

Overley Hall School Progress, Achievement and Evaluation

It is always difficult to judge the overall progress and achievement of pupils with severe and complex needs as all the young people have very wide ranges of personal, social and emotional needs as well as considerably different starting points. Comparisons made between year groups, key stages and across different groups of young people need to be read with caution due to the considerably different profiles within each group and the exceptionally small number within any one cohort.

Overley Hall is very pleased with the progress made by all pupils from September 2013 - 2017. The data shows that young people at Overley Hall are now making extremely good progress and at a rate which compares favourably with similar abilities and ages of pupils nationally. This significant increase in progress is due to a number of changes which include:

- Change in curriculum - the curriculum is more tailored to individual's needs, interests
- A more therapeutic & person centred delivery and approach
- A drive on targeting individual learning outcomes for pupils and specifically planning for progress with an expectation to be able demonstrate progress
- Raising pupil voice supporting emotional wellbeing
- Reducing class sizes and grouping children carefully taking into consideration their key stage, cognitive functioning, personality, sensitivities, level of anxiety
- Training to improve the quality of teaching
- Training to improve the quality of assessment for learning
- Training towards delivering a curriculum therapeutically and flexibly
- Utilising staff strengths
- Increased data analysis and raising staff awareness of such analysis
- Target setting across all subjects for students, twice per year and data collection carried out three times per year Overley Hall measures and judges progress in a number of ways which include:
 - Detailed analysis of B Squared an assessment system used to demonstrate achievement linked to the P levels and National curriculum. Analysis of data compared to a national data set found in the National progression Guidance
 - Progress made from the baseline data and initial starting points outlined in the Pen Portraits and detailed in comprehensive individual reports
 - Comparison made between different key stages, groups, gender, children qualifying for pupil premium/not,

- Measurements made towards outcomes set out in the Education Health Care Plans or directly against statement objectives or progress made towards Individual Education Targets or Personal Education Plan targets
- Goal Attainment Scoring (GAS) of Comprehensive Autism Planning (CAPS) outcomes
- Functional Behaviour Analysis and analysis of incidents with and without restrictive physical intervention
- Achievement of accreditation/qualifications
- Assessments carried out by Clinical Psychologist and therapists
- Parent/guardians/carer views about the achievement, attainment and progress made by their children
- Measuring progress against long and short term objectives set in care plans
- Observations made through the 24 hour curriculum
- External validation given by associated professionals
- Formative assessment is used lesson by lesson to give verbal and written feedback to pupils

We recognise the value of comparing the progress our young people make against similar children in terms of diagnosis, cognition and age, but we also feel the need to challenge our data by comparing it a national data set in the P Level Progression Guidance. This helps us to compare our progression data against progression data collected nationally. Our data has been collected across a four period and is being compared to data which aims to show typical progression across a Key stage. However, as can be seen below, our data compares favourably as our young people have made considerable progress as they and the school have developed. Due to the very small sizes of cohorts, Overley Hall has analysed its data from September 2014, and has used four years of achievement and progress. As our key stage 5 students continue to be assessed through B Squared for Literacy and Numeracy, I have used the NPG KS 3-KS4 data set to compare their progress to, although we recognise that this can only provide us with a flavour of performance. The progress made by pupils and students of Overley Hall is as follows:

Key Stage 4

English

- 100% of pupils (4/4) (3 years data) achieved expected or better progress in comparison to the national data sets with 25% achieving as much or better as the top 25% of pupils nationally
- 100% (2/2) (2 years data) achieved expected or better progress in comparisons to the national data, with 100% achieving as much or better progress as the top 25% of pupils nationally
- 100% (1/1) (1.2 years data) achieved expected progress compared to national data

Maths

- 75% of pupils (3/4) (3 years data) achieved expected progression in comparison to national progression data
- 100% (2/2) (2 years data) achieved expected compared to national data
- 100% (1/1) (1.2 years) achieved expected progress compared to national data

Key Stage 3

English

- 50% (1/2) (3 years data) achieved expected in comparison to the national data
- 100% (1/1) (2 years data) made as much progress as the top 25% of pupils nationally

Maths

- 50% (1/2) (3 years data) achieved expected progress compared to the national data
- 100% (1/1) (2 years data) achieved as much or better progress as the top 25% of pupils nationally

Key Stage 2

English

- 100% (1/1) (2.75 years data) continues to work towards achieving expected progress in English compared to national data

Maths

- 100% (1/1) (2.75 years of data) continues to work towards achieving expected progress in Maths compared to the national data

Key Stage 5

English

- 66% (2/3) (3 years data) achieved expected or better progress compared to the national data with 66% making as much progress as the top 25% of pupils nationally
- 100% (1/1) (1.5 years data) made expected progress compared to national data sets

Maths

- 66% (2/3) (3 years data) achieved expected or better progress compared to the national data with 33% achieving better than expectations
- 100% (1/1) achieved expected progress compared nationally

The results (KS2 – KS4) in comparison to those whose data is found in the data set are as follows:

Key Stage 4

English (Children not looked after)

- 100% (2/2) (3 years data) achieved expected progress compared with learners nationally

Maths (Children not looked after)

- 50% (1/2) (3 years data) achieved expected progress compared with learners nationally

English (Children looked after)

- 100% (2/2) (2 years data) achieved better than expected progress compared to learners nationally
- 100% (1/1) (1.2 years data) achieved expected progression compared with learners nationally

- 100% (2/2) (3 years data) achieved expected or better progress compared to learners nationally with 50% achieving similar progress to the top 25% of learners nationally

Maths (Children looked after)

- 100% (2/2) (2 years data) achieved expected progress compared to national data
- 100% (1/1) (1.2 years data) achieved expected progress compared to national data
- 100% (2/2) (3 years data) achieved expected progress compared to national data

Key Stage 3

English (Children not looked after)

- 100% (1/1) (2 years data) achieved as much progress as the top 25% of learners nationally

Maths (Children not looked after)

- 100% (1/1) (2 years data) achieved better than expected progress in comparison with national data

English (Looked after Children)

- 50% (1/2) (3 years data) achieved expected progression compared to learners nationally

Maths (Looked after children)

- 50% (1/2) (3 years data) achieved expected progression as compared to learners nationally

Conclusion

These results support other assessment data collected and demonstrate there is no disadvantage to the group of children who are 'looked after' here at Overley Hall and that their progress as for all of our children is very good. Staff of Overley Hall believe that the progress being made by pupils in relation to their individual starting points is outstanding.