



Great Oaks School

# Assessment Report

2023 - 2024

# Introduction

At Great Oaks, we track progress across all areas of a young person's development, considering the data in this report within a broader, holistic view. In summary, our students have experienced a successful year in terms of both progress and achievement. Staff and students alike have worked hard to implement new strategies linked to play-based learning and ensuring learners are appropriately challenged. Our students take pride in their accomplishments. This year, the largest Year 11 cohort to date, spread across three sites, successfully achieved accreditation.

## **The 2022/23 report identified the following target groups:**

- 1) Years 8 and 9 reading (PW2 and 3)
- 2) Girls' writing (PW3)
- 3) EAL maths (PW2 and 3)
- 4) PW1 students accessing GO Levels

Interventions that were put in place for these target groups proved to be effective. The data presented in this report evidences the positive impact on these cohorts. Progress has also been clear through scrutiny of work, records kept by teachers and the intervention team. Throughout this report the evidence of the positive impact we have had on these specific target groups have been labelled with: **IMPACT >**

## **This 2024/24 report identifies the following target areas:**

- 1) Decoding strategies for reluctant readers in KS3 (including a specific Year 8 group)
- 2) Vocabulary and oracy
- 3) Maths fluency in Pathways 2 and 3
- 4) Numeracy and literacy for learners with Down's Syndrome
- 5) Improve the design of IEP targets to ensure they are SMART (Specific, Measurable, Achievable, Relevant, Time-bound)

The findings in this report that led us to identify the above targets have been labelled with **TARGET >**



## GO Level Progress Targets

88% of years 7-11 were assessed using GO Levels. Targets are set based on number of progress points made through a particular framework. This is reviewed by TLR holders each term.

Our targets are effective for flagging those significantly below or above expectations, but it is important to look at each individual student, even if they are within the expected range, to consider whether their progress is meeting their potential. We must always remain cognisant of the data's limitations. For example, we need to take into account the experience of teachers entering data and ensure we are providing regular training and guidance.

### Reading targets

Pathway	Below	Expected Range	Above
PW2	<20	20-80	>80
PW3	<30	30-90	>90

### Writing targets

Pathway	Below	Expected Range	Above
PW2	<30	30-90	>90
PW3	<40	40-100	>100

### Maths targets

Pathway	Below	Expected Range	Above
PW2	<80	80-250	>250
PW3	<100	100-300	>300

## Cohort Comparison

### English Reading

Cohort	Progress	Below	Expected	Above
All	100%	5%	65%	30%
Disadvantaged	100%	4%	62%	34%
Girls	100%	5%	67%	28%
Boys	100%	6%	63%	31%
LAC	100%	0%	56%	44%
EAL	100%	3%	70%	27%
Year 7	100%	8%	81%	11%
Year 8	100%	5%	73%	22%
Year 9	100%	2%	53%	45%
Year 10	100%	7%	73%	20%
Year 11	100%	2%	47%	51%

## English Writing

Cohort	Progress	Below	Expected	Above
All	100%	6%	67%	27%
Disadvantaged	100%	5%	65%	30%
Girls	100%	1%	66%	33%
Boys	100%	7%	68%	25%
LAC	100%	0%	70%	30%
EAL	100%	5%	71%	24%
Year 7	100%	14%	75%	11%
Year 8	100%	6%	78%	16%
Year 9	100%	7%	51%	42%
Year 10	100%	1%	76%	23%
Year 11	100%	2%	54%	44%

## Maths Number\*

Cohort	Progress	Below	Expected	Above
All	100%	7%	74%	19%
Disadvantaged	100%	3%	75%	21%
Girls	100%	7%	75%	20%
Boys	100%	6%	74%	18%
LAC	100%	0%	75%	25%
EAL	100%	2%	71%	27%
Year 7	100%	5%	71%	24%
Year 8	100%	8%	78%	14%
Year 9	100%	7%	74%	19%

\* Year 10 and 11 use maths AQA framework

## Key Findings

Reading	Writing	Maths
<ul style="list-style-type: none"> <li>- Disadvantaged 34% above</li> <li>- Looked after Children (LAC) 44% above and 0% below</li> <li>- Year 7 reading 8% below and 11% above</li> <li>- Year 9 reading 45% above</li> <li>- Year 11 reading 51% above</li> </ul>	<ul style="list-style-type: none"> <li>- Girls 33% above</li> <li>- LAC 0% below</li> <li>- Year 7 14% below and 11% above</li> <li>- Year 9 42% above</li> <li>- Year 11 44% above</li> </ul>	<ul style="list-style-type: none"> <li>- Disadvantaged 21% above</li> <li>- LAC 0% below and 25% above</li> <li>- EAL 2% below and 27% above</li> <li>- Year 7 24% above</li> </ul>

## Analysis

### Whole school

Cohort	Below	Expected	Above
Reading	5%	65%	30%
Writing	6%	67%	27%
Maths Number	7%	74%	19%

As in previous years, progress against targets for reading is similar to that for writing. The maths data shows a higher number of students within the expected range of achievement. This is partly because we have a wider range of expected progress in maths due to the large range of abilities at Great Oaks. It is not uncommon for us to have a small number of students working at age related expectations in maths, whereas this is very rare for English.

### Continuing trend

Our disadvantaged and Looked After Children (LAC) students have continued to demonstrate significant progress in reading, writing and maths. Notably, none of our LAC students fell below their targets.

#### IMPACT > Years 8 and 9 reading (PW2 and 3)

The historic trend is that Year 8 cohorts take a profound dip from their progress achieved in Year 7. This is potentially due to the complexities of following a new timetable with new teachers and them having more independence. It is also likely that progress data in Year 7 is artificially high for reasons discussed later in this report. We can see that the dip this year for Year 8 reading reduced with 5% below target being an improvement on 10% last year. There have also been improvements apparent in diagnostic data for Year 8 (presented in next section).

The Year 9 cohort had the most students above target across all year groups with 45% and only 2% below target. This cohort also performed well in the diagnostic testing for reading ages (presented in next section). Year 9 also performed well in writing with 42% above targets.

Overall, our focus on Year 8 and 9 reading through interventions and daily reading sessions has had a positive impact on progress.

