

Annual Data Analysis – 2015/2016

Maths/English Analysis

All pupils working within Key Stages 1 – 4 follow the National Curriculum. Their progress and development is tracked within the B squared assessment package.

All pupils at Mountjoy are base lined on entry which gives a starting point on which development can be tracked over time. The progress in the graphs below shows the progress over one year (2015/16) of the 26 pupils in Key Stages 1 – 4 for whom previous data was available.

The table below shows the percentage of pupils achieving good or outstanding progress over the year.

English 2015/2016										
Key Stage	No Of Pupils	Reading		Writing		Speaking		Listening		Key stage Overall Judgement
		Good	Out	Good	Out	Good	Out	Good	Out	
1	1		100%		100%		100%		100%	
2	8	12%	88%	25%	63%	62%	38%	12%	88%	
3	12	58%	25%	33%	25%	50%	42%	58%	25%	
4	5	40%	60%	60%	20%	60%	40%	40%	40%	

We have noted the following:

1. Overall progress in English is generally Good or Outstanding across all areas.
2. Pupils' progress in Reading has significantly improved since the introduction of targeted reading interventions.
3. Areas of concern – in Key Stage 3 data would suggest that progress in writing is lower than in other Key Stages. Key Stage 3 should therefore receive a targeted intervention in this area in the next academic year.

Key Stage Findings:

Key Stage 1 – Progress in English has been Outstanding.

Key Stage 2 – Progress in Reading/Speaking/Listening is excellent with all children in Key Stage 2 achieving Good or Outstanding progress. 88% of children achieved Good or Outstanding progress in Writing.

Key Stage 3 – 83% of children achieved Good or Outstanding progress in Reading, 58% in Writing, 92% in Speaking and 83% in Listening. Data shows that writing for this Key Stage is an area of concern.

Key Stage 4 – All children achieved Good or Outstanding progress in Reading and Speaking and 80% of children achieved Good or Outstanding in Writing and Listening.

Maths 2015/2016										
Key Stage	No Of Pupils	Number		Measure		Geometry		Statistics		Key stage Overall Judgement
		Good	Out	Good	Out	Good	Out	Good	Out	
1	1		100%		100%		100%		100%	
2	8	12%	88%	12%	75%	12%	88%	66%	0	
3	12	17%	58%	25%	58%	25%	33%	86%	0	
4	5	60%	20%	40%	40%	20%	60%	50%	0	

We have noted the following:

1. Overall progress in Maths is generally Good or Outstanding across all areas.
2. Pupils' progress in Number has improved since the introduction of targeted maths interventions.
3. Areas of concern – Statistics is weak across all Key Stages. In Key Stage 3 data would suggest that achievement in Geometry is at a lower rate

than in other areas. Key Stage 3 should therefore receive a targeted intervention in this area in the next academic year.

Key Stage Findings:

Key Stage 1 – Progress in Maths has been Outstanding.

Key Stage 2 – Progress in Number and Geometry is excellent with all children in Key Stage 2 achieving Good or Outstanding progress. 87% of children achieved Good or Outstanding progress in Measure. 66% of children achieved Good progress in Statistics.

Key Stage 3 – 75% of children achieved Good or Outstanding progress in Number, 83% in Measure, 58% in Geometry and 86% in Statistics. Data shows that Geometry is an area of concern for this Key Stage and that this group of children are performing better in Statistics than the other Key Stages. This is because of the high number of Pupil Premium children in this Key Stage.

Key Stage 4 – 80% of children achieved Good or Outstanding progress in Number, Measure and Geometry. 50% achieved Good or Outstanding progress in Statistics reflecting the general weakness across the school in this area.

English/Maths Gender Breakdown - End of Year Data KS 1 - 4 - July 2016

Total number of pupils included = 28 (4 Girls, 24 Boys)

	Reading		Writing		Speaking		Listening		Spoken Language	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Outstanding	2	12	2	8	0	6	0	8	2	3
Good	2	8	2	7	0	5	0	1	2	7

	Number		Measure		Geometry		Statistics	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Outstanding	3	8	3	9	2	10	0	0
Good	0	11	1	9	1	7	1	8

Comments/Considerations:

In English girls are achieving at a higher level than boys. However, our lower number of girls within school effects this finding and needs to be considered. Writing achievement for boys is significantly lower and is an area of concern.

In Maths there is little difference in achievement between the genders. Statistics is highlighted as an area of concern for both boys and girls. One girl is showing a significantly decreased level of achievement in Maths in three out of four areas. This pupil will receive a targeted intervention in Maths next year.

English/Maths Pupil Premium Breakdown

End of Year Data KS 1 - 4 - July 2016

Total number of pupils included = 13

	Reading	Writing	Speaking	Listening	Spoken Language
Outstanding	6	3	1	0	2
Good	6	6	1	0	8

	Number	Measure	Geometry	Statistics
Outstanding	4	5	8	0
Good	7	5	1	6

Comments/Considerations:

Achievement across all areas in English and Maths for Pupil Premium children is fairly even. Writing data for these children mirrors the concerns shown in the Key Stage subject analysis. In the area of statistics Pupil Premium children perform better than the rest of the school intake.

