

# Heltwate School Progress and Achievement Academic year 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
	Number of children with applicable data	Number of children with applicable data				
WHOLE	161	161	161	161	47	114
	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress				
SCHOOL	74%	69%	70%	74%	87%	78%
	81	81	81	81	23	58
PUPIL	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress				
PREMIUM	74%	74%	72%	75%	94%	75%
Non	80	80	80	80	21	47
NON	% meeting or exceeding expected individual progress	% meeting or exceeding expected individual progress				
PUPIL PREMIUM	74%	65%	68%	73%	Number of children with applicable data  161 47 114  ing or exceeding expected individual progress  74% 87% 87% 78% 81 23 58  ing or exceeding expected individual progress  75% 94% 75% 94% 80 21 47  34  ing or exceeding expected individual progress  75% 80 31 30 30 31 47  34  ing or exceeding expected individual progress  75% 80 31 30 30 31 47  34  ing or exceeding expected individual progress  75% 80 31 32 47  34  ing or exceeding expected individual progress  75% 80 31 47  34  ing or exceeding expected individual progress  73% 80% 81% 81% 81% 80% 81% 81% 81% 81% 81% 80% 81% 81% 81% 80% 81% 81% 81% 80% 81% 81% 81% 80% 81% 81% 81% 80% 81% 81% 80% 81% 81% 80% 80% 80% 80% 80% 80% 80% 80% 80% 80	81%
	44	44	44	44	10	34
EAL	% meeting or exceeding expected individual progress		% meeting or exceeding expected individual progress			
LAL	63%	67%	74%	77%	89%	73%
	15	15	15	15	5	10
YR 7	% meeting or exceeding expected individual progress		% meeting or exceeding expected individual progress			
CATCH-UP	87%	60%	73%	73%	93%	53%

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	READ	DING	WRIT	ΓING	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 thei teacher set target		
WHOLE SCHOOL 161 Pupils	74%	46	69%	54	70%	48		
PUPIL PREMIUM PUPILS 81 Pupils	74%	24	74%	24	74%	24		
NON PUPIL PREMIUM PUPILS 80 Pupils	74%	22	65%	30	71%	30		
PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE 43 Pupils	63%	12	67%	15	74%	15		

### Summer Term review 2019 Whole School academic progress

	Cornerston	es data sh	lowing pro	ogress agai	inst indivi	dual targ	ets	00	
	KS1	KS1 PP	KS2	KS2 PP	KS3 48 pupils	KS3 PP	KS4 29 pupils	KS4 PP	
-		ack for	expect	ed indiv	idual pr		<u> </u>		
Reading	65%	67%	85%	84%	70%	61%	65%	73%	
% difference for PP	+2%		-1	%	-9	%	+8%		
Writing	57%	78%	76%	69%	66%	70%	73%	87%	
% difference for PP	+21%	6	-8	3%	+4	%	+14%		
Number	87%	89%	69%	72%	68%	65%	62%	73%	
% difference for PP	+2%		+3%		-39	%	+11%		
Measurement	87%	78%	83%	81%	62%	65%	58%	73%	
% difference for PP	-9%		-2	%	+3	%	+15%		
Science	83%	89%	83% average	82% average	73% average	74% average	79% average	85% average	
% difference for PP	+6%		-1	%	+1	%	+	6%	

### 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

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



### Whole School Effort Grades Academic year 2018-2019



1.76												
AUTUMN TERM 2018	80%	of Heltwate pupils made Outstanding or Very Good effort this term	68%	of Heltwate PP (not OC)pupils made Outstanding or Very Good effort this term	71%	of Heltwate EAL (not OC) pupils made Outstanding or Very Good effort this term	67%	of Whole School PP EAL (not OC) pupils made Outstanding or Very Good effort this term	21	of the Engagement class achieved outstanding or Very Good engagement this term	71%	of Olympic College made Outstanding or Very Good effor this term
SUMMER TERM 2019	76%	of Heltwate (not OC)pupils made Outstanding or Very Good effort this term	76%	of Heltwate (not OC) PP pupils made Outstanding or Very Good effort this term	76%	of Heltwate (not OC) EAL pupils made Outstanding or Very Good effort this term	78%	of Whole School (not OC) PP EAL pupils made Outstanding or Very Good effort this term	52	Good engagement this term	32,	this term
DIFFERENCE IN SCORES BETWEEN THE TERMS	4% drop	in Outstanding or Very Good effort	8% rise	in Outstanding or Very Good effort	5% rise	in Outstanding or Very Good effort	11% <sup>ri</sup>	ise in Outstanding or Very Good effort	31%	rise in Outstanding or Very Good effort	19%	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



