

**Autumn Progress Package 2018**

**Student Progress at The Meadows School**

**Rational for Progress at The Meadows**

A new system of assessment using Evidence for Learning has been introduced to The Meadows this year and is in the process of being developed along with the development of effective and meaningful assessment frameworks for the different groups of pupils here, e.g. those experiencing more complex learning difficulties, which includes engagement as referenced in the Rochford Review.

Careful analysis and rigorous scrutiny of data, including attendance and national accreditation, enables the comparison of achievement between pupils from a range of diverse groups, ensures an appropriate degree of challenge for the most-able, informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated.

The use of a wide and varied range of performance indicators across special schools nationally makes meaningful national comparisons somewhat problematic and potentially unreliable. The most meaningful and relevant system of benchmarking outcomes nationally will be explored over the coming year.

**National comparative data sets**

Progression Guidance provides a national data set against which the progress of pupils with SEND can be compared. The progression tables show how a pupil at a particular starting point can be expected to progress from the end of Key Stage 2 through to the end of Key Stage 4. This data is divided into quartiles, the median (50th percentile or better), those working significantly above the median (75th percentile or better) and those working significantly below the median (25th percentile or lower).

Progress at the 50th percentile or better is exceeding expected progress, it is at least matching the progress of other students at those starting points, and is therefore Good progress. Progress at the upper quartile is Outstanding, significantly closing the gap between themselves and students without SEND.

The progress from the end of Year 6 to the end of Year 11 can be sub-divided into year on year progress and set targets. However, it must also be recognised that progress, particularly for students with more complex needs, is not linear. Some periods of time may see great progress and at other times a student may appear to plateau.

**Comparisons with similar schools**

Melland High School in Manchester is a similar school to The Meadows. It is currently rated as Outstanding. Melland High School defines good and outstanding progress as:

*For a pupil achieving P1-3 on entry Melland High School defines the achievement of 1 sub level from End of Key Stage 2 to End of Key 4 as outstanding progress and progress within a sub level from End of Key Stage 2 to End of Key Stage 4 as good progress.*

*For a pupil achieving P4-8 on entry Melland High School defines the achievement of 2 levels from End of Key Stage 2 to End of Key Stage 4 as outstanding progress and the achievement of 1 level from End of Key Stage 2 to End of Key Stage 4 as good progress.*

*For a pupil achieving NC Level 1 & above on entry Melland High School defines the achievement of 2 NC sub levels from End of Key Stage 2 to End of Key Stage 4 as outstanding progress and the achievement of 1NC sub level from End of Key Stage 2 to End of Key Stage 4 as good progress.*

Targets for individual students at Melland High School are set in line with their definition of good progress.

**Progress Measures at The Meadows**

Starting point: Low P Levels at the end of KS2 (Complex needs/Profound and Multiple Learning Difficulties)

Data from students working at the P Levels in the Progression Guidance shows the average for the majority of Lower P Level starting points is under 1 P level progress from KS2 to KS4. The upper quartile shows an average of 1 P Level. Breaking this down into year on year progress:

**Target - 20% of a P Level each year**

**Exceptional Progress - 40% of a P Level each year**

**In 2017 students at The Meadows with the most complex needs were assessed against the Q Skills framework. Outstanding progress at The Meadows is defined as moving from one Q skill level to the next.**

Starting point: Mid to high P Levels at end of KS2 (Severe Learning Difficulties)

Data from students working at the P Levels in the Progression Guidance shows the average for the majority of higher P Level starting points is 1 P level progress from KS2 to KS4. The Upper Quartile shows an average of 3 P Levels of progress. Breaking this down into year on year progress:

**Target - 30% of a P Level each year will achieve progress exceeding expected (above the 50th percentile)**

**Exceptional Progress - 70% of a P level each year will achieve progress above the 75th percentile**

Starting point: “Old” NC Level 1 or above at end of KS2 (Moderate Learning Difficulties)

Progression Guidance data from students working beyond P levels was used as a basis to create the following table:

|  |  |  |
| --- | --- | --- |
| **KS2 Level** | **KS4 exceeding the 50th percentile**  Good progress | **KS4 exceeding the 75th percentile**  Outstanding progress |
| *“Old” NC L1* | **Alternative qualification**  *GCSE grade G*  *Entry Level 2*  *“Old” NC Level 2* | **GCSE grade F**  *Entry level 3*  *“Old” NC Level 3* |
| *“Old” NC L2* | **GCSE grade F**  *Entry level 3*  *“Old” NC Level 3* | **GCSE grade E**  *“Old” NC Level 4* |

Breaking this down into year on year progress:

**Target - 1 sub level each year will achieve progress exceeding expected (above the 50th percentile)**

**Exceptional Progress – 2+ sub level each year will achieve progress above the 75th percentile**

**Targets at The Meadows**

This rationale for defining good and outstanding progress is in line with national comparative data and exceeds the expectations of similar schools. The targets set for students at the Meadows are challenging, in line with achieving progress in the Upper Quartile and therefore helping our students achieve Outstanding progress.

