



The Orchard School

END OF KEY STAGE

DATA ANALYSIS

2016-17; 2017-18; 2018-19

Combined data for the last three years: English and Maths

Year 6

We have used the KS1-KS2 Progression Guidance 2010-11 to analyse our results. As a baseline, we have used the Middle Quartile as Good Progress and the Upper Quartile as Outstanding Progress. However, due to the individual nature of the children, some of them may have made good or outstanding progress in the context of the complexity of their needs, which is not reflected in the Progression Guidance. We have therefore used an informed teacher judgement to identify the level of their progress. Where we have not used the Progression Guidance for an individual pupil, we have backed this up with a case study supported by other professional agencies to illustrate these judgements.

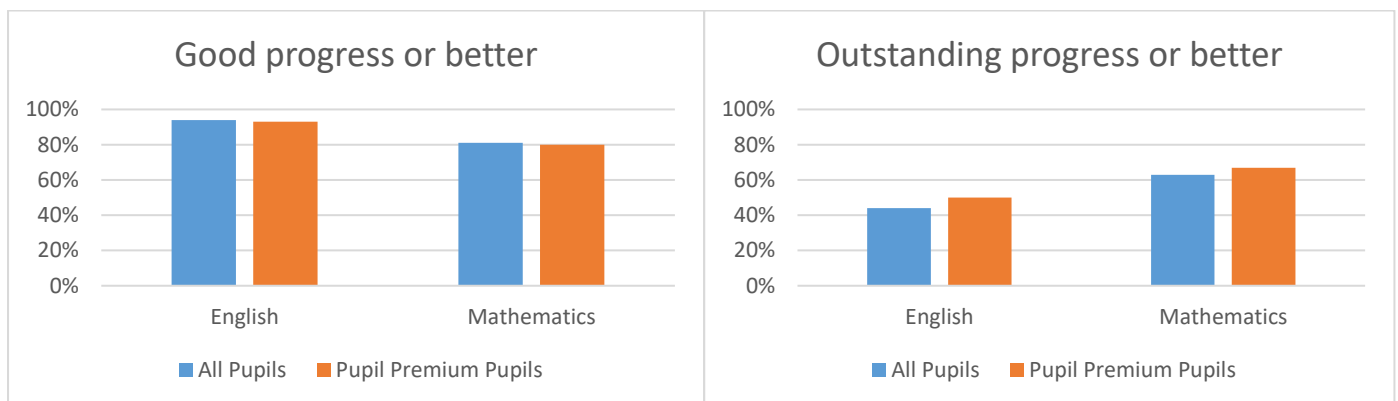
All Pupils

	Good or better	Outstanding or better	Above the UQ
English	94%	44%	7%
Mathematics	81%	63%	24%

Results for the last three years for year 6 children are outstanding. In English, 94% of children made good or better progress, of which 44% achieved outstanding or better progress and 7% exceeded the UQ. In maths 81% achieved good or better progress, with well over half (63%) achieving outstanding or better progress and 24% exceeding the UQ. This is comparable to the previous set of three year averages.

Pupil Premium

	Good or better	Outstanding or better	Above the UQ
English	93%	50%	13%
Mathematics	80%	67%	27%

