



Love, learn, laugh

Manor School
End of Key Stage 1
Pupil Progress and Attainment

2016/2017

Manor School uses National Progression (PG) materials to guide and support our assessment of pupil progress from the start of KS1 to the end of KS2. In line with the most recent Ofsted Guidance; ‘ **judgement on outcomes will be based on an evaluation of the pupils’ learning and progress relative to their starting points at particular ages and any assessment measures the school holds.**’

From September 2017 all pupils of BSAT schools working below National Standard for their Key Stage will be assessed using the BARICS assessment system.

BARICS V3 incorporates recommendations from the Rochford review and is a developmental assessment system where levels B1 to B4 are generic and support assessment of readiness for learning. This system also supports teachers planning and targeting of discovery learning opportunities prior to concept learning which is introduced post B5

We are part of the North West London Special Schools Assessment Group. As part of this ‘outstanding schools’ network we regularly meet to share collaborative assessment practices and moderate pupil ‘work’ which gives consistency to assessment and benchmarking across a range of settings.

Our expectations are that from the end of EYFS to the end of KS1:

- All pupils must make at least **(0.8) of a level** (depending on their starting points) of progress **(must/median)**
- All pupils should make **2 levels** (depending on their starting points) of progress from entry level as standard **(should/upper quartile)**
- Some pupils progress will be **2.8 levels** or more **(exceeding/could)** which exceeds upper quartile National Standards.

In Autumn 2015 Manor School introduced a new assessment system across KS1 & KS2 using ‘I can...’ statements to identify progress and attainment of pupils in core curriculum areas and this system has been reviewed twice within this academic year .

This system was developed to support systematic recordings of small step progress appropriate to our wide range of learners. Due to this more secure and challenging assessment system we have introduced a Lower Quartile column which will support the identification of pupils which may need a higher level of support in general or in a specific strand of a subject area.

Progress toward targets is monitored, at least, termly through:

- SLT, KS Leaders and Curriculum Leads - close analysis of the progress data (including decreasing barriers to learning)
- Termly pupil progress meetings - where every class teacher, a member of the SLT and our Multi Agency Support Team review and report on progress and/or progress towards the removal of barriers to learning and the impact of interventions

End of Key Stage 1 Pupil Achievements and Progress Analysis 2016-17 Identifies:

- A large majority of pupils achieved upper quartile (should) and exceeding (could) progress in Mathematics(71.6%) and PSHE (64.7%) and (50%) of pupils achieved upper quartile (should) / exceeding (could) progress in English.
 - Subject Leaders working closely with teachers
 - Specialist teaching/targeted interventions
 - VB and Attention Autism
 - MAST team support, advice and direct/indirect programmes
 - Moderation and consistent, embedded approach to assessment
 - Personalised Intervention Plans (PIPs) for all learners with challenging yet achievable targets.
- On average 62% of boys and 63% of girls are achieving within the upper quartile (should) or exceeding (could) with no significant difference in achievement of boys and girls.
- The difference in achievement of Pupil Premium, FSM and LAC pupils is in line with other groups in that English remains the area of least achievement of all pupils.
- Pupils at KS1 are consolidating skills and are less able to apply these skills across the curriculum. Interventions are highlighted at Pupil progress meeting and directed towards any pupil who is not on track for targets and data reflects this at KS2.
- The large majority of pupils with ASD are achieving within the upper quartile (should) or exceeding (could). There are no significant gaps in pupil progress due to Primary need or SEND. This continues to demonstrate that teaching, differentiation, personalised Learning, interventions have a very positive impact for all pupils.
- Progress of all learners evidences the impact of personalised learning plans (PIPs), termly Progress meetings, MAST interventions and whole school CPD
- The large majority/most of our ethnic groups continue to make good/outstanding progress overall.
- The progress of pupils with complex needs continues to improve through the development of our highly specialised VB classes/teaching methodology and the impact of the Lead Behaviour Practitioner and early identification of barriers to learning.

