



Breakspeare School

'Pupil Progress and Attainment Report 2019-20'

This year has seen the school develop and establish procedures to check, monitor and set individualised and realistic targets within Breakspeare's bespoke curriculum and assessment system. The teachers met with the deputy head in September 2019 to set and agree the progress that would be achievable for each student for the coming year in the core areas of Myself, My Communication and my Thinking. We met again for a review of individual student progress mid-way through the year in February 2020.

The normal assessment year was then significantly impacted by the Coronavirus pandemic and the school provision changed to accommodate those students that were key worker children or 'vulnerable' in our categories of risk assessment. We made an early decision that 'normal' schooling was not going to be taking place for the rest of the academic year and the formal assessment of students using our systems finished in March. Therefore the progress this year needs to take account of the unprecedented circumstances and measured through the lens of just over half of the year being our normal assessment practice.

The pupils continue to be assessed within the most appropriate framework for their level of cognition and learning. These are grouped in this way;

EYFS pupils	are assessed against the Early Years Profile
PMLD pupils (P1 –P3ii)	are assessed using the 'Routes for Learning' Framework alongside an Independence framework
SLD pupils (P4 – P8)	are assessed using the Breakspeare Pathway 2, (Phases 4 -8)
Pupils working towards National Curriculum (P8+)	are assessed using the Breakspeare Pathway 3, (Phase 9 – 12)

In 2019-20 at Breakspeare School we had 85 pupils of which 64 were SLD pupils and 21 were PMLD pupils. We had 2 pupils working within EYFS this year

In addition, we recognise the role and importance of EHCP targets in the pupils' journey of learning and all targets have been recorded on SOLAR this year after each meeting. This evidence of EHCP targets is now reviewed annually on SOLAR and used as a PDF in EHCP meetings as an indicator of progress towards the long term aims.

Data Profile 2019-20

Overall Achievements and Progress

- A. Progress in Breakspeare Pathways**
- B. Progress at EYFS**
- C. Progress at KS4-5**
- D. Progress in other Curriculum Areas**
 - PE
 - Swimming
 - Music

A. Progress in Breakspeare Pathways

A1. Routes for Learning

The Routes for Learning curriculum focusses on the early stages of learning in communication and cognition that forms the foundation for other learning to be established. The 6 primary aged pupils on the Routes for Learning assessment system made between 3% and 9% progress over the year. This equates to gaining between 3 and 9 stars of progress against the learning statements or moving from emerging to secure in up to three statements. In terms of their progress in relation to projected outcomes for the year 5 out of the 6 pupils made 'above expected' progress and one pupil made 'expected' progress.

This shows that pupils have made outstanding and rapid progress based on their cognitive levels and have made this depth of progress over two terms rather than three.

The secondary and post 16 pupils on Routes for Learning made between 0% and 7% of progress over the year. This equates to pupils gaining up to 7 stars of progress against the learning statements or moving from emerging to developing in two statements. Out of the 12 pupils in this cohort, 7 made 'above expected' progress, 4 made 'expected' progress and 1 made 'below expected' progress.

To facilitate the measurement of other important progress that these pupils are making we continue to assess the development of Independence skills. The pupils continue to develop their skills in body awareness, gross motor skills, fine motor skills, dressing and undressing, washing hands and face, cleaning teeth, eating and drinking, and using the toilet.

A2. Breakspeare Pathway 2 (P4 – P8)

The majority of pupils at the school follow Breakspeare Pathway 2 which covers 10 subjects across three core areas of Myself, My Communication and My Thinking. The data collected using SOLAR up to this point, enabled teachers with the assessment lead to meet in September to set projected progress for the end of the year. Projected progress was based on;-

- knowledge of the students' progress rates using SOLAR in last few years
- knowledge of students' progress in a particular curriculum area
- teachers professional judgement

Number of pupils (Total – 54)	Progress Rating AE – Above Expected E - Expected BE – Below Expected	% Progress
31	AE	57%
21	E	39%
2	BE	4%

The data shows over half the students are making above expected progress, just under half are making expected progress, and this is in a year that has been significantly affected by the corona virus. This shows that students are making rapid and secure progress across the three core areas of learning and outstanding progress towards their targets.

