



## Eden Academy

# Pentland Field School – Assessment Report July 2015

## Academic Results - P & NC LEVELS

During February each teacher baselined pupils against the P Levels and National Curriculum Levels during meetings with Gill Smith, Academy Lead for Curriculum and Assessment (ALCA). The ladders written by Alexandra School were used to make the assessments. Targets were then set for the pupils for the remainder of their current Key Stage.

For pupils in Key Stage 1, two levels of progress are being used as a bench mark for good progress, therefore the expectations are very high. Although we have only had 2 terms of Pentland Field School we have looked for pupils to make a P Level of progress between February and June for many pupils this has been the case.

For pupils in Key Stage 2 targets have been set using Progression Guidance data. For those in Year 3 their February assessment has been used as their entry point into the Key Stage and for those in Years 4-6 a 'look up' table has been created (see appendix for example). This enables us to make a reasonable judgement about their P Level at the start of the Key Stage. For pupils who have come from other Eden Academy schools their P Levels have been transferred across and used. The aim is to ensure as many pupils as possible are 'on track' to achieve or exceed a target set in the Upper Quartile at the end of the Key stage.

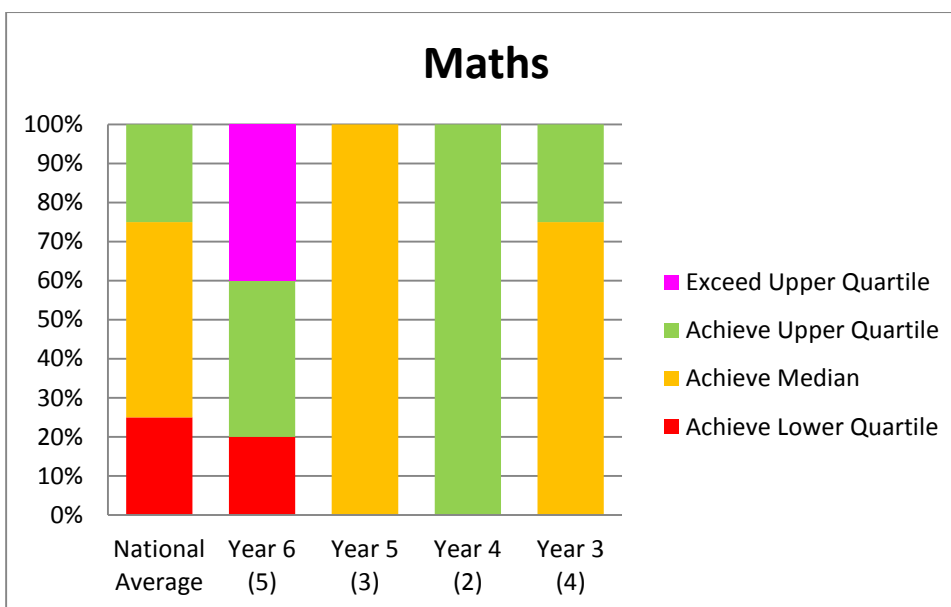
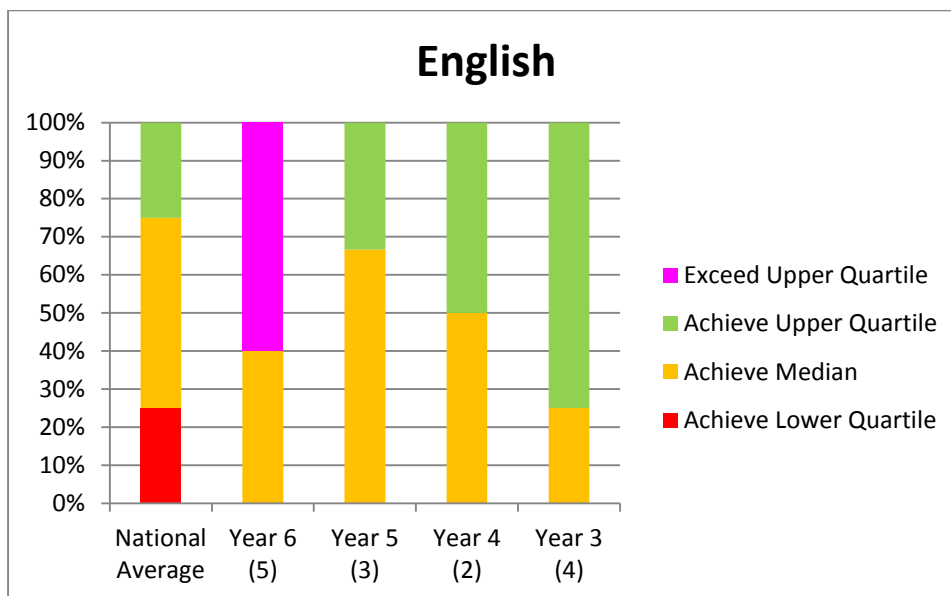
In June, following re-assessment meetings with ALCA, pupils have been given a RAGP rating so we are able to predict, if the rate of progress remains the same, which pupils will exceed the upper quartile target (p = pink), achieve the upper quartile target (g= green), achieve the median (a= amber) or achieve at or below the lower target (r=red)

