

Ivy House School

Data Overview 2016-2017

Updated progression matrices are available through RAISEOnline (now called Analyse School Performance). These were shared with SLT by Jo Ward and we are now working towards updating end of year/key stage expectations in line with this document. Therefore, the information included below is in relation to pupil progress against **CASPA** (Comparison & Analysis of Special Pupil Attainment), and not against the National Progression Guidance 2010. This means that the results below are in comparison to other schools nationally who enter information for children with SEN and is based on similar starting points.

Language and Literacy (Communication)

<i>(As a whole subject - 4 aspects)</i>	Key Stage 1	Expected or above progress	Key Stage 2	Expected or above progress	Key Stage 3	Expected or above progress	Key Stage 4	Expected or above progress
<i>Cohort size</i>	6*		24		12		7	
Above expected progress	2	33%	2	8%	0		0	
Expected progress	4	67%	22	92%	12	100%	7	100%
Below expected progress	0		0		0		0	

Overall, the school would judge progress in Language and Literacy to be outstanding as 100% of pupils achieved expected or above, in line with the progress v expectation results set in CASPA for the whole subject.

Communication remains a focal area and the progress and achievement rates from 'Speaking' show an improvement across the Key Stages. The following scores show the percentage of children making expected or above for the previous 3 years in all strands (R, W, S&L).

2015	99%	2016	95%	2017	100%
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Maths (Cognition)

<i>(As a whole subject - 3 Aspects)</i>	Key Stage 1	Expected or above progress	Key Stage 2	Expected or above progress	Key Stage 3	Expected or above progress	Key Stage 4	Expected or above progress
<i>Cohort size</i>	6		23		12		7	
Above expected progress	0		1	4%	1	8%	0	
Expected progress	6	100%	22	96%	11	92%	7	100%
Below expected progress	0		0		0		0	

Overall, the school would judge progress in Maths to be outstanding as 100% of pupils achieved expected or above, in line with the progress v expectation results set in CASPA for all aspects of Maths.

Maths and cognition development have been evolving within our curriculum to meet the changing needs of the most profound learners in school. It has shown excellent results in the progress and achievement rates over the past 3 years.

2015	100%	2016	96%	2017	100%
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Overall statement

This year's data set is more challenging to compare to historic data sets, due to the number of closure days (70+). However, it remains broadly in line with previous years' reports. Key Stage 4 shows that all children have met their expected level of progress, however, there aren't any pupils achieving above this. Subject leaders will need to spend some time further analysing in depth the reasons for this, with a special focus on the curriculum and delivery of learning outcomes in Upper School. The school is also using a new tracking system to closely monitor pupil attainment throughout the year and this will, in turn, enable targets to be reviewed and interventions put into place at a much earlier stage.

Vulnerable Groups

Gender

The results show that there is very little difference between the attainment of girls and boys in Language and Literacy. **100% of pupils** made expected or above expected progress. Proportionally, there are a small number of girls making better progress, and one of these girls is also a looked after child who had additional funding allocated from children's services to support her communication. 2 boys made above expected progress in Maths across the year. **100% of pupils** made at least expected progress in the strands as an average.

Looked After Child (2)

The results show that both LAC children achieved at least their expected level of progress in all core strands of the curriculum. This is broadly in line with their peers, who are not LAC. However, as the cohort is so small it is not possible to complete an accurate analysis of comparison. One additional pupil in LA care is educated within post 16 provision. She is tracked individually using the Key Skills assessment and through accreditation. This shows appropriate steps of progress and all relevant modules completed as required.

Ethnicity

The results show that there is very little difference between the progress made across the ethnic groups in school. **100% of pupils** made expected or better progress in all strands of Language and Literacy. However, a small proportion of children from a White British or White Other background have made better than expected progress. On further analysis, 2 of the children within this came to many of the sessions on offer during the closure days and their families were highly engaged. Another child is also receiving additional funds from children's services and has communication identified on their personal education plan. The results for Maths indicate that there is no reportable difference between the progress in the strands of Maths across the ethnic groups in school. **100% of pupils** made expected or better progress.

Early Years Foundation Stage 2017

Pupils are baselined when entering the EYFS class. In some cases, this needs to be ongoing longer than the first term to ensure a clearer and more accurate assessment due to very profound and complex health needs as well as part time entry for some. There were a total of 4 children in Reception this year, but one pupil only began attending regularly in April, due to the school closures. Therefore, only 3 children have a baseline from September 2016. This represents a very small number of children and caution should be taken when analysing the data, as percentages are skewed because of this.