Progress made in subjects

Subject Area	Rank	% Progress made by all pupils in the subject area.
Independence (Myself)	1	1290
Social Development (Myself)	2	1249
Shape, Space and Measure (My Thinking)	3	1013
Writing (My Thinking)	4	935
Speaking (My Communication)	5	930
Managing Feelings and Behaviour (Myself)	6	900
Self Confidence and Self Awareness	7	987
Listening (My Communication)	8	883
Reading (My Thinking)	9	827
Number (My Thinking)	10	744

This data highlights those subjects that have yielded the highest progress from the pupils over the year. It shows the progress pupils across the school have made in the area of Myself, particularly relating to Social Development and Independence. This is the second year in a row that the progress in 'Independence' has a first place ranking. The students following this pathway primarily have a diagnosis of ASD so it is worth noting that both independence and social development are not only the focus of their education at Breakspere but also where they are making the most secure progress.

The table reflects the emphasis needed on the subject areas of both reading and number, which have dropped in ranking this year. This will be addressed through staff training, appraisal targets and the focus of Ofsted on 'reading' in its many forms.

An example of how progress was tracked this year;

BP 2 My Thinking - Writing						
	4	Autumn Term 2019-2020	Spring term 2019-2020	PROJECTED 19-20	Summer term 2019-2020	% PROGRESS 19-20
Pupil 1		Phase 4 + 77%	Phase 5 + 37%	5% = Phase 4 + 78%	Phase 5 + 37%	64%
Pupil 2		Phase 7 + 7%	Phase 7 + 17%	5% = Phase 7 + 12%	Phase 7 + 20%	13%
Pupil 3		Phase 5 + 3%	Phase 5 + 7%	+5% = Phase 5 + 8%	Phase 5 + 13%	10%
Pupil 4		Phase 7 + 47%	Phase 7 + 50%	+5% = Phase 7 + 52%	Phase 7 + 53%	6%
Pupil 5		NL + 63%	NL + 67%	+3% = NL + 66%	NL + 70%	7%
Pupil 6		Phase 5 + 20%	Phase 5 + 40%	+5% = Phase 5 + 25%	Phase 5 + 57%	37%
Pupil 7		Phase 4 + 73%	Phase 4 + 77%	+5% = Phase 4 + 48%	Phase 4 + 83%	10%
Pupil 8		Phase 5 + 37%	Phase 5 + 50%	+5% = Phase 5 + 38%	Phase 5 + 60%	27%
Pupil 9		Phase 5 + 0%	Phase 5 + 0%	+3% = Phase 4 + 90%	Phase 4 + 90%	3%
Pupil 10		Phase 4 + 40%	Phase 4 + 50%		5% Phase 4 + 57%	17%

BP 2 Myself - Independence						
	4	Autumn Term 2019-2020	Spring term 2019-2020	PROJECTED 19-20	Summer term 2019-2020	% PROGRESS 19-20
Pupil 1		Phase 4 + 40%	Phase 4 + 60%	5% = Phase 4 + 45%	Phase 4 + 73%	23%
Pupil 2		Phase 7 + 77%	Phase 7 + 80%	5% = Phase 7 + 82%	Phase 7 + 87%	10%
Pupil 3		Phase 5 + 3%	Phase 5 + 13%	+5% = Phase 5 + 8%	Phase 5 + 33%	30%
Pupil 4		Phase 4 + 63%	Phase 4 + 70%	+5% = Phase 4 + 68%	Phase 4 + 80%	17%
Pupil 5		Phase 4 + 27%	Phase 4 + 33%	+5% = Phase 4 + 5%	Phase 4 + 47%	20%
Pupil 6		Phase 6 + 77%	Phase 6 + 80%	+5% = Phase 6 + 82%	Phase 7 + 40%	46%
Pupil 7		Phase 5 + 0%	Phase 5 + 0%	+5% = Phase 4 + 93%	Phase 5 + 17%	17%
Pupil 8		Phase 7 + 27%	Phase 7 + 33%	+10% = Phase 7 + 37%	Phase 7 + 47%	20%
Pupil 9		Phase 4 + 48%	Phase 4 + 56%	+5% = Phase 4 + 53%	Phase 4 + 67%	19%
Pupil 10		Phase 5 + 10%	Phase 5 + 23%		5% Phase 5 + 43%	33%

Projected progress for the year was discussed with teachers in September. We met for a mid-yearly meeting in February to assess progress and rag rated the progress made. The progress was then reviewed in June at the end of the year and rag rated again. In this example, students are making secure progress in both writing and independence showing both the breadth and depth of the learning across the areas of the core curriculum.

