

**Headteacher: Mrs C Mills**

12<sup>th</sup> July 2022

Dear Parents,

I am very pleased to be able to publish our confirmed SATS results and school's attainment outcomes for 2022.

Primary school tests and assessments have returned this year for the first time since 2019 following the pandemic without any adaptations. The Government have advised that the standards in the tests have remained the same so they can understand the extent of any impact on pupils compared with the situation before the pandemic.

The usual primary school performance measures have been produced for us at school level and also shared with Local Authors and Ofsted. However, schools' results for 2021/22 will not be published in performance tables.

### **Key-stage 2 SATS**

These tables show the percentage of Year 6 children at Chancellor Park Primary School achieving an expected outcome in reading and maths from their SATS tests, and their teacher assessment outcomes in writing.

Pupils are now assessed at whether they have met the 'expected outcome' in Spelling, Punctuation and Grammar (SPAG), Reading, Writing and Maths. Pupils can also be identified as working at 'Greater Depth' when they are working at a greater depth within the expected standard.

*Year 6 Cohort Contextual data:*

58 pupils in cohort

1 child dis-applied for both English (inc SPAG) and Maths

7 pupils on the SEN\* register (SEN\* – Pupils with either an EHCP / One Plan)

These % include **all** children in the cohort

| Subject                      | School's 2022 Result     |          | National 2022 Interim Results |
|------------------------------|--------------------------|----------|-------------------------------|
|                              | Reading (Test)           | Expected | 81%                           |
| Greater Depth                |                          | 38%      | Not available yet             |
| Writing (Teacher Assessment) | Expected                 | 72%      | 69% (down from 78% in 2019)   |
|                              | Working at greater depth | 12%      | Not available yet             |

**Tel: 01245 465250**

**e-mail: [admin@chancellorpark.essex.sch.uk](mailto:admin@chancellorpark.essex.sch.uk)**

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|  |                                 |     |                             |
|--|---------------------------------|-----|-----------------------------|
| <b>Grammar, Punctuation and Spelling</b> | <b>Expected</b>                 | 83% | 72% (down from 78% in 2019) |
|  | <b>Working at greater depth</b> | 45% | <i>Not available yet</i>    |
| <b>Maths (Test)</b>                      | <b>Expected</b>                 | 84% | 71% (down from 79% in 2019) |
|  | <b>Working at greater depth</b> | 41% | <i>Not available yet</i>    |
| <b>Combined</b>                          | <b>Expected</b>                 | 66% | 59% (down from 65% in 2019) |

### Key-stage 2 Results Summary

I am really pleased with these results and incredibly proud of how well they have all done, particularly given the disruption to education over the last 2 years. There have been some amazing individual achievements, with several children obtaining full marks on some papers or standardised scores of 120!

The Combined score at the bottom of the table reflects the % of children who met the expected standard in all 3 subjects; Reading, Writing and Maths.

This year we were moderated by the local authority for our writing teacher assessments to quality assure our judgements. The moderation process involves an external moderator selecting 3 random children from each Year 6 set, looking through their evidence against the Year 6 writing assessment criteria, and then confirming whether they agree with the outcomes that our year 6 teachers here have awarded the children. This is always a very useful exercise and good professional development for staff to participate in, and the moderator was extremely complimentary of the year 6 staff and agreed with all of the judgements made.

### **KS1 Teacher Assessment Summary**

30 pupils in cohort

4 pupils on the SEN\* register (SEN\* – Pupils with either an EHCP / One Plan)

|                    | <b>Chancellor Park Teacher Assessments 2022</b> | <b>Chancellor Park Teacher Assessments 2022</b> | <b><u>National 2022 Interim Results</u></b> |
|--------------------|---|---|---|
|                    | <b>Expected</b>                                 | <b>Greater Depth</b>                            | <i>Not available yet</i>                    |
| <b>Reading</b>     | 87%   | 30%   | <i>Not available yet</i>                    |
| <b>Writing</b>     | 70%   | 17%   | <i>Not available yet</i>                    |
| <b>Mathematics</b> | 73%   | 33%   | <i>Not available yet</i>                    |
| <b>Science</b>     | 87%   | -   | <i>Not available yet</i>                    |

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As per the year 6 SATS outcome, key-stage 1 assessments reflect the % of pupils that have met the 'expected outcome' in Reading, Writing and Maths. In key-stage 1, pupils who are also working at 'Greater Depth' within the expected levels are also identified.

