

Bishopswood School

Assessment Report

Autumn Term 24

Pupil Progress and Attainment Autumn Term 2024

1. Headline data
2. Assessment Process
3. Progress data by pathway
4. Progress data by department
5. Progress data by classes
6. Progress data by pupil premium groups
7. Progress data for CWCF groups
8. Progress data by population groups

Headline Data – Autumn 2024

The following table reflects an overview of total attainment in core subjects across the whole school and pathways for the autumn term.

Whole School – Core Subject Progress Data – Autumn Term

Whole School – Core Subject Progress Data – 2024-2025									
	Autumn			Spring			Summer		
	Above	Expected	Below	Above	Expected	Below	Above	Expected	Below
English	7%	67%	25%						
Math	8%	72%	20%						

The data above is an analysis of the Core Subjects using progression steps or the engagement steps framework. The data reflects that over 20% of the pupils, have been assessed below target in English and maths.

CPD on Read Write Inc Phonics, Pre-Phonics and Math’s pedagogy across the Pathways was delivered in October 24. The implementation of the CPD has been observed in our learning walks and there is clear evidence that the CPD is being embedded in most classes. The impact of this should be observed in the Spring Term data.

Whole School – ILP Cognition and Learning Progress Data

Whole School – ILP Cognition and Learning Progress Data – 2024-2025									
	Autumn			Spring			Summer		
	Above	Expected	Below	Above	Expected	Below	Above	Expected	Below
English	12.6%	80%	7%						
Math	9%	83%	7%						

Pupil progress towards their individual targets in English and Maths is better, with a higher percentage of pupils working at expected levels or above target.

Teachers have received support through coaching and CPD in writing SMART ILP targets. The impact is reflected through ILP monitoring and pupil progress data.

Pupils working below target are identified and reviewed in Pupil progress meetings.

Bishopswood School Assessment Process

Pupil progress at Bishopswood School is monitored and recorded using an assessment framework matched to the pupil's learning and developmental levels. Pupils will either be assessed against Engagement steps or Progression Steps using the B-Squared platform to record and track progress. Pupils learning levels are baselined in the Autumn term and progress is monitored across the year with data drops made every half term. The academic year format is observed to support data drops and allow comparative analysis.

Pupils are also assessed against their ILP targets linked to their EHCP outcomes. Evidence of progress towards ILP's is recorded on the platform 'Evidence for Learning', launched in Summer 24.

Pupil's attainment in Core subjects, English and Maths is assessed against Progression steps or Engagement steps framework using B-squared. Foundation subjects will be tracked against the Bishopswood curriculum statements.

The pupil's ILP progress data in English and Maths is used for data analysis. This progress is monitored across the year and used to inform the teaching and learning action plan for each term as well as School Improvement Priorities for the next academic year.

Reading is assessed by the English Lead. A baseline assessment is completed in September. Pupils who are on our phonics scheme (*Read Write Inc*) are tracked using the RWInc assessments. Students who are 'beyond RWInc' are assessed using the *Salford Sentence Reading Test*. All students have an end of year reading target (often the same as their English ILP target). At the end of each term, progress towards these targets is analysed.

Core Subject Progress Data by Pathway

Pathway Progress	Pathway	English	Maths
	Core	81.5%	90%
	Communication	75%	71.7%
	Sensory	62.5%	81%

The data analysis above reflects areas for development in English in the sensory pathway, with 37% (6) of the pupils working below expectations. The 6 pupils identified below target present with complex medical or emotional needs. The pupils' ability to consistently access academic learning is often impacted by their physical or mental health.

The 'Sounds Like' pre-phonics scheme was launched in Autumn 2 and is beginning to be delivered consistently across sensory classes with regular reviews to ensure engaging delivery. The impact on pupil attainment should be observed in the spring data analysis.

In the communication pathway, 28% of the pupils are working below expectations in maths. The complexity of specific pupil needs and attendance has been identified as one of the barriers to progress. Providing targeted support to specific pupils and developing maths delivery through SEN teaching approaches will continue to be a focus across the year.

ILP Cognition and Learning Progress Data by Pathway

Pathway Progress ILP	Pathway	English –Expected & Above	Maths – Expected and Above
	Core	92%	92%
	Communication	87%	86%
	Sensory	100%	100%

ILP Cognition and Learning Progress Data by Pathway

Pupil progress towards their ILP's in English and maths in the Core and Sensory pathway is steady. Pupils identified in the core and communication pathway working below expected targets have been identified with a plan of targeted support to address any barriers to their learning.

