



# Heltwate School

Progress and Achievement

2017-2018



## Heltwate School on a page 2017- 2018

Number of pupils				Primary need									Pupil Premium	
NC Year	Male	Female	Total	NC Year	ASD	SLD	SLCN	MLD	SEMH	PD	VI	NC Year	Numbers Eligible for Pupil Premium	
1	6	2	8	1	2	4	2					1	2	
2	4	0	4	2	3							2	2	
<b>KS1</b>	<b>10</b>	<b>2</b>	<b>12</b>	<b>KS1</b>	<b>5</b>	<b>4</b>	<b>2</b>					<b>KS1</b>	<b>33%</b>	
3	10	2	12	3	7	2		3				3	6	
4	14	0	14	4	4	4		4	1			4	7	
5	13	3	16	5	6	2	1	6	1			5	9	
6	12	3	15	6	3	6		5		1		6	9	
<b>KS2</b>	<b>49</b>	<b>8</b>	<b>57</b>	<b>KS2</b>	<b>20</b>	<b>14</b>	<b>1</b>	<b>18</b>	<b>2</b>	<b>1</b>		<b>KS2</b>	<b>54%</b>	
7	12	4	16	7	5	2		8				7	6	
8	9	8	17	8	7	3		6		1		8	7	
9	14	4	18	9	7	5		7	1			9	9	
<b>KS3</b>	<b>35</b>	<b>16</b>	<b>51</b>	<b>KS3</b>	<b>19</b>	<b>10</b>		<b>21</b>	<b>1</b>	<b>1</b>		<b>KS3</b>	<b>43%</b>	
10	12	1	13	10	4		1	7	2			10	9	
11	9	10	19	11	5	6	1	5		2		11	12	
<b>KS4</b>	<b>21</b>	<b>11</b>	<b>32</b>	<b>KS4</b>	<b>9</b>	<b>6</b>	<b>2</b>	<b>12</b>	<b>2</b>	<b>2</b>		<b>KS4</b>	<b>66%</b>	
12	3	1	4	12	1	2					1	12	Not entitled to PP - FSM only	
13	4	2	6	13	2	2	1	1				13		
14	5	1	6	14	3	3						14	10	
<b>KS5</b>	<b>12</b>	<b>4</b>	<b>16</b>	<b>KS5</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>1</b>			<b>1</b>	<b>KS5</b>	<b>10</b>	
<b>Total</b>	<b>127</b>	<b>41</b>	<b>168</b>	<b>Total</b>	<b>59</b>	<b>41</b>	<b>6</b>	<b>52</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>Total</b>	<b>78 pupils 51% of the school</b>	

### Attendance Information

All figures up to 20.07.2018

Whole school attendance	PP attendance	Non PP Attendance
<b>92.2%</b>	<b>91.5%</b>	<b>92.7%</b>



# Heltwate School KS1-KS4

## Progress and Achievement 2017 – 2018

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.

To support this, 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. These are then monitored through termly progress meetings with staff teams.

We are now into our third academic year of using Cornerstones, so our data collection is becoming much more thorough and meaningful. 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. Pupils who may not meet their targets are closely monitored and additional interventions made if appropriate and as necessary.

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

Social and Emotional progress has been 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 are actioned. A full Behaviour Monitoring document is available separately.

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



# Heltwate School KS1-KS4

## Data Headlines, academic year 2017 – 2018

155 pupils had Cornerstones data

The figures below are compiled from the last three data drops made over the academic year.

**Whole School** – at least **71%** of the **155** pupils met or exceeded their individual expected progress in core areas.

Reading – 81%    Writing – 71%    Maths – 75%

**Pupil Premium pupils** – at least **70%** of all **79** PP pupils met or exceeded their individual targets in core areas.

Reading – 80%    Writing – 70%    Maths – 74%

**Non Pupil Premium** – at least **72%** of the **76** pupils not in receipt of PP met or exceeded their individual targets in core areas.

Reading – 82%    Writing – 72%    Maths – 76%

**Pupils with English as an Additional language** – at least 71% of the 38 pupils with EAL met or exceeded their individual targets in core areas.

