



Great Oaks School

Assessment Report

2021 - 2022

Introduction

At Great Oaks, pupil progress is captured across all areas of a pupil's development. We have considered the data presented in this report in the context of this wider holistic picture of progress.

The easing of Covid disruptions throughout 2021/22 enabled data collection to be more accurate and comprehensive than in recent years. This allowed us to set targets using progress points through the GO Level frameworks. We have reflected on the effectiveness of our target setting system and have plans to improve this further for 2022/23.

In summary, pupil progress and achievement has been at a good level for pupils and we have further extended our accreditation offer in key stage 4. We have ongoing projects to make assessment clearer and meaningful for parents including plans for more regular and simplified reporting against targets.

A high intake of new staff, as well as staff absences has led to some inconsistent data entry in a small number of cases. Some data in this report has been adjusted to reflect these inconsistencies. Training and support for individual teachers has been planned for 2022/23 to address this.

This report identifies the following target pupil groups for 2022/23:

- 1) Girls' maths
- 2) Year 9 reading
- 3) Disadvantaged students with EAL in pathways 1

School Cohort information

For the academic year 2021/22 there were 288 students on role. The school has more boys (78%) than girls (22%). 68% of Great Oaks students are disadvantaged. The majority of students are in pathways 2 and 3 (68%). Year 7 (23%) is a particularly large cohort. LAC students make up only 2% of the whole school.

BOYS	GIRLS	EAL	LAC	Disadvantaged
225	63	61	7	197
78%	22%	21%	2%	68%

Year 7	Year 8	Year 9	Year 10	Year 11	P16	Total
67	49	57	34	40	41	288
23%	17%	20%	12%	14%	14%	100%

PW1	PW2	PW3	P16	Personalised	Total
41	71	124	43	9	288
14%	25%	43%	15%	3%	100%

Target setting

We set targets based on student's initial baseline assessment in Year 7. Each individual is unique but over the 5 years at Great Oaks the following progress is typical:


Pathway 1: One to three GO levels progress

Pathways 2: Two to four GO levels progress

Pathway 3: Three to five GO levels progress

Targets are sometimes adjusted for individuals to enable us to set an appropriate challenge. This includes students with specific temporary needs and students in personalised provision. Pathway 1 targets are also personalised (see ImpACTS section).

These targets are in place to help us to ensure that our students remain on track to achieve their expected accreditation in Year 11.



Great Oaks Scale	GO 1	GO 2	GO 3	GO 4	GO 5	GO 6	GO 7	GO 8	GO 9	GO 10	GO 11	GO 12	GO 13	GO 14	GO 15	GO 16	GO 17	GO 18	GO 19	GO 20
Impacts																				
GO Levels																				
Pre-Entry Level																				
Entry Level 1-3								EL1	EL1	EL1	EL2	EL2	EL2	EL2	EL3	EL3				
Level One																				
Level Two																				

Targets are set based on number of progress points made through a particular framework. This is reviewed by TLR holders each term. We plan to communicate progress against targets to parents regularly throughout 2022/23.

Earwig screen shot showing points progress each term:

% Autumn	% Spring	% Summer	Autumn	Spring	Summer	Total Progress this Year
24%	39%	45%	141	178	134	453
42%	45%	48%	205	216	226	647

GO Level Point Progress Targets

83% of years 7-11 were assessed using GO Levels for English. In maths, only KS3 were assessed using GO Levels. In KS4 maths we use an accreditation framework. To be on track to achieve expected accreditation, the following annual points targets are set. Those in Year 7 have targets in line with their expected future pathway.

English targets

Pathway	Below	Expected	Above	Well above
PW2	<150	150-350	350-550	>550
PW3	<200	200-400	400-600	>600

Maths targets

Pathway	Below	Expected	Above	Well above
PW2	<50	50-100	100-150	>150
PW3	<100	100-150	150-200	>200

Cohort Comparison

English

Cohort	Progress	Below	Expected	Above	Well above
All	100%	9%	71%	8%	12%
Disadvantaged	100%	2%	74%	8%	16%
Girls	100%	3%	73%	12%	12%
Boys	100%	7%	74%	7%	12%
LAC	100%	14%	43%	43%	0%
EAL	100%	7%	73%	10%	10%

Maths

Cohort	Progress	Below	Expected	Above	Well above
All	100%	20%	61%	5%	14%
Disadvantaged	100%	15%	58%	11%	16%
Girls	100%	27%	60%	4%	9%
Boys	100%	19%	61%	5%	15%
LAC	100%	14%	43%	14%	29%
EAL	100%	24%	49%	14%	13%

Key findings:

100% of students made progress through the English and maths frameworks.

