



St. Luke's School

SPECIAL EDUCATIONAL NEEDS

Our New system for Assessing Pupils' Progress

How we judge pupils' progress: starting points, expectations, rates of progress, benchmarks, targets.



StAPPS

St.Luke's Assessing Pupil Progress

Let's begin with what's Important

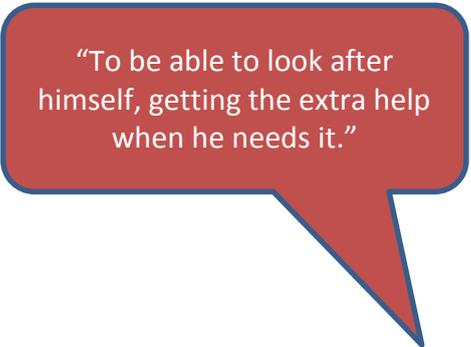
We regularly talk with the children, parents and professionals about what matters in learning for our pupils with special educational needs. Our curriculum (what the children learn about) is informed by their needs now and for their futures.

Hopes and expectations differ for individuals, however there is a general consensus about:

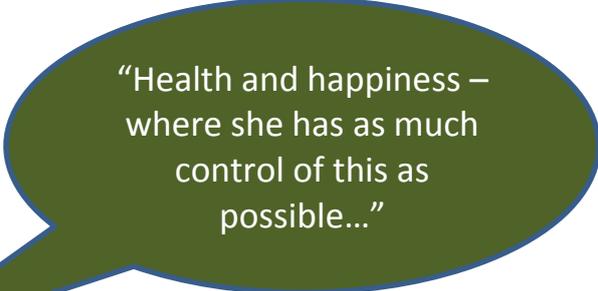
- Being happy children
- Being happy in adulthood
- Developing as much independence as possible
- Learning relevant skills and information
- The ability to thrive on a personal level in our mainstream world



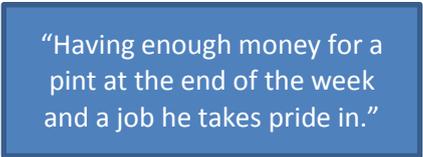
"That he believes in himself enough not to feel bullied or pressured at home or in work."



"To be able to look after himself, getting the extra help when he needs it."



"Health and happiness – where she has as much control of this as possible..."



"Having enough money for a pint at the end of the week and a job he takes pride in."



"Getting on with others and being part of a team."

What's on the horizon?

Young people with SEND at 16-18yrs:

88% of pupils with a statement were in a sustained education destination. 100% of St. Luke's pupils access college after Year 11, though we are challenging the notion that college is right for everyone. We are seeking to provide the education for work-related learning post-16 and from 2018 will have an onsite college and school placement for Year 12 students at St. Luke's School.

And in the workplace:

Sadly, the national picture for people with SEND and those with cognitive disabilities in the workplace is very low. We are working hard to ensure we support our school leavers into the workplace with an evolving relevant curriculum, appropriate life skills and expanding the experience of work for all our pupils. We are embarking on a programme to raise expectations of businesses to the value and skills of people with LDD and expand their experience of young adults with SEND, build work experience placements and support their teams through our Outreach for Business programme.

How we are seeking to improve our pupils' outlook

Our curriculum is undergoing a radical overhaul. Learning groups at St. Luke's School are supported with the same teacher and teaching assistants throughout the school day to remove unnecessary transitions and link learning across subject areas.

Our curriculum focuses on children's needs and functional skills. Primarily through:

- improved communication
- improved personal and social skills development
- improved understanding of the skills and tools required to access information
- improved quality of teaching and learning support
- improved fitness and,
- improved experience of work-related learning and functional skills

Our teachers are stridently seeking to increase pupils' confidence and skills for learning through a curriculum that is relevant to the individual.

To assess learning effectively we need:

- a system that everyone could understand
- a system that supports pupils' and their families' engagement
- to see pupils' progress in learning
- to evidence achievement and attainment
- to be able to judge progress with other assessment systems
- a system that was visual as well as numeric
- to secure our judgements about progress with national data

St.Luke's has tried 'off the peg' systems of assessment

The school has tried different systems of assessment, though these have not provided us with the appropriate systems to establish judgements on progress for pupils with cognitive disabilities.

As such, we are adapting a system called CAPPs, devised at The Collett School.

In the creation of CAPPs at The Collett School, research has been deep into the range of data on a national level. Included in the data sources used were the Progression Materials, DfE's Data Dashboard, Fischer Family Trust, Ofqual and RaiseOnline. More recently, the 2017 Primary School Accountability measures has been used to further benchmark expectations of pupils' progress with APS scores and the scaled score, with floor standards of 100 in end of KS2 testing.

Interpreting national datasets is complex as they tend to group together all types of special educational needs for statistical purposes – some of these SEND not being cognitive disabilities such as SEMH.

Children's '*primary presenting SEND need*' is what national statistics draw on for analysis. As we know, many of our children have complex needs with several SEND diagnoses.

St. Luke's School is ...

- A Learning Disabilities School for children with complex learning needs including Autistic Spectrum Disorder (ASD), Moderate Learning Disabilities (MLD) and Speech and Language Communication needs (SLCN).
- A special school where 100% children have an Education, Health and Care Plan (EHCP)
- A special school where every child has more than one learning disability diagnosis
- Entry to our provision is determined by children working at or below the 2nd Percentile

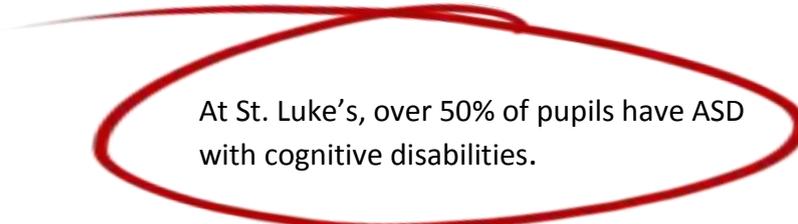
2017: National Assessment

- National Curriculum Levels have been disbanded – schools have been encouraged to devise their own systems of assessment or buy systems ‘off the peg’
- P-Scale Levels are expected to go, but are being used in an interim period to determine School Progress Scores – comparing schools’ overall progress against other schools nationally.
- Expectations of children at 7, 11 and 16 in testing and examinations has returned to focusing on the ability to memorize information, rather than the application of skills
- GCSEs have changed in content – coursework components have generally been removed, making it more difficult for SEND pupils with low working memories to access

SEND

Special Educational Needs and Disabilities

National Statistics determine 24.2% of pupils with SEND have Moderate Learning Difficulty (MLD); this is the most common primary type of need overall. For those with an EHCP/Statement, Autistic Spectrum Disorder (ASD) remains the most common primary type of need for pupils at 25.9%. This statistic includes high functioning ASD children – not just those working at/below the 2nd percentile.



At St. Luke’s, over 50% of pupils have ASD with cognitive disabilities.

EHCPs

Data is collected on SEND includes pupils who do not have an Education, Health & Care Plan (EHCP) or Statement as well as those who do – both in mainstream and special schools.

Not all children with EHCPs have cognitive disabilities; including SEND such as visual and hearing impairments, physical disabilities, social, emotional and mental health difficulties. Pupils with an EHCP may well be underachieving as a result of such complex extrinsic factors. In addition, pupils with an EHCP often have additional vulnerabilities - they may have English as a second language, long absences from school, neglect and/or mental health difficulties. We would hope such children’s progress would rise rapidly as a result of supportive measures being put in place.

With great teaching many children with special needs (that are not cognitive impairments) can make excellent and rapid progress in line with their mainstream peers. Those with cognitive impairments can also make outstanding progress, though statistically, not in line with neuro-typical learners.

Different levels of progress of children with SEND

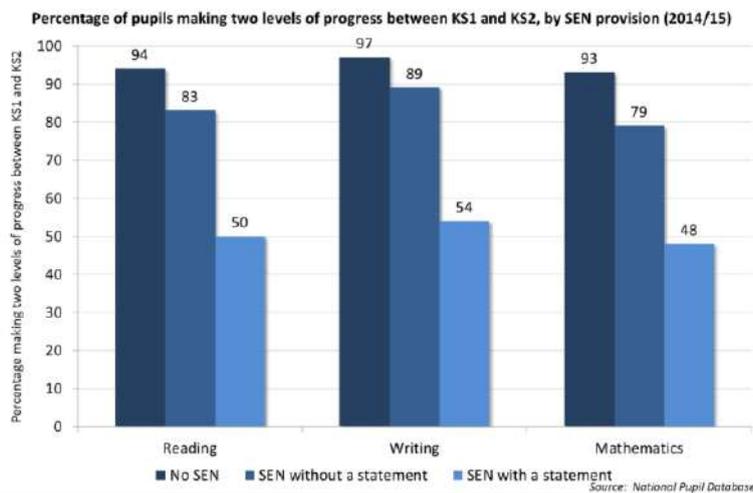
National statistics show that pupils with SEND do not make the same rates of progress as children without SEND.

Further data reveals a difference between those pupils with SEND in mainstream schools and special schools, when measured from the same starting point.

