



Assessment Report – Spring Term 2023.

1. Headlines – Spring Term 2023

- The school welcomed the return of students following Christmas break and admitted three new children, taking the school to full capacity.
- Leaders began to plan for an exciting expansion, the opening of the school's first resource base provision at Avondale Park Primary School. Two new KS1 classes will open from September 2023 and will provide provision for 12 autistic students from the borough of Kensington & Chelsea.
- Recruitment of staff continued. Two new teaching assistants and one Occupational Therapist joined the school. Recruitment of new staff for existing and new positions will continue into the Summer Term.
- The school formed subject leader working groups to support with curriculum development and the writing of progression maps.
- The Spring Term data is reported on below:

2. Analysis of data related to target-setting

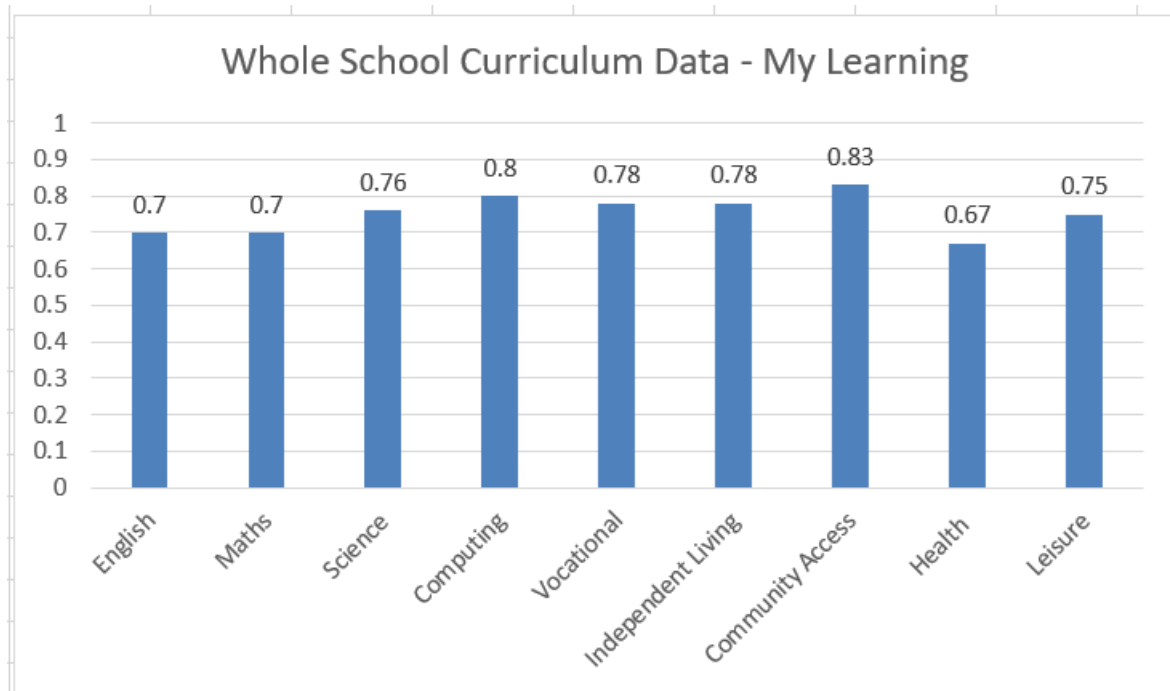
a) Whole school

The whole school average rate of progress for 'My Learning' was 73%. This is an increase compared to the previous terms whole school average of 70%.