Progress in English was better than in maths in nearly all cases. 20% of the whole school performed below their maths targets compared to 9% for English. The likely cause for this is the statements in the maths framework being too broad for our curriculum which is now based on White Rose small steps of progression. Students become 'stuck' at a certain level that they are not secure in and cannot move on. This will be rectified in 2022/23 with our new small steps of progression framework which breaks concepts down into smaller steps that exactly match our curriculum. In 2022-23 we expect the data to show an improvement in maths GO levels progress.

The English data fairly consistent whereas Maths displays a wider gap between students progress. We have those where number is second nature and those where it is their main educational need. In maths the range of students making expected or above progress was 73% - 86% (excluding LAC). The target setting for English is more accurate with a range of 88%-99% making expected progress or above (excluding LAC).

The 14% LAC below target represents 1 student who had a significantly disrupted year due to conditions at home. 24% of EAL students were below expected targets. This is likely due to the fact that word problems are a key feature of the maths curriculum at the level most are working at.

Disadvantaged students continue to do well with 98% expected or above for English and 85% expected or above for maths.

Girls maths will be a focus for 2022/23 with 27% below expected and 9% well above, compared to 19% below and 15% well above for boys. Girls now make up 22% of the school so this statistic is key and will be a focus for the coming year.

Year Group Comparison

English

Cohort	Progress	below	expected	above	exceeding
All	100%	9%	71%	8%	12%
Year 7*	100%	5%	62%	31%	2%
Year 8	100%	8%	66%	14%	12%
Year 9	100%	1%	77%	11%	11%
Year 10	100%	3%	83%	7%	7%
Year 11	100%	11%	78%	0%	11%

Maths

Cohort**	Progress	below	expected	above	exceeding
All	100%	16%	58%	12%	14%
Year 7*	100%	12%	68%	12%	8%
Year 8	100%	14%	50%	11%	25%
Year 9	100%	23%	57%	14%	6%

* Year 7 data is adjusted to account for baselining

** Year 10 and 11 use maths AQA framework

Key findings:

As mentioned above, 100% of students made progress through the English and maths frameworks.

In English, year 9 performed well with only 1% below target compared to 9% for the whole school. Years 8 and 11 had the highest percentages below target (8% and 11%). Year 11 had 78% hit expected targets whereas Year 8 only had 66%.

The focus on exams and accreditation in Year 11 is a likely reason for the high percentage being below target. This is backed up by the fact that only 3% of Year 11s made no progress in the diagnostic paper tests and that all expected accreditation was achieved.

Upon investigation, this year 8 cohort were particularly below average in reading. This is backed up by the fact that they also performed below average in the diagnostic reading tests. Reading with this cohort will be a target group for 2022/23 (year 9).

In English, a higher percentage of KS4 students hit the expected range compared to KS3. This could indicate that target setting becomes more accurate as more data is accumulated.

In maths the range of students hitting expected targets is 50% - 68% which is considerably lower than the 62% - 83% for English. There were a higher number of students performing either below (12%-23%) or above/exceeding (20%-36%). If the English data is a good indicator, target setting does become more accurate in KS4. However, this is also likely due to the target setting for maths not being as accurate due to the limitations of the maths assessment framework.

ImPACTS Percentage Progress targets

41 students were assessed using ImPACTS (17% of years 7-11). Students with SLD make steadier progress which can be disrupted for a variety of reasons. With this in mind, pathway 1 are set ipsative targets where expected progress is calculated on prior achievement. The percentage progress targets below are used.

< 2% - a concerning rate that would indicate learner is not progressing

< 6% - consolidation of existing learning

5-10% - expected rate of ipsative progress for SLD learners

7-10% - emergence of a new skill / this also reflects progress from baseline to first ipsative for new P16 learners

> 10% - new skills in more than one Key Skill area

> 20% - key developmental milestone/ golden moment achieved

> 40% - usually achieved post a baseline score of a new learner

Pathway	below	consolidation	expected	new skills	milestone
PW1	<2%	2-5%	5-10%	10-20%	>20%

Cohort	below	consolidation	expected	new skills	milestone
All (41)	3%	16%	41%	19%	22%
Disadvantaged	9%	27%	45%	18%	9%
Girls	0%	40%	40%	0%	20%
Boys	4%	11%	41%	22%	22%
EAL	8%	23%	39%	15%	8%

Key findings:

With a smaller cohort and more complex needs in pathway 1, trends are not as significant as with larger cohorts. Individual students can impact the data percentages considerably.

However, disadvantaged and EAL students using ImPACTS are clearly making less progress against their targets with 9% and 8% being below compared to 3% for the PW1 cohort. Similarly, only 9% and 8% hit a new milestone compared to 22% for the PW1 cohort.

