



# Milestone Academy

Achievement

2013-14

# End of Key Stage Achievement 2013-4

- End of Key Stage Achievement was exceptionally good because an extremely high proportion of pupils performed in line with or better than national averages. The end of KS2-4 data set was small with only 8 pupils. 2 pupils made LQ achievement in Maths representing 25%, although a further 62.5% exceeded expected targets. Case studies are in place for these two pupils

End of Key Stage	English Reading and Writing				Maths Number, SSM, U&A			
	AUQ	UQ	MQ	LQ	AUQ	UQ	MQ	LQ
1-2	36%	40%	22%	0%	21%	55%	21%	3%
2-4	75%	6%	0%	19%	50%	12.5%	12.5%	25%

## Key to National progression Guidance Quartiles:

AUQ: Above Upper Quartile, UQ: Upper Quartile, MQ: Medium Quartile, LQ: Lower Quartile

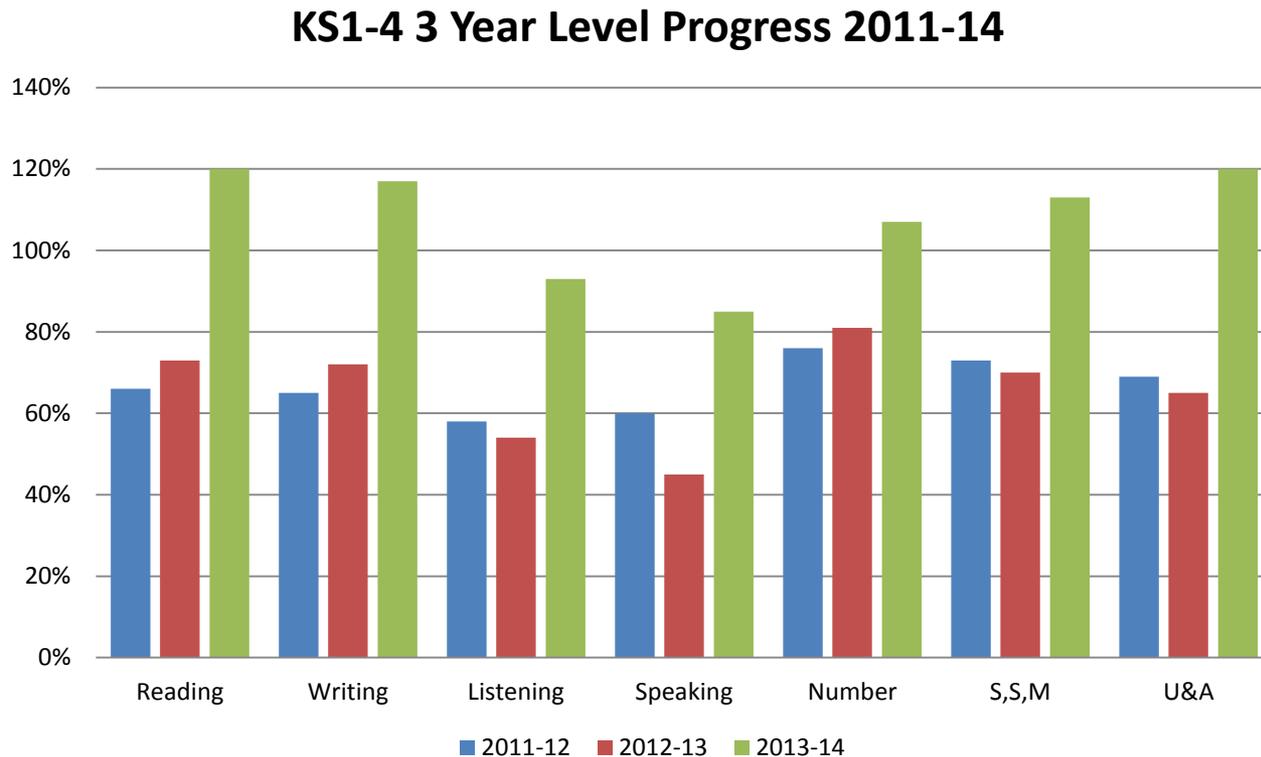
# End of Year Achievement 2013-14

- The academy tracks pupil progress 6 times a year. Analysis of in-year progress shows that a high proportion of pupils in all Key Stages achieved their challenging targets at the end of the year. This data supports the academy's evaluation of the quality of teaching

2013-14	English			Maths		
	UQ	MQ	LQ	UQ	MQ	LQ
KS1-4	75%	15%	10%	83%	11%	6%
KS1(44)	87%	10%	3%	94%	4%	2%
KS2(56)	72%	21%	7%	76%	18%	6%
KS3(52)	74%	13%	13%	75%	11%	14%
KS4(34)	62%	21%	17%	80%	7%	13%

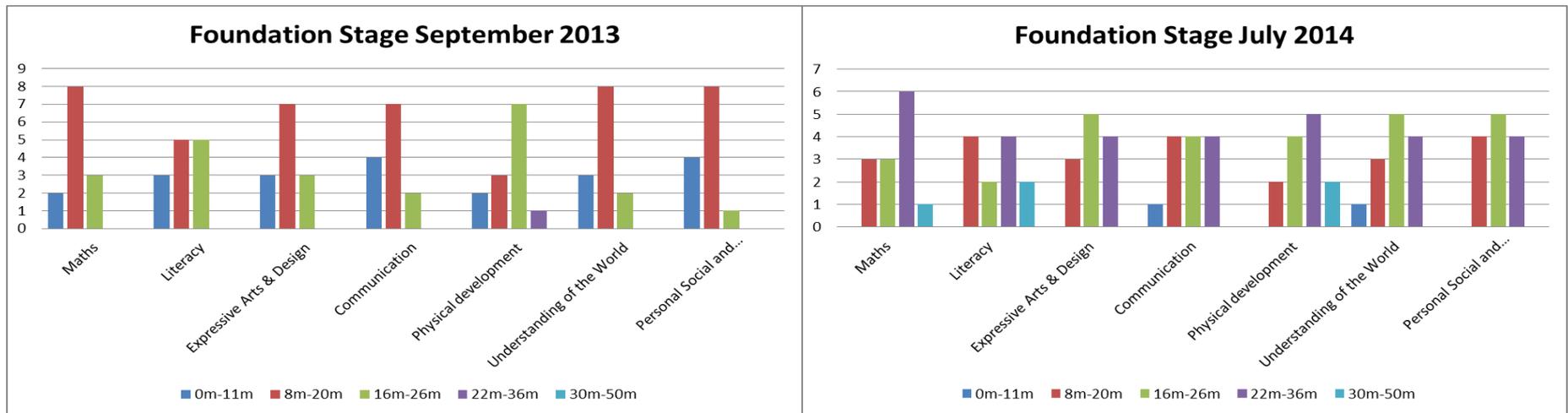
# Three Year Progress

- Level progress across the last 3 years clearly shows the impact of the rigorous and aspirational target setting system introduced at the start of 2013-14



