

## YEWSTOCK SCHOOL - PROGRESS OF KEY GROUPS 2018 - 2019

<b>Early Years Foundation Stage</b>	<p>All pupils in EYFS make good or outstanding progress and all new pupils have baseline assessments completed on arrival.</p> <ul style="list-style-type: none"> <li>• The class teacher uses Classroom Monitor and P-Scales alongside judgements from the Development Matters criteria to assess the progress of the pupils.</li> <li>• Three pupils were assessed using the Foundation Stage Profile (FSP) at the end of the Reception Year, where the judgment is either "Emerging", "Expected" or "Exceeding".</li> <li>• 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.</li> <li>• Those pupils eligible for assessment against the National Curriculum are measured against the schools "Judging Achievement and Progress" criteria. This year 100% are making good or outstanding progress in English and 67% in Maths.</li> </ul> <p>All pupils in EYFS have a detailed record of achievement in their Personal Learning Journey.</p>
<b>Key Stage 1</b>	<p>Analysis using Classroom Monitor in this key stage is challenging as a result of the small pupil cohort year; most pupils have been in the school for only a year or less.</p> <ul style="list-style-type: none"> <li>• The pupils we have twelve months data for are showing outstanding levels of progress with the cohort averaging at least one P-level / National Curriculum level of progress per year.</li> <li>• 71.39% of pupils are making good or outstanding progress when measured against the Yewstock School Curriculum and the school's "Judging Achievement and Progress" criteria.</li> </ul>
<b>Key Stage 2</b>	<p>Progress in this key stage over the last twelve months has been outstanding overall:</p> <ul style="list-style-type: none"> <li>• Classroom Monitor data shows that a majority of pupils (64.65%) made good or outstanding progress across key stage with an excellent 34.34% making outstanding progress when measured against the school's "Judging Achievement and Progress" criteria.</li> <li>• In English, 82.13% pupils made good or outstanding progress with comparable progress being made across the key curriculum strands of Reading and Writing.</li> <li>• In Mathematics 88.24% 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.</li> <li>• In Physical Education (78.57%) have made good or outstanding progress over the last twelve months with those making outstanding progress being 57.14% of the pupils.</li> </ul>
<b>Key Stage 3</b>	<p>Progress in key stage 3 has been outstanding over the last twelve months:</p> <ul style="list-style-type: none"> <li>• Overall analysis of Classroom Monitor data shows that 78.76% of the Key Stage 3 pupils made good or outstanding progress across key stage with an impressive 49.50% making outstanding progress.</li> <li>• In English, 78.25% of pupils made good or outstanding progress with comparable progress being made across the key curriculum strands of Reading and Writing.</li> <li>• In Mathematics 82.50% made good or outstanding progress, including 52.50% 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.</li> <li>• In Science 77.78% of pupils made good or outstanding (61.11%) across the Key Stage in the twelve months from July 2018 to July 2019.</li> </ul>

	<ul style="list-style-type: none"> <li>In Physical Education (69.69%) have made good or outstanding progress over the last twelve months.</li> </ul>
<b>Key Stage 4</b>	<p>Progress in this key stage is outstanding over the last twelve months and the previous number of years:</p> <ul style="list-style-type: none"> <li>Overall analysis of Classroom Monitor data shows that a majority of pupils (78.53%) made good or outstanding progress across key stage with 55.47% at the outstanding level.</li> <li>Across the Core Subjects 75.42% of pupils made good or outstanding progress with 49% making outstanding progress with a further 26.42% making good progress.</li> <li>In English, 75% pupils made good or outstanding progress including excellent progress across the key curriculum strands of Reading and Writing.</li> <li>In Mathematics 76% made good or outstanding progress including 54.18% of pupils who made 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.</li> <li>In Science 100% of pupils made good or outstanding (75%) across the Key Stage over the twelve months.</li> <li>In Physical Education (83.33%) of pupils in key stage 4 have made good or outstanding progress since July 2018.</li> </ul>
<b>Key Stage 5</b>	<p>Progress in this key stage has remained outstanding over the last twelve months:</p> <ul style="list-style-type: none"> <li>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 the key stage.</li> <li>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</li> <li>In Physical Education the majority (64.7%) have made good or outstanding progress over the last twelve months.</li> </ul> <p>The Sixth Form Team have continued to develop accreditation opportunities for young people through OCR.</p>

**Pupil Premium / Vulnerable Groups**

61 pupils were in receipt of Pupil Premium in 2018 - 2019 with data registering on Classroom Monitor. Pupil interventions across the year are tracked to give a clear picture of exactly how Pupil Premium is being spent. Pupils with other considerations that may affect their potential progress such as Gender, Language, Pupil Premium, Ethnicity, Free School Meals, being in Local Authority Care, or from a Forces background, SEN status etc are included within this report.

