The Russett School

Lower School Data Manual 2016-17

End of Year Report

‘Assessing Pupil Progress & Achievement’
1. Moving forward....

2. Early Years Foundation Stage

3. Key Stage Target setting: KS1 & KS2

4. Target setting and tracking pupil progress

5. Accountability

6. Annual review and Individual Education Plans

7. Progress Files

8. Data reports for Lower School
Moving Forward ...

This section outlines schools response to the recommendations within 'The Rochford Review'*

The Russett School will continue to use BSquared as an assessment tool in addition to initial research and subsequent development of new systems.

Please refer to the following table for our response and our next steps.

**The Rochford Review 10 recommendations**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Guidance</th>
<th>School response so far</th>
<th>Next steps</th>
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</table>
| 1. The removal of the statutory requirement to assess SEN pupils using P scales | • P scales were “designed to sit alongside, and complement, the old national curriculum, which was significantly different to the new one”. As such, 78 per cent of online respondents felt the P levels were no longer fit for purpose (although 32 per cent thought they should be revised against only 21 per cent who wanted a new framework – see recommendation 2.) • The report said there were “serious concerns” that many schools were using P scales as a curriculum, instead of as an assessment tool, thereby making activities too narrow. | • Reporting on them this year • Waiting for response from B Squared. Evisense will be linked to RR- still not sure how this would benefit us as an assessment tool • Visit into school from Onward and Upwards to assess suitability for school • Barry Carpenter course: re-writing the Engagement Profile | • Still using P scales for reporting purposes. • For Upper School it is looking to consider work/ college • Research into Tapestry use for KS1/2 to evidence progress • Further looking into the use of MAPP for whole school • Trialling of *Evisense and ‘**Engagement steps’ with one pupil per class. (  
*Evisense from B Squared is designed to make capturing evidence of learning in the classroom easier. Collect photos, videos, audio and documents to create a portfolio of a child’s educational journey. Easily and securely share these with parents to increase parental engagement.  
**Engagement Steps is B Squared’s new observation-based, formative assessment framework for Connecting Steps. Based on the
2. The interim pre-key stage standards ought to be made permanent

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|  | • While the old 1 to 8 P Levels were given on a “best fit” basis by teachers, the new interim pre-key stage standards require teachers to assess each pupil against specific “the pupil can...” sentences.  
• Using different codes, teachers assess each child as either “below”, “at” or “above” the interim “pupil can” standard.  
• These will now remain the key measure for all students doing subject-specific learning. |
|  | • Used for reporting purposes  
• Discussion with teachers -pre key stage standards consider if pupils are at this level at end of key stage?  
• DHT attended NAHT SENCO strategic Leadership training March 17; advise was to carry on with BSquared/P Level assessments until consultation  |
|  | • Spend time as a staff looking at pre-key stage standards  
• Need clarification on where the pre-key standards sit (ie is it P4 or P8)  
• Still awaiting final consultation. |
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<thead>
<tr>
<th>3. For those pupils not doing subject-specific learning, statutory assessment should be limited to the area of “cognition and learning”.</th>
<th>outcome.</th>
<th>• Still awaiting final consultation.</th>
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<tbody>
<tr>
<td>4. Assessing pupils against the following 7 aspects of cognition and learning should be a statutory duty, and reported to parents, carers and inspectors. (See recommendation 9 for more on this).</td>
<td>The 7 aspects are: • responsiveness • curiosity • discovery • anticipation • persistence • initiation • investigation</td>
<td>• B Squared captures whole levels. • MAPP provides some evidence for these • In KS5 we have 3 distinct groups of learners (pathways)</td>
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<td>5. Schools should decide their own</td>
<td>• The members of the Rochford Review did “not feel it would be</td>
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</table>
| Approach to making these cognition and learning assessments. | Appropriate to prescribe any particular method or approach for assessing these pupils | - Make links with other schools.  
- Moderation with other schools. |
|---|---|---|
| 6. Teacher training – both initially and while in the profession – should give teachers a better understanding of working with pupils who are “below the standard of national curriculum tests” | - Induction  
- New staff ‘join’ before the official start date to get to know the children.  
- Fortnightly moderation meetings take place in core subjects  
- Moderation in SLD network (termly) | - Continue with these  
- Adapt in line with changes to system  
- Discuss implications of RR with staff-ongoing following consultation |
| 7. Schools should work collaboratively to share good practice and should seek | - Things discussed at data network meetings and February meeting will consider this |   |
support from other schools if needed.

