

An Daras Multi Academy Trust Princetown School	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)	0	65%
ARE+ Reading	0	73%
GDS+ Reading	0	27
ARE+ Writing	0	78%
GDS+ Writing	0	20%
ARE+ Grammar Punctuation Spelling	0	78%
GDS+ Grammar Punctuation Spelling	0	
ARE+ Maths	0	79%
GDS+ Maths	0	27%
Average Scaled Score – Attainment (End of KS2/Year 6)	School	National Average
Reading	89	104
Grammar Punctuation Spelling	88	106
Maths	83	105
Results – Progress (End Year 2 to end Year 6) 0.0+ = National progress related expectation	School	National Average
Expected Progress - Reading	-4.9	0
Expected Progress - Writing	-13.2	0
Expected Progress – Maths	-11.6	0
Commentary on Results and Context Impact:		
<ul style="list-style-type: none"> Cohort was made up of 2 pupils –1 boy and 1 girl One pupil had Special Educational Needs One pupil was inwardly mobile 		
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"> 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. 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. 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. 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.