

End of KS4 progress data:

This end of KS4 progress data uses final qualification data converted to a NC level to identify progress. Only whole levels are used as only whole level data is available from qualifications (see equivalents table).

KS2 data for foundation subjects is taken from KS2 English score. All pupils are baseline by teachers using a range of exercises and activities that are moderated both internally and externally.

2018

2+ levels from KS2	3+ levels from KS2	2+ levels from Baseline	3+ levels from Baseline	Ave level prog from KS2	Ave level prog from Baseline
66%	47%	81%	66%	2.5	3.3

2019

2+ levels from KS2	3+ levels from KS2	2+ levels from Baseline	3+ levels from Baseline	Ave level prog from KS2	Ave level prog from Baseline
83.1%	52.2%	94.1%	78.5%	2.6	3.5

Progress and Attainment 8 scores.

Progress 8 Score				Attainment 8 score				Progress groups 2019									
2018		2019		2018		2019		%3+ KS2					%3+ Baseline				
All (34)	Dis (12)	All (40)	Dis	All (34)	Dis (12)	All	Dis	All	PP	LAC	Boy	Girl	All	PP	LAC	Boy	Girl
-1.31	-1.15	-1.29	-1.32	4.42	5.85	To follow		52.2	56.2	NA	54.5	46.4	78.5	76.7	NA	78.6	54.5

Dis= Disadvantaged pupils

Destination data

Destination	2014	2015	2016	2017	2018
Sixth Form College/School	11	17	17	27	
FE College	19	18	12	15	
Other Ed inc. Traineeship	1	0	1	0	
Non-Emp Training (FT)	0	0	0	0	
Emp (FT) inc. Apprenticeship	0	0	1	1	
Participating Total	31	35	31	43	
EET (no RPA) inc. PT Emp	0	0	0	0	
NEET - Available	0	0	0	0	
NEET - Not Available	0	0	0	0	
Not Participating Total	0	0	0	0	
Other	0	0	0	0	
Total	31	35	31	43	

Absence Figures

School Level Absence					
2017-18			2018-19		
All	Boys	Girls	All	Boys	Girls
6.0	6.0	5.9	6.0	5.1	8.5

End of year 11 2019 figures

English GCSE Breakdown number of pupils entered: 16

Grade	1	2	3	4	5
Number of pupils	0	8	6	2	0

Maths GCSE Breakdown number of pupils entered: 20

Grade	1	2	3	4	5
Number of pupils	9	5	2	3	1

English points scoring

Measure	Number of pupils	Percentage
GCSE 9-4	2	5%
GCSE 9-1	16	41%

Maths points scoring

Measure	Number of pupils	Percentage
GCSE 9-4	4	10%
GCSE 9-1	20	51%

Progress Data

Subject	% 2+ levels from KS2	% 2+ levels from baseline	% 3+ levels from KS2	% 3+ levels from baseline.	No of pupils	
					KS2	baseline
English	91	100	43	74	35	39
Maths	72	100	39	67	36	39
Science	94	97	56	87	34	39
Art	100	100	86	100	7	8
Computing	100	100	100	86	6	7
ICT	18	40	12	15	26	29
PE	89	100	33	89	9	9
Resistant material	92	100	69	100	13	13
Textiles	100	100	50	100	6	7
Digital Media	83	100	33	100	6	6
Performing Arts	78	100	67	100	9	9
Food	100	100	100	100	16	16
Photography (Art baseline)	100	100	57	100	7	7

In year progress (July 2019)

At Dove House, we set an aspirational flight path of three levels of progress from entry. Through KS3 pupils are tracked quarterly and given a coloured rating with blue making accelerated progress, green making very good progress, amber making good progress compared to similar schools and red making some progress. KS3 figures do not include those starting KS4 qualifications in year 9. Through KS4 pupils are tracked against moderated aspirational targets based on intended qualification. They are graded 1.is making excellent progress, 2. Is making expected progress, 3. Will need some support to achieve their qualification, 4. Is currently unlikely to achieve their qualification. KS4 figures include some year 9 pupils who have started their KS4 qualifications.

KS3 % of pupils making very good progress+ (Gr+BI)							
	Year 7	Year 8	Year 9	PP (45)	LAC (2)	Boys (92)	Girls (31)
All	48%	45%	51%	50%	47%	35%	49%
	45%	51%	50%	47%	35%	49%	46%

KS3 % of pupils making at least good progress+ (A+Gr+BI)							
	Year 7	Year 8	Year 9	PP (45)	LAC (2)	Boys (91)	Girls (31)
All	82%	83%	81%	82%	84	77%	82%
	82%	83%	81%	82%	84	77%	81%

KS4 % of pupils making at expected progress+ (1+2)							
	Year 9	Year 10	Year 11	PP (48)	LAC (1)	Boys (87)	Girls (34)
All	79%	95%	70%	86%	81%	63%	79%
	79%	95%	70%	86%	81%	63%	80%

KS4 % of pupils likely to achieve Qualification (1+2+3)							
	Year 9	Year 10	Year 11	PP (48)	LAC (1)	Boys (87)	Girls (34)
All	99%	100%	99%	100%	99%	100%	99%
	99%	100%	99%	100%	99%	100%	99%

Reading/Spelling

As part of our individualised specialist provision, The PALS (Pupils' Additional Literacy Support) department provides specialist literacy support to pupils who demonstrate a specific difficulty in acquiring literacy skills (reading and/or spelling). The aim of this provision is to enable pupils to achieve their full educational potential and to raise pupils' confidence and self-esteem. Pupils are taught in pairs and lessons are forty five minutes long. Each pupil works on their own individual programme of work. Teaching groups are small to enable the teacher to meet the specific needs of each pupil.

2019	Reading %		Spelling %	
	PALS	All	PALS	All
Made 0 months progress	19	33	24	26
Made 1-5 months progress	7	25	13	11
Made 6-11 months progress	19	15	16	19
Made 12 or more months progress	55	27	47	44