

Progress and Attainment Report for Governors and Parents 2017 / 2018



'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.

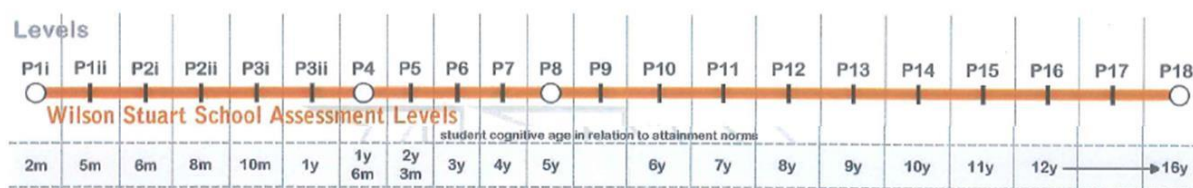
At a special school like Regency High School this is not always appropriate as the vast majority of our pupils are working below their chronological age but from their assessed starting points, they make great steps in progress.

Following thorough research of the assessment tools available we have invested in a system that can be applied to pupils in the age range of 3 to 19. It clearly shows each pupil's 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, at Regency High School, we call the system Regency Steps; and have adapted some aspects so it is bespoke to our curriculum.

Progress Steps and age equivalents

See appendix 1.



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 half 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 national framework of assessment levels and tasked all schools across the country with finding a suitable and appropriate assessment system to meet the needs of its pupils. At Regency High School we use a web based software tool called **Solar**.

Solar has the advantage of covering all assessment needs under one umbrella as well as providing us with valid and robust data from which to determine the quality of our teaching and learning. SOLAR includes 'Regency Steps', - Regency Steps are based on data collated across a range of special schools and based on progression guidance to determine appropriate progress over time from the baseline or given starting point.

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

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 Regency Steps data, 43% of pupils are achieving in the upper quartile in KS3 English and 48% in Maths. In Key stage 3 pupils perform particularly well in English. 96% of pupils have achieved in the middle and upper quartiles for English, these figures exceed the national figures.

There has been a drop in attainment in Maths since the last data set – it should be noted that this coincides with a change to the assessment systems used (SOLAR). SOLAR produces robust and valid data. This data covers clear and specific descriptors and allows for outcomes to be scrutinised and moderated effectively through in school systems of work scrutiny and pupil progress / phase meetings.

Mathematics provision will be reviewed to establish appropriate interventions / subject leadership to support further progress for pupils currently achieving in the lower quartile for Maths, as well as supporting pupils in moving from the middle to the upper quartile. The appointment of a new subject leader, in conjunction with a timely assessment programme and clear flight paths, will lead to improvements in attainment for all pupils in Maths.

English KS3	Lower Quartile %	Median %	Upper Quartile %
2014 - 2017	12%	29%	59%
2017- 2018	4%	53%	43%
National Figures	25%	50%	25%

Maths KS3	Lower Quartile %	Median %	Upper Quartile %
2014 - 2017	0%	6%	94%
2017 - 2018	6%	46%	48%
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 Regency Steps data.

English KS4	Lower Quartile %	Median %	Upper Quartile %
2015 - 2017	0%	22%	78%
2017- 2018	22%	61%	17%
National Figures	25%	50%	25%

Maths KS4	Lower Quartile %	Median %	Upper Quartile %
2015 - 2017	0%	31%	69%
2017 - 2018	58%	26%	16%
National Figures	25%	50%	25%

We believe that on reviewing Maths in Key stage 4 (where it shows currently that 58% of pupils are in the lower centile) it became apparent that the previous assessment and tracking system did not provide valid data. The subject was also lacking in moderation of work prior to the recording of teacher assessment data. The previously used assessment system did not always match the accreditation specifications leading to confusion about the planned opportunities required for their effective achievement. We feel that in some cases this resulted in pupils being entered for accreditations that they were not in a position to achieve.

Over the last year the use of SOLAR as a bespoke assessment system has removed these issues. Staff can now effectively record accurate data and plan effective next steps (learning steps) using clearly identified assessment strands, they are more able to use this information to enter pupils onto the correct accreditations for accurate and appropriate progress.

The noted reduction in the upper quartile results for English and Maths in Key Stage 4, will improve now that we have accurate starting points for all pupils based on appropriate accreditations that fit with their stage of learning. Alongside this subject leaders will be monitoring lesson opportunities and ensuring that future moderation occurs. Teaching staff will all be part of the review of data and hold half-termly pupil progress meetings – issues with pupil progress will be highlighted and responded to more readily.

End of key stage 3 in receipt of pupil premium

2015 – 2018 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (36 pupils)	9%	59%	32%
Maths (36 pupils)	5%	54%	41%

End of key stage 4 in receipt of pupil premium

2015 – 2018 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (18 pupils)	22%	33%	44%
Maths (18 pupils)	56%	11%	33%

For key stage 3 91% of pupils performed in the middle or upper quartiles in English compared to 95% in maths. Across Key stage 4, 77% were performing in these quartiles for English and 44% for maths. Maths is a focus for further analysis and the recent appointment of a maths lead alongside clear flight paths for progress will ensure higher rates of progress over the next year. This is noted as an element to track, to ensure learning opportunities are provided to extend pupils are given the opportunity to perform within the upper quartile range.