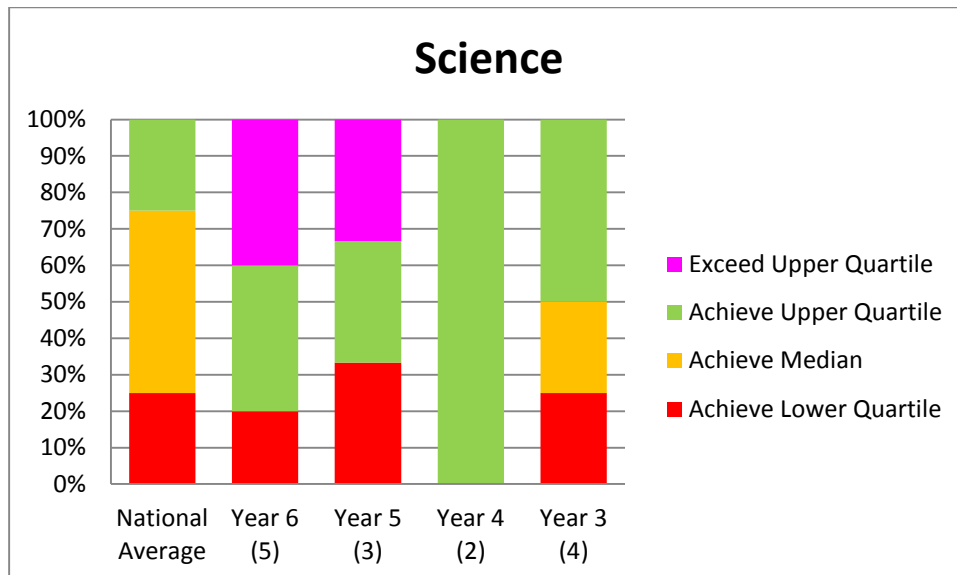
### QUESTIONS:

**Question 1: What percentage of pupils completing Key Stage 2 achieved lower quartile, median, upper quartile or exceeded upper quartile?**

**Question 2: When percentage of pupils in year 3-5 are predicted to achieve lower quartile, median, upper quartile or exceeding upper quartile when they finish their current key stage**

**Evidence:**





### Conclusions:

**Year 6:** The group of pupils who moved to Pentland Field have not had their learning disrupted. Two or Three pupils have exceeded upper quartile targets and others who achieved the upper quartile target have not had their learning disrupted because of their move to Pentland Field School. The pupils who achieved within the bottom 25% have had significant extra input in both settings in order to enable them to engage in their learning.

