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| Pupil Progress Report | 2016/17 |
| Belvue School  |  |

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| **1. Assessment at Belvue** |

Assessment at Belvue is extensive and serves a range of functions. However, considerable weight is put on formative assessment: the process of on-going assessment on a day-to-day basis that informs teaching, lesson planning and personalised learning. It enables teachers and teaching assistants to identify any gaps or misconceptions in the pupils’ learning and, therefore, plan effectively for the next step in the pupil’s individual learning journey. This document analyses the summative parts of assessment; a process that summarises pupils’ learning at the end of each term, evaluates their knowledge and understanding and measures the progress they have made from their baseline assessment and previous summative assessments. Further details of this can be found in the school’s Assessment Policy. The school currently uses a duel system for assessment, Key Performance Indicators (KPI) derived from a newly devised curriculum which is recorded onto classroom monitor and the PIVAT system for summative assessment. The Key Performance Indicators, unlike the PIVAT system, stems from our school curriculum which is far more diverse and creative then the areas covered in PIVATs. Classroom monitor was developed and embedded in school practice during the academic year 2016 – 17 so the data is currently insufficient to make any meaningful analyses hence the information presented in this document is based on PIVAT information. This document therefore can only provide a snapshot of the progress and achievement our pupils make.

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| **2. Target Setting at Belvue School**  |

The end of Key Stage (KS) targets (the levels a student should gain at the end of Year 9 and 11) are calculated from a starting point of each individual child’s baseline for English, Science and Maths (core subjects). Using this data, we can identify the levels that students should achieve (their target level) in the core subjects at the end of KS3 and KS4 using the upper quartile of Progression Guidance. These will vary from subject to subject to reflect the different rates at which learning and progress are made for individual students within different subjects. The end of year targets can and will be changed if there is robust evidence to support the amendment. If a student exceeds their end of year target (extrapolated from the end of key stage) then the target is review and x sub steps are added to ensure additional challenge

KS3

On entry to Belvue School all pupils are baselined across the curriculum. The baseline is formulated from a number of sources including data received from feeder schools, reports, parents and on our own assessments. Following a moderation process, the baseline information is recorded onto school spreadsheet, using KPI’s and recorded on classroom monitor and PIVATS, a scheme that breaks down the P Levels into 3/4 smaller steps. Once the baseline has been established, using the upper quartile of progression guidance as the starting point ensures that teachers set challenging End of Key Stage targets for all students. We adapt these targets if there are any other issues that impact on learning, such as emotional or behavioural issues.

KS4

Target setting for Key Stage 4 (KS4) students is based on their final Key Stage 3 curriculum level and the subject ranking carried out by the core KS4 curriculum managers. This is to ascertain realistic and challenging targets that students’ can achieve in all their accredited subjects, which they start working on from the time they enter KS4. Although progression guidance is also used, for consistency and to show progression, the contents of PIVATs and the accredited subjects do not exactly marry up and therefore students can achieve a higher or lower accreditation grade than their teacher assessed PIVATs level. All students in KS4 work at and gain core, foundation and vocational qualifications ranging from Entry Level to GCSE or equivalent, depending on their ability.

Any students who start Belvue in KS4 are baselined in the same way as KS3 above.

KS5

Target setting for Key Stage 5 students is based on their KS4 exam results. From this point, depending on a student’s ability and the recommendations from progression guidance, targets are set to ensure students’ are challenged to build upon their accreditations gained in KS4 so that they progress to the next level (e.g. from an Entry Level 1 to an Entry Level 2) or progress within an entry level (e.g. from an Entry Level 1 to an Award in Entry Level 1). However, for a small minority of pupils they consolidate prior learning and therefore do not make progress onto the next level.

Any students who start Belvue in Post 16 are baselined on their KS4 exam results (if applicable) or using data from their previous school and on our own assessments. Once we have this baseline, targets are set to support and challenge students to make good or better progress from their starting level.

However, the main focuses in Post 16 is giving pupils as many opportunities to fully generalising and consolidate their learning - from previous key stages - in the community, so they are fully prepared for adult life.

