ASH LEA SCHOOL

Achievement and Progress Report

ASH LEA

Creating a Brighter Future

2017-2018

Contents

Ash Lea School Context

- Number on roll in December 2017 was 73. 5 pupils joined in spring term and summer term 2018 taking number on roll in July 2018 to 78.
- EYFS through to 19
- Range of ability P2 to National Curriculum level 4, putting the pupils in the bottom 10% of the whole school population in terms of achievement
- In temporary building in West Bridgford until February 2018 when the whole school moved back to the Cotgrave extended and refurbished site
- Catchment area is Rushcliffe but there are also pupils from Nottingham City, Gedling, Newark and Broxtowe
- Gender balance –**40%** girls and **60%** boys
- **13%** non-white British
- **7** LAC and **1** former LAC now Post 18, **3** pupils previously LAC **(14%)**
- **18/59 (31%)** pupils in receipt of pupil premium or pupil premium plus
- Whole school attendance for year 17-18 was **90.58%**
- Number of pupils in funding bands 4 and 5 (the highest 2 funding bands) **25 (32%)**
- Number pupils needing medical interventions during the school day **13 (17%)**

Numbers in each Key Stage

Early Years Foundation Stage (EYFS)	7
Key Stage 1	3
Key Stage 2	18
Key Stage 3	21
Key Stage 4	12
Key Stage 5	17

Analysis of Need

	No. of Pupils	% of pupils
Autism Spectrum	32	44%
Behavioural, Emotional and Social Difficulty	26	36%
Hearing Impairment	3	4%
Moderate Learning Difficulty	13	18%
Physical Difficulty	12	17%
Profound and Multiple Learning Difficulty	8	14%
Severe Learning Difficulty	47	68%
Speech, Language and Communication Need	56	77%
Visual Impairment	12	17%

The National Context

An overview of the current statutory primary assessment system

Year Group	Statutory assessment
Reception	**Early years foundation stage profile (EYFSP):** The profile summarises and describes pupil attainment at the end of the early years' foundation stage. EYFSP data is published at national and local authority level. Individual pupil data is used to understand individual education and development needs and to support transition to year 1.
Year 1	**Phonics screening check:** A light-touch, statutory screening check administered by teachers. The check assesses a pupil's phonics decoding ability to identify pupils needing additional support. School-level data is not published, while national and local authority level results are. Pupils who do not meet the required standard are required to re-sit in year 2.
Year 2	**End of key stage 1 national curriculum assessments:** Teacher assessment judgements are currently made using interim teacher assessment frameworks and reported in mathematics, English reading (informed by internally-marked national curriculum tests), science and English writing. These teacher assessments are externally moderated by local authorities, who sample 25% of schools each year. These assessments form the baseline for measuring progress made between key stage 1 and key stage 2. The proportions of pupils achieving the expected standard in English reading, English writing, mathematics and science are published at national and local authority level, but not at school level. There is currently an optional test in English grammar, punctuation and spelling at the end of key stage 1.
Year 6	**End of key stage 2 national curriculum assessments:** Pupils sit externally-marked tests in mathematics, English reading, and English grammar, punctuation and spelling. Teacher assessment judgements are made in English reading, English writing, mathematics and science. The proportions of pupils achieving the expected standard in all of reading and mathematics (based on test data) and writing (based on teacher assessment judgements) are published at national, local authority and school level and are used to calculate the progress that pupils make between key stage 1 and key stage 2. Progress and attainment measures form part of both the floor standard and a new definition of coasting schools, which is used as the starting point for a conversation about whether a school might require additional support. National curriculum test data in English grammar, punctuation and spelling, and teacher assessment judgements in English reading, mathematics and science are published at national and local authority level.
	Science sampling tests are conducted biennially, with the most recent tests in June 2018. A sample of approximately 9,500 pupils is randomly selected to sit science tests, based on 5 pupils from 1,900 schools. Results are reported as national data only and individual results are not returned to schools or pupils. This assessment provides an understanding of national performance in science.

For children working below the overall standard of the national curriculum across both key stages, there is a system of statutory teacher assessment. Data from this is published at a national level and these pupils' results are included in school attainment and progress measures. This system is being considered separately in the parallel consultation on the recommendations of the independent Rochford Review of statutory assessment arrangements for pupils working below the standard of the national curriculum tests.

