

Whole School Summary and Analysis – 2021-2022

Using the research collated by the Education Endowment Fund, we can summarise the national picture relating to the impact of CV-19 upon the progress and attainment for pupils during the last two years. Although there is seemingly no SEN specific data at present, we can draw similarities between our vulnerable cohort because of the nature of their learning disability and the high number of PPG pupils we have in school (44%).

The progress and attainment gaps are widening across the disadvantaged groups with several sources indicating an approximation of pupils in this cohort being in the region of 7 months behind their expected levels (DfE, RS assessment and NFER interim report).

Reading, Maths, Grammar Punctuation and Spelling were indicated where pupils are mostly behind. These are the core areas of learning which will have a great impact across most other subject areas.

Some indicators are showing the attainment gap between disadvantaged groups which has nationally been around 10% during the last decade now sits within a range of 10%-24% below pupils not identified in the disadvantaged groups.

Generally, we are seeing increased rates of progress compared to the end of the academic year 2020 and 2021. We are keen to build upon this strong base of recovery and narrowing of gaps for pupils. Our identified vulnerable groups are thriving, performing in line with the rest of the school and in many cases exceeding the levels of progress made by the wider cohort.

English

Across the whole school the large majority of pupils in English have made expected or better progress (71%).

Of the cohort making expected or better progress, 40% are making accelerated good or better progress.

An additional 24 pupils are making expected or better progress compared to the end of 2020-2021.

The Primary pupils made consistent and sustained progress at 75% expected or better across that last three academic years. During 2021 – 2022, most pupils (92%) made expected or better progress, with the majority of this cohort making accelerated (good or better) progress.

KS4 and KS5 pupils represented the groups most absent from school during 2019-2021, this was due higher numbers of this cohort shielding, enforced isolation and class closures. The levels of progress in English for this group demonstrate a gap compared to the rest of the school. This is particularly for male pupils in English in KS5. This will be a target area to ensure they are making progress in line with the rest of the school during 2022-2023 (71% expected or better across the cohort).

Maths

Similar to the overall progress trend and analysis for English, the large majority of pupils have made expected or better progress (76%). 37% are making accelerated (good or better progress).

Key Stage 5 (sixth form) also performed in line with the rest of the school, 76% making expected or better progress in Maths. Of the KS5 cohort the majority (54%) are making accelerated good or better progress. The KS5 target area: to ensure the sustained progress, in line with the rest of the school (target area 2021-2022) has been achieved.

The continuation of early identification of specific areas of need in Maths for class-based work (achieving excellence data exploration) and for intervention groups has been strong. The monitoring of the impact and progress of targeted work has been a significant factor in sustaining the progress of this area (originally targeted in 2020).

All Subjects

Across the whole school, the large majority of pupils (70%) are making expected or better progress across all subject areas. 38% of this cohort are making accelerated good or better progress.

Most pupils across the key curriculum areas of Computing (Digital Technology), PE, Food Technology (Healthy Lifestyles) and Science (Understanding the World) are making expected or better progress (80%).

Areas of focus for 2021-2022 were Art, DT and Music, all of which were hampered during the pandemic years because of the lack of accessibility to the specialist resourced teaching rooms and freedoms of the subject specialist teachers to directly teach all the classes outlined in the timetable across KS3-KS5. For 2021 – 2022 the large majority of pupils (75%) have sustained expected or better progress across the school, with 49% of pupils making accelerated (good or better) progress. This reflects the work undertaken to reengage and narrow any gaps/skills across these subject areas and demonstrates where the pupils are thriving again.

Vulnerable Groups

Historically (last three years), there has been very little variance amongst most of the disadvantaged groups compared to whole school and across key stages. We had no discernible difference of the progress made by FSM pupils and PP pupils. This has been a strength of the school and is contrary to national trends. Largely speaking, there are no gaps in gender performance, male and female pupils thrive at The Beacon. FSM and PPG pupil's levels of progress continue to be as strong as the wider school cohorts and often stronger (the large majority making expected or better progress). This is a strength of the wrap around support provided and nature of provision to ensure pupils have an equitable opportunity to make progress and achieve, bucking the 9% -24% national variance that has been identified by the EEF research sources due as the impact of CV-19.

