

The Sheiling Ringwood

Head's Report- School Education

Sheiling School Summary of Student Progress 2024-25

Introduction

2024-25 has been another very successful year of achievement within the school, with our wonderful students continuing to learn and thrive. The continued growth of the school with the construction of a new double classroom (Parsifal), nearing completion towards the end of the academic year, will further continue our journey to provide a SEND specialist provision and a superb educational offer to as many young people as we can support. Our continued focus through the year has remained quality-first teaching, including settling newer teachers into the school. We have continued to build and maintain an excellent collegiate team of educators across various roles and this remains critical to the success of the curriculum, quality of teaching and working relationships and ensuring students get the very most from their education. Ofsted visited the school in November 2024 and the headline 'pupils move to learn at this nurturing school' underpins much of what we know and fundamentally believe works for our students here at the Sheiling. The school were graded as Good overall with Outstanding for Behaviour and Attitudes.

This report summarises progress made by students over the academic year 2024-25 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 2024-25

There were 34 students recorded on roll over the course of 2024-25. Class sizes varied between 4 and 7 students, depending on a balance of learning needs and behaviours. Compatibility between students is carefully thought-out along with starting point, cognitive ability, interests and so forth and therefore age is not the sole determinant of class placement. We do, however, continue to try to avoid significant age differentials within individual classes without good reason. Three (3) new students joined the school, 2 at the beginning of the year and 1 later on in November. Two (2) students transferred from day placements into residential placements and, as an organisation, we remain very conscious of the changing needs of students as they become older and are glad that we are able to support these changing needs when and if extended day learning is needed beyond the hours of the standard 'school day'. This change in provision also recognises and responds to the need and opportunity for students to further develop their skills of daily living in a contextually accurate and appropriate setting, particularly as they move through Post-16/Upper School and looking to be ready for the next phase of life and learning.

Cohort summary

The broad character of the school has remained steady, with a consistent profile of students coming towards the school. We continue to support many students with autism/ASD, Down Syndrome, developmental delays including chromosomal microdeletions or mutations and global developmental delay, a variety of medical needs and a range of learning difficulties in the moderate to severe range. The majority of students are identified as having severe learning difficulties. There are a number of students within the school with a diagnosis of autism and this is in line with reasons for issue of EHCPs nationally, with autism diagnoses amongst the most frequently cited reasons for seeking special educational provision.

All students on roll in 2024-25 had an existing Education, Health and Care Plan (EHCP) in place, in line with the school Admissions Policy. In line with the prevalence of autism needs, all students have Communication and Interaction needs within the four broad areas of need identified within the SEN Code of Practice 2015. All students, in line with their barriers to learning and learning difficulties, have needs identified within Cognition and Learning.

In 2024-25, the school had:

- 34 students, 23 boys and 11 girls. One student started late in the year and is not included in some of the data capture below.
- 10 students had active social care involvement through Child in Need review process or Looked After Child status.
- 9 residential placements (mixture of weekly and termly boarding)
- 30/33 students identified as White-British in ethnicity
- 6 students were identified as having moderate learning difficulties and the remainder have severe learning difficulties
- Numbers of students by Key Stage:

Key Stage	Number of Students
EYFS	1
KS1	0
KS2	9
KS3	7
KS4	6
KS5	10

- Diagnoses across the school

Neurodevelopmental & Learning Disorders	Genetic & Chromosomal Conditions	Medical & Physical Conditions	Mental Health & Behavioural
Autism Spectrum Disorder (17)	Down's Syndrome (6)	Epilepsy / Seizures (6)	ADHD (3)
Global Developmental Delay (10)	Chromosome Abnormalities (4)	Hydrocephalus / VP Shunt (2)	Anxiety Disorders (2)
Speech, Language & Communication (9)	Rare Genetic Mutations (3)	Hearing Loss / Auditory Issues (3)	Severe Behavioural Difficulties (2)
Developmental Language Disorder (4)	2q23.1 Microdeletion (1)	Hypermobility / Low Muscle Tone (4)	

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 has continued to utilise its 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 'National Curriculum' Markbook initially developed by the school in 2020-21. The school has continued to ensure that the breadth of assessment is accounted for and the National Curriculum Markbooks assess students in stages 1-6, broadly 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 2024-25

Within the Sheiling Assessment framework, our baseline expectations for progress - and therefore the initial basis of setting progress targets - are:

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 the 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.

All students had targets set for their progress across 2024-25 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 (10% or more)	

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 students' 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 students. This supports early identification of problems; for instance, underachievement by any individual or group of students. This is one of the indicators to ensure 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:

Progress - Lowest-attaining Starting Points

No students in the school were working within P1-3 in English/Maths early development strands or below a level where they would be unable to access subject-specific learning during 2024-25.

