

Special School HIP Report Standards Visit

School	Lakeside	School number		Date of visit	10/11/2017
HIP	Richard Hill	Leaders present at the visit and designation	Judith Chamberlain (Headteacher) Lynnette Johnson (Deputy Head) Lynne Frewin (Assistant Head)		

Leaders should send to the HIP:

- the school development plan
- the SEF
- relevant internal pupil attainment and/or progress data.

The school's self-evaluation of standards attained in 2017

STANDARDS AND ACHIEVEMENT OF PUPILS AT THE SCHOOL

Attainment on entry and nature of special educational needs

The school is designated to cater for children with Severe Learning Difficulties, Profound & Multiple Learning Difficulties and Autism Spectrum Disorder. Within this, many pupils may have severe medical conditions, including degenerative conditions, epilepsy, Downs Syndrome, profound physical and sensory impairment. Many pupils will present with challenging behaviour as a result of their special educational need.

All pupils are subject to an EHCP (Education, Health and Care Plan).

The main admission point is in the EYFS/nursery, although some pupils may join any year group at any time through the school year. Some pupils join the school in Year 7, transferring from an LD special school. A few may join the school in Year 12.

Attainment on entry is generally very low, with all pupils performing within the P Levels (working significantly below the age related expectation for Year 1). A few pupils, because of the nature of their autism, may be working at a higher level than the other pupils, but cannot cope with the sensory and/or organisational demands of a LD special or mainstream school.

The quality of pupils' learning and their progress

	Grade	Comments	HIP view (if different)
<p>The school has a well established commitment to the robust assessment and tracking of pupil learning. Following the recommendations of the Rochford Review – coupled with national developments regarding assessment without levels - the school has adopted a new assessment and tracking system and has developed its function over the past year.</p> <p>Criteria for enabling and supporting judgments re the quality of learning has been moderated and agreed with the Special School Moderation and Assessment Group (an Eastern Region cross-county group). The criteria has been extrapolated from three years of moderated data and has been used by schools for five years. It includes differentiated expectations for different ability groups, with the greatest expectation being assigned to the more able cohort. However, It is possible that the school is under-selling the positive impact that teaching has on learning because of the very high level of challenge contained in the criteria.</p> <p>Subjects/Strands currently assessed are:</p> <ul style="list-style-type: none"> • English: Communication, Reading, Writing 			

- Maths: Number, Shape & Space, Using & Applying
- Computing
- SMSC/ISEC (Independent, self-esteem and confidence)

Foundation subjects are taught and assessed through a thematic/topic approach and the school has developed a comprehensive curriculum mapping system to ensure breadth and balance. Within this, the subject content is used to promote key learning skills (cross curricular). The school does not assess or track progress in the individual foundation subjects.

All new pupils are baselined within six weeks, using the above areas. As well as ongoing assessment for learning, teachers assess achievement at two summative points – February and July. Analysis includes individual pupil achievement – supported by case studies – as well as evaluation of cohort progress.

The school also analyses progress towards IEP/EHC Plan targets in order to evaluate achievement and depth of challenge. Additionally, the school evaluates progress using 'Routes for Learning'.

The school is currently moderating its criteria for making judgements about learning in the Early Years Foundation Stage.

Where pupils are judged to be making less than good progress, a range of interventions are put in place to ameliorate.

The new system is at the early stages of embedding and therefore there is only one set of reliable data. However, data from a previous system is available to enable the SLT to manually make judgements about learning over time.

Early Years Foundation Stage	1	Due to the very small number of pupils involved in each cohort, it is not appropriate to use the data to make a generalised judgement about the achievement and progress of pupils in either the EYFS or the KS1 cohort. Information from the school, external reviews and observation, indicates that pupils make accelerated progress from admission and that achievement is therefore outstanding.	
Key Stage 1	1		
Key Stage 2	1	Achievement is outstanding because, in the majority of strands, the vast majority of pupils make at least expected progress (using the school's ambitious criteria) and between one third and half of the cohort make greater than expected progress. As the new system is still in the early stages of use, the school's judgement regarding pupil progress over time is based on outcomes from an older assessment system. Areas of strength are communication, Maths and SMSC. Areas of relative weakness are computing and reading. Both aspects have been identified for development in the School Improvement Plan.	
Key Stage 3	1		
Key Stage 4	1		
Post-16	1		
Children Looked After	1	There are four pupils in this cohort. One has a severe degenerative condition (with 42% attendance). All pupils make at least good progress across the curriculum and, in the majority of strands, achievement is outstanding.	
Pupils with learning difficulties and disabilities	1	All pupils have learning difficulties. Pupils with autism make at least good progress and 16% make outstanding progress.	

