

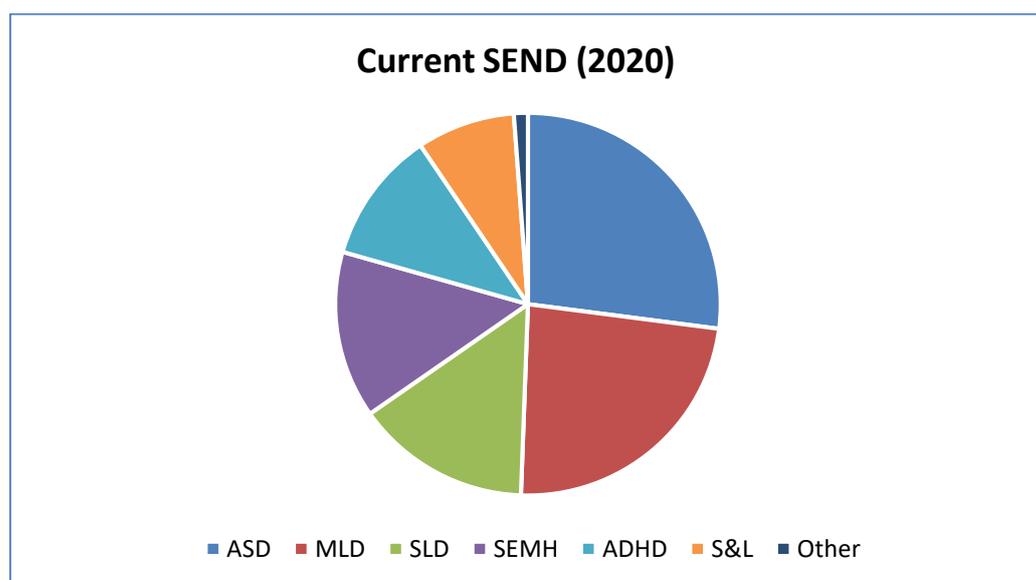
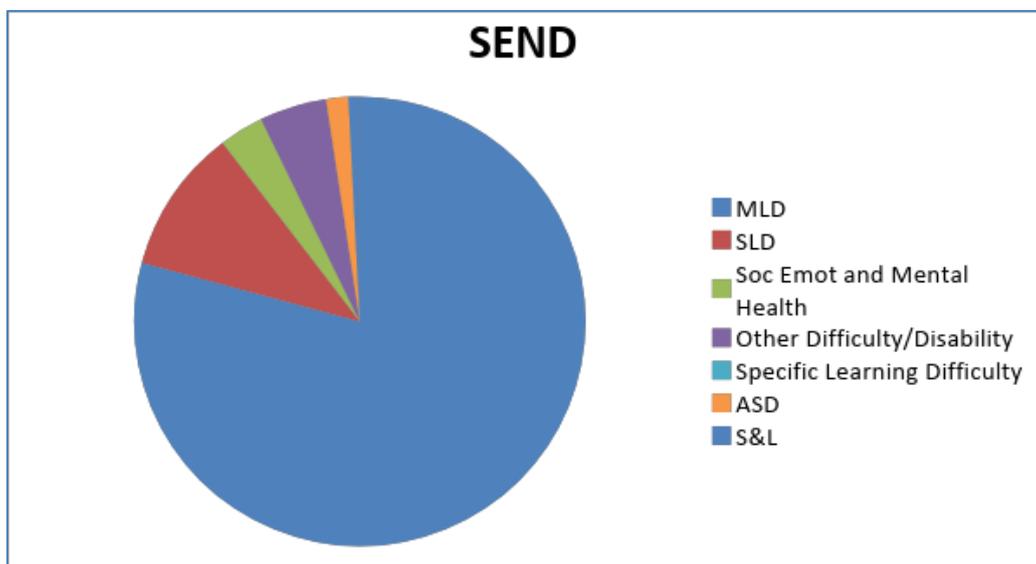


Life After Levels

Emma Price 2020

Progress and Achievement-Historical picture (up to 2017)

Progress and achievement at Epinay has been judged as outstanding in the last two Ofsted reports. Attainment on entry is variable as all pupils have SEND (up to 2017)



The school population has changed significantly over recent years with an increasing number of pupils with more complex needs and a lower baseline, we now have **20% more children** than we were originally commissioned for. In 2019 our intake increased by 20 pupils taking numbers from 150 to 170 pupils on roll.

