

## Report of Pupil Progress 2012

This report is a summary of the progress that our pupils and students have made in the last year following assessments conducted in June 2012.

Judgments about the progress pupils make are based upon the following expectations:

- For PMLD students (P1-P3), the challenge is for their achievement to improve by ½ p-level over two years. For example, by Year 9 the school would hope to raise the achievement of a group of pupils by ½ P Level from the end of Y7.
- For SLD students (P4-P8), their target is to increase by ½ p-level per year. For example, in Year 6, in Mathematics, the expectation would be that they had progressed by 1 P Level since their targets were set in Y4.
- For MLD students' progress is measured using National Curriculum levels. Their targets are to improve by 1 National Curriculum sub level per year.

Analysis of 2012 Assessment results shows:

\*76% of pupils across the school made expected progress or better.

\*Outstanding progress has been achieved by students in Foundation, Key Stage 1 and Key Stage 2 while students have achieved good progress in most other Key Stages.

Questions need to be asked about Key Stage 5 and given the changes to accreditation whether our current process is the most appropriate approach to use to measure progress.

\*In Key Stage 1, Outstanding progress has been made in all subjects except English: Speaking and Listening where progress was Good

\*In Key Stage 2, Outstanding progress has been made in all subjects except PE and RE: P-Scales where progress was Good

\*In Key Stage 3, Outstanding progress has been made in Maths: Using and Applying; Science: NC levels, RE: NC levels; ICT; Data Handling, Art, DT, Geography and Music and PE. Good progress has been made in all other subjects except Writing where Satisfactory progress has been made.

\*Within Key Stage 4, Pupils have made Outstanding progress in most areas of Science; RE: NC levels; Data Handling, Speaking and Listening and PSHE. Satisfactory progress has been made in English: Speaking and RE: P-scales. Good progress has been made in all other subjects.

\*In Key Stage 5, Good progress has been made in PSHE; Art and Music with Satisfactory progress in Maths: Using and Applying; Maths: Shape and Space, Data handling, English: Speaking, Reading, ICT, and PE. Progress in Number; Writing; Speaking and Listening; and Listening require investigation as to how these can be improved.

We are concerned however that these results do not fully represent the progress that our students make in Key Stage 5. We are aiming to develop an alternative assessment approach that better reflects the progress students make in developing life and work skills, along with functional literacy and numeracy.

There were no NEET students this year, with all post-16 students moving on to college courses.

\*76% of MLD pupils made expected or better progress this year. They made Outstanding progress in Science; PSHE; ICT; Art DT, History, Geography Music and RE while pupils have made Satisfactory progress in Writing; and Number. In all other subjects progress was Good.

\*74% of SLD pupils made expected or better progress this year and made Outstanding progress in Shape and Space; Speaking and Listening; Reading, Science DT, History, Geography and RE: NC levels. Pupils have made Good progress in all other subjects.

\*62% PMLD pupils have made expected or better progress this year – a significant improvement upon last year. Outstanding progress has been made in Listening; Speaking Reading ICT, PSHE and Music . Good progress was made in all other subjects except Speaking and Listening; and Writing where satisfactory progress was made.

\*79% of ASD pupils have made expected or better progress this year. Outstanding progress has been made in all subjects except Number, Speaking and Listening, Reading, Writing; PE and RE: P-Scales where progress was Good.

\*79% of pupils from minority ethnic groups made expected progress or better across all subjects – an improvement upon last year. Outstanding progress has been made in Data Handling; Speaking, Science, ICT, Art, DT, Geography, History, Music and RE: NC levels. Good progress was made in all other subjects.

\*81% of pupils for whom English is a Second Language made expected or better progress this year, again a significant improvement upon last year. Outstanding progress was made in all subjects except Maths: Using and Applying; Number, Speaking and Listening, Listening, ICT, PE and RE: P-scales where progress was Good.

\* 77% of pupils in receipt of Free School Meals achieved or exceeded expected progress. Good progress was made in Number, Maths: Shape and Space, Data Handling; Speaking and Listening, Speaking, Reading, Writing and PE. Progress in all other subjects was Outstanding.

