



Assessment Report – Autumn Term 2022.

1. Headlines – Autumn Term 2022

- The school welcomed the return of students following the summer break and successfully transitioned 23 new students significantly increasing the student cohort.
- The school welcomed a new Head of School, Anita Bancierz.
- The school continued to implement measures to ensure the safeguarding of its students, including the trust-wide move to CPOMS accompanied by training for all staff.
- Disruption to therapist provision (due to lack of funding and national shortages of therapists) continued. Therapist recruitment will extend to Spring Term.
- The Autumn Term data is reported on below:

2. Analysis of data related to target-setting

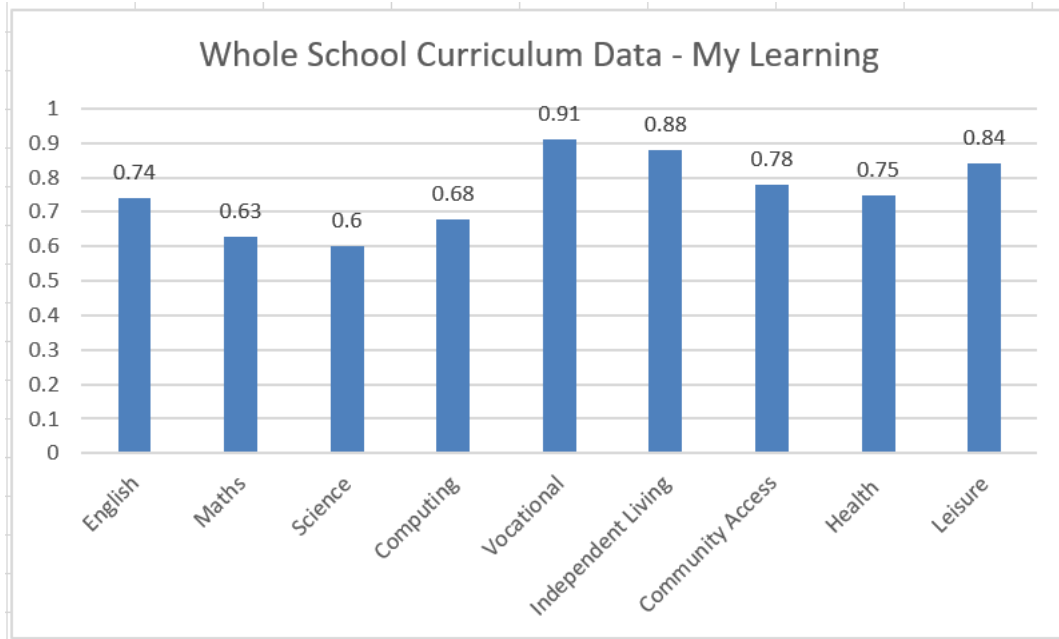
a) Whole school

The whole school average rate of progress for 'My Learning' was 70%. This is a decrease compared to the previous terms whole school average of 79%.