#### TARGET > Year 7 changing trend

Year 7 did not outperform other year groups in English in the same way as previous years. They had the lowest percentage of students above target for reading (11%) and writing (11%) and the highest below target (reading 8% and writing 14%). Interestingly the same cohort performed very well in maths, the reverse being true with them scoring the highest percentage above target (24%) and the lowest below (5%). This changing trend has been considered later alongside the diagnostic data to inform a Year 8 target group for 2024-25.

### English continuing trend

Our Year 11 students continue to perform well in reading (51% above) and writing (44% above). This is a continuing trend that we put down to the optimal attitude and focus of the students working towards accreditation in year 11.

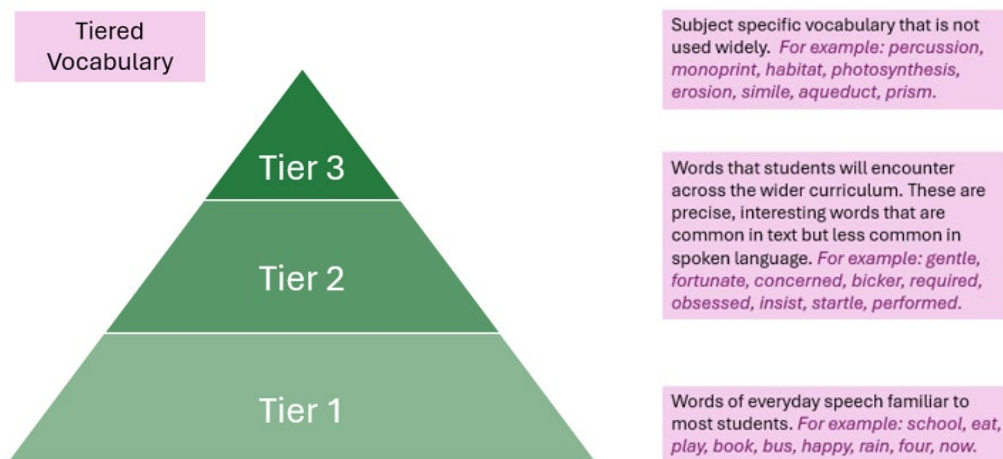
#### IMPACT > Girl's writing (PW3)

Girl's writing has improved with 33% above targets and only 1% below. Girls average reading months progress also improved on last year. A group of girls that we identified for support received regular interventions this year and two of these girls in Year 11 achieved Functional Skills Level 1 for writing. The writing produced in the interventions and

in workbooks demonstrated the intervention group made good progress with this extra support. It was noted during these sessions that the range of vocabulary used by the girls was something that could be improved.

**TARGET > Vocabulary and oracy**

When writing in general was looked at across all subjects it became apparent that we could be more ambitious with our student’s use of technical and subject specific vocabulary. It was also picked up in speaking and listening sessions with students often struggling with confidence and an apparent narrow range of vocabulary. The use of Tier 2 vocabulary in written and speaking tasks is weak with pupils often choosing to use Tier 1 words such as sad instead of Tier 2 words like miserable. We have identified vocabulary and oracy as a target area to improve for both writing and speaking skills.



**IMPACT > EAL maths (PW2 and 3)**

25% of EAL students were above their targets for maths. This can be partly put down to the identified target group of EAL students receiving interventions for maths performing very well. These 9 Pathway 2 students had consistent interventions in maths for 2 terms focussing on 5 challenging key individualised targets. These students made progress against all of these targets. The work produced by these students was fantastic and they looked forward to the sessions.

Pupil	Pre-Intervention			Post-Intervention		
	Not met	Developing	Achieved	Not met	Developing	Achieved
A	5	-	-	-	3	2
B	5	-	-	-	-	5
C	5	-	-	-	5	-
D	5	-	-	-	4	1
E	5	-	-	-	3	2
F	5	-	-	-	5	-
G	5	-	-	-	2	3
H	5	-	-	-	5	-
I	5	-	-	-	3	2

