Moorcroft School
Learning for life

Assessment Report
July 2017

HIGHLIGHTS:

- Progress against Planned Learning Outcomes (PLOs) for the whole school is **outstanding.** 97% of pupils made at least expected progress with 39% of these pupils making more than expected progress.
- Progress in P-levels is **outstanding** in English and Maths in KS3 and KS4 as the number of pupils making expected progress (upper quartile) and more than expected progress is significantly higher than national data.
- Overall progress in P-Levels is improving over time – solidly good in 2014/2015, outstanding in 2015/2016 and 2016/17.
- When comparing overall judgements ==achievement is outstanding== for the whole school.

The results are as follows:

1. **PERSONAL TARGETS - PLOs:**

Pupils Progress against personal targets is measured using system called MAPP. Progress is measured **twice a year** on four continuums: prompting, fluency, maintenance and generalisation. Mid-year, new targets are set or previous targets extended.   Pupils who meet these targets are judged to be making expected progress while pupils exceeding these targets by 33% are said to be making more than expected progress.

School leaders ensure that targets set are challenging and of high quality by ensuring all targets are moderated, before being published. All targets set are moderated by another teacher with recommendations made about any amendments that needed. Recommendations may include making the targets more specific, more challenging, or adapting the targets more appropriately to the needs of the pupils.   Following moderation, targets are also checked by the senior leadership team to ensure consistency, quality and challenge.

In July 2017 what was the overall progress of pupils' PLOs'

Greater than expected progress	39%
Expected Progress	58%
Less than Expected Progress	3%
COHORT OF STUDENTS: 67	

Greater than expected progress	Expected Progress	Less than expected progress
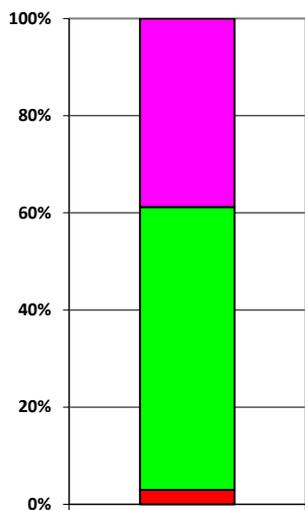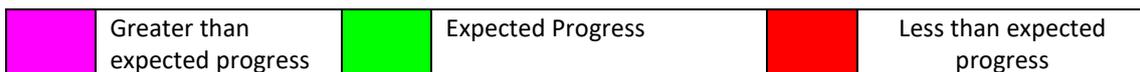
PLO achievement for the Whole School (February - July)
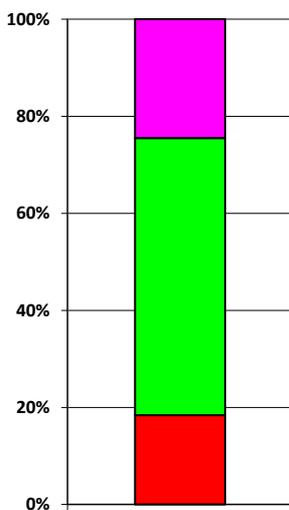
PLO achievement for the Whole School (September - January)
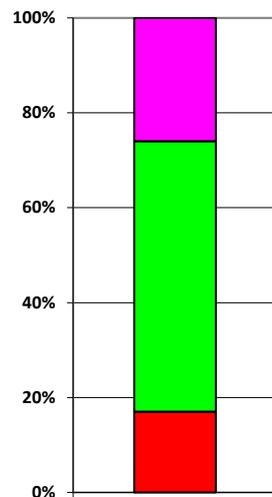
PLO achievement - whole school 2015-16 (aggregated data)

Progress against PLOs for the whole school is **outstanding** as 97% of students made at least expected progress with 39% of students making more than expected progress. 3% (2 students) did not make expected progress. Pupil achievement shows a significant improvement since mid-year data was collected and is also significantly higher than in the previous academic year. See Appendix 1 to this report to see how these judgements are arrived at. Although achievement is significantly higher than for previous years, in the schools' view these judgements are secure due to the rigorous moderation of teacher judgements by the Senior Leadership team. Detailed case studies can be found in Appendix 2.

Progress against PLOs for February – July 2016/2017
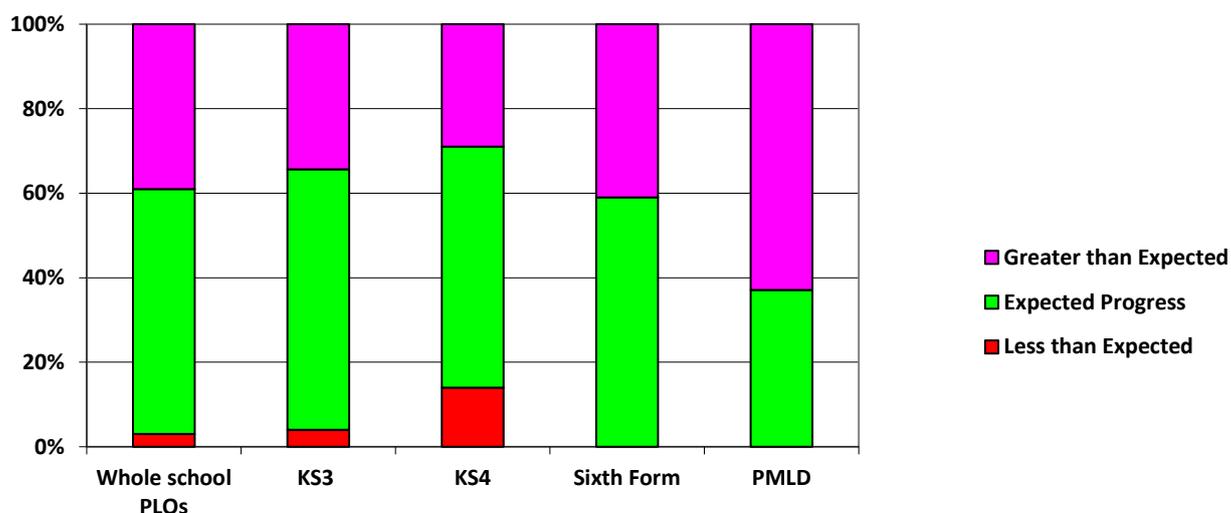
Progress is best in the PMLD department. This is the smallest group with 8 students. 1 key stage 3 student did not achieve her targets. She has had a number of emotional difficulties this year and the educational psychologist also agrees that she may make better progress in a different peer group. She will be placed in a more appropriate class (for exploratory learners) in the next academic year. One of key stage 4 student has not attended regularly and has not achieved his target.

2016/2017 CONTEXT:

- The assessment co-ordinator or a member of SLT meets 1:1 with teachers half-termly to moderate and discuss targets and assessment.
- PLO targets and reported progress are moderated by the members of SLT and in teacher moderation meetings. Teacher moderation is now of very high standard and teachers' skills in critical target analysis has improved significantly. Achievement is checked against evidence uploaded on Classroom Monitor and is compared to levels on the MAPP continuum to ensure assessments are accurate. Targets have been amended / sharpened following recommendations from moderation. Case studies can be found in Appendix 2.
- PLO headings fully reflect the ethos of each Key Stage. An example page has been produced for each department which helps teachers to set new targets and has resulted in improved quality of targets and improved end-of-year achievement against PLOs. PLO headings stem from Key Stage Thresholds that define what skills students need to master to be successful in the next stage of

3

education / future post-Moorcroft. Consequently; progress in **PLOs reflects preparation for students for the next key stage / adulthood.**

- PLO data is stored electronically for ease of access for teachers and other professionals. This also allows us to track progress over time in one document.

PLO skill strand analysis:

