Great Oaks School

Assessment Report

2022 - 2023

Introduction

At Great Oaks, progress is captured across all areas of a young person's development. We have considered the data presented in this report in the context of a wider holistic picture of progress.

We aim for our assessments to be useful for students, teachers, parents and school leaders so we are always looking to optimise our approach. This year we introduced updated assessment frameworks that align more closely to our curriculum offer. This was a significant change for teachers but the process of moving over was very successful. The new frameworks allow us to analyse specific areas within subjects with greater ease and have enabled us to tighten up the accuracy of our target setting. This year we have sent home reports to parents presenting progress against these targets. Feedback from parents indicates that our assessment procedures are becoming more transparent and meaningful to them.

In summary, our students have had a successful year in terms of progress and achievement. The interventions that we put in place for the target groups identified in the previous year were closely monitored to ensure they were effective.

The 2022/23 report identified the following target groups:

1) Girls' maths
2) Year 9 reading
3) Disadvantaged students with EAL in pathways 1

The impact on these cohorts has been clear through scrutiny of work, records kept by teachers and the intervention team as well as the data presented in this report. Statistics throughout this report that provide evidence of the positive impact we have had on these specific target groups have been labelled with: **IMPACT >**

This 2022/23 report identifies the following target groups:

1) Years 8 and 9 reading (PW2 and 3)
2) Girls' writing (PW3)
3) EAL maths (PW2 and 3)
4) PW1 students accessing GO Levels

The key statistics in this report that led us to identify the above targets have been labelled with **TARGET >**

The data analysis also identified other areas that needed to be investigated. For the first time, KS4 Pathway 2 students have been split across two sites this year. Overall this did not have any negative impact on student progress or achievement. However, there were some discrepancies with the delivery of the diagnostic assessments so ensuring consistency across all sites is something we will work on in the current academic year.

As an experiment, Artificial Intelligence (AI) was used to support the analysis of data for this report. This analysis needed to be scrutinised to ensure it was meaningful and correct. The AI generated analysis was not used in the final report. However, it is clear that AI will become more and more valuable for effective school assessment. We hope to be at the forefront of this rapidly developing technology, and we will continue to utilise AI for data analysis in the coming year. For example, future assessment reports may include the integration of AI generated insights from our curriculum software packages.

School Cohort information

For the 2022/23 academic year, there were 326 students on role. The school has more boys (72%) than girls (28%). 59% of Great Oaks students are disadvantaged. The majority of students are in pathways 2 and 3 (67%). Year 7 (24%) is a particularly large cohort. Looked After Children (LAC) make up 3% of the whole school.

BOYS	GIRLS	EAL	LAC	Disadvantaged
235	91	53	10	192
72%	28%	16%	3%	59%

Year 7	Year 8	Year 9	Year 10	Year 11	P16	Total
75	67	47	56	35	46	326
23%	21%	14%	17%	11%	14%	100%

PW1	PW2	PW3	P16	Personalised	Total
48	79	140	46	13	326
15%	24%	43%	14%	4%	100%

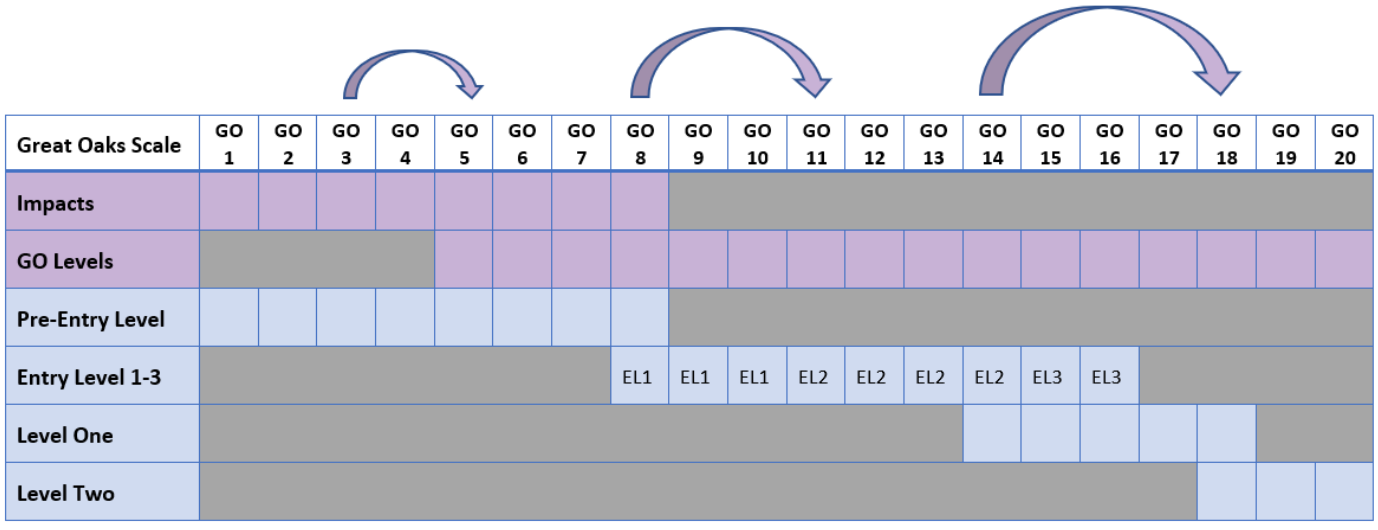
Target setting

At Great Oaks, our target-setting process begins with the initial baseline assessment of students when they enter Year 7. Typically, students make the following progress over the course of 5 years at Great Oaks:

Pathway 1: one to three GO levels
Pathway 2: two to four GO levels
Pathway 3: three to five GO levels of progress

It is important to note that we adapt these targets on an individual basis when necessary to ensure an appropriate level of challenge. This flexibility is particularly needed for students with specific temporary needs and those in personalised provision. Pathway 1 targets are also personalised, as detailed in the ImPACTS section of this report.

The primary purpose of these targets is to ensure we are being challenging and ambitious for our students and that they remain on track to attain their expected accreditations by the end of Year 11. The accreditation section of this report contains an analysis of achievement based on the predicted levels of accreditation derived from Year 7 data.



Targets are set based on number of progress points made through a particular framework. This is reviewed by TLR holders each term.

% Autumn	% Spring	% Summer	Autumn	Spring	Summer	Total Progress this Year
24%	39%	45%	141	178	134	453
42%	45%	48%	205	216	226	647

We began using new and improved frameworks this year. This meant that we were able to baseline students to a high standard in the Autumn term and adjust any inconsistent data that existed from previous years due to inexperience with the assessment software. The initial baseline allowed us to identify gaps and those working significantly above or below expectations for their pathway and year group. Target analysis could then be made against Spring and Summer data.

Our new frameworks allow us to analyse the areas more easily within core subjects. This helps us to delve deeper into specific areas of strength as well as those areas requiring further attention.

GO Level Progress Targets

87% of years 7-11 were assessed using GO Levels. This year's target setting is based on two thirds of a yearly target due to the baselining Autumn term.

The range of expected progress is fairly broad, particularly for maths, where the framework is larger. This has meant that the percentage of students falling within the expected range is greater and fairly consistent across cohorts.

As the school grows, our data becomes more meaningful and effective at identifying trends. Our targets are effective for flagging those significantly below or above expectations, but it is important to look at each individual student, even if they are within the expected range, to consider whether their progress is meeting their potential. We will not lose the focus on each individual student, emphasising that they are not mere numbers on a spreadsheet. We must always remain cognisant of the data's limitations. For example, we need to take into account the experience of teachers entering data and ensure we are providing regular training and guidance.

Reading targets

Pathway	Below	Expected Range	Above
PW2	<20	20-80	>80
PW3	<30	30-90	>90

Writing targets

Pathway	Below	Expected Range	Above
PW2	<30	30-90	>90
PW3	<40	40-100	>100

Maths targets

Pathway	Below	Expected Range	Above
PW2	<80	80-250	>250
PW3	<100	100-300	>300

Cohort Comparison

English Reading

Cohort	Progress	Below	Expected	Above
All	100%	4%	57%	39%
Disadvantaged	100%	4%	47%	49%
Girls	100%	2%	63%	35%
Boys	100%	5%	55%	40%
LAC	100%	0%	63%	37%
EAL	100%	0%	60%	40%

English Writing

Cohort	Progress	Below	Expected	Above
All	100%	4%	59%	37%
Disadvantaged	100%	6%	54%	40%
Girls	100%	4%	68%	28%
Boys	100%	4%	56%	40%
LAC	100%	14%	51%	43%
EAL	100%	3%	59%	38%

Maths Number

Cohort	Progress	Below	Expected	Above
All	100%	3%	70%	27%
Disadvantaged	100%	3%	70%	27%
Girls	100%	4%	68%	28%
Boys	100%	3%	70%	27%
LAC	100%	0%	75%	25%
EAL	100%	5%	71%	24%

Key Findings

100% of students made progress through the English and maths frameworks across all cohorts.

Progress against English and maths targets improved on last year. Students below target were relatively consistent at 4% reading, 4% writing and 3% maths. This consistency could be because of our target setting becoming more optimised with our new updated frameworks.

Reading

Our disadvantaged students have continued to demonstrate significant progress in reading, with 49% of them surpassing their targets, as opposed to 39% for the entire school. Notably, none of our Looked After Children (LAC) and English as an Additional Language (EAL) students fell below their reading targets.

Writing

The LAC 14% who did not meet their target represents just one student. This student is working within Pathway 2 and has a reading age below 5 years. The progress observed, although below the Pathway 2 target, is likely consistent with their individual capabilities. However, we have plans in place to provide the necessary writing interventions for this student in the current academic year.

