



Whole School Data Analysis: Summer 2018

Pupils at Southgate school make good progress

Assessment Changes:

This year saw us move away from the dated Progression Guidance in tracking pupil progress. Throughout 2017-18, we have tracked against a wider and more up to date standardised base through CASPA. Due to the changing of systems, including moving from PIVATs 4 to PIVATs 5 (new curriculum), accurate comparisons with previous years are harder to establish.

Summary:

2017/18 was our first full year at Southgate School. It was a year of growth, with 5 new teachers starting from September 2017 to meet the increasing numbers of pupils who have joined us throughout the year. Many of our pupils find change difficult and it increases their levels of anxiety. Despite this, across both English and maths, the majority of our pupils are making expected progress. This gives us a really solid platform to build on whilst we continue to sustainably grow.

What we are doing well	What we need to do better
Progress is strong in Key Stage 4 English. English and Maths is a strength in Key Stage 3	Progress in Key Stage 2 English and Maths. Progress in Key Stage 4 Maths could also be stronger
There is little gender difference. Boys have closed the gap on girls (compared to previous year) and are doing better in writing	Stretching our more able pupils (milestone 2,3 and 4) in English and Maths
Pupils in receipt of Pupil Premium are doing well in English and Maths. Children Looked After are doing well in Maths	Children Looked After need to make more progress in English

Next Steps:

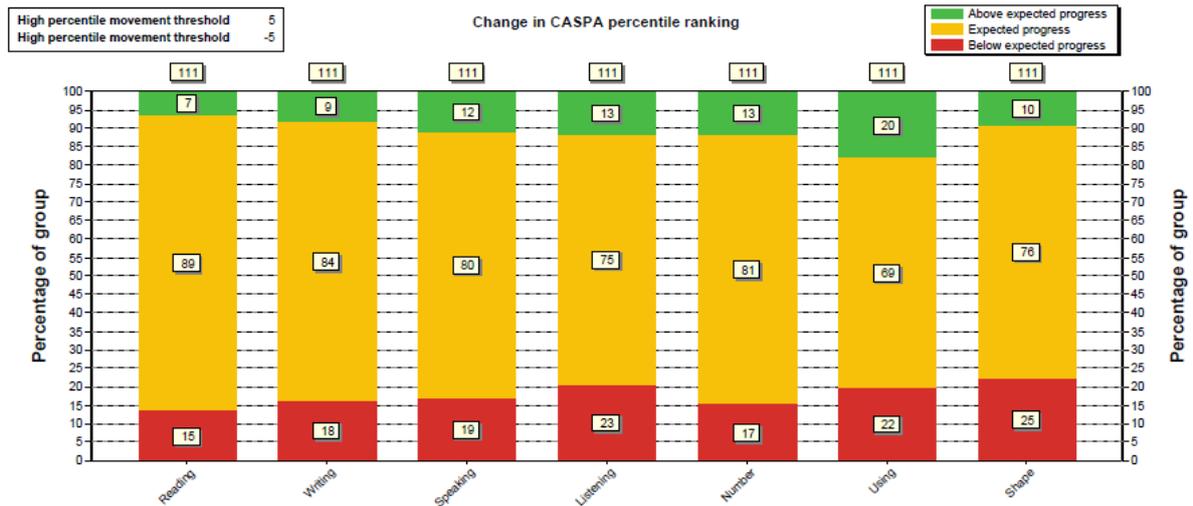
Our lower school team of teachers is stronger and more experienced this year. There is only 1 NQT teaching in Key Stage 2 compared to 3 last year, and we have appointed a very experienced teacher to work in this team. Alongside our other interventions, we are developing links with Huddersfield Town FC to pilot a Primary Stars Project from September.

Our Children Looked After will have a dedicated Designated Teacher who is also part of the senior leadership team. They will work closely with the Pastoral Manager to implement a plan to improve progress through CLA premium and school intervention.

In the upper school Orchard Pathway, subjects will be taught as specialisms to help move our more able pupils forwards quicker. This will also benefit maths, as there will be one teacher focusing on the curriculum and delivery.

Whole School English and Maths:

Number of pupils with comparable data: 111



The majority of our pupils have made expected progress. This is a positive figure considering the turbulence of the new school in the Autumn Term and the high levels of associated anxiety. Progress really started to pick up from December and we aim to build on this and do even better across 2018/19.

In all areas, a number of pupils have made above expected progress. In Using and Applying, which has been an area for development in recent years, the number is 18%; this is very encouraging. Reading has also picked up from 2016-17, and now has the highest percentage of pupils making expected progress. This has been a focus area throughout the year, with reading sessions timetabled for each class. New schemes have been introduced such as reading eggs and reading records, and will be developed further this year.

Pupils making expected progress or above equal: Reading- 86.5%; Writing- 83.8%; Speaking- 82.1%; Listening- 79.3%; Number- 84.7%; Using and Applying- 80.2% and Shape, Space and Measure- 77.5%.

By Key Stage:

Pupils have performed well in English in Key Stage 4. In both English and Maths, progress is strong in Key Stage 3. There was only 1 pupil in Key Stage 1. They made expected progress in English and slightly above expected progress in the maths measures.

In the Early Years Foundation Stage, we had one pupil (full time from November 2017). She has a very spikey profile but made outstanding progress overall.

