



Annual
Progress Report
2016-2017



Attainment and Progress within Early Years

We have identified progress towards the Early Learning Goals (ELGs) in quantified steps. Progress from 'entering' to 'developing' is one 'step' and similarly, progress from 'developing' to 'securing' and from 'securing' to 'entering'. Across Reception, it is expected that our children will make three steps of progress over three terms; this is in line with nationally agreed targets for children within the Early Years.

Personal, Social and Emotional Development

All children exceeded expected progress and made at least 9 steps of progress from an average starting point of 8-20 months. The highest rate of progress was 14 steps and 86% of children achieved 10 steps or more progress in each area.

Communication and Language

All children exceeded expected progress and made at least 7 steps of progress towards the ELGs from an average starting point of 0-11 months. The highest rate of progress was in listening with 85% of children achieving 10 steps or more, the lowest progress was in speaking with 57% of children achieving 10 steps or more.

Physical Development

All children exceeded expected progress and made at least 6 steps of progress towards the ELGs from an average starting point of 16-26 months. The highest rate of progress was 14 steps. Progress in Health and Self Care was lower than in Moving and Handling with 43% of children achieving 10 or more steps compared to 71% of children.

Literacy

Progress towards the ELG in Writing was lower than in other areas, although attainment was higher. Nevertheless 71% of children exceeded expected progress. One child did not make expected progress in this area.

All children exceeded expected progress in Reading by at least 5 steps, with one child making 15 steps of progress.

Mathematics

All children exceeded expected progress in Mathematics. Progress in Number was higher than in Shape, Space and Measures, with one child achieving 16 steps and 86% of children exceeding 10 steps of progress. On average children made 12 steps of progress towards the ELG in Number and 10 steps of progress towards the ELG in Shape, Space and Measures from an average starting point of 8-20 months.

Understanding the World

On average children made at least 7 steps of progress towards the ELGs from an average starting point of 8-20 months. The majority of children exceeded expected progress, one child made expected progress (but lower than his peers) in his understanding of People & Communities and The World, this child has autism that is more complex and has been identified for inclusion in our specialist Base setting.

Expressive Arts & Design

On average children make at least 8 steps of progress towards the ELGs from an average starting point of 16-26 months. All children significantly exceeded expected progress in this area.

Conclusions

Attainment on entry for all children is below age related expectation, with most children entering our Early Years class being below the developmental stage of 26 months in all areas and a significant majority being below 20 months. Average progression graphs provide evidence of accelerated progress from these starting points, closing the gap between children's learning and development and that of other children of the same age. One child made exceptional progress and was transferred to mainstream education having met the ELGs from a starting point of below 20 months in the majority of areas, on entry to the school.

The effectiveness of Early Years provision is judged outstanding as children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result almost all children in our Early Years provision are making sustained progress that leads to gaps between them and all children nationally closing rapidly. Classroom observations and work scrutiny supports Haughton School in the judgement that teaching and learning within the Early Years provision is outstanding.

Areas for Development

Whilst progress towards ELGs is judged as outstanding in each area, the accelerated progress in Writing and in Understanding People & Communities and the World is less than in other areas. Both areas continue to be a focus for further development.

Attainment and Progress within Key Stage 1

This year we have maintained the expectations that children in Key Stage 1 will make 2 levels of progress. However as there are no longer NC Levels we have used a model of P-Levels and Age Related Expectations as the most comparable for this year only. We have identified progress through the P-Scales and towards Age Related Expectations (AREs) in quantified steps. Progress from one P-Level to the next and from achievement in one ARE to the next is one step, progress. Those children who achieve more than two steps of progress are judged to be 'exceeding expected progress'.

Reading

Average progression for this cohort by the end of KS1 exceeded expected progress by 2 steps. All children made expected progress whilst ten children exceeded expected progress. More than half of children showed an increase in their assessed reading ages with 38% of children achieving more than 12 months progress whilst in Year 2.

In terms of attainment, six children were working within the P-Levels, 5 were working within Year 1 AREs, and one child was secure within Year 2 AREs.

Writing

Average progression for this cohort by the end of KS1 exceeded expected progress by 2 steps. One child made less than expected progress (achieving one step) whilst twelve children made expected progress. Of these twelve children, ten exceeded the expected 2 steps of progress.

In terms of attainment, ten children were working within the P-Levels, two were working within Year 1 AREs and one child was commencing Year 2 AREs.

