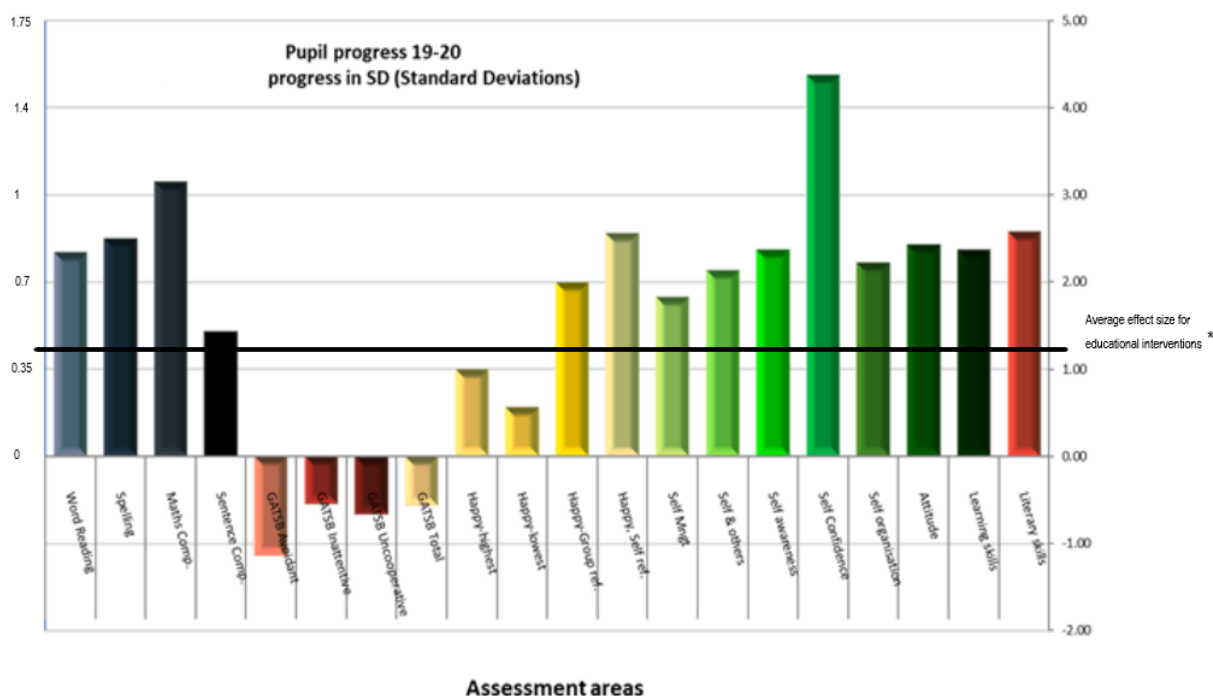


## Pupil progress and SEND 2019-20

Takeaway messages:

- \* We continue to teach outstandingly
- \* The pupils we teach become happier, particularly more so this year. They are better able to manage the demands of a classroom over the admission
- \* There are few groups whose experience is significantly worse than others'. Where this is the case, both groups still make more progress than would be expected.
- \* We are successful in helping most children return to or to re-start their education on leaving
- \* The unhappiest pupils learnt faster and progressed more than happier pupils, even though both groups progressed compared to expectations.

