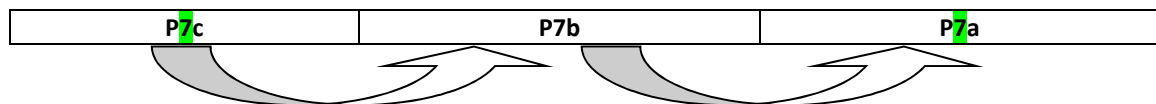




Measuring Good and Outstanding progress at Woolgrove Summer 17

Assessment has changed due to the removal of National Curriculum Levels. Each school is required to determine its own method of assessment that measures pupil progress. Woolgrove School use a commercial assessment package called B Squared- to assess the pupil's understanding. Teachers record the small steps the pupils make and use these steps to build a bigger picture of the pupils' learning and achievements. Progress is tracked mid-termly during the autumn term, then again in the spring and summer term. This is analysed in Pupil Progress meetings with a member of the Senior Leadership Team (SLT). This is to ensure that specific areas are identified and addressed. The school takes part in external moderation meetings with other schools to ensure consistency in the levelling of children's work. Achievement and progress is measured at Woolgrove by dividing each achievement level descriptor into three smaller steps, this means P7 is split into segments 7c, 7b, 7a. Ideally it is hoped the pupils will make two jumps p.a. see below. For pupils to make 'two or more **complete levels**' across four years, they need to be making 1.5 sub levels of progress per academic year e.g. P5c to P7c. See below. This means 6 sub-levels ideally. Not all our pupils will make this achievement whilst others will exceed 2+ levels progress per year. Every child works at different, fluctuating rates and this is given consideration as they develop. Those pupils making beyond 2+ sub-levels each year are therefore considered to be achieving above national expectations of attainment for SEN pupils.



Two thirds of a sub level of progress **per year** = Outstanding progress

1. 1/3 level=33% progress
2. 2/3 level=66% progress
3. 3/3 level=99% progress

Those pupils making beyond 2+ sub-levels each year are therefore considered to be achieving above national expectations of attainment for SEN pupils. Please see this link for further information on P Scales.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617033/Performance - P Scale - attainment targets for pupils with special educational needs June 2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617033/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs_June_2017.pdf)

- 'Good' progress is defined by Ofsted when outcomes are 'close to or above national figures.'
- 'Outstanding' is defined as when the proportions exceeding expected progress in English and Maths are high when compared with national figures.
- A representative from the Department for Education (DfE) explained that for the academic year 2015, pupils of all abilities, including those with special educational needs (SEN), are expected to make: Two levels of progress between Key Stage KS1 and KS2 Pupils working below level 1 are expected to make the equivalent amount of progress through the P scales. This means from end of KS1 to end of KS2. Year on Year progress could look like this;

Year 2 end (KS1)	Year 3 start	Year 3 end	Year 4 start	Year 4 end	Year 5 start	Year 5 end	Year 6 start	Year 6 end (KS2)
P5c	P5c	P5a	P5a	P6b	P6b	P7c	P7c (outstanding)	P7a

However it is appreciated this model is limited. Some children may make less than 1.5 sub levels p.a. due to their own learning needs, whilst some children may make 2, or 3 sub levels per year; they may be gifted in a particular area of the curriculum- computing for example. This means the assessments need to be personalised for each child. Outstanding progress is between 66%-79% p.a in most cases. Some SLD children may achieve lower percentages- but it is still outstanding progress for them.

	Good progress	Outstanding progress
Sept (baseline- within 2 weeks)	0%	0%
October	12.5%	16.5%
Feb	25%	33%
June	50+%	66+%

Marking of the children's work is used to identify next steps in order to aid progression. This information is then used to inform future planning. Over the past two years the school have revised the marking of children's work to include more pupil voice. The pupils are encouraged to indicate their level of understanding and whether they enjoyed their lesson. Photographs using the class iPads are used for evidence as well as the paper based work the children produce. The curriculum is reviewed on an on-going basis to ensure that it meets the needs of the children and is modified accordingly. The teachers input data into BSquared (our assessment package) this then generates percentages of attainment and progress to be analysed.