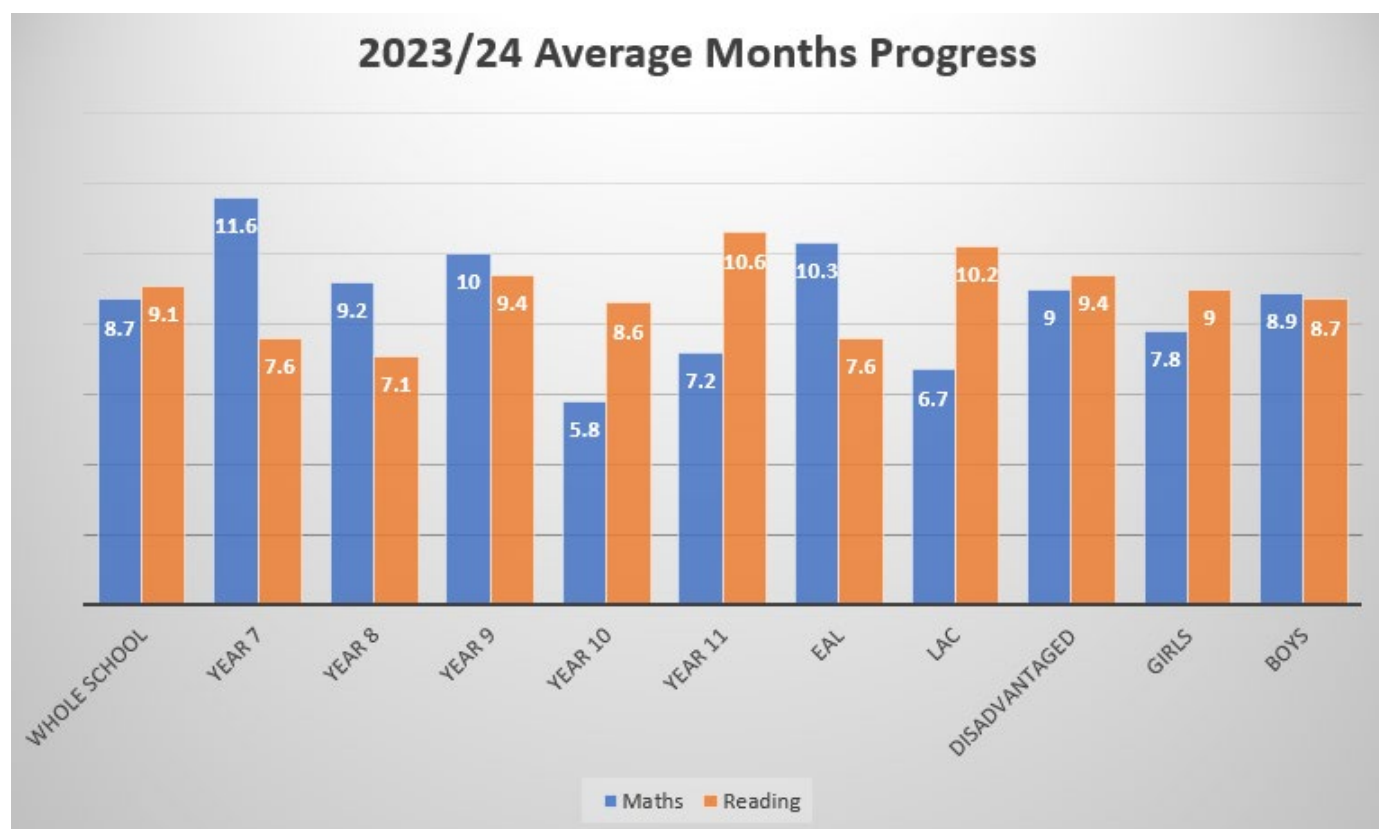
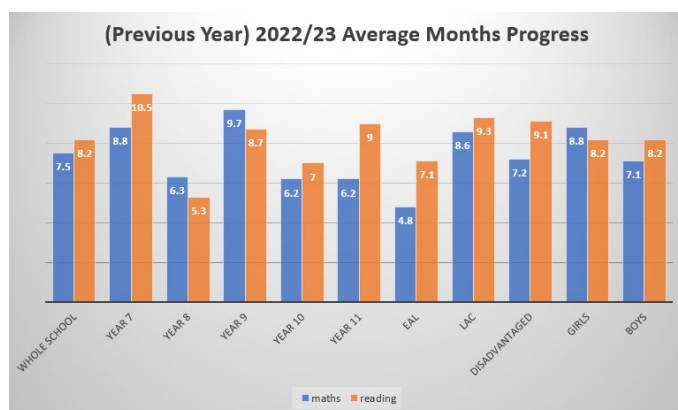
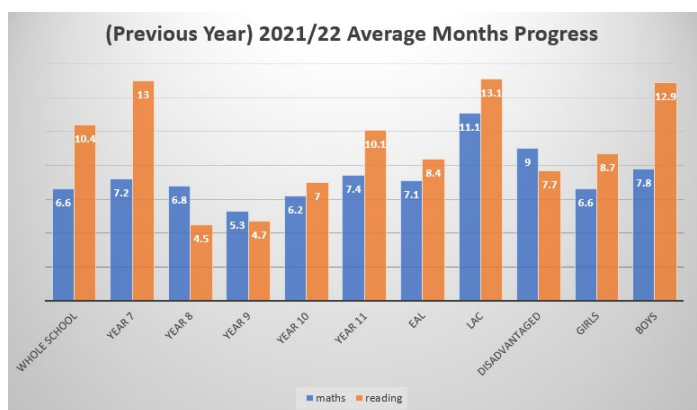
## Maths changing trend

For the first time, Year 7 performed better in maths than English this year which is referred to later in this report. Although Years 8 and 9 maths progress appears at first to be low, the 24% above targets for Year 7 skews this data. There are no maths concerns specifically for the cohort of years 8 and 9.

## Diagnostic Testing

Pupils at Great Oaks undergo annual assessments for both maths and reading ages during the summer term. Year 7 students are also assessed in the Autumn term to establish a baseline. These assessments are administered by class teachers. While training and clear guidance is regularly provided, some inconsistencies persist in test delivery. Any unusual data is thoroughly investigated, and where possible, the tests are reviewed by a specialist intervention teacher.

For mainstream pupils, the expected progress rate is 12 months per year. To provide a challenging target for our Pathway 3 learners, we aspire to set this as their target as well. However, it's important to recognise that our students face a wide variety of literacy and numeracy challenges. Keeping in mind our expected progress of 2-5 GO levels over 5 years for PW2 and PW3, we anticipate a range of 3 to 6 months of progress in math and reading age per year.





## Key Findings

Comparison	Maths	Reading
<ul style="list-style-type: none"> <li>- KS3 progress is higher for maths than reading</li> <li>- KS4 progress is higher for reading than maths</li> </ul>	<ul style="list-style-type: none"> <li>- 92% of students at or above target progress</li> <li>- Average of 8.7 months progress</li> <li>- Year 7 93% of students at or above target progress</li> <li>- Year 7 average months progress 11.6</li> <li>- Year 10 average months progress 5.8</li> <li>- Year 11 average months progress 7.2</li> </ul>	<ul style="list-style-type: none"> <li>- 89% of students at or above target progress</li> <li>- Average of 9.1 months progress</li> <li>- Year 7 11% of students below target progress</li> <li>- Year 9 average months progress 9.4</li> <li>- Year 11 average months progress 10.6</li> </ul>

## Analysis

### Whole school

The year was successful across the school. An impressive 92% of students made at or above target progress in mathematics, achieving an average of 8.7 months of progress over the year compared with 89% making at or above target progress the previous year and average of 7.5 months. Likewise, 89% of students demonstrated at or above target progress in reading, with an average of 9.1 months of progress over the year compared with 88% making at or above target progress the previous year and average of 8.2 months.

The overall average months progress trend is positive for maths, increasing each year. The reading trend is encouraging with an improvement on last year:

Subject	2021-22	2022-23	2023-24
Maths	6.6	7.5	8.7
Reading	10.4	8.2	9.1

### IMPACT > Year 8 and 9 reading

The historic data shows that Years 8 and 9 perform better in maths than reading whereas Years 7, 10 and 11 do better in reading than maths. This year, with year 7 performing better in maths, there is a clear key stage divide. KS3 performed better in maths and KS4 better in reading.

Despite this, there are some positives around reading in Key Stage 3. Most likely due to our target group focus on Year 8 and Year 9 reading. The average months progress of Year 8 has steadily increased over the last three years from 4.5 to 5.3 to 7.1 which demonstrates our focus on Year 8 has had an impact. As with the GO Level data, there is still a dip compared the same cohort's Year 7 score, in fact only 87% made at or above target progress this year compared to 94% last year. However, similarly to the GO Levels, this dip has been significantly reduced compared to the previous year where the Year 8 cohort went from 100% in Year 7 down to 81%.

