

Whole school pupil progress - 2019/2020 cohort - core subject areas:

Progress is measured in five core areas of the curriculum. For English and Maths and PSHE, assessments have been made using the new M scales criteria. The other core subjects refer to an M scale level but descriptors that pupils were assessed against were in fact a mixture of newly created M scale descriptors and the old P scale and H scale descriptors used for the previous 2017 2018 and 2019 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%-100%	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 Mar 19-20	% of pupils who made 3 or more sub levels of progress Mar 19-20
ENGLISH overall – whole school	82%	58%
	KS1 – 93% KS2 – 79%	KS1 – 80% KS2 – 48%
MATHS overall – whole school	83%	52%
	KS1 – 93% KS2 – 81%	KS 1 – 80% KS2 - 45%

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 Mar 19-20	% of pupils who made 3 or more sub levels of progress Mar 19-20
PSHE overall – whole school	84%	64%
	KS1 – 93% KS2 – 81%	KS1 – 73% KS2 – 61%

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, where all attainments are within the Outstanding category. A high proportion of pupils attain beyond the targeted 2 sub levels of progress and make three or more sub levels of progress over a year.

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 March 19- March 20	% of pupils who made 3 or more sub levels of progress March 20 – March 20
ENGLISH - speaking	82% (85% '19 cohort)	62% (52% '19 cohort)
ENGLISH - listening	77% (82% '19 cohort)	58% (56% '19 cohort)
ENGLISH - Reading	84% (85% '19 cohort)	60% (62% '19 cohort)
ENGLISH - Writing	81% (76% '19 cohort)	39% (54% '19 cohort)

All strands demonstrate Outstanding progress for pupils who have made two sublevels of progress. Within writing, pupils have made Good progress when it comes to making three sub levels or more of progress.

Three fifths of pupils within the school have made three or more sublevels of progress within Speaking and Reading.

	% of pupils who made 2 or more sub levels of progress March 19 – March 20	% of pupils who made 3 or more sub levels of progress March 19 – March 20
MATHS - Number	80% (84% '19 cohort)	49% (59% '19 cohort)
MATHS - Geometry	80% (90% '19 cohort)	49% (54% '19 cohort)
MATHS - Measure	80% (80% '19 cohort)	46% (47% '19 cohort)
MATHS - Statistics	73% (76% '19 cohort)	49% (41% '19 cohort)

All strands demonstrate Outstanding progress when recording two sublevels or more, other than Statistics which demonstrates good progress.

When we consider those pupils who have made three or more levels of progress, there is consistent GOOD progress across all four strands.

The table below shows average rates of progress for the 2019-2020 cohort. It demonstrates continued Outstanding attainment for all pupils across all key areas of the curriculum. All areas show an average rate of progress above the targeted 2 sub levels.

Average rates of progress	English				Maths				Science	ICT	PSHE
Whole School 2020	2.8				2.8				2.6	4.5	3.0
	3.0	3.0	3.0	2.4	2.8	2.6	3.0	2.7			
	Sp	L	R	Wr	N	M	G	S			
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			
Whole School 2018	2.9				2.7				2.4	3.3	2.7