



Three Ways School Assessment Booklet

Academic Year
2017 / 2018

Contents

Introduction	3
Tracking.....	4
Definitions used	5
Progress for the year 2017-2018	6
Pupil Premium Progress information.....	20
Pupil Premium Progress (FSM) 2017/18	21
Looked After Children Progress 2017-18	21
Key Stage 1 Phonics Testing and KS2 Standard Assessment Tests 2018 Report	24
Key Stage 4 Exam Report for 2017-2018	25
Key Stage 5 Outcomes Data for 2017-18.....	27
Leavers Destination Data for 2017-18	28

Introduction

Three Ways School has been using B Squared as an assessment tool since the school was established in 2007. In 2010 CASPA was purchased to assist in data analysis. With the changing climate in schools across the country embedding different assessment tools, we made the decision to move to CSAM in 2017. It is a module that links into B Squared to enable the data manager to analyse whole school data. This also has the facility for teachers to monitor their pupils progress across the year and for subject leaders to oversee their areas of responsibility.

Previously pupils "attainment" was measured in National Curriculum Levels and if pupils were not yet working at National Curriculum levels, we used P-Scale assessment. The Government has stopped the use of National Curriculum Levels and pupils are now judged at age appropriateness or against a pupil's chronological age, so they are either working at their age range or below. As a special school this proves difficult as the vast majority of our pupils are working below their chronological age but they still make great steps in progress that we value and celebrate. For this reason we have developed detailed Plans for Learning that track individual progress in Cognition, Communication, Social, Emotional and Mental Development and Physical/Sensory outcomes. We use The Routes for Learning Assessment outcomes for pupils with Profound and Multiple Learning Difficulties and have been trialling the MAPP Assessment Framework Outcomes Assessment for our pupils with Severe Learning Difficulties. For pupils with Moderate Learning difficulties, we report using the National Government Guidelines.

The Government has announced that schools need to create their own assessment systems involving the following principles.

1. Give reliable information to parents about how their child and their child's school is performing. (At Three Ways School, we feel that our Plans for Learning give parents meaningful information on outcomes and progress).
2. Help drive improvement for pupils and teachers.
3. Make sure the school is keeping up with external best practice and innovation.

In our Early Years department, teachers baseline all pupils against the Early Years Foundation Stage Profile. Pupils are assessed in the 17 Areas of Learning according to age bands between 0 and 60 months.

Teachers upload progress data to BSquared Assessment system 3 times a year to track progress and plan for interventions. When completing analysis of end of key stage and whole school/need led pupil progress we judge:

75% and above of pupils making expected progress or better = Outstanding progress

50-75% of pupils making expected progress or better = Good Improvement

Below 50% of pupils making expected progress or better = Requires Improvement

Tracking

When pupils arrive at Three Ways School their data may not fully reflect their current ability. This may be as a result of natural transition anxieties, environmental factors or a differing level of curriculum access/level of support received in a previous setting, all of which can have an effect on their starting level and first year of progress. Whilst all pupils are base lined within 6 weeks of their school starting date, by the end of their first year of education at Three Ways School their data is a more accurate reflection of their working level. Therefore we recognise that the second and subsequent years of progress are a better reflection on progress ability of the individual student.

Our data shows that pupils and students make good progress based on their individual needs. We closely monitor curriculum access, school attendance and Individual Plans for Learning and Behaviour Plans to ensure every pupil has the opportunity to achieve their outcomes. Strategies are put in place for those that the staff feel could make better progress with targeted support. Pupils that show signs from data analysis of not performing to the best of their ability are discussed with the Senior/Middle Leadership team and Curriculum Access Team to ensure that they are assisted and support put in place where required. There is a subsequent package of support put in place with consultation and assistance from the multi-professional team. This may include support from Speech and Language Therapist, Occupational Therapist, Sensory Occupational Therapist, Music Therapist, Curriculum Access Team Manager, Physiotherapist, Social workers, Behaviour Manager, THRIVE support team at Three Ways, Community Learning Disability Nursing Team, CAMHS, Paediatric Support alongside local voluntary agency support such as the Bath Area Play Project, Mentoring Plus, Gateway Club and other local providers. This is all part of our extensive Early Support offer to ensure a holistic approach to academic, social and emotional achievement. This support may involve extra-curricular activities, 1-1 and / or group work, professional team meetings, personalised learning, parental support & training as well as targeted staff training.

Definitions used

PMLD (Pre Formal Curriculum level)

Pupils with profound and multiple learning difficulties (PMLD) are on a spectrum that indicates that they have profoundly complex learning needs. In addition to profound learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment and/or severe medical condition(s). Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and will need a curriculum which recognises that all learners will to a greater or lesser degree, have difficulties with object permanence, contingency awareness, declarative communications, making choices, learning by imitation and following instruction. Some pupils communicate by gesture, eye pointing or symbols and a very few by very simple single word language. They will be working within P-scale range P1-P3, perhaps reaching some elements of P4, throughout their whole school careers to the age of 19 and beyond

SLD (Semi-Formal Curriculum Level)

Pupils with severe learning difficulties (SLD) are on a spectrum which indicates that they have significant intellectual and cognitive impairments and may also have difficulties in mobility and coordination. Pupils may use objects of reference, sign, symbols and/or language to communicate, though all will to a greater or lesser degree have severe communication difficulties, which will affect both expressive and receptive communication skills. Other difficulties will be experienced to a greater or lesser degree in understanding abstract concepts, maintaining concentration and attention, retrieving both short term and long term memory, utilising sequential memory, exercising working memory, processing information, retrieving general knowledge, thinking, problem solving, and generalising previously learned skills. They will be working within the P scale range P4-P8 for all of their school careers to the age of 19 and beyond, though some may reach into the opening levels of a neuro-typical academic curriculum.

