



Hazel Oak School
A Business & Enterprise College

Hazel Oak School End of Key Stage 2 Achievement Data **2016-2017 English**

Since the introduction of the new National Curriculum and Assessment without Levels, Hazel Oak School has been working in 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 broken our Key Stage 2 performance reporting into 2 sections this year:

1. A progress report from the end of Key Stage 1 – Year 5, which is based on the National Progression Guidance Data Sets
2. A progress report from the beginning to end of Year 6, which is based on progress made through the HOPI development walls.

1. End of Key Stage 1 – End of Year 5 Progress Report

There were 7 pupils were attended Hazel Oak from Year 2 – Year 5.

READING PROGRESS AT YEAR 5

NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVEMENT	SUBLEVELS OF PROGRESS	Y5 QUARTILE ACHIEVEMENT SO FAR	KS2 PREDICTION BASED ON Y5 ACHIEVEMENT
PUPIL 1	P7	1B	2C	2L	5	UQ	UQ+
PUPIL 2	P7	1B	2C	2S	6	UQ+	UQ+
PUPIL 3	P6	1C	1A	2S	4	UQ+	UQ+
PUPIL 4	P7	1B	2C	2L	5	UQ	UQ+
PUPIL 5	P5	P7	P8	P7S	2	MQ	MQ - UQ
PUPIL 6	P8	2C	2B	3S	8	UQ+	UQ+
PUPIL 7	P7	1B	2C	2S	6	UQ+	UQ+

ANALYSIS OF READING PROGRESS IN YEAR 5

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	14%	29%	57%
Number of Pupils	0	1	2	4
Percentage Eligible for PP	0%	0%	0%	100%
Number Eligible for PP	0	0	0	2

PREDICTION OF READING PROGRESS IN YEAR 6

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	14%	0%	86%
Number of Pupils	0	1	0	6
Percentage Eligible for PP	0%	0%	0%	100%
Number Eligible for PP	0	0	0	2

Further analysis demonstrated that there was no correlation between different ethnic groups, religion, learning need or gender (all above pupils were boys) and progress made.

WRITING PROGRESS AT YEAR 5

ENGLISH - Writing							
NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	YEAR 5 ACHIEVEMENT	SUBLEVELS OF PROGRESS	Y5 KEY STAGE QUARTILE ACHIEVEMENT	KS2 PREDICTION BASED ON Y5 ACHIEVEMENT
PUPIL 1	P7	1B	2C	1S	4	MQ	UQ
PUPIL 2	P7	1B	2C	1S	4	MQ	UQ
PUPIL 3	P6	1C	1A	1H	5	UQ	UQ+
PUPIL 4	P7	1B	2C	1L	2	LQ	MQ
PUPIL 5	P5	P7	P8	P7L	1	MQ	MQ
PUPIL 6	P8	2C	2B	3S	8	UQ+	UQ+
PUPIL 7	P7	1B	2C	2L	5	UQ	UQ+

ANALYSIS OF WRITING PROGRESS IN YEAR 5

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	14%	43%	29%	14%
Number of Pupils	1	3	2	1
Percentage Eligible for PP	0%	50%	50%	0%
Number Eligible for PP	0	1	1	0

PREDICTION OF WRITING PROGRESS IN YEAR 6

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	29%	29%	42%
Number of Pupils	0	2	2	3
Percentage Eligible for PP	0%	0%	50%	50%
Number Eligible for PP	0	0	1	1

Further analysis demonstrated that there was no correlation between different ethnic groups, religion, learning need or gender (all above pupils were boys) and progress made.

SPEAKING AND LISTENING PROGRESS AT YEAR 5

ENGLISH - Speaking and Listening							
NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVED	SUBLEVELS OF PROGRESS	Y5 KEY STAGE QUARTILE ACHIEVEMENT	KS2 PREDICTION BASED ON Y5 ACHIEVEMENT
PUPIL 1	P7	1B	2C	1H	4	MQ	UQ
PUPIL 2	P7	1B	2C	1S	3	MQ	UQ
PUPIL 3	P6	1C	1A	1H	5	UQ	UQ+
PUPIL 4	P7	1B	2C	2L	5	UQ	UQ+
PUPIL 5	P5	P7	P8	P8L	2	MQ	UQ
PUPIL 6	P8	2C	2B	3H	9	UQ+	UQ+
PUPIL 7	P7	1B	2C	2L	5	UQ	UQ+

ANALYSIS OF SPEAKING AND LISTENING PROGRESS IN YEAR 5

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	43%	43%	14%
Number of Pupils	0	3	3	1
Percentage Eligible for PP	0%	50%	50%	0%
Number Eligible for PP	0	1	1	0

PREDICTION OF SPEAKING AND LISTENING PROGRESS IN YEAR 6

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	0%	43%	57%
Number of Pupils	0	0	3	4
Percentage Eligible for PP	0%	0%	50%	50%
Number Eligible for PP	0	0	1	1

Further analysis demonstrated that there was no correlation between different ethnic groups, religion, learning need or gender (all above pupils were boys) and progress made.

