RED ROSE SCHOOL
MONITORING & EVALUATION

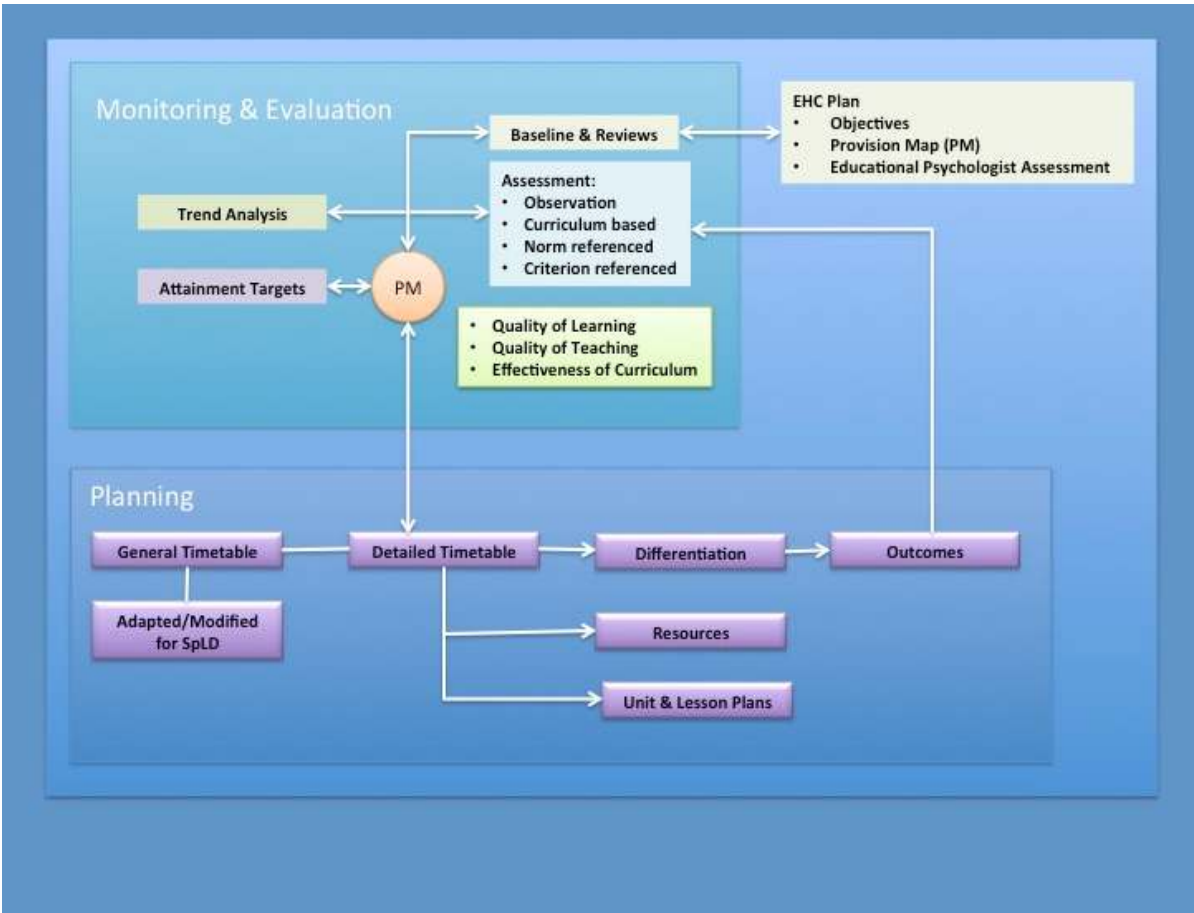**Updated:** November 2019   Review: November 2020

Diagram above reflects the general systems to monitor and evaluate our teaching and learning. In general, our 'baseline' is derived from the Education, Health and Care Plan objectives and the associated Educational Psychologist report. Using the Beck Youth Inventories, we add to this an assessment of self-esteem, anxiety, depression, anger and disruption. Thereafter, our own assessment (observation, curriculum based, norm and criterion referenced) will enable the production and ongoing update of the pupils' Provision Map (PM).

