

Assessment and progress report from 2022 - 2023

Summary

Curriculum assessment

- Statutory guidance issued by the DfE states that teachers must use the pre-key stage standards to make statutory teacher assessment judgements at the end of key stage 1 and 2 for pupils who are working below the national curriculum teacher assessment frameworks. If a pupil is working below these standards, they must be assessed using the Engagement model.
- During 2020 – 2021, the school developed and began to use our own 'Woodlands Levels' to record achievements and monitor progress for all pupils in Key stages 1 to 4. The statements used for the 21 levels for each subject area are closely linked with the curriculum and impact statements from the schemes of work for each subject.
- Woodlands levels are used to assess progress for all core and foundation subjects for pupils in Key stage 1 to 4.
- Within six weeks of entry into the school, each pupil's teacher assesses, baselines and sets curriculum targets for the coming term.
- Baselines and annual end of year levels for English and Maths are recorded for all pupils in the school's core data grids. This gives teachers and leaders an easily accessible overview of an individual's progress as they move transition through the school.
- Pupils who are being assessed using the engagement model also have their progress recorded using the 'emergent' levels that form part of the new Woodlands Levels (W1 – 5).
- The school now has two full years of data using the Woodlands levels for English and maths. Progress is analysed using a Woodlands devised scale according to the percentage of pupils who achieve different levels of progress.
- The assessment policy has been reviewed and updated to make reference to the Woodlands levels.
- Teachers assess and review progress every term. They complete SOLAR assessments and set new targets and/or adapt and develop more effective teaching strategies to ensure continued progress based on prior attainment.
- Action plans are drawn up at the end of each term for any pupils who are not on track to make at least 20% progress in each curriculum area.
- Pupils in the EYFS department have their own assessment framework on SOLAR to track progress towards the early learning goals that are broken down into smaller steps of progress.
- Students in the Post 16 department work have their progress tacked on SOLAR using the adult milestones and Functional skills Entry levels. Final year students gain accreditation via the submission of ASDAN Personal Progress units for external moderation.

EHCP outcomes

- At Woodlands we use a school devised EHCP Outcome Score assessment tool. Each cycle starts at the beginning of a term, dependent on when a pupil's annual review took place. Each annual target is broken down into 4 developmental outcome steps which enable teachers to measure the progress towards each of the EHCP areas of need. This outcomes document has replaced the use of IEPs across the terms. This assessment is written by a multi-disciplinary team in conjunction with the pupil's parents, and is personalised to the individual. It focuses on what progress should look like for that pupil. The EHCP outcome documents are designed to encourage home school links, with opportunities for parents/carers to input on target setting as well as monitoring progress.
- Teachers formally assess and review the termly progress made on EHCP targets using the EHCP outcome score sheets.
- Progress towards the longer-term Outcomes in the EHCP continue to be reviewed each year in the Annual Review meeting. Information recorded on the EHCP Outcome Score sheet will form part of the evaluation.
- SLT review EHCP achievement and target setting on a termly basis and also during Annual and six monthly Reviews to ensure targets are robust and challenging.
- Data is only one element of evidence collected, and progress towards individualised EHCP outcome scores, along with the annual teacher reports, which give a broader view of annual progress.
- Action plans are drawn up at the end of each term for any pupils who are not on track to make expected progress.

General

- Progress at Woodlands is shown through a broad and ongoing assessment process and reported through the annual review process. Class teachers draw information from EHCP outcome target reviews, staff observations of pupils, recording and staff witness statements.
- Achievement and progression are monitored at the end of each term. This ensures any pupils, who are not making expected progress are identified as early as possible.
- The impact of all action plans are monitored each term to evaluate the impact of any strategies or interventions that were put in place to support progress.

Core subject analysis

Data for 2022 – 2023 represents the second full year of data using the new Woodlands levels. Analysis is focussed on the % of pupils achieving different amounts/ levels of progress.

After the initial full year of using the Woodlands levels

Analysis was carried out for English and maths and by key stage and is summarised below.

Key Findings from this year's data:

- The vast majority of pupils are making at least 20% of a level of progress over the year.
- Pupils in receipt of free school meals are making significantly more progress than their peers.
- Pupils are now making similar levels of progress in English and maths.
- Some of our pupils who are working just above our emergent level at W6/7 are making less progress than their peers. Many of these pupils are eye gaze users who have complex physical disabilities.
- Some of our 1:1 pupils are making less progress than their peers but this is often due to them being more likely to need to attend medical appointments in school time.
- Although the amount of pupils making at least 20% of progress in English has slightly decreased this year, there are a greater number achieving at least one level of more of progress.

