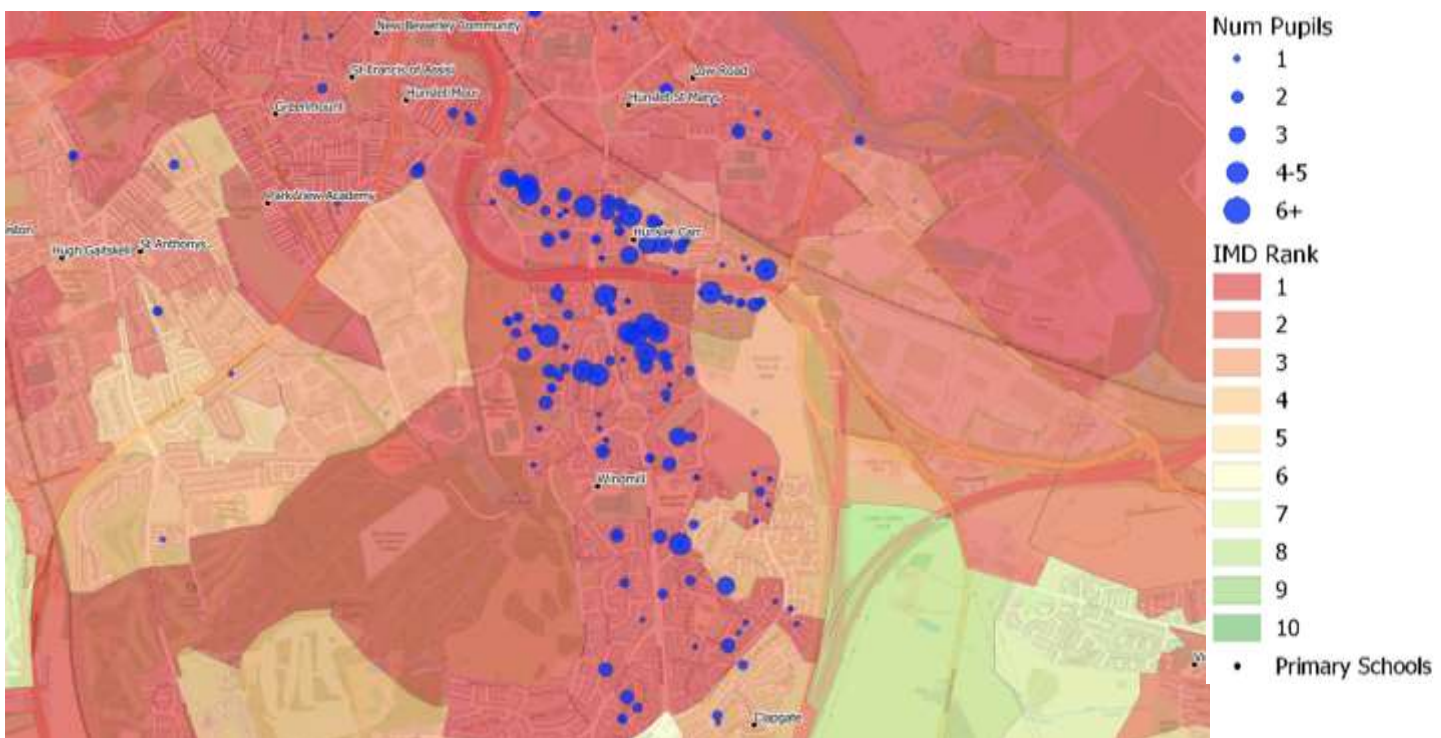
As ever, when reading this report, you need to bear in mind that at this time of year all data are provisional and subject to change, but this is especially the case at KS2, where schools can apply to make amendments to their data through the 'performance tables checking exercise' in September. This year, there are additional issues such as an unusually large number of missing test scripts, which could also affect the reliability of provisional data.

Despite all of the caveats and concerns around this year's data, I hope this report does still provide you with a useful early overview of your school's results and helps to inform your evaluation activities. As ever, if you have any questions, comments or feedback it would be great to hear from you – and thank you for asking me to produce this report for you.

2. Demography and School Context

Hunslet Carr Primary is a two-form entry community school located in Hunslet which is an inner city district of Leeds, 1 mile south-east of the city centre.

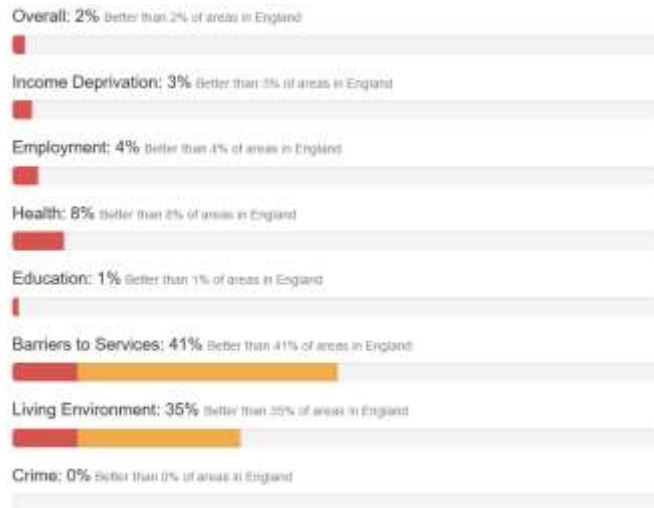
The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school's pupils live. The map shows that the areas in which most of the school's pupils live have some of the highest levels of deprivation in the country. A recent report produced for the school² showed that 76% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings).



Data sources: School SIMS system, October 2020. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors

The LSOA in which the school is located is ranked 782nd out of 32,844 in terms of deprivation, meaning that only 2% of areas in England have higher deprivation. All of the specific measures indicate very high levels of deprivation, except for 'Barriers to Services'.

² 'Beyond The School Gates: An analysis of demography, deprivation and social context for Hunslet Carr Primary School', Ian Stokes Education Ltd, October 2020.



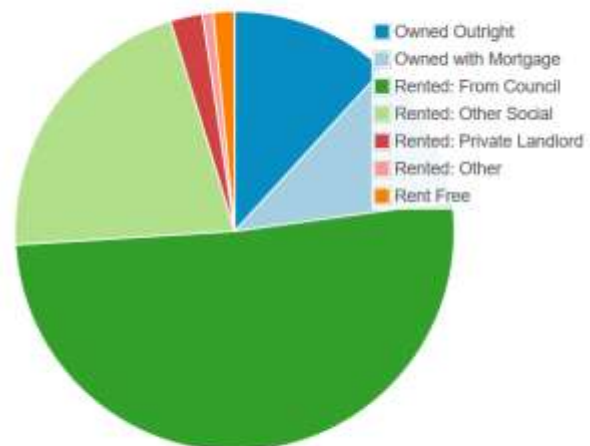
Graphic source: www.uklocalarea.com. Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](https://www.gov.uk/government/collections/english-indices-of-deprivation-2015)

Streetcheck.co.uk provides a range of statistics for small areas covering individual postcodes. Although the school will draw children from a much wider area, it is useful to get a picture of the area in which the school is located. The area around the school is characterised by a much higher than average level of social housing:

The area containing Woodhouse Hill Road, Leeds contains a higher than average level of social housing - 72% of household spaces. This contrasts with the national average of just over 18%.

Housing Tenure

Owned Outright	15
Owned with Mortgage	14
Shared Ownership	0
Rented: From Council	65
Rented: Other Social <i>inc. charities and housing associations</i>	27
Rented: Private Landlord <i>inc. letting agents</i>	3
Rented: Other	1
Rent Free	2
Total	127

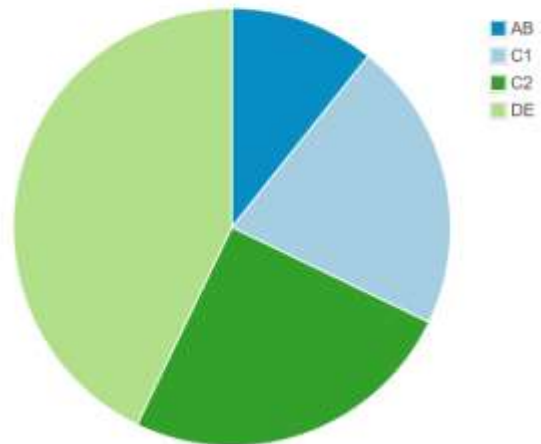


Graphic source: <https://www.streetcheck.co.uk/postcode/ls102dn>

A large proportion of the householders in this area are semi-skilled or unskilled manual workers, and/or are in receipt of state benefits.

Social Grade approximations are derived from an algorithm created by the Market Research Society. The figures shown are per-household rather than individual - more specifically, the job title and employer of the "household reference person" is used, analogous to what traditionally was called the head of the household. Only household reference persons between the ages of 16-64 are included.

Social Grade	
AB - Higher and intermediate managerial, administrative, or professional positions	6
C1 - Supervisory, clerical, and junior managerial/administrative/professional positions	12
C2 - Skilled manual workers	14
DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers	24
Total	56



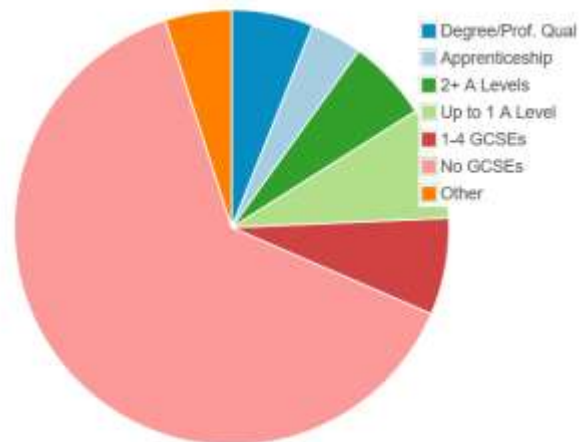
Graphic source: <https://www.streetcheck.co.uk/postcode/ls102dn>

The proportion of people in this area with no qualifications is almost three times as high as the national figure.

Woodhouse Hill Road and surrounding area has a larger than average concentration of residents have no qualifications - 64% of the resident population. On average, around 22.9% of census respondents fall in to this category.

The qualification levels are based on current qualification names. The former Ordinary Levels (O-Levels) and CSEs will be included in the GCSE figures, and Higher School Certificates (HSCs) will be counted as A Levels.

Highest Qualification Level Achieved	
Degree or Similar <i>e.g. professional qualification (accountancy etc)</i>	11
Apprenticeship	7
2+ A Levels	11
5+ GCSEs, an A-Level or 1-2 AS Levels	15
1-4 GCSEs	13
No GCSEs	115
Other	9
Total	181



Graphic source <https://www.streetcheck.co.uk/postcode/ls102dn>

This area has a larger than average proportion of adults who have no, or few formal qualifications.

Figures from the January 2022 school census reveal that:

- 50% of children were eligible for Free School Meals (FSM), compared to 25% for Leeds primary Schools and 23% for state-funded primary schools nationally.
- 26% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 38% for Leeds primary schools and 35% for state-funded primary schools nationally.
- 20% of children had English as an additional language (EAL), compared to 22% for Leeds primary schools and 21% for state-funded primary schools nationally.
- 20% of children had special educational needs (SEN), compared to 17% for Leeds primary schools and 16% for state-funded primary schools nationally.

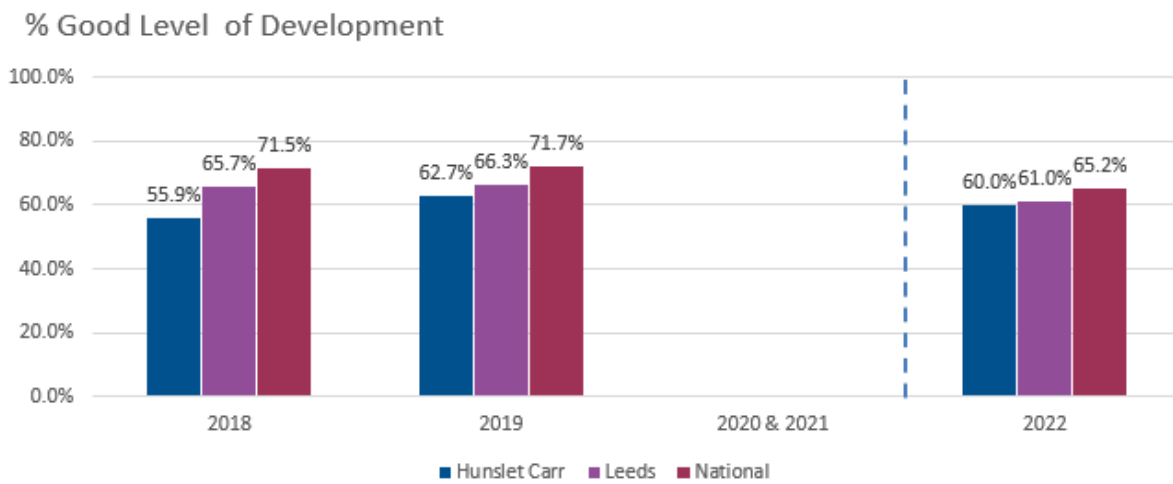
Terminology note: This report provides figures relating to both Free School Meal eligible children and Disadvantaged Children.

