



Heltwate School

Progress and Achievement

2016 – 2017



Heltwate School

Progress and Achievement 2016 – 17

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 effectively 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 months progress in a year to be expected progress. Some children may be expected to make less than 2 months progress and others to make more than 2 months progress. Individual targets are set and after the first rounds of data drops we are able to identify; very good progress, expected progress, little progress or regression. For key Stage 1-3 We have focussed on how much progress they have made over the last academic year, and did they meet their teacher set targets?

At KS4 and 5 students mostly follow an accredited pathway. Progress is measured against teacher predictions at Entry Level 1, 2 or 3. Some students started their accredited pathway in year 9 and credits are “banked” and “cashed” in right through to Post 16.

Social and Emotional progress is monitored termly. Pupils are scored in 3 areas;

- Learning behaviour - attention, organisation, communication, collaboration, independence
- Conduct behaviour – respect (staff, others, property)
- Emotional behaviour – empathy, tolerance, social ability, happiness, confidence.

Scores are collated and compared and findings actioned.

Whole School academic progress – Using Cornerstones data

2016-2017

	KS1 11 pupils	Number of pupils not progressing	KS1 PP 5 pupils	Number of pupils not progressing	KS2 54 pupils	Number of pupils not progressing	KS2 PP 21 pupils	Number of pupils not progressing	KS3 48 pupils	Number of pupils not progressing	KS3 PP 23 pupils	Number of pupils not progressing	KS4 28 pupils	Number of pupils not progressing	KS4 PP 15 pupils	Number of pupils not progressing
Progress in English	100%		100%		78%		90%		78%		66%		54%		57%	
Progress in Reading	100%	0	100%	0	81%	10	90%	2	79%	10	70%	7	57%	12	53%	7
Progress in Writing	100%	0	100%	0	74%	14	90%	4	77%	11	61%	9	50%	14	60%	6
Progress in Maths	100%		100%		85%		91%		91%		85%		84%		90%	
Progress in Number	100%	0	100%	0	81%	10	86%	3	92%	4	87%	3	89%	3	93%	1
Progress in Measurement	100%	0	100%	0	89%	6	95%	1	90%	5	83%	4	79%	6	87%	2
Progress in Science	91%	1	100%	0	81%	10	71%	6	75%	12	83%	4	71%	8	67%	5

It should be noted that all students made progress but not necessarily sufficient to move up the band descriptors, Hence a 'no progress' result scored. It is not possible for Cornerstones to measure in less than 2-month steps. Children that have not met teacher set targets will be more closely monitored and have additional intervention if appropriate. If we present data using teacher set targets, the great majority would show they are working to targets and that appropriate intervention had taken place.

Progress is also measured using IEP and EHCP targets and social and behavioural targets, and E- grades these are not evidenced here. At KS4 Cornerstones targets are not a good indicator as students are not taught against the KS2 Cornerstones curriculum but against a bespoke accredited curriculum. This measures them against an age appropriate curriculum where the focus is functional living skills and against teacher predictions.

Whole School v Pupil Premium Gaps using Cornerstones Data.

KS1			KS2			KS3			KS4		
English	Maths	Science	English	Maths	Science	English	Maths	Science	English	Maths	Science
No gap	No gap	-9%	+12%	+6%	-10%	-12%	-12%	+8%	+3%	+6%	-4%
		1 pupil made less than 2 months progress			10 pupils made less than 2 months progress	21 pupils made less than 2 months progress	9 pupils made less than 2 months progress				5 pupils made less than 2 months progress

- In KS3 English and maths gaps are a reflection of the disproportionate number of children with Speech and language needs and the small sample number within a particular group who have an adapted nurture timetable. One aspect of this is the reduction in the focus of Science curriculum. (approx. 2/3rds).
- It should also be noted that 9 Key stage 3 pupils did not follow the Cornerstones curriculum and followed an accredited pathway. There was no gap between PP and Non PP on this pathway.