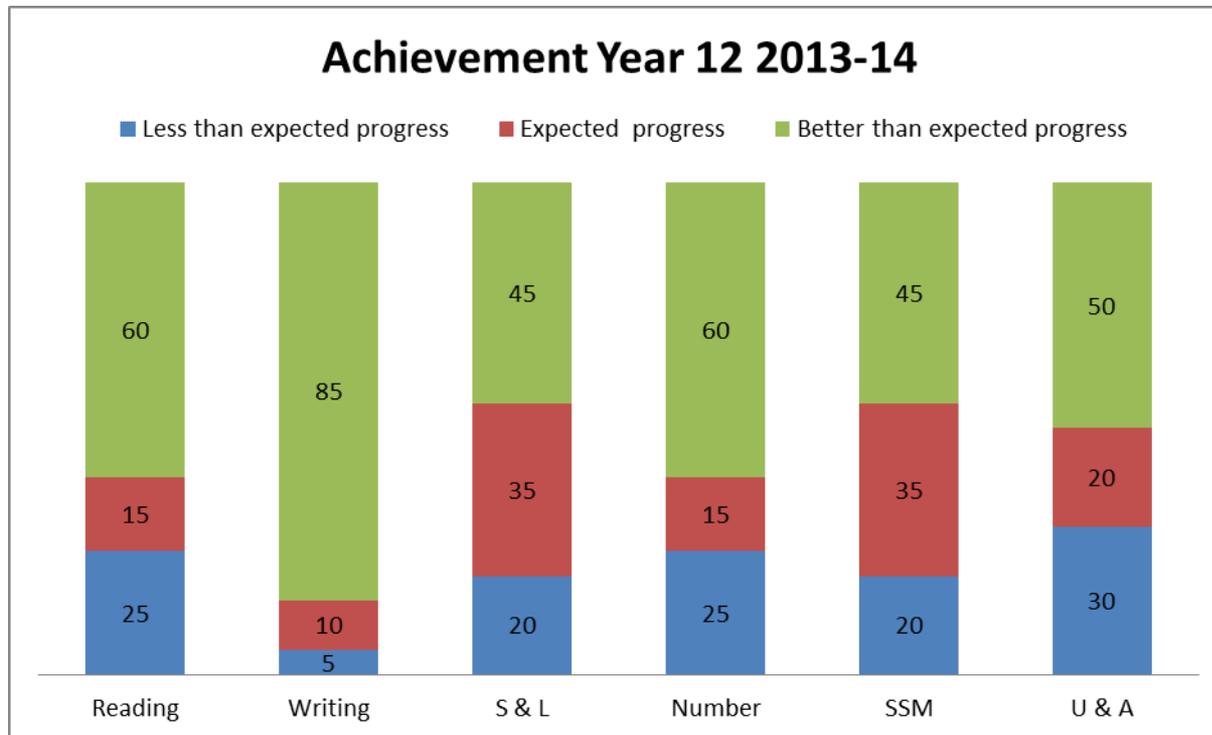
# Early Years

- In the absence of National Benchmarks for achievement, the Academy assesses and tracks pupils closely throughout the Early Years Foundation Stage. Data shows that almost all pupils make excellent progress from their starting points

