

# ***The Grove School***

## ***Data Analysis Report***

**2013-2014**

## Report for Staff, Parents and Governors 2013-2014

For the purpose of this report the following explanations maybe helpful: -

Attainment - is the level at which a child is working.

Progress - is the development that they have made from their previous level whatever that may have been.

Achievement - is a combination of attainment and progress with the weight been given to progress.

PMLD - Profound Multiple Learning Difficulties/Disabilities

SLD - Severe Learning Difficulties/Disabilities

The Ofsted website <http://dashboard.ofsted.gov.uk/> is a useful link to use, it describes within 'Schools Data Dashboard - guidance for special schools' how the levels are used and what they mean. There are also useful sections on:-

Interpreting data on special schools

Data suppression

These are useful pieces of information to look at before working through this document, they give an insight into the complexities of Special School data, this complexity is going to be further affected by the announcement Durham University's P-Scales project will end with this round of data, we will be looking at ways in which we can measure ourselves against national averages in the future.

We have found the following information useful when analysing our data: -

We considered that those in the 25<sup>th</sup> percentile are the children in the Lower Quartile who are making expected progress, those in the 50<sup>th</sup> percentile are in the Median Quartile making good progress which we use as our target level and those in the 75<sup>th</sup> percentile are in the Upper Quartile and would be making outstanding progress.

Explanation of Quartiles:-

To set high expectations we need to know what good progress looks like for learners on a range of different trajectories.

We have included both a visual and numerical representation of pupil progress.

The table and chart below show the progression of learners, based on age and prior attainment, using quartiles. The quartiles divide the attainment of the learners in the data set into four.

100% of learners in the data set					
	1 <sup>st</sup> quartile Lowest quartile	2 <sup>nd</sup> quartile Below the median	3 <sup>rd</sup> quartile Above the median	4 <sup>th</sup> quartile Highest quartile	
Learners with the Lowest Attainment Less than expected progress					Learners with the Highest Attainment
	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile		
	Lower quartile line (LQ) Expected Progress For those who have a high level of vulnerability	Median Line Expected/Good Progress Target Level	Upper quartile Line (UQ) Good/Outstanding Progress		

- The lower quartile line (LQ) in the chart is the 25<sup>th</sup> percentile or the upper limit of the lowest quartile.
- The lowest quartile shows the performance of the lowest 25% of the cohort.
- The median is the middle line of performance of the whole cohort in the data set, the 50<sup>th</sup> percentile. Learners in the 2<sup>nd</sup> quartile are performing between the 25<sup>th</sup> percentile and the median line.
- 25% of learners are working within the 3<sup>rd</sup> quartile between the median and the 75<sup>th</sup> percentile.
- The upper quartile line (UQ) in the chart is the 75<sup>th</sup> percentile; the upper limit of the 3<sup>rd</sup> quartile or the lower limit of the 4<sup>th</sup> quartile.
- The upper quartile, 4<sup>th</sup> quartile, is the highest performing 25% of learners.

The use of the B-Squared assessment tool enables us to track individual pupil progress showing a percentage increase each year, this not only lets us measure the success of learners learning within a level, but enables us to set challenging targets for the following year informed by overall progress over previous years. B-Squared are keeping pace with the changes to the curriculum they have stated 'Our current plans are to use the current levelling system, but adapt the levels to the new end of key stage objectives. This will

allow schools to continue to use a system which has a rich source of previous year's data upon which to compare current progress, a system with established, credible resources and support available and a system that parents are used to and understand' B-Squared will continue to monitor announcements from both the Department for Education and Ofsted for the new curriculum and will adjust their plans as needed, The Grove School therefore continue to use this established system to retain the data which includes Value Added data, that we have built up over the past ten years, whilst monitoring and adjusting to the new curriculum.

In partnership with our Governing Body we have decided on the following percentage increases reflecting what we as a school believe Less than Expected, Expected, Good and Outstanding progress to be:-

Outstanding - +20% and beyond

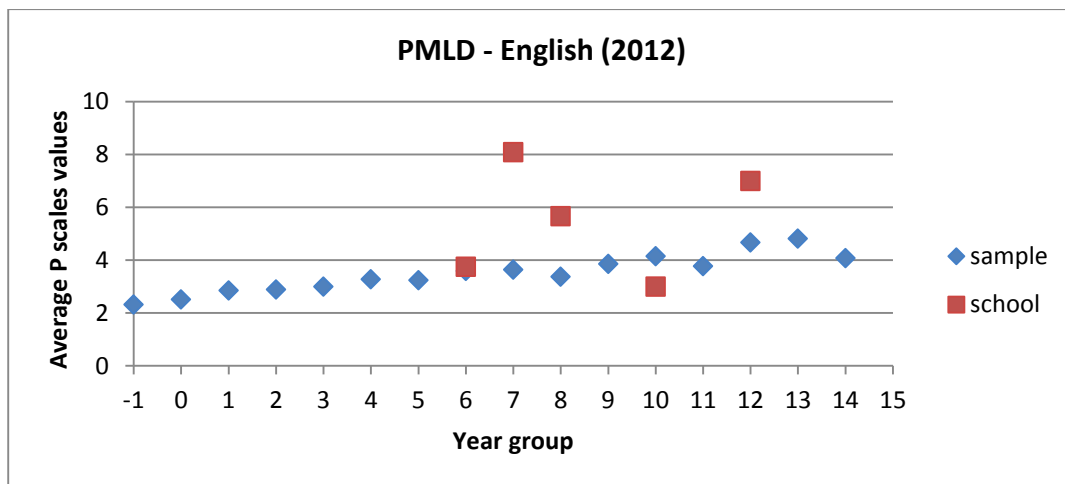
Good - 15-19%

Expected - 5-14%

Less than Expected - 0-4%

The overall average for each year group was calculated and the following was found for:-

### English PMLD 2011-2012

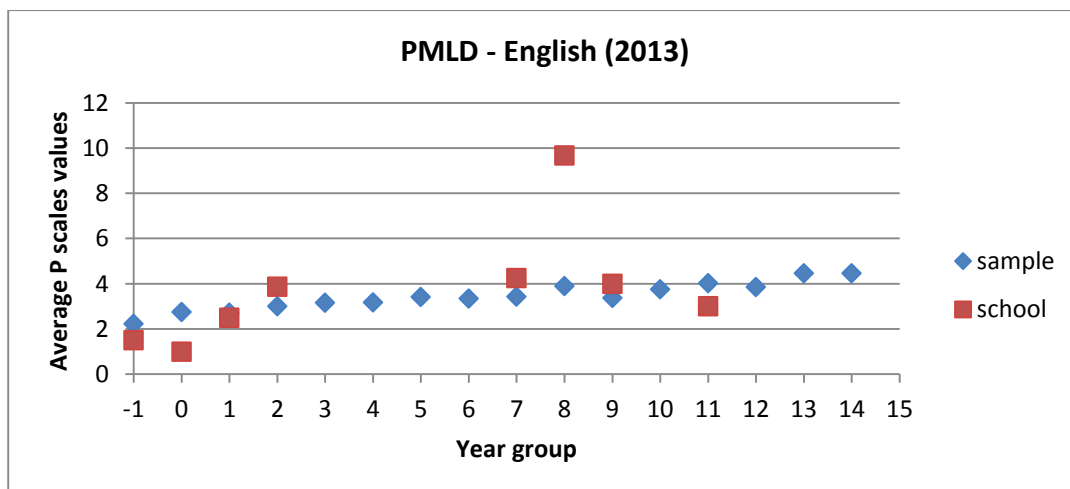


Year 6 was achieving the same level as the comparative group, which is the same throughout the report and these are pupils with the same needs whose results are entered into the Durham University P-scales project.

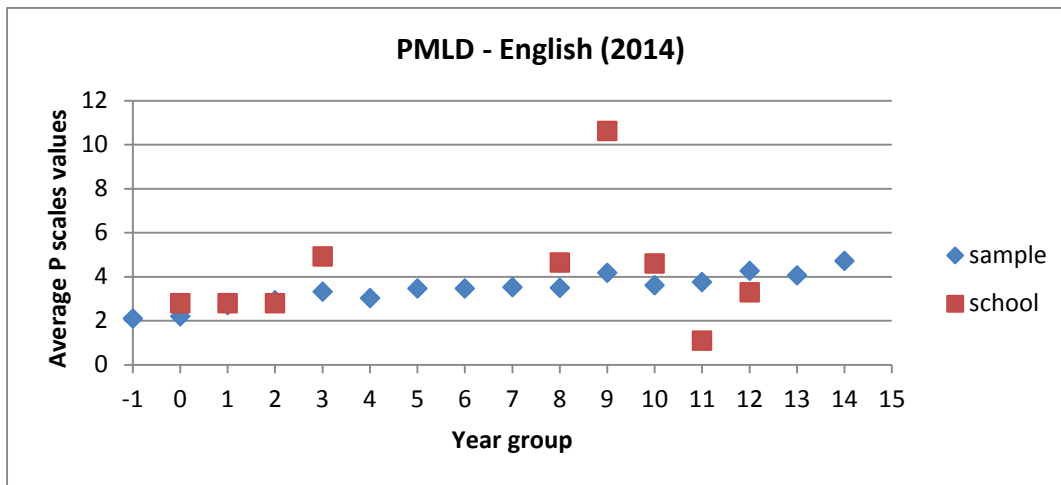
Years 7, 8 and 12 were achieving above the comparative group average with year 7 and 12 being significantly above

Year 10 were found to be achieving below the comparative average

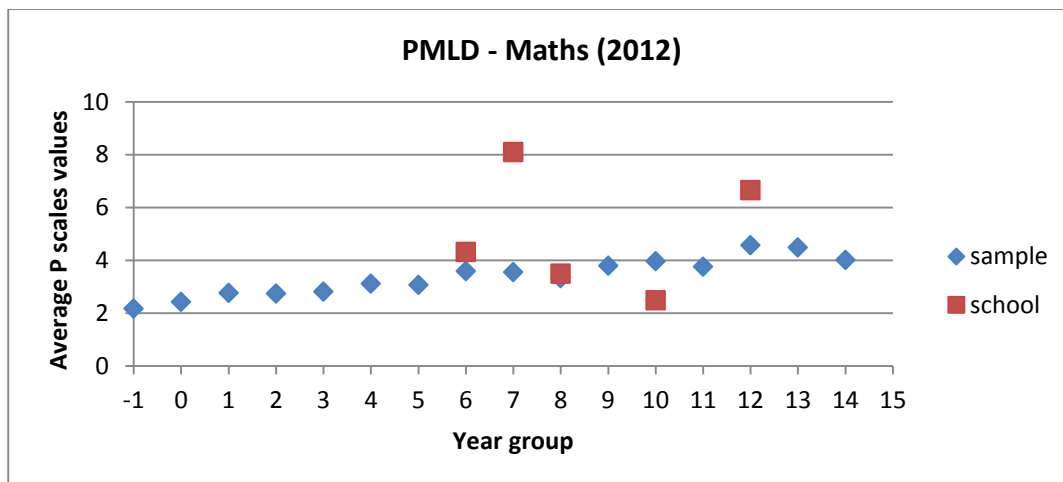
### English PMLD 2013



## English PMLD 2014



## Maths PMLD 2012



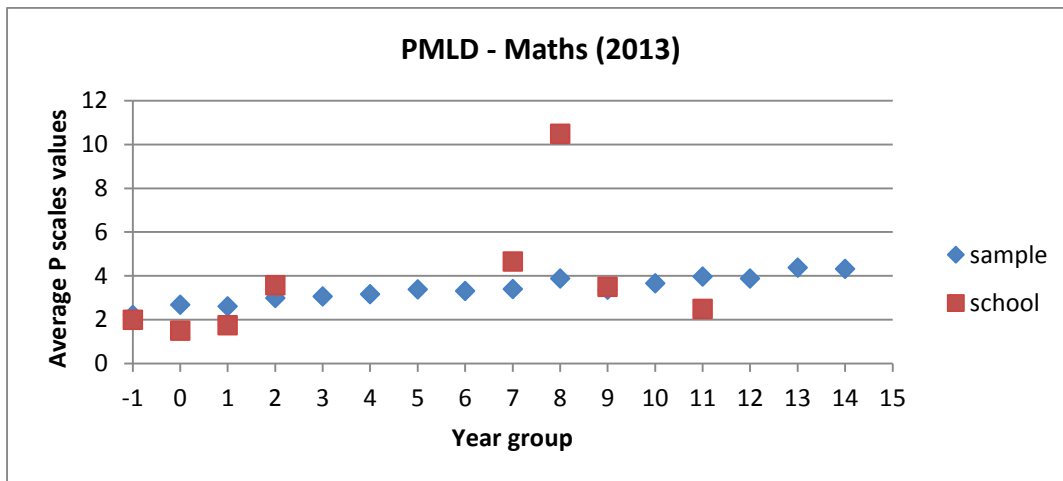
All year groups were above the comparative average apart from year 10.

**In 2012-2013**, we have more year groups represented due to new learners joining the school, all the 2011-12 children have moved up a year group, some year groups have no pupils in and some may have one child in which case we are unable to comment directly as this would identify individual pupils.

Reception, year 1 and year 11 showed results below the comparative average

Years 2, 7, 8, 9 were found to be achieving above the comparative average

### Maths PMLD 2013

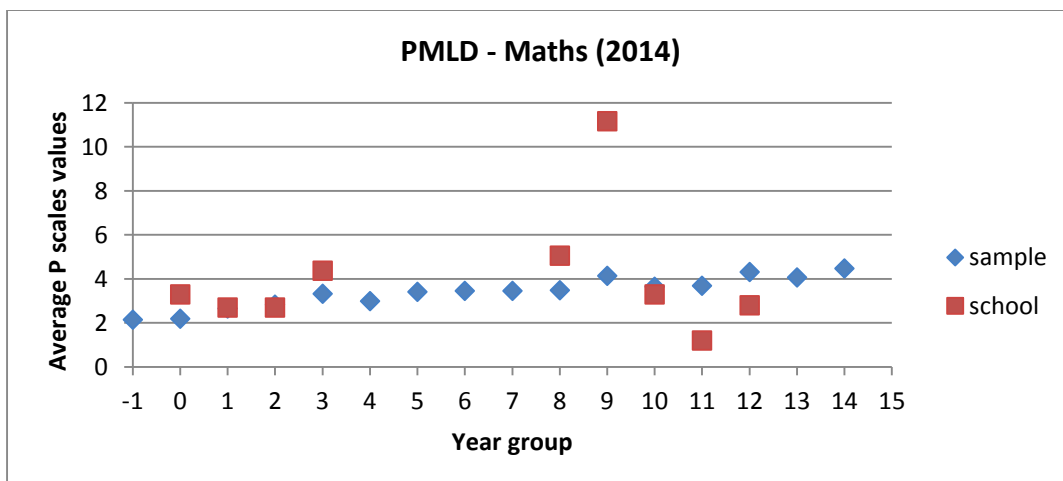


Years -1, 0, 1 and 11 showed results below the comparative average

Years 2, 7 and 8 were above

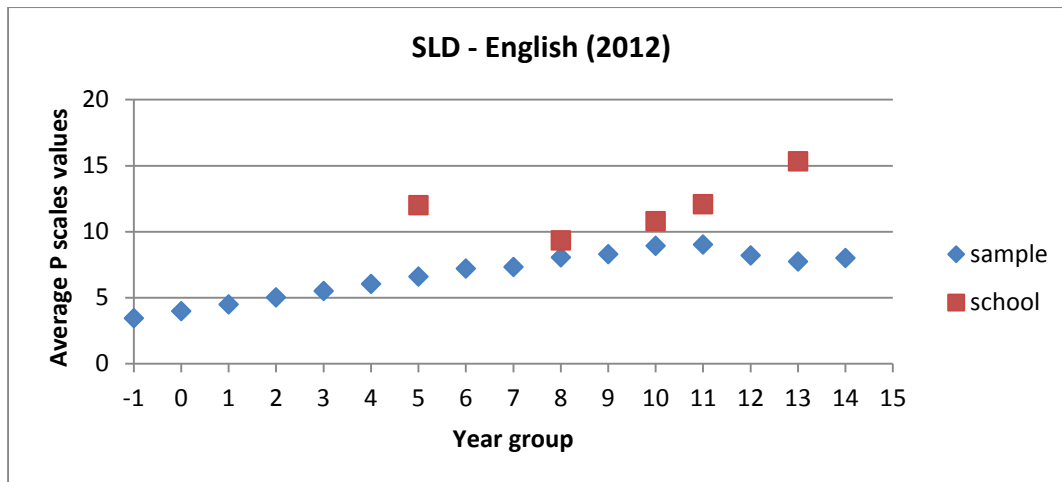
Year 9 was the same as the comparative average

### Maths PMLD 2014



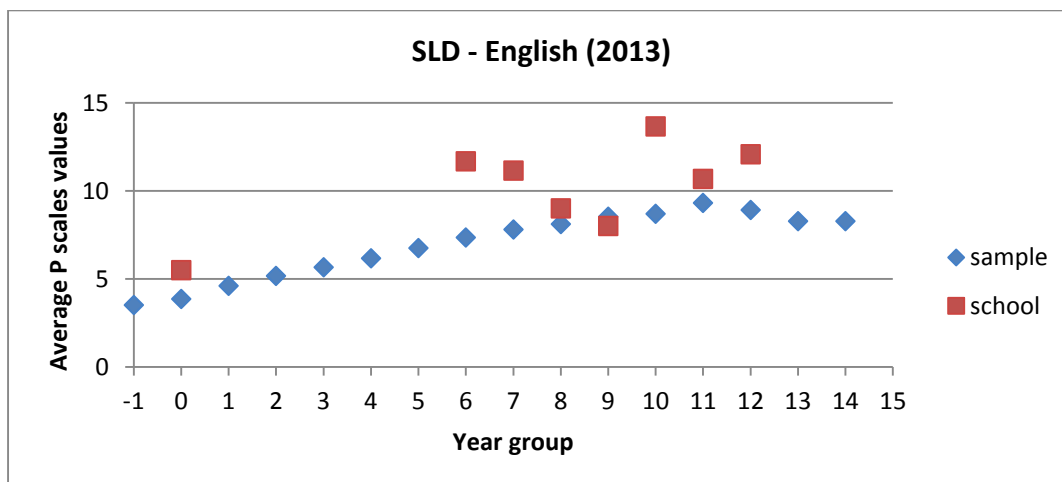
All our pupils have made some progress since the previous results in particular our year 2, 3 and 8's.

