



Attainment Report 2020 -2021

School	Oak Bank School Sandy Lane Leighton Buzzard LU7 3BE	URN: DfE Number	140286 823/7018
Executive Headteacher	Mr Peter Cohen	Date of Last Ofsted	26-27th March 2019 / <i>Outstanding</i>
Phase	Social, Emotional & Mental Health, Special School	No on Roll	127 pupils
Local Authority	Central Bedfordshire	Lower Age Limit	9yrs
		Upper Age Limit	19yrs



Oak Bank School

Analysis of Pupil Attainment

Introduction

We are a successful SEMH provision located in a rural area of Leighton Buzzard. The School was judged to be Outstanding in its last two Ofsted inspections in 2015 and 2019. The number of pupils on roll has increased significantly over the past five years from 86 to 116. We have been inundated with placement requests (upward of 95 in the past 16 months) and currently have a waiting list for future academic years.

The calm, positive and supportive environment is usually commented upon by visitors to the School, and is typically a contrast from other SEMH schools that have been visited. We understand the importance of social & emotional development and work hard to establish and maintain positive relationships with all stakeholders.

As an SEMH school, pupil numbers on roll can fluctuate. Changes in home life, breakdown in care placements, local authority decisions etc. can be cited as some examples of extrinsic factors that bring pupils later in their education that are beyond our control. Pupils can often join our roll at the end of their educational journey, leaving us very little time to impact upon their attainment outcomes. We have always made positive relationships quickly and have provided sound guidance and suitable pathways towards further education, employment or training for all pupils that attend the School.

These factors considered, we make judgements on attainment and progress based upon established starting points and baseline data. Our decisions are informed by considering KS2 data held by the DfE, National transition matrices, behaviour data, attendance data, EHCP information etc to set challenging targets for educational outcomes.

Solution Focused Approach

Historic pupil data can have low, or no, statistical significance when considering patterns year on year. Distinct demographic differences and small cohort size contribute to the difficulty in benchmarking against the outcomes of similar settings.

It has been more useful to take a case study approach when making judgements. This involves looking at an individual pupil and taking all data held into consideration. To this end, timetables are highly individualised and provide academic challenge which may differ to previous educational settings where pupils may have met with failure. (Equity vs Equality of opportunity)

The 2019 Ofsted inspection guiding principles are more agreeable with our philosophy and we are currently reviewing our curriculum policy to show where our strengths can be better identified.

Inspection changes of note (2019)

Guiding Principles:

- i. Making inspections about more than the grade
- ii. Using Data Appropriately: What pupils know / what they can do / What we do when they underachieve
- iii. Not penalising schools for not being able to address wider issues of society

Curriculum:

- i. Intent
- ii. Implementation
- iii. Impact

Yr 12	Skills for Life & Employability	Learning for Life	Securing Futures	Key Stage 5
Yr 11	Preparation for Attainment / Examination		Academic / Accredited Performance	Key Stage 4
Yr 10	Preparing for Pathways / Specialisation	Social & Emotional Development	Acquiring Specialised Knowledge	Key Stage 3
Yr 9	Subject Performing / Performing		Broad learning Experience	Key Stage 2
Yr 8	Broadening Curriculum / Subject Development	Social & Emotional Development	Secondary Ready / Oak Bank Ready	Key Stage 2
Yr 7	Learning to Learn / Subject Awareness, Introduction & Transition		Classroom Expectations	Key Stage 2
Yr 5 & 6	Classroom FUNDamentals / Enjoyment	Social & Emotional Development	Readiness for Learning	Key Stage 2

fig 1. Curriculum Policy

Values Curriculum

Our values curriculum is an essential part of Oak Bank School life. Our values-based approach is referred to as our 'ASPIRE skills' and this is embedded in all we do. We believe the values contribute to a strong learning environment that enhances achievement and develops pupils' social, emotional and relationship skills. Not only are the values held in high regard, acknowledged and celebrated in the pupils, but they are modelled by staff throughout. Our whole school approach helps develop well rounded and resilient learners. It breaks down the pre-conceptions of 'fixed mindset' and allows personality and character to flourish in a safe and progressive way. It quickly liberates teachers and pupils from the stress of confrontational relationships, freeing up quality learning time where a positive attitude is most valued. Oak Bank School





Oak Bank School

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ASPIRE skills are key to equipping our pupils with relationship skills, intelligences and attitudes to succeed at school and in their futures.

