



2020-21

Evergreen Curriculum Impact Report

Evergreen Context

Evergreen is a generic special school (ages 4-19) in Warwick. All pupils at Evergreen have an EHCP. The school is a newly formed school (formerly Ridgeway Primary and Round Oak Secondary) The merge of both schools has enabled a rapidly expansion of pupil numbers creating both primary and secondary spaces.

During the year 2020-21 the school had 270 on roll of which 9 did not attend for health reasons (shielding due to the covid-19 pandemic). Both sites remained open to all students throughout the COVID 19 pandemic. 2021-22.

Evergreen school has now completed its first year as a newly merged school. A new innovative curriculum has been designed and delivered with the curriculum intent focused on a highly bespoke and personalised pathway for each and every student regardless of age, stage or disability. The EHCP process is an integral part of quality assurance of the impact of the new curriculum along with Mapping and Assessing Personalised Progress (MAPP) using the Continuum of Skill Development (CSD) which allows for a more agile and child centred approach to teaching and learning. We use the EHCP Outcomes and short steps to set twice yearly learning intentions in all SEND areas, we measure this progress over a term using the CSD. The setting of outcomes and short steps is robustly monitored by the leadership team to ensure that the focus of pupil outcomes is on preparation for adulthood enabling access to high quality employment or education destinations in adulthood. The progress made towards these outcomes will give each student the knowledge and cultural capital they need to succeed in life.

Evergreen leadership team have a robust calendar of monitoring and moderation (see appendix 1) to ensure that all pupils have aspirational and challenging targets and curriculum provision

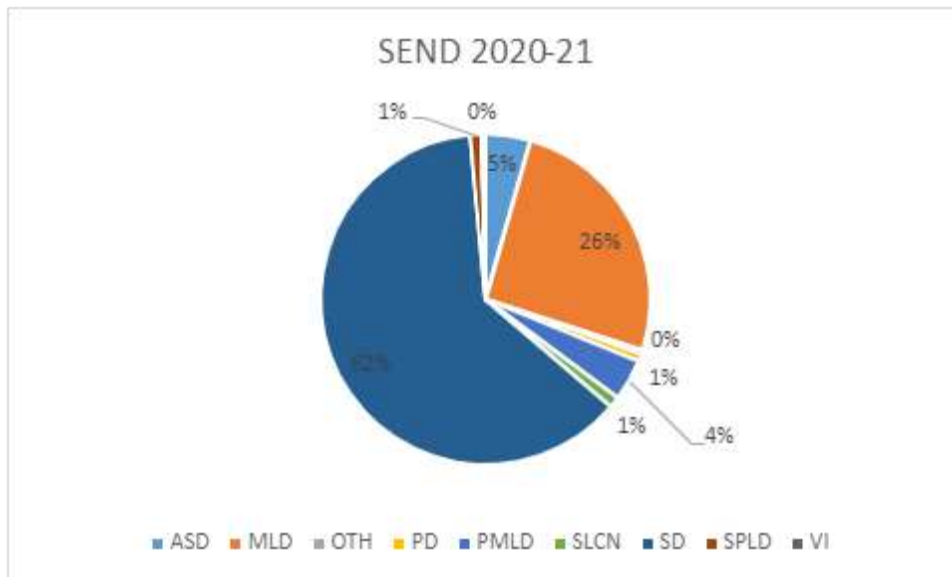
- Pupil Progress Meetings
- Teaching learning & assessment monitoring walks
- Annual review moderation of outcomes with all MDT and parents
- Peer learning walks
- Curriculum work trawls
- QofE drop in walks/learning walks
- Governor scrutiny and learning walks
- Moderation and Agreement Trailing with other schools
- Whole school assessment, Marking and Feedback policy- CSD
- MAPP target setting scrutiny
- MAPP progress review scrutiny
- Reading Attainment Tracking & Monitoring
- Accreditation & qualifications monitoring and outcomes report



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The primary special educational needs of students

