

Raise online Analysis Summary for KS1-2 unvalidated data October 2016

The changes in reporting following the removal of National Curriculum levels means that performance data for 2016 is not comparable with data from 2015.

Key Stage 1 – 2

Reading:

- Girls are achieving slightly better than boys
- Pupil premium pupils are achieving slightly better than non-pupil premium
- Child in Care pupils are achieving better than their peers

Writing

- Girls are achieving slightly better than boys
- Pupil premium pupils are achieving equally to non-pupil premium
- Child in Care pupils are achieving better than their peers

Maths:

- Girls are achieving slightly better than boys
- Pupil premium pupils are achieving slightly better than non-pupil premium
- Child in Care pupils are achieving better than their peers

The KS2 summary page shows that pupils at Meadowfield School while achieving significantly below their mainstream peers they are not achieving within the bottom 10% - See Appendix 1

Key Stage 1

The information in the raise online document gives the percentage of pupils achieving at each descriptor. This information is known to the school and in summary is:

Reading and writing

- 88% of pupils are working below pre KS1 (in P levels)
- 6% (1 pupil) is working at Foundations to expected standard
- 6% (1 pupil) achieved expected standard

Maths

- 88% of pupils are working below pre KS1 (in P levels)
- 6% (1 pupil) is working at Foundations to expected standard
- 6% (1 pupil) is working towards expected standard

In KS 1 the descriptors are:

BLW – below pre key stage 1 standards

PKF - foundations for the expected standard

WTS – working towards the expected standard

EXS – working at the expected standard

GDS – working at greater depth within the expected standard

Phonics

Appendix 2 evidences the impact of phonic intervention which is targeted at pupil premium pupils. There has been a significant rise in the numbers of pupils achieving the expected standard in this cohort over the last two years.

Absence trends

Overall 2014 to 2015 there has been a rise in absence of 0.1% but the school remains below the national average for special schools by 0.2%

Persistence absence over 15% 2014 to 2015 there has been a drop from 17.0 to 15.7 the national average for special schools is 15.4.

There is no data available for special school for 2016 at this time.

Basic Characteristics – key points

- The school deprivation indicator has risen to .24 (from .22 in 2014 and 2015). The national average is .20 which puts the school between the 60th and 80th percentile.
- The FSM cohort is at 39.8% considerable above the national average of 28.9 which puts the school between the 60th and 80th percentile.
- The percentage of pupils from minority ethnic groups is 10.8% considerably lower than the national average of 28.2%. (Appendix 3)
- The percentage of pupils for whom English is not their first language is 1.4% significantly lower than the national average of 15.7%. (Appendix 3)