Pupil Premium progress

This year at Breakspeare 27 students, that is 32% were in receipt of pupil premium. We have also 3 'ever 6 students' who have received pupil premium when they have been at KS 4. Throughout the year through progress meetings with teachers and in the data seen in the individual pathways, the progress made by pupil premium pupils shows no significant difference to the progress made by pupils who are not pupil premium.

B. PROGRESS AT EYFS

We use the EYFS profile to assess progress of our Nursery and Reception students. In the academic year 2019-20 we had 2 students: 1 SLD and 1 PMLD student in Reception and Nursery Years respectively.

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 learning journals. 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 expected and above expected 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 SLD student attained 33 steps of progress in the year during the Autumn and Spring term. The one student with PMLD gained 14 steps of progress this year during the Autumn and Spring Term.

Action

To work on an action plan that consolidates our EYFS provision and aims for the EYFS Quality Mark.

C. PROGRESS AT KS 4-5

Progress at key stage 4 and 5 is 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.

Arts Awards

- 4 students are on target to achieve the BRONZE Level award
- 1 student is on target to achieve the SILVER Level award

AQA / ASDAN

Students in the Upper School continue to access the AQA Unit award Scheme and the ASDAN Preparation for Adulthood - Towards Independence programme. We are in the third year of offering the Transition Challenge programme which is another part of the Preparation for Adulthood Programme particularly suited to our learners with more complex needs.

This is the last year of having the DCS (Direct Certification status) before having to attend external moderation meetings. This means we can moderate Breakspeare students' work internally and without supervision for that time. Individual classes continue to use their ASDAN record folders which give us an ongoing record of which module each student has completed or working towards.

We are still using the AQA Gateway online system to make record keeping and monitoring progress of individual student's AQA learning more efficient. Using this system we can immediately see all the units any student has achieved since they were registered with the AQA Unit award Scheme as well as being particularly useful for new staff within the phase.

AQA ACADEMIC YEAR 2019-2020 (The Assessment and Qualifications Alliance)

18 out of 18 (100%) Upper school students have completed AQA awards this year with a total of 58 AQA Awards being completed in total. The figure of students completing AQAs is up by 18% from last year but we have completed less units possibly due to the change of cohort of our learners, an increase of students with more complex learning needs.

When compared to the targets set at the beginning of the year, 7 students (39%) have achieved or exceeded the target of required amount of accreditation awards expected for their ability level (SEE AQA GRID *Expected outcomes by the end of Key stage5*) and 100% of students have completed at least 1 AQA this year. Due to the COVID- 19 outbreak students have missed 1 ½ terms of school and therefore this has had an impact on the results. Prior to this outbreak all students (82%) were on track to achieving or exceeding their initial target.

AQA GRID *Expected outcomes by the end of Key stage5:*

IDENTIFIED STUDENT COHORT	EXPECTATION COMPLETED AQA UNITS PER YEAR	TOTAL EXPECTATION AT END OF KEY STAGE 5 (YR10-14)
PMLD / ASD with challenging behaviours	3 units per year	15 units
SLD / ASD	6 units per year	30 units

Accreditation Overview 2019-2020

Moderated Summer 2020

NAME YEAR LEAVING	NO. OF AQA UNITS COMPLETED 2019-2020	TOTAL NO OF AQA UNITS COMPLETED TO DATE	UNDER ACHIEVED ACHIEVED EXCEEDED	NOTES COVID-19 MARCH 2020-JULY 2020
2020 DAJHANE GRAY	2	22	U	
ORLA O'BRIEN	4	17	U	
JOSHUA GEORGE	9	37	E	
CHARLIE	7	22	E	

