

Outcomes at the end of key stage 2		School 2018	School 2019	Floor	Coasting
Attainment	Expected standard+ in RWMa	86%	70%	65%	85%
	Reading scaled score	109	106		
	Mathematics scaled score	109	104		
Progress*	Reading progress score	+2.0	0.46	-5	-2.5
	Writing progress score	+1.1	1.95	-7	-3.5
	Mathematics progress score	+2.0	2.33	-5	-2.5

* state percentile rank of progress scores in brackets

National accountability measure		2017	2018	2019
Floor standard	Is the school above the floor standard?	YES	YES	YES
Coasting school	Does the school meet the coasting elements?	NO	NO	NO
	Is the school a coasting school?	NO	NO	NO

Pupil attainment outcomes against national comparators in brackets
Key stage 2

	reading		writing		mathematics		grammar, punctuation & spelling	
	Exp+ standard	high standard	Exp+ standard	high standard	Exp+ standard	high standard	Exp+ standard	high standard
2017	61 (71)	29 (25)	71(76)	18 (18)	68 (75)	32 (23)	68 (77)	32 (31)
2018	93 (75)	48 (28)	93(78)	28 (20)	90 (76)	41 (24)	93 (78)	55 (34)
2019	74%(20/27)(73)	33%(9)(27)	81%(22/27)(78)	33%(9)(20)	78%(21/27)(79)	48%(13)(27)	85%(22/27)(78)	48%(13)(36)

Key stage 2 Progress (In year data)

	reading		writing		mathematics	
	Exp+	Better than expected	Exp+	Better than expected	Exp+	Better than expected
2017	92%	46%	88%	35%	92%	58%
2018	97%	21%	97%	34%	97%	28%
2019	96%	52%	100%	38%	96%	48%

Key stage 1

	reading		writing		mathematics	
	Exp+ standard	high standard	Exp+ standard	high standard	Exp+ standard	high standard
2017	73 (76)	40(25)	70(68)	27 (16)	70(75)	33 (21)
2018	80(75)	40(26)	80(70)	27(16)	80(76)	40(22)
2019	87(26/30)(75)	37(11)(25)	83(25/30)(69)	27(8)(15)	87(26/30)(76)	37(11)(22)

Key stage 1 Progress

	Reading PROGRESS		Writing PROGRESS		Mathematics PROGRESS	
	Exp+ standard	Better than expected	Exp+ standard	Better than expected	Exp+ standard	Better than expected
2017	84%	16%	76%	24%	79%	17%
2018	90%	41%	87%	28%	90%	24%
2019	86%	79%	83%	48%	86%	55%

Phonics

	Year 1	Year 2
2017	82 (81)	71(92)
2018	90(83)	83
2019	90%(82)	0

Early Years

	good level of development
2017	73(71)
2018	77(73)
2019	72%(72)

Attendance

	2017	2018	2019
Attendance	96.08	96.22	96.07
Persistent abs	7.2(8.7)	6.6(8.7)	6.4
Exclusions (FT)	0.9(0.6)	0.0(1.37)	0.0

Progress In Year Yr 1,3,4,and 5 2018-19

	reading		writing		mathematics	
	Exp+	Better than expected	Exp+	Better than expected	Exp+	Better than expected
1	96%	29%	100%	43%	93%	39%
3	100%	3%	100%	3%	100%	0%
4	93%	18%	95%	36%	89%	36%
5	92%	46%	88%	46%	92%	33%

Strengths and weaknesses in 2018-19dataset

	strengths	Development points
Progress	<ul style="list-style-type: none"> Middle attainers made good progress in writing Progress in KS2 for all groups is good Following input to support spelling , the KS 2scores were significantly better than last year. Greater Depth in RWM is significantly above national All but 2 children in R and 1 in maths made at least expected progress 	<ul style="list-style-type: none"> Converting all Greater depth children at KS1 to Greater Depth at KS2 , sustaining our high numbers at KS 2 Reading – ensuring comprehension can be accessed by more low ability children through enhancing vocab and knowledge through curriculum topics. Focus on PP children who are not SEND , aim for more achieving GD
Attainment	<ul style="list-style-type: none"> Greater depth score in reading and writing at KS1 are significantly above national Greater depth KS2 is above national , this is consistent over time Phonics attainment higher than national , consistent over time KS1 attainment is now above national, this is improving year on year EYGS GLD is in line with national from a low base line RWM at KS 2 is above national , even with the high number of SEND in the cohort. A number of low attainers at KS1, 3 with EHCPs achieved Expected at KS 2 , 2 of these achieved GD in maths or reading and GPS 	<ul style="list-style-type: none"> Attainment for disadvantaged children who are low ability particularly in Yr 5 and 6 Attainment of PP non SEND children I reading , through development of specific knowledge based vocab and focus on Tier 2 vocab in guided reading.

Potential challenges for 2020 school performance

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| <ul style="list-style-type: none"> High attaining children at KS 1 – conversion to greater depth at KS2 Progress of More able children in Y6 on prior attainment in KS 1 The Yr 6 cohort has 3 severe SEND children , 1 with an EHCP awaiting a place within special provision , 2 previously were in the SP and L base , awaiting EHCP assessment. All these children have significant needs . |
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