

# Governors Data Report for 2016 - 2017



## Headlines

Data results from the last three years comparison

This data presents the amount of learners who appear in the Upper Quartile (UQ), Middle Quartile (MQ) and Lower Quartile (LQ) at The Westminster School  
 G = Good (MQ)                      O = Outstanding (UQ)

Quartiles are based upon national trends and benchmarking (comparisons) to other learners from similar backgrounds

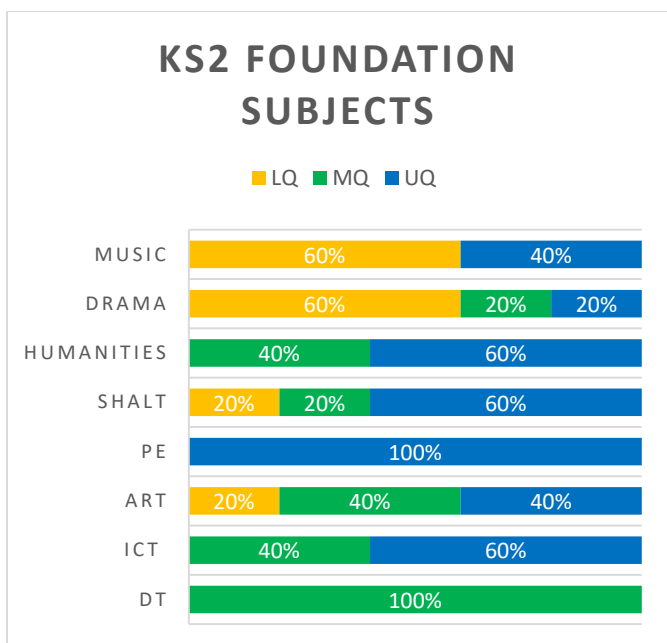
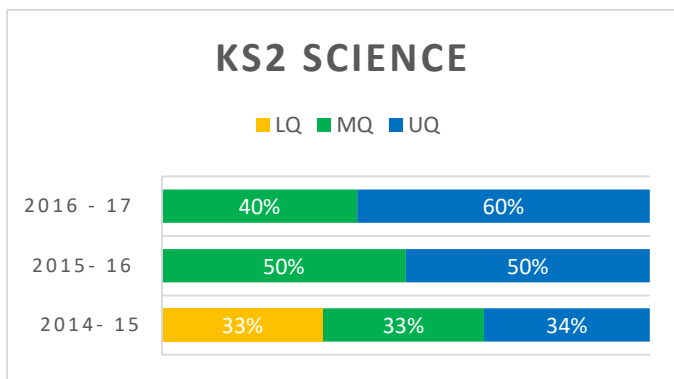
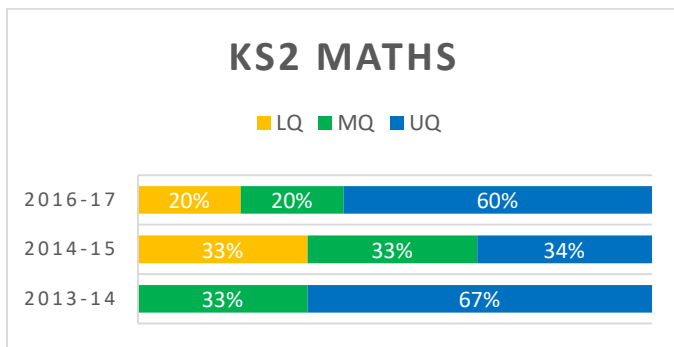
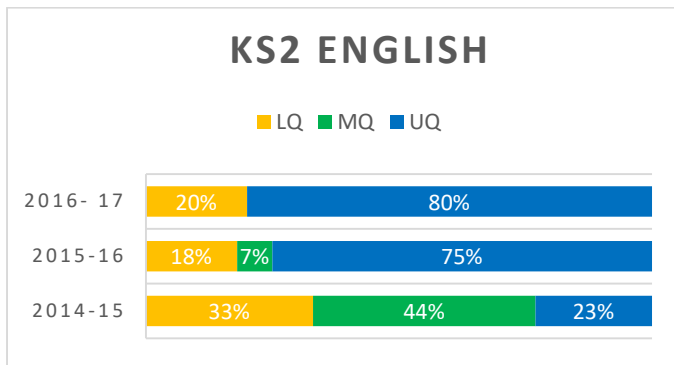
Year 6 Data (KS2) 5 pupils	English		Maths		Science
2016 - 2017	Reading UQ = 80% MQ = 20%  G&O = 100% Outstanding	Writing UQ = 40% MQ = 40% LQ = 20%  G&O = 80% Outstanding	Problem Solv UQ = 50% MQ = 50%  G&O = 100% Outstanding	Number Flu UQ = 60% LQ = 40% G&O = 60% Good	UQ = 60% MQ = 40%  G&O = 100% Outstanding
2015 - 2016	Reading UQ = 75% LQ = 25% G&O = 88% Outstanding	Writing UQ = 75% MQ = 13% LQ = 12% G&O = 88% Outstanding	Use and App UQ = 50% MQ = 50%  G&O = 100% Outstanding	Number UQ = 13% MQ = 75% LQ = 12% G&O = 88% Outstanding	UQ = 50% MQ = 50%  G&O = 100% Outstanding
2014 - 2015	UQ = 23% MQ = 44% LQ = 33% G&O = 67% Good		UQ = 34% MQ = 33% LQ = 33% G&O = 67% Good		UQ = 34% MQ = 33% LQ = 33% G&O = 67% Good

