



Self Evaluation Form

September 2014

School Achievement

Grade 1

Attainment

Key message

At the last inspection in October 2010, outcomes for students were judged as 'Outstanding'. The last three Ofsted inspections have judged the school to be 'Outstanding' overall and have referred to progress across all Key Stages as 'Outstanding'.

However, we have not 'rested on our laurels' and we have responded to national and local guidance, improving our tracking and our curriculum, to ensure that every student maximises her/his potential both academically and socially. The school has developed to ensure that not only do our students make progress but also that they are working towards aspirational targets and have the possibility of achieving 'above and beyond' their expectations. We are especially pleased with the success of our students who started in our ASC base, five years ago.

Summer 2014 KS4 Attainment

We had another excellent set of results in 2014:

If we still include points for Entry Level Certificate to enable comparison, In 2013, our APS per student was 110.6; in 2014, our APS per student was 152.5

However, the progress away from Entry Level Certificate (when appropriate) has begun:

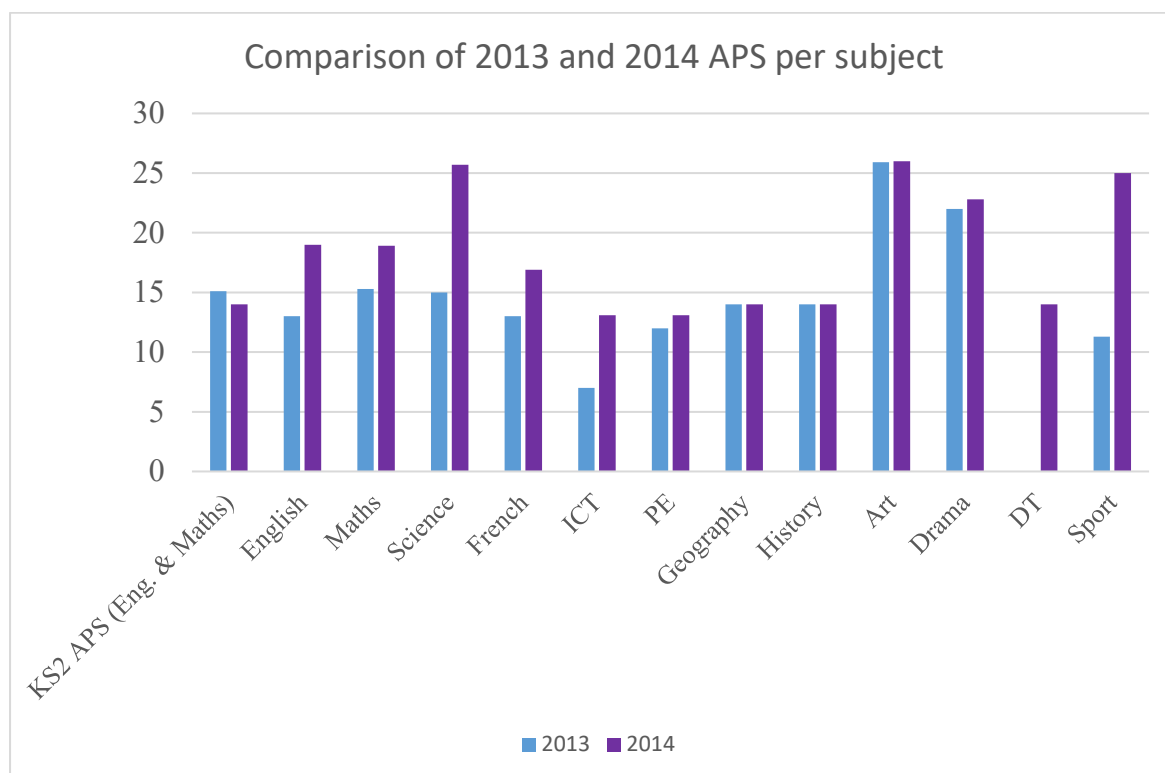
- 100% pass rate in all GCSEs; 56 entries, 56 passes.
- Eight students achieved one Grade C GCSE or equivalent (BTEC Level 2).
- 86% of students achieved at least 1 GCSE.
- The average number of GCSE or equivalents achieved was 2.9
- 32% of all students in Yr 11 achieved 5 or more GCSEs or equivalent
- 32% of all students achieved English GCSE, with the rest achieving Entry Certificate.
- 43% students achieved Maths GCSE; 21% achieved English and Maths GCSE
- Our GCSE or equivalent average points score (APS) was 25.5.

KS 4 Attainment in detail

Using FFT D, the summer cohorts of 2011 and 2012 had “actual attainment significantly higher than estimated” based on Total APS and capped points, which considering the specific needs of these students was an exceptional outcome.

In 2013, our total APS and capped points dropped. We identified factors which would have led to this: the local authority opened four bases attached to mainstream schools which took the higher level of students with MLD who would normally be our top attainers and many changes have also taken place regarding qualifications that are recognised by the DfE. There has been a transition period as we identified the most appropriate new qualifications for our students and for our changing population. We are pleased to see that in spite of the cohort having a lower KS2 APS for English and Maths, in 2014 our total APS and capped points using the same measures, has significantly increased. If Entry Level qualifications had not been removed from the Performance Points Table, then our average APS per student would have gone from 124.8 in 2012 to 115.5 in 2013 to 152.5 in 2014.

See Appendix 1 for detailed analysis of Total APS for Subject areas 2013 and 2014



This fantastic progress has been made due to:

- Introduction of English GCSE
- Science offering a personalised pathway of either BTEC Level 2 (NQF), BTEC Level 1 (QCF), Science GCSE and Science Entry Level to meet the needs of individual students.
- French introducing the FCSE
- DT introducing an Entry Level qualification
- Sport offering the BTEC Sport Level 1

