

Report upon progress from end of Key Stage One to end of Key Stage Two - July 2016 cohort

This report has been written to demonstrate the progress made by our year six pupils over the duration of their time spent in Key Stage Two (years three to six).

The statistics are based upon levels attained for 71% of the pupils ( a cohort of fifteen out of twenty one pupils) . This is due to lack of assessment data at end of KS1 for two of the pupils new to Middleton, and the fact that four of the pupils joined Middleton School during year six and had a very limited amount of time to benefit from the interventions put in place. The cohort size with measured progress is therefore a cohort of 15 pupils.

The tables below demonstrate the progress that has been made from the teacher assessments at the end of year two, to the teacher assessments made at the end of year six.

It has been a National expectation that pupils will make at least two whole levels of progress as they move through Key Stage Two. The table below demonstrates the percentage of pupils who succeeded in achieving at least two full levels of progress, and also highlights those pupils who have exceeded this expectation and made outstanding progress;

Subject Area	% of pupils making two or more levels of progress	% of pupils making three or more levels of progress	% of pupils making four or more levels of progress
English	87%	53%	0% (although 20% of pupils made four levels of progress within writing)
	2015 cohort 100%	2015 cohort 71%	2015 cohort 14%
	2014 cohort 80%	2014 cohort 27%	2014 cohort 13%
	2013 cohort 76%	2013 cohort 41.5%	2013 cohort 8%
Maths	80%	27%	13%
	2015 cohort 100%	2015 cohort 43%	2015 cohort 14%
	2014 cohort 67%	2014 cohort 27%	2014 cohort 7%
	2013 cohort 76%	2013 cohort 33%	2013 cohort 0%

Other than the data gathered for the July 2015 cohort, ( where a smaller cohort of pupils made exceptional levels of progress) the July 2016 cohort of pupils have made favourable progress between the end of KS1 and KS2 when compared to previous years. 87% of pupils made at least two levels of progress within English and 80% of pupils made at least two levels of progress within Maths. This is a marked improvement upon progress made by pupils in both the July 2014 and July 2013 cohorts. Over half the cohort (53%) made at least three or more

full levels of progress within English, and 13% made at least four full levels of progress within maths. These percentages demonstrate the outstanding rates of progress made by pupils in both key subject areas.

The next table demonstrate the progress made by pupils in the July 2016 cohort at Middleton School, who were still attaining at Level W (working within the P levels) at the end of KS1.

Subject area	% of pupils who gained at least two full levels in KS2	% of pupils who gained at least three full levels at KS2
English	92%	61%
Maths	86%	29%

National Statistics ( as set out in the Progression Guidance 2010/11) demonstrates the National average percentages for pupils who were still attaining within P levels at the end of KS1 as follows;

Subject area	% of pupils who gained at least two full levels in KS2	% of pupils who gained at least three full levels at KS2
English	56.4%	31.6%
Maths	54.2%	24.6%

This data demonstrates that progress for pupils at Middleton School between end of KS1 and end of KS2 is at least good, and frequently Outstanding. Our percentages compare favourably with the National averages set out in the Progression Guidance, and are in fact significantly higher than those suggested as a national average. (Although the National Progression Data remains a useful piece of guidance, we recognise its age, and therefore validity, and are aware that this will no longer be a point of reference in future assessment reports).

We are able to measure progress against the lower, median and upper quartiles, as set out in the Progression Guidance 2010/11. The expectation for pupils with special educational needs, (those who are attaining below NC level 1 at the end of KS1) is that they will make the median quartile of progression by the end of KS2.

The table below demonstrates the % of pupils who attained the median quartile (satisfactory progress), the upper quartile (good progress) and beyond the upper quartile (outstanding progress).

Subject Area (cohort of 7)	% of pupils attaining <b>median</b> quartile of progression and above	% of pupils attaining <b>upper</b> quartile of progression and above	% of pupils attaining <b>beyond the upper</b> quartile of progression and above
English	86 % (2015 -100% 2014 - 80% 2013 91%)	65% (2015 71% 2014 -53% 2013 73%)	29% (2015 -29% 2014 -27% 2013 45%)
Maths	74% (2015 -100% 2014 -58% 2013 80%)	66% (2015 -100% 2014 - 42% 2013 70%)	33% (2015 - 57% 2014 - 25% 2013 50%)

These figures demonstrate the good and frequently outstanding progress made by pupils when measured against national quartiles of progression. (However, it must be noted that the quartiles of progression are based upon pupil attainment data from 2009/2010, and as such may not carry the same validity in 2016)

The 2016 cohort have, on the whole, performed in line with previous cohorts. We continue to have a significant number of pupils attaining **beyond** the Upper Quartile in both curriculum areas. In fact, one third of pupils attained **beyond** the Upper Quartile within maths.

Two thirds of pupils continue to attain within the upper quartile of progression within both key subject areas.

In addition, the data gathered upon progress made by the 2016 cohort demonstrates that the focussed reading and writing activities which have been developed in years five and six have had a significant impact upon the rate of progress made directly by pupils.

For example the average rate of progress, within **English**, for a pupil in this cohort is **2.4 levels**. However, the rate of progress within the specific strand of **reading** has a higher average of **2.52 full levels**, and within **writing** a higher still average of **2.75 full levels**.

Within Science, PSHCE and ICT the following progress was made between KS1 and KS2:

Subject area	% of pupils who gained at least two full levels in KS2	% of pupils who gained at least three full levels at KS2
Science (11 in cohort)	64% (80% 2015)	18% (40% 2015)
PSHCE (11 in cohort)	73% (80% 2015)	45% (20% 2015)
ICT (10 in cohort)	60% (60% 2015)	30% (20% 2015)

