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| Pupil Progress Report | 2019/2020 | |
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| **1. Assessment at Belvue** |

Assessment at Belvue is extensive and serves a range of functions. However, considerable weight is put on formative assessment: the process of on-going assessment on a day-to-day basis that informs teaching, lesson planning and personalised learning. It enables teachers and teaching assistants to identify any gaps or misconceptions in the pupils’ learning and, therefore, plan effectively for the next step in the pupil’s individual learning journey. This document analyses the summative parts of assessment; a process that summarises pupils’ learning at the end of each term, evaluates their knowledge and understanding and measures the progress they have made from their baseline assessment and previous summative assessments. Further details of this can be found in the school’s Assessment Policy. For summative assessment, the school uses Key Performance Indicators (KPI) which is recorded onto classroom monitor. The Key Performance Indicators, stems from our school curriculum which is diverse and creative. Classroom monitor was developed and embedded in school practice during the academic year 2017 – 18 therefore, since then we have been able to extrapolate sufficient data to undertake meaningful analyses.

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| **2. Target Setting at Belvue School** |

At the beginning of each academic year, each class teacher sets 3 targets in each of the core subjects for each student. These targets are taken using our data on Classroom Monitor and class teachers identify areas of development. These targets reflect the different rates at which learning and progress are made for individual students. The targets are reviewed in February and again in July. The targets can and will be changed if there is robust evidence to support the amendment. If a student exceeds their end of year target, before the end of the year, then the target is reviewed and x sub steps are added to ensure additional challenge. The targets set are in line with those identified within pupils annual reviews.

KS3

On entry to Belvue School all pupils are baselined across the curriculum. The baseline is formulated from a number of sources including data received from feeder schools, reports, parents and on our own assessments. Following a moderation process, the baseline information is recorded on classroom monitor using KPI’s. Once the baseline has been established, teachers set challenging End of year targets for all students. We adapt these targets if there are any other issues that impact on learning, such as emotional or behavioural issues.

KS4

Target setting for Key Stage 4 (KS4) students is based on their final Key Stage 3 curriculum level and the subject ranking carried out by the core KS4 curriculum managers. This is to ascertain realistic and challenging targets that students’ can achieve in all their accredited subjects, which they start working on from the time they enter KS4. All students in KS4 work at and gain core, foundation and vocational qualifications ranging from Entry Level to GCSE or equivalent, depending on their ability.

Any students who start Belvue in KS4 are baselined in the same way as KS3 above.

KS5

Target setting for Key Stage 5 students is based on their KS4 exam results. From this point, depending on a student’s ability and the recommendations from progression guidance, targets are set to ensure students’ are challenged to build upon their accreditations gained in KS4 so that they progress to the next level (e.g. from an Entry Level 1 to an Entry Level 2) or progress within an entry level (e.g. from an Entry Level 1 to an Award in Entry Level 1). However, for a small minority of pupils they consolidate prior learning and therefore do not make progress onto the next level.

Any students who start Belvue in Post 16 are baselined on their KS4 exam results (if applicable) or using data from their previous school and on our own assessments. Once we have this baseline, targets are set to support and challenge students to make good or better progress from their starting level.

However, the main focuses in Post 16 is giving pupils as many opportunities to fully generalising and consolidate their learning - from previous key stages - in the community, so they are fully prepared for adult life.

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| **3. Data collection and analysis** |

At Belvue we approach the analysis of data with caution. Although we believe that we make every effort to be consistent with our summative assessment through ensuring, for example, regular moderation, triangulation of evidence, professional conversations and external advice, we do acknowledge that our system of KPI’s is unique to the school so national comparisons are impossible, so the data is open to a degree of interpretation. There is therefore a limitation in terms classroom monitor data adequately reflecting progress within our school. However it offers a picture of both individual and groups of pupils’ formative and summative progress, against our unique curriculum. However, we believe that through our formative assessment and learning journeys, we provide the ongoing support that individual and groups of pupil’s need, which is responsive, flexible teaching and creative interventions for pupils as their learning journey unfolds. The collection of termly data through the KPI’s system gives us the opportunity to look pragmatically at whole school performance and of groups of pupils but most importantly, it requires us to drill down to individual data to ensure that we do not overlook any individual or group of students. Our approach to data analysis therefore provides a ‘belt and braces’ approach to our commitment to personalised learning.

