

CALDER HOUSE SCHOOL

Thickwood Lane, Colerne, Near Chippenham, Wiltshire, SN14 8BN

We are enormously proud of our results and the progress that pupils achieve during their time at Calder House.

We always publish the data of every child who leaves us over the course of each academic year. This data records progress in terms of academic achievement. The figures for the children who left Calder House over the course of the year 2020-21 show that the “average” child spent 8 terms with us – in other words just over two years and two terms. During this time, their Reading Comprehension scores increased by an average of more than 50 months – in other words almost four years. It is also worth remembering that some pupils had stopped making any measurable academic progress before joining Calder House. Overall, of our 25 leavers, 16 left Calder House with a Reading Comprehension Age above their chronological age – and 13 had reached the ceiling beyond which further progress cannot be measured.

What this data does not record is the equally important progress pupils make towards becoming confident, independent learners. To view this, we invite you to visit our school.

Over the course of the year to July 2021, pupils leaving Calder House joined the following schools: All Hallows; Stonar; Rendcomb; St Laurence; Ralph Allen; Monkton; Hardenhuish; Westonbirt; Appleford and Frewen. We have not included the details of which school individual children joined in our results table (below) in order to protect pupils’ anonymity. Overall, twenty-five pupils left Calder House – eighteen returned to mainstream education while seven went on to specialist schools.

Code	start date	age on entry (y/m)	terms at CHS	Single Word Reading on entry (red = Schonell / black = WRAT5)	Single Word Reading on exit	Spelling on entry (red = Schonell / black = WRAT5)	Spelling on exit	NARA Passage Reading Accuracy on entry	NARA Passage Reading Accuracy on exit	Progress - Reading Accuracy	NARA Passage Reading Comprehension on entry	NARA Passage Reading Comprehension on exit	Progress - Reading Comprehension	Maths (MaLT) on entry	Maths (MaLT) on exit	SATS results
MZ	9/19	10y 2m	6	8y 4m	117/87th	7y 11m	76/5th	6y 11m	10y 8m	45m in 22m	8y 8m	12y 10m+	50m+ in 22m	10y (101/52nd)	13 [^] (111/77th)	All SATS exams in 2021 were cancelled due to CV19
NA	9/18	8y 0m	9	7y 4m	115/84th	7y 1m	113/81st	5y 8m	12y 7m	83m in 34m	6y 4m	11y 4m	60m in 34m	6y 7m (89/24th)	9y 7m (87/20th)	
NB	4/20	11y 0m	4	8y 23rd	110/75th	7y 3rd	79/8th	7y 6m	12y 10m+	64m+ in 15m	9y 5m	12y 10m+	41m+ in 15m	11y 5m (106/66th)	12 y 6m (103/58th)	
NC	9/19	10y 0m	6	8y 4m	123/94th	7y 10m	92/30th	6y 6m	11y 10m	64m in 22m	7y 11m	12y 10m+	59m+ in 22m	11y 7m (119/90th)	13 [^] (120/91st)	