Although Year 9 performed better in maths than reading, their reading progress was very positive which supports the GO Level data. The Year 9 cohort made average progress of only 5.3 months in the previous year while in Year 8 (the lowest of all year groups) but for the last year they made 9.4 months progress, the best in KS3 and second only to Year 11. 81% of this cohort made at or above target progress the previous year which has increased to 88% this year.

### TARGET > Decoding strategies for reluctant readers in KS3

For the first time in 3 years the year 7 cohort performed better in maths than in reading. 89% made at or above target progress in diagnostic testing for reading compared to 93% in maths. The cohort achieved 11.6 average months progress for maths (the highest year group). For reading they achieved 7.6 average months progress which is lower than previous years with the trend being 13 to 10.5 to 7.6.

	2021-22	2022-23	2023-24
Year 7 Reading	13	10.5	7.6

This is reversed for maths.

	2021-22	2022-23	2023-24
Year 7 Maths	7.2	8.8	11.6

Upon further investigation, it became apparent that two individuals in Year 7 made significant progress in these maths tests which has slightly inflated the average score. This is almost certainly due to these individuals being unfocused and unsettled for the initial testing in September but demonstrating their true abilities in the Summer term. Despite this, it is clear from observations and work scrutiny that, on average, this cohort are more able in maths than for reading.

Something that had to be taken into consideration was that this Year 7 cohort included a Pathway 3 class that had experienced a period of inconsistent teachers and was made up of boys many with SEMH developmental needs. The class enjoy maths, but have negative feelings about reading.

Upon further investigation, we found that reluctant readers are more common within Key Stage 3 than in Key Stage 4. The majority of our students have always struggled with reading in childhood and understandably some have a negative view of reading when they arrive at Great Oaks. For this reason, promoting reading for pleasure has been a core principle at Great Oaks for many years. Our historic data usually shows good reading progress in year 7 as the students become more settled at Great Oaks, however, we did not see that this year. Furthermore, the past three years has consistently shown that Year 8 and 9 cohorts perform worse in reading than maths. This reverses in KS4 which might suggest that it takes time for this actual love of reading to embed. It could be assumed from the data that attitudes towards reading improve over the years spent at Great Oaks.

Investigations revealed that reluctance to read within KS3 does not usually stem from a lack of interest in stories but from a lack of confidence and independence with decoding words. This year a target will be ensuring these reluctant readers across KS3 have individualised strategies in place to help them make progress with decoding words. There will be a particular focus on the Year 7 class (now Year 8) mentioned earlier.

### TARGET > Maths fluency in Pathways 2 and 3

For the past 2 years, progress data in KS4 maths has been lower than the whole school average. The vast majority of Year 10 and 11 students are still making at or above target progress in the maths tests (90% and 95% respectively) but the amount of progress is lower than KS3. Year 10 (5.8) and Year 11 (7.2) are both below whole school average (8.7). This is likely due to the nature of accreditation in maths being topic-based course work. With English course work, skills are integrated in parallel and reinforced through each unit. Whereas in maths, topics are delivered as separate units (geometry, time, number etc.). Could this tight focus on a particular area of maths be negatively impacting our student's ability utilise skills from other areas due to being 'out of practice'? It has been noted by the maths lead that many students in Years 10 and 11 struggle to quickly recall number facts. Many of our more able students being observed counting on fingers and unable to recall number bonds. Contrastingly, in Key Stage 3 our maths curriculum has been designed to regularly revisit topics across the year, in particular place value. Could this

regular revisiting and practice be the reason that KS3 usually make more maths progress followed by a dip in KS4? For this reason, we will have a target of improving maths fluency across KS4. Our interventions will not be limited to KS4, there is a need to address the issue further down the school so a differentiated approach will be used for the two key stages.

**IMPACT > Girl's writing**

It is worth noting that girls achieved the highest average reading progress for the past three years with 9 months. It is likely that our focus on girl's writing had a positive impact on their reading progress.

**IMPACT > EAL maths**

EAL students received regular interventions this year and have made excellent progress with 10.3 average months progress. This supports the earlier identified GO Level data and the progress can be attributed to the successful interventions.

## Reading Test Results

At Great Oaks, every cohort is different so it is useful to consider the previous years' progress for each group. The data below show the cohorts' current progress for 2023/24 and progress for the same group from the previous two years.

Green = At or above target expectation

White = Below target expectation

There are many reasons why a reading or math age may not increase to expected levels. Due to the nature of our students, formal testing in this way may not always produce a true reflection of ability. For this reason, all students who have not increased as expected are investigated and intervention is implemented as needed.

<b>2021/22</b>	
10%	90%
<b>2022/23</b>	
12%	88%
<b>Whole school reading 2023/24</b>	
11%	89%

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<b>Year 7 reading 2023/24</b>	
11%	89%

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<b>2022/23</b>	
6%	94%
<b>Year 8 reading 2023/24</b>	
13%	87%

2021/22	
100%	
2022/23	
20%	81%
<b>Year 9 reading 2023/24</b>	
12%	88%

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2021/22	
20%	80%
2022/23	
12%	88%
<b>Year 10 reading 2023/24</b>	
13%	87%

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2021/22	
8%	92%
2022/23	
10%	90%
<b>Year 11 reading 2023/24</b>	
6%	95%

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2021/22	
13%	87%
2022/23	
11%	89%
<b>Girls 2023/24</b>	
14%	86%

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2021/22	
8%	92%
2022/23	
13%	87%
<b>Boys 2023/24</b>	
12%	88%

2021/22	
18%	79%
2022/23	
8%	92%
<b>EAL 2023/24</b>	
14%	86%

2021/22	
100%	
2022/23	
100%	
<b>LAC 2023/24</b>	
100%	

2021/22	
8%	92%
2022/23	
13%	87%
<b>Disadvantaged 2023/24</b>	
9%	91%

## Maths Test Results

2021/22	
13%	87%
2022/23	
11%	89%
Whole school maths 2023/24	
8%	92%

Year 7 maths 2023/24	
7%	93%

2022/23	
15%	85%
Year 8 maths 2023/24	
12%	88%

2021/22	
5%	95%
2022/23	
11%	89%
Year 9 maths 2023/24	
5%	95%

2021/22	
19%	81%
2022/23	
6%	93%
Year 10 maths 2023/24	
10%	90%

2021/22	
13%	82%
5%	
2021/22	
18%	82%
Year 11 maths 2023/24	
5%	95%

2021/22	
19%	74%
2022/23	
8%	92%
Girls 2023/24	
16%	84%

2021/22	
11%	89%
2022/23	
11%	89%
Boys 2023/24	
7%	93%

2021/22	
18%	82%
2022/23	
29%	71%
EAL 2023/24	
18%	82%

2021/22
100%
2022/23
100%
<b>LAC 2023/24</b>
<b>100%</b>

2021/22	
15%	85%
2022/23	
10%	90%
<b>Disadvantaged 2023/24</b>	
8%	<b>92%</b>

## Pathway 1 – Sensory Exploratory



There are 75 Pathway 1 students. 32 of these students follow the ImpACTS Sensory Exploratory curriculum. The percentage progress targets below are used to measure progress.

