



Joseph Clarke
School

PUPIL PROGRESS AND ACHIEVEMENT



2016- 2017

Headlines – Pupil Progress and Achievement

Academic Year 2016-2017

The revised curriculum offer, the associated Curriculum Tracking Procedures and increased quality of provision are having an impact on pupil progress. Progress overall is good and improving.

Joseph Clarke School's Senior Leadership Team know that pupil progress during 2016-17 was good because:

Progress measures based on National Curriculum levels (including P levels) over the past year show **an overall upward trend** for cohorts of pupils reaching the end of all Key Stages. This is set against the challenges presented by changes to the school population, with **pupils presenting with increasingly complex educational and social needs**.

Those pupils who are able to do so take and pass **external examinations** in an increasing range of subjects. Other pupils follow accredited courses where feedback from external moderators validates the quality of their achievements.

Outcomes of the **national phonics test** show that the school's more able pupils are supported to establish skills in literacy from a young age.

There is no evidence that any cohort group is disadvantaged. Patterns of achievement and progress reflect individual starting points and the nature of each individual's SEN.

Records show that pupil premium has a positive impact for individual pupils.

Looked After Children make progress, which is at least comparable with that of other pupils with similar starting points. They develop positive attitudes to learning (reflected in their attendance and behaviour) and communicate effectively with others.

Pupils at early developmental levels, progress through the 'Reaching Out' curriculum, which is designed to meet their needs.

All pupils make progress within their personalised curriculum, completing individualised objectives within all subjects, as shown by comprehensive Progress Files and Learning Journals and the list of individual 'significant achievements'.

A growing number of young people move into open employment through 'Project Search'; others are supported into appropriate placements post school. **All leavers move into education, social care provision or employment.**

Pupils develop social skills and learn to manage their behaviour, as shown in evidence from lesson observations, individual objectives and behaviour support plans.

Parents overwhelmingly believe that their children are making progress, as shown by the responses to parent questionnaires and contributions to Person Centred Reviews.

Pupils overwhelmingly believe that they are making good progress, as shown by the responses to pupil questionnaires and contributions to Person Centred Reviews.

Opportunities for children and young people have been extended at Joseph Clarke School:

- Pupils in the sixth form had increased opportunities for accreditation and socialisation through our partnership with the Hornbeam Academy
- Revised assessment procedures and hence more precise and consistent target setting
- Further development of the highly personalised curriculum at all levels, most recently the 'Reaching Out' curriculum for children and young people at early developmental levels
- Increased accreditation has included BTECs in Catering, Travel and Tourism, Art and Design, Office Skills and Entry Level Art
- Routes into direct employment through Project Search have become established and are discussed with parents and pupils from an early age
- Support to identify appropriate placements after school
- Personalised use of pupil premium
- An increased emphasis on personalised targets in all lessons
- Further development of teaching and learning, with increasing numbers of good and outstanding lessons
- Exceptional professional development opportunities for staff
- Continuing development of resources on the school site
- Full use of community resources, including opportunities for partnership work with vocational providers
- Further opportunities for inclusion to follow courses in local mainstream and special schools
- Breakfast and after school clubs so that pupils can enjoy and learn from a range of opportunities
- Supporting a middle leader to work as a moderator for the borough.

How does the leadership team know that progress is good?

Joseph Clarke School view progress as the child or young person's journey from their starting point encompassing their progress in four key areas:

- against the National Curriculum levels (including P levels)
- in relation to examinations and accredited courses such as ASDAN and BTEC
- against their individual objectives deriving from their personalised curriculum
- as defined by 'significant achievements' in all aspects of learning and development

Teachers and school leaders evaluate progress within each area in relation to each child or young person's starting point, their special educational needs and a range of factors affecting learning.

School leaders evaluate progress for the school as a whole, taking account of a range of evidence, largely in relation to individual children and young people but also noting other measures of the quality of teaching and learning.

Our cohorts vary a lot from year-to-year. The various starting points of our pupils mean that our emphasis is on teacher assessment and our school assessment procedure, which closely monitors individual and expected progress. Given the increasing complexity of needs of our young people, we are constantly refining our assessment systems to reflect their varied and diverse needs and to ensure that appropriate provision is in place. Hence, we employ a variety of tools to effectively track and analyse our pupils' achievements. These include progress meetings to track different groups of pupils to ensure that all our young people, regardless of their background, religion, gender or learning need, are making good or outstanding progress. We also meet regularly with teachers and use the information to plan interventions and target support where it is most needed.

Pupil progress is also monitored through the Education and Health Care Plan and Person Centred Review processes. We ensure we work in collaboration with families and other agencies to help our pupils to achieve their goals. We set challenging targets for pupils based upon our knowledge of our young people and moderated teacher assessments. These targets are reviewed termly and shared with all staff working with the pupil. We share these targets with pupils to ensure that they have a clear idea on how to progress to the next step.

We also work closely with other professionals (e.g. speech and language therapists, occupational therapists, rehabilitation officers) who make assessments that form part of the whole profile of a pupil.

At the beginning of the year, following the review of the effectiveness of our assessment system, we made the decision to move from the use of B-Squared software to a new assessment tool, called Curriculum Tracking. This system was developed by Whitefield Schools and had been used successfully for several years. All pupils were re-assessed and baselined using tracking sheets for the core subjects for each curriculum pathway as follows:

Teachers note each pupil's progress towards the Learning Objectives within the P-levels by writing the date in one of three columns as follows:

- Started – teacher's plans for the pupil include work on that specific Learning Objective
- Emergent – the pupil is beginning to show that they are making progress towards mastering the skill – i.e. their response shows that they have acquired the skill on about 30% of occasions

- Consistent – pupil consistently shows they have mastered the skill – i.e. they show an appropriate response on at least 80% of occasions

When at least 4 out of the 5 earning objectives within one level have been consistently achieved then the pupil is considered to have attained that level.

To ensure the progress against our new Curriculum Tracking system is tracked over time, we have also been entering data on software called CASPA (Comparison and Analysis of Special School Attainment). Whilst CASPA can support us in measuring against expected progress, we have yet to use the data this year to compare our pupils against the national average. This exercise will take place next month when our data is returned by CASPA.