% of pupils being assessed using p scales at the end of KS2 (up to 2017)

2013 50%
2014 50%
2015 60%
2016 66%

P scale assessment requirements were abolished in the academic year 2018/19, Epinay's response has been proactive in developing pre key stage assessments in line with the whole school assessment system.

Historical Context

Tables below indicate the historical picture at the end of Key Stage 1 and 2.

End of Key Stage 1

| | Level | English | Maths | No pupils |
|------|----------|---------|-------|-----------|
| 2008 | P Scales | 100% | 100% | 1 |
| 2013 | P Scales | 50% | 33% | 6 |
| | L1 | 50% | 60% | |
| 2014 | P Scales | 61.5% | 30.1% | 13 |
| | L1 | 30.8% | 53.8% | |
| | L2 | 7.7% | 15.4% | |
| 2015 | P Scales | 100% | 100% | 1 |
| 2016 | P Scales | 80% | 80% | 5 |
| | L1 | 20% | 20% | |

End of Key Stage 2

| | Level | English | Maths | No pupils |
|------|----------|---------|-------|-----------|
| 2008 | L1 | 50% | 40% | 10 |
| | L2 | 20% | 20% | |
| | L3 | 30% | 40% | |
| 2013 | P Scales | 0% | 0% | 6 |
| | L1 | 16.6% | 16.6% | |
| | L2 | 50% | 16.6% | |
| | L3 | 33% | 66.6% | |
| 2014 | P Scales | 11.1% | 0% | 14 |
| | L1 | 33.3% | 22.2% | |
| | L2 | 44% | 44% | |
| | L3 | 11.1% | 33.3% | |
| 2015 | P Scales | 0% | 0% | 9 |
| | L1 | 11.1% | 11.1% | |
| | L2 | 67% | 44% | |
| | L3 | 2.4% | 44% | |
| 2016 | P Scales | 7.1% | 7.1% | 14 |
| | L1 | 14.3% | 0% | |
| | L2 | 43% | 86% | |
| | L3 | 28.6% | 7.1% | |
| | L4 | 7.1% | 0% | |

With small cohorts it is clearly essential to **exercise caution** in the interpretation of data but the charts serve to highlight the challenges faced by our pupils and the consequent impact on progress.

Analysis of External accreditation results compared to Key Stage 4 TA level (data gathered over a 7 year period to 2016)

| | ENG | | | | | | | MATHS | | | | | | |
|---|-----|----|----|---|---|---|---|-------|----|----|---|---|---|--|
| | E1 | E2 | E3 | G | F | E | D | E1 | E2 | E3 | G | F | E | |
| P | 2 | | | | | | | 1 | 1 | | | | | |

| | | | | | | | | | | | | | | |
|----|---|---|----|---|---|---|---|--|---|----|---|---|---|--|
| 1A | | | 3 | | | | | | 1 | | | | | |
| 2C | 1 | 3 | 3 | | | | | | | | | | | |
| 2B | | | 2 | | | | | | | | | | | |
| 2A | | 1 | 1 | | | | | | 2 | 4 | | | | |
| 3C | | | 6 | | | | | | 3 | 5 | | | | |
| 3B | | | 9 | | 1 | | | | 4 | 13 | | | | |
| 3A | | | 10 | | 1 | 1 | | | 2 | 6 | | | | |
| 4C | | | 4 | 4 | 5 | 1 | | | 3 | 9 | | | | |
| 4B | | 1 | 1 | 4 | 9 | 7 | | | 2 | 8 | 5 | | | |
| 4A | | | 2 | | 7 | 5 | | | | 6 | 8 | 2 | 1 | |
| 5C | | | | | | | | | | 3 | 7 | | | |
| 5B | | | | | | | 1 | | | 1 | | 4 | 1 | |
| 5A | | | | | | | 1 | | | | | | | |

Our research and historical data highlighted a number of key observations:

- Achievement in English has been greater than in Mathematics over time
- Achievement beyond level 4 is exceptional
- Achievement of ELC 3 is the most common outcome for our pupils.
- Small numbers of pupils each year have secured a GCSE qualification, but as a consequence of their learning difficulty and the challenges faced in processing and retention of information, external accreditation requiring recall of factual information will always create a significant barrier for pupils with issues around working memory and serves to explain the difference between teacher assessment and examination performance.

