

Progress and Attainment Report for Governors and Parents 2018 / 2019



'Highly aspirational for everyone'

Assessment of progress and attainment at Regency High School

The government has advised that pupil attainment and progress is now measured using chronological age. Each expectation is clearly defined and pupils are judged as being; at, below or exceeding these expectations for their chronological age.

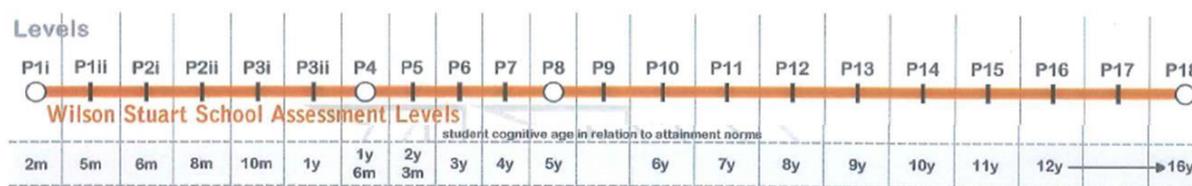
At a special school like Regency High School this is not always appropriate as all the pupils are working below their chronological age. We measure pupil progress from their assessed starting points.

In 2017, thorough research of assessment tools available Regency invested in a system that can be applied to pupils in the age range of 3 to 19. It clearly shows each pupil's individual steps in progress. (The system is called SOLAR; Special On Line Assessment and Recording).

This includes use of the Wilson Stuart Special School Steps' (Wilson Stuart school has been judged outstanding by Ofsted in their last 5 inspections) 'P' (performance) steps are used to record evidence of progress and to set targets. At Regency High School, we call the system Regency Steps; and have adapted some aspects so it is bespoke to our curriculum.

Progress Steps and age equivalents

See appendix 1.



DfE Performance Data

From a Government perspective we are compared with all schools, including mainstream schools. This data, therefore, does not give an accurate reflection of the progress our pupils make. This is why it is very important that we have our own rigorous tracking and monitoring system. We have half termly pupil progress meetings where we discuss pupils individually and whether they are making appropriate progress to meet their targets, and if not, identify any additional support needed.

Link to the school performance table for Regency High School

<https://www.compare-school-performance.service.gov.uk/school/140261?tab=workforce-and-finance>



Department
for Education

Government guidance is that schools need to create their own assessment systems including the following principles:

- Give reliable information to parents about how their child, and their child's school, is performing.
- Help drive improvement for pupils and teachers.
- Make sure that the school is keeping up with external best practice and innovation.

What this looks like at Regency High School

The Government has removed the national framework of assessment levels and tasked all schools with finding a suitable and appropriate assessment system to meet the needs of its pupils. At Regency High School we use a web based software tool called **SOLAR**.

SOLAR has the advantage of covering all assessment needs under one umbrella as well as providing us with valid and robust data from which to determine the quality of our teaching and learning. SOLAR includes 'Regency Steps', - Regency Steps are based on data collated across a range of special schools and based on progression guidance to determine appropriate progress over time from our baseline or any given starting point.

Progress expectations

The progress expectations are based on the pupils making progress that would put them in the Upper Quartile (top 25% nationally).

END OF KS2 to KS3 -			END OF KS3 to KS4 -		
END OF YEA R 6	WS P Steps	END OF YEA R 9	END OF YEA R 9	WS P Steps	END OF YEA R 11
P16	+2	P18	P17	+1	P18
P15	+2	P17	P16	+1	P17
P14	+2	P16	P15	+1	P16
P13	+2	P15	P14	+1	P15
P12	+2	P14	P13	+1	P14
P11	+2	P13	P12	+1	P13
P10	+3	P13	P11	+1	P12
P9	+3	P12	P10	+1	P11
P8	+3	P11	P9	+1	P10
P7	+2	P9	P8	+1	P9
P6	+2	P8	P7	+1	P8
P5	+1	P6	P6	+1	P7
P4	+1	P5	P5	+1	P6
P3ii	+1	P4	P4	+1	P5
P3i	+2	P4	P3ii	+1	P4
P2ii	+2	P3ii	P3i	+1	P3ii
P2i	+1	P2ii	P2ii	+0	P2ii
P1ii	+1	P2i	P2i	+1	P2ii
P1i	+0	P1i	P1ii	+0	P1ii
			P1i	+0	P1i

PROGRESSION GUIDANCE AT REGENCY HIGH SCHOOL

Progression Guidance is a group of Government produced Data Sets that are used to compare progress for pupils with SEND based on age and starting level. They enable schools to benchmark and compare the progress of their students against similar students nationally. Since the removal of levels nationally it has become more complicated as schools use different measuring systems to assess pupils.

