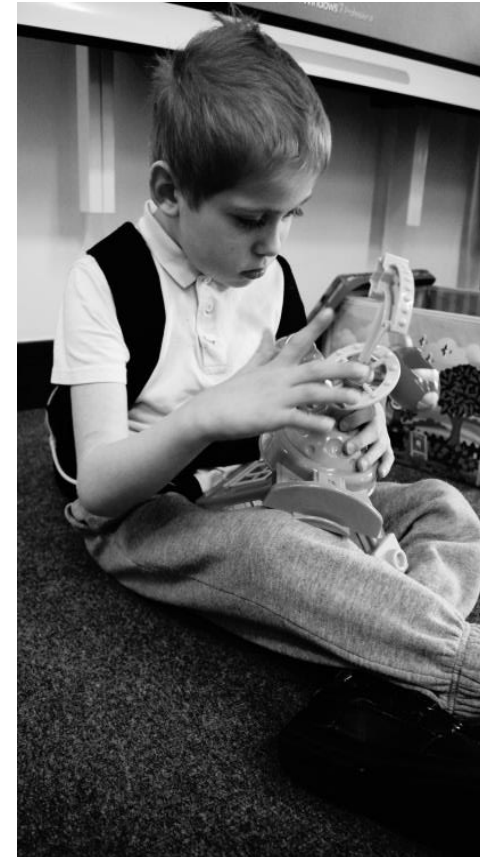
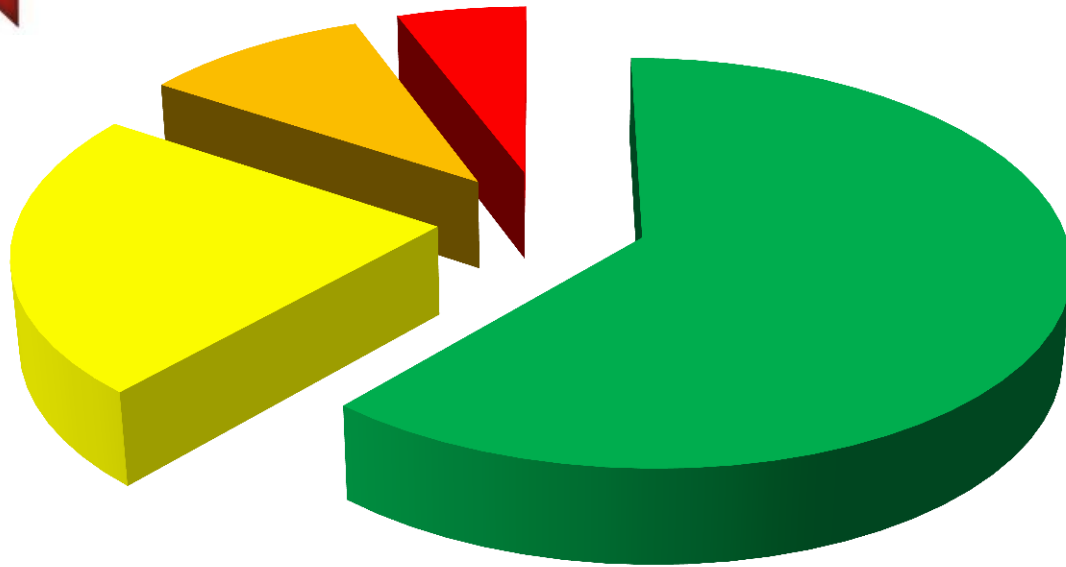


Data Analysis 2016 – 2017

End of Key Stage Data



FOUNTAINDALE SCHOOL

END OF KEY STAGE DATA ANALYSIS 2016/17

1. DETAILED ANALYSIS

a. Cohort

- End of EYFS and Key Stages 1-5 are all very small cohorts
- 7 out of 20 (35%) of pupils at the end of their Key Stage in 2016/17 are in the Pre-formal category of pupils (P1-P3/4,) and are not included within this data analysis, 5 (25%) are in the Semi-formal category (P4-P8) and 6 (30%) in the Formal category (NC). There are 2 pupils at the end of EYFS.
- Aspirational targets are set by Class teachers and moderated by the Leadership Team based on an analysis of prior rates of progress and a detailed knowledge of each child

b. Overall Progress – End of Key Stage

Rag Rating

Above Expected Progress	Expected Progress	Progress but below Expected	Maintained
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EYFS

- The expected target set for all EYFS pupils was to progress by at least 2 aged stages of development in all areas from their starting points at admission to the end of EYFS
- One end of EYFS pupil made better than expected progress in Moving and Handling, expected progress in 7 other areas, progress of one aged stage in 8 areas and regressed in Speaking.
- The second pupil made expected progress in 3/17 ELGs, progress of one aged stage in 7 areas and maintained his levels in 7 areas.
- The pattern of progress shows that pupils with low starting points (0-11 months or 8-20 months) are less likely to meet a 2 aged stage of development progress target. There is a need to further explore whether ELGs are an appropriate progress tracking tool for pupils at very low levels of age related development or whether expected progress targets should be more refined according to starting points.

