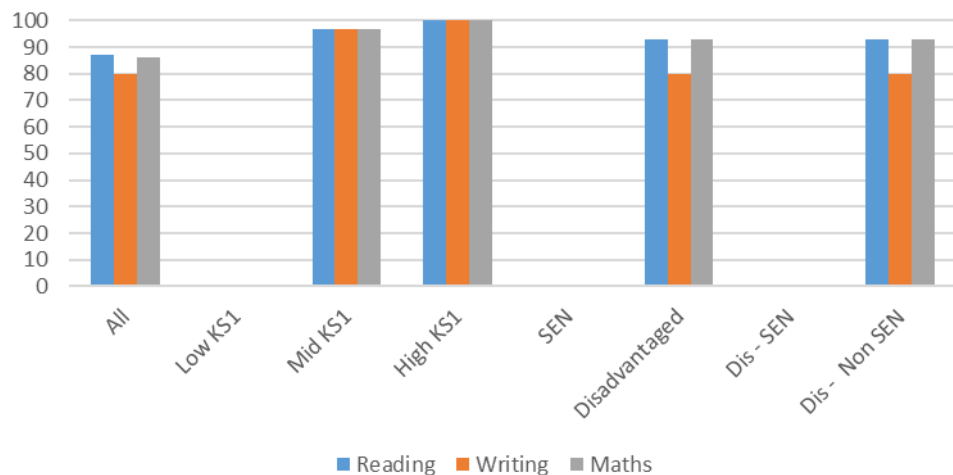




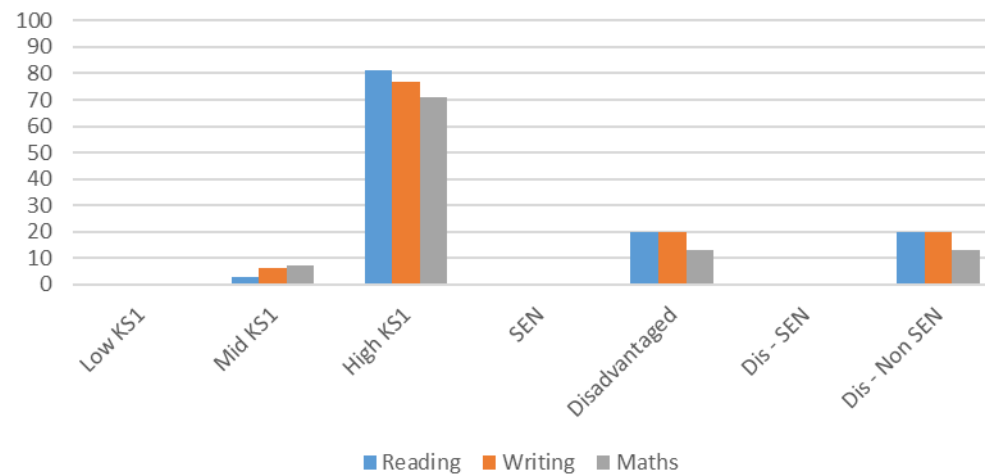
Charville Academy – Year 3 Data Dashboard – July 2018

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 55 pupils in the cohort of which 15 are disadvantaged.

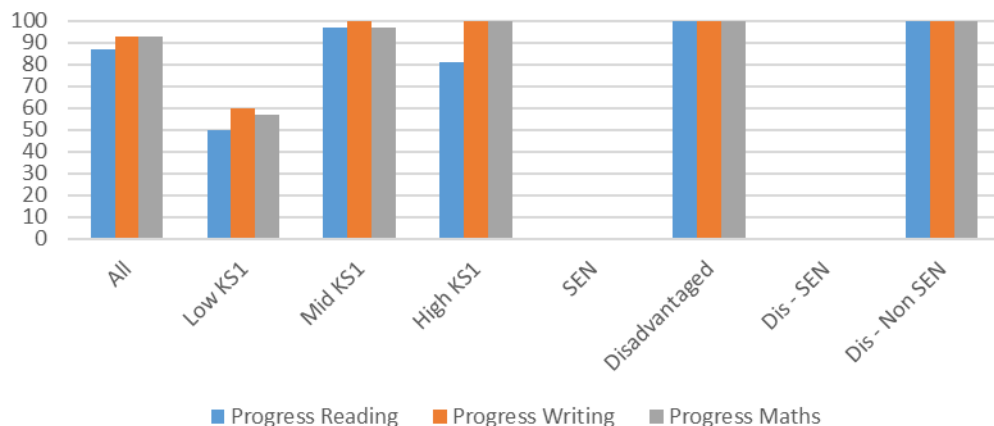
End of Key Stage Attainment at Expected +



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	55	55	55
Low KS1	6	10	7
Mid KS1	33	32	31
High KS1	16	13	17
SEN	4	4	4
Disadvantaged	15	15	15
Disadvantaged SEN	0	0	0
Disadvantaged Non SEN	15	15	15



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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:	Gap Analysis	Next Steps:
<ul style="list-style-type: none"> • 14% of children who were WTS in KS1 Maths are on track to achieve expected. • 4% of those who achieved EXS at KS1 are on track to achieve GDS in Maths. • Out of all the children who were at GDS in Writing, Reading and Maths only 62% remain at GDS. 15% of Disadvantaged are on track for GDS in Writing. 	<p>Reading</p> <ul style="list-style-type: none"> • Summarising • Vocabulary <p>Maths</p> <ul style="list-style-type: none"> • Fractions • Time • Deeper problem solving <p>Writing</p> <ul style="list-style-type: none"> • Poetry • Non-fiction writing 	<ul style="list-style-type: none"> • Children who were WTS will be a focus for the class teacher. They need to continue to work with a small group setting • Planning needs to be adapted in Maths to provide opportunities for children to apply skills required for GDS. • GDS will be a focus in Writing and Reading. Planning needs to be challenging and incorporate BAD learning. • All teachers need to be aware of Disadvantaged children and their starting points. • Spellings remain a prime focus for all children in Year 4