



## **Achievement & Standards Report**

**2018-2019**

### **Introduction**

The School Development Plan 2016-19 MGS has focussed on broadening assessment to include targeted achievement the ACE assessment. The primary purpose of this is to give our students the best possible long term holistic outcomes. MGS has therefore worked at the forefront and frequently in advance of national developments in SEN assessment. The result is an emerging, fully comprehensive ACE model assessment tool that will focus on long term outcomes across all areas for our students. This year has seen significant change to the way in which we measure meaningful progress of students. P levels are no longer statutory for students engaged in subject specific learning. As of September 2019 P levels will no longer be statutory for any students.

Manor Green's continued focus on effective leadership, triangulated quality assurance, high quality teaching and support, effective assessment and internal and external moderation assures us that our data for 2018-19 is reliable.

### **Accuracy of assessment**

To ensure that students are achieving skills in a broad and balanced way, we have used termly moderation sessions, analysing progression data across Academic and Care, whole school ACE target monitoring, learning walks and lesson observations. The broader base of evidence, including the monitoring of marking and feedback as well as progress toward exam results has meant that underachievement has been identified in real time and exam results reflect the evidence of progress more accurately. We are also working closely with the Berkshire Alliance of Special Schools (BASS) to ensure expectations of student achievement remain high at MGS.

### **Methodology**

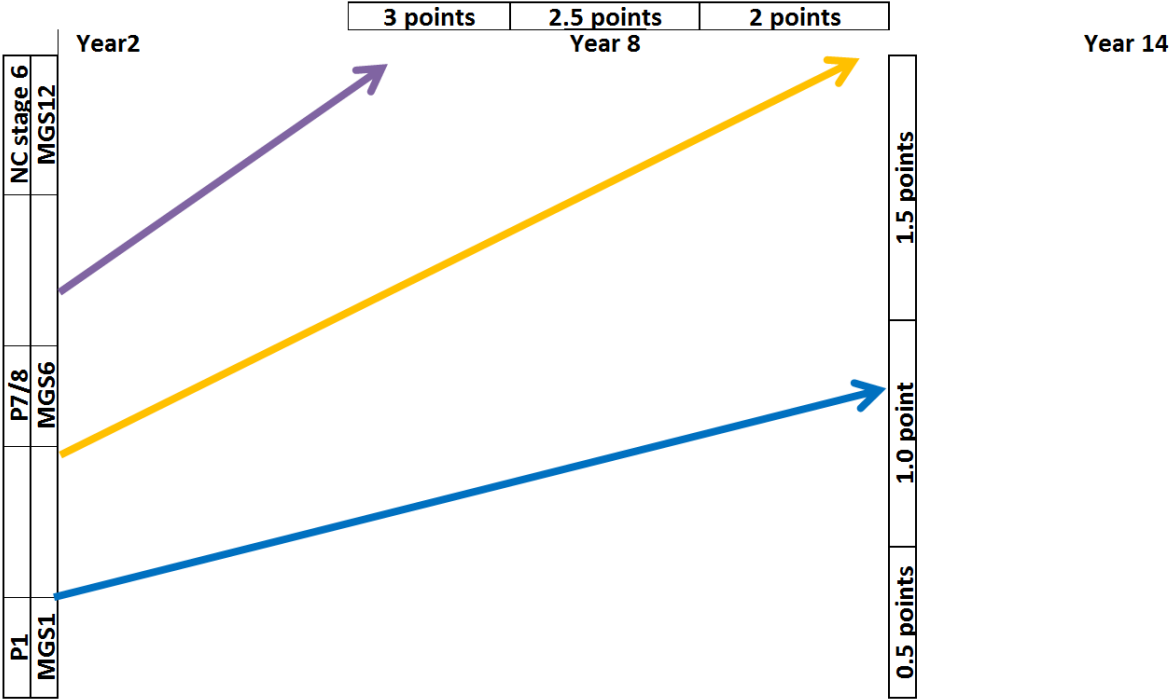
The following report has been prepared by comparing end-of-year summative assessment data in academic subjects provided by teachers in July 2019.

With the removal of P levels, and previous changes to national curriculum assessment, National comparative data is no longer available as it previously was and national progression guidance is increasingly out of date. As a result we have developed our own ambitious progression guidance linked directly to national curriculum expectations and corresponding expectations from other outstanding special schools.

