

# KEY DATA REPORT FOR 2017/18

## Introduction to the data – some key notes.

- Ravenshall School is a special school catering for pupils with complex needs. A key whole school focus is to raise overall attainment through the delivery of an exceptional curriculum, setting aspirational targets and recognising and celebrating small step progression.
- Whilst the school recognises and celebrates **all** progress made by pupils, end of year targets are based on prior attainment and are set as an **expected target** which is slightly more demanding than the old Upper Quartile targets on 2010 Progression Guidance.
- The school recognises that as pupils move through the Key Stages it is more challenging to achieve expected targets as they have less time to make the necessary amount of progress ( Key Stage 2 has 4 years, Key Stage 3 has 3 years, Key Stage 4 and PfA have 2 years). Our new assessment policy and practice (September 2018 onward) will attempt to resolve this by moving to a numerical system to show progress. Progress results for 2017-2018 in the core subjects have been trialled using a numerical system linked to our present curriculum and from September 18, numerical targets will be linked to National expected progress as outlined in the Primary School Accountability Document 2018.
- Total number of pupils on role 2017-2018 is 192 (**33%** girls, **67%** boys). **50%** are Pupil Premium (96 pupils). **5%** are Looked After Pupils (see appendix 3)
- As from September 2016, Ravenshall has had a 16-18 provision known as Preparation for Adulthood (PfA). This provision is designed for young people who are not yet ready or able to attend a mainstream supported college course or other appropriate post 16 provision in Kirklees. These young people are likely to have already accessed a Complex Needs provision. In the academic year 2017/18 there were 18 pupils in our PfA (10 in Year 12 and 8 in Year 13). As a new phase in school with a resolute focus on further developing life skills, we have developed an assessment model which is more appropriate to the PfA curriculum. Functional Maths, English and Computing are targeted and assessed as discreet subjects using a numerical system which will link closely to whole school developments from 2018. Personal Progress and Personal and Social Development Diplomas assess and evidence progress in skills for life, learning, employability and social interactions and are externally assessed.
- Speech Language and Communication (SLC) is the largest primary SEN need group throughout the school, therefore the Speaking and Listening strand in the English curriculum is particularly important to the overall development of pupils. As recognition of its importance, it is included in all the mean data for English.
- Due to the complex medical needs of a small number of pupils, it will always remain a real challenge for those pupils to make a small amount of progress or even to maintain their

attainment over the year. Aspirational targets are still set for these pupils as we continually seek to remove as many barriers to learning as possible.

- The **IPERForm system** is used in all subjects. Detailed assessment criteria have been developed by subject teams which fully embrace the needs of our pupils whilst remaining closely linked to National Curriculum expectations. **Note** : From September 2018 onwards Foundation Subjects will be topic based. Teaching and learning will be focused on a more holistic model and assessed using the four areas of the SEND code of practice. Progress will be numerically targeted and assessed.
- Data is mainly analysed in four ways in order to give us a clear picture: - End of Key Stage, In Key Stage, and Whole School (Years 1 to 11) looking at percentages reaching and exceeding targets. We also analysis results by Value Added using adapted numerical values (see Appendix 1). More detailed analysis of the performance of groups is included in Whole School analysis. As PfA is assessed differently, the Data is presented separately.
- **Note: Expected Targets in this document refer to our internal IPERF system and are not a reference to National Expected criteria. As outlined above, Ravenshall targets are based on prior attainment and are set as an expected target which is slightly more demanding than the old Upper Quartile targets on the 2010 Progression Guidance.**

## END OF KEY STAGE DATA FOR 2017/2018 – CORE SUBJECTS

The following tables show the percentage of pupils achieving and exceeding Expected Targets overall and in each strand of the core subjects at the end of each Key Stage.

Key Stage	No. in Cohort	English		Maths		Science	
		% at Expected	% Exceeding	% at Expected	% Exceeding	% at Expected	% Exceeding
KS1	4	100	92	100	83	100	100
KS2	8	92	92	96	96	100	100
KS3	26	64	38	80	50	92	81
KS4	22	58	8	44	20	77	73

Subject		% achieving expected				% exceeding			
		SPL	Reading	Writing	Mean	SPL	Reading	Writing	Mean
English	KS1	100%	100%	100%	100%	75%	100%	100%	92%
	KS2	88%	100%	88%	92%	100%	100%	83%	92%
	KS3	62%	69%	62%	64%	42%	31%	41%	38%
	KS4	59%	73%	41%	58%	9%	9%	5%	8%

Subject		% achieving expected				% exceeding			
		Number	G&M	Stats	Mean	Number	G&M	Stats	Mean
Maths	KS1	100%	100%	100%	100%	50%	100%	100%	83%
	KS2	100%	100%	100%	96%	100%	88%	100%	96%
	KS3	85%	77%	77%	80%	42%	50%	58%	50%
	KS4	45%	41%	45%	44%	18%	18%	23%	20%

## PUPIL PREMIUM IMPACT 2016/2017 – CORE SUBJECTS

These tables show the percentages of Pupil Premium pupils achieving and exceeding Expected Targets in comparison with all pupils at the end of each Key Stage. All pupil percentages are shown in black, **Pupil Premium** percentages are shown in **red**

