**Introduction**

In April 2017, Chadsgrove adopted a new assessment system (SOLAR). SOLAR has replaced both BSquared and CASPA as the means through which we will assess, monitor and moderate the progress of all pupils in school in relation to their own starting points and the expectations of the staff who know them well.

Baseline data has been inputted into SOLAR and a spreadsheet has been used to compare September 2016 starting points with July 2017 end points. A ‘progress’ indicator has been compiled using this information for every pupil in the school.

The information with regard to start and end points varies depending upon the age of individual pupils and the nature of their learning disability:

* Early Years pupils are judged against the Early Years Foundation Stage Framework
* Pupils of National Curriculum age with moderate or severe learning difficulties are judged against the Chadsgrove P scales – this is a combination of P level assessments, bridging statements, pre-National Curriculum statements and the early levels of the National Curriculum
* Key Stage 4 pupils, where appropriate, are judged against attainment in accredited courses
* Post 16 pupils are judged against accreditations including ASDAN
* PMLD pupils are judged against Milestones or MAPP

With the exception of MAPP, all of the above assessments now form a part of SOLAR – this meets one of the recommendations from our OFSTED inspection with regard to simplifying and streamlining the collection, monitoring and analysis of assessment data.

From October 2017, PMLD pupils will also move onto SOLAR – these pupils will be using the ‘Routes for Learning’ assessment framework.

**Determining what ‘outstanding progress’ is for the pupils at Chadsgrove**.

All starting points for pupils have been identified as have all end points. For pupils in each year group and at different starting points, this gives us an indication of what ‘average’ progress is for pupils. Pupils exceeding this will be assessed as having made good/outstanding progress (‘Green’ pupils) and those making less progress will become the ‘red’ children whose progress needs to be carefully monitored over the coming year. With time, and as more pupil data is added to our own data set, this process will become more refined/efficient thus giving us a clear indication of what constitutes good and outstanding progress for our pupils.

**End of Key Stage Data – Key Stage 2**

**Year 6 Cohort**

Fourteen pupils were in Year 6 during the academic year 2016-2017. Out of these pupils, 4 have severe learning difficulties, 4 have moderate learning difficulties and 6 have profound and multiple learning difficulties. All pupils have a physical disability/complex health need.

**Progress Indicators against Progression Guidance Data**

In order to increase cohort numbers and improve the validity of results, data for a period of three years has been amalgamated.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **Reading** |
| **2013-2015** | 91 | 9 | 0 |
| **2014-2016** | 44.5 | 44.5 | 11 |
| **2015-2017** | 50 | 40 | 10 |
|  |  |  |  |
| **Writing** |
| **2013-2015** | 82 | 9 | 9 |
| **2014-2016** | 56 | 33 | 11 |
| **2015-2017** | 50 | 40 | 10 |
|  |  |  |  |
| **Speaking** |
| **2013-2015** | 73 | 9 | 18 |
| **2014-2016** | 34 | 44 | 22 |
| **2015-2017** | 42 | 42 | 16 |
|  |  |  |  |
| **Listening** |
| **2013-2015** | 82 | 9 | 9 |
| **2014-2016** | 33 | 45 | 22 |
| **2015-2017** | 45 | 36 | 19 |
|  |  |  |  |
| **Number** |
| **2013-2015** | 45 | 55 | 0 |
| **2014-2016** | 34 | 44 | 22 |
| **2015-2017** | 41.5 | 41.5 | 17 |
|  |  |  |  |
| **Measures** |
| **2013-2015** | 45 | 45 | 10 |
| **2014-2016** | 33 | 45 | 22 |
| **2015-2017** | 42 | 42 | 12 |
|  |  |  |  |
| **Science** |
| **2013-2015** | 54 | 27 | 19 |
| **2014-2016** | 44 | 0 | 56 |
| **2015-2017** | 58 | 0 | 42 |
| **Overall Average** | 51 | 27 | 17 |
| **National Average** | 25 | 50 | 25 |

**End of Key Stage Data – Key Stage 2 cont...**

**Chadsgrove Performance Indicators (Chadsgrove ‘P’ Scales)**

Progress is measured in terms of percentage steps with each step representing an increase of 10% - for example, P4.4 to P4.6 is 2 steps.