Pupil Premium and Recovery funding

Core data for 2022 -2023 shows that 14 pupils in receipt of pupil premium performed better than the whole school cohort in English and equally well in maths. However there were a significantly greater number of pupils in receipt of pupil premium who achieved at least one of more level of progress. Pupil premium funding was used towards SCERTS and Attention Autism training for identified classes, as well as Comprehensive Literacy training and Little Wandle Phonics training for teachers. Pupils in receipt of pupil premium also had access to additional support through engagement with the National Tutoring Programme

LAC

Core data for 2022 - 2023 shows that the 2 LAC pupils achieved at least 20% progress across all of the English maths strands. A third of the strands were showed one or more level of progress. However this data is not significant due to the small sample involved. Pupils in receipt of pupil premium plus also had access to additional support through engagement with the National Tutoring Programme

SUMMARY OF CORE SUBJECT DATA ANALYSIS 2022 - 2023					
<p>Figures in green represent where funding stream pupils performed better than the whole school. Figures in orange represent where funding stream pupils performed equally to the whole school. Figures in red represent where funding stream pupils performed less well than the whole school.</p>					
ENGLISH	Whole school	Pupil Premium	LAC	FSM	1:1 OR 2:1
Number of pupils	82	14	2	18	14
Less than 20% progress	8.5%	4.8%	0%	3.7%	16.7%
At least 20% progress	91.5%	95.2%	100%	96.3%	83.3%
1+ levels of progress	38.2%	52.4%	33.3%	38.9%	42.9%
MATHS	Whole school	Pupil Premium	LAC	FSM	1:1 OR 2:1
Number of pupils	82	14	2	18	14
Less than 20% progress	9.3%	9.5%	0%	7.4%	14.3%
At least 20% progress	90.7%	90.5%	100%	92.6%	85.7%

1+ levels of progress	33.8%	42.9%	33.3%	35.2%	35.7%
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SUMMARY OF CORE SUBJECT DATA ANALYSIS 2021 - 2022					
Figures in green represent where funding stream pupils performed better than the whole school. Figures in orange represent where funding stream pupils performed equally to the whole school. Figures in red represent where funding stream pupils performed less well than the whole school.					
ENGLISH	Whole school (65)	Pupil Premium (16)	LAC (2)	FSM (15)	1:1 OR 2:1 (13)
Less than 20% progress	7%	4%	17%	7%	5%
At least 20% progress	93%	96%	83%	93%	95%
1+ levels of progress	36%	42%	33%	36%	31%
MATHS	Whole school	Pupil Premium	LAC	FSM	1:1 OR 2:1
Less than 20% progress	11%	0%	17%	2%	8%
At least 20% progress	89%	100%	83%	98%	92%
1+ levels of progress	29%	50%	0%	42%	26%

EHCP outcome scores analysis

Whole school EHCP outcome scores data for 2022 - 2024 showed that 24.2% of pupils achieved more than expected outcomes and 98.1% achieved expected outcomes. This is a significant increase on the previous year's data.

Analysis was carried out for each EHCP outcome area (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical) as well as for each key stage.

Key findings from this year's data were:

- The vast majority of pupils achieved at least expected outcomes.
- In KS1, 2, 3 and 5, 100% of pupils reached their expected outcomes.
- KS2 and 3, had a significantly higher number of pupils reaching more than expected outcomes.
- Across the school, the social, emotional and mental health outcomes were the least well achieved.

Pupil Premium

EHCP Outcome scores data for 2022 - 2023 showed that 32.7% of the 16 pupils in receipt of pupil premium achieved more than expected outcomes. This is significantly higher than the whole school cohort and last year's data. 97% achieved at least expected outcomes which is only slight less well than their peers.

LAC

Only 2 pupils at Woodlands fall into this category, so statistical analysis is not significant. However, EHCP outcome scores data for 2022 - 2023 showed that 25% of these pupils achieved more than expected outcomes and 100% achieved expected outcomes. This is similar to last year's data and they are performing better than the whole school cohort.

SUMMARY OF EHCP OUTCOME DATA ANALYSIS 2022 - 2023					
Figures in green represent where funding stream pupils performed better than the whole school Figures in orange represent where funding stream pupils performed equally to the whole school. Figures in red represent where funding stream pupils performed less well than the whole school.					
	Whole school (89)	Pupil Premium (16)	LAC (2)	FSM* (21)	1:1 (18)
At least expected outcomes	98.1%	97%	100%	96.6%	100%

More than expected outcomes	24.2%	32.8%	25%	26.4%	24%
Less than expected outcomes	1.9%	3%	0%	3.4%	0%

SUMMARY OF EHCP OUTCOME DATA ANALYSIS 2021 - 2022					
Figures in green represent where funding stream pupils performed better than the whole school					
Figures in red represent where funding stream pupils performed less well than the whole school.					
	Whole school (78)	Pupil Premium (14)	LAC (2)	FSM* (23)	1:1 OR 2:1 (17)
At least expected outcomes	89%	92%	100%	95%	94%
More than expected outcomes	16%	20%	33%	13%	24%
Less than expected outcomes	11%	8%	0%	5%	6%

*Free School Meals (includes pupil premium pupils and pupils on the 16-19 vulnerable pupil bursary)

END OF KEY STAGE 2 DATA

All of our pupils are dissatisfied from taking the end of KS2 tests and are therefore assessed using the pre-key stage standards or Engagement model.

