

Pupil Outcomes: Progress & Attainment 2019

SLATED ROW SCHOOL



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Read in Conjunction with:

- Pupil Outcomes: Qualifications & Leavers 2019
- Pupil Outcomes: Education, Health & Care Plans 2019

1. Summary

The progress of pupils from Reception to Year 9 at Slated Row School is outstanding because:

- Annual data shows that:
 - 88% of pupils made expected progress in English, with 67% exceeding expectations.
 - 83% of pupils made expected progress in Mathematics, with 59% exceeding expectations.
 - All pupils who have not made expected progress have been identified by the school and steps taken to ameliorate through the school's provision management meetings.
 - All Lower School pupils in Maths met expected progress and over half showed accelerated progress.
 - 86% of pupils in Lower School made expected progress in English.
 - 100% of pupils in Middle School made progress, with 90% & 83% making expected progress in English and Mathematics respectively, and over 40% exceeding expectations in both. English in Middle School had been identified as an area for further investigation, specifically Writing following drilling down into the data. English expected progress increased by 3%.
 - At Key Stage 3, 85% met expected progress in English, with 78% making progress in Maths. 81% of students in KS3 are exceeding expected progress in English and by 66% in Mathematics.
 - Girls have made less progress in English and Maths than boys. Further analysis showed progress in Reading to be a weaker than the other strands of English; Shape Space Measure in Maths showed itself to be the lowest component.
 - Fewer Disadvantaged pupils met expected progress in comparison to their Non-disadvantaged peers, although this was only by a difference of 7% and 5% respectively in English and Maths.
 - There is little difference in progress between White British and Non-White British, with no group exceeding 2 students who have not met their expected progress.
 - In the English strands; 90% of pupils made expected progress in Speaking and Listening, with 80% exceeding expectations. 85% of pupils made expected progress in Reading and 68% exceeded expectations. 90% of pupils made expected progress in Writing, with 59% exceeding.
 - In the Mathematics strands; in Number, 83% of pupil made expected progress, with 63% exceeding. In Shape, Space & Measure 71% of pupils made expected progress, with 56% exceeding. Midyear streaming in the Higher curriculum meant more coverage was given to Number than Shape, Space & Measure.

Note:

Year on year data analysis can be found in the school's 'Core Data Review' with the Local Authority.

2. Introductions

This report shows the school's analysis of pupil outcome data and highlights recommendations through identified actions. Our judgements are based on the appendix 'Measuring Slated Row's Effectiveness'. Scores are collected through the school's PTO sheets (Present, Target & Outcome).

We believe our starting points and outcomes are sound as we follow a robust procedure to moderate them:

- Moderation by the teaching staff; and at another time by Curriculum Leaders & the Senior Team.
- A review and validation of data by the Local Authority Improvement Partner, including:
 - A review of:
 - assessment and monitoring systems at each Key Stage;
 - outcomes in core areas and the wider curriculum;
 - EHCP outcomes.
 - Validation of data through:
 - Work scrutiny;
 - Pupil evidence;
 - Pupil progress meetings;
 - Tracking & assessment data.
- Moderation with other Local Authority Schools and outside of the LA schools (using each other's systems to assign an outcome).

3. Commentary on annual pupil progress

Data Table 1 reveals that outstanding progress is being made in both English and Maths, across the Old Wolverton site. This is true for both those students meeting expected progress and those exceeding expected progress.

Boys would appear to be outperforming their female peers slightly, with male pupils showing outstanding progress in both meeting and exceeding expectations. Girls have shown themselves to be making outstanding progress in exceeding expected progress in both English and Maths, with them being 1 and 2 students short respectively of being outstanding at English and Maths. This is reviewed in more detail in Data Tables 11 and 12.

Pathways reveal roughly the same percentage of students making expected progress across Sensory, Scaffolded and Structured classrooms. Maths in Structured classes is the only subject not making outstanding progress in meeting expected progress, although this equates to one student, due to the reduced class sizes. This is looked at in more detail in Data Table 3.

Data Table 2 reveals that Lower School is making outstanding progress in both meeting expected progress and in exceeding it. The significant factor here is the three girls not meeting expected progress in the scaffolded class. All three of these students had previously come from a sensory class setting and thus their performance can be explained in the need to adapt to a different approach to Literacy lessons.

