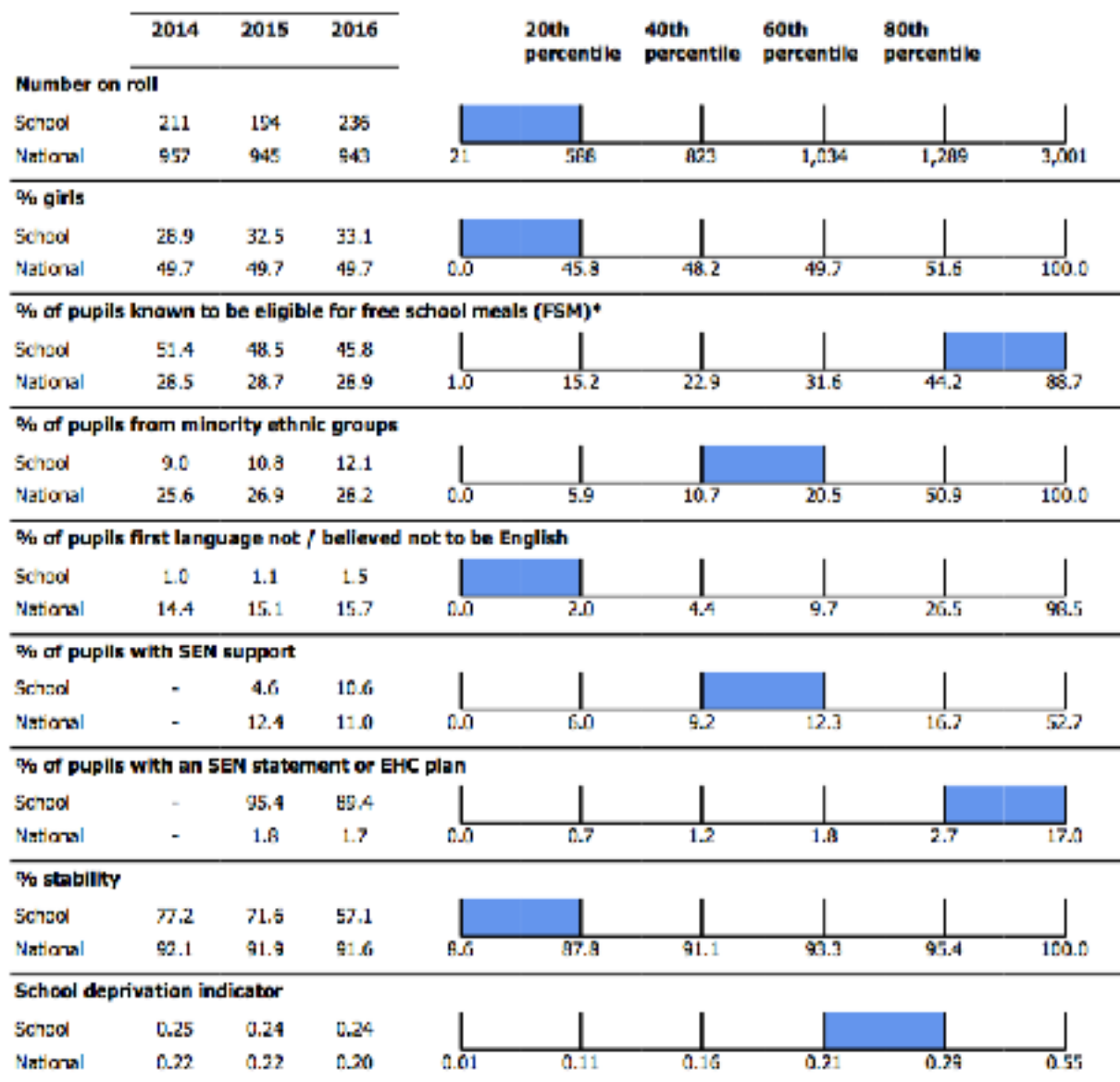


Progress & Attainment

Governors and Parents Report
Academic Year 2016-2017



Our Population 2016



	Statements/EHC Plan							
Main SEN	2015	Summer 2 2016	Autumn 1 2016	Autumn 2 2016	Spring 1 2017	Spring 2 2017	Summer 1 2017	Summer 2 2017
Specific Learning Difficulty	4	10	11	9	9	9	9	
Moderate Learning Difficulty	30	53	44	37	37	35	35	
Severe Learning Difficulty	62	71	70	63	63	63	63	
Profound & Multiple Learning Difficulty	9	9	9	9	9	9	9	
Social, Emotional and Mental Health	17	6	11	17	17	17	17	
Speech, Language & Communication Needs	26	38	40	44	44	44	44	
Hearing Impairment	0	0	0	0	0	0	0	
Visual Impairment	0	0	0	0	0	0	0	
Multi-Sensory Impairment	1	2	2	2	2	2	2	
Physical Disability	2	2	2	4	4	4	4	
Autistic Spectrum Disorder	33	29	21	35	35	35	34	
Other difficulty/ disability	1	4	7	29	33	33	34	
No Specialist Assessment	n/a	9	9	11	11	13	11	
Behaviour, Emotional and Social Difficulty	n/a	15	13	0	0	0	0	
School Total	185	248	239	260	264	264	262	
% of school roll	95.4	100	92.3	100	100	100	100	

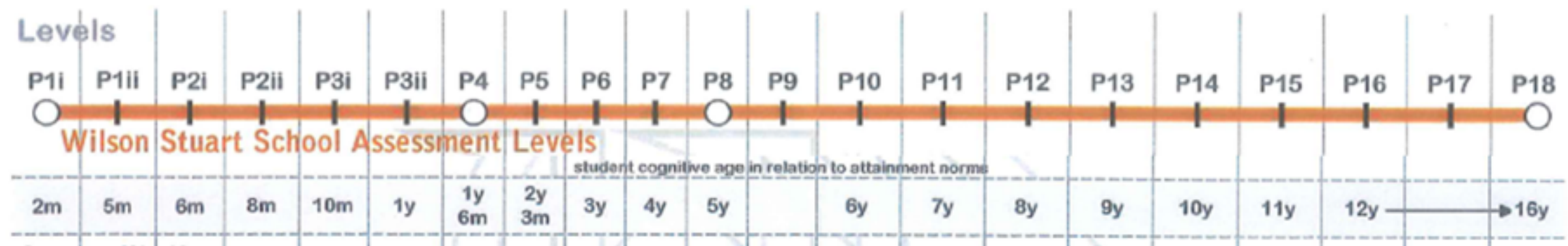
How Progress & Attainment is Assessed

What the Government says:

The Government has announced that schools need to create their own assessment systems involving the following principles:

1. Give reliable information to parents about how their child, and their child's school, is performing.
2. Help drive improvement for pupils and teachers.
3. Make sure the school is keeping up with external best practice and innovation.

Progress Steps



Progress expectations for Years 2 to 9.