\*77% of boys made expected or better progress across all subjects. They made Outstanding progress in Maths: Using and Applying, Data Handling; Science; ICT; PSHE; DT; Geography; History; Music; PE and RE. Satisfactory progress was made in Writing.

\*72% of girls made expected or better progress across all subjects, an improvement upon last year. They made Outstanding progress in Science; and RE: NC levels. Satisfactory progress was made in Number and Speaking while Good progress was made in all other subjects

There remains a gender difference in achievement but the gap has been significantly reduced as a result of action taken in the last year e.g. girls-only groups in PE and where possible girls are grouped together in class groups. A factor in this difference is that there are significant numbers of female PMLD pupils across the school. Further development of the Access curriculum along with the "Sounds of Intent" initiative will hopefully reduce this gap still further.

\*Our six Looked After Children have all made progress against the criteria.

One year 12 pupil made expected progress in Reading, Writing, Listening, Number, Shape and Space; and Music while making better than expected progress in PSHE; and RE: P scales.

Another Year 11 pupil made expected progress in Maths: Using and Applying, Number, Listening, Art, Music and PSHE while making better than expected progress in PE and RE: P-scales.

A year 10 pupil made expected progress in Listening, Speaking, Writing, Using and Applying, Number, Shape and Space, Science and PE.

A year 8 pupil made expected progress in Listening, Speaking, Reading, Maths: Shape and Space; Data handling; Science; DT, Art, Geography, History, Music, PSHE and RE.

A year 7 pupil made expected progress in Speaking and Listening, Reading, Using and Applying, Science: P scales; ICT, Art, Geography, Music and PE. He made better than expected progress in Writing and PE and exceptional progress in ICT

A year 5 pupil made expected progress in Maths: Using and Applying, Number, Shape and Space, Data handling, Science, ICT, Art, DT, Geography, Music, PE and RE. He made better than expected progress in Speaking and Listening, History and PSHE.

Analysis was undertaken of the progress made by 14 pupils, for whom we have comparative data, between the end of Key Stage 1 and the end of Key Stage 2. The targets were set by referencing our school expectations alongside the upper quartile target identified by the Progression Guidance materials (2009/10). In some cases, school expectations were greater than those from the Progression Guidance and in most cases the more challenging targets were retained. In each case, the assessment level attracts a point value and the points for the targets were combined to produce a combined score for the group. The results were as follows:

In English, the combined points score target was 111.1. These pupils achieved a combined total of 94.9. Five pupils achieved their target while nine achieved a level below their expected target. (36% achieved target or better)

In Maths, the combined points target was 100.9 and they achieved 96.2. Of these pupils, 3 achieved less than expected; 8 achieved their target; and 3 exceeded their target. (79% achieved their target or better)

In Science, the combined points target was 87.1 and the pupils achieved 93.9. One pupil achieved less than expected; 9 achieved their target and 4 achieved better than expected. (93% achieved their target or better)

Similar analysis was undertaken of the progress made by 18 students, for whom we have comparative data, between the end of Key Stage 3 and the end of Key Stage 4. Again targets were set by referencing our school expectations alongside the upper quartile target identified by the Progression Guidance materials (2009/10). In some cases, school expectations were greater than those from the Progression Guidance and in most cases the more challenging targets were retained. The results were as follows:

In English, the combined points target was 249 and the students achieved 271. Seven students achieved less than the expected target; four achieved the target; and seven exceeded their target. (61% achieved their target or better)

In Maths, the combined points target was 250 and the students achieved 265.5. Three students achieved less than expected; 10 achieved their target; and 5 exceeded their target. (83% achieved their target or better)

In Science, only 10 students had comparative data and the point target was 206. They achieved 181. Six students did not achieve their target; while three did and one exceeded their target. (40% achieved their target or better)

Overall, across both groups of pupils and students, these are pleasing results as the targets set were challenging for each individual and as can be seen many rose to this challenge.