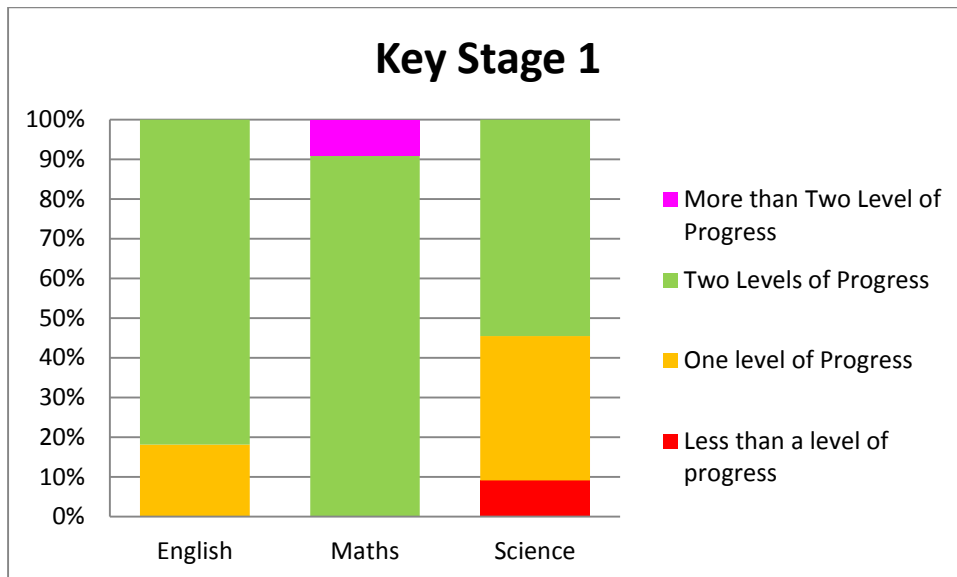
**Year 3-5:** The projected progress of these pupils is above national averages in English and Science, however Maths causes more concern.

### Action Plan:

- To ensure all teachers understand P levels and the assessment process
- To share Key Stage and Annual P Level targets with teachers at the start of the year.
- To develop an evidence based P level assessment system
- To promote the teaching of Maths skills through a series of workshops

### Question 3: What progress have the pupils in Key Stage 1 made?

### Evidence:



#### **Conclusions:**

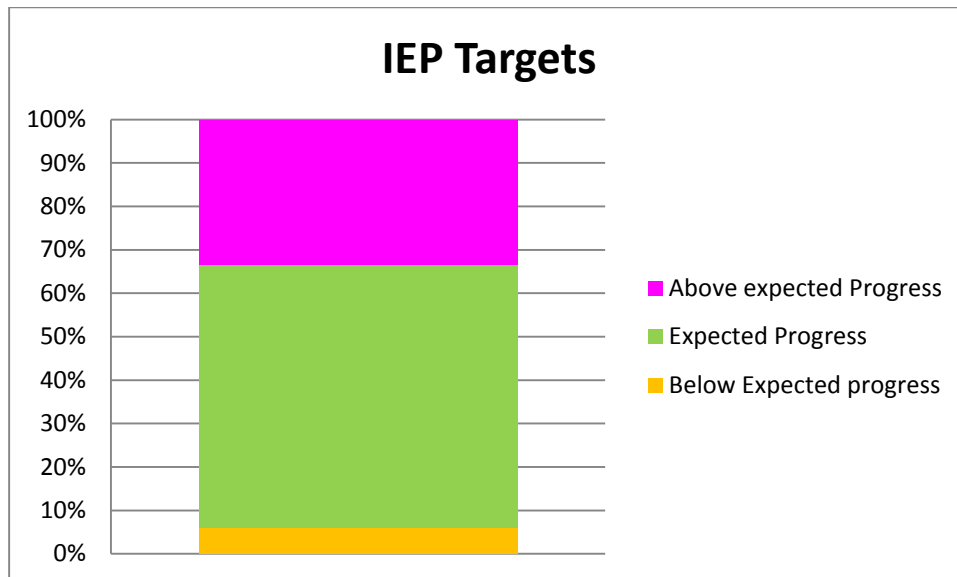
- The majority of pupils are on track to make at least 2 Levels of progress within the Key Stage.
- Science is the area causing most concern therefore training in teaching early science investigation skills will be included in next years programme

## **Academic Results – Personal Targets**

At Pentland Field School these are called IEP (Individual Education Programme) targets. For the period from January 15-July 15 these have mainly been based on the targets included in their statements. For a few who moved from Grangewood the 'targeted learning outcomes' used there were adopted. In February each teacher wrote a baseline of attainment against each target and repeated the process in June. Teachers then discussed with the Academy Lead for Curriculum Assessment if the current attainment is below, above or expected progress. As standards are high within the school expected progress can also be recorded as good progress.

**Question 4: What percentage targets were exceeded, expected or below expected progress**

**Evidence:**



#### **Conclusions:**

- Pupils have settled into the school well and progress has been at least good towards most targets.
- Using the system of IEPs taken from statements has meant that it is not possible to track progress in particular areas of the curriculum using this assessment system.

