



Whitefield
Academy Trust

**Information
Report**

Pupils' Achievement & Progress 2018-2019

**Category: Leadership Directors
/Advisory Council,**

Key Elements

This document summarizes the key information relating to achievement and progress by pupils at Whitefield Schools during 2018-19.

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Headlines – Pupil progress and Achievement - Academic Year 2018-19

Pupil outcomes during 2018-19 are outstanding.

Progress continues to be outstanding overall.

Pupils joining the school within the **EYFS** settle very well and **quickly make progress** from their individual starting points.

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 from their individual starting points. This is an improvement compared to last year's KS3 cohort who made good progress.

Pupils at post 16 make outstanding progress within the 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 outstanding progress** from individual starting points.

There is no evidence that deprivation affects progress. 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)
- as shown by 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 monitor progress systematically and evaluate progress and achievement in relation to each child or young person's starting point, their special educational needs and a range of factors affecting their learning and progress in order to make secure judgements.

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.

The quality of teaching and learning is outstanding. This was confirmed by the Challenge Partners review (March, 2019).

Rigorous monitoring of the quality of teaching and learning by senior and middle leaders throughout the year through lesson observations and progress meeting ensures progress is tracked and teaching is of quality and personalised to meet pupils' individual needs.

Whitefield Schools' Senior Leadership Team know that pupil progress during 2018-19 was outstanding because: Progress measures continue to be outstanding overall. Pupils joining the school within the EYFS settle very well and make progress.

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.

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

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 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 PPSPs.

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.

The leadership recognised the need to revise the curriculum. Teachers and leaders are working together to develop a new system of assessment based on an in depth look of individual pupil progress. The new system is being developed with the needs of our cohort in mind and with the contribution from staff at different levels. The progress of pupils will be mapped out against a continuum of 'milestones' for at least the core subjects.

Lesson observations show that pupils consistently make progress. Practically all lessons met the Trust's criteria for high quality teaching and learning.

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

- thorough review of termly progress and more tailored support provided
- increased accreditation
- support to identify appropriate placements after school
- review of pupil premium based on behaviour data
- 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

Actions for 2019-2020

The Leadership Team recognises the continuous work and effort to improve curriculum, progress and outcomes for all pupils. The following actions have been identified, bearing in mind the new emphasis on the whole curriculum in the Education Inspection Framework:

- A new assessment system (milestones continuum) to track progress on receptive and expressive communication was developed in collaboration with staff and piloted in July 2019. Milestones are being planned for maths, science and non-core subjects.
- A new system to map out the progress of all pupils in core subjects throughout their education at Whitefields has been developed and piloted. This is currently in a spreadsheet form and it will be incorporated in to our online SENTinel dashboard.
- A focus on evidencing individual progress has been identified. Aspirational targets will be tracked more closely to evidence progress.
- A new tool to measure Personal Social and Health education tool will be developed based on the revised programmes of study on this areas and will allow progress to be measured in this very important for our pupils area of learning
- The consistent delivery and progress of the wider curriculum will be closely developed and reviewed to ensure progression in non-core subjects
- Review and further develop literacy and reading to ensure all pupils are challenged to develop their reading skills in a way that is suitable and accessible to them



Summary of progress within the National Curriculum and P-levels by Key Stage 2018/19

Summary of progress within the National Curriculum and P-levels by Key Stage 2018/19

Pre KS standards: The Government published a list of descriptors known as 2019 Pre-KS1 standards and 2019 Pre-KS2 standards. Teachers must use these standards to make statutory TA (Teacher Assessment) judgements, at the end of KS1/KS2, for pupils who are working below the national curriculum TA frameworks and above P scale 4. If a pupil is working below these standards, teachers should report their outcomes using P scales 1 to 4.

Children and young people following the Reaching Out pathway

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

13 pupils at the end of KS1,2,3 and 4 follow the Reaching out pathway. There were 2 EYFS pupil following the reaching out curriculum.

8 out of 14 pupils made a sublevel of progress in at least one subject, and 2 made at least 1 level of progress on average in both subjects.

All EYFS and Reaching Out pupils managed a significant achievement within their personalised curriculum.

In KS1, there were 2 reaching out pupils, two more than the previous year. Both pupils made at least 1 sub level of progress in all subjects.

In KS2, 2 out of 4 pupils made at least a sublevel of progress in at least one subject.

In KS3, all 1 out of 3 pupils made a sublevel of progress at least in one subject.

In KS4, there were 4 pupils following the reaching out pathway. 3 out of 4 pupils made at least a sub level of progress in one of the subjects.

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

Overall progress shows an average of 90% of pupils and young people making at least one sublevel of progress from their starting points. There is a particular rise in English across the key stage, however a lower % of pupils made 2+ levels of progress this year compared to the previous years. This is a combination of starting points as well a lack of detail in the P level /National Curriculum assessment system.

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, same as the previous year.

92% of children made at least one sublevel of progress in English and Maths, this denotes a 12% increase compared to the previous year. 14% made 3 or more levels progress in English, this is 10% lower than the previous year.

92% of children made at least one sublevel of progress in science. This is a 9% increase compared to the previous year.

Pre KS1 standards: In 2019, 2 pupils in Year 2 were assessed against the Pre KS1 standards in three areas: English language comprehension and reading, Writing and Mathematics. These pupils did not meet the Pre KS-standards overall. However,

- 1 pupil met 7 of the 12 standards: 2 for English language comprehension and reading, 2 for Writing and 3 for Mathematics
- 1 pupil met 2 of the 12 standards: 2 Mathematics



KS2

Children started the Key Stage at between P2(ii) and P5 in all subjects which is lower than last year's entry points where P8 was the highest entry point.

In all subjects, on average 97% of children made at least one sublevel of progress. This is on par with the previous year. In English 92 % of children made at least one sublevel of progress. This is the highest % for English in the last four years.

Pre KS2 standards: In 2019, 4 pupils in Year 6 were assessed against the Pre KS1 and KS2 standards in English language comprehension and reading, Writing and Mathematics.

These pupils did not meet the Pre KS-standards overall. However,

- 1 pupil met 11 out of 12 standards: all the 4 standards for English language comprehension and reading and Mathematics and 3 out of 4 standards for writing.
- 1 pupil met 4 out of 12 standards: 1 for English language comprehension and reading and 3 for Mathematics
- 1 pupil met 8 out of 12 standards: 2 for English language comprehension and reading, 3 for Writing and 3 for Mathematics
- 1 pupil met 10 out of 12 standards: 3 for English language comprehension and reading, 3 for Writing and 4 for Mathematics

KS3

Children started the Key Stage at between P1(ii) and NC 2A in all subjects which is higher compared with P2-P8 starting points last year.

In English, 95% young people made at least one sublevel of progress. This is a 20% rise compared to the previous year. 10% young people made at least 3 levels of progress - 5% higher than the previous year.

In maths, 95% of young people made at least one sublevel of progress. This is a 15% rise compared to the previous year. 10% young people made at least 3 levels of progress - 5% higher than the previous year.

In science, 85% of young people made at least one sublevel of progress. 5% young people made at least 3 levels of progress, this is similar to the previous year.

KS4

The young people started Key Stage 3 at between P2(ii) and level 2 in all subjects which is a lower starting point than last year's entry points.

In English and Maths, more than 85 % of young people made at least one sublevel of progress. This is slightly higher than the previous year.

In Science, 90% of young people made at least 1 sub level of progress - 5% higher than the previous year.

In all 3 subjects, the number of young people making 3 levels of progress was lower than the previous years.

Post 16

Young people had the opportunity to follow the 'Taking Off' pathway 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.

In 2018-2019 there were 23 young people working across Whipps Cross and Royal London Hospitals. There were no young people from Whitefield in this cohort. 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.

Accreditations

Currently all pupils within the Secondary phase across the Academy are completing different ASDAN Accreditation Pathways. Each pathway 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 are module based and pupils are able to receive a certificate on completion of each module. Personal Progress and



PSD 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.



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

1.1. The 2018-19 end of EYFS cohort

There were 17 pupils in YR when teacher assessments were made in June 2019.

12 pupils have ASD, 2 pupils have SLD, 2 pupils have PMLD and 1 pupil has MSI.

Three of the pupils receive pupil premium

There was 1 Child who is Looked After in this group.

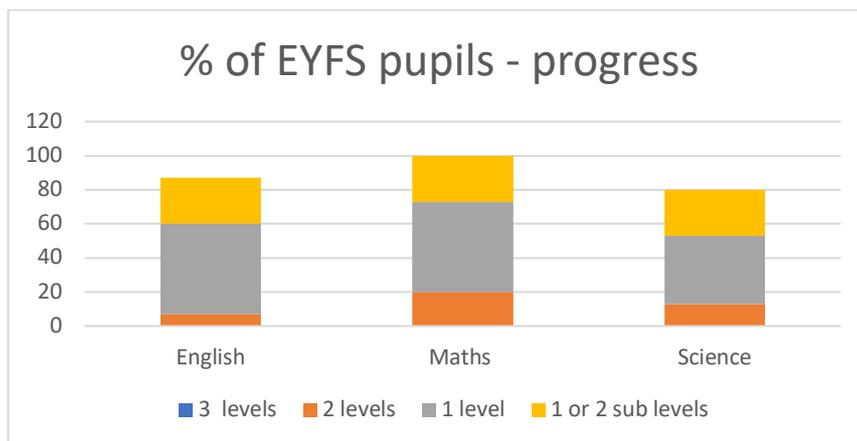
15 pupils were following the EYFS curriculum differentiated for their needs, 2 pupils were following the Reaching Out curriculum.

1.2. Progress

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

80% of the children made at least one sub level of progress across all three subjects.

100% of the children made at least one sub level of progress in Maths.



1.3. Individual achievements – children following the Reaching Out Curriculum

Reaching Out

Child R.12	She has used her hands more reliably over the year as her curiosity about familiar objects, stimuli and media, engages her interest within familiar routine activities.
Child R.10	He has done extremely well to cope with a lot of change which includes starting school full time and building relationships with new people.



1.4. Individual achievements – children following the EYFS Curriculum

Child R.08	He now plays chase with a classmate regularly and is becoming more aware of the rest of his class
Child R.17	He has made particularly good progress in developing his 'Speaking and Listening' skills. He is beginning to ask more questions, as well as extending his conversations with familiar adults, using up to three or four word sentences.
Child R.15	She has coped very well with a male teaching assistant in her class. With the support of a familiar person whom she trusts, Ava was able to work alongside him. She now happily plays with him and walks alongside him to and from areas of the school.
Child R.03	He is embracing all the physical and sensory activities his new school has to offer. Carlo is beginning to make friends and now plays tickle chase with a few of his new classmates.
Child R.04	She thoroughly enjoys interacting with the adults in her class and has made good progress with her eye contact and vocalisations.
Child R.01	She now rarely taps hard toys and objects against her mouth and explores them much more purposefully. Her vocalisations have become more varied and her attention to adults who are working with her is also improving.
Child R.01	He is now able to join his class for up to 10 minutes for some activities, such as snack time, sticky kids and group playdough sessions.
Child R.16	She has become more confident in using her voice and has developed her verbal language skills; she can now make verbal requests at snack time more confidently.
Child 08.03	He has been able to leave the school premises and go on local school trips with his class. He can transition from a familiar place to a new place without difficulties.
Child R.11	He is now more confident at joining in with physical activities, such as using the swings, slide and climbing frame when in the local park
Child R.06	He is now able to transition well between familiar parts of the school, such as from the classroom to the dinner hall.
Child R.14	He is very aware of his peers and is particularly interested in one boy. He now initiates a game of chase by tapping him and running off laughing.
Child R.13	She has formed good relationships with class staff and enjoys playing cheeky and fun games with them. It is also pleasing to see that she is gradually beginning to join in with some circle activities.
Child R.05	She has made friends with Child R.16 at school, they talk to each other and play alongside each other throughout the day. When playing with the pull along toys they run together up and down the classroom, initiating their own game.
Child R.07	He is very happy at school and participates in physical and sensory play. He particularly enjoys messy play.