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<th>8. Schools should ensure quality assurance of SEND assessment through school governance and peer review.</th>
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<td>• CSSC – feedback from SS heads</td>
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<td>• Swiss Cottage</td>
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<td>• Fountaindre School</td>
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<td>• We know what we don’t want to do!</td>
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<td>9. Of the assessment data from the seven areas of cognition and learning, there “should be no requirement to submit this to the</td>
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<td>• EYFS moderation (with LA) - Special schools focus</td>
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<td>• Rosebank Peer Review</td>
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<td>• External reports for post 16</td>
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<td>• PPG/ Safeguarding</td>
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<td>• Look to build on previous peer review</td>
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<td>• But schools must be able to “provide evidence to support conversations with parents and carers, inspectors, regional school commissioners, LAs and governors”.</td>
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10. Further work needs to be done on supporting children with English as an additional language.

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|      | • Funding provided TA position | • Review provision and strategies  
• Consider links with local mainstream schools. |
The Early Years Foundation Stage

Arrival at The Russett School...

Pupils arrive into our Early Years Foundation Stage through a range of different routes. The main routes are:

- COATS - Community Outreach and Training Service. Our team is contacted to go out to support SEN pupils in other settings such as local nurseries and primary schools.
- Additional pupils are often highlighted as a result
- The Russett School also offers an ‘Inreach’ Service- further supporting the local community through offering visits to school to observe effective strategies within a specialist environment.

- Family and Toddler Group - held at The Russett School, run by school staff

Other sources:
- EYFS admissions from LA
- Parental preference for The Russett School based on knowledge/word of mouth recommendations

Transition:

In the summer term prior to starting, pupils receive transition where both pupils and parents are invited into school over a six week period. This enables us to find out as much information as possible from parents, carers and the pupils themselves.

Pupils and parents are able to build up familiarity with our setting, helping our pupils to settle quickly in their first term. Parents are welcomed into through a ‘welcome meeting’ where they are given information about starting school, the school year and are also given opportunity to meet key members of staff and other professionals such as the Speech & Language Therapy team.

Key focus: Communication & Independence

Our learning is personalised to meet the needs of each individual pupil. All experiences are carefully planned to be meaningful, purposeful and highly differentiated to ensure best possible outcomes for all.

We believe that Communication lies at the very heart of our curriculum.
Pupil Voice

Giving our pupils ‘a voice’ is central to every learning experience. Communication underpins all learning to ensure communication strategies are established. We provide a total communication environment - Makaton, Objects of Reference, traffic lights, PECS, VOCA’s and many more.

We encourage all children to be as independent as they possibly can be.

Curriculum:

The statutory framework for EYFS is followed, providing routine, structure and carefully planned, targeted play activities. Individual targets for children are set with the purpose of enhancing opportunities for learning and personal development. There are seven areas of learning in the EYFS framework: literacy, mathematics, understanding the world, expressive arts and design plus three ‘prime’ areas of learning:

- Communication and Language (listening and attention; understanding and speaking)
- Physical Development (moving and handling; health and self-care)
- Personal, Social and Emotional (self-confidence and self-awareness, managing feelings and behaviour; making relationships)

Our timetable allocates a lot of time to these three ‘prime areas’. All the learning that goes on in EYFS is designed to promote these core skills and to provide opportunities for children to generalise them. See ‘Early Years at The Russett School’ information booklet.

What are our assessment tools?

- BSquared for Early Years: Assessment in Early Years is based on observation. Connecting Steps software is used for recording the achievements our pupils make, covering the range from birth across all 7 areas. By breaking down the stages into smaller steps it assists in the observation process. It allows teachers to record what the child has achieved and swiftly identify the next step.
- Early Excellence Baseline Assessment (EExBA): Class teachers make an assessment of pupils using 47 assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths. Evidence is collected through the use of Tapestry, post it observations and samples of work.
How do we target set within the EYFS?

Information gathering starts with meaningful discussion with parents & carers during our intensive transition period.

Observations within school are carried out to enable staff to accurately record stages of development upon entering the EYFS. Information for the baseline is collected through a wealth of formative assessment through post it observations, photographs, parent & staff discussion, pupil discussion and lesson evaluations. Baseline assessments are completed within 3 weeks of starting school.

The Early Excellence Baseline Assessment tool is used addition to baseline pupils. Teachers use their knowledge of pupils to make a series of judgements about each child based on a clear set of assessment criteria. The data is collated and a report is made available for school. At present the data is used for informative purposes.