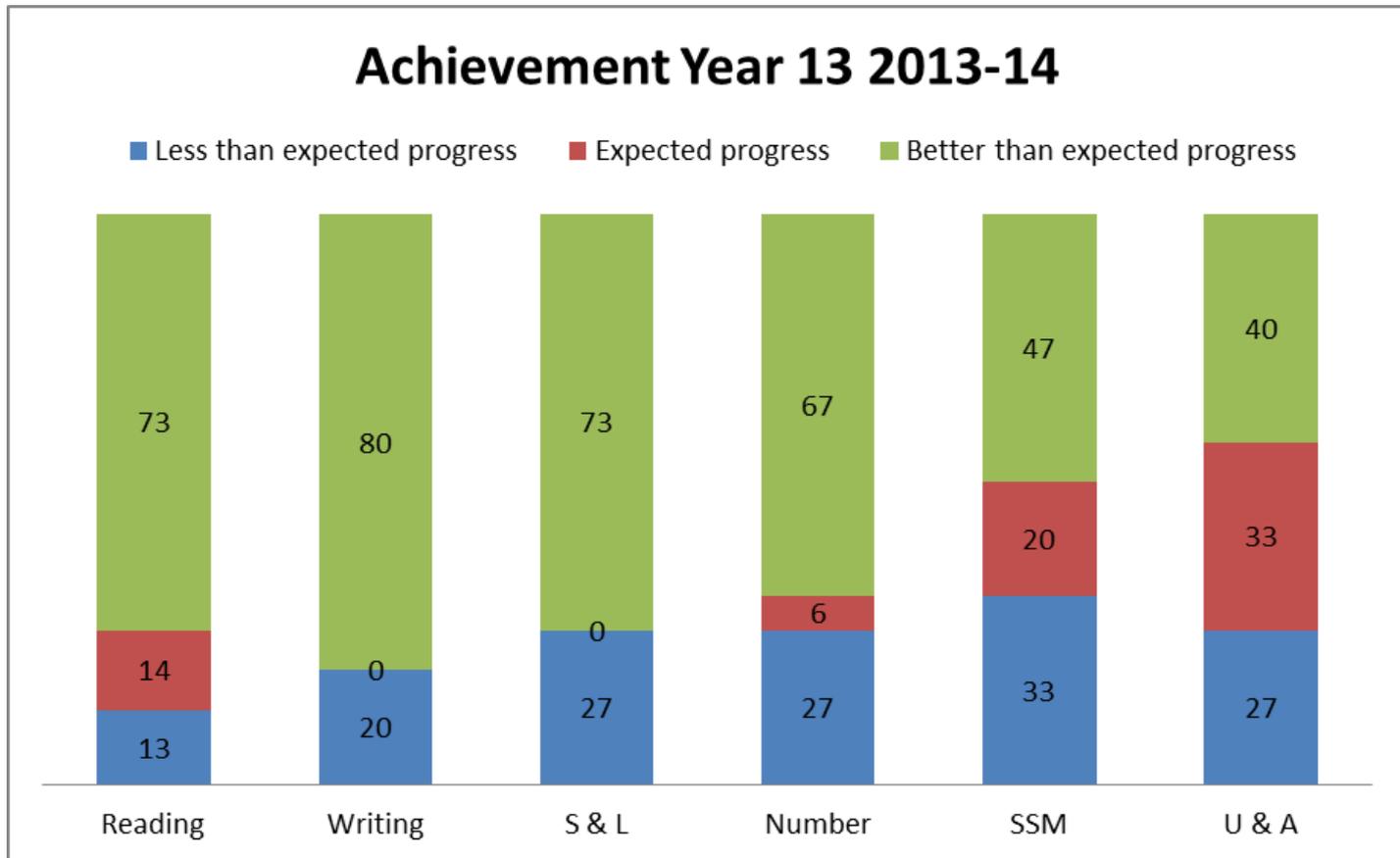


# 6<sup>th</sup> Form

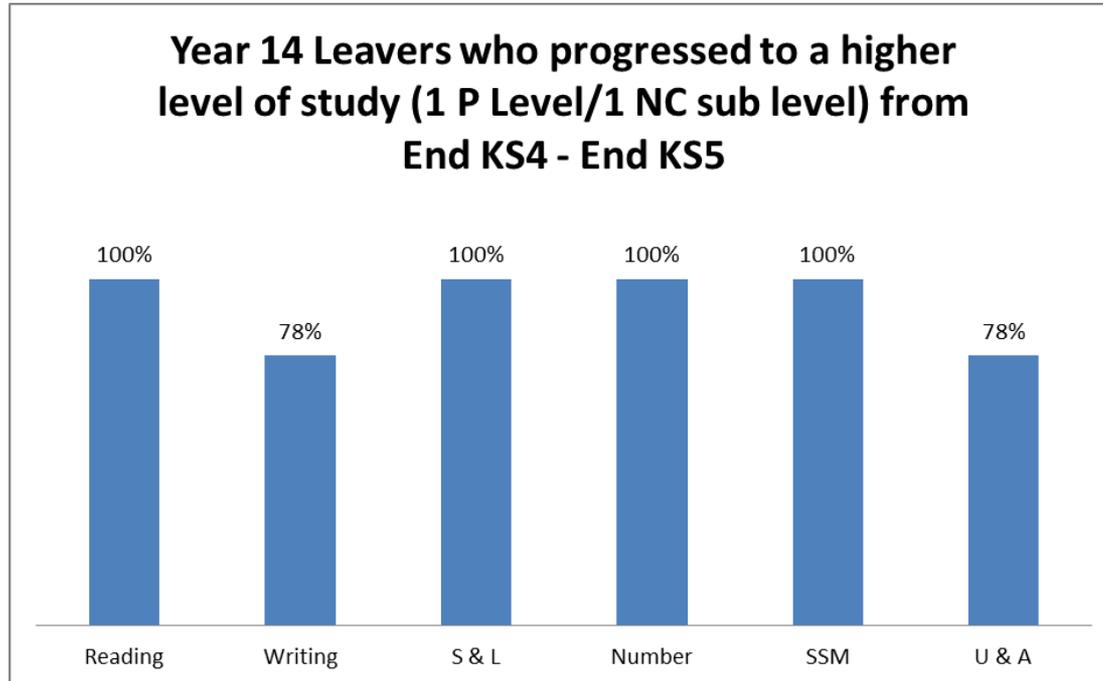
- In the absence of National Benchmarks for achievement, the Academy assesses and tracks pupils closely throughout the 6<sup>th</sup> Form. Data shows that almost all pupils make excellent progress from their starting points