1.5. Summary - EYFS PROFILE 2019

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

- 2 pupils achieved the 'expected' level in 2 ELG (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 R.05 achieved the 'expected' level in PD (Moving & Handling) & UW (Technology),
 - Child R.17 achieved the 'expected' level in PD (Moving & Handling) & PSED (Managing Feelings and Behaviour)
 - Child R.11 achieved the 'expected' level in PD (Moving & Handling)
 - Child R.16 achieved the 'expected' level in PD (Moving & Handling)
 - Child R.03 achieved the 'expected' level in UW (Technology)
 - Child R.13 achieved the 'expected' level in UW (Technology)
 - Child R.01 was recorded as 'emerging' in all 17 ELGs
 - Child 08.03 was recorded as 'emerging' in all 17 ELGs
 - Child R.04 was recorded as 'emerging' in all 17 ELGs
 - Child R.06 was recorded as 'emerging' in all 17 ELGs
 - Child R.07 was recorded as 'emerging' in all 17 ELGs
 - Child R.08 was recorded as 'emerging' in all 17 ELGs
 - Child R.09 was recorded as 'emerging' in all 17 ELGs
 - Child R.10 was recorded as 'emerging' in all 17 ELGs
 - Child R.12 was recorded as 'emerging' in all 17 ELGs
 - Child R.14 was recorded as 'emerging' in all 17 ELGs
 - Child R.15 was recorded as 'emerging' in all 17 ELGs

Pupils achieved mostly in the following two ELGs.

ELG 15 – UW (Technology) - 6 pupils

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

- This is a very motivating ELG. Pupils achieved this by using role play equipment such as phones, shop tills etc. using and understanding iPads, computers, popcorn machines, smoothie makers etc.

ELG 4 – PD (Moving and Handling) – 2 pupils

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- Pupils achieved this by being physically able with both gross and fine motor control e.g. playing in the playground, soft play, completing P.E tasks etc. independently. Controlling a pencil, using scissors etc.



2. Pupils reaching the end of Key Stage 1

2.1. The 2018-19 end of KS1 cohort

There were 22 pupils on roll in Y2 when teacher assessments were made in June 2019.
 19 pupils have ASD, 2 pupils have SLD and 2 pupils have PMLD.
 7 pupils (30% of the cohort) are receiving pupil premium.
 There are no Children who are Looked After in this group.
 2 pupils are following the Reaching Out curriculum and 20 are following the Stepping On curriculum.

2.2. SATs

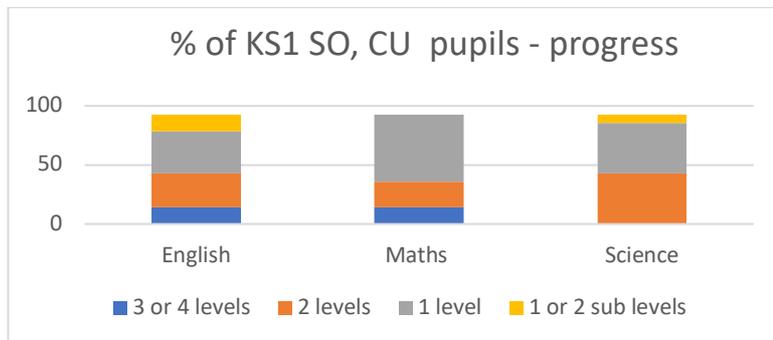
No Y2 pupils were working at a level consistent with entry for SATs.

2.3. Phonics Test

No pupils took the phonics test this year.

2.4. Progress

Children started the Key Stage at between P1(ii) and P5 in all subjects, same as the previous year.
 92% of children made at least one sublevel of progress in English and Maths, this is a 12% increase compared to the previous year. 14% made 3 or more levels progress in English, this is 10% lower than the previous year.
 92% of children made at least one sublevel of progress in science. This is a 9% increase compared to the previous year.



Pre KS 1 standards

KS1: In 2019, 2 pupils in Year 2 were assessed against the Pre KS1 standards in three areas: English language comprehension and reading, Writing and Mathematics. These pupils did not meet the Pre KS-standards overall. However,

- 1 pupil met 7 of the 12 standards: 2 for English language comprehension and reading, 2 for Writing and 3 for Mathematics
- 1 pupil met 2 of the 12 standards: 2 Mathematics

Pre KS 1 standards	English language comprehension and reading				English writing				Mathematics			
	1	2	3	4	1	2	3	4	1	2	3	4
Child 2.01	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	No
Child 2.02	No	No	No	No	No	No	No	No	Yes	Yes	No	No

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



Child 2.05	He has been engaged in most activities and he is willing to work with all the familiar adults in his class. Well done !
Child 2.22	She has made great progress with using picture cues within choosing time. She clearly understands the concept and is using the cues consistently now within this session

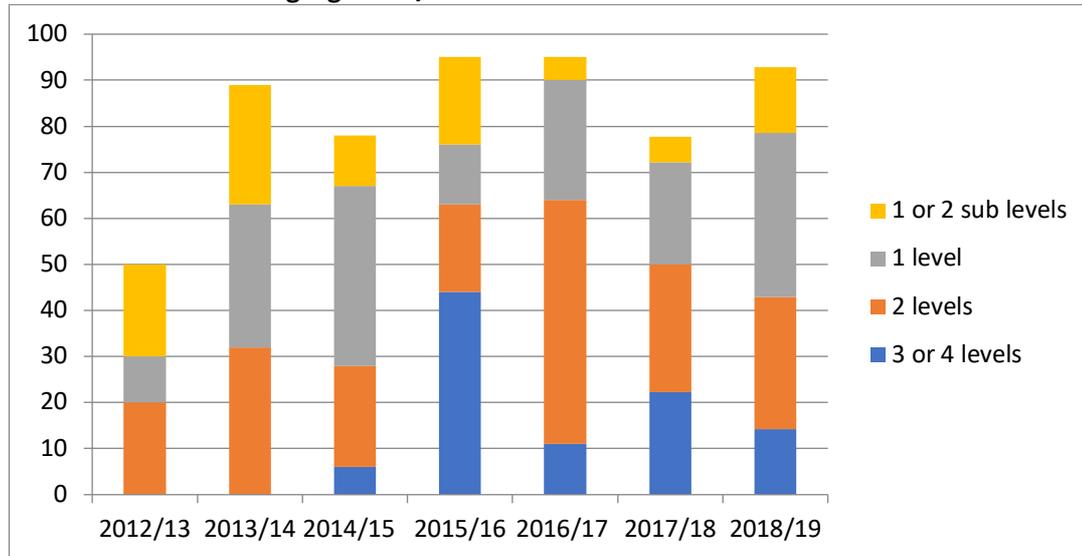
2.6. Individual achievements – children following the Stepping On curriculum:

Child 2.18	She has quickly adapted to her new school environment despite her seizures. We are really pleased to see her laughing and smiling in her new school environment.
Child 2.20	She is beginning to use PECS (symbols) and occasionally uses words to communicate some of her wants in class.
Child 2.03	He has been a superstar in his walker. He will now run using his walker and also slow down to concentrate on taking steps.
Child 2.02	He is starting to take ownership of his PECs book and use it with a range of adults.
Child 2.01	He has adapted to change this year much more quickly than the previous year.
Child 2.15	He has learnt how to trace different letters and is improving his reading skills.
Child 2.17	She is now eating a range of school dinners.
Child 2.11	She can now work independently with activities she is familiar with and with those she really enjoys.
Child 2.08	He is very keen on communicating with adults and peers. He uses a mixture of signs, symbols, pointing, body language and vocalisations. He is also trying very hard to pronounce some words and some of them can be clearly understood.
Child 2.07	He has improved in his reading skills by recognising new names and symbols and has also done well with his speech by adding more detail with support.
Child 2.10	She enjoys our brushing teeth session after lunch and will now put the toothbrush in her mouth and has started to chew on it. Occasionally, she will allow an adult to support her with brushing
Child 2.19	In the Autumn term she worked with an adult daily to record which day of the week it was, what the weather was like and how she was feeling.
Child 2.21	He has made progress by sitting nicely at the table during lunch time. At the start of term, he would scream and cry at the table, but now he will sit nicely and eat his dinner happily. Well done!!
Child 2.14	He has made a significant friendship with another member of the class. They play well together and appear to enjoy each other's company.
Child 2.06	He is beginning to join his class for out of the classroom activities again. He recently went to ELHAP on a mini bus, joined a PE lesson and assemblies and has been joining his peers in the dinner hall.
Child 2.16	She is beginning to communicate some of her wants and needs by touching an object of reference or by touching a symbol.
Child 2.12	He can now sit in class for longer periods of time and focus on some activities. He will sometimes sit with the group independently and sometimes when encouraged by an adult. When interested in the activity, He can now sit for 10 -15 minutes.

