

# Report To Governors.

Assessment data summary autumn 2016

All students are assessed using PIVATS guidance materials. (Performance Indicators for Valued Assessment and Targeted Learning). This is an assessment tool developed several years ago by Lancashire but is based upon national P scale guidance broken down into smaller steps and utilized across many Lancashire schools and in a wider arena nationally to allow comparisons to be made. The information is web based and generates expected progress targets based upon 1000's of data inputs by schools over 13 years. A number of our subject coordinators attend moderation sessions externally as well as internally moderating in order to maintain consistency and reliability of assessments. This is to ensure that our assessments are in line with other providers and are fair and correct and robust in nature.

Targets are set through the Website for students in core areas English, Maths , ICT, PSD and Science (Y7-11 ONLY)

PIVATS assessments are then carried out each term and are monitored on our student tracking sheets. The final assessment in May is entered on the PIVATS website.

Once all the data is inputted as required, the collected data is measured against the targets set and individual assessment of progress is traffic lighted across the subjects to determine any patterns and trends and follow up action required.

- Red --not meeting expected progress targets
- Amber— meeting expected progress targets
- Green—beyond expected targets

Using the tracking sheets data and our interpretation of the progress made the following table is completed

Percentages of PIVATS progression meeting or better than expected progress, against national datasets.

Last year	Current year	English	Maths	Science	ICT	PSE
7	8	71%	89%	77%	59%	65%
8	9	77%	93%	86%	70%	77%
9	10	73%	84%	84%	89%	84%
10	11	91%	50%	82%	87%	73%
11	12	71%	82%	93%	82%	82%
12	13	65%	67%	N/A	54%	72%
13	14	50%	75%	N/A	100%	75%
14	leavers	86%	57%	N/A	100%	100%

The table shows that for the majority of students across age ranges and subjects over 2/3rds meet or do better than expectations, but there are some clear anomalies which require further investigation:

- Y10-11 maths
- Y7 -8 ICT
- Y12-13 ICT
- Y12 -14 English
- Y12-13 Maths

It also highlights significant strengths in terms of progress

- Science (NB Post 16 do not have science on their timetable)
- PSE

- Y8 – 11 ICT
- Y13 –Y14 ICT
- Y7-9 Maths – which picks up again at Y11
- Y7-9 English steady progress with a hike in y 10

In terms of the maths dip at y10, this begs the question about moderation and interpretation of work between those teaching at KS3 and those delivering at y10 accreditation in KS4 so this will need to be a focus to be addressed. (Indeed this has already been identified and written into co-ordinator plans with regular moderation meetings already calendared this term)

Y12 – 13 across English (inc. to y14), Maths and ICT raises issues about the incorporation of these subjects into an overarching Entry Level Scheme and teaching to that scheme objectives rather than specific targets, so this will be discussed with FE deliverers and a considered solution sought. On 'deeper' evaluation into individual tracking sheets and individual progress, it emerges that a small number of FE students skew the results as they are working at levels beyond the scope of the PIVATS assessment tool and as such show that they have not made progress within that tool. The key cohort showing up as not making the progress expected based upon English and Maths targets is the SLD cohort, however all their curriculum is embedded within the accreditation of Life and living skills in preparation for adulthood when they leave school and as such the PSD element of progress is showing as all meeting or bettering expectations which is to be expected. Additionally this is only the first full year of the overarching accreditation being in place across FE. Therefore a couple of action points come out of this:

1. Consider progress measures for the very highest attainers in English and maths, which is already been identified for Maths by focusing on GCSE in conjunction with a small cohort at y11.
2. Consider assessment tools for the SLD cohort within FE that incorporates a progress measure in maths and English/Communication and whether there still needs to be specific focused English /Maths lessons that focus on targets set with PIVATS.
3. Make the English/maths tracking and evidence within the accreditation more explicit

Science, PSD and ICT (for the most part are showing strong results across the board). Science and ICT clearly benefits from specialist teachers delivering across the subject and across the school and PSD is embedded by the very nature of the school in everything we do. Similarly the maths at KS3 shows outstanding progress which makes the Y10 dip likely to rest on individual and shared moderation being the answer and English on the whole shows excellent progress from starting points.

To support our evaluation and to offer a visual representative sample of our assessment recording and reporting, we also use CASPA (Comparison and Analysis of Special Pupil Attainment). Our Data is downloaded, analysed and reports and graphs are generated, to offer a visual guide to results and reports.

This is a reflective sample as some individuals are 'out of scope' of CASPA, but offers a broad interpretation of the distribution of progress and allows for further detailed snapshots of specific cohorts/groups of learners' progress.

Underpinning this assessment are the individual subject assessments maintained by subject co-ordinators to inform their planning and delivery of day to day lessons and to show individual progress across each module or scheme of work.

We are also working collaboratively with Lancashire and other North West Special Schools as part of the North-West assessment group to develop a pan north west approach that allows different assessment tools to be moderated against each other to give a greater robustness to the assessment of progress across schools.

Below are the results from 2015 and 2016 to show a comparison of achievement throughout the school.