The results for pupils with severe or moderate learning difficulties, whose progress is measured using the Chadsgrove P Steps are shown in the table below. The progress of pupils with profound and multiple learning difficulties whose attainment has been measured using MAPP is analysed later in the document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Average Progress 2015-2016** | **Average progress 2016-2017**  | **Rate of progress** |
| Reading | 4.3 | 3.1 | -1.2 |
| Writing | 4.1 | 5.0 | +0.9 |
| Expressive language | 6.0 | 4.8 | -1.2 |
| Receptive Language | 6.7 | 4.2 | -2.5 |
| Speaking and Listening | 8.0 | 7.3 | -0.7 |
| Number | 2.0 | 4.5 | +2.5 |
| Measures | 3.6 | 6.0 | +2.4 |
| Science | 4.4 | 7.3 | +2.9 |

**Analysis**

**Progression Guidance**

Pupils perform best in Science.

Overall, pupils perform less well at the end of Key Stage 2 than their peers nationally with more pupils achieving in the lower quartiles. The difference in less marked in Science and more evident in English.

**Chadsgrove Performance Indicators**

Pupils performed best in Science and Speaking/Listening with an average of 7.3 steps of progress made. The rate of progress in Science also showed a significant increase of 2.9 steps compared to the previous year. The rate of progress in Maths has also increased as has Writing.

**Action Points**

* Continue work on improving standards in reading through the development of phonics groups, SpLD interventions and resourcing.
* Continue work on improving standards in Expressive and Receptive Language through the provision of appropriate AAC strategies and resourcing for individual pupils.

**End of Key Stage Data – Key Stage 3**

**Year 9 Cohort**

Four pupils were in Year 9 during the academic year 2016-2017. Out of these pupils, 2 have severe learning difficulties, 1 has moderate learning difficulties and 1 has profound and multiple learning difficulties. All pupils have a physical disability/complex health need.

**Progress Indicators against Progression Guidance Data**

In order to increase cohort numbers and improve the validity of results, data for a period of three years has been amalgamated.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **Reading** |
| **2013-2015** | 52 | 24 | 24 |
| **2014-2016** | 48 | 33 | 19 |
| **2015-2017** | 50 | 32 | 18 |
|  |  |  |  |
| **Writing** |
| **2013-2015** | 48 | 28 | 24 |
| **2014-2016** | 48 | 33 | 19 |
| **2015-2017** | 50 | 32 | 18 |
|  |  |  |  |
| **Speaking** |
| **2013-2015** | 50 | 29 | 21 |
| **2014-2016** | 48 | 33 | 19 |
| **2015-2017** | 50 | 32 | 18 |
|  |  |  |  |
| **Listening** |
| **2013-2015** | 46 | 33 | 21 |
| **2014-2016** | 48 | 33 | 19 |
| **2015-2017** | 50 | 32 | 18 |
|  |  |  |  |
| **Number** |
| **2013-2015** | 29 | 33 | 38 |
| **2014-2016** | 33 | 38 | 29 |
| **2015-2017** | 27 | 46 | 27 |
|  |  |  |  |
| **Measures** |
| **2013-2015** | 28 | 32 | 40 |
| **2014-2016** | 33 | 33 | 34 |
| **2015-2017** | 27 | 46 | 27 |
|  |  |  |  |
| **Science** |
| **2013-2015** | 6 | 66 | 18 |
| **2014-2016** | 14 | 53 | 33 |
| **2015-2017** | 28 | 36 | 36 |
| **Overall Average** | 39 | 36 | 25 |
| **National Average** | 25 | 50 | 25 |

**End of Key Stage Data – Key Stage 3 cont...**

**Chadsgrove Performance Indicators (Chadsgrove ‘P’ Scales)**

Progress is measured in terms of percentage steps with each step representing an increase of 10% - for example, P4.4 to P4.6 is 2 steps.

The results for pupils with severe learning difficulties whose progress is measured using the Chadsgrove P Steps are shown in the table below. Pupils with profound and multiple learning difficulties whose progress is measured using MAPP and this is explained later in the document. The progress of pupils with profound and multiple learning difficulties whose attainment has been measured using MAPP is analysed later in the document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Average Progress 2015-2016**  | **Average progress 2016-2017** | **Rate of progress** |
| Reading | 4 | 4.3 | +0.3 |
| Writing | 4.7 | 3.7 | -1.0 |
| Expressive language | No pupils | 8 | N/A |
| Receptive Language | No pupils | 5 | N/A |
| Speaking and Listening | 5.6 | 7 | +1.4 |
| Number | 2.4 | 4.7 | +2.3 |
| Measures | 2.4 | 4.3 | +1.9 |
| Science | 4.0 | 9.3 | +5.3 |

**Analysis**

**Progression Guidance**

Pupils perform best in Science with a greater percentage achieving in the upper quartiles. Pupils perform lest well in English, although there has been no significant change over recent years in this.

