



Analysis of Student Attainment and Progress: Summer 2018

Setting and reviewing targets

Autumn term: Each October class teachers meet Deputy Head teachers and the Assistant Head teacher to predict student targets for the academic year.

Spring term: These targets are reviewed in the spring during pupil progress meetings and an analysis of the data so far is made to determine whether the Vale children are on track to meet their targets.

Summer term: Final judgements about individual pupil progress are made in the summer and the achieved levels are then put into CASPA.

How are children at Vale School assessed?

Children in the Foundation stage at Vale@Lancasterian are assessed using the foundation stage profile as well as being tracked using the Vale School's own tracking system for early years.

Vale@Belmont children in the foundation stage are also assessed using the profile and Vale teachers along with their mainstream colleagues discuss progress each term and complete a tracking sheet for Vale pupils at the end of July.

Students who are working within the P levels P1-P8 across the school are assessed using the Vale's own assessment framework of smaller steps, which have been adapted from the B-squared Assessment Framework.

For students working above these levels we continue to use the B-Squared Assessment framework document. Depending on the different mainstream school assessment systems, Vale then calibrates levels to follow B Squared which is still based on NC levels.

Year 10 and 11 Students at the Secondary department who are taking exams in Functional Skills English and Mathematics are assessed using the Open College Network assessment framework of Entry levels 1, 2 or 3.

Students included at Vale@Belmont and Vale@Duke's

Vale students included at Belmont Juniors are also tracked using Belmont's tracking system called 'Target Tracker'. Each term the Belmont Junior teachers share the results from in class assessments with the Vale Assistant Head teacher who is based at Belmont. Together they carry out an exercise in which they calibrate the levels achieved by Vale students in the class assessments with the B-Squared document. This data is then put into CASPA.

Students included at Duke's Aldridge Academy are assessed by their class teachers in all subjects and the levels tracked using their data system. Spring results and end of year levels are discussed with the Assistant Head teacher and Deputy Head teacher of the Vale secondary department. Again these are calibrated against B-squared and the information put into CASPA.