- Free School Meal (FSM) eligible children are those children who were recorded as being in receipt of free school meals on the day of the January census of the relevant school year (in this case, January 2022).
- This report also refers to 'Disadvantaged' children. Children are classed as Disadvantaged if they have been in receipt of FSM at any point in the preceding six years, or if they are in the care of the local authority, or if they have been adopted from the care of the local authority.

Note on pupil group data: This report provides figures on all pupil groups, irrespective of size. However, data relating to small groups should be interpreted with caution. Ofsted currently defines a group as small if it contains 10 or fewer children. Pupil group figures may not include all children in a cohort if their individual characteristic is incomplete, for example: if there are 30 children in a year group and one child's ethnicity information is not recorded, the total number of children in the BME and White British groups will add up to 29.

3. Early Years Foundation Stage Profile

This section presents EYFSP attainment data for the three most recent years for which official data exists (2018, 2019 and 2022). Comparisons between the 2022 figures and previous years should be made with extreme caution: not only due to the issues caused by the pandemic which have already been discussed, but also because the 2022 figures are based on a new EYFS Framework and the underlying assessments in 2022 are not the same as those undertaken in previous years. Moreover, this year children are only assessed against a two-point scale ('emerging' or 'at expected') as opposed to a three-point scale ('emerging', 'at expected', or 'exceeding').

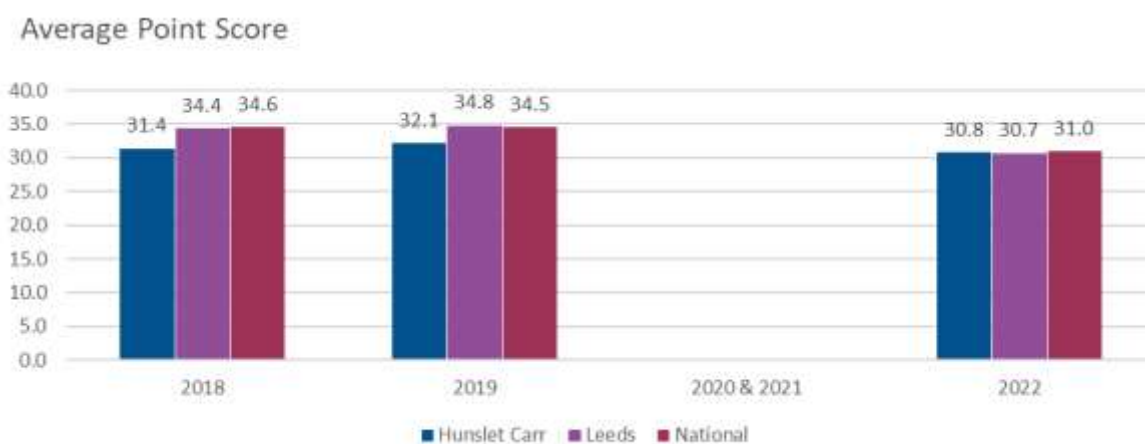


Source: *Perspective Lite*, July 2022

This year's Good Level of Development (GLD) figure doesn't suggest that the extreme disruptions of the last couple of years have had any obvious impact on the outcomes of the reception cohort of 2022, with the proportion of children achieving GLD only 3%pts lower than in 2019, and 4%pts higher than in 2018. In contrast, the national and Leeds figures have fallen by 6.5%pts and 5%pts respectively, meaning that the gap between the school and national figures has narrowed from 9%pts in 2019 to 5%pts this year.

Of course, we need to remember that all cohorts are different and that blunt year-on-year comparisons of raw attainment don't take into account any differences between the 'on-entry' attainment of successive cohorts. This year's outcomes at the foundation stage are likely to have been impacted as much – if not more – by reduced developmental opportunities that these children had whilst at nursery (or more likely, whilst at home) than due to disruption of learning since they were admitted to reception in September 2021. 'On-entry' attainment data for this cohort (which will be available to school leaders) might provide further insights to support an informed view of the foundation stage outcomes this year.

As was noted in the introduction to this section, the 2022 Average Total Point Score measure is based on a different point-scale to previous years: this year children are only assessed against a two-point scale ('emerging' or 'at expected') as opposed to a three-point scale ('emerging', 'at expected', or 'exceeding'). Now, a child scores 1 point if they are assessed as 'emerging' in a particular learning goal, and they score 2pts if they have met the expected standard. The option to assess a child as 'exceeding' the expected standard (which would score 3pts) has been removed. Therefore, minimum total score a child can achieve remains at 17pts; but the maximum possible score in 2022 is 34pts (compared to 51pts in previous years). Prior to 2022, the average point score for the cohort could be boosted if lots of children were assessed as 'exceeding' the standards in the learning goals, but this is no longer the case.



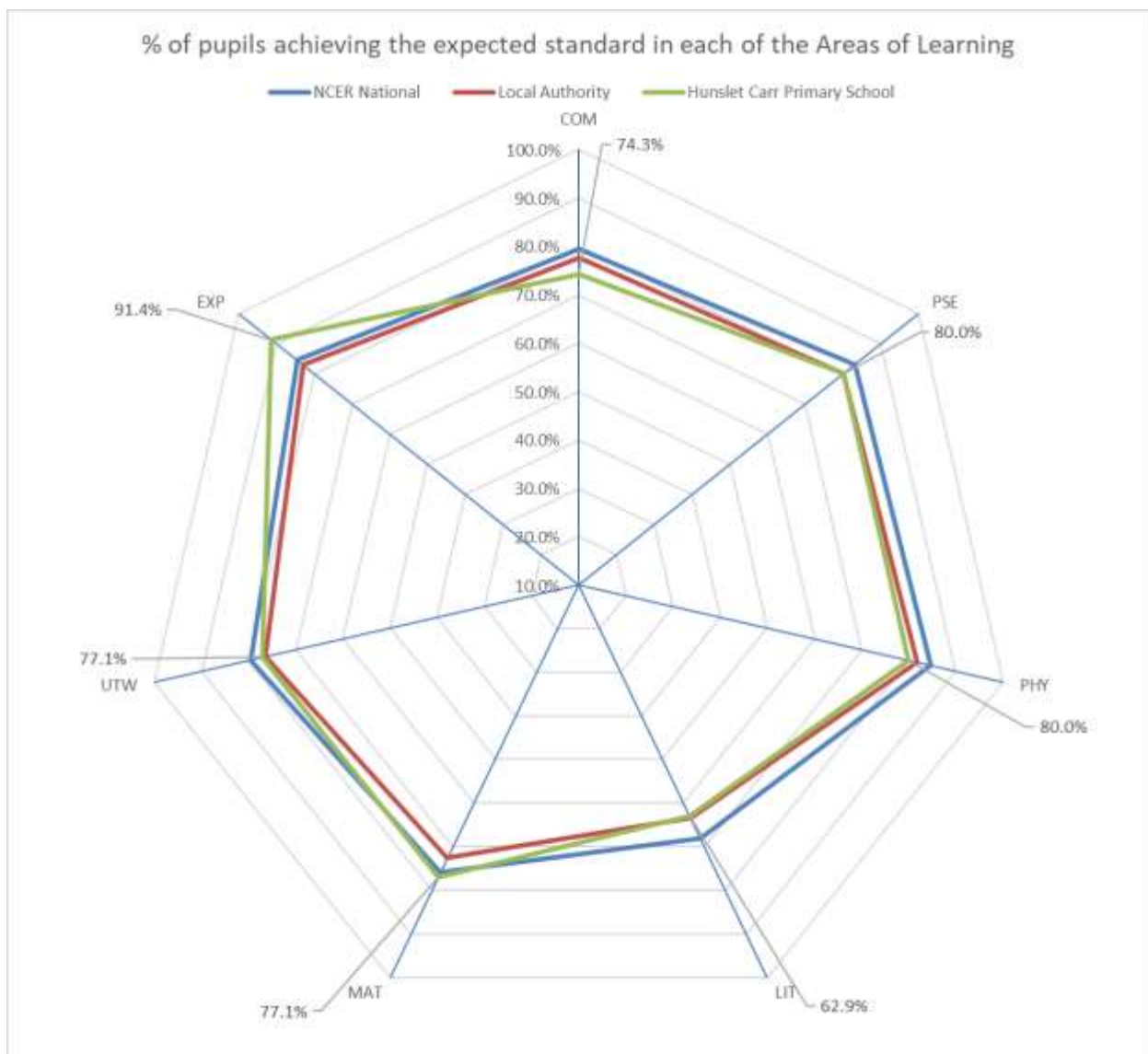
Source: *Perspective Lite, July 2022*

In previous years, the proportions of children at Hunslet Carr who were assessed as exceeding the expected standard varied across the areas of learning, but averaged at about 10%. The removal of the 'exceeding' option will therefore be a factor in the difference between the school's 2019 ATPS of 32.1 and the 2022 figure of 30.8, but probably not as much of a factor as it is nationally, where the percentages who were assessed as exceeding were larger. This change to the assessment framework has therefore had the effect of making the school's ATPS more comparable with the national figure. The national ATPS of 31.0 equates to the 'average child' achieving the expected standard in 14 of the 17 learning goals, and the school figure is only fractionally lower.

The number of 'low achievers' in a cohort can also affect the school-level figures. In recent years³, any child with 29 points or fewer was defined as being in the 'lowest 20% of achievers' in the LA. Of the 35 children in the year group, 12 (34%) had a score of 29 or lower, but no children had the lowest possible score of 17. These figures suggest that the school has been effective in supporting as many children as possible to achieve GLD, given the relatively large number of children in the cohort who have very low attainment.

³ 2022 threshold has not yet been published.

The chart below shows the proportion of pupils achieving the expected standard in each of the areas of learning. A child can only achieve GLD if they achieve the expected standards in all of the learning goals which are included in the areas of: Personal, Social and Emotional Development; Physical Development; Communication and Language Development; Literacy; and Mathematics. The percentages in most of the areas of learning are similar to national, and are even higher than national in one of the areas (Expressive Arts and Design). Literacy is usually the area in which the largest numbers of children struggle to achieve the expected standard, and this is also the case for this cohort, but it is only a few percentage points below national. As is often the case, the outcomes in literacy have dictated the overall GLD figure for the cohort.



Source: Perspective Lite, July 2022

EYFSP pupil group attainment

Good Level of Development	No. Children	School	Leeds	National
Girls	17	65%	69%	72%
Boys	18	56%	53%	59%
FSM	23	57%	42%	49%
Non-FSM	12	67%	67%	70%
Disadvantaged	23	57%	43%	50%
Other	12	67%	65%	68%
SEN	7	29%	16%	19%
Non-SEN	28	68%	68%	71%
EAL	4	25%	52%	60%
Non-EAL	31	65%	64%	67%
BME	6	50%	56%	63%
White British	29	62%	65%	67%
Total in Year Group	35			

Source: *Perspective Lite*, July 2022

The gap between the girls' and boys' GLD figures is similar to the national gender gap. The boys' GLD percentage is as close to matching the national figure as it can get given the numbers in the cohort, while if one more girl had achieved GLD their figure would have also been as close to matching national as possible.

There were 23 children who were eligible for FSM, making up almost two thirds of the year group; 57% of them achieved GLD, which is a better result than achieved by the national FSM group, and the GLD figure for the non-FSM group is close to matching the equivalent national figure. This is a good example of how two pupil groups can both match or even exceed equivalent national performance, but because the group with the lower attainment makes up an unusually large proportion of the cohort they have a disproportionate impact on the overall cohort figure, which ends up being below the overall national figure.