Data Table 3 shows the outstanding progress being made in Middle School, in both the meeting and exceeding of expectations. There is not a significant gender divide in terms of performance, although differences become more evident when viewing the teaching pathways here. Most exceeding progress can be seen in the scaffolded classes of Middle school. 4 students are not making the expected progress in the Sensory classes. They consist of one student new to Sensory and Middle School, who struggles with relationships (SS); another 2 who have difficulties in communication (ZA and IA); and one student who has difficulties retaining information (JK). All 4 students received interventions which were put in place within the classroom to assist them through the year.

The small cohort of structured students means that 2 students are not making expected progress – one has recently experienced a bereavement in the family (KF), whilst the other has been moved into the Key Stage early, due to behaviours which have improved immeasurably (SN).

Data Table 4 demonstrates that Upper School shows outstanding progress for exceeding expected progress in both English and Maths, alongside showing outstanding progress in meeting expected progress in English and being 2 students shy of this in Maths.

A clear difference in girls' achievement in KS3, in particular Maths, can be seen, with 4 of the 7 girls not making expected progress being on the Higher curriculum. Coverage in Maths on the Higher Curriculum has been previously seen as problematic, which has led to a redesigning of the outcomes, linked to a more in-depth approach to consolidate learning. Setting of classes midyear has also meant more focus was placed on Number. Further discussion of this is made around Data Table 11.

The structured class results in English show 40% not making expected progress, which equates to 2 students. One of them has high anxiety levels, necessitating 1-1 TA support at times (LM); whilst the other student finds English too complex due to his autism (JT), although this Higher Curriculum has also been reviewed in English.

Data Table 5 shows that there is not much difference between Disadvantaged and Non-disadvantaged students. It is only 1 student short of making outstanding progress in the disadvantaged students meeting

their expected progress. Looking further, it is at Primary-aged Disadvantaged that there is a slight drop, missing making outstanding progress at meeting expectations by 1 student.

Viewing Data Table 6 shows us that Year 7 students are making outstanding progress in both English and Maths. The 1 student who did not make expected progress displayed masking strategies through her autism on arrival to SRS (LH), leading to initial inaccurate baselines.

Data Table 7 demonstrates that there are no real differences between White British students and their Non-white counterparts. The distribution of results is generally equal, with no one group exceeding 2 students who have not met expected progress, hence there being no clear trends to investigate.

Data Table 8 shows that progress at the Foundation curriculum demonstrates itself to be outstanding in both meeting expected progress and exceeding progress in all areas of the curriculum. Middle school trialled a system where teachers change classes, via a carousel, to deliver their own specialism within the Expressive Arts curriculum.

Data Table 9 shows us that only Shape Space Measure and PE are not categorised as outstanding at the number of students making expected progress at the Higher Curriculum, although both still represent good progress being demonstrated.

For those students who were unable to access subject specific learning, Engagement Scales were used to monitor progress in the learning environment. Data Table 10 shows the progress made by this cohort of 7 students, where the lack of engagement with the subject may be for a number of reasons – locked in ASD or selective mutism, for example. As a result, progress through the Engagement Scales can vary hugely.

Data Table 11 drills down to look at what was earlier noted about Upper School Girls' English. Reading on the Higher Curriculum for girls is revealed to be problematic. The coverage has been recently reviewed, with new Curriculum Outcomes and refined stages, which allows for a greater depth of knowledge. Of the three girls impacted: One was incorrectly placed in the scaffolded pathway, due to the demands of her father (NA); one had attendance issues in the morning, when Maths and English take place (EE) and one throughout would mask her needs and was incorrectly baselined (LH).

Data Table 12 reveals that all areas of Maths, in Higher and Foundation, show a significant drop in expected progress being made. Classes were reset midyear, with more focus placed on Number in the new classes. Students impacted on the higher Curriculum are the same as in English (Table 11) and the same reasons remain. The Curriculum has been reviewed to ensure that there is the correct coverage to allow for key concepts to be revisited.

Data Table 13 highlights the Lower girls who did not meet expected progress, as mentioned in discussing Data Table 2.

