


Prinetown Community Primary School	SI Document 1.4 	
Key Stage 2 Results - 2018	Achievement Key In line/above national = Green Just below national = Orange Below national = Red	
Results – Attainment (End of KS2/Year 6) ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment	School %	National Average %
ARE+ Combined (Read/Write/Maths)	33%	64%
ARE+ Reading	67%	75%
GDS+ Reading	17%	28%
ARE+ Writing	33%	78%
GDS+ Writing	0%	20%
ARE+ Grammar Punctuation Spelling	67%	77%
GDS+ Grammar Punctuation Spelling	0%	34%
ARE+ Maths	33%	76%
GDS+ Maths	0%	24%
Average Scaled Score – Attainment (End of KS2/Year 6)	School	National Average
Reading	103	105
Grammar Punctuation Spelling	99	106
Maths	93	104
Results – Progress (End Year 2 to end Year 6) 0.0+ = National progress related expectation	School	National Average
Expected Progress - Reading	+5.72	0
Expected Progress - Writing	-1.78	0
Expected Progress – Maths	-4.09	0
Commentary on Results and Context Impact:		
<ul style="list-style-type: none"> • Cohort was made up of 6 pupils – significantly more boys. • 83% of pupils were on the SEND record of need. • 83% of pupils were PPG and attainment was lower than non PPG in all areas. • Attainment just below national average in reading and Grammar, Punctuation and Spelling. • 17% of pupils achieved GDS in reading but no pupils achieved GDS in writing or maths. • Well below national averages in both writing and maths. • Progress in reading was above national average. • Progress in Maths was well below the national average. 		
Next Steps for the School:		
<ul style="list-style-type: none"> • Implement the learning improvement priorities detailed in the School Improvement Plan 2018-19 to improve attainment and progress. Summary below: <ol style="list-style-type: none"> 1. Improve the percentage of all pupils attaining ARE in Maths through improved fluency skills and mastery. 2. Improve the percentage of all pupils attaining ARE in Writing. 3. Improve the oral language skills in Reception and Year 1 in order to achieve a good level of development in EYFS and ARE in Year 1. 4. Improve social and emotional support which has an effect on pupils' learning behaviours and, therefore, impacts attainment and progress in all subjects. 		

