



**Head Teacher:** Ms Elizabeth Blake B.Ed (Hons) NPQH  
**Deputy Head:** Mrs Rae Cairns B.Ed (Hons)

2 February 2018

Dear Parents / Carers,

I am writing in response to some parents’ concerns regarding Bickley’s performance in the data league tables.

There has always been much controversy surrounding the publication of league tables. It is important to remember that this data reflects the results of one year group who may or may not be representative of the school, who took tests on one day last May. They are then compared with all the other Year 6 cohorts in other schools who also took the tests on the same day.

The following data summary – which has been on the school website since September – summarises last year’s Yr 6 and Yr 2 data, as well as the results of the national Year 1 phonics test:

**Data Summary 2017**

**KS2** (Last year’s figures in brackets)

	<b>Percentage reaching the expected standard</b>				
	<b>Reading, writing and maths combined</b>	<b>Reading</b>	<b>Grammar, Punctuation and Spelling (GPS)</b>	<b>Maths</b>	<b>Writing (Teacher Assessment)</b>
<b>School</b>	70 (72)	90 (82)	93 (77)	87 (82)	77 (87)
<b>National</b>	61	71	77	75	76
<b>LA</b>	75	83	84	85	84

	<b>Percentage reaching a higher standard</b>				
	<b>Reading, writing and maths combined</b>	<b>Reading</b>	<b>Grammar, Punctuation and Spelling (GPS)</b>	<b>Maths</b>	<b>Writing (Teacher Assessment)</b>
<b>School</b>	5 (12)	36 (24)	34 (32)	28 (27)	8 (17)
<b>National</b>	9	25	31	23	18
<b>LA</b>	15	37	41	35	23



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<b>Reading Progress Score</b>	2.3			Expected progress is 0. Scores over 0 indicate better than expected progress.
<b>Writing Progress Score</b>	-2.3			
<b>Maths Progress Score</b>	0.8	Nat	LA	
<b>Average Scaled Score Reading</b>	107	104	107	100 is the score needed to meet the expected standard. Scores over 100 indicate higher than average attainment.
<b>Average Scaled Score GPS</b>	108	108	106	
<b>Average Scaled Score Maths</b>	105	104	107	

**KS1** (Last year's figures in brackets)

	Percentage reaching expected standard				Percentage reaching Greater Depth		
	Reading, writing and maths combined	Reading	Writing	Maths	Reading	Writing	Maths
<b>School</b>	80%	90 (77)	86 (78)	85 (73)	29 (33)	14 (28)	22 (27)
<b>National</b>		76	68	75	25	16	21
<b>LA</b>	69%	80	74	79	31	21	26

**Year 1 Phonics**

<b>Year 1 Phonics Test</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>National 2017</b>	<b>LA 2017</b>
	78%	53%	82%	87%	81%	88%

As you can see, there are lots of things to celebrate:

- The percentage of pupils who reached the expected end of year standard at KS2 (Yr 6) and KS1 (Yr 2) was higher than the previous year in reading, GPS (grammar, punctuation and spelling) and maths and higher at KS1 in writing.
- The percentage of Yr 2 and Yr 6 pupils reaching the expected end of year standard was above the national average in all areas – significantly so in most cases. This was also above the Bromley average in all areas except writing at KS2.
- The percentage of pupils who reached the expected standard in reading, writing and maths combined was well above the LA average at KS1 and well above the national average at KS2.



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“Live to Learn: Learn to Live”

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- KS2 pupils made better than expected progress in reading and maths.
- The percentage of pupils who passed the Yr 1 phonics test was above the national average.

At KS2, the writing outcomes dropped from the previous year, which pulled down the reading, writing and maths combined figure. This was mainly due to overly harsh teacher assessment (writing is the only area that isn't tested) and we have addressed that issue by doing lots of moderation of writing across the school. Improvement in writing is also a big focus of our school development plan.

Our main area for improvement is to increase the percentage of pupils who are working at a higher standard / greater depth. I meet every term with every teacher to discuss the attainment and progress of every pupil in reading, writing and maths. If a pupil has not made sufficient progress during the term, they are identified and additional support is put in place for them. This includes the most able pupils. We have also changed the structure of our literacy and maths lessons to include more separate teaching for different ability groups, and have looked carefully at the deployment of additional adults.

I would like to emphasise that Bickley is a fantastic school, full of happy children, as confirmed by the recent pupil and parent questionnaires. We believe very much in a broad and balanced curriculum that ensures sufficient time and value is placed on the foundation subjects, such as P.E. and music. Some schools narrow down the curriculum in order to focus heavily on reading, writing and maths, and practise endlessly for SATs tests – especially in Year 6. We do not believe that this contributes positively to children's mental health and well-being, so we continue to spend the recommended time on the wider curriculum. However, when I came to Bickley a year ago, I came with the firm intention of raising standards and I am still clear and focused on that aim, although I do not want to diminish the wonderful opportunities that children have here.

I am very grateful for the support I have received from many parents since I started at Bickley. It is a wonderful school and I will continue to do all that I can to work closely with parents, staff and governors to drive up standards whilst also ensuring that children are safe, happy and confident.

Yours sincerely

E. Blake