



### End of Key Stage 2 - Reading

(national figures in brackets)

		2016		2017		2018	
		Expected Standard+	Higher Standard	Expected Standard+	Higher Standard	Expected Standard+	Greater Depth
All	51	61% (66%)	12% (19%)	53% (72%)	14% (25%)	71% (75%)	33% (28%)
Girls	22	64% (70%)	18% (22%)	52% (75%)	17% (28%)	82% (79%)	41% (32%)
Boys	29	58% (62%)	8% (16%)	55% (68%)	10% (21%)	62% (72%)	28% (24%)
Disadvantaged	26	42% (53%)	4% (10%)	49% (60%)	8% (14%)	62% (64%)	27% (18%)
'Other'	25	76% (72%)	18% (23%)	62% (77%)	24% (29%)	80% (80%)	40% (33%)
SEN	19	22% (29%)	6% (5%)	18% (33%)	0% (7%)	37% (38%)	21% (8%)

\* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

### End of Key Stage 2 - Writing

(national figures in brackets)

		2016		2017		2018	
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth
All	51	58% (74%)	8% (15%)	60% (76%)	14% (18%)	75% (78%)	24% (20%)
Girls	22	55% (81%)	14% (19%)	62% (83%)	17% (23%)	86% (85%)	36% (25%)
Boys	29	58% (68%)	5% (11%)	59% (70%)	10% (13%)	66% (72%)	14% (15%)
Disadvantaged	26	55% (64%)	14% (8%)	51% (66%)	11% (10%)	39% (67%)	27% (12%)
'Other'	25	59% (79%)	5% (18%)	76% (81%)	19% (21%)	80% (83%)	40% (24%)
SEN	19	22% (28%)	0% (2%)	27% (30%)	0% (2%)	37% (33%)	5% (3%)

\* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

### End of Key Stage 2 - Maths

(national figures in brackets)

		2016		2017		2018	
		Expected Standard+	Higher Standard	Expected Standard+	Higher Standard	Expected Standard+	Greater Depth
All	51	59% (70%)	14% (17%)	67% (75%)	16% (23%)	73% (76%)	18% (24%)
Girls	22	50% (70%)	18% (15%)	69% (75%)	10% (21%)	68% (76%)	18% (22%)
Boys	29	61% (70%)	11% (18%)	66% (75%)	21% (24%)	76% (75%)	17% (26%)
Disadvantaged	26	31% (57%)	4% (9%)	65% (63%)	8% (13%)	58% (64%)	15% (14%)
'Other'	25	82% (75%)	21% (20%)	71% (80%)	29% (27%)	88% (81%)	20% (28%)
SEN	19	28% (32%)	0% (3%)	45% (36%)	5% (5%)	42% (37%)	11% (5%)

\* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

### End of Key Stage 2 - EGPS

(national figures in brackets)

		2016		2017		2018	
		Expected Standard+	Higher Standard	Expected Standard+	Higher Standard	Expected Standard+	Greater Depth
All	51	63% (72%)	19% (23%)	64% (77%)	28% (31%)	78% (75%)	37% (34%)
Girls	22	64% (72%)	36% (27%)	69% (81%)	31% (35%)	86% (82%)	50% (39%)
Boys	29	61% (67%)	5% (18%)	59% (73%)	24% (27%)	72% (73%)	28% (30%)
Disadvantaged	26	50% (61%)	8% (13%)	57% (66%)	22% (21%)	69% (67%)	27% (24%)



'Other'	25	73% (78%)	27% (27%)	76% (82%)	38% (35%)	88% (82%)	48% (39%)
SEN	19	28% (28%)	0% (4%)	36% (34%)	5% (6%)	47% (35%)	0% (7%)

\* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

End of Key Stage 2 - RWM Combined							
(national figures in brackets)							
		2016		2017		2018	
		Expected Standard+	Higher Standard	Expected Standard+	Higher Standard	Expected Standard+	Greater Depth
All	51	44% (53%)	5% (5%)	45% (61%)	7% (9%)	61% (64%)	4% (10%)
Girls	22	46% (57%)	5% (6%)	41% (65%)	7% (10%)	64% (68%)	9% (12%)
Boys	29	40% (50%)	5% (5%)	48% (57%)	7% (7%)	59% (61%)	0% (8%)
Disadvantaged	26	15% (39%)	0% (4%)	38% (47%)	3% (4%)	42% (51%)	4% (4%)
'Other'	25	67% (60%)	9% (7%)	57% (67%)	14% (11%)	80% (70%)	4% (12%)
SEN	19	11% (14%)	0% (1%)	9% (18%)	0% (1%)	47% (21%)	0% (1%)

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End of Key Stage 2 - Progress										
(national progress = 0.0) Red = significantly below average Green – Significantly above average										
		2016			2017			2018		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All	49	-1.0	-2.4	-0.9	0.2	1.3	1.8	1.0	1.0	0.8
Girls	22	-0.9	-3.1	-2.8	-0.5	0.49	-0.11	2.4	3.7	0.4
Boys	27	-1.0	-2.0	0.0	1.0	2.23	3.7	-0.1	-1.2	1.1
Disadvantaged	25	-1.4	-3.8	-2.2	-1.46	-0.1	0.9	-0.3	-0.6	-0.9
Other	24	-0.6	-1.2	0.1	3.15	3.75	3.1	2.4	2.7	2.5
SEN	17	-3.0	-5.6	-2.1	-3.2	0.2	2.3	-0.5	-2.5	-1.6

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<b>Evaluation</b>	<ul style="list-style-type: none"> <li>There has been a considerable (17%pt) increase in the headline combined RWM attainment measure this year, and it is only a few percentage points away from matching national performance. The KS2 progress measures have improved since 2016 and have all been above average in each of the last two years (progress in Maths in 2017 was significantly above average).</li> <li>The biggest improvements this year have been achieved in the Reading test. Attainment in the EGPS test is above national, at both the expected and higher standards.</li> <li>Girls' attainment and progress is particularly good this year, especially in the Reading and EGPS tests. Boys' attainment and progress is lower in these subjects, but their attainment in Maths is in line with national and their progress score is above average. Last year, their progress in Maths was significantly above average.</li> <li>About half of the year group qualified as 'Disadvantaged' this year. The attainment of this group has improved considerably: in 2016 only 15% achieved RWM, but in 2018 this has increased to 42%. Although their attainment is still relatively low, their progress figures are now all broadly average. The attainment of the 'Other' children is above national, and their progress measures are all significantly above average.</li> <li>Over a third of the year group had SEN. Although they achieved results which were</li> </ul>
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	<p>much better than those achieved by children nationally with SEN, their relatively low attainment compared to the non-SEN children has had a considerable impact on overall results.</p>
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the main contributory factors to the improvement in attainment and progress over the last couple of years?</li> <li>• What can be done to improve the attainment and progress of boys and Disadvantaged children, so that it is closer to that of the Other children?</li> <li>• What strategies are in place to further improve the outcomes of the large numbers of children with SEND?</li> </ul>
<p><b>What we are doing</b></p>	<ul style="list-style-type: none"> <li>• We are providing high quality teaching and learning. Clear systems and processes are being used with high and consistent expectations of behaviour and learning behaviour.</li> <li>• We are researching strategies to improve the attainment and progress of boys across all subjects.</li> <li>• We are using a new system for assessing and planning for the learning of children with SEND. This is accurate and very useful due to the small steps of learning that it identifies for reading, writing and mathematics.</li> </ul>