Upon further investigation, a significant number of these students are both EAL and disadvantaged. A high proportion of these students are displaying complex behaviours that present a barrier to their learning. Disadvantaged EAL students are a target cohort for 2022-23. This will include interventions around supporting families through our welfare officers.

IEPS

IEP targets are linked closely with EHCP objectives and are mostly seen to be accurate and challenging when set. In pathways 2 and 3 students have six IEP targets per term. Four of these are linked to cognition and learning (two English and two maths). The further two are linked to the most relevant of the other three areas:

- Communication and interaction
- Social, emotional, mental health and family environment
- Sensory and/or physical

As a guide, Pathway 1 students have 10 targets set in November and June linked to the ImPACTS curriculum. Three for Communication, two for Cognitive, one for ECT, two for Physical and two for RSE.

	Autumn 2021			Spring 2022			Summer 2022		
	Met	Partially met	Not met	Met	Partially met	Not met	Met	Partially met	Not met
Year 7	49%	48%	3%	58%	41%	1%	66%	33%	2%
Year 8	68%	31%	2%	57%	38%	5%	63%	31%	6%
Year 9	69%	29%	1%	73%	26%	0%	68%	31%	1%
Year 10	77%	20%	3%	86%	12%	1%	79%	19%	1%
Year 11	71%	25%	4%	75%	21%	4%	86%	12%	2%
PW1	60%	35%	5%				68%	28%	4%

The percentage of IEPs being met or partially met suggest we are setting achievable targets that are also challenging.

Year 7 students met fewer targets in Autumn but improved throughout the year which is consistent with the GO level and diagnostic testing.

In Pathway 1 more students met their targets at the end of the year (June) in comparison to November. This is an indication of having one term to work on targets or two.