Number of GCSEs achieved

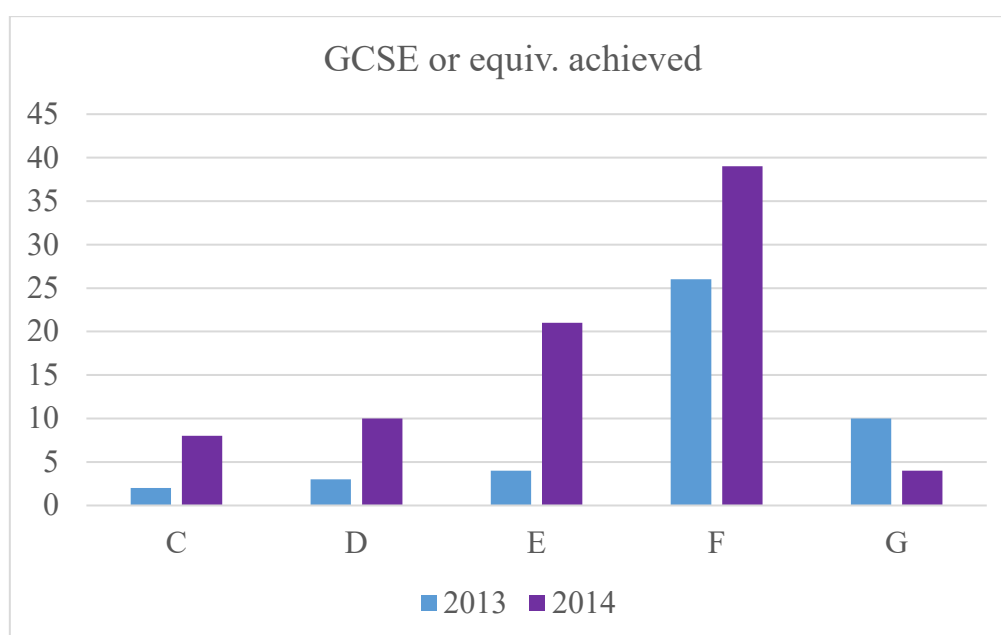
We have improved the percentage of our cohort successfully achieving at least one GCSE from 64.6% in 2010 to 90% in 2013, with a high percentage being maintained in 2014 of 86%. However, we are even more proud of increasing the average GCSEs or equivalent for all students to 2.9 from 1.5 in 2013 and improving on the grades achieved.

If we look at the students who were entered for GCSEs:

Year	Cohort	No. Students	No. GCSEs	C	D	E	F	G
2013	30	27	45	2	3	4	26	10
2014	28	25	49	2	10	17	16	4

If we include GCSE equivalents such as BTEC:

Year	Cohort	No. Students	No. achieved	C	D	E	F	G
2013	30	27	45	2	3	4	26	10
2014	28	25	82	8	10	21	39	4



This year was the first year that our Yr11 students have taken English GCSE so we are especially pleased with these results. **See Appendix 2 for further details.**

As is evidenced, we have striven to introduce more GCSEs whenever possible. The current Yr11 students who have chosen Geography as an option will be offered GCSE if appropriate and their DT option incorporates the Art GCSE allowing access via practical 'hands-on' creativity such as sculpture and textiles. Our new Yr10 have had the following additional GCSEs included in their Option choices: Computer Science and Media. Our new Food Technology teacher is looking into the possibility of offering Catering GCSE to this cohort.

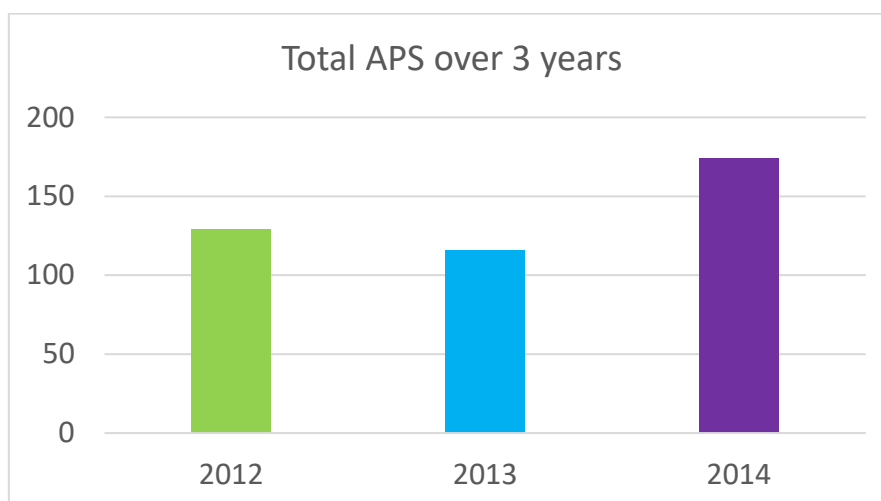
Due to GCSEs and equivalents now becoming more exam-based, it is recognised that students with MLD (which often include short and long term memory difficulties) and

students with ASC will be disadvantaged. We are looking closely at the qualifications on the Wolf List and beyond to ensure that we offer students the best available accredited learning. If however, the courses are not appropriate for our students, we will continue to offer courses which develop the students' learning and provide them with certification even if these courses do not count towards the SCAAT tables.

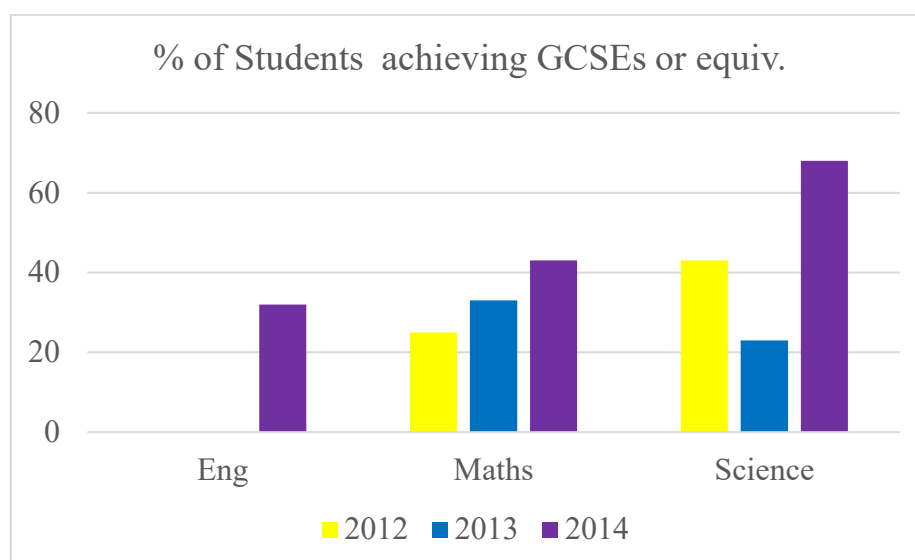
To analyse yearly progression effectively, we will continue to include Entry Level points in our data when necessary:

	Capped Total APS			Av. Total APS			% 1+ A*-G		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Whole cohort	120	114	146	129	116	174	76	90	86

According to **Appendix E of Progression 2010-11 ref 00557-2010PDF-EN-01; DfE's progression Guidance**, this places us in the top 20%le of special schools nationally.



As part of our 3 Year Trend, this is the first year that we can celebrate students achieving English GCSE and also 5 or more GCSEs.



Closing the Gap (Attainment)

The gap between our FSM and non FSM group in terms of APS in 2011 was significant. In 2012, our FSM students outperformed their peers for the first time and this was repeated in 2013. We felt that this indicated that our close monitoring and support strategies were embedded within the school.