Teacher targets achieved for EYFS are below:

No. of children 3	Above expected	Expected	Below expected
Communication 3 strands	22%	33%	45%
PSED 3 strands	45%	22%	33%
Physical 2 strands	50%	0	50%

Number of children working within the age bands for each aspect:

No. of children 3	Sept '16 0-11 months	Sept '16 8-20months		June '17 0-11 months	June '17 8-20months
Communication 3 strands	3	0		2	1
PSED 3 strands	2	1		2	1
Physical 2 strands	2	1		2	1

Evaluation

- Targets set are revised and reset during the year through progress meetings to ensure aspirations are high. Moderation of levels also includes external professionals and other schools.
- On average **58% of attainment** falls within the expected or above expected categories. This is lower than in previous years (74%), but 2 out of the 3 children had significantly high absences due to health needs/operations. One child only began to attend school regularly after the strike action in April, and although he did not make expected progress in all areas of learning, he was only small steps away from this for many of the strands. The other child had an operation on her foot, which resulted in complications arising afterwards and prolonged absence.
- One pupil has made outstanding progress within the aspects of PSD and has developed a range of skills within this. For example in **confidence and awareness**, in September 2016 he had completed 2 out of 19 statements within 8-20 months. In June 2017, he had achieved 12 out of 19, which is a **53% increase** in attainment. This demonstrates the outstanding teaching provided throughout the year and within the curriculum and the positive working relationships that staff develop with children using the 'Key Worker' system.

16-19 Targets and 14-19 Accreditation Data

16-19 Target Setting (Use of Key Skill data in BSquared)

Progress made vs. targets set for Key Skills across 4 strands – Communication, Application of Number, Problem Solving and Working With Others.

Key Stage 5 No. of pupils 14	Target exceeded	Target met	Target not met
Communication	1 (7%)	3 (22%)	10 (71%)
Application of Number	5 (36%)	3 (21%)	6 (43%)
Problem Solving	5 (36%)	6 (43%)	3 (21%)
Working With Others	1 (7%)	4 (29%)	9 (64%)

Evaluation

- Key Stage 5 made least progress in comparison to other Key Stages within the school. There are a number of reasons for this, including the challenging year that the class group had in regards to staffing changes. 2 part time teachers were both in post and job sharing, which resulted in some information not being shared coherently across the year.
- There were a higher percentage of children who had long periods of absence, including a recent diagnosis of diabetes, hip operations and bereavement. This has had a negative impact on their progress within school as their attendance was much lower than the school's average.
- Further investigation is needed into the curriculum offer and the suitability for all groups of learners, including the most able. This was reflected in recent lesson observations which have highlighted the need for further clarity around target setting and using an appropriate system to support this (accreditation or Key Skills).

Accreditation Data

In total, there were **29** pupils working towards an 'Equals - Moving On' accredited outcome between Easter 2016-2017. The number of modules submitted does not represent an increase in progress as such, as they vary in length during terms in order to complete content.

Number of units gained	Number of pupils	Achievement Continuum Score	Average % of pupils working across the units at each level
0	2	1 - Encounter	0
5	1	2 - Early Awareness	9
6	1	3 - Interest	5
7	3	4 - Supported	3
8	5	5 - Active Involvement	2
9	4	6 - Development	3
10	3	7 - Exploration	2
11	8	8 - Initiation	0
12	2	9 - Consolidation	1
		10 - Application	2

Evaluation

- The information above demonstrates that a large number of pupils (31%) achieved their accredited outcome within set 2 of the achievement continuum. This demonstrates the

larger proportion of PMLD pupils completing the units and indicates the higher level of support needed in order to ensure that the curriculum offer is relevant and engaging.

- A smaller number of pupils (17%) were working within set 3, at showing 'Interest'. Staff have been able to document the progress made within these smaller steps of progress in each pupil's accredited folder within the classrooms.
- There were 2 pupils working at set 10, who were required to apply their learning to a range of situations. Opportunities were provided to these pupils to engage with real-life problem-solving activities, including links to their enterprise projects.
- A number of accredited outcomes were subject to external moderation by Equals in Summer 2017. The samples provided passed this and the school was successful in ensuring that all pupils received their accredited certificate for relevant units of work.