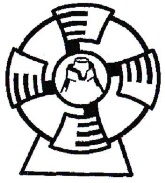
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| An Daras Multi Academy Trust  **Windmill Hill Academy** | | C:\Documents and Settings\St Stephens\Local Settings\Temporary Internet Files\Content.IE5\TO1RW4HN\Master Logo[1].jpg | |
| **Key Stage 2 Results - 2014** | | **Achievement Key**  In line/above national = Green  Just below national = Orange  Below national = Red | |
| **Results – Attainment (End of KS2/Year 6)**  L4+ = National age related attainment  L5+ = 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 expectation  3 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. | | | |
| **Next Steps for the Academy:** | | | |
| * Implement the global learning priorities detailed in the Academy Trust Improvement Plan 2015 | | | |
| ***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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