Summative assessments are carried out for each of the seven areas of learning (adjacent)

![Figure 2: table detailing the seven areas of learning](image)

A percentage score is given for each area, giving the pupil a **unique ‘developmental baseline’**.

Highlighting meaningful starting points enables class teachers to set **challenging** targets for pupils.

*How do we know our targets are challenging?*

A pupil is set a target of three developmental points progress over the year; taking into account their unique starting point and individual cognitive development needs. Target setting is completed under direction and discussion with class teachers, middle leaders and senior leaders.
Skills and learning within the prime areas are prioritised. Opportunities for learning within these aspects permeate through the day.

**External agencies:** Physiotherapists and Speech and Language therapists set their own targets. These targets are amalgamated into teaching for a consistent approach. Targets are evaluated and progress/areas for development are fed back to senior leaders at health meetings.

**How do we track progress and levels of attainment?**

Summative assessment data is recorded termly onto BSquared.

![Figure 3: An example of BSquared](image)

Teachers are able to select a range of responses:

- Encountered
- Engagement
- Gaining skills & understanding
- Mastered

Once a skill has been mastered, a percentage score is generated. Percentage levels of progress are recorded onto an individual tracking document and updated throughout the year. Progress is tracked termly enabling swift action if progress is not thought to be on track for good or outstanding.
How do we make our progress judgements?

End of EYFS GLD scores: The overwhelming majority of our pupils consistently score 1 in all areas. Pupils typically leave the EYFS at the ‘emerging’ level.

End of year progress judgements: The aim is three sublevels progress over the course of the year to ensure a judgement of outstanding. Two sub-levels would indicate a good judgement. Starting points and affecting factors are also taken into consideration when making progress judgements. This information is shared with new class teachers, transition also features at the end of summer term for pupils who will be moving to a new class.

Pupils are baselined onto BSquared for National Curriculum at the end of EYFS, this is led by the EYFS teacher and involves the new class teacher where possible.
**Relevant documents:**

Early Years Foundation Stage Statutory Framework

Development Matters

Early Years Foundation Stage Profile – 2016 Handbook

Early Years inspection Handbook
Key Stage 1 & 2 target setting

Curriculum:

Our curriculum is all of the planned activities organised in order to promote learning and personal growth, communication, development and independence. It includes not only a highly differentiated National Curriculum but also educational visits and any other activities designed to enrich the experience of the children. – See ‘Our Curriculum; Aims & Approaches KS1/2.

Relevant documents:

- Progression 2010–11; Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

Assessment tools:

- BSquared – National Curriculum & P Levels
- *MAPP- Mapping & Assessing Personal Progress (identified pupils)
  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. It provides a way of recognising lateral progression.
- *Routes for Learning (identified pupils) see EYFS

How are the end of key stage targets set?

Key Stage One: Base lining pupils onto P Levels at the end of EYFS allows for accuracy in order to set an end of key stage 1 target. Senior leaders, Middle leaders and subject leaders take the pupils ‘milestone’ in account i.e the P Level complete at end of Reception. One Level progress across the key stage is considered a challenging and aspirational target.

Key Stage Two:

The document ‘Progression 2010-11’ is used to assist with target setting. Targets are set in the upper quartile in the first instance.

Teacher’s in-depth knowledge of the student is also crucial when setting the end of key stage targets.
Judging Progress

The following table is guidance for how end of key stage judgements are made.

<table>
<thead>
<tr>
<th>Judgement</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Outstanding</td>
<td>Pupil has achieved or exceeded their end of key stage target</td>
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<tr>
<td>Good</td>
<td>Target not achieved but pupil has scored 65% and above</td>
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<tr>
<td>Requires improvement</td>
<td>Target not achieved; pupil has achieved 50 to 64%</td>
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<tr>
<td>Inadequate</td>
<td>Target not achieved pupil achieved 50% and below</td>
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</table>

When making judgements about Science P Level descriptors are also used.

**Figure 5: EYFS to Key Stage 1: Quartile table**

<table>
<thead>
<tr>
<th>Milestone EYFS</th>
<th>EOKS Target KS1</th>
<th>Milestone EYFS</th>
<th>EOKS Target KS1</th>
<th>Milestone EYFS</th>
<th>EOKS Target KS1</th>
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Developed by The Russett School

**Figure 6: Key stage 1 to Key stage 2 Quartile tables:**

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<tr>
<th>Milestone KS1</th>
<th>Target KS2 Median</th>
<th>Target KS2 UQ</th>
<th>Milestone KS1</th>
<th>Target KS2 Median</th>
<th>Target KS2 UQ</th>
<th>Milestone KS1</th>
<th>Target KS2 Median</th>
<th>Target KS2 UQ</th>
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<td>P7</td>
<td>L1B</td>
<td>L2C</td>
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<td>P8</td>
<td>L1A</td>
<td>L2B</td>
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Taken from ‘Progression: Advice on improving data to raise attainment and maximise the progress of learners with SEN’- 2010-11 (Figure 7)
Key Stage 1 & 2: Tracking progress and analysing data

Assessment tool:

- BSquared – National Curriculum & P Levels

New pupils are baselined within 3 weeks of starting school.

