

Learning Report 2018/19

The following report details the progress of students at Parayhouse School for the 2017/18 academic year.

Additionally, this report also includes:

1. A summary of student attainment (taken from the December Learning Report)
2. Comments from Ofsted since their recent visit (June 2018)
3. New developments in Assessment procedures this past academic year
4. Progress for Core subjects (Maths Number, Reading Comprehension and Writing Composition)
5. Foundation Subjects (Art, Drama, PE, Humanities, Lifeskills)
6. Social and Emotional Wellbeing (through the use of the Boxall Profile)
7. Strengths and areas of improvement (to inform the School Development Plan 2019/20)

1. Student Attainment

The following summary is taken from the December Learning Report for 2018/19.

Student Attainment Parayhouse School 2018/19				
Working Towards	P Scales	Transition	National Curriculum	Total Students
Reading Comprehension	37 (69%)	10 (18%)	7 (13%)	53
Writing Composition	36 (68%)	14 (26%)	3 (6%)	53
Maths Number	32 (60%)	4 (8%)	17 (32%)	53

From this data, the following can be ascertained:

- Maths Number is our most able subject with the highest percentage of students reaching adapted National Curriculum levels
- Reading Comprehension is slightly higher than Writing Composition (13% to 6% at National Curriculum levels) which is a continuing trend of our Reading progress and attainment rising above our Writing
- The percentage of students working within adapted P-Scale outcomes is higher than previous years, where it was roughly half the school. This can be attributed to the more complex learners we have accepted the past few years but also the greater level of challenge our adapted P-Scales incorporate in comparison to National Standards

GREEN: Met or exceeded expectations

AMBER: Area to monitor, however not of significant concern

RED: Monitor and focus for upcoming academic year

2. Ofsted

After Ofsted visited at the end of the last academic year, the following comments related to assessment were written in their report:

On monitoring:

“Leaders check pupils’ progress each half term. This enables leaders to quickly identify those at risk of not meeting their end-of-year targets. Measures are swiftly put in place to get these pupils back on track. Consequently, an increasing number of pupils are meeting their targets. Leaders are confident that targets provide sufficient challenge and that judgements are sound. This is due to rigorous monitoring and moderation procedures. Where leaders have identified gaps, they have acted accordingly. For example, in mathematics, only 59% of pupils who speak English as an additional language met their targets last year. In response, leaders reviewed how language and mathematical vocabulary is taught in these lessons and took action to improve the subject. This year, all of these pupils met their targets.”

On progress:

“Progress in writing is rapid and sustained, because leaders have carefully considered what writing means for each pupil. Parents told me that they are happy with their children’s progress, especially in writing. Pupils show enthusiasm for their learning. Consequently, there are high levels of engagement. “

3. New Developments in Assessment 2018/19

This year, assessment has focused on:

- Writing new outcomes for Maths Measure, to reflect greater emphasis on lifeskill outcomes. These outcomes have been written and are ready for implementation in 2019/20
- Introduction of the Boxall Profile as a means to assess student social and emotional wellbeing
- Continued use of the Foundation Subject Assessment Tool

4. Learning Progress 18/19

The 2018/19 Learning Report that follows is trialling a colour-based system to indicate key achievements (GREEN), areas to monitor (AMBER) and areas of concern (RED). As the Learning Report continues to expand in its scope, this has been implemented in order to bring attention to urgent items. As the current assessment co-ordinator is departing the school at the end of this academic year, this will also help to inform targets in September, when it is reviewed.

