



Sir Tom Finney Community High School

Assessment and Accreditation Report To Governors.

Autumn term 2019

Introduction

All students are assessed using PIVATS guidance materials. This is an assessment tool developed several years ago by Lancashire, based upon national P scale guidance broken down into smaller steps and utilised across many Lancashire schools and a wider arena nationally to allow comparisons to be made. The information is web based and generates expected progress targets based upon data inputs by the many schools who use this tool.

Alongside this we are working with other special schools within the North West to monitor our data against other schools data for ability based cohorts to give an indication of how our progress measures against other special schools within Lancashire on a key stage basis, this also supports generating expected progress measures based upon starting points.

The information is evaluated and analysed to look for trends or patterns to show positive progress and results that may raise questions or hypotheses and need 'deeper' analysis; resulting in actions required.

More often than not we have to drill down to an individual level as the vast majority of our student population have 'spikey' profiles and as such patterns and trends within small cohorts are not meaningful in terms of patterns and trends across school.

The new OFSTED Education Inspection Framework is very clear that the inspection process will not focus on detailed analysis of data and information, rather it will focus on the result and actions of evaluation. As such this report will focus on the 'highlights in summary'. Where required, hypothesis to investigate further will be suggested, along with other actions that will have an impact on progress in line with school improvement and individual and cohort progress.

The main subject focus of the evaluation and reporting will be English and Maths and Personal Social Development (PSD). Other subject leaders monitor their own information and action accordingly within subject action plans.

Evaluation Summary (tables and charts at end)

(Items marked in bold will inform school improvement planning objectives linked to teaching and learning and assessment outcomes)

Data and information presented has always to be taken with a note of caution as the cohorts are small and individuals unique with needs and abilities and groups changing year on year. However, it can present general trends and raise questions and suggestions as to where the focus for subject development or professional development or intervention and action may be. This is coupled with extensive day to day knowledge and often it is better to drill down into department and even group/subject or individual levels. A period of hospitalisation, significant events in the home and the complexity of need/ condition often impact upon an individual's progress.

There is strong evidence to suggest that PSD targets are sufficiently challenging with almost all students across the school who operate within the 'formal' curriculum groups, meeting their expected targets with no overall outstanding progress. This suggests that PSD threads throughout the whole school day and the focus is on targets being set that are appropriate and achievable across the 4 areas of learning. It accurately reflects the fact that PSD is paramount in underpinning our students' overall learning. The groups where this trend is opposite in some of the areas is in the semi-formal and experiential groups where this would be anticipated given the level of learning ability and the complex nature of needs whereby much of the progress in the PSD areas of learning will take much longer and are linked to the rate of progress in term of their communication ability and learning difficulty and maturity. Nevertheless there is some strong expected progress in personal and social development in semi-formal.

PSHE and SRE has in place schemes of work established to meet the new statutory curriculum framework from Sept 2020 and as an early adopter we are well on the way to achieving embedding this curriculum at appropriate levels for the range of cohorts in school.

At a whole school level at first glance, it appears that reading and writing might see less rates of progress than maths generally across the school, but when calculating the numbers who make outstanding or expected progress alongside those who have just missed meeting targets (eg by a point score) than the results look pretty similar for both subjects in that the majority are making appropriate progress, with some disparity in the different aspects of the subjects. This leads to a further scrutiny at key stage level to consider the differences in progress.

From that scrutiny certain key assumptions can be made and if required actions put in place.

In FE (post 16) opportunities for focussed reading and writing diminish with an emphasis on preparation for adulthood, world of work, college or future social care settings, lifeskills and independence. As such a number of students just missed on meeting expected targets. **One suggestion is to increase the opportunities for social reading and writing in options, leisure time and English lessons. Individual intervention may also be appropriate to support this.**

It is also clear from individual scrutiny that those students joining the school in post 16 from other establishments appear to make better rates of progress than those who have moved into post 16 from our year 11. **This leads us to believe that our own in school target setting is strong, appropriate and challenging and new students thrive in the environment, rising to the challenge presented.**

Those who present with most complex behaviour or social emotional needs also appear to thrive in terms of meeting or exceeding targets set. The feeling is that whilst they demand a high amount of time and attention individually from staff **they have benefitted from the support they receive with their emotional resilience and mental health and well-being and this is evidenced in their learning.**