## English SLD 2012



All year groups are the same as, or above the comparative average

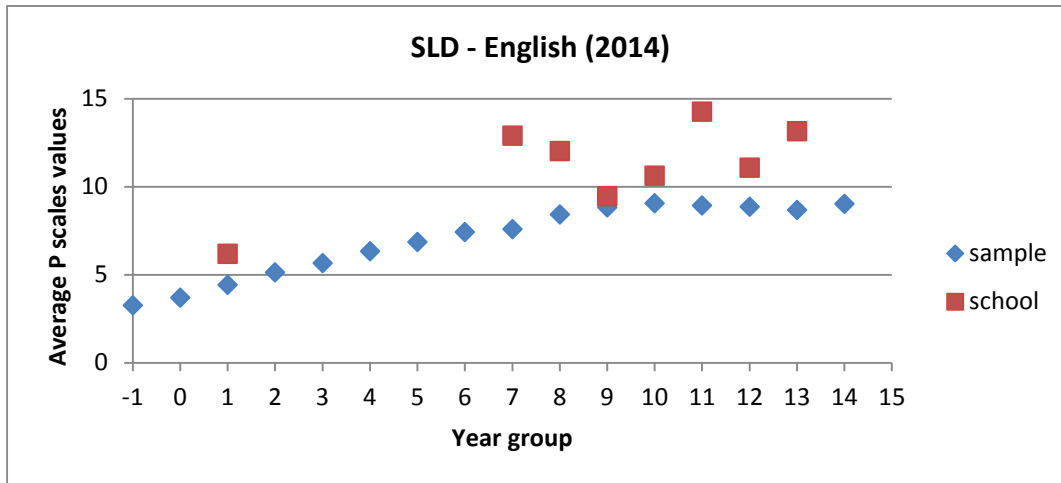
## English SLD 2013



All year groups are above the comparative average, except year 9 which is just below the comparative average. The two students within this year group have specific difficulties with speaking and listening which impacts upon the overall English average. We are targeting this area with support from Speech and Language Therapist and for one child the introduction of a new Smart Talker which is being used to support his communication to ensure that attainment is raised.

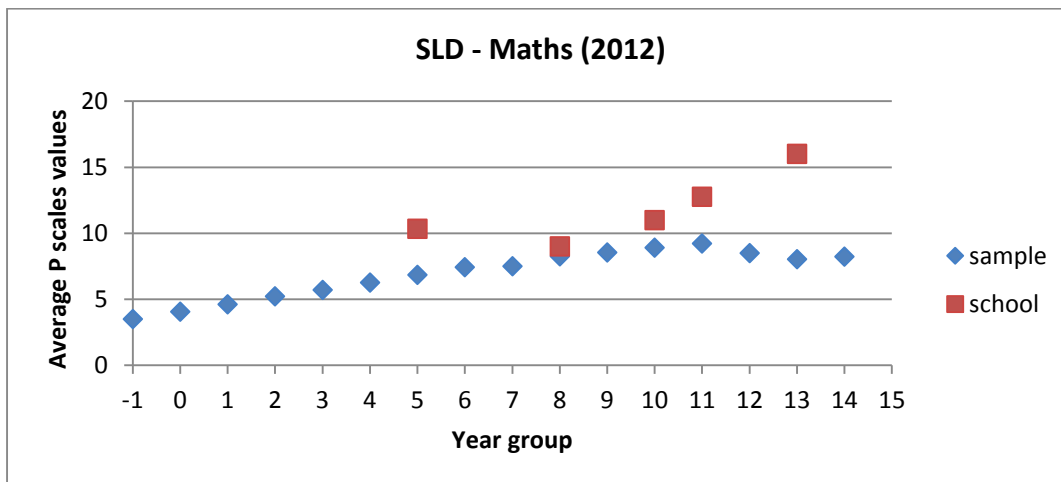


## English SLD 2014



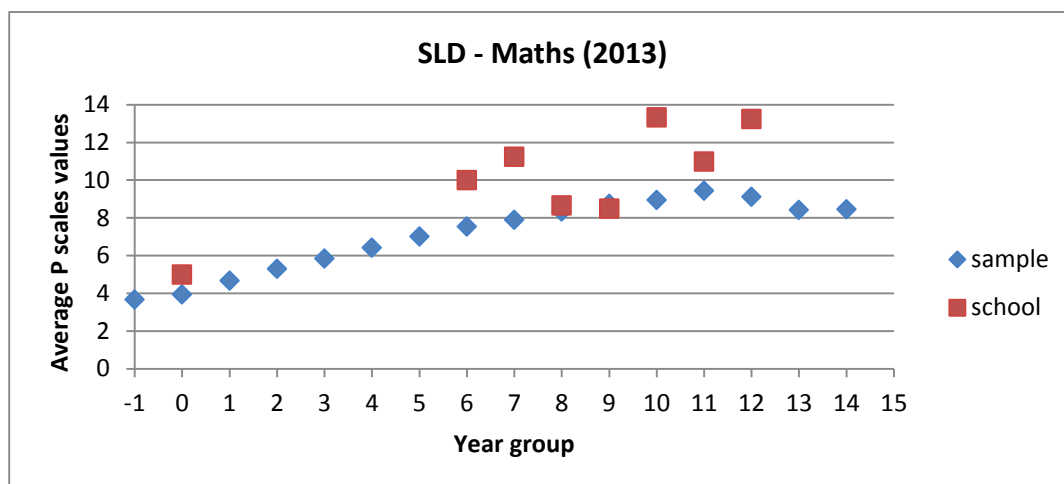
Good progress has been made in all year groups as all are now above the sample average.

## Maths SLD 2012



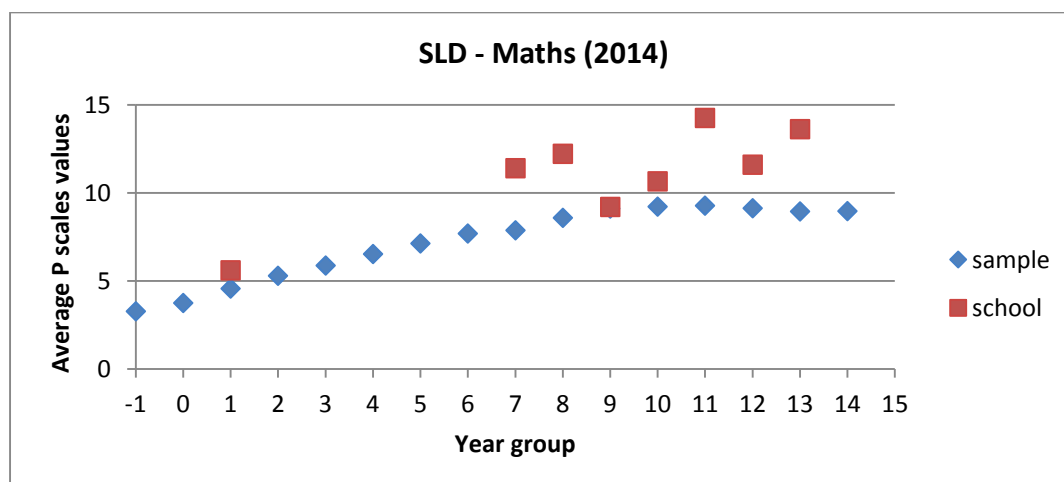
All year groups are above or the same as the comparative average.

## Maths SLD 2013



All year groups are above the comparative average except year 8/9 which are the same as the comparative average.

## Maths SLD 2014



The next set of graphs compare value added for each child in English and Maths for both PMLD and SLD, an example can be seen below, the information found on these graphs was then used to find the percentage of our learners that had made above average, average and below expected progress which is recorded in the tables below.

The graphs shows us how our learners are achieving in the individual areas of each subject for P-scales this means that there may be a different total for some

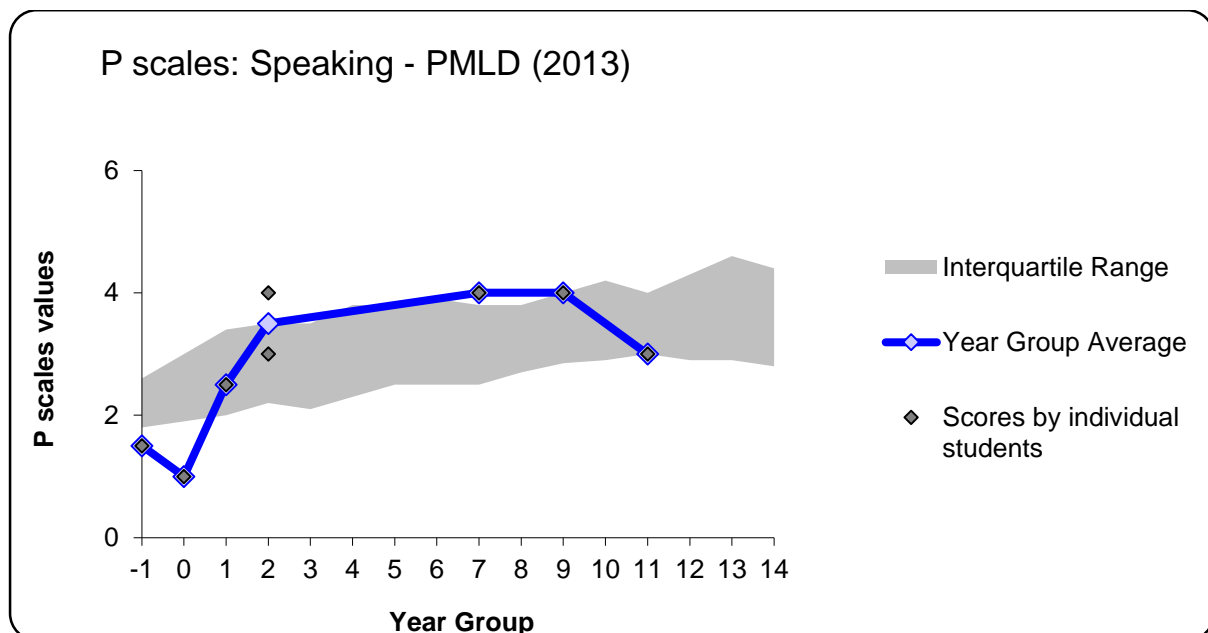
graphs as not all learners will record at a P-scale level, if they have attained a National Curriculum Level. English is broken down into its components of:-

P-Scales - Speaking and Listening, Writing and Reading

Maths into:-

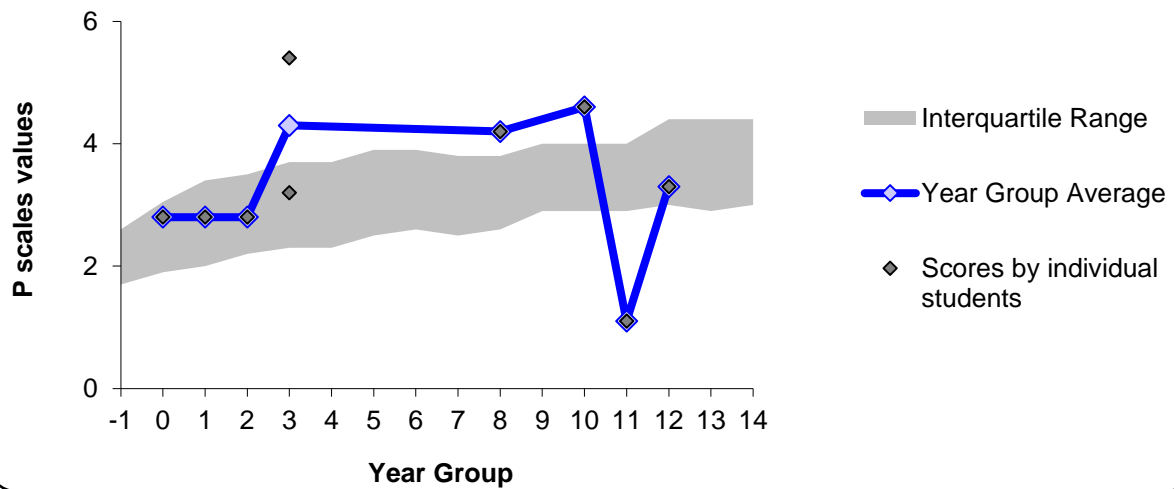
P-Scales - Number, Using and Applying, Shape and Space and Measure,

The graphs show those learners that are within the inter-quartile range as shown on the graphs below, those that are above and those that are below. These inter-quartile ranges are calculated using the data from all the schools in the Durham P-Scale project.



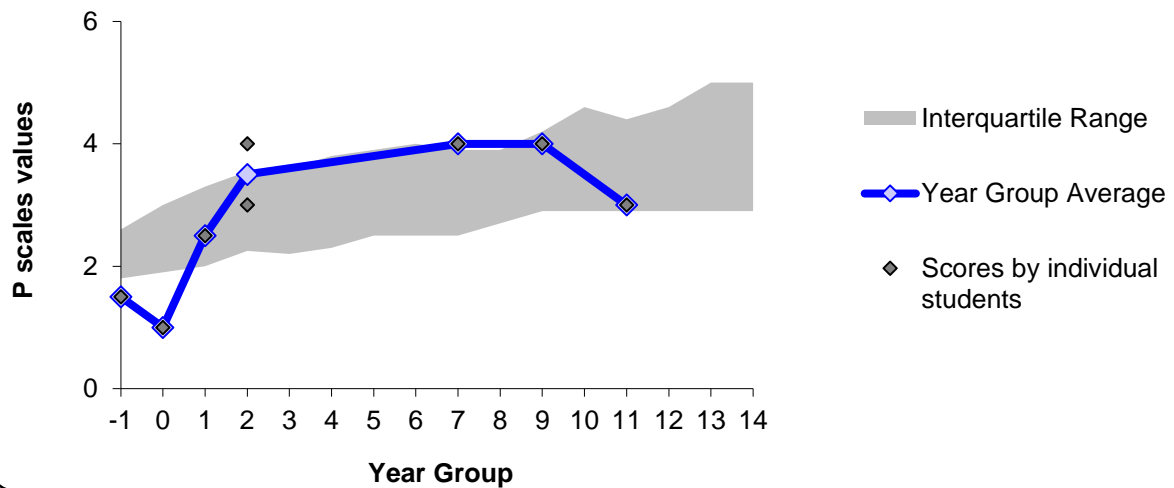
This graph shows that Grove School learners are falling either within the interquartile range or above apart from two learners who have recently joined school.