Different SEND needs are grouped together in Govt. stats

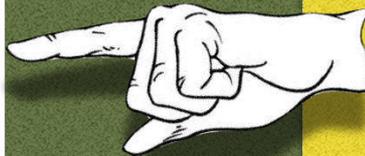
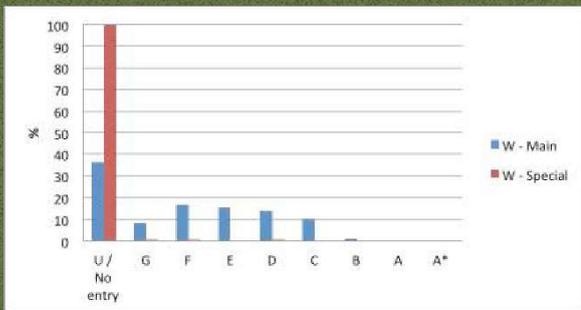
Progression

Key Stage 1 to Key Stage 2 progression



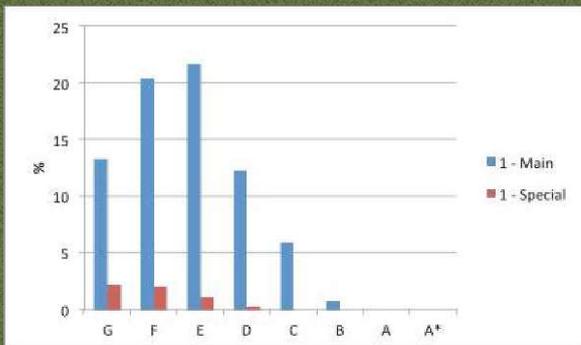
Outcomes: Mainstream and Special Schools

KS2 Starting Point: 'W' (Working Towards National Curriculum Levels i.e. the P-Scales, which in turn, relate to our StAPPS phases 1 to 9)



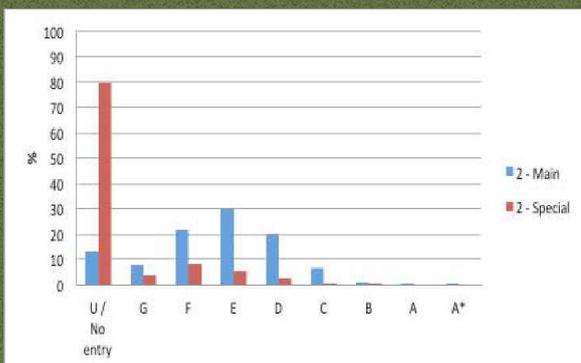
Most pupils working below the old National Curriculum Levels at the end of KS2 do not obtain a GCSE.

KS2 Starting Point: NC1



Pupils in mainstream schools who start at National Curriculum Levels NC1 and NC2 achieve much higher grades than those in special schools.

KS2 Starting Point: NC2



Possibly these pupils underachieve as a result of complex environmental factors that in turn, can be tackled to ensure rapid progress.

However, mainstream also have a lot of children with low cognitive profiles, **which is why we wanted to ensure we benchmarked data from both special and, mainstream schools.**

Key
Red - Special School pupils' grades
Blue - Mainstream pupils' grades

Actual progress used to determine expectations

The tables below use data taken from Raise Online from the 2013 cohort. They show the number of children achieving each GCSE grade in English in relation to KS2 attainment for pupils in state maintained (mainstream **and** special schools) in England & Wales. The second table shows the percentage of children at each grade and those with no GCSE result.

The number of children achieving each GCSE grade at the end of KS4 from identified starting point (NC levels at the end of KS2)

Start End KS2	GCSE U	GCSE G	GCSE F	GCSE E	GCSE D	GCSE C	GCSE B	GCSE A	GCSE A*	Total Sub-levels	Total Whole Levels	KS2 Start Point
W'	0	5	14	6	7	0	0	0	0	32	32	W
NC 1	95	281	560	491	215	95	14	0	0	1,751	1,751	NC 1
NC 2	471	1,444	4,424	5,298	2,696	1,102	130	0	0	15,565	15,565	NC 2
NC 3c	250	524	2,298	4,703	3,595	1,164	76	11	0	12,621	66,658	NC 3
NC 3b	332	606	2,596	7,364	8,785	4,112	382	0	0	24,177		
NC 3a	278	450	1,795	6,478	11,898	8,022	871	64	4	29,860		
NC 4c	392	515	1,883	8,268	25,411	30,234	5,717	588	32	73,040	283,664	NC 4
NC 4b	298	328	1,068	4,653	23,151	53,217	21,083	3,443	205	107,446		
NC 4a	130	136	333	1,550	10,177	43,134	35,794	10,834	1,090	103,178		
NC 5c	53	54	125	403	3,374	24,906	46,916	31,880	7,061	114,772	159,708	NC 5
NC 5b	8	6	11	33	256	2,597	11,063	18,195	9,580	41,749		
NC 5a	X	X	X	0	X	43	258	1,159	1,727	3,187		

The % of children achieving each GCSE grade at the end of KS4 from identified starting point (NC levels at the end of KS2)

	no KS4 result	GCSE U	GCSE G	GCSE F	GCSE E	GCSE D	GCSE C	GCSE B	GCSE A	GCSE A*	% taking GCSE	% not taking GCSE	Total No. pupils taking GCSE	Total No. pupils taking and not taking GCSEs
W'	97%	0%	0%	1%	1%	1%	0%	0%	0%	0%	3	97	32	1067
NC 1	53%	2%	7%	15%	13%	6%	3%	0%	0%	0%	47	53	1,751	3726
NC 2	19%	2%	8%	23%	28%	14%	6%	1%	0%	0%	81	19	15,565	19216
NC 3	5%	1%	2%	10%	26%	35%	19%	2%	0%	0%	95	5	66,658	70166
NC 4	2%	0%	0%	1%	5%	21%	44%	22%	5%	0%	98	2	283,664	289453
NC 5	1%	0%	0%	0%	0%	2%	17%	36%	32%	11%	99	1	159,708	161321

So...StAPPS

St. Luke's Assessing Pupil Progress:

A straight forward system that includes staff, pupils, parents and professionals for all children aged 4 to 17 (incorporating examination objectives).

StAPPS shows progress across all subject areas, including the softer skills of personal, social and emotional development, communication and movement/ kinaesthesia as well as areas specific to St. Luke's – Learning Outside the Classroom.

It is robust, accurate and evidences progress and attainment. It is used by other schools, college and work placements, making it functional, effective and helpful for the child as they move into adulthood.



StAPPS enables a full baseline assessment – the child's 'starting point', which is re-examined at the end of each key stage.

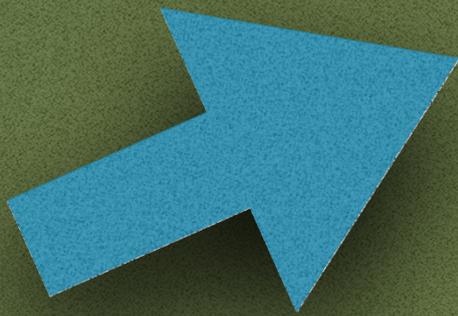
StAPPS is used for different purposes of assessment:

- * Formative assessment (to identify next steps)
- * Ipsative assessment (to ensure the child's sense of achievement) and,
- * Summative assessment (to make a judgement on the standard of attainment).

StAPPS points give a numeric value to the “I Can” statements. These evidence what a child can do/know.

Points are used to set targets - the number of points required increases for those with higher starting points...

Pupils, teachers, LSAs/TAs, parents/carers and professionals can use StAPPS to chart a child’s progress to targeted and desired outcomes...



StAPPS Phases:

- A block of learning (skills and knowledge)
- Higher phases include external examination objectives
- All StAPPS Phases contain functional skills success criteria
- Contains 10 'I Can' statements of learning
- Each 'I Can' statement is a linear step, building on knowledge growth with appropriate, developmental skills learning
- Teaching uses age-related subject matter, differentiated for children according to their skills stage

10/9 'I can ...'	1
10/10 'I can ...'	1
Phase 11 11/1	1
11/2 'I can ...'	1
11/3 'I can ...'	1
11/4 'I can ...'	1
11/5 'I can ...'	1
11/6 'I can ...'	1
11/7 'I can ...'	1
11/8 'I can ...'	1
11/9 'I can ...'	1
11/10 'I can ...'	1
Phase 12 12/1 'I can ...'	1
12/2 'I can ...'	1
12/3 'I can ...'	1
12/4 'I can ...'	
12/5 'I can ...'	1
12/6 'I can ...'	1
12/7 'I can ...'	
12/8 'I can ...'	1
12/9 'I can ...'	
12/10 'I can ...'	
Phase 13 13/1 'I can ...'	
13/2 'I can ...'	
13/3 'I can ...'	
13/4 'I can ...'	
13/5 'I can ...'	1
13/6 'I can ...'	
13/7 'I can ...'	
13/8 'I can ...'	

StAPPS Points

- Each 'I can' statement equates to a StAPPS point
- StAPPS points are totalled to show progress in learning over time
- Differing StAPPS points targets are set for each child, dependent on their 'starting point'

StAPPS Scores

- These are totalled on a termly basis to track progress towards the annual target.
- Only when a pupil shows 'confident knowledge' do we add this to the pupils' StAPPS Score
- In scoring, pupils need to have moved from 'yet to score' through 'emerging knowledge', 'secure knowledge' to showing 'confident knowledge'

Confident knowledge	Secure knowledge
Emerging knowledge	Yet to score

Targets are set for each subject area (e.g. communication, reading, writing, PSD, geography, number, Learning Outside the Classroom, music)

Using StAPPS for planning and differentiating teaching

We use StAPPS to plot the attainment of the group. This overview helps with the pitch and differentiation required in the planning for individuals and groups within the class. Teachers identify the solid areas of achievement, whilst matching interventions to those pupils where highlighted.

