

## Report to Governors CASPA Update February 2017

### T.Boram Assistant Headteacher

OFSTED places great emphasis on **achievement** and **self-evaluation** and a school's ability to demonstrate good progress. To judge that a pupil's progress is good, whilst avoiding making merely assertions, requires that schools are able to compare progress against robust comparative data.

Internally, each school needs to ensure that it can demonstrate whether every pupil is making the best possible progress, can set challenging targets and track against them, and is abreast of the whole-school picture.

Historically, Special Schools and pupils with significant Special Educational Needs have never been well served by comparative data. Government data tends to primarily meet the needs of mainstream pupils working at age-related expectations and Government data for 'low attainers' tends to be based on extremely small pupil numbers, which can lead to distortions.

We use CASPA (Comparison and Analysis of Special Pupil Attainment) because it allows the attainment and progress of our pupils to be bench-marked against the attainment and progress of other children of the same age, level of prior attainment and, optionally, categories of Special Educational Need, using comparative data based on the analysis of results submitted by users of CASPA. CASPA's analysis and bench-marking therefore takes account of the circumstances of individual pupils, both for the review of historic progress as well as when considering targets for future progress. By providing a robust and reliable measure of progress and identifying potential areas of concern

CASPA also allows us to compare our pupils with other pupils ignoring their category of need(s), and including their category of need. (Comparing our pupils as if they had no additional needs with pupils who have no additional needs and comparing our pupils with pupils with pupils who have the same additional needs).

The following 9 pages show our pupils in year groups, the dark blue line represents their current attainment at the end of the autumn term, the yellow diamond their end of year target and staff are able to track their progress towards this target and make a judgement if they are to achieve this target and if not put in further strategies to overcome any barriers to their learning.

From year 8 onwards previous years attainment can be identified by the different coloured bars, (the expected progress taking their needs into consideration as if they stayed on the same percentile (see page 10 are shown by a white square). It can be seen from this that at the end of the summer term in 2016 out of 33 pupils from year 9 to 11 that we have 2 complete years of data for, 88% achieve or exceed the expected attainment of pupils who have a similar previous attainment and additional need.

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As mentioned above CASPA also allows us to compare our pupils as if they had no additional need with pupils who also have no additional needs, this is shown on page 11 for our pupils who left at the end of year 11 last year, with the initials of those pupils who did not make the expected progress. When compared with pupils with similar additional needs (page 12) it can be seen that there is little difference between the two graphs, this shows how well we as a staff team have worked together by improving outcomes by quality teaching first and continually analysing their progress, and when this progress is not as expected to use strategies and both internal and external support to help our pupils overcome any barriers to their learning.