Pre-formal Pupils

- Pre-formal pupils are no longer set formal end of key stage progress targets. Their progress is individually tracked and recorded. Pre-formal children are therefore no longer included in end of key stage data analysis.

Semi-Formal and Formal Pupils

2016/17 End of Key Stage Pupils (KS 1-5) – Cohort of 11 Pupils

- Comparisons between previous year's results within each Key Stage are difficult due to the very small cohorts. Better information can be gained from looking at the pupils at the end of their Key Stage as a whole cohort.
- For Semi-Formal pupils at the end of Key Stages 2, 3, and 4, the school's own STEPS progression levels were used to set targets in core subjects
- For Formal pupils within key Stages 2 and 3 STEPS levels were used to target progress for pupils still working within P levels and 'Learning Ladders' (based on age related expectations) were used to set targets for pupils working within the National Curriculum.
- For Formal pupils working within Key stages 4 & 5 accreditation levels were used to set targets across the key stage.
- Overall progress of this cohort of 11 pupils is reported below

2016/17

	Above Expected	Expected	Progress but Below Expected	Maintained
English	18% (2)	82% (9)	0%	0%
Maths	27% (3)	45% (5)	27% (3)	0%
Science	13% (1)	50% (4)	37% (3)	0%

Comparison with Previous Years

2015/16 (KS 1-5) – Cohort of 10 Pupils

	Above Expected	Expected	Progress but Below Expected	Maintained
English	20% (2)	80% (8)	0%	0%
Maths	20% (2)	70% (7)	10% (1)	0%
Science	29% (2)	57% (4)	14% (1)	0%

2014/15 (KS 1-5) – Cohort of 18 Pupils

	Above	Expected	Progress but	Maintained
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	Expected		Below Expected	
English	17% (3)	66% (12)	4% (1)	13% (3)
Maths	26% (4)	61% (11)	4% (1)	9% (2)
Science	13% (3)	69% (12)	11% (2)	6% (1)

2013/14 (KS 1-5) – Cohort of 12 Pupils

	Above Expected	Expected	Below Expected
English	33% (4)	50% (6)	17% (2)
Maths	42% (5)	58% (7)	0%
Science	50% (4)	38% (3)	12% (1)

- The overall trend over the last 3 years has been an improvement in progress made in each of the core areas of English, Maths and Science with the vast majority of pupils at the end of their key stage making expected or better than expected progress
- The gap between Maths and English progress has decreased year on year over the last 3 years, but English progress is still slightly higher.
- Achievement in Science has continued to improve and is no longer significantly below that of Maths and English
- There are no significant differences in pupil progress performance across the individual key stages

c. Significant Groups – English

Group	Above Expected	Expected	Progress but Below Expected	No Recorded Progress
Boys (5)	0%	100%	0%	0%
Girls (6)	33%	67%	0%	0%
Pupil Premium (5)	20%	80%	0%	0%
Semi-Formal (5)	20%	80%	0%	0%

Formal (6)	33%	67%	0%	0%
All Pupils (11)	18%	82%	0%	0%

- The cohorts for each significant group are very small.
- All pupils in the cohort made expected or better than expected progress
- The spread of girls and boys is across most key stages. Although all progress was at least good, girls seem to have made slightly better progress than boys in English, which is similar to the previous year.
- There was no significant difference in the progress in English of Pupil Premium pupils than the rest of the school as a whole.
- The performance of Formal pupils appears to be slightly better than that of Semi-formal pupils. However, there is only a difference of 1 pupil achieving better than expected progress

d. Significant Groups - Maths

Group	Above Expected	Expected	Progress but Below Expected	No Progress Recorded
Boys (5)	20%	60%	20%	0%
Girls (6)	33%	33%	33%	0%
Pupil Premium (5)	0%	40%	60%	0%
Semi-Formal (5)	60%	40%	0%	0%
Formal (6)	0%	50%	50%	0%
All Pupils (11)	27%	45%	27%	0%

