



**Whitefield**  
Academy Trust

**Information  
Report**

# **Pupils' Achievement & Progress 2016-2017**

**Category: Leadership**

**Directors /Advisory Council,**

## **Key Elements**

This document summarises the key information relating to achievement and progress by pupils at Whitefield Schools during 2016-17.

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# Whitefield Schools - Headlines – Pupil progress and Achievement - Academic Year 2016-17

## Headlines – Pupil progress and Achievement - Academic Year 2016-17

**Pupil outcomes during 2016-17 are outstanding.**

Progress measures over the past 5 years show **an overall upward trend for all key stages**. This is set against the challenges presented by changes to the school population, with **pupils presenting with increasingly complex medical, educational and social needs**.

Pupils joining the school within the **EYFS** settle very well and **quickly make progress**

**Pupils at Key Stage 1 make outstanding progress** from their individual starting points

**Pupils at Key Stage 2 make outstanding progress** from their individual starting points

**Pupils at Key Stage 3 make outstanding progress.** Progress improved significantly in 2013/14, was consolidated in 2014/15, and has further improved since 2015/16. The recent focus on Science has led to improved outcomes.

**At Key Stage 4, progress is outstanding.** Overall progress in English and Maths is outstanding and in science is at least good. Progress improved significantly in 2013/14, was consolidated in 2014/15, improved further in 2015/16. The trend continued in 2016-17. In all 3 subjects, the number of young people making 2 or 3 levels of progress was higher than in any previous year. The abler pupils are achieving well in their entry level exams.

**Pupils at post 16 make outstanding progress** within three pathways, which prepare them for life beyond school.

**All pupils from KS3 onwards complete examinations and accredited courses** as appropriate to their level of development and knowledge.

**A group of pupils now enters employment** because of the school's pioneering work through Project Search. Other pupils move to appropriate education and/or social care provision after school. There are no NEETS.

**Pupils at early developmental levels**, many of whom have very significant medical needs, **make good** from individual starting points.

**There is no evidence that gender affects progress.** Patterns of achievement and progress for **boys and girls** reflect individual starting points and the nature of their SEN.

**There is no evidence that ethnicity impacts on progress.** Patterns of achievement and progress for ethnic groups reflect individual starting points and the nature of their SEN.

**There is no evidence that deprivation affects progress.** In most key stages, pupils in receipt of pupil premium make better or equivalent progress to other pupils in the school.

**Children who are Looked After** make progress which is at least comparable with that of the other pupils with similar starting points.



## How does the Leadership Team know that progress is outstanding?

Whitefield Schools view progress as the child or young person's journey from their starting point encompassing their progress in four key areas;

- against the National Curriculum levels (including P levels)
- in relation to examinations and accredited courses such as ASDAN and BTEC
- against their individual objectives deriving from their personalised curriculum
- as defined by 'significant achievements' in all aspects of learning and development

Teachers and school leaders evaluate progress within each area in relation to each child or young person's starting point, their special educational needs and a range of factors affecting learning.

School leaders evaluate progress for the school as a whole, taking account of a range of evidence, largely in relation to individual children and young people but also noting other measures of the quality of teaching and learning.

### **Whitefield Schools' Senior Leadership Team know that pupil progress during 2016-17 was outstanding because:**

Progress measures based on National Curriculum levels (including P levels) over the past 5 years show **an overall upward trend** for cohorts of pupils reaching the end of all Key Stages. This is set against the challenges presented by changes to the school population, with **pupils presenting with increasingly complex educational and social needs**.

Those pupils who are able to do so take and pass **external examinations** in an increasing range of subjects. Other pupils follow accredited courses where feedback from external moderators validates the quality of their achievements.

**There is no evidence that any cohort group is disadvantaged.** Patterns of achievement and progress reflect individual starting points and the nature of each individual's SEN.

**Records show that pupil premium has a positive impact for individual pupils.**

**Children who are Looked After** make progress, which is at least comparable with that of other pupils with similar starting points. They develop positive attitudes to learning (reflected in their attendance and behaviour) and communicate effectively with others.

**Pupils at early developmental levels**, many of whom have very significant medical conditions, progress through the 'Reaching Out' curriculum, which is designed to meet their needs.

**All pupils make progress within their personalised curriculum**, completing individualised objectives within all subjects, as shown by comprehensive Progress Files and Learning Journals and the list of individual 'significant achievements'.

A few young people move into open employment through 'Project Search'; others are supported into appropriate placements post school. **All leavers move into education, social care provision or employment.**

**Pupils develop social skills and learn to manage their behaviour**, as shown in evidence from lesson observations, individual objectives and behaviour support plans.

**Parents overwhelmingly believe that their children are making progress**, as shown by the responses to parent questionnaires and contributions to Person Centred Reviews.



**Pupils overwhelmingly believe that they are making good progress**, as shown by the responses to pupil questionnaires and contributions to Person Centred Reviews.

Data suggests that overall behaviour and attendance do not impact on progress.

**Lesson observations** show that pupils consistently make progress. 67% of the lessons were judged as Outstanding and 33% were judged as Good.

**Opportunities for children and young people have been extended since the time of the last inspection through:**

- revised assessment procedures and hence more precise and consistent target setting
- further development of the curriculum at all levels, most recently the 'World of work' curriculum for children and young people at early developmental levels
- increased accreditation
- routes into direct employment
- support to identify appropriate placements after school
- personalised use of pupil premium
- an increased emphasis on personalised targets in all lessons
- further development of teaching and learning, with increasing numbers of outstanding lessons
- exceptional professional development opportunities for staff
- a growing focus on mental health and emotional wellbeing
- continuing development of resources on the school site
- full use of community resources, including opportunities for partnership work with colleges and vocational providers
- effective partnerships provide further opportunities for inclusion to follow courses in local mainstream and special schools



# Summary of progress within the National Curriculum and P-levels by Key Stage 2016/17

## Summary of progress within the National Curriculum and P-levels by Key Stage 2016/17

### Children and young people following the Reaching Out pathway

These children and young people have profound and multiple learning difficulties.

The assessment tool was changed this year and feedback suggests that this led to individuals being assessed slightly below previous years.

Nevertheless, 6 out of 8 pupils made a sublevel of progress in at least one subject and 4 made at least a sublevel of progress in both subjects.

7 of the 8 pupils also managed a significant achievement within their personalised curriculum.

There were 5 EYFS pupils following the reaching out curriculum.

In KS1, there was one reaching out pupil.

In KS2, 1 out of 3 pupils made a sublevel of progress in Maths and Science. One pupil made a remarkable 3 levels progress in English, 4 levels in Maths and 2 levels in Science. The third pupils spent most of the year in hospital.

In KS3, all 2 pupils made a sublevel of progress at least in one subject.

In KS4, the only pupil made a level of progress in both subjects.

### Children and young people following the Stepping On/ Climbing Up pathways

Overall progress shows a continuing rising trend over 6 years in children and young people making at least one sublevel of progress from their starting points and those making 2 or 3 levels of progress. All pupils also managed a significant achievement within their personalised curriculum.

#### KS1

All but one child started the Key Stage at between P1(ii) and P4 in all subjects

95% of children made at least one sublevel of progress in English and Maths. This shows a rising trend over 5 years.

95% of children made at least one sublevel of progress in science. This is a 12% improvement compared to the previous year.

#### KS2

Children started the Key Stage at between P2(ii) and P5 in all subjects which is slightly lower to last year's entry points.

In all subjects, around 90% of children made at least one sublevel of progress. In Maths 100% of children made at least on sublevel progress. This compared with previous years is higher in all three subjects. In English, the number of children making 2+ levels of progress were higher than in any previous year.



### **KS3**

All but two young people started the Key Stage at between P3(ii) and level 1 in all subjects.

The significant improvements made from 2013/14 have been sustained or extended.

In English, 100% young people made at least one sublevel of progress, higher than in any previous year.

In maths, 96% of young people made at least one sublevel of progress, 16% more than 2015/16.

In science, more than 96% of young people made at least one sublevel of progress, 12% more than last year and higher than in any previous year. The number of young people making 1 or 2 levels of progress has improved in each of the past 3 years. On average 20% children made more than 2 levels progress in all three subjects.

### **KS4**

The young people started Key Stage 3 at between P3(i) and level 3 in all subjects.

The significant improvements made from 2013/14 have been sustained or extended.

In English and Maths, more than 94% of young people made at least one sublevel of progress, higher than in any previous year. In Science, the progress was overall slightly lower, however 11% more children made 3 levels progress.

In all 3 subjects, the number of young people making 2 or 3 levels of progress was higher than in any previous year, though the number of pupils making 2 levels of progress was lower in science than the other two subjects.

### **Post 16**

Young people had the opportunity to follow the 'Taking Off' curriculum on the Whitefield site or in their base at Waltham Forest College. Those on site completed modules within the Towards Independence framework whilst the college group completed vocational courses and Edexcel Entry Level Certificates in Skills for Independence and Work.

One pupil from Whitefield Schools completed Project Search during 2016-17. Of the 22 Interns who graduated from Cohort 4 of Project SEARCH, all completed the ASDAN Employability Level 1 Qualification. Over 50% of them are now in full time paid employment and the projected figure of 75% employment outcomes will be achieved again this year. Job roles include catering assistant, ward clerks, facilities junior and Endoscopy technician.

All young people leaving school in July 2017 moved into education, training, employment or appropriate social care provision.





# 1. Pupils reaching the end of the Early Years Foundation Stage

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## 1.1. The 2016-17 end of EYFS cohort

There were 17 pupils in YR when teacher assessments were made in June 2017.

13 are boys and 4 girls.

11 pupils have ASD, 1 pupil has SLD and 5 pupils have PMLD.

There are 5 children of Other Ethnic groups

6 pupils receive pupil premium (35% of the cohort).

There are no Children who are Looked After in this group.

All pupils are following the EYFS curriculum differentiated for their needs.

