



Headline Data

End of Year Outcomes 2021
“Measuring what Matters”

Lianne Buchanan
Deputy Headteacher

Key Information

- Whole School 91 pupils

TOTALS Whole School	M	60	PP	50	ASD	46	CiC	7
	F	31	NON PP	41	NON ASD	45	NON CiC	84

Impact of COVID

- Pupils in school and following usual data review periods until December 2020
- During Spring Term 1, 49% of pupils remained at home due to COVID-19 lockdown
- Fox Wood used Evidence for Learning (EfL) as a home learning platform and provided additional activities on the school website and social media pages
- Individual Education Plans (IEP's) were set for home based learning for all pupils at home
- Progress was reviewed with parents/carers during welfare calls and through photos and comments uploaded to EfL
- Most pupils returned to school for Spring 2 (7 pupils at home)

Pupil Progress - Whole School

Whole school target set at 85%

EYFS	
Off Track	On Track or Met
15%	85%

ENGAGEMENT STEPS	
Off Track	On Track or Met
11%	89%

PROGRESSION STEPS	
Off Track	On Track or Met
6%	94%

Pupil Progress- Success Areas

Pre-formal Curriculum - Engagement Model

From September 2021, the DfE Engagement Model will become statutory. We have been using this from September 2020 to support our assessment processes for this specific cohort and provide training for other schools.

Semi-formal Curriculum - Engagement and Progression Steps

Despite a second lockdown during Spring 1, staff worked diligently to ensure that learning activities were planned and delivered to ensure that pupil progress continued at home

Formal Curriculum - Progression Steps

94% pupils met or exceeded targets – this was 73% last academic year

Intervention

Our Focused Support model was adapted with staff delivering this to a single bubble each to maintain Covid-safe practice.

‘Potential’ project launched using Covid Catch Up Funding



FOX WOOD SCHOOL CURRICULUM



INTENT

Broad, balanced and rich curriculum
 Communication
 Independence
 Ready to Learn – calm alert state
 Engagement
 FUNctional skills – transference of skills
 Life skills
 Social skills
 Citizenship and British Values
 Physical development
 Support pupils to prepare for life beyond school
 Partnership working – “Together we Shine”
 links with health, SaLT, physio, OT
 Personalised curriculum
 High expectations for all
 Progress towards EHCP targets
 Enrichment
 Capturing and acting on pupil voice
 Positive mental health and wellbeing
 Achieving potential
 Meaningful learning experiences
 Self-regulation
 Providing a stable and consistent environment to encourage pupils to find things out for themselves
 High quality Focused Support Intervention
 Holistic curriculum
 ‘Curiosity Approach’ in EYFS
 Research based pedagogy

IMPLEMENTATION

INQUIRY

3 curriculum tiers – pre-formal, semi-formal, formal
 Cohort specific planning and assessment
 – Engagement Steps, Progression Steps, Pathways to accreditation
 High expectations for all
 Cyclical, sequenced and progressive - repetition and consolidation
 Personalised—Clear differentiation
 Promotion of communication and Independence
 FUNctional skills
 Life skills
 Thematic learning encouraging transference of skills
 Intervention—PP, Y7, G&T
 Inclusion, transition
 Partnership working
 Fundamental skills
 Real-life experiences
 Work related learning
 Educational visits
 Opportunity and choice
 Meaningful activities that are pertinent to our pupils and their needs and families
 Exciting, motivating experiences
 Outdoor learning - Forest school
 Preparation for next phase of education and adult life

IMPACT

INNOVATION

Measuring what Matters
 Evidence for Learning demonstrating clear progress over time
 EHCP targets broken down through IEPs for smarter outcomes
 Calm-alert state
 Engagement
 Inclusion
 Increased communication
 Increased independence
 Positive mental health and wellbeing
 Pupils able to find out for them selves – discover and engage
 FUNctional skills, life skills and social skills developed
 Able to transfer skills
 Self-assessment
 Next steps
 Self-regulation
 Pupil coming off a behaviour plan
 Transition to next phase of education
 Preparation for adult life
 Employability – work related learning, work experience
 Coping skills - can cope with challenging situations that may have been difficult
 Sensory diet/sensory OT
 B Squared Engagement Steps and Progression Steps progress used to inform future planning
 Accreditation