Progression Guidance is still important to us at Regency High School and we have used gradients taken from this data to inform our target setting.

End of Key Stage Data – Key Stage 3

To increase validity of the results, due to small cohort numbers these are shown for a period of three years, the results have been amalgamated. Results are shown for Progression Guidance data from the national figures.

With regard to Regency Steps data, 37% of pupils are achieving in the upper quartile in KS3 English and 35% in Maths. In Key stage 3 pupils perform well in Maths. 97% of pupils have achieved in the middle and upper quartiles for Maths, these figures exceed national data.

English and Maths provision will continue to be reviewed to establish appropriate interventions / subject leadership to support progress for pupils currently achieving in the lower quartiles, as well as supporting pupils in moving from the middle to the upper quartile. The development of subject leaders and curriculum revisions in line with 2019 guidelines will continue to ensure clear learning 'flight paths'. This will lead to improvements in attainment for all pupils in English and Maths.

English KS3	Lower Quartile %	Median %	Upper Quartile %
2014 - 2017	12%	29%	59%
2017- 2018	4%	53%	43%
2018 - 2019	8%	55%	37%
National Figures	25%	50%	25%

Maths KS3	Lower Quartile %	Median %	Upper Quartile %
2014 - 2017	0%	6%	94%
2017 - 2018	6%	46%	48%
2018 - 2019	4%	62%	35%
National Figures	25%	50%	25%

End of Key Stage Data – Key Stage 4

To increase validity of the results these are shown for a period of three years, the results have been amalgamated.

In English 90% of students are showing as in the lower quartile this is because the current year 11 groups sat their examination last year and therefore this year's results will be affected as many students have reached their full examination potential in terms of examinations – for these students, this year has been about applying these skills - continuing and developing the consolidation of English skills, preparation for future courses and destinations and identification of appropriate pathways for future progress.

In Maths 100% of students are working in the middle quartile and making expected progress. The recruitment of a new subject leader and consequent updates to guidelines; support will be targeted at moving students to a place to exceed expectations for the future.

English KS4	Lower Quartile %	Median %	Upper Quartile %
2015 - 2017	0%	22%	78%
2017 - 2018	22%	61%	17%
2018 - 2019	90%	0%	10%
National Figures	25%	50%	25%
Maths KS4	Lower Quartile %	Median %	Upper Quartile %
2015 - 2017	0%	31%	69%
2017 - 2018	58%	26%	16%
2018 - 2019	0%	100%	0%
National Figures	25%	50%	25%

With the use of SOLAR as a bespoke assessment system staff effectively record accurate data and plan effective next steps (learning steps) using clearly identified assessment strands, they use this information to enter pupils onto the correct accreditations for accurate and appropriate progress. Staff and subject leaders will also keep their own records of student progress and submit details / action plans at timely intervals to support student progress.

The noted reduction in the upper quartile results for English and Maths in Key Stage 4, will improve now that we have accurate starting points for all pupils based on appropriate accreditations that fit with their stage of learning. Alongside this subject leaders will be monitoring lesson opportunities and ensuring that future moderation occurs. Teaching staff will all be part of the review of data and hold half-termly pupil progress meetings – issues with pupil progress will be highlighted and responded to more readily.

End of Key Stage 3 in receipt of pupil premium

2016 – 2019 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (25 pupils)	0%	64%	36%
Maths (25 pupils)	7%	64%	29%

For Key Stage 3 100% of pupils performed in the middle or upper quartiles in English compared to 93% in maths.

End of Key Stage 4 in receipt of pupil premium

2016 – 2019 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (pupils)	0%	75%	25%
Maths (pupils)	0%	100%	0%

Across Key Stage 4, 100% were performing in the middle and upper quartiles for English and 100% in the middle quartile for maths. Maths is a focus for further analysis and the appointment of a maths lead alongside clear flight paths for progress will ensure higher rates of progress over the next year. This is noted as an element to track, to ensure learning opportunities are provided to extend pupils are given the opportunity to perform within the upper quartile range.

End of Key Stage 3 girls

2016 – 2019 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (10 pupils)	0%	50%	50%
Maths (10 pupils)	10%	60%	30%

End of Key Stage 3 boys

2016 – 2019 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (16 pupils)	0%	69%	31%
Maths (16 pupils)	0%	57%	43%

In Key Stage 3, girls make more progress in English than in Maths; this has been tracked and further opportunities for access to Maths will be given consideration, led and developed by the new subject lead.

