

Key stage 2 2017 outcomes

Cohort entered KS2 well above National average for reading, writing and maths, based on their attainment at KS1.

There is one pupil included in the Key Stage 2 2017 outcomes who was not able to access the tests, but must be included in school's overall percentages. There is one pupil, who was New to Country in September 2016, who has been included in the data for reading and writing as well as maths.

Half of this cohort are 'disadvantaged' and a third have Special Educational Needs; with a third of the disadvantaged group also having Special Educational Needs. Of the 14 pupils identified as disadvantaged only three have no other contextual factor that may impact on outcomes.

A New Primary Curriculum was introduced in 2014. The aim of this curriculum is to raise standards. It is a more challenging curriculum. 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	School 2016	National	School	School 2016	National	School	School 2016	National
Reading	100	100	104	54%	45%	71%	0%	3%	24%
Writing	n/a	n/a	n/a	77%	69%	76%	15%	0%	18%
Maths	103	98.5	104	69%	41%	75%	27%	3%	23%
GPS	105	102	106	81%	59%	77%	15%	3%	31%
Combined				50%	28%	61%	0%	0%	9%

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

Whilst we have seen good improvement in attainment, some of our pupils did not make sufficient progress from their KS1 starting points.

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

School's progress measures: reading -6.4, writing -2.3 and maths -3.4

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 – there were six prior middle attaining pupils who did not attain the expected standard; five of these pupils were identified as having additional special educational needs; and the other pupil was persistently absent in Y6.

There were two pupils who did not reach the expected standard in reading (scale score of 99) but who did so in maths and writing.

There was a pupil who did not reach the expected standard in maths but did so in reading and writing; and one who narrowly missed maths and reading but achieved writing.

Had these four pupils not narrowly missed, then the combined score would have been 65% - above the National

Furthermore, had the four pupils who narrowly missed maths (scale score of 99) attained then maths would have been 85% for the expected standard – above the National.

And if the four pupils who narrowly missed reading by the same margin had achieved then reading would have been 69% - in line with National outcomes.

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' and make sufficient progress from their starting points.