

Final 2016 - 2017 Attainment and Progress Report

Key point to consider at the September 2017 Governors' curriculum Meeting:

- This report was written using each pupil's prior attainment data and the analysis completed with the targets set for all pupils based on the SS MAG measure, which sets targets for all pupils so that expectations enable outstanding progress (in line or above Progression Guidance Upper quartile).

Summary of the analysis:

- The vast majority of pupils are making at least expected progress across all key stages. 59% of students make outstanding progress and overall 98.5% make at least expected progress.
- Pupils do particularly well in key stages 1, 4 and 5 with a higher proportion meeting and exceeding expectations, and no students making less than expected progress, but overall the vast majority of students are making at least expected progress in all key stages and all subjects.
- Overall, of the 45 pupils who receive pupil premium 100% are currently making expected or better progress compared to 98% of students not in receipt of pupil premium. However, there are more children not in receipt of pupil premium who are making outstanding progress (11% more),
- There are less children in receipt of pupils premium working below expectations compared to those who are not.
- The vast majority of both boys and girls are currently making at least expected progress (99.5% and 97.5% respectively), however just over 10% more girls than boys making above expected progress.
- The vast majority of all pupils make at least expected progress regardless of their learning disability. There are slightly less pupils with PMLD exceeding expectations than pupils with SLD, but the difference is small. There are more students with PMLD working below expectations, but again the difference is small and all students who are working below expectations, except one student with SLD, have had very high absenteeism due to ill health.
- There are no trends when looking at ethnicity and first languages.

Currently, our pupils' attainment is as follows:

Making above expected progress - Outstanding Progress

Making expected progress - Good Progress (Median quartile)

Making below expected progress - lower quartile (according to PG)

Making below expected progress - insufficient progress

	113 pupils on roll	Early Years 17 pupils Not included in this analysis	KS1 11 pupils	KS2 40 pupils	KS3 19 pupils	KS4 12 pupils	KS5 15 pupils
Boys	56 - 57.5%(excl.EY) 67 - 59%(incl.EY)	11	5	22	11	9	9
Girls	41 - 42.5%(excl.EY) 46- 41% (incl.EY)	5	6	18	8	3	6
FSM	44 - 39% (excl.EYPP) 53 - 47% (incl.EYPP)	3	6	14	7	4	7
LAC	3 - 2.5%	0	1	1	0	0	1
EAL	55 - 48.5%	5	4	23	12	5	8
PMLD	36- 37% (excl.EY) 43 - 38%(incl.EY)	6	7	14	7	3	4
SLD	57 - 59% (excl.EY) 66- 57.5%(incl.EY)	3	7	24	9	6	15
other (incl. ASD)	4 - 4% (excl.EY) 4 - 3.5% (incl.EY)	0	3	0	0	0	1
Current overall results when looking at prior attainment and challenging target set - Upper quartile according to DfE Progression Guidance and SSMAG measure (this will not include students in EY as they are assessed against EYFS profile)							

Overall		EY	KS1	KS2	KS3	KS4	KS5
Outstanding progress - 59% UQ		X	64%	50.5%	57%	68.5%	54%
Good progress - 40.5% MQ		X	36%	46.5%	43%	31.5%	46%
Making below expected progress - 0.5% (5% in Jan 2016) LQ		X	0%	3% 1 student	0	0%	0%

Currently, our pupils' attainment is as follows:

Outstanding progress (upper quartile) Good progress (median quartile) Making below expected progress (lower quartile) Making below expected progress (insufficient progress)

KS1 - 11 pupils - Overall: 64% 36% 0%

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 5	Girls 6	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 40%	5 - 84%	2 - 40%	5 - 84%	2 - 40%	5 - 84%	2 - 40%	5 - 84%	2 - 40%	5 - 84%
3 - 60%	1 - 16%	3 - 60%	1 - 16%	3 - 60%	1 - 16%	3 - 60%	1 - 16%	3 - 60%	1 - 16%
0	0	0	0	0	0	0	0	0	0

All pupils (100%) are making at least expected progress across KS1, and 64% meet or exceed the challenging targets set, which shows that **progress across Key stage 1 is OUTSTANDING.**

