

An Daras Multi Academy Trust Windmill Hill Academy		ADMAT SI Document 1.4	
Key Stage 2 Results - 2019		Achievement Key In line/above national = Green Just below national = Orange Below national = Red	
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 %
ARE+ Combined (Read/Write/Maths)		43%	65%
ARE+ Reading		64%	73%
GDS+ Reading		14%	27%
ARE+ Writing		64%	78%
GDS+ Writing		7%	20%
ARE+ Grammar Punctuation Spelling		71%	78%
GDS+ Grammar Punctuation Spelling		14%	
ARE+ Maths		61%	79%
GDS+ Maths		4%	27%
Average Scaled Score – Attainment (End of KS2/Year 6)		School	National Average
Reading		102	
Grammar Punctuation Spelling		105	
Maths		102	
Results – Progress (End Year 2 to end Year 6) 0.0+ = National progress related expectation		School	National Average
Expected Progress - Reading		-3.1	0
Expected Progress - Writing		-3.4	0
Expected Progress – Maths		-3.4	0
Commentary on Results and Context Impact:			
<ul style="list-style-type: none"> • Cohort was made up of 28 pupils –71% boys and 29% girls • 18% of pupils were inwardly mobile • 7% of pupils with English as an additional language • 4% of pupils with an EHC plan • 25% of pupils in receipt of PPG 			
Next Steps for the Academy:			
<p><i>Implement the learning improvement priorities detailed in the Academy Improvement Plan 2020 to improve attainment and progress. Summary below:</i></p> <ol style="list-style-type: none"> 1. Reading Achievement Improvement – Deliver effective reading strategies and skills which are taught systematically to ensure pupils are able to meet or exceed national reading attainment and progress standards. 2. Writing Achievement Improvement – Deliver effective writing strategies and skills which are taught systematically to ensure pupils are able to meet or exceed national writing attainment and progress standards. 3. Maths Achievement Improvement – Deliver effective maths application strategies and skills which are taught systematically to ensure pupils are able to meet or exceed national maths attainment and progress standards. Focus on improving outcomes for GDS learners through better subject 			

knowledge amongst practitioners.

- 4.** Curriculum Coherence – Improve mapping, planning and coherence of broad and balanced curriculum offer which ensures subject skills and knowledge are taught systematically and with learning connections explicit.
- 5.** Disadvantaged and SEND Provision – Improve curriculum planning, provision and breadth of learning to provide diverse opportunities matched to learning needs of individuals and groups within the Disadvantaged (including most able) and SEND pupil groups.