Our individual knowledge of each of our pupils is our key strength in making judgements about their attainment and progress. We compare individual pupils' achievements against P scale/National Curriculum level descriptors that are broken down into steps. The assessments are made continuously by teachers and data collated every term. We also collect qualitative data to capture the significant achievements of our pupils, which may not necessarily be demonstrated through the level descriptors.

Progress outcomes

Whilst the P-levels are not designed for assessment of pupils following the EYFS, it is useful to identify a baseline on entry to the school.

Pupils joining the EYFS can find school very challenging at first. They are supported to settle and all make progress as recorded in their Learning Journals. Their progress is solidly good with the potential to become outstanding over time, now that the quality of the provision has become outstanding.

- Pupils at Key Stage 1 make good progress from their individual baseline test.
- Pupils at Key Stage 2 make good progress from their individual baseline test.
- The progress of pupils at Key Stage 3 has improved, and is good from their baseline test.
- Pupils' progress at Key Stage 4 has improved and is good from their baseline test and accreditations
- Pupils at Post-16 make solidly good progress along their individual pathways. This has the potential to become outstanding over time with the impact of our outstanding provision that includes the new curriculum offer and partnership with Waltham Forest College; and on-going partnerships with Project Search and Highams Park School
- Pupils at early developmental levels make good progress from individual starting points.
- There is no difference between rates of progress between girls and boys.
- Evidence shows that pupil premium has a positive impact for pupils.

The Early Years Foundation Stage

There were 4 children on roll in the reception year when teacher assessments were made in June 2017. 3 pupils were vision impaired, 1 child had a diagnosis of autism. All 4 children had additional needs.

The 2016-17 cohort

	Sex	Pupil Premium	Looked After Child	Needs
Pupil A	M	No	No	Autosomal Recessive Osteopetrosis/SSI/ Delay of language and communication skills
Pupil B	M	No	No	Autistic Spectrum Disorder/ Global Developmental Delay
Pupil C	F	No	No	Bilateral microphthalmia/ Developmental delay
Pupil D	M	No	No	Sight impairment Detachment of retina/ Moderate hearing loss/ Autistic Spectrum Disorder with cognitive impairment

At the end of the EYFS, the pupils were assessed against the 17 Early Learning Goals (ELGs) using the Foundation Stage Profile. The school EYFSP return was moderated by the Borough moderation team this year and all the judgements were agreed and validated.

All the pupils were at the 'emerging' level of skills in all areas of learning.

English

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P1.ii speaking P1.ii listening P1.ii reading P1.ii writing	P2i.2 speaking P2i.2 listening P2i.2 reading P2i.2 writing	1.2 levels 1.2 levels 1.2 levels 1.2 levels
Pupil B	P1.ii speaking P1.ii listening P1.ii reading P1.ii writing	P2ii.2 speaking P2ii.2 listening P2ii.2 reading P2ii.2 writing	2.2 levels 2.2 levels 2.2 levels 2.2 levels
Pupil C	P3i speaking P3i listening P3i reading P3i writing	P4.2 speaking P4.6 listening P4 reading P3ii.4 writing	2.2 levels 2.6 levels 2 levels 1.4 levels
Pupil D	P3i speaking P3i listening P3i reading P3i writing	P3ii speaking P3ii.6 listening P4.2 reading P3ii.4 writing	1 level 1.6 levels 2.2 levels 1.4 levels

All pupils in the EYFS have made very good progress in English from their starting points with all pupils making at least 1 level progress and one pupil making 2.6 levels of progress. Communication skills and early literacy skills have been a key focus of the EYFS provision this year with staff setting up a total communication environment using symbols, speech and Braille to facilitate inclusive learning opportunities for all pupils.

Maths

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P1ii number P1ii shape, space measure	P2i.2 number P2i.2 shape, space, measure	1.2 levels 1.2 levels
Pupil B	P1ii number P1ii shape, space, measure	P2ii.2 number P2ii.2 shape, space, measure	1.2 level 1.2 level
Pupil C	P3i number P3i shape, space, measure	P4.2 number P4 shape, space, measure	2.2 level 2 levels
Pupil D	P3i number P3i shape, space, measure	P4 number P4.2 shape, space, measure	2 levels 2.2 levels

Pupils in EYFS have made good progress in Maths making between 1 and 2 levels of progress. This is due to the very practical learning opportunities, which are on offer in EYFS and the targeted one-to-one work, which enables pupils to work on their individual objectives.

Science

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P1ii	P2i.2	1.2 levels
Pupil B	P1ii	P2i.2	1.2 levels
Pupil C	P3i	P4.2	2.2 levels
Pupil D	P3i	P4	2 levels

Pupils in EYFS have lots of opportunities for outside learning which has contributed to their good progress in Science based activities this year

The progress of the pupils in the Early Years is also due to the stable and experienced Early Years team providing the structures, routine and interesting learning opportunities that enable the pupils to settle over time after what can be a very difficult initial transition phase into full-time education.

Early Years Class – Significant achievements Summer Term 2017

Pupil A has developed his communication further by initiating communication with an adult by approaching them and vocalising / singing a part of a nursery rhyme and waiting for a response from the adult. This is a skill that has generalised from his daily Intensive Interaction sessions. Pupil A is now more willing to feel, smell and sometimes taste new foods. Pupil A is more willing to sit and participate in 1:1 adult led work sessions.

Pupil B has improving attention and sitting at group times, he is able to transition calmly from one activity to another by using a pictorial schedule. He is able to feed himself independently at lunchtimes and is willing to sit at snack times now if his schedule has been used to aid his transition.

Pupil C is now able to walk independently and now has improved independent mobility around the classroom and the outdoor area. She is now independent in her toileting and hand washing. Pupil C now enjoys a wider range of tactile experiences, especially those involving paint and her hands. She has continued to develop her pre-Braille skills and is using both hands when manipulating small pegs into a peg board, feeling for the hole with 1 hand and placing the peg with another.