Disadvantaged (PPG) pupils	1	There were 12 pupils in the cohort. Achievement and progress is at least good and outstanding for approximately 30%.	
Current FSM pupils	1	There are 16 pupils in the cohort. Achievement is at least good. Current assessment indicates that pupils are making accelerated progress.	
Minority ethnic pupils		Although the school does not measure achievement and progress for the minority ethnic pupil, there are plans to do this in the future.	
Other groups specified by school		Pupil outcomes are evaluated at an individual level rather than through other group analysis. Although the school does not measure achievement and progress for other SEN cohorts, there are plans to do this in the future.	

Overall Outcomes for Pupils grade:

Brief comment on grade

Does this align with the grade currently presented in the school's SEF? **Yes**

Pupil achievement is outstanding because the vast majority of pupils achieve their challenging targets and, as a consequence, make better than expected progress.

We discussed the way in which the school analyses assessment outcomes, particularly in relation to making judgements about the quality of learning using Ofsted vocabulary. It is possible that the school is under-selling the positive impact that teaching has on learning because it has adopted a very challenging definition for the criteria – for example, in relation to the outcomes of pupils with autism or those in receipt of pupil premium. As a result, because adopting and demonstrating challenge is a positive L&M action, we discussed the value in adopting an alternative set of labels to describe outcomes and evaluations.

RAG rating for overall outcomes for pupils: Green

The school's target-setting and tracking

Tracking of progress towards 2017/18 targets and quality of tracking

Targets for current key stages	Target set	Latest tracking	Comment
The school does not set whole school or key stage targets.	N/A		The school sets targets at an individual pupil level, linked to the EHC Plan and IEP. The school is developing a system for analysing and evaluating target completion.
All targets relate to the individual pupil's IEP/EHC Plan.			

Attendance (if an issue)			
Target for 2017/18	Target set	Latest tracking	Comment
Attendance for 2016/2017 was 90%. Attendance to date (10/11/17) is 91%	N/A		We discussed how the school could analyse absence data in order to evaluate areas of strength and/or weakness. The HIP provided a pro forma to support this.

Persistent Absence (if an issue)			
Target for 2017/18	Target set	Latest tracking	Comment
	N/A		Where pupils have attendance at or below the persistent absence boundary, this is explained by medical related issues.

Post-16			
Targets for current Y13	Target set	Latest tracking	Comment
	N/A		The school does not set whole school or key stage targets. All targets relate to the individual pupil's IEP/EHC Plan.

Other targets	
	Comment
All targets relate to the individual pupil's IEP/EHC Plan	The school has volunteered to be part of the Rochford Review development group to pilot the Engagement Scales and Pre Key Stage Assessments. It continues to work with other special schools in order to further enhance its capacity to cater for and challenge all pupils.

The school's target-setting and tracking practice

Were leaders' predictions accurate? If not, what were the key issues and what changes are leaders making for next year?

Development issues to consider:

- Changing the descriptor labels for judgements in order to maintain high expectations and challenge without adding confusion with regards to criteria definition meanings;
- Embedding the assessment system, including the tracking and evaluation of outcomes;
- Expansion of evaluation by including judgements for a wider range of cohorts (such as ethnic background, intervention groups)
- Achievement and progress in reading
- Achievement and progress in computing
- Analysis of attendance and absence outcomes in order to identify underlying issues.

Does the school require any traded support for the forthcoming term/year from HfL?

- None other than that already commissioned.

Support Required – with approximate timescales

N/A

Areas of strength from the data

- Robust and challenging analogising of outcomes
- SMSC
- Communication
- Maths

Areas of weakness from the data

- Reading
- Computing
- Lack of analysis regarding Minority Ethnic outcomes

Agreed actions

Action	By whom	By when
<ul style="list-style-type: none"> • A format for analysing attendance trends was provided by the HIP; • Other areas of weakness are already including in the SDP. 	SLT	As per plan
Date & focus of next visit	Date TBC	Focus: Keeping in Touch

Hertfordshire Improvement Partner: Richard Hill

Date: 10th November 2017

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