Progress - Middle-attaining Starting Points

29 students, the biggest group, were working within, or had starting points within, P4-10 of the Sheiling School Assessment Framework. Their progress is summarised below. The table shows the % of students attaining their targets:

YG	KS	English-Reading	English-Writing	English-Receptive Communication	English-Expressive Communication	Mathematics-Number and Calculation	Mathematics-Application and Functional Maths	Mathematics-Shape, Measure and Geometry	Science	Art & Design	Physical Education	PSHE&C	Computing	Design and Technology
%	below track	0	7	10	7	3	3	10	7	3	7	10	7	17
	on track	24	14	7	10	10	14	7	24	34	10	3	14	14
	met	24	28	28	34	24	31	24	17	24	45	38	31	17
	exceeding	52	52	55	48	62	52	59	52	38	38	48	48	52
	No data	0	0	0	0	0	0	0	0	0	0	0	0	0
		100	100	100	100	100	100	100	100	100	100	100	100	100

- Due to rapid baselining of new students, all students had progression data from the year to allow analysis.
- There is a high level of variation in student results across subjects, rather than individual students predominantly only meeting or exceeding their targets.
- Results are very positive and indicative of strong results, with students meeting and exceeding their individual progress targets. Around 40-50% exceed challenging targets set for their progression across the majority of curriculum subjects.

- In most cases, targets were set to be challenging based on any prior known rate of progress, aiming to accelerate learning, where possible.
- Students continue to make very strong progress in reading and further development work with Read, Write, Inc, the school system for synthetic phonics, is continuing to prove beneficial.

Progress- highest-attaining starting points

The table shows the % of students attaining their targets:

YG	KS	Reading	Writing	Number	Measure	Geometry	Statistics	Ratio	Algebra	Biology	Chemistry
%	below track	0	0	0	0	0	0	0	0	0	0
	on track	0	0	0	0	0	0	0	0	0	0
	met	20	20	60	20	20	0	40	20	0	60
	exceeding	80	80	40	80	80	100	60	60	100	40
	No data	0	0	0	0	0	0	0	20	0	0
		100	100	100	100	100	100	100	100	100	100

YG	KS	Physics	Working Scientifically	PSHE&C	Computing	Art and Design	Design and Technology	Physical Education
%	below track	0	0	0	20	0	0	0
	on track	0	20	0	0	0	0	20
	met	40	60	20	20	40	0	0
	exceeding	60	20	80	60	60	100	80
	No data	0	0	0	0	0	0	0
		100	100	100	100	100	100	100

- There were 5 students working within the National Curriculum-based Markbooks using NC end descriptors with sufficient data.
- All 5 are working solidly within NC content. There are a number of students from the previous (lower-attaining starting points) now 'bridging into' NC content which will give a larger group working in this more extended curriculum phase next year.
- Across the subjects, we can see these 5 students meeting and exceeding progress expectations. All had strong results. They are a statistically insignificant sample to draw many conclusions from beyond seeing well-rounded and strong progress.
- The strong progression also triangulates to the strong in-class progress and learning seen from this group of students.
- Pearson Edexcel Functional Skills - English and Maths have embedded over the last year. Students within this more able cohort are also studying towards, or have now achieved, these exams (see later section of this report on exams and accreditation).

Progress - key 'groups' within the student cohort

This section looks at achievement of key groups within the student cohort, looking at any gaps where one group achieves better or worse than another group. This year, to include all students within analysis, we have changed the methodology so that we can generate an individual progress 'score' for each student, based on all the subjects that they study and progress results for the year. The key groups and progress 'index' scores are shown in the table below:

	Pupil Numbers	Progress Index Score
All Pupils	34	0.76
Day	27	0.79
Residential	9	0.63
Key Stage 2	9	0.92
Key Stage 3	7	0.69
Key Stage 4	6	0.66
Key Stage 5	10	0.76
Mid Starting Point	27	0.75
High Starting Point	7	0.82
LAC/ CIN	11	0.77
Boys	23	0.73
Girls	11	0.83
Ethnicity Comparison Group	4	0.64

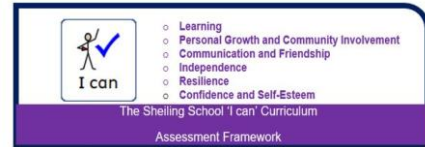
The total range in individual student scores ranged from 0.08 to 1.0.

The progress index is calculated from the total subjects available (that the student studies) X maximum score available per subject (3). The student's score is determined from totals of individual subjects, where exceeding= (-0), met= (-1), on track= (-2) and below track= (-3). Total student score/total points available gives an index score out of 1.0.

