

KS2 SATS

Pupil	English - Reading		English – Grammar, punctuation and spelling		Mathematics	
	Current Reading Age	Outcome/ Scaled Score	Current English level	Outcome/ Scaled Score	Current maths level	Outcome/ Scaled Score
A	8:11	NS/90	2b	NS/88	3b	NS/83
B	16:06	AS/104	3a	NS/96	4b	AS/101
C	6:01	AS/106	3b	A/-	3b	NS/85
D	8:08	NS/93	3b	NS/94	3b	NS/92
E	7:08	B/-	2b	B/-	2b	NS/80
F	13:05	A/-	4c	A/-	4b	A/-
G	9:05	B/-	2a	B/-	3c	B/-
H	6:04	B/-	2a	B/-	3b	NS/88

NS – not achieved the standard scaled score of 100, but did gain a scaled score above 80 to indicate they have demonstrated sufficient understanding of the KS2 curriculum in the subject.

AS – achieved the standard scaled score of 100 and met the expected standard of the test.

B – not entered as working below the level required to enter the test.

A – working at a level able to access the test but was absent for the test.

Free School Meals

Overall, in the English Reading test, pupils who entered all managed to achieve a scaled score, indicating understanding of the KS2 curriculum, with 50% of these pupils achieving the test standard. Relating these to current recorded reading ages, this would suggest C has made an outstanding achievement with this.

All the pupils who sat the English spelling, punctuation and grammar test achieved a scaled score, to suggest sufficient understanding of the KS2 curriculum; however none of the pupils achieved the test expectation of 100. These results still indicate good outcomes considering the current overall literacy levels for these pupils.

Again, all of the 6 pupils who sat the maths test managed to demonstrate sufficient understanding of the KS2 curriculum, with 1 pupil achieving the expected standard of the test.

F was unfortunately unable to attend any of the tests despite staff support.

In summary, 100% of all tests sat had a scaled score achieved, indicating that our KS2 pupils were able to access the KS2 curriculum and have shown understanding of the content. 23% of the tests sat met the expected standard of the test. This shows that we will need to work hard with these pupils through KS3 in order to accelerate their progress to be in line with or above national averages. Further interventions will assist those pupils unable to attend the tests or working below the level of the tests to make progress through KS3.

KS4 Results

Pupil	English Lan/Lit		Maths		Science		Add Sci
	Level on entry KS3	Grade Progress*	Level on entry KS3	Grade Progress*	Level on entry KS3	Grade Progress*	Grade
1	1a	2/3 Good	1a	1 Below	2b	E Good	C
2	1a	3/-- Good	2c	2 Good	2b	D Out	--
3	2c	-- Below	1a	2 Good	2a	D Out	--
4	1a	4/4 Out	2b	5 Out	2b	C Out	C
5	2c	5/5 Out	1a	4 Out	2a	C Out	A
6	1c	-- Below	1a	1 Below	1a	E Out	--
7	2b	3/-- Good	4c	5 Good	1a	C Out	D
8	2a	5/5 Out	2b	6 Out	3c	A Out	A
9	3b	3/-- Good	3a	3 Good	2c	C Out	C
10	2c	-- Below	1b	3 Out	1a	D Out	E
		7 passes		10 passes		10 passes	7 passes

*progress from KS3 entry to the end of KS4 based on nationally expected progress

Below – below expected,

Good – nationally expected,

Out – above nationally expected, -- did not take qualification

Child in Care, Free School Meals, Child in Care and Free School Meals

3 due to external social and emotional issues he did not attend most lessons for the last academic year and did not complete enough work to be able to enter full English GCSE qualifications; despite significant staff support, interventions and alternative working environments.

6 due to external social and emotional issues he did not attend school for the last academic year and did not complete sufficient work in English during offsite interventions or through significant staff support, to be able to enter full English GCSE qualifications.

10 due to high anxiety levels that also affected his school attendance before Ratcliffe, he had a reduced attendance level towards the end of year 11 and struggled to attend all exams, despite significant staff support and high levels of staff input to assist accessing exams.

Pupil 11 was working at p-levels and low level 1 on entrance to KS3 and made good progress in attaining Entry level 2 in Maths and Entry Level 2 in Functional Skills Maths.

Pupil 12 was working at p-levels across the board on entrance to KS3 and made good progress in attaining Entry level 1 in Maths.

Pupil 13 was working at p-levels and low level 1 on entrance to KS3. She also had high anxiety that made it challenging for her to attend lessons or commit to her study, so she made good progress in attaining Functional Skills English Level 1, Entry level 2 in Maths and Entry Level 2 in Functional Skills Maths.

English

Of the 10 pupils working at GCSE level, 7 made at least good progress (70%) in accordance to nationally expected progress of 'mainstream' pupils. Both CIC pupils made below expected progress as they did not enter or sit the full English qualifications and 3 out of the 5 FSM pupils made at least good progress. Overall, 3 of the 7 pupils who sat the exams achieved grade 4 (C equivalent) and above in English. In addition to this, 7 year 11 pupils achieved Level 1 Functional Skills English qualifications.