The school work very closely with a wide range of professionals to ensure all of the pupils' needs are met. We liaise with a range of professionals including Visual Impairment specialists, Speech and Language Therapists, Communication Disorders Team, PALMS and the School Nurse. We also have Rebound Therapists and a Music Therapist.



Definitions for the Levels of Achievement within B Squared

B Squared contains different levels of achievements. Woolgrove School uses the following definitions;

1. **Participation**

The pupil is being cooperative, completing the activity with some support, which may include verbal prompting.

2. **Gaining Skills and Understanding**

The pupil attempts work independently; only minimal support and prompts are offered. They may only need a couple of prompts to get them started or to make sure they complete the task. The pupil may even achieve the task, but cannot repeat the achievement.

3. **Mastered**

The pupil can achieve the skill, they have demonstrated the skill a number of times and staff are confident they can do it.

BSquared analyses the percentages of '**Mastered**' achievements that have been made by a pupil over time. P levels measure small steps in progress from P1 to P8 and beyond that are called Steps 1,2,3 etc. These are sub divided further to recognise small measures of achievement e.g.

P4c -> P4b -> P4a -> P5c -> P5b -> P5aetc.

One **sub** level progress

P4c -> P4b -> P4a -> P5c -> P5b -> P5aetc.

One complete level of progress (100%)

If a child makes 100% progress this is equivalent to one complete P Level of achievement e.g. a P4c to a P5c.

Woolgrove is working towards personalising progress by ensuring assessment is not only based on percentages. A whole range of assessments are made, for example work in the children's books, anecdotal evidence, observational records, photographs and teacher judgements of the child's abilities are utilised. These targets maybe recorded in the Personalised Education Plans (PEPs) which are linked to the EHCPs.

A child has the potential to make more than 100% achievement in one year.

P4c -> P4b -> P4a -> P5c -> P5b -> P5aetc.

33% progress
(1 sub level)

66% progress (2 sub levels)

100% progress (3 sub levels)

133% progress (4 sub levels)

166% progress (5 sub levels)

SDP= School Development Plan

Following analysis of the attainment data, the SLT are able to target subject areas for the next academic year, in agreement with the Governors. This feeds into the school Performance Management process where Teachers have personalised targets set to increase attainment in the areas identified. The focus of lesson observations by SLT also concentrate on the subjects highlighted below in blue. Whole school displays in the corridors and classrooms will showcase work in these specific subjects, generating enthusiasm and conversations between staff and pupils. There are no scaled scores to report on as the children do not take part in National Curriculum testing (SATS).

September 2016 to June 2017

Definitions:

FSM	Free School Meals
CLA	Child Looked After
PP	Pupil Premium
ASC	Autistic Spectrum Condition
MLD	Moderate Learning Difficulties
SEMH	Social, Emotional, Mental Health
SLCN	Speech, Language, Communication Needs
SLD	Severe Learning Difficulties
VI	Visual Impairment

English <i>Profile Yearly Tracking Grid</i>	All (15.6.17)	Free School Meals (19 pupils)	CLA (4 pupils) (1 SGO)	PP (33 pupils)	ASC (71 pupils)	MLD (43 pupils)	SEMH (1 pupil)	SLCN (6 pupils)	SLD (6 pupils)	VI (4 pupils)
Reading	107%	132%	165%	135%	121%	108%	22%	96%	49%	103%
Writing	109%	122%	112%	122%	120%	115%	23%	110%	23%	126%
Listening	96%	98%	114%	107%	102%	105%	No data	107%	55%	143%
Speaking	87%	83%	147%	98%	101%	81%	No data	79%	41%	141%
Spoken Language (above P8 only)	11%	26%	5% (only 1 pupil)	19%	12%	12%	55%	No data	No data	No data
English <i>Overall Key Date Tracking Grid</i>	106%	125%	138%	127%	119%	119%	32%	101%	40%	128%

Maths <i>Profile Yearly Tracking Grid</i>	All (15.6.17)	Free School Meals (19 pupils)	CLA (4 pupils) (1 SGO)	PP (33 pupils)	ASC (71 pupils)	MLD (43 pupils)	SEMH (1 pupil)	SLCN (6 pupils)	SLD (6 pupils)	VI (4 pupils)
Number	116%	145%	195%	146%	132%	108%	19%	150%	49%	166%
Measurement	112%	140%	143%	135%	116%	115%	18%	121%	25%	146%
Geometry	120%	135%	177%	139%	134%	125%	26%	70%	40%	136%
Statistics (above P8 only)	20%	37%	No data	28%	22%	16%	34%	4%	No data	No data
Maths <i>Overall Key Date Tracking Grid</i>	106%	142%	172%	142%	129%	117%	24%	113%	38%	149%

