

## **Pre-course task: monitoring and evaluating the progress and achievement of vulnerable groups of children.**

In preparation for the course, you are asked to consider how you currently judge the effectiveness of your school in relation to the progress of children and groups at risk of underachievement. You may choose to complete one or more sheets depending on the number of groups identified. Particular groups of pupils, both girls and boys, might include children:

- not on track to achieve nationally expected levels of attainment in English and/or mathematics;
- of minority ethnic and faith groups;
- who are Travellers, asylum seekers and refugees;
- who have English as an additional language, with information about their stage of learning English (based on the QCA guidance *A Language in Common*);
- who are disabled;
- with varying types and levels of special educational needs;
- who are looked after by the local authority;
- who might need, or be receiving, additional provision for other reasons – for example because they are sick; are young carers; are experiencing emotional or social difficulties or are at risk of disaffection and exclusion.

**Identified group at risk of underachievement in our school:**

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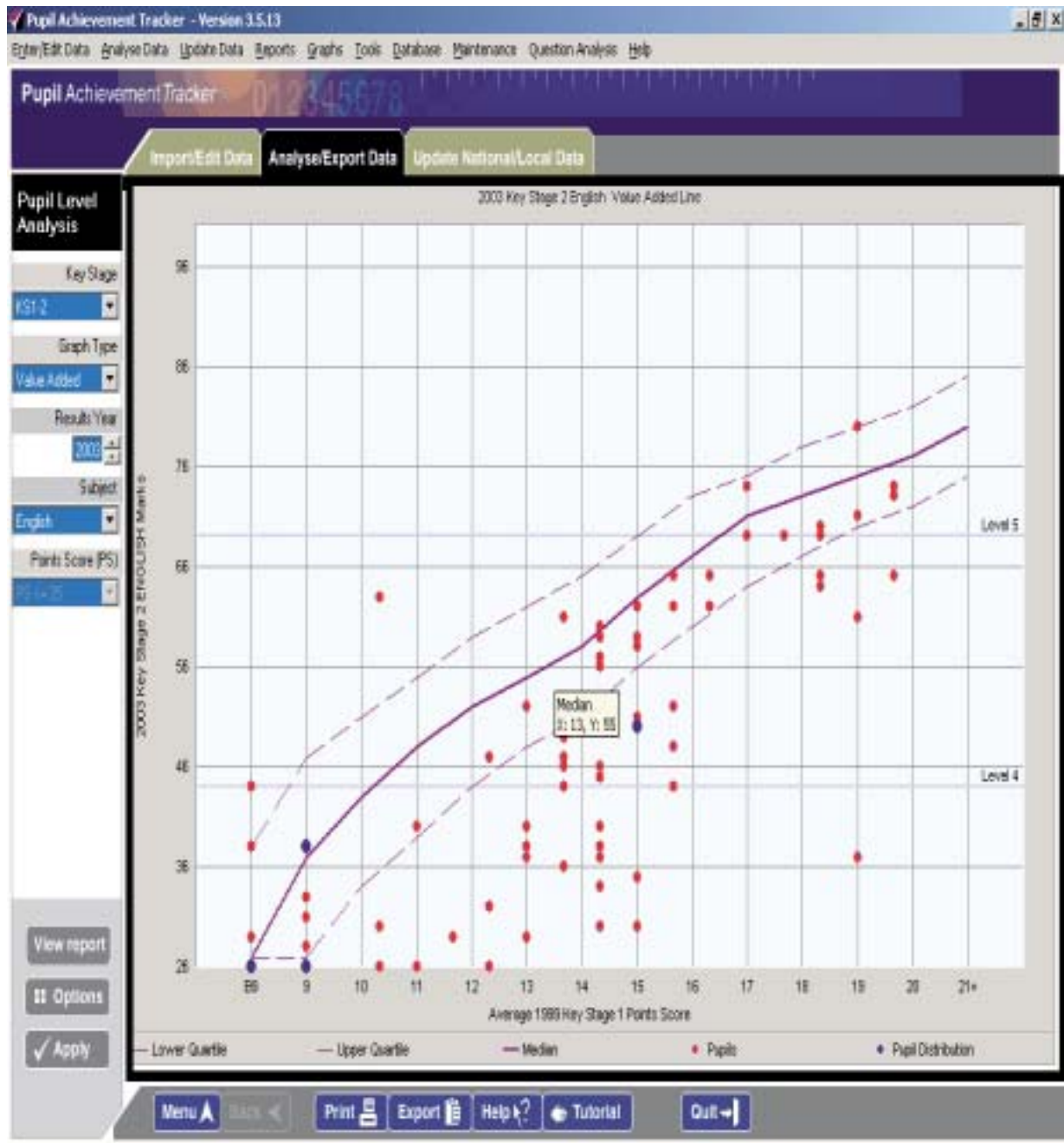
How well does this group of children achieve in our school?

