



**St Mary's School & College
Summary Progress Data
2016-2017**

Including Exams Analysis

Overview

Expected progress overall (58 Pupils)

Riverbank P Step Descriptors for English (KS2-5), Maths (KS2-5) and Science (KS2-4)



This figure represents a summary of progress for all pupils within Maths and English as well as Key Stage 2-4 pupils in Science. Expected was set at 33% progress within a level with better than expected at 66% improvement within the academic year.

71% of pupils made expected or better progress.

Expected progress overall (58 Pupils)

Riverbank P Step Descriptors for English (KS2-5), Maths (KS2-5) and Science (KS2-4)

39 pupils - ASD (11) & SLCN (28)



The Riverbank p step descriptors were only introduced during 2016-2017 academic year. See below summary timeline:

- September 2016: introduced to staff
- October & November 2016: all pupils transferred onto new system for maths and English through a rigorous external moderation exercise
- December 2016: first data capture for maths and English
- January 2017: all pupils transferred onto new system for Science with moderation taking place internally
- April 2017: data capture for maths, English and Science
- July 2017: end of year progress captured for maths, English and Science

Summary by subject

Pupils assessed using Riverbank P Steps English (58 pupils)



This figure represents above expected, expected and below expected progress for all pupils assessed using Riverbank P Step descriptors in English combined (Reading, Writing, Speaking and Listening).

Pupils assessed using Riverbank P Steps Maths (58 pupils)



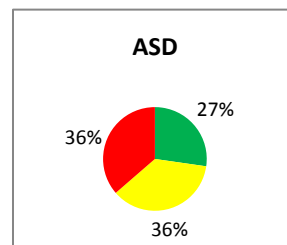
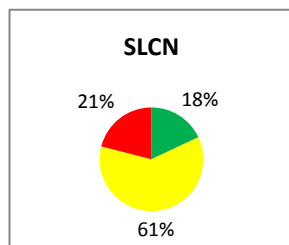
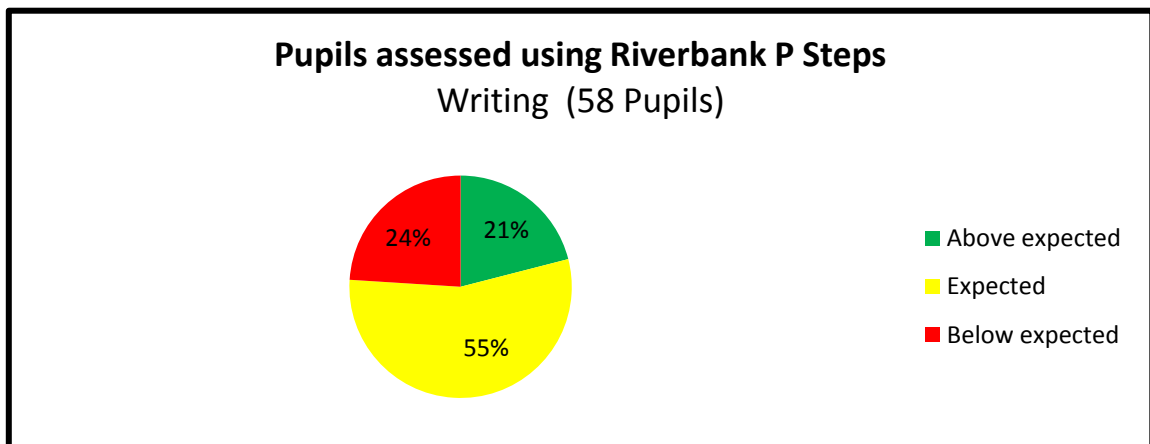
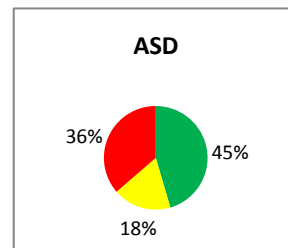
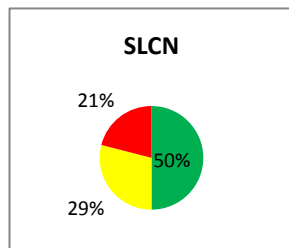
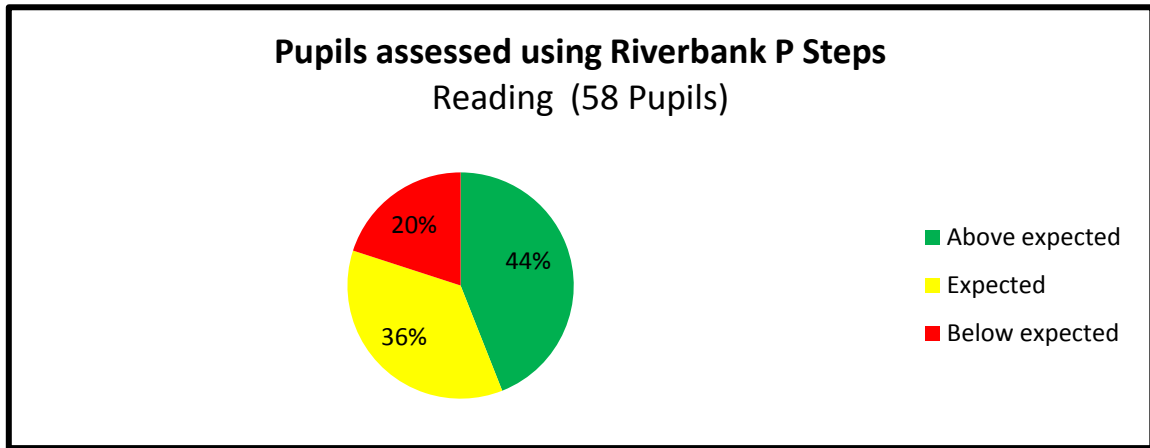
This figure represents above expected, expected and below expected progress for all pupils assessed using Riverbank P Step descriptors in Maths combined (Numeracy, Using & Applying, Shape, Space & Measure).

Pupils assessed using Riverbank P Steps Science (27 pupils)

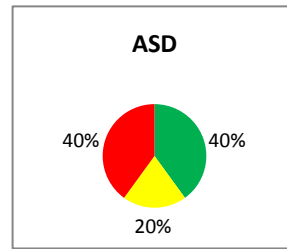
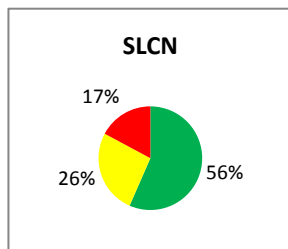


This figure represents above expected, expected and below expected progress for all pupils assessed using Riverbank P Step descriptors in Science combined (Working Scientifically, Science, Biology, Chemistry, Physics).

Summary by English strand

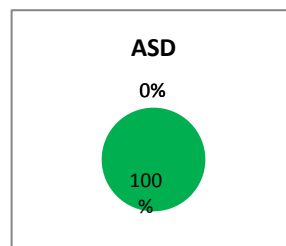
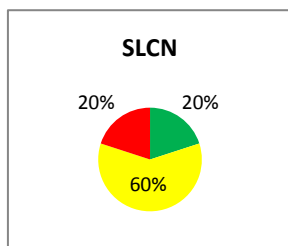


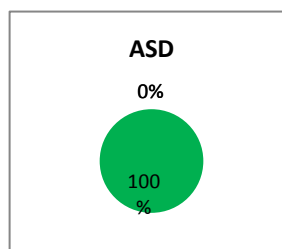
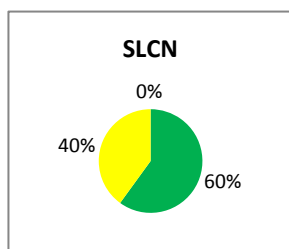
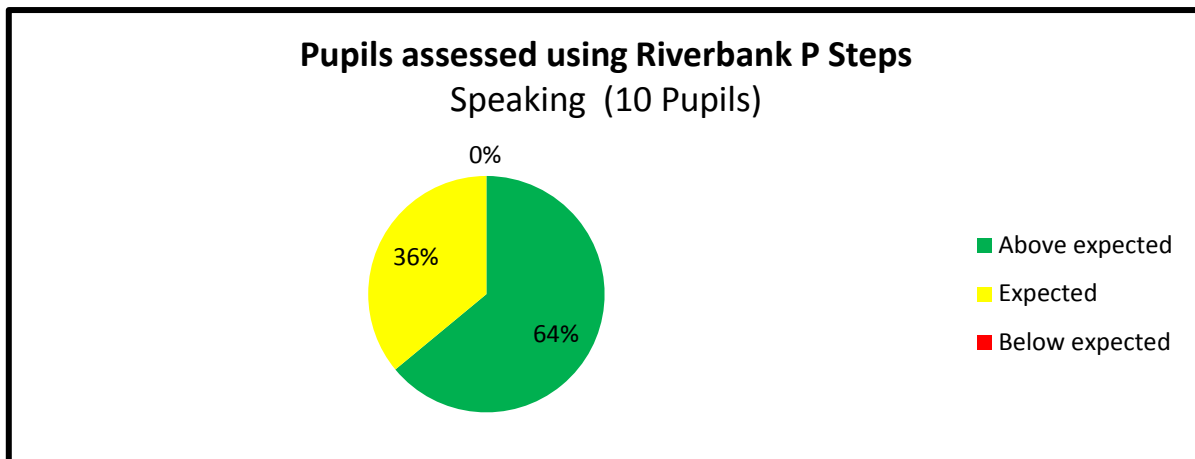
**Pupils assessed using Riverbank P Steps
Speaking & Listening (48 Pupils)**



For those pupils not working at a level to meet combined 'Speaking & Listening' expectations, these strands are separated into two.