TREND ANALYSIS

All new pupils are assessed for literacy and numeracy using the diagnostic Literacy Profile and Attainment profile. The Beck Youth Inventories is used to assess self-concept. These are updated on a regular basis. In addition, standardised tests are used across the whole school to monitor each pupil in reading, spelling and number attainment. The standardised tests are those used by Educational Psychologists and /or Specialist Teachers so that our assessment can be compared with national averages. Moreover, test results are used to determine other potential or actual 'problems' that can be discussed with the relevant teacher in order to remedy: for example:

- pupil A says 'Mrs. X is always picking on me' – the psychologist or specialist can investigate to understand the pupil's perception and plan a course of action
- the pupil is having difficulty reading the numbers on a page – is there an eyesight problem?
- pupils with associated motor difficulties can be monitored to determine improvements or otherwise

The key to this analysis is relating test results to actual chronological age thus enabling 'real' trends to be established. The graphical representation of such analysis enables professionals internally and external to the school to quickly visualise the progress or otherwise of the pupil. Internally, these analyses provide a 'non-threatening' teaching, learning and achievement monitoring and evaluation tool. Each class teacher is aware that such analysis is fundamental and is, therefore, motivated to reach the high standards set. Should there be any downward trend, the educational psychologist or specialist review the possible reasons with the class teacher; e.g. problems in the home; teaching strategies or particular programmes may be working for some but are not 'cracking the code' for this child – a change of strategies/ programmes will be advised.

Examples at Annex A.

NATIONAL CURRICULUM ATTAINMENT TARGETS

To inform curriculum based assessment, pupils' attainments are measured using the National Curriculum Attainment Targets (on the gDrive).

QUALITY OF LEARNING

The School will establish an ethos where its learning environment is such that its pupils' want to learn.

EVALUATION CRITERIA

- ✓ Achievement: the ability of pupils to successfully meet targets and celebrate more than the academic over time

- ✓ Shared goals

- ✓ Wanting to succeed

- ✓ Collegiality

- ✓ Risk-taking

- ✓ Mutual respect

- ✓ Wanting to help others

- ✓ Celebration of well-placed humour

- ✓ Learning styles used effectively

QUALITY OF TEACHING

The School will set the highest standards for the quality of its teaching. In addition to seeking regular advice from the Head Teacher, teachers are encouraged to visit each other and, where appropriate, team teach. Teachers are to:

- ✓ work to the strengths of pupils' individual Learning Styles

- ✓ respect your pupils' individuality

- ✓ remain optimistic regarding your pupils' untapped potential for growth and development, ensuring that you:

  - ✓ set practical 'success' goals

  - ✓ stretch all pupils' to their individual cognitive potential; set high, but achievable, expectations

  - ✓ use praise as encouragement

  - ✓ promote learner responsibility

- ✓ reward positive citizenship and behaviour

- ✓ help your pupils' acquire knowledge, skills and understanding progressively

- ✓ help your pupils' to understand their mistakes

- ✓ are intentionally supportive, caring and encouraging

- ✓ motivate and act to improve pupils' self-esteem, self-confidence

- ✓ promote active and collaborative learning, questioning and reflection

- ✓ are a good listener

- ✓ undertake lessons that have clear aims and objectives (lesson plans)

- ✓ differentiate for the learning needs of individual pupils'

- ✓ communicate effectively

- ✓ promote a positive classroom environment/climate, including displays

- ✓ use multi-sensory materials and resources

- ✓ ensure that Homework is used effectively

CURRICULUM

EVALUATION CRITERIA

The School will evaluate its curriculum provision as follows:

- ✓ Standards of achievement, quality of learning and teaching

- ✓ Management of:

  - ✓ the curriculum, including:

    - ✓ planning and organisation

    - ✓ Attainment targets and cross subject links

    - ✓ 'balance' and 'richness' of provision

- ✓ assessment, recording and reporting in the provision of:

  - ✓ reliable and continuous assessment

- ✓ records of assessment
- ✓ LEA Reviews of EHC Plan pupils
- ✓ reports to & feedback from parents

ANNEX A

EXAMPLES OF TREND ANALYSIS – REAL PUPIL CASES

Pupil A		Prior to Entry	
	BESD (Emotional); Sp.L.D.	Very fragile emotionally	
		Low self esteem	
		Unable to cope in mainstream	
Progress in Red Rose School			
		On Entry	On Leaving
	Reading	7.09	16+
	Spelling	7.00	11.9
	Number	9.09	11.03
Once trust in education and relationships re-established quickly flourished			
On Leaving:			
National Diploma in Graphics - Distinction.			
BA (Hons) in Wildlife Photography at Blackpool and Fylde College.			
Photographs published.			