MLD (Formal Curriculum Level)

Pupils with Moderate Learning Difficulties are working at attainment levels well below expected levels, in all or most areas of the neuro-typical academic curriculum, despite appropriate interventions. They will require a higher level of intervention than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language needs, low self-esteem, fluctuating levels of attention and focus/concentration and developing social skills which can lead to associated behavioral needs.

Progress for the year 2017-2018

End of Key Stage Results

Early Years Foundation Stage Progress Report 2017-18

			PMLD Need	SLD Need	MLD Need	ASC Need							
			Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7	Pupil 8	Pupil 9	Pupil 10	
PRIME	CL	LA	+1	+2	+2	+1	+1	+3	+1	+1	+1	+2	
		U	+1	+2	developing	+1	+2	+1	+1	developing	+1	+1	
		S	developing	+2	developing	+1	+3	+1	+1	developing	developing	developing	
	PD	MH	+1	+1	+1	developing	+1	developing	developing	developing	+2	+1	+1
		HSC	developing	+1	developing	developing	+1	developing	developing	developing	+1	developing	+1
	PSED	SC	+1	+1	+1	+1	developing	+1	+1	+1	developing	+2	developing
		MF	developing	+2	+1	+2	+1	+1	+1	+1	+1	+1	developing
MR		+1	+2	+1	+2	developing	+2	developing	+2	developing	+2	developing	
SPECIFIC	L	R	developing	developing	+1	+1	+1	+2	developing	+1	+1	developing	
		W	developing	developing	developing	+3	+1	developing	developing	developing	developing	developing	
	M	N	+3	+1	+1	developing	+2	+2	developing	+1	+1	+1	developing
		SSM	+2	developing	+1	+2	+1	+1	+1	+1	+1	+1	+1
	UW	PC	+1	+1	+1	developing	+1	+2	+1	+1	+2	developing	+1
		W	+2	+1	+1	developing	+1	+1	developing	developing	developing	+1	+1
		T	+3	+1	+1	developing	+2	developing	developing	developing	developing	+1	+1
	EAD	EMM	+2	+1	+1	+1	+1	+1	+1	+1	developing	+2	+1
		BI	+1	developing	+2	developing	+2	+2	+2	+2	+1	developing	developing
PRIME	CL	LA	+1	+1	+1								
		U	+1	+1	+1								
		S	developing	+1	developing								
	PD	MH	+1	+2	+2								
		HSC	+2	+1	developing								
	PSED	SC	+3	+1	+2								
		MF	+1	+3	+2								
MR		+2	+2	+2									
SPECIFIC	L	R	+2	developing	+1								
		W	+2	+1	+1								
	M	N	+3	+2	+1								
		SSM	+1	+2	+1								
	UW	PC	+1	+1	+1								
		W	+1	+3	+1								
		T	+2	developing	+1								
	EAD	EMM	+2	+1	+1								
BI		+2	+1	+1									

All pupils in our Reception class are tracked against the Early Years Foundation Stage Profile. We report on their level of progress using the assessment bands, presented in months.

Assessment Bands:
 0-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months
 40-60+ months

At the end of the year a judgement is reported to the DFE if pupils are:
 At the 'emerging' level of development (in other words, they haven't quite reached it yet)
 At the 'expected' level of development
 'Exceeding' the expected level of development.

By the end of reception we aim for +1 assessment band progress for SLD pupils and +2 assessment bands of progress for MLD pupils. Pupils with PMLD needs will make progress within their current assessment banding and will therefore be coded as developing progress but as a stretch target we aim for +1 in some areas.

This data is used to consider future curriculum pathways for pupils. There are no national guidelines for pupils in SEND school provision following the EYFS. For this reason the principle of uniqueness and diverse needs must be at the forefront of any data analysis.

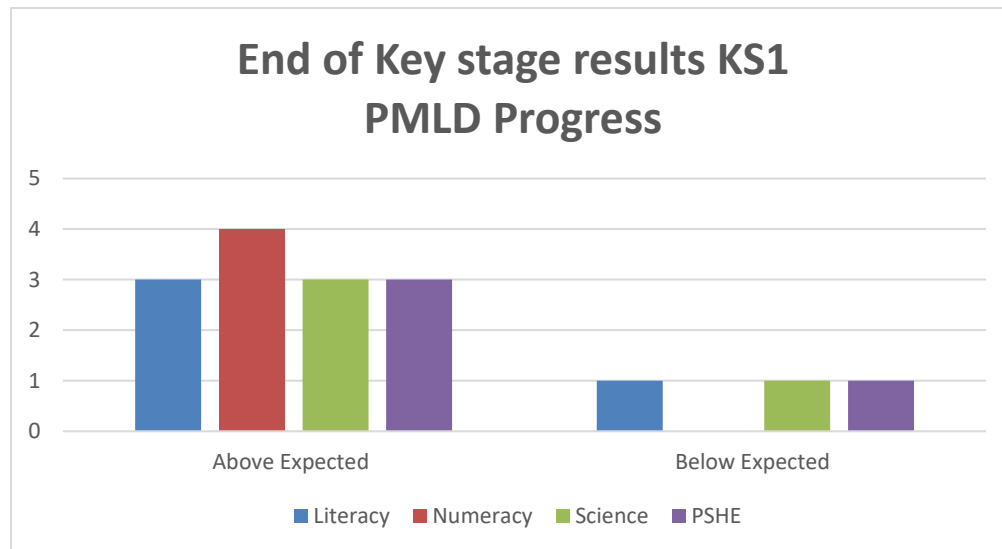
Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