**Pupils assessed using Riverbank P Steps
Listening (10 Pupils)**





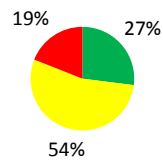
- As a whole school pupils have made outstanding progress in English.
- 81% of pupils made expected or better progress overall.
- In every strand at least 76% of pupils made expected or better progress.
- The considerable progress made in speaking for pupils with ASD were pupils based in Key Stage 2 where a new integrated approach was trialled last year between a teacher, OT and SaLT joint-leading the curriculum. This integrated approach led to effective support being put in place, in particular with regards to communication.

Summary by Maths strand

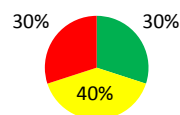
Pupils assessed using Riverbank P Steps Numeracy (58 Pupils)



SLCN



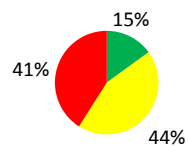
ASD



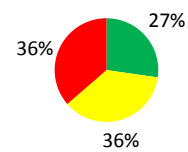
Pupils assessed using Riverbank P Steps Shape, Space & Measure (58 Pupils)



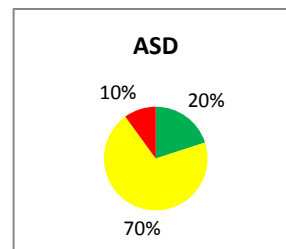
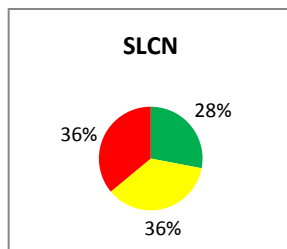
SLCN



ASD



Pupils assessed using Riverbank P Steps
Using & Applying (58 Pupils)



- As a whole school pupils have made good progress in Maths.
- 70% of pupils made expected or better progress overall.
- In every strand at least 63% of pupils made expected or better progress.

Summary by Science strand

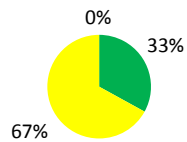
For those pupils not working at a level to meet combined strand expectations, these are judged as 'Science' only.

Pupils assessed using Riverbank P Steps

Science (6 Pupils)



SLCN

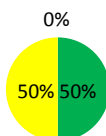


Pupils assessed using Riverbank P Steps

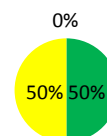
Working Scientifically (21 Pupils)



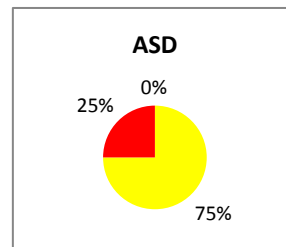
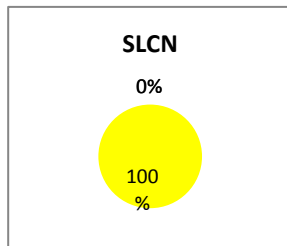
SLCN



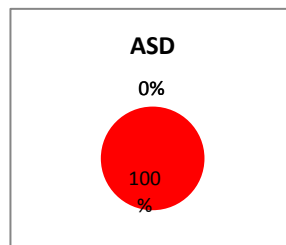
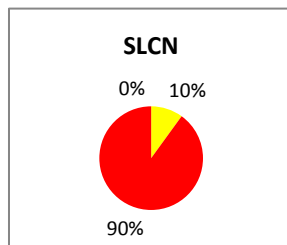
ASD

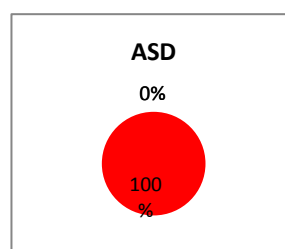
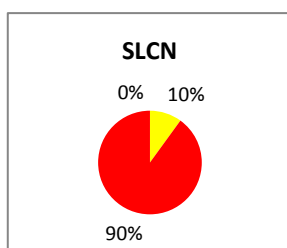
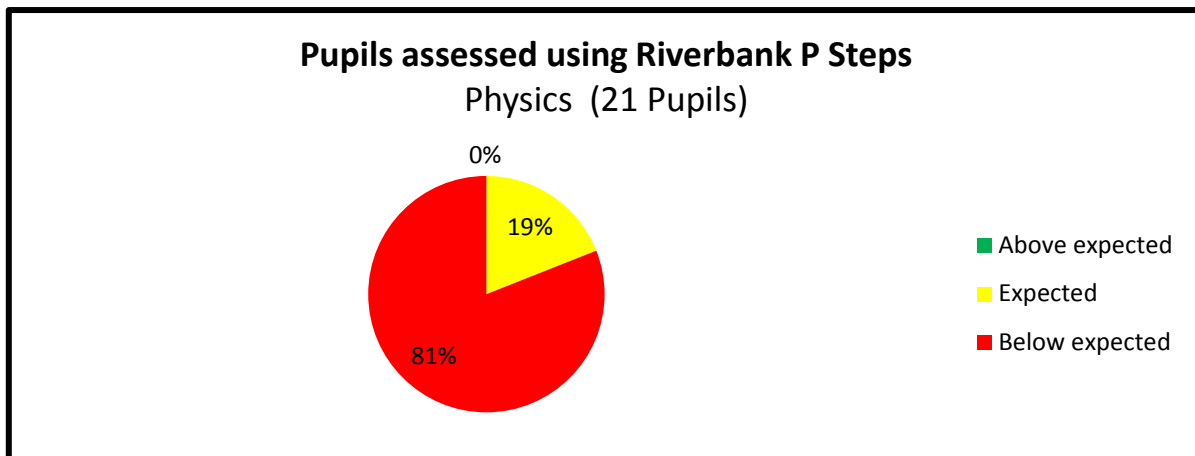


