



Yewstock School Pupil Progress Report (2019-2020)

PROGRESS OF KEY GROUPS (below/good/outstanding)

EYFS

All pupils in EYFS make good or outstanding progress and all new pupils have baseline assessments completed on arrival.

- The class teacher uses Classroom Monitor and P-Scales alongside judgements from the Development Matters criteria to assess the progress of the pupils.
- Pupils are assessed using the Foundation Stage Profile (FSP) at the end of the Reception Year, where the judgment is either "Emerging", "Expected" or "Exceeding".
- All children (100%) were "Emerging" in all areas of the Development Matters curriculum which means they are all making the levels of progress expected of pupils of this age given their identified Special Educational Needs.
- All pupils in EYFS have a detailed record of achievement in their Personal Learning Journey Files.

Key Stage One

Analysis using Classroom Monitor in this key stage is difficult because of the small pupil cohort year; most of the pupils have been in the school for only a year or less. The pupils we have twelve months data for are showing outstanding levels of progress with the cohort averaging at least one level of progress per year. The majority of pupils make good or outstanding progress when measured against the Yewstock School Curriculum and the schools "Judging Achievement and Progress" criteria.

Key Stage Two

Progress in KS2 over twelve months has been very good overall given the limitations imposed by COVID lockdown. Classroom Monitor data shows that a majority of pupils (58%) made good or outstanding progress across key stage with 18% making outstanding progress when measured against the schools "Judging Achievement and Progress" criteria:

- In English, 58% pupils made good or outstanding progress with comparable progress being made across the key curriculum strands of Reading and Writing.
- In Mathematics 52% made good or outstanding progress and this above expected level of progress was sustained across the key curriculum strands around Number, Place Value and Number Operations.
- In Science 50% of pupils made good or outstanding progress.

Key Stage Three

Progress in key stage 3 has been very good despite disruption caused by lockdown arrangements:

- Overall analysis of Classroom Monitor data shows that 74% of the Key Stage 3 pupils made good or outstanding progress across key stage with an impressive 50% making outstanding progress.
- In English, 72% of pupils made good or outstanding progress with comparable progress being made across the key curriculum strands of Reading and Writing.
- In Mathematics 84% of MLD pupils made good or outstanding progress, including 28% of pupils making outstanding progress across the year. This level of progress was sustained across the key curriculum strands around Number, Place Value and Number Operations. Among SLD pupils 50% made good or outstanding progress with the other 50% showing small progress rates.
- In Science 84% of pupils made good or outstanding progress with 47% of these making outstanding progress across the Key Stage in the months from July 2019 to March 2020.

Key Stage Four

Progress in this key stage is outstanding over the last twelve months and the previous number of years:

- Overall analysis of Classroom Monitor data shows that a majority of pupils 58% made good or outstanding progress across key stage with 34% at the outstanding level.

- In English, 59% of MLD pupils made good or outstanding progress including excellent progress across the key curriculum strands of Reading and Writing.
- In Mathematics 69% made good or outstanding progress including 43% of pupils making outstanding levels of progress across the year.
This level of progress was sustained across the key curriculum strands around Number, Place Value and Number Operations.
- In Science 46% of pupils made good or outstanding across the Key Stage up to March 2020.

Attainment in external qualifications in this key stage is outstanding:

Despite the difficulties faced with examinations and coursework due to the COVID-19 pandemic, Yewstock students have successfully gained a range of certification and qualifications.

A total of 15 students received accreditation, including:

- AQA Mathematics
- AQA Step Up To English
- WJEC Science Today
- ASDAN Science Short Course
- WJEC ICT Users
- WJEC Creative, Media & Performance Arts
- WJEC Preparing for Work
- OCR Life & Living Skills

AQA: All eight students in 4NH and three from 4KJ (all who were entered) have been successful in their AQA Entry Level studies with a 100% pass rate. They have achieved the following:

AQA Mathematics

- Entry Level 3 – 7 Students (7 4NH Students)
- Entry Level 2 – 4 Students (3 4KJ Students and 1 4NH Student)

AQA Step Up To English

- Entry Level 3 – 8 Students

WJEC: All eight students in 4NH have been successful in their WJEC Entry Level studies with a 100% pass rate. They have achieved the following:

WJEC Science Today

- Entry Level 2 Certificate – 8 Students

WJEC ICT Users

- Entry Level 3 Certificate – 8 Students

WJEC Creative, Media & Performance Arts

- Entry Level 3 Certificate – 7 Students
- Entry Level 2 Certificate – 1 Student

WJEC Preparing for Work

- Entry Level 3 Certificate – 8 Students

ASDAN: All eight students in 4NH studied the ASDAN Science Short Course and achieved accreditation. Although they were unable to complete all the intended units due to COVID-19 school closure, they gained credit for all the completed units.