Next steps

- BARICS successfully embedded across the school.
- Heads of school monitor pupil progress and achievement in their setting, and in liaison with the assessment lead, report to Trustees.
- Moderation of assessment internally and across assessment partnership schools. (Mainstream and Special settings)
- Curriculum leads analysing data in their subject area for early identification of trends.
- Assessment steps used to inform planning and target setting 'bridging the gap' for individual learners.
- Continue to focus on identifying and implementing early interventions for purposeful communication

Language & Literacy

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/ Exceeding	Exceeding +
2016/17	51	50%	18.6%	31.4%	19.6%	14.7%	15.7%

Mathematics

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/ Exceeding	Exceeding +
2016/17	51	71.6%	8.8%	19.6%	22.6%	25.5%	23.5%

PSHE (C&I)

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/ Exceeding	Exceeding +
2016/17	51	64.7%	13.1%	22.2%	21.3%	22.2%	21.2%

EAL

Academic year	Cohort Size		Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	EAL	22	60.7%	12.1%	19.6%	21.2%	17.2%	22.3%
2016/17	Non - EAL	29	57.6%	14.9%	27.5%	21.8%	18.3%	17.5%

Gender 'Core Subject'

Academic year			Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	M	English	42	51.2%	17.9%	31%	20.8%	15.5%	14.9%
2016/17	F	English	9	44.5%	22.2%	33.3%	13.9%	16.7%	13.9%
2016/17	M	Maths	42	70%	10.8%	19.2%	22.3%	22.7%	25%
2016/17	F	Maths	9	77.8%	0%	22.2%	22.2%	38.9%	16.7%
2016/17	M	PSHE	42	64.2%	13.2%	22.6%	23.8%	19%	21.4%
2016/17	F	PSHE	9	66.7%	16.6%	16.7%	16.7%	33.3%	16.7%

Ethnicity

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	Asian	9	77.7%	6.6%	15.8%	27.8%	27.7%
2016/17	Black	25	62.9%	15%	22%	22.3%	20%
2016/17	Mixed	6	58.2%	11.1%	22.2%	15.3%	13.8%
2016/17	White	9	49.9%	18.5%	31.4%	12%	18.5%
2016/17	Other	2	50%	0%	50%	0%	0%