P scales: Speaking - PMLD (2014)



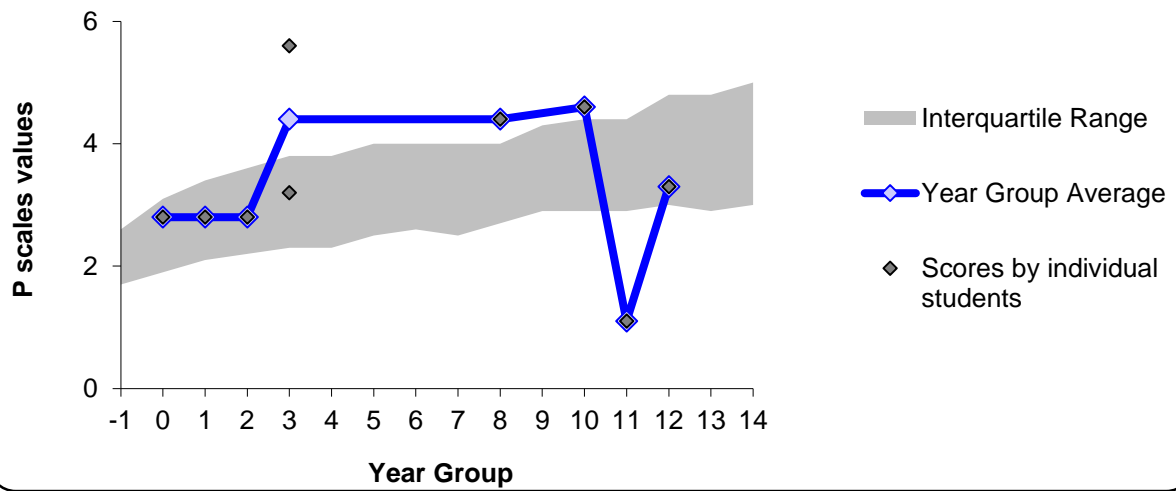
This graph shows that over the past year all our pupils, apart from year 11, are above or in the interquartile range, with a larger number considerable above the interquartile range.

P scales: Listening - PMLD (2013)



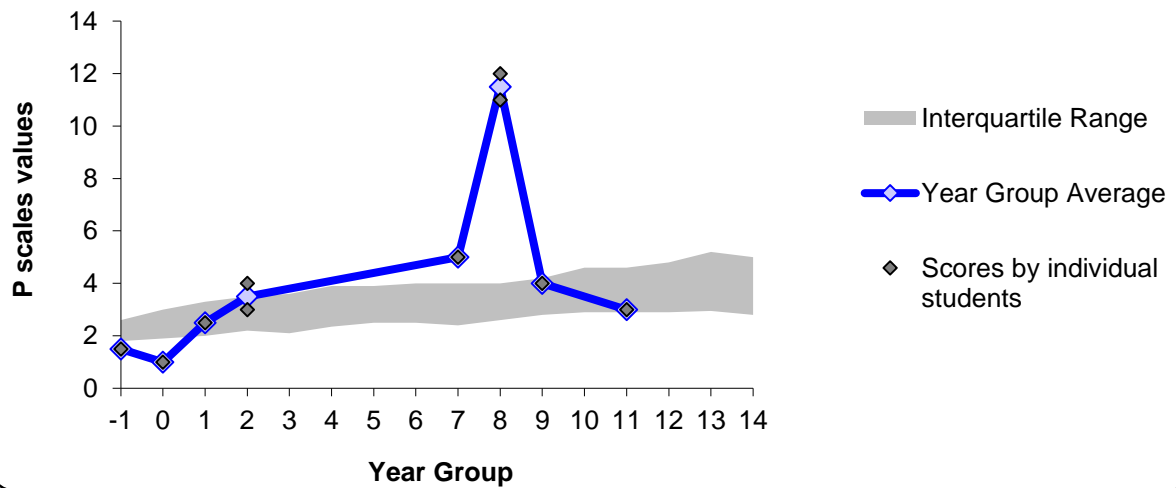
The year eleven pupil who falls below the interquartile range in some areas has a complex medical history including alterations to his medication.

P scales: Listening - PMLD (2014)

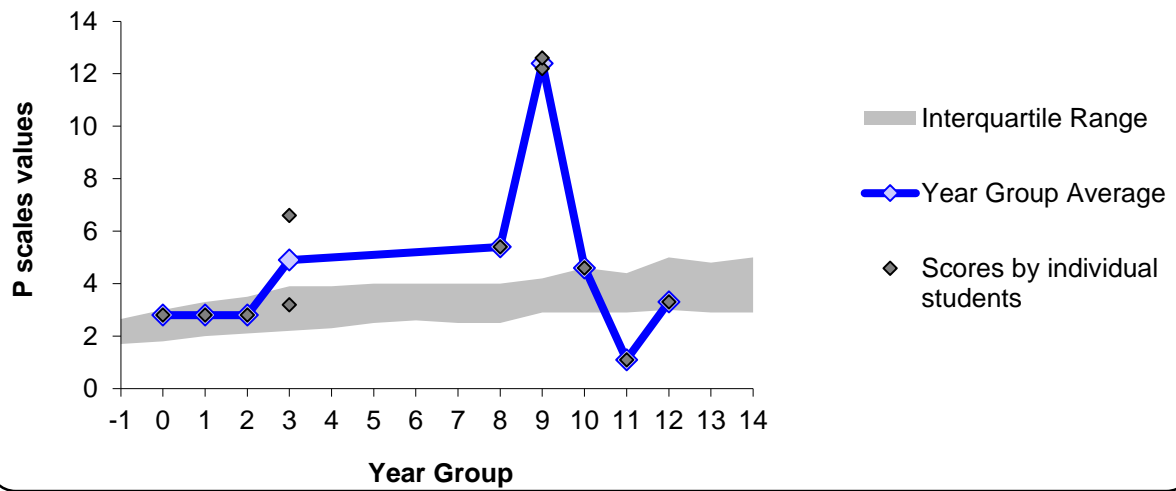


This graph shows that a number of our pupils are now considerable above the interquartile range and have made outstanding progress since their baseline on entry into school.

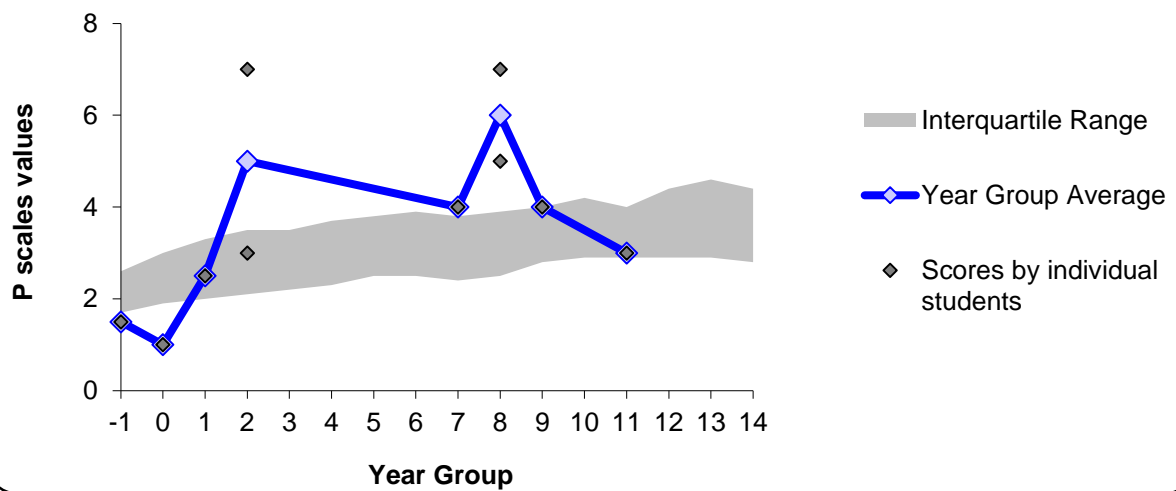
P scales: Reading - PMLD (2013)



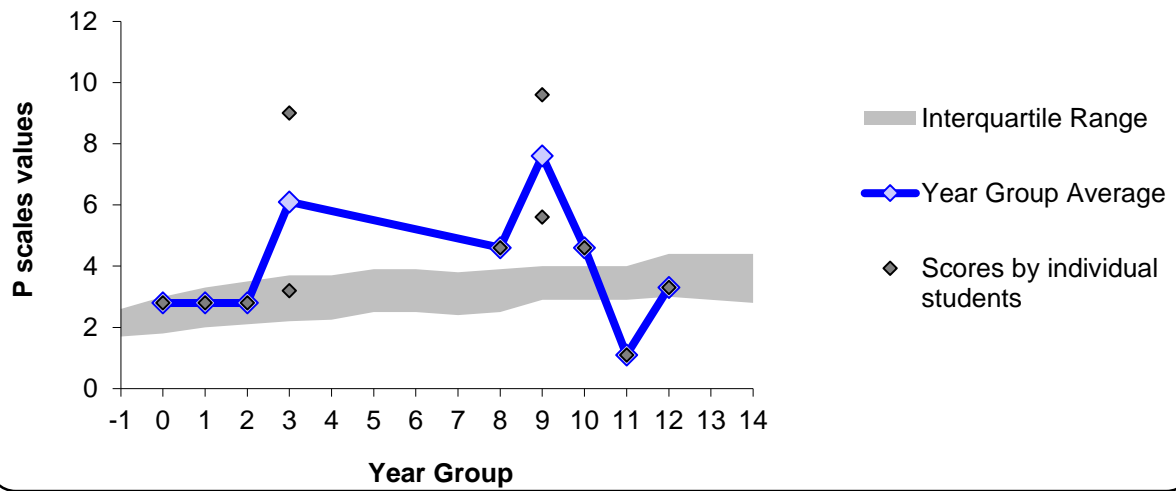
P scales: Reading - PMLD (2014)



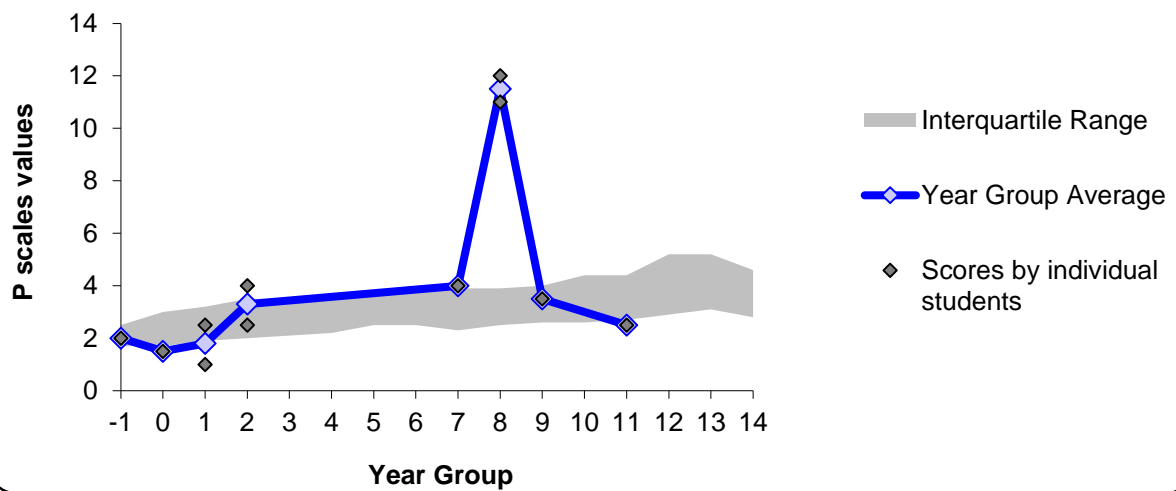
P scales: Writing - PMLD (2013)



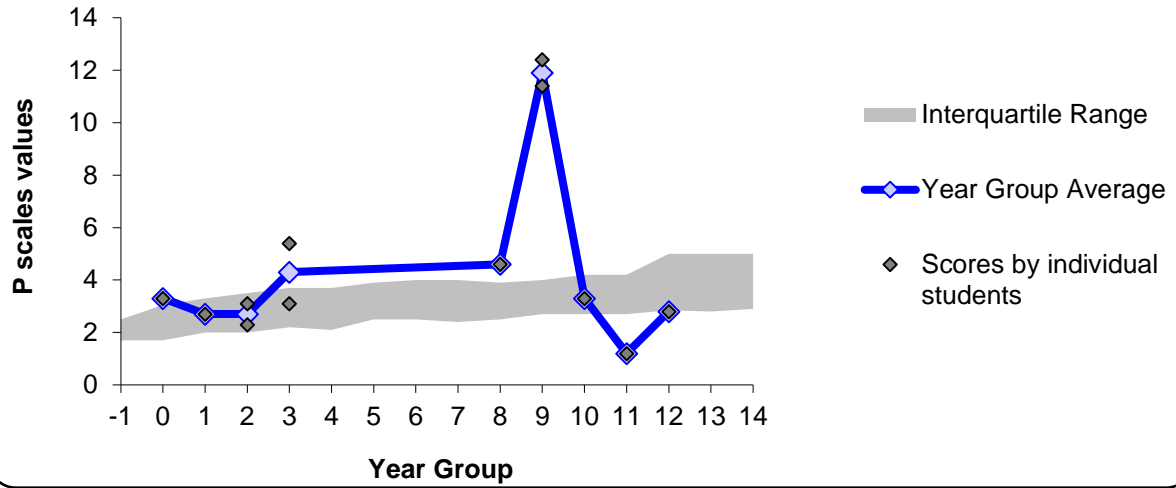
P scales: Writing - PMLD (2014)



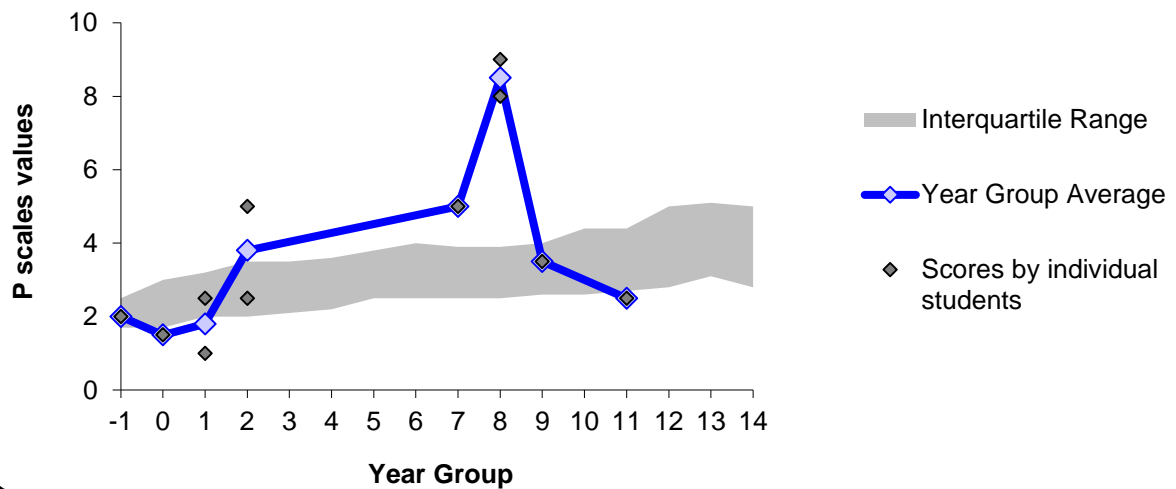
P scales: Number - PMLD (2013)



P scales: Number - PMLD (2014)

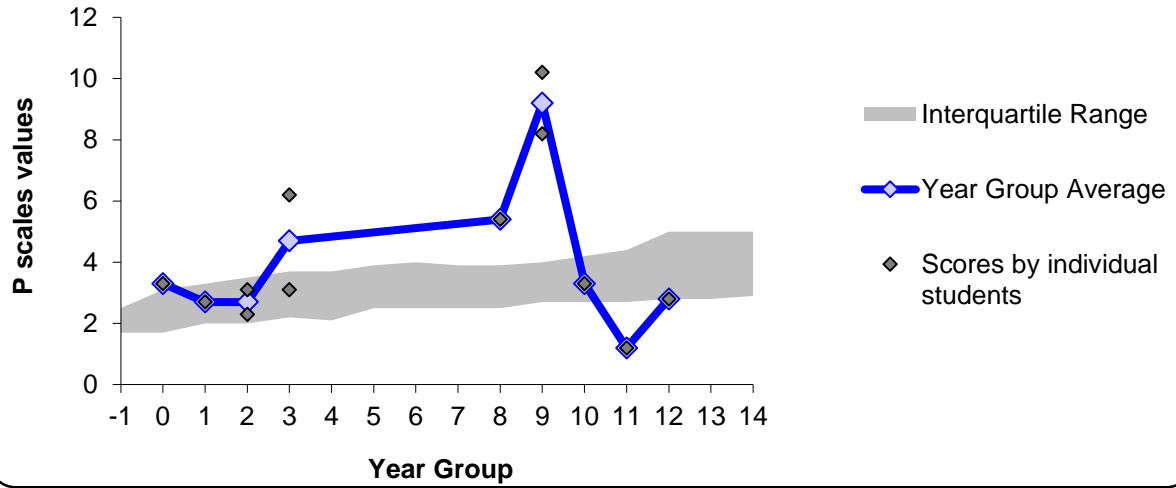


P scales: Shape, Space and Measures - PMLD (2013)