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| **3. Data collection and analysis**  |

At Belvue we approach the analysis of data with caution. Although we believe that we make every effort to be consistent with our summative assessment through ensuring, for example, regular moderation, triangulation of evidence, professional conversations and external advice, we do acknowledge that the PIVATS system is based on a best fit model, so is open to a degree of interpretation. There is therefore a limitation in terms of PIVATS data adequately reflecting progress within our school. This is due primarily to the makeup of PIVATS, which is not a curriculum but a national assessment tool that is not readily compatible with our curriculum, which is designed to meet the need of our pupils. However, we believe that through our formative assessment, we provide the ongoing support that individual and groups of pupil’s need, which is responsive, flexible teaching and creative interventions for pupils as their learning journey unfolds. The collection of termly data through the PIVAT system gives us the opportunity to look pragmatically at whole school performance and of groups of pupils but most importantly, it requires us to drill down to individual data to ensure that we do not overlook any individual or group of students. Our approach to data analysis therefore provides a ‘belt and braces’ approach to our commitment to personalised learning.

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| **4. Progress Guidance**  |

Although the guidance is out of date, in order to be sure that pupil achievement can be compared with other schools nationally, we continue to use the latest National Strategies Progression Guidance to inform and triangulate our judgements about pupil progress and achievement year on year and over time.

**DEFINITION OF GOOD AND OUTSTANDING PRACTICE**

The use of the national ‘Progression Guidance’ data set, enables the school to evaluate the progress made by KS3 pupils in the core curriculum. This advice is based on the national Transition Matrices and states that if approximately 90% of pupils make expected progress over a five year period – and approximately 50% make better than expected progress - then their progress is judged to be "Outstanding". Good progress is achieved when approximately 90% of pupils make expected progress over a five year period and 30% make greater than expected progress. Whilst this is intended to be a guideline rather than compulsory, it does give a measure for schools to make comparable judgements and to set challenging targets.

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| Over last 3 years students have performed well when compared to Progress Guidance |  |  |
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|   | UQ | Med | LQ |  |  |  |  |  |
| English | 82.0% | 12.0% | 6.0% |  |  |  |  |  |
| Maths | 74.0% | 24.0% | 2.0% |  |  |  |  |  |
| Science | 86.7% | 13.3% | 0.0% |  |  |  |  |  |
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| All core subjects saw a very high percentage of students reaching UQ, with very few in LQ |
| English had 82% reaching UQ with only 6% in LQ |  |  |  |  |
| Maths had 74% in UQ with only 2% in lower quartile |  |  |  |
| Science had 86.7% in UQ with none in LQ |  |  |  |  |  |
| There was one student in the LQ each year. Unfortunately the young person who fell into the LQ category this year had been ill in hospital for a considerable part of the year.  |  |  |  |  |
| The 3 LQ students over the three years were all EAL. Comparing these results using Progression Guidance puts these results into the ‘ outstanding’ category for pupil progress. |  |  |  |  |  |

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| **5. Progress overtime - Pupils achieving their end of Key Stage Targets (EKST) at Belvue School** |

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| **Over the past 3 years in KS3 progress is outstanding because:**

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| 91.6% of KS3 students reached their English EKST with 1.9% reached and 89.7% exceeded |  |
| 88.5% of KS3 students reached their Maths EKSTwith 9.5% reached and 79% exceeded |
| 92.6% of KS3 students reached their Science EKST |
| With 81.3% reached and 11.3% exceededGirls out performed boys in English by 94.4% from 90.6% |  |  |  |
| Boys outperformed girls in Maths by 90% to 83.3% |  |  |
| Boys and girls were comparable in Science with 92.4% and 93.3% respectivelyNon-EAL students out performed EAL students in English by 96.3% to 88.3% |  |
| EAL students outperformed non-EAL in Maths by 87.2% to 84.1% |  |
| Non-EAL students out performed EAL students in Science by 100% to 88.3%Non-PP outperformed Pupil Premium in English by 4%Pupil Premium outperformed Non-PP in Maths by 4%Pupil Premium outperformed Non-PP in Science by 6% |

