



# Heltwate School

## Progress and Achievement

### Academic year 2018-2019



## **Heltwate School KS1-KS4**

### **Progress and Achievement information 2018 – 2019**

Progress and achievement at the school is judged to be very good, and in many areas outstanding. Due to the wide range of learning needs, it is not easy or effective to measure academic progress against national benchmarking norms. This however does not mean we do not track the achievements of our young people. The school has detailed procedures in place to measure a large variety of developmental milestones. These include academic progress, social and emotional development, physical steps and preparation for the adult world.

Academic progress at Heltwate is measured from starting points. Up to KS4, we use a curriculum model called Cornerstones, which measures progress in 2-month blocks. A mainstream child is expected to make 12 months progress in a year, we have devised a formula recording 2-4 months progress in a year to be expected progress.

Cornerstones data is collected and collated three times a year towards the end of each term. Using these data drops we are able to identify; very good progress, expected progress, little progress or regression.



# Summer term 2019

## Cornerstones data showing progress against individual targets

	READING	WRITING	NUMBER	MSGS/SSM	SCIENCE	THE WORLD
<b>WHOLE SCHOOL</b>	Number of children with applicable data	Number of children with applicable data	Number of children with applicable data	Number of children with applicable data	Number of children with applicable data	Number of children with applicable data
	161	161	161	161	47	114
	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress
	74%	69%	70%	74%	87%	78%
<b>PUPIL PREMIUM</b>	81	81	81	81	23	58
	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress
	74%	74%	72%	75%	94%	75%
<b>NON PUPIL PREMIUM</b>	80	80	80	80	21	47
	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress
	74%	65%	68%	73%	80%	81%
<b>EAL</b>	44	44	44	44	10	34
	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress
	63%	67%	74%	77%	89%	73%
<b>YR 7 CATCH-UP</b>	15	15	15	15	5	10
	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress
	87%	60%	73%	73%	93%	53%



## Heltwate School KS1-KS4

### Progress and Achievement information 2018 – 2019

To support Progress and Achievement, we also set individual teacher targets. Expected Individual progress is set by the class teacher, and this can range from making no progress / not regressing, to upwards of 6-8 months progress expected in a school year depending on the individual pupil. Targets for such progress are set at the end of an academic year ready for the next, or as near to the beginning of the academic year for pupils who have newly entered school. Each teacher sets the pupils in their class a target for core subjects. This target is based on the educational achievement over a period of time e.g. last academic year, key stage. Pupils who may not meet their targets are closely monitored and additional interventions made if appropriate and as necessary.

Information from the Summer term 2019 data drop	READING		WRITING		MATHS	
Our teachers set individual targets on Cornerstones for each pupil. Pupils are expected to reach this target at the end of the Academic year	% of pupils meeting and / or exceeding their teacher set target	Number of pupils not meeting their teacher set target	% of pupils meeting and / or exceeding their teacher set target	Number of pupils not meeting their teacher set target	% of pupils meeting and / or exceeding their teacher set target	Number of pupils not meeting their teacher set target
<b>WHOLE SCHOOL</b> 161 Pupils	<b>74%</b>	46	<b>69%</b>	54	<b>70%</b>	48
<b>PUPIL PREMIUM PUPILS</b> 81 Pupils	<b>74%</b>	24	<b>74%</b>	24	<b>74%</b>	24
<b>NON PUPIL PREMIUM PUPILS</b> 80 Pupils	<b>74%</b>	22	<b>65%</b>	30	<b>71%</b>	30
<b>PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b> 43 Pupils	<b>63%</b>	12	<b>67%</b>	15	<b>74%</b>	15

**Summer Term review 2019**  
**Whole School academic progress**  
 Cornerstones data showing progress against individual targets