#### **Action Points:**

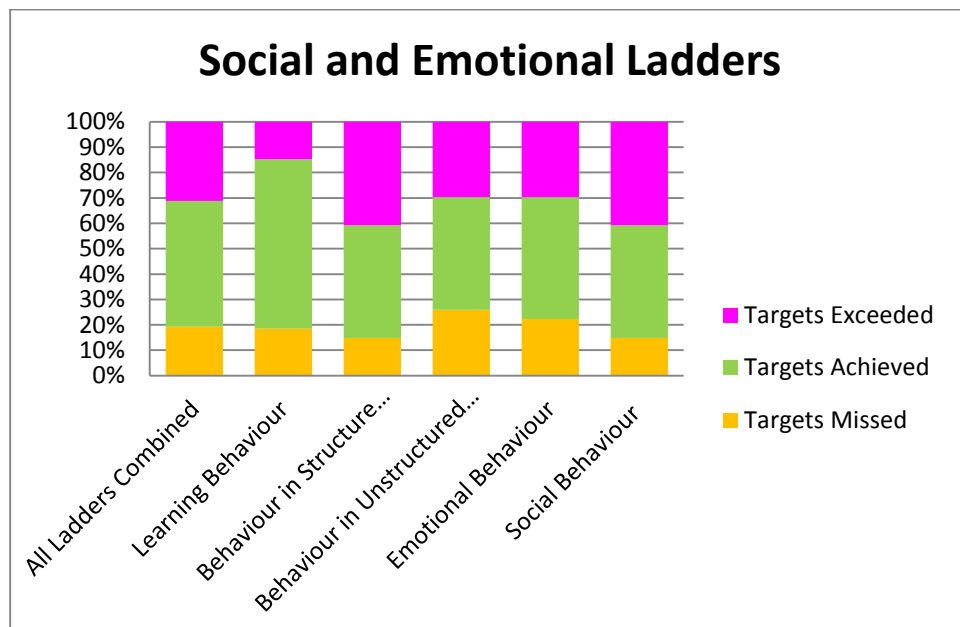
- To discuss if there is a need for a system like this to support the P Level data within the school.
- If there is to develop a more efficient system with a more robust evidenced based system.

# Social and Emotional Results

## Social and Emotional Ladders:

In January all pupils in the school were base lined using these ladders developed by Alexandra School. These baselines were completed during a discussion between the class teacher and Gill Smith (ALCA). Each pupil was also given a target to move up a ladder in the 6 months remaining of the academic year. (At Alexandra this is generally a target for a full academic year). Pupil's levels were then re assessed in similar moderation meetings during June.

**Question 5: What percentages of targets were judged to have been achieved, exceeded or missed?**



## Conclusion:

- Pupils have settled well into the school and most have made progress in most strands of the ladders.
- Teachers may have underestimated pupil's abilities in the first few weeks when baselines were recorded but by having high expectations of pupil's abilities have readjusted their teaching to address important issues for each pupil in these levels.