Pupil Progress 2020-21

EYFS - 6 Pupils

Area		% of targets on track/met
Communication and Language (C&L)	Listening & Attention	100%
	Understanding	67%
	Speaking	100%
Literacy	Reading	83%
	Writing	100%
Maths	Number	83%
	Shape, Space & Measure	100%
Personal, Social and Emotional Development (PSED)	Making Relationships	83%
	Self Confidence & Self Awareness	83%
	Managing Feelings & Behaviours	83%
Understanding the World (UTW)	People & Communities	83%
	The World	100%
	Technology	67%
Physical Development (PD)	Moving & Handling	100%
	Health & Self-Care	67%
Expressive Arts and Design (EAD)	Exploring Media & Materials	100%
	Being Imaginative	50%

Pupil Progress 2020-21

Engagement Model – 14 pupils



Fox Wood School

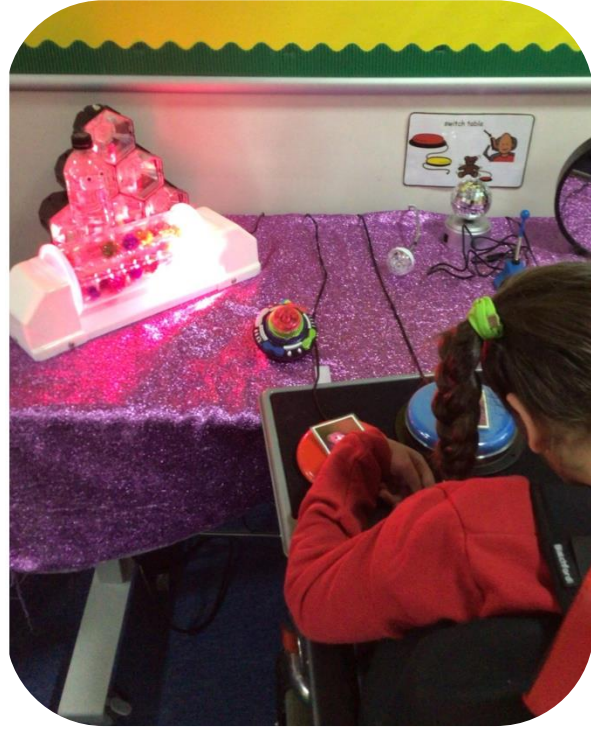
END OF YEAR OUTCOMES 2021

Isabelle Breheney

Case Study

AREA	TARGETS INTENT	HOW IS THIS ACHIEVED? IMPLEMENTATION	End of year evaluation - Wow moments IMPACT
Cognition and Learning	To encourage Isabelle to actively explore her surroundings independently through familiarity and access equipment, such as switches on a latch.	Supportive seating, standing frame, physiotherapy programme, wedge, positioning, switches, eye gaze, early maths, daily basic skills, intensive interaction, inclusion, sensory swimming, trips, break time, playtime, maths massage, enrichment, daily reading, sensory stories, early maths, TACPAC, Sherborne, Sensory Swimming, Sensory Kingdom, Forest school, enrichment, intensive interaction, ready to learn (Sensology), FUNctional Skills, cooking Exploration, initiation, realisation, anticipation, persistence	Isabelle has used switches throughout the curriculum. Isabelle loves greeting people and will independently use a big mack to say good morning (correct positioning) – she realises what the switch is for and anticipates using it. Very often she will initiate the interaction. Isabelle will use switches on the IWB with support she is working towards using a switch on the lights in the little room so she can turn them on and off on her own (she likes using a big mack for this with a recording of 'turn the lights on Izzy!').
Social, Emotional and Mental Health	To engage Isabelle in outdoor experiences with opportunities to communicate with peers, during social periods.	Sensory Kingdom, choosing, playtimes with peers, social time, group work, peer work, enrichment activities, Forest Schools activities, Functional Skills, group work, assemblies, class time, turn taking, parachute games Exploration, initiation, realisation, anticipation, persistence	Isabelle and VH both initiate interaction with each other. Isabelle is aware of her peers but she prefers adult company and interaction. She has been supported on the playground to build on her friendship skills with Joel and has shown an interest in him-tracking him on the playground. She has been encouraged to vocalise to him.
Speech/ Language and Communication	For Isabelle to use her speech/ big mack switch to demonstrate some control over her learning activities, for example saying 'again' to repeat an activity.	Speech and Language Programme, symbols/ photographs/OOR/ switches, choosing, eye gaze, intensive interaction, daily phonics (Phase 1), switches Exploration, initiation, realisation, anticipation, persistence	Isabelle has used both speech and switches to aid her communication. With prompting she will say 'again' when a favoured activity is finished although this is not consistent and she continues to work on this. She is beginning to show realisation when using a switch. When using switches, she will press a switch but this is prompted by staff – working towards persistence.
