



**ANONYMOUS**  
**SPECIALIST SEN COLLEGE**

**ANNUAL PROGRESS REPORT**

**2016/2017**



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## **MANAGEMENT SUMMARY**

### **Purpose of this Report:**

- To investigate student progress across the school.
- To demonstrate to governors and Ofsted the effectiveness of provision in improving student progress.

The report is an analysis of data collected from different sources for the 2016/17 academic year. There are five different sources used; teacher assessments, baseline data on admission, GCSE/BTEC grades, student voice and staff voice.

There are five types of analysis used.

1. Comparative analysis of teacher assessments against expected progress.
2. ASPA analysis of progress from baseline assessment on admission.
3. Sub-group analysis.
4. Comparison of final teacher assessments against GCSE/BTEC grades achieved.
5. Staff and student voice analysis.

## **©THE PHOENIX PROGRESS SYSTEM**

The Phoenix Progress System used for measuring student progress is protected under copyright law and is available for use under license.

### **Phoenix Judgements**

The Phoenix Progress System makes judgements regarding student progress by comparing actual progress made against expected progress.

All Phoenix judgements are made against “expectation” as described above. Judgements are split into the four categories listed below.

**Well above expected progress**

**Above expected progress**

**In line with expected progress**

**Below expected progress**

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## COMPARATIVE ANALYSIS OF TEACHER ASSESSMENTS AGAINST EXPECTED PROGRESS

This analysis uses termly teacher assessment data for school based students for the 2016/17 academic year. A whole school analysis has been produced, as well as an analysis of student progress by year group and by subject.

Three levels/grades of progress from the end of key stage 2 to the end of key stage 4 are used to calculate annual and termly expected progress as shown below. This provides a yardstick for measuring progress as well as enabling progress comparisons to be made with previous years.

\*A “step” of progress refers to movement from one sub-level or sub-grade up to the next sub-level or sub-grade.

### **Expected progress over one academic year is 1.8 steps\*.**

Calculation:

$$\begin{aligned} \text{Expected progress from KS2 to KS4} &= 3 \text{ grades} = 9 \text{ steps} \\ \text{Expected progress for 1 academic year} &= 9 \text{ steps} \div 5 \text{ years} \\ &= 1.8 \text{ steps per year} \end{aligned}$$

### **Expected progress over a term is 0.6 steps.**

Calculation:

$$\begin{aligned} \text{Expected progress per term} &= 1.8 \text{ steps per year} \div 3 \\ &= 0.6 \text{ steps per term} \end{aligned}$$

## **Well Above Expected Progress**

Four levels/grades of progress from the end of key stage 2 to the end of key stage 4 have been used in calculating the threshold for well above expected progress as shown below. Progress in excess of this threshold has been judged as well above expected.

### **Well above expected progress over one academic year is 2.4 steps.**

Calculation:

$$\begin{aligned} \text{Progress from KS2 to KS4} &= 4 \text{ grades} = 12 \text{ steps} \\ \text{Progress for 1 academic year} &= 12 \text{ steps} \div 5 \text{ years} \\ &= 2.4 \text{ steps} \end{aligned}$$

### **Well above expected progress over one term is 0.8 steps.**

Calculation:

$$\begin{aligned} \text{Progress per term} &= 2.4 \text{ steps per year} \div 3 \\ &= 0.8 \text{ steps} \end{aligned}$$

## **©PHOENIX PROGRESS SYSTEM:**

### **ANALYSIS OF PROGRESS FROM BASELINE ASSESSMENT ON ADMISSION**

As a Specialist SEN College, Anonymous admits only a minority of its students at the start of Year 7, the majority are admitted at various times during Key Stage 3 or Key Stage 4. Due to the nature of the students admitted, they may have underachieved for months, or even years, prior to joining Anonymous. Consequently, it would be unfair to judge this school's impact on students' progress until they are admitted to the school. It is important that two key factors are taken into account so that progress can be measured fairly and realistically. They are:

1. Baseline assessments on admission to the school.
2. Number of terms since admission to the school.

For this reason, the "average student progress since admission" (ASPA) is calculated and used as a measure against expected progress per term of 0.6 steps (as explained previously on page 5). The calculation for the ASPA uses "actual progress per term" for English, maths and science (see calculation below for "actual progress per term").

Calculation:

**Actual progress per term**

$$= \frac{\text{Number of steps of progress from "baseline on admission" to present}}{\text{Number of terms since admission}}$$

### **Average Student Progress since Admission (ASPA)**

This is a key indicator of academic progress and measures progress across all core subjects from admission to present. A termly core progress ASPA figure is calculated for each student. This can then be used to calculate an ASPA figure for the whole school population. The ASPA is a powerful way to measure both individual student core progress and also to measure whole school core progress, for comparison with expected progress of 0.6 steps per term.

