

Annual Data Report 2017-2018



EYFS, KS1 & KS2

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Introduction

At Dame Ellen pupil progress is always measured from the child's starting point. We recognise each child has a different starting point and this is completed in a robust way when they first enter the school. We use data from the national Progression Guidance to enable us to set targets and measure progress in relation to the progress of all pupils nationally with similar starting points. Progression Guidance gives us three quartiles (Lower, Medium and Upper) and as most of our pupils regularly exceed the Upper Quartile we have introduced our own Extended Quartile. This enables us to further stretch and challenge all our pupils.

We recognise that the Progression Guidance data sets have not been updated since 2011 and therefore we set our expectations in line with the Upper Quartile targets to ensure that we continue to challenge all of our pupils. This is used as a benchmark by many other special schools and accepted by Ofsted. However, in line with the Rochford Review, it will need to be changed/updated from next academic year.

We currently measure levels of progress from this data and record as follows:

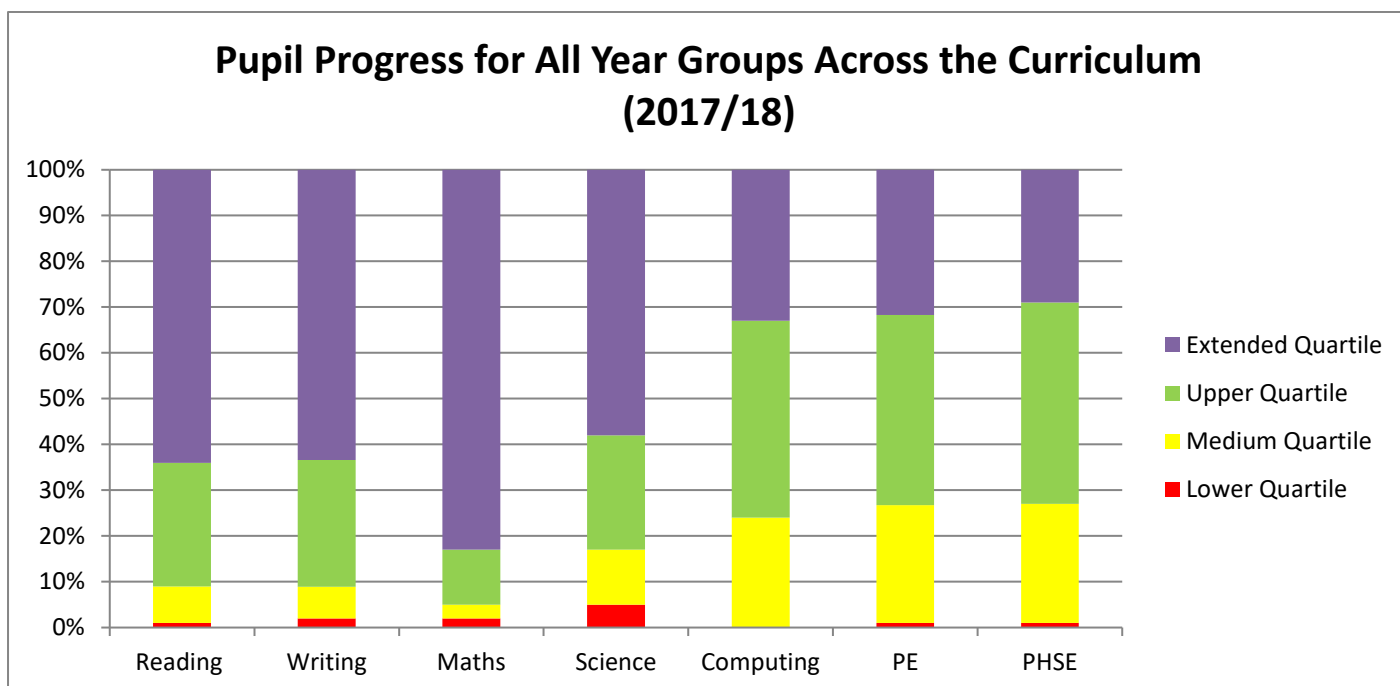
Significantly below expected progress	Lower Quartile = Median Quartile - 25% of a level (LQ)
Below expected progress	Median Quartile (MQ)
Expected progress	Upper Quartile (UQ)
Above expected progress	Extended Quartile = Upper Quartile + 50% of next level (EQ)

Teachers record progress for all pupils in our online system (SOLAR) and refer to where the evidence can be found to support these judgements. This is most likely to be in the pupils work books, but electronic evidence such as photos and videos may be kept in SEESAW. These assessments are exported into our TRACK system which enables us to say what level of progress has been made for each pupil in each subject/strand. Termly moderation (internal and external) takes place to ensure we are secure in teachers' assessments and therefore confident with our results.

2017/18 Pupil Outcomes

Progress for All Year Groups

The data below shows the distribution of levels of progress across each strand/subject for the whole school for this academic year



Positives

- In all subjects/strands, the majority of pupils are meeting UQ and EQ targets
- Across all subject/strands, this averages out to 83% of pupils (this figure is the same as last year)
- There are no pupils in the LQ bracket for Computing, and this remains at very low levels for all subjects/strands
- The core areas of Reading, Writing and Maths have the highest percentages of UQ and EQ results (91%, 92% and 95% respectively) and have all increased from last year

Areas of Development

- There are 1-2% of pupils falling within the LQ bracket for Reading, Writing, Maths, PE and PSHE
- There are 5% of pupils falling within the LQ bracket for Science

