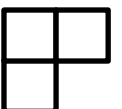


2016

End of Key Stage 4 Pupil Achievement and Progress 2012 to 2015 and outcomes 2015-2016

Information for Governors 12/07/2016

Lisa Candy
Meadowfield School
12/07/2016



End of Key Stage 4 Pupil Achievement and Progress 2012 to 2014 and 2014-2015 outcomes

The academic year 2015 to 2016 has seen the full impact of 'life without levels', Meadowfield School implemented the new KASS assessment tool Pupil Asset in January for the available core subjects of English, Maths, Science and Computing. Curriculum leaders from Meadowfield have been part of all the groups developing the progression pathways for the foundation subjects. The Ofsted handbook September 2015 recognises that schools will be at different journey points along the transition to new systems, for the first time there is no longer a reference to Progression Guidance within the Ofsted handbook but an expectation to assess progress from pupil starting points. "For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations should not take account of their attainment compared with that of all other pupils" Progress has been measured from pupil starting points based on the expected progress algorithm within Pupil Asset which was developed by the KASS Data group based on historic pupil data from the last three years from our schools. The collaborative work of all 23 KASS schools working together to develop and implement a common assessment framework along with the regular cross school moderation gives strength to our judgements; schools who have been inspected since the implementation of Pupil Asset have reported very positive outcomes from inspectors due to this collaborative working.

As part of the Pupil Asset algorithm the group have developed expected outcomes for accreditation at the end of KS4.....

Meadowfield School has been at the forefront of implementing Pupil Asset and has provided support to a number of other schools over the year through workshops and individual visits

The data in this report is showing:

English

- There has been an increase in the number of pupils achieving above expected progress which is up by 10%. All pupils achieving below expected progress had high end of KS2 levels, all joined Meadowfield at secondary transfer, at this time baseline assessment was less robust, all have made progress.
- There is no significant difference between genders
- There is no significant difference between pupils entitled to pupil premium and their peers, although the data shows a slight dip in the pupil premium pupils achieving above expected against their peers the cohort size of pupil premium pupils is small and overall the two groups are equal.
- There are no significant differences between need types, there are no pupils with SLD in below expected which is an improvement on the previous year, there is a 27% increase of pupils with ASD achieving above expected.
- The current Pupil Asset algorithm is showing that all pupils achieved expected accreditation outcomes. Ten pupils were entered for OCR Entry level English, six are on track to achieve the expected outcomes and 4 above expected outcomes, results will be confirmed in August.

Maths

- There has been an increase in the number of pupils achieving above expected progress which is up by 17% maintaining the rising trend and demonstrating the impact of specialist subject teaching and the range of interventions including Numicon and Dynamo maths. As with English the pupil not achieving expected progress joined Year 7 with a high end of KS2 level.
- There is no significant difference between genders, pupil premium pupils and their peers, children in care or primary need types.
- The current Pupil Asset algorithm is showing that all pupils achieved expected accreditation outcomes. Ten pupils were entered for OCR Entry level maths, all are on track to achieve the expected outcomes and 4 above expected outcomes, results will be confirmed in August.

English

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	13	61%	46%	15%	39%
2013/2014	16	75%	37%	38%	25%
2014/2015	22	82%	37%	45%	18%
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	17	82%	47%	35%	18%

Gender

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	Boys	6	50%	50%		50%
	Girls	7	71%	43%	28%	28%
2013/2014	Boys	8	50%	25%	25%	50%
	Girls	8	100%	50%	50%	
2014/2015	Boys	17	82%	47%	35%	18%
	Girls	5	100%	40%	40%	20%
		Total achieving expected and above	Above expected	Expected	Below expected	
2015/2016	Boys	11	73%	46%	27%	27%
	Girls	6	100%	50%	50%	

Pupil premium funding (Including FSM & CiC, there are no service families)

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	PP	5	80%	80%		20%
	Non PP	8	50%	25%	25%	50%
2013/2014	PP	10	80%	30%	50%	20%
	Non PP	6	66%	50%	16%	34%
2014/2015	PP	11	82%	45%	37%	18%
	Non PP	11	82%	28%	54%	18%
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	PP	6	84%	34%	50%	16%
	Non PP	11	82%	54%	27%	19%

Children in Care

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	CiC 1	100%	100%		
	Non CiC 12	58%	42%	16%	42%
2013/2014	CiC 1				100%
	Non CiC 15	80%	40%	40%	20%
2014/2015	CiC 4	75%	75%		25%
	Non CiC 18	84%	28%	56%	16%
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	CiC = 3	100%		100%	
	Non CiC = 14	78%	57%	22%	21%