Calculation:

$$\text{ASPAs} = \frac{(\text{English} + \text{maths} + \text{science}) \text{ actual progress per term}}{3}$$

“Average student progress since admission” (ASPAs) can also be used to measure progress for sub-groups within the school in order to compare performance of that sub-group against the performance of the whole school population.

### Overall Core Progress

The ASPAs is used to measure overall core progress for the whole school. This takes into account progress for all students from admission to present in English, maths and science.

$$\begin{aligned} \text{Whole school ASPAs} &= \frac{\text{Total of all student ASPAs}^*}{\text{Total number of students}} \\ &= \frac{11.4}{27} \\ &= \underline{\underline{0.4 \text{ steps per term.}}} \end{aligned}$$

Although this is below the threshold for expected progress over a term of 0.6 steps, this shows that students are making significant progress across the core subjects compared to that made in their previous schools.

44% of the students have an ASPAs of at least 0.6 steps per term. This means that nearly half of the students achieved above or in line with expected progress across the core subjects. This is a vast change from where these students were prior to joining Anonymous.

**This demonstrates significant improvement in core progress since admission to the school.**

(\*For all individual student ASPAs, see Progress Spreadsheet appendix.)



### **Whole School Progress in English**

“Actual progress per term” was calculated for English for each student using the formula shown on page 7.

$$\begin{aligned} \text{Average actual progress per term} &= \frac{\text{“Actual progress per term” for all students}}{\text{Number of students}} \\ &= \frac{12.9}{27} \\ &= \underline{\underline{\mathbf{0.5 \text{ steps}}}} \end{aligned}$$

This is approaching the threshold for expected progress over a term of 0.6 steps.

**This demonstrates in line with expected progress in English.**

### **Whole School Progress in Maths**

“Actual progress per term” was calculated for maths for each student using the formula shown on page 7.

$$\begin{aligned} \text{Average actual progress per term} &= \frac{\text{“Actual progress per term” for all students}}{\text{Number of students}} \\ &= \frac{11.7}{27} \\ &= \underline{\underline{\mathbf{0.4 \text{ steps}}}} \end{aligned}$$

Although this is below the threshold for expected progress over a term of 0.6 steps, this shows that students are making significant progress in maths.

**This demonstrates significant progress in maths from admission to present.**

## Whole School Progress in Science

“Actual progress per term” was calculated for science for each student using the formula shown on page 7.

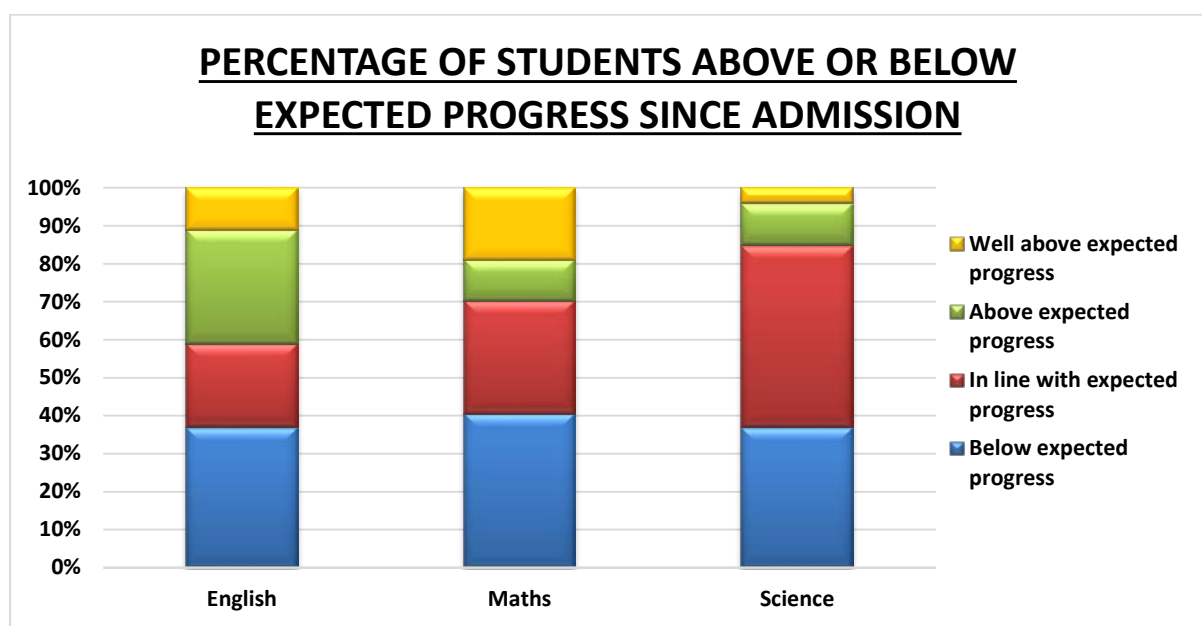
$$\begin{aligned} \text{Average actual progress per term} &= \frac{\text{“Actual progress per term” for all students}}{\text{Number of students}} \\ &= \frac{9.5}{27} \\ &= \underline{\underline{\mathbf{0.4 \text{ steps}}}} \end{aligned}$$

