

Sheiling School Progress report 2015-16

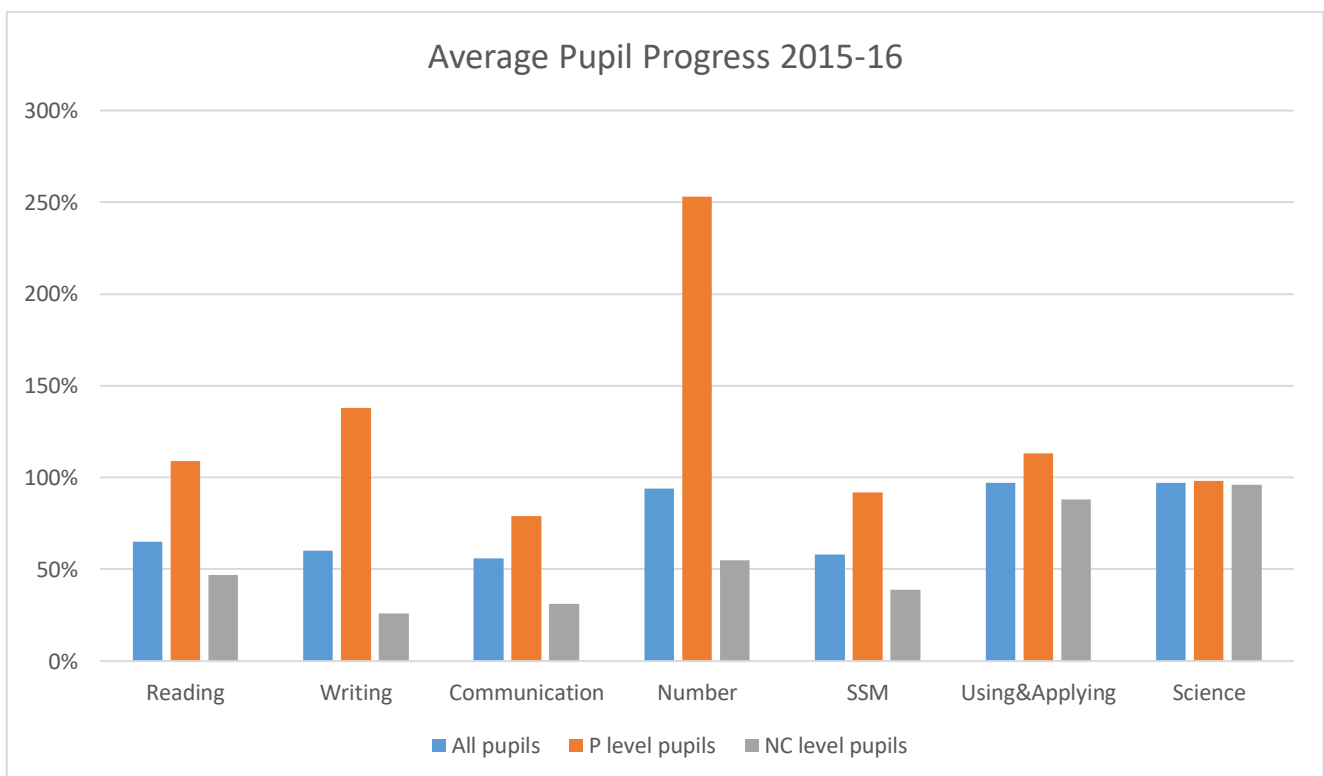
Previously:

2012-13: PUPILS STARTING A KEY STAGE AT NATIONAL CURRICULUM LEVELS MAKE LESS GOOD PROGRESS THAN PUPILS WORKING IN THE P LEVELS; IN 2012-13 BETTER PROGRESS WAS MADE IN NUMERACY THAN LITERACY;

2013-2014: NC level pupils made more progress in numeracy than literacy. However for pupils in P levels, numeracy and literacy progress was very similar. Progress in writing and speaking and listening especially slow for pupils working at National Curriculum levels.

2014-15: Pupils in National Curriculum Levels made more progress in literacy than they made in 2013-14. Pupils made more progress in Literacy than in Numeracy, in contrast to 2012-2014. NC Level pupils' writing improved marginally. As a general rule, pupils in KS3 were not making as much progress as pupils in KS4.

Key Stages 2 and 3



NOTES:

Total pupil cohort: 11 pupils. Proportion of pupils working in P levels and NC levels varies from subject to subject; P level cohort is 2 – 4 pupils; NC level cohort is 7-8 pupils. P level pupils include mostly KS2 pupils where the rate of progress is usually faster than KS3 (according to Progression Guidance data).

