



**Pupil Outcomes
and
Progress Over Time**

Report July 2019

JOHN CHILTON SCHOOL ASSESSMENT SYSTEM

Context

John Chilton School developed a bespoke assessment system, monitoring pupil progress and achievement through a tracking system called Onwards and Upwards. Progress is monitored in all curriculum areas as well as areas of development in the Education, Health and Care Plans, thus allowing more realistic progress to be recognised.

The system tracks depth and breadth of learning and can be personalised to different cohorts of learners to enable a true picture to be gathered. The system works by having a number of curriculum/pastoral “baskets” each of which contain a set of statements. Progress is measured by applying individual ambitions of progress from starting point against the I Can statements in the relevant areas.

The John Chilton School System:

The John Chilton School system works:

1. By dividing subject areas into clear and assessable sets of I Can statements that make up hierarchical and developmental JCS Stages of learning.
2. Depth of learning is measured through lateral progress points within each I Can statement (see table).
3. Percentages have been allocated to the lateral learning progress points to accurately monitor expected achievement at specified dates

Lateral Learning Progress Points

Lateral learning 1	Lateral learning 2	Lateral learning 3	Lateral learning 4	Lateral learning 5	Lateral learning 6
<p>Encountered</p> <p>The pupil has been exposed to the learning concept, knowledge or skill within a planning session on several occasions. They have demonstrated some interest and intent to participate.</p>	<p>Participated</p> <p>The pupil shows more consistent attention to the learning concept, knowledge or skill and engages in activities, takes turns, sequences events, participates in routines though is dependent upon clues and modelling.</p>	<p>Involved</p> <p>The pupil is moving to independence in the use of knowledge, skills and concepts. They actively take part in activities and begin to try different ways of working with equipment and problems. They are moving to independence and need some prompting to progress.</p>	<p>Developed</p> <p>The pupil has gained, strengthened or made use of knowledge, skills, concepts or understanding that relate to his/her experience of the curriculum. They regularly use the learned concept independently though may need scaffolding for full achievement.</p>	<p>Achieved</p> <p>The pupil is consistent in his/her responses and understanding of the knowledge, skill or concept and is ready to move on to a higher level of learning in this area. They are independent and use the concept consistently in lesson situations.</p>	<p>Mastered</p> <p>The pupil has generalised the knowledge, skills and understanding achieved into different areas of the curriculum and wider environments. This is applied consistently and independently</p>

The progress points describe the steps of achievement within I Can statements, from encountering to mastering, demonstrating finely graded progress for all pupils and a realistic pupil profile. Some pupils will move more quickly along the steps while those with more complex learning needs, may take longer to achieve them.

Teachers and support staff are clear on the role of assessment for learning in determining a pupil's progress including effective questioning and bounce-pounce, check-ins, scaffolding, planning evaluation, marking and feedback. Where appropriate pupils are aware of their next steps in learning and participate in assessments of their own and peers' achievements. All relevant assessments are collated and recorded against the I Can statements in the JCS system and a profile of ongoing progress from starting point is developed for analysis. This is shared with parents and carers in termly meetings and in the end of year report.

Determining Pupil Outcomes

1. Using our professional knowledge of the pupils and our ambitions for them we are able to identify what improvement constitutes aspirational progress. We examine research considering progress of pupils with complex learning and medical needs by Carpenter, Aird, Ouvry and others; taking into account the greater and different learning needs of this cohort and make adjustments to the DfE guidelines accordingly.
2. We use all this information to calculate a challenging rate of expected improvement over one Key Stage in Primary (KS1-2) and over two Key Stages (KS2-4) in Secondary for all pupils. We identify different ambitious rates of progress for different ability cohorts according to our research findings.
3. We quality assure our calculations against other schools in the Local Authority and nearby schools; and find them to be in line with progress rates in other similar schools. End of Key Stage Assessments for the DfE are evaluated and moderated with teachers, TAs and colleagues from other special schools to ensure that our practice is validated.
4. A robust curriculum in years 9-11 sets aspirational targets that are judged against nationally accredited criteria in Functional Skills. These are external moderated and judged by the appropriate external examination board.

PROGRESS OVER TIME		
	Aspirational Progress	
Cohort	KS1>KS2	KS2>KS4
Higher Ability	Minimum 2 Stages	Minimum 2.5 Stages
Middle Ability	Minimum 1.5 Stages	Minimum 2 Stages
Complex Needs	Individual	Individual

The Governing Board determines that all pupils should make at least aspirational progress, and end of Key Stage targets within English and maths are set accordingly. The long term target is then divided by four or five years (depending on the Key Stage of the pupil) to define the progress steps Aspirational annually. The majority of pupils are projected to make exceptional progress and individual tracking systems are monitored accordingly.