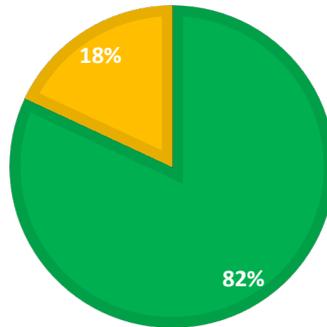
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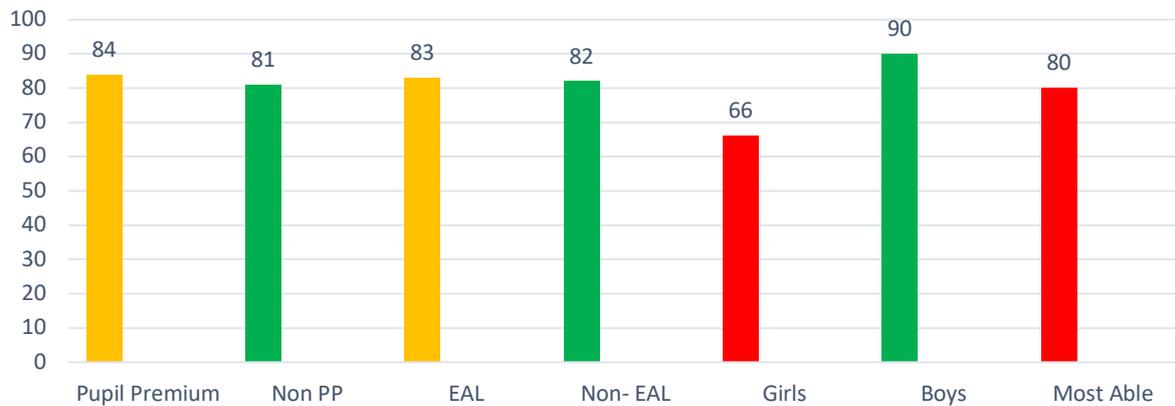
RED: Monitor and focus for upcoming academic year

MATHS NUMBER WHOLE SCHOOL (= TO 17/18 RESULTS)

■ Met Targets ■ Did not meet Targets



% of students who met Maths Number Targets



Analysis:

GREEN: Groups met or exceeded 2017/18 academic progress and/or met or exceeded whole school 84% target.

- The whole school were within 2% of our 84% whole school target. In particular Boys' progress was higher than expected.

AMBER: Groups were slightly below 2017/18 academic progress.

- Two groups, Pupil Premium and EAL made higher than expected progress in 17/18 and are not considered of concern (due to still being 84 and 83% respectively), however, are to be monitored closely to ensure progress rates stay the same.

RED: Groups that were below 2017/18 academic progress or did not perform to expectations.

- Girls' Number results were lower than expected and require closer monitoring and moderation next academic year.
- Most able students' progress was lower than 17/18, however this equates to 2 students total due to low group numbers. Leavers performance related to Number will however be of focus next academic year.

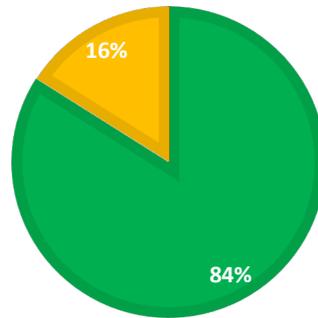
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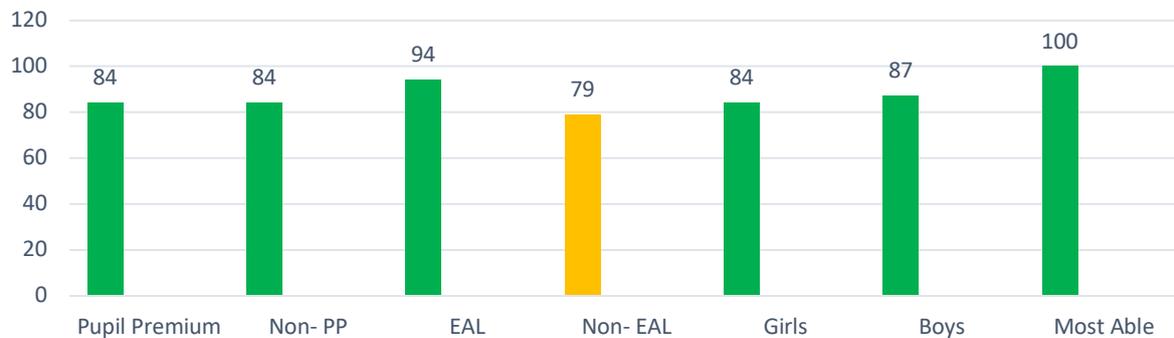
RED: Monitor and focus for upcoming academic year

READING COMPREHENSION WHOLE SCHOOL (= TO 17/18 RESULTS)

■ Met Targets ■ Did not meet Targets



% of students who met Reading Comprehension Targets



Analysis:

GREEN: Groups met or exceeded 2017/18 academic progress and/or met or exceeded whole school 84% target.

