

Baginton Fields School

Student Progress Data 2017/18

Context

In response to school self-evaluation and amendments to the National Curriculum the school reviewed the curriculum provision for all students. Consequently as of September 2016 there have been 4 curricula threads on offer 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 diplomas and, for some, OCR Functional Skills.

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

Assessment

With the introduction of the new curriculum offer from September 2016 progress and achievement has been increasingly personalised and student specific. 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 2017/18

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 **Student Progress Profile**.

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Key Stage 3 Students

	Below Expected	Expected	Above Expected
L1 – Group 1 ASD	22.7%	49%	28.3%
L2 – Group 2 PMLD	13.3%	65.6%	21.1%
L3 - Group 3 SLD			
Reading	3.1%	81.3%	15.6%
Writing	17.8%	68.4%	13.8%
Maths	26.4%	63.35%	10.25%
Science	18.35%	70.8%	10.85%
L4 – Group 4 SLD/MLD			
Reading	8.3%	73.7%	18%
Writing	6.4%	66.8%	26.8%
Maths	4.8%	63.7%	31.5%
Science	14.4%	75.5%	10.1%

Key Stage 4 Students

	Below Expected	Expected	Above Expected
M1 – Group 1 ASD	12.2%	69.2%	18.1%
M2 – Group 2 PMLD	5.6%	74.4%	20%
M3 - Group 3 SLD			
Reading	29.1%	66.7%	4.2%
Writing	24%	73%	3%
Maths	24.2%	68.6%	7.2%
Science	14%	78.4%	7.6%
M4 – Group 4 SLD/MLD			
Reading	8.3%	87.5%	4.2%
Writing	21.3%	69.5%	9.2%
Maths	5.5%	75%	19.5%
Science	18%	65%	17%

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Key Stage 5 Students

	Below Expected	Expected	Above Expected
U1 – Group 1 ASD	15.8%	64.4%	19.8%
U2 – Group 2 PMLD	24.6%	61.1%	14.3%
U3 - Group 3 SLD	24.3%	57.5%	18.2%
U4 – Group 4 SLD/MLD	7.4%	81.5%	11.1%

Key Stage 5 accredited qualifications

Qualification	Number of students
Functional Skills Maths Entry Level 1	1 student
Functional Skills Maths Entry Level 2	1 student
Diploma in Life Skills Entry Level 1	2 students
Diploma in Life Skills Entry Level 2	2 students
Diploma in Personal Progress Entry Level 1	7 students
Certificate in Personal Progress	2 students

Comparison of data						
	2016-17			2017-18		
	Below Expected	Expected	Above Expected	Below Expected	Expected	Above Expected
Reading	13%	73%	14%	14%	76%	10%
Writing	20%	63%	17%	18%	68%	14%
Maths	14%	71%	15%	15%	68%	17%
Science	20%	66%	14%	17.5%	71%	11.5%
ASD	18%	58%	24%	17%	61%	22%
PMLD	17%	23%	60%	9.5%	70%	20.5%
ASDAN	10%	59%	31%	19%	67%	14%
Girls	16%	66%	18%	14%	70%	16%
Boys	14%	63%	23%	16%	68%	16%
FSM	16%	63%	21%	15%	70%	15%
LAC	10%	77%	13%	22%	67%	11%
Whole school	15%	64%	21%	15%	68%	17%

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Conclusions

- The majority of students have achieved expected or above expected progress so student attainment can be confidently described as good.
- Progress outcomes for 2017/18 are similar to the previous year which verifies our target setting process is credible and accurate.
- 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 – 5. Further analysis of this group of students data demonstrates that this outcome was largely influenced by 2 students recording below expected in the autumn term. Spring & summer averages demonstrate a ‘normal distribution’ with the below expected figures being 11% & 10% respectively.
- 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. The cohort of girls in Key Stage 5 is small – 8 in total - so any student achieving below expected severely affects the overall attainment data.
- Our outcome data for Girls and Boys is largely comparable across the class groups and shows only slight variations from the previous year.
- Data for those in receipt of FSM is almost identical to that whole school averages. Historically this cohort of students have recorded outcomes comparable with the school population.
- We conclude all students are benefiting from our personalised approach and receiving equality of learning opportunity.