NC level pupils include mostly KS3 pupils, where the rate of progress is usually slower than KS2 (according to Progression Guidance data). 38% of these pupils joined the school in Year 9 at the end of the key stage.

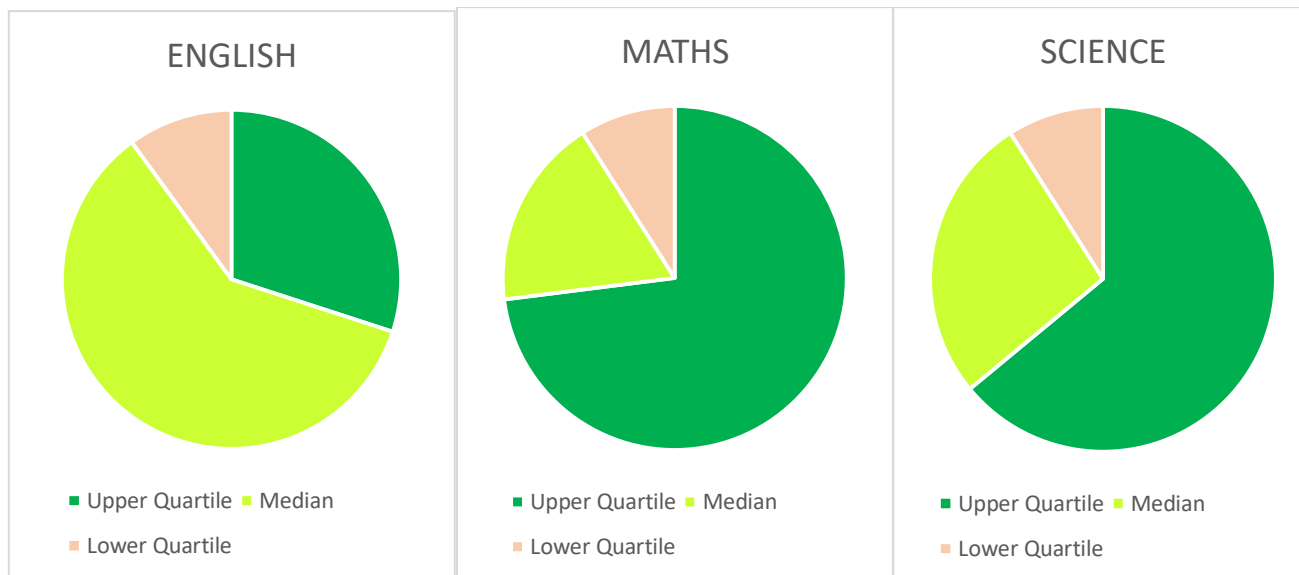
Data includes all pupils who have a whole year of data (including new arrivals baselined end of Term 1).

Average pupil progress 2015-16	Reading	Writing	Communication	Number	SSM	Using&Applying	Science
All pupils	65%	60%	56%	94%	58%	97%	97%
NC pupils	47%	26%	31%	55%	39%	88%	96%
P level pupils	109%	138%	79%	253%	92%	113%	98%

Pupils Making Good Progress

We describe 'good progress' as progress which matches the median attainment of learners with the same starting points. We describe 'outstanding progress' as progress which matches or exceeds the upper quartile attainment of learners with the same starting points.

Percentage of Pupils Matching Median/Lower Quartile/Upper Quartile progress of pupils with the same starting points (Appendix D from *Progression Guidance 2010-11*):



General Trends

Progress in science for all pupils is much greater than 2014-15 (by up to 50%).

	2013-14	2014-15	2015-16
Science P levels	67%	52%	98%
Science NC levels	98%	64%	96%

Progress in Maths is greater than progress in English. Pupils made less progress in Shape, Space, Measures than in the other areas of Maths.

Reading has improved for pupils in National Curriculum levels now almost reaching the 50% 'expected progress' measure from the old National Curriculum. Almost all our National Curriculum level pupils have either significant speech and language difficulties, literacy difficulties (eg. Dyslexia or historical low attainment in literacy), or both.

	2013-14	2014-15	2015-16
Reading (NC pupils)	52%	23%	47%
Writing (NC pupils)	25%	29%	26%

Pupils in the P levels are making more progress than pupils working at National Curriculum levels, with the exception of Science. However the National Curriculum levels cohort includes more pupils in Key stage 3 where progress is usually slower. The P level cohort is between 50% and 100% (depending on the subject) pupils in Key stage 2, where progress is usually faster.

Key Stages 4 and 5

Pupils in Pathways 1&2 (National Curriculum Levels):

100% of pupils met their individualised target for all subjects.

