

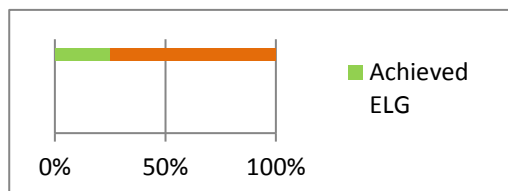
Pupil Progress Data Summary

Early Years Foundation Stage

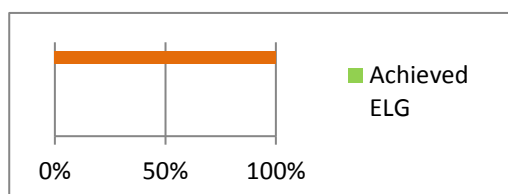
Our end of year EYFS profile attainment data captures a wide range of pupils learning and development outcomes in each of the 17 areas. Our data shows that 56% of our EYFS cohort (4 pupils) met the expected level at the end of the EYFS in the 17 areas with 44% at an emerging level.

EYFS Profile data 2017-18 shows that;

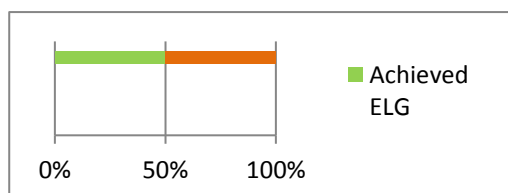
Reading Early Learning Goal Achieved:
One pupil out of 4 (25%)



Writing Early Learning Goal Achieved:
0 pupils out of 4 (0%)



Maths Early Learning Goal Achieved:
2 pupils out of 4 (50%)



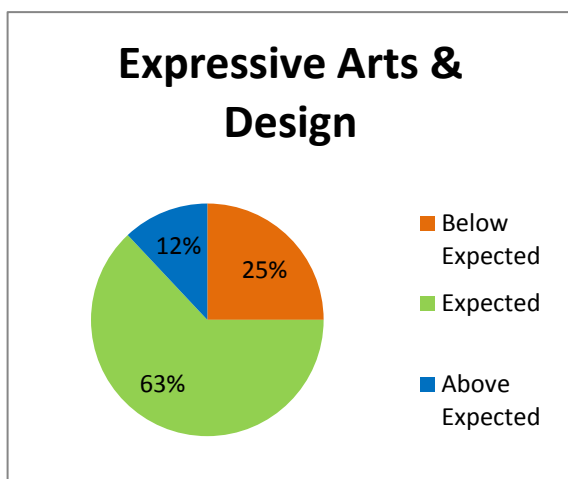
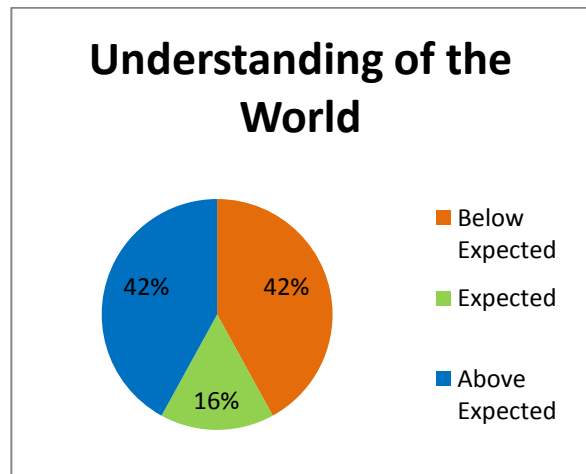
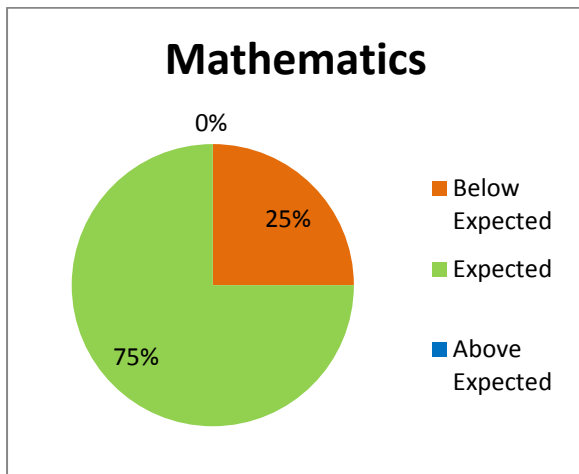
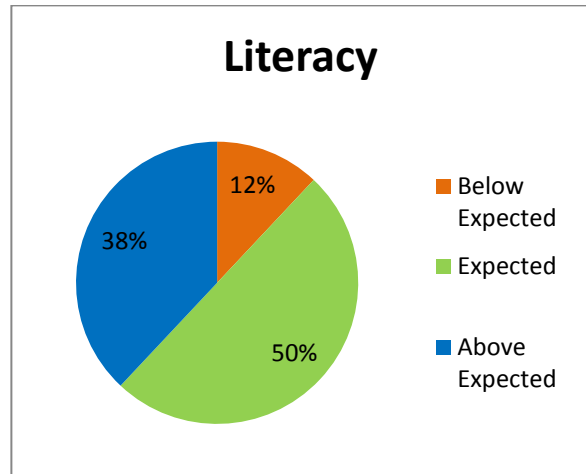
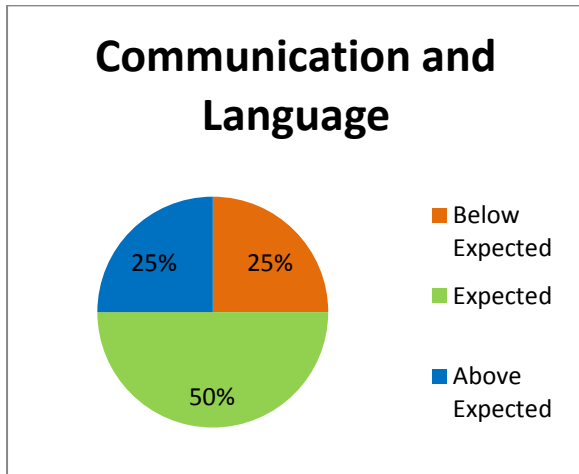
Pupils made good progress from their in year starting points at Bower Grove, they have not achieved the Early Learning Goals across all areas, however, achievements this year indicate an upward trend in attainment.