## 1.2. Progress

Observations and teacher records show that children settled into school well and began to engage with learning activities

## 1.3. Individual achievements – children following the Reaching Out curriculum:

- Child 19 can now communicate her likes and dislikes, she smiles and laughs a lot in class. Her communication is much clearer and adults can interpret her needs and wants
- Child 4 has become confident this term at making choices in activities, making a clear choice about what he wants to play with and what he doesn't want
- Child 5 has settled into his new class well and separates from his parents confidently.
- Child 6 has become more confident in the classroom he is expressing himself more vocally during activities especially in music sessions

## 1.4. Individual achievements – children following the Stepping On curriculum:

- Child 7 will now try new food.
- Child 8 has a severe sensory food aversion and started the year only drinking prescribed fortified milk from a baby's bottle. Over the course of the year, he has increased his proximity to different sensory stimuli and in the summer term 2017, has started to eat 2 petit filous yogurts at lunch in the dinner hall and a creamy chocolate desert at afternoon snacks with the other children.
- Child 9 is making new friends and settling in well
- Child 10 exchanged a symbol.
- Child 11 is really developing his tolerance to the therapy pool. He has loosened his hold on an adult and is starting to relax in the water.
- Child 12 has started to try new food.
- Child 13 has settled in very well and is making new friends.
- Child 14 is developing in her independence skills and is able to transition between activities on her own. She is happy in school and confident in activities.
- Child 15 is using PECS to communicate
- Child 16 will now join in with nursery rhymes.
- Child 17 has exchanged a single word in class
- Child 18 would initially only sit on an adult's lap. He is now happy to sit on a chair in sessions and at meal times and is engaging in activities he enjoys independently.



## 1.5. Summary - EYFS PROFILE 2017

There were 17 pupils assessed against the 17 Early Learning Goals across both schools.

- 2 pupils achieved the 'expected' level in 2 ELGs (rest recorded as 'emerging')
- 4 pupils achieved the 'expected' level in 1 ELG (rest recorded as 'emerging')
- 11 pupils were recorded as 'emerging' in all 17 ELGs
- Child 6 achieved the expected level in PD (Moving & Handling), UW (Technology)
- Child 8 achieved the expected level PD in (Moving & Handling), UW (Technology)
- Child 13 achieved the expected level in UW (Technology)
- Child 14 achieved the expected level in UW (Technology)
- Child 19 achieved the expected level in UW (Technology)
- Child 18 was recorded as 'emerging' in all 17 ELGs
- Child 7 was recorded as 'emerging' in all 17 ELGs
- Child 15 was recorded as 'emerging' in all 17 ELGs
- Child 9 was recorded as 'emerging' in all 17 ELGs
- Child 10 was recorded as 'emerging' in all 17 ELGs
- Child 20 was recorded as 'emerging' in all 17 ELGs
- Child 16 was recorded as 'emerging' in all 17 ELGs
- Child 11 was recorded as 'emerging' in all 17 ELGs
- Child 4 was recorded as 'emerging' in all 17 ELGs
- Child 12 was recorded as 'emerging' in all 17 ELGs
- Child 17 was recorded as 'emerging' in all 17 ELGs
- Child 5 was recorded as 'emerging' in all 17 ELGs



## 2. Pupils reaching the end of Key Stage 1

### 2.1. The 2016-17 end of KS1 cohort

There were 20 pupils on roll in Y2 when teacher assessments were made in June 2017.

14 are boys and 6 girls.

16 pupils have ASD, 3 pupils have SLD, and 1 pupil has PMLD.

There are 5 pupils from Other White ethnic backgrounds.

10 pupils (50% of the cohort) are receiving pupil premium.

There are no Children who are Looked After in this group.

1 pupil is following the Reaching Out curriculum and 19 are following the Stepping On curriculum.

### 2.2. SATs

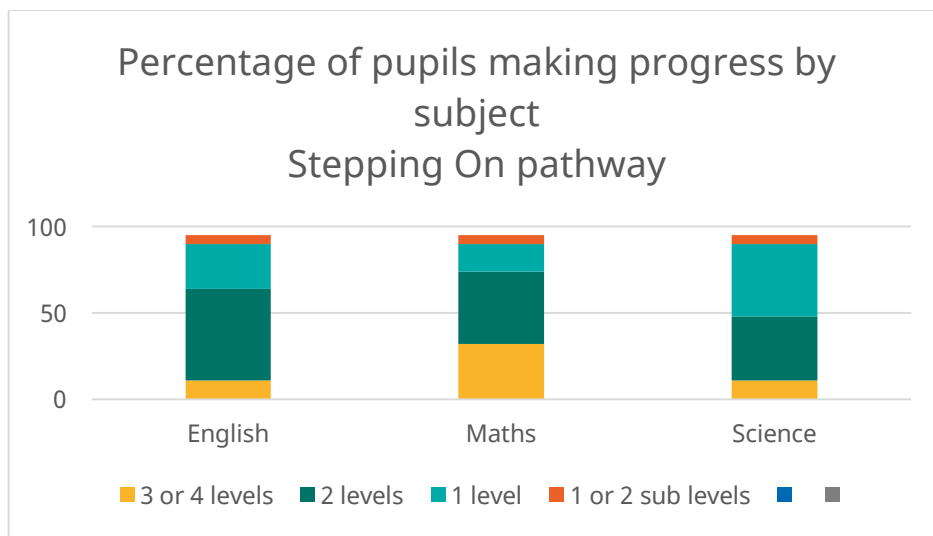
No Y2 pupils were working at a level consistent with entry for SATs.

### 2.3. Phonics Test

No pupils took a phonics test this year.

### 2.4. Progress

One child is following the 'Reaching Out' pathway. All but one child started the Key Stage at between P1(ii) and P4 in all subjects. 95% of children made at least one sublevel of progress in English and Maths. This shows a rising trend over 5 years. 95% of children made at least one sublevel of progress in science. This is a 12% improvement compared to the previous year.





## 2.5. Individual achievements – children following the Reaching Out curriculum:

- Child 42 is more engaged in sessions - using facial expressions and vocalisations to show her likes and dislikes.

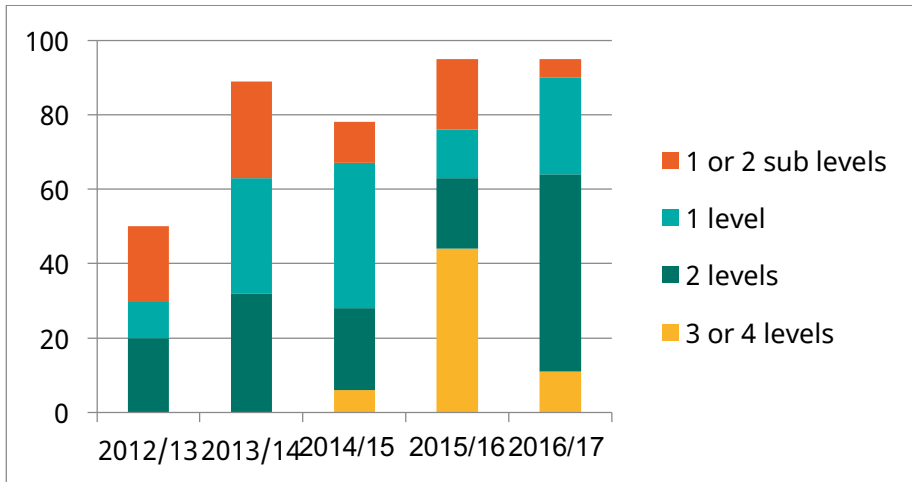
## 2.6. Individual achievements – children following the Stepping On curriculum:

- Child 43 now shows a growing interest in numbers and number songs. He is now able to match the numbers 1,2,3,4,and 5 during our number work
- Child 44 can now sing 'more' when she communicates with an adult.
- Child 45 can now sign 'me' to request an item.
- Child 46 is able to recognising symbols on our class timetable and being able to tell the teacher what it is time for. With a little encouragement, he will say 'Time for dinner' or 'Time to go home' which has been lovely to hear as he prefers to keep quiet most of the time.
- Child 47 seems to really enjoy school and has settled well in to his new classroom. He has formed a positive relationship with new member of staff.
- Child 48 has had several significant achievements already this year, as recognised by special mentions that he has achieved throughout the year. In particular, he showed real courage when he went onto the Overground train, as he was very anxious.
- Child 49 is keen to communicate with his peers and adults and his usage of signing has really helped him to achieve this. He has picked up several signs and this has helped with his behaviour as he is getting better at communicating his needs and wants.
- Child 50 has had many significant achievements this year, as recognised by her special mentions in assembly. Her confidence seems to have really boosted this year and this, linked with her trust in staff members, means that she is now happy to have her hair tied up when she comes to school, is more aware of knowing when to ask pupils to be aware of her personal space and her use of the feelings board to comment on how events at school have made her feel, have really been super achievements!
- Child 51 can now add two numbers up to 10 independently
- Child 52 transition from one class to another has been so successful! He is very happy and cheerful in the classroom and has formed very positive relationships with the staff team. Although he is not always keen on the idea of sitting down to work, he will now usually accept the support of the adult working with him and make good progress through his work.
- Child 53 has made a tremendous improvement with his listening skills. She will listen to an adult and follow instructions. He is aware of the class rules and will point to the symbols as an adult with read them.
- Child 54 is making prolonged eye contact and completing his early basket work independently
- Child 55 can now walk across the swimming pool unaided.
- Child 56 speech continues to improve! In particular, he is responding much more accurately to questions asked of him, e.g. "What did you have for breakfast?" as well as being able to talk about how he is feeling and why, e.g. "I'm feeling excited because it is adventure (play)".
- Child 57 can now form some numbers correctly.
- Child 58 can now copy phrases independently. He can also form most of his letters correctly.
- Child 59 has further developed use of spoken language.
- Child 60 is trying to say a wider range of words in familiar contexts. She is also responding more positively to work on activities not of her choosing.
- Child 61 used the dome switch with support and even attempted to put her arm on the switch herself.