End of Key stage results KS1

PMLD Progress 4 Pupils

	Literacy	Numeracy	Science	PSHE
Expected & Above Expected	3	4	3	3
Below Expected	1	0	1	1

Expected Progress = 25% of P Scale Level



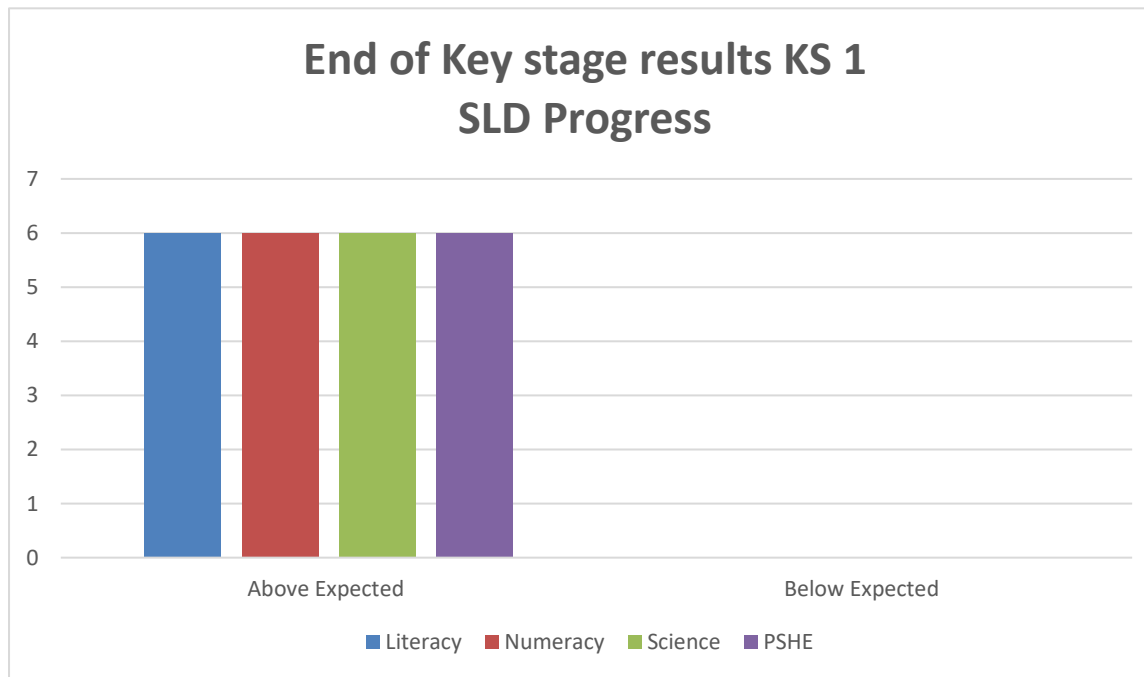
Commentary: The data submitted for the KS1 cohort includes data for one pupil who currently has very complex medical needs.

End of Key stage results KS 1

SLD Progress 6 Pupils

	Literacy	Numeracy	Science	PSHE
Expected & Above	6	6	6	6
Below Expected	0	0	0	0

Expected Progress = 50% of 1 level



All pupils making expected or above expected progress.

End of Key stage results KS1

MLD Progress 0 Pupils

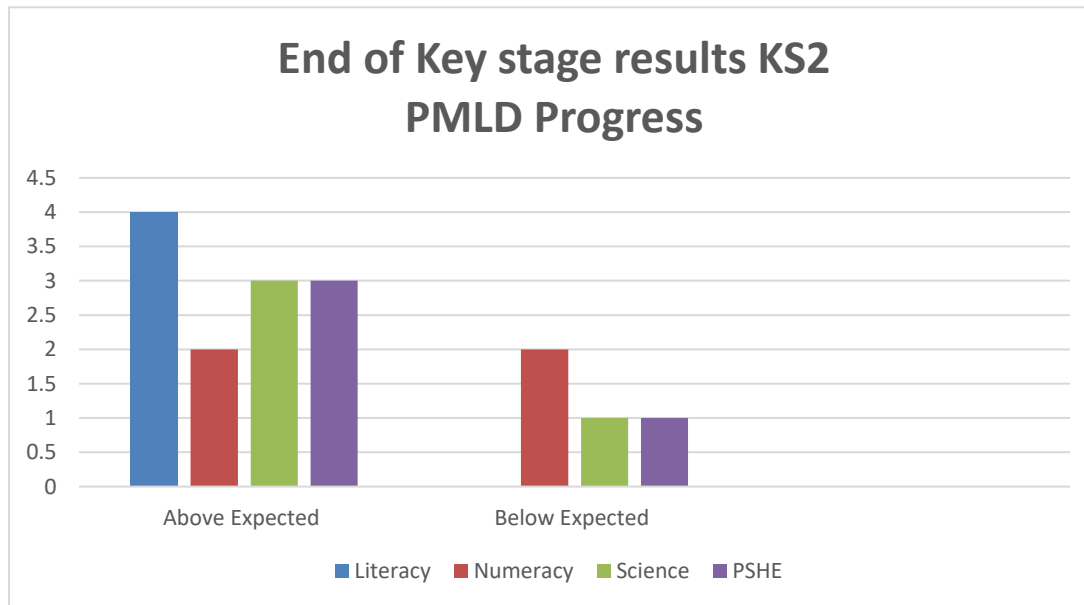
There are no MLD pupils that have attended for the whole of key stage 1 (Sept 2017 – Sept 2018)

