

<b>An Daras Multi Academy Trust</b> <b>Windmill Hill Academy</b>	<b>ADMAT SI Document 1.4</b>	
<b>Key Stage 2 Results - 2023</b>	<b>Achievement Key</b> In line/above national = <b>Green</b> Just below national = <b>Orange</b> Below national = <b>Red</b>	
<b>Results – Attainment (End of KS2/Year 6)</b> ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment	<b>School %</b>	<b>National Average %</b>
ARE+ Combined (Read/Write/Maths)	46%	60%
ARE+ Reading	74%	73%
GDS+ Reading	18%	29%
ARE+ Writing	75%	73%
GDS+ Writing	7%	13%
ARE+ Grammar Punctuation Spelling	86%	72%
GDS+ Grammar Punctuation Spelling	11%	30%
ARE+ Maths	68%	73%
GDS+ Maths	14%	24%
<b>Average Scaled Score – Attainment (End of KS2/Year 6)</b>	<b>School</b>	<b>National Average</b>
Reading	103.5	105.1
Grammar Punctuation Spelling	103.6	104.9
Maths	101.3	104.2
<b>Results – Progress (End Year 2 to end Year 6)</b> 0.0+ = National progress related expectation	<b>School</b>	<b>National Average</b>
Expected Progress - Reading	-1.50	0.04
Expected Progress - Writing	0.71	0.04
Expected Progress – Maths	-3.79	0.04
<b>Commentary on Results and Context Impact:</b>		
<ul style="list-style-type: none"> <li>• Cohort were significantly impacted by Covid-19 (Years 4 and 5)</li> <li>• Cohort made up of 28 pupils – 46% boys and 54% girls</li> <li>• 29% of pupils were inwardly mobile (high level of need)</li> <li>• 25% of pupils with English as an additional language</li> <li>• High level of need with 4% of pupils with an EHC plan</li> <li>• 21% of pupils in receipt of PPG</li> <li>• Year 6 Teacher absent for a prolonged period</li> </ul>		
<b>Next Steps for the Academy:</b>		
<i>Implement the learning improvement priorities detailed in the Academy Improvement Plan 2024 to improve attainment and progress. Summary below:</i>		
<b>Priority A: Learning Standards</b>		
A1. Further embed children’s knowledge and understanding of the curriculum through metacognition using Visible Learning strategies and introducing the Thinking Matters approach.		
A2. Improve achievement in Maths, particularly for vulnerable groups including disadvantaged, SEND and EAL, in line with current guidance and evidence-based CPD.		

**Priority B: Curriculum and Assessment**

B1. Continue curriculum evolution by improving knowledge and coherence and embedding high quality formative assessment in all foundation subjects. Use effective curriculum audit and adaptive CPD to structure improvement.

B2. Ensure Windmill Hill Academy continues to flourish, working together with other schools within the Trust, to meet the specific contextual needs of the community by:

- embedding updated vision and values
- further embedding the UNICEF Rights Respecting Schools Programme.

**Priority C: Vision and Culture**

C1. Continue to develop an effective sustainability strategy led by the school's sustainability Lead and supported by the Trust's sustainability working group.

**Priority D: Safeguarding (including behaviour and attendance)**

D1. Ensure that the latest DfE behaviour guidance is secured in good operational practice so that learning behaviours are consistently good and are in-line with effective TIS (Trauma Informed Schools) Practice and underpinned by the UNICEF 'Rights of the Child'.

**Priority E: School Governance, Leadership and Business Management**

E1. Use the extension of the Trust Improvement offer, focusing on key areas in the DfE Trust Quality Descriptions, to continue to improve the Local Governing Board effectiveness monitoring.