KS3 PLO strand breakdown
Data for February – July

PLOs KS3 February-July 2017
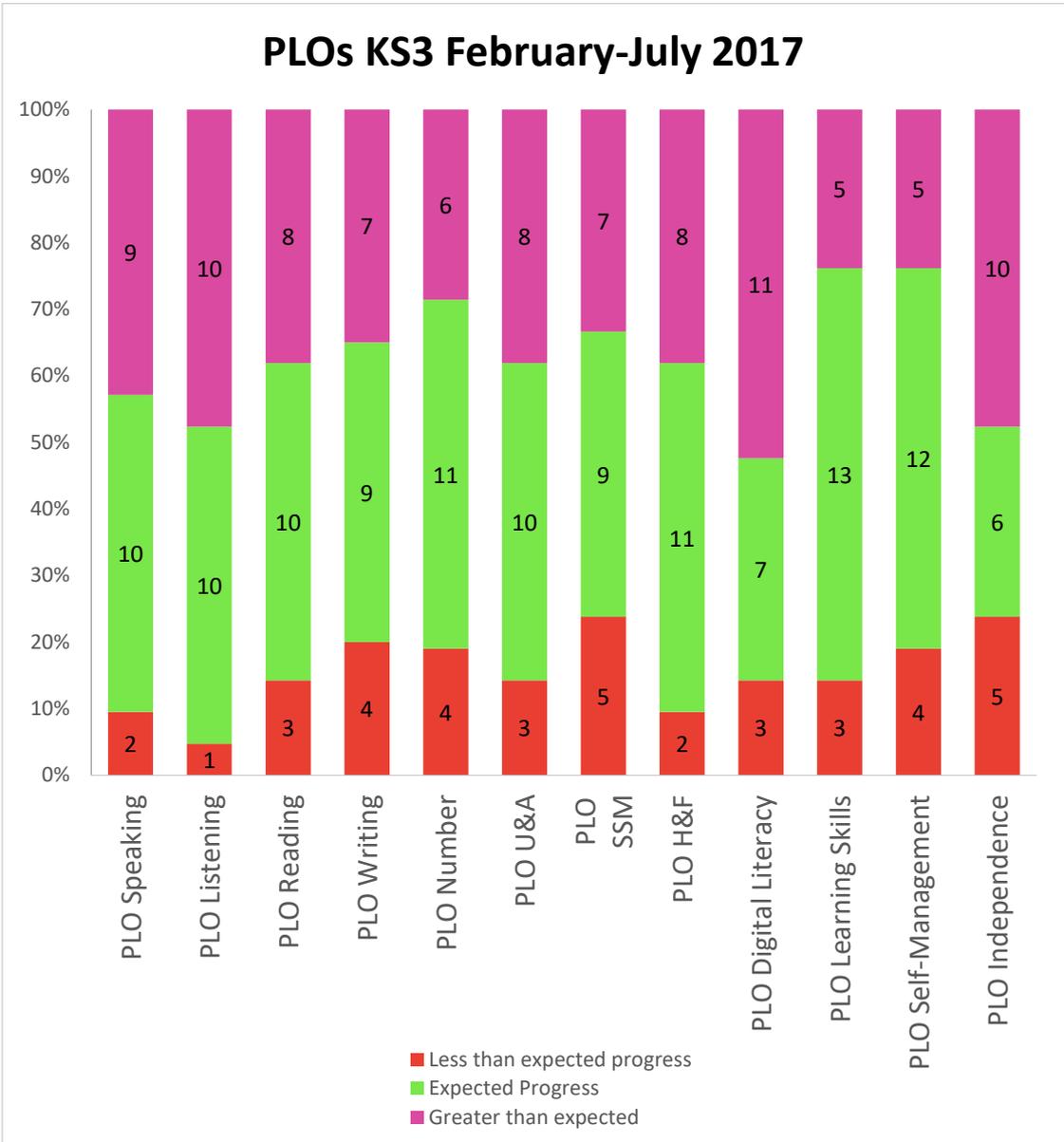
Conclusions:

- The outstanding progress in KS3 is likely due to improvements in the quality of teaching in KS3.
- Students in KS3 make outstanding progress in all areas apart from independence and shape, space and measure.

- As regards independence, an analysis of the data indicates that one teacher has set targets that are too challenging for some students.   For example, 2 of the students have a target to indicate when they need the toilet, although the Health Care worker has indicated that these students are not ready to be toilet trained.   These targets are also EHC outcomes, therefore, the school will need to consider whether this is a realistic outcome at the next review.   As an action, the SLT will need to support teachers in setting realistic small steps when writing independence targets.   The school has also introduced a Skills for Life Curriculum, including beauty bags for all students and the opening of a beauty salon which should narrow the gap in independence skills during the next academic year. Shape, Space and Measure, some targets set were too abstract especially for pupils with ASD. Therefore, Shape, Space and Measure targets will need to be moderated more rigorously in the next academic year.
- An action plan that will address standards in writing can be found later in this report.

| KS4 PLO strand breakdown |
| Data for February – July |
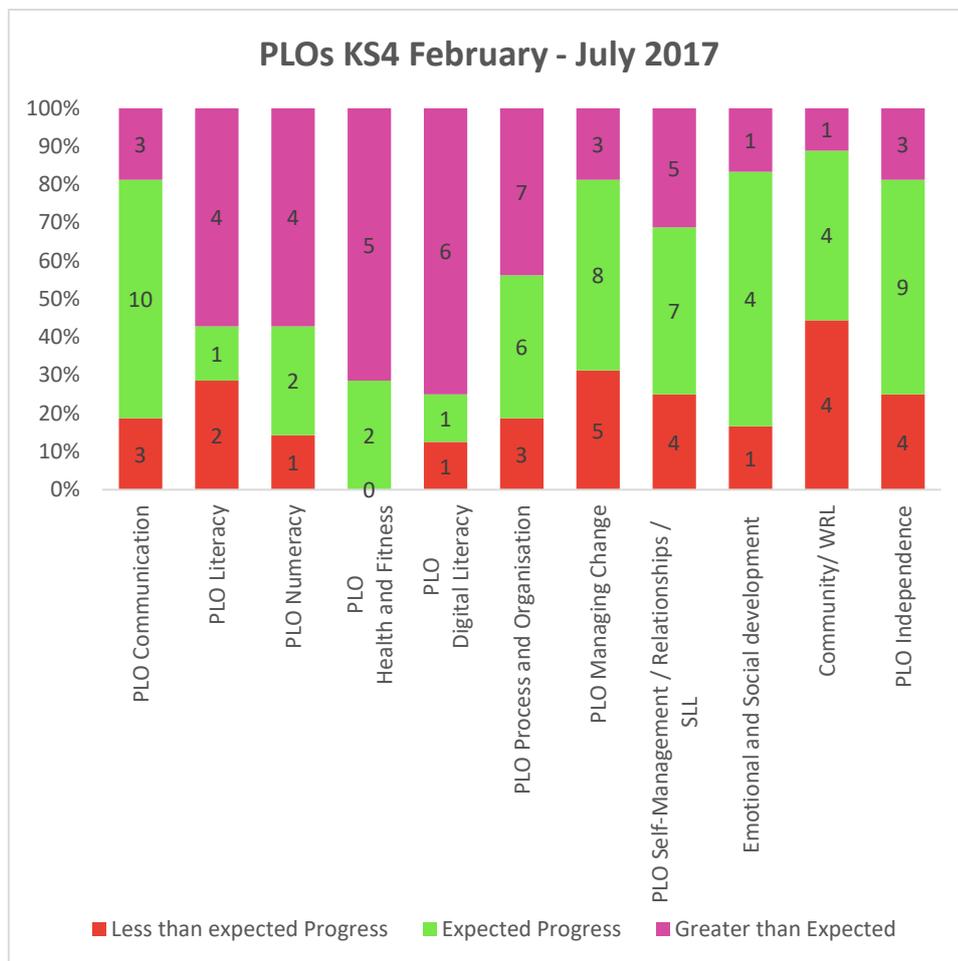
Not all pupils in KS4 follow the same strands.   Pupils at National Curriculum level are able to be assessed more accurately via P levels so do not have a literacy and numeracy PLO.

Conclusions:

- All pupils made at least good progress in Health and Fitness. A workshop for teachers was held in Spring 2017 and teachers have made adjustment to Health and Fitness activities following this.
- 5 students did not meet their Managing Change target. One pupil has found changes in staff difficult to cope with, while another had difficulty in expressing her needs and wants. The second pupil now has an Ipad for communication and is already able to express herself more clearly.
- One of the key areas for the 2017-18 SDP will be to ensure that pupils are ready to learn by having a more structured start to sessions. This should improve the ability of some students to cope with difficult changes. A new socioemotional target using "socio-emotional scales" will address development of Managing Change in a structured and personalised manner. These targets were trialled in Summer 2017 and will be fully embedded in the next academic year.
- Progress in Work Related Learning / requires improvement. A number of tasks chosen for these students were not appropriate and not personalised enough for pupils' needs.

Sixth Form PLO strand breakdown
Data for February – July

PLOs Sixth Form February - July 2017
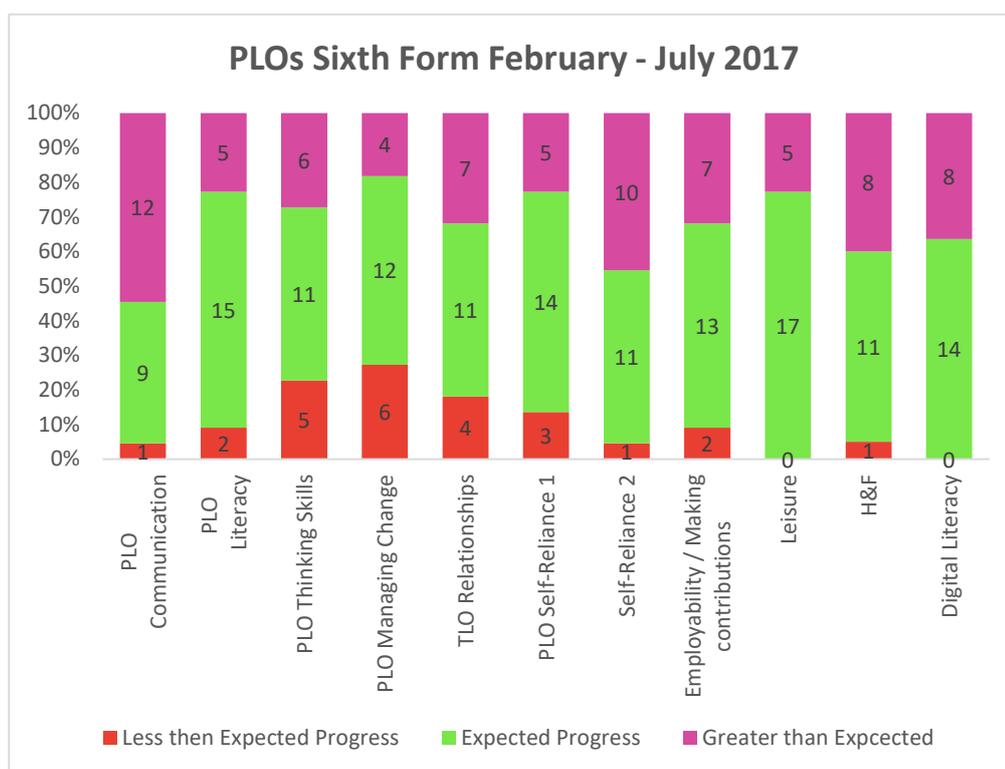
Conclusions:

- Achievement is outstanding in all strands apart from Managing Change and Thinking skills. As with KS4 one of the key foci of next year's SDP is to equip pupils so that they are able to manage change better.
- To improve "thinking skills" the Sixth Form needs to continue to embed maths into the life skills curriculum.