# 6<sup>th</sup> Form continued...



# Year 14 Leavers and Destinations



## Destinations for Year 14's 2014

Local FE Provider: 67%

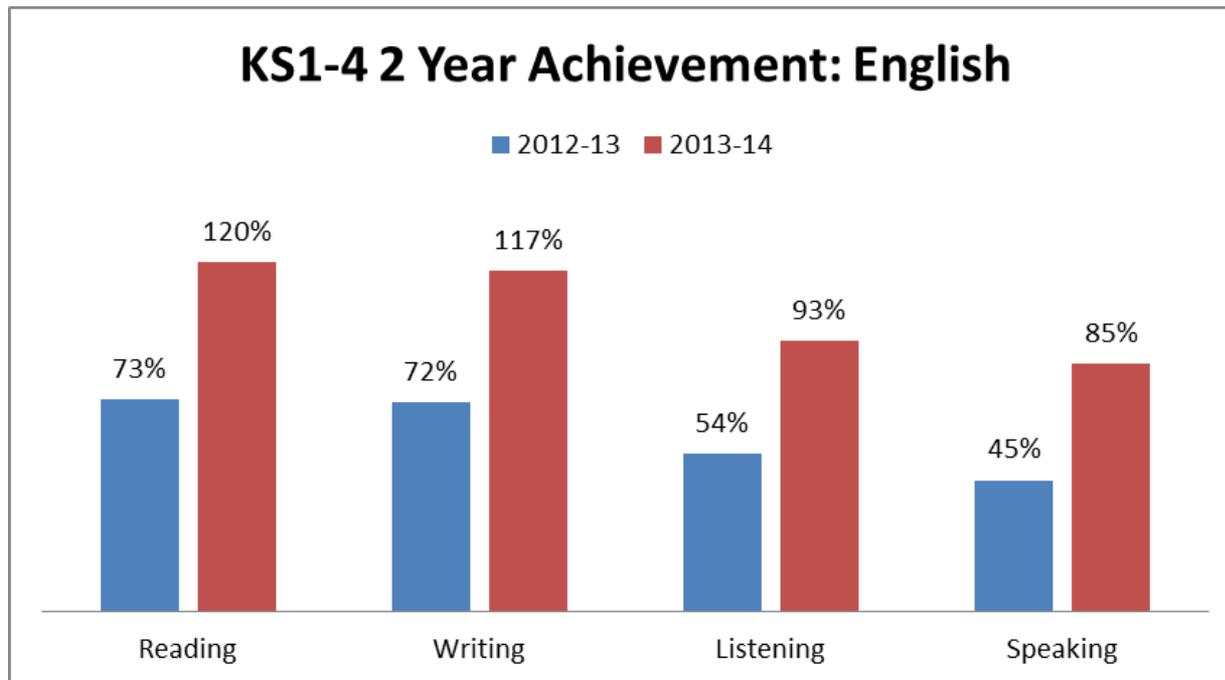
Independent Specialist Provision: 22%

Social Services provision: 11%

**No Students were not in Education, Employment or Training**

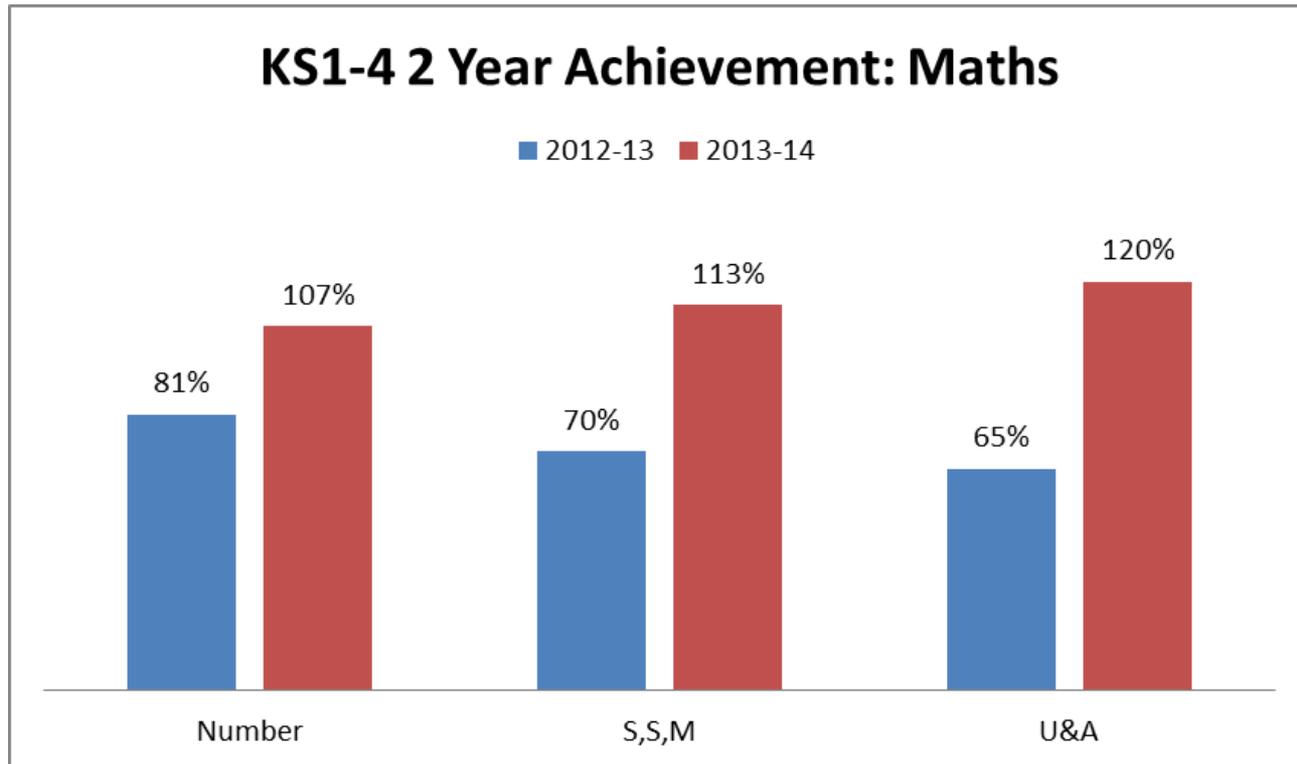
# English

Achievement in English has progressed significantly in 2013-14 with average progress significantly over a level in reading and writing and almost a level in speaking and listening. Although we identify that the gap in speaking and listening needs closing there is evidence that more pupils are making above expected progress in these areas. Changes to address this need and close the gap include the delivery of a new English curriculum with a greater focus on S&L, a cross-stakeholder working party to focus on actions including raising the profile of S&L, training, resources and introducing S&L champions



# Maths

Achievement has increased in all strands of Maths across KS1-4 and average progress is considerably over a level. The challenge for the next academic year will be to ensure very good progress across the new strands of Geometry and Measure



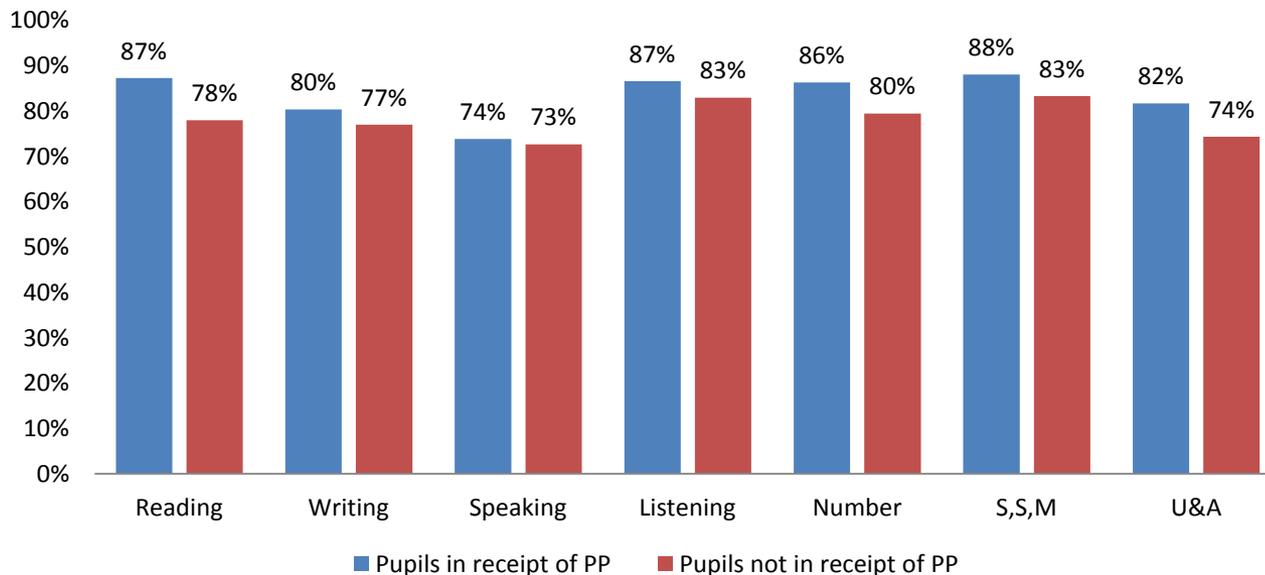
# Key Stage 4 Examination Results Summer 2014

- **Edexcel Functional Skills Examination :**
- 87% of Year 10 pupils who sat exams, achieved overall passes in EL1 examinations in English, Maths & ICT
- 60% of Year 11 pupils who sat exams, achieved overall passes in EL1 examinations in English, Maths & ICT
  
- 100% Year 11 pupils achieved **OCR** accreditation at EL1 in Life & Living Skills
  
- **Edexcel Land Based Studies**
- Two pupils achieved Level 1 Land Based Studies Award for their unit exam & principle learning
  
- **Trinity House Arts Award**
- Seven pupils achieved L1 Bronze Award

# Pupil Premium

- Achievement for disadvantaged pupils for whom we are in receipt of Pupil Premium was outstanding as they outperformed pupils not in receipt of PP both locally and nationally for those at similar starting points

