

# How well do our students progress?

## Summary Evaluation:

Student progress remains outstanding because:

- the large majority of students make substantial and sustained progress from their starting points in Maths and English through to Key Stages 4 and 5 that consistently exceeds national expectations;
- they achieve a substantial portfolio of accredited achievement that allows them to successfully progress to the next stage in their education, matched to their skills, needs and ambitions; and
- progress made remains comparable with previous cohorts that were externally evaluated to be in the top 1% nationally (prior to 'discounting' in the current progress measures of the large majority of accreditation achieved by our students).

## Context and rationale:

- In 2014 and 2015, Fischer Family Trust (FFT) data placed our students' progress in the top 1% nationally.
- Student progress relative to starting points has remained comparable to these very high levels in 2016 and 2017 when using the same measures.
- Approximately 75% of accreditation achieved by our students is now 'discounted' from inclusion in the Progress 8 and Achievement 8 measures, which do not provide useful data in our context.
- Available national DFE data shows that more progress is made per year in Key Stage 2 than Key Stage 3 in all 3 subjects [Reading, Writing and Maths], but especially in Reading and Writing. In other words, overall rates of progress decrease in Key Stage 3 when compared to Key Stage 2<sup>1</sup>
- This decrease in rates of progress is supported by national data sets from CASPA (Comparison and Analysis of Special Pupil Attainment) teacher assessment<sup>2</sup>
- Our high expectations are therefore based on an 'ambitious flightpath model' of students maintaining or increasing their rate of progress during their time here.
- This model currently has strongest validity when comparing progress in Maths and English
- English Accreditation in 2016 included the IGCSE, in 2017 the new specification GCSEs
- Maths accreditation included the IGCSE for both cohorts
- External Quality Assurance of student outcomes by the LA School Improvement Partner in December 2017 verified the school's self-assessment judgement of 'outstanding'

## Quality assurance of assessments:

- The baseline assessment at start of Year 7 is based on mastery of the 'fundamental' Primary National Curriculum skills and concepts, known as the 'Hackney Assessment Approach (HAA)'.
- Baseline assessments are moderated internally and then externally by LA subject specialist advisers
- English and Maths subject leaders have mapped assessment objectives from accredited courses at Key Stage 4 onto the primary national curriculum expectations to extend the ambitious flightpath model into Key Stages 3, 4 and 5. Following an initial peer review with another outstanding special school, closer review is scheduled for June 2018
- Key Stage 4 assessments are external accredited, taken under examination conditions

<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182413/DFE-RR096.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182413/DFE-RR096.pdf)

<sup>2</sup> <https://bso.bradford.gov.uk/userfiles/file/Special%20Educational%20Needs/MLD%20CASPA%20percentiles%20graph.pdf>



## Progress of upper, middle and lower quartiles:

English Functional Skills	Total number	LQ	MQ	UQ
2 or more grades above ambitious flightpath	11	5	4	2
1 grade above ambitious flightpath	7	1	5	1
Achieved ambitious flightpath	2	1	1	0
Achieved expected outcome	3	0	1	2
Underperformed compared to baseline	1	0	0	1
	24	7	11	6

English Entry Level Certificate/ GCSE	Total number	LQ	MQ	UQ
2 or more grades above ambitious flightpath	10	5	3	2
1 grade above ambitious flightpath	7	1	5	1
Achieved ambitious flightpath	4	1	1	2
Achieved expected outcome	2	0	1	1
Underperformed compared to baseline	1	0	1	0
	24	7	11	6

Maths Functional Skills	Total number	LQ	MQ	UQ
2 or more grades above ambitious flightpath	3	0	3	0
1 grade above ambitious flightpath	8	2	4	2
Achieved ambitious flightpath	11	2	5	4
Achieved expected outcome	2	0	0	2
Underperformed compared to baseline	0	0	0	0
	24	4	12	8

Maths Entry Level Certificate/ GCSE	Total number	LQ	MQ	UQ
2 or more grades above ambitious flightpath	1	0	1	0
1 grade above ambitious flightpath	7	4	3	1
Achieved ambitious flightpath	8	0	4	3
Achieved expected outcome	5	0	3	2
Underperformed compared to baseline	3	0	1	2
	24	4	12	8

## Summary Analysis

The large majority (66%) exceed expected progress in Maths Entry level Certificate/ GCSE, with only 13% achieving 1 grade lower than expected. Progress in Maths Functional Skills leads to the very large majority (92%) exceeding expected progress.

