



## **Achievement & Standards Report**

**2017-2018**

### **Introduction**

As part of our School Development Plan 2016-19 MGS has been working hard to broaden assessment include targeted achievement in Care, Communication, Enterprise and Engagement. 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 of learning for our pupils. We are therefore in a period of significant change to the way in which we measure meaningful progress of students. P levels are no longer statutory for pupils engaged in subject specific learning. As of September 2019 P levels will no longer be statutory for any pupils.

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 2017-18 is reliable.

### **Accuracy of assessment**

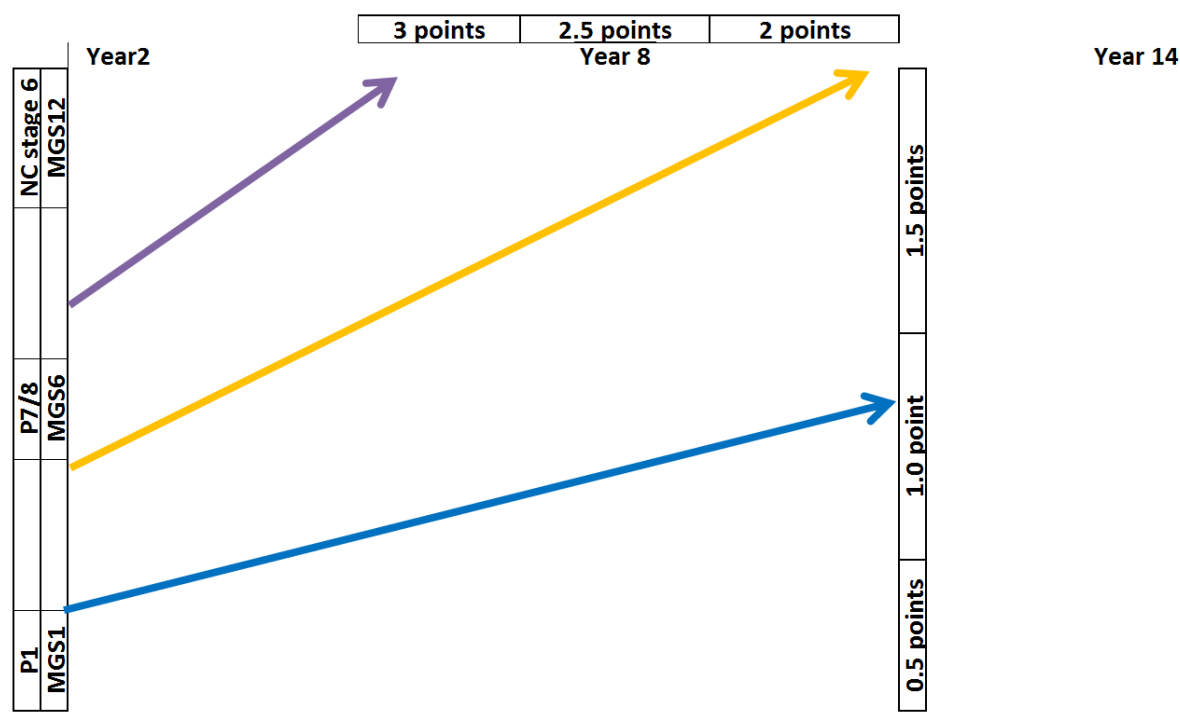
To ensure that students are achieving skills in a broad and balanced way, we have used termly moderation sessions, analysing progression data across Academic and Care, whole school ACE target monitoring, learning walks and lesson observations. The broader base of evidence, including the monitoring of 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 moderate and ensure expectations of pupil 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 2018.

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National comparative data is no longer available as it previously was and national progression guidance is increasingly out of date.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.

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:



**Moving forward**

In Reviewing current assessment of Enrichment (now linked to Engagement) It was noted that not having a progressive assessment tool meant that progress of students is not significantly measurable toward meaningful outcomes. As a result I have worked directly with Enabling Enterprise to devise an SEN tool linked to Employment Skills developed nationally for mainstream schools. The SEN friendly version of their Skills builder is being rolled out nationally as of September 2018, and we are implementing a beta year, incorporating it in to our “E” of ACE assessment. This will mean that all areas of ACE will have meaningful progress trackers for target setting and assessing progress of students.