**KS4 and KS5 academic progress using accreditation against teacher prediction, met or exceeded
(Only 1 KS5 leaver)**

OCR Life and Living Skills Non PP	OCR Life and Living Skills PP	PSD ASDAN Non PP	PSD ASDAN PP	ASDAN Employability Non PP	ASDAN Employability PP
63%	80%	88%	100%	75%	75%

Progress made by children following the Foundation Learning Curriculum in KS1.

Presently we do not have an Early Years cohort. However, we do have a significant number of children that access their curriculum through the EYFS framework. Some children's progress is measured in this way right through to the end of the primary phase. Other children may have passed these developmental stages and in some areas go on to access a combination of EYFS, year one and in some cases even an accredited curriculum. Students are individually assessed but we do not draw comparisons by age. On entry to the school, all children have a baseline assessment. Usually within the first year they make accelerated progress. This is due to being part of a school that meets their needs and moves them towards a love of learning and curiosity. Eventually independent study and learning.

Progress made by pupils in KS1 – 11 children

All pupils made progress within Reading and Writing

- 9 students exceeded Heltwate target (6months +) in reading.8 of these pupils were new to the school this academic year.
- 8 students exceeded Heltwate target (6months+) in writing. 7 of these pupils were new to the school this academic year.

All pupils met their teacher set target in Reading and Writing

All pupils made progress in Maths

- 10 students exceeded Heltwate target (6months +) in number. 8 of these pupils were new to the school this academic year.
- 8 students exceeded Heltwate target (6months +) in measurement.6 of these pupils were new to the school this academic year.

10 pupils met their teacher set target in Number

- 1 pupil did not meet the teacher set target, but had made 6months progress

All pupils met their teacher set target in Measurement

10 pupils made progress in Science

- 6 students exceeded Heltwate target (6months +) in Science.4 of these pupils were new to the school this academic year.

All pupils met their teacher set target in Science

KS1 – Pupils eligible for Pupil Premium (PP) – 5 pupils

All PP pupils made progress within Reading and Writing

- 3 students exceeded Heltwate target (6months +) in reading. All of these pupils were new to the school this academic year.
- 3 students exceeded Heltwate target (6months+) in writing. All of these pupils were new to the school this academic year.

All PP pupils met their teacher set target in Reading and Writing

All PP pupils made progress in Maths

- 5 students exceeded Heltwate target (6months +) in number. 4 of these pupils were new to the school this academic year.
- 3 students exceeded Heltwate target (6months +) in measurement. 2 of these pupils were new to the school this academic year.

All PP pupils met their teacher set target in Number

All pupils met their teacher set target in Measurement

4 PP pupils made progress in Science

- 2 students exceeded Heltwate target (6months +) in Science. 1 pupil was new to the school this academic year.

All PP pupils met their teacher set target in Science

Progress made by Pupils in KS2

At Heltwate children were given the opportunity to sit Year 6 end of KS2 tests in reading, writing and maths. This year these tests were not appropriate or accessible, although some students did attempt the Reading test, none managed to score?

Note that some subjects where students appear to have made little or no progress maybe a reflection that they were disapplied from some areas of the curriculum in favour of others deemed more appropriate.

KS2 – 54 children

44 pupils made progress within Reading

40 pupils made progress within Writing

- 23 students exceeded Heltwate target (6months +) in reading. 6 of these pupils were new to the school this academic year.
- 21 students exceeded Heltwate target (6months+) in writing. 1 of the pupils was new to the school this academic year.

49 pupils met their teacher set target in Reading

- 5 pupils had not met the teacher set target. 4 of these pupils had still made progress

46 pupils met their teacher set target in Writing

- 8 pupils did not met their teacher target. 2 of these pupils had still made progress

44 pupils made progress in Maths

- 11 students exceeded Heltwate target (6months +) in number. 3 of these pupils were new to the school this academic year.
- 16 students exceeded Heltwate target (6months +) in measurement.4 of these pupils were new to the school this academic year.

47 pupils met their teacher set target in Number

- 7 pupils did not meet the teacher set target, 6 of these pupils had still made progress

47 pupils met their teacher set target in Measurement

- 7 pupils did not meet the teacher set target, 6 of these pupils had still made progress

44 pupils made progress in Science

- 29 students exceeded Heltwate target (6months +) in Science.6 of these pupils were new to the school this academic year.