English Overview:

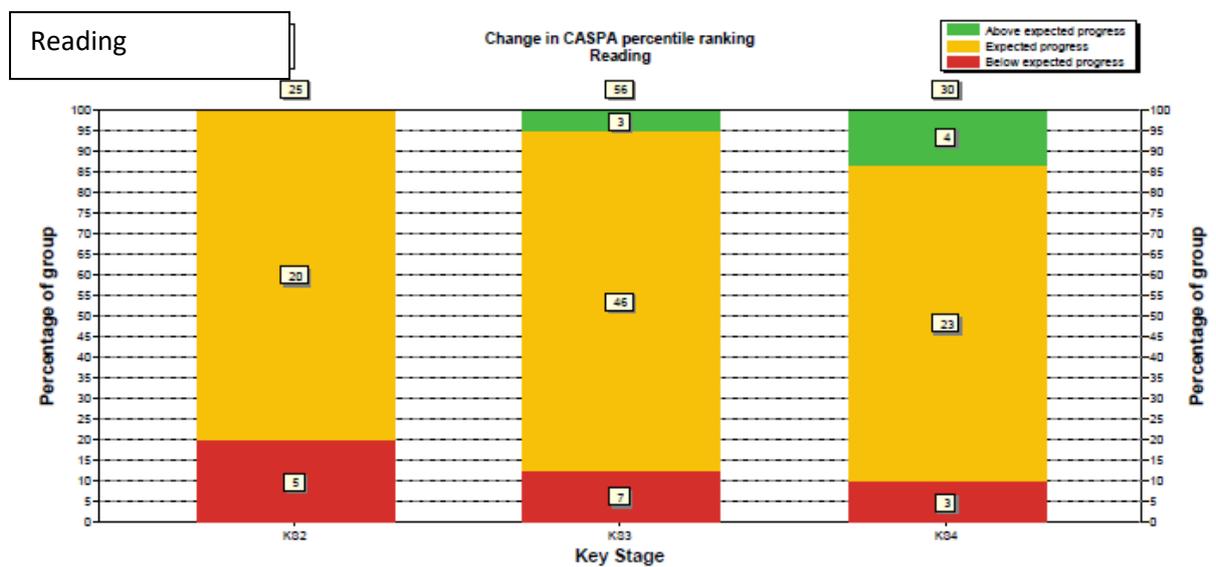
% = Expected and Better Progress

Strengths: Key Stage 4 reading (90%) and writing (90%)

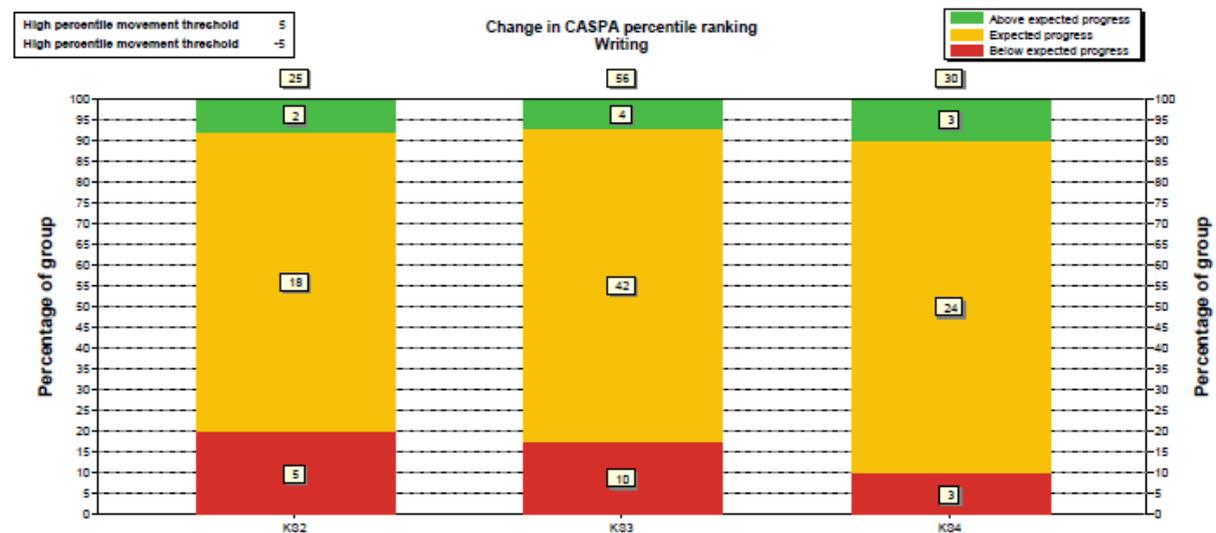
Key Stage 3 reading (87.5%)

To Develop: Key Stage 2 reading (80%) and writing (80%)

Key Stage 3 writing (82.1%)



Writing



Maths Overview:

% = Expected and Better Progress

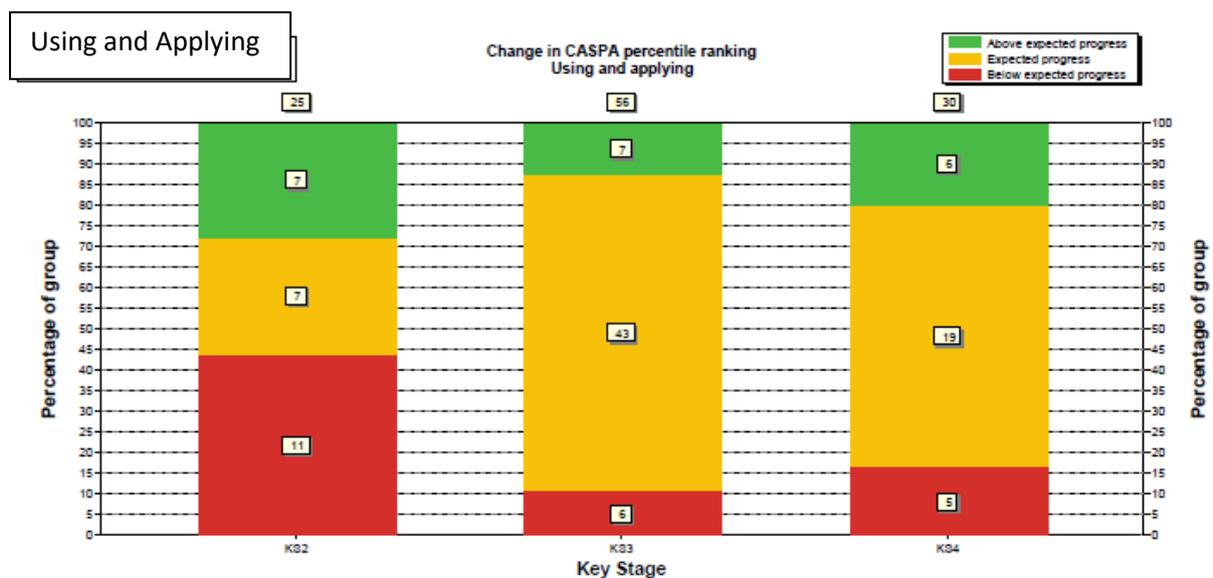
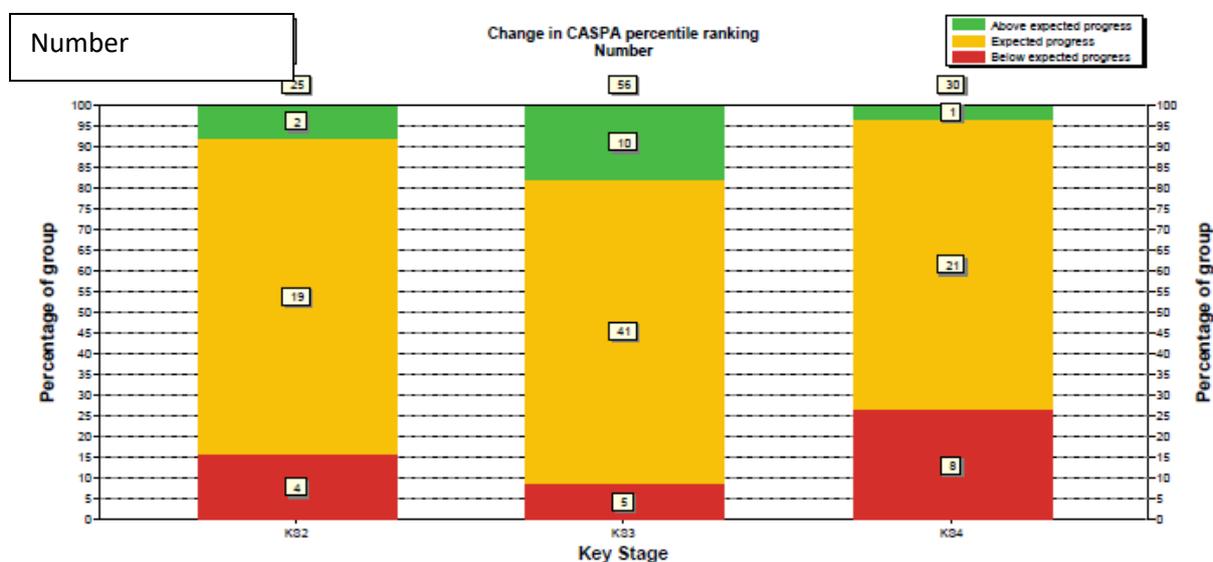
Strengths: Key Stage 2 (84%) and Key Stage 3 (91%) number

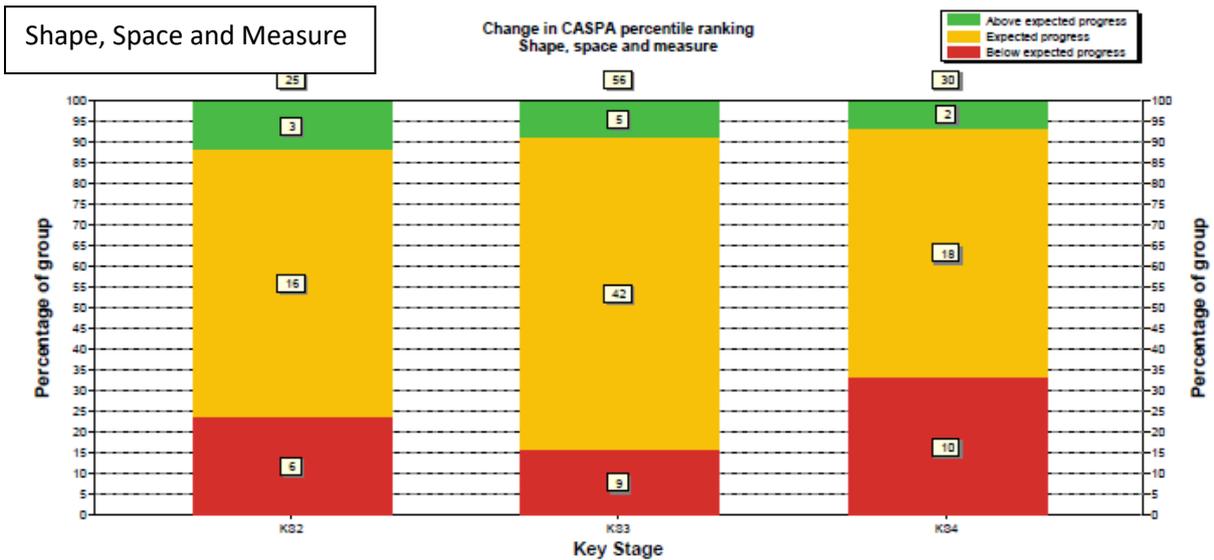
Key Stage 3 (89.3%) and Key Stage 4 (83.3%) using and applying

Key Stage 3 shape, space, measure (83.9%)

To Develop: Key Stage 4 number (3.30%) and shape, space and measure (66.6%)

Key Stage 2 using and applying (56%) and shape, space and measure (76%)