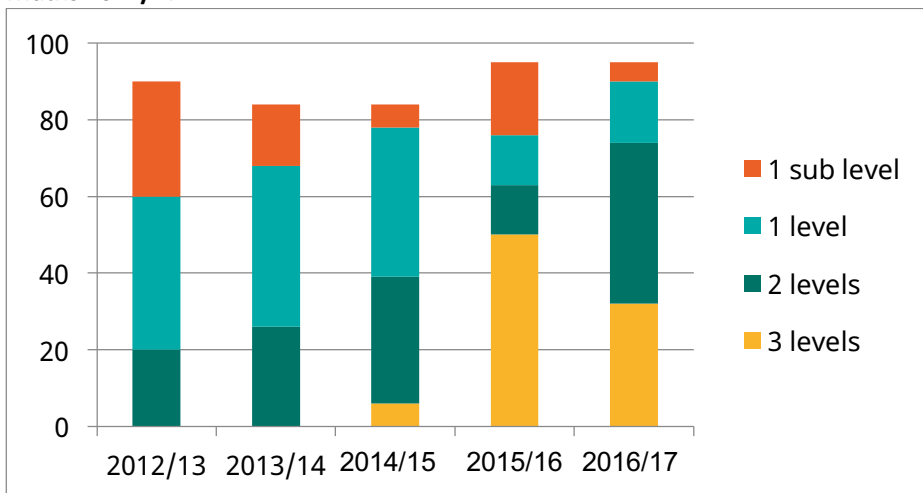


## 2.7. Key Stage 1 progress Stepping On curriculum

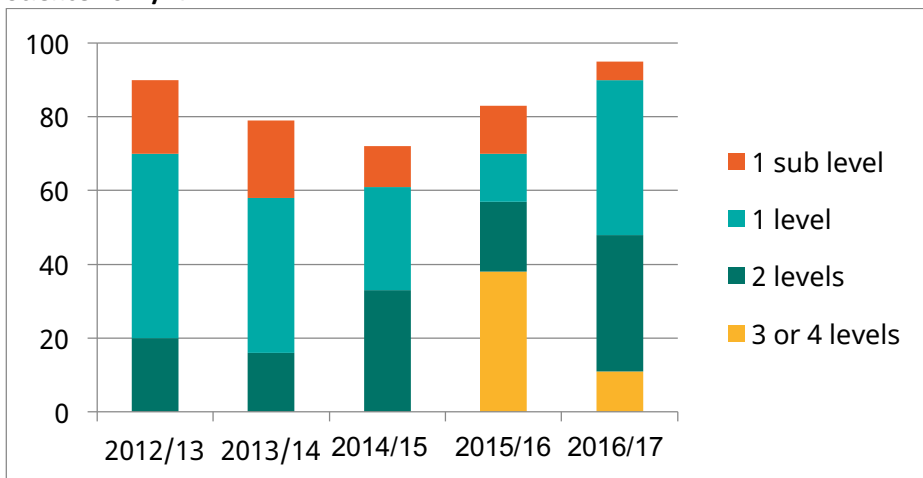
### Communication and Language 2012/17



### Maths 2012/17



### Science 2012/17





### 3. Pupils reaching the end of Key Stage 2

#### 3.1. The 2016-17 end of KS2 cohort

There were 24 pupils on roll in Y6 when teacher assessments were made in June 2017.

13 are boys and 11 girls.

The two largest ethnic groups are Black/African 25% (6 pupils) and Pakistani 42% (10 pupils).

11 pupils are receiving pupil premium (46% of the cohort).

16 pupils have ASD, 5 pupils have SLD and 4 pupils have MSI.

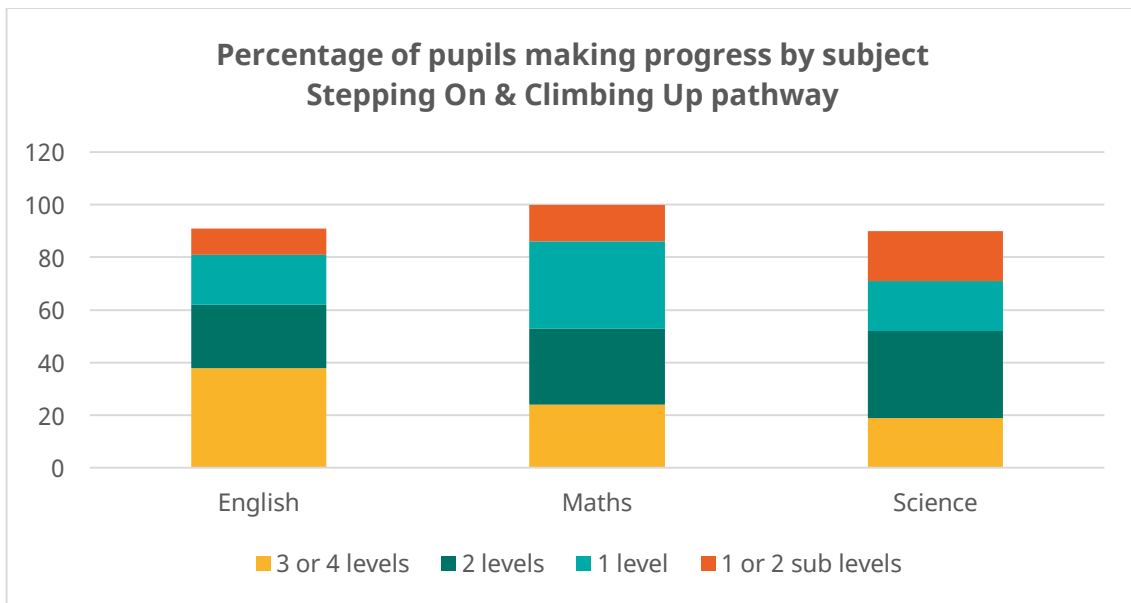
There are no Children who are Looked After in this cohort.

4 pupils are following the Reaching Out curriculum and 20 are following the Stepping On curriculum.

#### 3.2. Progress

Two of the three children following the 'Reaching Out' pathway made a sub-level and above of progress in at least two areas of the RO curriculum. The third child has medical needs and spends time off school for treatments.

91% of children following the 'Stepping On' pathway made at least one level of progress in English, 90% science and 100% made at least one level of progress in maths. 62% of children made 2 levels and above of progress in English, 62% in maths and 53% in science. This data shows the range of pupils in this cohort group, including five pupils with complex needs as well as those with ASD and SLD who made three levels of progress.





### 3.3. Individual achievements – children following the Reaching Out curriculum:

- Child 153 has settled in really well to his new surroundings - He should feel very proud!!
- Child 157 has adapted well to his new class and is a dynamic member through interaction and willingness to take part in activities with his new friends and the adults working with him
- Child 158 in spite of a long absence due to ill health, Isa has settled back into school very well and is showing a lot of positive responses to the staff that he knows well.

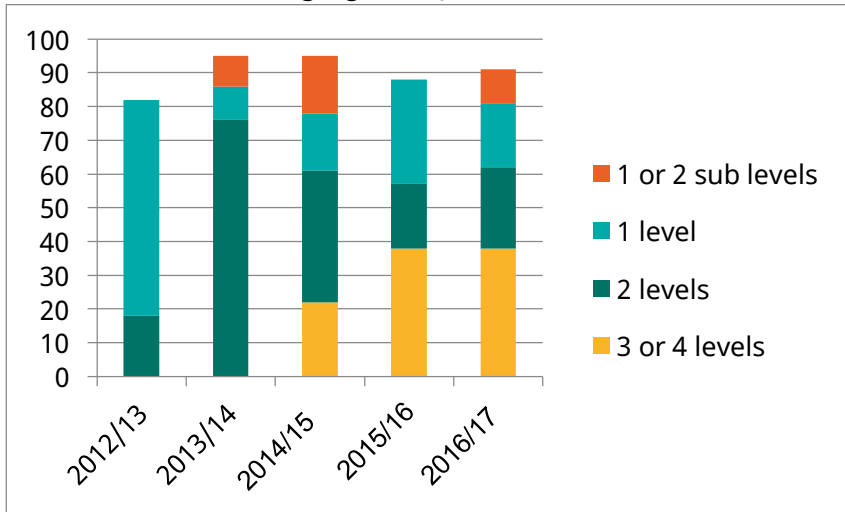
### 3.4. Individual achievements – children following the Stepping On curriculum:

- Child 142 has made pleasing progress in Maths this year, particularly in the sections on using and Applying and number work
- Child 143 has remained seated throughout sessions, showing greater interest in the activities.
- Child 144 colouring and cutting skills have significantly improved. He can also now hold the scissors correctly and is beginning to cut along a straight line. He can also colour in large spaces with more accuracy.
- Child 145 is very confident interacting with peers and is now starting to initiate games in the playground with friends. He also greets children from previous classes when meeting them around the school.
- Child 146 can now carry out a range of jobs across the school independently including taking messages or borrowing items from classes in different departments in the school.
- Child 147 participation in and enjoyment of Storytime - by smiling, attending and interacting with story props
- Child 148 has made encouraging progress in literacy - her ability to recognise letters by their sound this assists her knowledge in blending to read for meaning
- Child 149 has managed to form a good friendship within the class
- Child 150 is very motivated by a music programme on the laptop - he can find this with minimal support. Because of this he will work longer for longer periods of time with the knowledge he can have time on the laptop.
- Child 151 is starting to recognise himself and can now pick out his own photo and is beginning to look at photographs of other children in the class with interest.
- Child 152 can now put on his coat independently at play times .
- Child 154 has an infectious personality witch show uses well to forge friendships - She is very pleased with her progress
- Child 155 at recent shopping trip was able to scan and pack all the items herself
- Child 156 is beginning to be much more accepting of changes in his routine particularly in the school day.
- Child 159 has been able to explore different textures with greater independence and has started to take more active approach to mark making tasks
- Child 160 has made significant progress in communication with his peers and adults- he loves going to other classes to work on his communication
- Child 161 behaviour has significantly improved. He is much calmer in class, listening to the adults, sitting for longer and putting his hand up to ask something.
- Child 162 is learning to accept he routines, rules and boundaries of class life. He is also making friends with class peers and adults and is keen and motivated to learn
- Child 163 is now very enthusiastic about joining in all activities
- Child 164 started to develop a friendship with a boy in his class and established his own way of being understood by the other child. He initiated interactions with him which was lovely to observe.
- Child 165 made friends with a peer who he found very difficult to interact appropriately with last year
-