How do we know?

What is having a positive impact?

How do we know?

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## Case Study

Harbrook Primary is a community primary school with 392 pupils on roll, including 21 full-time equivalent in the nursery. There are roughly equal numbers of boys and girls. The school serves an area characterised by high social deprivation. 62.1% of children are eligible for free school meals. The percentage of pupils whose first language is not, or is believed not to be, English is very high (68%). The school has a very diverse ethnic population: Pakistani, Black-African, Indian and UK heritage pupils form the largest groups. The school has 44 refugees and asylum seekers. There are 59 pupils (15%), who are at an early stage of language acquisition. There are 11 Traveller pupils and four children who are in public care.

Ethnic minority achievement grant enables additional support for 189 pupils. The percentage of pupils with identified special educational needs is well above the national average. There are 183 pupils (47%), recorded as having special educational needs – well above national or local averages. Five pupils have statements. Turbulence, that is the numbers joining or leaving the school at various points in the school year, is relatively high although it is slowing down. Many pupils have very low levels of literacy skills when they join the school.

In 1999 Ofsted reported that pupil progress was not satisfactory. Standards, when results were adjusted for refugee pupils, were significantly below the national average for all schools. Standards in Key Stage 2 were in the lower quartile in comparison to similar schools. The challenging circumstances were recognised and added value was judged satisfactory although the changing school population made this problematic to measure accurately. The school was very inclusive and very caring. Pupils' behaviour and attitude to learning was good. Teaching was satisfactory.

## Data on attainment and progress (2002)

### Key Stage 1 - Summary Results

#### Percentage of children attaining below level 1 (codes D + W) at the end of Key Stage 1

	Harbrook (%)	LEA average for similar FSM schools (%)	Overall LEA average (%)	National average (%)
Reading	30.5	11.0	3.9	3
Writing	32.2	17.4	5.6	4
Mathematics	20.3	7.6	2.5	2

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**Comparison with similar schools in our LEA - that is schools with more than 50% of pupils eligible for free school meals - for reading in Key Stage 1**

	Number of pupils in cohort	Percentage below level 1 (%)	Percentage of pupils in the school with English as an additional language (%)	Percentage of pupils in the cohort with complex SEN (i.e. individual allocations of more than £3,000) (%)
Harbrook	59	30.5	68	1.4
School A	22	0	54.5	0
School B	44	13.6	0	4.5
School C	39	12.8	0	0
School D	31	19.3	64.5	0
School E	20	5	30	0
School F	12	0	2.3	0
School G	37	10.81	2.7	0
School H	23	13.0	8.6	0
School I	25	0	4.0	4
School J	21	14.3	4.8	0
School K	35	8.6	2.9	2.9
School L	54	3.7	24.1	9.3
School M	20	15.0	5.0	5.0
School N	19	10.5	0	5.3

### Average point scores at the end of Year 2

Standards in:	School results	National results
Reading	12.4 (11.9)	16.0 (15.9)
Writing	11.8 (11.6)	14.5 (14.5)
Mathematics	14.3 (15.0)	16.6 (16.4)

Figures in brackets are for the previous year.