WHEELER				
NAME YEAR LEAVING	NO. OF AQA UNITS COMPLETED 2019-2020	UNDER ACHIEVED ACHIEVED EXCEEDED	TOTAL NO OF AQA UNITS COMPLETED TO DATE	NOTES COVID-19 MARCH 2020-JULY 2020
2021 LAURA BUTLER	2	U	2	FOCUS : AIM TO MEET EXPECTED YEARLY TARGET OF 3 UNITS FOR NEXT ACADEMIC YEAR
2022 SAFIYE AKSAMAZ	3	U	10	FOCUS FOR NEXT YEAR IS FOR <u>ALL</u> STUDENTS TO ACHIEVE YEARLY TARGET SET IN AUTUMN TERM LEFT BREAKSPEARE
AMNA AHMED	4	E	7	
KISHON KIRUBAHARAN	7	E	14	
GURPREET JUTTLA	1	U	9	
SOFIA MAZHAR	2	U	2	
MEGAN SPACEY	2	U	2	
2023 KENNY MORRISEY	2	U	3	
SAMUEL CANT	3	A	4	
SAFAA MASOOD	2	U	2	
2024 HAMID MOHAMID	5	E	5	

MCKENZIE BLU-GRACE	2	U	2	
BIANCA RAI A	3	U	3	
MACIEK HAMLING	3	A	3	
TOTAL NUMBER completed	63		296 total to date	

PMLD cohort have all increased the amount of AQA's achieved this academic year and if it was not for the COVID-19 outbreak they would have all achieved their yearly target of 3 AQAs per year.

ASDAN ACADEMIC YEAR 2019-20120 (Award Scheme Development and Accreditation Network)

This academic year I have moderated 32 ASDAN modules. There has been a specific focus on the completion of modules for the PMLD cohort of students and the school leavers this year.

Last year has meant that we have successfully moderated, and one student has achieved our first GOLD level award.

The *Transition Challenge* programme is specifically aimed towards our students with more complex needs, operating at pathway 1 in the Breakspeare Curriculum and also students operating at Phase 4 in Pathway 2 of the Breakspeare Curriculum.

9 students have started Transition challenge, completing activities towards the completion of modules. They are all on target to completing 1 module per year (5 activities per module) and this academic year 3 students will have successfully completed 2 modules, therefore gaining the Silver level award and are also on target to gaining the GOLD award by Year 14.

Transition Challenge modules continue to be moderated when students reach YR12 in order for them to gain the SILVER award and then again in YR14 so they are able to gain the GOLD award.

ASDAN GRID Expected outcomes by the end of Key stage5:

IDENTIFIED STUDENT COHORT	EXPECTATION COMPLETED ASDAN MODULES PER YEAR	TOTAL EXPECTATION AT END OF KEY STAGE 5 (YR10-14)
PMLD	1 MODULE per year	5 MODULES <ul style="list-style-type: none"> • Starting Out • Transition challenge Silver (2)& Gold (2)

ASD with challenging behaviours	1 MODULE per year	5 MODULES <ul style="list-style-type: none"> • Starting Out • Myself & Others • Developing Communication Skills- Sensory or Introduction • Meal Preparation • + 1 other module of choice
SLD / ASD	1-2 MODULES per year <i>*Modules are a guide only</i>	8 MODULES <ul style="list-style-type: none"> • Starting Out • Developing Communication Skills- Introduction • Developing Communication skills – Progression • Numeracy Introduction • Numeracy Progression • Meal Preparation • Going to College or Independent Living • + 1 other module of choice

100% of 2020 leavers cohort have exceeded the KS 5 target set.

NAME	TOTAL NO.OF ASDAN UNITS COMPLETED END OF KS 5 (number in brackets = number of modules completed in 2019/2020)	UNDER ACHIEVED ACHIEVED EXCEEDED	NOTES
2020 DAJHANEE GRAY	(4)12	E	
ORLA O'BRIEN	(3)10	E	
JOSHUA GEORGE	(6)10	E	
CHARLIE WHEELER	(4)8	E	

NAME	NO.OF ASDAN UNITS COMPLETED 2019-2020	UNDER ACHIEVED ACHIEVED EXCEEDED	TOTAL NO.OF ASDAN UNITS COMPLETED TO DATE	NOTES
2021 LAURA BUTLER	1 module Transition Challenge sensory	A	3	On target for Gold Transition Challenge
2022 SAFIYE AKSAMAZ	3	E	9	*AA – focus student SM / MS on target for Gold TC
AMNA AHMED	2	A	2	
KISHON KIRUBAHARAN	2	A	5	
GURPREET JUTTILA	LEFT BREAKSPEARE			
SOFIA MAZHAR	1 module Transition Challenge sensory	A	3	
MEGAN SPACEY	1 module Transition Challenge sensory	A	3	
2023 KENNY MORRISEY	1 module Transition Challenge	A	1	
SAMUEL CANT	1 module Transition Challenge	A	1	
SAFAA MASOOD	1 module Transition	A	1	