	<b>KS1</b> 23 pupils with data	<b>KS1 PP</b> 9 pupils	<b>KS2</b> 60 pupils	<b>KS2 PP</b> 33 pupils	<b>KS3</b> 48 pupils	<b>KS3 PP</b> 23 pupils	<b>KS4</b> 29 pupils	<b>KS4 PP</b> 18 pupils
<b>% on track for expected individual progress</b>								
<b>Reading</b>	65%	67%	85%	84%	70%	61%	65%	73%
% difference for PP	+2%		-1%		-9%		+8%	
<b>Writing</b>	57%	78%	76%	69%	66%	70%	73%	87%
% difference for PP	+21%		-8%		+4%		+14%	
<b>Number</b>	87%	89%	69%	72%	68%	65%	62%	73%
% difference for PP	+2%		+3%		-3%		+11%	
<b>Measurement</b>	87%	78%	83%	81%	62%	65%	58%	73%
% difference for PP	-9%		-2%		+3%		+15%	
<b>Science</b>	83%	89%	83% average	82% average	73% average	74% average	79% average	85% average
% difference for PP	+6%		-1%		+1%		+6%	



## Heltwate School KS1-KS4

### Progress and Achievement information 2018 – 2019

Reception Children:

**Progress made by children in Reception – 4 pupils.** At least **75%** of the pupils are meeting or exceeding their individual targets in core areas.

Reading – 75%      Writing – 75%      Maths – 75%

None of our Reception pupils met the Early Learning Goals

Our Reception assessments were externally moderated by the Local Authority and deemed to be appropriate and completed to a high standard.



## An analysis of the 2018-2019 data

- Nearly 3/4 of the school made or exceeded their teacher predicted progress
- More Pupil premium children are reaching their targets when comparing to the whole school.  
[Actions](#)  
Remain aware of this, and continue to track and compare their data. 45% of the school is eligible for PP. Currently, the higher % of these pupils are in Yr6, KS3 and KS4 - our older pupils who are easier to track using our Cornerstones tracking system. These pupils are much more likely to be our MLD cohort
- Many of the students are working at a low cognitive level, undertaking non subject specific learning. Our tracking measures the academic specific core subject areas of learning. These pupils are working below that level on the PRIME areas of the EYFS profile, something that we have previously not measured against. (PRIME tracks Personal, Social & Emotional Development, Communication & Language and Physical Development)  
[Actions](#)  
Evolve the tracking system to allow us to show progress of lower cognitive learners
- There is a decrease in the number of pupils achieving writing in school as a whole, this is down to the pupils having difficulties with their fine motor skills. Work within school is developing with the use of school initiatives e.g. Dough Disco. This is highlighted on our school development plan for an area for improvement this coming academic year.  
[Actions](#)  
Developing writing strategies as a whole school focus
- Many of the pupils not achieving their targets are students within KS1. This is due to the changing cohorts of our students -children in KS1 are our pupils with some of the most significant needs within the school - SLD.  
[Actions](#)  
Consider an alternative curriculum provision going forward
- Previously predicted higher aspirational targets for some of our complex pupils are no longer possible.  
[Actions](#)  
Precise/challenging target setting



## Heltwate School KS1-KS4

### Progress and Achievement information 2018 – 2019 - EFFORT GRADES

Effort grades (E-grades) are a teacher's judgement of the sustained effort across a term, and each half term they are reported to parents. The grades range from 5 - 1 and have level descriptors

#### **5 - Outstanding Effort or Behaviour**

Pupil working / behaving exceptionally well, above and beyond expectations. Exemplary attitude at all times. Concentrates and participates eagerly in all activities; attentive and positive, always willing to try their best. Setting a good example to their peers.

#### **4 - Very Good Effort or Behaviour**

Working hard / behaving very well. Has a good attitude, concentrates in lessons and participates well in a variety of tasks.

#### **3 – Satisfactory Effort or Behaviour**

Positive and willing attitude / behaviour most of the time, adequate concentration, but room for improvement. Will participate when asked.

#### **2 – Concerning Effort or Behaviour**

Shows lack of effort which slows progress, lacks self-motivation and concentration. Behaviour can be poor and disruptive. Only participates with encouragement.

**1 – Unsatisfactory (Grade rarely used)** Negative attitude to any task set, unwilling to participate, often distracted or distracts others. Off task, behaviour issues. Interventions and strategies needed for improvement.



