

## 4a – Pupil Performance

### Quantitative

Pupils at The Prep routinely make strong levels of progress in their learning across all subjects and age phases, with almost all pupils reaching or exceeding the expected levels for their age. Assessment and tracking demonstrates pupil value added is often higher than or in line with contextualised expectations nationally. A robust system of assessment and tracking using both internal and external tools provides evidence for this and ensures no pupil 'falls through the gap', and, where a pupil is not making expected levels of progress or achieving expected levels of attainment, interventions are put in place.

### Attainment

In the 2022-23 Summer standardised assessments, almost all pupils achieved at or above the expected level for their age group nationally. These are broadly aligned to the standards achieved in the previous academic year, and pre-Covid years.

| 2023                                                       | Writing<br>(by the end of Year 8) | English Skills | Maths | Science | Reading |
|------------------------------------------------------------|-----------------------------------|----------------|-------|---------|---------|
| % of pupils at or above year group expectations nationally | 98%                               | 92%            | 96%   | 97%     | 94%     |

| 2022                                                       | Writing<br>(by the end of Year 8) | English Skills | Maths | Science | Reading |
|------------------------------------------------------------|-----------------------------------|----------------|-------|---------|---------|
| % of pupils at or above year group expectations nationally | 98%                               | 94%            | 95%   | 98%     | 94%     |

### Progress

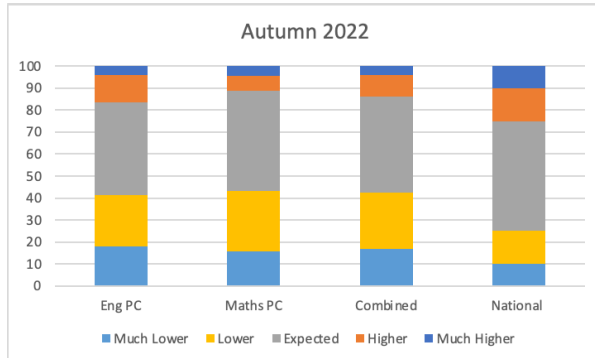
Pupils started the 2023/24 academic year having made much higher levels of progress compared to the previous academic year, as the 'bounce back' from Covid continued to occur with interventions and curriculum adjustments having the desired impact. The table and charts below outline the progress level made between assessment periods (Autumn 2022 and Autumn 2023) using the following categories: Much Higher than Expected Level of Progress, Higher than Expected Level of Progress, Expected Level of Progress, Lower than Expected Level of Progress, and Much Lower than Expected Level of Progress. These can all be compared to the expectation for all schools nationally (which were not adjusted to reflect changes in attainment during Covid) which, for 2023, we are either equal to or better than for The Prep. In 2023, a significant percentage of pupils shifted into the Much Higher and Higher bands, and those demonstrating Lower or Much Lower than expected levels of progress reduced. This shows that the value added for our pupils is better than other schools nationally.



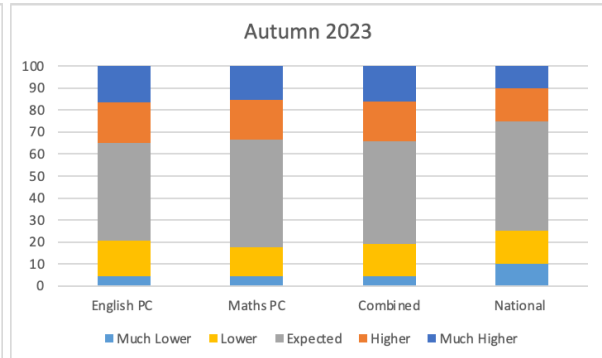


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1a.



