



Milestone Academy

Achievement

In-Year 2014-15

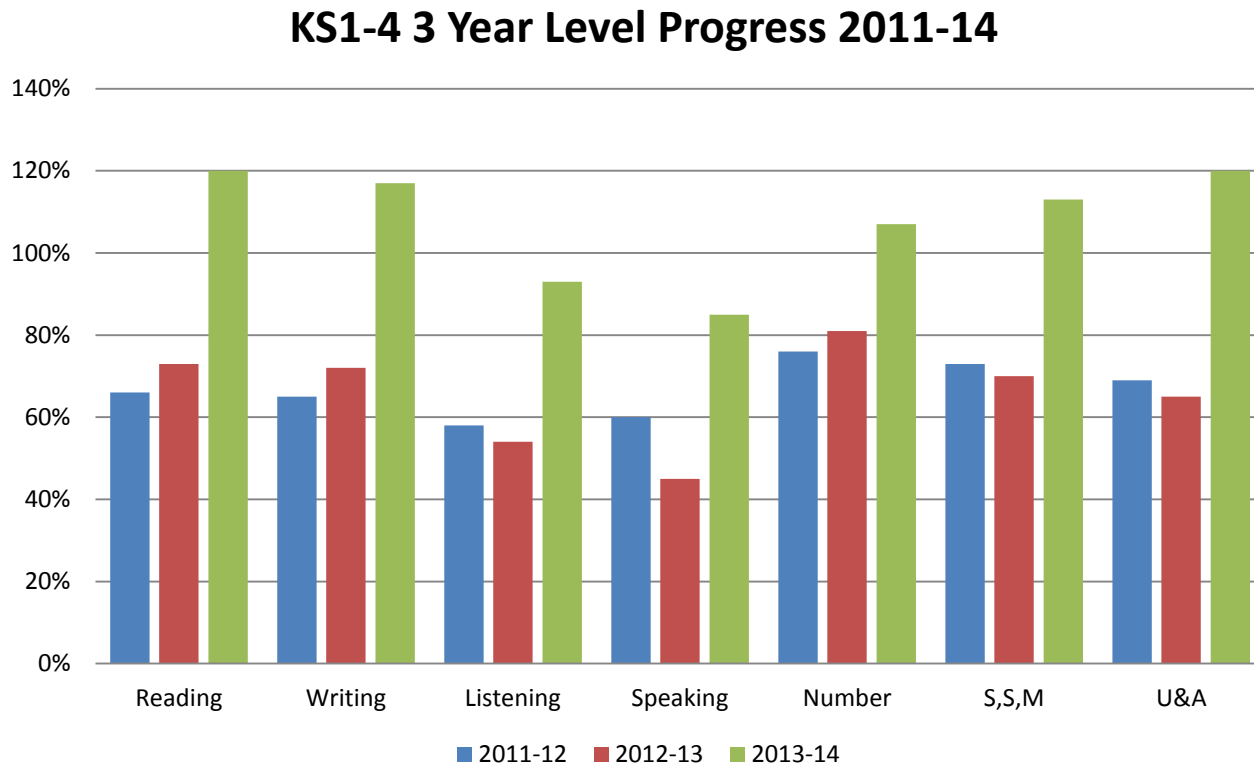
Context

- Milestone Academy is a very large special school for pupils with profound, severe and complex needs and is part of a mainstream Multi-Academy Trust of Primary and Secondary Schools
- All 273 pupils are working at developmental levels significantly below those of their mainstream peers – the average is P7
- Over 60% of pupils have ASD, 13% are PMLD and many pupils have very complex health needs
- For many pupils personal, social and physical progress is as, or indeed more important than progress in English and maths



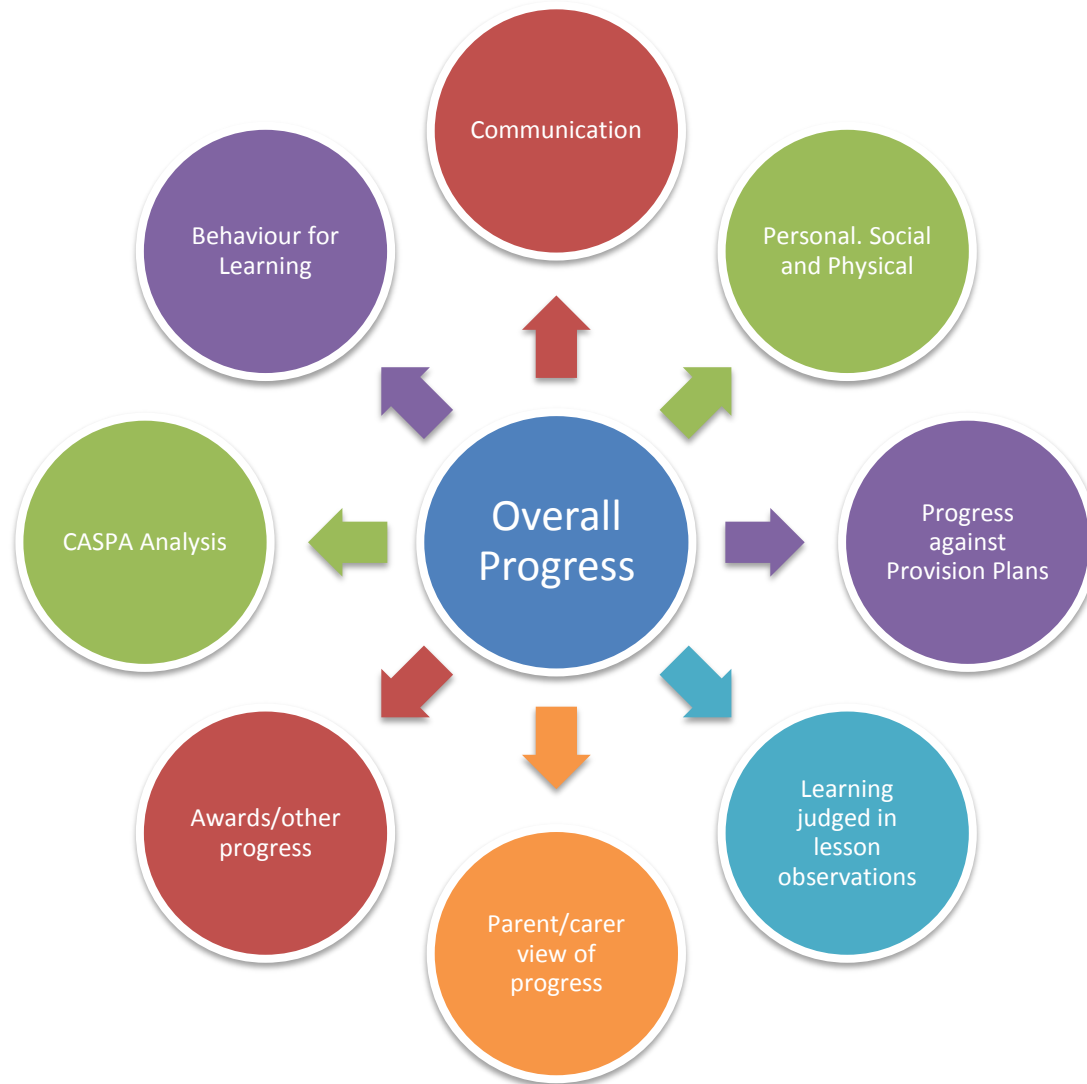
Three Year Progress

- Progress across the last 3 years clearly shows the impact of the rigorous and aspirational target setting system introduced at the start of 2013-14