### Summer Progress 2015

#### CASPA 2016

Comparison of progress vs expectations for 'Core subjects'

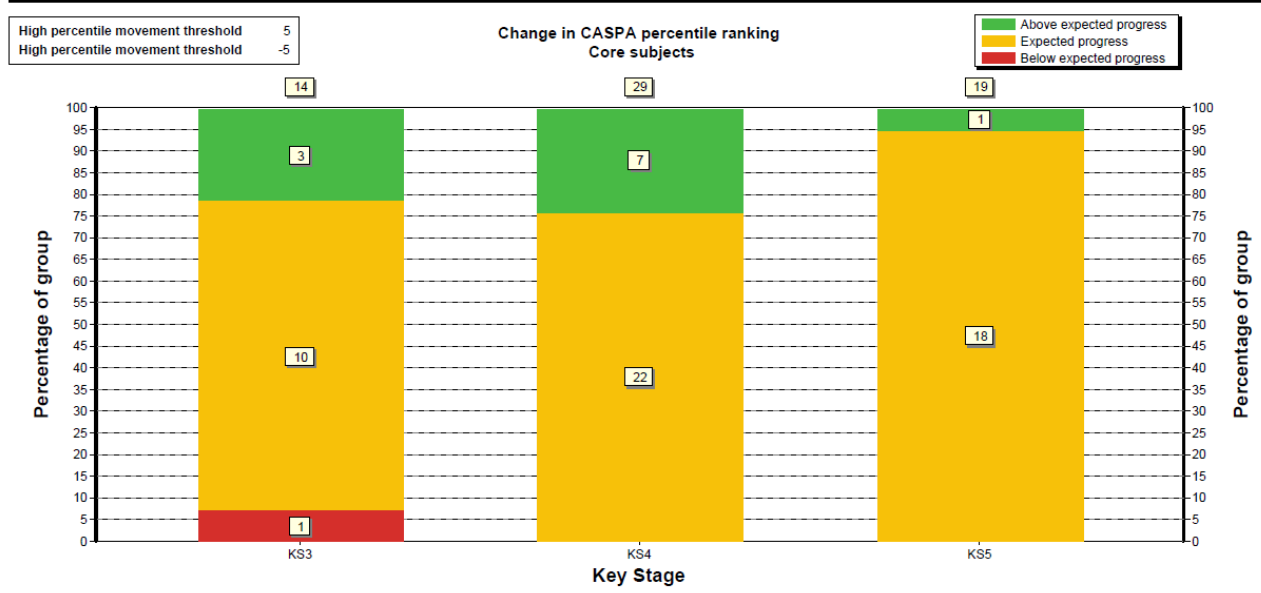
Summer 2014 (Result) to Summer 2015 (Result)

Basis need for comparison against expectations: Default

All pupils

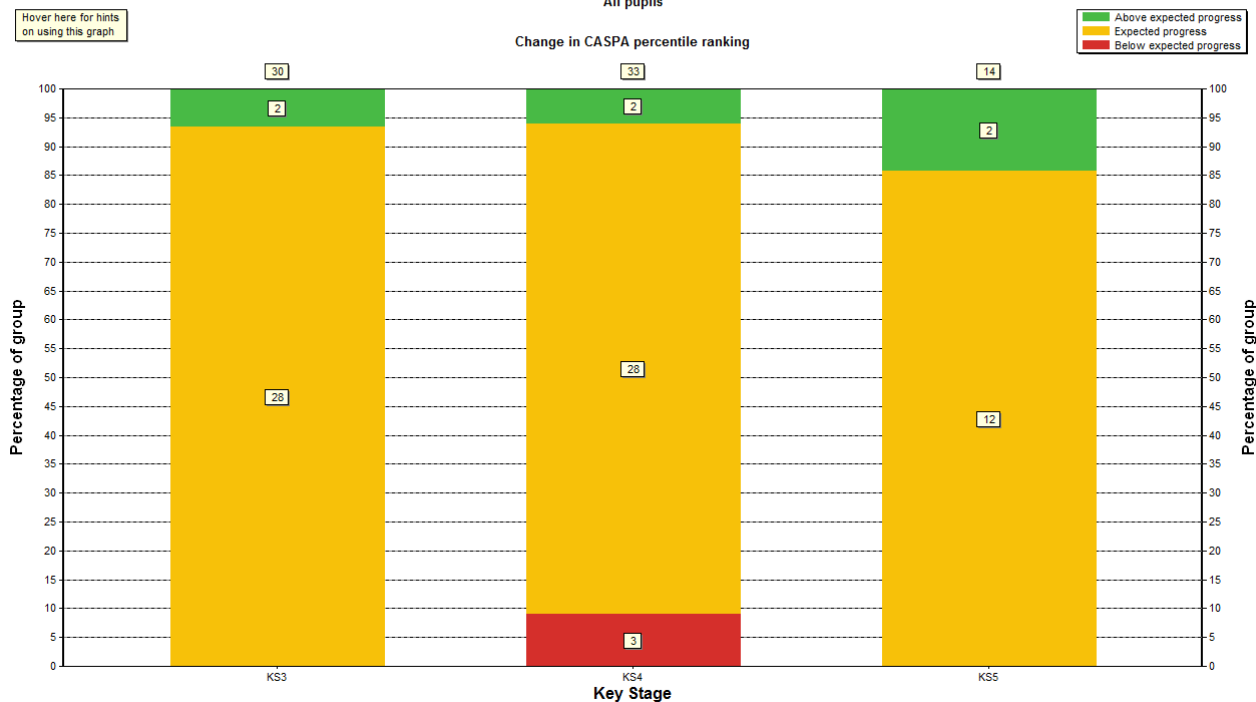
Total number of pupils selected	130
Pupils missing either start or end level	55
Pupils with one or more levels out of range	13
Pupils for whom comparison possible	62