Info from validated RAISE 2012/13: Key Stage 2 to Key Stage 4 value added: CLA or FSM

VA school score	Cohort	Overall	English	Maths
All pupils	25	892.6	981.5	993.6
Non CLA / FSM	12	848.6	976.2	987.5
CLA / FSM	13	860.8	976.7	994.7

However, if we look at attainment data for Summer 2014, there appears to be a gap between pupil premium students and non-pp students. **See Appendix 2** This relates to a higher percentage of non-pp students taking GCSEs rather than Entry Level qualifications. However, this may be due to the very wide diversity of our Yr11 cohort as this was the first year of our ASC Base. These students do not have a diagnosis of MLD and 5 out of 6 are not pupil premium.

KS2 to KS4 Progress

Comparison with Progression Guide 2010

Summer 2014 Yr11

English KS2	Total APS 2013 method	Special Schools
W	156	80 %le
1	153.9	80 %le
2	177.1	80 %le
3	216.4	80 %le

In previous years, Clare Mount has been in the 60%le+ for much of our data – **Appendix 3**. We predicted that our students could reach the 80%le for all KS2 levels apart from our Level 2 students – so we are especially pleased with the Level 2 Total APS. We achieved our aim of being in the top 20% of special schools. In future, our offer of additional GCSEs will ensure that our more able students are being aspirationally challenged.

Although we do use RAISE and FFT D end of key stage predictions to advise our challenging and aspirational targets, we are also aware that this data set does not fully reflect the needs of our population. The default figures for RAISE and FFT do not recognise that lower ability students require much more detailed analysis of their progress to ensure the recognition of ‘small step’ progress. Our staff use their skill, training and experience to base-line students to sub-levels and our Clare Mount Progress Guide has been designed with this in mind in partnership with Rumorth School (Outstanding OFSTED 2014) and with reference to DfE National Progression Guidance. **See Appendix 4**

Summer 2014 English results using Clare Mount's Progress Guide from KS2 Test or Base-line:

English	sub level	no qual.	ELC 1	ELC 2	ELC 3	U	G	F	E	D	C	B	A	A*	No. of Students
No info															
W				1											1
1	1c			4	5					1					10
	1b				5										5
	1a				3										3
2	2c				1				2						3
	2b								1						1
	2a														
3	3c														
	3b							1		3					4
	3a									1					1
4	4c														
	4b														
	4a														
															28

We are really pleased with this result especially as it is our first year offering GCSE English. However, we recognise that we must be careful with our base-lining as one student's behaviour may have impacted initially

Summer 2014 Maths results using Clare Mount's Progress Guide from KS2 Test or Base-line:

Maths	sub level	No qual.	ELC 1	ELC 2	ELC 3	U	G	F	E	D	C	B	A	A*	No. of Students	
No info																
W			1												1	
1	1c			6	2										8	
	1b			1	5			1							7	
	1a							2	3	1					6	
2	2c															
	2b															
	2a				1				1						2	
3	3c							1							1	
	3b															
	3a															
4	4c								2	1					3	
	4b															
	4a															
															Total	28

This Progress Chart has enabled us to compare students' achievements with last year very easily. **Appendix 5** shows Summer 2013 Maths Results from RAISE and on our Clare Mount Progress Chart and the progress we have made in supporting students to achieve their aspirational targets is immediately clear.

Closing the Gap (Value Added)

Using the Clare Mount Progress Guide, we are able to gain a visual guide to our Pupil Premium students in comparison with non-PP for English and Maths Value Added

F	11S		Ever6	CLA		1a	E3		1b	E3	
M	11H	FSM	Ever6	CLA		1b	E3		1b	F	
M	11H		0	CLA		1c	E2		1c	E2	
M	11H	FSM	Ever6		ASC 1	1b	E3		1c	E2	
M	11JM		Ever6		ASC 1	1c	D		1a	E	
M	11S	FSM	Ever6			1c	E3		1b	E3	
M	11H	FSM	Ever6		ASC	1c	E3		1c	E2	
M	11S	FSM	Ever6			2c	E3		1a	F	
M	11H	FSM	Ever6			1c	E2		1b	E2	
M	11H	FSM	Ever6			1c	E2		1c	E2	
F	11H		Ever6			1c	E2		1c	E2	
M	11S	FSM	Ever6			2b	E		1a	F	
F	11H	FSM	Ever6			1c	E3		1c	E3	
M	11S	FSM	Ever6			1b	E3		1c	E3	
M	11JM	FSM	Ever6		ASC*	3b	D		4c	D	
F	11S		0			1b	E3		1c	E2	
M	11S		0			1c	E3		3c	F	
M	11JM		0		ASC 1	3b	F		2a	E3	
F	11S		0			1b	E3		1b	E3	
M	11JM		0		ASC 1	3b	D		4c	E	
M	11S		0			1a	E3		1b	E3	
M	11JM		0		ASC 1	2c	E		2a	E	
M	11JM		0		ASC 1	3b	D		4c	E	
M	11JM		0		ASC 1	3a	D		1b	E3	
M	11H		0		ASC	P8	E2		P8	E1	
M	11S		0			1a	E3		1a	E	
M	11S		0			2c	E		1a	D	
M	11H		0		ASC 1	1c	E3		1c	E	

This indicates a generally balanced picture with more non-pp students under-performing but also more non-pp students over-performing.

Girls v Boys

gender	Tutor Group	FSM current	FSM Ever 6	CLA	ASC	KS2 SAT or Baseline	Eng Result	Eng Ach	KS2 SAT or Baseline	Maths Result	Maths Ach
F	11S		Ever6	CLA		1a	E3		1b	E3	
F	11H		Ever6			1c	E2		1c	E2	
F	11H	FSM	Ever6			1c	E3		1c	E3	
F	11S		0			1b	E3		1c	E2	
F	11S		0			1b	E3		1b	E3	
M	11H	FSM	Ever6	CLA		1b	E3		1b	F	
M	11H		0	CLA		1c	E2		1c	E2	
M	11H	FSM	Ever6		ASC 1	1b	E3		1c	E2	
M	11JM		Ever6		ASC 1	1c	D		1a	E	
M	11S	FSM	Ever6			1c	E3		1b	E3	
M	11H	FSM	Ever6		ASC	1c	E3		1c	E2	
M	11S	FSM	Ever6			2c	E3		1a	F	
M	11H	FSM	Ever6			1c	E2		1b	E2	
M	11H	FSM	Ever6			1c	E2		1c	E2	
M	11S	FSM	Ever6			2b	E		1a	F	
M	11S	FSM	Ever6			1b	E3		1c	E3	
M	11JM	FSM	Ever6		ASC*	3b	D		4c	D	
M	11S		0			1c	E3		3c	F	
M	11JM		0		ASC 1	3b	F		2a	E3	
M	11JM		0		ASC 1	3b	D		4c	E	
M	11S		0			1a	E3		1b	E3	
M	11JM		0		ASC 1	2c	E		2a	E	
M	11JM		0		ASC 1	3b	D		4c	E	
M	11JM		0		ASC 1	3a	D		1b	E3	
M	11H		0		ASC	P8	E2		P8	E1	
M	11S		0			1a	E3		1a	E	
M	11S		0			2c	E		1a	D	
M	11H		0		ASC 1	1c	E3		1c	E	

Although only one girl has under-performed in English, it would be great to see girls over-performing. There are only five girls in this cohort and it is clear that they are generally doing well. The ASC cohort is all boys and some of these have performed especially well in the supportive environment of Clare Mount.

