



Number of Pupils per Key Stage (KS):

	Academic year	
	September 2015 - July 2016	September 2016 - July 2017
Total number of pupils on roll	85	81
Pupils in EY	3	2
Pupils in KS1	5	6
Pupils in KS 2	13	10
Pupils in KS3	28	27
Pupils in KS4	19	21
Pupils in P16	17	15

Performance, Progress and Achievements

The academic year 2015-2016 saw changes to the way school assesses, monitors, tracks and reports on pupils' progress and performance. New Horizons, our assessment framework, was rolled out both across school and REP¹ and has made a significant difference in the way we set targets and determine individual learning pathways for all our pupils.

All teachers and staff have worked closely with the young people, their parents and other professionals to identify aspirations and barriers to learning to be able to fully support each pupil at Lonsdale. Pupils at most risk from falling behind supported by

- Pupil Premium
- Yr7 Catch-up Funding.

Individual Pupil Premium Plans, year-7 catch-up booster programmes and the work of the Teacher for CLA² ensure that the most vulnerable groups of pupils in school are monitored and supported appropriately³.

Our early-years (EY) pupils continue to work towards the EY goals. One pupil moving into KS1 has achieved all the targets set at Lonsdale in core areas.

Pupils in primary stayed below the threshold for statutory assessments, and no pupils were entered for SATs or phonic screening in 2015-16.

Pupils in KS3 followed their Individual Learning Programmes with year-9 pupils choosing options for KS4, and progress and achievements can be found in the detailed annex of this document. Three of our most able KS3 pupils accessed courses alongside KS4 students.

In KS3:

Ten students in Key Stage 3 gained an Award in Creativity with Funky Pie Arts, (www.thefunkypiecompany.co.uk). It's an accredited course through which pupils work in partnership with other schools on creative arts such music, drama and art.

¹ Residential Educational Provision

² Children Looked After

³ Details in separate Reports



In KS4:

- One student passed GCSE History (D) and will access A-level units this year at Marriotts
- Two students passed their Level 1 Edexcel Functional Skills Maths
- Two students passed OCR Entry Level Science
- Two students gained Level 2 Merits in units of the BTEC for Performing Arts

In KS5:

- Post 16, one student achieved a grade C in Edexcel GCSE Maths
- Post 16 student passed a Level 1 unit in BTEC for Performing Arts
- Post 16 ASDAN all year-13 leavers achieved their ASDAN Certificates
- Post 16 all year-12 students gained ASDAN Awards

Data Analysis, Trends and Patterns – School

The Annex provides a data comparison for:

- Analysing data in individual classes
- Key stages, between boys and girls
- Pupil Premium comparison with rest of the school
- Pupils who have reached the end of a key stage.

It also shows progress towards Lonsdale's whole-school target to achieve outstanding pupil progress, which was set with our Herts Improvement Partner (HIP) at the beginning of last school year.

Some areas of school data, e.g. the progress of pupils with English as a foreign/additional language or from ethnic minority groups, are neither conclusive nor comparable to local, regional or national data due to the small number of pupils at Lonsdale who would fall into these categories. Progress results are more of an individual nature rather than reflecting a school trend. The analysis of data for these few pupils has been completed on an individual basis to ensure they are on track to meet or exceed their set targets in line with all other pupils at school.

An overall trend, which can be seen across all groups and key stages, is the increasing number of blue (met or exceeded targets) and a decrease in red (off or below target) throughout the last year. This also led to a slight increase in pupils being upstreamed to working on targets with accelerated progress in core subjects. In English and Maths 29.8% of all pupils work on higher-stream targets, in Science 26.2% do. This brings us very close to our whole-school target to achieve outstanding pupil progress with 30% of pupils working on higher-stream targets.

Another impressive trend is the increase of pupils meeting or exceeding their set targets in Science. In the Autumn Term 2015, 74.7% of pupils were "on target". This has gone up to 90.5% in July 2016 making science the strongest improvement area across school.

Maths fell short by 0.2% in ensuring that 80% of all pupils meet or exceed their targets in core subjects. Both English (89.3%) and Science (90.5%) exceeded this figure.

For Pupil-Premium pupils (27.4% of the pupil population), it is evident that all these pupils achieve in line or better with the whole-school. Fewer pupils in receipt of Pupil Premium were not on or below target by July 2016 in core subjects compared to the whole school.

Boy/Girl comparison shows that boys in school outperform girls in all core subjects with Maths showing the greatest difference. 58.1% of boys met or exceeded set Maths targets, against 39% of girls. In English 14.6% of girls stayed below set targets compared to 4.7% of boys. This is a Lonsdale trend that is the opposite to both regional and national data.



The analysis of pupil data who left a Key Stage shows that in EY and at the end of KS1 all pupils met or exceeded their personal end-of-key-stage targets. Only one pupil at the end of KS2 did not meet their set target in English and Maths, which led to a 15% decrease in KS2 data⁴.

