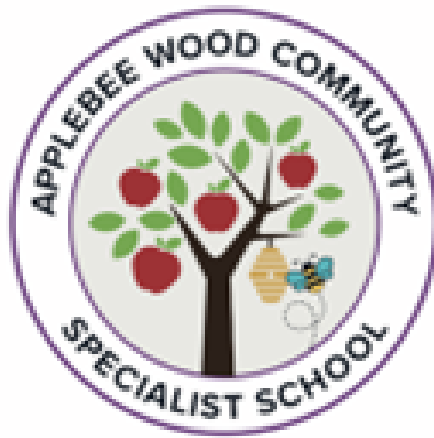


Pupil Progress & Performance Data

2023-2024



**Applebee Wood
Community
Specialist School**

Forward ... *thinking!*

Whilst there is no predetermined view as to what specific assessment system a school should use, any approach must be effective, fit for purpose and provide accurate information showing the progress students are making. The information recorded should be meaningful for students, parents and governors. Along with many special schools in recent years, Applebee Wood has moved away from the use of PIVATS as an assessment tool and due to the ever increasing complexity in needs of the children being allocated places, there is no longer sufficient possibility for a standardised approach of comparison across all cohorts in special schools, therefore each school should have an appropriate bespoke system which is adaptable to the needs of the students on roll, for which we at Applebee Wood are no exception. The purpose of assessment data must be to inform and improve practice, enabling the delivery of better outcomes for students, with a robust and consistent way of managing the often-different types of data, so it provides meaningful information to inform practice.

At Applebee Wood, our aim has always been to find an assessment solution that works for our school community, which is driven by the need to recognise the achievements and potential of each young person. Our holistic outlook and methods are inclusive of all abilities and special educational needs, which not only includes the academic progress a student can make, but the much wider outcomes of independence, social skills, confidence and self-esteem amongst others.

Over recent 'post-covid' years we have transitioned away from the 'paper-based' PIVATS tool which only supported the academic assessment of English, Maths and PSD, ultimately resulting in current increased capacity to assess 'Formal' learners in all curriculum areas through the previously established and newly upgraded BSquared system. Our youngest learners are assessed using the statutory EYFS Profile document, our older 'Pre-Formal' students were assessed in the last year using the 'Pre-Key Stage' standards and any 'Semi-Formal' students were assessed using a combination of the previous tools. Moving forward into the 2024-25 academic cycle, Pre-Key Stage standards will be phased out as we fully adopt the 'EQUALS' curriculum in all ISC (Intensive Support Classes). Alongside this we use a robust and inclusive 'cloud-based' system with the ability to record student achievements and support teachers across all curriculum subjects supporting all assessment methods by providing both student progress evidence and professional accountability. The broader areas of need including Social, Emotional and Mental Health, Cognition and Learning, Communication and Interaction, Physical and Sensory Development as well as Independence and Preparation for Adulthood are also supported and complemented by the Evidence for Learning (EfL) platform as students achieve their IEP targets.

The 'EfL' platform captures and records evidence, assessment and progress in a 'straightforward' way through a secure app using classroom tablets, thereby removing the need for staff to use multiple systems which could otherwise lead to duplication of information and unnecessary workload. The platform can be accessible to parents who are able to see the progress their young person is making in a chronological way.

Data – *What is important?*

The most important assessment approach in school is the tracking of termly targets for each student's IEP (Individual Education Plan), which is directly linked to the desired outcomes of their Education, Health and Care Plan. Therefore the most valuable 'data' contained within an annual assessment and accreditation report of a special school, is the information which paints a picture detailing the 'individual' progress of all students on roll during that year, and any conclusions which adds to the view of where we are, and where we should be headed in the coming year(s). As such, the following numerical data and written

interpretations are a positive celebration of what our community has achieved and a reflection of areas we will strive to improve upon moving forward.