Comments on some areas within this that will be a targeted area during 22-23:

- English generally in KS3 and KS4 is 6% lower (equivalent of 13 pupils) than the progress rates across most other subject and curriculum areas (whole school). No correlation between progress in English and the vulnerable groups identified.
- There is evidence of the narrowing of the progress gap in English already. A 4% increase of pupils making expected or better progress from Term 4 information/data.
- Male pupils in English demonstrated a rapid and sustained progression from their starting points in 2021-2022. From the Term 4 data/information, male pupils in KS3

and KS4 are demonstrating a 14% increase in cohort making expected or better progress.

group	English KS1-2		English KS3-4	
	Expected or better		Expected or better	
		not		not
ASD	92	92	60	60
FSM	98	85	67	60
PP	96	87	67	60
male	95		75	
female	82		64	
CIC other CIC captured in specialist cohorts.	100 2 pupils	92	0	66
EAL	100 5 pupils	92	83 6 pupils	64
	Maths KS1-2		Maths KS3-4	
	Expected or better		Expected or better	
		not		not
ASD	84	84	70	70
FSM	83	76	74	75
PP	82	77	76	72
male	86		72	
female	59		75	
CIC other CIC captured in specialist cohorts.	100 2 pupils	80	100 2 pupils	74
EAL	67 5 pupils	81	100 6 pupils	72

Major Key Stage Information

EYFS Baselining Information

All pupils are emerging in their prime and specific goals (All pupils have a point score of 17), none are working at expected levels.

EYFS Progress

96% of pupils have made expected or better progress, however, 88% of pupils made accelerated (good and outstanding) progress across the 23 strands (within the main 7 headings). Considering the starting points outlined in the baselining process (above) this really demonstrates the excellent start our pupils make at The Beacon, providing an excellent platform of learning to build upon!

KS1 Phonics Screening

28/53 pupil Working toward the standard, 3/53 Working at or above the standard, 21/53 Not able to access the test (D)Teacher Assessed and 1/53 absent.

KS1 Teacher Assessment

27 Pupils in this cohort. The very large majority of pupils are in the range of the engagement model through to pre key stage standard 3. The table below reflects the broad ability range of the pupils in KS1. There is a focus on the core curriculum areas that reflect the ability ranges rather than chronological expectations, hence the “has not met the expected standard” for all pupils in Science.

Level	Reading %	Writing %	Maths %	Science %
EM	37	37	37	0
PK1	7	19	4	0
PK2	30	22	7	0
PK3	19	15	37	0
PK4	4	7	11	0
HNM	0	0	4	100
WTS	0	0	0	0
EXS	4	0	0	0

End of KS2

All our Year 6 pupils (22) in 2022 were working below the level (B) of the test and therefore were not entered for SAT's.

Progress of Year 6 Pupils – 2022

	Below expected %	Expected %	Better than expected (Good) %	“Well above” expected progress (Outstanding) %	Total expected or better %
Maths	29	5	9	57	71
Reading	5	14	29	52	95
English	5	19	24	52	95

Two of the subject areas have seen an increase in pupils making expected or better progress compared to the same chronologically aged cohort in 2019 and 2020 and 2021. Although there is seemingly a drop in pupils making expected or better progress in Maths (compared to the previous year), in reality this equates to 3 pupils who are targeted and supported to get back on track during year 7. The majority of pupils are making outstanding

progress. The strength of the reconnection and reengagement with learning continues to thrive in this year group.

In Year Progress of Year 6 Pupils – 2022

Unless otherwise stated the percentages below are correct for all subjects					
5% = 1 Pupil					
English - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	5	19	24	52	95
No of pupils	1	4	5	11	20
16 pupils, 76% are making accelerated progress (Good plus Outstanding)					
Reading - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	5	14	29	52	95
No of pupils	1	3	6	11	20
17 pupils, 81% are making accelerated progress (Good plus Outstanding)					
Maths - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	29	5	9	57	71
No of pupils	6	1	2	12	15
14 pupils, 66% are making accelerated progress (Good plus Outstanding)					
Science - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	10	24	14	52	90
No of pupils	2	5	3	11	19
14 pupils, 66% are making accelerated progress (Good plus Outstanding)					

Year 11

Summary

The large majority of pupils are making expected or better progress by the end year 11. This includes English (84%), Maths (74%), Computing (84%) and Science (94%). It is pleasing to see that 47% of pupils are making accelerated (good or better) progress across all of these subject areas, reflecting the stretch and challenge that we have seen during observations and learning walks. It is good to see the interventions and targeted support in Maths has supported the narrowing of gaps in knowledge/skills, with an additional 16% (3 pupils) of pupils making expected or better progress compared to 2021. Most pupils (94%) are making expected or better progress across all the subject areas (non core), with the large majority (66%) making accelerated (good or better) progress.