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| **4. Progress overtime - Pupils achieving their end of Year Targets (EYT) at Belvue School** |

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| Progress and Targets met:   * Our data shows that all cohorts are making sustained progress taking into account the disruptions of COVID-19. * Our MLD groups are overall making more progress than our SLD and SLD complex groups. * The percentage of targets achieved was broadly similar across all cohorts.   **KS3 progress from 2019/2020:**   * 59% of KS3 students reached their English EYT. * 57% of KS3 students reached their Maths EYT.   In KS3 in English 57% of females achieved their targets, compared to 60% of males achieving targets. In KS3 in Maths, 50% of male students achieved their targets compared to 60% of females.  In KS3 in English 60% of PP pupils achieved their targets, compared to 57% of PP pupils achieving targets.  In KS3 in Maths, 53% of PP students achieved their targets compared to 60% of NonPP.  In KS3 in English 63% of EAL pupils achieved their targets, compared to 53% of NonEAL pupils achieving targets.  In KS3 in Maths, 57% of EAL students achieved their targets compared to 53% of NonEAL.  **KS4 progress from 2019/2020:**  82% of KS4 students reached their English EYT.  45% of KS4 students reached their Maths EYT.  In KS4, 77% of females achieved their targets, whilst 57% of males achieved their targets.  In KS4 60% of males achieved their targets with 40% of females.  In KS4 English, 80% of PP pupils achieved their targets and 83% of NonPP.  In KS4 Maths, 47% of PP pupils achieved their targets and 43% NonPP.  In KS4 English, 80% of EAL pupils achieved their targets and 87% of NonEAL.  In KS4 Maths, 43% of EAL pupils achieved their targets and 53% NonEAL.  **KS5 progress from 2019/2020:**  63% of KS5 students reached their English EYT.  55% of KS5 students reached their Maths EYT.  In KS5 English, 60% of females achieved their targets and 67% of males.  In KS5 Maths, 50% of females achieved their targets and 57% of males.  KS5 English, 70% of PP pupils achieved their targets and 57% of NonPP.  KS5 Maths, 53% of PP achieved their targets and 57% of NonPP.  KS5 English, 67% of EAL achieved their targets and 60% of NonEAL.  KS5 Maths, 57% of EAL achieved their targets and 50% of NonEAL. |
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| **Assessment summary 2019/2020 for KS3, 4 and 5:**   * We now have sufficient assessment data from Classroom Monitor for the academic years 2018/19 and 2019/2020. This shows progress and targets achieved. * Covid-19 has made this very difficult to assess successfully, with self isolating gaps and school closures. * We are now looking to implement a new assessment framework –Earwig to replace Classroom Monitor as it is no longer sufficient and does not meet our needs as a SEN school.   **Progress and Attainment for target sets from Classroom Monitor:**  **Progress and Targets met:**   * Our data shows that all cohorts are making sustained progress. * Our MLD groups are overall making more progress than our SLD and SLD complex groups. * The percentage of targets achieved was broadly similar across all cohorts. * These findings are very similar to previous Progression Guidance comparisons. * The data from Classroom monitor is indicating that pupils are making good progress against the Key Performance Indicators. |
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| **5. External examination results – KS4** |

Progress from Key Stage 2 to the end of Key Stage 4 is judged to be good because there is significant challenge built into target setting in Key Stage 3 and high expectations for progress and achievement for all students at the end of Key Stage 4 including GCSE, Level 1 qualifications and independence.

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GCSE results have improved significantly over the last 4 years:

2017, five pupils gained a GCSE in Maths with grade E (in the new revised Maths examinations) and one pupil gained a GCSE in Art with a grade B.

(GCSE English can no longer be offered due to the change in the speaking and listening aspect of the exam being removed).

2018 has seen many changes regarding accreditation. GCSE exams have become more challenging and the grading system has changed from A\*-G to 9-1. It is encouraging that our students were still able to achieve the following GCSE grades under this new system.

In 2019 seven pupils gained a GCSE grade in Maths. One got a level 3, one got a level 2 and 5 got a level 1.

This year (2020) four pupils achieved a GCSE grade in Maths. 25% achieved an entry 1 and 44% achieved an entry 2. 80% scored a grade in GCSE Maths- 2 pupils scored a grade 3, 1 pupil scored a grade 2 and 1 pupil scored a grade 1.

100% of the upper ability group achieved entry 3 in Maths.

In English, 100% of the pupils entered achieved entry 2.

There have been changes to the Entry Level Awards accreditation. Many Entry Level Awards, such as ICT, French and PE, have been discontinued. Where there are no suitable accreditations students have been awarded a ‘Belvue Certificate’. The ‘Belvue Certificate’ is an internal award that is based on students’ ongoing work in lessons and reflects the level of skills they are able to demonstrate. Pupils have also been compiling their Record of Achievement. Each student has a record of achievement folder containing certificates, rewards, work experience, trips and special events they take part in throughout their time at Belvue.

