

ASSESSMENT REPORT

Autumn Term 2019

KLIPS
English & Maths

Written by Sarah Barrett





Autumn Term 2019 Pupil information

- There were 30 permanently excluded pupils with comparative data, attending Golden Hill in the Autumn Term 2019
- There were 15 referral pupils (see Appendix 1 and individual trackers) attending Golden Hill on a 12 week placement during the Autumn Term 2019 and Spring 1 2020.
- 2 permanently excluded pupils started in December 2019.
- 1 pupil was taught off site throughout the Autumn Term 2019 whilst SEND agreed the appropriate specialist provision.
- 57% of the permanently excluded pupils were pupil premium.

Pupils attending Golden Hill (Aut 2019)		
SEND	Number of pupils	%
SEN support	22	46%
Statutory integrated assessment	5	10%
EHCP Mainstream	5	10%
EHCP awaiting specialist provision	16	34%



Assessment Overview for the Permanently Excluded Pupils

Reading

- 97% of pupils have made progress within at term's range and above
- 30% are working at age related expectations
- 54% of pupils are working on track compared to previous 'milestone' data (EYFS & KS1 SATS)

Writing

- 80% of pupils have made progress within at term's range and above
- 13% are working at age related expectations
- 23% of pupils are working on track compared to previous 'milestone data' (EYFS & KS1 SATS)

Maths

- 93% of pupils have made progress within at term's range and above.
- 27% are working at age related expectations
- 47% of pupils are working on track compared to previous 'milestone data' (EYFS & KS1 SATS)

Pupil Progress Autumn Term 2019	No progress **	Progress within a term's range	One term and above progress	Pupils currently working at ARE	Pupils on track (using national data)
Reading	1	11	18	9	16
Writing	6	13	11	4	7
Maths	2	18	10	8	14

** Pupils showing 'no progress':- this is due to discrepancies with mainstream assessment data and initial TA judgements at Golden Hill. Evidence of progress is within the pupils books and highlighted assessment documents (see individual trackers). These pupils are discussed at pupil progress meetings.



The following table evidences the work undertaken throughout the Autumn Term 2019 in relation to assessment.

Date	Person / Lead	Information	Comments / impact
September 2019	SB	Review KS1 & KS2 SATS data	Report produced tracking pupils data from EYFS, phonics, KS1 and KS2
23rd September 2019	All teaching staff	Feedback to staff re SATS data and use of KS1 data	Staff to use EYFS, KS1 and mainstream data to consider pupil's potential. E.g ARE at KS1
2nd October 2019	SB	SEC at St Patrick's mainstream primary	Review of mainstream internal tracking system.
10th October 2019	SB	Meeting with Eleanor Hick (School Advisor) re SATS	Discussion and agreed use of national data to support tracking pupils.
2nd December 2019	SB	SEC at Golden Hill	SB updated and discussed SATS report.
November 2019	AC	Pupil progress meetings – Eagles & Kestrels	Review of all pupils and current attainment. Discussions in relation to barriers for learning and how interventions will be used.
Ongoing	AC	Meeting with HT of the mainstream school for perm excluded pupil. Requests of assessment and books	GH staff review TA and books. Use mainstream data as initial baseline assessment.
Ongoing	LEK	Liaison with mainstream school at the end of referral placement.	GH and Mainstream agree teacher assessment judgements at the end of the placement.
November / December	AC, DH & FS	Lesson observations and book sampling undertaken	HT and Subject Leads for Maths and English reviewed planning and evidence of progress within the books.
December 2019	All teaching staff	Individual pupil trackers completed	Individual trackers completed
January 2020	SB	Whole school tracker completed	Tracker provides evidence of pupil progress throughout school
January 2020	SB	Autumn Term assessment report	Autumn term report produced. Provides SLT, SEC, Subject Leaders an overview of pupil progress and class progress for reading, writing and maths. Provides key lines of enquiry for pupil progress meetings and for subject leads.



11th February 2020	SB & AC	SLT discussion regarding mainstream assessment & tracking referral pupils	AC and SB to liaise prior to AC visiting perm ex pupils mainstream school. Assessment data will be collected along with pupil books. 2 weeks after pupil has started SB will meet with Class Teacher to discuss initial Teacher assessment judgements and compare with mainstream data and evidence in books. SB will collate a similar tracker for referral pupils ensuring the child's primary 'history' is captured along with on entry and exit data.
12th February 2020	SB	Attended South Ribble Head Teacher's Cluster meeting	



Eagles:

- Two permanently excluded pupils in the Autumn Term (Yr 1 and Yr 2)
- Five referral pupils (Yr 1 and Yr2)

Permanently Excluded Pupil Information:-

- One Year 1 pupil is working at ARE in all areas (EYFS – 1) - CLA
- One Year 2 pupil is working significantly below ARE – P scales
- Teaching range within P scales to Year 1 objectives

Autumn Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE	Pupils on track (or above - +) using national data (e.g. EYFS KS1)
Reading		1	1	1	1+
Writing		1	1	1	1+
Maths		1	1	1	1+



Kestrels:

- Six permanently excluded pupils in the Autumn Term (Yr 2 and Yr 3)
- Four referral pupils (Yr 1 – Yr4) - placements end Feb 2020

Permanently Excluded Pupil Information:-

- Three pupils are working at ARE in all areas
- One Year 2 pupil is working significantly below ARE – P scales
- Two pupils are working below ARE.
- Teaching range within P scales to Year 2 objectives.