**Pupils assessed using Riverbank P Steps
Biology (21 Pupils)**



**Pupils assessed using Riverbank P Steps
Chemistry (21 Pupils)**

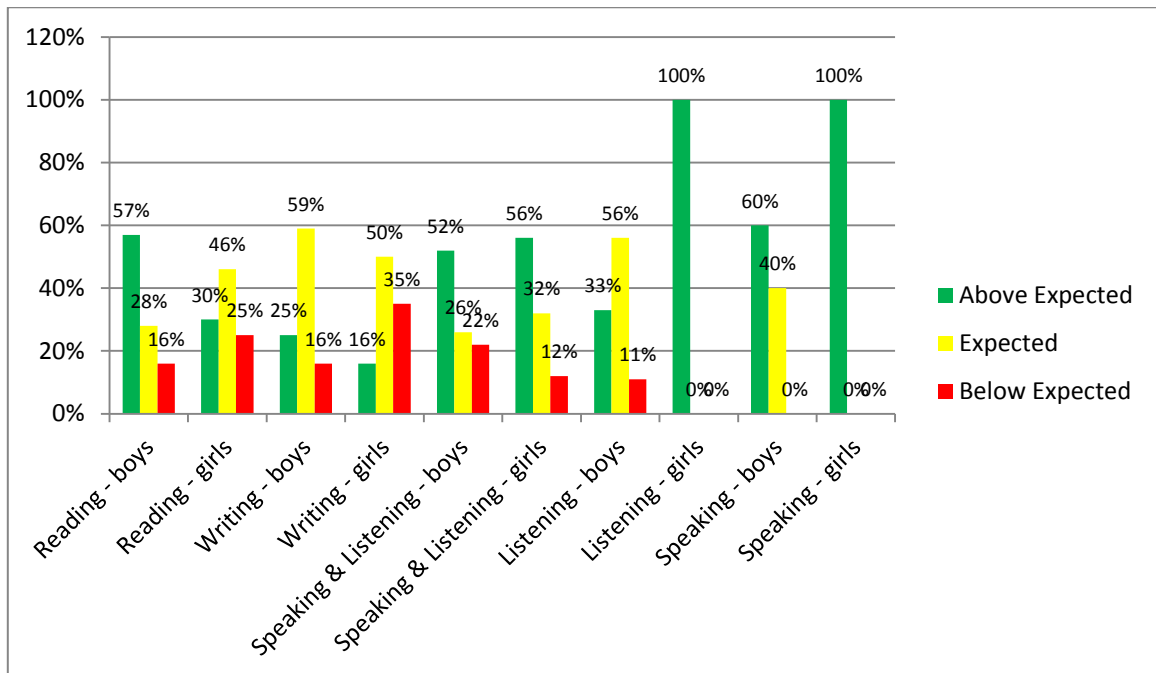




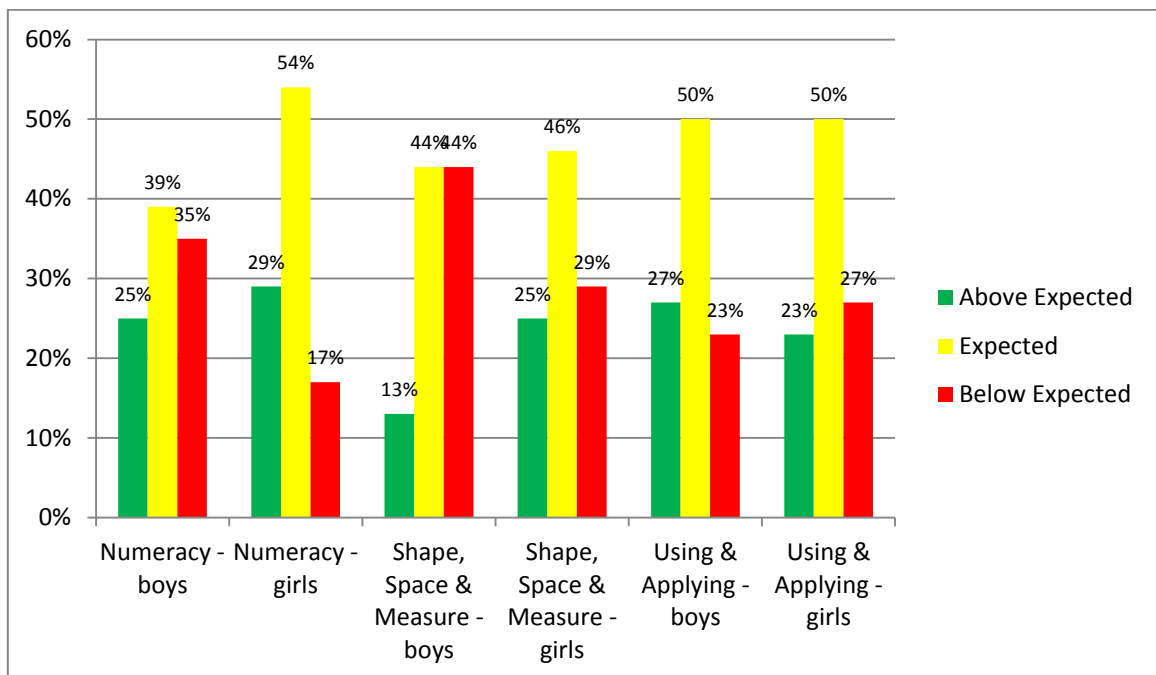
- As a whole school (not including college) pupils have made good progress in Science.
- 61% of pupils made expected or better progress overall.
- Only 19% of pupils achieved expected progress within both Chemistry and Physics, however this is due to these units being covered in the Autumn term before the Riverbank p step descriptors were implemented within Science.
- Looking at the remaining strands which were covered since the implementation of the Riverbank p step descriptors system 100% of pupils in both Science and Working Scientifically achieved at least expected progress with only 5% of pupils in Biology not achieving their expected target.
- Considering only Science, Working Scientifically and Biology strands for the reasons above this progress is exceptional.
- Data above also does not include yet Key Stage 2 as these pupils were not moved onto the Riverbank science descriptors until September 2017.

Summary of progress boys compared to girls

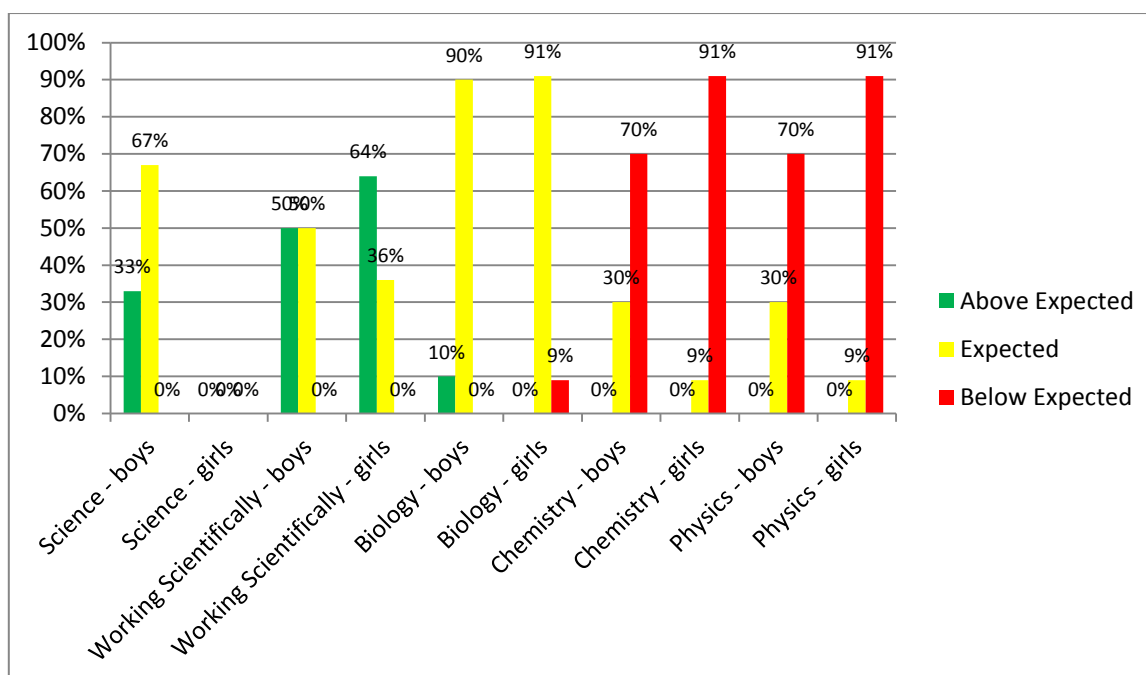
Performance of boys compared to girls
English



Performance of boys compared to girls
Maths



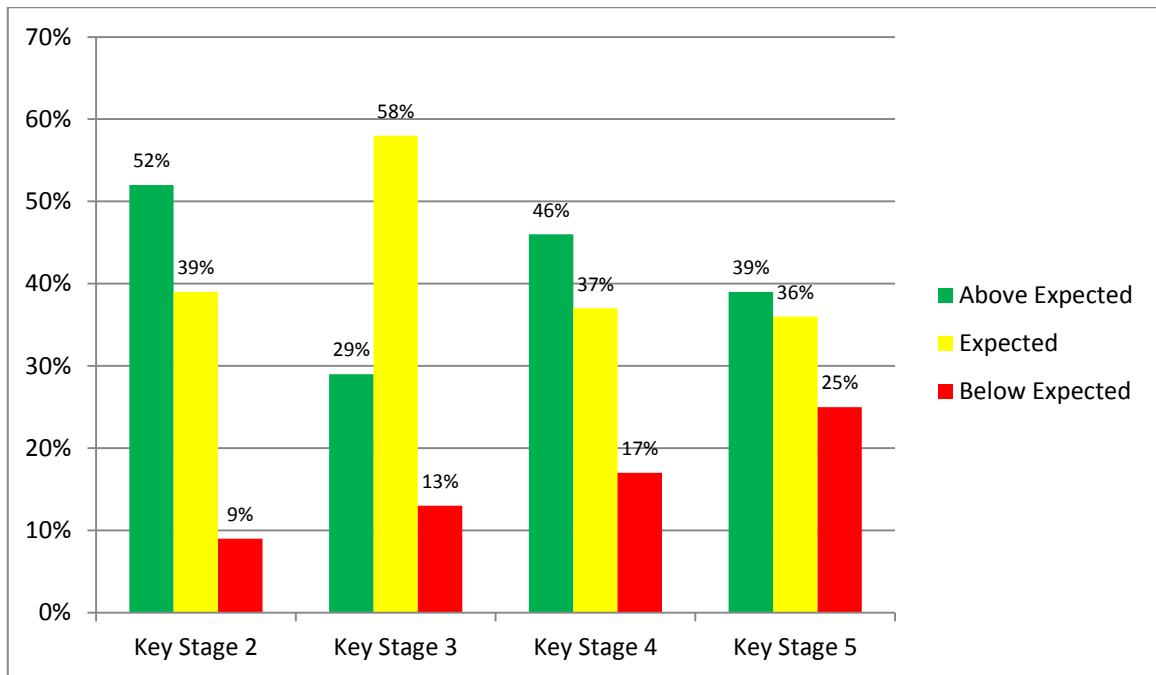
Performance of boys compared to girls Science