In key-stage 1 pupils sit SATS tests. These results are then used in conjunction with the children's performance observed throughout the year to support their teacher come to their overall outcome.

Again, as you can see, the results here are very promising and reflect how hard this year's cohort and staff have all worked to 'catch up' and plug some of those gaps from the last couple of years.

### Phonic Testing

During Year 1 there is a statutory requirement for all pupils to participate in a phonics test. The children who do not meet the expected standard at this point are given additional phonic support during the course of Year 2 and are then re-tested mid-June.

This year 80% of our pupils in Year 1 met the expected standard.

83% of our current Year 2 children passed their test at the end of Year 1 last year, and therefore 17% re-took their test this year following some further phonic intervention during the course of the year. 93% of this cohort have now met the expected standard.

Phonics form a significant, and very important element of children's English development. Once again, there has been a significant focus, and many interventions put into place this year and last, to accelerate progress in this area so we are very pleased with these results and the progress they have made. 30% of our year one children achieved full marks!

### Early Years Outcomes

30 pupils in cohort

3 pupils on the SEN\* register (SEN\* – Pupils with either an EHCP / One Plan / IPRA funding)

|                                  | <b>Chancellor Park 2022</b> | <b>National 2022</b>                |
|----------------------------------|-----------------------------|-------------------------------------|
| <b>% children Reaching GLD**</b> | 77%                         | Not available yet<br>(2019 was 72%) |

\*\* (Good Level of Development – means pupils who met the expected outcome across all areas of the F/Stage)

|                                     | <b>2022 % of pupils working at 'Expected' Level or above</b> | <b>National 2022</b> |
|-------------------------------------|--|----------------------|
| <b>Communication &amp; language</b> | 80%  | Not available yet    |
| <b>Literacy</b>                     | 80%  | Not available yet    |
| <b>Maths</b>                        | 87%  | Not available yet    |

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|  |     |                   |
|--|-----|-------------------|
| <b>Personal, Social and Emotional Development (PSED)</b> | 87% | Not available yet |
|--|-----|-------------------|

These are a very successful set of Foundation Stage outcomes with many children having demonstrated excellent progress from their starting points.

It must be noted that year on year, each cohort's on entry attainment varies and therefore priority will be placed upon accelerating the children to achieve either expected or exceeding levels as appropriate. We have been very mindful that many of the year R children have had significantly disruptive pre-school experiences and so therefore the focus has not only been on supporting academic progress, but also significant support with their social and emotional development too.

This year the Government introduced a new statutory Reception Baseline Assessment (RBA) for Class R children. This is an assessment, which is taken by all children at the start of the year, is a short activity based assessment measuring the children's early English, Maths and Communication skills. The purpose of the assessment will be to use this in conjunction with their assessments they take in year 6 in the future to draw conclusions about a child's progress.

We already carry out our own internal baselines which cover more holistic areas of children's development and have therefore combined the knowledge gleaned from these tasks to inform our planning and the children's learning over the course of the year.

### **Multiplication Screening**

This year the Government introduced a multiplication test for Year 4 children. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

There was no expected standard for this test, however, we can report that the children did extremely well. The score was out of 25, and our class average was 23.3/25 with 43% of children achieving the full marks!

### **Summary**

As a staff we are continually monitoring and tracking pupil's attainment and progress and adapting planning and interventions accordingly. The quality of teaching and learning in the school is continually reviewed by the senior managers in our school to look for further ways we can support our individual pupils to achieve their potential.

In school, over the last year there have been significant numbers of interventions happening in all classes making use of Government Catch-up Funding and School-Led Funding. Every cohort of pupils is different, and we continue to work on getting the best possible outcomes.

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**Chancellor Park Primary School  
Brook End Road South  
Chelmsford  
Essex  
CM2 6PT**

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I would like to take this opportunity to congratulate all of the children throughout the school for all they have achieved this year with the support and hard work and commitment of their class teachers and support staff. Equally, I would like to thank you as parents for engaging so well with the remote learning we provided, particularly during the lockdown periods, in order to minimise the impact on their progress.

On behalf of myself, staff and Governors I wish them all well as they move into their next year groups and schools and tackle their new challenges and opportunities that lie ahead.

If anyone has any questions about any of the results published, please do not hesitate to contact me.

Yours sincerely,

Mrs C Mills  
Headteacher

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