

Analysis of Data Headlines – School Year 2019/2020

English

Across the whole school the very large majority of pupils in English have made expected or better progress (85%). The work on the English curriculum (particularly within the communication strand) and qualifications to that accredit the progress our pupils have made is evidenced by the large majority of pupils in KS5 making expected or better progress (75%).

Of the cohort making expected or better progress, 48% are making accelerated good or better progress. Our focus on building a new curriculum has brought the English based experts together to define the skills required through the pathways and ensure they are linked to the building of progression and our intent (**enabling the pupils to be as independent as they possibly can be, make a positive contribution to society and reach their maximum potential**). The sharing of expertise throughout the new CPD programme has ensured key strengths such as talk for writing and Cornerstones are embedded to support the accelerating of progress and skills throughout the academic year.

Overall this is in line with the progress being made in English 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.

Maths

Similar to the overall progress trend and analysis for English the very large majority of pupils in Maths have made expected or better progress (83%). It is great to see the strong progress being made in core subjects extending into Key Stage 5 (sixth form) with 79% making expected or better progress in Maths. Of the cohort making expected or better progress, 34% are making accelerated good or better progress. Our historical data analysis shows us that this is in line with Spring data from 2018 and 2019. There is an expectation that the majority of pupils would have made good or better (accelerated) progress similar to other years if the learning had not been disrupted (from March onward)

In year monitoring has supported appropriate and timely intervention in Maths, demonstrated by the increase in the number of pupils accelerating their progress and development throughout the whole academic year.

Overall this is in line with the progress being made in 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 achieving optimum progress levels for all pupils.

One area highlighted for development in 19/20 is the progress of male pupils in KS3 and KS4, in particular years 8 and 10 (years 9 and 11 in 19/20). 79% of this cohort were making expected or better progress, which is 8% below the rest of the school. The ability range of these cohorts are higher than average and therefore the learning concepts to show expected or better progress will be more demanding (deeper learning). We will explore different focus

areas and strategies to ensure we are doing all we can so they can achieve to the maximum of their ability.

All Subjects

Across the whole school the very large majority (87%) are making expected or better progress across all subject areas. The majority of this cohort (51%) of this cohort are making accelerated good or better progress and similarly to English and Maths.

Computing ICT was a key focus subject to develop the number of pupils making accelerated progress. It is pleasing to identify that the large majority of pupils (85%) are making expected or better progress and the majority of this cohort (54%) are now making accelerated good or better progress. This conscious targeting of key ICT skills and broadening the range of learning outcomes (including accreditation) has made a significant impact; a 32% increase in pupils making accelerated progress compared to Autumn data and year on year information from 16/17 and 17/18 where most pupils were making expected progress but not accelerated.

Key Year Group (End of Key Stage) Progress Information for 2018-2019

Year 2

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2 or 4

Unless otherwise stated the percentages below are correct for all subjects					
8% = 1 Pupil		English - Year 2			12 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	0	17	66	17	100
No of pupils	0	2	8	2	12
10 pupils, 83% are making accelerated progress (Good plus Outstanding)					
Reading - Year 2					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	0	33	50	17	100
No of pupils	0	4	6	2	12
8 pupils, 67% are making accelerated progress (Good plus Outstanding)					
Maths - Year 2					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	0	8	67	25	100

No of pupils	0	1	8	3	12
11 pupils, 92% are making accelerated progress (Good plus Outstanding)					
Science - Year 2					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	0	0	83	17	100
No of pupils	0	0	10	2	12
12 pupils, 100% are making accelerated progress (Good plus Outstanding)					

Approx 8% = 1 pupil		Foundation - Year 2			12 Pupils
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
Art	0	25	58	17	100
FT	0	0	89	11	100
DT	0	17	66	17	100
History	0	17	66	17	100
Geography	0	33	42	25	100
Music	0	25	75	0	100
PE	0	25	58	17	100
PSHE	0	17	66	17	100
RE	0	8	92	0	100
MFL	-	-	-	-	-
Computing	0	34	58	8	100

