**Highbury School**
Where Children Shine

**Pupil progress summary report : 2021-2022**

Highbury School has a personalised curriculum, which is a broad and balanced approach that identifies and meets the wide variety of needs of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age related aspects to learning. Therefore the assessments used, and the review of progress throughout this year look considerably different dependent on the assessment pathway that students have completed this year.

**Context:**

1) Highbury has a summative assessment system with children either engaged in subject specific learning or non-subject specific learning referred to as the engagement steps (see below). Due to changes recommended by the Rochford Review, Highbury no longer using P-levels as a method of judgement of students. This change to the assessment system is relatively new and this is the second year of implementation. Although data is available from year one, considerable moderation of the assessment policy has taken place throughout the year and therefore this report may differ in style and content to the previous years report.

2) It is important to note that target setting for pupils with complex needs is a challenging process as all children have spiky profiles and do not follow predictable or linear progress. For this reason, targets are based on teacher knowledge of the children and what teachers consider to be realistic, yet ambitious targets. In reviewing progress, the summative data only offers part of the picture. Each child's progress journey is mapped on their individual case studies and the qualitative information contained in those case studies gives invaluable insight into progress and additional barriers to progress.

3) Children's progress is also mapped via their EHCP review which takes place on an annual basis. The style of reporting has changed significantly in this academic year and teachers are now expected to comment on expected progress towards EHC outcomes only and not across the four areas of need. This style of reporting has been welcomed as it offers a succinct and clear view of progress towards specified outcomes.

4) There has continued to be an impact on children's progress linked to COVID 19. Whilst the school has managed to stay open during this year, there has been significant staff and pupil absence which has inevitably impacted on the continuity of provision offered to children. In spite of this, the overall picture of progress across the school is good. progress has been harder to assess than in previous years.

5) Highbury School has an outstanding curriculum and this year has introduced long term plans to ensure that there is a broad and balanced curriculum and that all areas of the curriculum are covered in sufficient depth. The curriculum is based on demonstrating mastery through functional application of skills and knowledge and therefore more time has been allocated to themes within curriculum areas in order for children to learn skills and knowledge and then practice applying it. This means that for some areas (particularly science), there is a slight lag on progress as coverage has not yet occurred. We would expect that this lag to close over the duration of the long term plan.

## Summative assessment

Highbury school uses B-Squared as the primary summative assessment tool for students. During baseline progress meetings, every teacher decide whether pupils are assessed on 'Progression Steps' (for children engaging in subject specific learning) or 'Engagement Steps' (for children not yet ready for subject specific learning and working on the engagement model of learning). After initial baselining on either of the assessment pathways, children are then set targets based on guidance from B-squared on upper quartile or medium quartile learning goals, based on teacher judgement of engagement in learning and their current progress trajectory.

During the school year, the teaching team at Highbury come together to complete moderation of assessment. These moderation sessions allowed teams to meet from similar cohorts and to discuss students who are engaged on similar learning goals to ensure that the assessments of the students are even and that teacher judgement is consistent across school.

In creating summative assessment targets, teachers gave final data based on the following guidelines
- Target met: the child surpassed the target or came within 5% or less
- Target not met: Child missed the target by more than 5%

## EHC outcomes

The main (and most important) indicator of progress at Highbury School is the evidence of children's progress towards their EHC outcomes. During the initial pupil progress meetings, each child's EHC outcomes are discussed and evaluated to ensure they were pertinent to the needs of the child. Throughout the school year, staff continually work towards and assess progress of EHC outcomes and then a judgement is made on whether clear progress has been made towards these targets.

As EHC outcomes are larger, and more long term than the summative assessment trackers, clear progress does not mean that the child has completed the target, as some targets may be set for over 24 months.

Whilst we do not report here on the overall progress towards EHC outcomes, these can be viewed for individual children on their pupil case studies. Progress towards EHC outcomes is reported to parents and carers annually as part of the EHCP review. Evidence can also be viewed on individual EHCP review reports.