Linear vs Lateral Progress: The Basket of Indicators

Currently data is collected from a range of assessments and frameworks in school. These include:

- Pupils' IEPs and EHC outcomes
- Welsh Routes for learning
- Development Matters profiles
- Accredited routes for learning and examination data
- School based records - for example behaviour, eating and drinking, personal care
- P levels and NC levels
- AET Progression Framework
- B Squared

Progress and achievement within these frameworks is recorded using Evidence for Learning, an iPad app enabling staff to link learning to the above frameworks, providing an overview of the evidence of attainment in different areas.

Headlines

What do we know?

- Taking account of all progress and achievement data, pupils' achievement and progress is at least good.
- Pupils' progress in EYFS is outstanding.
- Pupils' progress in Post 16 is good.
- 93% of IEP targets were achieved, representing outstanding progress in IEPs.
- 90% of pupils achieved at least good progress based on IEPs alone. This represents 83% of pupils in EYFS, 100% of pupils in KS1 and KS2, 80% pupils at KS3, 83% pupils at KS4 and 100% pupils at Post 16. 97% made good or better progress when other assessment frameworks were considered.
- Pupils who are LAC or receive Pupil Premium have made progress in line with the rest of the school. However, the attendance of this group (87.33%) is lower than the rest of the school population, so ensuring that they meet their full potential through increased attendance for some of this group is a priority for the coming year.
- There is a slight increase in the number of pupils whose overall progress is rated as outstanding from 2016-2017 to 2017-2018 (43% to 47%).
- There has been significant progress made by pupils since the interim report in Feb 2018 with a rise of 18% in pupils making outstanding progress. The steep rise is due, in part, to a bigger cohort as new pupils to the school had baseline data only for the interim report, but also to the focus on interventions as part of the pupil progress meetings.
- Pre-formal learners make less progress in IEP targets than semi-formal learners. The pre formal learners are made up of 69% girls. Attendance within this group is lower than the rest of the school population (83.24%) due to their complex needs. In addition to lower attendance, more time is spent in school on positioning, medical interventions and preparing pupils for sessions. 38% girls and 18% boys are pre-formal learners. As a higher percentage of girls are pre-formal learners this also explains why girls' make slower progress in IEP targets than boys.
- The school improvement plan focus on mental health and emotional regulation has led to 56% pupils having IEP targets set to address these areas compared to 34% last year.
- Pupils in EYFS, KS1 and KS2 have made outstanding progress in the Prime areas of Personal Social and Emotional Development, Communication and Language and Physical Development within the EYFS framework.
- Although the switch on and catch up initiatives for literacy and maths started towards the end of the year, the impact of these cannot be seen in the data due to not running regularly for more than half a term.
- The other frameworks used in addition to IEPs do not fully meet need for some pupils, but an Ash Lea assessment based on Development Matters has been written over the year and pupils will be baselined on this by November 2018.

EYFS summary report – 2017-2018

What do we know?

- Of the 6 children with a progress report in the EYFS, 5 of these have made outstanding progress overall.
- 1 child's anxiety levels and ill health has limited their progress and therefore they have only has made 'some' progress overall. An action plan is in place for reducing the barriers for this child.
- Of the 17 IEP targets set, 15 have achieved a good or outstanding rating.
- The 2 other IEP targets were for the child mentioned above.
- A 20% increase in consistent responses was made by the child assessed on Routes for Learning.
- The majority of children (5 out of 6) made good or outstanding progress within the prime areas of development matters.
- Less progress was made within the specific areas of learning; literacy, mathematics, expressive arts and design and understanding the world. Progress at the lower levels is more difficult to measure as the statements begin at the higher levels.
- Progress shows that the curriculum and personalised IEP targets are appropriate for the students and their needs.

What do we need to do?

- We need to complete our own Ash Lea assessment tool, breaking down Development Matters prime and specific areas into smaller steps of progress so the progress can be seen.
- Good practice within the primary department needs to be shared, so new and existing staff can maintain or learn the skills needed to support children within the EYFS.
- We need to investigate how we share photos and good work more regularly through learning journals on evidence for learning or another method to keep parents involved and informed. This will be through EfL but as it is not up and running yet we will be sending out regular photos until this is in place.
- To re-establish a link with another early years' provider for those who it is appropriate for.

Post 16 summary report – 2017-2018

What do we know?

- Of the 15 children in post 16, 6 made outstanding progress. The rest made good progress.
- Not shown is one child who has not attended school but is still on the school's register. The school is in regular contact with the family and is actively engaged in supporting future plans.
- Students worked on a variety of nationally accredited courses. Those in years 13 and 14 who left in July 2018 achieved a wide range of qualifications in functional subjects and English and maths from Entry Level 1 to Level 1.