## Key Stage 2

	Harbrook		LEA schools with 50%+ EAL		Harbrook		LEA schools with 50%+ EAL	
	% level 4+	3-year average	% level 4+	3-year average	% level 5+	3-year average	% level 5+	3-year average
English	45.8	48.0	58.7	-	13.6	13.9	14.3	-
Maths	52.6	55.1	60.0	-	15.3	15.4	13.5	-

## Percentage attaining below level 3 (codes D, B, N, 2) at the end of Key Stage 2

	Harbrook (%)	LEA average - similar FSM schools (%)	Overall LEA average (%)	National average (%)
English	10.2	12.9	7.8	7
Mathematics	11.8	11.8	7.2	5

## Percentage attaining below Level 1 at the end of Key Stage 1 who attain level 3+ at the end of Key Stage 2: transition matrix

	Harbrook (%)	Overall LEA average (%)	National average (%)
English	67	48	46
Mathematics	69	56	54

## Children with SEN

Although 47% of pupils overall were identified as having SEN the criteria for this were less than clear. Criteria for designation as *School Action* or *School Action Plus* were also not clear. Data to show the progress of different groups of children identified as having SEN across Key Stage 1 or 2 were unavailable.

However, children receiving additional literacy intervention were, on average, making gains of 13 months in reading accuracy and 11 months in comprehension, over a six-month period.

### Children learning English as an additional language

Numbers of children in Year 6 cohort learning English as an additional language

	Number in cohort	English level 4+ (%)	English level 5+ (%)	Mathematics level 4+ (%)	Mathematics level 5+ (%)
EAL	40	53	15	58	15
Non-EAL	19	32	11	42	11

In order to ensure that the broad categories 'EAL and non-EAL' were not masking differences among discrete pupil groups, the school undertook further analysis in terms of ethnicity.

	Cohort	% English level 4+	% Mathematics level 4+
Pakistani	24	33	42
White UK	14	35	43
Black-African	11	55	55
Indian	10	80	90

A further analysis in terms of ethnicity and gender showed the following:

	Cohort	% English level 4+	% Mathematics level 4+
Pakistani			
boys	13	46	62
girls	11	18	18
White UK			
boys	8	25	38
girls	6	50	50
Black-African			
boys	6	50	50
girls	5	60	60
Indian			
boys	5	80	100
girls	5	80	80

## PANDA

The standards (level 4+) achieved by pupils at the end of Year 6.

	All schools			Similar schools 2002	
	2000	2001	2002	FSM	Prior Attainment
English	E	E	E	D	E
Mathematics	E	E	E	D	E
Average Point Score	E	E	E	D	E

### Attendance and exclusions

	Percentage of permanent exclusions	Number of fixed-term exclusions	Percentage of half days missed due to unauthorised absence	Percentage of half days missed due to authorised absence
Harbrook School	0.00	0.00	1.51	7.64
LEA average	0.03	18	0.93	6.19
National average	0.03	N/A	0.43	5.38

Data on behaviour showed very low rates of exclusion. The school had never permanently excluded a pupil. They also made almost no use of fixed-term exclusions preferring instead to use internal exclusion, where the child would work on their own outside the headteacher's office for a day or more. No data was gathered on the numbers of such internal exclusions or whether particular groups of children, (for example, children from minority ethnic groups, or children with identified SEN), were more or less likely to experience an internal exclusion than other children or whether the internal exclusions were effective – that is, what percentage of children who had one such internal exclusion went on to have others.

Some children were informally excluded at lunch times. Parents or carers were asked to pick them up and keep them at home over the lunch time period if they had persistently been in trouble in the playground. Parents and carers did not challenge these informal arrangements, nor were they formally documented. The leadership team had no way of knowing whether its new lunch-time policy of organised playground games or its new peer-mediation schemes were having an impact.