End of Key stage results KS2

PMLD Progress 4 Pupils

	Literacy	Numeracy	Science	PSHE
Expected & Above	4	2	3	3
Below Expected	0	2	1	1

Expected Progress =50% Level of Progress



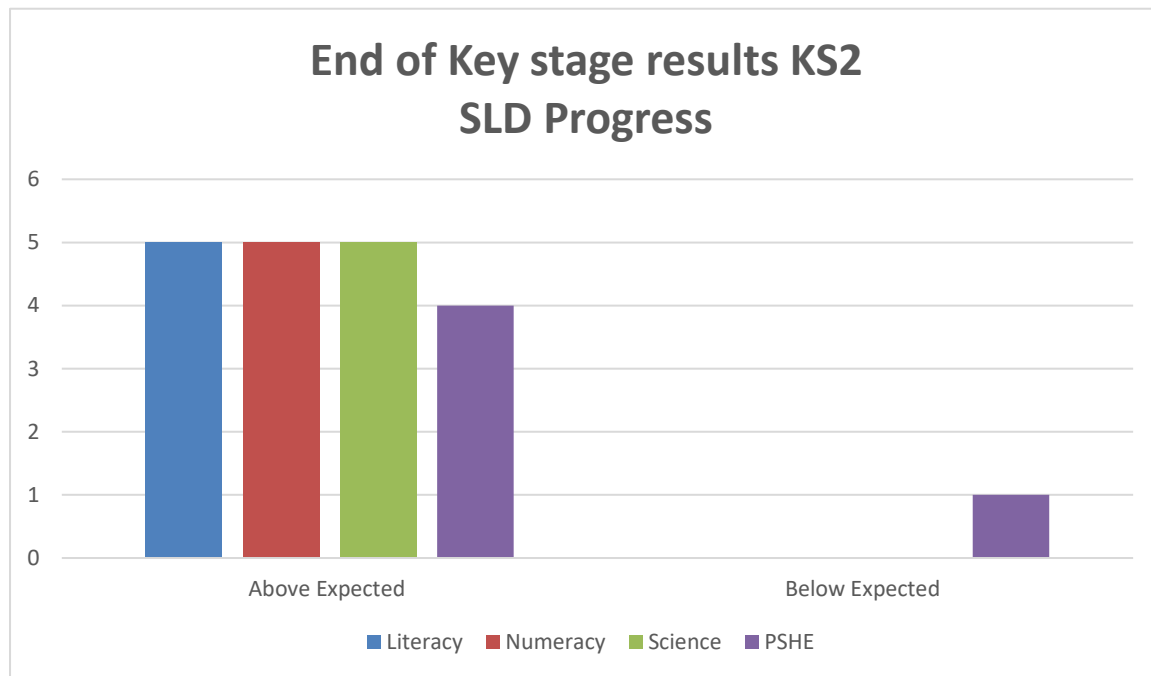
Commentary: The data submitted for the KS2 cohort includes data for two pupil who have very complex medical needs. We recognise within this cohort, that the primary need is for successful communication strategies to enable them to consolidate their skills in all areas of learning.

End of Key stage results KS2

SLD Progress 5 Pupils

	Literacy	Numeracy	Science	PSHE
Above Expected	5	5	5	4
Below Expected	0	0	0	1

Expected Progress = 1 level



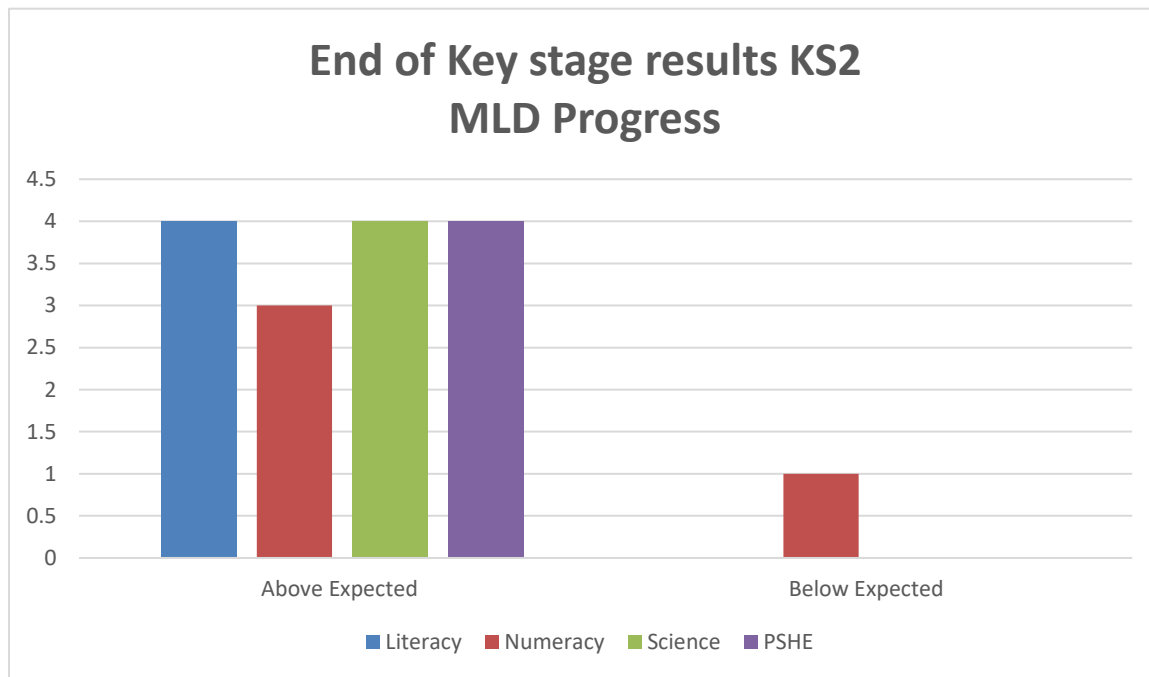
Commentary: A behaviour/curriculum access support plan is in place for the pupil who is making below expected progress. The plan involves support and guidance on strategies from the Speech and Language Therapy team.

