

Achievement Key Stage 2 2013 14

2013/14 Yr 6 cohort:

There were 16 pupils in the cohort with 15 having matched KS1 results. 18.8% were eligible for FSM and 50% had Special Educational Needs. 12.5% had EAL; 18.8% were of Non White British background. These are higher percentages of all vulnerable groups than in 2013.

KS1 results for this cohort indicate that the APS in all subjects was lower than Kent and the NA. There has been 12.5% mobility

% in brackets is NA where available

Number of pupils in cohort	16	1 pupil =	6.25%
No. of girls	7	No. of boys	9

2014 results for Reading, Writing, Maths at Level 4+, 5 and 6

% Reading Level 4+	100 (89)	% Writing Level 4+	93.8 (85)	% Maths Level 4+	81.3 (86)
% Reading Level 5+	56.3 (50)	% Writing Level 5	37.5 (33)	% Maths Level 5	37.5 (42)
% Reading L6	N/a	% Writing L6	n/a	% Maths L6	n/a

Combined Reading, Writing, Maths and progress

% Reading, Writing, Maths combined at Level 4+ NB: Floor standards 60%	81.3 (79)	% Reading, Writing, Maths combined at Level 5+	31.3 (24)
% expected 2 levels progress in Reading	100 (88 2013)	% more than expected progress in Reading	46.7 (30 2013)
% expected 2 levels progress in Writing	100 (92 2013)	% more than expected progress in Writing	53.3 (29 2013)

% expected 2 levels progress in Maths	93.3 (88 2013)	% more than expected progress in maths	40 (31 2013)
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% Spelling, Punctuation and Grammar Level 4+	87.5 (76)	%Spelling, Punctuation and Grammar Level 5+	37.5 (52)
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2014 KS2 results:

- For all key indicators of performance at KS2 standards were higher than the NA except in Maths L4+ and L5+ and SPAG L5+
- Given the high levels of vulnerable groups this is very good/outstanding achievement
- APS analysis indicates Reading and Writing standards are above the LA but in Maths is below. Comparing this data with the NA for 2013 it is likely standards will be above the NA in RD and WR and overall but not in MA
- Progress from KS1 to KS2 for the pupils for whom there is KS1 data is good in Reading (14.4 APS progress), very good in writing, (15.1 APS); and good in Maths (14.4 APS). 12 APS progress is the expected level of progress.
- Compared with schools with similar levels of FSM standards in all key performance indicators are higher

Trend information:

- APS analysis indicates that overall standards are the highest for 4 years and there is an improving trend in all subjects although there was a dip in Maths this year.
- At the combined L4+ and L5+ indicators standards are the second highest after 2013 for 4 years, and above the NA.
- 2 levels progress indicators are also the highest for the 2 years we have data in Reading and writing and second highest for 4 years in Maths

Vulnerable groups:

- Boys outperformed girls in most indicators except Reading 3 levels of progress, Reading and SPAG L5+
- A lower proportion of pupils with FSM achieved L4+ than Non FSM in Writing, SPAG and Maths; the widest differential was in WR and SPAG
- Pupils eligible for FSM made good progress that was better than Non FSM pupils in RD and MA
- 100% of pupils with SEN at SA achieved L4+ in RD and WR and 85.7% in SPAG and MA.
- Pupils with SEN at SA made outstanding progress in RD, and very good in WR and MA
- The one pupil with SEN at SA+ achieved L4+ in RD but not in WR, MA, or SPAG
- Pupils with SEN at SA+ made outstanding progress in RD, and expected progress in WR and MA

- Both pupils with EAL achieved L4+ in RD, WR and MA but only 1 in SPAG
- Pupils with EAL made good progress in RD and expected progress in WR and outstanding in MA
- Pupils with higher attainment in KS1 made slower progress than other pupils in RD and there were no prior high attainers in WR and MA