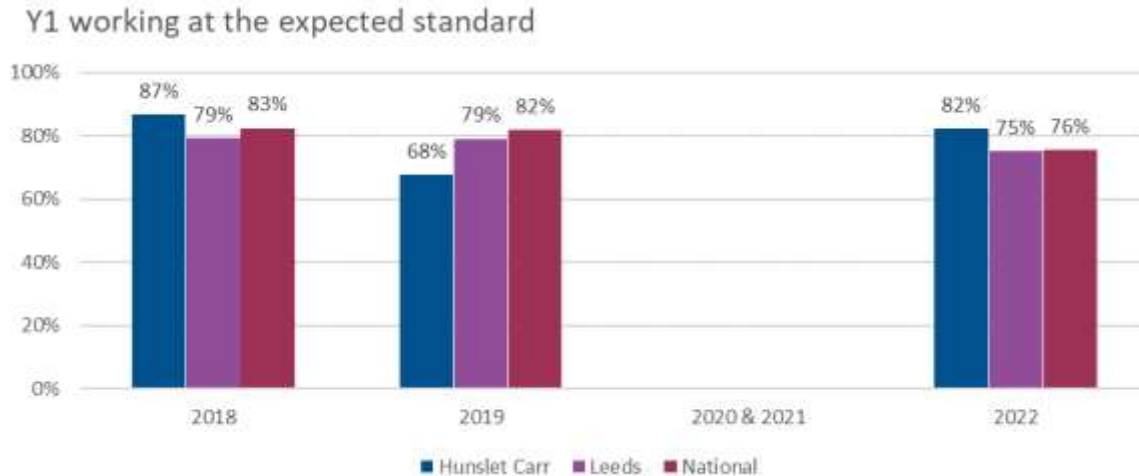
There was no additional pupils in the Disadvantaged group so the figures for this group are exactly the same as for FSM.

7 children (20% of the year group) were identified as having SEN. Again, although their attainment was low, it was better than that of SEN children nationally, and the GLD figure for the non-SEN group almost matched the equivalent national figure.

There were only 4 children with EAL in this cohort and a total of just 6 children from BME backgrounds; the numbers in these groups are too small to inform confident judgements, but they do at least suggest that attainment of the BME children was *broadly* in line with that of the rest of the cohort.

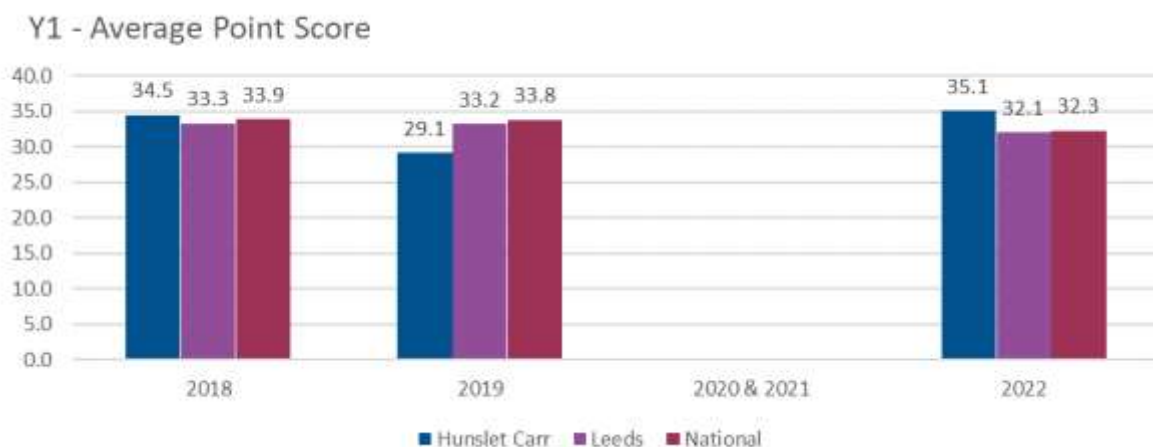
4. Phonics Screening Check

Although we still need to exercise some caution in comparing 2022 results with previous years due to the two-year gap and the impact of the pandemic, the Phonics Screening Check (PSC) is unchanged in terms of its methodology and application, and the results achieved are therefore more comparable than those for the foundation stage profile.



Source: *Perspective Lite*, July 2022

In 2019, the percentage of pupils who were working at the expected standard in Phonics by the end of Y1 was very low, but this year attainment in Phonics has recovered to the strong levels that were achieved in previous years, rising by 14%pts to 82%. This very impressive recovery has been achieved at the same time as the Leeds and national figures have both fallen, by 4%pts and 6%pts respectively, which means that the school figure has moved from being 14%pts below national in 2019 to being 6%pts above national this year. This figure therefore strongly suggests that this cohort's attainment in phonics has not only not been impacted by the pandemic, but has also not been affected by whatever issues caused the 2019 figure to be so low.



Source: *Perspective Lite*, July 2022

The average point score figure has also seen a huge increase of 6pts, taking it to 35.1. This figure would have been above national in any previous year, but again, the national (and Leeds) figures are much lower than 'usual' this year, meaning that the average child in this cohort scored almost 3 points more in the PSC than was achieved by the average child nationally. The pupil level scores reveal that many of the children in this cohort scored very highly, achieving 39 or 40 points while the few pupils who did not achieve the standard all had very low scores, and may well struggle to even achieve the standard in Year 2.

Y1 PSC pupil group attainment

Working At the expected standard (Yr1)	No. Children	School	Leeds	National
Girls	23	91%	79%	79%
Boys	22	73%	71%	72%
FSM	21	81%	60%	62%
Non-FSM	20	95%	81%	80%
Disadvantaged	21	81%	61%	63%
Other	24	83%	80%	79%
SEN	8	50%	42%	38%
Non-SEN	33	97%	82%	82%
EAL	11	91%	69%	75%
Non-EAL	30	87%	78%	76%
BME	15	87%	73%	76%
White British	26	89%	78%	76%
Total in Year Group	45			

Source: Perspective Lite, July 2022

Given the high overall attainment figure for this cohort, it is unsurprising to see that all of the various pupil groups have also achieved results that were at least as good as achieved by the equivalent national groups.

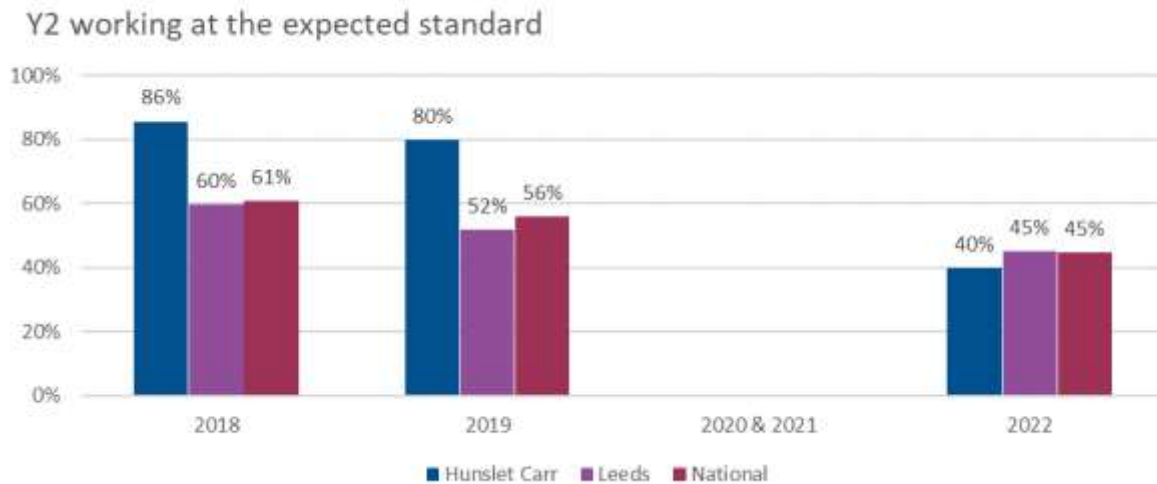
The gap between the boys' and girls' 'pass-rates' is large, but this is because the girls did exceptionally well, while the boys' figure is in-line with national performance.

Similarly, the non-FSM pupils had higher attainment than the FSM pupils (who made up almost half of the year group). Again, however, this is only because of the exceptionally high pass-rate of the non-FSM pupils; the FSM group's attainment was also well above that of the national FSM group – and even just above that of the national non-FSM group! The figures for the Disadvantaged group are the same as for FSM.

It is relevant to note that there were 4 pupils in this cohort for whom there was no characteristic data available (other than gender), so they are not included in most of these group figures. Moreover, only 1 of these 4 pupils were working at the standard so some of the group figures wouldn't be quite as high if these 4 pupils were included. It may be the case that these children were recent arrivals at the school.

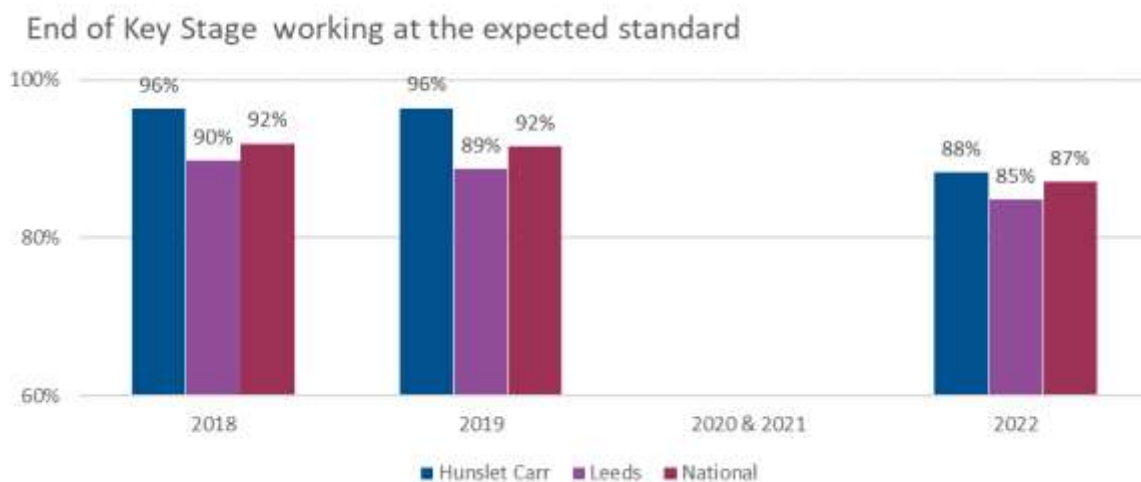
4 of the 8 pupils identified as having SEN were working at the expected standard, which is a much better proportion than achieved by the national SEN cohort, and all but one of the non-SEN children achieved the standard.

The figures for EAL/non-EAL and for BME/White British are all consistently high and don't indicate any differential attainment across these groups.



Source: Perspective Lite, July 2022

The proportion of children who achieve the expected standard in Phonics at their second attempt, in Year 2, can fluctuate dramatically depending on the numbers of children involved and how many of them have special needs that directly impact on their learning. In 2022 there were only 5 pupils who re-took the test in Year 2 and 2 of them achieved the expected standard. Of the 3 who did not achieve the standard, 2 had SEN and the other appears to be recently arrived from overseas.



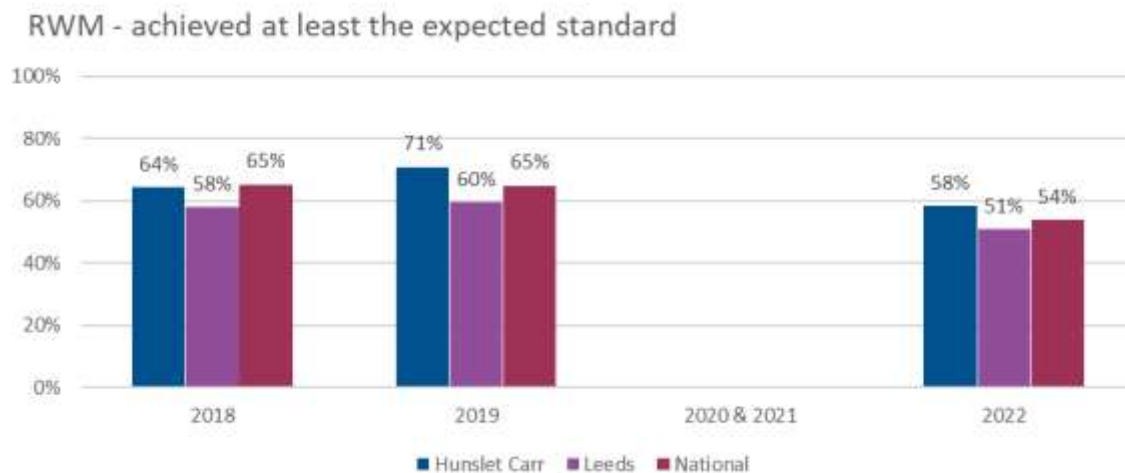
Source: Perspective Lite, July 2022

While the Y2 're-take' figure is subject to considerable fluctuation, the cumulative proportion of children who achieve the expected standard by the end

of Key Stage 1 provides a more stable and reliable measure of outcomes. The 2022 end of key stage figure for Hunslet Carr (88%) is not as high as achieved in previous years, but is still just above the national figure, and provides further evidence that the school has been effective over the last couple of years in ensuring that as many children as possible are 'fluent' in phonics by the end of Key Stage 1.