TARGET > *28% of girls exceeding their target for writing is lower than other cohorts. Further investigation identified a group of girls in Year 8 Pathway 3 who will also be targeted for writing interventions in Year 9. Discussions with teachers and work scrutiny suggests that two of this group may have been previously assessed higher than their true ability. This will be investigated further during these writing interventions.*

Maths

TARGET > *Maths progress across cohorts is consistent. EAL students have a higher percentage in the "below expected" category compared the school average. They also have slightly fewer exceeding expectations. Further analysis suggests they have particularly struggled with the challenges of word problems. This, alongside data presented later in this report has led to this EAL cohort becoming a maths target group for 2022/23.*

IMPACT > *Although 4% of girls not making progress is higher than other cohorts this is a vast improvement on 27% of girls for the previous year. Girls have significantly closed the progress gap that previously existed with boys and 28% have exceeded targets. This provides evidence for the positive impact of our interventions for this 2021/22 target group.*

Year Group Comparison

English Reading

Cohort	Progress	Below	Expected	Above
All	100%	4%	57%	39%
Year 7	100%	2%	18%	80%
Year 8	100%	10%	64%	26%
Year 9	100%	0%	35%	65%
Year 10	100%	4%	85%	10%
Year 11	100%	3%	80%	17%

English Writing

Cohort	Progress	Below	Expected	Above
All	100%	4%	57%	39%
Year 7	100%	2%	22%	76%
Year 8	100%	12%	75%	13%
Year 9	100%	2%	29%	69%
Year 10	100%	4%	87%	9%
Year 11	100%	0%	84%	16%

Maths Number

Cohort	Progress	Below	Expected	Above
All	100%	3%	70%	27%
Year 7	100%	2%	59%	39%
Year 8	100%	6%	73%	21%
Year 9	100%	4%	66%	30%

* Year 10 and 11 use maths AQA framework

Key Findings

Across all year groups, 100% of students have demonstrated progress in reading, writing and maths indicating that all students have made some degree of improvement.

Reading

IMPACT > *A target groups for 2022/23 was Year 9 reading (previously Year 8). This year group made very good progress with 0% being below expectations and 65% being above compared to 4% and 39% for the whole school. Our interventions helped ensure that this year group outperformed all others for reading progress.*

Year 7 students continue to excel in reading, with an outstanding 80% exceeding their set targets. It's worth noting that Year 7 students often start the school year with some unsettled feelings, which may mask their true capabilities. As they settle into the new school environment, their true potential emerges, so progress may appear exaggerated.

TARGET > *The Year 8 cohort performed less favourably this year. A total of 10% of students fell below their target range, with only 26% surpassing it. This trend mirrors the dip in Year 8 performance of the previous year. Strong progress observed in Year 7 appears to be followed by a decline in Year 8. Several factors could contribute to this, including the more complex timetable Year 8 students follow and their interaction with multiple new teachers and adults. English lessons in Year 8 for pathway 3 are also timetabled at varying times of the day which could contribute to this dip. It may also suggest that concepts deemed secure in Year 7 are not as firmly established as initially believed.*

Only 10% of students exceeded their target range for reading in Year 10. This is lower than the other year groups and has been considered later in this report in conjunction with data from other sources.

Writing

The data on writing performance shares several similarities with the reading data.

Year 7 students outperformed their peers in other year groups, with an impressive 76% exceeding expectations. This is likely for the same reasons outlined above for reading.

TARGET > *As with reading, Year 8 students underperformed, with 12% falling below the target range and only 13% exceeding expectations. Considering the Year 8 slower progress in reading it is logical that their writing progress would be impacted. Upon closer examination, it was discovered that a specific group of girls within the Pathway Year 8 cohort made up many of those not meeting their targets. As previously mentioned, certain PW3 girls will form a writing target group for this academic year.*

Interestingly, the Year 9 cohort seemed to have benefited from being a focus for reading during the year, as 69% of them also exceeded their writing targets.

Similarly to reading, only 9% of Year 10 students exceeded their target range in writing, marking the lowest percentage among all year groups. Again, this statistic is considered later in this report.

Maths

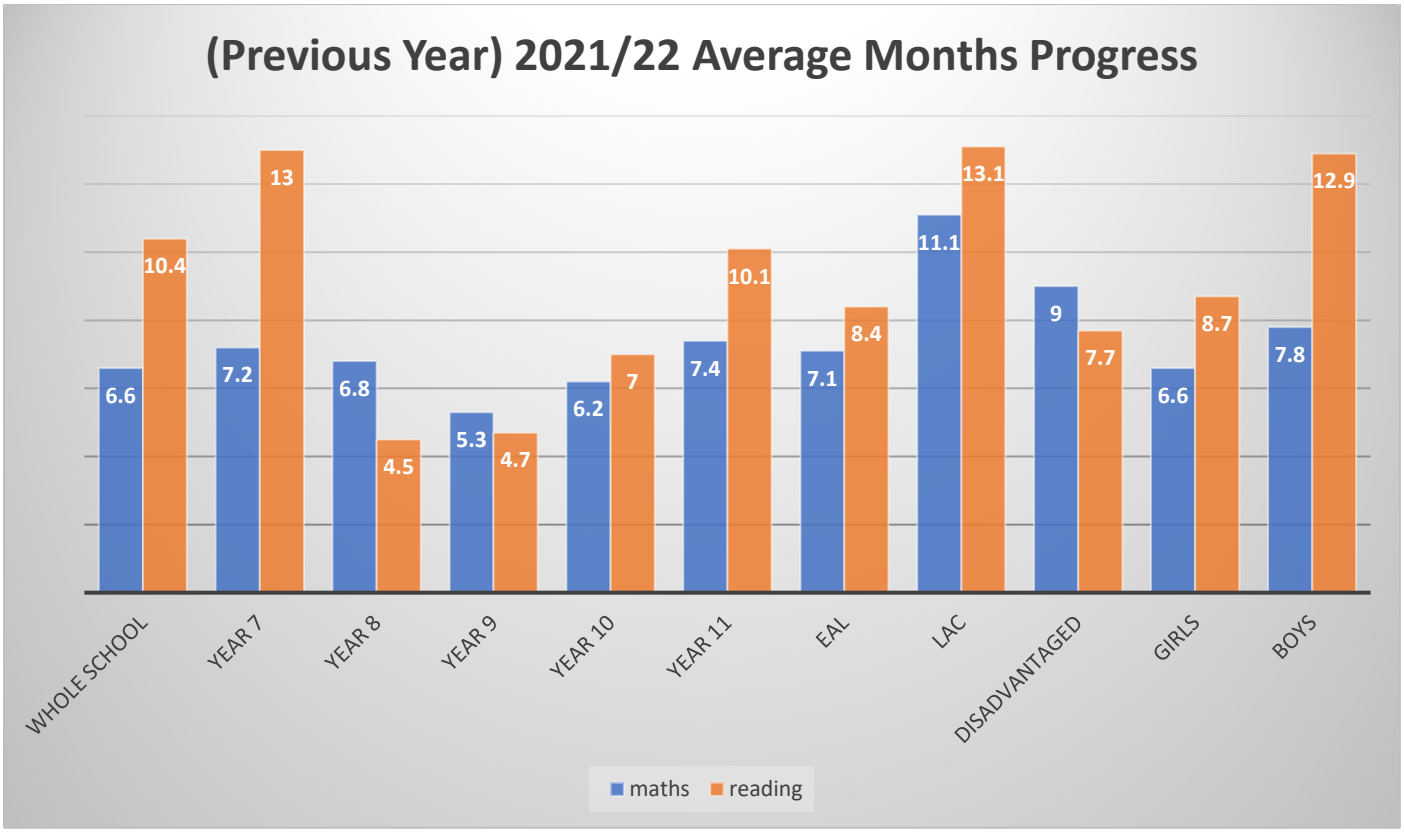
For maths number, Year 8 underperformed in comparison to other years with 6% below. However, the diagnostic testing for Year 8 was positive. Furthermore, scrutiny of pupil work and conversations with teachers has made it apparent that Year 8 have made good progress in maths, and they are not a concern. It was found that in some cases, Year 8 were assessed slightly below their true capabilities.