End of key stage targets are broken down into annual end of year targets. BSquared is the primary assessment tool for measuring rates of progress. Additional assessments tools are also used such as Routes for Learning and MAPP. In addition, curriculum targets are set and review each term by the class teacher.

Data is collected termly and an individual tracker is populated to track progress. Once a step is consistently achieved is recorded as ‘mastered’. Pupils must master 80% or above in order to move up to the next level. Progress is closely monitored several times during the year to maintain challenge and assurance that all pupils are on track for good to outstanding progress. Close tracking ensures swift identification of areas in need of additional support.

Progress judgements: Outstanding progress is determined by the achievement of the end of year target, anything less than outstanding will be judged as either as good, requires improvement or inadequate taking into account progress made over the year, affecting factors and also by how much the end of year target was missed. Thorough discussion will take place between senior leaders, middle leaders and class teachers. Behaviour data and achievement of IEP targets are also considered when making progress judgements.

![Figure 8: Example of an individual tracker, data analysis is also documented](image)
Progress reports are presented to the Executive Head Teacher and Governors detailing end of year progress for pupils from years 1 to 6. Data is also analysed by class and key groups such as boys, girls, our ‘high achievers’, PPG, non PPG, ethnic minority, EAL and pupils from the travelling community.

Middle leaders and subject leaders are expected to be proactive in the analysis of data with senior leaders for their subject/department.
Accountability

How do we use our data?

We use our data to track pupil to ensure they are on track to make good to outstanding progress. Senior leaders monitor closely through quality improvement to maintain high standards of teaching and learning. Progress reports are scrutinized by governors providing healthy challenge to ensure best outcomes for pupils.

Senior leaders challenge middle leaders, subject leaders and class teachers to ensure quality of recording and tracking progress. Analysis of data aids evaluation of resources and teaching provision enabling areas of need to be swiftly identified.

Reporting to parents is seen as a tool to ensuring that they feel part of their child’s learning journey. Parent’s evenings are held bi-annually in addition to end of year reports. In addition, parents also attend annual review meetings.

Reporting Key:

When reporting on end of year and end of key stage judgements, colours are set to represent different levels of progress. See below:

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Judgement

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Outstanding

Good

Requires Improvement

Inadequate

In addition, a table of quantified term is used to in the strategic evaluation to summarise rates of progress and levels of attainments.

<table>
<thead>
<tr>
<th>Table of ‘quantified terms’</th>
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<tbody>
<tr>
<td>Proportion</td>
</tr>
<tr>
<td>97-100%</td>
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<tr>
<td>80-96%</td>
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<td>0-3%</td>
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Annual Review targets and IEPS

An Education, Health and Care Plan (EHCP) or Statement has to be reviewed at least every 12 months. The focus of the review is to look over your child’s progress in the past year and decide whether the outcomes are still appropriate or whether they need revising.

The Process

1. Notice. Parents should be given two weeks’ notice of the review date. Parents have the right to attend, as do pupils if he or she can.

2. The Meeting. Held at the school. People who may be at the review meeting include:

   - parents
   - pupil
   - Teachers, responsible for the provision of education for the child
   - A representative from the placing local authority
   - SALT/ Physio/ School nurse

The year’s progress will be discussed, targets will be set and plans updated accordingly. Pupil’s wishes and feelings have to be considered.