Confident knowledge	Secure knowledge	Emerging knowledge	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J
Prior Learning		Yet to score										
Phase 11 11/1												
11/2 'I can ...'												
11/3 'I can ...'												
11/4 'I can ...'												
11/5 'I can ...'				Secure					Confident			
11/6 'I can ...'				Confident					Confident			
11/7 'I can ...'				Confident					Secure			Confident
11/8 'I can ...'				Confident					Confident			Secure
11/9 'I can ...'				Confident					Confident			Secure
11/10 'I can ...'				Confident	Confident				Confident			Confident
Phase 12 12/1 'I can ...'				Secure	Confident				Confident			Confident
12/2 'I can ...'				Confident	Confident				Confident			Confident
12/3 'I can ...'				Confident	Secure				Confident			Confident
12/4 'I can ...'				Confident	Confident				Confident			Confident
12/5 'I can ...'			Confident	Secure	Confident				Confident	Secure		Confident
12/6 'I can ...'			Confident	Confident	Confident				Confident	Secure		Confident
12/7 'I can ...'			Confident	Confident	Confident				Confident	Confident		Confident
12/8 'I can ...'			Confident	Confident	Confident				Confident	Secure	Confident	Secure
12/9 'I can ...'			Confident	Confident	Confident	Secure			Confident	Secure	Confident	Confident
12/10 'I can ...'			Confident	Secure	Confident	Confident			Confident	Secure	Confident	Confident
Phase 13 13/1 'I can ...'			Confident		Confident	Confident			Confident	Secure	Secure	Secure
13/2 'I can ...'			Confident		Confident	Confident			Confident	Secure	Confident	Confident
13/3 'I can ...'			Secure	Secure	Emerging	Secure			Confident	Emerging	Confident	
13/4 'I can ...'			Confident	Secure	Confident	Secure			Confident		Confident	
13/5 'I can ...'			Confident	Secure	Confident	Confident	Secure		Confident		Confident	Secure
13/6 'I can ...'			Confident	Secure	Secure	Confident	Emerging		Confident			
13/7 'I can ...'			Secure	Secure	Secure	Confident	Emerging	Emerging		Secure	Emerging	Emerging
13/8 'I can ...'			Secure	Secure	Emerging		Emerging	Confident		Secure		
13/9 'I can ...'			Emerging				Emerging	Confident				
13/10 'I can ...'								Secure				
Phase 14 14/1 'I can ...'				Emerging				Emerging				
14/2 'I can ...'								Secure				
14/3 'I can ...'								Secure				
14/4 'I can ...'								Secure				

Starting Points to Projected Outcomes: StAPPS, CAPPS and Accreditation

9 Years Until End of KS4		5 Years Until End of KS4				2 Years Until End of KS4			
End KS1 Starting Point	2017 End KS1 APS Average Point Score	Projected STAPPS Points by End of KS4	Projected Outcome by End of KS4	Outstanding Progress Points to Make Each Year	Projected STAPPS Points by End of KS4	Projected Outcome by End of KS4	Outstanding Progress Points to Make Each Year	Projected STAPPS Points by End of KS4	Projected Outcome by End of KS4
Phase 1 0-10	0.25	27	PP	3	15	PP	4	6	PP
Phase 2 11-20	0.5	28-37	PP	3	46-55	PP	4	6-76	PP
Phase 3 21-30	0.75	27	PP	3	15	PP	4	8	PP
Phase 4 31-40	1	38-47	PP	3	56-65	PP	4	79-88	PP
Phase 5 41-50	1.25	27	PP	3	25	PP	6	10	PP
Phase 6 51-60	1.5	48-57	PP	3	76-85	PP	6	91-100	PP
Phase 7 61-70	1.75	58-67	PP	3	91-100	PP	8	103-112	E1
Phase 8 71-80	2	45	E1	7	101-110	E1	9	115-134	E1
Phase 9 81-90	2.25	86-95	E1	5	116-125	E1	10	127-136	E2
Phase 10 91-100	2.5	45	E1	7	35	E1	10	14	E1
Phase 11 101-110	2.75	91-105	E1	7	40	E2	12	16	E2
Phase 12 111-120	3	63	E2	10	131-140	E2	12	18	E2
Phase 13 121-130	9	124-133	E2	8	151-160	E3	14	145-154	E3
Phase 14 131-140	8	63	E2	12	40	GCSE 1	12	169-178	GCSE 1
Phase 15 141-150	8	134-143	E2	8	166-175	GCSE 1	14	181-190	GCSE 1
Phase 16 151-160	8	63	E2	12	45	GCSE 1	14	195-204	GCSE 1
Phase 17 161-170	8	144-153	E2	12	176-195	GCSE 1	14	209-218	GCSE 1
Phase 18 171-180	8	72	GCSE 1	12	186-195	GCSE 1	14	223-232	GCSE 2
Phase 19 181-190	9	163-172	GCSE 1	14	201-210	GCSE 2	16	237-246	GCSE 2
Phase 20 191-200	10	72	GCSE 1	16	211-220	GCSE 2	18	251-260	GCSE 2
Phase 21 201-210	10	209-218	GCSE 1	18	221-230	GCSE 2	20	265-274	GCSE 3
Phase 22 211-220	11	108	GCSE 1	20	231-240	GCSE 3	22	280-289	GCSE 3
Phase 23 221-230	12	126	GCSE 2	22	241-250	GCSE 4	24	294-303	GCSE 4
Phase 24 231-240	13	219-228	GCSE 2	24	251-260	GCSE 5	26	308-317	GCSE 5
Phase 25 241-250	14	126	GCSE 2	26	261-270	GCSE 6	28	322-331	GCSE 6
Phase 26 251-260	15	247-256	GCSE 2	28	271-280	GCSE 7	30	336-345	GCSE 7
Phase 27 261-270	16	144	GCSE 2	30	281-290	GCSE 8	32	350-359	GCSE 8
Phase 28 271-280	17	275-288	GCSE 3	32	291-300	GCSE 9	34	364-373	GCSE 9
Phase 29 281-290	18	162	GCSE 3	34	301-310	GCSE 10	36	378-387	GCSE 10
Phase 30 291-300	19	303-312	GCSE 4	36	311-320	GCSE 11	38	392-401	GCSE 11
Phase 31 301-310	20	180	GCSE 4	38	321-330	GCSE 12	40	406-415	GCSE 12
Phase 32 311-320	21	331-340	GCSE 5	40	331-340	GCSE 13	42	420-429	GCSE 13
Phase 33 321-330	22	198	GCSE 5	42	341-350	GCSE 14	44	434-443	GCSE 14
Phase 34 331-340	23	359-368	GCSE 6	44	351-360	GCSE 15	46	448-457	GCSE 15
Phase 35 341-350	24	144	GCSE 6	46	361-370	GCSE 16	48	462-471	GCSE 16
Phase 36 351-360	25	305-314	GCSE 7	48	371-380	GCSE 17	50	476-485	GCSE 17
Phase 37 361-370	26	144	GCSE 7	50	381-390	GCSE 18	52	490-499	GCSE 18
Phase 38 371-380	27	305-314	GCSE 8	52	391-400	GCSE 19	54	504-513	GCSE 19
Phase 39 381-390	28	144	GCSE 8	54	401-410	GCSE 20	56	518-527	GCSE 20
Phase 40 391-400	29	305-314	GCSE 9	56	411-420	GCSE 21	58	532-541	GCSE 21
Phase 41 401-410	30	144	GCSE 9	58	421-430	GCSE 22	60	546-555	GCSE 22
Phase 42 411-420	31	305-314	GCSE 10	60	431-440	GCSE 23	62	560-569	GCSE 23
Phase 43 421-430	32	144	GCSE 10	62	441-450	GCSE 24	64	574-583	GCSE 24
Phase 44 431-440	33	305-314	GCSE 11	64	451-460	GCSE 25	66	588-597	GCSE 25
Phase 45 441-450	34	144	GCSE 11	66	461-470	GCSE 26	68	602-611	GCSE 26
Phase 46 451-460	35	305-314	GCSE 12	68	471-480	GCSE 27	70	616-625	GCSE 27
Phase 47 461-470	36	144	GCSE 12	70	481-490	GCSE 28	72	630-639	GCSE 28
Phase 48 471-480	37	305-314	GCSE 13	72	491-500	GCSE 29	74	644-653	GCSE 29
Phase 49 481-490	38	144	GCSE 13	74	501-510	GCSE 30	76	658-667	GCSE 30
Phase 50 491-500	39	305-314	GCSE 14	76	511-520	GCSE 31	78	672-681	GCSE 31
Phase 51 501-510	40	144	GCSE 14	78	521-530	GCSE 32	80	686-695	GCSE 32
Phase 52 511-520	41	305-314	GCSE 15	80	531-540	GCSE 33	82	700-709	GCSE 33
Phase 53 521-530	42	144	GCSE 15	82	541-550	GCSE 34	84	714-723	GCSE 34
Phase 54 531-540	43	305-314	GCSE 16	84	551-560	GCSE 35	86	728-737	GCSE 35
Phase 55 541-550	44	144	GCSE 16	86	561-570	GCSE 36	88	742-751	GCSE 36
Phase 56 551-560	45	305-314	GCSE 17	88	571-580	GCSE 37	90	756-765	GCSE 37
Phase 57 561-570	46	144	GCSE 17	90	581-590	GCSE 38	92	770-779	GCSE 38
Phase 58 571-580	47	305-314	GCSE 18	92	591-600	GCSE 39	94	784-793	GCSE 39
Phase 59 581-590	48	144	GCSE 18	94	601-610	GCSE 40	96	798-807	GCSE 40
Phase 60 591-600	49	305-314	GCSE 19	96	611-620	GCSE 41	98	812-821	GCSE 41
Phase 61 601-610	50	144	GCSE 19	98	621-630	GCSE 42	100	826-835	GCSE 42
Phase 62 611-620	51	305-314	GCSE 20	100	631-640	GCSE 43	102	840-849	GCSE 43
Phase 63 621-630	52	144	GCSE 20	102	641-650	GCSE 44	104	854-863	GCSE 44
Phase 64 631-640	53	305-314	GCSE 21	104	651-660	GCSE 45	106	868-877	GCSE 45
Phase 65 641-650	54	144	GCSE 21	106	661-670	GCSE 46	108	882-891	GCSE 46
Phase 66 651-660	55	305-314	GCSE 22	108	671-680	GCSE 47	110	896-905	GCSE 47
Phase 67 661-670	56	144	GCSE 22	110	681-690	GCSE 48	112	910-919	GCSE 48
Phase 68 671-680	57	305-314	GCSE 23	112	691-700	GCSE 49	114	924-933	GCSE 49
Phase 69 681-690	58	144	GCSE 23	114	701-710	GCSE 50	116	938-947	GCSE 50
Phase 70 691-700	59	305-314	GCSE 24	116	711-720	GCSE 51	118	952-961	GCSE 51
Phase 71 701-710	60	144	GCSE 24	118	721-730	GCSE 52	120	966-975	GCSE 52
Phase 72 711-720	61	305-314	GCSE 25	120	731-740	GCSE 53	122	980-989	GCSE 53
Phase 73 721-730	62	144	GCSE 25	122	741-750	GCSE 54	124	994-1003	GCSE 54
Phase 74 731-740	63	305-314	GCSE 26	124	751-760	GCSE 55	126	1008-1017	GCSE 55
Phase 75 741-750	64	144	GCSE 26	126	761-770	GCSE 56	128	1022-1031	GCSE 56
Phase 76 751-760	65	305-314	GCSE 27	128	771-780	GCSE 57	130	1036-1045	GCSE 57
Phase 77 761-770	66	144	GCSE 27	130	781-790	GCSE 58	132	1050-1059	GCSE 58
Phase 78 771-780	67	305-314	GCSE 28	132	791-800	GCSE 59	134	1064-1073	GCSE 59
Phase 79 781-790	68	144	GCSE 28	134	801-810	GCSE 60	136	1078-1087	GCSE 60
Phase 80 791-800	69	305-314	GCSE 29	136	811-820	GCSE 61	138	1092-1101	GCSE 61
Phase 81 801-810	70	144	GCSE 29	138	821-830	GCSE 62	140	1106-1115	GCSE 62
Phase 82 811-820	71	305-314	GCSE 30	140	831-840	GCSE 63	142	1120-1129	GCSE 63
Phase 83 821-830	72	144	GCSE 30	142	841-850	GCSE 64	144	1134-1143	GCSE 64
Phase 84 831-840	73	305-314	GCSE 31	144	851-860	GCSE 65	146	1148-1157	GCSE 65
Phase 85 841-850	74	144	GCSE 31	146	861-870	GCSE 66	148	1162-1171	GCSE 66
Phase 86 851-860	75	305-314	GCSE 32	148	871-880	GCSE 67	150	1176-1185	GCSE 67
Phase 87 861-870	76	144	GCSE 32	150	881-890	GCSE 68	152	1190-1199	GCSE 68
Phase 88 871-880	77	305-314	GCSE 33	152	891-900	GCSE 69	154	1204-1213	GCSE 69
Phase 89 881-890	78	144	GCSE 33	154	901-910	GCSE 70	156	1218-1227	GCSE 70
Phase 90 891-900	79	305-314	GCSE 34	156	911-920	GCSE 71	158	1232-1241	GCSE 71
Phase 91 901-910	80	144	GCSE 34	158	921-930	GCSE 72	160	1246-1255	GCSE 72
Phase 92 911-920	81	305-314	GCSE 35	160	931-940	GCSE 73	162	1260-1269	GCSE 73
Phase 93 921-930	82	144	GCSE 35	162	941-950	GCSE 74	164	1274-1283	GCSE 74
Phase 94 931-940	83	305-314	GCSE 36	164	951-960	GCSE 75	166	1288-1297	GCSE 75
Phase 95 941-950	84	144	GCSE 36	166	961-970	GCSE 76	168	1302-1311	GCSE 76
Phase 96 951-960	85	305-314	GCSE 37	168	971-980	GCSE 77	170	1316-1325	GCSE 77
Phase 97 961-970	86	144	GCSE 37	170	981-990	GCSE 78	172	1330-1339	GCSE 78
Phase 98 971-980	87	305-314	GCSE 38	172	991-1000	GCSE 79	174	1344-1353	GCSE 79
Phase 99 981-990	88	144	GCSE 38	174	1001-1010	GCSE 80	176	1358-1367	GCSE 80
Phase 100 991-1000	89	305-314	GCSE 39	176	1011-1020	GCSE 81	178	1372-1381	GCSE 81
Phase 101 1001-1010	90	144	GCSE 39	178	1021-1030	GCSE 82	180	1386-1395	GCSE 82
Phase 102 1011-1020	91	305-314	GCSE 40	180	1031-1040	GCSE 83	182	1400-1409	GCSE 83
Phase 103 1021-1030	92	144							

