



## Breakspeare School

### Pupil Progress and Attainment Report 2023-24

We continue to develop and establish procedures to check, monitor and set individualised and realistic targets within Breakspeare's bespoke curriculum and assessment system. The teachers met with the deputy head in September 2023 to set and agree the progress that would be achievable for each student for the coming year in the core areas of Myself, My Communication and my Thinking, and in Routes for Learning. This progress was reviewed throughout the year and teachers finalised the progress made in SOLAR in June 2024.

The pupils continue to be assessed within the most appropriate framework for their level of cognition and learning. These are grouped in this way;

EYFS pupils	are assessed against the Early Years Profile (Birth to 5 Matters).
PMLD pupils (P1 –P3ii)	are assessed using the 'Routes for Learning' Framework alongside an Independence framework. <b>Statutory guidance includes assessment using The Engagement Model.</b>
SLD pupils (P4 – P8)	are assessed using the Breakspeare Pathway 2, and Autism Education Trust Progression Framework. (Phases 4 -8) <b>Statutory guidance includes assessment using Pre Key Stage Standards.</b>
Pupils working towards National Curriculum (P8+)	are assessed using the Breakspeare Pathway 3, (Phase 9 – 12) <b>Statutory guidance includes assessment using Pre Key Stage Standards.</b>

In 2023-24 at Breakspeare School we had 105 pupils of which 86 were SLD pupils and 19 were PMLD pupils. This figure includes two pupils working within EYFS criteria.

In accordance with the new statutory requirements for assessing students with SEN, we are now using the 'Engagement Model' for those pupils working on non-subject specific learning and the 'Pre Key Stage Standards' for those pupils working on subject specific learning.

<b>For 2023-24;</b>	<b>Number of students</b>
Early Years Profile (Birth to 5 Matters)	2
Engagement Model	18
Pre Key Stage Standards	85

In addition, we continue to recognise the role and importance of EHCP targets in the pupils' journey of learning and all EHCP targets have been recorded on SOLAR after each meeting. This evidence of EHCP targets is now reviewed annually on SOLAR and used as a PDF in EHCP meetings as an indicator of progress towards the long term aims and shared with parent.

## **Overall Achievements and Progress**

- A. Progress in Breakspeare Pathways**
- B. Progress at KS4-5**
- C. Progress in other Curriculum Areas**
  - **PE**
  - **Arts Award**
  - **Community Trips and Enrichment**

### **A. Progress in Breakspeare Pathways**

#### **A1. Progress in EYFS**

We use the EYFS profile to assess progress of our Nursery and Reception students. In the academic year 2023-24 we had 2 EYFS pupils : both in Nursery, 1 SLD and 1 PMLD. The EYFS areas of learning are:

- Communication and Learning
- Physical Development
- Personal, Social and Emotional Development
- Literacy (English)
- Numeracy (Mathematics)
- Understanding the World
- Expressive Arts and Design

Progress is assessed using the descriptors 'emerging, developing and securing' at different developmental levels in each curriculum area. The teachers record the students' progress in their EYFS profiles by highlighting their progress indicators and by gathering evidence in their individual learning journals. Characteristics of effective learning e.g. playing and exploring, active learning and creating and thinking critically are at the heart of daily assessment.

Both pupils made expected and above expected progress in their learning.

See Appendix 1 for Early Years tracker showing progress made from their starting points.

#### **A2. Routes for Learning**

The Routes for Learning curriculum focusses on the early stages of learning in communication and cognition that forms the foundation for other learning to be established. The 3 primary aged pupils on the Routes for Learning assessment system, all made 2% of

progress over the year. This equates to gaining 2 stars of progress against the learning statements or moving from emerging to developing in up to 2 statements. In terms of their progress in relation to projected outcomes for the year, all 3 of the pupils made expected progress.

The 15 secondary and post sixteen pupils on the Routes for Learning pathway made between 0% and 16% of progress over the year. Out of the 15 pupils in this cohort, 10 made 'above expected' progress, 5 made 'below expected' progress. This was due to reasons connected with long term absence linked to medical, illness and wheelchair provision and access.

