

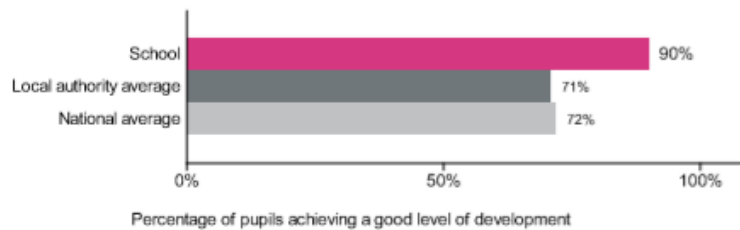
Standards Report 2018-19 and Predicted outcomes for 2019-2020

The graphs and data in this report have been taken from the new Department of Education information site.

EYFS Outcomes (end of Reception)

Percentage of pupils achieving a good level of development

Number of pupils = 58

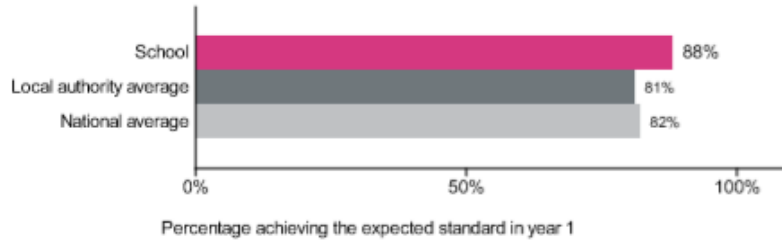


EYFS Analysis		
Previous Year Comparisons		
	Expected +	Greater Depth
2015-2016	90%	N/A
2016-2017	83%	N/A
2017-2018	90%	N/A
2018-2019	90%	N/A
2018-2019 Observations:		
<ul style="list-style-type: none"> Pupils in the early years at the Academy consistently do better compared to Camden and National averages The data shows that no children exceeded in writing and technology Overall more girls obtained a GLD than boys. Girls scored higher in areas: Listening and attention, speaking, moving and handling, health and self-care, self-confidence and self-awareness, managing feelings and behaviours, making relationships, people and communities, the world, exploring media and materials and being imaginative. Boys scored higher in area: Numbers Boys and girls scored roughly equally within areas: Technology, shape, space and measures, writing and reading. Disadvantaged pupils made better progress across all areas than any other group. Pupils with SEN (support or EHCP) made less progress than non-SEN pupils Pupils with a language other than English made slightly less progress than pupils with English as a first language. Spring born pupils made more progress than any other term of birth. Followed by autumn born pupils and finally summer born pupils. 		
Priorities:		
<ul style="list-style-type: none"> Assess whether enough opportunities are being provided for pupils to reach their full potential in the early years, in particular in reading and writing. Assess the impact on maths mastery in the early years in terms of promoting number fluency 		

Year 1 Phonics Outcomes

Percentage achieving the expected standard in phonics

Number of pupils = 58

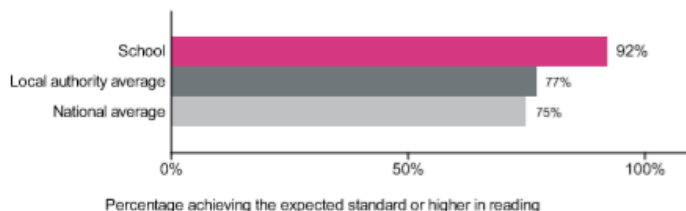


Phonics Analysis		
Previous Year Comparisons		
	Expected +	Greater Depth
2015-2016	N/A	N/A
2016-2017	90%	N/A
2017-2018	93%	N/A
2018-2019	88%	N/A
2018-2019 Observations:		
<ul style="list-style-type: none"> Phonic screening results continues to be above national and Camden averages Those students that did not reach expectations have specific SEN and made good progress from their baseline. 		
Priorities:		
<ul style="list-style-type: none"> Assess the impact of the support provided in year 2 and later in the school for those pupils who did not pass the screening and for those who lack confidence in use of their phonic skills 		

