

# Progress and Attainment Report for Governors and Parents 2016 / 2017



‘Highly aspirational for everyone’

## Assessment of progress and attainment at Regency High School

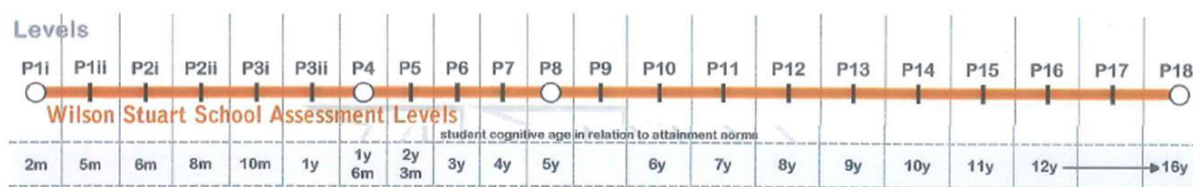
The government has advised that pupil attainment and progress is now measured using chronological age. Each expectation is clearly defined and pupils are judged as being; at, below or exceeding these expectations for their chronological age.

At a special school like Regency High School this is not always appropriate as the vast majority of our pupils are working below their chronological age but from their assessed starting points, they make great steps in progress.

Following thorough research of the assessment tools available we have recently invested in a system that can be applied to pupils in the age range of 3 to 19. It clearly shows each pupils’ individual steps in progress. The system is called SOLAR (Special On Line Assessment and Recording).

This includes use of the Wilson Stuart Special School steps (Wilson Stuart school has been judged outstanding by Ofsted in their last 5 inspections) ‘P’ (performance) steps are used to record evidence of progress, set targets and to share goals achieved.

## Progress Steps



## DfE Performance Data

We are compared with all schools, including mainstream schools. This data, therefore, does not give an accurate reflection of the progress our pupils make. This is why it is very important that we have our own rigorous tracking and monitoring system. We have termly pupil progress meetings where we discuss pupils individually and whether they are making appropriate progress to meet their targets, and if not, identify any additional support needed.

[Link to the school performance table for Regency High School](#)

<https://www.compare-school-performance.service.gov.uk/school/140261?tab=workforce-and-finance>



Department  
for Education

Government advice:

The Government announced that schools needed to create their own assessment systems involving the following principles:

- Give reliable information to parents about how their child, and their child's school, is performing.
- Help drive improvement for pupils and teachers.
- Make sure that the school is keeping up with external best practice and innovation.

### **What this looks like at Regency High School**

The Government has removed the framework of National Curriculum levels and tasked all schools across the country with finding a suitable and appropriate assessment system to meet the needs of its pupils. For us this has led to the opportunity to move away from B Squared, which has served us well for a number of years in measuring small steps but has increasingly not matched the curriculum that we want to deliver. At Regency High School we chose to use a new web based software tool called **Solar**.

Solar has the advantage of covering all assessment needs under one umbrella as well as providing us with some data analysis ability. Previously we had used CASPA, which enabled us to compare our progress with similar pupils around the UK. Like other schools we will lose much of this ability, as schools around the country will be using different assessment systems to record progress. The expectation is that as Wilson Stuart P Steps are adopted by more and more schools nationally that moderation opportunities will arise.

## Progress expectations

The progress expectations are based on the pupils making progress that would put them in the Upper Quartile (top 25% nationally).

END OF KS2 to KS3 -			END OF KS3 to KS4 -		
END OF YEA R 6	WS P Steps	END OF YEA R 9	END OF YEA R 9	WS P Steps	END OF YEA R 11
P16	+2	P18	P17	+1	P18
P15	+2	P17	P16	+1	P17
P14	+2	P16	P15	+1	P16
P13	+2	P15	P14	+1	P15
P12	+2	P14	P13	+1	P14
P11	+2	P13	P12	+1	P13
P10	+3	P13	P11	+1	P12
P9	+3	P12	P10	+1	P11
P8	+3	P11	P9	+1	P10
P7	+2	P9	P8	+1	P9
P6	+2	P8	P7	+1	P8
P5	+1	P6	P6	+1	P7
P4	+1	P5	P5	+1	P6
P3ii	+1	P4	P4	+1	P5
P3i	+2	P4	P3ii	+1	P4
P2ii	+2	P3ii	P3i	+1	P3ii
P2i	+1	P2ii	P2ii	+0	P2ii
P1ii	+1	P2i	P2i	+1	P2ii
P1i	+0	P1i	P1ii	+0	P1ii
			P1i	+0	P1i

## PROGRESSION GUIDANCE AT REGENCY HIGH SCHOOL - SEPTEMBER 2016

Progression Guidance is a group of Government produced Data Sets that are used to compare progress for pupils with SEND based on age and starting level. They enable schools to benchmark and compare the progress of their students against similar students nationally. Since the removal of levels nationally it has become more complicated as schools use different measuring systems to assess pupils.