Pupil Premium , Free school meals & LAC

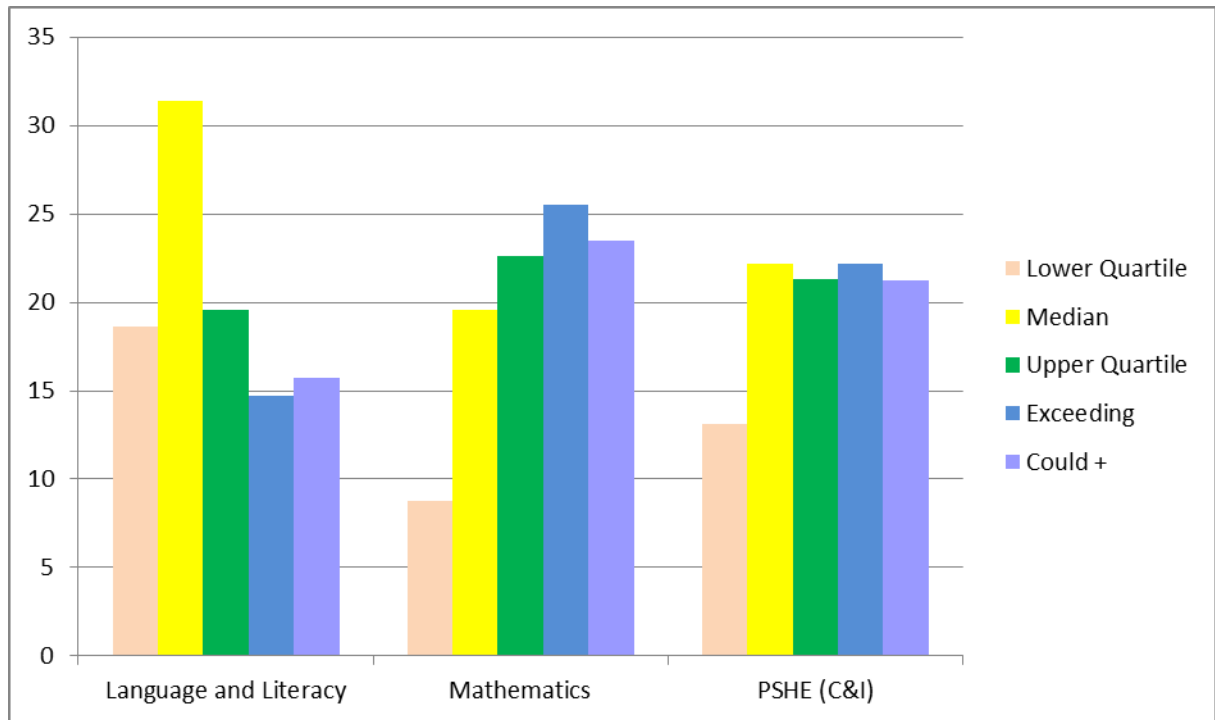
Academic year		Cohort Size	Total achieving upper quartile & exceeding	Below /Lower Quartile	Must/median	Should/upper Quartile	Could/ Exceeding	Exceeding +
2016/17	FSM English	13	34.6%	17.3%	48.1%	9.6%	19.2%	5.8%
2016/17	NON FSM English	38	55.3%	19.1%	25.6%	23.0%	14.5%	17.8%
2016/17	PP English	15	36.7%	18.3%	45%	8.3%	16.7%	11.7%
2016/17	NON PP English	36	55.6%	18.7%	25.7%	24.3%	15.3%	16%
2016/17	LAC English	1	0%	75%	25%	0%	0%	0%
2016/17	NON LAC English	50	51%	18.5%	30.5%	20%	16%	15%

2016/17	FSM Maths	13	53.9%	19.2%	26.9%	11.6%	30.8%	11.5%
2016/17	NON FSM Maths	38	77.6%	5.3%	17.1%	26.3%	23.7%	27.6%
2016/17	PP Maths	15	60%	16.7%	23.3%	13.4%	33.3%	13.3%
2016/17	NON PP Maths	36	76.4%	5.5%	18.1%	26.4%	22.2%	27.8%
2016/17	LAC Maths	1	50%	0%	50%	50%	0%	0%
2016/17	NON LAC Maths	50	72%	9%	19%	22%	26%	24%
2016/17	FSM PSHE	13	53.9%	15.3%	30.8%	23.1%	23.1%	7.7%
2016/17	NON FSM PSHE	38	68.5%	13.1%	18.4%	22.4%	21.1%	25%
2016/17	PP PSHE	13	50%	13.3%	36.7%	20%	20%	10%
2016/17	NON PP PSHE	38	70.8%	13.9%	15.3%	23.6%	22.2%	25%
2016/17	LAC PSHE	1	50%	0%	50%	50%	0%	0%
2016/17	NON LAC PSHE	50	64%	14%	22%	22%	21%	21%

