

Pupil Progress Report 2022

Introduction

Children who attend Haughton School have moderate to severe learning difficulties and complex needs. This means that they will be attaining at levels significantly below age-related expectations. The children require a highly differentiated curriculum and specialist teaching approaches in order to develop their skills.

Assessment in the Early Years

This year we have adopted the Cherry Garden Branch Maps (© 2022 [Cherry Garden School](#)) in order to monitor, record and evaluate the progress of our youngest children. The Cherry Garden Branch Maps are targeted at children who are working below Year 1 expectations and allow children's achievement to be assessed in a broader, more holistic way in order to truly celebrate the breadth of their experience and the range of their skills.

The Branch Maps are used alongside Tapestry which enables us to develop Online Learning Journals. Through the Tapestry app, teaching staff and parents and carers can share photo and video observations of learning.

The overarching aim of our assessment process is to provide an individualised record of each child's development prior to them beginning the next phase of their education with us. We also use the system to produce a summative overview of progress in our Early Years class.

Assessment in Key Stage 1 and Key Stage 2

Children are assessed across levels which range from Engagement (E), through the pre-Key Stage Standards (PKS) and on to the Age-Related Expectations (ARE). Due to their complex learning needs, children at Haughton may be assessed as attaining a level which relates to an ARE below their chronological age (for example a child in year 4 may be assessed as working at a year 1 developing level).

Depth of Understanding not Levels

Previously we have relied on P-Scale and National Curriculum levels in order to monitor our children's attainment and progress. The period of significant disruption and change of curriculum focus as a result of the pandemic provided us with the opportunity to re-assess how we measure attainment and to develop a more appropriate, informative and effective approach.

Like most schools we have moved away from judging a child's progress in terms of increased levels of attainment and are focussing instead on increased depth of understanding.

We use the iASEND assessment system as the foundation for monitoring, recording and evaluating the progress of our children from an emerging level of understanding through to a functional level. This allows us to continue to produce a summative progress report based on percentage increases in order to provide a broad evidence base at the end of each Key Stage. The percentages do not relate to levels but to increased depth of knowledge within a particular strand or branch (Branches 1 to 10 for Cherry Gardens and A,S, E or N for iASEND). More importantly our assessment systems give us detailed information on individual children throughout the year, allowing us to identify gaps in

learning and strengths. This system also allows us to monitor and compare the progress of our children in relation to children in other special schools with similar needs using a benchmarking tool.

Our assessment structure continues to be supported by summative reading and phonics assessments using the Salford Reading Tests, Phonics Screening and Letters and Sounds.

Target Setting

All children have a baseline assessment completed, using either Cherry Gardens or iASEND, in the first half term that they join us in Haughton School.

For our Reception aged children, we would identify progress through at least three branches of an area of learning to be good progress given their complex learning needs (this would roughly equate to 12 months progress from any given starting point).

For our children in Key Stages 1 to 2 we use the percentages set by iASEND (calculated using Dr Sue Fisher's experience as a Headteacher of a special school) as a guideline for our target setting. Our target for each child is an increased depth of knowledge and understanding at whatever level they are working at. The annual target for each child is for them to increase their depth of understanding by at least 10%. We identify individual children's progress towards increased depth, from their starting point (AP1) for each year as follows:

Working Towards Expected Progress between 5% and 9.9%

Expected Progress between 10% and 12%

Above Expected Progress between 12.1% and 15%

Outstanding Progress over 15%

Targets for children at the end of Key Stage 1 are at least 20% increased depth, with 40% increased depth expected at the end of Key Stage 2.

