The Sheiling Ringwood

Sheiling School Summary of Student Progress 2022-23

Introduction
This report summarises student progress over the academic year 2022-23 for the various groups of students and the school as a whole. Progress is considered with regards to:
- Academic progress within the Sheiling 'I Can' Curriculum Assessment Framework
- Accreditation results
- Destination data- next steps and provisions achieved by students leaving the school

Student Cohort 2022-23
There were 38 students recorded on roll over the course of 2022-23. This is an increase on previous numbers and the highest on roll since 2018.
1 student left the school roll during the year.
There were 6 new starters at the school, all of whom were day students during this academic year. One student started their placement 'late' in the Summer term as part of transition into a full placement in the next academic year.

The table shows numbers of pupils with various characteristics and background information.

Pupils		On roll	38	**School Cohort and numbers/ diagnoses**
Gender		M	21	Severe Learning Difficulties- 10
		F	17	Autism- 18
LAC/ CIN		LAC	3	Down Syndrome- 7
		CIN	11	Global Delays/ Developmental Delay- 10
				Developmental Language Disorder- 1
Key Stage		1	2	Epilepsy- 4
		2	8	Diabetes- 1
		3	8	
		4	6	Looked After (or Formerly Looked After) Pupils and those issued with a Child In Need Plan- 14
		5	14	
Day pupils- 27, Residential pupils-11				

All pupils on roll in 2022-23 had an existing Education, Health and Care Plan (EHCP) in place, in line with the school Admissions Policy.

Note that for SEN type and diagnosis, some students have multiple diagnoses so the total frequency across all of the SEN types exceeds the number of students on roll. Autism Spectrum Condition (ASC) and developmental delays remain by far the most frequently referred SEN type and learning disability within the cohort and this is in line with previous academic years. Given the relatively high proportion of students with autism - a condition diagnosed more frequently in boys than girls - it is perhaps unsurprising that the number of male students exceeds the number of female students, although the cohort remains quite balanced overall for the type of provision that the school has.
The overall number of day pupils reached a new high (27 pupils) due to the level of demand for day placements from relatively local areas within BCP, Hampshire, Dorset and Wiltshire. Numbers of residential students have remained stable but not increased, and the organisation has continued to manage the numbers of placements against operational factors such as staffing.
Transition arrangements for new students starting at the school have been carefully managed. A Preadmission Meeting took place for each of the students, and each undertook two or more short visits to site to prepare them for starting in September. Student placements were offered and agreed in time to

facilitate an effective 'transition in', which is something that has been a challenge in the past several years. Two students made a 'phased transition' into the school and both achieved full attendance after one half term. This reflects difficulties seen in children since the pandemic where their prior education may not have been full time and there may have been difficulties in attendance to school in previous settings due to sensory dysregulation, behaviour or anxiety issues. The transitions undertaken were very successful and with close working between school and the families. The school continue to advocate a 'short step-up' transition so that students are encouraged to quickly acquire full attendance and to avoid any overly long transitions that could cause them to miss more of their education than is necessary.

Academic Progress

The Sheiling School has a unique 'I Can' Curriculum designed to meet the needs of our students. The curriculum was rebranded 'I Can' in 2020 following a process of further development of the curriculum over time and with a focus on students acquiring the key skills that will prepare them for their future. Development of the curriculum has followed a process of evolution over time and the school has always maintained a child development-centred model of holistic education since its inception. The curriculum offers a 'heads, hands and hearts' approach to learning and is a broad and balanced curriculum, enabling a meaningful breadth of study and range of experience whilst addressing the very substance of the difficulties and learning needs that our students present with.

The school have continued to utilise our own assessment system, the Sheiling 'I Can' Curriculum Assessment Framework. Our assessment continuum for each subject, captures outcomes for students as 'I can..' statements across 'P' stages 1-10. The outcomes students work towards reflect what is taught within the Sheiling 'I Can' Curriculum and so the assessment approach is based on 'assess what you teach'. Some students are working to outcomes that can be tracked within the National Curriculum (whilst still working significantly below age-related expectations) and their progress is evidenced and recorded within a new 'National Curriculum' Markbook developed by the school in 2020-21. The school have continued to ensure that the breadth of assessment is accounted for and the National Curriculum Markbooks assess pupils in stages 1-6, aligned with the National Curriculum Key Stages 1-3. In developing this tool, we have taken account of a number of systems including Rising Stars. Each stage or level within the National Curriculum or P Level is broken down into a number of steps of learning and assessment criteria. As students become more confident with a skill, we rate their level of achievement and 'mastery' accordingly. This data is presented as % completion of a stage or level and enables us to show small as well as large steps of progress, including increasing mastery of the skills students are learning. The continued careful implementation of this assessment approach means that it has embedded well and means that assessment informs planning and teaching effectively and without creating undue workload for teaching staff or leaders.