Differences in percentiles for each subject are based on percentile data for the years 2013-2015 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



### Summer progress 2016

Comparison of progress vs expectations, Summer 2015 (Result) to Current 2016 (Result)  
 Subject: Core subjects  
 Basis need for comparison against expectations: Default  
 All pupils



This is a snap shot of progress vs expectations for all core subjects in each key stage. This compliments the PIVATS data and shows that the vast majority of students (in scope) are meeting expectations. As a rule those not achieving targets are students who have had health issues or a social care issue affecting attendance.

## Progression in Subjects

The information below shows comparisons across the subjects. This as we would expect highlights that strength in personal and social development with more exceeding expectations against their targets. It also shows that overall 98% of students meet or exceed expectations.

The interventions in English and Maths which were introduced three years ago have had a positive impact on these subjects. Reading ages continue to rise and the use of Lexia has had an impact on reading ability and improved spelling. Unfortunately Lexia restricted access to lower ability resources during the year and interventions were changed to small group and individual sessions based on Dyslexic strategies.

Science results whilst meeting expectations across school have dipped slightly. A change to accreditation requirements demanding more independent work from students so less have exceeded expectations and there are a slightly more just missing out on their targets.

ICT is performing well again expectations are high with a smaller proportion not meeting their targets than last year. The new accreditation introduced to address the needs of higher functioning students has had an impact. ICT is now accessible for all students in the FE department with ICT specialism teachers taking lessons and by y14 all do very well.

A pleasing aspect is that the distribution curves for the graphs do appear to be in line with each other across all the subjects suggesting that in general most are meeting or bettering targets set and that it requires a deeper 'dig' down through the PIVATS data to highlight areas where performance could be improved. (As suggested on previous pages)

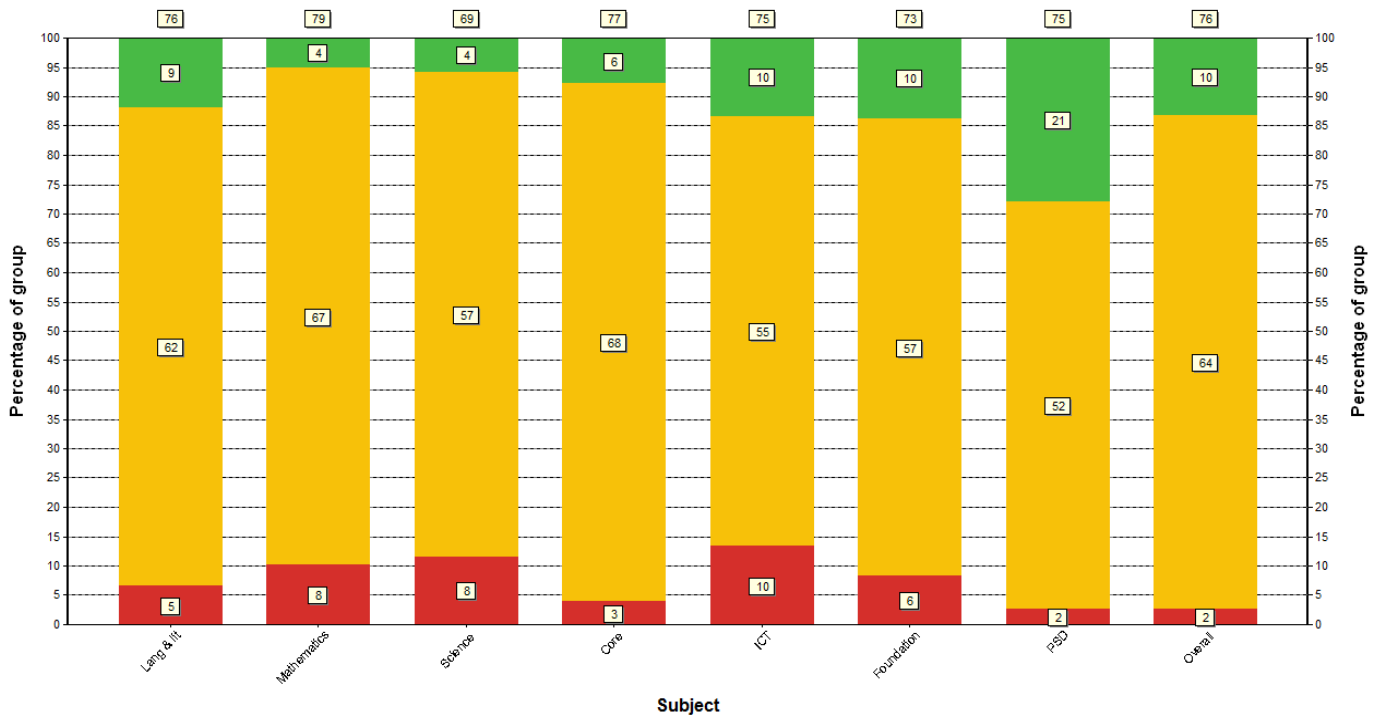
# Subject achievement across school. 2016