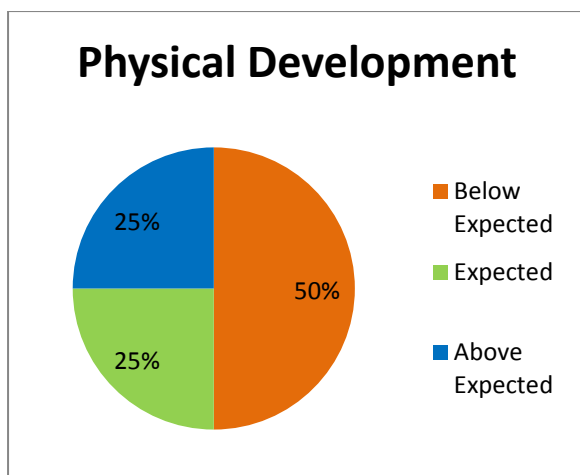
This year Early Years data was tracked using Pupil Asset for the first time 2018-19. There is, therefore, no benchmark against which to judge outcomes that has been verified over time. The Kent Special Schools Early Years group will begin to look at data from a number of schools in the new academic year in order to develop some parameters against which to make judgements.

Since 2016, numbers on roll in this year group have increased by one in each academic year from three in 2016 to five in 2018. Out of the 5 pupils on roll, 60% have a primary diagnosis of Social, Emotional and Mental Health Difficulties and 40% have a diagnosis of Autism Spectrum Conditions. 80% are in receipt of the Pupil Premium Grant.

In the academic year 2017 -2018 two pupils were on roll from September with two others joining the school part way through the year in Terms 2 and 4, a further pupil joined in Term 6. The pupil that joined in Term 6 has not been included in this data.

The data has been analysed across all 17 aspects of the Early Year's Curriculum, combined percentages have then been calculated for the overarching areas. This deeper level of analysis has enabled more specific areas for development to be identified than previously.





The overall judgement of outcomes in Early Years remains outstanding with progress in the area for development of Maths, Personal Social and Emotional Development and Expressive Arts and Design significantly improved.

Class teachers have taken on board the rise in attainment in these areas and have adapted curriculums to ensure pupils continue to make progress. An action plan is in place to address gaps in Phonics which will improve pupils' attainment in reading and writing moving forward.

