

Analysis of Data Headlines – School Year 2020/2021

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 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. However, the progress information is below the consistently high levels set across the last three years. The information outlined below does reflect the disruption and reduction of time pupils had with their subject based specialist, this is particularly relevant for KS3 – KS5 where due to “bubble” arrangements pupils were taught in form groups and by their form tutors for the majority of the academic year. The levels of progress made despite absence and restrictive arrangements enforced by CV-19 is testament the resilience of all teaching teams to support planning, preparation and delivery.

English

Across the whole school the large majority of pupils in English have made expected or better progress (65%).

Of the cohort making expected or better progress, 34% are making accelerated good or better progress.

As with most subject areas throughout the analysis, the Primary pupils made progress closely in line with previous 3 years. 75% of pupils made expected or better progress, with 49% of pupils making accelerated (good or better) progress.

KS4 and KS5 pupils represented the groups most absent from school during 2019-2020, this is due higher numbers of this cohort shielding, enforced isolation and families electing to move to home based learning in line with the CV-19 protocols set out for mainstream schools and often alongside siblings from mainstream education.

Maths

Similar to the overall progress trend and analysis for Maths the majority of pupils have made expected or better progress (59%). Key Stage 5 (sixth form) performed much more closely to the rest of the school in Maths, 65% making expected or better progress in Maths. Of the KS5 cohort 37% are making accelerated good or better progress.

The development of immersive numeracy and number throughout the last academic year and focus on core learning elements throughout the virtual and school based learning was well received by the older pupils.

The support materials and training championed by the Maths based specialists (based within the curriculum group) was particularly strong.

The Maths focus and target areas in place for 2019-2020 - the progress of male pupils in KS3 and KS4, in particular years 8 and 9 (years 9 and 10 in 21/22) will remain for 2021 - 2022 to monitor the progress of the cohorts and ensure the sustained progress is strong and line with the rest of the school.

All Subjects

Across the whole school the large majority (67%) are making expected or better progress across all subject areas. 36% of this cohort are making accelerated good or better progress.

Computing ICT, PE and Food Technology which were prevalent in our reengagement and recovery programmes throughout the year saw some of the strongest levels of progression amongst the pupils - the very large majority of pupils (77%) consistently making expected or better progress. This culminated in the year 11 progress summary and subsequent outcomes achieved where most pupils in year 11 made expected or better progress, with the majority demonstrating the sustained accelerated progress (good or better) across these subject areas.

Encapsulated in the overall summary are Art, DT and Music, all of which were greatly hampered by 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. Although the majority of pupils maintained expected or better progress across the school, we expect once we return to normalised routine that these subject areas will thrive again during 2021-2022.

Major Key Stage Information

EYFS

97% of pupils in the EYFS stage make expected or better progress and despite the disruptions throughout the year 37% of the cohort were still able to make accelerated good or better progress (an average across all the strands in years R and 1). This cohort have been the best attendees during the last two academic years, particularly in Tier 2, ASN and specialist classes where parents required the additional support to balance family units and life during the lockdown periods. It is testament to the varied, creative and yet always consistently strong personalised learning approaches that have ensured of the youngest members of our community maintain the very strong start our pupils get year on year at The Beacon.

Key strands of core learning have been developed and maintained throughout the year, with Reading (100% expected or better and 47% accelerated progress), Health and Self Care (100% expected or better and 61% accelerated progress) and Listening and Attention (100% expected or better and 39% accelerated progress) providing the fundamental building blocks for development and future 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				
Reception and Year 1				All Pupils
3% = 1 Pupil	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
3	60	30	7	97

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

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			22 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	14	9	18	59	86
No of pupils	3	2	4	13	19
17 pupils, 77% 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
%	22	14	4	60	78
No of pupils	5	3	1	13	17
14 pupils, 64% 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
%	14	14	18	54	86
No of pupils	3	3	4	12	19
16 pupils, 72% 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
%	18	18	4	60	82
No of pupils	4	4	1	13	18
14 pupils, 64% are making accelerated progress (Good plus Outstanding)					