In maths the greatest progress is made in the using and applying aspect of maths; this reflects the move to greater understanding of maths within the context of the 'real world' and the functionality and practicality of maths. **Indeed the work with the Education Endowment Foundation project has had a significant impact and is set to continue.**

There is a challenge being presented to the FE core subject curriculum as school anticipates more students remaining with us from year 11, but who are operating at higher levels of ability than previous cohorts; **as such work is ongoing in what would be appropriate accreditation to follow – Entry level, Functional skills or GCSE and how these would benefit individuals in the future for college, employability etc.**

Within KS4 deeper scrutiny has **suggested that moderation between departments requires development with subjective assessment not necessarily agreed as students move through school.** This has already been addressed by co-ordinators with the first set of moderation sessions taken place and others to follow. This disparity can impact upon an individual still working towards or meeting targets set. This appears to have been the case at year 10 indicating a drop in progress in number particularly. **Key personnel changes and the way maths as a subject is co-ordinated has changed to mirror how English is has been co-ordinated with a team approach, having a key named person in each dept. taking responsibility.**

Participation in moderation has also been added to teacher appraisal targets and Lesson study programme of shared learning is also starting up again for the second year.

Targeted reading does appear to require further investigation and potential intervention and this will be a matter for the English coordination team to consider.

Ks3 and the semi-formal group appears to stand out as the dept/group. with the greatest rates of progress across the board in English and maths with many students exceeding expectations, this may be reflective of the change from primary to secondary settings and the way of working and young people

being ready to adapt to the changes and ways in working following a secondary model. **It also reflects the differentiated approach to grouping and the ability to target work more directly at appropriate levels of need and ability. This specifically the case for the semi-formal group approach.**

Previous OFSTED findings were critical of the rates of progress in KS3 and the semi-formal groups in the 2017 inspection, this has most definitely changed and these areas have shown an exemplarity response to this.

A change to how the semi-formal group operated, the experience, skills and knowledge of staff working within that group and the challenge it offers along with the care, nurture and support required have supported this.

In ks3 – a move to differentiated groupings, focused throughout the day, targeted support and intervention, an emphasis upon accurate baselining beyond transition and invested time to support teaching and learning by deputy head; lesson study, focussed professional development sessions plus additional monitoring of planning and delivery have ensured this change in view.

From a cohort perspective, **the most able appear to be challenged and stretched and this will continue as they move through school.** Early identification of ability and progress supports this, as does planning early for the next academic year and considering curriculum needs and changes required to have them in place for the next September. As staffing changes take place through retirements or staff moving on; the needs of students form part of recruitment decisions. In the last couple of years there has been a focus on skillsets to meet the most profound or lower ability needs; with a balance required to meet the most able needs and abilities. **We are noticing a trend toward requiring more specific needs for example linked to HI/VI and emotional and social and complex mental Health needs.**

Most students present with 'spikey' profiles and as such there is not a definite correlation between an individual student need/ability and overall learning progress; that said, there are some individual students whom appear not to be making as much progress as peers. **Those individual students who are identified will be shared with department heads who will work with subject leaders to monitor throughout the year and consider any intervention strategies that may need to be put in place.**

Accreditation summary

Accreditation is broad and varied, and determined by ability of students in particular subjects. Early in the year individual 'expected' results are collated and compared with 'actual' results. Students taking accreditation have met expectations in all cases with some showing exceptional results going beyond expected attainment. If those students then choose to move through into our FE department, then we have to consider curriculum responses to ensure, particularly in English, Maths and Computing to ensure a progress and challenge is maintained. **This means as part of September planning we are often**

looking a couple of years in advance in terms of what needs to be delivered and at what level for the higher ability learners in English, Maths and Computing. In terms of PSHE, preparations for adulthood, life-skills and focus on careers and employability forms a significant part of the curriculum alongside Relationships and Sex education.

Life and living skills Entry Level remains relevant for lower attaining students for as long as the accreditation is available.

The choice of options taken by individuals will determine the requirements and offer of GCSE/entry level in art and design and LAMDA exams remain available to performance group students.