The progress expectations are based on the pupils making progress that would put them in the Upper Quartile (top 25%).

These are challenging aspirational targets.

What is Good Progress for a Reception Pupil at Wyre Forest School?

- No national guidance or guidelines for children in special school provision following the EYFS.
- Principle of uniqueness and diverse need must be at the forefront of data analysis and target setting.

For a child with a baseline of **0-11 months** in a curriculum area;

Expected Progress- **1 step**

Good Progress- **2 steps**

Accelerated/Outstanding Progress- **3 steps +**

For a child with a baseline of **8-20 months** in a curriculum area;

Expected Progress- **2 steps**

Good Progress- **3 steps**

Accelerated/ Outstanding Progress- **4 steps +**

For a child with a baseline of **16-26 months** or above in a curriculum area;

Expected Progress- **3 steps**

Good Progress- **4 steps**

Accelerated/Outstanding Progress- **5 steps+**

Progress Flightpaths

Post-16 Target Setting

END OF KS1 to KS2

END OF YEAR 2	WS P Steps	END OF YEAR 6
P14	+4	P18
P13	+4	P17
P12	+4	P16
P11	+4	P15
P10	+4	P14
P9	+4	P13
P8	+4	P12
P7	+4	P11
P6	+4	P10
P5	+3	P8
P4	+3	P7
P3ii	+2	P5
P3i	+3	P5
P2ii	+3	P4
P2i	+3	P3ii
P1ii	+2	P2ii
P1i	+3	P2ii

END OF KS2 to KS3 -

END OF YEAR 6	WS P Steps	END OF YEAR 9
P16	+2	P18
P15	+2	P17
P14	+2	P16
P13	+2	P15
P12	+2	P14
P11	+2	P13
P10	+3	P13
P9	+3	P12
P8	+3	P11
P7	+2	P9
P6	+2	P8
P5	+1	P6
P4	+1	P5
P3ii	+1	P4
P3i	+2	P4
P2ii	+2	P3ii
P2i	+1	P2ii
P1ii	+1	P2i
P1i	+0	P1i

