



Yewstock School Pupil Progress Report 2021-2022

Assessment at Yewstock School

Assessment is used to promote learning at Yewstock. It provides a framework within which educational objectives may be set that can inform a personalised and needs led curriculum enabling pupils' progress to be demonstrated and monitored.

To meet the diverse needs of our pupils, we take a highly personalised approach to teaching and learning, and therefore also to assessment. We use Evidence for Learning (EFL), which is able to support this individual approach by allowing us to upload photographs and videos, supported by staff comments, to provide an ongoing individualised record of achievement. In this way, EFL is used to record and track pupils' progress in: physical development, independence, communication, and personal and social skills, as well as in subject-specific knowledge and understanding. This can then also be used to share achievements and progress with parents/carers and to help pupils understand their own learning journey.

EFL records also inform teachers' baseline assessments, which are supported by their own observations, and by the use of specific tasks or activities. Some more formal baselining assessments are also used, for example an initial Read Write Inc. (RWI) phonics assessment and the Malt mathematical language test.

We believe that the purpose of any assessment should be to support pupils' learning and development by identifying and addressing gaps in knowledge, skills or understanding. The principal way we do this is through day-to-day formative assessment: observing, questioning and looking at pupils' work. This allows teachers to identify when pupils are struggling and need more or different support, when they have consolidated learning and when they are ready to progress.

This type of assessment can also help pupils to understand what they can do, what they are learning and what they need to do next. For example, teachers may look at work with pupils and share what they have done well and what they can work on or they may give other feedback during activities as appropriate to the pupil.

Teachers may use other summative assessments, e.g. short quizzes or tests, to evaluate pupil learning at the end of a teaching unit and to support their future planning. Older pupils also work towards a variety of qualifications through a range of awarding bodies such as AQA, WJEC, ASDAN and OCR. These qualifications are accessed by learners working at Entry Level 1 through 3. We aspire to look at ways to challenge identified pupils with other potential accreditation at Level 1 in future.

Formal assessment in Core Subjects (English/Communication, Maths and PSHE) is conducted through teacher-led discussion at the end of each term in a Pupil Progress meeting. This is used to generate formal reports to identify school improvement priorities and further are shared with parents/carers and professionals. Progress across all subjects is monitored and evidenced regularly on EFL. We particularly focus on PLGs (personal Learning Goals), WOW moments, and key outcomes as a result of significant learning experiences. On entry to school, we ensure that all pupils have a baseline assessment and re-assess in English and Maths annually.

Yewstock School Pupil Progress Report – 2021-22

Whole School Data - Summary

Core Subjects

Subject	Below Expected progress	Expected progress	Above Expected progress
English / Communication	17.7%	57.7%	24.6%
Mathematics	11.7%	65.5%	22.8%
PSHE	17.6%	70.2%	12.2%
Science	11.3%	83.1%	5.6%
ICT	11.8%	52.7%	35.5%
OVERALL AVERAGE	14.0%	65.8%	20.2%

Across the 5 core subjects identified only 14% of pupils are making on average below expected progress while an outstanding 86% of pupils are making expected or above expected progress across the whole school. Where pupils are identified as making below expected progress, we employ a range of strategies to support their learning.

Pupil in receipt of Pupil Premium Progress

Subject	Below Expected progress	Expected progress	Above Expected progress
English / Communication	16.4%	63.9%	19.7%
Mathematics	17.2%	56.3%	26.5%
PSHE	15.9%	69.8%	14.3%
Science	8.5%	84.7%	6.8%
ICT	13.6%	54.6%	31.8%
OVERALL AVERAGE	14.3%	65.8%	19.9%

Pupils in receipt of Pupil Premium across the school make very similar rates of progress with 85.7% of those pupils making expected or better than expected progress in the Core subjects with 14.3% making below expected progress. This is in line with previous years data outcome analysis. This illustrates the value of our Pupil Premium strategies and interventions well and shows that pupils in receipt of Pupil Premium at Yewstock progress as well in their knowledge and understanding of their teaching and learning as other pupils in the school.

