



**Annual**  
**Progress Report**  
**2017-2018**



## **Attainment and Progress within Early Years**

We have identified progress towards the Early Learning Goals (ELGs) in quantified steps. Progress from 'entering' to 'developing' is one 'step' and similarly, progress from 'developing' to 'securing' and from 'securing' to 'entering'. Across Reception, it is expected that our children will make three steps of progress over three terms; this is in line with nationally agreed targets for children within the Early Years.

### **Personal, Social and Emotional Development**

All children achieved at least expected progress from an average starting point of 8-20 months. 71% of children exceeded expected progress.

### **Communication and Language**

All children achieved at least expected progress towards the ELGs from an average starting point of 8-20 months. The highest rate of progress was once again in listening with 88% of children exceeding expected progress.

### **Physical Development**

In the area of Moving and Handling, all children achieved at least expected progress towards the ELGs from an average starting point of 16-26 months. In Health and Self Care all but one child achieved at least expected progress towards the ELGs from an average starting point of 16-26 months. 63% of children exceeded expected progress.

### **Literacy**

88% of children achieved at least expected progress towards the ELGs from an average starting point of 16-26 months. The highest rate of progress was once again in reading with all children achieving at least expected progress and 38% exceeding expected progress.

Progress in Writing was again slightly lower than in other areas, although attainment was comparable. Nevertheless 75% of children achieved expected levels of progress. Two children did not make expected progress in this area.

### **Mathematics**

81% of children achieved expected progress in Mathematics, with 69% exceeding this, from an average starting point of 16-26 months. 63% of children exceeded expected progress in Number and 75% exceeded expected progress in shape, space and measures. One child achieved the Early Learning Goal in both areas.

### **Understanding the World**

All children exceeded expected progress in The World from an average starting point of 8-20 months. In the area of Technology 88 % of children achieved expected progress with

38% of children exceeding expected progress, one child achieved the Early Learning Goal. Progress in the area of People and Communities was lower than in the other strands with only 38% of children achieving expected progress and 25% of children exceeding expected progress, from an average starting point of 16-26 months.

### **Expressive Arts & Design**

All children achieved expected progress from an average starting point of 8-20 months in both strands. In Exploring and Using Media all children exceeded expected progress whilst in Being Imaginative 50% of children exceeded expected progress.

### **Conclusions**

Attainment on entry for all children is below age related expectation, with most children entering our Early Years class being below the developmental stage of 26 months in all areas and a significant majority being below 20 months. Average progression graphs provide evidence of accelerated progress from these starting points, closing the gap between children's learning and development and that of other children of the same age.

The effectiveness of Early Years provision is judged outstanding as children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result almost all children in our Early Years provision are making sustained progress that leads to gaps between them and all children nationally closing rapidly. Classroom observations and work scrutiny supports Haughton School in the judgement that teaching and learning within the Early Years provision is outstanding.

### **Areas for Development**

Whilst progress towards ELGs is judged as outstanding in each area, the accelerated progress in Writing and in Understanding People & Communities and the World continues to be less than in other areas. Both areas continue to be a focus for further development.

## **Attainment and Progress within Key Stage 1**

This year we have introduced an expectation of increased depth of learning across the school alongside end of Key Stage assessments relating to the Pre-Key Stage standards (PKS) and Age Related Expectations. The IASEND system of assessment identifies an expected progress of at least 10% increased depth of knowledge and understanding in each area over any given year (this is the standard agreed by all schools who use this system of assessment). Those children who achieve more than 12% progress from their individual starting point across a year are judged to be making 'good' progress and those that exceed 14% are judged to be making 'outstanding' progress. Haughton School expects all children in KS1 to make at least good progress across the Key Stage (24%) and in order to have exceeded expected progress children must make a minimum of 28% progress in depth of understanding.

### **Reading**

96% of children exceeded expected progress in reading. One child made less than expected progress across the Key Stage (making 21% progress).

In terms of attainment 1 child was working within the lower p-scales, 15 children were working within 'S' (upper p-scales) and 8 children were working within 'E' (Key Stage 1 curriculum).