Although this is below the threshold for expected progress over a term of 0.6 steps, this shows that students are making significant progress in science.

**This demonstrates significant progress in science from admission to present.**

(\*For individual student progress in English, maths and science see Progress Spreadsheet appendix.)

## Comparison with Expected Progress for Core Subjects



The Progress Spreadsheet appendix also shows details of individual students above or below expected progress in core subjects since admission to the school. Termly actual progress is calculated for each student for English, for maths and for science. This is then compared to expected progress since admission. The resulting data is shown in the chart.

11% of students are well above expected progress in English.

63% of students are above or in line with expected progress in English.

**This demonstrates that a significant number of students are well above expected progress in English.**

**This demonstrates that the majority of students are above or in line with expected progress in English.**

19% of students are well above expected progress in maths.

60% of students are above or in line with expected progress in maths.

**This demonstrates that a significant number of students are well above expected progress in maths.**

**This demonstrates that the majority of students are above or in line with expected progress in maths.**

4% of students are well above expected progress in science.

63% of students are above or in line with expected progress in science.

**This demonstrates that a number of students are well above expected progress in science.**

**This demonstrates that the majority of students are above or in line with expected progress in science.**

## WHOLE SCHOOL ANALYSIS

The table below shows the average number of steps of progress for the 2016/17 academic year, broken down into year groups and subjects.

SUBJECT	AVERAGE NUMBER OF STEPS OF PROGRESS 2016/17 ACADEMIC YEAR					
	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
English	1.8	1.5	2.4	1.4	1.2	<b>1.8</b>
Maths	2.0	1.5	1.6	0.4	1.4	<b>1.4</b>
Science	0.8	1.0	1.3	0.6	2.2	<b>1.2</b>
ICT	1.2	2.5	3.8	2.0	1.6	<b>2.4</b>
Art	0.8	1.0	1.5	1.6	1.2	<b>1.3</b>
Design Technology	0.8	1.0	2.0	1.6	1.4	<b>1.5</b>
PE	1.5	4.5	2.1	1.4	2.6	<b>2.2</b>
Humanities	0.8	1.5	1.5	----	----	<b>1.3</b>
<b>All subjects</b>	<b>1.2</b>	<b>1.8</b>	<b>2.0</b>	<b>1.3</b>	<b>1.7</b>	<b>1.6</b>

Total number of steps of progress	=	297
Total number of subjects for all students	=	181
Average progress for all students across all subjects	=	$\frac{297}{181}$
	=	<b>1.6 steps</b>

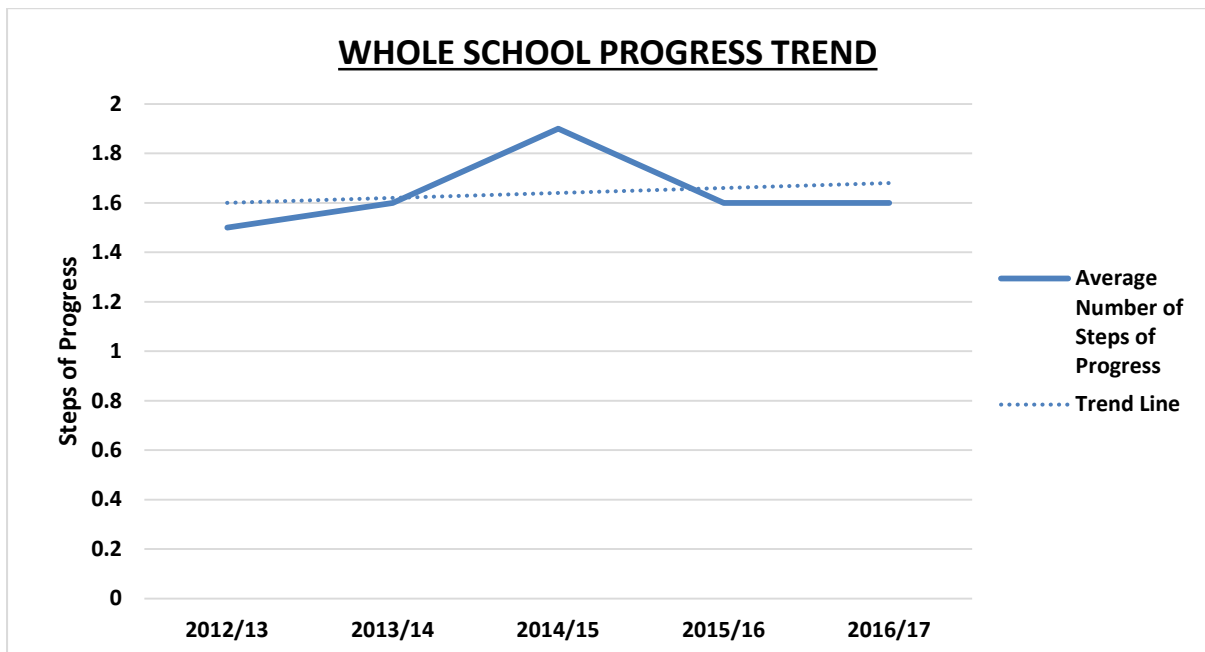
Average progress for all students across all subjects is 1.6 steps for the 2016/17 academic year. This is approaching the 1.8 steps threshold for expected progress in an academic year.