- < 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 (22)	5%	27%	45%	13%	10%

The Sensory Exploratory students on IMPACTS follow an individualised curriculum and are monitored through carefully designed IEP targets. Concerns with progress in any of the key areas are identified by the class team and addressed with the support and oversight of the Pathway Manager. Given the smaller size of this cohort, it's important to note that trends may not be as pronounced as in larger cohorts and individual students can have a significant impact on the data percentages. In previous years we have broken this cohort down into demographics but it is not useful to do this. With the complexity of need and unique learning journeys, it would not be logical to identify a target group to focus on based on demographic, as all Sensory Exploratory students equally require close monitoring.



## Pathway 1 – Sensory Thematic







38 PW1 students followed our Sensory Thematic curriculum. These students require sensory input but are also able to engage with subject specific lessons. They were assessed using both ImPACTS and GO Levels and 5 of these were assessed using only GO Levels.

Sensory Thematic students were set GO Level progress targets (see table below). However, for the same reasons as outlined for Sensory Exploratory, it not easy to assign a general target for PW1 due to the wide range of needs and abilities. As with Sensory Exploratory, progress is better measured through individual target monitoring and observation.

Sensory Thematic	Below	Expected	Above
Reading	7%	77%	16%
Writing	9%	84%	7%
Maths Number	7%	74%	19%

When looking at those individuals below target it was noted that 2 were students with Downs Syndrome. Upon further investigation into various conditions, it was noted that students with Downs Syndrome form a large part of this Sensory Thematic cohort.

Other than global delay the most common confirmed conditions for students at Great Oaks are Autism, ADHD and Downs Syndrome (although there are likely many cases of undiagnosed Dyslexia). Autism is the most diagnosed of the three and these students are spread evenly across all pathways. It was interesting to compare the distributions of ADHD students with those with Downs Syndrome.

	Pathway 1		Pathway 2	Pathway 3	
	 (34)	 (32)	 (83)	 (124)	<b>P16 (36)</b>
ADHD % of Pathway	12%	6%	10%	28%	3%
ADHD total (51)	10%	4%	16%	69%	1%
Downs Syndrome % of Pathway	2%	19%	6%	0%	14%
Downs Syndrome total (17)	6%	36%	29%	0%	29%

### TARGET > Numeracy and literacy for learners with Down's Syndrome

19% of students following the Sensory Thematic curriculum were those with Downs Syndrome. Upon delving into the data further we found that those with Downs Syndrome in Pathway 1 or Pathway 2 also do not usually access the diagnostic tests. In fact only one of the 17 students with Downs accessed the reading and maths tests. Students with Downs Syndrome are a group where progress (and our monitoring of progress) could be improved. This is backed up by conversations with teachers and observations in lessons. Some targeted strategies are in place for those with Downs Syndrome, however it is an area for improvement for the coming year.

# IEPS

IEP targets are linked closely with EHCP objectives and are mostly seen to be appropriate and challenging. 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 2023			Spring 2024			Summer 2024		
	Met	Partially met	Not met	Met	Partially met	Not met	Met	Partially met	Not met
Year 7	61%	46%	2%	52%	41%	4%	59%	43%	3%
Year 8	61%	36%	4%	77%	22%	4%	75%	32%	3%
Year 9	58%	36%	5%	58%	35%	1%	67%	31%	2%
Year 10	69%	30%	1%	65%	30%	7%	68%	27%	7%
Year 11	72%	29%	1%	76%	24%	0%	81%	18%	0%
PW1	34%	37%	29%				59%	39%	6%

## TARGET > Improve the design of IEP targets to ensure they are SMART

This year, we saw an increase in the number of students not fully meeting their targets each term. This is an area we plan to address in the coming year. Upon review, it was found that teachers have been setting targets intended to challenge students, which aligns with recent efforts to ensure students are appropriately challenged and not over-supported. However, it is evident that we need to refine our approach to ensure targets remain challenging yet attainable. If a target is only being partially met, it may be beneficial to break it down into smaller, more achievable steps to support student progress effectively.

It is useful to look at IEP data in conjunction with the other data to see if there any contradictions or supporting evidence.

Year 7 performed worse than in previous years against their IEP targets, this correlates with the data previously presented in the report.

Year 11 had higher percentages meeting targets each term which supports the previously presented data. This cohort of Year 11 students also outperformed other year groups last year with IEP target achievement. These students were very settled and most have had consistent tutors for several years. This could explain why they have done well from a pastoral perspective. This cohort were ambitious and enjoyed a challenge in Year 11 which is demonstrated by the aspirational levels of accreditation they achieved.

As in previous years, 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 in comparison to two.

# **Parent and Pupil Surveys - Headlines**

At Great Oaks we survey pupils and families annually to find out from their perspective what is going well and what could be improved. This year we had 27 responses to our Parent / Carer survey and 108 to our pupil survey. Below are some of the headline figures

## **Parent Carer Survey**

- 100% of respondents agreed that their child was happy at Great Oaks
- 100% of respondents agreed that their child was safe at Great Oaks
- 92% of respondents believe that Great Oaks supports the learning of the young people well
- 86% of respondents believe that their child is making good or better progress at Great Oaks
- A proportion (10%) felt that they didn't always know what the child was learning
- 92% of respondents believe that the Leadership of the school is effective
- 96% of respondents believe that home / school communication is good

## **Pupil Survey**

- 87% of pupils like coming to Great Oaks School
- 97% of pupils believe that they are making progress
- Computing, Maths, Art, Music and PE were pupil's favourite subjects to study with Leisure studies being the most popular at College
- 63% of pupils enjoy reading at school
- Friday afternoon clubs and Trips out are the most popular whole school activities

# Foundation Subjects - Headlines

Subject leads will provide a report for governors with more detail. Below are some headlines for each of our other 6 curriculum areas.

