

Outcomes for Pupils

**Pupils make very good progress and achievement is outstanding.
(1 – Outstanding)**

This judgment is given because:

- Individual progress based on starting points achieve and exceed expected targets in English and Maths (progression guidance)
- Teaching is matched to individual needs and pupils are challenged to achieve and exceed personal targets
- Teachers challenge all pupils to achieve UQ expectations which results in many exceeding their targets against expected outcomes
- Regular tracking of progress is embedded allowing necessary interventions and strategies to be considered and implemented
- Rigorous processes of regular assessment are in place
- Processes are embedded which promote monitoring and tracking of pupil outcomes which evidence impact
- A holistic view of the child is considered and supported which impacts on the removal of barriers to learning affecting progress

“Because school staff work closely together and are skilled at meeting the needs of pupils (who arrive in school at different stages) they quickly settle in to the routine of school and make good and frequently accelerated progress from a wide variety of different starting points” Ofsted 2013

“At KS3 and 4, as a result of excellent teaching, the vast majority make excellent progress in English and Mathematics... and work for more able pupils is challenging.” Ofsted 2013

“Since September the school has developed and implemented a new assessment and target setting policy. Targets are set on the upper quartiles which are challenging for students who are working at below national curriculum levels. The school has a wealth of tracking data and assesses students against criteria in the IPERForm assessment system. Over the course of the year if any student underachieves interventions are put in place. These are then reviewed after 6 weeks. Students are identified if they are disadvantaged and analysis is undertaken of the disadvantaged and non- disadvantaged groups. One strength of this system is that subject leaders are accountable for the progress of students in their subjects including appropriate actions for students who underachieve. The impact of the implementation of the new system should be seen as the year progresses.”

Peer Review (October 2016)

Defining good and outstanding progress at Ravenshall

Outstanding progress at Ravenshall is defined by:

- 85% or more of pupils achieving the attainment levels matching Medium Quartile or above at the end of a Key Stage,
- 45% or more of these pupils achieve at Upper Quartile and above
- 15% or less are at Lower Quartile.

Good progress would be defined as being within a 10% range of the above. Although comparisons between schools are difficult, our research does appear to indicate that these definitions of outstanding are very rigorous.

Core Subjects - Key Messages from Data Analysis 2015/2016

Yearly progress

- Yearly progress in the core subjects is outstanding with 96% of pupils progressing in English, 95% in Maths and Science is at 85%.
- Percentages of pupils making significant progress over the year (≥ 3 pts) are particularly high in Maths at 33% with Science at 25% and English at 18%. This highlights the fact that on average, a quarter of our pupils make progress in line with mainstream pupils in the core subjects.
- An average of 2.5% maintained progress in English and Maths and only 1% of pupils overall regressed.
- Pupil Premium progress is also outstanding and is in line with or better than non Pupil Premium.
- When comparing English and Maths, Maths is the stronger both in terms of reaching Upper Quartile expectations and in achieving significant progress with 33% making 3 or more points progress compared to 18% in English. It is worth noting here that the largest SEN Primary Needs group in school is Speech, Language and Communication.
- Maths and English combined data shows that the attainment ranges for the Key Stages is as follows:-

Key Stage 2	Group 1	P scales
	Group 2	1C - 1B
	Group 3	1A - 2C
Key Stage 3	Group 1	P scales - 1A
	Group 2	2C - 2B
	Group 3	2A - 3B
Key Stage 4	Group 1	P scales - 2C
	Group 2	2B - 3A
	Group 3	4C - 5A

- The overall pattern of the ability groups is that Group 1 pupils (higher needs) make the least amount of progress and Group 3 pupils (higher ability) make the most. However, this is not the case in English at Key Stage 3 and to a lesser extent in Key Stage 4 where there appears to be an issue with the amount of progress made by higher attaining pupils in Writing. This is now being addressed by the English Department.
- Key Stage 4 pupils perform the strongest when looking at the amount of progress achieved over the year.
- In terms of gender overall, boys outnumber the girls by 2 : 1 (116 boys, 50 girls). At the Primary Stage, this rises to more than 3 to 1. Girls and boys APS progress is nevertheless close in Writing, Speaking and Listening and Statistics. Boys progress is better in Reading and Geometry and Measures and much better in Number. At Key Stage 3, although the boy to girl ratio is 2:1, girls are making more progress than the boys both in English and Maths. In most of the strands, the difference is not significant however in Number it is 0.6 and in Statistics it is 0.9.
By Key Stage 4 there are no gender issues as averages for all strands in English and Maths are close. Writing has the biggest gap however, with boys being ahead of the girls.

