

Hamilton School – student progress data 2017-18

End of Key Stage 2 (Year 6 leavers) summary 2017-18: Progress against Hamilton progression guidance is outstanding

- 58% (7/12) of children made better than expected progress in English.
- 42% (5/12) of children made expected progress in English.
- 50% (6/12) of children made better than expected progress in Mathematics.
- 42% (5/12) of children made expected progress in Mathematics.

Key Stage 1 English:

Progress against school based targets (which are based on the principles of students making two levels of progress across a key stage) is outstanding

- 87% (33/38) of children made better than expected progress in their school based targets in reading in KS1.
- 11% (4/38) of children made expected progress in their school based targets in reading in KS1.
- 71% (27/38) of children made better than expected progress in their school based targets in writing in KS1.
- 18% (7/38) of children made expected progress in their school based targets in writing in KS1.
- 74% (28/38) of children made better than expected progress in their school based targets in speaking in KS1.
- 16% (6/38) of children made expected progress in their school based targets in speaking in KS1.
- 76% (29/38) of children made better than expected progress in their school based targets in listening in KS1.
- 21% (8/38) of children made expected progress in their school based targets in listening in KS1.

Key Stage 1 Maths

- 74% (28/38) of children made better than expected progress in their school based targets in number in KS1.
- 18% (7/38) of children made expected progress in their school based targets in number in KS1.
- 71% (27/38) of children made better than expected progress in their school based targets in SSM in KS1.
- 13% (5/38) of children made expected progress in their school based targets in SSM in KS1.
- 63% (24/38) of children made better than expected progress in their school based targets in U+A in KS1.
- 18% (7/38) of children made better than expected progress in their school based targets in U+A in KS1.

Key Stage 2 English – children working within the P levels and old National Curriculum (Sp + L only):
Progress against school based targets (which are based on the principles of Data Set 3) is outstanding

- 49% (19/39) of children made better than expected progress in their school based targets in reading in KS2.
- 38% (15/39) of children made expected progress in their school based targets in reading in KS2.
- 57% (24/42) of children made better than expected progress in their school based targets in writing in KS2.
- 26% (11/42) of children made expected progress in their school based targets in writing in KS2.
- 41% (29/71) of children made better than expected progress in their school based targets in speaking in KS2.
- 21% (15/71) of children made expected progress in their school based targets in speaking in KS2.
- 54% (38/71) of children made better than expected progress in their school based targets in listening in KS2.
- 9% (7/71) of children made expected progress in their school based targets in listening in KS2.

Key Stage 2 English – children working within the new National Curriculum (reading and writing):
Progress against school based targets (which are based on the principles of Data Set 3) is outstanding

- 76% (16/21) of children made better than expected progress in their school based targets in reading comprehension in KS2.
- 14% (3/21) of children made expected progress in their school based targets in reading comprehension in KS2.
- 57% (12/21) of children made better than expected progress in their school based targets in word reading in KS2.
- 43% (9/21) of children made expected progress in their school based targets in word reading in KS2.
- 84% (16/19) of children made better than expected progress in their school based targets in writing comprehension in KS2.
- 5% (1/19) of children made expected progress in their school based targets in writing comprehension in KS2.
- 84% (16/19) of children made better than expected progress in their school based targets in handwriting in KS2.
- 16% (3/19) of children made expected progress in their school based targets in handwriting in KS2.
- 47% (9/19) of children made better than expected progress in their school based targets in spelling in KS2.
- 32% (6/19) of children made expected progress in their school based targets in spelling in KS2.
- 68% (13/19) of children made better than expected progress in their school based targets in vocab, grammar and punctuation in KS2.
- 21% (4/19) of children made expected progress in their school based targets in vocab, grammar and punctuation in KS2.

Key Stage 2 Mathematics:

Progress against school based targets (which are based on the principles of Data Set 3) is outstanding for those children working within the P levels.

- 57% (16/28) of children made better than expected progress in their school based targets in number in KS2.
- 25% (7/28) of children made expected progress in their school based targets in number in KS2.
- 67% (22/33) of children made better than expected progress in their school based targets in SSM in KS2.
- 18% (6/33) of children made expected progress in their school based targets in SSM in KS2.
- 67% (29/43) of children made better than expected progress in their school based targets in U&A in KS2.
- 16% (7/43) of children made expected progress in their school based targets in U&A in KS2.

Progress against school based targets (which are based on the principles of Data Set 3) is outstanding for those children working within the new National Curriculum.

- 79% (26/33) of children made better than expected progress in their school based targets in number in KS2.
- 15% (5/33) of children made expected progress in their school based targets in number in KS2.
- 93% (26/28) of children made better than expected progress in their school based targets in Geometry in KS2.
- 7% (2/28) of children made expected progress in their school based targets in Geometry in KS2.

EYFS:

18 out of 19 students started at Hamilton in September 2017. 1 additional child started in May 2018.

The progress of children in the Foundation Stage is outstanding. Progress in the Early Years is measured through annotations in work tray record sheets detailing the progress of children in Literacy and Mathematics. The progress of students learning in the outdoor areas is documented through annotations on outdoor play sheets along with observations and photos collated in individual learning journals. The developmental bands are highlighted at regular points throughout the year to show the progress made by students through the bands. This ensures that although a student may not have moved between bands there is movement within the bands. Through moderation and external work with other schools for children with Autism, judgements regarding student progress through the developmental bands have been moderated as being accurate and realistic in terms of the progress shown.

There is no variation between progress made between students eligible for pupil premium and those who are not, the progress made by girls and boys or the progress made by different ethnic groups.