

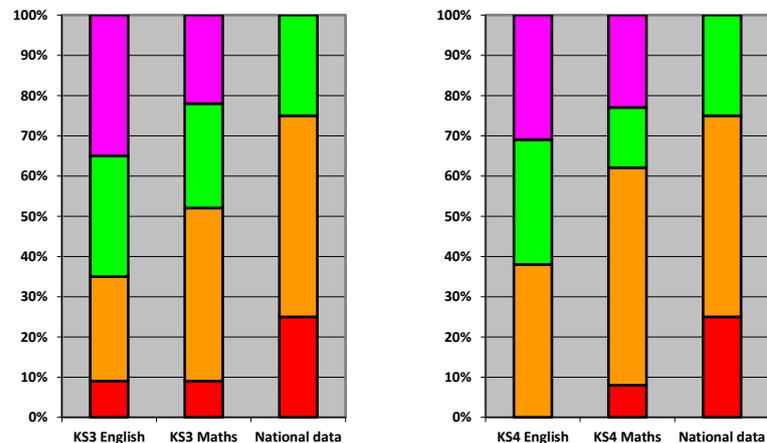
**Assessment Report
July 2016**

HIGHLIGHTS:

- Progress in P-levels is **outstanding** in English, Maths in KS3 and KS4 as it is high in comparison with national data
- Overall progress in P-Levels is **outstanding**
- Overall progress in P-Levels is improving over time – solidly good in 2014/2015, outstanding in 2015/2016.
- Progress against Planned Learning Outcomes (PLOs) for the whole school is **outstanding**.
- Progress in Personal and Social Development (PSD) for the whole school is **outstanding**.
- When triangulating overall judgements **achievement is outstanding** for the whole school.

P-Levels:

2015/2016



- P-Level data has been moderated externally by an Assessment Consultant from Riverside School.
- Both internal and external moderation were fully evidence-based. As a result of rigorous scrutiny there have been some amendments to teacher judgements, ensuring reliability of data.

Progress in P-Levels in Key Stage 3

Progress against **English, Maths P-levels in KS3** is **outstanding** as it is **high** in comparison with national data.

In English 65% of students have met or exceeded their Upper Quartile target with 26% achieving their Median, and 9% achieving within the Lower Quartile.

In Maths 48% of students have met or exceeded their UQ target with 43% achieving their median and 9% achieving within the LQ.

Progress in P-Levels in Key Stage 4

Progress against **English and Maths for students in KS4** is **outstanding** as it is **high** in comparison with National data.

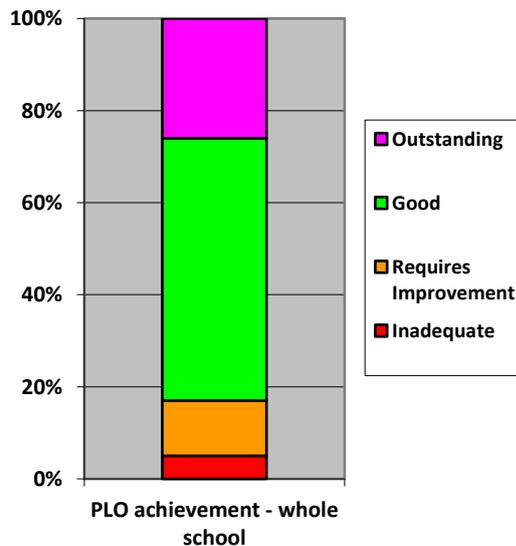
In English 62% of students have met or exceeded their UQ target with 38% achieving their median. No students achieved within LQ.

In Maths 38% of students have met or exceeded their UQ target with 54% achieving their median and 8% achieving within lower quartile.

1. PERSONAL TARGETS - PLOs:

Pupils Progress against their personal targets is measured using system called MAPP. Progress is measured **twice a year** on four continuums: prompting, fluency, maintenance and generalisation.

What percentage of pupils is likely to make good or outstanding progress towards their personal targets in 2015/16? What percentage of students are likely to make progress that either requires improvement or is inadequate?



Progress against PLOs for the whole school is **outstanding**. 83% of students made good or better progress, with 26% making outstanding progress. 12% of students made progress that required improvement and 5% of students made inadequate progress. The judgment is a combination of scores reported in January and July 2016.

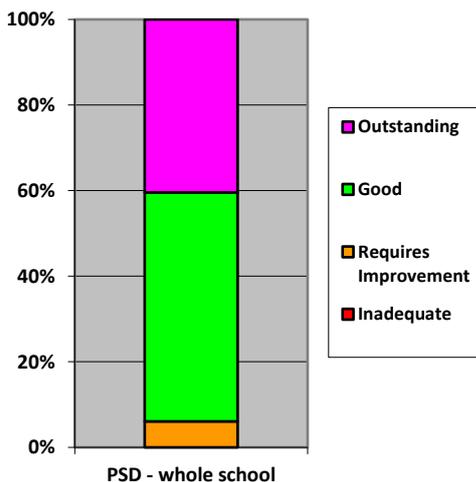
Following a major curriculum review, PLO headings have just been changed to fully reflect the ethos of each Key Stage. An example page has been produced for each department which helps teachers to set new targets. This resulted in improved quality of targets and improved end-of-year achievement against PLOs. PLO headings stem from Key Stage Thresholds that define what skills students need to master to be successful in the next stage of education or post-Moorcroft. Consequently, progress in **PLOs reflects preparation for students for the next key stage or adulthood**.

PERSONAL AND SOCIAL DEVELOPMENT:

2015/2016 CONTEXT:

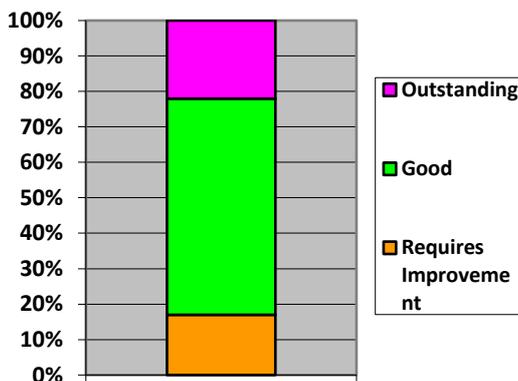
- Baseline statement and 'What can be improved' statements have been introduced. Samples of PSD have been moderated in each class by AHoS. Some changes have been requested and made on that basis contributing to reliability of the judgements.

What percentage of pupils are likely to make overall outstanding or good progress in their PSD? What percentage is likely to make progress that requires improvement or is inadequate?



Progress in PSD for the whole school is outstanding.

WHOLE SCHOOL ACHIEVEMENT:



Progress of students at Moorcroft is solidly good. 83% of students made good or better progress with 22% making outstanding progress. For 17% of student, progress requires improvement.

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July 2016