Year 9 Data (KS3) 24 pupils	English		Maths		Science
2016 - 2017	Reading UQ = 68% MQ = 20% LQ = 12% G&O = 88% Outstanding	Writing UQ = 84% MQ = 12% LQ = 4% G&O = 96% Outstanding	Problem Solv UQ = 44% MQ = 24% LQ = 32% G&O = 68% Outstanding	Number Flu UQ = 60% MQ = 24% LQ = 16% G&O = 84% Outstanding	UQ = 96% LQ = 4%  G&O = 96% Outstanding
2015 - 2016	Reading UQ = 65% MQ = 23% LQ = 12% G&O = 88% Outstanding	Writing UQ = 65% MQ = 23% LQ = 12% G&O = 65% Outstanding	Use and App UQ = 76% MQ = 8% LQ = 16% G&O = 89% Outstanding	Number UQ = 36% MQ = 57% LQ = 7% G&O = 83% Outstanding	UQ = 86% MQ = 7% LQ = 7%  G&O = 93% Outstanding
2014 - 2015	UQ = 63% MQ = 26% LQ = 11% G&O = 89% Outstanding		UQ = 57% MQ = 32% LQ = 11% G&O = 89% Outstanding		UQ = 21% MQ = 47% LQ = 32% G&O = 68% Good

Year 11 Data (KS4) 23 pupils	English	Maths	Science
2016 - 17	UQ= 43% MQ= 29% LQ = 28% G&O = 82%    Outst	UQ= 90% MQ= 10% G&O = 100%    Outst	UQ= 85% MQ= 10% LQ = 5% G&O = 95%    Outst
2015-16	UQ= 50% MQ= 31% LQ = 19% G&O = 81%    Outst	UQ= 73% MQ= 27% G&O = 100%    Outst	UQ= 47% MQ= 47% LQ = 6% G&O = 94%    Outst
2014 - 2015	UQ = 62% MQ = 14% LQ = 24% G&O = 76%    Outst.	UQ = 83% MQ = 5% LQ = 12% G&O = 88%    Outst	UQ = 25% MQ = 7% LQ = 68% G&O = 29%    R Imp

## KS2 Analysis

Pupils: 5 = 4 boys, 1 girl



Year on year data shows an improvement in outcomes in core subjects. This is despite an increase in numbers in the Key Stage and pupil complexity.

