

Great Oaks School

Summary of Assessment Data 2017 - 18

The following report summarises the data collected and analysed for the Academic Year 2017/18.

The information in this report is gathered from about 30 different sources with the aim to provide a holistic picture of the school year compared with previous years and, where possible, with national comparators. We will use information in the report to inform our school improvement planning and targets for 2018 - 19.

Fuller reports analysing progress of individual pupils and giving details of the achievement rates for different cohorts is also available in all of these areas.

1. Achievement and Attainment

National Curriculum

(NB – The Government have now formally abolished national curriculum levels and shortly P levels. Whilst alternative ways of tracking progress are being developed we have this year continued to use P and NC levels and the data below is based on the most up-to-date level revisions)

The table below shows the average (mean) progress made by pupils in National Curriculum core and Foundation areas during the last academic year. Data is populated from the small steps b squared assessments that are carried out throughout the year by teachers. The results (below) are compared with progress outlined in National Progression Guidance to seek some national benchmarking. Upper Quartile Progress (or above expected progress) is defined in progression guidance as 3 levels of progress over 5 years ie 0.6 or 60% of a level of a year. Median (or expected) Progress is 40% (20 – 59%) and Lower Quartile (or below expected) progress is 20% and below. For year 7s this information is based on 2 terms of progress and years 8 - 11 on 3 terms.

Subject	Average level September 17	Average level July 18	Progress ↑ (up on last yr) ↓ (down on last yr)	Lower/Median or Upper Quartile
English – reading year 8 - 11 year 7	49% of L1 63% of P8	82% of L1 22% of L1	43%=	Median
English – writing year 8 - 11 year 7	13% of L1 8% of P8	42% of L1 77% of P8	39%↑	Median
English – spoken Language Year 7	76% of L1 73% of L1	14% of L2 93% of L1	36%↓	Median
English – listening (p levels)	78% of P6	10% of P7	32%↓	Median
English – speaking (p levels)	22% of P6	53% of P6	31% ↑	Median
Mathematics – Number Year 7	62% of L1 97% of P8	94% of L1 38% of L1	39%↓	Median
Mathematics - Measurement	43% of L1	68% of L1	25%↓	Median
Mathematics – Geometry	32% of L1	65% of L1	34%↓	Median
Mathematics – Statistics	19% of L2	69% of L2	50%↓	Median
Art	48% of L1	97% of L1	49%↓	Median
Design and Technology	21% of L1	57% of L1	36% ↓	Median
Music	7% of L2	25% of L2	18%↓	Lower
Humanities	9% of L1	40% of L1	31%↓	Median
Physical Education	94% of L1	33% of L2	39%↓	Median
Computing	48% of L1	90% of L1	43%↑	Median
Citizenship	95% of P8	34% of L1	39%↓	Median
PSHE	92% of P8	25% of L1	32%↓	Median
PSHE self help	47% of P7	8% of P8	61%↑	Upper

Overall median progress is being made, only in Music does the average fall into lower quartile ranges. This is because new assessment methods are being trialled in music so bsquared has not always been used.