Summary of End of KS1 Pupil Achievement and Progress

During terms 5 and 6 of the academic year 2017-18 Bower Grove School trialled a curriculum change in response to the changing learning needs of the pupils (full details are within the Curriculum Offer document available on the school website). The change in emphasis of the curriculum has enabled teachers to focus on developing behaviours for learning, integrate sensory processing interventions across the day and address the core learning of communication, early reading, writing and maths skills, technology, science discovery & exploration and personal, social and emotional development. This is now embedding.

Progress has been measured from pupil starting points based on the expected progress algorithm within Pupil Asset which was developed by the KSENT Data Group based on three year historic pupil data from a range of KSENT schools and reviewed annually to ensure that, as the data set grows, expectations remain challenging. The collaborative work of all 24 KSENT schools working together to develop and implement a common assessment framework along with the regular cross-school moderation gives strength to our judgements

Reporting progress in 2018 to the Department for Education.

For pupils at Bower Grove School at KS1 the documents published in September 2015 and republished for the academic year 2017 to 2018 were used for reporting outcomes in summer 2018. All pupils were working below the level of the tests so the Pre KS1 documents were used.

For the majority of pupils we continued to report using P Levels for this year, however, for those pupils working just above P levels but not able to access the tests there is:

- Foundations for the expected standard
- Working towards the expected standard

The data in this report shows that progress is outstanding in Reading, Writing and Maths throughout KS 1 despite 44% of those on roll starting in/or mid-year 2.

Reading and Writing

The percentage of girls making expected progress is higher than the boys despite both girls joining mid-term two – this is largely due to the sample size. In reading 100% of girls made rapid progress from their starting points.

There is no discernible difference between the vulnerable and non-vulnerable groups.

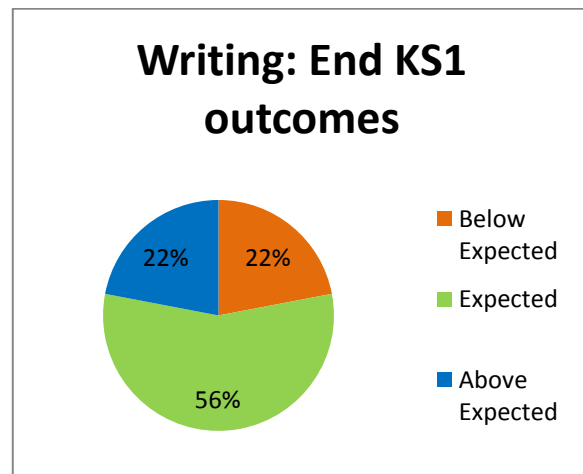
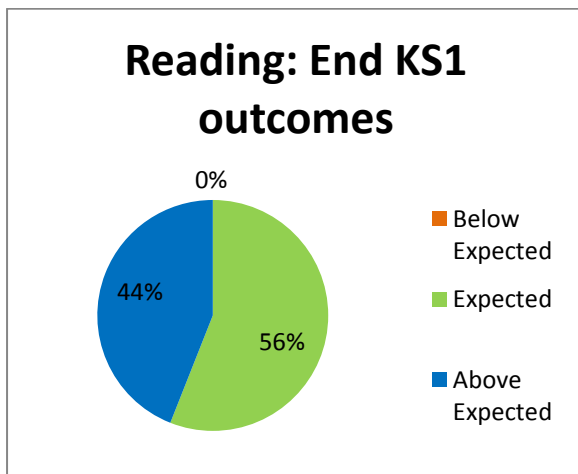
Phonic Screening Test: Seven Year 1 pupils took the phonic screening test, the national expected score was 32; no pupils achieved a score of 32, three pupils scored between 6 and 9. Twelve Year 2 pupils re-took the phonic screening test, no pupils achieved the national expected score however three achieved scores between 17-21, considerably higher than they had achieved previously. .

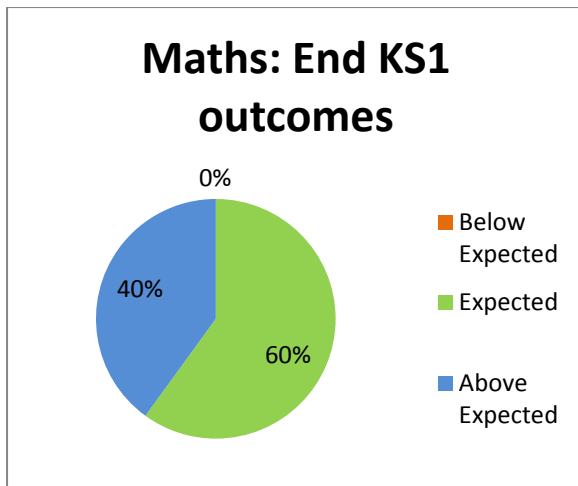
Maths

100% of pupils made expected or above expected progress in Maths, this figure has risen by 10%.

