
Progress & Attainment Report for Governors & Parents

2015/16



Working to be not just outstanding but extraordinary!

Steps in progress at Wyre Forest School

Previously pupils 'attainment' was measured in National Curriculum Levels and if pupils were not yet working at National Curriculum levels, 'p' levels.

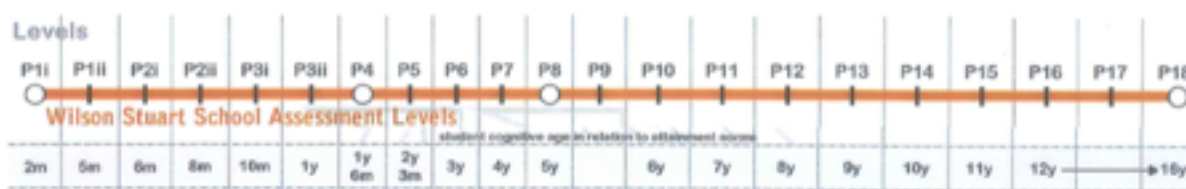
The government have stopped the use of National Curriculum levels and pupils are now judged at age appropriateness or against a pupil's chronological age, so they are either working at their age range or below.

At a Special School this proves difficult as the vast majority of our pupils are working below their chronological age but they make great steps in progress.

We therefore wanted a system that we could use from the age of 3 to 19 that was simple to use and shows each individual's steps in progress.

We are now using SOLAR (Special On Line Assessment and Recording) and Wilson Stuart School (who have been judged outstanding by Ofsted in their last 5 inspections) 'p' steps to record evidence of progress, set targets and to share goals achieved.

Progress Steps



Department
for Education

What the Government says:

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.
- 2 Help drive improvement for pupils and teachers.
- 3 Make sure the school is keeping up with external best practice and innovation.

Prior to September 2015 the school did not have a cohesive assessment and tracking system from Aged 3 to 19. We had to undertake baselining for the whole school in order to give us a starting point. Then targets were set using Wilson Stuart UQ Flightpaths.

Progress expectations

The progress expectations are based on the pupils making progress that would put them in the Upper Quartile (top 25%).

END OF KS1 to KS2

END OF YEAR 2	WSP Steps	END OF YEAR 6
P14	+4	P18
P13	+4	P17
P12	+4	P16
P11	+4	P15
P10	+4	P14
P9	+4	P13
P8	+4	P12
P7	+4	P11
P6	+4	P10
P5	+3	P8
P4	+3	P7
P3ii	+2	P5
P3i	+3	P5
P2ii	+3	P4
P2i	+3	P3ii
P1ii	+2	P2ii
P1i	+3	P2ii

END OF KS2 to KS3 -

END OF YEAR 6	WSP Steps	END OF YEAR 9
P16	+2	P18
P15	+2	P17
P14	+2	P16
P13	+2	P15
P12	+2	P14
P11	+2	P13
P10	+3	P13
P9	+3	P12
P8	+3	P11
P7	+2	P9
P6	+2	P8
P5	+1	P6
P4	+1	P5
P3ii	+1	P4
P3i	+2	P4
P2ii	+2	P3ii
P2i	+1	P2ii
P1ii	+1	P2i
P1i	+0	P1i

END OF KS3 to KS4 -

END OF YEAR 9	WSP Steps	END OF YEAR 11
P17	+1	P18
P16	+1	P17
P15	+1	P16
P14	+1	P15
P13	+1	P14
P12	+1	P13
P11	+1	P12
P10	+1	P11
P9	+1	P10
P8	+1	P9
P7	+1	P8
P6	+1	P7
P5	+1	P6
P4	+1	P5
P3ii	+1	P4
P3i	+1	P3ii
P2ii	+0	P2ii
P2i	+1	P2ii
P1ii	+0	P1ii
P1i	+0	P1i

Progress by year group (Y1 - Y10)

In order to be not just outstanding but extraordinary we are using the WS P Steps which set targets in the UQ. Wilson Stuart School has devised the P Steps and has been judged Outstanding by Ofsted on the last 5 occasions. **NB: Wilson Stuart Maths v WFS Number**