Comparison of progress vs expectations, Summer 2015 (Result) to Current 2016 (Result)  
 Basis need for comparison against expectations: Default  
 All pupils

Hover here for hints on using this graph

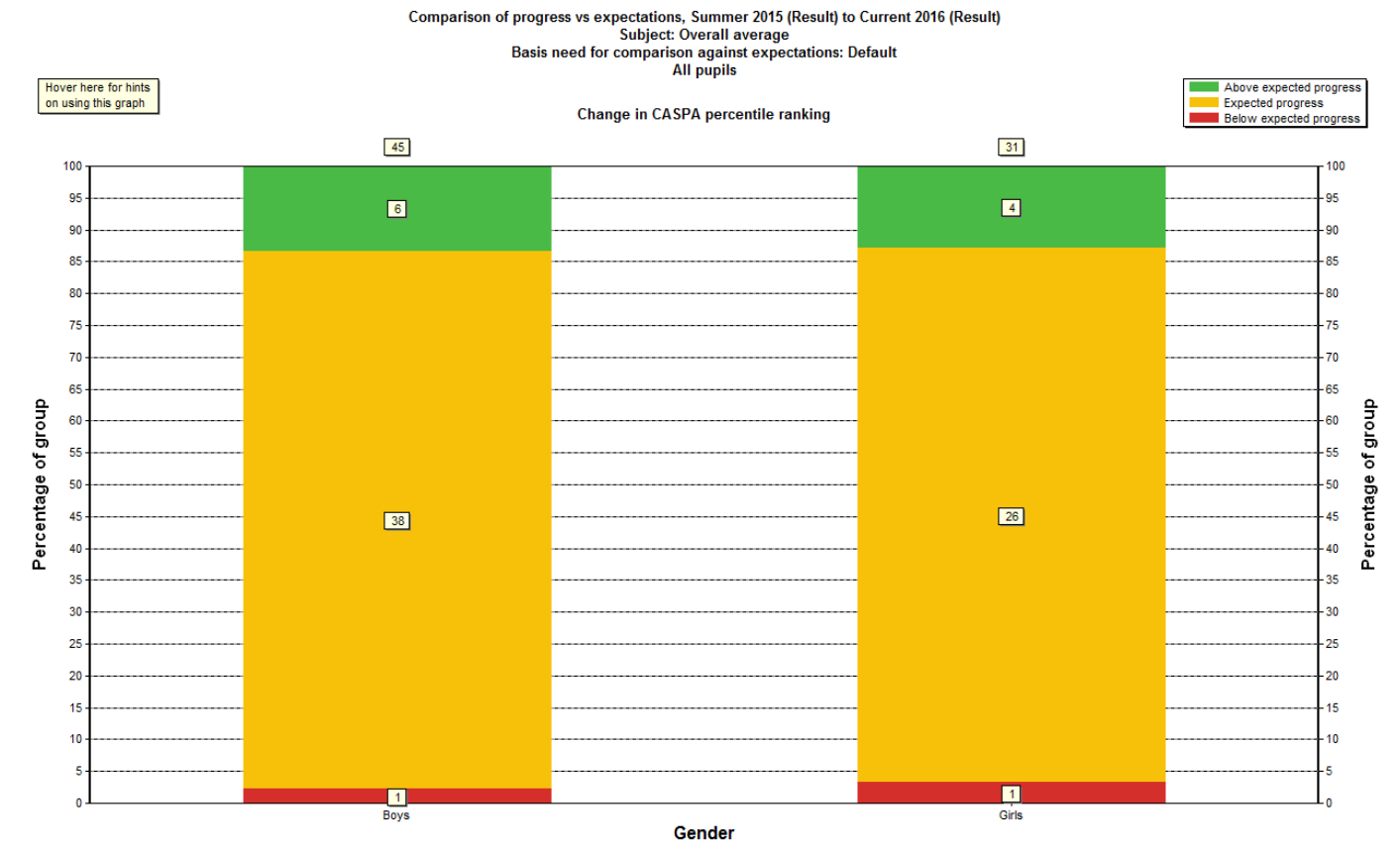
Change in CASPA percentile ranking

Above expected progress  
 Expected progress  
 Below expected progress



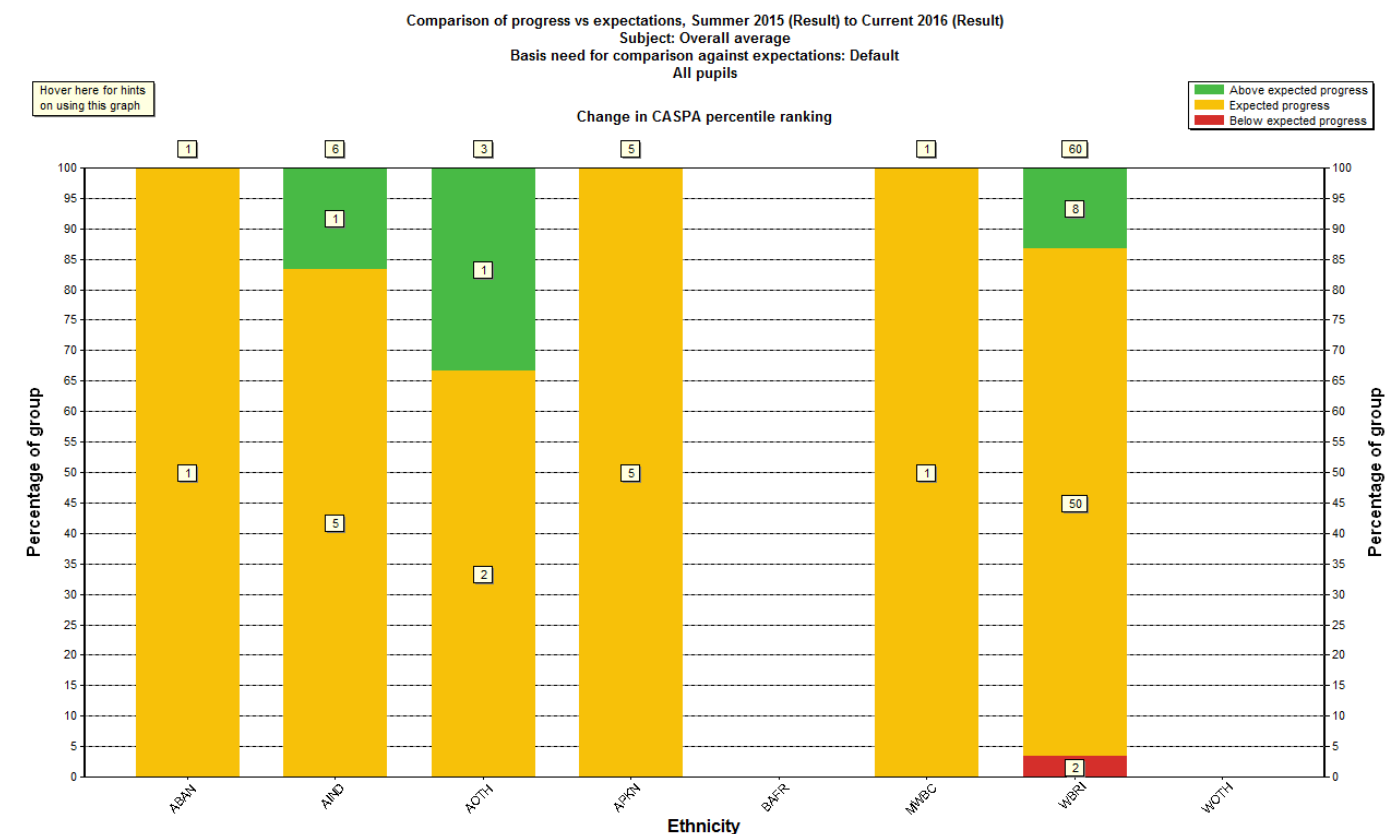
## Comparison by Gender.

The chart below demonstrates that there is no significant difference in the achievement of girls and boys in school.



