**End of Key Stage Data – Key Stage 2**

In order to increase cohort numbers and improve the validity of results, data for a period of three years has been amalgamated.

Results are shown both for CASPA data and Progression Guidance data.

With regard to Progression Guidance data, pupils are consistently achieving in the upper quartile with average results across the core subjects showing that 33.7% achieving in the upper quartile which is well above the national average. Pupils perform particularly well in Science.

A dip in the number of pupils achieving in the upper quartiles in English and Maths has been recognised. English is a particular focus in the SDP and the dip in maths will be analysed by the relevant teaching staff to determine if the issue relates to individual pupils are is a sign of a developing trend that requires specific intervention at key stage 2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Progression English** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **2012-2014** | 8 | 33 | 58 |
| **2013-2015** | 25 | 50 | 25 |
| **2014-2016** | 33 | 44 | 23 |
| **National Figures** | 25 | 50 | 25 |

|  |  |  |
| --- | --- | --- |
| **CASPA English** | **Not met** | **Meeting or Exceeding** |
| **2012-2014** | 20 | 80 |
| **2013-2015** | 33 | 66 |
| **2014-2016** | 62.5 | 37.5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Progression Maths** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **2012-2014** | 25 | 17 | 58 |
| **2013-2015** | 13 | 38 | 50 |
| **2014-2016** | 22 | 56 | 22 |
| **National Figures** | 25 | 50 | 25 |

|  |  |  |
| --- | --- | --- |
| **CASPA Maths** | **Not met** | **Meeting or Exceeding** |
| **2012-2014** | 25 | 75 |
| **2013-2015** | 22 | 79 |
| **2014-2016** | 50 | 50 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Progression Science** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **2012-2014** | 25 | 8 | 67 |
| **2013-2015** | 37 | 13 | 50 |
| **2014-2016** | 44 | 0 | 56 |
| **National Figures** | 25 | 50 | 25 |

|  |  |  |
| --- | --- | --- |
| **CASPA Science** | **Not met** | **Meeting or Exceeding** |
| **2012-2014** | 23 | 77 |
| **2013-2015** | 33 | 66 |
| **2014-2016** | 37.5 | 62.5 |

**End of Key Stage Data – Key Stage 4**

In order to increase cohort numbers and improve the validity of results, data for a period of three years has been amalgamated.

With regard to Progression Guidance data, pupils are consistently achieving in the upper quartile with average results across the core subjects showing that 38.7% achieving in the upper quartile which is well above the national average. Pupils perform particularly well in Science and slightly less well in English with the result that English and communication is a particular focus within the SDP.

CASPA data demonstrates pupils performing consistently well across all core subjects, though, again, with English being the subject with slightly higher percentage of ‘red’ pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| **English** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **2012-2014** | 41 | 38 | 21 |
| **2013-2015** | 32 | 36 | 32 |
| **2014-2016** | 42 | 39 | 19 |
| **National Figures** | 25 | 50 | 25 |

|  |  |  |
| --- | --- | --- |
| **CASPA English** | **Not met** | **Meeting or Exceeding** |
| **2012-2014** | 19 | 81 |
| **2013-2015** | 5 | 95 |
| **2014-2016** | 12 | 88 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **2012-2014** | 0 | 63 | 37 |
| **2013-2015** | 0 | 55 | 45 |
| **2014-2016** | 4 | 58 | 38 |
| **National Figures** | 25 | 50 | 25 |

|  |  |  |
| --- | --- | --- |
| **CASPA Maths** | **Not met** | **Meeting or Exceeding** |
| **2012-2014** | 4 | 96 |
| **2013-2015** | 5 | 95 |
| **2014-2016** | 4 | 96 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Science** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **2012-2014** | 19 | 25 | 56 |
| **2013-2015** | 12 | 29 | 59 |
| **2014-2016** | 9 | 32 | 59 |
| **National Figures** | 25 | 50 | 25 |

|  |  |  |
| --- | --- | --- |
| **CASPA Science** | **Not met** | **Meeting or Exceeding** |
| **2012-2014** | 12 | 88 |
| **2013-2015** | 5 | 95 |
| **2014-2016** | 4 | 96 |

