

Key Stage 3 Pupil Level by Year Group

Core Subjects

Year 9

English

Reading				Writing				Speaking				Listening			
Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target
<div>1Ca</div>	<div>1Ca</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>1Ce</div>	<div>1Ce</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>1Cb</div>	<div>1Cb</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>18e</div>	<div>18e</div>	<div>3</div>	<div>➡</div> <div>0</div>
<div>4D</div>	<div>4D</div>	<div>4</div>	<div>➡</div> <div>0</div>	<div>28d</div>	<div>28d</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>28a</div>	<div>28a</div>	<div>3</div>	<div>➡</div> <div>0</div>	<div>2Ab</div>	<div>28b</div>	<div>4</div>	<div>➡</div> <div>0</div>
<div>2Ca</div>	<div>2Ca</div>	<div>5</div>	<div>➡</div> <div>0</div>	<div>1Ab</div>	<div>1Ab</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>28c</div>	<div>28b</div>	<div>6</div>	<div>➡</div> <div>2</div>	<div>28d</div>	<div>28c</div>	<div>6</div>	<div>➡</div> <div>2</div>
<div>1Ad</div>	<div>1Ad</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>1Cb</div>	<div>1Cb</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>2Cc</div>	<div>2Cc</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>2Cc</div>	<div>2Cc</div>	<div>2</div>	<div>➡</div> <div>0</div>
<div>P8a</div>	<div>P8a</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P7e</div>	<div>P7e</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>18b</div>	<div>18c</div>	<div>0</div>	<div>➡</div> <div>-1</div>	<div>18e</div>	<div>1Cb</div>	<div>0</div>	<div>➡</div> <div>-2</div>
<div>1Ac</div>	<div>1Ac</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>18b</div>	<div>18b</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>1Ad</div>	<div>1Ad</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>2Cb</div>	<div>2Cb</div>	<div>6</div>	<div>➡</div> <div>0</div>
<div>18a</div>	<div>18a</div>	<div>3</div>	<div>➡</div> <div>0</div>	<div>18b</div>	<div>18b</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>2Cb</div>	<div>2Cb</div>	<div>6</div>	<div>➡</div> <div>0</div>	<div>2Cc</div>	<div>2Cc</div>	<div>10</div>	<div>➡</div> <div>0</div>
<div>1Ca</div>	<div>1Ca</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>1Cb</div>	<div>1Cb</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>18d</div>	<div>18d</div>	<div>3</div>	<div>➡</div> <div>0</div>	<div>18d</div>	<div>18d</div>	<div>3</div>	<div>➡</div> <div>0</div>
<div>1Ca</div>	<div>1Ca</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>1Ca</div>	<div>1Ca</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>18b</div>	<div>18b</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>18d</div>	<div>28d</div>	<div>21</div>	<div>➡</div> <div>19</div>
<div>2Ca</div>	<div>2Ca</div>	<div>-12</div>	<div>➡</div> <div>0</div>	<div>1Aa</div>	<div>1Aa</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>28a</div>	<div>28a</div>	<div>5</div>	<div>➡</div> <div>0</div>	<div>2Cb</div>	<div>2Ca</div>	<div>5</div>	<div>➡</div> <div>2</div>
<div>18a</div>	<div>18a</div>	<div>3</div>	<div>➡</div> <div>0</div>	<div>18c</div>	<div>18c</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>18d</div>	<div>18d</div>	<div>4</div>	<div>➡</div> <div>0</div>	<div>18a</div>	<div>18a</div>	<div>3</div>	<div>➡</div> <div>0</div>
<div>P6c</div>	<div>P6c</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P6d</div>	<div>P6d</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>P6c</div>	<div>P6c</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>P7e</div>	<div>P7e</div>	<div>1</div>	<div>➡</div> <div>0</div>
<div>1Ca</div>	<div>1Ca</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>1Ce</div>	<div>1Ce</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>1Cb</div>	<div>1Cb</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>1Cc</div>	<div>1Cc</div>	<div>1</div>	<div>➡</div> <div>0</div>
<div>P7c</div>	<div>P7c</div>	<div>1</div>	<div>➡</div> <div>0</div>	<div>P6b</div>	<div>P6b</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P8d</div>	<div>P8d</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>P8e</div>	<div>P8e</div>	<div>1</div>	<div>➡</div> <div>0</div>
<div>1Ca</div>	<div>1Cc</div>	<div>0</div>	<div>➡</div> <div>-2</div>	<div>P8a</div>	<div>P8c</div>	<div>1</div>	<div>➡</div> <div>-2</div>	<div>18c</div>	<div>18d</div>	<div>0</div>	<div>➡</div> <div>-1</div>	<div>1Ca</div>	<div>1Cc</div>	<div>0</div>	<div>➡</div> <div>-2</div>
<div>P32c</div>	<div>P32c</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P32c</div>	<div>P32c</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P32b</div>	<div>P32b</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P32b</div>	<div>P32b</div>	<div>0</div>	<div>➡</div> <div>0</div>
<div>3B</div>	<div>3B</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>28d</div>	<div>28d</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>28c</div>	<div>28c</div>	<div>2</div>	<div>➡</div> <div>0</div>	<div>28c</div>	<div>28c</div>	<div>3</div>	<div>➡</div> <div>0</div>
<div>P4a</div>	<div>P4a</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P4c</div>	<div>P4d</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P4c</div>	<div>P4c</div>	<div>0</div>	<div>➡</div> <div>0</div>	<div>P4a</div>	<div>P4a</div>	<div>0</div>	<div>➡</div> <div>0</div>