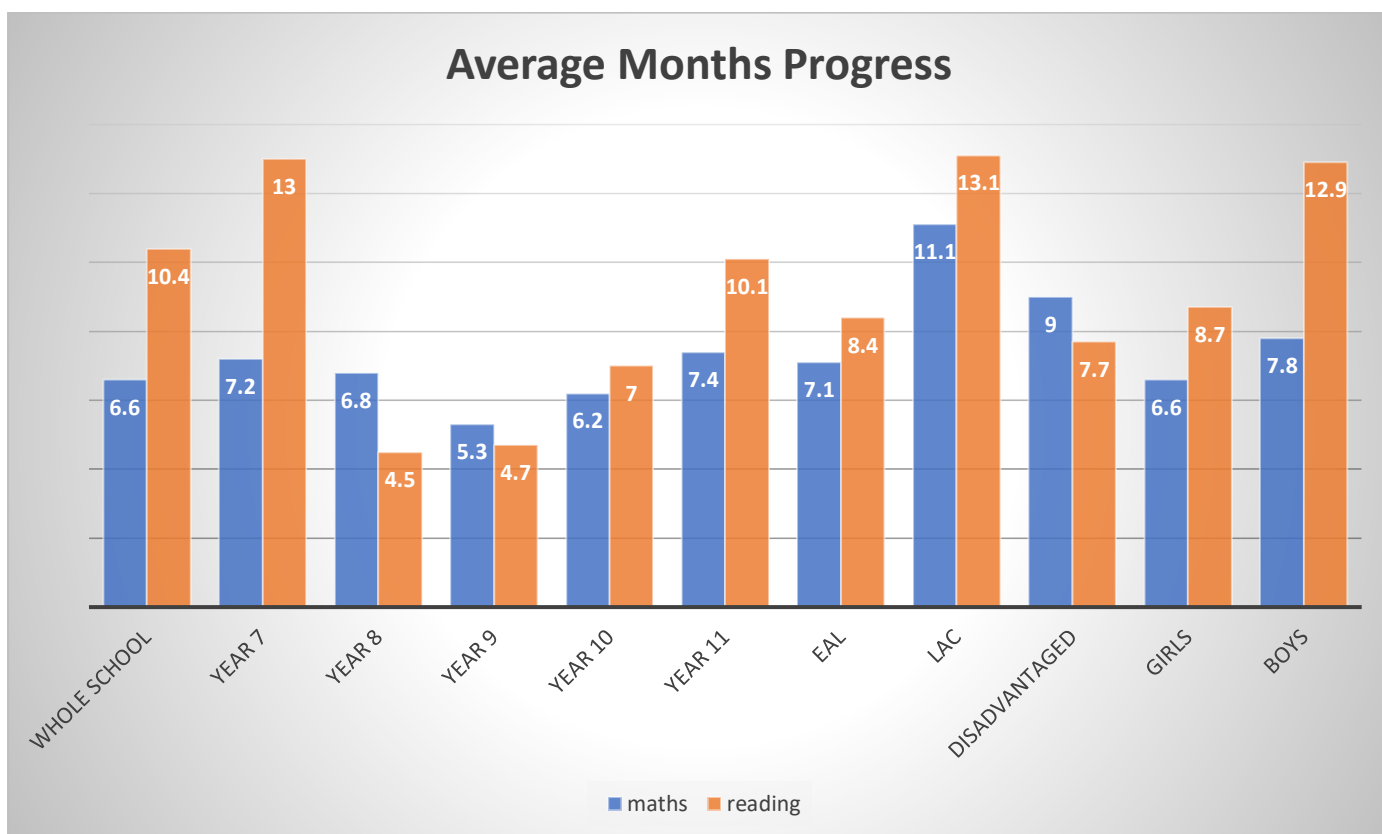
Diagnostic Testing

Pupils at Great Oaks are tested annually for maths and reading ages in the Summer term. Year 7s are also tested in the Autumn term to establish a baseline. Due to the size of the school, tests are delivered by class teachers. Although training is provided and improvements are made each year, some inconsistencies remain around the delivery of these papers. Unusual data is investigated, and tests can be revisited by a specialist intervention teacher. The data is then updated accordingly.

These tests are a great indication of a student's level and are vital for us to identify those students needing intervention. There are some elements of the tests that are not ideal. The jump from year 2 to year 3 levels is a big

step that many of our students take several years to accomplish. Reading comprehension skills and multi-step maths problems also present a barrier to rapid progress in these tests for many students at Great Oaks.

Expected progress for mainstream pupils is 12 months per year. With the extra support provided at Great Oaks we set this as an aspirational target for our pathways 3 learners. Having said this, our students are often with us because they struggle with literacy and numeracy for various reasons. Using our expected progress of 2-5 GO levels over 5 years for PW2 and PW3, we would expect a range of 2.4 months to 7.2 months maths and reading age progress per year. With this in mind, it was a successful year across the whole school, 87% of students made progress in maths with an average of 6.6 months progress over the year and 90% of students made progress in reading with an average of 10.4 months progress over the year.



Whole School Maths and Reading

Whole school maths 2021/22		
10%	3%	87%

Whole school reading 2021/22		
6%	4%	90%

There has been a slight improvement in the percentage of students making progress in maths and English from last year. Maths increased from 84% to 88% and English increased from 88% to 90%.

Key Stage 3 Reading

Year 7 reading 2021/22		
100%		

Year 8 reading 2021/22		
16%	4%	80%

Year 9 reading 2021/22		
8%		92%

In year 7, 100% of students made progress in the reading tests with an average of 13 months progress. This is likely due to the baseline being set artificially low in September. The students are often unsettled by testing at this stage in a new school setting. Throughout the year, the teachers and SSAs at Green Lane created an effective learning environment where excellent progress was made. However, the data must be considered in the light that students were not baselined to their true level in September as one boy made progress of 41 months across the year.

It is important to note the high percentage of year 7 students (23%) who are mostly boys. The data for boys and girls group analysis should be considered in this light.

16% of Year 8 did not make progress in these tests and the average progress was 4.5 months (the lowest cohort in the school). Upon investigation, two of the three year 8 classes had cover teachers in the Summer term and this inconsistency could have led to a lack of focus at the time of testing. However, this statistic alongside this cohort's lower than average reading GO Level progress has made them a target group for 2022/23.

Key Stage 3 Maths

Year 7 maths 2021/22		
5%		95%

Year 8 maths 2021/22		
15%	4%	81%

Year 9 maths 2021/22		
13%	5%	83%

Years 8 and 9 had higher percentages of students not making progress compared to 10% for the whole school. However, this whole school figure has been impacted by the high number of Year 7s who performed well in these tests.

Upon further investigation we found that as year 8 performed well in maths GO levels and it was more likely inaccurate delivery of tests rather than any significant trend to address.

In Year 9, 13% did not make progress in these tests, with 23% below their targets for GO levels. Upon digging into this data it is clear that Year 9 are higher achievers and are further ahead on average through the maths curriculum. With concepts becoming more challenging this may explain why progress is not as high as other cohorts.

Key Stage 4 Reading

Year 10 reading 2021/22		
8%	12%	80%

Year 11 reading 2021/22		
3%	7%	90%

Year 11 performed well in these tests. Often our Year 11 cohort are focussed and are motivated to do their best. Furthermore, the English curriculum in Year 11 is focussed on accreditation which helps best prepare students for these diagnostic reading tests.

Key Stage 4 Maths

Year 10 maths 2021/22		
13%	4%	83%

Year 11 maths 2021/22		
11%		89%

13% and 11% not making progress stands out compared to 10% for the whole school. However, as previously mentioned the whole school data has been impacted by the high number of Year 7s performing well in these tests. The average months progress in KS4 for maths was not a concern (Year 10: 6.2, Year 11: 7.4).

