

Governors Data Report for Summer 2016



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

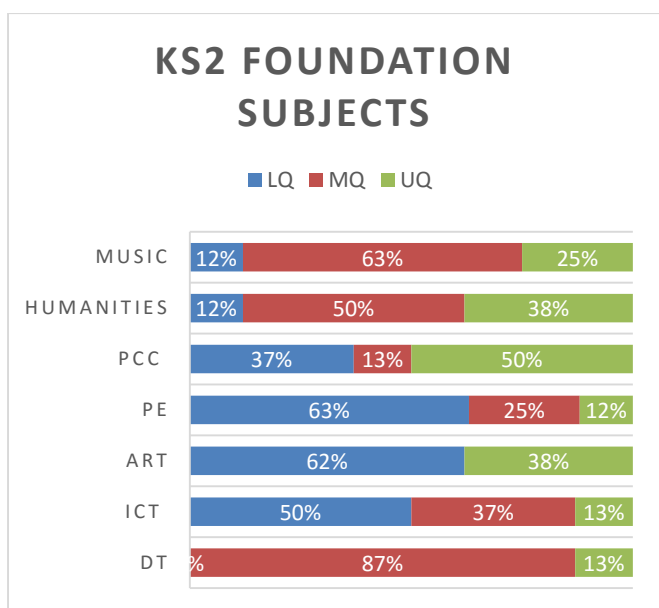
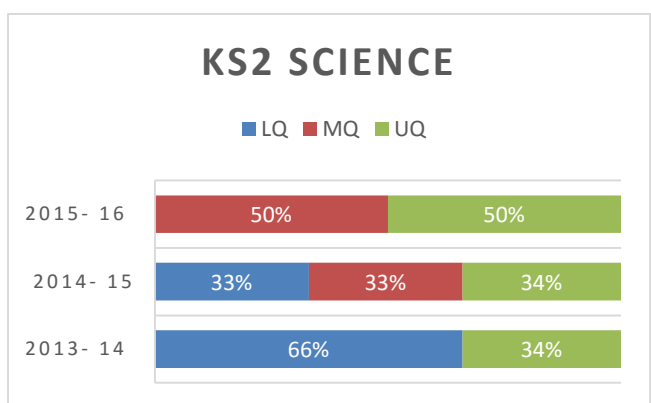
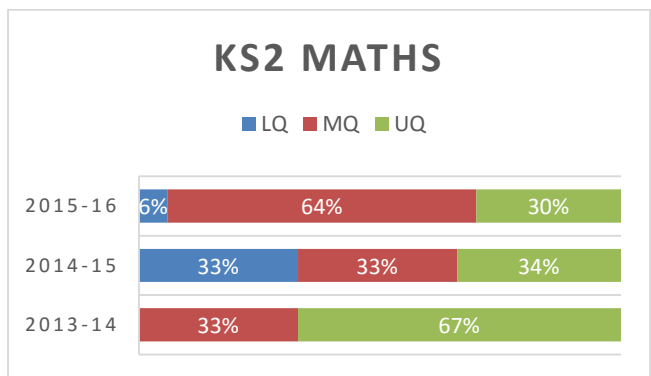
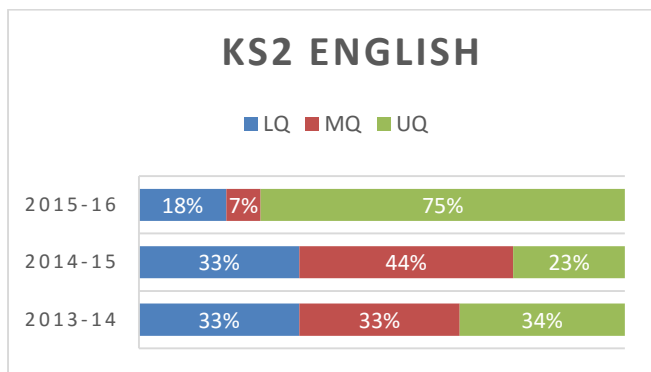
| Year 6 Data (KS2) 8 pupils | English | | Maths | | Science |
|-------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------|
| 2015 - 2016 | Reading UQ = 75% MQ = 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 |
| 2013 - 2014 | UQ = 33.3 % MQ = 33.3% LQ = 33.3% G&O = 66.6% Good | | UQ = 66.6% MQ = 33.3% G&O = 100% Outstanding | | UQ = 34% MQ = LQ = 66% G&O = 33% Requires Improvement |