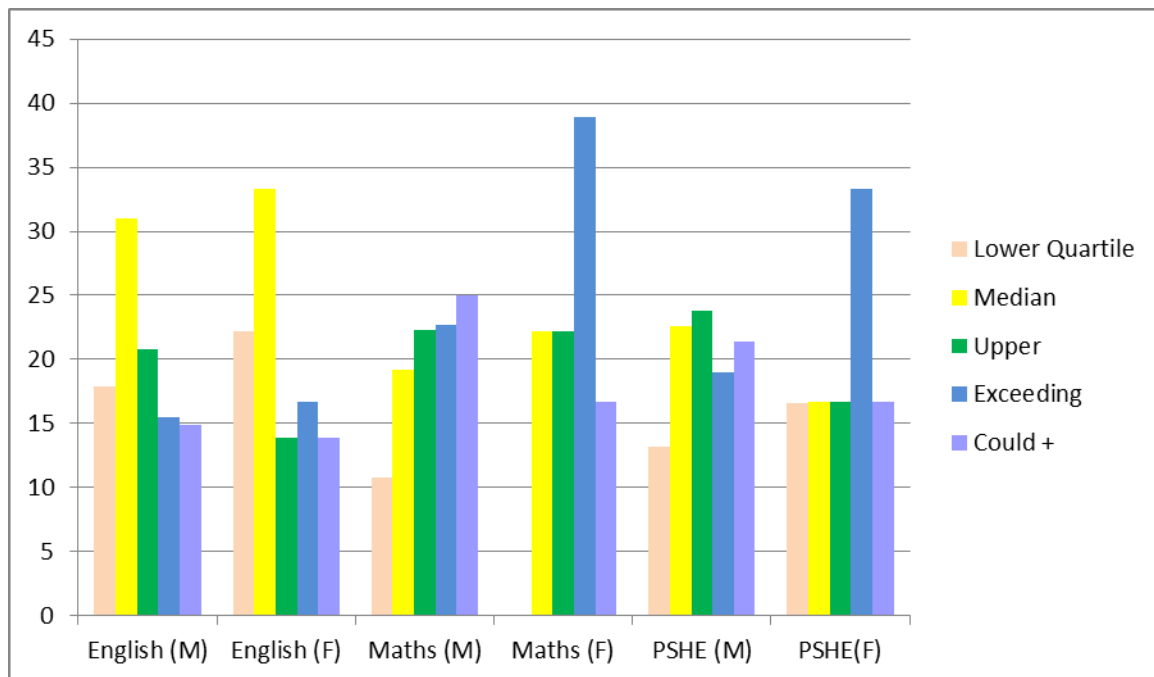
Primary Need

Academic year	Cohort Size		Total achieving upper quartile & exceeding	Below/ Lower Quartile	Must/median	Should/upper Quartile	Could/ Exceeding	Exceeding +
2016/17	ASD	49	63.4%	13.2%	23.4%	21.8%	21.2%	20.4%
2016/17	SLD	2	50%	0%	50%	50%	0%	0%

