

Pupil Achievement

High expectations and challenging individual pupil targets are based on the annual improvements in achievement. We expect:

- Students working between P1 and P3 to make ½ P-scale improvement every two years;
- Students working between P4 and P8 to make 1 P-Scale improvement every two years;
- Students working within National Curriculum levels to improve by 1 national curriculum sub level each year.

Comparison with the Progression Guidance 2010/11 data suggests that our expectations and targets are broadly in line with national data, usually falling within the upper quadrant of expectations. These national expectations are based on the 20% pupils with SEN in both mainstream and special schools while our students predominately fall into the lowest 2% of these pupils and increasingly the first percentile of ability.

As 74% or more of our pupils either met or exceeded these expectations in each of the last three years, we believe our standards are Outstanding, particularly considering that our student population is becoming more complex.

The attainment of learners at Addington is well below national averages at the end of Key Stages 2 & 4 but given their attainment on entry, needs and abilities they make Outstanding progress.

There is a consistent pattern of outstanding achievement and progress made by pupils in Early Years/Foundation and Key Stage 1 which evidences the high quality of the provision our pupils experience on entry to the school.

Similarly, the excellent curriculum our students experience in Key Stage 5 results in the majority moving on to college as confident, mature young people who have developed independence and life skills that equip them for the future. They gain from extensive opportunities to practise their skills in the community, engage in a wide range of work related learning activities and experience the college and work environments and expectations as preparation for their future.

In 2014, learners made at least Good progress in all areas of the school and for the majority, their progress was Outstanding. Particular success has been achieved by students in Reception, KS1 and KS2.

Analysis of 2014 Assessment results shows:

*74% of pupils across the school made expected progress or better.

*Outstanding progress has been achieved by students in Foundation; Key Stage 1; and Key Stage 2 while students have achieved good progress in Key Stage 3.

* In Foundation, Outstanding progress has been made in all subjects with the exception of Music where Satisfactory progress was made given the pupils starting points and learning needs.

*In Key Stage 1, Outstanding progress has been made in all subjects except Maths: Shape and Space; English: Speaking and Listening; Writing; Science: P-scales; Geography; and PE where progress was Good.

*In Key Stage 2, Outstanding progress has been made in all subjects except Maths: Shape and Space: Reading; Writing; Science: P-Scales; History and PE where progress was Good.

*In Key Stage 3, Outstanding progress has been made in Maths: Data handling; Science: NC levels, RE: NC levels; ICT; Art, and Music. Good progress has been made in all other subjects except Reading; Writing and Science P-Scales, where Satisfactory progress has been made, given the students starting points.

*Within Key Stage 4, Pupils have made Good or Satisfactory progress in all subjects except RE: P- Scales where progress was Inadequate. In terms of accreditation,

- 92% achieved Maths Entry Level (3 at Level 1; 2 at Level 2; and 7 at Level 3);
- 100% achieved Science Entry Level (6 at Level 1; 5 at Level 2 and 2 at Level 3) while
- 100% achieved their Silver Challenge ASDAN qualification.

In Key Stage 5,

- 100% achieved Maths Functional Skills at Entry 2;
- 91% achieved English Functional Skills (2 at Entry 1; 6 at Entry 2 and 2 at Entry 3);
- 100% achieved Employability (7 at Level 2; and 2 at Level 3);
- 100% achieved Personal and Social Development (9 candidates achieved 19 modules (6 at Level 1; and 13 at Level 2).
- 100% achieved Personal Progress (5 gained their Entry 1 Certificate; while 5 gained their Entry 1 Diploma)
- 100% achieved their Horticulture qualification (City and Guilds NPTC – 6 achieved the Full Diploma)

There were no NEET students this year, with all post-16 students moving on to college courses.

*68% of pupils working within national curriculum levels made expected or better progress this year. They made Outstanding progress in Science; Art; DT, History, Geography, Music; PE and RE: Learning about while pupils have made Satisfactory progress in Speaking and Listening: Reading; Writing; Maths: Shape and Space; Number and PSHE. These areas are a focus for further attention. In all other subjects progress was Good.

*77% of pupils working between P4 and P8 made expected or better progress this year. They made Outstanding progress in Maths: Data handling; Speaking and Listening; Science: NC levels; DT; RE: P-Scales. Pupils have made Good progress in all other subjects.

