

## School Progress Data

Whole school progress data is generated using data from the Pupil Asset Tracker. This tracking system consists of objectives taken from P-Scales, EYFS Framework, Primary National Curriculum and Open Awards Functional Skills.

All pupils are tracked against their relevant objectives. The data is based on summative assessments and formative assessments. In recent years, we have increased the number of summative assessments pupils take to increase the accuracy of results.

This data report focuses primarily on progress within English & Mathematics and the pupils working from the National Curriculum targets & Functional Skills targets. Therefore, it should be noted that some of the pupil data may not add up to pupil numbers. This is due to:

- The data doesn't include both the Pre-Formal classes. These pupils work from a different curriculum, and therefore have no data for English or Maths.
- Numerous pupils not having any targets set. The majority of pupils who joined at the start of the academic year don't have a target created and therefore progress can't be measured. However, these pupils are still being tracked and assessed & once the targets have been correctly set, progress can be measured.
- In order to create targets, information is taken from their previous school's assessments and calculated using an algorithm. Prior to taking on the role I wasn't shown how to calculate this data. However, before the end of the academic school year, this will be corrected and all students will have a target.

## The Data

The pupil progress data from English Writing & Reading and Math shows across the whole school there are 95 students not on track to achieve their target, 47 students are on track and 64 students are exceeding expectations.

The tables below show the data from the whole school (School & College):

Whole School Progress Across English & Maths		
Not on Track	On Track	Exceeding Expectations
95	47	82

Whole School Progress — English Reading		
Not on Track	On Track	Exceeding Expectations
32	17	26

Whole School Progress — Maths		
Not on Track	On Track	Exceeding Expectations
29	13	36

Whole School Progress — English Writing		
Not on Track	On Track	Exceeding Expectations
34	17	20

## School Progress

School Progress Across English & Maths		
Not on Track	On Track	Exceeding Expectations
54	19	70

School Progress — English Reading		
Not on Track	On Track	Exceeding Expectations
18	6	24

School Progress — Maths		
Not on Track	On Track	Exceeding Expectations
16	7	28

School Progress — English Writing		
Not on Track	On Track	Exceeding Expectations
20	6	18

## College Progress

College Progress Across English & Maths		
Not on Track	On Track	Exceeding Expectations
41	28	12

College Progress — English Reading		
Not on Track	On Track	Exceeding Expectations
14	11	2

College Progress — Maths		
Not on Track	On Track	Exceeding Expectations
13	6	8

College Progress — English Writing		
Not on Track	On Track	Exceeding Expectations
14	11	2

## Key Findings

When comparing the school progress and college progress, it is clear that there are more pupils on track or exceeding expectations in school.

One of the reasons for this difference could be due to the summative assessment's that take place in college. The functional skills summative assessments provide an accurate representation of what level a pupil is working at and rely less on formative assessments.

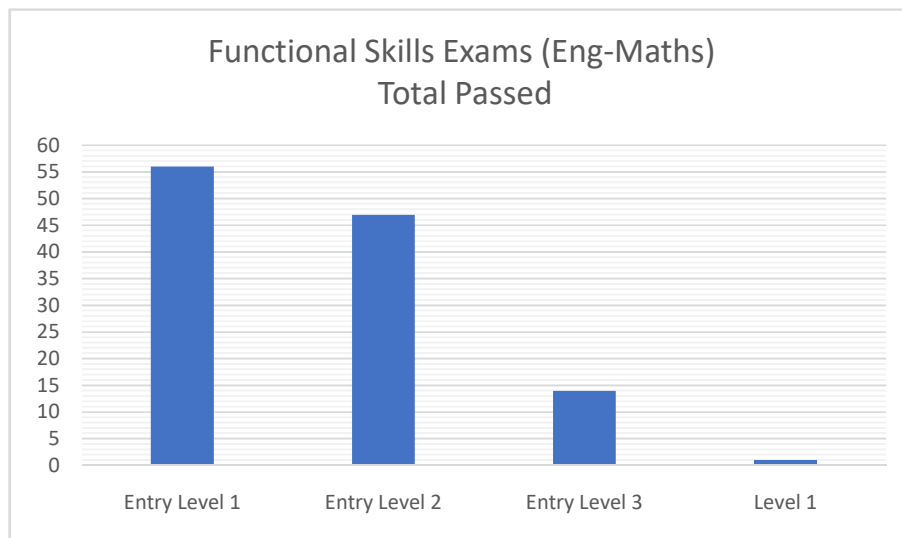
As mentioned previously, more summative assessments have been put in place for main school. This consists of Mathematic assessments which have direct links to the Primary National Curriculum and provide a clear representation of what level the pupils are working at, with pupils completing these assessments independently and in exam conditions.