Historical evidence based on old National Curriculum for each year group is presented below.

Key Stage 1

- Most pupils achieved at least 1 P level in Reading, Writing and Maths annually. We have some pupils who have severe learning difficulties and have therefore been assessed using PIVATS.
- Expected progress for this group of pupils would be at least 1 PIVAT level.
- Those making better than expected progress would typically make at least 2 levels.
- Historically (research based on data from 2010-2016) expected progress between Key Stage 1 and 2 would be one National Curriculum sub level annually.

Key Stage 2-4

- Average progress through English and maths is: English 3.6 sub levels and maths 4 sub levels.
- From 2010 – 2018 Epinay school was judged outstanding by OFSTED and graded 1 in all SIA reports.
- Outcomes have been judged as outstanding in the last three OFSTED inspections (2010, 2012 and 2018) based on the data presented and held electronically.
- Outstanding progress was judged to be 2 levels of progress between key stage 2 and 4
- Level 4 in maths or English represented significant achievement for Y 11 pupils
- 2017 Following diagnostic assessments 100% of pupils accessed a reader and a scribe to enable participation in external examinations, this is an ongoing picture.

Key Stage 4

- Evidence indicates that the longer pupils are with us the greater their progress is from their start point.
- ***“In the most recent Year 11 national tests an exceptionally high number of students achieved one or more GCSEs with some gaining five or more. This was matched with the high percentage of students gaining three or more entry level***

qualifications. These excellent results and the outstanding progress students made between Key Stage 2 and Key Stage 4 exemplifies the outstanding provision they received.” (OFSTED 2010).

- *“Students make outstanding progress, particularly in vocational skills. This means they are exceptionally well prepared for the next stage of their education and training.”* (OFSTED 2012)
- Progress through externally accredited courses has been outstanding, although a changing profile has meant students with more complex needs are attending Epina y results have risen year on year.
- *“Students are confident learners and their responses in lessons are outstanding. They make good, and sometimes rapid, progress in lessons when measured against their individual starting points. Progress is nearly always better than might be expected, given students’ learning difficulties or in comparison to similar students with similar needs.”* (OFSTED 2012)
- *“In the most recent Year 11 national tests an exceptionally high number of students achieved one or more GCSEs with some gaining five or more. This was matched with the high percentage of students gaining three or more entry level qualifications. These excellent results and the outstanding progress students made between Key Stage 2 and Key Stage 4 exemplifies the outstanding provision they received.”*(OFSTED 2010)
- *“Students make outstanding progress in English and mathematics. They apply what they have learned in these subjects in a wide variety of situations and this enables them to make some remarkable achievements in personal development.”*(OFSTED Dec 2012).
- Outstanding progress was historically judged as making two National Curriculum Levels of progress or the equivalent using PIVATS from Key stage 1-2 and 2-4. Pupils at Key Stage 4 have achieved ELC in English and maths at Level 2 or 3, with small numbers achieving GCSE.

Moving forward

In the spring of 2017 the school began the transition from moving away from National Curriculum levels to assessment without levels. It was clear when researching approaches in Outstanding Special Schools nationally there does not appear to be a common solution to the problem.

We found that approaches included:

- assessment through PIVATS
- assessment based on IEP targets
- progress made towards teacher set targets
- Old National Curriculum levels.

The process

We now assess pupil progress using a series of statements associated to the “stages” used in mainstream primary schools, this ensures progression and breadth.

Discussions with the former **Principal Educational Psychologist** confirmed that transition to a new assessment system will require the creation of a **bank of data built through time** and the **creation of individual profiles** due to the complexity and diversity of the school population.

We recognise the importance of having judgements validated and sharing good practice with other outstanding schools so in addition to internal moderation ensuring consistency across the Epina y staff team we have engaged in a cycle of external moderation with Park View School, Marine Park and Valley View School. Our internal and external moderation recording forms from these moderation clinics are held in school and **are available upon request**.

We conducted baseline assessment at the end of Spring term1 (2017), which are held electronically and can be accessed upon request.

- It was evident that as expected pupils were functioning significantly below their chronological age.
- Baseline data indicates that in general pupils were functioning at a lower level in English than mathematics.
- There were 2 pupils in Key stage 4 achieving significantly higher levels than their peers in mathematics. This is exceptional attainment level for pupils at Epina y and in no way reflects a norm.

