

Quest School

Pupil Progress 2016-17

Pupil Progress Data Analysis 2016-17

The vast majority of Quest pupils operate well below national attainment levels. The school's intensive approach to improving pupils' behaviour and engagement with learning, using the ABA approach continues to enable pupils to make the most of their classroom and other learning opportunities.

Analysis of progress against National Curriculum Targets for all pupils across the school

Targets are set for all pupils at the start of each academic year, using the school's Achievement Criteria which is based on national progress data (Transition Matrix, Progression Guidance and Caspa data). Pupil progress is therefore measured for all pupils with reference to national norms (ie against progress in all schools nationally, including mainstream). As a result of analysis of progress data for each pupil, the following outcomes were achieved for 2016-17:

End of Key Stage Data Analysis

- **The majority of** pupils reaching the end of their respective Key Stages (who have been at Quest throughout that Key stage) **met or exceeded Upper Quartile (UQ) targets** based on Teacher assessment, compared with national data and nationally set expectations.

As an illustration of the very good progress pupils make during their time at Quest, the data below show the advances across key stages made by pupils who had reached the end of their respective key stages at the end of 2016-17.

The national Progression Guidance data sets and Transition Matrices (which show progress in all schools nationally, predominantly mainstream) were used as reference points, along with the school's own established criteria for measuring progress.

End of Key Stage Students

The following tables show the progress made for students reaching the end of their respective Key Stages in July 2017:

End of KS2

Pupil A: Year 6

	KS1	KS2		UQ expected	
English - Reading	P3(i)	P4		UQ P5 Median P3ii	Above median
English - Writing	P3(i)	P4		UQ P5 Median P3ii	Above median
Maths	P3(ii)	P4		P4	Median

Progress data shows that this pupil performed the **same or better than**:

- 74% of population in Reading
- 83% of population in Writing
- 61% of population in Maths

End of KS3

Pupil B: Year 9

	KS2	KS3		UQ expected	Achieved
English - Reading	P7	1B		1C	Exceeded UQ
English - Writing	P7	1C		1C	UQ
Maths	P7	1A		1C	Exceeded UQ

Progress data shows that this pupil performed the **same or better than**:

- **98%** of population in Reading
- **78%** of population in Writing
- **100%** of population in Maths

End of KS4

Pupil C: Year 11

	KS2	KS3	UQ target	KS2-3		KS3	KS4 Teacher assessed		Entry Level	KS3-4
English - Reading	P8	2C	1A	Exceeded UQ		2C	L3		2	Median TA
English - Writing	1B	2B	n/a	n/a		2B	L3		2	
Maths	P6	2B	P8	Exceeded UQ		2B	L3		3	Upper quartile

KS 2-4 English & maths

Pupils starting at W (working towards)

	% of Population did the same	% of Population did better than	% of Population that did better than him
KS 2-4 – English	3.6	81.9	14.4
KS 2-4 - Maths	4.3	92.6	3.1

Progress data shows that this pupil performed the same or better than:

- **85%** of population in English
- **96%** of population in Maths

Pupil D: Year 11

	KS2	KS3	UQ target	KS2-3		KS3	KS4		UQ target	KS3-4
English - Reading	P5	P7	P6	Exceeded UQ		P7	1C		P8	Exceeded UQ
English - Writing	P4	P6	P5	Exceeded UQ		P6	P8		P7	Exceeded UQ
Maths	P6	P8	P8	Matched UQ		P8	1C			Median

Progress data shows that this pupil performed the **same or better than**:

- **93%** of population in Reading
- **93%** of population in Writing
- **67%** of population in Maths

	KS2	KS3	No of levels of progress		UQ expected	
English - Reading	P5	P7	2		P6	Exceeded UQ
English - Writing	P4	P6	2		P5	Exceeded UQ
Maths	P6	P8	2		P8	Matched UQ

Pupils not at Key Stage end 2016-17:

- 100% of pupils made Good or Outstanding progress in Reading, Writing and Maths (see table below):
 - In KS 1&2, the percentage of pupils making Outstanding progress, respectively is:
Reading: 67% Writing: 56% Maths: 78%
 - For KS3-4, the percentage of pupils making Outstanding progress, respectively is:
Reading: 86% Writing: 86% Maths: 71%

Analysis of pupil progress by pupil groupings within the school for 2016-17:

	Reading	Writing	Maths
KS 1&2			
Outstanding	67%	56%	78%
Good	33%	44%	22%
KS 3&4			
Outstanding	86%	86%	71%
Good	14%	14%	29%
BEM (British Ethnic Minorities) 6 pupils			
Outstanding	83%	67%	83%
Good	17%	33%	17%
LAC (Looked After Children) 2 pupils			
Outstanding	100%	50%	100%
Good	0%	50%	0%
FSM (Free School meals eligible) 6 pupils			
Outstanding	83%	83%	67%
Good	17%	17%	33%
Gender n/a			

Pupil Groupings within the school:

The table above show the breakdown of pupil progress data for specific groupings within the school, according to the following categories: Gender; British Ethnic Minorities; Looked After Children; Free School meal eligibility.

The table shows that none of these groups are under-performing in relation to whole school data, and that for all pupils within these groups, made Good or Outstanding progress in Reading, Writing & Maths.