4.5% = 1 pupil		Foundation - Year 6			22 pupils	
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %	
Art	14	23	18	45	86	
FT	0	18	4	78	100	
DT	23	9	18	50	77	
History	23	9	23	45	77	
Geography	36	4	27	33	64	
Music	29	19	33	19	71	
PE	23	4	18	55	77	
PSHE	27	9	18	46	73	
Ethics	9	18	14	59	91	
MFL	13	0	13	74	87	
Computing	27	14	14	45	73	

Vulnerable groups – Year 6									
Group	No of Pupils	English				Maths			
		Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress
ASD	12	17	17	17	49	17	17	17	49
Non-ASD									
FSM	8	25	13	13	49	25	12	0	63
Non FSM	14	7	7	21	65	7	14	28	51
PP	11	18	18	9	55	27	18	0	55
Non PP	11	9	0	27	64	0	9	36	55
CIC	1	0	100	0	0	0	100	0	0
Non CIC	21	14	5	19	52	14	10	19	57
EAL	2	0	0	0	100	0	0	0	100
Non EAL	20	15	10	20	55	15	15	20	50
More Able	1	100	0	0	0	0	0	0	100
Non-More Able	21	10	10	19	61	14	14	19	53
Male	17	6	12	24	67	12	6	24	58
Female	5	40	0	0	60	20	40	0	40

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					
3.5% = 1 Pupil Pupils		English - Year 9			28
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	32	32	14	22	68
No of pupils	9	9	4	6	19
10 pupils, 36% are making accelerated progress (Good plus Outstanding)					
		Reading - Year 9			28 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	25	18	32	25	75
No of pupils	7	5	9	7	21
16 pupils, 57% are making accelerated progress (Good plus Outstanding)					
		Maths - Year 9			28 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	64	18	15	3	36
No of pupils	18	5	4	1	10
5 pupils, 18% are making accelerated progress (Good plus Outstanding)					
		Science - Year 9			28 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	36	21	22	21	64
No of pupils	10	6	6	6	18
12 pupils, 43% are making accelerated progress (Good plus Outstanding)					

3.5% = 1 pupil		Foundation - Year 9			28 pupils	
Subject	Less than expected progress %	Expected (Median) progress %	Good progress (UQ) %	Outstanding progress %	Total expected or better %	
Art	21	43	29	7	79	
FT	14	14	47	25	86	
DT	58	14	21	7	42	
History	25	14	43	18	75	
Geography	54	11	7	28	46	
Music	18	29	29	14	72	
PE	29	18	7	46	71	
PSHE	11	25	50	14	89	
Ethics	68	14	18	0	32	
MFL	75	17	8	0	25	
Computing	18	64	4	14	82	

Vulnerable groups – Year 9									
Group	No of Pupils	English				Maths			
		Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress
ASD	16	31	19	19	31	50	19	25	6
Non-ASD									
FSM	15	33	33	13	21	60	20	20	0
Non FSM									
PP	17	35	35	12	18	64	18	18	0
Non PP	11	27	27	19	27	64	18	9	9
CIC	-	-	-	-	-	-	-	-	-
Non CIC	-	-	-	-	-	-	-	-	-
EAL	-	-	-	-	-	-	-	-	-
Non EAL	-	-	-	-	-	-	-	-	-
More Able	2	50	50	0	0	100	0	0	0
Non-More Able	26	31	31	15	23	62	19	15	4
Male	16	56	19	19	6	81	13	6	0
Female	12	0	50	8	42	42	25	25	8

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					
5% = 1 Pupil		English - Year 11			21 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	14	33	43	10	86
No of pupils	3	7	9	2	18
11 pupils, 53% 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
%	38	33	24	5	62
No of pupils	8	7	5	1	
6 pupils, 29% 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
%	44	48	10	0	58
No of pupils	9	10	2	0	12
2 pupils, 10% are making accelerated progress (Good plus Outstanding)					
		Science - Year 11			22 pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	15	0	0	85	85
No of pupils	3	0	0	19	19
19 pupils, 85% are making accelerated progress (Good plus Outstanding)					

