Love, learn, laugh

Manor School

Processes to Support Analysis of
Pupil Progress, Achievement and
Attainment update
2016

Manor School – Our Principal Features

- Provision from EYFS to Year 6
- School expanded from 132 in September '13 to 172 in January '16
- Range of special needs from Complex learning needs (B2i) to MLD. This range is a very wide for a special school and impacts on our statistical analysis
- 82% of our pupils have a diagnosis of Autism
- 3 Verbal Behaviour Classes two at KS1 class and one at KS2 to support our most complex group of pupils with significant barriers to learning 13% (Ks1&Ks2 pupils only)
- Increase numbers of pupils receiving an allocation of Band 5 and Band 6 (funding = more complex needs) – from under 20% in 2013/14 to 45%in 2014/15
- Gender balance – 26% girls and 74% boys
- 57% EAL
- 42% Pupil Premium
- Attendance:
    - 2015/16 – Average – 94%
    - 2014/15 – Average - 94.3%
    - 2013/14 – Average - 93.6%
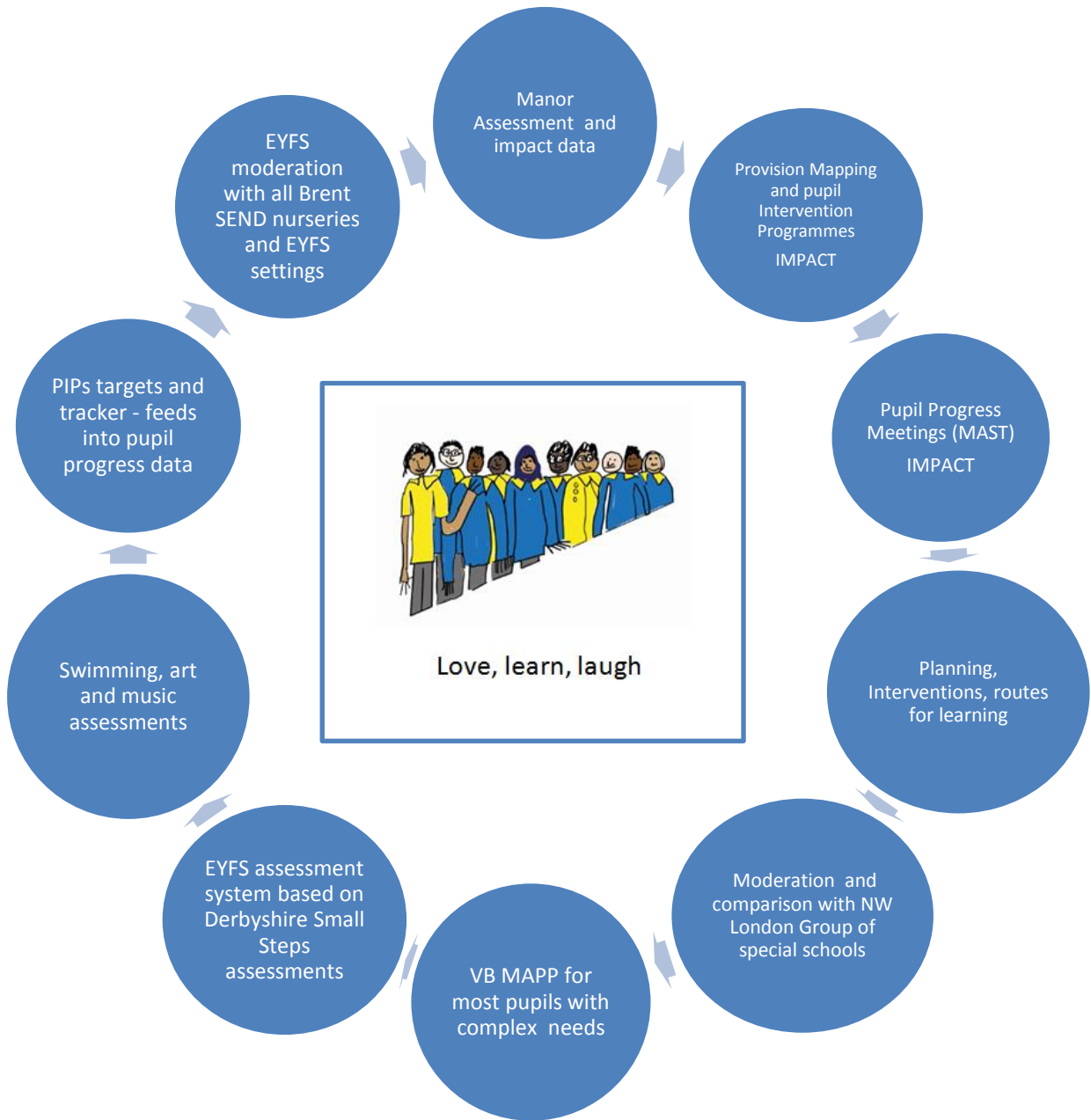   - **National Average is now 92.5%**

