

Monitoring and evaluation.

- Learning walks and work and planning trawls have been carried out on all sites.

Primary:

- All classrooms were calm and pupils were engaged in activities.
- There was clear evidence of communication being used in classrooms and around school.
- Classes had a supportive atmosphere – staff are building positive relationships with pupils this is visible when walking around.
- Classrooms look well organised and are set up appropriately to meet the needs of individual pupils.
- Planning is visible in most rooms and available to access.
- Staff were given individual feedback with points for development.

Areas across site to strengthen include;

- refreshing expectations around annotation of work.
- continuing to develop clear learning objectives so that planning indicates what children are learning and why.

Secondary

- Students have settled in well and are engaged in their learning
- School systems e.g. use of communication symbols are in place. However, we continue to work to train new staff in using these resources effectively.
- Planning is accessible and is reflects the pathway of the learners.
- Work is engaging and students in main classes have covered a high volume of work in English and Maths
- Marking policy is being followed

Areas to strengthen include;

- We have identified instances where there needs to be greater consistency in the use of communication symbols.
- Identified more work to be done de-escalation strategies for individual students
- Planning - some staff need to indicate in greater detail how they are differentiating within their class.
- Revisit marking policy to review its use, ensure it serves a purpose and is not increasing workload.
- Further work on annotation of work and the understanding and use of learning objectives.
- In some classes, there also needs to be greater challenge for the more able students.

Post 16

- Students have settled in well and during learning walks students were engaged in their activities and have developed clear understandings of routines.
- School systems e.g. use of communication symbols are in place.
- Staff teams are working well together and are building positive relationships with students.

- Class environments are set up well and are set up appropriately to meet the needs of the students and the curriculum they are following
- Planning is accessible and is relevant to the pathway. However, some staff need to indicate in greater detail how they are differentiating within their class.
- Staff were given individual feedback with points for development.
- Class staff are using EFL for portfolio evidence collection and assessment purposes.
- The introduction of the Open College Network Living Independently accreditation course for the KS4 group is going well – staff are liaising with each other to share ideas and develop practice.

Areas to strengthen include;

- Staff to ensure planning is reflected upon and adapted to meet student progress and learning needs.
- Staff to ensure differentiation is clear on planning.
- Staff to continue to develop clear learning objectives so that planning indicates what children are learning and why.
- Learning walks and work trawls will focus on the use of receptive language opportunities and vocabulary.
- Review of space at Russell Road to ensure spaces facilitate learning at every opportunity

Assessment

- The first phase of the assessment app Evidence for Learning has been rolled out across school to complex needs, transition classes, foundation stage and in post 16 this half term. Staff are starting to use the app to capture pupil progress using photographs and videos which are then linked directly to the curriculum for assessment.

KS3

- Year 7s have been baselined including the use of the communication induction programme to inform planning

KS4

- KS4/5 have had a standardisation meeting in response to the quality assurance review conducted by an external ASDAN quality assurer. An action plan has been put in place to assure compliance with ASDAN policies.

Post 16

- Russell Road staff are all using EFL – currently only teachers are gathering evidence. Teachers are using the app to capture pupil progress using photographs and videos which are then linked directly to the accreditation criteria requirements for assessment.
- Assessment booklets and frameworks have been created for each class and the pathway/accreditation that they are following.
- Teachers in KS4 and KS5 at Russell Road are attending training in delivering and assessing the accreditation they are teaching - either ASDAN and Open College Network – both of which are being assessed using EFL

Uffculme are working with Birmingham City Council to address aspects of the Ofsted review (May 2021). Specific to this area is involvement in Improving the Attainment and Progress of students with SEND - AAP Objective 4.

Priority areas are

- Establish city wide system for gathering data
- Develop meaningful comparative data
- Build confidence that data will be used to inform school improvement

Secondary Student Achievement 2020-21

As with our many students, the impact of Covid/ lockdown over the last 12 – 15 months has impacted on student progress and made measuring progress a more complex issue. There have been very individual learning circumstances for each student during the last year with significant differences in school attendance, success of/ engagement with home learning, impact on well-being due to lockdowns. Added to these factors, we have also experienced long-term staff illness which has impacted on particular classes.

With our main students, we re-baselined students in English and Maths on their return in Summer 2020. However, the lockdown in 2021 again impacted adversely on progress and complicated the process of measuring student progress. On students return in 2021, staff worked hard to identify gaps in learning with individuals whilst meeting the needs of those who had continued to maintain their progress.