**This demonstrates in line with expected progress across the school.**

## Whole School Progress Trend

The table below shows the average number of steps of progress per student across all subjects over the last five years.

ACADEMIC YEAR	AVERAGE NUMBER OF STEPS OF PROGRESS
2012/13	1.5
2013/14	1.6
2014/15	1.9
2015/16	1.6
2016/17	1.6



The chart shows that the trend for the average number of steps of progress per student is increasing over this five year period.

Using a three-point moving average shows that the increase over this period is 2%

$$\begin{aligned}
 \text{Calculation:} \quad & (1.9 + 1.6 + 1.6) - (1.5 + 1.6 + 1.9) = 5.1 - 5.0 \\
 & = 0.1 \\
 & \frac{0.1}{5.0} \times 100 = 2\%
 \end{aligned}$$

**This demonstrates improving whole school progress.**

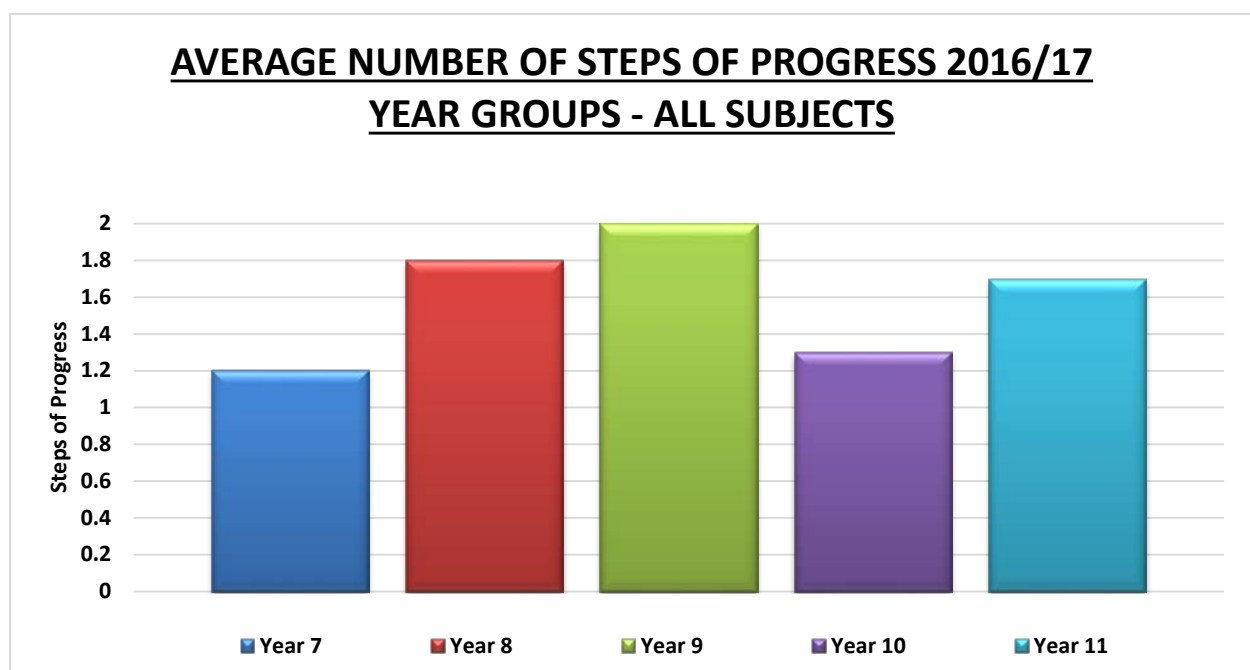
## YEAR GROUP ANALYSIS

In KS3, students are taught in class groups which may not be all from the same year group. A new intake of Year 7 and Year 8 students arrived together at the start of the academic year. These students were all from the same school and so the decision was made to keep them together as the Class 1 teaching group. Class 2 consists of a mix of Year 8 and Year 9 