



Progress and Attainment Summary 2016-2017

Throughout Newman Main School and Newman Additional Resource, across age groups, current pupils have shown a marked improvement in performance, considering their different starting points:

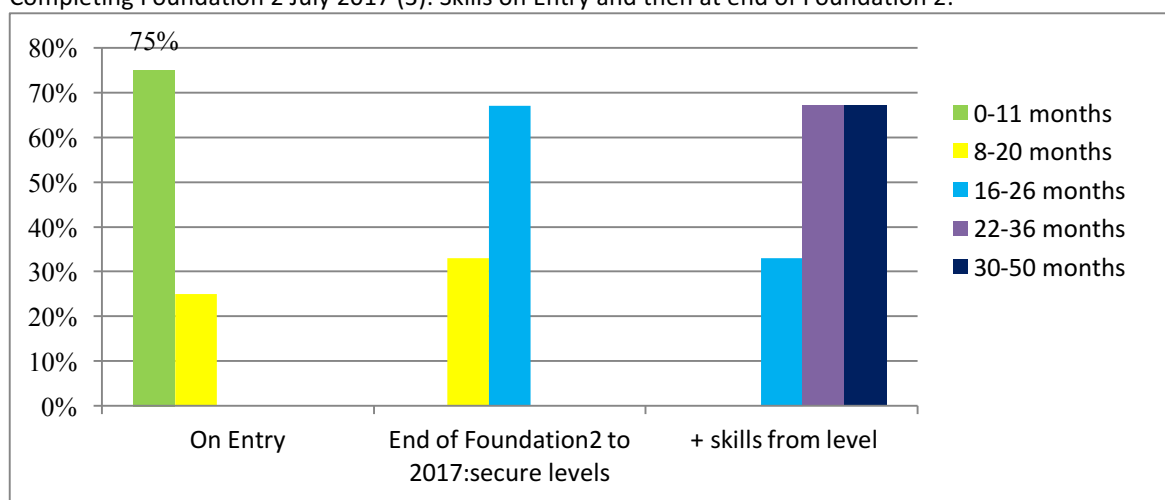
- Children /young people join Newman School across all phases from EYFS to KS5. They may have incomplete records from previous settings, particularly where attendance has been an issue. **The latest stability factor was 31.2 compared to 91.6 nationally.** This was **32.4** last year, and **35.1, 37.9, 38.9** the previous years, indicating a greater challenge to meet the needs of a changing population. All available data (apart from that for two pupils with degenerative conditions) has been included, to present robust information about pupil progress across the curriculum.
- The Newman *Basket of Indicators* ensures data is analysed in a number of ways. These include National Progression Guidance to P8, PIVATS, our *Newman Tracker*, externally accredited courses- GCSE, Level 1 and Entry Level certification, as well as teacher assessment, enabling the tracking of pupils on a twice – yearly basis, and against end of Key Stage targets.
- **‘Expected’ and ‘above expected progress’:** Newman is developing an individualised and bespoke system of capturing the progress of our diverse population. A numerical points system, together with data from the York SEN cluster is used to set a baseline for expectations. For children operating pre-National Curriculum, lower/ median/ upper quartile targets supplement data for core subjects. The current baseline with two years of data is for one point to indicate ‘expected’, and two+ points to indicate ‘above expected’. This may be modified with the addition of data in subsequent years to ensure targets set are challenging.
- **Individual Pupil Progress:** The initial targets as above are then personalised by individual pupils’ starting points, prior attainment, gradients of learning, as well as any considerations during the monitoring and tracking of pupils in year and through the Key Stage, such as health needs to ensure rigorous challenge. English, Maths, Science targets are set by the deputy head teacher and class teachers/ subject tutors.
- The triangulation of assessment data and analysis identifies those children whose progress may be a particular cause for concern, and who may need additional intervention strategies to enable them to achieve.
- **Moderation:** We have rigorous moderation systems – both internal and across other local authorities to make assessment secure. Where children have joined the school with incomplete data, maybe due to sporadic attendance/ mental health issues, these pupils’ progress is also identified as requiring additional attention. To address needs in English and Maths we have targeted reading and numeracy *Actions and Approaches* to complement our streamed small-group literacy and numeracy groups. In addition, we had 9 children identified in conjunction with the Educational Psychology Service (5 in NMS/ 4 in NAR). A further 36 were identified for Emotional Literacy *Actions and Approaches* by members of school staff in NMS and 16 in NAR.
- **Pupil Progress Meetings** are the forum in which children’s progress is discussed within each class /department team. Scheduled meetings (‘Learning Conversations’) by the deputy Headteacher with members of the Senior Leadership Team look at the progress of class groups as a whole, and of pupils of concern, in particular. Where a child appears in more than one cohort (progress, Pupil Premium, low attendance), they are prioritised.