End of Key Stage

- Pupils make outstanding progress in the core subjects with an average of 94% achieving Medium Quartile and 76% achieving Upper Quartile.
- Pupil Premium pupils also make outstanding progress with slightly better averages of 96% achieving Medium Quartile and 79% achieving Upper Quartile.
- English and Maths results are almost identical at Medium Quartile (93% and 94%) with Maths showing slightly higher percentages at Upper Quartile (79% compared to 66% English).
- When comparing results in English and Maths across the Key Stages, Key Stage 2 has the highest percentages reaching Medium Quartile and Upper Quartile, followed by Key Stage 4 then Key Stage 3. In Science Key Stages 2 and 3 are very similar followed by Key Stage 4.
- Considering pupils at Key Stage 4 only have two years to reach Medium and Upper Quartile expectations, they are performing exceptionally well with many pupils achieving the accelerated progress necessary to meet these expectations. Percentages reaching Medium Quartile are very high at 94% (English), 93% (Maths) and 87% (Science). Percentages reaching Upper Quartile in two years are also high at 64% (English), 76% (Maths) and 52% (Science)

School Improvement

In order to improve further, the following issues have been identified as key foci for 2016/2017:-

- **Maths - Improve the performance of girls in Strand 1 (Number) throughout Key Stage 2**

- English – Improve the performance of high ability pupils in Writing at Key Stage 3
- Set targets which are deliberately ambitious (Upper Quartile or above where appropriate).

Percentages reaching Medium and Upper Quartiles at the end of Key Stages 2015/2016 - Core Subjects

		% at Medium Quartile					% at Upper Quartile					
Subject		Strand 1	Strand 2	Strand 3	Overall mean/PP		Strand 1	Strand 2	Strand 3	Overall Mean/PP		
English	KS 2	100	100	100	100	100	88	88	75	84	80	
	KS 3	81	86	86	84	95	52	43	48	48	59	
	KS 4	95	100	86	94	95	91	57	43	64	64	
Maths	KS 2	100	100	100	100	100	100	100	100	100	100	
	KS 3	82	82	100	88	92	55	59	68	61	76	
	KS 4	91	92	96	93	92	74	83	70	76	75	
Science	KS 2				100	100				100	100	
	KS 3				100	100				95	93	
	KS 4				87	92				52	67	
				Mean	94%	96%				Mean	76%	79%

Strand 1 English –SPL

Strand 2 English – Reading

Strand 3 English – Writing

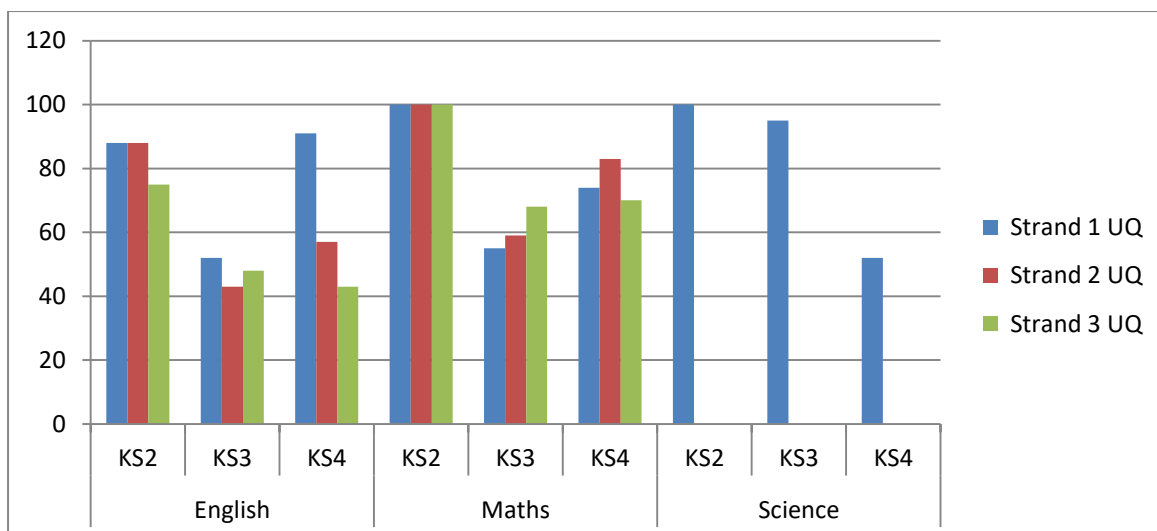
Science Reported as a combined data set on 1 Strand

