

Whole school pupil progress:

Progress is measured in all five core areas of the curriculum. For English and Maths, assessments have been made using the new M scales criteria. The other three core subjects refer to an M scale level but descriptors that pupils were assessed against were in fact the old P scale and H scale descriptors used for the previous 2016 2017 and 2018 cohorts.

At Middleton School we aim for all pupils to make at least two sub levels of progress per year in order to achieve two full levels of progress between KS1 and KS2. We have set ourselves the following criteria to make judgements against progress;

	OUTSTANDING	GOOD	SATISFACTORY
% of pupils making at least two sub levels of progress per year	80%-10%	75% -79%	70% - 74%

	OUTSTANDING	GOOD	SATISFACTORY
% of pupils making at least three sub levels of progress per year	50% +	40% +	39% and below

	% of pupils who made 2 or more sub levels of progress July 18-19	% of pupils who made 3 or more sub levels of progress July 18-19
ENGLISH overall – whole school	82%	54%
	KS1 – 77% KS2 – 80%	KS1 – 52% KS2 – 50%
MATHS overall – whole school	80%	50%
	KS1 – 80% KS2 – 79%	KS 1 – 54% KS2 - 36%

At Middleton school we prioritise the area of PSHE within our curriculum. The data for progress within PSHE is detailed in the table below;

	% of pupils who made 2 or more sub levels of progress July 18-19	% of pupils who made 3 or more sub levels of progress July 18-19
PSHE overall – whole school	91%	64%
	KS1 – 89% KS2 – 89%	KS1 – 59% KS2 – 57%

It is evident from the data displayed above that pupils at Middleton School make Outstanding progress within Maths English and PSHE. The highest rate of progress is to be found within the area of PSHE which is a reflection upon the ethos and strength of our curriculum.

Within English and Maths we have been able to make direct comparisons with the 2018 cohort data as we now have two years of assessments made against the M scales within these subjects. The following table demonstrates how progress was distributed among the strands within Maths and English.

	% of pupils who made 2 or more sub levels of progress July 18-19	% of pupils who made 3 or more sub levels of progress July 18-19
ENGLISH - speaking	85% (85% '18 cohort)	52% (57% '18 cohort)
ENGLISH - listening	82% (78% '18 cohort)	56% (49% '18 cohort)
ENGLISH - Reading	85% (82% '18 cohort)	62% (53% '18 cohort)
ENGLISH - Writing	76% (75% '18 cohort)	54% (55% '18 cohort)

All strands demonstrate Outstanding progress other than writing, which demonstrates Good progress.

All strands demonstrate Outstanding progress when it comes to pupils making three or more sub levels of progress over the year, with more than half of all pupils achieving this across all four strands of English.

Within reading, 62% of pupils made at least three sub levels of progress over the year.

	% of pupils who made 2 or more sub levels of progress July 18-19	% of pupils who made 3 or more sub levels of progress July 18-19
MATHS - Number	84% (69% '18 cohort)	59% (37% '18 cohort)
MATHS - Geometry	90% (77% '18 cohort)	54% (46% '18 cohort)
MATHS - Measure	80% (74% '18 cohort)	47% (38% '18 cohort)
MATHS - Statistics	76% (78% '18 cohort)	41% (69% '18 cohort)

All strands demonstrate Outstanding progress other than Statistics which demonstrates good progress.

Within the strand of number, there has been a significant increase in the number of pupils achieving both two and three sub levels of progress over the year.

See Appendix (i) for a more detailed breakdown of progress within year groups across the subjects and Appendix (ii) to see the three level gain progress across year groups and subjects.

The table below shows average rates of progress for the 2018/2019 cohort

Average rates of progress	English				Maths				Science	ICT	PSHE
Whole School 2018	2.9				2.7				2.4	3.3	2.7
Whole school 2019	2.9				2.8				2.7	3.16	3.05
	2.9	3.1	2.8	2.7	3.3	2.5	2.8	2.5			
	Sp	L	R	Wr	N	M	G	S			

Pupil progress at Middleton School continue to be Outstanding with no areas of immediate concern. The mathematical areas of Measure and Statistics will form the focus of an element of school improvement over the coming year.