Four annual review targets are set for year in the four areas of need:

- Communication & interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

The three targets are broken down into three subject targets which become the pupils’ Individual Education Plan targets (IEPS) for the year. IEP targets are reviewed half termly and run as follows:

- Summer Term: From May and reviewed in October
- Autumn Term: From October and reviewed in February
- Spring Term: From February and reviewed in May.
Progress Files

Further information can be found in class progress file. Each pupil has an individual progress file in class containing:

- Most recent EHCP or Statement
- Key stage tracker
- Key stage target setting document
- Annual tracker
- Assessment tools personal to the individual (Routes for Learning, MAPP, CHESS)
- Positive behaviour support plan (LRT)
- IEP pack and relative annual review paperwork
- End of Year reports
- Examples of moderated work
Data Report: Lower School

Data manuals are present at the end of each term to outline:

- Data headlines - current position (termly position)
- Report for EYFS
- Report for Key Stage 1 and two

Three manuals are produced each year;

Figure 10: Reporting timeline
The Early Years Foundation Stage - Pupils in Rooms 1 and 2

- 100% of pupils achieved outstanding judgements against initial individual starting points
- Quality of teaching across the department is good and outstanding, majority of observed sessions graded outstanding

Additional targeted support:
Interventions made a difference to one pupil highlighted during Autumn term, additional SALT support in the modelling of strategies, restructured timetable, improved outdoor learning resources.

Key Stage 1 Learners - Pupils in Rooms 1, 2, 3 (1 pupil in Room 10)

- 100% of pupils achieved judgements of outstanding
- Teaching is good and outstanding, with the overwhelming majority of observed sessions graded outstanding

Additional targeted support:
Individual sensory programmes, staff training opportunities, individual timetables and improved learning resources purchased over the year.

Key stage 2 Learners - Lower KS2 (Year groups 3 and 4)

Pupils in Rooms 3, 4, 5 (1 pupil in Room 6)

- 74% (17) of pupils achieved outstanding judgements in all areas.
- 26% (6) of pupils achieved a mixture of good and outstanding judgements, predominately higher outstanding ratio’s.
- Individual ‘good’ judgements;
  - Number = 1 pupil
  - Measure = 1 pupil
  - Geometry = 1 pupil
  - Computing = 3 pupils
  - PSHE = 3 pupils
  - Self-help = 3 pupils
- Teaching is consistently good and outstanding with the large majority of lesson observations graded as outstanding quality

Additional targeted support:
Additional writing activities, training for staff in ICT and sensory approaches, follow up visits with consultant, Science week, Zoo lab, individual sensory programmes

**Key stage 2 Learners- Upper KS2 (Year groups 5 and 6)**

**Pupils in Rooms 5,6,7(1 pupil) & 10 (1 pupil)**

- 50% (7) of pupils achieved outstanding across all areas
- 43% (6) pupils had a mixture of good/outstanding judgements
- 7% (1) pupil had a mixture of good/outstanding judgements with one judgement of RI for speaking
- Teaching is consistently outstanding*

(*with the exception of Room 6 who had mixed supply teaching staff for the duration of the year- see room 6 summary)

**End of Key Stage 1 judgements: pupils who were end of Key Stage 1 this year**

- 8 pupils: 100% made outstanding progress in all areas

**End of Key Stage 2 judgements: pupils who were end of Key Stage 2 this year**

- Progress was 100% outstanding for reading, writing, listening, geometry, statistics, computing, PSHE- all strands, one out of 8 pupils had good judgements for spoken, number, speaking and measure.
- Progress in science particularly stands out as the lowest outstanding to good ratio- 50:50. Reasons are identified within Room 6 summary regarding data collection for Science.
- One pupil was judged RI in speaking- see Room 6 summary

**Focus areas for 17/18**

- EYFS: Outdoor Learning- continue to look at ways to fully maximise opportunities for engagement
- EYFS, Key stage 1 and 2: ICT- maximise learning opportunities through the use of ICT, curriculum review, use of effective ways to document and share progress over time
- EYFS and lower KS2: Further training and staff development within the department, particularly around strategies for Early Communication Skills and sensory learners.
- on-going strategic review of assessment in line with recommendations from the Rochford Review- Collaborative working with upper school to ensure a consistent strategic approach.
- Data collection for Science- review has been conducted, simplified assessment of reduced strands to be adapted for October data collection.
The Early Years Foundation Stage

End of Year 2017
The Early Years Foundation Stage

Context: This year the EYFS department consists of two classes; Room 1 & Room 2.
20 pupils across the department, 10 EYFS pupils, 9 Year 1 pupils and 1 year 2.
There are 4 girls, 16 boys and also 1 pupil of ethnic minority (EM) with English as his
additional language (EAL).