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ND	9/17	8y 0m	12	6y 8m	120/91st	6y 7m	78/7th	5y 5m	12y 10m+	89m+ in 46m	5y 1m	12y 10m+	93m+ in 46m	6y 5m (88/22nd)	13y^ (117/87th)
NE	9/17	7y 9m	12	6y 11m	96/39th	6y 1m	86/18th	5y 6m	12y 4m	82m in 46m	5y 10m	12y 10m+	84m+ in 46m	7y (92/30th)	10y 6m (94/34th)
NF	9/17	7y 6m	12	6y 4m	96/39th	6y 11m	89/23rd	5y 5m	9y 7m	50m in 46m	5y 3m	10y 4m	61m in 46m	6y 7m (82/12th)	10y 2m (87/20th)
NJ	9/18	8y 7m	9	7y 5m	99/47th	6y 8m	79/8th	6y 1m	10y 11m	58m in 34m	6y 9m	12y 10m+	73m+ in 34m	7y (87/20th)	11y 11m^ (115/84th)
NK	9/18	9y 1m	8	8y 1m	11y 6m	7y 1m	9y	6y 11m	12y 2m	63m in 31m	7y 8m	12y 1m	53m in 31m	6y 9m (83/13th)	10y 6m (93/32nd)
NL	9/19	10y 10m	6	10y 4m	117/87th	9y 1m	92/30th	9y 11m	12y 10m+	35m+ in 22m	9y 8m	12y 10m+	38m+ in 22m	9y 4m (89/24th)	10y 11m (89/24th)
NM	1/19	10y 0m	8	7y 4m	69/2nd	6y 8m	74/4th	5y 10m	7y 3m	17m in 30m	6y 6m	7y 7m	13m in 30m	7y 8m (78/4th)	10y 6m (86/18th)
NN	9/18	9y 6m	9	7y 5m	92/30th	7y 2m	83/13th	5y 4m	10y 2m	58m in 34m	5y 6m	12y 1m	79m in 34m	6y 7m (70/2nd)	9y 11m (83/13th)
NO	9/18	9y 5m	9	7y 1m	77/6th	6y 11m	76/5th	5y	7y 4m	28m in 34m	5y 1m	8y 8m	43m in 34m	7y 11m (86/18th)	12y 2m (99/48th)
NP	9/18	9y 2m	9	7y 5m	88/21st	8y 1m	81/10th	6y 9m	9y 9m	36m in 34m	6y 6m	9y 10m	40m in 34m	7y 8m (86/18th)	10y 2m (86/18th)
NQ	9/18	9y 3m	9	7y 2m	88/21st	7y 1m	83/13th	6y 0m	8y 6m	30m in 34m	5y 10m	10y 4m	54m in 34m	9y 6m (106/66th)	13^ (111/77th)
NR	9/17	7y 0m	12	6y 4m	99/47th	6y 4m	93/32nd	Below 5y	11y 4m	76m+ in 46m	Below 5y 1m	11y 1m	72m+ in 46m	5y 9m (87/20th)	9y 4m (84/14th)
NS	9/17	7y 4m	12	7y 7m	103/58th	6y 8m	105/63rd	6y 4m	10y 7m	51m in 46m	6y 6m	12y 1m	67m in 46m	6y 9m (96/40th)	11y 11m^ (113/80th)
NT	9/18	7y 1m	8	6y 11m	8y 1m	6y 7m	9y 2m	5y 1m	7y 5m	28m in 31m	5y 1m	8y 1m	36m in 31m	6y (85/16th)	9y 10m (104/60th)
NU	9/20	10y 11m	3	100/50th	99/47th	89/23rd	97/42nd	10y 7m	12y 10m+	27m+ in 10m	11y 11m	12y 10m+	11m+ in 10m	10y 3m (99/48th)	12y 4m (105/63rd)
NV	9/19	9y 3m	6	9y 6m	112/79th	8y 1m	105/63rd	7y 11m	12y 7m	56m in 22m	8y 11m	12y 10m+	47m+ in 22m	9y 11m (121/92nd)	11y 11m^ (120/91st)
NW	9/19	9y 3m	6	10y 4m	144/99.8th	9y 2m	123/94th	10y 8m	12y 10m+	26m+ in 22m	12y 10m+	12y 10m+	n/a	9y 5m (104/60th)	11y 11m^ (121/92nd)
NX	9/18	10y 1m	9	7y 2m	117/87th	7y 2m	101/53rd	6y 3m	12y 10m+	79m in 34m	6y 1m	10y 7m	54m in 34m	6y 7m (70/1st)	10y 4m (85/16th)
NY	9/19	10y 10m	6	8y 1m	83/13th	7y 5m	77/6th	7y 6m	9y 11m	29m in 22m	6y 4m	11y 1m	57m in 22m	9y 4m (89/24th)	Below 9y 7m (79/8th)
NZ	9/19	10y 7m	6	12y 3m	145/99.9th	11y 4m	113/81st	12y 5m	12y 10m++	5m++ in 22m	9y 11m	12y 10m+	35m+ in 22m	10y (95/37th)	13^ (118/89th)
OA	9/20	10y 1m	3	101/53rd	129/97th	79/8th	93/32nd	10y 1m	12y 10m+	33m+ in 10m	11y 4m	12y 10m+	18m+ in 10m	10y 2m (102/55th)	11y 11m^ (112/78th)



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Notes:

- The (+) symbol indicates that the child has achieved a reading age beyond that which can be measured by the assessment – i.e. an “adult” reading age. In the Schonell assessment this indicates a reading age of more than 12 years and 6 months; in the Neale assessment this indicates a reading age of more than 13 years.
- The (++) symbol indicates that the child made no errors in the assessment – achieving a perfect score.
- The (^) symbol indicated that the child has achieved a maths age beyond that which can be measured by the assessment paper for his/her age-range.
- The spelling and single word reading skills of many of this year’s leavers were assessed when they joined Calder House using the Schonell assessment. This produces results (show in **red** above) which are expressed as a reading age/spelling age in years and months. During the time these children were at Calder House we stopped using Schonell and switched to the more up-to-date and widely used WRAT5 assessment. This produces results (shown in **black** above) which are expressed as a standardised score and a percentile ranking. As a result, a direct comparison between the entry and exit data to establish a precise figure for progress made is not possible – as it is with the Neale assessment of Reading Accuracy and Reading Comprehension and MaLT assessment of Mathematical ability.
- Standardised Scores and Percentile Rankings are shown in brackets – for example (100/50th) indicates a child has achieved a Standardised Score of 100 and is at the 50th centile. A Standardised Score indicates how a child is performing relative to other children of the same age. Standardised Scores of 85 to 115 are generally considered to be within the “average” range. A Percentile Ranking indicates the percentage of children of the same age who will achieve a score at the same level or below that achieved by the child who took the test – so a centile ranking of 10 indicates that 10 children out of 100 will be working at or below the level of the child who took the test and 90 children will be working at a higher level. Centiles rankings between 18 and 82 are generally considered to be within the “average” range.



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