PMLD PLO strand breakdown
Data for February – July

PLOs PMLD Class February to July 2017

Legend: Less than Expected Progress · Expected Progress · Greater than Expected
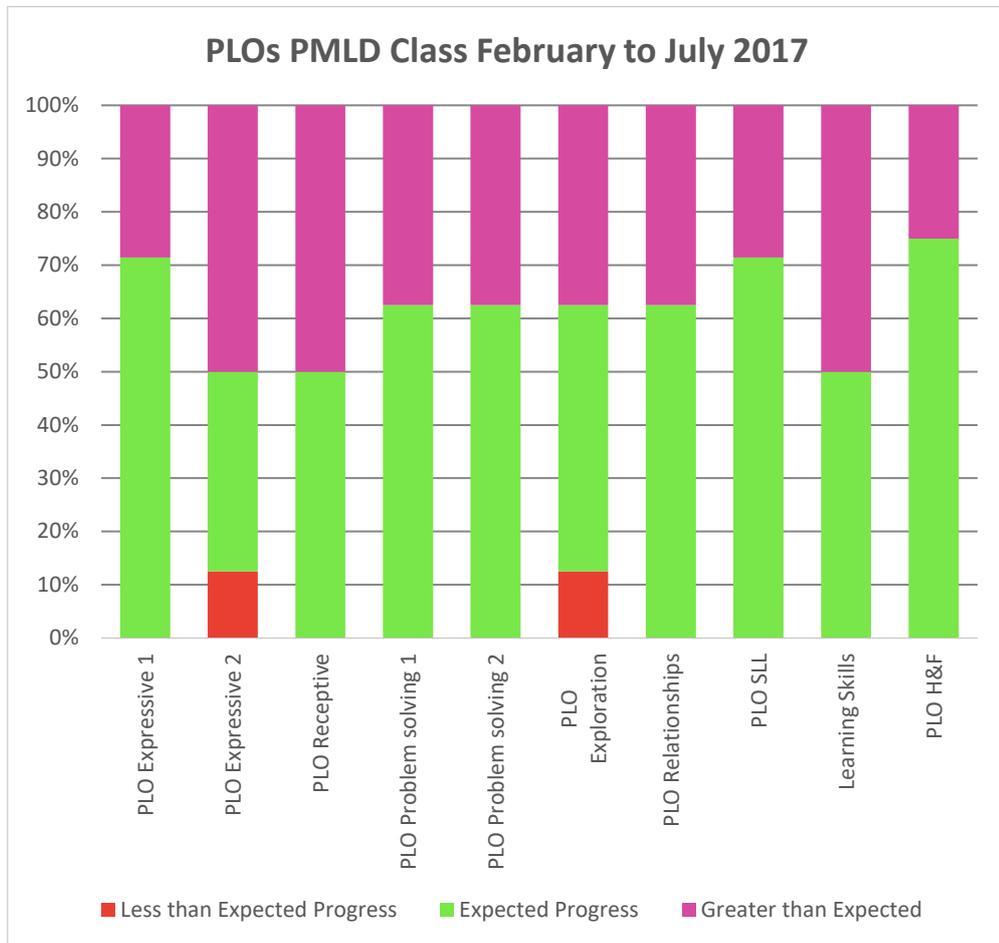
CONCLUSION:

- There are no specific areas for concern in different subjects and the attainment of these students reflects the quality of teaching in the PMLD class.   There are no specific areas for concern in different subjects.
- Two students did not meet one of their individual targets.   The student who did not meet her exploration target was expected to explore items by opening lids.   This task is likely to have been too ambitious. The pupils who did not meet one of his expressive target was set a target to engage in a conversation by vocalising, which is also likely to have been too ambitious

2. P LEVELS:

Using progression guidance data and each pupils starting point at the end of Key Stage 2 or 3 we are able track the progress of pupils during Key Stage 3 and 4 in relation to national data. Challenging targets are set using progression guidance.

NB Progression guidance does not include data for Sixth Form.

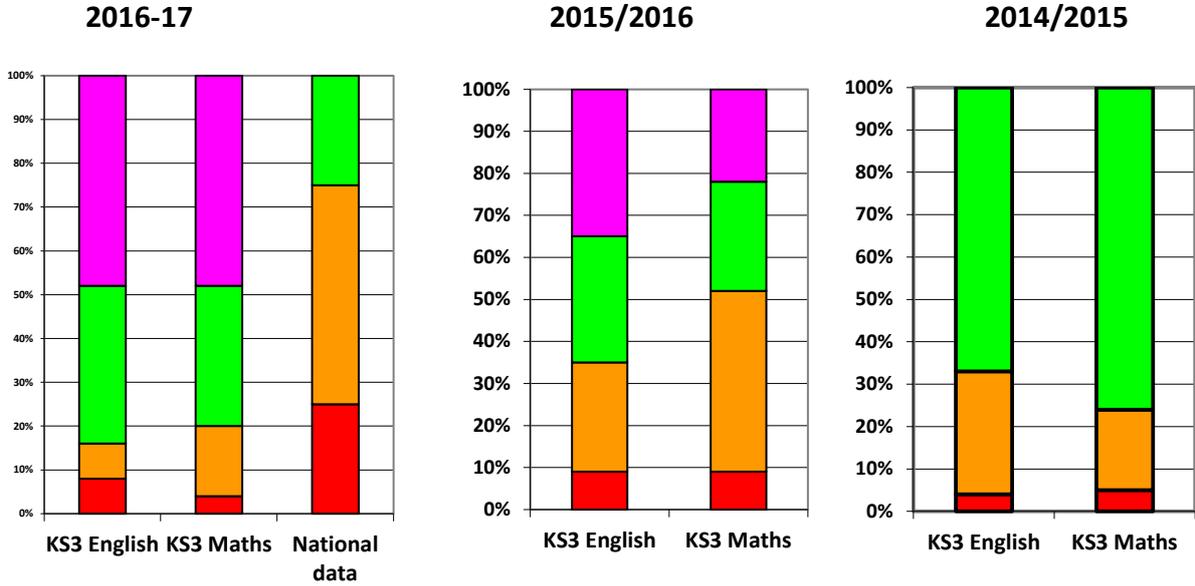| Judgement Criteria	

Exceeded their challenging Upper Quartile target (Greater than expected progress)	• Achieved more point scores than expected in their annual target
	• Having achieved their whole Key Stage Upper Quartile target already in Y7, 8 or 10
	• Achieved UQ in such circumstances as:
	  - Sudden significant and prolonged deterioration in health / long stay in hospital during current assessment period
	  - Absence of more than a term in a year
	• Significant changes to personal circumstances that had prolonged and marked impact on socio-emotional wellbeing (e.g. bereavement)

Met their challenging Upper Quartile target (Expected Progress)	• Achieved Median in such circumstances as:
	  - Very poor health within current assessment period
	  - Absence of more than a term in a year
	• Significant changes to personal circumstances that had prolonged and marked impact on socio-emotional wellbeing (e.g. bereavement)

Met the Median Quartile (Lower than expected progress)	• Did not meet their Upper Quartile Target, but on track to meet the Median as demonstrated by achieving 50% of their target.
Likely to achieve their Lower Quartile target in July 2017 (No progress made)	• Has made no progress towards their Upper Quartile or Median

3 YEAR TREND COMPARISON

2016/2017	2015/2016	2014/2015
• <mark>**Outstanding progress** in English Maths and Science KS3 and KS4</mark> • Introduction of electronic assessment system – **Classroom Monitor** • Mid-reporting and End of Year on the **actual percentage progress** against P-Levels instead of prediction about end of Key Stage – **increased reliability** • Data **moderated internally and** with mid-year data moderated **external**ly by Riverside Special School • Assessment and moderation are fully **evidence based including video** evidence on Classroom Monitor	• <mark>**Outstanding progress** in English and Maths in KS3 and KS4</mark> • **Reliable data moderated internally and external**ly by Riverside Special School • Assessment and moderation are fully **evidence based** • Distribution of data represents sufficient challenge for all students.	• <mark>**Outstanding** progress in KS3 in English and Maths and **good** progress in KS4.</mark> • Reliable data moderated internally • Introduction of evidence-based moderation • Progress represents rapid improvements in teaching and learning following changes to curriculum and school leadership. Adherence to national descriptors instead of previously used assessment tool originally created for a primary school. This significantly improved reliability of data as examples in primary tool were frequently not relevant and age inappropriate. This lead to student not being able to meet the descriptors

