

2017/2018 Pupil Progress Summary Report- ICANS

Since September 2017 TreeHouse School has measured pupil academic progress using ICAN statements. The system works alongside the other methods used by the school to ensure a holistic approach. These include Verbal Behaviour Milestones (VP-MAPP), Behaviour Problems Inventory (BPI) and Essentials for Living (EFL). This summary report will focus on ICAN statements, with reference to BPI. The data dashboard produced termly for governors shows results from VP-MAPPP, EFL an BPI.

Pupils are assessed on a number of ICAN statements across subjects from this we can determine the degree of progress. Our ICANs are currently divided up to 14 levels. Pupils gain a percentage of each level which determines the extent to which they have secured the skills of that level. The pupils are then given weighted level. For example, a pupil may be Level 6 Developing or Level 6 Secure (with elements of Level 7 or higher). This is important because we know pupils with autism have a spikey profile and will not progress in a typical linear pattern. Autistic pupils are also prone to plateau.

For the purpose of this report we have determined, through working with other schools in the BHHAG, our own definitions of progress for ICAN Scores

	Less than expected Progress	Expected Progress	Above Expected Progress	Exceeding above expected Progress
	<1 ICAN gained	1-8 ICANS	8-25 ICANS	>25 ICANS
Definition	From their assessed starting point pupils gain 1 or less ICANs throughout the academic year (September- July) We would expect very pupils to be in this group	From their assessed starting point pupils gain 1-8 ICANs throughout the academic year (September- July) The majority of our pupils should fall within this group in an SLD school.	From their assessed starting point pupils gain 8-25 ICANs throughout the academic year (September- July)	From their assessed starting point pupils gain 8-25 ICANs throughout the academic year (September- July). Very few pupils would fall into this group in a SLD school

Headlines

Pupils currently make GOOD progress at TreeHouse School. Progress is judged to be good as the data gathered to date may not be as accurate as we would wish. There needs to be a further ICAN data collection before the school can have full confidence in the judgement. However, the school is in a very secure position because of the wealth of other data that is collected around pupil progress.

Headlines KS1-KS4

N = 55	English				Mathematics	PSHCE	Independence
	Sp	Lis	Read	Wri			
2017-18	64%	82%	75%	53%	66%	71%	64%

Table: % pupils exceeding or achieving expected progress in 2017-18

	English				Mathematics	PSHCE	Independence
Key Stage	Sp	Lis	Read	Wri			
EYFS & KS (6)	17%	67%	67%	50%	67%	50%	67%
KS2 (12)	67%	92%	92%	42%	46%	83%	67%
KS3 (180)	67%	78%	72%	44%	78%	78%	50%
KS4 (19)	74%	84%	68%	68%	74%	63%	74%

Table: Comparison of % pupils achieving or exceeding expected progress by Key Stage

- 68% of pupils (KS1 to KS4) made expected progress (good) or greater than expected progress (outstanding) across all Key Stages in the period September 2017 to July 2018 (based on available data across all subject areas).
- 82% of pupils made expected or greater than expected progress in English Listening
- 64% of pupils have made expected progress in gaining Independence Skills
- Pupils in KS4 make the most progress, with 71% of pupils making at least expected progress.
- In KS2 92% of pupils make at least expected progress with their reading. This reflects the work that has been done since the appointment of a whole school English lead and interventions put in place, including internal and external training programs for staff, purchasing of resources - for example 'Read Write Inc' and 'Bag Books'.
- In KS3 78% of pupils make at least expected progress with their maths. In 2017 a whole school maths lead was appointed and there has been a focus on training staff how to teach functional maths skills to pupils with SEND. One of the key initiatives has been training on the use of 'Numicon'.
- 16% of pupils make above expected progress across four strands in English with listening being the strongest strand.
- 20% of pupils make above expected progress in maths.
- Progress made by pupil premium pupils is comparable to non-pupil premium pupils
- Pupil Premium pupils make more progress in writing than non- pupil premium pupils.
- There is gender parity across the school
- *All ethnic groups make comparative progress*
- *White British make overall less progress than any other group*

Headlines KS5/Post16

	English				Mathematics	PSHCE	Independence
N = 22	Sp	Lis	Read	Wri			
2017-18	41%	41%	36%	27%	20%	41%	41%

Table: Comparison of % pupils achieving or exceeding expected progress Key Stage 5/Post 16

- Only 35% of pupils in KS5 made expected or above expected progress. However, we know from other data collection and from staff comments that this is not a true reflection of the progress rates in Post 16 but rather a reflection of how the assessment model being used does not work for Post 16. The curriculum and assessment methods do not currently match.
- 16 pupils were entered and completed either Maths or English entry level
- 73% (8) of pupils transitioned to college, 91% (10) going on to further education with only 9% (1 pupil) neither in employment or education