Overall, although pupils perform equally as well as their peers with the same percentages achieving in the upper quartile, a greater percentage achieve in the lower quartile. This is less evident in Science and more marked in English.

**Chadsgrove Performance Indicators**

Pupils have performed particularly well in Science both in terms of actual progress made and the improvement on progress from the previous year. The rate of progress has also increased in Maths. Pupils have also attained well in Speaking and Listening.

**Action Points**

* Continue work on improving standards in English Reading and Writing through the development of phonics groups, SpLD interventions, resourcing and the provision of appropriate AAC strategies for individual pupils.

**End of Key Stage Data – Key Stage 4**

**Year 11 Cohort**

Eight pupils were in Year 11 during the academic year 2016-2017. Out of these pupils, 5 have severe learning difficulties, 3 have moderate learning difficulties and none have profound and multiple learning difficulties. All pupils have a physical disability/complex health need.

**Progress Indicators against Progression Guidance Data**

In order to increase cohort numbers and improve the validity of results, data for a period of three years has been amalgamated.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lower Quartile %** | **Median %** | **Upper Quartile %** |
| **Reading** |
| **2013-2015** | 33.3 | 33.3 | 33.3 |
| **2014-2016** | 43 | 30 | 27 |
| **2015-2017** | 55 | 25 | 20 |
|  |  |  |  |
| **Writing** |
| **2013-2015** | 33.3 | 33.3 | 33.3 |
| **2014-2016** | 35 | 35 | 30 |
| **2015-2017** | 50 | 20 | 30 |
|  |  |  |  |
| **Speaking** |
| **2013-2015** | 33.3 | 33.3 | 33.3 |
| **2014-2016** | 35 | 43 | 22 |
| **2015-2017** | 50 | 35 | 15 |
|  |  |  |  |
| **Listening** |
| **2013-2015** | 33.3 | 33.3 | 33.3 |
| **2014-2016** | 35 | 43 | 22 |
| **2015-2017** | 50 | 35 | 15 |
|  |  |  |  |
|  |  |  |  |
| **Number** |
| **2013-2015** | 4 | 46 | 50 |
| **2014-2016** | 0 | 61 | 39 |
| **2015-2017** | 20 | 45 | 35 |
|  |  |  |  |
| **Measures** |
| **2013-2015** | 4 | 46 | 50 |
| **2014-2016** | 4 | 52 | 44 |
| **2015-2017** | 27 | 36.5 | 36.5 |
|  |  |  |  |
| **Science** |
| **2013-2015** | 17 | 33 | 50 |
| **2014-2016** | 12 | 29 | 59 |
| **2015-2017** | 25 | 33 | 42 |
| **Overall Average** | 28.5 | 37.2 | 34.3 |
| **National Average** | 25 | 50 | 25 |

**End of Key Stage Data – Key Stage 4 cont...**

**Chadsgrove Performance Indicators (Chadsgrove ‘P’ Scales)**

Progress is measured in terms of percentage steps with each step representing an increase of 10% - for example, P4.4 to P4.6 is 2 steps.

The results for pupils with severe learning difficulties whose progress is measured using the Chadsgrove P Steps are shown in the table below.

The progress of pupils with profound and multiple learning difficulties whose attainment has been measured using MAPP is analysed later in the document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Average Progress 2015-2016 (pupils)** | **Average progress 2016-2017** | **Rate of Progress** |
| Reading | No pupils | 1.5  | N/A |
| Writing | No pupils | 3.7  | N/A |
| Expressive language | No pupils | 2  | N/A |
| Receptive Language | No pupils | 0  | N/A |
| Speaking and Listening | No pupils | 2.5  | N/A |
| Number | No pupils | 2.3  | N/A |
| Measures | No pupils | 1.7  | N/A |
| Science | No pupils | No pupils | N/A |

**Analysis**

**Progression Guidance**

There appears to be a gradual decline in the number of pupils achieving in the upper quartile. This appears to be linked to the accreditations achieved by more able pupils as it is these that generally achieve in the lower quartiles.

However, overall, the number of pupils achieving in the upper quartile remains significantly higher than the national average (34.3% compared to 25%). The number of performance points gained by pupils for accreditations achieved by the end of key Stage 4 (explained later in this document) has also increased. This indicates an improving rather than declining performance.

