

## Brook Primary Special School

### Analysis of pupil attainment and progress July 2014-July 2015

#### General Comments

The overall outcome levels for pupils (English, Maths and Science) at school ranges from P2 (i) to Level 3b in 2015

With the distribution as follows (appendix 1)

(The figures in brackets show % levels for 2014)

P1i – P3ii 26% (27%)

P4-P8 60% (60%)

Level 1-2 12% (11%)

Level3-4 1% (2%)

Pupils working within P levels P1-8 are assessed using the schools own assessment framework; for pupils working at national curriculum levels (level 1 and above) B Squared Assessment Framework is used.

Pupils who transfer to us from early years settings start in reception and use the EYFS framework- Haringey Early Years Profile for tracking progress, they are given a baseline P-level or NC level for transfer into Year 1 in July. Pupils who transfer to the Brook from other schools in KS1 or KS2 are given a baseline within their first six weeks using our assessment framework. Pupils are assessed termly so that data can be more accurately analysed with teachers as part of an ongoing process.

In autumn 2014 the deputy head met with all teachers to set targets for July 2015 for all aspects of English, Maths and Science (KS2), these were reviewed with teachers in the Spring term and then submitted and analysed in the summer term.

Intervention groups were set up and data will be analysed to establish outcomes and success rates for the targeted groups/individual pupils.

#### Overall Analysis of data-Comparison versus Expectations

##### **Summer 2014-Summer2015 (appendix 2)**

(Figures in brackets show % for summer 2014)

18% (42%) of pupils made above expected progress 'overall average'

70% (48%) of pupils made expected progress 'overall average'

12% (9%) of pupils made below expected progress in 'overall average'

The pupils who did not make expected progress, most either had some challenging behaviour and/or missed periods of school due to starting later in the year or being absent. These pupils will be individually analysed later in the report.

(Insert predicted results table here)

*Action from 2013.14*

- *As it was such a large increase in percentage of pupils making above expected progress 14% in 2013 to 42% in 2014 we will need to look at if more challenging targets can be set.*

This action was achieved as above expected progress was 18% this year, we set more challenging targets for pupils resulting in less pupils exceeding but more pupils securely achieving higher predicted targets overall.

There was a slight increase (from 9%-12%) of pupils not achieving their expected progress, again due to some challenging targets but also some very specific individual reasons (see later report).

### **Group's analysis**

#### **Boys and Girls**

Analysis of data shows that a higher percentage of boys (91%) compared to girls (77%) made expected or above expected progress (appendix 3).

When broken down into aspect, girls performed similarly to boys at Maths, in literacy there were less boys (14%) not achieving expected targets compared to girls (23%).

**Action:** The girls who attended the intervention speaking and listening group all achieved or exceeded their targets (see interventions report); this confirms that we must continue to offer girls intervention groups in speaking and listening.

#### **Free school meals/Pupils premium**

Those entitled to FSM showed a higher percentage achieving expected or above expected progress (86%) than those not entitled to FSM (81%), the difference is too small to make further comparisons. (Appendix 4)

Numbers of pupils in LA care was too low to make comparisons.

#### **Ethnicity**

Analysis of data and progress in relation to ethnicity shows no particular concern (appendix 5)

#### **Degree of learning difficulty**

When using a base need for comparing progress v expectation SLD pupils had a higher percentage of pupils not achieving their targets (18%) compared with PMLD (4%) and MLD (0%)

**Action:** Interventions with SLD pupils will continue for 2015-2016, see separate interventions document

## **Subject Analysis**

When looking at subjects, a higher percentage of pupils made above expected progress in Science (24%) compared to English (18%) and Maths (23%). In 2014 Science had a significantly higher percentage of pupils making above expected progress compared to Maths, this year we can see that Maths is almost equal to Science. (Appendix 7)

When breaking down into aspect (appendix 8), the highest percentage of pupils achieving above expected progress was within Science-physical processes (32%) and in Maths-Using and Applying (31%). The highest percentages of pupils making below expected progress are in speaking (23%), listening (23%) and Shape (23%). There was a similar trend in 2014 with pupils doing better at using and applying and physical processes and less well at speaking and listening. This will be analysed in more depth to see if there are differences in gender and levels of learning disability.

## **End of Key stage data (appendix 9 )**

In July 2015, 15 pupils had data available for KS1-KS2 progress. Overall the results are as follows. In brackets are the 2014 results (only 6 pupils' data available)

60% (17%) pupils made 3 or more levels progress

33% (50%) pupils made 2 levels of more

7% (22% ) pupils made 1 level of more

0% (0%) pupils made less than 1 level

No Progression material quartiles are published for KS1-2, however most of our pupils made more than 2 levels of progress, for the one who didn't, the reason is clear, she had a low attendance rate due to level of sickness and both have such complex needs requiring long periods of hospitalisation that we would only expect to see minimal progress.

We can see that a significant (+ 44%) amount of pupils made 3 or more levels of progress compared to the previous year.