**Pupil Premium v Non-Pupil Premium 2013/14**  
**KS1 ~ 4 % above expected progress**

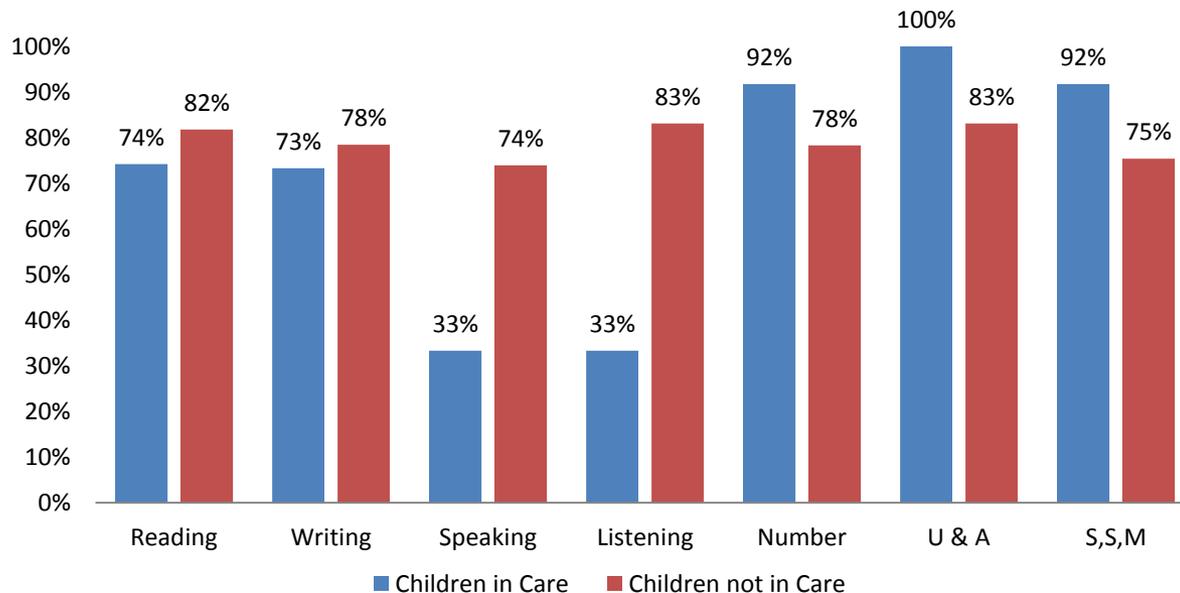


# Children in Care

- In 2013-14 we had 20 children in Local Authority Care from several counties and boroughs. Our Children in Care (CiC) outperformed children not in care in all strands of maths. CiC underperformed in Speaking and Listening and we are seeking to narrow this gap. There is evidence this may be partly due to early neglect and our SALT team will deliver training in early 2014-15 to better meet the needs for this very small but significant cohort

## Children In Care v Children not in Care 2013/14

KS 1~ 4 % above expected progress



# Year 7 Catch Up Premium

- At the end of 2014 all Year 7's are on track to make above expected end of Key Stage progress in S,S and M other than two pupils with PMLD with very specific medical needs. The large majority are on track to reach above expected end of Key Stage progress in U&A
- The gap between Year 7's at Milestone Academy 2013-14 has been narrowed and they are performing above others nationally at the same stage and prior starting point

## CASPA 2015

Comparison of progress vs expectations for 'Language and Literacy'

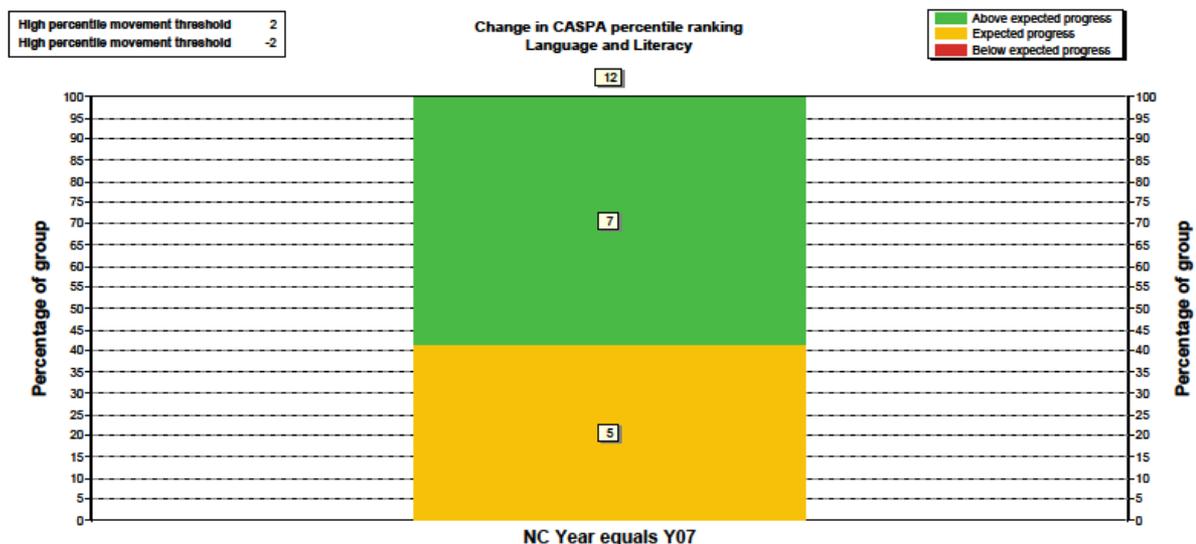
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

NC Year equals Y07

Total number of pupils selected	16
Pupils missing either start or end level	4
Pupils with one or more levels out of range	0
Pupils for whom comparison possible	12

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



# Gender

- There are no significant gender differences. Girls slightly outperform boys in both English and maths

## CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

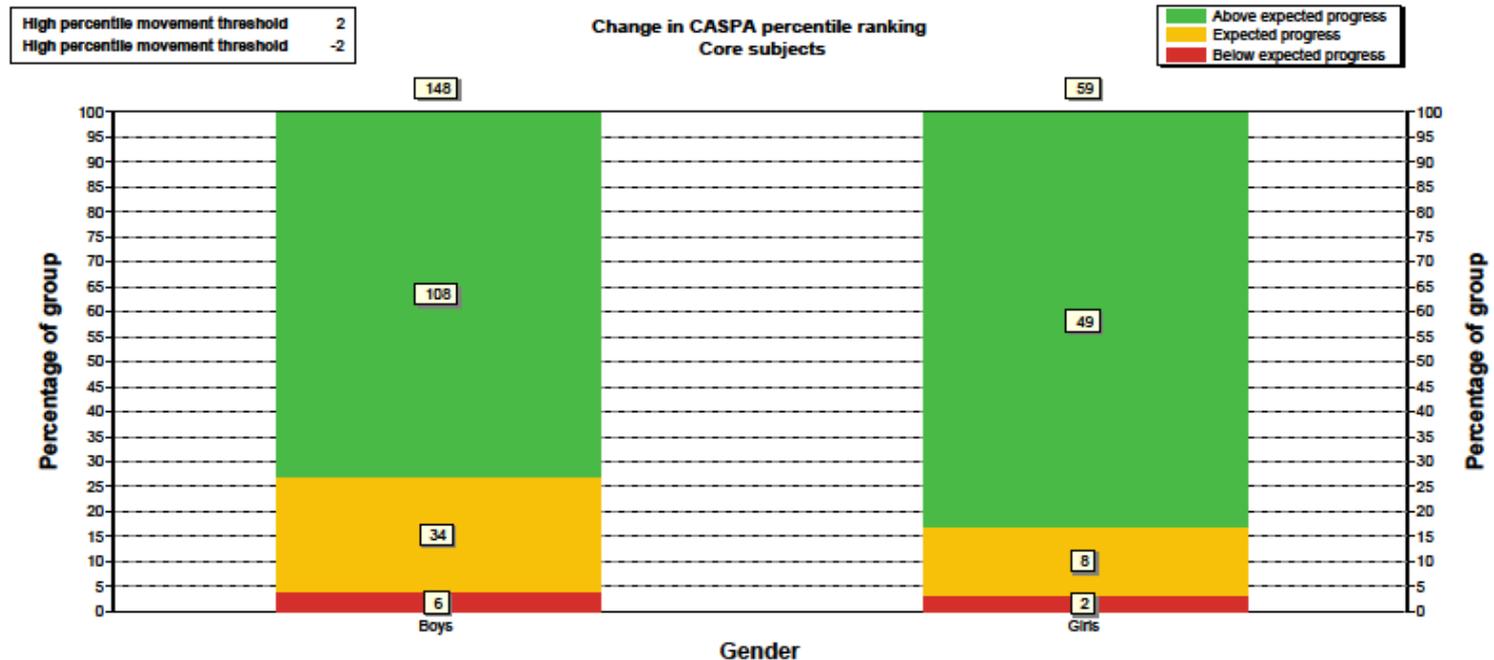
Summer 2013 (Result) to Summer 2014 (Result)

Basis for comparison against expectations: Default

All pupils

Total number of pupils selected	263
Pupils missing either start or end level	37
Pupils with one or more levels out of range	19
Pupils for whom comparison possible	207

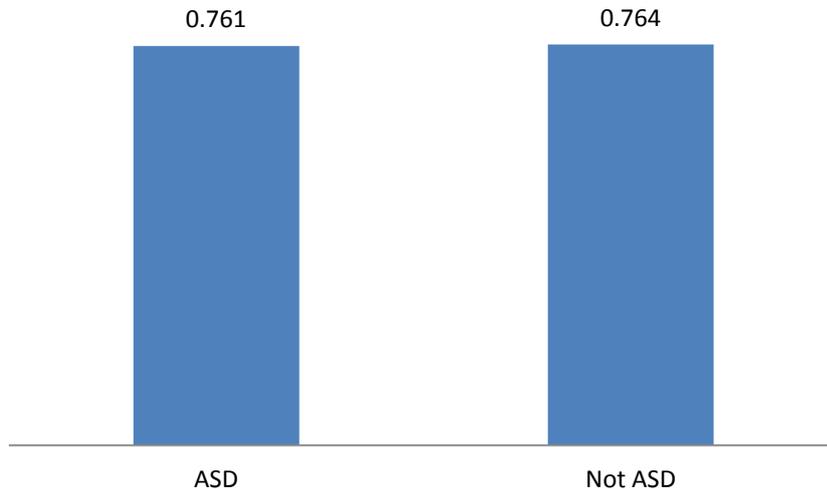
Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



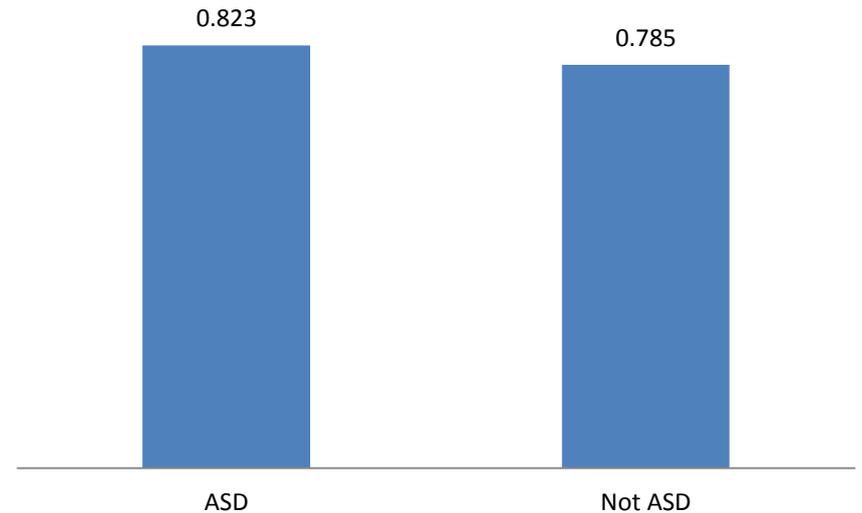
# ASD

Pupil with ASD perform as well as pupils without ASD in English and slightly outperform in Maths

**On Track for End of KS Target  
2013-14: English**



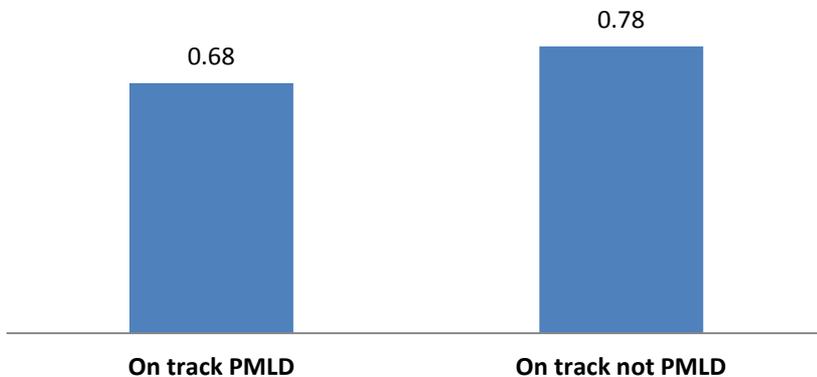
**On Track for End of KS Target 2013-14: Maths**



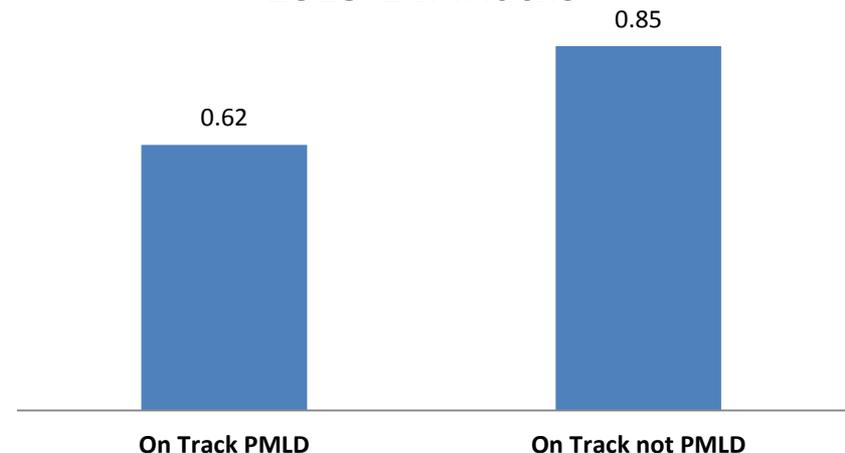
# PMLD

- Pupils with PMLD underperform others in English and Maths using the NPG targets. Along with other special schools in Kent we feel the progress measures using the National Progression Guidance are somewhat unreliable and we use Routes for Learning to better show very small steps progress