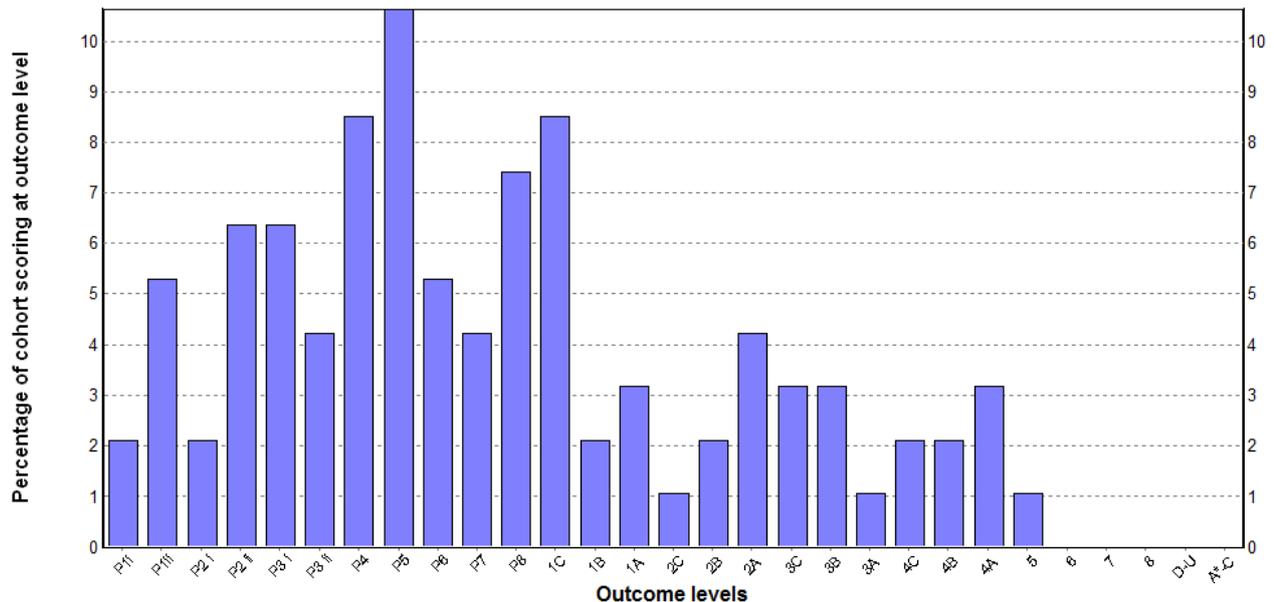
Overall Analysis of data

CASPA was able to make comparisons for 67 Vale Pupils, out of 104 on role. Outcome levels for students at Vale School range between P1(i) and GCSE grade levels.

CASPA 2018

CASPA results summary for Overall average for all pupils

This report shows the percentages of pupils scoring within each outcome level for Overall average.



There are in addition 8 pupils who currently are Out of range (OOR) on the CASPA system,

- 4 pupils are making age related progress, these children are either based at Vale@Belmont or fully included within Dukes Academy. They are all therefore tracked against mainstream peers and age related expectations.
- 4 pupils are making above the above expected progress that CASPA would suggest for pupils with their category of need and diagnosis.
- Their progress is tracked separately, (see final page)

There are also 25 other pupils who we do not have comparable data. 12 were new starters to Vale school and 13 of which were without a start level as they were in Reception or year one and have only been base lined in the Spring term. (see final page)

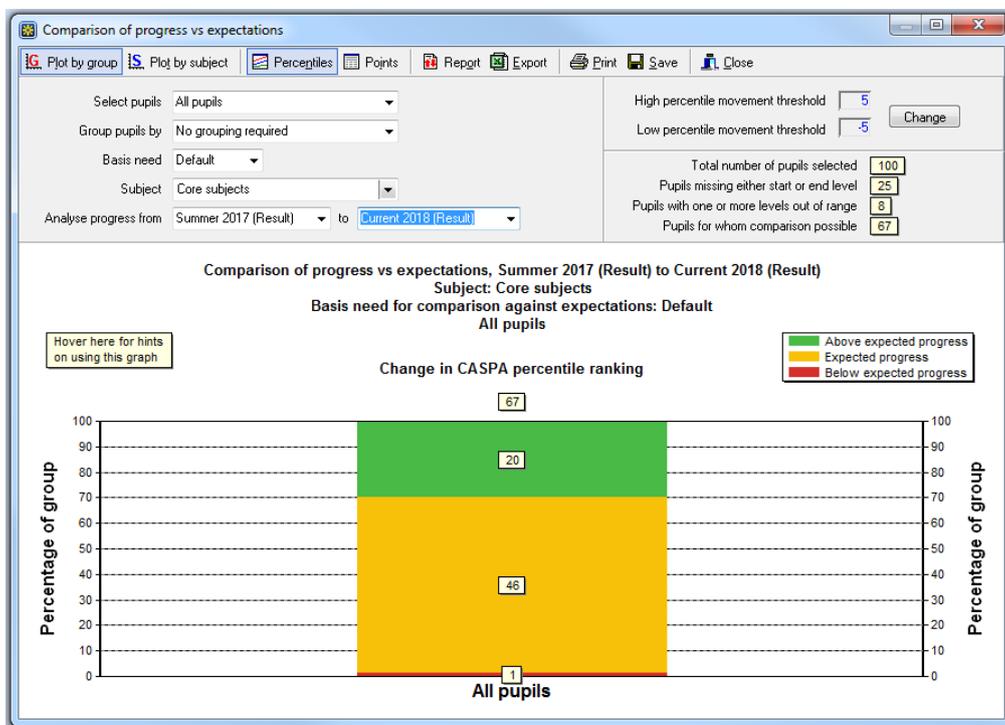
CASPA data

When comparing progress v expectation the following was identified that:

20 out of 67 children made **better than expected progress**

46 out 67 children made **expected progress**

1 out of 67 children made **less than expected progress**



These successes can be attributed to the following:

- Robust cycle of moderation/prediction of targets with teachers and senior leaders.
- A carefully planned bespoke curriculum that continues to be adapted to the needs of Vale pupils.
- The continued use of PODD across the school.
- The ongoing analysis of data collected to inform the target setting process.