Students with ASC as their Primary Need

ASC Base Students FFT National Expectations

	Below National expectations:	Achieved National expectations:	Above National expectations:
English	33% (3)	55% (5)	11% (1)
Maths	55% (5)	22% (2)	22% (2)

See **Appendix 6** for details.

We are really pleased with these results as these students were considered unable to cope in mainstream due to their autism and many of them had never taken any sort of test in primary as it was considered to cause too much anxiety. These students have flourished at Clare Mount and academic achievement is only one indicator of their development.

KS2 to KS3 Progress

Why are our base-lines not always the same as end of KS2 data?

Students are baselined during the Autumn Term of Year 7. We carry out our own baseline assessments as we concur with the 'How do students progress during Key Stages 2 and 3?' - 'DFE-RR096 report, published March 2011 that, "*Summer-autumn progress may be affected by the intervening summer break, requiring students to retain their learning from the previous academic year over several weeks away from school*". We are confident that our base lining procedure is secure as we undertake internal departmental moderation of student levels, visit other schools, attend training provision and use published documentation. However, we also recognise that students with MLD and ASC can struggle to apply their learning in a new environment and therefore, baseline assessments carried out in the Autumn Term may not identify our students' full potential.

Following in-depth analysis of our students' progress through KS3, we have recently challenged ourselves to pay more heed to the KS2 data when completing our base-line assessments. This has led to our baselines being higher, more in-line with the KS2 data. As can be seen in the table below, over time our teachers have become more adept in drawing out the students' potential and are even recognising skills, in students who were identified by KS2 data as being below Level 1, which baseline the students as achieving Level 1.

English KS2	Current Yr11		Current Yr10		Current Yr9	
	KS2 Test/TA	Base line	KS2 Test/TA	Base line	KS2 Test/TA	Base line
W	6%	16%	0%	6%	7%	0%
Level 1	12%	63%	23%	46%	30%	48%
Level 2	68%	21%	57%	37%	63%	52%
Level 3	12%		6%	11%	-	-
Level 4	3%		11%		-	-

Whole Year Group KS3 Progress for English, Mathematics and Science

	No. of students	Average points progress (CORE) from Base-lines	Av. Points Progress (CORE) from KS2 Test or KS2 TA
2011	25	7	4
2012	28	9	5
2013	24	10	6
2014	31	15	7

The national expectation of two NC Levels progress across the key stage i.e. 12 points, does not take into account SEN or the vulnerability of our students. It is important to recognise that at the lower NC levels default scores of 2.2 (for B or N) and average points scores of 15 for a Level 2 do not offer a clear picture for special schools working with most students functioning at a Level 2c or below.

Using CASPA (data sets 2008-2011) which takes into account historical data and category of need, the national picture shows similar students make on average three sublevels overall progress from KS2 to KS3 (ie. 6 points). Our data analysis would suggest the majority of our students have historically been making 4-6 sub-levels of progress, and are hence in this upper quartile attainment group. We believe this progress across KS3, which is borne out by their achievements at KS4 shows outstanding progress for our students based on their starting points and taking into account their significant developmental delay which includes the significant gaps in their working memory consistent with their diagnoses.

Four year analysis across KS3 in English and Maths considering progress from Baseline and progress from KS2 TA / Test :

	Av. Points Progress English		Av. Points Progress Maths	
	from Base-line	from KS2 TA / Test	from Base-line	from KS2 TA / Test
Sept'08 - June'11	5	0	10	7
Sept'09 - June'12	6	4	13	9
Sept'10 - June'13	11	4	14	8
Sept.'11-June'14	11	6	14	8

In spite of our 'Outstanding' grade for progress in 2010, we identified that setting targets from KS2 TA or Test (rather than using our own baselines) would be more aspirational as students showed excellent progress once they were trained to apply their skills and knowledge in the secondary environment.

This comparison of English with Maths indicated that students made better progress in Maths than in English. This is to be expected as many of our students have significant literacy difficulties and our English lessons are often devoted to Multi-Sensory Literacy sessions (See Literacy Progress section).

To ensure that students receive appropriate challenge, student targets are now set using the Clare Mount Progress Guide and our school's aspirational target is 5 sub-levels (10+ points) of progress across KS3 in all subjects. Targets are now set using KS2 Test scores or with

close consideration to KS2 TAs rather than the base-lines, in recognition that, although a student may have ‘fallen back’ over the summer and may struggle to apply their learning in a new situation, at Clare Mount the teachers are able to support the students in overcoming these difficulties and so the students will be back on track by the end of Year 9. Progress tracking obviously starts from the base-lines.

Summer 2013 Yr9 KS3 Progress - English

KS2	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
No info							1	1											
W	1																		
1				3				1											
2						3		10					1						
3													1						
4											1	1	1						

Summer 20114 Yr9 KS3 Progress - English

KS2	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
No info																			
W				1		1													
1						1	1	1											
2							3	4	7	5	3								
3											2		1						
4														1					

The above shows the progress made from KS2 Tests or KS2 TA and is a clear indication that setting more aspirational targets is boosting progress.

Summer 2013 Yr9 KS3 Progress - Maths

KS2	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
No info						1			1										
W			1																
1						3	1												
2								1	4	3	1		4	1					
3											1			1					
4													2						

Summer 2014 Yr9 KS3 Progress-Maths

KS2	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
No info																			
W											1								
1					2	1	1			1									
2							3	2		6	3	1	1	2					
3											2		1	3					
4															1				

Maths is clearly doing well in ensuring students achieve or exceed their aspirational targets. However, the only student with a Level 4 test score under-performed. Maths are now ensuring that additional challenge is provided for the higher achieving students.

