

Group Progress Case Studies

Year 7 Maths:

Following a dip in performance on return from Covid disruption, staff in the Maths department reviewed curriculum content, adjusting the order and removing some super numerary topics (in line with CE changes and having consulted GCSE requirements). Additional boosters were introduced and use of TA targeted at the middle ability group. The Head of Learning support and team worked with certain pupils within lessons to help them use and apply strategies being taught in their 1:1 lessons. In addition, staff introduced different ways of working within the classroom, such as worked solution booklets for the children to peer/self mark against once complete, rather than going through all the answers together as a group. This freed up the teacher to circulate the room during this phase of the lesson and work with individuals, pick up on misconceptions and draw the whole group back together as required, rather than standing at the front of the room and not being as aware of individual progress. Use of tools, such as MyMaths, with more emphasis on targeted topics and specific target setting increased effectiveness of this teaching and learning tool. Low stakes tests and starter recall activities which reflected the wording and lay out of assessment style questions helped boost confidence and familiarity with using and applying in this sort of context.

Pupil attainment rose from 62% at least expected level of progress to 83% at least expected level of progress.

Year 2 English and Maths:

The Year 2 cohort had been identified as one of the most vulnerable following Covid where they lost much of their regular Reception and Year 1 teaching and learning. Staff in Year 2 worked to adjust the curriculum to ensure basics were in place and build confidence with these. Use of supernumerary staff to assist with 1:1 or small group boosters in early morning sessions helped individuals who needed further consolidation. Use of teaching assistants and careful differentiation saw progress of this group soar and attainment levels reach school averages.

For example, at the end of Year 1, the average standardised score in Maths was 106. At the end of the academic year in 2022, this figure had risen to 116.

2022 GCSE Cohort:

Pupils from the Fifth Form cohort who attended The Prep achieved very high levels of success at GCSE, despite Covid disruption. When comparing outcomes to the GCSE predictors based on CAT4 from Year 7, the children had two predicted grades: 'most likely' and 'if challenged'. During our analysis, we also accounted for those children who had gained grades higher than their 'if challenged' predictions or lower than their predictions. The vast majority of pupils in this cohort achieved at least their 'most likely' GCSE grade, with a significant proportion of pupils achieving either their 'if challenged' or grades higher than this. Out of all measurable grades (discounting Latin and Classical Civilisation for which there weren't predictors), 85% of grades were





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'most likely', 'if challenged' or higher, and a huge 72% of all grades awarded were 'if challenged' or higher. 55% of all grades awarded were higher than any of the predictions made ('most likely' or 'if challenged') from CAT4 data. This demonstrates sustained progress by pupils at The Prep whose foundation laid in Years N-8 led them to achieve highly at GCSE.

Accelerated Reader:

The introduction of Accelerated Reader has seen reading levels increase significantly. For example, the first cohort to have been able to benefit from the scheme since Year 3 have seen their age standardised reading scores raise from 104 (Year 3) to 112 (Year 7).