Breakdown of progress

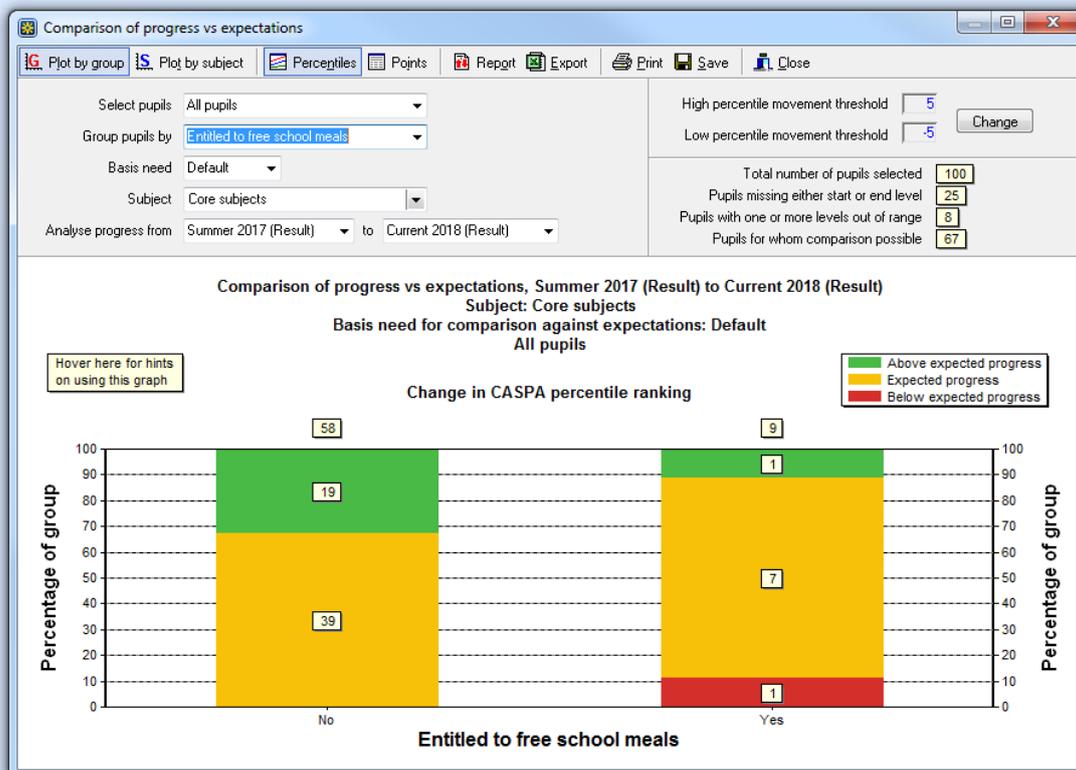
PMLD students: of the 67 children for whom a comparison could be made, 24 have profound and multiple learning difficulties. 13 of these students made above expected progress and 11 made expected progress.

SLD students: of the 67 children, 32 have severe learning difficulties. 4 of these students made above expected progress, 27 made expected progress and 1 made less than expected progress.

