



Meadowfield School

6<sup>th</sup> Form

Achievement Data Report

2015-16

November 2015

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## Headline Statements

- WRAT tests show increase of 5 months arithmetic age for leavers
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- WRAT tests show increase in average reading age of 10 months for leavers
- WRAT tests show increase in average spelling age of 9 months for leavers
- Functional Skills examinations overall 100% pass rate
- 790 Qualification credits achieved.
- Total number of full qualifications achieved is 66
- 92% of students achieved at least one full qualification this academic year.
- 56% of students achieved at least two full qualifications this academic year.
- 48% of students achieved at least three full qualifications this academic year.
- 18% of students achieved at least four full qualifications this academic year.
- 13% of students achieved at least five full qualifications this academic year.
- 5% of students achieved at least six full qualifications this academic year.
- 100% of leavers achieved at least one full qualification during their time in the 6<sup>th</sup> Form.

## Meadowfield School 6<sup>th</sup> Form 2016-17

### Context

	On Roll		FSM		BME		Discretionary. Fund	
	No.	%	No.	%	No.	%	No.	%
Male	31	67	22	71	2	6	29	94
Female	15	33	9	60	0	0	13	86
Total	46	100	31	67	2	4	42	91

\*percentages may not add up to 100 due to rounding

Students on roll by primary category of learning need:

total	SLD		ASD		SLCN		PMLD		Sensory & Physical Development	
	No	%	No	%	No	%	No	%	No	%
45	15	33	19	42	4	9	4	9	3	7

\*percentages may not add up to 100 due to rounding

Meadowfield School 6<sup>th</sup> Form is for students with profound, severe and complex learning needs. All students in the 6<sup>th</sup> Form have a Statement of Educational Need or Education, Health and Care Plan. In addition to the above identified categories of learning need many of our students have additional needs including medical, physical and sensory needs.

Given the complexity of learning need within the 6<sup>th</sup> Form it must be acknowledged when interpreting the data that comparison with similar students at similar provision locally and nationally is difficult and caution should be used when reviewing 6<sup>th</sup> Form data in line with that of other 6<sup>th</sup> Forms. It is important to recognise that progress for students with severe and complex learning needs is not necessarily linear; neither is it necessarily solely shown in academic progress (e.g. Entry Levels). Students often have learning that may sit inside level descriptors but may also demonstrate learning that runs parallel to them, for example an increase in cooperation or duration of engagement and concentration, a reduction in the quantity, frequency or duration of anxiety, or greater tolerance to change in routine or people.

In response to this the recording of student progress at Meadowfield School 6<sup>th</sup> Form is not exclusively linked to M and Entry Levels. Further indicators of student progress may be found in Individual Progress Files, in Annual Review reports, within EHCP Provision Plans, through Intended Learning Outcomes on Short Term Plans, in therapy reports, Impacts targets, and through the department's accreditation scoring systems. Monitoring of all aspects of progress and learning is undertaken in termly tutorial meetings between Form Tutors and individual students following staff discussion and feedback from all those involved with that individual.

Meadowfield School 6<sup>th</sup> Form adopts a 'personalised learning' approach. This means that each individual learner is set a range of targets specific to their own individual academic and progression requirements. Targets are set on an annual, termly and weekly basis by the Form Tutor and Subject Teachers. Teacher assessment is used to support learning in a structured way. The teachers use effective student tracking to inform where the students are in their learning, where they need to be, how to support them to get there and what steps to take to personalise learning for all students.

There is no national progression guidance for students working in Key Stage 5. A coherent and consistent set of standards by which to assess students does not exist, and schools use a range of different criteria to assess and accredit achievement. Meadowfield School has adopted Pupil Asset as an assessment tool for KS1-KS4 and the Sixth form will be coming in line with this, this year, in particular for Functional skills maths and English.

## **EHCP Conversions/Reviews and Annual Review**

Targets are set at each student's Education, Health and Care Plan conversion or review. During the review previously set targets are reported on; students are also encouraged to make contributions to the review as to what they feel themselves to be good at, enjoy and need help with. New targets are negotiated with parents/guardians, the student and with other invited professional stakeholders. Targets are set by all the professionals involved, often but not exclusively in discussion with relevant subject teachers and/or therapists and are expected to build upon progress made by the learner with their previous year's targets. At Annual Review targets will be set in the following areas dependent upon the individual student's categories of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Wellbeing
- Sensory and or Physical

These targets should take into consideration the criteria for achievement of the Adult Pre-Entry Curriculum Framework and Entry Levels, transition and progression opportunities, and any social care or health needs. Additional targets may be set by Speech and Language and/or Physiotherapists through their own assessment and reporting process, Social Workers and/or parents. Education targets are set and reviewed termly by Form Tutors and Subject Teachers and communicated to students through the tutorial process.