Recent years at Applebee Wood have witnessed a significant jump in the numbers of students, when compared to pre-pandemic levels. We had 112 students on-roll in the 2020/21 academic year rising to 170 as of the date of this report, which is not only an increase of more than 50% in student numbers but likewise we have seen a similar increase to staffing levels. We are happy to report that our Assessment and Accreditation processes were in no way impeded by these significant increases in student and staffing numbers, to the contrary we have adapted appropriately and continue to support a greater number of learners to achieve accreditation than ever before.

At the end of each term, teachers are asked to RAG rate the Individual Education Plan targets that have been set previously under the five broad areas of need. These targets are drawn directly from the broader statements on the student's Education, Health and Care Plan, with the same five headings to be achieved over the current period of the plan, which is usually a key stage. This correlation allows for the teachers to have a direct impact on the outcomes to be discussed at the Annual Review meeting each year. Targets are rated and actioned as follows:

- **Green:** indicates that a target has been 'met' and a new target should be drawn from the EHCP
- **Amber:** indicates that a target is 'ongoing' and will continue for another term, but no more
- **Red:** indicates that a target is 'not met' and must be 'broken down' for the following term.

If a student receives a consistent 'green' rating, this should be viewed very positively, however it could also indicate that a more challenging target should be given in future. The reason for an 'amber' or 'ongoing' target having a two-term limit, is in order for the teacher to recognise the need for a more manageable target to be set for achievement to take place within an appropriate timeframe. A 'red' rating indicates that the target is not appropriate and professional judgement needs to be used to prioritise which parts of the target will be the focus for the coming term.

The data below has indicated that consistency across school varies, and whilst outcomes are good, small improvements can be made. Moving forwards into the coming year, every IEP will have one target drawn from each of the corresponding sections within the EHCP document, (Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction, Physical and Sensory Development as well as Independence. Self-Help and Preparation for Adulthood) with the exception of 'Cognition and Learning' which will have two targets for all students in school (1 x Literacy focus – Writing/Reading, and 1 x Numeracy/Maths based), giving six targets overall each term. Having consistent (stage appropriate) targets for all students will ensure that progress is tracked and monitored sufficiently at a 'macro' (for governance) as well as 'micro' (for Teaching & Learning) levels.

The next four pages of this report give a detailed analysis of both IEP RAG Rated Data for the whole school, as well as the outcomes of the three assessment 'tools' used in the last year (EYFS Profiling, Pre-Key Stage Standards used for 'Pre/Semi-Formal' Learners as well as BSquared 'Formal Learner' outcomes). The information details the number of IEPs completed as well as a valuable comparison study of students who attract the receipt of an additional 'tariff' (Pupil Premium) verses those that don't (FSM/CLA/Post CLA etc). This data shows that over 90% of all students either 'met' or 'partially met' their targets in all areas of need, with an average of 86.15% of targets being met across the whole school when given weighted percentiles of 100% for a 'Met' target, 50% for 'Part-Met' and 0% for an 'Unmet' target, which is an excellent outcome overall.

2023/24 IEP Data Analysis – Whole School (Inc. Tariff Recipients):

NOR (End of Year): 163 (EYFS = 18 / ISC = 17 / Formal = 128)

Summer IEPs Completed: 163 (100% of NOR)

Not Completed: 0 (0% of NOR)

Reasons:

Of 163 Completed IEPs:

PP/Bursary Recipients:	83 (50.9% of Whole School) of IEPs Completed (+/-Unknown% on 22/23)
EYFS (18) PP:	7 (38.9% of 18 in Department) of IEPs Completed (+/-Unknown% on 22/23)
ISC (17) PP:	6 (35.3% of 17 in Department) of IEPs Completed (+/-Unknown% on 22/23)
Formal (128) PP:	70 (54.7% of 128 in Department) of IEPs Completed (+/-Unknown% on 22/23)

Communication & Interaction (163/163 = 100%):

Met – 127/163 (77.9%)	Ongoing – 21/163 (12.9%)	Not Met – 15/163 (9.2%)	=163/163
PP Met – 68/83 (81.9%)	PP Ongoing – 7/83 (8.4%)	PP Not Met – 8/83 (9.7%)	=83 (100%)
Non-PP Met – 59/80 (73.8%)	Non-PP Ongoing – 14/80 (17.5%)	Non-PP Not Met – 7/80 (8.7%)	=80 (100%)