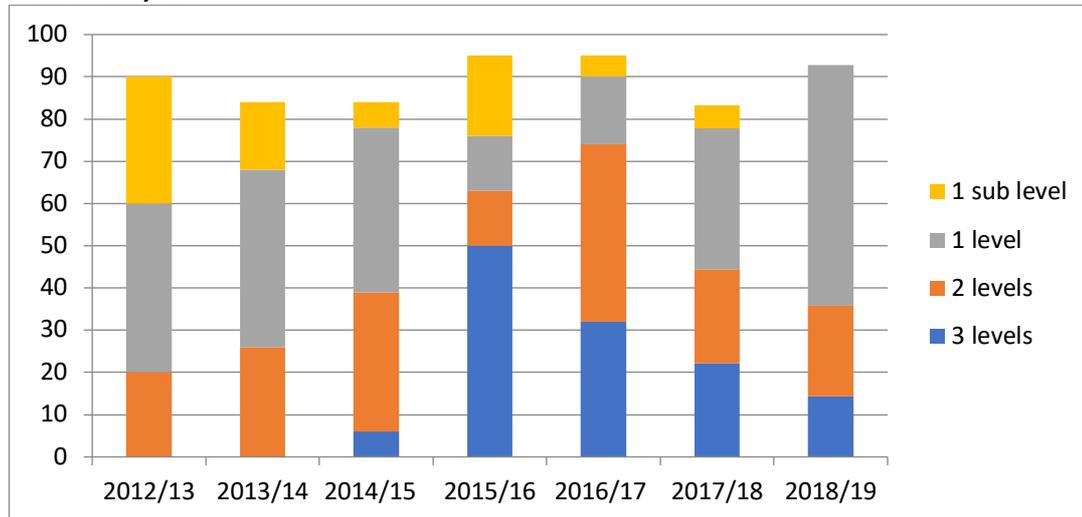


2.7. Key Stage 1 progress Stepping On curriculum

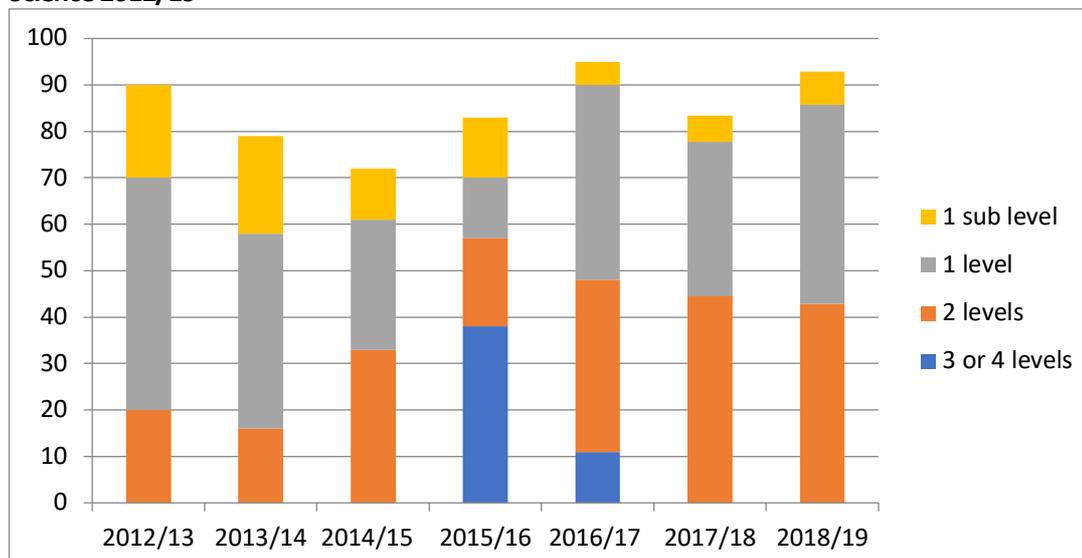
Communication and Language 2012/19



Maths 2012/19



Science 2012/19





3. Pupils reaching the end of Key Stage 2

3.1. The 2018-19 end of KS2 cohort

There were 25 pupils on roll in Y6 when teacher assessments were made in June 2019.

12 pupils are receiving pupil premium (48% of the cohort).

12 pupils have ASD, 8 pupils have SLD, 3 pupils have PMLD and 2 pupils have MSI.

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

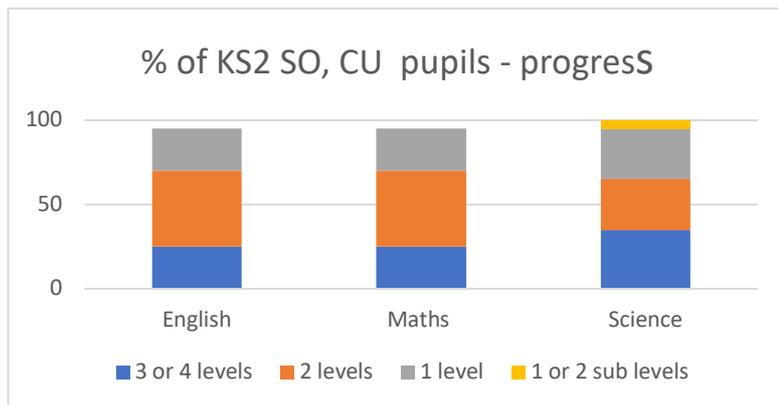
4 pupils are following the Reaching Out curriculum and 21 are following the Stepping On curriculum.

3.2. Progress

Two pupils following the 'Reaching Out' pathway made at least a sub-level of progress in two core areas of the RO curriculum. Children started the Key Stage at between P2(ii) and P8 in all subjects which is slightly higher to last year's entry points.

Stepping on, Climbing up Pathways

In all subjects, on average 97% of the children following the Stepping On/Climbing Up pathway made at least one sublevel of progress. This is a 7% rise compared to previous year. In Maths and Science 100% of children made at least on sublevel progress. This is the highest % for Science in the last three years.



Pre KS 2 standards

KS2: In 2019, 4 pupils in Year 6 were assessed against the Pre KS1 and KS2 standards in English language comprehension and reading, Writing and Mathematics.

These pupils did not meet the Pre KS-standards overall. However,

- 1 pupil met 11 out of 12 standards: all the 4 standards for English language comprehension and reading and Mathematics and 3 out of 4 standards for writing.
- 1 pupil met 4 out of 12 standards: 1 for English language comprehension and reading and 3 for Mathematics
- 1 pupil met 8 out of 12 standards: 2 for English language comprehension and reading, 3 for Writing and 3 for Mathematics
- 1 pupil met 10 out of 12 standards: 3 for English language comprehension and reading, 3 for Writing and 4 for Mathematics

Pre KS 2 standards English language comprehension & reading English writing Mathematics

Child	English language comprehension & reading				English writing				Mathematics			
	1	2	3	4	1	2	3	4	1	2	3	4
Child 06.11	No	No	No	No	No	No	No	No	No	No	No	No
Child 06.18	No	No	No	No	No	No	No	No	No	No	No	No
Child 06.20	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Child 06.21	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	No
Child 06.22	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Child 06.25	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes



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

Child 06.01	Her continued efforts to engage in her learning whether through interactive communication sessions or sensory based exploratory activities
Child 06.02	Her willingness to take part and actively participate in routines regardless of her poor health
Child 06.10	He has shown an increasing awareness and preferences by reaching out to touch materials and objects that most attract him using both of his hands.
Child 06.23	He continues to try to respond to familiar adults and within sensory based activities when in school.

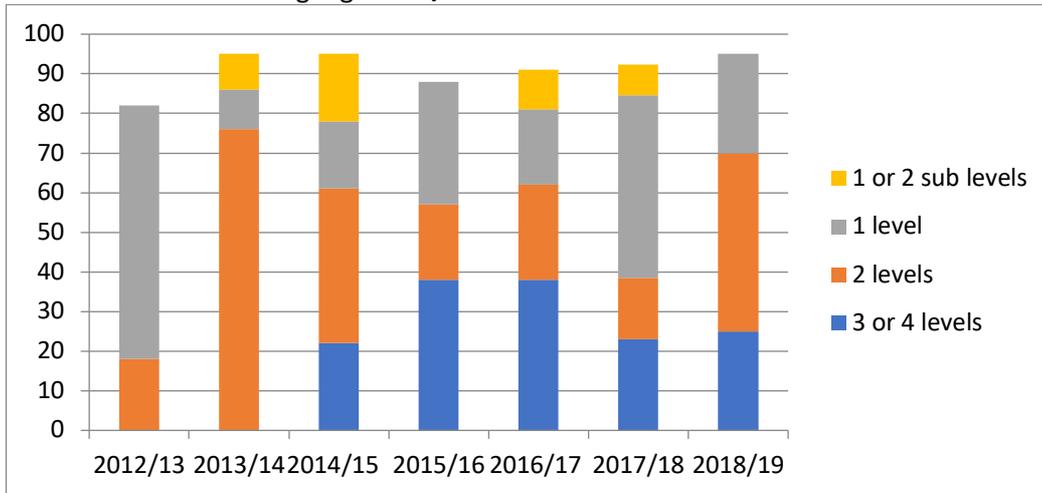
3.4. Individual achievements – children following the Stepping On curriculum:

Child 06.25	He has been able to attend a range of offsite sporting events.
Child 06.16	He is now able to go to the toilet independently.
Child 06.24	He has been able to walk to the playground independently
Child 06.08	There is no significant achievement for this child, as child did not attend school for the majority of the year
Child 06.09	She has become much more assertive and confident over the year. Her speech continues to develop and she is now more willing to communicate with a wider range of people
Child 06.05	His ability to ask for activities or spaces that help him being calm and happy. His positive reaction to the changes and to unfamiliar adults
Child 06.19	He is becoming more expressive in his communication.
Child 06.12	She will now use her stander 2/3 times a week
Child 06.18	She has quickly adapted to her new school environment. She is beginning to build relationships with adults and some pairs.
Child 06.21	His communication has improved this term. He has learned two different signs – ‘Yes’ and ‘No’.
Child 06.17	His motivation to learn and explore new learning through topic based learning has helped him to develop relevant topic vocabulary.
Child 06.20	He will now take an active role in our class assemblies - He recently was able to play the role of the giant in our class performance of Jack and the Beanstalk
Child 06.11	He has responded well to his new medication this term.
Child 06.13	She is now able to self-occupy for 5-10 minutes.
Child 06.15	She has made excellent progress in listening and reading. With her listening, being the main focus of improvement as she is recalling a wider range of information, at home and in school.
Child 06.14	Overall enjoyment and confidence in himself
Child 06.03	His appetite is increasing at lunchtimes and he no longer complains of feeling weak or tired in the afternoon as a result
Child 06.06	He is beginning to make independent choices and respond quickly to requests such as stand up and what snack would you like.
Child 06.22	He has made a significant effort to use full sentences
Child 06.04	Her speech is becoming a lot clearer and she is also making great attempts to use beginning or ending sounds of words modelled to her
Child 06.07	Her social skills have improved immensely. He will initiate a lot more play experiences with others as well as occupy himself. He appears to have formed strong bonds with some pupils in class and enjoys celebrating their successes as well as his own!