Sensory/Physical	To experience a range of positioning opportunities to facilitate greater independent access to the curriculum eg standing frame, wedge.	Supported seating, standing frame, physiotherapy programme, wedge, positioning, sensory exploration, visual sensory exploration, 'looking' activities, daily reading, eye contact, Intensive Interaction Exploration, initiation, realisation, anticipation, persistence	Isabelle has had health issues with her feet which has impacted on her wearing her splints and going in her standing frame. She has, over the last month, built her time up wearing her splints from 20 minutes to 2 hours. Isabelle's massive success this year is building her tolerance of being in a chair. She can stay in her chair for a few hours in class without becoming upset and will engage well with lessons/ staff during this time. She will explore using her eyes (and hands if positioned well) and persist, for example if she misses the switch she will move her hand back. She has become more accepting of physio exercises too – especially cross legged sitting. When lying in the little room, she will independently move her hand to activate the chimes if not successful she will try again demonstrating persistence.
Independence and self-help skills	To be able to increase her independence skills, through opportunities to work alone on tasks for short amounts of time, such as, turning the lights on and off in the little room, engaging with resonance board activities. Isabelle will assist with her personal care needs, for example, shifting her weight as she is rolled and moving her body with support. Isabelle will increase her self-feeding skills with staff support at her elbow.	Toileting, encouraging active participation, tooth brushing, sensory swimming, dressing/ undressing, physiotherapy exercises, standing frame, positioning, rolling, trips, feeding skills, FUNctional Skills, enrichment Feeding, lunch time, snack time Exploration, initiation, realisation, anticipation, persistence	Isabelle will engage well with tasks independently, however these require careful positioning and often she wriggles out of the best position and needs repositioning. Personal care – she will help staff during her personal care routine – she is accepting of having her legs moved (which although not painful now has been historically painful and she anticipates pain) With support at her elbow she will self feed Wotsits

Case Study



Pupil Progress 2020-21

Engagement Steps – 19 pupils

Area	% of targets on track/met
Communication: Expressive	89%
Communication: Receptive	95%
Cognition: Responsiveness	95%
Cognition: Discovery	89%
Social Affection	89%
Emotional Affection	84%
Physical: Fine Motor	89%
Physical: Gross Motor	79%

Pupil Progress 2020-21

Progression Steps - 52 Pupils

Area	% of targets met/exceeded
Spoken Language	98%
Reading	98%
Writing	98%
Number	92%
Measures and Geometry	81%
Statistics and Probability	98%
PSHE	94%
PE	94%

Pupil Progress 2020-21

• Key Stage 3 and 4 Accreditation

- ASDAN New Horizons Certificate
 - 18 KS3 pupils currently working towards this
 - 6 pupils finishing KS3 have achieved the Certificate this year
- ASDAN Personal Progress
 - 6 KS4 pupils working towards this
 - 2 pupils finishing KS4 have achieved accreditation this year:
 - ASDAN Personal Progress credits gained: 2 pupils, pre-formal, achieved 16 credits = Entry 1 Award
- Arts Award – 2 pupils, semi-formal/formal achieved Arts Award Explore