To maintain outstanding status it is essential that staff continue to set high expectations and challenging targets. Whilst **focussing on individual need** and a highly **differentiated approach**. To ensure all pupils meet and where possible exceed expected progress we band children against set criteria. **Bandings** have been based on **SEND and attainment**.

We have used set criteria to group students into one of the following bands; students may have a different band for reading, writing or maths. The criteria used are as follows:

H – KS1 – Does not apply.

KS2 - At the end of year 2 students working within 1 year of their chronological age will be banded as H.

KS3 - At the end of year 6 students working within 2 years of their chronological age will be banded as H.

KS4 - At the end of year 9 students working within 3 years of their chronological age will be banded as H.

E – All students that don't fit any of the other criteria, this band would be the majority of students.

L – Students diagnosed as SLD or marked MLD.

Rationale for a sliding scale and re-banding within the higher criteria:

The mathematics and English curriculums follows Bloom's taxonomy in that they rely on mental development (cognitive), development of attitude (affective) and physical skills (psychomotor); areas in which our students develop at a much slower rate. Foundation learning is heavily influenced by the application of processes and facts often applied in isolation to each strand of the subject. As the level increases cognitive taxonomy is applied, students are required to develop the skills to solve problems, use memory to link and identify required processes, use inference, deduction and abstract ideas which they often cannot do due to delays in cognitive development. The gap between working level and chronological age thus increases and therefore the criteria for banding cannot be a set figure throughout every key stage.

The current distribution figures (March 2020) for pupils in each group can be found below. As these figures represent a changing picture they quickly become inaccurate, the data is held centrally and the most accurate picture can be **provided upon request**.

- Maths: Lower 24, Expected 138, Higher 3
- Reading: Lower 24, Expected 138, Higher 3
- Writing: Lower 24, Expected 139, Higher 2

Expected progress will be defined as 3 sub levels annually - our school target is for 85% of all children to make expected or better than expected progress in a year.

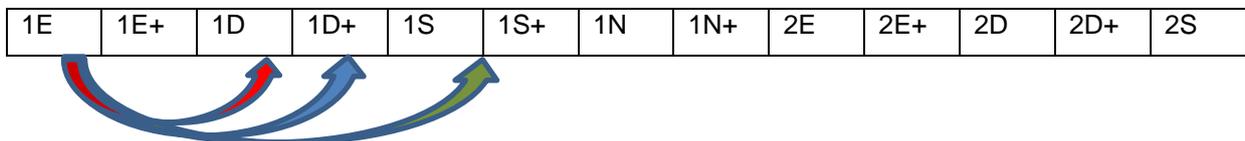
Example:

Annual progress - It is important to note that expected rates of progress differs depending on how students are banded.

H - Green = more than expected progress 3+ (1.33 sub stages per term)

E - Blue = expected progress 3 sub levels (1.00 sub stages per term)

L - Red = less than expected progress 2 sub levels per year (0.67 sub stages per term)



Pupils previously assessed through PIVATS

PIVATS was a progress measure for pupils with additional needs, it was designed to provide a mechanism for assessing early developmental levels and for those operating outside of national expectations. PIVAT'S ceased to be a statutory form of assessment as of September 2018. In response to this we have, in collaboration with Valley View School and Hedworthfield Primary School, designed a compliant assessment system for children working below year one age related expectations to ensure progress and assessment is clear and effective.

We piloted the system across two academic terms (Spring 1- Summer 2 2019) tweaks were made and the system was fully implemented September 2019. Following evaluation in Summer 2019 it was agreed that expected progress should be in line with the rest of the assessment system set at 0.33 sub stages per term which is 1 full sub stage per year unless banded as L, students will continue to be challenged whilst acknowledging their specific circumstances.