PROGRESS PER YEAR		
	Aspirational Progress	
Cohort	KS1>KS2	KS2>KS4
Higher Ability	Minimum 50%	Minimum 50%
Middle Ability	Minimum 37.5%	Minimum 40%
Complex Needs	Individual	Individual

Monitoring Progress

Pupil progress is rigorously monitored and analysed in a variety of ways. Interventions and actions are implemented and reviewed regularly. The school seeks external quality assurance from other schools to guarantee its decisions.

- Moderations against external criteria are at the end of KS1 and KS2 in line with end of key stage assessments for the DfE. These involve all relevant members of staff (leaders, teaching and support) and colleagues from other special schools. These are validated through Peer Reviews and Link Officer visits.

COHORT	MODERATION CRITERIA
Reception/year 1	EYFS Goals
Year 2	P Levels and Pre Key Stage Guidance
Year 6	P Levels and Pre Key Stage Guidance

- Pupil Progress meetings are held each term between the English and maths leaders and teachers. All pupils' progress is monitored through the assessment system and those pupils who are causing concern are identified and discussed. These meetings focus on reasons why the pupil may not be making the projected progress and other areas of progress made, such as EHCP and behaviour targets. Actions and interventions are devised; these are reviewed in the next cycle. Discussions and decisions are reported to the Headteacher who makes regular reports to the relevant Governing Board Committee termly.
- Education, Health and Care Plan relevant outcomes and targets are measured and analysed each term. Pupils are discussed with the appropriate leader and staff. Pupils that are causing concern will have additional interventions or resources allocated and this is reviewed in the next cycle. Discussions and decisions are reported to the Headteacher who makes regular reports to the relevant Governing Board Committee termly.
- Pupil progress is also monitored on a continuous cycle of learning walks, observations, moderations, planning and work scrutinies.

Individual Target Setting

In setting targets in maths and English for the coming academic year, teachers and teaching assistants consider each pupil using various criteria including:

- starting points;
- prior attainment and progress;
- ability;
- special needs and barriers to learning;
- health;
- individual contexts.

Professional judgement is a major contributor to this target setting process.

- Firstly, a pupil's starting point and prior attainment rate is considered in the context of that pupils' ability in comparison to others within the school.
- A calculation using the percentage progress for that pupil in terms of their considered ability is then made to determine the initial end of year target. The percentage represents an aspirational rate of progress for each pupil.
- This initial target score is then quality assured and, if necessary adjusted, using the criteria above.

JOHN CHILTON SCHOOL PROGRESS OVER TIME 2019

Headline statement

John Chilton School has analysed pupil progress over time and can evidence that overall pupils are making outstanding progress over time, between Key Stages, across maths and English. Pupils are making substantial and sustained progress considering their different starting points.

This judgement is based on the principle that pupils make aspirational progress towards meeting and exceeding their targets; for:

- KS1 to KS2, if 85% of pupils achieve exceptional progress over a four year period, then progress is judged to be "Outstanding".
- KS2 to KS4, if 85% of pupils achieve exceptional over a five year period, then progress is judged to be "Outstanding"

Where the percentage of pupils achieving exceptional progress is, within a small margin, close to but slightly below the 85% threshold, then other environmental factors will be taken into account (such as size of cohort; impact of medical issues etc.). Evidence of progress is examined in these cases from a range of sources including EHCP/Statements of SEN Outcomes and pupils' work through scrutinies.

Cohort Groups

Cohort groups are very small and there are even fewer pupils who were in the school consistently between the time points measured. There is a high mobility into the school in different year groups, especially Years 4, 5, 7 and 9. It is therefore important to look at progress across more than one time period to get a more accurate picture.

Key Stage 1- Key Stage 2

The results show that a large majority of pupils at John Chilton School, by the end of Year 6 have achieved aspirational progress between the Key Stages across English and maths. One pupil is 25% of the cohort and the final results need to take account of this. The pupil who did not make more than aspirational progress in this cohort has complex attachment and SEMH difficulties with personal family traumas over the year.

Cohort Results for Year 6 July 2019

Subject	Number of pupils	Aspirational Progress (Good)		More than Aspirational Progress (Outstanding)	
		Number	Percent	Number	Percent
Reading	4	4	100%	3	75%
Writing	4	4	100%	4	100%
Number	4	4	100%	4	100%

Cohort Results for Year 6 July 2018

Subject	Number of pupils	Aspirational Progress (Good)		Exceptional Progress (Outstanding)	
		Number	Percent	Number	Percent
Reading	6	6	100%	5	83%
Writing	6	6	100%	5	83%
Number	6	6	100%	5	83%

Cohort Results for Year 6 July 2017

Subject	Number of pupils	Aspirational Progress (Good)		Exceptional Progress (Outstanding)	
		Number	Percent	Number	Percent
Reading	7	7	100%	7	100%
Writing	7	7	100%	6	86%
Number	7	7	100%	6	86%

Key Stage 2- Key Stage 4

The results show that the majority of pupils at John Chilton School, by the end of Year 11 have achieved at least aspirational progress between the Key Stages across English and maths. The pupil that did not increase this in number has challenging medical needs which need long hospital stays and is a traveller. Additional interventions were put in place to ensure that they reached their aspirational target.