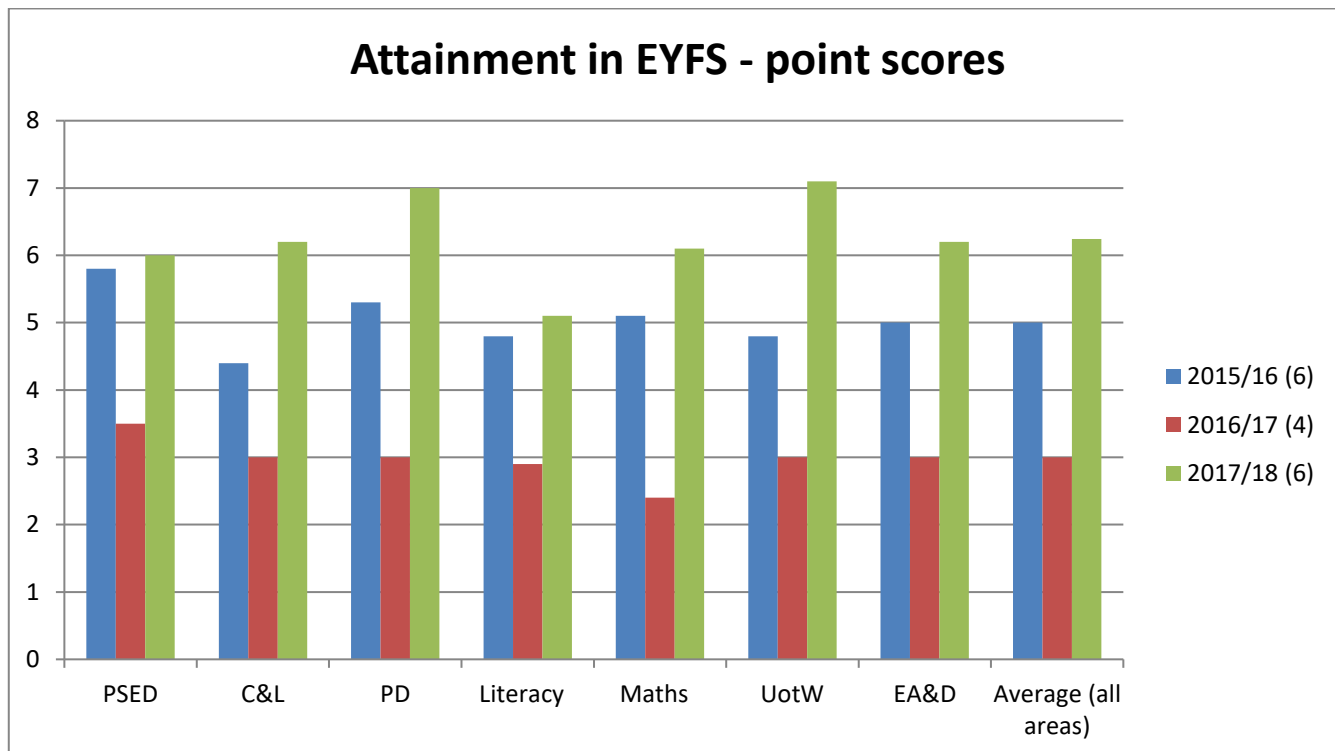
Next Steps

- Those pupils who fall in the LQ and MQ bracket at each termly assessment point will continue to be tracked through the Progress Concern Form system (or similar)
- The Science subject lead has identified some appropriate actions for next academic year (please see 'End of Key Stage Summaries' section). Subject leads' more detailed report available on request

End of Key Stage Summaries

EYFS (6 pupils)

To record attainment and progress in Early Years we use both Development Matters Outcomes and P Levels. This enables smooth 'assessment transition' when the pupils move from Reception to Year 1. Pupils' achievements are recorded using a point system. One point is approximately a third of the age band that a child is working from. In order to complete an age band approximately 3 points have to be achieved. Whilst there is no national expectation, from a starting point at mainstream schools pupils are expected to achieve 3 points over the year which is one age band, in relation to their age. Although 3 years of data is shown, it is not advisable to make year on year comparisons as the cohorts are so small.



Positives

- Children made more progress in all areas of learning compared with the previous academic year
- All children made or exceeded the expected level of progress across all strands in PSED and PD
- Over 6 points of progress (two age bands) was the average increase in all areas apart from Literacy, this was 5.1

Areas of Development

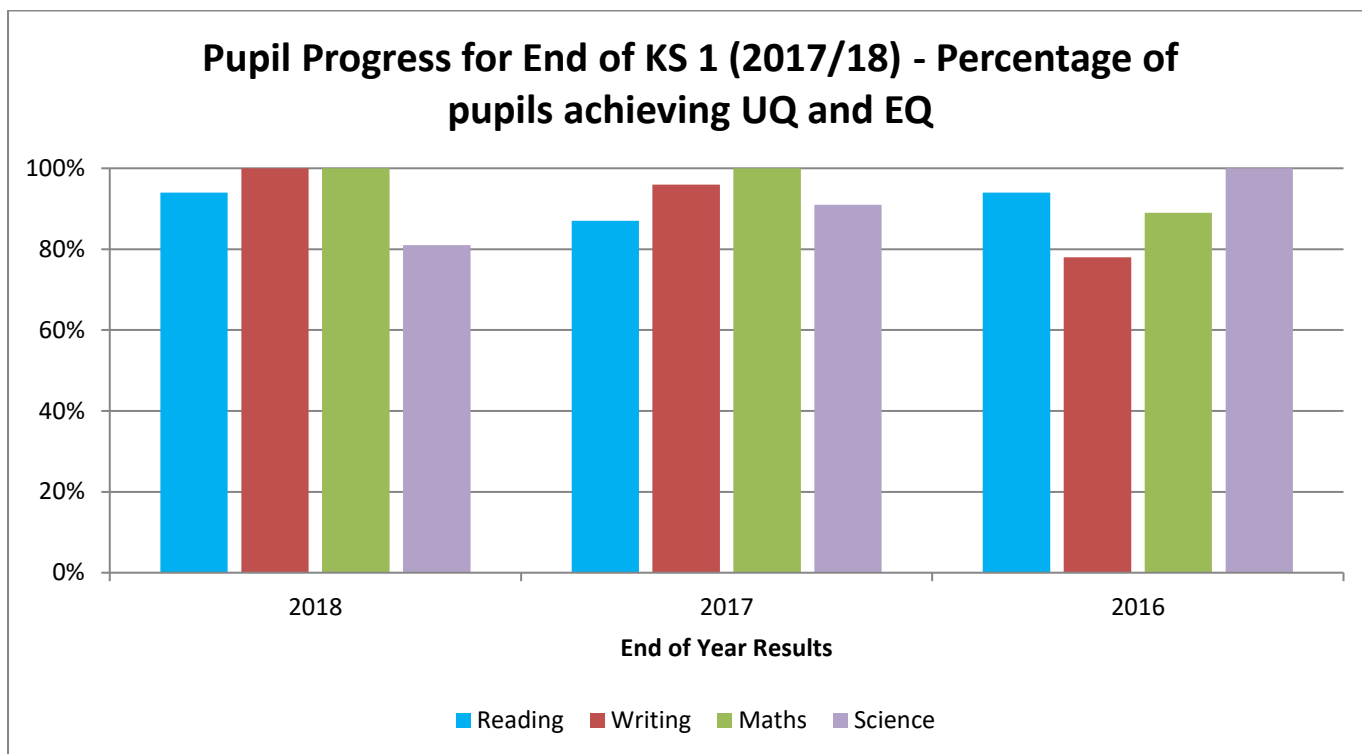
- Literacy got the lowest average % score across the area
- Writing is the lowest of the two strands (2 of the pupils are not yet working within the appropriate age range)

