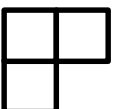


2019

End of Key Stage 4 Pupil Achievement and Progress 2016 to 2018 and outcomes 2018-2019

Information for Governors July 2019

Lisa Candy
Meadowfield School
July 2019



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

In the academic year 2017 to 2018 Meadowfield School embedded a curriculum change which had been trialled in response to the changing learning needs of the pupils. In the secondary phase some classes continue to follow subject led learning however subject teachers now liaise to ensure there is a common linking theme for each term. Some secondary classes follow the extended IMPACTS curriculum, full details are within the Curriculum Offer document available on the school website, enabling teachers to focus on integrating sensory processing interventions across the day and the core learning of communication, reading, writing and maths skills, technology, science discovery & exploration, independence and life skills and personal, social and emotional development.

Progress has been measured from pupil starting points at the beginning of key stage 3, the legacy National Curriculum levels have been converted to Pupil Asset levels using the agreed KSENT conversion, expected rates of progress have then been calculated based on the algorithm within Pupil Asset. The algorithm was developed by the KSENT Data group based on three year historic pupil data from a range of KSENT schools. It is reviewed annually to ensure that, as the data set grows, expectations remain challenging. The collaborative work of all 23 KASS school working together to develop and implement a common assessment framework along with the regular cross school moderation gives strength to our judgements.

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.

As part of the Pupil Asset algorithm the group have developed expected outcomes for accreditation at the end of KS4 we can therefore ensure that planned accreditation is aspirational and challenging and can measure outcomes against expectation. There is now a clear accreditation flight path from Key Stage 4 into Sixth Form to ensure that previous accreditation is built upon and that progress in Sixth Form is aspirational and challenging.

IMPACTS classes: the IMPACTS curriculum has been in place since 2014, outcomes for the cohort of pupils in IMPACTS classes are outstanding. This academic year we took the decision to cease to squeeze the progress made into a P level as doing so failed to fully recognise the extent of the progress made. In place we created a text document which recorded a baseline in September with a mid-year and end of year update. As a result, the full extent of the outstanding progress made by this cohort is clear. Feedback from parents on this change has been very positive. There is one pupils in the 2018/2019 cohort with a primary need of PMLD.

The data in this report is showing:

English

- The sustained improvement in English outcomes over the last five years is now embedded with English outcomes against Key Stage expectation being better than maths for the first time. The accreditation outcomes will be confirmed in September after results are published.
- There is no significant difference between genders although girls are achieving slightly better which has closed the gap from the previous year.
- There is no significant difference between pupils entitled to pupil premium and their peers.
- The pupils in care have not achieved as well as their peers, this group will continue to be closely monitors.
- There are no significant differences between need types.

Maths

- There is a dip in outcomes this academic year against end of KS targets. This is primarily due to changes of teachers at the end of Term 2 with two different teachers picking up teaching maths in Term 5 and Term 6 which impacted on end of year assessments. Accreditation outcomes will be confirmed in September after results are published.
- There is no significant difference between genders or for pupils who are in care.

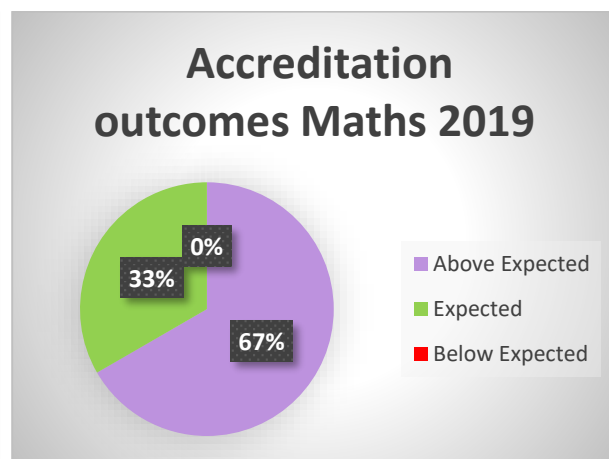
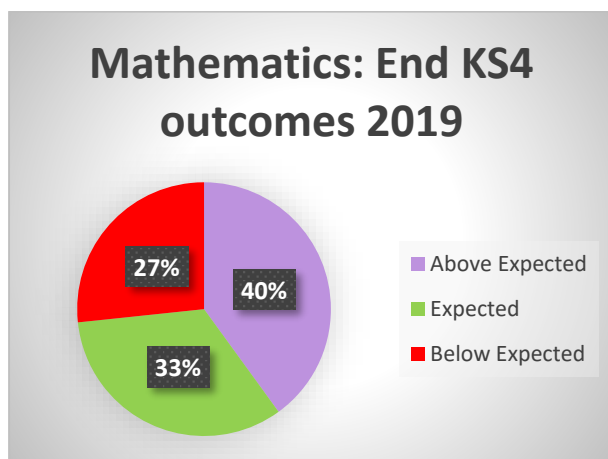
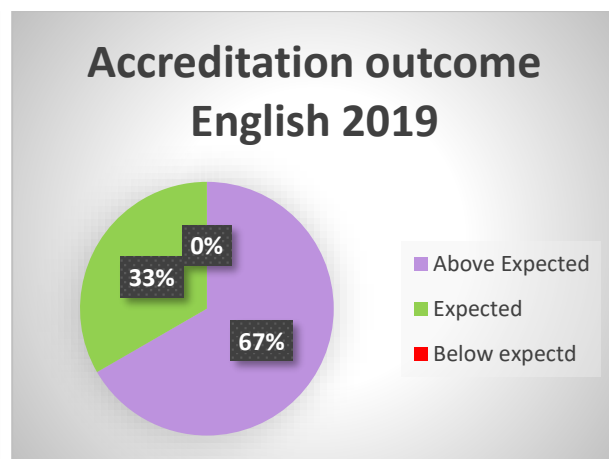
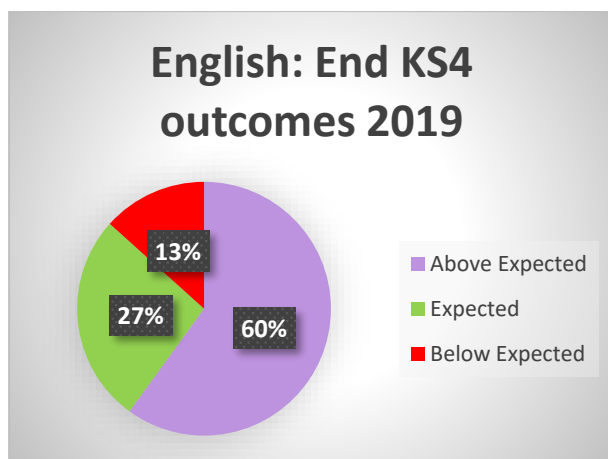
- There is a small gap between pupils entitled to pupil premium and their peers and while pupil premium does not apply in Sixth Form this cohort will be closely monitored.
- The slight difference between pupils with a primary need of SLD and their peers, close monitoring will continue in Sixth Form.

