

End of Year Progress and Attainment summary 2015-2016
with key actions for 2016-2017

How is progress and attainment monitored at Pathfield school?

- All pupil progress is tracked from the individual start point. Pathfield school uses a blended system to monitor progress both in line with the pupil's own targets, across the school by cohort, and nationally by cohort.
- Progress is monitored in reading, Writing, Speaking and Listening, Maths and Science.
- All staff assess and record pupil progress daily against their IEP targets and work towards upper quartile expectations.
- Pupils falling below the expected level of attainment are quickly identified and actions agreed where appropriate.
- Interventions are recorded so that impact can be evidenced.
- Pupil premium interventions demonstrate an outstanding impact on pupil progress and attainment.
- EYFS and Post 16 progress is monitored in line with whole school procedures.
- Progress and Attainment against predicted targets is reported to the full Governing Body in for the Autumn and Spring terms.
- End of Year 2015-2015 progress is reported to the Full Governing Body in the first half of the Autumn term 2016.
- Pupils that have not achieved their expected target level are identified to the class teacher at the start of each academic year.

End of Key Stage Attainment 2015-2016

End of KS2

- 9 pupils have complete key stage data. 2 pupils attended from mid-key stage.
- All 9 pupils achieved above expected levels of progress in Reading, Writing and Maths

End of KS3

- 9 pupils have complete key stage data. 1 pupil started in key stage on NC level1
- 8 pupils achieved above expected progress in Reading, Writing and Maths
- 1 pupil achieved expected progress in Reading, Writing and Maths

End of KS4

- 12 pupils. In Reading 6 pupils working at NC Level, in Writing 4 pupils working at NC levels and in Maths, all pupils working in P levels at start of Key Stage.
- In Reading 6 pupils achieved above expected, 3 pupils achieved expected and 3 pupils were working below expected levels of progress.
- In Writing 5 pupils achieved above expected, 4 pupils achieved expected and 3 pupils were working below expected levels of progress.
- In Maths 4 pupils achieved above expected, 6 pupils achieved expected and 2 pupils were working below expected levels of progress
- ***The pupils working below expected have received interventions and support during the year to support emotional needs and challenging behaviours. For these pupils they reached their personal target levels for the end of year.***

PROGRESS AND ATTAINMENT SUMMARY 2015-2016	KEY ACTIONS 2016-2017
At the Spring monitoring Writing was identified as a focus strand. The end of year results show that in most areas pupils achieved above their expected target areas.	None
Key Stage 2 the number of pupils working below their target grade in Writing increased from 3 to 5. SLD pupils with some physical impairment.	Review Wave 3 intervention to support English focus on phonics and writing. Training booked for November 2016 to promote the use of IT to support pupils in their learning. (Richard Hurstwood and Andy Pidcock) Writing has been written into the English Action Plan. Undertaking a termly review of Medium term plans for Write Dance across the school. English co-ordination has been subdivided into P1-3, P4 and above and Interventions with a designated lead for each.
Key Stage 2 Science a smaller number of pupils are working above expected.	New Forest School lead appointed Summer term to support the Science curriculum through enquiry, life processes and living things.
Pupils in Key Stage 4 working within old NC levels are judge to be making less than or expected progress. Highest cohort of boys in the school.	Reviewed balance of Literacy within the weekly curriculum to challenge higher level attainment and embedding it through all elements of the curriculum.

THIS PROGRESS IS ASSESSED TOWARDS EXCEEDING NATIONALLY EXPECTED (HISTORICALLY) AND DOES NOT MEAN THESE PUPILS ARE NOT MAKING PROGRESS.