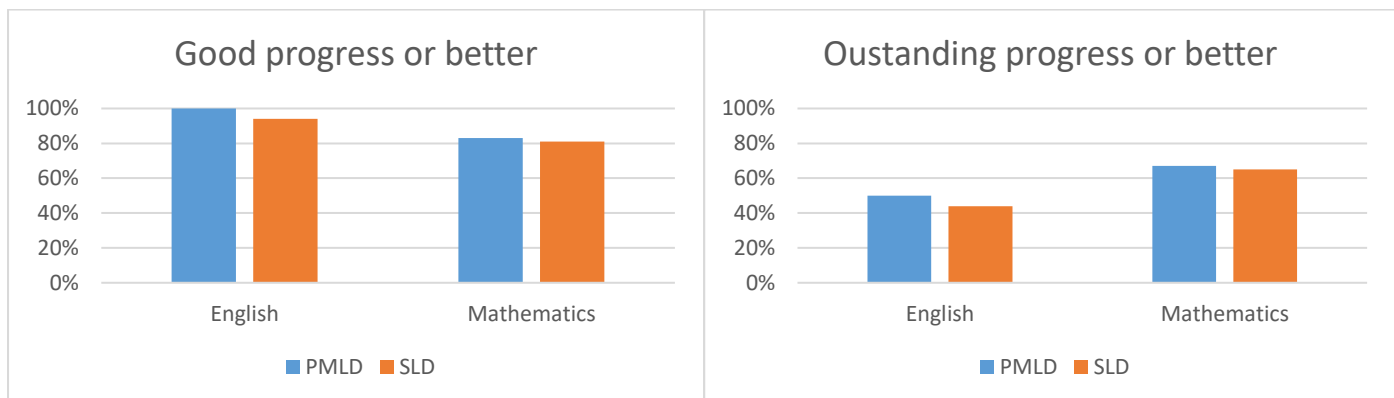


In English and Maths, pupils eligible for pupil premium do better than those pupils who are not eligible, particularly when comparing the percentage of pupils who have made outstanding progress. Therefore, the differences in attainment have been diminished, which has been the case for the past six years.

Primary Need

		Good or better	Outstanding or better	Above the UQ
English	PMLD (6 pupils)	100%	50%	0%
	SLD (48 pupils)	94%	44%	8%
Mathematics	PMLD (6 pupils)	83%	67%	17%
	SLD (48 pupil)	81%	65%	27%

When comparing the two types of primary need, we can see that results for both are outstanding.



Gender

		Good or better	Outstanding or better	Above the UQ
English	Boys (40 pupils, of which 3 [8%] have PMLD)	98%	38%	5%
	Girls (14 pupils, of which 1 [7%] has PMLD)	93%	79%	14%
Mathematics	Boys (40 pupils, of which 3 [8%] have PMLD)	75%	55%	23%
	Girls (14 pupils, of which 1 [7%] have PMLD)	100%	93%	29%

When comparing boys and girls, the girls initially appear to do better. The progress of boys will need to be addressed, through further data scrutiny. However, initial findings identify that a specific cohort is the cause of this, the KS2 leavers of 2017. Therefore, further action is not necessary.

Ethnicity

		Good or better	Outstanding or better	Above the UQ
English	Any other ethnic group (2 pupils, of which 1 [50%] has PMLD)	100%	50%	0%
	Asian or Asian British (14 pupils, of which 2 [14%] have PMLD)	100%	64%	14%
	Black or Black British (7 pupils)	86%	29%	0%
	Mixed/Dual (7 pupils)	100%	14%	14%
	White (23 Pupils, of which 1 [4%] has PMLD)	91%	43%	4%
Mathematics	Any other ethnic group (2 pupils, of which 1 [50%] has PMLD)	50%	50%	0%
	Asian or Asian British (14 pupils, of which 2 [14%] have PMLD)	86%	71%	29%
	Black or Black British (7 pupils)	86%	86%	29%
	Mixed/Dual (7 pupils)	71%	43%	14%
	White (23 Pupils, of which 1 [4%] has PMLD)	83%	61%	26%

When comparing ethnicity, there are no significant differences between the groups. Some groups have such a small number of children that makes it difficult to draw meaningful conclusions.

Year 2

As there is no progression guidance for pupils working in KS1, we have used the KS1-KS2 Progression Guidance 2010-11 to analyse our results. As a baseline, we have used half of the Middle Quartile as Good Progress and half of the Upper Quartile as Outstanding Progress, due to there being only two years instead of four in this key stage. However, due to the individual nature of the children, some of them may have made good or outstanding progress in the context of the complexity of their needs, which is not reflected in the Progression Guidance. We have therefore used an informed teacher judgement to identify the level of their progress. Where we have not used the Progression Guidance for an individual pupil, we have backed this up with a case study supported by other professional agencies to illustrate these judgements.