Cohort Results for Year 11 July 2019

Subject	Number of pupils	Aspirational Progress (Good)		More than Aspirational Progress (Outstanding)	
		Number	Percent	Number	Percent
Reading	8	8	100%	8	100%
Writing	8	8	100%	8	100%
Number	8	8	100%	7	87.5%

Cohort Results for Year 11 July 2018

Subject	Number of pupils	Aspirational Progress (Good)		Exceptional Progress (Outstanding)	
		Number	Percent	Number	Percent
Reading	3	3	100%	3	100%
Writing	3	3	100%	3	100%
Number	3	3	100%	3	100%

Cohort Results for Year 11 July 2017

Subject	Number of pupils	Aspirational Progress (Good)		Exceptional Progress (Outstanding)	
		Number	Percent	Number	Percent
Reading	3	3	100%	3	100%
Writing	3	3	100%	3	100%
Number	3	3	100%	3	100%

OVERALL:

Over the last three years the rates of progress over time have continued to remain at a high level. The numbers in the cohorts remain low.

- Both the boy and girl cohorts make the same levels of progress in English and maths
- Vulnerable pupils- such as those who are in receipt of the Pupil Premium or Looked after/Post Looked after Children (LAC/PLAC) - make the same levels of progress in both English and maths

- Pupils with complex physical and sensory difficulties, especially fine motor difficulties and speech, language and communication difficulties make a rate of progress that is expected when their additional needs are met through an investment in Assistive Technology; differentiated and concrete approaches to learning and appropriate interventions.

Performance Data from the Government

In addition to the school data here, Gov.Uk provide a Data Dashboard that provides snapshot of performance in a school, college or other further education and skills providers. The dashboard can be used by Governors, Staff, Parents and members of the public to check the performance of the school in relation to other pupils' performance in England. You can find the JCS Data Dashboard here:

<https://www.compare-school-performance.service.gov.uk/school/101969>

WHOLE SCHOOL PUPIL PROGRESS SEPTEMBER 2018-JULY 2019

PUPIL PROGRESS September 2018 – July 2019

KEY SKILLS (Y2-Y8)

	Reading				Writing				Number (Maths)			
	O	G	RI	I	O	G	RI	I	O	G	RI	I
No.	24	15	0	0	23	16	0	0	23	14	2	0
%	62%	38%	0%	0%	59%	41%	0%	0%	59%	36%	5%	0%
	Total pupils= 39											

Key Skills (Y2-Y8)

The results show that a large majority of pupils at John Chilton School, by the end of Year 8 have achieved aspirational progress across English and maths.

In number, 2 pupils (5%) made less than aspirational progress. One pupil has progressive syndrome and moved from Reception with play based learning to a more subject specific learning. He needs to be assessed against a non-subject specific assessment system in line with the recommendations from the Rochford Review. The second pupil joined us from main stream school having SEMH needs and a learning difficulty; tried in the structured pathway however clearly needed the nurture pathway which has emphasis on SEMH and nurture activities embedded throughout the day.

Action:

- Ensure that pupils are on appropriate curriculum and assessment pathway more swiftly
- To monitor closely progress of identified pupils in continuing years

FUNCTIONAL SKILLS (Y9-11)

	Reading				Writing				Number (Maths)			
	O	G	RI	I	O	G	RI	I	O	G	RI	I
No.	25	1	0	1	22	3	1	1	19	9	0	0
%	92%	4%	0	4%	81%	11%	4%	4%	68%	32%		
	Total pupils =27				Total pupils =27				Total pupils =28			

Functional Skills (Y9-11)

The results show that a large majority of pupils at John Chilton School doing Functional Skills, by the end of Year 11 have achieved aspirational progress across English and maths. One pupil is 4% of the cohort and the final results need to take account of this. The pupil who did not make aspirational progress in both reading and writing in this cohort has had long term absence due to major surgery. The second pupil who didn't make aspirational progress in writing has progressive syndrome, SEMH needs and refuses to use AT to support his writing despite being dyslexic.

