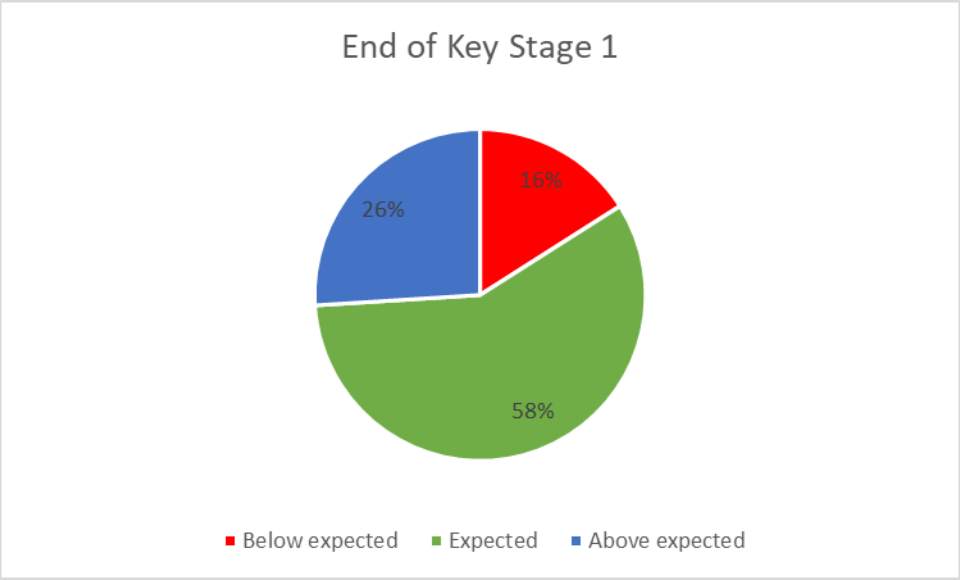
Learners at Newfield School are assessed twice a year on Bsquared if appropriate to their curriculum pathway. The Bsquared information for each learner at the end of Key Stage is compared to a benchmark drawn from a regional database of comparative schools. The starting point of the learner at the beginning of the Key Stage is compared to their end point at the end of key stage. The database used is collated by NWSCAP (North-West Specialist Curriculum Assessment and Pedagogy)

End of Key Stage Cohort Assessment Information - Pupil Progress in Maths and English

End of Key Stage 1

The End of Key Stage 1 cohort comprises of 12 pupils.



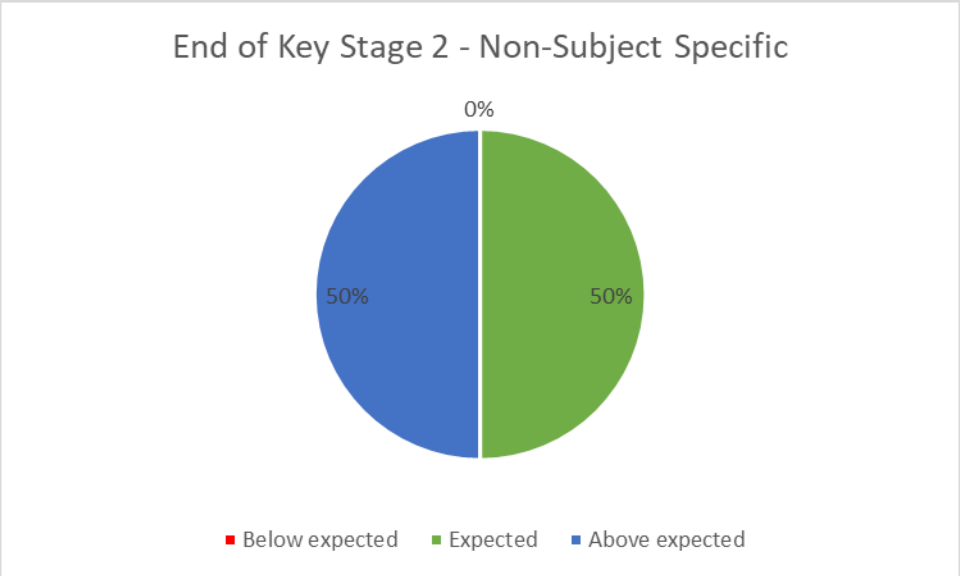
74% of learners at the end of KS1 made expected and better progress. Analysis indicates that two learners making below expected progress have experienced some health difficulties but also have a learning profile which means that while both learners made progress the *rate* of that progress was slow.