- Girls' progress in Maths is more widely spread than boys this year but the gap is not significant.
- Pupil Premium pupils appear to have achieved less well than the whole school average this year. Those achieving below expected progress were all Formal pupils.
- The performance of Formal pupils appears to be less than that of Semi-formal pupils. Those making less than expected progress were in Key Stages 2 & 3 and were in the same class group.

e. Significant Groups - Science

Group	Above Expected	Expected	Progress but Below Expected	No Progress Recorded
Boys (3)	0%	67%	33%	0%
Girls (5)	20%	40%	40%	0%
Pupil Premium (4)	0%	25%	75%	0%
Semi-Formal (4)	25%	75%	20%	0%
Formal (4)	0%	25%	75%	0%
All Pupils (8)	13%	50%	37%	0%

- Due to Key stage 5 pupils not studying Science the cohorts for significant groups are even smaller.
- Overall performance in Science mirrors that of Maths
- Girls' progress in Science is more widely spread than boys this year but again the gap is not significant.
- Pupil Premium pupils appear to have achieved less well than the whole school average this year. Those achieving below expected progress were all Formal pupils.
- The performance of Formal pupils appears to be less than that of Semi-formal pupils. Those making less than expected progress were in Key Stages 2 & 3 and were in the same class group.

f. ICT/Computers

- One EYFS pupil made expected progress in the 'Technology' ELG, the other made below expected progress.
- In Key Stages 2-5, all pupils showed progress in ICT/Computers, 36% achieved better than expected progress, 36% achieved expected progress and 28% achieved less than expected progress

g. PSD

- Across the PSED Early Learning Goals, both EYFS pupils made progress but it was generally less than that expected.
- In Key Stages 2-5, all pupils showed progress in PSD, 27% achieved better than expected progress, 55% achieved expected progress and 18% achieved less than expected progress

h. Key Stage 4 and 5 Accreditation

- All 3 students at the end of Key Stage 4 and 5 studying accredited courses successfully completed their courses or completed assessments towards accreditation at the targeted level.
- All 3 students were studying accredited courses up to Entry Level 3 in English and Maths and BTEC Certificate in Science
- All 3 students achieved their Bronze Duke of Edinburgh Awards

2. DETAILED PROGRESS DATA BY KEY STAGE

Rag Rating

<p>Above Expected Progress or Upper Quartile</p>	<p>Expected Progress or Median Quartile</p>	<p>Progress but below Expected or Lower Quartile</p>	<p>No Recorded Progress</p>
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Progress (Progression Guidance)	Progress (Progression Guidance)	Progress (Progression Guidance)	
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Early Years Foundation Stage: Number of pupils in cohort – 2

Targets set – Progress from start to end of EYFS

- Pupils to progress by at least 2 aged stages of development from starting points in each area

	16-26 Months		22-36 Months		30-50 Months		40-60+ Months	
	No.	%	No.	%	No.	%	No.	%
C&L L&A					1	50	1	50
C&L U	1	50					1	50
C&L S	1	50					1	50
PD M&H	2	100						
PD H&S	1	50			1	50		
PSED SC&SA					1	50	1	50
PSED MF&B					1	50	1	50
PSED M.R					1	50	1	50
LIT R					2	100		
LIT W					2	100		
MA N					2	100		
MA SS&M			1	50	1	50		
UtW P&C	1	50	1	50				
UtW TW	1	50			1	50		
UtW T					2	100		
EA&D E&UMM					2	100		
EA&D BI	1	50	1	50				

Actual Achievements – At end of EYFS

	8-20 Months		16-26 Months		22-36 Months		30-50 Months		40-60+ Months	
	No.	%	No.	%	No.	%	No.	%	No.	%
C&L L&A							1	50	1	50

C&L U	1	50						1	50		
C&L S			1	1	50	50					
PD M&H	1	50					1	50			
PD H&S	1	50					1	50			
PSED SC&SA							1	50	1	50	
PSED MF&B							1	50			1 50
PSED M.R							1	50	1	50	
LIT R							1	50	1	50	
LIT W			1	50			1	50			
MA N			1	50			1	50			
MA SS&M							2	100			
UtW P&C	1	50					1	50			
UtW TW			1	50			1	50			
UtW T							1	50	1	50	
EA&D E&UMM							2	100			
EA&D BI	1	50					1	50			