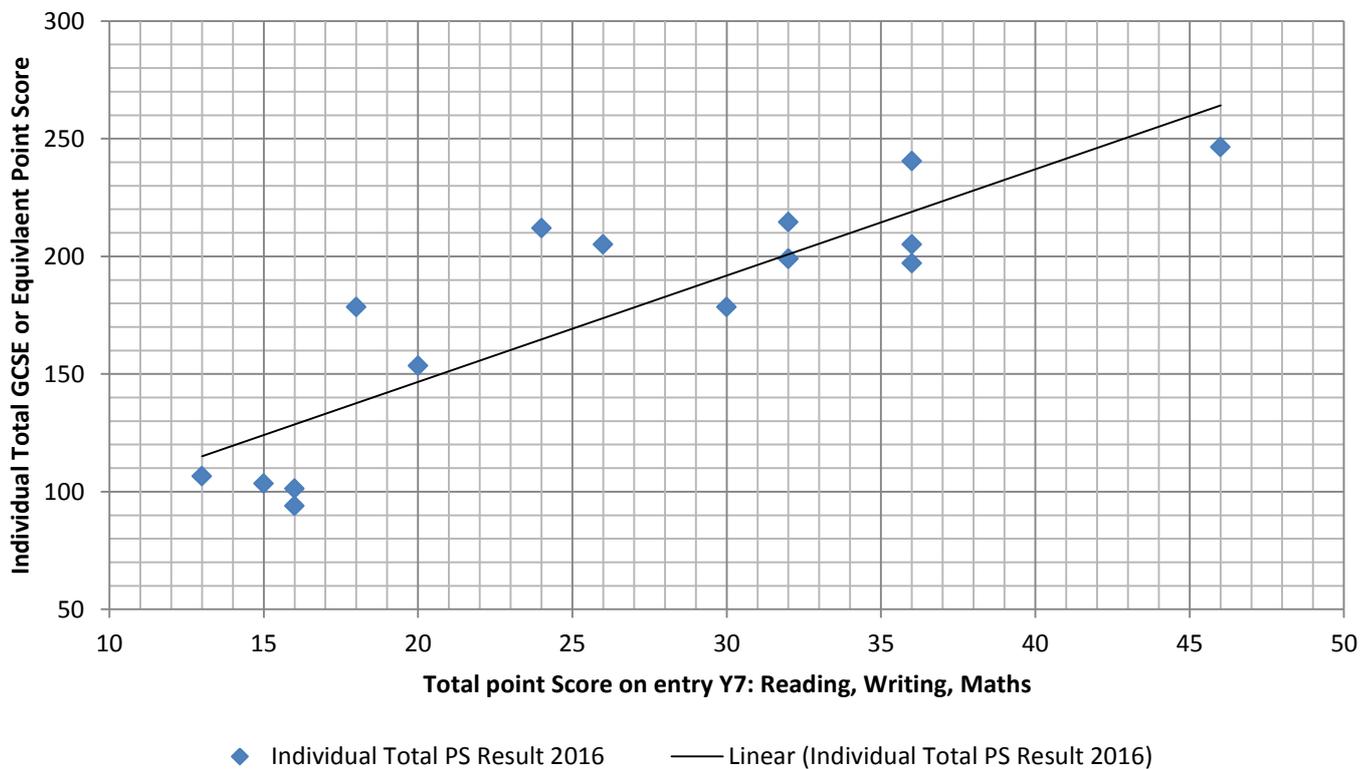
In English, progress is even stronger, with the very large majority exceeding expected progress in Entry Level Certificate/ GCSE (83%) and Functional Skills (88%). Only 1 student did not achieve a grade and therefore achieved less than expected.