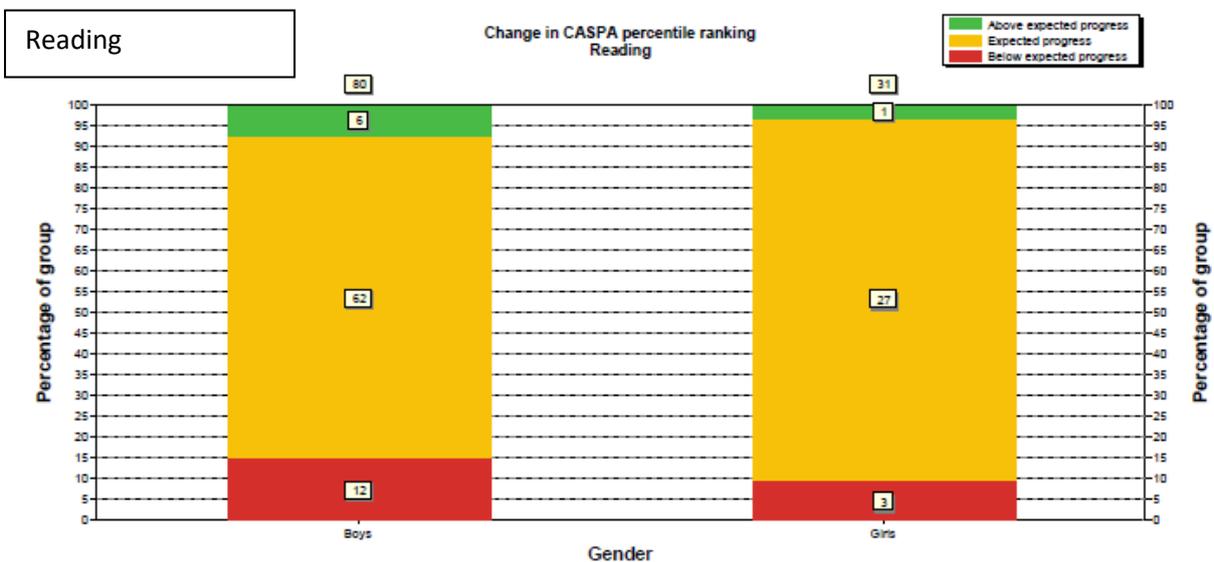


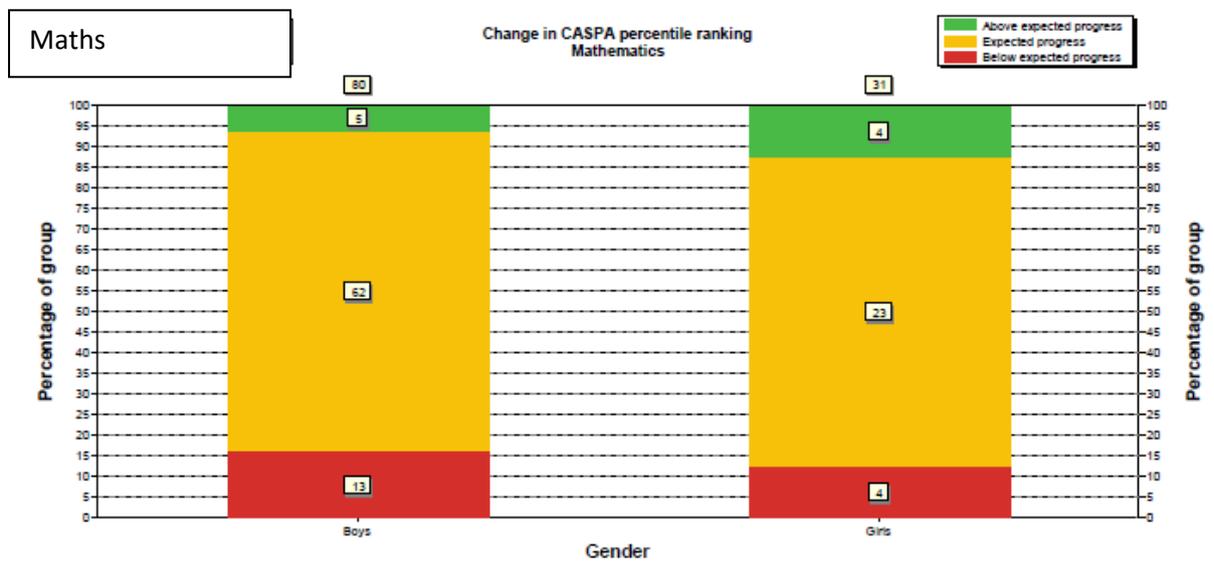
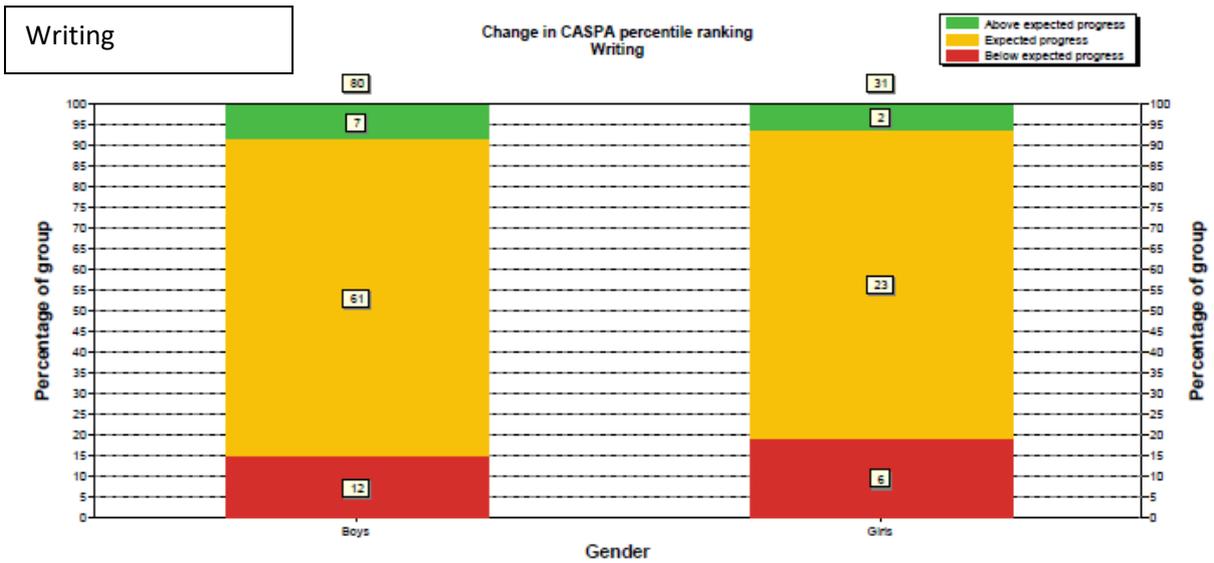


By Gender:

% = Expected and Better Progress

This is a much improved picture. In 2016/17, 7% more girls reached the Upper Quartile in reading, 24% more in writing and 8% more in number. In comparison this year, girls are still ahead in reading although it is much closer (5.3% higher at 87%). Boys have made better progress in writing (4.4% higher at 82.7%). The gap was also closed in maths (87% for girls compared to 83.7% for boys).

