

ASD X BESD ☐ HI X MSI X PD X SLCN X SpLD X VI X

Summary Comment

1. **Latest Ofsted Inspection March 2014**

Overall Effectiveness: 1. Outstanding

Achievement of Pupils: 1. Outstanding

Quality of Teaching: 1. Outstanding

Behaviour and Safety of Pupils: 1. Outstanding

Leadership and Management: 1. Outstanding

2. **Provision (Age Range):** 3-11 years Pre-school groups are organised on both sites for babies and toddlers identified with SEND.

3. **Statements / EHC Plans:** Pupils have statements or EHC Plans. All Pupils will have EHC Plans by the end of the academic year.

4. **Specialist provision:** ASD and Nurture Groups on both sites.

5. **NOR trend:** Numbers on roll have increased annually, and dramatically this year as the new provision at Rushden (Rowan Gate East has opened)

6. **Boy:Girl ratio trend:** 87:28

7. **Heritage and cultural backgrounds:** WBRI 96, AOTH 2, BAOF 2, BCRB 1, BOTH 1, BSOM 1, MOTH 1, MWBA 1, MWBC 1, MWBC 2, REFU 2, WOTH 2, WIRI 1, WIRT 1, WROM 1

EXECUTIVE SUMMARY OF ACHIEVEMENT

The vast majority of pupils at Rowan Gate Primary School made good or outstanding progress during the academic year 2015-2016.

The number of pupils on roll grew rapidly throughout the course of the year, as the new provision opened fully in September 2015.

The gender ratio remains steady, with many more boys than girls.

The number of children who present with social and welfare issues remains high, which indicates the complexity of backgrounds for many children. (Total number of pupils raising concern is 113, 20 pupils have 1 concern logged, 7 have 2 concerns, 7 have 3 concerns = 34 children have under 3 concerns). 17 child protection referrals were made during the year. 9 pupils were subject to child protection plans over the year, 3 were stepped down to Child In Need, 3 left the school. 1 moved into care.

Whole school attendance has remained steady this year, despite persistent absence of two pupils – both were withdrawn for home education after a long period of non- attendance. There are a number of pupils with complex medical needs on roll, and as such these pupils attendance can be erratic. The Leadership team are committed to working with families to establish arrangements which are in the best interests of each individual child.

A picture of accelerated progress across KS2 is evident, with the majority of pupil progress falling into the upper quartile when compared to the National Progression guidance materials at the end of KS2. This may reflect the challenges faced by many of our pupils who have an additional diagnosis of Autistic Spectrum Disorder, who may find English a more difficult subject to access. Pupil progress against Salford and Vernon standardised tests indicate outstanding progress in the majority of pupils in reading and spelling.

Pupil progress at KS1 in PSHE is outstanding, indicating an emphasis on learning to learn in school and understanding school routines during these early years.

The complexity of pupils' needs has changed at the school, with many more children at KS1 having comorbid diagnoses.

The leadership team have judged the vast majority of pupil progress as good or outstanding, taking in to account the 'whole child' and their individual circumstances. Evidence will be provided in the form of case studies in preparation for inspection in 2017.

Pupils in the EYFS make consistently good progress, as evidenced by their learning journeys and tracking of individual data. (See EYFS section)

Therefore, Achievement at Rowan Gate Primary School is consistently good, with the majority of pupils making outstanding progress.

NATIONAL BENCHMARKING

1 Progress Against Transition Matrices and SEN Progression Materials (End of Key Stage)

Attainment Ranges End of KS 2 (Year 6)		Attainment Ranges End of KS 3 (Year 9)		Attainment Ranges End of KS 4 (Year 11)	
English	P2ii – NC 2a	English	Click here to enter text.	English	Click here to enter text.
Maths	P3i – NC 2a	Maths	Click here to enter text.	Maths	Click here to enter text.
Science	P3i – NC 4	Science	Click here to enter text.	Science	Click here to enter text.