Strand 1 Maths - Number

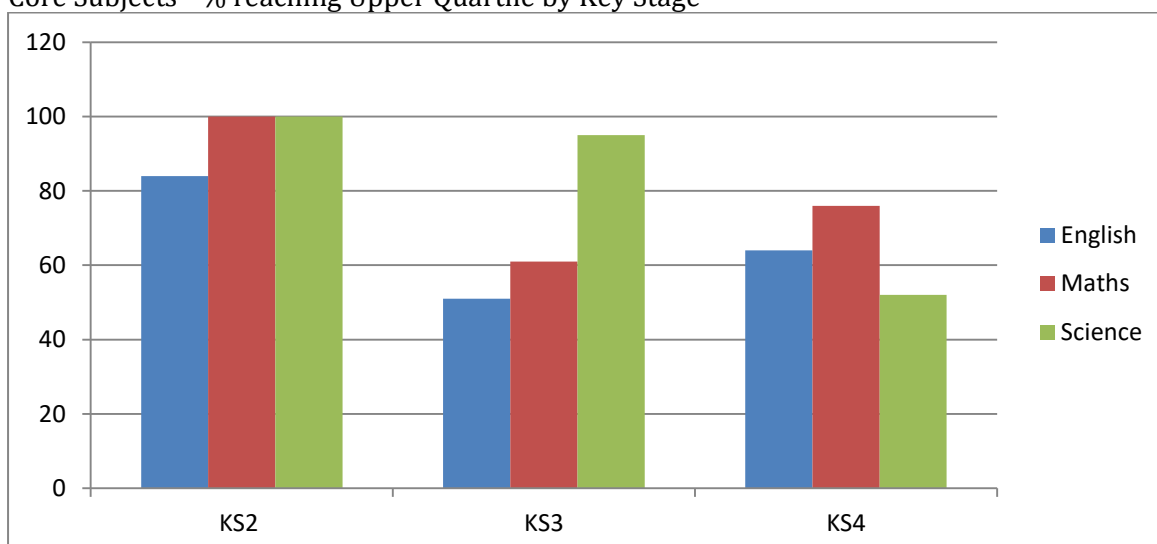
Strand 2 Maths – Geometry and Measures

Strand 3 Maths – Statistics

Core subjects - % reaching Upper Quartile 2015/2016



Core Subjects - % reaching Upper Quartile by Key Stage



Note - English and Maths % are an average of the three strands

Overall percentages for Progress 2015/2016 - Core Subjects (169 pupils on roll)

ENGLISH

SPL	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	3	4	162	40
%	2%	2%	96%	24%

Reading	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	3	5	161	28
%	2%	3%	95%	17%

Writing	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	2	4	163	20
%	1%	2%	96%	12%

MATHS

Number	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	2	5	162	62

%	1%	3%	96%	37%
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Geom & Meas	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	6	4	159	43
%	4%	2%	94%	25%

Statistics	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	1	8	160	62
%	1%	5%	95%	37%

SCIENCE

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	0	25	144	43
%	0%	15%	85%	25%

Overall Mean	Regressed	Maintained	Achieved	3 or more pts
English	2%	2%	96%	18%
Maths	2%	3%	95%	33%
Science	0%	15%	85%	25%

Progress Report 2015-2016 English

Foundation and Key Stage 1

All pupils have progressed and reached their end of year targets. In Year 1, 2 out of 3 pupils exceeded their end of year targets.

PP - All pupil premium pupils progressed and reached their end of year target

Key Stage 2

Progress at Key Stage 2 is very good throughout. All pupils made progress in Speaking and Listening (SPL) and Writing (W). One pupil regressed in Reading. Four pupils made more than 3 points progress in Reading and Writing.

All but two pupils in Writing reached their end of year targets.

PP - Pupil Premium data shows that PP pupils achieve in line with non PP in all three areas

Key Stage 2 Summary

Although only around half of pupils have complete data for the Key Stage, it does show that KS2 pupils are performing well, with 88% achieving Upper Quartile expectations in SPL and Reading and 75% in Writing. All 88% of pupils in Reading were also above Upper Quartile. PP pupils were better and more consistent with 80% achieving above Upper Quartile in all three areas. The mean APS gain over the Key Stage is 4.0 (SPL), 4.8(R) and 4.5(W)

Key Stage 3

A very high % of pupils (94%) progressed in all areas of English with some pupils in year 7 making very good progress and exceeding their end of year targets in all three areas (40%+ in Reading and Writing)

PP - Pupil Premium pupils are in line with non PP in terms of making progress and achieving targets. Percentages of pupils making 3 or more points were lower.