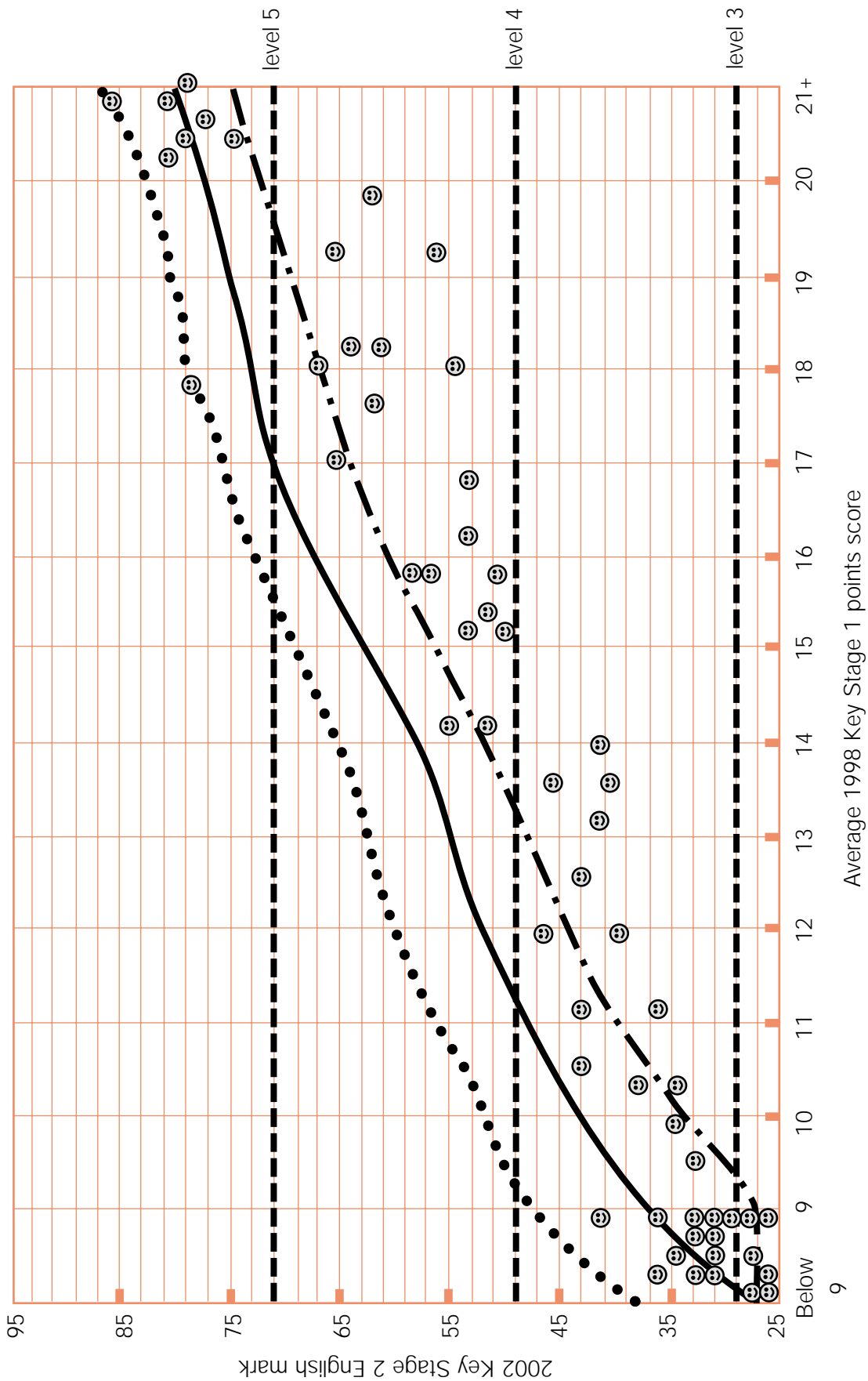


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The staff felt that they were successfully providing for individual children with behavioural, social and emotional difficulties and their wider work to develop children's social, emotional and behavioural skills across the school was progressing. The staff were aware that improvements were needed to their systems for gathering data to monitor the impact of initiatives .

Attendance was a significant issue for the school partly, but not wholly, accounted for by extended leave of absence for children visiting relatives in their family's country of origin. The school was improving its procedures for tracking attendance and putting in early intervention, through half-termly monitoring of attendance data and focused work with their education welfare officer on a whole-school action plan.