**Chadsgrove Performance Indicators**

Pupils have performed particularly well in Speaking/Listening, Writing and Maths. They have performed less well in Reading and Receptive Language.

**Action Points**

* Consider if more challenging / appropriate accreditations for MLD students is necessary, based on prior performance at the end of Key Stage 3.
* Continue work on improving standards in English Reading through the development of phonics groups, SpLD interventions and resourcing.

**Accreditations**

**Accreditations Achieved**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **No of pupils entered** | **Accreditation** | **No at expected level** | **No exceeding expectation** | **No below expectation** | **Average Perf Points** |
| **English** | 2 | Entry Level | 2 | 0 | 0 | 7.0 |
| **Maths** | 8 | Entry Level Functional Skills | 6 | 1 | 0 | 7.9 |
| **Science** | 8 | Entry Level | 4 | 4 | 0 | 12.3 |
| **ICT** | 7 | Entry LevelBTEC | 6 | 0 | 1 | 13.1 |
| **PE** | 4 | Entry Level | 4 | 0 | 0 | 13.0 |

**Pupils Currently on Accredited Courses**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **No of pupils entered** | **Accreditation** | **Due date** | **No at expected level** | **No exceeding expectation** | **No below expectation** |
| **English** | 9 | Entry LevelFunctional Skills | 02/1806/18 | 82 | 00 | 1 (left school)0 |
| **Maths** | 34 | Entry Level Functional Skills | 06/1806/18 | 31 | 01 (move to GCSE) | 02 (left school) |
| **ICT** | 621 | Functional SkillsBTECBTEC | 06/1806/1806/19 | 620 | 001 | 000 |
| **PE** | 4 | Entry Level | 06/18 | 4 | 0 | 0 |
| **Humanities** | 10 | Entry Level | 06/18 | 7 | 0 | 3 |
| **Creative –Art****Music** | 147 | Entry LevelEntry level | 06/1806/18 | 127 | 07 | 2 (Left school)0 |
| **WJEC PSD Pathways** | 3 | Entry level | 06/18 | 3 | 0 | 0 |
| **ASDAN**  | 11 | Transition Chall. | 0/618 | 11 | 0 | 0 |

**Analysis**

Pupils have performed particularly well in ICT and PE. Pupils appear to have performed less well in English. However, 8 pupils are due to have completed work submitted in February 2018 which is likely to increase performance figures.

**Action Points**

* Ensure that pupils are submitted for accreditation at the appropriate time
* Ensure that those pupils currently exceeding expectations are suitably challenged further in order to achieve a higher accreditation if possible

**Accreditations cont...**

**School Performance Points**

School Performance Points have been calculated using National Indicators.

In addition, pupils have been awarded a single point for every 10 hours of Guided Learning Activity that has resulted in as ASDAN qualification. This is to enable the achievements of pupils with severe or profound and multiple learning difficulties to be recognised.

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Stage 4- Year 11****Points achieved by the end of Year 11** | **MLD Pupils** | **SLD Pupils** | **PMLD Pupils** |
| **2014-2015** | 45 | 1 | 3 |
| **2015-2016** | 51 | 15.5 | 2 |
| **2016-2017** | 58 | 4.4 | No yr. 11 PMLD |
|  |
| **Key Stage 4 and 5 – Leavers****All accreditations in Key Stages 4 and 5** | **MLD Pupils** | **SLD Pupils** | **PMLD Pupils** |
| **2014-2015** | 130 | 35 | 10 |
| **2015-2016** | 115 | 19.3 | 1 |
| **2016-2017** | 98.5 | 20.6 | 6 |
|  |

**Analysis**

There has been a continued rise in the number of performance points gained by pupils with MLD by the end of Key Stage 4. However there has been a slight dip in performance points gained by pupils with MLD by the time that they leave school. It is important to note, though, that only 2 pupils with MLD left this year and that the health needs of one of these pupils caused significant difficulties with the completion of accredited work.

Pupils with SLD and PMLD have both increased the number of accreditations achieved by the time that they leave school. However, these accreditations are generally achieved in post 16.

**Action Points**

* Explore the options available for accrediting SLD pupils in key Stage 4

**Early Years**

**Early Years Cohort**

Thirteen pupils have been in Early Years throughout the whole of the academic year. A further three pupils started midway through the year.

