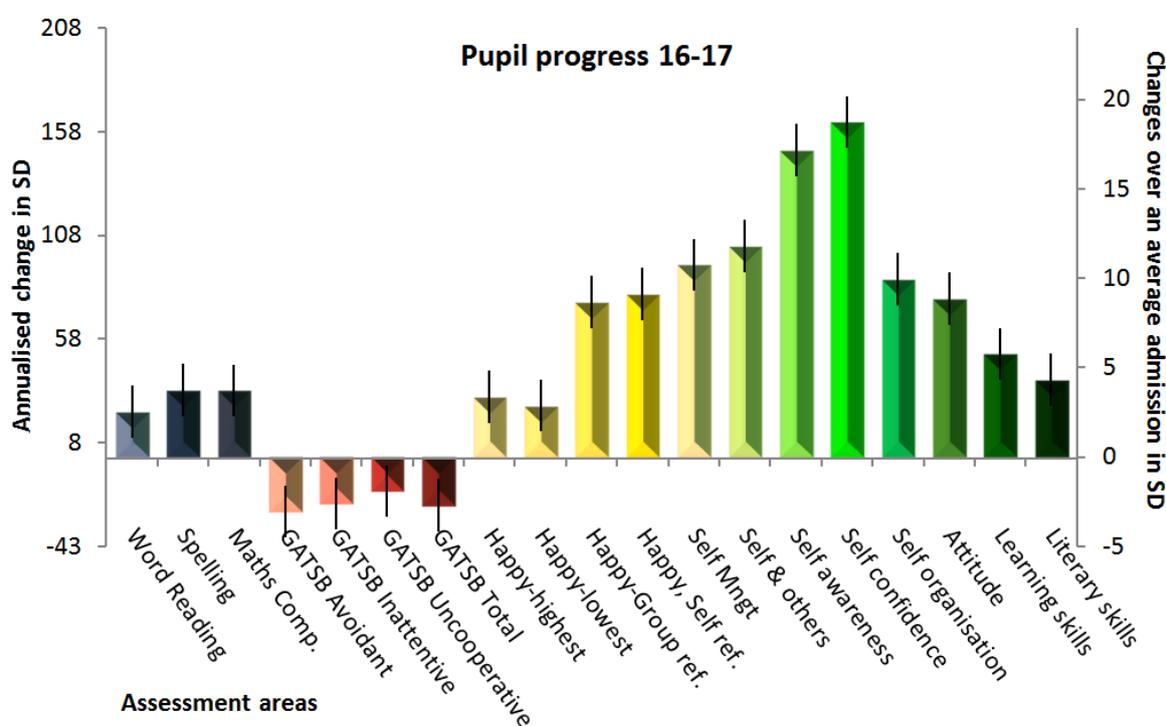


## Pupil progress 2016-17

Takeaway message:

- We continue to teach outstandingly
- The pupils we teach become happier
- 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 pupil year; that is, if we assumed a pupil were to have attended a full year. If we consider that pupils attend school, on average, for 23 days, then progress over a typical admission shown on the right hand axis, adjusted accordingly.

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](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.

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:
    - 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. In particular, there is an Self-Confidence and Self Awareness.
- **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: +34 standard score points.
  - ◆ For disadvantaged pupils (looked after children and pupils eligible for the receipt of free school meals), typical progress was +10 standard score points.
  - ◆ This would be representative of progress the low average range to the average range (83 to 93).
- In Word Reading: +20 standard score points.
  - ◆ For the disadvantaged pupils, typical progress was +4 standard score points.
  - ◆ This would be representative of progress within the average range (93 to 97).
- In Spelling: +39 standard score points.
  - ◆ For the disadvantaged pupils, typical progress was +11 standard score points.
  - ◆ This would be representative of progress within the average range (91 to 102).

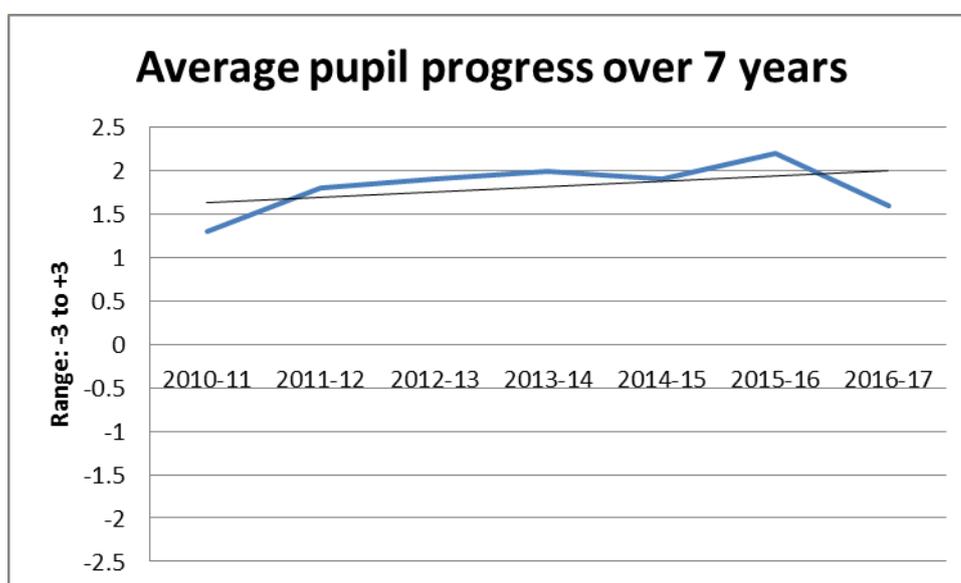
These levels of progress are above those expected of the average child undergoing mainstream education for whom the average score would be expected to stay the same over time.

- **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 +1.6 in 2016-17. The chart shows 7 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	+ 2.1
Secondary/Learning Skills Centre	+ 1.2
Snowsfields Adolescent Unit	+ 1.3
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 %
<b>School average</b>	<b>45</b>	<b>81</b>
ITP	86	89
P/M	33	92
Sec/P16	30	65
Snows	28	79

Over the last seven academic years the:

**Average percentage across school in education on admission = 48%.**

**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 and LGBT).

No significant differences were identified between these groups on the above measures.

However, there were differences between the:

- group-referenced and self-reported happiness of the White British and Mixed (lower) than the 'Any Other White' (higher) groups.
- Spelling and Maths with Black British pupils having higher rates of progress in both than other groups.

Progress shows no significant difference between the 6<sup>th</sup> form and the rest of the school on all measures.

**Reintegration Readiness Scale:** No differences between any of the groups.

**Summary:** the database allows 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 weren't 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 on a small number of measures.

Group-referenced Happiness was the variable most associated with academic progress. This suggests that either happier children learn better or that learning well makes you happier.