P step at End of Key Stage 3 Predicted outcome/ pathway at End of Key Stage 4

P9 or below	ASDAN or other accredited pathway curriculum
P10	Entry Level 1
P11/12	Entry Level 2
P13/14	Entry level 3
P15/16	Level 1 (GCSE G-D)
P17/18	Level 2 (GCSE A-C)

Achievement at end of KS4	Predicted post-16 outcome/ pathway
ASDAN Personal Progress	ASDAN Personal Progress or Entry Level 1 OCR Life and Living Skills
EL1	Entry Level 2 OCR Life and Living Skills
EL2	Entry Level 3 OCR Life and Living Skills EL3 Functional Skills
EL3	Level 1 CoPE, Level 1 Functional Skills
L1	Level 2 CoPE Level 2 Functional Skills
L2	further education or training

ASDAN Personal Progress

Students following ASDAN Personal Progress will be working at levels within the Entry 1 Achievement Continuum. These students are expected to make lateral progress.

OCR Life and Living Skills

1 year : 13 credits, Certificate
2 years : 25 credits, Extended Certificate
3 years : 37 credits, Diploma

ASDAN Expectations	
8 credits	Award
14 credits	Certificate
37 credits	Diploma

P Step	Key Stage 4	Key stage 5
P Step 1 -7	ASDAN Personal Progress Certificate (14 credits)	ASDAN Personal Progress Diploma (37 credits)
P Step 8 - 9	ASDAN Personal Progress Certificate (14 credits)	ASDAN Personal Progress Diploma (37 credits) or OCR Life and Living Skills Entry Level 1

Using data at the end of key stage 3, staff will determine what accreditation path a pupil will be most suitable at key stage 4 and 5. We offer two pathways to ensure that pupils are meeting their fullest potential.

Pupils working at P Step 9 or below at the end of KS3 will be follow one of the schools ASDAN pathways.

Summary

- EYFS - outstanding progress
- KS1 - all pupils working below the tests but individual UQ targets achieved
- Phonics - no pupils entered due to working below the test
- KS2 - all pupils working below the tests (within P1i to P8) but achieving UQ targets (more % than Wilson Stuart School)
- KS4 - maths improved from last year with 64% achieving more than expected and 36% achieving expected progress. All subjects except English had 100% expected or more than expected, including GCSE Catering. English, 45% more than expected, 18% as expected and 36% less than expected, however they achieved elements of their level.
- KS5 - 100% achieved targets
- Groups - LAC pupils with writing slightly underperforming and BME not achieving as well as non BME. All other groups are inline or out performing.
- Destinations - 100% of pupils when leaving WFS went on to college, employment or apprenticeship. Many have stayed on at WFS 6th Form.

Early Years

What is Good Progress for a Reception Pupil at Wyre Forest School?

- No national guidance or guidelines for children in special school provision following the EYFS.
- Principle of uniqueness and diverse need must be at the forefront of data analysis and target setting.

For a child with a baseline of **0-11 months** in a curriculum area;

Expected Progress- **1 step**

Good Progress- **2 steps**

Accelerated/Outstanding Progress- **3 steps +**

For a child with a baseline of **8-20 months** in a curriculum area;

Expected Progress- **2 steps**

Good Progress- **3 steps**

Accelerated/ Outstanding Progress- **4 steps +**

For a child with a baseline of **16-26 months** or above in a curriculum area;

Expected Progress- **3 steps**

Good Progress- **4 steps**

Accelerated/Outstanding Progress- **5 steps+**

Analysis of Prime Areas Summer 2017

Making Relationships	Self Confidence Self Awareness	Managing Feelings/ behaviour	Listening/ Attention	Under-standing	Speaking	Moving/ Handling	Health/ Self-Care
Just Below	Good	Good	Just Below	Expected	Good	Just Below	Expected
Good	Accelerated	Just Below	Good	Expected	Expected	Accelerated	Accelerated
Just Below	Accelerated	Just Below	Good	Good	Good	Accelerated	Accelerated
Good	Accelerated	Just Below	Accelerated	Just Below	Just Below	Accelerated	Expected
Expected	Expected	Accelerated	Good	Good	Good	Accelerated	Accelerated
Good	Expected	Expected	Expected	Just Below	Expected	Just Below	Good
Expected	Expected	Just Below	Expected	Accelerated	Good	Accelerated	Just Below
Good	Expected	Expected	Accelerated	Accelerated	Expected	Good	Good
Just Below	Accelerated	Expected	Expected	Just Below	Just Below	Just Below	Expected
Good	Accelerated	Just Below	Expected	Just Below	Good	Good	Expected
Accelerated	Accelerated	Just Below	Just below	Just Below	Below	Expected	Expected
Good	Expected	Good	Good	Accelerated	Accelerated	Accelerated	Accelerated
Good	Expected	Accelerated	Accelerated	Accelerated	Accelerated	Good	Accelerated
Accelerated	Accelerated	Accelerated	Accelerated	Expected	Expected	Good	Accelerated
Accelerated	Accelerated	Accelerated	Accelerated	Expected	Good	Accelerated	Accelerated
Good	Accelerated	Good	Just Below	Accelerated	Just Below	Just Below	Expected