### **Writing**

92% of children made at least good progress in writing. Two children did not achieve the school's expected 'good' level of progress, with one of these children not making expected IASEND progress (achieving 11% progress), the other child narrowly missed making 'good' progress (achieving 23%)

In terms of attainment 1 child was working within the lower p-scales, 15 children were working within 'S' (upper p-scales) and 8 children were working within 'E' (Key Stage 1 curriculum).

### **Speaking & Listening**

96% of children exceeded expected progress in speaking and listening. One child made less than expected progress across the Key Stage (making 18% progress).

In terms of attainment 1 child was working within the lower p-scales, 15 children were working within 'S' (upper p-scales) and 8 children were working within 'E' (Key Stage 1 curriculum).

### **Maths**

All children exceeded expected progress in mathematics.

In terms of attainment 1 child was working within the lower p-scales, 18 children were working within 'S' (upper p-scales) and 5 children were working within 'E' (Key Stage 1 curriculum).

### **Science**

96% of children achieved the expected progress in science, with 88% achieving the higher level set by the school. Three children did not achieve the school's expected 'good' level of progress, with one of these children not making expected IASEND progress (achieving 2% progress), the other children narrowly missed making 'good' progress (achieving 23% each)

In terms of attainment 1 child was working within the lower p-scales, 18 children were working within 'S' (upper p-scales) and 5 children were working within 'E' (Key Stage 1 curriculum).

### **Summary**

	Expected (IASEND)	Good (School Standard)	Exceeding Good
Reading	100%	96%	96%
Writing	96%	92%	88%
Speaking & Listening	96%	96%	96%
Maths	100%	100%	100%
Science	96%	88%	75%

### **Conclusions**

All children entered the Key Stage working below age related expectations.

The progress of this cohort of children is judged to be good with outstanding features as they have made consistently high rates of progress in relation to their starting points. The majority of children have made sustained progress that leads to gaps between them and all children nationally closing rapidly. Only one child did not make expected levels of progress.

## Attainment and Progress within Key Stage 2

Progress at Key Stage 2 has been measured using the 2017-2018 guidance from the Standards Agency as outlined in the table below:

	2017/18
Subject-specific study	Interim pre-key stage 2 standards <ul style="list-style-type: none"><li>• Growing development of the expected standard</li><li>• Early development of the expected standard</li><li>• Foundations for the expected standard</li></ul>
	P scales 5 to 8
Not subject-specific study	P scales 1 to 4

Once the IASEND system is fully embedded at Key Stage 2 (2019-2020) children will be expected to make at least 40% progress across this Key Stage in order to be judged to have achieved expected progress in a subject area.

This year we have maintained the expectations that children in Key Stage 2 will make 2 steps of progress. As the baseline for this cohort was completed using the p-scale model we have used this alongside interim pre-key stage 2 standards in order to demonstrate progress across the key stage. We have identified progress through the P-Scales and towards Age Related Expectations (AREs) in quantified steps. Progress from one P-Level to the next and from one PKS to the next is one step, progress. Those children who achieve more than two steps of progress are judged to be 'exceeding expected progress'.

### Reading

Average progression for this cohort by the end of KS2 exceeded expected progress by 1 step. Seventeen children made expected progress whilst thirteen children exceeded expected progress. One child made less than expected progress. In terms of assessed reading ages, 84% of children showed increased score with 79% of children achieving more than 4 years progress across the key stage. Twelve children entered Key Stage 2 with no measurable reading age, nine of these children achieved a reading age by year 6.

In terms of attainment, the majority of children showed growing development of the expected standard, two children achieved within the foundations to the expected standard and 1 child showed early development of the expected standard.

### Writing

Average progression for this cohort by the end of KS2 exceeded expected progress by 1 step. Sixteen children made expected progress whilst twelve children exceeded expected progress. Two children made less than expected progress.

In terms of attainment, the eleven children showed growing development of the expected standard, two children achieved within the foundations to the expected standard and five child showed early development of the expected standard.