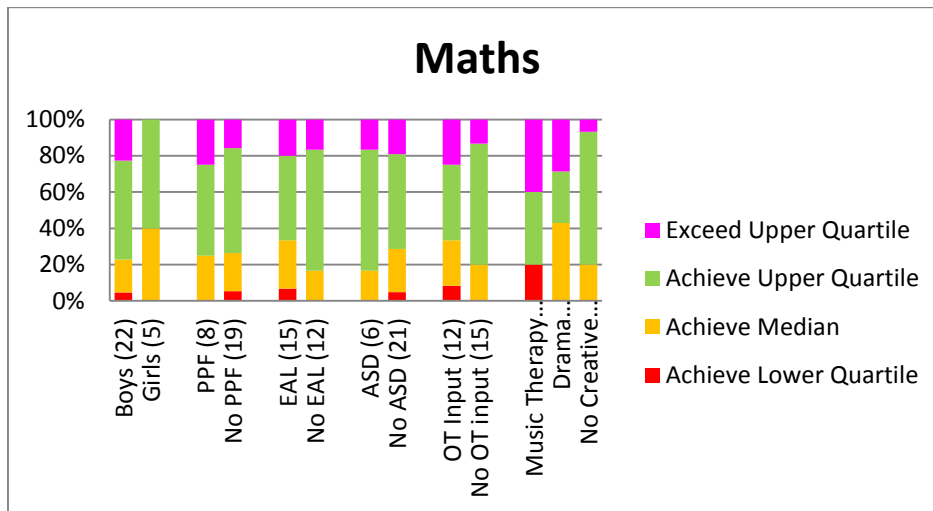
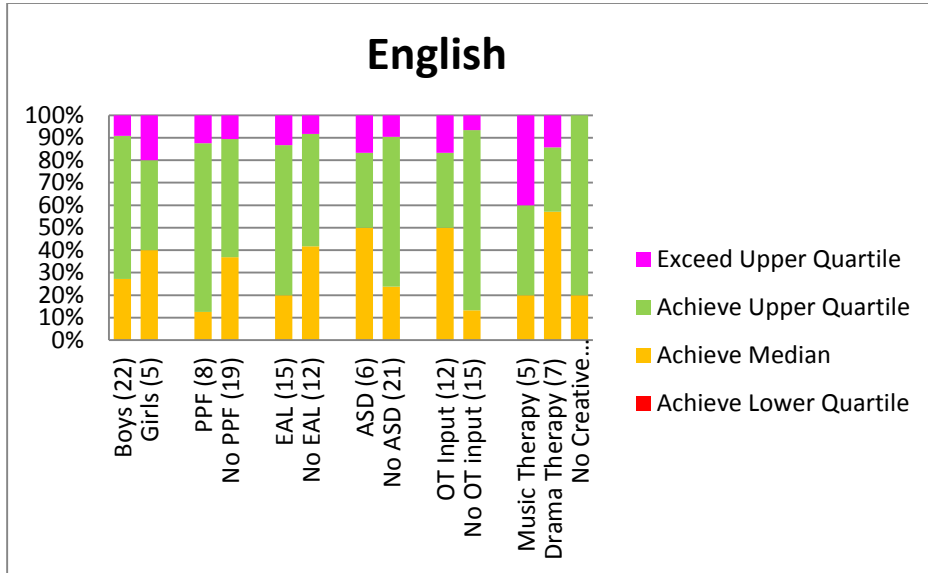
## Action Points:

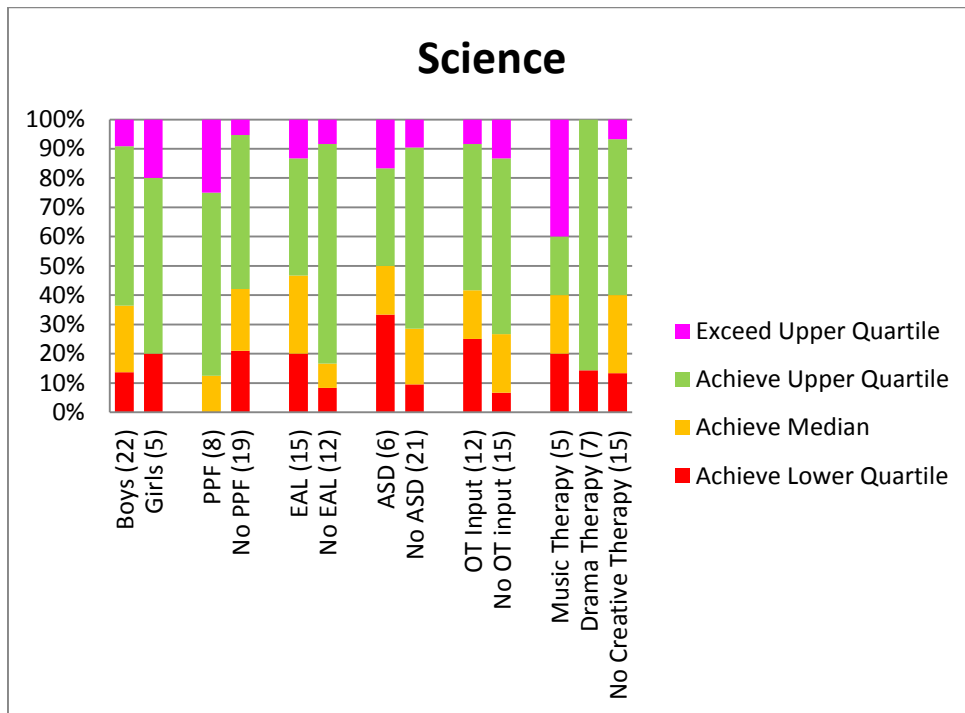
- To look at strands where pupils did not make progress and ensure these are a significant focus for the coming year. This will be discussed with teachers during September.