What do we need to do?

- We need to complete our own Ash Lea assessment tool, breaking down the accredited course requirements so that we can show progress within them, not when they are complete. This is nearly complete using the MAPP system for courses with significant requirements for a qualification such as AQA and Aim.
- These courses also have a moderation requirement. Internal moderation will aid staff in sharing good practice and standardise assessment within the department. This will be aided by the students in the Post 16 department being concentrated within one class.
- The qualification format of the Aim awards is changing, which will mean the curriculum being altered to reflect this. External moderation will be undertaken by Aim and South Notts. Academy
- Currently some students in the post 16 department are undertaking the AQA award in both Maths and English. This will need a significant proportion of the weekly timetable devoted to this. Where there is overlap with the work covered by AQA students will also be completing work towards Aim awards.
- There are meetings with Aim award providers to give a clear 2-year plan, which will aid in target setting for students before they join the post 16 department. In the future some qualifications are to be run in KS4 allowing more curriculum time to be spent on functional qualifications such as Aim and LifeSkills challenge in Post 16.

Progress on actions from previous report

SIP reference	Actions from previous progress report	Progress and Impact
Area 2	Develop appropriate tracking systems for semi-formal /formal learners in key stages 3 and 4, in line with Rochford Review recommendations	An Ash Lea tracking system based around Development Matters has been written. Pupils will be baselined on this by November 2018
Area 4	Develop a clear curriculum and accreditation pathway for pupils in KS4 and P16, including work experience	A clear curriculum and accredited routes pathway has been identified for all pupils in Post 16
Area 2	Support pupils with appropriate interventions to improve their reading and writing	Switch on reading groups have been established across 3 classes and include pupils who are AAC users. The groups have been running for half a term.
Area 2	Support pupils with appropriate interventions to improve their numeracy skills	Catch up maths has been trialled for a year in one class and for half a term across 2 other classes. Maths Development Matters data for the class following this for a year shows that all but one pupil have made good progress.
Area 3	Research assessment tools to support the mental health and wellbeing of pupils, particularly those with ASD	Greater staff awareness of mental health issues and emotional regulation has led to an increase in IEP targets, ensuring that this is a priority area for pupils
Area 1	Leaders focus on tracking the progress of groups of pupils to ensure appropriate interventions are in place	Progress of individual pupils is tracked as part of the pupil progress meetings with SLT and action plans and interventions planned for any pupil who is not making progress towards targets. The progress of different groups is also monitored e.g. pupil premium through pp impact forms.
Area 3	Work with parents to improve pupils' attendance	The Achievement for All project has focused on parental engagement this year. Clear protocols are now in place and attendance was up 0.35% on the previous year.

What do we need to do?

SIP reference	
Area 1	Measure the impact of learning support both in class and in interventions.
Area 2 and 4	Support identified pupils (including AAC users) with appropriate interventions to improve their reading, writing and mathematics. Measure the impact of interventions.
Area 3	Implement learning support programmes for pupils whose attendance is impacted by complex health needs.
Area 3	Work with parents/carers to improve the attendance of identified pupils in receipt of pupil premium.
Area 2 and 4	Identify what good and outstanding progress will look like for individual pupils within additional assessment frameworks based on starting points and rates of progress
Area 4	Secure a consistent evidence base for progress and attainment using Evidence for Learning

IEPs

IEP targets were set for all pupils in school, based on individual priorities identified in their EHCs, prior IEPs and course or curriculum requirements. The targets and assessment of progress were moderated by teaching staff and then a sample from each class was moderated by SLT.

The following rating was used

🟥	I cannot do this without lots of help
🟧	I can do this in one or more activities / on some occasions
🟩	I can do this on most occasions / in a range of activities or I have exceeded target

The school worked on the principle that an amber rating is good and a green rating outstanding.

What do we know from the IEP process and data?

- 90% pupils are making good or better progress based on IEPs
- A clear timeline was set for the IEP process to review progress in the current targets and to set new IEP targets. 2 INSET days were set aside for the class teams to meet to review and agree new priority areas.
- Parents and other professionals have inputted into the review of targets and setting of new ones. The focus on parental engagement resulted in 96% parents consulting with the teacher to review the previous IEP and set new targets
- Pupil Progress meetings between class teachers and SLT took place after the IEPs had been reviewed to analyse which groups and individuals are/are not progressing well to discuss strategies and approaches that are working and to identify barriers where there isn't good progress. Each teacher set action plans.
- There is a robust QA system of moderation of IEP targets and evidence collection.