Reading – 79%    Writing – 78%    Maths – 74%





# Academic year 2017-2018

## Cornerstones data showing school expected progress compared to progress against individual targets

	READING		WRITING		NUMBER		MSGs/SSM		SCIENCE		THE WORLD	
<b>WHOLE SCHOOL</b>	Number of children with applicable data											
	155		154		154		154		57		94	
	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress
	50%	81%	50%	71%	53%	74%	55%	76%	19%	88%	38%	82%
<b>PUPIL PREMIUM</b>	79		79		79		79		31		48	
	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress
	54%	80%	51%	70%	49%	72%	58%	76%	23%	78%	37%	73%
	76		76		76		76		26		46	
<b>NON PUPIL PREMIUM</b>	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress
	46%	82%	49%	72%	56%	76%	52%	76%	21%	95%	40%	83%
	38		38		38		38		11		27	
	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress	% school expected progress	% expected individual progress
<b>EAL</b>	50%	79%	62%	78%	53%	71%	68%	76%	21%	95%	34%	76%



# Academic year 2017-2018- by Key stage

Cornerstones data showing school expected progress - at least 2 months progress is the school set expectation for an academic year

	Progress of at least 2 months in English	Progress of at least 2 months in Reading	Progress of at least 2 months in Writing	Progress of at least 2 months in Maths	Progress of at least 2 months in Number	Progress of at least 2 months in Measurement	Progress of at least 2 months in Science
<b>Whole school combined</b>	<b>50%</b>	50%	50%	<b>54%</b>	53%	55%	<b>29%</b>
<b>Whole school PP</b> 79 pupils	<b>53%</b>	54%	51%	<b>54%</b>	49%	58%	<b>30%</b>
<b>Whole school non PP</b>	<b>48%</b>	46%	49%	<b>54%</b>	56%	52%	<b>31%</b>
<b>KS1</b> 12 pupils	<b>71%</b>	92%	50%	<b>75%</b>	75%	75%	<b>92%</b>
<b>KS1 PP</b> 3 pupils	<b>84%</b>	100%	67%	<b>100%</b>	100%	100%	<b>100%</b>
<b>KS1 NON PP</b> 9 pupils	<b>67%</b>	89%	44%	<b>67%</b>	67%	67%	<b>89%</b>
<b>KS2</b> 57 pupils	<b>55%</b>	56%	54%	<b>55%</b>	57%	52%	<b>70%</b>
<b>KS2 PP</b> 31 pupils	<b>58%</b>	63%	52%	<b>50%</b>	48%	52%	<b>37%</b>
<b>KS2 NON PP</b> 26 pupils	<b>52%</b>	46%	58%	<b>60%</b>	68%	52%	<b>44%</b>
<b>KS3</b> 50 pupils	<b>40%</b>	40%	41%	<b>44%</b>	40%	48%	<b>20%</b>
<b>KS3 PP</b> 22 pupils	<b>39%</b>	41%	36%	<b>43%</b>	36%	50%	<b>25%</b>
<b>KS3 NON PP</b> 28 pupils	<b>42%</b>	39%	44%	<b>45%</b>	43%	46%	<b>25%</b>
<b>KS4</b> 31 pupils	<b>57%</b>	48%	65%	<b>70%</b>	65%	74%	<b>45%</b>
<b>KS4 PP</b> 22 pupils	<b>57%</b>	50%	64%	<b>66%</b>	59%	73%	<b>36%</b>
<b>KS4 NON PP</b> 9 pupils	<b>56%</b>	44%	67%	<b>78%</b>	78%	78%	<b>67%</b>