### **Maths**

Average progression for this cohort by the end of KS2 exceeded expected progress by 1 step. One child did not make expected progress (achieving 1 step across the Key Stage), seventeen children made expected progress whilst fifteen children exceeded expected progress.

In terms of attainment, the twelve children showed growing development of the expected standard, four children achieved within the foundations to the expected standard and two child showed early development of the expected standard.

### **Summary**

	2 Steps	3+ Steps
Reading	94%	72%
Writing	89%	78%
Maths	94%	89%

### **Conclusions**

All children entered the Key Stage working below age related expectations. Progress in terms of assessed reading ages is particularly high with 79% of children showing significantly increased reading ages (more than 4 years) across the Key Stage

Although the majority of children continued to work below age related expectations in all areas, the children have made sustained progress with over 88% achieving expected progress and more than 70% exceeding this.

### **End of Key Stage 2 Summary 3 year 2016-2018 comparison**

The table shows that this year's results in KS2 English demonstrate an increase in the percentage of children achieving at least 2 levels of progress, the percentage of children achieving in the upper quartile (more than 3 levels of progress across the Key Stage) has once again increased. There was again a decrease in the percentage of children making less than 2 levels of progress across the Key Stage.

The table shows that this year's results in KS2 Mathematics demonstrate a slight improvement in the percentage of children achieving at least 2 levels of progress. The percentage of children making less than 2 levels of progress across the Key Stage has also decreased.

## Headline Figures

Key Stage 2	2016 (25 children)			2017 (15 Children)			2018 (18 Children)		
	L	M	U	L	M	U	L	M	U
English (average)	16%	84%	64%	11%	89%	65%	6%	97%	69%
Maths	16%	84%	60%	7%	93%	60%	6%	94%	89%