Next Steps

- The EYFS lead has identified that a focus on modelling of all activities will enable all children to access all the activities in line with advice given from CAT team
- They have committed to develop opportunities for children to write in both the indoor and outdoor environments and ensure class has a planned focus for each day to ensure that each of the areas of learning has an equal footing

End of Key Stage 1 (23 pupils)

The data below shows results for those pupils achieving UQ and above in each respective strand/subject, in other words expected and above expected progress.



Positives

- Reading results have improved from last year, back up to 94% (same as 2016)
- Writing has seen a steady increase over the last 3 years, reaching 100% this year
- Maths has maintained its 100% result from last year

Areas for Development

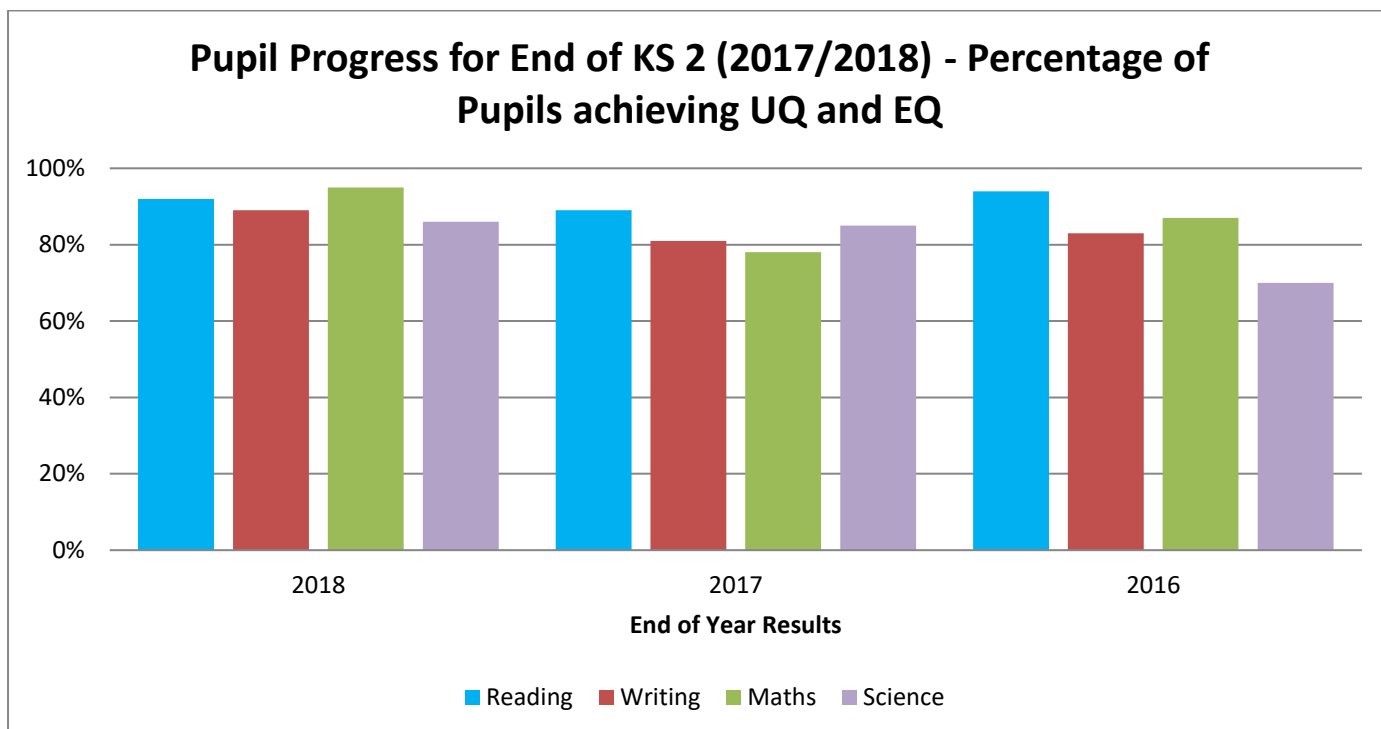
- Science has seen a steady decline over the last 3 years, from 100% in 2016, to 91% in 2017 and 81% in 2018

Next Steps

- The Science subject lead has identified that Science descriptors need to be rewritten to aid pupil progress and more focus needs to be placed on independent Scientific enquiry
- They have also committed to support staff through training, team teaching and informal work trawls throughout the year

End of Key Stage 2 (37 pupils)

The data below shows results for those pupils achieving UQ and above in each respective strand/subject, in other words expected and above expected progress.