Year Group	Subject	% Made UQ progress as per WS P Steps	% Made at least 1 step more that UQ progress as per WS Psteps	Wilson Stuart Data 2015/16UQ
1 (8)	Communication	88	13	50
	Reading	88	13	29
	Writing	88	13	43
	Number	88	38	43
2 (17)	Communication	88	47	57
	Reading	82	41	43
	Writing	82	53	57
	Number	82	41	71
3 (7)	Communication	71	0	29
	Reading	71	0	57
	Writing	71	14	57
	Number	71	0	86
4 (16)	Communication	75	0	20
	Reading	75	0	40
	Writing	75	0	30
	Number	69	0	50
5 (15)	Communication	73	0	14
	Reading	73	0	57
	Writing	73	0	13
	Number	80	0	50
6 (14)	Communication	57	7	13
	Reading	64	0	13
	Writing	64	0	13
	Number	71	0	38
7 (25)	Communication	72	24	20
	Reading	76	36	40
	Writing	80	40	33
	Number	68	32	47

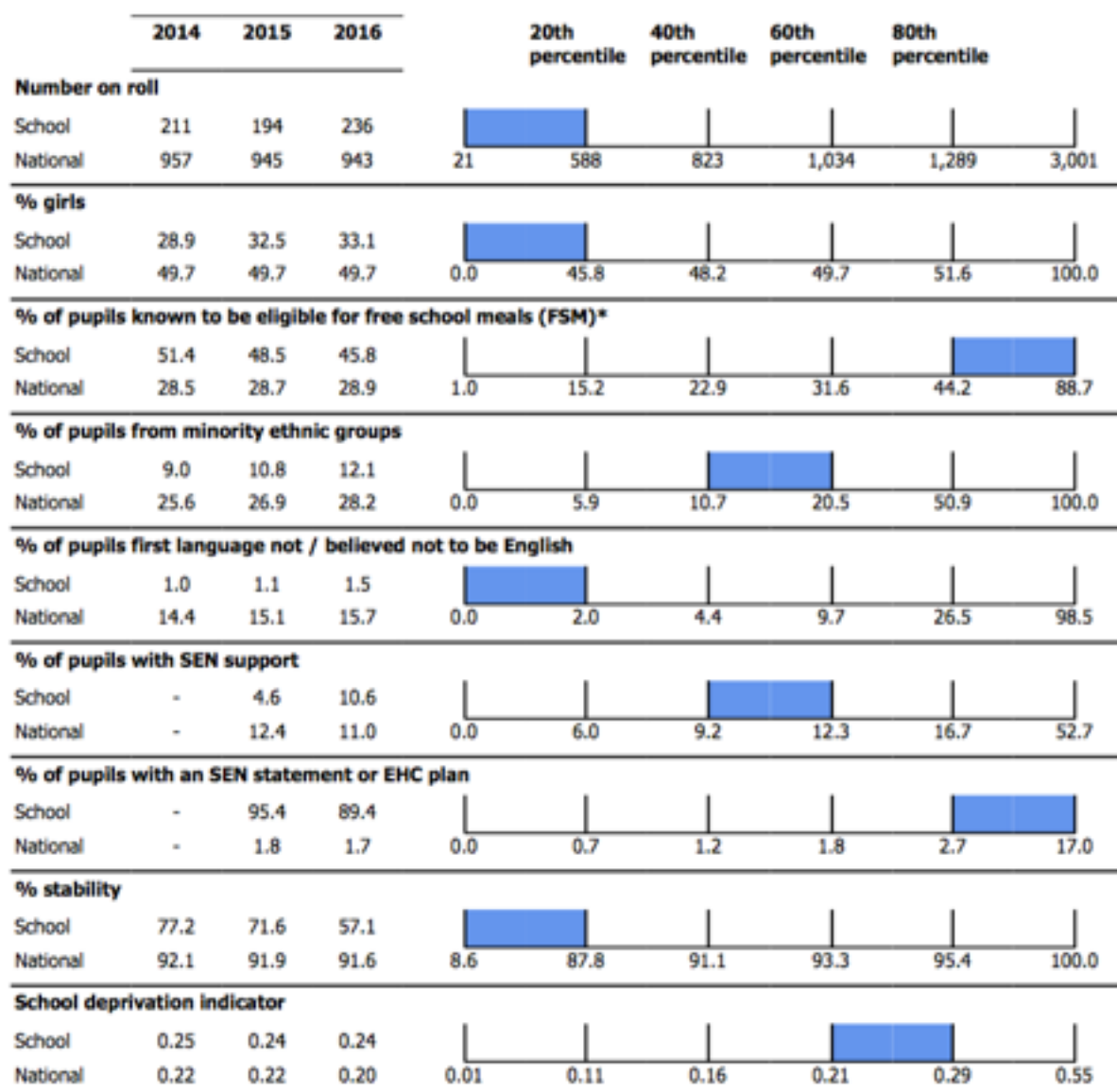
In order to be not just outstanding but extraordinary we are using the WS P Steps which set targets in the UQ. Wilson Stuart School has devised the P Steps and has been judged Outstanding by Ofsted on the last 5 occasions. **NB: Wilson Stuart Maths v WFS Number**

