

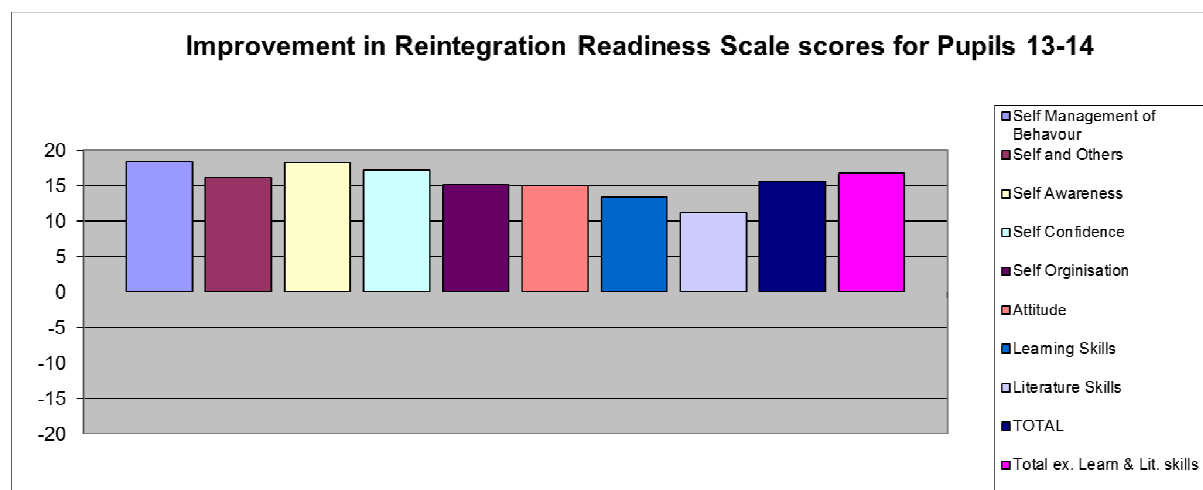
Bethlem & Maudsley Hospital School – Appendix 1

EXTRACT FROM HEAD'S REPORT TO GOVERNORS - AUTUMN TERM 2014

PUPIL PROGRESS 2013-14

Progress across the school is measured in a variety of ways:

- **The RRS (Reintegration Readiness Scale)** - a teacher-based assessment of classroom functioning based on a published measure that gives an indication as to whether the pupil is ready to return to full-time education within a mainstream setting. Assessments are carried out by the key teacher two weeks after admission and towards the end of the pupil's admission. The averaged change in classroom functioning in various areas for pupils in 2013-14 is shown in the chart below:



All sub-scales show a positive degree of change.

- **The WRAT (Wide Range Achievement Test)** - this published psychometric assessment of literacy and numeracy functioning is given at and towards the end of the pupils' admission. Parallel forms are used. This allows two tests of equivalent difficulty containing different items to assess the value added by our teaching. Being a standardised measure, it is possible to see the effect of teaching and learning whilst taking into account the expected changes due to age. Any increase in the standardised score can be ascribed to the school.

The average changes, annualised for the year 2013-14, are

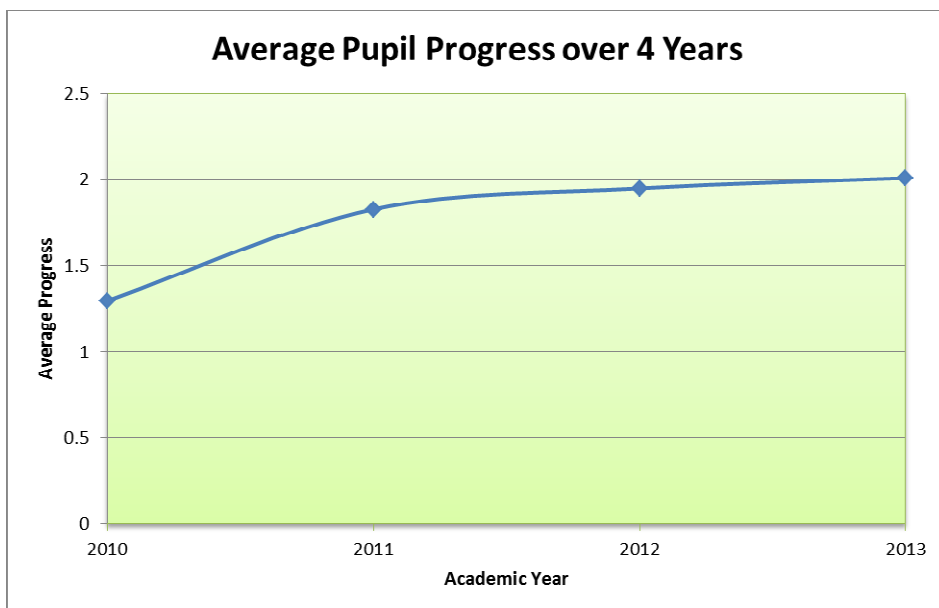
- In Maths Computation: +6 points.
 - ◆ For the pupils eligible for the Pupil Premium (looked after children and pupils eligible for the receipt of free school meals), typical progress was +11 points.
 - ◆ This would be representative of progress from the low range to the low average range (77 to 88).