- FSM pupils make more progress than non-FSM (apart from in listening)
- Rates of progress are not a true reflection of progress seen within Post 16
- Boys make slightly more progress than girls in post 16, this may reflect the curriculum offer or could be due to cohort.
- 67% of EAL pupils make progress in PSHCE and Independence compared with non EAL. This may be due to the curriculum content being more accessible or may reflect that the current English and Maths curriculum Post 16 is not accessible to EAL pupils.
- 100% (1) of Asian Post 16 pupils made expected or above expected progress
- 75% (3) of Black British pupils made expected progress in PSCHE and Independence but only 25% (1) made expected progress in speaking and reading, with 50% (2) making expected progress in listening and writing and Maths.
- White British pupils made the least amount of progress

Conclusion

- The current model is ineffective in KS5/post 16 as the ICANS do not relate to the curriculum content or learning needs of the cohort
- The current ICANS do not represent a true picture of what is being taught in many areas of the school.
- The school only had data for 77 pupils though by the end of the academic year 87 pupils were on role. The school intakes pupils throughout the academic year, this makes it a challenge to have starting point data or data that shows 12 months of progress.
- The school has to consider missing data and human error. The large number of ICANS and the use of new software makes using and adding ICAN data for the first time a challenge. In addition, with this quantity of inputting there is always a degree of human error. As the system becomes embedded it will be easier for the data manager and the data lead to spot such errors. We know from our work with other schools that it is possible to spot unusual trends, for example too high or too low scores, we will be able to do this in the future to help us to moderate the data.
- The number of ICANS staff are being asked to assess against leads to inconsistency and a system that is difficult to understand. The school has reflected on this and will look to significantly reduce the number of ICANS so that all assessment generates a more accurate picture of where each pupil is at.
- The school would expect year data to improve (from pupil starting points) and though we have seen improvements in the data the number of pupils who are above expected progress or exceeding expected progress in down on the previous year. This may be down to a lack of experience and familiarity of the assessment model. However, we need to look at our cohort, our teaching methods and our curriculum to be certain that pupils are being stretched to go beyond expected levels of learning.
- The school does not yet have enough new data to accurately measure end of key stage progress either from the end of key stage 2 to end key stage 3 or the end of KS4. For the data to be accurate we will need to wait until we have a cohort of pupils who have gone through a key stage. This will take a few years to build up unless we can get this data/expected progress from other schools – most Key Stages span 2-3 academic years. The school will need to consider how it is going to record this progress.
- The software currently being used by the school has been unable to generate some of the reports the school requires. The school is currently in conversation with the software company to further develop

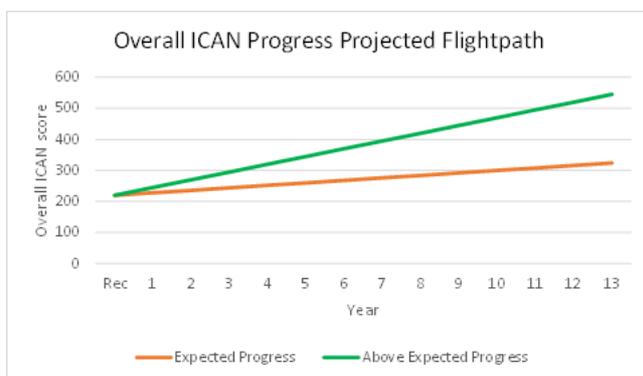
Action

- Review of assessment model. English and Maths lead have been writing new schemes of work as part of the curriculum rewrite. They are looking to move to a thematic curriculum in KS1 and KS2 and a creative curriculum across KS3 and KS4. KS5/post 16 will continue to develop pathways to adulthood. The ICAN statements that are being assessed against need to reflect these changes in the curriculum content.

- Learning walks and observations in KS5/post 16. KS5/post 16 results are lower than expected the school needs to be satisfied that this is due to the ICANs as opposed to the teaching and learning within the key stage.
- Further look to ways how pupil voice can be heard in assessment, this may be through individual pupil flight paths.
- Ensure all staff have access to the software for assessment
- Plan staff training throughout the year on how to use the software and how to assess pupils against the ICAN statements
- Build in weekly planning meetings to ensure staff know the progress rates of all pupils and that planned interventions take place throughout the year where pupils are seen not to be making expected progress (from their starting point) or where pupils appear to not be stretched or challenged.
- Appoint phase leads (September 2018) for each area of the school. Part of the job description for each phase lead will be to be aware of pupil progress.
- Set PDR data targets (September 2018) for each class lead/teacher
- Develop KS5/post 16 assessment model and look to report on post 16 in separate outcomes report.
- Look to develop a KS5/post 16 parental leaflet that clearly shows the progress through pathways to adulthood
- Continue to work with BHHAG and look how between school moderation will help us get a national picture of how we compare with other schools. Maths and English subject leads to be part of group and be involved in moderation meetings with other special schools.
- Work with other NAS schools to moderate work to build a national picture of how we compare.
- Develop a system that allows us to report on end of key stage progress

The Future

With the assessment system that we have in place each pupil will have an individualised flight path showing their expected progress depending on their starting point.



Example of a Projected flight path for all subjects

Taking a starting point of 220 overall ICAN score (for all 8 subject strands), this is the average score for our current KS1 pupils this Summer out of a possible total of 1564. The orange line is 8 points gain each year (the top of expected progress), green line is 25 points gain each year (the top of above expected progress).