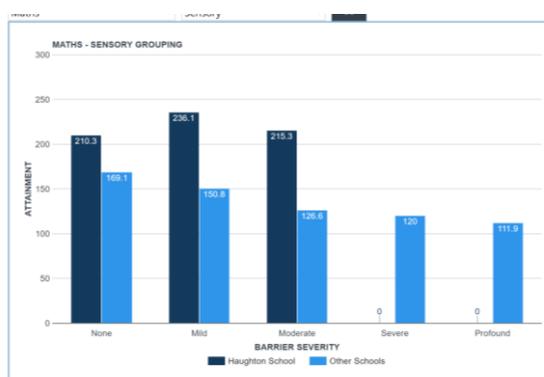
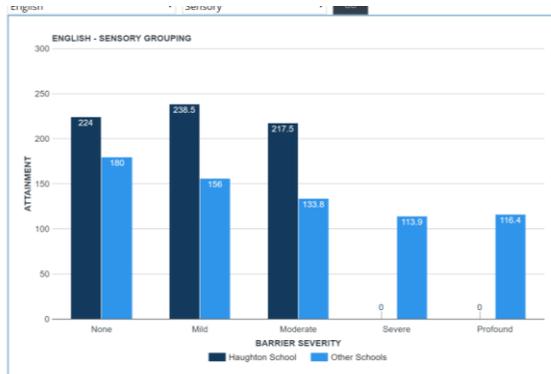
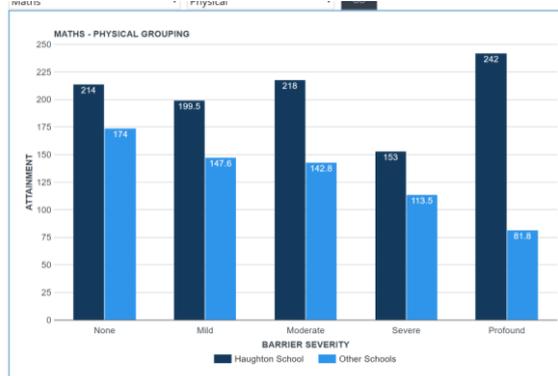
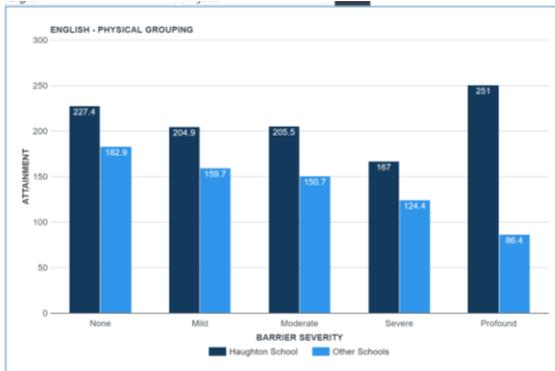
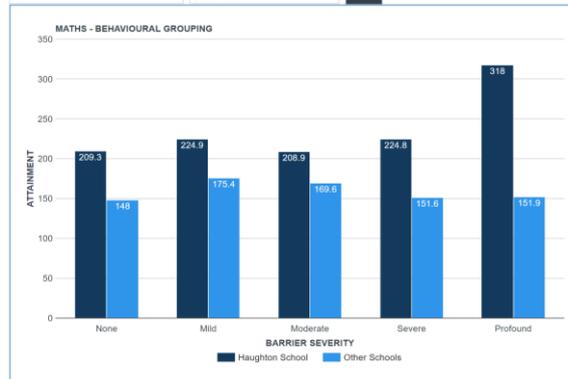
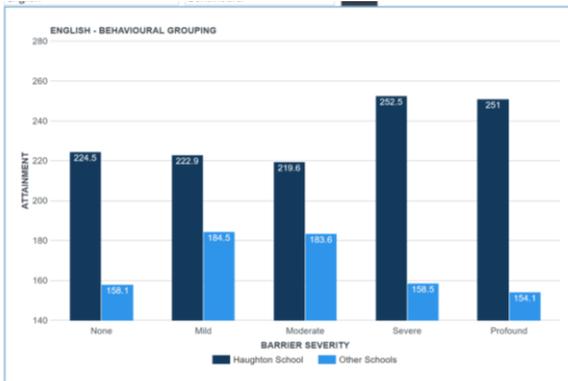
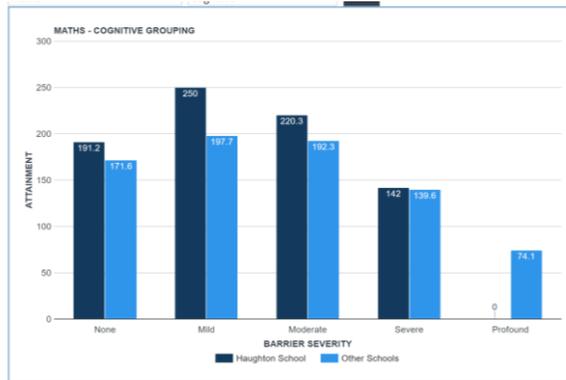
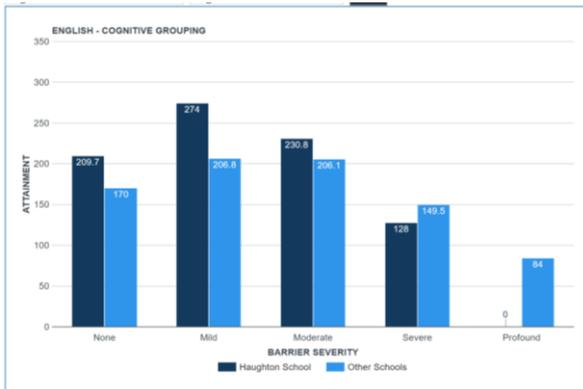
Cumulative data from 2016-2018 suggests that the vast majority of children make at least good progress in the core subjects. This reflects continued strength in the differentiated teaching approaches to meet the complex range of needs.

## School Benchmarking

The IASEND system makes it possible to compare the progress of children in Haughton School with that of children in other schools who have a similar SEND profile. This comparison helps to support our judgements on pupil progress.

The benchmarking shows that our children attain significantly higher levels in the majority of areas, the exception is children with more severe cognitive difficulties who attain slightly lower in English and an equal level in Mathematics.

# Houghton School Benchmarking



# Houghton School Benchmarking