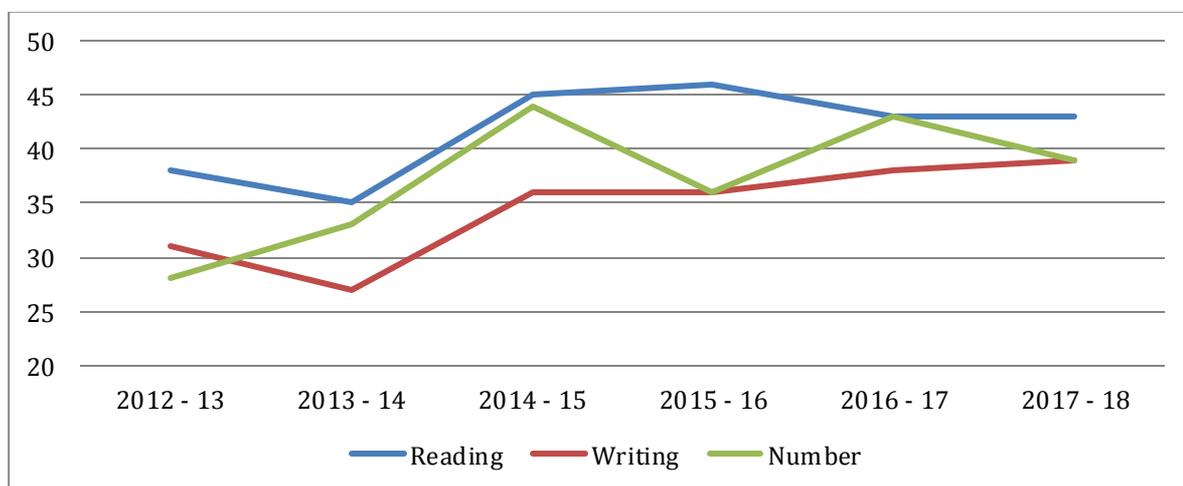
It is not possible to measure science in the same way, due to the number of attainment targets not all areas are taught to all pupils within a year. With pupils working in Pathways 3 the Science coordinator has developed levels of attainment against each skill within a topic - These range from encountering through to secure. The numbers of pupils at each stage is highlighted below.

Level of Attainment	Progress - pupils
Encountering	10
Emerging	17
Developing	23
Secure	17

For pupils in Pathways 1 and 2 a system based on upper median and lower quartiles has been developed based on the areas covered. The following are the results

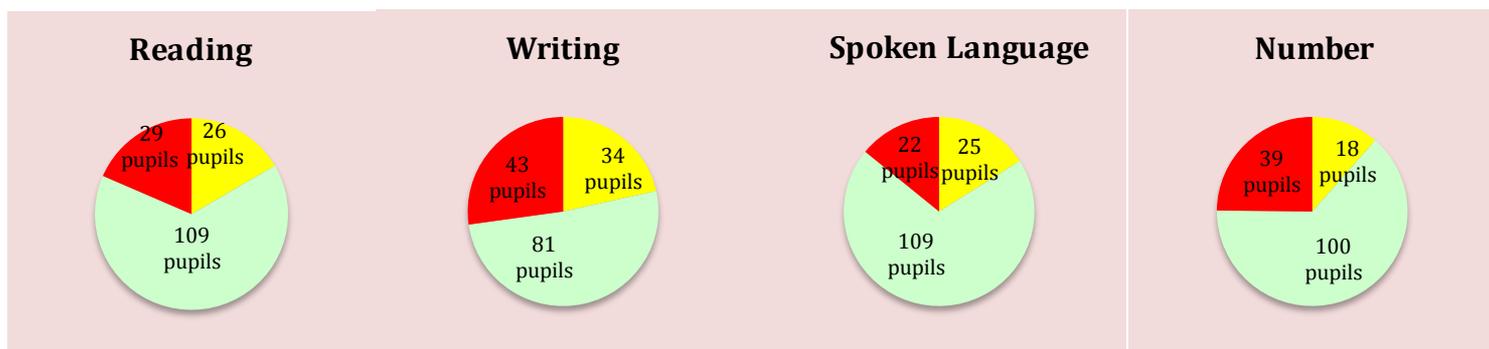
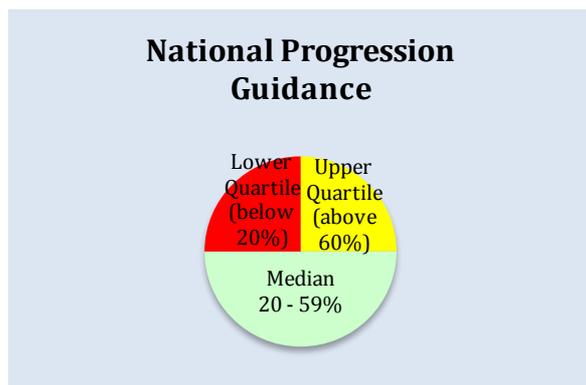
Level of Attainment	Progress - pupil
Upper	38
Median	40
Lower	8

The charts below shows progress rates in core areas over the past five years



Although number is slightly down on last year the trend over 6 years is still upwards.

