

An Daras Multi Academy Trust
**St Stephens Community Academy School Outcomes
 Report 2018-2019**

ADMAT SI Document 1.4



Key Stage 2 End of Year Results
 % in brackets indicates de-aggregated outcomes –pupils on EHCP/in ARB who are disapplied from end of year Standardised Assessment Tasks.

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

Subject Results – Attainment (End of KS2/Year 6)
 ARE (Age Related Expectation) = National age related attainment
 GDS (Greater Depth Standard) = Above national age related attainment

School %	National Average 19%
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ARE+ Combined (Read/Write/Maths)	55% (62%)	65%
ARE+ Reading	55% (62%)	73`%
GDS+ Reading	17%(19%)	27%
ARE+ Writing	66% (73%)	78%
GDS+ Writing	28% (31%)	20%
ARE+ Grammar Punctuation Spelling	62% (69%)	78%
GDS+ Grammar Punctuation Spelling	28% (31%)	%
ARE+ Maths	76% (85%)	79%
GDS+ Maths	17 % (19%)	27%

Average Scaled Score – Attainment (End of KS2/Year 6)

School	National Average
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Reading	100	104
Writing	109	
Grammar Punctuation Spelling	103	106
Maths	103	105

Subject Results – Progress (End Year 2 to end Year 6)

0.0+ = National progress related expectation

School	National Average 19
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Expected Progress - Reading	-3.40 (-2.37)	+
More than Expected Progress - Reading		+/-
Expected Progress - Writing	0.57-in line (+1.53)	+
More than Expected Progress - Writing		+/-
Expected Progress – Maths	-1.63-in line (-0.5)	+
More than Expected Progress - Maths		+/-

Commentary on Results and Context Impact:

- Cohort was made up of 29 pupils – 76% boys 24% girls.
- Mobility concerns about this cohort – 48% have not been at SSCA from the onset.
- 38% of pupils were PPG. 7% of these pupils had an EHCP.
- 71% of this cohort DID NOT achieve a Good Level of Development in the Early Years Foundation Stage.
- 24% of pupils were SEN, 10 % pupils had significant SEN with Statements (EHCPs) 7% of pupils are taught within the Area Resource Base. Positive impact on progress results if pupils who have EHCP/taught in ARB are disapplied; Reading: Closer to being in line. Writing and Mathematics: In line or above with local authority and national for achieving expected standard or higher.)
- 10%pupils are EAL (English as an additional language).
- 83% of cohort has made expected or better progress in reading. New strategies introduced in 2018-19

that have made good impact across the school, have not had the time to fully impact on attainment in Y6.

- Two 'expected pupils' missed expected by 1 point and 1 other 'expected' pupil with SEND and emotional /well-being needs in the process of moving area during SAT's had a huge impact on their performance. Three GDS pupils missed the GDS by 1 mark so this makes impact on progress data.
- Outcomes show the vast majority of this Y6 cohort achieve well against national average benchmarks and made at least expected progress, in many cases significantly better than expected progress from their starting points.
- Combined ARE+ % achieving Reading ,Writing and Maths is 62% with ARB/EHCP pupils results de-aggregated so SSCA in line the national average of 2019 -65%
- GDS+ has significantly improved since last year in writing –a key focus for the school. A 7% increase from last year in KS2 and up 14.3% in KS1.
- Impact of targeted work and embedding first quality teaching strategies in Maths and English can be seen in KS1 outcomes : GDS + in all areas is above national, reading and writing were well below national last year but this year are in line or just below including results from 2 pupils in the Area Resource Base being included.
- The school recognises and acknowledges the social and economic needs of the community it serves but has high aspirations that all will achieve.

Key Stage 1 End of Year Results

% in brackets indicates de-aggregated outcomes –pupils on EHCP/in ARB who are disapplied from end of year Standardised Assessment Tasks.

Achievement Key

In line/above national = Green

Just below national = Orange

Below national = Red

Results – Attainment (End of KS1/Year 2)

ARE (Age Related Expectation) = National age related attainment

GDS (Greater Depth Standard) = Above national age related attainment

School %

National Average %

ARE+ Reading	71% (78%)	75%
GDS+ Reading	32% (35%)	25%
ARE+ Writing	64% (69%)	70%
GDS+ Writing	18% (19%)	15%
ARE+ Maths	68% (73%)	75%
GDS+ Maths	29% (31%)	22%

Commentary on Results and Context Impact:

- Provision/strategies for reading and vocabulary acquisition provided this year have made good impact on progress and attainment in Reading and Writing. Above national GDS+. From last year; Writing progress is up by 14.3% ,Reading progress by 8.1% and Maths progress by 1%
- If ARB pupils are de-aggregated from outcomes ARE+ in reading, writing and maths are in line with national.
- Year 2 cohort includes 2 x pupils in Area Resource Base and 1 pupil awaiting an EHCP.36% SEND support,2 EHCP, 7% EAL and 21% PPG
- Year 1 cohort includes 4 x pupils in Area Resource Base.

Next Steps for SSCA:

- Implement the learning improvement priorities detailed in the Academy Improvement Plan 2019-20 to improve attainment and progress.
- Continue to secure levels of improvement in attainment in reading and writing as in GDS and maths.
- Prioritise spelling strategies to improve writing attainment.
- Continue to diminish the difference between attainment of PPG and non PPG pupils.
- Continue to ensure good progress in all groups.

Other KS1 Results	School	National 2018
Year 1 Phonics Screening	82% ARB x4	83%
Year 2 Phonics Retake	33%	61%
Phonics: By the end of Year 2 (Cumulative)	88%	92%
EYFS GLD	69%	72%

Commentary on Results and Context Impact:

- The school is in line with national for Year 1 phonics screening. This included the 4 pupils in the ARB.
- The year 2 phonics retake is well below national due to the cohorts SEND needs. Out of the 6 pupils registered for retakes 2 of those pupils attend our Area Resource Base, 1 is awaiting an EHCP approval and 2 other children have significant Speech and Language needs. The other pupil achieved full marks at the re-take.
- The above outcomes obviously make a negative impact on the cumulative data.