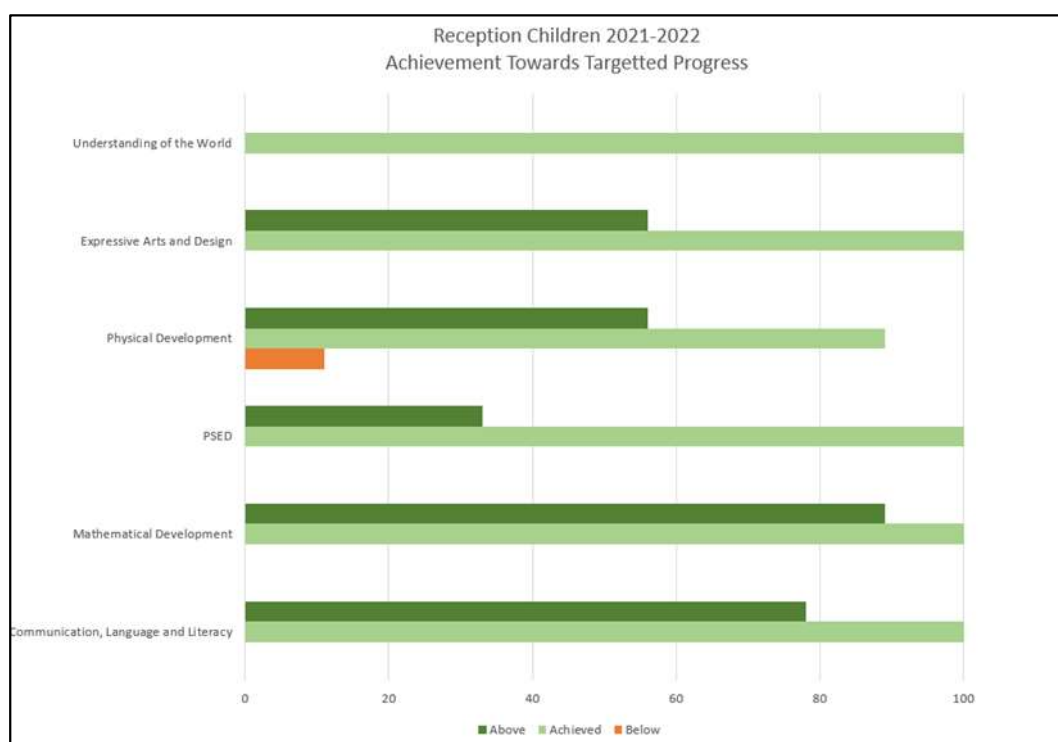
When at least 75% of our children achieve their targets in any subject we consider that good progress has been made in the development of their depth of understanding, when that figure rises to 90% or more we consider that this is outstanding.

Early Years Summative Information

There were 9 children who completed their Reception year with us. The chart below summarises the branches in which the children were working at the start and end of the year.