The charts below demonstrate the number of pupils in core areas making progress in each quartile



Regular meetings take place throughout the year to identify where pupils are making lower quartile progress and specific targeted interventions are introduced, this includes 1:1 support and additional small group work.

Great Oaks College

Students on College Pathway 3 have been assessed using the pre-entry adult steps levels (M levels) in core areas. Using the same criteria progress criteria as for National curriculum the results are below:

Pre-entry M levels Subject	Better than expected progress	than	Expected Progress	Less than expected
Reading	3		12	7
Writing	4		8	10
Speaking and Listening	9		6	5
Number	4		11	7
PSHE	8		5	10

Students on College Pathways 1 and 2 have been assessed using the Rosewood IMPACTS curriculum. In IMPACTS expected progress is 10% per year the figures refer to the number of students in each category

IMPACTS Curriculum	Better than expected progress	Expected Progress	Less than expected
Communication	2	3	2
Cognitive	3	1	3

All students on Pathway 2 and 3 in Year 14 have completed an Entry Level qualification which is currently being moderated. Pathway 1 students have completed AQA unit Awards.

All Post 16 Students at the Farm base completed at least one Duke of Edinburgh Award Module. 4 completed the complete Bronze Award

Pupil Groups

The graphs below show the rates of progress of different pupil groups.

Subject	Average Progress all pupils	Average progress pupil premium	Average progress EaL	Average progress girls / boys
English – reading	43%	45%	46%	43 / 43
English – writing	39%	33%	43%	37 / 39
English spoken Language	36%	30%	29%	49 / 48
Mathematics – Number	39%	35%	24%	33 / 41

The progress of pupils with English as an additional language in has been targeted as part of the school development plan for the past two years this has shown some improvement particularly in spoken language (up from 11% in 15/16 to 29% this year). The relative progress of pupils on Pupil Premium has increased this year although is still slightly below the average for all pupils in all areas except writing. Looking at the individuals in these cases this is often as a result of attendance issues(see below).

The progress of our 9 looked after children has been good (see full assessment report for more detail). Where pupils have made lower quartile progress over the year specific targeted interventions have been put in place. See full assessment report.

Pupil Pathways

Pupils in the school follow different Pathways depending upon their need. Pupils in Pathway 3 follow a more traditional secondary curriculum with tutor base and subject teachers. Pupils in Pathway 1 follow a more Primary based curriculum with a core team of teachers and Support staff who deliver the majority of the curriculum. Pupils in Pathway 2 follow a mixed timetable with elements of Pathways 1 and 3.

The results are for pupils in different Pathways and year groups in Core subjects are below:

% STUDENTS ACHIEVING EXPECTED OR ABOVE PROGRESS IN ENGLISH AND MATHS BY PATHWAYS		
	English	Maths
Year 7	Expected or above	Expected or above
PATHWAYS 1 6 students	6 (100%)	6 (100%)
PATHWAYS 2 16 students	15 (94%)	16 (100%)
PATHWAYS 3 15 students	12(80%)	15 (100%)
	English	Maths
Year 8	Expected or above	Expected or above
PATHWAYS 1 6 students	5 (83%)	6(100%)
PATHWAYS 2 9 students	9 (100%)	8 (89%)
PATHWAYS 3 11 students	10 (91%)	11 (100%)
	English	Maths
Year 9	Expected or above	Expected or above
PATHWAYS 1 6 students	3 (50%)	3 (50%)
PATHWAYS 2 15 students	11 (73%)	14 (88%)
PATHWAYS 3 16 students	14 (88%)	13 (81%)
	English	Maths
Year 10	Expected or above	Expected or above
PATHWAYS 1 5 students	4 (80%)	2 (40%)
PATHWAYS 2 8 students	5(63%)	7 (88%)
PATHWAYS 3 21 students	16 (76%)	13 (62%)
	English	Maths
Year 11	Expected or above	Expected or above
PATHWAYS 1 4 students	4 (100%)	4 (100%)
PATHWAYS 2 10 students	8 (80%)	9 (90%)
PATHWAYS 3 11 students	9(82%)	6 (55%)