Pupil B		Prior to Entry to Red Rose School	
	BESD (Emotional); Sp.L.D.	Very fragile emotionally	
		Low self esteem	
Progress in Red Rose School			
		On Entry	On Leaving
	Reading	7.09	14.00
	Spelling	7.00	9.09
	Number	9.09	14.09
Once trust in education and relationships re-established quickly florished			
On Leaving:			
Masters Degree in Geography; Marine Scientist			

Pupil C		Prior to Entry to Red Rose School	
	BESD (Emotional); Sp.L.D.	Very fragile emotionally; bullied	
		Low self esteem	
		No eye contact	
Progress in Red Rose School			
		On Entry	On Leaving
	Reading	8.06	14.00
	Spelling	8.00	10.06
	Number	9.00	11.09
Once trust in education and relationships re-established quickly florished			
On Leaving:			
Graduate as Dentist 2012			

Drop a pebble in the water;
Just a splash, and it is gone;
But there's half-a-hundred ripples,
Circling on and on and on,
Spreading, spreading from the
centre, flowing on out to sea.
And there is no way of telling
where the end is going to be.

Drop a word of cheer and kindness;
Just a flash and it is gone;
But there's half-a-hundred ripples
Circling on and on and on,
Bearing hope and joy and comfort
on each splashing, dashing wave.
Till you wouldn't believe the volume
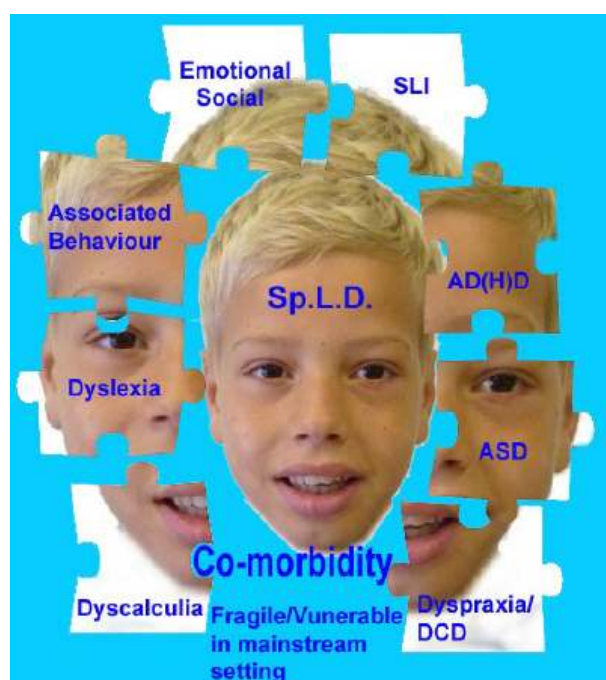of the one kind word you gave.
By James W. Foley

Pupil D		Prior to Entry to Red Rose School
	ASD; ADHD; Dyspraxia;Impulse Control Disorder; Sp.L.D.	Reluctant to engage in work
		Poor concentration
		Disruptive; aggressive anger outbursts; always 'very sad' afterwards
		High Anxiety
		Hallucinations

Progress in Red Rose School			
		On entry	On Leaving
	Reading	8.00	9.00
	Spelling	7.04	7.08
	Number	7.08	9.00

Settled very quickly into school and expressed his relief at finally being understood and accepted

No disruptive and/or aggressive anger behaviours

Made improvements both academically and socially

His attendance is high and his attitude towards his education is much more positive

In the 6 months in the school, he has gone from 'I never want to go to college' to thinking very seriously about a college placement or apprenticeship

On Leaving:

Offered apprentice in butchery

Pupil E		Prior to Entry to Red Rose School
	BESD (Emotional); Sp.L.D.; dyspraxia	Any excuse not to attend school
		Very low self esteem
		Not able to make friends

Progress in Red Rose School			
		On entry	On Leaving
	Reading	8.00	10.06
	Spelling	7.04	9.00
	Number	7.08	11.00

GCSEs Geography; ICT & Art

Adult Literacy & Numeracy Levels 1 & 2

Arts Award Bronze & Silver

63 AQA Unit Awards

Self esteem continues to burgeon

Comfortable in all social settings, both with his peers and with adults and he takes a full and active part in all aspects of school life.