There is no difference between vulnerable groups.

End of Key Stage Outcomes July 2018





Detailed analysis is documented below;

Reading

Summary of Year 2 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016 *two pupils joined in June 2016	12 (10 with data)	10%	60%	30%	90%
2016-2017	11 (8 with data)	12%	56%	32%	88%
2017-2018 *three pupils joined in May/June 2018	11 (9 with data)	0%	56%	44%	100%

Writing

Summary of Year 2 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016 *two pupils joined in June 2016	12 (10 with data)	10%	60%	30%	90%

2016-2017	11 (8 with data)	12%	56%	32%	88%
2017-2018 *three pupils joined in May/June 2018 YEAR 2	11 (9 with data)	22%	56%	22%	78%

Maths

Summary of Year 2 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016 *two pupils joined in June 2016	12 (10 with data)	20%	40%	40%	80%
2016-2017	11 (10 with data)	10%	30%	60%	90%
2017-2018 *three pupils joined in May/June 2018 YEAR 2	11 (9 with data)	0%	56%	44%	100%

Vulnerable Groups 2017-18

	Total No of Pupils	Reading	Writing	Maths
All Pupils	9	100	78	100
Boys	7	100	78	100
Girls	2	100	100	100
Pupil Premium	4	100	75	100
Non Pupil Premium	5	100	80	100
Ever 6	4	100	75	100
Not Ever 6	5	100	80	100
Disadvantaged (Ever 6, PLAA or LAC)	4	100	75	100

Not Disadvantaged (Ever 6, PLAA or LAC)	5	100	80	100
Free School Meals	2	100	50	100
Not Free School Meals	7	100	86	100
LAC	0	N/A	N/A	N/A
Not LAC	9	100	78	100
Post Looked After (adopted from care)	0	N/A	N/A	N/A
Term of Birth: Autumn	2	100	100	100
Term of Birth: Spring	4	100	75	100
Term of Birth: Summer	3	100	67	100
English as an additional Language (EAL)	0	0	N/A	N/A
Not EAL	9	100	78	100
Services Child	0	0	N/A	N/A
Not Services Child	9	100	78	100

Summary of End of KS2 Pupil Achievement and Progress

Reporting progress in 2018 to the Department for Education

For pupils at Bower Grove School the KS2 documents published in September 2015 and republished for the academic year 2017 to 2018 were used for reporting outcomes in summer 2018. All pupils except one (accessing the ASC Satellite provision) were working below the level of the tests so the Pre KS2 documents were used.

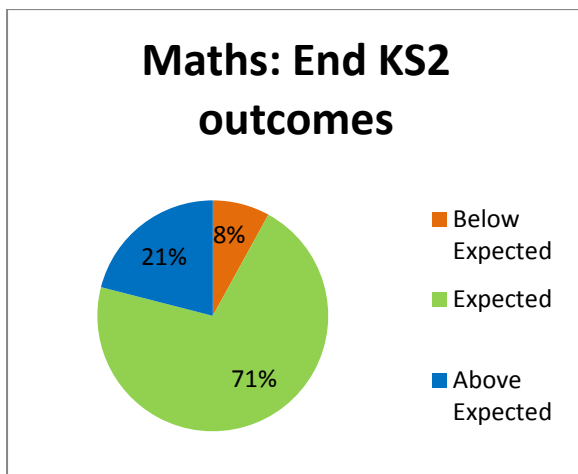
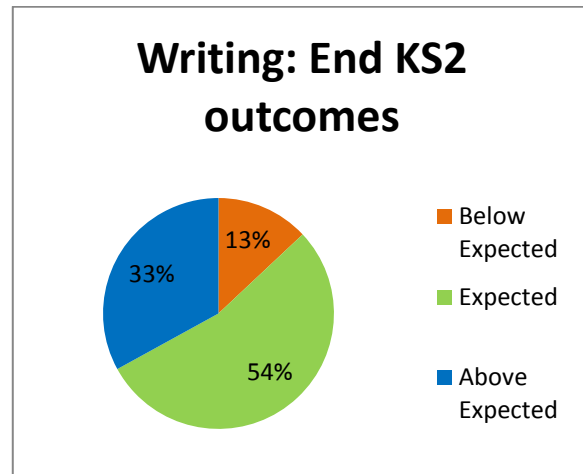
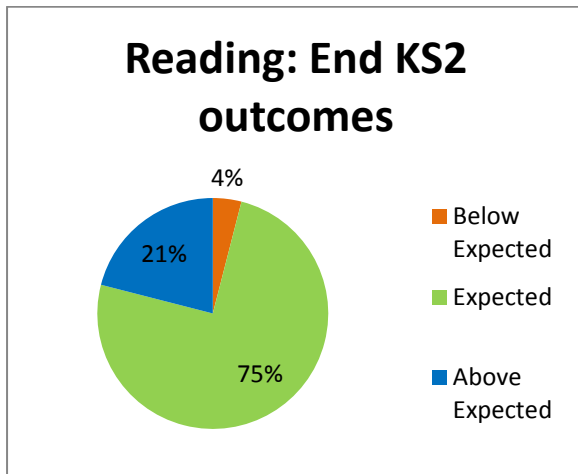
- Pre KS2: pupils working below the test standard, but above P levels, in which there are three reporting levels
- Foundation for the expected standard
- Early development of the expected standard
- Growing development of the expected standard