Analysis of Specific Areas Summer 2017

Reading	Writing	Number	SSM	People & Community	The World	Technology	Media & Materials	Being Imaginative
Just below	Expected	Expected	Accelerated	Just Below	Just Below	Just Below	Just Below	Expected
JUST BELOW	Good	Accelerated	Accelerated	JUST BELOW	Good	Good	Expected	Expected
Accelerated	Accelerated	Accelerated	Accelerated	Expected	Good	Expected	Accelerated	Accelerated
Good	Accelerated	Just below	Good	Good	Just Below	Good	Just Below	Expected
Good	Good	Accelerated	Accelerated	Good	Accelerated	Good	Accelerated	Good
Accelerated	Accelerated	Accelerated	Accelerated	Just below	Good	Good	Accelerated	Just Below
Accelerated	Expected	Accelerated	Accelerated	Just below	Just below	Just below	Just below	Good
Accelerated	Good	Accelerated	Good	Just Below	Just Below	Expected	Good	Expected
Accelerated	JUST BELOW	Expected	JUST BELOW	Expected	Good	Expected	Good	JUST BELOW
JUST BELOW	Accelerated	Accelerated	Good	Expected	Good	Expected	JUST BELOW	JUST BELOW
Just below	Just below	Just Below	Just below	Just below	Just below	Just below	Just below	Below
Accelerated	Just Below	Accelerated	Expected	Accelerated	Just Below	Accelerated	Accelerated	Just Below
Just Below	Accelerated	Accelerated	Expected	Just Below	Good	Good	Accelerated	Just Below
Accelerated	Accelerated	Accelerated	Expected	Just Below	Expected	Accelerated	Expected	Good
Expected	Accelerated	Accelerated	Expected	Good	Just Below	Good	Accelerated	Expected
Good	Accelerated	Expected	Just Below	Just Below	Good	Just Below	Expected	Just Below

Data Analysis for Pine Pupils using Early Support Document

Personal, social, emotional development	Communication	Physical development	Thinking
Expected	Good	Accelerated	Good
Expected	Expected	Good	Expected
Expected	Good	Good	Expected
Good	Accelerated	Accelerated	Good
Just below	Accelerated	Accelerated	Just below
Accelerated	Accelerated	Accelerated	Expected

End of Year Data Report EYFS 2017

An Overview of Attainment at End of Year 2017

- The average attainment for the cohort on entry;

Physical Development : Entering at 8-20 months (step 5)
Communication and Language: Entering at 8-20 months (Step 5)
PSED: Secure at 0-11 months (Step 4)
Mathematics: Entering at 8-20 months (Step 5)
Literacy : Secure at 0-11 months (Step 4)
Understanding the World: Developing at 8-20 months (Step 5)
Expressive Arts and Design : Developing at 8-20 months (Step 5)

The average attainment for the cohort at the end of Reception;

Physical Development: Developing at 22-36 months (step 11)
Communication and Language: Entering at 22- 36 months (step 10)
PSED: Entering at 22-36 months (step 10)
Mathematics: Secure at 16-26 months (step 9)
Literacy: Developing at 22-36 months (step 11)
Understanding the World : Entering at 22- 36 months (step 10)
Expressive Arts and Design : Entering at 22-36 months (step 10)

Attainment compared to 2015/6 cohort on entry:

A higher percentage of children this year are entering school functioning at 0-11 months, in the curriculum areas of Physical Development (27% compared to 6%), Communication and Language (44% compared to 27%), PSED (48% compared to 20%), Mathematics (39% compared to 13%), and Literacy (53% compared to 27%).

