



Castlebar School

Pupil Achievement 2019-20

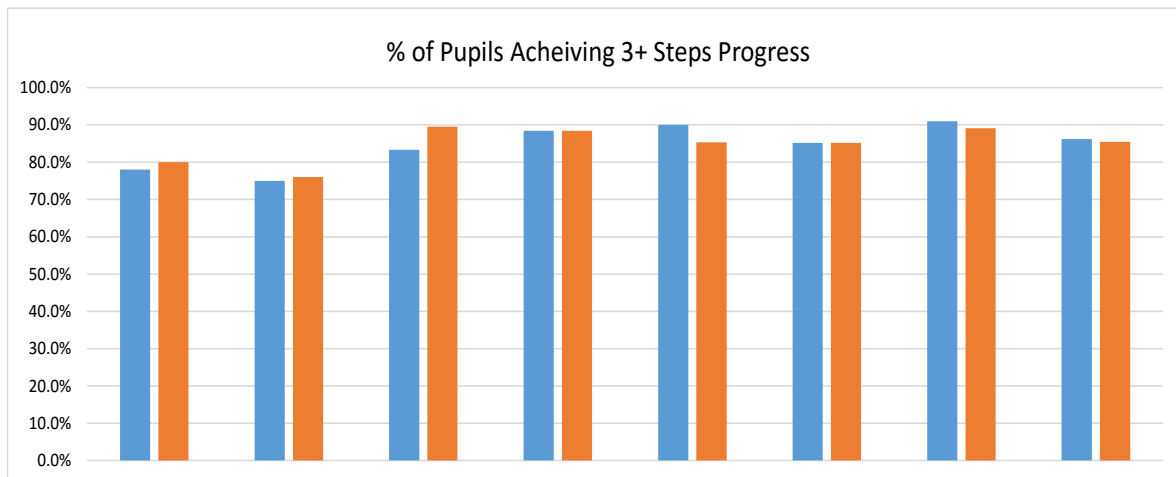
As a result of the Covid-19 Pandemic pupil learning and achievement was severely interrupted. This impacted on pupil progress and our ability to collect both whole school and comparative data.

We were unable to collect summative summer term data and therefore have presented our data differently this year. Before the pandemic the majority of our students were continuing to make very good progress. Pupils working in the National Curriculum also made good progress within the English and Mathematics Programmes of Study.

Targeted interventions such as Makaton, Intensive Interaction and Rebound Therapy, access to sensory rooms and targeted literacy and numeracy programmes are supporting pupils to meet, and exceed, given targets. Gaps in rates of progress between core comparative groups remained small.

Autumn to Spring 2019-2020	% of pupils achieving 2+ Steps Progress
Literacy	77.0%
Numeracy	79.4%
PSD	77.4%

The academic year of 2019-2020 only contained 2 terms, therefore the analysis has been carried out based on the idea of achieving one learning step per term.



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
LITERACY	78.0%	75.0%	83.3%	88.4%	90.0%	85.2%	91.0%	86.2%
NUMERACY	80.0%	76.0%	89.5%	88.4%	85.3%	85.2%	89.1%	85.5%

Comparitively to previous years, this years progress may appear to be a lower rate, however an argument can be made for most progress being made in the 3rd and final term. Something which was not possible to analyse this year. Regardless the difference in achievement is 9.2% in literacy and 6.1% in numeracy since last year. The progress therefore can be considered to have been on track with 2018-2019.

KS2 Results and KS1 Teacher Assessments:

Data was not collected this year due to the Covid-19 Pandemic

INITIAL DATA Oct 2020 – comparison of last recorded result and current baseline	Listening		Speaking		Reading		Writing		U&A		Number		SSM		Interaction		Independence	
Progress	18	20%	14	15%	17	19%	10	11%	17	19%	22	24%	15	16%	12	13%	11	12%
No Progress	37	41%	43	47%	42	46%	42	46%	44	49%	35	39%	44	48%	47	52%	45	49%
Regression	35	39%	34	37%	32	35%	39	43%	29	32%	33	37%	32	35%	32	35%	35	38%
Total No. of Students	90		91		91		91		90		90		91		91		91	

Data was collected at the beginning of the new academic year in September of 2020. This has enabled some analysis of the effect of Covid-19 on the learning progress of the pupils at Castlebar School.