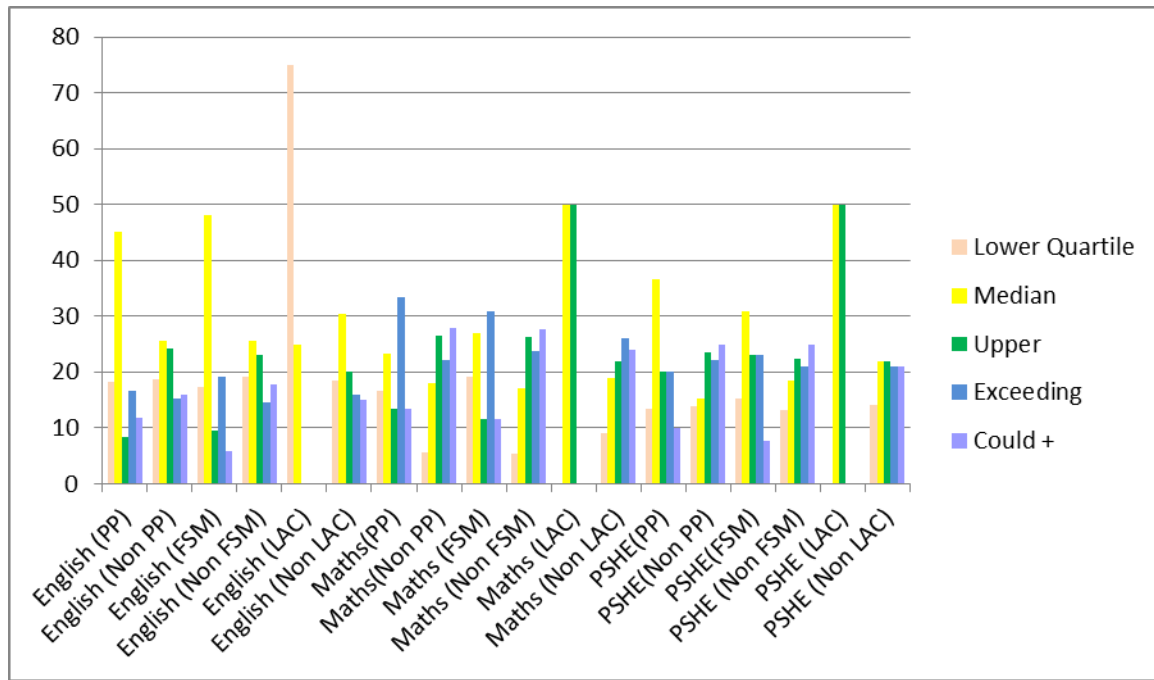
Core Subject areas



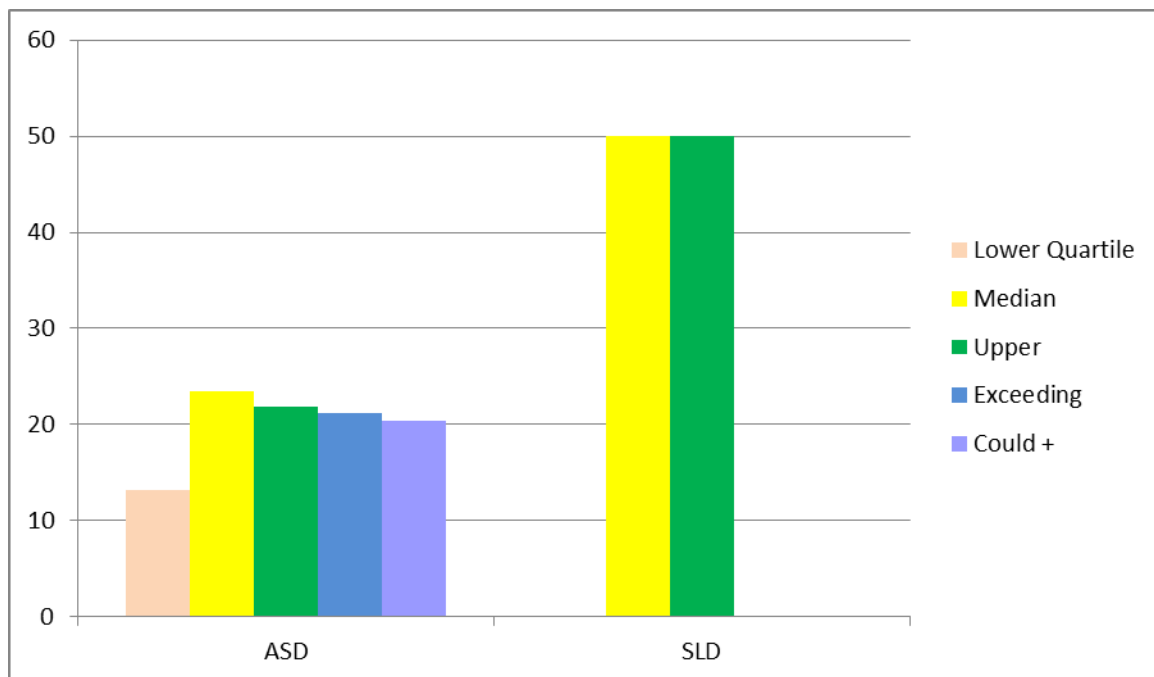
Gender 'core subject'