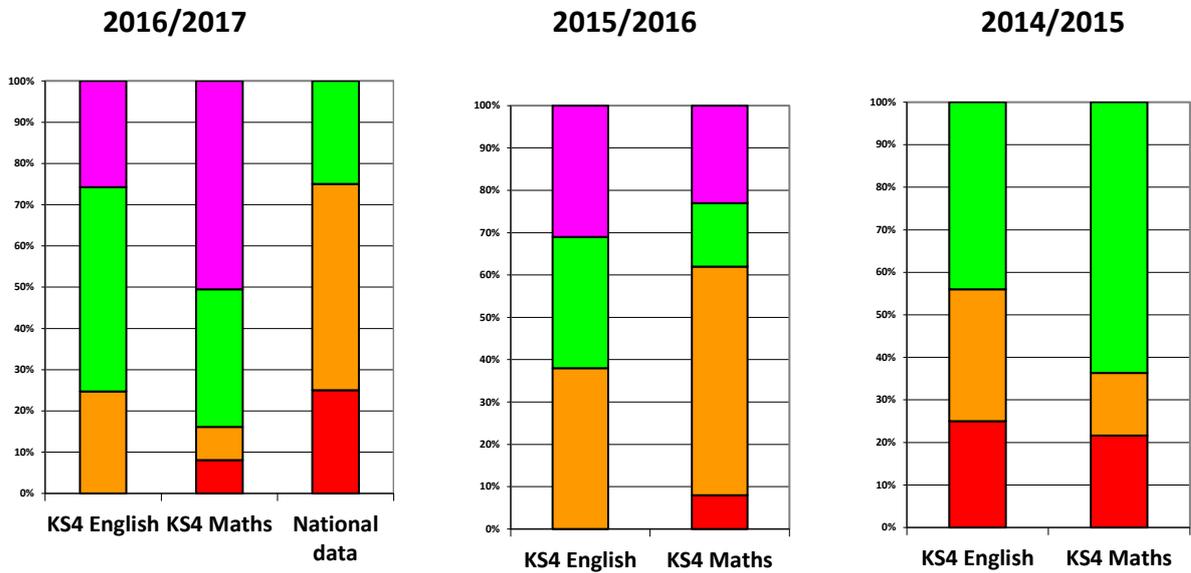# 3 YEAR TREND COMPARISON

UQ exceeded	**Upper Quartile**	**Median**	**Lower Quartile**

KS3 3 Year Trend

2016-17   2015/2016   2014/2015

KS4 3 Year trend

2016/2017   2015/2016   2014/2015

What percentage of pupils in Key Stages 3 & 4 have met their annual or end of key stage upper quartile target in July 2017?

	Key Stage 3		Key Stage 4	
	English	Maths	English	Maths
Exceeded Upper Quartile target: *See criteria below	48%	48%	25%	50%
Achieved **Upper Quartile** target	36%	32%	50%	34%
Achieved within **Median**	8%	16%	25%	8%
Achieved within **Lower Quartile**	8%	4%	0%	8%
COHORT	25		12	

Judgement Criteria	

Exceeded their challenging Upper Quartile target	• Achieved more point scores than expected in their annual target
	• Having achieved their whole Key Stage Upper Quartile target already in Y7, 8 or 10
	• Achieved UQ in such circumstances as:
	  - Sudden significant and prolonged deterioration in health / long stay in hospital during current assessment period
	  - Absence of more than a term in a year
	• Significant changes to personal circumstances that had prolonged and marked impact on socio-emotional wellbeing (e.g. bereavement)

Met their challenging Upper Quartile target	• Achieved Median in such circumstances as:
	  - Very poor health within current assessment period
	  - Absence of more than a term in a year
	• Significant changes to personal circumstances that had prolonged and marked impact on socio-emotional wellbeing (e.g. bereavement)

Met the Median Quartile	• Did not meet their Upper Quartile Target, but on track to meet the Median as demonstrated by achieving 50% of their target.
Likely to achieve their Lower Quartile target in July 2017	• Has made no progress towards their Upper Quartile or Median

2016/2017 CONTEXT – P-Levels:

- Key Stage targets are broken down into manageable annual targets for each student using point scores.
- The Assessment Co-ordinator or a member of SLT meets 1:1 with teachers once half- termly to moderate and discuss targets and assessment.
- With the introduction of electronic assessment system Classroom Monitor we are able to report on the actual percentage of progress instead of prediction about end of key stage progress. This significantly increased reliability of the assessment.
- Following the mid-year data drop in January students causing concern were identified and action plans were drawn up. Their implementation has been monitored rigorously in 1:1 meetings. As a result
    - 9 students out of 14 on action plans in January met or exceeded their UQ target in English and 1 moved from LQ to Median
    - In Maths 8 students out of 13 on action plans in January met or exceeded their UQ target and 2 moved from LQ to Median
    - In Science 2 students out of 16 on action plan in January met or exceeded their UQ target and 2 moved from LQ to Median
- Examples of action plans that led to this significant improvement can be found in Appendix 3.
- Mid-Year P-Level data was moderated externally by Assessment Consultant from Riverside School to ensure out P Level judgements are robust.
- End of year data was moderated by members of the Senior Leadership Team. Two members of SLT moderated P levels. The first moderator looked for trends in the data such as students making very rapid or very slow progress. The second moderator then met with teachers to verify the reliability of the date by scrutinising evidence and producing case studies. Some P level data was also moderated by the joint service manager for Professional Development and Skills.
- As a result of rigorous scrutiny there have been some amendments to teacher judgement made ensuring reliability of data.
- Since September 2015 data has been stored electronically for ease of access for teachers and other professionals. Since July 2016 data has been uploaded into Classroom Monitor – electronic data management system. This allows us to link evidence directly to descriptors. As a result, moderation and reliability of data is of an even higher standard.

Progress in P-Levels in Key Stage 3
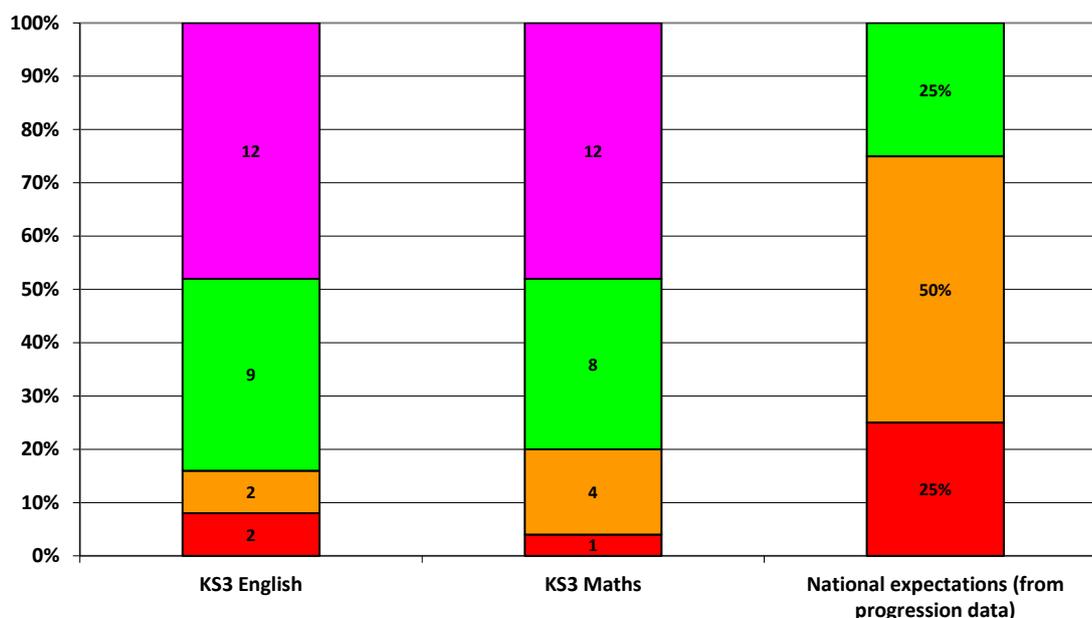
Progress against ==English and Maths P-levels achievement in KS3== can be judged ==**outstanding**== as it significantly exceeds national expectations in comparison with national data.   According to Progression Guidance 2010-11 25% of pupils in KS3 are expected to reach their Upper Quartile target. At Moorcroft 84% of KS3 pupils have met this expectation in English and 80% in Maths. 48% of pupils have exceeded their targets in both English and Maths which is a significant achievement.