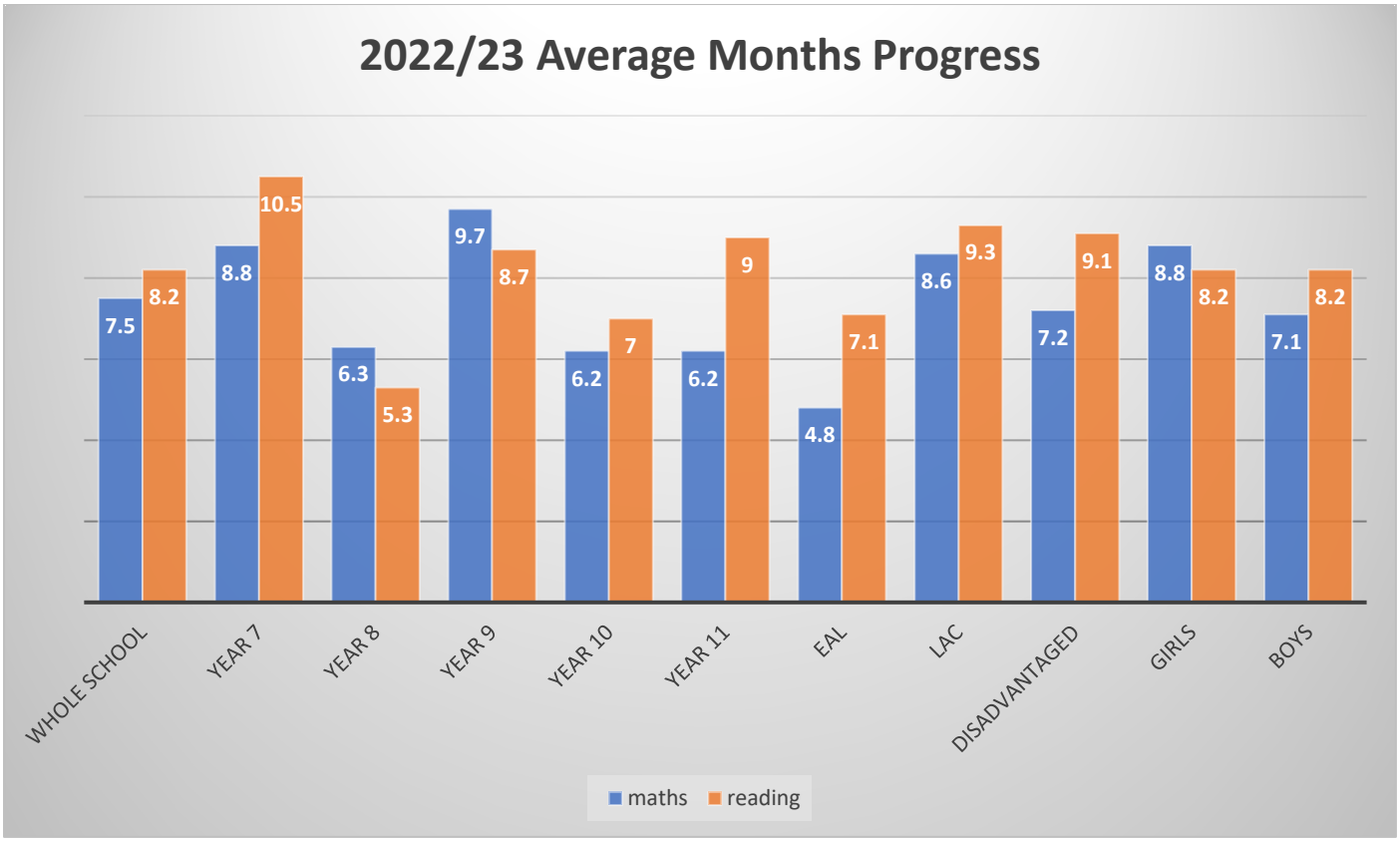
Diagnostic Testing

Pupils at Great Oaks undergo annual assessments for both math and reading ages during the summer term. Year 7 students are also assessed in the Autumn term to establish a baseline. These assessments are administered by class teachers. While training and clear guidance is regularly provided, some inconsistencies persist in test delivery. Any unusual data is thoroughly investigated, and where possible, the tests are reviewed by a specialist intervention teacher.

These assessments serve as crucial indicators of a student's skill level and are key to identifying those in need of intervention. However, it's worth noting that certain aspects of these tests have their limitations. Many of our students require several years to bridge the gap between Year 2 and Year 3 skill levels and subsequently can become ‘stuck’ with a maximum score for a particular paper. Additionally, reading comprehension skills and multi-step math problems can pose barriers to progress for many students at Great Oaks, especially those with EAL.

For mainstream pupils, the expected progress rate is 12 months per year. To provide a challenging target for our Pathway 3 learners, we aspire to set this as their target as well. However, it's important to recognise that our students face a wide variety of literacy and numeracy challenges. Keeping in mind our expected progress of 2-5 GO levels over 5 years for PW2 and PW3, we anticipate a range of 3 to 6 months of progress in math and reading age per year.





Key Findings

The year was successful across the school. An impressive 89% of students made progress in mathematics, achieving an average of 7.5 months of progress over the year. Likewise, 88% of students demonstrated progress in reading, with an average of 8.2 months of progress over the year.

Maths

The progress in mathematics remains consistent, with Year 10 and Year 11 students making an average of 6.2 months of progress, and Year 8 students slightly ahead at 6.3 months. This pattern aligns with the consistency observed in the mathematics Earwig data. Similarly, in line with the Earwig data trends, Year 7 and Year 9 cohorts contribute significantly to the overall school average, achieving impressive progress of 8.8 and 9.7 months, respectively.

As mentioned previously, Year 7 consistently demonstrate good progress. Our Year 9 cohort is noteworthy as they are the first group to consistently receive White Rose mathematics instruction since joining Great Oaks. This progress could suggest that the adapted White Rose mastery approach may be yielding positive results.

IMPACT > *In the preceding year, girls notably underperformed compared to boys, prompting us to target them for interventions in 2022/23. The impact of these interventions has been substantial, with girls' mathematics progress increasing from 6.6 months to 8.8 months, surpassing boys' progress for the year.*

TARGET > *EAL students made the least months progress of all cohorts with 4.8 months in maths compared to the whole school average. This has led to the identification of a group of students across all year groups who will require further intervention around the use of language in maths for 2023/24.*

Reading

IMPACT > *Comparing this diagnostic data with the previous year's reveals a trend in reading progress. Progress tends to be high in Year 7, followed by a dip in Year 8, and then a steady increase leading up to Year 11. However, this trend was disrupted in the current year by the positive impact of reading*

interventions for our Year 9 target group. The average monthly progress increased from 4.5 months in the previous year to an impressive 8.7 months, the second-highest average across all year groups.

For the second year running Year 8 have scored the lowest average months progress across the school. This cohort will be a focus for reading in Year 9. We will also focus on the new Year 8 cohort in order to attempt to break the Year 8 dip trend.

Our Year 10 cohort needed to be examined as the Earwig data indicated that, although those below target are in line with the whole school, 29% fewer students exceeded their targets compared to the whole school. The diagnostic data shows an improvement in months progress of 2.3 months (4.7 months in Year 9 to 7 months in Year 10). Upon closer examination the progress is good for this cohort on the whole. However the IEP data examined later could indicate that this cohort may need to be stretched further going forward.

Whole School Maths and Reading

It is important to consider each cohort and their previous progress, so the data below shows the information for both 2021/22 and 2022/23. The data this year are presented with the cohort's data from last year above. This is for us to be able to clearly present comparison for a particular a cohort.

Whole school maths 2021/22		
10%	3%	87%
Whole school maths 2022/23		
4%	7%	89%

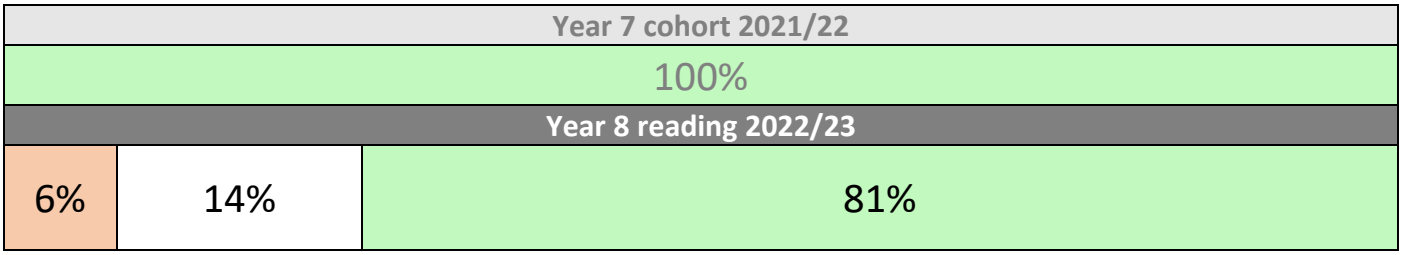
Whole school reading 2021/22		
6%	4%	90%
Whole school reading 2022/23		
4%	8%	88%

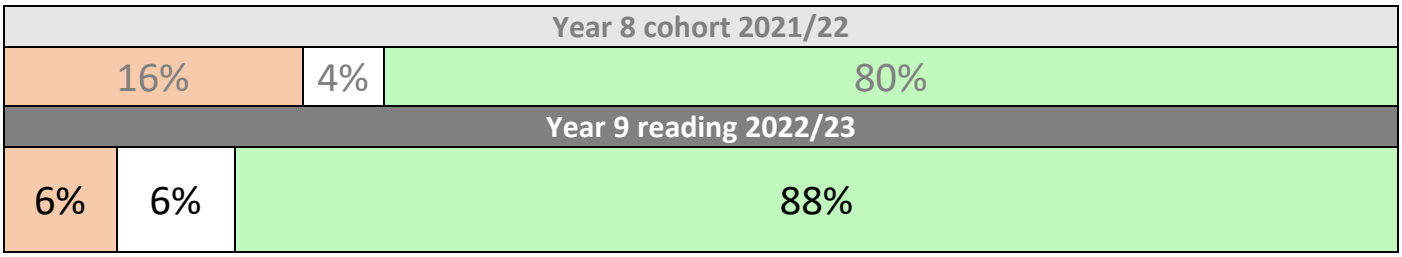
Key Findings

There has been further improvement in the percentage of students making progress in maths from last year. Maths increased from 87% to 89%. Reading decreased from 90% to 88%. However, there was an improvement in the percentage of students not making progress which decreased from 6% to 4%.

