

Achievement and Progress Statement 2014

Our core purpose as a school is to ensure that every pupil is supported to develop into a confident, resilient and as independent a young adult as possible. To achieve this we are setting challenging and aspirational but realistic targets. Progress toward targets is monitored each term through close analysis of the progress data and detailed discussions in pupil progress meetings. Annual and end of Key Stage targets are set for every pupil. Comparison of progress of pupils in a range of vulnerable groups is closely tracked to ensure no group of pupils achieve less well than others. The pupil group sizes at Meadowfield School are small therefore, where we have identified that one group of pupils may be achieving slightly less well than another, these differences are not statistically significant, but close and careful monitoring of interventions continues to be implemented.

Achievement and Progress Key Performance Indicators 2013/2014

Achievement and progress is outstanding because the vast majority of pupils are achieving median and Upper Quartile end of Key Stage targets with a rapidly increasing percentage achieving Upper Quartile.

Vulnerable group analysis included:

- Gender
- Pupils entitled to pupil premium funding
- Children in Care
- Primary need type ASD,SLD,PMLD,MLD, SLCN
- Ethnicity
- Pupils for whom English is an Additional Language

The slight gap between pupils with ASD and their peers in key Stage 1 is closing. The slight gap between pupils entitled to pupil premium who are achieving better than their peers is closing.

Analysis of the progress and achievement of pupils at Meadowfield School against Progression Guidance and Raise Online Transition Matrices indicates that, from their start points, pupils are exceeding national expectations.

Achievement and progress in the Early Years Foundation Stage and Sixth Form is outstanding.

End of Key Stage Outcomes for Years 2, 6 and 11 against Progression Guidance targets.

Year2

In line with the most recent Ofsted Handbook July 2014 *Evaluation of achievement in Key Stage 1 should take account of the proportions of pupils who have made typical progress or more from their starting points. For 2014/15, as a broad rule of thumb, Year 2 children who reached a good level of development at the end of Reception (met the Early Learning Goals) ought to be reaching at least the expected standard by the end of Key Stage 1 (so attaining at least Level 2b in the 2015 assessments).*

Pupils at Meadowfield School have not met the Early learning Goals but the benchmark of 2 levels of progress from the pupil's starting point is taken as expected progress.

Cohort size 17	Total % achieving expected progress and above	Above Expected	Expected	Below Expected
Reading	95%	70%	25%	5%
Writing	88%	58%	30%	12%
Maths	88%	52%	36%	12%

Twelve pupils were entered for the Year 1 Phonic Screening test, seven year 1 pupils and five Year 2 resit. Three Year 1 pupils achieved or exceeded the national expectation along with one Year 2 pupil. Four of the remaining pupils achieved a score, one pupil was absent.

Year 6

End of Key stage targets are set using Progression Guidance. The Ofsted Handbook July 2014 page 70 point 202 states that 'expected progress is the median level for pupils' age and starting point.'

Cohort size 10	Total % Upper Quartile & Median	Upper Quartile	Median	Lower Quartile
Reading	100%	50% With 30% above UQ	50%	0
Writing	100%	60% With 10% above UQ	40%	0
Maths	100%	70% With 20% above UQ	30%	0

Year 11

Cohort size 16	Total % Upper Quartile & Median	Upper Quartile	Median	Lower Quartile
English	75%	37%	38%	25%
Maths	94%	69%	25%	6%

These results should be taken in the context of Progression Guidance where achievement expectations in English are higher than those in Maths.

Four pupils were entered for Maths GCSE, one pupil, entitled to pupil premium, achieved a G Grade.

Six pupils were entered into Art GCSE, four entitled to pupil premium; five pupils achieved an E grade, one pupil achieved an F grade.

Year Group Tracking to Upper Quartile Progression Guidance end of Key Stage Outcomes - Primary

The table below give the percentage of pupils on track to achieve Median and Upper Quartile targets with the percentage on track to Upper Quartile.

Year group	Reading	Writing	Maths
Year 3	100% 82% UQ	100% 90% UQ	100% 63% UQ
Year 4	90% 70% UQ	80% 70% UQ	100% 70% UQ
Year 5	92% 38% UQ	100% 59% UQ	100% 30% UQ

There is an increasing percentage of pupils on track to Upper Quartile achievement across all year groups. The close monitoring of pupil progress through termly updates of achievement, analysis of data, pupil progress meetings monitoring the impact of interventions has resulted in improved progress.

Year Group Tracking to Upper Quartile End of Key Stage Outcomes - Secondary

Year group	English	Maths
Year 7	100% 83% UQ	100% 50% UQ
Year 8	100% 73% UQ	100% 68% UQ
Year 9	66% 53% UQ	100% 60% UQ
Year 10	76% 48% UQ	95% 62% UQ

There is an increasing percentage of pupils on track to Upper Quartile achievement across all year groups, with a significant increase in achievement in maths. The close monitoring of pupil progress through termly updates of achievement, analysis of data, pupil progress meetings monitoring the impact of interventions has resulted in improved progress.

Early Years Foundation Stage.

All pupils made good progress with the majority making outstanding progress across all seven areas of learning. Meadowfield School has defined good progress as making between 50 and 75% of a level change over the academic year and outstanding progress as making 75% + level change of the academic year.

Cohort size	0 – 25% level Change	25% - 50% level change	50% -75% level change	75% + level change
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Communication & Language	0	0	6%	93% with 46% making more than 100% level change
Physical Development	0	6%	14%	80% - all made more than 100% level change
Personal, social & emotional development	0	6%	14%	80% - all made more than 100% level change
Literacy	0	0	26%	74% all made more than 100% level change
Mathematics	0	0	6%	93% all made more than 100% level change
Understanding the World	0	6%	6%	86% with 66% making more than 100% level change
Expressive & creative Arts	0	6%	34%	60% with 20% making more than 100% level change

Sixth Form

Progress in the Sixth Form is outstanding. Progress is tracked in year using Target Skills. End of term year results show:

- 88% of Year 14 Leavers have met their Key Stage target levels with 47% exceeding their Key Stage target levels
- In Literacy 94% of students have met or exceeded their target to improve Target Skills scores
- In Numeracy 97% of students have met or exceeded their target to improve Target Skills scores