

SUNNINGDALE SCHOOL 2013 DATA SUMMARY

PROGRESS:

- All children made progress. This was an improvement on last year when 6 children did not make progress in 2012. Children who did not make progress in 2012 achieved targets, made progress or exceeded targets and made accelerated progress in 2013.
- In 2013 over a three year period, there was an increase in percentage of pupils making progress in all areas. Out of the 17 subject areas in 2013 100% of pupils made progress. There has been an increase in the number of areas where 100% of pupils made progress from 7 areas in 2012 to 17 areas in 2013.
- Same number of pupils in 2013 as in 2012 (35) made accelerated progress. However the 35 children in 2013 made accelerated progress in more subjects especially Cohort 2012, 2011, 2010 due to baselines and early intervention.

2013 END OF KS1 LEVEL OF PROGRESS by subject:

(Eight pupils (3 boys and 5 girls) with enough data from end of Reception to end of Year 2).

- **ENGLISH:** Listening was the strongest area (3 pupils achieving 1 level of progress and 5 pupils achieving 2 levels of progress). Writing was the area in which 1 pupil did not make a level of progress however 5 pupils made 2 levels of progress. (However this specific child was 1 Pupil Performance Indicator (PPI) out from achieving a level of progress and at the end of Reception she had achieved a whole level).
- **MATHS:** Using and Applying was the strongest area (6 pupils achieving 2 levels of progress). Number was the weakest area with 1 pupil not achieving a level of progress and 4 pupils achieving 1 level of progress and 3 pupils achieving 2 levels. The child who did not make a level of progress was 1 PPI out from achieving a level of progress and at the end of Reception she had achieved a whole level).
- **SCIENCE:** This was the strongest subject overall with one child making 3 levels of progress and no children not making a level of progress. All areas within this subject were equal (3 pupils achieving 1 level of progress, 4 pupils=2 levels and 1 pupil=3 levels of progress).
- **PSHE:** Attention was the strongest area within this subject (1 pupil achieving 3 levels and 5 pupils achieving 2 levels of progress). Working with Others was the weakest area with 1 pupil not achieving a level (However this specific child was

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1PPI out from achieving a level of progress) and only 2 pupils achieving 2 levels of progress.

- **ICT:** Overall ICT was the weakest subject area with two pupils not achieving a level in two subjects of ICT and 1 pupil not achieving in the other section. However there were 5 pupils who made 2 levels of progress in two sub sections of ICT.

END OF KS1 LEVEL OF PROGRESS over 3 yr period:

2013 Year 2	Writing	Reading	Maths	Science
	1 child 0 levels -12%	4 children 1 level – 50%	5 child 1 level- 62%	3 children 1 level 37%-
	2 children 1 level-24%	4 children 2 levels – 50%	3 children 2 levels-38%	4 children 2 levels -50%
	5 children 2 levels – 63%			1 child 3 levels – 13%

Writing: There has been an increase in percentage of pupils gaining 2 levels (**50% in 2011 - 63% 2013**) good progress.

Reading: There has been an increase in percentage of pupils gaining 2 levels of satisfactory progress (**0% in 2011 and 50% in 2013**)

Maths: There has been an increase in percentage of pupils gaining 1 level of progress (**50% in 2011 - 62% in 2013**) and an increase in number of pupils gaining 2 levels of satisfactory progress in 2013 (**2-3 children between 2011-2013**)

Science: There has been an increase in percentage of pupils gaining 2 levels of satisfactory progress (**2011 25%, 2012 40%, 2013 50%**).

2013 END OF KS2 LEVEL OF PROGRESS by subject:

(6 pupils (5 boys and 1 girls) with enough data from End of Year 2 to End of Year 6.)

- **English:** Speaking and Writing were the strongest areas with 4 pupils achieving 3 levels and 1 pupil achieving 1 and 2 levels. Reading was the weaker area with less pupils making 3 levels of progress (2 pupils) and more pupils making 1 and 2 levels of progress (2 pupils)
- **Maths:** Shape and Space was the strongest area (1 pupil making 4 levels of progress, 1 pupil making 3 levels of progress). Using and Applying was the weaker area with 3 pupils making 1 level of progress.

- **Science:** This was the subject for pupils to consistently make 2 levels of progress (4 pupils across all 4 Science areas).
- **PSHE:** Attention was the strongest area within this subject and across all other subjects (1 pupil achieving 5 levels of progress and 1 pupil achieving 4 levels of progress).
- **ICT:** Exchanging ideas was the weakest area within ICT with 3 pupils making 1 level of progress whilst 1 pupil made 4 levels.

END OF KS2 LEVEL OF PROGRESS over a 3yr period:

2013 Year 6	Writing	Reading	Maths	Science
	1 child made 1 level of progress -16% 1 child made 2 levels of progress 16% 4 pupils made 3 levels of progress – 67%	2 pupils made 1 level of progress – 33% 2 pupils made 2 levels of progress – 33% 2 pupils made 3 levels of progress – 33%	2 pupils made 1 level of progress – 33% 2 pupils made 2 levels of progress -33% 2 pupils made 3 levels of progress -33%	5 pupils made 2 levels of progress 83% 1 pupil made 3 levels of progress – 17%

Writing: Over 3 year period there has been an increase in percentage of pupils achieving good progress (**2011 16% and in 2013 67%**).

Reading: Increase in percentage of pupils making 3 levels good progress (**2011 16% - 2013 33%**)

Maths: Increase in percentage of pupils making 3 levels good progress (**2011 16% - 2013 33%**)

Science: Increase in percentage of pupils making 2 levels satisfactory progress (**2011 50%, 2012 50%, 2013 83%**).

TARGETS:

ACHIEVING TARGETS:

In 2013 over a three year period, there have been an increased in percentage of pupils achieving their targets in all subject areas.

In 2013 there was an increase in percentage of pupils achieving targets in all areas of English, two areas of Maths and PSHE and one area of Science from the previous year.

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In comparison to 2012, areas of Science, ICT and PSHE experienced a decline in percentage of pupils achieving targets in 2013.

EXCEEDING TARGETS:

In 2013 over a three year period, in comparison to 2011 data, all areas increased in percentage of pupils exceeding targets apart from Reading and Writing.

Overall there has been an increase in percentage of pupils making progress and achieving targets, whilst the percentage of pupils exceeding targets have increased in all subject areas in comparison to 2012.

Interventions:

Pupils were supported throughout the year by interventions identified by the class teacher and were included in the child's PLP. The interventions took the form of additional support within the classroom, therapies, or additional learning areas. Specific children were also identified for intervention led by Rachel Grimwood.

26 pupils were identified in December 2012 for interventions because they did not make progress or achieve targets. In May'13, 22 out of the 26 pupils achieved or exceeded their targets.

2012/13 PUPIL PREMIUM:

Funding for 14 pupils from Pupil Premium was spent on communication to support identified 26 pupils on Free School Meals achieving their Speaking and Listening Targets. In 2013 all FSM pupils made progress. One child left the authority so there is data for 27 children.

Listening:

- 10 children achieved target
- 16 children exceeded target
- 1 child did not achieve targets. A case study illustrated the family circumstances could have affected the child's performance.

Speaking:

- 13 children achieved target
- 12 children exceeded target
- 2 children did not achieve targets. Both case studies illustrated the family circumstances could have affected the child's performance.