Looking at the results, the range within results is quite small and we would only start to consider gaps as significant based on a 0.2 (20% difference in results). This also acknowledges the small numbers of students that make some of the 'groups'. It is pleasing that progress results are not significantly affected by key stage, though in meeting (or not) their outcomes, and as previously highlighted, core progress expectations do vary and therefore students are set higher or lower targets based partly on age. Progress results do vary by student by a significant amount. In the isolated cases where students have mainly remained 'on track' or 'below track' across multiple subjects, secure knowledge of individual circumstances within the school shows that the low progress will have underpinning reasons (behaviour, anxiety, attendance etc.) and appropriate actions and intervention will be happening to support such students. Such cases can influence results for group data where such students are part of a group comprising small student numbers. Overall, in-year tracking and results from 2024-25 do not give rise to any concern around any particular group being disadvantaged with regards to provision or progress; for instance, from the curriculum, teaching, premises and environment or other factors.

Accreditation and Exam Results

Each student now follows a differentiated path through ASDAN, so even those undertaking the same award can study different units based on their aptitudes and interests. The school is delighted to once again share that all students have continued to successfully achieve their accredited awards, planned over 3 years, upon leaving the school.



ASDAN Personal Progress Summary - accreditation

- 2x Extended Certificate Level Entry 1
- 1x Diploma Entry 1

Each student has followed a different pathway, choosing the modules that best represent their aspirations - example of module choices below for Extended Certificate:

Developing community participation skills: getting out and about (5 credits)
Developing community participation skills: personal enrichment (2 credits)
Developing independent living skills: personal care (2 credits)
Developing self-awareness: all about me (3 credits)
Developing skills for the workplace: following instructions (2 credits)
Developing writing skills (3 credits)
Early mathematics: developing number skills (2 credits)
Early mathematics: shape (2 credits)
Preparing drinks and snacks (3 credits)
Travel within the community: going places (3 credits)

All 3 students underwent final external moderation towards the end of Year 14 and therefore all have achieved their accredited learning and been certified upon leaving the school. This is a fantastic achievement for each of these students, and a pathway that continues to prepare them well for next steps in their life and learning.

Pearson-Edexcel summary- exams

Students at higher ability starting points within KS4 have studied the syllabus and taken exams for Mathematics.

Pearson-Edexcel Functional Skills- Mathematics Entry 1- 6 entries, 6 passed (100%)

Pearson-Edexcel Functional Skills- Mathematics Entry 2- 2 entries, 2 passed (100%)

The implementation of this pathway has been a considerable piece of work undertaken by teachers and with the Deputy Head of School leading on the process. We are very pleased to see the process working and students managing these qualifications successfully. The flexible delivery and adaptation within the scheme has also meant that students have engaged well, as it was paramount that undertaking the new qualifications did not cause stress to students.

Over the next year, we will be planning for this same group within the cohort to undertake English qualifications from within the same scheme, and with further capacity for entries at Entry Level 1-3, enabling students to reach towards the next levels they are able to achieve. The introduction of the qualifications has also shown that they present a lot of stretch and challenge for students and therefore support the highest aspirations for what they can achieve.

Student readiness for preferred and planned destinations beyond Sheiling and Year 14 Transitions

