
ACHIEVEMENT AND OUTCOMES REPORT 2016-17

CONTEXT

From January 2017 all assessment and data systems at Addington were reviewed to provide a more rigorous and robust system going forward.

At a classroom level, teachers were assessing small steps of progress for pupils using Assessment of Learning sheets in English and Maths but only large steps of progress were being reported at a whole school level. This did not allow an accurate picture of progress for cohorts across the school, despite pupils making outstanding progress at classroom level.

The following changes were introduced:

1. Appointment of a Head of Assessment and Outcomes
2. Appointment of a Data Manager
3. Commissioning of a Data Manager from Swiss Cottage Special school to support the transfer process
4. Pupil Progress meetings with class teachers
5. Class teachers required to report small steps of progress in a consistent way across the school in individual meetings with the SLT
6. Class teachers asked to review levels of individual pupils to counteract over inflation in preceding years. Some pupils were moderated down as a result of this process.
7. New data system built to collate and analyse pupil progress.
8. Analysed the learning needs of all pupils as MLD, SLD or PMLD in line with our new Expectations.
9. Ipsative progress highlighted through the introduction of Personalised Learning Plans (PLP) with half termly targets for all pupils.
10. Moderation opportunities set up with 4 other special school across the country (Nottingham, Bristol, Gloucestershire, and Reading).

The achievement data in this report should be read taking this information into account.

Overview table showing number and percentage of students categorised as: MLD, SLD, PMLD, ASD
(In May 2017 we re-categorised all students Learning Need against our new expectations as either MLD, SLD, PMLD.)

Main SEN	2014		2015		2016	
MLD	6	3%	5	2%	39	19%
SLD	65	32%	60	30%	130	63%
PMLD	16	8%	18	9%	36	17%
PD	26	13%	24	12%	2	1%
ASD	89	44%	95	47%	n/a	n/a
OTHER DIFFICULTY/DISABILITY	1	1%	1	1%	n/a	n/a
Total	203		203		207	

* We still have 98 (47%) students with ASD alongside MLD, SLD or PMLD.

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 – both mental and physical.

- One pupil with PMLD is educated at home with teaching and support from Addington staff.
- One pupil also only attended school for three days in September 2016, he then was off poorly until half term. At October (2016) half term his parents removed him from school due to the fact they were leaving the area. Unfortunately school could not track down a forwarding address until March 2017, therefore he officially left our role on the 31st March 2017 after not attending school since September. All relevant authorities were informed.
- One pupil was from the travelling community and despite the efforts of school, Wokingham SEN and the Traveller liaison officer we were unable to get the pupil back into school.
- One pupil has mental health difficulties which prevented him from coming into school for a long period of time. Through working with the pupil's family he is now coming to school for short periods a few days per week.
- Over the year we also had 3 students pass away.

The trend for absence taken from the Inspection Dashboard shows a rising rate of absence at 7.7% compared to 6.8% in 2015. This still remains below the 9.1% average for Special Schools across the country (Pupil absence in schools in England: 2015 to 2016 -SFR 14/2017, 23 March 2017). This high rate is due to the pupils mentioned above as well as several pupils with long term medical conditions that prevent them from coming to school for long periods of time. It is rare Addington excludes pupils even though some have challenging behaviour. During 2016 – 17 one pupil (in 16-19) was permanently excluded during the autumn term.

OUTCOMES

Achievements from our 16-19 FE students:

In 2016/17 we had 41 students in our 16-19 FE classes including; one student who joined the school part way through year 12 and three year 11 students, two students with Profound and Multiple Learning Difficulties (PMLD) and one with Severe Learning Difficulties and Autism included in a FE classes.

Our Student destinations post Addington were:

Destination	Numbers	Percentage
Employment at National Grid (NG)	1	7%
Part time paid Employment and Work Prep Course Reading College	1	7%
MENCAP Supported Internship	1	7%
Reading College – Bespoke course (Work Prep/ Supported Internship)	1	7%
Reading College – Work Preparation	2	14%
Reading College – Bespoke course (Skills for Living/ Work Prep)	1	7%
Reading College – Skills for Living	2	14%
BCA – Foundation Studies (Learning for Life and Work)	2	14%
Newbury College – Connect 123	2	14%
Residential Colleges – Skills for Living	1	7%

In total there were 14 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)	14		6	5	3
English Functional Skills (OCR)	14		4	4	6

Results of entries for Employability related Qualifications:

City and Guilds qualifications	
Horticulture	3 Level 1 Awards, 1 Level 1 Certificate, 1 Level 1 Diploma
Hospitality	6 Level 1 Awards
Employability (ASDAN)	4 Entry Level 2 Certificates 1 Entry Level 2 Award

Results for Personal Progress – 16 – 19 FE learners

Personal Progress (Learners submit work for this in the May that they are due to leave Addington)	
Award	
Certificate	7
Diploma	

Results of entries for Personal Development Award – Key Stage 4

Total Number of Candidates entered for Personal Development Award = 5	
Personal Development Award (ASDAN)	5 Bronze 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 third 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. This project also extends to providing catering for internal and external events.