It would appear that one particular area of underachievement for some of our main students is in English writing. Skills in maths seems to have been less affected.

Several students found it difficult to adapt to the full return of students to school. They had become accustomed to being around a fewer of number of students. This is still the case with particular students.

Intervention

There have been significant changes to the class teams for the beginning of this new year. This is in part due to increased numbers of students and also changes to our curriculum pathways. Transition information has been shared to enable staff to provide targeted support where appropriate. Revised schemes of work have been developed to focus on the new pathways.

As with our primary students, we continue to benefit from the services of Open Theatre focusing mainly on our extended classes, and the Communication Team support particular students who have been identified as requiring this specific intervention.

Our Jump Start reading programme for KS3 main students moves into its second year. It is intended that this programme will be rolled out to other staff during the year.

Transition for new students to Uffculme year 7 has been difficult in the current covid situation. However, we have been able to see most students prior to entry, collect and collate information from feeder schools and parents, put together appropriate communication resources to ensure a smooth transition and to quickly meet needs within the classrooms. This has enabled staff to quickly set appropriate targets in the Autumn term.

Outcomes

- There were 13 leavers from Key Stage 4 this year from main and extended
- 12 gained places in their preferred Sixth Form setting where they will be following courses combining functional skills, work related learning and life skills towards their desired outcomes
- 1 student went into a mainstream college to study animal care
- 1 has moved to Argent Independent College to study ICT
- Of the 13 one student is continuing to work with external agencies towards a life skills outcome

Examinations and Awards 2021/ Year 11 Progress

This was another unusual year for examinations. Following the impact of the Covid-19 pandemic, the UK government decided that the Summer 2021 examination series would not go ahead. Instead, teachers determined student grades based upon a range of evidence and submitted these to the exam boards. These results were then reviewed by the boards before awarding the final grades this summer.

Our students were awarded the grades that staff had submitted.

KS4

Year 11 students in our main class followed predominately Entry level courses across four subjects (English, Mathematics, PE and Science). One Year 10 student was entered for Entry level English.

Four Year 11 students were entered for GCSE Mathematics and two of these students were also entered for GCSE Physics.

Students in our extended class followed the Transition Challenge course which focuses on personal and social skills. These were accredited at the end of Year 11 and have supported these students with their next steps in their education.

EXAMINATION ENTRIES AND RESULTS SUMMER 2021

KS4 Entry

Subject	Exam Board	Level	No. of students	Level achieved		
				Entry Level 3	Entry Level 2	Entry Level 1
English	AQA	Entry	10	10		
Mathematics	AQA	Entry	8	6	2	
Science	OCR	Entry	9	5	4	
Physical Education	OCR	Entry	6	2	4	

KS4 GCSE

Subject	Exam Board	Level	No. of students	Grades achieved
Mathematics	OCR	GCSE	4	Grade 9, 3, 3 and 1
Physics	OCR	GCSE	2	Grade 7 and 4

Year 11 Transition Challenge

Three students achieved the ASDAN Transition Challenge (School Award).

One student did not complete Transition Challenge.

KS4 Arts Award

Nine of our Year 11 students and one Year 10 student achieved the Bronze level Arts Award.

YEAR 11 PROGRESS

Main Students

English

All 9 main students achieved Entry 3.

End of KS2 level (no. students)	E1 (P8/Y1 equiv)	E2 (Y2 equiv)	E3 (Y3/4 equiv)	
P8 (1)				Above
Y1/2 (5)				Expected/ above
Y2/3 (3)				Expected

Maths

End of KS2 level (no. students)	E1	E2 (Y2)	E3 (Y3/4)	GCS E 1 (Y3/4)	GCS E 2 (Y4/5)	GCS E 3 (Y5/6)	GCS E 4	GCS E 5	GCS E 6	GCS E 7	GCS E 8	GCS E 9
P8/1 (1)												
Y1 (2)												
Y2/3 (3)												
Y3/4 (2)												
Y4 (1)												

Art Awards

All 9 main students achieved Arts Award Bronze which is a level 1 qualification demonstrating excellent progress from their KS2 levels.

Extended students - Transition Challenge

Three of our four KS4 extended students made progress in relation to development of life skills through participation in the Transition Challenge programme. As noted above, one student did not complete Transition Challenge. He continued to work on independent life skills accreditation with external agencies supporting this programme.