Year group analysis:

Year 7	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	62%-5	38%-3	0%	0%
Maths	88%-7	12%-1	0%	0%

Outstanding progress in all areas with much higher progress in maths

Year 8	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	67%- 4	16.5%-1	16.5%-1	0%
Maths	50%-3	33%-2	17%-1	0%

Outstanding progress in all areas

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Year 9	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	27% - 3	45.5% - 5	9%-1	18.5%-2
Maths	18.5%- 1	45.5% - 5	27%- 3	9%-2

Progress in English and Maths in outstanding as it is significantly higher than national data. However, achievement is Lower than year 7 and 8, particularly in maths

Achievement is outstanding in all year groups as it is significantly higher than National data. However, achievement is better in years 7 and 8, due to rapid improvements in teaching and learning over the last two years. A number of year 7 and 8 students have achieved their Upper Quartile target early and it is essential that they continue to be challenged once they reach year 9 to maintain this level of progress. An analysis of those failing to achieve their Upper Quartile target follows below.

Analysis and Actions for those KS3 pupils Attaining or on track to meet the Lower Quartile or Medians Target in English

Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
Student 1	P6 UQ P8	English Writing - P7 He/she groups letters and leaves spaces between them as though he/she is writing separate words.	ASD with a visual impairment in one eye. Investigate computer programmes that with motivate the student to group letters
Student 2	P6 UQ P8	Difficulty in moving ahead of P6 in all P levels.	Assessed by educational psychologist as an exploratory learner. Has been placed with NC students. Next academic year to be placed in a more appropriate peer group. Also, absence of teacher since March 2017
Student 3	P4 UQ P5	P4 Reading He/she is able to show some understanding of how books work.	Exploratory learner with little movement in limbs making holding a book and turning pages in possible. School to adjust this p level exemplar to best fit (for example, use a switch to turn a page) to enable the student to access this target. Will also use eye pointing equipment to communicate.
Student 4	P4 UQ P5	P5 English Writing. He/she traces, overwrites or copies shapes and straight-line patterns.	ASD pupil and exploratory learner. Has shown little motivation and engagement in over writing and copying

			patterns. However, engagement has improved in the last academic year. In September 2017 this student will follow a more life skills based and he will practice this skill in more meaningful ways.

Analysis and Actions for those KS3 pupils. Attaining or on track to meet the Lower Quartile or Medians Target in Maths

| Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
Student 1	P4 UQ P5	P4 Number. He/she shows an awareness of number activities and counting.	PMLD student with limited limb movements. It is difficult to understand if the student shows awareness of counting. Actions - School to adjust this p level exemplar to best fit. For example, use eye gaze equipment to join in with counting or find a missing number.
Student 2	2A UQ 2B	2A SSM. He/she is beginning to use everyday non-standard and standard units to measure length and mass.	Able student with ASD. Finds some concepts to grasp due to rigid thinking. September 2017 a new curriculum will be in place for KS4 pupils working at entry level. Activities will be more functional and meaningful to enable this student to achieve this target.
Student 3	P6 UQ P7	P7 Number. He/she is beginning to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount.	ASD student with rigid thinking. Will move to KS4 in September 2017 and will practice this skill through more functional and meaningful activities
Student 4	P7 UQ P8	Secure in P7, but has not yet started on P 8.	Long absence in spring term, but not long enough to say this student has made expected progress. Absence now resolved so will need to catch up in next academic year.
Student 5	P6 UQ P8	Difficulty in moving ahead of P6 in all P levels.	Assessed by educational psychologist as an exploratory learner. Has been placed with NC students. Next academic year to be placed in a more appropriate peer group. Also, absence of teacher since March 2017

Progress in P-Levels in Key Stage 4
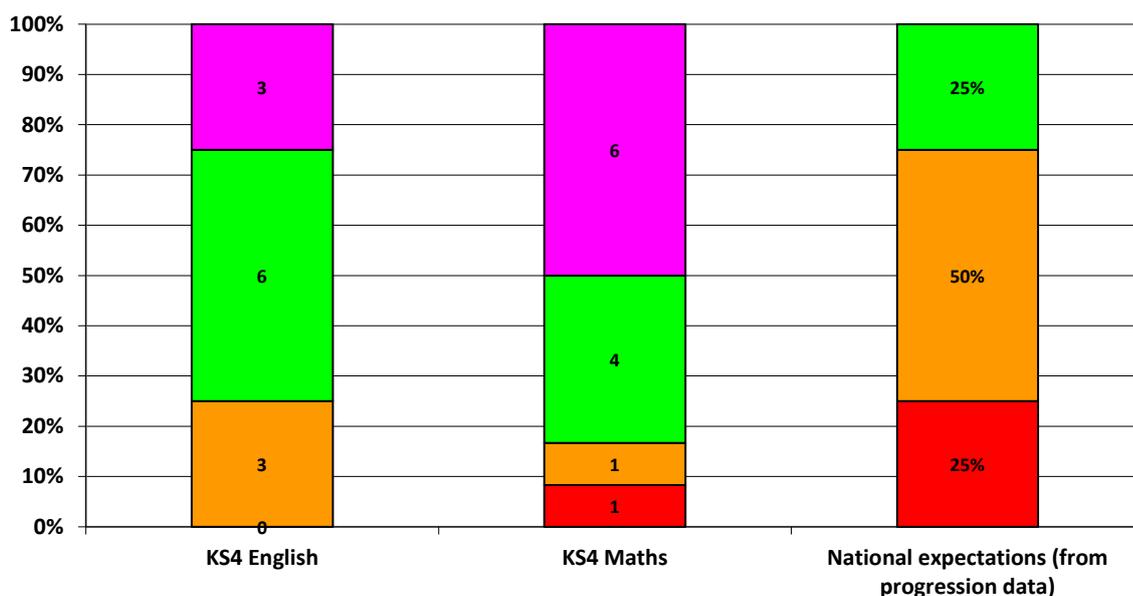
Progress against ==English and Maths P-levels for students in KS4== can be judged as ==outstanding== as it significantly exceeds national expectations in comparison with national data. Although achievement is lower than in maths, 75% of pupils have achieved or exceeded their Upper Quartile targets compared to a national expectation of 25% according to progression guidance. Furthermore, with a small cohort of 12 in KS4 there is only an additional student not achieving their Upper Quartile target as compared to those not achieving this target in Maths. More significant is that fact that twice as many pupils exceeded their Upper Quartile in Maths than in English. During the 2016-17 functional maths has been a key focus of the school development plan and a clear action plan has been in place to improve performance. An action plan to improve stands of English follows at the conclusion to this section.

Year group analysis:

Year 10	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	43% - 3	43% - 3	14% - 1	0%
Maths	72% - 5	14% - 1	0%	14% - 1

> Progress in English and Maths in outstanding, but with significantly better progress in maths.

Year 11	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	0%	60% -	40% - 2	0%
Maths	20% - 1	60% - 3	20% - 1	0%

> Progress is significantly higher than national levels, but is higher in maths.

Although year 10 pupils have made better progress in English than those in year 11, note should be taken of the small cohort. An analysis of those who have not achieved their targets follows below.

Analysis and Actions for those KS4 pupils Attaining or on track to meet the Lower Quartile or Median Target in English

Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
Student 1	P4 UQ P5	P5 Reading. He/she shows curiosity about content at a simple level.	Exploratory learner and difficult to engage. In September 2017, a new curriculum will be introduced into KS4 where English will be more functional and meaningful for exploratory learning.
Student 2	P6 UQ P7	P7 Reading. He/she understands the conventions of reading. P7 Writing He/she groups letters and leaves spaces between them as though he/she is writing separate words.	Year 11 student with balance and co-ordination problems. Moving to Key Stage 5 in September 2017. Should continue to gain this skill. Class teacher to contact the OT for physical support with writing.
Student 3	P4 UQ P5	P7 Writing P5 He/she traces, overwrites or copies shapes and straight line patterns.	Year 11 student with physical difficulties. School to adjust this p level exemplar to best fit, make patterns with an eye-controlled computer by using a tablet.

Analysis and Actions for those KS4 pupils Attaining or on track to meet the Lower Quartile or Median Target in Maths

Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
Student 1	P4 UQ P5	P4 SSM He/she can match big objects and small objects.	Exploratory learner and difficult to engage. Also has a diagnosis of ASD and matching big and small objects is very abstract. In September 2017, a new curriculum will be introduced into KS4 where maths will be more functional and meaningful for exploratory learners. Student 1 will then have opportunities to learn this skill in a motivating way

			through the life skills programme.
Student 2	P4 UQ P5	P5 U&A He/she demonstrates that he/she is aware of contrasting quantities, for example, 'one' and 'lots', by making groups of objects with help.	Exploratory learner with difficulty in understanding abstract concepts. Will move to the sixth form this year and should continue to practice this skill through a life skills programme that should be more meaningful and engaging.

Analysis of P-Level strands – distribution of progress within a subject

English	% of point scores of progress made within the subject	Maths	% of point scores of progress made within the subject
Speaking and Listening	30	Using and Applying	36
Reading	40	Number	32
Writing	30	Space Shape and Measure	32

Conclusions:

In English progress in Reading is stronger than in Speaking and Listening and Writing. Performance is stronger in Using and Applying than in the previous year. Teaching of Reading and Writing needs additional attention across the school. Practical application of Maths has been a key focus of the SDP in 2016-17 with resources targeted at this area, and this has clearly led to a rise in standards across the school. It should be noticed that performance in Speaking and Listening is higher in PLOs than in P levels. This is likely due to the fact that PLO Speaking and Listening targets are set by the Speech and Language therapist and the MAPP system allows us to track progress in smaller steps.