SHADED GREEN = met or exceeded personalised target

Pupil	Year	Target English	English Result	Target Maths	Maths Result	Target ASDAN	ASDAN CoPE/Bronze
AHA	13	ELC Entry 3	ELC Entry 3	ELC Entry 2	ELC Entry 2	CoPE Level 1	On track for Level 1 CoPE
BH	12	ELC Entry 3	ELC Entry 3	ELC Entry 2	ELC Entry 2	CoPE Level 1	On track for Level 1 CoPE
OC	10	ELC Entry 3	ELC Entry 3	N/A	N/A	CoPE Level 2	On track for Level 2 CoPE
JC	12	ELC Entry 2	ELC Entry 2	ELC Entry 1	ELC Entry 1	Bronze Award	On track for Bronze

Pupils in Pathways 3&4 (P levels):

66% of pupils met their target for English. 80% of pupils met their target for Maths. 8 out of 10 pupils met their targets in 2 or more areas.

SHADED GREEN = met or exceeded personalised target

Pupil	Year	Target English*	English Result	Target Maths	Maths Result	Target - other	Other Result
FBF	12	7VS	7VS	6VS	6VS	6VS	6VS
ZM	12	6I	6VS	AQA	AQA	N/A	N/A
SB	12	5VS	5VS	4VPS	3VS	5VPS	5VPS
AM	13	6VS	6VS	6VPS	6VPS	6VS	6VS
JDe	11	6VS	6VS	5VS	5VS	5VS	5VS
JB	10	5VS	5VPS-7VS	4VS	6VS	None set	7VPS
RL	10	6VS	7VS	AQA	AQA	None set	7VS
HD	10	None set	6VS	None set	5VS	None set	6VS-I
KH	11	7I	6VS	5I	5I	4VPS	5VPS
CR	14	6I	6VS	4VPS	5VPS	5VS	5I

AQA Unit objectives are achieved one by one, rather than measuring progress towards each objective.

*communication unit. VPS= verbal & physical support, VS= verbal support, I=independent. For the meaning of the 1-10 steps in the achievement Continuum, [see attached document](#).

Pupils Making Good Progress

We do not use the P levels to measure attainment in Key stages 4 and 5 because we feel that they do not give credit for lateral progress (transferring and applying knowledge) and progress in skills outside the academic subjects which are so important in preparing pupils for adult life. Because of this we cannot make a direct comparison to the data of learners in the *Progression Guidance 2010-11* document.

Judgements on progress made are on a much more individualised basis – the teacher and class team set yearly and half-termly targets for expectations of progress together with the Progress Co-ordinator, informed by the pupil's previous learning performance and general guidance from the *Progression Guidance 2010-11*. These are reviewed every half term and moderated by the teaching group 3 times a year.

Our pupils in Key stages 4 and 5 follow accredited courses. Assessment and progress tracking is completed according to the requirements of each course. Below are some examples of 'good progress' for learners in key stages 4 and 5.

Shaded green = good progress (judged by Median Attainment of learners with the same starting points, plus our knowledge of the pupil's performance over time)

Pupil	Subject	Level at end of KS3	End of KS4 Median Progress*	End of KS4 Target	End of KS4 Result
JC	English	NC 1b – 2a	NC Level 1b - GCSE F	ELC English – Entry 2	ELC English – Entry 2
	Maths	P8 – NC 1a	NC Level 1c – GCSE U	ELC Maths – Entry 1	ELC Maths – Entry 1
BH	English	<i>(End of Yr 10 results – when BH joined us)</i> NC 1c-2c	NC Level 1b – GCSE F	ELC English – Entry 3	ELC English – Entry 3
	Maths	NC 1b – 1a	NC Level 1c – GCSE U	ELC Maths – Entry 3	ELC Maths Entry 2

**from Progression Guidance 2010-11*

General Trends

All pupils achieved or almost achieved all of their personalised targets. These targets were moderated by the class team and Progress Co-ordinator at the start of the year to ensure they were suitably challenging and ambitious for individual pupils.

A small number of pupils missed their target in some areas. In most cases this was due to the pupil's changing ability to engage with learning; this is particularly the case for CR in Year 14 who was transitioning to live independently and leaving school. SB experiences phases where he is at risk of regressing in his learning so he has done well to meet our ambitious targets in two out of three areas.

A number of pupils are taking additional AQA unit awards alongside their Equals Moving On course to add the extra level of challenge needed for them. It is worth reviewing whether this system of two courses together works as well as one course on its own, and to what extent the individual courses match the requirements of pupils.