## Breakdown of children by assessment

For the current 2021-2022 cohort, the school currently has the current number of students on these assessment pathways

| | |
|---|---|
| Engagement Steps | 47 |
| Progression Steps | 50 |
| Early Years curriculum | 5 |
| Not yet assessed | 1 |

*there are some children who are assessed in both areas for some aspects. For the ease of reporting we have assigned children to either progression steps or engagement steps based on the majority of areas covered. For example if a child in working mainly on engagement steps with only one area of progression steps, they have been included in the engagement steps data set.

The 1 child who does not appear in the data set is new to school and has not yet been baselined.

## **Early Years**

Early Years at Highbury School track progress against the main school assessment tool. This is because the steps within the assessment tool are developmentally relevant for children in the EYFS and also because the first term is spent assessing and baselining children and reviewing and often amending EHC outcomes.

Evidence is collected in the form of observations, recorded using the 2simple assessment tool and other observation tools commonly used in the school.

Baselining assessment does not take place until the end of term 1. During the first half term, the main emphasis of the curriculum is settling the children into school and starting to implement rules, routines and good learning behaviours before formal assessment begins. After term 2, B2 is updated termly with the rest of the school cohort. Because of the absence of a reliable baseline we do not set targets for children in EYFS until the final term. These targets are then tracked from year one. Teachers demonstrate progress towards EHC outcomes and summative progress over time and this is detailed in the pupil case study.

Every year Highbury submits progress data to the DfE. Highbury reports progress for children reaching their Early Learning Goals, providing information as to whether a child's skill is 'emerging', at the 'expected' level, or are 'exceeding' developmental goals. This information is not reported to parents as it does not provide enough information on the progress of the individual student

### **Whole School Results: Progression Steps**

| Area | Target achieved/exceeded | Target not met by more than 5% |
|---|---|---|
| Reading | 94% | 6% |
| Writing | 94% | 6% |
| Spoken Language | 98% | 2% |
| Number | 88% | 12% |
| Geometry | 98% | 2% |
| Biology | 91% | 9% |
| Chemistry | 86% | 14% |
| Physics | 91% | 9% |

## **Key findings**

- The teaching of reading in school is highly effective and children are making good progress towards the development of decoding skills.
- The 'read together' initiative across school is effective in ensuring daily exposure to high quality teaching of reading.
- Phonics champions are effective in taking a lead for the development of phonics within their class and skills and expertise are being shared effectively across the school.

- The development of a phonological awareness programme that is bespoke to Highbury will further support readiness for phonics and will ensure all children are accessing teaching of reading at every level.
- Where there are anomalies to this progress, this is typically due to difficulties in demonstrating comprehension linked to spoken language and engagement in spoken interaction difficulties linked to some children with ASD.
- There is evidence that children with significant hearing impairment take longer to learn to read as phonics is not accessible. Sight reading is a laborious approach and fluency via this approach is harder to achieve.
- The Black Sheep narrative approach combined with colourful semantics is effective in supporting the development of narrative structure and is supporting children to make good progress in writing.
- The approach to teaching questions through colourful semantics is not fully utilised and appears to be confined to Literacy. This approach should be used across all curriculum subjects and especially science where asking and answering questions is a key part of scientific enquiry. It is expected that the development of colourful semantics into science will form part of the subject leaders action plan.
- The long term plans will be effective in providing a teaching structure to teachers that encourages them to slow down to fully embed and apply learning. In this first year of use, it is to be expected that there is an impact on coverage and content in relation to the assessment tool.
- Most teachers presented accurate assessment information that was supported with evidence that showed progress over time. Where this was not the case, support has been deployed in order to address gaps in teacher knowledge. This has included administrative support.
- Case studies are detailed and demonstrate the depth of knowledge teachers have about the pupils they teach.
- Where children failed to make expected progress, teachers were able to provide detailed analysis as to why and also suggest net steps.
- Targets in science tend to be lower than in other key subjects. Science does not have as much time dedicated to it on the timetable as maths and literacy.
- Scientific enquiry skills rely on children first being able to have a grasp of core concepts such as 'explain', 'describe' and 'why' and in the hierarchy of concepts these are further down in terms of complexity.