Progress Expectations 2022-23

The school regularly moderates work and compares samples of student work with other local special schools to ensure robust teacher assessments against outcomes. Some schools are using the same or similar assessment systems to the Sheiling and therefore can make direct comparisons in 'levelling' exercises or, in other cases, it will be looking at the quality of evidence that underpins the assessment judgement about a measurable outcome (e.g. 'I can count to 10').

Our progress expectations remain-

KS2- 2 levels or stages

KS3- 2 levels or stages

KS4- 1 level/ stage

KS5- 1 level/ stage

The year-on-year data we continue to generate shows that above forms an aspirational but realistic baseline, whilst progress expectations are discussed with individual teachers and the expectations are titrated so that the students' prior rates of progress and starting points are accounted for. We fully acknowledge that the student could meet the expectations above yet not be making enough progress, whilst another student could *not* meet the progress expectations above, yet be making excellent progress based on their learning needs and prior rate of progress. Therefore, in setting goals and targets, the process is

very individual and based on a sound knowledge of the student, looking at evidence of work and improvements over time. Within supervision and Performance Management meetings, school leaders triangulate the quality of evidence underpinning the progress students are making and work with teachers to ensure accountability for progress and that targets and goals are based on sound knowledge of the students from the classroom practitioners.

As use of our assessment system has embedded, our tracking of outcomes achieved is telling us more, for individual students, about their rate of progress over time. We can easily identify when progress has accelerated or slowed. This will indicate where teachers may need to focus extra time or resources, for instance, to support a student in an area where they appear to be making less progress. It can also mean that, due to developmental or learning needs, a student may need more time or consolidation of skills to enable their progress, and we can adjust our expectations and target setting accordingly. As a school, the Sheiling continues to focus on the quality of progress and not simply the numbers of outcomes achieved, as we want students to become secure in the new knowledge and skills they acquire, to commit these to long-term memory and to be able to apply their learning in new situations and contexts.

All students had targets set for their progress across 2022-23 in:
➢ English (Reading, Writing, Expressive and Receptive Communication)
➢ Maths (Number, Shape and Functional Maths)
➢ Science
➢ Physical Education
➢ Personal, Social, Health Education and Citizenship (PSHE&C)
➢ Computing
➢ Art and Design
➢ Design and Technology

Progress

Progress to target is evaluated in the following way for each pupil for each subject:

Below track/little progress (20% + below target)	🟥
On track to meet target	🟨
Has met target (+/- 5%)	🟩
Exceeding target (5% or more)	🟪

All Pupils, All Subjects

%	English- Early Development	English- Reading	English- Writing	English- Receptive Communication	English- Expressive Communication	Mathematics- Early Development	Mathematics- Number and Calculation	Mathematics- Application and Functional Maths
below track	0	0	0	0	3	0	0	0
on track	0	11	11	5	8	0	5	0
met	3	63	58	58	66	3	68	68
exceeding	3	21	26	26	11	3	21	26
No data	95	5	5	11	13	95	5	5

%	Mathematics- Application and Functional Maths	Mathematics- Shape, Measure and Geometry	Science	Art & Design	Physical Education	PSHE&C	Computing	Design and Technology
below track	0	0	0	3	3	0	0	5
on track	0	5	3	13	11	3	5	3
met	68	68	71	66	66	61	74	63
exceeding	26	21	24	16	18	34	18	26
No data	5	5	3	3	3	3	3	3

All Pupils, All Subjects

Various pupils across various subjects do not have any data to add to our progression information. Reasons for this include:

➢ The student is working within the National Curriculum frameworks and their domains of learning do not correspond to the P Level frameworks. For instance, these students are not assessed in Receptive or Expressive Communication as this is assessed within Reading and Writing).

➢ Only a small proportion of students are working within the Early Development phase of English and Maths- this totalled two students and one was in transition from Early Development to the more subject-specific strands within English and Maths during the year.

➢ One student left the school roll during the year and has insufficient data to report.

For the first time, the school has been able to put the data sets for the P Levels and National Curriculum frameworks together so that we can report on the school as a whole.

Progression information and student progress to their targets is overall very positive across 2022-23.
This fits with the strong teaching seen in observations and learning walks, scrutiny of progress through the Education Trustee and School Improvement Partner and the strong evidence of progress on show in Progress Files, Annual Reviews and other records of students' achievements.