1b.



| Aut 2023 (%) | English | Maths | Combined | National Expectation |
|--------------|---------|-------|----------|----------------------|
| Much Higher  | 16      | 15    | 16       | 10                   |
| Higher       | 18      | 18    | 18       | 15                   |
| Expected     | 44      | 49    | 47       | 50                   |
| Lower        | 16      | 13    | 15       | 15                   |
| Much Lower   | 4       | 4     | 4        | 10                   |

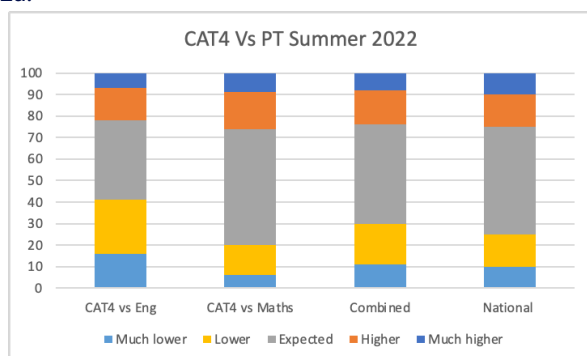
| Aut 2022 (%) | Eng | Maths | Combined | National Expectation |
|--------------|-----|-------|----------|----------------------|
| Much Higher  | 4   | 4     | 4        | 10                   |
| Higher       | 13  | 7     | 10       | 15                   |
| Expected     | 42  | 46    | 44       | 50                   |
| Lower        | 23  | 28    | 25       | 15                   |
| Much Lower   | 18  | 16    | 17       | 10                   |

### Potential

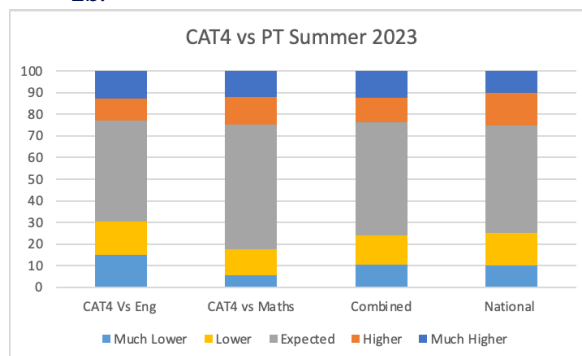
Pupils at The Prep have a higher than average ability profile with our cohort average for CAT4 being 111, as opposed to the national average of 100. We take great care in trying to ensure all pupils at The Prep reach their full academic potential. Analysis of 2022-23 attainment vs CAT4 related expectations demonstrates the school is broadly aligned to the patterns expected nationally. This means that although pupils have a higher ability profile, the expectations for them to achieve levels of progress during analysis are higher too. Between 2022 and 2023, we saw an increase in pupils achieving Much Higher than Expected Levels of progress in Maths and English, and a significant number moving into the Expected band from Lower than expected in English suggesting curriculum changes are having a positive impact on attainment. The impacts of Covid continue to be addressed with gaps between attainment and potential closing:



2a.



2b.



## English

Improvements in English have been notable when reviewing year on year progress (1a vs 1b). The analysis of English attainment continued to show spelling and some identification of specific grammar terms/understanding of terminology were areas where pupils lost marks. These have already been identified as target areas for the school with the introduction of RWI phonics (EYFS-Y2) and Spelling (Y3-8) as well as Talk4Writing being rolled out in September 2022 accompanied by a cohesive, thorough grammar scheme of work in September 2023. Training for these initiatives has been completed and revised schemes of work put in place where required. The success of these initiatives is being monitored through GAPS assessments to help identify target areas of consolidation for SPAG, and the RWI assessment system for phonics, as well as Progress Tests. The increase in value added when comparing year on year progress after Year 1 of the RWI, spelling and T4W initiatives is excellent and shows that we are closing the gap with regards to English attainment (1a vs 1b). We are aware this will take time as there are gaps in learning to be addressed but is progressing well.