Analysis of Need

SEND	Pupils 14/15	Pupils 15/16	January 2016	Pupils 16/17
Autism	90	120	127	(134) 78%
SLD	122	144	152	(160) 94%
MLD	13	12	13	(10) 6%
PMLD				(5) 1%
Visual impairment	4	4	5	(3) 2%
Hearing impairment	4	4	5	(4) 2.3%
Other				(8) 5%
Social, Emotional and mental health needs				(2) 1.1 %
Speech, Language or Communication Needs				(170) 99%

Notes:

- Pupils may be identified in more than one area of need for example Autism + SLD + VI
- Achievement refers to the levels of progress made within the year
- Attainment refers to end of year level

Our Key Indicators that demonstrate our pupils' progress:

- Manor Assessment and impact data
- Provision Mapping and pupil Intervention Programmes IMPACT
- Pupil Progress Meetings (MAST) IMPACT
- Planning, Interventions, routes for learning
- Moderation and comparison with NW London Group of special schools
- VB MAPP for most pupils with complex needs
- EYFS assessment system based on Derbyshire Small Steps assessments
- Swimming, art and music assessments
- PIPs targets and tracker - feeds into pupil progress data
- EYFS moderation with all Brent SEND nurseries and EYFS settings

Love, learn, laugh

Our core purpose as a school is to ensure that every pupil is supported to develop into a confident, resilient and as independent a young person as possible; 'Love, Learn, Laugh'

To achieve this we set aspirational targets, based on our expected 'trajectories', which are challenging yet realistic and are individual to each pupil's specific needs, learning style and baseline assessments.

Progress toward targets is monitored, at least, termly through:
- SLT, KS Leaders and Curriculum Leads - close analysis of the progress data (including decreasing barriers to learning)
- Termly pupil progress meetings - where every class teacher, a member of the SLT and our Multi Agency Support Team review and report on progress and/or progress towards the removal of barriers to learning and the impact of interventions

Pupil case studies are undertaken:
- When it is identified that a pupil's progress or attainment is not as expected i.e. a pupil is not on track to meet their targets or where they're exceeding their targets
- Where interventions are not having the desired impact
- Where additional social, emotional or health concerns have been identified.
- Where attendance could be a concern

Manor School Assessment

We set end of Key Stage targets/expected 'trajectory' for every pupil from their baseline entry. These targets are highly challenging and use ' BAR levels' which are broadly based on P Levels but with a greater emphasis on communication and child development. Manor Levels are incorporated into our 'I can'   assessment system and statements have been devised to scaffold a child's progress and build on previous successes in achievable steps. Every child has an identified 'trajectory' where expected progress/attainment for every pupil is predicted from their baseline/starting points.

BAR assessment system sets higher levels of challenge than P level descriptors and the previous assessment system of B².
BAR 'I cans' support the development of new skills for learners with SEND at a cognitively appropriate level and are appropriate to individuals learning needs.
Example