1. EAL students and Girls all made significantly more progress than the previous year (+10%).

AMBER: Groups were slightly below 2017/18 academic progress.

2. Non-EAL students performed lower in comparison to previous years and is worth monitoring throughout the next academic year.

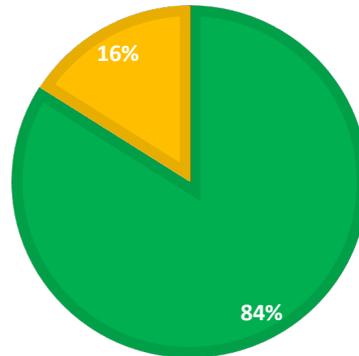
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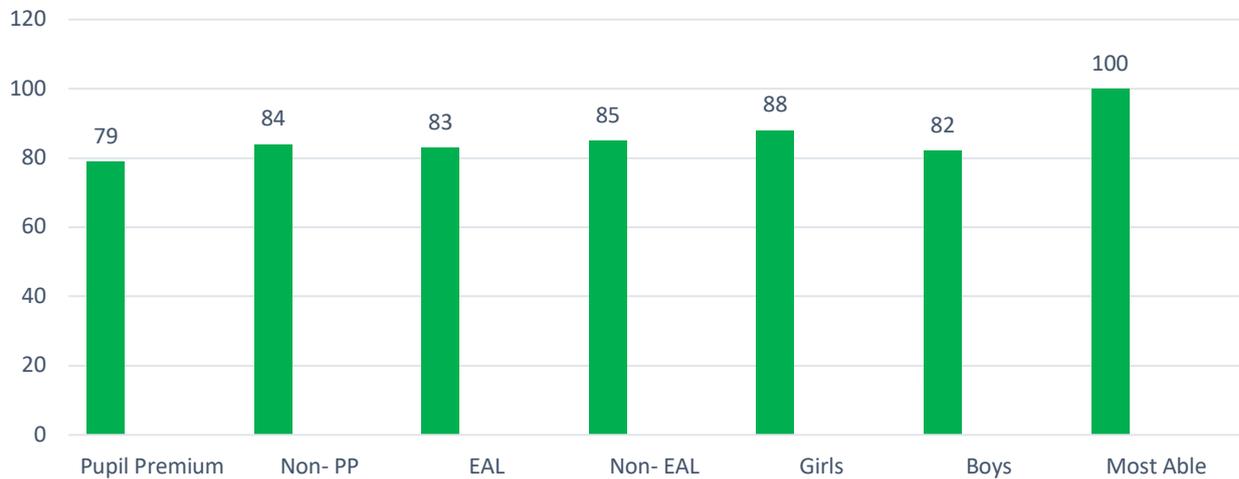
RED: Monitor and focus for upcoming academic year

WRITING COMPOSITION WHOLE SCHOOL (+14% TO 17/18)

■ Met Targets ■ Did not meet Targets



% of students who met Writing Composition Targets



Analysis:

GREEN: Groups met or exceeded 2017/18 academic progress and/or met or exceeded whole school 84% target.