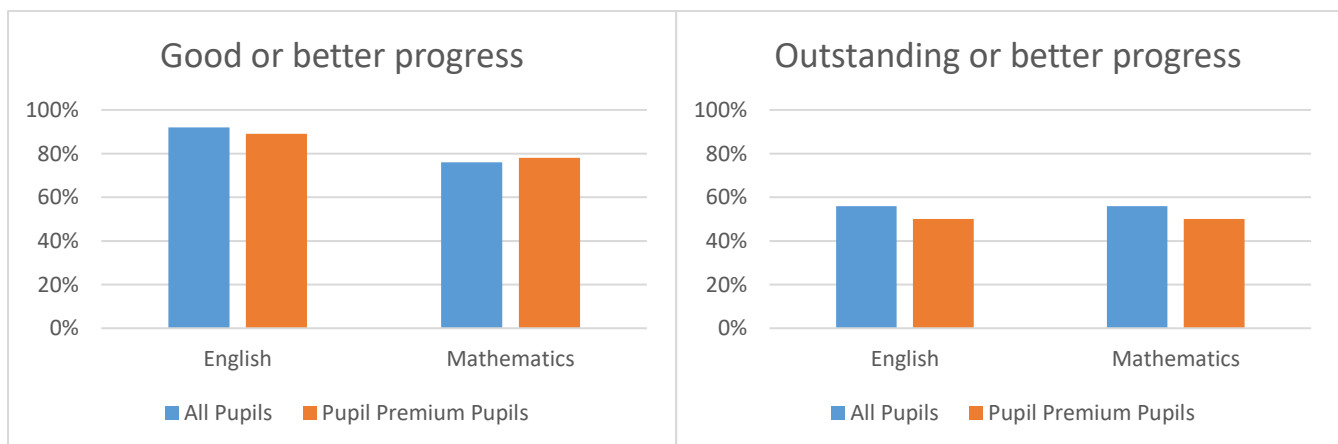
All Pupils

	Good or better	Outstanding or better	Above the UQ
English	92%	56%	28%
Mathematics	76%	56%	22%

Results for year 2 are outstanding. 92% are achieving good or better progress in English, with 56% exceeding this. Maths is not quite as high at 76% for good or better progress, but we do have a significant number (56%) who have exceeded this.

Pupil Premium

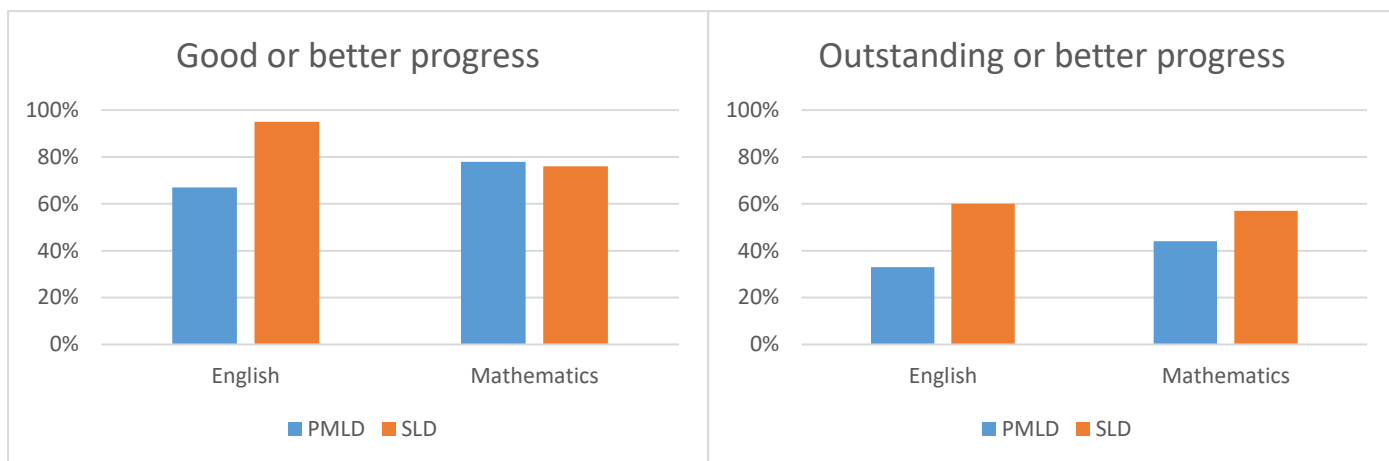
	Good or better	Outstanding or better	Above the UQ
English	89%	50%	22%
Mathematics	78%	50%	11%



In English and Maths, pupils eligible for pupil premium do more-or-less as well as those pupils who are not eligible. Therefore, the differences in attainment have been diminished. In mathematics, this is a significant improvement to the last rolling three years' worth of data, where there was a gap between pupil premium and non-pupil premium children.

