

# RNIB Three Spires Academy

End of Year Attainment Report  
2017 - 2018



To be the best that they can be

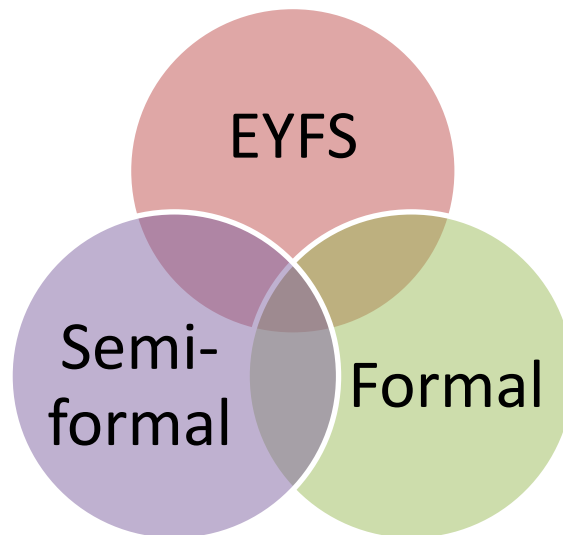
## Introduction

### Our philosophy:

At RNIB Three Spires Academy our vision is to provide exceptional education and developmental outcomes to meet every pupil's needs so that they can be the best that they can be. Every individual is valued and we want pupils to be successful, healthy, responsible and engaged learners.

### Curriculum Offer:

We provide broad and balanced curriculums, rich in experiences and creativity. A clear pedagogical approach based on engagement is the key to learning. We offer an adapted and meaningful three strand curriculum approach comprised of EYFS, semi-formal and formal curriculum.



The central curriculum offer is through engagement and retention, cognition and learning using a multi-sensory approach. Knowledge, concepts and skills are acquired in a range of contexts and situations, according to a varied and stimulating curriculum. The skills and concepts pupils' acquire through this approach may lead into later subject-specific learning. The approach is based on:

- Becoming literate communicators and early readers
- Becoming mathematical and scientific thinkers
- The acquisition of early learning skills
- Personal emotional and social development and mental well-being

which encompasses

- The development of thinking skills
- Play (emotional, cognition and social dimensions)
- Creative learning
- Movement

We recognise that it is important that our curriculum offer meets the needs of learners at RNIB Three Spires Academy. We recognise that for the overwhelming majority of learners that the formal subject based curriculum cannot achieve that. However, as a school in transition with a significant minority for whom subject based learning remains appropriate, we continue to offer a formal curriculum. Typically our learners with MLD are functioning at or near the early stages of the NC.

At RNIB Three Spires Academy, our semi-formal curriculum recognises that many of our learners have a range of severe and complex learning difficulties and disabilities. It is this combination of two or more challenges that our curriculums are designed to meet by a personalised learning approach based on:

- ✚ Communication and Interaction
- ✚ Thinking and Problem Solving
- ✚ Social and Emotional Development
- ✚ Sensory and Physical
- ✚ Skills for Life

Our formal curriculum is subject based and is assessed using P-Levels (connecting steps).

Our Semi-Formal curriculum is thematic based learning and is assessed using levels of engagement (engagement steps) – responsiveness, curiosity, investigation, discovery, anticipation, persistence, initiation and also communication – expressive and receptive.

Our EYFS curriculum progress is assessed against Development Matters. There are 6 areas of learning and a best fit judgement is made for the overall level of achievement. Good progress is judged as making one level of progress with outstanding progress as 2 or above levels of progress across all 6 areas.

