

2018-2019 – 42 pupils/students

Introduction

The School spent 2016 – 2017 reviewing all its assessment practices alongside a full curriculum review in order to make a bespoke and individualised programme which is age appropriate for all. The School introduced a new assessment schedule and a number of new assessment methods including lasend, VB Mapping, Earwig, alongside a complete review of IEP writing (short term target plans) and use of SCERTS and therapeutic target setting.




During the year 2017-2018, these practices were evaluated in line with changes to P Levels. In May 2018 the government released the new pre-key stage standards for 2018/2019 onwards and confirmed that the P Levels are removed from September 2018. The new pre-key stage standards are too narrow to be used for ongoing assessment, so schools need to use something in place of P Levels to track ongoing progress. Therefore, from September 2018, all students at Villa Real transferred to Engagement Steps and Progression Steps. Each class teacher set individualised target for every area of learning.

From 2014-2017 Villa Real used the following to assess progress;

SLD and ASC achieving 40% increase using B Squared as above expected, those achieving 30% as expected. For those pupils with PMLD above expected refers to a 20% increase and expected progress is 15%. Pupils with a range of complex needs were assessed on la SEND in order to capture the granular progress and ensure that it is moderated against other similar pupils Nationally (la SEND is moderated against over 500 provisions).

In September 2017, Students were given more challenging and individualised targets by their teachers in Maths and English. These targets were then used to assess progress. Traditionally within school students had to complete 85% of the level before moving up. This was a purely linear way of capturing progress and prevented some students with specific difficulties progressing from 1 level to the next.

From September 2018, all pupils/students were baseline assessed by teachers. These baseline scores were then moderated by subject coordinators and SMT. Bespoke targets were set for each area/subject by class teachers. Pupils/students working below the equivalent of P4/5 were assessed on Engagement Steps in line with the 7 areas of Engagement recommended by the Rochford review. Other pupils/students were assessed on Progression Steps.

Key	
	Above expected progress
	Expected progress
	Below expected progress

Key Stage managers attended moderation events across the LA and formal assessments were entered at the end of each Key Stage.

Progress against targets 2014-2019

Pupils on Progression Steps who reached or exceeded their targets.

	Attendance	Expected progress set by;	English	Maths
2014 - 15		Standardised, general targets generated	77%	74%
2015 - 16	90.1%		77%	85%
2016 - 17	91.7%		94%	95%
2017- 18 53 students on PS	91.2%	More challenging individual targets set by teachers in English and Maths	85%	89%
2018-19 42 students on PS	91.2%	Targets set for all pupils/students for every subject using baseline data and moderated by LA	98.5 %	97.7%

	Below Expected					Expected					Above Expected				
	2014 - 15	2015 - 16	2016 - 17	2017- 18	2018- 19	2014 - 15	2015 - 16	2016 - 17	2017- 18	2018- 19	2014 - 15	2015 - 16	2016 - 17	2017- 18	2018- 19
English	23%	23%	5%	15%	1.5%	8%	10%	11%		9.5%	69%	67%	84%	63%	89%
Maths	26%	15%	5%	11%	2.3%	7%	12%	11%	27%	5.6%	67%	73%	84%	62%	92.1%

Key

	Above expected progress
	Expected progress
	Below expected progress

Number of EHCP objectives met

2016-2017	36%
2017-2018	88%
2018-2019	81%

The significant rise of objectives met coincides with appointment of new SENCo and whole staff CPD on writing SMART targets by LEA adviser on EHCPs. From 2018-2019, this incorporates the REAL curriculum and monitoring of progress.

Looked After Children 2018-2019. Attendance – 94.8%

5 students	Below Expected	Expected	Above expected
English			100%
Maths			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 1 - Attendance 87.1%

	Reading			Writing			Expressive Language		
2014 - 15		15%	85%	46%		54%	15%		85%
2015 - 16	15%		85%	46%		54%	31%		69%
2016 - 17			100%			100%		7%	93%
2017- 18	28%	14%	58%	16%	42%	42%	72%		28%
2018- 19	16% (1)	16%	68%		38%	68%			100%

	Number			Geometry			Measures			Statistics		
2014 - 15	41%		59%	35%		65%	46%		54%			
2015 - 16	15%		85%	31%		69%	23%		77%			
2016 - 17		7%	93%		7%	93%	7%		93%			
2017- 18	15%	28%	57%	28%	28%	44%	29%	14%	57%	29%	14%	57%
	Number			Geometry and Measurement						Statistics and Probability		
2018- 19		14%	86%					100%				100%

Strengths

- EYFS and KS1 external moderation was extremely positive in terms of progress shown and validity of staff assessments
- Improvements in Writing show increase in pupils at or above expected level over 4 years
- Huge improvement in spoken language, due to SALT input
- Improvements in all areas of Maths due to Maths/Numeracy input across the curriculum.