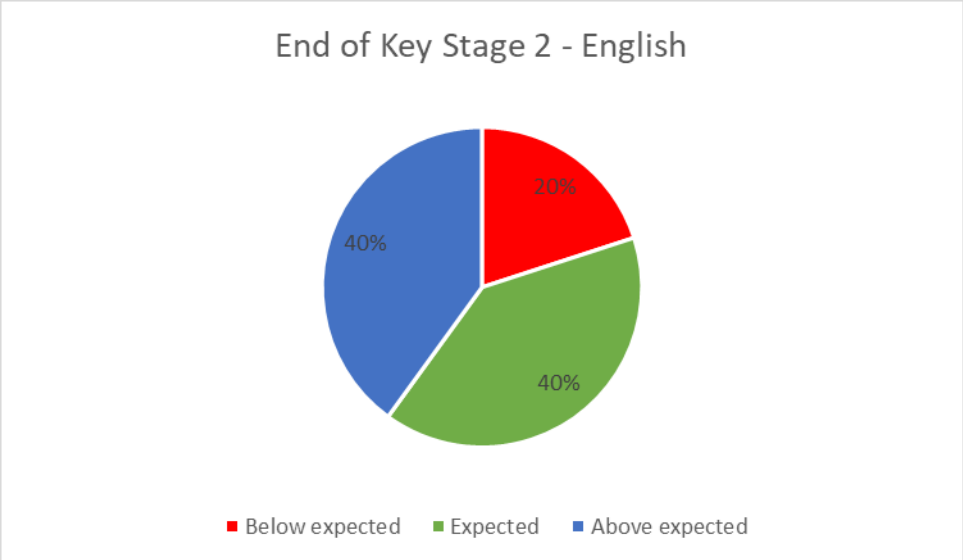
Only one of the pupils was in receipt of pupil premium and they made expected progress.

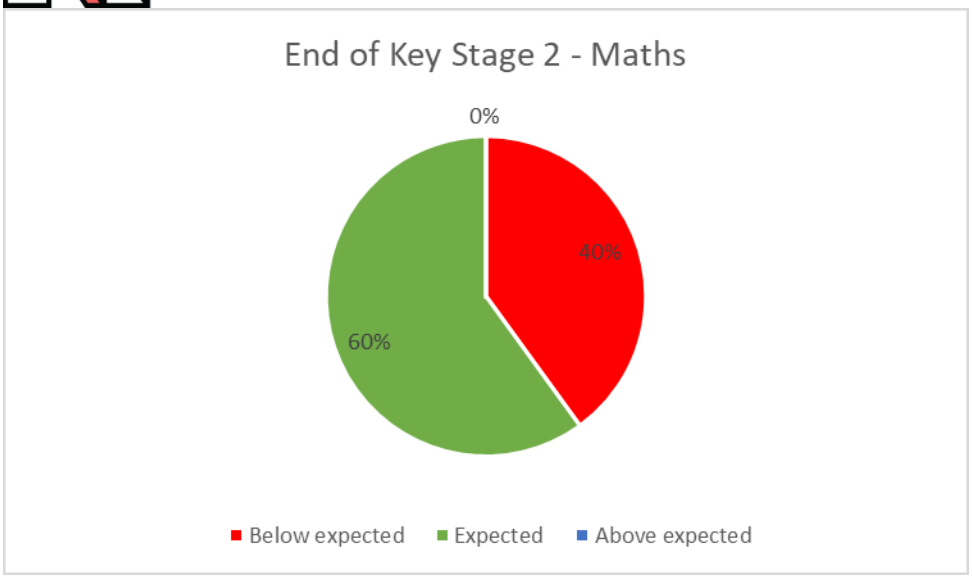
The pupils were all non-subject specific learners.

End of Key Stage 2

The end of Key Stage 2 cohort comprises 10 pupils







The Key Stage 2 cohort comprised of 5 learners who were accessing the curriculum at a non-subject specific (NSS) level and 5 who were accessing subject specific learning. The NSS learners were all achieving expected and above expected.