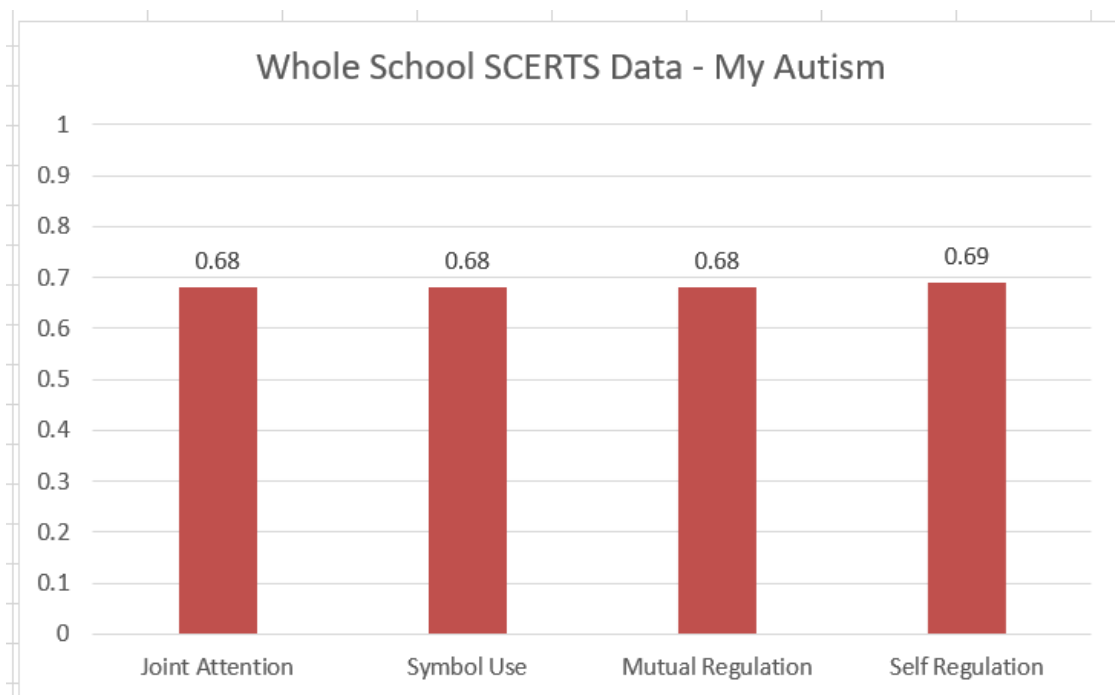
The whole school average rate of progress for 'My Autism' was 68%. This is on par with the previous terms whole school average for My Autism (also 68%).

b) Subjects

Students up to KS3 are taught and assessed in four core subjects: English, Maths, Science and Computing. Students in KS4 and beyond are taught and assessed using the Preparation for Adulthood (PFA) curriculum, with functional English and functional Maths embedded. In terms of My Learning, the highest averages were observed for Computing (0.8) and Science (0.76). The highest averages in the PFA subjects were observed for Community Access (0.83), followed by Vocational and Independent Living (both 0.78). This is shown below:

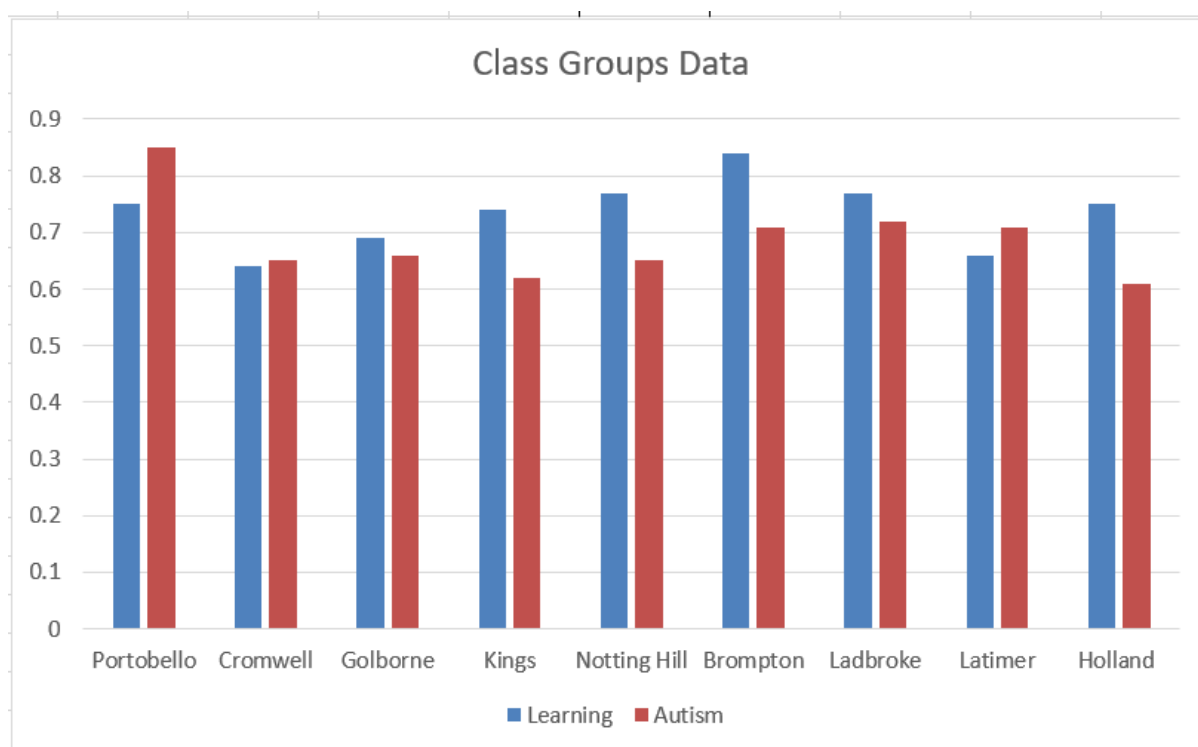


All students are set four autism targets per term. These map onto the evidence-based SCERTS programme which all Kensington Queensmill teachers are trained in. In terms of My Autism, whole school averages indicated that students were below 'secure' in each SCERTS domain. Students made the most progress in Self Regulation (0.69) followed by all other SCERTS domains equally (0.68). This is shown below:



c) Class groups

Individual class data is shown below:



As can be seen, most of the class groups (6 out of 9) 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 four terms, including the current Spring Term. Average rates of progress for learning and autism were relatively uniform throughout the class groups, with especial gains in curriculum learning for Brompton and in autism for Portobello. Class teachers who did not receive a progress tracking meeting in the previous cycle will now be prioritised with the aim of uncovering the narrative behind the numerical data (see: Appendix 1).

3. Action plan

| Action | By when |
|--|-------------|
| - Continue to address misconceptions and common pit- | Summer Term |

| | |
|---|------------------|
| 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 | 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 written and verbal feedback to teachers about the quality of their PLP writing. Include suggestions for how to improve, where required. Teachers to be given a printed copy of their annotated PLP and a printed copy of the PLP best practice guide, so that they may refer to these when writing future PLPs | Summer Term 2023 |
| - Continue to provide teachers with guidance throughout the remainder of the school year (as opportunities arise) so that teachers are supported to select appropriate targets and write meaningful success criteria to base their progress judgements on | 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 assist in raising progress in 'My Autism' at individual, class group and whole school levels. Assessment Coordinator to update Executive Head and Head of School with progress, early in Summer Term. 'My Autism bank' team to continue to work together throughout the Summer Term | July 2023 |
| - Draw tentative parallels in data across Queensmill and Kensington Queensmill cohorts, where possible given differences in cohort and numbers of students | July 2023 |
| - Work closely with the Executive Head and Head of School to shape assessment priorities for 2023-2024, incorporating feedback from the February 2023 Queensmill School Ofsted inspection | July 2023 |

Emily Bennett

24.04.2023

Appendix 1: Class Data Streamed – Spring 2023.

My Learning data:

Whole school Learning average = 0.73

| Low (averages < 0.7) | Mid (averages ranging between 0.7 and 0.8) | High (averages > 0.8) |
|--|---|---------------------------------|
| Cromwell – 0.64 Latimer – 0.66 Golborne – 0.69 | Kings – 0.74 Portobello – 0.75 Holland – 0.75 Notting Hill – 0.77 Ladbroke – 0.77 | Brompton – 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) |
|---|---|---------------------------------|
| Holland – 0.61 Kings – 0.62 Cromwell – 0.65 Notting Hill – 0.65 Golborne – 0.66 | Brompton – 0.71 Latimer – 0.71 Ladbroke – 0.72 | Portobello – 0.85 |

Progress Tracking Meetings – Summer Term Plan.

Teachers of Portobello and Brompton classes will receive their progress tracking meeting in the Summer Term. The teachers of the other classes (albeit one who is now on maternity leave) have already received their progress tracking meeting this year.

The aim of Summer Term progress tracking meetings is:

- To understand better the narrative behind the numerical data which will give better context for the individual class figures produced by the data analysis

- To offer teachers an opportunity to reflect on their target-setting and the steps they took (with their teams) to work on targets in class throughout the term
- To brainstorm, with teachers, solutions to any barriers they experienced working on the targets practically-speaking so teachers are better equipped to tackle these barriers should they occur in the future
- To provide feedback in relation to PLP writing through the sharing of annotated PLPs with verbal discussion around strengths/areas for improvement
- To re-state key messages relating to termly assessment and correct use of Onwards & Upwards
- To gather qualitative data from a range of teachers so that this can be used to inform future assessment-focused teacher meetings.