

ACHIEVEMENT, PROGRESS AND DATA SUMMARY 2015-16

Overall judgement:

Attainment is good within each key stage. There are examples of outstanding progress in all key stages. There is no significant variation between any groups of pupils.

Main points

- **Literacy** across the school remains strong. Where the rate of progress is slower, this is reflective of the assessment tool, not the attainment. Overall good progress is demonstrated by Eye Gaze, Makaton, and MAPP.
- **Maths** is good with some variability in the end of key stage results due to small numbers in cohorts. However the whole key stage % of a p level progress over a year is consistently positive.
- **Science** is good with some variation. Analysis indicates that this is likely to be as a result of more able students struggling with scientific concepts.
- **PSHE** is very strong with good progress across EYFS to key stage 3. At key stage 4, accreditation is a better judge of progress with some examples of outstanding progress in ASDAN Transition Challenge. At Post 16 there are also good to outstanding examples of outcomes through OCR accreditation.
- **Citizenship** is consistently good and often outstanding across the whole school. This links to SMSC and BV.
- **Self Help** is outstanding from EYFS to key stage 3. It is good at key stage 4 as evidenced by levels. However ASDAN Transition Challenge raises the standard even higher with very good outcomes.
- **ICT** analysis is very good. However it raises some questions at Post 16, as the assessment tool is not reflective of the skills students have in using social technology.
- **PE** results are outstanding as a result of the focus on specialist PE teaching. This is further evidenced through swimming awards which show very strong progress.
- **SMSC and BV** audit identifies that throughout the school there is evidence of very strong practice with pupils demonstrating skills in all areas.
- **Interventions for pupils who were off track or at risk of being off track** in the July 2015 data analysis have proved very successful as a result of a targeted focus and personalised approaches to closing the gap.
- **Interventions** have been delivered by Higher Level Teaching Assistants working with individual or small groups of pupils who were off track or at risk of being off track (33 pupils in either Reading, Writing, Number, or PSHE). Average progress of targeted pupils is 50% of a level over a year.
- **Teacher performance management** has addressed those who were at risk of being off track (34 pupils in either Reading, Writing, Number, or PSHE). Average progress of targeted pupils is 54% of a level over a year.
- **Pupil Premium** is effectively used to ensure that eligible pupils make good progress in all areas with Citizenship and PE outstanding. Analysis of

interventions for individual pupils who receive Pupil Premium indicates strong and effective outcomes.

- **Looked After Children** make good progress. A focus group has been set up to look at attachment. This is proving successful in recognising need and addressing it, for example through therapeutic arts. Analysis of interventions for individual pupils who are LAC indicates a very positive impact.
- **Pupils from BAME backgrounds** made good progress in most areas. Science flags up as being slower progress but it appears to be more likely that this is as a result of SEN. Progress in Reading, Writing, Number, PSHE and Citizenship is very good and almost outstanding.
- **Pupils with Individual Behaviour Plans** make at least good, and in some cases, outstanding progress. Citizenship is outstanding for this group, indicating the positive impact of IBPs on addressing behaviour needs.
- **Learning Journeys** for pupils in EYFS demonstrate the very strong progress that pupils make. This is supported through an effective focus on Child Initiated Learning in the curriculum.
- **Accreditation** outcomes are very positive for students in Post 16. Students are attaining up to Entry Level 3 which demonstrates challenge.
- **Eye Gaze** has been highly effective with 18 pupils currently using it. Since its introduction in February 2016, there has been average progress of 80% of a level within the Eye Gaze assessment which is outstanding.
- **Makaton** assessments indicate extremely strong progress for all 43 pupils who have been learning it as a specific intervention with an HLTA. 27 of the 43 pupils know and can use over 100 signs, and out of them 3 pupils know and use over 400 signs.
- **Travel Training** has enabled 4 students to use public transport completely independently. This is a first at Warmley Park School.
- **Rebound Therapy** has been highly successful with 55 pupils receiving input as an intervention. 100% demonstrate progress in their Rebound levels.
- **Swimming** progress is very strong across the school. In Primary 100% of pupils have made progress with Rockhopper awards. In Secondary, there is more variability as some students use a public pool so are working at a higher level (ASA awards) but this is nonetheless good.
- **Hydrotherapy** is a very positive intervention in meeting physical needs of pupils. Assessment indicates at least good progress using Rockhopper awards.
- **Forest School** has been an extremely effective intervention with qualitative evaluation demonstrating increase in confidence, understanding of the environment, awareness of safety, and problem solving skills for 100% of pupils that participated.
- **2BuildaProfile** has been introduced during this year and is a record of the achievement of pupils. Initial evaluation shows positive impact on measuring progress which is judged to be at least good.