All subjects in KS2 are assessed and tracked through use of Skills Outcome Maps.

Closer analysis of data shows the following:

#### English (combined Reading and Writing)

The continued focus on application of key skills (Phonics, Spelling) has had a positive impact on the outcomes for pupils this year with more pupils in the upper quartile this year than previously.

There are 3 pupils whose primary needs are in Speech and Language. All attained in the Upper Quartile.

#### Maths (combined Problem Solving and Number Fluency)

The appointment of a new TLR for Maths at the last year impacted positively on the outcomes for pupils with all but one pupil making expected or better progress. This is in line with the progress across the key stage.

There is no significant difference between PPG pupils and those who do not receive PPG in either English or Maths.

#### Science

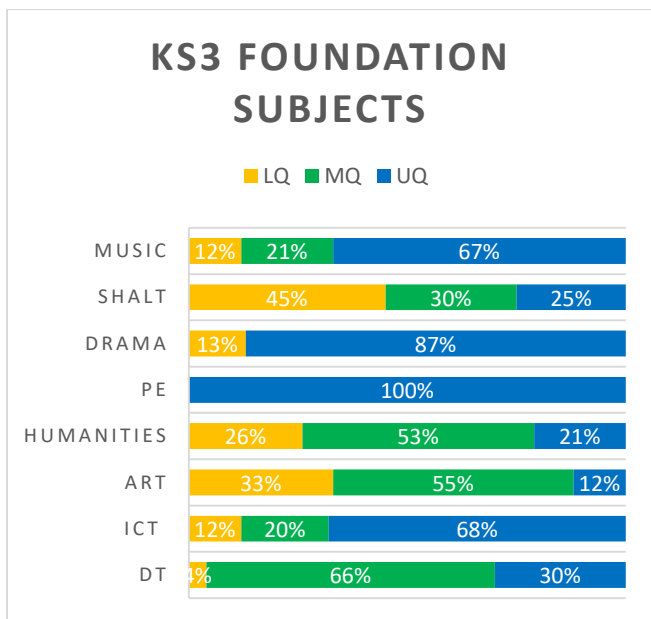
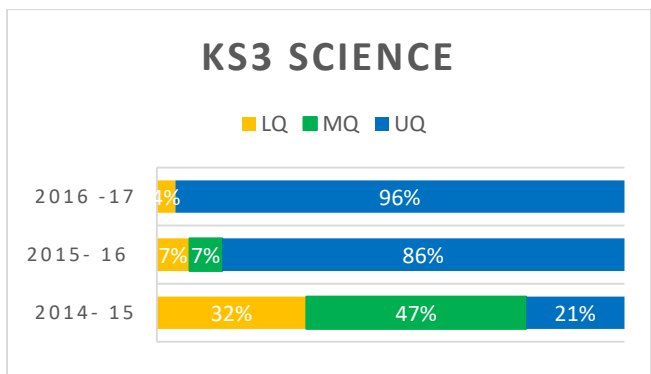
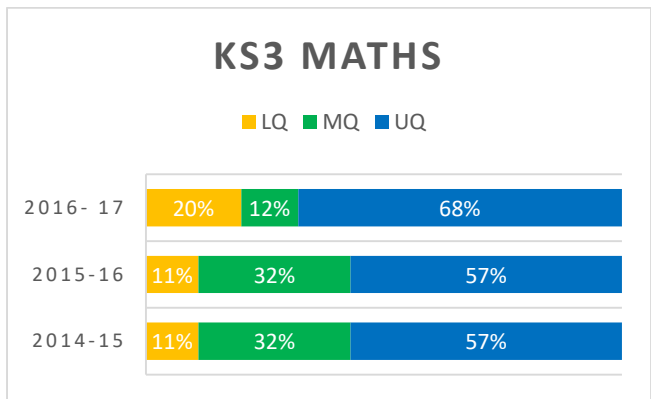
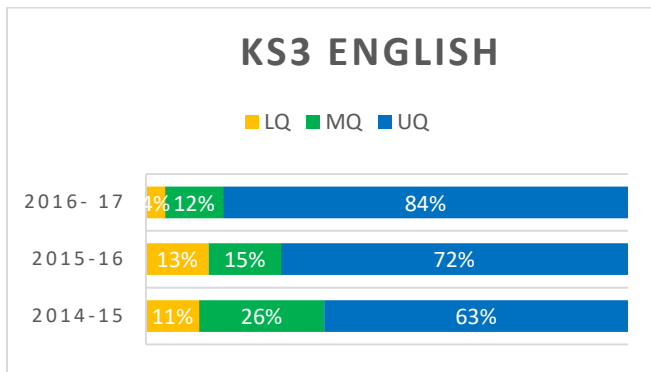
Results show that the newly appointed TLR for Science has made a positive impact on the outcomes for pupils. Staff are also more confident to teach Science to an increasingly complex group of pupils. No significant difference between groups of Special Needs, gender or ethnicity.