Reading Assessments

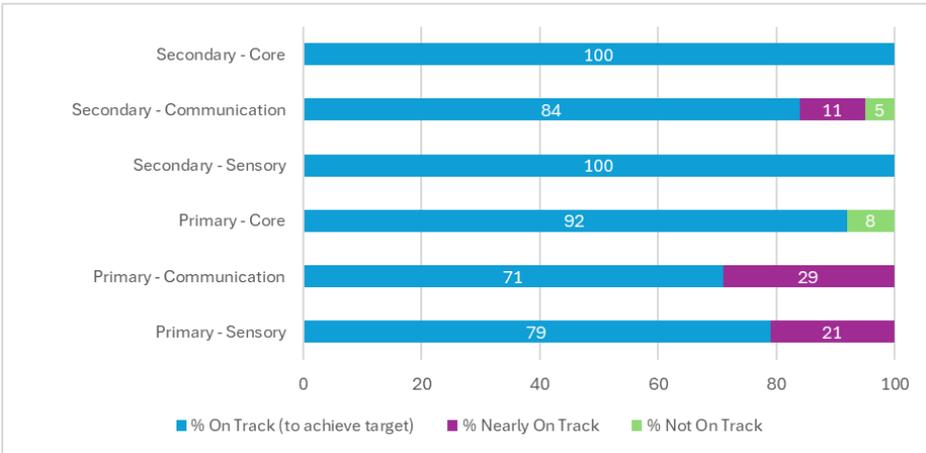
Number of Pupils at each stage of our Reading Curriculum - End of Autumn 24

	Pathway	Sounds like... (Pre-phonics)	RWInc Phonics Set 1	RWInc Phonics Set 2	RWInc Phonics Set 3	'Beyond RWInc'
Primary	Sensory	10	3	1	0	0
	Communication	3	8	1	0	2
	Core	0	4	2	0	5*
Secondary	Sensory	4	2	0	0	0

	Communication	0	7	3	3	6
	Core	0	2	0	3	4

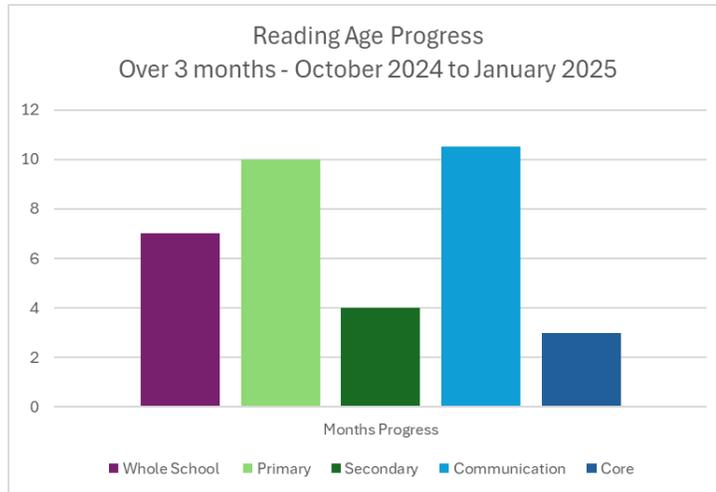
*One of these pupils passed the 2024 Phonics Screening Check, whilst in Year 1.

Progress towards end of year Reading Targets – End of Autumn 24



There are 2 children who are not on track: one with specific reading difficulties and the other who is receiving support with his learning behaviours. In January 25, we changed our approach to teaching phonics – now using one-to-one RWInc tutoring - to accelerate progress for all and support those who are ‘nearly on track’. Our new pre-phonics curriculum (*Sounds like...*) was introduced in November 24. The impact of this should start to be seen by the end of the spring term, for those in the Communication and Sensory Pathways that are not ready for RWInc.

Reading Progress of Pupils who are ‘Beyond Read Write Inc’

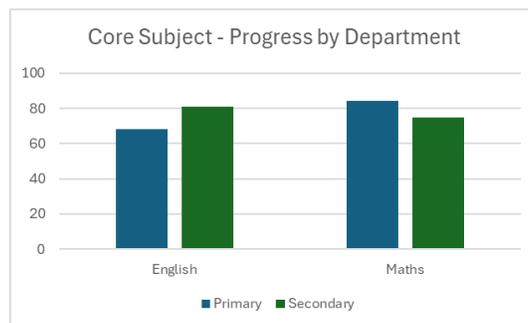


The data is slightly skewed by two Primary Communication pupils who have made over a year of progress in 3 months. There are 3 pupils who have not made the expected (3 months or more) of progress. One of those pupils is still reading at an age 10 months above her actual age. The other 2 are on track to achieve their reading target and will receive extra input from the Reading Lead. There are no ‘beyond’ pupils on the Sensory Pathway.