The full assessment report breaks down progress by year group and by Pathway. Year 9 and 10 pupils in Pathways 2 and 3 did not on average make as good progress in English as pupils in the rest of the school. Additional work with these groups is planned (see school improvement plan).

Year 11 Achievement

Over 5 years at Great Oaks in core areas combined pupils made the following levels of progress in core subjects.

Less than 1 level	1 – 2 levels	2 – 3 levels	3 or more levels	Average levels progressed
2 pupils	8 pupils	12 pupils	2 pupils	2.5

Accreditation

All Year 11 and Post 16 pupils completed their time at Great Oaks with a range of accreditation. See table below

Entry Level (Levels)												
	3			2			1					
AQA English	1			9			-					
AQA Maths	7			8			2					
AQA Science	11											
OCR Art	1			2			6					
ARTS AWARD												
Year 11						Year 10						
10 Silver Award (awarded 2018) 21 Bronze Award (awarded 2017)						16 Bronze Award						
Chartered Institute of Environmental Health												
Food Hygiene Certificate				11 x yr 11 students								
AQA Unit Awards (number of students achieving awards)												
No. of Awards	1	2	3	4	5	6	7	9	10	11	12	Total
Computing		1				10	3			8		171
Science									2		3	56
Hums							3	5	10			166
ART	5		2	2								19
English			5									15
Design Tech		3										6
TOTAL NUMBER OF UNITS ACHIEVED												433
ASDAN Year 11												
Silver Award						10						
Bronze Award						12						
Food Wise Short course						11						
Transition Challenge						12						
Duke of Edinburgh Award												
Bronze Award						Silver Award						
5 Full Awards 20 Units						2 Units						

Individual Education Plans

An analysis of the outcomes of IEPs has taken place this year. Each pupil had at least 3 IEPs each term, linked to the outcomes in EHCPs these were reviewed by teachers at the end of the term and new targets set or targets carried forward. The percentage of IEPs met in each area is shown below

IEP TARGETS ACHIEVED				
	Communication and Interaction	Cognition and Learning	SEMH	Sensory and /or physical
Targets set	310	386	192	120
% achieved	82%	84%	78%	74%

The school target of 80% of IEPs to be achieved was achieved in Communication and Cognition

Other Achievements

All pupils had the opportunity to try 3 new social and leisure activities this year and learnt new skills in each of these. These are internally accredited with certificates for each completed activity and achievements recorded in the Great Oaks Passport.

Reading, Spelling and number Ages were all assessed for Pupils from who this was appropriate in Sept 17. They are shortly to be retested to triangulate results from bsquared and identify any need for intervention.

Pupils in Year 7, 8 and 9 undertook social language and social skills programmes under the guidance of our Speech and language therapist. Pupils in Year 9 had reassessments in 4 key areas social communication compared with baseline assessments carried out at the beginning of Year 7. All made significant progress.

Fifteen pupils had personalised programmes these ranged from sessions at Harcourt Road to additional vocational learning and from individual Maths and English support to home tuition. SNAP behaviour assessments are being used by those pupils at Harcourt Road. All four pupils showed progress across the SNAP areas of 'Relationship with Self', 'Relationship with Peers', 'Relationship with Adults' and 'What I Feel'.

Those pupils on personalised programmes have made less progress on bsquared than other pupils. This is being addressed through the School Improvement Plan and the use of other more relevant measures to assess progress. All pupils on personalised programmes have improved attendance over the year.

