



<b>Number of Pupils per Key Stage (KS):</b>		
	Academic year	
	September 2016 - July 2017	September 2017
Total number of pupils	79	83
Pupils in EY	2	2
Pupils in KS1	6	4
Pupils in KS 2	10	14
Pupils in KS3	26	26
Pupils in KS4	21	20
Pupils in P16	14	17

### **Performance, Progress and Achievements**

The academic year 2016-2017 marked the second full cycle of using the New Horizons Assessment across school and REP. National Curriculum levels were no longer used. Lonsdale School switched to the new level-less B Squared for our academic assessment. This change made it necessary to re-baseline all Lonsdale pupils within the B Squared tool and target-set using the new stages. Target-setting for more academic pathways was focused around predicted grades for accredited courses.

All teachers and staff have worked closely with the young people, their parents and other professionals to identify aspirations and barriers to learning to be able to fully support each pupil at Lonsdale. Pupils most at risk from falling behind were supported by

- Pupil Premium
- Yr7 Catch-up Funding.

Individual Pupil Premium Plans, the year-7 catch-up booster programme and the work of the Teacher for CLA<sup>1</sup> ensured that the most vulnerable groups of pupils in school were monitored and supported appropriately<sup>2</sup>.

Our early-years (EY) and year 1 pupils continued to work towards the EY goals. One pupil in year 2 continued to work part-time with the EY class in order to develop fundamental EY skills further.

Pupils in primary stayed below the threshold for statutory assessments, and no pupils were entered for SATs. Two pupils were entered for the phonic screening in 2016-17 with one pupil passing.

Pupils in KS3 followed their Individual Learning Programmes with year-9 pupils choosing options for KS4. Three of our most able KS3 pupils accessed courses alongside KS4 students.

#### **In KS3:**

Seven students in Key Stage 3 (and one in KS4) gained a Bronze Level Award in Creativity with Funky Pie Arts, ([www.thefunkypiecompany.co.uk](http://www.thefunkypiecompany.co.uk)). This is an accredited course through which pupils work in partnership with other schools on creative arts such music, drama and art.

<sup>1</sup> Children Looked After

<sup>2</sup> Details in separate Reports



**In KS4:**

- One student passed GCSE Maths with grade 4, BTEC Performing Arts Acting Unit Individual Showcase Level 2 with Merit and BTEC Principles of Applied Science Level 2 with Merit. They have now completed the full BTEC Performing Arts award. A L2 Merit claim has been submitted to the examining body (Edexcel) for certification.

**In KS5:**

- Two Post-16 students passed their BTEC Performing Arts Acting Unit Individual Showcase Level 2, one with Merit. Both have now completed the full BTEC Performing Arts award. A L2 Merit and a L2 Pass claim have been submitted to the examining body (Edexcel) for certification.
- Two Post-16 students passed their BTEC Principles of Applied Science Level 2 with Merit.
- Two Post-16 students passed their GCSE English Language: one with grade 5 and a distinction in Spoken Language, one with grade 3 and a Merit in Spoken Language.
- One Post-16 student passed his Maths GCSE with grade 5.
- Two Post-16 students passed their Maths Functional Skills Entry Level.
- All year-12 students gained ASDAN Awards; year 13 students gained their ASDAN Certificates.
- One Post-16 student successfully completed an AS History module by attending History classes at Marriotts.

### Data Analysis, Trends and Patterns – School

The Annex provides a full and comprehensive data analysis for:

- Academic progress across the school in core subjects (Sky)
- Progress in non-academic areas (Horizon)

Both, Sky and Horizon data analysis, also look at and compare data from

- Key stages
- Boys and girls
- ADS pupil cohort
- Pupil Premium cohort
- REP cohort

It also shows progress towards Lonsdale's whole-school target to achieve outstanding pupil progress, which was set with our Herts Improvement Partner (HIP) at the beginning of last school year.

Some areas of school data, e.g. the progress of pupils with English as a foreign/additional language or from ethnic minority groups, are neither conclusive nor comparable to local, regional or national data due to the small number of pupils at Lonsdale who would fall into these categories. Progress results are more of an individual nature rather than reflecting a school trend. The analysis of data for these few pupils has been completed on an individual basis to ensure they are on track to meet or exceed their set targets in line with all other pupils at school.

An overall trend, which can be seen across all groups and key stages, is the increasing number of blue (met or exceeded targets) and a decrease in red (off or below target) throughout the school year. This also led to an increase in pupils being upstreamed to working on targets with accelerated progress in core subjects in the latter part of the academic year. In English 32.9% and in Maths 31.6% of all pupils work on or are about to start working on higher-stream targets, in Science 26.2% do. This brings us very close to our whole-school target to achieve outstanding pupil progress with 30% of pupils working on higher-stream targets in all core areas. Comparing different pupil cohorts and accelerated progress (working on higher-stream targets), the ASD cohort surprises with over 44% of



all ADS pupils at school working with accelerated progress in Maths and English. This is a significantly higher proportion than in any other cohort compared.

Another impressive trend can be seen in the Sky data sheet. There is a clear colour-shift pattern from green (on target to meet) after the first term to blue (met or exceeded) in July. This reflects the number of pupils (38) reaching the end of a key stage on one hand but also shows how much more effective progress meetings were used throughout the year to address any under-performance. The number of pupils staying on red was drastically reduced as a lack of progress was identified early through regular progress meetings. That meant that interventions could be successfully implemented to boost performance. Over 90% of all pupils are now on track to meet their set end-of-key-stage targets in all core subject areas.