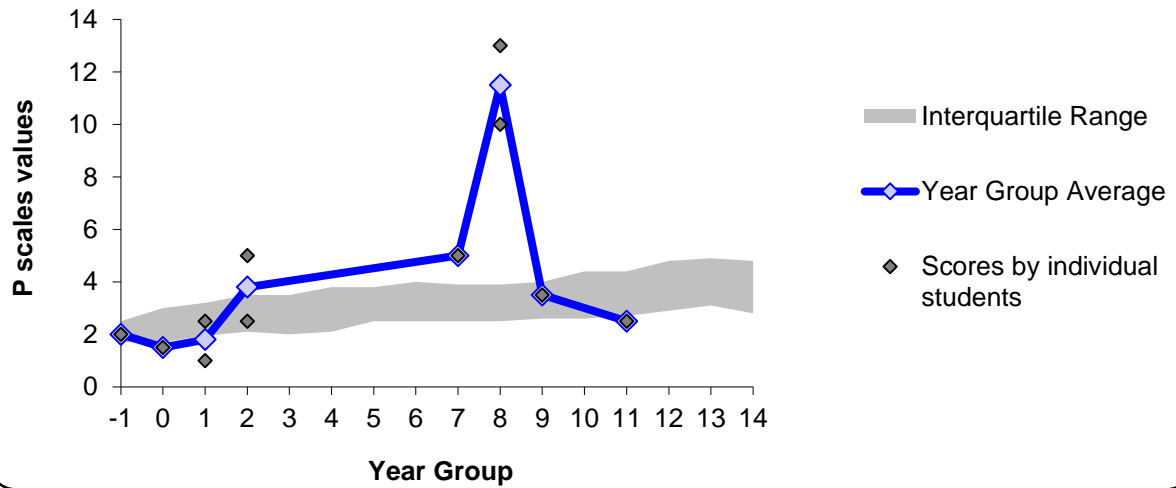




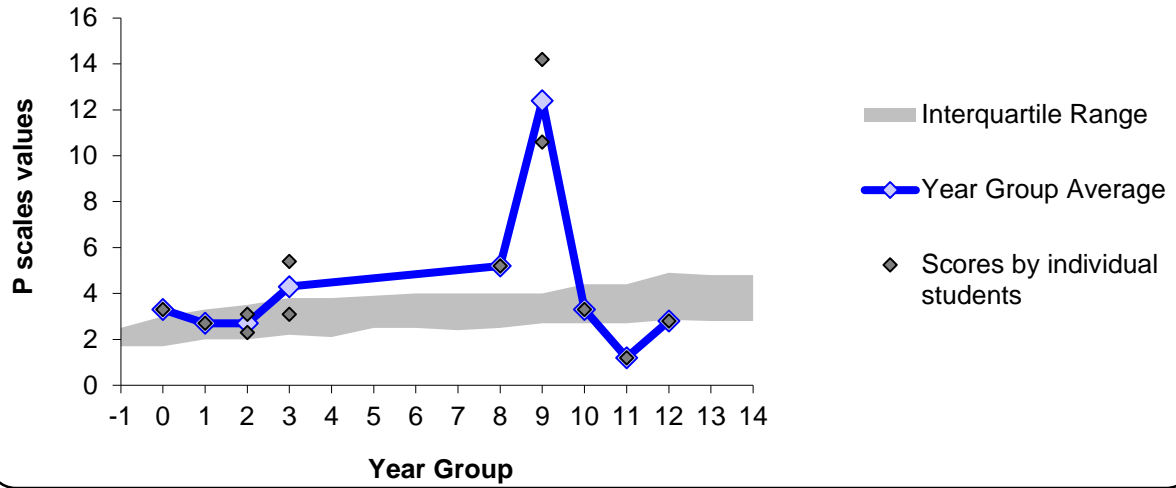
P scales: Shape, Space and Measures - PMLD (2014)



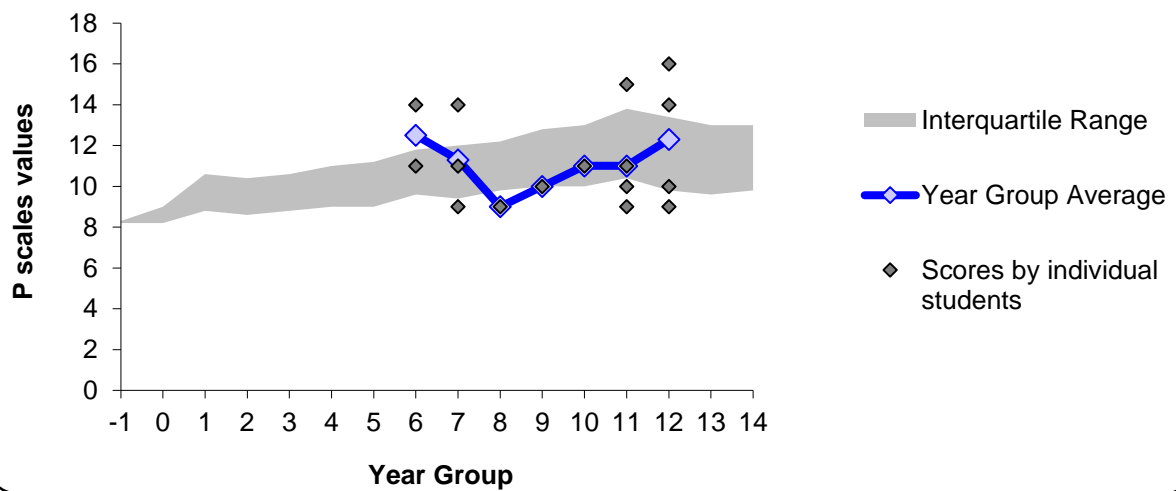
P scales: Using and Applying - PMLD (2013)



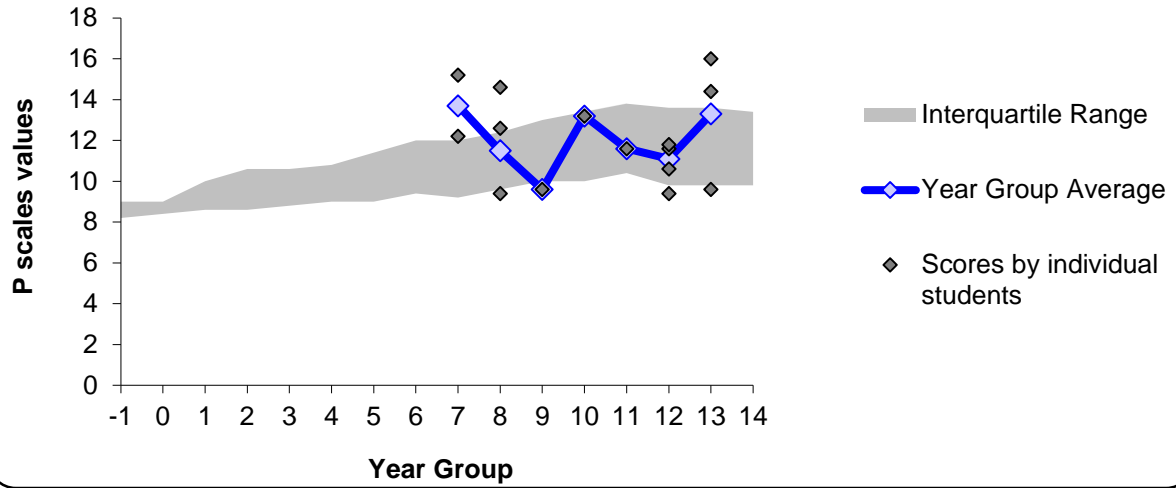
P scales: Using and Applying - PMLD (2014)



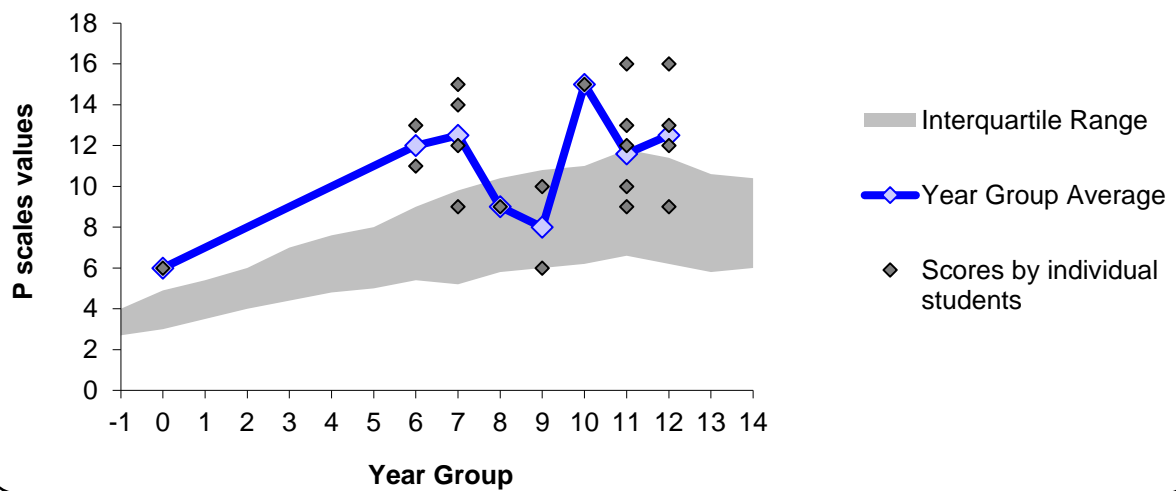
P scales: Speaking & Listening - SLD (2013)



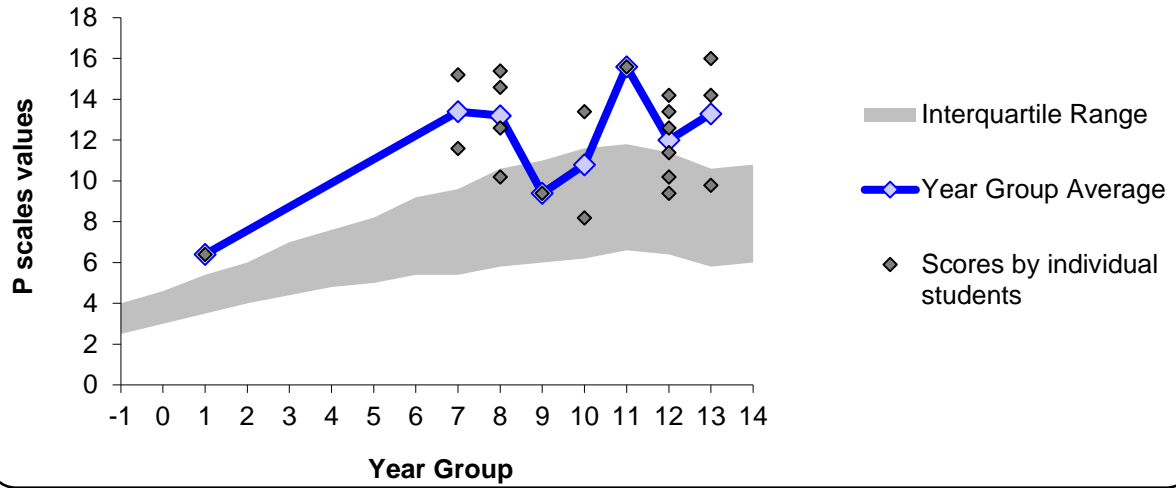
P scales: Speaking & Listening - SLD (2014)



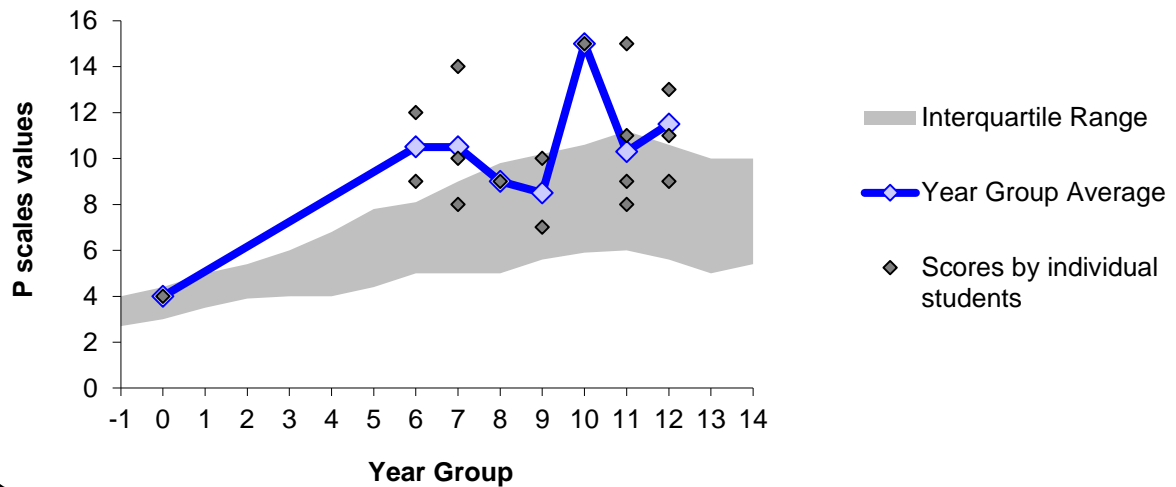
P scales: Reading - SLD (2013)



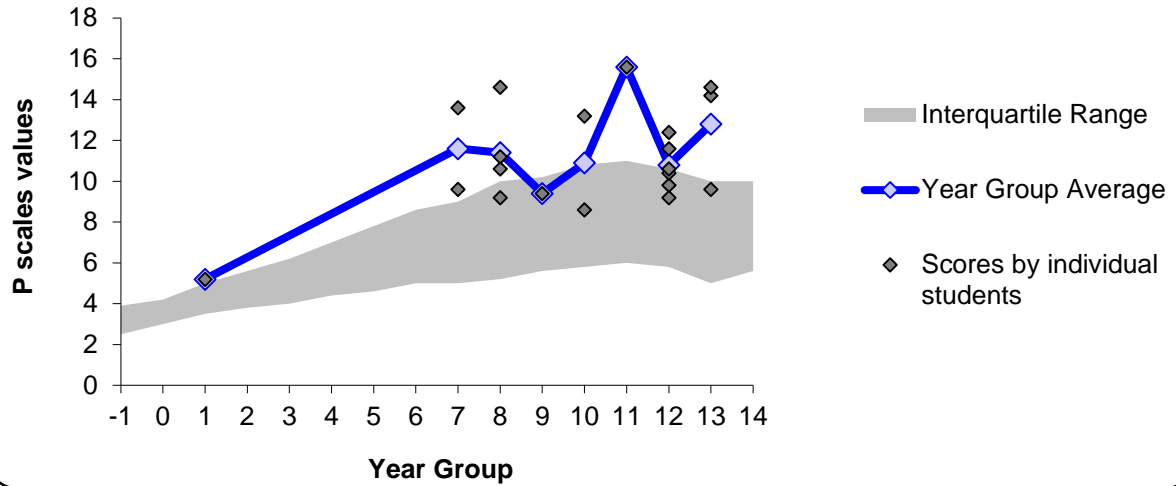
P scales: Reading - SLD (2014)



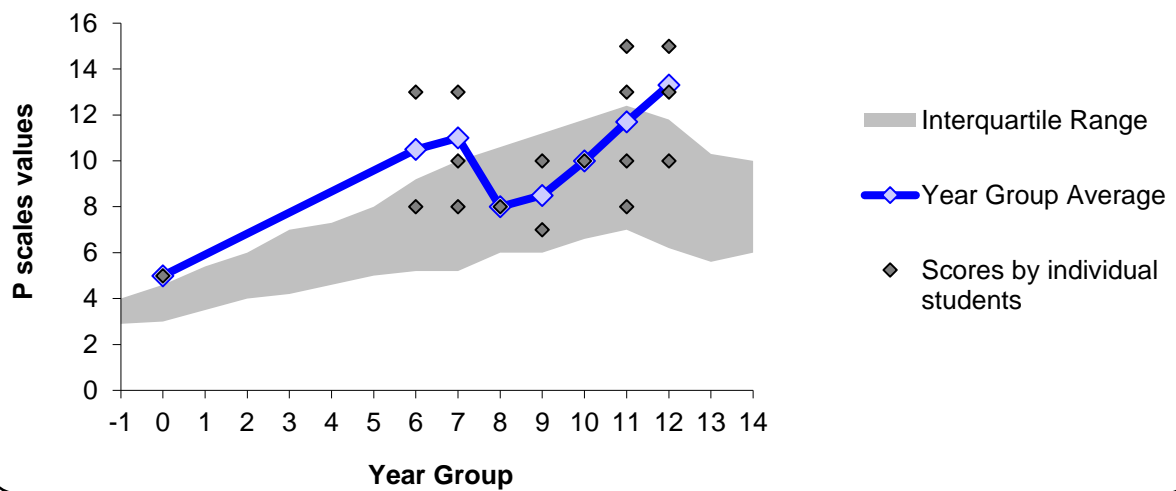
P scales: Writing - SLD (2013)