2013-14 Yr 9 progress per year across KS3 from KS2 Test or Baseline:

English		No. of Students	Points Prog. Yr 7	Points Prog. Yr8	Points. Prog Yr9	Av. Points Progress per year
Whole Yr Gp		32	1	5	4	3
KS2 Test or TA	W	2 (6%)	1	2	4	2
	1	4 (13%)	2	5	4	4
	2	22 (69%)	2	6	3	4
	3	3 (9%)	-6	4	6	1
	4	1 (3%)	-6	2	10	2
Girls		10 (31%)	1	5	3	3
Boys		22 (69%)	1	5	4	3
FSM		13 (41%)	1	5	4	3
Non-FSM		19 (59%)	0	5	4	3
CLA		4 (13%)	4	2	4	3
Non-CLA		28 (87%)	1	5	4	3
ASC		11 (34%)	-1	6	5	3

2013-14 Yr 8 progress per year from KS2 Test or Baseline:

English		No. of Students	Points Prog. Yr 7	Points Prog. Yr.8	Av. Points Progress
Whole Yr Gp		34	2	3	3
KS2 Test or TA	1	8 (23%)	3	3	3
	2	20 (60%)	3	3	3
	3	2 (6%)	-3	2	-0.5
	4	4 (11%)	-3	7	2
Girls		13 (37%)	2	4	3
FSM		17 (49%)	2	4	3
Non-FSM		18 (51%)	2	4	3
CLA		2 (6%)	4	3	4
Non-CLA		32 (94%)	2	4	3
ASC		14 (40%)	1	3	2

2013-14 Yr7 Progress from KS2 Test or Baseline:

English		No. of Students	Points Prog. Yr 7
Whole Yr Gp		26	2
KS2 Test or TA	W	2	2
	1	8	3
	2	16	2
	3	0	-
Girls		7	3
FSM		17	3
Non-FSM		9	2
CLA		1	2
Non-CLA		25	2
ASC		13	3

2013-14 Yr 9 progress per year across KS3 from KS2 Test or Baseline:

Maths		No. of Students	Points Prog. Yr7	Points Prog. Yr8	Points Prog. Yr9	Av. Points Progress
Whole Yr Gp		32	2	5	5	4
KS2 Test or TA	W	1 (3%)	8	4	6	6
	1	5 (16%)	2	3	4	3
	2	19 (59%)	4	5	5	5
	3	6 (19%)	-2	5	5	3
	4	1 (3%)	-2	6	2	2
Girls		10 (31%)	3	4	6	4
FSM		13 (41%)	3	4	5	4
Non-FSM		19 (59%)	2	4	5	4
CLA		4 (13%)	7	5	6	6
Non-CLA		28 (87%)	2	4	5	4
ASC		11 (34%)	1	6	5	4

2013-14 Yr 8 progress per year from KS2 Test or Baseline:

Maths		No. of Students	Points Prog. Yr7	Points Prog. Yr8	Av. Points Progress
Whole Yr Gp		35	2	6	4
KS2 Test or TA	1	7 (20%)	2	4	3
	2	23 (66%)	3	6	5
	3	4 (11%)	1	6	4
	4	1 (3%)	0	8	4
	Girls		13 (37%)	2	5
FSM		17 (49%)	2	6	4
Non-FSM		18 (51%)	3	5	4
CLA		2 (6%)	3	6	5
Non-CLA		33 (94%)	2	6	4
ASC		14 (40%)	3	5	4

2013-14 Yr 7 Progress from KS2 Test or Baseline:

Maths		No. of Students	Points Prog. Yr7
Whole Yr Gp		26	1
KS2 Test or TA	W	1 (4%)	1
	1	7 (27%)	2
	2	13 (50%)	1
	3	5 (19%)	-2
	Girls		7 (27%)
FSM		17 (65%)	2
Non-FSM		9 (35%)	0
CLA		1 (4%)	2
Non-CLA		25 (96%)	1
ASC		12 (46%)	0

Current Situation

The use of the Clare Mount Progress Chart is now well established which provides aspirational targets for all our students depending on their KS2 attainment. All students now have an Individual Student Tracker which is easily accessible to all staff on our intranet ensuring all staff are fully aware of students' individual targets and progress towards achieving these. These trackers are shared with parents / carers and students at Parents' Evenings and Annual Reviews.

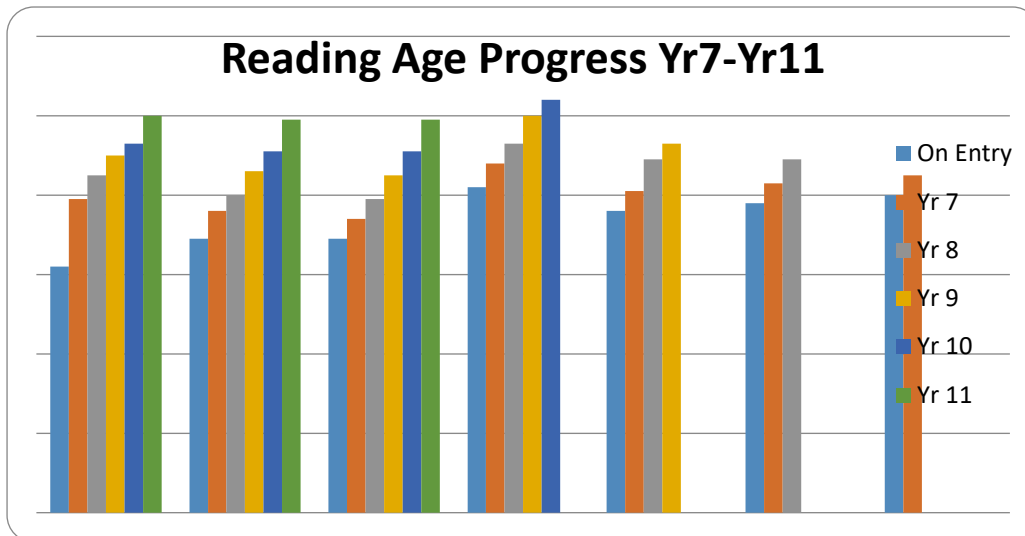
A Whole School Tracker is also easily accessible on the school intranet. HoDs have individual meetings with a member of SLT to discuss their departmental data, students' progress and the effectiveness of intervention strategies. They also write a Departmental SEF using the tracker to analyse data for their subject including looking closely at vulnerable groups. Students' progress is checked formally at least twice a year and intervention strategies are put in place for those not on-track. Targets are regularly reviewed and frequently raised to provide students with aspirational challenge. This can often be due to students learning to apply their skills and knowledge within the new environment of secondary school (as this transition is initially more difficult for students with MLD and ASC). Heads of Departments follow up the impact of any intervention and report back to the Senior Leadership Team. Progress towards targets forms part of Head of Department meetings and is used to plan work that matches the needs and abilities of each student.

Literacy

Literacy has the potential to be a barrier for many of our students; average reading ages are well below their peers. However, we are proud of the outstanding levels of progress that our students make in reading, which results in most students being able to read effectively before they leave school and move on to college or the work-place. Clare Mount provides a whole school focus on promoting learning to read for understanding and pleasure. A Multi-Sensory Learning Programme has been offered as part of all English lessons to ensure that literacy skills are developed and embedded.

Our students on average improve their reading ages from entry in Year 7 to Yr 11 by at least 30 months. By the end of Year 11, most students have achieved a reading age of 10yrs which is recognised as being the level at which children can read most necessary text.