The accuracy for progress data in English could also be improved through the use of summative assessments. With a focus on pupils completing assessments independently and in exam conditions.

## Functional Skills - Attainment Data

During the 22/23 academic school year, the pupils from KS4 & KS5 classes passed a total of 118 exams in Functional Skills English & Maths. These successful passes were spread out across four levels:

- Entry 1 – 56
- Entry 2 – 47
- Entry 3 – 14
- Level 1 – 1



Some students have completed more than one entry level in one year. Some of the new students who started on roll in Sept 22 secured Entry Level 1 in the December Exams and then an Entry Level 2 in the May Exams. Also, pupils who access "The Orchard (AP)" were able to successfully pass an Entry Level 2 & 3 in the same academic year.

### Year 14 Leavers

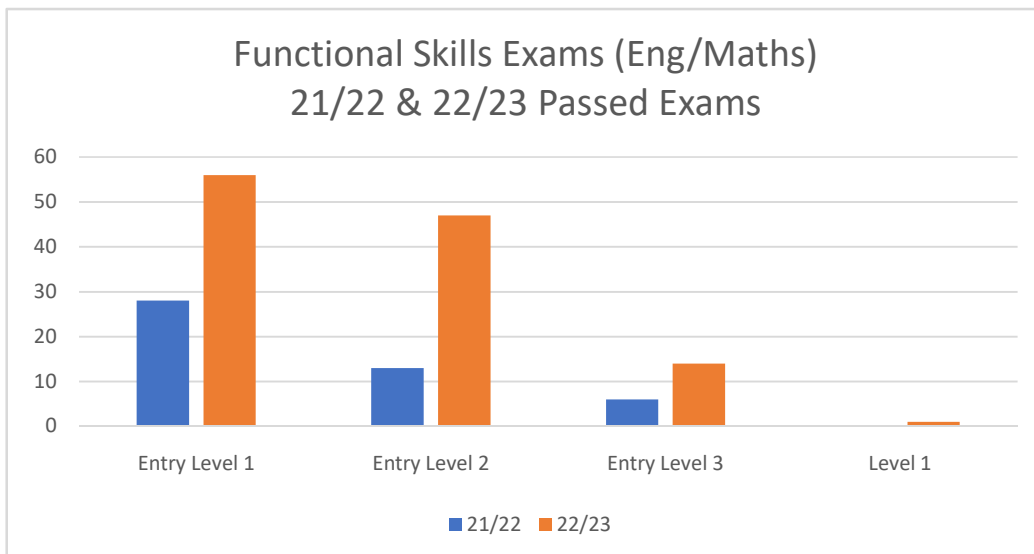
At the beginning of the year, some of the 22-23 Leavers still had no accreditation secured. Now at the end of the year, all of the Year 14 Formal & Semi-Formal pupils have successfully secured a pass in either Functional Skills Maths or English.