Progress in foundation subjects is recorded on Earwig using GO Levels (or Impacts in Sensory Exploratory). As with the maths and English data, the Earwig frameworks provide one element of assessment that supports subject leads to monitor progress and the teachers to understand the skills progression. However, during analysis of data, it is important for subject leads to triangulate with other data to identify students requiring intervention and also to identify areas of success and areas needing work for subject improvement. In addition to monitoring Earwig GO Level data, subject leads gather data from learning walks, book reviews, and pupil and staff surveys.



## World Studies Headlines

Science, Humanities, Religious Education

### Accreditation Results:

- 100% of students achieved expected accreditation

### Successes:

- STEM Week
- Improved Humanities subject mapping across Pathways and Year groups.

### Intervention/monitoring

- Written components of science accreditation challenging for students
- Additional 1:1 support provided for students falling behind was provided
- Negative perceptions of RE identified in Pathway 3
- Pathway 3 students enjoy the discussion and debate elements

### Target Areas:

- New World Studies Lead to evaluate curriculum
- RE to be rebranded as Values & Beliefs
- New practical Science accreditation introduced to boost engagement and scientific thinking (starting with Year 10 in 2024-25).



## Technology Headlines

Design Technology, Food Technology, Computing

### Accreditation Results:

- 100% of Year 11 students achieved accreditation in technology.

### Successes:

- 100% success rate with all subject areas in Pathway 3, indicating that students were engaged and committed to their KS4 Technology Option Choice.
- Positive engagement in DT related work in PW1.
- The team working well together especially in supporting other staff and Pathways.

### **Intervention/monitoring**

- All groups were impacted by whole school events (such as RE days, careers fairs, etc) that reduced curriculum time and made deadlines tight. This was monitored throughout the year.
- Along with monitoring through the accreditation tracker, subject staff were asked to identify those at risk of not completing accreditation during Spr2.
- Help was targeted at these individuals by assigning SA specific support, Using support outside of the normal lesson time (e.g. tutor time and behaviour support).

### **Target Areas:**

- Developing accreditation courses to meet the time constraints and needs of the student demographic in each group, particularly for the two Computing classes in Yr10.
- Trying to develop consistency of delivery in the different pathways and by non-specialists.



## **Leisure Headlines**

Physical Education

### **Accreditation Results:**

- Vocational choices in Year 10 and 11 Sports and Fitness ASDAN, 8 students achieved this in Pathway 3

### **Successes:**

- Achieving outstanding Ofsted result with deep dive in leisure included.
- Great engagement with Going for Gold theme in PE - Winter Olympics included in this.
- Football teams established and met regularly with other SEN schools in Hampshire to play football matches at Goals

### **Target Areas:**

- Creating a PE assessment that reflects the content we are teaching in Pathways 3 offsite (Games Assessment). Find ways of delivering some accredited activities e.g boxing awards, swimming awards.
- Ffion and Claire to work on developing the Pathways 2 curriculum so it continues to meet the changing needs of this complex pathway.
- Katie to continue the work begun in Pathway 1 on developing an engaging and meaningful PE curriculum



## **Creative Arts Headlines**

Art, Drama, Music

### **Accreditation Results:**

- 100% achievement across all levels
- GCSE Art & Design (9), Entry Level Art & Design (3), Trinity Bronze Arts Award (9).

### **Successes:**

- Strong GCSE Art & Design results (grades 6-2).
- Expanded Creative Arts curriculum across all Pathways.
- Record participation in clubs, Wind Band, lessons, and Creative Arts events.

### **Intervention/monitoring**

- Individualised support provided for Year 11 students to achieve GCSE Art final grades.

**Target Areas:**

- Build on last year's success in GCSE Art and Design with the current Year 11 cohort.
- 100% of students to be involved in a performance this year

**Life Skills Headlines**

PSHE

**Successes:**

- Tutors became more confident with delivering PSHE this year
- Pathway managers had an effective oversight of PSHE

**Intervention/monitoring**

- The PSHE data is monitored by pathway managers and used in conjunction with their pastoral work.
- Teachers and pathway managers identified individuals needing support with specific needs and quickly implemented the necessary interventions.

**Target Areas:**

- Prioritise current and relevant issues in PSHE, including online behaviour and consent, to ensure that these critical topics are central to our curriculum and discussions.
- Weave safeguarding throughout the curriculum as a whole

**Vocational Headlines**

ASDAN, Careers, Living Independently

**Accreditation Results:**

- 100% of Pathway 3 students achieved accreditation

**Successes:**

- All students enjoy vocational skills sessions
- All students achieved expected accreditation
- Students and parents feedback is very positive

**Target Areas:**

- Applying for grants.
- Make further community links
- Pathways 2 accessing more Vocational skills sessions.

# 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.

	<b>Pre-Entry Level</b>	<b>Entry Levels 1-3</b>	<b>Level One</b>	<b>Level Two</b>
	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.
<b>English</b>	- Unit awards	- Step up to English Entry Level - Unit awards	- Functional Skills Level 1	- Functional Skills Level 2
<b>Maths</b>	- Unit awards	- Entry Level maths - Unit awards	- Functional Skills Level 1 - GCSE Maths	- Functional Skills Level 2 - GCSE Maths
<b>Science</b>	- Unit awards	- Entry level science - Unit awards		
<b>Humanities</b>	- Unit awards	- Unit awards		
<b>Technology</b>	- Unit awards	- Entry Pathways - Unit awards		
<b>Music</b>	- Discover Arts Award	- Discover Arts Award	- Music grade 1-3 - Bronze Arts Award	- Silver Arts Award
<b>Art</b>	- Discover Arts Award	- Entry Level Art - Discover Arts Award	- GCSE Art - Bronze Arts Award	- GCSE Art - Silver Arts Award
<b>Careers &amp; Life Skills</b>	Skills Builder, Life and Life Skills, DoFe Award, ASDAN Transforming Aspirations, ASDAN short courses, ASDAN bronze and silver			