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

**UQ-** Upper: Students making above expected progress (School expectation at least 25%)

**MQ-** Middle: Students making expected progress

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

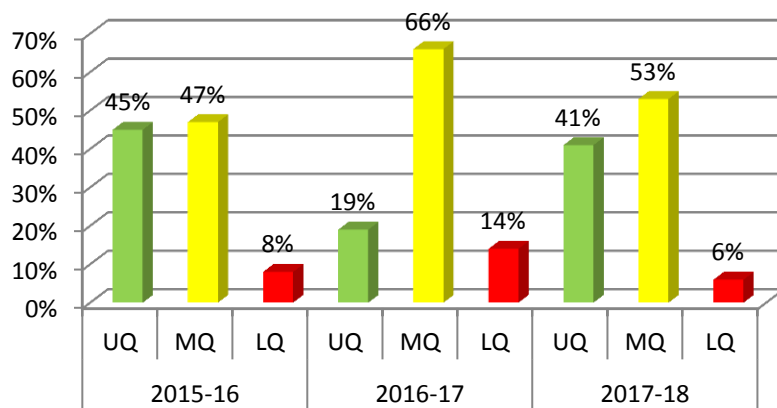
Key:

	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 – MQ does not require colour rating as is dependent on numbers exceeding UQ and below LQ

	2015-16			2016-17			2017-18		
	UQ	MQ	LQ	UQ	MQ	LQ	UQ	MQ	LQ
English	45%	47%	8%	19%	66%	14%	41%	53%	6%
Maths	45%	48%	7%	29%	60%	11%	50%	46%	4%
National									

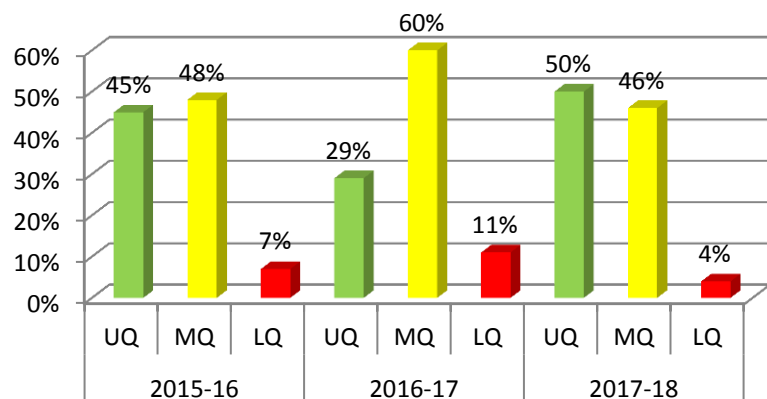
### English



UQ-Students achieving UQ are considerably higher than previous year due to a return of specialist literacy support, We will need to ensure learning is appropriately mastered for these students to secure continued progress.

LQ-a significant drop within LQ is largely due to clearer and more meaningful objectives, but also due to more focussed interventions.

## Maths



UQ- Significantly more students achieving UQ in maths is a result of significantly targeted support by our Math specialist teacher and improved understanding of maths teaching through support. We will need to ensure learning is mastered for these students as well to secure continued progress.

LQ- A significant drop due to appropriate assessment tools in place and real time targeted intervention supported by the maths department.

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

### Whole School

Subject	Above	On Target	Below
English	41%	53%	6%
Reading	48%	46%	6%
Writing	32%	60%	8%
Maths	50%	46%	4%
Number	42%	56%	2%
Shape	54%	37%	9%
Understanding the World	58%	27%	9%
People	36%	8%	4%
World	28%	18%	4%
Technology	20%	22%	6%

Technology has shown a less significant level of achievement above expectations than other subjects. This will be reviewed by Middle leaders in relation to curriculum and assessment opportunities afforded to students across the school.