Speaking & Listening

Average progression for this cohort by the end of KS1 exceeded expected progress by 3 steps. All children made expected progress whilst eleven children exceeded expected progress.

In terms of attainment, seven children were working within the P-Levels, four were working within Year 1 AREs, and two children were working within Year 2 AREs.

Maths (Number)

Average progression for this cohort by the end of KS1 exceeded expected progress by 2 steps. One child made less than expected progress (achieving one step) whilst 12 children exceeded expected progress.

In terms of attainment, eight children were working within the P-Levels, three were working within Year 1 AREs and two children were commencing Year 2 AREs.

Science

Average progression for this cohort by the end of KS1 exceeded expected progress by 2 steps. One child made less than expected progress (achieving one step) whilst 12 children made expected progress. Of these 12 children, eleven exceeded the expected 2 steps of progress.

In terms of attainment, seven children were working within the P-Levels, four were working within Year 1 AREs and two children were working within Year 2 AREs.

Summary

	2 Steps	3+ Steps
Reading	100%	77%
Writing	93%	77%
Speaking & Listening	100%	85%
Maths	93%	93%
Science	93%	93%

Conclusions

All children entered the Key Stage working below age related expectations. Average progression graphs and individual children's graphs provide evidence of accelerated progress from these starting points, closing the gap between our children's learning and development and that of other children of the same age. One child made exceptional progress and transferred to mainstream education having achieved her target of working within Age Related Expectations from an average starting point of P6.

The progress of this cohort of children is judged to be good with outstanding features as they have made consistently high rates of progress in relation to their starting points. The majority of children have made sustained progress that leads to gaps between them and all children nationally closing rapidly. Only one child did not make expected levels of progress and this child had already been identified for additional support and through provision in our complex needs class.

Classroom observations and work scrutiny supports Haughton School in the judgement that teaching and learning within Key Stage 1 is good with outstanding features.

Attainment and Progress within Key Stage 2

This year we have maintained the expectations that children in Key Stage 2 will make 2 levels of progress. However as there are no longer NC Levels we have used a model of P-Levels and Age Related Expectations as the most comparable for this year only. We have identified progress through the P-Scales and towards Age Related Expectations (AREs) in quantified steps. Progress from one P-Level to the next and from achievement in one ARE to the next is one step, progress. Those children who achieve more than two steps of progress are judged to be 'exceeding expected progress'.

Reading

Average progression for this cohort by the end of KS2 exceeded expected progress by 2 steps. Thirteen children made expected progress whilst ten children exceeded expected progress. Two children made less than expected progress. In terms of assessed reading ages, 95% of children showed increased score with 68% of children achieving more than 12 months progress in their final year at Haughton.

In terms of attainment, one child continued to work within the P-Levels, four were working within Year 1 AREs, four within Year 2 expectations, two within Year 4 expectations and four within Year 5 AREs.

Writing

Average progression for this cohort by the end of KS2 exceeded expected progress by 1 step. Twelve children made expected progress whilst seven children exceeded expected progress. Three children made less than expected progress.

In terms of attainment, two children continued to work within the P-Levels, six were working within Year 1 AREs, four within Year 2 expectations and three within Year 3 AREs.

Speaking & Listening

Average progression for this cohort by the end of KS2 exceeded expected progress by 1 step. All children made expected progress whilst twelve children exceeded expected progress. No child made less than expected progress in this area.

In terms of attainment, four children were working within Year 1 AREs, eight within Year 2 expectations and three within Year 3 AREs.

Maths (Number)

Average progression for this cohort by the end of KS2 exceeded expected progress by 2 steps. One child did not make expected progress (achieving 1 step across the Key Stage), fourteen children made expected progress whilst nine children exceeded expected progress.

In terms of attainment, five children were working within Year 1 AREs, seven within Year 2 expectations, one within Year 3 AREs and two within Year 5 AREs.

Science

Average progression for this cohort by the end of KS2 exceeded expected progress by 2 steps. All children exceeded expected progress in this area.

In terms of attainment, one child continued to work within the P Levels, four children were working within Year 1 AREs, nine within Year 2 expectations and one within Year 3 AREs.

Summary

	2 Steps	3+ Steps
Reading	87%	67%
Writing	80%	47%
Speaking & Listening	100%	80%
Maths	93%	60%
Science	100%	100%

Conclusions

All children entered the Key Stage working below age related expectations. Average progression graphs and individual children's graphs provide evidence of accelerated progress from these starting points, closing the gap between our children's learning and development and that of other children of the same age. Progress in terms of assessed reading ages is particularly high with 95% of children showing increased reading ages and 68% achieving more than 12 months improvement in their final year at Haughton.