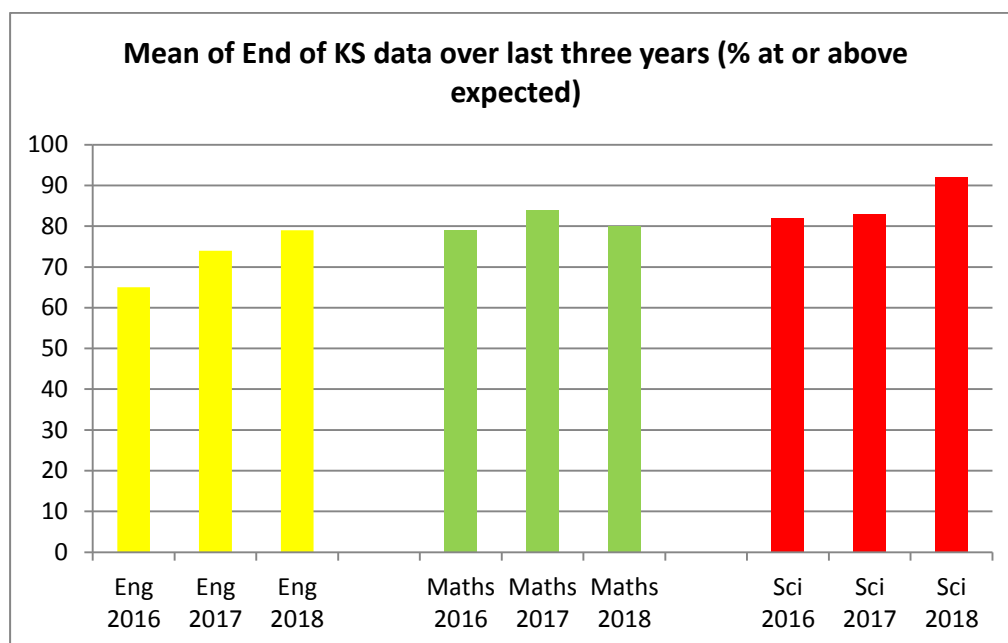
		ENGLISH		MATHS		SCIENCE	
Key Stage	No in Cohort	% achieving expected	% exceeding	% achieving expected	% exceeding	% achieving expected	% exceeding
KS1	4/ <b>0</b>	100%/--	92%/--	100%/--	83%/--	100%/--	100%/--
KS2	8/ <b>4</b>	92%/83%	92%/83%	96%/92%	96%/92%	100%/100%	100%/100%
KS3	26/ <b>17</b>	64%/68%	38%/44%	80%/82%	50%/57%	92%/94%	81%/76%
KS4	22/ <b>12</b>	58%/56%	8%/3%	44%/50%	20%/20%	77%/83%	73%/75%

These results show that Pupil Premium pupils are achieving broadly in line with all pupils and are performing better in some strands.

## KEY OUTCOMES AT THE END OF KEY STAGES

- In Key Stages 1, 2, 3 and 4, the total percentages of pupils achieving the progress necessary to reach **Expected Targets** are;
  - **KS1 English = 100%**      **KS1 Maths = 100%**      **KS1 Science = 100%**
  - **KS2 English = 92%**      **KS2 Maths = 96%**      **KS2 Science = 100%**
  - **KS3 English = 64%**      **KS3 Maths = 80%**      **KS3 Science = 92%**
  - **KS4 English = 58%**      **KS4 Maths = 44%**      **KS4 Science = 77%**

End of Key Stage results (overall Mean) over a three year period



- In comparison with previous years data, there has been an upward trend in English and Science and a slight drop in Maths from 84% to 80% overall. When looking at the different Key Stages, Key Stages 1 and 2 have remained steady. There has been a drop this year in the Maths and English percentages at Key Stage 4. This has been balanced out on the above graph by a rise in percentages in all 3 core subjects at Key Stage 3. This data can be seen in more detail in the following graphs.
- Three of our LAC pupils are at the end of Key Stages (1 in Year 6 and 2 in Year 11). The Year 6 pupils exceeded Expected Targets in all core subjects. The two at the end of KS 4 were at expected or above in all the core subjects with the exception of the writing strand for one pupil.
- Pupil Premium pupils are achieving broadly in line with all pupils at the end of Key Stages and are performing better in some strands.

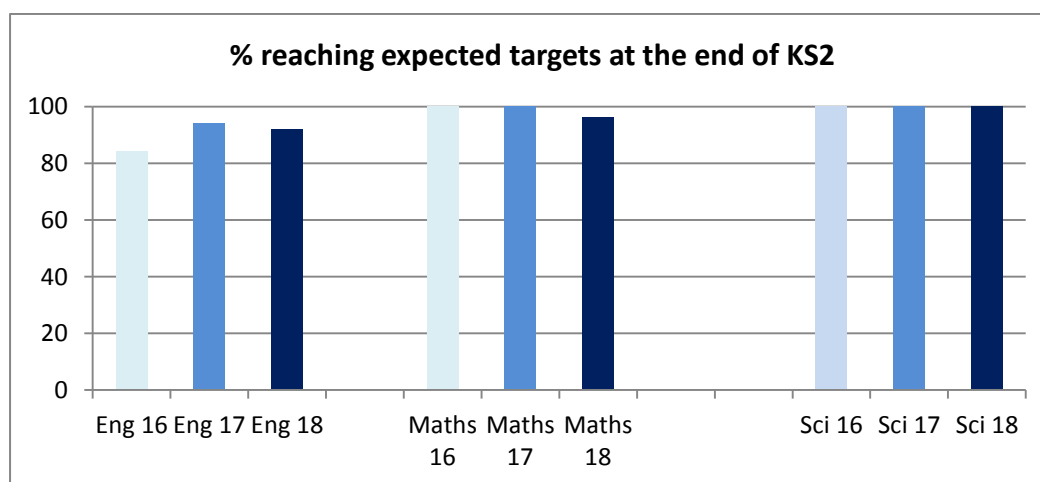
## ANALYSIS OF END OF KEY STAGE OUTCOMES

### Key Stage 1 (4 pupils)

- Percentages achieving Expected Targets or above remain very high.

### Key Stage 2

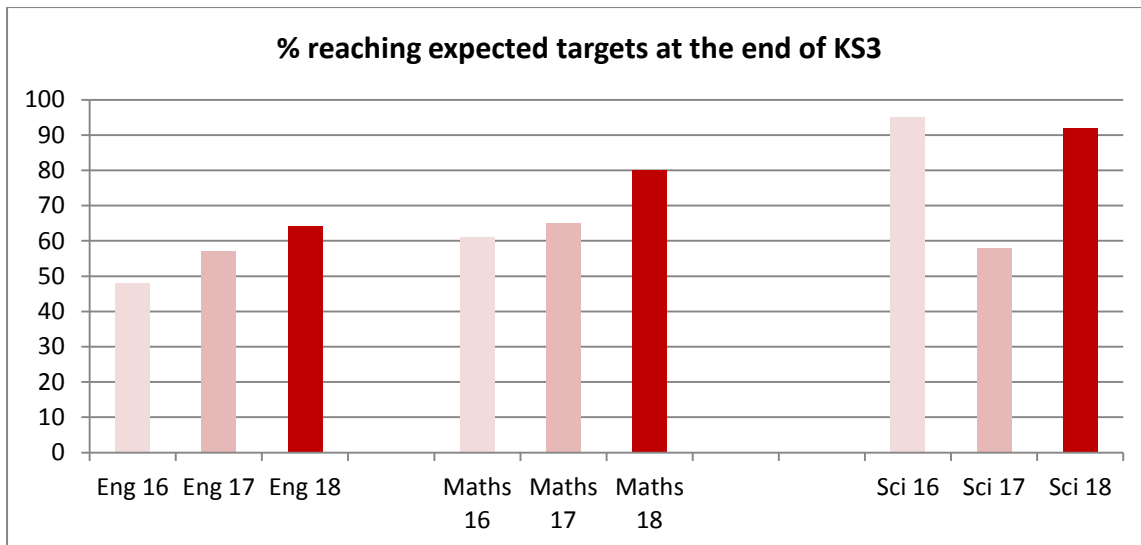
- Percentages achieving Expected Targets or above remain very high
- Of those, percentages of pupils Exceeding Targets are all at or above **92%**.
- Writing percentage has improved from 83% to 88%.
- Pupil Premium progress matches the progress of all pupils except in English which is slightly below. There are however very few pupils included in this data.
- Comparison data below shows that the high percentages achieving Expected Targets are being maintained at around 90% in English and Maths.



