

Monkton Infants School

(Conversion to Academy w.e.f. 1st February 2013)



Aiming High!

Summary of Attainment 2018

SUMMARY OF ATTAINMENT

MAIN CHARACTERISTICS

FSM	34%
Minority Ethnic	Below Average
EAL	Below Average
School Action	Average
School Action +	Below Average
Looked-After	Below Average
Stability	High
SDI	High
Other	Some staff changes: one teacher on long-term maternity leave for the majority of the year

EARLY YEARS FOUNDATION STAGE

Skills on Entry to Nursery	Well below average
Skills on Entry to Reception	Below Average
% Achieving Good Level of Development at July 2018	84%
Achievement	Very Good

ATTAINMENT AND PROGRESS INDICATORS

YEAR 1 PHONICS SCREEN

Year	% Passed	% Boys Passed	% Girls Passed	National Average
2016	77	78	75	81
2017	85	81	93	81
2018	78	70	90	83

COMMENTARY

The teaching of quality phonics remains as a priority of the school.

The difference in the overall performance of boys and girls has increased slightly with a higher % of girls passing the screening. This will be monitored closely to ensure the gap does not widen.

However, the overall performance of disadvantaged pupils was very good with 95% passing the phonics screening check.

END OF KEY STAGE 1

	<u>Reading</u>				<u>Writing</u>				<u>Mathematics</u>			
	EXS		GD		EXS		GD		EXS		GD	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils - 39	82%	75%	33%	26%	74%	70%	23%	16%	90%	76%	44%	22%
Looked-After Children*												
LAC - 0	-		-		-		-		-		-	
Non LAC -39	82%	75%	33%	26%	74%	70%	23%	16%	90%	76%	44%	22%
Disadvantaged Children (Pupil Premium)*= 19 pupils												
Disadvantaged	84%	79%	21%	29%	74%	76%	16%	34%	89%	80%	37%	25%

*EXS = Expected * GD = Greater Depth

KEY POINTS AND AREAS FOR FURTHER EXPLORATION

- Attainment is significantly above average by the end of Year 2. Historically, this has been the case.
- Levels remain high: overall 82% achieved the expected progress or above in Reading, 74% in Writing and 90% in Maths.
- **Gender:** The gap between the attainment of girls and boys at expected or greater depth generally has narrowed: in Reading the gap is 3% with boys attaining higher than girls, the gap in Writing is 15%, boys achieved slightly lower than girls and in Maths girls achieved 5% higher than boys.
- **Disadvantaged:** the gap in the attainment of disadvantaged children was minimal in Reading and Maths. However there was a larger gap in attainment in Writing with disadvantaged children attaining lower than non-disadvantaged in this subject.

The attainment of disadvantaged children remains a priority in 2018/19. The progress of these pupils is carefully monitored with support and intervention implemented when necessary.

- **SEND:** The standards reached by pupils with special educational needs remains consistent.

ATTENDANCE

	2014 – 2015	2015 - 2016	2016 - 2017	2017-2018
% PA's	9.7	12.4	11.54	22.06
% Attendance	94.10	94.42	94.9	93.45
% Girls	94.16	94.63	94.63	93.28
% Boys	94.06	94.27	94.09	93.58

MAIN SCHOOL ISSUES ARISING FROM EVALUATION OF DATA

- Holiday leave is not permitted within school time.
- Continue to monitor persistent absentees / involvement of other agencies.
- Attendance awards and incentives given for high rates of attendance.