

Key Stage 2 – Summer Term 2015

Year 6 – cohort size 10 pupils, with all pupils sitting all tests – each child represents 10%

Year 6 Grammar, Punctuation and Spelling Scores

Overall achievement headline:	80% of pupils achieved Level 4 +	70% of pupils achieved level 5
(20% of pupils achieved level 3)		
10 children in cohort	Boys (4)	Girls (6)
Achieving Level 3	25%	18%
Achieving Level 4 +	75%	83%
Achieving Level 5	75%	67%

	Free School Meals (1 pupil)	Boys FSM	Girls FSM
Achieving Level 3+	0%	NA	0%
Achieving Level 4+	100%	NA	0%
Achieving Level 5	100%	NA	100%

	Children receiving pupil premium (1 pupil)	Boys receiving Pupil Premium	Girls receiving Pupil Premium
Achieving Level 3	0%	NA	0%
Achieving Level 4+	0%	NA	0%
Achieving Level 5	100%	NA	100%

Action points for School Key Stage 2:

- Structured Phonics/spelling plan for Upper Key Stage 2
- Continuing support for pupils with Specific learning difficulties

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	50%	30%	50%
Level 6	0%	0%	0%

Year 6 - End of Key Stage 2 Test Data

	Reading	Maths
Level 3	10% (1)	0%
Level 4+	90% (40% actually Level 4)	100% (60% actually level 4)
Level 5	50%	40%
Level 6	0%	0%

Free School meals

1 pupil	Reading	Maths
Level 3	0%	0%
Level 4	0%	0%
Level 5	100%	100%
Level 6	0%	0%

Pupils in receipt of pupil premium

1 pupil	Reading	Maths
Level 3	0%	0%
Level 4	0%	0%
Level 5	100%	100%
Level 6	0%	0%

Boys and girls

<u>10 pupils</u>	Reading		Writing (teacher assessed)		Maths	
	Boys (4)	Girls (6)	Boys (4)	Girls (6)	Boys (4)	Girls (6)
Level 3	0%	18%	0%	0%	0%	0%
Level 4	50%	33%	50%	100%	100%	100%
Level 5	50%	50%	50%	50%	75%	18%
Level 6	0%	0%	0%	0%	0%	0%

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

Combined reading, writing and maths:

- 70% of pupils achieved expected progress in reading, writing and maths combined – mobility factors notable in achievement (progress) scores – mobility being children who have moved to school in Years 5 and 6
- 75% of boys have made at least expected progress from Year 2 to Year 6, with 75% making more than expected progress.
- 67% of girls have made at least expected progress from Year 2 to Year 6.
- 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:

- 80% of pupils achieved at least expected progress in reading.
- 40% of pupils made more than expected progress in reading.
- 20% of pupils did not make expected progress as they did not achieve a reading score that indicates appropriate progression from Year 2 to Year 6.
- 75% of boys have made at least expected progress from Year 2 to Year 6, with 30% making more than expected progress.
- 86% of girls have made at least expected progress from Year 2 to Year 6, with 20% 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:

- 80% of pupils achieved at least expected progress in maths.
- 40% of pupils achieved more than expected progress in maths – of which 75% of these are boys
- 20% of pupils did not achieved expected progress as they did not achieve a score that indicates appropriate progression from Year 2 to Year 6. However, one pupils has SEN that have been supported both internally and through outside agencies -
- 75% (3/4) of boys have made at least expected progress from Year 2 to Year 6, with 75% making more than expected progress.
- 86% of girls have made at least expected progress from Year 2 to Year 6, with 0% 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.

What we will be doing to support pupils in Key Stage 2 2015-16 onwards

Reading Development Areas:

- Support for higher attaining pupils – continue to ensure curriculum offers appropriate challenge higher expectations for Expected level + (mastery) pupils
- Ensure pupils moving to school within Years 5 and 6 have a series of assessments undertaken quickly to assess cognitive ability – to identify whether transition information from previous schools is accurate; teacher assessments of new pupils work is clear and accurate – use of tracker to identify quickly next steps – intervention programmes in place for basic gap deficits.
- Opportunities to reinforce “written responses” to assess comprehension built in throughout year;
- Oral responses to texts regularly assessed.
- Ensure confidence with girls’ responses to texts – note gap between boys/girls reading
- Effective reading interventions in place for pupils requiring support – daily reading recovery

Maths Development Areas:

- As reading re higher attaining pupils
- Small cohort – mobility will be a significant factor
- Ensuring sufficient challenge for pupils – applying learning without limits approaches in maths
- Development of confidence with calculations – change in papers for end of KS2 and emphasis across whole KS – whilst maintaining mental maths skills/processing inline with new national curriculum.
- Targeted maths scheme has supported improvements in attainment at end of KS2 – it is noticeable that Level 4 is more secure across cohort (although girls are lower than boys in test) – challenge in scheme has allowed pupils to secure in Level 4 and beyond.