End of Key Stage 2 Data Submission 2017/18

		Reading	Writing	Maths
Below exp standard	BLW	30	22	46
Foundations for exp standard	PKF	38	35	46
Early dev for exp standard	PKE	11	30	8
Growing dev for exp standard	PKG	22	14	0

Positives

- Reading has increased from 89% last year to 92% this year
- Writing has increased from 81% last year to 89% this year
- Maths has seen a good increase from 78% last year to 95% this year
- In contrast to Key Stage 1, Key Stage 2 Science has increased steadily from 70% in 2016, to 85% in 2017 and 86% this year
- Good number of students reaching PKE and PKG in Writing (16/37 = 44%)
- Good numbers of students reaching PKG in Reading (8/37 = 22%)

Areas for Development

- Science has seen the smallest increase from last year, just 1%
- Does Maths teaching allow for students to reach the higher standards?
- Definite move to incorporate these standards into school assessment system would allow for coverage and collection of evidence of all criteria throughout the year

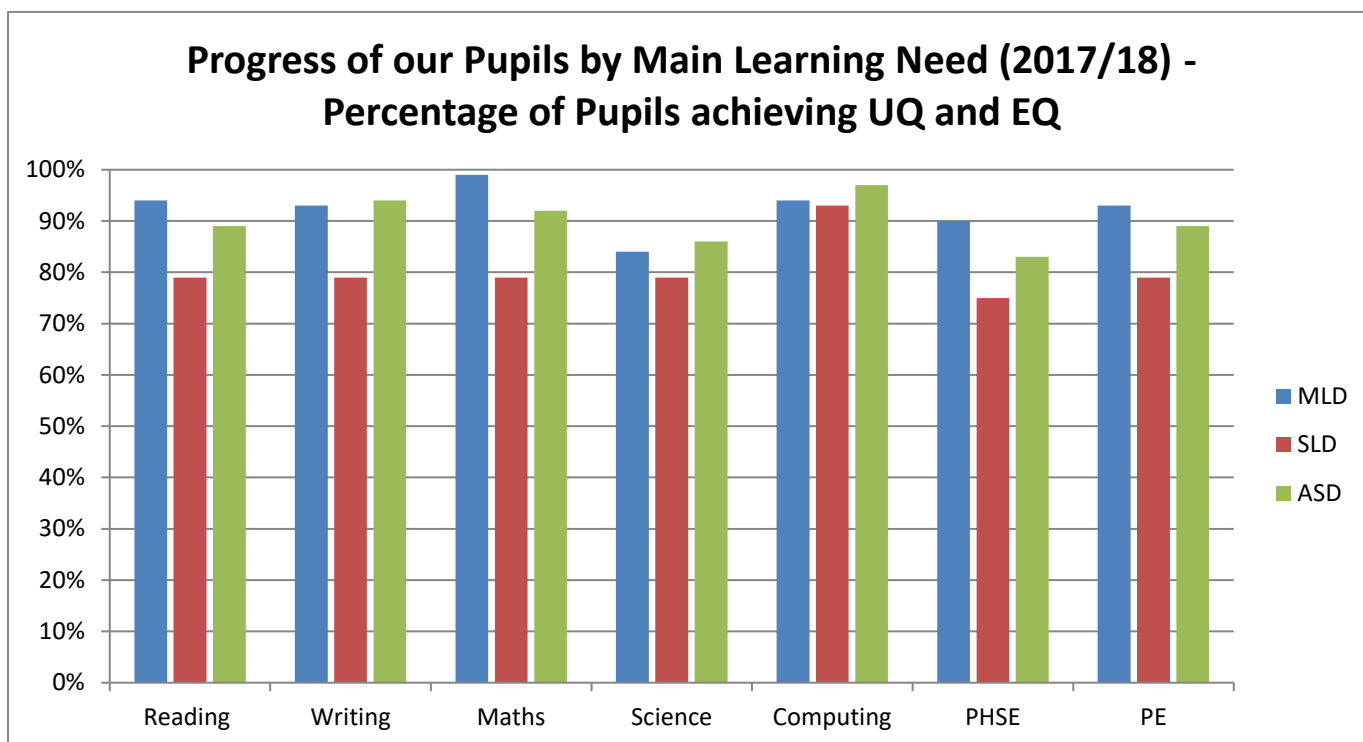
Next Steps

- See comments above as these apply to whole school developments for Science
- Review of assessment system in school

Analysis of Progress by Groupings

Progress by Learning Need

The data below shows results for those pupils achieving UQ and above in each respective strand/subject, in other words expected and above expected progress.



Positives

- In all subjects/strands, at least 75% of each group of pupils are making UQ and EQ progress
- For pupils with MLD, this figure is a minimum of 84% and for those with ASD this is 83%
- In Computing, 93% of pupils with SLD are making UQ and EQ progress

Areas for Development

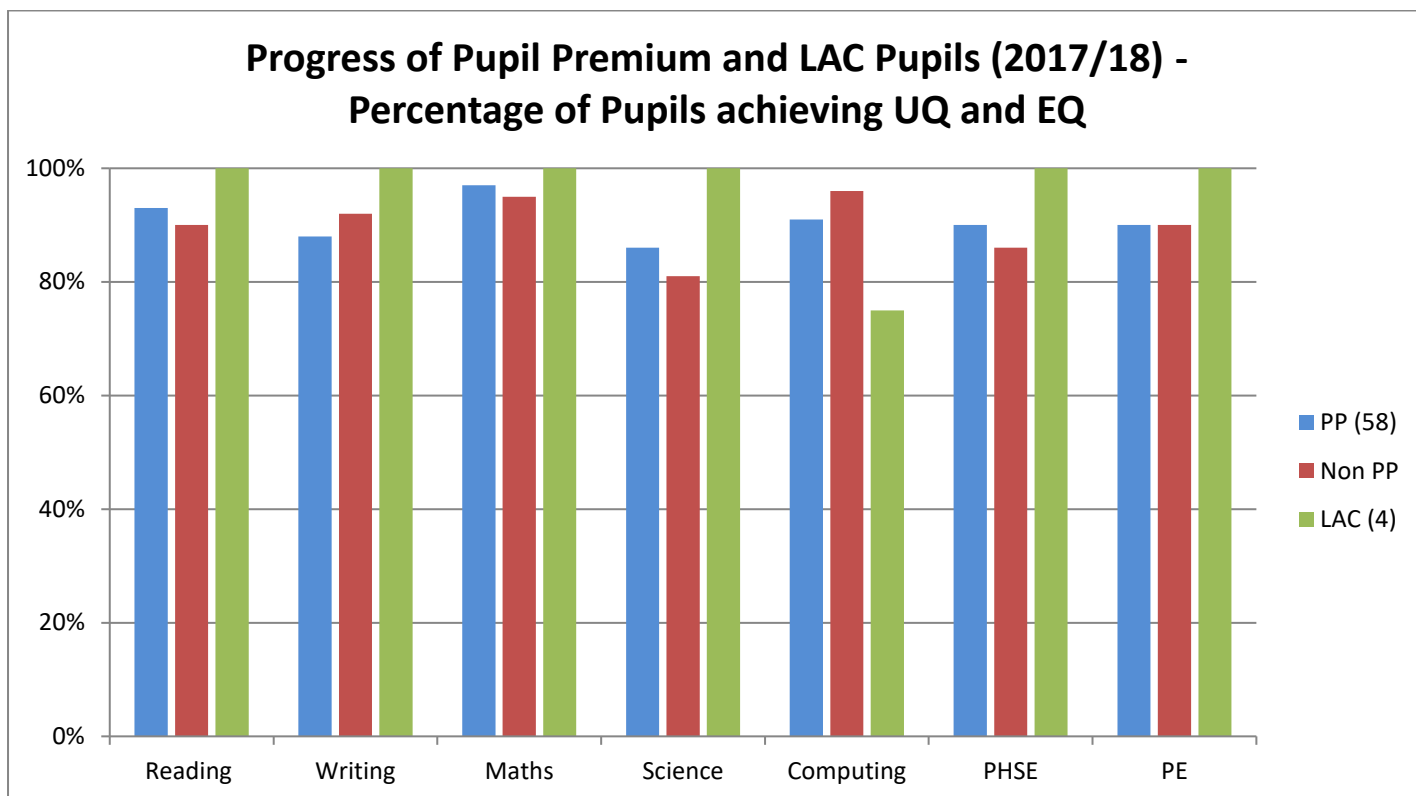
- Pupils with SLD are making less UQ and EQ progress than their peers. This may be partly due to their SLD diagnosis and need for repetition in learning experiences