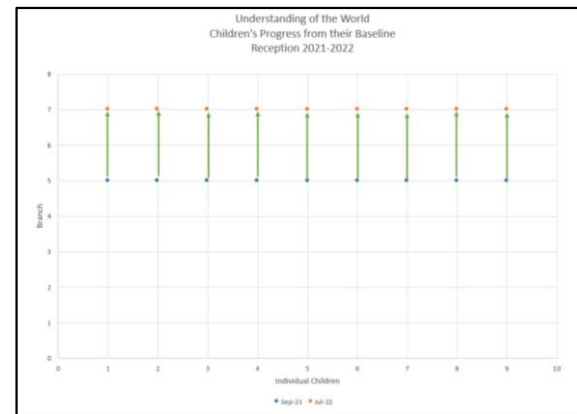
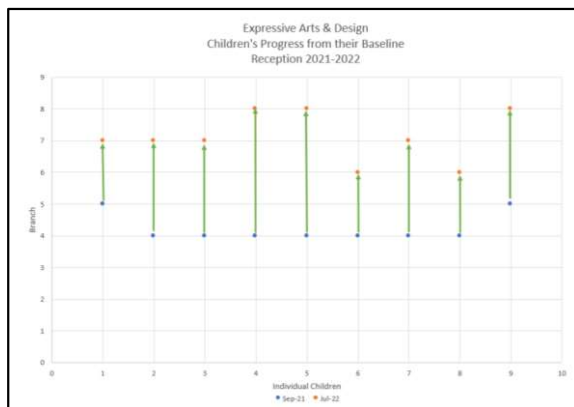
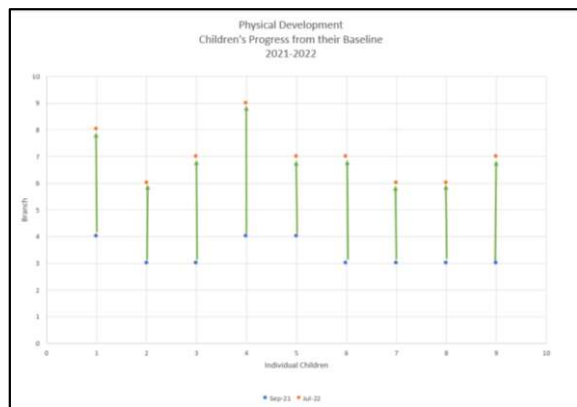
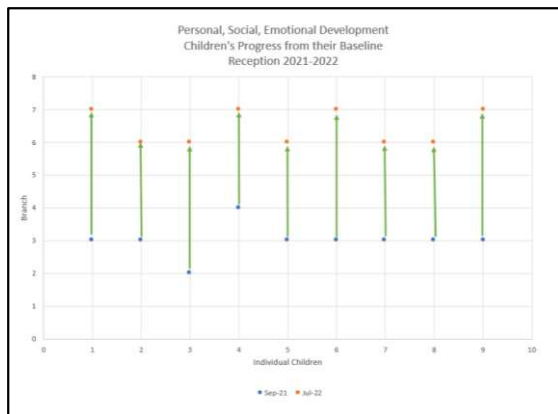
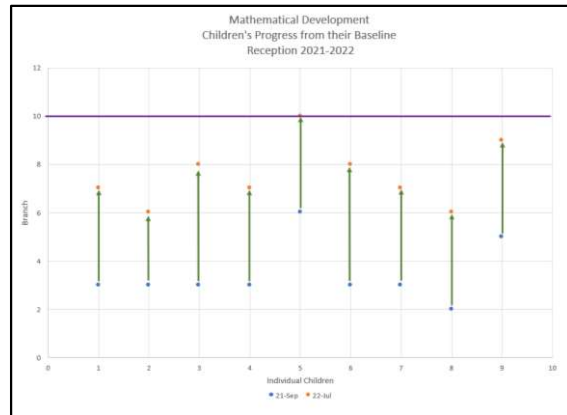
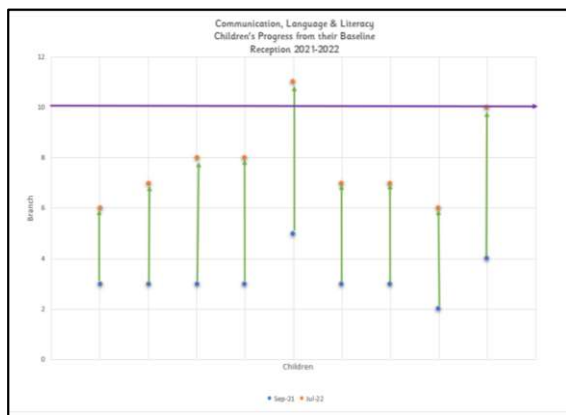
	Comm., Lang. & Lit.		Math. Develop.		PSED		Physical Develop.		Express. Arts & Design		Understand. of the World	
	Sep 21	Jul 22	Sep 21	Jul 22	Sep 21	Jul 22	Sep 21	Jul 22	Sep 21	Jul 22	Sep 21	Jul 22
B1												
B2	1		1		1							
B3	6		6		7		6					
B4	1				1		3		7			
B5	1		1						2		9	
B6		2	1	2		5		3		2		
B7		3		3		4		4		4		9
B8		2		2				1		3		
B9				1				1				
B10		2		1								

Achievement of Targets



The percentage of children achieving our expected progress during their Reception year suggests that outstanding progress has been made with the majority of children (at least 90%) making over 12 months measurable progress.

Areas of Learning



The graphs show that the strongest indicators of progress are in the areas of communication, language & literacy, mathematical development, PSHE and physical development. Measured progress in expressive arts and understanding the world appears lower with a question raised over assessment in understanding of the world in particular (very similar baselines and end of year measures).

Overall the assessments show that all children have been judged to make significant progress in each area of their learning, from relatively low starting points, with two children achieving at or close to the early learning goals in communication, language and literacy and mathematical development.

End of Key Stage Summative Assessment

Key Stage 1

There were 13 children who completed their Key Stage 1 education with us. The chart below summarises the strands in which the children were working at the end of the Key Stage

