



Love, learn, laugh

**Manor School**  
**End of Key Stage 2**  
**Pupil Progress and Attainment**  
**2016/2017**

## End of Key Stage 2 Pupil Progress and Achievement

Manor School uses National Progression Guidance (PG) materials to assess pupil progress from 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 end of key stage 1 to end of key stage 2:**

All pupils must make at least **2 .4 Levels** of progress from entry level as standard **must/median quartile**

Most pupils progress will be **3.2 levels** or more **should /upper quartile**

Some pupils will make **4 levels** of progress **could/exceeding**

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 (2016/17)

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 2 Pupil Achievements and Progress Analysis 2016-17**

**Identifies:**

- The majority of pupils in English, 61.2 % achieved upper quartile (should) and exceeding (could) and in Mathematics( 77.7%) and PSHE (78.8%) a large majority of pupils achieved at upper quartile or exceeding which shows the benefit of targeted interventions for pupils on direct or indirect pathways.
- The successful use of targeted interventions to support pupil achievement is evident when KS1 data (**Must**) is compared to KS2 (**Should**) where the percentage of pupils making 'should' upper quartile progress is more than doubled at KS2 in all core curriculum areas.
  - Subject Leaders working closely with teachers
  - Specialist teaching/targeted interventions (HLTA – Key Stage 2 only)
  - 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 70% of boys and 70% of girls are achieving within the upper quartile (should) or exceeding (could) with no difference in progress of boys or girls.
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- There is no significant difference in achievement of Pupil Premium, FSM pupils in comparison to their peers and the large majority/most are achieving Upper quartile or exceeding National standards.
- LAC achievement is lower at just under 50% Number of pupils (2) on role .. ( One pupil with complex learning needs working at LQ and attending VB provision at Avenue) ( one pupil achieving upper quartile progress and transitioned to Woodfield)

- The large majority of pupils with ASD or SLD/Other 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 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.
- There is a (10%) difference between achievement of our EAL to our Non EAL pupils with a very large majority making upper quartile or exceeding progress.
- 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 consolidation and generalisation of purposeful communication skills

### Language and Literacy

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	101	61.2%	28.4%	10.4%	24.25%	25.15%	11.8%

### Mathematics

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	101	77.7%	10.9%	11.4%	28.7%	40.1%	8.9%

### PSHE & C

Academic year	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	101	78.9%	16.7%	4.4%	26.1%	36.1%	16.7%

### 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	66	61%	29.5%	9.5%	25%	29.2%	6.8%
2016/17	F	English	35	58.6%	30%	11.4%	22.1%	17.2%	19.3%
2016/17	M	Maths	66	80.3%	9.1%	10.6%	33.3%	40.9%	6.1%
2016/17	F	Maths	35	73.6%	14.2%	12.2%	20%	38.6%	15%
2016/17	M	PSHE	66	66.7%	26.5%	6.8%	22%	34.1%	10.6%
2016/17	F	PSHE	35	78.6%	15.7%	5.7%	25.7%	30%	22.9%

Pupil Premium, FSM Service & LAC

Academic year		Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	PP English	50	59.5%	30%	10.5%	25%	25.5%	9%
2016/17	NON PP English	51	60.8%	29.4%	9.8%	23%	24.6%	13.2%
2016/17	FSM English	41	59.2%	30.4%	10.4%	23.2%	25.6%	10.4%
2016/17	NON FSM English	60	60.9%	29.1%	10%	24.6%	24.6%	11.7%
2016/17	LAC English	2	50%	0%	50%	50%	0%	0%
2016/17	NON LAC English	99	60.6%	29.3%	10.1%	24.5%	25%	11.1%
2016/17	PP Maths	50	73%	12%	15%	34%	33%	6%
2016/17	NON PP Maths	51	82.4%	9.8%	7.8%	23.5%	47.1%	11.8%
2016/17	FSM Maths	41	75.6%	13.4%	11%	32.9%	31.7%	11%
2016/17	NON FSM Maths	60	%	9.2%	11.7%	25.8%	45.8%	7.5%
2016/17	LAC Maths	2	50%	0%	50%	50%	0%	0%
2016/17	NON LAC Maths	99	77.8%	10.6%	11.6%	28.8%	40.4%	8.6%
2016/17	PP PSHE	50	68%	26%	6%	20%	33%	15%
2016/17	NON PP PSHE	51	73.6%	19.6%	6.8%	26.5%	32.4%	14.7%
2016/17	FSM PSHE	41	69.6%	26.7%	3.7%	15.9%	35.4%	18.3%
2016/17	NON FSM PSHE	60	71.7%	20%	8.3%	28.4%	30.8%	12.5%
2016/17	LAC PSHE	2	50%	50%	0%	0%	50%	0%
2016/17	NON LAC PSHE	99	71.6%	22.2%	6.2%	23.7%	33.3%	14.6%