## RNIB Three Spires Academy Pupil Information Whole School

Total number of pupils in report *	77 pupils
Complex learning difficulties (CLD):	61 pupils
Moderate learning difficulties (MLD):	16 pupils
KS1	15 pupils
KS2	62 pupils
Boys	60 pupils
Girls	17 pupils
Pupil Premium	40 pupils
Non Pupil Premium	37 pupils
LAC	0 pupils

### Formal Pupil Information

Total number of pupils in report *	35 pupils
Complex learning difficulties (CLD):	21 pupils
Moderate learning difficulties (MLD):	14 pupils
KS1	0 pupils
KS2	35 pupils
Boys	27 pupils
Girls	8 pupils
Pupil Premium	17 pupils
Non Pupil Premium	18 pupils
LAC	0 pupils

### Semi-Formal Pupil Information

Total number of pupils in report *	41 pupils
Complex learning difficulties (CLD):	39 pupils
Moderate learning difficulties (MLD):	2 pupils
KS1	15 pupils
KS2	26 pupils
Boys	33 pupils
Girls	8 pupils
Pupil Premium	21 pupils
Non Pupil Premium	19 pupils
LAC	0 pupils

*\*Total number of pupils with data - this excludes EYFS and pupils who transferred midyear*

## Progress Judgement

### How is good progress judged?

If **75%+** of students are making progress across the MQ and UQ this is good.

If 72% of students are making progress across the MQ and UQ with **50%+** in the UQ this is also good.

### How is outstanding progress judged?

If **90%+** of students are making progress across the MQ and UQ this is outstanding.

If 85% of students are making progress across the MQ and UQ, with **55%+** in the UQ this is also outstanding.

- The lower quartile (**LQ**) reflects progress that is **below national expectations** for pupils with SEND.
- The median quartile (**MQ**) reflects progress that is **in line with national expectations** for pupils with SEND.
- The upper quartile (**UQ**) reflects progress that is **above national expectations** for pupils with SEND.

Outstanding
Good
Requires Improvement

## Chapter 1: Formal Target vs Progress Analysis

**Table 1: Target achievement – Maths**

Overall Maths				
	LQ	MQ	UQ	<> 75% Target
Number	23%	57%	20%	2 (77%)
Measurement	14%	57%	29%	11 (86%)
Geometry	9%	82%	9%	16 (91%)
<b>Overall</b>	<b>15%</b>	<b>65%</b>	<b>20%</b>	<b>10 (85%)</b>

### Maths Headlines

- Overall 85% of pupils made at or above expected progress in Maths
- All three strands of Maths made expected or above expected progress
- Geometry is the strongest strand with 91% of pupils making expected or above expected progress.
- Number is an area for focus next year.

**Progress Judgement = GOOD** with outstanding in geometry

**Table 2: Formal Target achievement - English**

Overall English				
	LQ	MQ	UQ	<> 75% Target
Reading	9%	44%	47%	16 (91%)
Writing	27%	32%	41%	-2 (73%)
Speaking	17%	71%	12%	8 (83%)
Listening	23%	66%	11%	2 (77%)
<b>Overall</b>	<b>19%</b>	<b>53%</b>	<b>28%</b>	<b>6 (81%)</b>

### English Headlines

- Overall, 81% of pupils made expected or above expected progress in reading.
- Reading is the strongest strands of English with 91% of pupils achieving expected or above expected progress.
- Intervention is needed for the area of writing

### Progress Judgement = Good

We recognise that for some pupils, writing presents challenges with their fine motor skills and understanding of the need to create written work. The school will provide interventions in the area of writing.

**Table 3: Whole School Target achievement – PSHE**

Overall PSHE				
	LQ	MQ	UQ	<> 75% Target
PSHE	20%	69%	11%	5 (80%)

### PSHE Headlines

- 80% of pupils made at or above expected progress in PSHE overall
- 69% of pupils made expected progress and 11% above expected progress

### Progress Judgement: GOOD

We recognise that PSHE can be a challenging area for our pupils as it focuses on skills related to personal, social, health and emotional needs. With 80% of pupils achieving their expected or challenging targets this highlights that the programs and opportunities that we provide for our pupils is having a positive impact on their education, social, health and emotional needs.

## Chapter 2: Formal Progress within key stages

At this time there are no pupils in Key Stage 1 participating in the formal curriculum so a Key Stage comparison is not possible.