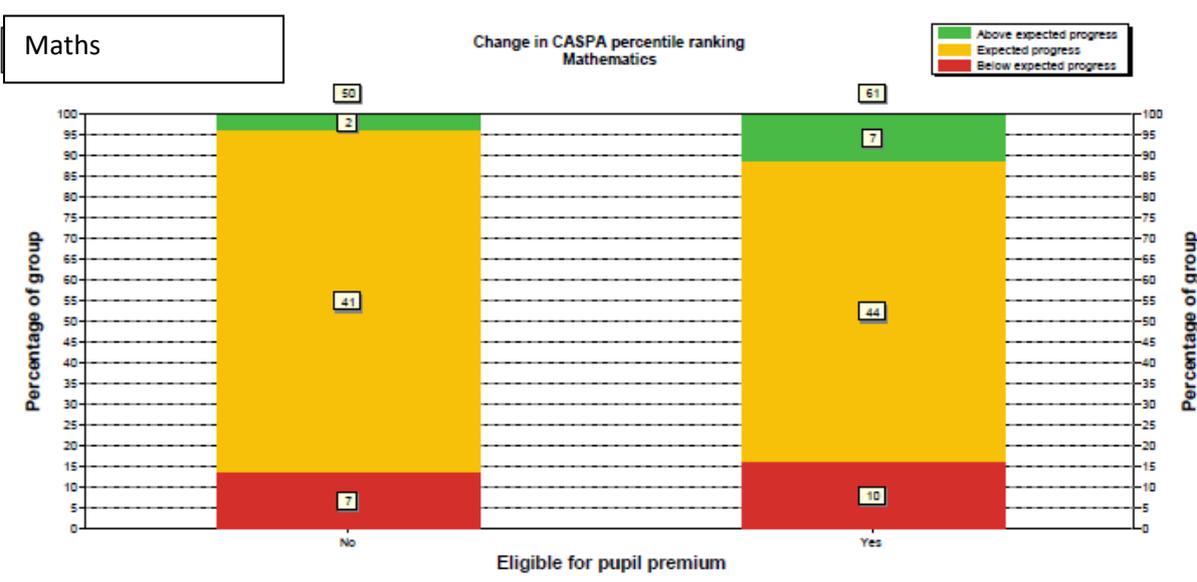
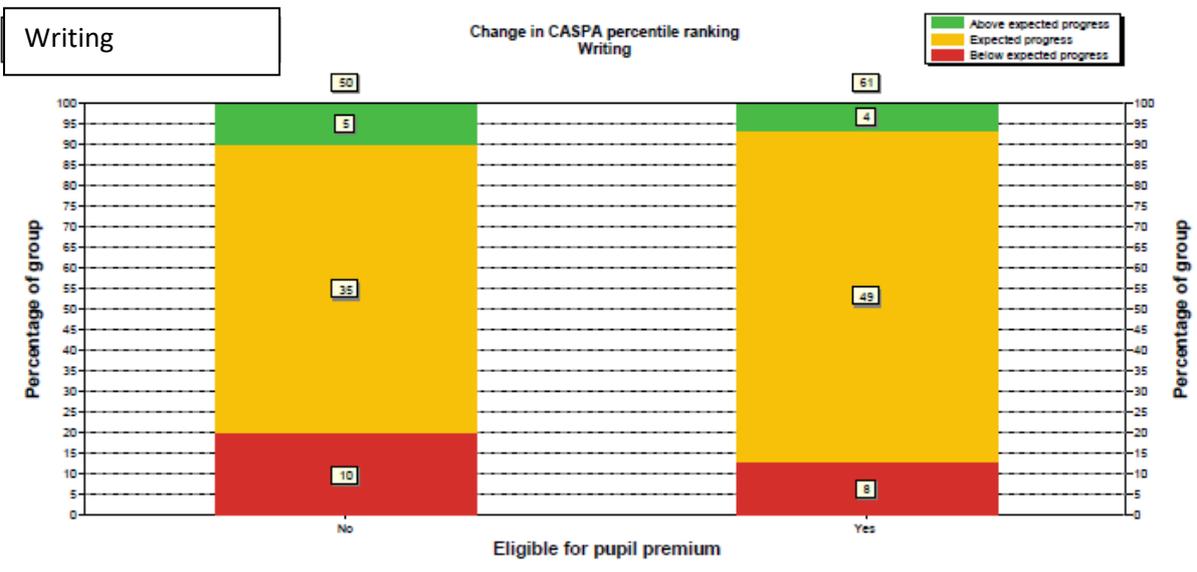
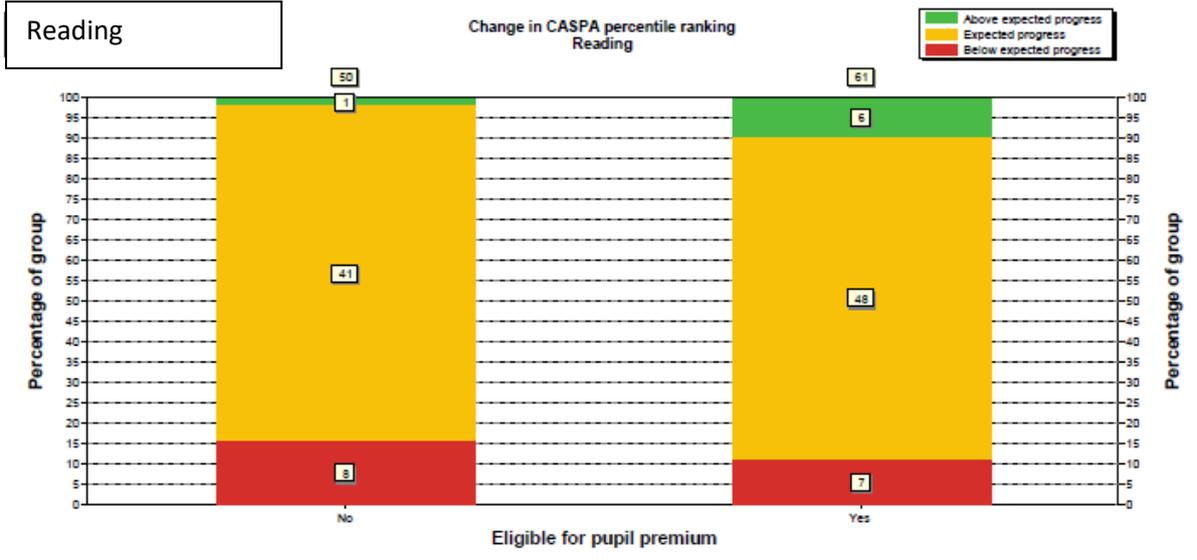




