

Addington Pupil Achievement Report – 2014/15

Our Context:

The trend in Addington’s school population shows how our children with more complex needs are increasing. The population with Autistic Spectrum Disorder is growing with nearly half having this diagnosis. There are also uneven numbers in the different year groups. Together this makes it very difficult to compare the performance of our current students in a particular year with previous years.

Main SEN	2013		2014		2015	
MLD	7	3%	6	3%	5	2%
SLD	69	33%	65	32%	60	30%
PMLD	9	4%	16	8%	18	9%
PD	26	13%	26	13%	24	12%
ASD	94	46%	89	44%	95	47%
Total	206		203		203	

(From RAISEonline – Oct. 2015)

Attendance:

Low rates of absence and exclusion from Addington remain an area of strength for the school with no permanent or fixed term exclusions in the past two years. The trend for absence continues to be downward with 5.3% persistent absence compared to the national average in 2014 of 14.6% in special schools. This is a slight improvement on the previous year. (From Raiseonline – Oct. 2015)

Achievements from our 16-19 FE Students:

In 2014/15 we had 49 in our 16-19 FE classes including one student who joined the school part way through the year and two year 11 students with PMLD.

We supported 21 students to make a successful transition from Addington to a new setting. 17 of these were our 16-19 students leaving at their appropriate leaving age. There were 2 end of phase transfers to other schools and 2 in-year transfers.

Our 16-19 FE students destinations were:

Destination	Numbers
Reading College (LDD Department)	4
Reading College joining Foundation Courses	2
BCA (LDD Department)	6
Out of county placement	1
Apprenticeship	1
Personal Package	3

Accreditation at Addington

This is driven by the needs of our students and is changing as our learners have increasingly more complex learning needs. We will continue to review and adapt our curriculum accordingly, alongside the accreditation.

Results of Functional Skills Tests – 16-19 FE Learners:

Subject	Number Entered	Not achieved	Entry 1	Entry 2	Entry 3
Maths Functional Skills(OCR)	11	0	6	0	5
English Functional Skills(OCR)	12	0	4	5	3

Accreditation 16-19 FE Learners:

Subject	Number Entered	Entry 1	Entry 2	Entry 3
Personal Social Development (PSD - ASDAN) AWARD (6 credits)	12	2	10	0
Personal Social Development (PSD - ASDAN) CERTIFICATE (13 credits)	3	2	1	0
Employability (ASDAN)	10	0	8	2

	Total Number of Candidates entered for Personal Progress = 7	
Personal Progress (ASDAN)	Entry 1 certificate awarded	Entry 1 Award awarded
	5	2
Horticulture (City and Guilds NPTC)	Total Number of Candidates entered for Horticulture = 12	
	6 certificates	6 diplomas
Hospitality (City and Guilds)	6 Level 1 awards.	

Pupil Achievement – Progress in terms of P-Scales and National Curriculum Levels

At Addington we have high expectations and set challenging individual pupil targets. These are based on the following:

P1 to P3 – ½ P Scale every two years

P4 to P8 – 1 P scale every 2 years

National Curriculum levels – 1 sub level each year

Comparison with the Progression Guidance 2010/11 data reinforces our view that these are challenging expectations including targets which are broadly in line with national data. Our results usually fall within the higher quartiles which demonstrates the impact of the teaching and learning at Addington. By using the Progression Guidance we are comparing our children the 20% of pupils with SEN whereas our students predominately fall into the lowest 2% of these pupils and, increasingly, the first percentile of ability.

This year we also used CASPA to analyse annual progress, progress over key stages and progress of specific groups of students. CASPA uses Progression Guidance for progress over key stages. CASPA concludes that achievement in the median quartile is making very good progress for students in special schools such as Addington. For annual progress, CASPA expectations are more challenging than Progression Guidance Materials. The data shows that Addington performs well when compared to both Progression Guidance Materials and CASPA expectations.

Annual Progress – Core Subjects

In terms of student progress, we can report that 75% of all students from Key Stages 1 – 4 have made measurable progress in one or more aspects of Literacy over the academic year 2014/2015. In respect of the intake of students this is a remarkable achievement.

We run a number of interventions and strategies designed to promote higher attainment in Reading, Communication and Numeracy. These include Tracks Literacy, Rapid Phonics, CatchUp Literacy and Numeracy, Toe by Toe, Plus One and the Power of Two. Our priorities are to enable students to make progress across the whole curriculum, with specific focus on developing their communication and reading abilities. Thus, in addition to the interventions identified above, we provide an environment designed to meet the needs of our most complex students. A wide range of communication programmes are individually tailored to student needs, such as intensive interaction or sensory integration programmes to ensure students are ready to learn and communicate. A total communication approach and a range of

Augmentative and Alternative Communication (AAC) methods have been established within the school. We employ objects of reference, signing, symbol communication books and/or boards as well as technology such as Eye gaze or electronic communication aids to support development.