Areas for Development

- Attendance in SLD classes
- Development of use of Numicon statistics and geometry resources
- Focused intervention for the 1 pupil not achieving in reading (JG) who returned to this school after a period living else where

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 1 by Year Group

Year	Reading			Writing			Expressive Language		
2 (7)	16% (1)	16%	68%		38%	68%			100%

Year	Number			Geometry and Measures			Statistics and Probability		
2 (7)		14%	86%			100%			100%

Key Stage 1 Comparison by Gender

	Reading			Writing			Expressive Language		
Boys (7)	16% (1)	16%	68%		38%	68%			100%
Girls (0)									

	Number			Geometry and Measures			Statistics and Probability		
Boys (7)		14%	86%			100%			100%
Girls (0)									

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 1 Pupil Premium

	Reading			Writing			Expressive Language		
PP (5)		20%	80%		20%	80%			100%
Non-PP (2)	50%		50%		50%	50%			100%

	Number			Geometry and Measures			Statistics and Probability		
PP (5)			100%			100%			100%
Non-PP (2)	50%		50%			100%			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 2 –Attendance 89.6%

	Reading			Writing			Expressive Language		
2014 - 15	20%	8%	72%	17%	8%	75%	27%	13%	60%
2015 - 16	23%		77%	23%		77%	31%		69%
2016 - 17	8%	4%	88%	4%	4%	92%	8%	4%	88%
2017- 18	10%	10%	80%	15%	10%	75%	10%	15%	75%
2018-19	7%		93%		25%	75%		7%	93%

	Number			Geometry			Measures			Statistics		
2014 - 15	15%		85%	11%		89%	12%		88%			
2015 - 16	15%		85%	31%		69%	23%		77%			
2016 - 17	12%	8%	80%	4%	4%	92%		8%	92%			
2017- 18	30%		70%	20%	5%	75%	15%	10%	75%	20%	20%	60%
	Number			Geometry and Measurement			Statistics and Probability					
2018- 19		12%	88%	12.5%			6%			81.5%		

Strengths

- 2 students entered for SATS and scored 88/86 in Maths and both scored 92 in English
- No significant difference in PP and non PP
- All pupils made expected or above expected in writing and expressive language
- Significant increase in children achieving above expectations in Statistics and Probability and Number

Areas for Development

- Girls do slightly better in reading and writing
- Attendance in SLD classes
- Intervention plan for 1 pupil not achieving in reading (PR)
- Pupil Premium do slightly better

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 2 by Year Group

Year	Reading			Writing			Expressive Language		
3 (2)			100%		50%	50%			100%
4(3)			100%		33%	67%			100%
5(4)			100%		25%	75%			100%
6 (7)	14% (1)		86%		28%	72%		14%	86%

Key Stage 2 by Year Group

Year	Number		Geometry and Measures			Statistics and Probability		
3(2)		100%	50%		50%			100%
4(3)	33.3%	66.6%			100%			100%
5(4)		100%			100%			100%
6(7)	14%	86%	14%	14%	72%			100%

Key Stage 2 Comparison by Gender

	Reading			Writing			Expressive Language		
Boys (10)			100%		20%	80%		20%	80%
Girls (6)	16% (1)		84%		16%	84%			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

	Number			Geometry and Measures			Statistics and Probability		
Boys (10)		10%	90%	10%		90%			100%
Girls (6)		17%	83%	17%	17%	66%			100%

Key Stage 2 Pupil Premium

	Reading			Writing			Expressive Language		
PP (10)	10%	10%	80%		20%	80%			100%
Non-PP (6)			100%			100%			100%

	Number			Geometry and Measures			Statistics and Probability		
PP (10)		20%	80%	20%	10%	80%			100%
Non-PP (6)			100%	17%		83%			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 3 Attendance – 92.1%

	Reading			Writing			Expressive Language		
2014 - 15	39%		61%	46%		54%	62%		38%
2015 - 16	36%		64%	55%		45%	73%		27%
2016 - 17	7%		93%	7%	7%	86%	7%	14%	79%
2017- 18		33%	77%		33%	77%	16%	30%	54%
2018- 19			100%		18%	82%		6%	94%

	Number			Geometry			Measures			Statistics		
2014 - 15	33%		67%	28%		72%	63%		37%			
2015 - 16	18%		82%	18%		82%	36%		64%			
2016 - 17		14%	86%	14%	7%	79%	7%	7%	86%			
2017- 18		54%	46%		46%	54%		46%	54%		54%	46%
	Number			Geometry and Measurement			Statistics and Probability					
2018- 19			100%			6%		100%				100%

Strengths –

- Coursework externally moderated
- Improvement in expressive language due to increased SALT programmes
- 2 pupils in Year 9 have achieved Entry Level 1 Maths
- 2 pupils in year 8 achieved EL 2 in English and 1 pupil in year 9 achieved EL 1
- All students met or exceeded progress in all areas

Areas for Development –

- Improved use of Numicon resources in Geometry and Statistics
- 1 student to be referred to SALT for expressive language (BM)

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 3 by Year Group

Year	Reading			Writing			Expressive Language		
7 (4)			100%		50%	50%			100%
8 (4)			100%		25%	75%		25%	75%
9 (8)			100%			100%			100%