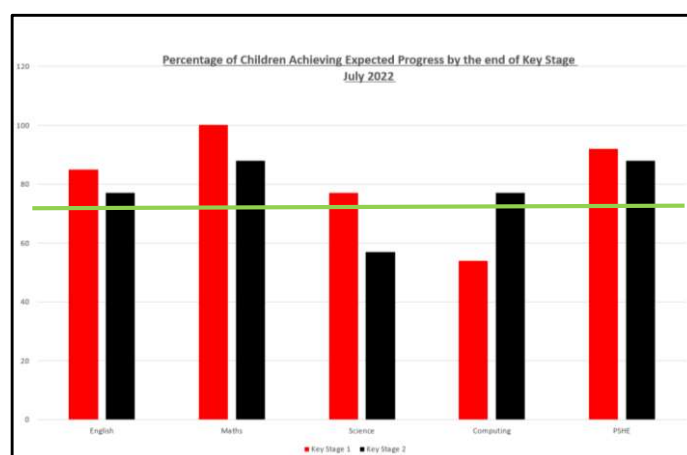
	English	Maths	Science	Computing	PSHE
A (Engagement)	1	0	1	6	1
S (PKS)	7	8	4	7	12
E (KS1)	5	5	8	0	0

Key Stage 2

There were 26 children who completed their Key Stage 2 education with us. The chart below summarises the strands in which the children were working at the end of the Key Stage

	English	Maths	Science	Computing	PSHE
A (Engagement)	0	0	0	0	0
S (PKS)	4	4	4	7	6
E (PKS/KS1)	16	16	21	18	18
N (KS2)	6	6	1	1	2

Subject Report/ Key Percentages

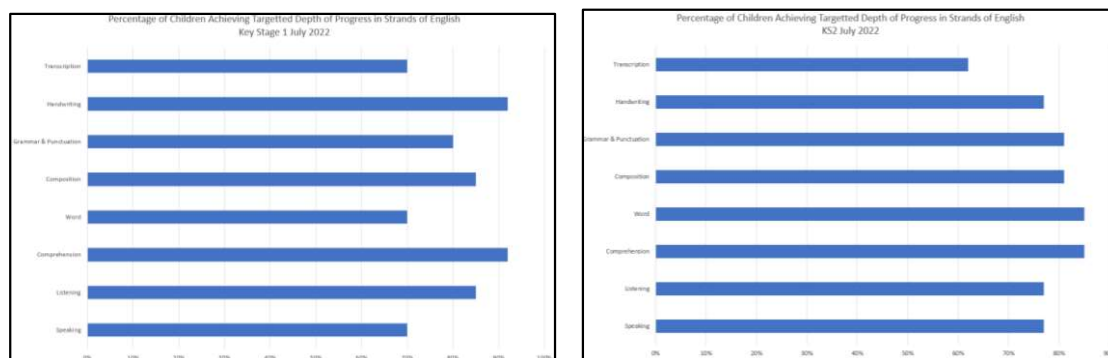


The data indicates that the percentage of children achieving our overall expected progress by the end of the Key Stage 1 in the five subject areas is at least good (i.e., above 75%) for English, Maths, Science and PSHE. At Key Stage 2 data suggests that the percentage of children achieving overall expected progress by the end of the key stage is at least good in English, Maths, Computing and PSHE.

The data suggests that fewer children have achieved expected progress in Computing at the end of Key Stage 1 and that they were also attaining in comparatively lower levels in this subject. A similar pattern is suggested by the data for Science at the end of Key Stage 2.

Further interrogation of the data looks at areas of each area of learning/subject in order to identify relative strengths and weaknesses.

English

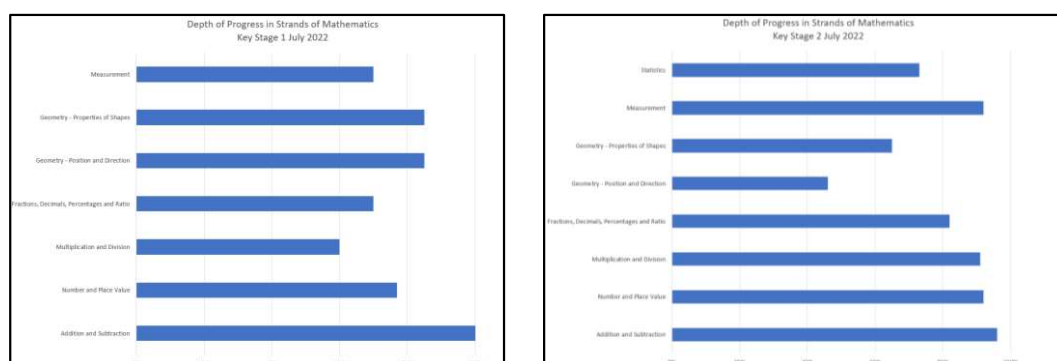


The Key Stage 1 data suggests that good progress has been made in reaching the targeted increase in depth in handwriting, grammar and punctuation, composition, comprehension, and listening. Progress was slightly below our target in speaking, word and transcription.

