



Breakspeare School

DATA ANALYSIS 2014-15

We have robust and rigorous procedures in place to ensure all learners succeed and progress in their learning. The data tracking systems in the school are embedded in our annual planning schedule and enables us to set challenging and achievable targets for individual students. Rigorous attention to progress throughout the year allows for early intervention should a student's progress be below expected. The best predictor for future attainment is past performance. Breakspeare School uses data based on a learner's age and their prior attainment to target his/her learning outcomes at the end of each year or end of key stage. For each cohort progress is measured from the starting point for this period of learning; our data analysis focuses on analysing students' annual progress during the academic year as well as their progress during the key stage.

The students are set end of key stage targets using the medium and upper quartile targets from the National Progress Guidance (NPG). Target setting is based on previous key stage outcomes in Language and Literacy, Maths, Science and ICT.

- Upper Quartile (UQ) shows the proportion of our pupils achieving the same as the top 25% of pupils in NPG.
- Median Quartile (MQ) shows the proportion of our pupils achieving the same as the middle pupils in NPG.
- Underachieved means that the proportion of the students is learning below the levels in NPG.

The students' end of key stage targets are broken down into annual end of year targets. We monitor students' progress towards their end of year and end of key stage targets several times during the academic year. The expected progress for a student is to achieve his/her end of academic year or end of key stage targets. Exceeded progress means that the student's progress is above the expected level.

When learner performance is below the expected level we implement personalized intervention programmes to ensure that these learners catch up and meet the challenging targets that have been set for them. We use appropriate intervention programmes such as individual support and behaviour specialist support. We measure the students' progress using a small step assessment system called PIVATS. PIVATS scores are then transferred to a monitoring programme called CASPA. CASPA makes it possible for us to assess our students' progress against NPG.

Our DATA – analysis provides us with action plans to enhance students' learning both for an individual student and also as part of our whole school improvement plan.

Most of our students are learning at pre-National Curriculum (NC) levels e.g. P-levels P1i – P8. We have a few older students particularly in key stage 3 and 4 who are learning at NC levels. For these pupils we are currently using Herts Steps for Assessment when setting targets and assessing their progress in English and Maths. When assessing the progress of our Nursery and Reception age students we use the EYFS Profile. In upper school our students are working towards AQA and ASDAN, and Art Awards accredited units.

2014-15 in Breakspeare School we had 76 students of which 47 were SLD students and 29 were PMLD students.

We are proud that 94% parents said in our annual survey that their child makes good progress at school with their child's progress at Breakspeare School.

Data Profile 2014-15

Overall Achievements and Progress

A. CASPA DATA: Summer 2014 to Summer 2015

Comparison of progress vs. expectations towards set targets

1. Between PMLD and SLD students in different Key Stages (Language and Literacy, Maths, Computing in KS5 and Science in KS1-4)
2. Pupil Premium students and non-PP student ('free school meal' and 'no free school meal' students)
3. Progress at different key stages

B. OVERALL PROGRESS OVER THE KEYSTAGE (Progression Guidance Analysis)

C. PROGRESS AT EYFS

D. PROGRESS AT KS 4-5

A1. Comparison of progress vs. expectations towards set targets

Between PMLD and SLD students in different Key Stages (Language and Literacy, Maths, Computing in KS5 and Science in KS1-4)

The students make outstanding progress in their learning towards their end of year targets at Breakspere School. We use the following criteria to grade students' learning;

- Outstanding = proportion of progress is above expectation, never less than expected
- Good = 80 % of progress is expected or above expected
- Satisfactory = 35 % or more are achieving below expectation

	L&L	Maths	Science	Computing
KS5				
- PMLD	outstanding	outstanding	-	good
- SLD	outstanding	outstanding	-	good
KS4				
- PMLD	good	good	good	good
- SLD	good	good	good	good
KS3				
- PMLD	good	outstanding	good	
- SLD	good	outstanding	outstanding	
KS2				
- PMLD	outstanding	outstanding	outstanding	
- SLD	satisfactory	satisfactory	outstanding	
KS1				
- PMLD	outstanding	good	outstanding	
- SLD	outstanding	good	outstanding	

In all key stages the students' progress has improved; when compared to their progress in 2014-15

- more students exceeding their targets in all key stages
- less students below expected progress than previous year
- PMLD students' progress is not significantly different to SLD students
- Maths doesn't show as an area of concern as it did last year; although as yet it is not as strong as Language and Literacy