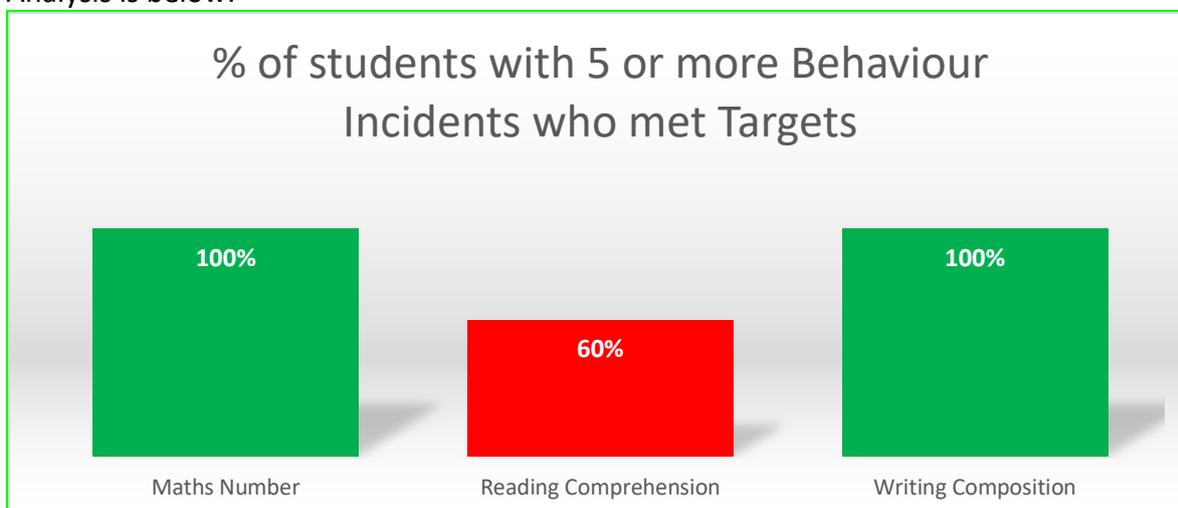
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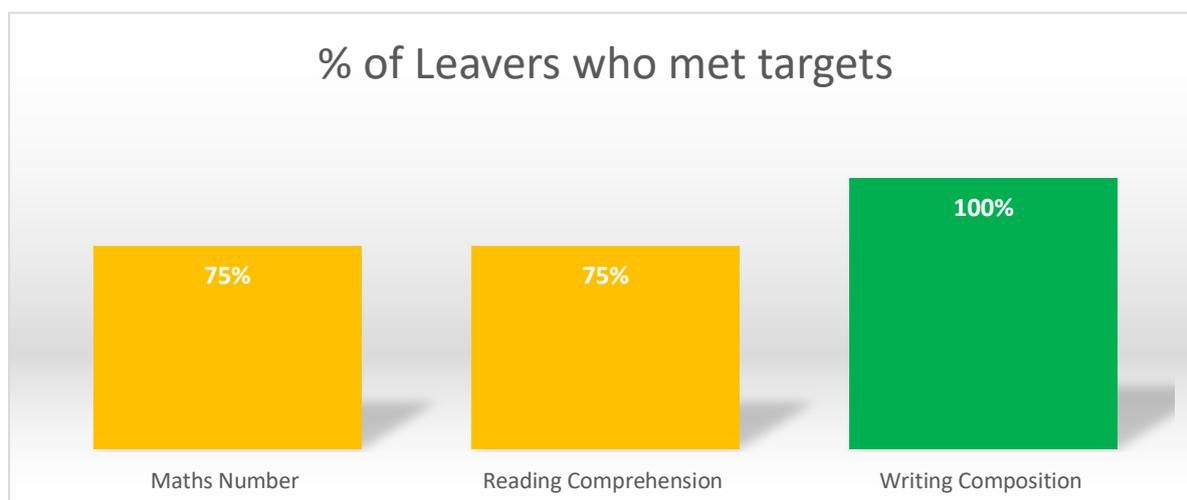
Groups new to analysis for the 2018/19 Academic Year

This academic year, students with 5 or more behaviour incidents (recorded on myconcern) and student leavers were monitored separately for the academic progress. Whilst both groups are relatively small numbers, they make up an important part of our student body. Analysis is below:



Analysis (Total of 5 students, 2 from Jupiter, 1 from Saturn, Neptune and Pluto):

RED: Reading Comprehension had the lowest rate of progress. This was expected, as behaviour is based on communication, it is reasonable to theorise that students with a higher number of incidents would have greater difficulty with understanding and comprehension. As there have been no behaviour reports throughout the year, and myconcern is still not yet set in its definition of what constitute low, medium and high behaviours, it will be important to monitor students with consistent behaviour incidents throughout the year.