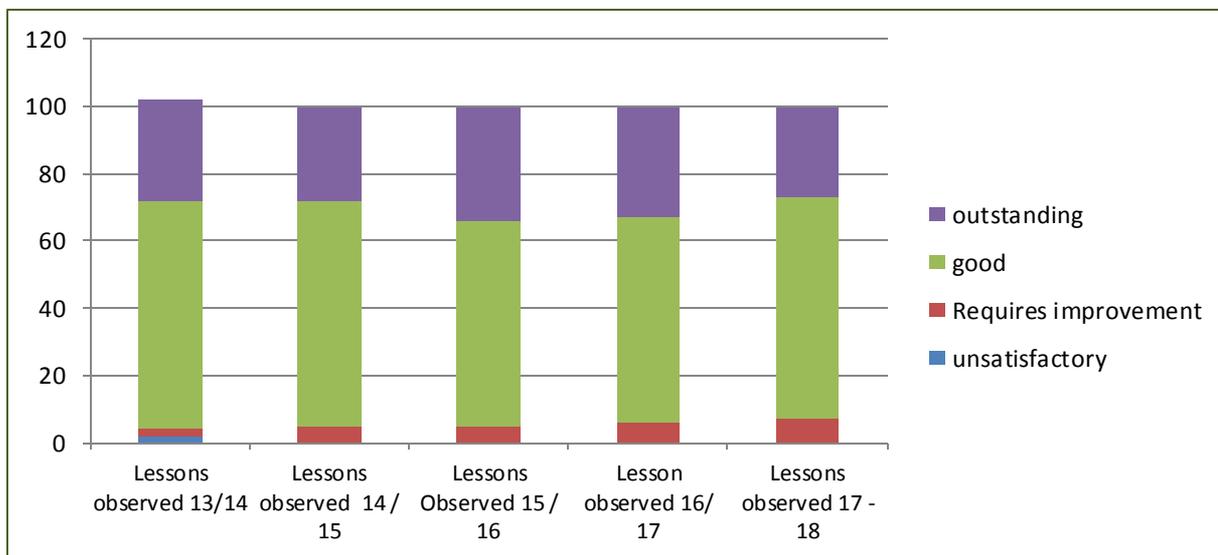
Pupils made good progress in personal and social education and citizenship throughout the year, through a range of different activities including taught sessions, whole school weekly themes, house events, break and lunchtime activities and tutor sessions.

Pupils all had opportunity to achieve some of the 13 offers in the Great Oaks Guarantee during the year including performing in a theatre (Rock Challenge and Shakespeare in Schools), volunteer, set up a business and raise money for good causes, we were able to reintroduce a residential night this year having had to abandon this last year due to funding cuts

2. Teaching and Learning

Lesson Observations

There were 45 formal lesson observations and numerous learning walks carried out this year by members of the leadership team and by colleague Headteachers / Deputies as part of the peer-to-peer review. The overall gradings for the formal lesson observations is in the chart below (given in percentages).



Positive aspects of lessons observed included pupil engagement and enjoyment of the lessons, use of technology, questioning of pupils staff teamwork, peer feedback, self assessment, behaviour management and the classroom environment.

General areas of development included encouraging more independence (particularly at Great Oaks College), dull resources, lack of age appropriateness on occasion and there was no contextual information made available to the observer in a few lessons. In addition the lessons that required improvement were because of behaviour management or over complexity with too much teacher talk.

On those occasions where teaching required improvement teachers have clear targets as part of their performance management with regular monitoring and support.

In addition to formal lesson observations there were a number of learning walks by subject co-ordinators, members of LMT and Governors. There was also regular scrutiny of pupil work, marking and self assessment. There are reports from all of these visits.