Choose an item. [Year 6] Progress Against Transition Matrices and <u>SEN Progression Materials</u>				
Pupils entering KS at NC Levels ONLY	Less than 1 level	1 Level	2 Levels	3 Levels
English (TM)	0	0	0	0
Maths (TM)	0	0	0	0
Science (TM)	0	0	0	0
Pupils entering KS at P Scale ONLY	Below Lower Quartile	Achieved in LQ (Lower Quartile)	Achieved in Median	Achieved in UQ (Upper Quartile)
English (PM)	0	0	3	6
Maths (PM)	0	0	3	6
Science	0	0	0	9
Ofsted Filter applied	Below Lower Quartile	Achieved in LQ (Lower Quartile)	Achieved in Median	Achieved in UQ (Upper Quartile)
English	0	0	3	6
Maths	0	0	3	6
Science	0	0	0	9

There are 28 pupils in the KS1-KS2 cohort this year, however there are only 9 pupils for whom CASPA data is available. For those in the CASPA cohort (Pupils who started KS2 in the P Scales and remained on roll until the end of year 6) it is clear that all pupils made at least good progress. The majority of pupil progress in all three subjects falls into the Upper Quartile when compared to the national cohort.

The other 17 pupils either joined the school after year 3, or at the start of year 3. CASPA draws data from the Summer result at the end of KS1.

Pupils who joined the school later in KS2 (some as late as year 6), for whom CASPA data is not available made at least good progress.(See Reading and Maths charts).

Summary Comment on how progress at end of Key Stage compares to the national guidance

ENGLISH

pupils in group 28

missing specific start result 19

for whom progress can be calculated 9

pupils for whom PM quartiles exist / CASPA comparison is possible 13

The majority of pupils achieve in the Upper Quartile when compared to the National data, This is an improvement from last year. This view is supported by CASPA software, and can be seen in the individual progress over time graphs.

The Leadership view of English, is that pupil progress KS1 – KS 2 is Outstanding when compared to the National data set. This view is supported by the assessments of pupil progress using Salford (Reading) and Vernon (Spelling) tests which give a different lens through which to identify and track progress.

The Salford Reading assessments indicate that the majority of pupils make outstanding progress in reading, with some making more than a year's chronological progress in reading in one academic year.

The Vernon Spelling assessments indicate that the majority of pupils make good progress in spelling, although spelling age tends to be slightly below reading age for each pupil.

In this cohort, one pupil who joined the school in year 6, made limited progress due to complex emotional and behavioural difficulties. A chronology of concerns can be provided to Ofsted to evidence the work done with this pupil to secure progress.

MATHS

pupils in group 28 # missing specific start result 19

for whom progress can be calculated 9

pupils for whom PM quartiles exist / CASPA comparison is possible 13

For pupils who started KS2 in P Scales, the vast majority of progress falls within the upper quartile when compared to the National Progression guidance. There are 3 pupils whose data must be compared with the Transition Matrices, and all 3 fall within the lower quartile. This is to be expected, as the transition matrices are for use in mainstream settings, and clearly pupils at RGPS will fall in the lower quartile compared to the whole cohort.

However, the SLT judgement of progress KS1-KS2 in maths is at least good, with much Outstanding progress. (See Maths – Number chart)

The vast majority of pupil progress cannot be judged against the National data sets, and therefore consideration must be given to each child's difficulties when making a judgement. The SLT have analysed the progress of each pupils to agree on progress judgements.

SCIENCE

pupils in group 28

missing specific start result 19

for whom progress can be calculated 9

pupils for whom PM quartiles exist / CASPA comparison is possible 13

The vast majority of pupil progress falls within the upper quartile 6/9, with no pupil progress falling into the lower or below quartiles when compared with the national data set. The application of the Ofsted filter verifies this view.

In Science, pupil progress KS1 –KS2 is outstanding, as the vast majority of pupil progress falls within the upper quartile range, when compared to the National Cohort Progression Guidance.

