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| An Daras Multi Academy Trust**Windmill Hill Academy** | C:\Documents and Settings\St Stephens\Local Settings\Temporary Internet Files\Content.IE5\TO1RW4HN\Master Logo[1].jpg |
| **Key Stage 2 Results - 2014** | **Achievement Key**In line/above national = GreenJust below national = OrangeBelow national = Red |
| **Results – Attainment (End of KS2/Year 6)**L4+ = National age related attainmentL5+ = Above national age related attainment | **Academy %** | **National Average %** |
| Level 4+ Combined (Read/Write/Maths) | 83% | 78% |
| Level 4+ Reading | 93% | 89% |
| Level 5+ Reading | 55% | 50% |
| Level 4+ Writing | 90% | 85% |
| Level 5+ Writing | 48% | 33% |
| Level 4+ Grammar Punctuation Spelling | 83% | 76% |
| Level 5+ Grammar Punctuation Spelling | 72% | 52% |
| Level 4+ Maths | 94% | 86% |
| Level 5+ Maths | 51% | 42% |
| **Results – Progress (End Year 2 to end Year 6)**2 Levels progress = National minimum age related expectation3 Levels progress = Above national minimum age related expectation |
| 2+ Levels progress Reading | 96% | 91% |
| 3+ Levels progress Reading | 68% | 35% |
| 2+ Levels progress Writing | 100% | 93% |
| 3+ Levels progress Writing | 61% | 32% |
| 2+ Levels progress Maths | 100% | 90% |
| 3+ Levels progress Maths | 71% | 35% |
| **Commentary on Results:** |
| * Cohort was made up of 29 pupils.
* Percentages for attainment and progress are above national averages in core subjects at both L4+(age related expectation)and L5+ (above ARE).
* Level 4+ and level 5 – 3 year rolling average improving in reading and maths.
* Grammar, Punctuation and Spelling attainment has risen from last year’s data, including 10% reaching level 6.
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| **Next Steps for the Academy:** |
| * Implement the global learning priorities detailed in the Academy Trust Improvement Plan 2015
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| ***1) a*** *Ensure attainment gaps for significant pupil groups are closing rapidly when measured against peer/national benchmarks – Key focus on disadvantaged, boys and Foundation Stage pupils.****b*** *Ensure consistently good and outstanding core learning provision – Key focus writing****2)*** *Ensure learning progress at Foundation Stage/Early KS1 is accelerated to improve end of KS1 attainment and “readiness for next stage learning” – Key focus on Higher Attaining Pupils****3)*** *Develop effective curriculum learning schemes of work and integrated assessment pathways - assessment without levels****4)*** *Improve technology integration through cross curricular applications to deliver engaging learning – Key focus on boys engagement* |

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