| Year 9 Data (KS3) 26 pupils | English | | Maths | | Science |
|--------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|
| 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 |
| 2013 - 2014 | UQ = 88% MQ = 6% LQ = 6% G&O = 94% Outstanding | | UQ = 72% MQ = 5% LQ = 23% G&O = 77% Good | | UQ = 85% MQ = 9% LQ = 6% G&O = 94% Outstanding |

| Year 11 Data (KS4) 23 pupils | English | | Maths | | Science |
|---------------------------------|------------------------------------------------------|--|-----------------------------------------------------|--|----------------------------------------------------|
| 2015-16 | UQ= 50% MQ= 31% LQ = 19% G&O = 81% Outst | | UQ= 73% MQ= 27% LQ = 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 |
| 2013 - 2014 | UQ = 61% MQ = 22% LQ = 17% G&O = 83% Outst | | UQ = 28% MQ = 61% LQ = 11% G&O = 89% Outst | | UQ = 33% MQ = LQ = 61% G&O = 33% R Imp |

KS2 Analysis

Pupils: 8 = 7 boys, 1 girl



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

Closer analysis of data shows the following

English (combined reading and writing)

The focus on Spelling, Grammar and Punctuation 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 2 pupils with diagnosis of Autism Spectrum. Both attained in the Upper Quartile.

Maths (combined Use & Apply and Number)

The appointment of a new TLR for Maths at the beginning of the academic year impacted positively on the outcomes for pupils with all but one pupil achieving in the upper or medial quartiles.

There are 2 pupils with diagnosis of Autism Spectrum. Both attained in the Upper Quartile.

