



Barndale House School – Attainment Summary 2018

Barndale House School follows the principles set out in the Rochford Review: Review of assessment for pupils working below the standard of National Curriculum tests (2016). In particular:

- Every pupil should be able to demonstrate his or her attainment and progress.
- Parents and carers should receive meaningful information about the achievement and progress their child makes and should be involved appropriately in assessment processes.
- Assessment for pupils with SEND should take into account the complexity, nature and combination of SEND. It should take account of recent SEND reforms including the introduction of Education Health and Care plans (EHC plans).

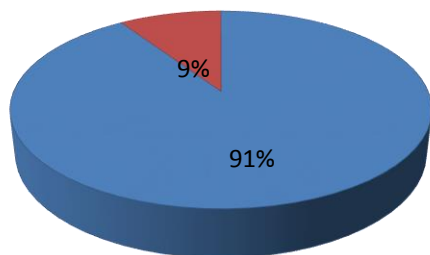
Attainment Summary

We use different assessment tools to measure pupils' progress.

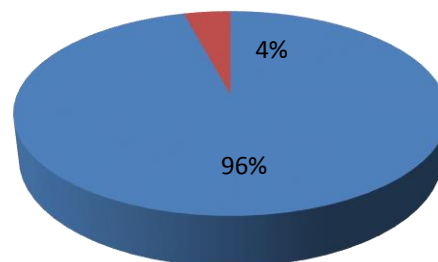
- Connecting Steps/ BSquared to assess progress on a daily basis.
- PIVATs (Performance Indicators for Value Added Target Setting) which is used for assessment of learning, performance monitoring and effective target setting for all school age pupils.
- MAPP – Mapping & Assessing Personal Progress for post 16 students

Comparison of 2016-2017 & 2017-2018 PIVATs data revealed that:

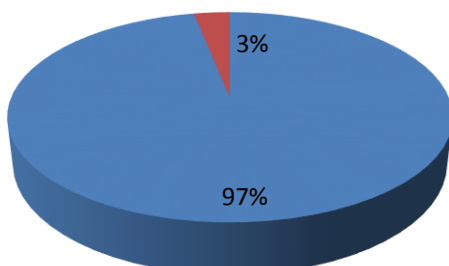
2016-2017 **91%** of pupils met or exceeded expected levels of progress



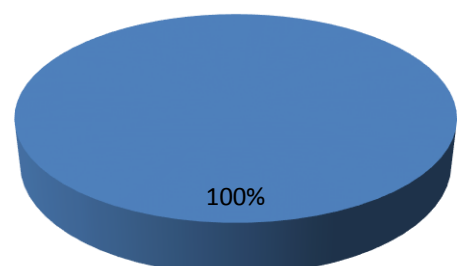
2017-2018 **96%** of pupils met or exceeded expected levels of progress



2016-2017 **97%** of pupils met or exceeded their target in the majority of the elements of PIVATs assessment



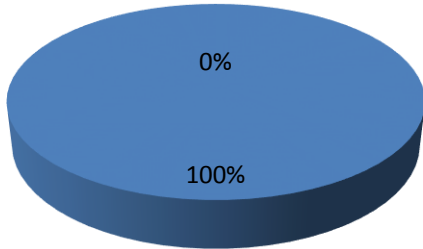
2017-2018 **100%** of pupils met or exceeded their target in the majority of the elements of PIVATs assessment



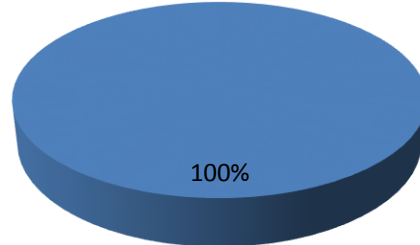


Pupils classified as eligible for Pupil Premium:

2016-2017 **100%** of pupils met or exceeded all their expected levels of progress