Personal Progress Indicators

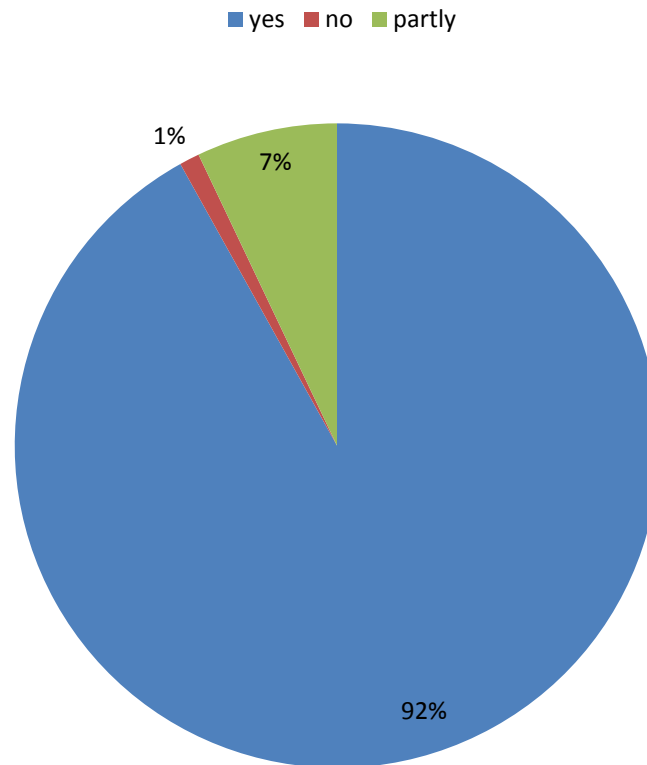
For most of our pupils progress in their personal and social development is just as, and in some cases more important than English and maths. This year we have introduced more formal assessments of progress in areas other than English and maths and have included a wider range of stakeholders in making these judgements. Evidence shows our pupils make very good progress in their personal and physical development



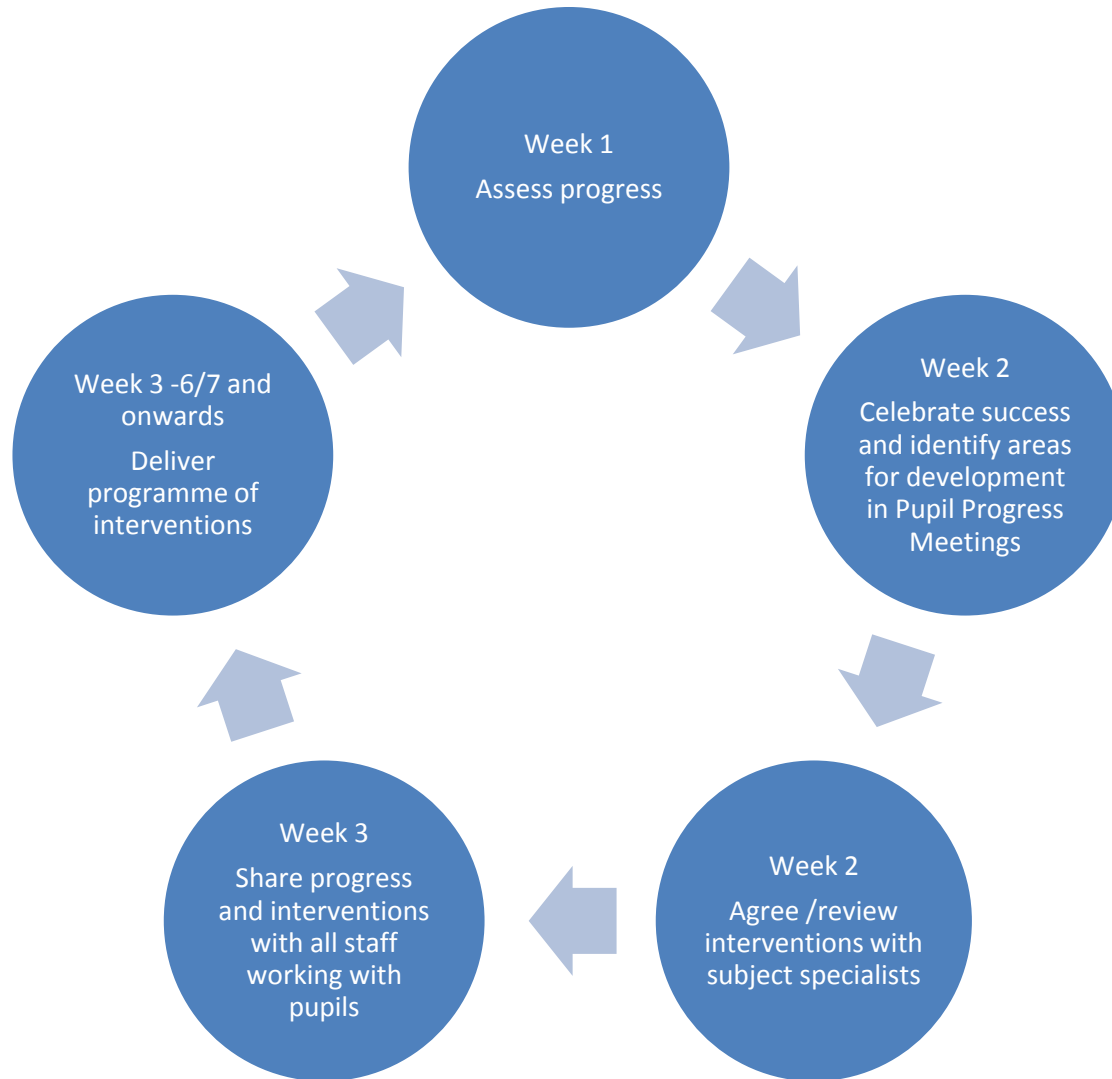
Views of parents and carers:

Parental Questionnaire March 2015

I am pleased with my child's progress: 2014-15



Termly Cycle of Assessment and Interventions



Target Setting

- Rigorous and aspirational target setting system from which we can calculate progress, quickly identify any pupils not making good or better progress and take swift action (example below)
- All pupils have aspirational targets set for above expected progress
- 6 times a year progress is tracked and any pupil not reaching their challenging target has an intervention set to raise progress with the support of middle leaders. This is shared with all adults working with the pupil
- As a result staff say they have never known their pupils better

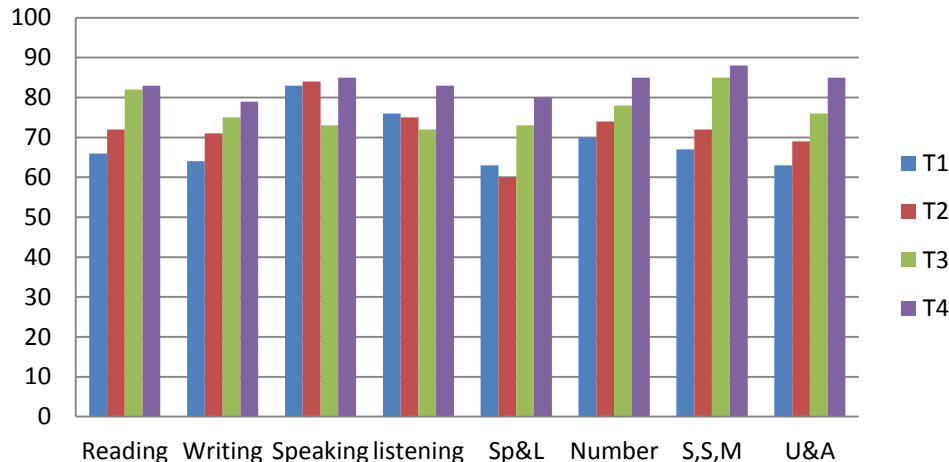
Term 1					Term 2					Term 3									
Attainment		Progress made %	Median Quartile Progress	Upper Quartile Progress	Intervention	Attainment		Progress made %	Median Quartile Progress	Upper Quartile Progress	Average progress over Terms 1 and 2 %	Intervention	Attainment		Progress made %	Median Quartile Progress	Upper Quartile Progress	Average progress over Terms 1, 2 and 3%	Intervention
%	P/NC					%	P/NC						%	P/NC					
47	P4	0	N	N		53	P4	6	Y	N	3.0	Morning work tasks all maths focus	63	P4	10	Y	Y	5.3	
14	P7	11	Y	N		24	P7	10	Y	N	10.5			41	P7	17	Y	Y	12.7