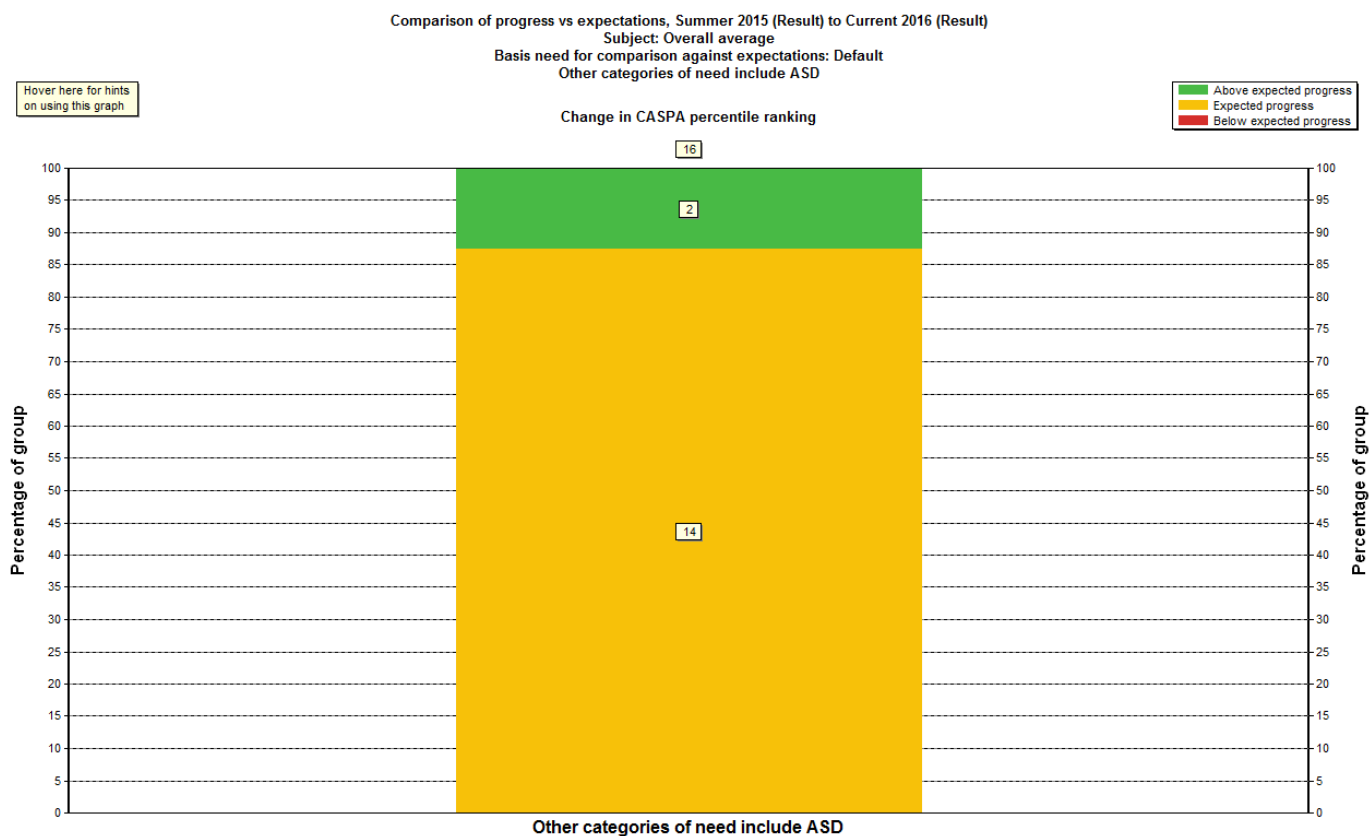
## Comparison by Ethnicity

The graph below outlines the different nationalities across the bottom of the chart. On the right hand side the white British is shown and white other as a comparison. The cohorts are small but this shows that all students are progressing broadly in line with each other. In fact good and even better in some cases, achievement is evident in all these groups.