# Year 11 Accreditation

Level 2 Qualifications						
Year	2022/23		2023/24			
Functional Skills Level 2 Maths	2 (100%)		2 (33%)			
Functional Skills Level 2 English	0 from 1 (0%)		0 from 4 (0%)			
GCSE Art & Design	N/A		9 (100%)			
Level 1 Qualifications						
Year	2022/23		2023/24			
Functional Skills Level 1 Maths	3 from 5 (60%)		6 (100%)			
Functional Skills Level 1 English	3 (100%)		5 (100%)			
Entry Level Qualifications						
Year	Entry Level 1		Entry Level 2		Entry Level 3	
	2022/23	2023/24	2022/23	2023/24	2022/23	2023/24
AQA English	2	4	12	21	7	2
AQA Maths	7	8	13 from 14	19	9	7
AQA Science	0	0	1	2	20	23
Unit Awards						
Subject	No. of Unit Awards		No. of Students 1 or more Awards			
English	15		23			
Maths	8		10			
Science	4		21			
Humanities	3		41			
Computing	1		1			
Design / Food Technology	8		32			
Art	5		21			
ASDAN / Vocational						
Transforming Aspirations			28			
Living Independently			24 /24			
Careers			22 /24			
Animal Care			4 / 4			
Hair & Beauty			3 / 3			
Construction			6 (Unit Awards)			
Enterprise			4			
Sports & Fitness			4 / 5			



# Expected Accreditation Tracking

The table below shows the predicted levels of accreditation for our Year 11 students based on Year 7 baseline data.

Unit Awards	Entry Level 1	Entry Level 2	Entry Level 3	FSK Level 1 (GCSE 1-3)	FSK Level 2 GCSE (4-9)
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English		
Pupil	Expected	Achieved
1	Entry Level 3	Level 1
2	ASDAN	ASDAN
3	Entry Level 3	Entry Level 3
4	Entry Level 1	Entry Level 2
5	ASDAN	ASDAN
6	Entry Level 2	Unit awards
7	Entry Level 3	Entry Level 2
8	Unit Awards	Entry Level 1
9	Entry Level 3	Level 1
10	Entry Level 3	Level 1
11	Unit Awards	Entry Level 1
12	ASDAN	ASDAN
13	Unit Awards	Unit awards
14	Unit Awards	Unit awards
15	Entry Level 2	Entry Level 2
16	Entry Level 1	Level 1
17	Unit Awards	Unit awards
18	ASDAN	ASDAN
19	Unit Awards	Entry Level 2
20	Unit Awards	Entry Level 2
21	Unit Awards	Entry Level 2
22	Entry Level 2	Entry Level 2
23	Entry Level 2	Entry Level 3
24	Entry Level 2	Entry Level 2
25	Unit Awards	Unit awards
26	Entry Level 1	Unit awards
27	Entry Level 2	Entry Level 2
28	ASDAN	ASDAN
29	Entry Level 2	Entry Level 2
30	Unit Awards	Unit awards
31	Unit Awards	Unit awards
32	Unit Awards	Unit awards
33	Unit Awards	Entry Level 2
34	Unit Awards	Unit awards
35	Entry Level 3	Entry Level 2
36	ASDAN	N/A
37	Unit Awards	Unit awards
38	Entry Level 3	Level 1
39	Entry Level 2	Entry Level 2
40	Unit Awards	Unit awards
41	Entry Level 2	Entry Level 2
42	Unit Awards	Entry Level 1
43	Unit Awards	Unit awards
44	ASDAN	ASDAN
45	Entry Level 3	Entry Level 2
46	Unit Awards	Unit awards
47	Entry Level 3	Entry Level 2
48	ASDAN	ASDAN
49	Unit Awards	Unit awards
50	Unit Awards	Unit awards
51	Entry Level 3	Entry Level 2
52	Entry Level 1	Entry Level 1
53	Unit Awards	Unit awards
54	Entry Level 1	Entry Level 2
55	Entry Level 1	Entry Level 2
56	Unit Awards	Unit awards
57	Entry Level 2	Entry Level 2
58	Entry Level 2	Entry Level 2

Maths		
Pupil	Expected	Achieved
1	Entry Level 3	Level 1
2	ASDAN	ASDAN
3	Level 1	Level 2
4	Entry Level 2	Entry Level 2
5	ASDAN	ASDAN
6	Unit Awards	Entry Level 2
7	Entry Level 3	Entry Level 3
8	Unit Awards	Entry Level 1
9	Level 1	Level 1
10	Entry Level 3	Entry Level 2
11	Unit Awards	Entry Level 1
12	ASDAN	ASDAN
13	Entry Level 2	Entry Level 1
14	Entry Level 2	Unit awards
15	Entry Level 3	Entry Level 3
16	Entry Level 3	Entry Level 3
17	Entry Level 3	Entry Level 3
18	ASDAN	ASDAN
19	Entry Level 3	Entry Level 3
20	ASDAN	ASDAN
21	Entry Level 3	Entry Level 3
22	Unit Awards	Entry Level 2
23	Unit Awards	Entry Level 2
24	Entry Level 2	Entry Level 2
25	Unit Awards	Unit awards
26	Unit Awards	Entry Level 1
27	Entry Level 2	Entry Level 2
28	ASDAN	ASDAN
29	Entry Level 3	Entry Level 3
30	Unit Awards	Unit awards
31	Unit Awards	Unit awards
32	Unit Awards	Unit awards
33	Entry Level 2	Entry Level 2
34	Unit Awards	Entry Level 1
35	Level 2	Level 1
36	ASDAN	N/A
37	Unit Awards	Unit awards
38	Entry Level 3	Level 1
39	Entry Level 1	Entry Level 1
40	Unit Awards	Unit awards
41	Unit Awards	Entry Level 2
42	Entry Level 2	Entry Level 2
43	Unit Awards	Unit awards
44	ASDAN	ASDAN
45	Entry Level 2	Entry Level 2
46	Unit Awards	Entry Level 2
47	Unit Awards	Entry Level 2
48	ASDAN	ASDAN
49	Unit Awards	Unit awards
50	Unit Awards	Unit awards
51	Entry Level 2	Entry Level 2
52	Unit Awards	Entry Level 2
53	Unit Awards	Entry Level 1
54	Entry Level 1	Entry Level 2
55	Entry Level 1	Entry Level 1
56	Unit Awards	Unit awards
57	Unit Awards	Entry Level 2
58	Entry Level 2	Entry Level 2

Destination
Totton
Great Oaks
City
City
Great Oaks
Great Oaks
City
City*
Itchen
City
Great Oaks
Great Oaks
City
Totton
Totton
Sparsholt
Totton
Great Oaks
Totton
Great Oaks
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Great Oaks
Itchen
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Great Oaks
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Totton
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Eastleigh
Great Oaks
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Itchen
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Great Oaks
Itchen
Totton

## Key Findings

This was our largest cohort of Year 11 students to date. 60% achieved expected accreditation for English, 26% exceeded expectations and 12% fell short. For maths 60% achieved expectations, 31% exceeded expectations and 7% fell short.