EYFS- 2 pupils (End of Reception)

| | Emerging | Expected | Exceeding |
|------|----------|----------|-----------|
| PSED | 50% | 50% | 0% |
| PD | 50% | 50% | 0% |
| CL | 100% | 0% | 0% |
| L | 100% | 0% | 0% |
| M | 100% | 0% | 0% |
| UW | 50% | 50% | 0% |
| EAD | 100% | 0% | 0% |

This is a small cohort of only 2 pupils. Historically pupils in EYFS have worked almost exclusively in the Emerging range so it is pleasing to see progress in the Expected range. This is likely to be due to the focus on Child Initiated Learning.

EYFS as a whole- % of a p level progress over a year

| | |
|--------------------|------|
| Reading | 74% |
| Writing | 78% |
| Speaking | 180% |
| Listening | 102% |
| Number | 86% |
| SSM | 90% |
| Using and Applying | 114% |
| PSHE | 108% |
| Citizenship | 111% |
| Self Help | 74% |
| ICT | 82% |

This is a small cohort of 4 pupils, 2 Reception and 2 Nursery. The Nursery pupils attend part time. Progress is extremely strong for this group of pupils.

Learning Journeys are used to demonstrate the skills that pupils are learning. Examples of outstanding progress are in writing, number, and self-help. The pupil friendly format is supporting children's awareness of their own learning.

Pupils in EYFS learn predominantly through Child Initiated Learning which promotes independence and social interaction. Play plans are detailed and include opportunities for physical development through the outdoor learning environment.

End of key stage data as judged against National Progression Guidance

LQ- Lower quartile = lower than nationally expected progress over a key stage.

MQ- Median quartile = within the mid-range (average) of nationally expected progress over a key stage.

UQ- Upper quartile = exceeding nationally expected progress over a key stage.

MQ and above = good or better progress.

Where a pupil has not been at school for a whole key stage, their progress is averaged over the duration of their time in that key stage to give a predicted outcome.

Whilst levels are no longer required, we are using them to give an indication of progress over time. This is supplemented by the qualitative evaluations and assessments as detailed in the main points of this report.

Some pupils have been assessed using MAPP this year and this does not show in this report. As MAPP is still being embedded, judgements against the individual starting have been made which are indicating that progress is good.

Key Stage 1 (End of Year 2)

| Results | | 2014 (7 students) | | | 2015 (4 students) | | | 2016 (5 students) | | |
|----------|---------|-------------------|-------|-------|-------------------|------|-----|-------------------|-----|-----|
| Quartile | | LQ | MQ | UQ | LQ | MQ | UQ | LQ | MQ | UQ |
| | English | 0% | 14.3% | 85.7% | 0% | 100% | 0% | 20% | 20% | 60% |
| | Maths | 0% | 14.3% | 85.7% | 25% | 50% | 25% | 40% | 40% | 20% |
| | Science | 0% | 14.3% | 85.7% | 0% | 75% | 25% | 20% | 60% | 20% |

Average Key Stage 1 Summary 3-Year 2014 - 2016 comparison = total divided by 3 years

| Quartile | | LQ | MQ | UQ | MQ and above |
|----------|---------|-----|-----|-----|--------------|
| | English | 7% | 44% | 49% | 93% |
| | Maths | 22% | 35% | 43% | 78% |
| | Science | 7% | 50% | 43% | 93% |

Analysis:

This is a small cohort of pupils.

