

Self -Evaluation Document Discrete Taught Pupils: April 2014

ACHIEVEMENT

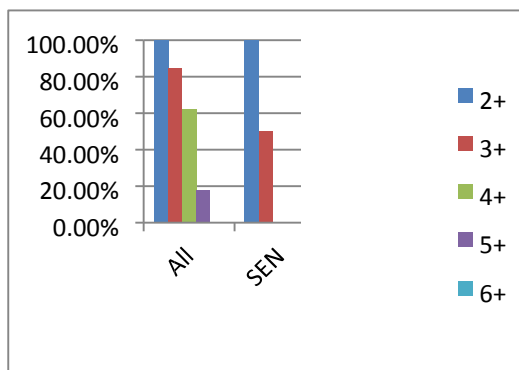
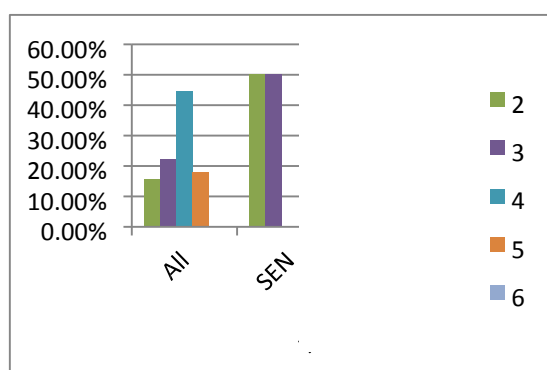
There are currently 7 EYFS taught, 8 Key Stage 1, 27 Key Stage 2 discrete taught pupils. The achievement of discrete taught pupils is **outstanding**.

Key Stage 2 attainment thresholds

The overall standards of attainment for our discrete taught children are at least good given their starting points. The attainment thresholds at the end of Key Stage 2 only show children achieving level 3+ nationally. This is too crude a measure to show the real attainment that most of our discrete taught children achieved in 2013, but, some children did make outstanding progress and managed to attain at a Level 4. Given that all of these children were measured on PIVATs, in the P6-P8 region at the end of KS1, this represents **outstanding progress**.

Reading-Discrete taught pupils		
	All	SEN
2	11.11%	66.67%
3	8.89%	0.00%
4	62.22%	33.33%
5	17.78%	0.00%
6	0.00%	0.00%

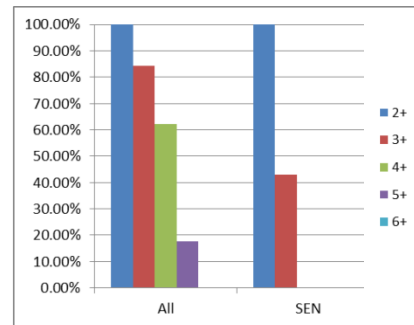
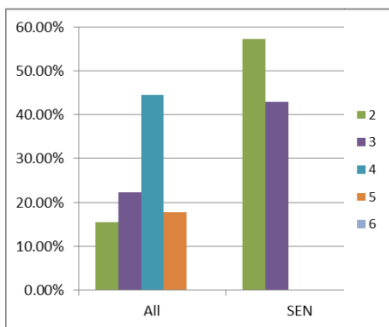
Cumulative Levels	
All	SEN
100.00%	100.00%
88.89%	33.33%
80.00%	33.33%
53.33%	16.67%
17.78%	0.00%
0.00%	0.00%



In reading, 67% of the 6 discrete taught pupils achieved a level 2 and the other 33% achieved a level 4, on the end of KS2 SATs. This was only the second time that discrete taught children in our academy had made enough progress to access SATs along with mainstream peers.