Measuring school effectiveness (primary age)

Autumn 2017 School Progress Scores

The Government has introduced End of Key Stage One and End of Key Stage Two tests to determine the Progress Scores of each school. From individual tests, they determine the quality of the provision of the school by comparing the progress of its pupils with schools nationally. From 2017, the calculation of each schools' performance measures include the progress of all children who have reached the end of KS2 regardless of whether they have been entered for national curriculum tests or disapplied from the curriculum.

Progress is calculated for individual pupils solely in order to calculate the school's overall progress scores. The school's progress school is determined and published by the Government on an annual basis. As such, judgements will be made about individual schools with 'floor standards' and 'coasting schools', though presently, will not be terms used to qualify special schools, PRUS, hospital and independent schools.

StAPPS works with the new assessment requirements of schools and as such, remains a valid and successful means of assessing pupil progress. Annual Progress Scores will show +/- progress against schools nationally.

We will also continue to determine what our expected progress, good and outstanding progress looks like using Government statistical Transition Matrices of mainstream and special schools combined. In the tables below, it is evident that there is some variation between pupils' attainment in writing and maths, though arguable that 90% of pupils of primary age achieve 'expected progress'.

Table 5.2.1: Expected Progress in Reading Key Stage 1 to Key Stage 2 - sublevel variation (KS2:EPR)

This table shows the number of pupils attaining each Reading Key Stage 2 attainment level and their corresponding Reading Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	Key Stage 2 Reading Level						Total No. of Pupils	Expected Progress			More than expected progress			National %
	Other or no KS2 Result	W	1	2	3	4		5	6	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress		
Other or no prior available	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W	0	0	0	1	1	2	0	0	0	4	100%	85%	1	20%
1	0	0	0	1	1	0	0	2	1	50%	84%	1	50%	
2C	0	0	0	1	1	0	0	2	1	50%	84%	1	17%	
2B	0	0	0	0	1	4	0	5	3	100%	95%	4	50%	
2A	0	0	0	0	0	5	0	5	11	100%	90%	5	45%	
3	0	0	0	0	2	3	0	5	1	60%	86%	0	0%	
4	0	0	0	0	0	0	0	0	0	0%	75%	0	0%	
Summary	0	0	0	3	6	6	0	15	35	90%	91%	13	30%	

Table 5.2.3: Expected Progress in Writing Key Stage 1 to Key Stage 2 - sublevel variation (KS2:EPR)

This table shows the number of pupils attaining each Writing Key Stage 2 attainment level and their corresponding Writing Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	Key Stage 2 Writing Level						Total No. of Pupils	Expected Progress			More than expected progress			National %
	Other or no KS2 Result	W	1	2	3	4		5	6	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress		
Other or no prior available	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0	0	0	0	0%	15%	0	0%
1	0	0	0	0	0	0	0	0	0	0	0%	76%	0	0%
2C	0	0	0	0	0	0	0	0	0	0	0%	100%	0	25%
2B	0	0	0	0	0	0	0	0	0	0	0%	100%	0	0%
2A	0	0	0	0	0	1	0	1	0	0	0%	98%	1	11%
3	0	0	0	0	0	4	0	4	0	7	100%	100%	3	43%
4	0	0	0	0	0	0	0	0	0	0	0%	92%	0	0%
Summary	0	0	0	0	0	0	0	0	0	0	0%	77%	0	0%

As expected, pupils working from a lower starting point progress at a slower rate and achieve lower outcomes. Overall, 90% achieve expected progress. For a school to show overall **Good** progress, Sue Morris-King and other Ofsted inspectors determine a *primary* school needs to show 90% of pupils achieving 'expected' progress and circa 30% achieving better than expected progress.

For a school to demonstrate **Outstanding** progress, 90% of pupils must be making expected progress and circa 50% of its *primary aged* pupils must be making better than expected progress

Measuring the effectiveness of the school (secondary age)

From the Transition Matrices below, it is evident that progress nationally is weaker at KS2-KS4 than KS1-KS2 – more so with those working at a lower level.

Table 5.2.1: Expected Progress in English Key Stage 2 to Key Stage 4 (KS4.EPR)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	no KS4 result	Key Stage 4 English grade									Total No. of Pupils	Expected progress			More than expected progress				
		U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress		
KS2 English attainment	Other or no prior available	0	0	0	1	0	1	0	2	0	0	2	2	2	100%	35%	0	0%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	7%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	31%	0	0%	20%
	2	0	0	2	1	1	3	1	0	0	0	8	8	5	63%	50%	4	50%	24%
	3	2	0	0	1	5	15	10	0	0	0	33	33	25	76%	61%	10	30%	34%
	4	0	0	0	0	2	19	57	25	7	1	111	111	90	81%	72%	33	30%	30%
5	0	0	0	0	0	2	15	19	12	4	53	53	35	66%	78%	16	30%	42%	
Summary											207	157	76%	70%	63	30%	32%		
Key											Total Cohort	207							

Fewer pupils achieve 'expected progress' at secondary level. It is worth noting for example that nationally, only 8% of pupils working at 'W' make expected progress. 92% fail to reach *these* expected progress targets.