Cognition & Learning READING/WRITING (163/163 = 100%):

Met – 134/163 (82.2%)	Ongoing – 18/163 (11%)	Not Met – 11/163 (6.8%)	=163/163
PP Met – 67/83 (80.7%)	PP Ongoing – 8/83 (9.6%)	PP Not Met – 8/83 (9.7%)	=83 (100%)
Non-PP Met – 67/80 (83.8%)	Non-PP Ongoing – 10/80 (12.5%)	Non-PP Not Met – 3/80 (3.7%)	=80 (100%)

Cognition & Learning MATHS (163/163 = 100%):

Met – 136/163 (83.5%)	Ongoing – 13/163 (8%)	Not Met – 14/163 (8.5%)	=163/163
PP Met – 71/83 (85.5%)	PP Ongoing – 4/83 (4.8%)	PP Not Met – 8/83 (9.7%)	=83 (100%)
Non-PP Met – 65/80 (81.3%)	Non-PP Ongoing – 9/80 (11.3%)	Non-PP Not Met – 6/80 (7.4%)	=80 (100%)

Physical & Sensory (163/163 = 100%):

Met – 141/163 (86.5%)	Ongoing – 14/163 (8.6%)	Not Met – 8/163 (4.9%)	=163/163
PP Met – 73/83 (88%)	PP Ongoing – 4/83 (4.8%)	PP Not Met – 6/83 (7.2%)	=83 (100%)
Non-PP Met – 68/80 (85%)	Non-PP Ongoing – 10/80 (12.5%)	Non-PP Not Met – 2/80 (2.5%)	=80 (100%)

SEMH (163/163 = 100%):

Met – 121/163 (74.2%)	Ongoing – 31/163 (19%)	Not Met – 11/163 (6.8%)	=163/163
PP Met – 56/83 (67.5%)**	PP Ongoing – 19/83 (22.9%)	PP Not Met – 8/83 (9.6%)**	=83 (100%)
Non-PP Met – 65/80 (81.3%)**	Non-PP Ongoing – 12/80 (15%)	Non-PP Not Met – 3/80 (3.7%)**	=80 (100%)

P4A/Personal Independence (163/163 = 100%):

Met – 121/163 (74.2%)	Ongoing – 28/163 (17.2%)	Not Met – 14/163 (8.6%)	=163/163
PP Met – 63/83 (75.9%)	PP Ongoing – 12/83 (14.5%)	PP Not Met – 8/83 (9.6%)	=83 (100%)
Non-PP Met – 58/80 (72.5%)	Non-PP Ongoing – 16/80 (20%)	Non-PP Not Met – 6/80 (7.5%)	=80 (100%)

2023/24 Curriculum Assessment Data Analysis – EYFS Classes

Personal, Social & Emotional Development:

	Poor	Expected	Good	Outstanding
Percentage Outcome	0.0%	24.5%	49.6%	26.0%

Communication & Language

	Poor	Expected	Good	Outstanding
Percentage Outcome	0.0%	31.8%	45.5%	22.7%

Physical Development

	Poor	Expected	Good	Outstanding
Percentage Outcome	0.0%	35.4%	36.1%	28.6%

Literacy

	Poor	Expected	Good	Outstanding
Percentage Outcome	6.1%	19.1%	32.1%	42.8%

Mathematics

	Poor	Expected	Good	Outstanding
Percentage Outcome	0.0%	28.6%	35.7%	35.8%

Understanding the World

	Poor	Expected	Good	Outstanding
Percentage Outcome	15.2%	33.8%	16.3%	34.9%

Expressive Arts & Design

	Poor	Expected	Good	Outstanding
Percentage Outcome	4.5%	29.9%	40.6%	25.0%

2023/24 Curriculum Assessment Data Analysis – ISC Classes (Pre/Semi-Formal)