End of KS1 - 5 pupils - Overall: 80% 20% 0%

Communication and Literacy		Mathematics		Science		Computing		PSHE	
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Boys 3	Girls 2	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 66%	2 - 100%	2 - 66%	2 - 100%	2 - 66%	2 - 100%	2 - 66%	2 - 100%	2 - 66%	2 - 100%
1 - 33%	0	1 - 33%	0	1 - 33%	0	1 - 33%	0	1 - 33%	0
0	0	0	0	0	0	0	0	0	0

Although the cohort is very small, it looks like boys are doing slightly less well than the girls but no one failed to make at least expected progress. Overall over 100% of KS1 students will have reached made good progress across all curriculum areas (according to SS MAG measure), and 80% have reached the upper quartile set. This is OUTSTANDING progress. All pupils will continue to be monitored so that all can make at least expected progress.

KS2 - 40 - Overall: 50.5% 46.5% 3%

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 22	Girls 18	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10 - 45%	7 - 39%	11 - 50%	11 - 62%	13 - 59%	10 - 56%	10 - 45%	9 - 50%	10 - 45%	10 - 56%
12 - 55%	10 - 56%	11 - 50%	6 - 33%	9 - 41%	7 - 39%	12 - 55%	8 - 45%	11 - 50%	7 - 39%
0	1 - 5%	0	1 - 5%	0	1 - 5%	0	1 - 5%	1 - 5%	1 - 5%

The vast majority of pupils are making at least expected progress (97%) across KS2, and half are making outstanding progress (set to make at least 2 levels of progress for pupils working above P4 and at least 1.5 levels of progress for pupils working below P4), therefore **progress in Key stage 2 is OUTSTANDING. One student only is not expected to make at least median quartile, the pupil has had a lot of time of school in the last 18 months due to recurrent ill health and long stays in hospital. .**

There is no particular subject where pupils are underachieving. All targets sets are done according to the pupils prior attainment at KS1 and are challenging.

End of KS2 - 7 pupils - Overall: 60% 37% 3%

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 3	Girls 4	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 66.5%	2 - 50%	2 - 66.5%	2 - 50%	2 - 66.5%	3 - 75%	2 - 66.5%	2 - 50%	2 - 66.5%	2 - 50%
1 - 33.5%	2 - 50%	1 - 33.5%	2 - 50%	1 - 33.5%	1 - 25%	1 - 33.5%	2 - 50%	0	2 - 50%
0	0	0	0		0	0	0	1 - 33.5%	0

Pupils in Key Stage 2 are doing very well and 97% have made at least expected progress by the end of the Key stage, and 60% have made outstanding progress (made at least 2 levels of progress for pupils working above P4 and at least 1.5 levels of progress for pupils working below P4). **Therefore progress in Key Stage 2 is OUTSTANDING.**

100% of students are making at least expected progress across KS5 (using targets set against Equals Set levels), and well over half are exceeding expectations. Overall, all students are set a challenging target, therefore **progress in KS5 is OUTSTANDING.**

End of key stage 5 - 6 students - Overall: **84%** **16%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 4	Girls 2	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4 - 100%	2 - 100%	3 - 75%	2 - 100%	2 - 50%	2 - 100%	4 - 100%	2 - 100%	4 - 100%	2 - 100%
0	0	1 - 25%	0	2 - 50%	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

100% of students due to reach the end of KS5 are currently making at least expected progress and are set to reach targets, 84% are set to exceed expectations , therefore progress is **OUTSTANDING.**

Summary:

Progress at Waverley school is outstanding because over half of all students meet upper quartile targets, and 99.5% overall make at least good or better than expected progress.

Pupils do particularly well in key stage 1 and 4. There is a higher proportion of students reaching median quartile in KS2, KS3 and KS5, but following learning walks, work scrutiny, and an emphasis on teaching and learning and evidence gathering in the last academic year, progress in all key stages and in all curriculum areas is outstanding. However, there are less students working below expectations this term, and most who were highlighted as below expectations in the Autumn term 2016 are now back on track. Overall the vast majority of students are making at least expected progress in all key stages and all subjects: Progress is outstanding.