Sue Morris-King and other Ofsted inspectors determine a school achieving **Good** progress at *secondary* level, needs to show 70% of pupils meet 'expected progress' and circa 25% achieve 'better than expected' progress.

For a school to demonstrate **Outstanding** progress, 70% of pupils must be making expected progress and circa 50% of its pupils at *secondary level*, must be making better than expected progress.

Table 5.3.1: Expected Progress in mathematics Key Stage 2 to Key Stage 4 (KS4.EPR)

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	no KS4 result	Key Stage 4 Mathematics grade									Total No. of Pupils	Expected progress			More than expected progress				
		U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress		
KS2 Mathematics attainment	Other or no prior available	0	1	0	1	0	0	1	0	1	0	2	1	50%	60%	1	50%	32%	
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	2%	
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	5%	
	2	0	1	4	1	0	0	0	0	0	0	6	6	0%	15%	0	0%	8%	
	3	0	3	5	6	7	9	6	1	0	0	37	37	16	43%	41%	7	19%	20%
	4	1	0	3	3	12	15	47	15	6	0	103	103	88	86%	69%	21	20%	21%
5	0	0	0	0	0	0	10	27	16	6	59	59	49	83%	78%	22	37%	46%	
Summary											207	134	65%	65%	51	25%	29%		
Key											Total Cohort	207							



St Luke's School Criteria:

End of KS1 to end of KS2

When 90% pupils meet expected progress and circa 30% achieve better than expected progress, then this is **Good**.

When 90% pupils meet expected progress and circa 50% achieve better than expected progress, then this is **Outstanding**.

End of KS2 to end of KS4

When 70% pupils meet expected progress and circa 30% achieve better than expected progress, then this is **Good**.

When 70% pupils meet expected progress and circa 50% achieve better than expected progress, then this is **Outstanding**.

Equivalency in levels of assessment

See Appendices for source material

			2017 + KS1 APS	Old NC	2016+ End KS2 Govt. Scaled Score	Entry Level Quals	Level 1/ Level 2 Quals.	Old GCSE Quals.	New GCSE Quals.
StAPPs	StAPPs	P-		Levels					
Points	Phases	Scale							
0-10	1	P1i	0.25	-	-	-	-	GCSE U	W
		P1ii	0.5						
Nov-20	2	P2i	0.75	-	-	-	-		
		P2ii	1						
21-30	3	P3i	1.25	-	-	-	-		
		P3ii	1.5						
31-40	4	P4	1.75	-	-	-	-		
41-50	5	P5	2	-	-	-	-		
51-60	6	P6	2.25	-	-	-	-		
61-70	7	P7	2.5	-	-	-	-		
71-80	8	P8	2.75	-	-	-	-		
81-90	9	-	9	NC1c	-	-	-		
91-100	10	-		NC1b	-	-	-		
101-110	11	-		NC1a	-	-	-		
111-120	12	-	13	NC2c	-	Entry 1	-		
121-130	13	-	15	NC2b	80		-		
131-140	14	-	17	NC2a	83	Entry 2	-		
141-150	15	-	21	NC3c	87		-		
151-160	16	-		NC3b	90	Entry 3	-		
161-170	17	-		NC3a	93		-		
171-180	18	-	27	NC4c	97	-	Level 1	GCSE G	GCSE Grade 1
181-190	19	-		NC4b	100	-			
191-200	20	-		NC4a	103	-			
201-210	21	-		NC5c	107	-		GCSE F	GCSE Grade 2
211-220	22	-		NC5b	110	-			
221-230	23	-		NC5a	113	-			
231-240	24	-		NC6c	117	-	GCSE E	GCSE Grade 2	
241-250	25	-		NC6b	120	-			
251-260	26	-		NC6a		-	GCSE D	GCSE Grade 3	
261-270	27	-		NC7c		-			
271-280	28	-		NC7b		-			
281-290	29	-		NC7a		-	Level 2	GCSE C	GCSE Grade 4
				NC8c					
				NC8b				GCSE B	GCSE Grade 5
				NC8a					
								GCSE Grade 6	

Interventions supporting progress

The table below identifies the school's 'waves' of intervention. When pupils are not on track to achieve Expected Progress, or, it is identified that a child requires some additional support to make more rapid progress, interventions determined by teachers, families and specialist professionals are put in place. The effectiveness of these are tracked for each child/ cohort of pupils - specifically those who form vulnerable groups in our setting, such as children who access Free School Meals, Children Looked After, Adopted children and those with care plans as well as the nationally determined groups including different SEND.

Wave 1 Universal	Wave 2 Targeted	Wave 3 Specialist
Special Educational Needs & Disabilities (SEND) environment with qualified, professional staff	SEND environment with qualified, professional staff with additional interventions	SEND environment with qualified, professional staff and additional support from external agencies
1:5 adult:child ratio, with some 1:1	1:3 adult:child ratio with some 1:1	1:1 adult:child ratio much of the time
Hertfordshire Steps (StepOn) behaviours for learning support	StepUp behaviours for learning support with behaviour interventions mapped over time. Hive staff support	Behaviour Plan that includes external behaviour interventionist support. Extensive Hive staff support
Personalised curriculum, specific to needs of the group, differentiated for each child	Differentiated curriculum with identified access to interventions, with additional support	Differentiated, bespoke curriculum for the period of intervention with The Hive ongoing support
Personalised exam pathway	Personalised exam pathway	Personalised exam pathway with access arrangements
ASD and Learning Difficulties resources enhanced with teaching strategies including Makaton, PECS, TEACCH and Sensory provision	Bespoke teaching strategies and resources including PECS, TEACCH Makaton and Sensory diet with internal specialist support	Personalised resources and outcomes determined and benchmarked with external specialist professional support
Sensory provision and augmented communication where required	Sensory Diet with programmes overseen by specialists in The Hive	Sensory Diet with additional specialist support from Occupational Therapists
1:1 support within the group to access the curriculum	Personalised learning programme with specific interventions targeted to make at least Expected Progress. Access to class curriculum	1:1 teaching and bespoke programme of intervention work, with the intention of returning to the group over a planned period of time
Speech and Language targets incorporated into class provision	Speech and Language Therapist group work	Speech and Language Therapist 1:1
Vigilance and awareness of children's individual and family needs	Families First involvement/ Social Services advice	Social Services interventions, with care plans
EHCP requirements and recommendations incorporated into learning provision	Additional and specific Educational Psychologist observations and discussion to improve access to learning	Education Psychologist Observation/ tests to establish further strategies, or type of placement
In class informal assessment and referral where appropriate	Occupational Therapist observation and discussion	Occupational Therapist direct interventions
Extensive pastoral provision as standard	1:1 school counseling	Psychotherapy
1:1 support with issues	Group therapy sessions	1:1 therapies
The Hive monitoring	Educational Psychologist assessment	Challenging Behaviours Team interventions

How we will share pupils' progress

- Being mindful of Data Protection, we will share your child's progress with you at Parents' Evenings and in our reporting to parents.
- StAPPS progress rates are shared within the school by professionals to determine rates of progress, expected progress and the determination of interventions to support increased progression in learning.
- Professionals working with the school, including Education Psychologists, Special Needs Team in county and, Speech and Language/ Occupational Therapists will also find the data on your child's progress supportive of interventions and their own assessments.
- We would also intend to share data on your child's progress with Connexions and next destination employers/ college professionals.
- Further information on what and how we share data on your child can be accessed through our website.



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This document is available in larger print on request.

Appendices



What's on the horizon?

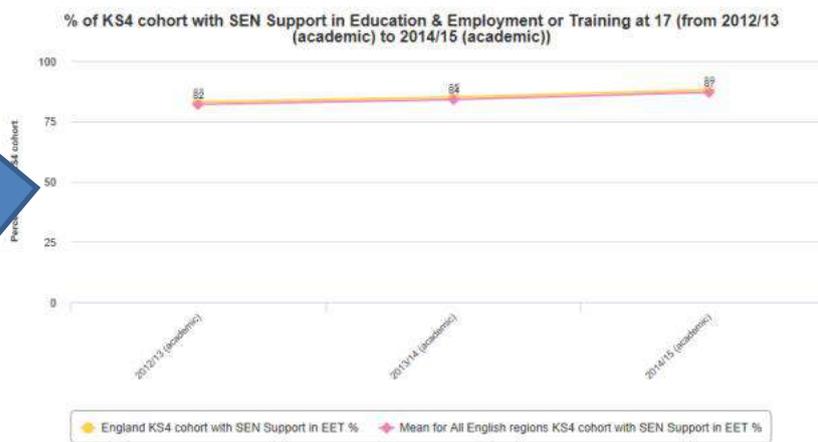
Young people with SEND at 16:

88% of pupils with a statement were in a sustained education destination compared to 82% of pupils with SEND without statements and 92% of those without SEND.

And at 17 Years Old:

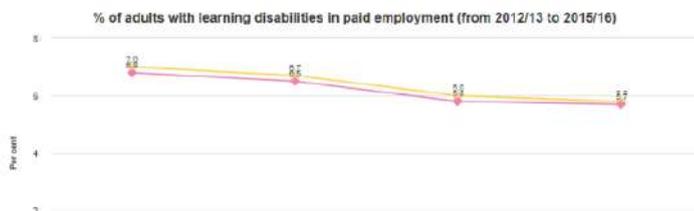
82% of young people with SEND access further training at 17/18 years old

100% of St Luke's pupils go on to further education – higher than average.



And in the workplace:

In 2016, less than 6.0% of adults with learning disabilities aged 18-64 who are receiving support from social services, were in paid employment.



82% of young people with SEND access further training at 17/18 years old but only 6% of SEND adults are employed. We are working hard to improve these statistics for our leavers and those with SEND in our area.

2017: National Assessment Measures

All schools must publish the pupils' outcomes and, are now listed in terms of these outcomes:

The Collett School compared with National Data (all schools – private , grammar, comprehensive etc.)