### **Intended Learning Outcomes**

These are specific daily/sessional targets set for designated lessons. Targets set in Provision Plans are broken down into smaller learning steps in individual lessons. Teachers are required to set Individual Learning Outcomes (ILO) for all lessons on the Short Term Plan (STP). These targets are assessed on a lesson-by-lesson basis, evaluated half-termly and feed into evaluation of the Provision Plan targets, and discussion at tutorial sessions.

### **Accreditation**

Meadowfield School 6<sup>th</sup> Form accredits students through the ASDAN qualifications Personal Progress, Personal and Social Development, and Employability, Functional Skills examinations in English, Maths and ICT, the British Safety Council Health and Safety Awareness, and a variety of vocationally relevant LASER qualifications. Progress is also recorded against BKSB, Wide Range Ability Tests in Spelling, Reading and Arithmetic.

Accreditation is undertaken annually for all students throughout the three (potential) years of Key Stage 5, with different students completing different modules/qualifications dependent on class set, ability level and progression route. Students are accredited at set levels which correspond roughly, but not exactly, to requirements at Milestone and Entry Level. It is possible to create numerical data demonstrating individual progress year on year using a scoring system based on these accreditation levels as well as give an overall department summary of credits achieved.

## Wide Range Ability Testing (WRAT)

Leavers	Initial Recorded WRAT Results			Highest Recorded WRAT Results			Yrs In Dept
	Math	Read	Spell	Math	Read	Spell	
Pupil 1	8,8	8,0	8,8	10,0	8,5	9,6	2
2	-	-	-	-	-	4,5	2.5
3	8,0	6,0	5,6	8,4	6,10	6,0	2
4	6,0	8,7	7,8	8,0	12,6	9,6	3
5	7,0	7,0	7,8	6,10	7,9	9,0	3
6	9,4	8,5	8,8	8,8	9,4	8,8	1.5
7	4,7	4,7	4,10	5,4	5,0	5,4	3
8	5,8	6,7	5,8	6,0	6,7	6,5	3
9	5,6	5,10	5,5	5,10	6,0	6,2	3
10	7,8	8,0	8,0	7,0	8,2	8,0	2

This table shows the initial and final WRAT tests and Tracker data for our leavers. The figures show a 5 month average increase in maths, 10 months increase in reading and spelling has a 9 month average increase.

WRAT tests are performed at the end of each academic year in order to help inform student placement in Literacy, Numeracy and Vocational groups for the following year, and to track progress from the year's achievements. Tests create numerical data in the form of a standardised 'age score' and ranking based on scores achieved and the actual age of students. Progress year on year can then be measured by analysis of results to plot any increase or decrease in age score.

This table shows the progress our leavers have made throughout their education in sixth form. Target setter has not proven successful with our students so next year's data will be based on BKSB which is a simpler and kinder tool for assessing progress.

### IMPACTS Curriculum

Data analysis of the IMPACTS curriculum delivered in PMLD classes is demonstrating:

- Pupils are making consistent progress across all areas of learning.
- Pupils with significant medical needs make progress despite high levels of absence.
- Rates of progress over time are in line with expectations for all pupils.
- The IMPACTS curriculum is having a very positive impact on pupil learning

IMPACTs is now in Pupil asset to record progress

## Work Experience

All students within the 6<sup>th</sup> Form undertook a minimum of one work experience placement. Each placement was for one day a week over a six week period. Five classes took part in work experience, in total 42 students went out on placement. This year placement providers included:

Character Costumes	Swallows Gym
Beaux Aires Kennels	Meadowfield School Kitchen
ASDA Sittingbourne	Sainsbury's Faversham
The Hop Yard, Harrietsham	Bodylines
Canterbury College Café	Meadowfield Site Team
Sheerness Golf Club	Whiteleaf Farm
Primary Department, Meadowfield school	Challenger Troop
Whiteleaf	Sheppey Matters – radio
Elmly Stables	Premier Inn
	Supported internship – Coniston
	Supported internship – Sheppey leisure
	Cuddles and bubbles
	Supported internship - Hilton

As can be seen from the list above we also managed to arrange 3 supported internships last year and hope to have five in the current academic year. Supported internships are an exciting prospect for post 16 education, enabling our students to gain experience in the workplace, learning skills and becoming more employable.