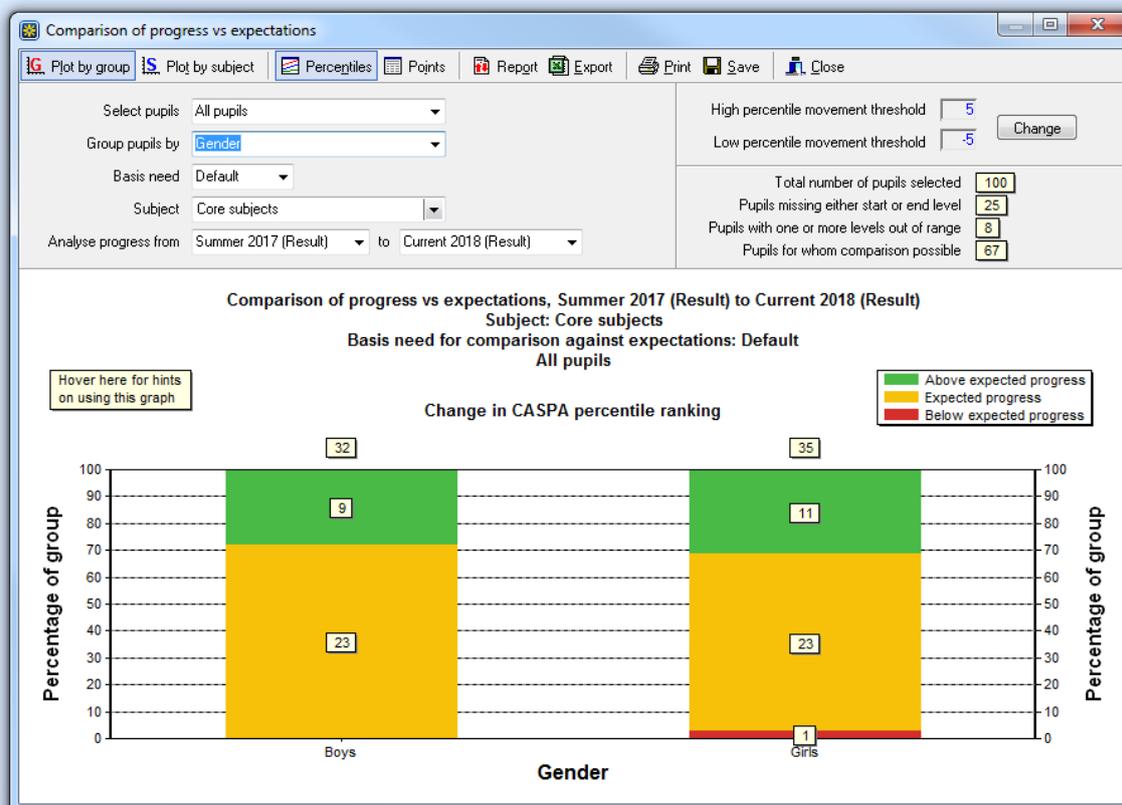
MLD students: of the 67 children, 11 have moderate learning difficulties. 3 of these students made above expected progress, 8 made expected progress.