Attainment and Progress 2015-2016	St Luke's School	National Data
% achieving expected standard y1 phonics	0%	81%
% achieving expected standard y2 phonics	0%	91%
% working at expected standard: maths	0%	73%
% working at expected standard: reading	0%	74%
% working at expected standard: writing	0%	65%
% achieving expected standard Reading, writing, maths	0%	53%
Progress 8 Score overall	0.0	0.0
% A*-C in both English and Maths GCSE	0%	62.0%
% achieving English Baccauareate overall	0%	24.0%
% going to sustained education/employment	100%	94.%
% pupils entered in EBacc English pillar	5%	98%
% A*-G in EBacc English Pillar	1%	95%
% A*-G in Ebacc Maths Pillar	1%	94%
% going to sustained education/ employment	100%	94%
% in education 2 terms after KS4	90%	90%
% in employment 2 terms after KS4	0%	3%

EHCPs & Statements

Data of children with Special Educational Needs and Disabilities (SEND) with Education Health Care Plans (EHCPs) is compared to SEND children without an EHCP/Statement. Sometimes progress between mainstream schools with those of children in special needs schools can present a mistaken sense of direct comparison as there are some counties where children with SEND are in special schools, but do not have an EHCP/Statement. (In Hertfordshire, 100% of pupils in special schools have an EHCP/Statement.)

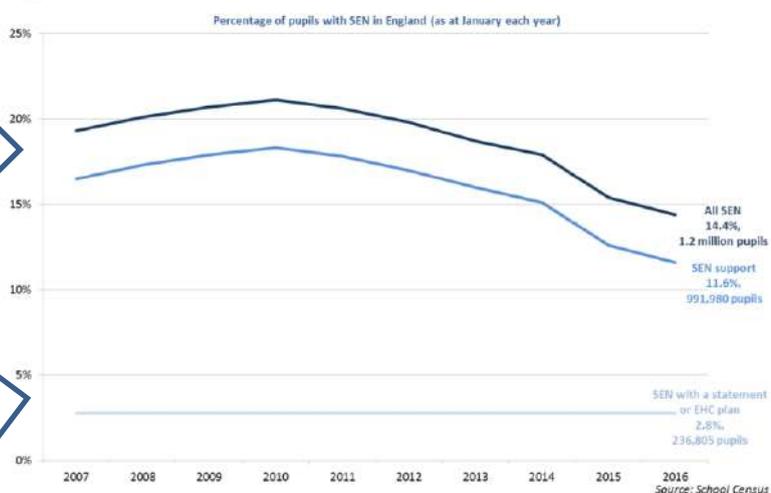
National Statistics:

School type	2010	2011	2012	2013	2014	2015	2016
Maintained nursery	0.1	0.1	0.1	0.1	0.1	0.1	0.1
State-funded primary	25.8	25.8	25.9	26.0	26.2	26.2	25.5
State-funded secondary	28.8	28.4	27.7	26.9	25.7	24.6	23.5
Maintained special	38.2	38.7	39.0	39.6	40.5	41.4	42.9
Pupil Referral Units	0.9	0.8	0.7	0.7	0.7	0.7	0.6
Independent	4.2	4.3	4.7	4.9	5.1	5.3	5.7
Non-maintained special	2.0	1.9	1.9	1.8	1.7	1.6	1.6

How many children?

SEND pupils **without** an EHCP/ Statement
991,901 children

SEND pupils **with** an EHCP/ Statement
236,805 children (2.8%)



236,805 pupils have a statement or EHC plan. This is an increase of 640 since 2015, but remains equal to 2.8% of the total pupil population. The percentage of pupils with statement or EHC plans has remained constant since 2007.

SEND

There are 1,039 state-funded and non-maintained special schools in England.

	Number of state-funded special schools (1)	Number of non-maintained special schools	Total
Specific Learning Difficulty	272	28	300
Moderate Learning Difficulty	506	25	531
Severe Learning Difficulty	537	19	556
Profound & Multiple Learning Difficulty	431	16	447
Social, Emotional and Mental Health (3)	286	20	306
Speech, Language and Communication Need	456	33	489
Hearing Impairment	354	18	372
Visual Impairment	358	14	372
Multi-Sensory Impairment	283	14	297
Physical Disability	358	14	372
Autistic Spectrum Disorder	620	34	654
Other	272	19	291

Source: School Census

Children Looked After with SEND:

Prevalence: 60.5% of Looked After Children (LAC – known as CLA in Hertfordshire) had a special educational need in 2014/15, which consists of 27.6% with a statement or EHC plan and 32.9% with SEN support. This compares to 50.2% of children in need with SEN and 15.4% of all children with SEN. The most common type of need for looked after children was ‘Social, Emotional and Mental Health’ – 37.8% of LAC

with a statement or EHCP had this type of need compared to 12.7% of all children with a statement or EHCP

Early Years Foundation Stage Profile (EYFSP)

21% of pupils with SEN achieved a good level of development in 2014/15; this is 50 percentage points lower than pupils without SEN (71%).

Phonics screening check

The attainment gap in 2014/15 was 44 percentage points with 39% of pupils with SEN meeting the required standard compared to 83% of pupils with no SEN.

Key Stage 1

Pupils with SEN performed significantly lower than pupils without SEN in 2014/15 and the attainment gap has widened in some subjects (mathematics and science). The gap is largest in writing (creative skills required and greater reliance on memory) (44 percentage points), and smallest in mathematics (mechanical skills required) (31 percentage points).

Key Stage 2

39% of pupils with SEN achieved the expected level in reading, writing and mathematics in 2014/15 compared to 90% of those with no SEN.

Key Stage 4

In 2014/15, 20.0% of pupils with SEN achieved 5+ GCSEs at A*-C or equivalent including English and mathematics, 44.2 percentage points lower than those with no SEN (64.2%). Note that due to reforms introduced in 2014 data is not comparable to earlier years.

Pupils with hearing or visual impairments were the most likely to make the expected progress. Those with profound and multiple learning difficulties were least likely to make the expected progress.

Attainment

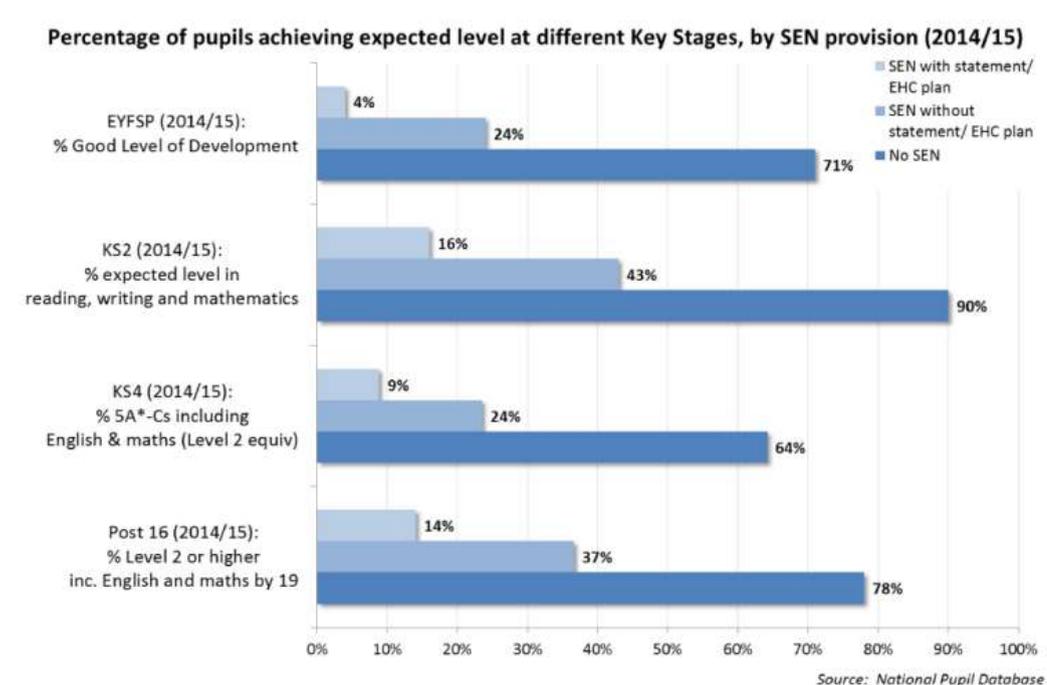
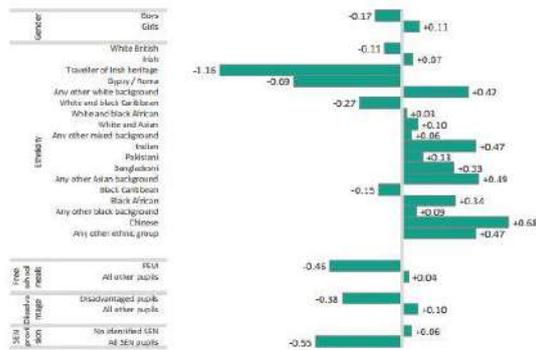
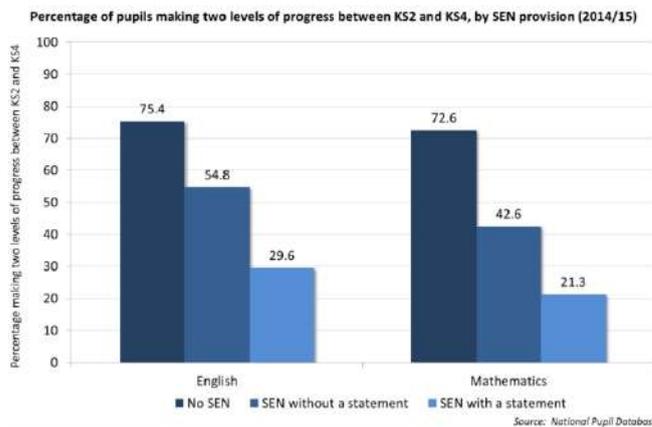


Figure 2: Progress 8 scores by pupil characteristics



Key Stage 2 to Key Stage 4 progression



Historically, pupils were more likely to make, what was, *expected* progress (two levels of NC progress) in English than mathematics. For English the gap between those with no SEND and those with SEND without a statement was 20.6 percentage points; and for those with a statement was 45.8 percentage points.