50 pupils met their teacher set target in Science

- 4 pupils did not meet the teacher set target. All of these pupils had still made progress

It should be noted that all students made progress but not necessarily sufficient to move up the band descriptors, Hence a 'no progress' result scored. Its is not possible to measure in less than 2 month steps. Children that have not met teacher set targets will be more closely monitored and have additional intervention if appropriate.

KS2 – Pupils eligible for Pupil Premium (PP) -21 pupils

19 PP pupils made progress within Reading and Writing

- 9 students exceeded Heltwate target (6months +) in reading.8 of these pupils were new to the school this academic year.
- 11 students exceeded Heltwate target (6months+) in writing. 3 of these pupils were new to the school this academic year.

21 PP pupils met their teacher set target in Reading

- 1 pupil had not met the teacher set target, but had exceeded Heltwate target for progress

20 PP pupils met their teacher set target in Writing

- 2 pupils did not meet their teacher target.

18 PP pupils made progress in Maths - Number

- 5 students exceeded Heltwate target (6months +) in number. 4 of these pupils were new to the school this academic year.

20 PP pupils made progress in Maths - Measurement

- 10 students exceeded Heltwate target (6months +) in number. 2 of these pupils were new to the school this academic year.

19 PP pupils met their teacher set target in Number

- 2 pupils did not meet the teacher set target, both of these pupils had exceeded Heltwate target for progress

19 PP pupils met their teacher set target in Measurement

- 2 pupils did not meet the teacher set target, both of these pupils had exceeded Heltwate target for progress

16 PP pupils made progress in Science

- 11 students exceeded Heltwate target (6months +) in Science. 5 of these pupils were new to the school this academic year.

20 PP pupils met their teacher set target in Science

- 1 pupil did not meet the teacher set target, but had exceeded Heltwate target for progress

Year 7 Literacy and Numeracy catch-up premium – 17 pupils

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2. All Heltwate Year 7 pupils are eligible. Information about how we spent our allocation can be found on the website.

16 pupils made progress within Reading

13 pupils made progress within Writing

- 8 students exceeded Heltwate target (6months +) in reading.
- 9 students exceeded Heltwate target (6months+) in writing.

All pupils met their teacher set target in Reading and Writing

All pupils made progress in Maths

- 10 students exceeded Heltwate target (6months +) in number.
- 12 students exceeded Heltwate target (6months +) in measurement.

All pupils met their teacher set target in Number

16 pupils met their teacher set target in Measurement

13 pupils made progress in Science

- 6 students exceeded Heltwate target (6months +) in Science.

All pupils met their teacher set target in Science

Progress made by KS3 Pupils- 48 pupils

At KS3 pupils usually follow 1 of 2 pathways; Either the Cornerstones curriculum, or a curriculum more age appropriate for the individual based around an accredited Life and Living Skills course.

Progress assessed against the Cornerstones curriculum

38 pupils made progress within Reading

37 pupils made progress within Writing

- 21 students exceeded Heltwater target (6months +) in reading. 2 of these pupils were new to the school this academic year.
- 17 students exceeded Heltwater target (6months+) in writing. 2 of these pupils were new to the school this academic year.

38 pupils met their teacher set target in Reading.

- 8 pupils did not have targets set
- 2 pupils had not met the teacher set target, but one of these pupils had still made progress

38 pupils met their teacher set target in Writing

- 8 pupils did not have targets set
- 2 pupils had not met the teacher set target, but one of these pupils had still made progress

44 pupils made progress in Maths – Number

43 pupils made progress in Maths – Measurement

- 23 students exceeded Heltwater target (6months +) in number. 4 of these pupils were new to the school this academic year.
- 25 students exceeded Heltwater target (6months +) in measurement. 5 of these pupils were new to the school this academic year.

47 pupils met their teacher set target in Number

- 8 pupils did not have targets set
- 1 pupil did not meet the teacher set target, but had still made progress

40 pupils met their teacher set target in Measurement

- 8 pupils did not have targets set
- 1 pupil did not meet the teacher set target, but had still made progress

36 pupils made progress in Science

- 20 students exceeded Heltwater target (6months +) in Science. 1 pupils was new to the school this academic year.