In KS4 the curriculum offer remains broadly the same and as such students will follow the current pathways of accreditation as highlighted above. Although **it has been determined that a small minority of able students require further challenge in Maths and as such will be following functional skills and potentially GCSE.**

Accreditation and assessment data summaries do not account for all the learning that takes place in relation to the quality of the teaching, learning and curriculum IN ks4/FE. There a variety of option choices, additional subjects and the many instances of progress in 'soft' skills from being able to function independently, use initiative and problem solve to developing skills and coping strategies to self-manage behaviour, communicate, be emotionally stable and resilient etc.

Progress is monitored and recorded where they are delivered within discrete subjects, but evidence is often supplemented anecdotally in terms of impact and picked up via annual review, Education, Health care Plan outcomes and individual impact statements.

Accreditation results summary – summer 2019

<u>Accreditation</u>	<u>Numbers/level of pass</u> (please note numbers refer to all the students entered at a particular subject)
Entry Level Maths (y11)	EL3 X6; EL2 X5;
Functional skills Maths (FE)	L1 PASS
Entry Level English (y11) (plus 1 X Y10 early Entry))	EL3 X4; EL2 X5; EL1 X3

Functional skills ICT (y11 and FE)	EL3 X14; EL2 X7; EL1 X9
EDCL ICT Level 1 award (Y11)	L1 X14
Personal and Social Education (PSE) Entry Level (y11)	EL3 X8; EL2 X3; EL1 X 3
BTEC Applied Science level 1 award (y11/FE)	L1 X3
PE Entry level (y11)	EL3 X5; EL2 X5; EL1 X1
LAMDA performing arts	Group entry - pass with distinction. Individual passes x8 all with distinction.
Life and Living skills Entry level (FE)	EL1 award x 7; EL1 certificate x2; EL2 award x5; EL2 certificate x4; EL3award x4; EL3 certificate x 4
GCSE Art and Design	PASS 2 X1

Summary tables and charts

Whole school summary (1 student average = 0.6% rounded)

	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	25%	26%	46%	35%	32%	41%	33%	0	0	0	0
expected	25%	26%	27%	32%	29%	27%	30%	77%	79%	83%	83%
working toward expected	50% (28% of which just under expected)	48% (23% of which just under expected)	27% (13% of which just under expected)	33% (10% of which just under expected)	39% (13% of which just under expected)	32% (13% of which just under expected)	37% (15% of which just under expected)	33%	21%	17%	17%

FE summary (1 student = 2% rounded)

%	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	12%	2%	16%	8%	6%	10%	10%	0	0	0	0
expected	41%	33%	67%	55%	49%	59%	45%	94%	94%	100%	98%
working toward expected	47% (16% just under)	65% (16% just under)	17% (10% just)	37% (6% just)	45% (8% just)	31% (8% just)	45% (22% just)	6%	6%	0	2%

	expect ed)	expect ed)	under expected	under expected	under expected	under expected	under expected				
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KS4 summary (1 student = 3% rounded)

%	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	26%	32%	56%	35%	41%	62%	44%	0	0	0	0
expected	29%	24%	32%	35%	15%	3%	24%	94%	94%	94%	97%
working toward expected	45% (26% just under expected)	44% (29% just under expected)	12% (6% just under expected)	30% (8% just under expected)	44% (26% just under expected)	35% (18% just under expected)	32% (15% just under expected)	6%	6%	6%	3%

KS3 summary (1 student = 2% rounded)

%	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	47%	42%	53%	44%	58%	47%	67%	0	0	0	0
expected	21%	30%	26%	26%	26%	35%	15%	98%	98%	100%	100%

working toward expected	32% (12% of which just under expected)	28% (10% of which just under expected)	21% (7% of which just under expected)	30% (6% of which just under expected)	16% (9% of which just under expected)	18% (9% of which just under expected)	18% (6% of which just under expected)	2%	2%	0	0
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Semi-Formal summary (1 student = 11% rounded)

%	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	22%	33%	77%	66%	44%	66%	22%	0	0	0	0
expected	22%	22%	11%	22%	33%	11%	44%	77%	88%	100%	88%
working toward expected	56% (all of which just under)	45% (22% just under expected)	12% (all of which just under expected)	12% (all of which just under expected)	23%	23% (11% of which just under expected)	24% (22% just under expected)	33%	22%	0	22%