Key Stage 1: Number of pupils in cohort: 0

Key stage 2 Number of pupils in cohort: 3 2 Semi-formal 1 Formal

Targets Set - Progress from the end of KS1 to the end of KS2

	1 Learning Ladder Level		2 STEP Levels		1 STEP Level		Part STEP Level	
	Number	%	Number	%	Number	%	Number	%
English Reading					2	67	1	33
English Writing					2	67	1	33
English General					2	67	1	33
Maths	1	33	1	33	1	33		
Science	1	33	1	33	1	33		
Computers/ICT	1	33			2	67		
PSD			1	33	2	67		

Actual Achievements – At end of Key stage 2

	1 Learning Ladder Level		2 STEP Levels		1 STEP Level				Part STEP Level	
	Number	%	Number	%	Number	%	Number	%	Number	%
English Reading			1	33	1	1	33	33		
English Writing			1	33	1	1	33	33		
English General			1	33	1	1	33	33		
Maths			1	1	33	33	1	33		
Science			1	33	1	1	33	33		
Computers/ICT			2	1	67	33				
PSD			1	1	33	33			1	33

Targeted Expected Progress for Key Stage 2

	Above Expected	Expected	Below Expected (Progress Made)	Maintained
English	66% (2)	33% (1)	0%	0%

Maths	33% (1)	33% (1)	33% (1)	0%
Science	0%	67% (2)	33% (1)	0%

Previous Years' Results for Key stage 2

2015/16

	Above Expected	Expected	Below Expected (Progress Made)	Maintained
English	0%	100% (2)	0%	0%
Maths	100%	0%	0%	0%
Science	100%	0%	0%	0%

2014/15

	Above Expected	Expected	Below Expected (Progress Made)	Maintained
English	0%	50% (1)	50% (1)	0%
Maths	0%	50% (1)	50% (1)	0%
Science	0%	50% (1)	50% (1)	0%

2013/14

	Above Expected	Expected	Below Expected (Progress Made)
English	66% (2)	33% (1)	0%
Maths	66% (2)	33% (1)	0%
Science	66% (2)	33% (1)	0%

Key Stage 3 **Number of pupils in cohort: 4 2 Semi-formal 2 Formal**

Targets set – Progress from end of Key Stage 2 to end of Key Stage 3

	2 Learning Ladder	1 Learning Ladder	2 STEP Levels	1 STEP Level	Part STEP Level
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	Levels		Level							
	Number	%	Number	%	Number	%	Number	%	Number	%
English Reading	1	25	1	25					2	50
English Writing	1	25	1	25					2	50
English General	1	25	1	25					2	50
Maths	1	25	1	25			1	25	1	25
Science	1	25	1	25					2	50
Computers/ ICT	1	25	1	25					2	50
PSD	1	25			1	25			2	50

Actual Achievements – At end of Key stage 3

	2 Learning Ladder Levels		1 Learning Ladder Level		Part Learning Ladder Level		2 STEP Levels		1 STEP Level		Part STEP Level			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
English Reading	1	25	1	25							1	1	25	25
English Writing	1	25	1	25							1	1	25	25
English General	1	25	1	25							1	1	25	25
Maths			1	25	1	25			1	25	1		25	
Science			1	25	1	25			1	25	1		25	
Computers/ ICT			1	25	1	25			1	25	1		25	
PSD			1	25			1	25	2	50				

Targeted Expected Progress for Key Stage 3

	Above Expected	Expected	Below Expected (Progress Made)	Maintained
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English	25% (1)	75% (3)	0%	0%
Maths	25% (1)	25% (1)	50% (2)	0%
Science	25% (1)	25% (1)	50% (2)	

Previous Years' Results for Key stage 3

2015/16

	Above Expected	Expected	Below Expected (Progress Made)	Maintained
English	100% (1)	0%	0%	0%
Maths	0%	100% (1)	0%	0%
Science	0%	0%	100% (1)	0%

2014/15

	Above Expected	Expected	Below Expected (Progress Made)	Maintained
English	0%	66% (2)	0%	33% (1)
Maths	33% (1)	33% (1)	0%	33% (1)
Science	66% (2)	0%	0%	33% (1)

2013/14

	Above Expected	Expected	Below Expected (Progress Made)
English	50% (1)	50% (1)	0%
Maths	50% (1)	50% (1)	0%
Science	50% (1)	50% (1)	0%

Key Stage 4 Number of pupils in cohort: 1 (Formal)

Targets Set for Accreditation – Progress from end of Key Stage 3 to end of Key Stage 4