Progression Guidance is still important to us at Regency High School and we have used gradients taken from it to inform our target setting.

### End of Key Stage Data – Key Stage 3.

To increase validity of the results, due to small cohort numbers these are shown for a period of three years, the results have been amalgamated. Results are shown for Progression Guidance data from the national figures.

With regard to Progression Guidance data, 53% of pupils are achieving in the upper quartile. Pupils perform particularly well in maths.

English provision will be reviewed to establish appropriate interventions / subject leadership to support further progress for pupils currently achieving in the lower quartile for English. 88% of pupils have achieved in the middle and upper quartiles for English. The appointment of a new subject leader, in conjunction with a timely assessment programme, should lead to improvements in attainment for all pupils in English.

English KS3	Lower Quartile %	Median %	Upper Quartile %
2012 – 2015	5%	35%	60%
2013 - 2016	4%	7%	89%
2014 - 2017	12%	29%	59%
National Figures	25%	50%	25%

Maths KS3	Lower Quartile %	Median %	Upper Quartile %
2012 – 2015	0%	20%	80%
2013 - 2016	6%	19%	75%
2014 - 2017	0%	6%	94%
National Figures	25%	50%	25%

### End of Key Stage Data – Key Stage 4.

To increase validity of the results these are shown for a period of two years, the results have been amalgamated. Results are shown for Progression Guidance data.

English KS4	Lower Quartile %	Median %	Upper Quartile %
2013– 2015	0%	35%	65%
2014 - 2016	0%	4%	96%
2015 - 2017	0%	22%	78%
National Figures	25%	50%	25%

Maths KS4	Lower Quartile %	Median %	Upper Quartile %
2013– 2015	0%	22%	78%
2014 - 2016	0%	17%	83%
2015 - 2017	0%	31%	69%
National Figures	25%	50%	25%

Pupils continue to exceed national figures although it has been noted that there has been a reduction in the upper quartile results for English for 2014 – 2017; subject leaders will continue to monitor the opportunities provided to ensure pupils make appropriate progress in the upper quartiles.

### End of key stage 3 in receipt of pupil premium

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (8 pupils)	0%	0%	100%
Maths (8 pupils)	0%	0%	100%

### End of key stage 4 in receipt of pupil premium

2014 – 2017 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (8 pupils)	0%	75%	25%
Maths (8 pupils)	0%	80%	20%

All pupils in receipt of pupil premium performed in at least the median quartile range for progress. Cohort numbers are however low (8) so results need to be interpreted with some caution. Pupils in KS3 made upper quartile progress whereas in KS4 most pupils perform in the median quartile range. This is noted as an element to track to ensure learning opportunities are provided to extend pupils to perform within the upper quartile range.

### End of key stage 3 girls

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (4 pupils)	25%	50%	25%
Maths (4 pupils)	0%	25%	75%

### End of key stage 3 boys

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (17 pupils)	5%	35%	60%
Maths (17 pupils)	0%	18%	82%

In KS3 girls make more progress in Maths than in English this has been tracked and opportunities for access to English increased. (Please note small cohort numbers here in terms of interpretation of results). Boys on the whole perform evenly across English and Maths and are at least in the median quartile in terms of progress.

### End of key stage 4 girls

2014 – 2017 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (9 pupils)	0%	55%	45%
Maths (9 pupils)	0%	33%	67%

### End of key stage 4 boys

2014 – 2017 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (13 pupils)	0%	55%	45%
Maths (13 pupils)	0%	23%	77%

English for KS4 results show that pupils achieve or exceed expectations. All pupils are performing in the median and upper quartiles. This is based on a small cohort again (9 in KS3 and 13 in KS4).

### End of key stage 3 LAC

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (1 pupils)	0%	0%	100%
Maths (1 pupils)	0%	0%	100%

### End of key stage 3 NON LAC

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (20 pupils)	10%	45%	45%
Maths (20 pupils)	0%	25%	75%

LAC pupils in KS3 perform well in the upper quartile in comparison to their peers. Interpretation is viewed with caution due to small numbers of LAC pupils (1).