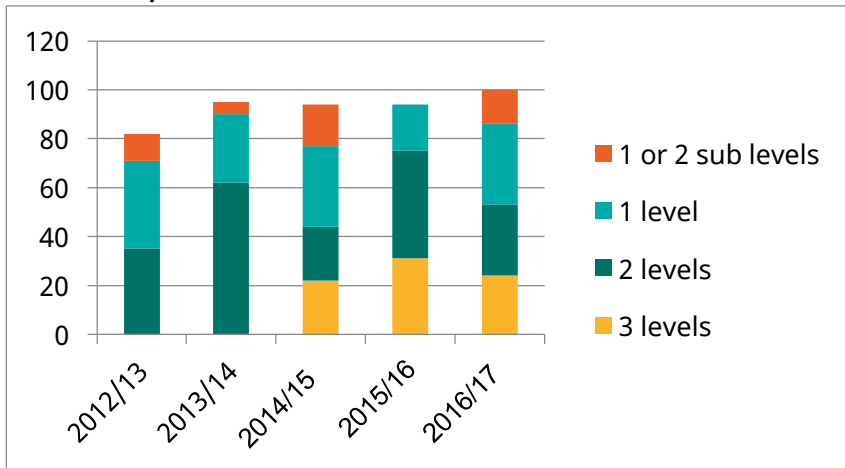


### 3.5. Key Stage 2 progress Stepping On pathway

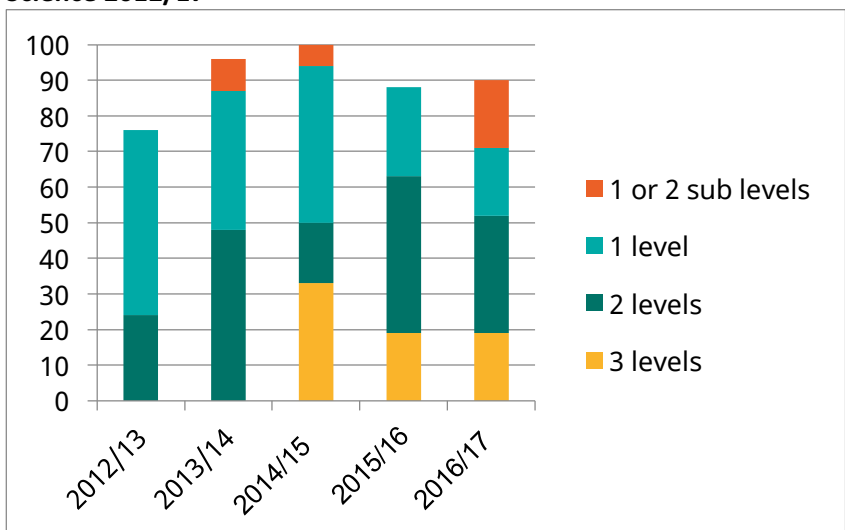
Communication and Language 2012/17



Maths 2012/17



Science 2012/17







## 4. Pupils reaching the end of Key Stage 3

### 4.1. The 2016-17 end of KS3 cohort

There were 26 pupils on roll in Y9 when teacher assessments were made in June 2017.

16 are boys and 10 girls.

The largest ethnic group is Black African 31% (8 pupils).

10 pupils are receiving pupil premium (38% of the cohort).

20 pupils have ASD, 3 pupils have SLD, 1 pupil has MSI and 3 pupils have PMLD.

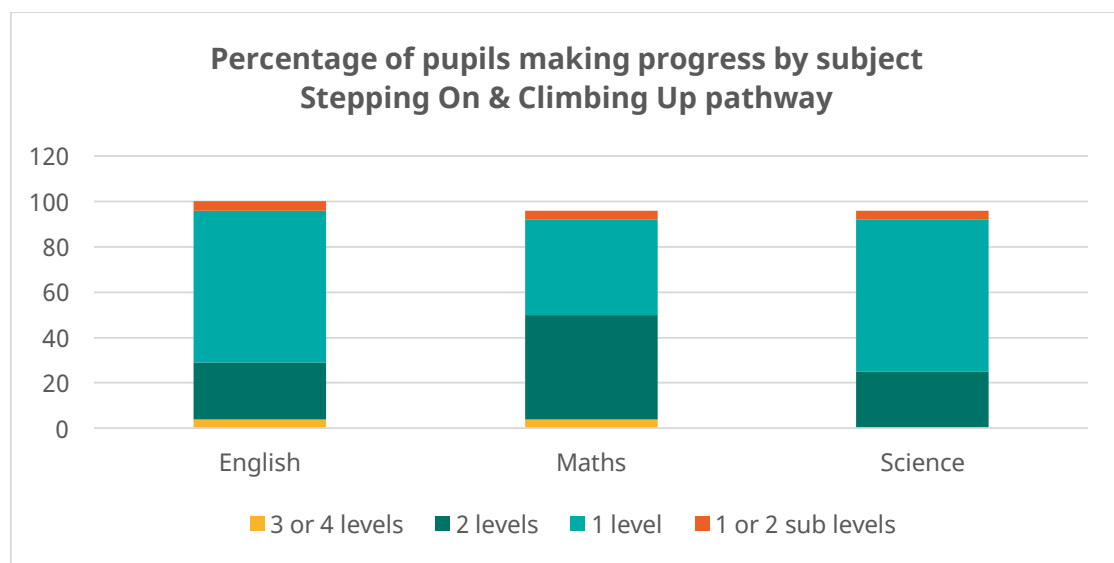
There is 1 Looked After Child in this cohort.

2 pupils are following the Reaching Out pathway and 24 are following the Stepping On or Climbing Up pathways.

### 4.2. Progress

Both young people following the 'Reaching Out' pathway made a sub-level of progress in one area of the RO curriculum.

100% of young people following the 'Stepping On' or 'Climbing Up' pathways made at least one sub-level of progress in English, 96% in maths and 96% in science. The figures for at least one level of progress were 96%, 92% and 92% respectively. This shows consolidation of the significant improvement in progress levels across Key Stage 3 in recent years, with further improvement in science.



The Children who are Looked After has made significant progress in managing his behaviour and overcoming anxiety.

He made 3 levels of progress in English and 2 level of progress in Maths and Science.



### 4.3. Examinations

8 young people within Key Stage 3 also completed Entry Levels in English, Maths and 10 in Science.  
**Entry Levels**

<b>ENGLISH</b>			
	<b>Yr</b>	<b>Level 2 (%)</b>	<b>Yr</b>
		Child 178	7
		Child 179	7
		Child 206	8
		Child 207	8
		Child 228	9
		Child 231	9
		Child 229	9
		Child 233	9

<b>MATHS</b>			
<b>Level 3 (%)</b>	<b>Yr</b>	<b>Level 2 (%)</b>	<b>Yr</b>
Child 229	9	Child 178	7
Child 241	9	Child 206	8
		Child 228	9
		Child 231	9
		Child 207	8
		Child 241	9

<b>SCIENCE</b>			
<b>Level 3 (%)</b>	<b>Yr</b>	<b>Level 2 (%)</b>	<b>Yr</b>
Child 178	7	Child 206	8
Child 205	8	Child 228	9
Child 232	9	Child 231	9
Child 207	8	Child 179	7
Child 229	9	Child 233	9



## 4.4. Accredited Courses

### **New Horizons KS3 (Internal Moderation)**

#### **Whitefield Schools and Centre**

6 pupils in Margaret Brearley School completed their folders for final assessment.

10 pupils in Niels Chapman Secondary School completed their folders for final assessment.

Pupils achieved accreditation in the following modules:

- Personal
- Social
- Health
- Citizenship
- Relationships

### **Transition Challenge (External Moderation)**

#### **Whitefield Schools and Centre**

8 pupils in Margaret Brearley School completed their folders for final assessment.

2 pupils were selected for external moderation.

### **Towards Independence (External Moderation)**

#### **Whitefield Schools and Centre**

8 pupils in Margaret Brearley School completed their folders for final assessment.

1 pupil was selected for external moderation.

30 pupils in Niels Chapman Secondary completed their folders for final assessment.

Moderation date: 23/06/2017

### **Personal Progress (External Postal Moderation)**

#### **Whitefield Schools and Centre**

16 pupils in Niels Chapman Secondary School completed their folders for final assessment.

4 pupils were selected for external moderation.

Moderation date: 13<sup>th</sup> June 2017

Currently all pupils within the Secondary phase across the Academy are completing different ASDAN Accreditation Pathways. Each path way has a specific requirement for certification meaning that some pathways e.g. New Horizons receives their certificate at the end of the pathway. Transition Challenge and Towards Independence is module based and pupils are able to receive a certificate on completion of each module. Personal Progress is a credit based program wherein pupils work towards either a certificate or diploma according to the credits that they build through different focus areas.



#### **4.5. Individual achievements – young people following the Reaching Out curriculum:**

- Child 217 has shown greater attention to his activities and a great interest in taking part in them
- Child 218 is interacting with familiar adults, showing what he wants or does not want, and communicating interest and happiness

#### **4.6. Individual achievements – children following the Stepping On or Climbing Up pathways:**

- Child 219 has shown a real improvement in his speaking and listening. He is able to read nearly 20 words (CVC and tricky words) and can attempt unfamiliar words using his phonic knowledge, this also helps his writing. He can now write simple sentences from dictation. He also brings the dinner and attendance list with the register every morning correctly
- Child 220 has achieved a lot this year. One significant achievement has been in his confidence in speaking or performing in front of large groups or audiences. Another achievement has been his mature approach to road safety when out in the community.
- Child 221 is using more signs and vocalisations to make his needs known. He is trying new foods and will now eat custard.
- Child 222 is making good steps towards beginning to vocalise his needs and wants. During morning circle he is trying to say the names of the students and staff in class. And will try to ask for what he wants for snacks.
- Child 223 played his guitar confidently at the Walthamstow Town Hall for this he received the Principal's award. He continues to lead by example and is currently the captain of the school football team.
- Child 224 has made enormous progress this year in PE and Swimming. He is very confident and he is evidently enjoying these activities. He is fully aware of the lesson and task objectives answering questions very confidently
- Child 225 has shown greater attention to his activities and a great interest in taking part in them.
- Child 226 has achieved a lot this year. One being his improved concentration in class, which has consequently enabled him to retain more information and make speedier progress in all areas
- Child 227 is interacting with familiar adults, showing what he wants or does not want, and communicating interest and happiness
- Child 228 has really started to enjoy reading and is improving all the time. He is the most sociable student in the school greeting everyone. He has also taken on the duty of collecting the register every morning.
- Child 229 has made very good progress in PE this year. He's picked up new football skills and has also become a dab hand at getting the basketball in the net.
- Child 230 has passed all his Entry level examinations in literacy, mathematics and science this Spring term
- Child 231 confidence in herself has blossomed recently, she will approach staff and look or wait to indicate she wants something, staff prompt her to say what she wants, for example 'chase', 'apple' or 'puzzle'. She will repeat what she wants. She is more willing to participate in lessons.
- Child 232 has gained a lot of confidence with his maths work and is working to achieve his termly targets in maths and science. He loves sports and continues to lead by example. He is currently playing a significant role in the school football team and is part of the high group of swimmers at the school
- Child 233 has been able to remain seated throughout a greater range of sessions.
- Child 234 has been taking part in all activities with growing interest and focus.
- Child 235 has achieved a lot this year, excelling in P.E. and a star performer in the school choir. However, his significant achievement is in Maths - understanding the concept of addition and subtraction.
- Child 236 has started to vocalise key words throughout the day.