Areas for Development:

Statistics is an area for development within the Maths curriculum for all children working within Level 1 or above.

Key Stage 3 requires increased input/focused teaching in Geometry in Maths, and Writing in English.

Writing also needs to be a focus for the boys within school although our high number of boys within school affects this data.

One pupil in Key Stage 4 requires individual Maths interventions.

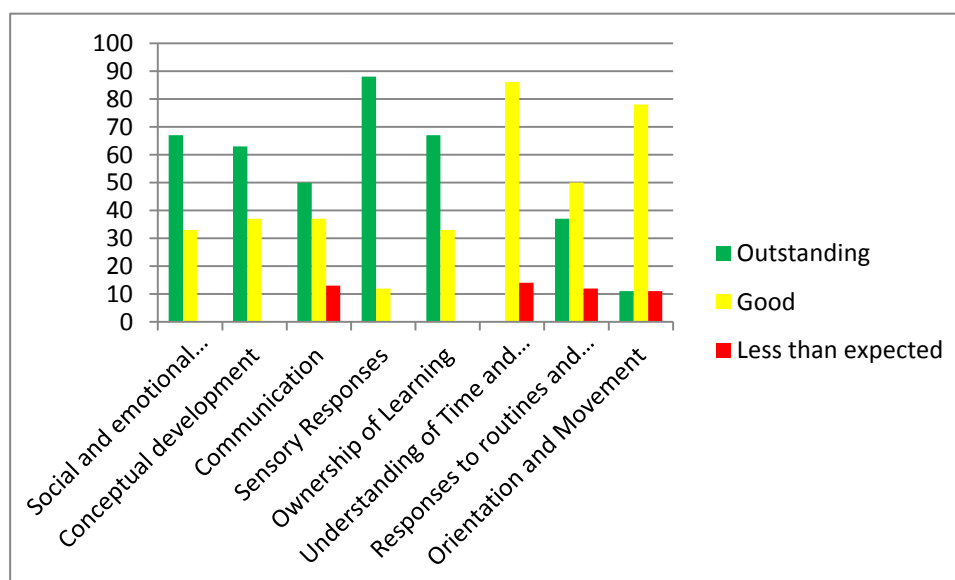
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MSI Curriculum Analysis

All pupils working within Cedar class follow the MSI Curriculum. Their progress and development is tracked using the MSI assessment criteria.

All pupils who enter Cedar class at Mountjoy are baselined which gives a starting point on which development can be tracked over time. The progress in the graph below shows the progress over one year (2015/16) of the 9 pupils following the MSI curriculum.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year.



We have noted the following:

1. A Curriculum strength for the children following the MSI Curriculum is in the area of sensory responses. Achievement in this area is particularly high.
2. In the areas of Social and Emotional Development, Conceptual Development and Ownership of Learning the children have made significant improvement throughout the year.
3. Areas that require future focus are Understanding of Time and Place and Responses to Routines and Changes. However it has to be noted that these areas require longer term consolidation for children with complex difficulties.

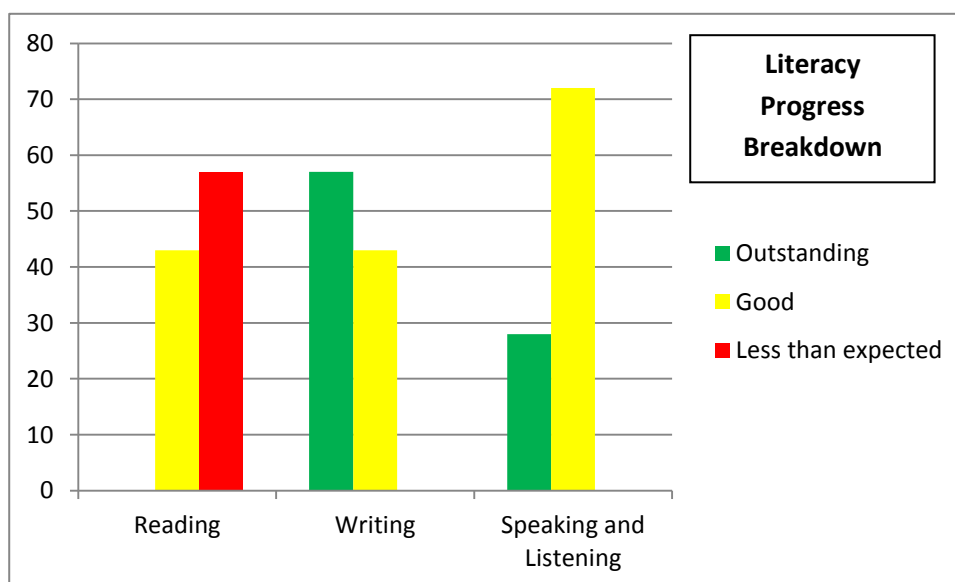
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6th Form Curriculum Analysis

The 6th Form Data is drawn from the B squared Adult Curriculum followed in school.