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

Science

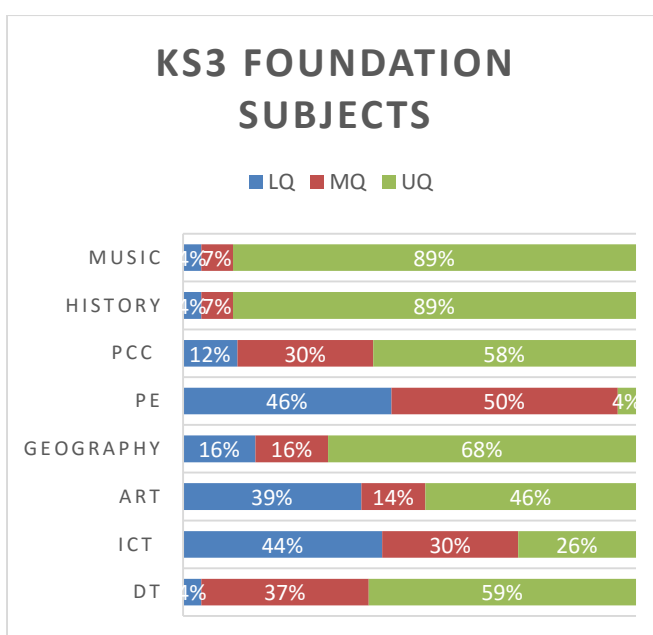
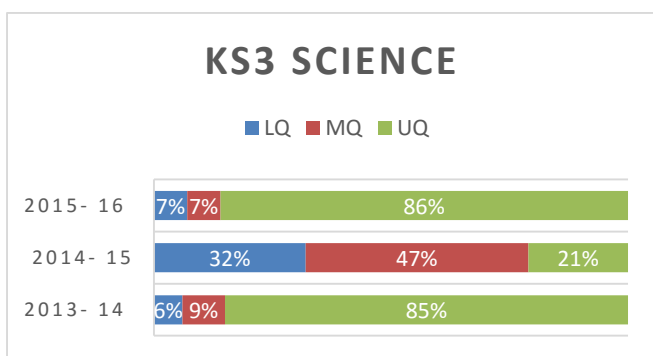
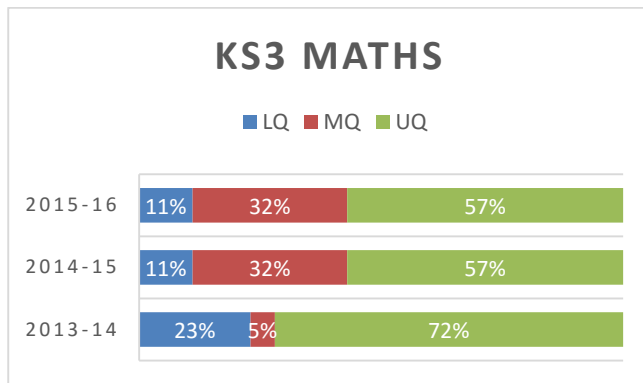
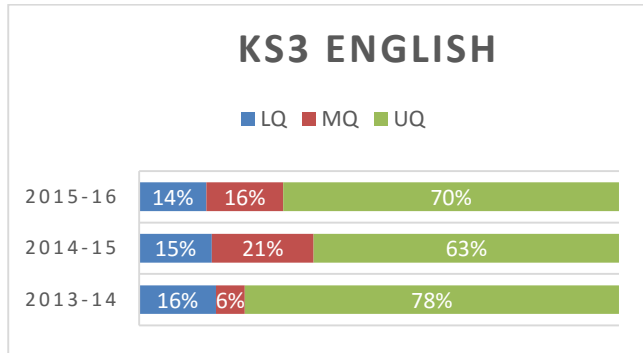
Results show that the additional support and focus in this subject has improved pupils outcomes with no pupils in lower quartile. White British pupils have done slightly better than other ethnic groups. No significant difference between groups of Special Needs.

Foundation Subjects

Overall progress is Outstanding in Foundation Subjects. Of concern are PE, ICT and Art. Analysis indicates that pupils have struggled to access these practical subjects. Actions taken so far in PE is the employment of a PE Coach to support teaching staff to develop their skills in teaching progressive skills within PE. Development of more appropriate assessment tools for Art that will better support staff and pupils to reflect on steps made. In ICT, there will be investment in resources (hardware and software) to match the diverse and complex needs of the pupils.

KS3 Analysis

Pupils: 26 = 13 boys, 13 girls



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

Closer analysis of data shows the following

English (combined reading and writing)

The focus on Spelling, Grammar and Punctuation has had a positive impact on the outcomes for pupils this year with 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 Use & Apply and Number)

Progress in Maths continues to be outstanding reflecting the skills of all staff teaching the subject. Changes to the curriculum to develop more functional use of Maths has had a positive impact on learners with a high percentage in the upper quartile.

Science

Continued focus on science across the school has enabled a high percentage of pupils to make outstanding progress. Changes to the delivery to enable 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