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| **In 2016/17**93% of KS3 students reached their English EKST75% of KS3 students reached their Maths EKST94% of KS3 students reached their science EKST |
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| Girls outperformed boys in English by 8.3% Boys outperformed girls in Maths by 23% Girls outperformed boys in Science by 8.3% |
| Pupil Premium Pupils outperformed their non-PP peers in English by 10%.Pupil Premium Pupils outperformed their non-PP peers in Maths by 13% |
| Pupil Premium pupils outperformed their non-PP peers in Science by 10% with 100% on target or aboveIn English, Non-EAL students outperformed EAL students by 10% |
| In Maths, EAL students outperformed EAL students by 6.7% |
| In Science Non-EAL students outperformed EAL by 10% |
| **Over the past 3 years in KS4 (three different cohorts):**

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| 64.3% of KS4 students reached their English EKST |  |  |  |  |
| 66.6% of KS4 students reached their Maths EKST |  |  |  |  |
| 85.6% of KS4 students reached their Science EKSTThis data suggests that progress is good, although Science is doing considerably better than English and Maths  |  |  |  |  |
| Girls out performed boys in English by 66.3% to 63.6% Boys out performed girls in Maths by 73.6% to 50.7% Boys out performed girls in Science by 87.8% to 83.1% |  |  |  |
| FSM out performed Non-FSM in English by 65.1% to 61.5% |  |  |  |
| Non-FSM out performed FSM in Maths by 69.3% to 63.8% |  |  |  |
| FSM outperformed non-FSM in Science by 88.4% to 84.1% |  |  |  |
| Non- EAL out performed EAL in English by 72.2% to 60.2% |  |  |  |
| EAL students outperformed non-EAL in Maths by 68.1% to 63.9% |
| Non-EAL students outperformed EAL in Science by 91.7% to 78.7% |

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**In 2016/7** 59% of KS4 students reached their English EKST77% of KS4 students reached their Maths EKST94% of KS4 students reached their Science EKST |
| Girls and boys performance in English was comparable at or near 60% |
| Boys outperformed girls in Maths by 23% |
| Girls outperformed boys in Science by a narrow margin of 8% with 100% of girls reaching their target |
| Non EAL pupils outperformed their EAL peers in English by 38% |
| EAL outperformed non-EAL in Maths by 15%Non EAL pupils outperformed their EAL peers in Science by 16% |
| PP pupils slightly outperformed their non PP peers in Maths by a narrow margin of 5% |
| PP pupils outperformed their non-PP peers in Science by a similar margin of 8%Non-PP pupils outperformed their PP peers in English by 27% |
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| **6. Value Added Progress - comparison of data over two years by Year group (e.g. 2017 Year 7 results compared to 2016 Year 7 results)** |

**Year 7**

Value Added progress indicates that progress is good because the VA progress from 2015/6 to 206/17 increased dramatically across all the core subjects with VA increasing in English from 2.2 VA points to 4.6 VA points. Maths value added increasing from 3.0 VA to 7.0 VA and in Science from 3.6 VA to 6.3 VA.

In 2016, Pupil Premium (PP) pupils outperformed their peers in Maths and equalled their peers in Science. In 2017 PP pupils outperformed their non PP peers in English by a small margin of 0.5 VA. However PP pupils were outperformed by their peers in Science by 0.8% and in Maths by 1.9% VA points, so although the gap was narrow there was a slight increase on the previous year for both Science and Maths.

The VA gap between boys and girls has slightly widened since 2015/6. However girls outperformed boys in Science by 1.6 VA compared to the previous year when boys outperformed the girls in Science by 1.3%. However the boys outperformed girls by 3.2 VA points for English and 2.1 VA points for Maths whereas in 2015/6 the girls had outperformed the boys in Maths by 1.2 VA.