Analysis: This is a new area of analysis and AMBER areas are worth monitoring the next academic year in order to determine data validity.

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5. Foundation Subjects

Foundation subjects assess students against the following areas of cognition (with descriptors)*:

ENGAGEMENT: Relates to attention, how well they attended/showed interest in lessons. Also reflects behaviour.

SKILLS: How well they learnt new skills/knowledge. Did they understand as well as you thought? Did they learn/experience something new?

PERSISTENCE: When presented with activities, did they seek to do things independently, or did they rely on help? How well did they try activities and meet challenges?

Below is an example of the different descriptors and how they relate to expectations.

Areas of Learning	Below Expectations	Met Expectations	Exceeded Expectations
Engagement	<p>Student demonstrates consistently challenging behaviour (leading to withdrawal)</p> <p>Student does not attempt activities regularly</p> <p>Student does not seek to communicate</p>	<p>Student mostly attempts all activities but not always to the best of their ability</p> <p>Occasionally asks questions</p>	<p>Student always attempts all activities and to the best of their abilities</p> <p>Consistently asks questions</p>
Skills	<p>Student does not demonstrate understanding of skills taught</p>	<p>Students masters most skills expected of them</p> <p>Student demonstrates skills within the classroom context</p>	<p>Student is able to retain and demonstrates skills even after significant time has passed</p> <p>Student demonstrates generalisation of skills</p>
Persistence	<p>Student rarely finishes an activity</p> <p>Student is unable to take any form of feedback</p> <p>No attempt is made of feedback</p>	<p>Student completes most activities regularly</p> <p>Student takes on board feedback and begins to make adjustments to learning</p>	<p>Student completes all activities and re-attempts after feedback</p> <p>Students suggests different ways they could complete an activity</p>