## Functional Skills and other accreditations

During their time in the 6<sup>th</sup> Form students work towards a variety of literacy and numeracy accreditation dependent on their level of ability. Students who are unable to access the Functional Skills examinations complete their accreditation through ASDAN Personal Progress Literacy and Numeracy units.

Teachers in the 6<sup>th</sup> Form have high aspirations for their students and are keen for them to attempt as high a level paper as is realistic before they leave us.

OCR	S&L	Reading	Writing	Maths	ICT
EL1	5	4	4	7	15
EL2	7	9	8	6	6
EL3	3	1	2		1
Total	15	14	14	13	22
Passes	15	14	14	13	22
Percentage	100	100	100	100	100

This year in the 6<sup>th</sup> Form 78 papers were attempted across the Functional Skills of English, Maths and ICT. 100% of all papers sat resulted in a pass grade with 100% passing in ICT, 100% in English (100% S&L, 100% Reading, 100% Writing) and 100% in Maths.

These results show excellent improvement on last year with an increase in the overall pass rate, the most significant increase being in Maths which saw passes increase from 88% last year to 100% this year over the same number of entries.

The department has worked hard over recent years to ensure a steady increase in the amount of accreditation available to students at all levels of ability. Differentiation across classes now ensures that all students are able to work towards the most appropriate level of qualification, enabling students at pre-entry levels to access accreditation and also stretch those students working at the higher end of entry levels.

LASER qualifications have steadily increased to replace WJEC qualifications.

This year students were able to undertake units available at Level 1 for the first time, along with a significant increase in units available at Entry Level 3. This is due to the vocational nature of much of the LASER curriculum which enables our students to demonstrate their practical skills and abilities without being restricted by literacy and numeracy skills.

All students in the 6<sup>th</sup> Form achieve some form of credit outcome during their time with us, in addition to achieving enough credits to claim the full Award, Certificate or Diploma qualifications many will achieve further credits which are carried forwards into their progression route as they work towards extending their qualifications.

Academic Year	Number of Students Achieving Full Qualifications														
	Functional Skills				Award			Certificate				Diploma			
	EL 1	EL 2	EL 3	L 1	EL 1	EL 2	EL 3	EL 1	EL 2	EL 3	L1	EL 1	EL 2	EL 3	
2014/15	20	15	4		16	9	19	12	10	17		1	-	-	
2015/16	27	14	1					7	7	6	4				

#### 6<sup>th</sup> Form National Performance Points Achievement

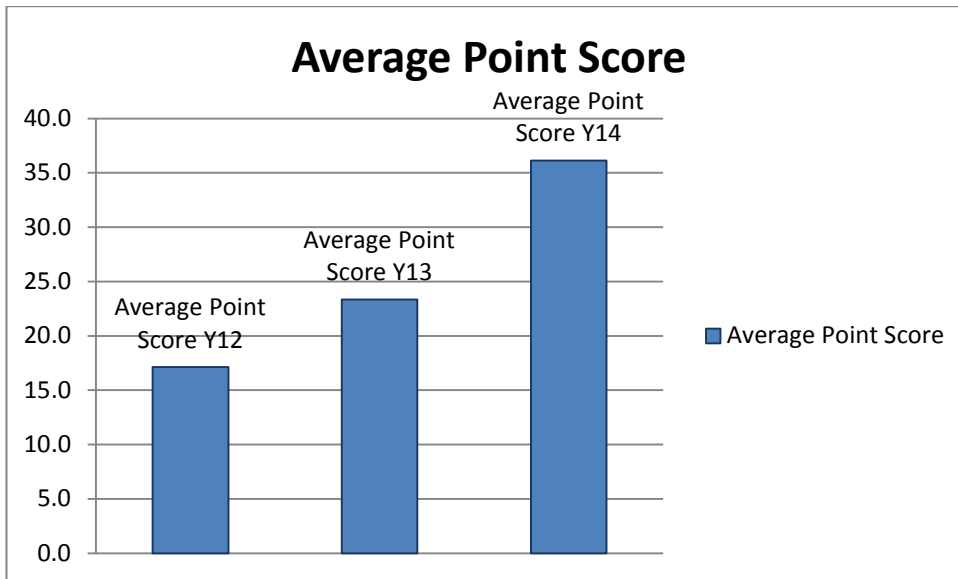
Academic Year	6 <sup>th</sup> Form Performance Points										Total Points
	Award			Certificate				Diploma			
	EL1 (5)	EL2 (6)	EL3 (7)	EL1 (10)	EL2 (12)	EL3 (14)	L1 (16)	EL1 (40)	EL2 (48)	EL3 (56)	
2010/11	10	24	-	-	84	-		-	-	-	118
2011/12	35	-	7	100	84	14		200	-	-	440
2012/13	5	12	21	90	48	42		480	-	-	698
2013/14	90	12	126	170	108	14		160	-	-	680
2014/15	80	54	133	120	120	238		40	-	-	785
2015/6				310	318	98	64				790