N.B. numbers are small and percentages should therefore be treated with caution.

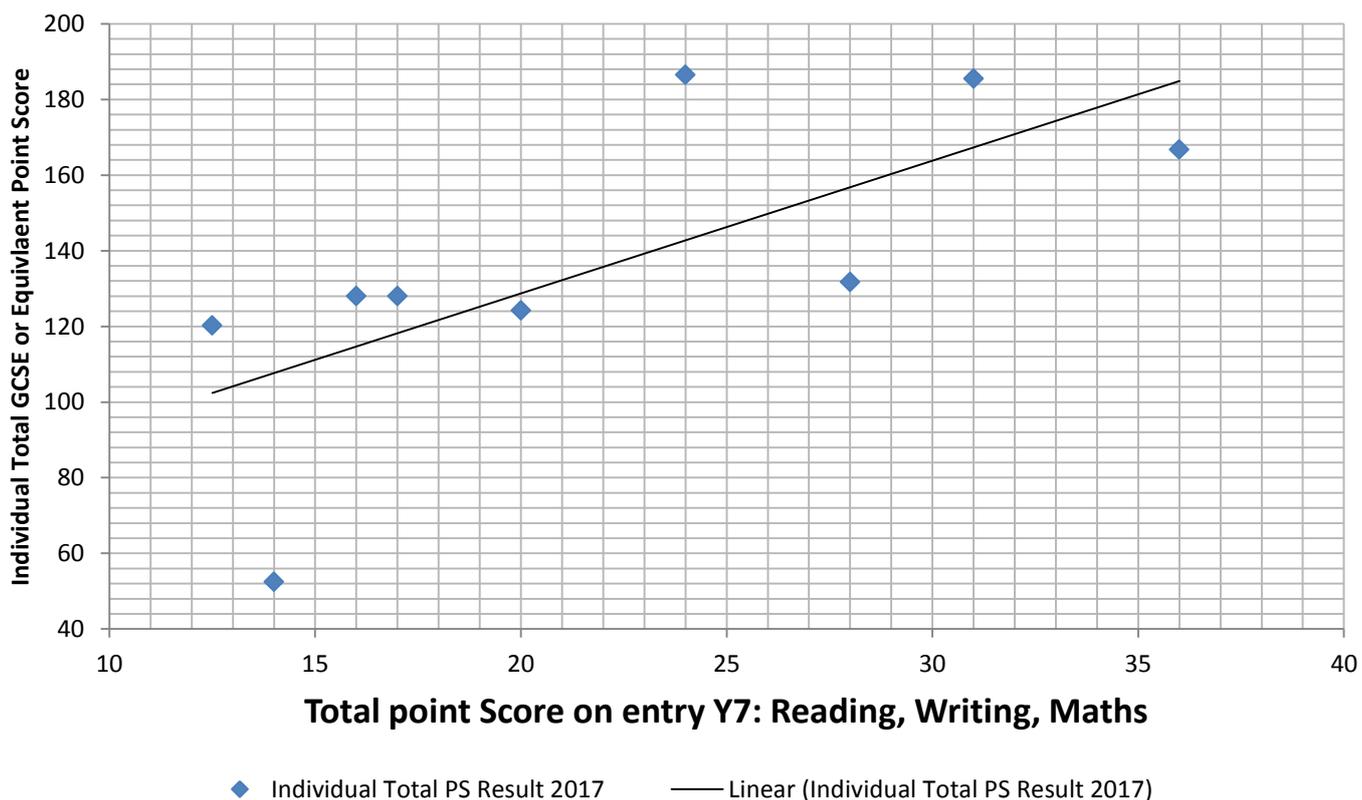
Upper quartile progress in maths does not appear quite as strong the middle and lower quartiles.

