



Academic Results 2017 - 2018

EYFS RESULTS

In 2018 the proportion of children reaching a good level of development by the end of the EYFS was 83%. Our results have risen significantly over the last two years with strong performances from the majority of pupils in all areas of the EYFS curriculum. The Reception teacher has worked hard to secure good outcomes for high potential learners with 50% in reading (18.6 nationally), 17% in writing (11% nationally) and 33% in number (16% nationally).

Cohort: 6 17% each child	Listening & attention	Under-standing	Speaking	Moving & handling	Health & self-care	Self-confidence	Managing feelings	Making relationships	Reading	Writing	Numbers	Shape, space & measure	Good Level of Development	People & Communities	The world	Technology	Exploring media & materials	Being imaginative
Dormer 2018 (6)	100	100	100	100	83	83	100	100	100	83	100	100	83	100	100	100	100	100
National 2018	86	86	86	90	91	89	88	90	77	74	80	81	80	86	86	93	89	89
Dormer 2017 (16)	93	93	93	100	100	93	93	100	93	86	93	100	86	93	93	100	100	93
National 2017	86	85	85	90	91	89	88	90	77	73	79	81	71	86	86	93	89	88
Dormer 2016 (5)	86	86	86	100	100	100	86	86	86	86	71	100	57	100	100	100	100	100
National 2016	86	85	85	90	91	89	87	90	77	71	77	81	69	86	86	92	89	88

Analysis of Key Stage 1 results

English: In reading 100% of pupils were working at the expected standard in both tests and teacher assessments, and 40% of pupils were reading at greater depth. 100% reached the standard in writing as opposed to 70% nationally; 40% reached Greater Depth as opposed to 16% nationally. In the English Grammar, Spelling and Punctuation Test 100% reached the expected standard with 40% reaching Greater Depth in the test.

Maths: 100% of pupils were working at the expected standard well above the national average of 76%; 60% reached Greater Depth as opposed to 22 per cent nationally.

Science: 100% of pupils were working at the expected standard in science.

SEND: None of the Year 2 cohort required support for special educational needs.

High potential learners: Pupils have continued to build upon strong performances in the EYFS profiles.

KEY STAGE 1 SATS

Cohort number 6	Reading % met or above	Reading % with high score	EGPS % met or above	EGPS % with high score	Writing % met or above	Writing % with high score
National 2018	75	26	-	-	70	16
Dormer 2018	100	40	100	40	100	40
National 2017	76	25	-	-	68	16
Dormer 2017	79	50	79	14	71	7
National 2016	74	25	-	-	65	13
Dormer 2016	83	33	-	-	75	42

	Maths % met or above	Maths % with high score
National 2018	76	22
Dormer 2018	100	60
National 2017	75	21
Dormer 2017	79	7
National 2016	73	21
Dormer 2016	82	18

GL ENGLISH ASSESSMENT TESTS: YEARS 1, 3, 4, 5

ENGLISH CLASS OVERVIEW															
Year 1 (17)				Year 3 (12)				Year 4 (9)				Year 5 (10)			
E	D	S	Ex	E	D	S	Ex	E	D	S	Ex	E	D	S	Ex
-	12%	70%	18%												
				-	8%	42%	50%								
								-	11%	44%	44%				
												-	-	20%	80%

The mean standard age score for **Year 1** was **not significantly different** to the national average. 12% were below average, 70% scored within the average range with 18% above average.

The mean standard age score for **Year 3** was **significantly higher** than the national average. 8% were below average, 44% scored within the average range with 49% above average and 8% in the very high range.

The mean standard age score for **Year 4** was **significantly higher** than the national average. 11% were below average, 44% scored within the average range with 44% above average. 22% scored in the very high range.

The mean standard age score for **Year 5** was **significantly higher** than the national average. 20% scored within the average range with 80% above average. 30% were in the very high range.

MATHS CLASS OVERVIEW															
Year 1 (17)				Year 3 (12)				Year 4 (9)				Year 5 (10)			
E	D	S	Ex	E	D	S	Ex	E	D	S	Ex	E	D	S	Ex
-	-	35%	65%												
				-	8%	42%	50%								
								-	11%	33%	55%				
												-	-	30%	70%

The mean standard age score for **Year 1** was **significantly higher** than the national average; 35% scored within the average range with 41% above average and 24% in the very high range.

The mean standard age score for **Year 3** was **significantly higher** than the national average. 8% were below average, 42% scored within the average range with 42% above average and a further 8% in the very high range.

The mean standard age score for **Year 4** was **significantly higher** than the national average; 11% were below average, 33% scored within the average range with 33% above average and a further 22% in the very high range.

The mean standard age score for **Year 5** was **significantly higher** than the national average; 30% scored within the average range with 60% above average and a further 10% in the very high range.

