

Whole school pupil progress – 2021/ 2022:

Progress is measured across all areas of the curriculum. 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

	<i>% of pupils who made 2 or more sub levels of progress Jun 21-22</i>	<i>% of pupils who made 3 or more sub levels of progress Jun 21-22</i>
<i>ENGLISH overall – whole school</i>	85% (2020 – 2021 - 75%)	70% (2020 – 2021 - 48%)
	KS1- 87% KS2-80% (2020 –2021 KS1- 94% KS2 – 68%)	KS1- 81% KS2-61% (2020 –2021 KS1–67% KS2– 44%)
<i>MATHS overall – whole school</i>	86% (2020 – 2021 - 75%)	65% (2020 – 2021 - 39%)
	KS1-96% KS2-82% (2020 - 2021 KS1–92% KS2– 68%)	KS1- 63% KS2-47% (2020–2021 KS1 – 58% KS2 - 37.5%)

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

	<i>% of pupils who made 2 or more sub levels of progress June 21-22</i>	<i>% of pupils who made 3 or more sub levels of progress June 21-22</i>
PSHE overall – whole school	82% (2020 – 2021 - 68%)	60% (2020 – 2021 - 41%)
	KS1-88% KS2-79% (2020 - 2021 KS1–90% KS2– 61%)	KS1- 59% KS2- 60% (2020/2021 KS1 – 51% KS2 – 36%)

It is evident from the data displayed above that following the disruption to education in the form of COVID19, pupils at Middleton School have responded well to the Covid Recovery Plans, have re-engaged with their learning and have made excellent progress within Maths English and PSHE. In Key stage One, the progress has been Outstanding in all areas. However, particular progress has been made with reference to pupils who made three sub level gains, across all key stages, when compared to data provided for the preceding year.

The tables below demonstrates how progress was distributed among the strands within Maths and English.

	<i>% of pupils who made 2 or more sub levels of progress June 21-June 22</i>	<i>% of pupils who made 3 or more sub levels of progress June 21 – June 22</i>
<i>ENGLISH - speaking</i>	<i>85% (77% '21 cohort)</i>	<i>66%(59% '21 cohort)</i>
<i>ENGLISH - listening</i>	<i>84% (70% '21 cohort)</i>	<i>59% (47% '21 cohort)</i>
<i>ENGLISH - Reading</i>	<i>92% (80% '21 cohort)</i>	<i>74% (69% '21 cohort)</i>
<i>ENGLISH - Writing</i>	<i>78% (71%'21 cohort)</i>	<i>68% (48% '21 cohort)</i>

	<i>% of pupils who made 2 or more sub levels of progress June 21 –June 22</i>	<i>% of pupils who made 3 or more sub levels of progress June 21 –June 22</i>
<i>MATHS - Number</i>	<i>88% (84% '21 cohort)</i>	<i>63% (64% '21 cohort)</i>
<i>MATHS - Geometry</i>	<i>89% (73% '21 cohort)</i>	<i>65% (39% '21 cohort)</i>
<i>MATHS - Measure</i>	<i>87% (67% '21 cohort)</i>	<i>71% (38% '21 cohort)</i>
<i>MATHS - Statistics</i>	<i>80% (72% '21 cohort)</i>	<i>60% (41% '21 cohort)</i>

Rates of progress for the whole school within further curriculum subjects are shown below;

<i>% of pupils making 2 sub level gains</i>	<i>Science</i>	<i>ICT</i>	<i>PE</i>	<i>Creative Arts</i>	<i>Humanities</i>	<i>Off site</i>
<i>June 21/22</i>	<i>67%</i>	<i>98%</i>	<i>77%</i>	<i>83%</i>	<i>87%</i>	
<i>June 20- 21 (Covid impact)</i>	<i>71%</i>	<i>94%</i>	<i>37%</i>	<i>Not recorded</i>	<i>Not recorded</i>	<i>Not recorded</i>
<i>Comparison with 2020 data</i>	<i>75%</i>	<i>99%</i>	<i>Not recorded</i>	<i>Not recorded</i>	<i>Not recorded</i>	<i>Not recorded</i>