students. Class 3 is a group of Year 9 only students. Students are admitted throughout the year and assessed in order to place them in the most appropriate class. The assessment is based on various pastoral and academic factors, as well as the current nature of each class.

In KS4, students are taught English and maths in two sets according to ability and attitude to learning, rather than age. All other subjects are taught in year groups.

There are plans to provide a much more dynamic curriculum for KS4 in 2017/18. This will involve the students making positive decisions about which subjects they take and for how many lessons each week. It is hoped that this increased autonomy for the students will lead to greater involvement and responsibility in their own learning and achievement.

The average progress for each year group, across all subjects is shown in the table and chart below.



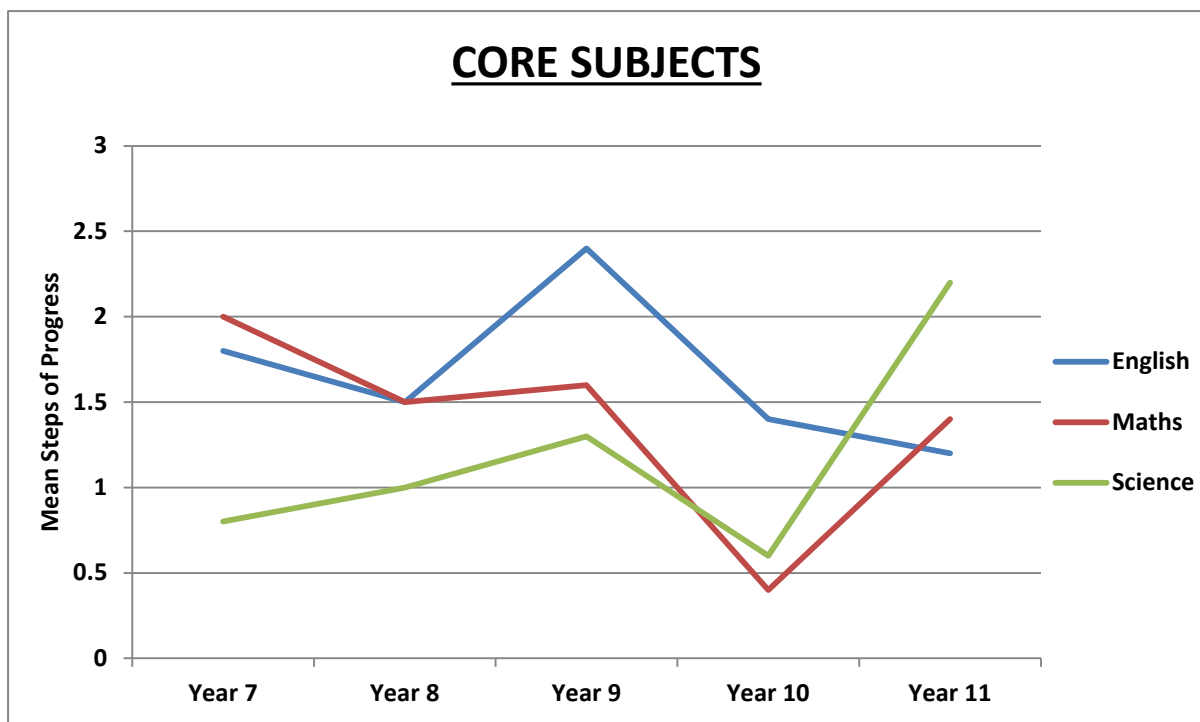
The chart shows that progress in Years 8, 9 and 11 is approaching, in line with or above the 1.8 steps threshold of progress expected over an academic year. Progress in Years 7 and 10 is below that expected over an academic year, but significant progress is evident.