Experiential summary (1 student = 10% rounded)

%	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	20%	20%	30%	20%	10%	20%	20%	0	0	0	0

expected	10%	20%	0%	20%	20%	20%	20%	20%	20%	20%	20%
working toward expected	70% (30% of which just under expected)	60% (40% just under expected)	70% (30% just under expected)	60% (20% of which just under expected)	70% (20% of which just under expected)	60% (20% of which just under expected)	60% (10% of which just under expected)	80%	80%	80%	80%

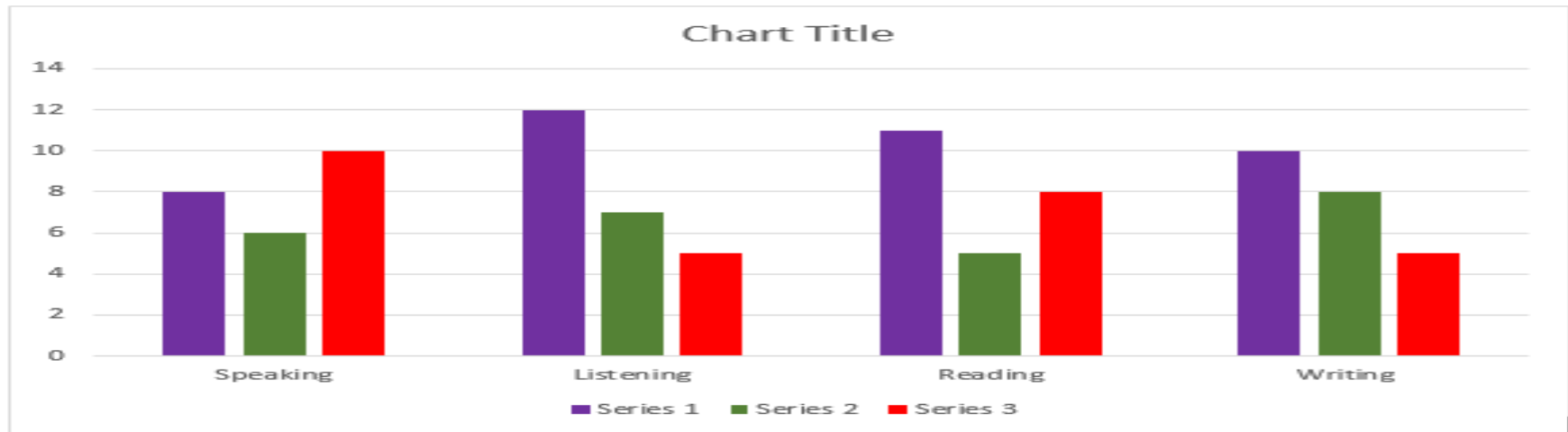
** This cohort by very nature of needs make very limited linear progress in terms of PIVATS tool, however other measures are in place to report on small steps of progress – refer to class records and reporting. Progress is detailed in communicative response/reaction and broadening and generalising that with unfamiliar adults situations and activities and things.

Pupil Premium/Bursary Grant Recipients inc. FSM/CLA/PLA/Army – (1 student = 1.5% rounded)