2002 Key Stage 2 English value-added line



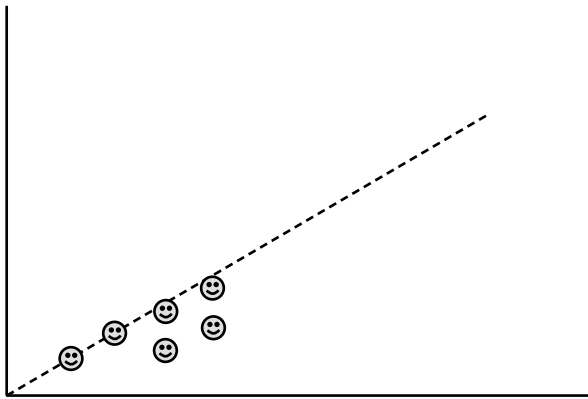
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The headteacher wants to ensure a systematic whole-school approach to the use of data to improve teaching and learning and celebrate pupil progress.

Priority	Action
1	
2	
3	



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Priority	Action
<p>1 Leadership team to provide a road map for developing systematic use of data to include:</p> <ul style="list-style-type: none"> <li>• clear role for coordinators;</li> <li>• involvement of all staff.</li> </ul>	<p>Leadership team provided clear, resourced and timed action plan with actions for all staff developed following staff, training and consultation around the following questions:</p> <ul style="list-style-type: none"> <li>• What data would be good to collect and why?</li> <li>• How should we use it?</li> <li>• What must we do to make it happen?</li> </ul> <p>Agreed role for inclusion coordinator to ensure that:</p> <ul style="list-style-type: none"> <li>• a report and analysis is provided for the leadership team to consider progress of vulnerable children and groups;</li> <li>• every teacher and all other staff are aware of identified children's progress and the provision being made for them.</li> </ul>
<p>2 Develop 'our' way of tracking progress – for <b>all</b> children.</p>	<ul style="list-style-type: none"> <li>• Regular assessment points, including QCA optional tests for Year 3, Year 4 and Year 5.</li> <li>• All year groups and classes provided with added-value line graph (initially hand drawn, using average or 'expected' progress lines, pinpointing children where progress is low or there are particular needs).</li> </ul> 

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Priority	Action
<p>2 Develop 'our' way of tracking progress – for <b>all</b> children.</p>	<p>One day inset: half for whole-school data; half for year-group working groups with key questions including:</p> <ul style="list-style-type: none"><li>• the proportion of children with low progress in each year group/class;</li><li>• targets for identified children agreed alongside specified provision;</li><li>• linking staff performance management targets directly to targeted children progress;</li><li>• use of P scales to set targets and monitor progress of children with complex learning needs;</li><li>• use of <i>A Language in Common</i> step descriptors to monitor progress of children newly arrived from overseas;</li><li>• investment in management information software increasingly enabling regular, timely and robust analysis of progress for differing groups. The software enables subject and inclusion coordinators to explore specific groups, for example, ethnicity x gender x?;</li><li>• development of termly progress monitoring based on differentiated curricular targets and teaching priorities.</li></ul>

Priority	Action
<p><b>3</b> Focus teaching priorities by ensuring manageable targets that are understood by all.</p>	<ul style="list-style-type: none"> <li>• Set differentiated curricular targets so that teaching and learning priorities are clear.</li> <li>• Make sure children know their targets and that they are part of the whole-school approach to monitoring and supporting progress.</li> <li>• Set language development targets for children learning EAL.</li> <li>• Use progress charts to ensure that targets set are sufficiently challenging.</li> <li>• Use data to identify children and groups, ensuring additional support and interventions are mapped and targeted.</li> <li>• Limit the need for additional targets via IEPs, PEPs, PSPs.</li> <li>• Monitor the proportion of curricular targets achieved and review rates by teacher, child, group and quality of targets to ensure continuing improvement.</li> </ul>

Example 1: Tracking pupil progress sheet

Students	Foundation stage profile	KS1 Read composite	QCA Y3 Reading	Points progress Y2 to Y3	QCA Y4 Reading	Points progress Y3 to Y4	QCA Y5 Reading	Points progress Y4 to Y5	KS2 Reading	Points progress Y5 to Y6
A	7	2a	2b	-2	3b	6	4b	6	5	6
B	5	2b	2b	0	2b	0	3b	6	5	12
C	3	1	2c	4	2c	0	3a	10	4	4
D	5	2a	2a	0	2a	0	4c	8	4	2
E	?	?	?	?	?	?	?	?	?	?
F	?	?	?	?	?	?	?	?	?	?
G	?	?	?	?	?	?	?	?	?	?
H	?	?	?	?	?	?	?	?	?	?
....	?	?	?	?	?	?	?	?	?	?
<b>Number of pupils in group</b>		30	26	15	25	21	24	19	24	19
<b>Average points</b>		12.8		0.75	13.75	2	19.85	6	29.8	9.95
<b>Average NC Level</b>		1			2c		3c		4	