#### Foundation Subjects

Overall progress is Outstanding in Foundation Subjects. Of concern are Arts subjects. Analysis by the TLR for Arts indicates that there were issues with timetabling that effected progress. This has been addressed for the upcoming year with additional support from Open Theatre. Development of more appropriate assessment tools for the Arts and rigorous monitoring will highlight concerns as we move through the year.

## KS3 Analysis

Pupils 24 = 16 boys, 8 girls



Year on year data shows an improvement in outcomes in core subjects. This is despite an increase in numbers and pupil complexity.

All subjects in KS3 are assessed and tracked through use of Skills Outcome Maps.

Closer analysis of data shows the following:

#### English (combined Reading and Writing)

The focus on the application of Key Skills has had a positive impact on the outcomes for pupils this year with significantly more pupils in the upper quartile this year than previously. Progress in Reading as meant that the overall progress in English is Good.

#### Maths (combined Problem Solving and Number Fluency)

Progress in Maths continues to be outstanding reflecting the skills of all staff teaching the subject. There has been a slight drop in outcomes in Number Fluency this year, this is due to the focus on application of skills (Problem Solving) in readiness for employment and future independence.

#### Science

Continued focus on science across the school has enabled a high percentage of pupils to make outstanding progress. Changes to the delivery has enabled class teachers to teach their own class has meant more active and personalised teaching approaches for all pupils. This has had a significant impact of learning for pupils. Staff will continue to be supported to develop their own science knowledge.

#### Foundation Subjects

Overall progress in this Key Stage is Outstanding. Ongoing discussions with the TLR for PE will ensure the challenge is appropriate for all pupils. Similarly, the majority of pupils are making medial progress in DT. There will be additional focus on appropriate curriculum and challenge over this year to ensure aspirational outcomes.

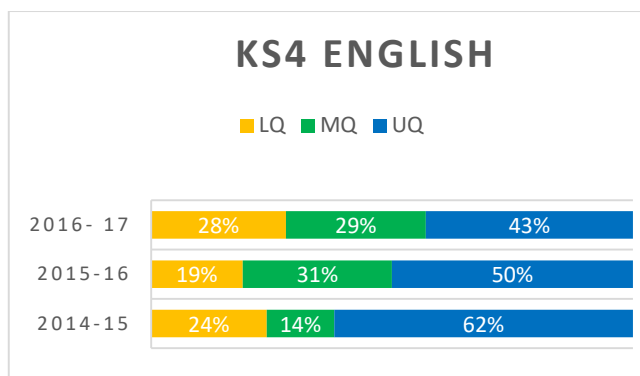
The revised SHaLT curriculum this year was successful across all year groups, this is seen by engagement, behaviour and pupil work. On further analysis, there was an inconsistency between the assessment and the curriculum. This has been revised in preparation for 2017-18.