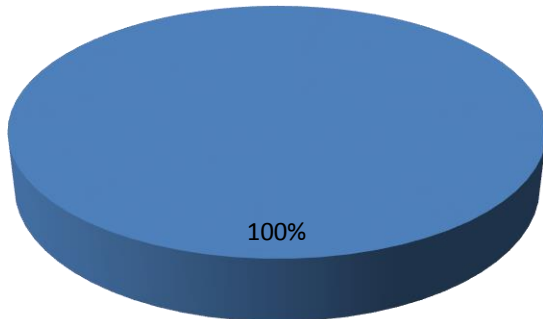
2017-2018 **100%** of pupils met or exceeded all their expected levels of progress



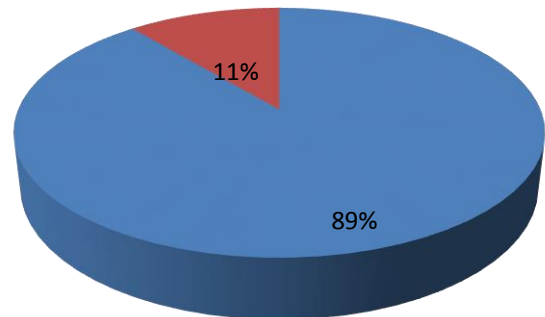
Between the sexes

Our Data Range for 2017-2018 is made up of 63% Boys and 37% Girls

Of those Boys **100%** met or exceeded all their expected levels of progress



Of those Girls **89%** met or exceeded all their expected levels of progress





Attainment between subjects

Benchmarking

Percentage change analysis of PIVATs points for all schools in the PIVATs database for the academic year 2017-2018 indicates that;

English - Speaking:

National Pupil Attainment	Barndale House Pupil Attainment
89% one or more steps of progress	96% one or more steps of progress

English - Listening:

National Pupil Attainment	Barndale House Pupil Attainment
90% one or more steps of progress	100% one or more steps of progress

English – Reading:

National Pupil Attainment	Barndale House Pupil Attainment
89% one or more steps of progress	100% one or more steps of progress

English – Writing:

National Pupil Attainment	Barndale House Pupil Attainment
88% one or more steps of progress	96% one or more steps of progress

Maths - Using and Applying:

National Pupil Attainment	Barndale House Pupil Attainment
87% one or more steps of progress	96% one or more steps of progress

Maths - Number:

National Pupil Attainment	Barndale House Pupil Attainment
89% one or more steps of progress	100% one or more steps of progress

Maths - Shape, Space & Measure:

National Pupil Attainment	Barndale House Pupil Attainment
89% one or more steps of progress	96% one or more steps of progress

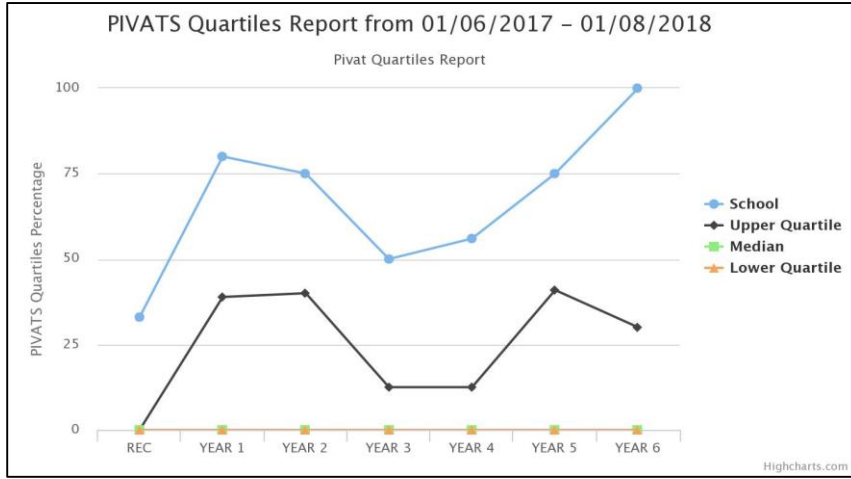
PSD – Personal Independence & Self Help:

National Pupil Attainment	Barndale House Pupil Attainment
88% one or more steps of progress	96% one or more steps of progress

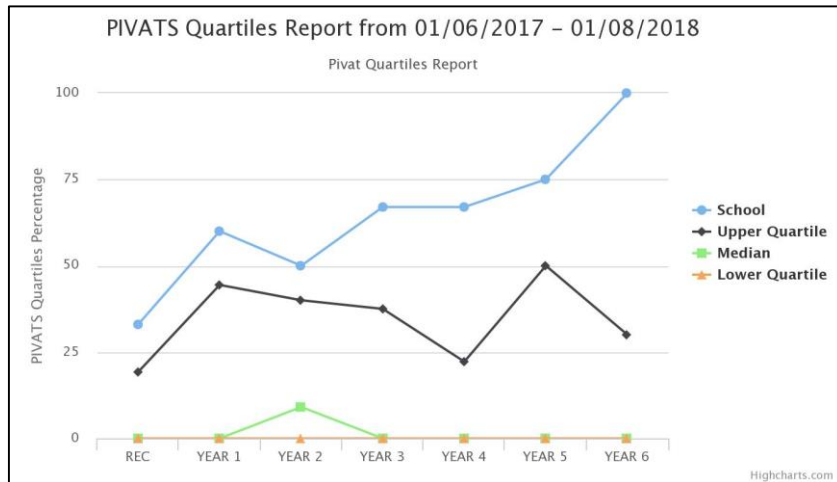


PIVATs Quartile Reports, 2017-2018

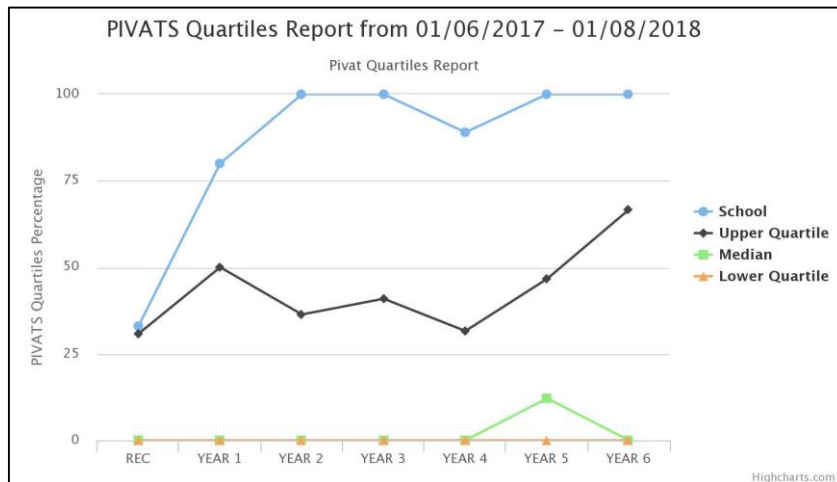
English – Speaking: Pupils making 2 steps of progress as compared to other Special Schools using the PIVATs database



English – Listening: Pupils making 2 steps of progress as compared to other Special Schools using the PIVATs database

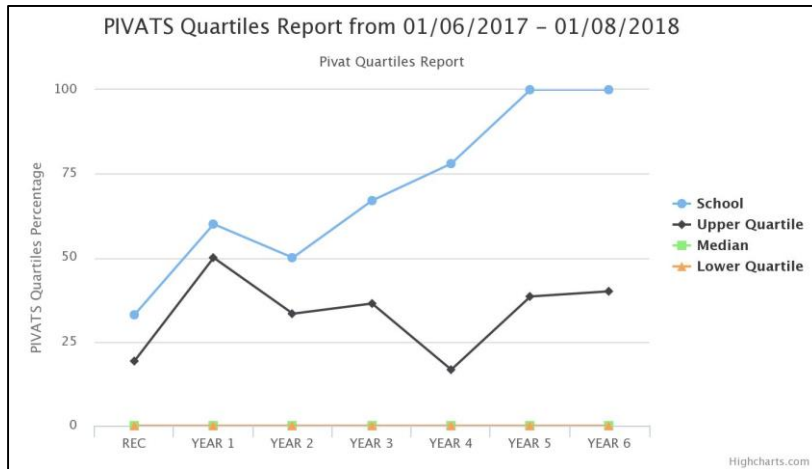


English – Reading: Pupils making 1 step of progress as compared to other Special Schools using the PIVATs database