Actions re: IEPs

- Ensure that governors leading in Outcomes for Pupils have a clear understanding of the IEP process and are able to challenge the school
- Continue the review of EHCP outcomes and further refine to address inconsistencies in terms of number of outcomes and timescales to achieve. This will then ensure that IEPs are based on good quality and timely outcomes
- Measure the impact of interventions re: reading, writing and maths, emotional and mental health and attendance on IEP outcomes
- Further embed pupil premium and other additional funding into pupils' IEPs so that there is greater precision in how the impact is measured
- Continue to measure progress for different cohorts and put into place interventions where groups fall behind

Other Assessment Frameworks

Different assessment frameworks are being used across the school to track progress in areas not covered by the IEPs. The different tracking systems for assessment have been included in Evidence for Learning so that evidence can be clearly linked to the assessment frameworks. They include:

- Routes for Learning
- Development Matters
- AET Progression Framework
- B Squared (in English and mathematics)
- Accredited course criteria
- P levels/old NC levels, end of year expectations

What do we know from other assessment systems?

- 88% pupils made good or better progress based on additional tracking frameworks
- Some of the additional frameworks used do not demonstrate pupil progress as effectively as needed – targets need to be broken down further to identify small steps progress.
- Routes for Learning continues to be an appropriate framework for pre-formal learners.
- Pupils in EYFS, KS1 and KS2 make most progress in the prime areas – Personal, Social and Emotional Development, Communication and Language and Physical Development.
- Progress across the school in literacy and maths is more mixed. In some instances progress cannot be measured because pupils are working at the lower levels and the statements do not start until the higher levels in Development Matters. In the class where Catch Up maths has been in place for most of the year, there were greater rates of progress in maths.
- Assessing whether progress is good or better in other assessment frameworks needs refining to take account of individual starting points and potential rates of progress.
- Without prior target setting, it is difficult to identify whether progress in accredited course routes is good for each pupil.

Actions re: assessment frameworks

- To baseline semi-formal learners on the new Ash Lea assessment framework
- To implement MAPP to track progress through accredited course routes
- To identify for individual pupils what good or outstanding progress will look like within the frameworks (or accredited course routes in KS4 and Post 16) based on starting points and previous rates of progress
- To moderate good and outstanding progress with other special schools
- To measure impact of interventions such as Catch Up and Switch On using tracking documents
- Investigate Rochford recommendations for assessing pupils not engaged in subject-specific learning against the 7 aspects of cognition and Routes for Learning

Appendices

IEP outcomes

EYFS

There are 7 pupils in this cohort but progress data for 6 only as 1 pupil joined in summer term.

🟥	🟨	🟩
2	4	11
12%	24%	64%

KS1

There are 3 pupils in this key stage.

🟥	🟨	🟩
0	4	4
0%	50%	50%

KS2

There are 18 pupils in this key stage but progress data for only 16

🟥	🟨	🟩
1	14	29
2%	32%	66%

KS3

There are 21 pupils in this key stage and data for 20

🟥	🟨	🟩
8	38	26
11%	53%	36%

- 5 pupils each got one red rated target but also had green targets and some also had amber rated targets
- There is 9% increase in green rated targets in this cohort compared to the February data

KS4

There are 12 pupils in this key stage

🟥	🟨	🟩
6	21	11
16%	55%	29%

- 4 pupils got 1 red rated IEP targets and one pupil had 2 red rated targets, however, one of the targets was discontinued after physiotherapists changed the way of working in this area of physical development.

Post 16

There are 16 pupils in this cohort

0	30	22
0%	58%	42%

Whole School

There is data for 73 pupils with 231 targets set

17	111	103
7%	48%	45%

Girls

There is data for 29 pupils with 89 targets set

11	40	38
12%	45%	43%

Boys

There is data for 44 pupils with 142 targets set

6	71	65
4%	50%	46%

- No boys got more than one red rated target

LAC/Pupil Premium

There are 22 pupils who are LAC or in receipt of Pupil Premium/16-18 vulnerability bursary

4	33	34
6%	46%	48%

Minority ethnic groups

There are 7 pupils from minority ethnic groups

3	8	9
15%	40%	45%

Pre-formal learners

There are 13 learners working within P levels 1-4

7	16	15
18%	42%	40%

Semi-formal/formal learners

There are 60 learners working above P4

10	95	88
5%	49%	46%