

Monkton Infants School

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



Aiming High!

Summary of Attainment

SUMMARY OF ATTAINMENT

MAIN CHARACTERISTICS

FSM	33%
Minority Ethnic	Below Average
EAL	Below Average
School Action	Average
School Action +	Below Average
Looked-After	-
Stability	High
SDI	High
Other	Some staff change from September 2015 (Permanent Principal in place / Acting Deputy)

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 2015	57%
Achievement	Good

YEAR 1 PHONICS SCREEN

Year	% Passed	% Boys Passed	% Girls Passed	National Average
2012	66	64	67	58
2013	54	50	57	69
2014	50	54	40	74
2015	74	72	76	76

COMMENTARY

The 2013 and 2014 data does not accurately represent the achievement of pupils in the national phonics screen. Following her appointment, the principal has monitored the teaching of phonics across the school and taken steps to ensure the accuracy of assessment. The 2015 outcomes represent a more accurate picture of the school's performance. The school has been successful in ensuring there is no difference in the overall performance of boys and girls.

ATTAINMENT AND PROGRESS INDICATORS

KEY STAGE 1

	2013	2014	2015	2016 Predictions
APS Overall	18.4	17.4	17.6	-
Reading				
L2B+	97	86	91	83
L3	70	55	46	54
APS	19.4	18.2	17.9	
Writing				
L2B+	93	77	80	83
L3	47	34	40	52
APS	18.1	16.3	16.9	
Mathematics				
L2B+	90	91	77	83
L3	50	46	40	54
APS	18.3	17.9	17.2	

KEY POINTS AND AREAS FOR FURTHER EXPLORATION

- Attainment is significantly above average by the end of Year 2. Historically, this has been the case.
- Although still significantly high, standards dipped in 2014. This was expected due to the additional needs of a number of children in this cohort.
- There is no significant difference in the attainment of boys and girls over time. Girls tend to do better in writing. The school has rightly identified a dip in girls' performance in mathematics in 2015. The principal has made girls' achievement in mathematics a priority area for development. It also forms a performance management target for all teachers. Local Authority support has been arranged for the new leader of mathematics.
- By the end of Year 2, the school has successfully narrowed the gap between disadvantaged and other pupils in the school and in comparison with all pupils nationally (2013: 2 APS difference, 2014: 1.2 APS difference). The school checks the progress of disadvantaged pupils carefully and adapts support and intervention when necessary.
- The standards reached by pupils with special educational needs are consistently high against national expectations.

ATTENDANCE

	2011 - 2012	2012 - 2013	2013 - 2014
% PA's 15%	5.3	8.3	6.45
% Attendance	93.61	94.53	94.10
% Girls	95.4	93.17	94.16
% Boys	92.83	95.42	94.06

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.