We have now completed the second year of a Supported Internship in partnership with National Grid. Two members of our staff work at the National Grid as Job Coaches supporting five Addington students. As a direct result of this amazing opportunity, students have found paid employment (see leavers' destinations).

Details of our Work Experience and Work Related Learning opportunities

Number of....	Number of pupils that accessed the opportunities either with staff support (supported) or independently (independent)	
	Key Stage 4	Key Stage 5
Job Safari Days	34 supported	32 supported
External Work Ready Days		16 supported
Internal placements		1 supported 10 independent
Week external work placement	1 supported 3 independent	2 supported 10 independent
External community extended placements (1 morning per week for 6-8 weeks)	1 independent	4 independent Initially supported, progressed to indep by week4
Extended work placements (1 day per week for 12 weeks, plus 1 full time week in week 13)		4 independent, 1 supported
Extended Plus work placements (Bespoke depending on student's needs. Normally 1 day per week for 1 or 2 terms)		1 independent
Supported Internships at National Grid. (Full year based at the National Grid. This involves placements in three different departments and job roles over the year. Students are also taught functional Literacy and Numeracy and ASDAN employability modules.)		5 students supported by 2 job coaches. The support from the coaches is tapered so that the individual students are eventually supported by their National Grid colleagues whilst on each placement.

Working in Partnership with Parents Continues to be a Major Focus

Our summer 2017 survey of parents showed that the overwhelming majority were very positive about Addington School. 51% completed the questionnaire. They felt their children were safe (98%) and making good progress (94%) at school. They felt informed (95%) and were pleased with the school's response to any concerns (95%). 95% would recommend Addington to other parents and 96% felt the school was well led and managed. Our Parent Support Adviser worked to support 49 families, and organised well attended workshops in conjunction with the specialist teams within school. Particular successes were a number of workshops looking at communication, and a workshop on Aromatouch and Mindfulness. For a second year, they also ran a series of workshops with Dr Fiona Knott of the University of Reading, bringing together parents and professionals 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.

In October 2016 teachers set targets for students based on the following expectations of expected progress:

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

As mentioned at the start of this report, during the year we analysed the detailed data from classrooms collected through Addington Assessment of Learning (AOL) and Addington Small Steps of Progress Systems via pupil progress meetings. Through these meetings we found that many pupils had previously been over-levelled due to whole school data being collected as whole level data. This had meant levels had become over-inflated. We therefore went through a process of re-baselining students and adjusted the targets accordingly.

Grouping for data analysis	Number of Pupils	Main Assessment via:
FE (including FE Access class and 3 year 11's)	41	Destination data, Work Experience Opportunities and Accreditation (employer recognised where possible)
EY (including 6 year 1s)	16	EYFS
Access (not FE)	15	P-Level data and EHCP outcome
KS1,2,3,4	135	P-Level and Addington Levels
Total Pupils	207	

Progress towards target (KS1-KS4, non- Access)

The following progress data towards targets is based on students in Key Stages 1 – 4, and excludes any students based in our Access classes. This includes 135 students. Two of these students do not appear in the data due to either being on a low demand timetable or leaving school for a period of several months which spanned two assessment points.

We expect the following progress versus targets:

Outstanding Progress – 80% - 100%

Good Progress – 65% - 80%

Requires Improvement – Below 65%

We generated these aspirations via our past data analysis and through discussions with a group of four Outstanding Special Schools across the country.

Literacy

Strands	KS1,2,3,4		KS1		KS2		KS3		KS4	
	Num. of pupils	% met or exceeded targets	Num. of pupils	% met or exceeded targets	Num. of pupils	% met or exceeded targets	Num. of pupils	% met or exceeded targets	Num. of pupils	% met or exceeded targets
Communication	67	93%	3	100%	16	94%	28	96%	20	85%
Listening	67	81%	24	92%	27	81%	8	75%	8	50%
Speaking	67	83%	24	96%	26	73%	9	89%	8	63%
Reading	133	88%	27	96%	43	84%	35	100%	28	71%
Writing	133	89%	27	89%	43	91%	35	89%	28	86%
Language and Literacy (Overall)		87%		95%		85%		90%		71%

Based on our criteria above this shows that as an overall average all students are making outstanding progress in Literacy. In Key Stage 2 Speaking falls within the good progress category, in Key Stage 3 Listening falls into the good category and in Key Stage 4 Listening and Speaking falls within the requires Improvement category. In Key Stage 4 Reading also falls within the good category. Writing which has been a real focus for the school over the past few years is outstanding across all key stages. From analysing the Key Stage 4 data and from looking at national trends within special schools it is clear that there is often a dip in progress for students in Key Stage 3 and 4.