5. Key Stage 1

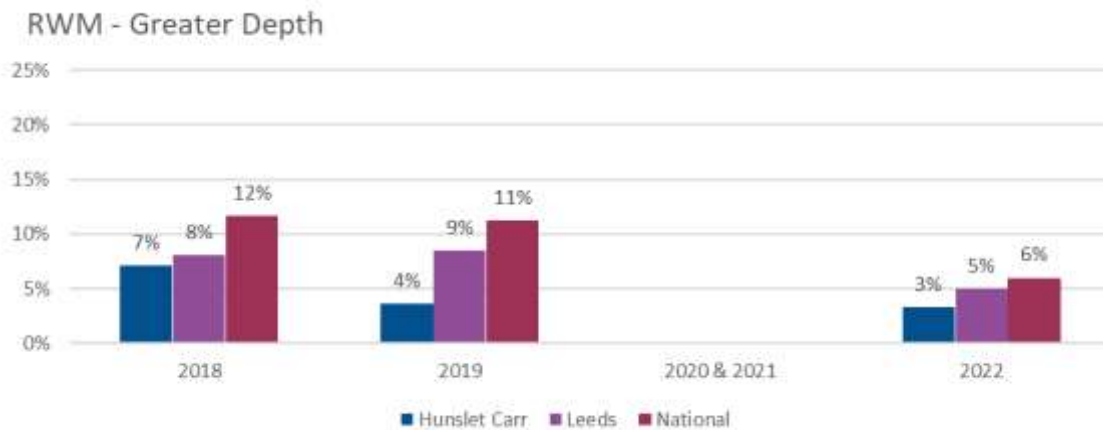
Again, a degree of caution needs to be exercised when comparing the 2022 KS1 assessments with previous years due to the two-year gap, but the underlying assessment frameworks remain consistent across each year, providing a reasonably consistent basis upon which to make comparisons.



Source: *Perspective Lite*, July 2022

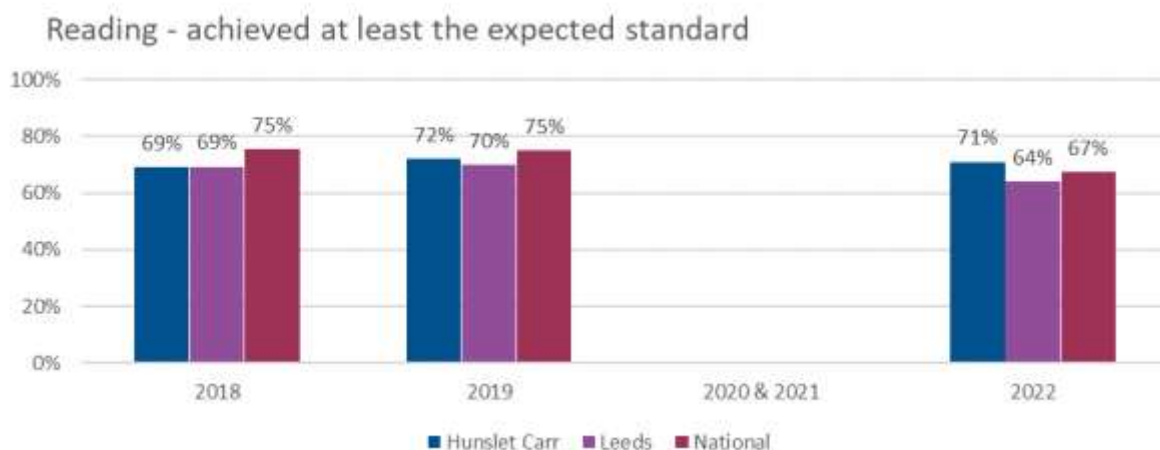
In contrast to the pattern of attainment in Phonics, where the 2019 Y1 figure was very low, the percentage of pupils achieving at least the expected standard in all three subjects (Reading, Writing and Maths) at KS1 in 2019 was well *above* national, and unusually high for Hunslet Carr. It was always unlikely that this level of attainment was going to be replicated, irrespective of the pandemic, and it is unsurprising to see that this year's figure is considerably lower, at 58%. However, the national (and Leeds) figures have also fallen, by 11%pts and 9%pts respectively, so despite this year's drop in the school figure it remains 4%pts above national and 9%pts above the Leeds figure.

It is difficult to make any confident inferences about the extent of the impact of the pandemic on the school's figures without having access to information on the prior attainment of this cohort at the foundation stage, and the DfE did not collect any official EYFSP data in 2020 when this cohort was in reception. Given the fact that every previous cohort at Hunslet Carr has had below-average attainment coming into KS1, there is no reason to suspect that this cohort is any different, so the fact that they have achieved above-average attainment by the end of KS1 should clearly be seen as a positive outcome, despite the fall in raw attainment compared to 2019.



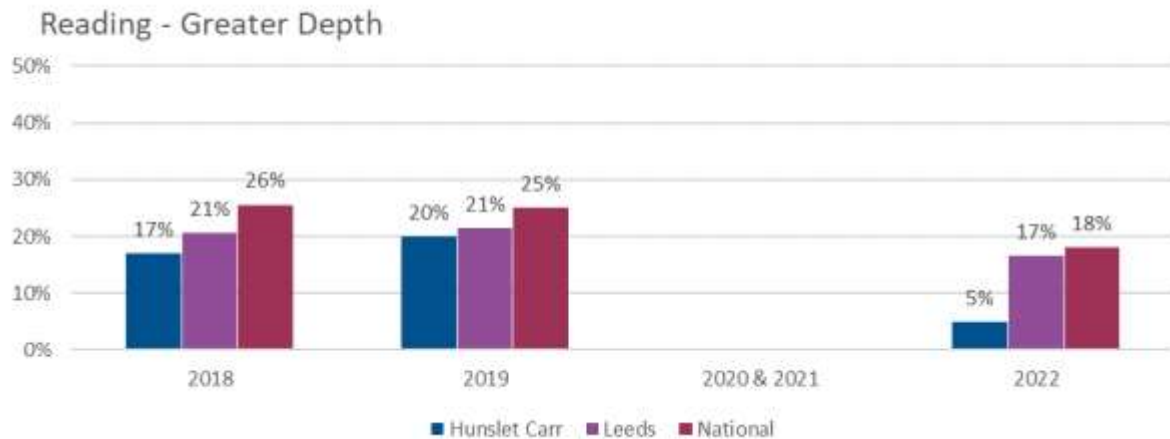
Source: *Perspective Lite*, July 2022

There has been very little change in the percentage of pupils achieving greater depth in all three subjects: only 4% of the children in the 2019 cohort achieved this consistently high standard, and it was only 3% (2 children) this year. The Leeds and national figures have fallen by 4%pts and 5%pts respectively, indicating that the pandemic has had a widespread impact on higher attainment at this key stage, but the school figure remains below 'average', as it has been for several years. Very few children at this school come into KS1 with high attainment, and this will always be a limiting factor on the numbers who have the potential to achieve greater depth by the end of KS1.



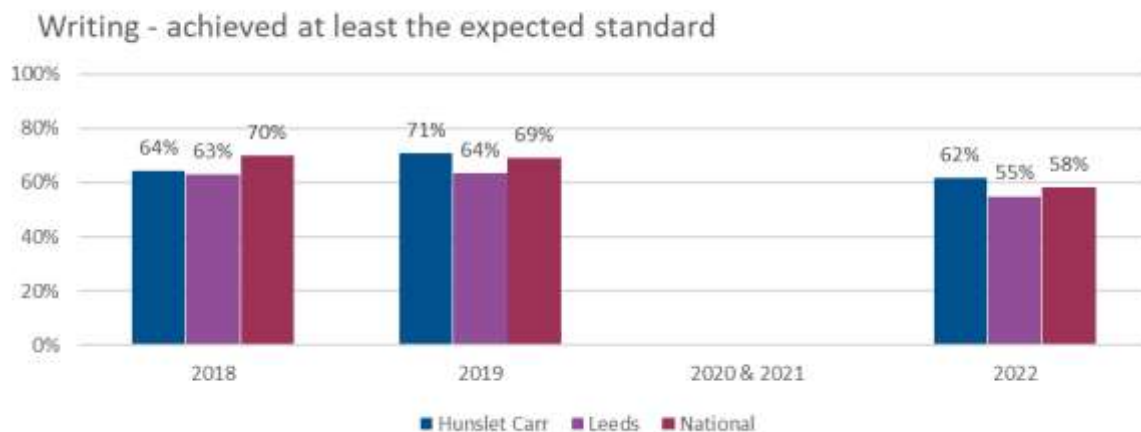
Source: *Perspective Lite*, July 2022

Attainment of the expected standard in Reading has only fallen by 1%pt compared to 2019, and it has remained higher than the result achieved in 2018. Again, the Leeds and national figures have also fallen this year, and by considerably more than the school figure (by 6%pts and 8%pts respectively) meaning that despite the small fall in raw attainment the 2022 school figure (71%) is now 4%pts above national, as opposed to being 3%pts below national in 2019.



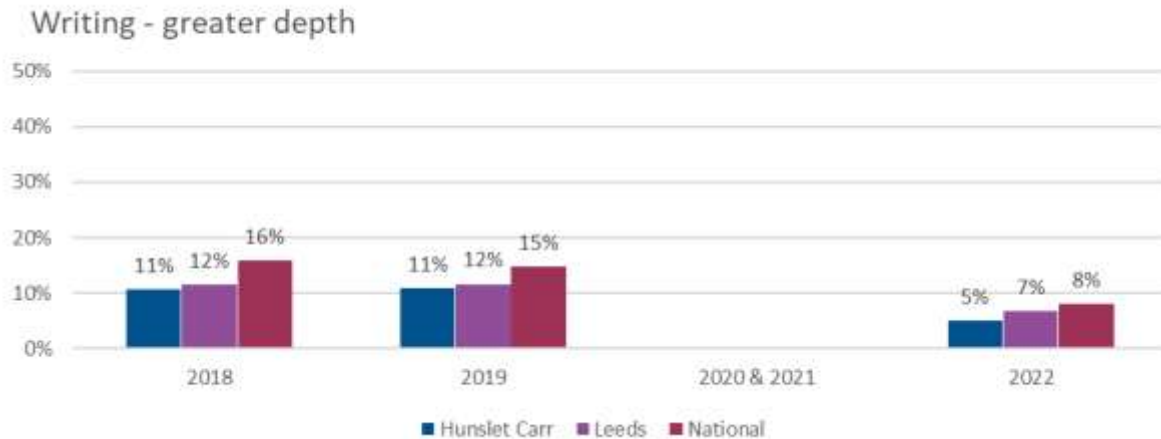
Source: *Perspective Lite*, July 2022

Probably the most obvious sign of the potential impact of the pandemic on outcomes at KS1 this year is that there has been a very large decrease in the proportion of children achieving greater depth in Reading: in 2019 a fifth of the cohort achieved this higher standard, but in 2022 only 3 children (5% of the year group) have achieved the same level of attainment. The Leeds and national figures have also fallen, but only by 4%pts and 7%pts respectively.



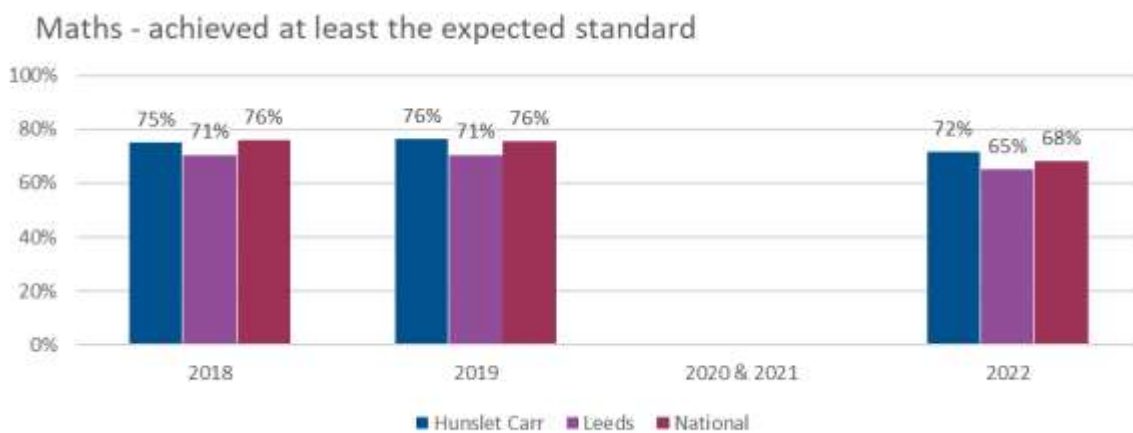
Source: *Perspective Lite*, July 2022

Nationally, Writing has seen the biggest fall in attainment, with the percentage achieving the expected standard dropping by 11%pts. Similarly, at Hunslet Carr the proportion of children achieving the expected standard in this subject has fallen by 9%pts to 62%, strongly suggesting that attainment of the expected standard in this subject has been more severely affected by the pandemic than in Reading or Maths. However, as with the other subjects, despite the lower numbers of children achieving the expected standard this year the school figure remains above national, by 4%pts.