At the end of Year 6 there were 24 pupils on roll, twenty-one at the main school and three at the Satellite provision.

Of those twenty-four pupils, twenty-one have data. Out of these twenty-one, seven were on roll at the beginning of Year 3. A further two pupils joined towards the end of Year 3, six joined mid KStage

and a further seven pupils in Year 6. The Pupil Asset point's algorithm enables an accurate expectation to be set for pupils joining mid KStage.

End of KS2 outcomes July 2018



The data in this report is showing that the outstanding rapid and sustained progress from the previous years has been maintained.

Reading and Writing

- The trend in the percentage of pupils making expected and above expected progress has been maintained.
- The delivery of Phonics and Reading has been prioritised and is a foci for this academic year (see School Development Plan). Pupils in Year 7 receive additional Literacy support and Intervention through the 'core skills' programme, this is funded through the catch-up grant.
- The only girl on roll at the end of Year 6 did not make expected progress. This pupil came on roll in January of Year 6.
- The vulnerable groups outperform the non-vulnerable groups by as much as 20%, this is as a direct result of the Pupil Premium Grant and the opportunities and interventions the school has been able to offer it's disadvantaged pupils.

Maths

- The trend in the percentage of pupils making expected and above expected progress has been maintained despite the change to a more demanding National Curriculum.
- Assessment has identified a number of gaps in learning which are being addressed through the application of catch-up funding. These are needing to be addressed to enable pupils to develop a deeper understanding of mathematical concepts before moving forward. As a school we have also changed our Maths scheme following changes in the National Curriculum, training has been prioritised.

Detailed analysis is documented below;

Reading

Summary of KS2 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016	20 (18 with data)	6%	44%	49%	94%
2016-2017	21 (20 with data)	5%	30%	65%	95%
2017-2018	27 (24 with data)	4%	75%	21%	96%

Writing

Summary of KS2 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016	20 (18 with data)	6%	44%	49%	94%
2016-2017	21 (20 with data)	5%	30%	65%	95%
2017-2018	27 (24 with data)	13%	54%	33%	87%

Maths

Summary of KS2 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016	20 (18 with data)	6%	33%	61%	94%
2016-2017	21 (20 with data)	0%	30%	70%	100%
2017-2018	27 (24 with data)	8%	71%	21%	92%

Vulnerable Groups 2017-18

Percentage of pupils making expected progress at the end of KS2;

	No of Pupils	Reading	Writing	Maths
All Pupils	21	88%	82%	88%
Boys	20	88%	82%	88%
Girls	1	0%	0%	0%
Pupil Premium	13	90%	90%	100%
Non Pupil Premium	8	86%	71%	71%
Ever 6	13	90%	90%	100%
Not Ever 6	8	86%	71%	71%
Disadvantaged (Ever 6, PLAA or LAC)	13	90%	90%	100%
Not Disadvantaged (Ever 6, PLAA or LAC)	8	86%	70%	71%
Free School Meals	10	100%	100%	100%
Not Free School Meals	11	80%	70%	70%
LAC	2	100%	100%	50%
Not LAC	19	87%	80%	93%

