



Key Stage 2 Results – Summer Term 2015

Year 6 – cohort size 19 pupils, with all pupils sitting all tests – each child represents approximately 5.2%

Year 6 - End of Key Stage 2 Test Data

	Reading	Maths
Level 3	5.2%	0%
Level 4+	94.8% (57.8% actually Level 4)	100% (47.3% actually level 4)
Level 5	36.8%	42%
Level 6	0%	10.5%

Free School meals

2 pupils	Reading	Maths
Level 3	0%	0%
Level 4	100%	100%
Level 5	0%	0%
Level 6	0%	0%

Pupils in receipt of pupil premium

3 pupils	Reading	Maths
Level 3	0%	0%
Level 4	66.6%	66.6%
Level 5	33.3%	0%
Level 6	0%	33.3%

Boys and girls

<u>19 pupils</u>	Reading		Writing (teacher assessed)		Maths	
	Boys	Girls	Boys	Girls	Boys	Girls
Level 3	0%	5.2%	0%	0%	0%	0%
Level 4	60%	55.5%	50%	88.8%	30%	66.6%
Level 5	40%	33.3%	50%	11.2%	50%	33.3%
Level 6	0%	0%	0%	0%	20%	0%

Year 6 Grammar, Punctuation and Spelling Scores

Overall achievement headline:	79% of pupils achieved Level 4 +	26% of pupils achieved level 5
(21% of pupils achieved level 3 – all these pupils have significant SEN relating to spelling e.g. identified dyslexia or dyslexic tendencies. These have been targeted and supported throughout the Key Stage)		
19 children in cohort	Boys (10 pupils)	Girls (9 pupils)
Achieving Level 3	20%	22%

Achieving Level 4 +	80%	78%
Achieving Level 5	30%	22%

	Free School Meals (2 pupils)	Boys FSM	Girls FSM
Achieving Level 3	100%	50%	50%
Achieving Level 4+	0%	0%	0%
Achieving Level 5	0%	0%	0%

	Children receiving pupil premium (3 pupils)	Boys receiving Pupil Premium	Girls receiving Pupil Premium
Achieving Level 3	66.6%	50%	100%
Achieving Level 4+	0%	0%	0%
Achieving Level 5	33.3%	50%	0%

Year 6 - End of Key Stage 2 Teacher Assessment Data

The school reports teacher assessments for Speaking and Listening, Reading and Writing (which combine to give an overall English level), Maths and Science.

	English	Maths	Science
Level 3	0%	0%	0%
Level 4+	100%	100%	100%
Level 5	47%	89.5%	68%
Level 6	0%	10.5%	0%

Achieving expected progress from Key Stage 1 to Key Stage 2:

Combined reading, writing and maths:

- 90% of pupils achieved expected progress in reading, writing and maths combined.
- 100% of boys have made at least expected progress from Year 2 to Year 6, with % making more than expected progress.
- 77.8% of girls have made at least expected progress from Year 2 to Year 6, with % making more than expected progress.
- 100% of children receiving FSM have made at least expected progress.
- 100% of children receiving pupil premium have made at least expected progress.

Reading progress:

- 90% of pupils achieved at least expected progress in reading.
- 26.3% of pupils made more than expected progress in reading.
- 10% of pupils did not achieved expected progress as they did not achieve a reading score that indicates appropriate progression from Year 2 to Year 6. However, both pupils have SEN that have been supported both internally and through outside agencies.

- 100% of boys have made at least expected progress from Year 2 to Year 6, with 30% making more than expected progress.
- 77.8% of girls have made at least expected progress from Year 2 to Year 6, with 22.2% making more than expected progress.
- 100% of children receiving FSM have made at least expected progress.
- 100% of children receiving pupil premium have made at least expected progress.

Maths progress:

- 90% of pupils achieved at least expected progress in maths.
- 15.7% of pupils achieved more than expected progress in maths.
- 10% of pupils did not achieved expected progress as they did not achieve a reading score that indicates appropriate progression from Year 2 to Year 6. However, both pupils have SEN that have been supported both internally and through outside agencies.
- 100% of boys have made at least expected progress from Year 2 to Year 6, with 10% making more than expected progress.
- 77.8% of girls have made at least expected progress from Year 2 to Year 6, with 22.2% making more than expected progress.
- 100% of children receiving FSM have made at least expected progress.
- 100% of children receiving pupil premium have made at least expected progress.