Primary Need

		Good or better	Outstanding or better	Above the UQ
English	PMLD (9 pupils)	67%	33%	11%
	SLD (63 pupils)	95%	60%	30%
Mathematics	PMLD (9 pupils)	78%	44%	0%
	SLD (63 pupil)	76%	57%	25%



Pupils with SLD are doing better than those with PMLD. This is to be expected as the progression guidance takes no account of the need type, only the starting level.

Gender

		Good or better	Outstanding or better	Above the UQ
English	Boys (52 pupils, of which 9 [17%] have PMLD)	90%	56%	27%
	Girls (20 pupils, of which 1 [5%] has PMLD)	95%	60%	30%
Mathematics	Boys (52 pupils, of which 9 [17%] have PMLD)	85%	58%	19%
	Girls (20 pupils, of which 1 [5%] has PMLD)	65%	50%	30%

For the year 2 data, girls do not do as well as boys in mathematics. This contrasts what has happened in year 6, which shows that this is to do with the make up of the year group cohorts.

Ethnicity

		Good or better	Outstanding or better	Above the UQ
English	Any other ethnic group (1 pupil)	100%	100%	100%
	Asian or Asian British (29 pupils, of which 5 [17%] have PMLD)	86%	48%	24%
	Black or Black British (4 pupils)	100%	75%	25%
	Mixed/Dual (5 pupils)	100%	80%	40%
	White (33 Pupils, of which 5 [15%] have PMLD)	94%	55%	27%
Mathematics	Any other ethnic group (1 pupil)	100%	0%	0%
	Asian or Asian British (29 pupils, of which 5 [17%] have PMLD)	55%	45%	21%
	Black or Black British (4 pupils)	100%	75%	25%
	Mixed/Dual (5 pupils)	80%	60%	40%
	White (33 Pupils, of which 5 [15%] have PMLD)	91%	64%	21%

When comparing ethnicity, there are no significant differences between the groups. Some groups have such a small number of children that makes it difficult to draw meaningful conclusions. We have looked into raw data to see why Asian as come out slightly lower. We have found that it is not the same children across the board and hence other factors are contributing to this such need type.

Combined data for the last three years: EYFS Prime Areas

Progress made in terms of developmental ages (months) per year

Generally (with the odd exception), our pupils are working between the '0-11 Months' and '22-26 Months' age-stage bands. On average, each of these bands represents about 12 months. We have split each band into Emerging, Developing and Secure, which we refer to as sub-bands. **Therefore, a sub-band represents about 4 months learning.**

It can therefore be expected that a pupil without learning difficulties would on average make 3 sub-bands progress over the course of a year. We have analysed for pupils with SLD and PMLD separately.

0-11 months			8-20 months			16-26 months			22-36 months			30-50 months			40-60 months		
E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S

SLD

Progress has been made, but this is equates to less than one sub band per year.	Good for a child with SLD (1 sub band per year, equating to 4 months progress within a year)	Outstanding for a child with SLD (2 sub bands per year, equating to 8 months progress within a year)	Equivalent to attainment of a typically developing child (3 or more sub bands per year, equating to 12 or more months progress within a year)
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Children who have been in EYFS for 1 Year (18 children)

	Number of sub bands made			
	0.01-0.99	1	2	3+
Personal, social and emotional development	11%	11%	56%	22%
Physical development	6%	22%	61%	11%
Communication and language	17%	22%	50%	11%

The vast majority of children have made 1 or more sub-bands of progress. Given the large amount of children with severe learning difficulties who have made 2 or more sub-bands of progress in a year, the progress continues to be outstanding.

Children who have been in EYFS for 2 Years (6 children)

	Number of sub bands made			
	0.01-1	2-3	4-5	6+
Personal, social and emotional development	0%	83%	0%	17%
Physical development	50%	50%	0%	0%
Communication and language	0%	83%	17%	0%

For the children that have been here two years, in PSED and CL, all children have made a least 2 sub-bands of progress and there one child has made more than this, which is outstanding. PD does not come out as well, but only two children are able bodied, the other have significant physical disabilities.