# Cohorts of pupils

## Question 5: Are there cohorts of pupils causing concern?

The following graphs show progress of different cohorts against P & NC Level progress according to Progression Guidance Data





The following comment can be made

- Boys are doing better than girls in English and Maths but the girls are exceeding the boys in science. However the cohort of girls (5) is small and individual results will be looked at when planning for next year.
- Pupils receiving Pupil premium funding are making progress in line with or above other pupils in the school demonstrating their education is not currently being compromised
- EAL pupils are doing better than none EAL pupil in English, but their results for Maths and specifically science are a significant cause for concern. The teaching of EAL across the curriculum is a focus for the school next year.
- The small number of pupils with ASD are achieving significantly below their peers in English and Maths although in line with their peers in maths. A guided learner class will be established in September in order to address this gap.
- The pupils receiving OT input are doing less well than others across all 3 curriculum subjects. As this group of pupils have already been identified as needing additional input in order to access the curriculum it can be assumed, from this data, the input is correctly targeted and the benefits of new programmes will be seen during the coming year
- Similarly the 7 pupils receiving Drama therapy seem to be those whose progress is causing the most concern and therefore have been correctly identified as having an additional need.

In general no one area is causing significant concern. Where concern has been identified, e.g. EAL & ASD actions have already been included in the school improvement plan.



# **OVERALL CONCLUSIONS:**

## **P & NC Level progress:**

Using this limited amount of data the proportions of pupils making progress from each different starting point, is close to or above national averages demonstrating that progress against P and NC Levels is currently 'GOOD'.

## **IEPs:**

60% of targets were achieved and an additional 33% exceeded. This demonstrates outstanding progress towards personal targets.

## **Social and Emotional Ladders:**

Combining targets from all pupils 50% of targets were achieved and additional 31% being exceeded. This shows outstanding progress across the school in this area.

## **OVERALL:**

Progress throughout the school and across all areas of assessment is at least **Good**. It is not yet reliably outstanding because of the limited data we have about P & NC levels.

Other Assessment Indicators highlight that teaching within the school allows for the best outcome for all students, this will produce an outstanding report across the curriculum.

# APPENDIX: Look Up Tables for Pupils starting Mid Key Stage

## Data set 3 Progression 2010-11

Quartile tables taken from Target Setting Document

### ENGLISH

Quartile tables 2009			
Key Stage 1 to key Stage 2 2009			
English	KS2 P levels/NC levels		
KS1 prior attainment	KS2 (LQ) 25th percentile	KS2 median (50th percentile)	KS2 (UQ) 75th percentile
P1(i)	P1(i)	P2(ii)	P2(ii)
P1(ii)	P2(i)	P2(i)	P2(ii)
P2(i)	P2(i)	P2(ii)	P3(ii)
P2(ii)	P2(ii)	P3(ii)	P4
P3(i)	P3(i)	P3(ii)	P5
P3(ii)	P4	P4	P5
P4	P5	P5	P7
P5	P6	P7	P8
P6	P7	L1C	L1A
P7	L1C	L1B	L2C
P8	L1A	L2C	L2B
Key Stage 1 to key Stage 2 2009			
English	KS2 P levels/NC levels		
KS1 prior attainment	KS2 (LQ) 25th percentile	KS2 median (50th percentile)	KS2 (UQ) 75th percentile
W	1	2	3
1	3	3	4
2C	3	4	4
2B	4	4	4
2A	4	4	5
3	4	5	5
4	5	5	5

Look Up tables - for pupils starting apart way through Key Stage 2				
<i>Data below provides the 'best fit' for linear progress through KS2 and should be used as a guide for setting KS targets (GS)</i>				
Approximate P levels for tracking progress				
Yr 2	Yr3	Yr 4	Yr 5	Yr 6
P3ii		P4		P5
P4	P5	P5/6	P6	P7
P5	P6	P6/7	P7	P8
P6	P7/8	P8/L1C	L1B	L1A
P7	P8/L1C	L1B	L1A	L2C
P8	L1C/B	L1A	L2C	L2B
Approximate NC levels for tracking progress				
Yr 2	Yr3	Yr 4	Yr 5	Yr 6
1	L2C/B	L2A/3C	L3A	4
2C	L2A	L3B	L4C	4
2B	L3C	L3A	L4B	4
2A	L3B/A	L4C/AB	L4A/L5C	5
3	L4C/B	L4A	L5B	5
4	L5C	L5B		5