# Considering the categories of need

## ASD



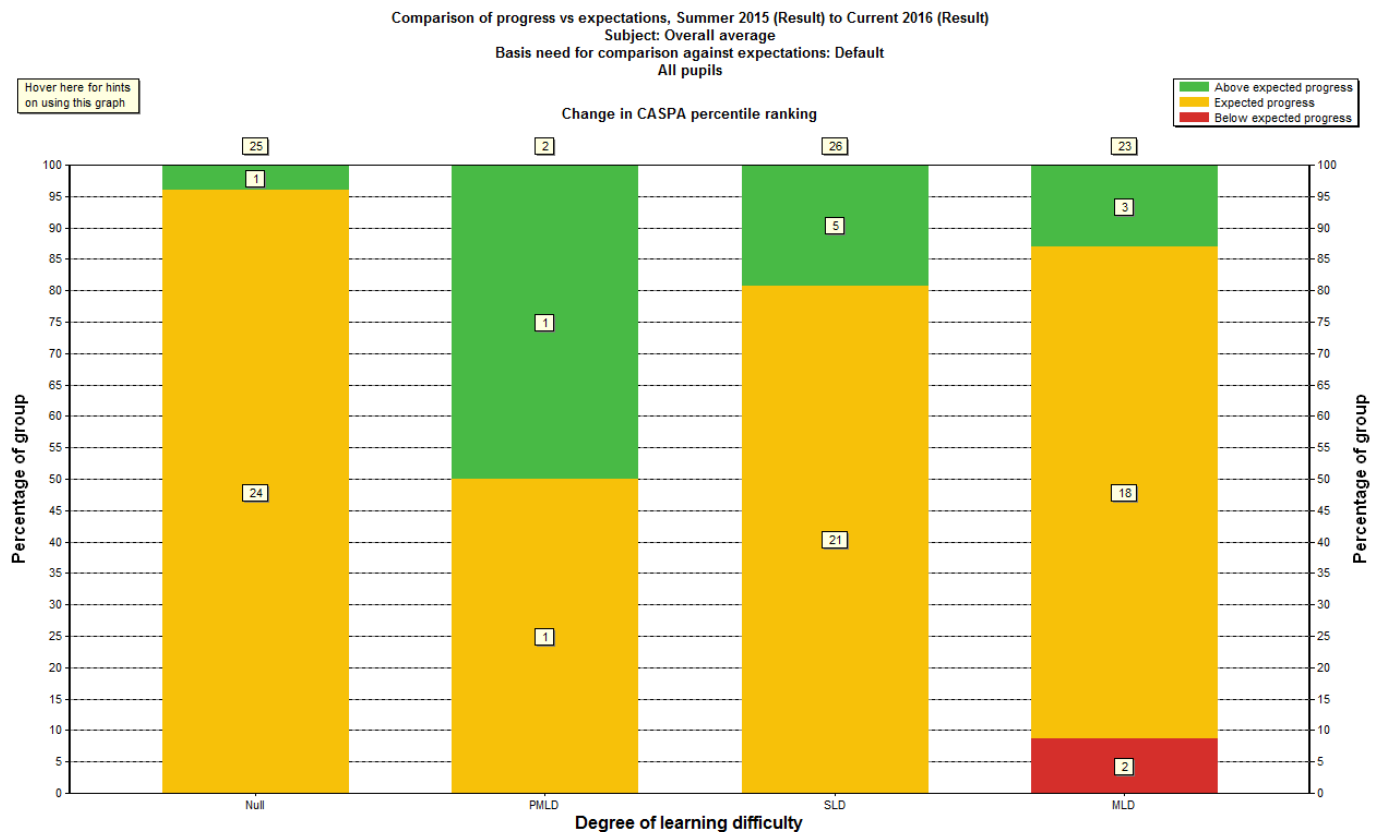
Looking at this area specifically as it was an identified SIP target area it can be seen that all students have met or exceeded targets. There was an aim to gain 10% exceeding targets; this has been achieved within scope of CASPA, which recognises some outstanding achievement eg. One student on the ASD continuum achieving GCSE maths grade C.