**Notes:**

- 1 This example relates to progress in reading. Progress in other areas, for example, writing, mathematics, science or overall average point scores can be similarly tracked.
- 2 For children with special educational needs who are working towards level 1 of the National Curriculum the school are now using P Scales in order to track progress.
- 3 For children who are new to English the school are now using the Language in Common step descriptors to track progress.



Focus Area: reading/writing/mathematics

Example 2: Mapping attainment and progress

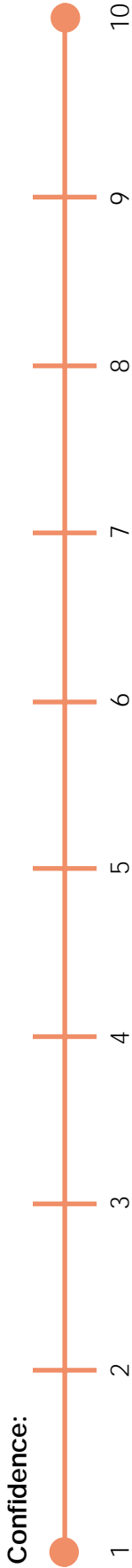
	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a
Year 1																
Year 2																
Year 3																
Year 4																
Year 5																
Year 6																

## A possible calendar for an inclusion coordinator

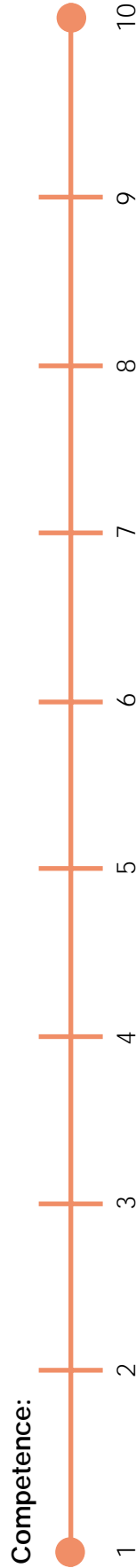
Autumn term	Throughout year	Spring and summer term
<p><b>How well are we doing and how do we compare with similar schools?</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Analyse and interpret trends in progress of vulnerable children and groups.</li> <li>Working with literacy and mathematics coordinators, review success rate of differentiated curricular targets for lower-attaining children and additional individual targets, e.g. IEPs.</li> <li>Share outcomes of analysis with leadership team, (LT), and whole staff.</li> </ul> <p>Staff – Discuss analysis of pupil progress.</p> <p><b>What more should we aim to achieve?</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Working with literacy and mathematics coordinators, support teachers' annual and end of key stage target setting for individual children.</li> <li>Support individual staff to identify targeted pupil progress objectives.</li> <li>Support LT to set school targets from individual targets and school performance data.</li> </ul> <p>Staff – Participate in annual and end of key stage target setting.</p>	<p><b>Take action, monitor and review progress</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Working with literacy and mathematics coordinators, support staff in planning curricular targets for children with additional needs, including appropriate differentiation of medium and short-term planning.</li> <li>Monitor progress of vulnerable individuals and groups across year groups towards end-of-year pupil progress objectives and towards end of key stage targets.</li> <li>Coordinate professional development activity to support pupil progress objectives.</li> <li>Monitor the quality and impact of inclusive teaching in classrooms (Wave 1).</li> <li>Monitor the quality of the overall learning environment and conditions for learning in order to ensure that this is inclusive of all children.</li> <li>Monitor the quality and impact of Wave 2 and 3 interventions.</li> <li>Undertake periodic focused scrutiny of children's work and teachers' planning, along with discussions with children and parents or carers, in order to gather qualitative information on the quality and impact of the school's provision for children with additional needs.</li> </ul>	<p><b>Planning for the next school year</b></p> <p>Inclusion coordinator</p> <p>Support LT to audit the projected needs of children in different year groups in the next school year and plan appropriate provision in the light of available budget and evidence on the types of provision that are likely to be most effective.</p> <p>Work with LT to decide priorities for school improvement plan, confirm budget, resources and CPD necessary.</p> <ul style="list-style-type: none"> <li>Identify the professional development needs of year group teams in relation to the range of needs in their new class groups.</li> </ul> <p><b>End of year review of progress</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Review progress towards pupil progress objectives with teachers.</li> <li>Draft annual analysis and review of progress of vulnerable individuals and groups.</li> </ul> <p><b>End of key stage assessment</b></p> <p>Advise on appropriate arrangements for end of key stage assessment for children with additional needs.</p>