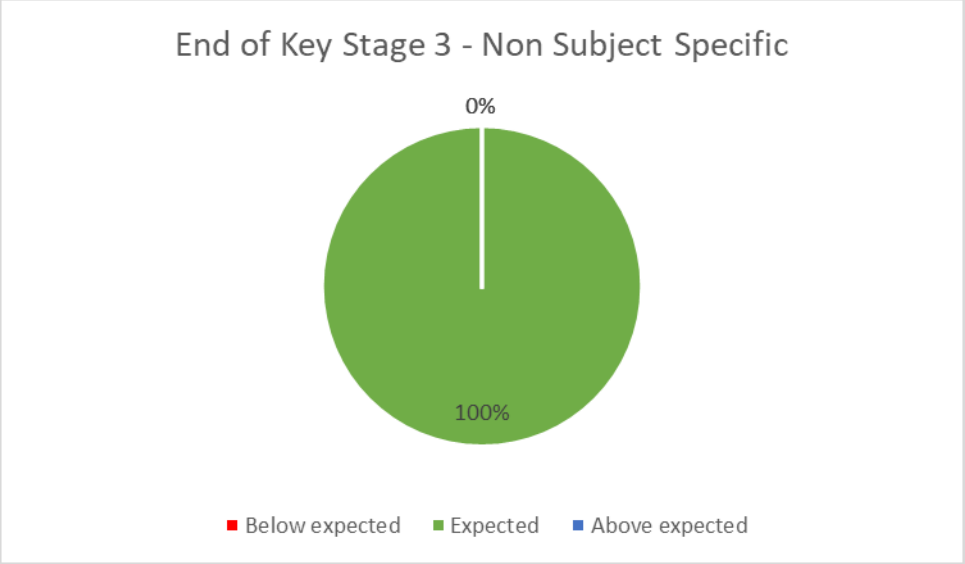
80% of learners were achieving above and expected in English, however the data indicates a discrepancy in the learners' attainment in maths 40% (2 learners) were not making expected progress. Analysis of the information suggests that there are particular concepts in maths which are blocking progress. The Maths Lead will support these pupils with targeted intervention.

All of the pupils in receipt of pupil premium in this cohort (4 individuals) made expected progress.