## Analysis of progress of groups of learners

### Gender

		Female			Male		
		Above	On	Below	Above	On	Below
Whole School							
Reading		20	17	2	56	56	8
%		51%	44%	5%	47%	47%	7%
Writing		13	25	1	38	71	11
%		33%	64%	3%	32%	59%	9%
Maths		23	15	1	56	58	6
%		59%	38%	3%	47%	48%	5%
Independence							
Reading		10	4	2	19	27	6
%		63%	25%	13%	37%	52%	12%
Writing		7	8	1	14	33	5
%		44%	50%	6%	27%	63%	10%
Maths		13	3	0	25	24	3
%		81%	19%	0%	48%	46%	6%
Towards Independence							
Reading		10	13	0	28	23	0
%		43%	57%	0%	55%	45%	0%
Writing		6	17	0	14	33	4
%		26%	74%	0%	27%	65%	8%
Maths		10	12	1	23	25	3
%		43%	52%	4%	45%	49%	6%
Ladybird							
Reading	Not Statistically Viable	0	0	0	0	2	1
Writing		0	0	0	1	2	0
Maths		0	0	0	0	3	0
Nurture							
Reading		0	0	0	9	4	1
%					64%	29%	7%
Writing		0	0	0	9	3	2
%					64%	21%	14%
Maths		0	0	0	8	6	0
%					57%	43%	0%

Generally, Girls have performed as well as boys, with a slightly higher percentage achieving UQ progress in Maths. There are no girls in First school currently on MGS stages.

EAL								
	Above	On	Below		Above	On	Below	
<b>Whole School</b>				<b>Independence</b>				
<b>Reading</b>	21	9	2	<b>Reading</b>	8	2	1	
<b>%</b>	66%	28%	6%	<b>%</b>	73%	18%	9%	
<b>Writing</b>	13	16	3	<b>Writing</b>	5	5	1	
<b>%</b>	41%	50%	9%	<b>%</b>	45%	45%	9%	
<b>Maths</b>	19	11	2	<b>Maths</b>	6	5	0	
<b>%</b>	59%	34%	6%	<b>%</b>	55%	45%	0%	
<b>Towards Independence</b>				<b>Ladybird</b>				
<b>Reading</b>	12	7	0	<b>Reading</b>	Not Statistically Viable	0	0	1
<b>%</b>	63%	37%	0%	<b>%</b>				
<b>Writing</b>	7	10	2	<b>Writing</b>		0	1	0
<b>%</b>	37%	53%	11%	<b>%</b>				
<b>Maths</b>	12	5	2	<b>Maths</b>		0	1	0
<b>%</b>	63%	26%	11%	<b>%</b>				

Overall a higher percentage of EAL students have achieved progress in the upper quartile than the school in Reading. This is a significant achievement as a result of our EAL specialist teacher. The percentage of EAL students in the lower quartile are broadly in line with the Whole school statistics.

### Ethnic Minority

	White British			Other			Pakistani		
	Above	On	Below	Above	On	Below	Above	On	Below
<b>Reading</b>	45	54	7	31	19	3	9	2	1
<b>%</b>	42%	51%	7%	58%	36%	6%	75%	17%	8%
<b>Writing</b>	31	68	7	20	28	5	5	5	2
<b>%</b>	29%	64%	7%	38%	53%	9%	42%	42%	17%
<b>Maths</b>	50	51	5	29	22	2	8	4	0
<b>%</b>	47%	48%	5%	55%	42%	4%	67%	33%	0%

Apart from our Pakistani pupils, there is no one particular group within Ethnic minorities that presents a statistically viable number for MGS stages. 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 considerably better results in reading. This is likely linked to the above EAL figures for reading as well.

There are 12 students of Pakistani origin currently on MGS stages. Whilst a slightly higher percentage (2 students in total) underachieved in writing, Overall Pakistani pupils performed better than whole school figures in achieving above expectations. One of the reasons for this is the close links made with families through our EAL parents group "Hum Jolly" aimed at this cohort. This along with other interventions has seen Pakistani pupils achieve very well overall.