**Table 4: Gender – Formal Target achievement comparison between boys (27) and girls (8).**

Gender Comparison								
	LQ		MQ		UQ		<> 75% Target	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reading	7%	12%	70%	88%	23%	0%	18 (93%)	13 (88%)
Writing	30%	25%	55%	75%	15%	0%	-5 (70%)	0 (75%)
Speaking	11%	37%	78%	50%	11%	13%	14 (89%)	-12 (63%)
Listening	15%	50%	70%	50%	15%	0%	10 (85%)	-25 (50%)
<b>English Overall</b>	16%	31%	68%	66%	16%	3%	9 (84%)	-6 (69%)
Number	22%	25%	52%	75%	26%	0%	3 (78%)	0 (75%)
Measurement	15%	12%	55%	63%	30%	25%	10 (85%)	13 (88%)
Geometry	11%	0%	78%	100%	11%	0%	14 (89%)	25 (100%)
<b>Maths Overall</b>	16%	12%	62%	79%	22%	9%	9 (84%)	13 (88%)
PSHE	22%	12%	63%	88%	15%	0%	3 (78%)	13 (88%)
<b>Overall</b>	18%	18%	64%	78%	18%	4%	7 (82%)	7 (82%)

#### Gender Comparison Headlines

- 82% of pupils made expected progress or above expected progress across both genders which shows no gap between gender results overall
- 2 areas achieved **outstanding** progress across the genders.
- There is a need to close the gap between the genders in writing, speaking, listening and in English overall for girls.

#### Progress Judgement = GOOD

We do need to note that the number of girls included in this analysis is one third less of the number of boys and this will have an impact the validity of the data analysis (27 boys/8 girls). We do need to take into account that a number of the girls are either non-verbal or emerging communicators which is developing but in small steps. That said, moving forward the school should monitor the performance of the girls closely to ensure that achievement gaps in English overall are narrowed and in writing for boys. Areas of **outstanding** strength for girls is geometry and for boys is reading.

**Table 5: Formal Target achievement comparison between Moderate Learning Difficulties (14) and Complex Learning Difficulties (21)**

Moderate and Complex Learning Difficulties Comparison								
	LQ		MQ		UQ		<> 75% Target	
	MLD	CLD	MLD	CLD	MLD	CLD	MLD	CLD
Reading	7%	9%	86%	62%	7%	29%	18 (93%)	16 (91%)
Writing	21%	14%	72%	67%	7%	19%	4 (79%)	11 (86%)
Speaking	36%	5%	57%	81%	7%	14%	-11 (64%)	20 (95%)
Listening	43%	9%	57%	72%	0%	19%	-18 (57%)	16 (91%)
<b>English Overall</b>	27%	9%	68%	71%	5%	20%	-2 (73%)	16 (91%)
Number	43%	9%	50%	62%	7%	29%	-18 (57%)	16 (91%)
Measurement	7%	9%	64%	48%	29%	43%	18 (93%)	16 (91%)
Geometry	0%	14%	93%	77%	7%	9%	25 (100%)	11 (86%)
<b>Maths Overall</b>	17%	11%	69%	62%	14%	27%	8 (83%)	14 (89%)
PSHE	21%	19%	72%	67%	7%	14%	4 (79%)	6 (81%)
<b>Overall</b>	22%	13%	70%	67%	8%	20%	3 (78%)	12 (87%)

**Moderate and Complex Learning Difficulties Comparison Headlines**

- 87% of pupils with CLD made expected or above expected progress across all strands
- 78% of pupils with MLD made expected or above progress across all strands
- Reading and measurement are outstanding across both cohorts
- Additionally, speaking, listening, number and English overall are outstanding for CLD cohort and geometry for MLD
- There is a need to close the gap between the cohorts in speaking, listening and number.

**Progress Judgement = GOOD**

Our MLD cohort have underperformed in English but have made small steps of progress at a higher level on the NC where the challenge is greater.

