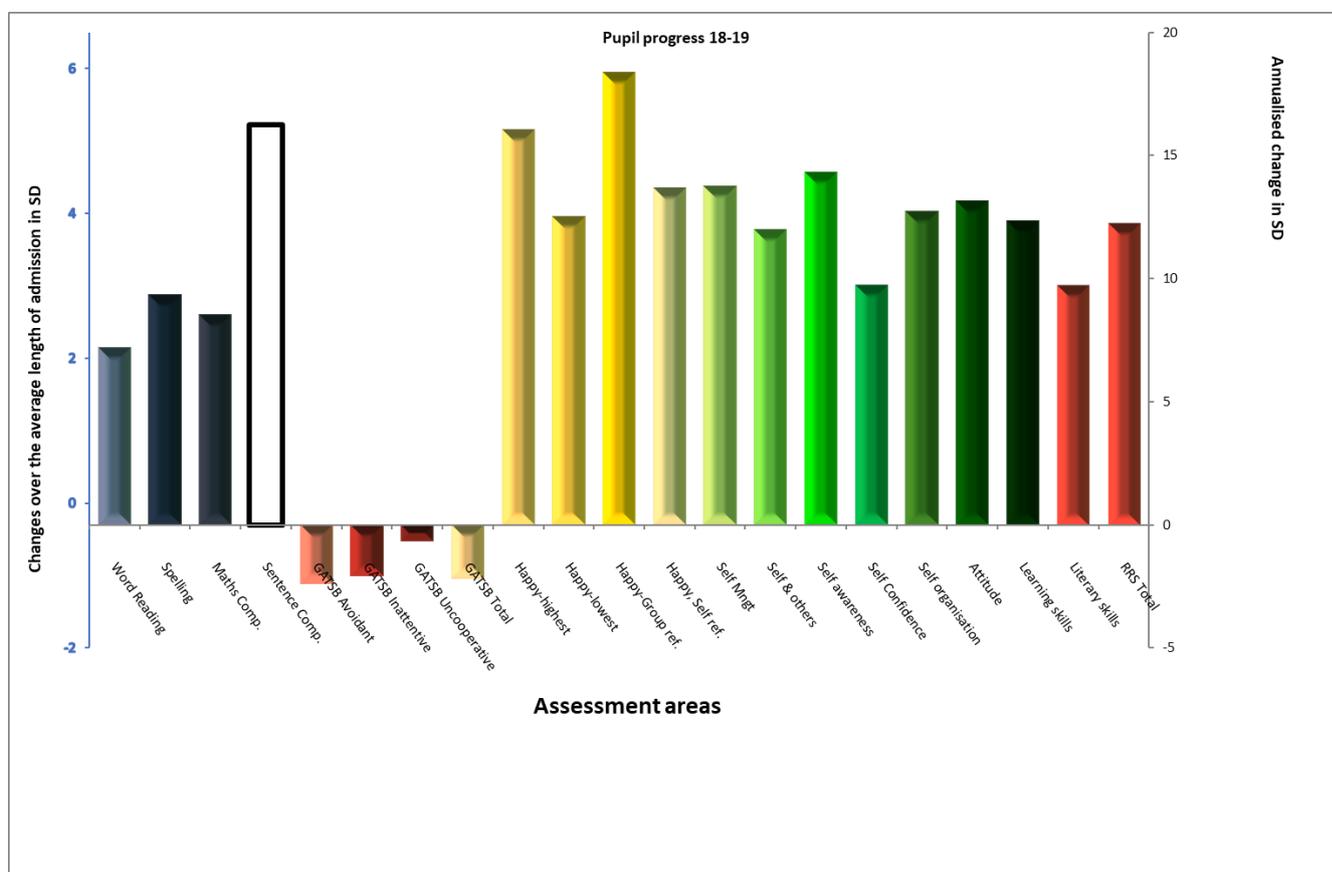


Pupil progress and SEND report 2018-19

Takeaway message:

- We continue to teach outstandingly
- The pupils we teach become happier, especially in this last academic year
- They are better able to manage the demands of a classroom over the admission
- There are no groups whose experience is significantly worse than others'
- We are successful in helping most children return or to re-start their education on leaving