KEY STAGE PROGRESS: THREE YEAR SUMMARY

Key Stage Progress over the last 3 academic years (number of pupils at each level / quartile over last 3 years)				
	Less than 1 Level	1 Level	2 Levels	3 Levels
English	KS1-2 2015/16 0 2014/15 0 2013/14 0	KS1-2 2015/16 0 2014/15 3 2013/14 3	KS1-2 2015/16 2 2014/15 3 2013/14 11	KS1-2 2015/16 7 2014/15 4 2013/14 7
Maths	KS1-2 2015/16 0 2014/15 0 2013/14 0	KS1-2 2015/16 0 2014/15 2 2013/14 4	KS1-2 2015/16 3 2014/15 5 2013/14 8	KS1-2 2015/16 6 2014/15 6 2013/14 9
Science	KS1-2 2015/16 0 2014/15 0 2013/14 1	KS1-2 2015/16 0 2014/15 2 2013/14 2	KS1-2 2015/16 2 2014/15 3 2013/14 6	KS1-2 2015/16 7 2014/15 8 2013/14 11
	Below Lower Quartile	Achieved in LQ (Lower Quartile)	Achieved in Median	Achieved in UQ (Upper Quartile)
English	KS1-2 2015/16 0 2014/15 1 2013/14 1	KS1-2 2015/16 0 2014/15 2 2013/14 0	KS1-2 2015/16 3 2014/15 5 2013/14 1	KS1-2 2015/16 6 2014/15 5 2013/14 8
Maths	KS1-2 2015/16 0 2014/15 1 2013/14 0	KS1-2 2015/16 0 2014/15 1 2013/14 4	KS1-2 2015/16 3 2014/15 2 2013/14 4	KS1-2 2015/16 6 2014/15 9 2013/14 13
	KS1-2 2015/16 0 2014/15 0 2013/14 1	KS1-2 2015/16 0 2014/15 0 2013/14 2	KS1-2 2015/16 0 2014/15 2 2013/14 0	KS1-2 2015/16 9 2014/15 10 2013/14 15
Summary Comment on how progress trend at end of Key Stage in school compares to the national guidance				

The trend over time shows consistently that the majority of pupils' progress has fallen within the median and upper quartiles, when compared to the National data sets.

Over three years there have been more pupils in the upper quartiles on average, than in the other three quartiles, and this year there are **no** pupils in lower or below quartiles in all three subject areas.

2 Achievement of vulnerable groups or other sub-groups against whole-school data

Achievement of Vulnerable Groups/Sub Groups

■ Degree of Learning Difficulty:

There is a small group of pupils with SLD who made less than expected progress in the academic year 2015-2016.

The cohort is made up of pupils with extremely complex needs with the lowest possible attainment levels when categorised as SLD. The majority of the pupil attainment on entry was below P4, and progress for this group is considered to be good by SLT during the rigorous pupil progress meetings. Staffing levels in the classes have been increased for the next academic year, enabling a greater focus on developing behaviour for learning.

The vast majority of the cohort also have severe behavioural difficulties and communication difficulties which can be better managed in small classes with a high number of adults.

- **Gender:** There are some variations in the data when analysed by gender, as previously discussed there are many more boys on roll than girls. 93% girls compared to 82% boys make good or better progress in English. 96% girls compared to 79% boys make good or better progress in Maths. 71% girls compared to 49% boys make good or better progress in Science. This information must be interpreted with caution, as the numbers of pupils are very small, especially in the girls' cohort. There are also additional factors which may influence this picture - for example more boys than girls have an additional diagnosis of ASD. The progress of pupils must be interpreted with a clear understanding of their learning difficulties and disabilities.
- **FSM Ever6 (Free School Meals):** There are slight variations in the data when analysed by FSM entitlement. 88% of pupils entitled to free school meals make good or better progress in English, compared to 85% of pupils who are not entitled to free school meals. 90% of pupils entitled to free school meals make good or better progress in Maths, compared to 85% who are not entitled to free school meals. 65% of pupils entitled to free school meals make good or better progress in Science, compared to 49% of pupils who are not entitled to free school meals. The small cohort numbers again mean that this information must be interpreted with

caution, however, it appears that pupils in receipt of Free School Meals (and therefore Pupil Premium) make slightly better progress than their peers.