At Year 7 and Year 8, progress is recorded using B Squared. When students move to Year 9 their progress is recorded through accreditation ladders. Students are teacher assessed as to the level they are working at within the descriptors for Personal Progress, Entry Levels, Functional Skills or the GCSE syllabus. Their progress is evaluated within that level or grade, for example, whether they are Encountering (c), Developing (b) or Secure (a).

Most students from Year 9 generally begin to follow one of three different accreditation pathways. Progress through these accredited pathways is tracked. Personal progress is broken into 10 stages, with the target being that a student will move one stage during an academic year. At Entry Level and Level 1, each level is broken into 3 stages, Encountered, Developing and Secure. At GCSE, each grade is broken into 3 stages. Our target is that a student moves one stage in an academic year.

**Complex needs**

The pattern of progress for these students is often characterised by short periods of progress followed by longer periods of plateau. These students have what is often described as a spikey profile. They may progress in one area significantly but not others, just as they may progress in one year but not others. Some students with particularly complex needs may even regress. When evaluating progress for these students we must take into consideration these factors.

**Glossary for data tables**

PP – Pupil Premium, students who are defined as disadvantaged including those who have had Free School Meals within the last six years

LAC – Students who are Looked After or in Care

|  |
| --- |
| Indicates targets being met or exceeded or exceptional levels of progress in that area in comparison with other subjects across the school |
| Indicates students who have made exceptional levels of progress compared to their peers at The Meadows given their relative needs. Exceptional is defined as being atypically high progress and is not anticipated to exceed 1-2 students in each class. |
| Indicates areas where progress is at risk of significant underperformance in comparison with other subjects across the school |
| Indicates targets not being met or an area of significant underperformance in comparison with other subjects across the school |

**English**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Whole School | Measurable pupils | | | 109 |  |  |
|  | Target met or exceeded | |  | 79 |  | 91% |
| Exceptional levels of progress | |  | 21 |  | 19% |
|  | Below |  |  | 9 |  | 9% |
|  |  |  |  |  |  |  |
| Female | Measurable pupils | | | 41 |  |  |
|  | Target met or exceeded | |  | 27 |  | 88% |
|  | Exceptional levels of progress | |  | 9 |  | 22% |
|  | Below |  |  | 5 |  | 12% |
|  |  |  |  |  |  |  |
| Male | Measurable pupils | | | 67 |  |  |
|  | Target met or exceeded | |  | 52 |  | 96% |
|  | Exceptional levels of progress | |  | 12 |  | 18% |
|  | Below |  |  | 3 |  | 4% |
|  |  |  |  |  |  |  |
| PP | Measurable pupils | | | 38 |  |  |
|  | Target met or exceeded | |  | 27 |  | 92% |
|  | Exceptional levels of progress | |  | 8 |  | 21% |
|  | Below |  |  | 3 |  | 8% |
|  |  |  |  |  |  |  |
| Not PP | Measurable pupils | | | 71 |  |  |
|  | Target met or exceeded | |  | 53 |  | 93% |
|  | Exceptional levels of progress | |  | 13 |  | 18% |
|  | Below |  |  | 5 |  | 7% |
|  |  |  |  |  |  |  |
| LAC | Measurable pupils | | | 10 |  |  |
|  | Target met or exceeded | |  | 7 |  | 80% |
|  | Exceptional levels of progress | |  | 1 |  | 10% |
|  | Below |  |  | 2 |  | 20% |
|  |  |  |  |  |  |  |
| KS3 and KS4 | Measurable pupils | | | 64 |  |  |
|  | Target met or exceeded | |  | 44 |  | 89% |
|  | Exceptional levels of progress | |  | 13 |  | 20% |
|  | Below |  |  | 7 |  | 11% |
|  |  |  |  |  |  |  |
| Sixth form | Measurable pupils | | | 30 |  |  |
|  | Target met or exceeded | |  | 27 |  | 90% |
|  | Below |  |  | 3 |  | 10% |
|  |  |  |  |  |  |  |
| Complex Needs | Measurable pupils |  |  | 15 |  |  |
|  | Target met or exceeded |  |  | 11 |  | 100% |
|  | Exceptional levels of progress |  |  | 4 |  | 27% |
|  | Below |  |  | 0 |  | 0% |
|  |  |  |  |  |  |  |