36 pupils met their teacher set target in Science

- 11 pupils did not have targets set
- 1 pupils did not meet the teacher set target.

KS3 – Pupils eligible for Pupil Premium (PP) -23 pupils

16 PP pupils made progress within Reading

14 PP pupils made progress within Writing

- 7 students exceeded Heltwate target (6months +) in reading. 1 pupil was new to the school this academic year.
- 3 students exceeded Heltwate target (6months+) in writing. 1 pupil was new to the school this academic year.

16 PP pupils met their teacher set target in Reading.

- 6 pupils did not have targets set
- 1 pupil had not met the teacher set target.

16 PP pupils met their teacher set target in Writing

- 6 pupils did not have targets set
- 1 pupil had not met the teacher set target

20 PP pupils made progress in Maths – Number

19 PP pupils made progress in Maths – Measurement

- 9 students exceeded Heltwate target (6months +) in number. 1 of these pupils was new to the school this academic year.
- 9 students exceeded Heltwate target (6months +) in measurement. 1 of these pupils was new to the school this academic year.

17 PP pupils met their teacher set target in Number

- 6 pupils did not have targets set

16 PP pupils met their teacher set target in Measurement

- 6 pupils did not have targets set
- 1 pupil did not meet the teacher set target, but had still made progress

36 PP pupils made progress in Science

- 10 students exceeded Heltwate target (6months +) in Science.

15 PP pupils met their teacher set target in Science

- 8 pupils did not have targets set

Progress made by YR9 KS3 students following the accredited pathway - 7 pupils

All students achieved at least an award in OCR Life and Living Skills at either entry level 1,2 or 3. Half of the pupils exceeded teacher predictions. All students completed a taught programme which includes 2 lessons a week each for English and maths. To generate qualifications the best units will be entered. All students had communication/literacy and maths/numeracy entered for their qualification. These units are “Banked” and will be added to those achieved in Year 10 and 11 and possibly Post 16 and beyond.

5 of the 8 pupils were eligible for Pupil Premium and between them achieved 4 intro. awards,10 full awards and 1 extended award. Non PP achieved 1 intro awards, 4 awards and 1 extended award. Considering the small sample size there is no gap.

Progress made by KS4 accredited curriculum – 15 students (2 non attenders)

The Accreditation schemes used at Heltwate (OCR and ASDAN) are frameworks designed for young people with severe or profound and multiple learning difficulties, generally with a cognitive ability between P6 and end of YR2 curriculum with a range of other physical and medical needs.

The schemes we use include a range of personal, social and practical skill areas containing 'bite-size' modules that allow our students to build a profile of achievement best suited to their individual needs and skills. It offers maximum flexibility as candidates have the option of achieving as many or as few modules as are appropriate to their individual needs, and these modules can be continued and expanded as they transition from Heltwate to post 16. Most Heltwate students begin to access accreditation from Year 9, and continue into Years 10 and 11. Elements of the curriculum will not be accredited for all pupils. Individual programmes may be modified for each pupil.

The data below is identifying the numbers of modules completed, and these could have been entered at either entry 1 to 3 according to ability.

KS4 accreditation results – 15 students, 2 removed as non attenders

- All students achieved at least an award in OCR Life and Living Skills at either Entry 1, 2 or 3. (54% exceeded prediction)
- 12 of 13 students completed at least 2 ASDAN PSD modules. 2 students achieved full awards. (67% exceeded prediction)
- 10 of 12 achieved an Award at Entry Level 2 in employability
- 13 of 13 successfully transitioned to various Post 16 placements to continue on these accredited pathways.
- Overall PP children were awarded. 7 awards and 6 Certificates (raw data) non PP achieved 17 awards, 8 certificates and 1 Diploma. Because of the low sample size PP were predicted to achieve significantly less than non PP.

KS4 Communication/Literacy and Maths/Numeracy outcomes.