Key Stage 3 Summary

Percentages of pupils reaching Upper Quartile consistently hover around the 50% mark for all three areas. PP are the same in Reading (50%) but do better in SPL and Writing with 64% achieving Upper Quartile.

The mean APS gain over the Key Stage is 4.5 (SPL), 4.6 (Reading) and 4.2 (Writing)

Key Stage 4

All pupils progressed at KS4. The numbers of pupils making 3 or more points progress and exceeding their end of year targets rises significantly in both year groups. SPL is particularly strong with an average of 70% exceeding 3 or more points progress. Writing is still good but comes in with the lowest percentages in terms of the amount of progress made and numbers exceeding yearly targets.

PP – PP are in line with progress and end of year targets. When compared to non PP in terms of significant progress and exceeding targets, PP pupils are slightly better in SPL, in line in Reading and slightly below in Writing.

Key Stage 4 Summary

The percentages of pupils reaching Upper Quartile expectations vary a great deal between the three areas ranging from 91% in SPL to 43% in Writing. Reading is at 57%. The vast majority of pupils not reaching Upper Quartile are at Medium Quartile. Very few pupils are at Lower Quartile.

The mean APS gain is very high in SPL at 8.5 with Reading at 5.8 and Writing at 4.8.

Overall Summary

Overall percentages for Progress 2015/2016 (169 pupils on roll)

SPL

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	3	4	162	40
%	2%	2%	96%	24%

Reading

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	3	5	161	28
%	2%	3%	95%	17%

Writing

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	2	4	163	20
%	1%	2%	96%	12%

- The tables clearly show that high percentages of pupils make consistent progress across the 3 areas of study
- SPL has more pupils who achieve significant progress but, other than that, the data is very similar throughout the three areas.

Overall End of Key Stage Summaries

Table shows % of pupils reaching Upper Quartile expectations

	SPL	Reading	Writing	Mean
KS2	88%	88%	75%	84%
KS3	52%	43%	48%	48%
KS4	91%	57%	43%	64%
Mean	77%	63%	55%	

The table shows that KS2 is the strongest of the Key Stages with consistently high percentages achieving Upper Quartile. KS3 is the weaker of the Key Stages with a mean of 48%. SPL is the strongest of the areas of study with writing being the weaker of the three.

Pupil Premium

	SPL	Reading	Writing	Mean
KS2	80%	80%	80%	80%
KS3	64%	50%	64%	59%
KS4	92%	58%	42%	64%
Mean	79%	63%	62%	

Pupil Premium pupils perform slightly better than non PP. Writing is 7% higher and is in line with Reading.

Progress Report 2015-2016 Maths

Foundation and Key Stage 1

All pupils have made progress and reached their end of year targets. In Year 1, 2 out of 3 pupils exceeded their end of year targets.

PP – All pupil premium pupils made progress and reached end of year targets.

Key Stage 2

Progress at Key Stage 2 is very good throughout. All pupils made progress in Number(N) and Statistics (S). Two pupils maintained progress in Geometry and Measures (G&M). A total of 5 pupils made 3 or more points progress in Number, 6 in G&M and 7 in Statistics.

The vast majority of pupils (95%+) achieved end of year targets, 40% exceeded targets in Number and G&M. In Statistics, this rises to 60%. No pupil has regressed.

PP – Pupil Premium data shows that PP pupils achieve in line with non PP in all three areas

Key Stage 2 Summary

Although only around half of pupils have complete data for the Key Stage, it does show that KS2 pupils are performing extremely well with 100% achieving above Upper Quartile expectations. This is the same for PP pupils.

The mean average point score (APS) over the Key Stage is 4.7 (N), 4.4 (G&M) and 8.7 (S).

Key Stage 3

A very high % of pupils (95%) made progress in all areas of maths with around 25% of pupils achieving significant gains in N and S. This is slightly lower in G&M at 16%. Consequently, the vast majority of pupils have reached their end of year targets (86% N, 93% G&M, 86% S). Approximately one fifth of all pupils exceed end of year targets with some of those pupils making exceptional progress of 6 or more points.

PP – Pupil Premium pupils are in line with non PP in Number and G&M and slightly higher in Statistics.

Key Stage 3 Summary

Percentages of pupils reaching Upper Quartile vary with Statistics being the strongest performer at 68% followed by G&M at 59% and Number at 55%. Approximately a quarter of

pupils are at Medium Quartile in Number and G&M. Four pupils were at Lower Quartile in N and G&M. No pupil was at LQ in Statistics.