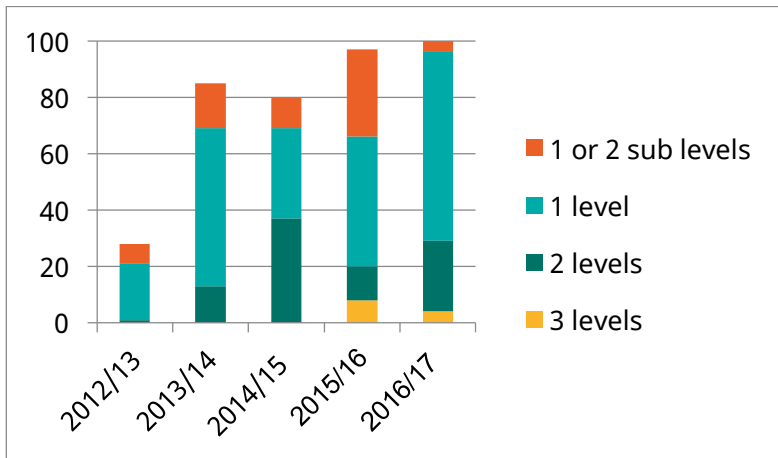


- Child 237 made good progress in literacy, particularly in speaking, reading and writing. He has also shown an improvement in his number skills. This is due to a change in his attitude towards learning, which is evident in his increased focus during lessons.
- Child 238 has been a significant improvement in his speech, listening and attention in class, all of which are impacting on his academic achievements. He also received a Jack Petchey award this year boosting his confidence greatly.
- Child 239 has settled in well his new class and is acknowledging the new peers by playing together and sharing games during learning sessions.
- Child 240 settled into his new class and environment very well and very quickly. He continues to make progress in all areas.
- Child 241 is working hard in mathematics and his progress at school is encouraging. He is preparing to take his functional skills tests in maths at Whitefield. He is a confident swimmer and his football skills have developed very well
- Child 242 has made good progress with his self-help skills. He is able to take himself to the toilet and return to class. He is able to undress and dress with increasing independence

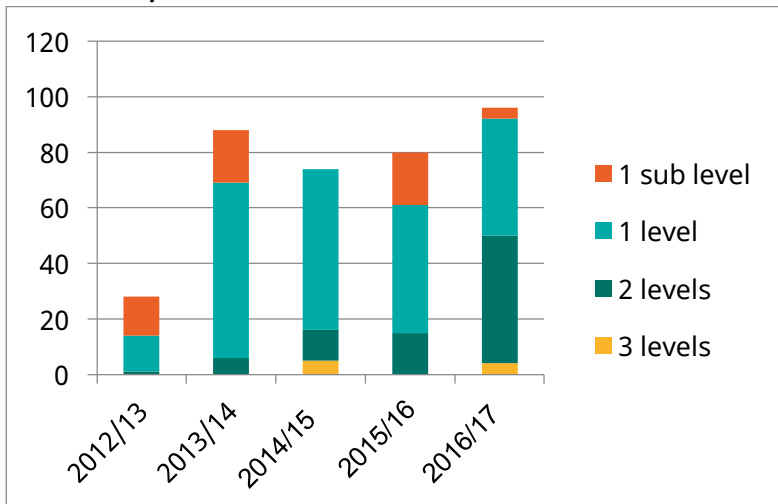


## 4.7. Key Stage 3 progress Stepping On and Climbing Up pathways

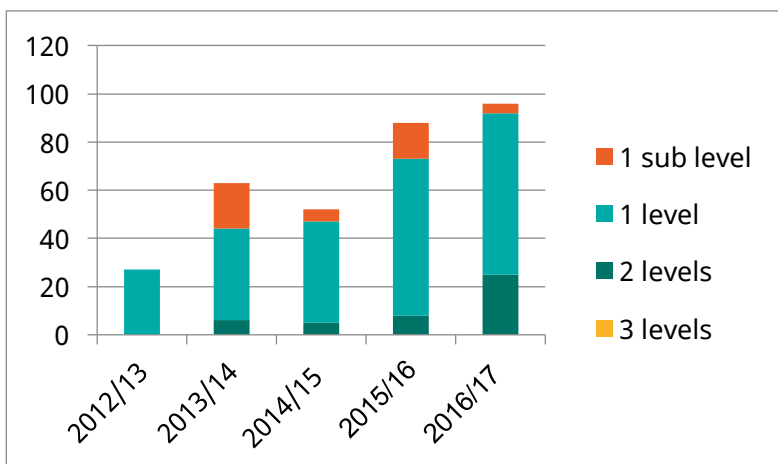
### English 2012/17



### Maths 2012/17



### Science 2012/17





## 5. Pupils reaching the end of Key Stage 4

### 5.1. The 2016-17 end of KS4 cohort

There were 22 pupils on roll in Y11 when teacher assessments were made in June 2017.

16 are boys and 6 girls.

The largest ethnic groups is White British 23% (5 pupils)

12 pupils are receiving pupil premium (55% of the cohort).

18 pupils have ASD, 1 pupil has SLD, 3 pupils have MSI

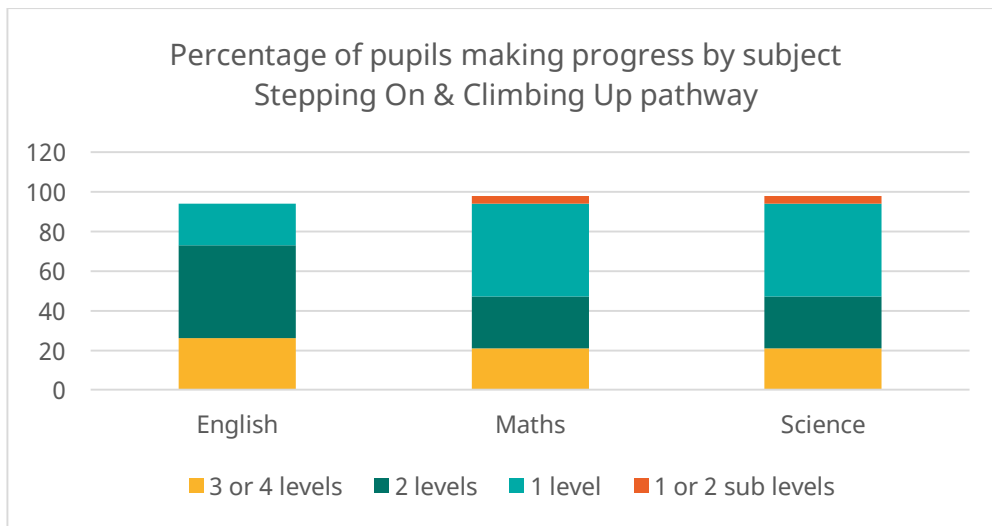
There is 1 Looked After Child in this cohort.

2 pupils are following the Reaching Out curriculum and 20 are following the Stepping On or Climbing Up curriculum.

### 5.2. Progress

The young people following the 'Reaching Out' pathway made a sub-level of progress in at least areas of the RO curriculum.

From the young people following the 'Stepping On' or 'Climbing Up' pathways 94% made at least one sub-level of progress in English, 98% in Maths and 69% in science.



The Looked After Child made 2 levels of progress in English, 3 levels in Maths and 1 level in Science. In the last year there have been concerns regarding her behaviour, nevertheless she managed to make good progress.



### 5.3. Examinations KS4 Results

ENGLISH			
Level 3	Yr	Level 2	Yr
		Child 254	10
		Child 273	10
		Child 251	10

MATHS			
Level 3	Yr	Level 2	Yr
Child 251	10	Child 254	10
		Child 273	10

SCIENCE			
Level 3	Yr	Level 2	Yr
Child 262	10		

#### Key stages and Pathways:

**Key stage 3:** New Horizons

**Key stage 4:** Transition Challenge (MBS & JC) & Personal Progress (NCSS)

**Key stage 5:** Towards Independence (MBS, NCSS & JC)

#### Internal moderation:

16 pupils in Margaret Brearley and Niels Chapman Secondary Schools received KS3 certificates for New Horizons.

#### External Moderation:

9 pupils in Margaret Brearley and Joseph Clarke Schools received certificates for Transition Challenge.

19 pupils in Margaret Brearley and Joseph Clarke Schools received certificates for Towards Independence.

### 5.4. Individual achievements – young people following the Reaching Out pathway:

- Child 270 a significant period of time absent from school due to spinal surgery, he has returned to school and accepted routines, engaging with staff and showing a developing ability to participate within class sessions
- Child 271 made progress with her communication skills to P1(ii)

### 5.5. Individual achievements – young people following the Stepping On or Climbing Up pathway:

- Child 272 is much more to stay concentrated on a task for longer periods of time.
- Child 273 has made excellent progress in his communication. He is making requests independently and will engage in short conversations. He has also made excellent progress in his self help and life skills. He can prepare a simple snack and is able to share it with his peers
- Child 274 has become extremely reliable and very independent - collecting and returning the register to the office, walk from the side gate to his classroom.
- Child 275 most significant achievement is his ability to share the swing during play time with adult support. He can follow instructions from one of his peers to exchange swings and to





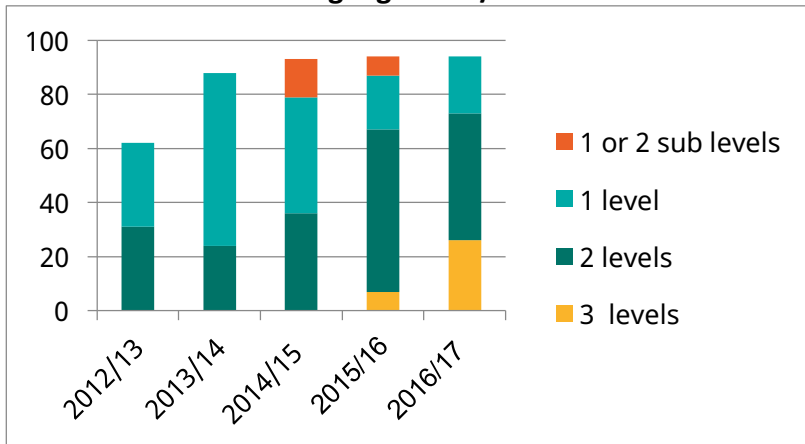
vacate the swing. His communication has improved and he is now travelling with symbols to ask for what he wants, e.g. snack. He is able to take part in off-site activities with his peers, e.g. shopping, visits to the café, restaurant, allotment

