



# Analysis & Evaluation of Pupil Attainment and Progress September 2018

ACADEMIC YEAR Sept 2017/ July 2018

## School/College Context

NOR	Boys:Girls	ELIGIBILITY FOR PUPIL PREMIUM			Overall attendance -ACTUAL- [%]	No. of pupils with below 85% attendance [%]	Exclusions	
		Free School Meals FSM Ever6 [#/%]	Children in Public Care (Looked After Children/LAC) [#/%]	HM Forces (Service Children PP) [#/%]			Fix	Per
Sept 168 July 176	75%:25%	55 Pupils (32%)	6 Pupils (+3 ex LAC)	1 Pupil	92.55%	Pupils 11%	4	0

*(Number of pupils in each data set (blank if not applicable))*

EYFS	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4		KS5
R	Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr10	Yr 11	Post 16
							B:G	B:G	B:G	B:G	B:G	B:G
							:	:	:	:	:	:
Phase total 23	Phase total 40	Phase total 113					Phase total 0			Phase total 0		Phase total 0

### Type/s of SEND across provision

- Cognition & Learning x
- Communication & Interaction x
- BES Development Needs
- Sensory / Physical x
- Complex Learning Needs x

### Degree of Learning Difficulties across Provision

PMLD x    MLD x            SLD x

### Categories of Need Catered for across Provision

ASD x    BESD     HI x    MSI x    PD x    SLCN x    SpLD x    VI x

### Summary Comment

#### 1. Latest Ofsted Inspection March 2014

Category	Rating
Overall Effectiveness	1. Outstanding
Achievement of Pupils	1. Outstanding
Quality of Teaching	1. Outstanding
Behaviour and Safety of Pupils	1. Outstanding
Leadership and Management	1. Outstanding

2. **Provision (Age Range):** 3-11 years    Pre-school groups are organised on both sites for babies and toddlers identified with SEND.
3. **Statements / EHC Plans:** All pupils at our school should have EHC Plans, during the academic year 2017 -18 there was one pupil who was placed for assessment.
4. **Specialist provision:** ASD and Nurture Groups on both sites.
5. **NOR trend:** Numbers on roll have increased annually, and this year as the Local Authority have required more pupils to be placed across both sites.
6. **Boy: Girl ratio trend:** 75% : 25%
7. **Heritage and cultural backgrounds    see chart**

White British 76.5%    Other Ethnic Minority groups 33.5%

## SUMMARY OF ACHIEVEMENT

The vast majority of pupils at Rowan Gate Primary School made good or outstanding progress from their starting points during the academic year 2017-2018.

The vast majority have made expected or better progress in English, Maths and Science. The expected progress has been moderated and agreed by the Northamptonshire Special School Data Group – a cross county group, working together to ensure secure judgements are made.

All groups of pupils achieve well, with no significant variation based on gender, race, language, Pupil Premium entitlement or need.

The number of pupils on roll grew throughout the course of the year and the gender ratio remains steady, with many more boys than girls.

The number of children who present with social and welfare issues remains high, which indicates the complexity of backgrounds for many children.

There were 1023 concerns reported by staff during the course of the year. There were 13 referrals to the Multi Agency Safeguarding Hub during the year. 10 Early Help Assessments were opened, 6 EHA's were closed. 2 pupils were made subject to child protection plans over the year. 18 Child in Need plans were managed by the Family Liaison Team. 4 pupils had looked after child status.

Whole school attendance has remained steady this year, at 92.99%, despite persistent absence of 2 pupils related to medical needs. The Family Liaison Team have worked hard to reduce the number of pupils with attendance below 85% - A reduction from 17% to 11%.

There are a number of pupils with complex medical needs on roll, and attendance can be erratic for this group. There are four children in school who have Personal Resuscitation Plans in place. The Leadership team are committed to working with families to establish arrangements which are in the best interests of each individual child in these circumstances.

A picture of sustained progress across KS1 is evident this year, with the average step change for pupils in Reading - 2.8, Writing - 2.8 and Number - 3.3.

Expected step change at KS1 is 1 whole step change, as a result 100% pupils made expected progress in Number, Reading and Writing.

For pupils in receipt of Pupil Premium in KS1 average step changes are as follows: Reading 2.7, Writing -2.9 and Number -3.7.