## **A2. Breakspeare Pathway 2 (P4 – P8)**

The majority of pupils at the school follow Breakspeare Pathway 2 which covers 10 subjects across three core areas of Myself, My Communication and My Thinking. The data collected using SOLAR up to this point, enabled teachers with the assessment lead to meet in September to set projected progress for the end of the year. Projected progress was based on;-

- knowledge of the students' progress rates using SOLAR in last few years
- knowledge of students' progress in a particular curriculum area
- teachers professional judgement

<b>Number of pupils (Total – 85)</b>	<b>Progress Rating AE – Above Expected E - Expected BE – Below Expected</b>	<b>% Progress</b>
46	AE	54
34	E	40
5	BE	6

This continues to show that secure progress is being made across the three core areas of learning and outstanding progress continues to be made towards their targets. The five pupils making below expected progress are for reasons of attendance, medical and complex behaviour.

## **Progress made in subjects**

The data collected from this years progress across subject headings highlights those subjects that have yielded the highest progress from the pupils over the year. It continues to show for the third year running that the area of Social Development is the area where pupils continue to show the most progress. This is evidence that pupils are developing their social skills through play, and learning to relate to both their peers and adults in the classroom as well as becoming more socially aware in the community.

Speaking remains one of the lowest ranked in terms of progress making the tenth ranked subject again for the third year. The data continues to reinforce the characteristics of the learners where over 50% of learners are diagnosed with Autism Spectrum and are non-verbal or only have emerging speech. However it is clear from this data that we need to continue to prioritise the use of Makaton, AAC, developing use of symbols and PECs as well

as Speech and Language Therapy. The out rolling of the reading programme of phonics with Little Wandle and See and Learn this year has ensured that pupils have the right structures in place to support their reading, speech and ultimately their learning. Every pupil is now tracked on one of the reading schemes and this is a significant part of their subject learning in the week and is closely monitored by teachers and the reading lead.

This year has also seen a trial of the Autism Education Trusts, Progression Framework that has been used predominantly in one class where the pupils have complex autism and associated complex behaviours. Seven pupils are using this framework for their pathway of learning as it specifies more rigid targets that supports their autism and scaffolds the steps to prepare them for their further learning in subjects. It covers a range of areas with clear targets including;

- Learning – Motivation and Engagement
- Sensory Processing – Understanding and expressing their own sensory needs / Responding to Interventions
- Social Interaction – being with others / group activities
- Social Imagination and flexibility – coping with change / transitions / play / positive relationships and friendships

### **Breakspeare Pathway 3**

Some pupils at Breakspeare are working towards National Curriculum levels and are assessed for some subjects on pathway 3 to show the extension and depth of their learning. This year there were 15 pupils making progress within BP3 levels for some core subjects. Progress was primarily in the subject areas of Number, Reading and Shape, Space and Measure with Number showing the most notable progress reflecting how pupils on the Autism Spectrum can have spikey profiles and particular talents in these curriculum areas.

### **Pre Key Stage Statements**

All pupils that are working within the Pre Key Stage Level and are accessing subject specific learning have been reviewed once during the year following their baseline on SOLAR against these levels. These will be reviewed on a yearly basis.

### **Pupil Premium progress**

This year in September, there were 39 pupils, that made up 41% of the school who were in receipt of pupil premium. Throughout the year through progress meetings with teachers and in the data seen in the individual pathways, the progress made by pupil premium pupils shows no significant difference to the progress made by pupils who are not pupil premium.

## **B. PROGRESS AT KS 4-5**

**Progress at key stage 4 and 5 are measured in a similar way to other key stages. In addition to this we measure the pupils' progress by using additional qualifications and accreditations.**

## **AQA / ASDAN**

32 pupils in Year 10 and above accessed the AQA Unit award Scheme and the ASDAN Preparation for Adulthood - Towards Independence programme this year. We are in the sixth year of offering the Transition Challenge programme which is another part of the Preparation for Adulthood Programme particularly suited to our learners with more complex needs.

Individual classes continue to use their ASDAN record folders which give us an ongoing record of which module each pupil has completed or working towards and supports internal moderation.

### **Achievements**

- Three pupils (including two leavers) have gained Gold certificate in Transition Challenge : Sensory
- Two leavers who were following Towards Independence pathway have been awarded certificates for eight modules
- Eleven learners started ASDAN this year
- 28 pupils gained at least three certificates in AQA Units this year
- Successfully completed Compass plus and have 100% rating in all areas by June
- Experiences of work embedded into timetables and identified roles within classes