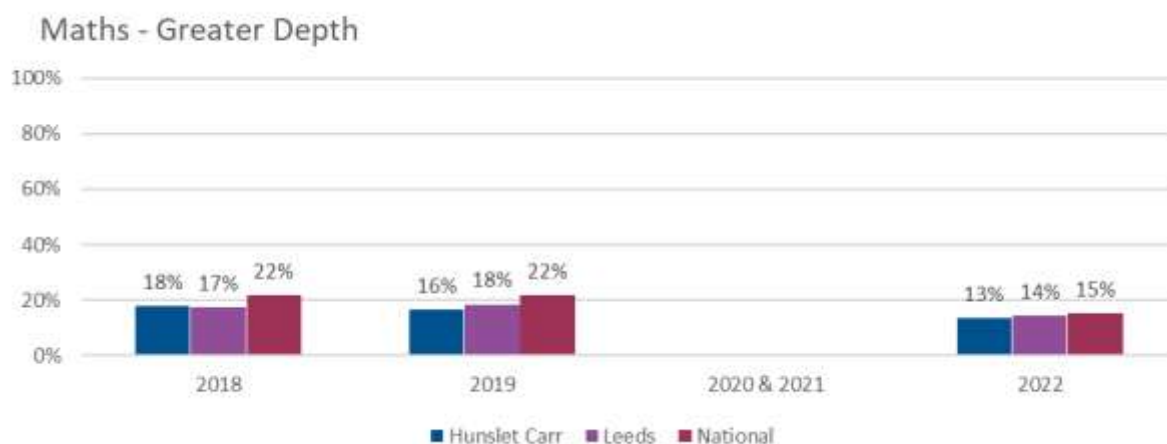
Source: *Perspective Lite, July 2022*

The greater depth figures in Writing were never as high as in Reading in previous years, so the decrease in this year's figure isn't as dramatic as in Reading, falling by 6%pts to 5%. This means that the Reading and Writing greater depth figures are the same this year, and in fact, it was the same 3 pupils who achieved greater depth in both subjects. The Leeds and national figures are also a lot lower in writing this year, and the school figure is only 3%pts below national.



Source: *Perspective Lite, July 2022*

Maths has only seen a small decrease in the percentage of children achieving the expected standard this year, falling by 4%pts to 72%. Moreover, the 8%pt decrease in the national figure means that the school figure has moved from matching national in 2019 to being 4%pts above national this year.



Source: *Perspective Lite*, July 2022

Maths has shown the greatest resilience in relation to the percentage of children achieving greater depth; this year's figure has only fallen by 3%pts, to 13%. This resilience of attainment is in contrast to the wider picture across the country, with the national figure falling by 7%pts. This year's school figure is therefore only 2%pts below national, and 1%pt below the overall Leeds figure.

KS1 pupil group attainment⁴

% achieving the expected standard: Gender	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Girls	74%	69%	74%	64%	39
Hunslet Carr Primary School Boys	67%	48%	67%	48%	21
Leeds Girls	67%	60%	64%	54%	
Leeds Boys	60%	49%	65%	47%	
Early National Girls	71%	64%	67%	58%	
Early National Boys	63%	62%	68%	49%	

% achieving greater depth: Gender	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Girls	5%	5%	8%	3%	39
Hunslet Carr Primary School Boys	5%	5%	24%	5%	21
Leeds Girls	18%	8%	11%	5%	
Leeds Boys	15%	6%	17%	5%	
Early National Girls	18%	10%	12%	7%	
Early National Boys	16%	6%	18%	5%	

The most obvious difference between the girls' and boys' attainment is in Writing: two thirds of the girls achieved the standard compared to fewer than half of the boys. However, it is also worth noting that while almost a quarter of

⁴ Data source for all KS1 pupil group attainment is *Perspective Lite*, July 2022. Note: if pupil characteristic data is missing for some pupils, the sum of pupil groups may not match the total number of pupils in the cohort.

the boys achieved greater depth in Maths, only 3 of the 39 girls achieved the same high standard in this subject.

% achieving the expected standard: FSM	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School FSM	72%	62%	72%	62%	29
Hunslet Carr Primary School non-FSM	73%	63%	73%	57%	30
Leeds FSM	45%	36%	47%	33%	
Leeds non-FSM	71%	61%	72%	57%	
Early National FSM	51%	41%	52%	37%	
Early National non-FSM	72%	63%	73%	59%	

% achieving greater depth: FSM	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School FSM	3%	3%	17%	3%	29
Hunslet Carr Primary School non-FSM	7%	7%	10%	3%	30
Leeds FSM	7%	2%	7%	1%	
Leeds non-FSM	20%	9%	17%	6%	
Early National FSM	8%	3%	7%	2%	
Early National non-FSM	21%	10%	18%	7%	

Nationally, non-FSM pupils have much higher attainment than FSM-eligible pupils in all subjects, but in this cohort there is almost no difference between the percentages achieving the expected subjects in each subject and in fact, the percentage of FSM pupils achieving the combined standard is actually higher than the non-FSM figure! The differences between the two groups at greater depth are also negligible. The fact that FSM pupils make up about half of the pupils in this cohort means that they would have had a significant negative impact on the overall cohort figure if their attainment had been similar to that of FSM children nationally; however, they have actually performed consistently in line with national *non*-FSM pupils, which is a highly creditable achievement, and a key factor in understanding the overall high levels of attainment achieved this year.

% achieving the expected standard: Disadvantaged	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Dis	72%	62%	72%	62%	29
Hunslet Carr Primary School Other	71%	61%	71%	55%	31
Leeds Dis	46%	36%	47%	33%	
Leeds Other	70%	61%	71%	57%	
Early National Dis	52%	41%	52%	37%	
Early National Other	72%	63%	72%	58%	

% achieving greater depth: Disadvantaged	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Dis	3%	3%	17%	3%	29
Hunslet Carr Primary School Other	7%	7%	10%	3%	31
Leeds Dis	7%	2%	7%	2%	
Leeds Other	20%	8%	17%	6%	
Early National Dis	8%	3%	7%	2%	
Early National Other	21%	9%	18%	7%	

There were no additional child in the Disadvantaged group so the figures for this group are exactly the same as for FSM. There was 1 pupil whose FSM status was not recorded, and they have been included in the 'Other' group.

% achieving the expected standard: SEN	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School SEN	30%	10%	50%	10%	10
Hunslet Carr Primary School non-SEN	82%	74%	78%	69%	49
Leeds SEN	28%	20%	32%	17%	
Leeds non-SEN	72%	62%	72%	58%	
Early National SEN	26%	17%	29%	15%	
Early National non-SEN	75%	66%	76%	61%	

% achieving greater depth: SEN	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School SEN	0%	0%	0%	0%	10
Hunslet Carr Primary School non-SEN	6%	6%	16%	4%	49
Leeds SEN	4%	1%	5%	1%	
Leeds non-SEN	19%	8%	16%	6%	
Early National SEN	4%	1%	4%	1%	
Early National non-SEN	21%	9%	17%	7%	

10 children were identified as having SEN, half of them achieved the expected standard in Maths, but only 1 achieved the standard in Writing. We can't infer very much from this other than that the attainment of these children was low and broadly comparable to that of SEN children nationally. However, what we can say with confidence is that the non-SEN group achieved consistently better results at the expected standards than the equivalent national group.

% achieving the expected standard: EAL	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School non-EAL	72%	62%	73%	60%	47
Hunslet Carr Primary School EAL	75%	67%	75%	58%	12
Leeds non-EAL	67%	57%	68%	53%	
Leeds EAL	55%	48%	57%	45%	
Early National non-EAL	68%	58%	68%	54%	
Early National EAL	64%	57%	67%	53%	

% achieving greater depth: EAL	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School non-EAL	2%	2%	6%	0%	47
Hunslet Carr Primary School EAL	17%	17%	42%	17%	12
Leeds non-EAL	18%	7%	15%	6%	
Leeds EAL	11%	5%	12%	3%	
Early National non-EAL	19%	8%	15%	6%	
Early National EAL	16%	8%	16%	6%	

There was very little difference between the attainment of the 12 EAL children and that of the rest of the cohort, at least at the expected standard. However, it is revealing to see that 2 out of the 3 children who achieved greater depth in Reading and Writing had EAL, and that 5 of the 8 children who achieved greater depth in Maths also had EAL: most of the high-achieving children in this cohort had EAL.

% achieving the expected standard: White British	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School BME	77%	71%	77%	65%	17
Hunslet Carr Primary School WBRI	71%	60%	71%	57%	42
Leeds BME	59%	52%	60%	48%	
Leeds WBRI	67%	57%	69%	53%	
Early National BME	67%	59%	68%	55%	
Early National WBRI	68%	57%	68%	53%	

Data Source: Perspective Lite August 2019

% achieving greater depth: White British	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School BME	12%	12%	29%	12%	17
Hunslet Carr Primary School WBRI	2%	2%	7%	0%	42
Leeds BME	14%	5%	13%	4%	
Leeds WBRI	18%	8%	15%	6%	
Early National BME	18%	9%	16%	7%	
Early National WBRI	18%	8%	15%	5%	

These figures for the larger BME group reinforce the impression that although the attainment of the White British children in this cohort certainly wasn't low, most of the high-attaining children were of BME heritage.

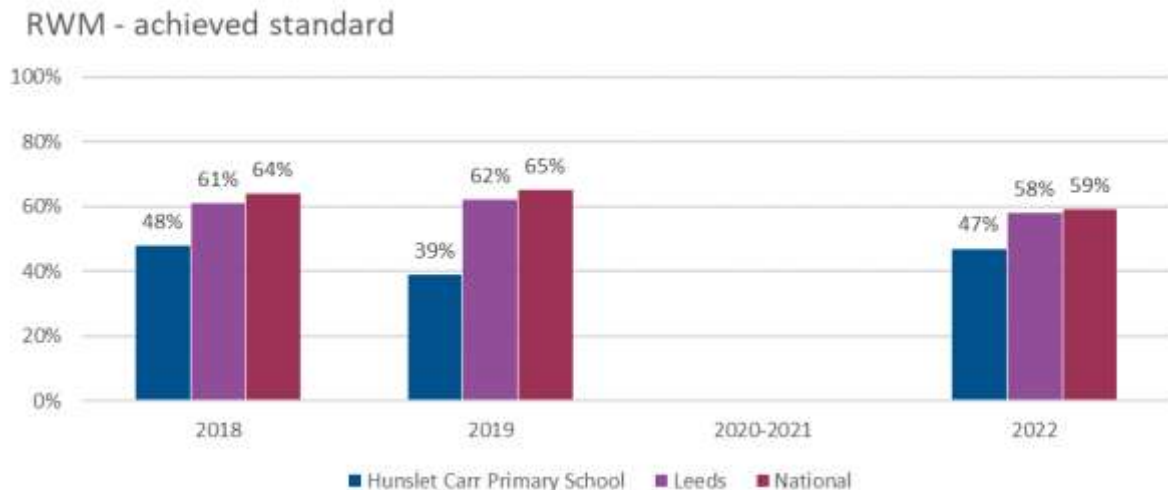
6. Key Stage 2

As with the other key stages, statutory tests and assessments at KS2 have resumed in 2022, after a two year break due to the pandemic. The DfE have announced that KS2 results will not be published in publicly available 'performance tables', but that they will be shared with professional audiences such as Ofsted, LAs and Regional School Commissioners, as well as with schools themselves.

Although the basic format and structure of the tests and assessments is the same as in previous years, caution should still be exercised in interpreting these results. As at every key stage, we need to remember that each pupil, each school and each region was impacted differently by the pandemic, and much of the variation in results will simply be a reflection of these differing effects on children's learning.