Writing – Discrete taught pupils		
	All	SEN
2	15.56%	57.14%
3	22.22%	42.86%
4	44.44%	0.00%
5	17.78%	0.00%
6	0.00%	0.00%

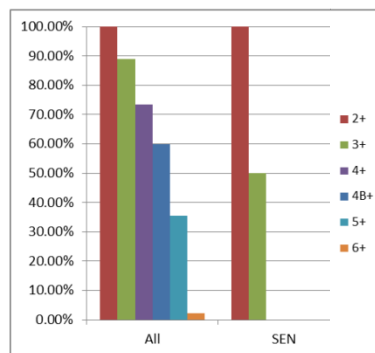
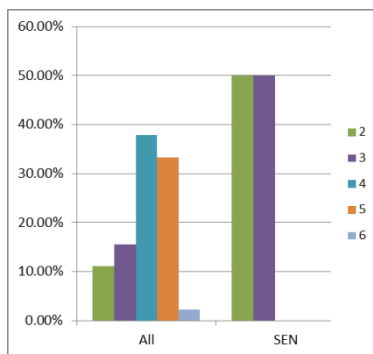
Cumulative levels		
	All	SEN
2+	100.00%	100.00%
3+	84.44%	42.86%
4+	62.22%	0.00%
5+	17.78%	0.00%
6+	0.00%	0.00%



In writing, 100% of the 7 discrete taught pupils achieved a level 2+ and 43% of these achieved a level 3, at the end of KS2. This does represent **outstanding achievement** taking into account the P6-P8 starting points achieved at the end of KS1.

Maths		
	All	SEN
2	11.11%	50.00%
3	15.56%	50.00%
4	37.78%	0.00%
5	33.33%	0.00%
6	2.22%	0.00%

Cumulative Levels		
	All	SEN
2+	100.00%	100.00%
3+	88.89%	50.00%
4+	73.33%	0.00%
4B+	60.00%	0.00%
5+	35.56%	0.00%
6+	2.22%	0.00%



In maths, 100% of the 6 discrete taught pupils achieved a level 2+ and 50% of these achieved a level 3 by the end of KS2 SATs. This represents **outstanding achievement** based upon the P7-P8 starting points achieved at the end of KS1.

Discrete taught pupils' overall attainment at KS1, 2013.

School Attainment at Y2 Summer	Reading				Writing				Maths			
		No	%	Cum		No	%	Cum		No	%	Cum
	P7c	1	14.29	100.0	1Cc	2	28.57	100.0	1Cc	1	14.29	100.0
	P8b	1	14.29	85.7	1Ca	1	14.29	71.4	1Bc	2	28.57	85.7
	1Cd	1	14.29	71.4	1Be	2	28.57	57.1	1Ae	1	14.29	57.1
Actual Submitted KS1	1Cc	1	14.29	57.1	1Bd	1	14.29	28.6	1Ab	1	14.29	42.9
	1Bc	2	28.57	42.9	1Bb	1	14.29	14.3	1Aa	2	28.57	28.6
	2Ce	1	14.29	14.3								

Reading				Writing				Maths				
	No	%	Cum		No	%	Cum		No	%	Cum	
	W	4	57.1	100.0	W	3	42.9	100.0	W	1	14.3	100.0
	1	3	42.9	42.9	1	4	57.1	57.1	1	6	85.7	85.7

In **reading**, 57% of the 7 discrete taught pupils achieved a level 1Cc+ and the other 43% achieved a between a level 1Bc and 2Ce, on the end of KS1 SATs. This does represent **outstanding achievement** based upon the P4 starting points achieved at the beginning of KS1 after moving from Early Years measures. Comparison data for children with similar complex and significant needs is available within the academy.

In **writing**, 100% of the 7 discrete taught pupils achieved a level 1Cc+ and 57% of these achieved a level 1Be+, by the end of KS1. This does represent **outstanding achievement** based upon the P4 starting points achieved at the beginning of KS1. Comparison data for children with similar complex and significant needs is available within the academy.

In **maths**, 100% of the 7 discrete taught pupils achieved a level 1Cc+ and 57% of these achieved a level 1A+ by the end of KS1 SATs. This does represent **outstanding achievement** based upon the P5-6 starting points achieved at the beginning of KS1. Comparison data for children with similar complex and significant needs is available within the academy.

Early Years Foundation Stage Profile Scores

The **attainment on entry** for children taught in discrete EYFS is dependent on children's individual needs. All children come to us through referral at panel for a mixture of complex and significant health, medical, learning and communication needs. In the vast majority of cases the children have significant cognitive delay.