In English and Science most pupils make sustained median to upper quartile progress which is at least good and in a significant proportion, outstanding.

In Maths progress is good with a variance due to the small cohorts.

One pupil in this cohort is now using MAPP as a better assessment tool of their progress alongside B Squared.

Key stage 1 as a whole- average % of a p level progress over a year

| | |
|--------------------|------|
| Reading | 90% |
| Writing | 74% |
| Speaking | 170% |
| Listening | 208% |
| Number | 85% |
| SSM | 69% |
| Using and Applying | 80% |
| PSHE | 74% |
| Citizenship | 93% |
| Self Help | 166% |
| ICT | 76% |

Analysis

The impact of Eye Gaze is evident in communication areas. This has only been embedded this year but the progress is already strong.

Child Initiated Learning is a very positive initiative with the impact being shown in all areas, especially Self Help.

Next steps

Assessment tool for qualitative and non National Curriculum subjects to be able to show progress, such as Attention Autism- lesson observations indicate that pupils are making strong progress with this intervention.

Key Stage 2 (End of Year 6)

| Results | 2014 (10 students) | | | 2015 (12 students) | | | 2016 (6 students) | | |
|----------|--------------------|-----|-----|--------------------|-------|-------|-------------------|-------|-------|
| Quartile | LQ | MQ | UQ | LQ | MQ | UQ | LQ | MQ | UQ |
| English | 0% | 40% | 60% | 0% | 33.3% | 66.6% | 33% | 50% | 17% |
| Maths | 40% | 20% | 40% | 8.3% | 33.3% | 58.3% | 33.3% | 33.3% | 33.3% |
| Science | 0% | 50% | 50% | 16.6% | 41.6% | 41.6% | 50% | 33% | 17% |

Average Key Stage 2 Summary 3-Year 2014 - 2016 comparison = total divided by 3 years

| Quartile | | LQ | MQ | UQ | MQ and above |
|----------|---------|-----|-----|-----|--------------|
| | English | 11% | 41% | 48% | 89% |
| | Maths | 27% | 29% | 44% | 73% |
| | Science | 22% | 42% | 36% | 78% |

Analysis:

In English most pupils make good to outstanding progress with the number of pupils making outstanding progress as a result of clear interventions for communication. The small cohort in 2016 makes it hard to compare year on year data accurately.

Progress in Maths is strong as a result of a focus on practical learning and problem solving.

Two pupils in this cohort are now using MAPP as a better assessment tool of their progress alongside B Squared.

Key stage 2 as a whole- average % of a p level progress over a year

| | |
|--------------------|------|
| Reading | 56% |
| Writing | 47% |
| Speaking | 40% |
| Listening | 248% |
| Number | 46% |
| SSM | 39% |
| Using and Applying | 41% |
| PSHE | 57% |
| Citizenship | 59% |
| Self Help | 179% |
| ICT | 43% |

Analysis:

Health needs are a consideration for some pupils in this cohort and analysis of pupil specific interventions such as hydrotherapy and Eye Gaze are a better indication of the good progress that they are making. The impact of the focus on communication aids is not reflective in the data but is evident during learning walks.

Next steps:

Ensure that qualitative assessments have performance indicators to enable a judge of attainment- Attention Autism, Eye Gaze.

The focus on use of communication aids needs to be evaluated to ensure progression and challenge.