The strength of the progress indicators demonstrates pupils were thriving and engaged with their learning opportunities. Rather than getting back on track with their learning, this depth of this success reflects the ongoing positive learning environment within the school and community as a whole. Progress is in line the high standards set in previous years (2017 and 2018).

Onward Routes of Progression (NEET)

Four pupils are moving on to new provisions at the end of year 11, the remaining pupils are all on track to continue their journey with us and are on a *flight path* with accredited routes in Key Stage 5 that demonstrate at least expected progress. The four pupils moving on to further education, employment or training is a positive reflection as we continue to support the personalised journeys and to access destinations suitable to their ambitions and abilities. All pupils (100%) are engaging in positive participation for their next step in year 12 which is well above the national average for young people with an EHCP (89.3% nationally and 89.1% in Kent - June 2022). Nationally this is a falling figure, demonstrated by the drop to 83.6% nationally for 16-18 year olds for young people (without an EHCP).

	The Beacon	Beacon Plus	EKC	Sixth Form (other than The Beacon)	Residential	Alt. Prov.	Unknown	NEET	Total
Year 11	13	0	2	1	1	1	0	0	18

Outcomes

In Tier One, most pupils (87% 13/15) gained 5 or more accredited outcomes that include English, Maths and ICT. This reflects our core offer of accredited pathways in Number, Communication and Digital Technology.

In addition, pupils are also achieving an accredited outcome in one of the Healthy Lifestyles or Understanding the World curriculum strands. Most of the outcomes achieved across all 5 curriculum strands (84%) demonstrate the expected or better progress made by the year 11 pupils.

The majority of year 11 pupils (53%) achieve an accredited outcome in each of the 5 curriculum stands (inclusive of English, Maths, ICT, Healthy Lifestyles and Understanding the World).

Pupils achieve an average of 6 accredited outcomes by the end of year 11, with 84% of the outcomes reflecting/accrediting the expected or better progress the pupils have made.

Our aim for 2022 – 2023 is to ensure that all year 11 pupils achieve an accredited outcome across all 5 curriculum strands that demonstrates at least expected progress from their starting points.

Curriculum

10 pupils followed a Tier One Pathway in year 11 pupils. They achieved a series of accredited outcomes in English, Maths, Computing plus 3 or more additional qualifications. The additional qualifications align with our curriculum development to ensure a rounded and balanced pathway of study that supports onward progression, enabling our pupils to reach their maximum potential and contributing to their communities.

In Tier 2, all 7 pupils are undertaking a longer pathway journey that encompasses all areas and aspects of our 5 strand curriculum. Outcomes will be reflected in their KS5 outcomes (including OCR life and living, ASDAN, Personal Care, Life Skills) – all of these pupils are making progress in line with expectations, with 82% making accelerated (good or better) progress.

Summer 2022

Unless otherwise stated the percentages below are correct for all subjects					
5.5% = 1 Pupil		English - Year 11			19 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	16	42	26	16	84
No of pupils	3	8	5	3	16
8 pupils, 42% are making accelerated progress (Good plus Outstanding)					
Reading - Year 11					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	53	10	21	16	47
No of pupils	10	2	4	3	8
7 pupils, 37% are making accelerated progress (Good plus Outstanding)					
Maths - Year 11					19 Pupils

	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	26	37	16	21	74
No of pupils	5	7	3	4	14
7 pupils, 37% are making accelerated progress (Good plus Outstanding)					
Science - Year 11					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	6	11	11	72	94
No of pupils	1	2	2	13	17
15 pupils, 83% are making accelerated progress (Good plus Outstanding)					

5.5% = 1 pupil		Foundation - Year 11			19
pupils		*Pupil number fluctuate due to options			
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
Art*	0	11	11	78	100
Food Tech	0	6	26	68	100
WJEC DT*	0	0	29	71	100
NC History*	50	50	0	0	50
WJEC History*	0	14	29	57	100
WJEC Music *	12	25	50	13	88
WJEC Drama*	0	100	0	0	100
PE	16	10	16	58	84
PSHE	16	26	16	42	84
Ethics	16	10	16	58	84
MFL	-	-	-	-	-
Computing	16	58	16	10	84

KS5

55 Pupils in Tier 1 following/accessing the 5 Strand Curriculum Pathway:

The large majority of year 14 pupils (7/10) are leaving the school with a minimum of all three functional qualifications in English, Maths, Computing and at least two other subject based or vocational qualifications (options). These pupils are achieving accredited outcomes in

each of our 5 strand curriculum pathway (Number, Communication, Digital technology, Understanding the World and Healthy Lifestyles).