**End of Key Stage Pupils in Receipt of Pupil Premium**

Cohort numbers are very low (1) and so results need to be interpreted with caution. This pupil appears to have performed equally well across all core subjects.

|  |  |  |  |
| --- | --- | --- | --- |
| **2012-2016** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **English (1 pupil)** |  |  | 100 |
| **Maths (1 pupil)** |  |  | 100 |
| **Science(1 pupil)** |  |  | 100 |

|  |  |  |
| --- | --- | --- |
| **CASPA 2012-2016** | **Not met** | **Meeting or Exceeding** |
| **English (1 pupil)** |  | 100 |
| **Maths (1 pupil)** |  | 100 |
| **Science(1 pupil)** |  | 100 |

**Year 11 Pupils in receipt of Pupil Premium**

Cohort numbers are very low (2) and so results need to be interpreted with caution. According to the Progression data, these pupils have performed particularly well in Science. According to CASPA, the pupils have performed equally well across all core subject areas

|  |  |  |  |
| --- | --- | --- | --- |
| **2013-2015** | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **English (2 pupils)** | 50 | 50 |  |
| **Maths (2 pupils)** |  | 100 |  |
| **Science(2 pupils)** |  |  | 100 |

|  |  |  |
| --- | --- | --- |
| **CASPA 2013-2015** | **Not met** | **Meeting or Exceeding** |
| **English (2 pupils)** |  | 100 |
| **Maths (2 pupils)** |  | 100 |
| **Science(2 pupils)** |  | 100 |

**Accreditations**

School Performance Points have been calculated using National Indicators. In addition, pupils have been awarded a single point for every 10 hours of Guided Learning Activity that has resulted in as ASDAN qualification. This is to enable the achievements of pupils with severe or profound and multiple learning difficulties to be recognised.

There has been an improvement in the number of accreditations achieved in Year 11

Year 14 results indicate a dip in accreditations achieved. However, this needs to be interpreted with caution as there was only 1 pupil with MLD and 1 pupil with PMLD (who did not attend school for the majority of her time in post 16). The dip in MLD accreditations is also likely to be due to the fact that a gifted pupil achieved a level 3 accreditation in ICT last year which inflated the average scores

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Stage 4- Year 11**  **Points achieved by the end of Year 11** | **MLD Pupils** | **SLD Pupils** | **PMLD Pupils** |
| **2013-2014** | 54 | 4 | 1 |
| **2014-2015** | 45 | 1 | 3 |
| **2015-2016** | 51 | 15.5 | 2 |
|  | | | |
| **Key Stage 5 – Year 14**  **Points achieved during their time in post 16** | **MLD Pupils** | **SLD Pupils** | **PMLD Pupils** |
| **2013-2014** | 54 | 5 | 9 |
| **2014-2015** | 66 | 22 | 9 |
| **2015-2016** | 51 | 17.3 | 0 |
|  | | | |
| **Key Stage 4 and 5 – Year 14**  **All accreditations in Key Stages 4 and 5** | **MLD Pupils** | **SLD Pupils** | **PMLD Pupils** |
| **2013-2014** | 92.4 | 5 | 9 |
| **2014-2015** | 130 | 35 | 10 |
| **2015-2016** | 115 | 19.3 | 1 |
|  | | | |

**Early Years**

Pupils have performed slightly less well than they did last year, with the exception of Maths and Art and Design which have shown a considerable improvement.