Pupil Survey

Our annual pupil survey was taken by pupils during March and April using an online survey and symbolised versions for those who needed it

Some of the key findings are below

	Yes %	No %	Mostly
I like school	90	10	
I feel safe at school	95	3	
I am making progress at School	96	4	
Behaviour is good in school	74	4	22
Favourite whole school activities	Sports, Trips out and Assemblies		
Favourite Lessons	Computing, Art, PE and Maths		
What would you change about the school? (Cloud view)	<p>Go pool playground play bigger fun add stuff school time nothing people art</p> <p>different stop equipment bullying soft play school uniform year</p>		
What are the best things about Great Oaks? (cloud view)	<p>lessons activities fun football trips time teachers PE clubs</p> <p>Friday activities good soft play friends computing school computers art</p> <p>play rock challenge learn</p>		

Suggestions for improving the school included no school uniform and more to do in the playground which are being discussed at student council meetings.

These findings compare very favourably with national surveys which indicate that around 50% of pupils at Secondary School like coming to school. It is also evident from reading the responses to the survey the pride that the vast majority of pupils have in the school.

3. Leadership and Management

Local Authority / External view

Southampton Local Authority meets twice a year to categorise schools and offer / broker levels of support. Following visits from LA officer (Alison Philpott) in November 16 the Local Authority categorised the school at the highest level - a **category A** commending the school for improved attendance, off-site provision and leadership focus on developing curriculum in line with the changing pupil intake.

The school had two external visits during the course of the year

1. Alison Philpott Local Authority Inspector visited in March 18 to carry out a local Authority Monitoring visit and SACRE RE visit.

Her findings included the following:

Pupils enjoy attending Great Oaks School, they feel valued and build confidence as a result of the provision and strong relationships with adults at the school; Lessons were well organised; Clear objectives for learning were established and in all bar one lesson the pitch was appropriate and stretched pupils thinking and responses to the concept being studied; Pupils were well engaged in their learning and assessment files and displays were able to evidence current and previous learning; Learning environments were generally supporting learning well, with individual mats, stations, visual and audio cues aiding pupil access, engagement and understanding within classrooms; The assembly time was a strong example of the inclusive ethos and can do attitude evidenced by staff and pupils during the visit. This is a key feature of the practice in the school over time and enables pupils to welcome others, successfully progress in their learning, manage change and prepare for life beyond Great Oaks. The curriculum is well planned and includes the highly valued "Great Oaks Guarantee" which contributes positively to the SMSC development of the pupils in addition to other core learning.

2. Headteacher and Deputy colleagues from 3 other Southampton Schools undertook a peer-to-peer review of the school in June 18. They concluded

There is a tangibly positive learning ethos and a richness to the school which was a delight to experience and 'feel'. This culture and the 'behaviours for learning' observed on the day (Despite the obvious challenge that exists with many of your YP and the fact that it was Y7 transition day!) is further testimony to your work. This enriching ethos was self-evident no matter which aspect of the school/curriculum we monitored. To maintain this positive learning ethos whilst managing the ongoing growth and expansion at GO and the corresponding range of SEND, is also worth noting.

They were tasked with looking at three areas – personalised learning, middle leadership and challenge in the classroom. The recommendations coming from the review will form part of the 18 – 19 School Improvement Plan

Staff

Exit interviews have been carried out with staff leaving the school this year.

Four staff have left the school this year (retention rate of approx 96%)

One has retired on medical grounds one has taken up teacher training opportunities and two have taken on new challenges in education in other settings

Overall staff felt that they had positive experiences working at Great Oaks and all are keen to continue their association with the school.

Continuing Professional Development

During the year all staff received training in child protection, prevent, FGM, growth mindset, signing, physical interventions, working with vulnerable children and specific disabilities and learning difficulties including ADHD, Autism, Sensory Processing Disorders and Attachment disorders. Signalong course have been offered to all new staff.