*62% of pupils working between P1i and P3ii have made expected or better progress this year . Outstanding progress has been made in English: Speaking; English Listening; ICT; Art and Music. Good progress was made in all other subjects except Maths: Using and Applying; Science P –Scales; Writing and DT where satisfactory progress was made. English: Writing is a particular focus for attention

*72% of ASD pupils have made expected or better progress this year. Outstanding progress has been made in Science: NC levels; Art; DT; Geography; History; Music; PE; RE: P-Scales; RE: Learning About; and RE: Learning From. Good progress was made in all other subjects except Maths: Shape and Space and Reading where progress was satisfactory. These are a focus for attention.

*70% of pupils from minority ethnic groups made expected progress or better across all subjects. Outstanding progress has been made in Data Handling; Listening, Science: NC Levels, Art, DT, and Geography. Good progress was made in all other subjects except English: Speaking and Listening where progress was Satisfactory and this is a focus for attention.

*70% of pupils for whom English is a Second Language made expected or better progress this year. Outstanding progress was made in Maths: Data handling; Art; DT; Geography; History; and RE: P-Scales. Progress was good in all other subjects except Music where satisfactory progress was made.

* 74% of pupils in receipt of Free School Meals achieved or exceeded expected progress. Good progress was made in all aspects of Maths; Speaking and Listening, Speaking, Reading, Writing; ICT; PSHE; Art; History RE: Learning From and PE. Progress in all other subjects was Outstanding.

72% of pupils in receipt of Pupil Premium achieved or exceeded expected progress. Outstanding progress was made in English: Listening; Science: National Curriculum; ICT; DT; Geography and RE: Learning About. Progress in all other subjects was Good.

*72% of boys made expected or better progress across all subjects. They made Outstanding progress in Science; Art; DT; Geography; History Music; RE: P-Scales and RE: Learning About. Good progress was made in all other subjects, except Reading where progress was Satisfactory. This is a focus for attention.

*56% of girls made expected or better progress across all subjects. They made Outstanding progress in Science, AT2 and AT3. Good progress was made in all aspects of Speaking and Listening; Science AT1 and AT4; PSHE; ART; DT; Geography; History; Music; PE; RE: P-Scales and RE: Learning About. Satisfactory progress was made in all other subjects. Reading; Writing and Science P-Scales are a focus for attention.

There remains a gender difference in achievement which did increase again last year. Strategies used in the last few years e.g. girls-only groups in PE; and where possible, girls being grouped together in class groups, has helped but this remains a focus for attention. A factor in this difference is that there are significant numbers of female PMLD pupils across the school. Further development of the Access curriculum along with

the "Sounds of Intent" initiative and the introduction of Eye-Gaze technology will hopefully reduce this gap in the future.

*Our six Looked After Children have all made progress against the criteria.

One year 13 pupil made expected progress in Number, Shape and Space; Science P-scales; Music and RE: P scales.

One Year 12 pupil made expected progress in Listening; Maths: Shape, Space and Measure and ICT.

Another year 12 pupil made expected progress in Science; Data handling; ICT; DT; and Music, while making better than expected progress in Speaking and Listening; Writing and Art.

A year 11 pupil made expected progress in Speaking and Listening; Reading ; Writing; Maths: Using and Applying; Number; Shape, Space and Measure; Data handling; ICT; Art, PSHE; Music; PE and RE: Learning From. Better than expected progress was made in RE: Learning About

A year 9 pupil made expected progress in Speaking and Listening; Science: AT1 AT2 & AT4; ICT, Art, DT; Geography, History; PSHE and RE: NC.

A year 6 pupil made better than expected progress in Reading: Number; and ICT while making expected progress in Speaking and Listening; Writing; Maths: Using and Applying; Maths: Space Shape and Measure; Science: P-Scales; PSHE; Art; History; Geography and Music.

Of our two forces children, one who is working between P1i and P3ii, made progress in Art and PE. The other pupil made expected progress in Listening; Speaking; and Writing, and better than expected progress in Number; ICT and Art.

Key Stage Progress Data 2014

Key Stage 1 – 2

Analysis was undertaken of the progress made by 7 pupils, for whom we have comparative data, between the end of Key Stage 1 and the end of Key Stage 2.

In English, Four pupils were within the Upper Quartile and three within the Median Quartile of progress compared to other SEN students nationally. Five pupils made 3 levels of progress or more while two made 2 levels of progress.

In Maths, three pupils were within the Upper Quartile while four were within the Median Quartile of progress compared to other SEN students nationally. Four pupils made 3 levels of progress while three pupils made 2 levels of progress.