4. Conclusions

Achievement and progress at Slated Row School is outstanding because:

- Annual data shows that:
 - 88% of pupils made expected progress in English, with 67% exceeding expectations.
 - 83% of pupils made expected progress in Mathematics, with 59% exceeding expectations.
 - 100% of Lower School pupils met expected progress in English and 86% met expected progress in Maths.
 - 90 % of pupils in Middle School made expected progress in English, with 83% in Mathematics respectively, and over to 40% exceeding expectations in both.
 - In Key Stage 3, 85% met expected progress in English and 77% in Maths, whilst 81% exceeded expectations in English, with 66% in Maths.

5. Areas for development or further investigation include:

- Lower girls English – in particular if students have changed pathways.
- KS3 Maths – both Number and Measure, Position, Shape at all levels of the Key Stage.
- KS3 Reading for girls.

6. Data Tables

Data Table 1: Overall English and Mathematics Expectations

Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Whole School	English	124	13%	88%	67%
	Maths		17%	83%	59%
Boys	English	88	9%	91%	70%
	Maths		14%	86%	64%
Girls	English	36	22%	78%	58%
	Maths		25%	75%	47%
Sensory Pathway	English	40	13%	87%	60%
	Maths		18%	82%	55%
Structured Pathway	English	14	14%	86%	50%
	Maths		21%	79%	36%
Scaffolded Pathway	English	70	13%	87%	74%
	Maths		16%	84%	66%

Data Table 2: Lower School

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Lower School	English	21	14%	86%	67%
	Maths		0%	100%	67%
Boys	English	14	0%	100%	64%
	Maths		0%	100%	64%
Girls	English	7	43%	57%	57%
	Maths		0%	100%	57%
Sensory Pathway	English	8	0%	100%	100%
	Maths		0%	100%	100%
Structured Pathway	English	4	0%	100%	75%
	Maths		0%	100%	75%
Scaffolded Pathway	English	9	33%	67%	33%
	Maths		0%	100%	33%

Data Table 3: Middle School

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Middle School	English	41	10%	90%	46%
	Maths		17%	83%	44%
Boys	English	26	8%	92%	62%
	Maths		19%	81%	46%
Girls	English	15	13%	87%	40%
	Maths		13%	87%	40%
Sensory Pathway	English	16	19%	81%	19%
	Maths		25%	75%	13%
Structured Pathway	English	5	0%	100%	20%
	Maths		40%	60%	0%
Scaffolded Pathway	English	20	5%	95%	75%
	Maths		5%	95%	80%

Data Table 4: Upper School

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Upper School	English	62	15%	85%	81%
	Maths		23%	77%	66%
Boys	English	48	13%	87%	81%
	Maths		15%	85%	71%
Girls	English	14	21%	79%	79%
	Maths		50%	50%	50%
Sensory Pathway	English	16	13%	87%	81%
	Maths		19%	81%	75%
Structured Pathway	English	5	40%	60%	60%
	Maths		20%	80%	40%
Scaffolded Pathway	English	41	12%	88%	83%
	Maths		24%	76%	66%

Data Table 5: English and Maths by those deemed disadvantaged

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Disadvantaged <i>LA Care, Ever 6 & Adopted</i>	English	34	18%	82%	59%
	Maths		21%	79%	53%
Non-disadvantaged	English	90	11%	89%	70%
	Maths		16%	84%	61%
Primary aged disadvantaged	English	21	14%	86%	43%
	Maths		24%	76%	43%
Secondary aged disadvantaged	English	13	15%	85%	85%
	Maths		15%	85%	69%

Data Table 6: English and Maths for Year 7 pupils

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Year 7	English	20	5%	95%	90%
	Maths		5%	95%	90%
Boys	English	13	0%	100%	92%
	Maths		0%	100%	92%
Girls	English	7	14%	86%	86%
	Maths		14%	86%	86%
Sensory Pathway	English	5	0%	100%	80%
	Maths		0%	100%	100%
Structured Pathway	English	N/A	-	-	-
	Maths		-	-	-
Scaffolded Pathway	English	15	7%	93%	93%
	Maths		7%	93%	87%