Pupil D has improved in his ability to choose an activity independently and make the choice to move to another activity when he wants to. Pupil D was able to join a group and wait for his turn more readily. It was noted at a meeting with his mother that she was finding the same at home. He enjoyed working at specific 1:1 activities relating to his needs.

Other pupils in the EYFS

Pupil E has matured over the year and settled well in Early Years. She is developing the ability to move from one activity to another independently without the need of an adult to direct her. She is also beginning to develop independence in toileting with the adults needing to move her on to the next stage by a verbal prompt. Pupil E is being more willing to smell, touch and occasionally taste a wider range of food. She is able to join in with songs, rhymes and familiar stories filling in missing words or phrases.

Pupil F has matured and developed well over the year, she is able to count beyond 20 and knows the order of the days of the week. She is able to predict and say rhyming words in familiar books. Pupil F is able to hear and say the initial sound in a word and is beginning to understand 'robot' talk. She is very articulate and is beginning to gain a wider vocabulary, using words heard in conversation or during language sessions in different, appropriate contexts. Pupil F's pre-Braille skills are improving and she is able to discriminate small bits of paper, sequences and pasta within a box by touch only.

Pupil G, a Year 1 pupil, is still settled in class and seems to enjoy his time at school. He is able to follow simple adult instructions and vocalises or uses learnt phrases to express his feelings. Pupil G has developed more of a turn taking communication since his daily Intensive Interaction sessions. He will vocalise or make a movement then look to the adult and wait for them to copy his vocalisation or movement. His parents have noted that this is happening at home as well. His attention can vary even within the weekly Attention Autism sessions. He is more willing to sit at an adult directed task now, but will protest on occasions. He is aware of the routine and will join the snack table as soon as an adult starts to tidy away the original learning activity. Pupil G

is now able to feed himself independently using a spoon. He is able to complete a 3 piece, shape puzzle unaided.

Additional evidence demonstrating the significant achievements of these pupils during the EYFS can be found in their 'Learning Journals'.

Key Stage 1 (2016-2017)

The results shown below represents a year's worth of data using our new Curriculum Tracking documents as explained above.

There were three pupils on roll when the end of key stage teacher assessments were made in June 2017, as shown below:

Pupil	Sex	Pupil Premium	Looked After Child	Needs
Pupil A	M	No	No	Autism
Pupil B	M	No	No	Autism
Pupil C	F	Yes	No	Severely Sight Impaired Osteopetrosis, Learning Delay

Statutory Tests against the P-Scales were submitted for the three pupils. The three pupils have attainment in the range shown below:

	Range	
Literacy	P3ii.6	P6
Maths	P3ii.6	P5.6
Science	P2ii.8	P4

English

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P4.2 speaking P4.2 listening P4 reading P4.2 writing	P6 P6 P5 P6	1.8 levels 1levels 1 level 1.8 levels
Pupil B	P4 speaking P4 listening P4 reading P4 writing	P5 P5 P5 P5	1 level 1 level 1 level 1 level
Pupil C	P3ii speaking P3ii listening P3ii.4 reading P3ii.4 writing	P4.4 speaking P3ii.6 listening P4 reading P4 writing	1.4 levels 0.6 level 0.6 level 0.6 level

Maths

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P4.2 number P4 shape, space measure	P5 number P5.6 shape, space, measure	0.8 level 1.6 levels
Pupil B	P3ii number P4 shape, space, measure	P4 number P4 shape, space, measure	1 level 0 level
Pupil C	P3ii number P3ii shape, space, measure	P4 number P3ii.6 shape, space, measure	1 level 0.6 level

Science

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P4	P4	0 level
Pupil B	P4	P4	0 levels
Pupil C	P2ii	P3i	1 level

Pupils at the end of Key Stage 1 made very good progress in English and good progress in Maths. Progress in Science was less significant.

Pupil A joined the school in September 2016 after an unsuccessful part time placement in a Primary School. His autism made it difficult for him to accept direction and to express his emotions. As a result, his behaviour was often challenging. A structured approach to the day, using symbols and a visual timetable was put in place by staff to aid his understanding of routines and expectations, and a behaviour support plan was used to help him develop coping strategies. The resultant increase in his social development during the year has impacted positively on his emotional wellbeing and he is now able to contribute fully to the class activities. Pupil A made very good progress over the year in Maths and English, which is directly attributable to his increase in attention and ability to remain on task as a result of these strategies employed by classroom staff.

Pupil B has also made good progress in English, which is attributable to the increase in his communication and language skills and good positive behaviour support from the class team.

Pupil C is making steady progress with a significant increase in her speaking and listening skills. Her final assessment shows an increase of 1.4 levels, which is very significant when compared with her developmentally delayed starting point within the lower P Levels. She has benefitted from working alongside other children providing good language role models. Her progress overall has very good considering her frequent bouts of ill health and repeated short admissions to hospital.

The change to the new Curriculum Tracking form of assessment has impacted on the progress in Science for pupils A and B who have been following the Stepping On Pathway. This will be a focus of the coming year and we will be looking at clear target setting and recording. Pupil C who has followed the Reaching Out Pathway has made very good progress gaining 1 level at P2ii. This is attributed to the teaching of Science in a creative manner within this pathway and the focus of the teacher on providing a range of sensory stimuli.

Year One Phonics Test:

There were 8 pupils at Year 1 eligible to take Phonics Test and 3 pupils at Year 2 who did not take the test last year. The 8 pupils at Year One had not yet reached the standard to take the test and one pupil (Pupil C) at Year 2 also did not reach the standard. 2 pupils at Year 2 took the test. Pupil B met the Expected standard and pupil A met the Emerging standard.

Significant Achievements

Pupil A can name characters in books and re-tell a story in stages of events.

Pupil B can now sit alongside his peers at activities, sharing resources.

Pupil C has become more socially aware of her peers and adults in class by communicating and making comments.

Key Stage 2 (2016-2017)

Pupils reaching the end of Key Stage 2

The 2016-17 end of KS2 cohort

There were six pupils on roll when teacher assessments were made in June 2017, as show below. There is a wide range of ability in this cohort of students ranging from lower P levels to National Curriculum Level 5.