- **LAC:** There are no significant variations in the data when analysed by Looked After Status, as there are only two pupils in the LAC cohort, both of whom made good progress in all three core subjects.
- **Ethnicity** There are no significant variations in the data when analysed by Ethnicity.
- **EAL:** There are no variations in the data which are significant when analysed by First Language. Pupils who arrive in the UK with limited or no English are supported by Language Assistants who ensure that this is not an additional barrier to their learning, and help teachers assess the child's levels of comprehension and expression.

In conclusion, the barriers to learning faced by pupils at our school are individual and depend largely on the child's level of learning difficulty or disability. Many pupils have complex diagnoses, which mean that they face multiple challenges to learning, and approaches are personalised to help each child achieve their potential.

This year, the data appears to show that boys' progress is less than girls in core subjects, but this must be taken in the context of small cohort size and variations in disability.

3 Individual progression and achievement compared against own targets

Process for setting individual targets

Teachers set targets based on B squared progress over time and pupils needs identified in the EHC Plan. These are compared with CASPA targets which are suggested.

Pupil progress meetings are held each term with DHT on each site to support progress and challenge underachievement. This is a very robust system, which ensures an ongoing view of each child's progress during the course of the year, and ensures that no child is unnoticed.

Final targets are agreed at pupils' review or admission meetings and moderated by the SLT who track pupil progress in core areas throughout the year.

Individual Progression and Achievement

(See also tracking file.)

Evaluation of progress towards targets

TOTAL TARGETS	COMMUNICATION				ENGLISH				MATHS				PSHE			
		ACHIEVED	PARTLY ACHIEVED	NOT ACHIEVED	ON-GOING		ACHIEVED	PARTLY ACHIEVED	NOT ACHIEVED	ON-GOING		ACHIEVED	PARTLY ACHIEVED	NOT ACHIEVED	ON-GOING	
672	49	24	4	9	80	77	8	9	59	36	2	3	164	105	15	28

The majority of pupils achieve their targets in all three EHCP areas, in the areas of PSHE and communication, work is often ongoing towards greater independence and behaviour for learning.

There is a structured way of recording and evaluating progress, and termly meetings with members of the SLT to challenge rates of progress.

What Went Well?

The School expanded and successfully opened fully the new site at Rowan Gate East in Rushden.

Governors have successfully gained Governor Mark – a recognition of the high quality of their work (Summer 2016)

Pupil progress in English, Maths and Science, both in year and KS1 to KS2 is at least good.

Work scrutiny showed that work on feedback and marking has improved the consistency of these processes, and as a result pupils are better understood and helped to move forward.

Robust Pupil progress meetings and school evaluation framework worked well.

English lessons are now based on a balanced genre of books, and expectations of teaching in English are clear.

Even better when

SLD pupils are in smaller groups with high levels of staffing support, and individualised communication passports.

Pupils writing skills are improved including both handwriting and composition of writing.

The sensory processing needs of pupils are more understood by staff, and these needs met effectively to help pupils engage more effectively in learning.

Heuristic Play is further developed in EYFS department on both sites, ensuring equality of provision for all EYFS pupils.

Overall Judgement: **ACHIEVEMENT OF PUPILS**

- Comparing all the data evidence and taking into account our students starting points, learning difficulties and other related issues which impact on their learning our **overall judgement for Achievement of Pupils** is that of **Outstanding (1)**.

- Key priorities for the academic year 2016/17

1. Higher staffing ratios in SLD classes, with individualised communication passports.
2. Writing is taught consistently in school – ensuring access to Clicker 7 for composition skills and to strategies from Kinetic letters to inform planning for motor development.
3. Sensory processing needs of pupils are better understood by staff, and pupils' needs are met effectively, to help pupils engage in learning.
4. Heuristic Play is further developed in EYFS department on both sites, ensuring equality of provision for all EYFS pupils.