# Heltwate School Accreditation Progress and Achievement information 2018 – 2019

At the start of KS4 students start to follow their accreditation pathway. Pathways are decided based on their academic achievements from year 9. Pathways are different curriculum routes which best meet the students' needs. The differing pathways all provide accreditation in Literacy, Numeracy and PSD, but may be accredited at Entry Level 1, 2 or 3. Some pathways include more accredited opportunity and others focus on independent living skills and the more functional applications of Literacy and Numeracy. Pathways continue from Year 9 through to Year 14 and progression to Post 16

*	Pupil Academic year	entered	Year 12					OCR En	try Level 1 try Level 2 try Level 3	letro letro	2 credits ductory hward ductory hward ductory hward	6 credi Aware Aware Aware		9 credits stored c faces	13 credits Certificate Certificate Certificate	Extend	credits led Certificate led Certificate led Certificate	37 credit Diploma Diploma Diploma		
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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.



### 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

### 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

\*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)

 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.

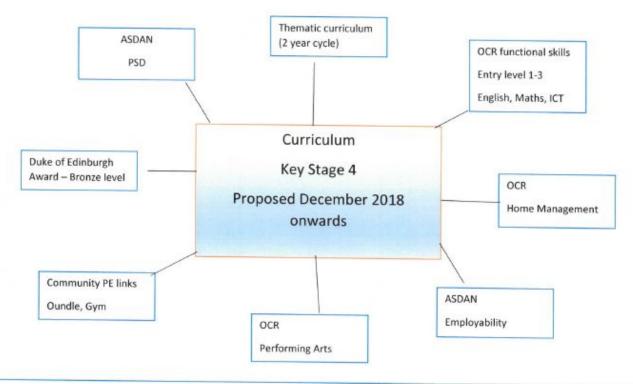
### **Actions**

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

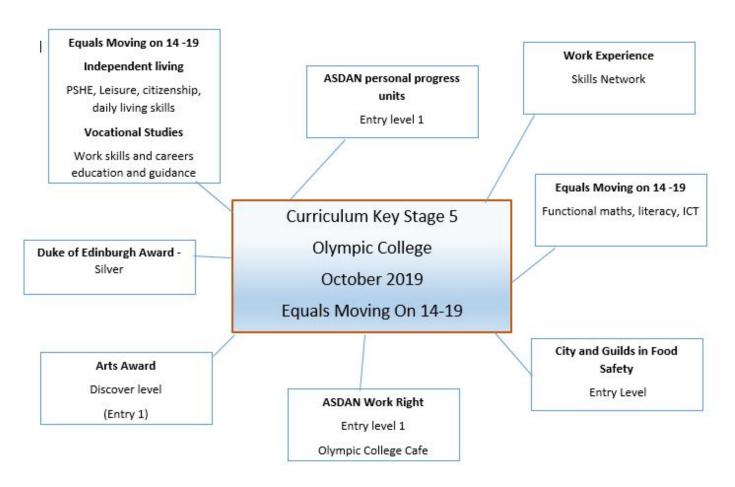
Key Stage 4 and 5 Curriculum

### Key Stage 4 Curriculum offer

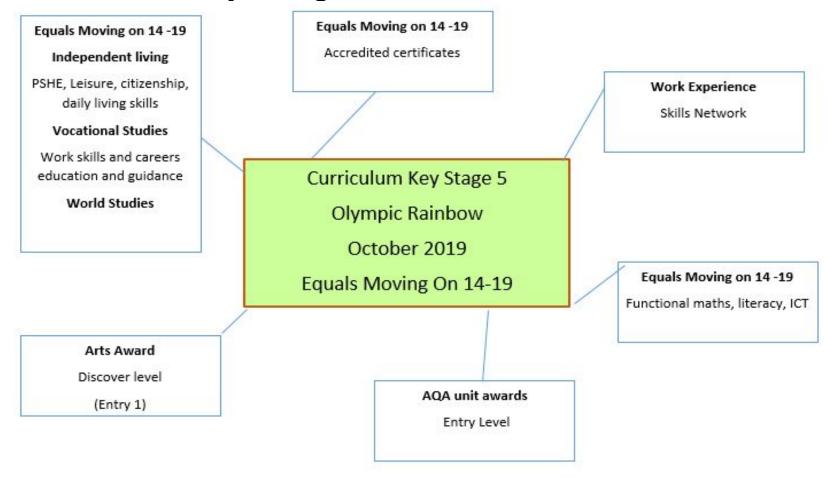


	Topics		
	Year 1	Year 2	
Autumn	A child's War	Road Trip	
Spring	ID	Burps and Bottoms	
Summer	Scream Machine	Hola Mexico	

### 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