For mathematics the gap between those with no SEND and those with SEND without a statement was 30.0 percentage points; and for those with a statement was 51.3 percentage points.

Pupils with visual impairments were the most likely to make the expected progress in English (65.5%) and those with hearing impairments were more likely to make the expected progress in mathematics (60.2%). Those with Profound and Multiple Learning Difficulties (PMLD) were least likely to make the expected progress in English (3.2%) and those with severe learning difficulties were least likely to make the expected progress in mathematics (2.0%).

Destinations

National Statistics Data: After Key Stage 5 - young people who took A levels/level 3 qualifications

49% of pupils with SEN in schools progressed to Higher Education compared to 59% of those without SEN. 34% of those with Learning Difficulty or Disability (LDD) in colleges progressed to Higher Education compared to 40% of those without LDD (2013/14 destinations).

From this data, it is clear that the definition of SEND is broad.

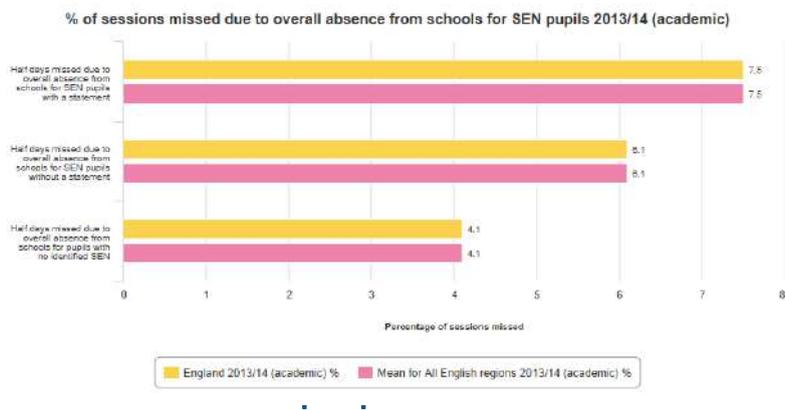
Accommodation status for adults with learning disabilities

In 2014-15, 73.3% of adults with learning disabilities aged 18-64 who are receiving support from social services lived in their own home or with families, compared to 74.9% in the previous year (although the data collection system changed in 2014-15 which means time series comparisons should only be made with caution).

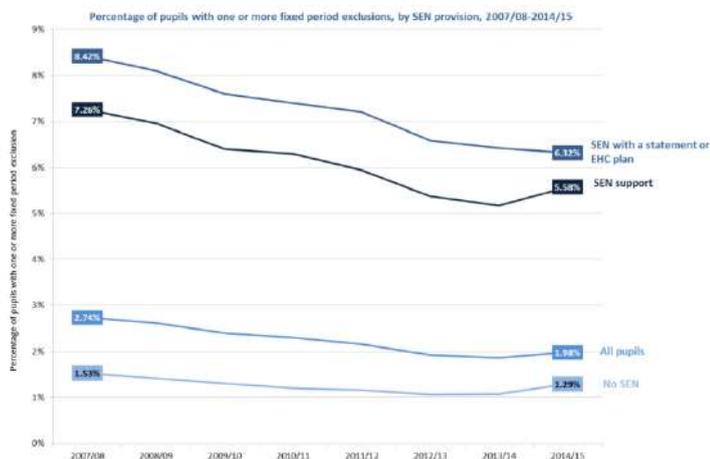
Attendance

7.7% of sessions were missed for pupils with statements or EHC plans in 2014/15 compared to 6.2% for pupils on SEN support and 4.2% for pupils without SEN.

11.6% of pupils with statements or EHC plans were persistent absentees in 2014/15 compared to 7.3% for pupils on SEN support and 2.8% for pupils without SEN. Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2014/15; these pupils missed 14.2% of sessions.



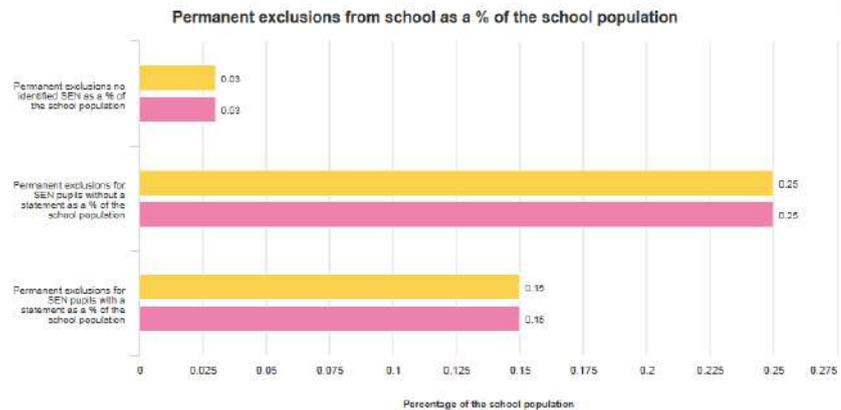
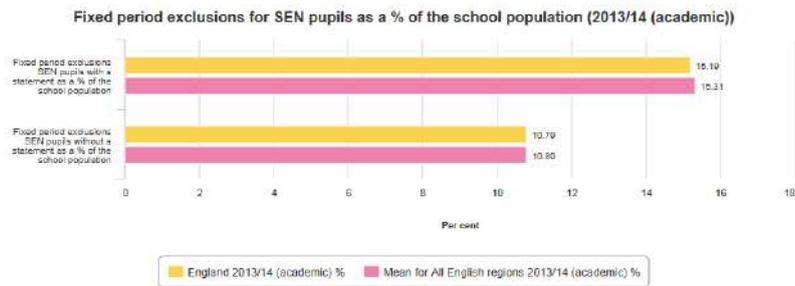
Fixed period exclusions



5.58% of pupils on SEN support received one or more fixed period exclusion in 2014/15 compared to 6.32% of pupils with statements or EHC plans and 1.29% of pupils with no SEN.

Pupils with primary type of need ‘Social, emotional and mental health’ (SEMH) had the highest

percentage of enrolments with one or more fixed period exclusion in 2014/15 at 6.38%.



Expectations of pupils

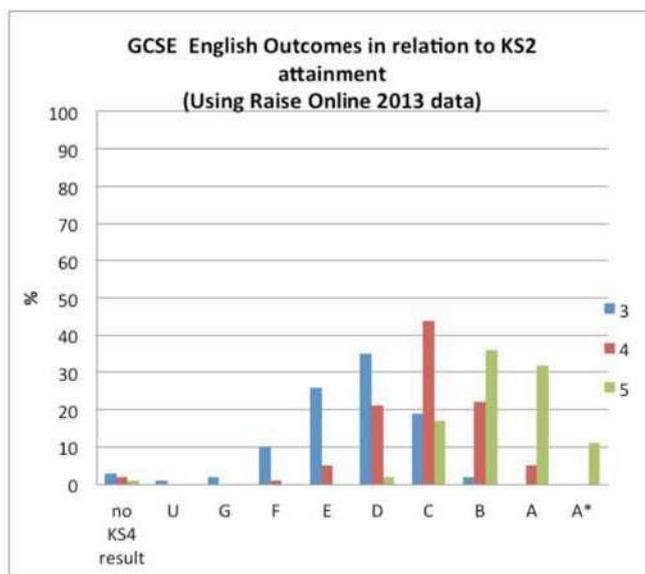
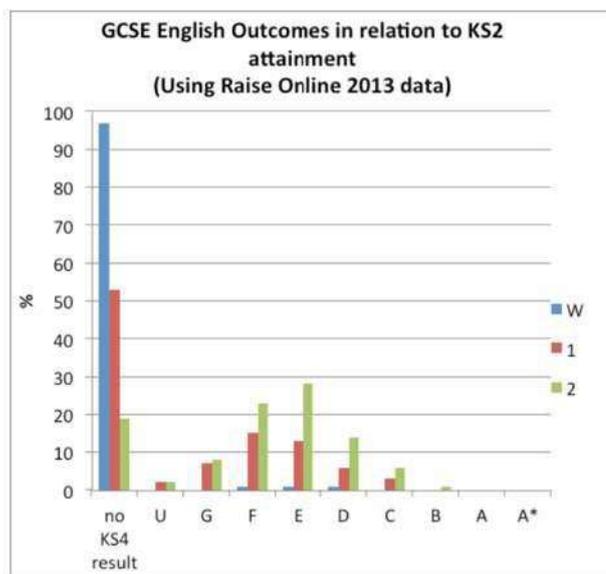
National, historical data, identifies GCSE grades achieved from different starting points, which helps us to see the amount of progress children make and these are grouped into quartiles.

Below Lower Quartile	Lower Quartile	Median Quartile	Upper Quartile
0-25	26-50	51-75	76-100

The Median Quartile determines 'expected progress' and the Upper Quartile (UQ) determines the highest achieving pupils' progress. We look at each child's starting point at The Collett School to determine expected progress and the upper quartile for individuals' 'outstanding' target setting.