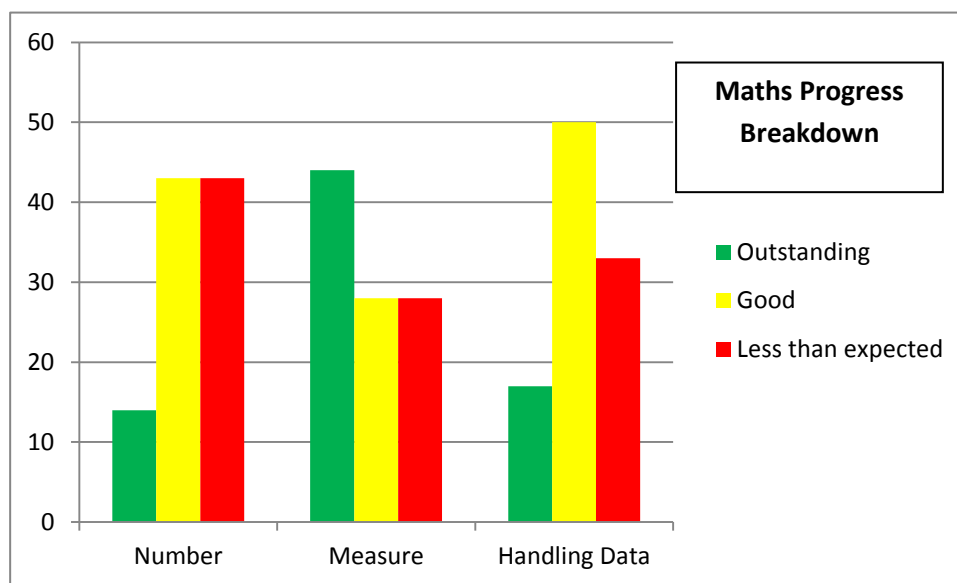
The progress in the graph below shows the progress over one year (2015/16) of the 7 pupils in the 6th Form.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year.



We have noted the following:

1. Pupils in the 6th Form are making pleasing progress in the areas of Writing and Speaking & Listening.
2. An area for development and focus in the coming year is Reading.
3. 1 pupil in the 6th form in the forthcoming year (2016/17) has been highlighted as a concern and will receive a focused intervention.

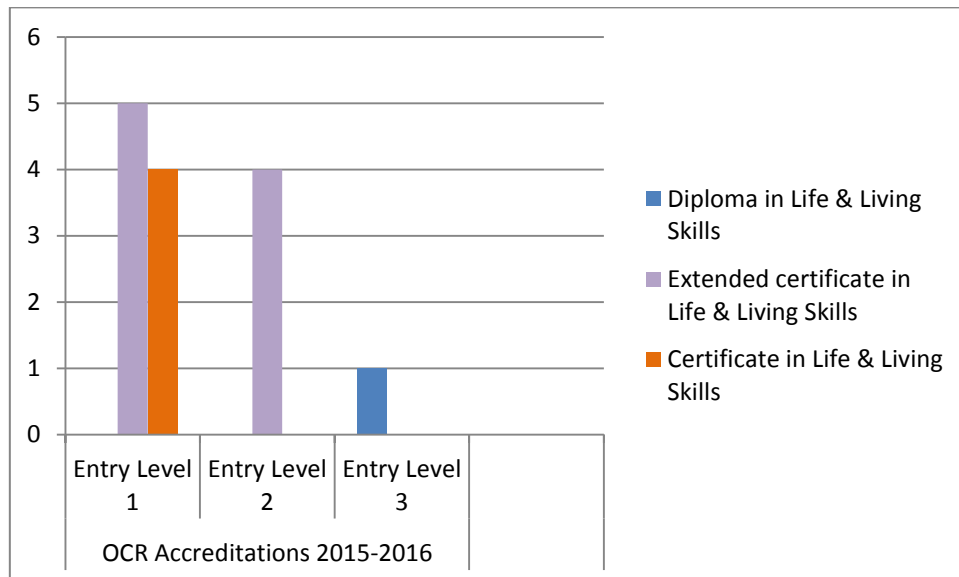


We have noted the following:

1. Progress in Measurement and Handling Data is good overall.
2. An area for development and focus in the coming year is Number.
3. 2 pupils in the 6th Form in the forthcoming year (2016/17) have been highlighted as a concern and will receive focused intervention.

6th form OCR Accreditations

2015 – 2016



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Early Years Curriculum Analysis

All pupils working within the Early Years Stage follow the Early Years Curriculum. Their progress and development is tracked within the Development Matters Framework alongside B squared Early Steps.

All pupils who enter the Early Years at Mountjoy are baselined which gives a starting point on which development can be tracked over time. The progress in the graph below shows the progress over one year (2015/16) of the 11 pupils in Early Years.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year. Pupils not included in this data are at an emerging state of learning.