COVID-19 - Contextualisation and 'messages' from baseline data October 2020

The sample on which this is based consists of 90-91 pupils per subject. The missing pupils are those for which we don't yet have a baseline. The children this pertains to are usually new pupils or in the case of this year those who from the start of the new academic term have still had considerable time out of school. The sample also does not account for the 36 pupils who left the school at the end of the 2019-2020 academic year.

We have however enough data to make a broad analysis of some of the educational effects of 'Lockdown' and protracted school absence since March 2020.

Progress or regression is solely based on any numerical advance or decline and is a relatively broad stroke. It is important to put into context too, that if a pupil has made no progress that in fact we should consider what level they 'should' have been at if they had been in school. By this argument 'No Progress' could also be seen as a concern that the child has in fact regressed, as they are behind the grade expected of them at this time.

In the overall total across all core subjects an average of approx. 16% made any progress, 49% made no progress, and 36.7% had some regression.

School Profile

Year	MLD/SLD	ASD	Lower School /Upper School	Male/Female
2019-20	33% / 67%	51%	33% / 67%	74% / 26%
2018-19	41% / 59%	42%	47% / 53%	70% / 30%
2017-18	46% / 54%	47%	32% / 68%	72% / 28%
2016-17	50% / 50%	53%	37% / 63%	79% / 21%

2019-2020									
Pupils on Roll	Male	Female	Free School Meals	Pupil Premium	EAL	Medical Condition	SLD	MLD	ASD
162	120	42	57	57	94	56	109	53	83

Progress of Comparative Groups

We report on achievement based on a benchmark of 3 LEARNING STEPS per term, this allows historical tracking of whole school progress. However, the nature of SEN (cognitive ability) and the age of the pupils have the greatest effect on progress and attainment. To properly challenge individuals and cohorts, individual targets are set and tracked that are linked to pupil age and SEN. The age/SEN targets provide more challenge for each pupil with the majority set at above 3 LEARNING STEPS per year. Tracking the age/SEN targets allows a more precise analysis of gaps in progress between comparative groups.

SEN:

Nature of SEN has the most impact on progress. It is now, however, the case that SLD pupils are reaching targets albeit at a lower level of attainment than their MLD counterparts. A number of MLD pupils at the Higher Levels (within Y1/2 Programmes of Study for National Curriculum) are finding the abstract concepts difficult. The school is developing a Work Based curriculum to broaden 'life chances' of Castlebar pupils.

Pupil Premium:

35% are eligible for Free School Meals and for Pupil Premium. These pupils are identified on tracking sheets and monitored each term. Pupils requiring intervention are identified. Pupil Premium pupils are also targeted for After School Clubs.

Ethnicity:

- Castlebar has a high percentage of pupils from ethnic minority groups
- There is little variation in progress based on ethnicity.

Gender:

- A low percentage of the pupils are girls 26% and staff closely supervise their emotional and physical well-being.
- In 2019-20 there was a 0.3% gender gap in Numeracy, 9.2% in Reading & Writing. More significantly there was a 15.3% gender gap for Communication. This represents a difference of only 4 girls.

Attendance:

- Attendance in spring of 2020 was at 94%. However, the summer term attendance was down to approximately 20% due to the national lockdown.
- Attendance is closely monitored at Castlebar by the School Social Worker and Assistant Heads. It is included in the Structured Conversation and parent meetings termly. Interventions are in place to raise poor attendance.
- Low attendance impacts pupil's ability to meet targets however for this small number of pupils strategies are in place to support them.