**Table 6: Formal Pupil Premium (17 pupils) compared with non-pupil premium pupils (18 pupils)**

Pupil Premium and Non-Pupil Premium Comparison								
	LQ		MQ		UQ		<> 75% Target	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
Reading	0%	18%	89%	59%	11%	23%	25 (100%)	7 (82%)
Writing	28%	29%	72%	47%	0%	24%	-3 (72%)	-4 (71%)
Speaking	17%	18%	78%	64%	5%	18%	8 (83%)	7 (82%)
Listening	17%	29%	78%	53%	5%	18%	8 (83%)	-4 (71%)
<b>English Overall</b>	15%	23%	79%	56%	6%	21%	10 (85%)	2 (77%)
Number	11%	35%	72%	41%	17%	23%	14 (89%)	-11 (64%)
Measurement	11%	18%	67%	47%	22%	35%	14 (89%)	7 (82%)
Geometry	0%	18%	100%	64%	0%	18%	25 (100%)	7 (82%)
<b>Maths Overall</b>	7%	24%	80%	51%	13%	25%	18 (93%)	1 (76%)
PSHE	17%	23%	72%	65%	11%	12%	8 (83%)	2 (77%)
<b>Overall</b>	13%	23%	77%	57%	10%	20%	12 (87%)	2 (77%)

### Pupil Premium and Non-Pupil Premium Comparison Headlines

- At least 77% of pupils made expected or above expected progress across both cohorts
- 87% of pupils made expected progress or above expected progress for non-pupil premium pupils across all strands
- 77% of pupils without pupil premium made expected or above expected progress across all strands
- Reading, geometry and maths overall are outstanding strands for non-pupil premium pupils.
- There is a need to close the gap between the cohorts in writing, reading, listening and number

**Progress Judgement = GOOD**

We will review our intervention offer for pupils with pupil premium.

## Chapter 3: Semi-Formal: Target vs Progress Analysis

**Table 7: Semi-Formal Target achievement**

	Overall			
	LQ	MQ	UQ	<> 75% Target
<b>Cognition and Learning</b>				
Responsiveness	10%	12%	78%	15 (90%)
Curiosity	0%	17%	83%	25 (100%)
Investigation	12%	29%	59%	31 (88%)
Discovery	10%	24%	66%	15 (90%)
Anticipation	5%	15%	80%	20 (95%)
Persistence	2%	25%	73%	23 (98%)
Initiation	2%	15%	83%	23 (98%)
<b>Communication and Interaction</b>				
Expressive Communication	10%	27%	63%	15 (90%)
Receptive Communication	5%	32%	63%	20 (95%)
<b>Overall</b>	<b>6%</b>	<b>22%</b>	<b>72%</b>	<b>19 (94%)</b>

### Overall Headlines

- 94% of pupils made at or above expected progress in the semi-formal curriculum
- All nine strands overall made outstanding progress

### Progress Judgement = OUTSTANDING

This year is the first year with this assessment system. Data shows that too many pupils have overachieved. We believe that this was due to overly conservative baselining. However, we now have one year's data on which to target set.

## Chapter 4: Progress within key stages

**Table 8: Semi-Formal - Key stage comparison**

Maths Key Stage Comparison								
	LQ		MQ		UQ		<> 75% Target	
	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2
<b>Cognition and Learning</b>								
Responsiveness	20%	4%	7%	15%	73%	81%	5 (80%)	21 (96%)
Curiosity	0%	0%	20%	15%	80%	85%	25 (100%)	25 (100%)
Investigation	20%	8%	27%	19%	53%	73%	5 (80%)	17 (92%)
Discovery	13%	4%	27%	27%	60%	69%	12 (87%)	21 (96%)
Anticipation	7%	4%	20%	11%	73%	85%	18 (93%)	21 (96%)
Persistence	7%	0%	33%	19%	60%	81%	18 (93%)	25 (100%)
Initiation	7%	0%	33%	4%	60%	96%	18 (93%)	25 (100%)
<b>Communication and Interaction</b>								
Expressive Communication	14%	8%	33%	23%	53%	69%	11 (86%)	17 (92%)
Receptive Communication	7%	4%	40%	27%	53%	69%	18 (93%)	21 (96%)
<b>Overall</b>	<b>10%</b>	<b>3%</b>	<b>27%</b>	<b>18%</b>	<b>63%</b>	<b>79%</b>	<b>15 (90%)</b>	<b>22 (97%)</b>