Year 6

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2 or 4

Unless otherwise stated the percentages below are correct for all subjects					
4% = 1 Pupil		English - Year 6			23 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	13	26	39	22	87
No of pupils	3	6	9	5	20
14 pupils, 61% 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
%	39	22	13	26	61
No of pupils	9	5	3	6	14
9 pupils, 39% 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
%	4	39	22	35	96
No of pupils	1	9	5	8	22
13 pupils, 57% 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
%	9	22	17	52	91
No of pupils	2	5	4	12	21
16 pupils, 69% are making accelerated progress (Good plus Outstanding)					

4% = 1 pupil		Foundation - Year 6			23 pupils
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
Art	4	9	17	70	96
FT	0	48	35	17	100
DT	13	17	26	34	77
History	9	9	35	47	91
Geography	9	22	9	60	91
Music	30	26	35	9	70
PE	35	13	35	17	65
PSHE	13	17	26	44	87
RE	4	44	52	0	96
MFL	10	15	20	55	90
Computing	30	9	30	31	70

Year 9

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2 or 4

Unless otherwise stated the percentages below are correct for all subjects					
4% = 1 Pupil		English - Year 9			25 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	0	48	24	28	100
No of pupils	0	12	6	7	25
13 pupils, 52% are making accelerated progress (Good plus Outstanding)					
		Reading - Year 9			24 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	25	29	29	17	75
No of pupils	6	7	7	4	18
11 pupils, 46% are making accelerated progress (Good plus Outstanding)					
		Maths - Year 9			24 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	8	75	17	0	92
No of pupils	2	18	4	0	22
4 pupils, 17% are making accelerated progress (Good plus Outstanding)					
		Science - Year 9			24 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	9	4	4	83	91
No of pupils	2	1	1	20	22
21 pupils, 87% are making accelerated progress (Good plus Outstanding)					

4% = 1 pupil		Foundation - Year 9			24 pupils
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
Art	0	8	40	52	100
FT	21	25	50	4	79
DT	16	24	36	24	84
History	8	12	28	52	92
Geography	20	16	16	48	80
Music	17	25	25	33	83
PE	8	16	20	56	92
PSHE	7	19	30	44	93
RE	12	40	28	20	88
MFL	10	18	58	14	90
Computing	8	24	48	20	92

Year 11

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2 or 4

Unless otherwise stated the percentages below are correct for all subjects					
3% = 1 Pupil Pupils		English - Year 11			32
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	19	22	28	31	81
No of pupils	6	7	9	10	26
19 pupils, 59% 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
%	25	25	19	31	75
No of pupils	8	8	6	10	24
16 pupils, 50% are making accelerated progress (Good plus Outstanding)					
Maths - Year 11					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	21	44	13	22	79
No of pupils	7	14	4	7	25
11 pupils, 35% are making accelerated progress (Good plus Outstanding)					
		Science - Year 11			32 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	22	9	13	56	78
No of pupils	7	3	4	18	25
22 pupils, 69% are making accelerated progress (Good plus Outstanding)					

3% = 1 pupil		Foundation - Year 11			32 pupils
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %
Art	24	14	19	43	76
FT	0	20	13	67	100
DT	11	22	0	67	89
History	-	-	-	-	-
Geography	-	-	-	-	-
Music	20	40	30	10	80
PE	10	3	22	65	90
PSHE	42	6	20	32	58
RE	26	48	22	4	74
MFL	-	-	-	-	-
Computing	9	25	31	35	91

EYFS

97% of pupils in the EYFS stage make expected or better progress, with a large majority 79% of the cohort making accelerated good or better progress (an average across all the strands in years R and 1). This maintains the very strong start our pupils get year on year at The Beacon. It is pleasing to see that 21 pupils have maintained the accelerated progress they are making across the year and 5 more pupils have joined them by the end of July 2019 (26/32 pupils). Key strands of learning have clearly developed rapidly throughout the year, building on the strengths of a structured and staggered approach to the key skills/strands to enable stepping stone access to learning.

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage.