- Child 276 has become more active during our physical development lessons. He joined in really well during our school's sports day - winning all of his races. He also changes himself independently before and after PE.
- Child 277 has become much more confident in class and built great friendships.
- Child 278 continues to be a happy and helpful member of the class. He always comes to school with a smile on his face.
- Child 279 to learn new skills at his work experience in Primary.
- Child 280 has become more confident at using his voice in class and in some school activities, e.g. choir
- Child 281 is more independent when changing and showering after PE lessons. He is also more aware of public and private and can look after his clothes by putting them in a locker.
- Child 282 is more independent in the kitchen and is able to follow well known recipes independently. He is able to follow familiar sequences of events more independently. He remembers to wear his apron and wash his hands before starting a recipe and when he goes to the toilet he will remove his apron and put it back on afterwards. He's been able to transfer his counting skill (up to 10) to use in everyday tasks and activities with some verbal prompts. He is able to respond to the question: How many? by using numbers up to 10.
- Child 283 is more able to express herself more accurately when using symbols and signs. She attempts to say words when using familiar symbols and signs.
- Child 284 is more independent when changing and showering after PE. He is more aware of private and public and can change alongside other students sensibly and independently.
- Child 285 expresses her needs and wants more confidently. She is more outgoing and has started developing some interest in her peers.
- Child 286 has made excellent progress with his behaviour and become much more independent around school!
- Child 287 is making choices more effectively when off-site and she is taking a more active role in the community, e.g. using symbols to know what to buy in the supermarket, to make choices using symbols in the Café...
- Child 288 is on target to complete her ASDAN Personal Progress Certificate at the end of year 11
- Child 289 behaviour has been outstanding and so have engagement in community learning opportunities
- Child 290 has started swimming and using the school showers. He achieved fantastic results in his Entry Levels.
- Child 291 is able to participate in and show an understanding of the concept of games and shows real enjoyment when he has success. He also will participate in dance and yoga.

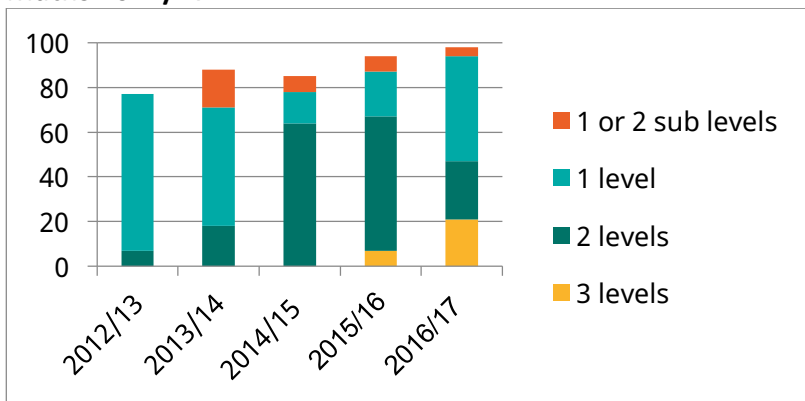


## 5.6. Key Stage 4 progress Stepping On and Climbing up pathways

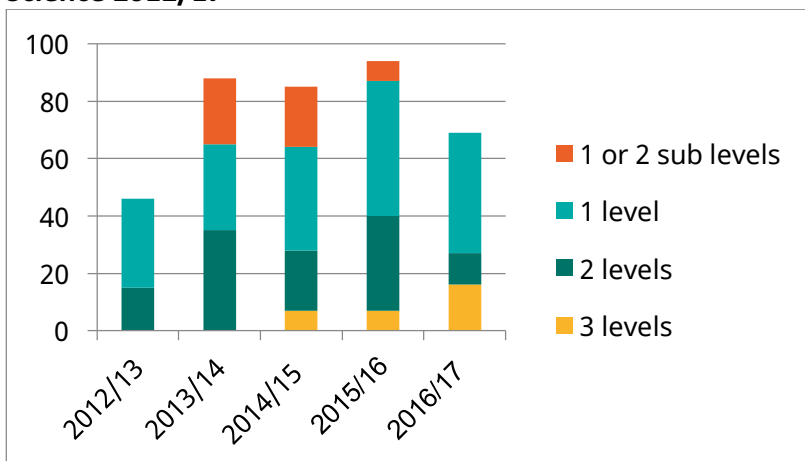
### Communication and Language 2012/17



### Maths 2012/17



### Science 2012/17





## 6. Pupils at post-16

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Pupils aged 16 and above are currently allocated to one of three groups within the 'Taking Off' pathway:

- Internship with Project SEARCH in preparation for employment
- Vocational work alongside a continuing specialist curriculum within a Whitefield class based at Waltham Forest College
- Specialist curriculum with a growing emphasis on preparation for life after school based at Whitefield Schools and Centre

### 6.1. Project Search

Project SEARCH is a year-long supported internship programme of work based training. The Whitefield Academy Trust Project SEARCH programme is a partnership between Barts Health NHS Trust, schools and colleges from Waltham Forest and surrounding boroughs alongside supported employment providers Kaleidoscope Sabre.

As of July 2017, 58 young people from Whitefield Schools and other partner schools have completed our Project SEARCH programme with an outstanding, award winning, level of employment outcomes of 75%. Project SEARCH graduates are integrated members of staff in departments across The Trust and we also have a number of successful job placements in partnership organisations working in the hospitals and out in the community.

In Cohort 5 (2017-2018) there are 24 young people working across Whipps Cross and Royal London Hospitals.

### 6.2. Pupils based at college

**Pupils based at college** continued to benefit from a specialist core curriculum taught by Whitefield staff, with an emphasis on the development of communication and life skills. They also followed vocational courses accredited within the Entry Level framework.

#### **Individual achievements by this year's college leavers:**

- Child 298 is studying hard and managing his own revision time for his exams.
- Child 311 started a business with 2 friends from his class. He worked in a team of 3 planning, negotiating and organising selling DVDs, power banks and postcards. He demonstrated initiative, drive and communications skills when he had a graphics shop make postcards of his photography. He sold to staff and students at college
- Child 312 has improved the quality of his work.
- Child 314 is accessing College and the wider community increasingly with less support
- Child 323 accesses College and the wider community with minimal or no adult support thus continuing to expand her array of travel skills
- Child 328 accesses College and the wider community with minimal support. He consistently demonstrates positive role model qualities and engages with all learning at college
- Child 329 is accessing College and the wider community increasingly with less support, for example going off-site to by fish and chips with no support.



- Child 331 accesses College and the wider community with minimum or no support and continues to expand his array of travel skills safely. He is a positive role model and often help out with P.E teacher.
- Child 332 accesses College and the wider community with minimum adult support and continues to expand his array of travel skills safely
- Child 337 manages college environment independently and in the community - He demonstrates his social skills playing basketball with the group

### 6.3. Pupils based at Whitefield

**Pupils based at Whitefield** followed the school's specialist curriculum, with an increasing emphasis on the skills for life after school.

#### **Individual achievements by this year's leavers:**

- Child 320 determination, bravery and his sense of fun
- Child 321 Has continued to show a positive and committed attitude to her learning - engaging in all sessions to the best of her ability - by communicating her needs and wants
- Child 322 has participated in the Lloyds Park Green Gym project and for this has achieved the John Muir Explorer Award. He is also a member of the school football team winning the South London Football Tournament.
- Child 324 has recently won the "South London Football Tournament" together with the friend from Whitefield School Football team.
- Child 325 has become more assertive, she will now say 'no' to things she doesn't like. This is an essential skill for her future
- Child 326 academic year he is more settled in class and is confident in communicating with staff - by saying more words and signing in morning circle. He has developed a routine using symbols and this will help him become more independent.
- Child 327 has continued going to the Green Gym in Lloyds Park, his confidence has grown and he is becoming a good role model to the new students attending.
- Child 330 has become better at requesting things such as going to the toilet and asking for a biscuit. He will ask to go to the toilet and when he has been given permission he will go straight away and return once finished.
- Child 333 has enjoyed taking part in a range of work experience activities in the community. For example, working at the Harvester where he tidied and prepared the restaurant; cleaning-out the horses at the yard and conservation at the Lee Valley. He used money raised through his mini-business to make a donation to the Guide Dogs for the Blind - he enjoyed meeting the Guide Dogs. Recently, He has started his transition to Barnet and Southgate College and he has settled in well
- Child 334 has shown an acute awareness of class routines - by auditory cues and signals - so can engage in activities based on her understanding of what the cues represent
- Child 335 significant achievement is in managing her own feelings and realising when she needs a break, asking for it appropriately.
- Child 336 term, He was given a Jack Petchy award for the outstanding progress that he has made in post 16. He is now far more confident at trying new experiences and persevering with the things that he finds difficult



#### **6.4. Accredited Courses**

All Project Search interns completed the ASDAN Employability Level 1 Qualification. 30 young people completed modules within the ASDAN Towards Independence Scheme, including Meal Preparation, Creativity, Out in the Community and Personal Safety. Eight students based at the college collected 16 Edexcel unit credits and received Edexcel Entry Level Certificates in Skills for Independence and Work (Entry 2).

#### **6.5. Destinations post- school**

Of 21 pupils who left Whitefield post 16 provisions in July 2017 –

10 students now attend continuing education in local colleges.

8 students now attend quality Social Care provision for continuing learning and development.

1 student graduated from Project SEARCH into full time paid employment

2 students are working with Project Search 2017-2018

There are no 'NEETs'- all young people are in employment, education or training or well placed in good quality Social Care provision.



# Whitefield Schools and Centre – Additional Achievement and Progress Data 2016/17



## 7. Summary of outcomes for pupils from specific ethnic groups

Mean averages as entered into CASPA (i.e. with increments) where there are 5 or more pupils in a group

KS1	Whole cohort (19)			Other white (5)			KS2	Whole cohort (18)			Pakistani (8)		
	YR	Y2	Progress	YR	Y2	Progress		Y2	Y6	progress	Y2	Y6	progress
Eng	3.8	5.3	1.5	3.7	4.9	1.2	Eng	4.4	6.6	2.2	4.1	6.1	2
Maths	3.6	5.4	1.7	3.6	5	1.4	Maths	4.4	6.5	2.2	4.4	6.5	2.1
Sci	3.7	5.1	1.4	3.8	4.8	1	Sci	4.2	5.9	1.7	4.3	5.7	1.4

Progress of Other white students is slower than that of the whole cohort.

Progress of Pakistani students is slightly slower than that of the whole cohort.