He has a tremendous sense of humour and is not afraid to laugh at himself

On Leaving:

Cardinal Newman College – A Level Courses
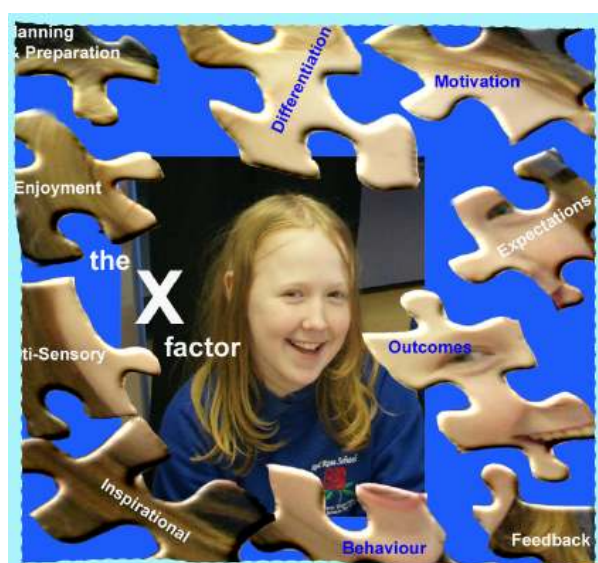
Pupil F		Prior to Entry to Red Rose School
	ASD; Sp.L.D.	Pronounced difficulties with social understanding, social communication and rigidity of behaviour and thought
		No self help and independence skills
		Unable to cope withy stress or changes in routine
		Felt like a freak and a failure
Progress in Red Rose School		
		On entry	On Leaving
	Reading	13.00	16+
	Spelling	16.00	16+
	Number	10.00	15.00

Settled into his class and had made some friends.	
Popular pupil able to interact effectively with others and willing to join in group activities	
Increased ability to cope within the class setting	
Independent work habits significantly improved	
30 AQA Unit Awards	
Level 2 in both Adult Literacy and Numeracy; GCSE ICT	
On Leaving :	
Runshaw College - ICT	

Pupil G		Prior to Entry to Red Rose School
	BESD (Emotional); Sp.L.D.	Motor difficulties
		Difficulty developing basic literacy skills, speech and communication difficulties.
		Very anxious
Progress in Red Rose School		
		On entry	On leaving
	Reading	6.00	12.09
	Spelling	6.00	12.06
	Number	6.00	11.09

Settled in at Red Rose and began to develop in all areas.
GCSE's in ICT, Maths and Art
44 AQA Unit Awards
Described as 'an exemplary student, a young man of high moral standards, dedicated to all that he does, loyal, mature and hardworking.'
Head Boy
On Leaving:
Preston College - Performing Arts
American Musical Theatre Academy in London specialising in musical theatre.
Appeared in cabarets in London.
Auditioning for West End musicals.

Pupil H		Prior to Entry to Red Rose School
	ASD; Sp.L.D.	Poor basic skills - unwilling to read
		Lacked confidence with maths
		Unsociable
Progress in Red Rose School		
		On Entry	On Leaving
	Reading	6.03	17-19.11
	Spelling	7.00	8.09
	Number	6.00	15.06

Developed confidence, very popular pupil by time of leaving

46 AQA Unit Awards

On Leaving:

Preston College – Art & Design

'Student of the Year' in the whole college at end first year

Degree in games Design at UCLAN

Writing a book about Art and Design of the Future

Selling his art online

Pupil I		Prior to Entry to Red Rose School
	BESD (Emotional); Sp.L.D.	Very low self esteem and self confidence
		Quiet and withdrawn
		Unable to give eye contact
		'Thought that he would never amount to anything'
Progress in Red Rose School		
		On Entry	On Leaving
	Reading	8.03	16.00
	Spelling	7.06	9.09
	Number	8.06	11.03

Developed confidence, very popular pupil by time of leaving

On leaving very articulate and assured

42 AQA Unit Awards

On Leaving:

Preston College – Dance & Drama

Dance and Drama Teachers Course

Passed many dance and LAMDA exams

Worked at Disneyland Paris

Liverpool Theatre School – 3 year course

Worked as a professional dancer

Sefton Borough Council's Community Hero Award for his voluntary work in aid of Age Concern

Pupil J		Prior to Entry to Red Rose School
	BESD (Emotional); Sp.L.D.	Very low self esteem and self confidence
		Quiet and withdrawn; unsociable
		Unable to give eye contact
		'Thought that she would never amount to anything'
Progress in Red Rose School		
		On Entry	On Leaving
	Reading	8.03	16.00
	Spelling	7.06	9.09
	Number	8.06	11.03

Transformational in self-confidence and ability to help others

On leaving very articulate and assured

Very popular and loved by all

GCSE Food Tech B; Geog B; Art C; ICT B

Adult Literacy & Numeracy Levels 1 & 2

42 AQA Unit Awards

Arts Award Bronze

On Leaving:

Catering, Preston College - Top Student Award; Now - Professional Patisserie London College

.. lots of love..   ....infinite trust...   ....have a heart