Due to the changing cohort of pupils, we have had to add another option to try to measure our pupils' effort - called Engagement. Engagement levels work in the same way but instead of measuring effort made in an academic subject, they measure a child's engagement with adults, peers and tasks





## Heltwate School KS1-KS4

### Progress and Achievement information 2018 – 2019 - EFFORT GRADES

 <b>Whole School Effort Grades Academic year 2018-2019</b> 						
<b>AUTUMN TERM 2018</b>	<b>80%</b> of Heltwate pupils made Outstanding or Very Good effort this term	<b>68%</b> of Heltwate PP (not OC) pupils made Outstanding or Very Good effort this term	<b>71%</b> of Heltwate EAL (not OC) pupils made Outstanding or Very Good effort this term	<b>67%</b> of Whole School PP EAL (not OC) pupils made Outstanding or Very Good effort this term	<b>21%</b> of the Engagement class achieved outstanding or Very Good engagement this term	<b>71%</b> of Olympic College made Outstanding or Very Good effort this term
<b>SUMMER TERM 2019</b>	<b>76%</b> of Heltwate (not OC) pupils made Outstanding or Very Good effort this term	<b>76%</b> of Heltwate (not OC) PP pupils made Outstanding or Very Good effort this term	<b>76%</b> of Heltwate (not OC) EAL pupils made Outstanding or Very Good effort this term	<b>78%</b> of Whole School (not OC) PP EAL pupils made Outstanding or Very Good effort this term	<b>52%</b> of the Engagement class achieved outstanding or Very Good engagement this term	<b>52%</b> of Olympic College made Outstanding or Very Good effort this term
<b>DIFFERENCE IN SCORES BETWEEN THE TERMS</b>	<b>4%</b> drop in Outstanding or Very Good effort	<b>8%</b> rise in Outstanding or Very Good effort	<b>5%</b> rise in Outstanding or Very Good effort	<b>11%</b> rise in Outstanding or Very Good effort	<b>31%</b> rise in Outstanding or Very Good effort	<b>19%</b> drop in Outstanding or Very Good effort

Overall drop in outstanding / very good effort from the beginning to the end of this academic year.

In real terms , almost all pupils are still making what we say is at least satisfactory effort, with only a handful of pupils scoring a grade 2.

However, PP pupils have increased their outstanding / very good effort from the start to the end of the academic year, as have pupils in the engagement class

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- New Accreditation prediction sheets were introduced in October 2018 into KS4 and KS5. These allowed for more robust tracking and monitoring of our older pupils.
- The Cornerstones curriculum with mapped accreditation units was introduced into KS4 in January 2019 with new qualification routes of OCR Functional Maths, English and ICT in addition to existing courses; PSD, Employability and life and living skills.

[illegible][illegible]

	BT									
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
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## Heltwate School Accreditation

### Progress and Achievement information 2018 – 2019

#### ACCREDITATION

The OCR Life and Living Skills Entry Level qualifications provide learners with high quality, nationally recognised qualifications. ASDAN is a curriculum development and awarding organisation providing programmes and qualifications that help young people develop skills for learning, work and life.

##### KS4 leavers.

- Eight pupils left Heltwate at the end of Yr. 11
- 100% left with at least an Entry One OCR certificate
- 100% left with at least an Entry Two certificate
- 88%\* left with at least an Entry Three certificate
- 100% left with OCR Maths and ICT Functional skills certificates
- 88%\* left with OCR English Functional skills certificates
- 100% left with ASDAN PSD (Personal and Social Development) Awards
- 88%\* left with ASDAN Employability Awards

\*The same one pupil did not attain the same as their cohort

##### KS4

- Four Yr.11 pupils left Heltwate and moved into Olympic College.
- 50% achieved an OCR entry One level Diploma
- 25%\*\* achieved an OCR Entry One Certificate
- 25%\*\* achieved an OCR award

(\*\*Both these pupils started their accreditation journey after joining Heltwate later in Year 10)