One Pathway 1 student, part of our personalised provision, did not achieve ASDAN accreditation due to their specific complex needs. However, they will now access accreditation at Great Oaks college.

\*One student has not yet had their college placement confirmed. The Careers Officer at Great Oaks will continue to check in to seek confirmation of their placement.

## Year 10 Accreditation

Arts Award		
Bronze Arts Award		9 (90%)
Unit Awards		
Subject	No. of Unit Awards	No. of Students 1 or more Awards
English	4	11
Maths	0	0
Science	4	10
Humanities	6	30
Computing	3	21
Design / Food Technology	7	15
Art	4	11

## 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)	7
OCR Entry Level Diploma in Life and Living Skills (Entry 2)	1

## Destinations

Year 11 Leavers	
Great Oaks College	25
Totton College	16
City College	9
Eastleigh College	1
Itchen College	6
Sparsholt	1

Year 13 and 14 Leavers	
Totton College	4
Adult day services	2
TBC	1
Moved country	1

## Summary of target areas

Target areas	Actions and strategies	Links to SIP
<b>Decoding strategies for reluctant readers in KS3 (including a particular Year 8 group)</b>	<ul style="list-style-type: none"> <li>- Identify and monitor a specific target group of reluctant readers.</li> <li>- Assign differentiated "GO Reading Journeys" for all KS3 students, tailored to their individual needs.</li> <li>- Track and monitor phonics progress using the Little Wandle program where applicable.</li> <li>- Provide additional small group interventions for targeted students to support their progress.</li> <li>- Deliver planned training sessions led by the English Lead to enhance staff expertise.</li> </ul>	<p><i>Build upon and expand the 2023/24 initiatives by deepening our focus on the significance of play, including Intensive Interaction, mental health and well-being, student-led play, and effective facilitation and modelling techniques.</i></p>
<b>Vocabulary and oracy</b>	<ul style="list-style-type: none"> <li>- Identify and monitor a target group of students for vocabulary and oracy development.</li> <li>- Ensure staff have access to ongoing training to support communication needs across all pathways including oracy training.</li> <li>- Encourage peer-to-peer reading aloud across different pathways to foster collaboration and oracy skills.</li> <li>- Screen all Year 7 students to develop personalised communication passports.</li> <li>- Facilitate meaningful mealtime conversations to promote natural communication.</li> <li>- Implement weekly structured debate lessons for Pathway 3 students in Values &amp; Beliefs, using the ABC method (Agree, Build, Challenge).</li> <li>- Ensure all classes participate in a community project, with support for students to verbally engage with the wider community.</li> <li>- Display Tier 2 and Tier 3 vocabulary across subjects in Pathway 3 to support cross-curricular learning.</li> <li>- Introduce core word and communication boards in Pathway 1 to help students expand their symbol vocabulary.</li> <li>- Encourage staff to model various communication methods throughout the day, using symbols, communication boards, and Zones of Regulation to enhance student understanding.</li> <li>- Implement a range of communication devices in classrooms, making them accessible for students where appropriate.</li> </ul>	<p><i>Continue to develop and embed the initiatives started in 2023/24 on executive functioning by deeply understanding our pupils' learning needs and tailoring educational strategies to meet these needs effectively.</i></p> <p><i>Examine the benefits and risks associated with rapidly advancing technology, including Artificial Intelligence, to enhance staff and student experiences. Focus on workload reduction, safe usage, and accessibility improvements.</i></p> <p><i>Strengthen and expand community connections to enrich and diversify our learners' educational experiences.</i></p> <p><i>Enhance learners' communication by utilising methods tailored to individual needs, including oracy, assistive technology, and symbol-based systems.</i></p>
<b>Maths fluency in Pathways 2 and 3</b>	<ul style="list-style-type: none"> <li>- Identify and monitor a target group of students for focused support in maths fluency.</li> <li>- Deliver daily maths fluency practice for KS3 students delivered by tutors.</li> <li>- Integrate short, targeted fluency sessions for KS4 students alongside their accreditation work.</li> <li>- Organise engaging, differentiated competitions to motivate students and reinforce fluency skills.</li> </ul>	<p><i>Enhance learners' communication by utilising methods tailored to individual needs, including oracy, assistive technology, and symbol-based systems.</i></p>

	<ul style="list-style-type: none"> <li>- Provide regular updates and celebrate achievements in assemblies to maintain enthusiasm.</li> <li>- Leverage technology, such as apps and interactive tools, to enhance fluency practice where appropriate.</li> <li>- Facilitate regular sessions with specialist intervention teachers for the identified target group to ensure personalised support.</li> </ul>	
<p><b>Numeracy and literacy for learners with Down's Syndrome</b></p>	<ul style="list-style-type: none"> <li>- Identify a target group of students and collaborate with teachers to review their IEPs and create high quality targets</li> <li>- Provide staff with training from the Downs Syndrome Association to better address specific learning needs.</li> <li>- Implement See and Learn strategies for reading, aligning them with the GO Reading Journeys to enhance overall literacy skills.</li> <li>- Continue embedding work on executive functions, identifying key skills requiring support and utilising resources from Connections in Mind to strengthen students' cognitive processes.</li> <li>- Enhance working memory by breaking down tasks into smaller, manageable steps, ensuring greater accessibility for learners.</li> </ul>	
<p><b>Improve the design of IEP targets to ensure they are SMART</b></p>	<ul style="list-style-type: none"> <li>- Provide training for all staff on developing SMART IEP targets, with a focus on aligning goals to specific, measurable, achievable, relevant, and time-bound criteria.</li> <li>- Develop a bank of example SMART targets for common goals to serve as a resource for staff when writing IEPs.</li> <li>- Create a checklist or template for staff to use when setting IEP targets to ensure consistency and clarity across all pathways.</li> <li>- Conduct a regular audits of IEPs to ensure that all targets are SMART, providing feedback and support to staff as needed.</li> <li>- Where possible ensure students are aware of their targets</li> <li>- Monitor the impact of breaking down targets into manageable chunks</li> </ul>	