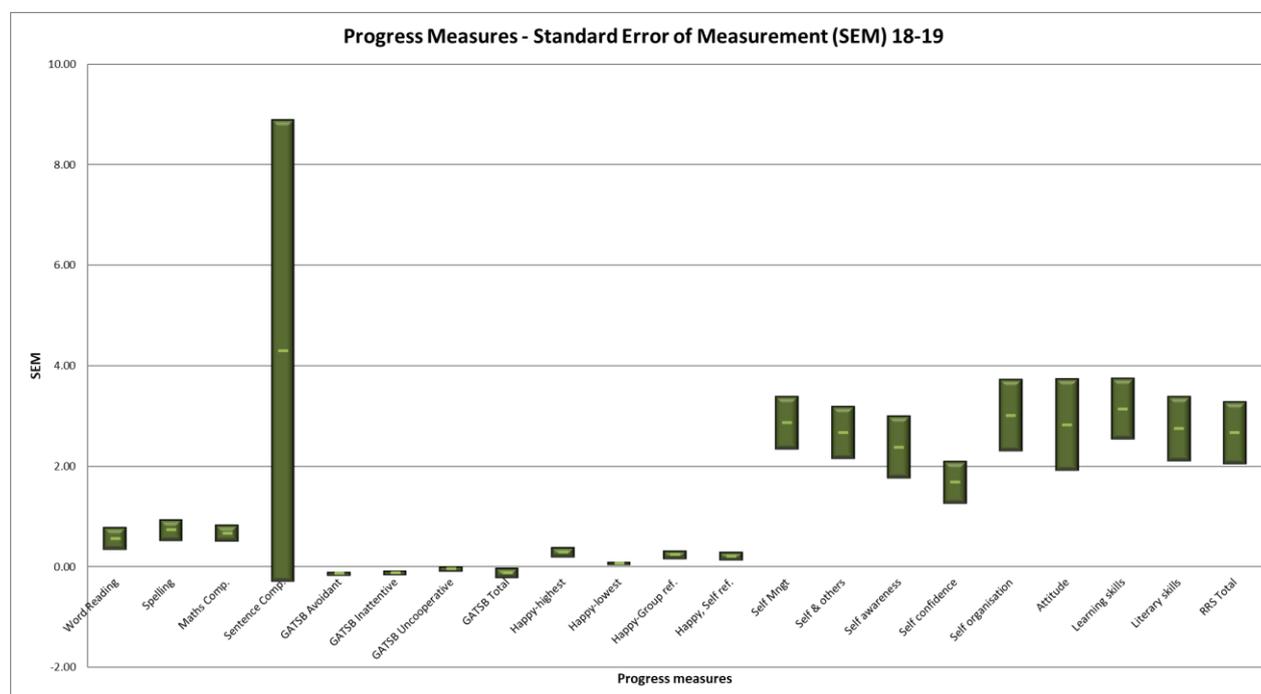
Progress across the school is measured in a variety of ways. Average change, over the pupils' admission is shown in the chart below:



The left hand vertical axis indicates the change adjusted for a typical length of admission. The right hand axis represents the average rate of change were the pupil to stay for a year.

Units on the vertical axis are in terms of standard deviations, allowing direct comparison between measures.

‘Sentence Comprehension’, a measure of how well a pupil understands what he or she has read, is included for the first time this year. However, there were only a few pupils who had the baseline and follow up assessment on this attainment measure. The results are consequently speculative for the current year



Are these means, shown in Chart 1, an accurate reflection of the broader pupil experience? Chart 2 (above), shows the mean for each scale ± 1 Standard Error of Measurement. The results would be questionable if the error bars straddled the 0.00 horizontal axis line, as is the case with the newly introduced, Sentence Comprehension, for whom the sample is too small.

What does this mean?

- Learning: overall, pupils learn extremely well at a rate that is exceptional in Word Reading, Spelling and in Maths Computation.
- Test Behaviour: the GATSB shows that pupils’ tendency to be avoidant, inattentive and uncooperative, reduces considerably over a typical admission.
- Happiness - School-based: pupils rate this as higher over the admission. This includes:
 - How they rate their happiest ever time in school(s)
 - How they rate their unhappiest time in school(s)
 - Happiness in comparison to that of other pupils (group-referenced)
 - Happiness in relation to their previous experience (self-referenced).
- Learning Readiness (RRS): the evaluation of whether pupils’ ability to manage in class, increases significantly over an admission. As in previous years, there is an improvement in Self Awareness, in particular.