KS3	Whole cohort (16)			Black African (8)			Other White(5)		
	Y6	Y9	progress	Y6	Y9	progress	Y6	Y9	progress
Eng	6.4	8.7	2.4	6	9.4	3.4	5.7	6.1	0.4
Maths	6.3	8.5	2.3	5.7	9.1	3.4	5.8	6.5	0.7
Sci	6.2	8.3	2.1	6	8.9	2.9	5.3	6	0.7

Progress of Black African students is greater than that of the whole cohort from lower starting points.

Progress of Other White students is lower than the whole cohort from lower starting points.

KS4	Whole cohort (19)			White British (5)		
	Y6	Y11	progress	Y6	Y11	progress
Eng	6	8.8	2.8	8	13	5.2
Maths	6.2	8.8	2.5	8.5	13	4.1
Sci	6	8.6	2.5	8.2	13	5

Progress of White British students is a lot higher than that of the whole cohort from higher starting points



## 8. Summary of outcomes for pupils by gender

Mean averages as entered into CASPA (i.e. with increments)

KS1	Boys (14)			Girls (5)		
	YR	Y2	progress		Y2	progress
Eng	3.7	5.4	1.7	Eng	5.1	1.1
Maths	3.6	5.5	1.9	Maths	5.0	1.3
Sci	3.7	5.2	1.6	Sci	4.8	0.9

Reflects the different SEN of boys and girls in this cohort.

KS2	Boys (18)			Girls (4)		
	Y2	Y6	progress	Y2	Y6	progress
Eng						
Maths	4.2	6.5	<b>2.3</b>	5.2	7.2	2.0
Sci	4.2	6.4	<b>2.2</b>	5.8	7.3	1.5
	4.0	5.9	<b>1.9</b>	5.5	6.3	0.8

Reflects the different SEN of boys and girls in this cohort.

KS3	Boys			Girls (5)		
	Y6	Y9	progress	Y6	Y9	progress
Eng	6.4	8.9	2.5	4.6	5.6	1.0
Maths	6.3	8.7	2.4	4.4	5.5	1.1
Sci	6.2	8.4	2.2	3.9	4.5	0.6

Reflects the different SEN of boys and girls in this cohort.

KS4	Boys (14)			Girls (5)		
	Y6	Y11	progress	Y6	Y11	progress
Eng	7.0	10.7	3.7	3.8	4.6	0.8
Maths	7.2	10.4	3.2	4.0	4.9	0.9
Sci	6.9	10.3	3.4	4.0	4.4	0.4

Reflects the different SEN of boys and girls in this cohort.





## 9. Summary of outcomes for pupils with and without pupil premium

KS1	Pupils receiving pupil premium (10)			Other pupils (9)		
	YR	Y2	progress	YR	Y2	progress
English	4.0	5.6	1.6	3.5	5.0	1.5
Maths	3.8	5.7	1.9	3.5	5.1	1.6
Science	3.8	5.2	1.4	3.6	5.0	1.4

Pupils receiving pupil premium make greater progress from higher starting points. than other pupils

KS2	Pupils receiving pupil premium (14)			Other pupils (8)		
	Y2	Y6	progress	Y2	Y6	progress
English	4.8	7.3	2.6	3.9	5.6	1.7
Maths	4.8	7.1	2.3	4.0	5.8	1.8
Science	4.4	6.6	2.2	3.9	5.2	1.3

Pupils receiving pupil premium make greater progress from higher starting points. than other pupils

KS3	Pupils receiving pupil premium 17			Other pupils 10		
	Y6	Y9	progress	Y6	Y9	progress
English	6.5	9.2	2.7	6.1	7.9	1.8
Maths	6.3	9.0	2.7	6.1	7.7	1.6
Science	6.4	8.7	2.3	5.7	7.5	1.8

Pupils receiving pupil premium make greater progress from higher starting points. than other pupils

KS4	Pupils receiving pupil premium (10)			Other pupils (12)		
	Y6	Y11	progress	Y6	Y11	progress
English	6.3	8.5	2.2	5.8	9.1	3.2
Maths	6.4	8.5	2.1	6.1	9.0	2.9
Science	6.1	7.8	1.7	6.0	9.0	3.0

Pupils receiving pupil premium make less progress from higher starting points than other pupils.



## 10. Summary of outcomes for pupils by SEN

Mean averages as entered into CASPA (i.e. with increments) where there are 5 or more pupils in a group

KS1	Whole cohort (19)			ASD (16)			SLD (3)			KS3
	YR	Y2	progress	YR	Y2	progress	YR	Y2	progress	
Eng	3.8	5.3	1.5	4.0	5.8	1.8	3.2	3.7	0.5	Eng
Maths	3.6	5.4	1.7	3.8	5.8	2	3.3	4.0	0.7	Maths
Sci	3.7	5.1	1.4	3.9	5.5	1.6	3.4	4.1	0.7	Sci

KS3	Whole cohort (29)			ASD (20)		
	Y6	Y9	progress	Y6	Y9	progress
Eng	6.4	8.7	2.4	6.5	9.9	3.4
Maths	6.3	8.5	2.3	6.3	9.6	3.3
Sci	6.2	8.3	2.1	6.3	9.3	3.0

Pupils with ASD made greater progress than the average for the whole group from slightly higher starting points. In this cohort, pupils with SLD have particularly complex needs; their progress will be monitored closely during KS2.

Pupils with ASD made greater progress than the average for the whole group from higher starting points.

KS2	Whole cohort (20)			ASD (16)			SLD (5)			KS4
	Y2	Y6	progress	Y2	Y6	progress	Y2	Y6	progress	
Eng	4.4	6.6	2.2	4.6	7.3	2.7	5.4	7.2	1.8	Eng
Maths	4.4	6.5	2.2	4.8	7.4	2.6	5.2	6.8	1.6	Maths
Sci	4.2	5.9	1.7	4.4	6.4	2	5.3	7.4	2.2	Sci

KS4	Whole cohort (16)			ASD (19)		
	Y6	Y11	progress	Y6	Y11	progress
Eng	6.0	8.8	2.8	6.5	9.9	3.4
Maths	6.2	8.8	2.5	6.7	9.9	3.2
Sci	6.0	8.6	2.5	6.5	9.6	3.1

Pupils with ASD made greater progress than the average for the whole group from higher starting points; pupils with SLD made average progress from slightly higher starting points, except in science where their progress was greater than average.

Pupils with ASD made slightly greater progress than the average for the whole group from higher starting points.



## 11. Progress and achievement of Children who are Looked After

Sch	YG	Gen	SEN	Eng		Maths		Sci		Attendance %		Significant achievement
				Sum 16	Sum 17	Sum 16	Sum 17	Sum 16	Sum 17	2015-16	2016-17	
NCSS	Y13	M	ASD	Post 16						96	69	Child 125 has adapted well to changes in the class and formed good relationships with the staff and peers.
NCSS	Y11	F	ASD	P5.2	P5.6	P5.6	P6.0	P5.0	P5.6	99	99	Child 289's behaviour has been outstanding and so have engagement in community learning opportunities
NCSS	Y9	M	ASD	P5.0	P5.6	P4.8	P5.2	P4.8	P5.2	99	98	Child 236 has started to vocalise key words throughout the day.
MBS	Y7	M	ASD		P1ii.0	P1ii.2	P1ii.0	P1ii.2	P1ii.0	99	95	Child 167's achievement this term has been his willingness to take part in activities in the classroom - responding well to new adults working with him
NCSS	Y14	M	ASD	Post 16						95	94	Child 331 has become better at requesting things such as going to the toilet and asking for a biscuit. He will ask to go to the toilet and when he has been given permission he will go straight away and return once finished.
NCSS	Y10	F	ASD	1C.2	1C.4	P8.6	1C.2	P8.0	P8.6	99	99	Child 287 is an active member of the class who always joins in the lessons and group activities, she is a good role model and recently is expressing herself more through speech and gestures.
NCSS	Y10	M	ASD	P5.6	P5.8	P5.0	P5.2	P5.2	P6.0	99	97	Child 269 has made a successful transition to Key Stage 4, voicing his wants and needs verbally thus making giant steps towards independence. Being able to dress himself, make simple snacks and enjoy all enrichment activities outside the classroom
NCSS	10	M	ASD	P4.6	P4.8	P5.0	P5.2	P4.2	P4.4	98	96	Child 265 has made a happy and smooth Transition to Key Stage 4
MBS	9	M	SLD	P7.2	P8.8	P7.8	P8.8	P7.8	P8.4	99	93	Child 54 has become more confident when presenting his work to an audience - Well Done!
NCSS	12	F	ASD	P6.2	P6.2	P6.2	P6.2	P5.6	P5.6	97	89	Child 306 is really enjoying the opportunity of choosing her own activity at the start of the day - usually a jigsaw - she is totally focused and able to complete a 200 piece independently.



# Jack Petchey Awards 2016-17

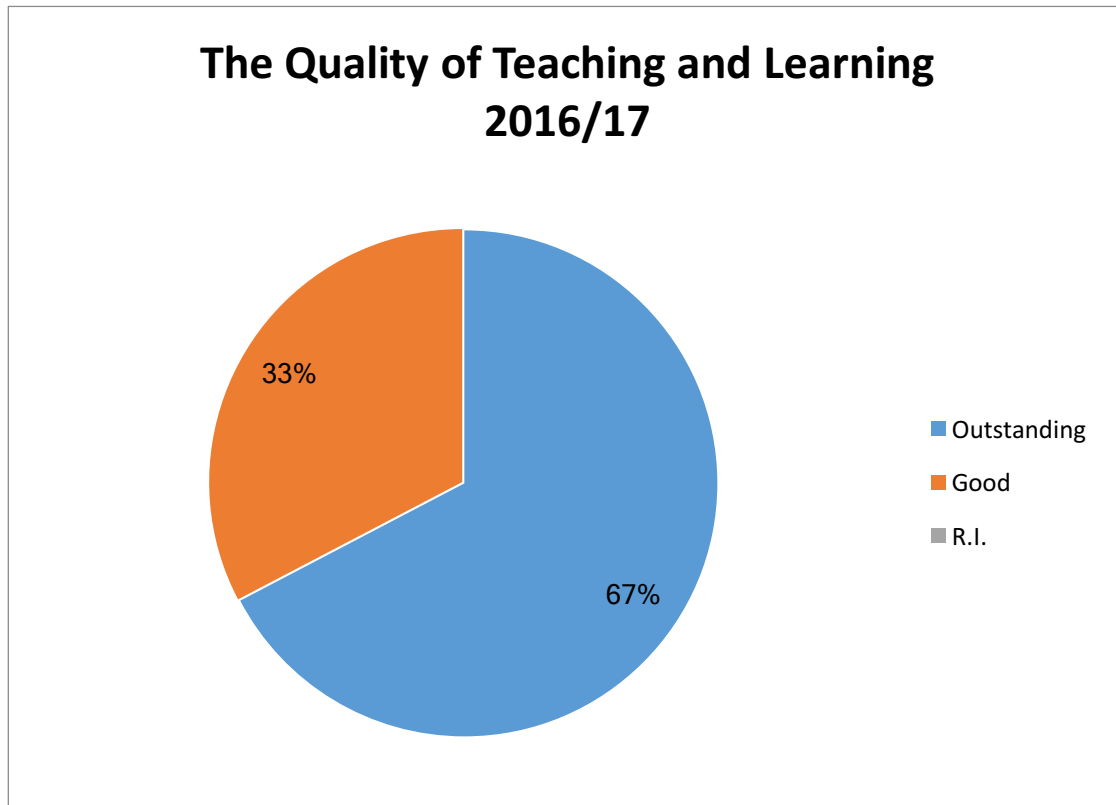
6 pupils were nominated for awards which will be presented in a ceremony at Walthamstow Assembly rooms in November 2017.