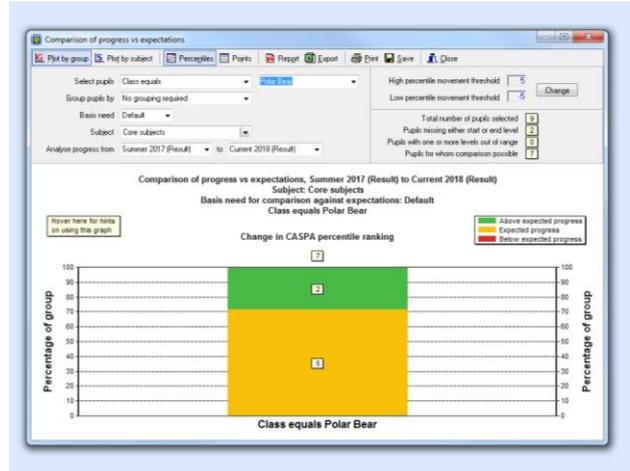
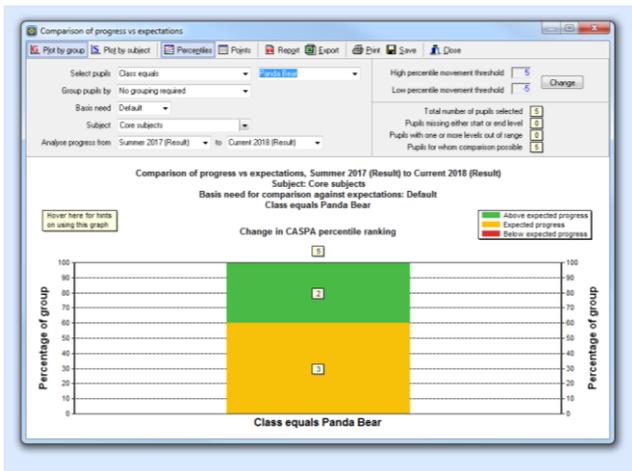
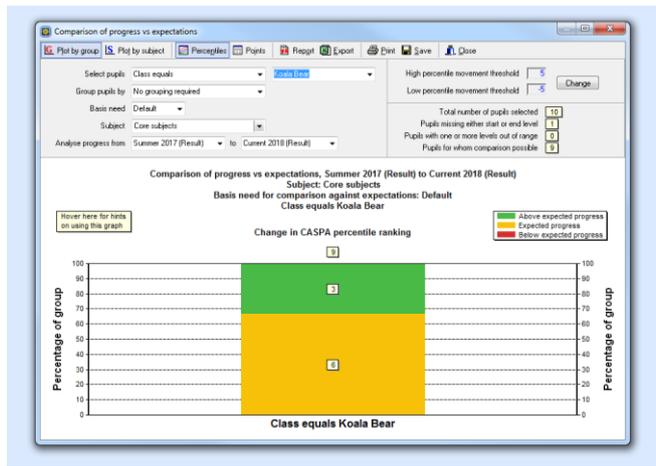
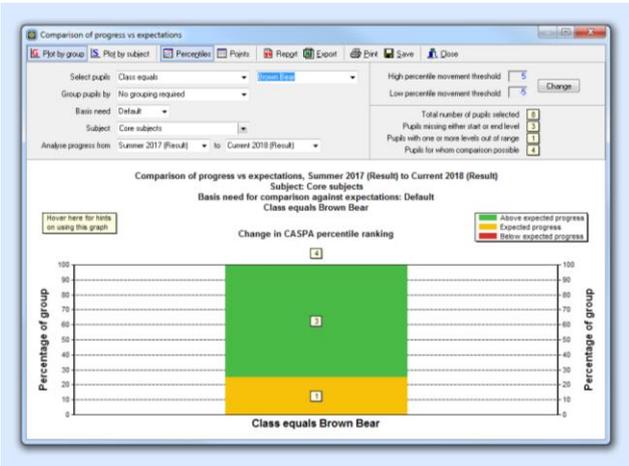
Analysis of data and progress in relation to entitlement to free school meals was as follows



Analysis of data and progress in relation to Key Stage was as follows

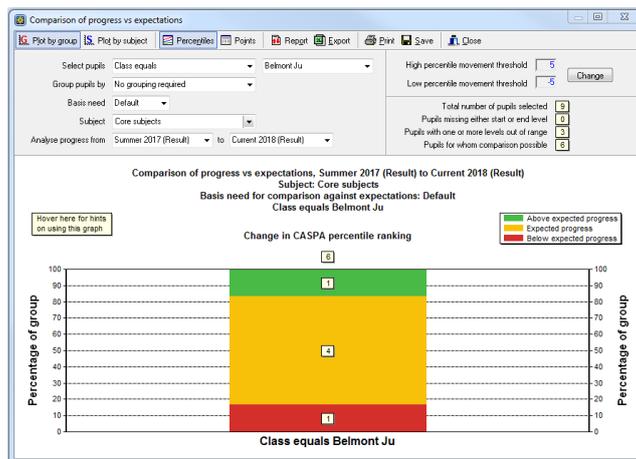


Progress for individual classes at Vale@Lancasterian



The two year two students for whom comparison is available at Vale@BelmontInfants currently show up in the CASPA data as Out of range (OOR)

Progress for individual classes at Vale@BelmontJuniors)



Progress for individual classes at Vale@Duke's