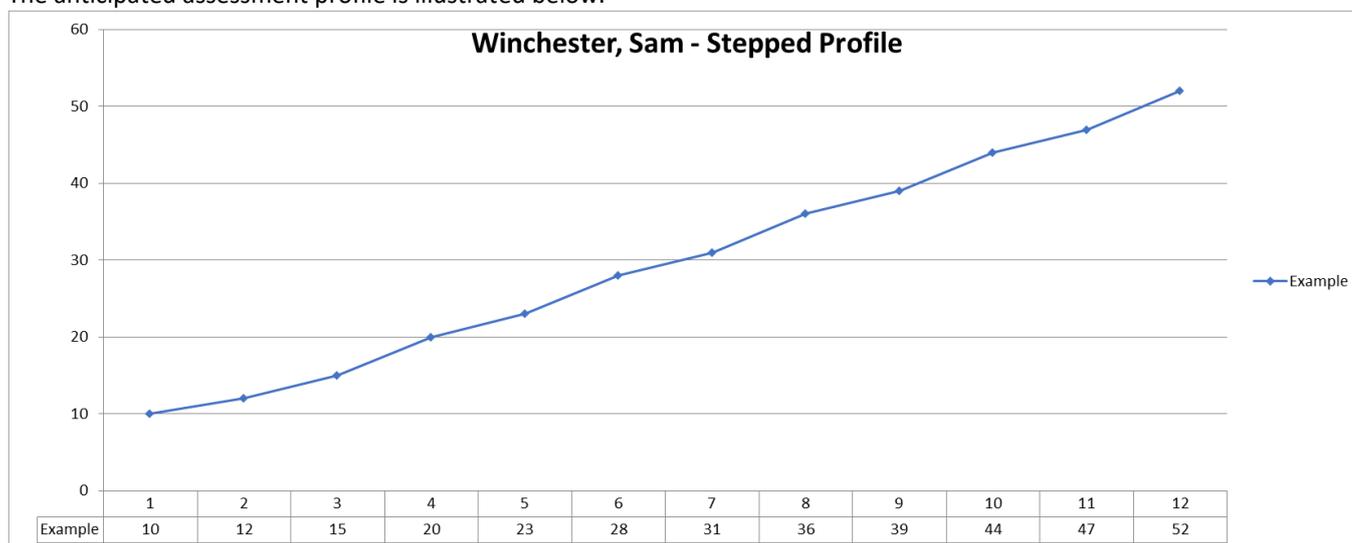
A Y2 pupil achieving at 1D making expected progress would achieve within the upper stage 4 range whilst a pupil in the higher category would progress into stage 5 by the end of KS4.

A pupil banded as L (an SLD pupil) would make progress within the lower parameters up to 1S+. It is unlikely that they would secure the objectives at N and N+ as they are conceptually too demanding. They could however continue to progress through the lower objectives at stage 2.

Mastery is not an approach that is appropriate for our pupils at Epinay. The capacity to employ previously learned skills and knowledge with independence in a variety of situations is not something that all pupils can aspire to. To reflect this, we employ the terminology “next stage ready” rather than mastery.

Initial interrogation of the data during the pilot and dialogue through work scrutiny highlighted that pupils who have reached “N” at the assessment stage would progress more rapidly through the objectives associated with “E” and “E+” as a consequence of exposure to some of the knowledge required to secure objectives at this stage, however, when they were progressing through the upper points in a stage, progress rates reduced due to the challenge presented in securing these more demanding objectives.

The anticipated assessment profile is illustrated below.



Staff are mindful of this whilst assessing and setting targets but projections overall will sit within the framework outlined within the document.

At Epinay our high expectations ensure there is no ceiling placed on achievement

At the time of creating the assessment system English baseline assessment served to highlight the gap between our pupils and their mainstream peers with **71.3%** of secondary pupils working at or **below stage 3 in reading** and **88.7%** of pupils working at or **below stage 3 in writing**.

Maths Baseline data served to highlight the gap between our pupils and their mainstream peers. A significant **68.4%** of our students are **working at stage 2 or below**. This data is changeable, is held electronically and can be requested at any point. This baseline data along with Summer 1 (first termly data point) was inputted in to the new electronic tracking tool, data is input into this on a termly basis and analysed for maths, English writing and English Reading.

As a consequence of their learning difficulty and the subsequent impact on working memory, recall and retention our pupils do not demonstrate mastery of a subject. Objectives achieved can not necessarily be demonstrated in unfamiliar contexts or through the passage of time.

To ensure progression we use the terminology “**Next stage ready**” once a pupil has made progress through a particular stage and teaching to objectives within the subsequent stage will begin. Half termly data will be collected and used by teachers and will serve as a **data check point**, highlighting any pupils who are in danger of failing to meet their targets enabling the class teacher to target work and begin intervention.

Data will be entered into the **tracking system termly** enabling meticulous monitoring of progress towards targets.

Targets are set and pupil progress is tracked from entry to end of Key Stage 5.