Out of the 13 pupils, 7 have severe learning difficulties, 2 have moderate learning difficulties and 4 have profound and multiple learning difficulties. All pupils have a physical disability/complex health need. Two pupils have been ambulant throughout the year and one learnt to walk during the year

**Chadsgrove Performance Indicators**

Progress for the pupils in Early Years is measured in terms of percentage steps with each step representing an increase of 1%

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Average Points Progress****2014-2015** | **Average Points Progress****2015-2016** | **Average points progress 2016-2017** |
| **PSED**  | 57 | 49 | 58 |
| **Literacy** | 50 | 48 | 54 |
| **Communication and Language**  | 56 | 25 | 71 |
| **Maths**  | 55 | 126 | 46 |
| **Understanding of the World**  | 45 | 46 | 59 |
| **Physical Development**  | 55 | 51 | 38 |
| **Art and Design**  | 47 | 70 | 92 |

**Analysis**

Pupils have made excellent progress both in Communication and Language compared to previous years. They have also made excellent progress in Art and Design. Pupils have continued to improve the progress that they make in PSED, Literacy and Understanding the World. Pupils have not performed quite so well Maths and in Physical Development, though the rate of progress in Physical Development is likely to be linked to the significant physical disabilities of the cohort.

**Action Points**

* Investigate the provision in Mathematical Development and consider how this could be improved in order to increase the rate of progress of the pupils in Early Years.

**Pupils with Profound and Multiple Learning Difficulties**

MAPP has been used for the second consecutive year in order to track the progress of pupils with very complex needs for whom other linear assessments are inappropriate and do not effectively demostrate the progress being made.

Pupils have been awarded 1 point for every step of progress made on the continuum of skill development.

Data for the past two years is shown below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Prompting** | **Fluency** | **Maintenance** | **Generalisation** |
| **2015-2016** |  |  |  |  |
| **Early Thinking Skills** | 3.6 | 3.3 | 2.8 | 2.3 |
| **Early Communication Skills** | 4.5 | 3.0 | 2.4 | 1.3 |
| **Early Physical Skills** | 3.5 | 2.9 | 2.3 | 1.9 |
| **Average**  | 3.9 | 3.1 | 2.5 | 1.8 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Prompting** | **Fluency** | **Maintenance** | **Generalisation** |
| **2016-2017** |  |  |  |  |
| **Early Thinking Skills** | 3.6 | 3.5 | 3.2 | 2.8 |
| **Early Communication Skills** | 3.6 | 3.2 | 3.0 | 2.7 |
| **Early Physical Skills** | 3.3 | 3.9 | 3.6 | 3.2 |
| **Average**  | 3.5 | 3.5 | 3.3 | 2.9 |

**Analysis**

Pupils have performed better in 2016-2017 than they did in previous years. This is evidenced through the increase in pupil’s ability to generalise their learning to other situations and the less prompting that they have needed to complete tasks. Pupils have performed particularly well in the area of Early Physical skills as this has shown the greatest increase in both points achieved and the rate of progress. This is excellent bearing in mind the complex physical disabilities of pupils with profound and multiple learning difficulties

**Action Points**

* Transfer all pupil data onto the Routes for Learning Package within SOLAR to bring the assessment of this group of pupils in line with the rest of the school and Ofsted recommendations
* Consider, along with other pupils in school, work on improving standards in communication skills through the provision of appropriate resources and AAC strategies

**Whole School Performance Targets**

**Target 1**

90% of all pupils, including those accessing the 19-25 provision will access at least 1 accreditation at an appropriately challenging level

**Result**

Out of the 49 pupils in Years 10-14 and those in the 19-25 provision, 42 have accessed at least 1 accreditation. This equates to 86%. Those pupils who didn’t access an appropriate qualification were year 10 and Year 11 pupils with severe learning difficulties.

**Action Points**

* Ensure there is accreditation available for Key Stage 4 pupils with severe learning difficulties. The target could be “80% of key stage 4 pupils with severe learning difficulties will access an appropriate accredited course”

**Target 2**

The average point’s progress in Communication and Language for Early Years pupils will increase from 25 to at least 35

**Result**

The average point’s progress has been increased to 71 so this target has been easily achieved

**Action Points**

* Next year’s target could involve improving the average point’s progress in mathematical development. As such, the target could be “The average points progress in Mathematical Development for Early Years pupils will increase from 46 to at least 55

**Target 3**

MAPP data will demonstrate that pupils have become more able to generalise the skills that they have developed in Early Communication to other contexts, achieving an average score of at least 1.8 (currently 1.3)

**Result**

The average score for the generalisation of skills has increased to 2.7 so this target has been easily achieved

**Action Points**

* Despite the success of this target, there still needs to be a continued focus on the development of communication skills so it may be appropriate to have a target based around the personalisation of communication outcomes for pupils. As such, an appropriate target could be “80% of pupils with PMLD to achieve the annual review target set for them in Early Communication Skills”

**Target 4**

60% of all pupils (excluding those with extended absences due to ill health) will achieve all of their annual review targets

**Result**

50% of all pupils excluding those who had periods of extended absence due to ill health achieved all of their annual review targets. PMLD pupils were more successful in achieving their targets than other pupils in school. MLD pupils were least successful.

