End of Key Stage Progress 2017-2018

The first responsibility of all schools is to ensure that their students make progress in their learning. Although Lampard's students enter the school with levels of attainment below and often significantly below other young people of the same age, there is still a clear expectation that they will work hard and make academic progress as quickly as they can. They are set challenging targets termly and their progress is tracked closely throughout the year in order to ensure that they achieve them. Students at risk of not meeting targets are identified through our data collection points as well as through phase progress meetings. Our leadership team and curriculum coordinators work closely with the teachers to ensure as many barriers to learning have been removed. Further support is sometimes identified and given through Lampard's 'Personal Programmes' or within the subject lessons themselves.

We are required by law to report the following information on our website:
  ➢ 0% Key Stage 4 pupils achieved 5+ 5-9 grade GCSEs (or equivalent) including English and Maths GCSEs
  ➢ 0% Key Stage 4 pupils achieved the English Baccalaureate

We are proud of the achievements of our Upper School students who take a range of accreditation and for a full breakdown of the Upper School Results, please see the document **'Overall external accreditation results summer 2018'.**

End of Key Stage 1

CLL – Communication, Language and Literacy (English)

All students in KS1 (1/1) made expected progress in CLL.

NMU – Numeracy and Mathematical Understanding (Maths)

All students (1/1) made expected progress in NMU.

Scientific Enquiry

All students (1/1) made expected progress in Scientific Enquiry.

Personal Life Skills (PSHE)

All students (1/1) made above expected progress in PLS.

ICT (Computing)

All students (1/1) made expected progress in ICT.

End of Key Stage 2

CLL – Communication, Language and Literacy (English)

All students at the end of KS2 made at least expected progress in English = 100% (9/9). Of these 6 students made above expected (67%).

NMU – Numeracy and Mathematical Understanding (Maths)

100% (9/9) made at least expected progress. Of these 56% (5/9) students exceeded expected progress at the end of Key Stage 2.

Scientific Enquiry

89% (8/9) of students made at least expected progress at the end of Key Stage 2 in Scientific Enquiry. Of these 33% (3/9) students exceeded expected progress.

Personal Life Skills (PSHE)

100% (9/9) of students at the end of KS2 made at least expected progress in PLS.

Of these, 3 students exceeded expected progress at the end of key stage 2 (33%).

ICT (Computing)

77% students at the end of KS2 made at least expected progress in ICT (7/9).

Of these, 4 students exceeded expected progress at the end of key stage 2 (44%).

End of Key Stage 3

CLL – Communication, Language and Literacy (English)

100% (16/16) of students at the end of KS3 made at least expected progress in CLL.

Of these, 1 student exceeded expected progress in this subject at the end of Key Stage 3 (6%).

NMU – Numeracy and Mathematical Understanding (Maths)

100% of students at the end of KS3 made at least expected progress in NMU, (16/16)

Of these, 5 students exceeded expected progress in this subject by the end of Key Stage 3 (22%).

Scientific Enquiry

94% (15/16) students made at least expected progress. Of these, 1 student exceeded expected progress in this subject at the end of Key Stage 3 (6%)

6% (1/16) students made below expected progress in Scientific Enquiry at the end of Key Stage 3.

Personal Life Skills (PLS)

100% (16/16), at the end of key Stage 3 made at least expected progress in PLS.

Of these, 3 students exceeded expected progress at the end of Key Stage 3 (19%).

ICT (Computing)

75% (12/16), at the end of key Stage 3 made at least expected progress in ICT.

25% (4/16) students made below expected progress in ICT at the end of Key Stage 3.

Please note:
We use CASPA to bench-mark the progress of our students against comparative data for students with similar age, category of need and level of prior attainment.

Comparative data in CASPA is based on the analysis of data submitted to CASPA by all users of CASPA.