School analysis of vulnerable groups shows that in the last academic year: **72.5% boys** and **70.93% girls** made good or outstanding progress at Yewstock School.

Of these 48% of boys and 38.2% of girls achieved outstanding progress across the curriculum in 2018-19

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		<b>2018-19</b>
% of pupils making expected progress in English	89%	97%	82%	75%		<b>82%</b>
% of pupils making expected progress in Maths	82%	94%	88%	73%		<b>87%</b>

**PUPIL PROGRESS (Commentary)**

Yewstock use Classroom Monitor to assess, track and analyse pupil data. The school is working in conjunction with Westfield Arts College and Beaucroft School to develop the use of Classroom Monitor.

Classroom Monitor is now showing that pupil attainment overall is outstanding across the school with a significant majority of pupils make good or outstanding progress across the year.

Further analysis of the Classroom monitor data across all subjects shows that a very large majority (72%) of pupils made good or outstanding progress. This is a result of clear and comprehensive systems across school for self-evaluation, improvement of planning and monitoring becoming embedded in practice and as part of the schools on-going development work. Further analysis shows good progress is mirrored in core subjects where 72.5% of pupils made at least good or outstanding levels of progress.

Where pupils are identified as making less than expected progress, the school has developed a raft of intervention support measures, coordinated through the schools Learning Resource Centre, to make an impact on individual pupil progress including the training and deployment of Learning Mentors and therapists across a variety of disciplines.

The school has made 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 72.5% have made good or outstanding progress with on average 42.7% making outstanding progress.
- Pupils make outstanding progress in **English** where 76.5% have made good or outstanding progress with on average 41.8% making outstanding progress.
- In **Mathematics** where 78.8% have made good or outstanding progress with an average of 43.5% making outstanding progress across the school.
- Pupils make excellent progress in **Science** where 62.3% have made good or outstanding progress this year with 43% making outstanding progress across the school and a remarkable 73% making outstanding progress across key stages 3 and 4.
- Analysis by key stage shows that the large majority of pupils make good or outstanding progress across each stage from Foundation to KS5.
- 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 potentially 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:

- 72.5% of **boys** and 71% 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: 79% of pupils taking **Free School Meals** made good or outstanding progress compared to the school average of 71.8%.
- Data on pupils in **Local Authority Care** shows 72% make good or outstanding progress.

Pupils belonging to vulnerable groups make similar rates of 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 84% of pupils with Moderate Learning Difficulties (MLD) making better than expected progress 60% make outstanding progress and 24% good progress.
- Of the 60% of pupils with Severe Learning Difficulties (SLD) making better than expected progress 29% make outstanding progress and 31% good progress.
- Of the 75% of pupils diagnosed with Autism (ASD) making better than expected progress 41% make outstanding progress and 34% make good progress.
- Of the 76% of pupils with identified Speech, Language and Communication Needs (SLCN) that are making better than expected progress 45% make outstanding progress and 31% make good progress
- Of the 75% of pupils identified as needing Social, Emotional and Mental Health (SEMH) support that are achieving better than expected results 60% are making outstanding progress with a further 15% making good 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 and a further 20% making good progress

- Pupils who take free school meals make similar rates of progress to pupils who do not: 79% of pupils taking Free School Meals made good or outstanding progress compared to the school average of 71.8%.
- In terms of Gender, 73% of boys and 71% of girls make good or outstanding progress across the school – figures once again completely in line with the wider overall statistical picture.

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

### **Development Plans**

- The school is developing the assessment of pupils with complex needs, as the P-Levels will no longer be used by schools, focussing on both learners engaged in subject specific learning, and those with the most profound needs. TADSS will be working to develop this with other special schools in the South West.
- 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 that staff can make judgements and plan interventions using this measure.
- The Leadership and Management Team plan to explore how progress of independent living skills is measured and how classroom monitor can be used to track EHCP outcomes.

