



## Assessment Report – Summer Term 2023.

### **1. Headlines – Summer Term 2023**

- The school's outdoor learning offer increased throughout the Summer Term with groups of students participating in kayaking, rock climbing, swimming and horse riding in the local community, with supporting staff
- Sport's Day represented an opportunity for students, staff and parents/carers to come together to embrace traditional and silly sporting games
- Creative Arts projects peaked with the Q-Gallery installation, in addition to music and art therapy sessions led by external professionals
- Six secondary students were awarded the Jack Petchy Achievement Award which recognises young people for their outstanding achievements. Students were able to share their awards with their peers by organising a pizza party in class, in addition to trips to the adventure playground and the purchasing of ICT equipment which all students in the school will benefit from
- The school made the final arrangements for the launch of twice-weekly after school clubs, to commence from Autumn Term 2023
- A middle leader, lead teacher and teaching assistants were appointed to staff the new resource base provision at Avondale Park Primary School, ahead of its opening in September 2023
- Teachers and class teams began to prepare for end of year transitions ahead of summer break. Parents/carers and students were informed about their upcoming class for 2023-2024. Teachers finalised end of year assessments including transition handover summaries and staff began spending time in classes with key students to develop relationships with them, ahead of September 2023
- The Summer 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 74%. This is an increase compared to the whole school average of 70% for Autumn Term and a slight increase relative to the whole school average of 73% for Spring

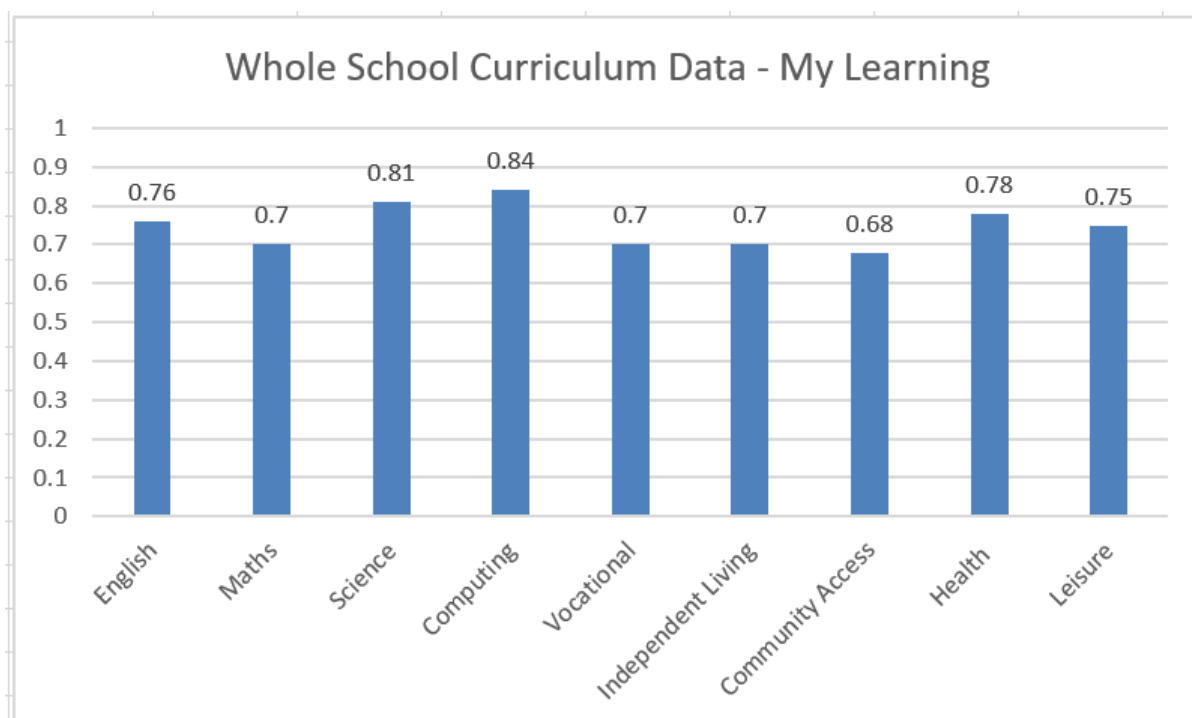
Term. These results are very encouraging because they indicate that students have been able to achieve more of their curriculum targets, term after term, as the academic year progressed.

The whole school average rate of progress for 'My Autism' was 71%. This is an increase compared to the whole school average of 68% which was achieved in both Autumn and Spring Term, this academic year.