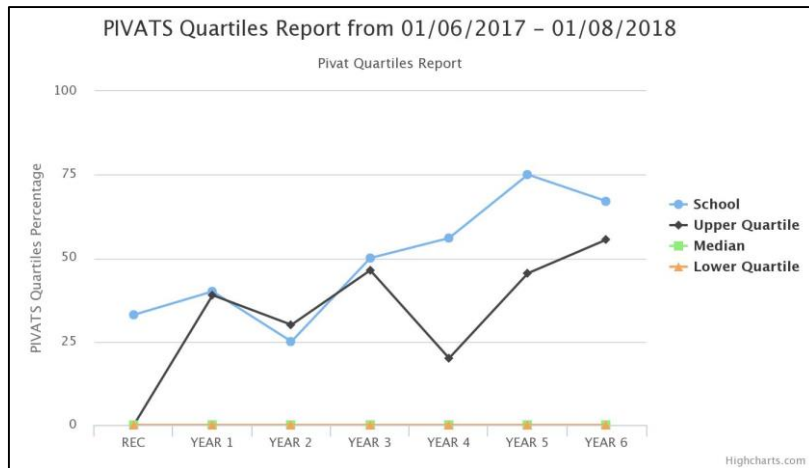




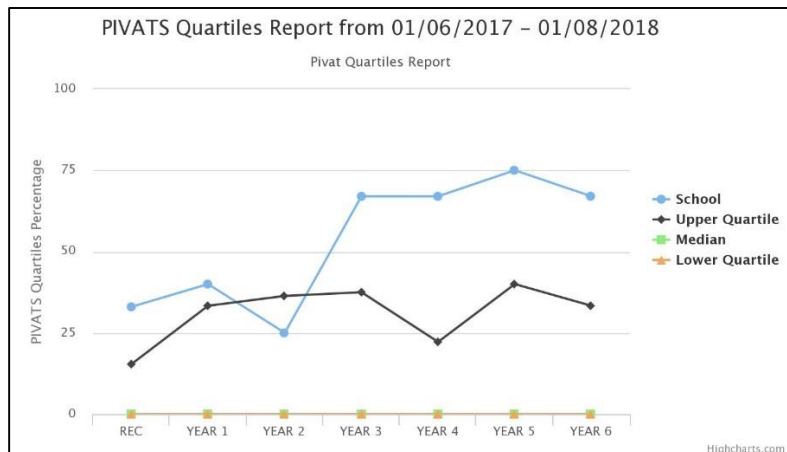
English – Writing: Pupils making **2** steps of progress as compared to other Special Schools using the PIVATs database



Maths – Using & Applying: Pupils making **2** steps of progress as compared to other Special Schools using the PIVATs database.