Interventions

- Interventions set for all pupils who have not made above expected progress each term agreed by class teacher and middle leaders and shared with all staff working with the pupil
- Special focus on speaking and listening led to working party to raise the profile and share good practice
- Speaking and Listening champions identified in every TA team

Impact: Number of pupils making above expected progress and on track to reach above expected targets at the end of their Key Stage has grown term on term

KS1-4 In Term Expected or Better Progress 2014-15



Impact of Quality of Teaching on Achievement

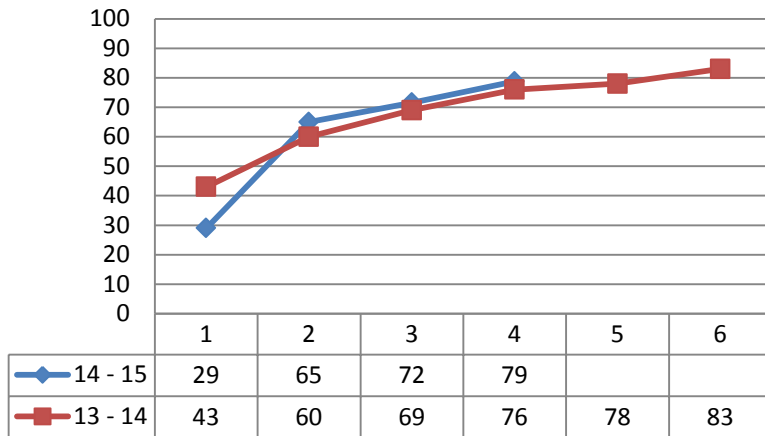
We judge teaching to be outstanding because:

- Achievement is excellent
- Scrutiny of work shows progress over time
- Observations show learning is almost always good and often outstanding

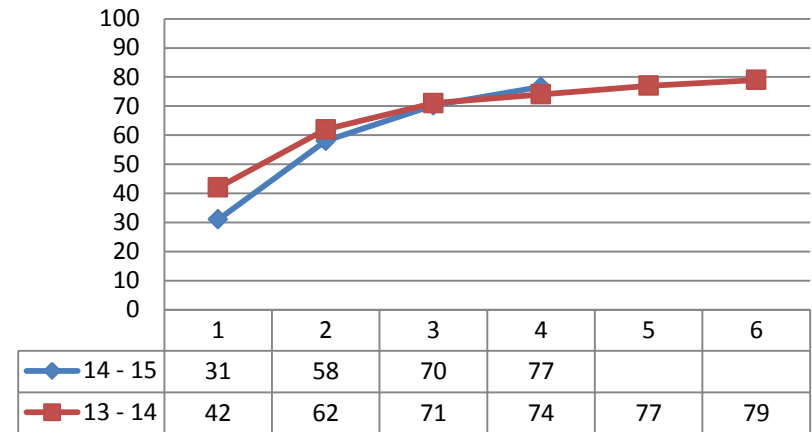
	% of pupils making expected or better progress in English	% of pupils making expected or better progress in Maths	% of classes where teaching was good or better
Key Stage 1-4	82%	85%	90%
Key Stage 1	86%	83%	86%
Key Stage 2	75%	91%	100%
Key Stage 3	75%	78%	75%
Key Stage 4	93%	90%	100%

KS1-4 on track for above expected end of KS Target 2013-14/2014-15

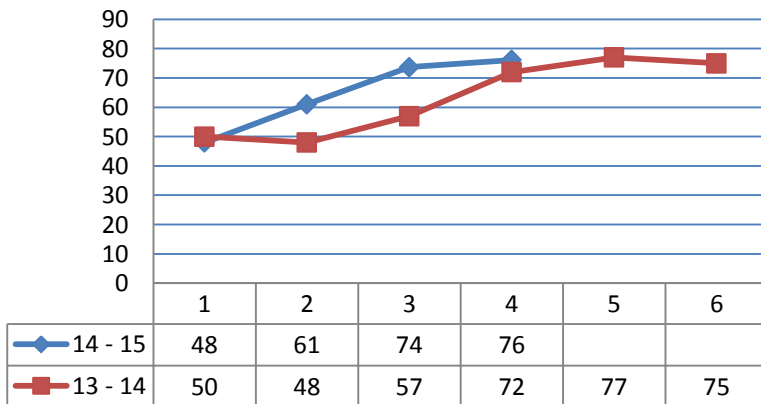
**KS 1 ~4 - On track for KS target
English Reading**



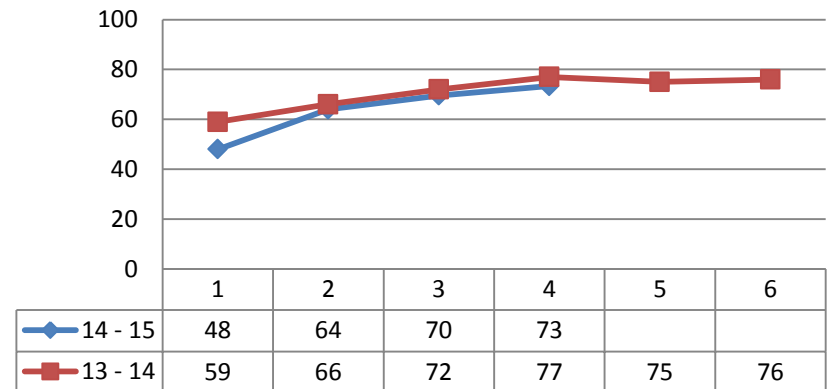
**KS 1 ~4 on Track for KS Target
English Writing**



**KS 1 ~4 - On track for KS target
English Speaking**

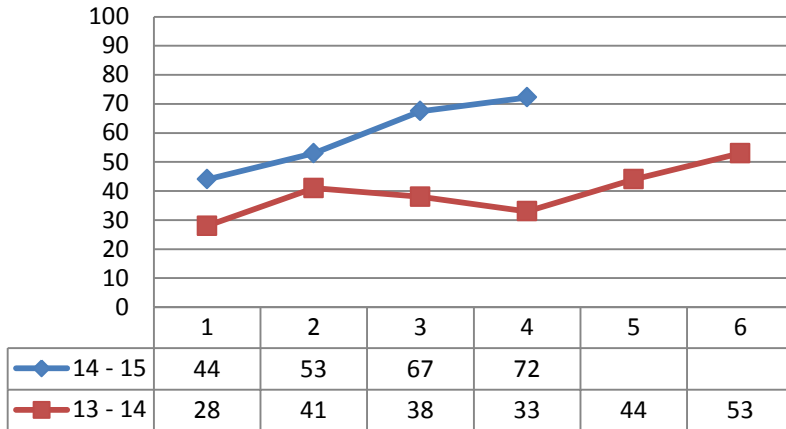


**KS 1 ~4 - On track for KS target
English Listening**

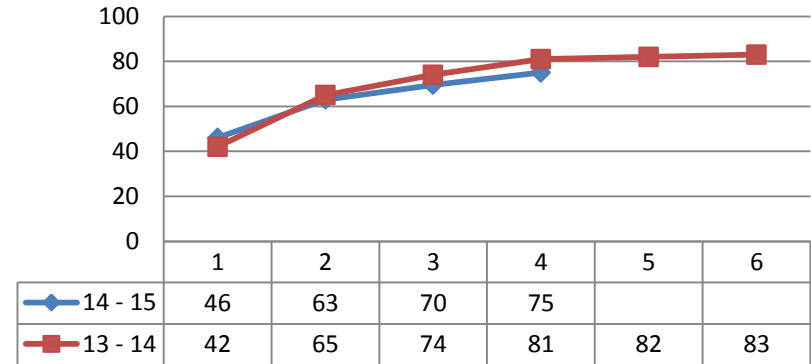


KS1-4 on track for above expected end of KS Target 2013-14/2014-15

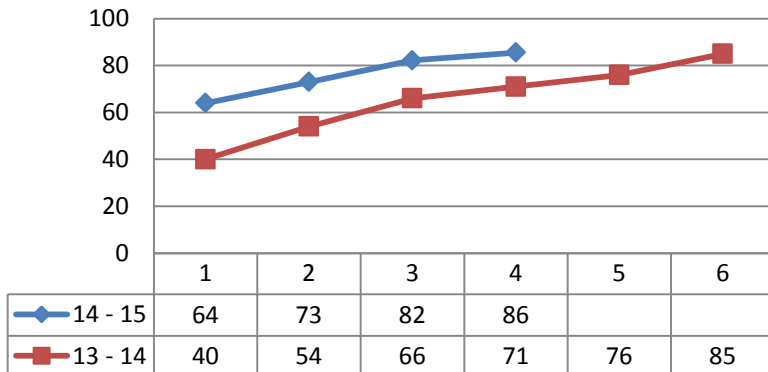
**KS 1 ~4 - On track for KS target
English Speaking & Listening**