Pupil	Sex	Pupil Premium	Looked After Child	Needs
Pupil A	F	Yes	No	Sight impaired, global developmental delay
Pupil B	F	Yes	No	Severely sight impaired, bilateral microphthalmia
Pupil C	M	Yes	No	Sight impaired and athetoid cerebral palsy, learning delay
Pupil D	M	No	No	Severely sight impaired & Autism, ADHD
Pupil E	M	Yes	No	Severely sight impaired, Optic Nerve Hypoplasia, Septo Optic Dysplasia
Pupil F	M	Yes	No	Severely sight impaired, Oculocutaneous Albinism, nystagmus

Pupil Achievement in English from teacher assessment

The range of attainment of the six pupils in each strand of English is shown in the table below:

English Strands	Range	
	From	To
Speaking	P3ii.2	L5.2
Listening	P3ii.2	L5.2
Reading	P3ii.2	L6
Writing	P3ii.2	L4.2

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P3ii speaking P3ii listening P3ii reading P3ii. writing	P3ii.2 speaking P3ii.2 listening P3ii.2 reading P3ii.2 writing	0.2 level 0.2 level 0.2 level 0.2 level
Pupil B	L2C.4 speaking L2C.4 listening L2B.2 reading L2B.2 writing	L4 speaking L4 listening L2b.6 reading L2A.2 writing	2.8 levels 2.8 levels 0.4 level 1 level
Pupil C	L2C.2 speaking L2C.2 speaking L1C.2 reading L1C.4 writing	L2B.4 speaking L2B.4 listening L1B.4 reading L1B.2 writing	1.2 levels 1.2 levels 1.2 levels 0.8 levels

	Start of year	End of Year	Levels and sub levels of progress
Pupil D	L3.6 speaking L3.6 listening L3.4 reading L2A.4 writing	L4.6 speaking L4.6 listening L4.2 reading L3.2 writing	1 level 1 level 0.8 level 0.8 level
Pupil E	L4.4 speaking L4.4 listening L3.2 reading L2A writing	L5 speaking L5 listening L4.2 reading L2A.6 writing	0.6 level 0.6 level 1 level 0.6 level
Pupil F	L4.4 speaking L4.4 listening L5.4 reading L3.6 writing	L5.2 speaking L5.2 listening L6 reading L4.2 writing	0.8 level 0.8 level 0.6 level 0.6 level

Pupils at the end of Key Stage 2 have all made good progress in English relevant to their starting points at the beginning of the year. Some very good progress was made by some pupils in Speaking and Listening, which was a result of a targeted intervention by the class teacher where the pupils focused on their presentation to an audience and their partner work. Pupils B and E use Braille as their primary medium and have made good progress in reading and writing, making between half and one level of progress over the year. Pupil D has been introduced to Braille during the year as large print is becoming more difficult for him to access, he has however continued to make progress at an expected level.

Pupil achievement in Mathematics from teacher assessment

The range of achievement of the six pupils in each strand of Mathematics is shown in the table below:

Mathematics Strands	Range	
	From	To
Number	P3ii.2	L5.2
Shape, space, measure	P3ii.2	L5.2
Data Handling	L1A	L4.6

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P3ii number P3ii shape, space, measure	P3ii.2 number P3ii.2 shape, space, measure	0.2 level 0.2 level
Pupil B	L2B.4 number L2A.2 shape, space, measure L2B.2 data handling	L2A.4 number L3.2 shape, space, measure L3.4 data handling	1 level 1 level 2.2 levels
Pupil C	L1C number L1B shape, space, measure L1B data handling	L1B number L1A.2 shape, space, measure L1A data handling	1 level 1.2 levels 1 level
Pupil D	L2A.4 number L3 shape, space, measure L3 data handling	L4 number L 4 shape, space, measure L4 data handling	1.6 levels 1 level 1 level

	Start of year	End of Year	Levels and sub levels of progress
Pupil E	L2B.2 number L2A.2 shape, space, measure L3 data handling	L2A.2 number L3.2 shape, space, measure L4 data handling	1 level 1 level 1 level
Pupil F	L4.4 number L4 shape, space, measure L3 data handling	L5.2 number L5.2 shape, space, measure L4.6 data handling	0.8 level 1.2 levels 1.6 levels

Pupils at the end of Key Stage 2 have made good progress in Maths this year. Pupil A made good progress in line with her developmental starting point. Pupil B made very good progress in data handling and all pupils working at National Curriculum levels made at least 0.8 level progress with most making one level or more. This is attributable to the introduction of a new set of practical resources (Numicon) which teachers used to support the students with their understanding of numerical concepts. Training was provided in house to all teachers by a colleague experienced in using these resources, which enhanced teaching and learning across the school.

Pupil achievement in Science from teacher assessment

The range of attainment of the six pupils in Science is shown in the table below:

	Range	
	From	To
Science	P2i.4	L4

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P2i	P2i.4	0.4 level
Pupil B	L2	L3	1 level
Pupil C	L1	L2	1 level
Pupil D	L2	L3,2	1.2 levels
Pupil E	L2	L3	1 level
Pupil F	L3	L4	1 level

All pupils at the end of Key Stage 2 made progress in Science. Pupil A achieved her highest level of progress overall in this subject due to the varied and creative use of sensory resources designed to support her learning through the Reaching Out Pathway. Pupil D made the most progress in this cohort, gaining 1.2 levels. This is due to the support given to Pupil D enabling him to access practical resources and to record his work using a laptop as his sight has severely deteriorated.

End of Key Stage National Curriculum Tests

Pupil Results for National Curriculum Tests

	English			Maths		
	Reading Scaled score	Outcome	Punctuation, Spelling & Grammar Scaled score	Outcome	Maths Scaled score	Outcome
Pupil A	-	B	-	B	-	B
Pupil B	92	NS	97	NS	97	NS
Pupil C	-	B	-	B	-	B
Pupil D	90	NS	87	NS	84	NS
Pupil E	91	NS	92	NS	87	NS
Pupil F	103	AS	93	NS	98	NS

Outcome Codes: B pupil was working below the standard of the test and did not participate.
NS Pupil did not achieve the Standard in the test.
AS Pupil achieved the Standard in the test.