- Boys and girls performed equally well.
- The LAC pupil at the end of Key Stage 2 exceeded targets in all three core subjects.

### Key Stage 3

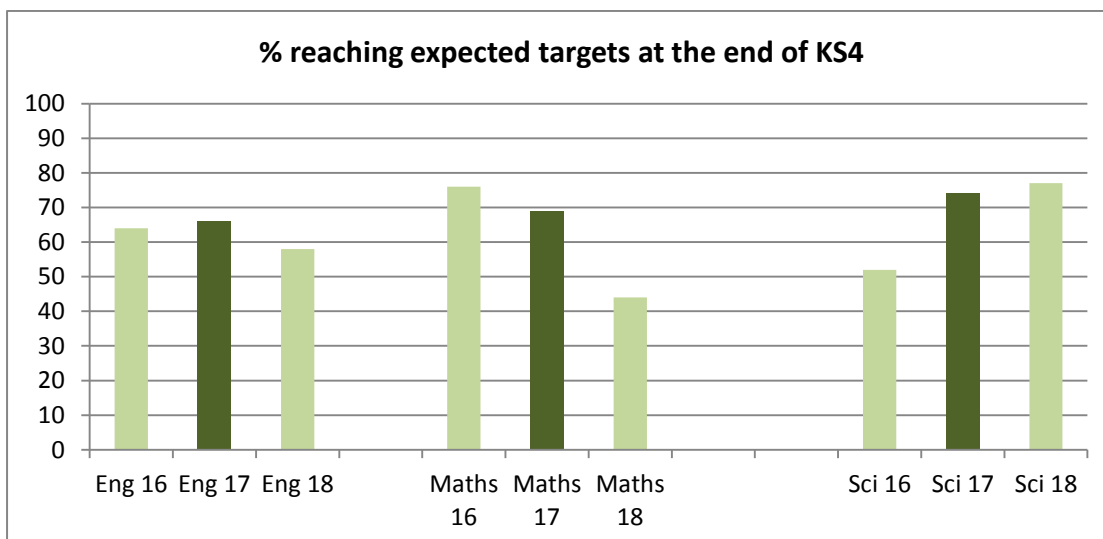
- As shown on the following graph, overall percentages achieving Expected Targets or above are increasing year on year in both English and Maths at Key Stage 3.
- Of those, **38%** English/**50%** Maths/**81%** Science have **exceeded** targets.
- Reading and Number are the strongest strands. Writing and Geometry & Measures were the weaker strands last year and identified as areas for improvement. **Writing has improved by 14% to 62% and Geometry and Measures by 20% to 77% at or above Expected Target.**
- The overall percentage of pupils achieving or exceeding Expected Targets is very high at 92%
- Pupil Premium progress is higher than all pupils in Maths and English and is slightly less in Science.



- Girls perform better than boys in English and slightly better than boys in Maths. The ratio of boys to girls is 2 to 1
- There are no LAC pupils in Year 9.

#### Key Stage 4

- The percentage of pupils achieving Expected Targets has fallen at Key Stage 4 in English and Maths. It has increased slightly in Science. However, there is a narrative explaining these results.
- Writing and Geometry & Measure remain as the weaker strands at this Key Stage.
- Pupil Premium progress is in line or slightly better than all pupils.



- The ratio of boys to girls is 2 to 1 with the boys performing better than the girls in all core subjects
- The two LAC pupils at the end of KS 4 were at expected or above in all the core subjects with the exception of the writing strand for one pupil.

## Summary of Key Stage 4 Achievements from externally accredited examinations

Summer 2018

Subject	Number of Entries	Number achieving each grade								
		9	8	7	6	5	4	3	2	1
<b>GCSE Art (Full)</b>	9						2	5	1	
Number achieving each level										
Level Achieved		Entry 1	Entry 2	Entry 3	Level 1	U/No result				
Entry Level										
Maths	20	3	8	9						
Science	18			18						
English	18	1	17	3						
Functional Skills										
Entry Level										
Maths		10	2	4 (1 KS3)						
ICT		-	9	8						
ASDAN										
Personal Social Development	18	-	18	-						
Sports Leaders Level 1	7	7								