KS 1 SATs Outcomes (end of year 2)

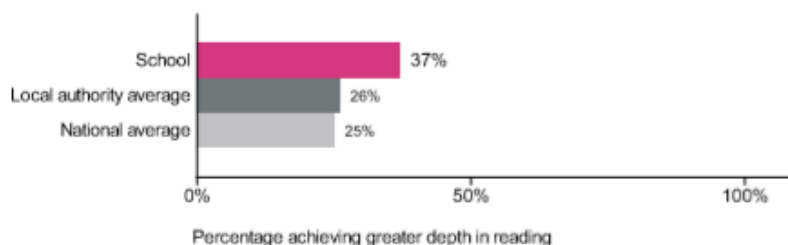
Percentage achieving the expected standard or higher in reading

Number of pupils = 60



Percentage achieving greater depth in reading

Number of pupils = 60



KS 1 Reading Analysis

Previous Year Comparisons

	Expected +	Greater Depth
2015-2016	N/A	N/A
2016-2017	N/A	N/A
2017-2018	89%	35%
2018-2019	92%	37%

2018-2019 Observations

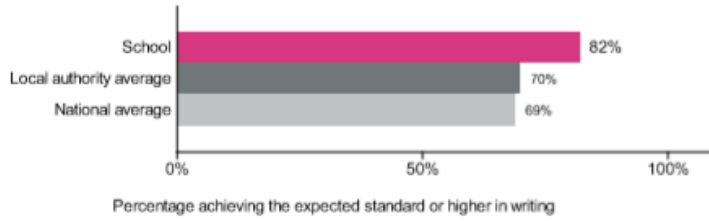
- KS1 reading results (SATs) continues to be above national and Camden averages
- 100% of girls achieved expected or above compared to 83% of boys
- Similar amounts of boys and girls achieved greater depth
- Disadvantaged children did marginally better than their peers (94% achieved expected or higher, 42% greater depth)

Priorities:

- Communication curriculum team leader to monitor boys reading in year 3 and put in place a plan of action if required

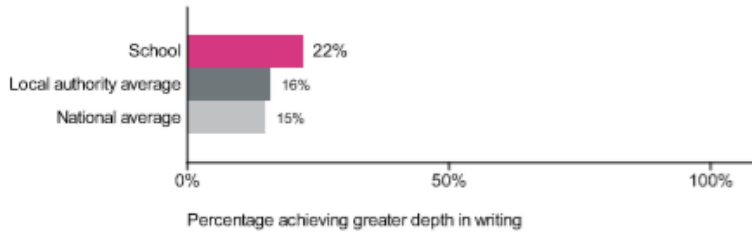
Percentage achieving the expected standard or higher in writing

Number of pupils = 60



Percentage achieving greater depth in writing

Number of pupils = 60



KS1 Writing Analysis

Previous Year Comparisons

	Expected +	Greater Depth
2015-2016	N/A	N/A
2016-2017	N/A	N/A
2017-2018	88%	18%
2018-2019	82%	22%

2018-2019 Observations

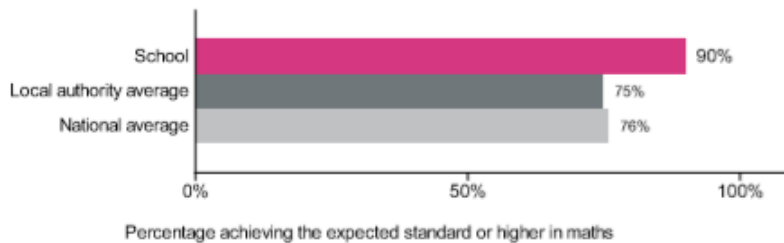
- KS1 writing results (SATs) continues to be above national and Camden averages
- 90% of girls achieved expected or above compared to 72% of boys
- Similar amounts of boys and girls achieved greater depth
- Disadvantaged children did marginally better than their peers (86% achieved expected or higher, 24% greater depth)

Priorities:

- Communication curriculum team leader to monitor boys writing in year 3 and put in place a plan of action if required
- Observations and monitoring has identified the need to review the Academy's strategy for the teaching of spelling with the aim of increasing pupils' spelling accuracy across the curriculum.