Year of entry	Baseline Av. RA	Yr7 Av. RA	Yr8 Av. RA	Yr9 Av. RA	Yr10 Av. RA	Yr11 Av. RA	Av progress per year (months)	KS3 progress (months)	KS4 Progress (months)
2006	6:03	7:10	8:06	9:00	9:04	10:00	7.2	24	12
2007	6:11	7:07	8:00	8:07	9:01	9:10	7	20	15
2008	6:11	7:05	7:11	8:06	9:02	9:10	7	19	16
2009	8:03	8:09	9:04	10:00	10:05		6.5	21	
2010	7:07	8:01	8:11	9:04			7	21	
2011	7:09	8:04	8:10				6.5		
2012	8:00	8:06					6		
Average total progress in months							7.2	21.0	14.3



There has been an increase in average reading age on entry due to the introduction of our ASC base. These students may have average cognitive ability and therefore often higher reading ability; however, their ability to interpret or apply what they have read can be limited.

As is evidenced, our students' reading development is well-established within the school. However, we have now made the decision to move forward and introduce a new and vibrant literacy scheme which follows on well from the literacy provision in our main feeder primary school. The English Department has introduced the Read, Write inc. Fresh Start Scheme, using the whole package for our weak readers and the spelling programme for our stronger readers. This also allows for more emphasis on 'reading for meaning' which will benefit our students with ASC.

Along with this, we took the bold step of moving to use WRAT assessments throughout the school to provide students with a standardised score rather than a 'reading age'. This was felt more appropriate for secondary school students and as we have also starting to assess our students with CATs on entry, a comparison can be made which enables us to ensure that our more able students have a positive challenge with their literacy targets. We will, of course, also more easily identify students who have specific learning difficulties and will be able to offer more targeted provision. There was a slight concern that as standardised scores are a comparison with students of the same age, it would be difficult to evidence progress ie. If a student made the same amount of progress as an average child nationally then his or her score would remain the same. However, the standardised scores have provided even greater evidence of our successful development of students' literacy at Clare Mount. **See Appendix 9**

The success of our literacy programme has we feel, enabled more students to confidently access and achieve Entry Level and GCSE qualifications; however, access arrangements remain an option for those students whose literacy skills may prevent them from showing their true ability in any subject area.

Key Stage 5

The students who stay on at school in the Sixth Form have traditionally been the students needing additional support to access college or work based training. The KS5 curriculum has therefore specifically targeted the development of life skills. There is an emphasis on personal development to ensure all of our students are ready for the world of work and/or further education.

School has made a conscious effort to personalise learning to match the needs of each individual student. Historically, there had been a move from a subject specific curriculum to an aspect specific curriculum (Adult Literacy and Numeracy, Work Experience, ICT, communication, self help, independence skills and social skills). However, given the changing nature of our student profile, school is now developing a more academic curriculum whilst not losing sight of the needs to develop students' life skills. The following are now available in sixthform: GCSE English, Mathematics and Computer Science, Entry Certificate Mathematics Functional Skills; Entry Certificate and Level 1 English Functional Skills; BTEC Home Cooking Skills as well as the Personal Development ASDAN qualification.

Leavers

All our students who leave at the end of KS4 /5 are placed successfully in FE Colleges, further training or jobs. Eight of our 2013 Yr11 leavers went to Wirral Metropolitan College to study a range of courses including Motor Vehicle Maintenance, IT, Child Care, Art and Hairdressing. One student went on a Construction course at Cornerstones, one student gained a job in a haulage company and we are really pleased that one of our girls achieved her ambition to study 'Plastering' at Vocational College.

Our Summer 2014 leavers have moved on to Wirral Metropolitan College to study: ICT, Construction, Pre-Uniform Course Level 2, LANTRA Level 1, Catering Level 1, Sport Level 1 or 2, Hair & Beauty Level 1 or are following the Preparation for Life course . Two of our students are attending Wirral Community College studying Occupational Studies Level 1 and Sport Level 1; one of our students is taking Animal Care Entry Level 1 at Reaseheath College; another student has ventured to Greenbank College in Liverpool and has successfully been travel-trained to attend independently and another of our students is taking Business Studies at Birkenhead Sixthform College.

Achievement in Students' Personal and Social Development

We are exceptionally proud not only of all our students' academic achievements and progress, but also their personal and social development which we are confident is outstanding as students make remarkable gains in this area. The overwhelming majority of our students systematically achieve their IEP/PCP targets year on year. This is evidenced in individual student case studies, superb feedback from parents/ carers at KS3/4 &5 annual reviews, feedback from stakeholders and from the students themselves.

Typical examples:

- As part of the Young Sports Leaders awards many of our students have worked with Hayfield School and Orrets Meadow gaining valuable leadership and team building skills.
- Outstanding participation and achievement in D of E bronze and silver awards.
- Superb feedback from work experience partners
- Peer Mentors supporting younger students.
- Students have confidently delivered Community Sports Events, officiated at Boccia tournaments and competed successfully to become kit carriers at the 2012 Paralympics and paid assistants at the 2014 Golf Open
- Superb participation in the annual Schools' Shakespeare Festival.
- Strikingly confident, polite and assertive young people.

We believe this demonstrates how students have been supported by school to develop their communication, literacy, numeracy, employability, empathy and life skills across the curriculum and within their own lives. We also feel this has allowed our students to see beyond their disabilities, challenge perceptions and strive to be their best.

Summary

We are exceptionally proud of both our students' academic achievements and progress and also their social and personal development. Historical, contextual value added data for KS2 to KS4 progress placed Clare Mount in the top 5 % of schools nationally and top 20% of special schools. We have moved on from this to embrace the concept of adding value to all students' learning regardless of their background and ensured that vulnerable students are not under-achieving at Clare Mount.

We have challenged ourselves to provide more academic qualifications which enable our students to rise to aspirational challenges and allow us to provide an exceptionally personalised pathway for each individual student. Our students have risen to the challenge and have achieved excellent academic results as well as developing their personal and social skills.

We have not lost sight of the need for our students to be able to put their knowledge, skills and understanding into practice. Our emphasis on work-experience and skills for life ensures that Clare Mount offers a full, varied and balanced curriculum where every child can succeed.

Appendix 1.

