



Analysis & Evaluation of Pupil Attainment and Progress September 2017
ACADEMIC YEAR Sept 2016/ July 17

School/College Context												
NOR	Boys:Girls	ELIGIBILITY FOR PUPIL PREMIUM					Overall attendance -ACTUAL- [%]	No. of pupils with below 85% attendance [#%]	Exclusions			
		Free School Meals FSM Ever6 [#/%]	Children in Public Care (Looked After Children/LAC) [#/%]	HM Forces (Service Children PP) [#/%]	Fixed	Perm						
Sept 153 July 158	115:38 116:42	57 Pupils (32%)	5 Pupils (+3 ex LAC)	0 Pupils (%)		(92.99%)	Pupils (17%)	3	1			
<i>(Number of pupils in each data set (blank if not applicable))</i>												
EYFS	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4		KS5
R	Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr9	Yr10	Yr 11	Post 16
							B:G	B:G	B:G	B:G	B:G	B:G
							:	:	:	:	:	:
16	15	22	23	30	20	26						
Phase total 22	Phase total 37		Phase total 99				Phase total 0			Phase total 0		Phase total 0
Type/s of SEND across provision												
<ul style="list-style-type: none"> ▪ Cognition & Learning X ▪ Communication & Interaction X ▪ BES Development Needs ▪ Sensory / Physical X ▪ Complex Learning Needs X 												
Degree of Learning Difficulties across Provision												
PMLD X MLD X SLD X												
Categories of Need Catered for across Provision												
ASD X BESD <input type="checkbox"/> 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 at our school should have statements or EHC Plans, during the academic year 2016 -17 many pupils' statements were transferred to EHC Plans. There were no allocated assessment places.

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 Local Authority have required more pupils to be placed across both sites.

6. **Boy:Girl ratio trend:** 115 /38

7. **Heritage and cultural backgrounds** see chart White British 76.5% Other Ethnic Minority groups 33.5%

EXECUTIVE SUMMARY OF ACHIEVEMENT

The vast majority of pupils at Rowan Gate Primary School made good or outstanding progress during the academic year 2016-2017. The vast majority have made expected or better progress in English and Maths, as identified by percentile rankings in the CASPA cohort.

The number of pupils on roll grew throughout the course of the year, despite five pupils leaving, and a pupil death. 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. There were 901 concerns reported by staff during the course of the year.

There were 17 referrals to the Multi Agency Safeguarding Hub during the year and 19 Early Help Assessments were opened. As a result, 3 pupils were made subject to child protection plans over the year. 22 Child in Need cases were managed by the Family Liaison Team, The number of LAC pupils was 5 which changed during the year as one was adopted.

Whole school attendance has remained steady this year, at 92.99%, despite persistent absence of two pupils related to medical needs.

There are a number of pupils with complex medical needs on roll, and attendance can be erratic for this group. There are four children in school who have Personal Resuscitation Plans in place and are life limited. 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 vast majority of pupils making two or more whole levels of progress in English, Maths and Science. This is evidenced by B Squared and can be seen in the school summary charts.

The acceleration of progress as the children age may reflect the challenges faced by many of our pupils who have an additional diagnosis of Autistic Spectrum Disorder, who need help and support when they are younger in order to develop the skills to be able to access the curriculum and make progress. This is evident in the Year group graphs available in CASPA, and has been a consistent picture of progress for more than five years. The leadership team are working to develop an assessment system which will more clearly reflect pupil progress in PSHE and independence.

CASPA data - Less than half the pupils were on roll at the end of KS1 and KS2, making use of the Progression Guidance less useful than in previous years. (12/27 only)

The vast majority of this smaller group made two or more levels of progress in both English and Maths during the Key Stage. The Science data this year is not transferable into CASPA due to the new curriculum, however, the information in B Squared indicates that the majority of pupils make at least two levels progress.

