



**Abbot's Lea School**  
**Progress and Attendance Report**  
**2018 -19**

Abbot's Lea School caters for students age 3-19 with Autism, learning difficulties and a range of complex academic, social and personal development needs.

During academic year 2018-19, the school had 152 students age 3-19; those were organised into the following learning cohorts:

- Early Years and Key Stage 1
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5, including Supported Internships

This report shows basic picture of the data sets related to the academic successes of our students.

**Definitions:**

- ❖ *Substantial Progress – more than expected progress in relation to a student's personal targets*
- ❖ *Strong Progress – progress that is in line with student's personal targets*
- ❖ *Weak Progress – progress that is below a student's personal targets*

The school analysed the data captured in the context of the students' population and self-assessed its provision as continually outstanding.

The report also highlights areas identified by me as requiring further exploration and development during the current academic year 2019-20. Any projects arising from such development work will be captured in the School Development Plan 2018-21 projects.

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## WHOLE SCHOOL

Whole School	Substantial Progress	Strong Progress	Weak Progress	FSM			EAL			Boys			Girls			LAC			
				Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	
Reading	30%	60%	10%	18%	73%	9%	31%	61%	8%	24%	64%	12%	40%	52%	8%	17%	83%	0%	
Writing	32%	57%	11%	22%	67%	11%	55%	30%	15%	29%	60%	11%	44%	49%	7%	17%	83%	0%	
Mathematics	29%	66%	5%	23%	73%	4%	38%	54%	8%	33%	62%	5%	34%	66%	0%	67%	33%	0%	
Science	43%	40%	17%	33%	58%	9%	20%	50%	30%	33%	54%	13%	27%	59%	14%	33%	34%	33%	
Attendance	92.8%	PA	20%																

The picture overall shows very strong academic progress. Majority of students are making progress in line with their own personal milestones, with many exceeding that expectation. The majority of students achieve this despite having complex learning needs. Moreover, it is worth noting that the progress noted is sustained.

The areas identified as requiring further exploration and development over the coming year are:

- Attendance and Persistent Absence
- Reading
- Science
- Employability

As a result, The Leadership Team will continue to develop our engagement strategies, our holistic curriculum, and any interventions aimed at ensuring highest quality ensuring sequential delivery of educational programmes to students age 3-19 across all phases.

## EARLY YEARS FOUNDATION STAGE (EYFS)

The four students in EYFS follow a statutory Early Years Foundation Stage Framework assessing their progress against Early Learning Goals (ELG). The standards are broken down into:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

All of the students within the Abbot's Lea School EYFS are currently working below the expected standard for their age due to their complex learning needs. Despite that, all students have made progress throughout the year against their own personal milestones.

Prime Area	% of students making personalised progress	Progress within the early learning goals	Specific Area	% of students making personalised progress	Progress within the early learning goals
<b><u>Communication + Language</u></b> Listening & Attention Understanding Speaking	100% 100% 100%	50% 50% 50%	<b><u>Literacy</u></b> Reading Writing	100% 100%	50% 0%
<b><u>PSED</u></b> Self confidence Feelings and relationships	100% 100%	50% 25%	<b><u>Maths</u></b> Numbers S,S,M	100% 100%	25% 0%
<b><u>Physical</u></b> Moving Self care	100% 100%	50% 50%	<b><u>UTW</u></b> People The world Tech	100% 100% 100%	0% 0% 0%
<b><u>EA&amp;D</u></b> Exploring imaginative	100% 100%	25% 50%	<b><u>EA&amp;D</u></b> Exploring imaginative	100% 100%	25% 0%

## KEY STAGE 1 (KS1)

Key Stage 1	Substantial Progress	Strong Progress	Weak Progress	FSM			EAL			Boys			Girls			
				Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	
Reading	70%	20%	10%	80%	0%	20%	50%	50%	0%	63%	25%	12%	100%	0%	0%	
Writing	80%	10%	10%	80%	0%	20%	100%	0%	0%	75%	12.5%	12.5%	0%	100%	0%	
Mathematics	50%	40%	10%	60%	20%	20%	100%	0%	0%	63%	27%	0%	0%	100%	0%	
Science	40%	40%	20%	40%	40%	20%	50%	50%	0%	25%	50%	25%	100%	0%	0%	
Attendance	95.6%	PA	10%													

