

End of Key Stage 2 – Lower Wortley Primary School

End of Key Stage 2 - Reading

(equivalent national figures in brackets)

	2019				2018				2017			
	Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard	
All	45	82% (73%)	11% (27%)		42	83% (75%)	31% (28%)		40	65% (72%)	18% (25%)	
Girls	19	95% (70%)	11% (32%)		18	89% (79%)	33% (32%)		21	81% (75%)	29% (28%)	
Boys	26	73% (69%)	12% (22%)		24	79% (72%)	29% (24%)		19	47% (68%)	5% (21%)	
Disadvantaged	13	62% (62%)	0% (17%)		8	75% (64%)	25% (18%)		10	60% (60%)	0% (14%)	
'Other'	32	91% (78%)	16% (31%)		34	85% (80%)	32% (33%)		30	67% (77%)	23% (29%)	
SEN	5	80% (36%)	0% (8%)		5	40% (38%)	0% (8%)		~	~ (33%)	~ (7%)	

~ If group size is smaller than 5, data is suppressed

End of Key Stage 2 - Writing

(equivalent national figures in brackets)

	2019				2018				2017			
	Pupils	Expected Standard+	Greater Depth		Pupils	Expected Standard+	Greater Depth		Pupils	Expected Standard+	Greater Depth	
All	45	84% (78%)	13% (20%)		42	81% (78%)	19% (20%)		40	78% (76%)	18% (18%)	
Girls	19	95% (85%)	11% (25%)		18	89% (85%)	11% (25%)		21	86% (83%)	29% (23%)	
Boys	26	77% (73%)	15% (15%)		24	75% (72%)	25% (15%)		19	68% (70%)	5% (13%)	
Disadvantaged	13	62% (68%)	0% (11%)		8	75% (67%)	38% (12%)		10	70% (66%)	0% (10%)	
'Other'	32	94% (83%)	19% (24%)		34	82% (83%)	15% (24%)		30	80% (81%)	23% (21%)	
SEN	5	40% (34%)	0% (3%)		5	0% (33%)	0% (3%)		~	~ (30%)	~ (2%)	

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End of Key Stage 2 – Lower Wortley Primary School

End of Key Stage 2 - Maths

(equivalent national figures in brackets)

	2019				2018				2017			
	Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard	
All	45	89% (79%)	13% (27%)		42	83% (76%)	26% (24%)		40	83% (75%)	15% (23%)	
Girls	19	100% (79%)	11% (24%)		18	89% (76%)	17% (22%)		21	90% (75%)	14% (21%)	
Boys	26	81% (78%)	15% (29%)		24	79% (75%)	33% (26%)		19	74% (75%)	16% (24%)	
Disadvantaged	13	77% (67%)	8% (16%)		8	63% (64%)	25% (14%)		10	80% (63%)	0% (13%)	
'Other'	32	94% (83%)	16% (31%)		34	88% (81%)	27% (28%)		30	83% (80%)	20% (27%)	
SEN	5	60% (40%)	0% (7%)		5	20% (37%)	0% (5%)		~	~ (36%)	~ (5%)	

~ If group size is smaller than 5, data is suppressed

End of Key Stage 2 - EGPS

(equivalent national figures in brackets)

	2019				2018				2017			
	Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard	
All	45	91% (78%)	33% (36%)		42	83% (75%)	50% (34%)		40	83% (77%)	25% (31%)	
Girls	19	100% (83%)	37% (41%)		18	89% (82%)	61% (39%)		21	86% (81%)	29% (35%)	
Boys	26	85% (74%)	31% (31%)		24	79% (73%)	42% (30%)		19	79% (73%)	21% (27%)	
Disadvantaged	13	85% (67%)	15% (24%)		8	88% (67%)	63% (24%)		10	70% (66%)	10% (21%)	
'Other'	32	94% (83%)	41% (41%)		34	82% (82%)	47% (39%)		30	87% (82%)	30% (35%)	
SEN	5	60% (36%)	0% (8%)		5	0% (35%)	0% (7%)		~	~ (34%)	~ (6%)	

~ If group size is smaller than 5, data is suppressed

End of Key Stage 2 – Lower Wortley Primary School

End of Key Stage 2 - RWM Combined

(equivalent national figures in brackets)