Data analysis is rigorous and underpinned by a drive to maintain high expectations of pupil progress and accurate assessment. Although cohorts are small comparative data is evaluated at the end of Key Stage 2 and 4 alongside analysis of pupil performance. Through analysis of progress of individuals and vulnerable groups, evaluation and assessment of the effectiveness of provision, high expectations can be maintained and intervention strategies targeted. All students not making expected progress are flagged up and automatically referred onto PITSTOP for maths and English interventions. All of the pupils highlighted are micro analysed and those making least progress or furthest away from the next sub stage are entered into the PITSTOP programme. PITSTOP is Epinay’s Personalised Intervention Targeted Support and Therapeutic Opportunities Programme which aims to provide additional support both academically and therapeutically to enable students to fully access the curriculum and ensure they make expected progress. Students are grouped according to stage and subject and matched to a specialist teacher for intervention outside of

core time where possible. Intervention targets are agreed in conjunction with the usual subject teacher and work towards these targets tracked for 12 weeks. At the end of the cycle data is analysed to establish if the PITSTOP has been successful in putting eh student back on track. **(See electronic PITSTOP File)**

Individual pupil progress charts indicate progress made and the need for intervention after each data drop. In addition to the progress measures outlined, progress through externally accredited courses are monitored termly with progress being RAG rated. This information is also held centrally and can be provided upon request.

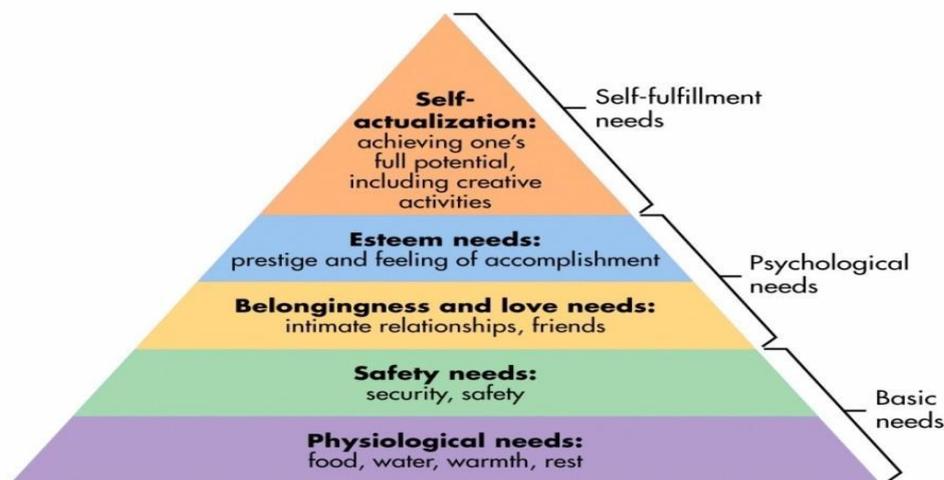
It is acknowledged that judgements based on data alone do not provide the most effective means of evaluating progress. The rigorous interrogation of data and in depth knowledge staff possess about pupils enables pupils to make outstanding progress.

- ***“The quality of teaching and assessment is outstanding. Teachers know the specific needs of pupils and plan extremely well to engage their interest and develop their skills. As a result, the progress that pupils make is impressive”*** (OFSTED March 2018)

Further factors highlighted via pilot to baseline period.

- Epinay is situated in an area of high deprivation with **58% of the school population accessing free school meals** and **59% pupil premium**.
- Many face extremely challenging home circumstances at intervals in their school life where basic needs and psychological needs are not being adequately met. There are currently 19 pupils 13% on our vulnerable pupil list.
- Pupils new to the school have often experienced lengthy periods in other schools where their needs have not been adequately met thus preventing them from reaching Self-actualisation. **(See case studies)**
- There are intervals during the year where depending on the concepts being delivered progress rates will vary e.g. many of our pupils demonstrate strength in data handling but find time a challenging concept.

Maslow’s Hierarchy of Needs



We are confident that our targets represent challenge and enable outstanding progress through time whilst acknowledging that this may often be represented as a “stepped” profile for some pupils.

Assessment profile

EYFS pupils : In our pilot all pupils were entered onto the data base. This group are being assessed to different criteria and therefore have been excluded. A factor for consideration in the future but we currently have no EYFS children.