Pupil progress against Salford and Vernon standardised tests indicate outstanding progress in the majority of pupils who are able to access the tests in reading and spelling. There are no pupils in either Key Stage who were able to access the National formal tests.

Pupil progress at KS1 is consistently good, indicating an emphasis on learning to learn in school, developing independence and understanding school routines during these early years. A very small number of children were able to access the phonics screening test, but did not achieve the score required to pass.

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 as required.

Pupils in the EYFS make consistently good progress, as evidenced by their learning journeys and tracking of individual data. (See EYFS section). Many children make outstanding progress, evidenced by the Foundation stage profile and B Squared assessments.

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

During the course of the year, we are carrying out action research into the development of curriculum and assessment materials specifically for our school.

NATIONAL BENCHMARKING

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

Attainment Ranges End of KS 2 (Year 6)	
English	P2ii – Band 2a
Maths	P3i – Band 2a
Science	P3i – Band 4

Attainment Ranges End of KS 3 (Year 9)
English
Maths
Science

Attainment Ranges End of KS 4 (Year 11)
English
Maths
Science

[Year 6] Progress Against <u>SEN Progression Materials</u>				
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)	1	2	6	3
Maths (PM)	1	5	4	3

The other 15 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, which is often not available. Pupils are assessed thoroughly in the first term to give an accurate baseline as a starting point.

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.(chart 1a)

The chart below indicates pupil progress for those children in the CASPA cohort.

	Less than 1 level	1 Level	2 Levels	3 Levels
English	1	2	4	5
Maths	1	4	5	2
Science	1	3	4	4

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

ENGLISH

pupils in group 27

missing specific start result 15

for whom progress can be calculated 12

pupils for whom PM quartiles exist / CASPA comparison is possible 12

Many pupils achieve in the Upper Quartile when compared to the National data, This is a change from last year, and represents the complexity of the pupils in Year 6 in this cohort. 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. 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, as well as B Squared Assessment data.

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 with Profound and Complex needs made limited academic progress.

MATHS

pupils in group 27 # missing specific start result 15

for whom progress can be calculated 12

pupils for whom PM quartiles exist / CASPA comparison is possible 12

For pupils who started KS2 in P Scales, some progress falls within the upper quartile when compared to the National Progression guidance.

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

The strands within the Maths curriculum do not directly transfer into CASPA and SLT have made professional judgements in order to be able to use the CASPA data as a starting point for understanding pupil progress. In CASPA –Using and Applying, Number, Shape, Space and Measure and Data Handling are the collected strands. In B Squared Number, Statistics, Measurement and Geometry are collected.

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 2016/17 1 2015/16 0 2014/15 0	KS1-2 2016/17 2 2015/16 0 2014/15 3	KS1-2 2016/17 4 2015/16 2 2014/15 3	KS1-2 2016/17 5 2015/16 7 2014/15 4
Maths	KS1-2 2016/17 1 2015/16 0 2014/15 0	KS1-2 2016/17 4 2015/16 0 2014/15 2	KS1-2 2016/17 5 2015/16 3 2014/15 5 Click here to enter text.	KS1-2 2016/17 2 2015/16 6 2014/15 6
Science	KS1-2 2016/17 N/A 2015/16 0 2014/15 0	KS1-2 2016/17 N/A 2015/16 0 2014/15 2	KS1-2 2016/17 N/A 2015/16 2 2014/15 3	KS1-2 2016/17 N/A 2015/16 7 2014/15
	Below Lower Quartile	Achieved in LQ (Lower Quartile)	Achieved in Median	Achieved in UQ (Upper Quartile)
English	KS1-2 2016/17 1 2015/16 0 2014/15 1	KS1-2 2016/17 2 2015/16 0 2014/15 2	KS1-2 2016/17 6 2015/16 3 2014/15 5	KS1-2 2016/17 3 2015/16 6 2014/15 5
Maths	KS1-2 2016/17 0 2015/16 1 2014/15 1	KS1-2 2016/17 5 2015/16 3 2014/15 1	KS1-2 2016/17 4 2015/16 4 2014/15 2	KS1-2 2016/17 3 2015/16 4 2014/15 9
<p>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. The needs and complexity of each year group varies enormously.</p> <p>Over three years there have been more pupils in the upper quartiles on average, than in the other three quartiles, and this year there is one pupil, with PMLD in the lowest quartile in both English and Maths. A case study can be provided for this child, who has Profound and Multiple learning Difficulties.</p>				

