



KS4 Progress Analysis 2016 - 2017

Subject	ACS / NEP	Progress / Comment	Grade C+ from KS2 data
English			
Badgers Hill now Intergration 9 students	No students met ACS target or NEP	2/9 made expected progress against ACS and NEP target (22%)	9 possible without disrupted education 6 possible against on entry target on (1 x Grade 4 GCSE)
Bridgeway now Intervention 11 students	No students met ACS target or NEP	6/11 made accelerated progress against ACS and NEP target (55%)	11 possible without disrupted education 8 possible against on entry target
The Porch now Independence 2 students	No students met ACS target or NEP	1/2 made accelerated progress against ACS and NEP target (50%)	1 possible - froze in exam 2 possible against on entry target

Conclusion: Badgers Hill (now Integration) = staffing issue; LTS + supply. Bridgeway (now Intervention) = cohort engagement + bespoke packages, outstanding stable teacher. The Porch (now Independence) = outstanding consistent teaching, one student froze in exam situation.

Maths	ACS / NEP	Progress / Comment	Grade C+ from KS2 data
Badgers Hill now Intergration 11 students	No students met ACS target or NEP	6/11 made accelerated progress against ACS and NEP target (55%) 3/11 made expected progress against ACS and NEP target (27%)	11 possible without disrupted education 6 possible against on entry target (2 x Grade 4, 2 x Grade 5 GCSE)
Bridgeway now Intervention 11 students	No students met ACS target or NEP	8/11 made accelerated progress against ACS and NEP target (72%)	11 possible without disrupted education 4 possible against on entry target
The Porch now Independence 2 students	No students met ACS target or NEP	1/2 made accelerated progress against ACS and NEP target (50%) 1/2 made expected progress against ACS and NEP target (27%)	1 possible without disrupted education 1 possible against on entry target (1 x Grade 4 GCSE)

Conclusion: Badgers Hill (now Integration) = good / outstanding consistent teaching. Bridgeway (now Intervention) = cohort engagement + bespoke packages, good teacher but inconsistent attendance. The Porch (now Independence) = good teaching, both students ex Home Ed, controlling behaviours.



Art	ACS / NEP	Progress / Comment	Grade C+ from KS2 data
Badgers Hill now Intergration 6 students	No students met ACS target	1/6 made accelerated progress against ACS target (16%) 2/6 made expected progress against ACS target (33%)	On entry profile = 0
Bridgeway now Intervention 10 students	8/10 met or exceeded on entry / ACS target	6/10 made accelerated progress against ACS target (60%) 2/10 made expected progress against ACS target (20%)	On entry profile = 4 (2 x GCSE grade C, 2 x grade B)
The Porch now Independence	0	0	0
Conclusion: HoD (Head of Department) Art teaches at Bridgeway (now Intervention) = good / outstanding consistent teaching. Badgers Hill (now Integration) = teacher now left / voluntary redundancy			
Science	ACS / NEP	Progress / Comment	Grade C+ from KS2 data
Badgers Hill now Intergration 10 students	2/10 met ACS target 4/10 exceeded ACS target	7/10 made accelerated progress against ACS and NEP target (70%) 2/9 made expected progress against ACS and NEP target (22%)	10 possible without disrupted education 1 possible against on entry target (1x GCSE grade C)
Bridgeway now Intervention 9 students	No students met ACS target	5/9 made accelerated progress against ACS and NEP target (55%) 2/9 made expected progress against ACS and NEP target (22%)	9 possible without disrupted education 0 possible against on entry target
The Porch now Independence 1 student	No students met ACS target	1/1 made expected progress (100%)	1 possible without disrupted education
Conclusion: When taught by the HoD (Head of Department) at least expected progress is maintained, and in the majority of cases, progress is accelerated. This is a pleasing and significant increase in progress in science.			



All Learners / KS4 PPG Learners Term 5 data

Attending Students	All / expected	PPG / expected	All / accelerated	PPG / accelerated
English	73% (22/30)	79% (15/19)	43% (13/30)	42% (9/18)
Maths	87% (27/31)	90% (18/20)	58% (18/31)	70% (14/20)
Science	74% (20/27)	81% (13/16)	48% (13/27)	56% (9/16)
Art	84% (21/25)	94% (16/17)	72% (18/25)	82% (14/17)
Conclusion: 16/17 PPG learners made at least as much progress as 'all' learners in all core subjects and in some subjects 10%+				

KS5 Progress Analysis 16/17

The Porch now Independence				
English: 2 students	No students met ACS target	1/2 made accelerated progress against ACS and NEP target (50%) 1/2 made expected progress against ACS and NEP target (50%)	2 possible without disrupted education 2 possible against on entry target (1 x GCSE grade 5)	
Maths: 7 students	2 students exceeded ACS target 1 student met ACS target	3/7 made accelerated progress against ACS and NEP target (43%) 4/7 made expected progress against ACS and NEP target (57%)	7 possible without disrupted education 0 possible against on entry target (1 x GCSE grade 4)	
Science: 2 students	1 student met ACS target	2/2 made accelerated progress against ACS and NEP target (100%)	1 possible without disrupted education 1 possible against on entry target (1 x GCSE grade D)	
Art: 1 student	No students met ACS target	1/1 made expected progress against ACS target and NEP target (100%)	1 x student returning for 2 nd year post 16	
Conclusion: Post 16 students are vulnerable learners, all of whom needed to secure a C+ maths grade. All made either expected or accelerated progress.				

All Learners / KS5 'PPG' Learners Term 5 data

Attending Students	All / expected	PPG / expected	All / accelerated	PPG / accelerated
English	100% (2/2)	100% (2/2)	50% (1/2)	50% (1/2)
Maths	57% (4/7)	50% (3/6)	27% (2/7)	33% (2/6)
Science	50% (1/2)	50% (1/2)	50% (1/2)	50% (1/2)
Art	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)
Conclusion: very small cohort, so 16/17 'all' and ex 'PPG' learners were the same students!				