



Ormskirk Church of England Primary School

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“How well do our pupils who have been with us since Reception do in the end of Y6 SATs exams compared to the national averages. When including all of the children, even those who just arrived since 2022 how well did our students do in 2024 compared to national averages?” Updated 22/9/24

Key Analytical Question: “Do children leave primary school with good results at the end of Year 6? Is there a significant gap between the attainment of children who have been at the school for a long time as compared to the recent arrivals? What are the school’s strengths in the core subjects and in which subjects should the school be focused on developing?”

National Picture

There has been a slight increase in SATs scores compared to last year and percentages for attaining expected standards are creeping up to those achieved in 2019 (pre Covid). There is regional difference, whereby the South, especially the South East and London have notably higher scores than the North or England.

At Ormskirk Church of England Primary School

Of the 58 children who finished primary school in July 2024 only 39 had been with our school since Reception. As the cohort grew in number over the years many of the new children who started had a variety of needs or had struggled in their previous schools and were seeking a fresh start. Whilst we are extremely proud of how these children progressed both emotionally and academically their end of primary attainment results did have a profound impact on our school results as is shown below.

Subject	% of all children who started our school in Reception (a total of 39 children)	National Average	School Self Judgement School performance compared to the national average Purple > 10% national Green ≥ national Yellow < national Red < 10% national	% of children who started before 2022 (a total of 50 ch.)	School Self Judgement against nat. average	As a whole cohort inc. even those who arrived very recently in Y6 (a total of 58ch.)	School Self Judgement against nat. ave
Reading	90%	74%	+16	86%	+12	76%	+2
Reading GDS	21%	28%	-7	20%	-8	17%	-11
Grammar, Punctuation & Spelling (GPS)	85%	73%	+12	86%	+13	76%	+3
GPS GDS	51%	33%	+18	48%	+15	41%	+8
Writing	92%	72%	+20	86%	+14	78%	+6
Writing GDS	8%	13%	-5	6%	-7	5%	-8
Maths	72%	73%	-1	66%	-7	60%	-13
Maths GDS	15%	25%	-10	14%	-11	12%	-13
Combined (Reading, Writing & Maths)	69%	61%	+7	62%	+1	53%	-8
Combined GDS	8%	8%	0	6%	-2	5%	-3
Overall comment	Stunning English results for the expected standard. Need to focus on children attaining the highest standard (GDS) in reading, writing and maths.					Maths overall and English GDS needs to be the focus	

Inspire

Aim High

Achieve

Shine



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Planning Ahead

The significant influence on our results from the children who joined late to our school, partly feeds in to why we need to dedicate increased efforts to effective induction and review how we help newcomers to the school and how we can accelerate their learning. This will be addressed under the heading of our action plan “I belong” which focuses a lot on induction. These results for all our children, including those who started in Reception suggest we need to raise the children’s self-belief that they can achieve the very highest standards in their work and not limit their own expectations. This will be addressed within our third strand of the school action plan “I can”.