

# Key Stage Four Information 2021 (Academic Year 2020/2021)

## Progress and Attainment of Year 11 Pupils - 2021

We have found ourselves disrupted for a second year in succession due to the CV-19 pandemic. We have to appreciate the impact of the disruption and demands of home based learning that has undoubtedly has affected our year 11 pupils. Teachers and Support Staff have worked extensively to reengage pupils with their learning; supporting their emotional and academic progress as they reintegrated into school. Yet again, progress and learning has been greatly supported by parents and carers accessing our extensive range of learning through alternative platforms throughout the pandemic period.

### Summary

The large majority of pupils are making expected or better progress by the end year 11, this includes the core subjects of English (86%, Computing (90%) and Science (85%). Of that cohort, it is pleasing to see that the majority (50%) of pupils are making accelerated (good or better) progress in these subject areas. The exception to the core subjects is Maths where the majority (58%) are making expected or better progress, the 9 pupils working below their expected progress levels will be supported to narrow any gaps enabling them to get back on track. 81% pupils are making expected or better progress across all the subject areas, with the majority (54%) making accelerated (good or better) progress.

The strength of the progress indicators demonstrates pupils were largely able to get back on track with their learning, this depth of this success should not be underestimated, the work put in by our community enabled them to maintain progress in line the high standards set in previous years (2017 and 2018).

### Reading

The increased rigour and provision for Key Stage 4 and 5 reading and its strategic development largely focussed on the accelerated reader programme has seen 126 pupils accessing this across Key Stages 3 and 4. The large majority of pupils (73%) have made expected or better progress. The majority of pupils (54%) made accelerated progress, increasing their reading ages by 9 months or more during Terms 5 and 6. This strategic development and broadening of our focus upon engagement and functionality will be a focus area for 2021-2022, with the outcomes and work of accelerated reader reflecting more holistically with the overall reading progress summaries across all subjects, where currently 62% of year 11 pupils are making expected or better progress in Reading.

### 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 pupils 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 and EHCP (89.2% nationally and 89.1% in Kent).

	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

Most pupils (89.5%) gained 5 or more accredited outcomes that include an English and Maths, pupils achieve an average of 6 accredited outcomes by the end of year 11, with 81% of the outcomes reflecting/accrediting the expected or better progress the pupils have made.

## Curriculum

19/26 followed a Tier One Pathway with year 11 pupils gaining 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 this initial year of transition to a curriculum pathway model it is incredibly rewarding to see 84% of all pupils achieving an accredited outcome in each of the 5 curriculum areas – Communication, Number, Digital Technology, Healthy Lifestyles and Understanding the World. 8/9 pupils not recording an accredited outcome in each of these areas are undertaking a longer pathway journey that encompasses all areas and aspects and will be reflected in their KS5 outcomes (OCR life and living) – all of these pupils are making progress in line with expectations, with 82% making accelerated (good or better) progress. See Impacts Curriculum Progress Summary.

## Summer 2021

Unless otherwise stated the percentages below are correct for all subjects					
<b>5% = 1 Pupil</b>		<b>English - Year 11</b>			<b>21 Pupils</b>
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	<b>14</b>	<b>33</b>	<b>43</b>	<b>10</b>	<b>86</b>
No of pupils	<b>3</b>	<b>7</b>	<b>9</b>	<b>2</b>	<b>18</b>
<b>11 pupils, 53% are making accelerated progress (Good plus Outstanding)</b>					
<b>Reading - Year 11</b>					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	<b>38</b>	<b>33</b>	<b>24</b>	<b>5</b>	<b>62</b>
No of pupils	<b>8</b>	<b>7</b>	<b>5</b>	<b>1</b>	
<b>6 pupils, 29% are making accelerated progress (Good plus Outstanding)</b>					
<b>Maths - Year 11</b>					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	<b>44</b>	<b>48</b>	<b>10</b>	<b>0</b>	<b>58</b>
No of pupils	<b>9</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>12</b>
<b>2 pupils, 10% are making accelerated progress (Good plus Outstanding)</b>					
<b>Science - Year 11</b>					<b>22 pupils</b>
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better

