



An Daras Multi Academy Trust St Stephens Community Academy		Key Stage 2 Results - 2014 The Area Resource Base (ARB) is a class for pupils with severe/profound learning difficulties. Pupils in the ARB at Year 6 are included in our published DfE overall data. The more accurate achievement data for the Academy is that with ARB pupils removed (see column 2)		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	1.Academy % (With 2 ARB pupils)	2.Academy % (Without 2 ARB pupils)	3.National Average %	
Level 4+ Combined (Read/Write/Maths)	84%	94%	78%	
Level 4+ Reading	89.5%	100%	89%	
Level 5+ Reading	58%	65%	50%	
Level 4+ Writing	84%	94%	85%	
Level 5+ Writing	26%	30%	33%	
Level 4+ Grammar Punctuation Spelling	79%	88%	76%	
Level 5+ Grammar Punctuation Spelling	58%	65%	52%	
Level 4+ Maths	84%	94%	86%	
Level 5+ Maths	58%	65%	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	89%	100%	91%	
3+ Levels progress Reading	32%	35%	35%	
2+ Levels progress Writing	89%	100%	93%	
3+ Levels progress Writing	32%	35%	32%	
2+ Levels progress Maths	89%	100%	90%	
3+ Levels progress Maths	37%	41%	35%	
Commentary on Results: <ul style="list-style-type: none"> Cohort was relatively small with 19 pupils in total but included 2 ARB pupils with severe and profound learning difficulties (both girls/PPG) representing 11% of cohort in published DfE data. Adjusted percentages (with 2 ARB pupils de-aggregated from data) for attainment and progress are above national averages in core subjects at both L4+(age related expectation)and L5+ (above ARE). Maths outcomes remain a strength, reflecting an effective curriculum, high expectations and successful teaching and learning strategies employed. Grammar, Punctuation and Spelling attainment has risen considerably over 2013 outcomes. 				
Next Steps for the Academy: <ul style="list-style-type: none"> 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				