

SATS RESULTS 2015

YEAR TWO FINAL MODERATED SATS RESULTS										
AREA	Number	% all	Number	% all	Number	% all	Number	% all	Number	% all
	1	1	2c	2c	2b	2b	2a	2a	3	3
Reading	4	14%	0	0%	1	3%	11	37%	13	45%
Writing	4	14%	3	10%	3	10%	11	37%	8	28%
Maths	2	7%	3	10%	3	10%	10	34%	11	38%

YEAR 2 WITHIN EACH LEVEL						
AREA	Number	%	Number	%	Number	%
	Within level 1		Within Level 2+		Level 3	
S & L	2	7%	27	93%	12	41%
Reading	4	14%	25	86%	13	45%
Writing	4	14%	25	86%	8	28%
Maths	1	3%	27	97%	11	38%
Science	0	0%	29	100%	11	38%
29 pupils/14 boys/15 girls/2 new to year/7 EAL/4 SEN Higher Needs/1 Statement/3 Wellbeing Concerns						

PHONICS SCREENING		
YEAR GROUP	Number	% Who met the standard
Year 1	30	97%
Year 2	2	100%

SUBJECT AREA	AVERAGE POINT SCORE	VALUE ADDED PROGRESS
READING	17.7	100.4
WRITING	15.9	100.0
MATHEMATICS	17.2	100.6
SCIENCE	17.5	100.9

YEAR SIX FINAL SATS TEST RESULTS								
AREA	Number	% all	Number	% all	Number	% all	Number	% all
Level	Within 3	Within 3	4+	4+	5+	5+	Within 6	Within 6
S & L	0	0%	31	100%	27	87%	6	19%
Reading	1	3%	30	97%	20	65%	0	0%
GP&S	2	7%	29	94%	20	65%	0	0%
Writing	0	0%	31	100%	25	81%	3	10%
Maths	2	7%	29	94%	19	61%	2	7%
Science	0	0%	31	100%	22	71%	2	7%
31 PUPILS/21 Boys/10 Girls/1 joined at KS2/5 SEN/1 statement of SEN/ 3 Target/3 EAL/3 Wellbeing Concerns								

Reading 2 levels progress = 97%

Mathematics 2 levels progress =90%

APS across core 31.7 Value added across core (101.6 for reading and mathematics) and (102.1) including writing

26% of children at 3 levels progress for reading

35% of children made 3 levels progress in mathematics

45% of pupils attained a level 5 in both English and Mathematics

YEAR SIX TEACHER ASSESSMENT								
AREA	Number	% all	Number	% all	Number	% all	Number	% all
	3	3	4	4	5	5	6	6
ENGLISH	0	0%	4	13%	24	77%	3	10%
MATHS	0	0%	7	23%	22	71%	2	6%
SCIENCE	0	0%	6	19%	22	71%	3	10%

SUBJECT AREA	AVERAGE POINT SCORE/TA	PREDICTED VALUE ADDED PROGRESS/TESTS
READING	30.4	100.6
WRITING	32.3	103.2
MATHEMATICS	31.0	100.4
SCIENCE	32.2	102.9

IMPLICATIONS FOR PRACTICE

- On transfer to year 3, four pupils in the current year 2 will require intensive support to develop their reading and writing fluency. External intervention to be arranged.
- Vulnerable pupils are offered a high degree of support, how this is currently used to secure maximum impact will need to be reviewed to accelerate cognitive development alongside the benefits of emotional and social support.
- Continue to develop the teaching of mathematics across the school so that children enter year 6 with very secure key skills and strong thinking and problem solving skills to apply across a range of contexts.
- Reintroduce formal recording methods for maths homework activities alongside tables and number bonds.
- Key skills in writing will remain a focus for the new year 3 cohort of pupils.
- Pace and accuracy of recording for older children in formal test situations will be explored so that they replicate levels that they produce in class.