However, a small number of children are entering school functioning at 22-36 months in the curriculum areas of Physical Development (17% compared to 14%), PSED (8% compared to 0%), Mathematics (4% compared to 0%), Literacy (8% compared to 0%), Understanding the world (18% compared to 0%), Expressive Arts and Design (4% compared to 0%)

The cohort this year exhibits a 'spikier profile'- more children that have complex and profound learning needs i.e. at 0-11 months, but some (i.e. those with a diagnosis of ASC) that have a curriculum strength in one of the Specific areas of the EYFS.

|
Attainment compared to 2015/6 cohort at end of year;

As baseline attainment indicated- the '**spikier profile**' of the cohort is also illustrated by the end of year attainment. A higher percentage of children have attained the higher stage bands(**30-50m or 40-60 m**) compared to last year ;

Physical Development (36% compared to 28%), Communication and Language (14% compared to 7%) PSED (23% compared to 7%) Literacy(28% compared to 14%)

Understanding the world (35% compared to 7%) Expressive Arts and Design (18% compared to 14%) Attainment is 1% less in Mathematics

A higher percentage are at the lowest age/stage bands(**0-11m or 8-20m**) compared to last year in the following areas;

Communication and Language (46% compared to 34%), PSED (36% compared to 28%)

Mathematics (36% compared to 20%) Literacy (27% compared to 20%) Expressive Arts and Design (24% compared to 20%)

An Overview of Progress at End of Year 2017

Using *average* progress points for cohort (linked to attainment)

Physical Development : 6 steps - Outstanding progress

Communication and Language: 5 steps- Outstanding progress

PSED: 6 steps- Outstanding progress

Mathematics: 4 steps- Outstanding progress (as average baseline was 8-20m)

Literacy : 7 steps - Outstanding Progress

Understanding the World: 5 steps- Outstanding Progress

Expressive Arts and Design : 5 steps- Outstanding Progress

Progress compared to 2015/6 cohort at end of year

Using *average* progress points for cohort (linked to attainment)

The 2015/6 cohort made outstanding progress in Physical Development and Understanding the World, Good progress in all other curriculum areas, and Expected progress in Maths.

Reasons for Rapid Improvement in Progress 2016/7

- **Read, Write, Inc** phonics programme introduced for more able pupils after 2 weeks and moved more rapidly through programme. Reading books introduced a term earlier. Whole of Oak class moved onto RWI in Summer term.
- Training to whole EYFS team on **Characteristics of Effective Learning** linked to changes made in planning for continuous provision and increased knowledge of *how* young children learn (see planning and learning journeys)
- Training to whole EYFS team on an **Enabling Environment** impacted on planning, the classroom environment- both indoors and outdoors- and ensured that the specific learning areas are accessible to all children at all times, through continuous provision.
- Joined up working with English and Maths Subject leaders have led to these two subject areas demonstrating the most progress compared to 2015/16.
- Specific gaps in learning for individuals or groups are addressed rapidly - see Easter Analysis

Attainment and Progress of Pupil Premium Pupils 2016/7

41% of the cohort are eligible for pupil premium funding this year.

This compares to 33% in 2015/6.

There are no LAC pupils.

There is no significant difference in the progress these pupils have made in line with their peers- they have all made at least good progress.

Progress by year group (Y3 - Y9) - on track to **achieve UQ target**.

79.1% on track to achieve UQ targets

	Communication				Reading				Writing				Number				Shape, space & measures		Using, applying & statistics	
	On track to achieve UQ+	Achieved above UQ	2015 - 2016	Wilson Stuart	On track to achieve UQ+	Achieved above UQ	2015 - 2016	Wilson Stuart	On track to achieve UQ+	Achieved above UQ	2015 - 2016	Wilson Stuart	On track to achieve UQ+	Achieved above UQ	2015 - 2016	Wilson Stuart	On track to achieve UQ+	Achieved above UQ	On track to achieve UQ+	Achieved above UQ
Year 3	100	70	71	29	100	82	82	57	75	70	82	57	34	34	50	60	100	34	34	34
Year 4	100	28	28	20	100	63	71	43	100	26	71	43	100	76	71	61	53	26	46	26
Year 5	75	66	70	14	75	44	75	57	75	68	75	13	50	44	50	50	55	25	50	50
Year 6	87	13	67	13	87	12	73	12	63	32	73	12	72	20	80	28	50	7	22	12
Year 7	55	27	72	20	55	27	64	40	55	45	64	33	58	50	71	47	50	41	55	45
Year 8	36	27	48	21	36	26	76	15	36	27	80	15	15	26	58	21	25	25	27	27
Year 9	65	30	52	18	65	38	29	29	65	48	48	6	35	30	57	35	35	35	52	54
Average	76		70		75		67		67		70		58		58					