Other mechanisms used for assessment and tracking progress include:

- **Early learning goals.** Progress is tracked across the 17 Early Learning Goals, evidenced through a range of diverse evidence.
- **Skills and knowledge** is tracked as pupils progress through the creative curriculum in the primary phase
- **Stage 1 and 2 word list tracking**

- **PIRA** used to give and track reading age/skills
- **Standard attainment tests** Most pupils are not working at an appropriate level to be assessed by Phonics Screen or End of Key Stage tests, however should there be a variation in a cohort and staff felt it appropriate this external measure would be employed.
- **Educational Health Care Plan** As all pupils have a statement of SEND progress towards the outcomes within the plan is monitored.
- **Externally accredited courses** including GCSE, Level 1/2, Entry Level, NVQ and BTEC are available at Key Stage 4
- **PITSTOP Intervention electronic paperwork**

September 2020

In response to government guidelines and OFSTED expectations around the curriculum we felt 2020 was the time to look at our whole school curriculum and model. At Epinay Business and Enterprise School, we view the design of the curriculum as an evolving and fluid process which takes into consideration the needs and character of our learners, prior learning, experiences and the community in which school exists. In line with this we also see our assessment system as ever evolving to reflect this. Following the introduction of phases in September 2020 certain co-horts will now be assessed using alternative systems to those set out above in core subjects.

EYFS

During Phase 1, pupils are assessed against EYFS objectives in order to prepare them for the next Phase of learning. The pupils will work towards the Early Learning Goal in the four specific areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design, as well as the three Prime areas of learning; communication and language, physical development and personal, social and emotional development. Pupils will be tracked against these objectives but there will be no set termly expectation against the number of objectives to be achieved.

Lifeskills

Pupils who are part of the school's Life skills provision follow bespoke programmes in core subjects, their progress is assessed against a carefully selected set of objectives which ensure pupils are prepared to use basic maths and English skills in everyday life. Objectives are tracked numerically according to academic ability; they are not broken down into steps or year group expectation as they are for whole school assessment.

Phase 2, 3 and Enrich pupils will continue to be assessed using the system previously devised and described above in core subjects.

Phase 4 and 5 pupils are working towards a qualification and are therefore assessed against exam board objectives.

Foundation Subject Assessment

Specialists in each subject area have devised 2 sets of objectives, which pupils will work towards in Phase 2 and in Phase 3, before moving on to qualification based objectives in Phase 4. These objectives were set in line with the National Curriculum objectives, whilst also looking at our curriculum intent, subject content and schemes of work for each subject, with the overall aim being that our pupils are **happy, confident, independent** learners who are **prepared for adulthood**.

Pupils are expected to work on the objectives set for their particular phase, however at Epinay we are aware that our learners don't always progress at the same rate in every subject, therefore, if pupils haven't completed Phase 2 objectives in a subject when they leave Phase 2, they can continue to work towards them when they move on to Phase 3. For pupils who are particularly gifted in a subject who complete Phase 2 objectives before they are due to move on to Phase 3, they will be able to access the next set of objectives early. This gives flexibility within the assessment system and ensures that pupils are working towards objectives which meet their learning needs.

Termly tracking can be used to see how a pupil is performing within each subject. A visual profile can be created identifying the areas of strength and areas for development across the phase objectives. The profiles will also show whether a pupil is on track to achieve the phase objectives before they move on to the next part of their learning journey.

EYFS

Pupils in Phase 1 will follow the Early Years Foundation Stage (EYFS) curriculum. A high-quality Early Years education lays the foundations for children, with a focus on developing the whole child and to ensure 'school readiness'. Phase 1 provides children with a broad range of learning opportunities with the aim to embed firm foundations in the knowledge and skills needed for good future progress. We aim to equip each learner with necessary concepts, attitudes, skills and knowledge to create confident, independent and happy learners who are prepared for adulthood.

Life Skills Groups

In life skills the key requirements from all foundation subjects have been pulled together and grouped under 3 key strands to ensure they are fully prepared for adulthood:

- **Health and wellbeing**
- **Understanding the world and the environment**
- **Self expression.**

Assessment is carried out against these objectives as described above.

Enrich

In Enrich all foundation subjects are tracked against a topic based SOW as separate subjects alongside an SEMH/PHSE set of objectives that students will also be tracked against. Assessment is carried out against these objectives as described above.