Next Steps

- Examine what is making the difference for SLD pupils in Computing to see if this can be transferred to other areas of the curriculum
- Computing subject lead identifies the purchase of new tactile resources to specifically engage SLD pupils attributable for an element of the success

Pupil Premium and LAC children

The data below shows results for those pupils achieving UQ and above in each respective strand/subject, in other words expected and above expected progress.



Positives

- LAC pupils are achieving 100% UQ and EQ in all but one identified subjects/strands
- PP pupils are outperforming their non PP peers in Reading, Maths and PSHE and equal to their peers in PE

Areas for Development

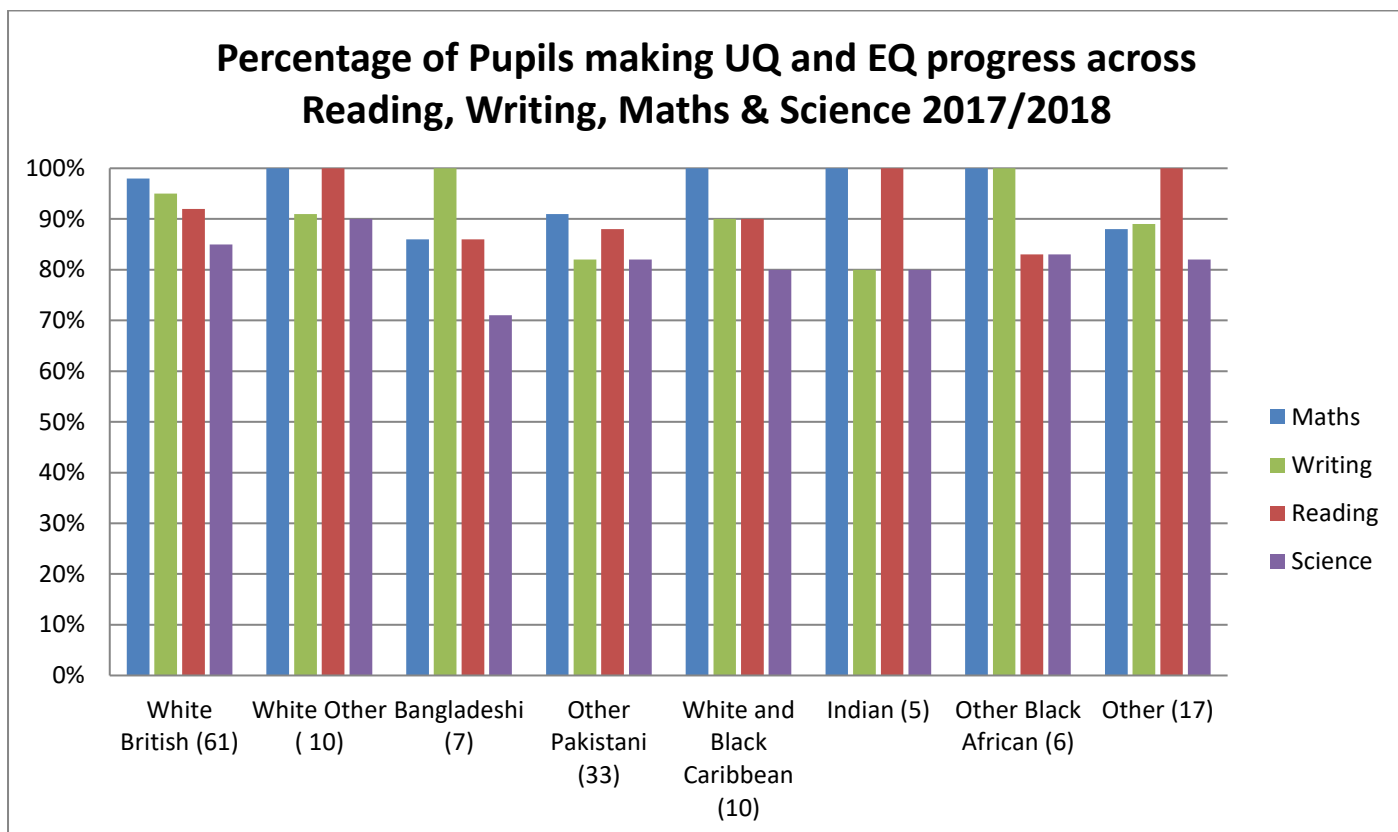
- PP pupils are falling slightly below their non PP peers in Writing and Computing
- LAC pupils are performing below their non PP peers by 21% in Computing, but this is still an improvement on last year (where only 60% were at this level)

Next Steps

- Examine why there are differences in performance in Computing and Writing
- The subject lead has developed a new and creative Computing curriculum to start in September 2018.
- They have committed to identify PP pupils not making enough progress, conduct interviews with MQ pupils and their class teachers to uncover why they are falling behind and use information gathered to determine what interventions or adjustments to the curriculum or new resources are needed to close the gap still further

Progress by Ethnicity

The data below shows results for those pupils achieving UQ and above in each respective strand/subject, in other words expected and above expected progress.