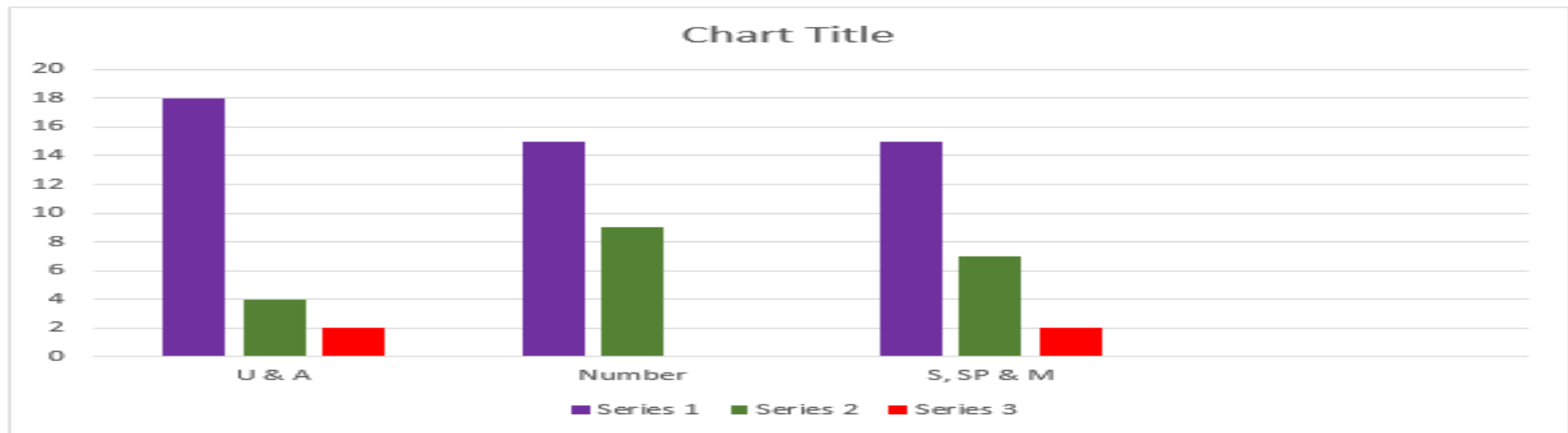
%	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying	Behaviour 4 learning	emotional	personal	social
outstanding	30%	28%	42%	41%	38%	41%	41%	0	0	0	0
expected	22%	23%	33%	25%	28%	26%	28%	90%	93%	97%	97%
working toward expected	25% (23% of which just under expected)	36% (13% of which just under expected)	19% (5% of which just under expected)	28% (7% of which just under expected)	25% (10% of which just under expected)	20% (13% of which just under expected)	32% (22% of which just under expected)	10%	7%	3%	3%

*This cohort show very similar patterns to the rest of school in terms and as such any subsequent actions will be impact with these individuals. Funding through PP allows additionality of intervention, practise, and resource to be put in place and whilst benefiting individuals directly it also benefits the rest of school. More details are contained with the Pupil Progress annual monitoring report.