In English and maths, the spread of standard age scores was not significantly different from the national average and this reflects our status as a non-selective school catering for pupils of all abilities. The mean standard age score for boys was not significantly different from girls.

KEY STAGE 2 SATS

Pupils take national curriculum assessments in Year 6 at the end of Key Stage 2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and English grammar, punctuation and spelling (EGPS) and receive a teacher assessment (TA) in reading, writing, maths and science.

Cohort number 10	Reading % met or above	Reading % with high score	EGPS % met or above	EGPS % with high score	Writing % met or above	Writing % with high score
National 2018	75	28	78	34	78	20
Dormer 2018	80	60	70	30	90	50
National 2017	71	25	77	31	76	18
Dormer 2017	93	43	93	43	100	29
National 2016	66	19	72	23	74	15
Dormer 2016	81	19	81	23	94	15
Progress 2018	1.8 (-2.09 to 5.63) Top 25% of schools				3.07 (-0.68 to 6.82) Top 25% of schools	

Cohort number 10	Maths % met or above	Maths % with high score	Combined R/W/M (TA only)	Science % met or above	Science % with high score
National 2018	76	24	64	82	-
Dormer 2018	80	20	70	100	30
National 2017	75	23	61		
Dormer 2017	86	36	86	93	7
National 2016	70	17	53	81	
Dormer 2016	81	17	69	100	
Progress 2018	-0.56 (-4.04 to 2.93) Middle 20% of schools		-	-	-

Analysis of Key Stage 2 results: The class of 2018 gave a sound performance in the externally marked Key Stage 2 SATs examinations: 80% reached the expected standard for reading and maths. These figures compare favourably with national figures of 75% and 76%. 70% were working at or above the expected level in reading, writing and maths as opposed to 61% nationally. 90% achieved the expected grade in writing; this was teacher assessed over the course of the year and moderated within the cluster. This compares favourably with the national average of 78%.

English: The value added score for reading progress was 1.8. Reading progress therefore was in the top 25% of schools with 60% of the class scoring at Greater Depth in comparison with 28% nationally. The value added score for writing was 3.07; writing progress was also in the top 25% of schools. 50% of pupils were working at Greater Depth in comparison with 20% nationally. 70% of pupils achieved the national average in grammar, spelling and punctuation with 30% reaching the higher standard. The average scaled score was 107.

Maths: 86% of pupils reached the expected standard in maths in comparison with 75% nationally. The Value Added score for maths was -0.56 which is in line with national progress and an improvement on the year before. 20% of Dormer pupils were working at Greater Depth in maths.

Groups: It is interesting to note that the average scaled score for reading was 107, with girls (110) outperforming the boys (103). The reverse applied in maths with girls (105) and boys (106); the average scaled score was 105. In EGPS the average scaled score was 107, girls (107) and boys (100). It was rewarding to see very good individual

progress scores for the majority of pupils who had joined Dormer in Key Stage 2, particularly in English.

Science: 100% of pupils met the expected standard in science, 30% were working at Greater Depth.

SEND: One pupil was receiving SEND support and two additional pupils received support with EGPS from Year 5.

Higher Potential Learners: Very high progress scores were recorded for this group of learners in English, with one pupil scoring full marks on the Reading and the Grammar, Punctuation and Spelling paper.

The School's Key Stage 2 results are above the Floor Standard and above the Coasting Standard for primary schools. Please find attached the assessment data for all schools within the North Cotswolds Cluster.

GENERAL

Across the curriculum pupils performed well in internally assessed examinations and course work. Throughout the year a Gifted and Talented, Common Entrance and 11+ after school study group and summer school was offered to Y5 and 6 pupils. Uptake was excellent and the sessions provided extra support for pupils preparing for the next stage in their education. Three grammar school places were offered to the Year 6 pupils from KES, Shottery and Stroud High. Pupils have moved on to Chipping Campden, The Cotswold School, Burford School, Shipston High and Stratford High.

The variety and quality of work produced by pupils endorsed the School's commitment to a creative curriculum, which provides an arts-rich education for all pupils and maintains the high standards of Gold Artsmark status. The work of 8 of our gifted and talented artists was exhibited at the SATIPS exhibition, and all Dormer pupils had an exhibit in the summer art exhibition at the gallery in Chipping Norton Theatre. The results of the LAMDA Examinations in Speech and Drama were once again outstanding. The results of the 2018 LAMDA Examinations in Speech and Drama and Acting were once again outstanding. Out of 21 entrants 10 passed with merits and 11 passed with distinction. The ablest Year 5 pupil worked on Grade 3 Speaking Verse and Prose an exam designed for Year 8. The remaining pupils are working at least 1 year ahead of the proposed age range but in most case 2 years ahead. The marks ranged from 66%~94%.