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	71	**69% (66%)**	**24% (19%)**	**73% (72%)**	**34% (25%)**	**63% (75%)**	**21% (28%)**
Girls	34	72% (70%)	21% (22%)	77% (75%)	35% (28%)	62% (79%)	32% (32%)
Boys	37	65% (62%)	26% (16%)	68% (68%)	32% (21%)	65% (72%)	11% (24%)
Disadvantaged	46	57% (53%)	11% (10%)	64% (60%)	22% (14%)	56% (64%)	11% (18%)
'Other'	25	82% (72%)	39% (23%)	85% (77%)	50% (29%)	76% (80%)	40% (33%)
SEN	12	21% (29%)	7% (5%)	29% (33%)	6% (7%)	17% (38%)	0% (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+	Higher Standard	Expected Standard+	Higher Standard	Expected Standard+	Greater Depth
All	71	**82% (74%)**	**19% (15%)**	**74% (76%)**	**15% (18%)**	**82% (78%)**	**9% (20%)**
Girls	34	83% (81%)	21% (19%)	77% (83%)	26% (23%)	82% (85%)	15% (25%)
Boys	37	79% (68%)	18% (11%)	71% (70%)	3% (13%)	81% (72%)	3% (15%)
Disadvantaged	46	71% (64%)	9% (8%)	64% (66%)	11% (10%)	76% (67%)	2% (12%)
'Other'	25	93% (79%)	32% (18%)	88% (81%)	19% (21%)	92% (83%)	20% (24%)
SEN	12	29% (28%)	0% (2%)	22% (30%)	6% (2%)	42% (33%)	0% (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	71	**82% (70%)**	**19% (17%)**	**79% (75%)**	**32% (23%)**	**66% (76%)**	**18% (24%)**
Girls	34	83% (70%)	17% (15%)	81% (75%)	35% (21%)	65% (76%)	29% (22%)
Boys	37	79% (70%)	21% (18%)	77% (75%)	29% (24%)	68% (75%)	9% (26%)
Disadvantaged	46	69% (57%)	9% (9%)	72% (63%)	19% (13%)	56% (64%)	9% (14%)
'Other'	25	96% (75%)	32% (20%)	88% (80%)	50% (27%)	84% (81%)	36% (28%)
SEN	12	29% (32%)	0% (3%)	33% (36%)	6% (5%)	17% (37%)	0% (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	71	**68% (72%)**	**26% (23%)**	**77% (77%)**	**45% (31%)**	**79% (75%)**	**34% (34%)**
Girls	34	69% (72%)	28% (27%)	81% (81%)	39% (35%)	79% (82%)	47% (39%)
Boys	37	65% (67%)	24% (18%)	74% (73%)	52% (27%)	78% (73%)	22% (30%)
Disadvantaged	46	54% (61%)	11% (13%)	64% (66%)	33% (21%)	76% (67%)	22% (24%)
'Other'	25	82% (78%)	43% (27%)	96% (82%)	62% (35%)	84% (82%)	56% (39%)
SEN	12	7% (28%)	0% (4%)	39% (34%)	6% (6%)	42% (35%)	8% (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	71	**65%** (53%)	**13%** (5%)	**69%** (61%)	**10%** (9%)	**56%** (64%)	**7%** (10%)
Girls	34	66% (57%)	14% (6%)	74% (65%)	16% (10%)	59% (68%)	15% (12%)
Boys	37	62% (50%)	12% (5%)	65% (57%)	3% (7%)	54% (61%)	0% (8%)
Disadvantaged	46	51% (39%)	6% (4%)	58% (47%)	8% (4%)	46% (51%)	2% (4%)
'Other'	25	79% (60%)	21% (7%)	85% (67%)	12% (11%)	76% (70%)	16% (12%)
SEN	12	14% (14%)	0% (1%)	17% (18%)	6% (1%)	8% (21%)	0% (1%)

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

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	71	**6.0**	**6.2**	**5.1**	**8.6**	**5.9**	**7.4**	**3.1**	**4.0**	**2.8**
Girls	34	5.3	6.2	4.6	9.1	8.2	7.7	3.5	3.8	2.0
Boys	37	6.6	6.2	5.6	8.2	3.9	7.1	2.7	4.2	3.5
Disadvantaged	46	4.7	5.5	3.7	7.6	5.6	7.0	2.1	4.1	2.2
Other	25	7.5	7.1	7.0	10.1	6.4	8.0	5.1	3.9	3.9
SEN	12	5.6	5.0	2.5	6.0	4.4	5.1	0.2	2.5	0.9

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

Evaluation

- In every year over the last decade up to 2017, the headline attainment measure at KS2 has been above national, however this year, attainment has fallen and is below national for the first time.
- Despite the lower attainment of this cohort, progress measures remain significantly above average in all subjects. The progress figures demonstrate that the school has an exceptionally strong track record in ensuring that children achieved excellent outcomes compared to children nationally with similar prior attainment. The school-level progress measures are frequently amongst the best in the country, and are consistently significantly above average for all pupil groups.
- This year's fall in the headline attainment measure has been caused by lower in Maths (and, to a lesser extent, in Reading). Attainment in EGPS remained in line with national performance, and the proportion of children achieving the expected standard in Writing actually rose (although the numbers of children achieving Greater depth are a lot lower than last year).
- The attainment of all pupil groups is lower this year, and although the progress scores of nearly all groups are significantly above average, they are noticeably lower than the exceptionally high progress measures achieved in previous years. Children with SEN are the only group shown above whose progress is not significantly above average; they did make progress that was better than average, but for such a small group, progress scores have to be very high in order for them to be statistically significant.

Key Questions	• What are the principles and strategies which drive the school's long track-record of excellent outcomes at KS2? • What were the main factors in the lower attainment of the 2018 cohort? • This year, there is a considerable difference between the results achieved in the tests, compared to the teacher assessments. Is this an indication that some children did not perform as well in the tests as they were expected to? What could be the reasons for this?
What we are doing	• Additional staff to support the work in identified areas in English and Maths. • Close tracking of children and introducing tests throughout the year to overcome the underperformance in SATs tests. • Two of the school's main priorities are the progress of SEND pupils and disadvantaged pupils. • The school has developed strong teams to support the work with these groups and are also being supported by an outside consultant.