



## Woolgrove Assessment Report for 2019 - 2020

We used different assessment systems at Woolgrove according to the needs and abilities of the children.

Classroom Monitor was used to assess our children from Year 1 to Year 6. Children working below P4 were assessed using the Early Development P Levels for English and Mathematics. Children working above P4 were assessed for English and Mathematics using SEN toolkit, which assesses children according to a Banding system, which can be related to P Levels and Age Related Expectations.

We continued using personalised targets across the school. All children were put into a Progress Group identifying how much progress was expected across the year. There were 5 Progress Groups, with 1 relating to the children who we expected to progress within the current band or P level they were working within, Progress Group 2 to complete half a Band or P Level, Group 3 to complete a whole Band or P Level, Progress Group 4 for children to complete 1 and a half P levels or Bands, Progress Group 5 for children 2 P Levels or Bands.

Children in Reception were assessed using the statutory Early Years Outcomes. Children in Reception were put into Progress groups according to how many steps of progress across the age bands they would make. Group 1 being 1 step, Group 2 – 2 steps and so on.

***Due to COVID19 there were no assessments carried out in Summer 2020. All assessments were completed in February 2020 prior to lockdown and represent only half an academic year. Therefore this analysis is based on the February data of children who at that point were on track to meet their targets or had already met their targets. It should be taken into consideration that even though some children at this stage were not on track that they may have made substantial progress between February 2020 and June 2020 and succeeded in meeting their targets at this time.***

### Early Years Foundation Stage (EYFS) - Reception Children only

There were 4 children within the cohort. Due to the fact that there were less than 10 pupils in this cohort the information below is generalised to minimise the risk of identifying individuals.

The children's baselines identified that the children were working between 8-20E to 16-26E age bands. Pupils were given personalised targets ranging from making 2 to 4 steps of progress (e.g 4 steps of progress would be moving from emerging in 16-26 to developing in 22-36).

Attainment range in February 2020 was 16-26E to 30-50D age bands.

In February 2020 100% of the children had met or were on track to meet their targets in PSED, PD, Literacy (reading and writing) and Maths (number and SSM). The majority were on track to meet their target for CL.

#### **Strengths**

Good progress across PSED, PD, Literacy and Mathematics

#### **Areas of Development**

Communication and Language

## Key Stage 1 (KS1) age 5 to 7 years

### KS1 (26 children)

Baselines in September 2019 identified children in KS1 were working between P3ii and Band 3 (equivalent to P6). In February 2020 children in KS1 were working between Band 1 (P4) and Band 6 (Age Related Equivalent Year 1).

- 73% of the children were boys
- 27% of the children were girls
- 42% were Pupil Premium
- 57% of the children had a diagnosis of an ASC
- 11% of the children had a diagnosis of Downs Syndrome
- 38% were Black or Ethnic Minority
- 34% were working at P level stage

% met or on track to meet target

	Reading	Speaking and listening	Writing	Maths core	Maths supplementary	P levels Early development English	P level early development maths
<b>KS1</b>	<b>85</b>	<b>75</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>91.5</b>	<b>91.5</b>
BEM	55	66	55	66	55	100	100
ASD	71	64	64	64	64	100	100
Down's syndrome	100	100	100	100	100	100	100
PP	77	77	88	77	66	100	100

### End of KS1 Year 2 (19 children) 2 children joined later in the year

Baselines in September 2019 identified Year 2 children were working between P3ii and Band 3 (P6). In February 2020 Year 2 children were working between Band 1 (P4) and Band 6 (ARE Year 1).

- 68% of the children were boys
- 32% of the children were girls
- 42% were Pupil Premium (PP)
- 47% of the children had a diagnosis of an ASD
- 0.05% of the children had a diagnosis of Downs Syndrome
- 21% were Black or Ethnic Minority (BEM)
- 15% were working at P level stage

% met or on track to meet target

	Reading	Speaking and listening	Writing	Maths core	Maths supplementary	P levels Early development English	P level Early development Maths
<b>End of KS1</b>	<b>68</b>	<b>56</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>83</b>	<b>83</b>
BEM	66	100	66	100	66	100	100

End of KS1	Reading	Speaking and listening	Writing	Maths core	Maths supplementary	P levels Early development English	P level Early development Maths
ASD	87	75	75	75	75	0	0
Down's syndrome						100	100
PP	85	85	100	85	71	100	100

### Strengths

Writing, Maths Core, Maths Supplementary, Reading  
Pupil premium progress  
Progress for children with ASD/Downs Syndrome

### Areas of Development

- Speaking and Listening

## Key Stage 2 (KS2) age 7 to 11 years

In Key Stage 2 (Years 3 to 6) there were 94 pupils.

Baselines in September 2019 identified children in KS2 were working between P3ii and Band 10 (ARE Year 2). In February 2020 children in KS2 were still working between P3ii to Band 10 (ARE Year 2).

- 74% of the children were boys
- 26% of the children were girls
- 31% were Pupil Premium
- 58% of the children had a diagnosis of an ASC
- 10% of the children had a diagnosis of Down's Syndrome
- 37% were Black or Ethnic Minority (BEM)
- 0.03% were working at P level stage

### % met or on track to meet target

	Reading	Speaking and listening	Writing	Maths core	Maths supplementary	P levels Early development English	P level early development maths
KS2	51	66	58	65	63	100	100
BEM	42	45	57	60	48	100	100
ASD	51	64	61	65	61	100	100
Down's syndrome	50	80	50	80	70		
PP	56	63	43	53	43		

### End of KS2 Year 6 (21 children)

Baselines in September 2019 identified Year 6 children were working between P3ii and Band 10 (ARE Year 2). In February 2020 children in Year 6 were still working between P3ii to Band 10 (ARE Year 2).

- 80% of the children were boys
- 20% of the children were girls

- 23% were Pupil Premium (PP)
- 47% of the children had a diagnosis of an ASD
- 19% of the children had a diagnosis of Down's Syndrome
- 38% were Black or Ethnic Minority (BEM)
- 0% were working at P level stage

% met or on track to meet target

	Reading	Speaking and listening	Writing	Maths core	Maths supplementary	P levels Early development English	P level Early development Maths
End of KS2	57	80	61	80	76		
BEM	62	75	75	87.5	75		
ASD	60	70	70	80	90		
Down's syndrome	50	75	50	100	75		
PP	80	100	20	60	80		

**Strengths**

Maths Supplementary, Maths Core, Speaking  
Maths Core – children with Down's Syndrome

**Areas of Development**

- Reading
- Writing

**Issues that have arisen this year, which have impacted on progress**

- Staff not modifying their teaching to enable children to progress
- COVID19 related absence due to lockdown

**Areas to improve next year (2020-21)**

- Accurate baseline assessments ensuring every teacher uses a best fit approach
- Ensure all teachers carefully identify which progress group the child should be placed in
- Staff training on planning, delivering and reviewing different aspects of the curriculum and modifying teaching practice to maximise progress