

Loxwood Primary School Key Stage 2 Results 2019

Please click on the link above to see the results of our Key Stage 2 SATs.

We are very proud of all of our children and we know that they work hard and to the best of their ability in all the different year groups.

Although Year 6 is when they take their SATs and this is where assessments are made public, we assess all children's learning individually on a continuous basis from the moment they start school.

Assessments may be **formative** (on going through talking to the child or marking their work and providing feedback) or Summative (through quizzes, spelling tests and independent pieces of work at the end of a *block* of learning).

All assessments are used to inform our planning and to ensure that **every** child is given the opportunity to make progress *from their starting point*.

Key

Progress scores

When interpreting progress scores the **average score is 0**

Scores with a + are above average

Scores with a – are below average

Attainment

To attain Expected (Age Related Expectations ARE) the **average score is 100**

110 or above would be considered learning at **Greater Depth**

It is important to consider the small number of pupils in our cohorts when comparing data and numbers to previous years. 'cohort variance', can look significant but in some of our year groups 1 child may represent 6%.

Key Points

2019's cohort of pupils in Year since comprised of 23 pupils. As an inclusive school we have a range of needs in our classes and this Year 6 class had some complex barriers to learning. We are very proud of the children's progress and attainment and some of our highlights are below. However, some of our pupils were on their own journey and they celebrated smaller steps. This has meant that when compared nationally some of our result are lower than you may expect.

Where we have felt there is an area for development in our approach to teaching and learning we will have identified them below. We also analyse carefully our support and provision for SEND pupils to ensure they achieve the very best.

- 70% of pupils attained Expected Standards in Reading (Nationally 74%)
- 26% of pupils attained a Higher Standard (National 27%)
- 65% of pupils attained Expected Standards in Writing (National 78%)
- 13% of pupils attained a Higher Standard (20%)
- 65% of pupils attained Expected Standards in Maths (National 79%)
- 13% attaining a Higher Standard (National 27%)
- 73% of pupils attained Expected Standards in GPS (Grammar, Punctuation and Spelling) (National 78%)
- 17% attaining a Higher Standard (National 36%)
- 48% of pupils attained Expected Standard in Reading and Maths combined (national average 65%)
- Disadvantaged pupils made good progress compared to their peers

Areas for Development 2018-20

- We have had a focus on raising standards in Writing over the last few years and although this continues to be an important area of the curriculum we have widened this focus to developing the curriculum as a whole. We recognise that an exciting, broad and balanced curriculum that can champion writing in all areas will raise standards in all areas. This is in line with the new OFSTED framework
2019 – we have completed our broad and balanced planning across the whole school. This encompasses all subjects and builds on the skills of learning from year to year. See website for details
- We will have a focus on ensuring that all pupils are able to challenge themselves and that those able to attain *greater depth* will have the opportunities to do so.
2019 – the number of pupils gaining greater depth increased in Reading and Writing this year
- We are continuing to develop Assessment for Learning (AFL) strategies which are proven to raise standards. These include, talk partners, giving children opportunities to read, write and review their own work (Green Pen marking). And giving children the opportunity to take more ownership of their learning and allows them to demonstrate their depth of knowledge
2019 - we have audited the impact of all our AFL strategies over the last year and continue to fine tune how we use them in improve learning including developing a *plan, do, review, cycle* between pairs of teachers
- We are continuing to extend the time that children are given to developing their maths skills using problem solving activities. This is where they are able to demonstrate a depth of understanding
2019 - within our Maths scheme White Rose we are able to challenge and extend our learners using a staggered approach to problem solving where the children can demonstrate the depth of their understanding