The attainment on entry for 2013 is significantly below national expectations and are developmentally 16+ months as measured by the Schedule of Growing Skills (SoGS).

The Schedule of Growing Skills (SoGS) is a universal screening measure used by educational professionals who need to establish the developmental levels of children (from birth to 5 years). SoGS has proven to be an invaluable assessment tool which enables the Academy to assess children in a consistent way

Child	Entry to Provision (SGS)	Exit from Rec (DM)
A	16 months (41)	22 – 36 months (61)
B	17 months (53)	22 – 36 months (58)

For child B a case study is available in the academy. Once children leave Early Years they are assessed using PIVATS. Please refer to Academy records.

These children are almost always in the lowest 5th percentile cognitively in the the country. We also measure the discrete taught children by the months of development contained within the Development Matters document, in order to show cohort data. However, as with all of the mainstream measures, it provides too crude an analysis and does not show the small steps of progress for our children. This is why data presented in this SEF is from the Schedule of Growing skills, which also leads directly into PIVATs.

There is a rigorous process of **assessment and self-evaluation** with senior leaders moderating the assessment of pupils' progress and the intake values given from specialist early years providers. Training has taken place in order to ensure accurate assessment based on observation of childinitiated activity and this support is given to other schools as well as shared between specialist providers.

Progress of Former Discrete Taught Pupils.

Almost all pupils make **at least good if not outstanding** progress from **Key Stage 1 to Key Stage 2**.

The KS1-KS2 Value Added score for children with a statement exceeds 100 for all subjects in 2013, with reading being the most improved with a Value Added of 103.2. These are **all significantly above**

National Expectations of statemented pupils in mainstream education too, let alone those who attend purely specialist provision.

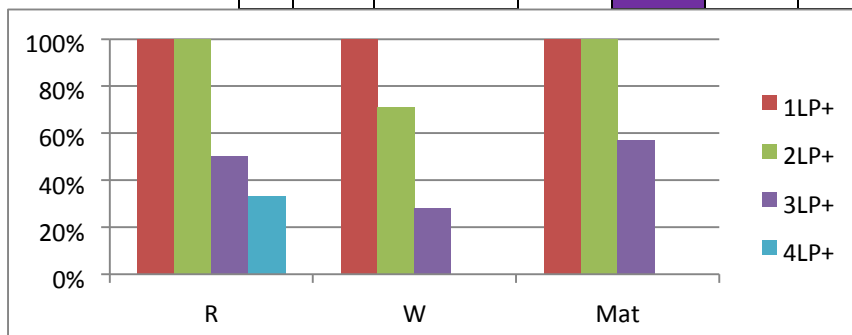
Discrete Taught Pupils Value Added Measures

	VA	Lower	Upper	Measure	CI	CI
Significance	102.1	100.0	104.2			
KS1-2 Value Added Score	103.2	101.0	105.3	Sig+		
Reading Value Added Score	100.9	98.7	103.0			
Writing Value Added Score	102.2	100.0	104.3	Sig+		

This represents **outstanding progress** for specialist provision. The academy recognises that this is outstanding for specialist provision.

The academy has mainstream based progress matrices in school, but once again these provide too crude a measure of the actual progress of the discrete taught children. This is because they label everything as 'W' at KS1 and do not finely disaggregate PIVATs levels. Therefore, we have presented the data as levels of progress below. Further information is available within the academy on this cohort.

Count of levels levels progress 2013 Discrete Taught			% of pupils achieving progress 2013 Discrete Taught			Cumulative % levels progress 2013 Discrete Taught				
	R	W	Mat	R	W	Mat	R	W	Mat	
0LP	0	0	0	0%	0%	0%	0LP+	100%	100%	100%
1LP	0	2	0	0%	28%	0%	1LP+	100%	100%	100%
2LP	3	3	3	50%	43%	43%	2LP+	100%	71%	100%
3LP	1	2	4	17%	28%	57%	3LP+	50%	28%	57%
4LP	2	0	0	33%	0%	0%	4LP+	33%	0%	0%



Progress and Learning of Current Discrete Taught Students 2013-14

The vast majority of pupils in discrete taught classes are making **expected or above expected progress** given their starting points and personal needs. Progress is measured by the national aspirations in PIVATs and the academy has recently moved over to using CASPA. This is a comparison programme used by special schools to set and monitor challenging targets benchmarked against children with similar needs nationally.