Looked After Children's (LAC) Pupil Progress

Subject	Below Expected progress	Expected progress	Above Expected progress
English / Communication	16.7%	50.0%	30.3%
Mathematics	50.0%	33.3%	16.7%
PSHE	16.7%	83.3%	0.0%
Science	16.7%	83.3%	0.0%
ICT	25.0%	50.0%	25.0%
OVERALL AVERAGE	20.0%	60.0%	20.0%

The small cohort of pupils who are Looked After Children (LAC) at Yewstock are performing marginally below the overall average make comparison difficult. 80% children progress at the rate expected or better while only 20% (1 pupil) is making below expected progress.

Male Pupil Progress

Subject	Below Expected progress	Expected progress	Above Expected progress
English / Communication	18.2%	54.5%	24.6%
Mathematics	9.1%	66.4%	24.5%
PSHE	20.6%	67.0%	14.4%
Science	9.5%	84.2%	6.3%
ICT	14.3%	50.0%	35.7%
OVERALL AVERAGE	19.8%	64.4%	15.8%

This year females have marginally outperformed males in terms of curriculum progression over the year. This matches previous years data outcomes. Progression of males is 80.2% of pupils achieving progress at expected or better than expected levels and 19.8% working in the below expected progression range.

Female Pupil Progress

Subject	Below Expected progress	Expected progress	Above Expected progress
English / Communication	16.1%	67.8%	16.1%
Mathematics	20.0%	62.9%	17.1%
PSHE	8.8%	79.4%	5.8%
Science	13.8%	82.8%	3.4%
ICT	4.3%	69.9%	34.8%
OVERALL AVERAGE	12.6%	72.4%	15.0%

Females at Yewstock do not make significantly different rates of progress. 12.6% of pupils making below expected progress across the Core Subjects while 87.4% are working at expected or better than expected levels of progression in the last twelve months.

Learning Resource Centre (LRC) – Core Subjects Pupil Intervention Outcomes

Subject	Below Expected progress	Expected progress	Above Expected progress
English / Communication	4.0%	80.0%	16.0%
Mathematics	28.5%	14.3%	57.2%
OVERALL AVERAGE	16.3%	47.2%	36.5%

The re-establishment of the Learning Resource Centre (LRC) in school after the interruption of the COVID pandemic led to the re-introduction of important one-to-one interventions for pupils struggling with their English / Communication and Maths work. This has produced comparable outcomes that were evident in pre-pandemic data analysis.

Overall, of pupils receiving the support in a core subject intervention, 83.7% pupils showed expected or better than expected progress from the intervention while only 16.3% fell below this higher standard.

4% of pupils in English / Communication show below expected progress and 57.2% of pupils in Maths achieved better than expected progress which demonstrates the value of this targeted extra pupil support.

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Detailed Analysis of each Core Subject

Detailed quantitative analysis of the judgments made by the teachers across the school about the progress of pupils in the 5 Core subjects and Learning Resource Centre interventions over the 2021-22 academic year.

English

English 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	130	17.7%	57.7%	24.6%
Males	99	18.2%	54.5%	27.3%
Females	31	16.1%	67.8%	16.1%
Pupil Premium	61	16.4%	63.9%	19.7%
Ethnicity / EAL	4	50%	0%	50%
LAC	6	16.7%	50%	33.3%
KS1	11	27.3%	54.5%	18.2%
KS2	37	27%	54.1%	18.9%
KS3	48	16.7%	50%	33.3%
KS4	34	5.9%	73.5%	20.6%
KS5	0	0%	0%	0%
Formal (MLD)	90	15.5%	56.7%	27.8%
Semi-Formal (SLD)	40	22.5%	60%	17.5%
PMLD	0	0%	0%	0%

The statistical analysis of the teacher judgments for pupil progress in English last year reveal an outstanding picture that matches the performance across the rest of the school. The figures show little significant distinction in pupil progress for students whether one looks at Gender, “Looked After Children” (LAC) or pupils in receipt of Pupil Premium. The 50:50 split in “Ethnicity / EAL” is explained by the particular profile of those four individual pupils.

Across Key Stages pupils progress in English becomes more consistent and pronounced as they move through the school, as a result of the delivery of the curriculum and pupils access to learning.

This culminates in Key Stage 4 with 94.1% of pupils making Expected or Better Than Expected progress in this Core Subject by the time they are of school leaving age.