End of Key stage results KS2

MLD Progress 4 Pupils

	Literacy	Numeracy	Science	PSHE
Expected & Above	4	3	4	4
Below Expected	0	1	0	0

Expected Progress = 2 levels



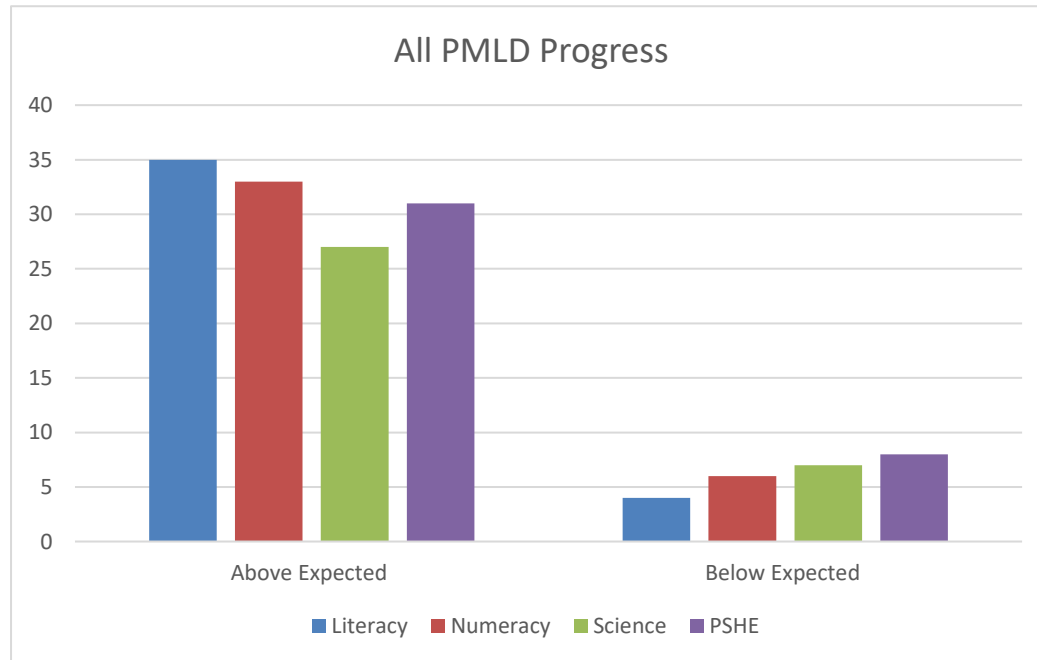
Commentary: The pupil who is below expected progress in Numeracy is accessing a range of class interventions in a positive manner, including Numicon resources. We are working on self-esteem and confidence in learning which we also feel will impact this pupils Numeracy progress.

Progress for Pupils 2017-2018

All PMLD Progress 2017-2018

39 Pupils

	Literacy	Numeracy	Science	PSHE
Expected & Above Expected	35	33	27	31
Below Expected	4	6	7	8

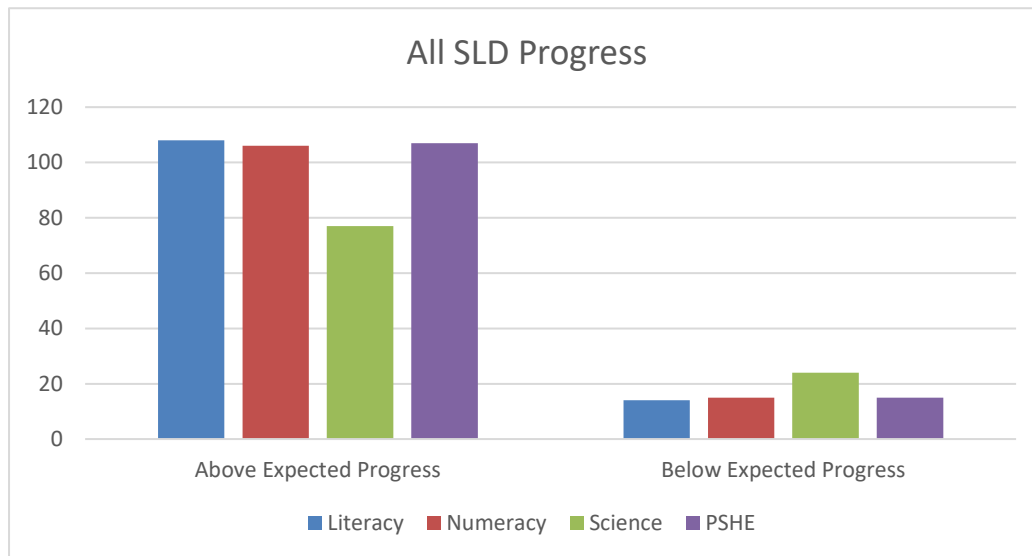


Commentary: All pupils with Profound and Multiple Learning difficulties have Plans for Learning in place that track their outcome progress. Pupils within this cohort group have had attendance impacted due to high level medical complexity. We have worked with Bristol Children's Hospital to ensure transition of plans/notes to ensure ongoing progress. All pupils at Three Ways School complete AQA Unit Award Scheme accreditation qualifications in Secondary and Sixth Form to ensure their learning is tracked and celebrated. This ensures learning is personalised and functional. The modules include literacy, numeracy as well as life skills that encourage the pupils to be as independent as possible.