In 2022-23, RWI tracking saw pupils in Year 1 rise from 39% at target level (Autumn 1) to 70 % at target level by the end of the academic year. In Reception, 93% of pupils reached the target level by the end of the academic year. Pupils in Year 1 did not have the Reception year of learning using RWI so it was expected their attainment would be lower than those pupils in Reception who had started the scheme from the very beginning. The effectiveness of RWI in closing the gap in learning for our pupils and ensuring a more robust foundation in core English skills is evident. Where pupils did not reach the target level, they were still seen to expedite progress due to a structured catch up programme:

|                   | End of Autumn 1          | End of Summer 2          |
|-------------------|--------------------------|--------------------------|
| <b>5 children</b> | 2 levels behind expected | 1 level behind expected  |
| <b>3 children</b> | 3 levels behind expected | 2 levels behind expected |
| <b>1 child</b>    | 5 levels behind expected | 3 levels behind expected |

Moderation of writing against external candidates applying for Year 7 entry was comparable with internal pupils scoring an average of 64% and external pupils scoring an average of 66% demonstrating consistent performance with pupils with similar CAT4 profiles.



### Maths

Standards in Maths have remained relatively consistent when comparing attainment to CAT4 (2a vs 2b) due to there being less of a disparity than in English post Covid. However, value added on progress improved significantly from 2022 to 2023, with a notable number of children nudging out of the Lower and Much Lower than expected bands into the Expected, Higher and Much Higher bands (1a vs 1b). The Maths team are now benefitting from an additional lesson per week in Years 7 and 8 which will be used to help consolidate basics and enable children to move on to more advanced concepts. It is hoped this will help nudge up the number of pupils making Higher or Much Higher than expected levels of progress compared to their CAT4 scores.

Moderation of maths against external candidates applying for Year 7 entry was comparable with internal pupils scoring an average of 73% and external pupils scoring an average of 77%. CAT4 Quantitative, Non-verbal and Spatial scores were all slightly lower for our internal pupils which aligns with the slightly lower performance.

### Common Entrance

In Summer 2023, pupils took the first cycle of examinations under the new ISEB framework. Grades were in line with historical levels of attainment with 63% of all grades being either A or B (compared to 62% as a five year average), and comparative with external prep schools sitting CE for College entry. Within this, we saw particularly strong progress in the performance in Latin (53% in 2022), Maths (45% in 2022) and English (58% in 2022) compared to last year. Pupils who, for the first time, sat Classical Civilisation attained very well, gaining an additional grade where they would previously have been disapplied from Latin. Although still target areas for The Prep, pupils achieved higher scores in French (42% in 2022) and Geography (50% in 2022) than in the previous year, and attainment was aligned with external schools. In addition, highest CE results by CCPS pupils were identified in Maths, Biology, Chemistry, Science (overall), French, Classical Civilisation, Geography, History, Latin and TPE.

|          | Biology | Chem | Physics | English | French | Geog | History | Latin | Class Civ            | Maths | TPE                  |
|----------|---------|------|---------|---------|--------|------|---------|-------|----------------------|-------|----------------------|
| Internal | 62      | 55   | 57      | 67      | 53     | 62   | 63      | 71    | 63                   | 66    | 55                   |
| External | 64      | 52   | 61      | 64      | 59     | 63   | 63      | 65    | 76                   | 67    | 72                   |
|          |         |      |         |         |        |      |         |       | only x 1<br>external |       | only x 6<br>external |

### EYFS

The EYFS cohort of 2022-2023 achieved 96% GLD. This compares to 2021-22 results of 84%, and 2020-21 results of 70%, which was a cohort significantly impacted by Covid. We have exceeded pre Covid levels of 86% in 2019/2020 (Nationally 72%). Whilst we don't yet have national or county figures from which to draw comparisons, we're expecting to significantly exceed these based on data from previous years, including 2021-22 where the national average was 65% and the Gloucestershire average was 67% (Prep: 84%). The changes introduced to help re-dress the impacts of Covid have proven effective, and, where pupils did not meet age related expectations additional intervention and assessment is in place to help the individual optimise their individual progress. Both boys and girls performed equally well with no significant difference seen between genders.