Early Years Curriculum				
5% = 1 Pupil				
Reception				
18 Pupils				
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
0	27	48	25	100

Early Years Curriculum				
7% = 1 Pupil				
Year 1				
14 Pupils				
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
5	6	36	53	95

Early Years Curriculum				
3% = 1 Pupil				
Reception and Year 1				
32 Pupils				
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
3	18	41	38	97

All 17 Curriculum areas (subjects) are included in the above Data

KS5

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 their progress from their Autumn baselines, with the majority now achieving above expected levels of progress. Most pupils (91%) make expected or better progress across all subjects; these include Catering, Work Skills, Land Based Studies, Music Tech, Performing Arts, Motor Vehicle, Hair and Beauty and OCR life

and living). The large majority (70%) of young people make accelerated good or better progress across all the subject areas, demonstrating major strengths in the vocational based studies the young people study in the KS5 curriculum. The positive progress our students make is a significant factor in maintaining 92% above positive routes of transition onto further employment, education or training we have achieved over the last three years. We are currently predicting the pupils to achieve an average of 5 accredited outcomes including English, Maths, Computing 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 large majority of pupils (77%) are making expected or better progress. 22 more pupils have made accelerated progress from 17/18, which was already showing an 8% increase from the previous year. During this academic year the majority (51%) of pupils made accelerated good or better progress.

We have sustained our positive momentum throughout the year; an example is in KS4 where 10 more pupils are now making accelerated good or better progress compared to 17/18.

Reading remains high on our agenda and is being supported by the DEAR time initiative, talk for writing and reading interventions to support learning and communication. Some of the most pleasing development has been around peer to peer support in reading. The pupils have gained a huge amount of positivity and motivation when reading to each other, particularly across zones and making sure all areas of the school are included in the enjoyment and stimulation of reading and being read to.

A few pupils (35) which includes our non-verbal cohort are working below the expected/targeted levels and these individuals are targeted to support the narrowing of gaps through interventions where they are appropriate and are immersed in appropriate reading/learning opportunities (as identified and reviewed in pupils' progress meetings).

Reading				
1% = 1.1 pupils		Key Stage 1 - 2		
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
19	24	21	36	81
1% = 1.6 pupils		Key Stage 3 – 4		
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
25	31	27	17	75
1% = 1.5 pupils		School Total		
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
23	27	24	26	77

Vulnerable Groups

The data from the Vulnerable groups indicate there is very little variance amongst most of the disadvantaged groups compared to whole school and across key stages. We have no discernible difference of the progress made by FSM pupils and 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 English in KS1/2 67% of pupils are making expected or better progress but that is just 5 pupils. This trend does show a narrowing of gaps by the end of KS4 where 77% of CiC pupils are making expected or better progress.

CiC (21 pupils) in KS3/4 in Maths are performing below the wider cohort across the year: 65% expected or better progress (14/21) compared to non CiC 82% (108/139). All pupils making progress below expected levels are identified, tracked and supported alongside all other pupils as highlighted in the detail of our pupil progress meetings. As identified in the Maths summary, male pupils in KS3 and KS4 will be targeted with regard to their development and progress, this linked development point is regarding the wider cohort and needs, with no evidence that the lower rates of progress are related to being in care.

group	English KS1-2		English KS3-4	
	Expected or better		Expected or better	
		not		not
ASD				
FSM	92	92	87	86
PP	91	92	85	88
male	95		82	
female	80		93	
CiC	67 5 pupils	92 107 pupils	77 21 pupils	88 132 pupils
EAL	100 8 pupils	91 104 pupils	69 14 pupils	88 139 pupils
	Maths KS1-2		Maths KS3-4	
	Expected or better		Expected or better	
		not		not
ASD				
FSM	96	97	82	79
PP	95	98	76	86
male	99		79	
female	88		82	
CiC	75 5 pupils	97 107 pupils	65 21 pupils	82 132 pupils
EAL	100 8 pupils	96 104 pupils	77 14 pupils	80 139 pupils

More Able Cohort

	Maths		English	
	Attainment Avg Level	Attainment Avg PA Points	Attainment Avg Level	Attainment Avg PA Points
More Able Pupils (13)	3 Beg +	87	3 Emb +	91
Whole School (265)	P9 Dev+	71	P9 Dev+	71
Attainment Avg difference		16		20

The above data shows a comparison of attainment averages that will give an indication of continued progress for these pupils between this cohort and whole school.

The more able pupils have been identified from Yrs 2 – 11 who are working at and achieving levels above their peers in either Maths, English or both subjects. The whole school results range from Yr2 – 11.

Our more able cohort are making at least expected progress or above in either Maths, English and in most cases in both subjects. However, they may not be making outstanding progress as they have been set a more aspirational target and will be expected to make 4 points of progress over a year instead of 3.