Parental Survey

A parental Survey is carried out Annually in July. The results for the 17/18 survey are below

172 Surveys sent out 47 Surveys returned

Question	Strongly Agree	Agree	No view / unsure	Disagree	Strongly disagree	Any Comments
My son/daughter likes school.	33	12	2			
My son/daughter is making progress	34	12	1			
I feel that my son/daughter is safe and well cared for at school.	39	7	1			
Behaviour in school is good.	30	13	4			
The school is well led and managed.	34	11	1			
The school takes account of pupils' views.	33	11	2	1		
The school listens to parents/carers and takes account of suggestions/concerns.	32	11	3		1	
The school has a good range of extra-curricular activities	28	13	4	2		
The school has helped my son/daughter to become more confident.	30	12	3	1		
The annual review process is effective in supporting the needs of my child	31	11	3	2		
For parents of pupils new to school this year						
My son / daughter has coped well with the change of school	15	4	1			
How useful are the following forms of communication	Very	Quite	Don't use	Not useful	Comments / any other forms of communication you would like to see developed	
School Diary	20	12	8			
Class Dojo	26	12	3			
Newsletter	34	6				
Website	15	12	14			
Text service	20	13	6	1		
Any additional comments						
<p>Little provided by school in way of extra-curricular activities; School diary could be more constructive; I had an anxious depressed child in mainstream, now I have a happy confident child, well done Great Oaks; Look at child's needs before making cuts; we are glad that my daughter is doing well at great Oaks College; My child has enjoyed every aspect of school; we couldn't have asked for better teachers / pupils; Everyone has been fantastic; My child has had the best school years at Great Oaks; very caring school; Great school with great teachers and teaching support; Text service – always getting texts about things that aren't relevant; great school carry on; every school should be run like Great Oaks; I like the way school helps people if there is a problem; staff are amazing – well done and thank you; This is the first time that L is disappointed that it is the summer break; very happy with progress</p>						

Governors and Trustees

Governors have carried out 8 visits to the school to meet with key staff in different areas and carry out learning walks around the school over the term. Reports from visits are presented to each Governor meeting.

Governors have been involved in a range of training including Special School Induction, Prevent, child protection and safer recruitment.

A whole school Health and Safety Audit carried out in January found no areas of non-compliance.

As a new Academy the school has had to implement a number of new accounting procedures, a financial audit is due in September 18.

4. Behaviour and Safeguarding

Attendance

The Absence rate both mean and median increased by just over 1% this year, although unauthorised absence was at a very similar level to last year (up just 0.1%)

Mean attendance - 90.6% Absence - 9.4%

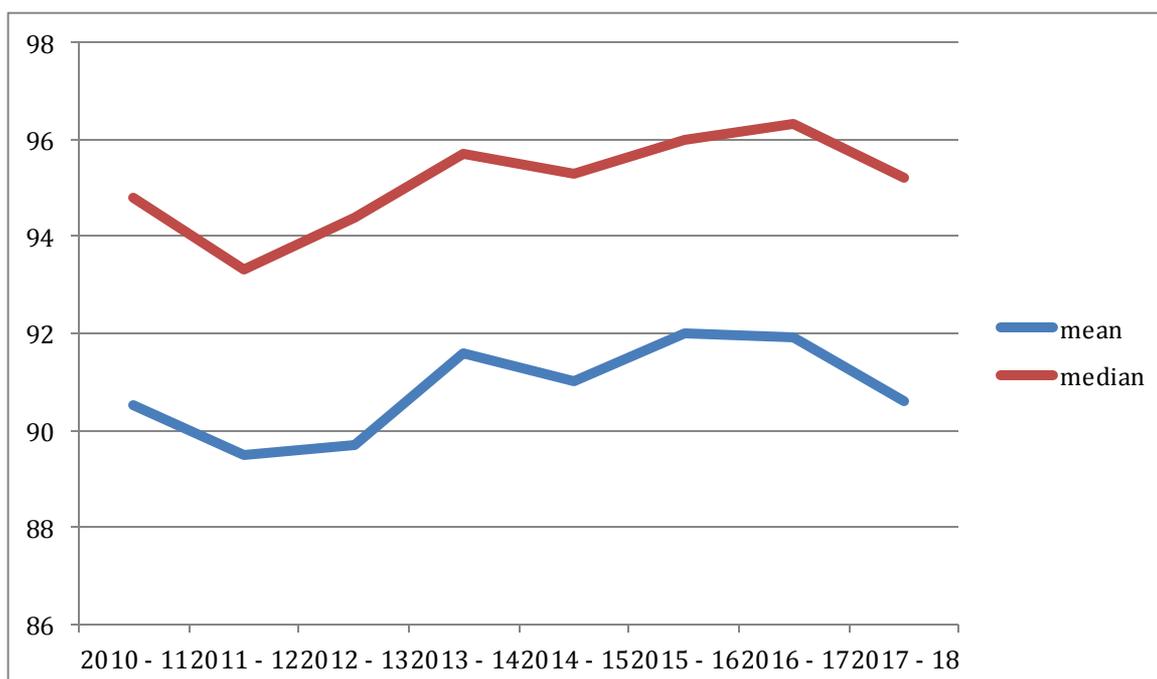
Authorised absence - 8.2%% Unauthorised absence - 1.2%