**On Track for End of KS Target  
2013-14: English**



**On Track for End of KS Target  
2013-14: Maths**



# PMLD cont...

- Using CASPA to benchmark with a far broader dataset shows our pupils are not underperforming others and almost all are meeting and most exceeding national expectations

## CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

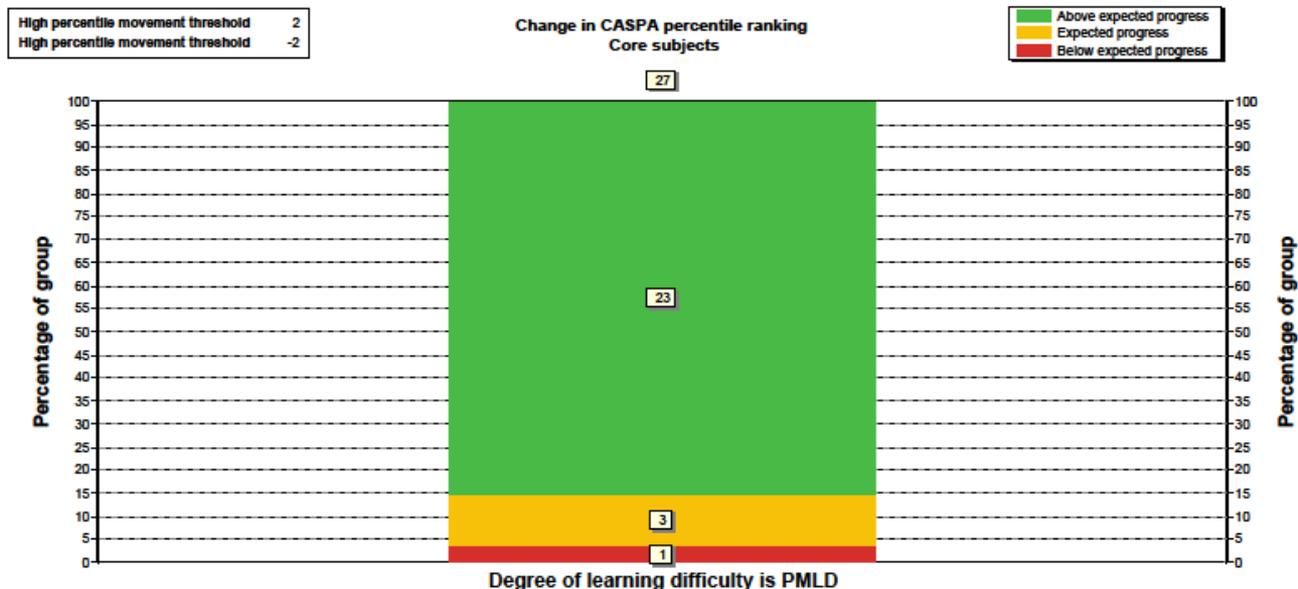
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: PMLD

Degree of learning difficulty is PMLD

Total number of pupils selected	30
Pupils missing either start or end level	2
Pupils with one or more levels out of range	1
Pupils for whom comparison possible	27

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



# Target Setting

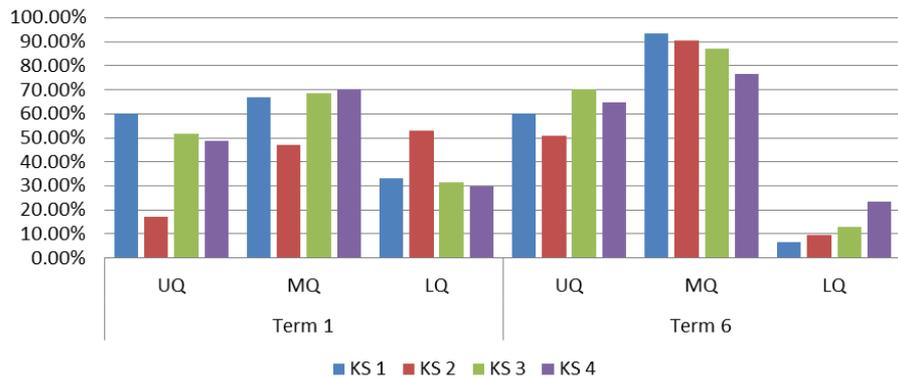
- At Milestone academy we have created a rigorous and aspirational target setting system from which we can calculate progress, quickly identify any pupils not making good or better progress and take swift action (example below)
- All pupils have aspirational targets set for above expected progress; either Upper Quartile (UQ) or Above Upper Quartile (AUQ)
- 6 times a year progress is tracked and any pupil not reaching their challenging target has an intervention set to raise progress with the support of middle leaders. This is shared with all adults working with the pupil
- As a result staff say they have never known their pupils better

Term 1				Term 2					Term 3										
Attainment		Progress made %	Median Quartile Progress	Upper Quartile Progress	Intervention	Attainment		Progress made %	Median Quartile Progress	Upper Quartile Progress	Average progress over Terms 1 and 2 %	Intervention	Attainment		Progress made %	Median Quartile Progress	Upper Quartile Progress	Average progress over Terms 1, 2 and 3%	Intervention
%	P/NC					%	P/NC						%	P/NC					
47	P4	0	N	N		53	P4	6	Y	N	3.0	Morning work tasks all maths focus	63	P4	10	Y	Y	5.3	
14	P7	11	Y	N		24	P7	10	Y	N	10.5		41	P7	17	Y	Y	12.7	

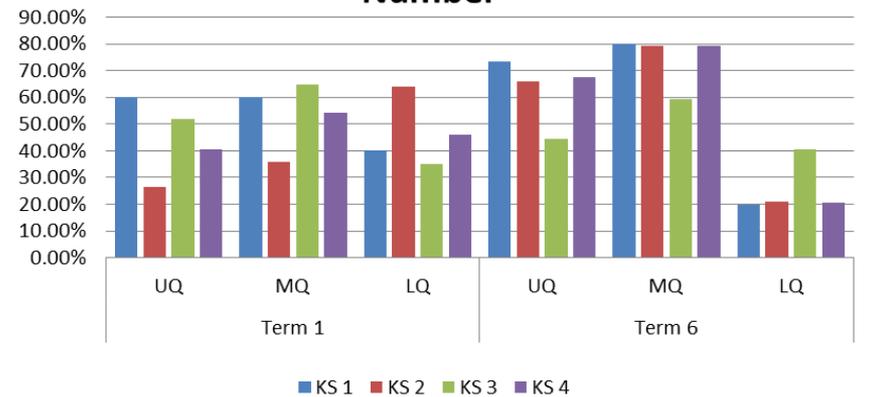
# Impact of Quality of Teaching on Achievement