## KS4 Analysis 21 pupils - 11 boys, 10 girls

### Rationale and Progress Guidance

As a school we recognise the recent changes in accreditation at all levels (for example Entry Level and GCSE). These changes have included a variation in assessment strategies and content. These changes have evidently become more challenging for our students, in particular GCSE's (for example removal of coursework, change in ground boundaries and removal of differentiated papers (foundation and higher). We recognise that when these students were baselined when they joined us in Year 7 the accreditations that were in place were more accessible for these students. This cohort is the last group of students to be assessed against their end of key stage 3 old National Curriculum level. Progress guidance for this group of students (and previous) is as follows:

Lower Quartile	Medial Quartile	Upper Quartile
Less than 50% level increase	50%-75% level increase	75% and above



#### English

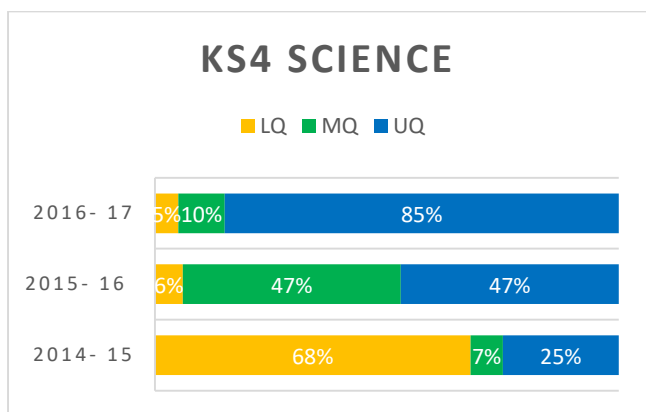
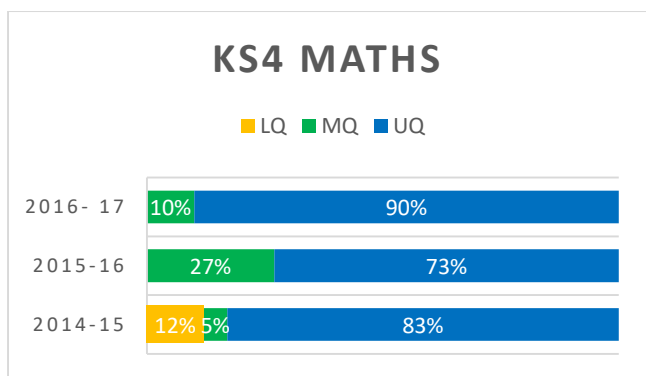
100% pass rate for GCSE Students entered. 60% achieving a 1 grade and 40% achieving a 2 grade. One student who was working between Entry 2 and Entry 3 target was challenged by being entered for a GCSE and achieved an GCSE 1 grade.

#### Maths

Students benefited from the school employing an Interventions teacher on a part time basis to work with identified students. It was recognised early by the new Maths TLR that the students working between Entry 1 and Entry 2 were struggling to process information on test papers. Early intervention with this teacher focused around the language of the papers and support in understanding questions. As a result of this intervention students achieved Upper or Medial Quartile progress.