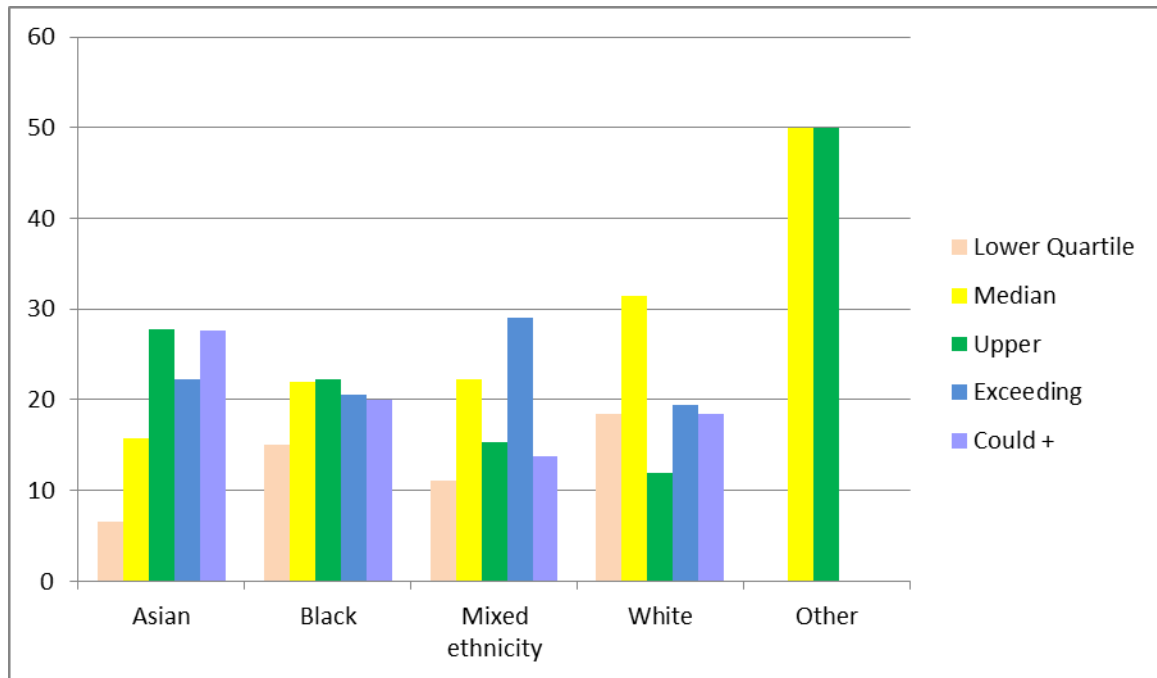
Pupil Premium & LAC



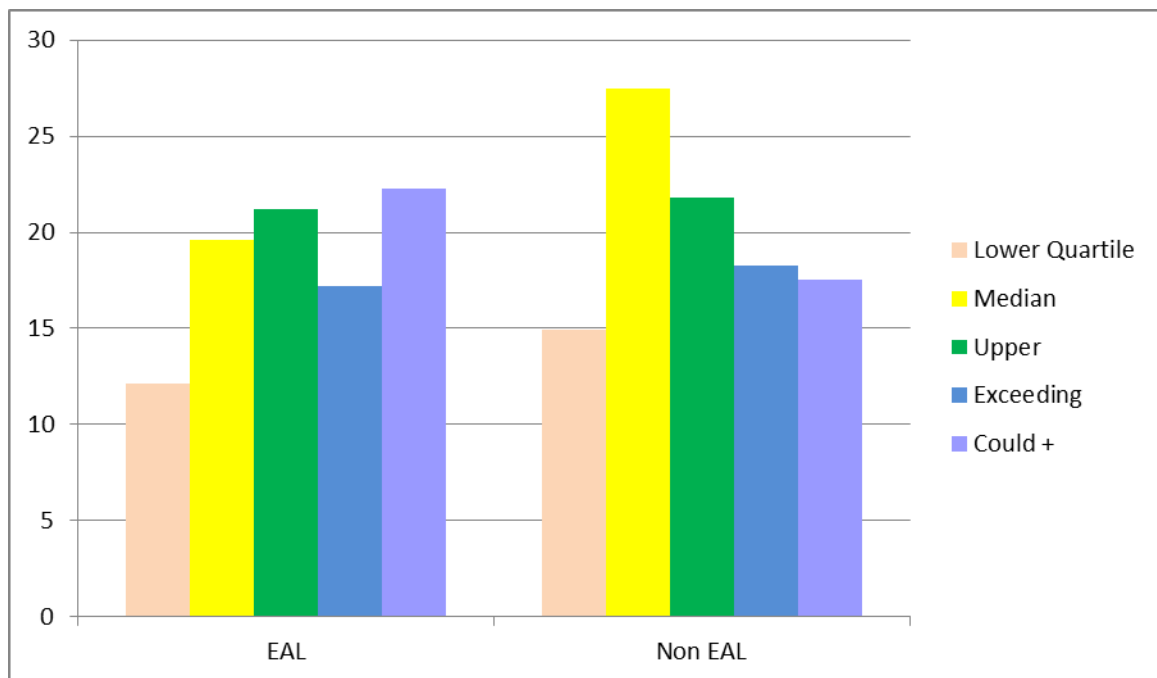
Primary Need



Ethnicity



EAL



In Speaking	17.6% / 9	or a very small minority of pupils are underachieving
	41.2% / 21	or the minority of pupils are making 'must' progress
	25.5% / 13	or a small minority of pupils are making 'should' progress
	5.9% / 3	or a very small minority of pupils are making 'could' progress
	9.8% / 5	or a very small minority of pupils are making 'could+' progress
In Listening	31.4% / 16	or a small minority of pupils are underachieving
	33.3% / 17	or a small minority of pupils are making 'must' progress
	17.6% / 9	or a very small minority of pupils are making 'should' progress
	13.7% / 7	or a very small minority of pupils are making 'could' progress
	3.9% / 2	or a very small minority of pupils are making 'could+' progress
In Reading	13.7% / 7	or a very small minority of pupils are underachieving
	23.5% / 12	or a small minority of pupils are making 'must' progress
	15.7% / 8	or a very small minority of pupils are making 'should' progress
	23.5% / 12	or a small minority of pupils are making 'could' progress
	23.5% / 12	or a small minority of pupils are making 'could+' progress
In Writing	11.8% / 6	or a very small minority of pupils are underachieving
	27.5% / 14	or a small minority of pupils are making 'must' progress
	19.6% / 10	or a small minority of pupils are making 'should' progress
	19.6% / 10	or a small minority of pupils are making 'could' progress