Key Stage 3 Reading

Year 7 reading 2022/23		
3%	3%	94%





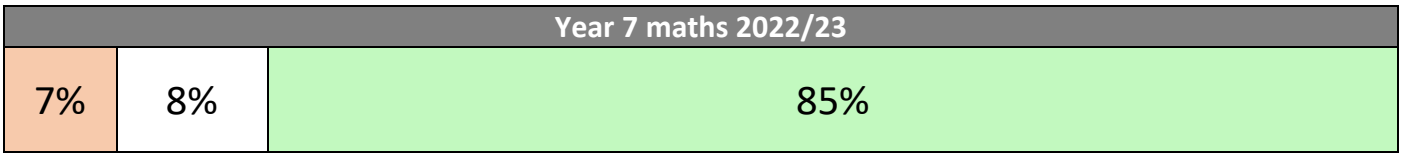
Key Findings

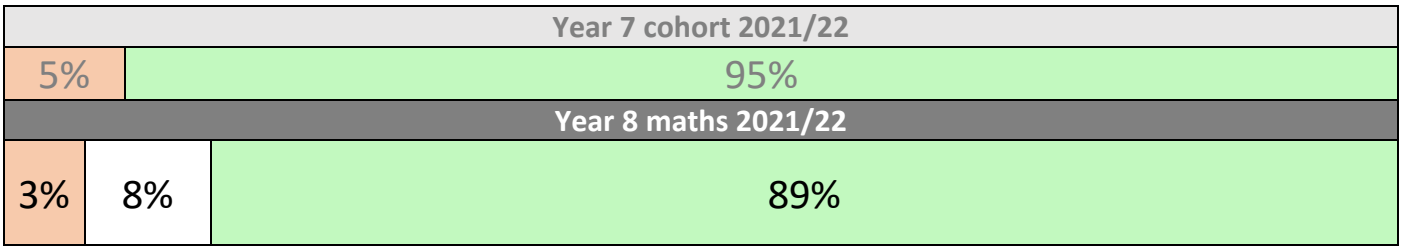
The diagnostic testing results provide further evidence that students at Great Oaks make fantastic progress in Year 7. 94% made progress in reading compared to 88% across the whole school.

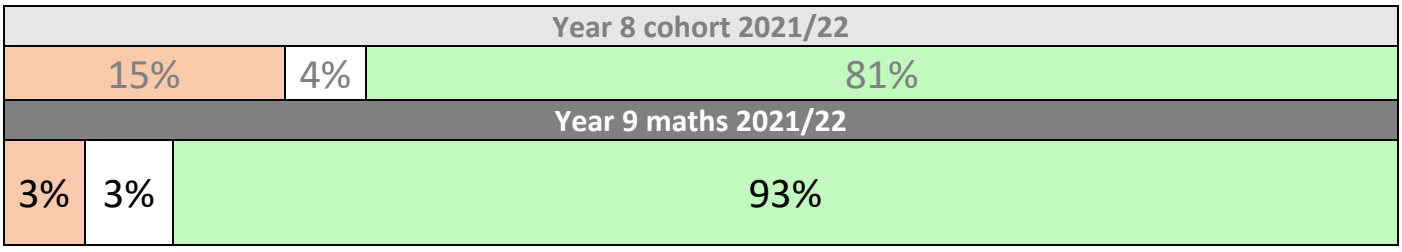
TARGET > *The previous Year 7s went from 100% progress to 81%, and 6% going backwards in Year 8. This is the same trend as in the previous year where the Year 8 cohort underperformed and became a target group for reading. This historical data trend indicates that Year 8 reading should be a target every year going forward. For this reason we have both years 8 and 9 as a reading target for this year.*

IMPACT > *The work we put in place for the Year 9 target group in 2022/23 was effective with those making progress in reading increasing from 80% to 88% and those going backwards decreasing from 16% to 6%.*

Key Stage 3 Maths







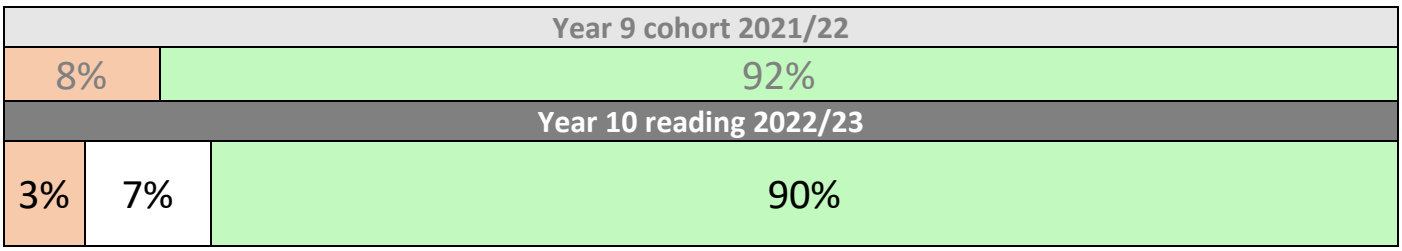
Key Findings

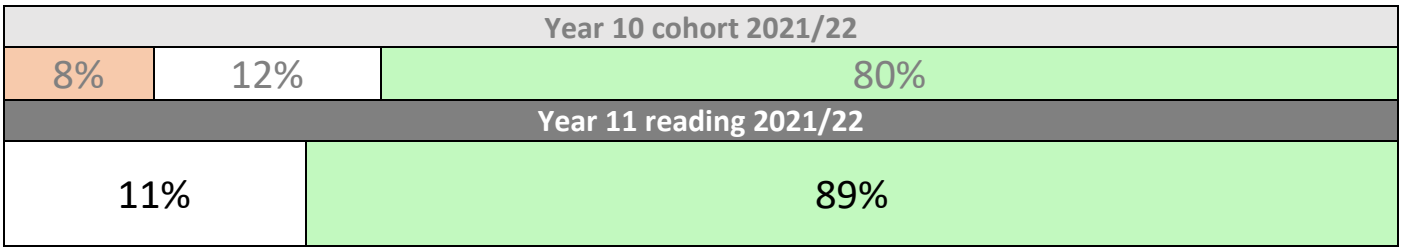
The average monthly progress for Year 7 mathematics was a positive 8.8 months, exceeding the school-wide average of 6.6 months. However, the percentage of Year 7 students making progress in mathematics was below the average for the whole school. This variance raises the question of whether the introduction of the White Rose approach, which is new to many Year 7, requires some time for certain students to fully grasp. Lesson observations and feedback from teachers also indicate that this could be the case.

Our Year 8 students performed well in these tests, with 89% making progress, equalling the whole school. 3% of Year 8 student regressed, a marked improvement compared to the 5% who did so the previous year.

The Year 9 cohort performed very well compared to the whole school, with 93% making progress. This cohort, which had underperformed the previous year with 15% regressing, also excelled in terms of average months progress, achieving the highest score in the school at 9.7 months. These Year 9 students represent the first cohort to have been consistently taught using the White Rose approach, suggesting a positive impact and potential alignment with the mastery approach.

Key Stage 4 Reading





Key Findings

Year 11 displayed notable improvements this year. This year group consistently perform well which could be attributed to them demonstrating their dedication to achieving their accreditation.

In the case of Year 10, there was a slight decrease in the number of students who made progress compared to their Year 9 performance. However 5% fewer students went backwards. Furthermore, the average monthly progress for this cohort increased from 4.7 months to 7 months, signifying positive strides. This progress is good for the cohort and suggests they have been able to consolidate their reading skills in order to hit their targets. The trend is positive and indicates that this year 10 cohort will go on to relish the challenges they will face in Year 11.

Key Stage 4 Maths

Year 9 cohort 2021/22		
13%	5%	82%
Year 10 maths 2021/22		
6%	12%	82%

Year 10 cohort 2021/22		
13%	4%	83%
Year 11 maths 2021/22		
8%	8%	84%

Key Findings

Although both cohorts improved slightly from the previous year with fewer students regressing, those not making progress are higher than data for the whole school. The average months progress for both Years 10 and 11 was 6.2 which is within our expectations.

TARGET > *It was found that most of the students that regressed in KS4 were also EAL.*

Years 10 and 11 are usually focussed and motivated to do their best because the maths curriculum in Key Stage 4 is focussed on accreditation. Upon investigation into the students who went backwards, in many cases this can be attributed to burn out which is especially relevant as these diagnostic tests are delivered at the end of a busy year. It was also found that there were inconsistencies in the way these tests were delivered between the two school sites. As previously mentioned a target for this year is to ensure consistency in the delivery of these assessments across all sites.