At the end of KS3:

- 4 out of 9 pupils were below set expectations in English
- 3 out of 9 pupils in Maths.

At the end of KS4:

- 3 out of 7 leavers did not meet their set targets in Maths, all of these failing their Level 2 Maths Functional Skills exams.
- All students who left KS4 met set targets in English and Science.

At the end of KS5:

- Post16 all leavers met or exceeded their end-of-key-stage targets in all areas.

Data analysis from class groups throughout the year has helped to identify trends and patterns and has ensured positive spring and summer term data. Two class groups still show a greater number of red in the three core areas in July 2016. School are aware of these, with some reds being related to long-term absence of teacher/pupils. Measures have been put in place for the 2016-17 academic year to help close this gap for these pupils.

Horizon target trends and patterns show that the targets set were challenging yet achievable with 72.4% of all pupils meeting or exceeding their five Horizon Targets and 26.9% making good progress in working towards meeting those. Only 3/420 Horizon Targets (0.7%) across the school stayed red by July 2016. In April 2016, 98.1% of all Horizon targets had received a green (working towards) rating.

Physical Targets were met or exceeded by 94% of all pupils. Only 1 pupil was not able to make sufficient progress.

The *Other Focus Area* Targets were introduced last year. The analysis shows that some classes used these areas well to develop and challenge pupils further, whereas some classes made less use of these. The overall trend of progress in the other focus areas is in line with the trend in progress towards meeting Horizon Targets. By July 2016, 72.3% of all other-focus-area targets were met or exceeded, 26.9% of targets received a green rating (good progress made towards target but not yet achieved/working towards) and only 0.8% of all targets stayed red (below/not on target).

Data Analysis, Trends and Patterns - REP

For the first time last year Horizon Targets were set for each pupil accessing REP. The number of targets set corresponded with the number of nights a pupil stayed in REP. Out of 84 pupils in school (43 boys and 41 girls), 37 pupils (18 boys and 19 girls) accessed REP last academic year. Coincidentally, that means that there is an equal representation of boys to girls in REP and in school. Ten out of the 37 pupils accessing REP are in receipt of Pupil Premium funding (27%) compared to school, where 23/84 pupils receive Pupil Premium (27.4%).

A total of 194 Horizon Targets were set in REP. 56.2% of these were met or exceeded, 36.6% received a green (working towards) rating and 7.2% of REP Horizon Targets were not met and received a red rating. Pupil Premium pupils were slightly behind with only 44.7% of their REP Horizon Targets met or exceeded, 38.3% with a green rating and 17% with a red rating by July 2016.

Boy/Girl Horizon REP target comparison shows that boys outperform girls with 63.5% of boys meeting or exceeding their targets compared to 48% of girls.

⁴ Pupils in primary stayed below the threshold for statutory assessments, and no pupils were entered for SATs or phonic screening in 2015-16



Overall, a significant number of all set Horizon Targets (194 in total for the whole year) in REP only received a green (36.6%) or red rating (7.2%), with just 56.2% of all REP Horizon Targets being met or exceeded by July 2016⁵.

These findings pose the question whether REP Horizon Targets are too challenging and/or appropriate for students.

Conclusions and Implications for 2016-2017

School and REP data analysis have implications for the current academic year.

Key points:

- The monitoring of progress and termly progress meetings with teachers had a positive impact and led to an increase in the number of pupils who were able to meet or exceed their targets by July 2016. These systems need to stay in place for 2016-2017.
- Two class groups still showed a significant number of red in core-subject areas by July 2016. Prolonged absence of some students for medical reasons and teacher absence were identified as reasons.
- There is a need for a system to facilitate tracking and recording of progress in the absence of staff.
- Should targets for pupils who are absent for an extended period of time be adjusted?
- Boys outperforming girls. Should this trend continue, we need to ask the question how we can support the girls to close the gap and why boys are performing better in several areas?
- The progress and achievements of our Pupil-Premium pupils are in line with whole-school progress.
- Horizon-Target progress differs significantly between school and REP.

A big challenge for this academic year will be the target setting without levels and the use of the new B Squared without levels. All pupils will need to be baselined again. As we have no comparison of progress rates regarding the new B Squared, regular progress meetings and tight monitoring of the use of the new assessment tool will need to take place throughout 2016-2017. School's Target-Setting Document needs to be brought in line with the new system.

Accredited courses will continue, and we extend the range of courses offered this academic year. A challenge remains to liaise collaboratively with teachers outside Lonsdale who teach our students and involve them in target setting, effective monitoring and tracking of pupils' progress.

The *Other Focus Area Targets* will be developed further throughout this academic year with teachers, school staff and our young people to ensure that all pupils at Lonsdale make good or better progress in all areas of their learning and development and that high expectations and standards are set throughout school.

⁵ Compared to School, where 72.4% of Horizon Targets were met or exceeded, 26.9% stayed green and only 0.7% received a red rating in July 2016



Annex

Data Analysis and Comparison- Figures, Tables and Graphs