Total points score is comparable with last year with more emphasis on certificates giving our students a more in depth study of subjects. A handful of students were entered for separate elements of English Functional Skills (Reading, speaking and listening, writing) where it was felt they could not pass all three elements but their progress could be further challenged, between them they achieved 5 entry 2's, 6 entry 3's, 1 level 1 in reading and one student achieved an Entry 1 in reading where they had not previously been entered for English. This shows how our students' learning is personalised to get the most from them that we can in Sixth form.

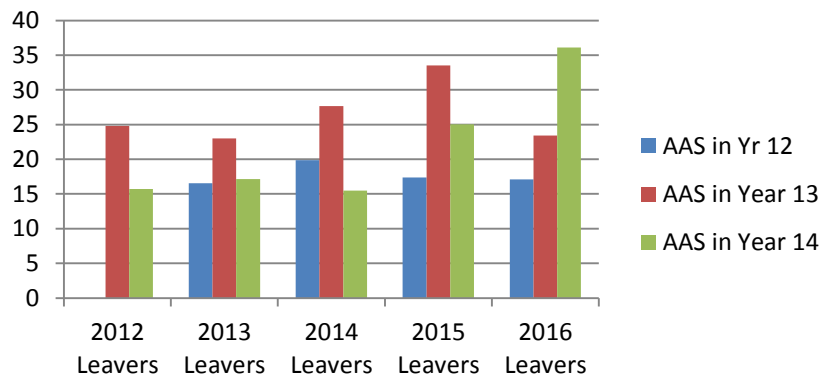
**2015/16 End of KS5 Average Accreditation Score and Destination (All Leavers, Yr 12, 13, 14)**

<b>Student</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>	<b>Destination</b>
<b>A</b>		33.64	42	Canterbury College
<b>B</b>	3	20		Canterbury College
<b>C</b>	25.33	30		Canterbury College
<b>D</b>	30	34.29	37.5	Canterbury College
<b>E</b>	23.57	33.33	45	Supported internship
<b>F</b>	29.44			Canterbury College
<b>G</b>	11	24.44		Canterbury College
<b>H</b>	11	23.57		Canterbury College
<b>I</b>	11	23.57		Canterbury College
<b>J</b>	26.11	23		Canterbury College
<b>K</b>	11	10.22	20	Canterbury College
<b>L</b>	27.86	20		Canterbury College
<b>M</b>	10			unknown
<b>N</b>	3.33	4.2		Canterbury College
				Mid Kent college
<b>Average Point Score</b>	17.1	23.4	36.1	

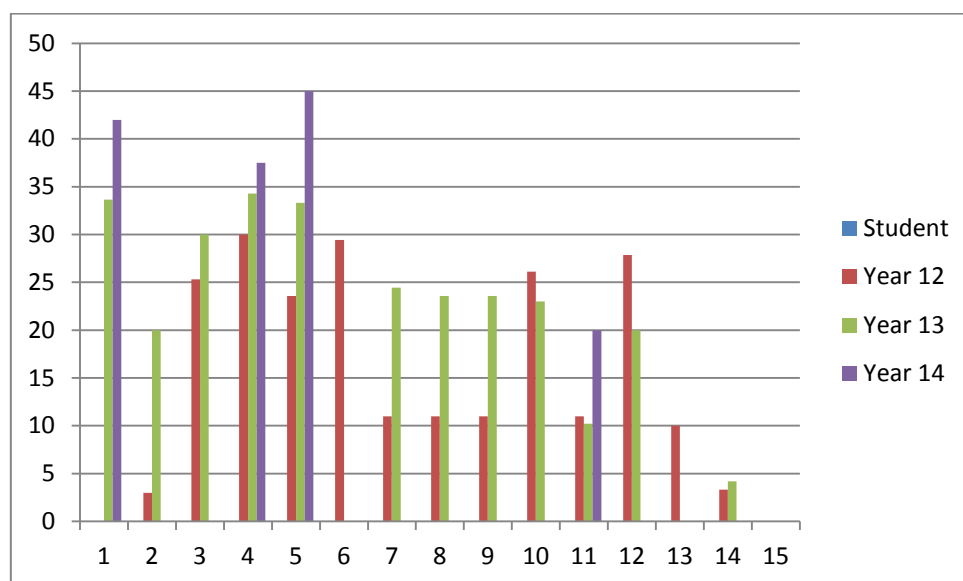
## Emerging Trends: Average Accreditation Scores 2016 Leavers