There are less boys exceeding expectations (except in KS2). Teachers have developed their skills further, and have higher expectations of all students.

The vast majority of pupils make at least expected progress across all subject areas. Only one pupil made below expected progress.

Future consideration

Continue to monitor the progress of all pupils working below expectation half termly.

Moderation will continue.

SLT to continue to work with teachers to teach challenging and motivating lessons.

Ensure a higher proportion of boys exceed expectations (see below).

Significant groups:

Pupils in receipt of Pupil Premium -

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
45	52										
50%	61%	20 - 45%	33 - 63%	21 - 47%	33 - 63%	25 - 56%	32 - 61%	21 - 47%	32 - 61%	25 - 55%	30 - 57%
50%	37%	25 - 55%	18 - 34%	24 - 53%	18 - 35%	20 - 44%	19 - 37%	24 - 53%	19 - 37%	20 - 45%	20 - 39%
0%	2%	0	1 - 2%	0	1 - 2%	0	1 - 2%	0	1 - 2%	0	2 - 4%

Overall, of the 45 pupils who receive pupil premium 100% are currently making expected or better progress compared to 98% of students not in receipt of pupil premium. However, there are more children not in receipt of pupil premium who are making better than expected progress (11% more), therefore SLT will be looking at supporting teachers to ensure that this small difference is further diminished.

There are less children in receipt of pupils premium working below expectations compared to those who are not. This was not the case last term, or last year, and teachers have worked hard to diminish the difference between these two cohorts.

We have 2 children who are currently looked after and one young person in supported living accommodation . All three students made at least good progress and 2 made outstanding progress.

Overall Gender

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
56	41										
51%	63%	29 - 52%	24 - 58.5%	27 - 48%	27 - 66%	31 - 55%	26 - 63.5%	29 - 52%	24 - 58.5%	27 - 48%	28 - 68%
48.5%	34.5%	27 - 48%	16 - 39%	29 - 52%	13 - 31.5%	25 - 45%	14 - 34%	27 - 48%	16 - 39%	28 - 50%	12 - 29.5%

0.5%	2.5%	0	1 - 2.5%	0	1 - 2.5%	0	1- 2.5%	0	1- 2.5%	0	1- 2.5%	1 - 2%	1- 2.5%
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The vast majority of both boys and girls are currently making at least expected progress (99.5% and 97.5% respectively), with just over 10% more girls than boys making outstanding progress. SLT and teachers will be looking at this trend in next term's observations and discuss ways to diminish the difference.

Degree of learning difficulties

Overall			Communication and Literacy			Mathematics			Science			Computing			PSHE		
PMLD	SLD	OTHER	PMLD	SLD	OTHER	PMLD	SLD	OTHER	PMLD	SLD	OTHER	PMLD	SLD	OTHER	PMLD	SLD	OTHER
			36	57	4												
54.5%	57%	55%	19 53%	32 56%	2 75%	19 55%	32 56%	3 75%	20 56%	35 61%	2 50%	20 56%	31 54%	2 50%	20 56%	33 58%	2 50%
42.5%	42.5%	45%	16 44%	25 44%	2 25%	16 44%	25 44%	1 25%	15 41%	22 39%	2 50%	15 41%	26 26%	2 50%	15 41%	23 40%	2 50%
3%	0.5%	0	1 3%	0	0	1 3%	0	0	1 3%	0	0	1 3%	0	0	1 3%	1 2%	0

The vast majority of all pupils make at least expected progress regardless of their learning disability. There are slightly less pupils with PMLD reaching upper quartiles than pupils with SLD, but the difference is very small. There are more students with PMLD working below expectations, but again the difference is small and all students who are working below expectations, have had very high absenteeism due to ill health.

The "other difficulties" cohort is too small (4 pupils) to analyse.

Future considerations

SLT to work with HODs and teachers to ensure all pupils have better outcomes and make similar progress in all subjects regardless of their need or gender.

Ethnicity:

There are no trends when looking at ethnicity and first languages.