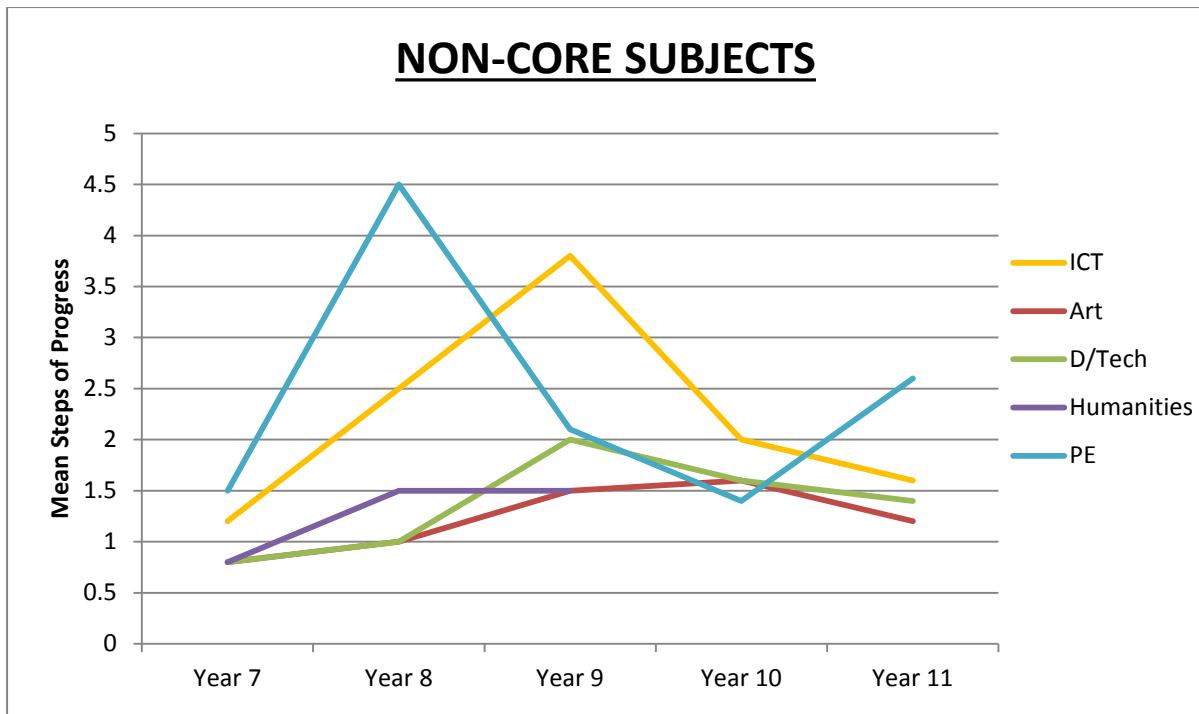
**This demonstrates significant progress across all year groups.**

**This demonstrates above or in line with expected progress in Years 8, 9 and 11.**

**SUBJECT ANALYSIS**

The table on page 12 shows the average number of steps of progress for all subjects and all year groups. This data has been separated into core and non-core subjects in the charts that follow.





Progress in English, ICT and PE across the school is above or in line with the 1.8 steps threshold for expected progress during an academic year.

**This demonstrates above or in line with expected progress in English, ICT and PE across the school.**

Progress in maths, science, art, design technology and humanities is below that expected over an academic year, but significant progress is evident.

**This demonstrates significant progress in all subjects.**

The charts show very clearly that all three core subjects appear to show a peak in Year 9 and a dip in Year 10. Non-core subjects generally show a peak in Year 9 and a dip in Year 10.



## **SUB-GROUP ANALYSIS**

This sub-group analysis would usually consider gender, ethnicity, special educational needs (SEN), free school meals (FSM) and looked after children (LAC). As Anonymous is a specialist SEN college, all the students are boys with statements. Consequently, there is no sub-group analysis for gender and SEN. Sub-groups that are included are FSM, LAC and ethnicity.

This sub-group analysis is a comparison of “average student progress since admission” (ASPA). The ASPA was calculated for FSM, LAC and ethnicity sub-groups, when significant, and then compared with the ASPA for the whole school population.

<b>ASPA FOR WHOLE SCHOOL AND SUB-GROUPS</b>	
Whole School Population	0.4
FSM Students	0.4
LAC Students	0.4
Ethnicity – White and Black Caribbean	0.3
Ethnicity – White British	0.4

### **Free School Meals**

56% of the students involved in this analysis are entitled to free school meals. The ASPA for FSM students is 0.4 steps per term, which is in line with the ASPA of 0.4 for the whole school population.

### **Looked After Children**

Only two students in this analysis are looked after children.

One student (DS) has an ASPA of 0.6. This is above the whole school population ASPA of 0.4.

One student (RK) has an ASPA of 0.2. This is below the ASPA of 0.4 for the whole school population. RK's progress should be reviewed to see if any further intervention strategies would be appropriate during the coming year.

