

Pupil Progress and Flight Paths

All pupils receive a baseline step in each aspect of their curriculum at Notton House. The baseline, combined with their age, places them on the Rainbow Grid (shown below). As a pupil engages with learning and makes progress, we would expect them to move along their colour band towards an expected outcome at Y11. As many pupils come to Notton with significant breaks in education and lost learning, we are also aware that when circumstances are right, exceptional progress can be made and pupils can jump up colour bands. This in-depth knowledge of each pupil and their 'best case' potential, alongside the combination of all of their flight paths for each subject, will lead to a personalised curriculum and every pupil working towards a set of awards/qualifications that are in line with their potential.

Salmon	Pink
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Pupils in this area of the Rainbow Grid are significantly below where they would be expected to be for their age. As a result, they will be working towards Entry Level or Grade 1-2 GCSE and may be able to achieve Functional Skills Level 1 passes in English and Maths. They are likely to be working on a range of ASDAN awards alongside a 14-16 vocational course at college. They would be able to access level 1 courses at Post 16.

Light green	Yellow
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Pupils here are working a little below expectation, but would be able to achieve Functional Skills Level 1 passes or GCSE grades 2-4. As a result, they would be able to access most Level 2 courses at Post 16.

Blue	Green
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Pupils here are working at or slightly above age expectation, they will be able to achieve passes at GCSE grades 5-8 and Functional Skills Level 2. As a result, they would be able to access most Level 3 courses at Post 16.

Some pupils have personal needs that provide such a barrier to learning that is often independent of their ability. For these pupils, we have to develop highly bespoke timetables with an emphasis on engagement, mentoring and therapy. As a result, they may not follow an academic pathway and in some cases may not achieve qualifications that indicate a clear progression at Post 16. We use some excellent mentoring organisations to support pupils in these circumstances and regularly look for opportunities to re-engage with learning.

Prisum Flight Path Rainbow Grid

Step	New GCSE Scale	GCSE Grade	Points Score	NC Sub level	EYFS YR	Y1	KS1 Y2	Y3	Y4	Y5	KS2 Y6	Y7 T1	Y7 T2	Y7 T3	Y8 T1	Y8 T2	Y8 T3	Y9 T1	Y9 T2	Y9 T3	Y10 T1	Y10 T2	Y10 T3	Y11 T1	Y11 T2	KS4 Y11	% of Cohort	New GCSE Scale	Yearly Expected	
Step 67	9	A*++	64	10B+																						9.6	Exceeding + 96-100% (Top 5%)	9	Exceeding Year 11	
Step 66			63	10B																						9.4				
Step 65			62	10C+																										9.2
Step 64	8	A*+	61	10C																						9.0	Exceeding + 86-95%	8		
Step 63			60	9a+																						8.8				
Step 62			59	9a																										8.6
Step 61	7	A*	58	9b+																						8.4	Exceeding - 76-85%	7		
Step 60			57	9b																										8.2
Step 59			56	9c																										8.0
Step 58	6	A+	55	9c																						7.8	Expected + 61-75%	6		
Step 57			54	8a+																										7.6
Step 56			53	8a																									7.4	
Step 55	5	A-	52	8b+																						7.2	Expected + 41-60%	5		
Step 54			51	8b																									7.0	
Step 53			50	8c+																									6.8	
Step 52	4	B+	49	8c																						6.6	Expected - 26-40%	4		
Step 51			48	7a+																									6.4	
Step 50			48	7a+																									6.2	
Step 49	3	B-	47	7a																						6.0	Emerging + 16-25%	3		
Step 48			46	7b+																									5.8	
Step 47			45	7b																									5.6	
Step 46	2	C+	44	7c+																						5.4	Emerging - 6-15%	2		
Step 45			44	7c+																									5.2	
Step 44			43	7c																									5.0	
Step 43	1	C	42	6a+																						4.8	Emerging + 6-15%	1		
Step 42			42	6a+																									4.6	
Step 41			41	6a																									4.4	
Step 40	0	C-	40	6b+							120	6a														4.2	Emerging - 6-15%	0		
Step 39			40	6b+								118	6b+																4.0	
Step 38			39	6b									117	6b																3.8
Step 37	9	D+	38	6c+							115	6c+														3.6	Emerging + 16-25%	9		
Step 36			36	5a+								114	5a+																3.4	
Step 35			35	5a									111	5a															3.2	
Step 34	8	D-	34	5b+							110	5b+														3.0	Emerging - 6-15%	8		
Step 33			33	5b								108	5b																2.8	
Step 32			32	5c+									107	5c+															2.6	
Step 31	7	E+	31	5c							106	5c														2.5	Emerging + 16-25%	7		
Step 30			30	4a+								105	4a+																2.4	
Step 29			29	4a									104	4a															2.2	
Step 28	6	E-	28	4b+							103	4b+														2.0	Emerging - 6-15%	6		
Step 27			27	4b								100	4b																1.9	
Step 26			26	4c+									99	4c+															1.8	
Step 25	5	F	25	4c							97	4c														1.7	Emerging - 6-15%	5		
Step 24			24	3a+								95	3a+																1.6	
Step 23			23	3a									94	3a															1.6	
Step 22	4	F-	22	3b+							93	3b+														1.5	Emerging + 16-25%	4		
Step 21			21	3b								92	3b																1.4	
Step 20			20	3c+									91	3c+															1.3	
Step 19	3	G+	19	3c							90	3c														1.2	Emerging - 6-15%	3		
Step 18			18	2a+								89	2a+																1.1	
Step 17			17	2a									88	2a															1.1	
Step 16	2	G-	16	2b+							87	2b+														1.0	Emerging + 16-25%	2		
Step 15			15	2b								86	2b																0.9	
Step 14			14	2c+									84	2c+															0.8	
Step 13	Entry Level	E3 / U	13	2c							82	2c														0.7	Emerging - Lowest 5%	Entry Level		
Step 12			12	1a+								81	1a+													0.6				
Step 11			11	1a									80	1a															0.5	
Step 10	U	E11 / U	10	1b+							BLW	1b+														0.4	Emerging - Lowest 5%	U		
Step 9			9	1b								BLW	1b													0.30				
Step 8			8	1c+									BLW	1c+															0.27	
Step 7	U	E10 / U	7	1c							BLW	1c														0.23	Emerging - Lowest 5%	U		
Step 6			6	1c								BLW	1c													0.20				
Step 5			5	1c									BLW	1c												0.17				
Step 4	U	E9 / U	4	1c							BLW	1c														0.15	Emerging - Lowest 5%	U		
Step 3			3	1c								BLW	1c													0.10				
Step 2			2	1c									BLW	1c												0.07				
Step 1	U	E8 / U	1	1c							BLW	1c														0.06	Emerging - Lowest 5%	U		
Step 0			0	1c								BLW	1c													0.05				
Step -1			-1	1c									BLW	1c												0.05				

Statistical Note
Students progress at different rates, dependent on a range of factors.
This chart shows relative progress comparing student outcomes based on National data available in English and Mathematics
Good progress is staying within their colour band or improving to a higher band.

Statistical Note
Students who perform well in the past are overtaken more often than expected.
It is hard to stay at the top

Statistical Note
Students