Accreditation Outcomes

The gap between English and Maths outcomes has now closed. This is the first year in which accreditation outcomes are the same showing the impact of the sustained improvement of teaching in English.

One pupil took Art GCSE and achieved a Grade 2

All pupils achieved a range of other accreditation outcomes in Science, PE and Creative and performing Arts



English

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	21 data from 19*	95%	53%	42%	5%
2017/2018	10	90%	80%	10%	10%
2018/2019	16 data from 15	87%	60%	27%	13%

Gender

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	Boys	12	92%	58%	34%	8%
	Girls	7	100%	43%	57%	
2017/2018	Boys	6	100%	100%		
	Girls	4	75%	50%	25%	25%
2018/2019	Boys	9/8	75%	63%	12%	25%
	Girls	7	100%	57%	43%	

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

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	PP	14 data from 13	100%	54%	46%	
	Non PP	7 data from 6	84%	50%	34%	16%
2017/2018	PP	6	83%	83%		17%
	Non PP	4	100%	75%	25%	
2018/2019	PP	6/5	80%	60%	20%	20%
	Non PP	10	90%	60%	30%	10%

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	CiC 2	100%		100%	
	Non CiC 19 data from 17	94%	59%	35%	6%
2017/2018	No CiC pupils				
2018/2019	CiC = 3	67%	67%		33%
	Non CiC = 13/12	92%	58%	34%	8%

Primary need

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	ASD = 7	86%	43%	43%	14%
	SLD = 11	100%	64%	36%	
	SEMH = 1	100%		100%	
	PMLD = 2				
2017/2018	ASD = 4	75%	75%		25%
	SLD = 5	100%	80%	20%	
	PMLD = 1	100%	100%		
2018/2019	ASD = 6	84%	50%	34%	16%
	SLD = 8	88%	63%	25%	12%
	SLCN = 1	100%	100%		
	PMLD = 1				

Ethnicity

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2016/2017	All pupils in this cohort are White English					
2017/2018	White British	9	88%	77%	11%	12%
	Bangladeshi	1	100%	100%		
2018/2019	White English	15/14	92%	64%	28%	8%
	Other mixed background	1				100%

English as an Additional Language

2016/2017 there are no pupils with EAL

2017/2018 there is one pupil with EAL who achieved above expected

2018/2019 there are no pupils with EAL

Maths

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	21 data from 19	95%	90%	5%	5%
2017/2018	10	90%	80%	10%	10%
2018/2019	16 data from 15	73%	40%	33%	27%

Gender

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2016/2017	Boys	14 data from 12	92%	75%	16%	9%
	Girls	7	100%	100%		
2017/2018	Boys	6	100%	75%	25%	
	Girls	4	75%	75%		25%
2018/2019	Boys	9/8	75%	63%	12%	25%
	Girls	7	72%	15%	57%	28%

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

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	PP	14 data from 13	100%	85%	15%	
	Non pp	7 data from 6	83%	83%		17%
2017/2018	PP	6	83%	66%	17%	17%
	Non pp	4	100%	100%		
	PP	6/5	60%	40%	20%	40%
	Non PP	10	80%	40%	40%	20%

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	CiC = 2	100%	100%		
	Non CiC = 19 data from 17	94%	82%	12%	6%
2017/2018	No CiC pupils				
2018/2019	CiC = 3	67%	34%	33%	33%
	Non CiC = 13/12	75%	42%	33%	25%

Primary need

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	ASD = 7	85%	57%	28%	15%
	SLD = 11	100%	100%		
	SEMH = 1	100%	100%		
	PMLD = 2				
2017/2018	ASD = 4	75%	75%		25%
	SLD = 5	100%	100%		
	PMLD = 1	100%		100%	
2018/2019	ASD = 6	84%	50%	34%	16%
	SLD = 8	63%	38%	25%	37%
	SLCN = 1	100%		100%	
	PMLD = 1				

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	All pupils in this cohort are White English					
2017/2018	White English	9	88%	77%	11%	12%
	Bangladeshi	1	100%	100%		
2018/2019	White English	15/14	79%	43%	36%	21%
	Other mixed background	1				100%

English as an Additional Language

2016/2017 there are no pupils with EAL

2017/2018 there is one pupil with EAL who achieved above expected

2018/2019 there are no pupils with EAL