Year Group	Subject	% Made UQ progress as per WS P Steps	% Made at least 1 step more than UQ progress as per WS P Steps	Wilson Stuart Data 2015/16UQ
8 (27)	Communication	48	11	31
	Reading	29	7	15
	Writing	48	11	15
	Number	37	7	31
9 (16)	Communication	93	63	18
	Reading	88	63	29
	Writing	93	56	6
	Number	75	31	35
10 (9)	Communication	89	33	ENGLISH 78
	Reading	89	55	
	Writing	89	33	
	Number	89	0	60

So what does that mean for WFS 2016/17: School Development Plan?

- ❖ To continue to develop the curriculum and ensure that teaching continues to improve to be 90% good or outstanding.
- ❖ To work with the current Year 9 to ensure progress gaps are closed (2016/17).
- ❖ Rigorously work with phases to ensure UQ flightpaths are used to set targets.
- ❖ Continue to develop our tracking and assessment procedures to ensure individuals are making their progress against their challenging targets
- ❖ To develop assessment of other areas - Rochford Review and what we feel is important for our pupils e.g.: physical development, SEMH, etc

KEY GROUPS - RAISE 2016



Comparison of Group Data - Closing the gap.

Groups	Subject	% Made UQ progress as per WS P Steps	% Made UQ progress as per WS P Steps	Subject	Groups
Pupil Premium (52)	Communication	67	76	Communication	Non Pupil Premium
	Reading	63	69	Reading	
	Writing	77	69	Writing	
	Number	67	51	Number	
LAC (13)	Communication	77	73	Communication	Non LAC
	Reading	69	67	Reading	
	Writing	62	75	Writing	
	Number	62	69	Number	
Boys	Communication	75	72	Communication	Girls
	Reading	67	69	Reading	
	Writing	74	78	Writing	
	Number	63	81	Number	
EAL (1)	Communication	100	73	Communication	Non EAL
	Reading	100	67	Reading	
	Writing	100	74	Writing	
	Number	100	69	Number	
FSM (52)	Communication	67	76	Communication	Non FSM
	Reading	63	69	Reading	
	Writing	77	69	Writing	
	Number	67	51	Number	

So what does that mean for WFS 2016/17: School Development Plan?

- ❖ To ensure pupils in receipt of pupil premium develop their communication skills
- ❖ Ensure the gap between boys and girls is closed - especially in number.
- ❖ Develop writing for LAC pupils
- ❖ Number needs to be achieving a greater % of UQ progress - develop and improve the teaching of maths

Early Years

Early Years Foundation Stage Start September 2015													
	Birth to 11m		8m to 20m		16m to 26m		22m to 36m		30m to 50m		40m to 60m (ELG)		Exceeded ELG
Physical Development	1	6%	9	60%	3	20%	2	14%	0	0%	0	0%	
Communication & Language	4	27%	8	53%	3	20%	0	0%	0	0%	0	0%	
PSED	3	20%	10	66%	2	14%	0	0%	0	0%	0	0%	
Mathematics	2	13%	9	60%	4	27%	0	0%	0	0%	0	0%	
Literacy	4	27%	7	47%	4	27%	0	0%	0	0%	0	0%	
Understanding the World	3	20%	7	47%	5	35%	0	0%	0	0%	0	0%	
Expressive arts & design	2	13%	8	53%	5	33%	0	0%	0	0%	0	0%	

Early Years Foundation Stage Results July 2016													
	Birth to 11m		8m to 20m		16m to 26m		22m to 36m		30m to 50m		40m to 60m (ELG)		Exceeded ELG
Physical Development	1	6%	1	7%	6	42%	3	21%	4	28%	0	0%	
Communication & Language	3	20%	2	14%	5	35%	4	28%	1	7%	0	0%	
PSED	1	6%	3	21%	6	42%	4	28%	0	0%	1	7%	
Mathematics	1	6%	2	14%	5	35%	5	35%	2	14%	0	0%	
Literacy	1	6%	2	14%	2	14%	8	56%	2	14%	0	0%	
Understanding the World	2	13%	2	14%	3	21%	7	49%	1	7%	0	0%	
Expressive arts & design	1	6%	2	14%	6	42%	4	28%	2	14%	0	0%	