	21.6% / 11	or a small minority of pupils are making 'could+' progress
In Number	11.8% / 6	or a very small minority of pupils are underachieving
	15.7% / 8	or a very small minority of pupils are making 'must' progress
	15.7% / 8	or a very small minority of pupils are making 'should' progress
	33.3% / 17	or a small minority of pupils are making 'could' progress
	23.5% / 9	or a small minority of pupils are making 'could+' progress
In Geometry and Measure	5.9% / 3	or a very small minority of pupils are underachieving
	23.5% / 12	or a small minority of pupils are making 'must' progress
	29.4% / 15	or a small minority of pupils are making 'should' progress
	17.6% / 9	or a very small minority of pupils are making 'could' progress
	23.5% / 12	or a small minority of pupils are making 'could+' progress
In Citizenship	9.8% / 5	or a very small minority of pupils are underachieving
	15.7% / 8	or a very small minority of pupils are making 'must' progress
	27.5% / 14	or a small minority of pupils are making 'should' progress
	23.5% / 12	or a small minority of pupils are making 'could' progress
	23.5% / 12	or a small minority of pupils are making 'could+' progress
In Independence	17.6% / 9	or a very small minority of pupils are underachieving
	27.5% / 14	or a small minority of pupils are making 'must' progress
	17.6% / 9	or a very small minority of pupils are making 'should' progress
	19.6% / 10	or a small minority of pupils are making 'could' progress
	17.6% / 9	or a very small minority of pupils are making 'could+' progress