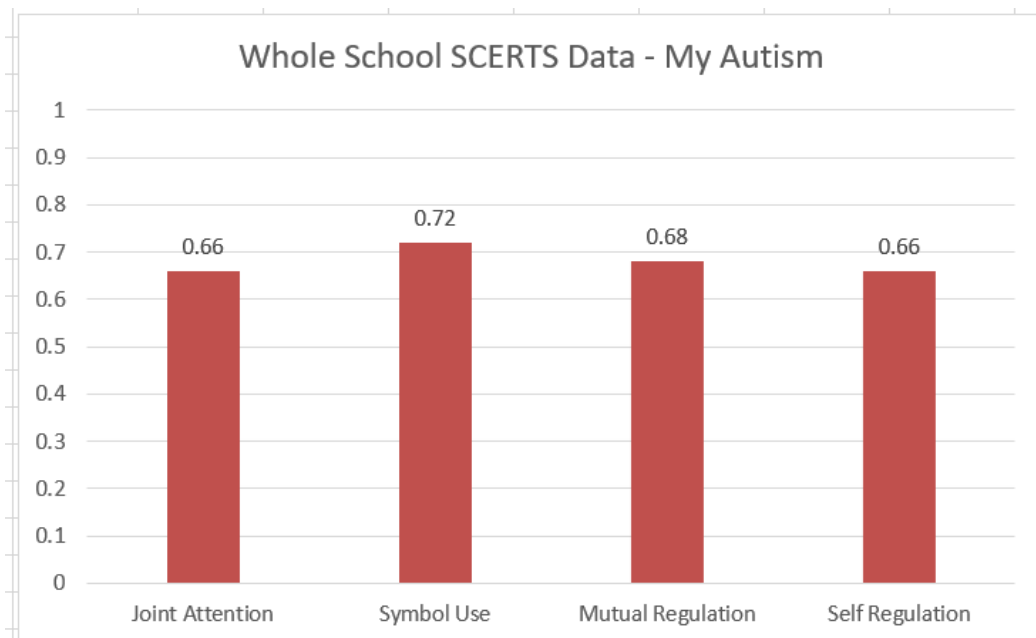
The whole school average rate of progress for 'My Autism' was 68%. This is a slight decrease relative to the previous terms whole school average of 70%.

b) Subjects

Most students attending Kensington Queensmill are taught and assessed following the national curriculum core subjects of English, Maths, Science and Computing. The focus of curriculum learning shifts towards Preparation for Adulthood (PFA) for the oldest students, with functional English and Maths embedded. In terms of My Learning, KS1-3 students excelled the most this term in English (0.74) and Computing (0.68). Students in KS4 and above who follow the PFA curriculum excelled in Vocational/Employment (0.91) and Independent Living (0.88). It is worth noting that the whole school progress in curriculum subjects was 'secure' or very near secure (at 0.74 and above) for 6 out of 9 curriculum subjects. This is shown below:

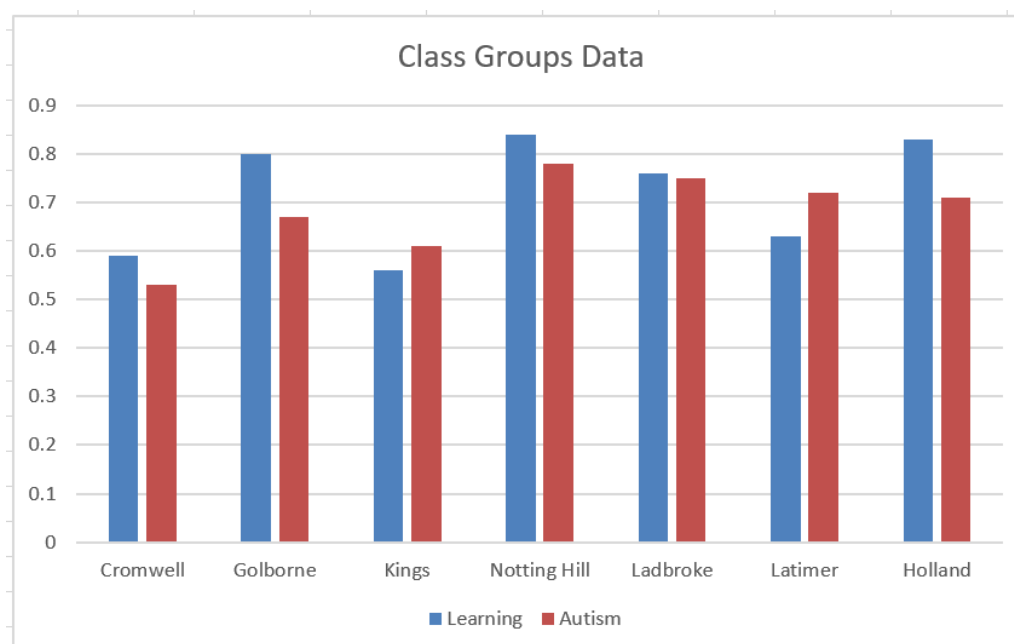


Students attending Kensington Queensmill are set four autism targets per term. These map onto the SCERTS model which all teachers are trained in. In terms of My Autism, students showed progress that was close to 'secure' in every SCERTS domain. Students made the most progress in Symbol Use (0.72) followed by Mutual Regulation (0.68). This is shown below:



