

Addington Pupil Achievement Report – 2015/16

Our Context:

The trend in Addington’s school population shows how our pupils with more complex needs continue to increase such as pupils with comorbidity. The population with an Autistic Spectrum Disorder continues to grow with 47% having this diagnosis. There are several reasons why comparing data between years is problematic. Firstly, the changing school population as already mentioned. Secondly, uneven numbers in different year groups and some cohorts such as numbers of girls in some year groups. Finally, in common with all schools we are devising our own systems of target setting and measuring progress as we embrace ‘life beyond national curriculum levels’. Effectively, this makes our data using Addington levels and P Scales, our year one.

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%
OTHER DIFFICULTY/DISABILITY	1	1%	1	1%	1	1%
Total	206		203		203	

(From RAISEonline – 26 Nov 2015)

Attendance:

Addington works closely with the Education Welfare Officer (EWO) to minimise student rates of absence through regular meetings, multi-professional working and working in partnership with parents. This supports the small number students with attendance issues which are often linked to health conditions. The trend for absence continues to be downward - 5.3% persistent absence Raise online November 2015 compared to National average of 14.6% for all special schools. It is rare Addington excludes pupils even though some have challenging behaviour. During 2015-16 two pupils had fixed term exclusions. One of these resulted in a managed move.

Achievements from our 16-19 FE students:

In 2015/16 we had 41 students in our 16-19 FE classes including one student who joined the school part way through and one year 11 student with Profound and Multiple Learning Difficulties (PMLD) included in a FE class.

Our student destinations post Addington were:

Destination	Numbers
Employment at National Grid (NG)	2
Employment at NG and Foundation IT Course at Reading College	1
Employment at a Nursery and Skills for	1

Living Course at Reading College	
Reading College – Skills for Living	2
Reading College – Work Preparation	1
Reading College – Our House	3
BCA – Foundation Studies	4
Newbury College	3
Residential Colleges	2
Personalised Care Package	2
Moved abroad	2
Moved to another part of UK (Key Stage 4 Students)	2

In total there were 25 leavers.

Accreditation at Addington

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

Subject	Number Entered	Not achieved	Entry 1	Entry 2	Entry3
Maths Functional Skills (OCR)	5	0	2	1	2
English Functional Skills (OCR)	5	0	2	1	2

Results of entries for Personal Social Development (PSD) and Employability:

Subject	Number Entered	Entry 1	Entry 2	Entry 3
PSD AWARD (ASDAN) 6 credits	3	0	3	0
PSD CERTIFICATE (ASDAN) 13 credits	2	0	2	0
Employability (ASDAN)	10	0	10	0

	Total Number of Candidates entered for Personal Progress = 12	
Personal Progress (ASDAN)	Entry 1 Certificate awarded	Entry 1 Award
	12	0
Horticulture (City and Guilds NPTC)	Total Number of Candidates entered for Horticulture = 3	
	1 award	2 certificates
Hospitality (City and Guilds)	6 Level 1 awards	

Results of entries for Personal Development Award – Key Stage 4

	Total Number of Candidates entered for Personal Development Award =12
Personal Development Award (ASDAN)	12 Silver Awards

Preparing our students for Adulthood including the World of Work

We continue to develop our students' skills in the world of work to help them prepare for employment, whether supported or independent. We work with partners and the Education Business Partnership to devise the right opportunities for the individual.

We are in the second year of a very successful project running a café one day a week at WBC. A group of 6 students use this opportunity to develop valuable work skills including handling money and following strict hygiene rules around food. They also work towards their Level 1 qualification in Hospitality.

We have now completed the first year of an exciting new internship venture in partnership with National Grid. Two members of our staff have successfully made the transition from working as Teacher Assistants to being based at National Grid as Job Coaches supporting four Addington students. As a direct result of this amazing opportunity, students have found permanent employment (see leavers' destinations).

	Key Stage 4	Key Stage 5
Numbers of community placements	2	28
Numbers - week external work placement	10	7
Numbers – extended work placements		8 (4 independent, 4 supported)



Working in Partnership with Parents Continues to be a Major Focus

Our summer 2016 survey of parents showed that the overwhelming majority were very positive about Addington School. 59% completed the questionnaire. They felt their children were safe and in a place of high quality teaching and learning. They felt informed and were pleased with the school's response to any concerns. 95% would recommend Addington to other parents. Our Parent Support Adviser worked to support 38 families, and organised well attended workshops in conjunction with the specialist teams within school. One particular success was a series of workshops, run with Dr Fiona Knott of the University of Reading. These brought parents and professionals together to look at supporting youngsters with ASD and anxiety.