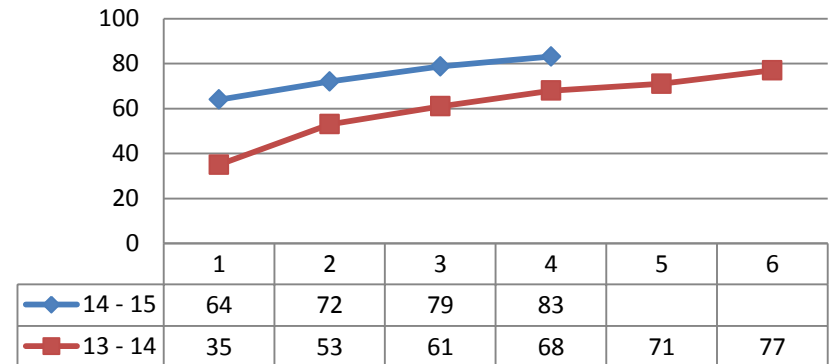
**KS 1 ~4 - On track for KS target
Maths Number**



**KS 1 ~4 - On track for KS target
Maths SSM**



**KS 1 ~4 - On track for KS target
Maths U&A**



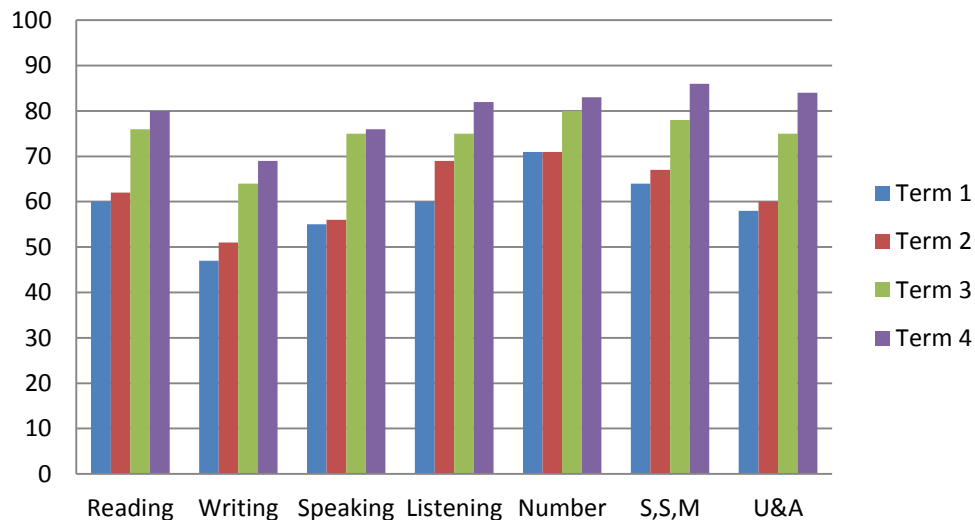
KS1 Term 1-4 2014-15

End of Term 4:

- very good progress in all strands of English and maths
- slightly underperforming in Writing
- excellent progress in Term 4 shows the impact of very good teaching

Action: KS Leader and English Leader to agree interventions to improve progress in Writing

**KS1 on track for above expected end of Key Stage
Progress T1-4 2014/15**



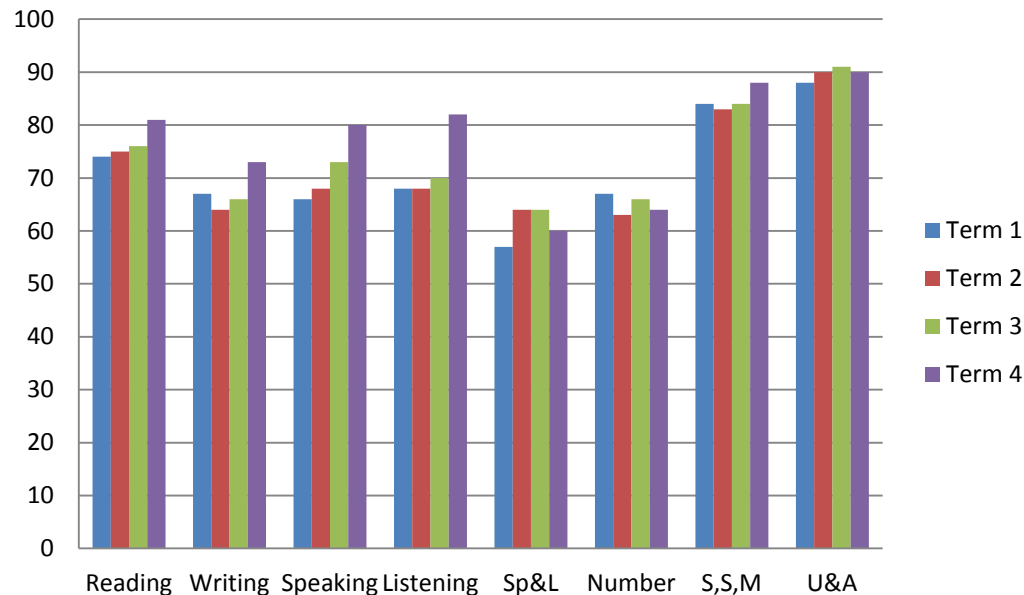
KS2 Term 1-4 2014-15

End of Term 4:

- Progress is very good in most strands of English and maths
- Progress is less good in Speaking & Listening combined although this is a small data set of only 14 pupils out of a possible 58. There is a slight underperformance in Number

Action: English and maths leaders and KS2 leader to agree intervention plans for pupils in Speaking & Listening and also in Number

**KS2 On Track for Above Expected end of Key Stage
Progress T1-4 2014/15**



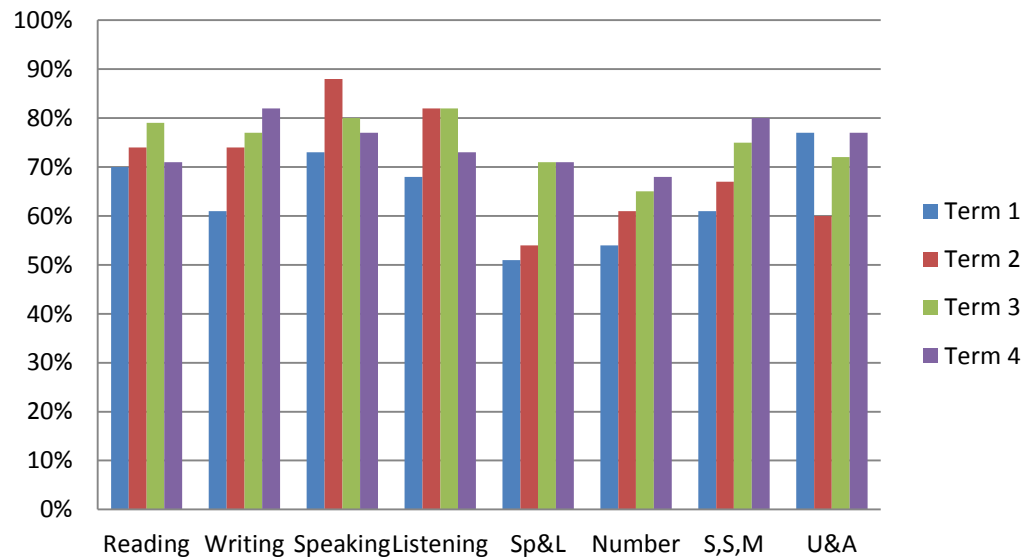
KS3 Term 1-4 2014-15

End of Term 4:

- Progress is very good in all strands of English and maths and has really improved in Sp&L combined
- Pupils are performing slightly less well in Number

Action: Key Stage Leader and Maths and English Leaders to agree individual and group interventions for pupils underperforming in number and Reading. Early identification of the drop in numbers on track in Reading, Speaking and Listening is needed to reverse any trend and ensure good progress

**KS3 on track for above expected end of Key Stage
Progress T1-4 2014/15**



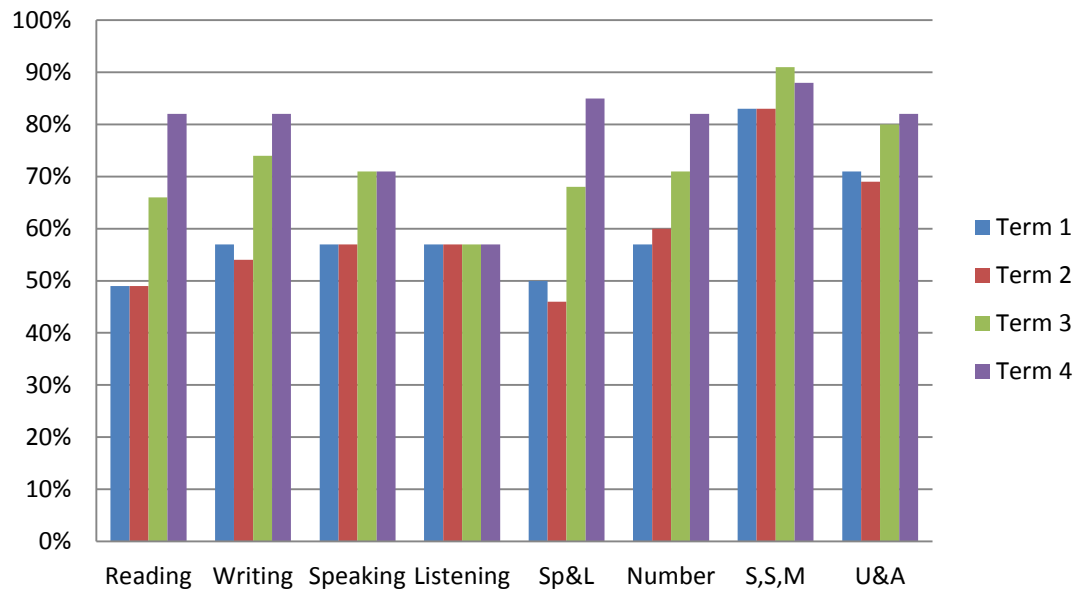
KS4 Term 1-4 2014-15

End of Term 4:

- excellent progress in Term 4 indicates the impact of very good teaching
- Pupils are underperforming in listening

Action: Key Stage Leader and English Leader to agree class, group and individual interventions to raise progress in Listening

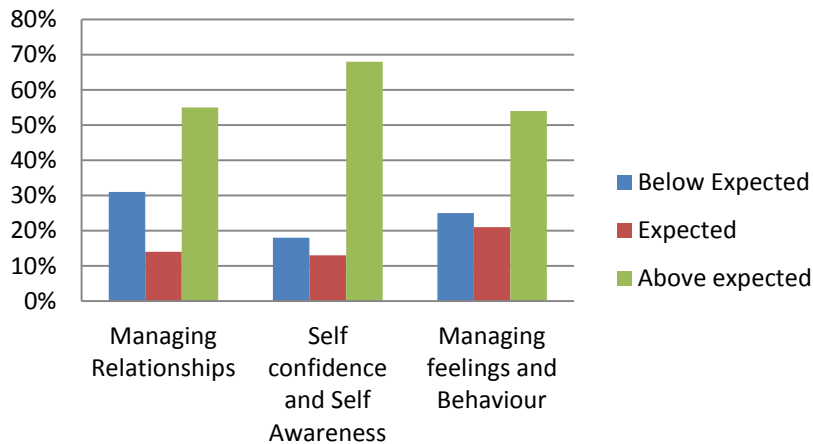
KS4 on track for above expected end of Key Stage progress T1-4 2014/15



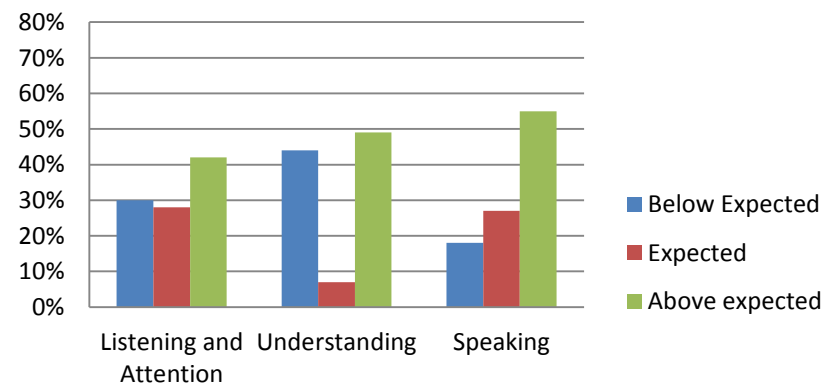
Early Years Term 3-4 2014-15

- In the absence of National Benchmarks for achievement we are piloting our own judgements of expected progress, shared with other professionals working in similar settings cross county
- We will be reviewing this pilot at the end of the year and especially the boundaries of expected progress

Reception/Year 1 Term 3-4 2014-15:
Personal, Social and Emotional Development



Reception/Year 1 Term 3-4 2014-15:
Communication and Language



Piloted progress boundaries:

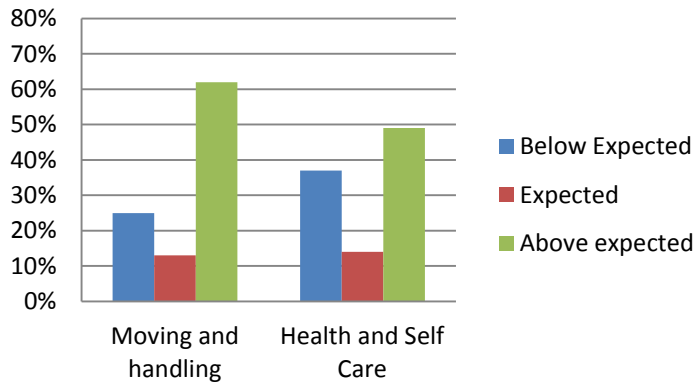
0-7.99%: below expected progress

8.00%-11.99%: expected progress

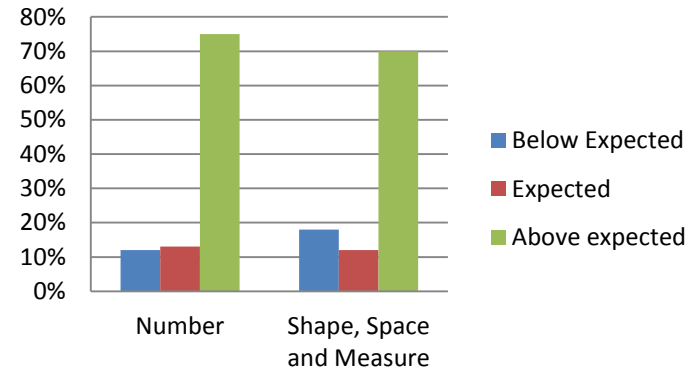
12% and above: above expected progress

Early Years cont...