Autumn Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE		Pupils on track (or above - +) using national data (e.g. EYFS KS1)	
Reading		4	2	50%	3	67%	4
Writing		3	3	50%	3	67%	4
Maths		4	2	50%	3	67%	4

- Six Year 2 pupils currently attending GH – three of these pupils are expected to achieve ARE at the end of KS1.
- One pupil TMC – potential to be working at greater depth in reading and maths (see individual tracker).
- JW currently working within the Year 2 objectives – potential to be working within Year 3 (see individual tracker).



Falcons:

- Seven permanently excluded pupils in the Autumn Term (Yr 3 and Yr 4)
- Three referral pupils (Yr 3 and Yr4) – EHCP Specialist provision

Permanently Excluded Pupil Information:-

- Two pupil are working at ARE in reading
- There is a dip in TA for some pupils in writing and maths – presenting on the tracker as no progress. Discussions will be held at pupil progress meetings.
- Teaching range within P scales to Year 4 objectives in reading and P scales to Year 2 objectives in writing and Maths.

Autumn Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE	Pupils on track (or above - +) using national data (e.g. EYFS KS1)
Reading		1	6	29%	2 86% 6
Writing	3 MM, TC, KJ	3	1		0 0
Maths	1 MM	6	0		0 43% 3



Owls:

- Six permanently excluded pupils in the Autumn Term (Yr 4 - Yr 6), four of these pupils were new to Golden Hill during Autumn 1 therefore mainstream data has been used as a base line.
- One pupil on roll December 2019 – No comparative data available.
- Three referral pupils (Yr 5 and Yr6)
- One pupil attending Golden Hill under the category of 'medical' – in SIA (Yr 4)

Permanently Excluded Pupil Information:-

- Two pupil are working at ARE in reading
- There is a dip in TA for some pupils compared with mainstream data received – presenting on the tracker as no progress. Discussions will be held at pupil progress meetings. Evidence of progress at GH (KLIPS & pupil books).
- Teaching within Year 2 to Year 6 objectives.

Autumn Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE	Pupils on track (or above - +) using national data (e.g. EYFS KS1)
Reading	1 JG	1	4	33%	2
Writing	2 Emc JG	1	3		0
Maths	1 JG	2	3	50%	3



Hawks:

- Nine permanently excluded pupils in the Autumn Term (Yr 5 - Yr 6), five of these pupils were new to Golden Hill during Autumn 1 therefore mainstream data has been used as a base line (if provided by mainstream school).
- One pupil on roll December 2019 – No comparative data available
- One referral pupil (Yr6) with now remain at Golden Hill on a SEND commissioned placement.
- Six pupils have EHCP (Four for Specialist provision and two mainstream).

Permanently Excluded Pupil Information:-

- One pupil are working at ARE in reading
- There is a dip in TA for some pupils compared with mainstream data received – presenting on the tracker as no progress. Discussions will be held at pupil progress meetings. No baseline data provide for two pupils.
- Teaching within Year 1 to Year 6 objectives.

Autumn Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE		Pupils on track (or above - +) using national data (e.g. EYFS KS1)	
Reading		4	5	11%	1	33%	3
Writing	1 DRB	5	3		0	11%	1
Maths		5	4	11%	1	33%	3

End of Key Stage 2

There is currently one Yr 6 pupil working at ARE in maths



APPENDIX ONE

Referral Pupil Information:-

- There are 3 referral pupils with assessment data as their placement ended in December 2019.

Pupil	Mainstream 'on entry' assessment	Golden Hill' exit' assessment
JW Year 1	Reading – 40 – 60 months emerging Writing - 40 – 60 months emerging Maths number – 30 – 50 months developing	Reading – 40 – 60 months developing Writing - 40 – 60 months developing Maths number – 40 – 60 months developing
ZW Year 1	Reading – 40 – 60 months secure Writing – 40 - 60 months secure Maths – 40 – 60 months emerging	Reading – Year 1 emerging Writing – Year 1 emerging Maths – Year 1 emerging
JC Year 1	Reading – EYFS secure Writing – EYFS emerging Number – EYFS secure	Reading – Working within Year 1 curriculum (below expected) Writing – working within Year 1 curriculum Maths – working within Year 1 curriculum.