## Pupil Premium

	Service Child			LAC			FSM			PP		
	Above	On	Below	Above	On	Below	Above	On	Below	Above	On	Below
<b>Whole School</b>	<b>4</b>			<b>5</b>			<b>36</b>			<b>49</b>		
<b>Reading</b>	3	1	0	2	2	1	19	14	3	27	17	5
%							53%	39%	8%	55%	35%	10%
<b>Writing</b>	1	3	0	0	4	1	10	24	2	14	32	3
%							28%	67%	6%	29%	65%	6%
<b>Maths</b>	3	1	0	3	2	0	19	17	0	27	22	0
%							53%	47%	0%	55%	45%	0%
<b>Independence</b>												
<b>Reading</b>	1	1	0	1	2	1	8	6	2	10	9	3
%							50%	38%	13%	45%	41%	14%
<b>Writing</b>	0	2	0	0	3	1	3	12	1	3	17	2
%							19%	75%	6%	3%	16%	2%
<b>Maths</b>	1	1	0	2	2	0	9	7	0	13	9	0
%							56%	44%	0%	59%	41%	0%
<b>Towards Independence</b>												
<b>Reading</b>	1	0	0	0	0	0	9	7	0	11	7	0
%							56%	44%	0%	61%	39%	0%
<b>Writing</b>	0	1	0	0	0	0	5	11	0	6	12	0
%							31%	69%	0%	33%	67%	0%
<b>Maths</b>	1	0	0	0	0	0	7	9	0	8	10	0
%							44%	56%	0%	44%	56%	0%
<b>Ladybird</b>												
<b>Reading</b>	0	0	0	0	0	0	0	0	0	0	0	1
<b>Writing</b>	0	0	0	0	0	0	0	0	0	0	1	0
<b>Maths</b>	0	0	0	0	0	0	0	0	0	0	1	0
<b>Nurture</b>												
<b>Reading</b>	1	0	0	1	0	0	2	1	1	6	1	1
<b>Writing</b>	1	0	0	0	1	0	2	1	1	5	2	1
<b>Maths</b>	1	0	0	1	0	0	3	1	0	6	2	0

The above expected progress of Pupil Premium students and free school meals is broadly in line or slightly above whole school achievement.

Below expected progress is slightly higher than whole school achievement over all for Pupil premium students in reading.

Independence cluster is indicating some underachievement for pupil premium and free school meal students for reading and writing. This will be reviewed and individuals targeted with intervention support for next academic year.

There is also indication of LAC student under performance, although this is not statistically viable. Individuals will also be targeted for next academic year.

## Primary SEN Need

		Reading	%	Writing	%	Maths	%
Autistic Spectrum Disorder	Above	17	37%	16	35%	20	43%
	On	28	61%	25	54%	25	54%
	Below	1	2%	5	11%	1	2%
Moderate Learning Difficulty	Above	18	49%	11	30%	19	51%
	On	16	43%	23	62%	17	46%
	Below	3	8%	3	8%	1	3%
Speech, Language or Communication Need	Above	11	55%	6	30%	13	65%
	On	6	30%	12	60%	4	20%
	Below	3	15%	2	10%	3	15%
Profound & Multiple Learning Difficulty	Above	3	30%	3	30%	4	40%
	On	7	70%	6	60%	4	40%
	Below	0	0%	1	10%	2	20%
Physical Disability	Above	12	55%	4	18%	11	50%
	On	9	41%	18	82%	11	50%
	Below	1	5%	0	0%	0	0%
Severe Learning Difficulty	Above	6		4		3	
	On	3		5		6	
	Below	0		0		0	
Social, Emotional and Mental Health	Above	2		3		4	
	On	3		3		3	
	Below	2		1		0	
Specific Learning Difficulty	Above	3		2		3	
	On	0		1		0	
	Below	0		0		0	
Other Difficulty/Disability	Above	2		2		2	
	On	0		0		0	
	Below	0		0		0	

A slightly greater number of students with ASD are underperforming in writing than in whole school figures. The Literacy department will be addressing the needs of these students to ensure appropriate support is given for improved progress.

Additionally, Students with Speech, Language and communication needs are not performing as well in maths as against whole school figures. This again will be reviewed by the Maths department.