Summary

The data presented in this document is a summary of attainment outcomes from 2020 KS4 & KS5. It provides a statistical overview of cohort outcomes, curriculum attainment and should be viewed as such. The data presented serves best as a start point for individual analysis which can require information input from Behaviourwatch, www.schoolplatform.co.uk, My Concern, Integris and the Well-being team.

The impact of previous curriculum judgements can be made and inform SLT when considering curriculum design decisions regarding future curriculum intent and implementation.

Self-Assessment 2020 (Judgements from Autumn & Spring Term)	
Overall SEF Grade	Outstanding
Effectiveness of Leadership & Management	Outstanding - PCo
Quality of Teaching & Learning	Outstanding - PBC
Personal Development, Behaviour & Welfare	Outstanding - RF
Outcomes for Pupils	Outstanding - PBC
Effectiveness of Key Stage 2	Outstanding - NS
Effectiveness of Key Stage 4	Outstanding - PBC
Effectiveness of 16 – 19 Study Programmes	Outstanding - MP

Whole School Contextual Data 2020/2021 (24/07/2020)

No on roll	M/F	EAL	FSM	PP	LAC
(KS2-4) 104	89/15	0	50.96% (53)	23.08% (24)	10.58% (11)
Inc. yr 12/13 116	99/17	0	50.86% (59)	22.41% (26)	9.48% (11)

KS	Number	M/F	EAL	FSM	PP	LAC
2	13	13/0	0	6	0	1
3	51	44/7	0	26	11	5
4	40	8/32	0	21	13	5
5	12	10/2	0	6	2	0

Commentary

Progress & Comparative Groups

Changes in the reporting process identified forecast outcomes per pupil for each subject. This was recorded as potential and aspirational targets. Progress over the year reflected one of five judgements towards the identified potential outcome. This information fed into the Departmental SEF and intervention strategies. As a result, it was felt that accountability for the classroom teacher and performance management was more focussed towards accredited outcomes.

Progress towards outcomes across the school was measured as 'satisfactory' in Key Stage 2 & 4. It was measured as 'very good' in Key stage 4, primarily due to the 2019 year10 cohort.

PP pupils and LAC pupils make similar progress alongside their peers. No statistical significance can be drawn from gender comparison despite the increase in the female population across the school.

Post 16 Transition



Oak Bank School Analysis of Pupil Attainment

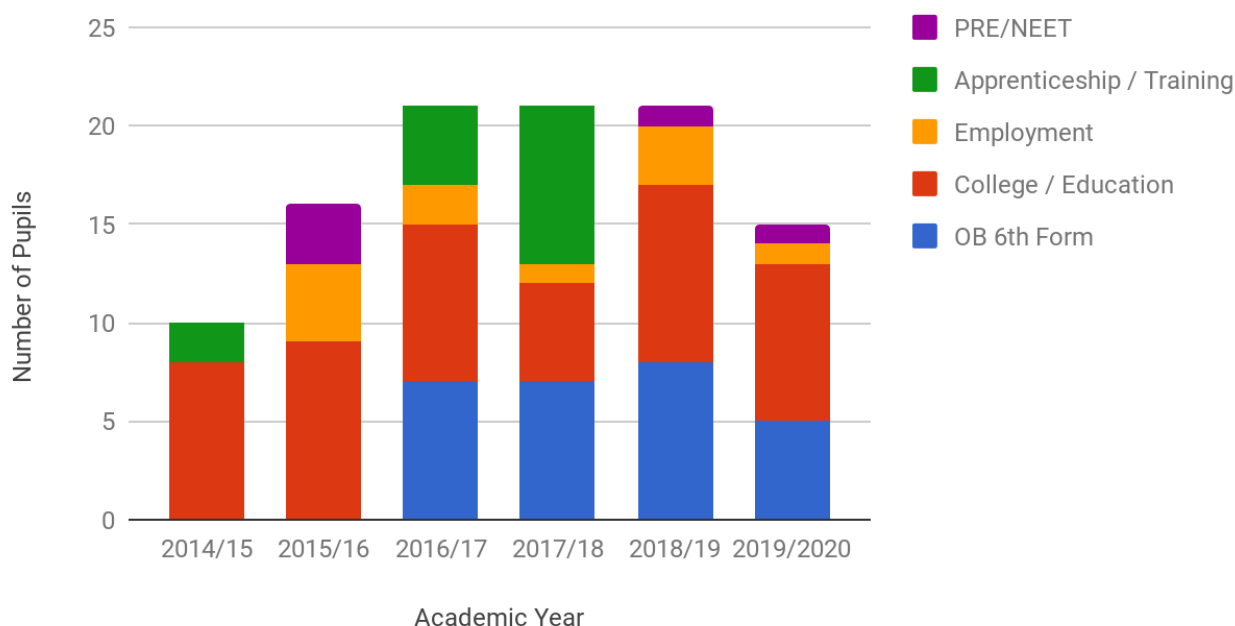
2020/21 saw a rise in college admissions for yr11 pupils. This is indicative of the exceptional work done by the external provision program and the careers advice and guidance. Yr11 pupils had opportunities to attend careers fairs and attend college visits. pupils made good choices and selected appropriate pathways. Oak bank School were able to retain yr12 pupils into year13 where we felt that more input was appropriate.