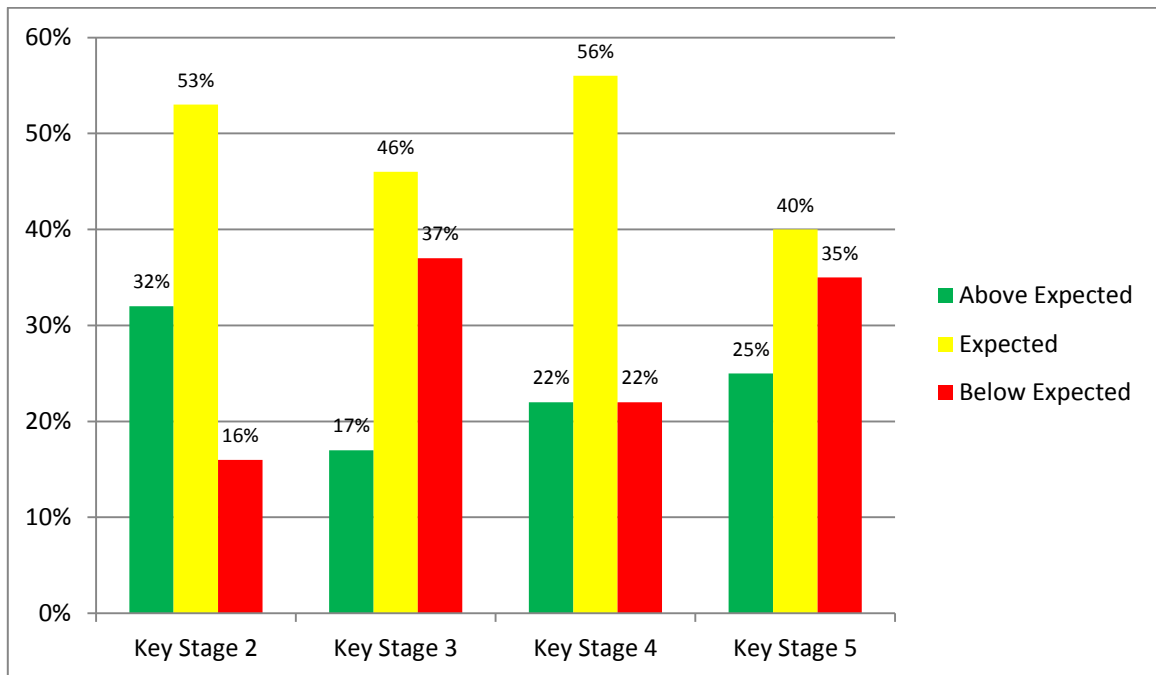
- Neither boys or girls within English have more than 25% below expected apart from girls writing.
- There are 4 boys but only 1 girl following the separated speaking and listening strands.
- Within English the main areas for development are narrowing the gap between girls achieving compared to boys as 57% of boys achieved above expected whereas girls only 25% of the cohort did, girls also underachieved by a difference of 9%.
- Within maths the main areas for development is closing the gap between boys and girls underachieving in numeracy and shape, space and measure.
- Within science, not including chemistry and physics for reasons already identified, results are more comparable.
- There are no girls currently working on the 'Science' strand.

Summary of progress by Key Stage

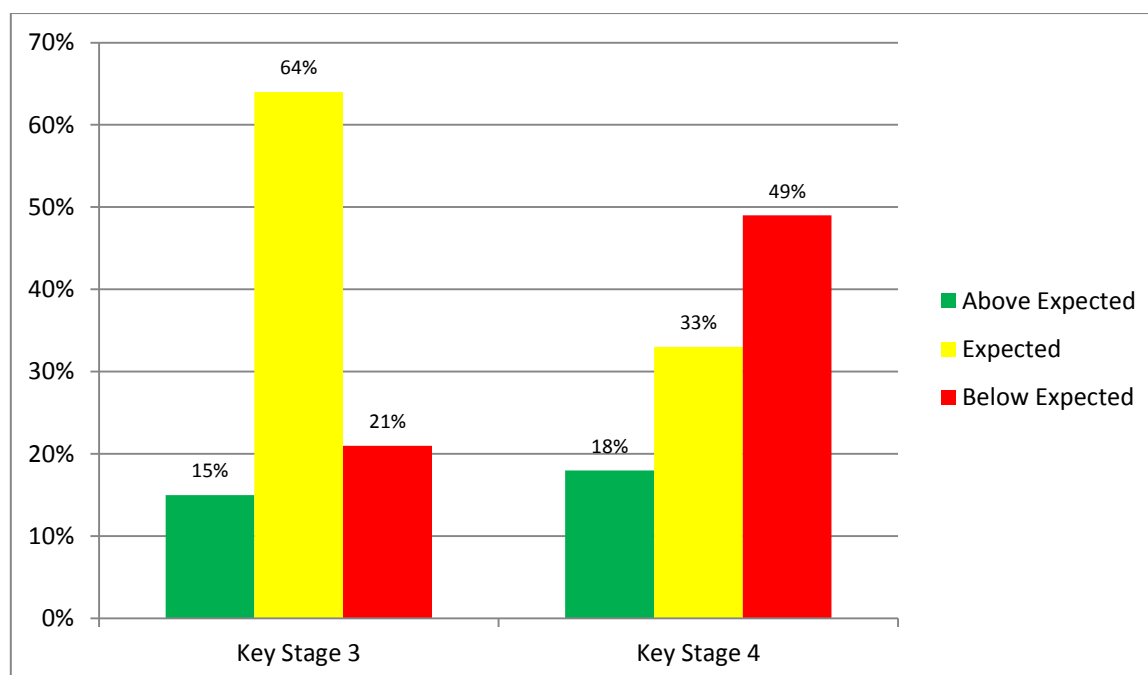
**Performance by Key Stage
English – overall**



**Performance by Key Stage
Maths – overall**



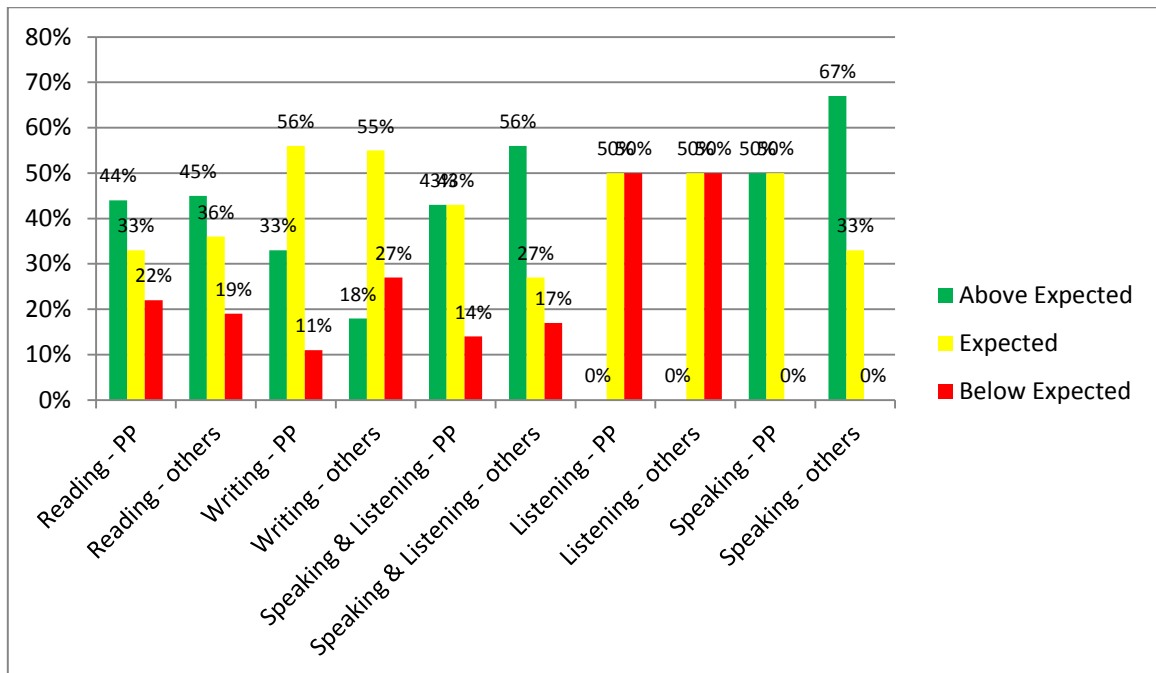
Performance by Key Stage Science – overall



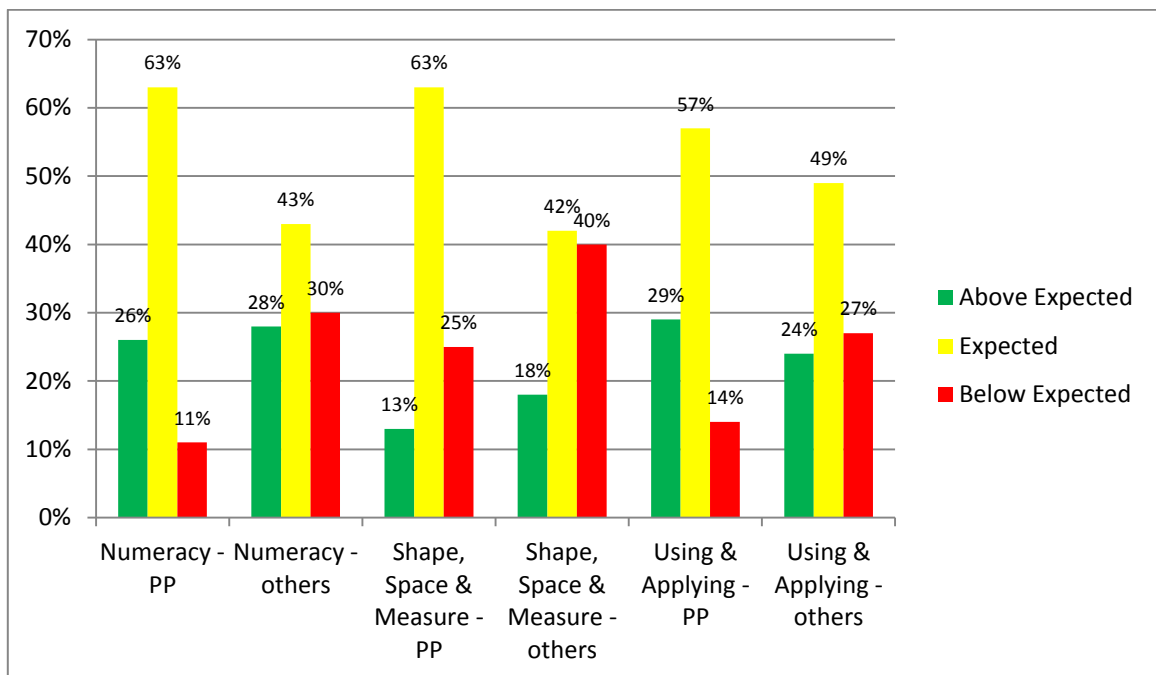
- In every Key Stage within English there is a minimum of 75% of pupils making expected or better progress.
- In every Key Stage within maths there is a minimum of 65% of pupils making expected or better progress.
- Whilst performance of Key Stage 3 and 5 pupils within maths is higher than the benchmark 25% the reasons for this have been identified and addressed.
- Within science the impact of chemistry and physics not being covered within Key Stage 4 in particular shows a high percentage of pupils making below expected progress.