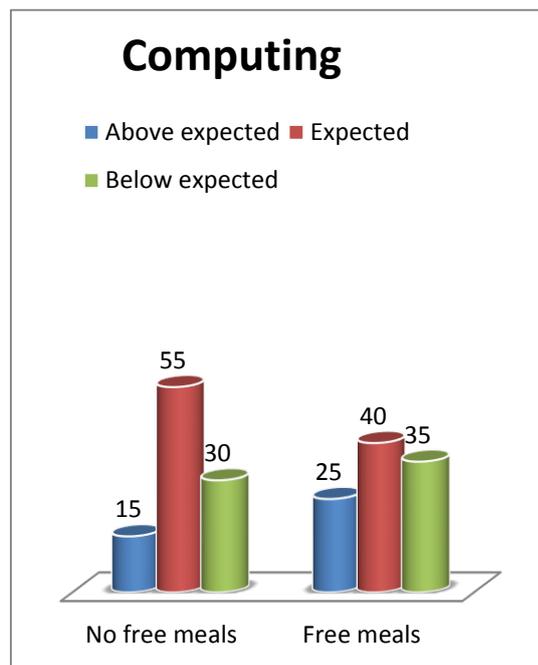
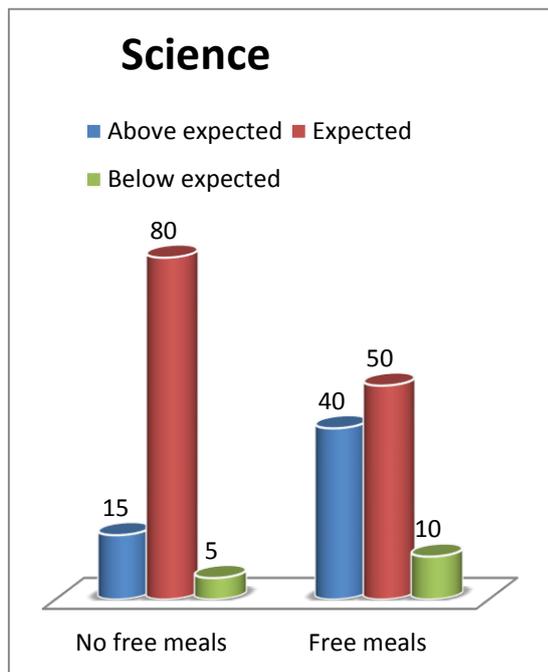
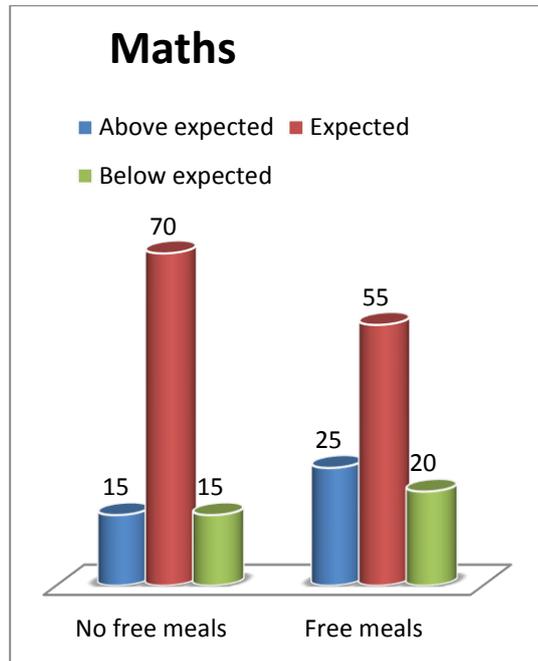
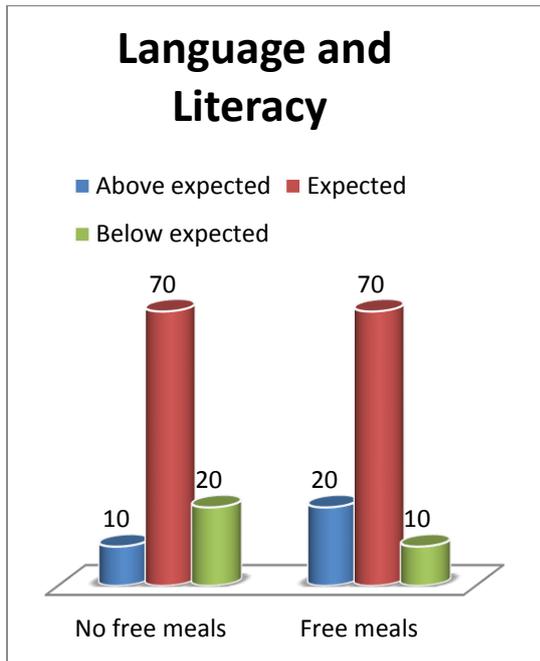
This positive result is due to identified as action points last year;

- the appropriate, accurate and challenging target setting
- focusing on developing curriculum

In order to build on school's already very good performance we have identified our next actions:

1. Focus on a small number of students who are still underachieving; scrutinising accurate target setting and providing extra support at lower key stages particularly in Maths and English
2. Focus on further developing curriculum for ASD and challenging behaviour
3. Further developing cross curriculum links in particular in upper school
4. We need to continue monitoring students' target setting in order to keep targets challenging and progressive as we recognise that if the students achieve or exceed their targets it may be that the targets have not been challenging enough.

A.2. Comparison of progress vs. expectations in Language and Literacy, Maths, Science and Computing between 'No free meals' and 'free meals students' for all students.



Conclusion: Generally there is no difference between FSM and non-FSM students' progress; on average the same % students are above or at their expected target levels in both groups. The students in both groups who are below their expected targets share familiar features e.g. complex medical needs, long term absences and complex sensory difficulties. Those issues are addressed via targeted 1:1 work, planning transitional support strategies for ASD students and curriculum development.

