



Federation of Holy Trinity Church of England Schools

End of Year results from tests and assessments (July 2024)

Early Years Good Level of Development. Each pupil represents 3.1%

School: 69%

National: 68%

Context: 6 EAL pupils have joined in-year, all from out of country with no or limited spoken English. Predictions based on the cohort who began the year were 82% GLD.

Year 1 Phonics (working at). Each pupil represents 2%

School; 82%

National: 80%

Context: Above national and in line with school judgements of the impact of the teaching of phonics.

Key Stage 1 Teacher Assessment. Each pupil represents 1.9%

Reading

	Working below expected standard	Working at or above expected standard	Working at a greater depth
School	24%	76%	31%
National	29%	71%	19%

Writing

	Working below expected standard	Working at or above expected standard	Working at a greater depth
School	24%	76%	20%
National	38%	62%	8%

Maths

	Working below expected standard	Working at or above expected standard	Working at a greater depth
School	24%	76%	22%
National	29%	71%	16%

Combined data where children meet the expected standard in reading, writing and maths

	Working below expected standard	Working at or above expected standard	Working at a greater depth
School	25%	75%	12%
National	42%	58%	6%

Context: End of Key Stage 1 results are all above or in line with national and in line with school judgements.



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Year 4 Multiplication Check Each pupil represents 1.8%

- 16% scored 25/25 (National Average 35%)
- Ave Score 19 (out of 25) 60% scored 19 or above (National Average 21)

Context: Results are a significant increase on 2023 (5%) however this remains an area of key focus. There are 58 pupils in Year 4. **EAL** 17 pupils of which 3 pupils have joined in-year, all from out of country with no or limited spoken English. **Pupil Premium** 19 pupils (33%) Service 10 (17% of the cohort) Deprivation (16% of the cohort). **SEN Register** 11 pupils on the list **Vulnerable Watch List** 8 pupils **Mobility** 8 new/ 1 leaver.

Key Stage 2 Assessment. Each pupil represents 1.7%

Reading (test)

	Working below expected standard	Working at expected standard	Working above National Standard
School	36%	64%	22%
National	26%	74%	28%

Spelling, punctuation and grammar (test)

	Working below expected standard	Working at expected standard	Working above National Standard
School	33%	67%	20%
National	28%	72%	32%

Writing - teacher assessment

	Working below expected standard	Working at or above expected standard	Working at a greater depth
School	29%	71%	22%
National	28%	72%	13%

Maths (test)

	Working below expected standard	Working expected standard	Working Above National standard
School	43%	57%	15%
National	27%	73%	24%



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Combined data where children meet the expected standard in reading, writing and maths

School: 49%

National 61%

Combined data where children exceeded expected standard in reading, writing and maths

School: 7%

National: 7%

Average Scaled Scores (children were required to achieve 100 to meet expected standard)

Reading

School: 103

National: 105

Maths

School: 101

National: 104

Grammar, Punctuation & Spelling,

School: 102

National: 105

Context

EAL 4 pupils

SEN Register 14 pupils (24%) 10 boys / 5 girls. 5 pupils had dyslexia tendencies identified through accredited screening.

Pupil Premium 28 pupils (48%) of which 13 Service (22 % of cohort) 15 Deprivation (25% of cohort)

Mobility In-year 4 new / 2 leavers

Vulnerable Watch List 9 pupils (15%)

Attendance 95.1% 6.8% PA – 4 pupils

SATS Support 10 pupils qualified for additional time pupils (17% of the cohort)

Gender of Pupils who did not achieve ARE

WTS	Reading	Writing	GPS	Maths
Girls	28%	19%	25%	44%
Boys	44%	41%	41%	41%