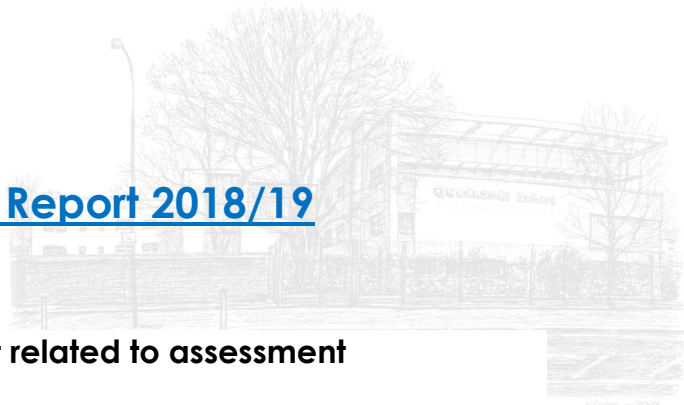


## Detailed Assessment Report 2018/19



### Commentary from Ofsted, May 2018 report related to assessment

- *'Since the last inspection, you have introduced an assessment system that carefully tracks both academic progress and personal skills development. Teachers and support staff are exceptionally clear about additional needs, barriers to learning and pupils' special interests.'*
- *'Teachers use assessment information systems very well to plan individualised learning activities for every pupil. They work alongside therapists to observe and analyse progress towards meeting targets. This professional dialogue allows for approaches to be refined where necessary, and for pupils to make rapid and sustained progress.'*

### 1. Whole School Learning Progress

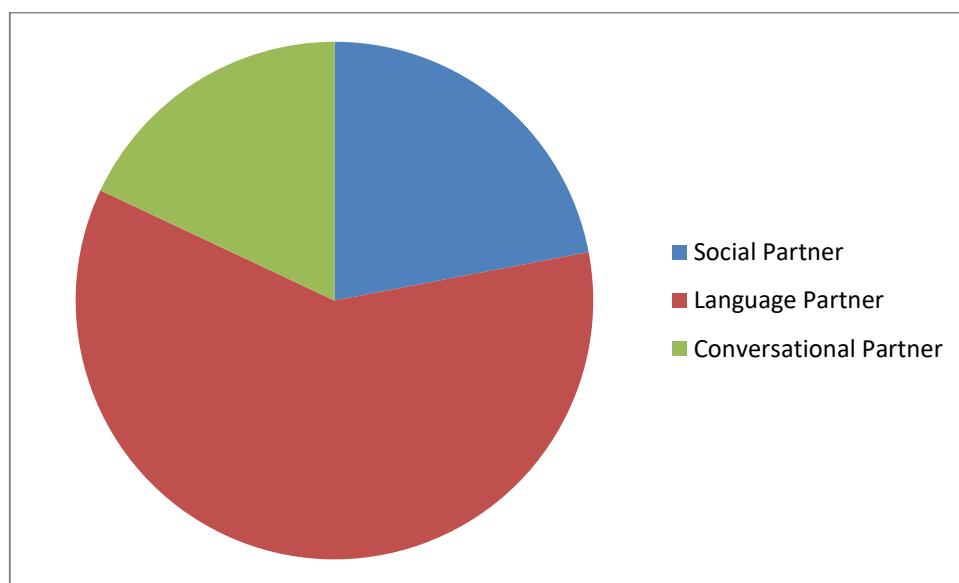
The data which is provided by through 'My learning' presents a very positive picture for achievement and progression at Queensmill School this school year. As previously identified the expected rate of progress was 75% (the expectation that students would become secure with knowledge and skills presented to them at the beginning of the term. The average rate of progress across the school year was **82%**. This demonstrates that progressing with new learning and skill acquisition was at a rate above expected. This can be attributed to the personalised and individualised nature of the target setting and the Queensmill approach to teaching autistic students. Through the consistent use of the core principles we are able to provide a learning environment which supports and facilitates excellent progress given the starting point of each student.

	Emerging	Secure	QM Secure	Mastering	Highest Frequency
	%	%	%	%	
Early Years	7.75	9.75	56	27	QM Secure
Primary	6.63	19.38	42.5	31.25	QM Secure
Secondary	7.3	20.4	51.1	21	QM Secure
Post-16	13.66	14.33	23.66	47.33	Mastering
Post-19	4	19	43	35	QM Secure
Primary Resource Base	5.33	26	25.66	42.66	Mastering
Secondary Resource Base	2.8	26.8	45.6	24.6	QM Secure
Sensory Learners	7	23.5	49.5	19.75	QM Secure

## 2. Whole School SCERTS Progress

### Current school SCERTS profile

Using SCERTS as a method of analysing young people's progression with understanding and managing their own autism the diagram below illustrates Queensmill's school profile;



As illustrated the majority of young people are identified as 'language partners'. This information will inform the level at which SCERTS targets are set through 'My Autism' the bespoke, personalised targets set through 'My Learning' across the school.

The data which is provided by through 'My autism' presents a very positive picture for achievement and progression at Queensmill School this school year. As previously identified the expected rate of progress was 75% (the expectation that students would become secure with knowledge and skills presented to them at the beginning of the term. The average rate of progress across the school year was **78%**. The average rate of progress This demonstrates that progressing with new learning and skill acquisition was at a rate above expected. This can be attributed to the personalised and individualised nature of the target setting and the Queensmill approach to teaching autistic students. Through the consistent use of the core principles

we are able to provide a learning environment which supports and facilitates excellent progress given the starting point of each student.