Pleasingly the trend now seems to be for more points to be gained as Students progress through sixth form. This is probably due to the wider range of qualifications available to our students and the breadth of qualifications we can offer.



## Emerging Trends: Individual Accreditation Scores 2016 Leavers



Three year trend data will always be patchy within the 6<sup>th</sup> Form due to the students leaving the school having attended in the Sixth Form for one, two, or three years. The system has now been in place for five years and therefore individual students can easily be tracked across their full attendance with us. Current trends clearly show outstanding individual progress from year on year data for each year an individual student remains with us.

Average accreditation scores for leavers show a clear increase as students' progress from Year 12 to Year 13 and again in Y14. This seems to reverse the previous trend and can be attributed to the wider range of qualifications available to our students and the breadth of qualifications we can offer.

When considering the data from the accreditation scoring, students in Post-16 progress through their accreditation extremely well. When analysing the results it is important to bear in mind that progress may be horizontal as well as vertical given the accreditation criteria and ability level of the students. This being said the outstanding year on year progress for each individual can be easily seen.

This academic year 100% of the leavers have achieved significant increases in their average scores across all subjects for each year they have been in the department. Average increase in points has been progressive with an impressive 36 points average for y14 leavers.

## Target Setting

### Improvements and Developments for 2016 – 2017 and beyond

The department intends to come in line with the rest of the school by tracking achievement using Pupil Asset, at least for Functional skills by the end of academic year 2016-17. This will enable the department to have a much better handle on progress and to be able to give more information to parents and governors.

In addition an Accreditation Target monitoring system in order to track individual students on a termly basis through their expected accreditation achievement targets will be introduced. The system will document each student and their expected outcomes for each term, enabling teachers to monitor as Not Achieved, Achieved, or Exceeded as required for each student. The system is based on a model used by another school in the PPGG consortium and was recommended as giving good, clear tracking of accreditation targets in line with systems employed in mainstream 6<sup>th</sup> Forms whilst remaining appropriate for our learners.

Individual programmes are a strong focus this year with students being given option choices at the start of the year and timetables becoming much more student choice focused rather than class group based. A vocational option day mid-week and further half day on a Friday is now embedded and accredited through LASER qualifications. Developments in accreditation are also being explored as we strive to give each and every student the opportunity to achieve recognition for their learning. LASER qualifications are being expanded to include accreditation for Team Enterprise, Hospitality and Catering, Art, and Performing Arts activities.

Supported Internships are now part of the curriculum on Wednesday. Placements will be found for at least 4 students who will be supported out in the workplace whilst completing qualifications at Level 1 in their chosen job roles. It is hoped that these placements will lead to paid employment for the students involved. Staff within the department have undertaken Job Coach training.

This academic year the department will continue to use the BKSB system, currently in use in Further Education Colleges, as a further electronic assessment of student progress with the additional provision of targeted worksheets and resources generated individually to address the needs of our students. Triangulated results with WRAT, Target Skills and in-class assessments will aid in the identification and implementation of targeted interventions.

Further development and embedding of the IMPACTS curriculum, assessment, and resources system within the PMLD group will enable us to continue to improve in meeting the needs of the cohort and record progress towards realistic, aspirational targets.

Further development of careers guidance, progression advice and transition arrangements for all students in order to ensure that destination outcomes are appropriate and successful for all individuals. The department will work towards AAA status this year and continue to expand on collaborative work with other Kent Special Schools to deliver independent advice and guidance. Future years will see us work towards 'Investors in Careers'.

Residential opportunities will be offered through the Duke of Edinburgh award scheme and this year some of our students will be completing their silver award.