Speaking P5		
BAR 'I can system'	**P levels**	**B²**
Statements not in Level descriptors but necessary skills to develop at this stage		Not specifically in P Level descriptor
I can indicate 'finished' with a gesture, word, sign or symbol I can request 'help' with a gesture, word, sign or symbol I can use at least 10 different words, signs or symbols (any function) meaningfully, with 2 different communication partners I can use at least 10 different words, signs or symbols (any function) meaningfully, with at least 3 different communication partners I can use at least 20 different words, signs or symbols (any function) I can use at least 30 different words, signs or symbols (any function) I can use at least 40 different words, signs or symbols (any function) I can use at least 51 different words, signs or symbols (any function)	Pupils use a vocabulary of over 50 words Pupils combine two key ideas or concepts. They combine single words,signs or symbols to communicate meaning to a	Vocabulary of 20 words /signs/ symbols Vocabulary of 30 words/ signs /symbols Vocabulary of 50 words/signs/ symbols Combines two words/signs/ symbols Communicate with a range of listeners Expresses 2 concerts ie more drink, coat on
I can combine 2 words, signs or symbols in at least 5 different sentence structures (see examples)	They make attempts to repair misunderstandings without changing the words used, [for example, by repeating a word with a different intonation or facial expression].	Indicates preferences Indicates personal needs ie toilet Uses yes and no to indicate need a preference Enjoys the sounds of words Repeats rhymes Join in familiar poems/ songs Says rhymes with recognisable words from playing by themselves Raises and lowers volume of voice Use some expression when talking to self Talks while playing or working Says own name Refers to self by name i.e. Peters drink Uses names of family or carers Begins to use the term "mine" Begins to use "me" Indicates need with word/ sign/ symbols like "more" " again" Gestures a fundamental part of communication Ask questions what… Ask questions who… Ask questions where + noun Asks for help with personal problem Asks for specific help with work related problem Asks for specific help to locate person or object Says please and thank you with reminders Says sorry when reminded
I can answer questions at Blank's Level 1: scanning for a matching object ('Find one like this') I can answer questions at Blank's Level 1: identifying an object by its sound ('Show me what you heard') I can answer questions at Blank's Level 1: identifying an object by touch ('Show me what you touched') I can answer questions at Blank's Level 1: naming an item seen ('What's this?') I can answer questions at Blank's Level 1: naming an item heard ('What's this?') I can answer questions at Blank's Level 1: naming an item touched ('What's this?') I can answer questions at Blank's Level 1: verbal/signed imitation ('Say this: ...'; 'Copy this sign') I can answer questions at Blank's Level 1: immediate recall of pictured objects ('What did you see?') I can answer questions at Blank's Level 1: immediate recall of incidental information ('What did you see?') I can answer questions at Blank's Level 2: picture/scenario with 'who' question ('Who is dancing?') I can answer questions at Blank's Level 2:		Repeats phrases when misunderstood Repeat phrases when misunderstood adding expression

verbal information with 'who' question ('The man is eating cake. Who is eating?')

I can answer questions at Blank's Level 2: picture/scenario with 'what' question ('What is the boy doing?')

I can answer questions at Blank's Level 2: verbal information with 'what' question ('The man is dancing. What is the man doing?')

I can answer questions at Blank's Level 2: picture/scenario with 'where' question ('Where is the ball?')

I can answer questions at Blank's Level 2: verbal information with 'where' question ('The boy is in the garden. Where is the boy?')

I can answer questions at Blank's Level 2: recalling items named in a statement ('The boy had potato and sausage for lunch. What things did the boy eat?')

I can attempt to repair misunderstanding without changing the words used [for example by repeating with a different intonation or facial expression]

Manor Progression Guidance

Progress	KS1	KS2
Must	M: 0.4	M: 0.4
Should	S: 1.0	S: 0.6
Could	C: 1.4	C: 1.0

We use the following terminology to assist us in accurately tracking and demonstrating pupil progress:

Underachieving = LQ – **Almost no/very few pupils** make this degree of progress across the year in EYFS and across the Key Stage for KS1 and KS2

MUST = Median – Our school expectation is that the **vast overwhelming majority/almost all** pupils must make at least this degree of progress across the year in EYFS and across the Key Stage for KS1 and KS2 (this would be in line with local/national expectations for pupils with SEND)

SHOULD = Upper quartile – Our school expectation is that **a very large majority** will achieve this level of progress (this is above a local/national expectations for pupils with SEND)

COULD = Exceeding – **Minority** of pupils would achieve this llevel of progress where a pupil is are meeting and exceeding the challenging targets set for them

Comparison of progress of pupils through analysis of groups is closely tracked to ensure no pupil or groups of pupils achieve less well than others in relation to their starting points. Where a group of pupils or individuals are identified as not being on track to meet predicted targets interventions will be implemented and these will be closely monitored for impact. To ensure accuracy, group analysis is only undertaken where we have a group of 10, or more, pupils.

Achievement and Progress Key Performance Indicators

At Manor School our achievement and progress data analysis demonstrates that our pupils progress is at least good and is most often is within or exceeding the upper quartile.