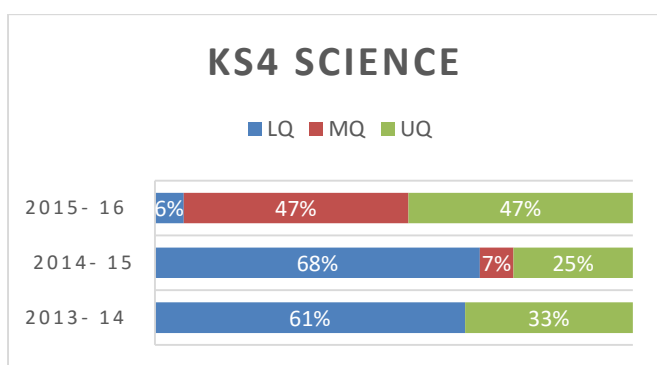
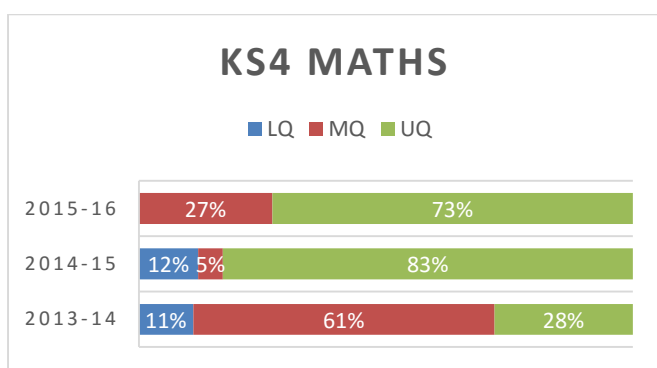
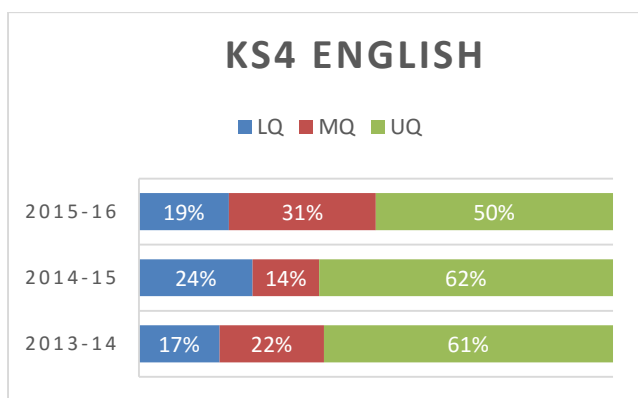
Due to change of staff and consolidation of baseline information, data in History, Geography, DT and PCC are taken as year progress not Key Stage progress.

Overall progress is Outstanding with the exception of PE. Additional discussion with the TLR for PE has identified that pupils with more complex communication and behaviour needs have struggled to make progress. This will form part of a robust Action Plan for the subject for the next year.

Additional resources will be purchased for IT to better support learners in developing key skills in programming in response to the new Computing curriculum.

KS4 - Core Subjects

Pupils: 23 = 20 boys, 3 girls



English

Overall progress for students in English continues to improve with less students in the lower quartile and more in the medial. Four students achieved GCSE English with 50% of students making upper quartile progress and 50% making medial progress in line with their aspirational targets. One student who achieved lower quartile was absent throughout the year with illness and two students had complex needs but still achieved accreditation in their Entry Levels.

Maths

All students achieved functional skills in maths and all but one student achieved an entry level. These quartiles are based on their best accreditation score. Four students achieved Functional Skills level 1 and 1 student joined the school mid-course and was able to achieve an Entry Level 2.

