

Catshill Middle School Data 2018

Year 5 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2018)

Attainment

A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score is 100. The mean SAS is calculated for groups as an overall measure.

Y5 2017-18	National	All (77)	Dis (29)	Adv (48)	MA Dis (11)	SEND (17)	Female (35)	Male (42)	LAC (0)
English	100.0	100.0	95.34	102.8	107.8	84.29	104.8	95.98	-
ARE	56 of 77 (73%) (79% 2016-17)								
Maths	100.0	98.66	93.41	101.8	103.6	88.35	99.94	97.60	-
ARE	57 of 77 (74%) (74% 2016-17)								

English and maths - **Mean attainment is not significantly different** from the national average. The spread of standard age scores is significantly higher than the national average.

Y5 Progress (Baseline to End of Year 5)

English - 46% More than expected, 44% Expected, 10% Less than expected (90% expected or better) INTERVENTION

Maths - 46% More than expected, 42% Expected, 12% Less than expected (88% expected or better) INTERVENTION

Year 6 Numbers/Percentages from KS2 Tests (SATs). (July 2018)

A scaled score of 100+ is the expected standard. A scaled score of 110+ is the higher standard.

*SPAG results are not used in performance tables

	CMS 2016	Dis pupils CMS 2016	Nat dis	Diff CMS dis and nat non-dis	Nat 2016	Diff from Nat	CMS 2017	Diff from Nat	Nat 2017		CMS 2018	Nat 2018	Diff from Nat	Trend over 3 years (new SATS)
Expected Standard Reading, Writing and Maths (RWM)	52%	26%	60%	-34%	53%	-1%	61%	0%	61%		53%	64%	-11%	-8% raw but -11% vs national increasing the gap from 0 to -11%..
Higher Standard Reading, Writing and Maths (RWM)	3%	0%			5%	-2%	3%	-6%	9%		10%	10%	0%	7% rise raw and gap vs national has decreased from 7% to -1%)
Expected Standard Reading	69%	53%	72%	-19%	66%	+3%	73%	+2%	72%		62%	75%	-13%	-11% raw but -13% vs national
Expected Standard Writing	79%	53%	79%	-26%	74%	+5%	88%	+12%	76%		81%	78%	+3%	-7% raw but still +3% vs national.
Expected Standard Maths	64%	32%	76%	-44%	70%	-6%	75%	0%	75%		65%	76%	-11%	- 10% raw and gap widened from 0% to -11% vs national
Expected Standard Grammar, Punctuation and Spelling (GPS)*	60%	50%			73%	-13%	72%	-5%	77%		56%	78%	-22%	-16% raw and widening gap from -5% to -22% vs national (significant school issue - BMSLP support already in place)
Reading Progress	-0.44	-0.47	+0.33	-0.80	0.0		-0.4		0.0		-2.2	0.0		<u>Progress data has dropped in RM and risen in W</u> INTERVENTION FOLLOW UP
Writing Progress	-0.21	-0.31	+0.12	-0.43	0.0		+0.7		0.0		+1.7	0.0		
Maths Progress	-2.47	-2.77	+0.24	-3.01	0.0		-0.7		0.0		-1.8	0.0		

Year 6 Progress from entry in Y5 to the end of Y6 in KS2 Tests (SATS). (July 2018)

This compares the expected scaled scores generated after KS1 (Y2) and at the start of middle school (Y5). The actual scores for the cohort are provided.

Subject	Estimate after KS1 (Y2)	Estimate on Entry (Y5)	Estimate (End of Y5)	Actual (end of Y6 SATS)
Maths	103.0	94.03	100.4	101* (rounded)
English	104.0	90.23	100.8	102 (rounded)
<p>There is a significant difference between the estimates produced in Y2 and Y4/Y5. Good progress has been made by pupils from entry to the end of Y6. This progress measure has been used by middle schools on inspection in July 2018. HMI identified that this is good or better progress from entry. This is now a key Ofsted indicator (page 10)</p>				

Year 7 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2018)

Attainment

A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score is 100. The mean SAS is calculated for groups as an overall measure.

The mean standard scores for English and maths are **significantly higher** than the national average.