End of key stage 3 girls

2015 – 2018 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (32 pupils)	0%	65%	36%
Maths (32 pupils)	8%	38%	54%

End of key stage 3 boys

2015 – 2018 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (58 pupils)	6%	48%	47%
Maths (58 pupils)	8%	41%	50%

In KS3 girls make more progress in English than in Maths this has been tracked and further opportunities for access to Maths will be given consideration, led and developed by the new subject lead.

Boys perform slightly better in English than Maths in Key stage 3. In English 95% of pupils perform within the middle and upper quartiles compared to 91% in Maths, this will be given consideration at pupil progress meetings.

End of key stage 4 girls

2015 – 2018 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (10 pupils)	0%	83%	17%
Maths (10 pupils)	40%	20%	40%

Key stage 4 girls perform better in English than Maths, the higher percentage of pupils in the lower quartile is an area for development alongside the subject lead. Key stage 4 girls perform in either the middle or upper quartiles for English.

End of key stage 4 boys

2015 – 2018 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (36pupils)	21%	63%	17%
Maths (36 pupils)	58%	24%	19%

Key stage 4 boys perform better in English than Maths. There is a notable dip in progress compared to girls in English in Key Stage 4. Consideration of strategies to ensure that boys and girls achieve or exceed expectations in English and Maths in Key stage 4 has been communicated to subject leaders.

End of key stage 3 LAC

2015 – 2018 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (11pupils)	20%	60%	20%
Maths (11pupils)	20%	60%	20%

End of key stage 3 NON LAC

2015 – 2018 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (133 pupils)	4%	54%	43%
Maths (133pupils)	8%	46%	47%

LAC pupils in KS3 perform mainly in the middle quartile and it has been noted that in comparison to their Non LAC peers, 20% of pupils are in the lower quartile. LAC pupils perform equally well in both Maths and English in comparison to their non LAC peers.

End of key stage 4 LAC

2015 – 2018 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (4 pupils)	0%	100%	0%
Maths (4 pupils)	0%	100%	0%

End of key stage 4 NON LAC

2015 – 2018 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (50 pupils)	17%	67%	17%
Maths (50 pupils)	55%	19%	26%

LAC pupils in KS4 perform well with 100% of pupils meeting or exceeding their targets in English and Maths. For non LAC pupils in KS4, 84% of pupils are performing in the middle and upper quartiles for English but in Maths the majority of KS4 pupils are in the lower quartile. This will be tracked and monitored with a view to increasing numbers of pupils performing in the middle and upper quartiles..

End of key stage 3EAL – Cohort numbers are very low and need to be interpreted with caution but these pupils performed well in the middle and upper quartiles.

2015 – 2018 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (3pupils)	0%	46%	54%
Maths (3 pupils)	0%	32%	68%

End of key stage 4EAL –With a slightly larger cohort it is evident that Key stage 4 pupils make more progress in maths and perform in the middle and upper quartiles. In English performance is across all quartiles, 67% perform across middle and upper quartiles but the 33% in the lower quartile have been noted for monitoring and half termly progress checks.

2015 – 2018 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (17pupils)	33%	33%	34%
Maths (17pupils)	0%	33%	67%

Whole school data:

The following results have been obtained using data from SOLAR. The coloured indicators show whether pupils have met, not met or exceeded their target predicted for them by SOLAR relative to their age / prior attainment. The results are based on an analysis of data from September 2017 to July 2018.

Free school meals

Pupils in receipt of free school meals perform slightly less well than their peers with 74% achieving the middle or higher quartiles; this is continually monitored to ensure this improves.

Number of pupils (174)	Non Free School Meals 122 (70%)	Free School Meals 54 (30%)
Green	36%	26%
Amber	47%	48%
Red	17%	26%

Pupil Premium

Pupils in receipt of pupil premium perform slightly less well than their peers with 72% achieving the middle or higher quartiles; this is continually monitored to ensure this improves.

Number of pupils (174)	Non –pupil premium 122 (70%)	Pupil premium 54 (30%)
Green	36%	26%
Amber	47%	48%
Red	17%	26%

Gender

Girls slightly outperform boys with 88% meeting or exceeding their targets, compared to 71% of boys.

Percentage of pupils	Boys (123)	Girls (51)
Green	34%	31%
Amber	37%	57%
Red	29%	12%

Ethnicity

Ethnic minority pupils very slightly outperform British pupils with 85% meeting or exceeding their targets as opposed to 84% of British pupils. Both groups are performing better than the national average.