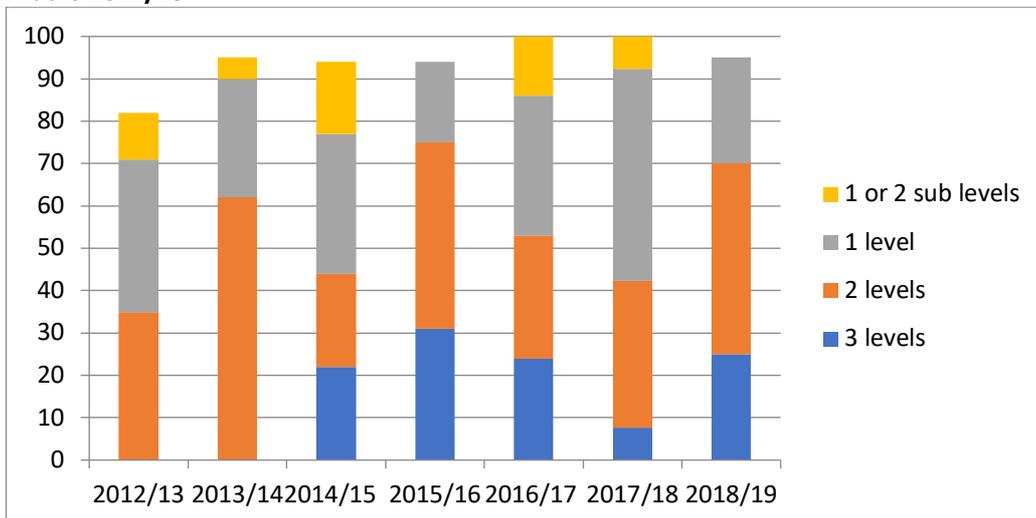


3.5. Key Stage 2 progress Stepping On pathway

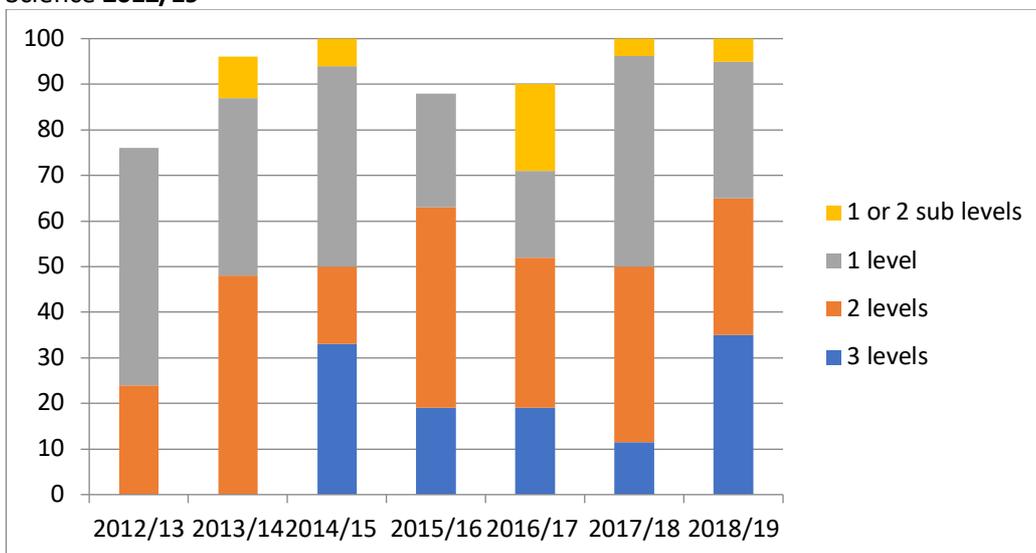
Communication and Language 2012/19



Maths 2012/19



Science 2012/19



4. Pupils reaching the end of Key Stage 3



4.1. The 2018-19 end of KS3 cohort

There were 26 pupils on roll in Y9 when teacher assessments were made in June 2019.

14 pupils are receiving pupil premium (56% of the cohort).

14 pupils have ASD, 7 pupils have SLD, 2 pupils have MSI and 4 pupils have PMLD.

There is one Looked After Child in this cohort who is following the Reaching Out pathway.

4 pupils are following the Reaching Out pathway and 18 are following the Stepping On or Climbing Up pathways.

4.2. Progress

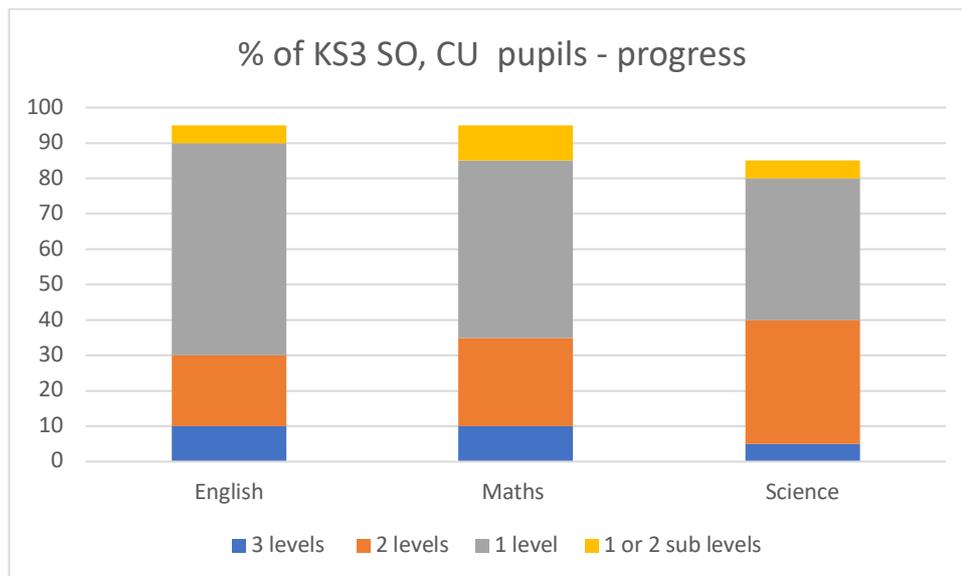
Young people in Stepping on and Reaching Out started the Key Stage at between P2(ii) and NC 2A in all subjects which is higher compared to P2-P8 starting points last year.

Stepping on, Climbing up Pathways

In English, 95% young people made at least one sublevel of progress. This is a 20% rise compared to the previous year. 10% young people made at least 3 levels of progress - 5% higher than the previous year.

In maths, 95% of young people made at least one sublevel of progress. This is a 15% rise compared to the previous year. 10% young people made at least 3 levels of progress - 5% higher than the previous year.

In science, 85% of young people made at least one sublevel of progress. 5% young people made at least 3 levels of progress, this is similar to the previous year.





4.3. Examinations

7 young people within Key Stage 3 also completed Entry Levels in English, Maths and 1 in ICT. No students were entered for Entry Level Science last year. The content has significantly increased in line with the new GCSE's)

Entry Levels

ENGLISH					
Level 3	Yr	Level 2	Yr	Level 1	Yr
Child 09.09	9	Child 09.14	9		
		Child 09.21	9		
		Child 08.30	8		
		Child 08.27	8		
		Child 07.26	7		
		Child 07.19	7		

MATHS					
Level 3 (%)	Yr	Level 2	Yr	Level 1	Yr
Child 09.09	9	Child 09.14	9		
Child 09.21	9				
Child 08.30	8				
Child 08.27	8				
Child 07.26	7				

INFORMATION & COMMUNICATION TECHNOLOGY					
Level 3 (%)	Yr	Level 2	Yr	Level 1	Yr
		Child 09.09	9		

Science AQA Units

25 students from KS3 and KS4 completed AQA Unit awards in Chemistry: Separating materials at Entry Level. This was moderated internally.

25 students from KS3 and KS4 completed AQA Unit awards in Science: Study of Forces at Entry Level. The work was moderated internally.

4.4. Accredited Courses

New Horizons (Internal Moderation)

Whitefield Schools and Centre

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

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

All pupils achieved accreditation in the following modules (through Internal Moderation):

- Personal
- Social
- Health
- Citizenship
- Relationships



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

Child 09.06	He has adapted well to his new classroom environment and has responded positively to interactions with new adults working with him
Child 09.13	She has shown an increasing awareness and preferences by reaching out to touch materials and objects that most attract her using both of her hands.
Child 09.05	Demonstrating his developing social skills by at times allowing his favourite toy to be played with by another student.
Child 09.07	She has done so well to overcome some significant issues and get back to school where she very obviously enjoys herself in all the social interactions, as well as the activities presented.

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

Child 09.02	He has matured and is regulating his emotions. He is participating more in class.
Child 09.09	Her IT skills have really improved and she is putting in a lot of effort to meet her targets in maths. She plays an active role in the kitchen- exhibiting impressive life skills as we learn to cook and bake. She has overcome her fears and is making a good effort to swim.
Child 09.03	He has shown great enthusiasm with cooking lessons and is much more open to trying new things in the kitchen.
Child 09.27	She was selected for the School's Boccia team. She has made excellent progress in her communication skills and writing.
Child 09.12	He has successfully completed the AQA entry level awards in Food Technology, Sports and Physical Education.
Child 09.01	His communication skills have improved. His personal care and hygiene has improved significantly
Child 09.24	During this term he has gained confidence in reading aloud. He now confidently reads the words that he recognises and is happy to accept help with the words that he doesn't recognise.
Child 09.14	He is putting in a lot of effort to improve on his work in Maths. His reading has improved considerably over the year.
Child 09.21	He is putting in a lot of effort to improve his reading and writing. His reading has improved considerably over the last year. He plays an active role in the kitchen.
Child 09.04	He uses his voice more to communicate with familiar adults.
Child 09.19	More settled in her emotional well-being and making strides towards managing this appropriately.
Child 09.15	He has been very helpful towards his friends who are in wheelchairs during dancing sessions and when on the roof. He actively seeks to push the chairs and take them for walks under adult supervision. He enjoys the positive praise that he gets from adults for doing this
Child 09.13	She has become more confident with using her speech to communicate with adults. She will indicate her preference by responding "no" or repeating the word of the item she wants (e.g. chocolate, or a colour). She can use a sentence to express her feelings during morning circle (e.g. "I feel hungry / happy") and is beginning to spontaneously ask adults for help.
Child 09.10	He has developed his P.E. skills and is able to kick, throw and roll a ball with increasing accuracy.
Child 09.18	For improving her reading and writing.
Child 09.25	He has worked so hard to manage his behaviour since coming to Whitefield; he is now more expressive about his feelings in a positive way.
Child 09.22	She has significantly improved in remembering routines for example remembering times that she needs to be changed without prompting.

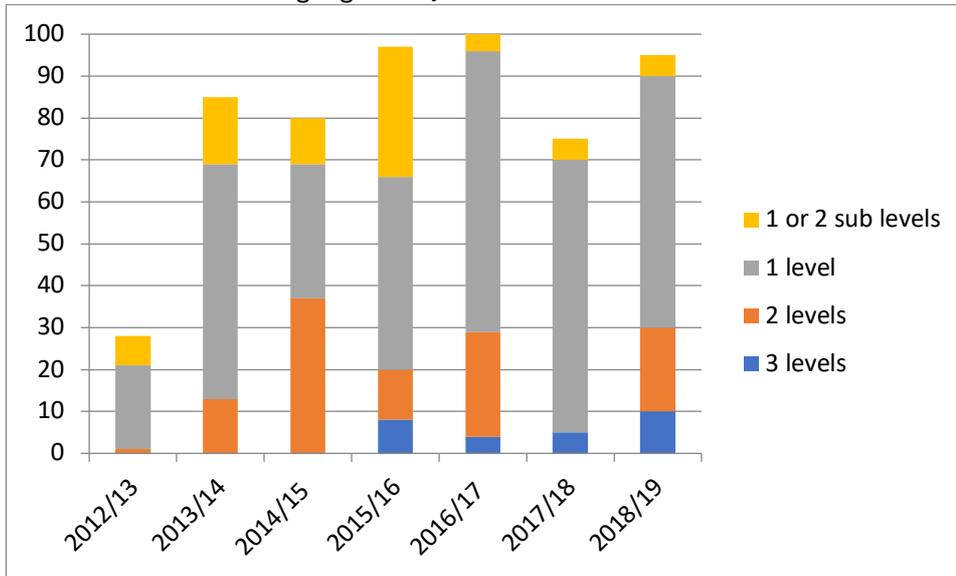


Child 09.20	He has settled into his new class and is participating well in lessons.
Child 09.11	She is now fully toilet trained in school and will ask to use the toilet. She has begun to complete the whole toileting routine independently.
Child 09.16	He now is able to walk to the NCS building independently and participate in higher ability class sessions. He has improved in confidence and is able to communicate more.
Child 09.26	He has shown such a good effort at managing his frustration and anger. He can be observed using his own physical and verbal strategies to manage anger. Although he continues to have 'rages' these are shorter and not as intense as previously.
Child 09.17	He can use the toilet independently and is developing a sense of hygiene. He can initiate communication with familiar adult to request an item or activity in a calm manner.