	Speaking	Listening	Reading	writing
% making progress	78%	78%	56%	78%
% maintaining l	22%	22%	39%	22%
% regressing	0	0	6%	0
% achieving target	83%	72%	94%	89%
% exceeding target	6%	17%	0	0
% not achieving target.	11%	11%	6%	11%

Key points

Vast majority of students are making progress. Two students with complex needs did not make progress in any strand, but have maintained previous levels. Progress for these students is measured using the engagement profile. At least 89% of students are achieving or exceeding their targets in all strands except writing. As all targets are set based on expected progress plus challenge, 89 % of students are making more than expected progress across all strands.

These results show an improvement from last year, which was itself an improvement on previous years. Changes to staffing and shared planning between literacy and English have had a very positive impact on student's outcomes across both subjects. These improvements reflect the more integrated approach to use of the pupil premium funding which is ensuring the gains in learning are embedded and lead to long term achievement.

Maths

Maths SSM				Use & Apply				Numbers						
Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target			
	1Cd	2	👍	22	1Ac	0	👍	33	1Ba	1	👍	30		
3C	3C	4	👉	0	4C	4C	4	👉	0	3B	3B	4	👉	0
2Be	2Bc	6	👍	3	2Aa	3E	8	👍	2	2Ba	2Ba	6	👉	0
2Ca	2Ca	3	👉	0	2Ac	2Ac	4	👉	0	2Bc	2Bc	3	👉	0
	1Cd	3	👍	22	P8b	1	👍	19	1Cc	5	👍	23		
2Cb	2Be	8	👍	3	2Ac	2Ac	4	👉	0	2Bc	2Bc	3	👉	0
3E	3E	6	👉	0	3A	3A	4	👉	0	3E	3E	6	👉	0
2Ce	2Cd	4	👍	2	2Ae	2Ae	17	👉	0	2Cc	2Ca	8	👍	3
2Ca	2Be	5	👍	2	2Ab	2Aa	6	👍	2	2Bd	2Bc	5	👍	2
3D	3D	4	👉	0	3A	3A	2	👉	0	3C	3C	4	👉	0
2Bc	2Bc	6	👉	0	2Ab	2Ab	4	👉	0	2Bc	2Bc	3	👉	0
	P6a	2	👍	10	P6b	0	👍	10	P6d	0	👍	9		
	1Ab	13	👍	34	1Ac	0	👍	33	1Ba	-1	👍	30		
	P7e	-2	👍	11	P7d	2	👍	12	P7b	4	👍	14		
	18b	4	👍	29	1Ab	1	👍	34	1Aa	8	👍	35		
	P32e	0	👍	4	P32c	1	👍	5	P32c	0	👍	5		
2Ad	2Ad	4	👉	0	3C	3C	2	👉	0	2Ac	2Ac	6	👉	0
	P4d	-1	👍	5	P32a		👍	5	P4c	1	👍	6		

	Using and applying	Number	Shape, space and measure
% making progress	78%	83%	83%
% maintaining previous level	17%	11%	6%
% regressing	0	6%	11%
% achieving target	89%	89%	83%
% exceeding target	11%	11%	17%
% not achieving target.	0	0	0

Key points

There remain issues with the tracker which are affecting how some of the data appears. The targets in the top table are not accurate, however the analysis in the second table is based on the actual data.