CASPA - RWM actual percentiles*								
	Reading		Writing			Maths		
Percentile	%	Cumulative	Levels	%	Cumulative	Percentile	%	Cumulative
95th+	19%	19%	95th	56%	56%	95th+	34%	34%
75th+	53%	72%	75th+	34%	91%	75th+	53%	88%
50th+	25%	97%	50th+	9%	100%	50th+	13%	100%
25th+	3%	100%	25th+	0%	100%	25th+	0%	100%
5th+	0%	100%	5th+	0%	100%	5th+	0%	100%

Years 1-6 SEN Discrete taught classes

In **reading**, 97% of discrete taught pupils achieved within the 50th centile or above when compared to children of similar needs, with 72% working within the 75th centile or above. In **writing**, 100% of discrete taught pupils achieved within the 50th centile or above when compared to children of similar needs, with 91% working within the 75th centile or above. In **maths**, 100% of discrete taught pupils achieved within the 50th centile or above when compared to children of similar needs, with 88% working within the 75th centile or above. This data does represent **outstanding attainment in reading, writing and maths.**

CASPA - progress*										
	Reading			Writing			Maths			
	Above	Expected	Below	Above	Expected	Below	Above	Expected	Below	
All children	81%	9.50%	9.50%	73%	18%	8%	83%	10%	7%	
Cumulative	81%	90.40%	100.00%	73%	92%	100%	83%	93%	100%	
*Years 3, 4, 5 & 6 progress measured from KS1 result and their rate of progression towards CASPA targets										
*Years 1 & 2 progress measured from start of 2013/14 academic year to present										

In **reading** 90.4% of discrete taught children make expected or above expected progress. In **writing** 92% of discrete taught children make expected or above expected progress. In **maths** 93% of discrete taught children make expected or above expected progress. This shows **outstanding progress** in all areas when compared to progress made by children of similar needs.

Pupil Premium - Discrete Taught Pupils

APS		Summer 12/13	Spring 13/14
Reading	Pupil Premium	9.69	9.74
	Non-Pupil Premium	9.69	9.38

Writing	Pupil Premium	10.49	11.39
	Non-Pupil Premium	10.49	10.92

Maths	Pupil Premium	11.84	11.34
	Non-Pupil Premium	11.71	10.78

This will be updated until summer

The mean APS of Discrete taught pupils by the end of this academic year will exceed those achieved at the end of the last academic year. In all areas of learning the mean APS of pupil premium children is greater than our non-pupil premium children.

SEN Attendance

Where attendance is below acceptable levels, this is largely attributed to pupils whose medical needs require them to receive medical interventions and follow-up appointments throughout the academic year. In this instance, the SEN Team work closely with parents/carers to ensure work is sent home on a weekly basis. Where required, multi-professional meetings are held to ensure the pupil returns safely to school, following medical surgery.

Pupils' learning and enjoyment of learning

Pupils learn well and show enthusiasm for their learning and **pupil progress in lessons is outstanding**. This is evidenced through conversations with children, the scrutiny of pupils' work and lesson observations across the school. Parental questionnaires (73% return) and annual reviews for each child also show this. Children themselves feel proud of their learning and achievements, as can be seen in the pupil questionnaires (100% return). Questionnaires are analysed which inform next steps of provision both academically and physically.