## Overall outcomes compared to starting points

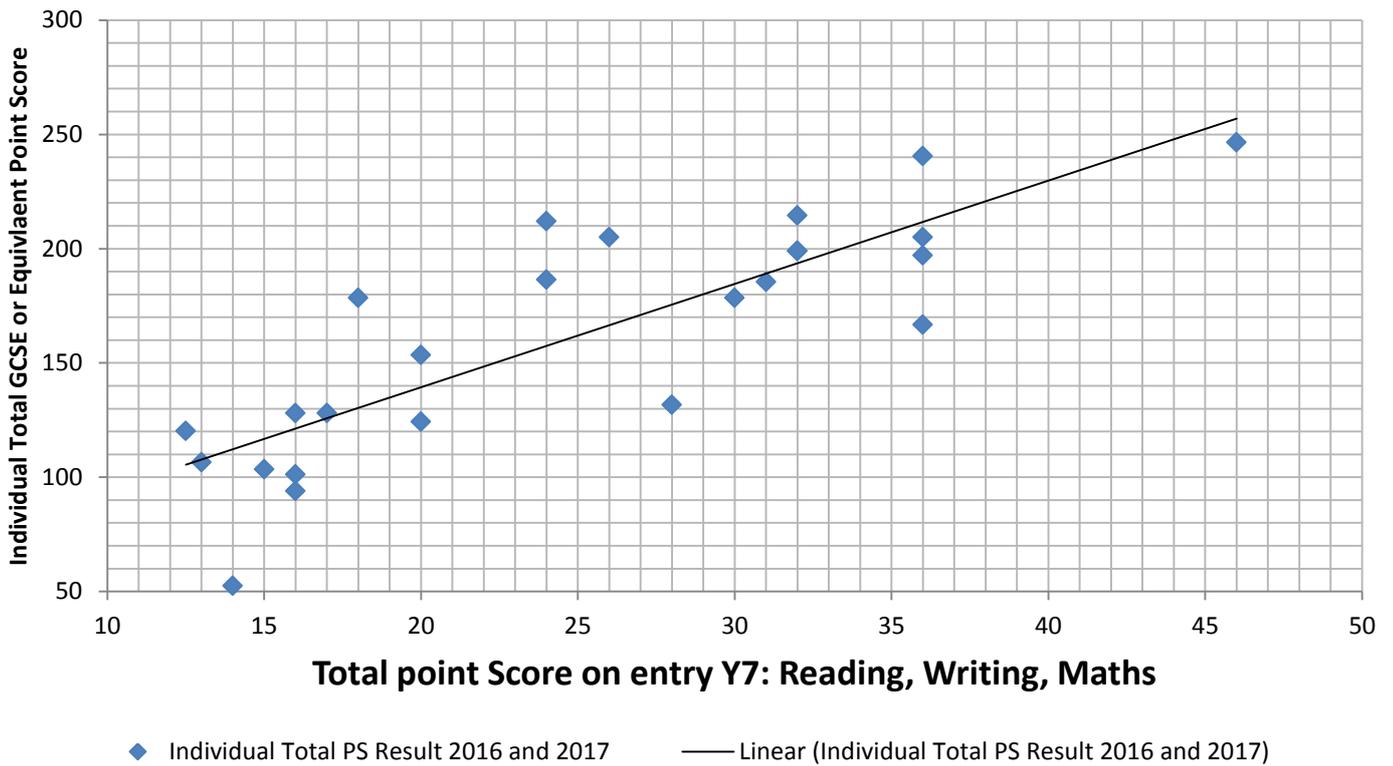
### Correlation between baseline and Key Stage 4 Point Score 2016



### Correlation between baseline and Key Stage 4 Point Score 2017



## Correlation between baseline and Key Stage 4 Point Score in 2016 and 2017



## Comparison with earlier cohorts: KS4 Average Total Point Score compared to APS on entry