### 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 2017-18

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
24	309	405	12	348	491	24	264	425
3%	42%	55 %	1%	41%	58%	3%	37 %	60%
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
26	246	457	15	113	81	12	76	67
4%	34%	62 %	7%	54%	39%	8%	49%	43%
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
21	116	89	30	159	141	40	212	136
9%	52%	39%	9%	48%	43%	10%	55%	35%

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 enrichment targets for specialist pupils are not being met as well as in other departments. This will be explored with the specialist cluster leader to improve achievement for specialist pupils in Enrichment, alongside the introduction of the school wide 'E' assessment objectives.

## 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	2	5	4	2	2	5	5	4	2	9	15
Ungraded	2	0	0	0	0	1	0	0	0	0	2

### 3-year Pass rate comparison

2015/16				2016/17			2017/18		
Functional Skills				Functional Skills			Functional Skills		
	English	Maths	Overall	English	Maths	Overall	English	Maths	Overall
Pass	11	17	28	16	28	44	15	28	55
Ungraded	21	15	36	3	12	15	2	12	5
Pass rate	34%	53%	44%	84%	70%	75%	88%	96%	92%

We are very proud of our students' examination results with a second year of improvement to the pass rate. This is due to sustained accountability in KS5. Maths has performed exceptionally well this year as a result of increased support from the maths specialist in direct correlation with exams. English has also shown continued improvement as a result of further support from specialist teachers.

**Key Actions for 2017-18**

- Improve technology opportunities and assessment across the school.
- Improve Pupil Premium progress in reading and writing, in particular the Independence cluster.
- Review LAC progress in Literacy and maths
- Reduce ASD underperformance in writing
- Improve achievement of Specialist students in Enrichment/Engagement targets.
- Implement new Enterprise and employment skills assessment tool for MGS stages.