Group Analysis Reading

Whole school		
6%	4%	90%

Girls		
7%	6%	87%

Boys		
4%	4%	92%

EAL		
7%	11%	79%

LAC		
100%		

Disadvantaged		
6%	2%	92%

Group Analysis Maths

Whole school		
11%	3%	86%

Girls		
16%	3%	74%

Boys		
9%	2%	89%

EAL		
14%	4%	82%

LAC		
100%		

Disadvantaged		
12%	3%	85%

The cohort data for girls backs up the target identified though GO Level progress. 16% of girls did not make progress in maths age testing and 27% were below expected GO level targets.

Accreditation

A range of accreditation was achieved by students from pre-entry level Unit Awards to Functional Skills Levels 2. We are always looking to extend our accreditation offer, the table below outlines our offer for the current year.

	Pre-Entry Level	Entry Levels 1-3	Level One	Level Two
	Preparation for Entry Level	Preparation for GCSE	Equivalent to GCSE 1-3	Equivalent to GCSE 4-9
	Basic knowledge and skills. Recognition for students who make good progress below Entry Level.	Basic knowledge and skills. Ability to apply learning in everyday situations. Not geared towards specific occupations.	Ability to apply learning with guidance or supervision. May be linked to job competence.	Good knowledge and understanding of a subject. Ability to do a variety of tasks with some guidance or supervision. Suitable for many job roles.
English	- Unit awards	- Step up to English Entry Level - Unit awards	- Functional Skills Level 1	- Functional Skills Level 2
Maths	- Unit awards	- Entry Level maths - Unit awards	- Functional Skills Level 1 - GCSE Maths	- Functional Skills Level 2 - GCSE Maths
Science	- Unit awards	- Entry level science - Unit awards		
Humanities	- Unit awards	- Unit awards		
Technology	- Unit awards	- Entry Pathways - Unit awards		
Music	- Discover Arts Award	- Discover Arts Award	- Music grade 1-3 - Bronze Arts Award	- Silver Arts Award
Art	- Discover Arts Award	- Entry Level Art - Discover Arts Award	- GCSE Art - Bronze Arts Award	- GCSE Art - Silver Arts Award
Careers & Life Skills	Skills Builder, Life and Life Skills, DoFe Award, ASDAN Transforming Aspirations, ASDAN short courses, ASDAN bronze and silver			

Year 10 Accreditation

Signalong												
Signalong for Learners Entry Level 2						16 (100%)						
Unit Awards (number of students achieving awards)												
No. of Awards	1	2	3	4	5	6	7	8	9	10	11	Total
Computing	3	5	8	4								53
Science	7	6										19
Hums	2	15	2	4	3							69
Art	7											7
English	5	2										9
Technology	6	6	6	4	2							62
Maths	3	1										5
TOTAL NUMBER OF UNITS ACHIEVED												224
ASDAN												
Bronze Award						18 (100%)						

Year 11 Accreditation

Level 2 Qualifications												
Functional Skills Level 2 Maths						2 (66%)						
Level 1 Qualifications												
Functional Skills Level 1 Maths						3 (100%)						
Functional Skills Level 1 English						2 (100%)						
Bronze Arts Award						37 (100%)						
Entry Level												
	Level 1				Level 2				Level 3			
AQA English	2				15				2			
AQA Maths	4				14				11			
AQA Science	0				0				12			
WJEC ICT	0				8				0			
Unit Awards (number of students achieving awards)												
No. of Awards	1	2	3	4	5	6	7	8	9	10	11	Total
Computing	1	6	3	7								50
Science	3	7										17
Humanities		4	8	16								94
Art	6	4										14
English	2	2		1								10
Technology	3	4	9	16	5							127
Maths		2		1								8
TOTAL NUMBER OF UNITS ACHIEVED												322
ASDAN												
Transition Challenge						27 (100%)						