All SLD Progress 2017-2018

122 Pupils

	Literacy	Numeracy	Science	PSHE
Above Expected Progress	108	107	77	107
Below Expected Progress	14	15	24	15



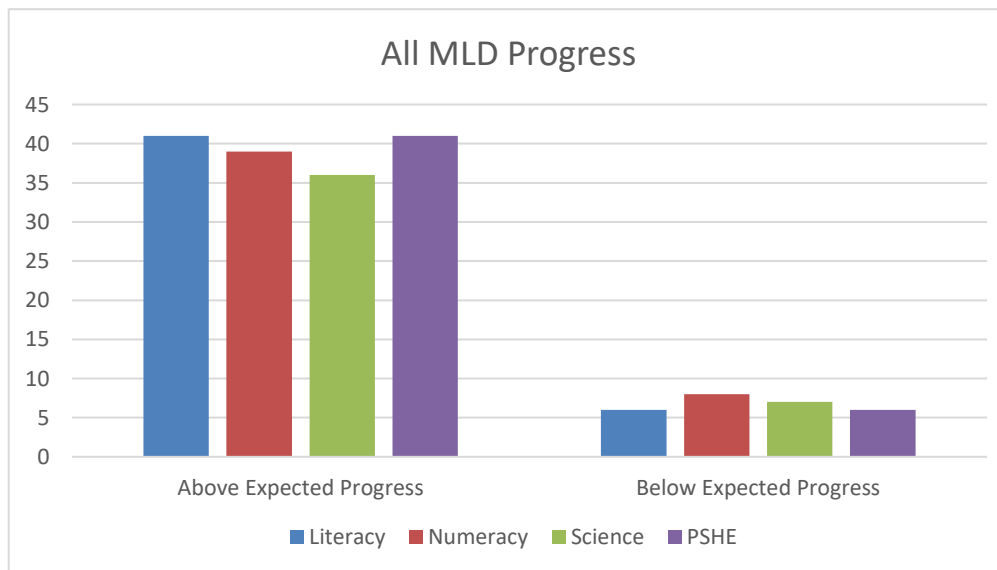
Due to the complex needs of our SLD cohort and increasing complex needs group with Dual-Diagnosis, we recognised that the traditional model of differentiated National Curriculum needed to be adapted further to ensure a meaningful curriculum, focusing on future life skills. For this reason we have written a new SLD Curriculum guidance document, which uses MAPP outcome assessment. We have worked in partnership with Peter Imray and EQUALS and have become an EQUALS HUB for the South West to support this SLD Curriculum journey. All SLD pupils attain either unit award scheme modules in Literacy, numeracy and life skills and/or entry level certificates in areas of learning such as Literacy, Numeracy, Science, Geography, Food Technology, Design Technology, ASDAN Personal, Social Development as well as targeted work experience (including the 3 Café Kitchen) and Food

Hygiene certificates. Some of the pupils choose to have the extra challenge of attaining the Bronze/Silver duke of Edinburgh award. We have a 100% pass rate in all exam qualifications accessed during this academic year.

All MLD Progress 2017-2018

47 Pupils

	Literacy	Numeracy	Science	PSHE
Above Expected Progress	41	39	36	41
Below Expected Progress	6	8	7	6



All our MLD pupils have successfully completed Entry Level Qualifications, alongside GCSE Art. During this academic year we have 100% pass rate for pupils in this group.

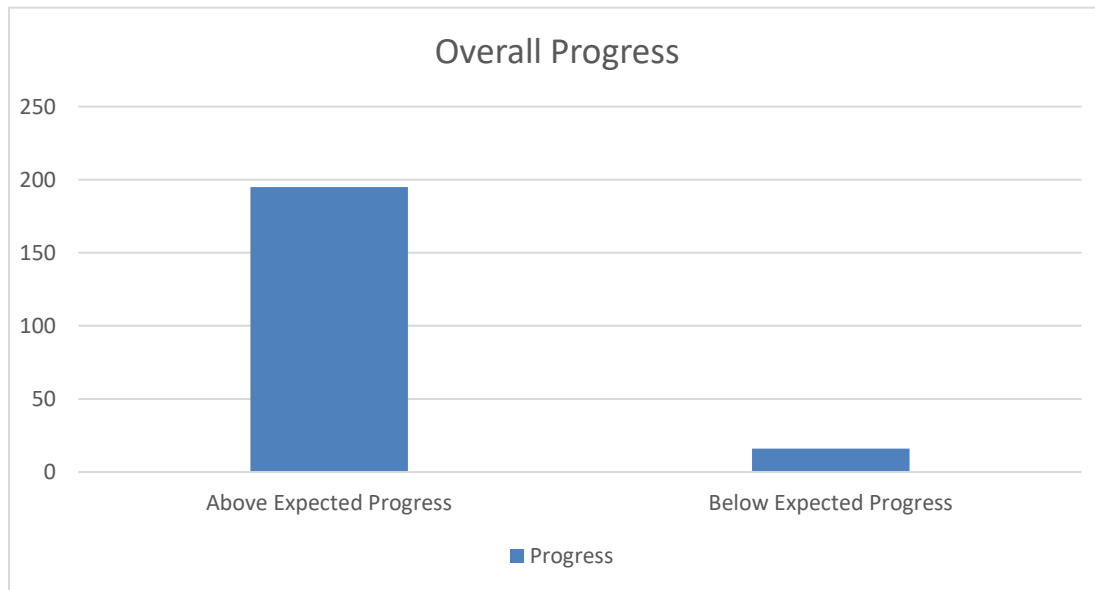
We have a broad range of qualifications, covering all curriculum areas and have been particularly pleased to be recognised as the highest performing Special School in the South West for the number of pupils accessing the Duke of Edinburgh Bronze and Silver awards.

