


An Daras Multi Academy Trust St Stephens Community Academy School Outcomes Report 2017-2018		ADMAT SI Document 1.4	
Key Stage 2 End of Year Results		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 17 %
ARE+ Combined (Read/Write/Maths)		63%	64%
ARE+ Reading		67%	75%
GDS+ Reading		23%	26%
ARE+ Writing		73%	78%
GDS+ Writing		20%	21%
ARE+ Grammar Punctuation Spelling		73%	77%
GDS+ Grammar Punctuation Spelling		30%	26%
ARE+ Maths		73%	75%
GDS+ Maths		20%	19%
Average Scaled Score – Attainment (End of KS2/Year 6)		School	National Average
Reading		103	105
Writing		104	104
Grammar Punctuation Spelling		104	106
Maths		103	106
Subject Results – Progress (End Year 2 to end Year 6) 0.0+ = National progress related expectation		School	National Average 17
Expected Progress - Reading		-2.10	+0.2
More than Expected Progress - Reading			+/-
Expected Progress - Writing		-2.35	+0.1
More than Expected Progress - Writing			+/-
Expected Progress – Maths		-0.35	+0.2
More than Expected Progress - Maths			+/-
Commentary on Results and Context Impact:			
<ul style="list-style-type: none"> Cohort was made up of 30 pupils – 53% boys 47% girls 40% of pupils were PPG. 1 of these pupils is also a pupil who was taught in alternative provision but remained dual registered with the school. See progress bullet point below. 13% of pupils were SEN 7% pupils had significant SEN with Statements (EHCPs) , 7% pupils are EAL (English as an additional language). Positive impact on progress results if pupil who was dual registered is disapplied; Reading: 1.42 Writing: -1.76 Mathematics: +0.32. In line or above with local authority and national for achieving expected standard or higher. Percentages for attainment and progress are broadly in line with national averages at ARE+ in maths and reading and all core subjects when Statemented pupils are de-aggregated. Outcomes show the vast majority of pupils 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+ is 63%- SSCA in line the national average 2018 with statemented and ARB children's results included. 			

- GDS+ has significantly improved over three years in both Key Stages. Impact of maths focus: KS1 17% now 20%, KS2 7% now 20%. Reading KS1 has remained consistently 20% KS2 10% to 23% and Writing KS1 7% to 17% KS2 14% to 20%.
- 21% of all pupils within school come within 20-30% of Income Deprivation Affecting Children Index Decile. 47% of pupils on roll in this school live in the most deprived 0-30% of Lower Super Output Areas (LSOA)s in England (Based on the 2015 Income Deprivation Affecting Children Index (IDACI))
- % achieving Reading ,Writing and Maths combined above Local Authority and in line with National

Other KS1 Results	School	National
Year 1 Phonics Screening	81%	83%
Year 2 Phonics Retake	43%	61%
Phonics: By the end of Year 2 (Cumulative)	87%	92%
EYFS GLD	83%	72%

Key Stage 1 End of Year Results		Achievement Key	
		In line/above national = Green	
		Just below national = Orange	
		Below national = Red	
Results – Attainment (End of KS1/Year 2)		School %	National Average %
ARE (Age Related Expectation) = National age related attainment			
GDS (Greater Depth Standard) = Above national age related attainment			
ARE+ Reading		63%	75%
GDS+ Reading		20%	26%
ARE+ Writing		50%	70%
GDS+ Writing		17%	16%
ARE+ Maths		67%	75%
GDS+ Maths		20%	20%
Commentary on Results and Context Impact:			
<ul style="list-style-type: none">• Mobility of Y2 pupils made a huge impact on results.• 30 pupils in cohort 37% boys 63% girls• 17% SEN support, 3% EHCP, 13% EAL, 50 %PPG			
Next Steps for SSQA:			
<ul style="list-style-type: none">• Implement the learning improvement priorities detailed in the Academy Improvement Plan 2018-19 to improve attainment and progress.• Secure similar levels of improvement in attainment in reading and writing as in GDS and maths.• Continue to diminish the difference between attainment of PPG and non PPG pupils.			