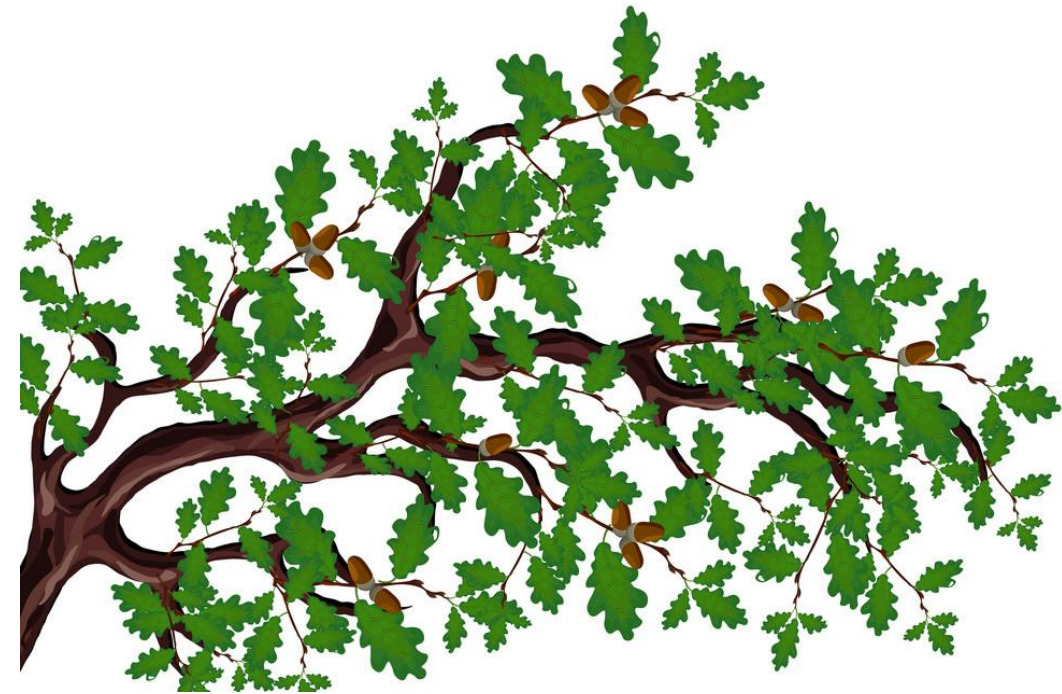
Post 16 Accreditation

The range of accreditation covered in post 16 is tailored to individual needs and interests. Students EHCP outcomes and IEP targets are holistically covered through their accreditation and aim to ensure that all students leave ready to become active participants in their communities, through paid work, voluntary work or engagement in community groups and activities.

Entry Level	
OCR Entry Level Diploma in Life and Living Skills (Entry 1)	14
Duke of Edinburgh Award	
5 completed the full bronze award	
9 completed the skills, physical and volunteering sections of the bronze award	

Destinations

Year 11 Leavers	
Great Oaks College	16
Totton College	10
City College	7
Eastleigh College	2
Itchen College	5
Year 14 Leavers	
Totton College	14
Adult day services	6
City College	1