Further SEN categories looked at are SLD, MLD. PMLD and other. All have achieved well with only two students not meeting their expected targets.

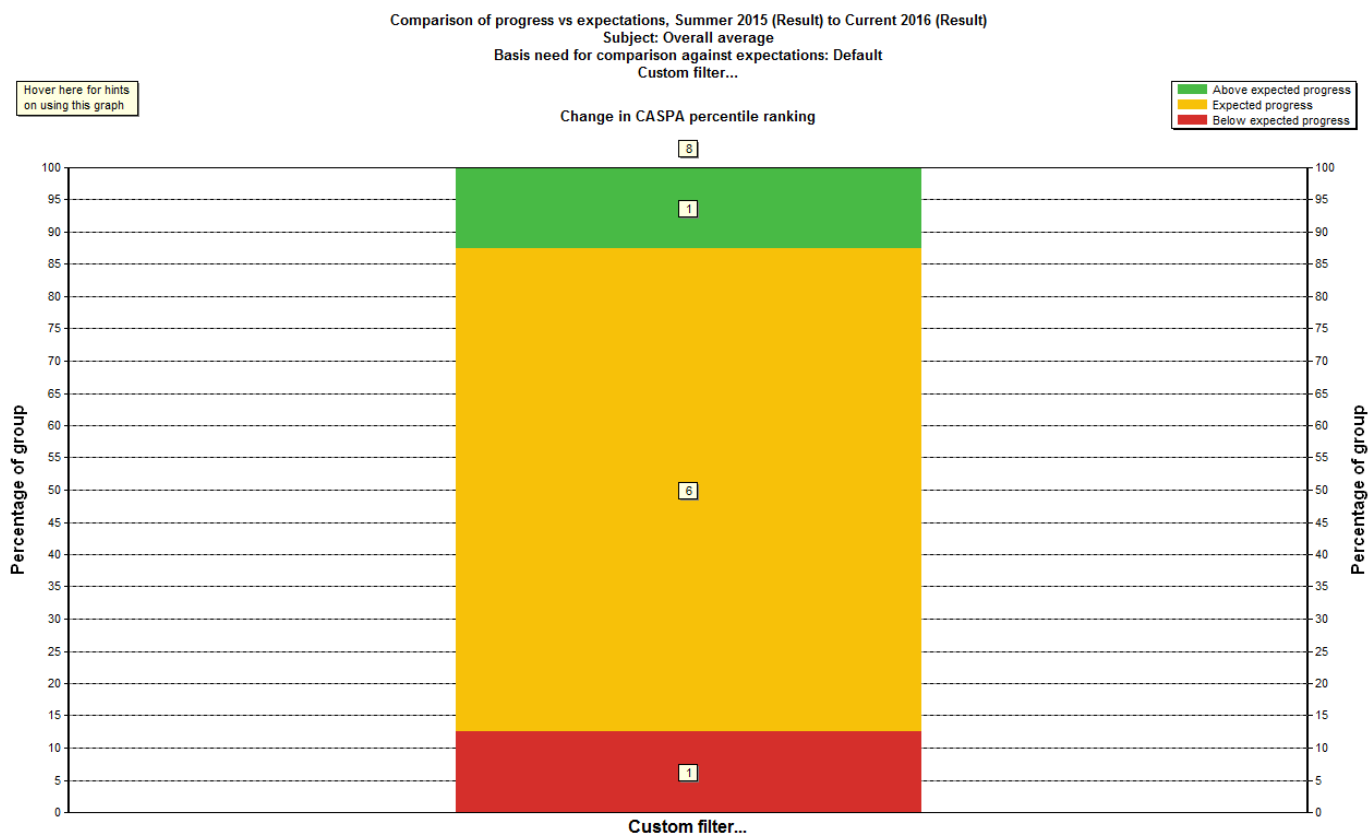
The SLD students in school have performed much better this year but our target setting suggests there is still room for improvement and as such our expectations remain high, as they do for all students.

Our emphasis must be on challenging our students (and in turn ourselves) to raising achievement beyond expected progress for more students, without losing the standard of expectations and challenge our targets have.