### Key Stage Comparison Headlines

- 97% of pupils in Key Stage 2 made outstanding progress overall
- 90% of pupils in Key Stage 1 made outstanding progress overall

### Progress Judgement = OUTSTANDING

Results for pupils across the Key Stages are very positive with most achieving outstanding levels. We are pleased with the progress by both cohorts in key areas of expressive and receptive communication.

**Table 9: Semi-Formal Gender - Target achievement comparison between boys (33) and girls (8).**

Gender Comparison								
	LQ		MQ		UQ		<> 75% Target	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Cognition and Learning</b>								
Responsiveness	12%	0%	12%	12%	76%	88%	13 (88%)	25 (100%)
Curiosity	0%	0%	15%	25%	85%	75%	25 (100%)	25 (100%)
Investigation	15%	0%	27%	37%	58%	63%	10 (85%)	25 (100%)
Discovery	9%	0%	21%	50%	70%	50%	16 (91%)	25 (100%)
Anticipation	3%	12%	15%	12%	82%	76%	22 (97%)	13 (88%)
Persistence	3%	0%	27%	12%	70%	88%	22 (97%)	25 (100%)
Initiation	3%	0%	12%	25%	85%	75%	22 (97%)	25 (100%)
<b>Communication and Interaction</b>								
Expressive Communication	6%	25%	30%	12%	64%	63%	19 (94%)	0 (75%)
Receptive Communication	6%	0%	33%	25%	61%	75%	19 (94%)	25 (100%)
<b>Overall</b>	<b>6%</b>	<b>4%</b>	<b>21%</b>	<b>23%</b>	<b>73%</b>	<b>73%</b>	<b>19 (94%)</b>	<b>21 (96%)</b>

#### Gender Comparison Headlines

- At least 94% of pupils made expected progress or above expected progress across both genders which is outstanding
- 96% of girls made expected or above expected progress across all strands
- 94% of boys made expected or above progress across all strands

#### Progress Judgement = OUTSTANDING

We do need to note that the number of girls included in this analysis is considerably less than one third of the number of boys and this will have an impact the validity of the data analysis (33 boys/8girls). That said, there is negligible difference between the genders (<2>) which is positive.

**Table 10: Semi-Formal Target achievement comparison between Moderate Learning Difficulties (2) and Complex Learning Difficulties (39)**

Moderate and Complex Learning Difficulties Comparison								
	LQ		MQ		UQ		<> 75% Target	
	MLD	CLD	MLD	CLD	MLD	CLD	MLD	CLD
<b>Cognition and Learning</b>								
Responsiveness	0%	10%	50%	10%	50%	80%	25 (100%)	15 (90%)
Curiosity	0%	0%	50%	15%	50%	85%	25 (100%)	25 (100%)
Investigation	0%	11%	0%	32%	100%	57%	25 (100%)	14 (89%)
Discovery	50%	5%	50%	26%	0%	68%	-25 (50%)	19 (94%)
Anticipation	0%	5%	50%	13%	50%	82%	25 (100%)	20 (95%)
Persistence	0%	3%	50%	23%	50%	74%	25 (100%)	22 (97%)
Initiation	0%	3%	50%	13%	50%	84%	25 (100%)	22 (97%)
<b>Communication and Interaction</b>								
Expressive Communication	0%	10%	100%	23%	0%	67%	25 (100%)	15 (90%)
Receptive Communication	0%	5%	100%	28%	0%	67%	25 (100%)	20 (95%)
<b>Overall</b>	<b>5%</b>	<b>6%</b>	<b>55%</b>	<b>20%</b>	<b>40%</b>	<b>74%</b>	<b>20 (95%)</b>	<b>19 (94%)</b>