	Reading	Writing	Maths	Science	Independence
Percentage Outcome	120.7%	85.4%	86.2%	81.4%	112.1%

2023/24 Curriculum Assessment Data Analysis – All Formal Classes

Reading	Poor	Expected	Good	Outstanding
	8.4%	10.1%	6.7%	74.8%
	Expected +		91.6%	
			Good +	81.5%
			Outstanding 74.8%	
Writing	Poor	Expected	Good	Outstanding
	11.3%	6.1%	7.8%	74.8%
	Expected +		88.7%	
			Good +	82.6%
			Outstanding 74.8%	
Speaking	Poor	Expected	Good	Outstanding
	14.8%	3.5%	3.5%	78.2%
	Expected +		85.2%	
			Good +	81.7%
			Outstanding 78.2%	
Number	Poor	Expected	Good	Outstanding
	10.4%	18.3%	10.4%	60.9%
	Expected +		89.6%	
			Good +	71.3%
			Outstanding 60.9%	
Measure & Geo	Poor	Expected	Good	Outstanding
	21.2%	18.6%	6.2%	54.0%
	Expected +		78.8%	
			Good +	60.2%
			Outstanding 54.0%	
Stats & Probability	Poor	Expected	Good	Outstanding
	6.4%	1.8%	13.6%	78.2%
	Expected +		93.6%	
			Good +	91.8%
			Outstanding 78.2%	
Science	Poor	Expected	Good	Outstanding
	6.4%	25.6%	33.6%	34.4%
	Expected +		93.6%	
			Good +	68.0%
			Outstanding 34.4%	
History	Poor	Expected	Good	Outstanding
	9.8%	7.3%	9.3%	73.6%
	Expected +		90.2%	
			Good +	82.9%
			Outstanding 73.6%	

Geography	Poor	Expected	Good	Outstanding
	26.6%	8.9%	8.9%	55.6%
	Expected +	73.4%		
		Good +	64.5%	
			Outstanding	55.6%
RE	Poor	Expected	Good	Outstanding
	13.6%	6.2%	8.6%	71.6%
	Expected +	86.4%		
		Good +	80.2%	
			Outstanding	71.6%
PE	Poor	Expected	Good	Outstanding
	24.2%	8.7%	9.4%	57.7%
	Expected +	75.8%		
		Good +	67.1%	
			Outstanding	57.7%
PSD	Poor	Expected	Good	Outstanding
	25.8%	9.5%	12.9%	51.8%
	Expected +	74.2%		
		Good +	64.7%	
			Outstanding	51.8%
Music	Poor	Expected	Good	Outstanding
	14.6%	0.0%	6.1%	79.3%
	Expected +	85.4%		
		Good +	85.4%	
			Outstanding	79.3%
Computing	Poor	Expected	Good	Outstanding
	10.2%	8.4%	8.4%	73.0%
	Expected +	89.8%		
		Good +	81.4%	
			Outstanding	73.0%
Art	Poor	Expected	Good	Outstanding
	8.5%	11.0%	6.1%	74.4%
	Expected +	91.5%		
		Good +	80.5%	
			Outstanding	74.4%
DT	Poor	Expected	Good	Outstanding
	9.4%	18.8%	5.9%	65.9%
	Expected +	90.6%		
		Good +	71.8%	
			Outstanding	65.9%
Cooking	Poor	Expected	Good	Outstanding
	23.8%	9.5%	1.6%	65.1%
	Expected +	76.2%		
		Good +	66.7%	
			Outstanding	65.1%

Data Summary Evaluation – *What do all the numbers mean?*

Whilst at first glance the data tables above may seem overly complicated, the interpretations are clear when it comes to reading the positive narrative about the progress being made in school and any actions which will be addressed within individual subjects.

Within the IEP analysis we can see that we are achieving exceptional targets within all areas of EHCP Needs with excelled progression towards the Cognition & Learning, as well as Physical and Sensory needs of all students.