## **Data Compared to 21/22 Academic Year**

During the 21/22 academic school year, there was a total of 47 passes in Functional Skills English & Maths. These successful passes were spread across three levels:

- Entry 1 – 28
- Entry 2 – 13
- Entry 3 – 6

When comparing this data to last year, there has been a significant increase in passes during this academic year. The graph below compares the two:



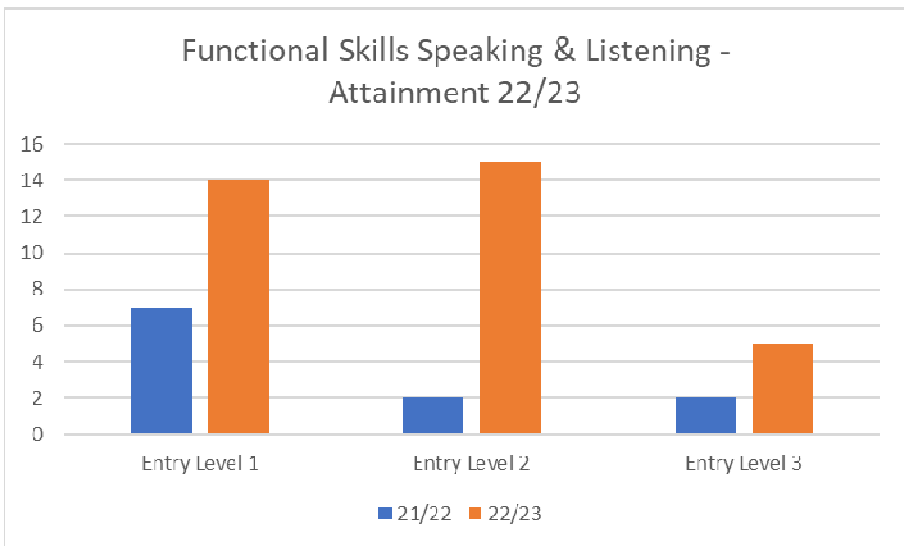
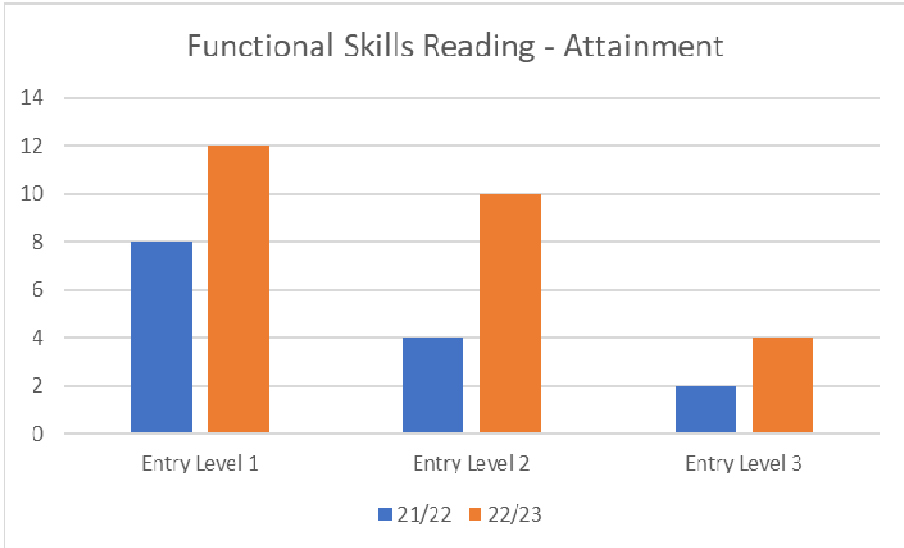
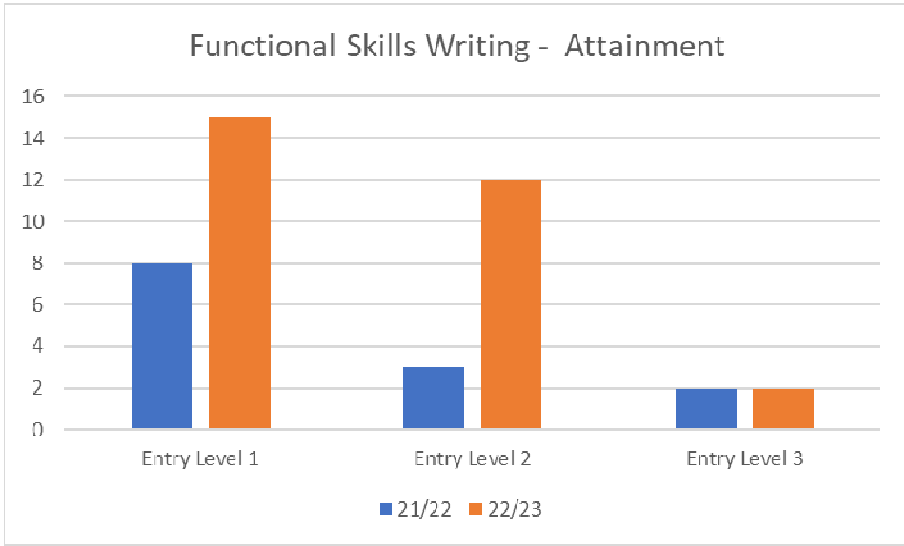
The number of passed exams in Entry 1, 2& 3 has more than doubled this year.