Pupil Premium:

% = Expected and Better Progress

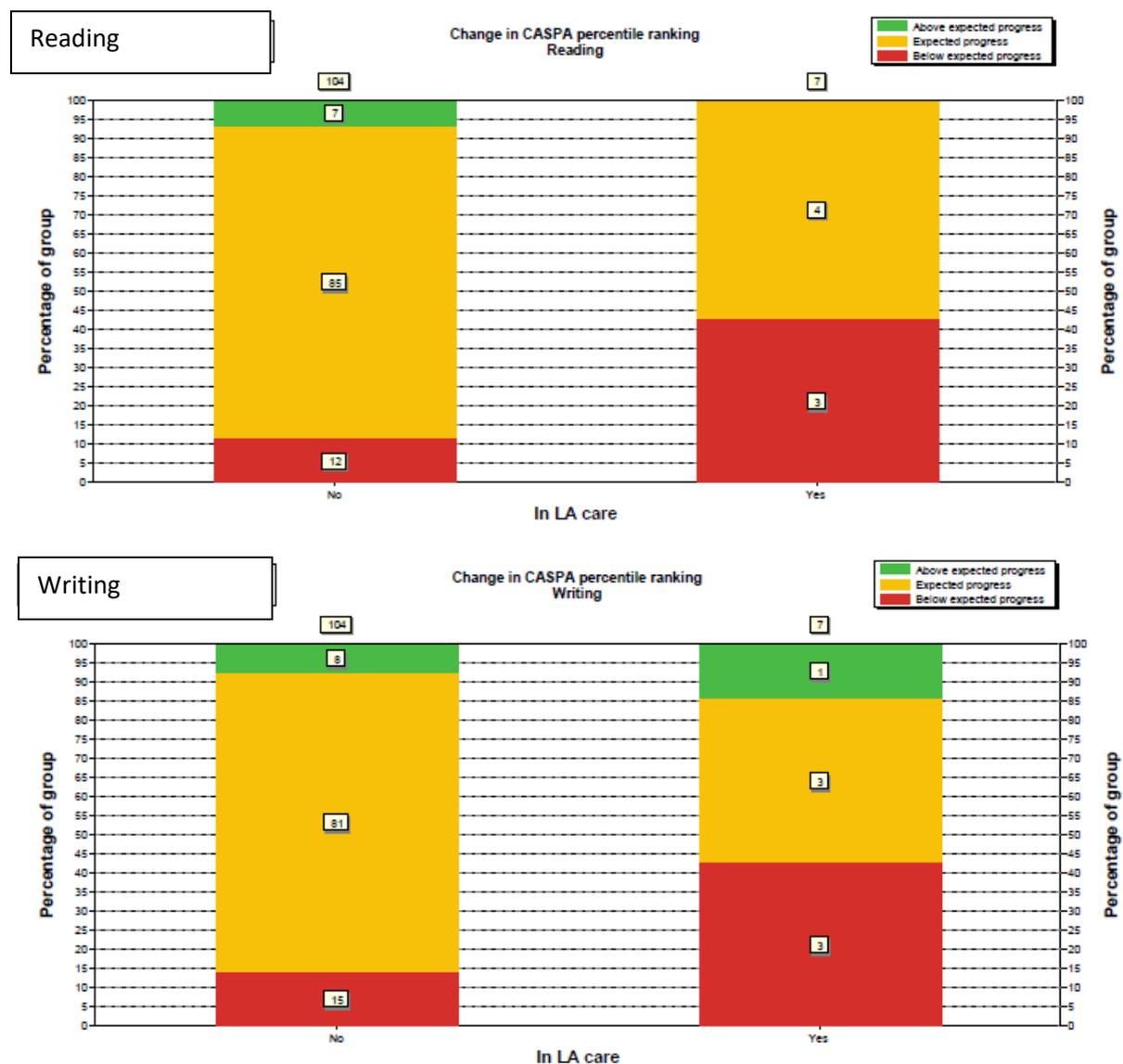
Pupil Premium spending funds our intervention team who target specific pupils who have higher levels of anxiety; they often need support to feel safe in school and to be ready for learning. The outcome of this is positive: Pupils in receipt of pupil premium are doing better in reading (4.5% higher) and writing (6.8% higher). In maths, the % of pupils below expected progress is slightly higher, although the % making accelerated progress is also higher.