Accreditation – *A Journey into Adulthood!*

Applebee Wood Community Specialist School is dedicated to each student's personal preparation journey to life beyond the classroom and as such we offer an ever-increasing suite of awards and accreditation to build the 'whole child' as they gain experiences and where appropriate sit national exams. All teachers involved in the planning and delivery of examination subjects have undergone the relevant training, including marking and moderation, cross moderation, invigilating exams and quality assurance. All tests are completed under exam conditions and appropriate special considerations are applied such as extra time and/or the use of a scribe.

All accreditation routes and formal qualifications offered at Applebee Wood are constantly being evaluated to reflect the ever-changing nature and complexity of individual needs, as well as striving to meet the wider aspirations contained within the student population. With this in mind, we continue to strive to offer a more holistic suite of accreditation routes based on the needs and interests of the students. Preparation starts from the Early Years where students learn about the world around them and people in the community and through the rest of the school all students have access to all subjects of the National Curriculum and dedicated Theme Days, visits and events to build cultural capital and develop specific vocational interests that students would like to explore in KS4.

The following page gives an analysed breakdown of the 229 accredited awards received by our students in the 2023-24 cycle detailed by 'Awards per Student', 'Subject', 'Level' and by 'Awarding Body'. It is noteworthy that in comparison to national data and other local special schools, our students leave school with significantly more accreditation and certification than would be expected, including GCSEs up to and including Grade 4 which is the benchmark for mainstream secondary settings to enable passage onto formal further and higher education.

2023/24 Accreditation & Certification Data Analysis – Y11 Leavers 2024:

NOR (End of Year):	20
Students Achieving Awards:	20 (100% of NOR)

Breakdown by **Number of Awards per Student** (229 in total ... 96.1% of students gained between 9 and 16 awards):

X 1/2:	1 Student = 2 Awards
X 3/4:	2 Students = 7 Awards
X 5/6:	0 Students = 0 Awards
X 7/8:	0 Students = 0 Awards
X 9/10:	3 Students = 29 Awards
X 11/12:	4 Students = 46 Awards
X 13/14:	4 Students = 53 Awards
X 15/16:	6 Students = 92 Awards

Breakdown by **Subject** (229 Awards in Total):

Maths*:	30 Awards (ELC 1 – GCSE Grade 4)
World of Work:	28 Awards (ELC 3 – Level 2)
Science:	17 Awards (Level 1 – GCSE Grade 4)
PE:	17 Awards (Level 1 – Level 3)
Cooking:	17 Awards (Level 1 – Level 2)
ASDAN Award:	17 Awards (Bronze (8) – Silver (9))
Duke of Edinburgh Award:	15 Awards (Bronze (2) – Silver (13))
English*:	13 Awards (Level 1 – Level 3)
Various (AQA Unit Awards):	75 Awards (ELC 1 – Level 2)

Accreditation broken down by **Academic Level** (126 Awards in Total):

ELC 1:	19 (15.1%)
ELC 2:	17 (13.5%)
ELC 3:	11 (8.7%)
Level 1*:	45 (35.7%)
Level 2:	24 (19%)
Level 3:	4 (3.2%)
GCSE:	6 (4.8%)

Awards broken down by **Awarding Body** (229 Awards in Total):