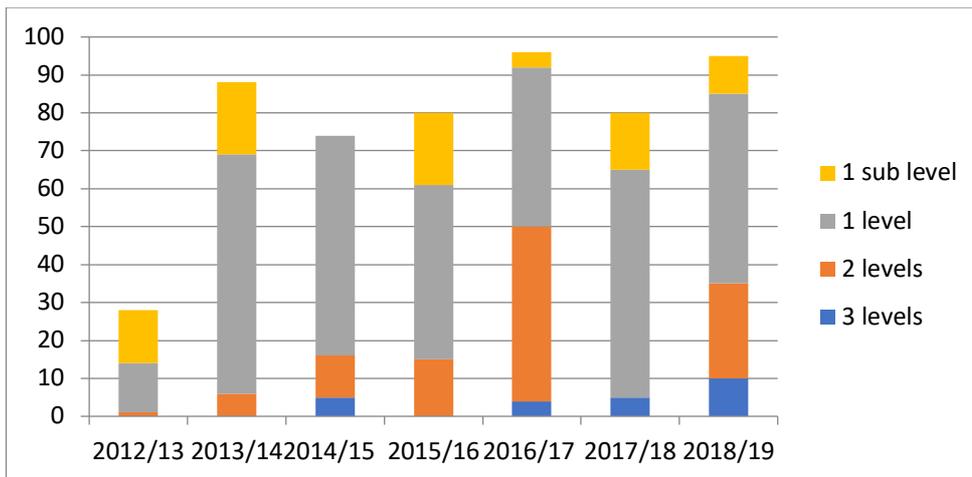


4.7. Key Stage 3 progress Stepping On and Climbing Up pathways

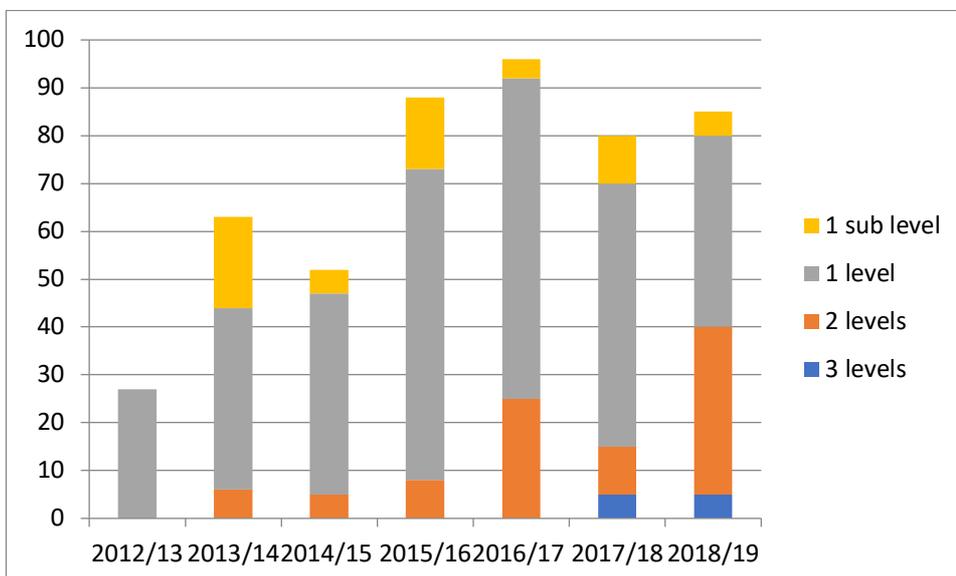
Communication and Language 2012/19



Maths 2012/19



Science 2012/19





5. Pupils reaching the end of Key Stage 4

5.1. The 2018-19 end of KS4 cohort

There were 25 pupils on roll in Y11 when teacher assessments were made in June 2019.

13 pupils are receiving pupil premium (52% of the cohort).

19 pupils have ASD, 3 pupils have SLD, 1 pupil has MSI and 2 pupils have PMLD.

There are 2 Looked After Children in this cohort.

4 pupils are following the Reaching Out curriculum and 21 pupils are following the Stepping On or Climbing Up curriculum.

5.2. Progress

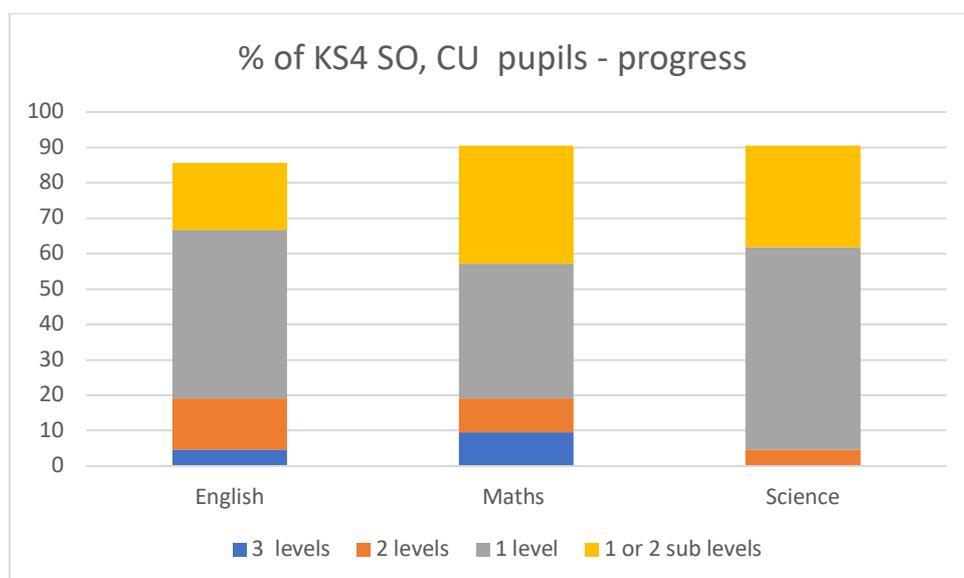
The young people in all pathways started Key Stage 3 at between P2(ii) and level 2 in all subjects which is a lower starting point compared to last year's entry points.

Stepping on, Climbing up Pathways

In English and Maths, more than 85 % of young people made at least one sublevel of progress. This is slightly higher than the previous year.

In Science, 90% of young people made at least 1 sub level of progress - 5% higher than the previous year.

In all 3 subjects, the number of young people making 3 levels of progress was lower than previous years.





5.3. Examinations KS4 Results

Entry Level

ENGLISH					
Level 3	Yr	Level 2	Yr	Level 1	Yr
Child 11.12	11	Child 11.15	11		
Child 11.20	11	Child 11.22	11		
		Child 11.07	11		
		Child 10.23	10		
		Child 10.06	10		

MATHS					
Level 3	Yr	Level 2	Yr	Level 1	Yr
Child 10.23	10	Child 11.15	11		
Child 10.06	10	Child 11.22	11		
Child 11.12	11	Child 11.07	11		
Child 11.20	11				

INFORMATION & COMMUNICATION TECHNOLOGY					
Level 3	Yr	Level 2	Yr	Level 1	Yr
		Child 10.23	10	Child 11.12	11
				Child 11.15	11

Transition Challenge (External Moderation)

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

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

8 pupils were selected for external moderation.

Personal Progress (External Postal Moderation)

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

5 pupils were selected for external moderation.

All pupils successfully completed moderation.

Moderator Feedback:

It was clear from the annotations and detail on most unit transcripts that the candidates had benefited from well thought out activities that were underpinned by in-depth learning. For example, prior to practical activities there was evidence of candidates taking part in classroom based 'theory' type activities.

Personal and Social Development - PSD (External Postal Moderation)

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

7 pupils were selected for external moderation.

All pupils successfully completed moderation.

Moderator Feedback:

This was the centre's first moderation for the qualification. The Standards were met. The portfolios were well-organised, with the evidence clearly referenced. Candidates used school and ASDAN worksheets and provided annotated pictures and witness statements.



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

Child 11.24	He has been enjoying our sensory story this term. He loves the bubbles and looks at them with a lot of attention. He is also getting used to the sound of bells throughout the story. He did not like them at the beginning but he now allows an adult to play them near him.
Child 11.23	Communicating and responding positively by looking and vocalising.
Child 11.17	Participating in his physiotherapy and postural care programs and making progress by walking longer distances supported by an adult. Attending to objects, activities and stimuli by starting to use both hands to explore
Child 11.14	His significant achievement continues to be his willingness to take part in activities in the classroom, and very positive responses to adult support to enable him to do so.

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

Child 11.12	He has overcome his anxieties to audition for a place at a music college, join a youth orchestra and play a huge part in the cultural activities in the borough. Over the year he matured and expressed himself to make sure that he was able to follow the path that was right for him.
Child 11.20	He received the highest mark in the year for maths and English entry level – he also continues to excel in history and French at Joseph Clarke School.
Child 11.16	He is now able to self-calm if he gets angry or frustrated. This has improved greatly and allowed him to work more as a team.
Child 11.06	He has grown in confidence in the last year. He now often takes a lead in choir, singing really well with enthusiasm and emotion
Child 11.18	He has tried his best in every activity, including PE, speaking and listening tasks in front of the class and working on his personal targets, which is a significant achievement. He has been chosen to represent Whitefield playing in football tournaments and has shown great role model behaviour whilst doing so, passing, dribbling and scoring goals
Child 11.13	He has returned to school following a prolonged period of absence and has thrived in this time, taking part in all class activities and, on the whole, showing that he is a happy and enthusiastic student.
Child 11.19	He has been approaching cooking lessons with enthusiasm and he has also been cooking at home.
Child 11.07	He became more independent and organised; preparing himself for the trip to Greece and numerous sports competitions.
Child 11.09	He grew in confidence; expressing himself and making his interests clear. He is now able to express his own opinions rather than following his friends.
Child 11.25	He became much more able to regulate his emotions and communicate his worries. He shared with his class team when he was anxious so this could be addressed.
Child 11.15	He continues to be the moral conscience of the class; he thinks about what is right and wrong and ensures everything is fair even when it is not in his best interests.
Child 11.22	He is the big brother of the school! He is always caring and considerate; looking after younger students and those who need his help. He continues to excel in sports and develop his communication skills and sense of humour!
Child 11.05	He has been able to adapt to his new class group and routine during this academic year. He has been able to cope with a lot of changes and he has gradually become calmer at school. He is happy to complete his work during the school day and usually takes part in circle activities. He has been able to relate positively to his new peers when supported by the class team, e.g.