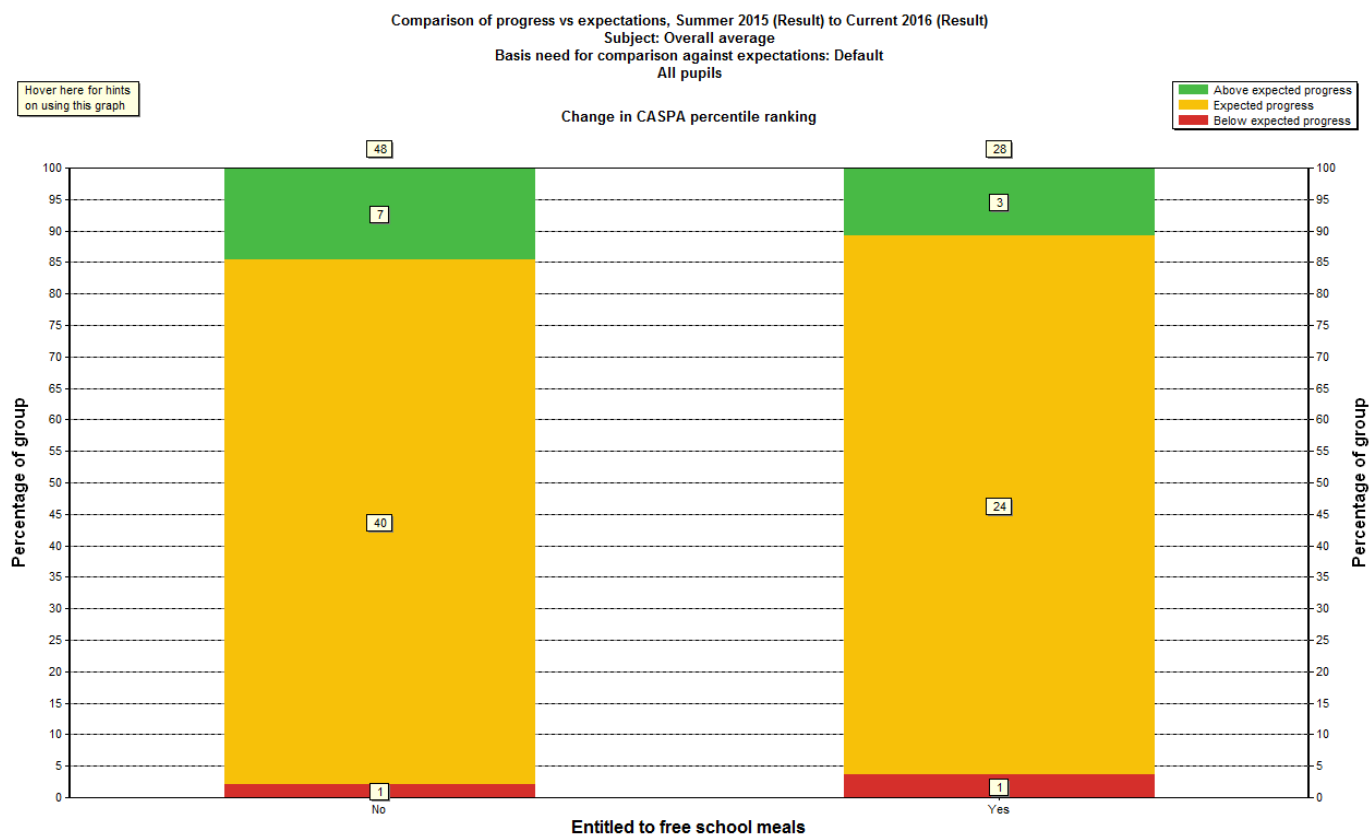
## Considering those Looked After

The following graph has a distribution curve that indicates those looked after are achieving in line with the other students, although one student did not meet all their targets last year. Partly due to being educated off site for one day focussing on an aspirational course preparing her for her future destination and preparing her for other maths and English accreditation on another day so did miss some teaching and learning opportunities in other subjects that counting toward this criteria.



## Considering Eligibility for Pupil Premium and those receiving Free school Meals

The students on free school meals (yes column) are showing as all meeting or bettering expected targets except one which is exactly same as those not in this category – indicating that FSM/PP students are matching expectations but as the majority have lower starting points then progress is actually greater indicating that school is being very successful at ‘narrowing’ gaps.



## Accreditation results for key stage 4

### AQA GCSE MATHS

9 entered – 5 passes (1x C grade)

### AQA GCSE ART

2 Entered- 2 passed

### Entry Level Certificate

subject	Numbers passed	level	% of total entries
English	10	EL3	48
	10	EL2	48
	1	EL1	4
Maths	10	EL3	48
	8	EL2	38
	3	EL1	14
PSHE	8	EL3	38
	10	EL2	48
	3	EL1	14
PE	4	EL3	

	1	EL2	
ICT	31	EL3	
	8	EL2	

#### Science BTEC results

All 12 passed modules with 8 passing all, 1 passing 7 and 1 passing 4

ECDL LI ICT award 13 entries and all passed individual elements with those who have not left continuing onto full award completion

#### Duke of Edinburgh Scheme

2 – Silver award

3 - Bronze award

#### London Academy of Music and Dramatic art exams (LAMDA) –

Musical Theatre group grade 3 – full pass with merit (15 students)

Solo Musical Theatre Level 1 grade 1 – 1 pass, 3 pass with Merit. 3 pass with distinction

Solo Musical Theatre entry level 3 – 3 pass with merit

#### Accreditation results for FE

Awaiting final confirmation of results