**Action Points**

* Improve the setting of SMART targets for pupils with moderate learning difficulties

**Focus Group Analysis**

**Free School Meals**

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Free School Meals** | **Other Pupils** |
| **Reading** | 27 | 46 | 27 | 13 | 63 | 24 |
| **Writing** | 20 | 47 | 33 | 20 | 57 | 23 |
| **Expressive** | 33 | 56 | 11 | 12 | 58 | 28 |
| **Receptive** | 44 | 12 | 44 | 29 | 45 | 26 |
| **Speaking and Listening** | 33 | 67 | 0 | 27 | 46 | 27 |
| **Number** | 33 | 48 | 19 | 22 | 67 | 11 |
| **Measures** | 21 | 58 | 22 | 19 | 58 | 23 |
| **Science** | 18 | 64 | 18 | 31 | 38 | 31 |
| **Average** | 29 | 50 | 21 | 22 | 54 | 24 |

**Analysis**

Pupils in receipt free school meals have generally performed slightly less well than their peers with a slightly higher percentage of pupils in receipt of free school meals appearing in the ‘red’ group. However, in Reading, Writing and Receptive Language, a higher percentage of ‘green’ pupils are in receipt of free school meals

**Action points**

* Ensure that the Pupil Premium Strategy reflects the need to develop skills in the core subject areas

**Pupil Premium**

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Pupil Premium** | **Other Pupils** |
| **Reading** | 18 | 55 | 27 | 16 | 61 | 23 |
| **Writing** | 14 | 59 | 27 | 21 | 53 | 26 |
| **Expressive** | 27 | 53 | 20 | 12 | 60 | 28 |
| **Receptive** | 21 | 29 | 50 | 33 | 46 | 21 |
| **Speaking and Listening** | 33 | 67 | 0 | 27 | 46 | 27 |
| **Number** | 33 | 48 | 19 | 22 | 67 | 11 |
| **Measures** | 14 | 62 | 24 | 22 | 56 | 22 |
| **Science** | 16 | 47 | 37 | 34 | 41 | 25 |
| **Average** | 22 | 53 | 25 | 23 | 54 | 23 |

**Analysis**

Overall, there is very little difference between the performance of pupils in receipt of pupil premium and other pupils in school, though pupils in receipt of pupil premium achieve very slightly better. Pupils in receipt of pupil premium have performed particularly well in Writing, Receptive language, Measures and Science. However, there was a particular weakness in the area of Speaking and Listening which needs to be addressed over the coming year.

**Action points**

* Ensure that the Pupil Premium Strategy accurately reflects the need to develop skills in Reading, Speaking and Listening and Number

**Gender**

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Girls** | Boys |
| **Reading** | 13 | 63 | 24 | 19 | 56 | 25 |
| **Writing** | **25** | **46** | **29** | 14 | 61 | 25 |
| **Expressive** | 24 | 52 | 24 | 13 | 61 | 26 |
| **Receptive** | 65 | 24 | 11 | 24 | 43 | 33 |
| **Speaking and Listening** | 14 | 58 | 28 | 36 | 50 | 14 |
| **Number** | 35 | 52 | 13 | 21 | 65 | 14 |
| **Measures** | 22 | 56 | 22 | 18 | 59 | 23 |
| **Science** | 32 | 36 | 32 | 25 | 47 | 28 |
| **Average** | 29 | 48 | 23 | 22 | 55 | 23 |

**Analysis**

Boys generally perform better than girls with a higher percentage making average or above average progress. However, girls out-perform boys in the area of Speaking and Listening, Writing and Science.

**Action points**

* Subject leads to investigate why girls are underachieving, particularly in the area of Receptive Language.