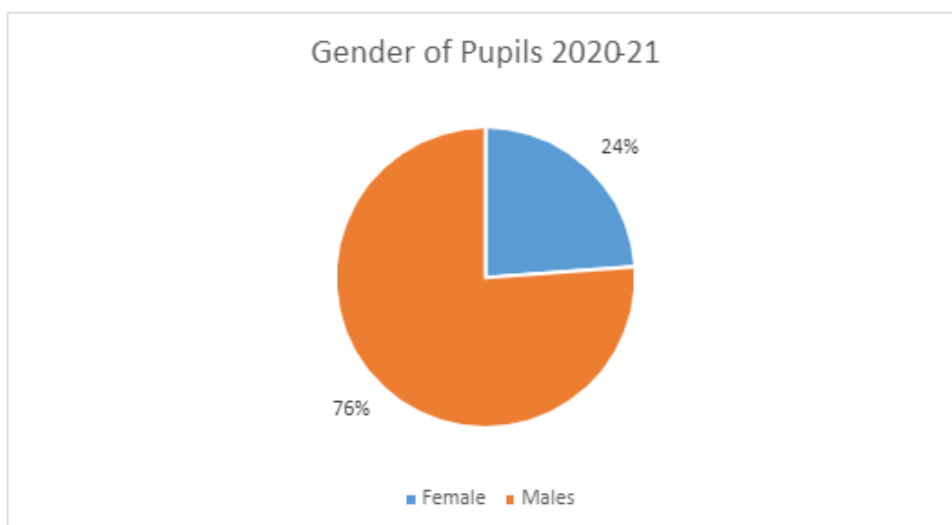


The majority of pupils (62%) at Evergreen have Severe Learning Difficulties

A minority of pupils have MLD these students are mainly secondary / post 16 students

A very small minority have PMLD/ MSVI

Gender of pupils



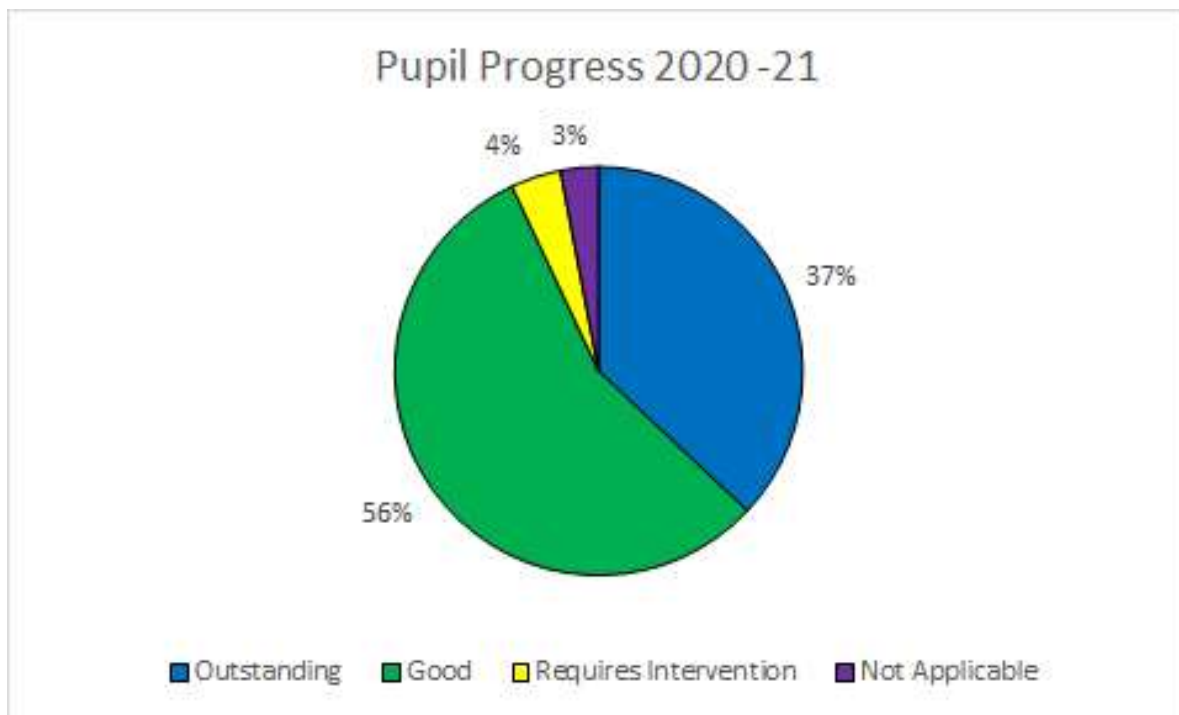
A large majority of the students at Evergreen are Males.