Median Attendance - 95.2%

This compares with 9.8% absence rate for pupils nationally in Special Schools and 11.8% with our statistical neighbours.

Absence rates for pupils on pupil premium were 11% across the year compared with 7.6% for pupils not on pupil premium.

After a drop this year we are committed to improving our attendance and will be making this a major focus of our school improvement work next year and in particular narrowing the gap between pupils on pupil premium and the rest of the school population.



Behaviour

There were the following number of behaviour incidents recorded during 17 - 18

Autumn 2017: 661 incidents involving 102 pupils

Spring 2018: 486 incidents involving 98 pupils

Summer 2018: 514 incidents involving 94 pupils -

28% of incidents were caused by pupils on pupil premium and 60% by boys, 40 % by girls, roughly in line with the school population

There has been an increase in the number of reported incidents from previous years however this is due to three key factors

1. Most significantly we have introduced a new electronic form of recording incidents and have requested that all incidents however small are logged so that we can build up a picture and help to support with appropriate behaviour plans and targets. There is now a much better culture of incident reporting in the school.
2. The school has grown by a third in the past six years leading to more incidents
3. The complexity of the young people coming to the school, particularly from mainstream primary and secondary environments has increased

As the school has grown in terms of pupils it has also expanded in the number of staff and to ensure consistency in approaches to dealing with behaviours we will be developing our induction and training to ensure consistency of approaches to managing behaviour

Physical Interventions

There were 70 Restrictive physical interventions (two person escort and above) during 2017 – 18 involving 13 different pupils

Exclusions

There were 9 fixed term exclusions during the year 2017/ 18 involving 7 pupils for a total of 17 days.

Destinations

The table below shows the destinations of Year 11 and 14 pupils last year.

All but 2 of year 11 pupils are currently continuing in education and have confirmed destinations. We have been working with the families of these 2 students to find college options for them. All year 14 leavers all have bespoke educational, social care or employment opportunities.

Year 11 Leavers	
<u>School Sixth forms</u> Great Oaks College	12 students
<u>Local colleges</u> Totton College City College Eastleigh College Itchen College	2 students 7 students 4 students 4 students
Year 12 Leaver	
City college	1 student
Year 14 Leavers	
Totton College Residential Care Internship Shieling College Wayahead Activity	2 students 1 student 1 student 1 student 1 student

Conclusion

As this report demonstrates

2017 - 18 saw good progress by pupils at Great Oaks School. The priorities for 2018 - 19 will build on these results and tackle areas of underperformance. They are outlined in the School Improvement Plan.

However, many of the achievements of our young people cannot be captured through our current data analysis and Inspections reports, but rather in the daily steps towards greater independence, self-confidence and resilience that pupils make with the support of a dedicated and skilled staff team.

Throughout 17 - 18 teachers have been engaged in rewriting and piloting assessments in order to better capture our pupils achievements. In 18 - 19 we will be launching these across the school.