

### **Key Stage Two SAT Results 2017**

In 2017 the children participated in the second year of the revised SAT tests.

The table below summarises the performance of the 2017 Key Stage Two Year Six children who took the SAT tests in May 2017.

Subject	Percentage Achieving Expected Standard or Above		Average Scaled Score		Percentage Achieving a High Level of Attainment		Percentage Achieving Average Progress in Reading Writing and Mathematics		Progress Measur	·e
	School	National	School	National	School	National	School	77	School	
Reading	91	71	107	104	37	25			Reading 3.0	
Writing	86	76			21	18	National	61	Writing 1.1	
Maths	84	75	105	104	26	23			Maths 0.8	
Grammar Punctuation and Spelling	91	77	108	106	42	31				

**Percentile Progress Scores** Reading 3.0 Upper 25% of schools; Writing Upper 40% of schools; Maths 0.8 Upper 40% of schools



## **Key Stage One SAT Results 2017**

In 2016 the children in Year 2 pupils participated in new SAT tests in reading writing and mathematics. Here is a summary of their performance in these tests

Subject		ieving Expected or Above	Percentage Achieving at Greater Depth		
	School	National	School	National	
Reading	76	76	28	25	
Writing	74	68	20	16	
Mathematics	72	75	22	21	



### **Year One Phonics Screening Test Results 20173**

School	National
Percentage of children achieving the expected standard	Percentage of children achieving the expected standard
82	

# Percentage of Children Achieving Year One Phonics Screening Test Results by the end of Year Two 2017

School	National
78	



#### Percentage of Children at the end of Reception Achieving a Good Level of Development

The children are assessed against Early Learning Goals in Reception class. A good level of development in the early learning goals (ELGs) is based on the three prime areas of learning (communication and language; physical development; and personal, social and emotional development) and the specific areas of mathematics and literacy. Here is the school's performance for Reception.

School	National
74.4	67.3