Prime Areas of learning: Context on arrival into EYFS
This graph shows attainment levels (in stages of development) for the 2016/17 intake
following initial baseline; October 2016  (Source: BSquared Early Years)

This graph shows the following proportions on entry:
• Communication and Language: 2 pupils (20%) within 0-11 range, 2 (20%) within 8-20
  range, 4 pupils (40%) within 16-26 range, 2 pupils (20%) within 22-26 month range
• Physical Development: 3 pupils (30%) 8-20 range, 5 pupils (50%) 16-26 range, 1 pupil
  (10%) 22-36 month range and 1 pupil (10%) within 30-50 range
• Personal, Social and Emotional Development: 4 pupils (40%) within 8-20, 5 pupils (50%)
  within 16-26 and 1 pupil (10%) within 22-26 month range
**Progress by class:**

Graphs to show pupils’ end of year progress judgements

**Room 1: 4 pupils**

100% of pupils made outstanding progress

**Room 2: 6 pupils**

100% of pupils made outstanding progress
Progress by groups:

100% of all pupils within the Early Years Foundation Stage either met or exceeded their targets, no notable differences between groups of pupils.

Quality of Teaching:

Teaching is consistently good and outstanding across the department- majority outstanding.

Summary:

Data, monitoring and observation shows that pupils are making substantial progress in both the prime and specific areas of learning.

Parental comments at annual review, in home/school diaries, during parents evening and via Tapestry/ school’s Facebook page evidence rapid progress with communication, independence skills and behaviour at home.

Pupils have consistently sustained levels of progress over the year. Actions identified over Autumn term and Spring term have been addressed to ensure best outcomes for all.

Focus areas for 2017.18

Outdoor Learning- continue to look at ways to fully maximise opportunities for engagement
ICT- maximise learning opportunities through the use of ICT, curriculum review, use of effective ways to document and share progress over time
Further training and staff development within the department, particularly around strategies for early communication skills, sensory learners and the importance of outdoor learning.
Key Stage 1 & 2
End of Year 2016/17
**Lower School- Key stage 1 and 2**

**Context:** This report is based on data for 57 pupils, years 1-6.

There are 46 boys and 11 girls. 17 receive PPG funding. 4 pupils have English as their additional language (EAL), 5 pupils are of ethnic minority and 2 pupils are from the travelling community.

**Breakdown of pupils throughout school:**

The majority of pupils are based in Classes 1-6. 3 pupils in upper school

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of pupils/ number within each year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 1</td>
<td>6 pupils; Yr 1= 5 Yr 2=1</td>
</tr>
<tr>
<td>Room 2</td>
<td>4 pupils; all Y1</td>
</tr>
<tr>
<td>Room 3</td>
<td>11 pupils; Y1=3 Yr2=5 Yr 3=3</td>
</tr>
<tr>
<td>Room 4</td>
<td>11 pupils; Yr2=1 Yr3=6 Yr4=4</td>
</tr>
<tr>
<td>Room 5</td>
<td>11 pupils; Yr3= 3 Yr4=6 Yr5=2</td>
</tr>
<tr>
<td>Room 6</td>
<td>11 pupils; Yr 4=1 Yr 5=3 Yr 6= 7</td>
</tr>
<tr>
<td>Room 7</td>
<td>1 pupil; Yr 6</td>
</tr>
<tr>
<td>Room 10</td>
<td>2 pupils; Yr2= 1 Yr5=1</td>
</tr>
</tbody>
</table>

**By class**

Graphs to show pupils’ end of year progress judgements for English, Maths, Science, Computing & PSHE

**Room 1: 6 pupils**

![Graph showing end of year progress judgements](image)

**Summary:**
- 100% of pupils achieved or exceeded their targets
Room 2: 4 pupils

Summary:
• 100% of pupils achieved or exceeded their targets

Room 3: 11 pupils

Summary:
• 100% of pupils achieved or exceeded their targets
Room 4: 11 pupils

Summary:
- Reading, Writing, Listening, Speaking and Science - 100% outstanding (11)
- Number, Measure and Geometry - 90% outstanding (10), 10% good (1)
- Computing, PSHE and Self help - 73% outstanding (8), 27% good (3)

Majority of pupils achieved outstanding judgements. 5 pupils showed good judgements in some areas (shown above), despite intervention, their end of year targets were missed by a narrow percentage.

Increased good judgements, for this group, are thought to be linked to behaviour, medication, communication; ICT and within areas pupil have most difficulty, for example, self help skills

Room 5: 11 pupils
Summary:
- 100% of pupils achieved or exceeded their targets
- Progress in behaviour in particularly notable in this class. Pupils have sustained improvements, having a substantial positive impact on long term learning.

