

Analysis of Data Headlines – Autumn 2018

English and Maths

Across the whole school the very large majority of pupils in English and Maths continue to make expected or better progress (88%). Of this cohort and group 49% English and 36% Maths are making accelerated good or better progress. In year monitoring suggests that the consolidation and development increases throughout the academic year (similar to the trend in 2016/2017 and 2017/2018).

Overall this is in line with the progress being made in English and Maths across the last three academic years. Similarly, we have a consistent number of pupils making excellent or outstanding progress that is well above their target range, a key indicator that our focus on stretch and challenge remains consistent to achieve optimum progress levels for all pupils.

All Subjects

Across the whole school the very large majority (89%) are making expected or better progress across all subject areas. 44% of this cohort are making accelerated good or better progress and similarly to English and Maths, in year monitoring suggests that the consolidation and development will increase throughout the academic year (similar to the trend in 2016/2017 and 2017/2018).

EYFS

98% of pupils in the EYFS stage make expected or better progress, with 36% of the cohort making good or better progress (an average across all the strands in years R and 1). However, this masks some of the accelerated progress made by current year 1 pupils following the EYFS curriculum; the large majority of pupils (70% on average) make good or better progress across all the EYFS strands. We would expect the progress to improve/accelerate for the Reception pupils.

KS5

Most pupils (94%) are making expected or better progress in their core subjects of English, Maths and Computing. We are currently predicting the pupils to achieve an average of 5 accredited outcomes including English, Maths and two vocational options that demonstrate the good or better progress they have made.

Reading

The tracking of reading across the school shows that the very large majority of pupils (82%) are making expected or better progress. This is an increase of 8% from the same time period in the last academic year (Autumn 2017).

We have sustained this momentum; an example is in KS4 where 18 more pupils are now making expected or better progress compared to Autumn 2017.

During the last academic year, we accelerated (good or better progress) the reading skills for an additional 46 pupils.

Reading remains high on our agenda and is being supported by the DEAR time initiative and reading interventions to support learning and communication.

A few pupils are working below the expected/targeted levels and these individuals are targeted to support the narrowing of gaps through interventions (as identified and reviewed in pupils' progress meetings).

Vulnerable Groups

The data from the Vulnerable groups indicate there is no variance amongst most of the disadvantaged groups compared to whole school across key stages. We have no discernible difference of the progress made by FSM pupils and male/female pupils, this is a strength of the school and is contrary to national trends.

The only variance of note is for CiC pupils where due to the small numbers concerned when we are looking at percentages it does not always reflect an accurate picture. For example, in both English and Maths in KS1/2 67% of pupils are making expected or better progress but that is 2 out of 3 pupils. This is the same for KS3/4. The 5 pupils are tracked and supported alongside all other pupils as highlighted in our pupil progress meetings.

Development Actions

- Sustaining the growth of Reading and in particular targeting the pupils not achieving expected progress levels (KS3 and KS4).
- The development of a cornerstones curriculum to support further engagement and acceleration in identified subjects.
- To work across KSENT to explore ways in which MFL is taught to support optimum learning (currently 77% compared to an 88% expected or better average across all foundation subjects).
- The establishing of a Post 19 provision to support pupils (past and present) to access or remain in appropriate education employment and training beyond the Beacon School provision.