Positives

- Results for all ethnic groups are 80% or above for UQ and EQ progress in all but one curriculum area
- 6 out of 8 groups (White other, Bangladeshi, Caribbean, Indian, Other Black African and Other) have all achieved 100% in at least one subject/strand

Areas for Development

- Data for Bangladeshi pupils in Science is the lowest figure (71%)

Next Steps

- Subject lead to review Science progress for those 7 pupils and identify whether it is individual or group issues. Discuss strategies with class teachers
- Continue to monitor

Progress by Gender

Reading UQ & EQ	2018		2017		2016	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	83%	100%	91%	100%	91%	100%
Year 2	92%	100%	80%	100%	92%	100%
Year 3	100%	88%	94%	67%	79%	75%
Year 4	95%	90%	81%	75%	95%	100%
Year 5	83%	78%	92%	100%	95%	80%
Year 6	89%	100%	86%	100%	100%	80%
Average	90%	93%	87%	90%	92%	89%

Writing UQ & EQ	2018		2017		2016	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	100%	100%	91%	100%	100%	100%
Year 2	100%	100%	93%	100%	75%	83%
Year 3	94%	89%	76%	89%	79%	75%
Year 4	84%	80%	81%	50%	90%	100%
Year 5	83%	100%	88%	88%	95%	100%
Year 6	93%	78%	82%	80%	92%	72%
Average	92%	91%	85%	85%	89%	88%

Positives

- In reading both boys and girls results have improved by 3% each on previous year
- In writing this is higher, 6% for girls and 7% for boys
- These figures do not represent a significant difference between the achievement of boys and girls overall
- The statistics above show that in most year groups there is only 1 child falling below the UQ and EQ range. For example, in year 2 there are 13 boys, so 92% means 12/13 boys are achieving expected and above progress

Areas for Development

- There are a few exceptions to this. In reading for year 5, 83% represents 14/17 boys, which means 3 boys are achieving below expected progress (although this figure shows steady progress from 79% in 2016). For year 6, 89% represents 25/28 boys, so again, 3 are falling below expected progress (this shows a decline over the last 3 years from 95% in 2016)
- In writing, in years 4 and 5, 3 boys are falling below expected progress, and in year 6 this accounts for 2 boys. However, this is a steady increase in all of these year groups from 2016

Next Steps

- The English subject lead has identified a number of strategies to improve reading outcomes across the school for next year, including reading pathways and guided reading strategies and training
- Continue to focus on engaging the older boys with reading and writing to ensure progress continues to improve

Progress by Gender cont

Maths UQ & EQ	2018		2017		2016	
	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	100%	100%	91%	100%	100%	100%
Year 2	100%	100%	100%	100%	92%	83%
Year 3	88%	100%	100%	100%	79%	75%
Year 4	100%	100%	88%	75%	85%	100%
Year 5	89%	89%	92%	100%	82%	80%
Year 6	93%	100%	77%	80%	100%	70%
Average	95%	98%	91%	93%	90%	85%

Positives

- In Maths, both boys and girls progress has increased from 93% to 98% for girls and from 91% to 95% for boys
- These figures do not represent a significant difference between the achievement of boys and girls overall

Areas for Development

- Year 3 boys and Year 5 boys and girls are the areas where progress fall below 90%. This represents only 1 or 2 pupils in each category and in most cases is an improvement from 2016. The exception to this is year 3 boys, which has declined from 100% to 88% over the last 3 years.

Next Steps

- Subject lead to discuss specific pupils with class teachers, with particular focus on year 5 pupils

The Future of Assessment

The Rochford Review of statutory assessment arrangements for pupils who are working below the standard of national curriculum tests, led by Diane Rochford, produced recommendations which underwent consultation and the Government published their response to them. A summary of key points is here:

1. **P levels are being removed**

The Government will remove the requirement to assess pupils engaged in subject-specific learning using P scales from the 2018 to 2019 academic year onwards; Pupils who are currently assessed using P scales but are engaged in subject-specific learning (broadly those currently working at P4/5 to P8), should only be assessed using the pre-key stage standards from the 2018 to 2019 year onwards, once the additional standards proposed by the Review have been introduced.

2. **The interim pre-key stage standards will be made permanent**

The interim pre-key stage standards are made permanent and extended to cover all pupils engaged in subject-specific learning. This recommendation will take effect from the 2018 to 2019 academic year onwards.

3. **Pupils not engaged in subject-specific learning will continue to be assessed using the P levels until the academic year 2019-2020.**

The Review's recommended approach to assessing pupils not engaged in subject-specific learning (focusing on cognition and learning using the 7 areas of engagement) was that a pilot would take place in 2017-2018, with complete removal of the P scales not possible until 2019.

Summary of changes in 2018/19

	2017/18	2018/19
Subject-specific study	Interim pre-key stage 2 standards <ul style="list-style-type: none"> • Growing development of the expected standard • Early development of the expected standard • Foundations for the expected standard 	Final pre-key stage 2 standards <ul style="list-style-type: none"> • Standard 6 (working at the KS1 expected standard) • Standard 5 (working towards the KS1 expected standard) • Standard 4 • Standard 3 • Standard 2 • Standard 1
	P scales 5 to 8	
Not subject-specific study	P scales 1 to 4	P scales 1 to 4

As a result, we will need to make changes to our assessment pathway for next academic year to ensure the system meets the above recommendations for the pupils that fit within the identified area on the diagram below.

Pupils in Reception are assessed using Development Matters

0-11m	8-20m	16-26m	22-36m	30-50m	40-60+m
EYFS Development Matters					

Pupils in Year 1 to Year 6 are assessed using P levels and Y1/2 level descriptors.

P1(i)	P1(ii)	P2(i)	P2(ii)	P3(i)	P3(ii)	P4	P5	P6	P7	P8	P9E	P9D	P9S	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S
A progressive continuum that is a nationally agreed system for assessing pupils that are working below National Curriculum expectations.											Further Pre Key Stage Steps			Year 1 Expectations			Year 2 Expectations		







These levels are assessed against National Progression Guidance where the UQ range is the expected target. Pupils at Dame Ellen Pinsent are also set extended targets at the start of every term.