Pupil Confirmed Destinations after Yr 11 2021

Oak Bank School 6th Form retention (2020/ 2021 Cohort)

At the end of the 2020/2021 Academic year, 95.24% (20/21) of Oak Bank School pupils successfully remained in education, employment or training. 42.86% (9) transferred into our own 6th Form on bespoke pathways.

Post16 Transition Data



Year	Number of pupils	% Retained on appropriate pathways	% Retained on appropriate pathways in School
2021	21	95.24% (20/21)	9 (42.86%)
2020	15	93.33% (14/15)	5 (33.33%)
2019	21	95.23% (20/1)	8 (38%)
2018	21	100%	9 (42.85%)
2017	19	100%	6 (28.6%)
2016	16	81.25% (13/16)	0



Oak Bank School

Analysis of Pupil Attainment

Academic Year 2020/ 2021

Key Stage 4

Year 11 Attainment Headlines

Year	No of year 11 pupils	% of pupils entered attaining GCSE in English Lit & Lang		% of pupils entered attaining GCSE in Maths	% of pupils entered attaining GCSE in Science
2021	21	66.67% (4/6) Literature	100% (7/7) Language	100% (10/10)	85.71% (6/7)
2020	15	100% (5/5) Literature	100% (6/6) Language	100% (10/10)	100% (7/7)
2019	21	66% (2/3) Literature	80% (4/5) Language	75% (3/4)	66.66% (2/3)
2018	20	71.43% (5/7)		100% (8/8)	0% (0/0)
2018	20	81.82% (9/11) Literature	85.71% (6/7) Language		
2017	19	62.5% (5/8)		79.9% (12/15)	88.8% (8/9)

	L2 English Functional Skills	L1 English Functional Skills	Entry Level Certificates 1-3	% Leaving with a relevant qualification (all levels)
2021	28.57% (2/7)	83.33% (5 /6)	100 % (4/4)	52.38% (11/21)
2020	100% (4/4)	100% (6/6)	100% (8/8)	86.67% (13/15)
2019	100% (1/1)	56.25% (9/16)	100% (11/11)	95.23% (20/21)
2018	100% (2/2)	71.43% (10/14)	100% (6/6)	85% (17/20)
2017	23.07% (3/13)	53.8% (7/13)		84.3%

	L2 Maths Functional Skills	L1 Maths Functional Skills	Entry Level Certificates 1-3	% Leaving with a relevant qualification (all levels)
2021	14.29% (1/7)	42.86% (3/7)	100% (1/1)	19.05% (4/21)
2020	100% (4/4)	62.5% (5/ 8)	100% (6/6)	86.67% (13/15)
2019	100% (1/1)	66.66% (2/3)	100%(12/12)	100% (21/21)