There has been a dip in communication and language which needs to be addressed in the next academic year.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Average Points Progress**  **2013-2014** | **Average Points Progress**  **2014-2015** | **Average Points Progress**  **2015-2016** |
| **PSED** | 110 | 57 | 49 |
| **Literacy** | 110 | 50 | 48 |
| **Communication and Language** | 90 | 56 | 25 |
| **Maths** | 100 | 55 | 126 |
| **Understanding of the World** | 100 | 45 | 46 |
| **Physical Development** | 80 | 55 | 51 |
| **Art and Design** | 100 | 47 | 70 |

**Post 16**

Pupils had lower starting points than in the previous two years. Although they have performed slightly less well in Literacy, progress in Numeracy has shown a significant improvement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area Progress over 1 year**  **2013-2014** | Start Point Score  (Average) | End Point Score  (Average) | Points Progress  (Average) |
| **Literacy** | 8.49 | 9.00 | 50.2 |
| **Numeracy** | 8.41 | 8.64 | 23.3 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area Progress over 1 year**  **2014-2015** | **Start Point Score**  **(Average)** | **End Point Score**  **(Average)** | **Points Progress**  **(Average)** |
| **Literacy** | 8.46 | 9.08 | 63 |
| **Numeracy** | 8.14 | 8.61 | 47 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area Progress over 1 year**  **2014-2015** | **Start Point Score**  **(Average)** | **End Point Score**  **(Average)** | **Points Progress**  **(Average)** |
| **Literacy** | 6.19 | 6.77 | 58 |
| **Numeracy** | 6.77 | 7.46 | 69 |

**Lateral Progression**

MAPP has been used for the first time this year in order to track the progress of pupils with very complex needs for whom Bsquared and National Curriculum assessments are inappropriate and do not effectively demostrate the progress being made.

Pupils have been awarded 1 point for every step of progress made on the continuum of skill development.

Witihin all areas, pupils have shown most progress in the area of prompting which indicates an increase in pupil’s ability to complete tasks with increasing independence.

Pupils havegenerally peformed best in the area of Early thinking Skills as this is where there is more evidence of a generalisation of skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Prompting** | **Fluency** | **Maintenance** | **Generalisation** |
| **2015-2016** |  |  |  |  |
| **Early Thinking Skills** | 3.6 | 3.3 | 2.8 | 2.3 |
| **Early Communication Skills** | 4.5 | 3.0 | 2.4 | 1.3 |
| **Early Physical Skills** | 3.5 | 2.9 | 2.3 | 1.9 |
| **Average** | 3.9 | 3.1 | 2.5 | 1.8 |

**Whole School Targets**

**Target 1:** 78% of pupils at the end of Key Stages 2, 3 and 4 whose prior attainment was a P Level, will achieve in the median or upper quartiles

**Result:** 80.8% of pupils at the end of Key Stages 2. 3 and 4 whose prior attainment was a P Level have achieved in the median or upper quartiles so this target has been achieved.

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of pupils achieving at** | **Lower Quartile** | **Median** | **Upper Quartile** |
| **Key Stage 2** | 2 | 5 | 8 |
| **Key Stage 3** | 6 | 12 | 3 |
| **Key Stage 4** | 2 | 10 | 4 |
| **Total** | 10 | 27 | 15 |
| **Percentage** | 19.2 | 51.9 | 28.9 |
|  | | | |
| **Nationally** | 25% | 50% | 25% |

**Target 2:** 22% of all pupils will exceed the target predicted for them by CASPA

**Result:** Taking account of category of need, 14.6% of pupils exceeded the target predicted for them by CASPA in English, Maths and Science so this target has not been achieved. However, 97.6% of pupils did actually meet or exceed the target predicted by CASPA.

**Target 3:** The average points score for leavers with moderate learning difficulties will be greater than 173.6

**Result:** There was only one leaver with moderate learning difficulties this year and he achieved a points score of 115 so this target has not been achieved.

The following results have been obtained using data from CASPA. The coloured indictors show whether pupils have met, not met or exceeded the target predicted for them by CASPA relative to their age/prior attainment. The results are based on an analysis of data from September 2015-July 2016.

**Free School Meals**

Pupils in receipt of free school meals performedslightly less well than those who were not with 93.3 % achieving or exceeding their target compared to 96.4% of pupils not in receipt of free school meals.