Primary need

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	MLD = 0				
	SLD = 6	32%	16%	16%	66%
	PMLD = 0				
	ASD = 6	82%	66%	16%	16%
	SLCN = 1	100%	100%		
2013/2014	MLD = 4	100%		100%	
	SLD = 7	72%		72%	28%
	PMLD = 1	100%	100%		
	ASD = 2	50%		50%	50%
	SLCN = 2	50%		50%	50%
2014/2015	MLD = 0				
	SLD = 5	80%	40%	40%	20%
	PMLD = 2	100%		100%	
	ASD = 12	82%	42%	42%	16%
	SLCN = 1	100%		100%	
	PD = 2	100%	100%		
2015/2016		Total achieving expected and above	Above expected	Expected	Below expected
	ASD = 6	84%	67%	17%	16%
	MLD = 1				100%
	PD = 2	100%	100%		
	PMLD = 1	100%		100%	
	SLCN = 1				100%
	SLD = 6	100%	33%	64%	

Ethnicity

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	White British	6	55%	36%	19%	45%
	Other White background	1	100%	100%		
2013/2014	White British	16	75%	37%	38%	25%
2014/2015	White British	20	85%	50%	35%	15%
	Mixed other	1	100%	100%		
	Chinese	1	0%			100%
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	White British	15	80%	47%	33%	20%
	Chinese	2	100%	50%	50%	

English as an Additional Language

There is one pupil with EAL, whilst this pupil ended the key stage in Lower Quartile over this year he made median progress.

2015/2016 the percentages for ethnicity reflect the outcomes for pupils with EAL

Maths

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	13	46%	46%	0	54%
2013/2014	16	94%	69%	25%	6%
2014/2015	22	91%	77%	14%	9%
2015/2016		Total achieving expected and above	Above expected	Expected	Below expected
	17	94%	94%		6%

Gender

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	Boys	6	50%	50%		50%
	Girls	7	43%	43%		57%
2013/2014	Boys	8	88%	38%	50%	12%
	Girls	8	100%	100%		
2014/2015	Boys	17	82%	70%	12%	18%
	Girls	5	80%	80%		20%
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	Boys	11	91%	91%		9%
	Girls	6	100%	100%		

Pupil premium funding (Including FSM & CiC, there are no service families)

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	PP	5	80%	80%		20%
	Non PP	8	25%	25%		75%
2013/2014	PP	10	90%	70%	20%	10%
	Non PP	6	100%	50%	50%	
2014/2015	PP	11	73%	55%	18%	27%
	Non PP	11	91%	82%	9%	9%
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	PP	6	100%	100%		
	Non PP	11	91%	91%		9%

Children in Care

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	CiC 1	100%	100%		
	Non CiC 12	58%	42%		58%
2013/2014	CiC 1	100%		100%	
	Non CiC 15	93%	73%	20%	7%
2014/2015	CiC 4	75%	75%		25%
	Non CiC 18	84%	28%	56%	16%
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	CiC = 3	100%	100%		
	Non CiC = 14	93%	93%		7%

Primary need

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	MLD = 0				
	SLD = 6	12%	12%		84%
	PMLD = 0				
	ASD = 6	66%	66%		33%
	SLCN = 1	100%	100%		
2013/2014	MLD = 4	100%	100%		
	SLD = 7	86%	72%	14%	14%
	PMLD = 1	100%	100%		
	ASD = 2	100%		100%	
	SLCN = 2	100%	50%	50%	
2014/2015	MLD = 0				
	SLD = 5	80%	60%	20%	20%
	PMLD = 2	100%		100%	
	ASD = 12	84%	76%	8%	16%
	SLCN = 1	100%	100%		
	PD = 2	50%	50%		50%
2015/2016		Total achieving expected and above	Above expected	Expected	Below expected
	ASD = 6	84%	84%		16%
	MLD = 1	100%	100%		
	PD = 2	100%	100%		
	PMLD = 1	100%	100%		
	SLCN = 1	100%	100%		
	SLD = 6	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	White British	6	55%	36%	19%	45%
	Other White background	1	50%	50%		50%
2013/2014	White British	16	94%	69%	25%	6%
2014/2015	White British	20	95%	65%	20%	15%
	Mixed other	1	100%	100%		
	Chinese	1	100%	100%		
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	White English	15	93%			7%
	Chinese	2	100%	100%		

English as an Additional Language

There is one pupil with EAL who achieved Upper Quartile

2015/2016 the percentage of pupils with EAL is the same as ethnicity