Subjects	English	Maths	Science	Citizenship	Computing	Music	PE	PHSE
<i>Overall Key Date Tracking Grid</i>								
Overall	114%	123%	111%	115%	134%	84%	166%	124%
KS1 (36 pupils)	113%	127%	109%	109%	110%	80%	137%	113%
KS2 (81 pupils)	112%	112%	109%	83%	138%	91%	166%	130%

Subjects	Ethnicity White British	Ethnicity any other White Background	Ethnicity Indian	Ethnicity White and Asian	Ethnicity African	Ethnicity White and Black African
<i>Profile Yearly Tracking Grid</i>	(76 pupils)	(7 pupils)	(7 pupils)	(4 pupils)	(7 pupils)	(3 pupils)
English Reading	114%	190%	115%	103%	127%	67%
Writing	121%	171%	107%	127%	107%	55%
Listening	103%	165%	92%	126%	137%	77%
Speaking	96%	150%	105%	86%	75%	35%
Spoken Language (above P8 only)	14%	16% (3 pupils)	4% (3 pupils)	No data	3% (one pupil)	No data

Subjects	Ethnicity White British	Ethnicity any other White Background	Ethnicity Indian	Ethnicity White and Asian	Ethnicity African	Ethnicity White and Black African
<i>Profile Yearly Tracking Grid</i>	(76 pupils)	(7 pupils)	(7 pupils)	(4 pupils)	(7 pupils)	(3 pupils)
Maths Number	118%	188%	125%	136%	151%	67%
Measurement	114%	170%	143%	105%	118%	67%
Geometry	126%	177%	136%	146%	125%	66%
Statistics (above P8 only)	22%	29%	18%	146%	3% (one pupil)	No data



Assessment Summary KS1/2 - Summer 2017

1. The pupils are achieving outstanding progress in many areas. See chart below
2. The school are focusing on Writing following advice from Ofsted and the HIP '17. However trends suggest 'Speaking' (blue highlight) could be the next area to focus on in English and Measurement in Maths. Our intake of pupils year on year are more non-verbal, which could explain this
3. PP (Pupil Premium) achieve outstanding progress in English and Maths
4. CLA and ASC pupils achieve slightly higher results in Maths (monitor this 2017-18)
5. SLD pupils are tracked- placement query over some pupils
6. Spoken Language and Statistics only measure a small group of pupils, usually in yr5 or yr6
7. Outstanding progress is achieved in all areas comparing KS1 to KS2. There is slight discrepancy in Computing in KS1 and Citizenship in KS2.
8. The Minority/Ethnic Group progress shows strong progress in English and Maths. One group is identified as not performing as well- White Black African. This however only relates to 3 pupils so is a very small cohort. This will be tracked in 2017-18

Early Years Outcomes analysis 2016-2017

Steps of progress		Lower ability baseline 0-11 8-20				Middle ability baseline 16-26				Higher ability baseline 22-36			
		1	2	3	3+	1	2	3	3+	1	2	3	3+
Personal Social Emotional Development.	Self-confidence and self-awareness.		1	1	3				2		3		
	Managing feelings and behaviour		1	2	2		2	2					1
	Making relationships				5				4				1
Communication and Language	Listening and attention		2		3				4				1
	understanding		1		5				2				2
	Speaking	1	1	3	1				1				3
Physical Development	Moving and handling				5		1		1			2	1

	Health and self care 0 - 1		2	2	4								1
Literacy	Reading			1	5		1		1		1		1
	Writing		1		5				2		1		1
Mathematics	Numbers			1	4				4			1	
	Shape, space and measure		1	2	2				2				3
Understanding the world.	People and communities	2		1	4								2
	The world	1		1	3				4				1
	Technology	1			4				2				3 1 30-50 baseline
Expressive art and design	Exploring and using media and materials	1			4				4				1
	Being imaginative		2	1	2				3				2

- 70% of the children were boys. (7 children)
- 30% of the children were girls (3 children)
- 80% of the children had a diagnosis of an ASC.
- 20% of the children had a diagnosis of a Physical, Neurological Impairment.