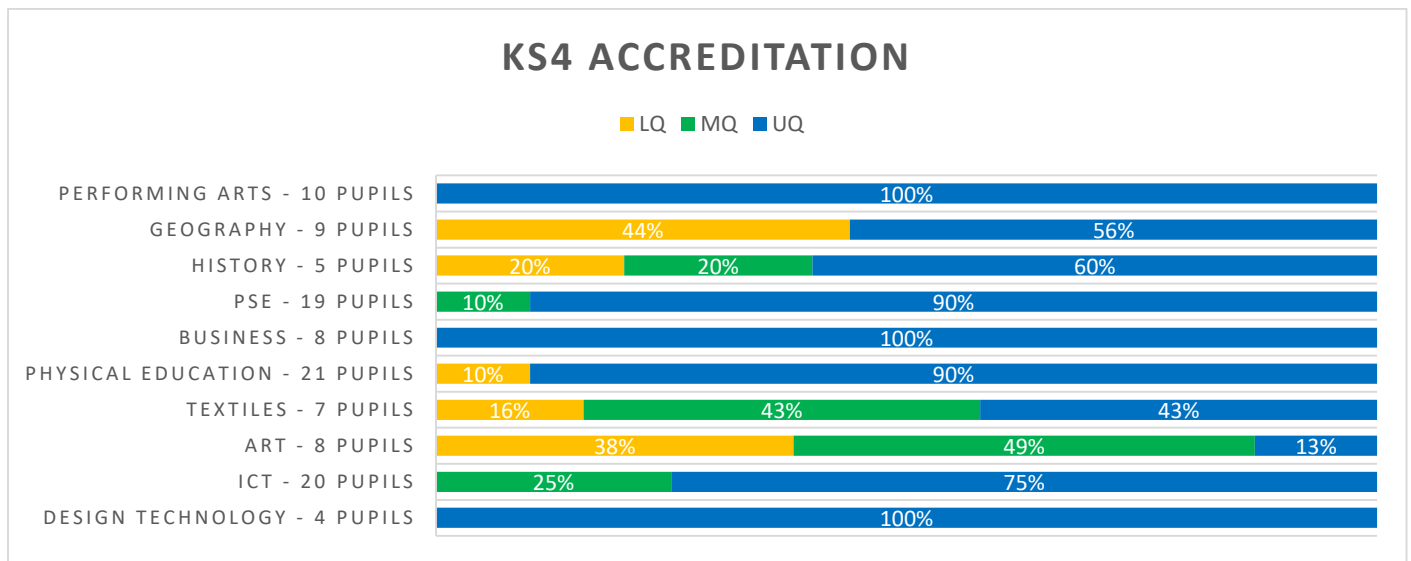
#### Science

Students continue to make good or outstanding progress in Science. Students who are more able achieve in BTEC qualifications and less able students complete Entry Level. Personalized timetable ensure that students were appropriately challenged. This resulted in one pupil achieving Award level, and 9 received the Certificate



## Average Number of Qualifications

Year	Total	Girls	Boys
2017	10	10	9
2016	10 (23 pupils)	11 (3 pupils)	9 (20 pupils)
2015	12	11	12
2014	12	13	12

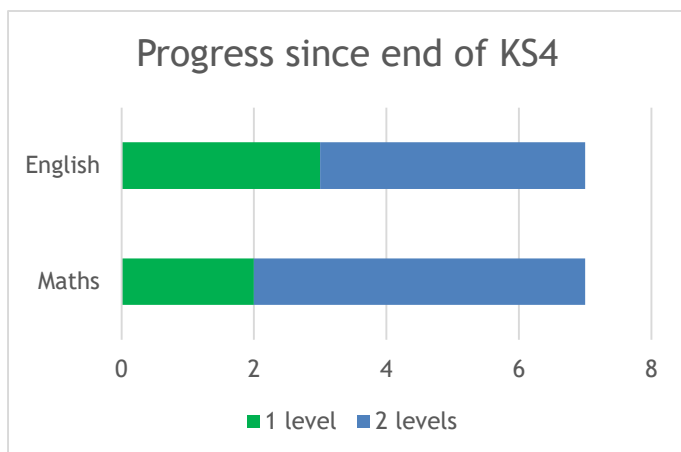


### Areas of Note/Highlight from Other Subjects:

- 6 Students achieved an Entry Level 3 Award in Sport and Active Leisure
- TLR for Physical Education amended the Entry Level moving from AQA to WJEC. This has resulted in improvements in Quartile data compared the last academic year. Previous academic year saw a change in grade boundaries for Entry Level resulting in 6 students achieving Lower Quartile progress
- All students achieved Upper or Medial Quartile in ICT despite staff changes in January 2017.
- Students continue to make Upper Quartile progress in Performing Arts.
- Analysis for Performing Art includes drama and music
- Two students identified as More Able successfully completed the Level One Award, one student in Drama and one student in Music
- BTEC accreditation continues to be more appropriate for students

## KS5 Analysis

7 pupils left at the end of KS5 - 5 boys, 2 girls



### Outcomes

All students on the DofE working towards their silver DofE award completed 50% of their course. This was their physical and volunteering. Volunteering took place at a local church where students supported the grounds maintenance and cleaning of the church.