Boys perform slightly better in the upper quartiles in Maths than in English in Key Stage 3. In English 100% of students perform within the middle and upper quartiles.

End of Key Stage 4 girls

2016 – 2019 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (0 pupils)	0%	0%	0%
Maths (0 pupils)	0%	0%	0%

End of Key Stage 4 boys

2016 – 2019 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (19 pupils)	90%	0%	10%
Maths (19 pupils)	57%	29%	14%

For boys at the end of Key Stage 4;

In English 90% of students are showing as in the lower quartile this is because the current year 11 groups sat their examination last year and therefore this year's results will be affected, as many students have reached their full examination potential in terms of examinations – for these students, this year has been about applying these skills - continuing and developing the consolidation of English skills, preparation for future courses and destinations and identification of appropriate pathways for future progress.

For boys in KS4 Maths results are noted as lower than desirable. Subject leader intervention and refocus planning for the coming year will rectify this.

End of Key Stage 3 LAC

2016 – 2019 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (4 pupils)	0%	100%	0%
Maths (4 pupils)	0%	75%	25%

End of Key Stage 3 NON LAC

2016 – 2019 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (22 pupils)	0%	59%	32%
Maths (22 pupils)	5%	59%	36%

LAC pupils in KS3 perform mainly in the middle quartile for English and achieve in the higher quartile for Maths. This is noted as better than in comparison to their Non LAC peers, 5% of pupils are in the lower quartile for Maths. LAC pupils perform equally well in both Maths and English in comparison to their non LAC peers.

End of Key Stage 4 LAC

2016 – 2019 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (3 pupils)	87%	0%	13%
Maths (3 pupils)	0%	89%	11%

End of Key Stage 4 NON LAC

2016 – 2019 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (17 pupils)	90%	0%	10%
Maths (17 pupils)	0%	100%	0%

LAC students at the end of Key Stage 4

In English for Non LAC - 90% of students are showing as in the lower quartile this is because the current year 11 groups sat their examination last year and therefore this year's results will be affected as many students have reached their full examination potential in terms of examinations – for these students, this year has been about applying these skills - continuing and developing the consolidation of English skills, preparation for future courses and destinations and identification of appropriate pathways for future progress.

LAC and Non LAC students are comparable in their progress at the end of Key Stage 4. LAC pupils in KS4 perform well with 100% of pupils meeting their targets in Maths. For non LAC pupils in KS4, 100% of pupils are performing in the middle quartile for Maths but in English the majority of KS4 pupils are in the lower quartile. This will be tracked and monitored with a view to increasing numbers of pupils performing in the middle and upper quartiles.

End of Key Stage 3 EAL – Cohort numbers are very low and need to be interpreted with caution but these pupils performed well in the middle and upper quartiles.

2016 – 2019 – KS3	Lower Quartile	Median Quartile	Upper Quartile
English (3 pupils)	0%	100%	0%
Maths (3 pupils)	0%	67%	33%

End of Key Stage 4 EAL – Cohort numbers are very low and need to be interpreted with caution but these pupils performed well in the middle and upper quartiles.

2016 – 2019 – KS4	Lower Quartile	Median Quartile	Upper Quartile
English (2 pupils)	0%	100%	0%
Maths (2 pupils)	0%	100%	0%

Whole school data:

The following results have been obtained using data from SOLAR. The coloured indicators show whether pupils have met, not met or exceeded their target predicted for them by SOLAR relative to their prior attainment. The results are based on an analysis of data from September 2018 to July 2019.

Free school meals

Pupils in receipt of free school meals perform slightly less well than their peers with 76% achieving the middle or higher quartiles; this is continually monitored to ensure this improves.

Number of pupils (200)	Non Free School Meals 159 (79%)	Free School Meals 41 (21%)
Green	38%	24%
Amber	48%	52%
Red	14%	24%

Pupil Premium

Pupils in receipt of pupil premium perform slightly less well than their peers with 83% achieving the middle or higher quartiles; this is continually monitored to ensure this improves.

Number of pupils (200)	Non – pupil premium 125 (62%)	Pupil premium 75 (38%)
Green	33%	36%
Amber	52%	47%
Red	15%	17%

Gender

Girls slightly outperform boys with 90% meeting or exceeding their targets, compared to 79% of boys.

