

PROGRESS REPORT 2017 – 2018**Key Points Summary**

1. In 2017 – 2018, in most subjects, over half of the cohort of pupils made expected progress at 12 steps in KS3 50% achieved progress at 12 steps or more with a mean average of 55% in KS3.
2. In KS4 61% of pupils made expected progress at 12 steps 59% achieving 12 steps of progress or more.
3. The proportion of girls in the school is smaller than that of boys. They made progress that is as good as, or better than, that of the boys. In all subjects, girls made expected progress at 56% compared to 51% of boys. (It is important to note that small numbers of girls can make a big difference to the percentage scores, so some caution should be exercised when looking at these figures Girls' progress was stronger in Art, English, Food Technology, L4L and PE.
4. Boys' progress was stronger in English Listening and Geography.
5. A 1/3 of the pupils at the school are supported by pupil premium. In KS3 pupils receiving pupil premium made more progress than those not in receipt of the premium, 52% of girls made better than expected progress and boys achieved 54%. Boys and girls made comparable progress with their peers in KS4.
6. In English students performed well with pupils in listening and speaking achieving mean average rates of above expected progress at 56%. English Writing progress is lower than in 2016-2017 with students in KS3 achieving a mean average of 19% at expected or above progress. Progress was also lower in KS4 with a mean average of 36% achieving at expected or above progress.
7. In Science, the proportion of pupils making expected or better than expected progress is broadly consistent between the four areas, but lower in chemistry.
8. Progress looks to be stronger in KS4 than in KS3, but the difference is small when average figures are compared. In all subjects, 59% of pupils made expected progress in KS4 compared to 50% in KS3.
9. 61% of students in KS4 achieved better than expected progress of above 12 points compared to 55% in KS3.
10. The progress of individual pupils who join during the school year is monitored through base-lining and then reporting of assessment levels in the same way as other pupils. They are expected to make progress at the same rate as others. This is sometimes slower when they arrive and begin to settle into the school when their needs are identified and addressed.
11. The progress of looked after children is monitored through termly ePEP and six monthly CLA meetings. Interventions are arranged as they arise.
12. Regular meetings are held with learning leaders and the Headteacher or Deputy Headteacher to monitor progress and identify areas for intervention after assessment data has been analysed.

For this report, progress to the end of the summer term 2018 has been analysed. It has been evaluated for each subject and key stage during the last academic year.

The tables below show percentages of those making expected progress and above expected progress for each subject. Pupils included in these calculations are those who have been at the school through the last academic year and whose progress has been recorded through each of the reporting cycles. Key Stage 4 looks at the progress of Year 10 and 11 pupils.

The figures reported are percentages. It should be noted that, especially in some subjects, the cohort is very small. Large percentage differences may account for the performance of few pupils and it is important to bear this in mind when analyzing any of the percentages in this report. (NB There may be some small discrepancy in the figures when comparing different categories. This is due to rounding figures up or down when making each calculation.)

Overall, the proportion of pupils making good or better progress in each subject is shown below. Progress at key stage 3 and key stage 4 in each subject is compared in the charts below. For some foundation subjects, only key stage 3 data is analysed as not all Key Stage 4 pupils take these subjects and a comparison of performance between key stages is less reliable.

	English R	English W	English S	English L	Maths N	Maths U & A	Maths SSM	Maths HD	Biology	Chemistry	Physics	How Sc. Works	Art	Learning for Life	ICT	DT	Geog	Hist	PE	Perf Arts	Average
KS3	30	18	47	51	31	51	41	39	54	37	60	49	50	79	53	82	55	67	58	22	55
KS4	40	36	53	64	78	76	78	80	31	16	45	33	50	85	50	77	X	X	80	0	59

Subjects

English

English Listening	Below Expected	Expected	Above Expected
Key Stage 3	43	58	51
Key Stage 4	29	71	64

English Reading	Below Expected	Expected	Above Expected
Key Stage 3	59	41	30
Key Stage 4	55	45	40

English Speaking	Below Expected	Expected	Above Expected
Key Stage 3	49	55	47

Key Stage 4	38	64	53
English Writing	Below Expected	Expected	Above Expected
Key Stage 3	75	27	18
Key Stage 4	67	38	36

Mathematics

Maths Shape & Space	Below Expected	Expected	Above Expected
Key Stage 3	56	48	41
Key Stage 4	21	80	78

Maths Use & Apply	Below Expected	Expected	Above Expected
Key Stage 3	51	52	51
Key Stage 4	26	76	76