**Moderate and Complex Learning Difficulties Comparison Headlines**

- At least 94% of pupils made expected progress or above expected progress across both cohorts
- 95% of pupils with MLD made expected or above expected progress across all strands
- 94% of pupils with CLD made expected or above progress across all strands
- There is a need to close the gap between the cohorts in discovery for MLD cohort

**Progress Judgement = OUTSTANDING**

We do need to note that the number of MLD included in this analysis is considerably less than the number of CLD and this will have an impact the validity of the data analysis (2 MLD/ 39CLD) That said, there is negligible difference between the cohorts (<1>) which is positive.



**Table 11: Pupil Premium (21 pupils) compared with non-pupil premium pupils (19 pupils)**

Pupil Premium and Non-Pupil Premium Comparison								
	LQ		MQ		UQ		<> 75% Target	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
<b>Cognition and Learning</b>								
Responsiveness	9%	5%	4%	26%	87%	69%	16 (91%)	20 (95%)
Curiosity	0%	0%	14%	21%	86%	79%	25 (100%)	25 (100%)
Investigation	14%	10%	23%	37%	63%	53%	11 (86%)	15 (90%)
Discovery	14%	0%	23%	32%	63%	68%	11 (86%)	25 (100%)
Anticipation	4%	5%	4%	26%	92%	69%	21 (96%)	20 (95%)
Persistence	18%	0%	9%	26%	73%	74%	7 (82%)	25 (100%)
Initiation	4%	0%	9%	21%	87%	79%	21 (96%)	25 (100%)
<b>Communication and Interaction</b>								
Expressive Communication	9%	16%	27%	26%	64%	58%	16 (91%)	9 (84%)
Receptive Communication	4%	5%	32%	32%	64%	63%	21 (96%)	20 (95%)
<b>Overall</b>	<b>8%</b>	<b>5%</b>	<b>16%</b>	<b>27%</b>	<b>76%</b>	<b>68%</b>	<b>17 (92%)</b>	<b>10 (85%)</b>

**Pupil Premium and Non-Pupil Premium Comparison Headlines**

- At least 85% of pupils made expected progress or above expected progress across both cohorts
- 92% of pupils without pupil premium made expected or above expected progress across all strands which is outstanding
- 85% of pupils receiving pupil premium made expected or above progress across all strands with 68% of those above expected progress which is outstanding

**Progress Judgement = OUTSTANDING**

Our data did not highlight any concerns with regards to trends of underachievement for these pupils Analysing individual subject strands compare positively



## Chapter 5: EYFS Specific group progress

When looking in depth at specific cohorts of young people and comparing them to other groups the following levels of progress can be seen.

### Reception Class (Rainbow) Progress against Early Years Foundation Stage

All six pupils in Rainbow Class follow the EYFS curriculum. Pupils' progress is assessed against Development Matters (from EYFS). All pupils were base lined in September or when they joined the class and tracked throughout the year. A final assessment was completed in July 2017. Achievement is made against the following scoring:

- 0-20% of a level 'entering'
- 20-80% of a level 'within'
- 80%+ of a level 'secure'

There as 6 areas of learning and a best fit judgement is made for the overall level of achievement.

### Performance against EYFS

Development Band	Baseline	July 2018
Within 0-11 months	17%	
Within 8-20 months	83%	
Within 16-26 months		67%
Within 22-36 months		33%
Within 30-50 months		
Within 40-60 months		

All pupils have made good progress with at least one level of progress. One pupil made outstanding progress with 2 levels of progress across all 6 areas of learning.