Data Table 7: English and Mathematics by Ethnicity

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
White British	English	87	11%	89%	75%
	Maths		16%	84%	62%
Non White British	English	37	16%	84%	49%
	Math		19%	81%	51%
Black African	English	10	10%	90%	60%
	Maths		20%	80%	40%
Black Caribbean	English	4	0%	100%	75%
	Maths		0%	100%	75%
Bangladeshi	English	4	0%	100%	50%
	Maths		25%	75%	75%
Pakistani	English	6	33%	67%	50%
	Maths		33%	67%	33%
Asian Other	English	2	0%	100%	50%
	Maths		0%	100%	0%
White Other	English	4	50%	50%	25%
	Maths		50%	50%	50%
Black & White African	English	4	0%	100%	50%
	Maths		0%	100%	50%
Mixed Heritage Other	English	2	50%	50%	0%
	Maths		0%	100%	0%

NB. one family for the data set refused to give ethnicity

Data Table 8: Progress across the Foundation Curriculum

Percentage of pupils who have ...				
Strand	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Literacy	83	13%	87%	58%
Communication & Interaction		12%	88%	67%
Mathematics		13%	87%	55%
Social Emotional & Mental Health		10%	90%	58%
Understanding the World		12%	88%	60%
Expressive Arts & Design		19%	81%	51%
Physical & Sensory		13%	87%	76%

Data Table 9: Progress across the Higher Curriculum

Percentage of pupils who have ...				
Strand	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Speaking & listening	41	10%	90%	80%
Reading		15%	85%	68%
Writing		10%	90%	59%
Number		17%	83%	63%
Shape, space & Measure		29%	71%	56%
Science		12%	88%	66%
PSHE		12%	88%	68%
Citizenship		15%	85%	54%
Humanities		10%	90%	61%
Arts		17%	83%	66%
ICT		5%	95%	41%
Technology		20%	80%	24%
PE		29%	71%	59%

Data table 10: Progress on Engagement Scale

Percentage of pupils who have ...				
	Cohort	At least 1 step made	2 + steps of progress made	7 or more steps of progress made
All on Engagement for Learning Profile	7	43%	57%	43%

The following tables drill further into the data

Data table 11: Upper School, Girls English; due to higher number not making expected progress

Percentage of pupils who have ...				
	Cohort	... not met expected progress	... at least met expected progress	... exceeded expected progress
<i>Foundation Curriculum</i>	6			
Communication & Interaction		17%	83%	83%
Literacy		17%	83%	83%
<i>Higher Curriculum:</i>	8			
Speaking & Listening		13%	87%	87%
Reading		38%	62%	50%
Writing		13%	87%	75%

Data table 12: Upper School, Girls Maths; due to higher number not making expected progress

Percentage of pupils who have ...				
	Cohort	... not met expected progress	... at least met expected progress	... exceeded expected progress
Foundation Curriculum	6			
Numeracy		50%	50%	50%
<i>Higher Curriculum</i>	8			
Number		38%	62%	50%
Shape, Space & Measure		50%	50%	25%

Data table 13: Lower School, Girls English; due to higher number not making expected progress

Percentage of pupils who have ...				
	Cohort	... not met expected progress	... at least met expected progress	... exceeded expected progress
Sensory	2	0%	100%	100%
Structured	1	0%	100%	100%
Scaffolded	4	75%	25%	25%



Measuring Slated Row's Effectiveness

Progress Expectations over one academic year

- In the **Foundation Curriculum** we expect pupils to achieve 66% of skills in a stage.
- In the **Higher Curriculum** we expect 10 to 11 MAPP points progress across a stage.
- For those “**not accessing Subject Specific Learning**” we expect between 2 and 6 points movement on the Engagement for Learning Scale

The following table is used as a guide when making judgements on the school's effectiveness:

Judgements	At least met expectations	Exceeded Expectations
Outstanding progress	At least 80%	with at least 40%
Good Progress	At least 70%	with at least 35%

Expected judgements have been developed by the school over time. The school's robust monitoring, moderation and validation of data means we are confident these are appropriate expectations for our pupils.

Original indicators included the CEM Project by Durham University, the Progression Guidance, historical school data, Raise Online & CASPA. Note: Key Stage 4 & Post 16 expectations are based on exam syllabuses and therefore reported separately.