Our measures

- **The WRAT (Wide Range Achievement Test)** – this published psychometric assessment of literacy and numeracy functioning is given at and towards the end of the pupils' admission. Parallel forms are used. This allows two tests of equivalent difficulty containing different items to assess the value added by our teaching. Being a standardised measure, it is possible to see the effect of teaching and learning whilst taking into account the expected changes due to age. Any increase in the standardised score can be ascribed to the school. The average changes, over a typical admission are:
 - In Maths Computation: +10 standard score points.
 - ◆ For disadvantaged pupils (looked after children and pupils eligible for the receipt of free school meals), typical progress was +11 standard score points.
 - ◆ This would be representative of progress from the low range to the low average range (72 to 83).
 - In Word Reading: +5 standard score points.
 - ◆ For the disadvantaged pupils, typical progress was +13 standard score points.
 - ◆ This would be representative of progress from the low average to average range (77 to 90).
 - In Spelling: +8 standard score points.
 - ◆ For the disadvantaged pupils, typical progress was +11 standard score points.
 - ◆ This would be representative of progress from the low average range to the average range (80 to 91).
 - ◆

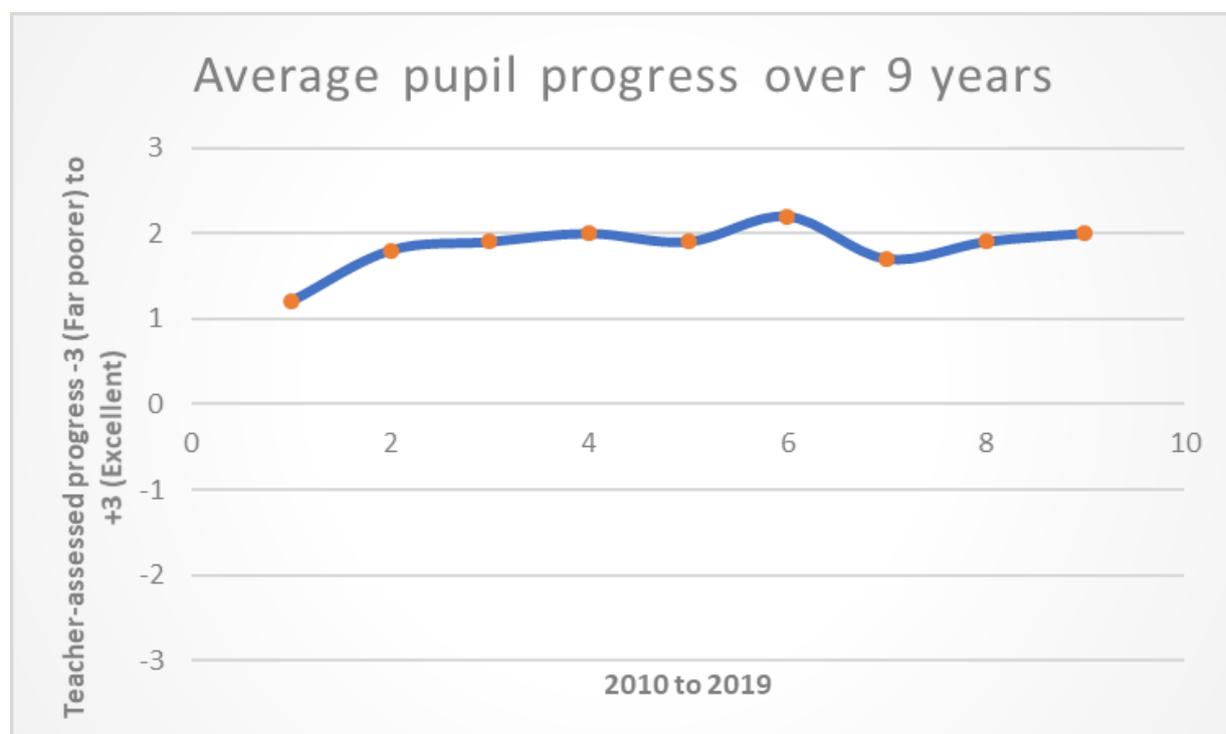
Disadvantaged pupils typically arrive with lower attainments but progress faster.

These levels of progress are above those expected of the average child undergoing mainstream education for whom the average score would be expected to stay the same over time.