**Understanding the data.**

We feel that the ambition of teachers should be contained in the setting of student targets. Teachers that know their students well will be able to set reachable but challenging targets that stretch students. We therefore expect that some students may occasionally not achieve their targets if they have been reaching for ambitious goals. Whilst we expect teachers to remain ambitious in their planning, too many students “exceeding expected progress” suggests that teachers have not been ambitious enough.

School leaders decided to set aspirational targets with upper quartile progress for our most able students being 3 points (one full stage) of progress, which is equivalent to peers in mainstream. Progression Guidance is as follows:



As this is our second full year within the new assessment system, as a leadership team we have aimed to achieve less than 10% of students not reaching their targets, and a very ambitious 20% exceeding their targets.

**1. Whole School Year on Year Comparison (KS2-5) – 3-year trend**

**A-** Above: Students making above expected progress (School expectation at least 20%)

**M-** Meeting: Students making expected progress

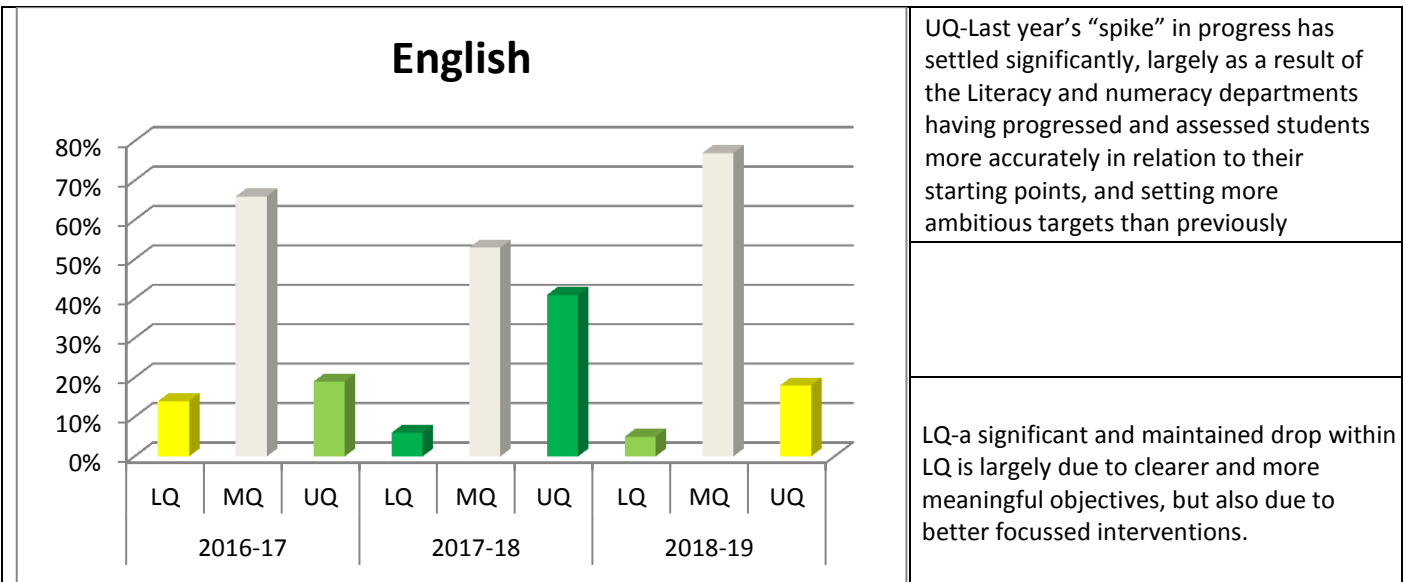
**B-** Below: Students making below expected progress (School expectation less than 10%)

Key:

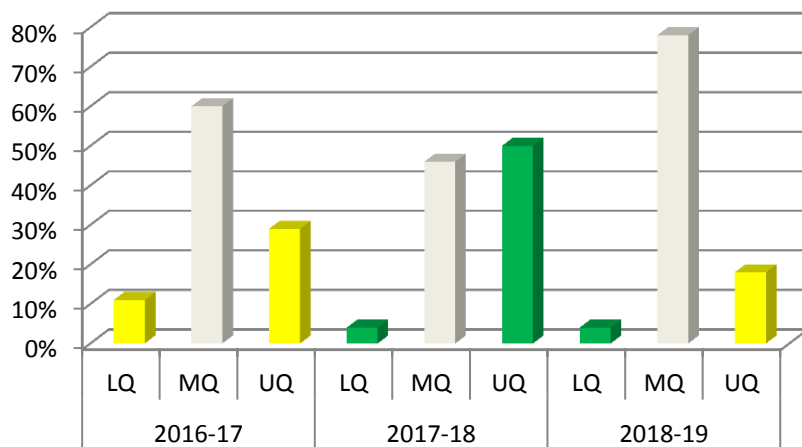
	more than 10% above UQ expectations, more than 5% below LQ expectations
	at to within 10% above UQ expectations, at to within 5% below LQ expectations
	within 10% below UQ expectations, within 10% above LQ expectations
	more than 10% below UQ expectations, more than 10% above LQ expectations

Note – M does not require colour rating as is dependent on numbers above and below

	2016-17			2017-18			2018-19		
	LQ	MQ	UQ	LQ	MQ	UQ	LQ	MQ	UQ
<b>English</b>	14%	66%	19%	6%	53%	41%	5%	77%	18%
				9	85	65	6	101	24
<b>Maths</b>	11%	60%	29%	4%	46%	50%	4%	78%	18%
				7	73	79	5	103	24



## Maths



UQ- Last year's spike in exceeding progress has levelled through significantly targeted support and improved understanding of maths teaching. More ambitious target setting and more accurate starting points mean more students are in the expected progress bracket.

LQ- The sustained drop in underachievement is due to appropriate assessment tools in place and real time targeted intervention supported by the maths department.

## 2: Percentage of students across the school achieving Targets in all 7 Academic strands

Whole School			
Subject	Below Track	On Track	Above Track
Literacy	5%	77%	18%
	6	101	24
Literacy - Reading	5%	70%	25%
	7	92	33
Literacy - Writing	5%	81%	15%
	6	106	19
Maths	4%	78%	18%
	5	103	24
Maths - Number	5%	70%	25%
	6	93	33
Maths - Space, Shape & Measure	5%	75%	20%
	6	99	27
Understanding Our World	8%	63%	29%
	11	82	38
Understanding Our World - People	10%	62%	28%
	13	81	36
Understanding Our World - World	8%	63%	28%
	11	83	37
Understanding Our World - Technology	10%	56%	34%
	13	73	44

Across the school, Technology has shown a significant level of achievement above expectations over other subjects. This has been a targeted focus of middle leadership and teachers alike. A deeper understanding of the curriculum along with greater technology opportunities through Enabling Enterprise have both contributed to improvement in progress.

## Analysis of progress of groups of learners By Department

Independence			
Subject	Below Track	On Track	Above Track
Literacy	9% 6	65% 43	26% 17
Literacy - Reading	10% 7	66% 44	24% 16
Literacy - Writing	9% 6	70% 47	21% 14
Maths	7% 5	81% 54	12% 8
Maths - Number	9% 6	76% 51	15% 10
Maths - Space, Shape & Measure	7% 5	66% 44	27% 18
Understanding Our World	14% 9	56% 37	30% 20
Understanding Our World - People	18% 12	66% 43	15% 10
Understanding Our World - World	17% 11	44% 29	39% 26
Understanding Our World - Technology	18% 12	42% 27	40% 26

Understanding our world is seeing more underachievement in Independence clusters than other subjects. This will be reviewed by middle leaders and teachers to be addressed over the next year.

Towards Independence			
Subject	Below Track	On Track	Above Track
Literacy	0% 0	89% 58	11% 7
Literacy - Reading	0% 0	74% 48	26% 17
Literacy - Writing	0% 0	92% 59	8% 5
Maths	0% 0	75% 49	25% 16
Maths - Number	0% 0	65% 42	35% 23
Maths - Space, Shape & Measure	2% 1	85% 55	14% 9
Understanding Our World	3% 2	69% 45	28% 18
Understanding Our World - People	2% 1	58% 38	40% 26
Understanding Our World - World	0% 0	83% 54	17% 11
Understanding Our World - Technology	2% 1	71% 46	28% 18

The level of underachievement in Toward independence his incredibly low. Middle leaders will review whether targets need to be made more ambitious over the next year. Literacy, and in particular writing have seen the lowest levels of students making above expected progress. Writing is of course a much more complex skill than reading and students with physical needs

will find it more challenging. We need to analyse the causes of this very carefully, as it may be the targets are not taking enough account of the physical difficulties many of these students' experience. However, it could also be that teachers have lower expectations of these students. This certainly needs the attention of our specialist Literacy team.