Compared to 2016 there was some closure of the gap between EAL and non EAL across all core subjects from an average of 1.2 VA points to an average of 0.4 VA point in 2016/7

ISSUE: The Maths curriculum leader will need to focus on girls and PP pupils in Year 8 to ensure the right interventions are in place.

**Year 8**

Value Added progress indicates that progress is good because the VA progress from 2015/6 to 2016/17 increased dramatically for Maths and Science with a very marginal increase for English of 0.3.VA points. Maths increased from 3.1 VA to 5.3 VA and in Science, from 3.3 VA to 6.0 VA.

In 2016, PP pupils marginally outperformed their peers in English and Science, however in 2017, non PP pupils outperformed their peers in all subjects by an average of 2.5 VA points.

In 2016 the gap between EAL and non EAL pupils in English was extremely wide with a VA difference of 4.9 VA in favour of non EAL pupils. In 2017, this was reversed with EAL pupils outperforming their peers by 2.4 VA for English. EAL pupils also marginally outperformed their peers in Maths by 1.8 VA.

In 2016, girls outperformed boys in Maths by 1.1 VA and were comparable in Science. Boys outperformed the girls in English by 1.2 VA. In 2017, girls were comparable with boys in English but were outperformed in Maths and Science by an average 2.0 VA points.

ISSUES: There is a need to ensure that Pupil Premium pupils going into Year 9 are tracked carefully to ensure that they do not fall behind and that appropriate interventions are put in place as necessary and pupils identified early. Curriculum leaders for Maths and Science will also need to ensure that the curriculum is relevant and engaging for girls, to ensure that they make good or better progress.

**Year 9**

Value Added progress indicates that progress is good because the VA progress from 2015/6 to 2016/17 increased dramatically for Maths and Science with a very marginal increase for English of 0.1.VA point. Maths increased from 2.4 VA to 4.8 VA and in Science, from 1.9 VA to 3.8 VA points.

The 2016 data shows that girls were comparable with boys in Maths and Science and that boys narrowly out performing girls in English by 0 .7 VA. In 2017, the gap between boys and girls in English was eliminated but boys outperformed girls in Maths by 2.0 VA points and in Science the girls outperformed the boys by 2.0 VA.

In 2016 non PP pupils outperformed their peers in all the core subjects with an average of 0.6 VA points. In 2017, although the pattern remains the same, the gap has reduced further to an average of 0.4 VA point.

In 2017 EAL pupils outperformed their non EAL pupil in English by 1.6 VA this was a significant increase in their performance from 2016 when they were 0.3 VA behind their non EAL peers. However, in 2017 there was a widening in the gap in performance in Maths for EAL pupils. In 2016 there was a differential of 0.4 VA compared to 2.0 VA points in 2017.

ISSUES: Year 9 Maths needs to ensure that EAL pupils are identified and tracked closely.

**Year 10**

Value Added progress indicates that progress is good because the VA progress from 2015/6 to 2016/17 increased dramatically for Maths and Science with an increase for English of 0.4 VA point. Maths increased from 2.2 VA to 4.9 VA and in Science, from 1.7 VA to 4.1 VA points.

In 2016, VA was comparable across all the groups in all the core subjects, with an average differential of 0.5 VA points with however, the exception of Science, were boys outperformed girls by 1.5 VA points**.**

In 2017, VA was again comparable across most of the groups in all core subjects, with an average differential of 0.4 VA points. However, in 2017, the gap between girls and boys in Maths increased to 2.0 VA compared to 0.5 VA in 2016. In 2017, girls reversed the trend and outperformed boys in science by 1.6 VA points.

In 2017, the Non EAL pupils outperformed their peers in Maths by 1.8 VA points which widened the gap from 2016 by a 0.9 VA point.

ISSUES: In Year 11, the Maths leader needs to analysis why the gap between EAL and non EAL pupils is increasing and decide on appropriate intervention at individual pupil level.