All students will have completed a Life and Living skills taught programme which includes 2 lessons a week each for English and Maths. Where appropriate work has been accredited according to the unit standards. A students best units will be entered for an award and this may not necessarily include Literacy and Numeracy units.

Breakdown of student entries by subject for OCR Life and Living skills.

Communication/Literacy Non PP	Communication/Literacy PP	Maths/Numeracy Non PP	Maths/Numeracy PP	ICT Non PP	ICT PP	Vocational Non PP	Vocational PP
100% of students had com units sent off as part of their award.	80%	25%	40%	100%	100%	100%	100%

Using KS4 and KS5 accreditation gaps are as follows;

KS4 and KS5 academic progress using accreditation against teacher prediction, met or exceeded (Only 1 KS5 leaver)					
OCR Life and Living Skills Non PP	OCR Life and Living Skills PP	PSD ASDAN Non PP	PSD ASDAN PP	ASDAN Employability Non PP	ASDAN Employability PP
63%	80%	88%	100%	75%	75%

Progress made by Olympic College- Key Stage 5 - 1 year 14 leaver

Our Post 16 curriculum continues to build upon skills developed from the Key Stage 4, but with more emphasis on practical learning experiences. The curriculum has a strong emphasis on developing life and living skills and independence for work or living. The timetable includes functional maths and literacy which are supported by application of these skills in many of the life skill sessions and creative arts sessions. (however the majority of our students are unable to sit Functional Maths or Literacy exams to achieve discreet qualifications.) Students also work on personal targets in these areas. Our Year 14 leaver left with an OCR Entry Level Life and Living Skills Diploma, at Entry 2 and an extended award at Entry 3. He also left with ASDAN Personal Social Development Award (Entry 1) and a Duke of Edinburgh Silver Award. He completed the DARE, drugs and alcohol resistance education certificate. He also completed the Assessment of Functional Living Skills (AFLS) which will transfer with him to College.

Progress made by Pupils with English as an additional language (EAL) using Cornerstones data.

In total there were 41 pupils whose parents recorded they speak a different language at home. We have complete Cornerstones data for 34 of them. Data has been recorded to develop in subsequent years, as it is a citywide target. Comparable data is not very reliable as the sample sizes are small but individual student interventions are picked up using the normal system.

29 pupils made progress within Reading

19 pupils made progress within Writing

- 17 students exceeded Heltwate target (6months +) in reading. 3 of these pupils were new to the school this academic year.
- 11 students exceeded Heltwate target (6months+) in writing. 1 pupil was new to the school this academic year.

Progress made by Pupils with English as an additional language (EAL) using Cornerstones data

24 pupils met their teacher set target in Reading.

- 9 pupils did not have targets set
- 1 pupil had not met the teacher set target, but had still made progress

17 pupils met their teacher set target in Writing

- 9 pupils did not have targets set
- 2 pupils had not met the teacher set target, but both pupils had still made progress

27 pupils made progress in Maths – Number

28 pupils made progress in Maths – Measurement

- 11 students exceeded Heltwate target (6months +) in number. 1 pupil was new to the school this academic year.
- 16 students exceeded Heltwate target (6months +) in measurement.

23 pupils met their teacher set target in Number

- 9 pupils did not have targets set
- 2 pupils did not meet the teacher set target, but still made progress

15 pupils met their teacher set target in Measurement

- 9 pupils did not have targets set
- 4 pupils did not meet the teacher set target, but still made progress

23 pupils made progress in Science

- 15 students exceeded Heltwate target (6months +) in Science. 1 pupil was new to the school this academic year.

21 pupils met their teacher set target in Science

- 9 pupils did not have targets set
- 1 pupil did not meet the teacher set target, but still made progress

EAL Pupils eligible for Pupil Premium (PP) – 11 pupils

10 PP pupils made progress within Reading

7 PP pupils made progress within Writing

- 6 students exceeded Heltwate target (6months +) in reading.
- 4 students exceeded Heltwate target (6months+) in writing.