##### KS5 leavers.

- Five pupils left Olympic College at the end of Yr. 14
- 100% achieved Entry One OCR accreditation.
- 100% achieved Entry Two OCR accreditation.
- 40% achieved Entry three accreditation
- 100% left with Entry Level Two ASDAN PSD Accreditation
- 60% left with Entry Level Two ASDAN Employability Accreditation
- 100% left with an ASDAN Workright Gold Award
- 100% left with a Bronze Duke of Edinburgh Award

- Remaining Olympic College pupils continue to work on their Accreditation pathways



## An analysis of the 2018-2019 Accreditation data

- All students who left in years 11 and 14, left with a qualification.
- Only one pupil left with lower than we predicted results– English functional test- it proved to be too challenging on the day, but passed the other 2 areas of testing, Maths and ICT
- All but one pupil met or exceeded what was predicted.(The same pupil as above)
- Some of the students in KS5 had over learnt some OCR units, there was an overlap between what was taught and achieved at KS4.

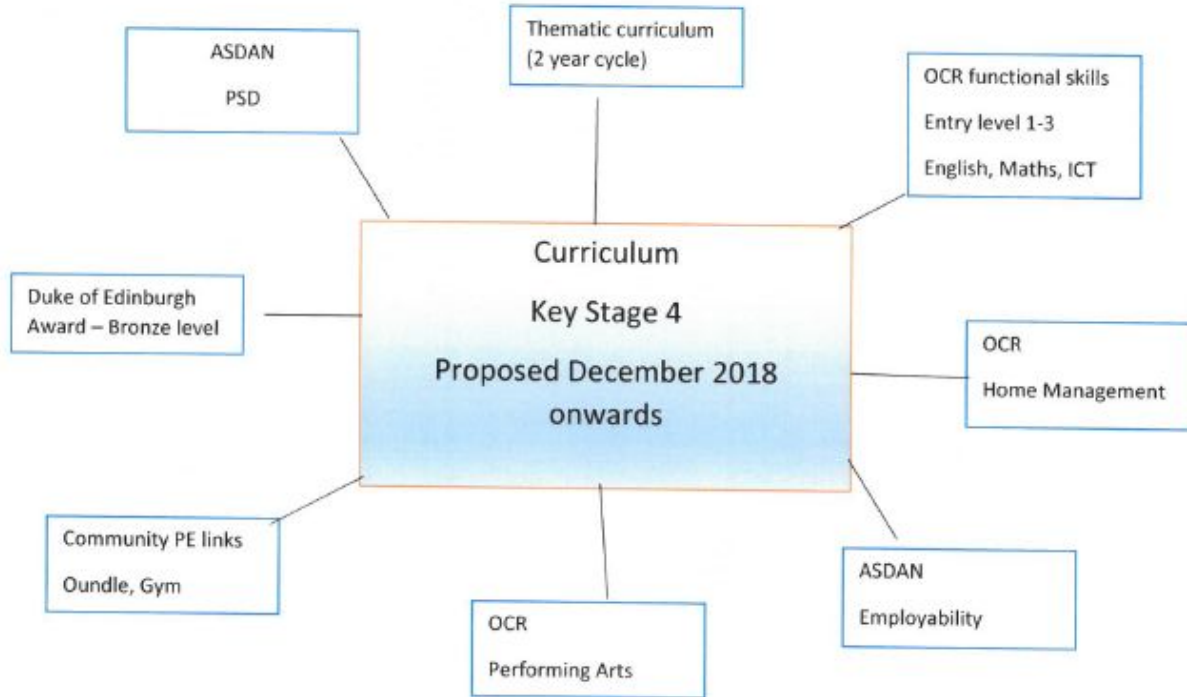
### Actions

Embed our tracking system and ensure that all new staff are aware of the KS4 system and examination boards reporting systems.