A scaled score is the total number of correct questions (raw score) that have been converted onto a consistent and standardised scale.

4 pupils at the end of Key Stage 2 took part in the National Curriculum test procedures. Pupils A and C had not reached the standard required and did not participate. Of the 4 pupils who took part Pupils B and E were Braille users, Pupil F used modified print and Pupil D required a scribe. All 4 pupils had the support of a reader where permissible and had additional time.

All 4 pupils took part in each test and displayed a confident and mature attitude. Pupil F achieved the expected standard in reading and was very close to the expected standard in Maths. All pupils achieved 90+ as a scaled score in reading which is a significant achievement as suggested by the RNIB report, 2010 "Educational Progress of young blind and partially sighted pupils" which found that pupils with a visual impairment had significantly lower attainment in English, Maths and Science compared to pupils with no recorded Special Educational Need, and were on average 1 to 2 National Curriculum sublevels behind pupils with no SEN.

Significant Achievements

Pupil A has made good progress in her attention and concentration skills and is now able to focus on table top activities for longer and to wait for preferred items.

Pupil B - Mathematical understanding and application of knowledge has been brilliant. She has shown a positive attitude and enjoyed making connections in number to solve mathematical problems. She has been very proud of her achievements and so are all the staff.

Pupil C can now concentrate on a task and shows keen interest in learning by completing the work and showing off what he knows and support others in their learning.

Pupil D has shown exceptional independence and positivity towards learning in all curriculum areas. He has used his Braille with increasing confidence and competence.

Pupil E has shown particular progress and flair for reading. He has become a confident reader and enjoys adding expression and tone to his voice to create an effect and engage listeners in what he is reading

Pupil F has demonstrated a more positive attitude and approach to Maths and is now making number connections and applying taught strategies to solve number problems.

Pupils reaching the end of Key Stage 3

The 2016-17 end of KS3 cohort

There were seven pupils on roll when teacher assessments were made in June 2017, as shown below:

Pupil	Sex	Pupil Premium	Looked After Child	Needs
Pupil A	M	Yes	No	Severe Visual Impairment and Diagnosis of Global Developmental Delay
Pupil B	F	Yes	No	Slight Visual Impairment
Pupil C	M	No	No	Autism Spectrum Disorder and ADHD
Pupil D	F	No	No	Diagnosis of Global Developmental Delay
Pupil E	F	No	No	Severe Visual Impairment Autism Spectrum Disorder
Pupil F	M	Yes	No	Autism Spectrum Disorder
Pupil G	M	No	No	Severe Visual Impairment

Pupil achievement in English from Teacher assessment

The range of achievement of the seven pupils in each strand of English are shown in the table below:

English Strands	Range	
	From	To
Speaking	P8.6	L3
Listening	P8.6	L3
Reading	P8.2	L3
Writing	P8.2	L3

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	L2A.4 speaking L2A.4 listening L2B.2 reading L2A writing	L2A.6 speaking L2A.6 listening L2B.4 reading L3 writing	0.2 level 0.2 level 0.2 level 1 level
Pupil B	L2A.6 speaking L2A.6 listening L2A.4 reading L2A.6 writing	L3 speaking L3 listening L3 reading L3 writing	0.4 level 0.4 level 0.6 level 0.4 level
Pupil C	L2A.6 speaking L2A.6 speaking L2A.4 reading L2C.2 writing	L3 speaking L3 listening L3 reading L3 writing	0.4 level 0.4 level 0.6 level 3 levels
Pupil D	L1C speaking L1C listening P8 reading P8 writing	L1C.4 speaking L1C.4 listening P8.2 reading P8.2 writing	0.4 level 0.4 level 0.2 level 0.2 level

	Start of year	End of Year	Levels and sub levels of progress
Pupil E	L2A.4 speaking L2A.4 listening L2B.2 reading L2A.4 writing	L3 speaking L3 listening L3 reading L3 writing	0.6 level 0..6 level 1.8 levels 0.6 level
Pupil F	P8.2 speaking P8.2 listening P8.2 reading P8.4writing	P8.6 speaking P8.6 listening L1C reading L1C.4 writing	0.4 level 0.4 level 0.8 level 1 level
Pupil G	L2A speaking L2A listening L1A reading L1B writing	L2A.2 speaking L2A.2 listening L1A.2 reading L1B.2 writing	0.2 level 0.2 level 0.2 level 0.2 level

Pupil achievement in Mathematics from teacher assessment

The range of achievement of the seven pupils in each strand of Mathematics is shown in the table below:

Mathematics Strands	Range	
	From	To
Number	P3ii.2	L5.2
Shape, space, measure	P3ii.2	L5.2
Data Handling	L1A	L4.6

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	L2A.2 number L2C.4 shape, space, measure L2C.4 data handling	L2A.4 number L2B shape, space, measure L2C.6 data handling	0.2 level 0.6 level 0.2 level
Pupil B	L2A.4 number L2A shape, space, measure L3.4 data handling	L3 number L3 shape, space, measure L3.6 data handling	0.6 level 1 level 0.2 level
Pupil C	L2A.2 number L2B.4 shape, space, measure L2A.6 data handling	L3.2 number L3 shape, space, measure L3 data handling	1 level 0.6 level 0.4 level
Pupil D	L1B.2 number L1C shape, space, measure NLA data handling	L1B.6 number L1C.2 shape, space, measure NLA data handling	0.4 level 0.2level
Pupil E	L2B.6 number L2C.4 shape, space, measure L2B.4 data handling	L2A.6 number L2C.6 shape, space, measure L2B.6 data handling	1 level 0.2 level 0.2 level
Pupil F	L1B.2 number L1C shape, space, measure NLA data handling	L1A number L1C shape, space, measure NLA data handling	0.8 level 0 level
Pupil G	L2C.2 number P8.2shape, space, measure NLA data handling	L2B number L1C shape, space, measure NLA data handling	0.8 level 0.8 level