PP – PP do significantly better at KS3 with 70% or more reaching Upper Quartile. This rises to 85% in Statistics.

The mean APS gain over the Key Stage is 5.3 (N), 4.5 (G&M) and 6.1 (S)

Key Stage 4

Over 90% of pupils in KS4 made progress (98% in Statistics). The numbers of pupils making 3 or more points over the year rises significantly in KS4 and is around 75% in N and S and 48% in G&M. Three pupils have regressed in Number rising to 4 in G&M. In Statistics one pupil has regressed. Year 11 is the stronger of the two year groups with more pupils reaching their targets, however 86% of pupils in Year 10 reached their targets and this was the strongest of the three areas.

PP – PP are in line with non PP in all areas, although more exceed their end of year targets in Number.

Key Stage 4 Summary

On average, around three quarters of pupils achieve Upper Quartile at the end of KS4 (74% N, 83% G&M, 70% S). Only 2 pupils were at Lower Quartile. PP pupils were slightly below in Number at 67%, however they were in line in G&M at 83% and better in Statistics at 75%.

The mean APS gain reflected the high percentage of pupils making 3 or more points progress. At KS4 it was high across all three areas of study with 6.6 (N), 5.3 (G&M) and 7.4 (S).

Overall Summary

- Pupils progress appears to accelerate as they go through KS3 and KS4 in all three attainment areas
- In terms of progress achieved, Statistics comes out the strongest with 99% achievement across the Key Stages, followed very closely by Number at 97%. As very few pupils can access Statistics at Primary because of the lack of P scales and all pupils have data for Number, it could be argued that Number is actually the stronger.
- In terms of making significant progress (3 points or more), Number is the strongest area with 10% Primary, 27% KS3 and 76% KS4.
- Geometry and Measures has the lowest percentage in terms of progress, however, percentages achieving this standard are still high and close to results for Number and Statistics. G&M also has the highest number of pupils who have regressed although this amounts to only 6 pupils out of the whole school.
- PP pupils are in line with non PP in terms of making progress and are slightly above in making 3 or more points progress across the Key Stages.

Overall percentages for Progress 2015/2016 (169 pupils on roll)

Number

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	2	5	162	62
%	1%	3%	96%	37%

Geometry and Measures

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	6	4	159	43

%	4%	2%	94%	25%
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Statistics

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	1	8	160	62
%	1%	5%	95%	37%

- The tables clearly show that high percentages of pupils make consistent progress across the 3 areas of study
- Number is the strongest by a very small margin and Geometry and Measures is the weaker of the three by a small margin.

Overall End of Key Stage Summaries

Table shows % of pupils reaching Upper Quartile expectations

	Number	Geom & Meas	Statistics	Mean
KS2	100%	100%	100%	100%
KS3	55%	59%	68%	61%
KS4	74%	83%	70%	76%
Mean	76%	81%	79%	

The table shows quite clearly that in terms of reaching Upper Quartile, KS2 is the strongest at 100% and KS3 is the weakest at 61%. Number is just below the other areas but not significantly so. Geometry and Measures is the slightly stronger area with a mean of 81%.

Pupil Premium

	Number	Geom & Meas	Statistics	Mean
KS2	100%	100%	100%	100%
KS3	71%	71%	85%	76%
KS4	67%	83%	75%	75%
Mean	79%	85%	78%	

Pupils Premium shows a slightly different picture with percentages in Number and G&M higher than non PP. KS3 results are significantly higher in all three areas. KS2 is again the strongest.

Progress Report 2015-2016 Science

Foundation and Key Stage 1

All pupils have achieved progress and reached their end of year targets

PP – The pupil premium pupils achieved progress and reached end of year target

Key Stage 2

In years 3, 5 and 6, high percentage of pupils (86% on average) achieve progress with 3 pupils in years 5 and 6 making significant gains. However, in year 4, 63% achieved progress with 3 out of 8 pupils maintaining levels of achievement. It is important to note that those pupils who maintained did reach end of year targets and remain on track to reach Upper Quartile expectations. 10 pupils (23%) exceeded their end of year targets.

PP – All PP pupils made similar progress in all year groups except for year 4 in which 2 out of 3 pupils maintained. However, as mentioned above, these pupils remain on track for UQ expectations. 5 pupils (19%) exceeded their end of year targets.

Key Stage 2 Summary

Although complete data is sparse at the end of KS2, results do show that 100% of pupils achieve above Upper Quartile expectations in line with progression guidance and national benchmarking.

PP – PP pupils also have achieved 100% above upper quartile.