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Evergreen Pupil Progress overall



Analysis

An overwhelming majority of students made good or outstanding progress

A very small minority require intervention

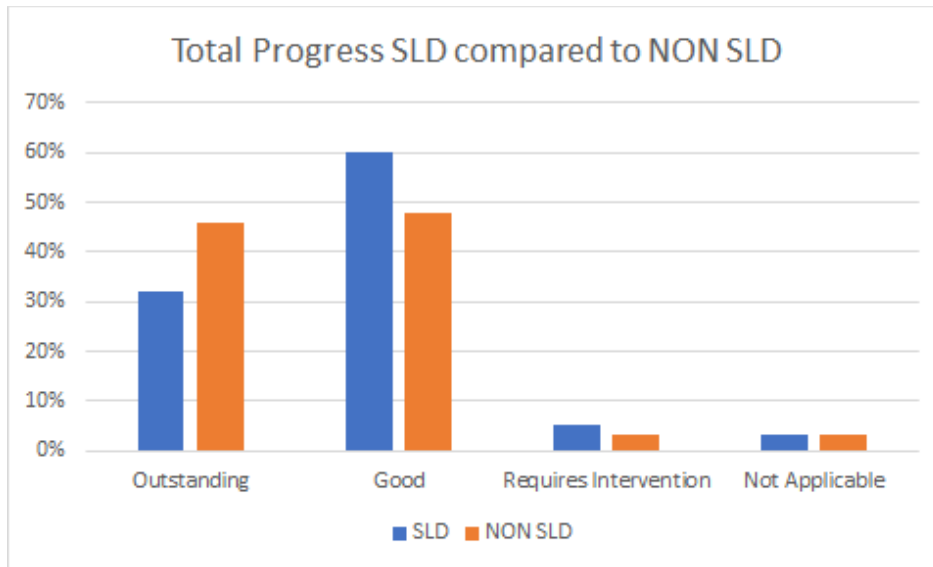
Progress according to primary area of need

Pupil Progress 4 SEND AREAS SLD v non SLD



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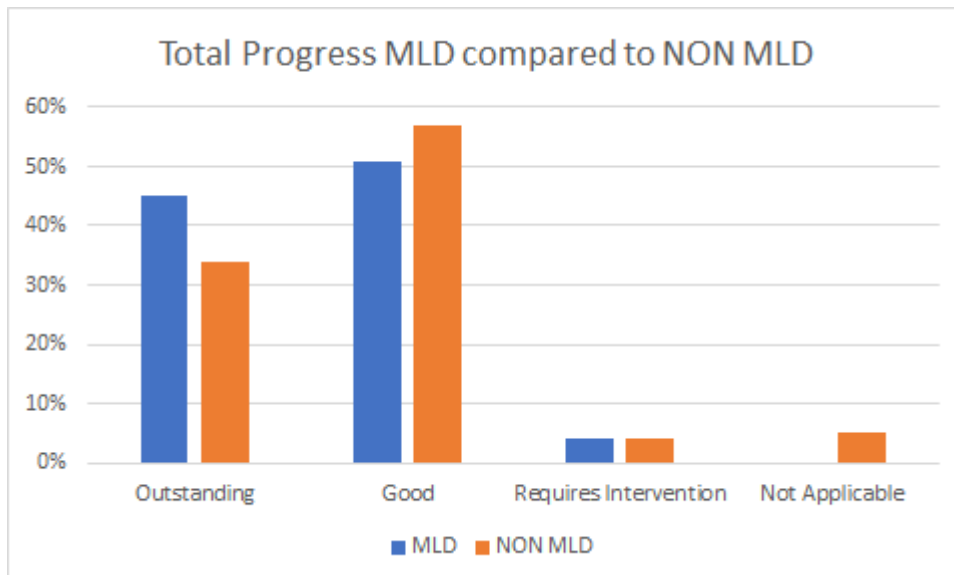
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A very large majority of SLD students make good or outstanding progress

A very small minority require intervention

Pupil Progress 4 SEND AREAS MLD v non MLD



MLD students make significant progress with 45% gaining outstanding progress over the year