## KEY STAGE 2 (KS2)

Key Stage 2	Substantial Progress	Strong Progress	Weak Progress	FSM			EAL			Boys			Girls			
				Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	
Reading	24%	68%	8%	15%	77%	8%	50%	50%	0%	21%	70%	9%	38%	62%	0%	
Writing	23%	66%	11%	13%	74%	13%	0%	50%	50%	23%	65%	12%	25%	75%	0%	
Mathematics	41%	52%	7%	23%	70%	7%	0%	50%	50%	38%	53%	9%	50%	50%	0%	
Science	43%	45%	12%	35%	49%	16%	50%	0%	50%	42%	45%	13%	38%	71%	0%	
Attendance	94.5%	PA	10%													

### KEY STAGE 3 (KS3)

Key Stage 3	Substantial Progress	Strong Progress	Weak Progress	FSM			EAL			Boys			Girls			
				Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	
Reading	22%	68%	10%	11%	81%	8%	14%	86%	0%	21%	67%	12%	25%	75%	0%	
Writing	32%	62%	6%	19%	69%	12%	57%	43%	0%	31%	62%	7%	50%	50%	0%	
Mathematics	26%	74%	0%	19%	81%	0%	38%	62%	0%	24%	66%	0%	38%	62%	0%	
Science	30%	52%	18%	28%	67%	5%	14%	57%	29%	31%	53%	16%	25%	37.5%	37.5%	
Attendance	93.1%	PA	16%													

### KEY STAGE 4 (KS4)

Key Stage 4	Substantial Progress	Strong Progress	Weak Progress	FSM			EAL			Boys			Girls			
				Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	
Reading	22%	68%	10%	14%	86%	0%	22%	68%	10%	18%	68%	14%	28%	57%	15%	
Writing	32%	61%	7%	18%	82%	0%	32%	61%	7%	30%	65%	5%	28%	57%	15%	
Mathematics	25%	71%	4%	14%	86%	0%	25%	71%	4%	25%	70%	5%	15%	85%	0%	
Science	22%	72%	6%	9%	91%	0%	22%	72%	6%	22%	73%	5%	71%	29%	0%	
Attendance	89.9%	PA	30%													

### KEY STAGE 5 (KS5)

Key Stage 5	Substantial Progress	Strong Progress	Weak Progress	FSM			EAL 2 Students			Boys			Girls			
				Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	Sub	Strong	Weak	
Reading	53%	33%	14%	22%	66%	22%	50%	0%	50%	20%	63%	17%	50%	25%	25%	
Writing	50%	30%	20%	33%	56%	11%	50%	0%	50%	30%	47%	23%	75%	0%	25%	
Mathematics	44%	46%	10%	44.5%	44.5%	11%	0%	100%	0%	43%	46%	11%	50%	50%	0%	
Attendance	87.4%	PA	29%													

## ACCREDITED LEARNING RESULTS

Level	Qualification	Percentage pass rate
Entry Level 2	English	100%
Entry Level 2	Mathematics	100%
Entry Level 2	ICT	100%
Entry Level 3	English	100%
Entry Level 3	Mathematics	100%
Level 1	English	20%
Level 1	Mathematics	0%

## DESTINATIONS AND NEET FIGURES

Destination	Percentage	Girls	Boys	NEET
College	48%	14%	86%	0
Supported Internships	52%	0%	100%	0
NEET (not in education, employment or training)	0%	0%	0%	0

## **2019-20 SCHOOL DEVELOPMENT PLAN**

### **PRIORITY PROJECTS ARISING FROM THE DATA ANALYSIS**

1. **Attendance** – we will continue to strive to improve attendance rates and reduce persistent absenteeism rates
2. **Curriculum mapping** – we will map out our holistic curriculum for 3-19 under ASD Philosophy of Education and through that, identify opportunities for further improvement of our offer to the students of all neurodiversity conditions and cognitive abilities and social interests, including those whose needs present the greatest challenge to the meaningful engagement in whole-class learning (SEMH)
3. **Reading** – we will implement SIL Reading Quality Mark Framework to further develop reading across the school
4. **Science** – we will review the Science curriculum, with a view of improving it. A deep look at the assessment mark books used in Key Stage 3 and 4 will be analysed to see if it meets the criteria of the accredited learning and this will be brought in line with the learning that is taking place
5. **Employability** – we will launch new qualifications to ensure greater readiness and take up of Supported Internships next year