	2019				2018				2017			
	Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard		Pupils	Expected Standard+	Higher Standard	
All	45	73% (65%)	2% (11%)		42	76% (64%)	10% (10%)		40	63% (61%)	5% (9%)	
Girls	19	90% (70%)	0% (13%)		18	89% (68%)	6% (12%)		21	81% (65%)	5% (10%)	
Boys	26	62% (60%)	4% (9%)		24	67% (61%)	13% (8%)		19	42% (57%)	5% (7%)	
Disadvantaged	13	39% (51%)	0% (5%)		8	63% (51%)	0% (4%)		10	50% (47%)	0% (4%)	
'Other'	32	88% (71%)	3% (13%)		34	79% (70%)	12% (12%)		30	67% (67%)	7% (11%)	
SEN	5	40% (22%)	0% (1%)		5	0% (21%)	0% (1%)		~	~ (18%)	~ (1%)	

~ If group size is smaller than 5, data is suppressed

End of Key Stage 2 – Progress

(national progress = 0.0) **Red** = significantly below average **Green** – significantly above average

	2019				2018				2017			
	Pupils	Reading	Writing	Maths	Pupils	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
All	45	+1.4	+1.1	+0.7	42	1.4	0.0	-0.4	39	-1.2	0.7	1.0
Girls	19	-1.1	-0.7	-1.2	18	1.6	0.2	-1.4	21	1.1	2.7	1.6
Boys	26	+3.2	+2.4	+2.2	24	1.2	-0.2	0.4	18	-3.9	-1.5	0.4
Disadvantaged	13	+0.7	-0.8	+0.5	8	0.1	0.8	0.5	10	-1.4	0.5	2.6
Other	32	+1.7	+1.8	+0.8	34	1.7	-0.2	-0.6	29	-1.1	0.8	0.5
SEN	5	+9.2	+2.2	+7.4	5	4.2	0.2	-3.0	~	~	~	~

~ If group size is smaller than 5, data is suppressed

End of Key Stage 2 – Lower Wortley Primary School

End of Key Stage 2 – Average Scaled Scores

(equivalent national figures in brackets)

	2019							2018							2017						
	Pupils	Reading		Maths		GPS		Pupils	Reading		Maths		GPS		Pupils	Reading		Maths		GPS	
All	45	105	(104)	105	(105)	107	(106)	42	107	(105)	105	(104)	109	(106)	40	102	(104)	105	(104)	105	(106)
Girls	19	105	(106)	105	(105)	109	(107)	18	107	(106)	105	(104)	109	(107)	21	105	(105)	105	(104)	107	(107)
Boys	26	105	(103)	104	(105)	105	(105)	24	106	(104)	106	(105)	108	(105)	19	100	(103)	104	(104)	105	(105)
Dis	13	102	(102)	103	(103)	104	(104)	8	106	(103)	105	(102)	108	(104)	10	100	(102)	104	(102)	103	(104)
Other	32	106	(106)	106	(106)	108	(107)	34	107	(106)	106	(105)	109	(107)	30	103	(105)	105	(105)	106	(106)
SEN	5	106	(97)	103	(98)	97	(98)	5	98	(98)	98	(98)	93	(98)	~	~	(97)	~	(97)	~	(98)

Evaluation	<ul style="list-style-type: none"> • Attainment of the expected standard in Reading and Writing is similar to last year, and Maths is higher; all are above national. However, the numbers of children achieving the higher standards are smaller than last year and are below national. • The pass-rate in GPS is very high and the proportion of children achieving the higher standard in this subject is in line with national performance. • Despite the fact that fewer children achieved the higher standards in this cohort, their progress scores are better than last year's in Writing and Maths (and the same as last year in Reading) and all are above the national average, even though the differences are not statistically significant. • Although the attainment of the boys is relatively low, their progress scores are significantly above average. All 5 of the SEN children were boys, these children generally made excellent progress from very low starting points. • The Disadvantaged group's attainment of the expected standard was similar to that of the equivalent national group in Reading and Writing, and was relatively high in Maths and EGPS; their progress figures are all broadly 'average'.
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> • Strategies to track children's progress throughout Key Stage have changed slightly but remain robust and intend to ensure no children slip behind throughout KS2. • The number of children reaching the expected level in each subject has been a strength recently and intervention procedures, small-group teaching and targeted support will continue, with priority given to disadvantaged children. • Children with the ability to reach the higher standard will be targeted throughout KS2 and particularly in Year 5/6 through high-level intervention groups. This is in line with strategies used in previous years as we believe the dip has been caused by a cohort who had a much lower starting point which is supported by progress data.