EYFS Individual Levels														
	Physical Development		Communication & Lang		PSED		Mathematics		Literacy		Understanding the World		Expressive Arts & Design	
	Sep-15	Jul-16	Sep-15	Jul-16	Sep-15	Jul-16	Sep-15	Jul-16	Sep-15	Jul-16	Sep-15	Jul-16	Sep-15	Jul-16
	8-20	30-50	8-20	30-50	16-26	40-60	8-20	30-50	8-20	30-50	8-20	30-50	8-20	30-50
	22-36	30-50	16-26	22-36	16-26	22-36	16-26	22-36	16-26	22-36	16-26	22-36	16-26	30-50
	8-20	16-26	16-26	16-26	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26
	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26
	16-26	22-36	8-20	16-26	8-20	16-26	16-26	22-36	16-26	16-26	16-26	22-36	8-20	16-26
	22-36	30-50	8-20	16-26	8-20	16-26	8-20	22-36	8-20	22-36	8-20	22-36	8-20	22-36
	16-26	22-36	8-20	22-36	8-20	22-36	16-26	22-36	16-26	22-36	16-26	22-36	16-26	22-36
	16-26	30-50	16-26	22-36	8-20	16-26	16-26	30-50	16-26	30-50	16-26	22-36	16-26	22-36
	8-20	22-36	8-20	22-36	8-20	22-36	8-20	22-36	8-20	22-36	8-20	22-36	8-20	16-26
	8-20	16-26	0-11	8-20	8-20	8-20	8-20	16-26	0-11	22-36	8-20	8-20	8-20	16-26
	8-20	16-26	8-20	16-26	8-20	16-26	8-20	16-26	8-20	22-36	16-26	22-36	16-26	22-36
	8-20	8-20	0-11	0-11	0-11	8-20	8-20	8-20	0-11	8-20	0-11	0-11	8-20	8-20
	8-20	16-26	8-20	8-20	8-20	16-26	8-20	16-26	8-20	22-36	8-20	16-26	8-20	16-26
	8-20	16-26	0-11	0-11	0-11	8-20	0-11	8-20	0-11	16-26	0-11	8-20	8-20	16-26
	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11	0-11

Phonics at Year 1 and Year 2

❖ No pupils reached the required the national expectation for Year 1 phonics screen however we teach RWInc phonics when pupils are ready.

KS1 and KS2 SATs

❖ The interim pre-key stage standards were used to report a statutory assessment outcome for pupils who had not yet completed the relevant programme of study but had reached the chronological age that requires a statutory outcome to be reported. These interim pre-key stage standards were used where pupils were working below the level of the tests but above P scales.

Key Stage 1

Reporting Mechanism to DFE						Number of Pupils						
		Writing	Reading	Maths	Science	WSP Steps -	Writing	Reading	Maths	Science		
High Attaining	Main Stream	GDS - Working at Greater Depth within the expected standard			N/A	KS1 Tests	> Completed P11					
Expected Standard		EXS - Working at the expected standard					Completed P10 (within P11)					
Lower Attaining	Rochford Review	WTS - Working towards the expected standard			HNM* Has not met the standard	Pre KS1 Standard Codes	Completed P9 (Within P10)					
		PKF - Pre-Key Stage 1: Foundations for the expected standard					Completed P8 (Within P9)					
		Pre-Key Stage 1: Emerging to the expected standard					Completed P6-P7 (Within P7 and P8)	2	3	4		
		Pre-Key Stage 1: Entry to the expected standard					P3ii - Completed P6 (Within P4, P5 and P8)	9	8	7	11	
		Cognition and Learning (PMLD)				Below interim Pre-KS1 standard codes	P1i to P3ii	6	6	6	6	

Key Stage 2

Reporting Mechanism to DFE						Number of pupils						
		Writing	Reading	Maths	Science	WSP Steps	Writing	Reading	Maths	Science		
High Attaining	Main Stream	GDS - Working at Greater Depth within the	N/A	N/A	N/A	KS2 Tests	> Completed P16					
Expected Standard		EXS Working at the expected standard					Completed P15 (within P16)					
Lower Attaining	Rochford Review	WTS Working towards the expected standard			HNM - Has not met the standard	Pre-KS2 standard codes	Completed P11 - P14					
		PKG Pre-Key Stage 2: Growing Development					Completed P10 (within P11)		3		5	
		PKE Pre-Key Stage 2: Early Development					Completed P9 (Within P10)	5	5	3		
		PKF Pre-Key Stage 2: Foundations for the expected standard					Completed P8 (Within P9)	5	2	4		
		Pre-Key Stage 2: Emerging to the expected standard					P6-P7 (Within P7 and P8)			4	4	
		Pre-Key Stage 2: Entry to the expected standard					P3ii - Completed P6 (Within P4, P5 and P8)					3
		Cognition and Learning (PMLD)				Below interim Pre-KS2 standard	P1i to P3ii	4	4	3	2	
1 child absent - never attended from Shropshire												

Key Stage 4 Data

Our 2015/2016 pupils have all received their examination results.