6 students achieved Entry Level Functional Skills  
50% achieved Entry 2 and 50% achieved Entry 3.

1 student achieved an Entry 3 Award in Performing Arts

1 student achieved the Level One Award in Performing Arts and 3 students achieved a Level One Certificate. All three students improved on their achievement at the end of Key Stage 4.

3 students achieved an Entry 3 Award in Sport and Leisure. For all three students this was an improvement of one level from their key stage 4 achievement.

From our more complex group 2 students achieved an Entry Level 1 Diploma in Living Independently with 5 students achieving the certificate.

1 student achieved Entry 3 in Caring for Children

### Core Subjects

Pupils continue to make better than expected outcomes in both English and Maths. Progress is slightly better in Maths.

**English** - 100% of leavers made 1 level progress in Functional English

**Maths** - Two students re-sat their GCSE Maths qualification. One student achieved the same grade (F) and one student achieved one grade better (G to an F).

**Science** - Two students achieved a GCSE pass grade in Science. One student achieving an E and one achieving an F. This validates the BTEC accreditation they achieved at the end of Key Stage 4 where they secured a BTEC Level One Certificate.

### Work Experience Overview

77% of students in Post 16 attended a regularly work experience placement as part of their curriculum last academic year. Through the partnership with Work N Learn examples of work experience placements included:

Coffee Cart, Oldbury	Salvation Army
Barnardos	Tick Tock Nursery
Acorns	Creative Arts
Tipton Community Centre	Portway Lifestyle Centre
Sports Coaching with West Bromwich Albion Foundation	Scruffy Pupz Dog Grooming
	Sandwell Valley Riding Stables

Students continued to be ambassadors of the school and continually showed application and developed their work skills.