Action points:

- Teachers in KS3 will need to ensure that pupils maintain and consolidate the level of progress they have made during 2016-17, through the setting of challenging teargets.
- Embedding of communication will be a key focus of the School Development plan in 2017-18.
- 3 communication teaching assistants have been trained to model signing in class over the next year and further TAs will be trained in the Autumn term.
- Communication teaching assistants will be trained to programme AAC devices so vocabulary lists will be updated quicker.
- Communication TAs will receive additional training from the SALT team so they are better equipped to model communication in their classes.
- The SALT team will attend class meetings regularly to ensure the correct interventions are in place to enable pupils to make progress.

- SLT will deliver a workshop on writing and will explore ways of enable pupils to access writing more effectively; for example, using tablet computers, switches and eye controlled devices.
- ICT workshops during training days will better equip staff to employ devices that will enable pupils to access writing.

3. STUDENTS IN RECEIPT OF PUPIL PREMIUM FUNDING
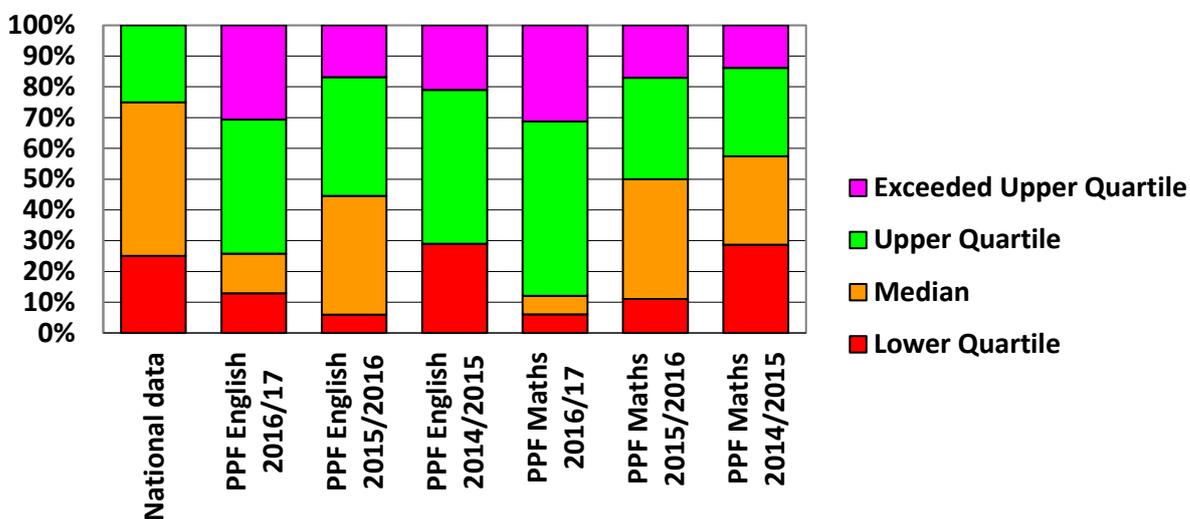
33% PPF, 67% non-PPF students
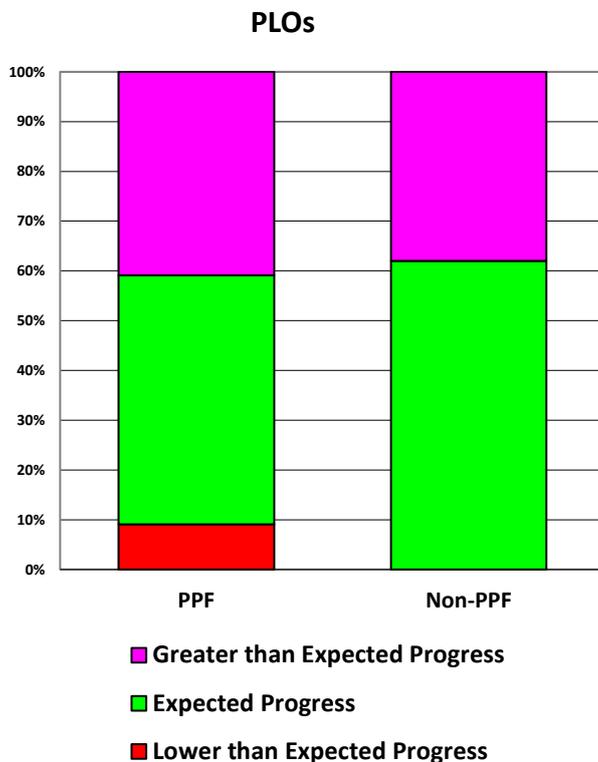
PLOs

The two students who did not achieve their PLOs are both pupil premium pupils. The reasons why they have not made expected progress is discussed in the PLO section. Apart from these two pupils in receipt of pupil premium are making similar progress to the rest of the school.

P Level achievement of PPF pupils over time

Progress of students in receipt of Pupil Premium is **high in comparison to national data** in English and Mathematics.

Pupils in receipt of PPF are making rapid progress over time in English and Mathematics. The proportion of students achieving above their expected level has increased significantly over time, particularly in Maths. A large amount of PP funding over the last year has been targeted at bridging the gap in Maths through access to more functional maths activities and less PPF pupils have not met their Upper Quartile target compared to non PPF. Non PPF pupils are performing better in English P levels. As an action for the next academic year more resources need to be allocated to functional English, Communication and Writing to bridge the gap further (see section on P levels for further details).

Comparison of progress in P-Levels between PPF and non-PPF students

Legend:
- Exceeded Upper Quartile
- Upper Quartile
- Median
- Lower Quartile

	PPF English	Non-PPF English	PPF Maths	Non-PPF Maths
Exceeded Upper Quartile	5	10	5	13
Upper Quartile	7	8	9	3
Median	2	3	1	4
Lower Quartile	2	0	1	1
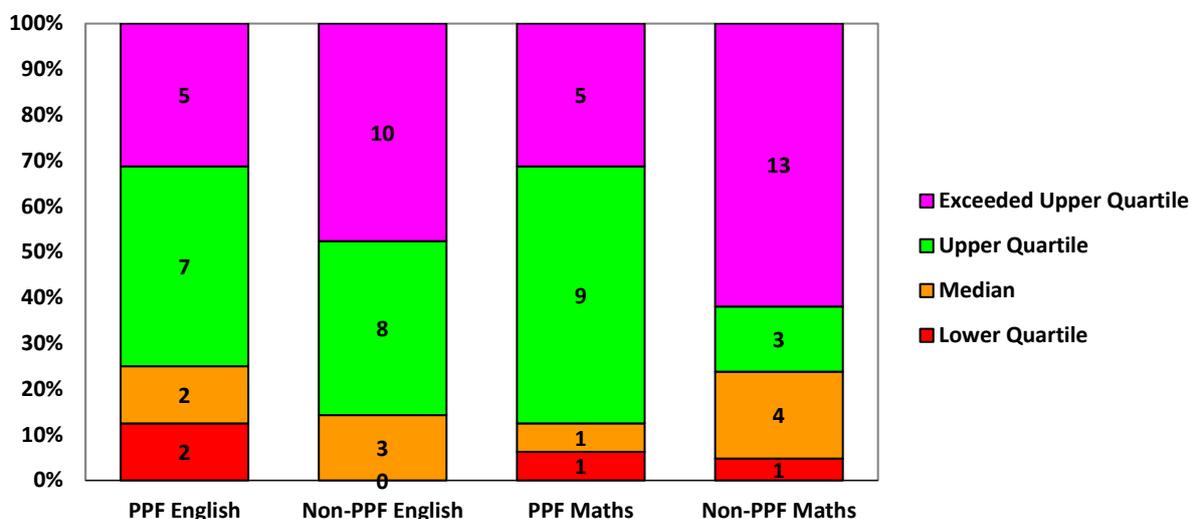
COMPARISON OF DIFFERENT GROUPS OF STUDENTS:

Boys and Girls

PLOs

Legend:
- ■ Greater than Expected Progress (magenta)
- ■ Expected Progress (green)
- ■ Lower than Expected Progress (red)

