## COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2012, compared to national end of key stage 2 teacher assessment levels and test results for 2011.

The number of eligible children is: 44
Figures may not total 100 per cent because of rounding.

| TEACHER ASSESSMENTS |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Percentage at each level |  |  |  |  |  |  |  |  |
|  |  | W | 1 | 2 | 3 | 4 | 5 | 6 | Pupils disapplied | Pupils absent |
| English | School | 0 | 0 | 0 | 7 | 50 | 43 | 0 | 0 | 0 |
|  | National | 1 | 1 | 3 | 14 | 49 | 32 | 0 | 0 | 0 |
| Mathematics | School | 0 | 0 | 0 | 0 | 39 | 57 | 5 | 0 | 0 |
|  | National | 1 | 1 | 3 | 14 | 47 | 34 | 1 | 0 | 0 |
| Science | School | 0 | 0 | 0 | 5 | 41 | 55 | 0 | 0 | 0 |
|  | National | 1 | 0 | 2 | 12 | 50 | 35 | 0 | 0 | 0 |


| TEST RESULTS |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Percentage at each level |  |  |  |  |  |  |  |
|  |  | Below level 2* | 2 | 3 | 4 | 5 | 6 | Pupils not entered ${ }^{\#}$ | Pupils absent |
| English | School | 0 | 0 | 7 | 52 | 41 | 0 | 0 | 0 |
|  | National | 5 | 1 | 12 | 52 | 29 | - | 0 | 1 |
| Reading | School | 5 | 0 | 7 | 45 | 43 | 0 | 0 | 0 |
|  | National | 8 | - | 8 | 41 | 42 | - | 0 | 0 |
| Writing | School | 0 | 0 | 7 | 70 | 23 | 0 | 0 | 0 |
|  | National | 5 | - | 20 | 55 | 20 | - | 0 | 0 |
| Mathematics | School | 0 | 0 | 7 | 45 | 43 | 5 | 0 | 0 |
|  | National | 4 | 1 | 14 | 45 | 35 | - | 0 | 0 |

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 2 in English or Mathematics, 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.