ASDAN Science Short Course

- 4 Credits – 8 Students

Attainment in external qualifications in this key stage has been outstanding for the last ten years and this is set to continue moving into the 2019-20 academic year.

Progress in this key stage has remained very good over the last twelve months:

- Overall analysis of Classroom Monitor data shows that in the National Curriculum they were assessed against 76.10% of pupils made good or outstanding progress across key stage.
- In Mathematics 87.50% made good or outstanding progress, including 37.5% of pupils making outstanding progress across the year.

This expected level of progress was sustained across the key curriculum strands around the use of Numbers, the Time and Money

- In Physical Education the majority (64.7%) have made good or outstanding progress over the last twelve months.

The Sixth Form Team have continued to develop accreditation opportunities for young people through OCR as follows:

OCR: Post 16 students have been working towards a range of Entry Level 1, 2 & 3 units as part of OCR Life and Living Skills. Areas of study included: Travel, Community, Creativity and Art, Communication, Home management, Numeracy, Personal skills, Health and Safety, Enterprise, and World of work.

There were four post 16 leavers this year who all achieved accreditation. They achieved the following:

OCR Life and Living Skills

- Entry Level 2 Award – 2 Students
- Entry Level 2 Certificate – 2 Students

EQUALS Moving On: All twelve students in 4KJ have successfully completed the EQUALS Moving On curriculum units available before school closure due to COVID-19. Students have completed valuable work in units related to World Studies, Independent Living Skills and Vocational Skills. Students' average levels on the Achievement Continuum were between 4-9.

Pupil Premium At Yewstock School.

Detailed analysis has been undertaken of pupils belonging to vulnerable groups revealing no significant differences in 2019-20. The current data suggests and the historic data has consistently confirmed that pupils belonging to vulnerable groups at Yewstock School make the same or better progress across the school compared to the average progress made by all pupils across the school. The lower than usual comparative figures are explained by the curtailed nature of this academic year due to the COVID-19 response.

School analysis of vulnerable groups show that: 64% of boys made expected or better than expected progress, and 67% girls made expected or better than expected progress across the Core Subjects of Maths, English and Science up to the COVID-19 lockdown in March 2020.

Pupils with free school meal entitlement make excellent progress and this remains in line with the progress profile of pupils across the school. This is undoubtedly due to the personalised nature of our educational offer and this has demonstrably been the case for at least the last five years.

In terms of other pupils grouped by Ethnicity or with English as a second language (or children from a Forces background) there is no indication that these children do any better or worse than children from other backgrounds at Yewstock School.

Pupils who are in Local Authority Care (9 pupils) make progress in line with other pupils across the school and when taken as an average over the two years 2018-2020 the average rate of progress across the Core Subjects for LAC pupils was 1.2 classroom monitor points per year which is outstanding progress according to the school's assessment framework criteria.

There are always some pupils who have very particular needs and have been identified as needing significant extra support and provision to help boost their progress; while other pupils, who are making outstanding progress compared with the school average, balance out the average overall.

Pupils receiving Pupil Premium who are identified as making below expected progress using the school's assessment tracking systems are given priority access to our school intervention programme to help meet their learning needs in literacy, numeracy, physical or social and emotional development programmes.

Class teams work with subject coordinators and the Learning Resource Centre team to develop a programme of learning support and intervention unique to that pupil, reviewed after a set timescale and with further actions planned as necessary. This support network has had to be suspended since the COVID-19 lockdown in March 2020 but will be restored when the pandemic permits.

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)						
	2013 -14	2014 -15	2015 -16	2016 -17	2018 -19	2019-20
% of pupils making expected progress in English	89%	97%	82%	75%	82%	54%
% of pupils making expected progress in Maths	82%	94%	88%	73%	87%	64%

Pupils with other considerations that may affect their potential progress like Gender, Language, Pupil Premium, Ethnicity, Free School Meals, being in Local Authority Care, being from a forces background, SEN status etc are dealt with in this report in the details above and below apart from PMLD pupils.

PMLD Pupils – Case Studies

There are only a very few PMLD pupils at Yewstock School and they all have very personalised and individual needs and background life stories.

These are reflected in the schools assessment procedures and so we report on these children as Case Studies to ensure the personalised nature of the support they receive is fully covered and able to be reviewed and updated.