Early Years Foundation Stage 2014-2017

Skills on Entry from Age Range:



Completing Foundation 2 July 2017 (3): Skills on Entry and then at end of Foundation 2:



- 5 children have joined our EYFS/Key Stage One in the last 3 years. The children have a robust baseline assessment using the EYFS *Development Matters* Profile after their first two weeks. Where a child has a physical difficulty or significant language delay they have an additional baseline assessment using the Ann Locke and Beech materials. At the end of the autumn term, the children are assessed using Pivats quintile measures if they are in Y1/ Y2, and targets are set for the summer term. An interim assessment is done during the spring term.
- On entry 75% of children (3) were functioning at a 0-11 month level, and 25% (1) were functioning at an 8-20 month level. This is updated each term. One child joined in Y1.
- This year, 3 children completed Foundation 2, with all children achieving 'Emerging' at the end of the EYFS. One child (0-11 months on entry), in all EYFS areas, was established at 8-20 months, with a significant amount of assessments within 16-26 months. This child had a significant amount of time absent from school due to ill health. Another child (0-11 months on entry) was established at 16-26 months at the end of EYFS, with a significant number of skills from 22-36 months, and achieving 30-50 months in two areas. Child number three (8-20 months on entry, demonstrated 16-26 months secure in all EYFS areas, with a range of skills from 22-36 months in a significant amount of areas, and 30-50 months in two areas.

Summary

- We judge that these children have shown marked improvements in performance in relation to their starting points, and are ready for the next stage of their learning. Their development across academic, social and emotional areas shows significant achievement for these children.

PUPIL PROGRESS: 2014-2017

End of KS2 2013-2017 (1 pupil with start and end data for National Progression Guidance/ P Levels: 100% per pupil)

SUBJECT	BELOW QUARTILE	LOWER QUARTILE	MEDIAN	UPPER QUARTILE/ exceeded range
ENGLISH/ Reading			100%	
ENGLISH/Writing				100%
MATHS/ Number				100%
SCIENCE				100%

2016-17: 4 pupils (25% per pupil) (1 NAR)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH -Reading		50%	50%
ENGLISH- Writing	50%	50%	
MATHS-Number	25%	50%	25%
SCIENCE (1 with usable data, due to change of Indicator)			100%

- The pupil completing Key Stage 2, at Newman since Key Stage 1 made three P Levels of progress in English/Writing and Maths/Number, 2 P Levels of progress in English/ Reading, and 4 P Levels of progress in Science.
- Over the year, half of those completing KS2 made above expected progress in Reading. Writing continues to present challenges for many of our pupils, with innovative stimuli used to support creativity. Of the pupils making 'less than expected', both were able to demonstrate small steps of observable progress. The pupil making 'less than expected' in Maths, had lost some skills over the year, but regained to maintain their previous progress. This pupil will be part of a targeted Maths/ Number action programme, 1stClass@Number.

Summary

- Three of the four children joined Newman School during the Key Stage. They face significant academic, communication and SEMH barriers to learning. Three children exceeded expectations over the past year 2016-17 in at least one area, with two exceeding expectations in two areas. The pupil at Newman throughout the Key Stage has continued to thrive, and we believe these outcomes are good for all the pupils, given their individual starting points.

End of KS3 2014-2017 (3 Pupils with start and end data: 33.3 per pupil)

SUBJECT	LOWER QUARTILE	MEDIAN	UPPER QUARTILE/ exceeded range
ENGLISH/ Reading			100%
ENGLISH/Writing		33.3%	66.6%
MATHS/ Number	33.3%		66.6%
Science/ Scientific Enquiry		66.6%	33.3%

Additional Pupils: 6 Newman Main School (NMS)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading	16.6%	66.6%	16.6%
ENGLISH/ Writing (5 pupils)		20%	80%
MATHS/ Number	17%		83%

- The majority of pupils at Newman for all KS3 met median or upper quartile targets for the core subjects.
- Most pupils made at least expected progress over the past year in English, and most exceeded expected progress in Maths/ Number.