Pupil achievement in Science from teacher assessment

The range of achievement of the seven pupils in Science is shown in the table below:

	Range	
	From	To
Science	P6.4	L2.6

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	L1.4	L2	0.6 level
Pupil B	L1.6	L2.6	1 level
Pupil C	L1.6	L2	0.4
Pupil D	P7	P7.4	0.4 level
Pupil E	L1.4	L1.6	0.2 level
Pupil F	P6	P6.4	0.4 level
Pupil G	P7	P7.6	0.6 level

At Key Stage 3, progress is good and improving for English and Maths. Increasingly we are welcoming pupils with complex needs who have to quickly adapt to the school. Our monitoring and evaluation showed that our pupils were not making expected progress in science last year in key Stage 3. Science continues to be a point of development this year due to the New Curriculum requirement. We did recruit a specialist science teacher to raise the standards and ensure progress in KS3 and KS4. Detailed analysis at the end of the year showed a slight upward trend in attainment. The work continues this year.

Significant achievements

Pupil A has improved his overall focus in lessons. This appears to be primarily through the use of a Brailnote. He is far less worried about making mistakes in his work because he knows that he has the opportunity to make corrections more easily.

Pupil B has excelled in Art this year. Her maturity has improved and she loves the subject.

Pupil C has been using a reward chart to help improve certain aspects of his challenging behaviour. This has been mostly successful and he has settled into routines more easily.

Pupil D has shown great achievement in using her creative skills during literacy and numeracy lessons.

Pupil E has settled into her new class and enjoys coming into school now. She has passed her piano exam and enjoys playing her piano for others.

Pupil F is now becoming more independent when he is out in the community.

Pupil G has played her flute in front of a whole school assembly and loved the experience.

Pupils reaching the end of Key Stage 4

The 2016-17 end of KS4 cohort

There were nine pupils on roll when teacher assessments were made in June 2016.

Pupil	Sex	Pupil Premium	Looked After Child	Needs
Pupil A	F	Yes	Yes	Severe Sight Impairment Severe Learning Difficulties
Pupil B	M	No	No	Severe Sight Impairment Norries disease
Pupil C	M	Yes	No	Slight Visual Impairment Diagnosis of Global Developmental Delay
Pupil D	M	Yes	No	Severe Sight Impairment Severe Learning Difficulties
Pupil E	F	Yes	No	Sight Impairment
Pupil F	M	No	No	Global Developmental Delay
Pupil G	F	Yes	No	Stickler's syndrome. Bilateral retinal detachment. Severe myopia. Nystagmus.
Pupil H	M	Yes	Yes	Autism Spectrum Disorder

Pupil achievement in English from Teacher assessment

The range of achievement of the nine pupils in each strand of English are shown in the table below:

English Strands	Range	
	From	To
Speaking	P3iii	Entry level 3
Listening	P3ii.2	Entry level 3
Reading	P3ii.2	Entry level 3
Writing	P3ii.2	Entry level 3

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P8 speaking P8 listening P7 reading P4 writing	P8.4 speaking P8.2 listening P7.2 reading P4.4 writing	0.4 level 0.2 level 0.2 level 0.4 level
Pupil B	P8 speaking P8 listening P4 reading P4 writing	P8.4 speaking P8.2 listening P4.2 reading P4.4 writing	0.4 level 0.2 level 0.2 level 0.4 level
Pupil C	P8.2 speaking P8.2 listening P8.2 reading L1C writing	P8.4 speaking P8.4 listening P8.4 reading L1C.2 writing	0.2 level 0.2 level 0.2 level 0.2 level

	Start of year	End of Year	Levels and sub levels of progress
Pupil D	P3ii speaking P3ii listening P3ii reading P3ii writing	P3iii speaking P3ii.2 listening P3ii.2 reading P3ii.2 writing	1 level 0.2 level 0.2 level 0.2 level
Pupil E	Working towards Entry Level 3	Entry Level 3 achieved	Expected progress
Pupil F	Working towards Entry Level 2	Entry Level 2 achieved	Expected progress
Pupil G	Working towards entry level 2	Entry level 2 achieved	Expected progress
Pupil H	Working towards Entry Level 2	Entry Level 2 achieved	Expected progress

Pupil achievement in Mathematics from teacher assessment

The range of achievement of the nine pupils in each strand of Mathematics is shown in the table below:

Mathematics Strands	Range	
	From	To
Number	P3ii.2	L3.2
Shape, space, measure	P3ii.4	L2A.4
Data Handling	L2B	L2A

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P6 number P6 space, shape, measure	P6.4 number P6.4 shape, space, measure	0.4 level 0.4 level
Pupil B	P6 number P5.2 shape, space measure	P6.4 number P5.6 shape, space, measure	0.4 level 0.4 level
Pupil C	L1C2 number P6.2 shape, space, measure NLS data handling	L1C .6 number P7.4 shape, space, measure	0.4 level 1.2 levels
Pupil D	P3ii number P3ii shape, space, measure	P3ii.2 number P3ii.4 shape, space, measure	0.2 level 0.4 level
Pupil E	L2A.4 number L1B.6 shape, space, measure L1A.4 data handling	L3.2 number L1A.6 shape, space, measure L2B.6 data handling	0.8 level 1 level 2.2 levels
Pupil F	L2A.2 number L2A.4 shape, space, measure L1A.6 data handling	L2A.6 number L3.6 shape, space, measure L2B data handling	0.4 level 1.2 level 1.4 levels
Pupil G	L2B.4 number L1B shape, space, measure L2A data handling	L2A number L2B.6 shape, space measure L2A.2 data handling	0.4 level 0.6 level 0.2 level

	Start of year	End of Year	Levels and sub levels of progress
Pupil H	L1A number L1A shape, space, measure L1A data handling	Achieved Entry Level 3	Above Expected progress

Pupil achievement in Science from teacher assessment

The range of achievement of the seven pupils in Science is shown in the table below:

	Range	
	From	To
Science	P3i	L2.2

	Start of year	End of Year	Levels and sub levels of progress
Pupil A	P4.2	P4.6	0.4 level
Pupil B	P4.2	P4.6	0.4 level
Pupil C	P3iii.2	P4.6	1.4 levels
Pupil D	P3i	P3i	0 level
Pupil E	L1.6	L2.2	0.6 level
Pupil F	L1.2	L1.6	0.4 level
Pupil G	L1.6	L2.2	0.6 level
Pupil H	L2	L2.2	0.2 level

At Key Stage 4, progress is good. We have also extended our learning opportunities for our young people this year, introducing new practical qualifications e.g. BTEC in Art, Catering, Travel and Tourism, and Office Skills. Our students have all made progress in the core subjects and some have made outstanding progress as demonstrated by our new Curriculum Tracking assessment.