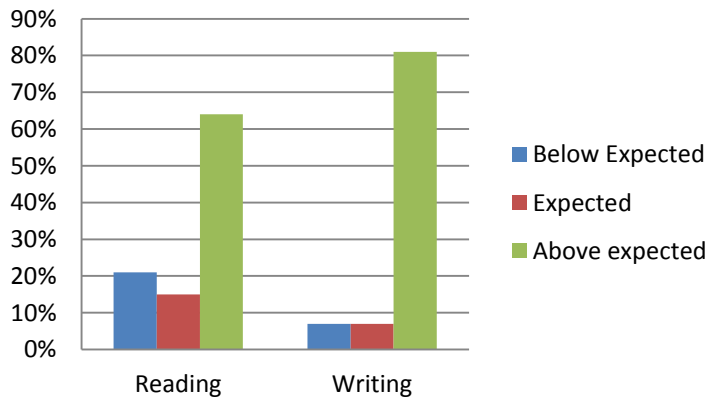
**Reception/Year 1 Term 3-4 2014-15:
Physical Development**



Reception/Year 1 Term 3-4 2014-15: Maths



**Reception/Year 1 Term 3-4 2014-15:
Literacy**



- Pupils in the Early Years are making very good progress which shows the impact of very good teaching.
- Pupils make exceptionally good progress in Personal and Social development because high levels of independence are encouraged and highly effective relationships are developed with staff and peers
- Pupils also achieve exceptionally well in maths due to excellent teaching and very good resources.
- Pupils are slightly under-achieving in Communication and Language. This is due to their high level of need. Early Years staff are working very closely with our SALT department to close the gap through personalised and small group interventions.

6th Form T1-4 2014-15

- In the absence of National Benchmarks for achievement, the Academy assesses and tracks pupils closely throughout the 6th Form using the same expectations of progress as for KS4
- Pupils are making good progress across the year, and especially in Term 4, but are underperforming in Using and Applying. This is because our assessment tool (B Squared) does not track the good progress pupils make in applying functional skills in U&A

FE on track for above expected end of key Stage progress T1-4 2014/15



- All 6th Form students have completed at least 1 unit from ASDAN Personal Progress or Personal and Social Development accreditation to date and are working towards their second unit. Of the students that sat Edexcel Functional Skills exams in March the pass rate was 78%

Year 14 Leavers 2014-15: Projected end of year destinations

North West Kent College – 10 pupils

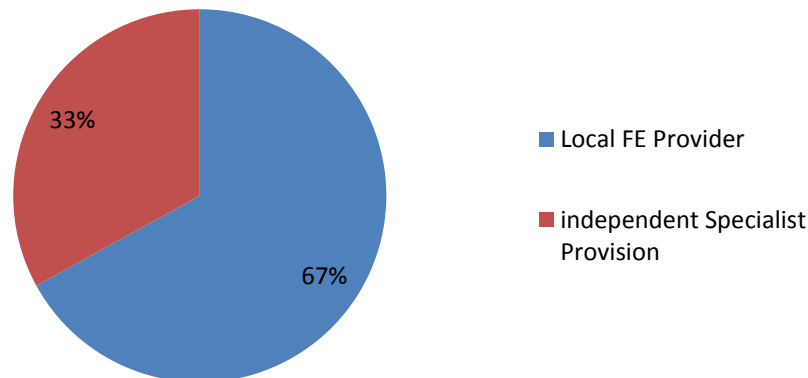
Nash College/NCYPE – 4 pupils

Lufton College/St John's College – 1 pupil

67% Local FE Provider

33% Independent Specialist Provision

Year 14 Destination Data 2014-15

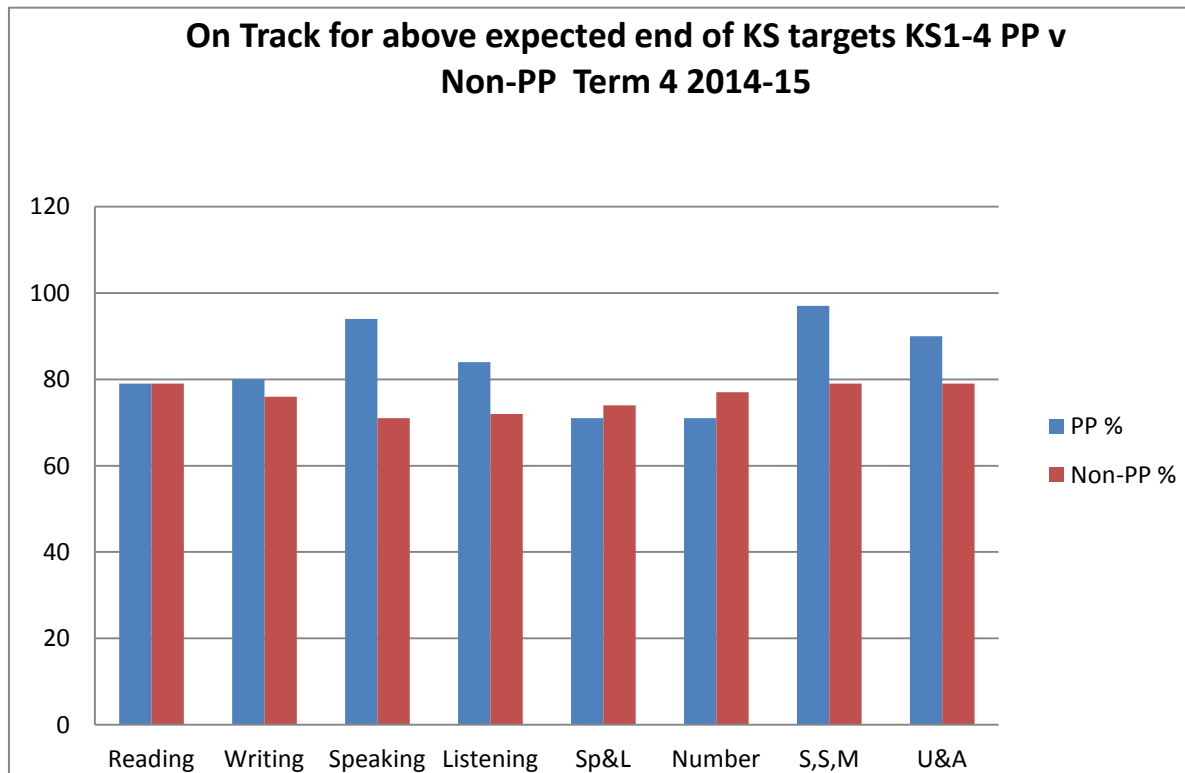


All Year 14 Leavers have Further Education planned for and have completed at least two work experience placements (87% external placements)