Summary of Pupil Premium pupils

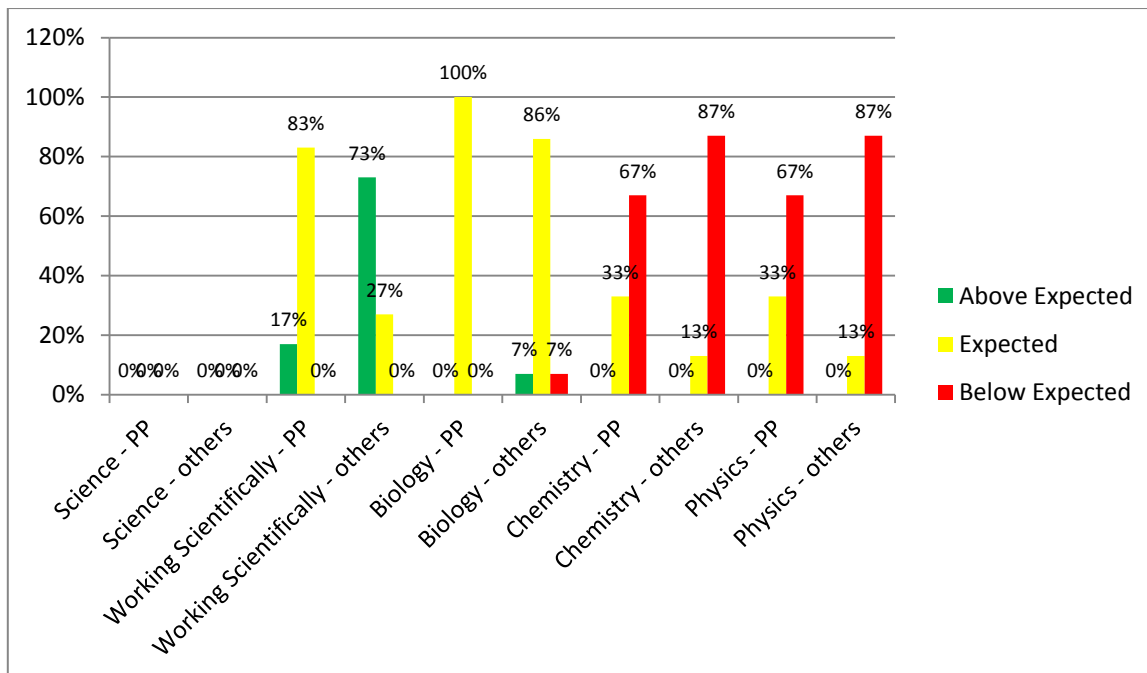
Performance of pupils eligible for Pupil Premium compared to other pupils
English



Performance of pupils eligible for Pupil Premium compared to other pupils
Maths



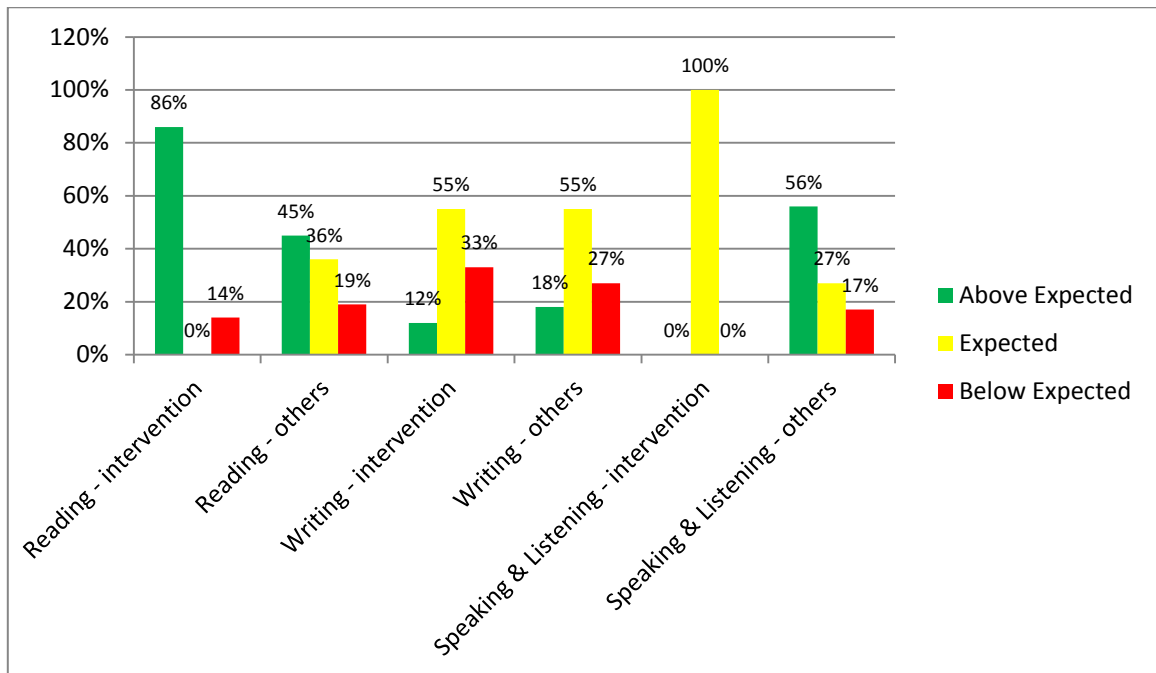
**Performance of pupils eligible for Pupil Premium compared to other pupils
Science**



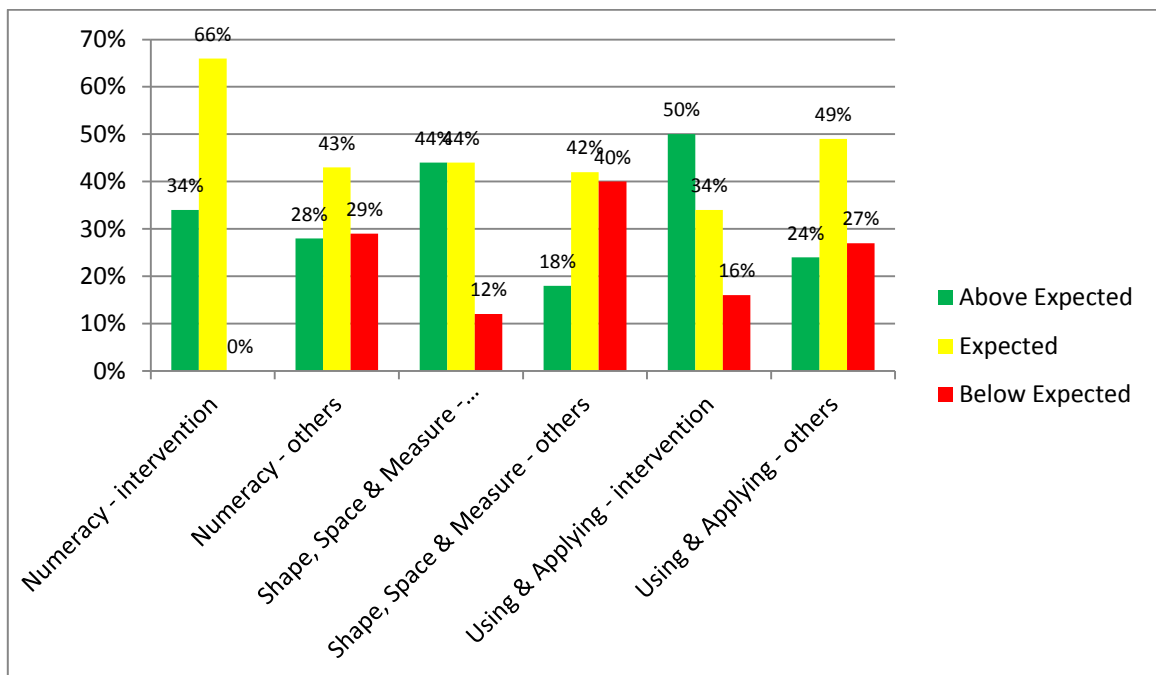
- The number of pupils receiving pupil premium making expected progress or better than those pupils not eligible in the following strands: Writing, Speaking & Listening, Numeracy, Shape, Space & Measure and Using & Applying.
- For the last academic year there were 9 pupils eligible for Pupil Premium funding.

Summary of targeted intervention pupils

Performance of pupils receiving targeted intervention compared to other pupils English



Performance of pupils receiving targeted intervention compared to other pupils Maths



- Pupils were identified for maths or English intervention support at the end of each data capture during pupil progress meetings as they were identified as not on track to make expected progress.
- Of the pupils receiving maths intervention, 91% of pupils were able to make expected or better progress due to the support put in place, 42% of those pupils making better than expected progress.
- Of the pupils receiving English intervention, 71% of pupils were able to make expected or better progress due to the support put in place, 35% of those pupils making better than expected progress.