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



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

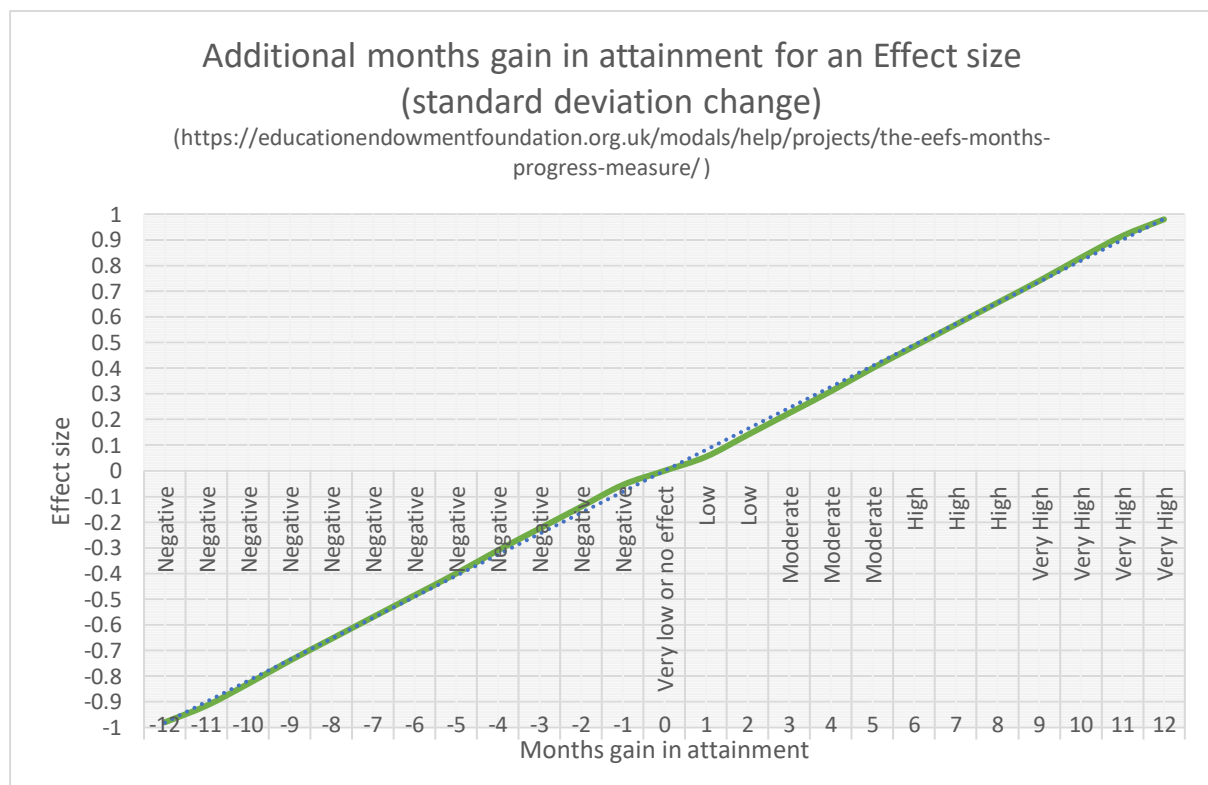
Units on the vertical axis are in terms of standard deviations, allowing direct comparison between measures.

What does this mean?

- Learning: overall, pupils learnt at a ‘high’ rate in Word Reading and Spelling, a ‘moderate’ progress in Sentence Comprehension and ‘very high’ progress 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.

**Can this be translated into days’ improvement over an admission?**

**Yes. The EEF (Education Endowment Foundation) have a metric that translates effect size into months and days progress. ([EEF's months progress measure](https://educationendowmentfoundation.org.uk/modals/help/projects/the-eefs-months-progress-measure/) )**



\* To put the school’s information in context, [John Hattie studied the evidence supporting 252 educational interventions](#) and found that the average effect size was *d*.4.

**Our measures**

- The WRAT (Wide Range Achievement Test) – this 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: +14 standard score points.
    - ◆ For disadvantaged pupils (looked after children and pupils eligible for the receipt of free school meals), typical progress was +16 standard score points.
    - ◆ This would be representative of progress from the low range to the average range (77 to 93).
  - In Word Reading: +10 standard score points.
    - ◆ For the disadvantaged pupils, typical progress was +11 standard score points.
    - ◆ This would be representative of progress from the low average to average range (89 to 99).
  - In Spelling: +11 standard score points.
    - ◆ For the disadvantaged pupils, typical progress was +14 standard score points.
    - ◆ This would be representative of progress from the low average range to the average range (86 to 100).
  - In Sentence Comprehension: +4 standard score points.
    - ◆ For the disadvantaged pupils, typical progress was +9 standard score points.
    - ◆ This would be representative of progress from the low average range to the average range (82 to 91).