**Ian Peters**

**Deputy Headteacher 2017-18**

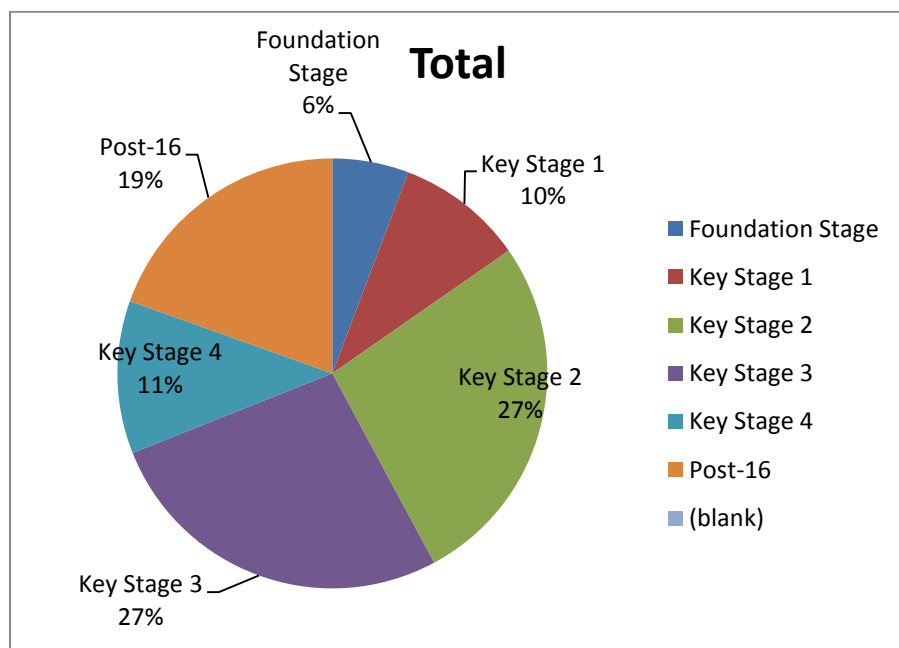
## Appendix –School Demographics

**Total on Roll**            **261**  
**FTE**                        **254.6**

		Number	Percentage
<b>Gender</b>	Male	191	73.2%
	Female	70	26.8%
<b>Year Groups</b>	Early Years	15	5.7%
	Key Stage 1	25	9.6%
	Key Stage 2	70	26.8%
	Key Stage 3	70	26.8%
	Key Stage 4	30	11.5%
	Post 16	51	19.5%
<b>Religion</b>	Baptist	1	0.4%
	Christian	57	21.8%
	Church of England	59	22.6%
	Hindu	2	0.8%
	Islam	37	14.2%
	Jewish	1	0.4%
	Methodist	2	0.8%
	No Religion	49	18.8%
	Other Religion	2	0.8%
	Refused	5	1.9%
	Roman Catholic	26	10.0%
	Sikh	5	1.9%
	Anglican	4	1.5%
<b>Ethnic Group</b>	White British	158	60.5%
	Other	103	39.5%
	EAL	67	25.7%
<b>SEN Primary Need</b>	Autistic Spectrum Disorder	91	34.9%
	Moderate Learning Difficulty	44	16.9%
	No Specialist Assessment	1	0.4%
	Physical Disability	11	13.8%
	Profound & Multiple Learning Difficulty	36	8.8%
	Severe Learning Difficulty	23	6.1%
	Social, Emotional and Mental Health	16	3.4%
	Specific Learning Difficulty	9	1.1%
	Speech, Language or Communication Need	3	9.6%
	Visual Impairment	25	0.8%
	Other Difficulty/Disability	2	4.2%
<b>Pupil Premium</b>		<b>82</b>	<b>31%</b>
	Eligible for Free School Meals	72	27.6%
	Service Children	6	2.3%
	LAC	4	1.5%

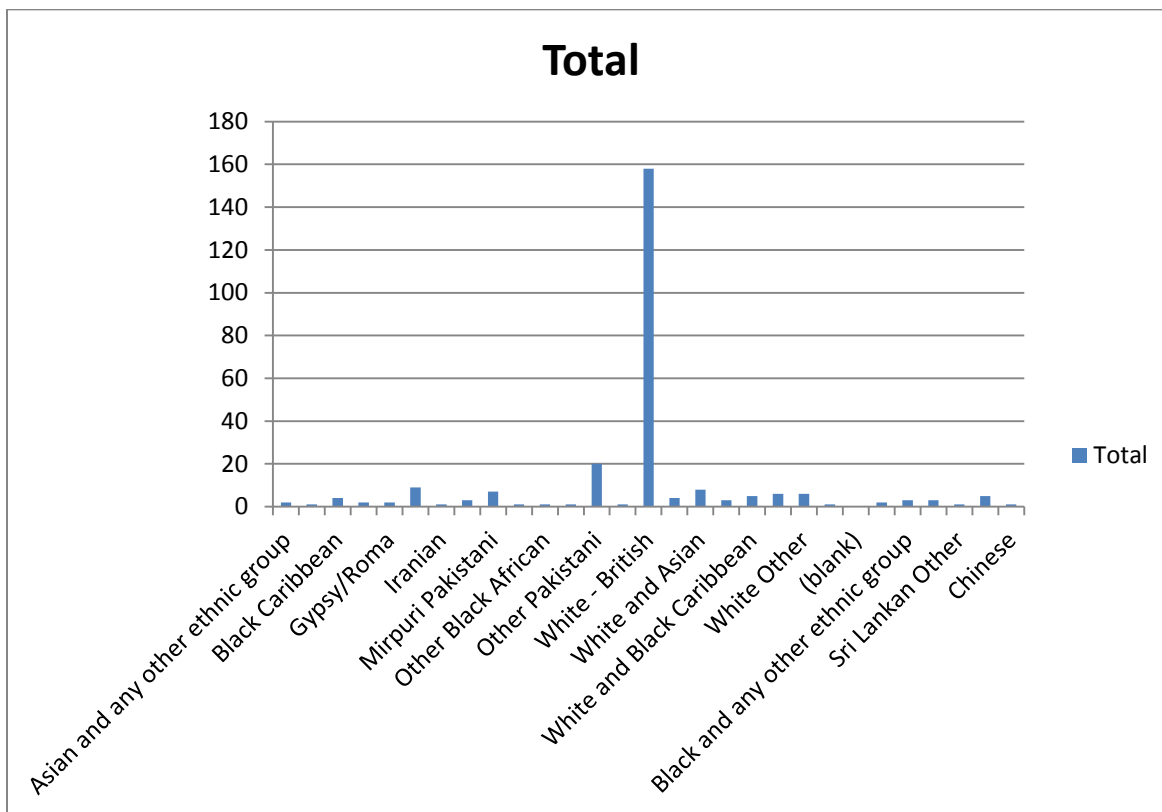
	Female		Male		Total
Foundation Stage	7	47%	8	53%	15
Key Stage 1	6	24%	19	76%	25
Key Stage 2	14	20%	56	80%	70
Key Stage 3	17	24%	53	76%	70
Key Stage 4	10	33%	20	67%	30
Post-16	16	31%	35	69%	51
<b>Total</b>	<b>70</b>	<b>27%</b>	<b>191</b>	<b>73%</b>	<b>261</b>