### 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	64	70.1%	21.3%	8.6%	25.7%	35.3%	9.1%
2016/17	SLD	31	69.4%	22.3%	8.3%	24.4%	27.3%	17.7%
2016/17	Other	6	65.2%	12.5%	22.3%	25%	33.3%	6.9%

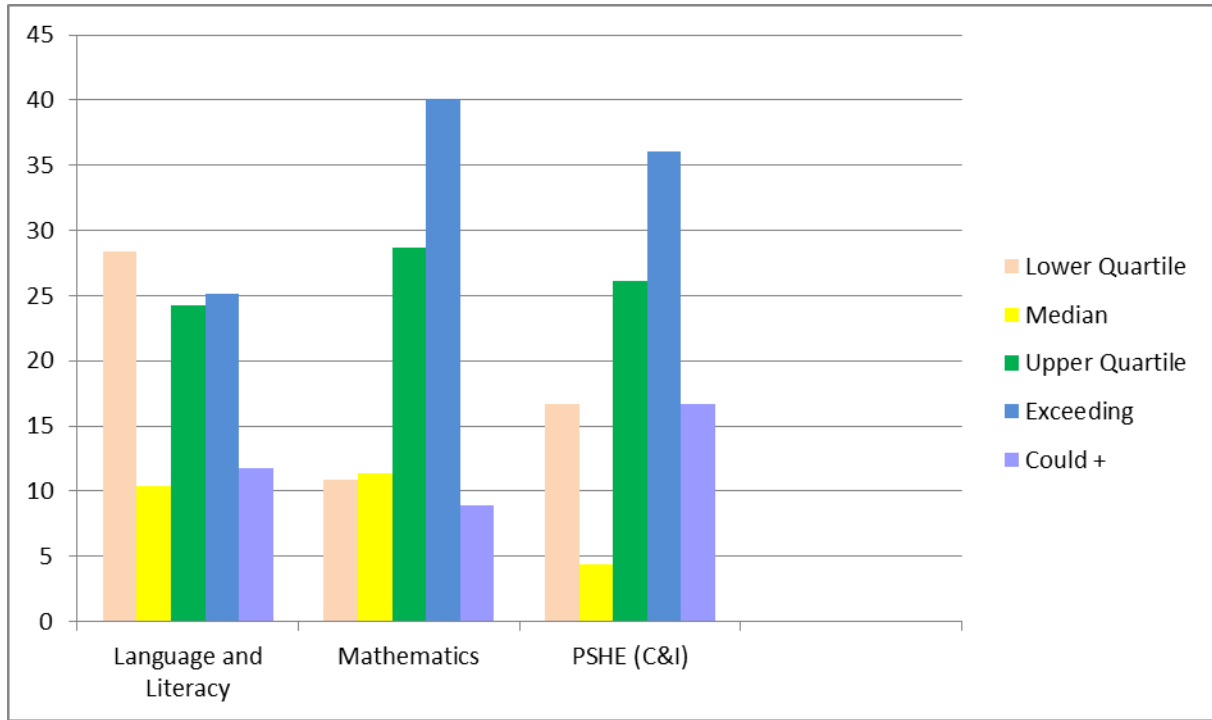
### Ethnicity

Academic year		Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	Asian	30	67.8%	22.2%	10%	21.4%	37.5%	8.9%
	Black	39	68.7%	23.3%	8%	28%	30.1%	10.6%
	Mixed ethnicity	13	75.1%	15.3%	9.6%	35%	28.1%	12%
	White	16	76.6%	17.2%	6.2%	21.3%	39%	16.3%
	Other	2	75%	0%	25%	0%	50%	25%