## By Gender

	Female			Male		
	Below	On	Above	Below	On	Above
<b>Whole School</b>						
Reading%	6%	72%	22%	5%	70%	25%
	2	23	7	5	71	25
Writing%	3%	78%	16%	5%	81%	14%
	1	25	5	5	82	14
Maths%	6%	75%	19%	6%	76%	18%
	2	24	6	6	77	18

Generally, both genders have achieved equally well, with almost no significant statistical differences.

EAL	Below	On	Above	Non EAL	Below	On	Above
<b>Whole School</b>				<b>Whole School</b>			
Reading%	4%	85%	12%	Reading%	6%	68%	27%
	1	22	3		5	61	24
Writing%	4%	88%	8%	Writing%	4%	78%	17%
	1	23	2		4	70	15
Maths%	0%	81%	19%	Maths%	8%	73%	19%
	0	21	5		7	66	17

Overall, EAL students are broadly in line with the Whole school statistics.

## Ethnic Minority

	White British			Other		
	Below	On	Above	Below	On	Above
Reading%	6%	69%	25%	2%	78%	20%
	6	65	23	1	32	8
Writing%	5%	78%	17%	2%	88%	10%
	5	73	16	1	36	4
Maths%	5%	78%	17%	0%	80%	20%
	5	73	16	0	33	8

There is no one particular group within Ethnic minorities that presents a statistically viable number. However, when viewed collectively Ethnic minorities presents a significant portion of the school. As seen above, lower and upper quartile figures for Ethnic minorities are broadly in line with Whole school figures, with slightly better results above expected progress in literacy.

## Student Premium

	Service Child			LAC			FSM			PP		
	Below	On	Above	Below	On	Above	Below	On	Above	Below	On	Above
<b>Whole School</b>	3			6			38			49		
<b>Reading%</b>	1	0	2	0	5	1	3%	97%	0%	6%	71%	23%
	1	0	2	0	5	1	1	29	0	3	37	12
<b>Writing%</b>	1	0	2	0	5	1	3%	100%	20%	6%	75%	17%
	1	0	2	0	5	1	1	30	6	3	39	9
<b>Maths%</b>	0	1	2	0	5	1	7%	100%	20%	6%	77%	17%
	0	1	2	0	5	1	2	30	6	3	40	9

The above expected progress of Student Premium students and free school meals is broadly in line with whole school achievement.

Below expected progress is slightly better than whole school achievement over all for Free School meal students in literacy. However, no Free School meal students exceeded their targets in Reading this year. This will be addressed through the literacy department.

There is also indication of LAC student improvement since last year, which has been successfully addressed since the previous report.

## Primary SEN Need

The figures do not include EYFS, and Specialist Students

	Autistic Spectrum Disorder			Moderate Learning Difficulty			Speech, Language or Communication Need			Profound & Multiple Learning Difficulty		
	Below	On	Above	Below	On	Above	Below	On	Above	Below	On	Above
<b>Whole School</b>	44			37			18			8		
<b>Reading %</b>	0%	91%	9%	0%	86%	14%	0%	100%	0%	0	7	1
	0	40	4	0	32	5	0	18	0	0	7	1
<b>Writing %</b>	0%	91%	9%	0%	86%	14%	0%	100%	0%	0	8	0
	0	40	4	0	32	5	0	18	0	0	8	0
<b>Maths %</b>	2%	93%	5%	3%	81%	16%	0%	94%	6%	0	7	1
	1	41	2	1	30	6	0	17	1	0	7	1

	Physical Disability			Severe Learning Difficulty			Social, Emotional and Mental Health			Specific Learning Difficulty		
	Below	On	Above	Below	On	Above	Below	On	Above	Below	On	Above
<b>Whole School</b>	24			6			6			3		
<b>Reading %</b>	0%	79%	21%	0	4	2	0	6	0	0	3	0
	0	19	5	0	4	2	0	6	0	0	3	0
<b>Writing %</b>	0%	96%	4%	0	5	1	0	6	0	0	2	1
	0	22	1	0	5	1	0	6	0	0	2	1
<b>Maths %</b>	0%	71%	29%	1	4	1	0	6	0	0	3	0
	0	17	7	1	4	1	0	6	0	0	3	0



	Physical Disability		
	Below	On	Above
<b>Whole School</b>	<b>9</b>		
<b>Reading</b>			
%	0	7	2
<b>Writing</b>			
%	0	6	3
<b>Maths</b>			
%	0	7	2

Almost no students with significant needs are below target this year. Targets will be reviewed to ensure they are rigorous and ambitious in their intent. A greater number of students with ASD and SLCN are underperforming than in whole school figures. The Literacy and numeracy department will be assessing how they can better help progress the achievement of these students to ensure appropriate support is given for improved progress.