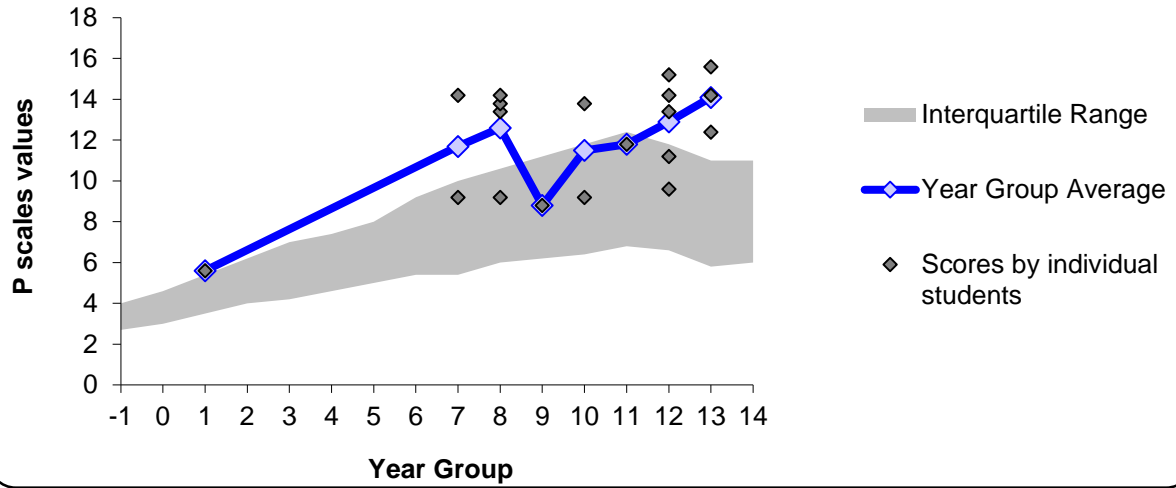
P scales: Writing - SLD (2014)



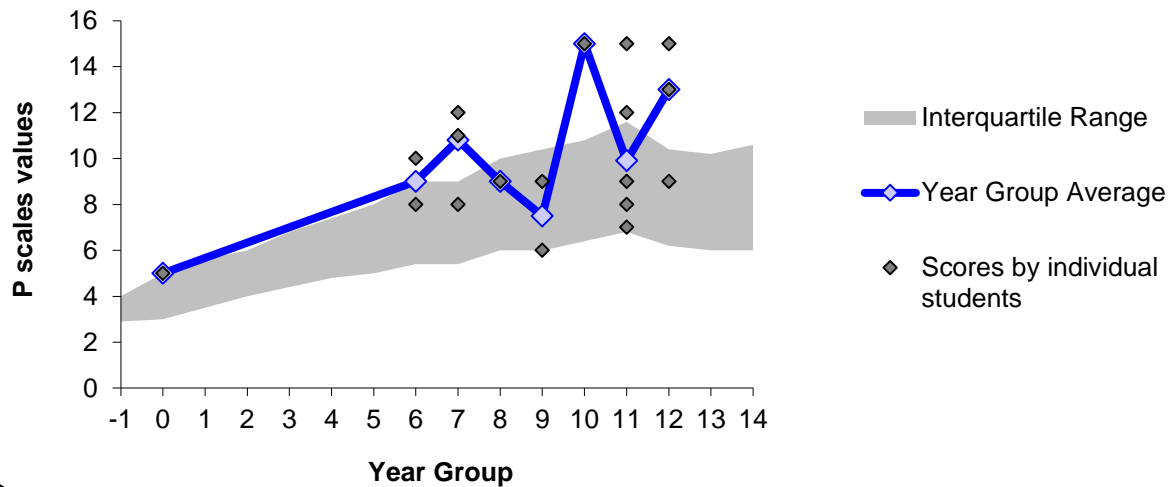
P scales: Using and Applying - SLD (2013)



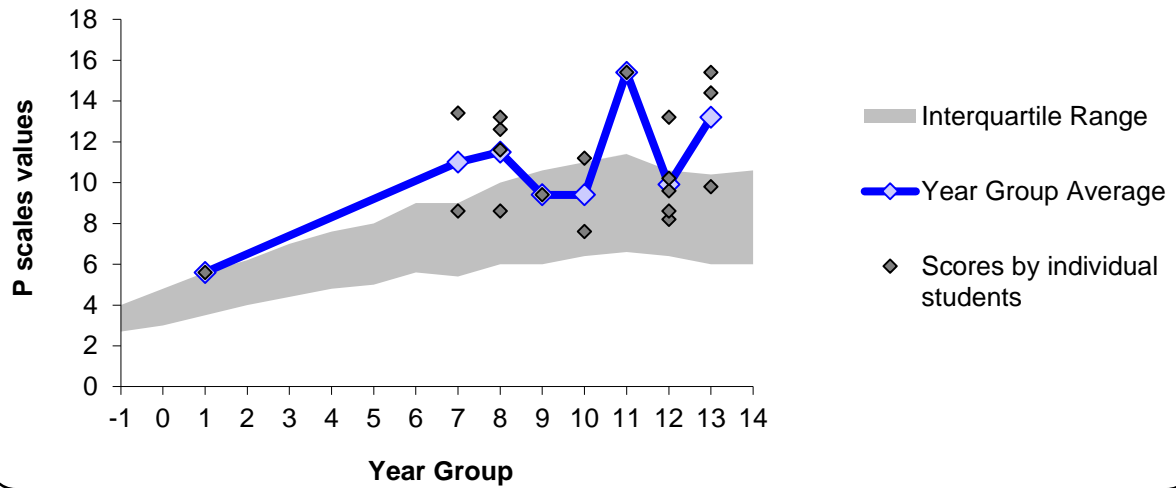
P scales: Using and Applying - SLD (2014)



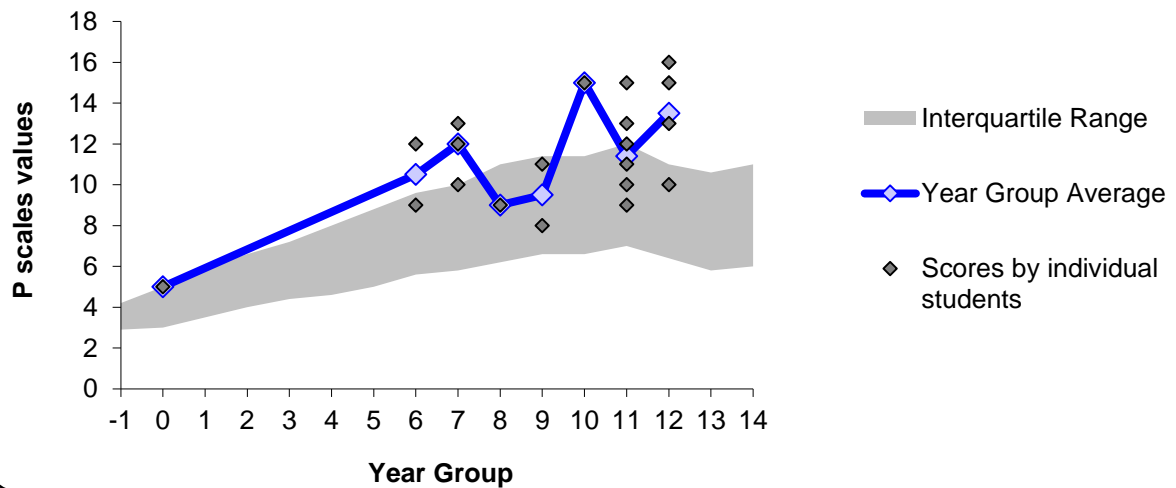
P scales: Shape, Space and Measures - SLD (2013)



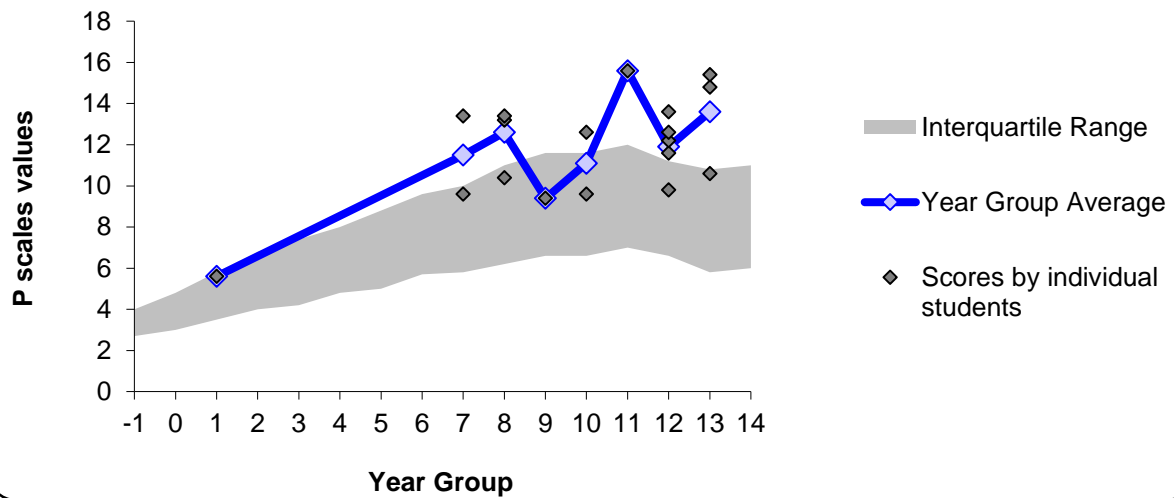
P scales: Shape, Space and Measures - SLD (2014)



P scales: Number - SLD (2013)



P scales: Number - SLD (2014)



The tables below correlates the data that is shown on the graphs above.

SLD	Within the inter-quartile range 2013	Within the inter-quartile range 2014	Above the inter-quartile range 2013	Above the inter-quartile range 2014	Below the inter-quartile range 2013	Below the inter-quartile range 2014
Speaking and Listening	6 learners	4 learners	5 learners	6 learners	5 learners	4 learners
Writing	8 learners	7 learners	8 learners	11 learners		
Reading	7 learners	6 learners	12 learners	14 learners		
Using and Applying	9 learners	7 learners	7 learners	12 learners		
Shape, Space and Measure	9 learners	9 learners	8 learners	10 learners		
Number	9 learners	7 learners	10 learners	9 learners		



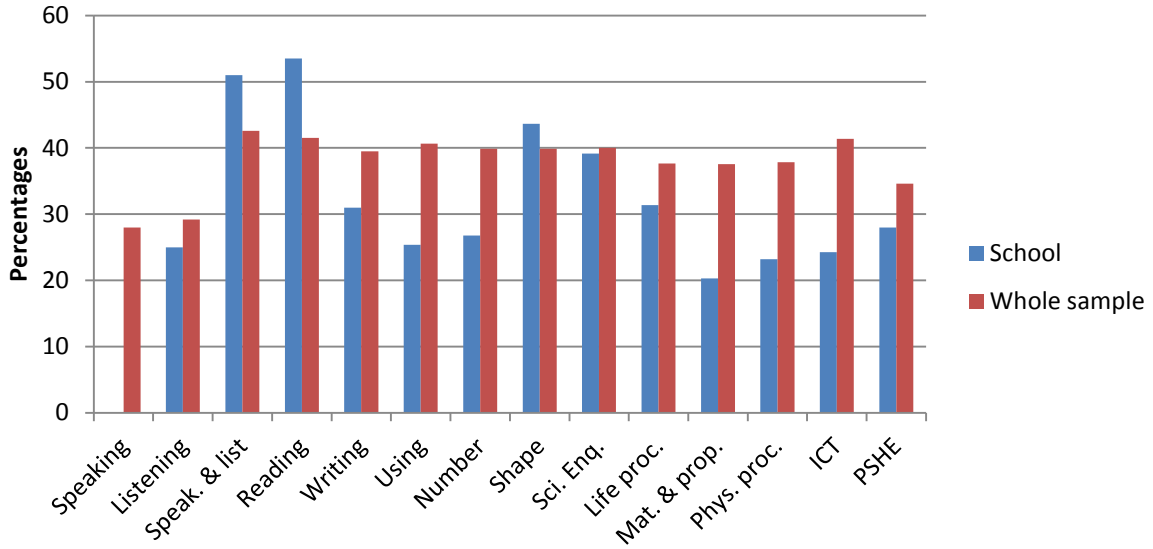
PMLD	Within the inter-quartile range 2013	Within the inter-quartile range 2014	Above the inter-quartile range 2013	Above the inter-quartile range 2014	Below the inter-quartile range 2013	Below the inter-quartile range 2014
Speaking	4 learners	5 learners	2 pupil	3 learners	2 learners	1 learner
Listening	4 learners	5 learners	2 pupil	3 learners	2 learners	1 learner
Writing	4 pupil	5 learners	4 learners	5 learners	2 learners	1 learner
Reading	4 learners	5 learners	4 learners	5 learners	2 learners	1 learner
Using and Applying	4 learners	6 learners	4 learners	5 learners	3 learners	1 learner
Shape, Space and Measure	4 pupil	6 learners	4 learners	5 learners	3 learners	1 learner
Number	4 learners	6 learners	4 learners	5 learners	3 learners	1 learner

The results for 2014 show an increase in all areas for both SLD and PMLD, there are more pupils above the interquartile range and above the year group average by a number of levels. We continue to have 1 learner in our PMLD group whose results are below the interquartile range, we are aware of which pupil this is and are seeking further support for them, through the use of new technologies and through training for staff.

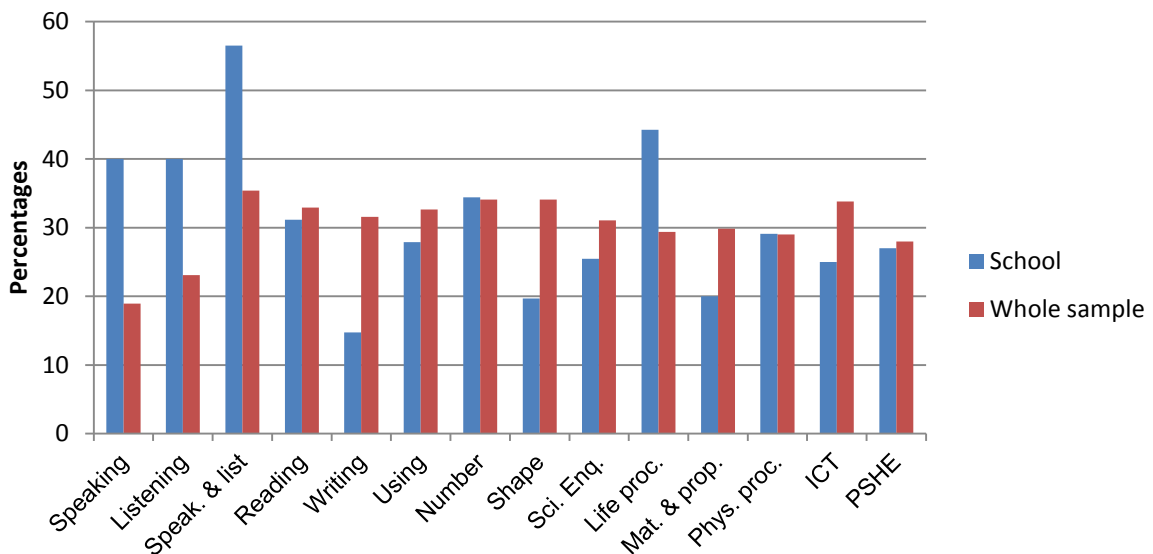
The information shown on the graphs below displays how many learners have made at least one P-scale level of progress over the year. The following information is detailed:-

- For Speaking and Listening, Reading and Shape our results are above the comparative average in 2012, in 2013 there continues to be above average results in Speaking and Listening and number.