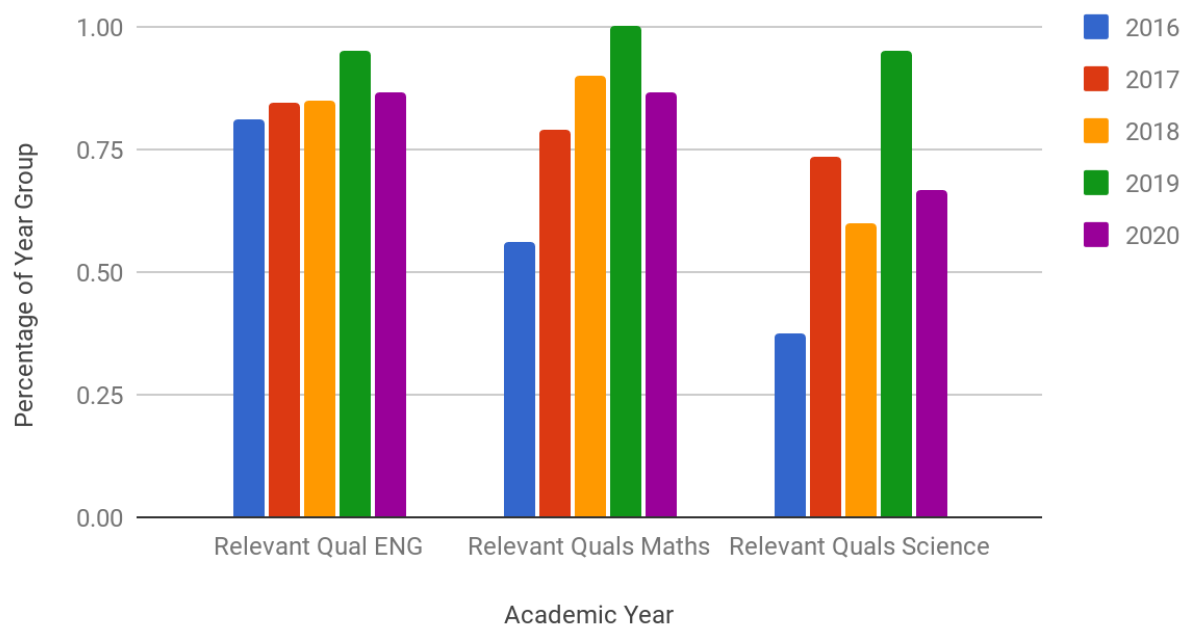


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2018	100% (1/1)	71.43% (10/14)	60% (3/5)	90% (18/20)
2017	11.11% (2/18)	61% (11/18)	11	77.7%

	Entry Level Certificate Science OCR	Entry Level Award Science AQA	% Leaving with relevant qualification (all levels)
2021	50 % (2/4)	100% (13/13)	66.67% (14/21)
2020	0	90.91% (10/11)	66.67% (10/15)
2019	100% (7/7)	100% (9/9)	95.23% (20/21)
2018	80% (4/5)	100% (10/10)	60% (12/20)
2017	71.4% (10/14)	100% (7/7)	73.68%

Relevant Qualifications CORE 2016-2020



Yr11 Pupil Premium (Highest Outcome reported)

English	Mathematics	Science
37.50% GCSE (3/8)	25% GCSE (2/8)	12.5% GCSE (1/8)
37.50% FS&ELC (3/8)	25% FS&ELC (2/8)	50% FS&ELC (4/8)

Yr 11 relevant qualification achieved in yr 11
(Relevant qualification achieved by end of yr 11)

Year	Relevant Qual ENG	Relevant Quals Maths	Relevant Quals Science
2016	81.25%	56.25%	37.50%
2017	84.30%	78.94%	73.68%



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2018	85%	90%	60%
2019	95.23%	100%	95.23%
2020	86.67%	86.67%	66.67%
2021	76.19% (100%)	61.90% (100%)	66.67% (80.95%)

Commentary

DfE Data identifies the school as 'well below average'. Prog8 / EBacc / A#8

Pupils do not follow the breadth of curriculum subjects studied in mainstream. We do not deliver facilitating subjects applicable to EBacc.