Target setting remains aspirational and we have seen a smaller proportion of students exceeding their targets (16-34% this year compared to circa 30-60% in the previous year). Some of this may well be due to setting ever more aspirational targets for existing students. Nevertheless, the pattern of strong progress remains, with only relatively small numbers of students 'on track' (yet not meeting target) or 'below track' (minimal evident progress).

The very small percentages 'Below Track' across several of the subjects is accounted for by isolated results for a number of students, rather than a single student failing to achieve in a broad variety of subjects.
Progress in Core Subjects (Maths, English, Science) is as strong as progress in Foundation/ Additional Subjects. No areas of the curriculum are causing concern. Results are well balanced across the full range of subjects.

Results in 2022-23 underpin a strong track record of academic progress over several years.

Progress by groups

The school has continued to undertake regular monitoring of students' achievements through the Individual Education Plans, academic curriculum and progress records. On a termly basis, all student results are collated and used to inform discussion between teachers and school leadership in supervisions and internal reviews. We continue to check, compare and contrast achievements between groups of pupils. This supports early identification of problems, for instance, underachievement by any individual or group of

students. This is one of the indicators to make sure that our curriculum continues to be suitable and accessible to all students and allows these students to achieve their best.

Some comparison achievement data for all subjects and some of the key 'groups' within our cohort is below:

	English-Reading	English-Writing	English-Receptive Communication	Mathematics-Number and Calculation	Mathematics-Application and Functional Maths	Mathematics-Shape, Measure and Geometry	Science	Art & Design	PSHE&C	Computing	Design and Technology
All pupils	84.2	84.2	84.2	89.5	94.7	89.5	94.7	81.6	94.7	92.1	89.5
Day	78.6	82.1	82.1	89.3	92.9	85.7	96.4	85.7	96.4	89.3	89.3
Residential	100.0	90.0	90.0	90.0	100.0	100.0	90.0	70.0	90.0	100.0	90.0
Boys	71.4	76.2	81.0	85.7	90.5	85.7	90.5	81.0	95.2	85.7	85.7
Girls	100.0	94.1	88.2	94.1	100.0	94.1	100.0	82.4	94.1	100.0	94.1
Pre-16	81.0	76.2	81.0	90.5	95.2	85.7	95.2	85.7	95.2	100.0	100.0
Post-16	85.7	85.7	81.0	85.7	95.2	90.5	95.2	76.2	90.5	85.7	81.0
LAC/ CIN	92.9	85.7	85.7	85.7	92.9	85.7	92.9	78.6	85.7	92.9	85.7
Ethnicity comparison group	100.0	100.0	75.0	100.0	100.0	100.0	100.0	75.0	100.0	75.0	75.0
Variance	28.6	23.8	15.0	14.3	9.5	14.3	10.0	15.7	14.3	25.0	25.0

Results in the table are highlighted green where they exceed the result for *all* pupils. Each result is the total percentage of pupils MEETING or EXCEEDING their progress targets for the given category and subject. Where differences are apparent within results, careful steps have been taken to look at where there may be issues through close scrutiny of individual data. From analysis, there are no particular differences that the school would consider significant. Where a student does not make as much progress as another student or does not meet their target, this seems to be most likely based on their individual profile, learning needs and engagement rather than in relation to being in any particular group within the cohort.

Accreditation Results
Our Accreditation Leader has worked alongside teachers to expand the range of qualification pathways open to Post-16 students. This is in response to students of higher ability starting the school in the Upper School at Year 12. Therefore, enabling accreditation at levels up to Entry 3 has allowed for further stretch and challenge within the Upper School.

All students in the Upper School follow a suitable accreditation pathway based on their aptitudes and outcomes. All are entered for accreditation and none are disapplied.

All students who entered for accreditation were successful in achieving their awards, through internal and external moderation activity. This is a 100% success rate.

All students who left the Upper School in 2022-23, left with an accreditation award that they can be proud of and which helps to prepare them for the next stage of their lives.

ASDAN Personal Progress Diploma (37 Credits)- 4 students
ASDAN Personal Progress Extended Certificate- 1 student
ASDAN Personal and Social Development- Full Certificate- Entry 1- 1 student
ASDAN Personal and Social Development- Full Certificate- Entry 3- 3 students

Student readiness for preferred and planned destinations beyond the Sheiling and Year 14 Transitions
There were 9 x Year 14 transitions in 2022-23, comprising 4 residential students and 5 x day students.
All students achieved ongoing further education at Sheiling College.
One student, a day student, has achieved a supported living placement in the local area and will continue to attend Sheiling College on a day basis.
Report prepared by Andy Walters - Head of School, November 2023