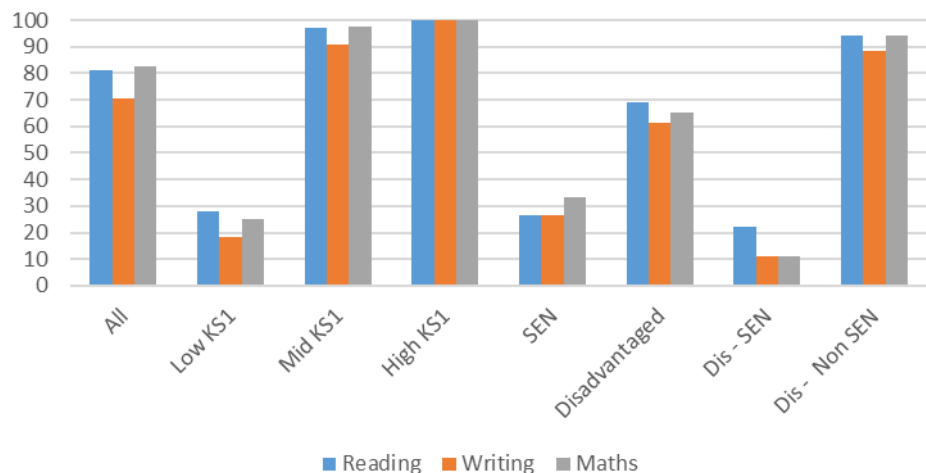




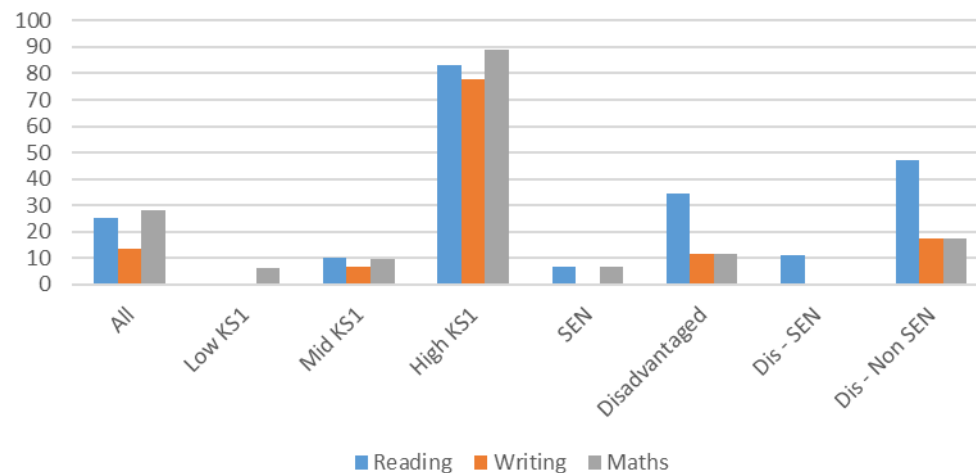
Charville Academy – Year 4 Data Dashboard - July 2018

Teacher assessment against National Curriculum using the 'Chris Quigley' milestones assessment system. Progress is measured from pupils starting points at the end of Key Stage 1. Starting points at the end of KS1 were broadly in line with National. There are 75 pupils in the cohort of which 26 are disadvantaged.

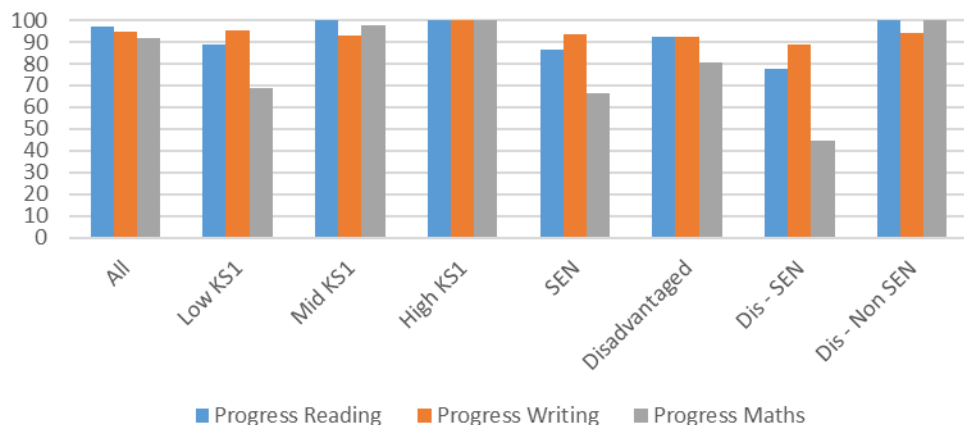
End of Key Stage Attainment at Expected +



End of Key Stage Attainment at Greater Depth



Expected or Better Than Expected progress towards End of Key Stage Expectations



Group Sizes

	Reading	Writing	Maths
All	75	75	75
Low KS1	18	22	16
Mid KS1	39	44	41
High KS1	18	9	18
SEN	15	15	15
Disadvantaged	26	26	26
Disadvantaged SEN	9	9	9
Disadvantaged Non SEN	17	17	17



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Areas for investigation:

From an analysis of ASP we have identified that we need to investigate:

KS2 Progress Trend

- Mathematics progress for low and middle prior attainers was not in the top 20%

KS2 Attainment

- Reading and Writing attainment of the expected standard for prior low attainers
- Mathematics attainment at the expected standard for prior low attainers

KS1 Attainment

- In 2017, reading, writing and mathematics attainment of the expected standard was at or above national for the disadvantaged group.

Phonics in 2017

- The average mark for pupils not meeting the phonics expected standard in Year 1 was 11.

Weaknesses:

- Not all low attainers at the end of KS1 are on track for to make at least good progress in Maths.
- Lower and middle attainers at expected are not performing as well as others in Writing as they are in other subjects.
- Although there has been an improvement, Writing continues to be lower than Reading and Maths at the expected standard.

GAP Analysis:

Reading:

- Targeted class teacher and teaching assistant groups during Guided Reading lessons
- Reading records checked weekly to ensure children are reading regularly.
- Deconstruction activities

Maths:

- The recall of multiplication and corresponding division facts practised regularly.
- Adults model reading and understanding reasoning questions using RUCSAC.

Writing:

- Key vocabulary lists given to children at the begin of new genres and displayed on working walls.
- Modelling expected quality of work- WAGGOL

Next Steps:

- Targeted interventions/support for low attainers in maths to improve progress.
- Depth of learning tool used to identify gaps and used to plan interventions.
- Focus on Writing for all pupils through all curriculum areas. This has improved this is something that we need to continue to work on.