Children who have been in EYFS for 3 Years (1 child)

	Number of sub bands made			
	1-2	3-5	6-8	9+
Personal, social and emotional development	0%	0%	100%	0%
Physical development	0%	100%	0%	0%
Communication and language	0%	0%	100%	0%

For the child that has been here three years, progress is outstanding.

PMLD

Children who have been in EYFS for 1 year (6 children)

	Number of sub bands made					
	0.01-0.49	0.50-0.99	1	2	3	4+
Personal, social and emotional development	50%	17%	33%	0%	0%	0%
Physical development	67%	33%	0%	0%	0%	0%
Communication and language	67%	17%	17%	0%	0%	0%

Children who have been in EYFS for 2 years (4 children)

	Number of sub bands made					
	0.01-0.49	0.50-0.99	1	2	3	4+
Personal, social and emotional development	50%	25%	0%	25%	0%	0%
Physical development	25%	0%	50%	0%	0%	25%
Communication and language	0%	50%	0%	50%	0%	0%

There were no children who had been in EYFS for 3 years.

Given that these pupils have profound and multiple learning difficulties, their progress is outstanding.

For our PMLD children, we have used our P-level Assessment to make a teacher judgement for each child as to how good their progress has been. This is summarised below:

	Good or better	Outstanding
Personal, Social and Emotional Development	93%	68%
Physical Development	100%	59%
Communication and Language	93%	68%

Gender

		Good or better	Outstanding
Personal, Social and Emotional Development	Boys (27 pupils, of which 6 [22%] have PMLD)	93%	70%
	Girls (8 pupils, of which 5 [63%] have PMLD)	100%	75%
Physical Development	Boys (29 pupils, of which 6 [21%] have PMLD)	86%	66%
	Girls (5 pupils, of which 5 [63%] have PMLD)	100%	75%
Communication and Language	Boys (27 pupils, of which 6 [22%] have PMLD)	89%	56%
	Girls (8 pupils, of which 5 [63%] have PMLD)	100%	88%

The amount of girls that have made good or better progress is higher, but with such small numbers, it is difficult to draw meaningful conclusions and the differences are not vast.

Ethnicity

		Good or better	Outstanding
Personal, Social and Emotional Development	Other (1 pupil)	0%	0%
	Asian (11 pupils, of which 5 [45%] have PMLD)	100%	64%
	Black (2 pupils, of which 1 [50%] have PMLD)	100%	100%
	Mixed (3 pupils, of which 1 [33%] has PMLD)	100%	67%
	White (18 pupils, of which 4 [22%] have PMLD)	94%	78%
Physical Development	Other (1 pupil)	100%	100%
	Asian (11 pupils, of which 5 [45%] have PMLD)	91%	64%
	Black (2 pupils, of which 1 [50%] have PMLD)	100%	100%
	Mixed (3 pupils, of which 1 [33%] has PMLD)	67%	33%
	White (18 pupils, of which 4 [22%] have PMLD)	89%	50%
Communication and Language	Other (1 pupil)	0%	0%
	Asian (11 pupils, of which 5 [45%] have PMLD)	91%	45%
	Black (2 pupils, of which 1 [50%] have PMLD)	100%	100%
	Mixed (3 pupils, of which 1 [33%] has PMLD)	100%	67%
	White (18 pupils, of which 4 [22%] have PMLD)	94%	72%

When comparing ethnicity, there are no significant differences between the groups. Some groups have such a small number of children that makes it difficult to draw meaningful conclusions.

Combined data for the last three years: All Strands of English and Maths

Year 6

All Pupils

	Good or better	Outstanding or better	Above the UQ
Listening	94%	54%	7%
Speaking	94%	44%	7%
Reading	83%	48%	10%
Writing	94%	72%	19%
Using and applying mathematics	81%	63%	24%
Number	88%	55%	12%
Shape, space and measures	85%	70%	18%

Pupil Premium

	Good or better	Outstanding or better	Above the UQ
Listening	93%	57%	10%
Speaking	93%	50%	13%
Reading	84%	40%	16%
Writing	93%	77%	17%
Using and applying mathematics	80%	67%	27%
Number	90%	60%	15%
Shape, space and measures	80%	65%	20%

There is very little variation between individual aspects and between pupils in receipt of pupil premium and those that are not. There has been an improvement in shape, space and measures, as this has been lower in previous years.