Additional Pupils: Newman Additional Resource (NAR) - 2 pupils with usable data

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading		50%	50%
ENGLISH/ Writing		50%	50%
MATHS/ Number			100%

- Both pupils met or exceeded expected progress in English and Maths over the year.
- 2 pupils gained externally accredited qualifications at the end of Y9, with one achieving Entry Level 2 Step Up to English, and the other Achieving Entry Level 3 Step Up to English and Level 1 qualifications in Maths Number and Measure, and Statistical Methods.

Summary

- **Across both sites most pupils have met or exceeded expectations.**
- **Despite the small cohort, the outcomes of pupils in NAR show that the environment is actively reducing the impact of their SEMH needs, enabling them to make real progress.**

End of KS4 2015-17 (9 NMS pupils, 1 NAR pupil)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH/ Reading (NAR pupil result revised after moderation) 9 pupils	33%	22%	44%
ENGLISH/ Writing (NAR pupil result revised after moderation) 7 with start/end data	57%		43%
MATHS/ Number (10 pupils)	20%		80%

- 2 of the pupils making less than expected progress in Reading/ Writing had low attendance rates due to complex health/ significant SEMH needs. One also made less than expected progress in Maths/ Number.

- 2 additional pupils making less than expected progress in Writing have complex physical/ SLCN needs as significant barriers to learning. They achieved additional externally awarded qualifications in AAC (Augmentative and Assistive Communication) and Silver Awards in Effective Maths (AAC).
- Maths continues to be a strength and a motivator for many of our pupils, where they exceed expected progress, despite challenges in English.
- Newman Tracker information above only tells part of their story, as pupils were able to demonstrate their excellent knowledge and understanding through externally certified courses. One pupil attained Entry 1 Step Up to English and another Entry 3 Step Up to English. One gained Entry Level 1 Maths, and 2 pupils passed Level 1 qualifications in Maths Number and Measure, and Statistical Methods. 3 gained Entry Level 1 Science; 2 gained Entry 2; 3 achieved Entry 3, with 2 of those also gaining a D and E respectively in Science GCSE.
- The study of History at KS4 enables pupils to apply and demonstrate their Reading / Writing skills with 2 pupils gaining Entry Level 1, 5 pupils gaining Entry 2 and 3 pupils gaining Entry 3. 3 pupils also gained a Level 1 qualification in PE (E/C/B grades.)
- Another pupil moved schools during the year, but gained Entry 1 Step Up to English and Entry 2 in Science/ History at Newman School. Another pupil had home tuition through the year for SEMH needs, and gained Entry 2 History/ Science and Level 1 qualifications in Maths Number and Measure, and Statistical Methods.
- One pupil at NAR gained English/ Maths GCSEs (4), Science(C), and 2 further GCSEs in Hospitality/ Catering and Health + Social Care (D and B respectively)

Summary

- The outcomes from our Newman Tracker demonstrates that we continue to set challenging targets for progress. This cohort included children with particular combinations of complex physical and SEMH needs, enhancing academic barriers to learning. Newman School focuses on flexibility according to need to enable pupils to take exams when they are ready, and the excellent external results represent outstanding progress, given their different starting points. For English and Maths, they will all continue to work towards the next stepped qualification for 2018.

Across Key Stage 3 and 4, our pupils have a wide range of disabilities and special needs, with setting, groupings and teaching styles, together with tailored *Actions and Approaches* all designed to be responsive at an individual level, to enable progress.

Progress and Attainment of Groups of Learners 2016-17

1. NMS KS2: Pupils Pre- National Curriculum Trackers (5)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading		60%	40%
ENGLISH/ Writing	20%	60%	20%
MATHS/ Number	20%		80%
SCIENCE (4 with data)		60%	40%

NMS KS3-4: Pupils Pre- National Curriculum Trackers (7 overall with data)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (6)	33.3%	66.6%	
ENGLISH/ Writing (6)	16.6%	50%	16.6%
MATHS/ Number (6)		66.6%	33.3%
SCIENCE (6)	33.3%	33.3%	33.3%