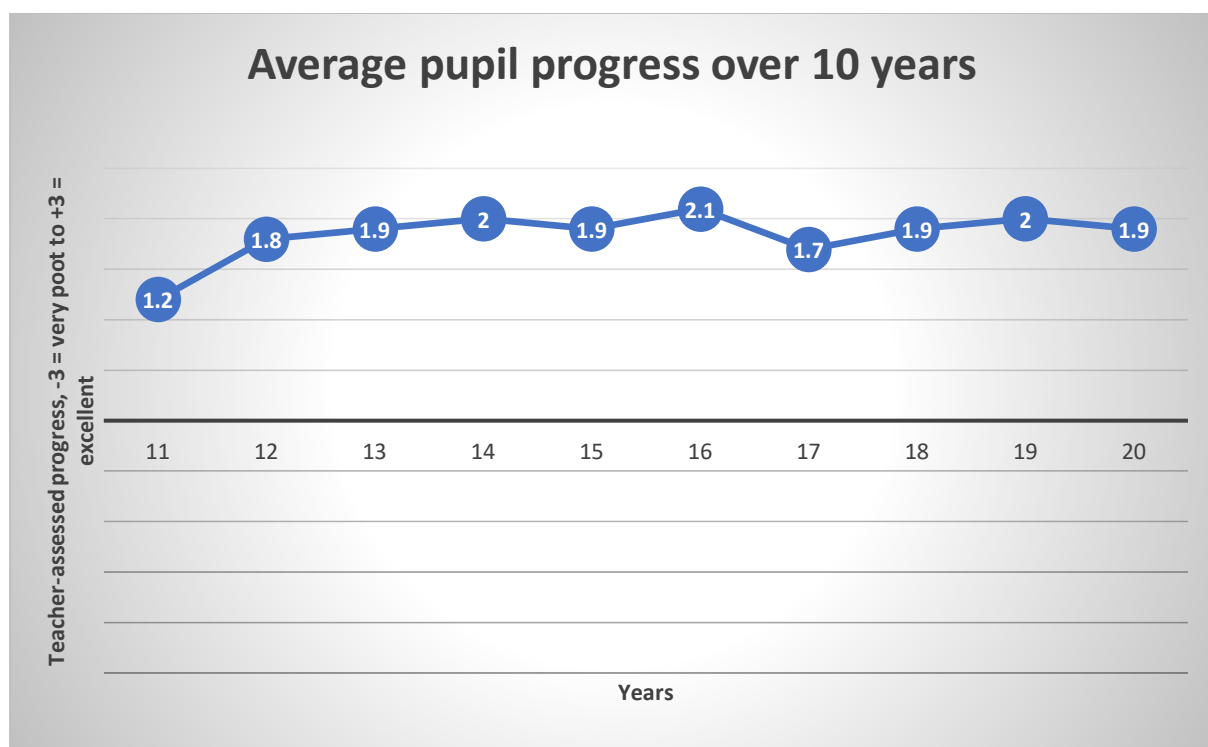
Disadvantaged pupils typically arrive with lower attainments but progress faster.

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.

The average teacher-assessed progress made across the school using this measure is +2 in 2019-20. The chart shows 10 years of data:



The table below shows comparable progress across the school:

	<b>Average Learning Objective progress over an admission 2019-2020</b>
<b>Primary/Middle class</b>	+ 2.2
<b>Secondary/Post 16</b>	+ 1.8
<b>PICU</b>	+1.8
<b>Snowsfields Adolescent Unit</b>	+ 1.9
<b>Intensive Treatment Programme</b>	+ 2

- **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:

	<b>In Education on admission %</b>	<b>In Education on discharge %</b>
<b>School average</b>	<b>50</b>	<b>82</b>
<b>Primary/Middle class</b>	57	71
<b>Secondary/Post 16</b>	60	95
<b>PICU</b>	8	56
<b>Snowsfields Adolescent Unit</b>	38	73
<b>Intensive Treatment Programme</b>	95	100

Over the last nine academic years the:

**Average percentage across school in education on admission = 45%.**

**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 one or several Vulnerable Groups (e.g. asylum seekers/refugees, at risk of disaffection and exclusion and LGBTQ+), the 6<sup>th</sup> form and the rest of the school.

There was no significant differences between any of these groups on attainment progress.