English P Levels

Legend:
- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile

Maths P Levels

Legend:
- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile
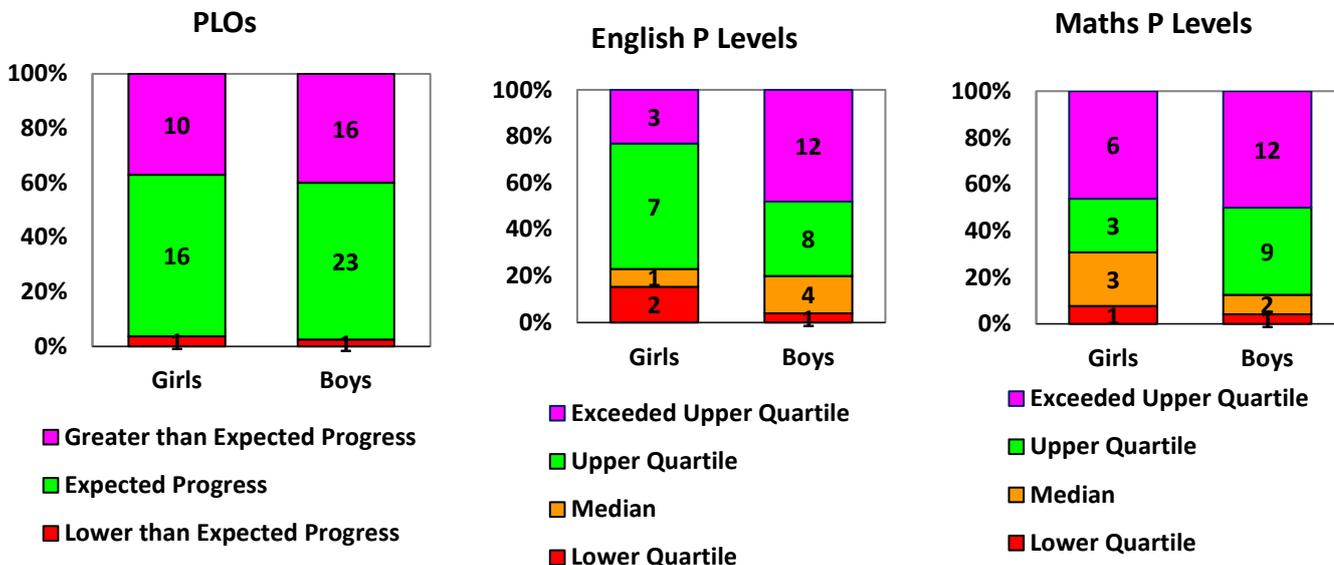
Girls have made similar progress to boys in PLOs, but boys are making significantly better progress in English and Maths P levels. In the light of this the school will act to improve the English and Maths curriculum so it is more motivating for girls.

EAL

PLOs

Legend:
- ■ Greater than Expected Progress
- ■ Expected Progress
- ■ Lower than Expected Progress

English P Levels

Legend:
- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile

Maths P Levels

Legend:
- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile
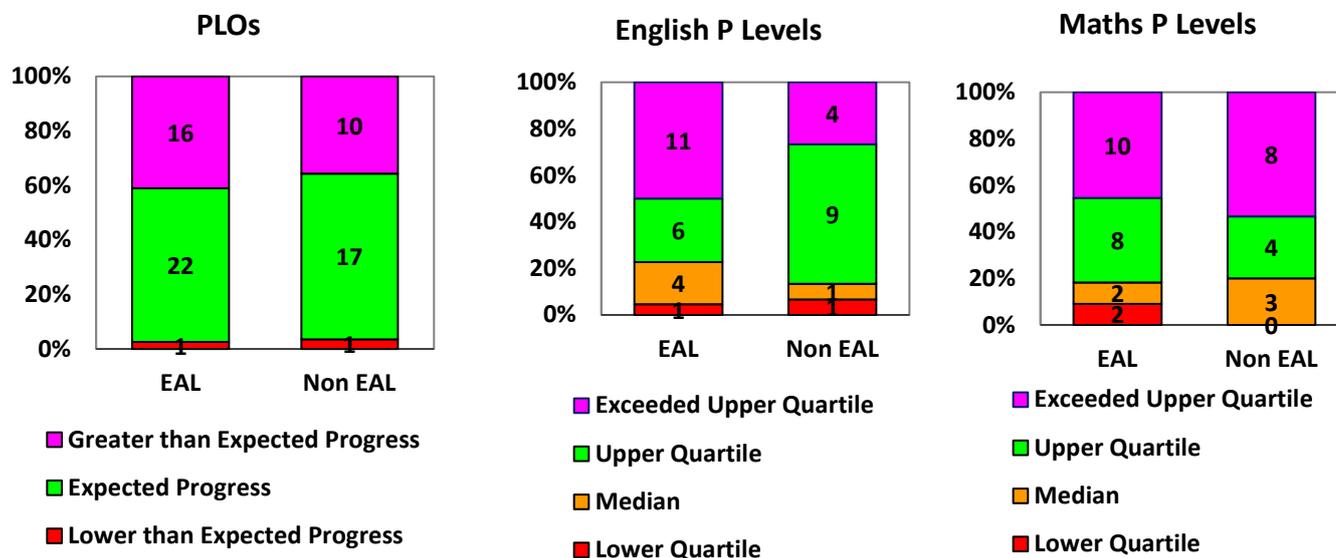
Achievement is broadly similar between EAL and non EAL pupils in PLOs and Maths P levels. A greater proportion of EAL pupils have exceeded their UQ target in English, although a greater proportion of EAL pupils have not achieved their UQ target. It is not clear how significant this data is, as the majority of pupil at Moorcroft are at an early level of language development. However, as has already been discussed communication will be a key focus in 2016-17 and will ensure that individuals needing to improve their English skills are set action plans to ensure they make better progress.

ASD

PLOs	English P Levels	Maths P Levels

PLOs

(ASD) 9 — Greater than Expected Progress, 14 — Expected Progress, 2 — Lower than Expected Progress
(Non ASD) 17, 25, 0

- ■ Greater than Expected Progress
- ■ Expected Progress
- ■ Lower than Expected Progress

English P Levels

(ASD) 6, 7, 2, 2; (Non ASD) 9, 8, 3, 0

- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile

Maths P Levels

(ASD) 8, 4, 3, 2; (Non ASD) 10, 8, 2, 0

- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile

Achievement between these two groups are broadly similar for PLOs. The two ASD pupils who did not make expected progress in their PLOs are discussed in the PLO section. Achievement is also similar in English, but ASD pupils have not performed as well in Maths. The pupils concerned have been discussed in the analysis and actions for P levels, above. The school will take action to ensure that Maths activities are meaningful and functional for ASD pupils.

OVERALL CONCLUSION:

Progress of students at Moorcroft School is outstanding and improving over time.

MAIN ACTION POINTS ARISING:

- A number of pupils in Key Stage 3 have achieved their Upper Quartile P Levels early. Teachers will need to ensure these pupils consolidate their achievement and should consider revising their end of Key Stage targets based on their current developmental levels.
- In 2017-18 the school will implement a new curriculum for NC level pupils to ensure they continue to make rapid progress. The new curriculum will include meaningful accreditation for the end of Key Stage 4.
- The new Key Stage 4 curriculum will also ensure that activities meaningful and relevant for ASD pupils, particularly in maths. A more practical approach will enable these pupils to grasp abstract concepts. This practical approach will also be implemented in Key Stage 3.
- To improve attainment for girls in English and Maths, by ensuring the curriculum is fully motivating for each individual. For example, girls could improve their English and Maths skills in the beauty salon.
- Communication will be a key focus of the 2017-18 SDP with more staff skilled in signing and programming ASD devices so that progress in communication continues to improve.
- SLT will support staff to adapt writing activities to pupil needs, for example, through the use of tablets and eye gaze computers.
- Adapt P level descriptors to pupils' learning needs. For example, activities in English and Maths need to be accessible to those with physical disabilities.

- The SLT will support teachers in setting realistic but challenging "small steps" to ensure pupils at an early developmental level more effectively develop independence skills.
- One of the objectives for the 2017-18 SDP is for students to be ready to learn at the start of each session. This should lead to an improvement in the ability for pupils to manage change more effectively.
- In the next academic year, the school will continue improve the provision of meaningful work training so that all pupils can be included, whatever their disability.
- To improve "thinking skills" the Sixth Form needs to continue to embed maths into the life skills curriculum.
- To close the gap between PPF and non PPF students a large proportion of pupil premium funding needs to be devoted to improving communication and literacy skills still further.

Andrew Sanders

July 2017

Appendix 1 - How Judgments are made at Eden Academy.

The information below is taken from the Academy Assessment Policy.

Within the academy the following criteria are used when making judgements against P level progress.

	Outstanding	Good	Requiring Improvement	Inadequate
P Levels	• Progress is above national averages • Progress in all areas is improving or sustained	• Progress is in line with national averages • Progress is improving	• Progress is below national averages • Progress is not consistently improving	• Pupils across the school have not made progress

Whilst these judgements are core when reporting achievement to inspectors we back up our P level reports using the other assessment areas of Personal targets. The following is used as guidance but final decisions are made by the school following academy moderation meeting with all assessment coordinators present and further discussions with the Headteacher and school assessment coordinator.

Baseline for	Outstanding	Good	Requires improvement	Inadequate
Personal targets (PLOs)	At least 80% of pupils making good or outstanding progress with 25% or more making outstanding progress	At least 70% of pupils making good or outstanding progress with at least 20% making outstanding progress	At least 60% making good progress	Less than 60% making good progress.

Appendix 2 – Case studies demonstrating that PLO judgements are secure

Progress is measured **twice a year** against four continuums: prompting, fluency, maintenance and generalisation.   Students are based line against at least 2 of the continuums with teachers judging what expected progress should be by the end of the cycle.   Targets are fully moderated before being published and this is described in the main report.