Analysis of the children's depth of progress in terms of the percentage reaching the expected target levels in each strand of English by the end of Key Stage 2 reflects at least good progress in the majority of areas. The exception is 'transcription', where progress is below expected. This will be monitored for a repeated pattern next year.

Further interrogation of data at Key Stage 2 shows that a specific group of children (those working at the higher level 'N') did not achieve expected progress in handwriting, with only 33% of these children reaching the target set. We have identified the need for more focus on the teaching of early skills in joined handwriting for this group of children.

Mathematics



Analysis of the children's depth of progress in terms of the percentage reaching the expected target levels in each strand of Mathematics reflects at least good progress in the majority of areas. The exception is multiplication and division in Key Stage 1, where progress is slightly below expected. This is a result of these skills not being introduced until children reach the E level (i.e., working within Key Stage 1 levels). The vast majority of children do not begin working at this level until the final term of Key Stage 1. Data for Key Stage 2 indicates fewer children achieve the targeted progress in

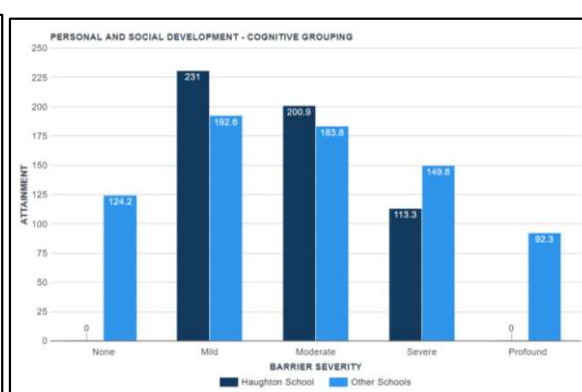
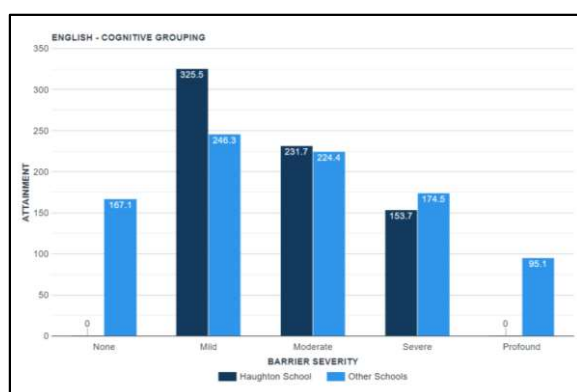
the areas of geometry, this is due to the focus being the development of key skills of number and measure. These skills continue to be the priority in mathematics teaching for our children, however awareness of the need to ensure recording of achievements in geometry will be raised.

Whole School Reading

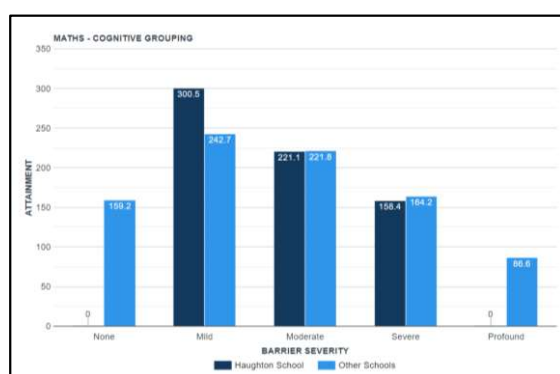
All children are assessed using the Salford Reading Age assessment in May each year. The results show that:

- Approximately 25% of children achieved a reading age which was at or above their chronological age
- 38% of children achieved more than 12months progress in their reading age across the year.
- Of the children who have begun to read 91% made measurable progress over the year. Eight children in this group did not make measurable progress in their reading scores but six of these children are already reading at their chronological age.
- Thirty-four children (28%) are identified as having no reading score yet and are highlighted for targeted intervention in the next academic year. Seven of these children are classed as having more severe and complex needs and are included in the specialist classes, the remaining twenty-seven children will receive additional reading intervention work.