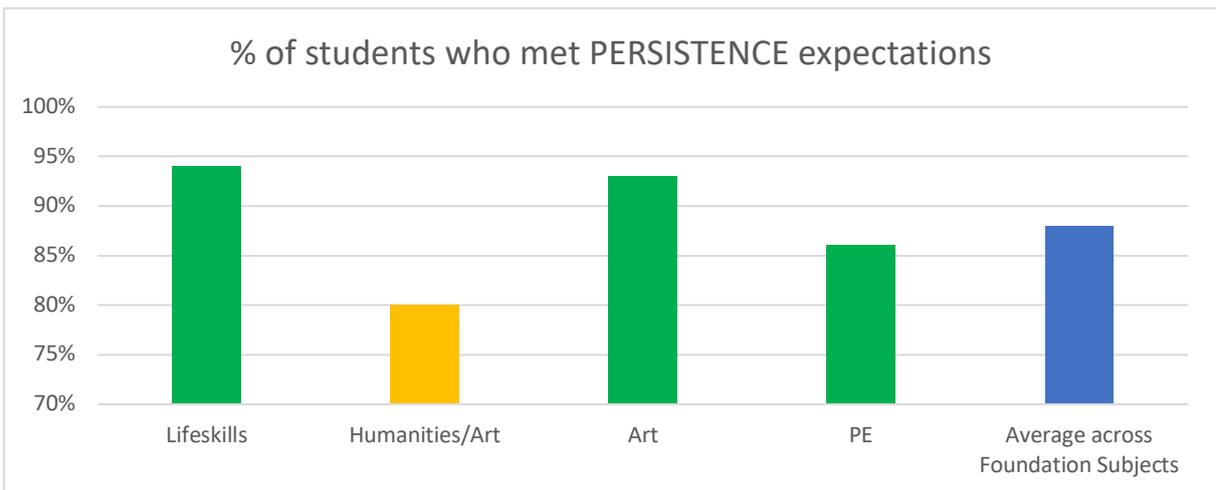
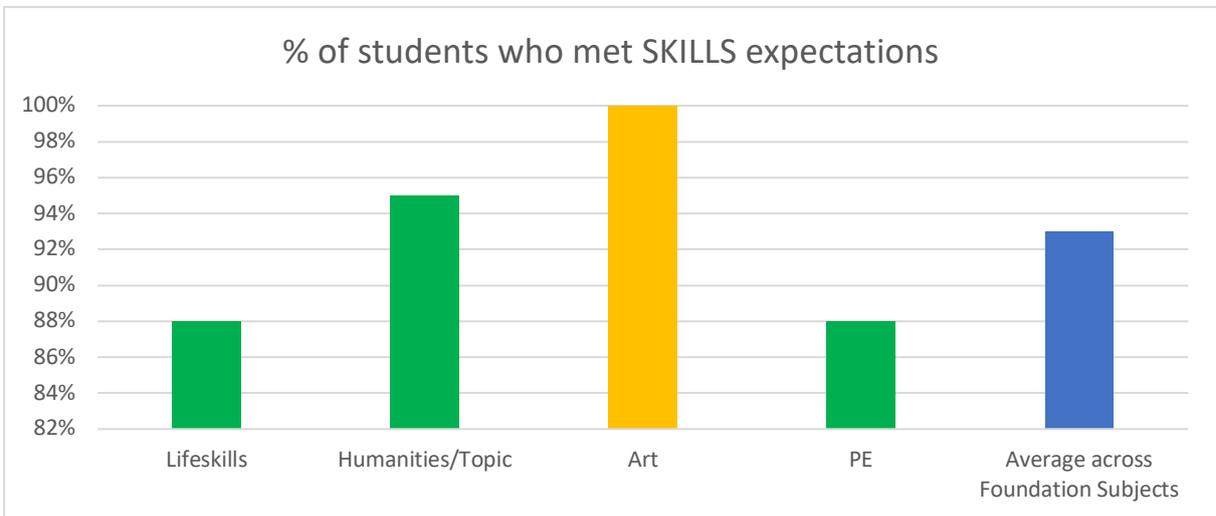
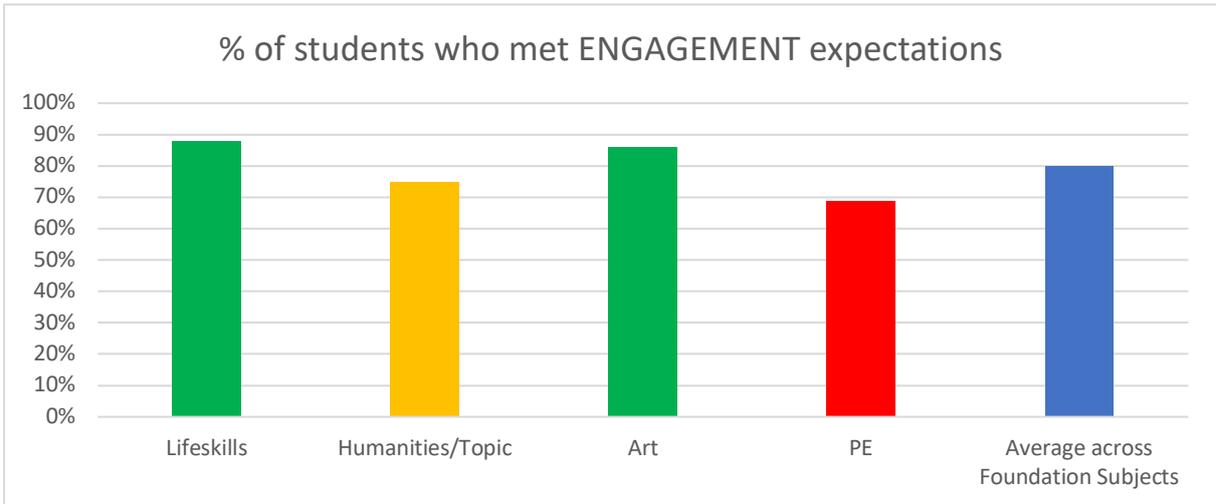
**Lifekils taught by Mrs Hill and Drama by Mr Mirze are assessed following their own tool. These have been trialled this year to determine if they can be rolled out across other subjects.*

The following presents the % of students who met targets in the 3 areas of cognition.