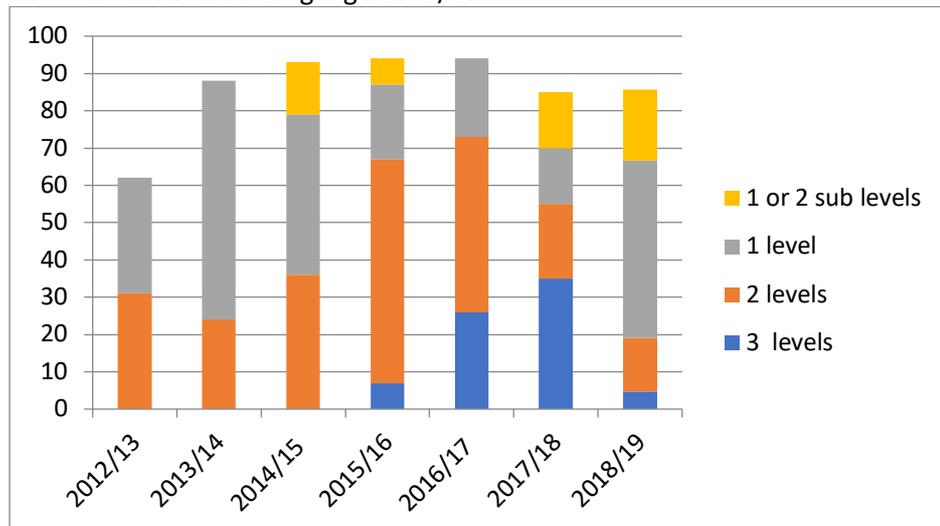
buying items chosen by his peers when going to the shop, handing equipment to his peers during lessons when prompted by adults, etc.

Child 11.21	She has demonstrated a high degree of resilience this academic year. She not only transitioned well into a new class, she has coped with various health problems.
Child 11.03	He has a natural interest in words. He enjoys looking through the picture dictionary and reading the words and meaning. This has supported his vocabulary and recognition of familiar words
Child 11.02	He is a happy child who enjoys school. It is pleasing to see him respond to the use of PECS when making a request. He is also beginning to get to grips with colourful semantics enabling him to give more direct instruction
Child 11.10	He is a lot happier in himself and increasing his food intake has enabled him to focus and listen for extended periods of time.
Child 11.01	He is learning to use a number line to add two numbers together to the total of 20. He has practised this activity throughout the year and has now begun to grasp the concept
Child 11.04	He has participated in a number of sporting events representing the school and he always tries his best and enjoys the sport activities. Luis has really matured in the last year which has supported his growing independence, he is now an independent traveller to and from school.
Child 11.11	He has become more confident. This helped him to listen to instructions and complete class tasks with more understanding and less support.
Child 11.08	He demonstrated that he is able to self-regulate himself better with the use of fidget toys and walking breaks between activities.

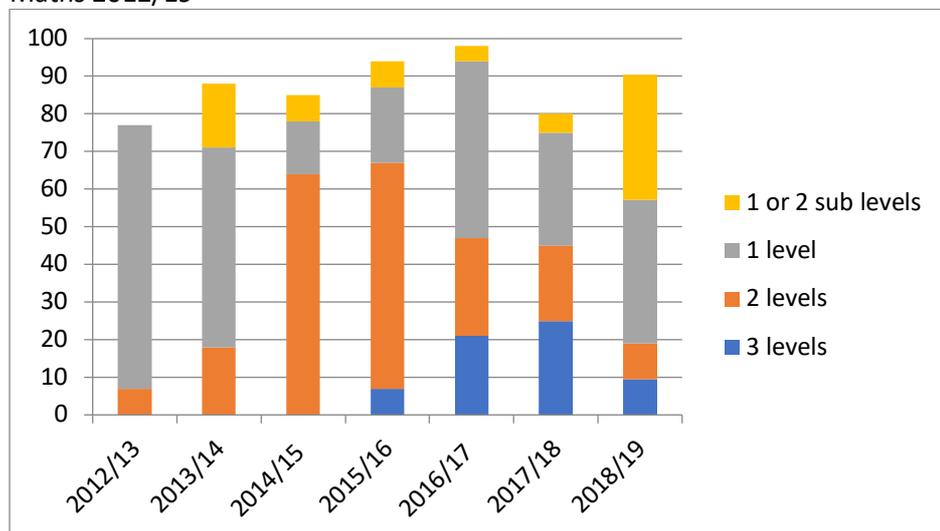


5.6. Key Stage 4 progress Stepping On and Climbing up pathways

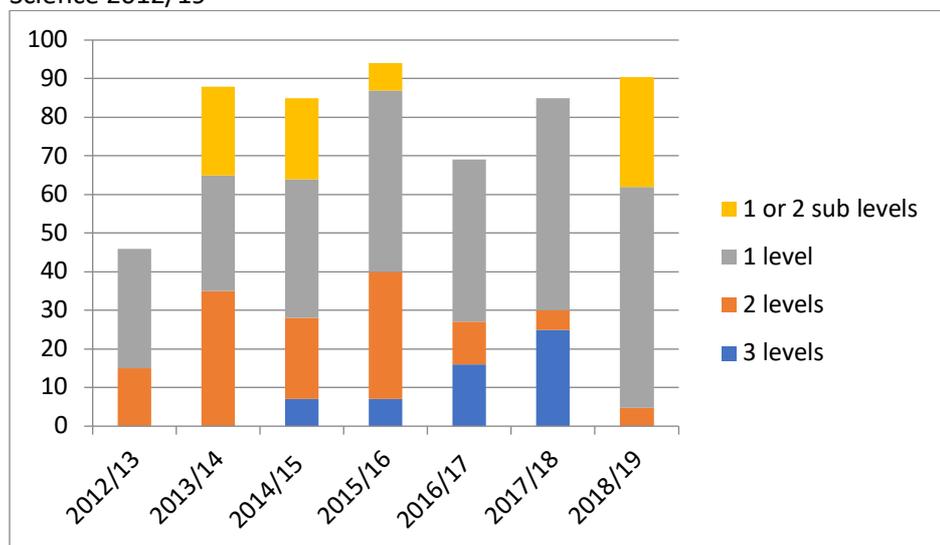
Communication and Language 2012/19



Maths 2012/19



Science 2012/19





6. Pupils at 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.

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 Bart's Health NHS Trust, schools and colleges from Waltham Forest and surrounding boroughs alongside supported employment providers Kaleidoscope Sabre.

In Cohort 6 (2018-2019) there were 23 young people working across Whipps Cross and Royal London Hospitals. There were no young people from Whitefield in this cohort. 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.

ASDAN

24 candidate portfolios were submitted at level 1. Candidates were all Interns in Barts Health NHS Trust on the Project SEARCH internship programme. All standards were met in all units and the portfolios were deemed outstanding by the moderators (see Appendix 1- moderator feedback)

Accredited courses

Towards Independence (External Moderation)

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

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

6 pupils were selected for external moderation.

Moderator Feedback (Transition Challenge and Towards Independence):

Lots of photos to support the work completed.

Lots of evidence of being part of the whole school community

Evidence to show that learning continues at home following learning in school.

A good range of activities to support a wide range of learners from across the school.

Post 16

Employability (External Postal Moderation)

24 pupils within the College and Project Search completed their folders for final assessment.

All pupils successfully completed moderation.

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.



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 14.02	Successfully transitioning to a new classroom with new staff. - Making friends. - Developing life skills and independence
Child 14.05	Successfully transitioning to a new classroom with new staff. - Making friends. - Developing life skills and building on his independence
Child 14.12	He has become a lot more patient over this year, he will now wait his turn when participating in group activities. He has also improved his communication skills; he will now confidently use words when encouraged to do so
Child 14.03	She has made great progress this term. She is participating in lessons and placing her ‘gummies’ into a designated envelope each morning and after breaks without prompting. She is a real pleasure to teach
Child 14.13	Without prompting, she copied a flower that I had drawn and then repeated it a number of times. She has also completed the vast majority of tasks that she has been asked to do each lesson.
Child 14.01	One of her most significant achievements this term is the way she has become socially aware of those with other needs in her class. An example of this is how she opens the class doors when she recognises that children using wheelchairs are coming into the classroom
Child 14.08	Successfully transitioning to a new classroom with new staff. Making friends. Joining the rest of the class at the table developing life skills and independence
Child 14.09	At the start of the year, she was reluctant to take part in our daily morning circle time and to say hello to the staff and the students in the group. Initially she would only wave to one or two of them, but now she will get up and greet each person, saying good morning to them
Child 14.07	Using both hands to explore objects and placing them into the finish box with reduced verbal instruction
Child 14.04	She has impressed staff and organisers of the Green Gym with her enthusiasm, energy and commitment to carrying out vital horticultural tasks. She demonstrates a natural ability and clearly enjoys working outdoors with plants
Child 14.11	She has participated in a range of tasks around the school, e.g. laminating, shredding, preparing and setting up for snacks or assisting in making toast.
Child 14.06	He has worked really hard to completed a number of ASDAN Towards Independence Units.
Child 14.10	His communication skills are continually developing; he will now hold a conversation using short sentences. He has also been working on his self-calming skills which are much improved this term.

6.4. Accredited Courses

All Project Search interns completed the ASDAN Employability Level 1 Qualification. 82 young people completed modules within the ASDAN Preparing for Adulthood Scheme.

6.5. Destinations post- school

Of pupils who left Whitefield post 16 provisions in July 2019 –:



8 students now attend continuing education in local colleges.