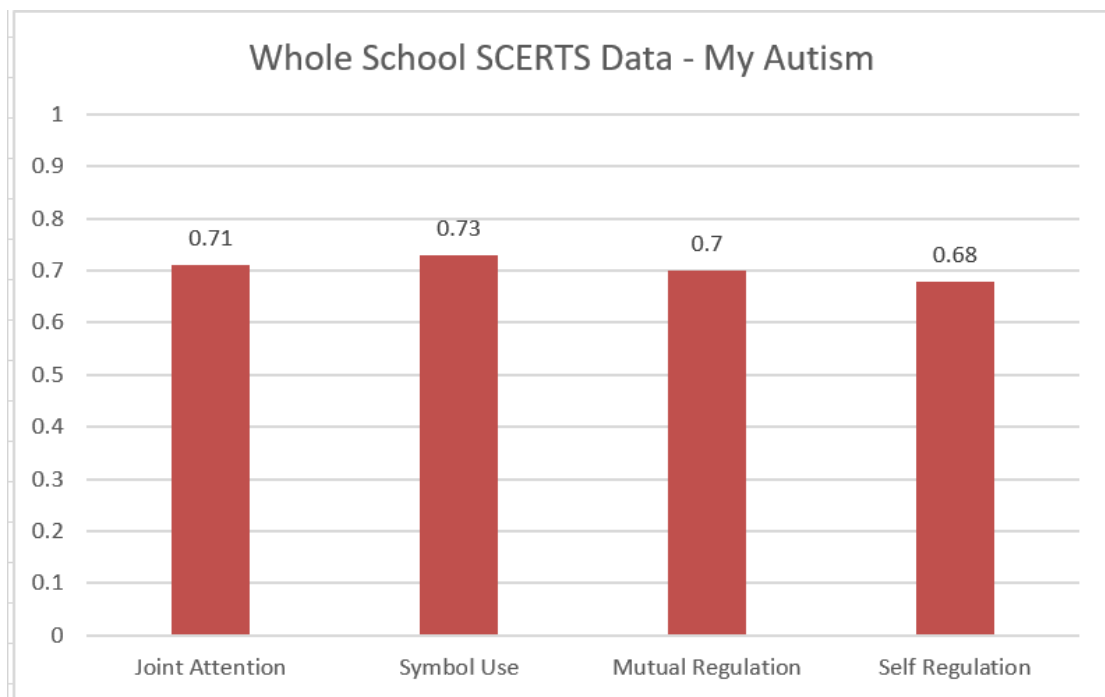
The above findings are very pleasing in that learning progress steadily increased across all three terms this academic year, while autism progress increased in the last term.

### **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 throughout learning across the school day. In terms of My Learning, the highest averages were observed for Computing (0.84) and Science (0.81). The highest averages in the PFA subjects were observed for Health (0.78), followed by Leisure (0.75). Whole school progress was 'secure' at 0.75 or above in five out of nine curriculum subject areas. This is shown below:

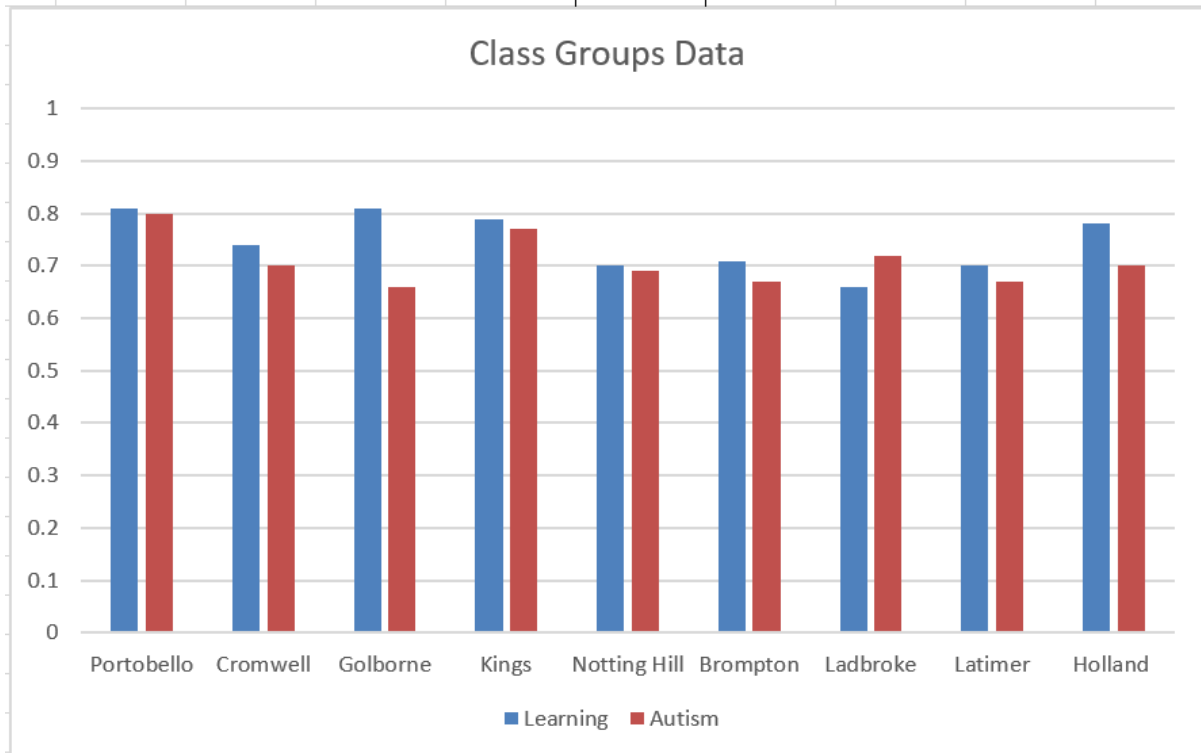


All students are set four autism targets per term. These map onto the evidence-based SCERTS programme which all Kensington Queensmill teachers are trained in. In terms of My Autism, whole school averages indicated that students were slightly below 'secure' in all SCERTS domains. Students made the most progress in Symbol Use (0.73) followed by Joint Attention (0.71), Mutual Regulation (0.7) and Self-Regulation (0.68). This is shown below:



### c) Class groups

Individual class data is shown below:



As can be seen, most of the class groups (8 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 School for the last five terms. Considering this long-standing observation, it is a priority that supports are put in place so that students, collectively, can begin to achieve more of their autism targets. To encourage higher attainment in 'My Autism' a newly devised, therapist-informed 'My Autism bank of targets' will be launched in September 2023. This resource, two years in the making and now complete, is anticipated to support teachers/therapists with selecting the most appropriate autism targets for their students by providing a bank of examples to draw upon, all of which are linked to SCERTS. It will be interesting to see in the new school year if the provision of this resource coincides with increased autism progress. In terms of the current data, average rates of progress for learning and autism were relatively uniform throughout the class groups, with spikes in curriculum progress (relative to autism) for Golborne and Holland classes. One class, Portobello, excelled in terms of the overall progress students were able to make against both their learning and autism targets in Summer Term. Given the rapid progress that EYFS students often make in their

first one or two years into school, this finding is not surprising. One class, Ladbroke, struggled to secure progress in learning and in autism as evidenced by scores of less than 0.7 for both. This data is also shown in Appendix 1.

### 3. Action plan

Action	By when
<ul style="list-style-type: none"> <li>- Continue to address misconceptions and common pitfalls relating to target-setting and use of Onwards &amp; Upwards following the teacher's assessment meeting (Sept 2022), but do so now on an individual basis in progress tracking meetings</li> </ul>	Summer Term 2023  <i>Complete</i>
<ul style="list-style-type: none"> <li>- 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</li> </ul>	Summer Term 2023  <i>Complete</i>
<ul style="list-style-type: none"> <li>- 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</li> </ul>	July 2023  <i>Complete</i>
<ul style="list-style-type: none"> <li>- 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</li> </ul>	July 2023  <i>Complete</i>
<ul style="list-style-type: none"> <li>- Draw tentative parallels in data across Queensmill and</li> </ul>	July 2023

Kensington Queensmill cohorts, where possible given differences in cohort and numbers of students	<i>Complete</i>
- 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 <i>Complete</i>
- Plan changes to assessment (removal of Computing and Leisure from My Learning) based on consideration of numerous factors, documented elsewhere, and discussion/decision with Trust leaders	Summer Term 2023 <i>Complete</i>
- Use data and reflections from Progress Tracking Meetings across the Trust to prepare the next 'Update to Assessment' teacher meeting	Oct 2023
- Launch My Autism bank of targets with teachers/therapists ahead of the next cycle of target-setting	Oct 2023

Emily Bennett

20.07.2023

## Appendix 1: Class Data Streamed – Summer 2023.

My Learning data:

Whole school Learning average = 0.74

<b>Low</b> (averages < 0.7)	<b>Mid</b> (averages ranging between 0.7 and 0.8)	<b>High</b> (averages > 0.8)
Ladbroke – 0.66	Latimer – 0.7 Notting Hill – 0.7 Brompton – 0.71 Cromwell – 0.74 Holland – 0.78 Kings – 0.79	Portobello – 0.81 Golborne – 0.81

My Autism data:

Whole school Autism average = 0.71

<b>Low</b> (averages < 0.7)	<b>Mid</b> (averages ranging between 0.7 and 0.8)	<b>High</b> (averages > 0.8)
Golborne – 0.66 Brompton – 0.67 Latimer – 0.67 Notting Hill – 0.69	Cromwell – 0.7 Holland – 0.7 Ladbroke – 0.72 Kings – 0.77	Portobello – 0.8