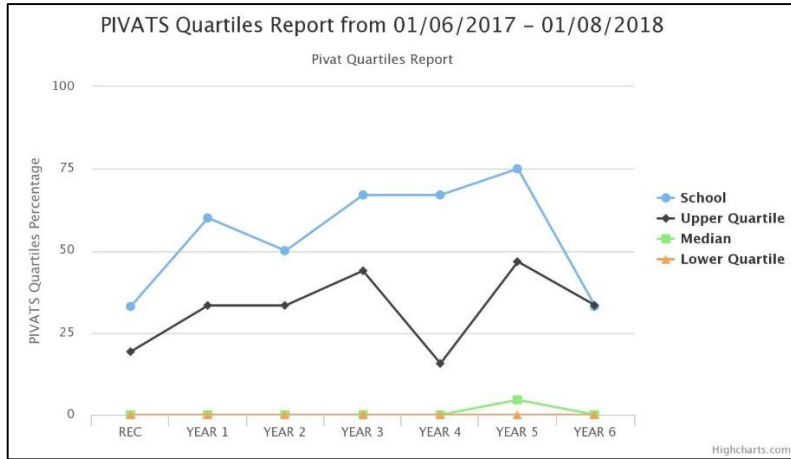


Maths – Number: Pupils making **2** steps of progress as compared to other Special Schools using the PIVATs database.





Maths – Shape, Space & Measure: Pupils making **2** steps of progress as compared to other Special Schools using the PIVATs database.



Mapping and Assessing Personal Progress (MAPP)

MAPP is a suite of materials developed by The Dales School, North Yorkshire to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. In particular it provides a way of recognising lateral progression.

The materials divide into two main sections. The first focuses on setting learning intentions whilst the second focuses on assessment. It is important to note that the Continuum of Skill Development (CSD) which makes up section 2 of MAPP is an independent tool and can be used to evaluate progress against learning intentions which are drawn from sources other than section 1 of MAPP.

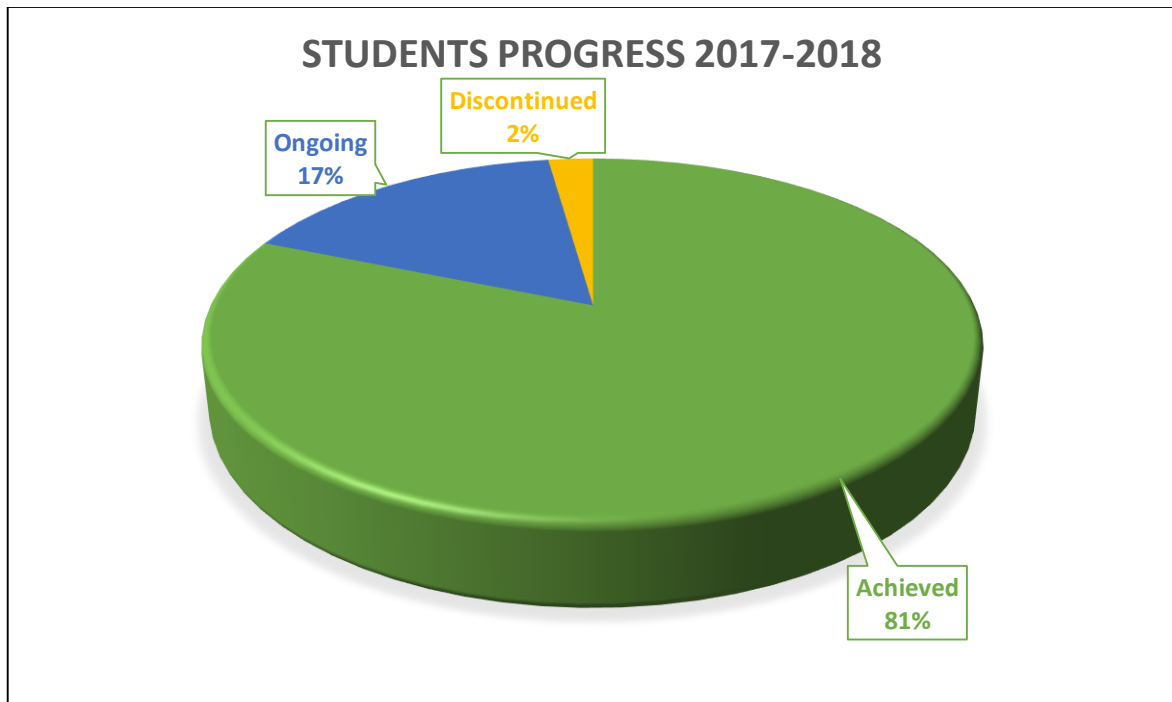
The Continuum of Skill Development (CSD) assesses the development of four aspects of skill on a fourpoint scale. The four aspects of the CSD are: prompting, fluency, maintenance and generalisation. There are four descriptors for each aspect which represent progress from emergent behaviours to competence. A numerical rating scale facilitates analysis, comparisons and graphic representations of summative data.