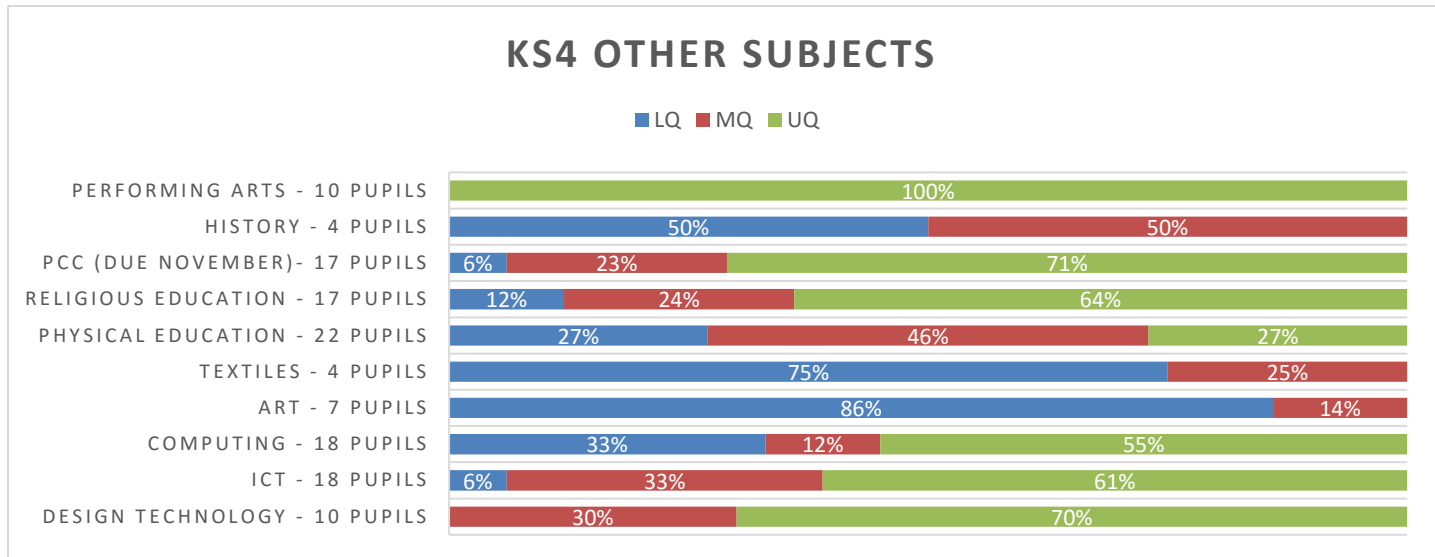
Two students achieved GCSE Maths resulting in them achieving upper quartile progress

Science

Significant improvements in progress of students in science. All but one student made medial or upper quartile progress. Students progressed onto a BTEC Level One course achieving either the award or certificate. Two students with complex needs achieved an entry level qualification that put them in the upper quartile. One student who made lower quartile progress still achieved unit certification for two units as part of the BTEC Award.

Average Number of Qualifications

| Year | Total | Girls | Boys |
|------|-----------------|---------------|---------------|
| 2016 | 9.5 (23 pupils) | 11 (3 pupils) | 9 (20 pupils) |
| 2015 | 12 | 11 | 12 |
| 2014 | 12 | 13 | 12 |
| 2013 | 9 | Not reported | Not reported |



Areas of Note/Highlight from Other Subjects:

- A small number of students in Physical Education made lower quartile progress as a result of the exam board changing grading boundaries in Entry Level
- Students made better progress in ICT than in Computing, this is partly down to prior subject knowledge and computing is a new subject to both staff and students.
- Pupils continue to make outstanding progress in performing arts despite a challenging BTEC accreditation offered.
- Quartiles of progress in PCC are predicted as results are due in November
- Progress in Art and Textiles was poor due to high levels of independence expected by the teacher who joined the school mid-way through the accreditation for year 11 students.
- Progress in History was satisfactory, the school has monitored the appropriateness of the subject and how well the students engage - as a result Geography has been identified as the most appropriate humanities option for our students.

Of Special Note:

- More able Disadvantaged students achieved at least 1 GCSE with 2 students achieving two GCSE's.
- Two most Gifted and Talented students achieved the most qualifications by achieving 13
- 6 Students achieved accreditation at alternative provision (Open College Employment and Development Skills)
- 15 students achieved an accreditation in Catering at Dudley College (City and Guilds)
- 2 students from key stage 4 achieved an award in Life and Living Skills at Dudley College
- 1 student was still able to achieve 10 qualifications despite only joining us mid-way through two year courses
- Two students who had poor attendance were still able to achieve 11 and 10 qualifications respectively
- One student with complex needs and the school worked very closely with parents to improve attendance and punctuality was able to achieve 11 qualification
- Two students passed their travel training programme and now travel independently, one student to Post 16 and one student to further education (mainstream college)