

## Whole School Progress - Core Subjects - July 2015 -July 2016

Our aim is for all pupils to make at least two sub levels of progress a year within each area of the curriculum, to ensure a 2 full level of progress between KS1 and KS2. The following table demonstrates the average sub level progress made within each core area between July 2015 and July 2016, across the school, (*the figures in brackets are the rates of progress made by the whole school in 2014/ 2015*);

English	Maths	Science	ICT	PSHCE
<b>2.93</b> (2.85)	<b>3.35</b> (2.8)	<b>2.81</b> (2.44)	<b>3.54</b> (2.72)	<b>3.00</b> (2.66)

Across all five core areas, pupils are making at the least the expected two sub levels of progress, and in all areas are in fact exceeding this expectation, largely making three sub levels of progress per year. In addition, across all five core areas, the average levels of progress have increased when compared to average levels from the previous year.

Comparisons with 2013/2014 and 2014/2015 cohorts;

Whole school Performance within English;		
	% pupils making <b>less than 2</b> sub levels of progress	% of pupils making <b>2 or more</b> sub levels of progress
2013/2014	20%	80%
2014/2015	22%	78%
<b>2015/2016</b>	<b>24%</b>	<b>76%</b>

Whole school Performance within Maths;		
	% pupils making less than 2 sub levels of progress	% of pupils making 2 or more sub levels of progress
2013/2014	14%	86%
2014/2015	18%	82%
<b>2015/2016</b>	<b>26%</b>	<b>74%</b>

Whole school Performance within science;		
	% pupils making <b>less than 2</b> sub levels of progress	% of pupils making <b>2 or more</b> sub levels of progress
2013/2014	29%	71%
2014/2015	27%	73%
<b>2015/2016</b>	<b>23%</b>	<b>77%</b>

Whole school Performance within PSHCE;		
	% pupils making <b>less than 2</b> sub levels of progress	% of pupils making <b>2 or more</b> sub levels of progress
2013/2014	26%	74%
2014/2015	21%	79%
<b>2015/2016</b>	<b>24%</b>	<b>76%</b>

Whole school Performance within ICT;		
	% pupils making <b>less than 2</b> sub levels of progress	% of pupils making <b>2 or more</b> sub levels of progress
2013/2014	10%	90%
<b>2014/2015</b>	<b>15%</b>	<b>85%</b>
<b>2015/2016</b>	<b>13%</b>	<b>87%</b>

Statistics demonstrate that progress in most core areas has remained comparable to previous years, with marginal increases and decreases across all core areas. However, notable improvements have been made within Science, with a pleasing increase in the percentage of pupils gaining at least two sub levels of progress over the year.

The key area with a decline in the percentage of pupils achieving at least two sub levels of progress over a year, is within mathematics. Historically, this has been a strong core area for attainment, whereas for this particular cohort the data for maths is in line with the percentages of attainment in other core areas of the curriculum.

At least three quarters of pupils (and four fifths within ICT) are making expected levels of progress and beyond in all core subject areas across the school.

**Average rates of progress are Outstanding across all five key subject strands.**