Pupil Progress – IEP's

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognition	82%	92%	81%	83%	87%	TBC
Social/ Comm	78%	81%	83%	91%	88%	
Physical/ Sensory	81%	83%	83%	86%	84%	
SEMH	88%	92%	85%	84%	93%	
TOTAL	82%	87%	83%	86%	88%	

Whole school IEP achievement target set at 80% achievement overall. IEP's for pupils at home during Lockdown were set by class teams in consultation with parents/carers, weekly welfare calls used to assess progress against these targets, records kept in Evidence for Learning to capture this part of the pupils' learning journey

NWSCAP Data Comparison

10	Name of person completing form		Dale Holden																	
11	Name of NWSCAP School Representative				Lianne Buchanan															
12					Beginning of Key Stage Baseline								End of Key Stage Results							
13	Student Initials	School	Current School Year	Gender	English				Mathematics				English				Mathematics			
14					Reading	Writing	Listening	Spoken	Number	Measure	Geometry	Statistics	Reading	Writing	Listening	Spoken	Number	Measure	Geometry	Statistics
15																				
16	MB*	Fox Wood School	2	F	S3		S2		S2		S1		S3		S3		S3		S3	
17	LB*	Fox Wood School	2	F	S2		S2		S2		S2		S4 +80%		S4 +80%		S5 +70%		S6 +30%	
18	GD	Fox Wood School	2	M	S7	S7	S7		S7		S7		S8 +50%	S8 +50%	S8		S8 +20%		S10	
19	AD	Fox Wood School	2	M	S7	S7	S7		S7		S7		S8	S8	S7 80%		S8		S8 +50%	
20	BJ	Fox Wood School	2	F	S7	S7	S7		S7		S7		S8	S8 +30%	S8 +20%		S8 +10%		S8 +80%	
21	RK*	Fox Wood School	2	F	S4		S3		S1		S1		S5 +90%		S6 +20%		S6 +30%		S6 +30%	
22	AM	Fox Wood School	2	F	S7	S7	S7		S7		S7		S8 +20%	S8 +20%	S8 +30%		S8 +30%		S8 +40%	
23	SV*	Fox Wood School	2	F	S5		S5		S5		S5		S5 +80%		S6 +10%		S6 +50%		S6 +40%	
24	AW*	Fox Wood School	2	F	S1		S1		S4		S4		S5 +90%		S6 +20%		S6 +30%		S6 +30%	
25	AC	Fox Wood School	6	F	S7	S7	S7		S8		S7		S11 +30%	S11 +60%	S11 +30%		S12 +20%		S11 +30%	
26	NK	Fox Wood School	6	F	S7	S7	S7		S6		S6		S10 +50%	S10 +50%	S10 +70%		S11		S10 +20%	
27	LF	Fox Wood School	6	M	S8	S10	S8		S11		S10		S15	S15 +20%	S15 +50%		S14 +30%		S14 80%	
28	LI*	Fox Wood School	6	F	S4		S4		S5		S4		S4 +50%		S4 +50%		S6		S5	
29	LN	Fox Wood School	6	M	S5	S5	S5		S7		S7		S8 +50%	S8 +65%	S8 +40%		S8 +70%		S8 +75%	
30	TS	Fox Wood School	6	M	S8	S10	S8		S10		S8		S14	S13 +50%	S11 +50%		S13 +80%		S13 +50%	
31	JD	Fox Wood School	9	M	S7	S7	S7		S7		S7		S9 +20%	S9 +20%	S9 +60%		S9 +50%		S10 +30%	
32	TD	Fox Wood School	9	M	S7	S7	S7		S7		S7		S9 +70%	S9 +30%	S9 +50%		S10		S9 +50%	
33	SM	Fox Wood School	9	M	S7	S7	S7		S7		S7		S8 +90%	S8 +90%	S8 +90%		S8 +90%		S9	
34	KM	Fox Wood School	9	F	S7	S7	S7		S7		S7		S12 +20%	S10 +80%	S11 +50%		S11 +90%		S11 +70%	
35	JP	Fox Wood School	9	M	S7	S7	S7		S7		S7		S7 +80%	S7 +80%	S8		S8		S7 +80%	
36	JS	Fox Wood School	9	M	S8	S8	S8		S8		S8		S12	S11 +50%	S10 +10%		S11 +90%		S12 +20%	
37	SA*	Fox Wood School	11	F	S5 +80%		S6 +20%		S5		S5		S6 +50%		S6 +80%		S6 +80%		S7	
38	JA*	Fox Wood School	11	M	S5 +50%		S6		S5		S5		S6 +50%		S7		S6 +80%		S6 +80%	
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Pupils with an * are working on engagement steps. The strands that we have used to represent English progress are Communication: Expressive & Communication: Receptive.