Summary

There is no significant difference between FSM and non-FSM progress at Breakspeare School. In fact there are relatively more students exceeding their targets amongst FSM than in the group of non-FSM students. Our FSM students have effective individual interventions in place through our 'Make the Difference' 1:1 work, 1:1 class support and carefully tailored behaviour and transition plans.

Last year FSM students were identified as a 'focus for development' in all subjects and at all key stages (apart from KS2). In light of the positive impact of our actions this is no longer the case for 2014-15.

Targeted work for FSM students has been effective. The leadership team continues to closely monitor the progress of FSM students together with the class teachers.

Actions for FSM / Pupil premium students.

1. Class teachers and SLT to closely monitor the progress of the FSM students
2. Targeted interventions in place
3. Impact of interventions monitored regularly

A3. Progress at different key stages

All the students in all key stages in 2014-15

In Language and Literacy 79 % make expected or above expected progress

In Maths 82 % make expected or above expected progress

In Science 87,5 % make expected or above expected progress

In Computing 75 % make expected or above expected progress.

B. OVERALL PROGRESS OVER THE KEYSTAGE (Progression Guidance Analysis)

KS1 to KS2 present a journey made by a learner from the start of year 3 to end of year 6 (progress made over 4 years): 3 learners

	Underachieved	MQ	UQ	exceeded
Language and Literacy		100 %		
Maths	34 %	66 %		
Science	33,3%	33,3%	33,3%	

KS2 to KS3 present a journey made by a learner from the start of year 7 to end of year 9 (progress made over 3 years): 5 learners

	Underachieved	MQ	UQ	exceeded
Language and Literacy		40%	60%	
Maths		40%	60%	
Science		40%	60%	

KS3 to KS4 present a journey made by a learner from the start of year 10 to end of year 11 (progress over 2 years): 0 learners

	Underachieved	MQ	UQ	exceeded
Language and Literacy				
Maths				
Science				

Summary:

Given the starting points of our learners, progress for the vast majority have made expected progress against National Progress Guidance (NPG).

- Upper Quartile (UQ) shows the proportion of our pupils achieving the same as the top 25% of pupils in NPG.
- Median Quartile (MQ) shows the proportion of our pupils achieving the same as the middle pupils in NPG.
- Underachieved means that the proportion of the students is learning below the levels in NPG.

C. PROGRESS AT EYFS

We use the EYFS profile to assess progress of our Nursery and Reception students. In the academic year 2014-15 we had 10 students: 7 SLD and 3 PMLD students in our Nursery and Reception.

The EYFS areas of learning are:

- Communication and Learning
- Physical Development
- Personal, Social and Emotional Development
- Literacy (English)
- Numeracy (Mathematics)
- Understanding the World
- Expressive Arts and Design

Progress is assessed using the descriptors 'emerging, developing and securing' at different developmental levels in each curriculum area. The teachers record the students' progress in their EYFS profiles by highlighting their progress indicators and by gathering evidence in their individual Progress and Assessment Files (PAF). Characteristics of effective learning e.g. playing and exploring, active learning and creating and thinking critically are at the heart of daily assessment.

All students in our Nursery and Reception classes have made outstanding progress in their learning. The progress scores are counted as:

- 1 for each step progress descriptor; emerging, developing and securing, making a total of 3 for each curriculum area level. In order to make outstanding progress the student has to gain above 21 progress steps during the academic year (100 % criteria).

The range of progress scores across 10 students in different curriculum areas:

- Communication and Learning 7-20
- Physical Development 4-11
- Personal, Social and Emotional Development 7-23
- Literacy (English) 1-12
- Numeracy (Mathematics) 3-18
- Understanding the World 4-16
- Expressive Arts and Design 0-11

Generally all students in our EYFS department make more than one level progress across the curriculum. There were 2 students whose progress was exceptionally rapid; one achieving 105 progress scores; equalling almost 3 levels progress across the curriculum and another achieving 99 progress scores; equalling almost 3 levels progress across the curriculum.

The curriculum areas where our Nursery and Reception students made most progress were Communication and Language; Personal, Social and Emotional Development and Understanding the World. The areas where the students made less progress were Physical Development, Numeracy and Art. All these curriculum areas are those where students are developing their gross and fine motor skills through cross curriculum activities. An action plan to enhance their learning in these curriculum areas will focus on developing our equipment and resources.

D. PROGRESS AT KS 4-5

Progress at key stage 4 and 5 are measured in a similar way to other key stages. In addition to this we measure the senior students' progress by using different qualifications and accreditations.

Swimming Awards for

- 3 students learning to swim 50 m
- 6 students learning to swim 100m

Arts Awards for

- 2 students for the level EXPERIENCE
- 4 students for the level SILVER

AQA

- 57 units for 14 students during 2014-15
- From 6 leavers 2 achieved 4 awards, 3 achieved 1 award, 1 student didn't achieve the AQA award which was due to her complex socio-emotional needs.