

Key Stage 2 Results - 2019

Achievement Key
 In line/above national = **Green**
 Just below national = **Orange**
 Below national = **Red**

Results – Attainment (End of KS2/Year 6) <small>ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment</small>	School %	National Average %
ARE+ Combined (Read/Write/Maths)	50%	65%
ARE+ Reading	75%	73%
GDS+ Reading	25%	27
ARE+ Writing	89%	78%
GDS+ Writing	33%	20%
ARE+ Grammar Punctuation Spelling	75%	78%
GDS+ Grammar Punctuation Spelling	50%	
ARE+ Maths	50%	79%
GDS+ Maths	25%	27%
Average Scaled Score – Attainment (End of KS2/Year 6)	School	National Average
Reading	104	104
Grammar Punctuation Spelling	104	106
Maths	101	105
Results – Progress (End Year 2 to end Year 6) <small>0.0+ = National progress related expectation</small>	School	National Average
Expected Progress - Reading	-0.6	0
Expected Progress - Writing	+3.9	0
Expected Progress – Maths	-4.3	0

Commentary on Results and Context Impact:

- Cohort was made up of 4 pupils –25% boys and 75% girls
- 50% of pupils were PPG
- 25% with English as an additional language
- 25% of pupils in this cohort were inwardly mobile
- 25% of pupils with SEND

Next Steps for the Academy:

Implement the learning improvement priorities detailed in the Academy Improvement Plan 2020 to improve attainment and progress. Summary below:

1. Reading Achievement Improvement – Deliver effective reading strategies and skills which are taught systematically to ensure pupils are able to meet or exceed national reading attainment and progress standards.
2. Writing Achievement Improvement – Deliver effective writing strategies and skills which are taught systematically to ensure pupils are able to meet or exceed national writing attainment and progress standards.
3. Maths Achievement Improvement – Deliver effective maths application strategies and skills which are taught systematically to ensure pupils are able to meet or exceed national maths attainment and progress standards.

progress standards. Focus on improving outcomes for GDS learners through better subject knowledge amongst practitioners.

4. Curriculum Coherence – Improve mapping, planning and coherence of broad and balanced curriculum offer which ensures subject skills and knowledge are taught systematically and with learning connections explicit.
5. Disadvantaged and SEND Provision – Improve curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the Disadvantaged (including most able) and SEND pupil groups.