### Qualitative

The learning needs and progress of pupils are discussed regularly in a number of different forums such as Common Room Briefings (twice per week), Head of Department and Head of Section Meetings (fortnightly), Departmental Meetings (weekly) and in advance of parents' meetings. These ensure a detailed, holistic





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overview of each child underpins the practice of staff and ensures all needs are being met, resulting in consistency and high levels of progress. Where there are concerns about a pupil, a variety of different action plans, such as Progress Tracker, Academic Action Plan or Focus Report, may be employed which operate at a cohort and departmental level right down to an individual level as necessary. These are regularly reviewed with specific, tangible actions being identified to ensure the needs of all pupils are met and progress is optimised. Actions draw on our extensive resources to offer support as required. This starts from Early Years where pupils might benefit from Chaterbugs Programme, to aid development of language and communication, through to 1:1 assessment and provision in Year 8. Layers of intervention in between these two markers are extensive and progressive. Examples of these can be seen on request. The discussion of pupils and triangulation of data, teacher observation and independent use and application are essential to our judgements and action planning for progress.

The BLP learning culture has heightened the profile of desired learning skills and pupils are demonstrating increasing levels of these as effective learners, as seen through lesson observations and staff evaluation. This is now reflected in the reporting model used with Attitude to Learning grades identifying the desired characteristics and how these should be used in the classroom by our pupils helping to optimise pupil progress and attainment.

### *Scholarship and Grammar Entry*

The following awards, at 13+, have been secured in the last five years: 19 Academic Scholarships and 25 Academic Exhibitions. The award from Cheltenham College for the best overall scholarship performance, The Lord James Hereford has been one three times, and the best Science and Maths scholarship results, The Prain Award, have been won twice each in the last five years; the Roxburgh Award at Stowe has been won once in the last five years.

98 Sport, DT, Art, Music and Choral awards have been won to a number of schools including Cheltenham College in the last five years. A significant number of children have also passed into the highly competitive grammar school system.

## ASSESSING AND TRACKING PUPIL PERFORMANCE

- Each year, children in years 2-7 all complete CAT4 testing. This information is used to identify the innate ability of all pupils which is then compared to the performance of pupils. Discrepancies between potential and progress, alongside teacher observation and tracking, inform action plans which are implemented within the classroom and reviewed regularly to ensure improvement.
- From September 2022, Progress Tests will be completed at the start and end of the academic year to fall into line with the new GL guidance on benchmarking and tracking pupil progress and value added.
- Pupils in Reception complete CEM baseline assessments. EYFS tracking has enabled staff to monitor individual progress using the developmental age bands. Adjustments will be made to this practice as directed by EYFS best practice. Pre-Prep subject trackers identify the movement of pupils within the cohort across the year and individual Prediction and Progress trackers are used by staff to monitor progress and ensure children receive any support or intervention required.
- The RWI development of pupils in Pre-Prep are tracked on a half termly basis with interventions being put in place where pupils to meet the expected benchmark levels in each year group. Pupils are re-grouped according to their attainment to ensure their needs are being met and progress expedited.
- A clear, progressive timetable of standardised assessment complements ongoing teacher assessment and moderation to ensures regular monitoring of progress in addition to our own internal assessment and exams. The tests used include: Progress Tests (English/Maths/Science), NGRT, NGST, STAR Reader, GAPS, PIRA and PUMA (in certain age groups). Our tracking system has been developed to ensure all





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data is easily accessible and can be used alongside information gained from end of year exams and assessments. This is being further refined to offer easy access to cohort level data as well as individual overviews.