Group Analysis Reading

Whole school 2021/22		
6%	4%	90%
Whole school 2022/23		
4%	8%	88%

Girls 2021/22		
7%	6%	87%
Girls 2022/23		
11%		89%

Boys 2021/22		
4%	4%	92%
Boys 2022/23		
5%	8%	87%

EAL 2021/22		
7%	11%	79%
EAL 2022/23		
8%	92%	

LAC 2021/22
100%
LAC 2022/23
100%

Disadvantaged 2021/22		
6%	2%	92%
Disadvantaged 2022/23		
5%	8%	87%

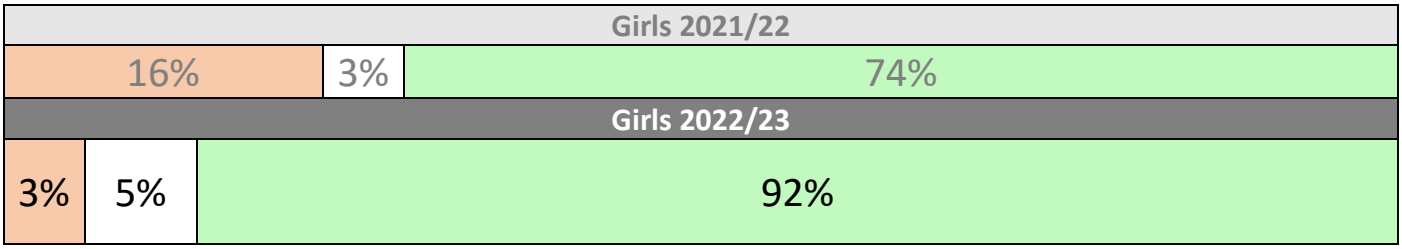
Key Findings

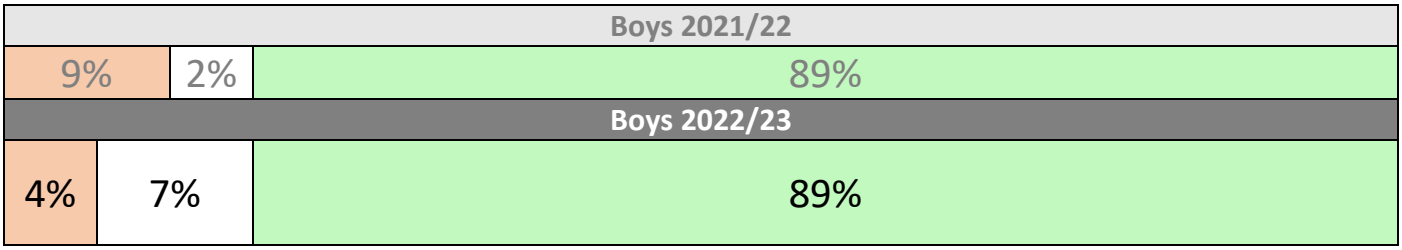
Girls outperformed boys in reading this year. Interestingly, girls showed improvement compared to the previous year, while boys experienced a slight decline in performance.

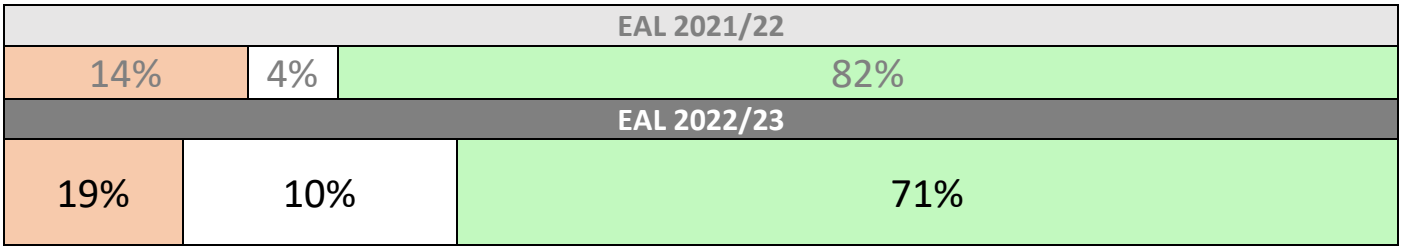
Our EAL students displayed significant progress compared to last year. Additionally, our LAC cohort maintained their strong performance. This progress can likely be attributed to our effective interventions, the implementation of reading strategies, and the encouragement of more frequent reading habits among students.

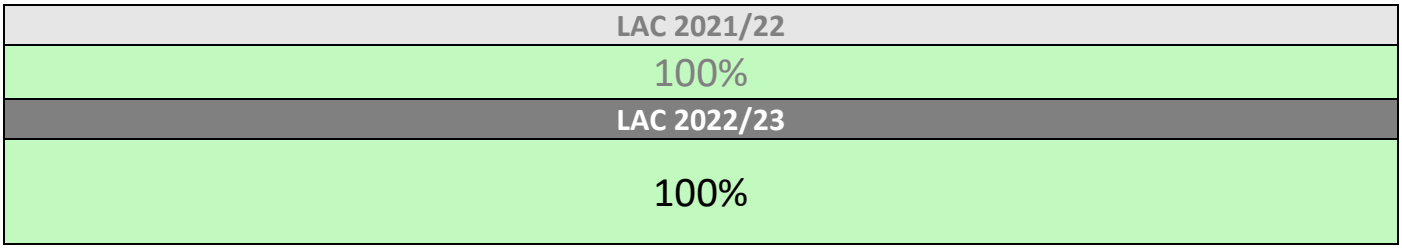
Group Analysis Maths

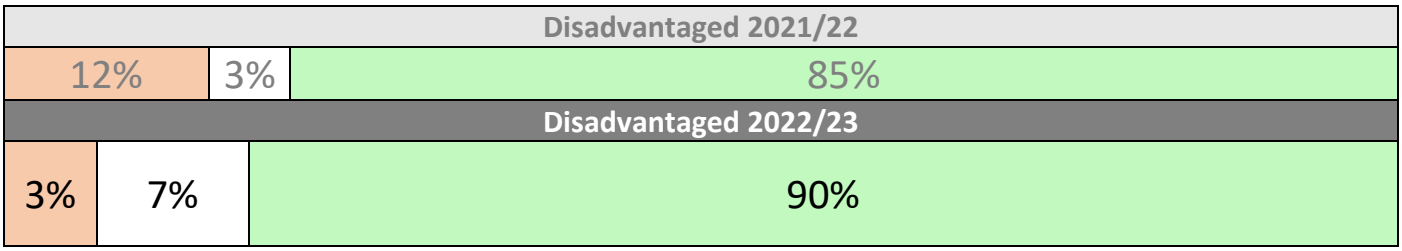
Whole school maths 2021/22		
10%	3%	87%
Whole school maths 2022/23		
4%	7%	89%











Key Findings

IMPACT > *Our focus on improving math performance among girls included consistent intervention efforts with those who needed support this year. The results have been remarkable, with an impressive 92% showing progress, compared to 74% previously. Moreover, only a mere 3% regressed, a significant improvement from the 16% recorded in the prior year.*

As for the boys, their performance was consistent with the previous year, although fewer students experienced regression.

TARGET > *The data from diagnostic testing further emphasises the need for our EAL cohort to be a maths focus for the coming year with 19% regressing and only 71% making progress.*

Pathway 1 and ImPACTS Percentage Progress targets

There are 48 Pathway 1 students. 26 of these were assessed using ImPACTS, 20 of these were assessed using both ImPACTS and GO Levels and 2 of these were assessed using only GO Levels

TARGET > *There have always been students within Pathway 1 who require ImPACTS sensory input but are also able to engage with subject specific lessons. Over the course of the past year we have begun to develop our Sensory Thematic curriculum. Our Pathway 1 students make steadier progress which can be disrupted for a variety of reasons. With this in mind, pathway 1 are set ipsative targets where expected progress is calculated on prior achievement. Of the 22 using GO Levels all were found to have made good progress except for 3 students where progress on both ImPACTS and GO Levels was lower than expected. A target group for this academic year is this cohort of 22 students (plus 2 new year 7 classes) who will be following a Sensory Thematic curriculum. In particular, we will monitor the 3 students identified in a bespoke way, and provide intervention as needed to measure and promote good progress. This will help us to develop a strategy for setting targets for this new Sensory Thematic approach going forward.*

Students with SLD follow the ImPACTS Sensory Exploratory curriculum. The percentage progress targets below are used.

< 2% - a concerning rate that would indicate learner is not progressing
< 6% - consolidation of existing learning
5-10% - expected rate of ipsative progress for SLD learners
7-10% - emergence of a new skill / this also reflects progress from baseline to first ipsative for new P16 learners
> 10% - new skills in more than one Key Skill area
> 20% - key developmental milestone/ golden moment achieved
> 40% - usually achieved post a baseline score of a new learner

Pathway	below	consolidation	expected	new skills	milestone
PW1	<2%	2-5%	5-10%	10-20%	>20%

Cohort	below	consolidation	expected	new skills	milestone
All (23)	5%	9%	18%	36%	32%
Disadvantaged	0%	14%	14%	29%	43%
Girls	0%	17%	17%	50%	16%
Boys	6%	6%	18%	35%	35%
EAL	11%	22%	23%	44%	0%

Key Findings

Given the smaller cohort and the more complex needs within Pathway 1, it's important to note that trends may not be as pronounced as in larger cohorts. Individual students can have a significant impact on the data percentages.

For instance, the 11% below-average performance among EAL students might initially seem concerning, but upon closer examination, it is apparent that this represents just one student. Conversations with the class teacher, who is highly experienced in working with Pathway 1 students, revealed that this student's progress is quite positive. It was discovered that the student had previously been assessed inaccurately by a teacher who was new to ImPACTS in the previous year.

IMPACT > *Our target group of disadvantaged EAL students appears to have benefited from improved communication strategies that were implemented. However, when it comes to Pathway 1 students,*

it's crucial for us to maintain this focus on communication to ensure these young individuals continue make substantial progress.

IEPS

IEP targets are linked closely with EHCP objectives and are mostly seen to be appropriate and challenging. In pathways 2 and 3 students have six IEP targets per term. Four of these are linked to cognition and learning (two English and two maths). The further two are linked to the most relevant of the other three areas:

- Communication and interaction
- Social, emotional, mental health and family environment
- Sensory and/or physical

As a guide, Pathway 1 students have 10 targets set in November and June linked to the ImPACTS curriculum. Three for Communication, two for Cognitive, one for ECT, two for Physical and two for RSE.