Autumn term	Throughout year	Spring and summer term
<p><b>What must we do to make it happen?</b> Inclusion coordinator</p> <ul style="list-style-type: none"> <li>• Support LT to manage and plan evaluation targeted provision for children with additional needs.</li> <li>• Coordinate systematic discussions with parents and carers about provision that will best support their children.</li> <li>• Plan work with outside agencies in the light of the school improvement plan and the identified needs of children and staff in different year groups.</li> </ul> <p>Staff – Participate in discussions with parents and carers about provision that will best support their children.</p>	<ul style="list-style-type: none"> <li>• Observe and support or coach the work of additional adults.</li> <li>• Contribute specialist expertise to assessment for learning, so as to help identify appropriate learning objectives, teaching styles and access strategies for children with additional needs.</li> <li>• Provide workshops for parents or carers to help them match support at home to children's learning needs.</li> <li>• Coordinate progress reviews for individual children and plan appropriate support for them in preparation for transition to a new class or school.</li> </ul> <p>Staff – Plan appropriate differentiated curricular targets for individuals and groups. Differentiate medium- and short-term planning in the light of these targets. Monitor all children's progress towards end-of-year pupil progress objectives and end of key stage targets. Undertake professional development activity to support pupil progress objectives. Undertake progress reviews for individual children, in conjunction with parents and carers.</p>	<ul style="list-style-type: none"> <li>• Support the annual audit of resources by all curriculum coordinators in order to ensure that resources reflect the diverse experiences and learning needs of all children.</li> </ul> <p>Staff – Implement appropriate arrangements for end of key stage assessment for children with additional needs.</p> <ul style="list-style-type: none"> <li>• Review progress towards pupil progress objectives.</li> </ul>

Rate your own confidence and competence and your school's capacity to use and understand data effectively. Use the scales below to provide a rating for each element where 1 is, for example, least confident or competent and 10 is most confident or competent.



What would help to increase your confidence by one step?



What would help to increase your competence by one step?



What would help to increase your school's capacity to use data effectively by one step?

**Key points for action from this session**

What do I want to do in my school in order to develop effective practice?

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- 
- 

Who else do I need to involve to enable this to happen?

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- 
- 

How will I do this?

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What is my timescale for this to happen?

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- 
- 

How will I know I have been successful?

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- 
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## Glossary

<p><b>Autumn Package</b></p>	<p>The Department for Education and Skills produces national data, known as the Autumn Package, jointly with Ofsted and QCA. It contains National Summary Results, value-added information and benchmark information.</p>
<p><b>Average Point Scores (APS)</b></p>	<ul style="list-style-type: none"> <li>• Children's results can be converted to an agreed points scale enabling scores to be more easily compared. More recently individual subject scores rather than average point scores are being used. Comparing English to English test scores between key stages rather than English to average point scores for a key stage provides a much better correlation between predicted and actual scores. Four types of average point scores have been used:</li> <li>• Individual child APS for Key Stage 1 using reading, writing and mathematics. This has been used to plot individual children's scores on value-added line graphs and progress charts.</li> <li>• Overall Key Stage 1 APS for a cohort. This enabled schools to be grouped within similar prior attainment bands.</li> <li>• Subject Key Stage 2 APS used to compare progress within a subject with similar schools in a selected benchmark table.</li> <li>• Overall Key Stage 2 APS used to compare progress with similar schools.</li> </ul>
<p><b>Benchmark tables</b></p>	<p>The benchmarking tables in the Autumn Package allow Key Stage 1 and Key Stage 2 schools to make comparisons of their performance with national results and with other similar schools (based on free school meals eligibility). Key Stage 2 schools can also make comparisons with schools based on similar prior performance.</p>
<p><b>Matched data</b></p>	<p>Matched data is used to show the progress made by individual children between two different points in time (for example, at the end of Key Stage 1 and end of Key Stage 2).</p>
<p><b>Median, lower and upper quartiles</b></p>	<ul style="list-style-type: none"> <li>• The median is the score or level for which about half the results are higher and half the results are lower.</li> <li>• The lower quartile is the score or level for which about 25% of the results are lower than this value.</li> </ul>