- **The GATSB** (Guide to the Assessment of Test Session Behaviour) assesses levels of avoidant, inattentive or uncooperative behaviour that can affect a pupil's WRAT assessment. This information is also helpful in thinking about how we may help pupils improve over time. In the above chart, the below-the-line levels suggest there has been a positive change in these areas.
- **The HLM** (Happiness Line Measure) – assesses both what makes a pupil happy in school: how happy they feel compared to both their previous happiest time in school (self-referenced) and in relation to others' perceived happiness (group-referenced).

- **The RRS (Reintegration Readiness Scale)** – a teacher-based assessment of Learning Readiness based on a published measure that gives an indication as to whether the pupil is ready to return to full-time education within a mainstream setting. Assessments are carried out by the key teacher two weeks after admission and towards the end of the pupil's admission.
- **Analysis of Learning Objectives** – level and complexity: key teachers also review the level and complexity of the pupils' Learning Objectives at and towards the end of the admission. The focus is on Maths, English or independent learning (where the pupil is 16+ and following an academic or vocational course). The difference in level and quality of successful Learning Objectives (learning outcome expected within a lesson) is rated on a scale from -3 (severe regression) to +3 (considerable progress) over the period that the pupil is with us. This form of assessment has allowed us to capture changes in pupil learning on especially short admissions.

The average teacher-assessed progress made across the school using this measure is +2 in 2018-19. The chart shows 9 years of data:



The table below shows comparable progress across the school:

	Average Learning Objective progress over an admission
Primary/Middle class	+ 2.6
Secondary/Learning Skills Centre	+ 1.4
PICU	+1.5
Snowsfields Adolescent Unit	+ 2.1
Intensive Treatment Programme	+ 2.6

- Success at reintegration:** many of our pupils start the school with fragile or non-existent educational placements. The key focus for the school is to ensure they return to education, training or employment. With increasingly shorter admissions, this work becomes more challenging but we are continually seeking ways to ensure success. `In education on discharge` is defined as when a young person has a placement to start the following term with a college or school. The rates of reintegration for last year, by school department, are:

	In Education on admission %	In Education on discharge %
School average	55	81
ITP	93	98
P/M	63	88
Sec/P16	45	87
Snows	49	70
PICU	18	53

Over the last nine academic years the:

Average percentage across school in education on admission = 44%.

Average percentage across school in education on discharge = 82%

Pupil progress – analysis of pupil progress by groups

Analysis was made of the differential achievement of groups of pupils in relation to: Special educational needs; more able pupils; Disadvantaged pupils; Gender; Ethnicity; English as an additional language, pupils belonging to Vulnerable Groups (e.g. asylum seekers/refugees, at risk of disaffection and exclusion and LGBT), the 6th form and the rest of the school.

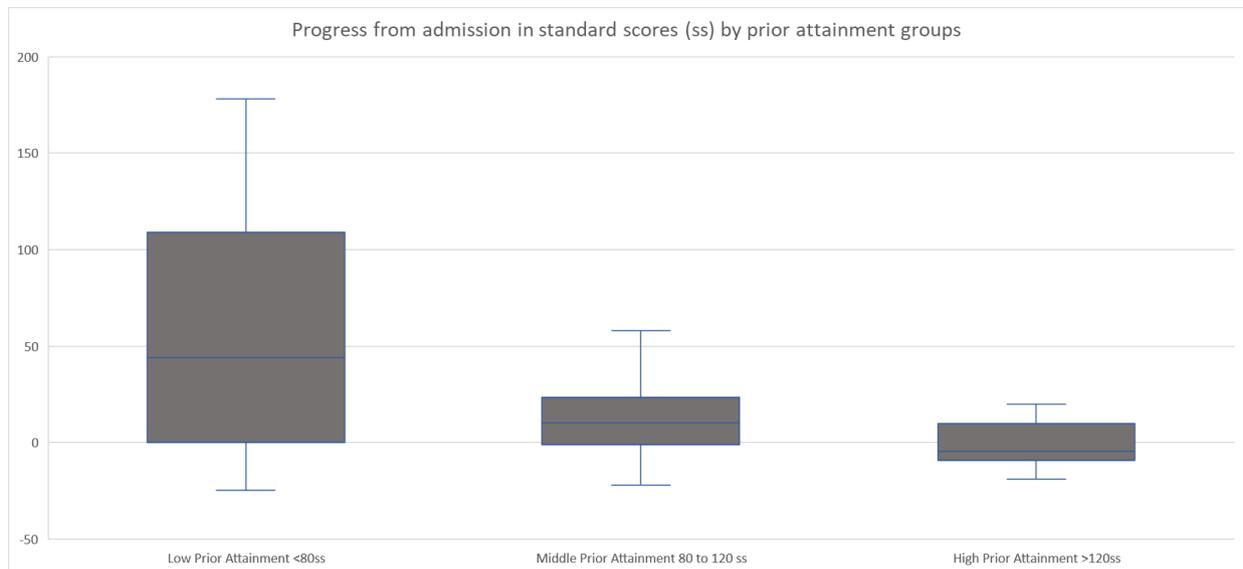
No significant differences between groups on attainment progress between any of these with the following group exceptions:

- more able pupils made faster progress on Maths Computation (though all typically made progress);
- similarly, boys made faster progress than girls on Maths Computation.

No difference was identified between departments except Primary Middle pupils typically made faster progress than ITP pupils on Maths Computation. This may reflect the high initial attainments often found with the ITP pupils and that many have ceased to study Maths and follow different subjects at Advanced Level.

Summary: the database allows us to carry out sophisticated analyses of pupil progress across functioning attainment (academic achievement), levels of well-being (happiness) and classroom functioning. We then look at differences on each of these measures between groups. Few significant and meaningful differences were shown in these assessments: we are equally effective for all pupils.

Progress by Low, Middle and High Prior Attainment Groups over and admission (2018-19)



This chart shows that pupils who enter with a Low Prior Attainment do well as do the Middle Prior Attainment Group. The High Prior Attainment Group consist of successful students for whom the attainment assessments (the WRAT) present a 'ceiling': the average admission score for the High Prior Attainment Group is at the 95th centile – there is very little headroom for them to demonstrate progress from such a high start. A further analysis was carried out to clarify the differences between the three groups.

An analysis of variance (ANOVA) of the group scores demonstrates this outcome of this 'ceiling' effect:

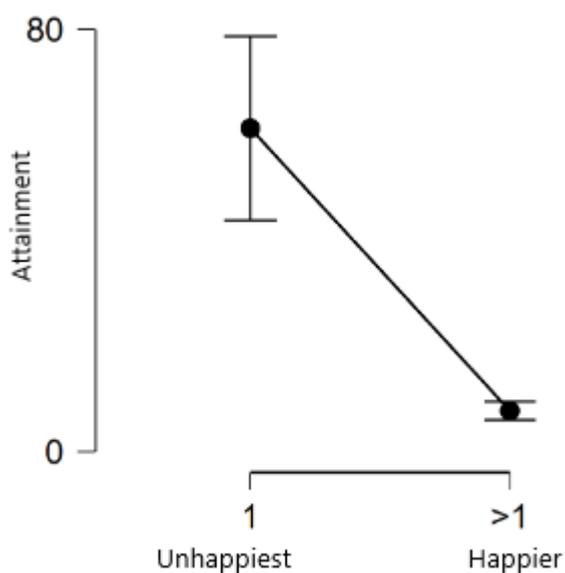
Prior Attainment	Middle	High
Low	No Significant Difference	Significant Difference Low>High
Middle		No Significant Difference

Progress over admission of pupils: comparison of pupils with the lowest and pupil with higher historical happiness in school

Do pupils who have been unhappy in previous school learn faster and better here?
Yes.

An analysis of pupils' progress across the whole database, including previous years (495 pupils) shows that pupils who come to the school and who previously unhappy in school, do well here. This paradox may be explained by the improvement these pupils feel in their happiness in school. The following charts show pupil happiness in previous schools on admission and their progress (how much) whilst here.

Attainment progress over admission



Analysis of this result shows it to be a significant difference $p < .001$ with a 'medium' effect size $r = .53$.

Correcting for length of stay, by carrying out a rate of change in attainment (how fast), resulted in a similar result:

Attainment rate of change over admission



Analysis of this result shows it to be a significant difference $p < .001$ with a 'medium' effect size $r = .51$.

n.b. it looks as if the happier group make relatively little progress. However, this chart reflects the daily rate of change: the happier group would make a typical 1.7SD progress in attainment scores over a year.

We are very effective at engaging disaffected pupils and helping them to catch up fast.