



PROGRESS OF KEY GROUPS

Early Years

All pupils in EYFS make good or outstanding progress. All new pupils have baseline assessments completed on arrival. The class teacher uses Classroom Monitor and the Semi-Formal Curriculum (previously based on P-Scales judgements from the Development Matters criteria to assess the progress of 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 start point and Special Educational Need.

All pupils in EYFS have a detailed record of achievement in their Personal Learning Journey File.

Primary Department

Data analysis or progress using Classroom Monitor in the Primary Department is challenging as a result of the small pupil cohort in each year; many of the pupils have been in the school for only a year or less, making progress judgements difficult.

Primary age pupils show good or outstanding levels of progress with the cohort regularly averaging at least one P-level / National Curriculum 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.

Progress in this Department over the last twelve months has been very good overall given the limitations imposed by COVID and subsequent lockdown arrangements. 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, 65% pupils made good or outstanding progress with comparable progress being made across the key curriculum strands of Reading and Writing.
- In Mathematics 60% 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 55% of pupils made good or outstanding progress.

Key Stage Three

Progress in key stage 3 has been very good despite limitations as a result of COVID and lockdown:

- Overall analysis of Classroom Monitor data shows that 78% of the Key Stage 3 pupils made good or outstanding progress across key stage core subjects with an impressive 55% making outstanding progress.
- In English, 75% of pupils made good or outstanding progress with comparable progress being made across the key curriculum strands of Reading and Writing.
- In Mathematics 82% of MLD pupils made good or outstanding progress, including 30% 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 54% made good or outstanding progress with the other 46% showing lower rates of progress.
- In Science 89% of pupils made good or outstanding progress with 52% of these making outstanding progress across the Key Stage in the months from July 2020 to July 2021.

Key Stage Four

Progress in Key Stage 4 has been good or outstanding over the last twelve months and over the previous number of years:

- Overall analysis of Classroom Monitor data shows that a majority of pupils 60% made good or outstanding progress across key stage with 32% at the outstanding level.
- In English, 55% of MLD pupils made good or outstanding progress including excellent progress across the key curriculum strands of Reading and Writing.
- In Mathematics 62% made good or outstanding progress including 42% 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 to July 2021.

Attainment in external qualifications in key stage four is outstanding:

Despite the challenges 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 28 students received accreditation, including:

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

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 – 5 Students
- Entry Level 2 – 4 Students
- Entry Level 1 – 2 Students
-

AQA Step Up To English

- Entry Level 3 – 2 Students
- Entry level 2 - 5 Students
- Entry level 1 – 1 Student

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 – 7 Students

WJEC Creative, Media & Performance Arts

- Entry Level 2 Certificate – 7 Student

WJEC Preparing for Work

- Entry Level 3 Certificate – 7 Students

OCR Physical Education

- Level 3 – 6 Students
- Level 2 – 3 Students
- Level 1 – 3 Students

Attainment in external qualifications in this key stage has been outstanding for the last ten years and this is predicted to continue moving into the 2021-22 academic year.

Key Stage Five

Progress in key stage 5 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 70% of pupils made good or outstanding progress across key stage.
- In Mathematics 85% made good or outstanding progress, including 35% of pupils making outstanding progress across the year.
- In Physical Education the majority (65%) 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:

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 3 – 2 Students
- Entry Level 2 – 3 Students
- Entry Level 1 – 3 Students

EQUALS Moving On: All twelve students in 4KJ have successfully completed the EQUALS Moving On curriculum units available to them. 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.

Vulnerable Groups

Detailed analysis has been undertaken of pupils belonging to vulnerable groups revealing no significant differences in 2020-21. Current data alongside historic data confirms that pupils belonging to vulnerable groups at Yewstock School make the commensurate 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 continued COVID-19 pandemic.

An analysis of vulnerable groups show that: 61% of boys made expected or better than expected progress, and 65% girls made expected or better than expected progress across the Core Subjects of Maths, English and Science up to the end of the academic year in July 2021. .

Pupils with free school meal entitlement make excellent progress and remain in line with the progress profile of pupils across the school. This is due to the personalised nature of our educational offer and this has 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 make progress in line with other pupils across the school and when taken as an average over the three years 2018-2021 the average rate of progress across the Core Subjects for LAC pupils was 1.1 classroom monitor points per year which is outstanding progress according to the school's assessment framework criteria.

There are pupils who have very individual 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 and numeracy, and in their physical or social and emotional developmental needs.

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.

PUPIL PROGRESS (Commentary)

Yewstock has been using Classroom Monitor to assess, track and analyse pupil data for the last three years but is in the process of transitioning to **Evidence For Learning (EfL)** as its main assessment system from 2021-22 onwards. The school has worked in conjunction with Westfield Arts College and Beaucroft School to develop the use of Classroom Monitor and continues to work with Westfield Arts College in the development of **Evidence for Learning (EfL)**.

Analysis across all subjects shows that most pupils have continued to make good or outstanding progress in line with the outcomes from previous years over a number of years.

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 67% have made good or outstanding progress with on average 26% making outstanding progress.
- Pupils make outstanding progress in **English** where 61% have made good or outstanding progress with on average 27% making outstanding progress.
- In **Mathematics** where 72% have made good or outstanding progress with an average of 28% making outstanding progress across the school.
- Pupils make excellent progress in **Science** where 78% have made good or outstanding progress this year with 35% making outstanding progress across the school.
- The minority of pupils that are identified as having made less than expected progress are targeted 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:

- 56% of **boys** and 69% 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: 60% of pupils taking **Free School Meals** made good or outstanding progress compared to the school average of 63%.
- Data on pupils in **Local Authority Care** shows 74% 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 78% of pupils with Moderate Learning Difficulties (MLD) making better than expected progress 38% make outstanding progress
- Of the 50% of pupils with Severe Learning Difficulties (SLD) making better than expected progress 51% do so in Maths while 42% and 58% do so in English and Science respectively.
- 57% of pupils diagnosed with Autism (ASD) making better than expected progress 25% make outstanding progress.
- 69% of pupils with identified Speech, Language and Communication Needs (SLCN) are making better than expected progress with 25% making outstanding progress.
- 70% of pupils identified as needing Social, Emotional and Mental Health (SEMH) support are achieving better than expected results with 33% 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 clear picture of exactly how Pupil Premium is being spent and this has been reported on separately.

Development Plans

In 2021-22 **Assessment** has been made a priority development area in the **Whole School Development Plan** (WSDP) for this year. The main part of this is replacing Classroom Monitor with **Evidence for Learning** as the main tool for assessment of pupils across the school in all its forms. This is intended to fully adopt and embed the idea of assessment without levels and enable all aspects of pupils learning and attainment to be monitored, recorded and evidenced in a cross-referenced way to fully support individualised pupil teaching and learning plans moving forwards.

The school continues to develop assessment of pupils on the lower curriculum levels, as the P-Levels have been phased out following the findings of the Rochford review, and 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 at Yewstock in the development of the **Yewstock School Semi-Formal Curriculum** which has been embedded where appropriate across the school based upon the recommendations and is currently assessed using the SIMS system but moving forwards will become part of the Evidence for Learning (EfL) platform the school is changing to in December 2021.

Kevin Viney (Assessment and Data Leader) has continued to review and update 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 have continued to explore how progress of independent living skills is measured and how assessment can be used to track EHCP outcomes. This has resulted in the assessment criteria of the **Semi-Formal Curriculum**, 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 from September 2021.