

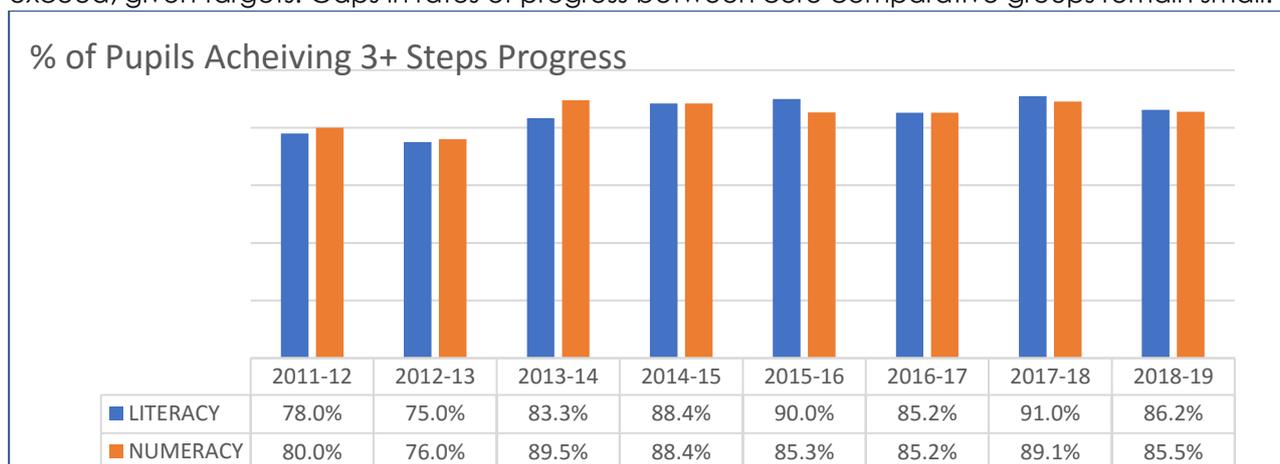


# Castlebar School

## Pupil Achievement 2018-19

The overwhelming majority of pupils are making good or very good progress with most making 3, or more, LEARNING STEPS progress in Literacy and Numeracy. Pupils working in the National Curriculum also made good progress within the English and Mathematics Programmes of Study.

Targeted interventions such as Makaton, Intensive Interaction and Rebound Therapy, access to sensory rooms and targeted literacy and numeracy programmes are supporting pupils to meet, and exceed, given targets. Gaps in rates of progress between core comparative groups remain small.



### KS2 Results

- 29 year 6 pupils were assessed against the P-Scales and the Interim Pre-Key Stage Standards in summer 2019. They did not take the SATs tests.
- KS2 Teacher Assessments (BLW: Below pre-key stage 2 standards, PKF: Foundations for the expected standard, PKE: Early development of the expected standard, PKG: Growing development of the expected standard):
- Reading: 8 pupils BLW, 7 pupils PK1, 3 pupils PK2, 4 pupils PK3, 2 pupils PK4, 2 pupils PK5 and 2 pupils PK6.
- Writing: 9 pupils BLW, 5 pupil PK1, 8 pupils PK2, 3 pupils PK3, 3 pupils PK5.
- Mathematics: 10 pupils BLW, 2 pupils PK1, 5 pupils PK2, 5 pupils PK3, 3 pupils PK4, 3 pupils PK5.
- All pupils were recorded as HNM (Has Not Met) in Science.
- For the pupils working below the pre-key stage standards their P-Scales ranged from P4 to P8 reflecting the range of cognitive ability.
- In Science, 12 of the 25 pupils were working above P8 but below the expected standard.

### KS1 Teacher Assessments

- Year 2 Cohort: 19 pupils
- All pupils were recorded as either BLW, PK1, PK2 OR PK3 in Reading, Writing and Mathematics.
- All pupils were recorded as HNM in Science.

### Progress Between Key Stages

Progress measures: KS1 to KS2	2016	2017	2018
Reading progress score (confidence interval in brackets)	-6.6 (-10.3 to -2.9)	-1.8 (-5.1 to 1.5)	-0.4 (-2.7 to 1.9)
Writing progress score (confidence interval in brackets)	-6.5 (-10.2 to -2.8)	-1.9 (-5.1 to 1.3)	0.0 (-2.2 to 2.2)
Mathematics progress score (confidence interval in brackets)	-8.2 (-11.4 to -5.0)	-2.0 (-4.9 to 0.9)	-0.7 (-2.8 to 1.4)
Floor Standard	Below Floor Standard	Above Floor Standard	Above Floor Standard

Castlebar was above the floor standard in Reading, Writing and Mathematics for 2018-19  
2018-19 figures will be included when published

### School Profile

Year	MLD/SLD	ASD	Lower School /Upper School	Male/Female
2018-19	41% / 59%	42%	47% / 53%	70% / 30%
2017-18	46% / 54%	47%	32% / 68%	72% / 28%
2016-17	50% / 50%	53%	37% / 63%	79% / 21%

2018-19									
Pupils on Roll	Male	Female	Free School Meals	Pupil Premium	EAL	Medical Condition	SLD	MLD	ASD
162	120	42	53	57	67	49	112	47	40

## **Progress of Comparative Groups**

We report on achievement based on a benchmark of 3 LEARNING STEPS per term, this allows historical tracking of whole school progress. However, the nature of SEN (cognitive ability) and the age of the pupils have the greatest effect on progress and attainment. To properly challenge individuals and cohorts, individual targets are set and tracked that are linked to pupil age and SEN. The age/SEN targets provide more challenge for each pupil with the majority set at above 3 LEARNING STEPS per year. Tracking the age/SEN targets allows a more precise analysis of gaps in progress between comparative groups.

### **SEN:**

Nature of SEN has the most impact on progress. It is now, however, the case that SLD pupils are reaching targets albeit at a lower level of attainment than their MLD counterparts. A number of MLD pupils at the Higher Levels (within Y1/2 Programmes of Study for National Curriculum) are finding the abstract concepts difficult. The school is developing a Work Based curriculum to broaden 'life chances' of Castlebar pupils.

### **Pupil Premium:**

33% are eligible for Free School Meals and 35% of the schools were eligible for Pupil Premium. These pupils are identified on tracking sheets and monitored each term. Pupils requiring intervention are identified. Pupil Premium pupils are also targeted for After School Clubs.

### **Ethnicity:**

- Castlebar has a high percentage of pupils from ethnic minority groups: 83%
- There is little variation in progress based on ethnicity however in Reading & Writing in 2018-19 there was a gap between NOT EAL (95.2%) and EAL (88.7%). This is a difference of 8 children and therefore attains some significance for monitoring and action.

### **Gender:**

- A low percentage of the pupils are girls 30% and staff closely supervise their emotional and physical well-being.
- In 2018-19 there was a 3.2% gender gap for communication, 9.5% in Reading & Writing. More significantly there was a 13% gap in Numeracy. This represents a difference of only 1 girl.

### **Attendance:**

- Overall attendance for 2018-19 was 94.31%
- Attendance is closely monitored at Castlebar by the School Social Worker and Assistant Heads. It is included in the Structured Conversation and parent meetings termly. Interventions are in place to raise poor attendance.
- Low attendance impacts pupil's ability to meet targets however for this small number of pupils strategies are in place to support them.