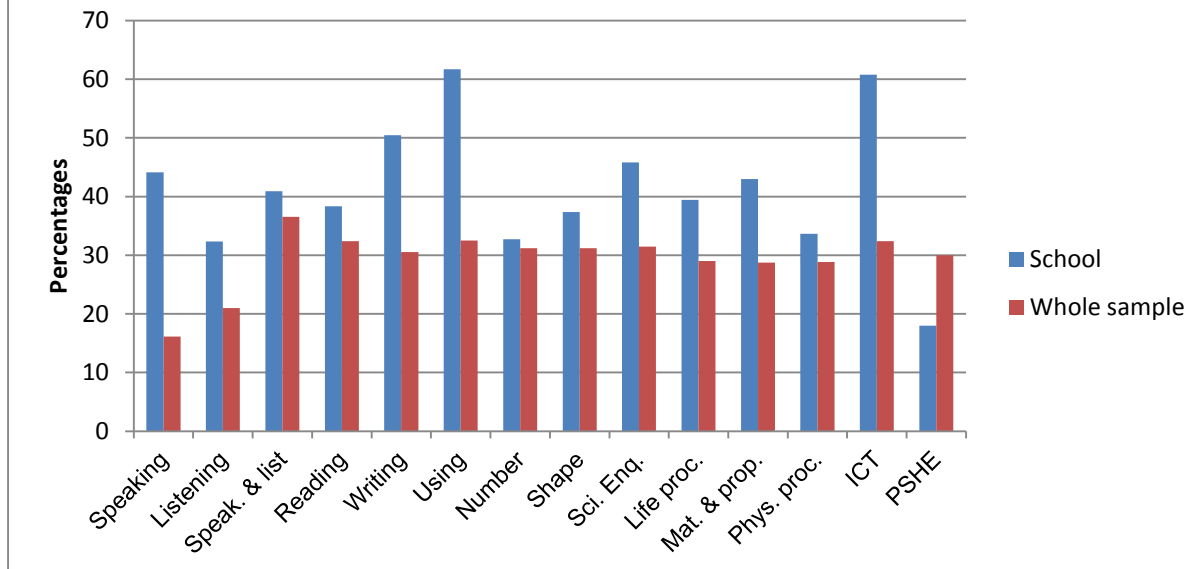
**Percentages of learners that progressed by at least one P level in each subject in 2012 compared with the whole comparative.**



**Percentages of learners that progressed by at least one P level in each subject in 2013 compared with the whole comparative.**



## Percentages of pupils that progressed by at least one P level in each subject in 2014 compared with the whole sample



Our results in 2014 are really encouraging we are considerable above the sample average for a least one P level in most areas of the curriculum

The table shown below shows the way in which we can track the progress of individual learners using B-squared, we are able to see that learners can make progression in small steps using tracking sheets these can be seen in Appendix 1. We use the information on these tracking sheets to find the percentage of learners who have made Expected, Good and Outstanding progress as measured against our agreed percentage increases in B-squared. We have also referenced graphs that are taken from B-Squared showing pupil's progress in a different format over time, as detailed in the following English and Mathematics subject areas which are calculated from our own tracking data.

### English results

Reading	Percentage of learners 2012	Percentage of learners 2013	Percentage of learners 2014
Less than expected progress		0	4%
Expected Progress	7%	24%	28%
Good Progress	16%	10%	18%
Outstanding Progress	77%	66%	50%

Writing	Percentage of learners 2012	Percentage of learners 2013	Percentage of learners 2014
Less than expected progress		4%	4%
Expected Progress	17%	17%	21%
Good Progress	20%	10%	14%
Outstanding Progress	63%	69%	61%

Listening/Speaking	Percentage of learners 2012	Percentage of learners 2013	Percentage of learners 2014
Less than expected progress		4%	4%
Expected Progress	10%	13%	25%
Good Progress	27%	4%	11%
Outstanding Progress	63%	79%	60%

#### Maths results

Number	Percentage of learners 2012	Percentage of learners 2013	Percentage of learners in 2014
Less than expected progress		0	5%
Expected Progress	11%	20%	21%
Good Progress	20%	17%	12%
Outstanding Progress	66%	63%	62%

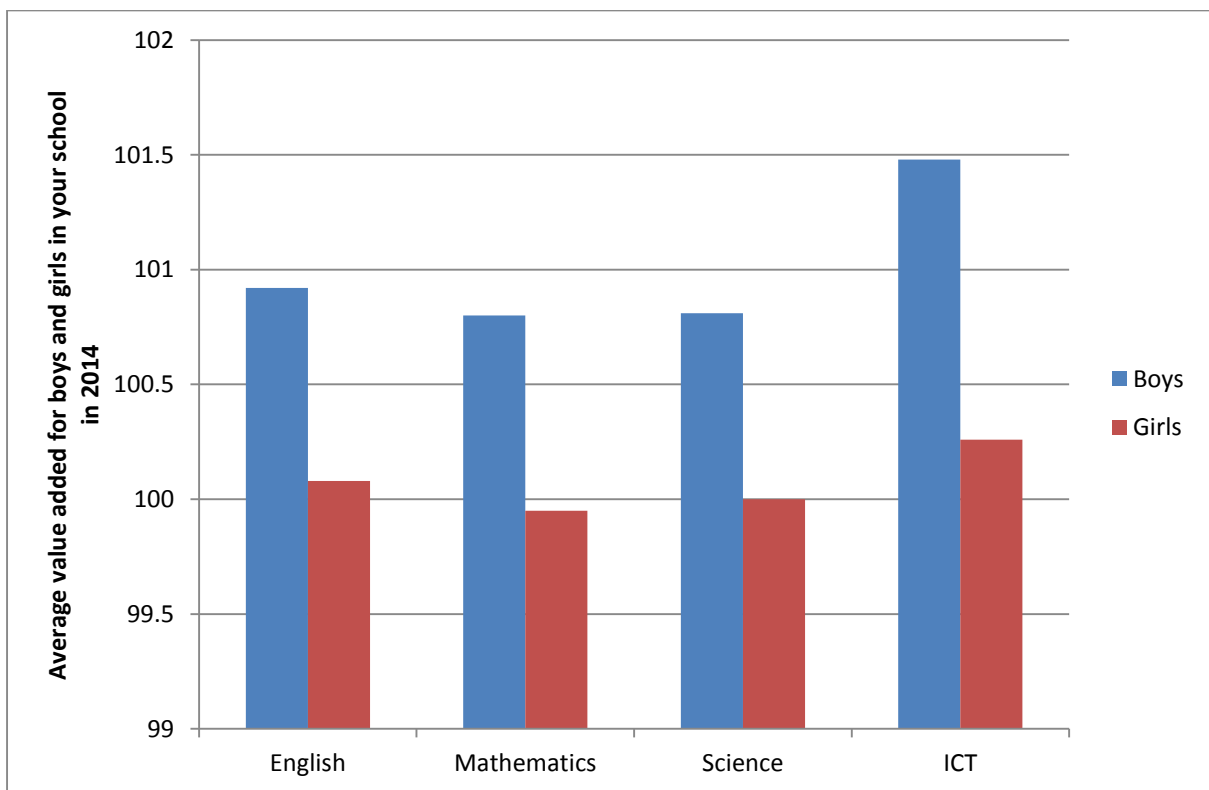
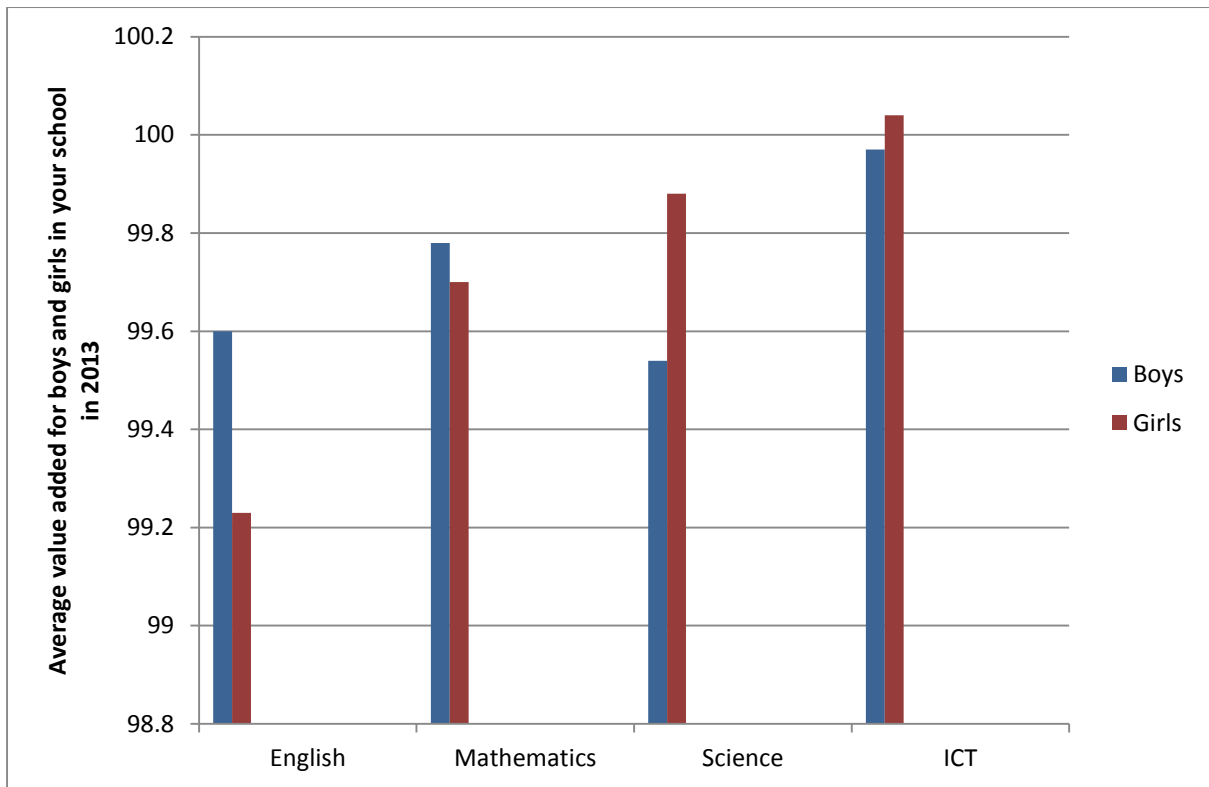
Using and Applying	Percentage of learners 2012	Percentage of learners 2013	Percentage of learners 2014
Less than expected progress		10%	11%
Expected Progress	23%	31%	30%
Good Progress	23%	10%	12%
Outstanding Progress	55%	49%	46%

Shape, Space and Measure	Percentage of learners 2012	Percentage of learners 2013	Percentage of learners 2014
Less than expected progress		7%	10%
Expected Progress	19%	17%	17%
Good Progress	19%	7%	10%
Outstanding Progress	61%	69%	63%

The results for 2014 show a slight increase in the number of pupils that are showing less than expected progress, this has been partially due to one child's result, they have been educated at a different establishment for a long period of time and therefore has not been working towards the targets that have been set for them. This has been combined with the results of some of our younger pupils who have been base lined in September, they have since benefited from being in school, and therefore we are confident that their results will have improved significantly.

It is our intention not to include new starters in our results in future so to ensure that the results are not influenced by pupils who have not benefitted from our schools interventions and learning environment.

The results shown in the graphs below shows only minimal differences between boys and girls in both English and Maths, the differences that are shown do not indicate the need to change the personalised approach that we have to learning which is not influenced or changed by the child's gender. The approach to assessment of interpretation of methodology we use is validated by the assessment of learners needs showing that there are no discernible differences enabling us to address appropriately support every learner.



**Pupil Premium Results**

In September 2013 we began a project to analysis data that would show how we have used our Pupil Premium money. We have read widely around the subject using this information and the knowledge that we have of these learners to source an assessment which would reflect the impact of the priorities we have identified. We have prioritised the use of some funds to support curriculum areas such as cooking, materials for art technology, social inclusion etc, however in line with research that shows one of the best uses of these funds is in the support of Meta-cognition (awareness and understanding of one's own thoughts) we plan to further develop our assessment for learning and emotional literacy resources and teaching methodology to ensure that all our target groups of learners, develop their overall emotional scores for some groups and overall self-esteem scores for others. For the purpose of this data each child has been given a letter to represent them so that their results remain anonymous.

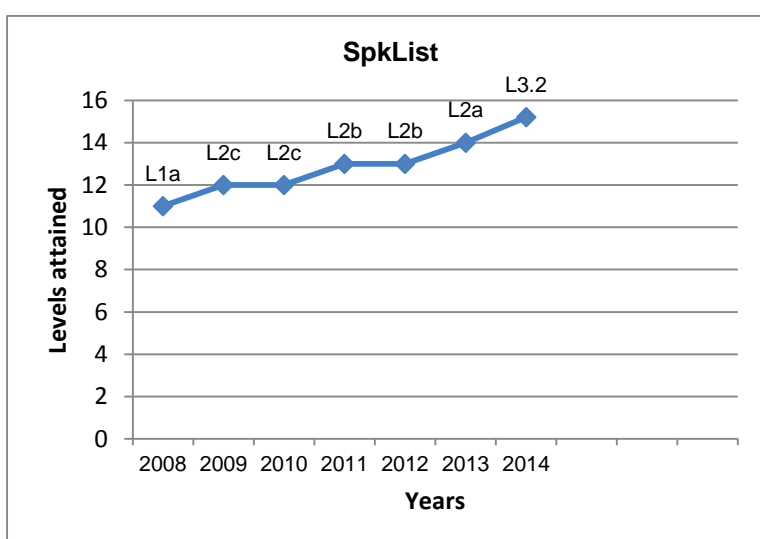
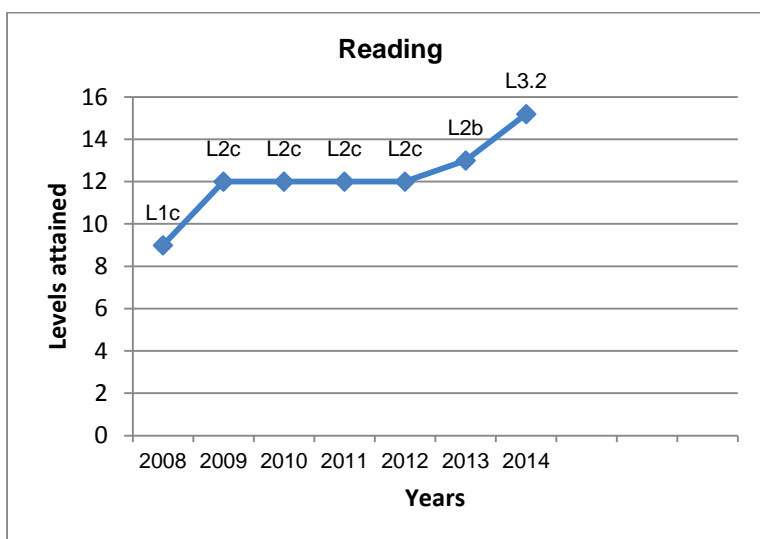
	Learners completing Emotional Literacy baseline score 2013 independently using Emotional Literacy assessment and intervention 7-11yrs	Emotional Score 2014 independently using Emotional Literacy assessment and intervention 7-11yrs
Child A	85	90
Child B	69	78
Child C	61	77
Child D	68	80
Child E	56	63
Child F	70	79
Child J		77
Child G		68

For those learners that could not complete the above assessment independently staff completed their assessments on their behalf through interpreted understanding based upon their depth of knowledge of each individual the results are shown in the table below.