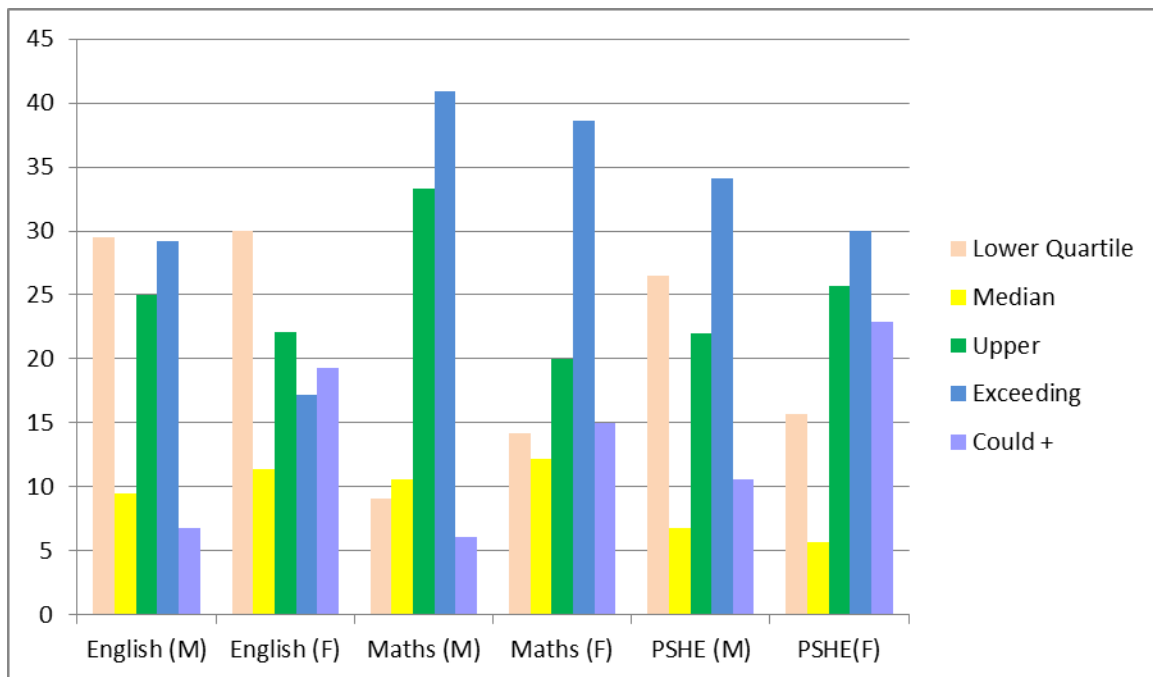
### EAL

Academic year		Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/Exceeding	Exceeding +
2016/17	EAL	56	64.7%	25%	10.3%	25.6%	31.3%	7.8%
2016/17	Non EAL	45	75.5%	16.3%	8.2%	25.4%	34.4%	15.7%