Key Stage 3 (End of Year 9)

| Results | | 2014 (10 students) | | | 2015 (12 students) | | | 2016 (7 students) | | |
|----------|---------|--------------------|-----|-----|--------------------|-----|-----|-------------------|-----|-----|
| Quartile | | LQ | MQ | UQ | LQ | MQ | UQ | LQ | MQ | UQ |
| | English | 55% | 0% | 45% | 0% | 20% | 80% | 0% | 42% | 58% |
| | Maths | 11% | 33% | 56% | 0% | 40% | 60% | 0% | 29% | 71% |
| | Science | 22% | 44% | 34% | 0% | 20% | 80% | 42% | 42% | 16% |

Average Key Stage 3 Summary 3-Year 2014 - 2016 comparison = total divided by 3 years

| Quartile | | LQ | MQ | UQ | MQ and above |
|----------|---------|-----|-----|-----|--------------|
| | English | 18% | 21% | 61% | 82% |
| | Maths | 4% | 34% | 62% | 96% |
| | Science | 21% | 35% | 44% | 79% |

Analysis

Small cohorts add variability however there is consistent improvement in all Maths and English with good or outstanding progress year on year. The progress in Science has varied and this has been due to the changes in cohort. The 2016 cohort are predominantly students with ASD as their primary diagnosis and this can mean they find generalising concepts in Science hard to do leading to smaller step progress.

Key stage 3 as a whole- average % of a p level progress over a year

| | |
|------------------------|------|
| Reading | 74% |
| Writing | 60% |
| Speaking | 245% |
| Listening | 137% |
| Speaking and Listening | 56% |
| Number | 80% |
| SSM | 38% |
| Using and Applying | 39% |
| PSHE | 51% |
| Citizenship | 72% |
| Self Help | 119% |
| ICT | 57% |

Analysis

This is a very positive outcome. Progress is at least good and often outstanding. Throughout the key stage there is a large cohort of students working above P5 and who are responding to the challenge which is enabled through group teaching for English, Maths and Science.

Social Use of Language Programme has been highly effective in raising attainment in speaking and listening with outstanding results.

Next steps

The Science curriculum needs to be rewritten to reflect a greater emphasis on Scientific Enquiry rather than specific strands. A new approach to SSM is planned through a refocus on the Maths curriculum to include a greater emphasis on problem solving and practical Maths.

Key Stage 4 (End of Year 11)

| Results | | 2014 (9 students) | | | 2015 (11 students) | | | 2016 (9 students) | | |
|----------|---------|-------------------|-----|-----|--------------------|-----|-----|-------------------|-----|-----|
| Quartile | | LQ | MQ | UQ | LQ | MQ | UQ | LQ | MQ | UQ |
| | English | 55% | 0% | 45% | 0% | 73% | 27% | 11% | 56% | 33% |
| | Maths | 11% | 33% | 56% | 0% | 73% | 27% | 22% | 78% | 0% |
| | Science | 22% | 44% | 34% | 0% | 18% | 82% | 11% | 78% | 11% |

Average Key Stage 4 Summary 3-Year 2014 - 2016 comparison = total divided by 3 years

| Quartile | | LQ | MQ | UQ | MQ and above |
|----------|---------|-----|-----|-----|--------------|
| | English | 22% | 43% | 35% | 78% |
| | Maths | 11% | 61% | 28% | 89% |
| | Science | 11% | 47% | 42% | 89% |

Analysis

In Key Stage 4 students are consolidating their skills and progress is generally slower than previous key stages. They are ready to move onto the more functional curriculum of Post-16 and accreditation.

Key stage 4 as a whole- average % of a p level progress over a year

| | |
|------------------------|------|
| Reading | 54% |
| Writing | 35% |
| Speaking | 20% |
| Listening | 228% |
| Speaking and Listening | 32% |
| Number | 34% |
| SSM | 54% |
| Using and Applying | 38% |
| PSHE | 44% |
| Citizenship | 71% |
| Self Help | 21% |
| ICT | 42% |

| ASDAN | Entry 1 | Entry 2 |
|-----------------------------|---------------------|---------|
| Personal Progress | 7 | |
| Personal Social Development | 16 | 6 |
| Transition Challenge | Awaiting moderation | |

Analysis:

This is strong progress for key stage 4 in most areas when read in conjunction with their accreditation outcomes in ASDAN TC, PP, and PSD.