The work scrutiny and Lesson observations as well as the assessment processes indicate the very positive impact of a more practical approach to learning, as well as the introduction of Kinetic Letters and Clicker 7 to support pupil's pre-writing skills.

In KS2 the average step change is Reading 2.5, Writing 2.2 and Number 3.1.

Expected step change at KS2 is defined as 2 whole step changes, as a result 84% pupils made expected progress in Number, 74% in Writing and 74% in Reading.

For pupils in receipt of Pupil Premium in KS2 average step changes are as follows: Reading 2.5, Writing -2.3 and Number -3.4

Structured work with receiving secondary schools begins in the Summer Term, ensuring that KS2 pupils are well prepared for the next stage of their education.

Pupils who did not make vertical progress are those with Profound and Multiple Learning disabilities. These Pupils made expected progress towards agreed EHCP targets. The assessment system that has been designed and adopted for 2018 -2019 ensures that all pupil progress can be tracked effectively.

**The evidence indicates that pupils make substantial progress in each year group and sustained progress across Key Stages.**

Pupil progress against Salford and Vernon standardised tests indicate outstanding progress in the majority of pupils who are able to access the tests in reading and spelling. Many pupils achieved accelerated progress in these areas from July 2017 –July 2018, making more than 12 months' progress against the tests in a 12-month period.

There are no pupils in either Key Stage who were able to access the National formal tests, although levels were formally reported as required by DfE.

The complexity of pupils' needs is a challenge and teachers strive to understand the individual child and the specific barriers to their learning in order for them to achieve their potential.

The leadership team have judged the vast majority of pupil progress as good or outstanding, taking in to account the 'whole child' and their individual circumstances. Scrutiny of work and lesson observations support this view, as well as analysis of EHCP targets.

The progress of each child is monitored throughout the year at Pupil Progress meetings, where each child is discussed individually and any barriers or concerns are identified. This ensures that swift action can be taken in order to ensure progress.

The development of Pupils' communication, independence and emotional well-being and behaviour prepares them well for the next phase of their education.

All evidence of progress is shared throughout the year as part of a formal peer review process, where it has been agreed that pupil progress is Outstanding. (See Peer Review Report).

Therefore, Achievement at Rowan Gate Primary School is consistently good, with the majority of pupils making outstanding progress.

## Achievement of vulnerable groups or other sub-groups against whole-school data

### Achievement of Vulnerable Groups/Sub Groups

- **Degree of Learning Difficulty:**  
The change in curriculum and has had a positive impact upon progress for all pupils, and there are no longer any significant variations in the progress of pupils according to the degree of Learning difficulty or specific SEN.
- **Gender:** There are some minor variations in the data when analysed by gender, but no significant variation between groups.
- **FSM Ever6 (Free School Meals):** There are very slight variations in the data when analysed by FSM entitlement but no significant variation.
- **LAC:** There are no significant variations in the data when analysed by Looked After status. The progress of LAC pupils is carefully monitored by the Deputy Head teacher, who is able to target additional support for pupils as needs arise.
- **Ethnicity** There are no significant variations in the data when analysed by Ethnicity.
- **EAL:** There are no variations in the data which are significant when analysed by First Language. Pupils who arrive in the UK with limited or no English are supported by Language Assistants who ensure that this is not an additional barrier to their learning, and help teachers assess the child's levels of comprehension and expression.

**In conclusion, the barriers to learning faced by pupils at our school are individual and depend largely on the child's level of learning difficulty or disability. Many pupils have complex diagnoses, which mean that they face multiple challenges to learning, and approaches are personalised to support each child achieve their potential.**

## Achievement of Pupils in the EYFS classes

The vast majority of pupils in EYFS classes made substantial progress in all areas of the curriculum throughout the year.

Pupils in the EYFS make consistently good progress, as evidenced by their learning journeys and EYFS profiles.

Tracking of individual data shows that most children make outstanding progress, with average step changes as follows: Reading 2.14, Writing 2.14 and Number 2.24 as evidenced in B Squared assessments.

This is evidenced in pupil's learning journeys as well as formative and summative assessments.

Pupil's progress in EYFS has been externally moderated by Northamptonshire County Council and all judgements were agreed to be accurate.

Therefore, the evidence shows that pupil outcomes are outstanding in EYFS classes and that pupils are well prepared for the next stage of their education.