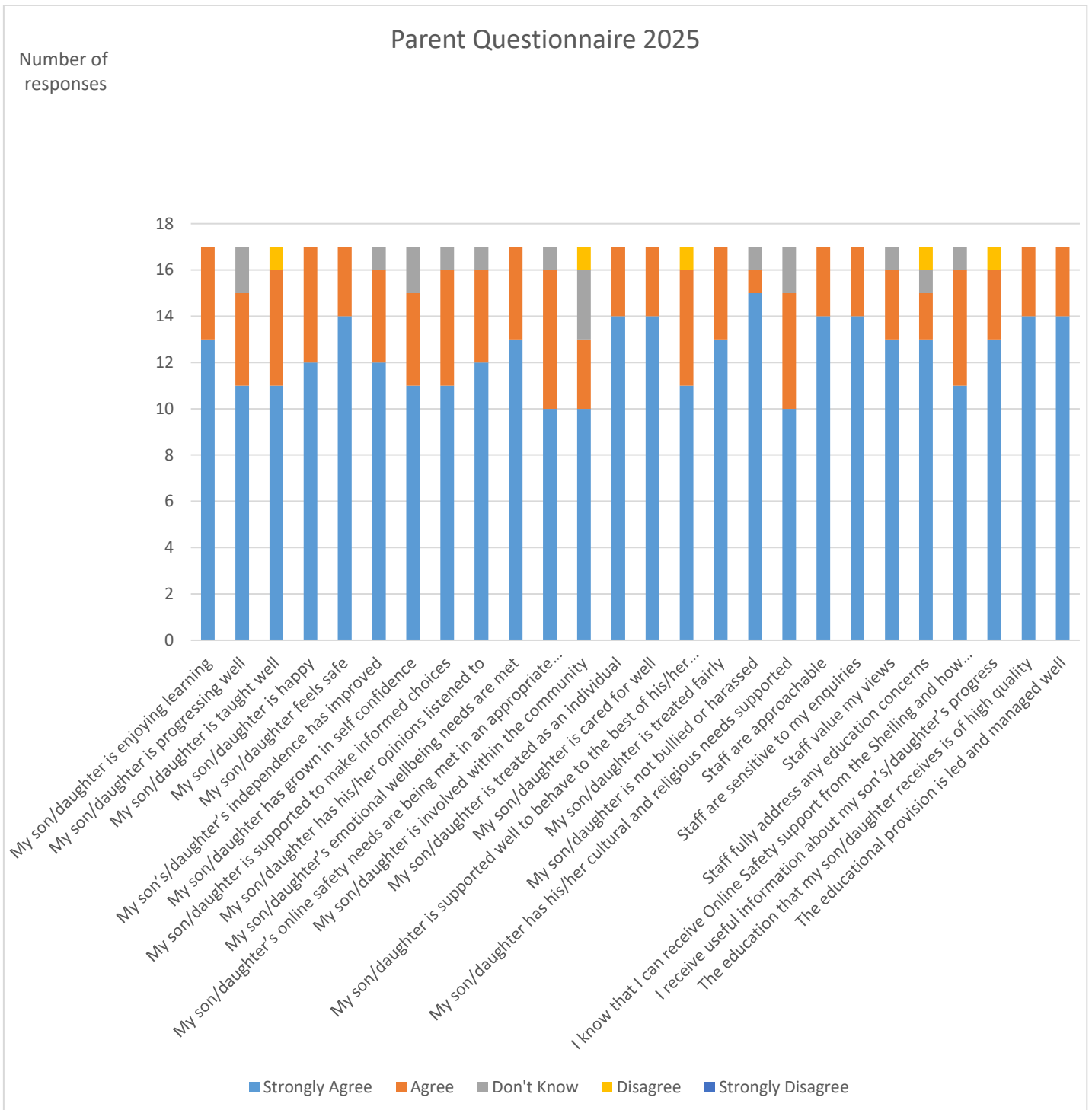
There were 3 x Year 14 transitions in 2024-25, comprising 2 residential students and 1 day student.

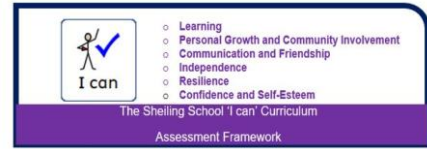
Of these students, all 3 achieved ongoing further education at Sheiling College.

We continue to be very pleased and proud of our students' achievements during their time at the school and that they evidence readiness and aspiration to take on further learning and education beyond the school.

Outcomes of Parent Survey 2025

Results of the Parent Survey are presented below. Within the survey, we had a separate focussed section on Online Safety which shows that the majority of parents who responded are very happy with the guidance and support they receive from the school around online safety and are aware of how they can get further advice, support and information.





Anonymised quotes from parents

“The Sheiling is an ideal setting for children with complex needs. The combination of diverse and outdoor learning, enthusiastic and dedicated staff, the proactive approach towards getting each child to thrive and reach their full potential and the range of therapies and activities to enable each child to fully engage with learning. We love The Sheiling and all that it offers!”

“My son’s educational needs, emotional, wellbeing and sensory needs are fully met. He is supported to learn how he learns with encouragement to try different methods / forms of learning.”

“The care my son receives for all areas of his needs are exceptional. The attentive way a full holistic view is gathered whenever we hit a problem with any aspect of his education or care is deeply appreciated.”

“My son has complex medical needs which are fully met by the school and the residential house. I would strongly recommend The Sheiling to any parent of the SEN child.”

“The Sheiling provides a huge amount of love for our son. The staff have so much respect for his independence and provide an incredibly supportive environment for him to be the best person he can be.”

Attendance focus

Students attend very well and consistently in the most part throughout the school. Due to their needs, some students can miss time at school for well-warranted reasons, such as medical appointments. Where a student is failing to attend regularly for reasons that are unacceptable or unclear, the school takes steps to work closely with the Local Authority placing the student and with parents and families to support improvements to attendance.

A summary of attendance over 2024-25 is below:

Average attendance by Key Stage (%), September 2024 to July 2025

EYFS - 1 student only	KS2	KS3	KS4	KS5
89.3%	95.99%	96.02%	95.22%	96.43%

**there were no KS1 students during 2024-25

Report prepared by Andy Walters - Head of School, November 2025