

Baginton Fields School

Student Progress Data 2018/19

Context

Since September 2016 school offer 4 curricula threads over the key stages.

Key stage 3 & 4

- Group 1 (ASD) and Group 2 (PMLD) students follow a bespoke curriculum
- Our more independent learners - Group 3 and Group 4 students study traditional NC curriculum subjects supported by Progress Walls which were devised in collaboration with other special schools across Coventry, Solihull & Warwickshire.

Key stage 5

- All students undertake ASDAN accredited certificates and diplomas and, for some, OCR Functional Skills.

*See the curriculum model on website for more detail regarding course content for all areas.

Assessment

Our **Assessment and Achievement Framework** provides a clear insight into our personalised approach to student progress and achievement.

All key stages use Progress Walls to assess student progress and this is captured on **SOLAR** (Special On-Line Assessment Records) which school use to track, record and report personalised progress and achievement.

In addition Key Stage 5 progress is assessed using MAPP (Mapping and Assessing Personal Progress).

At the start of every term teachers identify aspirational targets for progression based on our **Target Setting Framework**, historical data, their detailed knowledge of the student and identification of priority areas for improvement.

These targets are monitored by the Senior leadership team. At the end of each term class teams RAG rate student progress that is used to identify trends and priority interventions. Each term there is a twilight session that is dedicated to class teams to discuss progress against targets set.

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Class groupings

It is important progress outcomes are considered in light of our class groups, as follows:

Class Groupings

Group 1 students: Learners who are significantly influenced by autism.

Group 2 students: Learners who have complex cognition and health needs.

Group 3 students: Learners who have severe learning difficulties.

Group 4 students: Learners who have more moderate learning needs.

Each term individual student data is RAG rated and the class average determined. The progress outcomes below are derived from combining the class averages over the year.

In addition, to ensure equality of learning, student progress is compared in each class for the following sub groups:

- Girls
- Boys
- Students *Looked After*
- Student receiving *Free School Meals* (FSM).

Progress outcomes for 2018/19

Expected = Aspirational target as described in Target Setting Protocol.

Class staff are always aspirational when setting individual student targets therefore we would expect to see a 'normal' distribution curve of attainment, as such the highest percentage score should be in the 'expected' column with lower percentages recorded in the 'below expected' and 'above expected' columns, thus evidencing a bell curve distribution. Higher values in the 'above expected' column could indicate either less than aspirational target setting by the class team or unexpected outstanding progress by students. Similarly higher values in the 'below expected' column could be indicative of target setting being too challenging or that other factors have influenced progress. To track those 'other factors' i.e. attendance, medical issues class teams will RAG rate student progress against descriptors outlined by school's **Factors Influencing Learning**.

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Key Stage 3 Students

	Below Expected	Expected	Above Expected
L1 – Group 1 ASD	2%	66%	32%
L2 – Group 2 PMLD	2.8%	80.6%	16.6%
L3 - Group 3 SLD			
Reading	12.6%	52.8%	34.6%
Writing	8.6%	78.3%	13.1%
Maths	15.75%	68.5%	15.75%
Science	9.2%	75%	15.8%
L4 – Group 4 SLD/MLD			
Reading	3%	91.2%	5.8%
Writing	4.4%	81.2%	14.4%
Maths	4.8%	78.8%	16.4%
Science	4.6%	92%	3.4%

Key Stage 4 Students

	Below Expected	Expected	Above Expected
M1 – Group 1 ASD	7%	83.5%	9.5%
M2 – Group 2 PMLD	10.4%	81.2%	8.4%
M3 - Group 3 SLD			
Reading	6.5%	87.8%	5.7%
Writing	10.2%	87%	2.8%
Maths	6.9%	81.3%	11.8%
Science	7.7%	85.2%	7.1%
M4 – Group 4 SLD/MLD			
Reading	4.2%	82.9%	12.9%
Writing	17.3%	67.7%	15%
Maths	11.1%	76.4%	12.5%
Science	14.6%	80.2%	5.2%