**Year 11**

Value Added progress indicates that progress is good because the VA progress from 2015/6 to 206/17 increased for Maths and Science with a very marginal increase for English of 0.3 VA point. Maths increased from 2.7 VA to 3.6 VA and in Science, from 1.0 VA to 3.5 VA points.

In 2016, VA was comparable across all the groups in all the core subjects, with an average differential of 0.5 VA point with however, the exception of Maths, were boys outperformed girls by 1.4 VA points**.**

In 2017, the gap has widened across all groups and core subjects. In Maths, boys outperformed girls by 2.6 VA and in English by 1.3 VA, however girls did outperform boys in science by 1.1 VA point.

Also in 2017, Non PP pupils outperformed their peers in English by 2.7 VA and in in Science by 1.6, however PP pupils outperformed their peers in Maths by 1.6 VA points.

In 2017, Non EAL pupils outperformed their peers in English by 2.7 VA and in Maths by 1.8 VA.

ISSUES: In Yr 12, EAL pupils in English and girls in Maths require close monitoring and effective intervention were appropriate.

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| 8. Traffic light summary for 2017 |

**Year 7**

In Year 7, a significant number of pupils (45%) were below target in English, despite a focus on literacy at the start of the Autumn Term and an additional focus on developing communication skills in the Summer term through a singing project designed to increase vocabulary and confidence in communication. The project was funded by the ‘catch up literacy’ money. In English, 37% of PP pupils were below target compared to 50% of their peers. In Maths, 25% of pupils were below target with 25% of PP pupils below target comparable to their non PP peers. Non EAL pupils outperformed their peers in English and Maths with 10% more on or above target. There were causes for concern (CC) in all of the core subjects with 25% of pupils CC in English and Science.

Issues: The English Curriculum Leader to undertake a forensic analysis of Year 8 pupils, to identify where they are underperforming and design appropriate interventions to ensure that pupils make expected progress

**Year 8**

In Year 8, a significant number of pupils (66%) were below target in English, despite a focus on literacy across the curriculum. In English, 86% of PP pupils were below target compared to 57% of their peers. In Maths, 35% of pupils were below target with 57% of PP pupils below target comparable to 25% of their non PP peers. There were causes for concern (CC) in all of the core subjects with 21% of pupils CC in Maths, 17% in English and 4.3% in Science. EAL pupils outperformed their peers in English by 47% and in Maths by 27% more on or above target.

Issues: A focus on the teaching of English in Year 9, with a particular emphasis on PP pupils – English Curriculum Leader to analysis the areas of weakness/difficulty for PP pupils.

The Maths Curriculum Leader to undertake a forensic analysis of individual Yr 9 pupils, to identify where they are underperforming.

**Year 9**

In Year 9, 94% of pupils were above target for English, 75% on or above target for Maths and 94% for Science. The major difference in performance was in Maths with boys outperforming girls by 33%, PP pupils outperforming their non PP peer by 13% and Non EAL pupils outperforming their peers by 25%. 100% of girls were above target in English and Science. There were causes for concern (CC) in all of the core subjects with 18.8% of pupils CC in Maths, 6.3% in English and Science.

Issues: A focus on girls in Maths – Curriculum Leader to analysis the areas of weakness for Year 10 girls in Maths

**Year 10**

In Year 10, 23% of pupils were on or above target for English with girls outperforming boys by 15%. PP pupils slightly outperformed their peers in English with 27% on target compared to 18% of non PP pupils. In Maths, 41% of pupils where on or above target, with boys outperforming girls by 23%; PP pupils outperforming Non PP pupils by 28% and Non EAL pupils outperforming EAL pupils by 21%. In Science, 60% of pupils were on or above target with girls slightly outperforming boys by 11%, and Non PP pupils outperforming PP pupils by 27%. There were causes for concern (CC) in all of the core subjects with 13.6% of pupils CC in Maths, 22.7% in English and 13.6% Science.

Issues: English Curriculum Lead to analysis why Year 11 pupils are underperforming in English compared to the other core subjects.