Percentage of pupils	Boys (121)	Girls (79)
Green	39%	49%
Amber	40%	41%
Red	21%	10%

Ethnicity

This year Ethnic minority pupils very slightly outperform British pupils with 90% meeting or exceeding their targets as opposed to 88% of British pupils. Both groups are performing better than the national average.

Percentage of pupils	(177) White British	(23) Ethnic Minority Pupils
Green	65%	66%
Amber	23%	24%
Red	12%	10%

Core Subjects

Pupils perform particularly well in English with 80% of pupils meeting or exceeding their targets. In science 83% meet or exceed their targets and in Maths 79% exceed or meet their targets.

Percentage of pupils	English	Maths	Science
Green	46%	33%	39%
Amber	34%	46%	44%
Red	20%	21%	17%

Degree of Learning Difficulty

Pupils in PMLD and SLD perform better than pupils in the MLD population within school, with 90% meeting or exceeding their targets compared to 86% MLD pupils meeting or exceeding targets.

Percentage of pupils	PMLD	MLD	SLD
Green	30%	45%	34%
Amber	60%	41%	46%
Red	10%	14%	20%

Key Stage 4 / 5 data 2018 – 2019

Students were entered and achieved qualifications and there has been a shift this year to maintain achievement and to focus young people on knowledge and skills retention and application for the future. This year no year 11 pupils were entered for the maths qualification as they had achieved Entry Level at the end of Year 10.

Pupils achieving:

2015 - 2018	English	Maths	Science	Totals
	Number of pupils			
EL1			1 (10%)	1
EL2	21 (70%)		8 (90%)	29
EL3	3 (10%)			3
L1	6 (20%)			6
L2				
Total	30		9	39

Entries

Qualifications in English	Level	Number of pupils
AQA Functional skills English	L1	9
AQA Functional skills English	L2	4
Step up to English Silver	EL1	4
Step up to English Silver	EL2	
Step up to English Gold	EL3	5

Qualifications in Maths	Level	Number of pupils
AQA functional skills Maths	L1	5
AQA Maths	EL1	6
AQA Maths	EL2	
AQA Maths	EL3	4

Qualifications in Science	Level	Number of pupils
OCR Science	EL	9

Key Stage 4 / 5 data 2018 – 2019 - Broad, balanced curriculum results

At Regency High School pupils experience a broad and balanced curriculum – a range of options and opportunities are made available for pupils to follow and are revised annually to best reflect the needs of each cohort. This year pupils made good progress across a range of subjects – each one pertinent to the pupils following them.

Subject	Level	Number of pupils
BTEC ICT users	L1	22 (100%)
Business administration	L1	33 (100%)
BTEC Home cooking skills	L1 award	11 (42%)
BTEC Home cooking skills	L2 award	15 (58%)
BTEC Sport & active leisure	L1 award	3 (27%)
BTEC Sport & active leisure	L1 certificate	8 (73%)
NOCN Personal Progress	Certificate	4 (31%)
NOCN Personal Progress	Diploma	9 (69%)
NOCN SETPD- Diploma	E3	2 (29%)
NOCN SETPD- Diploma	L1	5 (71%)

Key Stage 4/5 overall data comparison table – the last three years 2016 –2019

At Regency High School we strive to be ‘highly aspirational for everyone’. The aim of each year for a pupil at Regency is to develop and extend in every curriculum area possible. Over the last year there has been an emphasis on the application of skills and knowledge. Considering the knowledge students have learned and applying it to life / living situations for the future. Students have been working on the use of these skills in the community and ensuring that they retain and learn to apply their knowledge and skills. Use of the SOLAR assessment and tracking system has informed staff to ensure that pupils are placed on the correct courses for the best progress. This year there were fewer entries due to there being a smaller cohort (7 pupils at end of KS4). Pupils from Year 11 sat their maths qualification at Entry level last academic year (2017-2018).

	2016 – 2017	2017 - 2018	2018-19
Level achieved			
EL1	24 (27%)	31 (11%)	1 (3%)
EL2	22 (26%)	79 (28%)	29 (85%)
EL3	21 (24%)	100 (35%)	4 (12%)
L1	1 (1%)	40 (14%)	77 (84%)
L2		7 (2%)	15 (16%)
Transition Challenge		20 (7%)	
GCSE			
Grade 1			
Grade 2	1 (1%)	4 (1%)	
Grade 3	12 (14%)	2(0.7%)	
Grade 4		1 (0.3%)	
Grade 5	5 (7%)	1 (0.3%)	
TOTAL entries	86	285	125