Parents' evenings have high attendance. If parents have not been able to attend then teachers have made alternative dates or contacted by phone.

Pupil Achievement – Progress in terms of P-Scales and Addington Levels.

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

Expected progress –

P1 to P3 – ½ P Scale every two years

P4 to P8 – 1 P scale every 2 years

Addington Curriculum levels – 1 sub level each year

Comparison with Progression Guidance 2010/11 data reinforces our view that we set challenging targets broadly in line with national data, more challenging than the guidance and our pupils make excellent progress. It is important to note that Progression Guidance came out of work with learners with a broader range of level of learning difficulty than our pupils. At Addington, our pupils are learners in the first one or two percentiles.

Annual Progress – Core Subjects

In terms of student progress, we can report that 99% of all students from Key Stages 1 – 4 have made measurable progress in reading and 98% in writing. In Maths, 97% have made measurable progress in Using and Applying, 98% in Number, 99% in Shape, Space and Measure and 100% in Data Handling.

We run a number of interventions and strategies designed to promote higher attainment in Reading and Communication. These include Tracks Literacy, Rapid Phonics, CatchUp Literacy, Big and Little Writing, Talk topics, Toe by Toe. In Numeracy there is use of Plus One and Power of Two. Our priorities are to enable students to make progress across the whole curriculum, with a specific focus on developing their communication and reading abilities. The curriculum for our learners is personalised including strategies, interventions, therapeutic approaches and a modified environment to ensure every learner builds skills and achieves their potential.

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 transition objects, signing, symbols, PECS, communication books and/or boards as well as technology such as Eye Gaze or electronic communication aids to support development.

Individual pupil's Outcomes are focused on academic skills and independent living skills to ensure students leave Addington ready to take opportunities and contribute to society.

Achievement data in Core Subjects.

Foundation									
	All Students (12)			Boys (8)			Girls (4)		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
Reading	0%	33%	67%	0%	25%	75%	0%	50%	50%
Writing	0%	33%	67%	0%	38%	63%	0%	25%	75%
Using & Applying	0%	17%	83%	0%	25%	75%	0%	0%	100%
Number	0%	50%	50%	0%	63%	38%	0%	25%	75%
SS&M	0%	33%	67%	0%	50%	50%	0%	0%	100%

Key Stage 1									
	All Students (25)			Boys (17)			Girls (8)		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
Reading	0%	32%	68%	0%	29%	71%	0%	38%	63%
Writing	0%	36%	64%	0%	29%	71%	0%	50%	50%
Using & Applying	0%	44%	56%	0%	47%	53%	0%	38%	63%
Number	0%	36%	64%	0%	41%	59%	0%	25%	75%
SS&M	0%	44%	56%	0%	41%	59%	0%	50%	50%

Key Stage 2									
	All Students (46)			Boys(34)			Girls (12)		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
Reading	2%	41%	57%	3%	35%	62%	0%	58%	42%
Writing	2%	50%	48%	3%	50%	47%	0%	50%	50%
Using & Applying	4%	39%	57%	3%	41%	56%	8%	33%	58%
Number	4%	52%	43%	3%	56%	41%	8%	42%	50%
SS&M	2%	46%	52%	0%	41%	59%	8%	58%	33%
Data Handling	0%	6%	94%	0%	6%	94%	0%	0%	100%

Key Stage 3									
	All Students(38)			Boys(23)			Girls (15)		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
Reading	0%	58%	42%	0%	57%	43%	0%	60%	40%
Writing	0%	66%	34%	0%	70%	30%	0%	60%	40%
Using & Applying	5%	37%	58%	4%	43%	52%	7%	27%	67%
Number	3%	34%	63%	4%	35%	61%	0%	33%	67%
SS&M	0%	47%	53%	0%	43%	57%	0%	53%	47%
Data Handling	0%	20%	80%	0%	17%	83%	0%	25%	75%

Key Stage 4									
	All Students (31)			Boys (26)			Girls(5)		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
Reading	3%	74%	23%	0%	73%	27%	0%	80%	20%
Writing	6%	77%	16%	8%	73%	19%	0%	100%	0%
Using & Applying	0%	61%	39%	0%	62%	38%	0%	60%	40%
Number	0%	87%	13%	0%	85%	15%	0%	100%	0%
SS&M	0%	84%	16%	0%	85%	15%	0%	80%	20%
Data Handling	0%	74%	26%	0%	74%	26%	0%	75%	25%

Addington School - Are there quantifiable differences in achievement when comparing groups?