5% = 1 pupil		Foundation - Year 11				22 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*	14	0	14	72	86	
Catering	0	0	10	90	100	
DT	14	0	29	57	84	
History*	-	-	-	-	-	
Geography	-	-	-	-	-	
Music*	67	0	0	33	33	
PE*	7	7	22	64	93	
PSHE	14	24	38	24	86	
Ethics	43	14	29	14	57	
MFL	-	-	-	-	-	
Computing	10	37	29	24	90	
Bike Maintenance	0	100	0	0	100	

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

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.

Destination information - Onward Routes of Progression (NEET)

Most pupils (95%) 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 (89.2% nationally and 89.1% in Kent). The 1 pupil where an onward route is unknown is due to a medical related condition prohibiting his pathway at this point. It is very encouraging that 25% of the cohort are choosing the Beacon plus employability route, following appropriate avenues that can support them reaching their potential and making a positive contribution to their community. 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 5.6% of adults who had an EHCP or equivalent (known to adult social services) in employment in the UK.

The Beacon	Beacon Plus	EKC	Sixth Form (other than The Beacon)	Residential	Alt. Prov.	Unknown	NEET	Total
0	5	11	0	1	1	1	1	20
0	25.0	55.0	0.0	5.0	5.0	5.0	5.0	100

Percentage of leavers

Actual numbers of leavers

Reading

The tracking of reading across the school shows that the majority of pupils (63%) are making expected or better progress. During this academic year 35% of pupils made accelerated (good or better) progress.

KS1 and KS2 continue the positive trend present during the last three years, with the large majority of pupils (73%) making expected or better progress, with the majority (54%) making accelerated, good or better progress.

The increased rigour and provision for Key Stage 4 and 5 reading and its strategic development largely focussed on the Accelerated Reader (AR) programme has seen 126 pupils accessing this across Key Stages 3 and 4. Using the AR programme 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 within the overall reading progress summaries across all subjects. Hence, we anticipate the positive influence of AR across a longer period of time will increase the 63% of pupils in KS3 & KS4 and 55% of pupils in KS5 making expected or better progress (as identified in the pupil asset tracking system).

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. We hope to

be in a position to ensure the full range of reading support and intervention including peer to peer will be able to flourish again in 2021 – 2022.

Reading				
1% = 0.9 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
27	18	23	32	73
1% = 1.3 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
44	36	14	6	56
1% = 2.1 pupils		School Total		
Less than expected progress	Expected (Median) progress	Better than expected/Good progress (UQ)	Excellent and Outstanding progress	Total expected or better
37	28	18	17	63

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 female pupils, this has been a strength of the school and is contrary to national trends. We believe the unsettled nature of the year has caused any gaps in gender performance and therefore will be back on track (evidence available during Term 2 data drop). FSM and PPG pupil's levels of progress continue to be as strong as the wider school cohorts and often stronger. 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% national variance that has stood for the last decade.

group	English KS1-2		English KS3-4	
	Expected or better		Expected or better	
		not		not
ASD	76	75	50	57
FSM	73	77	54	49

PP	76	74	55	60
male	79		52	
female	61		65	
CIC other CIC captured in specialist cohorts.	100 2 pupils	75		
EAL	60 5 pupils	76	50 6 pupils	53
	Maths KS1-2		Maths KS3-4	
	Expected or better		Expected or better	
		not		not
ASD	64	63	51	52
FSM	70	65	56	48
PP	70	66	55	48
male	71		51	
female	55		54	
CIC other CIC captured in specialist cohorts.	100 2 pupils	67		
EAL	100 5 pupils	69	77 6 pupils	50

More Able Cohort

	Maths		English	
	Attainment Avg Level	Attainment Avg PA Points	Attainment Avg Level	Attainment Avg PA Points
More Able Pupils (15)	2 Dev	82	2 Beg +	81
Whole School (240)	K9 Beg+	69	K9 Beg	68
Attainment Avg difference		13		13

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.