2/3 pupils not achieving the 5 accredited outcomes in all curriculum strand areas have achieved a minimum of 4 accredited outcomes that include English, Maths, Computing and one other subject based or vocational qualifications (option). These pupils are achieving accredited outcomes in 4 areas of our 5 strand curriculum pathway (Number, Communication, Digital technology, Understanding the World and Healthy Lifestyles).

All these qualifications are from the pupils KS5 pathway. They are progressive to reflect the greater learning demands and the continuation of the progress made. The large majority (69%) of outcomes achieved demonstrate the expected or better progress made by the pupils.

This is in addition to the KS4 outcomes they achieved in year 11, meaning most are leaving the Beacon with a minimum of 14 accredited outcomes across all of the 5 curriculum strands (all inclusive of including English and Maths).

Pupils are in a strong position to transition onto their chosen pathway and thrive in their community

The large majority of pupils remaining in Key stage (years 12 and 13) are on track to achieve all three qualifications in English, Maths, Computing plus two other subjects based or vocational qualifications.

The large majority of qualifications being achieved (or on track to be achieved) by the pupils in KS5 demonstrate the good or better progress they have made.

6 Pupils in Specialist Curriculum Pathways (Tier 2 and 3)

We are pleased to report that all pupils in year 14 Tiers 2 and 3 were successful in gaining an Entry One Certificate or Award diploma that includes a spectrum of skills expectations and levels, including English and Maths modules. All pupils in this cohort (3 Year 14 Leavers) gained accreditation that demonstrated accelerated (good or better) progress.

Most young people in KS5 (84%) are making expected or better progress in their core subjects of English, Maths and Computing. The majority of the young people (54%) are making accelerated good or better progress in these subjects. This demonstrates a positive trend of more young people accelerating. The positive progress our students make is a significant factor in maintaining 92%+ positive routes of transition onto further employment, education or training we have achieved over the last three years.

Destination information - Onward Routes of Progression (NEET)

All pupils are engaging in positive participation for their next step in further education, employment and/or training. This is well above the national average for young people with and EHCP (89.3% nationally and 89.1% in Kent). The strength of the continuing work on accredited pathways in line with our curriculum and employability skills has meant that there are clear and obvious routes of transition onto further education, employment and/or training. 5 pupils from 2021 and 4 in 2022 have/are transitioning onto Beacon plus. Currently, the large majority of leavers from Beacon plus have gained employment (full time, part time, supported, sustained volunteering with an employment route) – significantly above the

national statistic of 5.1% of adults who had an EHCP or equivalent (known to adult social services) in employment in the UK.

Leavers numbers: Yr12 (2), Yr13 (5), Yr14 (16).

The Beacon	Beacon Plus	College	Sixth Form (other than The Beacon)	Residential	Alt. Prov.	Unknown	NEET	Total
0	4	16	0	0	2	1	0	23
0	17.0	70.0	0.0	0.0	9.0	4.0	0.0	100

Percentage of leavers

Actual numbers of leavers

Reading

The tracking of reading across the school shows that the large majority of pupils (70%) are making expected or better progress. This is an increase of 14 pupils in KS1-KS4 (7%) who are now making expected or better progress compared with the end of 2020-2021.

Reading continues to be a target area for our school and schools nationally. The research demonstrates up to a 7 month's delay in pupils making expected levels in reading due to CV-19. At the Beacon, 42% of all pupils made accelerated (good or better) progress in their reading. KS1 and KS2 continue the positive three year trend, with the very large majority of pupils (93%) making expected or better progress. 70% of pupils make accelerated, good or better progress.

The increased rigour and provision for Key Stages 3, 4 and 5 reading and its strategic development has seen 167 pupils accessing the accelerated reader programme. The large majority of pupils (58%) have made accelerated progress (AR tracking). This strategic development and broadening of our focus upon engagement and functionality has been a success in the secondary phases. 41 pupils throughout the academic year have reached the functionality and fluency milestone of a reading and comprehension age of 10 years +. The combination of reading for pleasure, reading ages (using the NGRT baselining) and accelerated reader focusing on fluency and functionality has seen a transition on how we describe the progress made. This will be streamlined to enable us to describe reading progress as an overall complete picture during 2022-2023.

Using the NGRT assessment for Reading ages, currently 37% of year 11 pupils are making accelerated progress from their starting points at the beginning of the academic year.