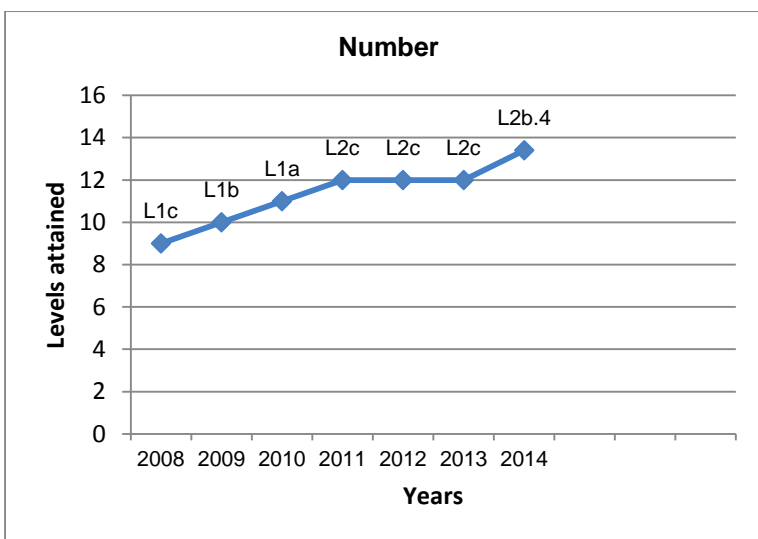
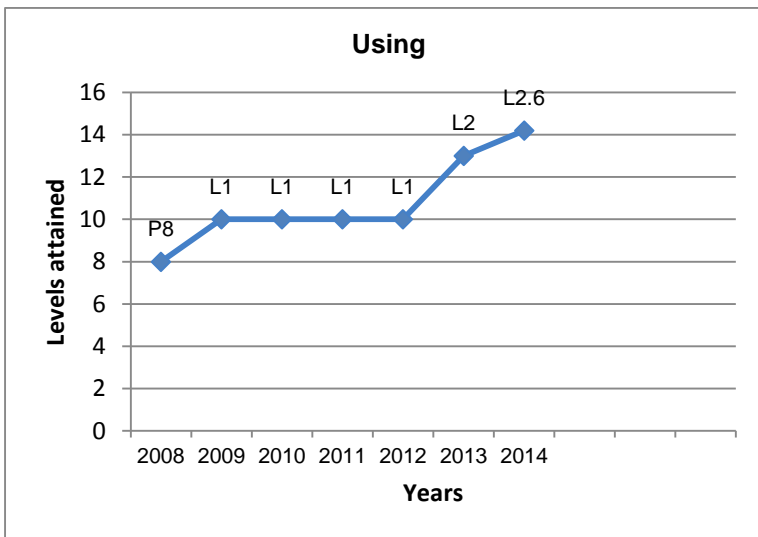
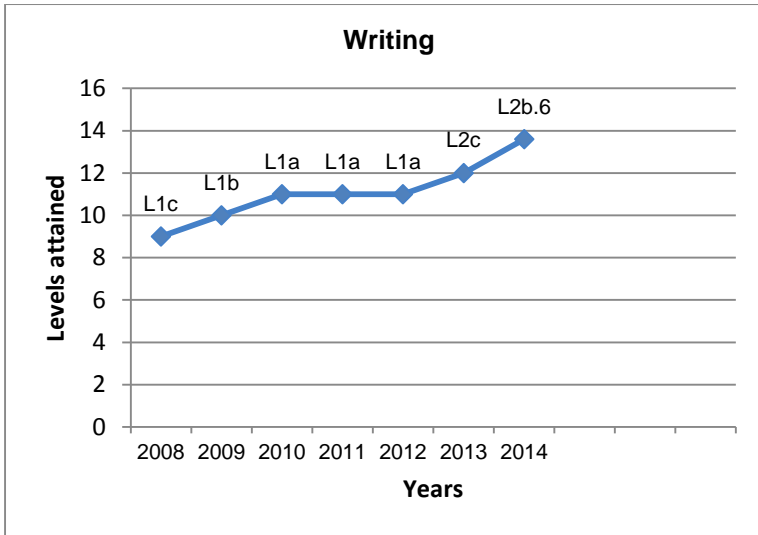
	Overall self-esteem score 2013	Overall self-esteem score 2014
Child G	35	Now able to complete above test

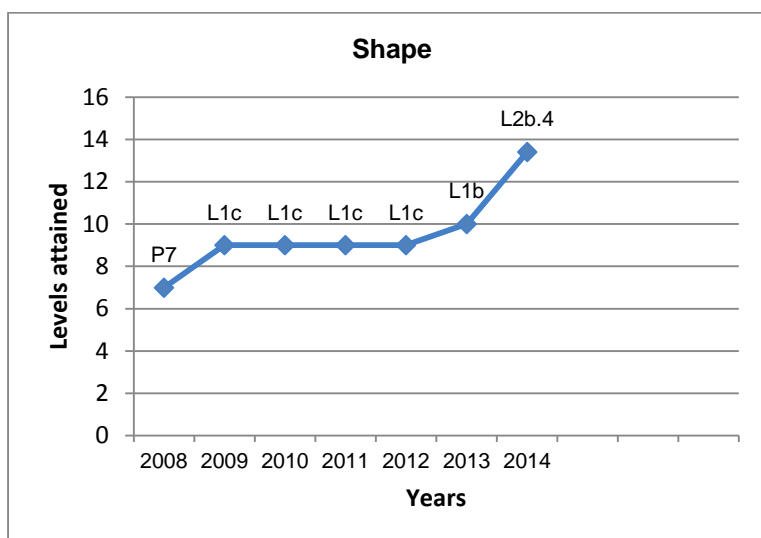
Child H	11	18
Child I	23	31

The Durham University project also enables us to see how individual pupils are progressing individual in each subject area, this includes the science subjects and each area of English and Maths and we refer to these graphs to ensure that our target setting reflects the abilities of each child and the progress that they have made over time. Some examples of these graphs are shown below:-









These results have informed our School Improvement Plan ensuring that we plan for strategic changes across school which will support improved attainment.

Overall the majority of the data for both SLD and PMLD learners tells us that within English, the proportion of learners are making Good to Outstanding progress in Reading and Speaking and Listening, however the levels for Writing fall within the Expected or Below expected result.

The Maths data shows that the learners are making Good to Outstanding progress in Shape, Space and Measure, however the levels for Number and Using and Applying are falling into the Expected or Below expected result.

The following are last year's priorities, I have stated how they have been addressed under each priority:-

1. To develop the teaching of writing through focussed lesson observations, demonstration lessons and twilight training sessions, ensuring that there is a consistent approach to writing across school, with a focus on imaginative and functional writing, including poetry and letter writing.

The teaching of writing has developed we have used our writing programme to ensure that all pupils consistently access writing lessons, this means that 50% of our pupils are making 1 or more P Scale level in a year, whereas previously it was 15%, compared to the sample average.

2. To further develop the teaching of the use of mathematical knowledge in everyday activities such as our Business and Enterprise work, ensuring that learners apply the skills that they have developed during their Maths lessons at other times and

to assess the consistency of this approach through focussed lesson observations, demonstration lessons and twilight training sessions.

This year all our pupils have developed their use of mathematical skills in every day settings, with 63% making at least 1 P Scale of progress since last year as compared to the sample average.

3. To ensure that we use the analysis of our whole school data to target the areas that we have highlighted as needing development, using this in the planning of lessons will ensure that these areas are stronger when we analysis our data for 2013-2014.

We have developed further our use of data to inform planning, the school now has a uniform planning format across school and the use of log books has enabled us to use observational data more accurately to inform the levels at which we assess the pupils.

4. To continue to support effective curriculum co-ordination through subject co-ordinators ensuring that consistency of practice is supported by their focussed observations of others lesson's in the subject for which they have lead co-ordinator responsibility. Additionally for subject co-ordinators to arrange demonstration lessons both to share best practice and to support a consistency of practice across school for the subject for which they hold lead responsibility. We have been able to share good practice through our lesson observation schedule, subject leads have ensured that they note the teaching of their subject and how this could be improved further in lessons.

#### Targets for 2014-2015

1. For the assessment co-ordinator to address the changes to assessment and how the school can continue to collect meaningful data that can be analysed to inform teaching.
2. For class leads to address the slight dip in reading results, looking at the further development of teaching of understanding of texts once the pupils have developed reading fluency in the higher levels of the curriculum.
3. For subject leads to address the changes to the national curriculum, looking at their subject results from this year, ensuring that the new guidelines are addressed within the planning for each child

# Appendix 1

Example of school tracking sheet

The Grove School

Name of Pupil .....

Date.....

SUBJECT	Yr R/1		Yr 1/2		Yr 2/3		Yr 3/4		Yr 4/5	
	L%	TL	L%	TL	L%	TL	L%	TL	L%	TL
L=current level TL = target level										
Speaking										
Listening										
Reading										
Writing										
Number										
Shape/Space/Measure										
Handling Data										
Using/Applying										
Life Processes										
Physical Processes										
Materials/Properties										
Scientific enquiry										
History										
Geography										
Art										
Design Tech										
Music										
PE										
ICT										
PHSE										

**Appendix 2**

**School Report**

**For**

**Annual Review of Statement Meeting**

**Monday 20<sup>th</sup> Child A, 2014 - 11.00 a.m.**

Child A DOB: 25.07.06



Year Group: Y3 - 7/8 yrs

Key Stage: 2

Class: Two

### Multi-professionals currently involved

Headteacher/ SENCO- Mrs Elizabeth Brown

Class Lead - Mrs Amanda Williams

School Nurse - Mrs Kerry Thompson

Speech and Language Therapist - Mrs Sue Emery

Consultant Paediatrician - Dr Johnny Cardwell

Paediatric Dietician - Mrs Linda Henderson

Short Break Care at Barndale - Mrs Susan Ghulam

Local Authority - Mrs Pauline Stavely SEN Officer  
And his class and our whole school staff teams.

### Summary of Progress and Success

Child A has made very good progress across his curriculum, which in some areas has been outstandingly excellent achieving two levels of progress over the past year within writing and reading and has made an amazing three levels of progress within I.C.T.

Child A has enjoyed visiting local beaches when learning about 'Our Coastline' he has been very creative using some driftwood which he helped to collect by most recently making a driftwood Christmas tree which is displayed on the classroom wall. Whilst learning about Northumberland's History, Child A joined with his class group to run down the famous Branxton Hill where the Battle of Flodden happened 500 years ago.

We were very proud of Child A when he joined with the whole school to see the 'Lion King' at Edinburgh Playhouse, he coped very well with the large crowd and with the noise and busyness of the performance. There was silence in the theatre, the lights were lowered and the stars appeared in the sky down on the stage, Child A was so sweet when he stood up where he had been sitting and sang Twinkle, Twinkle Little Star just before the performers on the stage sang their song. School staff who were sitting in the audience a few rows in front of Child A said it was so lovely to hear his voice. This was a great achievement for Child A as we have been trying to get him to sing a rhyme all the way through during his learning time in class, without success.

## Social Education

<b>P.H.S.E</b> Level P4 - 45% 2013  Level P5 - 62% 2014	Child A has made good progress and can now: <ul style="list-style-type: none"><li>• initiate some interactions with others</li></ul>
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Child A has had a very settled year in school, his developing social interactions and increasing use of PECS are enabling him make his wants and needs understood more easily, which is having a positive effect on his tolerance of others. There are times however, when he continues to be angry if someone moves into his space and he is not finished what he is doing. He will put his head down and push his hands out and very clearly say "no". Although this may seem a negative interaction it is also a positive step for Child A who is now able to verbalise his feelings at a very emergent stage. Child A is giving more eye contact and is initiating many more social interactions throughout his day, these interactions are very much through gesture and body language, although he is beginning to use key words to make himself understood e.g. he will say paper if he wants to draw. Child A is becoming more confident when using his PECS to develop a sentence and can now ask for an object asking for a specific size and colour.

Child A has begun to seek out the company of others and will often come and sit very close, is often now taking an adults hand and will spontaneously give an adult a cuddle.

Child A is following his Occupational Therapy programme which is an intrinsic part of his school day, he is able to access sensory experiences as part of his bespoke curriculum which enables him to develop his self-regulation skills anytime he is at a heightened level of sensory arousal.

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### Review of targets agreed for the previous year:

**For Child A with support to be able to develop a sensory strategy which will enable him to self-regulate his behaviour by finding a way of seeking out the stimulus he needs to help him feel secure without becoming distressed.**

Child A's class team worked closely with Liz Anne Davidson who developed a sensory diet for Child A to enable him to access sensory snacks throughout his day. Child A has been more settled over the past year and has had less need to seek sensory stimulus to enable him to feel secure and be calm. If Child A is distressed staff will now say "Child A wants...." and Child A will add the last word, this has reduced his frustration levels greatly.



**For Child A to continue to develop his communication through the use of PECS and for him to initiate a minimum of two communications daily.**

Child A is continuing to develop his communication and the use of PECS prompts him to attempt to say new words. He is continuing to practice initiating communications and now gives good eye contact when he wants to interact with someone. He is now very cuddly and will actively seek opportunities to interact with others, he is unsure how to begin a spoken conversation but now realises that if he gets an adults attention that they will begin talking with him.

**For Child A, with support, to be able to develop/accept a strategy which will help him at transition times throughout his day, helping to make a smoother start and finish to his school day.**

Child A is now able to make smoother transitions throughout his day with the use of his visual timetable to enable him to see where he is going to next. His visual timetable was very useful when he visited the Playhouse in Edinburgh to see the Lion King. He had his timetable of events to show him what was going to happen and he was very happy and enjoyed his experience.

Targets for the forthcoming year:-

1. For Child A to further develop his use of PECS so that he is able to use the connective 'and' on his sentence strip which will give him more choice within his day.
2. For Child A to be able to play with one other child without direct support from an adult.
3. For Child A to reduce the amount of sensory snacks that he needs within his day by replacing at least one of these sessions with a more academic activity, which will be carefully monitored to ensure Child A is still able to stabilise his sensory needs.

Personal and Moral Education

<p><u>Citizenship</u> Level P3(ii) - 33% 2013 Level P3(ii) - 44% 2014</p>	<p>Child A can now:</p> <ul style="list-style-type: none"> <li>• use his emerging communication skills to include others in his world</li> </ul>
<p><u>PHSE</u> Level P4 - 45% 2013</p>	<p>Child A has made good progress and can now:</p>

Level P5 - 62% 2014	<ul style="list-style-type: none"> <li>• make simple requests using PECS and his emerging verbal communication</li> </ul>
<u>Self Help</u> Level P5 - 74% 2013 Level P6 - 74% 2014	Child A has made good progress and can now: <ul style="list-style-type: none"> <li>• sit still for longer periods of time when joining in a non-structured activity</li> </ul>

Child A loves spending time outside, he now enjoys playing on his tricycle and is developing his balance and is able to independently wheel his scooter. Child A is also beginning to take notice of the other children in his class group and will often walk through the middle of a game of football and kick the ball, although not in any general direction and not towards another pupil.

Child A has been to Poland to visit his doctor and has had some specific tests undertaken on his nose, these tests have been followed up by specialist appointments here with both the Ear, Nose and Throat and Allergy specialists which will be detailed in Mrs Thompson's medical report.

Child A continues to follow his specialist diet although he is now able to eat a wider range of foods. Child A is just beginning to try some school lunches, which with the help from our school cook, can be prepared in a way that Child A is able to join with the whole school to eat a very similar meal to his friends.

Child A is becoming more confident at asking to use the toilet, he goes independently when he is in the classroom, Child A is very good at flushing the toilet and washing his hands, however, staff need to shadow Child A when he goes to the toilet as he will often open his bowels and is not yet able to wipe his own bottom. When out of school staff take the toilet symbol with them to prompt Child A to ask when he needs to go to the toilet. Mrs A made the suggestion of having a toilet symbol which could be attached to Child A so that he would be more independent, we will try this strategy and continue to teach Child A the skill of wiping his bottom after using the toilet.

Child A now accesses some respite care with Barndale Short Breaks, he has gradually built up his visits and now stays for a whole weekend. He comes into school on a Monday morning straight from Barndale, he is very happy with this transition and shows contentment with the arrangements by his calm demeanour.

Review of targets agreed for the previous year:

**For Child A to re-join with his class group for his swimming lessons at the Swan Centre and for him to become more confident in the water.**

Child A has re-joined his class group for swimming and is now able to swim a width of the swimming pool without armbands. He continues to need adult support swimming alongside him in the water to further develop his swimming technique and for ongoing reassurance to further build his confidence.

**For Child A to be able to share an adult with one other child in a turn taking situation.**

Child A is continuing to develop this skill, he is using a turn taking board to show him when it is his turn. He is beginning to take turns with an adult but as yet is not happy to include a third player into his game.

**For Child A to be able to complete six activities on his working towards strip, three being structured table based activities and three play activities.**

Child A really enjoys the structure of his learning boxes and will work independently to complete them. He is now able with encouragement to leave his familiar routine and have a play break throughout his activities. By adding a play break into his learning routine, Child A's social interactions are developing and he is more willing to try some new activities.

Targets for the forthcoming year:-

4. For Child A to be able to participate independently for up to five minutes within his P.E. sessions by following clear instructions e.g. "pass ball"
5. For Child A to show a 20% percentage progression within number
6. For Child A to be able to take care of all of his toileting needs independently including being able to wipe his bottom.

### **Subject Specific and Functional Skills Achievements**

Child A is following an appropriately individualised curriculum which is personalised to meet his specific learning needs.

Themes followed since last review:

Spring 2013	Light and Sound
Summer 2013	Our Coastline
Autumn 2013	Northumberland's History

The percentage levels are supported by assessment using 'B' Squared materials.