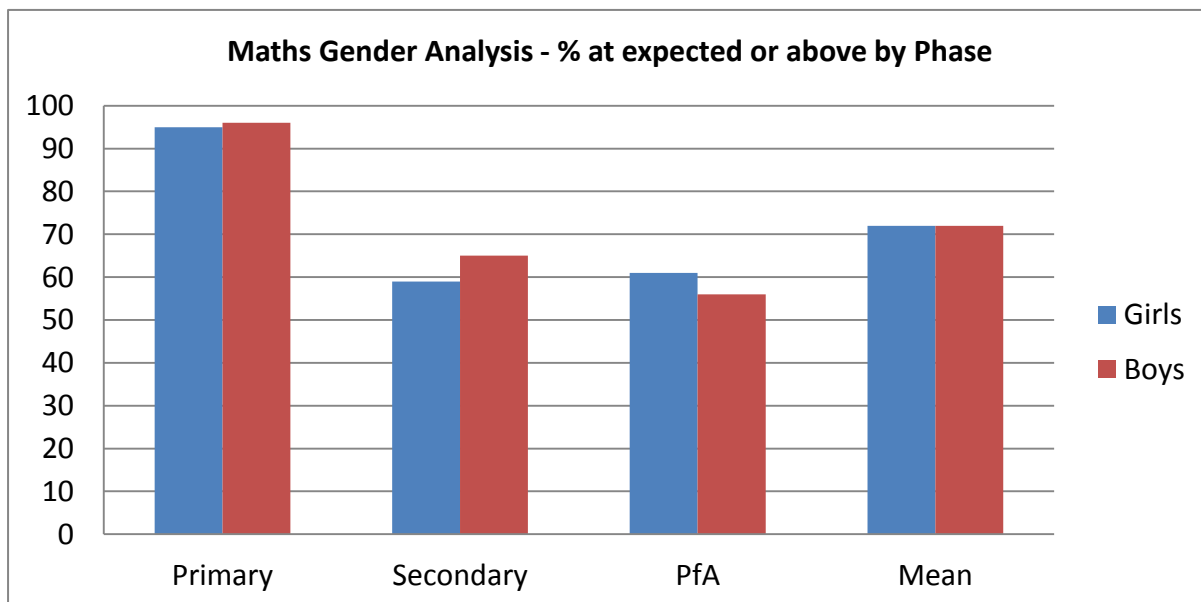
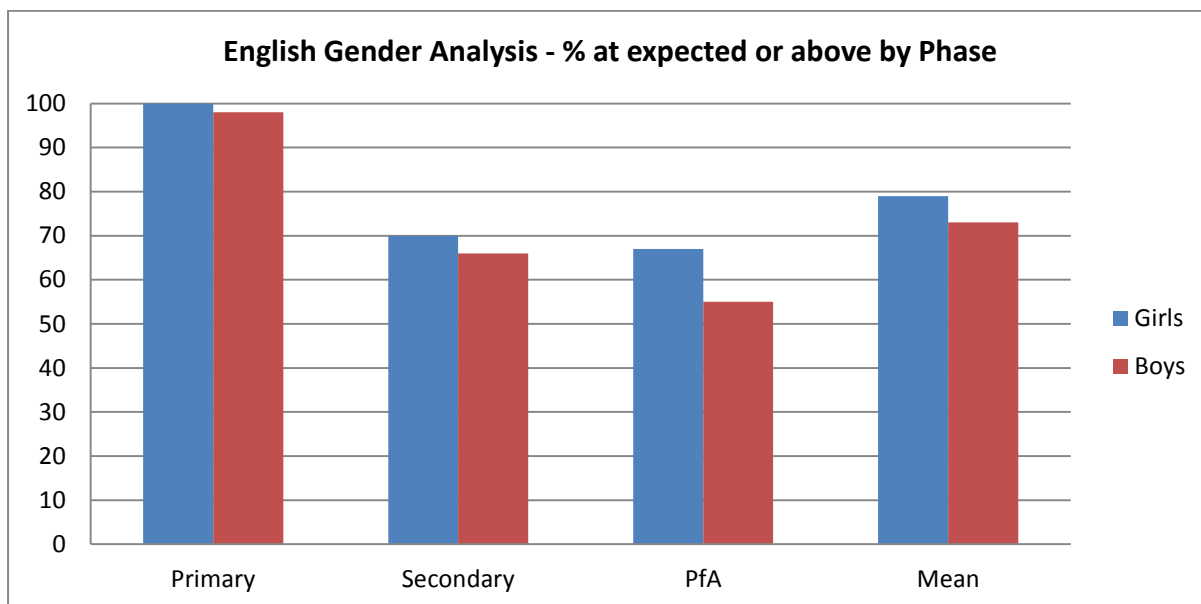


**In Key Stage Data** – Shows % achieving Expected Targets for all pupils within the Primary Phase,KS3 and KS4.

ENGLISH	Primary Reception, Years 1 - 6					Key Stage 3 Years 7,8 and 9					Key Stage 4 Years 10 and 11				
	Groups	No. in Cohort	SPL %	Reading %	Writing %	Mean	No. in Cohort	SPL %	Reading %	Writing %	Mean	No. in Cohort	SPL %	Reading %	Writing %
All pupils	45	98	100	98	<b>99</b>	83	80	80	77	<b>79</b>	46	50	57	43	<b>50</b>
Pupil Premium	20	95	100	95	<b>97</b>	49	82	80	78	<b>80</b>	26	42	62	50	<b>51</b>
LAC	3	100	100	100	<b>100</b>	2	50	100	100	<b>83</b>	2	100	100	50	<b>83</b>
Boys	38	97	100	97	<b>98</b>	55	76	78	73	<b>76</b>	29	55	55	45	<b>52</b>
Girls	7	100	100	100	<b>100</b>	28	86	82	86	<b>85</b>	17	41	59	41	<b>47</b>
EAL	6	100	100	100	<b>100</b>	10	50	80	80	<b>70</b>	9	56	44	56	<b>52</b>

MATHS	Primary Reception, Years 1 - 6					Key Stage 3 Years 7,8 and 9					Key Stage 4 Years 10 and 11				
	Groups	No. in Cohort	Number %	G&M %	Stats %	Mean	No. in Cohort	Number %	G&M %	Stats %	Mean	No. in Cohort	Number %	G&M %	Stats %
All pupils	46	98	96	96	<b>97</b>	83	76	73	75	<b>75</b>	46	48	30	50	<b>43</b>
Pupil Premium	20	100	95	100	<b>98</b>	49	82	71	82	<b>78</b>	26	58	35	46	<b>46</b>
LAC	3	100	100	100	<b>100</b>	2	50	50	50	<b>50</b>	2	100	50	100	<b>83</b>
Boys	38	97	94	97	<b>96</b>	55	76	69	76	<b>74</b>	29	55	41	52	<b>49</b>
Girls	7	100	100	86	<b>95</b>	28	75	82	71	<b>76</b>	17	35	12	47	<b>31</b>
EAL	6	100	100	100	<b>100</b>	10	60	70	90	<b>73</b>	9	33	33	44	<b>37</b>