This year saw a significant increase in the number of passed exams from the Semi-Formal classes in both KS4 & KS5. Whereas last year's exams were sat primarily by pupils in a Formal setting.

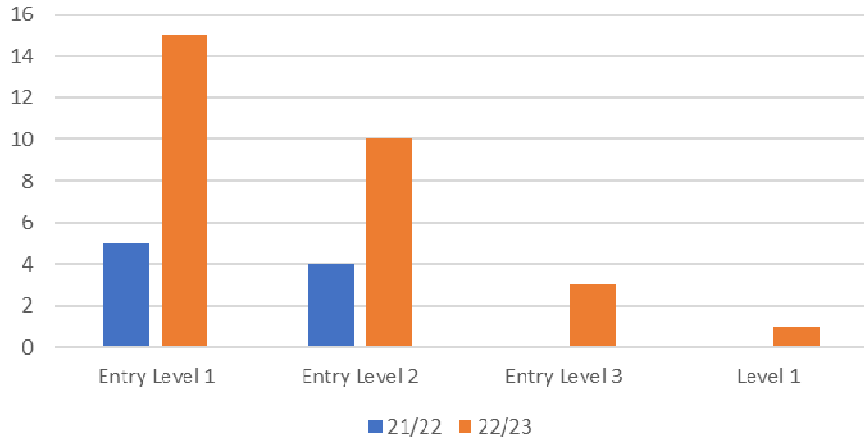
### **Level 1 Passes**

This year we also had a pupil pass a Level 1 Maths exam - the equivalent of a low-end GCSE. We also have another pupil re-attempting his Maths Level 1 exam in July 23. Also, there are 4 pupils entered for the Level 1 English exam in July.

Appendix 1 – Passed Exams by Subject (Academic Years 21/22 & 22/23)



### Functional Skills Maths - Attainment



## Appendix 2 – Exams Passed by Students December 22

Functional Skills English - Reading			
Entry 1	Entry 2	Entry 3	Level 1
Eva Carr (Year 11)	Darren Harrison AP	Jasmine Conkerton AP	
Yolanda Dutton (Year 12)	Molly Price AP	Darren Harrison AP	
Frances McCourt (Year 14)	Jasmine Conkerton AP		
Scarlett Blake (Year 11)			
Liam Coates (Year 12)			
Alifie Moran (Year 12)			
Functional Skills - English Writing			
Entry 1	Entry 2	Entry 3	Level 1
Abigail Stanbridge (Year 10)	Jasmine Conkerton AP	Jasmine Conkerton AP	
Yolanda Dutton (Year 11)	Darren Harrison AP	Darren Harrison AP	
Alfie Moran (Year 12)	Molly Price AP		
Liam Coates (Year 12)			
Imogen Collins (Year 12)			
Eva Carr (Year 12)			
Katelyn Scurr (Year 14)			
Frances McCourt (Year 14)			
Functional Skills - English Speaking & Listening			
Entry 1	Entry 2	Entry 3	Level 1
Abigail Stanbridge (Year 10)	Jasmine Conkerton AP	Jasmine Conkerton AP	
Yolanda Dutton (Year 11)	Darren Harrison AP	Darren Harrison AP	
Scarlett Blake (Year 11)	Mollie Price AP	Mollie Price AP	
Alfie Moran (Year 12)	Zak North		
Frances McCourt (Year 14)			
Functional Skills - Maths			
Entry 1	Entry 2	Entry 3	Level 1
Jasmine Conkerton AP	Molly Price AP	Molly Price AP	Benji Lakin (Year 14)
Abigail Stanbridge (Year 10)	Darren Harrison AP	Darren Harrison AP	
Eva Carr (Year 11)		Jasmine Conkerton AP	
Yolanda Dutton (Year 11)			
Alfie Moran (Year 12)			
Liam Coates (Year 12)			
Katelyn Scurr (Year 14)			
James Booth (Year 14)			
Perse Thorpe (Year 14)			