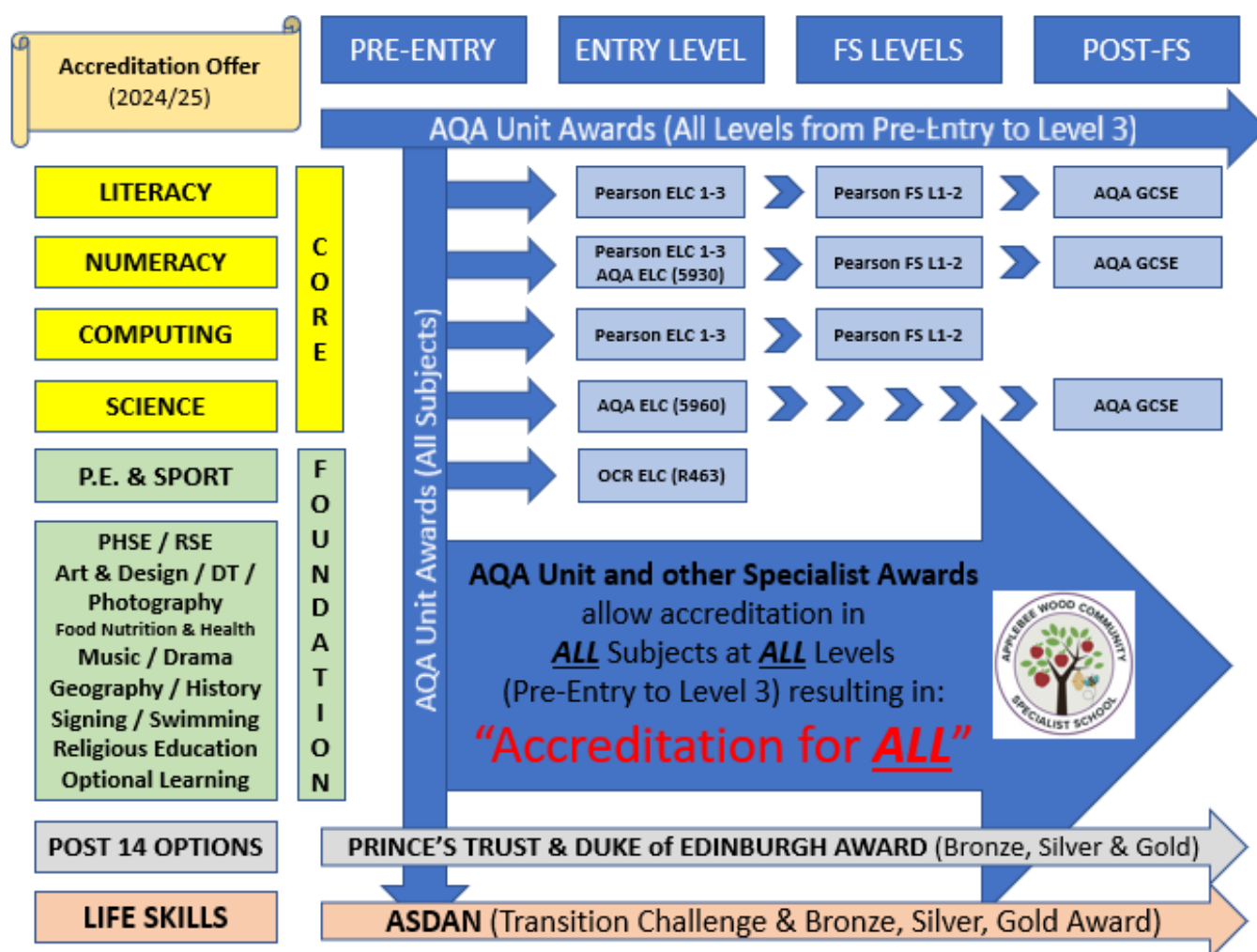
AQA (including Unit Awards:	116 (50.7%)
Pearson/Edexcel	33 (14.4%)
OCR:	17 (7.4%)
ASDAN:	17 (7.4%)
Duke of Edinburgh:	15 (6.6%)
National Council for FE:	14 (6.1%)
Highfield:	9 (3.9%)
City & Guilds:	8 (3.5%)

‘Accreditation for ALL’ is a mindset within Applebee Wood Community Specialist School where we understand the need for *ALL* students to be recognised for the milestones of progress they make, from their personal ‘starting point’ to achieving their individual ‘potential’, with suitable accreditation being awarded commensurate with ability level. To enable this to happen and to provide an aspirational outlook, we use the full suite of AQA Unit Awards (AQAUS) to recognise the achievements of Pre-Entry level students in the core curriculum subjects which will complement our existing Entry Level Certificates and Functional Skills Awards accredited through our examination partners AQA, Pearson, OCR Highfield and City & Guilds. AQAUS are also be used to recognise vocational and academic courses of study in all non-core subjects and areas of learning throughout the Secondary Department particularly where the Equals Curriculum will be being used in future years.