Accreditation (EL – Entry Level, F/S – Functional Skills, D of E – Duke of Edinburgh)

	EL3		EL2		EL1		F/S EL3		F/S EL2		F/S EL1		Step Up		BTEC Cert		D of E Award	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English													1	100				
Maths			1	100														
Science															1 (8 credits)	100		
Computers/ ICT										1	100							
PSD					1	100												
Personal Progress																		
Workskills															1 (4 credits)	100		
Towards Independence																		
Arts																		
Other																	1 (Brze)	100

Actual Achievements – At end of Key Stage 4

Accreditation

	EL3		EL2		EL1		F/S EL3		F/S EL2		F/S EL1		Step Up		BTEC Cert		D of E Award	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English													1	100				
Maths			1	100														
Science															1 (8 Credits)	100		
Computers/ ICT										1	100							
PSD					1	100												
Personal Progress																		
Workskills															1 (4 credits)	100		
Towards Independence																		
Arts																		
Other																	1 (Brze)	100

(EL – Entry Level, F/S – Functional Skills, D of E – Duke of Edinburgh)

Achievement against Expected Progress

	Above Expected	Expected	Progress but Below Expected	Maintained
English		100% (1)		
Maths		100% (1)		
Science		100% (1)		

Previous Years' Results for Key stage 4

2015/16

	Above Expected	Expected	Progress but Below Expected	Maintained
English	33% (1)	67% (2)	0%	0%
Maths	0%	100% (3)	0%	0%
Science	0%	100% (3)	0%	0%

2014/15

	Above Expected	Expected	Progress but Below Expected	Maintained
English	22% (2)	78% (7)	0%	0%
Maths	11% (1)	89% (8)	0%	0%
Science	0%	89% (8)	11% (1)	0%

2013/14

	Above Expected	Expected	Progress but Below	
English		66% (2)	33% (1)	
Maths	33% (1)	66% (2)	0%	
Science			33% (1)	N/A 66% (2)

Key Stage 5

Number of pupils in cohort: 3 Semi-formal – 1 Formal – 2

Targets Set

Accreditation (EL – Entry Level, F/S – Functional Skills, D of E – Duke of Edinburgh)

	EL3		EL2		EL1		F/S EL3		F/S EL2		F/S EL1		BTEC Cert		Arts Award		D of E Award		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
English							1	33	1	33									
Maths							1	33	1	33									
Science			2	67									2	67					
Computers/ ICT												2	67						
PSD			2	67															
Personal Progress													2	67					
Workskills																			
Towards Independence																			
Arts															2 (Brze)	67			
Other																	2 (Brze)	67	

Targets set for Non-accreditation

	1 STEP Level		Part of a STEP Level		Consolidation	
	Number	%	Number	%	Number	%
English Reading			1	33		
English Writing			1	33		
English			1	33		
Maths					1	33
Computers/ ICT					1	33
PSD			1	33		

Actual Achievements – At End of Key Stage 5

Accreditation

	EL3		EL2		EL1		F/S EL3		F/S EL2		F/S EL1		BTEC Cert		Arts Award		D of E Award	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English							1	33	1	33								
Maths							1	33	1	33								
Science			2	67									2	67				
ICT											2	67						
PSD			2	67														
Personal Progress													2	67				
Workskills																		
Towards Independence																		
Arts															2 (Brze)	67		
Other																	2 (Brze)	67

(EL – Entry Level, F/S – Functional Skills, D of E – Duke of Edinburgh)

Non-accreditation – Actual Achievements

	1 STEP Level		Part of a STEP Level		Consolidation	
	Number	%	Number	%	Number	%
English Reading			1	33		
English Writing			1	33		
English			1	33		
Maths			1	33		
Computers/ ICT					1	33
PSD			1	33		

Achievement against Expected Progress

Targets Achieved

	Above Expected	Expected	Progress but Below Expected	Maintained
English	0%	100% (3)	0%	0%
Maths	33% (1)	67% (2)	0%	0%

Previous Years' Results for Key stage 5

2015/16

	Above Expected	Expected	Progress but Below Expected	Maintained
English	0%	100% (3)	0%	0%
Maths	0%	67% (2)	33% (1)	0%

2014/15

	Above Expected	Expected	Progress but Below Expected	Maintained
English	29% (2)	43% (3)	0%	29% (2)
Maths	29% (2)	57% (4)	0%	14% (1)

2013/14

	Above Expected	Expected	Progress but Below Expected
English	0%	50% (1)	50% (1)
Maths	0%	100% (2)	0%