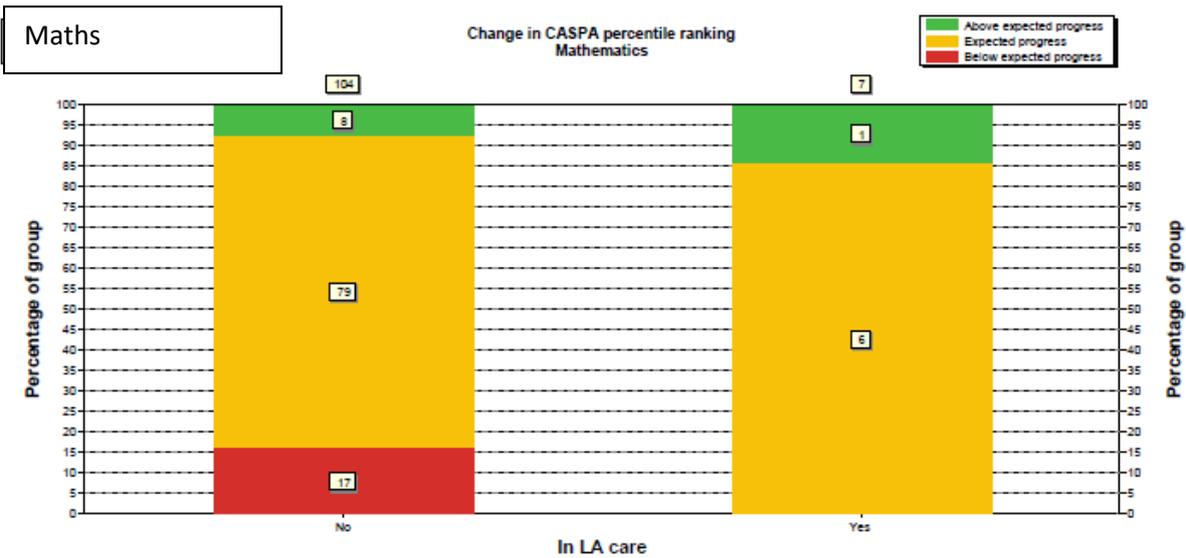


Children Looked After:

% = Expected and Better Progress

There are only 8 pupils (and only 7 in with comparable data) looked after compared to 104 who are not; this makes comparing the cohorts trickier. On a positive, children looked after have done really well in maths: 100% compared to 83.3% (not looked after). The picture in English is less encouraging, with only 4 of them making expected progress or above. Of the 8 children looked after, 4 were new to the school last year, 1 was off long term for medical reasons, and another is one of our most complex pupils.

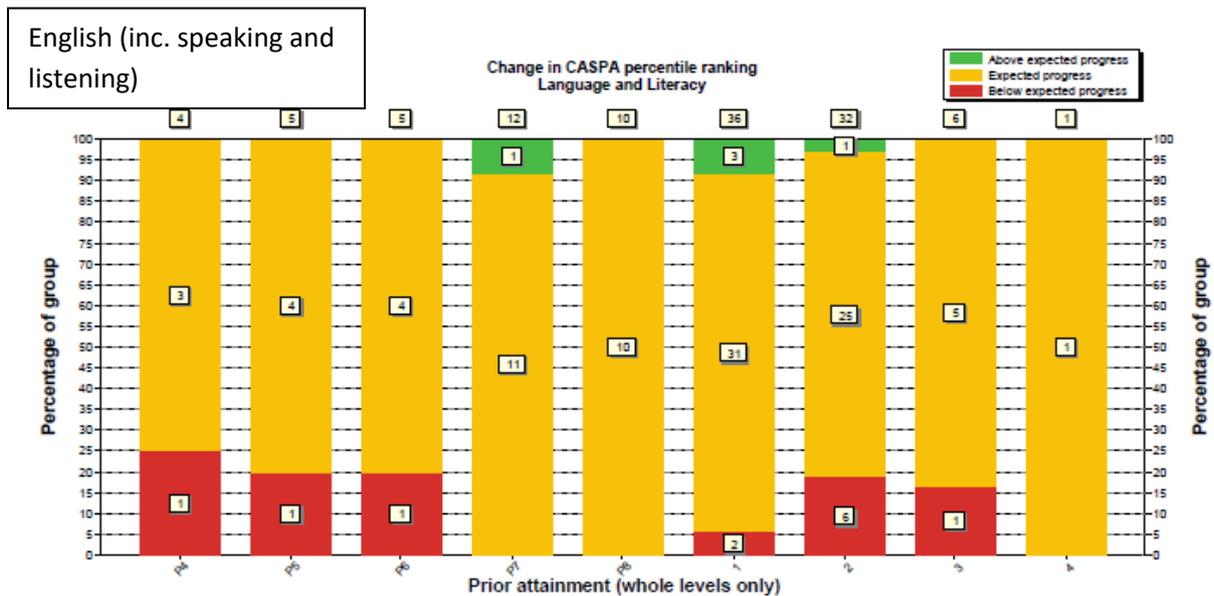


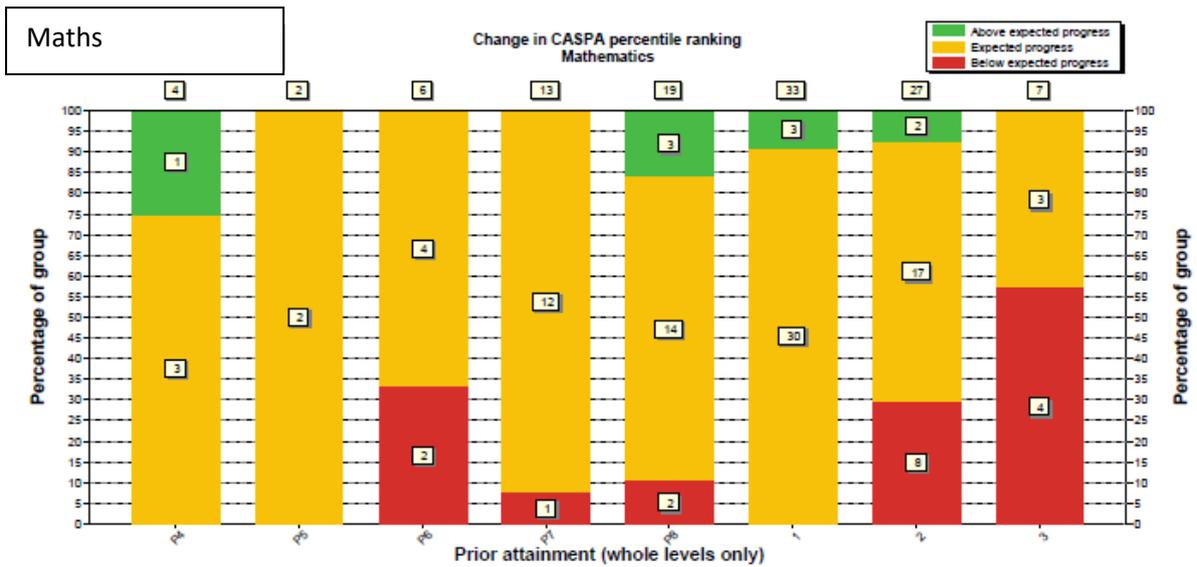


Prior Attainment:

In English, we have had the most success with pupils starting at P7 and P8. The key area for development here is with our comparatively higher attainers working around Year 2 and 3. P4-6 is also comparatively lower although with less pupils.