- In a Special School cohorts and classes can vary greatly - it is very important that we look at individuals and the curriculum offer.
- Upper Quartile (UQ) challenging targets are set
- WFS achieved a higher % at UQ compared to Wilson Stuart school in all subjects
- During MAD weeks 12 hours of moderation and 12 hours of pupil progress meetings occur to make sure that data is accurate and individuals are closely monitored.
- Interventions occur within the class as much as possible with quality first teaching **(91% good or better teaching)**.
- Reading: most year groups performed better than last year - there was a reading focus
- Writing: the average was down on last year but staff are now more skilled at moderating and expectations are much greater: develop more opportunities for extended writing within the curriculum
- Mathematics: most year groups performed better than last year - the maths lead has carried out focused monitoring and support
- Year 7 results are down on last year but we had nine new pupils to the cohort (43% of the cohort new): relook at UQ targets based on previous attainment: look at progress in Autumn term and if not on track relook at interventions.
- Year 8 has been a concern due to poor quality first teaching in one class which has impacted on the data. The teacher is no longer at WFS.

Comparison of Group Data (closing the gap) - on track to achieve

% on track to achieve UQ targets

	Communication		Reading		Writing		Number		Shape, space & measures	Using, applying & statistics
	On track to achieve UQ+	2015 - 2016	On track to achieve UQ+	2015 - 2016	On track to achieve UQ+	2015 - 2016	On track to achieve UQ+	2015 - 2016	On track to achieve UQ+	On track to achieve UQ+
Pupil Premium	70	67	70	69	71	77	68	67	66	54
Non Pupil Premium	74	76	74	69	65	69	68	51	55	52
LAC	76	77	66	69	58	62	66	62	50	50
Non LAC	75	79	65	67	67	75	68	69	55	52
Boys	79	75	79	67	64	74	70	63	62	51
Girls	75	72	75	69	71	78	71	81	54	57
EAL	100	100	100	100	100	100	100	100	67	33
Non EAL	72	73	65	67	67	74	66	69	66	66
FSM	70	67	70	69	71	77	66	67	66	54
Non FSM	74	76	74	69	65	69	68	51	55	52
BME	74		74		65		66		55	52
Non BME	91		100		72		91		64	55
Russell House	88		88		63		63		50	75
THRIVE	100		100		80		60		100	60

- Pupil Premium (PP) and Free School Meals (FSM) **outperform or are in line** (Number/Communication) with Non PP and Non FSM.
- Looked after children (LAC) **are inline** with all subjects except writing: *develop more opportunities for extended writing within the curriculum*
- Girls out perform boys in writing and Using & Applying but boys outperform girls in Shape, space & measure. They are pleasingly in line for reading.
- We have one EAL child who achieved all their UQ targets
- BME pupils are performing below non BME: *need to look at correct classifications and analyse further*
- We are now able to track Russell House pupils and THRIVE pupils: *compare Autumn term on track data*

Key Stage 1 - Reporting Mechanism to DfE

Reporting Mechanism to DFE							Number of Pupils			
		Writing	Reading	Maths	Science		WSP Steps -	Writing	Reading	Maths
High Attaining	Main Stream	GDS - Working at Greater Depth within the expected standard			N/A	KS1 Tests	> Completed P11			
Expected Standard		EXS - Working at the expected standard					Completed P10 (within P11)			
Lower Attaining		WTS - Working towards the expected standard			HNM* Has not met the standard		Completed P9 (Within P10)			
	Hochford Review	PKF - Pre-Key Stage 1: Foundations for the expected standard				Completed P8 (Within P9)				
		Pre-Key Stage 1: Emerging to the expected standard				Completed P6-P7 (Within P7 and P8)	1	2	3	
		Pre-Key Stage 1: Entry to the expected standard				Completed P3ii - Completed P6 (Within P4, P5 and P6)	6	4	3	
		Cognition and Learning (PMLD)				Below interim Pre-KS1 standard codes	1	2	2	
						P1i to P3ii				

Phonics at Year 1 and Year 2:

No pupils were entered as they were performing below the level of the test.