A clearer defined curriculum is needed at KS5. We need to provide a different curriculum offer

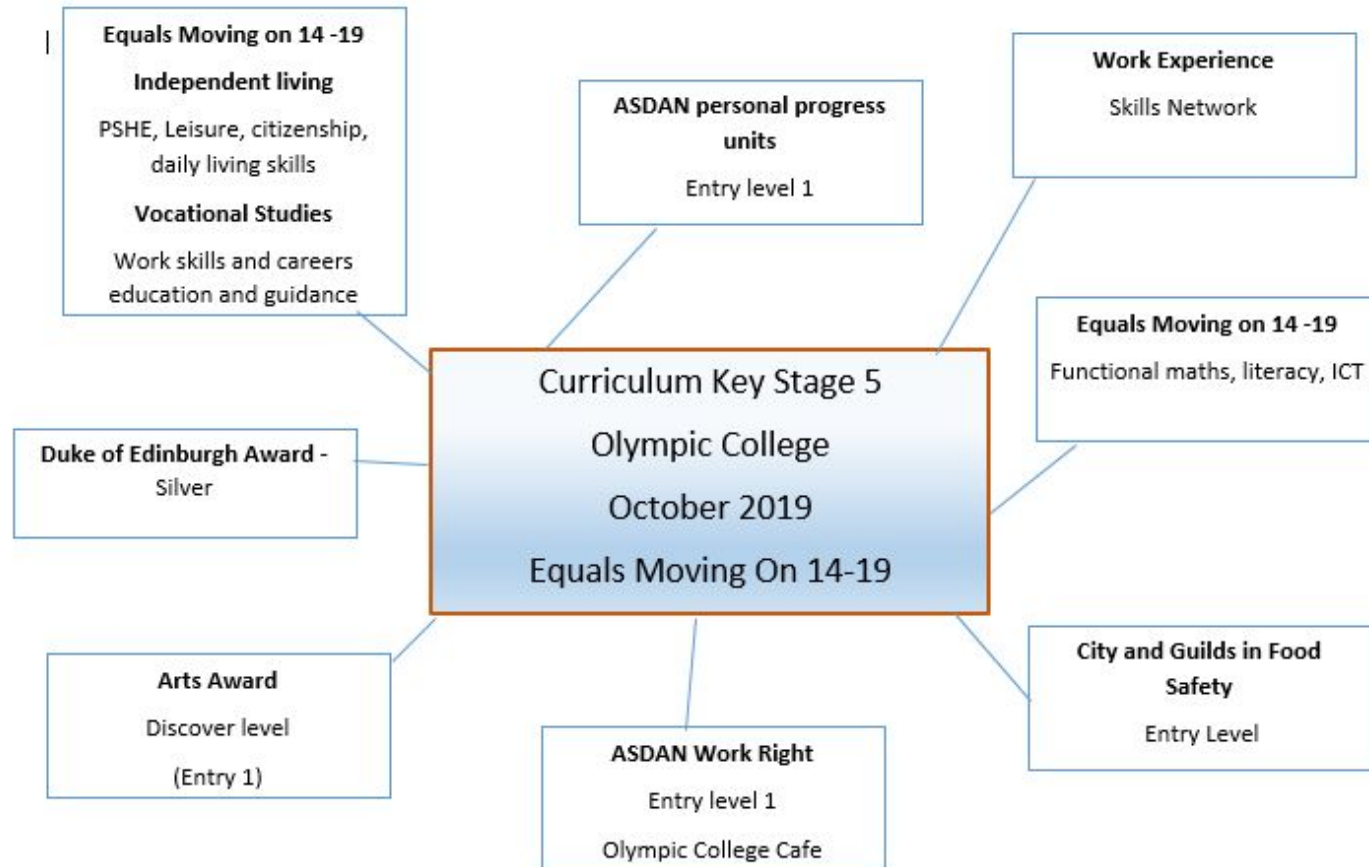
# Key Stage 4 and 5 Curriculum

# Key Stage 4 Curriculum offer

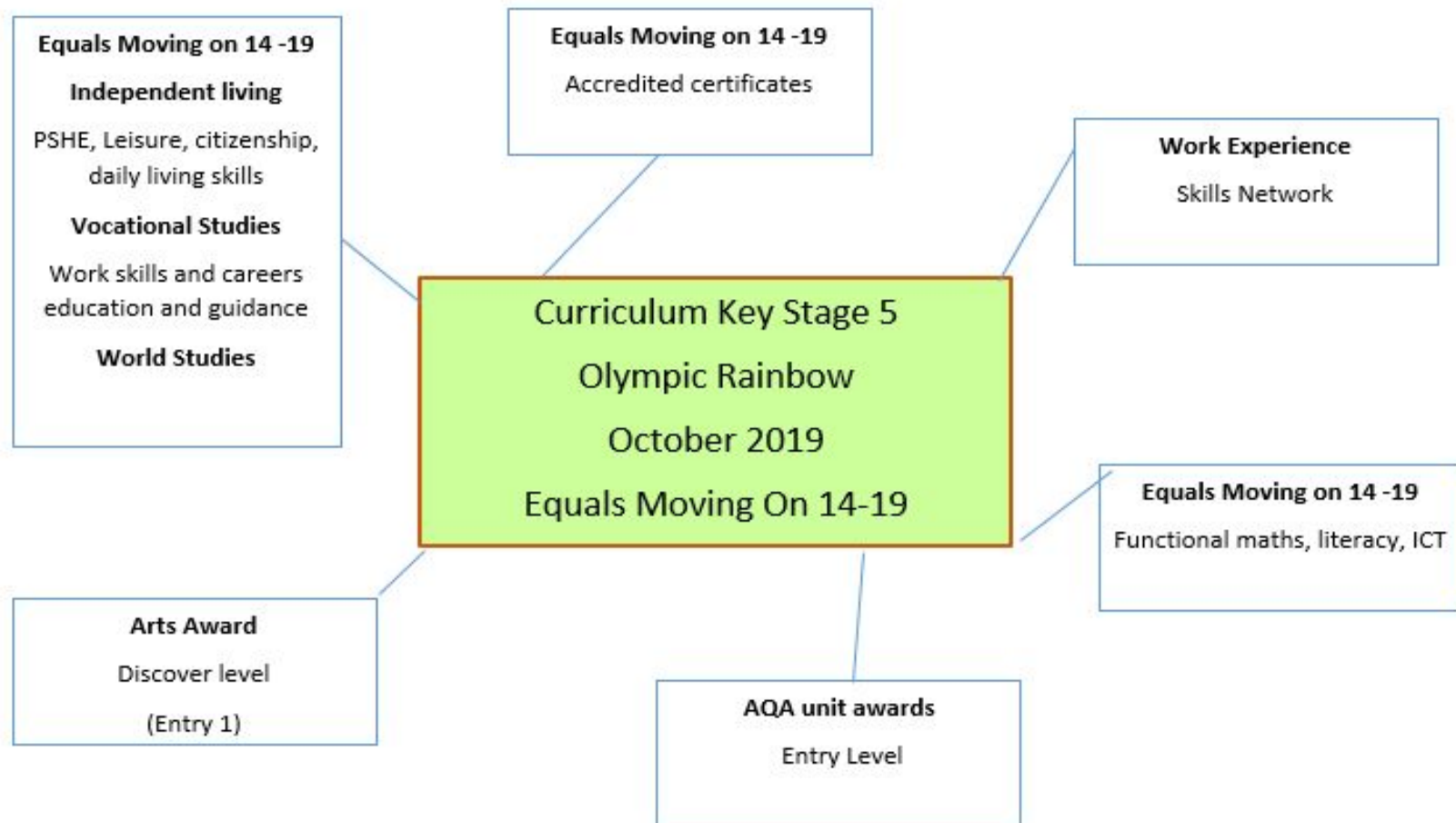


Topics		
	Year 1	Year 2
Autumn	A child's War	Road Trip
Spring	ID	Burps and Bottoms
Summer	Scream Machine	Hola Mexico

# Key Stage 5 Curriculum offer



# Key Stage 5 Curriculum offer





# Heltwate School Curriculum and Assessment next steps

# Heltwate next steps

Earwig, online evidence tracking system

EHCP tracking

Formal, Semi formal, and Pre formal curriculum and assessment

Soft skills tracking