We strongly believe at Addington that there are no significant differences in achievement and our data backs this up.

1. Gender

In Foundation there are twice as many boys as girls. In Literacy there is no significant difference in progress made. In Maths, more girls exceeded expected progress than boys.

In Key Stage One there are nearly twice as many boys compared to girls. Boys and girls performed similarly in Reading. All made expected progress in Writing but more boys exceeded. There was no significant difference in Numeracy except girls performed better in Using and Applying.

There are three times as many boys as girls in Key Stage 2. All made expected progress in Reading and Writing except one boy. In reading slightly more boys exceeded expected progress but there was no difference in writing. There was no significant difference between boys and girls in Maths.

There are just over twice as many boys as girls in Key Stage 3. In Reading and Writing all made at least expected progress with no significant differences in performance of girls and boys. There was no significant difference in the achievement of girls and boys in Maths.

Looking at Key Stage 4, there is no significant difference in achievement of boys and girls in Reading and Writing. All made at least expected progress in Maths. None of the girls exceeded in Number but there is only a small group of girls in Key Stage 4; more than four times as many boys as girls.

2. Ethnic Minorities

In comparing the performance of White British students and other ethnic groups there is not anything statistically significant to act on. We will, however, continue to design the curriculum and use resources to motivate all our learners.

In the Foundation Stage similar number of White British pupils and Ethnic Minorities' performance was compared. There was no difference in percentages meeting or exceeding their expected progress. In Key Stage 1 there were different sized groups but no discernible difference in percentage terms. Key Stage 2 has mainly White British students. The data shows that pupils from ethnic minority backgrounds achieved more. Key Stage 3 results showed similar performance and similar percentages exceeding expectations. Our Key Stage 4 students mostly met expectations rather exceeded whatever ethnic background. There were small numbers of ethnic minority students compared to White British in this Key Stage.

3. English as an Additional Language (EAL)

Very few pupils are identified as having EAL. In the Foundation Stage there are only two pupils. Both exceeded in Maths and one exceeded in English as well. The other pupils met expectations in English. In Key Stage 1 there was only data for one pupil who exceeded in both Maths and English. In Key Stage 2 there are three pupils with EAL. One pupil exceeded in all aspects of Maths and English, one exceeded in all bar one aspect of English and one exceeded in half the aspects of Maths and English.

4. Children in Care (CIC)

In 2014 – 15, there were two Key Stage 4 pupils classed as CIC and one Key Stage 3 pupil. The Key Stage 4 pupils made expected progress. The pupil in Key Stage 3 made greater than expected progress in nearly all aspects of Maths and English. This is due to more consistent use of technology to aid communication since starting at Addington.

5. The Performance of Students who are Pupil Premium

Over the course of the year, the progress of all Pupil Premium eligible students was tracked on a termly basis. At the end of the year, the progress of students in receipt of pupil premium was compared with that of their peers. Such a comparison is complicated because there are students ineligible for the grants that are receiving interventions.



However, we do need to demonstrate that we are using the grant for the purpose of closing the gap between PPG students and their peers. This year, this has been achieved. The comparison of achievement has been made between PPG students and their peers up to the end of Key Stage 4. 67% of students not eligible for PPG and 65% 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. This would qualify as successfully closing the gap! See Pupil Premium report for more detail.

National Testing

At Addington we enter pupils for National Testing where appropriate. Our Key Stage 1 pupils were all working below the expected standard so none took part in the KS1 SATS. In Key Stage 2 one year 6 child was at expected standard and was entered. He reached expected standard in Maths and Grammar but not reached expected standard in Reading. He has transferred to a secondary mainstream school.

Phonics testing - 17 YR 1 children were disapplied last year from the Phonics test. One year 1 child achieved the expected score. Some Year 2 retook the phonics test but none achieved the expected score.

Outreach service

Between September 2015 and July 2016, Addington School's Outreach Service supported 28 requests from local schools. As in previous years, a high proportion of the requests were for support with students either diagnosed with, or presenting with, conditions associated with Autistic Spectrum. Frequently, comorbidity with other conditions causes issues for which the schools are seeking advice; for example, autism may be accompanied by challenging behaviour, communication difficulties or lack of engagement in learning. 100% of the Outreach Requests have resulted in positive feedback, and we have also begun to receive requests from outside Wokingham.