### **Monitoring of Pupil Progress**

There are three annual cycles of monitoring which are all integrated and made explicit to staff: Teaching and Learning, pupil progress, and subject leader monitoring.

There are regular teaching and learning observations carried out by the Senior Leadership Team. The team always does training to ensure that this process is a positive experience. There are further observations if required. The monitoring of teachers in the spring term showed that teaching across the school was at least good or outstanding. Feedback has been provided to teachers and governors on the strengths and areas for development. Good practice from the lesson observations is shared with teachers.

Subject Leaders and Heads of Department monitor data, supported by a Data Manager. This can be challenging due to small numbers. Subject leads report to Governors on a two year rolling programme. The Leadership Team hold annual Subject leader meetings to ensure challenge and development of subject areas and to inform the SDP, which includes an action plan from each Subject Leader. Each term a staff meeting is allocated for staff to focus on assessments. This means that there are three assessment points per year from which to measure and track progress.

The Learning Resource Centre offers an extensive range of interventions, such as Lego Therapy, Rebound Therapy, Music Therapy, Speech and Language groups and literacy interventions. The impact and cost effectiveness of this is rigorously monitored by a member of staff using provision mapping software. SEMH interventions are monitored through teaching staff setting clear targets at the entry point of the intervention. The school are investigating the use of Boxall Profiling for a possible nurture group for students with attachment difficulties. The Learning Resource Centre offer is continually evolving as a response to pupil needs.

The school utilises 'Blue Hills' software in its provision mapping, at a cost of £300 for three years. It is linked to SIMS and reports can be exported to excel. It has a range of uses such as tracking the effective use of catch-up funding, pupil premium and the sports premium. The software allows for analysis of various groups, as well as individuals.

## Exam & Coursework Results 2018-2019

Student	OCR Life & Living Skills (Entry Level Qual.)
1	EL 2 Award
2	EL 2 Certificate
3	EL 3 Award
4	EL 1 Extended Certificate
5	EL 2 Certificate

Student	AQA Maths (Entry Level)	AQA English (Entry Level-Silver/Gold Step)
1	EL 3	EL 1- Silver Step
2	EL 3	EL 2- Silver Step
3	EL 2	EL 1- Silver Step
4	EL 2	EL 2- Silver Step
5	EL 3	EL 2- Silver Step
6	EL 3	EL 2- Silver Step

Student	WJEC ICT (Entry Level Award/Certificate)	Creative Media & Performance- DT, Art, Music (Entry Level Award/Certificate)	WJEC Preparing for Work (Entry Level Award/Certificate)
1	EL 3 Certificate	EL 3 Certificate	EL 3 Certificate
2	EL 3 Certificate	EL 3 Certificate	EL 3 Certificate
3	EL 3 Certificate	EL 3 Certificate	EL 3 Certificate
4	EL 3 Certificate	EL 3 Certificate	EL 3 Certificate
5	EL 3 Certificate	EL 3 Certificate	EL 3 Certificate
6	EL 3 Award	EL 3 Certificate	EL 3 Certificate
7	EL 3 Certificate	EL 3 Certificate	EL 3 Certificate

<b>Student</b>	<b>Moving On Award</b>	<b>Average Level Achieved (Achievement Continuum)</b>
1	World Studies, Independent Living Skills, Vocational Skills	8
2	World Studies, Independent Living Skills, Vocational Skills	9
3	World Studies, Independent Living Skills, Vocational Skills	6
4	World Studies, Independent Living Skills, Vocational Skills	7
5	World Studies, Independent Living Skills, Vocational Skills	8
6	World Studies, Independent Living Skills, Vocational Skills	4
7	World Studies, Independent Living Skills, Vocational Skills	7
8	World Studies, Independent Living Skills, Vocational Skills	5
9	World Studies, Independent Living Skills, Vocational Skills	9
10	World Studies, Independent Living Skills, Vocational Skills	9
11	World Studies, Independent Living Skills, Vocational Skills	7
12	World Studies, Independent Living Skills, Vocational Skills	6
13	World Studies, Independent Living Skills, Vocational Skills	7