### Core Subject areas

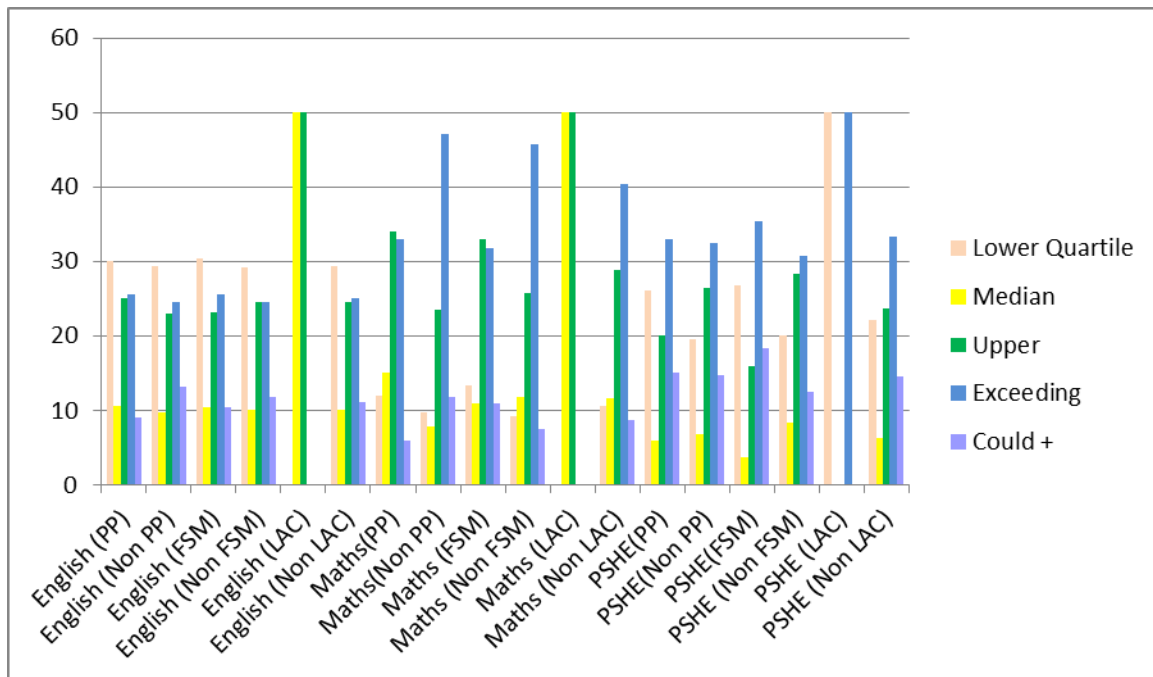


### Gender 'core subject'

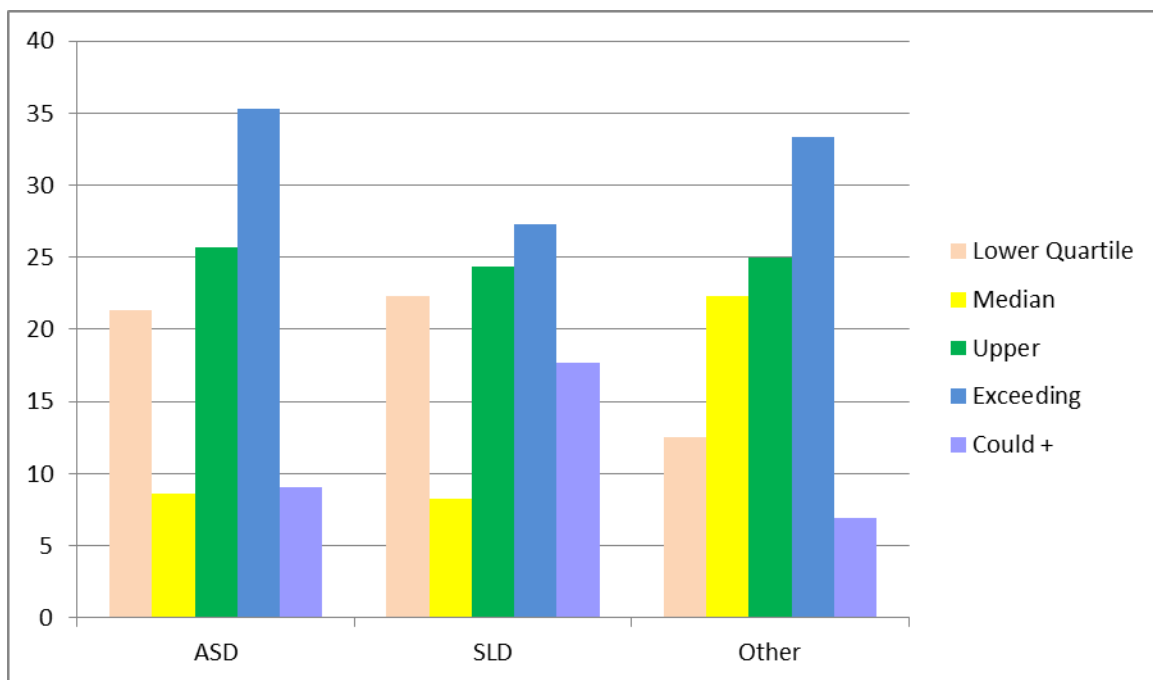




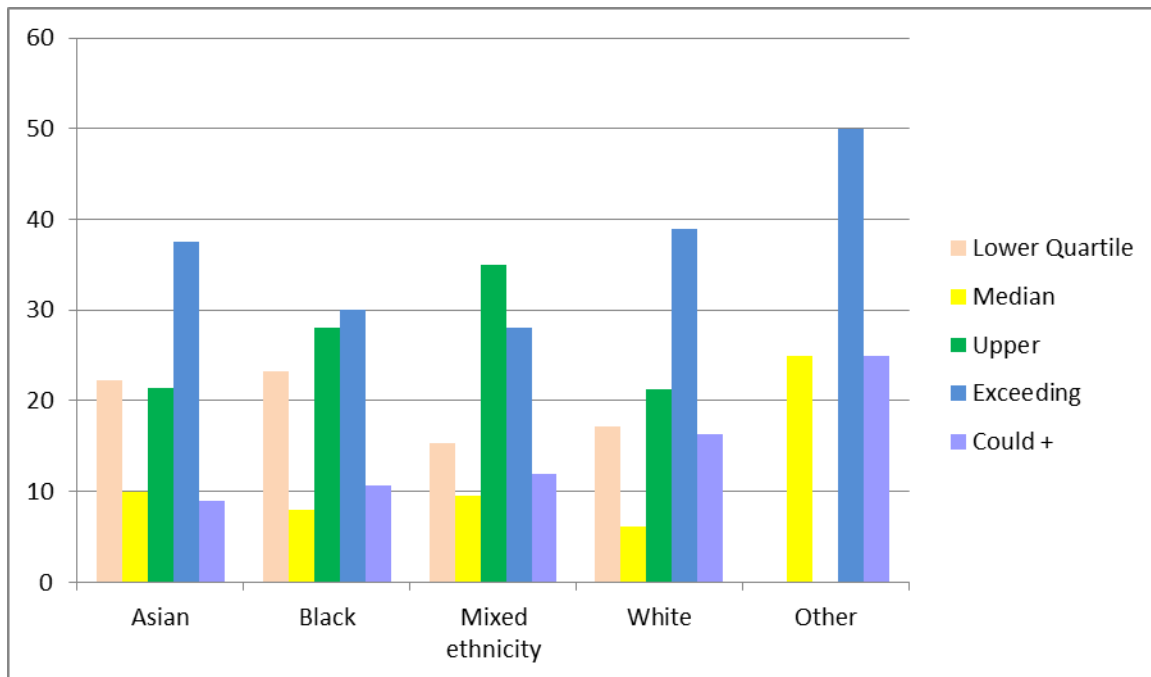
### Pupil Premium & LAC



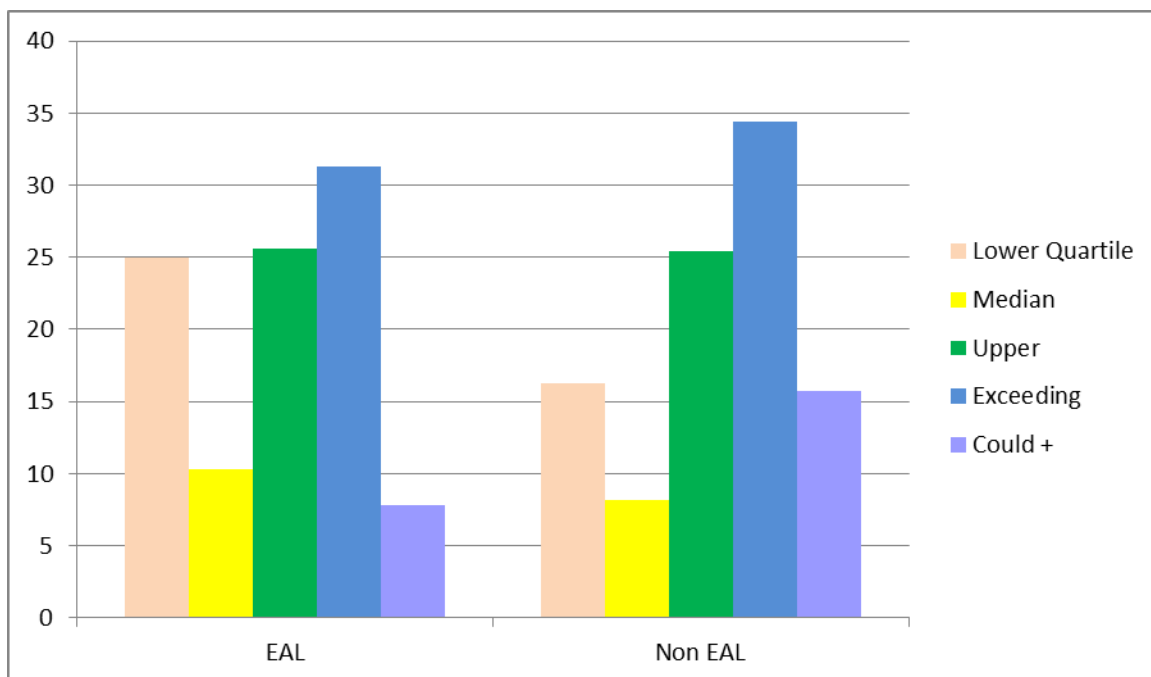
### Primary Need



## Ethnicity



## EAL



As of 17th June 2016, the following can be said about progression guidance-related achievement at Key Stage 2

In Speaking	35.6%	/	36	or	the minority of pupils are underachieving
	10.9%	/	11	or	a very small minority of pupils are making 'must' progress
	34.7%	/	35	or	the minority of pupils are making 'should' progress
	10.9%	/	11	or	a very small minority of pupils are making 'could' progress
	7.9%	/	8	or	a very small minority of pupils are making 'could+' progress
In Listening	43.6%	/	44	or	the minority of pupils are underachieving
	15.8%	/	16	or	a very small minority of pupils are making 'must' progress
	20.8%	/	21	or	a small minority of pupils are making 'should' progress
	11.9%	/	12	or	a very small minority of pupils are making 'could' progress
	7.9%	/	8	or	a very small minority of pupils are making 'could+' progress