Post Looked After (adopted from care)	0	N/A	N/A	N/A
Term of Birth: Autumn	5	67%	33%	67%
Term of Birth: Spring	4	50%	75%	50%
Term of Birth: Summer	12	80%	70%	80%
English as an additional Language (EAL)	0	N/A	N/A	N/A
Not EAL	21	88%	88%	88%
Services Child	0	N/A	N/A	N/A
Not Services Child	21	88%	88%	88%

Summary of End of KS4 Pupil Achievement and Progress

English

The sustained improvement in English outcomes over the last five years is now embedded and has now resulted in a further significant increase in the number of pupils achieving expected and above expected outcomes in both progress across the kStage and in expected accreditation outcomes.

There is no significant difference between genders, although girls appear to be achieving slightly less. The small size of the cohort makes the difference seem greater than it is.

There is no significant difference between pupils entitled to Pupil Premium and their peers.

The current Pupil Asset algorithm is showing **100% of pupils achieved expected or better accreditation outcomes.**

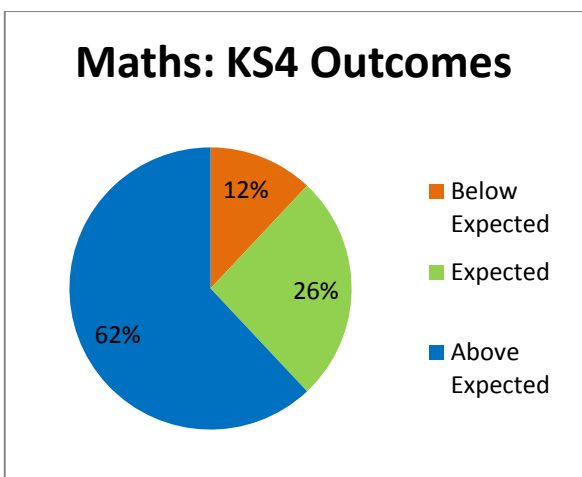
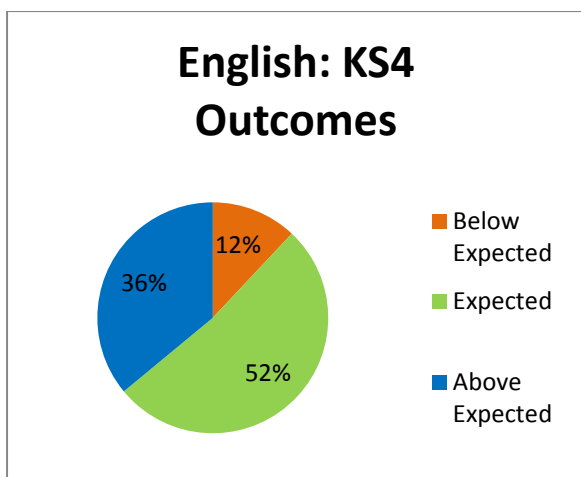
Maths

The sustained improvement over the last three years has been maintained.

There is no significant difference between genders.

There is no significant difference between pupils entitled to Pupil Premium and their peers.

The current Pupil Asset algorithm is showing that **62% of pupils achieved above expected outcomes** and 26% achieved expected outcomes which is a significant improvement on the previous year. 19 pupils were entered for Entry Level Certificate, 16 of these achieved Entry level 3 which is well above predicted outcomes from their starting point.



English Summary of KS4 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016	20 (18 with data)	11%	66%	23%	89%
2016-2017	21 (20 with data)	15%	60%	25%	85%
2017-2018	20 (19 with data)	12%	52%	36%	88%

Maths Summary of KS4 Pupil Achievement and Progress 2015-2017 and achievement 2017-2018

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2015-2016	20 (18 with data)	11%	55%	34%	89%
2016-2017	21 (20 with data)	10%	45%	40%	85%
2017-2018	20 (19 with data)	12%	26%	62%	88%

Vulnerable Groups 2017-18

	Total No of Pupils	English	Maths
All Pupils	19	88	88
Boys	16	94	94
Girls	3	66	66
Pupil Premium	11	82	82
Non Pupil Premium	8	100	100
Ever 6	11	82	82
Not Ever 6	8	100	100
Disadvantaged (Ever 6, PLAA or LAC)	11	82	82
Not Disadvantaged (Ever 6, PLAA or LAC)	8	100	100
Free School Meals	9	89	89
Not Free School Meals	10	90	90
LAC	1	100	100
Not LAC	18	89	89
Post Looked After (adopted from care)	0	N/A	N/A
Term of Birth: Autumn	5	100	100
Term of Birth: Spring	9	89	89
Term of Birth: Summer	5	80	80