Next steps

Review of the key stage 4 curriculum to include a wider range of accreditation opportunities.

Tracking from key stage 4 into Post 16 to ensure sufficient challenge and progression.

Post-16 achievement.

Post 16 as a whole- average % of a p level progress over a year

| | |
|---------------------------------------|-----|
| Adult Learning- Reading | 89% |
| Adult Learning- Writing | 85% |
| Adult Learning Speaking and Listening | 86% |
| Adult Learning Contexts for Number | 35% |
| Adult Learning Shape and Space | 46% |
| Adult Learning- Handling Data | 88% |
| ICT | 27% |
| PSHE | 33% |
| Citizenship | 46% |
| Self Help | 19% |

| OCR credits achieved | | | |
|---------------------------|---------|---------|---------|
| | Entry 1 | Entry 2 | Entry 3 |
| Arts and Crafts | 2 | 10 | 3 |
| Environment and Community | 17 | 5 | 2 |
| Home Management | 30 | 6 | 3 |
| Horticulture | | | 5 |
| Numeracy | 12 | 16 | 3 |
| Personal Skills | 20 | | |
| World of Work | 12 | | |

Analysis

Accreditation indicates that students are making good progress.

Progress in all aspects of Literacy is outstanding as evidenced by the levels.

In line with the transition from key stage 4 to Post 16, the focus of the curriculum changes to a more functional approach which is reflected in the accreditation outcomes. Projects such as working on the farm have had a positive impact with both accreditation and engagement.

Next steps

The capital build for Post 16 will improve the accommodation and enable students to engage in a wider range of teaching and learning opportunities. This will include reviewing the progress measure for accreditation which has recently been devised but needs testing- Post 16 qualification Progression Guidance with target setting at the start of year 12.

Contextual Data

| | 2014-15 | 2015-16 |
|------------------|---------|---------|
| Service Children | 0 | 0 |
| LAC | 2.5% | 9.2% |
| FSM | 22% | 21% |
| EAL | 5% | 4.2% |
| BAME | 11.2% | 13% |
| Boy | 71 % | 70% |
| Girl | 29% | 30% |
| Total | 120 | 119 |

Attendance

| 2014-15 | 2015-16 |
|---------|---------|
| 92.07% | 92.29% |

Exclusions

| | 2014-15 | 2015-16 |
|--------------|---------|---------|
| Permanent | 0 | 0 |
| Fixed period | 3 | 2 |

Pupil mobility

| | |
|--------------------------------------|---|
| Pupils starting after September 2015 | 3 |
| Pupils leaving before July 2016 | 1 |
| Dual placement pupils | 1 |

Priorities for 2016-17

- Development of an achievement continuum model for communication, maths and problem solving, and ICT to show progress in relation to starting point but with an up to date approach, for example, clear links to emerging technologies including smart phones.
- Development of a vocational tracking document which provides an overview for potential employers of skills and levels.
- Continuation of targeted intervention for pupils who are identified as off track or at risk of becoming off track.
- Increase range of accreditation to include ABC awards for students at Post 16 to demonstrate attainment in vocational skills.
- Use a performance indicator for accreditation to ensure challenge- test through moderation with other settings.
- Assessment for interventions including Attention Autism to be written.
- Indicators of qualitative outcomes which demonstrate challenge such as Jubilee Challenge route 2, Cycling Proficiency, and Duke of Edinburgh Award Scheme to be used for some pupils.
- Capital building project will increase the range of facilities for pupils across the whole school. This will continue through to 2018 when the project will be complete and will provide specialist teaching rooms and resources. The challenge for the next 2 years is to ensure that standards remain high and develop further.

Lisa Parker and Sarah-Jane Fiddes

June 2016