Maths

Of the 10 pupils working at GCSE level, all 10 gained the qualification, 8 made at least good progress (80%) with 4 pupils making outstanding progress (40%). Of the 2 CIC pupils, 1 made good progress and 1 below, having not attended school for some time and 3 out of the 5 FSM pupils entered both made at least good progress. 40% of pupils entered achieved a Grade 4 (C equivalent) and above in Maths GCSE. In addition to this 10 pupils passed Functional Skills Maths Level 1 and 3 pupils went on to pass Functional Skills Maths Level 2.

Science

Of the 10 pupils working at GCSE level, all 10 gained the qualification and all 10 made at least good progress in science overall (100%), with 90% making outstanding progress. Both CIC pupils made outstanding progress and all FSM pupils made at least good progress. 50% of pupils achieved a grade C and above in science, with a further 50% of pupils achieving a grade C and above in additional science.

Additional Comments

It should be noted that pupils continue to make accelerated progress in the core subjects. Overall, 90% of pupils made either good or outstanding progress in their core subjects. All of the 'below expected' progress were due to external factors affecting their progress or ability to access full exams.

2017 % of pupils at each grade

Of all 13 year 11 pupils:	Science	Additional Science
% A	8	15
% B		
% C	31	23
% D	23	8
% E	15	8
% F		
% G		
% U		

% Entry or not entered	23	46
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Of all 13 year 11 pupils:	English Language	English Literature	Mathematics
% 9			
% 8			
% 7			
% 6			8
% 5	15	15	15
% 4	8	8	8
% 3	23	8	15
% 2	8		15
% 1			15
% Entry or not entered	46	69	24

Comparison with previous years Maths and English results for those pupils working at GCSE Level

Maths	2009	2011	2012	2013	2014	2015	2016	2017 equivalent
% B				10				10
% C		14		30	45	60	50	30
% D		7	27		9	10	13	20
% E	33	21	18	20	27	10	25	
% F	33	35	27	40	9			20
% G	33	14			9	10		20
% U/ N/A			27			10	13	

English	2009	2011	2012	2013	2014	2015	2016	2017 equivalent
% B								
% C		7	9	9		11		30
% D	14	44		27	22	55		40
% E	42	35	36	36	33	33	57	
% F	28	14	27	27	33		29	
% G	14		18		11			

% U N/A			9		11		14	30
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Overall the maths GCSE results are similar to the results from the previous few years. There were 3 pupils who were unable to achieve full GCSE's in English, but the pupils who did sit the exams have achieved better than in recent previous years.

The important and more relevant indicator is the progress pupils have made based on beginning of KS3 levels. The individual support and 1-1 interventions pupils have received in literacy and numeracy have allowed pupils starting at a lower level to be able to access full GCSE and in most cases gain a good grade.

Foundation Subjects

Pupil	Geog	Music	PE	Art	Comp. Science	DT: Res Mat	Enter-prise	BV	Home Cooking	History
1		U	EL2		F	G		D	L2	
2										
3			EL3					E		
4		F	EL3		E	F		C	L2	
5	C		EL3	A	E	C		B		
6			EL3							
7		G	EL3		EL2	G	E	C	L2	C
8	C		EL3		C	B		A		
9	F	G	EL3		EL3	U	G	E		D
10		U	EL3					G	L2	X
11										
12			EL3	X						
13										

EL1 – Entry level 1, EL2 – Entry level 2, EL3 – Entry level 3, L2 – BTEC level 2 pass, X – no result

Child in Care, Free School Meals, Child in Care and Free School Meals

Firstly, the results highlight the huge range of subjects and levels of entry we offer the pupils in order to allow them to achieve their maximum potential.

Foundation subjects account for a further 28 passes at GCSE level (compared to 16 for the 9 pupils last year) and 4 passes at BTEC Level 2.

In total this is 66 GCSE's gained by our thirteen year 11 leavers (5.1 per person this year compared with 4.7 per person last year), with five pupils achieving 6 or more GCSE qualifications.

In addition to this, 6 pupils have managed to achieve a total of 9 or more GCSE leveled qualifications, with pupil 4 achieving 6 grades C and above equivalent and pupil 5 and pupil 8 achieving 9 grades C and above or equivalent.

Overall comparison against previous years

Year	Number of qualifications per pupil	Number of GCSE's per pupil	Total number of different qualifications attained
2017	7.7	5.1	20
2016	7.6	4.7	19
2015	7.1	5.1	18
2014	5.7	4.1	18
2013	6.7	5.0	19

Year 10

In addition to the year 11 results, it is important to mention some of the excellent GCSE results already achieved by some year 10 pupils.

One has achieved grade B in Computer Science GCSE and grade 5 in maths. Another pupil has achieved grade D in Computer Science GCSE. A further year 10 has achieved grade 5 in maths GCSE also. Two have also passed their Level 1 Functional Skills English qualification. 5 year 10's have already achieved their Home Cooking BTEC Level 2 award.

Year 9

This year also saw many year 9 pupils gain qualifications as an excellent stepping stone to KS4 studies. Two pupils gained a Number and Measure award at Level 1. In addition to this, 7 year 9 pupils have achieved the BTEC Home Cooking at Level 1.