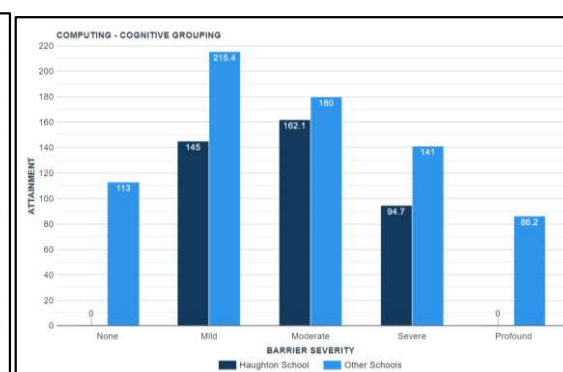
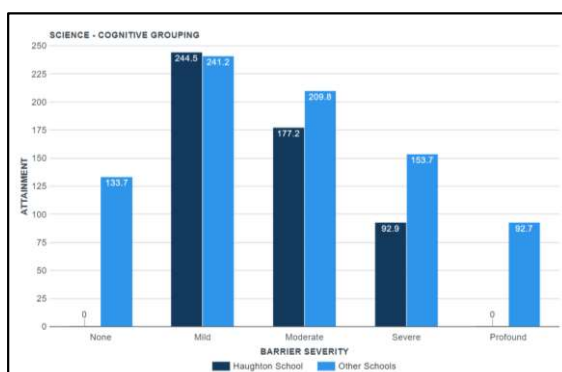
Benchmarking



When compared with children in other schools with a similar cognitive profile, Haughton children with mild to moderate cognitive difficulties attained higher levels in English and PSD. However, attainment was comparably lower for those children with a diagnosis of a severe learning difficulty.



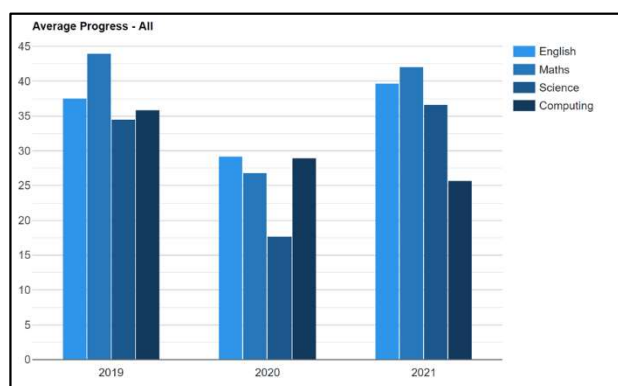
When compared with children in other schools with a similar cognitive profile, Haughton children with mild cognitive difficulties attained higher levels in Maths, whilst those with a moderate cognitive difficulty attained similar levels. Again, attainment was comparably lower for those children with a diagnosis of a severe learning difficulty.



When compared with children in other schools with a similar cognitive profile, Haughton children have attained lower levels in science and computing.

Impact of the pandemic

Like all schools we implemented a Recovery Curriculum throughout the academic year, with the focus being on English and Mathematics. We did not formally re-introduce Science until April 2021 and will not be re-implementing Computing until September 2021, and this provides an explanation for the lower level of progress towards targets in these areas. The graph below shows the impact of the disruption to our children's learning.



As expected, average recorded progress for the academic year 2019-2020 was significantly lower than the previous year. This is evidence of the impact of the pandemic on school attendance and also difficulties in accurately assessing children who were not in school. Data supports our belief that our recovery curriculum was extremely effective in ensuring children regained progress in English and Maths. Positive progress in science is also recorded, although this continues to fall below our target at Key Stage 2. The graph highlights a concern around the impact on progress in computing which data indicates has not yet recovered, this was highlighted in our Key Stage 1 data where the impact of a year's disruption would be more significant as it accounts for 50% of the total period.

Our children have coped exceptionally well with the challenges placed on them throughout the past 18 months and have achieved what we would judge to be outstanding progress given the circumstances they have faced. Our remote learning offer, continued in school provision and Recovery Curriculum has worked well to ensure that the children have been able to maintain and increase their depth of understanding in core areas of learning. We are exceptionally proud of the resilience, bravery, and determination our children have shown despite the significant confusion and anxiety they have suffered. The staff have provided outstanding teaching in order to limit the impact on our children and the data indicates that this has been highly successful.

Specialist Hub Provisions

Children who attend our hub provisions are usually following one of two paths. Some children transfer from our main site due to them having made significant progress both personally and academically to a point where we believe they have demonstrated that given the correct level of support they would be able to be successfully included alongside their mainstream peers. The second group of children transfer to the hub from mainstream schools, this is generally as a result of their mainstream placement having struggled to meet their needs within their setting, these children would not generally have the complex needs we would consider to meet the admission criteria at our main school site and again given the correct level of specialist support and adapted curriculum ought to be able to be successfully included alongside their mainstream peers.