## Gender – Percentages achieving Expected Targets by phase in English and Maths



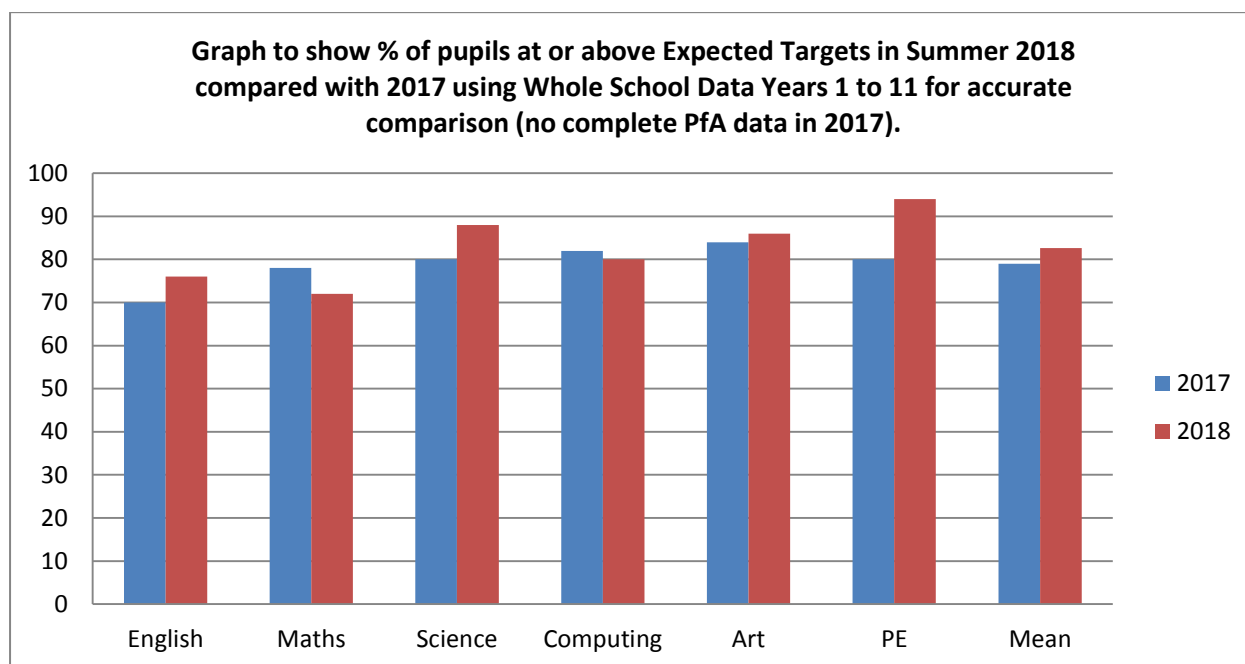
## WHOLE SCHOOL DATA (Years 1 to 11)

This Whole School Group Data (Years 1 to 11) showing percentages reaching Expected Targets and above allows us to take a wider view of progress towards targets. We use this data to take a more detailed look at the performance of a variety of groups of pupils and identify areas which can be improved.

ENGLISH					
Groups	No. in Cohort	SPL %	Reading %	Writing %	Mean
All pupils	174	76	79	74	76
Pupil Premium	95	74	79	74	76
LAC	7	100	100	86	95
Boys	122	78	80	74	77
Girls	52	73	77	73	74
EAL	25	64	72	68	68
SLC	69	83	81	80	81
MLD	27	67	59	63	63
PMLD	8	100	100	88	96
SEMH	10	80	80	60	73
HI	1	100	100	100	100
SELD	17	65	76	71	71
ASD	9	56	78	67	67
PD	14	86	79	100	88
SLD	10	60	80	50	63
ODD	5	60	100	80	80
MATHS					
Groups	No. in Cohort	Number%	G&M %	Stats %	Mean
All pupils	174	74	68	74	72
Pupil Premium	95	79	66	76	74
LAC	7	86	71	86	81
Boys	122	78	70	77	75
Girls	52	65	62	65	64
EAL	25	60	64	76	63
SLC	69	72	68	72	71
MLD	27	78	59	74	70
PMLD	8	63	88	88	80
SEMH	10	70	60	60	63
HI	1	100	100	100	100
SELD	17	71	76	82	76
ASD	9	78	33	56	56
PD	14	86	86	79	84
SLD	10	60	60	70	63
ODD	5	100	100	100	100

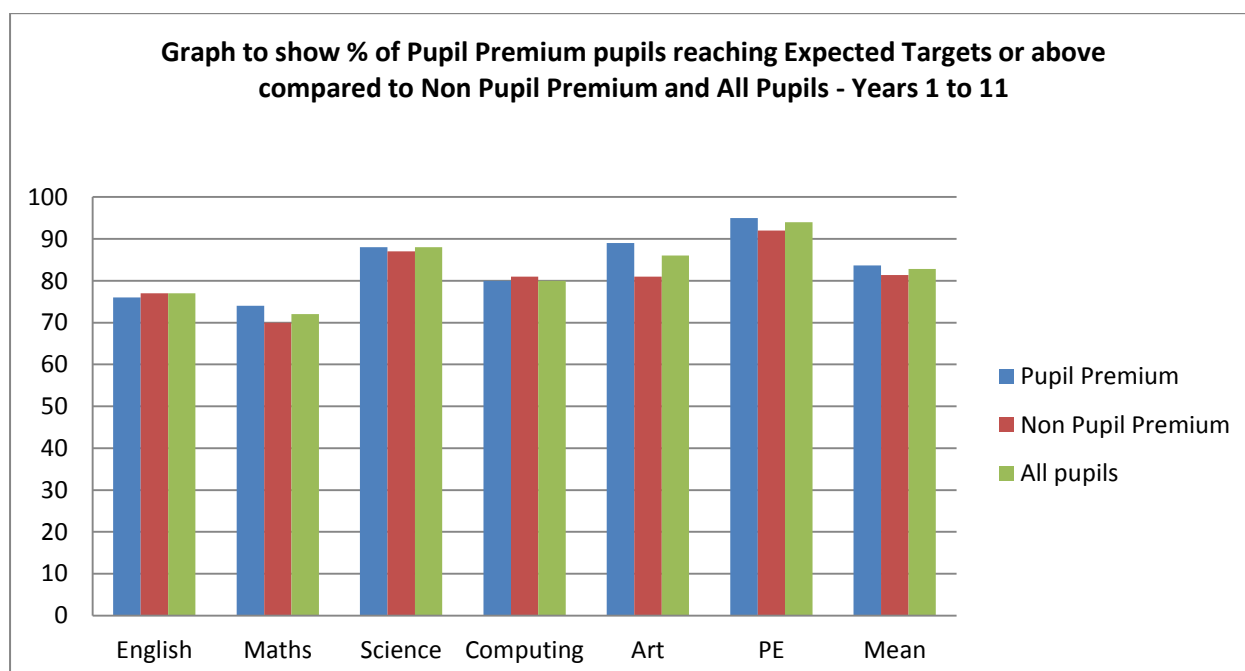
- LAC pupils are progressing very well and are achieving high percentages at or above Expected
- More boys than girls are achieving Expected targets in both English and Maths, although this does vary throughout the Key Stages.
- Of the SEN Primary Need groups with the higher number of pupils (SLC, MLD, and SELD), SLC is above in English and in line with all pupils in Maths, MLD is behind all pupils in English and in line in Maths, SELD is 5% behind in English and slightly better than all pupils in Maths.
- In English, the weaker groups are MLD and SLD (63%).
- In Maths, the weaker group is ASD (56%).