As part of our drive to diminish the difference for pupils with SEND, and to support the setting of challenging targets, we look at outcomes for those pupils with the greatest academic barriers to learning: those in KS2 likely to continue to operate at earlier stages than our National Curriculum Trackers through KS2-4, and those in KS3-4 continuing pre-National Curriculum, as two discreet groups. The curriculum is adapted to enhance sensory input as appropriate, alongside high staffing ratios, and individual programmes to promote learning. **Most of these pupils met or exceeded expected progress over the year.**

NMS Pupils with no Designation of Learning Difficulty (7 with data)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (6)	33.3%		66.6%
ENGLISH/ Writing (6)	16.6%	16.6%	66.6%
MATHS/ Number (5)			100%

A small number of pupils come to Newman School from mainstream due to their SEMH needs, often having very poor attendance and stagnating progress. The majority have met or exceeded expectations over the past year. Considering their starting points these pupils make good progress at Newman School. English is often a particular challenge, with negative prior experiences and the subsequent impact on self- esteem. These issues are addressed through small groups and targeted work on those SEMH needs.

Whole School Progress Ignoring All Categories of Need KS1-KS5: NMS and NAR

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (63)	23.8%	36.5%	39.7%
ENGLISH/ Writing (64)	26.6%	32.8%	40.6%
MATHS/ Number (64)	14.1%	29.7%	56.2%
SCIENCE (21)	9.5%	42.6%	47.6%

Summary

- In order to ensure that our aspirations for our pupils are not limited by the designations of their SEND, we examine progress versus expectations ignoring categories of need. The above table will act as a new reference point as we collect data within our *Basket of Indicators*. This benchmark will enable evidence year on year, of overall rates of progress of children at Newman School, as we continue to diminish the difference in attainment. As a baseline, in the period 2016-2017, of the children in KS2-KS5 with start and end data (64), the majority made expected, or exceeded expected progress across the core subjects. **Newman School is raising the achievements of its pupils.**

2. Pupils with a Physical Disability, ignoring other categories of need:

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (30)	23.3%	46.7%	30%
ENGLISH/ Writing (30)	30%	33.3%	36.7%
MATHS/ Number (30)	13.3%	16.6%	70%
SCIENCE	15.4%	46.2%	38.4%

Summary

Ignoring designations of academic barriers to learning, and other categories of need, the majority of pupils with a physical disability met or exceeded expectations in each of the areas. 15 children with physical disabilities met or exceeded expectations for progress across all core subjects. **Newman School is actively raising the achievements of pupils with physical disabilities, closing the gap in progress and attainment, with these outcomes.**

3. Pupils with a Diagnosis of ASC, ignoring other categories of need:

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (29)	6.9%	41.4%	51.7%
ENGLISH/ Writing (33)	25.8%	38.7%	35.5%
MATHS/ Number (33)	12.1%	21.2%	66.6%
SCIENCE		46.2%	53.8%

Summary

- Most children with ASC made at least expected progress, with a majority making above expected progress in English/ Reading, Maths/ Number, and Science.

- These results include the second year of data for pupils in our Additional Resource, and show how well they have done since joining Newman.
- **Newman School is actively raising the achievements of these pupils, reducing the impact of their barriers to learning, diminishing the gap in progress and attainment.**

4. Pupils with Augmentative Assistive Communication needs (AAC) requiring use of a communication aid, ignoring other categories of need:

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (8)	12.5%	25%	62.5%
ENGLISH/ Writing (8)	50%	12.5%	37.5%
MATHS/ Number (10)	10%	30%	60%

Summary

- All pupils who use communication aids have regular designated therapeutic input. Speech and language therapy is an important element in reducing barriers to learning across the curriculum for our pupils with these needs.
- Most pupils who need communication aids made at least expected progress in English/ Reading and Maths/ Number, with at least 60% making above expected progress, matching outcomes of their peers across school.
- Year on year Newman School is actively raising the achievements of pupils who use AAC. Three of the children making less than expected progress in Writing have complex physical needs, and further means to reduce these barriers are a focus for development.