Key Stage 2 - Reporting Mechanism to DfE

Reporting Mechanism to DFE								Number of pupils			
		Writing	Reading	Maths	Science		WS P Steps	Writing	Reading	Maths	Science
High Attaining	Main Stream	GDS - Working at <u>Greater Depth</u> within	N/A	N/A	N/A	KS2 Tests	> Completed P16				
Expected Standard		EXS Working <u>at</u> the expected standard					Completed P15 (within P16)				
Lower Attaining		WTS Working <u>towards</u> the expected standard	HNM Has not met the standard				Completed P11 - P14				
	Rochford Review	PKG Pre-Key Stage 2: <u>Growing Development</u>			HNM - Has not met the standard	Pre-KS2 standard codes	Completed P10 (within P11)				
		PKE Pre-Key Stage 2: <u>Early Development</u>					Completed P9 (Within P10)				
		PKF Pre-Key Stage 2: <u>Foundations</u> for the expected standard					Completed P8 (Within P9)	2	6	5	4
		Pre-Key Stage 2: <u>Emerging</u> to the expected standard					Completed P6-P7 (Within P7 and P8)	7	4	4	6
		Pre-Key Stage 2: <u>Entry</u> to the expected standard					P3ii - Completed P6 (Within P4, P5 and	4	2	2	4
		Cognition and Learning(PMLD)				Below interim Pre-KS2 standard	P1i to P3ii	1	1	1	1

- All children working below the expected standard at KS2 for all subjects
- All children working within the Rochford Review headings for lower attaining pupils

Key Stage 4

- We follow a range of qualifications that build on attainment and link into the transition plan for each pupil at school leaving age. Central to these qualifications is a focus on English, Maths and Personal and Social Development.
- In addition where pupils achieve entry level 3 at year 11 we also offer a suite of GCSE qualifications.
- GCSE Exam grading Summer 2017 is a numerical value from 9 – 1 grades (Instead of A* to G). <https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>
- All of these qualifications develop and embed existing skills but our primary purpose is to make these skills be used functionally to enable our pupils to apply them to real life situations.
- In addition to formal assessment strategies we also focus on transitional outcomes for pupils and measure our progress on successful transition to post school destinations too.
- Students unable to take Functional Entry Level Qualifications will undertake vocational awards and certificates developing understanding of the world, independence and communication.
- Teachers will set challenging annual targets, to aim to reach their projected Key Stage expectations. Students which fall behind or need additional support will be referred to our Phase Leaders and put in any necessary intervention to help keep progress on track.
- Wilson Stuart P Steps has also a key stage target setting system built into the system which ultimately projects where a child should be, dependent on age and start point. This helps teachers, students and parents understand what we expect of our students to ensure outstanding progress.

Progress 8 and Attainment 8

- Progress 8 is a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects. It is designed to make sure schools have a broad curriculum. It is also designed to challenge the most able students and not just satisfy with an equivalent C / Grade 5 pass.
- Attainment 8 is the students' average achievement across these eight subjects. From 2016, the floor standard will be based on schools' results on the Progress 8 measure. Attainment 8 Points are awarded for each grade received by the student and this is plotted against their predicted outcome.

Floor standards do not apply to special schools. Schools will be excluded from a progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8. (Department for Education – Progress 8 measure in 2016 and 2017 – Guide for maintained secondary schools, academies and free schools. August 2015)

Example of tracking.



Wyre Forest School key stage 4 Progression sheet

pupil name	class name Inglis 10W	LAC	pupil premium	SALT	Thrive	other					
	Inglis 10W	no	yes	no	nc						
			percentage of course covered								
subject	course type/name/ code	level beginning year 10	predicted grade end year 11	Autumn 2016	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	intervention/ explanations/	
Mathematics	OCR Functional skills	p14	EL3	EL2 67%	EL2 100%	EL3 100%					
English	OCR English Entry Level Functional skills 09495,09496,09497	P13	EL3	EL1 100%	EL2 33%	EL2 33%					
Science	OCR Entry level Science R591	P10	EL2	15%	25%	35%				poor attendance - 63% [12.6.17]	
food technology											
design technology											
computing	OCR Entry level computing R353			0%							
PE	AQA GCSE physical Education code 8582	P11	E/F	7%	15%	20%				Attendance	
Art	OCR entry level Art R310	P12	EL2	12.5%	20%	35%				focus in lesson has improved, plan for catch up homework in Autumn term	
Employability											