### **Actions**

- Diarise date for final submission, it was a very tight deadline this year and with increase to 43 pupils next year this needs to be carefully managed
- Training of staff to upskill in these areas – only one class next year at main Abbots Langley site will not have any Year 10 students
- Phase leader monitoring to include ASDAN / AQA check as part of our monitoring for planning and timetables
- Budget management – with 43 pupils now completing these awards next year we will only be submitting for external accreditation when students are in Year 14. This also ensures that it is consistent with both the ASDAN Transition Challenge and Towards Independence.
- Identify Number of AQA Units that link to our curriculum
- Identify suggested AQA Units for other areas of learning
- Develop resource bank to support new teachers in delivering programmes
- Ensure that all teachers are clear about expectations of what modules should be completed for Towards Independence and set up tracker for this

## **C. PROGRESS IN OTHER CURRICULUM AREAS**

### **PE;**

Progress in PE is tracked on SOLAR using the PE Assessment framework. Some other events, trips and opportunities were organised including competitions against other SLD schools in Hertfordshire.

Event Activity	Date	Development
Tennis	All year	<ul style="list-style-type: none"> <li>Pupils from Yellow, Red, Squirrels and Butterflies class (at Meadow Wood) participated in Tennis coaching sessions throughout the year to develop Tennis, Fine and Gross Motor skills</li> </ul>
Secondary Panathlon	November 2023	<ul style="list-style-type: none"> <li>A Group of pupils from Yellow and Silver class participated in Secondary Panathlon achieving first place</li> </ul>
Primary Panathlon	June 2024	<ul style="list-style-type: none"> <li>A group of Orange and Green class pupils joined a group from Meadow Wood school to participate in Primary Panathlon</li> </ul>
PMLD Topic of learning	Summer Term 2024	<ul style="list-style-type: none"> <li>Gold and White class pupils were able to “travel around the world in Dance”, listening to different types of world music and using different implements (scarfs, ribbons and hoops) to move their body to different rhythms.</li> </ul>
Purple and Blue	Summer Term 2024	<ul style="list-style-type: none"> <li>Purple and Blue classes embraced a fitness program to develop different skills</li> </ul>
Annual overview and Learning Progress	All year	<ul style="list-style-type: none"> <li>PE curriculum Annual overview was reviewed along the year with emphasis on Basketball, Dance, Gymnastics and Athletics.</li> <li>In general pupil’s progress is developing in most cases and almost securing in a few of them</li> </ul>
Sports Day	July 2024	<ul style="list-style-type: none"> <li>With topic of Active and Healthy Life Styles the whole school community was able to go through different activities to stay healthy and active (group Sports, Outdoor activities, traveling, gardening, dietary, and personal hygiene)</li> </ul>

## Arts Awards

A cohort of pupils from Silver, Pink and White class took part in Arts Award this year which incorporated both music, art and other creative elements on a weekly basis both offsite and in school. This concluded with a successful performance in front of parents and staff at the Trestle Theatre.

## Community Trips and Enrichment Offer

This year has seen a significant growth in the use of the wider community to develop and extend the pupils experiences of the world outside the classroom. These can be categorised as follows;

**Local village visits;** - shops, library, visiting a café, park trips, picnics in the park, hairdressers

**Wider community;**- Ninja Warriors, Harry Potter (Warner Brothers Studios), McDonalds, Bhaktivedanta Manor, Krishna Temple, Cassiobury Park, Aldenham Country Park, travel training on local bus routes.

**Links with Schools;**- Divine Saviour Primary School for choir and concerts, Parmiters for concert. Create project with artists and secondary school collaboration.

**Outdoor:** - Horseriding, Cycling at Stanborough Lakes, Sailing

**PE Related;**- as documented above

**Work related and Careers;** - Serge Hill Project (Gardening), RANDOM café, Arts Award.

Some of these trips have happened multiple times during the year to reinforce learning in context and enhance pupils opportunities for social development, confidence and management of their behaviour in a new setting as well as deepening their learning and promoting independence.

#### **NEXT IDENTIFIED ACTION POINTS**

- To embed the teaching, knowledge and assessment of phonics and reading to meet our range of learners. This includes ongoing staff training and support in Little Wandle and See and Learn.
- To develop the teaching and resourcing of numeracy across the curriculum using resources such as numicon following on from the training in this area.
- To train new teachers in curriculum and assessment as we continue to expand with the new satellite provision.
- To ensure all new pupils in main site and Holywell site are baselined and that their progress is tracked and appropriate interventions / adaptations are put in place to support their learning.
- To clarify the use of the Autism Progression Framework alongside the Breakspeare Pathways for assessment and the extent of its use linked to best practice and exploring Autism Accreditation.
- To maximise opportunities for all pupils to experience the local and wider community in order to extend learning and secure progress in different contexts and real life scenarios.