## Chapter 6: Attendance

**Table 12-: Attendance and absence statistics**

<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>	<b>2014- 2015</b>	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>
90.33%	89.56%	90.54%	92.15%	90.26%	90.3%	91.4%

We are pleased that attendance for the year has improved to 91.4%, a full per cent increase on the previous two years.

The target for school attendance is 92.5%. This has been the case for a number of years and given that we have not achieved it and that the national average of attendance at special schools is 90.3% it seems an unrealistic target. However, we should also be ambitious. We will set a target of 92% for next year.

In terms of persistent absenteeism, this was 29.7% against a national average of 28.5%. Full back stories are in place for all those who attending for less than 90% in the school year and much of this is due to long-term health needs and seasonal illnesses. The school continues to liaise with the attendance officer and vulnerable children's team from the local authority in order to support children whose attendance has been a concern. However, we will aim for next year for 28%.

## Chapter 7: Progress against key targets from last year

### The key targets raise and progress made:

*Italics demark last year's actions, with notes regarding progress made underneath*

- *Introduce and embed the new semi-formal curriculum with both curriculum leads taking oversight.*

Following the proposed outcomes of the Rochford Review we have devised a new semi-formal curriculum was introduced in September 2017 and is now successfully embedded with outstanding outcomes. We have reassigned our Key Stage Curriculum Leads to Semi-Formal and Formal Leads to support our curriculum offers.

- *Introduce and embed the new assessment program and evidence capturing system for the semi-formal curriculum.*

We introduced engagement steps to capture our assessment progress and this has proven successful with outstanding results. We are working with Bsquared to embed and develop photographic capturing system that can be shared with parents.

- *To improve performance in Speaking and Listening to at least good attainment across the school*

Overall in the formal curriculum, speaking and listening was good and in the semi-formal results overall they were outstanding. There are some cohorts that need improvement in speaking and listening such as girls and MLD in the formal curriculum.

- *To improve attainment of girls in number to at least good by identifying where additional input is required and implement strategies to ensure no differences between cohorts.*

	LQ		MQ		UQ		<> 75% Target	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number	22%	25%	52%	75%	26%	0%	3 (78%)	0 (75%)

Attainment of girls in number has increased to good following input and strategies such as Numicon.

- To raise school attendance to 91.5%

School attendance this year was 91.4% which is a 0.9% increase on last year. The national average of attendance at special schools is 90.3%.

## Conclusion/Action planning

Overall we are pleased that a significant amount of our pupils have made expected or better progress in all core aspects of learning. We are encouraged by our results in all 3 curriculum offers. It shows that pupils are making good to outstanding progress at RNIB Three Spires Academy.

The 2015 Ofsted report graded achievement of pupils as 'good' stating that:

“Pupils make good progress in English and Mathematics”.

We continue to strive to improve and address any gaps in achievements to ensure that the education and progress that pupils at RNIB Three Spires is outstanding.

The key targets:

- Embed the new assessment program (engagement steps) and implement Individual Learning Pathways in all classes for the semi-formal curriculum
- To improve number to at least 80% in the formal curriculum.
- To improve performance in writing to at least good attainment across the school
- To improve attainment of girls in English overall to at least good
- To review pupil premium intervention offer to improve achievement overall to be in line with non-pupil premium progress.
- To raise school attendance to 92%

<b>For SLT Discussion</b>				
<b>Top 5 Priorities and Actions for 2017-2018</b>				
	<b>Priorities</b>	<b>Actions</b>	<b>Who</b>	<b>When</b>
<b>1.</b>	Embed the new assessment program (engagement steps) and implement Individual Learning Pathways in all classes for the semi-formal curriculum			
<b>2.</b>	To improve number to at least 80% in the formal curriculum.			
<b>3.</b>	To improve performance in writing to at least good attainment across the school			
<b>4.</b>	To improve attainment of girls in English overall to at least good			
<b>5.</b>	To review pupil premium intervention offer to improve achievement overall to be in line with non-pupil premium progress.			
<b>6.</b>	To raise school attendance to 92%			