The strands that we have used to represent progress in maths are Cognition: Exploration & Cognition: Discovery.

BELOW

EXPECTED

EXCEPTIONAL

Data Analysis

- EYFS progress is strong, measured using a purpose built framework to ensure that all pupils' progress is captured regardless of learning level
- Pupils in receipt of PP funding are performing well across all areas, there is little variation between PP/non PP within B Squared data sets and for those on the Progression Steps.
- There is some variation between boys and girls, trends are tracked and teaching adjusted based on the data, daily Basic Skills lessons continue to have a positive impact across all cohorts
- Pupils with EAL - little variation between pupils with EAL/pupils not with EAL in the data set
- CiC – we have 7 CiC, they have all made expected or greater than expected progress towards their end of year targets, all 7 CiC are on track/have met 80% or above of their set targets for the academic year, including all English and maths strands.
- Positive progress recorded for all foundation subjects above 14%, progress data triangulated with monitoring activities and EfL demonstrates that curriculum provision remains broad, balanced and rich.
- We have now completed the curriculum cycle and staff teams have been involved in curriculum innovation activities to generate a new rolling programme to commence in September 2021. Detailed Home Learning Plan in place for pupils who remain at home, have to self isolate or in the event of another lock down situation.

What is the data showing?

Positive Outcomes, despite Covid impact

- Even with adjustments to original targets due to Spring 1 Lockdown, in comparison with other special schools in our wider NWSCAP group of special schools, end of key stage outcomes at Fox Wood are exceptional. Staff teams including a dedicated Focused Support Team have worked diligently to ensure that pupils got back on track after the impact of the lockdowns and continued their learning.

IEP's

- IEP's continue to yield positive progress for pupils based on individual and personalised targets. Evidence is collected and scored in Evidence for Learning so that parents/carers can see progress whenever they wish to, this will be used in the annual reviews to ascertain whether pupils have met/partially met/not met their wider EHCP outcomes.

EYFS

- Termly data analysis shows that progress is now accurately being captured, EYFS lead is now adjusting the assessment tool in line with the new EYFS Statutory Framework which must be used from September 2021

Engagement Steps

- Exceptional progress for pupils on the pre-formal curriculum
- High quality teaching and learning a strength of the school for pupils with PMLD

Progression Steps

- Exceptional progress for pupils on the semi-formal and formal curriculum models
- New curriculum planning will seek to build on this progress in a cyclical manner

Next Steps

Area	Proposed Action	Outcomes
Variation between boys and girls	TLR leads will review individual boys and girls with significant variation highlighted this year in our June data sets, TLR leads will plan CPD sessions based on their findings and deliver these as part of the September INSET	
Curriculum Innovation	New curriculum programmes will be launched from September 2021 following the model of the previous set, the curriculum will remain cyclical and progressive and incorporate the pupil interests within each class group	
Engagement Model	Decision made by the Data Team to return to B Squared Engagement Steps for this group and 'marry' the Engagement Model with the IEP to ensure that this continues to have a high profile each half term for this cohort	
Data Set	Our data for this year has been sent to the NWSCAP group who employ data analysts to prepare the Progression Charts for the next academic year. New overall data charts will be shared with staff for the next academic year.	
Pupil Premium	End of year assessment data will be closely analysed by the data team and pupils in receipt of PP funding will have strands identified for focused support during the Autumn Term 2021. Pupils not in receipt of PP funding will be allocated "Potential" booster sessions.	