### **Ethnicity**

11% of students involved in this analysis are "White and Black Caribbean". The ASPA for "White and Black Caribbean" students is 0.3, which is slightly below the ASPA of 0.4 for the whole school population. There are only three "White and Black Caribbean" students and so the statistical significance of this data is low. However, this should be investigated further as a possible area for development.

One student (CK) is "White European" with an ASPA of 0.8. This is above the whole school population ASPA of 0.4.

One student (RK) is "White and Chinese" with an ASPA of 0.2. This is below the ASPA of 0.4 for the whole school population. RK's progress should be reviewed to see if any further intervention strategies would be appropriate during the coming year. (RK is also a looked after child. See above under Looked After Children.)

"White British" students had a sub-group ASPA of 0.4 steps per term. As 81% of the students involved in this analysis are "White British", it is not surprising that progress for this group is in line with the ASPA for the whole school population.

## **ATTAINMENT ANALYSIS**

There are only five students in Year 11 and so any statistical analysis of this data is of low significance. Due to this small number of students, the results for each individual student have a very significant effect on the overall results for the cohort. A further factor to take account of is that due to the very vulnerable nature of the students at Anonymous, it is highly likely for one or more to have a “bad day” on a GCSE exam day. This can result in negatively impacted outcomes for results of exams taken on that particular day.

60% of students achieved an academic qualification.

20% of students achieved a qualification in five or more subjects.

20% of students achieved a grade C or above in GCSE maths.

40% of students achieved a grade 1 or above in GCSE English.

For full details of Year 11 student attainment, see appendix 2.

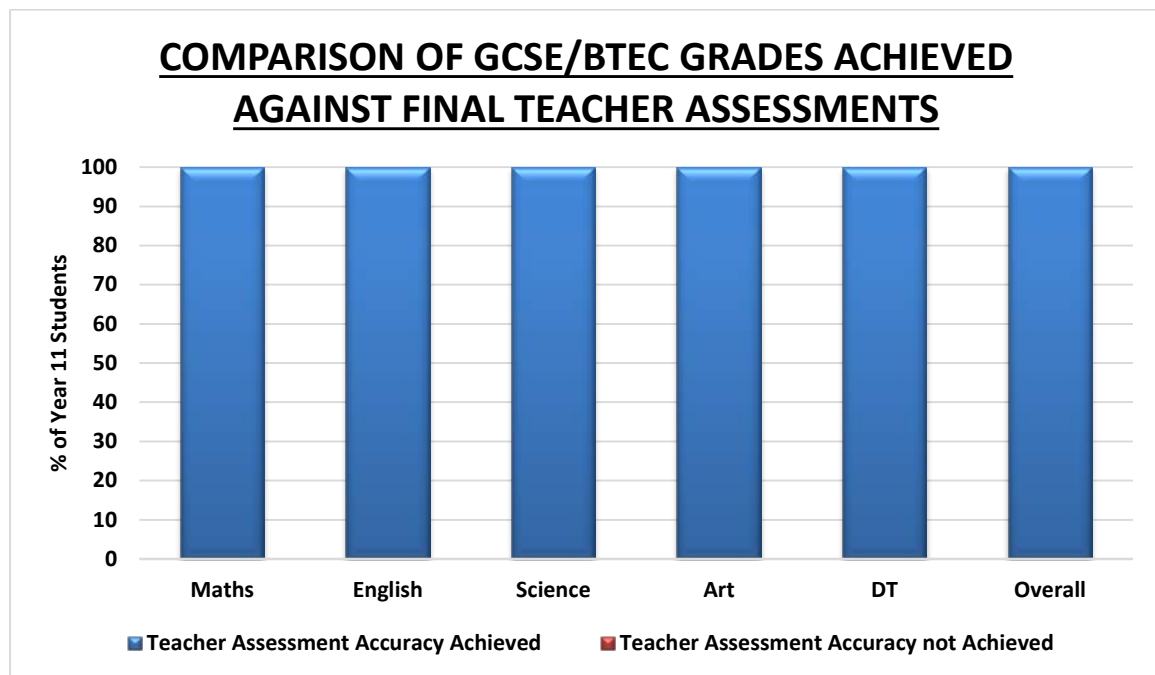
## COMPARISON OF FINAL TEACHER ASSESSMENTS AGAINST GCSE GRADES ACHIEVED

This section is to ensure that teacher assessments used to measure student progress are accurate and reliable, and therefore justify conclusions drawn.

The chart below shows a comparison of GCSE grades achieved against final teacher assessments for Year 11 students.

### Success Criteria for Teacher Assessment Accuracy

Success criteria for teacher assessment accuracy for GCSEs was that the actual GCSE grade achieved was within one grade of the final teacher assessment.