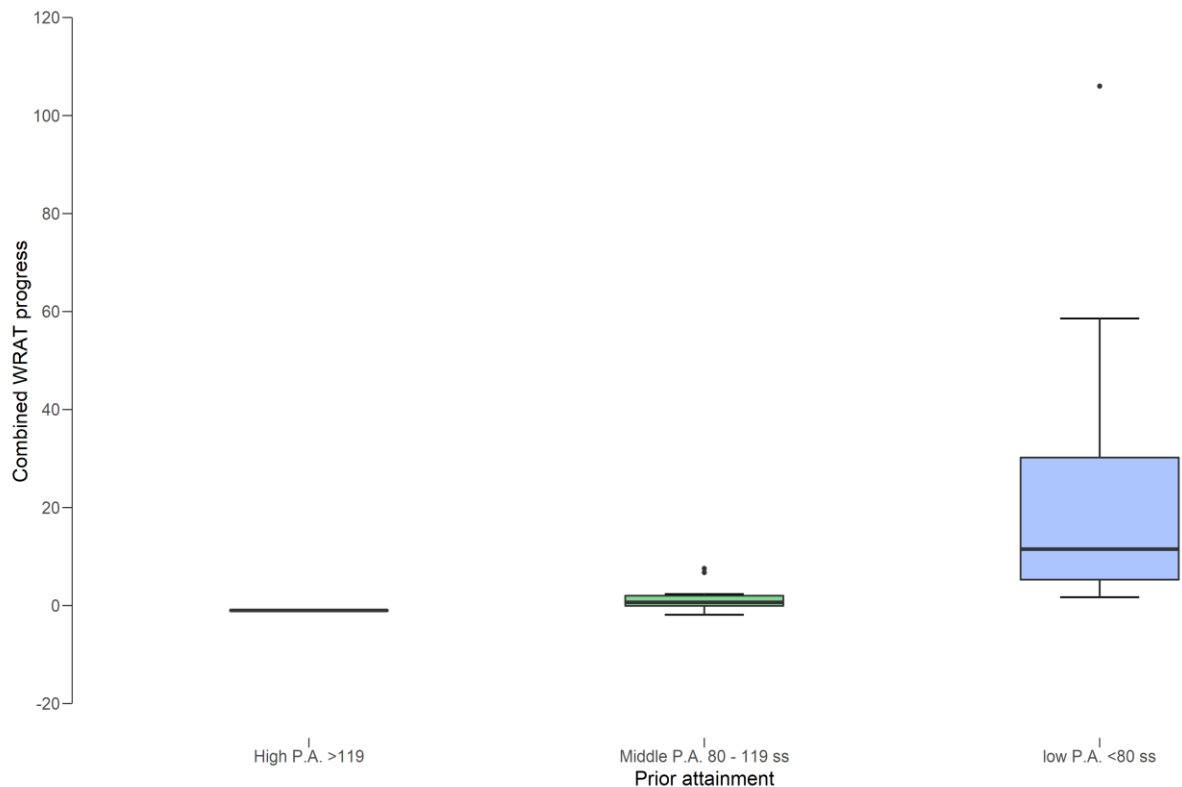
No difference was identified between departments except for the Primary Middle pupils who typically made greater progress on all WRAT measures.

No differences were either for improvements in functioning in the classroom (RRS) within these groupings. For happiness, there were two significant findings: LAC (Looked after

children) improved the most academically as did those who came without effective educational places on entry.

**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 pupils of diverse needs.

## Progress by High, Middle and Low Prior Attainment (P.A.) Groups over and admission (2019-20)



This chart shows that pupils who enter with a Low Prior Attainment do especially well. 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 95<sup>th</sup> 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 three groups: below average, average and above average. The result (A Kruskal Wallis test) showed the difference between these groups is significant and that the effect ( $\eta^2$ ) is large: that lower attaining pupils on admission progress faster.

## Progress by High, Middle and Low Prior Attainment (P.A.) Groups over and admission (2014-20)

This finding is supported by the analysis of school data from pupils since 2014.

In an average 2 months between baseline and follow-up, pupils improved an additional:

- 2 months for the High prior attainment group
- 3 months for the Average prior attainment group
- 4 months for the Low average attainment group

**Descriptives - WRAT combined in ss sd15 outliers deleted**

WRAT T1, 1=<90, 2=90-109, 3=>109	Mean	SD	N	95% Credible Interval	
				Lower	Upper
1	4.810	4.688	51	3.492	6.129
2	3.272	5.345	146	2.397	4.146
3	1.913	6.592	77	0.417	3.410

Pupils at the school typically progress on literacy and numeracy measures over and above expected progress but low attaining pupils make the greatest gains.