The mean APS over the Key Stage is 3.0

All pupils	LQ	MQ	UQ	UQ+	PP	LQ	MQ	UQ	UQ+
7 pupils	0%	0%	100%	100%	4 pupils	0%	0%	100%	100%

Key Stage 3

In year 7, 88% of pupils achieve progress and reach end of year targets. This is slightly lower in years 8 and 9 at 75%. Of the 15 pupils who maintained their level of attainment, all but one are higher needs pupils and 11 pupils had met end of year targets and are on track. Four pupils maintained but did not reach end of year targets. These pupils will have Action Plans for the next academic year. An average of 94% of pupils met their targets and 8 pupils (11%) made significant gains.

PP – Similar percentages of PP pupils made progress overall however, in year7, 100% of pupils achieved progress. A total of 5 pupils made significant gains (11%) identical to non PP and an average of 95% met their targets – again in line with non Pupil Premium.

Key Stage 3 Summary

Summary data shows that 95% of pupils reach Upper Quartile with a quarter of those reaching above Upper Quartile expectations. No pupils were at Lower Quartile.

PP – PP results were in line with non Pupil Premium.

The mean APS gain over the Key Stage is 4.9 however it is notable that 12 out of 21 pupils (57%) did achieve a gain of 6 or more points progress. Three quarters of these pupils were Pupil Premium.

All pupils	LQ	MQ	UQ	UQ+	PP	LQ	MQ	UQ	UQ+
21 pupils	0%	5%	95%	24%	14 pupils	0%	7%	93%	21%

Key Stage 4

Progress at Key Stage 4 is very good with 96% and 91% making progress and 100% achieving end of year targets. Only 3 pupils in total maintained their level of attainment. Very high numbers of pupils (63%) made significant gains of 3 or more points.

PP – Percentages of pupils achieving progress is slightly lower at 94% and 83% but nevertheless, both are high. Again, a very high number of Pupils Premium pupils (61%) made significant gains of 3 or more points.

Key Stage 4 Summary

Over half of pupils (52%) reach Upper Quartile expectations with 9% of those at UQ+. 3 pupils (13%) were at Lower Quartile

PP – PP pupils did slightly better with 67% achieving UQ, 17% of which achieved above Upper Quartile. 1 pupil was at Lower Quartile.

The mean APS over the Key Stage is 3.6

All pupils	LQ	MQ	UQ	UQ+	PP	LQ	MQ	UQ	UQ+
23 pupils	13%	35%	52%	9%	14 pupils	8%	25%	67%	17%

Overall Summary

- High percentages of pupils in Primary and Key Stage 3 are reaching Upper Quartile expectations by the end of the Key Stage.
- Key Stage 4 appears not to be doing as well with 52% reaching Upper Quartile expectations. This is despite high percentages of pupils making significant gains and highlights an issue with target setting at KS4 in 2015. It is important to note that this has now been addressed and year 10 projections from last year predict the % achieving Upper Quartile to rise significantly.
- Year 10 have the highest % of pupils exceeding end of year targets and achieving significant gains.
- KS3 have the highest % of pupils who have maintained (21%)
- No pupil has regressed in Science
- At the end of all Key Stages, Pupil Premium pupils are achieving in line or performing slightly better than non pupil premium.
- KS3 has the highest mean point score gain at 4.9.

Overall percentages for Progress 2015/2016 (169 pupils on roll)

	Regressed	Maintained	Achieved	3 or more pts
No. of pupils	0	25	144	43
%	0%	15%	85%	25%

Key Messages from 2015/2016 Data - Foundation Subjects

End of Key Stage Data Combined (Average of KS2, 3 and 4 results)

	Medium Quartile	Upper Quartile
Art	100%	92%
History	98%	84% (No KS4 data)
Geography	98%	83% (No KS4 data)
ICT	97%	87%
Music	93%	87% (No KS4 data)
PE	95%	74%
DT	97%	93%
Food Tech	100%	100% (No KS4 data)
RE	91%	78%
Note - mean of all subjects is	96%	86%
PP	97%	89%

