

Special School/ESC Visit Template

Activity:	Data and Pupil Progress Tracking Systems Review
HIP:	Margaret Julia Goodchild
Date:	9 January 2015
Length of Visit:	Two hours in school plus one hour for preparation and finalising write-up
School:	Batchwood
Headteacher:	Mrs Anne Spencer

Summary of Visit:

- A tour of the school showed high quality work being produced across a range of subjects, especially in the arts, and the school taking every opportunity to extend students' learning experiences. It was easy to see why the school was judged to be outstanding in its recent Ofsted inspection. There is much practice that could be used to inspire other settings to increase their effectiveness.
- The school has very rigorous systems for tracking students' attainment and progress. Very efficient and transparent systems for data collection and analysis underpin students' outstanding achievement.
- It uses the Sims database where all subject teachers enter subject data at the end of each term to track the progress of students.
- The school monitors and tracks the progress of all the 27% of students who are still in one of the phonic phases. This information is used to inform teachers' planning and also 1:1 support using 'Toe by Toe'.
- The English department tracks and monitors the students' reading and spelling ages, and all staff use the resulting information in their planning and preparation to ensure suitable challenge and learning take place.
- The Head and Deputy transfer the information on to their tracking system with all the key data from FFT Explorer and the school's SEN register. This is used in subject progress meetings as well as helping to inform the Head and Deputy of the strategic direction of the school.
- The Head's and Deputy's colour-coded tracking system is evaluated against at least two levels of progress from both the students' KS2 results and the school's own students' baseline assessment on entry into the school.

- The Head and Deputy evaluate the progress of students who joined in Year 7 against those who joined in Year 8, 9, 10 and 11. Groups such as CLA, FSM, boys and girls are also tracked to see if there are significant trends or discrepancies between the progress of different groups. This informs decisions about how to group the students in the most effective way.
- The school's own baseline assessment and consequent levelling each term is regularly moderated with good and outstanding mainstream secondary and junior schools to ensure that the baseline in each subject is accurate.
- Students who are not making expected or above expected progress are identified and as a result interventions are put into place in discussion with the teachers in each subject department as well as the students themselves.
- The Head and Deputy also use ROL tables to plot as well as track students' progress and to predict where they should be at the end of year 11. This is compared with the national percentage within the KS2 and baseline starting points.
- In addition, the National Progression Guidance tables are also used to evaluate the percentage of students at the end of each term that are making progress within the upper and median quartile against the national average. This shows that many students are making at least expected, and often more than expected, progress from the school's own baseline.
- The Head and Deputy track the Year 11 achievements over the last five years and evaluate their progress against FFTSE25 data as well as using ROL. This informs planning and school improvement as well as celebrating the achievements. (FFT Aspire will now be used).
- The school is working to increase teacher involvement in tracking pupils' progress so that they become more active leaders of learning. Thorough cross-referencing takes place between senior leaders' monitoring and teachers' tracking of students' achievement.
- All students have English and mathematics targets.
- Case studies on each student show their individual journeys and how their complex needs are being met. (At least 82% of students have additional needs besides SEBD). The case studies support the school's evaluation of just how much the students have achieved.
- The school tracks attendance from previous schools to show the rate of improvement. Behaviour surgeries are held each day after school to check students' behaviour and to track the impact of actions taken. A psychiatric nurse is employed one day a week to work with students: this has made a significant difference to the development of individuals concerned.
- The school is considering the best approach to take with the removal of National Curriculum levels. It plans to create a rigorous system of its own, as students come from a wide range of different schools.

- All data inform planning and school improvement. ROL (page 20) shows the APS score of students on entry to Batchwood has fallen over the last few years with the majority of students in the lower band and some in the middle band. There are no students in the higher band. This is significantly different to the national picture at KS2.
- This above bullet point has had an impact on how the school plans the curriculum to cater for the needs of the current students as well as meeting the needs of the more able. Therefore, students follow different pathways to ensure successful progression into post 16 education or employment.
- Transition is planned in Years 10 and 11 and close links are kept with Batchwood's post-Year 11 students and colleges to ensure they are motivated and engaged in their next steps of learning.