Assessment Overview at Great Oaks School





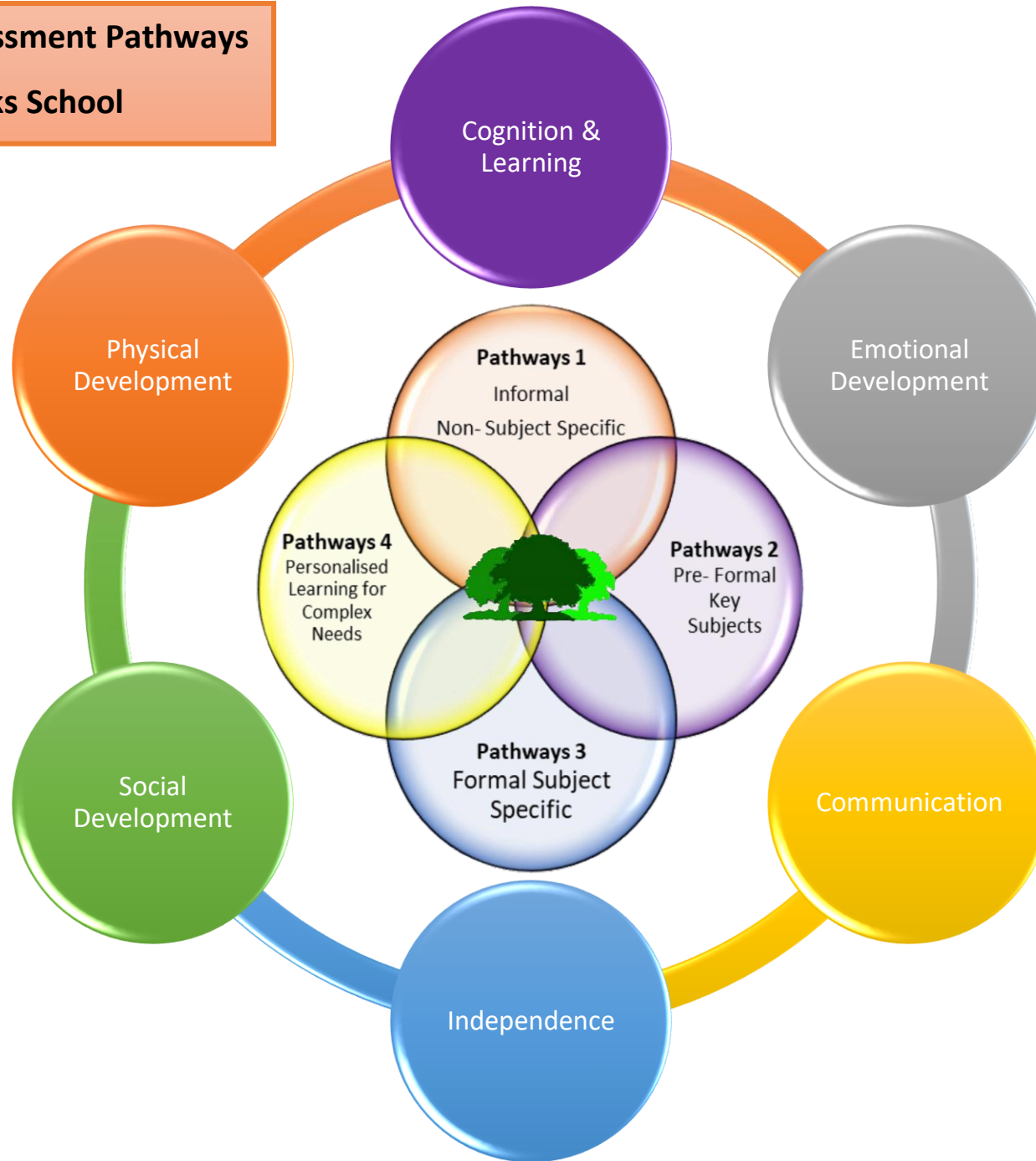
Great Oaks Assessment Map

Great Oaks Scale	GO1	GO2	GO3	GO4	GO5	GO6	GO7	GO8	GO9	GO10	GO11	GO12	GO13	GO14	GO15	GO16	GO17	GO18	GO19	GO20	GO21	GO22	GO23	GO24	GO25	
IMPACTS Main	Pre-intentional																									
	Intentional																									
	Formal																									
IMPACTS Extended				Concrete Learner		Establishing concepts																				
New Entry Level								EL1	EL1	EL1	EL2	EL2	EL2	EL2	EL3	EL3										
New GCSE															GCSE 1	GCSE 1	GCSE 1	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
Old GCSE											U	U	U	G	G	F	F	↓E	↓D	↓C	↓B	B	A	A*	A*	
NC Year expectations									Yr 1	Yr 1	Yr 2	Yr 2	Yr 2	Yr 3	Yr 4	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 8	Yr 9				

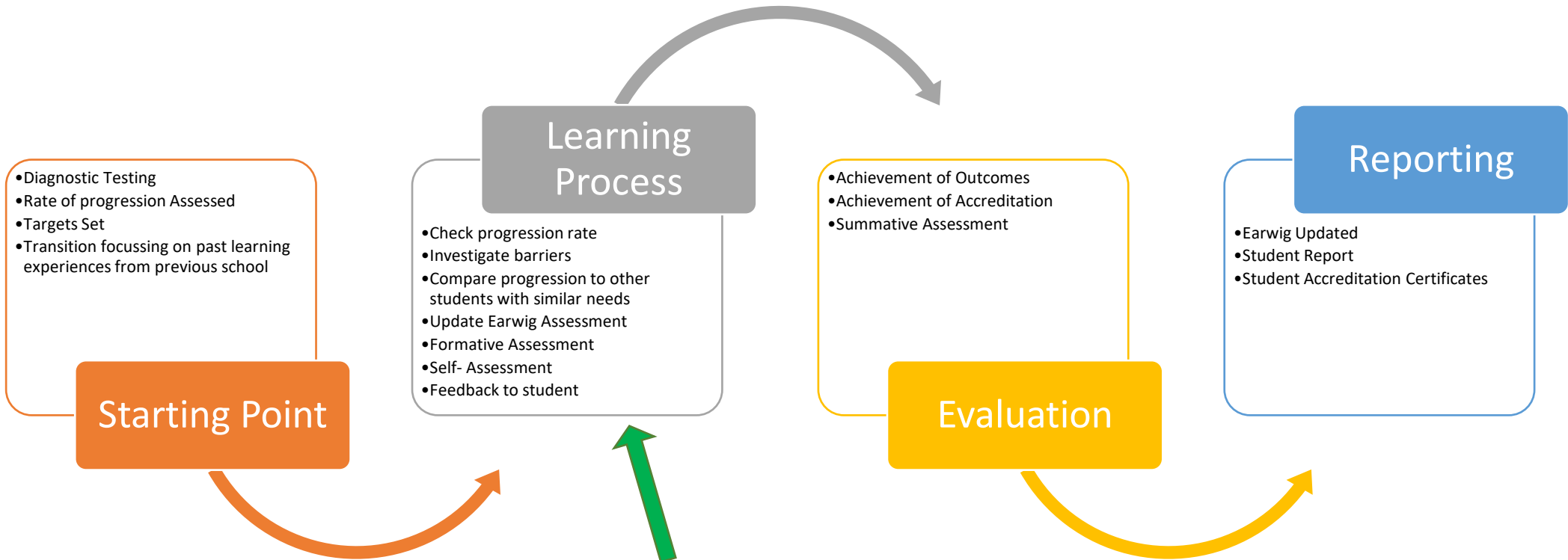
	Secure	80%
	Achieved	60%
	Developing	40%
	Emerging	20%
	Encountered	5%

