

## **Brief SEF Achievement Headline Summary**

The evidence from RAISE online 2014 and from internal data for current pupils confirms that the overall achievement of pupils is outstanding. A summary of key evidence supporting this judgment is as follows:

### **Achievement Key Stage 1**

- The proportion of pupils meeting the required standard in the Year 1 phonics screening check is similar to national. From well below expected skills and abilities on entry to EYFS, with particular weaknesses in speaking, listening and communicating, this shows outstanding gains.
- The attainment of disadvantaged pupils in Y2 2014 is similar to that of non disadvantaged pupils nationally, as is the attainment of non DSEN with that group nationally.
- The % of Yr 2 pupils achieving level 2 or above in 2013/14 Key Stage 1 SATs were the Academy's highest across all areas of learning.

From 2012/13 to 2013/14 there was a significant increase:

Reading	+16% (Achieving L2+)
Writing	+25%
Maths	+17%

- The gap has significantly closed towards National Expectation across all area of learning (% Level 2+).

Reading: 2012/13	-30%	2013/14	-15%	(+15%)
Writing: 2012/13	-28%	2013/14	- 4%	(+24%)
Maths: 2012/13	-17%	2013/14	- 3%	(+14%)

- The % of Yr 2 pupils achieving level 3 or above in 2013/14 Key Stage 1 SATs were the Academy's highest across all areas of learning.
- The gap has significantly closed towards National Expectation across all areas of learning (% Level 3).

Reading: 2012/13	-26%	2013/14	- 7%	(+19%)
Writing: 2012/13	-15%	2013/14	+ 9%	(+24%)
Maths: 2012/13	-23%	2013/14	0%	(+23%)

- The % of pupils achieving level 3 in writing was significantly above National (2013/2014), showing that the school is doing well for its most able children.
- Yr 2 pupils (excluding P-Levels) who have attended Mayflower since EYFS have significantly higher APS scores than those who did not. This is significantly above National across all areas.

### **Achievement Key Stage 2**

Since opening as an Academy, end of KS2 results have continued to follow an upward trajectory.

- The % of Yr 6 pupils achieving level 4 or above in 2013/14 Key Stage 2 SATs were the Academy's highest across all areas of learning.

From 2012/13 to 2013/14 there was a significant increase:

Reading	+12% (Achieving L4+)
Writing	+ 6%
Maths	+ 7%
Combined	+16%

- Attainment of Level 4 at the end of KS2 was significantly below national in mathematics, writing and EGPS, and equal to national in reading. This overall picture, however, masks some significantly better than national average attainment such as L5 mathematics for 'middle prior attainers' and L5 reading for 'non DSEN' pupils.

- The gap has significantly closed towards National Expectation across all area of learning (% Level 4+).

Reading: 2012/13	- 9%	2013/14	- 1%	(+8%)
Writing: 2012/13	-13%	2013/14	- 7%	(+5%)
Maths: 2012/13	-20%	2013/14	-13%	(+7%)
Combined: 2012/13	-22%	2013/14	- 8%	(+14%)

- The % of Yr 6 pupils achieving level 5 or above in 2013/14 Key Stage 2 SATs were the Academy's highest across all areas of learning.
- The gap has significantly closed towards National Expectation across all area of learning (% Level 5).

Reading: 2012/13	-30%	2013/14	0%	(+30%)
Writing: 2012/13	-15%	2013/14	-17%	(-2%)
Maths: 2012/13	-27%	2013/14	- 3%	(+23%)
Combined: 2012/13	-19%	2013/14	-11%	(+8%)

- The % of pupils achieving level 5 has moved broadly inline with National Expectation in Reading and Maths despite the negative impact of mobility.
- Attainment at Level 5 was similar to national in Mathematics, Reading and Writing together, and in Mathematics, Reading and EGPS individually. This confirms that the school provides very well for its most able pupils.
- Yr 6 pupils (excluding pupils working within P-Levels at end of KS1) who have attended Mayflower since Yr 2 have significantly higher APS scores than those who did not (above National in Writing and significantly above National in Reading and Maths).
- In 2013/14 the % of Year 6 pupils achieving 2 levels progress exceeds National Expectation across all areas.

The disadvantaged group (Pupil Premium) attained very similar standards to other pupils in school, although their attainment is behind national 'other' pupils.

Progress is outstanding because the gap on National Expectation has significantly closed from the end of Key Stage 1 to end of Key Stage 2. The gap over time is significantly reduced for all vulnerable groups. For example 92% of Pupil Premium pupils made expected progress and 39% above expected progress, which compared to National Non-Pupil Premium (non disadvantaged pupils), is still above National Expectation.

- DSEN pupils make excellent progress because there is constant review of the provision for them, its impact, and the use of either targeted teaching within class or interventions to address specific needs. The progress of pupils with higher levels of DSEN are judged against the progression guidance, and show that the vast majority make more than expected progress, ie upper quartile progress.
- Within the Support Centre, highly personalised learning means that pupils there make outstanding progress socially, emotionally and academically from their individual starting points.

### Early Years Foundation Stage

- Data for the end of Reception 2013-14 shows that 56% reached a Good Level of Development overall from their very low starting point, with the majority of children making rapid progress. This represents outstanding achievement for the Early Years.
- The majority of children in the EYFS join with levels of skill or ability well below those expected for their age, particularly in their communication skills. By the end of Reception most children made outstanding progress and 75% of the cohort have achieved Early Learning Goals for Communication and Language, which is broadly in line with National Expectation.
- Planning and provision is thoughtfully designed to address group and individual needs needs in each area of learning, whether during direct teaching or during child initiated activities. Staff skilfully lead children into areas where observations indicate that they need to make more progress. The plan, do, review monitoring and use of 'Possible Lines of Development' results in staff accurately supporting children's individual needs. Where necessary, personalised interventions are used.
- Extremely detailed on-going observations feed into day to day planning, and also into Learning Journeys for each child. Staff effectively communicate the children's key learning focuses with parents. Key workers provide ideas and resources to empower parents to support their children with any aspects that haven't yet been understood.