As students progress through school they build upon prior learning and accreditation until they have amassed a wealth of recognised certification and accreditation to take forward into their future lives in the community. Students are recognised regularly alongside their peers through celebration assemblies and receive a copy of awards gained as they are claimed. Students’ achievements are officially recognised as they leave school in Y11, with a record of all original formal achievements presented at their graduation event in school.

Our Accreditation Offer ensures that *every* student in *every* class will be able to receive official recognition from an individual point of entry with appropriate stretch and challenge through all ability levels and each area of need towards nationally recognised academic qualifications and/or vocational accreditation in essential life skills, ready for adult life when they leave Applebee Wood.

This graphic shows our current ‘Accreditation for ALL’ model as described above:



Description of Accreditation ... *what does it mean?*

Pre-Entry and Entry Level Certificates (ELC) Levels E1, E2 and E3:

Entry Level qualifications are made up of a number of separately assessed units of student achievement which are recognised as each unit is completed. Assessment takes place over a combination of tests, assignments and tasks which can be either written, oral or in the form of a practical.

Students will produce a portfolio that shows evidence of what has been achieved and can contain written work or statements which contain other evidence such as performance, video, audio and photographs that are assessed by teachers. Different subjects vary in structure, content and the number of units but once all units in a course are complete the full certificate is awarded.

The three entry levels (E1, E2 and E3), are broadly equivalent to the National Curriculum at levels 1, 2 and 3 respectively. 'Pre-Entry' accreditation (offered through the AQA Unit Award Scheme) would be broadly equivalent to the EYFS Foundation Stage.

Functional Skills (FS) Levels 1 and 2:

Functional Skills are the fundamental English, Maths and ICT skills that students need for their working and personal lives, they are also used as an entry to further education courses. Students study for these qualifications in practical ways and apply core skills to real-life situations.

Some students often wonder why they need to do English, Maths and ICT when they are taking a more vocational, practical course (or 'option') leading to a personal interest. These subjects are, in fact, vitally important for almost any path which has been chosen.

Functional Skills assessments are graded as either a 'pass' or 'fail'. There are no proxies and no portfolio elements for these qualifications. Both Level 1 and Level 2 can be taken online or as a paper exam. Online exams can be taken on demand, but paper assessments must be taken during weeks set by the awarding body. Level 1 and Level 2 are externally assessed and carried out in exam conditions at the assessment centre in the same way as GCSEs. The Level 1 Award is equivalent to the 'Functional' Elements of a Foundation Level GCSE (G1-3 or D-G) and the Level 2 Award is equivalent to a Higher Level GCSE (G4-9 or C-A**)

Evaluation ... *taking stock!*

Whilst it is clear that the students at Applebee Wood Community Specialist School are on a positive and successful journey towards adulthood and have worked exceptionally hard through some unprecedented times, so too has the school demonstrated considered adaptability, as we have navigated uncharted seas of growth to emerge as an organisation which not only places the students at the forefront of our thinking, but centres 'change' around their ever complex and increasing needs.

We will continue to look at the 'offer' provided to each cohort of students and make necessary adaptations to ensure we remain 'fit for purpose' as an organisation that not only provides the essential education, care and nurture our students have an entitlement to, but maintain the premise that no individual is left behind. Anecdotal assessment, from contact with parents, observations and progress discussions with class teams enable staff to build a whole picture of each student, identifying any additional needs, plan for interventions to meet these needs and signpost students for additional support. This includes a commitment to mental health and wellbeing.

Assessment and accreditation data summaries do not account for all the learning that takes place in relation to the quality of the teaching, learning and the wider curriculum. There are many instances of progress in 'soft' skills from being able to function independently, use initiative and problem solve to developing skills in employability, careers, vocational interests, self-management of behaviour, and these will each be recorded through full utilisation of the Evidence for Learning platform. We look forward to continued growth and adaptation over the coming year.