Disadvantaged Pupils

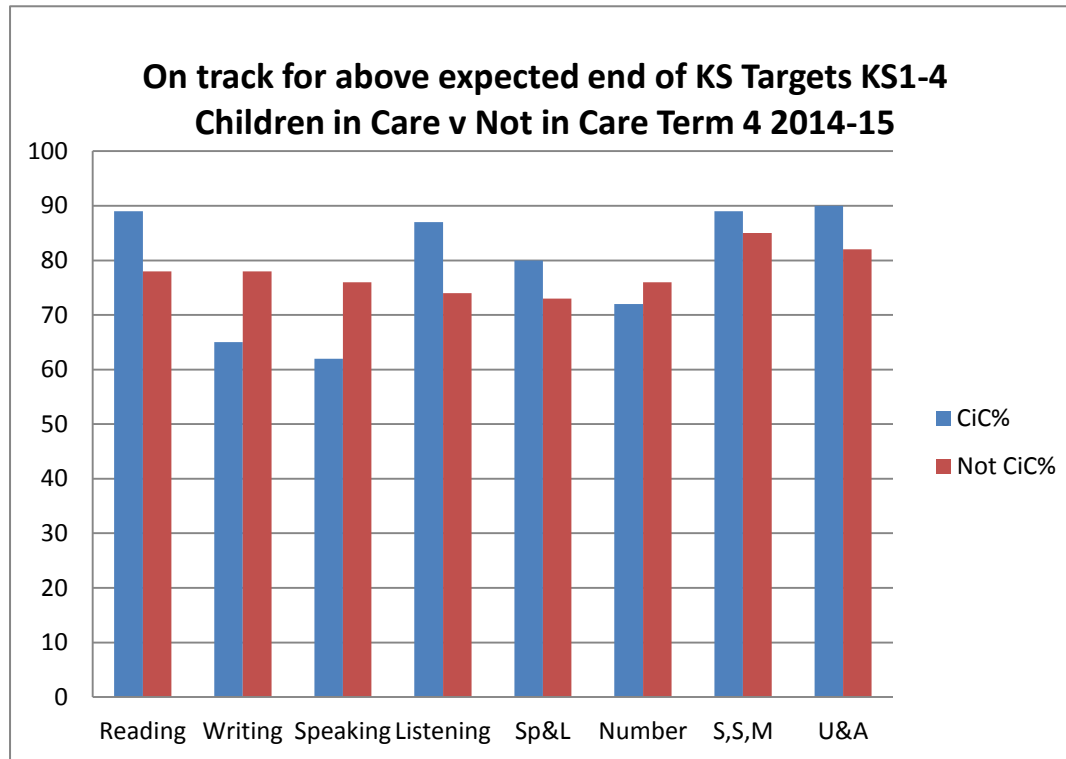
- Currently 62 Pupils - 26% of the whole school
- Performing as well or better than others in every strand of English and Maths other than Sp&L and Number where they are very slightly underperforming
- Significantly outperforming others nationally

Action: To close the very small gaps in Sp&L and Number



Children in Care

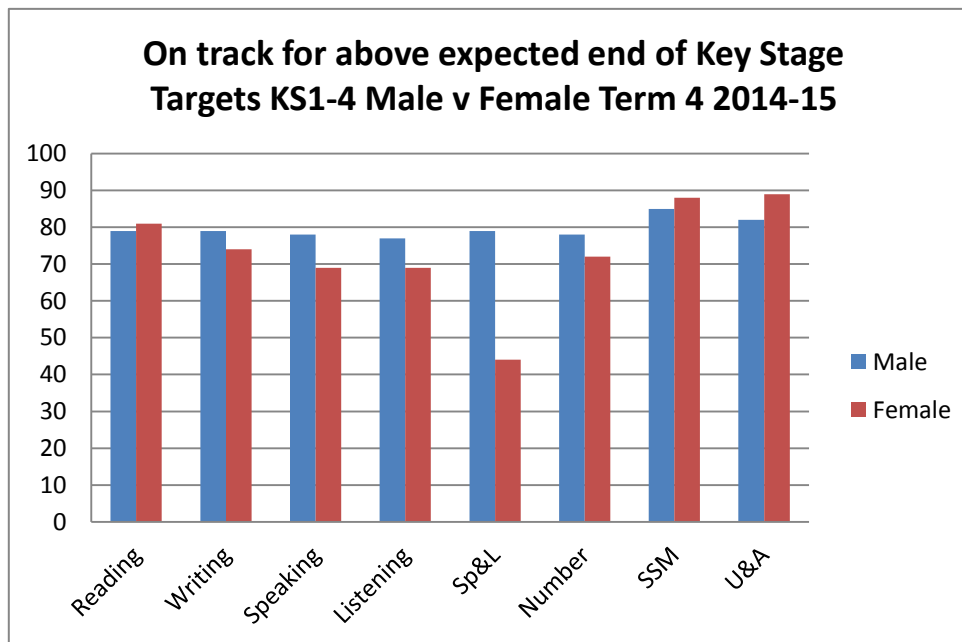
- 18 children in Local Authority Care from several counties and boroughs - 6% of the school population
- performing at a similar level to those not in care across all strands of English and maths and outperforming in many areas
- slightly underperforming in Writing and Speaking
- We have closed the gap from 2013-14 when CiC were significantly underperforming in Speaking and Listening



Gender

- significantly more boys than girls: 199 to 79 (72% and 28%).
- very little difference between progress for males and females
- There is a significant underperformance for girls in Speaking & listening combined. There are far fewer girls assessed against Sp&L combined than boys: 19 girls and 58 boys. This is statistically a very small cohort and therefore should be considered on an individual basis rather than by gender

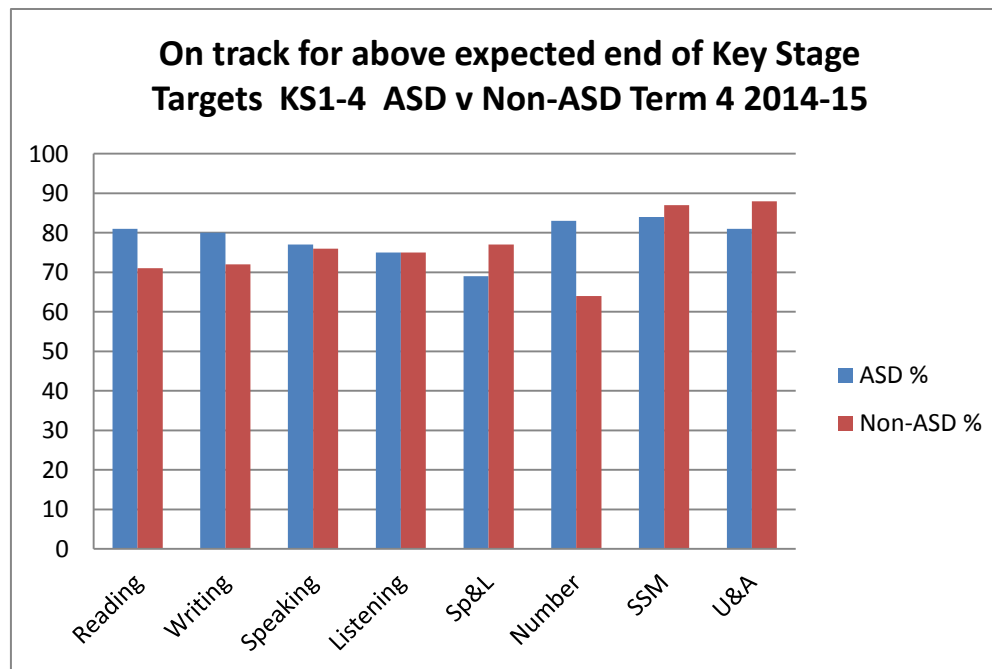
Action: to close the gap for girls underperformance in Sp&L



ASD

- 63% of all pupils KS1-4 have ASD as their primary need
- performing as well or better than others in all strands of English and maths other than in Shape, Space and Measure, using and Applying and Sp&L combined
- Communication is identified as a significant impairment for many of this group of pupils and we are very pleased that the very good teaching pupils with ASD receive has narrowed and closed the gaps in communication
- ASD pupils are significantly outperforming in Reading, Writing and Number