Progress data by Department

English and Maths Progress - Department- Autumn 2024

Bsquared	Department	English- Expected and Above	Maths – Expected and Above
	Primary	68.4%	84.2%
	Secondary	81%	75%



A comparative analysis of the progress data between the departments reflects a lower percentage of pupils are meeting expectation in English in the Primary department. In the Secondary Department a lower percentage of pupils compared to Primary are meeting expectations in maths.

ILP Cognition and Learning Progress Data by Department

Cognition and Learning ILP	Department	English- Expected and Above	Maths – Expected and Above
	Primary	94.7%	94.7%
	Secondary	90.6%	90.6%

A slightly higher percentage of pupils are achieving their ILP targets in the Primary Department.

Core Subject - Progress data by class

English	Classes	English Expected & Above	Maths Expected & Above
	Hazel	70%	80%
	Birch	55%	78%
	Willow	87%	87%
	Rowan	63%	91%
	Cedar	88%	66%
	Pine	50%	83%
	Oak	85%	71%
	Maple	90%	80%



English data in Birch (4 out of 9 pupils below expected) and Rowan class (4 out of 11 pupils below expected) is a concern. The English lead will provide targeted support to both classes.

The maths progress in Cedar class is a concern with 3 out of 9 pupils below expected levels. The Specialist coach will provide targeted support in SEN pedagogy for that cohort of pupils.

ILP Progress by class

English ILP	Classes	English – Expected	Maths - Expected
	Hazel	100%	100%
	Birch	100%	100%

	Willow	100%	100%
	Rowan	81%	81%
	Cedar	89%	89%
	Pine	100%	100%
	Oak	71%	71%
	Maple	100%	100%

Core Subject Progress Data - Pupil Premium Group and CWCF

Pupil Premium	English - Expected	Maths - Expected
	64.7%	79%
CWCF	66 % (4 of 6 pupils)	100%

ILP – Cognition and Learning Progress Data – Pupil Premium Group and CWCF

Pupil Premium	ILP – English -Expected	ILP – Maths –Expected
	97%	91%
CWCF	100%	100%

Core Subject Progress Data – Ethnic Groups

Ethnic Groups	English – Expected & Above	Maths – Expected & Above
White	71.7%	77%
Mixed	100%	100%
Asian	77%	86%
Black	60%	80%

The data across ethnic groups reflects national trends.

ILP Cognition and Learning Progress Data – Ethnic Groups

Ethnic Groups	English – Expected & Above	Maths – Expected & Above
White	92%	90%
Mixed	100%	100%
Asian	90%	95%
Black	100%	100%

Common group factors contributing to barriers are not clearly identified in the comparative analysis and group breakdowns but rather pupil specific factors. Pupil progress meetings

were held to identify pupil specific barriers to learning with this being largely needs based such as the following;

- Attendance due to physical or mental health problems has contributed to lower linked to trauma or anxiety have contributed to lower achievement. One of those pupils now attends an alternative provision 3 days per week.
- Sensory impairments – further adjustments to support sensory impairments are required and 1 pupil is currently receiving a block of support from SENSS VI Teacher.
- PMLD pupils – sustaining skills is progress for some of this cohort of pupils, this is not always accurately reflected in the attainment data.
- Undiagnosed learning difficulties such as dyslexia which requires further adjustments to the delivery of the curriculum and therefore further CPD is required.
- English lead will deliver interventions to pupil premium groups.

Next steps towards improving pupil attainment have been identified as follows;

Next Steps

- Targeted support for pupils working below target with specific interventions to address barriers to learning such as a therapeutic curriculum using a trauma informed approach for pupils with complex emotional needs.
- CPD Action Plan:
 - Subject and Area leaders will deliver regular bite sized CPD in Pathway specific SEN pedagogy and subject knowledge.
 - Further CPD in adaptative teaching.
- New teachers will complete a thorough induction process to ensure robust teaching and assessment.
- Teachers will receive regular and ongoing coaching with weekly targets to develop practice.
- Ongoing robust monitoring through weekly focused learning walks, lesson observations, planning scrutiny and targeted support through coaching.
- Pupils will continue to access a broad and balanced curriculum relevant to their needs.