	Autumn 2022			Spring 2023			Summer 2023		
	Met	Partially met	Not met	Met	Partially met	Not met	Met	Partially met	Not met
Year 7	72%	27%	1%	71%	28%	1%	74%	24%	2%
Year 8	52%	27%	13%	53%	36%	5%	71%	28%	1%
Year 9	60%	36%	4%	67%	32%	1%	71%	27%	2%
Year 10	78%	22%	0%	79%	21%	0%	83%	16%	1%
Year 11	69%	30%	1%	56%	42%	2%	70%	29%	1%
PW1	45%	38%	17%				62%	29%	9%

In Year 8, 13% of students did not meet their IEP targets for the first term. This is further evidence to suggest that the accelerated progress Year 7 they may not have been secure. Targets may have been set that were not realistic. This improved in the Spring and Summer terms reducing to 5% and 1% respectively. It is more evidence that certain groups within this cohort will need attention and support in 2023/24.

IMPACT > *Similarly, our year 9 students began the Autumn term with 62% met. This improved 72% by the Summer term. This could be further evidence that our focus on Year 9 reading supported, at least with the cognition and communication targets.*

Our Year 10 students performed well with their IEP targets in comparison with the wider school. The Year 10 students generally settled and most have had consistent tutors for several years, including the Covid lockdowns. This could explain why they have done well from a pastoral perspective. We can also look at whether we can be more challenging with this cohort. As previously mentioned, only 10% for reading exceeded their targets compared to 39% for the whole school and 9% exceeded for writing compared to 39% for the school. However, this cohort made better progress this year compared to the previous year for both maths and reading (5.3 to 6.2 months for maths and 4.7 to 7 months for reading). The previous lower progress may have led to setting IEP targets that were not challenging enough. This could explain why they were very successful at achieving their targets. As mentioned earlier, this cohort will be well challenged in Year 11 so they can achieve the best accreditation.

As in previous years, in Pathway 1 more students met their targets at the end of the year (June) in comparison to November. This is an indication of having one term to work on targets or two.

Accreditation

A range of accreditation was achieved by students from pre-entry level Unit Awards to Functional Skills Levels 2. We are always looking to extend our accreditation offer, the table below outlines our offer for the current year.

	Pre-Entry Level	**Entry Levels 1-3**	**Level One**	**Level Two**
	Preparation for Entry Level	Preparation for GCSE	Equivalent to GCSE 1-3	Equivalent to GCSE 4-9
	Basic knowledge and skills. Recognition for students who make good progress below Entry Level.	Basic knowledge and skills. Ability to apply learning in everyday situations. Not geared towards specific occupations.	Ability to apply learning with guidance or supervision. May be linked to job competence.	Good knowledge and understanding of a subject. Ability to do a variety of tasks with some guidance or supervision. Suitable for many job roles.
English	- Unit awards	- Step up to English Entry Level - Unit awards	- Functional Skills Level 1	- Functional Skills Level 2
Maths	- Unit awards	- Entry Level maths - Unit awards	- Functional Skills Level 1 - GCSE Maths	- Functional Skills Level 2 - GCSE Maths
Science	- Unit awards	- Entry level science - Unit awards		
Humanities	- Unit awards	- Unit awards		
Technology	- Unit awards	- Entry Pathways - Unit awards		
Music	- Discover Arts Award	- Discover Arts Award	- Music grade 1-3 - Bronze Arts Award	- Silver Arts Award
Art	- Discover Arts Award	- Entry Level Art - Discover Arts Award	- GCSE Art - Bronze Arts Award	- GCSE Art - Silver Arts Award
Careers & Life Skills	Skills Builder, Life and Life Skills, DofE Award, ASDAN Transforming Aspirations, ASDAN short courses, ASDAN bronze and silver			

Year 11 Accreditation

Level 2 Qualifications		
Year	**2021/22**	**2022/23**
Functional Skills Level 2 Maths	2 (100%)	2 (100%)
Functional Skills Level 2 English	N/A	0 from 1 (0%)

Level 1 Qualifications		
Year	**2021/22**	**2022/23**
Functional Skills Level 1 Maths	3 (100%)	3 from 5 (60%)
Functional Skills Level 1 English	2 (100%)	3 (100%)

Entry Level Qualifications						
	Entry Level 1		**Entry Level 2**		**Entry Level 3**	
Year	**2021/22**	**2022/23**	**2021/22**	**2022/23**	**2021/22**	**2022/23**
AQA English	2	2	15	12	2	7
AQA Maths	4	7	14	13 from 14	11	9
AQA Science	0	0	0	1	12	20
Entry Level Art & Design	N/A	4	N/A	4	N/A	3
WJEC ICT	0	0	8	9	0	0

Unit Awards		
Subject	**No. of Unit Awards**	**No. of Students 1 or more Awards**
English	11	14
Maths	7	1
Science	4	8
Vocational	5	4
Humanities	11	33
Computing	3	10
Design Technology	4	5
Food Technology	2	7
Art	3	10

ASDAN	
Transition Challenge	11
Vocational Short Courses	16
Living Independently	21
Careers	21

Expected Accreditation Tracking

The table below shows the predicted levels of accreditation for our Year 11 students based on Year 7 baseline data. Those marked with an * were baselined later than Year 7 and had expected accreditation adjusted accordingly.

Unit Awards	Entry Level 1	Entry Level 2	Entry Level 3	FSK Level 1 (GCSE 1-3)	FSK Level 2 GCSE (4-9)

English		
Pupil	**Expected**	**Achieved**
1	E2	Entry Level 2
2	*E1	Entry Level 1
3	E2	Entry Level 3
4	E1	Unit Awards
5	E1	Unit Awards
6	E1	Unit Awards
7	E2	Entry Level 3
8	E2	Entry Level 2
9	E2	Entry Level 2
10	* Unit Awards	Unit Awards
11	E1	Unit Awards
12	E2	Entry Level 2
13	E3	Entry Level 3
14	L1	FSK Level 1
15	E1	Unit Awards
16	* Unit Awards	Unit Awards
17	E3	Entry Level 2
18	E1	Unit Awards
19	E2	Entry Level 2
20	E2	Entry Level 2
21	E2	Entry Level 2
22	* Unit Awards	Unit Awards
23	E3	FSK Level 1
24	E2	Entry Level 1
25	E1	Unit Awards
26	* Unit Awards	Unit Awards
27	*E2	Entry Level 2
28	L1	Entry Level 3
29	E2	Entry Level 2
30	L3	FSK Level 1
31	E2	Entry Level 2
32	E2	Entry Level 2
33	* Unit Awards	Unit Awards
34	N/A	N/A
35	N/A	N/A

Maths		
Pupil	**Expected**	**Achieved**
1	E2	Entry Level 2
2	*E2	Entry Level 2
3	E3	Entry Level 3
4	E2	Entry Level 2
5	E2	Entry Level 2
6	E2	Entry Level 2
7	E2	FSK Level 1
8	L1	Entry Level 3
9	E2	Entry Level 2
10	E2	Entry Level 2
11	E1	Unit Awards
12	E2	Entry Level 2
13	L1	Entry Level 3
14	L2	Entry Level 3
15	E2	Entry Level 2
16	E3	Entry Level 3
17	E2	Entry Level 2
18	E1	Entry Level 1
19	E2	Entry Level 2
20	E2	Entry Level 2
21	E3	Entry Level 3
22	*E1	Entry Level 1
23	L1	FSK Level 2
24	*E1	Entry Level 1
25	E1	Entry Level 1
26	Unit Awards	Entry Level 1
27	*E1	Entry Level 1
28	L2	FSK Level 2
29	L1	Entry Level 3
30	E2	Entry Level 2
31	E3	Entry Level 3
32	*E1	Entry Level 1
33	* Unit Awards	Unit Awards
34	N/A	N/A
35	N/A	N/A

Destination
GO College
Totton
Itchen
Totton
City College
City College
Eastleigh
Itchen
Totton
GO College
TBC
City College
Itchen
Itchen
Totton
Totton
City College
St Vincents
GO College
Itchen
Eastleigh
GO College
Totton
GO College
Itchen
GO College
Totton
City College
City College
City College
Totton
Sparsholt
Totton
GO College
GO College

76% achieved expected accreditation for English, 12% exceeded expectations and 12% fell short. For maths 78% achieved expectations, 10% exceeded expectations and 12% fell short.

The one student with a destination TBC experienced high levels of anxiety at the end of the year leading to 2:1 provision being provided. Unfortunately this student is not yet able to access college because of this.

Year 10 Accreditation

Arts Award	
Bronze Arts Award	14 (100%)
Signalong	
Signalong for Learners Entry Level 2	19 (100%)

Unit Awards		
Subject	**No. of Unit Awards**	**No. of Students 1 or more Awards**
English	5	9
Maths	0	0
Science	4	10
Vocational	5	7
Humanities	9	36
Computing	9	14
Design Technology	2	5
Food Technology	3	6
Art	3	21

Post 16 Accreditation

The range of accreditation covered in post 16 is tailored to individual needs and interests. Students EHCP outcomes and IEP targets are holistically covered through their accreditation and aim to ensure that all students leave ready to become active participants in their communities, through paid work, voluntary work or engagement in community groups and activities.

Entry Level	
OCR Entry Level Diploma in Life and Living Skills (Entry 1)	17
OCR Entry Level Diploma in Life and Living Skills (Entry 2)	1
Duke of Edinburgh Award	
35 awarded the Bronze certificate of achievement (Physical, volunteering & Skill sections) 11 completed the Bronze Duke of Edinburgh Award (Physical, volunteering, Skill and Expedition sections) 1 awarded the Silver certificate of achievement (Physical, volunteering & Skill sections)	

Destinations

Year 11 Leavers	
Great Oaks College	8
Totton College	9
City College	7
Eastleigh College	2
Itchen College	6
St Vincents	1
Sparsholt	1
TBC	1

Year 13 and 14 Leavers	
Totton College	12
Adult day services	3
National Star	1
Sparsholt	2
Moved area	1

Summary of targets

In order to meet the targets identified in this report we will use various strategies. We will monitor the actions that we put in pace and review and adapt as needed.