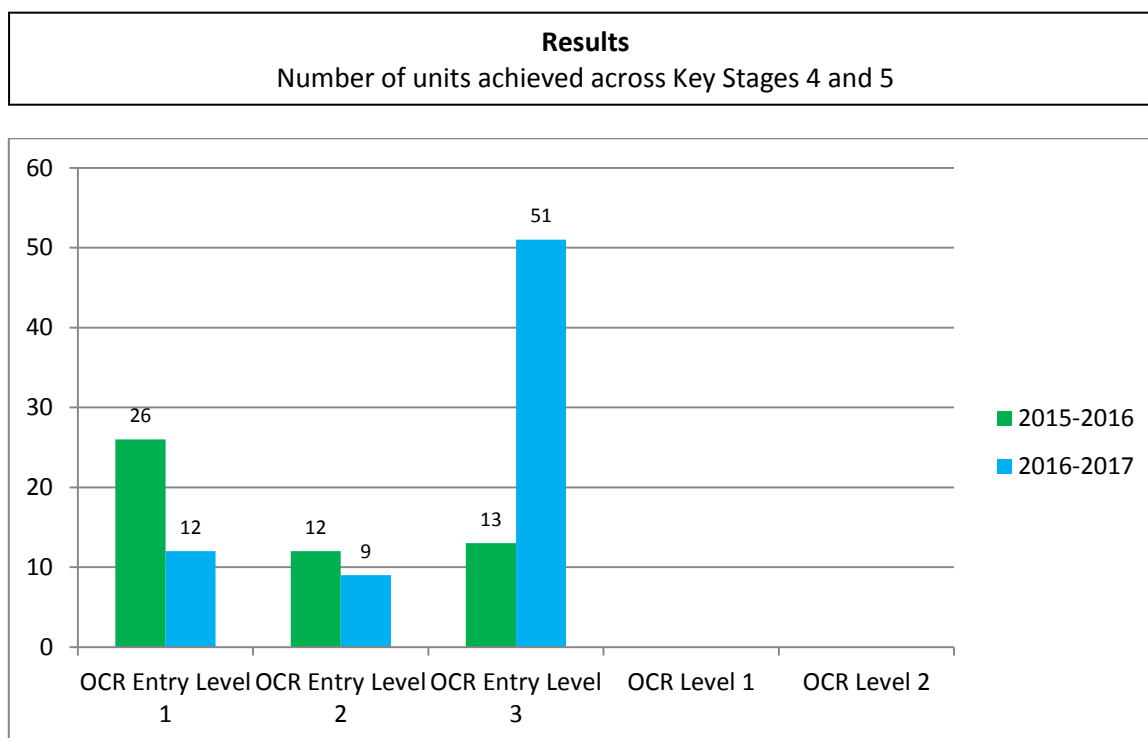


**St Mary's School & College
Examination Data
2016-2017**

English

Accreditation courses begin in Key Stage 4 and continue through to the end of Key Stage 5. Pupils enter the pathway at an appropriate level and follow the pathway through. Exams consist of:

- OCR Life and Living Skills (English units) Entry Level 1 – coursework based
- OCR Life and Living Skills (English units) Entry Level 2 – coursework based
- OCR Life and Living Skills (English units) Entry Level 3 – coursework based
- OCR Functional Skills English Level 1 – examination only
- OCR Functional Skills English Level 2 – examination only



All submissions for OCR Entry Level units were approved by the external verifier in both years.

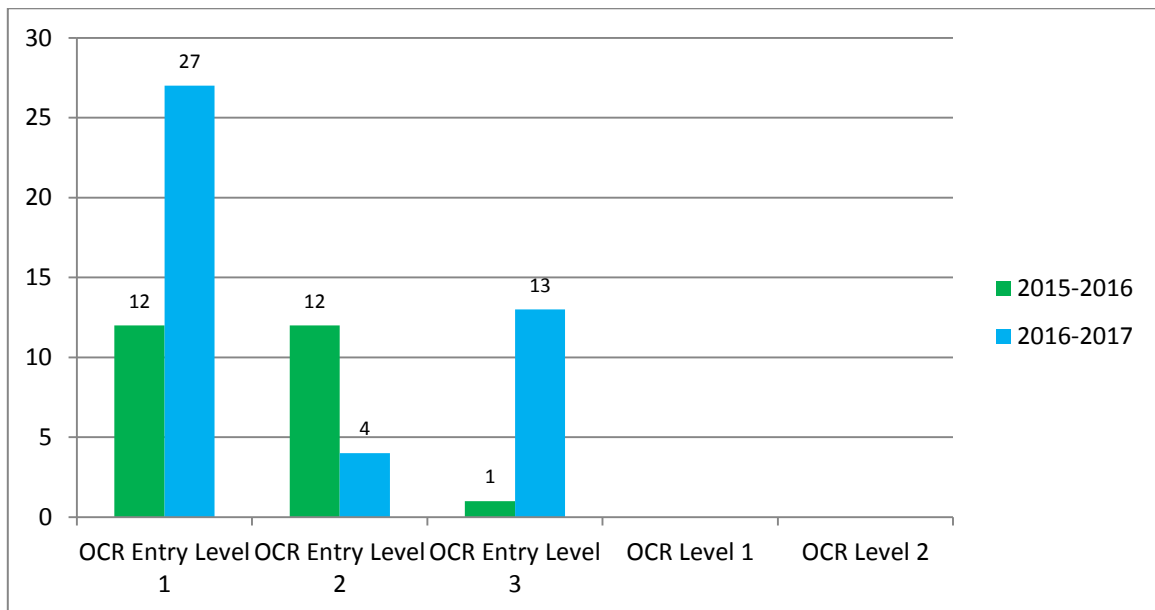
No pupils during the last academic year sat Level 1 or 2 examinations, this is a 2 year course and pupils are entered for this academic year.

Maths

Accreditation courses begin in Key Stage 4 and continue through to the end of Key Stage 5. Pupils enter the pathway at an appropriate level and follow the pathway through. Exams consist of:

- OCR Life and Living Skills (Maths units) Entry Level 1 – coursework based
- OCR Life and Living Skills (Maths units) Entry Level 2 – coursework based
- OCR Life and Living Skills (Maths units) Entry Level 3 – coursework based
- OCR Functional Skills Maths Level 1 – examination only
- OCR Functional Skills Maths Level 2 – examination only

Results
Number of units achieved across Key Stages 4 and 5

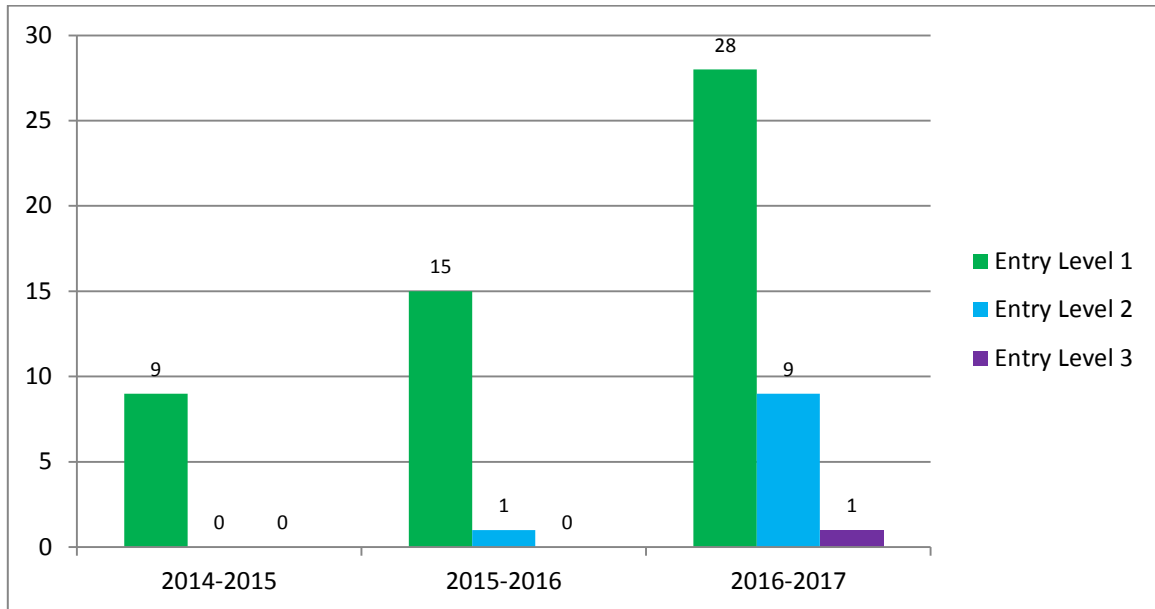


No pupils sat Level 1 examinations last academic year and only 1 pupil sat Level 2, this pupil did not pass due to a number of factors documented in a supporting case study.