We analyse assessment information and data for every child and track progress for the following sub-groups:
- *Gender*
- *FSM/Pupil Premium/LAC*
- *Primary need e.g. ASD and SLD*
- *Ethnicity (Black, Asian, White, Mixed ethnicity and Other)*

We carefully analysis the progress and attainment of our pupils using our own, specially devised, Manor School 'Progression Guidance Trajectory'. This has been broadly developed using the Progression Guidance Document 2010 which although dated is still the most frequently used guidance in SEND settings to set targets and predictions from pupil starting points. We are part of the North West London Special Schools Assessment Group; and regularly meet to share collaborative assessment practices and moderate pupil 'work' which gives consistency to assessment across a range of settings.

What Difference Have We Made in 2015/16

- Pupils' progress and attainment is outstanding
- Pupils making upper quartile or exceeding progress across core subjects/Prime Areas
  - EYFS – 78%
  - KS1 – 95%
  - KS2 – 86.5%

- The progress of our pupils with complex needs and significant barriers to learning continues to improve significantly since 2013/14

- Percentage of pupils with Autism identified as their primary need who are making upper quartile or exceeding progress across core subjects/Prime Areas:
  - EYFS – 95%
  - KS1 – 75%
  - KS2 – 85%

- Percentage of pupils with Severe Learning Difficulties/ Other identified as their primary need who are making upper quartile or exceeding progress across core subjects/Prime Areas:
  - EYFS – 100 %
  - KS1 – 75%
  - KS2 – 94%

Closing the Gaps; ensuring no group/groups are making significantly less progress than others.

Our analysis of school data demonstrates that:

- There is no discernible difference in the progress and achievement as result of ethnicity (82% to 93 % upper quartile or exceeding) or SEND (87%)

- There is a slight difference in attainment between boys and girls with 84% of girls and 87% of boys making upper quartile (should) or better (could) progress

- Pupils in receipt of Pupil Premium did, at least, as well as those not in receipt of PP across the curriculum; our Pupil Premium audit provides a complete overview of this data analysis (with impact identified)

- There is no significant discernible difference in achievement of any ethnic groups with a cohort of more than 10 (see groups above)

- There is no difference in achievement of EAL pupils and non EAL pupils across the core subjects with both groups making 86% upper quartile (should) or better (could) progress

- Progress and attainment in PSHE is a strength across the school with 86% of pupils making upper quartile (should) or better (could) progress. Manor school prides itself on supporting pupils to access their environment, develop independence and self help skills

- The progress of pupils with complex needs is better now than two years ago, through the development of our highly specialised VB classes/teaching methodology and the impact of the Lead Behaviour Practitioner and early identification of barriers to learning.

- In our parent questionnaire 2015, 100% of parents agreed with the statement 'my child makes good progress at this school' (a rise of 14% from 2013)

Early Years Foundation Stage

At Manor School we follow the Early Years Foundation Stage (EYFS) statutory framework.

Assessment in EYFS is an essential part of our evaluation, reporting, planning and tracking cycle.

Accurate assessment ensures that we can accurately identify a pupil's starting point (baseline) that enables us to identify the expected 'trajectory' for each individual pupil. This identified 'trajectory' informs staff when setting challenging, achievable targets and identifying interventions to ensure each child makes at least expected progress.

At Manor School pupils are baselined in the Prime Areas on entry and assessed using Derbyshire Small Steps Assessment tool, this tool breaks down Developmental Matters and has 'broken' each stage into very small steps. Our school in partnership with all Brent SEND nurseries and SEND EYFS settings are using Derbyshire Small Steps assessments tool to support us in moderation of assessment and in our formative and summative assessments that enables us to demonstrate pupils' progress.

We use Developmental Matters to baseline and track progress within the 'specific areas' of learning and development.

Baseline assessments ensure all pupils entering our school are assessed in the seven areas of learning, broken down into seventeen aspects. This enables the teacher and support staff to plan individually for each child's learning and development during their Reception year taking into account their strengths and areas of interest.

End of year data in the prime areas of learning is gathered, analysed and used to produce an end of year progress and attainment report which shows pupils progress in EYFS.

In addition to this analysis on the prime areas an EYFS summary of pupil progress in the 'specific areas' is collated within the report.

At the end of the Summer Term EYFS teachers use their pupils' assessments, observations and knowledge of each individual pupil to input exit data onto our KS1 assessment tracker to support transition into our 'BAR ' assessment system and support future planning/interventions.