**Year 11**

In Year 11, 59% of pupils were on or above target for English with girls and boys performing equally well. Non PP pupils outperformed their peers in English with 67% on target compared to 40% of PP pupils. In Maths, 77% of pupils where on or above target, with boys outperforming girls by 23%; PP pupils narrowly outperformed Non PP pupils by 5% and EAL pupils outperformed Non EAL pupils by 15%. In Science, 94% of pupils were on or above target with girls achieving 100% above target and thereby outperforming boys by 17%. There were causes for concern (CC) in English, with 23% and Maths with 18% of pupil falling into that category.

Issues: A focus on Year 12 girls and PP pupils in Maths – Curriculum Leader to analysis the areas of weakness for these particular groups in Maths

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| **9. GCSE results** |

GCSE results have improved significantly over the last 3 years:

2014, three pupils gained a GCSE in Maths from E – F and three pupils gained a GCSE in English with a grade G.

2015, six pupils gained a GCSE in Maths with grades from D - G and three pupils gained a GCSE in English grades D – F;

2016, five pupils gained a GCSE in Maths with grade E (in the new revised Maths examinations).

One pupil gained a GCSE in Art with a grade B.

(GCSE English can no longer be offered due to the change in the speaking and listening aspect of the exam being removed).

**Action:** Introduce GCSE art option for accreditation in Summer 2018

In 2017, one KS4 pupil gained a GCSE in Maths with a grade D.

Due to the introduction of new GCSE changes, the school decided to adopt the Edexcel International Maths GCSE, as it is similar to the previous qualification, which our pupils are more familiar with.

In 2017, one KS5 pupil gained a Level 1 in English Functional Skills

The next round of GCSE Art pupils (a mixture of Key Stage 4 and 5) will undertake their exam in 2018.

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| **10. Entry Level Qualification results – Key Stage 4** |

Progress from Key Stage 2 to the end of Key Stage 4 is judged to be good because there is significant challenge built into target setting using Progression Guidance in Key Stage 3 and high expectations for progress and achievement for all students at the end of Key Stage 4 including GCSE, Level 1 qualifications and independence.

In 2017, 100% of pupils in KS4 achieved a minimum of 4 Entry Level Qualifications with some pupils achieving up to 18 individual qualifications (such as IT, PE, French, Printing and Drawing, Graphic design, photography, print making, Resistant materials, Textiles, drama and music).

 In 2017 - 9% of pupils gained an Entry Level 3 in English and 53% in Maths. (14.3% achieved an Entry Level 3 qualification in Science when they were in Year 10. In 2018, Year 11s will undertake the first round of the new science qualification).

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| **2017 Y11****Exam Results**  | **Entry 1** | **Entry 2** | **Entry 3** | **GCSE** | **Entry 1** | **Entry 2** | **Entry 3** | **GCSE** |
| **English**  | **6** | **4** | **1** | **0** | **55%** | **36%** | **9%** | **0%** |
| **Maths**  | **7** | **1** | **10** | **1** | **37%** | **5%** | **53%** | **5%** |

All 9 pupils (100%) achieved their Level 1 BTEC Award in Home Cooking Skills (Jamie Oliver)

All 9 pupils (100%) achieved their Duke of Edinburgh Bronze Award

In 2017, the school offered KS4 seven Vocational Courses: the Jamie Oliver Home Cooking Skills, Hair and Beauty, Bike Maintenance, Health and Social Care, Horticulture, Sports Leadership and Environmental Work.

**Entry Level Qualifications Key Stage 5**

In 2015, 100% of pupils achieved a minimum of 2 Entry level qualifications with some pupils achieving up to 6 qualifications.

In 2015, 6% of pupils gained an Entry Level 3 qualification in English and in Maths 31% gained a similar qualification.

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| **2015 Post 16****Exam Results**  | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| **English**  | **1** | **14** | **1** | **0** | **6%** | **88%** | **6%** | **0%** |
| **Maths**  | **5** | **6** | **5** | **0** | **31%** | **38%** | **31%** | **0%** |

All 13 pupils (100%) achieved their Level 1 BTEC in Home Cooking Skills (Jamie Oliver).