Child 349, Child 279, Child 221, Child 238, Child 275 and Child 239 are our candidates for this year.

- **Name of award winner:** Child 349 **Age of award winner:** 19  
**Reason for award:** Child 349 has developed his confidence and demonstrated this in the school performance of Mary Poppins and in his recent residential trip. He is a happy student that works hard and is a valued member of the class.
- **Name of award winner:** Child 279. **Age of award winner:** 15  
**Reason for award:** Child 279 has made excellent progress throughout the key stage. He has become more independent, much more able to cope with change and generally he is turning into a lovely young man!
- **Name of award winner:** Child 221. **Age of award winner:** 14  
**Reason for award:** Child 221 is making great steps in becoming more independent, he is now able to wash/dress himself and also walk to/from class by himself after he is signed in/out by his parents. He is also trying hard to say familiar words and name the adults within his class. He is generally very happy and polite.
- **Name of award winner:** Child 238. **Age of award winner:** 14  
**Reason for award:** Child 238 has made great progress in sports and through sports his behaviour and attitude have improved a lot. He has also been very caring and helpful this year to our new year 7's and taken on a big brother role, helping them when they get stuck, in class and in PE.
- **Name of award winner:** Child 275. **Age of award winner:** 15  
**Reason for award:** Child 275 always gives everything his best shot - he works hard even when things are tough for him. He has undertaken a work placement in the school looking after younger children and even leading circle time.
- **Name of award winner:** Child 239. **Age of award winner:** 14  
**Reason for award:** Child 239 has come so far; he is sociable and friendly and talks to all. His behaviour has improved so much and he tries hard in all his subjects.



# The quality of teaching and learning at Whitefield 2016-17



**Teacher observations took place in Autumn Term 2016 and Summer Term 2017. 100% of Teacher observations were outstanding and good.**

67% of teacher observations were outstanding  
33% of teacher observations were good  
0% of teacher observations required improvement (0)  
0% of teacher observations were inadequate (0)



# Pupil Voice at Whitefield Schools and Centre - Analysis of Pupil Questionnaires – Autumn Term 2016

Two questionnaire formats were used; class teachers decided which format was appropriate for each pupil and arranged support to record pupils' views.

**Questionnaire A** was based on the format previously used by Ofsted. 60 responses were received. The majority of pupils using this questionnaire were in the Niels Chapman Secondary School. Some pupils completed it independently and others were supported by classroom staff acting as 'scribes'.

**Questionnaire B** was shorter and more appropriate for pupils at earlier levels of development. 252 responses were received, completed by and on behalf of pupils across all three schools. The nature of most responses indicates that staff had made every effort to express their pupils' views or to identify key issues for them.

Responses were received from a higher proportion of pupils this year than in 2015 (312 out of 346 pupils on roll or 90%). This supports the decision to distribute the questionnaires slightly earlier in term, before the busy Christmas period.

## Summary

As in previous years, the responses show that nearly all pupils are very satisfied with their experience at Whitefield. They like school, feel safe and are being supported to learn and to behave as well as they can.

A small group of pupils are anxious about school or the behaviour of other pupils. This is being addressed on an individual basis and within the School Improvement Plan priority linked to mental health and emotional wellbeing.

Abler pupils' responses show that the curriculum works well for them though some would like more free time, more offsite activities and more opportunities to use ICT and take part in PE. This suggests that the work being done to develop the Climbing Up curriculum is effective and the focus group will take account of pupil views in further developments.

Playgrounds have been developed in recent years; however the responses to questionnaire A highlight the fact that there is more to be done to provide activities for those using the top playground at break times. The Student Council will be asked for more specific suggestions around equipment and SLT will consider fencing off an area for ball games.

Pupils responding to questionnaire B strongly prefer practical activities and those with a physical and sensory dimension and this is reflected in their views on what would make school better – more swimming, more community activities, more music or singing and more playground equipment. Work being done to develop the Stepping On curriculum will move the focus to more practical and vocational activities and more time in the community. These activities are staff intensive for the pupils in Margaret Brearley School and pupil premium funding will be allocated to provide additional support. Significant sums have been spent on specialist play areas (such as the adventure playground) in recent years; SLT will discuss options for the 'ordinary' playgrounds.

Things which pupils dislike have remained relatively consistent over time and pupils still have difficulties with sitting still, noisy environments, limitations on choice and physiotherapy. Staff will be reminded of these issues and they will be included in the safeguarding session for staff induction.



Pupils' favourite place is their classroom and it is reassuring that so many pupils find their classroom a safe and pleasant place to be. The other most common responses validate the investment in high quality facilities on site as pupils identified the swimming pool, adventure playground, soft play area and the immersive room as favourite places.

### **Key actions**

- Continue to invest in ICT, sport and the expressive arts, which have consistently been identified as activities which pupils enjoy
- Continue to use pupil premium funding to provide opportunities for drama and music
- Continue with current actions to develop the curriculum for pupils following the Climbing Up and Stepping On pathways
- Include guidance about aspects of school which pupils find difficult in induction training for permanent and supply staff to enable them to adapt the learning environment where possible
- Continue to develop staff knowledge about mental health and emotional wellbeing to help all pupils feel safe in school
- Review playgrounds so as to provide opportunities for ball games
- Seek advice from the Student Council regarding specific equipment for playgrounds
- Review the impact of pupil premium funding in supporting swimming and community activities for pupils in Margaret Brearley School



# Parent questionnaire at Whitefield School – November 2016

## Parent questionnaire at Whitefield School – November 2016

119 questionnaires were returned (34% of the school)

Out of 119 questionnaires, 74 agree with all statements (62%)

### **Statement 1 – My child is happy at Whitefield**

119 agree (100%)

### **Statement 2 – My child feels safe at Whitefield School**

119 agree (100%)

### **Statement 3 – My child makes good progress at Whitefield School**

115 agree (96.5%), 3 disagree/not sure (2.5%), 1 no comment (1%)

### **Statement 4 – Whitefield School meets my child's particular needs**

116 agree (97%), 2 disagree/not sure (2%), 1 no comment (1%)

### **Statement 5 – Whitefield School ensures my child is well looked after**

119 agree (100%)

### **Statement 6 - My child is taught well at Whitefield School**

119 agree (100%)

### **Statement 7 – Whitefield School helps my child to develop skills they need now and in the future**

114 agree (96%), 5 disagree/not sure (4%)

### **Statement 8 – Whitefield School helps my child to manage their behaviour**

117 agree (98%), 1 disagree/not sure (1%) 1 no comment (1%)

### **Statement 9 – Whitefield School deals with any cases of bullying effectively**

100 agree (84%), 0 disagree/not sure, 19 no comment (16%)

### **Statement 10 – Whitefield School helps me support my child's learning**

116 agree (97%), 2 disagree/not sure (2%), 1 no comment (1%)

### **Statement 11 – Whitefield School responds to any concerns I raise**

117 agree (98%), 1 disagree/not sure (1%), 1 no comment (1%)

### **Statement 12 – Whitefield School keeps me well-informed about my child's progress**

115 agree (96.5%), 2 disagree/not sure (1.75%), 2 no comment (1.75%)

### **Statement 13 – Whitefield School is well-led and well-managed**

116 agree (97%), 2 disagree/not sure (2%), 1 no comment (1%)

### **Statement 14 - If there is anything else you would like the school to know, please tell us here and we will get back to you.**

34 parents responded.

12 parents made positive comments – examples are:

'I'm very happy with everything in Whitefield School'

'the school plans my son's education in a person-centred way and I am fully involved'

'the very best school for M', 'I love the kindness I see from the staff and how happy the children are'

'we are so very pleased with every aspect of S's education, well-being, social development, self-care'

'I would like to say thank you to all for creating such a great opportunity to develop for kids like M'

23 parents raised specific concerns or questions

Of these, 8 were unhappy with the level of speech and language therapy available and 7 asked for more regular information on their children's progress

1 parent shared information about her son's behaviour at home

All comments have been discussed by the Principal and the appropriate Head of School and parents expressing concerns have been contacted.





# Statutory Information

The School Information (England) (Amendment) Regulations 2016 require all schools to display the following standard attainment information on their websites.

## Key stage 2

- % of pupils meeting expected standard or above in reading, writing and maths - 0
- % of pupils making average progress in reading, writing and maths - 0
- % of pupils achieving an average 'scaled score' in reading and maths – not applicable
- % of students achieving a high level of attainment in reading, writing and maths - 0

## Key Stage 4

- Progress 8 score – not applicable
- Attainment 8 score – not applicable
- % of pupils who got a good pass in English and maths - 0
- % of pupils achieving the English Baccalaureate - 0
- % of students who continue in education or training, or move on to employment at the end of 16 to 19 study – 100%

## Key Stage 5 (From March)

- The progress students have made in English and maths – not assessed separately
- The progress students have made compared with students across England - not assessed separately
- The average grade that students in your college get at KS5 – not applicable
- Student 'retention' (the percentage of students who get to the end of their study programme) – 100%
- Student 'destinations' (the percentage of students who continue in education or training, or move on to employment at the end of 16 to 19 study) – 100%



**Available via the school's  
website:  
[www.whitefield.org.uk](http://www.whitefield.org.uk)**