Combined data for the last three years: All Strands of English and Maths

Year 2

All Pupils

	Good or better	Outstanding or better	Above the UQ
Listening	90%	51%	18%
Speaking	92%	56%	28%
Reading	96%	77%	31%
Writing	89%	71%	47%
Using and applying mathematics	76%	56%	22%
Number	97%	83%	53%
Shape, space and measures	83%	70%	50%

Year 2

Pupil Premium

	Good or better	Outstanding or better	Above the UQ
Listening	89%	33%	17%
Speaking	89%	50%	22%
Reading	100%	86%	29%
Writing	83%	67%	39%
Using and applying mathematics	78%	50%	11%
Number	90%	80%	20%
Shape, space and measures	80%	50%	40%

There is very little variation between individual aspects and between pupils in receipt of pupil premium and those that are not. Maths (particularly Using and applying and Shape, space and measures) continues to remain a focus in KS1 for all pupils.

Combined data for the last three years: All aspects of EYFS Prime Areas

Progress made in terms of developmental ages (months) per year

SLD

Children who have been in EYFS for 1 Year (18 children)

	Number of sub bands made			
	0.01-0.99	1	2	3+
Making Relationships	11%	33%	50%	6%
Self-confidence and self-awareness	6%	33%	61%	0%
Managing feelings and behaviour	11%	11%	56%	22%
Moving	33%	0%	44%	22%
Handling	0%	56%	33%	11%
Health and self-care	6%	22%	61%	11%
Listening and attention	17%	22%	50%	11%
Understanding	22%	17%	61%	0%
Speaking	17%	33%	50%	0%

Given the large amount of children with severe learning difficulties that have made 2 or more sub-bands of progress in a year, the progress continues to be outstanding.

Children who have been in EYFS for 2 Years (6 children)

	Number of sub bands made			
	0.01-1	2-3	4-5	6+
Making Relationships	17%	83%	0%	0%
Self-confidence and self-awareness	33%	33%	17%	17%
Managing feelings and behaviour	0%	83%	0%	17%
Moving	33%	50%	17%	0%
Handling	17%	67%	17%	0%
Health and self-care	50%	50%	0%	0%
Listening and attention	0%	83%	17%	0%
Understanding	17%	83%	0%	0%
Speaking	33%	67%	0%	0%

For the children that have been here two years, there vast majority of children have made good or better progress, with some making outstanding progress.

Children who have been in EYFS for 3 Years (1 pupil)

	Number of sub bands made			
	1-2	3-5	6-8	9+
Making Relationships	0%	0%	100%	0%
Self-confidence and self-awareness	0%	0%	0%	100%
Managing feelings and behaviour	0%	0%	100%	0%
Moving	0%	100%	0%	0%
Handling	0%	0%	100%	0%
Health and self-care	0%	100%	0%	0%
Listening and attention	0%	0%	100%	0%
Understanding	0%	0%	0%	100%
Speaking	0%	0%	0%	100%

There was only one child that was in EYFS for three years. This child has made outstanding progress in seven of the nine aspects.

PMLD

Children who have been in EYFS for 1 year (6 children)

	Number of sub bands made					
	0.01-0.49	0.50-0.99	1	2	3	4+
Making Relationships	50%	17%	33%	0%	0%	0%
Self-confidence and self-awareness	50%	0%	50%	0%	0%	0%
Managing feelings and behaviour	50%	33%	17%	0%	0%	0%
Moving	67%	33%	0%	0%	0%	0%
Handling	17%	67%	17%	0%	0%	0%
Health and self-care	67%	33%	0%	0%	0%	0%
Listening and attention	50%	17%	33%	0%	0%	0%
Understanding	67%	17%	17%	0%	0%	0%
Speaking	50%	33%	17%	0%	0%	0%

Children who have been in EYFS for 2 years (4 children)

	Number of sub bands made					
	0.01-0.49	0.50-0.99	1	2	3	4+
Making Relationships	50%	25%	0%	25%	0%	0%
Self-confidence and self-awareness	0%	50%	25%	25%	0%	0%
Managing feelings and behaviour	25%	25%	0%	50%	0%	0%
Moving	25%	0%	50%	0%	0%	25%
Handling	50%	0%	0%	50%	0%	0%
Health and self-care	25%	0%	75%	0%	0%	0%
Listening and attention	0%	25%	25%	25%	25%	0%
Understanding	0%	50%	0%	50%	0%	0%
Speaking	0%	50%	0%	50%	0%	0%

There were no children who have been in EYFS for 3 years.