**Mathematics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Whole School | Measurable pupils | | | 109 |  |  |
|  | Target met or exceeded | |  | 79 |  | 82% |
|  | Exceptional levels of progress | |  | 10 |  | 9% |
|  | Below |  |  | 20 |  | 18% |
|  |  |  |  |  |  |  |
| Female | Measurable pupils | | | 41 |  |  |
|  | Target met or exceeded | |  | 28 |  | 80% |
|  | Exceptional levels of progress | |  | 5 |  | 12% |
|  | Below |  |  | 8 |  | 20% |
|  |  |  |  |  |  |  |
| Male | Measurable pupils | | | 67 |  |  |
|  | Target met or exceeded | |  | 54 |  | 87% |
|  | Exceptional levels of progress | |  | 5 |  | 7% |
|  | Below |  |  | 9 |  | 13% |
|  |  |  |  |  |  |  |
| PP | Measurable pupils | | | 38 |  |  |
|  | Target met or exceeded | |  | 28 |  | 90% |
|  | Exceptional levels of progress | |  | 6 |  | 16% |
|  | Below |  |  | 4 |  | 10% |
|  |  |  |  |  |  |  |
| Not PP | Measurable pupils | | | 71 |  |  |
|  | Target met or exceeded | |  | 54 |  | 83% |
|  | Exceptional levels of progress | |  | 4 |  | 6% |
|  | Below |  |  | 12 |  | 17% |
|  |  |  |  |  |  |  |
| LAC | Measurable pupils | | | 10 |  |  |
|  | Target met or exceeded | |  | 8 |  | 90% |
|  | Exceptional levels of progress | |  | 1 |  | 10% |
|  | Below |  |  | 1 |  | 10% |
|  |  |  |  |  |  |  |
| KS3 and KS4 | Measurable pupils | | | 64 |  |  |
|  | Target met or exceeded | |  | 56 |  | 95% |
|  | Exceptional levels of progress | |  | 4 |  | 6% |
|  | Below |  |  | 3 |  | 5% |
|  |  |  |  |  |  |  |
| Sixth form | Measurable pupils | | | 30 |  |  |
|  | Target met or exceeded | |  | 24 |  | 93% |
|  | Exceptional levels of progress | |  | 2 |  | 7% |
|  | Below |  |  | 4 |  | 13% |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Complex Needs | Measurable pupils |  |  | 15 |  |  |
|  | Target met or exceeded |  |  | 11 |  | 73% |
|  | Exceptional levels of progress |  |  | 4 |  | 20% |
|  | Below |  |  | 0 |  | 0% |

**Computing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Whole School | Measurable pupils | | 83 |  |  |
|  | Target met or exceeded | | 72 |  | 96% |
|  | Exceptional levels of progress | | 8 |  | 9% |
|  | Below |  | 3 |  | 4% |
|  |  |  |  |  |  |
| Female | Measurable pupils | | 31 |  |  |
|  | Target met or exceeded | | 28 |  | 96% |
|  | Exceptional levels of progress | | 2 |  | 6% |
|  | Below |  | 1 |  | 4% |
|  |  |  |  |  |  |
| Male | Measurable pupils | | 52 |  |  |
|  | Target met or exceeded | | 44 |  | 96% |
|  | Exceptional levels of progress | | 6 |  | 11% |
|  | Below |  | 2 |  | 4% |
|  |  |  |  |  |  |
| PP | Measurable pupils | | 31 |  |  |
|  | Target met or exceeded | | 27 |  | 100% |
|  | Exceptional levels of progress | | 4 |  | 13% |
|  | Below |  | 0 |  | 0% |
|  |  |  |  |  |  |
| Not PP | Measurable pupils | | 52 |  |  |
|  | Target met or exceeded | | 45 |  | 95% |
|  | Exceptional levels of progress | | 4 |  | 8% |
|  | Below |  | 3 |  | 5% |
|  |  |  |  |  |  |
| LAC | Measurable pupils | | 5 |  |  |
|  | Achieving target | | 5 |  | 100% |
|  | Below |  | 0 |  | 0% |
|  |  |  |  |  |  |
| KS3 and KS4 | Measurable pupils | | 66 |  |  |
|  | Target met or exceeded | | 61 |  | 95.4% |
|  | Exceptional levels of progress | | 3 |  | 4.5% |
|  | Below |  | 3 |  | 4.5% |
|  |  |  |  |  |  |
| Sixth form | Measurable pupils | | 18 |  |  |
|  | Target met or exceeded | | 13 |  | 88% |
|  | Exceptional levels of progress | | 5 |  | 28% |
|  | Below |  |  |  | 12% |

**Target areas for 2018 – 19**

**To close the performance gap between females and males in English and maths**

**To close the performance gap in the proportion of students achieving exceptional levels of progress in maths compared to English**