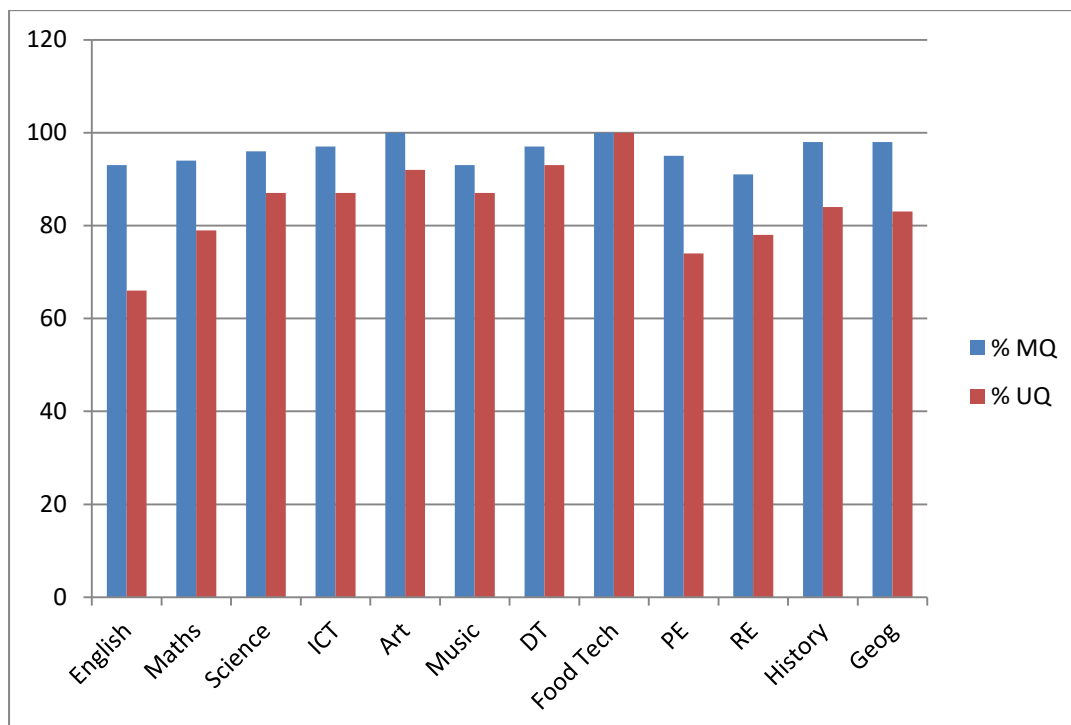
Key Messages

No subject below 90% at Medium Quartile. All subjects at Upper Quartile are around 75%+ with 7 out of 9 subjects at 80%+ and 3 at 90%+

Following graph shows data together with the core subjects for comparison.

End of Key Stage Data Combined (Average of KS2, 3 and 4 results)

Percentages reaching Medium and Upper Quartiles Foundation Subjects (core subjects included for comparison).



**Percentage of pupils reaching Medium and Upper Quartile at the end of Key Stages
2015/2016 - Foundation Subjects**

		% at Medium Quartile and above		% at Upper Quartile and above	
		All pupils	PP	All pupils	PP
Art	KS2	100	100	100	100
	KS3	100	100	95	93
	KS4	100	100	81	82
History	KS2	100	100	100	100
	KS3	96	100	67	71
	KS4				
Geography	KS2	100	100	89	100
	KS3	95	93	77	79

Number achieving each grade					
	KS4				
ICT	KS2	100	100	100	100
	KS3	100	100	100	100
	KS4	91	92	61	67
Music	KS2	100	100	100	100
	KS3	85	92	74	75
	KS4				
PE	KS2	100	100	100	100
	KS3	95	100	77	79
	KS4	91	83	43	58
DT	KS2	100	100	100	100
	KS3	90	100	79	92
	KS4	100	100	100	100
Food Tech	KS2				
	KS3	100	100	100	100
	KS4	100	100	100	100
RE	KS2	100	100	100	100
	KS3	95	100	85	93
	KS4	77	64	50	55
	Mean	96%	97%	86%	89%

		A*	A	B	C	D	E	F	G	U
GCSE Art (Full)	10					6	4			
Number achieving each level										
Level Achieved		Entry 1	Entry 2	Entry 3	Level 1	U/No result				
Entry Level										
Maths	24	2	6	16						
DT Resistant Materials	8	-	-	8		-				
DT Food Technology	15	-	-	15		-				
Art	14	-	9	5						
Functional Skills										
Entry Level										
Maths	23	6	12	5		-				
English	20	1	7	4	2	6				
ICT	20	3	6	11		-				
UAS										
Textiles	15									
Food Technology	24									
English	20									
Horticulture	10									
Art	2									
ASDAN										
Peer Mentoring	5	5	-							
Personal Progress	7	7	-							
Personal Social Development	10	1	9							
Sports Leaders Level 1	6	6	-							

- By the end of Key Stage 4 Students at Ravenshall continue to make good and outstanding achievements in their accredited study programmes in a variety of academic and vocational areas. All students in Year 11 leave with a range of accreditation which include Functional Skills in English Maths and ICT and other relevant accreditation suited to their personal needs and working levels. The school continues to review its accreditation programmes on an annual basis ensuring it meets the needs of all students and considers the aspect of personalisation. The continuing KS4 Pathways element provides an opportunity for students to select areas of particular interest and pursue areas which they may have a particular aptitude. This year the range of courses includes ASDAN awards in Life Skills, Peer Mentoring, Sports Leadership, AQA Unit Awards in Horticulture, Textiles and Food Technology.