# Academic year 2017-2018- by Key stage

Cornerstones data showing progress against individual targets

	Teacher target met / exceeded in English	Teacher target met / exceeded in Reading	Teacher target met / exceeded in Writing	Teacher target met / exceeded in Maths	Teacher target met / exceeded in Number	Teacher target met / exceeded in Measurement	Teacher target met / exceeded in Science
<b>Whole school combined</b> 155 pupils	<b>76%</b>	81%	71%	<b>74%</b>	74%	75%	<b>85%</b>
<b>Whole school PP</b> 79 pupils	<b>75%</b>	80%	70%	<b>74%</b>	72%	76%	<b>76%</b>
<b>Whole school non PP</b> 76 pupils	<b>77%</b>	82%	72%	<b>76%</b>	76%	76%	<b>89%</b>
<b>KS1</b> 12 pupils	<b>71%</b>	83%	58%	<b>60%</b>	67%	52%	<b>83%</b>
<b>KS1 PP</b> 3 pupils	<b>84%</b>	100%	67%	<b>84%</b>	100%	67%	<b>100%</b>
<b>KS1 NON PP</b> 9 pupils	<b>67%</b>	78%	56%	<b>50%</b>	56%	44%	<b>78%</b>
<b>KS2</b> 57 pupils	<b>73%</b>	84%	61%	<b>74%</b>	75%	73%	<b>90%</b>
<b>KS2 PP</b> 31 pupils	<b>73%</b>	84%	61%	<b>71%</b>	71%	71%	<b>89%</b>
<b>KS2 NON PP</b> 26 pupils	<b>74%</b>	85%	62%	<b>78%</b>	80%	76%	<b>92%</b>
<b>KS3</b> 50 pupils	<b>75%</b>	78%	71%	<b>73%</b>	70%	76%	<b>81%</b>
<b>KS3 PP</b> 22 pupils	<b>73%</b>	77%	68%	<b>73%</b>	68%	77%	<b>86%</b>
<b>KS3 NON PP</b> 28 pupils	<b>77%</b>	79%	74%	<b>73%</b>	71%	75%	<b>86%</b>
<b>KS4</b> 31 pupils	<b>81%</b>	74%	87%	<b>82%</b>	77%	87%	<b>65%</b>
<b>KS4 PP</b> 22 pupils	<b>78%</b>	73%	82%	<b>78%</b>	73%	82%	<b>59%</b>
<b>KS4 NON PP</b> 9 pupils	<b>89%</b>	78%	100%	<b>95%</b>	89%	100%	<b>78%</b>

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.



## Whole School v Pupil Premium Gaps using Cornerstones Data.

Progress of at least 2 months											
KS1			KS2			KS3			KS4		
English	Maths	Science	English	Maths	Science	English	Maths	Science	English	Maths	Science
+13% more PP progress	+25% more PP progress	+8% more PP progress	+3% more PP progress	-5% less PP progress	-33% less PP progress	-1% less PP progress	-1% less PP progress	+5% more PP progress	No gap	-4% less PP progress	-9% less PP progress
Met / Exceeded teacher targets											
KS1			KS2			KS3			KS4		
English	Maths	Science	English	Maths	Science	English	Maths	Science	English	Maths	Science
+13% more PP progress	+24% more PP progress	+17% more PP progress	No gap	-3% less PP progress	-1% less PP progress	-2% less PP progress	No gap	+5% more PP progress	-3% less PP progress	+17% more PP progress	+19% more PP progress

Using the Heltwate 2 months progress measure the gap is larger than with the more bespoke teacher prediction. There is no clear pattern. Teachers are predicting and planning more accurately for individual need. Science is understandably lower in KS2 and KS4 due to the disproportionate numbers of PP children in those key stages. (KS2-54%, 66%-KS4.) 2 months progress also influences the KS2 Cornerstones curriculum as pupils progress from Foundation curriculum (The World) to End of Key Stage 1 objectives. It is more challenging to make the two months progress required to move up a band descriptor in the KS1 objectives.

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 the pathway outcomes. Curriculum pathways do not align directly with the cornerstones curriculum. However this is being developed for 2018-2019

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).



## Heltwate School KS1-KS4 Progress and Achievement 2017 – 2018

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

During this academic year we have not had an Early Years cohort (Reception). However, we do have a significant number of children that access their curriculum in a similar way to 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 Early Developmental Milestones and end of Key Stage 1 objectives 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 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 EAL pupils. Data has been recorded and in subsequent years we will develop this 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.