	Number of Students	
Foundation Stage	15	6%
Key Stage 1	25	10%
Key Stage 2	70	27%
Key Stage 3	70	27%
Key Stage 4	30	11%
Post-16	51	20%
<b>Total</b>	<b>261</b>	



Number of Students		
Baptist	1	0.38%
Christian	57	21.84%
Church of England	59	22.61%
Hindu	2	0.77%
Islam	37	14.18%
Jewish	1	0.38%
Methodist	2	0.77%
Muslim	3	1.15%
No Religion	49	18.77%
Other Religion	2	0.77%
Refused	5	1.92%
Roman Catholic	26	9.96%
Sikh	5	1.92%
blank	6	2.30%
Anglican	4	1.53%
Greek Orthodox	1	0.38%
United Reform Church	1	0.38%
<b>Grand Total</b>	<b>261</b>	

Ethnicity		Number of Students	
Asian and any other ethnic group	2	0.77%	
Bangladeshi	1	0.38%	
Black Caribbean	4	1.53%	
Greek/Greek Cypriot	2	0.77%	
Gypsy/Roma	2	0.77%	
Indian	9	3.45%	
Iranian	1	0.38%	
Kashmiri other	3	1.15%	
Mirpuri Pakistani	7	2.68%	
Other Asian	1	0.38%	
Other Black African	1	0.38%	
Other mixed background	1	0.38%	
Other Pakistani	20	7.66%	
Turkish/Turkish Cypriot	1	0.38%	
White - British	158	60.54%	
White and any other ethnic group	4	1.53%	
White and Asian	8	3.07%	
White and Black African	3	1.15%	
White and Black Caribbean	5	1.92%	
White Eastern European	6	2.30%	
White Other	6	2.30%	
White Western European	1	0.38%	
(blank)		0.00%	
Gypsy	3	1.15%	
Sri Lankan Other	1	0.38%	
Information Not Yet Obtained	5	1.92%	
Chinese	1		
<b>Grand Total</b>	<b>261</b>		



LEA	No of Students	%
BKS	52	20%
BRA	12	5%
HNW	1	0%
RDG	3	1%
SLO	11	4%
WMH	179	69%
WOK	3	1%
261		

Eligible for Free School Meals	72
Service Children	6
Adopted from Care	5
EAL	67
LAC	4

Row Labels	Number of Students	
Autistic Spectrum Disorder	91	34.87%
Moderate Learning Difficulty	44	16.86%
No Specialist Assessment	1	0.38%
Other Difficulty/Disability	11	4.21%
Physical Disability	36	13.79%
Profound & Multiple Learning Difficulty	23	8.81%
Severe Learning Difficulty	16	6.13%
Social, Emotional and Mental Health	9	3.45%
Specific Learning Difficulty	3	1.15%
Speech, Language or Communication Need	25	9.58%
Visual Impairment	2	0.77%
<b>Grand Total</b>	<b>261</b>	

Banding	No of Students	
2	10	4%
3	19	7%
4	62	24%
5	62	24%
6	41	16%
7	53	20%
8	14	5%
<b>Grand Total</b>	<b>261</b>	