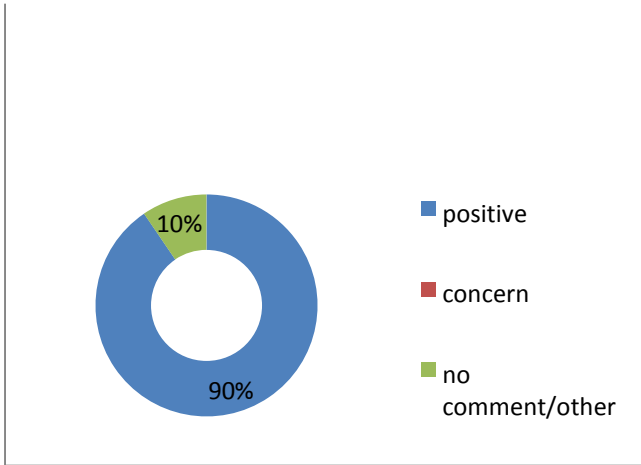
Discrete taught teaching provision 2013-14

Teaching is consistently good and increasingly outstanding. All teachers successfully engage pupils in their learning. Teachers have high expectations of pupil achievement in all subject areas. Teachers plan with teachers within the same year group across the school and differentiate the area of learning. Teachers embed literacy activities in topics, themes or subjects and carefully consider where pupils might apply their writing and comprehension skills across all areas of the curriculum. Assessment information carefully identifies individuals' and groups next steps in learning.

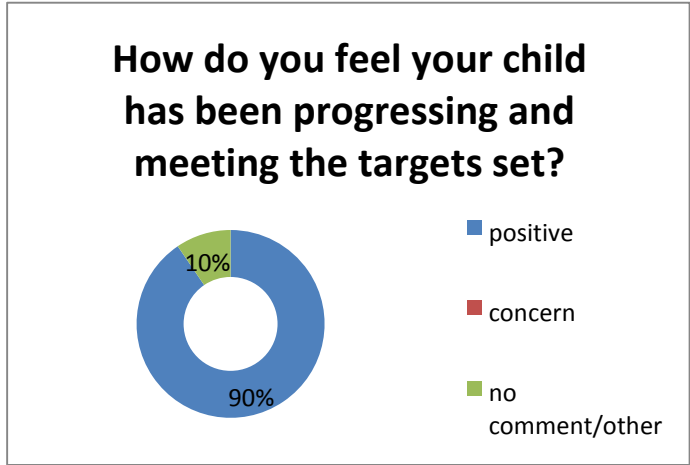
The Views of Parents and Pupils Parents'

views:

"My child makes good progress at this school"



What is your child's attitude to Pennyman?

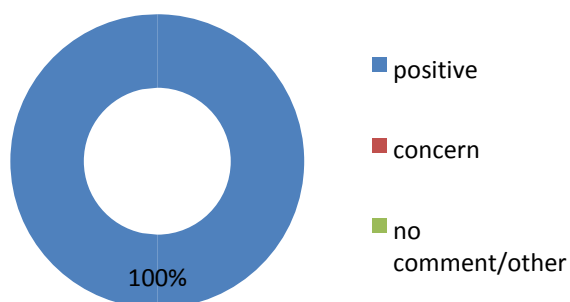


Parent's Comments from annual reviews

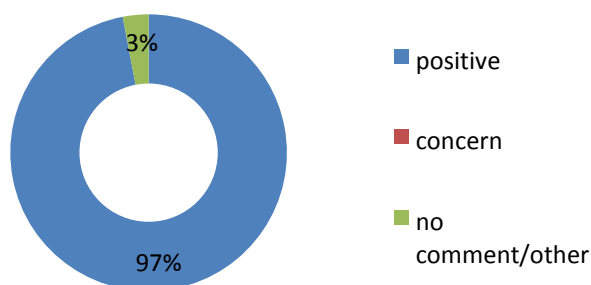
- "My child loves to coming to school"
- "My child can't wait to get there"
- "Yes we are very happy with the provision/support in school"
- "My child is doing very well"
- "I'm very proud of him"

Pupils' views: Do you like school?

Do you like School?



Do you like the work that you do?



Summary Grade: 1

We believe that the overall grade for achievement should be **Grade 1 - Outstanding**. Pupils overcome physical, perceptual, sensory and emotional difficulties to learn and achieve and all pupils, including those with profound and severe learning difficulties, make progress. Their outstanding achievements across a wide range of curriculum areas never cease to amaze staff, parents, colleagues and other professionals.