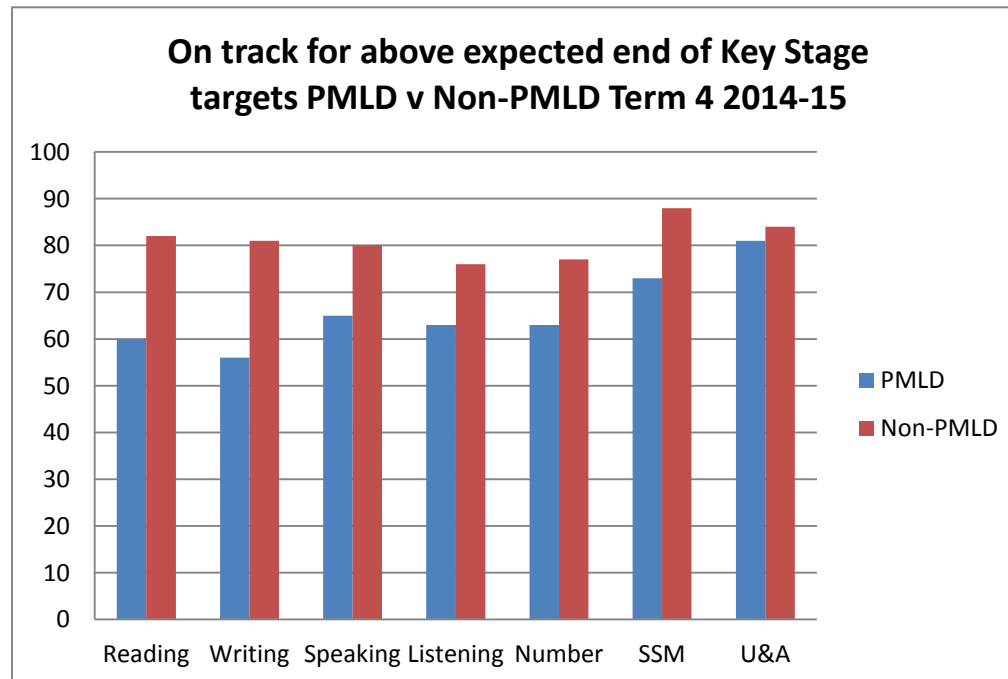
Action: Close the small gaps for ASD pupils



Profound and Multiple Learning Difficulties

- 33 pupils
- narrowed the gap for pupils with PMLD compared to 2013-14
- slightly underperforming others
- Our assessment tool B Squared is not discrete enough to accurately measure the very small steps of progress made
- We use MAPP as an alternative assessment measure and set targets using Routes for Learning.
- This does show some very good progress for our pupils with PMLD, although not always well reflected in our whole school assessment methods

Action: Continue to use alternative assessments and narrow the gap across English and maths for this group



PMLD cont...

- Using CASPA to benchmark with a far broader dataset shows only one of our pupils with PMLD is currently under achieving

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

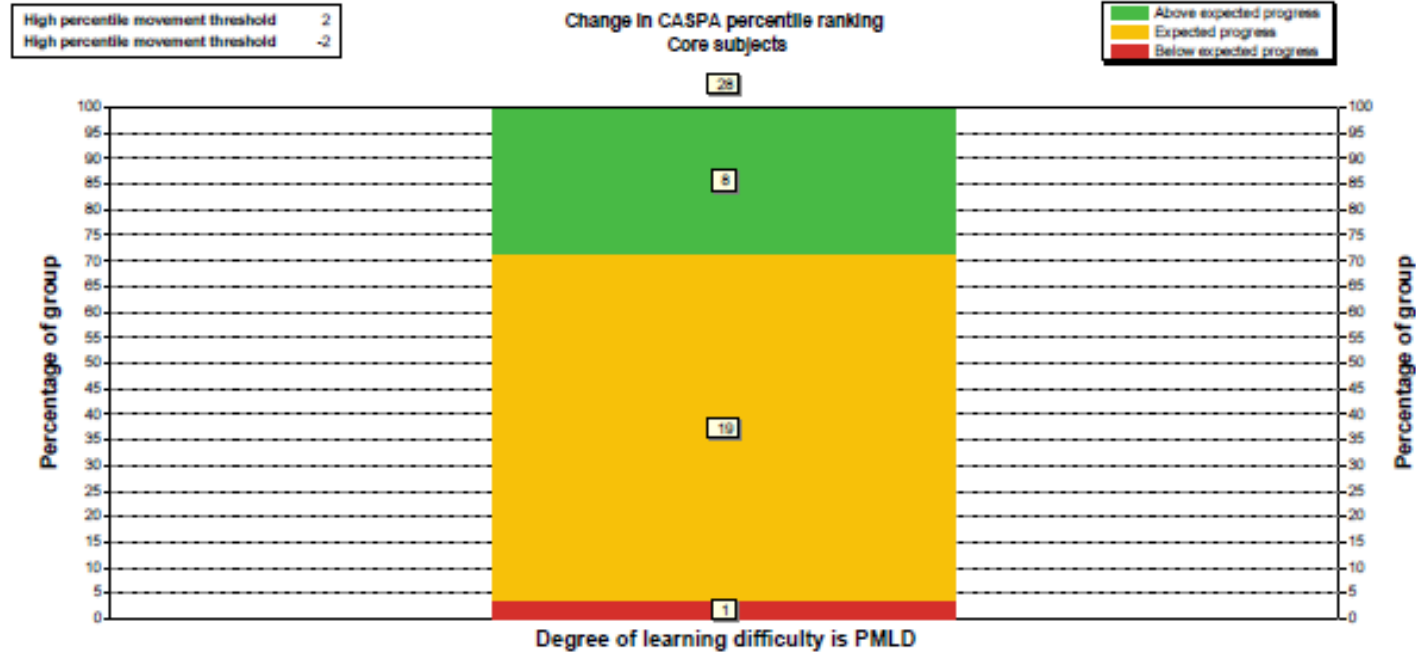
Summer 2014 (Result) to Current 2015 (Result)

Basis need for comparison against expectations: PMLD

Degree of learning difficulty is PMLD

Total number of pupils selected	33
Pupils missing either start or end level	2
Pupils with one or more levels out of range	3
Pupils for whom comparison possible	28

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



Current End of Key Stage 1-2 (Year 6) Projections 2014-15

KS1-2 Reading	No.	%
below LQ	0	0
LQ	0	0
median	8	38
UQ	7	33
above UQ	6	29

KS1-2 Writing	No.	%
below LQ	0	0
LQ	1	5
median	9	45
UQ	5	25
above UQ	5	25

KS1-2 Number	No.	%
below LQ	0	0
LQ	4	19
median	13	62
UQ	3	14
above UQ	1	5

Analysis:

4 Pupils are underperforming in Number

Action:

Maths Leader and class teachers to identify issues and put individual/group interventions into place

Key to National progression Guidance Quartiles:

UQ: Upper Quartile, MQ: Medium Quartile, LQ: Lower Quartile

Current End of Key Stage 2-4 (Year 11) Projections 2014-15

KS2-4 Reading	No.	%
below LQ	1	5
LQ	4	20
median	4	20
UQ	3	15
above UQ	8	40

KS2-4 Writing	No.	%
below LQ	4	20
LQ	3	15
median	6	30
UQ	1	5
above UQ	6	30

KS2-4 Number	No.	%
below LQ	0	0
LQ	3	15
median	5	25
UQ	8	40
above UQ	4	20

Analysis:

Some underperformance for between 3 and 7 pupils in all strands, especially writing

Action:

English and Maths Leaders to work with class teachers to identify issues and put individual/group interventions into place

Key to National progression Guidance Quartiles:

UQ: Upper Quartile, MQ: Medium Quartile, LQ: Lower Quartile

Outcomes and Next Steps

Strengths

- The outstanding progress 2013-14 is being sustained or exceeded: average 78% on track for above expected end of Key stage progress
- Key Stage 1-2 and 2-4 achievement is likely to be very good for most pupils : average 84% on track
- The large majority of pupils are making better than expected progress in all strands of English and maths: Term 4 average 83.5% Expected or better
- Disadvantaged pupils are outperforming in most strands of English and maths and where there is a gap it is much smaller than the national average at 6%

Needs

- Sustain very good progress and narrow or close the few identified gaps
- Closely analyse the underachievement of girls in Sp&L combined and narrow the gap
- Interventions to close the few identified gaps for higher achievers at end of KS2-4, especially in writing
- Closely monitor the indicators for personal, social and physical progress and consider these against academic progress
- Continue to pilot measures of expected and better progress in Early Years
- Manage the move away from Levels to Pupil Asset effectively
- Consider purchasing commercial packages such as Read Write Inc to raise attainment – English leader to investigate