



Hazel Oak School
A Business & Enterprise College

Hazel Oak School End of Key Stage 2 Achievement Data 2017-2018

Since the introduction of the new National Curriculum and Assessment without Levels, Hazel Oak School has worked collaboration with other professionals to develop a new form of assessment, which is bespoke to our learners' needs. In September 2016 we implemented the Hazel Oak Performance Indicators (HOPIs). These indicators are designed to assess pupils' mastery of skills, whilst enabling them to demonstrate lateral learning, as many of our pupils have 'spiky' profiles in terms of their skills and strengths. As the HOPIs are not directly comparable to the old National Curriculum and P levels, we have summatively assessed our pupils in line with these old levels in order to analyse their progress. We have also tracked and analysed their progress through the HOPI development walls over the last 2 academic years.

There were 4 pupils who attended Hazel Oak School throughout Key Stage 2 and therefore we are only able to track the accurate progress of these pupils. One of these pupils (Pupil 4) is disadvantaged and receives Pupil Premium Plus funding. An additional 8 children attended the school during key stage 2. These pupils did not have reliable baseline key stage 1 data, so have not been included in the National Progression achievement analysis.

READING

Key Stage 2 Achievement Data Analysed in Relation of National Progression Guidance

NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVEMENT	QUARTILE ACHIEVEMENT
PUPIL 1	P6	1C	1A	1B	MQ/UQ
PUPIL 2	P6	1C	1A	1C	MQ
PUPIL 3	P5	P7	P8	1B	UQ+
PUPIL 4 (PP+)	P5	P7	P8	1A	UQ+

3 of these pupils are White British heritage and one is of Pakistani heritage. There are 2 boys and 2 girls. There is no link between analysis groups and achievement. The one disadvantaged pupil performed better than the average of the 4 pupils in reading.

Years 4 – 5 Achievement through HOPI Development Walls

Pupil numbers (e.g. PUPIL 1) match the numbers given above for accurate comparison.

	Comprehension		Word		Mean Value Added
	Baseline	End	Baseline	End	
PUPIL 1	8S	9E	8M	9S	2
PUPIL 2	7M	8S	7M	8S	2
PUPIL 3	8S	9E	8M	9S	2
PUPIL 4 (PP+)	9E	9S	9E	9M	1.5
PUPIL 5 (PP)	9E	9S	9E	9S	1
PUPIL 6	7M	8S	7M	8S	2
PUPIL 7	7S	7M	7S	7M	1

Six pupils are of White British Heritage and one pupil is of Pakistani heritage. There are four girls and three boys represented. The 2 disadvantaged pupils did not make as much progress in Reading as expected during Year 5. However, these are due to individual circumstances and they were supported through bespoke interventions. Pupil 4 made greater than upper quartile progress throughout their time in key stage 2.

YEAR 5 – 6 Achievement through HOPI Development Walls

	Comprehension		Word		Mean Value Added
	Baseline	End	Baseline	End	
PUPIL 1	8M	9S	9S	10E	2
PUPIL 2	8S	8M	8S	9E	2
PUPIL 3	9E	9M	9M	10S	2
PUPIL 4 (PP+)	9S	10E	9M	10S	2
PUPIL 5 (PP)	9E	9M	9S	10E	2
PUPIL 6	8S	9E	8S	9E	2
PUPIL 7	7M	8S	7M	8S	2
PUPIL 8	8M	9E	9M	10S	2
PUPIL 9 (PP+)	9E	9M	9M	10S	2
PUPIL 10	9S	10E	9S	10E	2
PUPIL 11 (PP)	11M	12E	11S	11M	1

Ten pupils are of White British Heritage and one pupil is of Pakistani heritage. There are six girls and five boys represented. One disadvantage pupil did not make as much progress in reading as expected, despite intervention. However, this pupil achieved their target in writing. Bespoke, aspirational targets were set based on the pupils' past achievement and individualised learning needs.

WRITING

Key Stage 2 Achievement Data Analysed in Relation of National Progression Guidance

NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVEMENT	QUARTILE ACHIEVEMENT
PUPIL 1	P5	P7	P8	1C	UQ+
PUPIL 2	P6	1C	1A	P8	LQ
PUPIL 3	P5	P7	P8	1B	UQ+
PUPIL 4 (PP+)	P5	P7	P8	1B	UQ+

3 of these pupils are White British heritage and one is of Pakistani heritage. There are 2 boys and 2 girls. There is no link between analysis groups and achievement. The one disadvantaged pupil performed better than the average of the 4 pupils in writing.