Three quarters of students are making progress across all strands and over 80% of students are achieving or exceeding targets across all strands. As all targets are set based on expected progress plus challenge, over 80 % of students are making more than expected progress across all strands. The consistency of progress across all strands reflects the structured approach to maths support provided through the numeracy pupil premium funding.

Science

Enquiry				Living				Physical				Materials							
Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target	Target	Assess.	Progress Vs Baseline (Step)	Difference to Target				
3d	3E	2	🔴	-2	3D	3D	4	🟡	0	2Aa	2Ab	2	🔴	-2	2Aa	2Aa	4	🟡	0
4c	4C	12	🟡	0	4B	4C	8	🔴	-2	4B	4B	10	🟡	0	4B	4C	6	🔴	-2
3B	3B	6	🟡	0	3A	3A	4	🟡	0	3A	3B	2	🔴	-2	4E	4E	4	🟡	0
3A	3B	6	🔴	-2	3A	3B	4	🔴	-2	3A	3A	6	🟡	0	3A	3A	2	🟡	0
2Ab	2Ac	0	🔴	-2	3A	3D	-4	🔴	-6	3D	3E	0	🔴	-2	3D	3D	2	🟡	0
3C	3D	4	🔴	-2	3B	3A	10	🟢	2	3B	3B	4	🟡	0	3B	3B	6	🟡	0
4D	4D	8	🟡	0	4B	4B	10	🟡	0	4B	4C	6	🔴	-2	4B	4B	12	🟡	0
3E	3E	4	🟡	0	3E	3E	4	🟡	0	3C	3C	4	🟡	0	3C	3C	4	🟡	0
3D	3C	6	🟢	2	3C	3B	6	🟢	2	3C	3C	4	🟡	0	3C	3A	8	🟢	4
4E	4E	6	🟡	0	4D	4C	8	🟢	2	4C	4B	10	🟢	2	4D	4B	12	🟢	4
3C	3E	2	🔴	-4	3A	3A	4	🟡	0	3A	3B	2	🔴	-2	3A	3B	4	🔴	-2
P7a	P7a	2	🟡	0	P7a	P7a	4	🟡	0	P7a	P7b	2	🔴	-1	P7a	P7a	2	🟡	0
2Ac	2Ac	21	🟡	0	2Ac	2Ac	4	🟡	0	2Ae	2Ac	23	🟢	4	2Ae	1Aa	2	🔴	-17
1Aa	1Aa	2	🟡	0	1Aa	1Aa	2	🟡	0	1Aa	1Ac	0	🔴	-2	1Aa	1Aa	1	🟡	0
3D	3E	4	🔴	-2	3C	3D	6	🔴	-2	3B	3B	8	🟡	0	3C	3C	4	🟡	0
P32a	P32a	0	🟡	0	P32a	P32a	1	🟡	0	P32a	P32a	0	🟡	0	P32a	P32a	0	🟡	0
3B	3C	2	🔴	-2	3A	3A	4	🟡	0	3B	3B	2	🟡	0	3A	3B	4	🔴	-2
P4a	P4a	0	🟡	0	P4a	P4b	1	🔴	0	P4a	P4b	0	🔴	0	P4a	P4a	0	🟡	0

	Enquiry	Life processes	Physical	materials
% making progress	83%	94%	78%	89%
% maintaining level	17%	0	22%	11%
% regressing	0	6%	0	0
% achieving target	56%	56%	44%	67%
% exceeding target	6%	17%	11%	11%
% not achieving target.	39%	28%	44%	22%

Key points

Over three quarters of students have made progress across all strands. Two students with complex needs have made limited progress with subject based learning, but have made progress in other aspects of their learning tracked through the engagement profile. As all targets are set based on expected progress plus challenge, 50 % of students are making more than expected progress across all strands. This year the number of students achieving their targets has not been as high as previous years. Where students have not achieved their target this has been by a small amount, usually one or two pivots points. The science department is reviewing its target setting process for year 9.