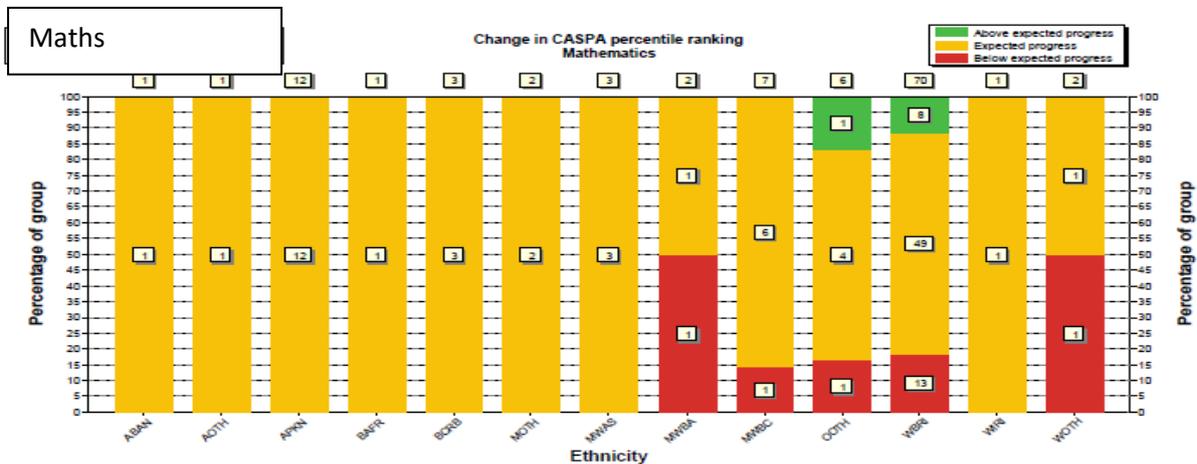
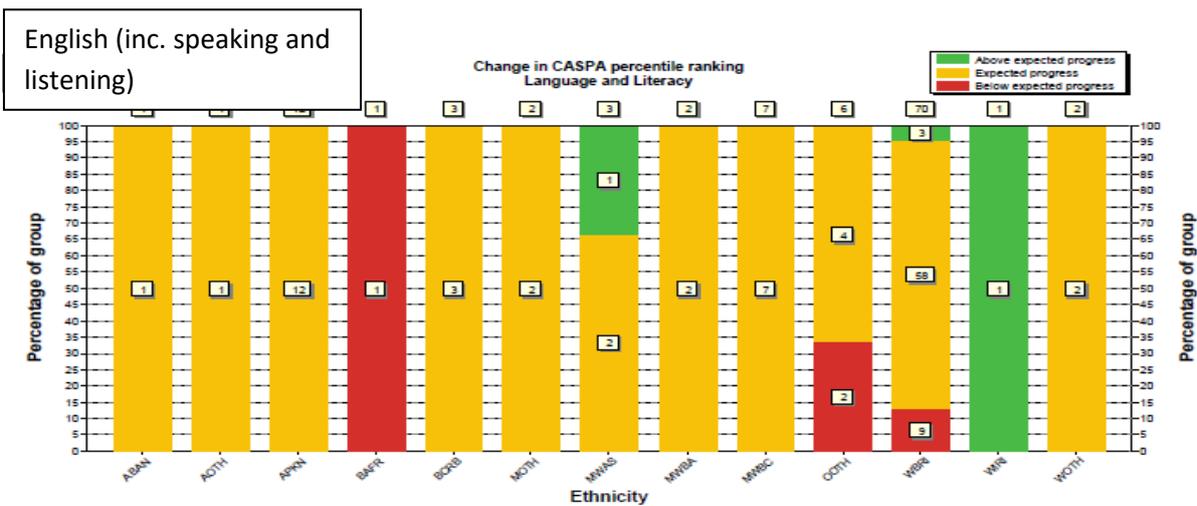
In Maths the picture is similar. P8 and Year 1 are higher with Year 2 and 3 again being an area for development. Progress is better from P4 and 5 here.





By Ethnicity:

There are no stark differences or concerns revealed here.



By SEN:

% = Expected and Better Progress

Language and Literacy		Maths	
Stronger Progress	Less Progress	Stronger Progress	Less Progress
Autistic Spectrum Conditions (ASC) = 86.6%	Hearing Impairments (HI) = 75%	Speech, Language, Communication (SLCN) = 86.6%	Autistic Spectrum Conditions (ASC) = 66.6%
Social, Emotional and Mental Health (SEMH) = 91.1%		Visual Impairments (VI) = 100%	Hearing Impairments (HI) = 75%
Visual Impairments (VI) = 100%			Social, Emotional and Mental Health (SEMH) = 75.5%
Speech, Language, Communication (SLCN) = 88.3%			

These are emerging trends that will be closely monitored.

Next Steps:

Greater flexibility in baselining new pupils: Our more anxious pupils new to the school do not always engage with work or show their true academic abilities. This year, after initial baselining in October, teachers will review their ability on an ongoing basis to ensure greater accuracy in establishing a starting point. Yellow portfolios will be used to gather baseline evidence for moderation.

This year, for the majority of pupils, we will be able to compare a full 12 months of progress against a moderated starting point (July 2018 data).