

Progress and Attainment KS2 All Children 2017

		2014		2015		2016		2017		
		School	National	School	National	School Test	TA	National	School	National
Reading	Level 4+	99%	89%	93%	89%					
	Good L4+	94%	78%	89%	80%					
	Level 5+	65%	50%	50%	49%					
	% Expected Std +					66%	83%	66%	93%	71%
	% Greater Depth					11%	13%	19%	37%	25%
	Ave Scaled Score					101		103	109	104
Writing	Level 4+	90%	85%	89%	87%					
	Level 5+	58%	33%	47%	36%					
	Level 6	12%	2%	11%	2%					
	% Expected Std +					79%	79%	74%	86%	76%
	% Greater Depth					28%	28%	15%	29%	18%
Maths	Level 4+	94%	86%	96%	87%					
	Good L4+	87%	76%	81%	77%					
	Level 5+	64%	42%	46%	42%					
	Level 6	25%	9%	11%	9%					
	% Expected Std +					74%	80%	70%	87%	75%
	% Greater Depth					11%	13%	17%	36%	23%
Ave Scaled Score					102		103	107	104	
RWM	Level 4+	89%	79%	88%	80%					
	Good L4+	81%	67%	73%	69%					
	Level 5+	45%	24%	35%	24%					
	% Expected Std +					59%		53%	79%	61%
% Greater Depth					6%		5%	14%	9%	
Science	Level 4+	90%	88%	93%	89%					
	Good L4+	81%	67%	73%	69%					
	Level 5+	63%	39%	53%	40%					
	Level 6	0%	0%	0%	0%					
	% Expected Std +					82%		81%	89%	82%
GPS	Level 4+	94%	76%	91%	80%					
	Level 5+	81%	52%	68%	56%					
	Level 6	12%	4%	4%	4%					
	% Expected Std +					72%		72%	93%	77%
	% Greater Depth					23%		23%	51%	31%
Ave Scaled Score					104		104	110	106	
2 levels progress	Reading	100%	91%	98%	91%					
	Writing	100%	93%	98%	94%					
	Maths	97%	89%	100%	90%					
3 levels progress	Reading	71%	34%	31%	33%					
	Writing	71%	33%	65%	36%					
	Maths	75%	35%	55%	34%					
Ave Progress	Reading					-1.6	0.0	2.1	0.0	
Ave Progress	Writing					2.2	0.0	-0.4	0.0	
Ave Progress	Maths					-1.1	0.0	0.1	0.0	

The percentage of children achieving the expected level in all subjects individually and all subjects combined has been higher than, or in line with national for the past four years.

The percentage of children achieving level 5 in 2014 and 2015 in all subjects individually and all subjects combined is higher than national

The percentage of children achieving greater depth in 2016 was higher than national in writing, grammar and all subjects combined.

The percentage of children achieving greater depth in 2017 was higher than national in all subjects and all subjects combined.

The percentage of children making expected progress in all subjects was higher than national from the period 2013-2015

The percentage of children making expected progress in reading and maths was higher than national in 2017

Disadvantaged - 39 children

- The % of Disadvantaged children achieving expected in Yr6 is in line with or higher than similar children nationally across all

subjects

- 44% of Disadvantaged children achieved expected in all subjects combined compared to 39% of similar children nationally
- The % of Disadvantaged children achieving expected in GPS is similar to national and the % of children achieving greater depth is in line with national
- In reading the progress of Disadvantaged children with Low Prior Attainment was higher than Other children nationally
- In Writing the progress of Disadvantaged children from all starting points was higher than Other children nationally
- (2012-2015) Overall Progress Measures from KS1 to KS2 of Disadvantaged children have remained significantly higher than national for the group
- In 2015 for those pupils with prior KS1 attainment, 100% of Disadvantaged children made expected progress across all subjects

SEND 9 children

Contextual Information SEND

9 children are recorded as having SEND. 6 of these children are also Disadvantaged. 5 of the 9 children were late arrivals in KS2. Of the four 'All Through' children, 1 has an EHCP and two have EAL

- The % of children with SEND achieving Expected is in line with that of similar children in reading and writing
- In 2016 children with SEND made slightly lower than national progress Overall in writing, but significantly lower in Maths and Reading.

In 2015 Progress Measures from KS1 to KS2 of SEND children remained significantly higher than national for the group and other children nationally. Their progress was in line with the rest of the school cohort