All pupils (14) at the end of key stages 1, 2 and 5 and most of the leavers (19/22) of key stages 3 and 4 have met or exceeded their set targets for the key stage. A very small number of pupils (5) across all key stages was not able to meet their end-of-key-stage targets. These were flagged in the Summer-Term progress meetings with clear actions for the coming academic year.

A class-by-class analysis of data was not completed: Information about class performance can easily be taken from the Sky data sheet. Some class groups had a higher proportion of end-of-key-stage leavers and would therefore show more pupils meeting or exceeding their targets than other classes.

For Pupil-Premium pupils (39.2% of the pupil population) it is evident that all these pupils achieve in line or better with the whole-school.

Boy/Girl comparison shows there are no significant differences in achievement and performance.

Horizon-Target trends and patterns show that the targets set were challenging yet achievable with 78.5% of all pupils meeting or exceeding their five Horizon Targets and 21.5% making good progress in working towards meeting those. This is a slight improvement from the previous year.

Girls with ASD in receipt of PP show the lowest performance in meeting their Horizon Targets with only 55% meeting or exceeding set targets. However, numbers in that cohort are low, which may distort the results. This area needs to be monitored in the future.

Physical Targets were met or exceeded by 94.8% of all pupils. Four pupil made good progress towards their target but were not able to obtain a blue (met or exceeded) rating.

All pupils at Lonsdale follow the "Making Waves" Swimming Award. Each pupil is set individual targets to work towards throughout the year. 97.2% of all swimmers were able to meet or exceed their set targets. Only two pupils (2.8%) stayed on a green rating by July 2017.

The analysis of the Other-Focus-Area (OFA) Target shows that these were used well on an individual basis. The OFA 5 was dedicated to supporting achievement and progress of Pupil-Premium and Year-7 pupils. The overall trend of progress in the OFAs is in line with the trend in progress towards meeting Horizon Targets at school. By July 2017, 82.4% of all OFA targets were met or exceeded, 17.6% of targets received a green rating (good progress made towards target but not yet achieved/working towards).

Data from standardised reading assessments used at Lonsdale shows 95% of all pupils tested improving or maintaining their score in the British Picture Vocabulary Scale (BPVS) and the Salford Reading Test. 84.4% of all tested pupils improved or maintained their score in the Suffolk Reading Comprehension Test. There were no significant differences or patterns in the reading test results between boys, girls or other cohorts like ASD and PP.



### Data Analysis, Trends and Patterns – REP

Horizon Targets were set for each pupil accessing REP. The number of set targets corresponded with the number of nights a pupil stayed in REP. Out of 79 pupils in school (41 boys and 38 girls), 36 pupils (17 boys and 19 girls) accessed REP last academic year sharing 70 nights. That means that there is a near-equal representation of boys to girls in REP and in school. Fifteen out of the 36 pupils accessing REP were in receipt of Pupil Premium funding (41.7%) compared to school, where 31/79 pupils receive Pupil Premium (39.2%).

A total of 210 Horizon Targets were set in REP. 73.8% of these were met or exceeded, 26.2% received a green (working towards) rating. This is a vast improvement from the previous year and shows that REP staff are getting more familiar with target-setting and assessment. Pupil-Premium pupils in REP achieved in line with all other pupils in REP, with Pupil-Premium boys meeting or exceeding all set targets by July 2017 (100%). Boy/Girl Horizon REP target comparison shows no significant difference between the performance of boys and girls in REP, including ASD and Pupil-Premium boys and girls who access REP.

### Data Analysis, Trends and Patterns – Impact of REP Provision on Progress in School

The academic progress was directly compared for pupils who access REP (36) against those who do not (43). Data shows that REP pupils met or exceeded their set targets in English, Maths and Science with 72.2% compared to pupils who do not access REP. Only 30% to 40% of non-REP pupils met or exceeded their targets in the core subject areas. This suggests that pupils who access the educational provision in REP achieve more successfully in all academic areas at school.

A direct comparison of Horizon-Target data shows similar results: A greater number of pupils who stay in REP are more successful (82.2%) in meeting or exceeding their school Horizon Targets than peers who do not access REP (75.3%).

And last but not least, the data also shows that the performance of ASD and Pupil-Premium pupils in OFAs is higher when the ASD or Pupil-Premium pupils additionally access REP.

These are interesting findings, which need monitoring in future to determine if there are patterns or trends regarding the impact of the REP provision on overall performance.

### Conclusions and Implications for 2017-2018

School and REP data analysis have implications for the current academic year.

#### Key points:

- The monitoring of progress and termly progress meetings with teachers had a positive impact and led to an increase in the number of pupils who were able to meet or exceed their targets by July 2017. These systems need to stay in place for 2017-2018.
- REP Progress meetings will be introduced in 2017-2018. REP Target-setting in line with whole-school target-setting will be implemented in order to raise standards and aim for “outstanding” quality of teaching, learning, assessment and outcomes for all learners.
- There are implications that the Residential Education Provision has a positive impact on overall performance and achievement in school. REP and school need to continue to work together and monitor if this becomes a pattern or trend.
- The cohort of ASD girls in receipt of Pupil Premium showed the lowest performance in meeting Horizon Targets. This cohort will be closely monitored.
- ASD pupils’ data showed a larger than usual percentage of this cohort working on accelerated



progress in core subject areas. This will be monitored further.

- Pupil absence has led to individual pupils not being able to achieve set targets in the past. Attendance and absence will be monitored more closely and linked to performance data.
- Target-setting and describing progress for more academic pathways will need to be reviewed in light of the ever-changing accreditations.

Accredited courses will continue, and we extend the range of courses offered this academic year to a greater number of students. A challenge remains to liaise collaboratively with teachers outside Lonsdale who teach our students and involve them in target-setting, effective monitoring and tracking of pupils' progress.