Significant achievements

Pupil A has made significant improvements in her behaviour. She is able to interact and discuss problems as they arise, in turn preventing her behaviour from escalating. She has developed her independence, she is able to work independently for prolonged periods of time and is engaged in most lessons.

Pupil B has made significant progress with his pre-Braille skills this year; he is now able to copy a pattern of 2 pegs. He has increased in confidence with his mobility around the school building.

Pupil C has significantly improved his handwriting. He is able to keep his letters all a similar size and write on the lines consistently.

Pupil D has begun to use hand over hand signing and nodding his head in order to indicate if he wants something. He has also made improvements with his independence skills.

Pupil E has improved confidence in Maths and her ability to apply her skills to work through complex word questions.

Pupil F has improved significantly in reading comprehension skills, spelling and handwriting this year. He has been a very kind, considerate and supportive friend to his classmates.

Pupil G has made good progress in her reading comprehension, spelling, punctuation and grammar. She also attended a rowing course at Lea Valley Rowing Club, bravely overcoming her fear of the water. She has worked extremely hard in her Art Entry Level and stayed motivated all the way through the year, producing a very full portfolio.

Pupil H's self-esteem is increasing drastically, allowing him to experiment new ways of working. He will now attempt to do things in which he is not confident and will allow others to help him, without seeing it as failure.

Pupils at post-16

- Internship with Project SEARCH in preparation for employment
- Specialist curriculum with a growing emphasis on preparation for life after school based at Joseph Clarke School.
- Working with the local mainstream school to access A level courses.
- Working with a local special needs school to access BTECs courses

Project Search

The Whitefield Academy Trust Project SEARCH programme is a partnership between Barts Health NHS Trust, schools and colleges from Waltham Forest and surrounding boroughs alongside supported employment providers Kaleidoscope Sabre. It is a year-long supported internship programme of work based training.

As of July 2017, 58 young people have completed our Project SEARCH programme with an outstanding, award winning, level of employment outcomes of 75%. Project SEARCH graduates are integrated members of staff in departments across The Trust and we also have a number of successful job placements in partnership organisations working in the hospitals and out in the community.

In Cohort 5 (2017-2018) there are 24 young people working across Whipps Cross and Royal London Hospitals.

In the past academic year one student transitioned from Joseph Clarke onto Project SEARCH. She continued to receive excellent support from the school and is now in paid employment at Whipps Cross Hospital as a Ward Host. She was also able to visit the school with other past graduates of Project SEARCH, to give a small presentation about their work at the hospital in an assembly to potential future interns. The recruitment cycle begins again in October for next year and the school is again working closely with Project SEARCH to identify students who will transition onto the programme in the next academic year.

Examinations

A Levels:

Pupil A gained 3 A-Levels: in English Language, French and Sociology. These were at grades D, D and E. These were gained through our partnership with Highams Park School. Pupil A studied through the medium of Braille. To assist her with her studies, she was given the use of the first BrailleNote purchased by our school. Pupil A's achievement are all the more remarkable, as she had not planned to stay at our sixth form. She did not receive the GCSE grades to meet the entry requirements of her local sixth form college as she had hoped, so unexpectedly

returned to our school after the summer holidays 2 years ago. Our Resources Department then went into overdrive to prepare the necessary texts in Braille for her studies. Pupil A is now continuing with her studies at the Royal National College for the Blind in Hereford.

Pupil B gained AS Levels in Creative Writing and Philosophy. These were both at Grade E. Pupil B is Deafblind.

Pupil C gained an AS Level in Creative Writing. This was at Grade D. Pupil C is severely sight impaired and is a large print user.

Pupil B and **Pupil C** plan to stay on to complete A-Levels in these subjects.

Pupil D achieved a Level 3 BTEC in Sport Studies (Double Distinction) and has now begun a sports studies course at the University of Brighton.

All four pupils have faced significant personal challenges in their lives. Pupil B and Pupil C were in receipt of pupil premium.

GCSEs

The profile of each year group varies. We had no year 11 pupils working at GCSE Level this year. One pupil re-sat his Maths GCSE and received the same grade as before: D.

BTECs

This year we extended the option choices available to our older pupils. Several of our pupils studied for BTECs through our partnership with The Hornbeam Academy on the William Morris site. They enjoyed the practical side of these new options. They were awarded Interim Credits, Awards and Certificates. The Awards are broadly Entry Level qualifications and the Certificates, Level 1 qualifications in the National Qualification Framework. Pupils who are staying on at Joseph Clarke School will be able to build on these qualifications through our new arrangements with Waltham Forest College.

This year we added Art and Design to the Entry Levels taught at Joseph Clarke School. The pupil's coursework was inspirational.

We are particularly pleased with the English results this year.

BTECs

BTEC Art and Design

2 students gained a Certificate in BTEC Art and Design.

BTEC Childcare

2 students gained a Certificate in BTEC childcare.

2 students gained an Award in BTEC childcare.

BTEC in Travel and Tourism

3 students achieved an Award in BTEC Travel and Tourism

Entry Levels

Entry Level in English

3 students achieved an Entry Level 3 in English.

7 students achieved an Entry Level 2 in English.

1 student achieved an Entry Level 1 in English.

Entry Level in Maths

2 students achieved an Entry Level 3 in Maths.

1 student achieved an Entry Level 2 in Maths.

1 student achieved an Entry Level 1 in Maths.

Entry Level in Art and Design

3 students achieved an Entry Level 2 in Art and Design.