Although children continued to work significantly below age related expectations in all areas, the majority of children have made sustained progress with more than half exceeding the national expectation of two levels.

Classroom observations and work scrutiny supports Haughton School in the judgement that teaching and learning within Key Stage 2 is good with some outstanding features.

End of Key Stage 2 Summary 3 year 2015-2017 comparison

Key Stage 1	2015 (8 children)			2016 (17 children)			2017 (13 children)		
	Quartile	L	M	U	L	M	U	L	M
English (average)	13%	87%	61%	6%	94%	82%	2%	98%	80%
Maths (Number)	0%	100%	50%	6%	94%	76%	7%	93%	93%
Science							7%	93%	93%

Key Stage 2	2015 (11 children)			2016 (25 children)			2017 (15 Children)		
	Quartile	L	M	U	L	M	U	L	M
English (average)	9%	91%	77%	16%	84%	64%	11%	89%	65%
Maths (Number)	18%	81%	63%	16%	84%	60%	7%	93%	60%
Science								100%	100%

Judging overall progress and achievement of pupils with moderate and complex needs is difficult as all the children have different starting points and a very wide range of personal needs. The numbers of children in each year group is very variable and the cohort sizes are small. Comparing the achievement of one Key Stage to another is unreliable due to the different profile of each group. Due to the small sizes of cohorts, we have analysed our data using three years of pupil achievement and progress as follows:

The table shows that this year's results in KS1 English once again demonstrate an improvement in the percentage of children achieving at least 2 levels of progress. There has been a reduction in the percentage of children making less than 2 levels of progress across the key stage and this appears to be a pattern reflected across the three years of data.

The table shows that this year's results in KS1 Mathematics demonstrate an improvement in the percentage of children achieving in the upper quartile (more than 3 levels of progress across the Key Stage), with a maintained percentage of children making 2 levels of progress across the Key Stage. Science results are comparable with Mathematics.

The table shows that this year's results in KS2 English demonstrate an increase in the percentage of children achieving at least 2 levels of progress, the percentage of children achieving in the upper quartile (more than 3 levels of progress across the Key Stage) has slightly increased. There was a decrease in the percentage of children making less than 2 levels of progress across the Key Stage.

The table shows that this year's results in KS2 Mathematics demonstrate an improvement in the percentage of children achieving at least 2 levels of progress. The percentage of children making less than 2 levels of progress across the Key Stage has significantly decreased and this appears to be a repeated pattern.

All children's progress in Science was in the upper quartile.

Headline Figures

KS1	L	M	U	KS2	L	M	U
English	7%	93%	74%	English	12%	88%	69%
Maths	4%	94%	73%	Maths	13%	86%	61%
Science	7%	93%	93%	Science		100%	100%

Cumulative data from 2015-2017 suggests that children make at least good progress in the core subjects across both Key Stages. This reflects continued strength in the differentiated teaching approaches to meet the complex range of needs. Progress figures at Key Stage 1 are higher than Key Stage 2 and this is due to the transition from P-Levels to NC Levels/ARE's.

Comparison of Progress of Different Groups of Children

When comparing the progress of different groups of children within the school it is important to note that differences may not be significant due to very small numbers of children in particular groups. For example, this year only two children had English as an Additional Language and therefore where one child has not made expected progress figures are reduced by 50%. However, there are 13 children in the group that do not have EAL and therefore where one child in this group has not made expected progress figures are only reduced by 7%.

Due to the effect that 1 or 2 children's results can have on the school average we may also see a lot of variation in the results over time. For this reason, we make previous years' performance data available and are wary of the significance of variations. The interrogation of individual data is more meaningful in our setting.

Expected Progress	Reading			Writing			Maths		
	15	16	17	15	16	17	15	16	17
FSM	78	82	87	85	82	75	73	82	100
Other	85	100	86	87	63	86	75	72	86

Expected Progress	Reading			Writing			Maths		
	15	16	17	15	16	17	15	16	17
EAL	80	100	50	85	100	100	78	100	50
Other	85	92	92	87	76	77	75	84	100

Expected Progress	Reading			Writing			Maths		
	15	16	17	15	16	17	15	16	17
Boys	87	95	83	100	70	75	87	85	92
Girls	75	80	100	60	80	100	60	60	100

Expected Progress	Reading			Writing			Maths		
	15	16	17	15	16	17	15	16	17
WBR	84	89	92	82	68	75	82	79	100
Other	80	100	67	78	100	100	80	100	67

In comparing the progress of children from different groups it is important to note that differences may not be significant due to the small number of children in each group. For example, in the EAL group there are only 2 children therefore if 1 child does not make expected progress, this will reduce figures by 50%, whereas in the comparative group of 13 children, this would only reduce figures by 7%.