GREEN: Met or exceeded expectations

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RED: Monitor and focus for upcoming academic year



GREEN: Met or exceeded expectations

AMBER: Area to monitor, however not of significant concern

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Analysis:

GREEN: Across the board, expectations in Foundation subjects were generally met to a high degree. In particular, students' PERSISTENCE in their learning was high in Lifeskills, Art and PE, demonstrating a strong desire for students to learn new skills in those 3 subject areas.

AMBER: ENGAGEMENT and PERSISTENCE in Humanities/Topic lessons were lower, suggesting that the topics and delivery of this subject may need some reviewing. How topics are chosen and delivered should be reviewed to incorporate more student voice and also student need. For example, are topic such as Ancient Egypt (as an example of a topic in the National Curriculum) relevant to students whose understanding of time is limited to the here and now? How can such topics be delivered in a practical and engaging way?

Additionally, Art was assessed as having 100% of students meeting SKILLS' expectations. How this translates into performance and presentation of student artworks throughout the year should be reviewed in order to validate this high an assessment. For example, are student skills being channelled effectively into qualifications/awards and/or opportunities to share work.

RED: PE recorded a low level of students who met their ENGAGEMENT expectations. As the students at Paryahouse School are becoming more physically complex, how will PE lessons change to continue to meet this need, but also promote greater ENGAGEMENT by all students.

6. Social and Emotional Wellbeing (Boxall Profile)

The Boxall Profile measures an individuals' Social and Emotional wellbeing based on a Developmental Scale. This has been the first year it has been used at Parayhouse School and results are included below.

Teachers and Speech and Language Therapists score students' social and emotional wellbeing on a Developmental and Diagnostic Profile. There are 20 Strands upon which student scores are calculated to determine how their profile matches against what is considered the norm for their age (based on developmental indicators). These areas include:

Developmental Strands	Diagnostic Profile
Gives Purposeful Attention	Disengaged
Participates Constructively	Self-Negating
Connects up Experiences	Making Undifferentiated Attachments
Shows Insightful Involvement	Shows Inconsequential Behaviour
Engages Cognitively with Peers	Craves Attachment, Reassurance
Is Emotionally Secure	Avoids, Rejects Attachment
Is Biddable; Accepts Constraints	Has Undeveloped/Insecure Sense of Self
Accommodates to Others	Shows Negativism Towards Self
Responds Constructively to Others	Shows Negativism Towards Others
Maintains Internalised Standards	Wants, Grabs, Shows Disregard for Others

The Boxall Profile then calculates which areas are of greatest need and staff are then able to access a range of strategies and interventions to target an individual's particular area of need. For example, one profile may score below the norm on being Emotionally Secure, therefore the Boxall would flag this and suggest strategies and interventions to target this area.

Whole School Analysis

The below summary shows the areas of need flagged up by the Boxall Profile across the whole school. This was ascertained by reviewing each Key Group's Boxall profiles and determining which Strands had the highest frequency across the school (the Boxall Profile only suggests targets for the Developmental Strands. Diagnostic Profile Strands are not specifically targeted, however their scores are influenced by corresponding Developmental Strands).

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The following Developmental Strands were flagged up by the Boxall Profile as having significant frequency within various school key groups (more than 80% of the students score below the norm in these areas, indicating high risk). The risk of not addressing these needs is also included (taken from the Boxall Profile handbook) as well as which classes scored low in the particular area.

1. Gives Purposeful Attention (Neptune, Saturn and Jupiter)

Risk: child may be developmentally immature, inattentive, lack concentration and be unlikely to follow simple requests of instructions.