## WHOLE SCHOOL DATA (Years 1 to 11)



Note: The graph includes subjects which have full sets of data from Year 1 to Year 11 for year on year comparison.

- In terms of Whole School Progress there is an upward trend in most subjects. Maths is slightly down from last year although the overall percentage is still high at 72%.



- Pupil Premium pupils are achieving slightly better than Non Pupil Premium and when compared to All pupils. More importantly it shows that all three groupings are performing equally well and support programs for Pupil Premium pupils are highly effective.

## Preparation for Adulthood (PfA)

### Introduction

As from September 2016, Ravenshall has had a 16-18 provision known as Preparation for Adulthood (PfA). This provision is designed for young people who are not yet ready or able to attend a mainstream supported college course or other appropriate post 16 provision in Kirklees. These young people are likely to have already accessed a Complex Needs provision. In the academic year 2017/18 there were 18 pupils in our PfA (10 in Year 12 and 8 in Year 13). As a new phase in school with a resolute focus on further developing life skills, we have developed an assessment model which is more appropriate to the PfA curriculum. Maths, English and Computing are targeted and assessed as discreet subjects using a numerical system which will link closely to whole school developments from 2018. The functional skills targets in these three subjects are to achieve 1.5 or more points of progress per year. This is based on an average calculation of the previous year's value added in whole school English and Maths. These targets will be continually reviewed. Personal Progress and Personal and Social Development Diplomas assess and evidence progress in skills for life, learning, employability and social interactions. The results of the 2018 externally accredited diplomas are on the next page.

### Summary of Percentages achieving the point score targets - PfA

% achieving point score target	Year 12	Year 13
	≥ 1.5	≥ 3
English Speech, Listening & Communication (SLC)	100	75
English Functional Skills	70	63
Maths Functional Skills	100	50
Computing Functional Skills	90	88

### Summary of Point Score Gains - PfA

Point Score gain from Start of KS	Year 12	Year 13
Pt score gain Speech, Language & Communication	5.2	4
Pts score gain Functional English	2.8	3.3
Pt score gain Functional Maths	2.8	2.9
Pts score gain Computing	4.4	5.5

# Summary of PfA Achievements from externally accredited examinations

Summer 2018

Subject	Number of Entries	Number achieving each grade								
		9	8	7	6	5	4	3	2	1
<b>GCSE Art (Full)</b>	9									
Number achieving each level										
Level Achieved		Entry 1	Entry 2	Entry 3	Level 1	U/No result				
<b>Entry Level</b>										
Maths										
Science										
English										
<b>Functional Skills</b>										
<b>Entry Level</b>										
Maths	5	5	-							
ICT	2	2	2							
ENGLISH	4	4	-							
<b>ASDAN</b>										
Personal Social Development	18	-	18	-						
Diploma in Lifeskills	8	8 Diploma in Life Skills passed								

Evidence submitted for the above accreditations is kept in pupil files which are located in the PfA department. They contain a detailed narrative of written, oral and observed achievements for each pupil.

## Average Point Score Gains 2017/2018

Note: Point Score Values are based on the numerical values similar to the values given to Levels. Ours have been adapted to show smaller steps using values to one decimal point and are linked to the IPERForm Standards. A conversion table showing IPERF standards and their values is included in the Appendix.

This APS analysis has been done over the last two years to give us more detailed knowledge of the amount of progress made by our pupils and also to give us a better insight into setting targets based on numerical values – a system that we are implementing alongside curriculum changes 2018/2019.

Setting targets based on numerical values will also eliminate the difference between the Key Stages which is evident in systems that are in any way linked to Progression Guidance.

The table below shows the amount of Value Added **at the end of each Key Stage** Summer 2018. English and Maths values are the mean APS of all three strands.

2018	English	VA per year within each Key Stage	Maths	VA per year within each Key Stage	Science	VA per year within each Key Stage
KS1 (2 yrs)	2.5	<b>1.25</b>	4.0	<b>2.0</b>	1.7	<b>0.9</b>
KS2 (4 yrs)	4.3	<b>1.1</b>	4.8	<b>1.2</b>	3.0	<b>0.75</b>
KS3 (3 yrs)	4.2	<b>1.4</b>	5.3	<b>1.8</b>	6.1	<b>2.0</b>
KS4 (2yrs)	3.8	<b>1.9</b>	3.3	<b>1.7</b>	5.0	<b>2.5</b>
PfA (2yrs)	3.5	<b>1.75</b>	2.6	<b>1.3</b>		

This table highlights anomalies between the percentages achieving Expected targets against the amount of progress made (VA). This is particularly evident in Key Stage 4 where percentages achieving Expected progress in 2018 have gone down in English and Maths and yet they have made the most progress in the core subjects overall. Equally, our Key Stage 2 results show that extremely high percentages achieve their Expected Targets in all core subjects despite the fact that they make the least amount of progress.

The new curriculum design and assessment systems being put in place 2018/2019 will address this.

## School Improvement Tracking from end of 2016 onwards and resulting Impact

2015/2016	Maths - Improve the performance of girls in Strand 1 (Number) throughout Key Stage 2	The performance of Key Stage 2 girls in Strand 1 (Number) has improved. Evidence of this can be shown by the amount of progress made over the year compared to the previous year. In terms of APS, progress has risen from a mean of <b>1.0</b> to <b>1.7</b> and 9 out of 10 girls within Key Stage 2 have achieved Upper Quartile targets in Number.
	English – Improve the performance of high ability pupils in Writing at Key Stage 3	The performance of higher achieving pupils in Writing at Key Stage 3 has improved. Evidence of this can be shown by the amount of progress made. In terms of APS, this has risen from <b>1.4</b> to <b>1.8</b> .
	Set targets which are deliberately ambitious in all subjects (Upper Quartile or above).	All pupil targets are now set at Upper Quartile or above in accordance with the school's Assessment and Target Setting Policy. Evidence of this can be seen in the Progress Sheets for all subjects.
2016/2017	Improve the performance of boys at Key Stage 3 in Maths and English in order to bring it more in line with girls.	In Key Stage 3 Maths, the gap has narrowed from <b>14%</b> in 2016/2017 to <b>2%</b> 2017/2018 (girls 76%, boys 74%) bringing the boys roughly in line with the girls. In English, the gap has narrowed from 12% 2016/2017 to 9% 2017/2018 (girls 85%, boys 76%) so although the gap between performance still exists, there is evidence of some improvement. Further evidence is tabled in the appendix.
	Improve the performance of Writing across the school.	Writing across the school has improved. Percentages achieving Expected Targets have risen from 67% 2016/2017 to 74% 2017/2018.
2017/2018		



