

### Trend over time in English and Maths

(%of students making Expected or Above Expected (accelerated) progress based on DfE Progression Guidance)

% of Students achieving or exceeding targets	2018-19 End of Year Results (Cohort 22)	2017-18 End of Year Results (Cohort 28)	2016-17 End of Year Results (Cohort 22)	2015-16 End of year results (Cohort 22)	2014-15 End of year results (Cohort 21)	2013-14 End of year results (Cohort 17)
English Reading	100% (22/22)	93% (26/28)	91% (20/22)	81% (18/22)	86% (18/21)	88% (15/17)
English Writing	95% (21/22)	96% (27/28)	91% (20/22)	90% (20/22)	86% (18/21)	83% (14/17)
English Speaking and Listening	95% (21/22)	93% (26/28)	86% (19/22)	90% (20/22)	90% (19/21)	76% (13/17)
Maths Number	100% (22/22)	88% (22/25)	91% (20/22)	81% (18/22)	86% (18/21)	83% (14/17)
Maths Shape and Measure	91% (20/22)	91% (21/23)	95% (21/22)	86% (19/22)	90% (19/21)	65% (11/17)
Maths Using and Applying	100% (22/22)	93% (26/28)	86% (19/22)	81% (18/22)	90% (19/21)	53% (9/17)

### **Data analysis**

Where we have a small school population each student makes a large statistical impact on the groups.

The impact of this on cohort analysis is that the weighting of an individual's progress vastly effects the overall sample

In September 2018 we moved to a new assessment model using "I Can" statements to measure the students' progress across the curriculum.

We assess the academic performance of our students in terms of whether they have made progress towards their target from their baseline assessment, this target is generated in line with the DfE progression guidance 2011

Progress & Attainment is no longer measured in terms of a percentage of a level gained across the year. This new model of assessment is in line with the recommendations of the Rochford Review and is part of our move to a "life beyond levels".

We report the progress in terms of whether the student is making Above Expected (Accelerated) Progress,  
Expected Progress or Below Expected Progress

### End of Year Assessment 2018-2019 Core Subjects

9+ "I Can Targets" Met	Above Expected Progress
7-8 "I Can Targets" Met	Expected Progress
6 - "I Can Targets" Met	Below Expected Progress

22 Students			
Reading	45%(10)	55%(12)	
Writing	55%(12)	40%(9)	5%(1)
S&L	50%(11)	45%( 10)	5%(1)
Number	27%(6)	73%(16)	
Shape	(8)	55%( 12)	9%(2)
Using	32%(7)	68%(15)	
PSHE	55%( 12)	45%( 10)	
Comp	36%(8)	55%( 12)	9%(2)
PE	18%(4)	77%(17)	5%(1)

### End of Year Assessment 2018-2019 Core Subjects by Individual Student

	Reading	Writing	S&L	Number	Shape	Using	PSHE	Comp	PE
College									
1									
2									
3									
4									
5									
6									
7									
8									
9									
Class 3									
1									
2									
3									
4									
Class 2									
1									
2									
3									
4									
5									
Class 1									
1									
2									
3									
4									

End of Year Assessment 2018-2019 Non-Core Subjects

6+ "I Can Targets" Met	Above Expected Progress
4-5 "I Can Targets" Met	Expected Progress
3- "I Can Targets" Met	Below Expected Progress

Students 10			
Geography	30% (3)	70% (7)	
History	90% (9)	10% (1)	
Science	100% (10)		
RS	20% (2)	70% (7)	10% (1)
Art	60% (6)	40% (4)	
Music	50% (5)	50% (5)	
D&T	50% (5)	40% (4)	10% (1)

End of Year Assessment 2018-2019 Non-Core Subjects by Individual Student

6+ "I Can Targets" Met	Above Expected Progress
4-5 "I Can Targets" Met	Expected Progress
3- "I Can Targets" Met	Below Expected Progress

Subject	Geog	Hist	Science	RS	Art	Music	D&T
Class 3							
1							
Class 2							
1							
2							
3							
4							
5							
Class 1							
1							
2							
3							
4							

## **Analysis**

### **Core curriculum - Literacy Numeracy**

There has been continued strong performance across the school and college. **97%** of students made expected or accelerated progress in one or more areas of literacy whilst **97%** also made expected or above expected progress in one or more areas of Numeracy. This continues strong trend performance in these vital core subjects.

The two students who started to access the Entry Level Assessment in English and Math's across spring and summer terms made good progress and Teacher feedback continues to be supportive of our way of assessing progress for these more able students.

### **PSHE**

It is excellent to see the continued improvement in progress for students in PSHE with **100%** of students making expected or above expected progress. PSHE has been a focus for improvement and revision of assessment targets across the school year 2018-19.

### **Science**

The performance of students in science is a strength, the "I Can" targets for this subject were revised at the beginning of 2018 to allow for greater coverage of topics studied and this has enabled us to better capture student progress in this subject area

### **Arts and Humanities**

Strong performance in the arts and humanities across the school has been validation of the new thematic approach to the curriculum in these subject areas. There has been lots of very positive feedback from the teachers and support staff delivering this approach, feeling that this allows greater creativity and better student understanding and engagement with these subject areas.

## **Areas for continued focus**

Progress made by student x; this student has made significant progress in relation to his EHCP outcomes since his arrival at Hill House, he has also achieved a number of AQA unit awards. However this progress is not reflected in our academic assessment. In terms of attendance, engagement with learning and risk reduction for this student substantial gains have been made.

Student x followed a bespoke timetable throughout the autumn and spring terms with a curriculum approach tailored to meet his particular needs. The timetable and curriculum were designed to support x's gradual integration into the wider college curriculum. Student x was assessed during the summer term and it is of great encouragement that he was able to meet his termly "I Can" targets in Literacy and Numeracy.

The overall performance of students in the subjects covered by the thematic units is strong however, the performance in History in terms of students who made above expected progress is weaker

relatively. We will need to investigate whether there is enough coverage of history within the thematic units so that students are able to make similar rates of progress as they have in the other arts and humanities subjects.