RAG rating key

much less than expected



less than expected



expected



Key Stage 4 Results

Key Stage 4 Examination Results Year 11 July 2017

	MATHS	ENGLISH	SCIENCE	ART	DT	FOOD	EMPLOYABILITY		COMPUTING	PE	
	OCR Functional Skills Qualification	OCR Functional Skills Qualification	OCR Entry Level R591	OCR Entry Level Art R310	OCR Entry Level Resistant Materials R374	WJEC GCSE Hospitality& Catering	OCR Employability Entry level 3	OCR Employability Level 1	OCR Entry Level Computing	WJEC Healthy living and fitness Entry level 2 6011/A2	WJEC Healthy Living and Fitness Entry Level 3 6011/A3
YR11	Entry Level 3	Entry Level 3	Entry level 2	Entry Level 3	Entry level 3			Level 1 Cert			Entry Level 3 pass
YR11	Entry Level 3	Entry Level 3	Entry level 3		Entry level 3	GCSE C		Level 1 Award		Entry 2 pass	
YR11	Entry Level 2	Entry Level 2	Entry level 2		Entry level 2		Entry Level 3 pass		Entry level 2		Entry level 3 pass
YR11	Entry Level 3	Level 1	Entry level 3		Entry level 3			Level 1 Cert	Entry level 3	Entry 2 pass	
YR11	Entry Level 3	Entry Level 3	Entry level 3	Entry Level 2	Entry level 2			Level 1 Cert		Entry 2 pass	
YR11	Entry Level 3	Entry Level 3	Entry level 3		Entry level 3	GCSE E		Level 1 Cert			Entry Level 3 pass
YR11	Entry Level 3	Entry Level 2	Entry level 1	Entry Level 2	Entry level 1		Entry Level 3 pass			Entry 2 pass	
YR11	Entry Level 3	Entry Level 3	Entry level 3	Entry Level 3	Entry level 3			Level 1 Cert		Entry 2 pass	
YR11	Entry Level 3	Entry Level 3	Entry level 2		Entry level 3	GCSE D		Level 1 Cert			Entry level 3 pass
YR11	Entry level 3	Entry Level 3	Entry level 1		Entry level 2	GCSE D		Level 1 Cert		Entry 2 pass	
YR11	Entry level 3	Entry Level 2	Entry level 2	Entry Level 2	Entry level 2					Entry 2 pass	

Key



much less than expected



less than expected



expected



More than expected

Key Stage 4 Destinations

Pupil Name	Destination
Pupil A	Kidderminster College
	Level 1 Equine Studies course
Pupil B	Kidderminster College
	Level 1 computing course or level 1 Vocational Skills
Pupil C	Sixth Form
Pupil D	Sixth Form
Pupil E	Sixth Form
Pupil F	Sixth Form
Pupil G	Sixth Form
Pupil H	Sixth Form
Pupil I	Sixth Form
Pupil J	Parents looking into specialist Colleges out of area
	Placement offered in Sixth Form
Pupil K	Sixth Form
Pupil L	continuing in present placement
Pupil M	continuing in present placement
Pupil N	continuing in present placement
Pupil O	continuing in present placement

100% of pupils are staying at WFS 6th Form or going on to a college course.

Key Stage 5 Accreditation Results & Destinations

% on track to achieve end of Key Stage target.

Key Stage 5	Year 12	Year 13	Year 14
OCR - Life & Living	100%	86%	100%
ASDAN - Personal Progress	100% (2)	100%	100% (1)

We have changed the curriculum in 6th Form to meet the needs of our learners. This is working very well and challenging our pupils so they are ready for the next stage in their learning.

Modules are tracked in detail.

To work with Phase Leader and staff to ascertain as to why the Year 13 OCR not 100% on track.

WFS KS5 Leavers' destinations 2017

year group	destination
14	Spectrum Days
14	Chadsgrove Post-19 provision
14	Bridging Course, Kidderminster College
12	Vocational Studies Course, Kidderminster College
13	HoW college Worcester
13	HoW college Worcester
14	Nineveh Ridge, Lower Bush Farm
14	Bridging Course, Kidderminster College
13	Derwen College
13	HighFliers, Wombourne

What next?

1. To develop a curriculum that is inspiring and planned very carefully so that it meets, and responds to, particular learning and developmental needs of all pupils, whatever their ability.
2. To develop a multi-faceted approach to assessment (because a single type of assessment may not give the full picture of the pupils needs), that allows for a highly personalised combination for each child so leaders can cross-reference data and establish a solid picture of a pupil's attainment and progress.
3. Continue to set challenging and aspirational targets.
4. Carry out a detailed analysis of BME and inform staff or outcomes and action.
5. Monitor OCR Functional Skills Qualification - English.
6. MAD weeks Autumn Term moderate LAC writing and produce an action plan.