In order to continue to support pupil progress, we aim to further develop teaching and learning through regular training sessions using evidence based practice. This will include the development of a teaching and learning policy. For example, there will be a focus this year on the significance of play in the learning process.

We have a new Pathway Manager for Curriculum on the South Site who will help to ensure consistency in the delivery of assessments and interventions.

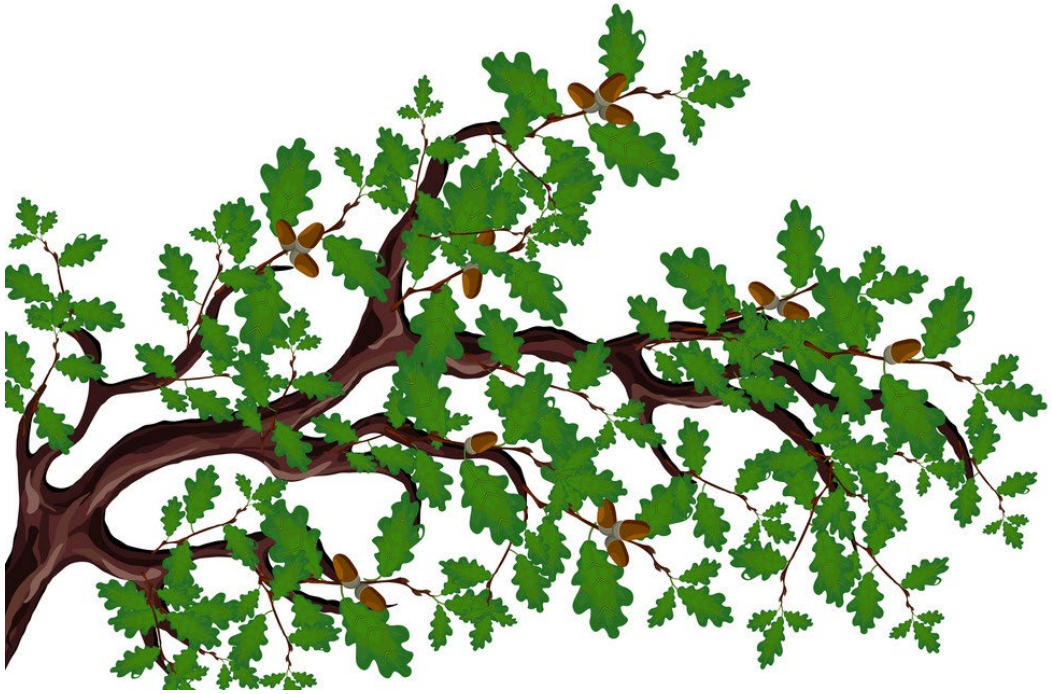
Interventions will include 1:1 or small group sessions with specialist intervention teachers. Interventions will also include in class support by specialist teachers. The timetable has been significantly adapted this year to allow a 20 minute reading slot after lunch for all Pathway 3 classes. This will allow us to take students with a particular need from across different year groups. We are continuing to develop they way we implement the White Rose approach and we are working with an outside agency to develop our phonics provision.

<table>
<tr><th>Targets</th><th>Actions</th><th>Links to SIP</th></tr>
<tr><td>Target group 1: Years 8 and 9 reading (PW2 and 3)</td><td rowspan="3">- 1:1 sessions with specialist teachers
- Small group interventions
- Daily 20 minute slots
- Teachers to have a clear understanding of targets
- Students to have a clear understanding of targets
- Regular evidence based training for teachers</td><td rowspan="4">Further develop Pathway curriculum in key areas including Key Stage 3 (Pathway 1 and 2), Pathway 3 (Drama, GCSE Art), Vocational Learning in the Colleges and Careers across Key stage 4

Ensure that quality first teaching is evident across the school and appropriate mentoring and coaching systems are in place to support this.

Recognise the significance of play in the learning process and promote opportunities to experience play through the curriculum

Ensure a comprehensive grasp of communication methods and facilitate opportunities for students to advance these abilities</td></tr>
<tr><td>Target group 1: Girls’ writing (PW3)</td></tr>
<tr><td>Target group 1: EAL maths (PW2 and 3)</td></tr>
<tr><td>Target group 1: PW1 students accessing GO Levels</td><td>- Pathway curriculum time given to teachers to work together on developing Sensory Thematic curriculum
- Develop appropriate target setting system using ipsative data</td></tr>
<tr><td>Ensure consistency across sites with assessment delivery</td><td>- Develop the role of the new pathway manager for curriculum on South Site
- Train an SSA on South site for assessment and accreditation intervention</td></tr>
</table>



Assessment Overview at Great Oaks School

Enabling success through working together

Great Oaks School

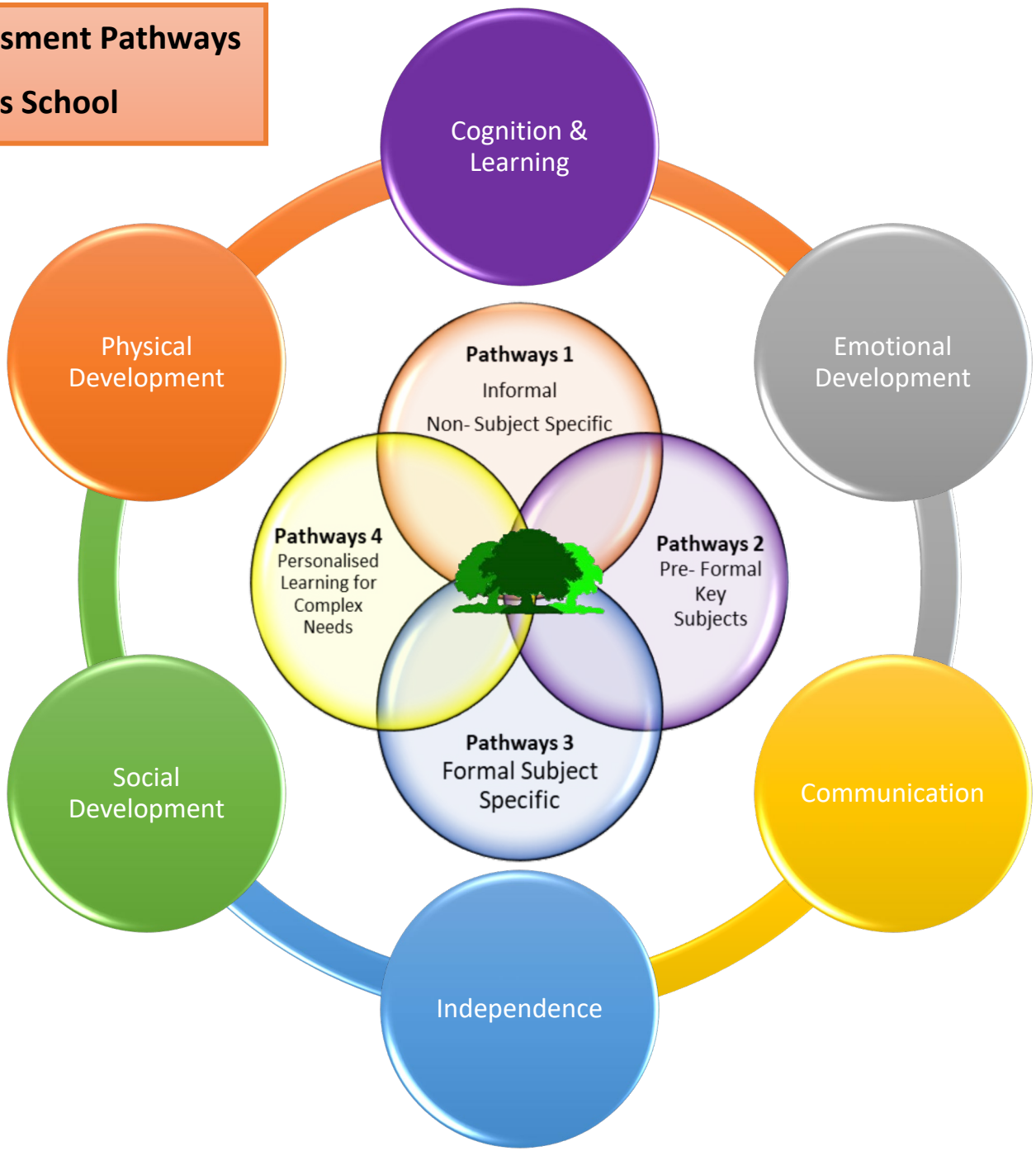
Great Oaks Assessment Map

Great Oaks Scale	GO1	GO2	GO3	GO4	GO 5	GO 6	GO 7	GO 8	GO 9	GO 10	GO 11	GO 12	GO 13	GO 14	GO 15	GO 16	GO 17	GO 18	GO 19	GO 20	GO 21	GO 22	GO 23	GO 24	GO 25
ImPACTS Main	Pre-intentional																								
		Intentional																							
			Formal																						
IMPACTS Extended				Concrete Learner		Establishing concepts		Generaliser																	
New Entry Level								EL1	EL1	EL1	EL2	EL2	EL2	EL2	EL3	EL3									
New GCSE														GCSE 1	GCSE 1	GCSE 1	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
Old GCSE											U	U	U	G	G	F	F	↓E ↑F	↓D ↑E	↓C ↑D	↓B ↑C	B	A	A*	A*
NC Year expectations									Yr 1	Yr 1	Yr 2	Yr 2	Yr 2	Yr 3	Yr 4	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 8	Yr 9			