Appendix 3 – Exams Passed by Students May 23

Functional Skills English - Reading			
Entry 1	Entry 2	Entry 3	Level 1
Alice Lamb (Year 11)	Billy Calvert (Year 11)	Cerys Smith (Year 12)	
Nathan Jarvis (Year 11)	Yolanda Dutton (Year 11)	Zak North (Year 14)	
Simone Brown (Year 11)	Harvey Kilmartin (Year 12)		
Joshua Allison (Year 14)	Regan Fitzsimmons (Year 12)		
Jack Boid (Year 10)	Daniel Price (Year 11)		
Nadine Taylor (Year 10)	Eva Carr (Year 11)		
	Abigail Stanbridge (Year 11)		
Functional Skills English - Writing			
Entry 1	Entry 2	Entry 3	Level 1
Harvey Ellis (Year 12)	Billy Calvert (Year 11)		
Alice Lamb (Year 11)	Holly Brayshaw (Year 14)		
Jack Boid (Year 10)	Kyle Carpenter (Year 12)		
Nadine Taylor (Year 10)	Harvey Kilmartin (Year 12)		
Nathan Jarvis (Year 11)	Regan Fitzsimmons (Year 12)		
Simone Brown (Year 10)	Daniel Price (Year 11)		
Joshua Allison (Year 14)	Eva Carr (Year 12)		
	Abigail Stanbridge (Year 11)		
	Liam Coates (Year 12)		
Functional Skills English - Speaking & Listening			
Entry 1	Entry 2	Entry 3	Level 1
Harvey Ellis (Year 12)	Billy Calvert (Year 11)	Cerys Smith (Year 12)	
Eva Carr (Year 12)	Yolanda Dutton (Year 11)	Zak North (Year 14)	
Liam Coates (Year 12)	Holly Brayshaw (Year 14)		
Alice Lamb (Year 11)	Kyle Carpenter (Year 12)		
Jack Boid (Year 10)	Harvey Kilmartin (Year 12)		
Nadine Taylor (Year 10)	Regan Fitzsimmons (Year 12)		
Nathan Jarvis (Year 11)	Daniel Price (Year 11)		
Simone Brown (Year 11)	Eva Carr (Year 11)		
Joshua Allison (Year 14)	Abigail Stanbridge (Year 11)		
	Liam Coates (Year 11)		
	Zac Tester (Year 12)		

Functional Skills—Maths			
Entry 1	Entry 2	Entry 3	Level 1
Alice Lamb (Year 11)	Harvey Kilmartin (Year 12)		
Jack Boid (Year 10)	Regan Fitzsimmons (Year 12)		
Nathan Jarvis (Year 11)	Zak North (Year 14)		
Simone Brown (Year 11)	Eva Carr (Year 11)		
George Ellis (Year 10)	Liam Coates (Year 12)		
Destinie Storr (Year 11)	Zac Tester (Year 12)		
	Tom Porter (Year 12)		
	Abigail Stanbridge (Year 11)		