Action:

- **Interventions**
- **Catch up work**
- **Home learning**
- **To monitor closely progress of identified pupils in continuing years**

Factors contributing to pupils' progress:

The rates of progress demonstrated are evidence that the implemented systems and procedures for improving teaching and learning are having a positive impact. These include:

- Ability and cohort sets that allow or specific appropriate teaching approaches to be used in different groups
- Lesson Study research to better understand pupils' learning styles and needs
- Peer observations that are used as reflective learning opportunities
- Robust and collegiate moderations and work scrutinies
- Subject leader input through planning and work scrutinies, team teaching and modelling
- Regular and rigorous pupil progress meetings
- Booster groups and interventions
- SEMH and wellbeing interventions
- Therapy programmes that support readiness to learn
- Liaison with parents and carers about improving attendance; how to support learning at home and especially additional input for an extended planned absence such as an operation and recovery

Pupil Population R/Y1

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. However, at John Chilton School we recognise that our younger pupils have missed essential experiential learning opportunities and so we continue the EYFS approach through Year 1.

Assessment in the Early Years follows the school assessment policy. This takes the form of Assessment for Learning during learning activities, including self and peer assessment at an age appropriate level, regular observation and planned assessment activities. We also include information from parents and families about observed progress at home.

We record judgements against the EYFS Profile. Each child's level of development is recorded against 13 assessment scales derived from the Early Learning Goals (ELGs). We also use the School's Onwards and Upwards assessment system to record and track progress as, due to pupils in R/1 enter school at a significantly lower level of attainment than national expectations, the EYFS profile does not accurately register the subtle progress that pupils make.

In 2018-2019, there were 8 pupils in Reception/Year 1 (R/1) that completed the whole academic year. All pupils made aspirational progress against the ELGs from their individual starting points/baseline.

One pupil joined later in the year and was not counted in the final cohort due to the length of time he had been in the school. The second pupil was with us for an emergency placement by the Local Authority and has since moved to an appropriate ASD/ PMLD placement.

	Gender	SLD	MLD	SLD& ASD	SLD&PD	MLD&PD	Pupil Premium	LAC
Male	3	0	1	0	1	1	3	0
Female	5	2	0	1	2	0	5	0
Total	8	2	1	1	3	1	8	0

Factors contributing to pupils' progress

The Reception/Year 1 curriculum is based on child led learning through play in an enabling environment. The teacher is a very experienced and outstanding early years practitioner. The team consists of a qualified Nurse, Nurse, Teaching and Learning Assistant and a Special School Support Assistant.

- Investment in redesigning the outdoor learning space which is used extensively to promote exploratory and problem solving skills
- Personalised plans for identified individuals that Inclusive Intensive Interaction
- Communication rich environment that uses alternative and augmentative approaches to communication
- Strong links with parents
- Therapy programmes embedded into the school day
- Sensory circuits
- Weekly team development and planning meetings led by the EYFS teacher
- Switch operated toys and exploratory resources
- Relaxation
- Hydrotherapy
- Structure, routines and cues

Pupil Population Blue Pathway Y3-Y10

In 2018-2019, there were 26 pupils in Year 3-Y10 that completed the whole academic year. Following Pupil Progress discussions, professionals involved are confident that all pupils made aspirational progress from their individual starting points based on level of need and ability. One pupil joined later in the year and was not counted in the final cohort due to the length of time he had been in the school.

Pupil Population 6th Form

The Post 16 department has been established for two years. Pupils follow a two year rolling programme of units based on the Preparing for Adulthood outcomes from the DfE. The course is very practical and embedded through real life, functional settings.

Assessment in the Post 16 Department follows the school assessment policy. This takes the form of Assessment for Learning during learning activities, including self and peer assessment at an age appropriate level, regular observation and planned assessment activities.

In 2018-2019, there were 7 pupils in 6th Form that completed the whole academic year. All pupils made aspirational progress from their individual starting points in the different areas; Life Skills, Work and Employment, Health and Wellbeing, Friends and Relationships

	Gender	SLD	MLD	SLD& ASD	SLD&PD	MLD&PD	Pupil Premium	LAC
Male	5	1	0	0	4	0	1	0
Female	2	1	0	0	1	0	0	0
Total	7	2	0	0	5	0	1	0

Factors contributing to pupils' progress

The Post 16 curriculum is based on preparation for adulthood through practical and functional activities in a real life setting. Pupils attended community settings two days a week.

- Personalised plans for identified individuals that assistive technology and AAC
- Communication rich environment that uses alternative and augmentative approaches to communication
- Strong links with community providers such as the library, college, MENCAP
- Therapy programmes embedded into the school day
- Weekly team development and planning meetings led by the Post 16 teacher
- Relaxation
- Hydrotherapy
- Two-day community links
- Access to community facilities and work experience such as Green Corridor