Given that these pupils have profound and multiple learning difficulties, their progress is outstanding.

Data for the last three years: English and Maths

Year 6

All Pupils

		No. Pupils	Good or better	Outstanding or better	Above the UQ
English	2016-17	22	100%	73%	14%
	2017-18	15	100%	47%	7%
	2018-19	17	82%	6%	0%
Mathematics	2016-17	22	86%	82%	32%
	2017-18	15	87%	53%	33%
	2018-19	17	71%	53%	6%

Although the results are lower in 2018-19, we still believe that these results are outstanding. Cohort variation plays a significant part in the results.

Pupil Premium

		No. Pupils	Good or better	Outstanding or better	Above the UQ
English	2016-17	12	100%	75%	25%
	2017-18	11	100%	55%	9%
	2018-19	7	71%	0%	0%
Mathematics	2016-17	12	83%	75%	33%
	2017-18	11	91%	64%	36%
	2018-19	7	57%	57%	0%

Although the results are lower in 2018-19, we still believe that these results are outstanding. Cohort variation plays a significant part in the results and the low number of pupils involved makes it difficult to spot year-on-year trends, particularly in 2018-19, when there are only 7 pupil premium children, so each one counts for 14% of the total.

Data for the last three years: English and Maths

Year 2

All Pupils

		No. Pupils	Good or better	Outstanding or better	Above the UQ
English	2016-17	27	92%	58%	27%
	2017-18	24	88%	63%	29%
	2018-19	22	95%	50%	27%
Mathematics	2016-17	27	73%	58%	23%
	2017-18	24	88%	58%	21%
	2018-19	22	68%	50%	23%

We believe that cohort variance plays a significant part in inconsistencies year-on-year. There has been a slight downward turn in mathematics in 2018-19, which has not matched the upward turn in English. Moving forward we need to continue to monitor this in the new academic year under the new framework of intent.

Pupil Premium

		No. Pupils	Good or better	Outstanding or better	Above the UQ
English	2016-17	8	88%	50%	13%
	2017-18	6	83%	83%	50%
	2018-19	4	100%	0%	0%
Mathematics	2016-17	8	63%	38%	0%
	2017-18	6	100%	100%	40%
	2018-19	4	75%	25%	0%

With such few pupils, it is difficult to spot any patterns year on year.

Data for the last three years: All aspects of English and Maths

Year 6: All Pupils

		Good or better	Outstanding or better	Above the UQ
Listening	2016-17	95%	77%	14%
	2017-18	93%	60%	7%
	2018-19	94%	18%	0%
Speaking	2016-17	100%	73%	14%
	2017-18	100%	47%	7%
	2018-19	82%	6%	0%
Reading	2016-17	94%	67%	17%
	2017-18	67%	33%	7%
	2018-19	89%	33%	0%
Writing	2016-17	100%	86%	33%
	2017-18	80%	67%	7%
	2018-19	100%	65%	12%
Using and applying mathematics	2016-17	86%	82%	32%
	2017-18	87%	53%	33%
	2018-19	71%	53%	6%
Number	2016-17	93%	79%	7%
	2017-18	89%	56%	22%
	2018-19	80%	30%	10%
Shape, space and measures	2016-17	86%	71%	21%
	2017-18	89%	67%	22%
	2018-19	80%	70%	10%