YEAR 4 – 5 Achievement through HOPI Development Walls

	Composition		Vocabulary		Handwriting		Spelling		Value Added
	Baseline	End	Baseline	End	Baseline	End	Baseline	End	
PUPIL 1	8E	8M	8S	8M	7M	8S	9E	9M	2
PUPIL 2	6M	7S	6M	7S	6S	7E	7M	8E	2
PUPIL 3	8E	9E	8M	9S	8E	8M	9E	9M	2
PUPIL 4 (PP+)	8E	9S	8S	9E	7S	8E	9E	9M	2
PUPIL 5 (PP)	9S	10E	9E	9S	11E	11S	9S	9M	2
PUPIL 6	8E	8M	8S	9E	9E	9M	8E	8S	2
PUPIL 7	6M	7S	7E	7M	6M	7S	7S	7M	2

Six pupils are of White British Heritage and one pupil is of Pakistani heritage. There are four girls and three boys represented. There is no link between progress made and any specific analysis group.

YEAR 5 – 6 Achievement through HOPI Development Walls

	Composition		Vocabulary		Handwriting		Spelling		Mean Value Added
	Baseline	End	Baseline	End	Baseline	End	Baseline	End	
PUPIL 1	8M	9S	8M	9E	8S	9E	9M	10S	2
PUPIL 2	7S	8E	7S	8E	7E	7M	8E	8M	2
PUPIL 3	9S	10E	9S	10E	8M	9S	9M	10S	2
PUPIL 4 (PP+)	9E	10S	9S	10E	8M	9M	9M	10S	3
PUPIL 5 (PP)	10E	10M	9S	10E	11S	12E	9M	10S	1.5
PUPIL 6	8M	9S	9E	9M	9M	10S	8S	8M	2
PUPIL 7	7S	7M	7M	8S	7S	7M	7M	8S	1.5
PUPIL 8	8S	8M	8S	8M	7M	8E	9S	10E	1
PUPIL 9 (PP+)	11S	11M	9M	10E	11M	12E	9M	10S	1
PUPIL 10	9S	10S	8E	8M	9E	9M	9M	10S	2
PUPIL 11 (PP)	11E	11M	11S	11M	12S	12M	11M	12S	2

Ten pupils are of White British Heritage and one pupil is of Pakistani heritage. There are six girls and five boys represented. Bespoke, aspirational targets were set based on pupils' past, individual performance and attainment. Pupil 9 did not achieve as expected in Writing, particularly in the handwriting element, despite intervention. This pupil is disadvantaged but other disadvantaged pupils achieved well.

GEOMETRY

NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVEMENT	QUARTILE ACHIEVEMENT
PUPIL 1	P6	1C	1B	1B	UQ
PUPIL 2	P6	1C	1B	1C	MQ
PUPIL 3	P6	1C	1B	1B	UQ
PUPIL 4 (PP+)	P6	1C	1B	1B	UQ

3 of these pupils are White British heritage and one is of Pakistani heritage. There are 2 boys and 2 girls. There is no link between analysis groups and achievement. The one disadvantaged pupil performed in line with the average of the 4 pupils in geometry.

	Measure		Position and Directions		Properties of Shape		Mean Value Added
	Baseline	End	Baseline	End	Baseline	End	
PUPIL 1	8M	9E	8S	9E	8E	9E	2
PUPIL 2	8E	8S	8E	8M	8E	8M	2
PUPIL 3	8M	10S	8S	9E	8S	9E	2
PUPIL 4 (PP+)	8M	9E	8S	9E	8S	9E	2

PUPIL 5 (PP)	10E	10M	9S	10E	9E	9M	2
PUPIL 6	8M	9E	8S	9E	8M	9E	1.5
PUPIL 7	8E	8S	8E	9S	8E	9S	3

Six pupils are of White British Heritage and one pupil is of Pakistani heritage. There are four girls and three boys represented. There is no link between progress made and any specific analysis group.

NUMBER

NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVEMENT	QUARTILE ACHIEVEMENT
PUPIL 1	P6	1C	1B	1B	UQ
PUPIL 2	P6	1C	1B	1C	MQ
PUPIL 3	P6	1C	1B	1B	UQ
PUPIL 4	P6	1C	1B	1A	UQ+

3 of these pupils are White British heritage and one is of Pakistani heritage. There are 2 boys and 2 girls. There is no link between analysis groups and achievement. The one disadvantaged pupil performed in line with the average of the 4 pupils in geometry.