**Statutory Testing 2023**

**Academy: Roseberry Academy**

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| **Year 6** | **% Expected Standard +** | **% Greater Depth** |
| **Reading** | **56%** (nat 73%) | **15%** (nat % tbc) |
| **Writing** | **66%** (nat 71%) | **5%** (nat % tbc) |
| **Maths** | **51%** (nat 73%) | **5%** (nat % tbc) |
| **English Punctuation, Grammar and Spelling** | **51%** (nat 72%) | **15%** (nat % tbc) |
| **Combined** | **39%** (nat 59%) | **2%** (nat % tbc) |
| **Science** | **95%** (nat 80%) | **N/A** |

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| **Year 2** | **% Expected Standard +** | **% Greater Depth** |
| **Reading** | **68%** (nat 68%) | **27%** (nat % tbc) |
| **Writing** | **73%** (nat 60%) | **14%** (nat % tbc) |
| **Maths** | **64%** (nat 70%) | **18%** (nat % tbc) |
| **Combined** | **59%** | **14%** |

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| **Year 1** | **% Expected Standard** |
| **Phonics Screening** | **81%** (nat 79%)  Phonics Y2 retakes **67%** (nat 89%) |

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| **Foundation Stage** | **% Good Level of Development** |
|  | **77%** (nat % tbc) |

A message from the Principal

Our most recent Key Stage Two results were lower than expected and did not mirror children’s attainment throughout the year. I wish to reassure parents that, as a result of this unusual decline in performance, a thorough analysis of results was carried out and a detailed plan for improvement swiftly formulated and implemented during the summer term 2023. The plan has been discussed at length with our Trust Development Officer, who agrees that it is accurate, thorough and rigorous. The plan outlines the measures that will be taken to ensure results in 2024 do not reflect those of 2023.

As a result of the excellent work done with the National Centre for the Excellence of Teaching Maths (NCETM) regional maths hub last year, we have implemented a new maths curriculum which will focus upon mastery of mathematical concepts.  There is also a review of the teaching and assessment of reading currently taking place, with reference to the Reading Framework that the DfE launched in the summer term 2023.

There were a number of factors that contributed to poor results, one of these being that we did not 'hot house' children and teach to the SATs tests or send multiple papers home. We have adapted our approach and children will now receive greater access to SATs questions throughout the year. There were also a number of children within last year's Year Six cohort with a range of complex factors that may have hindered their attainment and progress.

The analysis of results highlighted that there were children who, although predicted to reach Age Related Expectation, missed this result by only one or two marks on their test paper. Most of these instances were down to simple mistakes, rather than children not being able to answer the question or having the required knowledge. We are not able to indicate to children during the test that they should check their answers. Had we been able to, I am sure that those children would have rechecked their work and amended their answers with positive results.

We are still immensely proud of last year’s Year Six cohort. They worked hard throughout the year and produced a high standard of work that was recognised and validated by internal staff and external professionals, alike. The cohort had qualities and talents that cannot be judged by SATs alone.

Results from book scrutinies and lesson observations carried out throughout the year both internally and by Trust Principals, Development Officers and Ofsted suggest that staff have high aspirations and that the majority of children were achieving Age Related expectations or above. When we determine standards within a school, we triangulate evidence. It is unfortunate that schools are judged externally not on this wealth of evidence but using the results of a test administered on one specific day. Although results are judged against results nationally, it is noted by Ofsted and the DfE that our funding is less than the national average.

I wish to assure you that our values and aspirations remain as high as they have always been. We strive for every child to make progress and to do their very best, whilst having access to a broad, balanced and engaging curriculum.



Mrs Channing

Principal

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