5. Pupils with complex postural management programmes/ health needs:

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (5)	20%	60%	20%
ENGLISH/ Writing (5)	60%	20%	20%
MATHS/ Number (6)	16.6%	33.3%	50%

Summary

Together with the Physiotherapy Department, we identified 8 children who have, and will continue to need complex postural care/ management programmes with essential time dedicated to this. We continue to work our Physiotherapists and other therapists as appropriate to monitor and evaluate their progress, including using EHC Plans, to combine effective delivery of their programmes, with ways to maximise their curriculum access. For 2 children, the targets are to maintain skills and posture, due to degenerative conditions. 6 of the identified children had start and end data for the chart above and the majority made expected/ above expected progress in Reading and Maths/Number, with Writing continuing to present a challenge. All of these have dedicated AAC sessions as detailed elsewhere, enabling alternative means of communication and learning. The progress of these pupils is comparable to their peers with the similar starting points. **Given their complexity of need, these outcomes represent good results for these children**

- 6. FSM/Pupil Premium:** Using the OFSTED Inspection Summary, on average 44% of pupils at Newman School have free school meals, compared to 28% of pupils nationally. Overall there is no statistical difference in achievement for these pupils.
- In 2016-2017, more pupils for whom we receive Pupil Premium met or exceeded expected progress than for those we do not, for Reading/ Writing/ Maths (24 with data).

- **These outcomes for disadvantaged pupils are high compared to national figures, and demonstrate how Newman School actively reduces associated barriers to learning**

7. **Gender:** there is no statistical difference in progress related to gender.
8. **BME:** the progress of children from black and ethnic minority communities (7) is not significantly different from the whole population. All made at least expected progress with 43% making above expected progress.
9. **Children who are Looked After (CLA): 7 pupils**

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading	14.3%	28.6%	57.1%
ENGLISH/ Writing	14.2%	42.9%	42.9%
MATHS/ Number		28.6%	71.4%
SCIENCE (4 with data)		50%	50%

KS2: One child joined us in the summer term of 2014, and is operating within early P levels. He has made on average two P Levels of progress across English, Maths, and Science over the year, up from five PIVAT sublevels the year before, representing outstanding progress for this child.

KS3: Two pupils became designated as looked after due to respite care needs, whilst living in the family home. Both met or exceeded expectations in all areas.

KS4: One child joined in Summer 2014 with sensory needs, ASC and academic barriers to learning. This pupil made above expected progress in all care areas, and achieved Entry Level 1 Step up to English and Entry Level 2 in Science and History.

KS5: 2 pupils who are looked after joined Newman 2014-15, and another pupil joining in Y12 became looked after during Y13. These pupils have all made observable progress socially and emotionally, as well as academically with a bespoke *Action for Transition* group devised to meet their needs (evaluated via SDQs and *EEF Framework*), as well as targeted small group work for English and Maths. Each is following externally accredited courses with one achieving as below in July 2017:

Functional skills Maths	Entry level 2
Skills for working life HCR	Entry level 3 certificate
Developing enterprise skills	Entry level 3 award

Summary

All these pupils, with their different starting points and additional challenges, are making substantial progress, with targeted academic and SEMH support to help prepare them for their next stages of life and learning.

10. **Impact of Absence:** 14 full-time pupils in NMS eligible for PP had attendance rates below 90%, compared to 15 pupils not eligible for PP (larger cohort). The average was 78.9% for those eligible for PP. Overall attendance was 87.9% for NMS, with an average of 90.6% for the comparable full time group. For Newman Additional Resource (NAR) pupils eligible for PP, average attendance was 75.6%. Overall attendance was 73.0%. This reduces school hours; limiting learning opportunities and progress. These are highlighted as pupils of concern, bearing in mind the complexity of many of our pupils' health needs – both physical and mental, and their progress is tracked as a specific group within Pupil Progress Meetings.

Full-time pupils (NMS) with 37+ sessions absent (21 with data)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading	28.6%	42.9%	28.6%
ENGLISH/ Writing	33.3%	33.3%	33.3%
MATHS/ Number	4.76%	38.1%	57.1
SCIENCE (6 with data)	16.7%	33.0%	50%

Full-time pupils with 37+ sessions absent, + for whom we receive Pupil Premium (9 with data)

SUBJECT	LESS THAN EXPECTED PROGRESS 2016-17	EXPECTED PROGRESS 2016-17	EXCEEDING EXPECTED PROGRESS 2016-17
ENGLISH / Reading (8)	25%	50%	25%
ENGLISH/ Writing (8)	50%	25%	25%
MATHS/ Number (8)		12.5%	87.5%
SCIENCE (3 with data)		33.3%	66.6%

