

Key stage 2 2016 outcomes

Cohort entered KS2 broadly in line for reading and writing but behind for maths, based on their attainment at KS1.

There are two pupils included in the Key Stage 2 2016 outcomes who are not accessing mainstream provision at secondary but have gone on to special schools – they were working below the level of the tests but must be included in school's overall percentages.

Just under a half of this cohort are 'disadvantaged' and just under a third have Special Educational Needs; with half of the disadvantaged group also having Special Educational Needs. Of the 12 pupils identified as disadvantaged only 4 have no other contextual factor that may impact on outcomes.

Since KS1, three high attaining girls have left and a disadvantaged boy with special educational needs and a middle attaining girl joined.

A New Primary Curriculum was introduced in 2014. The aim of this curriculum is to raise standards. It is a more challenging curriculum. The 2016 cohort were the first to be tested on this new curriculum, having completed some of Key Stage 2 under the old curriculum and some under the new. Pupils were deemed to have met the 'expected standard' if they attained a scaled score of 100; and to have evidenced attainment at 'greater depth' if they attained a scaled score of 110

School's results

	Average scaled score			Expected Standard			Greater depth standard		
	School	Wakefield	National	School	Wakefield	National	School	Wakefield	National
Reading	100.5	101.4	102.6	45%	60%	66%	3%	15%	19%
Writing	n/a	n/a	n/a	69%	73%	74%	0%	14%	15%
Maths	98.5	102.4	103.0	41%	67%	70%	3%	14%	17%
GPS	101.7	103.0	104.0	59%	68%	72%	3%	19%	22%
Combined				28%	50%	53%	0%	4%	5%

Some of the children attained expected standard in maths but not in reading and vice versa, which affected the combined result.

Progress measure floor standards: better than -5 in maths and reading and -7 in writing.

School's progress measures:

reading -1.4 (-3.7 to 0.9) low average but broadly in line;

writing -1.1 (-3.4 to 1.2) low average but broadly in line;

maths -3.6 (-5.5. to -1.7) significantly below average.

Our pupils had worked with great determination and diligence.

The results do not capture the whole story.

Several pupils missed the threshold of 'meeting the expected standard' or not, by the narrowest of margins.

Writing

Middle attaining pupils and a good proportion of the lower attaining pupils met the expected standard. However, none of the prior high attaining pupils evidenced sufficiently a range of writing that could be deemed working at a 'greater depth' standard.

And in Grammar Punctuation and Spelling we had four pupils on the threshold for expected standard. If these four pupils had secured 8 more marks, then school's outcome would have been 72%.

Reading

Unexpectedly, there were five pupils who attained just below the threshold of 'expected standard' on the test. These pupils had all performed within the expected standard on tests in school and during lessons. Had these pupils achieved just 7 more marks between them then the reading outcome would have been 62% - much closer to National average. And if the five pupils just below the threshold for greater depth standard had attained one more mark each then school's outcomes for greater depth would have been well above the average for Wakefield.

Maths

Whilst 21 pupils attained sufficient marks on the arithmetic paper to place them in a good position to secure at least the expected standard on the tests only 8 were able to show, on the day of the tests, competence when reasoning and applying to secure a mark sufficient to meet the required standard. This was not comparable with the level of performance in class prior to the tests. Had the pupils showed equal prowess, on the day of the tests, in arithmetic and in reasoning & applying then school's outcome would have been 72% meeting the expected standard.

As a school, we have made it a priority to develop the children's abilities to reason, apply and problem solve; and to pitch work so that it challenges all abilities, so that more pupils can secure outcomes that evidence 'greater depth'. We are working with the children to ensure that performance on 'the test day' matches their performance in class. So that pupils leave English Martyrs with test results that match their routine performance in class