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Non free School Meals** | **Free School Meals** |
| **Green** | 19.6 | 6.7 |
| **Amber** | 76.8 | 86.6 |
| **Red** | 3.6 | 6.7 |

**Pupil Premium**

Pupils in receipt of pupil premuim perform slightly less well than their peers with 88.5% meeting or exceeding the target predicted for them by CASPA. Pupil Premium pupils performed less well in maths so this needs to be considered with regard to pupil premium spending in the next academic year.

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Non pupil premium** | **Pupil Premium** |
| **Green** | 17.8 | 15.4 |
| **Amber** | 82.2 | 73.1 |
| **Red** | 0 | 11.5 |

**Gender**

Girls slightly out perform boys with 96.4% meeting or exceeding their targets, compared to 95.4% of boys

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Boys** | **Girls** |
| **Green** | 15.9 | 17.8 |
| **Amber** | 79.5 | 78.6 |
| **Red** | 4.6 | 3.6 |

**Ethnicity**

Ethnic minority pupils slightly out perform white British pupils with 100% meeting or exceeding their targets, compared to 95.2% of white British pupils

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **White British** | **Ethnic Minority Pupils** |
| **Green** | 14.2 | 37.5 |
| **Amber** | 81 | 62.5 |
| **Red** | 4.8 | 0 |

**Core Subjects**

Pupils perform particularly well in Maths with 93% of pupils meeting or exceeding their targets. However, 29.% of pupils exceed their targets in Science.

|  |  |  |  |
| --- | --- | --- | --- |
| **Percentage of Pupils** | **ENGLISH** | **MATHS** | **SCIENCE** |
| **Green** | 14.0 | 15.5 | 29.5 |
| **Amber** | 77.5 | 77.5 | 60.6 |
| **Red** | 8.5 | 7.0 | 9.9 |

**Degree of Learning Difficulty**

Pupils with MLD perform best with 38.5% exceeding their targets.

|  |  |  |  |
| --- | --- | --- | --- |
| **Percentage of Pupils** | **PMLD** | **SLD** | **MLD** |
| **Green** | 4.8 | 15.8 | 38.5 |
| **Amber** | 95.2 | 76.3 | 61.5 |
| **Red** | 0 | 77.9 | 0 |

**Red Pupils in 2014-2015**

96% of curriculum areas that were red at the end of 2015 had progressed to amber or green by the end of 2016. This indicates that the interventions put in place, with the exception of English for one pupil were effective in narrowing the gap and accelerating progress.

Specific interventions will continue for the one pupil who has remained red in English for the next academic year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage of Pupils** | **ENGLISH** | **MATHS** | **SCIENCE** | **OVERALL** |
| **Green** |  | 12.5% |  |  |
| **Amber** | 87.5% | 87.5% | 100% | 100% |
| **Red** | 12.5% |  |  |  |

**Quality of Teaching**

100% of lessons observed in the year 2015-2016 were judged to be outstanding. Lessons were classed as outstanding because of the following excellent features:

* Pace
* Differentiation
* Personalisation
* Use of ICT
* Levels of engagement
* Independent learning
* Knowledge of pupils
* Staff and pupil relationships
* Clear expectations

**External Evaluations**

Chadsgrove was visited by the Local Authority’s School Improvement Partner in November 2015. The grade allocated was 1. The School Improvement Advisor noted that “The Headteacher successfully leads a team who consistently drive for improvement; together with the governors they are highly ambitious for the students. All leaders and mangers have a deep and accurate understanding of the school’s performance. Teaching is outstanding in all key stages, most students make sustained progress that leads to outstanding achievement”.

Chadsgrove School was inspected by Ofsted in February 2016. The report stated that “The school continues to maintain an excellent balance between caring for each pupil and ensuring that they make the best progress they can, academically, socially and personally...Far from standing still since the last inspection, you have all continually sought to improve.”