Detailed analysis of APS by Subject Comparison 2013 and 2014

	2013	2014	2013	2014	2013	2014
Subject	No. of students		APS		Total Points Score	
English	30	28	13	19	236	532
Maths	30	28	15.3	18.9	460	530
Science	30	28	15	25.7	462	720
French	30	28	13	16.9	402	472
ICT	30	28	7	13.1	208	384
PE	30	28	12	13.1	366	366
Geography	16	15	14	14	224	210
History	14	13	14	14	196	182
Art	15	12	25.9	26	388	312
Drama	12	8	22	22.8	264	182
DT	22	11	-	14	-	154
Sport	10	9	11.3	25	113	225
Whole School	30	28	115.5	152.5	3,319	4,269

Appendix 2.**KS4 GCSE Attainment**

Subject	Total passes	Grade				
		C	D	E	F	G
English	9	-	5	3	1	-
Maths	12	-	2	6	4	-
Science	8	1	-	4	3	-
Art	12	1	2	3	4	2
Drama	8	-	1	1	4	2
Total	49	2	10	17	16	4

KS4 GCSE or equiv. Attainment

Subject	Total passes	Grade				
		C	D	E	F	G
English GCSE	9	-	5	3	1	-
Maths GCSE	12	-	2	6	4	-
Science GCSE	8	1	0	4	3	-
Science BTEC Level 2	6	6	-	-	-	-
Science BTEC Level 1	6	-	-	-	6	-
Art GCSE	12	1	2	3	4	2
Drama GCSE	8	-	1	1	4	2
French FCSE	12	-	-	4	8	-
Sport BTEC Level 1	9	-	-	-	9	-
Total	82	8	10	21	39	4

Attainment of FSM and CLA (Pupil Premium students) for last 3 years:

	Capped Total APS			Av. Total APS			% 1+ A*-G		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Non-PP	117	109	156	119	110	160	80	89	100
Pupil Premium	122	121	137	132	125	146	79	91	80

	Av. no. of GCSEs or equiv. achieved			Actual points (with no Entry Level)			Av. no. of qualifications		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Non-PP	2.0	1.3	3.5		29	96	8.5	8.0	8.2
Pupil Premium	2.0	1.8	2.4		43	63	7.8	9.0	8.5

Appendix 3

KS2 English TA on entry	No. of Students (39) 2011 Leavers	Mean APS	2011 Progression Guide %le range (Special Schools only)
W/No Level	5	108	-
Level 1	7	112	Above 60 th
Level 2	23	145	Above 60 th
Level 3	3	154	Above 60 th

KS2 English TA on entry	No. of Students (45) 2012 Leavers	Mean APS	2011 Progression Guide %le range (Special Schools only)
No Level	4	110	-
W	0	-	-
Level 1	20	137	Above 80 th
Level 2	21	124	Above 60 th
Level 3	0	-	

KS2 English Test or TA on entry	No. of Students (30) 2013 Leavers	Mean APS	2011 Progression Guide %le range (Special Schools only)
No Level	4	112	-
W	0	-	-
Level 1	1	111	Above 60 th
Level 2	21	117	Above 60 th
Level 3	4	118	Above 40 th

Prediction....

KS2 English Test or TA on entry	No. of Students (30) 2014 Leavers	Mean APS	2011 Progression Guide %le range (Special Schools only)
No Level	-	-	
W	1	128	Above 80 th
Level 1	11	123	Above 80 th
Level 2	11	152	Above 60 th
Level 3	5	205	Above 80 th

Appendix 4

Guidance re. interpreting RAISE for Key Stage 2

Levels are assigned points to calculate average scores for KS2 indicators.

Final Test Level	Point score – All Subjects
5	33
4	27
3	21
Compensatory 2	15
Below the level assessed by the test (B)	15
Not awarded test level (N)	15

RAISEonline 2012 Summary Report – validated Table 5.3.1: Expected Progress in Maths KS2-4

Number of Pupils		Key Stage 4 Mathematics grade											
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*	
KS2 Maths attainment	No info		3	0			1						
	W		0	0	0								
	1		8	0	0	1							
	2		22	0	2	2	1	1					
	3	3C		0	0	1	0	0	0				
		3B		1	0	0	1	0	0				
		3A		0	0	0	0	0	0				
	4	4C		0	0	0	0	0	0	0			
		4B		0	0	0	1	0	0	0			
		4A		0	0	0	0	0	0	0			

RAISE reports are a crude analysis for students who have not taken a KS2 test and are not able to access GCSEs. Clare Mount have developed this analysis to also sub-level for below Level 3 and to consider additional qualifications which students with SEN have traditionally worked towards

Appendix 5

Clare Mount Analysis 2012 using KS2 Test or Baseline - Progress in Maths KS2-4

		Sub level	No qual	ELC 1	ELC 2	ELC 3	U	G	F	E	D	C	B	A	A*	
KS2 Mathematics attainment	No info															
	W	P8	0	1	0	0	0									
	1	1c	0	0	8	5	0	0								
		1b	0	0	0	4	0	0	1							
		1a	0	1	0	6	0	1	0							
	2	2c	0	0	0	8	0	0	2	0	1					
		2b	0	0	0	0	0	1	0	2						
		2a	0	0	0	0	0	1	0	0	-					
	3	3c	0	0	0	1	0	0	1	0	0					
		3b	0	0	0	0	0	0	0	0	0					
		3a	0	0	0	0	0	0	0	0	0					
	4	4c	0	0	0	0	0	0	0	0	0	0	0			
		4b	0	0	0	0	0	1	0	0	0	0	0			
		4a														

This shows that using our base-lining and sub-dividing the students at Level 1 and 2 provides a similar overall picture to that provided by RAISE but provides us with a much more detailed analysis of students' genuine 'small-step' progress.

Clare Mount have analysed our data and raised our targets to be aspirational...

The following table is based on the Clare Mount Progress Guide through KS3 followed by national expectations for KS4. This is much higher progress than Clare Mount was achieving when judged 'Outstanding' in 2010 by OFSTED.

Summer 2013 Maths results using Clare Mount's Progress Guide from KS2 Test or Base-line:

		sub level	No qual.	ELC 1	ELC 2	ELC 3	U	G	F	E	D	C	B	A	A*	No. of Students	
	No info		0	0	0	1										1	
	W		0	0	1	1										2	
	1	1c	0	0	1	3											4
		1b	0	0	0	1	0	1									2
		1a	0	0	0	6	0	1	1								8
	2	2c	0	0	0	2	0	3	1								6
		2b	0	0	0	1	0	1	1								3
		2a	0	0	0	2	0	0	1								3
	3	3c	0	0	0	1	0	0	0								1
		3b	0	0	0	0	0	0	0								
		3a	0	0	0	0	0	0	0								
	4	4c															
		4b															
		4a															
	Summary															30	

Appendix 6

ASC Base analysis using FFT National Expectation

	KS2 APS	National progression KS4 Eng	English Result Ach	National progression KS4 MATHS	Maths Result Ach
	9	F	E3	F	E2
	15	E	D	E	E
	22	D	F	D	E3
	23	D	D	D	E
	12	E	E	F	E
	23	D	D	D	E
	16	D	D	F	E3
	23	D	D	D	D
	10	F	E3	F	E

% achieved National expectations: Eng 55% (5) Maths 22% (2)

% above National expectations: Eng 11% (1) Maths 22% (2)

% below National expectations: Eng 33% (3) Maths 55% (5)