Key Stage 3 by Year Group

Year	Number			Geometry and Measures			Statistics and Probability		
7 (4)			100%			100%			100%
8 (4)			100%			100%			100%
9 (8)			100%		12%	88%			100%

Key Stage 3 Comparison by Gender

	Reading			Writing			Expressive Language		
Boys(14)			100%		14%	86%		7%	93%
Girls (2)			100%		50%	50%		50%	50%

	Number			Geometry and Measures			Statistics and Probability		
Boys (14)			100%		7%	93%			100%
Girls (2)			100%			100%			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 3 Pupil Premium

	Reading			Writing			Expressive Language		
PP (9)			100%		22%	78%		11%	89%
Non-PP (7)			100%		14%	86%			100%

	Number			Geometry and Measures			Statistics and Probability		
PP (9)			100%		11%	89%			100%
Non-PP (7)			100%			100%			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 4 Attendance – 94.4%

	Reading			Writing			Expressive Language		
2014 - 15		9%	91%	15%		85%			100%
2015 - 16	43%		57%	43%		57%	57%		43%
2016 - 17	17%	34%	50%	17%	34%	50%		34%	66%
2017- 18		25%	75%		25%	75%	25%	50%	25%
2018- 19		32%	68%		16%	84%			100%

	Number			Geometry			Measures			Statistics		
2014 - 15	15%	7%	78%	7%	31%	62%	40%	15%	45%			
2015 - 16	43%		57%	29%		71%	29%		71%			
2016 - 17	17%	34%	50%		34%	66%	17%	34%	50%			
2017- 18	25%		75%		25%	75%		25%	75%		25%	75%
	Number			Geometry and Measurement			Statistics and Probability					
2018- 19	17%		83%				100%			17%		83%

Strengths –

- One student in Year 10 gained Entry Level 1 in Maths
- One student in Year 11 gained Entry Level 2 in Maths
- One student in Year 11 gained Entry Level 1 in English
- All students made expected or above progress in all areas of English

Areas for Development –

- Increased emphasis on Reading required and comprehension to allow students to achieve in both English and Maths

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 4 by Year Group

Year	Reading			Writing			Expressive Language		
10 (3)			100%			100%			100%
11 (3)		66%	43%		33%	67%			100%

Key Stage 4 by Year Group

Year	Number			Geometry and Measures			Statistics and Probability		
10 (3)	33%		67%			100%	33%		67%
11 (3)			100%			100%			100%

Key Stage 4 Comparison by Gender

	Reading			Writing			Expressive Language		
Boys (1)			100%			100%			100%
Girls (5)		32%	68%		16%	84%			100%

	Number			Geometry and Measures			Statistics and Probability		
Boys (1)			100%			100%			100%
Girls (5)	20%		80%			100%	20%		80%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 4 Pupil Premium

	Reading			Writing			Expressive Language		
PP (4)		50% (1)	50%						100%
Non-PP (2)			100%		25%	75%			100%

	Number			Geometry and Measures			Statistics and Probability		
PP (4)	25%		75%			100%	25%		75%
Non-PP (2)			100%			100%			100%

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 5 – Attendance 96%

	Reading			Writing			Speaking & Listening		
2014 - 15	28%	25%	47%	28%	29%	43%	5%	13%	82%
2015 - 16	7%		93%	14%		86%	14%		86%
2016 - 17	6%		94%	6%	12%	82%		12%	88%
2017- 18		23%	77%		12%	88%	12%	11%	77%
2018- 19		40%	60%		40%	60%	40%	60%	

	Number			Measures			Data		
2014 - 15	16%	13%	71%	22%	17%	61%	4%	20%	76%
2015 - 16	14%		86%			100%			100%
2016 - 17	6%		94%		6%	94%			100%
2017- 18		34%	66%		34%	66%		34%	66%
2018-19		40%	60%		40%	60%		40%	60%

Strengths –

One pupil in Year 12 achieved Entry Level 2 Maths and English

Areas for Development –

Ensure students have opportunities for social speaking to improve confidence

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 5 by Year Group

Year	Reading			Writing			Speaking and Listening		
12									
13 (2)		50%	50%		50%	50%		50%	50%
14 (3)		67%	33%		67%	33%		67%	33%

Year	Number			Measures			Data		
12									
13		50%	50%		50%	50%		50%	50%
14		67%	33%		67%	33%		67%	33%

Key Stage 5 Comparison by Gender

	Reading			Writing			Speaking and Listening		
Boys (4)		50%	50%		50%	50%		50%	50%
Girls (1)		100%			100%			100%	

	Number			Measures			Data		
Boys		50%	50%		50%	50%		50%	50%
Girls		100%			100%			100%	

Key

	Above expected progress
	Expected progress
	Below expected progress

Key Stage 5 Pupil Premium

	Reading			Writing			Speaking and Listening		
PP (5)		40%	60%		40%	60%	40%	60%	
Non-PP (0)									

	Number			Measures			Data		
PP		40%	60%		40%	60%		40%	60%
Non-PP									

Key

	Above expected progress
	Expected progress
	Below expected progress

