

LEARNING TOGETHER FOR PERSONAL SUCCESS

NATIONAL PROGRESSION COHORT COMPARISON 2014

This document compares provides relation to National Progression data for different groups that completed Key Stages in July 2014.

UQ	Upper Quartile	Above Expected Progress
M	Median Quartile(s)	Expected Progress
LQ	Lower Quartile	Below Expected Progress

Overall Comparison

		2013					
		English		Maths		Science	
Key Stage 1 – 2	UQ	0%	UQ	0%	UQ	0%	
	M	80%	M	40%	M	60%	
	LQ	20%	LQ	60%	LQ	40%	
<i>5 pupils</i>							
Key Stage 2 – 3	UQ	0%	UQ	0%	UQ	0%	
	M	100%	M	100%	M	100%	
	LQ	0%	LQ	0%	LQ	0%	
<i>7 pupils</i>							
Key Stage 3 – 4	UQ	0%	UQ	0%	UQ	0%	
	M	50%	M	100%	M	50%	
	LQ	50%	LQ	0%	LQ	50%	
<i>2 pupils</i>							

Conclusion

- Pupils performed similarly in all subjects in KS1-2 and KS2-3 with most achieving expected progress.
- There are very small differences in achievement in KS3-4 with pupils marginally performing better in Science.
- Cohorts are too small to draw reliable conclusions.

Gender Comparison

English	KS 1-2				KS 2-3				KS3-4			
	M		F		M		F		M		F	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	2	100%	2	67%	7	100%	0	0%	0	0%	1	100%
LQ	0	0%	1	33%	0	0%	0	0%	1	100%	0	0%

Maths	KS 1-2				KS 2-3				KS3-4			
	M		F		M		F		M		F	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	1	50%	2	67%	7	100%	0	0%	1	100%	1	100%
LQ	1	50%	1	33%	0	0%	0	0%	0	0%	0	0%

Science	KS 1-2				KS 2-3				KS3-4			
	M		F		M		F		M		F	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	2	100%	1	33%	7	100%	0	0%	0	0%	1	100%
LQ	0	0%	2	67%	0	0%	0	0%	1	100%	0	0%

Conclusions

- Girls very marginally underachieve compared with boys in KS1-2 in Science although this equates to 1 pupil.
- There are no girls in the KS2-3 cohort.
- Girls achieve better in all subjects in KS3-4 English and Science.
- This relates to one pupil who exhibited significant behavioural challenges but who thrives off the objectivity of number.
- Gender cannot reliably be identified as a determining factor to achievement.

Looked After Children Comparison

English	KS 1-2				KS 2-3				KS3-4			
	Yes		No		Yes		No		Yes		No	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	0	0%	4	80%	0	0%	7	100%	0	0%	1	50%
LQ	0	0%	1	20%	0	0%	0	0%	0	0%	1	50%

Maths	KS 1-2				KS 2-3				KS3-4			
	Yes		No		Yes		No		Yes		No	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	0	0%	2	40%	0	0%	7	100%	0	0%	2	100%
LQ	0	0%	3	60%	0	0%	0	0%	0	0%	0	0%

Science	KS 1-2				KS 2-3				KS3-4			
	Yes		No		Yes		No		Yes		No	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	0	0%	3	40%	0	0%	7	100%	0	0%	1	50%
LQ	0	0%	2	60%	0	0%	0	0%	0	0%	1	50%

Conclusions

- There are no LAC pupils in this cohort to make comparisons.

Free School Meals Comparison

English	KS 1-2				KS 2-3				KS3-4			
	Yes		No		Yes		No		Yes		No	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	1	50%	3	100%	0	0%	7	100%	0	0%	1	50%
LQ	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%

Maths	KS 1-2				KS 2-3				KS3-4			
	Yes		No		Yes		No		Yes		No	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	1	50%	2	67%	0	0%	7	100%	0	0%	2	100%
LQ	1	50%	1	33%	0	0%	0	0%	0	0%	0	0%

Science	KS 1-2				KS 2-3				KS3-4			
	Yes		No		Yes		No		Yes		No	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	1	50%	2	67%	0	0%	7	100%	0	0%	1	50%
LQ	1	50%	1	33%	0	0%	0	0%	0	0%	1	50%

Conclusions

- There are no FSM pupils in the KS2-3 cohort.
- Progress of FSM pupils is similar to non-FSM pupils in KS1-2.
- There are no FSM pupils in the KS2-3 or KS3-4 cohorts.
- It cannot be concluded that FSM status is a determining factor to progress.

Primary Need Comparison

English	KS 1-2						KS 2-3						KS 3-4					
	SLD		ASD		PMLD		SLD		ASD		PMLD		SLD		ASD		PMLD	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	1	50%	0	0%	3	100%	3	100%	3	100%	1	100%	1	100%	0	0%	0	0%
LQ	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%

Maths	KS 1-2						KS 2-3						KS 3-4					
	SLD		ASD		PMLD		SLD		ASD		PMLD		SLD		ASD		PMLD	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	0	0%	0	0%	2	67%	3	100%	3	100%	1	100%	1	100%	1	100%	0	0%
LQ	2	100%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Science	KS 1-2						KS 2-3						KS 3-4					
	SLD		ASD		PMLD		SLD		ASD		PMLD		SLD		ASD		PMLD	
UQ	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
M	0	0%	0	0%	3	100%	3	100%	3	100%	1	100%	1	100%	0	0%	0	0%
LQ	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%

Conclusions

- In KS1-2 PMLD pupils perform marginally better than SLD pupil in all subjects; there are no ASD pupils in tis cohort.
- There are no differences between SLD, ASD and PMLD pupils in KS2-3 across all subjects.
- ASD pupils appear underachieve in KS3-4 in English and Science.
- This relates to one pupil who exhibited significant behavioural challenges but who thrives off the objectivity of number.