- Combination Reports and Progress Reports are used to track pupils' attainment for pupils in Y3-Y7 in English, Reading, Maths and Science against their CAT4, and their previous attainment. This helps us identify the level of progress being made by pupils and interventions are put in place as a result of analysing the data.
- End of Year/Term assessments and examinations build up to a Common Entrance style format in Years 7 and 8. At this point, a separate tracker is used as a tool for monitoring. Alongside this, an action plan runs for this phase of the school which is reviewed regularly at HoDs level with group, subject and individual interventions planned and recorded ensuring needs are responded to immediately. CE results and senior school reports on each subject performance are reviewed on an annual basis.
- Reviewing this information regularly informs feedback and reporting to parents, such as written reports and parents' evenings, as well as departmental development plans. Any individual children who present ongoing concerns may be referred to Coach House (our Learning Support Department) for further assessment. The use of a Dyslexia and a Dyscalculia Screener are used as required to help highlight any pupils who may benefit from further assessment.
- Where there is a cause for concern regarding a pupils' attainment or progress, usually identified through data analysis, they will be added to the Progress Watchlist. This is regularly reviewed by key staff with actions and outcomes identified to help ensure the needs of the pupils are met, and that their rate and level of progress improve.
- The Learning Hub use a comprehensive system of tracking to ensure pupils receiving additional support are making progress against targets set and in line with the recommendation made in reports by external professionals where appropriate. Additional assessments for reading, spelling, handwriting and maths are conducted regularly, where appropriate, to ensure robust tracking and target setting. GL Assessment Dyslexia and Dyscalculia screeners are used to help identify whether a pupil has any specific learning difficulties which may be affecting pupil performance. Our Level 7 practitioner can conduct other assessments as required as well as identify any appropriate exam access arrangements for a child. Individual Learning Plans detail the specific detail of each child's individualised programme of support, including specific difficulties pupils may have and recommendations for exam support and strategies to use in class to support them. These are reviewed at the end of every term with parents.
- Where a pupil's reading age falls below their chronological age on the STAR reader assessment, they complete the paper based YORK test on a 1:1 basis which is not timed and ensures we have a robust picture of the child's reading needs and abilities, so any required support can be put in place if required.
- Pupils for whom English is an additional language are monitored using a range of assessments for reading, spelling and handwriting linked with the assessments taken by our English Speaking children in Coach House. In addition to these; we also use a vocabulary assessments (BPVS) twice per year. We use the Bells Foundation Assessment for tracking our EAL pupils to assess the progress they have made relating to their EAL needs in listening, speaking, reading and writing.
- Setting of subjects is informed by assessment as well as staff observation to ensure pupils, including MA&T, are in the right groupings to expedite their progress and provide an education that is as personalised as possible, although our ethos of challenge for all underpins this in all classrooms. Setting and grouping structures vary between subjects and cohorts to ensure a model of best fit is employed to optimise pupil progress. For example, English may use a model involving a top set, second set and then two parallel groups, whereas Science may choose to have a higher and lower set and two parallel groups in the middle. Setting is fluid with moves being made, in addition to differentiation within each set, to ensure individual needs are met. In Year 8, our scholarship stream provides a bespoke curriculum for our most able pupils in preparation for scholarship entrance to a variety of senior schools. Pupils who demonstrate abilities and talents in other, non-examined areas of the curriculum are given additional support and opportunity by subject staff to ensure they are stretched and challenged, such as additional art sessions.
- Analysis of assessment is completed at a departmental and whole school level to identify trends, areas of strength and areas for development for individuals and groups of pupils. Associated actions are then translated onto the relevant RAG status plans such as Departmental Action Plans. For example, recognising





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that the development of reading could be further improved, the introduction of Accelerated Reader into Years 5-7 was designed to trial the initiative in order to improve standards in response to analysis of data. This has proven effective and has been introduced to other year groups as appropriate. Pre-Prep responded to a disparity in reading and writing levels and have subsequently introduced RWI as a more comprehensive phonics programme with Y3-8 dovetailing their spelling programme with this and moving to RWI to ensure optimum continuity for the children.

- Moderation is an intrinsic part of our assessment and tracking programme. This ensures teacher judgements and marking are sound and feedback to pupils and parents is accurate. Moderation takes place internally within a cohort, across cohorts and previous year groups, against agreed standards within the school and externally, against different standardised assessments, against external candidates (Entrance@11 process), against senior school requirements (CE and Scholarship) and within cluster groups.

*Examples and further details of all documents and information noted above is available upon request*