Further enrichment and understanding is taught and assessed here so that pupils are fully prepared for the National Curriculum End of Year Expectations.

Pupils begin the relevant years work at Emerging. Assessment is measured over 3 levels, moving onto Developing, finally completing End of Year Expectations at Secure.

The timescale for this is as follows

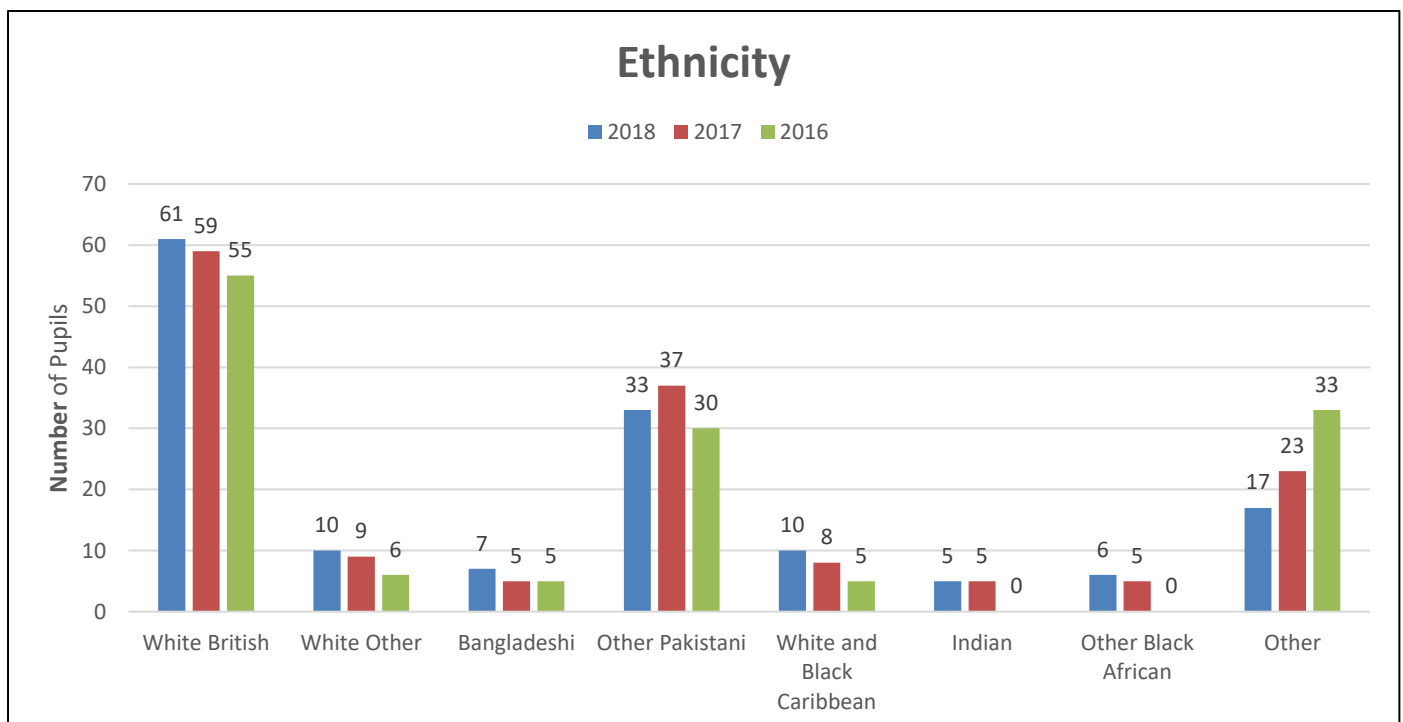
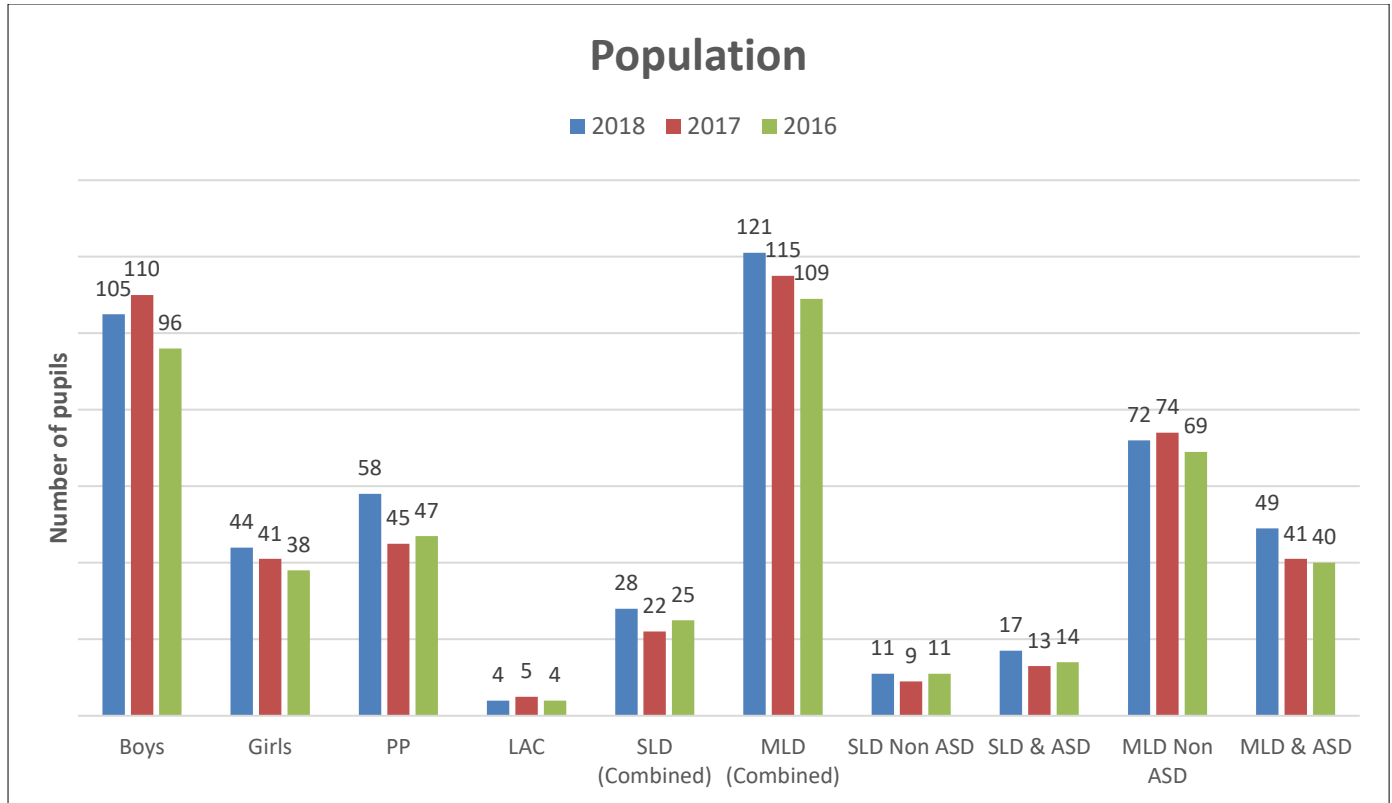
	AHT for Assessment	Teachers	Subject Leads
Summer 2 2018	<ul style="list-style-type: none"> Begin research into possible online assessment systems that fit the above brief and fit with DEP curriculum Ensure TRACK system is fit for purpose for Autumn data collection 		<ul style="list-style-type: none"> Complete 'Final Curriculum Reviews' from assessment information in TRACK
Autumn 1 2018	<ul style="list-style-type: none"> Continue research into new assessment system Final decision on new assessment system to be made 	<ul style="list-style-type: none"> Complete Autumn Term assessments on SOLAR (unchanged) 	
Autumn 2 2018	<ul style="list-style-type: none"> Ensure new system purchased and in place Class trials to begin Staff training to take place 		<ul style="list-style-type: none"> Complete termly PAN report from data exported to TRACK (unchanged)
Spring 1 2019	<ul style="list-style-type: none"> Ensure all Autumn term assessment data transferred to new system Staff training to continue Handover to returning AHT takes place 	<ul style="list-style-type: none"> Complete Spring Term assessments on new system 	
Spring 2 2019	<ul style="list-style-type: none"> Review of data collection process Amendments and updated training to take place as required 		<ul style="list-style-type: none"> Complete termly PAN report from data on new assessment system