Results from end of Key stage 2 assessments in July 2023:

PRE KEY STAGE STANDARDS - SUMMER 2023					
	ENGLISH - READING	ENGLISH – WRITING	MATHS	SCIENCE	
1 PUPIL	PK 2	PK3	PK3	HNM	
1 PUPIL	PK1	PK1	PK2	HNM	
3 PUPILS	PK1	PK1	PK1	HNM	
1 PUPIL	ENGAGEMENT MODEL				

END OF KEY STAGE 4 DATA

All of our pupils are working below the level of the national GCSE exams. Therefore we do not have progress 8 or attainment 8 scores for our school.

Pupil progress in Key stage 4 is measured in the same way as for pupils in Key stages 1 to 3 through using our bespoke Woodlands levels.

SUMMARY OF CORE SUBJECT DATA ANALYSIS 2022 - 2023						
ENGLISH	NO OF PUPILS	LEVELS OF PROGRESS				
		0 – 19%	20 – 49%	50 – 99%	1 level to 1.99 levels	2 levels or more
KS4	12	11.1%	27.8%	19.4%	41.7%	0%
MATHS						
MATHS	NO OF PUPILS	LEVELS OF PROGRESS				
		0 – 19%	20 – 49%	50 – 99%	1 level to 1.99 levels	2 levels or more
KS4	12	16.7%	27.8%	36.1%	19.4%	0%

END OF KEY STAGE 5 ACCREDITATION DATA

All of our final year students have some of their work accredited through the completion of ASDAN Personal Progress units at Entry 1.

Units that were successfully accredited in July 2023 were:

UNIT	Credits	Number of students	Achievement Continuum levels gained.
DEVELOPING WRITING SKILLS	3	5	Development Initiation Consolidation Application (2)
EARLY MATHEMATICS: MEASURE	2	5	Active Involvement Development Consolidation Application (2)
DEVELOPING SKILLS FOR THE WORKPLACE: FOLLOWING INSTRUCTIONS	2	5	Active Involvement Initiation Consolidation Application (2)
ENGAGING WITH THE WORLD AROUND YOU: SENSORY STORY	3	1	Supported Participation
ENGAGING WITH THE WORLD AROUND YOU: THERAPIES	2	1	Supported Participation

DESTINATIONS DATA FOR YEAR 14 SCHOOL LEAVERS SINCE JULY 2021.

NUMBER OF STUDENTS	DESTINATION
JULY 2023	
1	Tier 2: Pathway to Independence and Supported Work at Merrist Wood college
1	Foundations Skills for Life course at Orchard Hill College (Carshalton campus)
1	Skills for Life course at St Piers College
1	Further education at The Orpheus Centre
1	Adult social care: Oak Tree Farm Care/ Surrey Choices
1	Adult social care package
JULY 2022	
2	Tier 2: Pathway to Independence and Supported Work at Merrist Wood college
1	Foundations Skills for Life course at Orchard Hill College (New Malden campus)
1	Foundations Skills for Life course at Orchard Hill College (Carshalton campus)
JULY 2021	
3	Pathway to Independence and Learning course at Merrist Wood college
1	Adult social care: My Time in Epsom.

Strengths of Assessment at Woodlands

Pupils are assessed using the Woodlands levels which are tracked on SOLAR for all core and foundation subjects. Assessment data for Maths and English is analysed on a termly basis. Teachers are setting challenging targets in these areas to ensure progression. The assessments carried out informs planning to ensure that appropriate objectives are set for each pupil in each subject. All planning and teaching is linked to each pupil's individual objectives.

Assessments are completed each term to measure progress in all core subjects. Selections of evidence towards these assessments in the form of work, photographs and witness statements are regularly moderated across the school to ensure rigorous and consistent levelling. This ensures that standardised assessment is taking place.

Pupil progress through scrutiny of Woodlands levels and EHCP Outcome Scores, is analysed each term by the assessment co-ordinator. Any pupils found not to be on track to make expected progress by the end of the term are identified and an action plan is devised by the class teacher if required. This ensures that key pupils are targeted early on where progress is not as expected. The in-depth tracking of all pupils, which is carried out each term, ensures that the SLT are fully aware of the progress and achievement of pupils in the school.