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 2016-2017, particularly in English. All Pupils in this group have complex needs and have been identified to class teachers as causing concern.

The strand causing some concern is writing, and as such, Clicker 7 is being embedded into classroom practice in order to facilitate writing for the most complex pupils.

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 P4 or below 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 communication skills. A specialist SALT Assistant has been employed to deliver 1:1 sessions.

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 88.5% boys make good or better progress in English. 94% girls compared to 91% boys make good or better progress in Maths. 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 very slight variations in the data when analysed by FSM entitlement. 88.5% of pupils entitled to free school meals make good or better progress in English, compared to 90% of pupils who are not entitled to free school meals. 91% of pupils entitled to free school meals make good or better progress in Maths, compared to 93% who are not entitled to free school meals. This has changed since last year, when more pupils entitled to Free Meals made good or better progress. 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 in Maths and very slightly fewer (1.5%) in English.

- **LAC:** There are no significant variations in the data when analysed by Looked After Status, as there are only three pupils in the LAC cohort, both of whom made good progress in both English and Maths. The other two LAC pupils made progress which exceeds the parameters of CASPA. Therefore, there is no concern about the progress of this group of pupils when compared to their peers.
- **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 slightly 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 the leadership team 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 2016/ 2017	COMMUNICATION				ENGLISH				MATHS				PSHE			
	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED	ON-GOING	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED	ON-GOING	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED	ON-GOING	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED	ON-GOING
645	81	68	11	12	69	61	5	8	58	30	3	4	103	95	21	16

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. Targets are moderated and agreed with the leadership team prior to review meetings, when parental views and wishes are also taken into account. This ensures a personalised approach to target setting, meeting the individual needs of each child.

There is a structured way of recording and evaluating progress, examples are in the EHCP section of the file. Termly meetings with members of the SLT to challenge rates of progress.

What Went Well?

Successes:

The School expanded and successfully opened fully the new site at Rowan Gate East in Rushden, as well as two new groups in Reception.

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.

Pupil Premium is used to support pupils individually to overcome individual barriers to learning as well as some group work. As a result, there is no underperformance of this group when compared to their peers who are not in receipt of Pupil Premium.

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.

The school now commissions specialist occupational therapy to assess and support pupils' sensory needs. This has worked well and ensures that staff understand pupils' sensory needs, and that pupils are supported to engage calmly in learning.

Robust Pupil progress meetings and school evaluation framework worked well, and ensure that teachers maintain a focus on pupil progress.

The introduction of an electronic safeguarding system has vastly improved reporting of these concerns and gives a clear picture of the whole school as well as each child.

English lessons are now based on a balanced genre of books, and expectations of teaching in English are clear. As a result pupils experience a broader range of texts in English lessons.

Even better when

SLD pupils are in smaller groups with high levels of staffing support and more specialist intervention for communication skills.

Pupils writing skills are improved including both handwriting and composition of writing – staff will be proficient in the use of Clicker 7 to ensure that all pupils are able to access writing as a way of recording.

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

The curriculum and assessment trials have been completed, and a new systems are introduced across the whole school – due for implementation September 2018.

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 2017 -2018 – (see School Improvement Plan)

1. Higher staffing ratios in SLD classes, with individualised communication strategies and support from a specialist Speech and Language Assistant.
2. Writing skills are 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. Heuristic Play is further developed in EYFS department on both sites, ensuring equality of provision for all EYFS pupils.