<p><b>English</b></p> <p><u>Listening/Receptive Language</u></p> <p>Level P4 - 25% 2013 Level P5 - 63% 2014 (Communication)</p> <p><u>Speaking/Expressive Language</u></p> <p>Level P4 - 58% 2013 Level P5 - 50% 2014</p>	<p>Child A has made very good progress in his listening/receptive language progressing more than a whole level in one year and can now:</p> <ul style="list-style-type: none"> <li>• give eye contact when interacting with others</li> </ul> <p>Child A has made very good progress in his expressive language progressing almost a whole level over this past year and can now:</p> <ul style="list-style-type: none"> <li>• say some recognisable nursery rhymes</li> </ul>
<p><u>Reading</u></p> <p>Level P4 - 74% 2013 Level P6 - 67% 2014</p>	<p>Child A has made exceptional/excellent progress in his reading progressing through two levels in one year and can now:</p> <ul style="list-style-type: none"> <li>• point to named objects in a story</li> <li>• use his finger to point at words as he is reading</li> </ul>
<p><u>Writing</u></p> <p>Level P7- 41% 2013 Level 1C - 36% 2014</p>	<p>Child A has made wonderfully excellent progress in his writing over the past year progressing through two levels in one year.</p> <p>Child A can now:</p> <ul style="list-style-type: none"> <li>• use writing to add meaning to a picture</li> </ul> <p>Child A can now:</p> <ul style="list-style-type: none"> <li>• Write his whole name independently</li> </ul>
<p>Mathematics and cognition</p> <p><u>Using and Applying</u></p> <p>Level P5 - 33% 2013 Level P5 - 54% 2014</p> <p><u>Shape Space and Measure</u></p> <p>Level P5 - 56% 2013 Level P6 - 36% 2014</p>	<p>Child A has made good progress and can now:</p> <ul style="list-style-type: none"> <li>• sort out objects into big and little</li> <li>• give a named colour</li> </ul>

<u>Number</u> Level P4 - 50% 2013 Level P5 - 42% 2014	<ul style="list-style-type: none"> <li>• join in with simple finger games</li> </ul>
<u>Science</u> Level P4 - 55% 2013 Level P4 - 62% 2014	Child A can now: <ul style="list-style-type: none"> <li>• relate everyday sounds to specific events and activities</li> </ul>
<u>Design and Technology</u> Level P5 - 42% 2013 Level P5 - 64% 2014	Child A can now: <ul style="list-style-type: none"> <li>• use simple tools with play dough</li> </ul>
<u>I.C.T</u> Level P5 - 59% 2013 Level P8 - 71% 2014	Child A has done exceptionally well making excellent progress through three levels and can now: <ul style="list-style-type: none"> <li>• drag and drop an object on the screen</li> <li>• select a program from the desktop</li> </ul>
<u>History</u> Level P4 - 52% 2013 Level P5 - 80% 2014	Child A has made very good progress more than one whole level and can now: <ul style="list-style-type: none"> <li>• show an awareness of his daily routines</li> <li>• follow his visual timetable</li> </ul>
<u>Geography</u> Level P3(ii) -68% 2013 Level P5 - 30% 2014	Child A has made excellent progress more than one whole level and can now: <ul style="list-style-type: none"> <li>• use his PECS board to say what he has seen when he is out on the mini-bus</li> </ul>
<u>Art, Craft</u> Level P5 - 66% 2013 Level P6 - 60% 2014	Child A has made very good progress almost a whole level and can now: <ul style="list-style-type: none"> <li>• mix two colours to make a different colour</li> </ul>
<u>P.E.</u> Level P3 (ii)-65% 2013 Level P4 - 60% 2014	Child A has made very good progress almost a whole level and can now: <ul style="list-style-type: none"> <li>• chase and kick a ball</li> </ul>
<u>Spiritual, Cultural, Music and R.E</u>	Child A can now: <ul style="list-style-type: none"> <li>• with support, experience the cultures, religions and music from his own country and other</li> </ul>

	countries around the world, including participating in the Church Service at Christmas, experiencing the light celebration of the Jewish Faith, Hanukkah and joining in with the very sensory experience when Krishna came to share her Hindu faith .
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Child A's next learning targets are detailed in his Individual Education Plan.

School Report

For

Annual Review of Statement Meeting

Thursday 6<sup>th</sup> March, 2014 at 1.30am

Name/DOB: Child B, 11.06.02

Address:

Year Group: 7 11-12yrs

Key Stage: 3

Class: 3

### Multi-professionals currently involved

-Headteacher/SENCO - Mrs Elizabeth Brown

-Class teacher - Mrs Penny Derries

-School Nurse - Mrs Kerry Thompson

### Summary of Progress and Success

Child B has had a really great year, she is happy and settled with her new timetable, this timetable means that she is now at The Grove School full time and has enjoyed being with her friends in the afternoons, going to The Swan Centre and spending time producing goods for the class business. The progress she has made reflects how settled she is, she has made progress with her spelling and has moved from a level 2c to level 2a with her mathematics. Child B's mathematical skills are also developing she is now more confident with her tables and telling the time in hours using both analogue and digital clocks. Child B has a wonderful imagination and loves to write stories using these ideas, she has also written an excellent narrative poem and is becoming so much more confident with presenting her work to an audience.

Child B has really enjoyed our class trips she loved visiting the Playhouse in Edinburgh to see the Lion King, the puppets fascinated her and she sang along with the famous songs from the musical.

### Social Education

PHSE: 1a 20% 2012, 2c 57% 2013, 2b 25% 2014
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Child B is a more confident, relaxed and outgoing young person, she has really enjoyed being full time at The Grove School and is very popular with all her class mates and the wider community of the school. Child B shows compassion to others trying hard to ensure that all the class are included in different events and activities. We have ensured that she has joined with the girls from the senior class to enjoy different break times that have involved listening to music together and looking at different magazines and



catalogues discussing fashion and other areas of interest that she may not get at other times as she remains the only girl in the class group. This option is open to her, however if the weather is good she will often choose to stay with her class mates and go out to play in the yard, as she enjoys nothing better than a good game of Dodge Ball. Child B has progressed more than a whole level in PHSE over the past year.

Child B takes great pride in her work; she loves to complete a task well and to ensure that it is presented to the best of her ability. In the past we found that she was reluctant to finish a task if she was unhappy with any aspect of the work she had already done, however as her resilience has increased she has been able to see that the first attempt at a task may not look the way she would like, but that she can further develop from this starting point and that the finished piece of work can be better because of the learning that she has achieved through the mistakes she may have made.

Child B has enjoyed visiting different places locally she loves to look at the changes that occur through the seasons and has really enjoyed visiting local beaches to see the waves and the sea front when there are different weather conditions. She had such a wonderful day the day we went to Beadnell Beach even if she did get very wet! She has been discussing the residential holiday to the Calvert Trust at Kielder and is really looking forward to it, we will ensure that she is aware of the staff that will be supporting her and the children who will be sharing her accommodation, this will mean that she is prepared and happy with what will happen when she is there.

Review of targets agreed for the previous year: -

**For Child B to understand that the changes that she experienced during her transition to Year 6 will continue through her school career, developing her resilience so that with each year change she needs less support.**

Child B still finds change difficult, she needs to be prepared carefully for changes that take place which staff do, using their experience and knowledge of Child B's needs. The importance of developing her resilience continues, she has had some difficult family situations to deal with over this last year and we have supported her through these and hope that once things are a little more settled we will be able to continue with some lessons that will help her further develop her resilience.

**For Child B to develop her independence skills so that she feels confident to take part in different activities in a variety of settings that may include spending time with pupils that she does not know very well and with adults that are less familiar.**

Child B still prefers to work with and be with people that she is familiar with, she has joined a lunch time club that includes some pupils from other classes and seems to have enjoyed this experience and is becoming more relaxed with this group. We will continue to work on developing small steps to working with larger groups, this we hope will help Child B expand her friendship group and be ready for any moves that she may make in the future.

**For Child B to take on different roles and responsibilities such as class jobs when we move into the new classroom; to develop her understanding of responsibility and that there will be times that these jobs are not as interesting as ones that she would choose to do.**

Child B has really enjoyed being in her new classroom, she loves the bright space and the new furniture. Child B will complete tasks when she is asked to and will now volunteer to carry out a task, helping others with what they need to do. Her willingness to help means that staff will often ask her to take on roles of responsibility, this is something that she enjoys and she will rise to the challenge, showing her growing confidence and maturity.

Targets for the forthcoming year: -

1. For Child B to be able to further develop her skills to manage her emotions positively at times that she may find difficult so that she can cope well with situations that may not have been of her choosing, for example being in a group that she may be unsure of, this will support her to develop her skills of resilience and positive self-coping strategies to further develop her comfort zone to enable Child B to comfortably broaden her life experiences, to be more relaxed and less anxious about changes and to enjoy an increasing breadth of experience therefore enhancing her quality of life, which will help Child B with known changes to her current class group and when she changes class group.
2. For Child B to try to complete different problem solving activities with support, gaining the skills required to complete these tasks and over time being able to do so with less support, so that she can be as independent a learner as possible.
3. For Child B to work as part of a team planning what seeds to plant in our raised beds, looking at the produce that will be required to make jam, jelly and chutney to be sold as part of the class enterprise project.

Personal and Moral Education

Citizenship: 1a 81% 2012, 2c 3% 2013, 2b 35% 2014
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Child B can be an independent learner who will try her best to complete a task on her own as long as this task has been explained clearly first, there continue to be times when she will ask for further support. This developing independence has been particularly evident in her written work; she can now spell many words on her own and will try and work out how to spell words she is not sure of. Child B likes to work on her own, however she is beginning to enjoy being part of a team, and she will offer her ideas to the group supporting them to complete tasks and being part of the decision making.

Child B has worked with the class to develop a greater understanding of which foods are healthy and which are foods we should try and eat in moderation, she is able to sort foods into these categories and enjoys using different ingredients when she is cooking. Child B enjoys sport she is a fit and active young person who likes to be outside running around in the yard and playing games with her friends. She is an able athlete who has excellent ball skills and control, these skills have developed further in P.E. lessons and she is also taking the lead in team games. A series of lessons are being planned to ensure that she understands the physical and emotional changes that will take place as she reaches Early Adolescence, these lessons will also help her to understand that there are different kinds of relationships and how to react to these in an appropriate and positive way. They will also address the issues relating to individual choice and our own uniqueness, so helping her make choices for herself as she gets older.

Review of targets agreed for the previous year: -

**For Child B to be supported to prepare for her Key Stage 2 SAT's that will take place in the Summer Term 2013, developing the skills that she needs through a variety of programmes that not only give her the confidence when sitting the test that she is able to answer the questions, but that also continue to develop her learning in all areas of the curriculum.**

Child B worked hard to prepare for her Key Stage 2 SAT's, she did well to achieve a level 3 in her reading and number, she managed the week well and although she was nervous at times she did manage to complete each paper. This has shown that her resilience has developed and that although she does not always see it herself she has become a more confident learner.

**For Child B to develop her life skills through learning how to maintain an area in school, using a washing machine, vacuum and cleaning; developing these skills for later life.**

Child B is helpful and tidy, she likes to ensure that the classroom looks nice and that all the resources are put away carefully. Child B has helped to load and unload the washing machine with the sports kit and t-towels that are used for food technology lessons.

**For Child B to develop the confidence to taste, experience and persevere with being prepared to try a wider range of foods, which may help her to develop a greater variety of choice of healthy options for her meals.**

Child B continues to have foods that she prefers, she has a packed lunch and enjoys these, but as yet has not expressed a wish to return to school lunches. Child B has really tried to develop her tastes she will try different foods during food technology lessons and has particularly begun to try different vegetables we hope that in time this may influence the foods that she will eat at other times.

Targets for the forthcoming year: -

1. For Child B to be able to discuss with staff what her learning targets are and how she may achieve these, looking at the learning that has already taken place and thinking through what her next steps maybe, so setting her own targets for each term in partnership with the staff who support her.
2. For Child B to take the lead in different sporting events, showing others how to complete a task and sharing her expertise with them so developing her leadership skills as well as her ability to communicate with others in different settings.
3. For Child B to take part in activities outside of school, such as the residential holiday at The Calvert Trust, Kielder and sporting events throughout the year that enable her to move out of her comfort zone, mixing with other people from different areas so further developing her confidence.

### Subject Specific and Functional Skills Achievements

Child B is following an individualised curriculum which is personalised to meet her specific learning needs which is supported by a bespoke timetable. Child B attends The Grove School for morning sessions and the subjects followed during these times are detailed below.

Themes followed since last review:

Spring 2013      Sound and Light

Summer 2013      Coastline

Autumn 2013      Northumberland History

The percentage levels are based upon assessments using 'B' Squared materials.

<p>English</p> <p><u>Listening/Receptive Language</u></p> <p>Level 2b - 66% 2011</p> <p>Level 2b - 94% 2012</p> <p>Level 2a - 53% 2013</p> <p>Level 3 - 12% 2014</p> <p>(Communication)</p> <p><u>Speaking/Expressive Language</u></p> <p>Level 2b - 66% 2011</p> <p>Level 2b - 94% 2012</p> <p>Level 2a - 53% 2013</p> <p>Level 3 - 12% 2014</p>	<p>Child B has made very good progress and can now:</p> <ul style="list-style-type: none"> <li>• Make a considered prediction</li> <li>• Adjust her speech for the audience that she is speaking to</li> <li>• Speak to an unfamiliar person appropriately</li> <li>• Use adjectives when speaking</li> <li>• Respond to drama that she sees</li> </ul>
<p><u>Reading</u></p> <p>Level 2c - 73% 2011</p> <p>Level 2c - 91% 2012</p> <p>Level 2b - 50% 2013</p> <p>Level 3 - 33% 2014</p>	<p>Child B has made excellent progress, more than a whole level and can now:</p> <ul style="list-style-type: none"> <li>• Discuss why an event occurred</li> <li>• Discuss how a character may act</li> <li>• Discuss what a character may say</li> <li>• Predict from the front cover of a book what the book might be about</li> </ul>
<p><u>Writing</u></p> <p>Level 1a - 64% 2011</p> <p>Level 1a - 80% 2012</p>	<p>Child B has made excellent progress, more than a whole level and can now:</p>

<p>Level 2c - 65% 2013</p> <p>Level 2b - 67% 2014</p>	<ul style="list-style-type: none"> <li>• Discuss vocabulary associated with a topic in a story</li> <li>• Use the letter s to denote a plural</li> <li>• Spell words consistently in a piece of work</li> <li>• Consider alternatives to and as a conjunction</li> </ul>
<p>Mathematics and cognition</p> <p><u>Using and Applying</u></p> <p>Level 1 - 79% 2011</p> <p>Level 1 - 95% 2012</p> <p>Level 2 - 40% 2013</p> <p>Level 2 - 74% 2014</p> <p><u>Shape Space and Measure</u></p> <p>Level 1c - 79% 2011</p> <p>Level 1c - 87% 2012</p> <p>Level 1b - 58% 2013</p> <p>Level 2b - 54% 2014</p> <p><u>Number</u></p> <p>Level 2c - 38% 2011</p> <p>Level 2c - 67% 2012</p> <p>Level 2c - 83% 2013</p> <p>Level 2b - 58% 2014</p> <p><u>Data Handling</u></p> <p>Level 1 - 50% 2011</p> <p>Level 1 - 100% 2012</p> <p>Level 2 - 68% 2013</p> <p>Level 3 - 29% 2014</p>	<p>Child B has made excellent progress in Shape, space and measure, number and data handling and can now:</p> <ul style="list-style-type: none"> <li>• Use appropriate symbols to represent her calculations</li> <li>• Explain what she has written to answer a mathematical question</li> <li>• Describe a repeat pattern</li> <li>• Explore shapes with a mirror and discuss her findings</li> <li>• Count in two's to 50</li> <li>• Use the terms units and tens</li> <li>• Identify the number before up to 50</li> <li>• Organise numbers into lists defining their properties</li> </ul>
<p><u>Science</u></p> <p><u>Previously at BMS</u></p> <p><u>Scientific Enquiry</u></p> <p>Level 2 - 40% 2014</p> <p><u>Materials &amp; Change</u></p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Ask questions such as 'how did you do that'</li> <li>• Describe similarities and differences between materials</li> <li>• Discuss the fact that force can change speed</li> </ul>

<p>Level 2 - 33% 2014</p> <p><u>Physical Processes</u></p> <p>Level 2 - 33% 2014</p> <p><u>Life Processes and Living Things</u></p> <p>Level 3 - 33% 2014</p>	<ul style="list-style-type: none"> <li>• Discuss the fact that food is needed for us to be active</li> </ul>
<p><u>Design and Technology</u></p> <p><u>Previously at BMS</u></p> <p>Level 2 - 27% 2014</p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Talk about her work as it develops</li> <li>• Follow verbal instructions</li> </ul>
<p><u>I.C.T</u></p> <p><u>Previously at BMS</u></p> <p>Level 2 - 48% 2014</p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Use data to produce a pictogram</li> <li>• Discuss the different ways equipment is operated</li> </ul>
<p><u>History</u></p> <p><u>Previously at BMS</u></p> <p>Level 2 - 50% 2014</p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Describe characteristics of old objects</li> <li>• Produce labels for objects on display</li> </ul>
<p><u>Geography</u></p> <p><u>Previously at BMS</u></p> <p>Level 2 - 72% 2014</p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Use reference books for information</li> <li>• Understand the meaning of each line of an address</li> </ul>
<p><u>Art, Craft</u></p> <p><u>Previously at BMS</u></p> <p>Level 1 - 80% 2014</p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Describe structures using terms relating to shape and position</li> <li>• Use key words when describing what she did</li> </ul>
<p><u>P.E.</u></p> <p><u>Previously at BMS</u></p> <p>Level 2 - 69% 2014</p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Hit a ball to a partner</li> <li>• Hit a ball into a space</li> <li>• Describe the difference between being on the attacking side and the defending side</li> </ul>
<p><u>Spiritual, Cultural, Music and R.E</u></p>	<p>Child B can now:</p> <ul style="list-style-type: none"> <li>• Describe a festival relating to different faiths</li> <li>• Sing a long note and a short note</li> </ul>

Child B's next learning targets are detailed in her Individual Education Plan.

