Performance Data 2017-2018

Overview of the year:

This academic year at Two Rivers Primary is our third year using the assessment tool SOLAR – where we record using the WS P step continuum. This enables teachers to assess and record pupil's achievements and progress with supporting photographic evidence. SOLAR also enables teachers to write the pupils IEP and set individual targets for pupils, based on their individualised curriculums. We also used this tool to moderate work and share with other schools.

Previously assessment and curriculum co-ordinators have worked closely to enable effective assessment in the core learning areas of the curriculum. With a raised expectation from changes to the New Primary Curriculum 2014, we have tailored the assessment expectations to meet the pupil's individual needs.

We have moved this work on to creating KPI's for the foundation subjects, introduced new end of key stage targets and have introduced reporting around IEP progression and attainment – this is all reported to governors annually. We have moved away from the use of Routes for Learning, as we no longer have any pupils who would benefit from this assessment approach.

Measuring progress over time:

We begin with baselines for all pupils across the school; these are completed within the first 6 weeks of attendance. As a staff team we have created Key Performance Indicators (KPIs) for core and foundation subjects to use as the pertinent measure of attainment and demonstrate progress in these subjects. These are six key statements for Core and three for foundation subject, within each WS P step; each statement requires teacher to evidence photographically of pupils learning.

The KPIs were produced by the collaboration of teachers in subject teams for Maths, English and Science and by specialists for the foundation subjects.

Formative assessment of learning, recorded in the children's books is tracked through the use of SOLAR objectives; this enables teachers to keep an up-to-date record of children's attainment and is easily uploaded onto SOLAR on a termly basis.

Teachers are target setting using upper, median and lower quartile targets based on progression guidance – setting very aspirational attainment goals for students over time – these targets are recorded using SOLAR and so are accessible for all teachers to work towards. These will be evaluated at the end of each term to indicate whether more specific interventions are needed.

Using the new assessment criteria, our bespoke KPIs and new assessment tool, individual pupil's and groups' progress is tracked throughout the year in all subjects.

This transition is moving forward well and is now embedded into practise – We have been able to return to our aspirational progress measures using 80% as outstanding progress, 60% as Good Progress and 30% as Low Progress. We have reached our expected levels of progress and teachers have be able to maintain this.

Target setting to measure attainment:

The students at Two Rivers Primary School do not work at age related expectations and therefore the government implemented measures to gage attainment over time in 2017/18 were not able to accurately track the attainment and progress of our learners.

As with other special schools we consulted with in Coventry and Staffordshire, we have used an adapted version of Progression Guidance attainment target setting materials in order to set our pupils with aspirational upper quartile targets – tracking their attainment from entry to end of key stage. We used baseline and end of year 2 assessments to predict their end of key stage 1 or 2 targets – this year we are reporting attainment against these targets. When working closely with the teachers around this it has really raised expectations and increased an ownership of data for phases and class teams.

Attainment for End of Key Stage One Pupils (11 Boys and 4 Girls):

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
Maths (Number)	Boy	0	5	45.4%	6	54.5%
	Girl	0	2	50%	2	50%

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
English (SPAG and Com.)	Boy	0	8	72.7%	3	27.3%
	Girl	0	1	25%	3	75%

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
SMSC	Boy	0	8	72.7%	3	27.3%
	Girl	0	1	25%	3	75%

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
Science (Enquiry)	Boy	0	10	90.9%	1	9.1%
	Girl	0	1	25%	3	75%

Attainment for End of Key Stage Two Pupils (13 Boys and 4 Girls):

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
Maths (Number)	Boy	1	2	15.4%	9	69%
	Girl	1	2	50%	1	25%

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
English (SPAG and Com.)	Boy	1	2	15.4%	9	69%
	Girl	1	3	75%	0	0%

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
SMSC	Boy	1	4	30.7%	8	61.5%
	Girl	0	0	0%	4	100%

Subject	Number not achieved end of Key Stage expectation		Number achieved end of Key Stage expectation	Percentage of pupils achieving attainment	Number exceeding end of Key Stage expectation	Percentage of pupils exceeding attainment
Science (Enquiry)	Boy	1	1	7.7%	11	84.6%
	Girl	1	2	50%	1	25%

Conclusion:

This year we are reporting our expected and exceeding target figures separately. This is so that we are able to more closely monitor the excellent achievements of the children at the end of each key stage. We are very pleased with the progress that the children have made in SMSC this year, as this is a particular focus for us in developing well rounded individuals and is so much a part of the ethos of the school, embedded throughout the curriculum that it is pleasing to see the positive results reflected through assessment.

The results this year show us that we need to continue to focus our support on girls exceeding their targets, to ensure that our curriculum continues to be individualised and not taught in favour of one gender – in particular at a key stage 2 level.