Y7 2016-17	National	All (75)	Dis (20)	Adv (55)	MA Dis (9)	SEND (9)	Female (33)	Male (42)	LAC (3)
English	100.0	108.9	101.95	111.38	109.0	97.78	110.91	107.26	89.67
ARE	69 of 75 (92%) (96% 2016-17)								
Maths	100.0	109.8	102.10	112.55	112.50	92.67	111.21	108.62	96.00
ARE	68 of 75 (91%) (93% 2016-17)								

Progress

English - 32% More than expected, 59% Expected, 9% Less than expected (91% expected or better) INTERVENTION

Maths - 24% More than expected, 67% Expected, 9% Less than expected (91% expected or better) INTERVENTION

Year 8 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2018)

Attainment

Y8 2016-17	National	All (71)	Dis (20)	Adv (51)	MA Dis (5)	SEND (10)	Female (28)	Male (43)	LAC (1)
English	100.0	107.5	99.55	110.63	115.80	95.71	105.57	108.77	85.00*
ARE	63 of 71 (89%) (86% 2016-17)								
Maths	100.0	112.9	107.50	115.25	117.83	107.59	111.43	113.93	107*
ARE	71 of 71 (100%) (86% 2016-17)								

The mean standard scores for English and maths are **significantly higher** than the national average.

*1 pupil

Progress

English - 22% More than expected, 66% Expected, 12% Less than expected (88% expected or better) Leavers GL Data to High School

Maths - 66% More than expected, 30% Expected, 4% Less than expected (96% expected or better) Leavers GL Data to High School

Disadvantaged Pupil Progress at CMS 2017/18 (2016/17 data in brackets)

Y5 2017-18	All (77)	Dis (29)
English Expected	90% (90%)	93% (79%)
Maths Expected	88% (85%)	97% (91%)

Y7 2017-18	All (75)	Dis (20)
English Expected	91% (88%)	85% (76%)
Maths Expected	91% (87%)	85% (63%)

Y8 2017-18	All (71)	Dis (20)
English Expected	88% (67%)	85% (56%)
Maths Expected	96% (83%)	100% (80%)

Progress of Pupils at Catshill Middle School

It is important to remember that as a middle school the progress pupils make must be judged from the time they join the school in Year 5 to when they leave in Year 8. There is a problem nationally with how the DfE judges middle schools as the only national comparator they use is based on progress from KS1 (end of Year 2) to KS2 (end of Year 6). This is not a fair way of judging pupils' progress in a middle school and is something the National Middle Schools' Forum has been challenging the DfE about for many years. The reason the DfE's judgement of progress in middle schools is unfair is because 50% of the progress measure they use relates to Years 3 and 4 when pupils are NOT attending middle school. It also takes no account of the progress pupils make in Years 7 and 8 (KS3). Ofsted are aware of this issue and the need to judge middle school from entry to exit. New SPT & IDSR statement can be found below (p 11)

Catshill Middle School uses robust, rigorous and externally benchmarked, moderated and validated assessments to judge the progress pupils make across their four years at this school from baseline. The quality of this data has been corroborated by Ofsted and the DfE, and acknowledged as credible to use when making judgements about middle schools. The data shown below is based on this.

Progress of pupils leaving Catshill Middle School in July 2018

Pupils made good progress from their broadly average starting points on entry to the school. Their attainment is above average when they move on to high school. Achievement is good in both English and mathematics.

We are proud of the good progress that the pupils made at Catshill Middle School. (Please see below for further evidence.)

Y8 progress over 4 years at Catshill in Maths (breakdown to follow as below)	100 % of pupils made expected progress
	60 % of pupils made better than expected progress

		Maths Progress From Entry		
Attainment on entry	Number of pupils	% expected		% exceeded
low	18	100%		64%
middle	33	100%		57%
high	10	100%		56%
School Total	61 of 71 (4 years)	Pupils who spent less than 4 years at CMS = 10. (50% Dis) 80% expected, 10% exceeded and 10% less than expected.		
Disadvantaged		16	100%	38%
SEN		13	100%	50%
Most Able		11	100%	45%
Girls		21	100%	76%
Boys		40	100%	53%

Y8 progress over 4 years at Catshill in English (breakdown to follow as below)	98% of pupils made expected progress
	31% of pupils made better than expected progress

		English Progress From Entry	
Attainment on entry	Number of pupils	% expected	% exceeded
low	11	100%	18%
middle	37	97%	41%
high	13	100%	23%
School Total	61 of 71 (4 years)	Pupils who spent less than 4 years at CMS = 10. (50% Dis) (7f 3m) 60% expected, 20% exceeded, 20% less than expected	
Disadvantaged		16	94%
SEN		13	100%
Most Able		11	100%
Girls		21	95%
Boys		40	100%

August 2018 - Caveats in performance tables and IDSR

I am pleased to confirm that we have secured agreement to update performance tables and IDSR with the following caveat for middle schools. This will be in place for data released during Academic Year 18/19 (The IDSR will be updated in September and school performance tables for the next releases).

Alongside this, we will also be removing progress measure 'banding' description and colour on performance tables to reinforce the atypical age range and that current progress measures don't neatly fit that for middle schools.

SPTs: Middle schools	IDSR: Middle schools
<p>We know from published performance data that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Also, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. This should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1</p>	<p>We know from published performance data that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Also, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.</p>