Summary

- The percentage of sessions missed overall has reduced from 16.2% in 2015 to 13.7 in 2017. The percentage of pupils who missed 10% or more sessions reduced from 51.9% in 2015 to 46.5% in 2017. This includes pupils on reduced timetables due to SEMH and complex health needs, and pupils attending NAR. Across KS1-KS5 1 child in NMS, and 2 in NAR achieved full attendance September 2016 to July 2017.
- The families of all children who are absent are contacted every day, and where appropriate, other agencies are involved; staff conduct home visits; and arrange individual timetables/ part time placements and other responses such as access to *Our Space* sessions to enable progress to be made. **The additional and different arrangements made for pupils with these complex needs continue to enable good and improving outcomes across the curriculum.**

External Examinations and Accreditation: NMS/ NAR

KS4/3: 13 children across KS4 had the opportunity to achieve in externally moderated courses. All students in NMS Y11 (10) were entered for between 1 and 3 external examinations or accredited courses: Entry Level/ Functional Skills/ AAC qualifications/Level 1/ GCSEs. 3 pupils in Year 10 gained Level Maths 1 qualifications, and 2 gained Entry 3 in English. 5 pupils in Y9 who need opportunities to step up their confidence in external exam situations gained Functional Skills English (1 pupil), Step Up to English (2 pupils), Functional Skills Maths (3 pupils), and two Maths Level 1 qualifications (1 pupil). All of these passed, achieving or exceeding expectations.

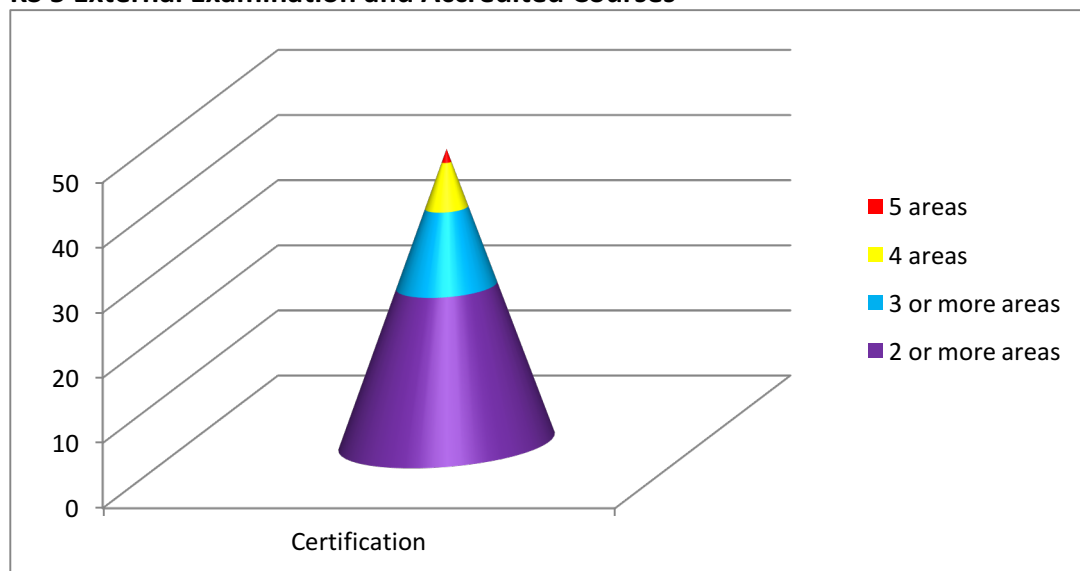
Given their different starting points, these results represent significant achievements for these children, meeting challenging expectations, coping with exam conditions and boosting their self-esteem. All are progressing in Y12, continuing in tailored programmes. Pupils entering Y12 continue to be tracked for English/ Maths/ SEMH barriers to learning, for the planning and evaluating of individualised courses.

Post 16: Learners without GCSE English/ Maths continue their programmes towards stepped qualifications as they are ready. All students are working for external examinations and accredited courses, for example, 12 students across KS5 gained Entry Level 3 in Functional Skills English. Of those entered this year, 77.4% (24) received certificates in 2 or more areas, 39% (12) received recognition in 3 or more areas, 21.9% (7) achieved in 4 areas, and two students achieved in 5 areas.