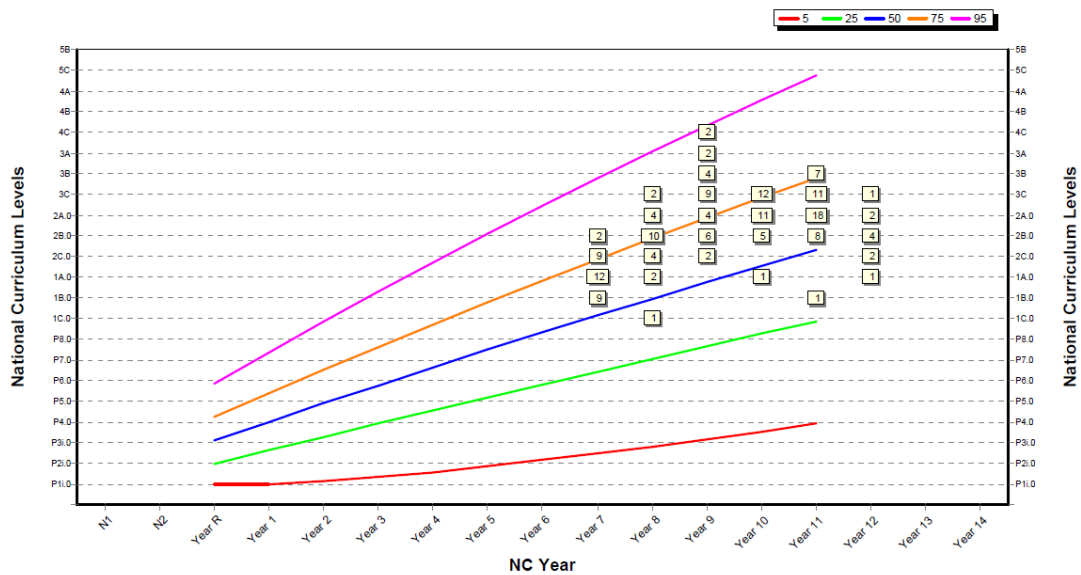
Appendix 7

CASPA 2012

Summer 2012 CASPA assessment results for 'Overall' compared to percentiles

Percentiles for 'Overall' ignore category of need

Percentiles data for each subject and NC Year, ignoring category of need, are based on assessment data for the years 2010-2012.



Appendix 8

**KS4 Subject Value Added
(School Summary)**
[>> Help for this report >>](#)

VA Basis: PA (Value Added)/SX (Contextual Value Added) - Year: 2012/2013

Clare Mount Spec Sports College (3447001) - Wirral

Subject Details			KS2-4 Achievement											
Subject	Exam Code	Exam Type	Actual Result				PA (Value Added)				SX (CVA)			
			Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A
<u>Art & Design</u>	3510	GCSE	14	100 %	14 %	0 %	14	5 %	-5 %	0 %	14	6 %	-4 %	0 %
<u>Drama & Theat.Stds</u>	5210	GCSE	11	100 %	0 %	0 %	11	18 %	-5 %	0 %	11	18 %	-5 %	0 %
<u>Mathematics</u>	2210	GCSE	10	100 %	0 %	0 %	10	60 %	0 %	0 %	10	51 %	0 %	0 %

Pass Rate

Subject	Exam Code	Exam Type	Key Stage	Pupils	VA Basis	Pass	Diff
Art & Design	3510	GCSE	ACT	14		100 %	
	3510	GCSE	KS42	14	PA	95 %	5 %
Drama & Theat.Stds	5210	GCSE	ACT	11		100 %	
	5210	GCSE	KS42	11	PA	83 %	17 %
Mathematics	2210	GCSE	ACT	10		100 %	
	2210	GCSE	KS42	10	PA	41 %	59 %
Science (Core)	1300	GCSE	ACT	7		100 %	
	1300	GCSE	KS42	7	PA	71 %	29 %

			Threshold			Threshold (EM)	Points		English Progress		Maths Progress		Core Subjects			
		Matched Pupils	% 5+A*-A	% 5+A*-C	% 5+A*-G	5+A*-C (inc EM)	5+A*-G (inc EM)	Total Points	Capped Points	%3Lev	%4Lev	%3Lev	%4Lev	Avg English	Avg Maths	Avg Science
All Pupils	2011-13	107			↓										↓	
All Pupils - Lower	2011-13	107			↓										↓	
All Pupils - Low 20%	2011-13	107			↓										↓	
Girls	2011-13	33														
Girls - Lower	2011-13	33														
Boys	2011-13	74			↓											
Boys - Lower	2011-13	74			↓											
FSM6 - Yes	2011-13	65														
FSM6 - No	2011-13	42			↓				↓						↓	↓
FSM - Yes	2011-13	49														
FSM - No	2011-13	58			↓				↓						↓	
SEN Statement	2011-13	107			↓										↓	
White	2011-13	105			↓										↓	
EAL - No	2011-13	106			↓										↓	
Service Pupil - No	2011-13	107			↓										↓	
OnRoll >2yrs - Yes	2011-13	107			↓										↓	

3 Yr Trend	School ID	Pupil Group	Actual				VA (Est/Act Difference)			
			10/11	11/12	12/13	3 Yr	10/11	11/12	12/13	3 Yr
	3447001	All Pupils	1.82	1.56	1.94	1.75	1.05	0.76	1.17	0.97
	3447001	All Pupils - Lower	1.82	1.56	1.94	1.75	1.05	0.76	1.17	0.97
	3447001	All Pupils - Low 20%	1.82	1.56	1.94	1.75	1.05	0.76	1.17	0.97
↑	3447001	Girls	1.40	1.64	2.78	1.90	0.82	0.86	1.96	1.15
↑	3447001	Girls - Lower	1.40	1.64	2.78	1.90	0.82	0.86	1.96	1.15
	3447001	Boys	1.92	1.51	1.56	1.68	1.11	0.69	0.81	0.89
	3447001	Boys - Lower	1.92	1.51	1.56	1.68	1.11	0.69	0.81	0.89
↑	3447001	FSM6 - Yes	1.43	1.72	2.17	1.72	0.68	0.90	1.43	0.94
↓	3447001	FSM6 - No	2.61	1.30	1.69	1.80	1.79	0.53	0.88	1.01
	3447001	FSM - Yes	1.56	1.96	2.11	1.81	0.80	1.14	1.39	1.03
↓↑	3447001	FSM - No	2.23	1.26	1.86	1.70	1.45	0.47	1.06	0.91
	3447001	SEN Statement	1.82	1.56	1.94	1.75	1.05	0.76	1.17	0.97
	3447001	White	1.78	1.55	1.94	1.73	1.01	0.75	1.17	0.95
	3447001	EAL - No	1.82	1.55	1.94	1.75	1.05	0.75	1.17	0.97
	3447001	Service Pupil - No	1.82	1.56	1.94	1.75	1.05	0.76	1.17	0.97
	3447001	OnRoll >2yrs - Yes	1.82	1.56	1.94	1.75	1.05	0.76	1.17	0.97