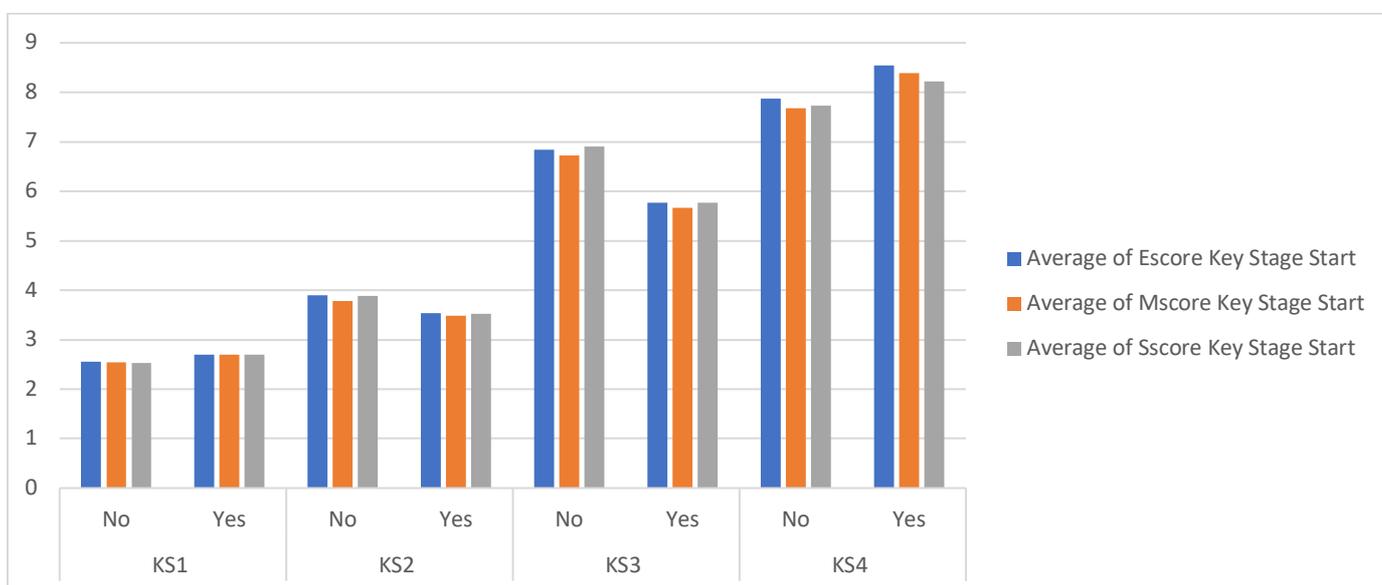
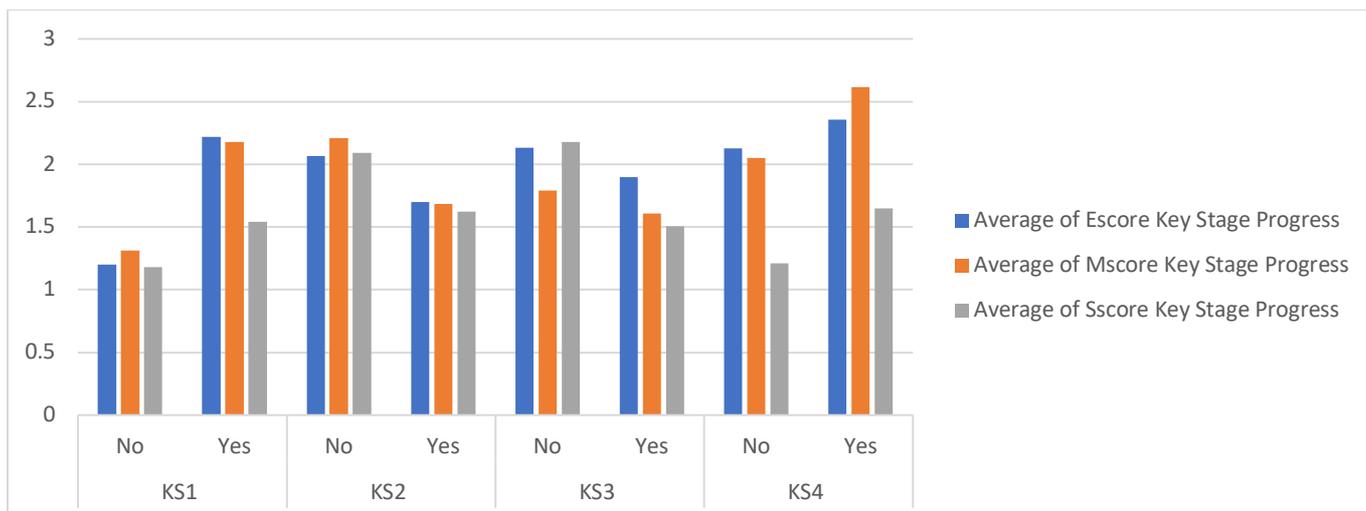
5 students now attend quality Social Care provision for continuing learning and development.

1 Y12 student has begun Project Search

2 students have moved to Joseph Clarke

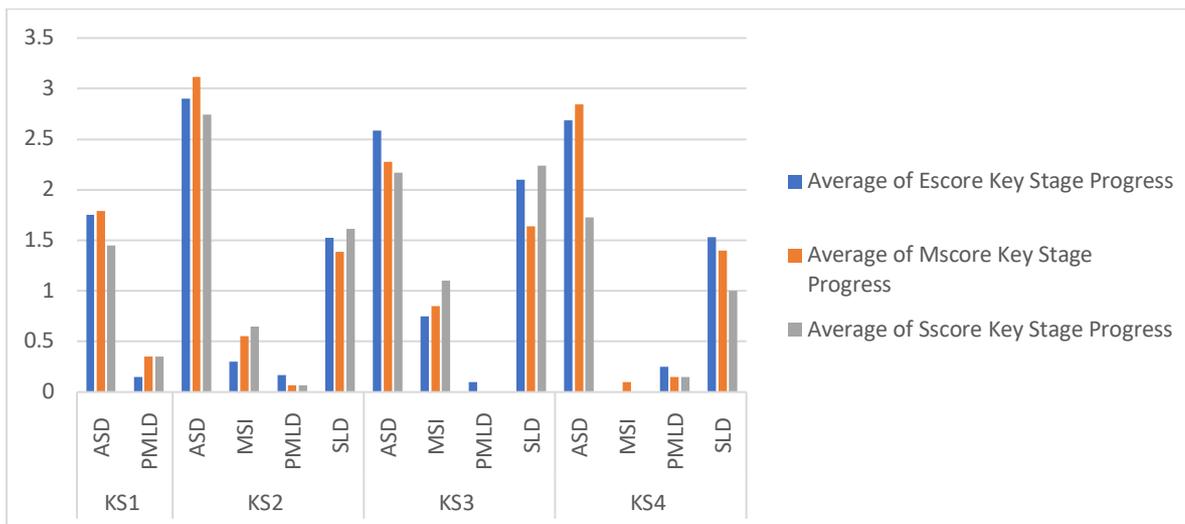
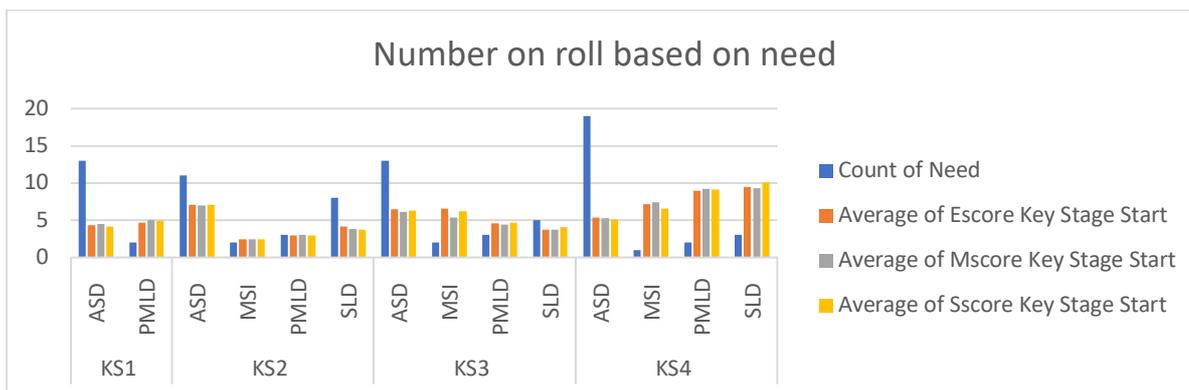
There are no 'NEETs' - all young people are in employment, education or training or well placed in good quality Social Care provision.

Whitefield Schools and Centre – Additional Achievement and Progress Data 2018/19

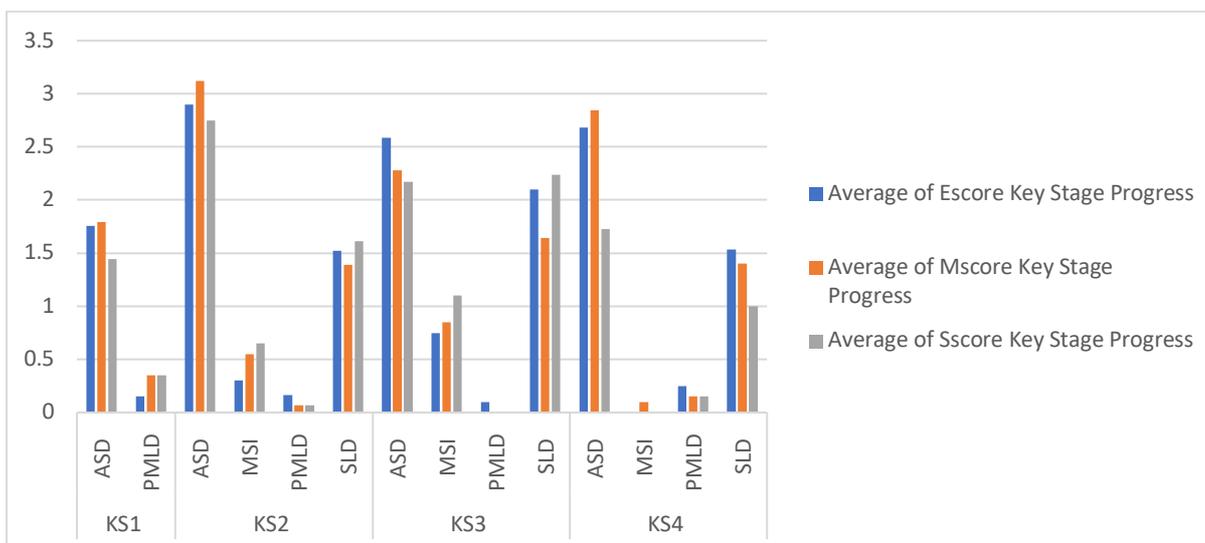


Overall, the pupils entitled to Pupil Premium are not underachieving compare to their non-pupil Premium peers. On the contrary, in KS1 and 4 pupils entitled to Pupil Premium made better progress compared to their non Pupils Premium peers.

Need



There are almost four times more pupils with ASD than with PMLD and MSI. The difference in numbers is reflected on the calculations of the average difference in starting points.



Pupils with ASD make faster progress compared to pupils with PMLD, MSI and SLD. This has been a consistent trend. The difference in the pace of progress is reflected in the different pathways offered to these pupils.



7. Progress and achievement of Children who are Looked After

Name	Year	Pathway	July 2018 End			Annual progress			KS start			KS progress			Difference with similar cohort all subjects Annual Progress		Difference with similar cohort all subjects KS Progress	
			En	Ma	Sc	En	Ma	Sc	En	Ma	Sc	En	Ma	Sc	July End	Annual progress	KS start	KS progress
Child 09.01	9	Climbing Up	1A.0	1B.2	1C.8	1	0.2	1	P8.0	P8.6	P8.0	4	2	3	-0.7	0.1	-1.5	0.1
Child 11.18	11	Climbing Up	1C.4	1C.2	P8.8	0.6	0.6	0.4	P7.4	P8.0	P7.8	3	2	1	-1.7	-0.2	-2.4	-0.1
Child 11.02	11	Stepping On	P5.4	P5.0	P5.4	0.2	0.2	0.6	P5.0	P4.6	P5.0	1	1	1	0.0	0.0	-0.2	-0.1
Child 09.06	9	Reaching Out	P2i.2	P1ii.6	P1ii.6	0	0	0	P1ii.0	P1ii.0	P1ii.0	1	0	0	-0.8	0.1	-1.1	0.2
Child R.10	R	Reaching Out				0.3	0.2	0.2							0.2	-0.2	0.0	0.0
Child 08.12	8	Stepping On	P5.4	P5.2	P5.4	0.4	0.6	0.6	P5.2	P5.0	P5.0	1	1	1	-0.6	0.1		
Child 12.14	12	Stepping On																
Child 12.10	12	Stepping On																
Child 12.15	12	Stepping On																
Child 13.08	13	Taking Off																
Child 14.13	14	Taking Off																
Total average															-0.6	0.0	-1.0	0.0

End of Key stage
Post 16

There were 11 CLA pupils on roll during the 2018-2019 academic year.
The CLA children overall started the year from slightly lower starting points compared children from similar cohorts
The CLA children made annual and KS progress on par with their peers from similar cohorts.