There can be a lot of variation in our results over time, due to the effect that 1 or 2 children's results can have on the school average. For this reason, we include data from previous years' performance. Whilst we continue to carefully monitor and support different groups of children there are no significant patterns of concern raised by the data sets.

Impact of Interventions

- The five children who received higher level maths teaching within a smaller group, through inclusion in the more able maths group, achieved significantly higher levels of progress when compared with other children in the cohort. Three of these children attained within the 'N' level of IASEND (Key Stage 2 ARE's).
- Six children from our year 6 Pupil Premium group were identified to receive 1:1 support three times a week in support of their development of reading skills due to not having made measurable progress in this area. Two of these children were able to achieve their first reading score whilst a further three children significantly increased their reading ages by over a 12 months (13, 16 and 18 months). The remaining child also made improved progress through increasing his reading score by 9 months.

Summary of Key Points

- Progress towards ELGs is judged as outstanding
- Progress of children in the Early Years in Writing and in Understanding People & Communities and the World is less than in other areas.
- In Key Stage 1 there is evidence of consistently high/accelerated rates of progress in relation to children's starting points, closing the gap between our children's learning and development and that of other children of the same age.
- At Key Stage 2, children continue to work significantly below age related expectations in all areas; however, the majority of children have made sustained progress with more than half exceeding the national expectation of two levels.
- Results in KS1 English demonstrate consistent improvement in the percentage of children achieving at least 2 levels of progress, with a reduction in the percentage of children making less than 2 levels of progress across the Key Stage
- Results in KS1 Mathematics demonstrate an improvement in the percentage of children achieving in the upper quartile (more than 3 levels of progress across the Key Stage), with a maintained percentage of children making 2 levels of progress across the Key Stage. Science results are comparable with Mathematics.
- Results in KS2 English demonstrate an increase in the percentage of children achieving at least 2 levels of progress, the percentage of children achieving in the upper quartile (more than 3 levels of progress across the Key Stage) has slightly increased. There was a decrease in the percentage of children making less than 2 levels of progress across the Key Stage.
- In KS2 Mathematics there is consistent improvement in the percentage of children achieving at least 2 levels of progress. The percentage of children making less than 2 levels of progress across the Key Stage has significantly decreased.

- Cumulative data from 2015-2017 suggests that children make at least good progress in the core subjects across both Key Stages. This reflects continued strength in the differentiated teaching approaches to meet the complex range of needs.
- Two children were able to transfer to a mainstream setting having made accelerated progress since joining the school from a specialist nursery setting.
- Children identified for additional support at Upper KS2 made accelerated progress in the targeted areas.
- Children in Year 6 made high levels of progress in their assessed reading ages, with 68% achieving more than 12 months progress in their final year at Haughton.
- Classroom observations and work scrutiny supports the judgement that teaching and learning within Key Stage 1 & 2 is good with outstanding features.

Identified 'next steps'/ Targets

- Continued focus on Understanding the World and Writing within Early Years
- Three children identified as not making expected progress in Maths in Key Stage 2 provided with additional support
- Four year 6 children who are in receipt of pupil premium, have been identified as not making expected progress in reading. These children will be provided with 1:1 reading intervention.
- Six upper Key Stage 2 children have been identified as making accelerated progress in Maths and will be further supported through a 'more able' Maths group
- There will be a continued shift in focus to increasing depth of knowledge rather than levels and this will be fully implemented in 2017-2018
- Transition to IASEND assessment system is completed; all children are targeted to achieve a minimum of 15% improvement in their depth of knowledge within their assessed level.
- Monitoring of children's achievement towards ARE's will run alongside IASEND
- All staff to be confident in the use of IASEND
- All teachers to be able to discuss and interpret of progress
- Children will be continually assessed with half termly intervals in English, Maths, Science and Technology
- More detailed data to be collated in Science and Technology
- Exploration of assessment and recording in PSED