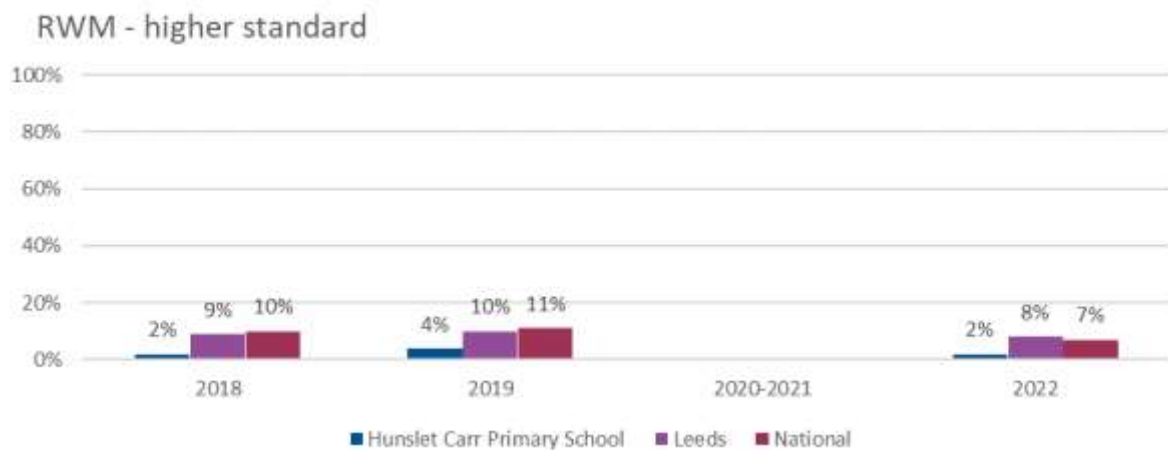
In addition to the universally recognised pandemic-related issues, we also need to be mindful of a range of issues with the national administration and marking of the tests, which are only just starting to become apparent. The collapse of the online portal on 'results day' was an initial sign that the administrative systems supporting the KS2 testing regime were not fit for purpose; and these technical issues were swiftly followed by many schools across the country reporting that they had missing test scripts and pupils who had received no results. On top of this, there have been reports of poor support systems and unrealistic deadlines for test markers, leading to concerns about the accuracy of the marking of scripts. All of these issues mean that 2022 KS2 results need to be interpreted with extreme caution.

It is also worth noting that one pupil was wrongly recorded as 'Absent' from the Maths test by the company contracted to administer this year's tests, despite sitting both papers and the scripts being returned by the school. However, whilst this is clearly unsatisfactory and unfair for the individual pupil, the headline school-level figures are unlikely to have been affected as this child was very unlikely to have achieved the expected standard. The average scaled scores are calculated based on only those pupils who took the tests, so again, this error is unlikely to have lowered the school's average scaled score in Maths.



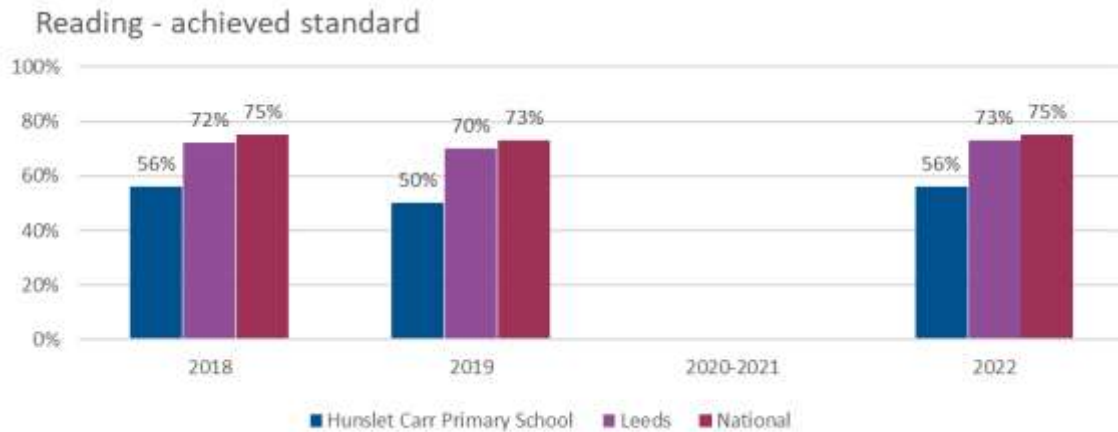
Source: Perspective Lite, March 2023

The school’s headline attainment measure (the percentage achieving at least the expected standard in Reading, Writing & Maths) was very low in 2019, but has recovered to almost match the 2018 figure this year, rising by 8%pts to 47%. In contrast, the figure for England has decreased by 6%pts (and the Leeds figure has dropped by 4%pts) meaning that the gap between the school and national figures has narrowed from 26%pts to 12%pts. So, although raw attainment is still well below national, these figures present a positive picture of improvement at a time when the majority of schools nationally will have seen a decline in standards.



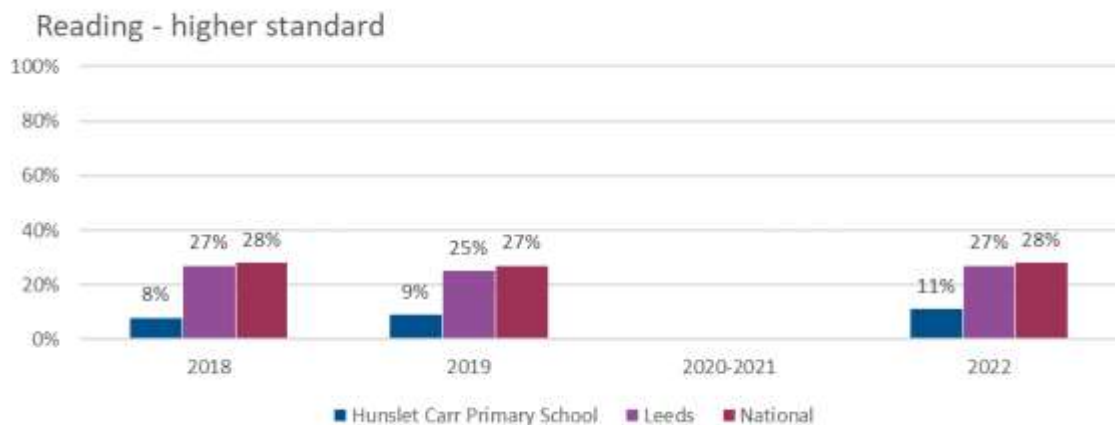
Source: Perspective Lite, March 2023

The combined ‘higher standard’ figure remains very low, as in previous years: only 1 child in the KS2 cohort of 2022 achieved this consistently high standard of achievement. The Leeds and national figures have fallen, by 2%pts and 4%pts respectively, and the school figure is now 5%pts below national.



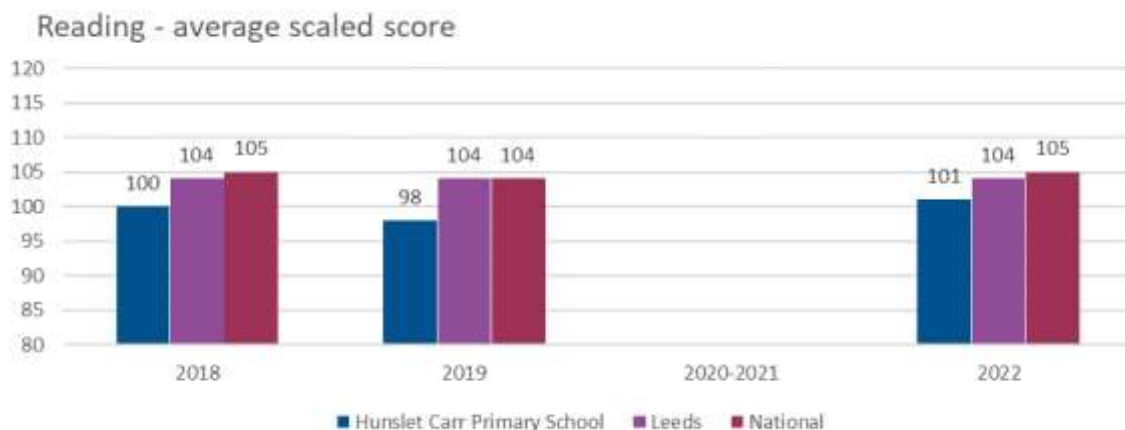
Source: Perspective Lite, March 2023

The percentage of children achieving the expected standard in the Reading test has also increased, by 6%pts to 56%. However, Reading is the only subject at KS2 where the national and Leeds results have *increased*, (by 2%pts and 3%pts respectively) and this means that the school figure of 56% remains well below national, by a margin of 19%pts.



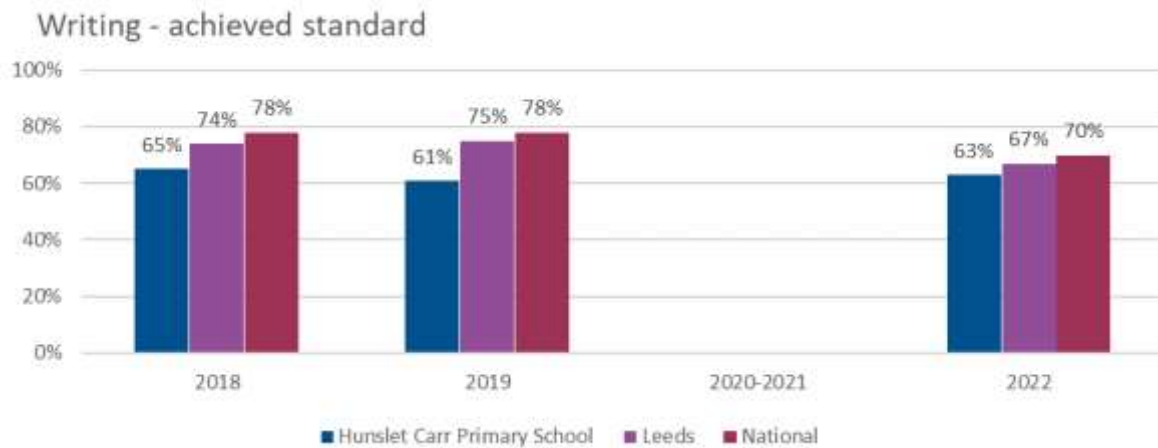
Source: Perspective Lite, March 2023

The percentage of children who achieved the higher standard in Reading has also seen a small improvement, rising by 2%pts to 11%. The Leeds and national figures have also seen little change, and the school figure remains 17%pts below national.



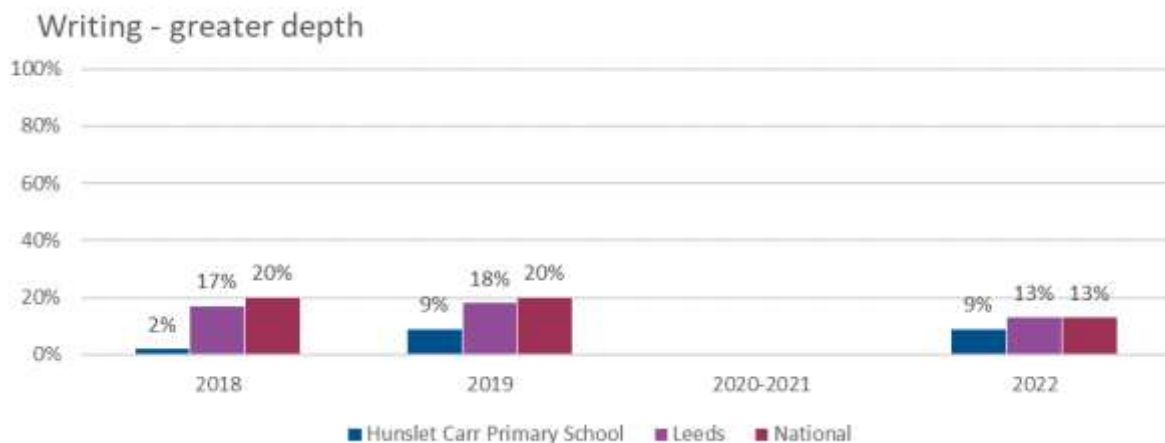
Source: Perspective Lite, March 2023

While the improvements in the threshold measures for Reading have been modest, there has been a more sizeable change in the average scaled score for this subject, which has risen by 2pts to 100. This could indicate that there are fewer children in this cohort with very low scores, compared to previous years. The Leeds figure is unchanged and the national figure has risen by 1pt.