- All areas of accreditation are externally moderated and evaluations form the basis of development points to ensure continued good practice and administration of certificated courses.
- The majority of course evaluations have been outstanding with the school demonstrating examples of good practice in administration and delivery of courses resulting in positive outcomes. These include Art and Design, Maths, Food Technology; Textiles; Product Design; Lifeskills; Personal Progress and Personal and Social development.
- The most recent audit for ASDAN to approve Ravenshall as an accredited centre for examinations and delivery of accredited courses was carried out in November 2014. Ravenshall continues to maintain high standards as an approved centre for ASDAN courses with no areas for development outlined in the audit.
- The school continues to closely monitor the administration of all exam courses and share good practice to ensure all courses are administrated and delivered to the same high standard. Future accredited pathways are presently being explored in response to the significant changes in Entry Level and Functional Skills Accredited courses beyond 2017. The school has already responded by establishing Unit Award Accredited Courses in several areas such as Science, Horticulture and Photography.

The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs, currently on roll matches or is improving towards that of other pupils with the same starting points

- Progress towards outcomes is measured over the specific key stages from starting levels at the beginning of each key stage as far as data is available. Progress in the different strands of Maths and English have been measured and additionally averaged out for all levels.
- Progression guidance materials have been used and referred to benchmark levels achieved and progress made in relation to national comparisons. The school maintains its high expectations and challenge for all pupils to achieve their potential.
- The school have anticipated the need for reviewing its assessment and levelling of pupils achievements in line with educational changes in view of the National Curriculum. Adaptions have already been made in the assessment of English and Maths (Summer 2015) which will continue to track progress of all pupils within a range of competency levels towards mastery. The new IPERForm assessment system will roll out in all other subjects in 2016/2017
- Tracking systems have also been developed to enable further improvements in data analysis of pupil progress. The school is committed to ensuring maximum pupil achievement which clearly takes into account the wide range of special educational needs of all our pupils.
- Pupil progress data outlined evidences that pupils make good and outstanding progress in relation to their starting points. The majority of pupils achieve their yearly targets in all subjects and by Key Stage 4 have gained a range of accreditation in key areas which are relevant to their next stage of education.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.

- Pupils in year 1 were disappointed as they were working within P levels 2-5.
- Despite the difficulties that pupils have in reading, they enjoy books and are constantly encouraged and supported to engage in them. Specific staff support extra phonic and reading sessions within the primary department and specific reading interventions are identified and implemented throughout the school to address maintained progress in reading.
- The school has a wide and growing range of reading books and schemes addressing the wide range of difficulties, need and interests of the age range throughout the Key Stages.
- The Lexia programme continues to reinforce developing phonic skills and reading skills at an individual level and is embedded within the curriculum at Key stages 3 and 4.
- The school has recently purchased a new reading test which is now being embedded which adds to the present systems for monitoring progress in reading for all pupils.

Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans

- After proving our success as a pilot project, Ravenshall began a new era as a recognised P16 provision. 2014/15 saw our application for change of phase go to consultation and from September 2016 Ravenshall offers a through provision for learners with additional needs up to 19 years old.
- The last 2015/16 academic year, following a two year course, 5 out of 6 P16 students successfully moved onto Kirklees College (Huddersfield and Dewsbury Centres) to pursue further education and 1 found employment with the confidence and skills acquired through participation in the Ravenshall post 16 'Preparation for Adulthood' programme.
- The programme follows Functional Skills Maths, Literacy and ICT at an appropriate level and learners all successfully completed the ASDAN Diploma in Life Skills at Entry Level 1 or 2.
- AQA Horticulture, Personal and Social Education and Enterprise activities are also part of the P16 programme, as students are introduced to the world of work, work related learning and work experience.

Functional Skills	Number of entries	Level achieved				
Entry Level		EL1	EL2		ungraded	
Maths	2	1	1			-
English	2	0	1		1	
ICT	2	1	1			-
ASDAN						
PersonalProgress	2	1				
PSD	6	5	1			
Diploma in Life Skills	6	4	2			