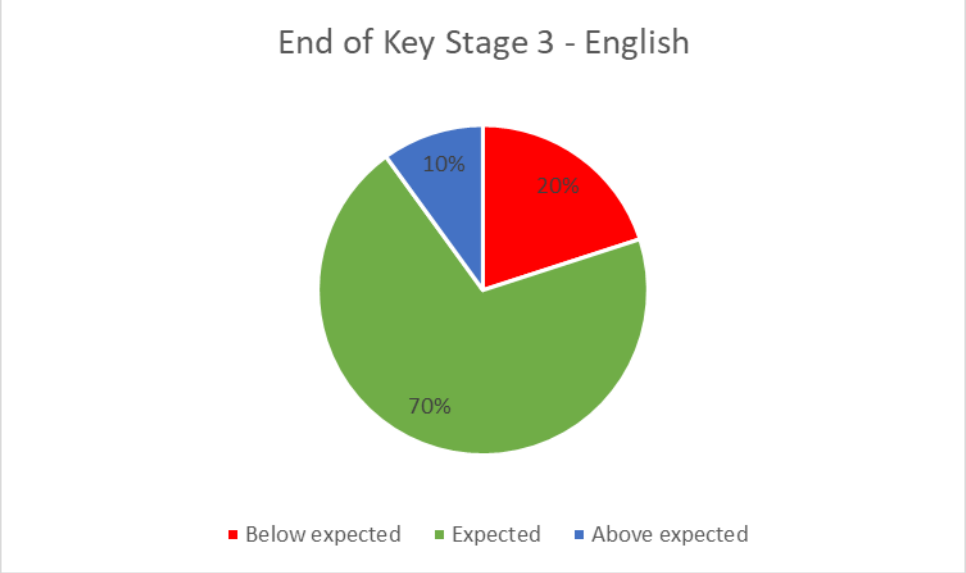
End of Key Stage 3

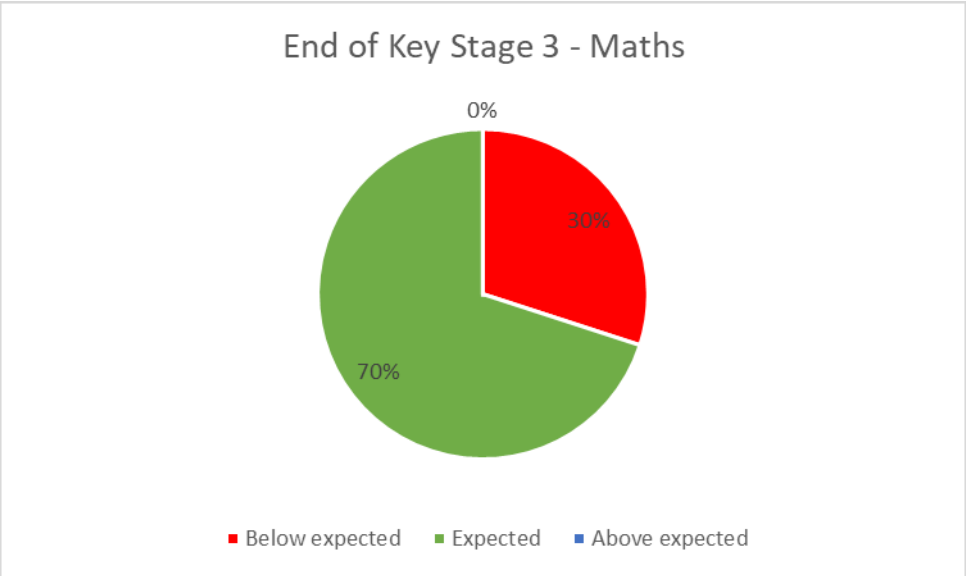
The End of Key Stage 3 cohort comprises of 12 pupils

2 of these pupils follow a pre formal curriculum pathway and both made expected progress across the key stage.



The 10 pupils following a semi formal curriculum pathway made progress as indiciated below





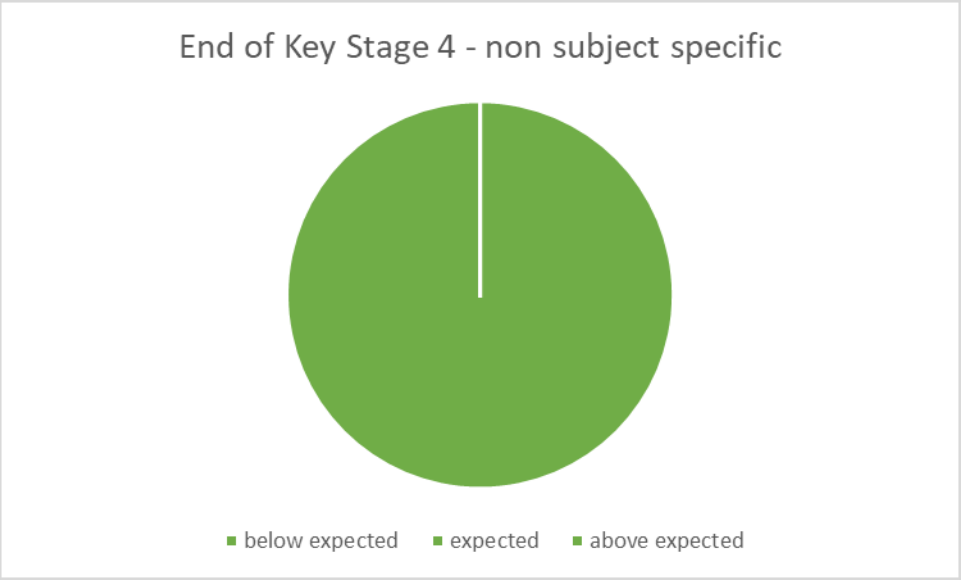
Pupils at the end of Key Stage 3 80% of pupils had made expected or better progress in English and 70% had made expected progress in Maths. Two learners made below expected progress in both areas of learning and this was due in one case to the pupil experiencing a very distressed and unsettled time which made them unable to access regular learning. The other learner who made below expected progress will access support over the next key stage to support the areas where they are experiencing difficulties.