Courses offered are individualised to continue to challenge our pupils and to prepare them for the next stage of life beyond Newman School. External qualifications and examinations have been analysed and evaluated to ensure Post 16 learning is dovetailing into the next phase of young peoples' lives, building on prior attainment and providing challenge at the right level. This has included looking at the younger children in school to guide decisions about the Newman School 'offer' to include life/ living and independence skills. This continues to inform discussions with children and their families regarding the offer made by Newman School. They include Functional Skills English and Maths (or Level 1 qualifications/GCSE as appropriate), Personal and Social Development, Certificate of Personal Effectiveness, Enterprise and Employability, Health and Social Care, Hospitality/Retail/ Catering, Land-based Plants, Creative and Media, as well as Independent Living/ Household Skills options at college. In addition, students have high quality non-qualification activities including music for all pupils, and work experience to match their needs.

Sometimes students need extra time to attain relevant qualifications post-Y11, as well as continuing to develop their personal and social skills. This year, two students continue their academic studies at other provision for Y12. All students complete their study programmes, and move on to sustained education or training as a route to future employment, or increased independence in a supported setting.

KS 5 External Examination and Accredited Courses



OFSTED Inspection Summary Report

Context in 2017: prior attainment across years 1-6 is significantly less than national figures, including -78% in Y1, and -76.5 in Y2 from Early Learning Goals. From national expectations, our KS3/4 pupils were 4 years behind, on average.

Newman School matches the national school deprivation indicator of 0.2. Eligibility for FSM is much higher than the national average (44% compared to 28%)

Attainment KS2/KS4: These measures do not capture the progress of our children. This Assessment Report highlights where pupils have made expected/ more than expected progress using *our Basket of Indicators*, based on targets modified and moderated to ensure challenge.

Exclusions: this is a very strong indicator for Newman School - we do not exclude, but rather look after our pupils and manage behaviour.

Maths Progress 16-19 Study Programmes: The Summary Report recognises the attainment of the 3 students who improved their grades in their 16-19 programmes by $\frac{3}{4}$ of a grade or more above the national average.

Value Added by Subject A Level 16-19: The Report recognises the achievement of our student who achieved two level 3 qualifications in the top quintile, and is now looking forward to a place at university.

[The information above is given recognising that our cohorts are small.]

Priorities

- Identification of further means to raise achievement in Writing, particularly for pupils with SLCN/ complex physical needs.
- Evaluation and whole school implementation of means to track individual progress using children's Education Health and Care Plans (EHCPs)
- Next steps in evaluating the progress of children with complex postural management programmes, alongside the continuing development of Education and Health Care Plans (EHCP), in partnership with other agencies, e.g., physiotherapists, occupational therapists.
- On- going evaluation of accelerated progress of children identified for Actions and Approaches in Literacy and Maths.
- On-going tracking of progress of children who are persistent absentees, to evaluate current Actions to raise attendance, with particular focus on the children who receive FSM.
- Ongoing development within *Assessment without Levels* across subject areas, with liaison locally, regionally and nationally to assess best practice.
- On-going work with subject leaders around analysis of data, to include review of parameters for progress with Entry Level Certificates across core subjects.
- With the addition of future bi-annual data, to establish baselines for expectations over time, e.g. for 3 years of progress/ to End of Key Stage, prior to personalisation for individual pupils.
- Continuing evaluation of the PSHE curriculum and mental health and well-being needs. Cross –school development of tracking these key skills to evaluate progress.
- Further internal/ external moderation to continue to develop reliable data for NAR. Further development and implementation of tailored means to evaluate the progress of pupils within the Additional Resource, leading to additional or different arrangements as necessary to promote progress.

Report Prepared by: Katharine Ryan-Murray

Recommendations from Liz Godman October 2016

Make sure that there is clear evidence from the data of:

- *pupils' improving progress over time, particularly in English and Mathematics*
- *clarity about what is expected and what is better than expected progress and that this is reflected in reports evaluating progress*
- *a clear distinction between those making expected progress and those making better than expected progress over time in reading, writing and mathematics*
- *pupils' progress in their personal and social development as well as academic learning*
- *the progress of individual pupils and of different groups of pupils over time*
- *end of key stage expected and challenge targets for individuals based on their different starting points*
- *moderation with other schools to ensure that the school's judgements about pupils' progress are accurate.*