

Elmwood School

Spring Term 2019-2020 Target Group Monitoring Document



FSM & LAC % working at or above expected progress				
Year Group	Reading	Writing	Maths	Science
KS3 (26+9)	64%	79%	88%	97%
KS4 (11+2)	77%		100%	80%

NFSM % working at or above expected progress				
Year Group	Reading	Writing	Maths	Science
KS3 (8)	91%	90%	91%	82%
KS4 (10)	90%		100%	78%

Closing the Gap % needed to make 0 gap					
Year Group	Reading	Writing	Maths	Science	% weightage
KS3 (46)	-27	-11	-3	15	2% = 1 pupil
KS4 (23)	-12		0	2	4% = 1 pupil

Positives:
 KS3 LAC progress has shifted from inadequate to outstanding progress.
 Progress across FSM KS3 and KS4 is at least good across all core subject groups.
 LAC KS3 and KS4 progress is outstanding across English and Maths.

Improvements / Challenges:
 Regression in progress across KS3 FSM&LAC in Reading, Writing and Maths. However the progress judgements are still the same.
 FSM Reading and Writing KS3 is still good - but concerns around the significant drop within Writing Progress.
 Reading intervention has supported 2 pupils in year 8 to improve (which is positive) but this has been replaced by another 2 pupils regressing. A similar picture is prevalent in Year 9 - where the interventions have been positive for the individuals to be replaced by

Positives:
 Outstanding progress within KS4 English and Maths.
 Outstanding progress within KS3 Reading, Writing, Maths and Science.
 Maths progress in AuT was 57%, so a substantial improvement of 34%.

Improvements / Challenges:
 CWI progress in science has regressed resulting in a reduction in judgement (to good). Other pupil was off due to significant health issues so no progress occurred.

Review previous steps:
 Managed to shift 2 LAC's progress in Science in KS3.
 8b Reading: 3 positive shifts, 2 maintained and 1 regressed.
 9e Reading: 4 positive shifts, 3 maintained and 0 regressed.
 NTO made expected levels of progress (but still working below his progress target).

Next Steps:
 High Quality Teaching in KS3 (whole class reading). As intervention model affects whole class progress English KS4 progress for KSp (LAC) and ten other 2 pupils were due to school attendance (so not representative of the whole cohort).
 Look at whole school impact of the reading intervention every Friday during Social Reading.