c) Class groups

Portobello class (in the EY department) and Brompton class (in the Secondary department) welcomed new groups of students who worked on 'settling in' targets (relationships with staff, relationships with students, communication, sensory/environment). As such, these students will appear in Onwards & Upwards in Spring Term when they receive their first full cycle of learning and autism targets. Individual class data is shown below:



As can be seen, most class groups (5 out of 7) achieved higher rates of progress for targets set in curriculum subjects than for autism. Higher rates of whole school progress for learning compared to autism is a trend that has been observed for several years running at Queensmill School and echoes what has been found at Kensington Queensmill for the last three terms, including Autumn Term 2022. Notting Hill and Holland classes were the most consistent in terms of the overall progress students made against their personalised 'I Can' targets. Cromwell and Kings classes have struggled to secure progress in both learning and in autism. This indicates that the teachers of these classes require further support. All teachers will now receive a progress tracking meeting based on the findings of the Autumn Term data analysis (see: Appendix 1).

3. Action plan

Action	By when
- Continue to address misconceptions and common pit-falls relating to target-setting and use of Onwards & Upwards following the teacher's assessment meeting (Sept 2022), but do so now on an individual basis in progress tracking meetings	Spring Term 2023
- Incorporate elements of moderation through dialogue and PLP scrutiny in progress tracking meetings. Assessment Coordinator to select one PLP at random from each class group and provide feedback about the quality of PLP writing and guidance for improvement. Re-share with teachers PLP best practice guide for them to refer to when writing future PLPs	Spring Term 2023
- Work with Senior OT and Deputy Head to schedule a teacher's meeting regarding new format Emotion Regulation Support Plans which will support the writing (and delivery of) Emotion Regulation targets	Spring Term 2023
- Continue to provide teachers with guidance/support throughout the year as opportunities arise to ensure teachers choose functional and appropriate targets and all students make meaningful progress	July 2023
- Finalise the new 'My Autism bank of targets' which will support teachers to align their assessments in autism more closely to the SCERTS framework. It is anticipated that this will support raising progress in 'My Autism' at individual, class group and whole school levels	July 2023
- Draw tentative parallels in data across Queensmill and Kensington Queensmill cohorts	July 2023
- Work closely with the Executive Head and the Head of School to plan next steps and shape assessment priorities for 2023-2024	July 2023

Emily Bennett

24.12.2022

Appendix 1: Class Data Streamed – Autumn 2022.

My Learning data:

Whole school Learning average = **0.70**

Low (averages < 0.7)	Mid (averages ranging between 0.7 and 0.8)	High (averages > 0.8)
Kings – 0.56 Cromwell – 0.59 Latimer – 0.63	Ladbroke – 0.76	Golborne – 0.8 Holland – 0.83 Notting Hill – 0.84

My Autism data:

Whole school Autism average = **0.68**

Low (averages < 0.7)	Mid (averages ranging between 0.7 and 0.8)	High (averages > 0.8)
Cromwell – 0.53 Kings – 0.61 Golborne – 0.67	Holland – 0.71 Latimer – 0.72 Ladbroke – 0.75 Notting Hill – 0.78	

Progress Tracking Meetings – Spring Term Plan.

Teachers of all classes, minus Portobello and Brompton, are prioritised for Spring Term progress tracking meetings. This is because a) the school is in its infancy having only been open for one academic year, b) the numbers of teachers in the school remain relatively small and so meetings for all teachers can take place within one term and c) the priority to develop teacher's confidence with assessment remains high in order to raise progress at individual and whole school levels.

Teachers of Portobello and Brompton classes will receive a 1:1 assessment support meeting to develop their confidence in target-setting and using Onwards & Upwards, ahead of new students receiving their first full cycle of targets.