Maths Handling Data	Below Expected	Expected	Above Expected
Key Stage 3	51	49	39
Key Stage 4	21	80	80

Maths Number	Below Expected	Expected	Above Expected
Key Stage 3	68	37	31
Key Stage 4	24	78	78

Science

Biology	Below Expected	Expected	Above Expected
Key Stage 3	43	58	54
Key Stage 4	64	40	31

Chemistry	Below Expected	Expected	Above Expected
Key Stage 3	59	43	37
Key Stage 4	86	16	16

Physics	Below Expected	Expected	Above Expected
Key Stage 3	38	63	60
Key Stage 4	48	50	45

How Science Works	Below Expected	Expected	Above Expected
Key Stage 3	49	55	49
Key Stage 4	69	36	33

Foundation Subjects

Art	Below Expected	Expected	Above Expected
Key Stage 3	46	56	50
Key Stage 4	14	50	50

Design Technology	Below Expected	Expected	Above Expected
Key Stage 3	16	83	82
Key Stage 4	7	85	77

Food Technology	Below Expected	Expected	Above Expected
Key Stage 3	19	81	72
Key Stage 4	7	82	82

ICT	Below Expected	Expected	Above Expected
Key Stage 3	43	59	53
Key Stage 4	17	50	50

History	Below Expected	Expected	Above Expected
Key Stage 3	28	73	67

Geography	Below Expected	Expected	Above Expected
Key Stage 3	30	72	55

Learning for Life	Below Expected	Expected	Above Expected
Key Stage 3	17	82	79
Key Stage 4	12	88	85

P.E.	Below Expected	Expected	Above Expected
Key Stage 3	40	63	58
Key Stage 4	21	80	80

Performing Arts	Below Expected	Expected	Above Expected
Key Stage 3	73	0	0
Key Stage 4	12	0	0

Enterprise	Below Expected	Expected	Above Expected
Key Stage 4	17	13	83

Progress of Boys and Girls.

This table looks at the progress made by boys and girls in different subjects. It is based on the progress recorded for pupils in the last academic year. The table show those whose progress was below expectations, at expected level and above expected progress. The percentage of pupils making this progress has been calculated for boys and girls separately and compared. The shaded areas show the percentage of boys and girls in each subject that are making expected progress or better.

The pupils included in this calculation are those for whom progress can be calculated from the beginning last year through to the end. Those who joined part way through this period have not been included. It is important to note that there are significantly fewer girls than boys at the school. This means that what looks like a large percentage difference between boys and girls may in fact represent a single pupil's progress, so some caution has to be exercised when looking at these figures. It is also important to remember the individual needs of our pupils may further influence their ability to make progress or otherwise and this factor may be due to a cause other than gender. There are no key stage 4 pupils taking these subjects and so the cohort is very small compared to the other subjects.

Taking these factors into account, progress looks to be comparable between boys and girls with no subject showing very wide differences between the performance of girls and boys. Boys and girls are able to achieve success in the school at a similar rate and the key factors affecting them do not appear to be related to gender.

Boys' and Girls' progress 2017 - 2018		Listening	Reading	Speaking	Writing	Handling data	Number	Space and Measure	Use and Application	Biology	Chemistry	How Science Works	Physics	Art & Design	Design Technology	Food Technology	ICT	Performing Arts	P.E.	Enterprise	Geography	History	
All figures are expressed as %		English				Mathematics				Science													
Girls	@	6	12	3	3	3	3	8	0	0	3	6	0	6	0	3	7	4	0	25	27	4	
	Above	53	39	59	33	59	50	56	61	52	34	44	71	52	83	90	56	20	72	75	50	68	
% making expected or better progress		60	52	62	36	63	53	64	61	52	38	50	71	58	83	93	63	24	72	100	77	72	
Boys	@	6	7	12	8	8	4	4	1	8	5	4	5	5	3	9	4	5	4	16	12	7	
	Above	60	33	46	22	53	47	54	60	44	30	44	54	49	80	68	51	18	65	67	58	67	
% making expected or better progress		67	40	58	29	61	52	58	61	52	34	48	59	54	83	77	55	23	69	83	69	74	

N.B. It is important to note that there is a smaller proportion of girls than boys in the school. There are approximately three times as many boys as girls in the school. Given the wide range of individual learning needs in the school's population, this data suggests that, except where discrepancies are large, the performance of boys and girls is broadly similar.