Pupils within this cohort access transition visits to local college, careers lessons and a wide range of work experience opportunities.

Overall Progress for all pupils

Level of Progress	All Subjects
Expected and Above Expected Progress	195
Below Expected Progress	16 (8 of these pupils have very high complex medial needs)

Of the 16 pupils (8 have very high medical needs that has challenged their ability to make expected progress in comparison to pupils of similar academic ability) We work closely with all multi-agency partners to ensure support for these pupils is put in place. This can be in the form of curriculum access discussion with class teachers, individual behaviour/curriculum access plans, bereavement support and additional multi-agency intervention.



Pupil Premium Progress information

Information and summary of progress made by pupils in receipt of Pupil Premium 2017/18

Funding £10696 April 2017 – March 2018

FSM pupils continue to make progress. There are 78 in the cohort

73 pupils (94%) made above or expected progress 5 pupils (6%) made below expected progress (of these 4 pupils all have complex medical needs)

Looked after Children (LAC) there were 7 in this cohort

6 pupils (86%) made above or expected progress

1 pupils (14%) made below expected progress

Our use of pupil premium funding continues to support and enhance the learning opportunities of this group of pupils in the following ways:

- Additional staff to support and provide more individualised and personal programmes
- Increased 1:1 support
- Multi- Professional support in the way of Music Therapy, Speech & Language Therapy, Occupational Therapy, Physiotherapist and Specialist Sports Coaches.
- Additional Staff Training
- Purchase of specific resources and SEN equipment
- Additional School Nurse time
- Family Support Worker
- Funding for out of school activities focused on pupils who may find access to generic clubs more challenging.

Pupil Premium Progress (FSM) 2017/18

	57 Free School Meals		154 Non-Free School Meals	
Expected & Above Expected Progress	93%	53 Pupils	92%	142 pupils
Below Expected Progress	7%	4 Pupils	8%	12 Pupils

Progress for pupils who are Looked After Children 2017-18

	In Care	Not in Care
Expected and Above Expected Progress	6 pupils	189 pupils
Below Expected Progress	1 pupil	15 pupils



REPORTS

KS1 Reporting to DFE 2017-18

Commentary: All pupils at Three Ways School have an Education Health and Care Plan for Moderate/Severe/Profound learning difficulties. They were all working below the National Standard for KS1.

During the 2017/18 testing period: There was a total of 15 Year 1 pupils.

3 pupils completed the KS1 phonics screening check and gained a score. 4 did not achieve a score. 2 were absent.

6 pupils in KS1 were disapplied as they are working significantly below the expected standard.

We have started working on the implementation of the new Pre-Key Stage standards to be used from 2018-19 to ensure a clear transition route for pupils who are accessing subject specific in Key Stage 2.

Reporting Mechanism to DFE						
		Writing	Reading	Maths	Science	
High Attaining	Main Stream	GDS - Working at Greater Depth within the expected standard			N/A	KS1 Tests
Expected Standard		EXS - Working at the expected standard				
Lower Attaining	Borchford Review	WTS - Working towards the expected standard			HNM* Has not met the standard	Pre KS1 Standard Codes
		PKF - Pre-Key Stage 1: Foundations for the expected standard				
		Pre-Key Stage 1: Emerging to the expected standard				
		Pre-Key Stage 1: Entry to the expected standard				
		Cognition and Learning (PMLD)				Below interim Pre-KS1 standard codes

Key Stage 2 Standard Assessment Tests 2018 Report

KS2 pupils - total 17 pupils

8 Pupils were entered for SATS 9 pupils were working below the expected level for entry

Area for Standard Assessment Test	English Reading	English Grammar/Punc/Spelling	Maths
Pupil A	N	N	85
Pupil B	N	N	84
Pupil C	N	N	80
Pupil D	N	N	84
Pupil E	N	85	90
Pupil F	N	80	94
Pupil G	N	N	81
Pupil H	N	80	89

Scaled Scores mean 100 is working at expected national standard

KS2 Reporting to DFE 2017-18

Reporting Mechanism to DFE						
		Writing	Reading	Maths	Science	
High Attaining	Main Stream	Working at Greater Depth	N/A	N/A	N/A	KS2 Tests
Expected Standard		EKS Working at the expected standard				
Lower Attaining	Rochford Review	WTS Working towards the expected standard	HNM Has not met the standard			Pre-KS2 standard codes
		PKG Pre-Key Stage 2: Growing Development	HNM - Has not met the standard			
		PKE Pre-Key Stage 2: Early Development				
		PKF Pre-Key Stage 2: Foundations for the expected standard				
		Pre-Key Stage 2: Emerging to the expected standard				
Pre-Key Stage 2: Entry to the expected standard						
		Cognition and Learning (PMLD)				Below interim Pre-KS2 standard

Commentary: All pupils at Three Ways School have an Education Health and Care Plan for Moderate/Severe/Profound learning difficulties. They were all working below the National Standard for KS2.