Percentage of pupils	(155) White British	(19) Ethnic Minority Pupils
Green	34%	30%
Amber	50%	55%
Red	16%	15%

Core Subjects

Pupils perform particularly well in English with 92% of pupils meeting or exceeding their targets. In science 83% meet or exceed their targets and in Maths 79% exceed or meet their targets.

Percentage of pupils	English	Maths	Science
Green	38%	33%	39%
Amber	54%	46%	44%
Red	8%	21%	17%

Degree of Learning Difficulty

Pupils in PMLD and SLD perform better than pupils in the MLD population within school, with 81% meeting or exceeding their targets compared to 77% MLD pupils meeting or exceeding targets.

Percentage of pupils	PMLD	MLD	SLD
Green	26%	25%	25%
Amber	55%	52%	56%
Red	19%	23%	19%

Key Stage 4 / 5 data 2017/2018

This year has seen a considerable increase in the number of entries and successes for qualifications and accreditations. Particularly good results are noted for English, with high numbers of pupils being entered for and achieving accreditations across all levels.

2015 - 2018	English	Maths	Science	Totals
	Number of pupils			
EL1	2 (3%)	4 (11%)	6 (21%)	12
EL2	9 (14%)	12 (32%)	14 (50%)	35
EL3	33 (55%)	17 (44%)	8 (29%)	58
L1	12 (20%)	4 (11%)		16
L2		1 (2%)		1
GCSE				
Grade 1				
Grade 2	1 (2%)			1
Grade 3	1 (2%)			1
Grade 4	1 (2%)			1
Grade 5	1 (2%)			1
	60	38	28	

Qualifications in English	Level	Number of pupils
AQA Functional skills English	L1	12
Step up to English Silver	EL1	2
Step up to English Silver	EL2	9
Step up to English Gold	EL3	33
GCSE English - level 2	Grade 5	1
GCSE English - level 2	Grade 4	1
GCSE English - level 2	Grade 3	1
GCSE English - level 2	Grade 2	1

Qualifications in Maths	Level	Number of pupils
AQA functional skills Maths	L1	4
AQA Maths	EL 1	4
AQA Maths	EL2	12
AQA Maths	EL3	17
AQA functional skills Maths	L2	1

The SOLAR system that has now been used for the past 18 months has proved to show that this will not be the case for the future. The flight path features of the system will also allow subject leaders and class teachers to see the predicted path at

an earlier stage in the pupil's learning progress.

Qualifications in Science	Level	Number of pupils
OCR Science	EL1	6
OCR Science	EL2	14
OCR Science	EL3	8

Key Stage 4 / 5 data 2017 – 2018 - Broad, balanced curriculum results

At Regency High School pupils experience a broad and balanced curriculum – a range of options and opportunities are made available for pupils to follow and are revised annually to best reflect the needs of each cohort. This year pupils made good progress across a range of subjects – each one pertinent to the pupils following them.

Subject	Level	Number of pupils
BTEC ICT	EL2	12
BTEC ICT	EL3	14
Educas GCSE Art	Grade 2	3
Educas GCSE Art	Grade 3	1
Business studies	EL1	2
Business studies	EL2	1
Creative media & performing arts - award	EL2	3
WJEC Creative media & performing arts - certificate	EL2	16
WJEC Creative media & performing arts - certificate	EL3	6
BTEC Home cooking skills	L1	30
BTEC Home cooking skills	L2	4
History	EL1	5
History	EL2	6
History	EL3	6
PE	EL2	3
PE	EL3	5
BTEC Sport & active leisure		2
Asdan Transition challenge	Pass	20
Pearson - Personal Progress award	Award	8
Pearson - Personal progress certificate	Certificate	4
Personal and Social Development	E3 Award	8
Personal and Social Development	E3 Certificate	3
Personal and Social Development	E2 Award	3
Personal and Social Development	L1 Award	2

KEY stage 4/5 overall data comparison table – the last three years 2015 –2018

At Regency High School we strive to be 'highly aspirational for everyone'. The aim of each year for a pupil at Regency is to develop and extend in every curriculum area possible. Over the last three years there has been a significant increase in the number of accreditations achieved by pupils across key stage 4 and 5. Use of the SOLAR assessment and tracking system has informed staff to ensure that pupils are placed on the correct courses for the best progress. Pupils are performing particularly well across English. The recent appointment of a new subject lead for Maths and later in science will serve to support an increase in progress across maths and science too.

	2015 - 2016	2016 - 2017	2017 - 2018
Level achieved			
EL1	10 (11%)	24 (27%)	31 (11%)
EL2	6 (7%)	22 (26%)	79 (28%)
EL3	44 (51%)	21 (24%)	100 (35%)
L1	27 (31%)	1 (1%)	40 (14%)
L2			7 (2%)
Transition Challenge			20 (7%)
GCSE			
Grade 1			
Grade 2		1 (1%)	4 (1%)
Grade 3		12 (14%)	2(0.7%)
Grade 4			1 (0.3%)
Grade 5		5 (7%)	1 (0.3%)
TOTAL entries	87	86	285