Reception and Key Stage 1

Pupils are making outstanding in all aspects of English and Maths with more than 90% making expected progress or exceeding their targets - Speaking & Listening (97%), Reading (94%), Writing (92%), U&A (91%), Number (91%) and SS&M (88%).

The performance of girls lags behind boys, particularly in Using & Applying and Shape Space and Measure. This is due to smaller numbers of girls (40% of total) and 8 girls with complex needs and health related issues.

Key Stage 2

Pupils have made outstanding progress in core subjects with the following % making better or expected progress - Speaking & Listening (87%), Reading (74%), Writing (79%), U&A (82%), Number (74%) and SS&M (87%).

The girls have performed better than the boys in most aspects of Literacy and Numeracy.

Key Stage 3

Pupils have made very good progress in core subjects with the following % making better or expected progress - Speaking & Listening (65%), Writing (58%), Number (53%) and SS&M (51%). There was less than 50% progress in Reading (44%) and Using and Applying (44%).

Boys have outperformed girls although writing is an area of strength for girls.

Reading is an area that must be looked at further although we have strong evidence of the impact of literacy interventions improving reading ages, it is not yet clearly reflected in broader assessment levels.

Key Stage 4

Pupils have made good progress in some core subjects with the following % making better or expected progress - Speaking & Listening (50%), Reading (57%). There was less than 50% progress in Writing (35%), Number (36%) Using and Applying (46%) and SS&M (47%).

Boys are making significantly better progress in Reading, Writing and Number. The performance will be investigated further but it should be noted that the small numbers of girls in Key Stage 4, 6 out of 28 (20%) and the KS4 female population includes 2 girls with profound and multiple learning difficulties/complex needs.

Progress over Key Stages – Core Subjects

We used Progression Guidance materials to track the progress of our pupils at the end of a Key Stage. Although our year groups are small in number and fluctuate, the data showed very good progress over time in core subjects. Most of our students are making progress in the median and upper quartiles. This is excellent taking into account their starting points.

Addington School – are we closing the gap?

We believe we are and our data proves this. Although we realise we must continue to strive to ensure that all pupils achieve their potential, there are significant differences in the progress made by some groups which we continue to investigate.

Using Caspa, the performance of certain groups was collated and analysed from their levels in summer 2014 to summer 2015. The performance of different groups was compared with the rest of the student population subject to comparative data being available.

The Performance of students who have an Ethnic Minority Background.

Addington has 29.7% of students who belong to ethnic minority groups (RAISEonline), which is slightly above the national average. The following tables contain the percentage of students who achieved expected or above expected progress. The following data (based on CASPA expectations) comparing levels of progress made versus expectations, shows that ethnic minority students are either slightly outperforming the rest of the school population or producing similar results.

Subject	Ethnic Minority Students	Other Students
Core Subjects	85%	79%
Reading	85%	79%
Writing	79%	83%
Number	80%	84%
Using and Applying	69%	77%
Shape Space & Measure	86%	80%
Data Handling	80%	87%

The Performance of students for whom English is an Additional Language

Addington has 8.7% of students whose first language is not English (RAISEonline). This is nearly half the national average. The following data (based on CASPA expectations) comparing levels of progress made versus expectations, shows that E.A.L. students are outperforming the rest of the school population.

Subject	E.A.L.	Other Students
Core Subjects	85%	80%
Reading	93%	77%
Writing	79%	81%
Number	95%	81%
Using and Applying	79%	74%
Shape Space & Measure	85%	81%
Data Handling	100%	85%

The Performance of Looked After Children (LAC)

Addington has two students who are LAC. In Core Subjects, Reading, Writing, Number, Using and Applying, Shape Space and Measure and Data Handling their performance was consistently at the expected level.

The Performance of Students who are Pupil Premium

The attainment of the 49 Pupil Premium eligible students was monitored on a termly basis by the Teacher leading on this area. At the end of the year, the progress of students in receipt of pupil premium was compared with that of their peers. After analysis of PPG students compared to their peers, the conclusion was that the impact of Pupil Premium had been to close the gap. In comparison 69% of students not eligible for PPG and 83% students eligible for PPG across the school made progress in one or more aspects of Literacy. Some of the students in both categories made remarkable gains across the Literacy strands. See Pupil Premium report for more detail.

National Testing

All of our KS2 students were disapplied from the end of Key Stage 2 SATs.

Phonics screening – out of 10 year 1 pupils, 6 had no outcome, 3 scored in the 0-9 mark range and 1 scored in the 20-24 mark range.

Outreach Service:

Sharing our expertise in working with learners who have learning difficulties is a strength of our school. Between September 2014 and July 2015 Addington School's Outreach Service supported 27 schools. As in previous years, many of the students concerned have autism and/or severe learning difficulties. Sometimes it has been more effective for mainstream colleagues to visit Addington and see a teaching method in practice. In this way groups of learners in mainstream with learning difficulties have been supported. See Report on Outreach 2015 for more detail.