### End of key stage 4 LAC

2014 – 2017 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (0 pupils)	0%	0%	0%
Maths (0 pupils)	0%	0%	0%

### End of key stage 4 NON LAC

2014 – 2017 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (22 pupils)	0%	27%	73%
Maths (22 pupils)	0%	68%	32%

Non LAC pupils in KS4 perform well with 100% of pupils meeting or exceeding their targets in English and Maths.

**End of key stage 3 EAL** – Cohort numbers are very low and need to be interpreted with caution but it appears that this pupil performed well in the upper quartile.

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English ( 1 out of 21 pupils)	0%	0%	100%
Maths (1 out of 21 pupils)	0%	0%	100%

**End of key stage 4 EAL – 1 pupil.**

2014 – 2017 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English ( 1 out of 22 pupils)	0%	100%	0%
Maths ( 1 out of 22 pupils)	0%	100%	0%

Cohort numbers are very low and need to be interpreted with caution but it appears that this pupil performed well in the upper quartile.

#### Whole school data:

The following results have been obtained using data from CASPA. The coloured indicators show whether pupils have met, not met or exceeded their target predicted for them by CASPA relative to their age / prior attainment. The results are based on an analysis of data from September 2016 to July 2017.

#### Free school meals

Pupils in receipt of free school meals perform as well as if not slightly better than their peers, this is continually monitored to ensure this continues to improve.

Percentage of pupils (174)	Non Free School Meals 122 (70%)	Free School Meals 54 (30%)
Green	26 (19%)	15 (29%)
Amber	49 (33%)	30 (58%)
Red	25 (18%)	7 (13%)

### Pupil Premium

Pupils in receipt of pupil premium performed as well as if not slightly better than their peers, this is continually monitored to ensure this continues to improve.

Percentage of pupils (174)	Non –pupil premium 122 (70%)	Pupil premium 54 (30%)
Green	26 (19%)	15 (29%)
Amber	49 (33%)	30 (58%)
Red	25 (18%)	7 (13%)

### Gender

Girls slightly outperform boys with 90% meeting or exceeding their targets, compared to 84% of boys.

Percentage of pupils	Boys (123)	Girls (51)
Green	26 (21%)	20 (39%)
Amber	58 (47%)	26 (51%)
Red	39 (32%)	5 (10%)

### Ethnicity

Ethnic minority pupils very slightly underperform British pupils with 74% meeting or exceeding their targets as opposed to 75% of British pupils. Both groups are performing better than the national average.

Percentage of pupils	(155) White British	(19) Ethnic Minority Pupils
Green	30 (19%)	5 (26%)
Amber	87 (56%)	9 (48%)
Red	38 (25%)	5 (26%)

### Core Subjects

Pupils perform particularly well in Maths with 92% of pupils meeting or exceeding their targets. However, 51% exceed their targets in Science.

Percentage of pupils	English	Maths	Science
Green	85 (49%)	103 (60%)	89 (51%)
Amber	66 (38%)	56 (32%)	67 (38%)
Red	23 (13%)	15 (8%)	18 (10%)



## Degree of Learning Difficulty

Percentage of pupils	PMLD	MLD	SLD
<b>Green</b>	1 (5%)	25 (29%)	14 (21%)
<b>Amber</b>	18 (86%)	42 (49%)	40 (60%)
<b>Red</b>	2 (9%)	19 (22%)	13 (19%)

Total pupils in school 174

### KEY STAGE 4 / 5 DATA

KS4 / KS5 results for academic studies within KS4 curriculum

Subject Results / No.	GCSE Grade	Number of pupils achieving these levels				Total
		Level 1	Entry Level 3	Entry Level 2	Entry Level 1	
Science	3, 3					2
Maths	5,5,5	1	10		5	19
Citizenship	5,5,3,					3
English			6	14	2	22
ICT functional skills						
BTEC Sport and Leisure Award						
PE			3	6	8	17
Art	3,3					2
History	5,5,5, 3,3,2		2	2		10
Geography						
Business Studies			2	3		5
ASDAN PSD						
D & T					9	

Key academic achievement in KS5 accreditation

Subject Results / Nos.	Entry level 2	Entry level 3	Level 1	Level 2
Certificate in Skills for Employment, Training and Personal Development		6	6	6
Award in English Skills		6		
<b>Award in Maths Skills</b>		<b>6</b>		