%	<b>15</b>	<b>0</b>	<b>0</b>	<b>85</b>	<b>85</b>
No of pupils	<b>3</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>19</b>
<b>19 pupils, 85% are making accelerated progress (Good plus Outstanding)</b>					

<b>5% = 1 pupil</b>	<b>Foundation - Year 11</b>				<b>22 pupils</b>
	<i>*Pupil number fluctuate due to options</i>				
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
<b>Art*</b>	<b>14</b>	<b>0</b>	<b>14</b>	<b>72</b>	<b>86</b>
<b>Catering</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>90</b>	<b>100</b>
<b>DT</b>	<b>14</b>	<b>0</b>	<b>29</b>	<b>57</b>	<b>84</b>
<b>History*</b>	-	-	-	-	-
<b>Geography</b>	-	-	-	-	-
<b>Music*</b>	<b>67</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>33</b>
<b>PE*</b>	<b>7</b>	<b>7</b>	<b>22</b>	<b>64</b>	<b>93</b>
<b>PSHE</b>	<b>14</b>	<b>24</b>	<b>38</b>	<b>24</b>	<b>86</b>
<b>Ethics</b>	<b>43</b>	<b>14</b>	<b>29</b>	<b>14</b>	<b>57</b>
<b>MFL</b>	-	-	-	-	-
<b>Computing</b>	<b>10</b>	<b>37</b>	<b>29</b>	<b>24</b>	<b>90</b>
<b>Bike Maintenance</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>

## Vulnerable Groups

The vulnerable groups analysis shows no discernible difference in the amount of progress being made by the different vulnerable groups in year 11, when compared to the overall cohort.

We have continued to observe a stabilising in the progress being made by our PPG group and FSM pupils compared to the rest of the school. Across the last three years these groups usually fall slightly below (on average 3%) the progress rates made by the wider cohort and therefore show no real difference in the progress they make. However, this academic year the FSM and PPG pupils have performed largely in line with their peers in English and slightly above in Maths. Nationally there is a progress/attainment gap with pupils with FSM and/or PPG, this 9% gap has been consistent for over a decade. This is a trend that isn't current or applicable for The Beacon. Our most vulnerable pupils thrive and make strong progress in line with their peers.

Our wrap around support for free school meals provision (actual food drops and vouchers) and the wider personalised support and care provided on a weekly basis by our Teachers, TA's and MAST team has seemingly made a positive impact upon the pupils and families ability to support them.

The only difference in progress between boys and girls is in Maths, this where 5/9 female pupils are working below expected levels. This has not been an identifiable concern or trend across the last three years for year or this actual cohort during KS3 or during year 10. Targeted support and provision will be made to support them getting back on track in 2021-2022.

Vulnerable groups – Year 11									
Group	English					Maths			
	No of Pupils	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress
<b>ASD</b>	7	29	29	29	13	14	72	14	0
Non-ASD									
<b>FSM</b>	7	14	58	14	14	42	29	29	0
Non FSM	14	14	21	58	7	43	57	0	0
<b>PP</b>	8	13	63	12	12	37	37	26	0
Non PP	13	15	15	62	8	46	54	0	0
<b>CIC</b>	-	-	-	-	-	-	-	-	-
Non CIC	-	-	-	-	-	-	-	-	-
<b>EAL</b>	4	0	25	50	25	25	75	0	0
Non EAL	17	18	35	41	6	48	40	12	0
<b>More Able</b>	1	0	0	100	0	0	100	0	0
Non-More Able	20	15	35	40	10	45	45	10	0
<b>Male</b>	12	17	41	25	17	34	58	8	0
<b>Female</b>	9	12	22	66	0	55	33	12	0