7 PP pupils met their teacher set target in Reading.

- 4 pupils did not have targets set

5 PP pupils met their teacher set target in Writing

- 4 pupils did not have targets set
- 2 pupils had not met the teacher set target

11 PP pupils made progress in Maths – Number

11 PP pupils made progress in Maths – Measurement

EAL Pupils eligible for Pupil Premium (PP) – 11 pupils

- 4 students exceeded Heltwate target (6months +) in number.
- 7 students exceeded Heltwate target (6months +) in measurement. 1 pupil was new to the school this academic year.

6 PP pupils met their teacher set target in Number

- 5 pupils did not have targets set

3 PP pupils met their teacher set target in Measurement

- 5 pupils did not have targets set
- 3 pupils did not meet the teacher set target, but still made progress

8 PP pupils made progress in Science

- 6 students exceeded Heltwate target (6months +) in Science.

10 PP pupils met their teacher set target in Science

- 1 pupil did not have targets set

This table shows whole school academic progress from pupils accessing Cornerstones data. It does not include pupils on an Accredited pathway	Whole school	Whole school PP	Whole school EAL	Whole School EAL PP
Progress within Reading	80%	78%	85%	91%
Progress within Writing	75%	78%	56%	64%
Teacher set target in Reading.	95%	97%	71%	64%
Teacher set target in Writing	93%	95%	50%	45%
Progress in Maths – Number	91%	92%	79%	100%
Progress in Maths – Measurement	90%	91%	82%	100%
Teacher set target in Number	92%	97%	68%	55%
Teacher set target in Measurement	95%	95%	44%	27%
Progress in Science	80%	80%	68%	73%
Teacher set target in Science	96%	98%	61%	91%

PE and sport premium

Information about our PE and sport premium can be found on the website.

Below are a few examples of how sports Premium is used;

Heltwate School employs Sports Coaches from the Youth Dreams Company, who Lead specialist PE lessons, they assist with Wake and Shake in Lower School and run a lunch time Football Club.

Heltwate School is a member of the Jack Hunt Primary PE Partnership works to develop a progressive and coordinated structure for Physical Education and Sport for schools. It provides, supports and enhances opportunities for young people to start, stay and succeed in high quality activity in and beyond the curriculum. It also provides relevant training opportunities which will be funded from Sports Premium. A range of additional equipment is also purchased to support the above activities and additional opportunities which arise during the year.

Sports Premium money has also been used to fund transport to:-

A) Inter School sports events (Level 2 - Cambridgeshire and Peterborough Sainsbury's School Games Adapted Multi-Sports PLUS Competition) and Cambridgeshire.

B) Peterborough Sainsbury's School Games Level 3 Sports Events when Heltwate Pupils have represented District Sports teams.

Social and Emotional Progress

We consider behaviour and attitudes to learning to be Outstanding. Social and Emotional progress is monitored termly. Pupils are scored in 3 areas;

- Learning behaviour - attention, organisation, communication, collaboration, independence
- Conduct behaviour – respect (staff, others, property)
- Emotional behaviour – empathy, tolerance, socialability, happiness, confidence.

This year 79% of pupils showed an improvement in their scores. This does not mean the remaining 21% did not progress, it means they did not score as highly as initial teacher prediction. Some students are already recording excellent behavioural and emotional progress and others recording concern have interventions triggered.

Year on year data across the school shows a higher negative score at the first data drop, as pupils settle to new routines and expectations scores steadily improve. Pupils are identified in each data drop and interventions flagged if necessary. Data is not really comparable year on year.

Hard data is available in the 2016-17 Behaviour monitoring report.

E-grades are a teachers judgement of the sustained effort across a term, each half term they are reported to parents.

E- grades to May 17

	Lower School %						Rainbows %						Upper School (Not OC) %				
	5	4	3	2	1		5	4	3	2	1		5	4	3	2	1
Eng/Lit	39	53	7			Eng/Lit	17	65	15	3		Eng/Lit	6	73	21		
Maths/num	37	57	6			Maths/num	21	61	15	3		Maths/num					
Sci/understanding the world	31	59	10			Sci/understanding the world	8	68	24			Sci/understanding the world					

5- Outstanding, 4- Very Good, 3 – Satisfactory, 2 - a concern, 1 – unsatisfactory effort.