		GCSE grades attained according to quartiles			
		Below Lower Quartile	Lower Quartile	Median Quartile	Upper Quartile
End of KS2 level	'W'	N/ up to Ungraded	N/ Ungraded	N/ Ungraded	N/ Ungraded
	NC1	N/ up to Ungraded	N/ Ungraded	N/ Ungraded	GCSE F
	NC2	N/ up to Ungraded	GCSE G	GCSE F	GCSE E
	NC3	N/ up to GCSE F	GCSE E	GCSE D	GCSE D
	NC4	N/ up to GCSE E	GCSE D	GCSE C	GCSE B
	NC5	N/ up to GCSE C	GCSE B	GCSE B	GCSE A

Representing these visually: Tables below show outcomes gained from starting points 'W' (the P-Scales), NC1 and NC2. The second table shows outcomes from NC3, NC4 and NC5 starting points at KS2. These tables highlight the significant amount of pupils who were working at 'W' (the P-Scale levels) who did not gain a GCSE result.



The tables in the Transition Matrices and the Progression Materials collectively identify why there are different expectations of pupils dependent on their differing attainment at the same age. Starting points for gathering attainment data is usually at the end of a key stage (ie. Year 2, Year 6, Year 9 and Year 11).

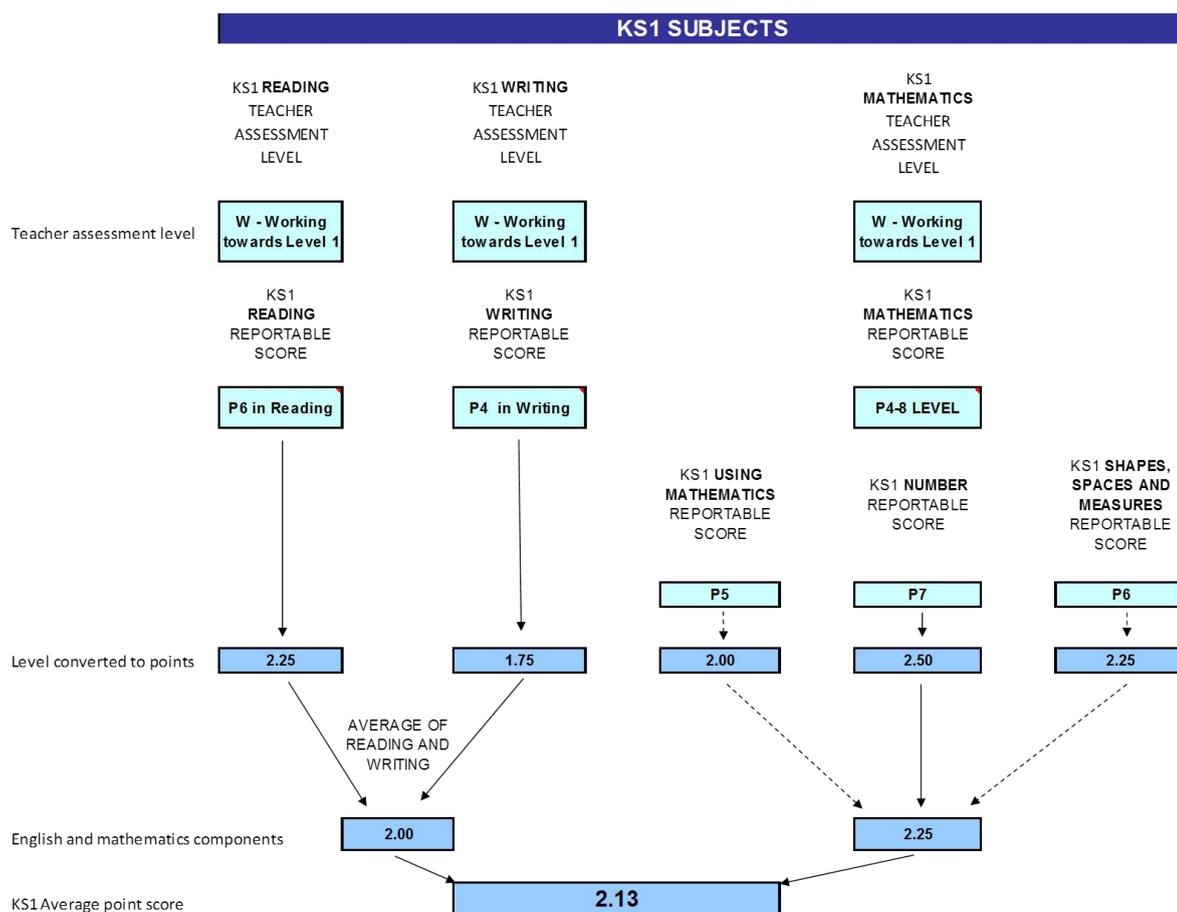
We baseline test all our pupils and use existing data from previous schools to determine their 'starting point'. These 'starting points' are re-baselined at the ends of key stages to ensure we set the right expectations of progress for each pupil.

As such, we are able to determine the value added by the school, comparing the expected progress from the child's starting points, to their end result.

Equivalency in levels of assessment

- The reckoning of the levels in the Equivalency in Levels chart below have been determined by information from the DfE, Ofqual and Fischer Family Trust as well as researched information by The Key Education.
- Page 24 of the Department for Education's (DfE) guidance on attainment explains that the expected standard, or scaled score of 100, "roughly" equates to level 4b.
- DfE and Ofqual (the examination regulator) have said that the new Grade 9 will be higher than the current A* grade.
- DfE and Ofqual have said that the new grade 5 will incorporate the top end of current Grade C and the lower end of current Grade B
- DfE and Ofqual have said that the bottom of new Grade 1 will align with the bottom of Grade G.
- DfE and Ofqual have said that the bottom of new grade 4 will align with the bottom of old grade C.
- The concept of expected progress between KS2 and KS4 implies an equivalence between the old GCSE grade C and NC Level 7.

End of KS1 APS Levels and baselining children.



Key stage 1 point scores for pupils below level 1 for all subjects

Key stage 1 point scores for pupils below level 1 for all subjects	
Teacher assessment	Point score equivalent
W – Working towards L1, but not on P scales	3
P8	2.75
P7	2.5
P6	2.25
P5	2.0
P4	1.75
P3ii	1.5
P3i	1.25
P2ii	1.0
P2i	0.75
P1ii	0.50
P1i	0.25

Allocating points to pupils below the level of the test in this way means that when we calculate prior attainment groups, there are six P scale assessment groups that cover those who average broadly at the equivalent of P1-3, P4, P5, P6, P7 and P8. This has been done to keep pupils with similar prior

attainment together, allowing like-for-like comparisons to be made of their progress whilst keeping group sizes large enough to ensure national averages are robust.

Prior attainment groups

This process described above created 24 prior attainment groups that pupils have been allocated to depending on their key stage 1 results.

Schools can use the table below to see which prior attainment group a pupil will have been allocated to depending on their key stage 1 average point score and what the national KS2 averages for each of these groups was in 2017 by subject. As described earlier in this guide, a pupil's progress score is the difference between their own key stage 2 result and the national average KS2 result for their prior attainment group.

Prior Attainment Group (PAG)	KS1 average points score	Average KS2 Reading Score for PAG	Average KS2 Writing Score for PAG	Average KS2 Maths Score for PAG
1	>0 to <1.75	61.99	61.71	61.99
2	>=1.75 to <2	67.39	66.72	67.38
3	>=2 to <2.25	71.27	71.08	71.18
4	>=2.25 to <2.5	74.24	74.19	74.36
5	>=2.5 to <2.75	78.14	77.85	78.76
6	>=2.75 to <3	81.33	80.07	82.07
7	>=3 to <6	83.85	82.63	85.38
8	>=6 to <9	86.81	85.31	88.74
9	>=9 to <10	89.97	88.43	90.93
10	>=10 to <12	94.14	92.20	95.05
11	>=12 to <13	96.43	93.96	97.66
12	>=13 to <14	98.16	96.62	98.66
13	>=14 to <14.5	99.49	98.41	100.28
14	>=14.5 to <15	101.03	99.30	101.49
15	>=15 to <15.5	101.95	100.95	102.38
16	>=15.5 to <16	103.86	101.97	103.16
17	>=16 to <16.5	104.07	102.45	104.62

18	>=16.5 to <17	105.69	103.05	105.58
19	>=17 to <18	106.91	104.49	106.10
20	>=18 to <19	108.35	105.32	107.48
21	>=19 to <20	109.39	106.54	108.78
22	>=20 to <21	110.48	106.76	110.72
23	>=21 to <21.5	112.80	109.71	112.07
24	>= 21.5	116.59	111.86	115.52

The points allocated to P scale assessments are detailed below:

P scale teacher assessment for pupils below the level of the test and below pre-key stage standards – at key stage 2	Points (below the scaled score range)
P1i to P3ii	59
P4	61
P5	63
P6	65
P7	67
P8	69
Pupils below the pre-key stage standard but not on P scales	71

Interpreting a school's progress scores

Individual pupil level progress scores are calculated in comparison to other pupils be presented as positive and negative numbers either side of zero.

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor.

For example, a school with a mathematics progress score of -4 would mean that, on average,

pupils in this school achieved 4 scaled score points lower in the key stage 2 mathematics test than other pupils with similar prior attainment nationally. For all mainstream pupils nationally, the average progress score will be zero.

Percentiles	Reading	Writing	Maths
Top 5%	4.4 and above	3.8 and above	4.4 and above
Next 20%	1.8 to 4.3	1.6 to 3.7	1.8 to 4.3
Next 15%	0.8 to 1.7	0.8 to 1.5	0.7 to 1.7
Middle 20%	-0.5 to 0.7	-0.3 to 0.7	-0.6 to 0.6
Next 15%	-1.4 to -0.6	-1.3 to -0.4	-1.7 to -0.7
Next 20%	-3.8 to -1.5	-3.9 to -1.4	-4.2 to -1.8
Bottom 5%	-3.9 and below	-4 and below	-4.3 and below

St Luke's School

New system for Assessing Pupils' Progress