12 students achieved an Entry Level 1 in Art and Design.

Entry Level in Science

8 students achieved an Entry Level 1 in Science.

ASDAN

ASDAN Award in Towards Independence

5 students achieved 6 Towards Independence modules.

6 students achieved 3 Towards Independence modules.

ASDAN Award in Transition Challenge

1 student achieved 4 Transition Challenge modules.

Destinations post- school

Of the post-16 pupils who left Joseph Clarke School in the summer term:

One pupil has gone to the University of Brighton to studies Sports Studies.

One pupil is on a media studies course at the Royal National College for the Blind.

One pupil has gone to the Queen Alexandra College Birmingham.

One student graduated from Project SEARCH into full time paid employment at Whipps Cross Hospital as a Ward Host.

One pupil is moving into individual day service provision.

One pupil moved to Nottingham.

Progress in Braille - Primary

Throughout the Primary Department we have pupils at a variety of developmental levels that are engaging in Pre- Braille programmes designed to develop their tactile awareness and discrimination skills in preparation for learning Braille in the future and to support them with using their haptic sense to elicit information from their immediate environment.

Pupils in the Early Years Foundation Stage are immersed in a tactile environment from the beginning of their time at Joseph Clarke School. They have the opportunity to explore Braille labels alongside print in the environment and are encouraged to feel the Braille dots when sharing stories and books. Early Years pupils are also introduced to tactile awareness activities and take part in a range of simple and fun tasks sorting out textures and objects by touch. The complexity of these tasks increase gradually, preparing the pupils for the discrimination skills needed to identify the different combinations of dots used to make up a Braille cell. Alongside these tactile activities the pupils are supported to develop their understanding of sounds and phonics and take part in early literacy games and activities. All of our very young pupils with a Vision Impairment are introduced to Braille alongside print at this stage as it is too early to make a decision in favour of one medium over another.

At Key stage 1 we have 2 Braille users. Student F is a beginning reader who has progressed to level 2 on the Hands On scheme and is currently refine his technique with fingering when using a Perkins Brailier. Student G started at Joseph Clarke towards the end of the school year. She is working at Grade 2 and is familiar with using a BrailleNote tablet. After assessment she was found to have some gaps in her knowledge and is currently catching up with these inconsistencies through the Take Off series of books alongside the Abi Scheme. She is gaining in confidence with each lesson.

At Key Stage 2 there are 3 pupils who are making good progress with Braille at Grade 2. Student A regularly uses a BrailleNote Touch tablet to record his work. Students B and C are making steady progress through the Abi reading scheme. In addition, Students D and E have been introduced to Braille part way through the year due to deteriorating sight. These pupils are making the emotional adjustment to the need to use Braille instead of print and are both using the Hands On Scheme to learn the letters of the alphabet and some word signs.

Progress in Braille - Secondary

All Braille users in the school are using or learning Unified English Braille. Six students have separate Braille lessons so they can continue to learn the Braille code, which is a long process. These lessons help boost confidence and any questions or queries can be answered.

Two of the students, due to their eye conditions deteriorating, are just beginning to learn Braille and are being supported with separate lessons as well as in class. When new students using Braille come to the school they are assessed and have the opportunity of individual lessons if necessary.

A few of the more confident students now regularly use BrailleNote Touch tablets to record and produce their work. The BrailleNote Touch tablet is a big advantage for students who experience Highams Park School inclusion.

Student A is continuing to progress steadily with his Braille. He is also profoundly deaf and has two cochlear implants which means when working in class he picks up all the noise and talking around him. Having separate Braille lessons gives him the opportunity to concentrate and work

in a quiet environment. He has maintained a good knowledge of Braille and from unsettled start, he now works hard to improve his braille and has progressed completing the Hands On scheme through to Level two of the Take Off Braille scheme.

Student B has been learning Braille for several years. English is her second language and she was not the most enthusiastic Braille learner when she was young. She is now eager to improve her Braille skills, asking for books to read at home and completes homework assignments given to her. She is working on the Braille Take Off series level 7 in conjunction with the Abi series of Braille books.

Student C has just started to learn Braille with the Hands On Braille scheme. He is keen to learn and enjoys reading and showing people the new Braille letters he has learnt.

The school has invested in a new embosser for the Reprographics Department, which has meant that an embosser is now in the new computer suit. This will allow the students eventually to emboss their own work.

Progress in mobility

Independence is a very important part of the work we do at Joseph Clarke School and is a target for all of our pupils to achieve at their own level. Part of being independent is the ability to move around the environment with the least support necessary. All of our pupils with a vision impairment are assessed and supported to develop their independent mobility skills. During the last academic year, this has been challenging for the pupils because of the ongoing building work, which has meant changes of classrooms and the need to learn new routes. Throughout this time, the support from the Mobility and Habilitation Team has been consistent and well thought out. Pupils have been taught new routes and orientation cues and have remained calm, happy and well adjusted and we have continued to see high levels of independent mobility throughout the school as we settle into our lovely new building.

In addition to the work needed to support pupils through the physical changes to the building, staff have continued to work on individual mobility and independence programmes. There are 27 pupils who use a long cane mobility aid and during the year, we have seen a rise in the confidence of many of these pupils. One in particular, Pupil A was a reluctant cane user when she started with us at the beginning of the year. With much encouragement from the Mobility Officer and the staff team she is now using her cane confidently around the school and has requested support in learning to cross the road. 21 pupils are working on Pre- Cane skills and use a technique called Sighted Guide combined with trailing and body protection. Pupil B has made significant progress using these strategies and is now able to travel from his classroom to the toilet with minimal assistance. Pupil C has significant learning difficulties alongside her vision impairment and her physical development is delayed. She has made very good progress with learning a modified Sighted Guide technique and is now developing her control when using the stairs.

Our Early Years pupils have had regular input from the Mobility Officer to develop their awareness of their surroundings, which has included short trips into the local community where they have been encouraged to listen to environmental sounds and to find landmarks on familiar routes. 3 pupils with severe sight impairment are now confidently following a route from their classroom to reception using their trailing and body protection skills.