

Student Progress Data 2016/17

Context

In response to school self-evaluation and amendments to the National Curriculum the school reviewed the curriculum offer for all students. Consequently, there are 4 curricula threads running through school. New curricula were introduced for Group 1 (ASD) and Group 2 (PMLD) students in September 2016 supported by our "Progress Walls". Our more independent learners - Group 3 and Group 4 students follow a NC curriculum supported by our Progress Walls whilst Key Stage 5 students all undertake ASDAN accredited diplomas and, for some, OCR Functional Skills.

Student outcomes prior to September 2016 were supported by B Squared and CASPA with Progression Materials shaping end of Key Stage aspirations. From September 2015 progress and achievement has been increasingly personalised / student specific with 2016 / 17 outcomes being presented as follows:

Group 1 (ASD) students:

ASD Progress Wall objectives assessed by MAPP – (Mapping and Assessing Personal Progress) and progress supported by SOLAR.

Group 2 (PMLD) students:

PMLD Progress Walls supported by SOLAR.

Group 3 and 4 (KS 3 and 4) students:

National Curriculum subject Progress Walls supported by SOLAR.

Key Stage 5 students:

ASDAN and Functional Skills accreditation. Progress assessed by MAPP and a Progress Wall supported by SOLAR.

From September 2016:

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

. **SOLAR** (Special On-Line Assessment Records) contains our **Progress Walls** to track, record and report personalised progress and achievement.

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. Progress descriptor supported by our **Student Progress Profile** that rates the potential impact of factors influencing learning.

. 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.

Provision Map

An electronic Provision Map records termly Individual Student Progress against NC Core Subjects and Group 1 and 2 Progress Walls.

Teachers provide target progress information that is then RAG rated to identify trends. The Provision Map also records student progress against the Student Progress Profile to identify intervention priorities.

Class teams, led by the class teacher, meet formally each term to discuss student progress against set targets.

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 their 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.

The progress outcomes provided is **Group Data** comprised of individual outcomes recorded on our Provision Map.

Progress is also considered for different groups of students to ensure **equality of learning opportunity**. Progress comparison is made for:

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

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Group progress outcomes for academic year 2016/17 are as follows:

Expected = Predicted target as described in Target Setting Protocol.

As the targets are set for individual students by the class staff, and the targets set are aspirational, then we would expect to see a 'normal' distribution curve of attainment. Therefore we would want the highest percentage score in the 'expected' column with lower percentages in the 'below expected' and 'above expected' columns, thus showing 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.

Key Stage 3 Students

	<i>Below Expected</i>	<i>Expected</i>	<i>Above Expected</i>
L1 – Group 1 ASD (2) 6 students	17.7%	38.8%	43.5%
L2 – Group 2 PMLD (3) 5 students	14.5%	22.2%	63.3%
L3 - Group 3 SLD 9 students			
Reading	5.6%	94.4%	
Writing (4)	28.3%	59.4%	12.3%
Maths	9.3%	83.3%	7.4%
Science	8.6%	83.1%	8.3%
L4 – Group 4 SLD/MLD 12 students			
Reading	9.7%	61.3%	29%
Writing (4)	17.9%	50.5%	31%
Maths	17.9%	47.8%	34.3%
Science (1)	49.7%	38.1%	12.2%

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Key Stage 4 Students

	<i>Below Expected</i>	<i>Expected</i>	<i>Above Expected</i>
M1 – Group 1 ASD (2) 7 students	13.4%	64.2%	22.4%
M2 – Group 2 PMLD (3) 5 students	20%	24.4%	55.6%
M3 - Group 3 SLD 11 students			
Reading	30.4%	48.8%	20.8%
Writing (4)	21.6%	63.9%	14.5%
Maths	20.1%	66.6%	13.3%
Science	17.8%	54.4%	27.8%
M4 – Group 4 SLD/MLD 11 students			
Reading	6.7%	85.4%	7.9%
Writing (4)	12.7%	79.2%	8.1%
Maths	8%	86.8%	5.2%
Science	4.7%	86.1%	9.2%

Key Stage 5 Students

	<i>Below Expected</i>	<i>Expected</i>	<i>Above Expected</i>
U1 – Group 1 ASD (2) 6 students	23.1%	72.2%	4.7%
U2 – Group 2 PMLD (3) 6 students	11.1%	27.8%	61.1%
U3 - Group 3 SLD 10 students	6.7%	77.6%	15.7%
U4 – Group 4 SLD/MLD 11 students	13.3%	70%	16.7%

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Conclusions

- The outcomes represent the first year of newly implemented curricula and target setting process. We are confident whole school student attainment can be described as *good* as majority of attainment in all classes is expected or above expected.
- Our outcome data for Girls and Boys is comparable across the class groups and we conclude all students are benefiting from our very personalised approach and receiving equality of learning opportunity.
- A similar view is provided of students who are Looked After and students who receive Free School Meals. Historically, both groups of students have recorded outcomes comparable with the school population.

Specific outcomes requiring analysis and action:

Data outcome: (1)

KS 3 and 4 attainment in Core Subject strands is *expected / above expected* other than L4 Science.

Conclusions:

Content of NC Science POS remains a challenge for SLD students due to complexity of science concepts. (Noted in past years data)

Actions:

- Current Science subject leader to review with L4 teacher and previous Science subject leader.
- To be raised at next Science special school network meeting and Inter LA moderation.

Data outcome: (2)

Our ASD students in group L1 have recorded higher *above expected* achievement than Key Stage 4 and 5 ASD students.

Conclusions:

- Introduction of ASD Progress Walls has ensured activities are very relevant and accessible to students.
- Teacher has been in the class for 3 years.

Actions:

- Monitor termly as achievement is uploaded to SOLAR.
- Moderate within termly Pupil Progress meetings and case studies.

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Data outcome: (3)

Outcomes for PMLD students feature disproportionate *above expected* achievement.

Conclusions:

- Pupil Progress meeting with Curriculum Coordinator confirmed predicted targets are not challenging enough.

Actions:

- PMLD teachers to moderate progression towards targets on a termly basis.

Data outcome: (4)

Writing in Groups 3 and 4 Key Stages 3 and 4 variable outcomes.

Comments:

- Outcomes influenced by newly introduced Progress Walls.
- Inaccuracy of target setting for L3 students.

Actions: English subject leader 2017/18 appraisal target to improve writing for Group 3 and 4 students.