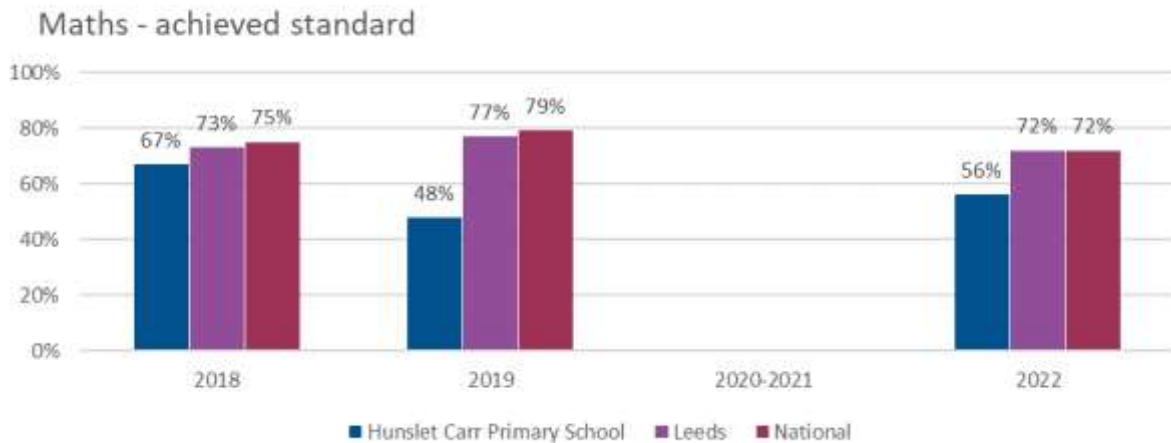
Source: Perspective Lite, March 2023

The Leeds and national figures show more potential evidence of the impact of the pandemic on Writing, with the percentages of children assessed as achieving the expected standard falling by 8%pts for both. In contrast, the school figure has increased by 2%pts to 63% and the gap between school and national has narrowed to 7%pts this year.



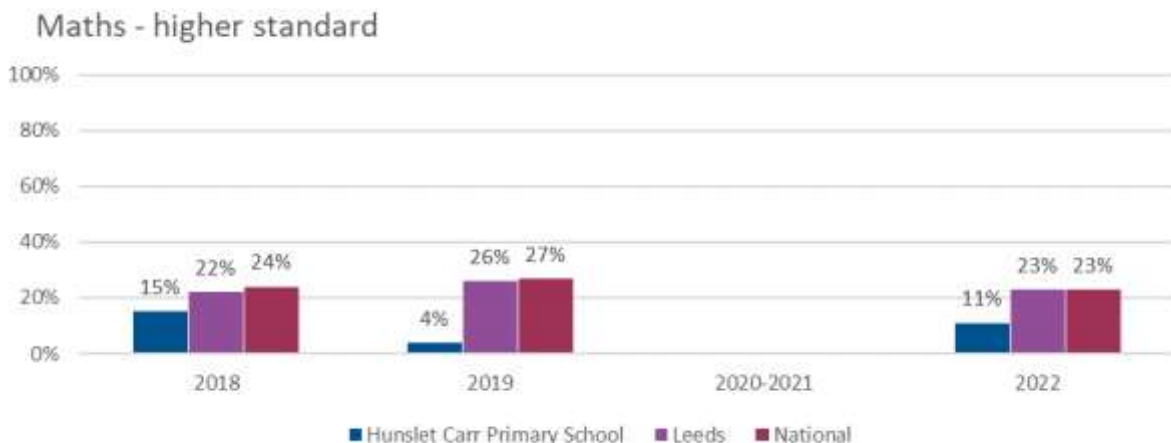
Source: Perspective Lite, March 2023

The greater depth figures for Writing provide more evidence of resilient attainment at Hunslet Carr this year, despite the pandemic. 9% of the year group achieved greater depth in Writing this year, which is the same as in 2019. In contrast, the national figure has fallen by 7%pts, to 13%.



Source: *Perspective Lite*, March 2023

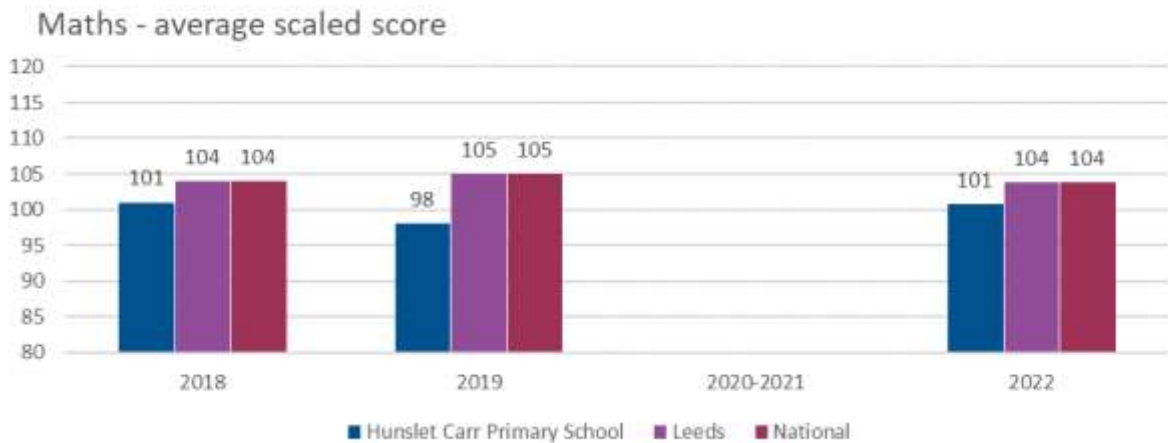
In 2019, the percentage of children achieving the expected standard was unusually low, but there has been a 6%pt improvement this year, to 56%. This recovery isn't enough to match the performance of the 2018 cohort, but it has been achieved at the same time as national and Leeds performance has fallen, by 7%pts and 5%pts respectively this year. Despite this, the gap between school and national remains considerable, at 16%pts.



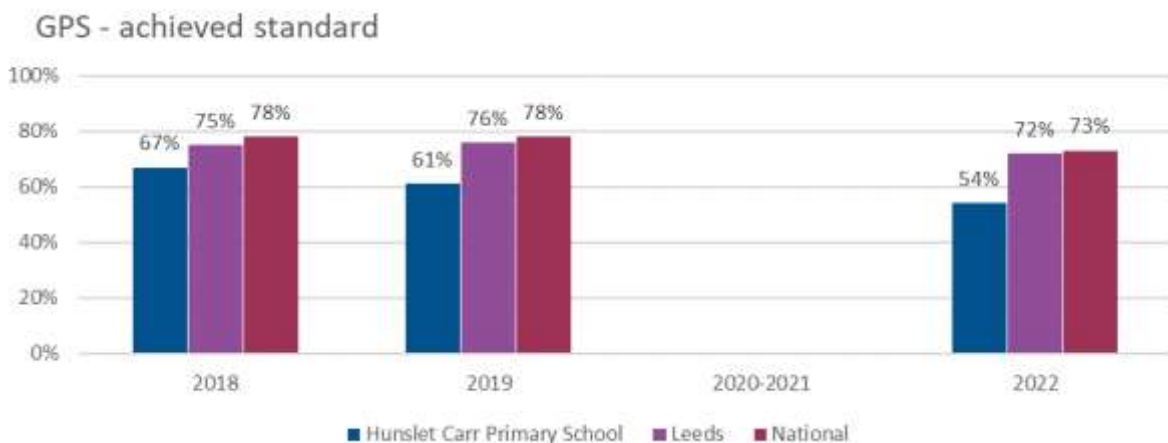
Source: *Perspective Lite*, March 2023

Maths is also the subject which has had the biggest improvement in the percentage of pupils who have achieved the higher standard; this figure has risen by 7%pts to 11%. Despite this increase however, and despite a 4%pt fall in the national figure, the gap between school and national remains large, at 12%pts.

The average scaled score in Maths has also improved, by 3pts compared to 2019. However, despite a 1pt fall in the national figure, the school figure of 101 remains well below the national average.



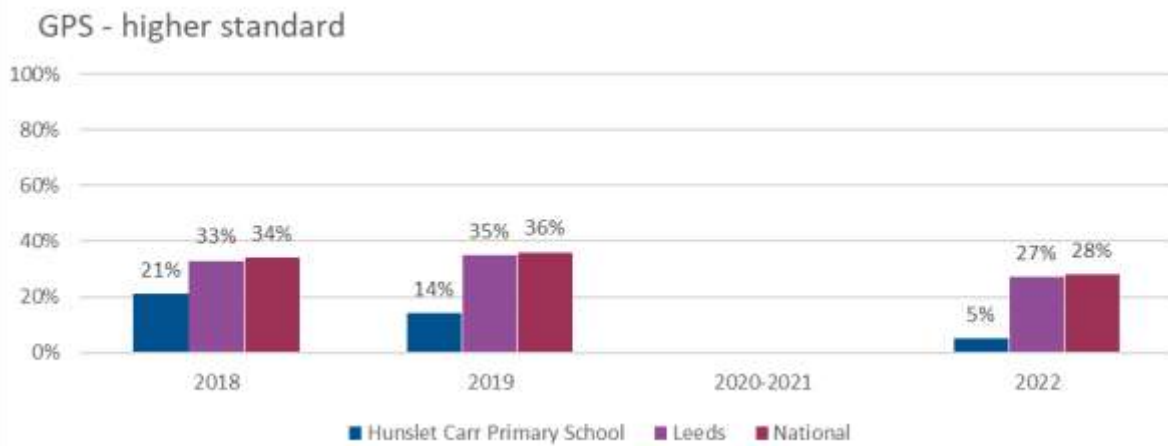
Source: Perspective Lite, March 2023



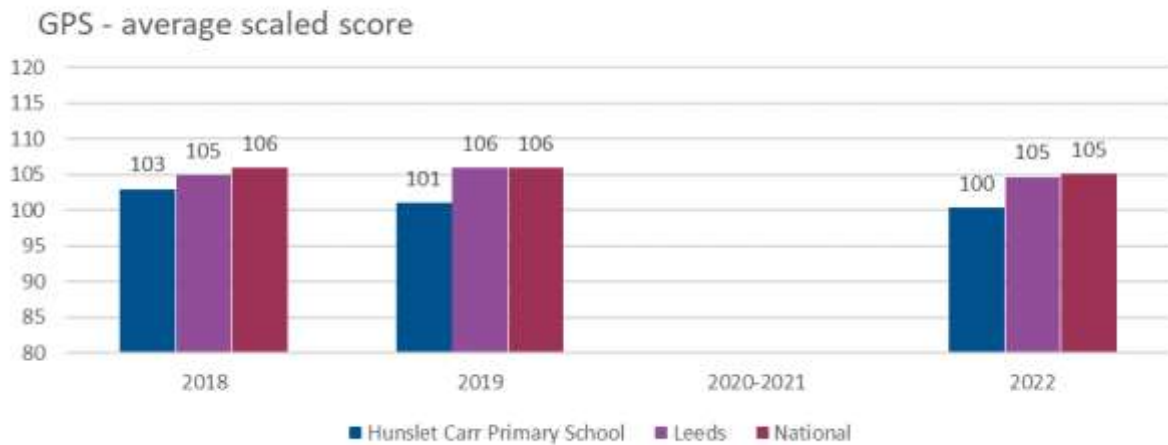
Source: Perspective Lite, March 2023

The attainment figures for GPS provide the most obvious evidence of the impact of the pandemic: while results in the other subjects have improved, the percentage of children achieving the expected standard in GPS has fallen by 7%pts to just 54%. The national and Leeds figures also fell, but only by 5%pts and 4%pts respectively, so the gap between school and national has widened to 19%pts this year.

In 2018, 21% of the KS2 cohort achieved a high score in GPS; this fell to 14% in 2019 and has fallen again this year, to just 5%. It's impossible to be sure whether this is just a reflection of the different capabilities of successive cohorts, or whether it is more of a reflection of reduced opportunities for children to develop and practice their skills in GPS to a high standard – because of the pandemic. It is certainly the case that the national figure has also seen a very similar decrease between 2019 and 2022 (albeit from a much higher position), which lends weight to the theory that the disruption caused by successive lockdowns has been the main reason for the decrease in the school figure.



Source: Perspective Lite, March 2023



Source: Perspective Lite, March 2023

This year's average scaled score in GPS is 1pt lower than in 2019, as are both the national and Leeds figures, providing more evidence of the universal impact of the pandemic.

KS2 pupil group attainment⁵

Average Scaled Scores: Gender	Reading	GPS	Maths
Hunslet Carr Girls	100	101	99
Hunslet Carr Boys	101	100	102
Leeds Girls	105	105	103
Leeds Boys	103	104	104
National Girls	106	106	103
National Boys	104	104	104

% achieving the expected standard: Gender	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Girls	62%	62%	50%	65%	50%	26
Hunslet Carr Boys	52%	48%	61%	61%	45%	31
Leeds Girls	77%	75%	70%	72%	61%	
Leeds Boys	67%	67%	72%	60%	53%	
National Girls	80%	77%	71%	77%	63%	
National Boys	70%	68%	72%	63%	55%	

% achieving the higher standard: Gender	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Girls	12%	4%	8%	12%	4%	26
Hunslet Carr Boys	10%	7%	13%	7%	0%	31
Leeds Girls	31%	29%	20%	16%	9%	
Leeds Boys	21%	24%	25%	10%	6%	
National Girls	33%	32%	20%	16%	9%	
National Boys	23%	25%	25%	10%	6%	

There were only minor differences in attainment between the boys and girls in the Writing teacher assessments, but in the tested subjects there was more variation. Only half of the girls achieved the expected standard in Maths, while in Reading and GPS only about half of the boys achieved the expected standards.