**Below are the Key Stage 4 external examinations results for the last three years:**

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| **2018 Year 11 Exam Results** | | | **Entry 1** | | **Entry 2** | | **Entry 3** | | **GCSE** | | **Entry 1** | | **Entry 2** | | **Entry 3** | **GCSE** | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **English** | | | **2** | | **11** | | **7** | | **0** | | 10% | | 55% | | 35% | 0% | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **Maths** | | | **5** | | **6** | | **2** | | **7** | | 25% | | 30% | | 10% | 35% | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **Science** | | | **4** | | **4** | | **8** | | **0** | | 25% | | 25% | | 50% | 0% | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **ICT** | | | **4** | | **4** | | **11** | | **0** | | 21% | | 21% | | 58% | 0% | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **PE** | | | **3** | | **6** | | **11** | | **0** | | 15% | | 30% | | 55% | 0% | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **Art** | | | **0** | | **9** | | **0** | | **3** | | 0% | | 75% | | 0% | 25% | |  | |  | |  | |  | |  | |  | |  | |  | |  |
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| 2019 – Year 11 Exam results | Entry 1 | Entry 2 | Entry 3 | GCSE | Entry 1 | Entry 2 | Entry 3 | GCSE |
| Eng | 0 | 12 | 8 | 0 | 0 | 60% | 40% | 0 |
| Maths | 5 | 6 | 1 | 7 | 26% | 32% | 5% | 37% |
| Science | 7 | 4 | 7 | 0 | 39% | 22% | 39% | 0% |

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| **2020 Year 11 Exam Results** | **Entry 1** | **Entry 2** | **Entry 3** | **GCSE** | **Entry 1** | **Entry 2** | **Entry 3** | **GCSE** |
| **English (units 6223,6353)** |  | **15** |  |  | 0% | 100% | 0% | 0% |
| **Maths** | **4** | **7** |  | **5** | 25% | 44% | 0% | 31% |
| **Science** | **4** | **4** | **7** |  | 27% | 27% | 47% | 0% |
| **Art** |  |  |  | **1** | 0% | 0% | 0% | 100% |

100% of students in English achieved an entry 2 award. Unfortunately due to COVID-19, no students were entered for the entry 3 award this year due to the loss of education due to the disruptions.

In Maths 4 students achieved a GCSE grade. This year, 11 other students achieved an Entry Level grade. This was despite the COVID disruptions.

The results in Science were similar to previous years with 15 students achieving an Entry Level Award.

This year we had 1 student achieve a GCSE Art grade.

Overall exam results have stood up well against the background of accreditations becoming more challenging, with some Entry Level accreditations no longer being offered and COVID-19 disruptions ot the school year.

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| **6. External examination results – KS5** |

Below are the Key Stage 5 external examinations results for the last three years

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| **2018 KS5 Exam Results** | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** | |  | | --- | |  | |  |  |  |  |  |  |  |  |
| English | **8** | **7** | **5** | **2** | 36% | 32% | 23% | 9% |  |  |  |  |  |  |  |  |  |
| Maths | **9** | **3** | **2** | **1** | 60% | 20% | 13% | 7% |  |  |  |  |  |  |  |  |  |
| **Workskills** | **0** | **0** | **13** | **0** | 0% | 0% | 100% | 0% |  |  |  |  |  |  |  |  |  |
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| 2019 KS5 Exam Results | Entry 1 | Entry 2 | Entry 3 | Level 1 | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| Prince's trust | 0 | 0 | 16 | 1 | 0% | 0% | 94% | 6% |
| Skilled for life | 3 | 3 | 4 | 0 | 30% | 30% | 40% | 0% |

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| 2020 KS5 Exam Results | Entry 1 | Entry 2 | Entry 3 | LEVEL 1 | Entry 1 | Entry 2 | Entry 3 | level 1 |
| Functional Skills English (new) | 9 |  |  |  | 100% |  |  |  |
| Functional Skills Maths (new) | 12 | 2 |  |  | 86% | 14% |  |  |
| Skilled for life Award | 1 | 6 |  |  | 14% | 86% |  |  |
| Skilled for life Certificate | 4 |  |  |  | 100% |  |  |  |
| Prince's Trust Award |  |  | 7 |  |  |  | 100% |  |
| Prince's Trust Certificate |  |  | 5 | 2 |  |  | 71% | 29% |

In 2019/20, Post 16 pupils were offered 9 Vocational Courses including, The Welshore Hub in West Ealing running a glass making mini-enterprise, Environmental Work with Haverlock, Hospitality and Catering at Southall College, Retail at Southall College, Belvue Catering for students and staff at the college, The Belvue café serving Breakfast Club and Tuck Shop, Horticulture at the local Belvue Allotment, The NHS Trust work Experience and conservation work at The Litten Nature Reserve.  This allowed 100% of pupils to access at least two different Vocational Courses.

During this year we were given notification of the removal of the Edexcel Skilled for Life Programme that we have been undertaking for our Pre and Entry Level 1 students. As a result the Assistant Head of Post 16 will explore alternative options for these students to access.

We continue to undertake the Princes Trust Achieve Programme and are in our second year of delivering the Edexcel Entry Level English and Maths Functional Skills.