

# Key Stage 2 SATS Results

## COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) as a percentage of those eligible for assessment.

The number of eligible children is: 61

Figures may not total 100 per cent because of rounding.

| RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008 |          |                          |   |   |    |    |    |   |                   |               |
|--|----------|--------------------------|---|---|----|----|----|---|-------------------|---------------|
|  |          | Percentage at each level |   |   |    |    |    |   |                   |               |
|  |          | W                        | 1 | 2 | 3  | 4  | 5  | 6 | Pupils disapplied | Pupils absent |
| English  | School   | 0                        | 0 | 0 | 16 | 48 | 36 | 0 | 0                 | 0             |
|  | National | 0                        | 1 | 4 | 16 | 49 | 30 | 0 | 0                 | 0             |
| Mathematics  | School   | 0                        | 0 | 0 | 23 | 62 | 15 | 0 | 0                 | 0             |
|  | National | 0                        | 1 | 4 | 16 | 46 | 33 | 0 | 0                 | 0             |
| Science  | School   | 0                        | 0 | 0 | 3  | 59 | 38 | 0 | 0                 | 0             |
|  | National | 0                        | 0 | 2 | 12 | 47 | 38 | 0 | 0                 | 0             |

| TEST RESULTS 2009 and NATIONAL 2008 |          |                          |    |    |    |                     |               |
|-------------------------------------|----------|--------------------------|----|----|----|---------------------|---------------|
|                                     |          | Percentage at each level |    |    |    |                     |               |
|                                     |          | Below level 3*           | 3  | 4  | 5  | Pupils not entered# | Pupils absent |
| English                             | School   | 2                        | 15 | 69 | 15 | 0                   | 0             |
|                                     | National | 6                        | 13 | 51 | 30 | 0                   | 1             |
| Reading                             | School   | 5                        | 11 | 51 | 33 | 0                   | 0             |
|                                     | National | 6                        | 6  | 38 | 49 | 0                   | 1             |
| Writing                             | School   | 0                        | 21 | 66 | 13 | 0                   | 0             |
|                                     | National | 6                        | 26 | 48 | 20 | 0                   | 1             |
| Mathematics                         | School   | 3                        | 31 | 54 | 11 | 0                   | 0             |
|                                     | National | 5                        | 15 | 47 | 31 | 0                   | 1             |
| Science                             | School   | 0                        | 7  | 70 | 23 | 0                   | 0             |
|                                     | National | 2                        | 8  | 44 | 44 | 0                   | 1             |

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# represents pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

Please note this report includes any changes due to re-marking of papers.

Level 5 results for all subjects are broadly in line with previous years' results and remain an area which will be looking to improve upon.

As can be seen from the table of results, last year's year 6 pupils did extremely well in Science, exceeding National 2008 scores for level 4 and above by 10%. The children also did particularly well in English with 84% achieving level 4 or above compared to 81% nationally in 2008.

Unfortunately, our maths results were not such good news. Only 65% of our pupils achieved level 4 or above compared to 78% nationally in 2008.

This was totally unexpected. Our teacher assessment showed that 77% of our pupils were working at level 4 and above so to only achieve 65% in the actual tests was a huge disappointment. Our school tracking system is very thorough so staff are confident when identifying a pupil's level.

Miranda Milner from the Local Authority's Maths Department had been in to school to observe the pupils during maths lessons and quality assure the planning, teaching and learning within Year 6. Miranda found that "Areas of Strength - Good engagement of both teachers and pupils in the planning, teaching and learning process." Miranda also noted that "Discussion about the children's overall attainment towards their attainment targets and progress since September 2008 indicated good progress."

The results mean that about 7 of our children did not achieve their expected result in the test. We have thought long and hard about these results and tried to work out what went wrong. We reviewed the provision that we had put in place prior to the SATS which included:

- Additional staffing in Year 6 to enable the children to be taught in small groups by experienced staff
- Numerous practise tests were carried out in order to provide opportunities for the children to practise in test conditions
- Successfully applying for readers and additional time for any pupil in need of such support
- Regular maths homework
- Regular use of testbase questions within lessons and for homework
- The use of small rooms (as opposed to using the large main hall) for both practise tests and for the actual tests to help the children to feel more comfortable and at ease
- Parents maths workshops

Despite all of these actions, our results did not match teacher assessment. We wondered about factors which had been beyond our control such as the Year 6 teacher, Mr Snape leaving at Easter. Could this have unnerved some of our children enough to affect their performance in a test? If so, would it not have affected all the test results and not just maths? Most of the pupils who underperformed were girls in a very male dominated year group (41 boys, 20 girls). This may indicate that we need to work on boosting girl's confidence in maths in future. This is something that the Year 6 staff have been asked to consider carefully this year.

Whatever the reasons for this year's results, we need to ensure that these results are not repeated again next year. In order to ensure this, below are just some of the strategies and provision that is being put in place during the current year;

- Miss McDonald worked in Year 6 as an additional teacher during the first 3 weeks of September in order to aid transition and avoid any pupil from working below their ability
- Regular maths homework
- Swimming, music and PE to be taught in the afternoons and not the mornings to avoid any impact on maths lessons
- APP assessments to be completed on all Year 6 pupils in order to ensure that a full range of evidence demonstrating their levels is available
- An additional teacher will be working in year 6 from the Spring Term
- Regular practise SATs to be carried out throughout the year to provide assessments and help the pupils to become comfortable with them
- Lunchtime study support to be offered for times tables practise
- Breakfast clubs targeting particular pupils
- One -to-one tuition for some pupils before school
- Maths Master classes organised during afternoons within our own school

We will be constantly reviewing the children's progress throughout the year and adapting provision as necessary.