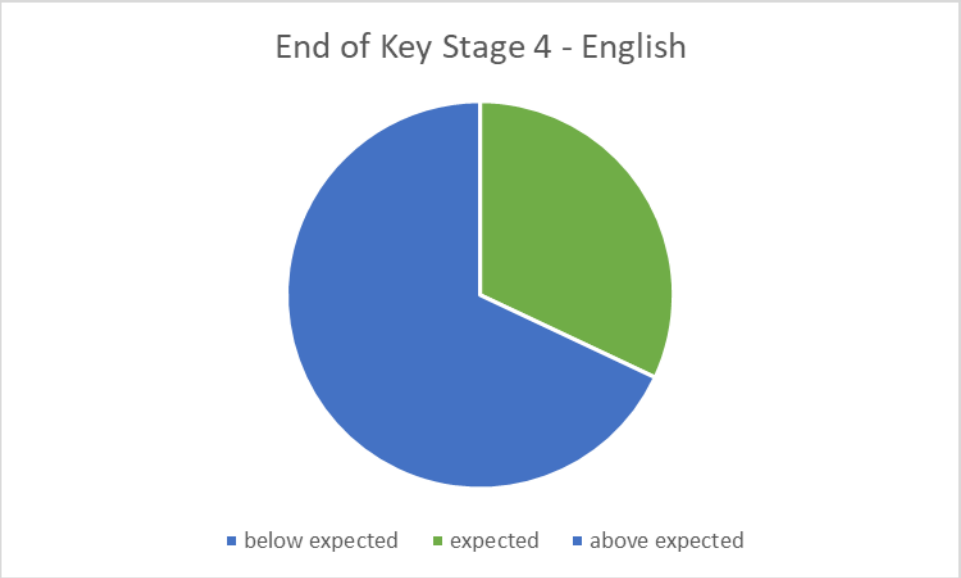
One learner made expected progress in English and below expected in Maths. This pupil will access maths support.

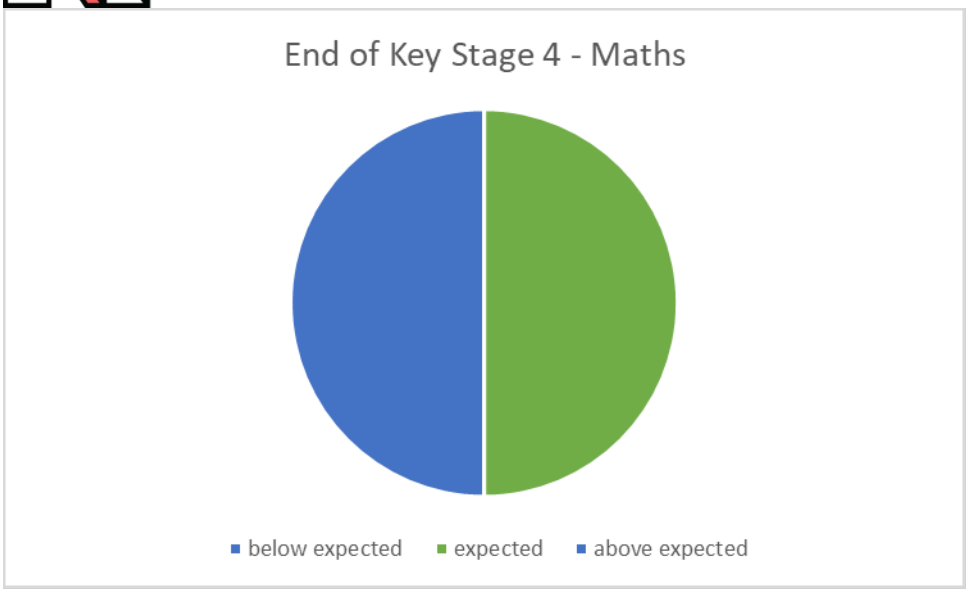
9 of the learners are in receipt of pupil premium and 1 of these is making below expected progress in both English and Maths.

End of Key Stage 4

The end of Key Stage 4 cohort comprises of 7 pupils. 1 learner is following a non subject specific pathway and the other learners are following a semi-formal pathway







At the end of Key Stage 4 all learners achieved expected or better progress in all areas. Of these 4 were in receipt of pupil premium.

Summary

Overall the majority of pupils (79%) achieved expected and better than expected progress.

One emerging trend is that none of the pupils at KS2 and KS3 have made *above* expected progress in Maths. This will be further analysed by the subject lead to understand this more fully. The dip in maths attainment at the end of Key Stage 2 reflects a bias in higher expectation with the bench marking data, though this, as a trend, rectifies across the key stages.

The attainment of learners when considered against their age and starting point is very good overall. Where individual concerns are reflected these will be monitored on a termly basis at pupil progress meetings.