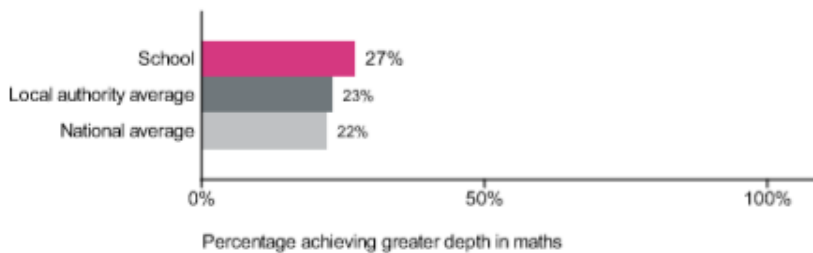
Percentage achieving the expected standard or higher in maths

Number of pupils = 60



Percentage achieving greater depth in maths

Number of pupils = 60



Ks 1 Maths Analysis		
Previous Year Comparisons		
	Expected +	Greater Depth
2015-2016	N/A	N/A
2016-2017	N/A	N/A
2017-2018	88%	21%
2018-2019	90%	27%
2018-2019 Observations		
<ul style="list-style-type: none"> KS1 maths results (SATs) continues to be above national and Camden averages 97% of girls achieved expected or above compared to 83% of boys Similar amounts of boys and girls achieved greater depth Disadvantaged children did marginally better than their peers (90% achieved expected or higher, 30% greater depth) 		
Priorities:		
<ul style="list-style-type: none"> Observations during SATs tests and Fortnightly Focus highlighted the need to increase pupils' mental maths capacity, speed and fluency in KS 1 as well as the rest of the school 		

Previous Years Attainment (YELLOW) and Predictions for 2019-2020 (GREEN)

STARTER YEAR:	2015/16 Cohort (Y4)			2016/17 Cohort (Y3)			2017/18 Cohort (Y2)			2018/19 Cohort (Y1)			2019/2020 (YR)		
EYFS															
School All	90%			83%			90%			90%			85%		
Camden All	66%			68%			71%			72%			N/A		
National All	69%			71%			71%			73%			N/A		
Disadvantaged	75%			57%			75%			100%			N/A		
Camden Dis.	54%			56%			62%			63%			N/A		
National Dis.	54%			56%			56%			57%			N/A		
YEAR 1	Read	Write	Maths	Read	Write	Maths	Read	Write	Maths	Read	Write	Maths			
All	88%	88%	92%	88%	88%	88%	86%	84%	90%	84%	85%	85%			
Disadvantaged	88%	88%	88%	76%	76%	76%	75%	75%	75%	80%	80%	80%			
Camden All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
National All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
YEAR 2	Read	Write	Maths	Read	Write	Maths	Read	Write	Maths						
All	88%	88%	89%	90%	80%	90%	89%	88%	93%						
Disadvantaged	88%	88%	88%	90%	78%	100%	73%	73%	73%						
Camden All	71%	62%	67%	75%	71%	76%	N/A	N/A	N/A						
National All	63%	54%	62%	75%	70%	76%	N/A	N/A	N/A						
YEAR 3	Read	Write	Maths	Read	Write	Maths									
All	90%	90%	90%	89%	88%	93%									
Disadvantaged	91%	91%	91%	81%	78%	89%									
Camden All	N/A	N/A	N/A	N/A	N/A	N/A									
National All	N/A	N/A	N/A	N/A	N/A	N/A									
YEAR 4	Read	Write	Maths												
All	91%	89%	91%												
Disadvantaged	92%	92%	92%												
Camden All	N/A	N/A	N/A												
National All	N/A	N/A	N/A												



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