We have started working on the implementation of the new Pre-Key Stage standards to be used from 2018-19 to ensure a clear transition route for pupils who are accessing subject specific learning and future accredited qualifications.

Exam Report for 2018

The Results shown below can be read as follows:

- Entry level 1 (Formerly known as Pass), Entry level 2 (Formerly known as Merit), Entry level 3 (Formerly known as Distinction). F = Fail. An Entry Level is a qualification for pupils who are working at National Curriculum level prior to GCSE study.
- GCSE Grades – 2018 marks the first year that all GCSE qualifications have moved to numerical results. The new system is shown below.

Old System	A* A	B C	D E F G	U
New System	9 8 7	6 5 4	3 2 1	U

Exam Board	Entry Level /Functional Skills Certificate Subject	Number of Pupils entered			Entry 1	Entry 2	Entry 3	Fail	X
		Male	Female	Total					
OCR	Maths	4	1	5	1	3	1	0	0
AQA	Science	6	2	8	0	6	2	0	0
AQA	English	4	1	5	0	3	2	0	0
OCR	Technology: Food	10	3	13	0	2	11	0	0
OCR	Technology: Resistant Materials	10	3	13	0	0	13	0	0
OCR	Geography	6	2	8	0	5	3	0	0
ASDAN	Personal Social Development	6	2	8	0	0	8	0	0

Exam Board	GCSE Course	Male	Female	Total	9	8	7	6	5	4	3	2	1	U
AQA	GCSE Art and Design	6	2	8	0	0	0	0	0	1	2	3	2	0

Exam Board	Course	Male	Female	Total Completed
D of E	Bronze Award	9	7	16
D of E	Silver Award	4	1	5

N.B Pupils in this cohort took their IT and PE qualifications a year early. Some of the pupils also achieved their Sports Leadership Level 1 Qualifications alongside these.

Progress 8 and Attainment 8

Progress 8 is a secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects. It is designed to make sure schools have a broad curriculum. It is also designed to challenge the most able students and not just satisfy with an equivalent C / Grade 5 pass.

Attainment 8 is the students' average achievement across these eight subjects. From 2016, the floor standard will be based on schools' results on the Progress 8 measure. Attainment 8 Points are awarded for each grade received by the student and this is plotted against their predicted outcome. Floor standards do not apply to special schools. Schools will be excluded from a progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8. (Department for Education – Progress 8 measure – Guide for maintained secondary schools, academies and free schools)

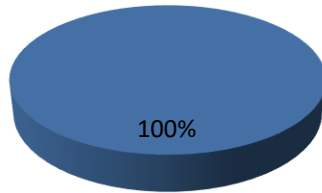
Key Stage 5 Outcome Data

Subject	Term	Level	Number of Pupils	level	No. of Pupils	Pass rate
Functional Maths	1-2	Pre-entry	10	Entry	21	100%
	3-4		9		21	
	5-6		10		21	
Functional English	1-2	Pre-Entry	10	Entry	21	100%
	3-4		9		21	
	5-6		10		21	
Developing ICT Skills	1-2	Pre-Entry	10	Entry	21	100%
	3-4		8		21	
	5-6		9		21	
Independent Living Skills	1-2	Pre-Entry	9	Entry	22	100%
	3-4		7		22	
	5-6		8		22	
PSHE, Citizenship, SRE and RE.	1-2	Pre-Entry	10	Entry	21	100%
	3-4		8		21	
	5-6		9		21	
Community Participation	1-2	Pre-Entry	10	Entry	21	100%
	3-4		8		21	
	5-6		9		21	
Duke of Edinburgh	All year	Bronze	8	Silver	1	100%
Level 1 in food hygiene	All year	Level 1	2			100%

Leavers Information Report 2018

Key Stage 4 Leavers 2018

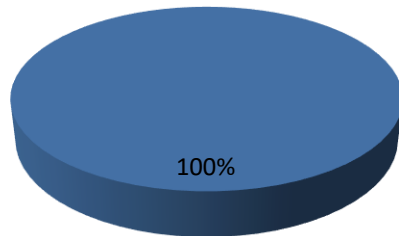
- College
- Project Search
- Job
- Apprenticeship
- Tailored day provision
- No further plans due to health



Commentary: 8 of our pupils left Three Ways School this academic year. All have had effective transitions to college settings. Pupils are undertaking qualifications at College in Life and Independent Living Skills. Two pupils have gone straight onto the Step up Course. One of these pupils is keen to pursue a catering career after a successful work experience placement at 3 Café Kitchen. We stay in close contact with the Bath College and ensure transition visits are undertaken so that pupils feel confident in their new setting when they leave Three Ways. These transitions have played an important part in pupils becoming NEET (not in Education, Employment or training).

Key Stage 5 Leavers 2018

- College
- Project Search
- Job
- Apprenticeship
- Tailored day provision
- No further plans due to health



Commentary: 4 of our pupils left Three Ways School this academic year from our Sixth Form department. All have had effective transitions to college settings. Pupils are undertaking in a range of qualifications in their local colleges. Due to the complexity of some of these transitions, we ensure handover meetings are held with parents/carers/multi-agency teams including medical professions and receiving settings to ensure continuity post transition.