

## Marjory Kinnon School

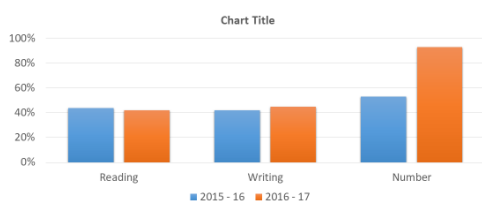
### Progress Tracking Summary 2016-2017

The overwhelming majority of pupils are making good or outstanding progress from their starting points, with pupils assessed at P1i – P4 making at least one Key Step of progress; pupils assessed at P4 – P8 making at least two Key Steps of progress and those pupils working towards the National Curriculum Year outcomes in English and Maths, making at least one Key Step of progress.

Targeted interventions such as THRIVE, counselling, play therapy, sports, music and art interventions, as well as targeted Literacy, Maths and Science interventions, support our pupils to achieve expected, and in the majority of cases, more than expected progress. Gaps between core comparative groups of pupils remain small.

#### Pupils Achieving More Than Expected Progress 2015 - 2017

##### Pupils Making More Than Expected KS1 – KS3



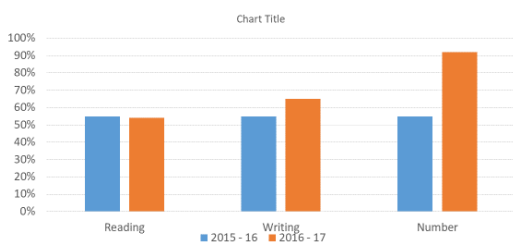
##### Literacy 2016 – 2017

84% of pupils met or exceeded their targets\*

##### Reading 2016 – 2017

87% of pupils met or exceeded their targets\*

##### Pupils in Year 6 Achieving More Than Expected Progress 2015 - 2017



##### Number 2016 – 2017\*\*

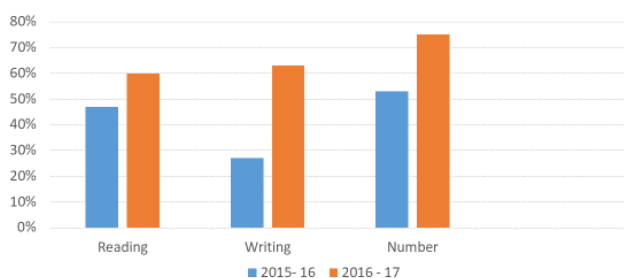
93% of pupils of pupils met or exceeded their targets\*

\*P1i – P4: met = 1 Key Steps, exceeded = 2 Key Steps

\*P4 – P8: met = 2 Key Steps, exceeded 3 Key Steps

\*Yr 1-Yr 6: met = 1 Key Steps, exceeded = 2 Key Steps

##### Pupils in Year 9 Achieving More Than Expected Progress 2015 - 2017



## KS2 RESULTS

There were 12 pupils on roll in Year 6, with one pupil who did not attend school throughout the year. None of the pupils took the SATs tests. They were assessed against the P Scales and interim Pre Key Stage Standards.

KS2 Teacher Assessments: BLW: (Below pre- key stage 2 standards), PKF: (Foundations for the expected standard), PKE: (Early Development of the expected standard):

Reading: 5 pupils BLW, 4 pupils PKE, 2 pupils PKF, 1 pupil DNA

Writing: 5 pupils BLW, 4 pupils PKE, 2 pupils PKF, 1 pupil DNA

Number: 5 pupils BLW, 3 pupils PKE, 3 pupils PKF, 1 pupil DNA

For the pupils working below the expected standard their P Scales range from P5 – P8 reflecting the range of cognitive ability. Pupils working at the foundations for expected standards are moving from P8 in to the Year 1 Curriculum and those assessed at Early Development of the standard are completing the outcomes for Year 1 and working towards the Year 2 curriculum outcomes.

## Progress Between Key Stage 1 and Key Stage 2

Reading: The average P Scale score for pupils at the end of key stage 1 is P4.8 (APS\* 2.75). At the end of key stage 2 this is P8.75 (APS 6.75)

Writing: The average P Scale score for pupils at the end of key stage 1 is P5 (APS\* 3). At the end of key stage 2 this is Stage 1c (APS 7)

Number: The average P Scale score for pupils at the end of key stage 1 is P5 (APS\* 3). At the end of key stage 2 this is P8.75 (APS 6.75)

\*APS: Average Point Score

## Progress Between Key Stage 2 and Key Stage 4

Reading: The average P Scale score for pupils at the end of key stage 2 is P8.75 (APS 6.75). The expected outcome at the end of KS4 is EL2 English (APS 15 -17)

Writing: The average P Scale score for pupils at the end of key stage 2 is Stage 1c (APS 7). The expected outcome at the end of KS4 is EL2 English (APS 15 -17)

Number: The average P Scale score for pupils at the end key stage 2 is P8.75 (APS 6.75). The expected outcome at the end of KS4 is EL2 Maths (APS 15 -17)

Many of our pupils attain higher level accreditation than predicted by their end of KS2 result. Identified pupils are entered for GCSE Maths, Science and IT Computing

\*APS: Average Point Score

## Academic Year 2015 - 2016: Key Stage 4 (Year 11) Accreditation Summary

15 PUPILS	EL1	EL2	EL3	FS E1	FS E2	FS E3	GCSE	BELOW
ENGLISH		53%		27%	13%	7%		
MATHS	20%	40%		20%	13%		7%*	7% (1)*
SCIENCE	33%	67%						13% (2)**

\*\*ASD/ASD Pupils

## Academic Year 2016/2017: Key Stage 4 (Year 11) Accreditation Summary

30 PUPILS	EL1	EL2	EL3	FS E1	FS E2	FS E3	GCSE	BELOW
ENGLISH	30%	15%	23%	17%		14%		
MATHS	40%	23%	17%			14%	14%	
SCIENCE	23%	33%	20%				4%	20%(6)*

\*ASD/ASD Pupils

2015 -2016	Number of Pupils	Met Target
ENGLISH	15	100%
MATHS	15	100%
SCIENCE	13	87%

2016 -2017	Number of Pupils	Met Target
ENGLISH	30	100%
MATHS	30	100%
SCIENCE	24	80%

## School Profile

Pupils on Roll	Male	Female	Free School Meals	Pupil Premium	EAL	Ethnicity	Medical Condition	SLD	MLD	ASD
170	72%	28%	29.4%	34%	44%	73.4%	10%	25%	29%	46%

## Progress of Comparative Groups

The nature of SEN and the age of the pupils have the greatest effect on progress and attainment. The school has started tracking pupil progress using the Key Step Target Setting method, introduced this year, (see table above) which is more closely aligned to the new curriculum and allows for continued tracking of percentage progress in B Squared Connecting Steps. To properly challenge individuals and analyse cohorts, individual targets are set and tracked linked to the pupils SEN and age. Many of these targets are greater than 3 Key Steps a year.

## SEN:

The nature and complexity of a pupil's SEN has the greatest impact on progress. It becomes more challenging for pupils to make more than one Key Step of progress when they begin to work towards the end year outcomes of the National Curriculum and towards accreditation and qualifications at key stage 4. It is especially challenging for pupils with SLD. This is reflected in the KS3 data for reading for pupils with SLD, where 64% of pupils met or exceeded their targets compared to the whole school average of 84%. To ensure that progress is tracked in all areas, the school sets targets using Equals, ASDAN, B Squared PSHE and Citizenship and Autism Progress to monitor progress in social and communication skills and personal development, and gives equal weight to progress in these areas.