



## **Assessment Report for 2017 -2018**

Assessment at Lancasterian School is ongoing process carried out by class teachers and their teams. This ensures there is always an accurate picture of a pupil's current attainment and their next steps. Pupils are assessed through teacher assessment based on observations and marking of their work.

Teachers record their assessments of pupils on B-Squared, a specific assessment criteria for pupils with special educational needs. Teachers, SLT and subject leaders set targets for the expected progress a pupil should make across a year/keystage based on their prior attainment and Lancasterian progression guidance. The Lancasterian progression guidance is based on CASPA data, moderation with other special schools and the recognised change in rate of progress for our most profoundly disabled pupils as they move into high school. These targets are then individualised based on the teachers specific knowledge of the pupils to ensure there is appropriate challenge.

### **Tracking Pupil Progress**

Pupil progress is tracked and monitored using B Squared with relevant data updated at key assessment points throughout the year (at the end of each term). Progress is tracked and analysed in school using B Squared, CSAM (Connecting Steps Analysis Module) and Lancasterian progression guidance.

Regular progress and analysis meetings ensure individual assessment data is effectively shared, discussed and moderated.

Careful analysis and rigorous scrutiny of data enables the comparison of achievement between pupils from vulnerable groups. This informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated.

### **Definition of good and Outstanding Progress at Lancasterian**

The following data shows progress over the 2017-2018 academic year.

Lancasterian's definition of outstanding, good, satisfactory (RI) or inadequate progress is closely linked to Lancasterian Progression Guidance 2018, previous assessment data, analysis of school-based data and knowledge of individual pupils.



## Analysis of School Data

### Primary school

#### EYFS progress

No. Pupils	Subjects	%Exceeded	%Expected	%Below	No. Pupils
8	Communication	Listening and attention	75%	0%	25%
		Understanding	37.5%	25%	37.5%
		Speaking	25%	25%	50%
	Personal, Social and Emotional Development	Self-awareness	75%	12.5%	12.5%
		Managing feelings	62.5%	25%	12.5%
		Making Relationships	87.5%	0%	12.5%
	Physical Development	Moving and Handling	75%	25%	0%
		Health and self-care	50%	37.5%	12.5%

#### Key stage 1 progress

Number of pupils	Boys/girls	PP	English	Maths	Science	PSHE	Computing
<u>5</u>	3 / 2	60%	O= 60% G=40% S=0 I=0	O= 80% G=20% S=0 I=0	O= 20% G=20% S=40% I=20%	O= 100% G=0 S=0 I=0	O= 40% G=20% S=40% I=0

#### Key stage 2 progress



# Lancasterian School

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Number of pupils	Boys/girls	PP	English	Maths	Science	PSHE	Computing
<b>5</b>	3 / 2	80%	O=40% G=40% S=20% I=0	O=20% G=80% S=0 I=0	O=20% G=0 S=60% I=20%	O=40% G=20% S=40% I=0	O=20% G=40% S=40% I=0

## Outcomes

Most of our pupils are working below the level of the SATs and some are working at the Pre-Key stage standards.

### Key stage 1

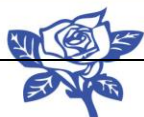
	Absent	BLW – Below standard of pre key stage	PKF – Pre key stage foundations	WTS – Working towards expected standard	EXS – Working at expected standard	GDS – Working at greater depth than standard
<b>Reading</b>	1	5	0	0	0	0
<b>Writing</b>	1	5	0	0	0	0
<b>Maths</b>	1	4	1	0	0	0
<b>Science</b>	1	5	0	0	0	0

### Phonics screening.

	D - Working below standard of test	Wt – Pupil took test but <u>did not meet</u> expected standard	Wa – Pupil took test and <u>met</u> expected standard	Absent for test	Total pupils
<b>Year 1</b>	7	0	0	0	7
<b>Year 2</b>	4	1	0	1	6

### Keystage 2 outcomes

	BLW – Below standard of pre key	PKF – Pre key stage foundations	PKE – Early development of expected standards	PKG – Growing development of expected	EXS – Working at expected standard



	stage			standard	
Reading	2	1	2	0	1
Writing	3	0	2	1	0
Maths	2	1	2	1	0
Science	6	0	0	0	0

The pupil who was working at the expected standard did sit the SAT's tests.

## High School

### Keystage 3 progress

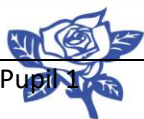
Number of pupils	Boys/girls	PP	English	Maths	Science	PSHE	Computing
<b>16</b>	12 / 4		O=66.6%	O=60%	O=73.3%	O=100%	O=78.6%
			G=20%	G=40%	G=6.7%	G=0	G=13.3%
			S=13.4%	S=0	S=13.3%	S=0	S=20%
			I=0	I=0	I=6.7%	I=0	I=0

### Key stage 4 progress

Number of pupils	Boys/girls	PP	English	Maths	Science	PSHE	Computing
<b>6</b>	3 / 3	67%	O=66.6%	O=66.6%	O=50%	O=83.3%	O=50%
			G=16.7%	G=16.7%	G=16.7%	G=0	G=50%
			S=16.7%	S=16.7%	S=33.3%	S=16.7%	S=0
			I=0	I=0	I=0	I=0	I=0

### Keystage 4 outcomes

Name	English	Maths	ASDAN		Evaluation



# Lancasterian School

Pupil 1	EL1	EL2	Gold		Outstanding
Pupil 2	EL2	EL1	Gold		Good
Pupil 3	N/A	N/A	Personal progress	Transition Challenge	Good *
Pupil 4	N/A	N/A	Personal progress	Transition Challenge	Good *
Pupil 5	EL2	EL1	Gold		Outstanding
Pupil 6	EL1	EL1	Silver		Outstanding

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**Outstanding** = achieving more than expected in 2 or more subjects

**Good** = achieving more than expected in 1 or more subjects

**Expected** = achieving the level expected in all subjects

**Below expected** = not achieving the level expected in 1 or more subjects.

\* These pupils achieved good progress in recognition of achieving both ASDAN qualifications