### Internship and Apprenticeships

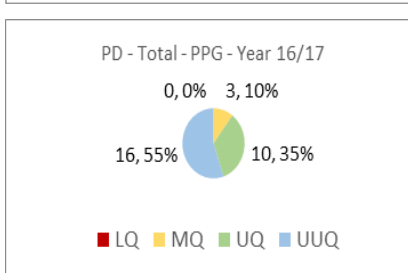
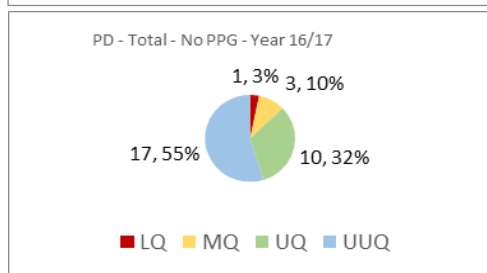
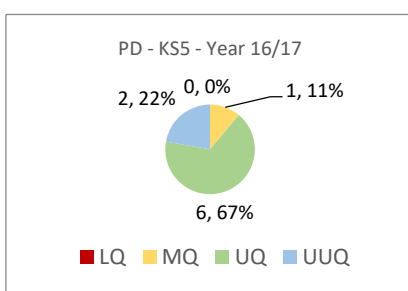
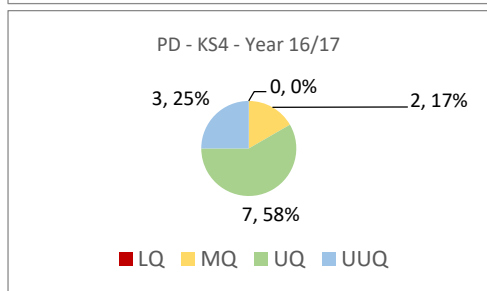
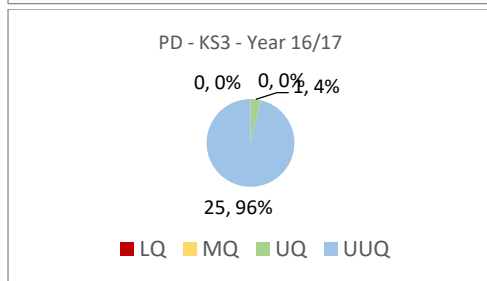
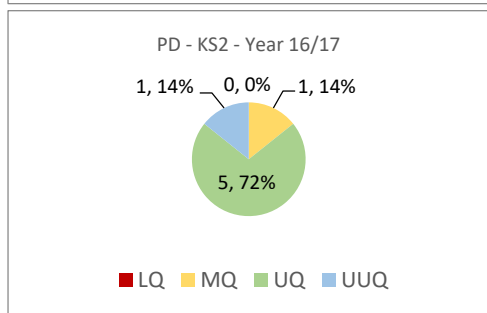
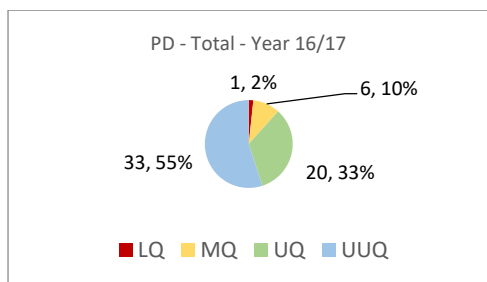
September 2016 saw the start of our supported internship programme. One programme saw two students complete an Internships at Interserve FM. Students attended alternative provision in order to upskill in carpentry to support duties on the job.

Outcomes - **Both students were offered a Supported Apprenticeship from Interserve FM.** One student however opted to attend mainstream college. The one student will remain on a Supported Apprenticeship and will start his Level 2 Apprenticeship in Facilities Management in September 2017.

# Personal Development Data

The personal development target setting and assessment system was launched in September 2016. The programme was developed to chart and celebrate progress of “non-traditional” academic progress for our more complex (SLD) cohorts. It covers the following key areas of Personal Development on which their priorities are agreed in conjunction with the families, school-based staff and other professionals. These areas include: Engagement in Learning, Positive Behaviour, Independence and Problem Solving, Self-care and Sensory Experiences and Communication and Social Understanding.

By the end of the academic year there are 60 pupils on the PD programme spread across 7 class groups (8 if you include those in the intervention group). It also encompasses 2 pupils who are on the programme as an intervention strategy. Their readiness for learning is not at a stage where we are able to gauge traditional academic and subject specific progress. These pupils are currently following an agreed reintegration programme.



## Highlights

- 98% of the pupils across all year groups achieved good or better progress throughout the academic year.
- The best performing Key Stage is KS3 with 0% of pupils falling into the medial quartile.
- The 2% falling into the lower quartile across the year for PD represents one pupil. This pupil has been on the PD target setting and data model for 1 full term however his progress is compared to peers over the year. Significant work and intervention has been developed to work with the pupil and family to achieve reintegration, academic and PD success.
- Throughout the academic year greatest improvements have been seen in KS5 with 100% of the pupils achieving good or better progress in contrast to 78% in the Spring term and 11% Autumn term. The sustained progress throughout the key stage reflects the impact of the support and intervention in Spring.
- The Engagement Profile and Scale pilot had a positive impact on pupil progress in PD and is being integrated into the school as an intervention strategy in 2017/18.

## Pupil Premium Highlights

- Those pupils who are pupil premium have achieved 100% good or better progress in comparison to their peers who are not receipt of pupil premium who achieved 97% good or better progress.
- 57% of PPG Boys made UUQ progress in comparison to 50% of PPG Girls.