	Emerging	Secure	QM Secure	Mastering	Highest Frequency
	%	%	%	%	
Early Years	10.25	25.75	47.5	16.25	QM Secure
Primary	4.5	27.25	41.63	26.63	QM Secure
Secondary	6.4	38	44.3	11.4	QM Secure
Post-16	11.66	11.33	38.66	38.66	Mastering
Post-19	8	33	41	18	QM Secure
Primary Resource Base	10.33	28	37.33	23.66	QM Secure
Secondary Resource Base	5.4	41	45.8	8	QM Secure
Sensory Learners	3.75	27.75	47.75	20.75	QM Secure

### Analysis of points for development 2018/19

<b>Development Point</b>	<b>Analysis</b>
Develop the level of rigour and oversight of teacher judgements of success and progress against identified targets. This is be achieved through targeted moderation working parties for teachers leading similar teaching groups and led by a senior leader. Teachers will supply detailed work samples which will be judged and discussed so that a consensus can be reached on the level of progress against that target.	<ul style="list-style-type: none"> <li>- Continued internal and external moderation groups and analysis</li> <li>- Facilitated group work sample meetings in which work was shared by and across teachers and discussion was guided by a senior leader</li> <li>- Continuation of peer-peer observations, with positive appreciated feedback</li> </ul>
Continued scrutiny of targets being set by class teams from senior leaders, primarily achieved through oversight of PLPs and termly progress tracking meetings.	<ul style="list-style-type: none"> <li>- Progress review meetings continued with teachers</li> <li>- Feedback from OFSTED inspection – May 2018</li> <li>- Assessment lead oversight of PLPs and Onwards &amp; Upwards, particularly the introduction of new targets</li> </ul>
Continue to develop a bank of searching curriculum targets, within the conversational partner stage,	<ul style="list-style-type: none"> <li>- Ongoing organic growth of the target bank with clearer links between conversational</li> </ul>

which are closely linked to mainstream inclusion opportunities for resource base students.	partner targets and mainstream learning and national curriculums
All students to have been baselined against the relevant Queensmill curriculums to present an accurate picture of their skills, knowledge and understanding and to signpost professionals towards accurate and relevant future targets for progression.	- Ongoing
Once data has been collected for another academic year undertake analysis of rates or progress in both learning and autism for key groups and individuals and begin to provide commentary on how they inform and relate to one-another.	- Decision to change data reporting method and content to match changes in Ofsted framework/expectations

### Points for development

- Assessment of the impact and information gained from implementation of new, teacher-based, assessments in KS2 for English and Maths based on Rochford Review recommendations.
- Analysis of the new Ofsted framework, due to be published September 2019, on data and reporting systems at Queensmill and their value and efficacy.
- Continue to monitor the plans to introduce a national reception baseline tool and how this may impact Queensmill.

## Reporting on KS4 Data at Queensmill School

Queensmill is a specialist school for autistic young people. Many of these young people have profound and complex needs which means they are unable to access a mainstream learning environment and curriculum and are working at level well below their typically developing peers.

This context results in many young people being unable to access the summative KS4 assessments in their current format for the following reasons:

- Cognitive ability below that expected of a typically developing peer at the end of KS4.
- A school curriculum focused on the development of regulation and communication skills rather than 'traditional' curriculum areas.
- Difficulties in interpreting the language used in KS4 summative assessment, currently many of our young people are working at a pre-language stage.
- Sensory considerations, currently the majority of the young people at Queensmill School are unable to attend to learning tasks beyond a short period of time and would struggle to access KS4 summative assessments.

This academic year the first cohort of Year 11 students attended the Queensmill autism resource base at Fulham College Boys and accessed the following nationally accredited courses and examinations:

- GCSE Maths
- GCSE Science
- GCSE Geography
- OCR Entry Level English
- BTEC Construction
- BTEC Business

As students continue to graduate from the resource base provision we predict a number will continue to access nationally accredited exams similar to those detailed above.

Details of Queensmill School's data for the academic year 2018/19 can be found using the link below:

<https://www.compare-school-performance.service.gov.uk/school/100378?tab=secondary>

## **Reporting on KS1 & KS2 Data at Queensmill School**

Queensmill is a specialist school for autistic young people. Many of these young people have profound and complex needs which means they are unable to access a mainstream learning environment and curriculum and are working at level well below their typically developing peers.

This context results in young people being unable to access the summative KS2 assessments in their current format for the following reasons:

- Cognitive ability below that expected of a typically developing peer at the end of KS2.
- A school curriculum focused on the development of regulation and communication skills rather than 'traditional' curriculum areas.
- Difficulties in interpreting the language used in KS2 summative assessment, currently many of our young people are working at a pre-language stage.
- Sensory considerations, currently the majority of the young people at Queensmill School are unable to attend to learning tasks beyond a short period of time and would struggle to access KS2 summative assessments.

Queensmill Schools reports on the following areas to the Department of Education:

- Y1 and Y2 Phonics Check
- KS1 and KS2 Writing, Reading and Maths teacher assessments through the use of new Pre-Key Stage tools

Details of Queensmill School's data for the academic year 2018/19 can be found using the link below:

<https://www.compare-school-performance.service.gov.uk/school/100378?tab=primary>