Average Scaled Scores: FSM	Reading	GPS	Maths
Hunslet Carr FSM	98	99	100
Hunslet Carr Non-FSM	102	101	101
Leeds FSM	101	101	100
Leeds Non-FSM	106	106	105
National FSM	102	102	100
National Non-FSM	106	106	105

⁵ Data source for all pupil group figures is Perspective Lite, July 2022. Note: if pupil characteristic data is missing for some pupils, the sum of pupil groups may not match the total number of pupils in the cohort.

% achieving the expected standard: FSM	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM	44%	52%	40%	52%	36%	25
Hunslet Carr Non-FSM	66%	56%	69%	72%	56%	32
Leeds FSM	58%	55%	52%	48%	37%	
Leeds Non-FSM	78%	78%	79%	73%	65%	
National FSM	61%	57%	55%	54%	41%	
National Non-FSM	79%	78%	77%	75%	65%	

% achieving the higher standard: FSM	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM	12%	4%	8%	8%	4%	25
Hunslet Carr Non-FSM	9%	6%	13%	9%	0%	32
Leeds FSM	14%	14%	9%	5%	2%	
Leeds Non-FSM	32%	32%	28%	16%	10%	
National FSM	17%	16%	11%	6%	3%	
National Non-FSM	32%	32%	26%	15%	9%	

25 children were eligible for FSM (making up 44% of the cohort). Their attainment of the expected standards was particularly low in Reading and Maths, but was closer to matching the equivalent national figures in GPS and Writing. It is also worth noting that because this group makes up such a large proportion of the cohort, they have had a big impact on the overall 'school-level' figures. However, this doesn't mean that all FSM children had low attainment: the only child to achieve the higher standards in all subjects was FSM eligible.

Average Scaled Scores: FSM6	Reading	GPS	Maths
Hunslet Carr FSM6	99	100	100
Hunslet Carr Other	103	101	102
Leeds FSM6	101	101	100
Leeds Other	106	106	105
National FSM6	102	102	101
National Other	106	106	105

% achieving the expected standard: FSM6	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM6	49%	52%	42%	58%	36%	33
Hunslet Carr Other	67%	58%	75%	71%	63%	24
Leeds FSM6	60%	56%	54%	50%	39%	
Leeds Other	79%	78%	80%	74%	66%	
National FSM6	63%	59%	57%	56%	43%	
National Other	79%	78%	78%	75%	65%	

% achieving the higher standard: FSM6	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM6	9%	6%	9%	12%	3%	33
Hunslet Carr Not FSM6	13%	4%	13%	4%	0%	24
Leeds FSM6	15%	14%	10%	5%	2%	
Leeds Not FSM6	32%	33%	29%	17%	10%	
National FSM6	17%	17%	12%	6%	3%	
National Not FSM6	32%	33%	27%	15%	9%	

Note: KS2 figures for 'Disadvantaged' pupils are still unavailable in Perspective Lite, but FSM6 figures are available and will only differ from Disadvantaged if this cohort has any 'Looked After' children.

The FSM6 group had an additional 8 pupils in it, meaning it made up 58% of the cohort. The percentages achieving the expected standards for this larger group remain similar to those of the FSM group, providing further evidence that children from low income families are more likely to have poorer outcomes. Only just over a third of the FSM6 children achieved the combined RWM EXP+ standard, compared to almost two thirds of the children who have never been in receipt of FSM.

Average Scaled Scores: SEN	Reading	GPS	Maths
Hunslet Carr SEN	93	93	96
Hunslet Carr Non-SEN	103	103	102
Leeds SEN	98	98	98
Leeds Non-SEN	106	106	105
National SEN	98	98	97
National Non-SEN	106	107	105

% achieving the expected standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr SEN	14%	14%	21%	14%	14%	14
Hunslet Carr Non-SEN	70%	67%	67%	79%	58%	43
Leeds SEN	39%	33%	37%	25%	19%	
Leeds Non-SEN	81%	80%	79%	76%	66%	
National SEN	37%	31%	34%	26%	18%	
National Non-SEN	84%	83%	81%	80%	69%	

% achieving the higher standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr SEN	0%	0%	7%	0%	0%	14
Hunslet Carr Non-SEN	14%	7%	12%	12%	2%	43
Leeds SEN	8%	8%	7%	3%	2%	
Leeds Non-SEN	31%	31%	26%	15%	9%	
National SEN	8%	7%	6%	2%	1%	
National Non-SEN	33%	34%	27%	15%	9%	

A quarter of this year group were identified as having SEN, and as a group their attainment was very low, even compared to other SEN children nationally; only 2 (14%) achieved the expected standards in Reading, GPS & Writing. It is clear

that the low attainment of this group of children has had a big impact on the overall results for the cohort, and also that it has had disproportionate impact on some other groups: 12 of the 14 SEN children were FSM6, and if we look at the attainment of just the non-SEN children who were FSM6/Other we see that in Reading, Writing & GPS the percentages achieving the expected standards are very similar (Maths is the only subject in which the attainment of the non-SEN & FSM6 group is noticeably lower than that of the non-SEN & Not FSM6 Group). This illustrates the complications in unpicking and isolating the impact of specific pupil characteristics on attainment.

Average Scaled Scores: EAL	Reading	GPS	Maths
Hunslet Carr Non-EAL	100	100	101
Hunslet Carr EAL	103	101	101
Leeds Non- EAL	105	105	104
Leeds EAL	103	104	103
National Non-EAL	105	105	104
National EAL	105	106	105

% achieving the expected standard: EAL	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Non-EAL	54%	54%	54%	63%	46%	46
Hunslet Carr EAL	64%	55%	64%	64%	55%	11
Leeds Non- EAL	75%	73%	73%	69%	59%	
Leeds EAL	65%	68%	67%	59%	50%	
National Non-EAL	75%	72%	71%	70%	58%	
National EAL	73%	76%	75%	70%	60%	

% achieving the higher standard: EAL	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Non-EAL	9%	4%	11%	9%	2%	46
Hunslet Carr EAL	18%	9%	9%	9%	0%	11
Leeds Non- EAL	29%	27%	23%	14%	8%	
Leeds EAL	20%	28%	20%	10%	6%	
National Non-EAL	28%	27%	21%	13%	7%	
National EAL	27%	36%	28%	13%	8%	

Nationally, there are only minor differences between the percentages of children achieving the expected standards, depending on whether or not their first language is English. However, in this cohort the differences are more marked in Reading and Maths. Children with EAL used to be seen as being more vulnerable to low outcomes, but this no longer seems to be the case.

Average Scaled Scores: BME	Reading	GPS	Maths
Hunslet Carr BME	102	100	101
Hunslet Carr White British	100	100	100
Leeds BME	105	105	104
Leeds White British	104	105	104
National BME	105	107	105
National White British	105	104	103

% achieving the expected standard: BME	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr BME	59%	65%	65%	59%	53%	17
Hunslet Carr White British	53%	53%	55%	63%	45%	40
Leeds BME	69%	70%	69%	63%	54%	
Leeds White British	75%	72%	73%	69%	59%	
National BME	75%	76%	75%	71%	61%	
National White British	75%	71%	70%	69%	58%	

% achieving the higher standard: BME	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr BME	12%	6%	12%	6%	0%	17
Hunslet Carr White British	10%	5%	10%	10%	3%	40
Leeds BME	24%	29%	22%	12%	7%	
Leeds White British	29%	26%	23%	14%	8%	
National BME	29%	36%	27%	14%	9%	
National White British	27%	24%	20%	12%	7%	

The BME group includes all 11 of the EAL children, plus another 6 children from BME backgrounds who had English as their first language. The data for this larger group provides an even more obvious picture of differential attainment with BME children outperforming their White British classmates in all of the tested subjects. It was only in Writing where larger proportions of the White British children were assessed as achieving the expected standard and greater depth.

As mentioned in the introduction to this report, national data for 2022 indicates that Disadvantaged White British children have been particularly impacted by the pandemic and are now one of the lowest attaining groups. The pupil group data for Hunslet Carr indicates that this is also the case at KS2 (if not for KS1, see previous section).

7. KS1-2 Progress

The need to exercise caution in interpreting this year's *attainment* figures has already been discussed, but the *progress* figures need to be treated with even more caution. 2022 is the first year in which official KS2 progress figures have been calculated using baseline KS1 data that has not been derived from the old NC 'levels' which were in place prior to 2016. This change should have happened in 2020 when the first cohort to be assessed 'without levels' at KS1 reached the end of KS2; but of course, the pandemic meant that there were no official assessments in either 2020 or 2021. The importance of this change is that the previous progress methodology used sub-levels and their associated point scores to calculate a fine-graded baseline upon which to judge KS2 attainment, and therefore the 2022 progress methodology used by the DfE has had to be adapted.

Hunslet Carr Primary School	Reading 2018	Reading 2019	Reading 2022	Writing 2018	Writing 2019	Writing 2022	Maths 2018	Maths 2019	Maths 2022
Progress Score	-3.1	-4.1	-2.8	-3.1	-2.4	-0.4	-1.5	-5.0	-1.6
Lower Confidence Interval	-4.9	-5.7	-4.5	-4.8	-4.0	-2.1	-3.1	-6.5	-3.2
Upper Confidence Interval	-1.3	-2.4	-1.1	-1.4	-1.0	+1.2	+0.1	-3.6	-0.04
Description	Below Average	Below Average	Below Average	Below Average	Below Average	Average	Average	Below Average	Below Average

Data Source: DfE Performance Tables and Perspective Lite March 2023

The progress scores for 2022 are much higher in all subjects than they were in 2019, and progress in Writing is in line with 'average' for the first time since 2016. However, progress in Reading and Maths would still be described as 'below average'.

In Reading, the overall progress score is -2.8 and the upper confidence interval is -1.1. This means that in order for progress score to be within the 'average' range of scores, each child would have had to improve their scaled score by 1.1pts. Another way of looking at this is to focus on the 5 children in this cohort who generated individual progress scores of -10 or lower in Reading: between them they have lowered the overall progress score by 1.2pts; in effect, the outcomes of these 5 children have caused the overall progress score to be described as 'below average'.

In Maths, the overall progress score is much closer to being described as 'average' (the upper confidence interval is only 0.04pts below zero). It would have only needed 3 children to score 1 additional scaled score point in Maths to bring the progress score into the 'average' range of scores.

Summary

- These figures provide a picture of consistent achievement at Hunslet Carr; at most key stages attainment in 2022 is similar to prior to the pandemic or has improved.
- At the foundation stage, the proportion of children achieving a Good Level of Development has only fallen by a few percentage points compared to 2019, and by a much smaller margin than seen nationally. The GLD figure remains below national but the average total point score almost matches the national figure and attainment in most of the individual areas of learning is similar to achieved nationally. Pupils eligible for FSM have achieved better results than the equivalent national group, and the main reason for the overall cohort GLD figure being below 'average' is the relatively large proportion of children with SEN.
- Far from following the national pattern of a decline in standards in the Phonics Screening Check in 2022, the proportion of the Y1 cohort who were working at the expected standard by the summer term has risen sharply this year, and is above national. Again, the FSM-eligible pupils have achieved well, out-performing non-FSM children nationally.
- At KS1, the proportions of children achieving the expected standards have fallen, but remain above national in all subjects. However, the greater depth figures have seen bigger decreases, especially in Reading, and all remain below national. Boys' attainment appears to have suffered most in Writing, while very few girls achieved greater depth in Maths this year. Once again, the FSM-eligible pupils in this cohort have achieved very well, and it is also evident that most of the high-attaining children in this cohort are of BME heritages.
- At KS2, attainment of the expected standards in Reading, Writing and Maths has improved compared to 2019, especially in Maths (in which attainment in 2019 was particularly low). This is in contrast to the national picture, where KS2 attainment has fallen in most subjects. GPS is the only subject which shows clearer signs of the impact of the pandemic, with the percentages at both the expected and higher standards considerably lower this year. However, raw attainment in all subjects at KS2 remains below national and the progress scores for this cohort are also officially 'below average' in Reading and Maths. In Reading, the overall progress score has been considerably impacted by the low individual progress scores of a handful of children, while in Maths it would have only taken a few children to score 1 or 2 more marks in order to change the overall progress judgement to 'average'.
- In contrast to KS1, there is evidence that the outcomes of the 'poor White British' children in the KS2 cohort are particularly low. However, it is difficult to isolate the multiple factors of Disadvantage, ethnicity and special educational needs, as well as to be confident in attributing 'cause' and 'effect'.