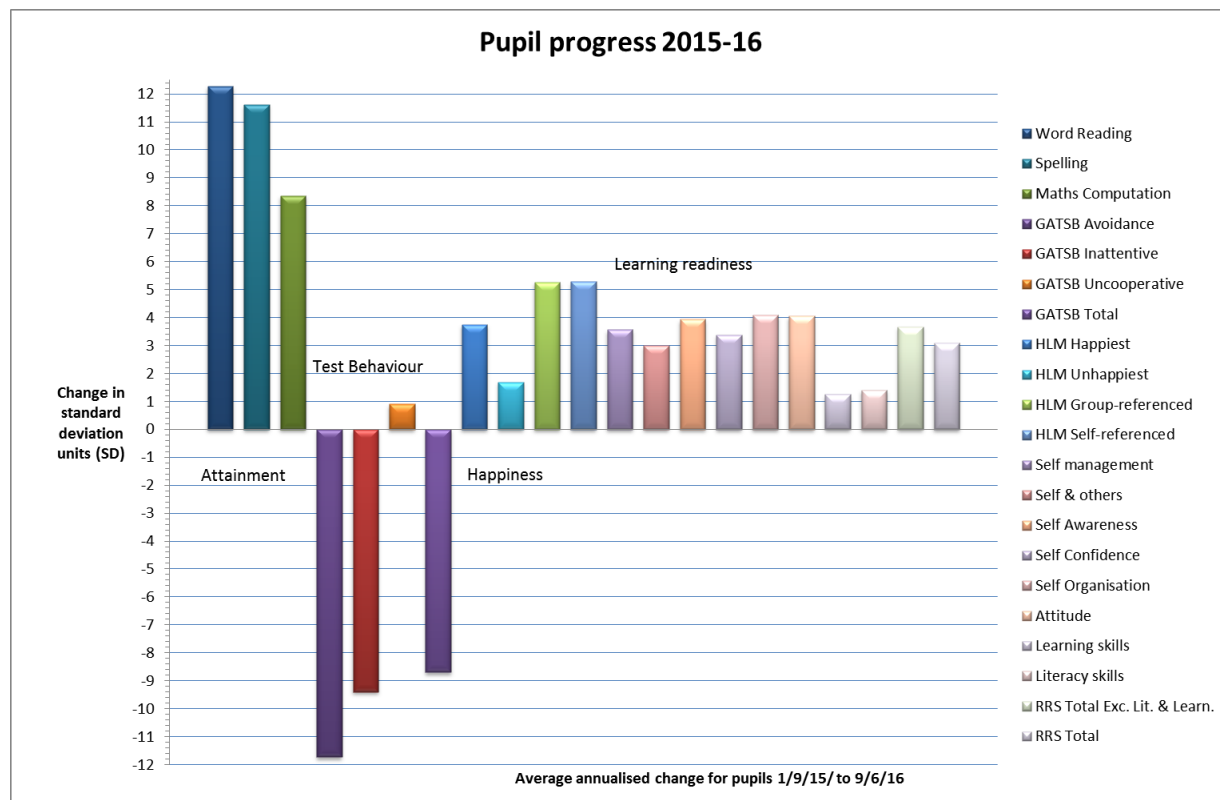


Pupil progress 2015-16

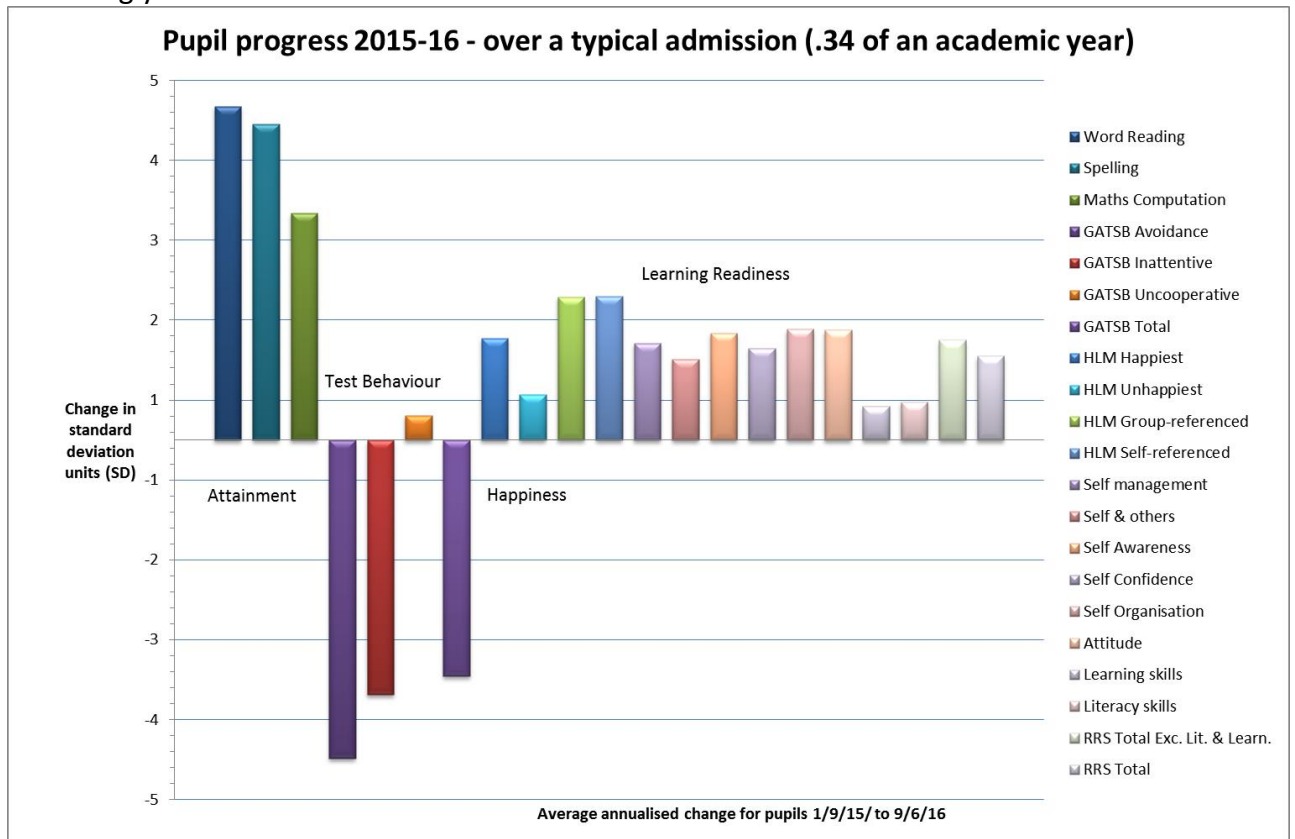
Progress across the school is measured in a variety of ways. Average change, over the pupils’ admission is shown in the chart below:



The vertical scale indicates the change adjusted for a pupil year; that is, if we assumed a pupil were to have attended a full year. Units on the vertical axis are in terms of standard deviations, allowing direct comparison between measures. The following link http://www.teacherstoolbox.co.uk/T_effect_sizes.html shows the typical effect of educational intervention where “An effect size of 1.0 [standard deviation] is clearly enormous”: the achievements of our pupils far exceed this.

If we consider that pupils stay, on average, for a third of the year then progress over a typical admission shown next, with the left hand axis adjusted

accordingly:



What does this mean?

- Learning: overall pupils learn extremely well at a rate that is exceptional both in reading and in maths.
- Test Behaviour: the GATSB shows that pupils' tendency to avoid and not attempt to discuss reduces considerably over a typical admission. However, there is a slight rise in Uncooperativeness.
- Happiness - School-based: pupils rate this as higher over the admission. This includes:
 - Happiness in comparison to that of other pupils (group referenced)
 - Happiness in relation to their previous experience (self referenced).
- Learning Readiness: the evaluation of whether pupils' ability to manage in class increases significantly over an admission. In particular, there is an increased capacity to manage in relation to their self-awareness and their organisational skills. Pupils' attitude to learning also improves considerably.
- **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. Pupils who were functioning at a very low level on entry to the school have been excluded from the following analysis as their inclusion may exaggerate levels of progress. These progress results are therefore conservative estimates.