ASP & IDSR data can be provided

Despite literacy being an area of significant weakness across the school, the department ensured that pupils were entered for qualifications within their ability. The number of entries for **GCSE English Literature & Language** are similar to previous cohorts. However, there was a significant improvement in the attainment. This is due to the strength of the cohort and earlier identification of GCSE pathways.

There was a very positive improvement in the GCSE entries to **Mathematics**. In 2020, 10 pupils in the cohort were entered for GCSE papers. An improvement on the previous year's submission of 4 candidates. A similar increase in numbers for Science papers were observed.

Consideration

The data suggested the 2019/20 cohort to be academically stronger than 2018/19. Curriculum pathways were decided in year10 to provide the appropriate challenge and relevant outcomes. It is important to note that the coronavirus pandemic led to the directive that teacher assessments be provided as the basis of all GCSE results. This style of assessment potentially favoured our pupils. Particularly those that struggle with the anxiety around examinations. All our pupils enter functional skills in parallel to GCSE coursework to ensure attainment outcomes acquired.

Areas for Development

The data available to subject staff has improved. The use of Renaissance testing in Maths and English has given some insight into potential outcomes. This progress data is made available to subject leads.

Departmental SEF documents have raised the accountability. Effort and engagement strategy documents are more accessible to teachers and assistants. This has been conducted via Google sheets and feeds into the staff development plans.



Oak Bank School Analysis of Pupil Attainment

Year 11 Attainment 2020-2021

Cohort

No	M/F	EAL	FSM	PP	LAC
21	15/6	0	52.38%(11/21)	38.10% (8/21)	9.52% (2/21)

GCSE

Subject	No. of pupils in Exam	6 (B)	5	4 (C)	3 (D)	2 (E/F)	1 (G)	U	Total Pass No.	Total Pass %
English Lit	6		1	3				2	4	66.67%
English Lang	7	1	2	2	2				7	100%
Mathematics	10			2	5	1	2		10	100%
Science Double	6			7	1	1	1	1	5	83.33%
Biology	1		1						1	100%

Functional Skills Level 1 & 2

Subject	No. of pupils in Exam	2	1	U	X	Total Pass No.	Total Pass %
English Level 1	6		5	1		5	83.33%
English Level 2	7	2		5		2	28.57%
Maths Level 1	7		3	4		3	42.86%
Maths Level 2	7	1		6		1	14.29%
Computing Level 1	5			5		0	0%



Oak Bank School Analysis of Pupil Attainment

Computing Level 2	0						
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Maths Awards Level 1 & 2

Subject	No. of pupils in Exam	Pass	U	X	Total Pass No.	Total Pass %
Maths – Number & Measure Level 1	7	3	4		3	42.86%
Maths – Number & Measure Level 2	7	6	1		6	85.71%
Algebra - Level 2	0					

Entry Level Certificates

Subject	No. of pupils in Exam	3	2	1	Total Pass No.	Total Pass %
English	4	1	3		4	100%
Mathematics	1	1		1	1	100%
Science Double	12	11		1	12	100%
Science Single	1	1			1	100%
Science ELC	4				2	50%

Vocational & Technical Qualifications

Subject	No. of pupils in Exam	Level 2	Level 1	Entry Level	Total Pass No.	Total Pass %
Creative Media Studies BTEC	6		3 1 L1M 2 L1 P		3	50%
Health & Fitness Technical Award	1		1 1 Level 1D		1	100%
Princes Trust	19	4 L2 Award 1 L2 Cert	11 L1 Awards	2 E3 Award	18	94.74%



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Vocational Awards

Subject	No. of pupils Entered	AoPE/CoPE	ASDAN Credits	AQA Awards	Total Pass No.	Total Pass %
PSHE	15		15		15	100%
Careers & Enterprise	14		14		14	100%
Personal Development	10		23		10	100%
Living Independently	5		10		5	100%
Animal Care & Horticulture	3		3		3	100%
Food Technology	8		3	57	8	100%
Construction	0					
Bike Maintenance	1			4	1	100%
Expressive Arts (Music & Art)	5			5	5	100%
Humanities	3			17	3	100%



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