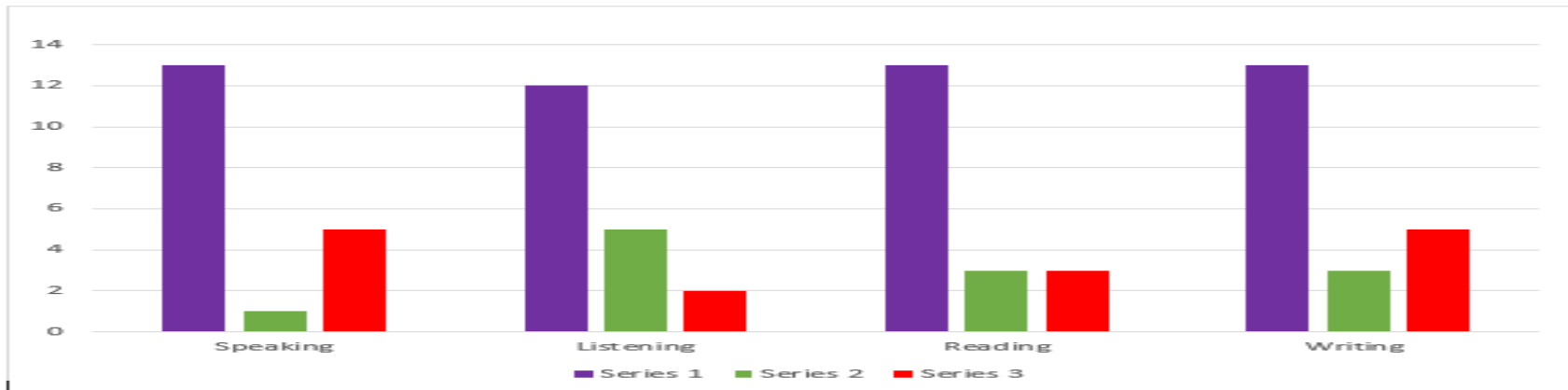
Year 7 English



Year7 Maths



Year 8 English



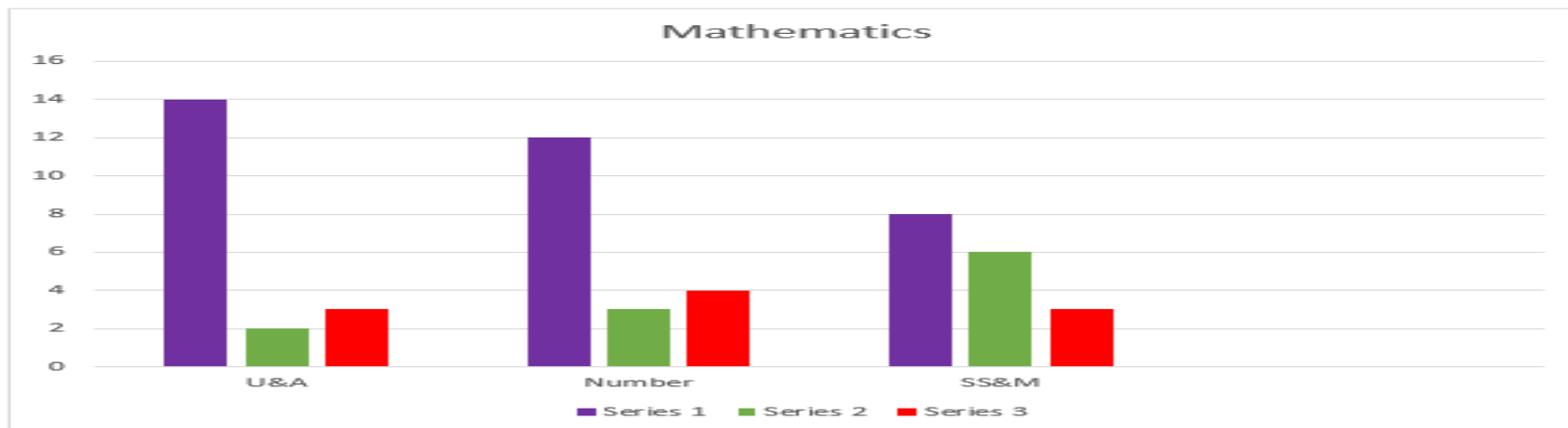
Year 8 Maths

Outstanding Purple

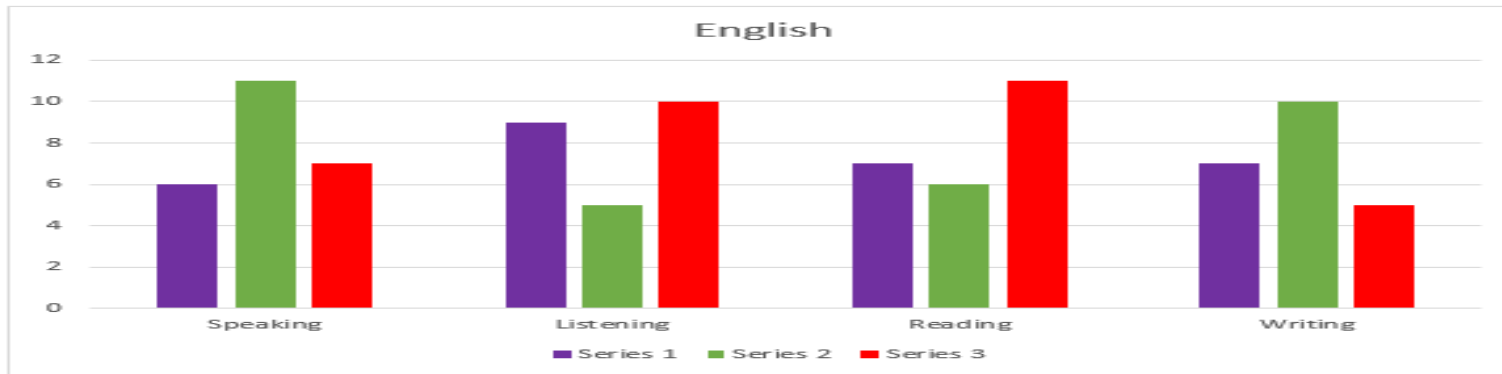
Achieved green

not achieved red

Mathematics



Year 9 English



Year9 Mathematics

Outstanding Aieved Not Achieved