# MATHS

Quartile tables 2009			
Key Stage 1 to key Stage 2 2009			
Mathematics	KS2 P levels/NC levels		
KS1 prior attainment	KS2 (LQ) 25th percentile	KS2 median (50th percentile)	KS2 (UQ) 75th percentile
P1(i)	P1(i)	P1(ii)	P2(i)
P1(ii)	P1(ii)	P2(i)	P2(ii)
P2(i)	P2(i)	P2(i)	P3(i)
P2(ii)	P3(i)	P3(ii)	P4
P3(i)	P3(i)	P4	P4
P3(ii)	P4	P5	P5
P4	P5	P6	P6
P5	P6	P7	P8
P6	P8	L1C	L1B
P7	L1C	L1B	L2C
P8	L1B	L1A	L2B
Key Stage 1 to key Stage 2 2009			
Mathematics	KS2 P levels/NC levels		
KS1 prior attainment	KS2 (LQ) 25th percentile	KS2 median (50th percentile)	KS2 (UQ) 75th percentile
W	1	2	3
1	2	3	3
2C	3	4	4
2B	4	4	4
2A	4	4	5
3	5	5	5
4	5	5	5

Look Up tables - for pupils starting apart way through Key Stage 2				
<i>Data below provides the 'best fit' for linear progress through KS2 and should be used as a guide for setting KS targets (GS)</i>				
Approximate P levels for tracking progress				
Yr 2	Yr3	Yr 4	Yr 5	Yr 6
P3ii		P4		P5
P4		P5		P6
P5	P6	P6/7	P7	P8
P6	P7	P8	L1C	L1B
P7	P8/L1C	L1B	L1A	L2C
P8	L1C/B	L1A	L2C	L2B
Approximate NC levels for tracking progress				
Yr 2	Yr3	Yr 4	Yr 5	Yr 6
1	L2C/B	L2A/3C	L3B	3
2C	L2A	L3B	L4C	4
2B	L3C	L3A	L4B	4
2A	L3B/A	L4C/AB	L4A/L5C	5
3	L4C/B	L4A	L5B	5
4	L5C	L5B		5

# SCIENCE

## Quartile tables 2009

Key Stage 1 to key Stage 2 2009			
Science	KS2 P levels/NC levels		
KS1 prior attainment	KS2 (LQ) 25th percentile	KS2 median (50th percentile)	KS2 (UQ) 75th percentile
P1(i)	P1(ii)	P2(ii)	P2(ii)
P1(ii)	P1(ii)	P2(ii)	P3(ii)
P2(i)	P2(i)	P2(ii)	P3(i)
P2(ii)	P2(ii)	P3(ii)	P4
P3(i)	P3(ii)	P4	P4
P3(ii)	P4	P5	P5
P4	P5	P6	P6
P5	P6	P8	L1B
P6	P8	L1B	L2C
P7	L1C	L1A	L2B
P8	L1B	L2C	L2B
Key Stage 1 to key Stage 2 2009			
Science	KS2 P levels/NC levels		
KS1 prior attainment	KS2 (LQ) 25th percentile	KS2 median (50th percentile)	KS2 (UQ) 75th percentile
W	NA	NA	NA
1	NA	NA	NA
2C	NA	NA	NA
2B	NA	NA	NA
2A	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA

## Look Up tables - for pupils starting apart way through Key Stage 2

*Data below provides the 'best fit' for linear progress though KS2 and should be used as a guide for setting KS targets (GS)*

### Approximate P levels for tracking progress

Yr 2	Yr3	Yr 4	Yr 5	Yr 6
P3ii		P4		P5
P4		P5		P6
P5	P6/7	P7/8	L1C	L1B
P6	P7/8	L1C/B	L1B/A	L2C
P7	P8/L1C	L1B/A	L2C	L2B
P8	L1C/B	L1A	L2C	L2B