	Challenge			
2024				
HAMID MOHAMID	1 module transition challenge	A	1	
MCKENZIE BLU-GRACE	1 module transition challenge	A	1	
MACIEK HAMLING	1	A	1	Starting out (basic)
BIANCA RAI A	3	E	3	
TOTAL NUMBER completed	19 36 including leavers totals		75 157 incl. 2020 leavers totals	

100% of students including 2020 leavers cohort have achieved or exceeded the annual target set for completed ASDAN modules. This is a 50% increase from last academic year.

FUTURE DIRECTIONS AND ACTIONS

- Although we have successfully completed and moderated **82** AQA and ASDAN accreditations collectively, we still need to focus on the PMLD cohort and some students with ASD who are not achieving the annual target number of AQA units set.
 - **FOCUS FOR NEXT YEAR IS FOR ALL STUDENTS TO ACHIEVE YEARLY TARGET SET IN AUTUMN TERM**
- Continue to devise and review a new PMLD version of the Careers Curriculum linking to AQAs but with more of an Independence skill based focus.
- Teachers will need to identify any AQAs they require amending early on in the term so that I can amend / re-write them as necessary. This will have a positive impact as students with PMLD will have access to gaining more individualised awards.
- Focus on how we assess our PMLD learners by possibly combining Transition challenge / Routes for Learning. More training and support required at the start of the Autumn term.

- Continue to internally moderate twice yearly; at the end of the autumn 2019 and spring 2020 term and externally moderate by mid-Summer term 2020.
- To develop our Careers (Preparing for Adulthood) Curriculum and linking this to careers related AQAs. Impact will be that we will have a more progressive Careers Curriculum and will link to the Quality in Careers Standard award which we are aiming to complete by July 2020

D. PROGRESS IN OTHER CURRICULUM AREAS

Swimming;

Progress in Swimming is tracked on SOLAR on the Swimming Assessment framework but in addition the breakdown of pupils achieving awards is;

- 16 Students achieved distance awards
- 3 students achieved different levels of Duckling Awards
- 41 students achieved different Rock Hopper Awards
- 1 student achieved Alpha award
- 3 students achieved National Curriculum awards
- 2 students achieved Water Skills awards
- 2 students achieved National Swim Awards
- Number of pupils who we class as swimmers ; 31
- Emerging swimmers; 4

PE;

Progress in PE is tracked on SOLAR using the PE Assessment framework but in addition the pupils have taken part in a few festivals and tournaments this year including;

SLD Secondary Panathlon – a team of 5 pupils teamed up with Greenside School and came out 1st on Tournament.

SLD Boccia tournament – a team of 5 pupils played Boccia and came out 5th out of 12 teams

We have also continued sailing, horse-riding and had some Indian Dance workshops and Class 9 have developed their tennis skills on a SLD Tennis Course delivered by an external provider, called Get Set 4 Tennis.

Music;

We have had a new music specialist in post this year delivering music to all the students across the Federation. The highlight was bringing together the Sunflower Federation choir from across both schools to practice and then participate in our annual Parmiters Christmas Concert.

NEXT IDENTIFIED ACTION POINTS

- To take account of the COVID 19 situation and recognise that some students will have been out of school for up to 5 months and may need aspects of a 'recovery curriculum' with time given to recover skills and adapt back to learning and this may affect their current assessment levels.
- To refine the target setting process so it is rigorous enough to focus learning across the curriculum for all students and identify students where interventions are necessary.
- To embed the use of the 'Five Areas of Engagement' through whole school training and its implementation with learners who are not working at the subject specific level. This will include updating paperwork such as EHCP's and CAT sheets to reflect this change in assessment.
- To become familiar with and assess against the Pre-key stage standards for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.
- To continue to track EHCP targets on SOLAR and breakdown the longer term outcomes using SOLAR targets.
- To enhance the format of EHCP meetings with parents and develop the sharing of the pupils learning through showing examples on SOLAR and real evidence of progress e.g. videos and star cards. .
- To focus on upskilling staff to teach particular curriculum areas with more knowledge and resources through appraisal targets and modelling from trained teachers e.g. reading