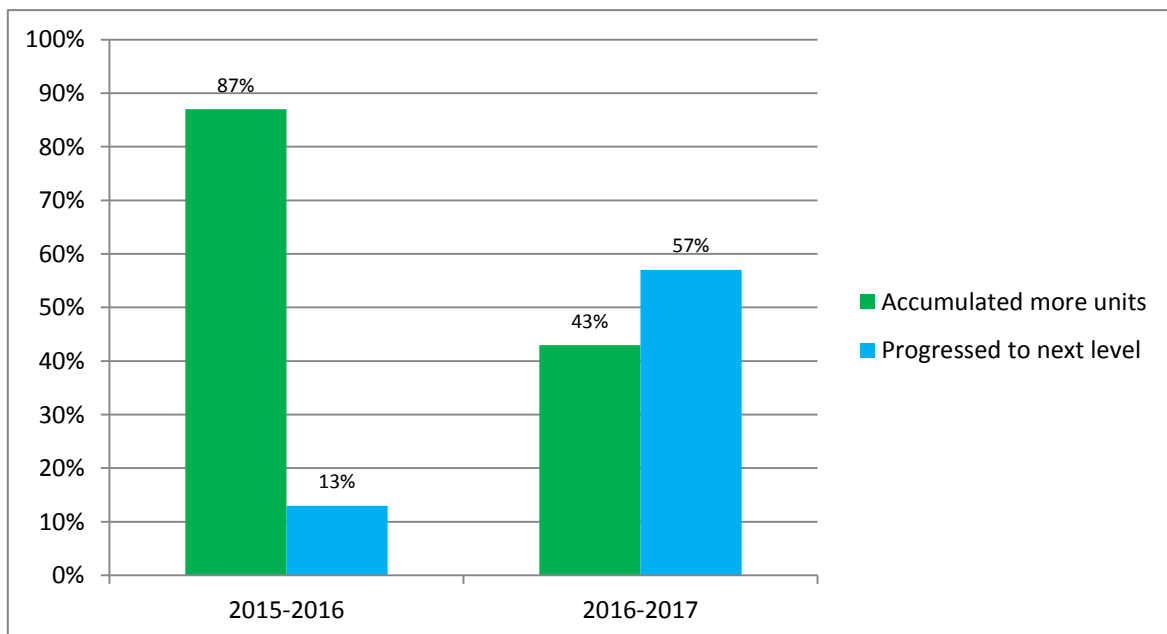
English Speaking Board

This examination is joint-prepared with English teachers and Speech and Language therapists.
We have maintained a 100% pass rate for all pupils since 2014-2015 academic year.

Number of pupils taking Entry Level 1, 2 or 3



Pupils progressing through levels or accumulating units at the same level



Pupil example A

- 2014-2015 Achieved Entry Level 1 'Developing Independent Communication Skills'
- 2015-2016 Achieved Entry Level 2 'Oral Communication in the Community'
- 2016-2017 Achieved Entry Level 3 'Communicating in the Workplace'

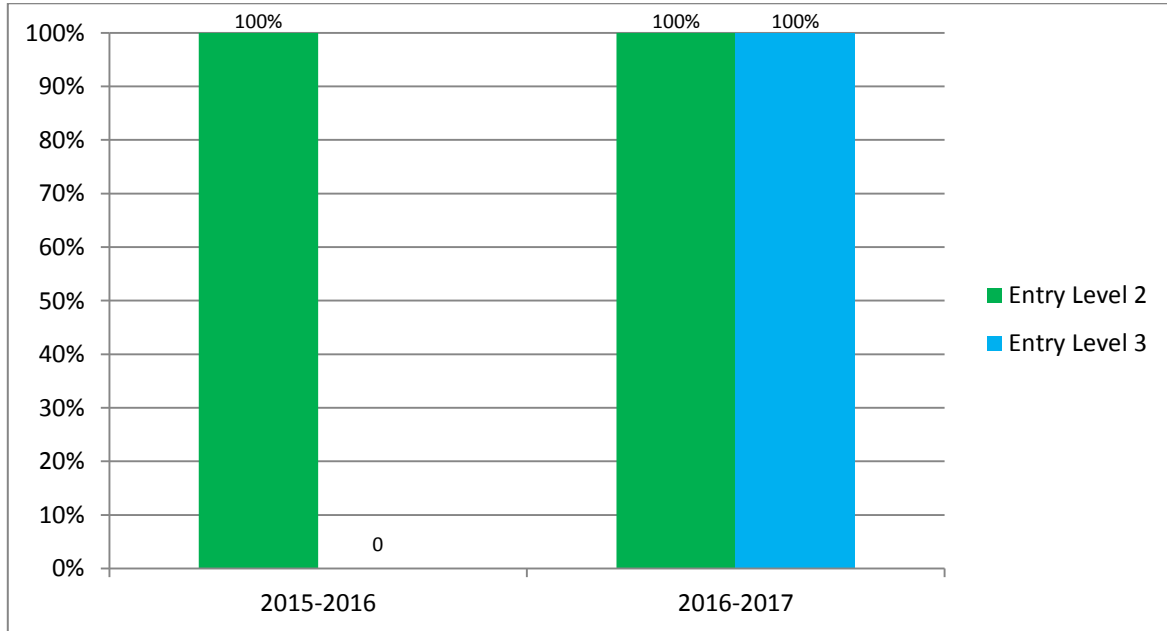
Pupil example B

- 2014-2015 Achieved Entry Level 1 'Oral Communication with others'
- 2015-2016 Achieved Entry Level 1 'Independent Communication Skills'
- 2016-2017 Achieved Entry Level 2 'Oral Communication in the Community'

Science

Pupils have followed the WJEC 'Science Today'

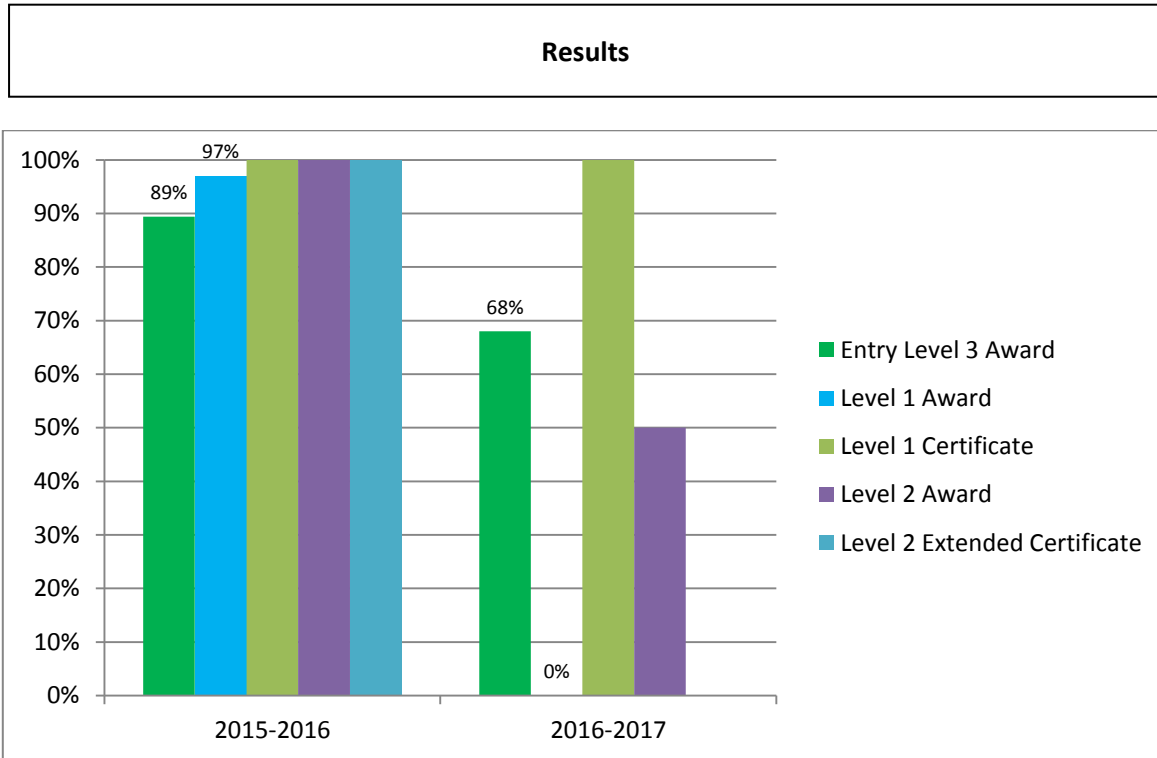
Results
(No Entry Level 3 pupils entries 2015-2016)



2016-2017 was the first academic year pupils had been able to access Entry Level 3 syllabus.

BTEC

College pupils choose 'option' BTECs which they study for 2-3 years. They have a choice of Land-based studies, Horticulture, ITQ, PE or Art. For the current academic year we have replaced Art with Performing Arts based on pupil voice and have also begun BTEC Work Skills as an additional course for all college pupils.



2016-2017 Level 1 Award are pending results therefore not recorded yet.

2016-2017 Level 2 Extended Certificate no pupils were entered.