Personal, Social and Emotional Development.

Baselines from Autumn 2016 50% working within 8-20 or below, 30% working within 16-26 months, 20% within 22-36 months.

Summer 2017 0% working within 8-20, 30% working within 16-26, 20% working within 22-36, 50% working within 30-50 months

- 100% made 2 steps of progress or more. 77% made 3 steps of progress or more. 60% made more than 3 steps of progress.

Communication and Language

Baselines from Autumn 2016 60% working within 8-20 or below, 30% within 16- 26 months, 10% within 22-36 months.

Summer 2017 10% working within 8-20, 30% working within 16-26, 20% working within 22-36, 40% working within 30-50 months

- 95% made 1 step of progress or more, 96% made 2 steps of progress or more, 84% made 3 steps of progress or more, 73% made more than 3 steps of progress.

Physical Development

Baselines from Autumn 2016. 50% working within 8-20, 90% in Health and Self-care. 20% within 16-26 months, 0% in Health and Self-care 30% within 22-36 months, 10% in Health and Self-care.

Summer 2017 0% working within 8-20, 10% in Health and Self-care. 0% within 16-26 months, 50% in Health and Self-care 60% within 22-36 months, 30% in Health and Self-care. 30% within 30-50, 10% in Health and self-care. and 10% within 40-60, 0% in Health and self-care.

- 95% 2 steps of progress or more. 80% made 3 or more levels progress, 60% made more than 3 levels progress.

Literacy – reading

Baselines from Autumn 2016. 10% working at 0-11 months, 50% 8-20. 30% within 16-26 months and 10% within 22-36

Summer 2017 20% working within 16-26, 30% working within 22-36, 50% working within 30-50 months,

- 100% 2 steps of progress. 80% 3 steps of progress, 70% made more than 3 levels progress.

Literacy – writing

Baselines from Autumn 2016, 10% working within 0-11, 50% within 8-20. 30% within 16-26 and 10% within 22-36 months

Summer 2017 20% working within 16-26, 30% working within 22-36, 50% working within 30-50 months,

- 100% made 2 steps of progress or more, 80% 3 steps of progress or more, 80% made more than 3 steps of progress.

Mathematics - Number

Baselines from Autumn 2016 20% working within 0-11, 30% within 8-20. 30% within 16-26 and 20% within 22-36 months

Summer 2017 20% working within 16-26, 30% working within 22-36, 40% working within 30-50 months, 10% working within 40-60 months.

100% made 3 steps of progress or more, 80% made more than 3 steps of progress.

Mathematics - SSM

Baselines from Autumn 2016, 50% working within 8-20. 10% within 16-26 months, 40% within 22-36 months.

Summer 2017 30% working within 16-26, 20% working within 22-36, 20% working within 30-50 months, 30% within 40-60 months.

- 100% made 2 steps of progress, 90% made 3 steps of progress or more. 70% made more than 3 steps of progress.

Understanding the World.

Baselines from Autumn 2016, 60% within 8-20. 20% within 16-26 months, 20% within 22-36.

Summer 2017 18% 20% within 8-20. 30% within 16-26 months, 20% within 22-36, 30% within 30-50.

- 100% 1 step of progress or more. 86% made 3 steps of progress or more, 80% made more than 3 steps of progress.

Expressive Arts and Design

Baselines from Autumn 2016 50% within 8-20. 40% within 16-26 months, 10% within 22-36.

Summer 2017 10% within 8-20. 10% within 16-26 months, 30% within 22-36, 50% within 30-50.

- 100% 1 step of progress, 95% made 2 steps of progress or more, 85% made 3 steps of progress or more, 80% made more than 3 steps of progress.

Strengths;

Improvement on results from last year.

EAD, UW (In particular technology) Writing, Number.

Areas of Development.

- SSM.
- PSED
- Reading, in particular for children working at lower developmental levels.
- Communication and Language in relation to lower developmental levels and in the area of speaking.
- Physical development in relation to Health and self-care, Toilet training has been an issue this year.