In 2017 – 2018 at Barndale House School we used MAPP for 7 post 16 Students. Below is an example from one Student.

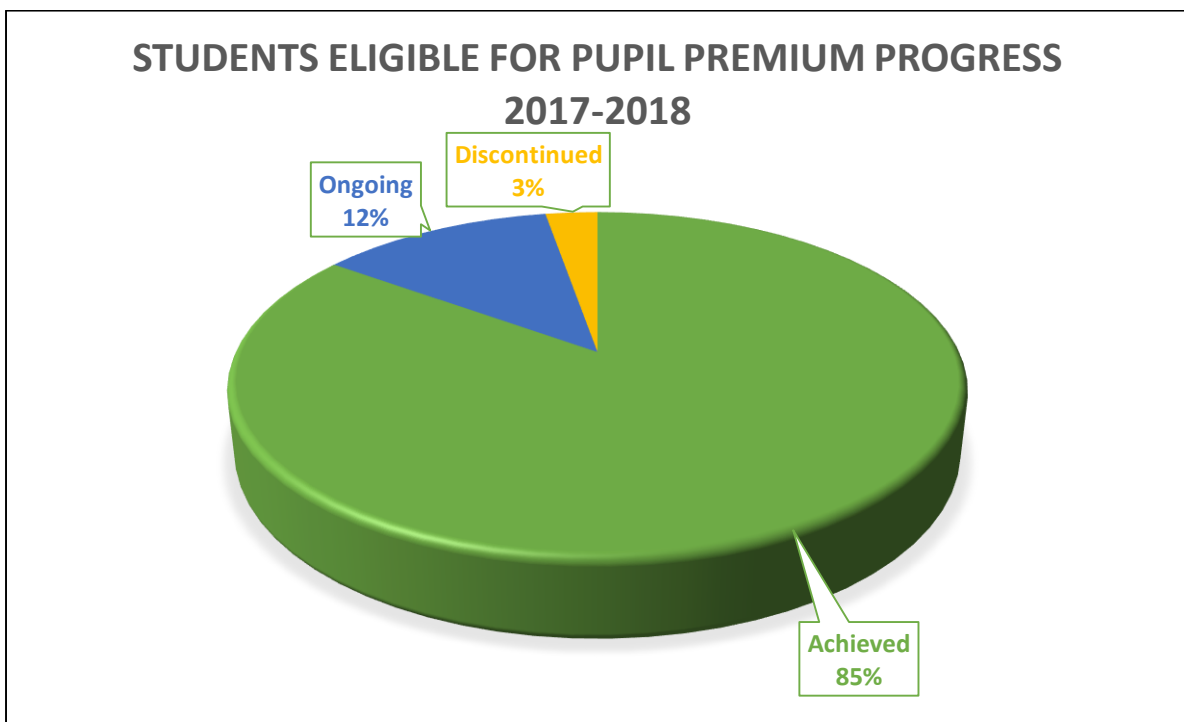
Learning intention	ILS : Will make a shopping list of at least 2 items to purchase using symbols / photographs										baseline	10/01/2017
											final assessment	04/04/2017
Prompting	b	2	3	4	5	6	7	8	9	10		100.00%
Fluency		b	3	4	5	6	7	8	9	10		88.89%
Maintenance		b	3	4	5	6	7	8	9	10		88.89%
Generalisation		b	3	4	5	6	7	8				66.67%
C.S.D. Scale	1	2	3	4	5	6	7	8	9	10		



On assessing the overall progress of students against their Personal Learning Intentions the following was determined;



On comparing those students eligible for pupil premium;





On comparing our male and female students;