**Ethnicity**

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Ethnic Minority** | **White British** |
| **Reading** | 20 | 56 | 30 | 16 | 60 | 24 |
| **Writing** | **20** | **30** | **50** | 18 | 60 | 22 |
| **Expressive** | 17 | 66 | 17 | 18 | 56 | 26 |
| **Receptive** | 33 | 33 | 33 | 34 | 41 | 25 |
| **Speaking and Listening** | 25 | 75 | 0 | 29 | 47 | 24 |
| **Number** | 38 | 62 | 0 | 24 | 60 | 16 |
| **Measures** | 12 | 50 | 38 | 20 | 60 | 20 |
| **Science** | 25 | 50 | 25 | 28 | 42 | 30 |
| **Average** | 23 | 53 | 24 | 23 | 53 | 24 |

**Analysis**

Overall, pupils from Ethnic Minority Groups perform equally as well as White British pupils. They perform particularly well in the areas of Writing and Measures but perform less well in the areas of Speaking/Listening and Number.

**Action points**

* Ensure that the language/AAC needs of pupils from ethnic minority groups are reviewed/re-assessed as necessary
* Ensure all pupils from Ethnic Minority groups have the resources that they need to support mathematical development
* Facilitate CPD opportunities for mathematics if this is appropriate for teachers

**Degree of Learning Difficulty**

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **MLD** | SLD |
| **Reading** | 19 | 52 | 29 | 15 | 62 | 23 |
| **Writing** | 9 | 53 | 38 | 25 | 55 | 20 |
| **Expressive** | 22 | 22 | 56 | 16 | 68 | 16 |
| **Receptive** | 44 | 44 | 12 | 28 | 36 | 36 |
| **Speaking and Listening** | 27 | 46 | 27 | 33 | 56 | 11 |
| **Number** | 18 | 59 | 23 | 28 | 62 | 10 |
| **Measures** | 6 | 61 | 33 | 28 | 55 | 17 |
| **Science** | 12 | 47 | 41 | 35 | 41 | 24 |
| **Average** | 20 | 48 | 32 | 26 | 54 | 20 |

**Analysis**

Pupils with moderate earning difficulties performed better than those with severe learning difficulties. Pupils with moderate learning difficulties performed particularly well in Science and in Expressive Language skills. Pupils with severe learning difficulties out performed pupils with moderate learning difficulties in the area of Receptive Language skills.

**Action points**

* Facilitate CPD opportunities for teaching pupils with severe learning difficulties if this is appropriate

**Red Pupils in 2015-2016**

|  |  |  |
| --- | --- | --- |
| **Percentage of Pupils** | **Red pupils in 2016** | **Now** |
| **Reading** |  9 | 1 | 7 | 1 |
| **Writing** | **9** | 2 | 6 | 1 |
| **Expressive** | 4 | 0 | 4 | 0 |
| **Receptive** | 3 | 1 | 1 | 1 |
| **Speaking and Listening** | 5 | 1 | 4 | 0 |
| **Number** | 9 | 2 | 6 | 1 |
| **Measures** | 9 | 2 | 5 | 2 |
| **Science** | 6 | 1 | 3 | 2 |

**Analysis**

The majority of pupils who were red in 2016 had moved to amber or green in 2017. Two pupils who generally remained in red consisted of a lower attaining pupil with severe learning difficulties and a pupil who skills had significantly regressed during a period of very ill health.

**Action points**

* Ensure lower ability SLD pupils who are educated alongside peers with profound and multiple learning difficulties have their progress tracked using the appropriate assessment schedules

**The Progress of the Most Vulnerable pupils**

**Indicators of vulnerability**

Indicators of vulnerability in the pupils at Chadsgrove include:

* Attendance; Health Concerns; Parental Engagement; Substance misuse issues
* Being Looked After; Social care issues;
* Parental involvement with police or prison
* Behaviour; Social skills; Emotional management

Pupils are scored out of a maximum number of 80 points. The most vulnerable pupil currently has a score of 53 and the least vulnerable has a score of 21. The 10% of pupils with the highest scores are considered to be the most vulnerable pupils in school

|  |  |  |
| --- | --- | --- |
| **SLD and MLD Percentage of Pupils – Based on EY Data and Chadsgrove P Scales** | **Vulnerable Pupils** | **Other Pupils** |
| **Reading** | 0 | 86 | 14 | 18 | 58 | 24 |
| **Writing** | 14 | 72 | 14 | 20 | 55 | 25 |
| **Expressive** | 14 | 57 | 28 | 24 | 54 | 22 |
| **Receptive** | 42 | 29 | 29 | 28 | 59 | 13 |
| **Number** | 29 | 42 | 29 | 29 | 59 | 12 |
| **Measures** | 29 | 42 | 29 | 22 | 57 | 21 |
| **Science** | 29 | 29 | 42 | 26 | 44 | 30 |
| **Average** | 22 | 51 | 27 | 24 | 55 | 21 |

|  |  |  |
| --- | --- | --- |
| **PMLD Percentage of Pupils – Based on AR targets met or not met** | **Vulnerable Pupils** | **Other Pupils** |
| **Early Communication Skills** | 25 | 75 | 13 | 87 |
| **Early Thinking Skills** | 0 | 100 | 3 | 97 |
| **Early Motor Skills** | 12.5 | 87.5 | 10 | 90 |
| **Average** | 12.5 | 87.5 | 9 | 91 |