In Science, two pupils were within the Upper Quartile; two within the Median Quartile and three pupils within the Lower Quartile of progress compared to other SEN students nationally. Four pupils made 3 levels of progress while three made 2 levels of progress.

These are very positive results for this cohort.

Key Stage 2 – Key Stage 3

Similar analysis was undertaken of the progress made by 13 students, for whom we have comparative data, between the end of Key Stage 2 and the end of Key Stage 3. We referenced our school expectations alongside the Upper Quartile target identified by the Progression Guidance materials (2010/11). The results were as follows:

In English, three students were within the Upper Quartile; four were within the Median Quartile; and six were within the Lower Quartile of progress compared to other SEN students nationally. In this cohort of pupils, two pupils made 2 levels of progress; six pupils made 1 level of progress while five pupils made no level of progress.

In Maths, one student was within the Upper Quartile, six students were within the Median Quartile while six students were within the Lower Quartile of progress compared to other SEN students nationally. One of the pupils made 3 levels of progress; five pupils made 1 level of progress while seven pupils made no level of progress.

In Science, there were 9 students for whom we have comparative data. Of these, three students were within the Median Quartile and four were within the Lower Quartile of progress compared to other SEN students nationally (Two N/A). Five pupils made 1 level of progress while four pupils made no level of progress.

Progress in Maths and English was good while Science requires careful consideration as the progress was lower than in the other two subjects.

Key Stage 2 – Key Stage 4

We tracked the progress of 10 students, for whom we have comparative data, between the end of Key Stage 2 and the end of Key Stage 3.

In English, 1 student was within the Median Quartile; 9 students were in Lower Quartile of progress compared to other SEN students nationally.

One student made 2 levels of progress; five students made 1 level of progress while four students made no level of progress.

In Maths, 10 students were within the Lower Quartile of progress compared to other SEN students nationally.

Six students made 1 levels of progress while four students made no levels of progress.

Key Stage 3 – 4

The progress of 20 students for whom we have comparative data between the end of Key Stage 3 and the end of Key Stage 4 was tracked and analysed.

In English, 1 student was within the Upper Quartile; 3 were in the Median Quartile while 16 were in the Lower Quartile of progress compared to other SEN students nationally. 1 pupil made 2 levels of progress; 7 pupils made 1 level of progress and 12 pupils made no level of progress.

In Maths, 14 students were within the Median Quartile while 6 were in the Lower Quartile of progress compared to other SEN students nationally. Three pupils made 1 level of progress; while seventeen pupils made no level of progress.

These results confirm the fact that our students make very good progress in the early years of the school but the progress diminishes as they mature. It must also be remembered that the national expectations upon which the above judgments are predicated are based on the 20% pupils with SEN in both mainstream and special schools while our students predominately fall into the lowest 2% of these pupils.

Underpinning this high level of achievement are the highly effective strategies for managing behaviour across the school which results in minimal disruption to lessons and an ethos which emphasises the positive contribution that each pupil and student can make to the school. Attendance issues are addressed with the support of our Educational Welfare Officer and other multi-professional colleagues and the number of pupils causing concern has reduced over the last two years.

Internal moderation processes are in place to ensure standardisation of assessment of learning and we have also instigated and engaged in external moderation activities, across a range of subjects, with other special schools to gain an external perspective on our judgments and to help assure the quality of our internal assessments. This has helped to establish sub-regional benchmarks against which local judgments can be made. We have led LA training on the moderation of P-Scales within mainstream schools while our Music department instigated Music moderation activities across Berkshire special schools.

Individual Subject Leaders have investigated the data provided to:

- Highlight good practice and ensure this is disseminated

- identify areas for development
- explore any hypotheses for weaker areas of achievement and prove or disprove these.

Outcomes have included extension of strategies that have been successful; researching alternative approaches; and the introduction of new strategies. Leadership responses have included the provision of additional staffing support; increased multi-professional input for individual pupils; and CPD sessions to improve staff knowledge and skills.

Observations and formal feedback from pupil and parent/carer questionnaires indicate that pupils enjoy their learning. This is supported by informal feedback from parents and the pupils. Pupils demeanour around the school is positive, friendly and supportive which is indicative of enjoying all aspects of school life. The pupils enjoy talking about their work and are keen and proud to show visitors their efforts. Special events such as Proms or Red Nose Day are very well supported by the pupils and encapsulate the ethos of the school. Pupil attendance and behaviour data along with that for participation in extended school activities supports this assertion.