LRC English Intervention

LRC Literacy Intervention 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	25	4%	80%	16%
Males	15	0%	80%	20%
Females	10	10%	80%	10%
Pupil Premium	10	0%	100%	0%
Ethnicity / EAL	1	0%	100%	0%
LAC	1	0%	100%	0%
KS1	0	0%	0%	0%
KS2	1	0%	0%	100%
KS3	8	0%	100%	0%
KS4	14	7.2%	71.4%	21.4%
KS5	2	0%	100%	0%
Formal (MLD)	14	7.2%	71.4%	21.4%
Semi-Formal (SLD)	11	0%	90.9%	9.1%
PMLD	0	0%	0%	0%

The vital work of the Learning Resource Centre (LRC) provides targeted and personalised interventions for pupils. Pupils identified as not meeting Expected levels of progress in English and in receipt of additional support have historically produced excellent outcomes for these pupils and the last year has seen that pattern repeated.

The outcomes show that 96% of pupils on English interventions over the last 12 months made Expected or Above Expected progress during the interventions. In real terms the 4% showing Below Expected progress represents one pupil out of the 25 who received this support.

Maths

Maths 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	145	11.7%	65.5%	22.8%
Males	110	9.1%	66.4%	24.5%
Females	35	20%	62.9%	17.1%
Pupil Premium	64	17.2%	56.3%	26.5%
Ethnicity / EAL	5	0%	100%	0%
LAC	6	50%	33.3%	16.7%
KS1	11	0%	54.5%	45.5%
KS2	37	5.4%	70.3%	24.3%
KS3	46	19.6%	60.8%	19.6%
KS4	34	14.7%	61.8%	23.5%
KS5	17	5.9%	82.3%	11.8%
Formal (MLD)	90	14.4%	58.9%	26.7%
Semi-Formal (SLD)	50	8%	74%	18%
PMLD	5	0%	100%	0%

Analysis of the teacher judgments for pupil progress in Maths last year shows that progress in Maths matches the performance across the rest of the school in the Core Subjects, and is commensurate with previous years progress.

The figures show a significant distinction in pupil progress for students based on Gender with 9.1% of males compared to 20% of females showing Below Expected levels of pupil progress.

The figure of 50% below expectations for “Looked After Children” is also of concern though the actual number of pupils (6) is small.

64 pupils in receipt of Pupil Premium are in line with the school progress data overall with 82.8% making Expected or Better levels of progress in Maths. 100% of pupils described under the “Ethnicity / EAL” heading are making Expected Progress in Maths

Across Key Stages, pupils progress is more inconsistent than with English as pupils move through the school. This is most marked in key Stage 3 where 19.6% of pupils made Below Expected progress.

In Key Stages 4 and 5, Maths outcomes culminate in 89.7% of pupils making Expected or Better Than Expected progress in this Core Subject by the time they are of an age to leave Yewstock.

LRC Maths Intervention

LRC Maths Intervention 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	7	28.5%	14.3%	57.2%
Males	4	25%	0%	75%
Females	3	33.3%	33.3%	33.3%
Pupil Premium	2	0%	50%	50%
Ethnicity / EAL	0	0%	0%	0%
LAC	0	0%	0%	0%
KS1	0	0%	0%	0%
KS2	1	0%	0%	100%
KS3	1	0%	100%	0%
KS4	5	40%	0%	60%
KS5	0	0%	0%	0%
Formal (MLD)	6	33.3%	16.7%	50%
Semi-Formal (SLD)	1	0%	0%	100%
PMLD	0	0%	0%	0%

Our Learning Resource Centre (LRC) provides targeted and personalised Interventions such as 1stClass@Number1 and 1stClass@Number2, for pupils identified as not meeting Expected levels of progress in Maths. These interventions have historically produced excellent supportive outcomes for these pupils in line with previous years data outcomes.

Personal, Social and Health Education (PSHE)

PSHE 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	131	17.6%	70.2%	12.2%
Males	97	20.6%	67%	14.4%
Females	34	8.8%	79.4%	5.8%
Pupil Premium	63	15.9%	69.8%	14.3%
Ethnicity / EAL	5	0%	100%	0%
LAC	6	16.7%	83.3%	0%
KS1	11	0%	100%	0%
KS2	37	24.3%	67.6%	8.1%
KS3	43	18.6%	58.1%	23.3%
KS4	23	8.7%	90.3%	0%
KS5	17	23.5%	58.8%	17.7%
Formal	80	17.5%	68.8%	13.7%
Semi-Formal	51	17.6%	72.6%	9.8%

Analysis of judgments for pupil progress in Personal, Social and Health Education (PSHE) last year shows outstanding outcomes for pupils across the school that match the overall performance of pupils across the rest of the Core Subjects.