Pupil Premium

		Good or better	Outstanding or better	Above the UQ
Listening	2016-17	92%	75%	17%
	2017-18	100%	64%	9%
	2018-19	86%	14%	0%
Speaking	2016-17	100%	75%	25%
	2017-18	100%	55%	9%
	2018-19	71%	0%	0%
Reading	2016-17	100%	60%	30%
	2017-18	73%	36%	9%
	2018-19	75%	0%	0%
Writing	2016-17	100%	83%	33%
	2017-18	82%	73%	9%
	2018-19	100%	71%	0%
Using and applying mathematics	2016-17	83%	75%	33%
	2017-18	91%	64%	36%
	2018-19	57%	57%	0%
Number	2016-17	88%	88%	13%
	2017-18	100%	71%	29%
	2018-19	80%	0%	0%
Shape, space and measures	2016-17	75%	75%	25%
	2017-18	100%	71%	29%
	2018-19	60%	40%	0%

Data for the last three years: All aspects of English and Maths

Year 2: All Pupils

		Good or better	Outstanding or better	Above the UQ
Listening	2016-17	92%	42%	12%
	2017-18	100%	67%	38%
	2018-19	77%	45%	5%
Speaking	2016-17	92%	58%	27%
	2017-18	88%	63%	29%
	2018-19	95%	50%	27%
Reading	2016-17	96%	83%	35%
	2017-18	95%	75%	35%
	2018-19	100%	60%	0%
Writing	2016-17	100%	93%	70%
	2017-18	79%	58%	33%
	2018-19	86%	59%	32%
Using and applying mathematics	2016-17	73%	58%	23%
	2017-18	88%	58%	21%
	2018-19	68%	50%	23%
Number	2016-17	90%	80%	30%
	2017-18	100%	100%	77%
	2018-19	100%	57%	43%
Shape, space and measures	2016-17	80%	60%	40%
	2017-18	92%	92%	75%
	2018-19	71%	43%	29%

Pupil Premium

		Good or better	Outstanding or better	Above the UQ
Listening	2016-17	88%	13%	0%
	2017-18	100%	83%	50%
	2018-19	75%	0%	0%
Speaking	2016-17	88%	50%	13%
	2017-18	83%	83%	50%
	2018-19	100%	0%	0%
Reading	2016-17	100%	88%	13%
	2017-18	100%	100%	60%
	2018-19	100%	0%	0%
Writing	2016-17	100%	88%	75%
	2017-18	50%	33%	17%
	2018-19	100%	75%	0%
Using and applying mathematics	2016-17	63%	38%	0%
	2017-18	100%	83%	33%
	2018-19	75%	25%	0%
Number	2016-17	75%	75%	0%
	2017-18	100%	100%	40%
	2018-19	100%	0%	0%
Shape, space and measures	2016-17	75%	25%	0%
	2017-18	80%	80%	80%
	2018-19	100%	0%	0%

Looked After Children

	Outstanding+
	Outstanding
	Good
	Below Good
	Does not access this aspect due to learning difficulties

2016-17

Year 6

Pupil	English	Mathematics
SB (SLD)		

Year 2

Pupil	English	Mathematics
RP (PMLD)		

Reception

Pupil	Personal, social and emotional development	Physical development	Communication and Language
AB (SLD)			

2017-18

Year 6

No LAC pupils

Year 2

No LAC pupils

Reception

No LAC pupils

2018-19

Year 6

No LAC pupils

Year 2

No LAC pupils

Reception

No LAC pupils

Looked After Children

2016-17

Year 6

Pupil	Listening	Speaking	Reading	Writing	Using and applying mathematics	Number	Shape, space and measures
SB (SLD)							

Year 2

Pupil	Listening	Speaking	Reading	Writing	Using and applying mathematics	Number	Shape, space and measures
RP (PMLD)							

Reception

Pupil	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Moving	Handling	Health and self-care	Listening and attention	Understanding	Speaking
AB (SLD)									

2017-18

Year 6

No LAC pupils

Year 2

No LAC pupils

Reception

No LAC pupils

2018-19

Year 6

No LAC pupils

Year 2

No LAC pupils

Reception

No LAC pupils

Combined data for the last three years: Science

Year 6

Good or better – 62%

Outstanding or better – 34%

Above the UQ – 11%

Data for the last three years: Science

Year 6

	2016-17	2017-18	2018-19
Good or better	52%	87%	53%
Outstanding or better	33%	33%	35%
Above the UQ	14%	13%	6%

There has been a dip in the number of year 6 children making good or better progress in science this year. However, if you look at the progress made by all the other year groups, these come out much higher and shows that the makeup of the cohort can have a big impact on the results.