The quality of teaching and learning at Whitefield 2018-19

This year we trialled a new system for assessing the quality of teaching and learning. Teachers and SLT worked together and developed a list of criteria about what constitutes high quality teaching and learning at Whitefield (see Appendix 1). This led to a new format which was used during lesson observation in spring and summer term. The new format does not grade the lessons; it details the strengths, areas for development and actions all agreed during high quality professional conversations between teachers and observers. The feedback from teachers about the new form was positive and they found the process useful and informative.

Observations were carried out by senior and middle leaders in the Spring and Summer Term. There were some joint lesson observations. The CEO participated in two lesson observations, one in NCSS and one in PTPS and was satisfied that the process was effective and the written records were accurate and helpful for the teachers.

Practically all lessons met the Trust's criteria for high quality teaching and learning.

The following strengths were identified:

1. **They are safe, and feel safe, both physically and emotionally.** Children and young people appeared happy and well settled in school. They were supported by familiar routines and a consistent approach from staff which gave them confidence to join in activities and, in some cases, to step outside their routines and try new experiences. There was evidence that nearly all adults were confident in working within PBS and that staff teams knew what was expected proactively and reactively.
2. **Their communication is enabled, understood and respected.** Language and communication was individualised. Keywords/ signs were used effectively to develop communication and reinforce concepts. Children with more complex language were exposed to a rich vocabulary, e.g. discussing British Values or the benefits of an en suite bathroom. Adults working with children in the early stages of development consistently picked up and interpreted tiny indications of a response and gave children a voice. In the strongest lessons teams created a clear language environment which supported children to develop their vocabulary and understanding.
3. **They are fully included in activities personalised to their needs and their level of development.** In all lessons teachers made use of familiar structures and routines which supported children's confidence and helped all children to be included. In most lessons activities and structures were matched to the needs of most pupils. Group work, where it was used, helped children to focus, consolidate learning and to make progress from their own starting points. Teachers were well organised and had prepared materials carefully so that little time was wasted.
4. **They enjoy the activities, focus on the tasks and are motivated to do what is asked of them.** Overall the children and young people observed clearly enjoy school and enjoy learning and nearly all wanted to take part in the planned activities. All children were compliant.
5. **They experience success and are aware of their achievements.** Children's achievements and the written evidence provided showed that they were making progress over time towards challenging objectives. Lessons were planned with the current starting points in mind and in almost all lessons the learning objectives were clear to all adults, and to the children where appropriate. Practically all children experienced success and received positive feedback. Abler children were able to contribute to or understand a plenary session; younger and less able children responded positively to celebration in the moment.
6. **They become more independent.** Adults encourage independence both in learning and other aspects of school life. Observers saw evidence of growing independence in nearly all lessons. Children were given time to identify what they needed to do and to complete tasks for themselves. Children recognised



routines and were able to be independent within them. Most lessons provided time for independent work and/or self-occupation. Adults had set up the environment to promote independence e.g. in choosing materials. Adults were sensitive in allowing time for children to self-regulate e.g. by looking out of the window for a few moments. Although none of the lessons seen was PSHE teachers took advantage of opportunities to promote self-help skills e.g. using a tissue.

7. **They work towards challenging curriculum goals.** Children were challenged to tackle new skills. All adults were aware of the learning objectives for the children with whom they were working and worked explicitly on these.
8. **They practice and consolidate the skills they have learnt.** Planning documents showed that children were consolidating skills and knowledge, from responses to stimuli to revisiting key concepts within a curriculum area,

Areas for development

Teachers and observers agreed areas for development and actions in the context of the specific lessons seen. Some areas for development were relevant to several lessons and these are set out below

1. Signing was not always used consistently— sometimes it was used for part of the lesson only and sometimes only by some members of staff. The rationale for this was not always clear.
2. In a few lessons adult language was well above the apparent comprehension of the children and young people (though this may partly reflect the pressure of being observed).
3. In a number of lessons or parts of lessons the structure chosen made it less likely that children would be fully engaged throughout. These were lessons where for part of the time a medium-large group of children addressed a task in turn whilst those not having a turn waited passively. In some of these lessons the role of adults other than the teacher appeared to focus on helping pupils to wait rather than supporting learning.
4. A few teachers need further support in providing clear directions for their class team.
5. In some lessons there was a focus on consolidating communication rather than providing challenge by, for example, extending vocabulary.
6. A few adults still need reminders about working within PBS, following the PPSP closely for example when deciding how long a pupil should remain within a group activity.
7. Almost all classes had good quality work on display; however not all displays had captions celebrating achievement.



Pupil Voice at Whitefield Schools and Centre - Analysis of Pupil Questionnaires – Autumn Term 2018

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. 109 responses were received almost 50 more compared to the previous year. 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. 223 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 previous years (332 out of 347 pupils on roll or 96%).

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 time outdoors in the community, more swings and sheltered areas for wet play. This suggested that the pupils understand we have generally addressed their request for playground improvements and they are now able to be more specific in their suggestions.

Pupils responding to questionnaire B strongly prefer more IT equipment, more PE and, similarly to the responses of the more able students, more time out in the community.

Work has been being done to develop the PSHE and life skills curriculum. This will further enhance the quality of experience and learning pupils received both at school and outside in the community.

The IT team are working to ensure pupils have consistent access to IT equipment. At the same time, teachers continually improve the offer of different educational Apps on the pads.

Significant sums have been spent on specialist play areas (such as the adventure playground) in recent years; SLT will discuss options to address areas more appropriate to rainy weather as well as more exercise equipment.

Things which pupils dislike have remained relatively consistent over time and pupils still have difficulties with sitting still, noisy environments, waiting and changes. These issues, have and will be addressed during lesson observations and learning walks.



Pupils' generally prefer practical activities. This shows that our curriculum which is based on active participation is suitable and well received by the pupils and the investment on the resources is having a very positive effect on pupils. The positive impact the curriculum and staff are having on children and young people was also recognised by Challenge Partners (March 2019) who quoted:

'Due to warm and trusting relationships across the school, pupils learn exceptionally well in a stimulating and purposeful learning environment. Pupils feel safe to take risk and try new things, developing greater independence. Well thought out routines and structures support learning well'

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 and in particular PSHE
- 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
- 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 – February 2019

Parent questionnaire at Whitefield Schools – February 2019

102 questionnaires were returned (29% of the school)

Responses from parents were overwhelmingly positive, as the figures below show.

Statement 1 – My child is happy at Whitefield Schools

99% of parents agree

Statement 2 – My child feels safe at Whitefield School

100% of parents agree

Statement 3 – My child makes good progress at Whitefield School

98% of parents agree

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

97% of parents agree

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

100% of parents agree

Statement 6 - My child is taught well at Whitefield School

100% of parents agree

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

97% of parents agree

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

96% of parents agree

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

94% of parents agree

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

96% of parents agree

Statement 11 – Whitefield School responds to any concerns I raise

96% of parents agree

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

97% of parents agree

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

98% of parents agree

Statement 14 – Whitefield School communicates well with me

100% of parents agree

Most parents responding answered the question 'what is the best thing about Whitefield Schools?'

Comments included:

'Amazing care, support system and warm, friendly professional staff'

'Staff very cheerful, work well with us parents – go the extra mile'

'My daughter's needs are met and she is very safe'

'Love the workshops and family cooking'

'Good curriculum which supports learning'

'Treats my child as an individual'

'This year it's the work experience'

'The staff always listen to our concerns and issues'

'My son has made amazing progress even in the short time he has been here'

There were 21 suggestions for things the school could do better



Although parents said that the school communicated well, a number of parents made specific requests for more information about progress, curriculum, daily routines and behaviour incidents. To follow this up, we will include discussion in Person Centred Reviews to find out whether communication is working for individual families. Some parents wanted to follow up specific concerns about their child and the Head of School will contact these families

Other suggestions included:

- Homework or more homework
- Advice on how to teach children at home
- More access to particular therapies or resources such as the pool



Statutory Information

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

Key stage 1

- % of pupils who are working below the national curriculum teacher assessment frameworks, and above P scale four meeting the new Pre K key stage 1 standards based on statutory teacher assessment judgements at the end of key stage one - 0

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
- % of pupils who are working below the national curriculum teacher assessment frameworks, and above P scale four meeting the new Pre K key stage 1 standards based on statutory teacher assessment judgements at the end of key stage two - 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%



Appendix -High quality teaching and learning

Quality teaching and learning in the Whitefield Academy Trust

In high quality teaching, every child and young person is enabled to make exceptional progress because:

1. They are safe, and feel safe, both physically and emotionally.
2. Their communication is enabled, understood and respected.
3. They are fully included in activities personalised to their needs and their level of development.
4. They enjoy the activities, focus on the tasks and are motivated to do what is asked of them.
5. They experience success and are aware of their achievements.
6. They become more independent.
7. They work towards challenging curriculum goals.
8. They practice and consolidate the skills they have learnt.

In order to support children and young people, adults use the following strategies:

1. Teachers identify clear objectives and challenging curriculum goals, built on sound assessment, knowledge of prior learning and knowledge of the curriculum. They share them with other adults, children and young people.
2. Teachers plan a mixture of group and individual activities, paced appropriately, to meet individual targets, deliver an appropriate curriculum and promote inclusion.
3. Teachers structure activities so that children and young people are aware of what is expected and have opportunities for full engagement.
4. Teachers identify every opportunity to promote learning, using resources that children and young people find interesting and are suited to their needs.
5. Teachers plan their use of staff to maximise opportunities for children and young people to learn.
6. Resources and strategies reflect and value the diversity of children and young people's experience. Adults support them to understand and interact with people and communities beyond their experience. Adults are quick to challenge any stereotypes and use of derogatory language.
7. Adults interact and communicate positively and effectively with children, young people, their families and each other according to their individual needs
8. Adults understand individual needs (cognitive, communicative, physical, sensory, medical and mental health) and use this understanding to personalise learning
9. Adults' practice is underpinned by positive behaviour support (PBS).
10. Adults ensure the environment is safe and set up to maximise pupil engagement and progress.
11. Adults engage in professional dialogue with their teams and with development. opportunities to ensure they have the skills, knowledge and understanding to support the needs of the children and young people.
12. They continually assess progress towards their understanding and achievement of the outcomes.

These points were developed by the Senior Leadership Teams from the Teachers Standards and from views put forward by teachers,



**Available via the school's website:
www.whitefield.org.uk**