- In Word Reading: +19 points.
 - ◆ For the pupils eligible for the Pupil Premium, typical progress was also +19 points.
 - ◆ This would be representative of progress from the average range to the high average range (93 to 112).

These levels of progress for all are above those expected of the average child undergoing mainstream education; for whom the average score would be expected to stay the same over time.

- **Analysis of Learning Objectives** - level and complexity: key teachers review the level and complexity of the pupils' Learning Objectives at and towards the end of the admission. The focus is on maths, English or independent learning (where the pupil is 16+ and following an academic or vocational course). The difference in level and quality of successful Learning Objectives (learning outcome expected within a lesson) is rated on a scale from -3 (severe regression) to +3 (considerable progress). This form of assessment has allowed us to capture changes in pupil learning on especially short admissions.

The average progress made across the school using this measure is +2.01 in 2013-14 (+1.95 in 2012-13, +1.83 in 2011-12 and +1.3 in 2010-2011).



The table below shows comparable progress across the school:

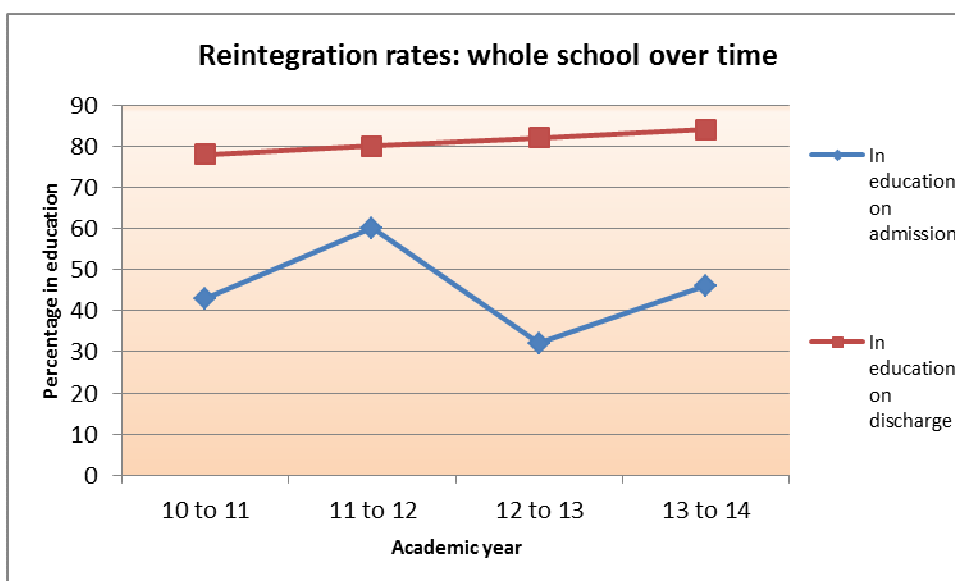
	Average Learning Objective progress over admission (2011-2012 in brackets)
Primary/Middle class	2.46 (12-13) = 2.05)
Secondary/Learning Skills Centre	1.54 (12-13) = 2.00)
Snowsfields Adolescent Unit	1.87 (12-13) = 1.85)
Intensive Treatment Programme	2.77 (12-13) = 1.83)

- **Success at reintegration:** many of our pupils start the school with fragile or non-existent educational placements. The key focus for the school is to ensure they return to education, training or employment. With increasingly shorter admissions, this work becomes more challenging but we are continually seeking ways to ensure success. `In education on discharge` is defined as when a young person has a placement to start the following term with a college or school. The rates of reintegration for last year, by school department, are:

	In education on admission	In education on discharge
Primary/Middle class	55%	100%
Secondary/Learning Skills Centre	20%	73%
Snowsfields Adolescent Unit	44%	83%
Intensive Treatment Programme	88%	91%

Average percentage across school in education on admission = 46 (12-13 = 32%).

Average percentage across school in education on discharge = 84 (12-13 = 82%).



Pupil progress - analysis of pupil progress by groups

Analysis was made of the differential achievement of groups of pupils in relation to: Special educational needs; Gender; Ethnicity; English as an additional language; Gifted and Talented; Pupil Premium-eligible pupils (Looked-after children and children entitled to free school meals); Refugee/asylum seekers. No significant differences were identified between these groups or with those who belonged to more than one of these groups. Progress is also no different between the 6th form and the rest of the school. All groups made substantial progress.

This year there was no difference in relation to rates of progress, compared to last year, when those who were placed back into education did better than those who weren't.

Summary: The RRS continues to show an improvement in the average pupils' classroom functioning that is also reflected in the WRAT and Learning Objectives analysis. Most notable are the continually impressive rates for reintegration.