2. Connects Up Experiences (Pluto, Neptune, Saturn and Jupiter)

Risk: child is reluctant to finish tasks and needs encouragement and support to finish work. Language and short-term memory skills may be underdeveloped.

3. Shows Insightful Involvement (Neptune and Saturn)

Risk: child is either too controlling or too passive. He or she is likely to experience difficulties in making and/or sustaining friendships. Relationship may be fleeting, albeit constructive and reciprocal.

4. Engages Cognitively with Peers (Pluto, Neptune and Saturn)

Risk: child is likely to demonstrate difficulties while working or playing with other children.

5. Is Emotionally Secure (Neptune, Saturn and Jupiter)

Risk: child may have to revert to survival instincts to get basic needs met and does not see other people as pleasurable. May not have had enough attention, praise and appreciation.

6. Is Biddable; Accepts Constraints (Neptune, Saturn and Jupiter)

Risk: child lacks trust in adults and cannot predict what is going to happen next. May not understand that if an activity stops he or she can do it again at a different time.

7. Responds Constructively to Others (Pluto, Neptune, Saturn, Jupiter and Mars)

Risk: child finds social situations and group work hard. They cannot respond constructively to others or offer help.

8. Maintains internalised Standards (Pluto, Neptune, Saturn, Jupiter and Mars)

Risk: child is impulse drive, lacks personal organisation and self-control. He or she may find it very difficult to stop a task.

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7. Strengths and areas of improvement (to inform the School Development Plan 2019/20)

The following indicates targets **ACHIEVED** from the 2018/19 School Development Plan (regarding assessment):

- 6. Continuing the development of a personalised curriculum, with a focus on evidencing student progress in foundation subjects**
Foundation subjects are routinely assessed through the use of the Foundation Assessment Tool (Engagement, Skills and Persistence)
- 7b. Foundation assessments to be monitored termly with criteria set out for teacher judgements against the 3 areas of assessment.**
- 7c. Increase the use of technology in Writing lessons to enable less physically able students to take part.**
ICT stations in Pluto and Saturn, sourcing of ipad apps in Pluto and Mars to meet student needs.
- 7d. Ensure Writing is moderated across subjects to determine consistency across the school day.**
Completed by S. Croyle and H.Bristow.
- 7e. Re-write assessment statements for Maths Measures to more accurately reflect student needs.**
Problem Solving outcomes completed by S.Croyle for use from September 2019.
- Objective E. All students to be assessed on the Boxall Profile by end of the year, termly insets delivered.**
All students assessed and open invitation for training was held throughout the year.

The following targets where **PARTIALLY ACHIEVED**:

- 7a. Continued half termly monitoring and moderation throughout the year**
Half termly monitoring has consistently occurred. Moderation has not occurred on a half termly schedule due to staff absences throughout the year and Best Practice not consistently being held as a result. PE and Core Subject moderations did occur (with a specific focus on Writing).

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Furthermore, all 3 core subjects either met or were within the whole school target of 84% of students meeting or exceeding their learning targets. It is suggested that the whole school target remains at 84%, however if 2/3 core subjects again reach this target, it should increase to 86% for the 2020/2021 academic year.

Suggested Areas to Target for the 2019/20 School Development Plan

1. For Girls Number to be within 5% or equal the progress of Boys Number.
2. To baseline all students on the Maths Problem Solving Outcomes and report on progress throughout the year.
3. Continue using the Boxall Profile, with each class choosing 1-2 areas (e.g Gives Purposeful Attention) of focus (based on current analysis) and report on progress made against them.
4. To monitor the progress of students (particularly Reading Comprehension) with multiple incidents of inappropriate behaviour throughout the year (based on myconcern behaviour reports).
5. Ensure EHCP Cognition and Learning targets match up to in class learning targets (based on assessment outcomes).
6. Improve the ENGAGEMENT of students in PE lessons and develop the opportunities for students to present/demonstrate and

Completed by S.Croyle July 2019
To be published to webpage July 2019
To be shared with Governors and Staff July 2019

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