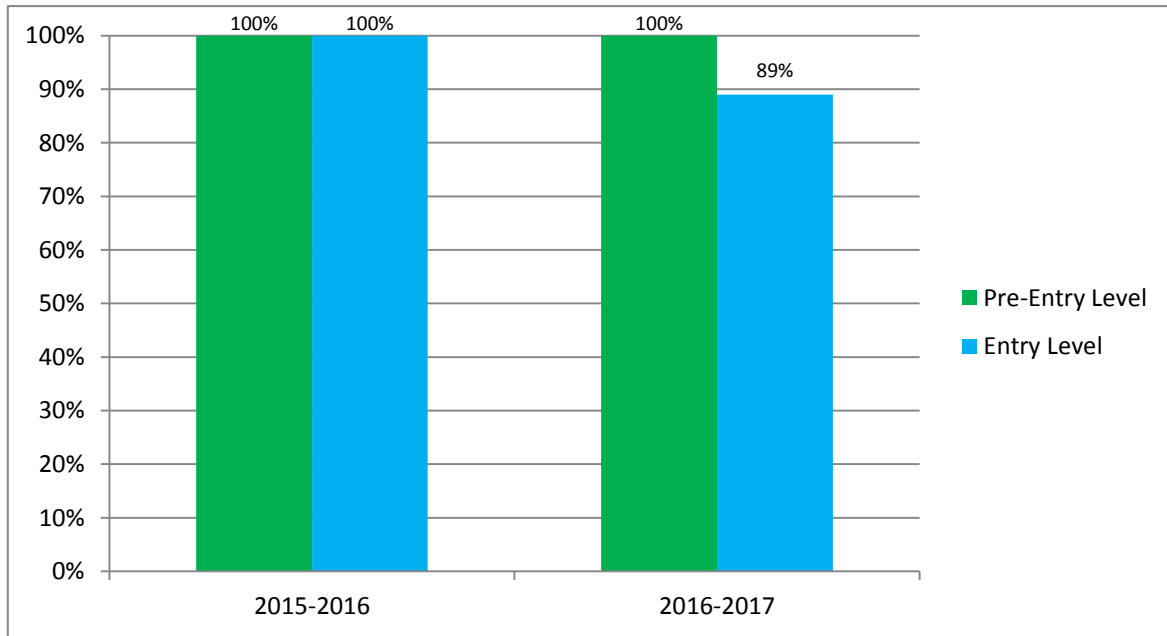
This lower pass rate from 2016-2017 is explained due to a change in approach to College examination provision – historically pupils have completed BTEC's in 1 year, more intensive courses; however for the 2016-2017 provision this reviewed and the decision taken to offer pupils more opportunities and complete these over a 2 year course. There was an inclusion for all pupils to complete ITQ either at Entry Level 3 or Level 1; pupils have accrued units towards the qualification but it is anticipated completion of the course this academic year.

There was also the introduction of Vocational learning for all College pupils during the last academic year which was delivered on a carousel basis but resulted in pupils missing scheduled time for BTEC lessons, therefore not all pupils completed the required guided learning hours (GLH) and were unable to complete the course. This was reviewed for the current academic year and as a result BTEC Work Skills (focus for vocational learning) is now timetabled alongside other BTEC qualifications for a 2 year delivery so the anticipated impact is far reduced.

AQA Unit Award Scheme

These units have been predominantly entered through delivery within the Art curriculum.

Results

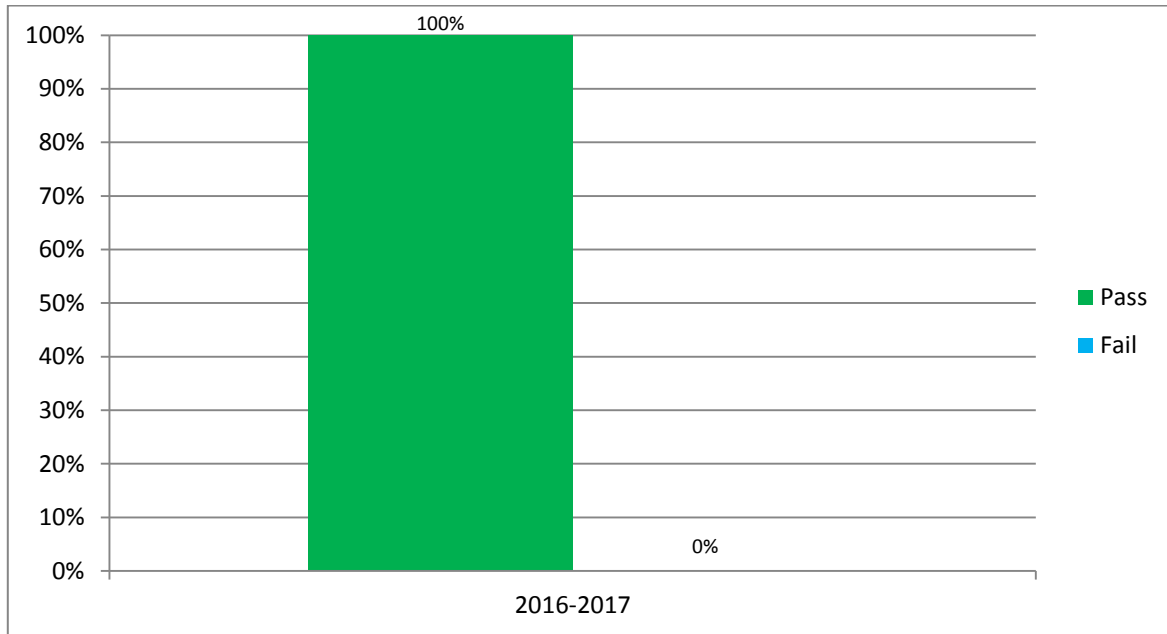


This lower pass rate was due to pupils not completing units for a number of reasons.

Trinity College Arts Award

This was the first year running the Arts Award so there are no previous years to compare results to. There were 15 Key Stage 4 pupils entered on this course.

Results

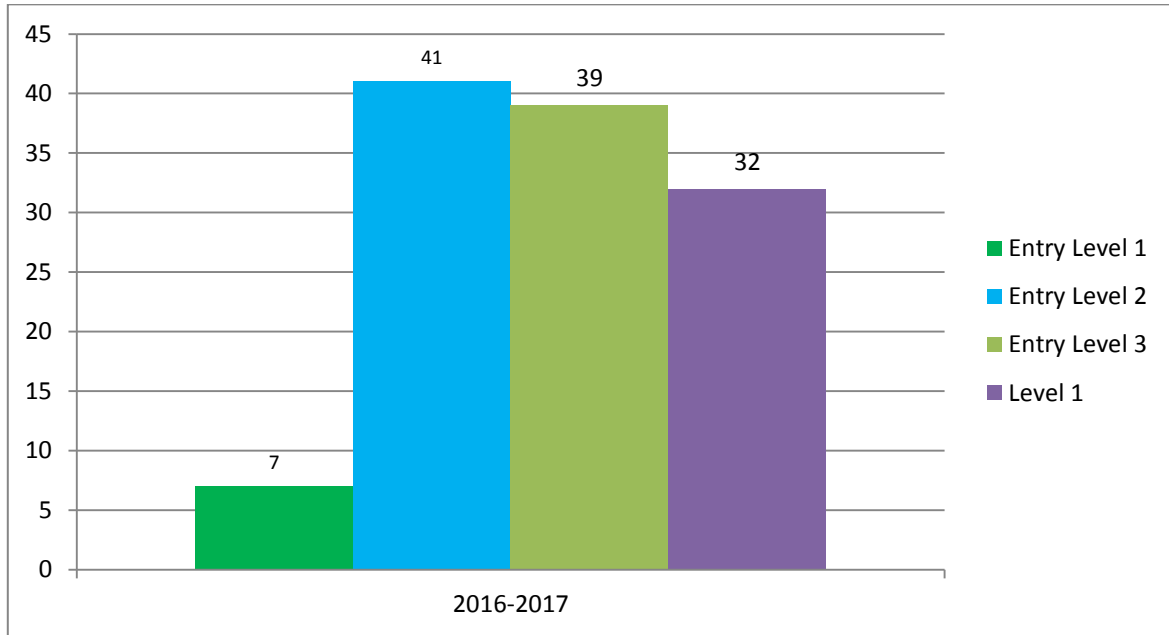


This was the first year this course was delivered.

ASDAN

This was the first year running the ASDAN course at the Vocational Centre so there are no previous years to compare results to. The ASDAN units completed were delivered through the Vocational Curriculum.

Results



This was the first year this course was delivered, above are the number of units completed across all College pupils.

Comparison of qualifications

2016-2017

- English: OCR Life and Living Skills Entry Levels 1, 2 or 3 extending to OCR Functional Skills Level 1 and 2
- Maths: OCR Life and Living Skills Entry Levels 1, 2 or 3 extending to OCR Functional Skills Level 1 and 2
- Science: WJEC 'Science Today' Entry Levels 2 or 3
- Art: AQA Unit Award Schemes Pre-Entry or Entry Level
- Performing Arts: Trinity College Arts Award Bronze
- BTEC: Land-based studies, Horticulture, ITQ, PE, Art
- Vocational Centre: ASDAN Lifeskills

2017-2018

- English: OCR Life and Living Skills Entry Levels 1, 2 or 3 extending to OCR Functional Skills Level 1 and 2
- Maths: OCR Life and Living Skills Entry Levels 1, 2 or 3 extending to OCR Functional Skills Level 1 and 2
- Science: WJEC 'Science Today' Entry Levels 2 or 3
- Art: AQA Unit Award Schemes Pre-Entry or Entry Level
- Performing Arts: Trinity College Arts Award Bronze and Silver
- BTEC: Land-based studies, Horticulture, ITQ, PE, Performing Arts
- Vocational Centre: BTECWork Skills, City & Guilds Hairdressing
- Independent Living: OCR Life and Living Skills Entry Levels 1, 2 or 3