	Secure	80%
	Achieved	60%
	Developing	40%
	Emerging	20%
	Encountered	5%

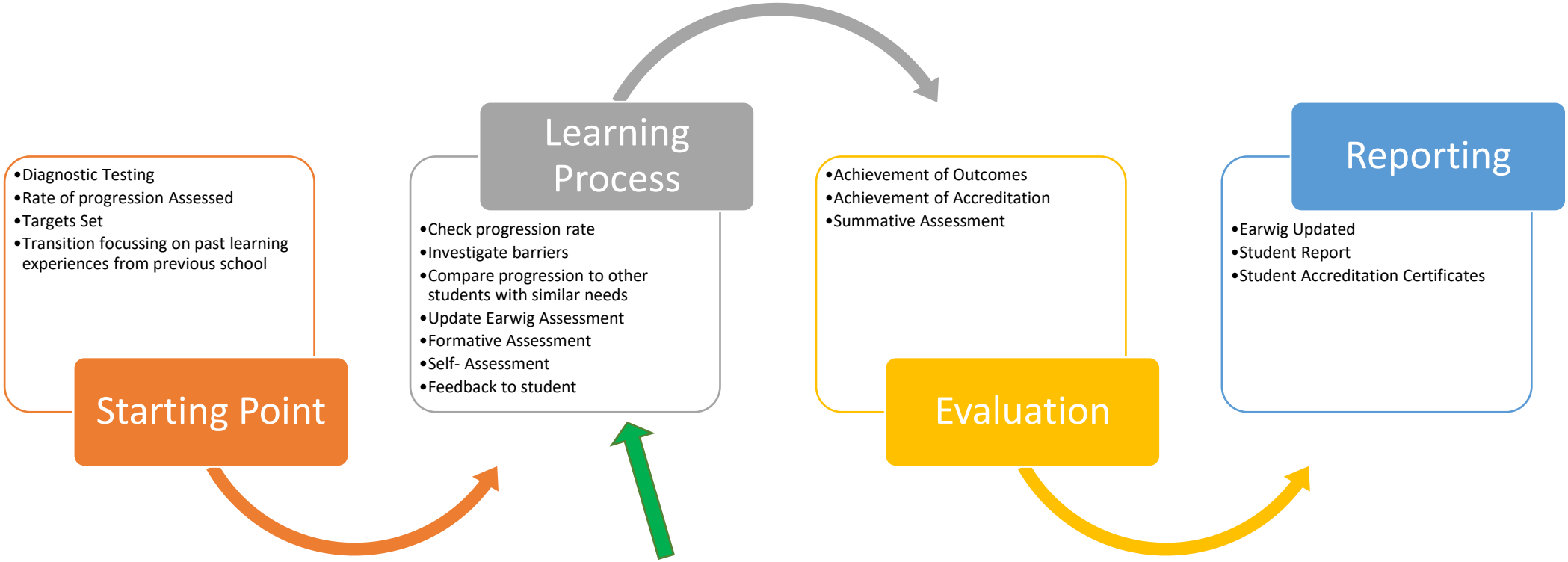
Curriculum and Assessment Pathways

At Great Oaks School



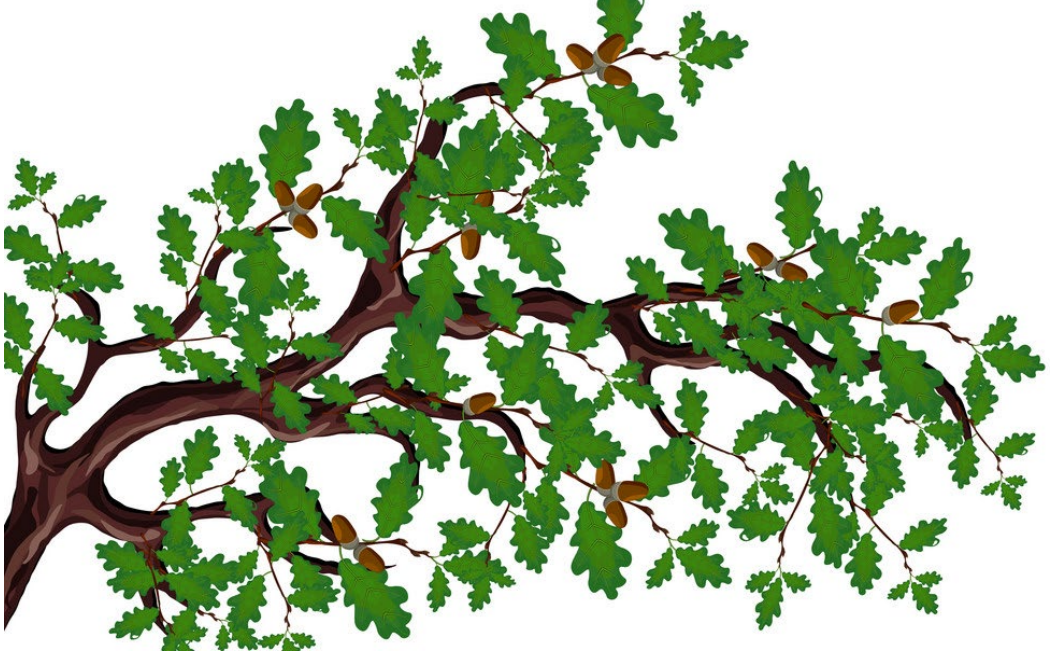
Yearly Assessment Process

At Great Oaks School



	Secure	80%
	Achieved	60%
	Developing	40%
	Emerging	20%
	Encountered	5%

Summative Assessment	Formative Assessment
Given at the end of instruction to assess mastery of learning objectives.	Given frequently throughout the learning process to evaluate progress and understanding.
Portfolio, Exam, Presentations	Discussion, Reflection, Student work, In- formal questioning, Observations



Monitoring

Formative Assessment

End of year reporting and feedback

Analysis/ Feedback/ Intervention/ TLR Meetings

Assessment Check- In Point 2

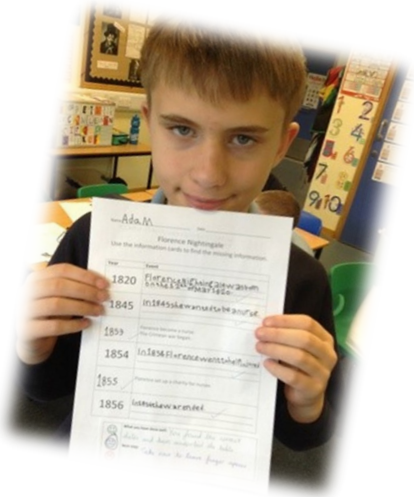
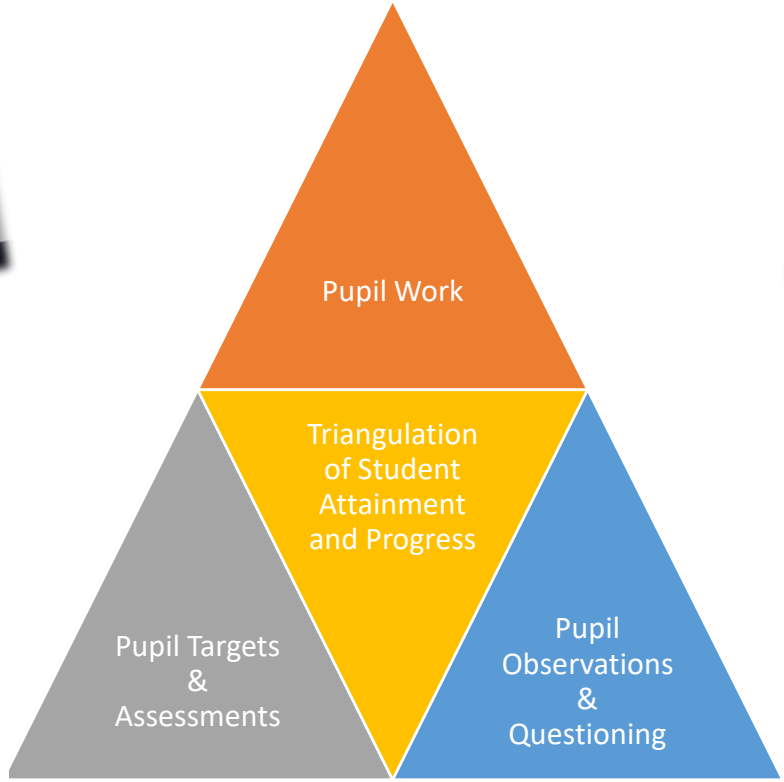
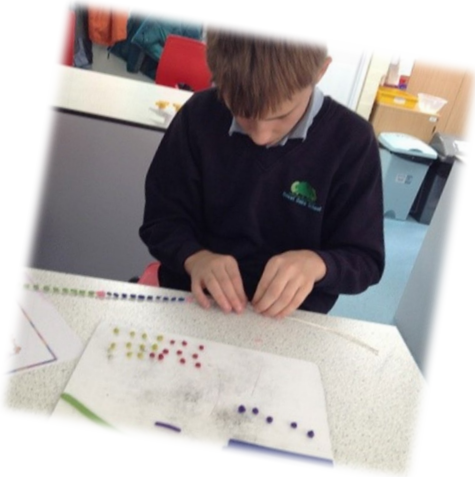
Analysis/ Feedback/ Intervention/ TLR Meetings

Assessment Check- In Point 1

Baseline

Summative Assessment Process

Moderation

Assessment for Learning

Evidence Based Assessment at Great Oaks School