Case Study 1

Process and Organisation *A will use a timer to make a simple 3 step symbol recipe meal once a week and take action when he hears the alarm ringing*

The teacher judged that the student had exceeded the target set in January 2017.   She had graded prompting at 7. During moderation, the teacher was able to explain her judgment by showing a video found on classroom monitor. The video clearly showed A following a schedule to grind some cheese and there was also clear picture evidence showing him using the schedule the schedule. It was clear from the evidence that he was able to follow the recipe with minimal intervention, only requiring a reminder to look at his schedule. The moderator suggested "prompting 8" more accurately reflected the achievement and the judgement was amended.

Case Study 2

One teacher graded the majority of her students as achieving greater than expected progress. Therefore, it was essential to moderate her judgements to ensure that these judgements were accurate. Case studies showed that she was able to provide clear evidence for her judgements.

Managing Change *B will know how to complete the entire process of travelling on a bus and a train (waiting, boarding, paying, getting off).*

The teacher judged that this pupil had exceeded her target by one point and had achieved maintenance 7 having been set a target of 6. When the moderator asked the teacher to justify this she explained that A had been regularly travelling on the bus, but not so often on a train.   Video evidence clearly showed no prompting when getting on the bus, but also showed that she needed support when trying to buy a ticket at a railway station.

Case Study 3

One teacher graded the majority of her students as having made expected progress. SLT felt that some students should have made greater than expected progress so moderated her judgements. The teacher was able to evidence her judgements as being accurate, but moderation suggested that some of her targets had been too challenging hence most pupils making only expected progress overall.

Thinking skills *C will sort items into the right containers (e.g. coins in a purse).*

The teacher had set a target of "prompting 8" but judged her achievement at only 7.   The teacher had recorded that C could do the task without it being done for her, but that one of the teaching assistants and to prompt her on more than 2 occasions. The teacher felt that she had set the target too high which was why it hadn't been achieved.

Prompting (complete tasks independently)

	DEPENDENT
1	**Learner is passive or resistant to support as staff model activity.**
2	**Full support is given by staff which the learner accepts and begins to anticipate.**
3	**Learner shows clear reaction to prompting. Begins co-active completion of task with adult leading.**
4	**Support given for most of the activity. Learner completes the final step in task with some independence.**
5	**Learner attempts task with intermittent prompting throughout.**
6	**Completion of task is shared equally between learner and adult.**
7	**Most of task completed with minimal prompting provided throughout.**
8	**Learner attempts to complete the whole tasks independently but requires minimal prompting at one or two key parts.**
9	**Learner completes the task independently with some encouragement given (which does not relate directly to the tasks).**
10	**Learner completes the task independently from first request.**
	INDEPENDENT

Fluency (reach a level of mastery combining speed and accuracy)

	APPROXIMATE
1	**The task is carried out with full support**
2	**The skill is approximate and the learner's behaviour needs considerable shaping to meet the requirements of the task.**
3	**The learner's performance is beginning to become purposeful and co-ordinated.**
4	**The learner's performance is occasionally purposeful and co-ordinated.**
5	**The learner's performance is increasingly purposeful and co-ordinated but not yet accurate enough for the task.**
6	**The skill is sufficiently accurate to meet the requirements of the task but may be carried out with considerable faltering or hesitation.**
7	**The skill is sufficiently accurate to meet the requirements of the task but may be carried out with some faltering or hesitation.**
8	**The skill is sufficiently accurate to meet the requirements of the task but may need minimal refinement**
9	**The skill is smooth, swift and accurate but not consistent or consolidated.**
10	**The skill is smooth, swift and accurate. No further refinement is needed.**
	ACCURATE

Maintenance (maintain competency over time. Remember how after break)

	INCONSISTENT
1	**The skill has been observed on a single occasion.**
2	**The skill is observed once or twice after much repetition.**
3	**The skill is observed but needs refreshing each session.**
4	**The skill is observed on more than one occasion but only intermittently.**
5	**The skill is increasingly observed at regular intervals.**
6	**The skill is reliably repeated 50% of the time.**
7	**The skill is reliably repeated when carried out frequently.**
8	**The skill is reliably repeated but may need refreshing after a break.**
9	**The skill is consolidated and maintained over time. After a break, some parts may need refinement.**
10	**The skill is consolidated and maintained over time. It is remembered in its entirety after a break.**
	CONSISTANT

	SINGLE CONTEXT
1	**The skill is demonstrated in a single setting or context with limited stimuli.**
2	**The skill is sufficiently accurate in a single setting or context.**
3	**The skill is accurately repeated with minimal variation to the setting or context.**
4	**The skill is sufficiently repeated with minimal variation to the setting or context.**
5	**The skill is accurately repeated with some variation to the setting or context.**
6	**The skill is sufficiently repeated with some variation to the setting or context.**
7	**The skill is accurately repeated with considerable variation to the setting or context.**
8	**The skill is sufficiently repeated with considerable variation to the setting or context.**
9	**The skill is reliably demonstrated in different contexts but may need reassurance in a completely new setting.**
10	**The skill is reliably demonstrated in different contexts, with different stimuli or resources, or with different staff.**
	MANY CONTEXTS

Appendix 3 – Case studies demonstrating how action plans has led to significant improvement in P levels in 2016-17

Case Study 4 – This pupil was in danger of not achieving his UQ target of P6 in English by the end of year 9

ACTION PLAN FEBRUARY 2017
NAME: D

AREA OF CONCERN e.g. English P-Levels, Maths P-Levels, PLO Speaking, PLO Digital Literacy	CONTEXT What are the reasons for insufficient progress in this specific area of learning?	ACTIONS What is going to change in teaching methods / strategies / resources / grouping / therapy support and specialist advice, etc. to improve learning	REVIEW OF IMPLEMENTATION AND IMPACT
English **P6 Speaking** - asks simple questions to obtain information.	D is able to use his own signs for asking questions. However, he is not able to use wh words. He doesn't use his communication aid for asking questions.	Encouragement of using his communications aid for asking questions. Meetings with the SALT teams and meeting with parents to ensure communication device is being used correctly. Homework related to the target.	**July 2017** Speaking and listening 50% of P6 Reading 50% of P 7
P6 Listening - follows requests and instructions with three key words, signs or symbols.	D is easily distracted. He finds difficult to follow a 3 key word instruction.	Three key word instructions in his daily routine. D likes helping. We may use 3 key word instruction while he is helping adults.	Writing 50% of P 6 Gives overall score of P6 for English this achieving the UQ target
P6 Speaking - can use prepositions, such as 'in' or 'on' and pronouns, such as 'my' or 'it', correctly.	D doesn't use his communication aid for finding prepositions.	Encouragement of using his communications aid for prepositions.	
P6 Speaking - initiates and maintains short conversations using his preferred medium of communication.	Distraction, however, the last 2 months has great progress in initiating the conversation.	Giving him time to communicate more about his favourite activities by using his communication aid. He has made progress the last two months. He is able to use a small number of words.	

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P6 Reading - selects and recognises or reads a small number of words or symbols linked to a familiar vocabulary.	Easily distracted	Use of ICT equipment with the appropriate apps.	
P6 Writing - matches letters and short words. **P6 Writing** - produces or writes he name in letters or symbols.	D was not interested in matching letters and short words Although he tried everyday to write his name by using Velcro letters he was distracted and few times he completed the activity.	More encouragement to write his name and use of rewards for copying letter forms.	
P6 Writing - copies letter forms.	D is not able to copy letter forms.		

ACTION PLAN FEBRUARY 2017

Case Study 5 – This pupil was not on track to achieve his English and Maths P levels due to his teacher being on maternity leave. An action plan was put in place on her return.

NAME: E

AREA OF CONCERN e.g. English P-Levels, Maths P-Levels, PLO Speaking, PLO Digital Literacy	CONTEXT What are the reasons for insufficient progress in this specific area of learning?	ACTIONS What is going to change in teaching methods / strategies / resources / grouping / therapy support and specialist advice, etc. to improve learning	REVIEW OF IMPLEMENTATION AND IMPACT July 2017
English – S&L	**no consistency in teaching (**3 different teachers throughout 4 months**) no planning in place and no new activities PECS book not in use**	• Class teacher is back – planning in place • E has a PECS book and is encouraged to use it consistently, especially when he asks for toilet or playground • New activities for E's TEACCH trays – P4 • Some progress has been already noticed	**All aims achieved Go talk device implemented (replacing PECS) in May works well-**
English – Writing	**no consistency in teaching (**3 different teachers throughout 4 months**) no planning in place and no new activities**	• Class teacher is back – planning in place • E has a PECS book and is encouraged to use it consistently so that he understands that symbols and words convey some meaning • New activities for E's TEACCH trays – P4 writing	**All aims achieved E achieved P4 in writing**
Maths Plevels – U&A	**no consistency in teaching (**3 different teachers throughout 4 months**) no planning in place and no new activities**	• class teacher is back - planning and assessment back in place • new activities for Maths trays - P5 level. • Problem solving tasks implemented in E's day – opening packages, looking for cup for a drink etc.	**All aims achieved E completed 83% of P5**
Maths Plevels –Number and SSM	**no consistency in teaching (**3 different teachers throughout 4 months**) no planning in place and no new activities**	• class teacher is back - planning and assessment back in place • new activities for Maths trays - P5 level. • Some progress has been already made.	**All aims achieved 17%of p5 in Number 75% of P5 in SSM**