NUMBER PROGRESS AT YEAR 5

NAME	EKS1 LEVEL	EKS2 TARGET (PG MQ)	EKS2 TARGET (PG UQ)	EKS2 ACHIEVED	SUBLEVELS OF PROGRESS	Y5 KEY STAGE QUARTILE ACHIEVEMENT	KS2 PREDICTION BASED ON Y5 ACHIEVEMENT
PUPIL 1	P7	1B	2C	2S	6	UQ	UQ+
PUPIL 2	P7	1B	2C	2L	5	UQ+	UQ+
PUPIL 3	P6	1C	1B	1H	5	UQ+	UQ+
PUPIL 4	P7	1B	2C	2S	6	UQ+	UQ+
PUPIL 5	P5	P7	P8	P8H	3	UQ	UQ+
PUPIL 6	P8	1A	2B	3L	7	UQ+	UQ+
PUPIL 7	P8	1A	2B	3L	7	UQ+	UQ+

ANALYSIS OF NUMBER PROGRESS IN YEAR 5

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	0%	29%	71%
Number of Pupils	0	0	2	5
Percentage Eligible for PP	0%	0%	0%	100%
Number Eligible for PP	0	0	0	2

PREDICTION OF NUMBER PROGRESS IN YEAR 6

	Lower Quartile	Median Quartile	Upper Quartile	Beyond Upper Quartile
Percentage	0%	0%	0%	100%
Number of Pupils	0	0	0	7
Percentage Eligible for PP	0%	0%	0%	100%
Number Eligible for PP	0	0	0	2

Further analysis demonstrated that there was no correlation between different ethnic groups, religion, learning need or gender (all above pupils were boys) and progress made.

1. Beginning – End of Year 6 Progress Report

Pupil numbers below directly correspond to numbers given in the End of Key Stage 1 – End of Year 5 Progress Report.

READING				
	Baseline Mean	Mid Year Mean	End Year Mean	Value Added
PUPIL 1	9S	9M	10E	2
PUPIL 2	9M	10M	11E	4
PUPIL 3	10M	11M	12E	4
PUPIL 4	10M	11S	11S	2
PUPIL 5	6E	6M	7S	4
PUPIL 6	13E	13M	14E	3
PUPIL 7	10S	11M	12E	5
PUPIL 8	9S	9M	10M	4
PUPIL 9	10S	10M	11E	2
PUPIL 10	10M	12E	12E	4
PUPIL 11	9E	9S	9S	1
PUPIL 12	10E	11E	11S	4
PUPIL 13	10E	10S	10M	2
PUPIL 14	9S	9M	10E	2
PUPIL 15	12S	12M	12M	1

WRITING				
	Baseline Mean	Mid Year Mean	End Year Mean	Value Added
PUPIL 1	9M	10S	10M	3
PUPIL 2	8S	9E	9S	2
PUPIL 3	10S	11M	12E	5
PUPIL 4	10S	11M	12E	2
PUPIL 5	6M	7E	7S	2
PUPIL 6	13S	13M	14S	3
PUPIL 7	11M	12S	12S	2
PUPIL 8	12S	13E	13S	3
PUPIL 9	12S	12M	13E	2
PUPIL 10	9S	11S	12E	7
PUPIL 11	8S	8M	9E	2
PUPIL 12	8S	9S	9S	3
PUPIL 13	7S	8S	8M	4
PUPIL 14	11E	11S	11M	2
PUPIL 15	10M	11M	12E	4

Number				
	Baseline Mean	Mid Year Mean	End Year Mean	Value Added
PUPIL 1	9E	9E	9S	1
PUPIL 2	9E	9S	9M	2
PUPIL 3	8M	9S	9M	3

PUPIL 4	10M	11E	11S	2
PUPIL 5	7E	7S	7M	2
PUPIL 6	12S	12S	12M	2
PUPIL 7	12E	12S	12M	2
PUPIL 8	10S	10M	11E	2
PUPIL 9	10E	10E	10S	1
PUPIL 10	13E	13S	13M	2
PUPIL 11	8E	9E	9S	4
PUPIL 12	9S	9M	10E	2
PUPIL 13	9E	9S	9M	2
PUPIL 14	9S	9S	9M	1
PUPIL 15	9E	9S	9M	2

Geometry				
	Baseline Mean	Mid Year Mean	End Year Mean	Value Added
PUPIL 1	9E	9S	9M	2
PUPIL 2	9S	9S	9M	1
PUPIL 3	9E	9E	9M	2
PUPIL 4	10S	10S	11E	2
PUPIL 5	6M	7E	7E	1
PUPIL 6	11E	11S	11M	2
PUPIL 7	12E	12E	12S	1
PUPIL 8	9E	9S	9S	1
PUPIL 9	9E	9S	10E	3
PUPIL 10	10S	10S	11S	3
PUPIL 11	8M	8M	9E	1
PUPIL 12	9E	9E	9M	2
PUPIL 13	10E	10E	10S	1
PUPIL 14	9E	9E	9M	2
PUPIL 15	9E	9E	9M	2

Number				
	Baseline Mean	Mid Year Mean	End Year Mean	Value Added
PUPIL 1	9E	9E	9S	1
PUPIL 2	9E	9S	9M	2
PUPIL 3	8M	9S	9M	3
PUPIL 4	10M	11E	11S	2
PUPIL 5	7E	7S	7M	2
PUPIL 6	12S	12S	12M	2
PUPIL 7	12E	12S	12M	2
PUPIL 8	10S	10M	11E	2
PUPIL 9	10E	10E	10S	1
PUPIL 10	13E	13S	13M	2
PUPIL 11	8E	9E	9S	4
PUPIL 12	9S	9M	10E	2
PUPIL 13	9E	9S	9M	2
PUPIL 14	9S	9S	9M	1
PUPIL 15	9E	9S	9M	2

OUR AIMS

Over the next few years, we will be tracking a target group of pupils as they move through the HOPI development walls. This will enable us to benchmark progress for key groups of pupils and set our own progression guidance, based on how pupils have moved through the walls historically.