There were five children who finished their primary education with us in our specialist hubs on the mainstream school sites of Hollinswood Primary & Nursery School and Old Park Primary & Nursery School. Three of these children joined us from mainstream primary schools in Telford and Wrekin, one child joined from an out of county mainstream school and one child transferred from our main school site. All children made significant progress, both academically and more importantly personally, during their time with us, as outlined in the brief pen portraits below:

Child 1

Transferred to the hub in Y4 from a mainstream primary school, transition report stated *'xxx is projected to have not made progress in her reading, writing, maths, speaking and listening at the end of this term... xxx receives a consistently high level of adult support every day that is specially planned and differentiated to meet her individual needs. Her curriculum is highly practical and EYFS based with adult guidance every step of the way.'*

This child was able to successfully work independently in the hub setting and made progress from an assessed P7 on transfer to a year 1 developing level in reading and writing, Y3 developing in Speaking and Y2 commencing in maths. She transferred to a mainstream secondary school.

Child 2

Transferred to the hub at year 4 from our main school site, having initially attended a school for children with severe learning difficulties. He achieved age related expectations in reading and maths and a year 5 level in his writing. He was able to successfully join his mainstream classes for the majority of lessons where the teacher reported that *he is very much part of the class and doesn't stand out as being different.*

Child 3

Joined in Y4 from a behaviour provision in a mainstream school where she had been unable to access any learning due to highly disruptive behaviour. She continued to experience difficulties in self regulating her behaviour but was able to access full time learning within the hub provision in order to achieve a year 2 developing level from a starting point of P7.

Child 4

Joined the hub in year 5 having been withdrawn from his mainstream school due to high levels of anxiety leading him to becoming a school refuser. His transition information included: *He will have extreme difficulty in all his core areas of learning daily and in terms of his curricular access. He will find the tasks of reading and writing immensely challenging, affecting most lessons, and his knowledge and conceptual understanding in mathematics will hamper his progressions too. His*

spelling skills are of grave concern, his scores are in the lowest categories possible. He will find writing an enormous stress and this might account for his extreme responses to the daily expectation to produce results in terms of recording any work.

He transitioned successfully to being in school full time where teachers reported that:

He is happy and independent and joins his link class without any problems. xxx self-calms with breathing and his social skills are improving. Xxx is proud to have been elected as a school councillor by his class. Xxx is now joining his mainstream link class for PSHE, History and art and is doing well. He has started to put his hand up and to contribute and join in with partner work. xxx is also starting to write more. He has friends who he plays with and is sociable.

He achieved year 3 levels in his maths and reading and a year 1 level in his writing.

Child 5

Joined the hub in year 6 having been on a modified timetable in his previous mainstream setting. He successfully accessed school full time and was able to begin linking with his mainstream classes.

In addition to our year 6 leavers, one child transferred to full time in a mainstream primary without the need for further specialist support. This child had joined the hub the previous year from our main Haughton School site. A further child is now independently accessing his mainstream link class for all his lessons and is now expected to transfer from the specialist setting. One child transferred to our main school site for his final year as his learning needs were found to be more complex and the gap between him and his peers began to impact on his self-esteem and personal development.

Points for Development 2022-2023

Early Years

The Cherry Gardens and Tapestry assessment system is working well for our children, moving forward we will need to:

- Ensure all staff are skilled in successfully using this approach to record children's learning journeys
- Ensure accurate and individualised assessments in understanding the world
- Consider how the approach can complement the iASEND approach, in Key Stage 1 in particular

Key Stage1 & 2

The iASEND system continues to provide a detailed picture of children's progress through the school, moving forward we will need to:

- Ensure all staff accurately record increased depth of knowledge regularly in order to fully reflect individual children's progress and achievement
- Provide further training to increase teacher knowledge and skills in target setting for depth of understanding
- increased the focus on Computing and Science and monitoring in these areas in order to ensure the impact of the pandemic is reduced
- Provide training for staff in specialist approaches to teaching children with more severe cognitive learning difficulties
- Return to targeted intervention groups in reading and spelling
- Further explore how to develop writing skills

Hub Provisions

- Ensure learning journeys are completed for each child
- Develop stronger links with mainstream secondary schools so that these children have the opportunity to also be included in the next phase of their education