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	<ul style="list-style-type: none"> <li>The upper quartile is the score or level for which about 25% of the results are higher than this value.</li> </ul> <p>This means that approximately half of the results are between the upper quartile (UQ) and lower quartile, (LQ).</p>
<b>National Summary Results</b>	<p>National Summary Results allow for comparisons of a school's performance against national averages and trends. A school is able to calculate where the greatest differences between the two occur. This provides a starting point in identifying the main issues for the school.</p>
<b>QCA optional tests</b>	<p>Many schools use the optional QCA tests to track pupil progress and value-added charts for these are available on the Autumn Package website.</p>
<b>Pupil Achievement Tracker (PAT)</b>	<p>The Pupil Achievement Tracker (PAT) software allows schools and LEAs to import and analyse their own pupil performance data against national performance data published in the Autumn Package. There are four main areas of analysis possible in the PAT:</p> <ul style="list-style-type: none"> <li>School level analyses – comparing the school's results in the key stage tests and teacher assessments with similar schools (similar in terms of either free school meal eligibility or prior attainment).</li> <li>Pupil level value-added – comparing the progress of individual children or groups of children between key stages (or within key stages if the school has children's optional test results) with progress nationally.</li> <li>Target setting – assisting the school to set targets for individual children in the light of projections based on progress by similar children in the best performing schools with a similar baseline.</li> <li>Question-level analysis – allowing schools to see how their children performed in each of the questions in the National Curriculum tests compared to performance nationally.</li> </ul>
<b>PAT Attributes</b>	<p>The Pupil Achievement Tracker (PAT) allows schools and LEAs to define customised fields to enable analysis of performance for different groups of children.</p>

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<b>P scales</b>	The P Scales are a set of performance criteria providing descriptions of levels of attainment leading to level 1 and within levels 1 and 2 of the National Curriculum for English and mathematics, and to level 1 in science.
<b>PANDAs</b>	Performance and Assessment Reports (PANDAs) for schools published by Ofsted annually.
<b>PLASC</b>	The Pupil Level Annual School Census is an annual data return from schools that feeds into a national database.
<b>Progress charts</b>	Progress charts are based on the progress of children nationally. They show for children with similar attainments at Key Stage 1 the distribution of their attainment in Key Stage 2 tests. They help consideration of children's future performance.
<b>QCA step descriptors</b>	The QCA published <i>A Language in Common: Assessing English as an additional language</i> in 2000. The step descriptors provide ways of assessing the early progress children make in learning English as an additional language (EAL).
<b>Residuals</b>	Residuals describe the differences between scores achieved and expected or median scores. The differences, both positive and negative, for a cohort are aggregated. The aggregated score, positive or negative, is used to indicate a value-added measure.
<b>Transition matrices and conversion</b>	Transition matrices and conversion rates show, for children who achieve a particular level of attainment at the end of Key Stage 1, the proportions achieving different levels at Key Stage 2.
<b>Value-added line graphs and progress charts</b>	The PAT provides two tools based on matched pupil level data, value-added line graphs and progress charts. Schools can use value-added line graphs, for example, to evaluate children's progress between performance at end of Key Stage 1 and end of Key Stage 2. The graphs enable comparison of progress of their children with progress achieved nationally, taking into account prior performance. Progress charts provide information to support schools in raising their expectations of pupil achievement and can be used in setting realistic but challenging targets.