In Reading	19.8%	/	20	or	a small minority of pupils are underachieving
	6.9%	/	7	or	a very small minority of pupils are making 'must' progress
	20.8%	/	21	or	a small minority of pupils are making 'should' progress
	35.6%	/	36	or	the minority of pupils are making 'could' progress
	16.8%	/	17	or	a very small minority of pupils are making 'could+' progress
In Writing	19.8%	/	20	or	a small minority of pupils are underachieving
	6.9%	/	7	or	a very small minority of pupils are making 'must' progress
	19.8%	/	20	or	a small minority of pupils are making 'should' progress
	41.6%	/	42	or	the minority of pupils are making 'could' progress
	11.9%	/	12	or	a very small minority of pupils are making 'could+' progress
In Number	9.9%	/	10	or	a very small minority of pupils are underachieving
	11.9%	/	12	or	a very small minority of pupils are making 'must' progress
	33.7%	/	34	or	a small minority of pupils are making 'should' progress
	38.6%	/	39	or	the minority of pupils are making 'could' progress
	5.9%	/	6	or	a very small minority of pupils are making 'could+' progress
In Geometry and Measure	11.9%	/	12	or	a very small minority of pupils are underachieving
	9.9%	/	10	or	a very small minority of pupils are making 'must' progress
	24.8%	/	25	or	a small minority of pupils are making 'should' progress
	41.6%	/	42	or	the minority of pupils are making 'could' progress
	11.9%	/	12	or	a very small minority of pupils are making 'could+' progress
In Citizenship	17.8%	/	18	or	a very small minority of pupils are underachieving
	5.0%	/	5	or	a very small minority of pupils are making 'must' progress
	22.8%	/	23	or	a small minority of pupils are making 'should' progress
	34.7%	/	35	or	the minority of pupils are making 'could' progress
	19.8%	/	20	or	a small minority of pupils are making 'could+' progress
In Independence	27.7%	/	28	or	a small minority of pupils are underachieving
	7.9%	/	8	or	a very small minority of pupils are making 'must' progress
	23.8%	/	24	or	a small minority of pupils are making 'should' progress
	30.7%	/	31	or	a small minority of pupils are making 'could' progress
	9.9%	/	10	or	a very small minority of pupils are making 'could+' progress