The chart shows that all final teacher assessments were within the success criteria described above. This has resulted in a 100% success rate for final teacher assessments.

**This demonstrates that teacher assessments are accurate and reliable.**

## **STAFF AND STUDENT VOICE**

All students and teaching staff were given the opportunity to complete a questionnaire regarding progress. The data from all replies received produced the following results.

### **Students**

94% of students say they have made at least quite good progress in lessons since September 2016.

78% of students say they have made more progress in lessons this academic year compared to last year.

50% of students say they know their present levels/grades in most of their subjects.

44% of students say they know their end of year targets in most subjects.

### **Teachers**

100% of teachers say that most students have made at least quite good progress in their lessons since September 2016.

100% of teachers say that students have made about the same or better progress in lessons this academic year compared to last year.

86% of teachers say that most students in their lessons know their present level/grade.

71% of teachers say that most students in their lessons know their end of year target.

**This demonstrates that almost all students feel they have made “quite good” or better progress in lessons this academic year.**

**This demonstrates that teachers feel that most students have made “quite good” or better progress in lessons this academic year.**

**This demonstrates that most students feel that they have made more progress in 2016/17.**

**This demonstrates that teachers feel that most students have made more progress in 2016/17.**

50% of the students say that they know their present levels/grades and 44% say they know their targets in most subjects. This means that a significant number do not know. Students need to have an awareness of realistic targets that they can aspire to achieve.

## **CONCLUSIONS**

### **Significant improvement in core progress since admission to the school.**

(Whole school ASPA = 0.4 steps per term. 44% of the students have an ASPA of at least 0.6 steps per term.)

### **Significant progress in English from admission to present.**

(Average actual progress per term = 0.5 steps. 11% of students are well above expected progress. 63% of students are above or in line with expected progress.)

### **Significant progress in maths from admission to present.**

(Average actual progress per term = 0.4 steps. 19% of students are well above expected progress. 60% of students are above or in line with expected progress.)

### **Significant progress in science from admission to present.**

(Average actual progress per term = 0.4 steps. 4% of students are well above expected progress. 63% of students are above or in line with expected progress.)

### **In line with expected progress across the school.**

(Average progress for all students across all subjects during 2016/17 = 1.6 steps.)

### **Improving whole school progress.**

(Upward trend for the average number of steps of progress per student over the last five years. 78% of students say they have made more progress in lessons this academic year compared to last year. 100% of teachers say that students have made about the same or better progress in lessons this academic year compared to last year.)

### **Significant progress across all year groups.**

(Year 7 progress = 1.2 steps per term.  
Year 8 progress = 1.8 steps per term.  
Year 9 progress = 2.0 steps per term.  
Year 10 progress = 1.3 steps per term.  
Year 11 progress = 1.7 steps per term.)

### **In line with expected progress in Years 8, 9 and 11.**

(Approaching, in line with or above the 1.8 steps threshold of progress expected over an academic year.)

### **Significant progress in all subjects.**

(English progress = 1.8 steps per term.  
Maths progress = 1.4 steps per term.  
Science progress = 1.2 steps per term.  
ICT progress = 2.4 steps per term.  
Art progress = 1.3 steps per term.  
Design Technology progress = 1.5 steps per term.  
PE progress = 2.2 steps per term.  
Humanities progress = 1.3 steps per term.)

### **Above or in line with expected progress in English, ICT and PE across the school.**

(Progress in English, ICT and PE across the school is above or in line with the 1.8 threshold for expected progress during an academic year.)

### **Teacher assessments are accurate and reliable.**

(100% success rate for final teacher assessments.)

### **Almost all students feel they have made “quite good” or better progress in lessons this academic year.**

(94% of students say they have made at least quite good progress in lessons since September 2016.)



**Teachers feel that most students have made “quite good” or better progress in lessons this academic year.**

(100% of teachers say that most students have made at least quite good progress in their lessons since September 2016.)

### Areas for Development

- Consider strategies to increase levels of progress in Year 7.
- Why is there a dip in progress levels in Year 10?
- RK has an ASPA of 0.2. He is a LAC student and his ethnicity is “White and Chinese”. RK’s progress should be reviewed to see if any further intervention strategies would be appropriate during the coming academic year.
- The ASPA for “White and Black Caribbean” students is 0.3. Progress of the three “White and Black Caribbean” students should be reviewed to see if further intervention strategies would be appropriate in the coming academic year.

# **APPENDICES:**

**Appendix 1: Progress Spreadsheet**

**Appendix 2: Year 11 Attainment Spreadsheet**

**Key:**      ↑↑ Well above expected progress  
                  ↑ Above expected progress  
                  = In line with expected progress  
                  ↓ Below expected progress



