



Kisimul Schools Lincolnshire (Swinderby Lower School Acacia Hall Upper School).

Pupil Attainment and Achievement Report 2013/14.

Kisimul School (Swinderby Lower School and Acacia Hall Upper School) uses internal and external assessment processes to ensure that pupil learning is tracked vigorously, and to give a detailed appraisal of individual student progression over time. The school adopts a commercial package, 'BSquared Connecting Steps', which enables teachers to make precise and accurate judgements about pupil progress by breaking assessment down into small achievements of incremental learning. This also enables teachers to set appropriate and achievable targets for students within Individual Education Plans and differentiating outcomes and goals for learners within weekly plans. These profiles are electronically updated on an ongoing basis by teachers, using information recorded by school staff on individual plans for learners. These records provide detail of learner responses and achievements within the curriculum, and within therapeutic based sessions delivered within each school's provision.

Moderation processes ensure that each learner has a detailed and individualised plan, supported by a detailed Individual Pupil Care Plan (IPCP), which identifies learning targets, and strategies and interventions to be adopted by all education staff in supporting young people to achieve their goals. This is fed back to parents and professionals at annual review, and to placing Local Authorities during monitoring visits. Moderation by senior leaders at key points of the school year outlines that the vast majority of students met all of their internal aspiration based teacher targets for the end of the 2013/14 school year. Where moderation processes highlighted some students achieving their target prior to the end of year summary assessment, school leaders set revised targets to ensure that levels of progress were targeted and maintained.

Progress of learners within the school is monitored by the Senior Management Team at each school site. By doing this, leadership are reassured that any individual student is making expected levels of progress, relative to their specific needs and cognitive profile. Where learners plateau in their progression, or their behaviour patterns provide an obstacle to engagement, a multi-disciplinary approach is taken to include therapeutic input and provide additional strategies and interventions for learners. School leaders also use analysis from another commercial system – 'CASPA' (Comparison and Analysis of Special Pupil Attainment) - to compare student progress with national data for learners with SEN, using their specific category of SEN to compare attainment with students of a similar age and need. This also enables the school to make judgments on self evaluation of whole school performance in pupil achievement and teaching and learning within the school.

In each year of comparison between 2011 and 2014, using both relative starting attainment points, and comparing attainment by category and severity of SEN, over 95% of students attained either 'expected' levels of attainment (the median profile 25%-75%), and in a significant number of

instances, 'exceeded' (the Upper Profile 75%-100%) expected levels of progress. This outcome is reflected when measured over these time periods, using both categories of SEN as measurement, and also assessment using starting points and ignoring category of need. Given the fractured educational experiences prior to placement at Kisimul, their complex learning and sensory profiles, and the challenging behaviour presented by all Kisimul students, this represents outstanding attainment and achievement for the school. These benchmarks are the school's equivalent of '5 A-Cs' at GCSE, ie. the nationally expected outcomes for learners, and this reflects extremely positively on both the learners themselves, and the input and determination of all facets of the Educational and Residential Provision in re-engaging young people with complex SEN. This applies when considering all aspects of learning, acquisition of functional skills, increasing self esteem, and furthering independence.

As an additional benchmark, Leadership also assess learner progress over time, using National Progression Guidance for SEN (DFES 2010) to give projected expectations for pupil learning through the course of a Key Stage of learning (ie. the end of Years 6, 9, 11 and 14, at ages 11, 14, 16 and 19). This enables teachers to set appropriate annual targets based on projected levels of attainment. As the school strives to be Outstanding in all areas related to Education, Kisimul uses only the Upper Quartile (the top 75%-100% of expected attainment) data sets as benchmarks for expected levels of progress. These are updated for each individual student, alongside Annual Assessment records profiling Behavioural Analysis and developmental assessments of cognitive development and communication assessments from the Educational Psychology and Speech and Language teams.

A significant majority of learners achieve all of these 'above expected' levels of progress across key stages, in a significant number of instances often a full academic year ahead of timescale. Without exception, where learners have attended Kisimul through the course of a Key Stage, they achieve at least 'expected' levels of attainment over time.

Kisimul uses predominately the ASDAN accreditation scheme to provide appropriate programmes of learning for students within the provision. This scheme enables learners to participate and gain accreditation at a level which is reflective and representative of their individual learning profile. The range of Accreditation gained within Kisimul reflects the learning profiles of the students, and reflects their diversity. Accreditation is particularly targeted towards the acquisition of functional skills, independence and life skills, and as students progress through the school, learning becomes more contextually driven and based on real life rehearsal, through community and experiential learning, and a vocational curriculum.

All KS4 students during 2013 / 14 were able to achieve accreditation on the ASDAN Transition Challenge programme, alongside DofE accreditation and individual awards presented by the school for personal achievements throughout the year. Within KS5, students attained ASDAN Towards Independence Awards, and Personal Progress Units in a variety of functional and creative aspects of the curriculum. At the end of 2013 for example, over 160 Unit Awards were achieved within KS5, with a significant number of students gaining 6 or more Personal Accreditation Awards.