## Appendix 1 - Numerical Values and Expected Targets of IPERForm

P1i	0.5	1CI	7	3AI	23
P1ii	0.7	1CP	7.4	3AP	23.4
P2i	0.9	1CE	7.8	3AE	23.8
P2ii	1.1	1CR	8.2	3AR	24.2
P3i	1.3	1CF	8.6	3AF	24.6
P3ii	1.5				
		1BI	9	4CI	25
P4I	2	1BP	9.4	4CP	25.4
P4P	2.2	1BE	9.8	4CE	25.8
P4E	2.4	1BR	10.2	4CR	26.2
P4R	2.6	1BF	10.6	4CF	26.6
P4F	2.8				
		1AI	11	4BI	27
P5I	3	1AP	11.4	4BP	27.4
P5P	3.2	1AE	11.8	4BE	27.8
P5E	3.4	1AR	12.2	4BR	28.2
P5R	3.6	1AF	12.6	4BF	28.6
P5F	3.8				
		2CI	13	4AI	29
P6I	4	2CP	13.4	4AP	29.4
P6P	4.2	2CE	13.8	4AE	29.8
P6E	4.4	2CR	14.2	4AR	30.2
P6R	4.6	2CF	14.6	4AF	30.6
P6F	4.8				
		2BI	15	5CI	31
P7I	5	2BP	15.4	5CP	31.4
P7P	5.2	2BE	15.8	5CE	31.8
P7E	5.4	2BR	16.2	5CR	32.2
P7R	5.6	2BF	16.6	5CF	32.6
P7F	5.8				
		2AI	17	5BI	33
P8I	6	2AP	17.4	5BP	33.4
P8P	6.2	2AE	17.8	5BE	33.8
P8E	6.4	2AR	18.2	5BR	34.2
P8R	6.6	2AF	18.6	5BF	34.6
P8F	6.8				
		3CI	19	5AI	35
		3CP	19.4	5AP	35.4
		3CE	19.8	5AE	35.8
		3CR	20.2	5AR	36.2
		3CF	20.6	5AF	36.6
		3BI	21		
		3BP	21.4		
		3BE	21.8		
		3BR	22.2		
		3BF	22.6		

Look up table KS1, 4 and PfA

Start	1 Year	2 Years
P4I	P4E	P5I
P4P	P4R	P5P
P4E	P4F	P5E
P4R	P5I	P5R
P4F	P5P	P5F

Start	1 Year	2 Years
P8I	1CI	1BI
P8P	1CP	1BP
P8E	1CE	1BE
P8R	1CR	1BR
P8F	1CF	1BF

Start	1 Year	2 Years
2CI	2BE	3CI
2CP	2BR	3CP
2CE	2BF	3CE
2CR	2AI	3CR
2CF	2AP	3CF

Start	1 Year	2 Years
3BI	3AI	4CI
3BP	3AP	4CP
3BE	3AE	4CE
3BR	3AR	4CR
3BF	3AF	4CF

P5I	P5E	P6I
P5P	P5R	P6P
P5E	P5F	P6E
P5R	P6I	P6R
P5F	P6P	P6F

1CI	1BE	2CI
1CP	1BR	2CP
1CE	1BF	2CE
1CR	1AI	2CR
1CF	1AP	2CF

2BI	2AE	3BI
2BP	2AR	3BP
2BE	2AF	3BE
2BR	3CI	3BR
2BF	3CP	3BF

3AI	4CE	4AI
3AP	4CR	4AP
3AE	4CF	4AE
3AR	4BI	4AR
3AF	4BP	4AF

P6I	P7I	P8I
P6P	P7P	P8P
P6E	P7E	P8E
P6R	P7R	P8R
P6F	P7F	P8F

1BI	1AI	2CI
1BP	1AP	2CP
1BE	1AE	2CE
1BR	1AR	2CR
1BF	1AF	2CF

2AI	3CI	3BI
2AP	3CP	3BP
2AE	3CE	3BE
2AR	3CR	3BR
2AF	3CF	3BF

4CI	4BI	4AI
4CP	4BP	4AP
4CE	4BE	4AE
4CR	4BR	4AR
4CF	4BF	4AF

P7I	P8I	1CI
P7P	P8P	1CP
P7E	P8E	1CE
P7R	P8R	1CR
P7F	P8F	1CF

1AI	2CE	2AI
1AP	2CR	2AP
1AE	2CF	2AE
1AR	2BI	2AR
1AF	2BP	2AF

3CI	3BE	4CI
3CP	3BR	4CP
3CE	3BF	4CE
3CR	3AI	4CR
3CF	3AP	4CF

## Key Stage 2 Look up table

Start	Year 3	Year 4	Year 5	Year 6
P4I	P4P	P4E	P4R	P5I
P4P	P4E	P4R	P4F	P5P
P4E	P4R	P4F	P5I	P5E
P4R	P4F	P5I	P5P	P5R
P4F	P5I	P5P	P5E	P5F

Start	Year 3	Year 4	Year 5	Year 6
1CI	1CR	1BE	1AP	2CI
1CP	1CF	1BR	1AE	2CP
1CE	1BI	1BF	1AR	2CE
1CR	1BP	1AI	1AF	2CR
1CF	1BE	1AP	2CI	2CF