PUPIL PROGRESS (Commentary)

Yewstock uses Classroom Monitor to assess, track and analyse pupil data. Classroom monitor was a year in at the previous monitoring visit. The school continues to work in conjunction with Westfield Arts College and Beacroft School to develop the use of Classroom Monitor.

Analysis across all subjects shows that most pupils made good or outstanding progress or where on target to do so up to the March COVID lockdown. That significant disruption to pupils learning and attainment is clearly reflected in this progress data for the whole academic year and this needs to be taken into consideration.

Where pupils are identified as making less than expected progress, then the school has developed a raft of intervention support measures, coordinated through the schools Learning Resource Centre, the training and deployment of Learning Mentors and the work of Subject Leaders across the curriculum.

The school has made and continues to make improvements in the collection and analysis of data by subject leaders across all NC subjects taught from KS1- KS5.

- Pupils make outstanding progress across the **Core Subjects** where 65% have made good or outstanding progress with on average 24% making outstanding progress.
- Pupils make outstanding progress in **English** where 63% have made good or outstanding progress with on average 23% making outstanding progress.

- In **Mathematics** where 69% have made good or outstanding progress with an average of 26% making outstanding progress across the school.
- Pupils make excellent progress in **Science** where 71% have made good or outstanding progress this year with 34% making outstanding progress across the school.
- The minority of pupils that are identified as having made less than expected progress are identified by teachers and subject leaders, and an individual intervention plan is put in place to support, develop and ensure their progress moving forwards

Commentary on the achievement of vulnerable pupils across the school:

(e.g. Pupil Premium, Children in Care, pupils with ASD, plus any other significant groups in the school)

Detailed analysis is undertaken of pupils belonging to vulnerable groups (Children in Care, Gender, Free School Meals) or those qualifying for pupil premium, revealing no significant issues.

Specifically:

- 53% of boys and 67% of girls made good or outstanding progress at Yewstock over the last twelve months.
- Pupils who take free school meals make similar rates of progress to pupils who do not: 59% of pupils taking Free School Meals made good or outstanding progress compared to the school average of 64%.
- Data on pupils in Local Authority Care shows 72% make good or outstanding progress.

Pupils belonging to vulnerable groups make similar progress to their peers. Analysis of pupil's progress by need (MLD, SLD, ASD, SLCN, SEMH and HI/VI) shows that all groups make good or outstanding progress.

- Of the 76% of pupils with Moderate Learning Difficulties (MLD) making better than expected progress 40% make outstanding progress
- Of the 49% of pupils with Severe Learning Difficulties (SLD) making better than expected progress 48% do so in Maths while 40% and 60% do so in English and Science respectively.
- 54% of pupils diagnosed with Autism (ASD) making better than expected progress 21% make outstanding progress.
- 64% of pupils with identified Speech, Language and Communication Needs (SLCN) are making better than expected progress with 21% make outstanding progress.
- 74% of pupils identified as needing Social, Emotional and Mental Health (SEMH) support are achieving better than expected results with 31% making outstanding progress.
- Of those pupils identified as having either a Hearing Impairment (HI) or a Visual impairment (VI) or possibly both 75% are making better than expected progress with 56% making outstanding progress.
- In terms of other concerns like Ethnicity, English as a second language or children from a Forces background there has never, at least in the last five years, been any indication that these children do any better or worse than children from other backgrounds at Yewstock School. This situation has not changed this year.

The school has developed detailed tracking of pupil interventions across the year to have a clearer picture of exactly how Pupil Premium is being spent and this has been reported on separately above.

Development Plans

The school continues to develop assessment of pupils on the lower curriculum levels, as the P-Levels will no longer be used from next year, but replaced with a new set of pre-key stage standards, focussing on both learners engaged in subject specific learning, and those with the most profound needs. This has resulted in the development of the Yewstock School Semi-Formal Curriculum which has been embedded where appropriate across the school based upon the recommendations of the Rochford Review and is to be assessed using the SIMS system moving forwards

Kevin Viney (Assessment and data) has updated the whole school 'judging achievement and progress' statement to ensure all stakeholders have an understanding of what 'good' and 'outstanding' progress is and so that staff can make judgements and plan interventions using this measure.

The Leadership and Management Team continue to explore how progress of independent living skills is measured and how assessment can be used to track EHCP outcomes. This has resulted partly in the assessment criteria of the Semi-Formal Curriculum, in the continued evolution of ACE targets in place of IEP's and will be further supported by the development of the Engagement Model approach to supporting pupils moving forwards.