### 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.



# Heltwate School KS1-KS4

## Progress and Achievement 2017 – 2018

### 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, social ability, 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.

### Effort Grades

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

### E- grades Summer Term 2018

	Lower School %						Rainbows %						Upper School (Not OC) %					
	5	4	3	2	1		5	4	3	2	1		5	4	3	2	1	
English / Literacy	26%	67%	7%				English / Literacy	4%	54%	38%	4%		English / Literacy	15%	67%	17%		
Maths / Numeracy	32%	63%	4%				Maths / Numeracy	10%	45%	41%	4%		Maths / Numeracy	26%	60%	14%		
Science /understanding the world	28%	53%	19%				Science /understanding the world		51%	45%	4%		Science /understanding the world	3%	82%	15%		

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



# Heltwate School KS1-KS4

## Progress and Achievement 2017 – 2018

### General information

Using the data, we have identified “supporting writing” as an action in our into our School Improvement Plan -writing is an area in which our pupils made some of the smallest amounts of progress last academic year.

KS2 SATS – these assessments take place nationally for Yr6 pupils in May. Our pupils were disapplied from these assessments as they do not (academically) meet national expected levels

PHONICS testing takes place nationally for all Yr 1 pupils in the Summer Term. Our pupils all accessed the test but no pupils met the expected level. They will all re-take in Yr2. Our Phonics teaching remains strong and appropriate– “not passing the test” is a reflection of the pupils’ academic struggles compared to nationally expected levels of phonics knowledge.

The Local Authority collect end of year data for all Yr2 and Yr6 pupils. We were able to satisfy their requests by turning our Cornerstones data back into Pscals and therefore meeting their criteria for data.



# Heltwate School KS4 and KS5 Progress and Achievement 2017 – 2018 Yr 11 Accreditation

A total of 10 KS4, Yr 11 pupils left Heltwate at the end of this academic year.

They all went on to further their education in different settings

All these pupils were entered onto the OCR portal to attain various levels of accreditation according to their ability. The level of accreditation we expected them to attain was set using teacher predictions and expectations. These pupils had two years (Yrs 10 & 11) to work through their predicted list of units and credits as part of their scheme of work.

## Accreditation Results Heltwate leavers - 2017/18

10 pupils left KS4 – Yr11

### OCR Life and Living Skills

Numbers show how many pupils achieved and their 'highest' level of accreditation	ENTRY ONE						ENTRY TWO					ENTRY THREE				
	Intro Award	Award	Ext Award	Certificate	Ext Cert	Diploma	Intro Award	Award	Certificate	Ext cert	Diploma	Intro award	Award	Certificate	Ext cert	Diploma
Yr 11 leavers						1			1					2	3	3

### ASDAN Award

	Entry Two Award – Employability	Entry Three Award – Personal and Social Development
Year 11 leavers	8	5



# Heltwate School KS4 and KS5

## Progress and Achievement 2017 – 2018

### Yr 14 Accreditation

A total of 6 KS5, Yr14 pupils left Olympic College at the end of this academic year  
 All these pupils were entered onto the OCR portal to attain various levels of accreditation according to their ability. The level of accreditation we expected them to attain was set using teacher predictions and expectations. These pupils had three years (Yrs 12,13 & 14) to work through their predicted list of units and credits as part of their scheme of work.

### Accreditation Results Heltwate leavers - 2017/18

6 pupils left KS5 – Yr 14

### OCR Life and Living Skills

Numbers show how many pupils achieved and their 'highest' level of accreditation	ENTRY ONE						ENTRY TWO					ENTRY THREE				
	Intro Award	Award	Ext Award	Certificate	Ext Cert	Diploma	Intro Award	Award	Certificate	Ext cert	Diploma	Intro award	Award	Certificate	Ext cert	Diploma
Yr 14 leavers											2 pupils have credits towards a diploma	1	1	2		

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. Students also work on personal targets in these areas.

- ASDAN Personal Social Development Award (Entry 1)
- Duke of Edinburgh Silver Award.
- DARE, drugs and alcohol resistance education certificate.
- Assessment of Functional Living Skills (AFLS)