Our GCSE results 2016

subject	mathematics	English	science	physical education	art and design
PUPIL A	C	C	C	C	D
PUPIL B	D	E	E	D	
PUPIL C	F	F	E	C	C
PUPIL D	U	G	F	E	E
PUPIL E		U	F		

Congratulations to our 2016 GCSE pupils. As you can see they did a fantastic job. They approached their examinations with maturity and their hard work shows in their results.

Their destinations are as follows:

pupil	course	destination
PUPIL A	Level 2 games design and development	Kidderminster College
PUPIL B	IT apprenticeship	Green safe, Holbrook estate
PUPIL C	Carpentry course	Kidderminster College
PUPIL D	Level 1 mechanics course	Kidderminster College
PUPIL E	Vocational Studies course	Kidderminster College

Key Stage 4 Entry Level Results 2015 - 2016							Grade Expectation						
Qualification	Entry 1	Entry 2	Entry 3	U/FAIL	Pass Rate	No of Candidates	Failed	-2	-1	Expected	1+	2+	3+
English	10	2			100	12			2	8			
Camb.Prog.Maths	2 - units	7 - units			100	9	9			0			
		2 - cert			100	2				2			
Science	5	4		1	90	10				10			
Art		1			100	1				1			
DT	1	3	3	2	63	9	2			7			
PE		award - 9		award-1	72	9	1			9			
Food tech		4	6		100	10			1	8			
computing			5		100	5				5			
Intro to Hair and Beauty			3		100	3				3			
Sports and Active Leisure			1		100	1				3			

Key Stage 4 GCSE Exam Results 2015 - 2016													Grade Expectation						
Subject	A	B	C	D	E	F	G	U/FAIL	PASSRATE %	L1	L2	No of candidate	Failed	-2	-1	Expected	1+	2+	3+
English			1		1	1	1	1	80			5	1	3		1			
Camb.Prog.Maths								1	100	1		1				1			
Mathematics			1	1				1	75			4	1	1	2				
Science			1		2				100			5			3	2			
Art			1	1	1				100			3						3	
PE			2	1	1	1			100			5			1	3	1		
OCN									100	2		2				2			

Key Stage 5 Data

Key Stage 5 GCSE Exam Results 2015 - 2016													Grade Expectation						
Subject	A	B	C	D	E	F	G	U/FAIL	PASSRATE %	L1	L2	No of candidates	Failed	-2	-1	Expected	1+	2+	3+
English				2	1				100		3	3		1	2				
Maths					1			2	100		3	3			1	2			
PE short course				2					100		2	2				1	1		
Art		1		1	1				100		2	3					3		

Key Stage 5 Entry Level Results 2015 - 2016							Grade Expectation						
Qualification	Entry 1	Entry 2	Entry 3	U/FAIL	Pass Rate	No of Candidates	Failed	-2	-1	Expected	1+	2+	3+
English EL	1	1			100	2				2			
Pathways Additional English		units-1			100	1				1			
		award-2	award-7		100	9				9			
		ext award-1			100	1					1		
		cert-3			100	3				1	2		
Camb. Prog. Maths	units-2	units-7	units-1		100	10			1	9			
		cert-4			100	4				4			
		units-1	units-4		100	5				5			
Pathways PSD			award-7		100	7				7			
		cert-4			100	4					4		
Pathways Ind. Living		cert-4			100	4				4			
Pathways Healthy Living		award-1			100	1				1			
Art EL			1		100	1				1			
Food Studies EL			1		100	1				1			
DT EL		1			100	1				1			
Intro to Hair&Beauty				1	100	1				1			

What does this mean for WFS 2016/17: School Development Plan?

- ❖ Look at the courses/boards we are using to ensure they meet the needs of our pupils.
- ❖ To support the teaching of English - following the illness of the Head of English.
- ❖ To monitor the maths progress more forensically to ensure pupils are on track to achieve or are having appropriate intervention to achieve their accreditation.
- ❖ Monitor the teaching of maths and books across the school and identify issues of the teaching of maths and address.
- ❖ To have a more distributed approach to examinations - make sure the KS4 & 5 Phase Leader and staff are fully involved.
- ❖ To improve the teaching of the more able in both English and Maths.