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| An Daras Multi Academy Trust North Petherwin 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) | | 56% | 65% |
| ARE+ Reading | | 67% | 73% |
| GDS+ Reading | | 33% | 27% |
| ARE+ Writing | | 88% | 78% |
| GDS+ Writing | | 33% | 20% |
| ARE+ Grammar Punctuation Spelling | | 78% | 78% |
| GDS+ Grammar Punctuation Spelling | | 22% | |
| ARE+ Maths | | 67% | 79% |
| GDS+ Maths | | 0% | 27% |
| Average Scaled Score – Attainment (End of KS2/Year 6) | | School | National Average |
| Reading | | 106 | 104 |
| Grammar Punctuation Spelling | | 103 | 106 |
| Maths | | 102 | 105 |
| Results – Progress (End Year 2 to end Year 6) 0.0+ = National progress related expectation | | School | National Average |
| Expected Progress - Reading | | +0.4 | 0 |
| Expected Progress - Writing | | +0.8 | 0 |
| Expected Progress – Maths | | -3.9 | 0 |
| Commentary on Results and Context Impact: | | | |
| <ul style="list-style-type: none"> • Cohort was made up of 9 pupils –44% boys and 56% girls • 11% were inwardly mobile • 11% of pupils with SEND | | | |
| 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. 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. 3. 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. | | | |

4. 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.