Appendix 1

Make-up of the Whole School

The information contained below in charts and graphs gives an overview of the make-up of the school for a 3 year period.

You can see that our numbers of Pupil Premium, SLD and MLD have increased from last year



Appendix 2

Overview of Cohort

Year	ALL	MLD	%	SLD	%	ASD	%	FSM	%	LAC	%		EAL	%
R	6	0	0%	0	0%	2	33%	1	17%	0	0%		0	0%
1	9	1	11%	2	22%	4	44%	5	56%	0	0%		4	44%
2	16	2	13%	0	0%	6	38%	4	25%	0	0%		2	13%
3	26	4	15%	2	8%	11	42%	8	31%	2	8%		9	35%
4	31	9	29%	1	3%	6	19%	11	35%	1	3%		8	26%
5	25	5	20%	0	0%	5	20%	11	44%	0	0%		9	36%
6	37	8	22%	0	0%	10	27%	11	30%	2	5%		9	24%
Total	150	29	19%	5	3%	44	29%	51	34%	5	3%		41	27%

Year	Boys	Girls	MLD Boys	%	SLD Boys	%	MLD Girls	%	SLD Girls	%	ASD Boys	%	Other Boys	%	ASD Girls	%
R	4	2	0	0%	0	0%	0	0%	0	0%	1	25%	2	50%	1	50%
1	6	3	1	17%	2	33%	0	0%	0	0%	2	33%	1	17%	2	67%
2	13	3	2	15%	0	0%	0	0%	0	0%	6	46%	5	38%	0	0%
3	17	9	1	6%	1	6%	3	33%	1	11%	9	53%	6	35%	2	22%
4	20	11	4	20%	1	5%	5	45%	0	0%	4	20%	11	55%	2	18%
5	17	8	5	29%	0	0%	0	0%	0	0%	3	18%	9	53%	2	25%
6	28	9	4	14%	0	0%	4	44%	0	0%	8	29%	8	29%	2	22%
Total	105	45	17	16%	4	4%	12	27%	1	2%	33	31%	42	40%	11	24%

Appendix 3

Moderation

To ensure our judgements are robust and reliable we carry out a series of moderation tasks both internally and externally. Below is a summary of our moderation outcomes from 2017/18.

English Moderation Outcomes

Reading:

Internal: P2ii, P3i, P4, P5, P6, P7, P8, P9E, P9D, P9S, Y1E, Y1D, Y1S

Levels not agreed upon: P3i, P8, Y1E

Levels not yet completed: P1i, P1ii, P2i, P3ii

Levels to moderate in 2018-19: P1i, P1ii, P2i, (if included in 2018-19 co-hort) P3ii, Y2E

Writing:

Internal: P1ii, P2i, P3i, P3ii, P4, P5, P7, P8, P9E, P9D, P9S, Y1E, Y1D, Y1S

External: P5, P8, Y1E

Levels not agreed upon: P1ii, P4, P9D

Levels not yet completed: P1i, P6

Levels to moderate in 2018-19: P1i (if included in 2018-19 co-hort) P6, Y2E

Maths Moderation Outcomes

- Number moderation took place on Tuesday 31st October 2017. This included a work trawl with each class providing work from three children working at different levels. The day concluded with staff looking through other children's work to assess if the child's level is correct.
- Shape, Space and Measure moderation took place on Monday 12th February 2018. This followed the same procedure as number and allowed teachers to have discussions about evidencing work at the right level.
- External moderation with other SEND school happened every term, with the last one being on Wednesday 27th June 2018. The meeting allowed the maths lead to assess our quality of work evidence against other school working at the same or similar levels. The moderation meetings showed that the quality of our work and evidence to match against the Solar descriptors was high.

Science Moderation Outcomes

Levels not agreed upon: P3i, p3ii, 1,2,Y2E, Y2D, Y2S

Levels to moderate 2018-2019: 1,2, p3i, p3ii