This (exit level) allows us to track/monitor pupil progress robustly from EYFS to end of KS2 thus enabling us to demonstrate the very positive impact of our high quality teaching and interventions personalised for every pupil.

Prime Areas
Personal, Social and Emotional Development
Physical Development
Communication and Language.

Specific Areas
Literacy
Mathematics
Understanding the World
Expressive Arts and Design.

The table below reflects our expected pupil trajectories/target setting over time across EYFS from individual starting points, which is significantly lower than that of a typically developing pupil.

For example: A pupil who is working at the 'young' stage of 8-20 months will be expected to exit EYFS at 8-20 months (older) and if they exceed their targets will exit EYFS at 16-26 months (middle)

On entry/ baseline	Emerging (Must)	Expected (Should)	Exceeding (Could)
birth-11 months younger	birth-11 months middle	birth-11 months older	8-20 months middle
birth-11 months middle	birth-11 months older	8-20 months middle	8-20 months older
birth-11 months older	8-20 months middle	8-20 months older	16-26 months middle
8-20 months younger	8-20 months middle	8-20 months older	16-26months middle
8-20 months middle	8-20 months older	16-26months middle	16-26months older
8-20 months older	16-26months middle	16-26months older	22-36 months middle
16-26 months younger	16-26months middle	16-26months older	22-36 months middle
16-26 months middle	16-26months older	22-36 months middle	22-36 months older
16-26 months older	22-36 months middle	22-36 months older	30-50 months middle
22-36 months younger	22-36 months middle	22-36 months older	30-50 months middle
22-36 months middle	22-36 months older	30-50 months middle	30-50 months older
22-36 months older	30-50 months middle	30-50 months older	40-60 months middle
30-50 months younger	30-50 months middle	30-50 months older	40-60 months middle
30-50 months middle	30-50 months older	40-60 months middle	40-60 months older
30-50 months older	40-60 months middle	40-60 months older	Early Learning Goals Achieved

At Manor School our staff share responsibility for our pupils' progress over time and have developed an assessment system that enables us to track pupil progress from their starting points and predicts targets/a pupil's trajectory across a key stage.

Key Stage 1

Targets set at Key Stage 1 are challenging, yet achievable, as we expect that our highly specialist setting and interventions will support all pupils in making at least upper quartile (should) progress.

Our expectation is that a very large majority of pupils will make progress to the upper quartile, with many exceeding targets/trajectory expectations.

The table below reflects our target setting over time across KS1 from individual starting points.

NB – B4.0 means that the pupil has fully completed P3ii and has just started to work within B4.The number after the decimal point identifies the percentage of the P level achieved.

For example: A pupil who enters KS1 at P4.0 will be expected to exit KS1 at:

Must/median B4.8

Should/upper quartile B6.0

Could/exceeding B6.8

On Entry to KS1	Year 1			Year 2		
	Must/Median	Should/Upper quartile	Could/Exceeding	Must/Median	Should/Upper quartile	Could/Exceeding
2.0=is just beginning to work within B2	B2.4	B3.0	B3.4	B2.8	B4.0	B4.8
B3.0	B3.4	B4.0	B4.4	B3.8	B5.0	B5.8
B4.0	B4.4	B5.0	B5.4	B4.8	B6.0	B6.8
B5.0	B5.4	B6.0	B6.4	B5.8	B7.0	B7.8
B6.0	B6.4	B7.0	B7.4	B6.8	B8.0	B8.8
B7.0	B7.4	B8.0	B8.4	B7.8	B9.0	B9.8
B8.0	B8.4	B9.0	B9.4	B8.8	B10.0	B10.8

Key Stage 2

Targets at Key Stage 2 are highly challenging, yet achievable, as we expect that interventions and Personal learning Plans (PIPS) introduced at Key Stage 1 will have effectively supported each pupil and will enable a very large majority of pupils to make progress on the upper quartile or exceed targets/trajectory expectations.

The table below reflects our target setting across KS2 from individual starting points.

NB – B4.0 means that the pupil has fully completed B3 and has just started to work within B4.The number after the decimal point identifies the percentage of the B level achieved for example B4.4 = 40% of B4 achieved.