While the above achievement and attainment data reflect positively on the provision at Kisimul, it is vitally important to acknowledge the emotional, social, physical and behavioural gains

made by students within the school. Detailed Behavioural Analysis by a highly skilled and dedicated Educational Psychology team, using Cognitive and observation assessments, as well as analysis of daily handover information and profiling of behavioural incidents, means that each student has a detailed and evidence based behavioural monitoring profile. This is pivotal in identifying patterns of behaviour, informing success or otherwise of specific interventions, and progress in reducing instances of challenging behaviour which would otherwise prove obstructive to engagement. On arrival at Kisimul, learners will typically be using their behaviour as a primary means of communication. In order to provide consistency and intervention from commencement of placement, all learners are given a Preliminary IPCP, based on pre assessment reports, professional and parental liaison, visits to previous placements and observations. Initial assessments are then completed by the Psychology, Speech and Language, and where appropriate the Occupational Therapy team. After a 12 week assessment period, an established and full IPCP is provided, updated dynamically on a 3 monthly basis. As part of the core provision for all learners, programmes are then implemented directly by the therapy teams as part of the school curriculum, and also by the class teams under the direction of therapy professionals, alongside Music Therapy, Aromatherapy and the Physical Curriculum.

This detailed assessment of behaviour and regular assessment of cognitive needs shows that without exception, learners attain more positive profiles of behaviour over time. Where cyclical or negative patterns of behaviour emerge, a multi-disciplinary approach is adopted involving professionals from therapeutic, educational and residential teams to ensure a consistent and informed approach is adopted and encapsulated in the detailed IPCP for each student in the provision.

Comparison of Outcomes on basis of Gender, Ethnicity, SEN, and use of the Pupil Premium

Kisimul receives pupil premium funding for some learners, a reflection of the different approaches adopted by various LA's which in some cases may use their pupil premium funding for central resourcing, or for welfare services which contact the school for updates on pupil progress and interventions. The school has a detailed outline for each individual in receipt of funding, and additional interventions and resources provided. A key aspect of additional support is the offer of Holiday School to provide extended learning opportunities for young people, the availability of electronic tablets within the school, and the development of a multi sensory interactive learning suite to add value to the curriculum within 2014 15. The progress and impact of these additional interventions is tracked using the assessment processes described above. There are no discernible differences in the achievement of students in receipt of Pupil Premium funding – ie. without exception they make 'expected' or 'above expected' levels of progress when measured against expectations based on their SEN profile, or national expectations for progression over time.

Similarly, analysis of CASPA data for the school, focussing on core foundation subjects of English Maths and Science, shows that for the year 2013/14, for the 51 students where comparison was possible, 100% of boys and girls achieved expected or exceeded expected levels of progress. Regardless of the age of students, progress was similarly consistent, although rates of progress do plateau as learners progress through the key stages, reflective of their complex cognitive profiles.

For example, while 100% of KS 3-5 students met at least nationally 'expected' levels of progress during the year, 24% of students in KS 3-4 exceeded expected levels of attainment, and 14% of students in KS4-5.

There are no discernible differences in rates of progress when comparing gender, ethnicity or complexity of need. While learners make different rates of progress dependent on their individual profile, school leadership are confident all learners are able to match or exceed expected rates of progress throughout the school. Accreditation received by all students within KS4 and KS5 also reflects this assertion.

The Quality of Teaching and Learning.

Kisimul has developed a detailed set of teaching standards, adopted from the National Standards outlined by the DFES to reflect the complex needs of Kisimul students. All teachers are appraised against these standards, and set annual PDR targets related to student progress, whole school contribution and personal and professional development. In the PDRs completed at the end of the 2013 /14, teachers within the school either Achieved or Exceeded 94% of targets.

There is a diverse training programme in place for all school staff, on a cyclical basis for statutory conditions such as Timian and Safeguarding, but also on SEN pedagogy, which is reflective of the profiles of the learners. In 2013 14, this includes both internal and external training on Autism from the Psychology team and Autism Education Trust, Sensory Integration and Sensory Diets, PECS/Makaton and Communication training.

Senior leaders completed 25 observations during the 2013 /14 school year, as well as Learning Walks completed alongside therapeutic professionals. Teaching was deemed either Outstanding / Good in 90% of formally observed sessions. All teachers have individual Teaching Improvement Plans, and from 2014 /15, all will keep an Individual Portfolio that gathers evidence specific to each of the Teacher Standards alluded to above. The School Improvement Plan also has detailed programmes of school development to ensure that teaching and learning continues to enable achievements and attainment to continue to be commensurate with the positive outcomes outlined above.

Pupils' Views of the School.

Kisimul is creative in ascertaining the views of the students in the school, given the challenging communication difficulties associated with a cohort of SLD and ASD students. There is an active School Council at each school site, which are supported in making decisions around key celebration events, aspects of the fabric of the environment (for example, the play spaces ,or choosing school pets). Students' views are sourced prior to statutory review processes, and feedback is included in the review paperwork. Videos and pictures are also a regular feature of some reviews to give representation of student responses without actual physical attendance.

To augment this sentiment of Pupil Voice, Symbolised questionnaire schedules, differentiated for the needs of the students in their complexity, were designed by the Speech and Language Team, and students were supported in completion by familiar staff towards the end of the school year. This included questions on their sense of feeling safe, and whether teaching was enjoyable, and what their favourite aspects of the curriculum were. It would be necessary in some instance to advocate for students in terms of their responses, through observing their responses or annotating their more positive responses to some elements of the curriculum as opposed to others. Student responses were to the teaching and learning within the school were very positive, and where there were determined expressed individual preferences for particular activities, teachers will be encouraged to ensure that this is represented in the individual curriculums for those students within the 2014 15 school year.