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Key Stage 5 Students

	Below Expected	Expected	Above Expected
U1 – Group 1 ASD	12.4%	69.9%	17.7%
U2 – Group 2 PMLD	30%	39%	31%
U3 - Group 3 SLD	23%	65.4%	11.6%
U4 – Group 4 SLD/MLD	32.4%	56.4%	11.2%

Key Stage 5 accredited qualifications

Student	Qualification	Level
A	Employability OCR Functional Skills English OCR Functional Skills Maths Personal and Social Development	Entry 2 Entry 1 Entry 1 Entry 2
B	Personal and Social Development	Entry 1
C -F	Diploma in Personal Progress	Entry 1
G	Certificate in Personal Progress	Entry 1

Comparison of data						
	2017-18			2019-20		
	Below Expected	Expected	Above Expected	Below Expected	Expected	Above Expected
Reading	14%	76%	10%	6.9%	78.7%	14.4%
Writing	18%	68%	14%	8.9%	80.7%	10.4%
Maths	15%	68%	17%	9.2%	76.6%	14.2%
Science	17.5%	71%	11.5%	8%	84%	8%
ASD	17%	61%	22%	7.1%	72.9%	20%
PMLD	9.5%	70%	20.5%	6.6%	80.9%	12.5%
ASDAN	19%	67%	14%	28.5%	53.6%	17.9%
Girls	14%	70%	16%	16.3%	72.7%	11%
Boys	16%	68%	16%	13.3%	66.6%	20.1%
FSM	15%	70%	15%	12.1%	71.6%	16.3%
LAC	22%	67%	11%	29.8%	65.2%	5%
Whole school	15%	68%	17%	13.2%	71.3%	15.5%

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Data 2018-19 - Conclusions & Actions Points

Conclusions

- The majority of students achieved expected or above expected progress so student attainment can be confidently described as good.
- Progress outcomes for 2018/19 show that in most areas the below expected figure has fallen particularly in the core subjects and ASD. This is a result of CPD and improved teacher expertise.
- Although student attainment is significantly higher in the below expected column for LAC students it must be remembered that this cohort is very small in number – 3. Further analysis of this group of students' data demonstrates that this outcome was largely influenced by 1 student who recorded BE for both the spring and summer term.
- ASDAN data has recorded a significant increase in below expected. Analysis of the termly data evidences that a combination of serious medical issues and SEMH issues contributed to this percentage.
- Our outcome data for Girls and Boys is reversed in comparison to the previous year, this is mainly due to complex health issues severely impacting on attendance.
- Data for those in receipt of FSM is slightly more positive than whole school averages. Historically this cohort of students have recorded outcomes comparable with the school population indicating that the main barrier to learning is the students SEND and not as a result of financial factors.
- We conclude all students are benefiting from our personalised approach and receiving equality of learning opportunity.

Core subjects:

- As mentioned above there is a significant improvement in students achieving Expected or above expected progress in all core subjects. However, further scrutiny of class data for individual terms highlights some inconsistencies i.e. in some cases all students achieved expected progress or there are incidents where the below expected data is varies dramatically with the other two terms.

Action:

- INSET on setting aspirational targets.
- INSET on setting SMART targets.
- SLT and subject leaders to conduct further triangulation and work scrutinies.

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ASDAN:

The Progress Wall for ASDAN is only a small part of the curriculum and measures student progress in the development of communication and social skills only. These targets are generalised, hierarchical and do not allow for a great degree of personalisation.

The progress against academic targets that are linked to the ASDAN units of study are measured using MAPP. MAPP targets are highly personal so there is no norm reference.

For the first time last year teachers set predicted targets on the MAPP continuum, the results were slightly more positive than the Progress Wall data.

Students require 37 credits to achieve their qualification, this averages approximately 12 credits a year throughout key stage 5. This is the expected progress/achievement for all KS5 students.

All 7 2019 leavers left with an ASDAN and/or OCR qualification.

Action:

- INSET to teachers on predicting targets.
- Further INSET on setting SMART targets.
- To use MAPP only to assess KS5 progress but to include a communication and social target that is personalised to the individual.