**Analysis**

The most vulnerable SLD/MLD pupils currently perform slightly better than less vulnerable pupils in school. They perform particularly well in Science and not quite so well in Reading and Writing.

The most vulnerable PMLD pupils currently perform very slightly less well than less vulnerable peers. However, they perform particularly well in Early Thinking Skills where 100% of pupils met their targets.

**Action Points**

* Ensure that the language/AAC/Literacy needs of the most vulnerable pupils are reviewed/re-assessed as necessary

**Quality of Teaching**

100% of lessons observed in the year 2016-2017 were judged to be good or outstanding. Lessons were classed as outstanding because of the following excellent features:

* Pace
* Differentiation
* Personalisation
* Use of ICT
* Levels of engagement
* Independent learning
* Knowledge of pupils
* Staff and pupil relationships
* Clear expectations

**External Evaluations**

Chadsgrove was visited by the Local Authority’s School Improvement Partner in November 2015. The grade allocated was 1. The School Improvement Advisor noted that “Evidence from the Annual performance review supports the school’s judgement that it continues to be outstanding”.

Chadsgrove School was inspected by Ofsted in February 2016. The report stated that “The school continues to maintain an excellent balance between caring for each pupil and ensuring that they make the best progress they can, academically, socially and personally...Far from standing still since the last inspection, you have all continually sought to improve.”

A School Improvement Visit conducted by Frank Price in November 2016. The report stated that “When progress is measured from their individual starting points, pupils make outstanding progress. Evidence from pupil’s work, records and learning journeys indicate overall outstanding progress”

A report from the BTEC Standards Verifier in May 2017 stated that “All assessment decisions were accurate and met quality standards” and that “a lot of good, detailed work is being carried out at this centre with a lot of attention to detail”.

A report from Edexcel on the quality of Functional Skills provision in July 2017 stated that “The centre makes good use of technology to improve literacy and reading skills and “the centre demonstrates an exemplary standard of Internal Verification. The report also states that “the standard of marking for maths and English is very high throughout”

A report from Worcestershire virtual school in September 2017 stated that PEPs are completed to a high standard and flagged as green

**Progress against Ofsted Targets**

**Target 1**

Refine the use of all assessment information so that it is even more valuable in helping the school to evaluate all aspects of its work, having confidence in the excellent non-data based assessment methods that are already being used, such as the annotated films

**Progress**

Significant progress has been made towards this target – With the exception of MAPP, SOLAR is now used across school to assess the progress of pupils of all ages and abilities, including those completing accreditations.

From September 2017, PMLD pupils will also move onto SOLAR – these pupils will be using the ‘Routes for Learning’ assessment framework.

Electronic Learning Journeys are now used with all pupils with PMLD and an increasing number of pupils in early Years and in Key Stage 1

**Target 2**

Consider how to bring together elements from the work on improving communication with elements from the mental health project to best support the pupils with the most complex needs to communicate their feelings and concerns.

**Progress**

We see clear links between encouraging the development of receptive and expressive communication skills for individual pupils and their sense of wellbeing. The more pupils are able to understand, name and express how they feel and develop an understanding of how others feel the more we are able to support and develop positive outlooks and coping strategies. This work includes both verbal and non-verbal total communication approaches and strategies.

Developing expressive language skills using both verbal and non-verbal total communication approaches enables and empowers pupils to express their feeling and when they need support and help.

Developing receptive language skills both verbal and non-verbal enables and empowers pupils to interpret and understand communication signals received to them.

In the PMLD classes pupils are being supported to deepen their understanding and skills in the Fundamentals of communication using a variety of strategies which include Intensive interaction, sensory cues, tac-pac, Tassels, communication aids, signing and verbal language skills.

In other areas pupils are working with language, signing, symbols, low and high tech communication aids in activities which include communication and literacy classes, relationship classes, PHSE time, chat clubs, the school council and themed well-being days.