P5I	P5P	P5E	P5R	P6I
P5P	P5E	P5R	P5F	P6P
P5E	P5R	P5F	P6I	P6E
P5R	P5F	P6I	P6P	P6R
P5F	P6I	P6P	P6E	P6F

1BI	1BE	1BF	1AE	2CI
1BP	1BR	1AI	1AR	2CP
1BE	1BF	1AP	1AF	2CE
1BR	1AI	1AE	2CI	2CR
1BF	1AP	1AR	2CP	2CF

P6I	P6E	P6F	P7E	P8I
P6P	P6R	P7I	P7R	P8P
P6E	P6F	P7P	P7F	P8E
P6R	P7I	P7E	P8I	P8R
P6F	P7P	P7R	P8P	P8F

1AI	1AR	2CE	2BP	2AI
1AP	1AF	2CR	2BE	2AP
1AE	2CI	2CF	2BR	2AE
1AR	2CP	2BI	2BF	2AR
1AF	2CE	2BP	2AI	2AF

P7I	P7E	P7F	P8E	1CI
P7P	P7R	P8I	P8R	1CP
P7E	P7F	P8P	P8F	1CE
P7R	P8I	P8E	1CI	1CR
P7F	P8P	P8R	1CP	1CF

2CI	2CR	2BE	2AP	3CI
2CP	2CF	2BR	2AE	3CP
2CE	2BI	2BF	2AR	3CE
2CR	2BP	2AI	2AF	3CR
2CF	2BE	2AP	3CI	3CF

P8I	P8E	P8F	1CE	1BI
P8P	P8R	1CI	1CR	1BP
P8E	P8F	1CP	1CF	1BE
P8R	1CI	1CE	1BI	1BR
P8F	1CP	1CR	1BP	1BF

2BI	2BR	2AE	3CP	3BI
2BP	2BF	2AR	3CE	3BP
2BE	2AI	2AF	3CR	3BE
2BR	2AP	3CI	3CF	3BR
2BF	2AE	3CP	3BI	3BF

Look up table Key Stage 3

Start	Year 7	Year 8	Year 9
P4I	P4P	P4R	P5I
P4P	P4E	P4F	P5P
P4E	P4R	P5I	P5E
P4R	P4F	P5P	P5R
P4F	P5I	P5E	P5F

Start	Year 7	Year 8	Year 9
1CI	1BI	1AI	2CI
1CP	1BP	1AP	2CP
1CE	1BE	1AE	2CE
1CR	1BR	1AR	2CR
1CF	1BF	1AF	2CF

Start	Year 7	Year 8	Year 9
2AI	2AR	3CE	3BI
2AP	2AF	3CR	3BP
2AE	3CI	3CF	3BE
2AR	3CP	3BI	3BR
2AF	3CE	3BP	3BF

P5I	P5P	P5R	P6I
P5P	P5E	P5F	P6P
P5E	P5R	P6I	P6E
P5R	P5F	P6P	P6R
P5F	P6I	P6E	P6F

1BI	1BR	1AE	2CI
1BP	1BF	1AR	2CP
1BE	1AI	1AF	2CE
1BR	1AP	2CI	2CR
1BF	1AE	2CP	2CF

3CI	3BI	3AI	4CI
3CP	3BP	3AP	4CP
3CE	3BE	3AE	4CE
3CR	3BR	3AR	4CR
3CF	3BF	3AF	4CF

P6I	P6R	P7P	P8I
P6P	P6F	P7E	P8P
P6E	P7I	P7R	P8E
P6R	P7P	P7F	P8R
P6F	P7E	P8I	P8F

1AI	2CI	2BI	2AI
1AP	2CP	2BP	2AP
1AE	2CE	2BE	2AE
1AR	2CR	2BR	2AR
1AF	2CF	2BF	2AF

3BI	3BR	3AE	4CI
3BP	3BF	3AR	4CP
3BE	3AI	3AF	4CE
3BR	3AP	4CI	4CR
3BF	3AE	4CP	4CF

P7I	P7R	P8P	1CI
P7P	P7F	P8E	1CP
P7E	P8I	P8R	1CE
P7R	P8P	P8F	1CR
P7F	P8E	1CI	1CF

2CI	2BI	2AI	3CI
2CP	2BP	2AP	3CP
2CE	2BE	2AE	3CE
2CR	2BR	2AR	3CR
2CF	2BF	2AF	3CF

3AI	4CI	4BI	4AI
3AP	4CP	4BP	4AP
3AE	4CE	4BE	4AE
3AR	4CR	4BR	4AR
3AF	4CF	4BF	4AF

P8I	P8R	1CP	1BI
P8P	P8F	1CE	1BP
P8E	1CI	1CR	1BE
P8R	1CP	1CF	1BR
P8F	1CE	1BI	1BF

2BI	2AI	3CI	3BI
2BP	2AP	3CP	3BP
2BE	2AE	3CE	3BE
2BR	2AR	3CR	3BR
2BF	2AF	3CF	3BF

## Appendix 2 – 2018 Key Stage 3 Boys data compared to 2017

(Additional Evidence to support improvement at Key Stage 3 2017/2018)

ENGLISH	Key Stage 3 Years 7,8 and 9											
	Groups		No. in Cohort		SPL %		Reading %		Writing %		Mean %	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018		
All pupils	78	83	68	80	71	80	69	77	69	79		
Pupil Premium	41	49	66	82	68	80	71	78	68	80		
LAC	1	2	0	50	0	100	0	100	0	83		
Boys	52	55	63	76	65	78	65	73	64	76		
Girls	26	28	77	86	81	82	77	86	78	85		
EAL	11	10	45	50	82	80	55	80	61	70		

MATHS	Key Stage 3 Years 7,8 and 9											
	Groups		No. in Cohort		Number%		G&M %		Stats %		Mean %	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018		
All pupils	78	83	78	76	67	73	83	75	76	75		
Pupil Premium	41	49	78	82	68	71	88	82	78	78		
LAC	1	2	100	50	0	50	0	50	33	50		
Boys	52	55	71	76	63	69	81	76	72	74		
Girls	26	28	92	75	73	82	88	71	84	76		
EAL	11	10	82	60	64	70	100	90	82	73		

### Appendix 3 - Looked After Children

There are 9 Looked After Children in School (3 Primary, 4 Secondary and 2 in PfA)

The following table is a summary of their data looking at % reaching Expected Targets for the 7 pupils in Years 1 to 11. A separate table shows the Value Added for the 2 pupils in PfA.

English	SPL		Reading		Writing	
	7/7	100%	7/7	100%	6/7	86%
Maths	Number		G&M		Stats	
	6/7	86%	5/7	71%	6/7	86%

PfA – Value Added table shows point score gain over 1 year

	SPL		Functional English		Functional Maths	
VA pupil 1	6.4	Y	2.2	Y	2	Y
VA pupil 2	2.4	Y	0.8	N	2	Y

- The above data shows that Looked After Children are performing well and when compared to the progress of all pupils are doing better.