Room 6: 11 pupils

Summary:
It is important to note that pupils have worked extremely hard to achieve their targets since a ‘dip’ noted in Autumn term. There have been a range of affecting factors for this group this year related medication changes, significant home life changes, behaviour, changes in staffing. Staff have worked tirelessly to implement a range of strategies to engage pupils and reduce behaviour to maximise individual learning opportunities - this should be celebrated. Interventions have included: An additional staff member(s), a CAMHS referral, ELSA support within the class, close support from Behaviour team lead, the change of staff – an experienced TA undertaking some teaching responsibility, additional 1:1 sessions for Literacy, Numeracy and private SALT implemented for specific pupils.

Many pupils met their targets, with 100% of pupils achieving outstanding judgements for Reading, Writing, Listening, Spoken language, Geometry, Statistics, PSHE, Self-help and Citizenship. Good judgements feature within Speaking, Number, Measure, Science and Computing. The largest ratio of good was within Science. Difficulties in capturing accurate levels of progress within Science have been previously reported on over Autumn and Spring term. Progress is not build upon due to pupils often starting a brand new strand or not revisiting a strand for a long period of time. End of key stage judgements have been made using the P Level descriptors, with further supporting evidence where required.
Actions for improving data collection in Science have been explored over the year during pupil progress meetings, the subject leader has identified a reduced number of strands to assess from September 2017.

Reviewing assessment tools is also a priority for 2017.18 as we further explore opportunities post Rochford.

**Progress less than ‘good’:**
One pupil did not achieve his end of key stage target for Speaking. This pupil is also a PPG pupil. He missed a judgement of ‘good’ by 14%. There are a range of factors for this;

- No progress was made during Autumn term, quality of teaching was unfortunately inconsistent (two unknown supply teachers within the term). This pupil has severe language and communication difficulty and is at a pre-verbal stage of communication.
- Introduction to medication for ADHD- this had a significant impact on demeanour, particularly in communicating his needs, we saw a spike in challenging behaviour/frustration
- During this year this pupil has had reduced SALT therapy (NHS). The class teacher feel this has added to his slow rate of progress with his communication. His PPG funding was used for additional SALT therapy (Private) targets have been achieved, but progress is slow, largely as a result of medication changes and being administered inconsistently-home).
- If progress had been made during the Autumn term, it is probable that this pupil would have made ‘good’ progress, having made 17% progress over spring and summer term. The dip has been hard to recover despite additional strategies being implemented (behaviour team support with strategies for learning, access to an individual sensory programme, sensory resources in class to help self-regulate and remove learning barriers, private SALT, CIN meetings attendance by family liaison worker to attempt to improve consistency in communication strategies being used at both home and school)
- This pupil achieved his IEP Communication target during Autumn term and partially achieved for Spring term.

**Actions:**
Additional SALT (private) in addition to his current schedule for Sept 17.
Room 7: 1 pupil

Summary:
This pupil has made outstanding progress in all areas apart from spoken language where progress was determined as good.

Room 10: 2 pupils

Summary:
Both pupils achieved judgements of outstanding in all areas
By group:

PPG: 17 pupils

By group:

Non PPG:

Summary:

Notable differences

- The vast majority of our PPG pupils made outstanding progress, where progress is not outstanding it is good, with the exception of one pupil within speaking (see Room 6 summary)
• It is clear our PPG pupils are benefitting from interventions, with no gaps compared to non-PPG within reading, writing, listening and citizenship. Our PPG cohort are ‘doing slightly better’ that non-PPG within PSHE and self help.

• Non PPG pupils are ‘doing slightly better’ in speaking and science- however level of progress are still good and outstanding and this is not concerning. This data will be used to be aware of as we approach 2017.18 to ensure all pupils given the right level of support to ensure we are doing enough to ensure consistent levels of progress between pupils.

**Boys: 46 pupils**

![Graph showing subjects and levels of progress for boys]

**Girls: 11 pupils**

![Graph showing subjects and levels of progress for girls]
Summary:
Notable differences
- No gaps in boys writing compared to girls
- Girls progress in Science is slightly better compared to boys-
- Consider boy to girl ratio (46:11) good judgements and comparisons are based on very small numbers of pupil difference.
- No girls are at spoken language, statistics level.

Ethnic Minority, EAL and pupils from the traveller community:

Pupils for whom English is their Additional language (EAL) : 4 pupils

Pupils who of Ethic Minority (EM): 5 pupils
Pupils from the travelling community: 2 pupils

Summary:
100% of pupils from all groups achieved or exceeded targets to make outstanding progress.
Our most able pupils:

14 pupils were identified this year from EYFS up to year 6. It is important to highlight that these pupils have been marked by their class teachers as ‘higher ability’ within their current class group compared to peers, not on P level data alone.