In 2015, the school offered KS5 eight Vocational Courses including Hair and Beauty, Hospitality and Catering, Community Work at Brent Lodge, Grounds Maintenance at two local schools and Bike Maintenance.

Due to the removal of certain qualifications, 2016 saw the introduction of a new programme of study for our Post 16 pupils. The school introduced the Edexcel Skills for Life and BTEC Workskills qualifications and 7 pupils achieved a Level 1 Award in Workskills.

In 2016, 100% of pupils achieved a minimum of 2 Entry level qualifications with some pupils achieving up to 5 qualifications.

In 2016, 9% of pupils gained an Entry Level 3 qualification in English and in Maths 55% gained a similar qualification.

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| **2016 Post 16****Exam Results**  | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| English  | 1 | 25 | 3 | 3 | 3% | 78% | 9% | 9% |
| Maths  | 6 | 3 | 11 | 0 | 30% | 15% | 55% | 0% |
| Workskills  | 0 | 0 | 0 | 7 | 0% | 0% | 0% | 100% |

In 2016, Post 16 pupils were offered ten Vocational Courses including working with the Ealing Park Rangers, Hospitality and Catering, Hair and Beauty and working at the Wellshore Hub in West Ealing. This allowed for 100% of pupils to access at least two/three Vocational Courses.

In 2017, 100% of pupils achieved a minimum of 2 Entry level qualifications with some pupils achieving up to 6 qualifications.

In 2017, 10 pupils achieved a Level 1 Award or Units in Workskills.

In 2017, 61% of pupils gained an Entry Level 3 qualification in English and in Maths 46% gained a similar qualification.

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| **2017 Post 16****Exam Results**  | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| English  | 5 | 7 | 20 | 1 | 15% | 21% | 61% | 3% |
| Maths  | 6 | 9 | 13 | 0 | 21% | 32% | 46% | 0% |
| Workskills  | 0 | 0 | 8 | 10 | 0% | 0% | 44% | 56% |

In 2017, Post 16 pupils were offered twelve Vocational Courses including the Belvue Café, The Welshore Hub in West Ealing running a glass making mini-enterprise, Westside Confectionary Enterprise, Hair and Beauty, Environmental Work with Catalyst, The Clementine Day Centre, the Litten Nature reserve and Hanwell Zoo where pupils undertook conservation work and animal care. This allowed 100% of pupils to access at least three different Vocational Courses.

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| **11.Key Stage 5 - Valued Added outcome for Entry Level Qualifications in English and Maths** |

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| **2015/16** | **Increased result within same grade range** | **Increased grade by a whole level**  | **Increased grade by two whole levels**  | **Increased grade by three levels**  |
| **English**  | 21 | 7 | 1 | 0 |
|   | 72% | 24% | 3% | 0% |
| **Maths**  | 11 | 12 | 0 | 0 |
|   | 48% | 52% | 0% | 0% |

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| **2016/17** | **Increased result within same grade range** | **Increased grade by a whole level**  | **Increased grade by two whole levels**  | **Increased grade by three levels**  |
| **English**  | 3 | 21 | 0 | 1 |
|   | 12% | 84% | 0% | 4% |
| **Maths**  | 4 | 18 | 5 | 0 |
|   | 15% | 67% | 19% | 0% |

Issues: To increase the number of pupils moving up a grade in both English and Maths to 100%

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| **12. Exceptional Progress in 2017** |

100% of pupils achieved a vocational award in Key Stage 4, including 9 Year 11 pupils achieving a Level 1 BTEC in Home Management Skills and 39 Key Stage 5 pupils achieving a Level 1 BTEC Award in Basic Cooking Skills.

One KS4 pupil gained an International GCSE in Maths with a grade D.

100% of pupils achieved a vocational award in Key Stage 5, including 5 learners achieving a Level 1 Award in Workskills.

One KS5 pupil gained a Level 1 in English Functional Skills.

100% of pupils gained a Bronze or Silver Duke of Edinburgh Award