### 3. First School, Sensory and specialist departments

In all 3 departments most students are assessed using developmental student led target setting. Each department uses a framework that is specific and relevant to their own students as follows:

Ladybird – EYFS until Early learning goals are reached, then MGS stages.

Specialist – The SCERTS® Model

Sensory - ASDAN

Where students are being assessed using the MGS stages and subjects, students are included in the above data.

Students in these departments have bespoke programs of study and therefore do not fit in to specific subject strands. Instead ACE targets are set according to their program of assessment and needs. As a result, we monitor their progress through the achievement of ACE targets. The data below shows the achievement of ACE targets summary over the year in relation to the number of targets set.

#### Targets Achieved 2018-19

First School (Ladybird Cluster)								
Academic Targets			Care Targets			Enrichment/Engagement Targets		
Not met	Partially met	Fully met	Not met	Partially met	Fully met	Not met	Partially met	Fully met
21	396	411	42	367	457	21	353	706
3%	48%	50%	5%	42%	53%	2%	33%	65%
Sensory (Usborne Cluster)								
Academic Targets			Care Targets			Enrichment/Engagement Targets		
Not met	Partially met	Fully met	Not met	Partially met	Fully met	Not met	Partially met	Fully met
37	262	210	32	202	186	16	240	371
7%	51%	41%	8%	48%	44%	3%	38%	59%
Specialist (Orchard Cluster)								
Academic Targets			Care Targets			Enrichment/Engagement Targets		
Not met	Partially met	Fully met	Not met	Partially met	Fully met	Not met	Partially met	Fully met
40	382	275	71	350	274	40	402	446
6%	55%	39%	10%	50%	39%	5%	45%	50%

Key:

	more than 50% fully met, less than 5% not met
	25 to 50% fully met, 5 to 10% not met
	10 to 25% fully met, 10 - 15% not met
	Less than 10% fully met, more than 15% not met

Overall target achievement is good, however Care targets for specialist students are not being met as well as in other departments. This will be actioned with the specialist cluster leader to improve achievement for specialist students in Care.

As a matter of course, targets will be reviewed to ensure robust and ambitious aims are being set.

## Exam Results for KS4&5

	English Level 2	Maths level2	English Level 1	Maths level1	English EL 3	Maths EL 3	English EL 2	Maths EL 2	English EL 1	Maths EL 1	AQA PSE
Pass	1	0	2	1	0	3	0	3	0	4	72
Ungraded	0	0	0	1	0	1	0	0	0	0	4

Overall Pass rate: 93%

### 3-year Pass rate comparison

	2016/17			2017/18			2018/19		
	Functional Skills			Functional Skills			Functional Skills		
	English	Maths	Overall	English	Maths	Overall			
Pass	16	28	44	15	28	55	2	1	
Ungraded	3	12	15	2	12	5	0	1	
Pass rate	84%	70%	75%	88%	96%	92%	Not statistically viable		

This year has seen significantly fewer students eligible for Functional Skills exams, however those that have completed exams have done very well. There have been significantly more students entered into Entry level and PSE qualifications and we are very proud of the 93% pass rate achieved within these qualifications.

## **Key Actions for 2019-20**

- Review target setting rigour and ambition in Toward Independence Clusters, is there enough stretch and challenge.
- Target Understanding Our World progress in Independence Cluster
- Conduct a full analysis of writing in Towards Independence.
  - Do teachers have high enough expectations of students?
  - Review the targets in writing to ensure issues with the mechanical action of writing aren't holding back progress.
  - Consider what reasonable adjustments or assistance can be provided to remove any physical barriers to progress.
- Target intervention to improve progress in writing and reading of students who receive Free School Meals.
- Ensure we provide enough stretch and challenge for students with ASD and SLCN
- Improve achievement of Specialist students in Care targets.

**Ian Peters**

**Deputy Headteacher**