Progress Tracking from KS2 to KS4;

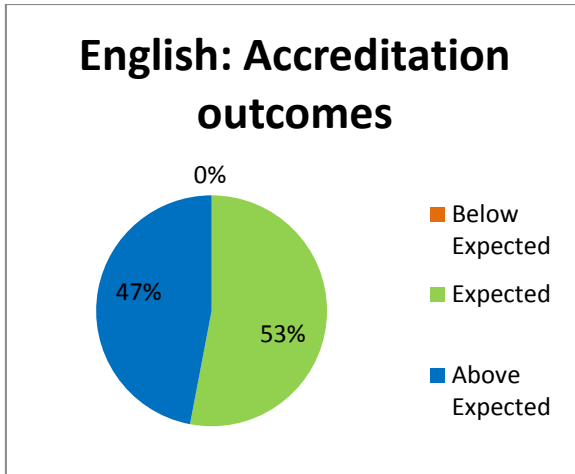
- 84% of pupils made expected or better progress in English
- 89% of pupils made expected or better progress from their KS2-4 progress in English and Maths

Accreditation at KS4 July 2018

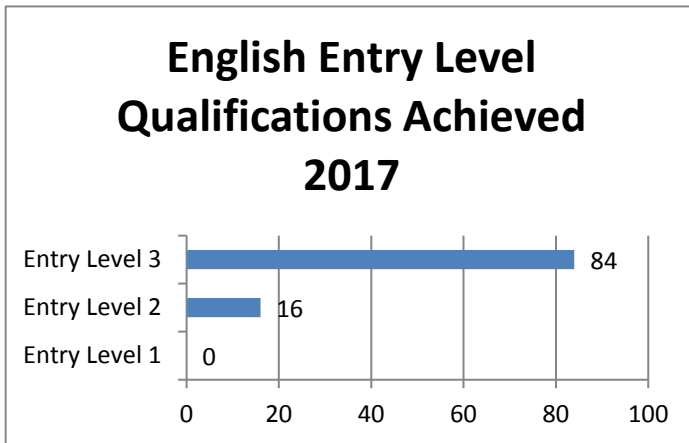
The Accreditation achieved by pupils in KS4 is outstanding because;

- 65% of pupils achieved GCSE passes
- Every pupil left with a qualification in English, Maths, Science and ICT
- 150 entries were made, 148 grades were achieved (approx. 8 qualifications each)

English



- 19 pupils were entered for and achieved an Entry Level qualification in English
- 16% pupils achieved Entry Level 2 (3 pupils)
- 84% of pupils in Year 11 achieved Entry Level 3 (16 pupils)
- 100% of pupils achieved an entry level qualification



English Entry Level Accreditation achieved 2015-2017 and achievement 2017-2018

Academic Year		Percentage of Cohort entered	Entry Level 1	Entry Level 2	Entry Level 3
2015-2016	18	100%	4%	22%	74%
2016-2017	20	95%	19%	29%	52%
2017-2018	19	100	N/A	16%	84%

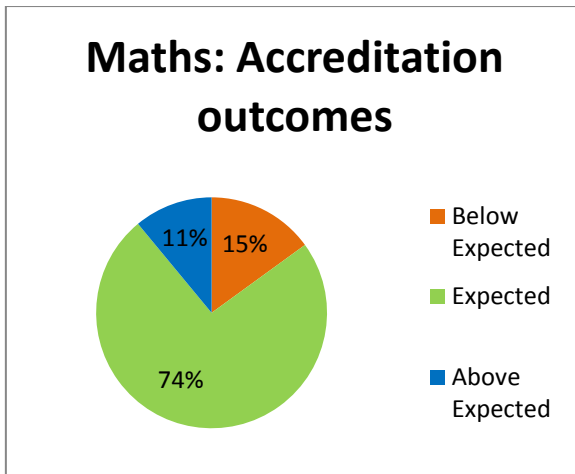
English GCSE

47% of the cohort were entered to take GCSE English (9 pupils). Of these;