Numeracy

Strands	KS1,2,3,4		KS1		KS2		KS3		KS4	
	Number of pupils	% met or exceeded targets	Number of pupils	% met or exceeded targets	Number of pupils	% met or exceeded targets	Number of pupils	% met or exceeded targets	Number of pupils	% met or exceeded targets
U&A	133	92%	27	96%	43	95%	35	94%	28	82%
Number	133	91%	27	93%	43	88%	35	97%	28	86%
Space, Shape and Measure	132	90%	27	100%	42	88%	35	91%	28	82%
Data Handling	71	92%	3	100%	20	95%	26	96%	22	82%
Numeracy (Overall)		91%		97%		92%		95%		83%

All Maths data against targets meets the criteria for outstanding progress.

Progress against targets related to Pupil Premium

Targets Achieved	Across KS1,2,3,4	Non PP breakdown	PP breakdown
Communication	93%	95%	87%
Listening	81%	80%	83%
Speaking	83%	83%	83%
Reading	88%	90%	83%
Writing	89%	90%	85%
U&A	92%	93%	90%
Number	91%	92%	88%
Space, Shape and Measure	90%	89%	93%
Data Handling	92%	87%	92%

The table above shows that there is no significant difference between the overall attainment against targets for pupils in receipt of Pupil Premium (PP) and those not in receipt of it. More detail around this is discussed in the Pupil Premium report.

Result to Result (Summer 2016 – summer 2017 (KS1 – KS4, non-Access))

The following data is based on comparisons with CASPA national expectations. This data is based on the all pupils in key stages 1-4 (144 pupils). This includes 6 year 1 students who were not included in the Year 1 data against targets due to being in an Early Years class last year and 3 students who are year 11 in FE and were not included in the target data. All reports do not necessarily show all 144 students due to some start or end data falling out of range of the CASPA analysis.

The following three tables show that there are not any significant gaps in achievement between students who are: White British or Non White British, Boys and Girls and between our learning needs (MLD,SLD, PMLD).

English as an Additional Language

		Met or exceeded expectations	
EAL code	Total pupils	Number of pupils	Percentage
Non WBRI	59	47	79%
WBRI	84	69	82%

Gender

Maths		Met or exceeded expectations	
Gender	total pupils	Number of pupils	percentage
Boys	104	91	87
Girls	36	30	84
Language and Literacy		Met or exceeded expectations	
Gender	total pupils	Number of pupils	percentage
Boys	106	88	83
Girls	36	31	86

Learning Need

Maths		Met or exceeded expectations	
Learning Need	total pupils	Number of pupils	percentage
PMLD	12	11	91
SLD	104	99	85
MLD	25	21	84
Language and Literacy		Met or exceeded expectations	
Learning Need	total pupils	Number of pupils	percentage
PMLD	12	12	100
SLD	105	83	79
MLD	25	24	96

PROGRESS IN EARLY YEARS

In EYFS classes' progress is measured using the Development Matters Assessment Grid which covers all Areas of Learning from birth -5 years. During 2016 – 2017 there were 6 year 1 children in early year's classes. These students are included in the data below.

Children are baseline assessed in the first half of the Autumn Term or within six weeks of their start date. They are assessed again at the end of each term. Points are awarded for each strand achieved/part achieved showing progress made towards each outcome. Points are totalled across all Areas of Learning. End of year totals are compared to baseline totals to show progress made over the year. Totals over 2 years have also been recorded to show progress from Nursery to end of Reception.

Addington Expectations for Outstanding Progress in EYFS:

	1 year	2 years
Sensory learners will progress by	25 points	50 points
Emerging learners will progress by	50 points	100 points
Active learners will progress by	75 points	150 points

Addington Expectations for Expected Progress in EYFS:

	1 year	2 years
Sensory learners will progress by	20 points	40 points
Emerging learners will progress by	40 points	80 points
Active learners will progress by	60 points	120 points

Progress in 2016-2017

	All students (15)	Boys (10)	Girls (5)
Outstanding progress	27%	40%	0%
Expected progress	53%	50%	60%

Progress over 2 years 2015-2017

	All students (6)	Boys (3)	Girls (3)
Outstanding progress	83%	66%	100%
Expected progress	17%	44%	0%

PROGRESS IN KS1

	Learning Need						Gender			
	PMLD		SLD		MLD		Male		Female	
Maths	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Number	6	67	13	62	1	100	17	74	3	38
U&A	6	67	12	63	1	100	14	67	5	63
SSM	8	89	12	60	1	100	17	77	4	50
Language and Literacy	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Reading	9	100	11	55	1	100	16	73	5	63
Writing	6	67	10	53	1	100	13	62	4	50
Speaking	5	100	10	56	1	100	13	68	3	60
Listening	5	100	9	50	1	100	10	56	5	83

The data above shows that although there are differences in the progress against CASPA expectations for girls in several strands of Maths and Language and Literacy the low number of girls means that the results do not necessarily warrant drawing any significant hypothesis worth acting upon. Our SLD cohort have met or exceeded CASPA expectations at a significantly lower level than our PMLD learners in English. This may be due to the low number of SLD and PMLD learners and re-leveling in the Summer term.