Most able within EYFS:

This pupil (100%-1) made outstanding progress in all areas

Most able within across years 1-6:

The vast majority of most able pupils achieved outstanding, two different pupils achieved single judgements of ‘good’ for Science (1) and Spoken Language (1).
### What additional support do we offer our most able?

<table>
<thead>
<tr>
<th>Class</th>
<th>Pupil initial</th>
<th>Year group</th>
<th>What additional actions do we take to ensure challenge for these pupils?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 1</td>
<td>PMH</td>
<td>R (EYFS)</td>
<td>Additional sessions in Room 2 supported by a TA</td>
</tr>
<tr>
<td>Room 1</td>
<td>AM</td>
<td>1</td>
<td>Additional literacy and numeracy sessions daily with TA</td>
</tr>
<tr>
<td>Room 2</td>
<td>CT RW</td>
<td>1</td>
<td>Reading homework – flash cards and reading books sent home</td>
</tr>
<tr>
<td>Room 2</td>
<td></td>
<td>1</td>
<td>Additional 1:1 reading sessions with a TA</td>
</tr>
<tr>
<td>Room 3</td>
<td>JH(b) JH(g) CL TAWHI</td>
<td>3 3 2 1</td>
<td>Additional reading and spelling daily 1:1</td>
</tr>
<tr>
<td>Room 3</td>
<td></td>
<td></td>
<td>Spelling and reading homework sent home weekly</td>
</tr>
<tr>
<td>Room 3</td>
<td></td>
<td></td>
<td>Additional ‘challenge’ activities in class when completed work set in session</td>
</tr>
<tr>
<td>Room 4</td>
<td>DS LF</td>
<td>4</td>
<td>Additional support in Literacy and Numeracy with HLTA</td>
</tr>
<tr>
<td>Room 4</td>
<td></td>
<td>4</td>
<td>Homewrok</td>
</tr>
<tr>
<td>Room 4</td>
<td></td>
<td></td>
<td>ELSA support</td>
</tr>
<tr>
<td>Room 4</td>
<td></td>
<td></td>
<td>Additional speech and communication sessions</td>
</tr>
<tr>
<td>Room 5</td>
<td>RL BW NK</td>
<td>4 3 3</td>
<td>Additional challenge set in numeracy, literacy and differentiated work in sessions with separate targets.</td>
</tr>
<tr>
<td>Room 5</td>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>Room 5</td>
<td></td>
<td></td>
<td>Reading on 1:1 basis in mornings and after lunch</td>
</tr>
<tr>
<td>Room 6</td>
<td>CP AP</td>
<td>6 6</td>
<td>Additional reading daily 1:1, including comprehension</td>
</tr>
<tr>
<td>Room 7</td>
<td></td>
<td></td>
<td>Challenges for when completed work set in a work sessions</td>
</tr>
</tbody>
</table>
End of Key Stage 1 & 2 2016/17
End of KS1: 8 pupils

Summary:
All pupils who were end of key stage 1 this year either achieved or excelled their targets

End of KS2: 8 pupils

Summary:
Progress was 100% outstanding for reading, writing, listening, geometry, statistics, computing, PSHE- all strands, one out of 8 pupils had good judgements for spoken, number, speaking and measure.

Progress in science particularly stands out as the lowest outstanding to good ratio- 50:50. Reasons are identified within Room 6 summary regarding data collection for Science.

One pupil was judged RI for Speaking- see room 6 summary for further information.
Strategic Evaluation

Overall, the vast majority of pupils made outstanding progress, where it was not outstanding it was good*. This is evident of what we are ‘seeing’ within the classrooms and triangulates with observations of teaching and learning, wider assessment tools, learning walks and within pupils work/special achievements.

End of KS1 data is outstanding.

End of KS2 is good to outstanding, with one single judgement of RI (speaking), overall KS2 had a higher proportion of outstanding judgements.

Significant improvement and sustained changes in behaviour for the vast majority of lower school.

*with the exception of one pupil for ‘speaking’, see room 6 summary.

Actions for 2017.18

Actions for 2017.18 include on-going strategic review of assessment in line with recommendations from the Rochford Review- Collaborative working with upper school to ensure a consistent strategic approach.

Data collection for Science- review has been conducted, simplified assessment of reduced strands to be adapted for October data collection.

Strategic review of the computing curriculum building on work from consultant Carole Allen.

Further staff training in early communication skills/ meeting the needs of sensory learners