For example: A pupil who enters KS2 at B3.0 will be expected to exit KS2 at:

Must/median B4.6

Should/upper quartile B5.4

Could/exceeding B7.0

For example: A pupil who enters KS2 at B6.0 will be expected to exit KS2 at:

Must/median B7.6

Should/upper quartile B8.4

Could/exceeding B10.0

Entry into KS2	Year 3			Year 4			Year 5			Year 6		
	Must/ Median	Should/ Upper Quartile	Could/ Exceeding	Must	Should	Could	Must	Should	Could	Must	Should	Could
B2.0	B2.4	B2.6	B3.0	B2.8	B3.2	B4.0	B3.2	B3.8	B5.0	B3.6	B4.4	B6.0
B3.0	B3.4	B3.6	B4.0	B3.8	B4.2	B5.0	B4.2	B4.8	B6.0	B4.6	B5.4	B7.0
B4.0=is just beginning to work within B4	B4.4	B4.6	B5.0	B4.8	B5.2	B6.0	B5.2	B5.8	B7.0	B5.6	B6.4	B8.0
B5.0	B5.4	B5.6	B6.0	B5.8	B6.2 has achieved 20% of B6	B7.0	B6.2	B6.8	B8.0	B6.6	B7.4	B9.0
B6.0	B6.4	B6.6	B7.0	B6.8	B7.2	B8.0	B7.2	B7.8	B9.0	B7.6	B8.4	B10.0
B7.0	B7.4	B7.6	B8.0	B7.8	B8.2	B9.0	B8.2	B8.8	B10.0	B8.6	B9.4	B11.0
B8.0	B8.4	B8.6	B9.0	B8.8	B9.2	B10.0	B9.2	B9.8	B11.0	B9.6	B10.4	B12.0
B9.0	B9.4	B9.6	B10.0	B9.8	B10.2	B11.0	B10.2	B10.8	B12.0	B10.6	B11.4	B13.0

Our end of Key Stage outcomes expectations is fully in line with the most recent Ofsted Handbook 2015: *'(Pupils) progress well from their different starting points and achieve or exceed standards expected for their age nationally…………..inspectors will give weight to pupils' progress. They will take into account pupils' starting points in terms of their prior attainment and age when evaluating progress'.*

Our trajectory expectations at KS1 are that all pupils:

- (must/median) make at least **80% of a level** by the end of Key stage

- (should/ upper quartile) achieve progress of **2 levels** by the end of Key stage

- (Could/ Exceeding) achieve **2.8 levels** or more

Pupils working below level B3 on entry to KS1 will most likely to be targeted for our specialist VB Provision (see VB admissions arrangements),

Our trajectory expectations at KS2 are that all pupils

- Must make at least **1.6** (must/median)

- Should achieve progress of **2.4 levels** (should/ upper quartile)

- with some achieving progress of **4 levels** or more (Could/ Exceeding)

How Do We Use Data and Assessment to Analyse pupil progress?

Subject Data (analysed by curriculum leads with SLT support)	Whole School Data (analysed by Assess. DH/SLT)
What does progression look like in comparison to other terms/years?	What are the strengths of the school in performance?
Where are there any concerns? What needs to be done to rectify this/these?	What does the comparison of groups tell us? What steps need to be taken?
How does a child's needs affect their progress? Actions to be taken?	What trends are developing? Why? Actions?
What are the strengths and/or significant achievement in this area?	How are we comparing with others?
How does pupil progress in this area compare with others?	Issues relating to teaching/subject knowledge? Actions?
	Progress over the Key Stages? EYFS?
	Information for SIP?
Audience: teachers, SLT, Governors, outside partners etc.	**Audience:** Curriculum leads, teachers, CPD, Governors, external partners etc.
When: termly meeting with Leads/SLT – feedback to governors	**When:** At least termly (on going)
Key Stage Data (analysed by SLT and KS Leaders)	**Individual Pupil Data (analysed by all staff)**
Key Stage progress per pupil across the key curriculum areas	Pupil progress (at PP meetings) concerns identified/next steps etc.
Judgements made at the end of the KS/EYFS using appropriate comparative matters	Progress over time?
Pupil performance across the KS/EYFS – any issues/things to explore further?	Pupil 'trajectory' – on track to meet end of year targets?
Summative data	Barriers to learning? Actions? CPD?
PIPs/Interventions	Interventions/MAST – impact?
CPD needs?	
Audience: other staff, governors, external partners etc.	**Audience:** Pupil, Parents, external agencies etc.
When: Every June	**When:** each term at Pupil Progress meetings (more often if necessary)