PROGRESS IN KS2

	Learning Need						Gender			
	PMLD		SLD		MLD		Male		Female	
Maths	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Number	1	100	26	76	9	90	29	78	7	88
U&A	1	100	28	82	7	70	29	78	7	88
SSM	1	100	18	56	5	50	20	56	4	57
Language and Literacy	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Reading	1	100	25	74	5	50	24	65	7	88
Writing	1	100	25	74	10	100	30	81	6	75
Speaking	1	100	19	59	6	67	21	60	5	71
Listening	1	100	19	59	7	78	21	60	6	86

Girls in KS2 appear to out-perform boys in Reading, however it is difficult to draw any solid conclusions due to the small number of girls in the cohort. MLD students seem to perform better against CASPA expectations than SLD students, however the low numbers of MLD students make it hard to compare.

PROGRESS IN KS3

	Learning Need						Gender			
	PMLD		SLD		MLD		Male		Female	
Maths	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Number	N/A		23	100	6	100	23	100	6	100
U&A	N/A		26	93	4	67	23	85	7	100
SSM	N/A		25	93	4	67	22	85	7	100
Language and Literacy	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Reading	N/A		28	100	6	86	27	96	7	100
Writing	N/A		26	93	5	71	28	86	7	100
Speaking	N/A		23	85	7	100	25	89	5	83
Listening	N/A		24	89	7	100	25	89	6	100

SLD students in KS3 seem to out-perform MLD students in the Using and Applying and Shape, Space & Measure strands of maths when compared, however the MLD cohort is very small and this skews the results.

PROGRESS IN KS4

	Learning Need						Gender			
	PMLD		SLD		MLD		Male		Female	
Maths	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Number	2	100	16	84	6	86	13	81	11	92
U&A	2	100	14	64	6	86	13	72	9	69
SSM	2	100	15	75	6	86	12	75	11	85
Language and Literacy	Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations		Met or Exceeded Expectations	
Strands	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
Reading	2	100	14	64	5	71	10	56	11	85
Writing	2	100	17	81	6	86	13	76	12	92
Speaking	2	100	16	73	6	86	13	72	11	85
Listening	2	100	17	77	6	86	14	78	11	85

We run a number of interventions and strategies designed to promote higher attainment in Reading and Communication and Numeracy. These are delivered in classrooms as part of our personalised curriculum. 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. This ensures that where there are significant gaps in pupil progress, the student is looked at as an individual and interventions are put in place which best meet their priority need at the time, this may not be academic.

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.

Access classes (Not FE)

There were 14 pupils in the Access classes last year. Progress for these students needs to be measured against their EHCP objectives, however when compared to CASPA expectations for PMLD students 100% met or exceeded expectations in Maths and English.

Behaviour data

Over the past 3 years our rates of physical intervention when supporting students has been on the decline. It has reduced from 29% (total reported incidents 296) in Summer 2014 to 1.73% (total reported incidents 578) in Summer 2017. This is mainly attributed to a change of ethos from the staff led by the Senior Leadership Team and the Behaviour lead, and therefore a change in focus when training staff to support students displaying challenging behaviour. This may also be partly due to the changing population. In Spring term 2017 rates of physical intervention rose to 5.82% (total reported incidents 670), this was mainly due to 2 students who were not able to cope in an Addington mainstream class. They have since been moved to our Booster **total reported incidents** class, where incidents have dropped significantly. This data also shows that staff now record behavioural incidents more reliably.

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 the following numbers of students were working at the Pre Key Stage standards:

PKF (Pre Key Stage – Foundation for expected standard) – 1 Maths, 1 Reading

PKE (Pre Key Stage – Early development of the expected standard) – 4 Maths, 2 Writing

PKG (Pre Key Stage – Growing development of the expected standard) – 1 Maths, 3 Reading, 2 Writing

No students achieved the expected standard. However those that were met the Pre Key Stage levels will be monitored to assess whether they need to access links with our local mainstream school as one year 9 has done over the past 6 months.

Phonics testing - All YR 1 children were dis-applied last year from the Phonics test. One year 2 student passed the KS1 Phonics test, however he was unable to maintain engagement to finish the test so did not achieve the expected score.

Outreach service

Between September 2016 and July 2017, Addington School's Outreach Service supported 24 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.