### Whole School Results: Engagement Steps

| Area | Target achieved or exceeded | Target not met by more than 5% |
|---|---|---|
| Exploration | 89% | 11% |
| Realisation | 91% | 9% |
| Anticipation | 97% | 3% |
| Persistence | 95% | 5% |
| Initiation | 92% | 8% |
| Expressive | 95% | 5% |
| Receptive | 89% | 11% |
| Fine motor | 90% | 10% |
| Gross motor | 97% | 3% |

**Key Findings**

- Although not necessarily represented here, the analysis of evidence books showed a lack of evidence towards realisation and this points to a gap in subject knowledge for support staff. This gap will be addressed with staff training in the new academic year.
- At the start of the year teachers could choose which aspects of engagement steps were most pertinent to individual pupils. This did not allow for consistency or comparison. It has now been decided that the above reported areas will be the same for all children. The school may also accept SEMH targets where particularly relevant to show progress.
- Moderation of engagement step judgements found that teachers were at times being lost in the detail of very small steps which could hinder overall progress. It was decided that the data leads would work to produce an overarching statement for each engagement step to support teachers to become more familiar with the step as a whole. Whilst detail and small steps are important, often the step is replicated in an earlier or later stage and can sometimes be interpreted too literally. This is to be expected as this assessment tool and the language of engagement profiling is still relatively new.
- Feedback from parents in EHCP reviews was very positive towards this way of capturing progress for children working on non-subject specific porgrammes. Parents and carers were able to clearly see areas of progress and understand how teachers are planning next steps.
- Significant discussion took place regarding children's reliance on adults to initiate and maintain engagement particularly where children can have quite fixed interests. The work with CP champions across school will enable staff to continue to discuss this in more detail and share best practice examples from across the school.
- Gross motor is an area where children typically excel and this may not need to be included for all children going forward and instead should be limited to children with needs in this area.

**Pupil Premium**

There were 31 children on register who are eligible for Free School Meals (FSM). Of these, 5 are from the EYFS and their progress data is provided in their individual pupil case study.

| Focus | Children receiving pupil premium Engagement Steps | |
|---|---|---|
| Area | Target achieved or exceeded | Target not met by more than 5% |
| Exploration | 100% | |
| Realisation | 90% | 10% |
| Anticipation | 90% | 10% |
| Persistence | 100% | |
| Initiation | 100% | |
| Expressive | 100% | |
| Receptive | 100% | |
| Fine motor | 100% | |
| Gross motor | 100% | |

| Focus | Children receiving pupil premium Progression Steps | |
|---|---|---|
| Area | Target achieved/exceeded | Target not met by more than 5% |
| Reading | 100% | |
| Writing | 90% | 10% |
| Spoken Language | 100% | |
| Number | 90% | 10% |
| Geometry | 90% | 10% |
| Biology | 90% | 10% |
| Chemistry | 80% | 20% |
| Physics | 90% | 10% |

**Key findings**

Filtering the data to analyse the progress of pupils who receive pupil premium demonstrates that overall children make at least as good progress as their peers. Whilst there is a requirement to comment on the progress of children in receipt of pupil premium funding it is important to note that due to the nature of needs, the most significant indicator of needs at Highbury school is the complexity and range of individual pupil need. The curriculum and teaching approaches at Highbury mean that every child has access to a highly personalised curriculum and this is designed to support individual pupil need.

Further detail regarding individual pupil progress for children receiving pupil premium can be found in pupil case studies and EHCP review reports.

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