Curriculum and Assessment Pathways

At Great Oaks School



Yearly Assessment Process At Great Oaks School



- Diagnostic Testing
- Rate of progression Assessed
- Targets Set
- Transition focussing on past learning experiences from previous school

Starting Point

- Check progression rate
- Investigate barriers
- Compare progression to other students with similar needs
- Update Earwig Assessment
- Formative Assessment
- Self- Assessment
- Feedback to student

Learning Process

- Achievement of Outcomes
- Achievement of Accreditation
- Summative Assessment

Evaluation

- Earwig Updated
- Student Report
- Student Accreditation Certificates

Reporting

Intervention Implemented
Moderation sessions held

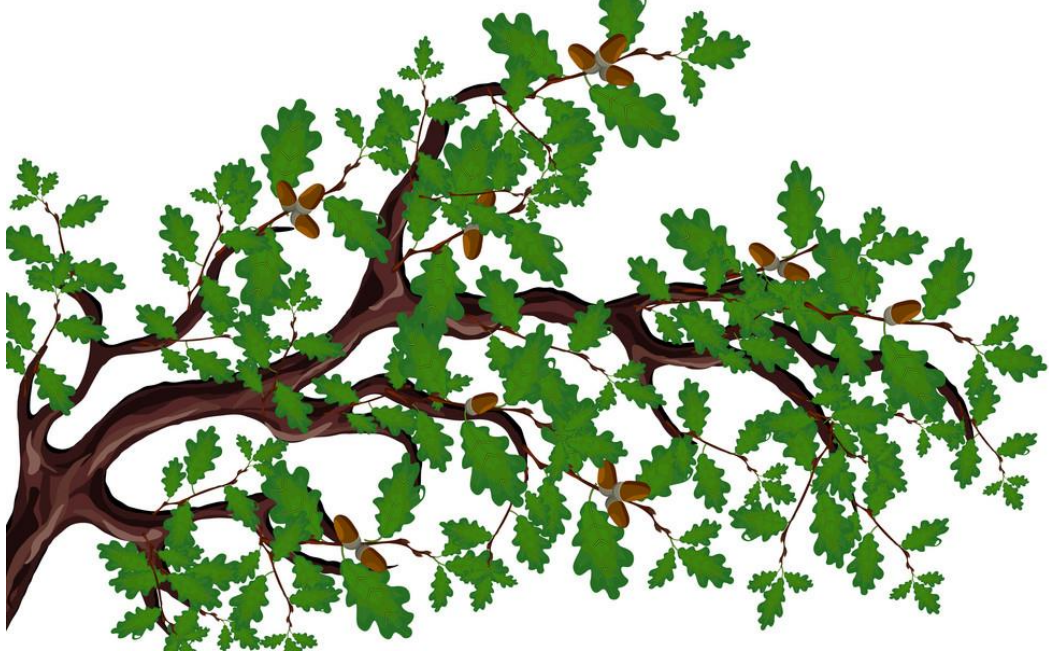
Secure	80%
Achieved	60%
Developing	40%
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Encountered	5%

Summative Assessment

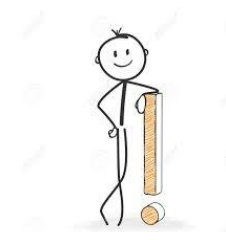
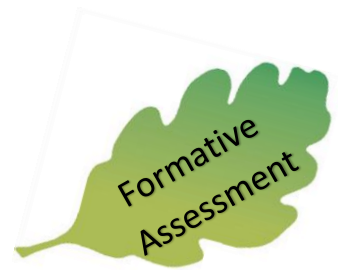
Given at the end of instruction to assess mastery of learning objectives.
Portfolio, Exam, Presentations

Formative Assessment

Given frequently throughout the learning process to evaluate progress and understanding.
Discussion, Reflection, Student work, In- formal questioning, Observations



Monitoring



Summative Assessment Process

Baseline

Assessment
Check- In
Point 1

Analysis/
Feedback/
Intervention/
TLR Meetings



Assessment
Check- In
Point 2

Analysis/
Feedback/
Intervention/
TLR Meetings

End of year
reporting and
feedback



Evidence Based Assessment at Great Oaks School