63 pupils in receipt of Pupil Premium are in line with the schools overall outcomes with 84.1% making Expected or Better levels of progress in PSHE.

100% pupils under the "Ethnicity / EAL" heading made Expected Progress. The figure of 100% of pupils Meeting Expectations for "Looked After Children" at Yewstock in PSHE is also very positive.

Across the Key Stages pupils progress is less consistent in PSHE. This is most marked in Key Stages 2 and 5 where larger numbers (24.3% In KS2 and 23.5% in KS5) of pupils than are the average are not progressing in accordance with expectations.

Science

Science 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	124	11.3%	83.1%	5.6%
Males	95	9.5%	84.2%	6.3%
Females	29	13.8%	82.8%	3.4%
Pupil Premium	59	8.5%	84.7%	6.8%
Ethnicity / EAL	4	25%	50%	25%
LAC	6	16.7%	83.3%	0%
KS1	11	0%	90.9%	9.1%
KS2	37	10.8%	83.8%	5.4%
KS3	42	14.3%	80.9%	4.8%
KS4	34	11.8%	82.3%	5.9%
Formal	89	13.5%	79.8%	6.7%
Semi-Formal	35	5.7%	91.4%	2.9%

Analysis of teacher judgments for pupil progress in Science last year results in data that matches the performance across the Core Subjects in the remainder of the school.

The figures show little distinction in pupil progress for students based on Gender. 83.3% of pupils are Meeting Expected levels for “Looked After Children”.

The progress of the 59 pupils in receipt of Pupil Premium are better the school overall with 91.5% making Expected or Better levels of progress in Science. 75% of pupils described under the “Ethnicity / EAL” heading make Expected Progress or Better in Science.

Across Key Stages pupils progress is consistent overall with that of pupils from across the whole school and college in the other Core Subjects.

In Key Stage 4, Science outcomes culminate in 88.2% of pupils making Expected or Better Than Expected progress in this Core Subject by the time they are of an age to leave Yewstock.

Information and Communications Technology (ICT)

ICT 2021-22	Total Number of Pupils	% Below Expectations	% Meeting expectations	% Above Expectations
Whole School (KS1-KS5)	93	11.8%	52.7%	35.5%
Males	70	14.3%	50%	35.7%
Females	23	4.3%	60.9%	34.8%
Pupil Premium	44	13.6%	54.6%	31.8%
Ethnicity / EAL	2	0%	50%	50%
LAC	4	25%	50%	25%
KS1	0	0%	0%	0%
KS2	15	26.7%	46.6%	26.7%
KS3	43	11.6%	48.9%	39.5%
KS4	18	11.1%	38.8%	50%
KS5	17	0%	82.4%	17.6%
Formal (MLD)	62	9.7%	43.5%	46.8%
Semi-Formal (SLD)	26	19.2%	65.4%	15.4%
PMLD	5	0%	100%	0%

Analysis of teacher judgments for pupil progress in Information and Communications Technology (ICT) last year outlines progress that matches the performance across Core Subjects in the remainder of the school.

The figures show some distinction in pupil progress for students based on Gender with Females performing particularly well in this subject area – 95.7% Meeting Expected or Better than Expected outcomes across the year compared to the Males 85.7%.

The figures for “Looked After Children” (75%) and “Ethnicity / EAL” (100%) in terms of Expected or Better than Expected outcomes albeit featuring relatively small numbers of pupils.

The progress of the 44 pupils in receipt of Pupil Premium are in line with the school averages overall with 86.4% making Expected or Better levels of progress in ICT.

Across the Key Stages pupils progress is consistent overall with that of pupils across all the other Core Subjects with Key Stage 5 standing out having 100% of young people making Expected or Better than Expected progress across the year in ICT

In Key Stages 4 and 5 the ICT outcomes culminate in an outstanding 94.4% of pupils making Expected or Better Than Expected progress in this Core Subject by the time they are of an age to leave Yewstock School.