The average changes, annualised for the year 2015-16, are:

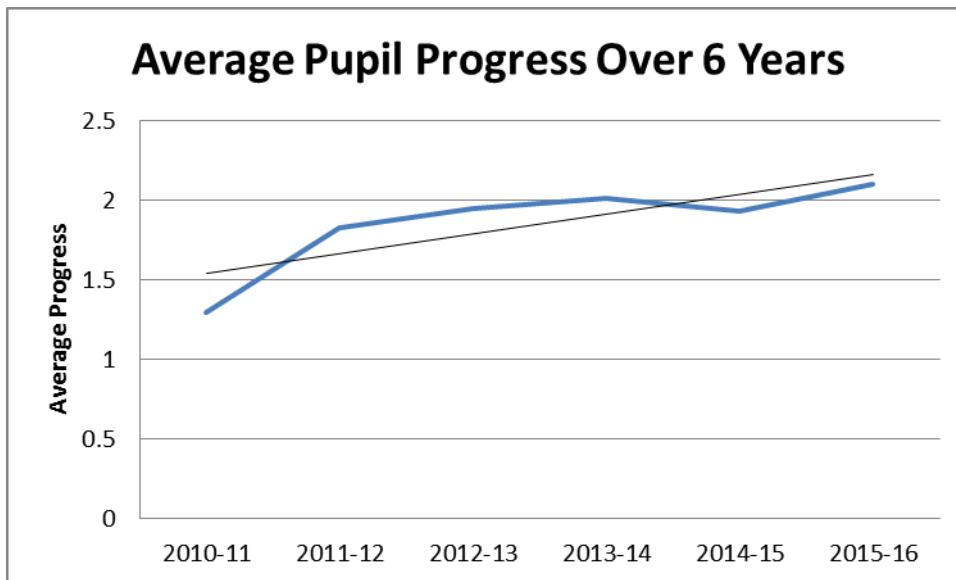
- In Maths Computation: +55 points.
 - ◆ For disadvantaged pupils (looked after children and pupils eligible for the receipt of free school meals), typical progress was +60 points.
 - ◆ This would be representative of progress from the average range to the very high range (94 to 130+).
- In Word Reading: +19 points.
 - ◆ For the disadvantaged pupils, typical progress was +9 points.
 - ◆ This would be representative of progress from the high average range to the high range (111 to 120).

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 progress made across the school using this measure is +2.1 in 2015-16. The chart shows 6 years' of data and the overall trend upwards:



The table below shows comparable progress across the school:

	Average Learning Objective progress over an admission
Primary/Middle class	+ 2.5
Secondary/Learning Skills Centre	+ 2.0
Snowsfields Adolescent Unit	+ 1.7
Intensive Treatment Programme	+ 2.1

- 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	57	81
ITP	88	88
P/M	63	92
Sec/P16	61	85
Snows	24	75

Over the last six academic years the:

Average percentage across school in education on admission = 49%.

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 and pupils belonging to Vulnerable Groups (e.g. asylum seekers/refugees, at risk of disaffection and exclusion, LGBT).

Only one significant difference was identified between these groups. There was one difference between the achievements of the White/Black African, White/Black Caribbean pupils and most other groups. White/Black African, White/Black Caribbean pupils progressed more than other groups in Word Reading, Spelling and Maths. As this group is relatively small (5 pupils) it may be more to do with the individuals concerned than suggesting a particular trend. However, there was a similar pattern in Word Reading last year and so this will be monitored.

Progress shows no significant difference between the 6th form and the rest of the school. All groups made substantial progress.

Happiness: no differences were shown between the increase in overall happiness between the groups listed above over the course of admission, with the exception that the White/Black African and White/Black Caribbean pupils showed a significantly higher level in their increase in happiness compared to the other groups.

Reintegration Readiness Scale: one group showed a significant difference on all of the sub-scales of the RRS except for self-confidence in their higher increases over admission. This was the English as an additional language group, who made more progress on these classroom function-based measures. This small group of 6 may have benefitted from the higher personalised learning intended to accommodate individual needs.

Summary: the database has allowed us to carry out sophisticated analyses of pupil progress across functioning attainment and levels of well-being (happiness). When analysing data on this level, it would be surprising if there were any groups who had a significantly different experience. However, where there are differences, these are in terms of scale of change rather than direction of change; all pupils made progress but a small number of groups made significantly more.