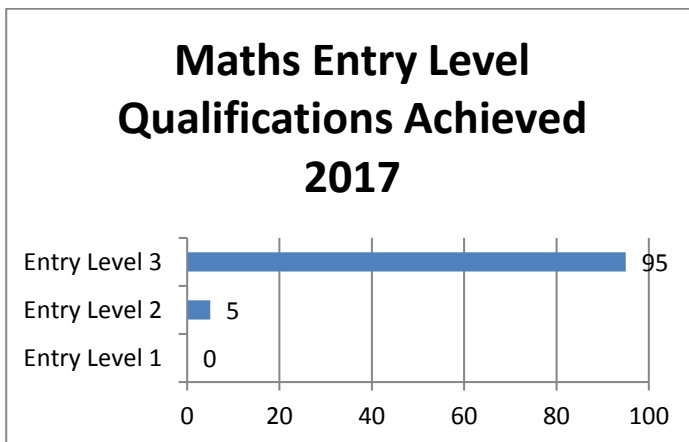
- 78% achieved Grade 1-3 (7 pupils)
 - 22% achieved Grade 4 -9 (2 pupils).
- This percentage is in range of the previous year (18%)

- 100% of those entered achieved a GCSE English grade

Maths



- 19 pupils were entered for and achieved an Entry Level qualification in Maths
- 5% pupils achieved Entry Level 2 (1 pupil)
- 95% of pupils in Year 11 achieved Entry Level 3 (18 pupils)
- 100% of pupils achieved an entry level qualification



Maths Entry Level Accreditation achieved 2015-2017 and achievement 2017-2018

Academic Year	Number of Pupils	Percentage of Cohort entered	Entry Level 1	Entry Level 2	Entry Level 3
2015-2016	18	83%	16%	16%	68%
2016-2017	20	91%	N/A	25%	75%
2017-2018	19	100	N/A	5%	95%

Maths GCSE

68% of the cohort were entered to take GCSE Maths (13 pupils). Of these;

- 85% achieved Grade 1-3 (11 pupils)
- 22% achieved Grade 4 -9 (2 pupils).
This percentage is in range of the previous year (25%)
- 100% of those entered achieved a GCSE Maths grade

Summary of GCSE results achieved 2017-18

NEW GCSE (1-9)						
	5(C+)	4(C)	3(D)	2(E)	1(F)	U
English	1	1	3	3	1	-
Maths	-	2	4	2	5	-
Science (Dual Award)	1	3	7	12	3	-
OLD GCSE						
	C	D	E	F	G	U
DT	1	3	5	-	-	-
ICT (Yr 11)	-	1	3	3	4	1
ICT (Yr 10)	1	5	3	3	1	-

Summary of KS4 Achievement

Pupils at the end of KS4 leave Bower Grove School equipped with the necessary skills and qualifications to prepare them for the next phase in their education.

Next step planning is built into all key stages to ensure pupils are thoroughly prepared for adulthood both in terms of the education qualification package they achieve and the life skills to enable them to positively interact with the world around them.

Destination Data

Pupils transition to a wide range of KS5 provisions.

These provisions will be discussed with pupils and parents from Year 9 onwards. The schools transitional coordinator will attend pupils Annual Reviews from Year 9, along with representatives from a range of KS5 provisions, to ensure pupils (and their families) are fully informed as to their choices and the courses that will most suit their aptitudes and interests.

Pupil	KS5 Destination	Course	Still attending (21.11.18)
A	Mid Kent College	Supported Learning	Yes
B	Sheppey College	L1 Carpentry	Yes
C	Oakley	6 th Form	Yes
D	Canterbury College	L1 Automotive Technologies	Yes
E	Mid Kent College	L2 Vehicle Maintenance	Yes
F	West Kent College	L1 Bricklaying	Yes
G	Ashford College	L2 ICT	Yes
H	Canterbury College	L2 Children & Young Peoples Workforce	Yes
I	Pier View School	6 th Form	Yes
J	Goldwyn	6 th Form	Yes
K	Hadlow College	L1 Agriculture	Yes
L	Mid Kent College	Supported Learning (No longer on roll)	No
M	Mid Kent College	L2 Engineering	Yes
N	Heath Farm	6 th Form	Yes
O	Mid Kent College	L2 Sports	Yes
P	Canterbury College	L1 Skills for Sports	Yes
Q	Catch 22 Skills Centre	Vocational Programme (No longer on roll)	No
R	Grange Park	6 th Form	Yes
S	Canterbury College	BTEC I2 Computer Science	Yes