



Pupil Progress Report June 2015

Data has been collected at three points during the academic year 2014/15. The final data capture enables the school to analyse how many pupils are making at least good progress in the core areas. From this analysis the school is able to identify trends that indicate strength and trends that indicate that development is needed.

Area	Trends
<u>Whole School</u>	<p>The vast majority of pupils at Mill Water are making at least good progress (at least 80%).</p> <p>The school continues to have strength in reading (88%). We have made significant improvements in all other core subjects, in particular Speaking and Listening which has shown an increase of 28% in pupils achieving at least good progress compared to last year.</p>
<u>Disadvantaged Pupils</u>	<p>There continues to be no significant difference between pupils who are deemed disadvantaged and the rest of the school. Disadvantaged pupils are making more progress than the rest of the school in reading, listening and number and less progress than the rest of the school in writing, speaking and using and applying mathematics.</p>
<u>Children in Care</u>	<p>Children in Care are all making at least good progress in Maths Number and English Reading.</p> <p>This suggests that the one to one interventions taking place for CIC in these subjects is successful.</p> <p>The achievement of CIC pupils in other core subjects is variable. More work needs to be done to target Speaking and Listening for these pupils. The data shows that Using and Applying Mathematics is a weakness for pupils in care, however the three pupils that have not made expected good progress are in the senior class group studying for EdExcel Qualifications and the U and A Curriculum has been limited this term. This should not happen next year as the school will assess pupil progress for KS4 and KS5 in a different way.</p>
<u>Gender</u>	<p>Overall there is no significant trend in the progress of boys and girls at Mill Water.</p> <p>Girls make slightly more progress than boys in reading and writing.</p> <p>In English Speaking and Maths Using and Applying the gap between girls' and boys' progress is slightly more and this will need to be addressed and monitored in the next academic year.</p>
<u>Pupil Need</u>	<p>The groups are more difficult to compare as there are significant differences in pupil numbers.</p> <p>Overall, pupils with ASC or PMLD are making slightly more progress than those with SLD.</p> <p>PMLD pupils have particular strengths in strands of English and weaknesses in Maths U and A.</p> <p>ASC pupils have particular strengths in Maths Number and English Speaking. The strength in English Speaking may be showing the impact of accurate assessment by the Speech and Language Therapist and the expertise of the new ASC lead teacher.</p> <p>The data shows that SLD pupils are robust in most areas but have made less progress in Using and Applying Mathematics.</p>



Pupil Progress Headings for Governors

Key Stages	Key stage	1	2	3	4	5
	Strengths	Number Speaking	Number U and A Writing Listening All areas above 80%	Reading U and A All subjects over 80%	Writing	Reading Writing Number
	Weaknesses	Writing			Number Using and Applying (showing serious weakness)	Listening U and A
<p>The data suggests that pupils' achievement in Number is greater in the lower school. It suggests that achievement in Writing is greater in the 14-19 Department.</p> <p>It suggests that there are weaknesses in pupil progress in KS4. This may be because the way in which we are assessing pupils is not in line with the Curriculum being taught.</p>						
Subject Area	Trend					
<u>Reading</u>	The progress of pupils in reading is consistently good with over 83% of pupils making at least good progress over the past year. Disadvantaged pupils do particularly well in Reading, as do pupils in KS3 and KS5.					
<u>Writing</u>	<p>There has been a significant increase (30%) in the number of pupils making at least good progress in Writing since July 2014. This improvement has been sustained over the last two data captures. This may be due to the new assessment system in place to more accurately assess pupils in Writing.</p> <p>Girls are making slightly more progress in Writing than boys.</p> <p>Pupils in KS1 make significantly less progress than the rest of the school in Writing. This will need to be addressed and monitored.</p>					
<u>Speaking</u>	<p>Pupil progress in Speaking has continuously improved since July 2014. There has been an overall increase of 28% of pupils making at least good progress.</p> <p>Children in Care are not making as much progress in Speaking as the rest of the school and this will need to be addressed and monitored.</p>					
<u>Listening</u>	Pupil progress in Listening has continuously improved since July 2014. There has been an overall increase of 28% of pupils making at least good progress. Disadvantaged pupils make slightly more progress than the rest of the school.					
<u>Number</u>	Progress in Number is now on a parallel with progress in Reading. Disadvantaged Pupils and Pupils in Care are making more progress than the rest of the school. There is particular strength in the lower school.					
<u>Using and Applying</u>	Pupil progress data appears to show that progress in Using and Applying is weaker than in other subjects. On analysing the data more closely, it shows that it is pupils in KS4 that are making significantly less progress than the rest of the school. This is because pupils are working towards EdExcel Qualifications which is a different Curriculum to the one being assessed. A new system for assessment will be in place by September 2015.					