- In the first round of formal observations November 2013 70% of lessons observed were graded as good or better. In the second round of formal observations March 2014 82% of lessons observed were graded as good or better. After the teacher support programme for teachers whose lessons were graded as RI or U 89% were judged good or better
- As a result the numbers of pupils making good or better progress across the academic year increased due to excellent teaching. Combined English and Maths - an average of 65.2% made good or better progress in Term 1 and an average of 82.75% made good or better progress in Term 6 (see examples below)

**Term 1 to Term 6 2013-14 Progress Reading**



**Term 1 - Term 6 2013-14 Progress Number**



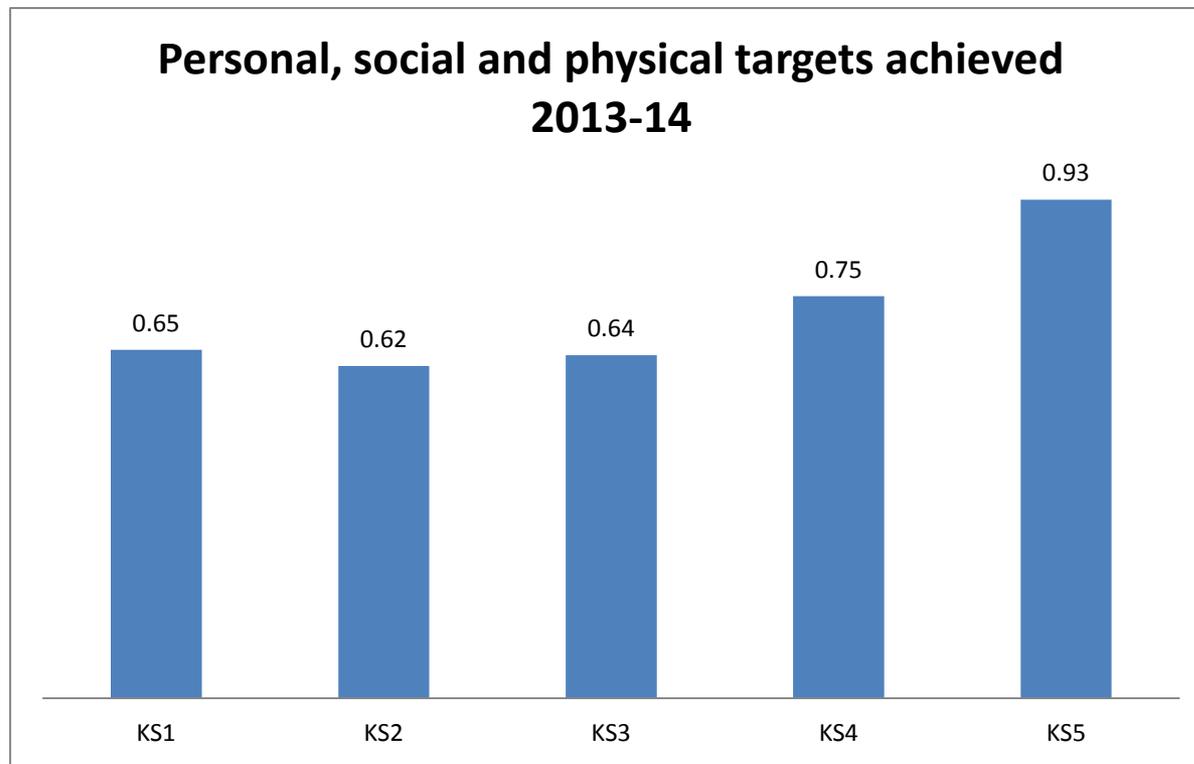
# Impact of Quality of Teaching on Achievement cont...

- At Milestone Academy we judge teaching to be outstanding because achievement is exceptional
- In addition to the increase across the year of the numbers of pupils achieving good or better progress in all strands of English and Maths, achievement across the year is exceptional

	% of pupils making expected or better progress in English	% of pupils making expected or better progress in Maths	% of classes where teaching was Good or better
Key Stage 1-4	90%	94%	81%
Key Stage 1	97%	98%	80%
Key Stage 2	93%	94%	100%
Key Stage 3	87%	86%	67%
Key Stage 4	83%	87%	75%

# Personal, Social and Physical Progress

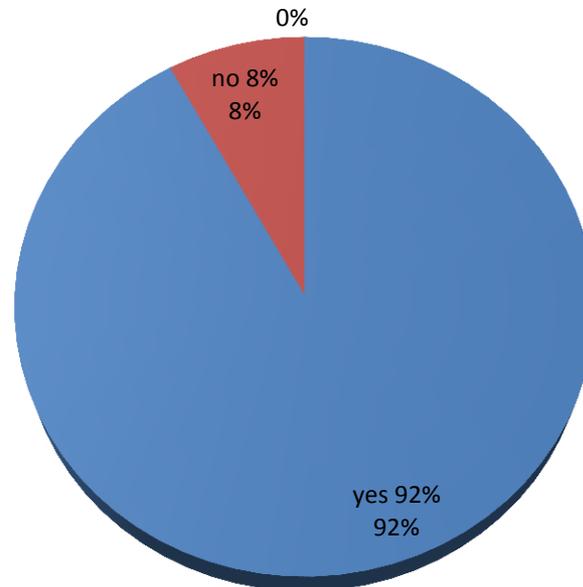
- In addition to setting targets and tracking progress for academic subjects, we recognise that for many of our pupils progress in their personal and social development is just as, and in some cases more important than English and maths



# Family Views

- Almost all of our families are very happy with their child's progress

**"I am pleased with my child's progress"  
(Family Questionnaire February 2014)**



# Outcomes and Next Steps

## Strengths

- Rapid progress 2013-14
- End of Key Stage 1-2 and 2-4 achievement is excellent
- The large majority of pupils made better than expected progress
- Pupils in receipt of Pupil Premium outperformed others

## Needs

- Sustain progress
- Address issue of Children in Care underperforming others in Speaking and Listening
- Key Stage 2 very slightly underperformed other key stages - monitor
- Pupils with Profound and Multiple Learning Difficulties slightly underperformed other need types – evaluate progress against routes for Learning
- Further develop additional achievement indicators for personal, social and physical progress
- Manage the move away from Levels to Pupil Asset effectively