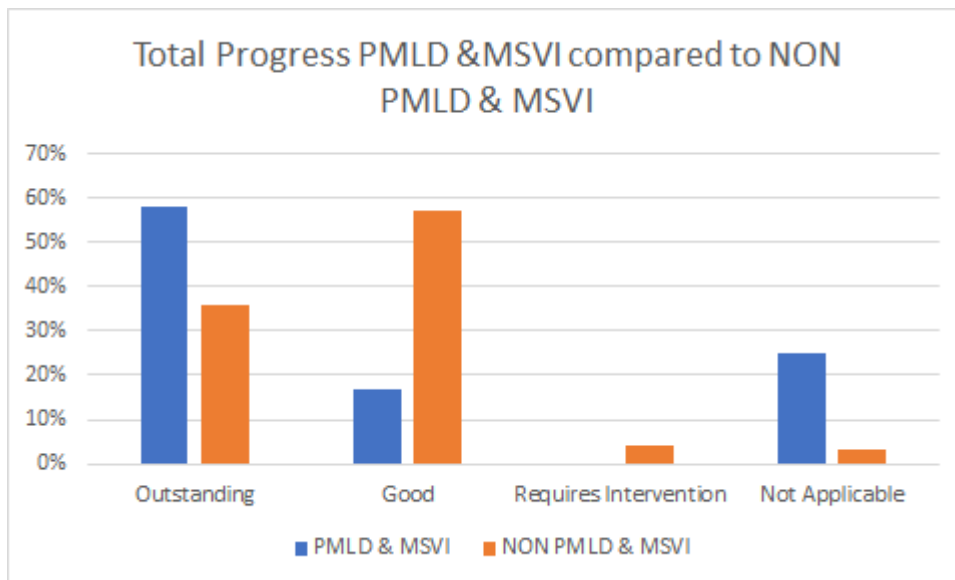
MLD students are doing better than non MLD students across the school



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Pupil Progress 4 SEND AREAS PMLD& MSVI v non PMLD&MSVI



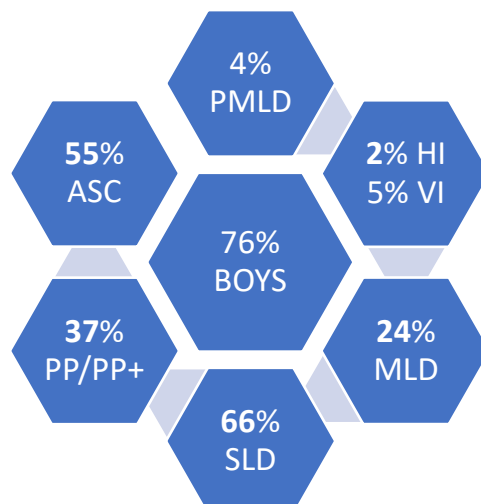
Analysis

A large majority of PMLD and MSVI students have made outstanding progress

Some PMLD & MSVI students have not been attending due to shielding during the COVID pandemic and are identified as NA in the data

Pupil Progress according to gender

Context boys





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Analysis

The majority of boys (66%) on roll have Severe Learning Difficulties

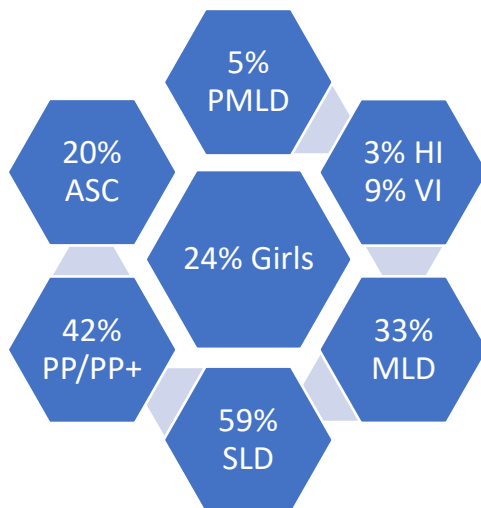
A minority of boys have (24%) Moderate Learning Difficulties

Majority of boys (55%) have a diagnosis of autism

A very small minority of boys have VI, HI or PMLD

37% of boys are classed as PP/PP+ In Warwickshire the average number of pupils with free school meals is 37.9%

Context girls



Analysis

A large majority of girls (%) on roll have Severe Learning Difficulties

One quarter of girls have Moderate Learning Difficulties

A minority of girls (20%) have a diagnosis of autism

A minority of girls have VI, HI or PMLD

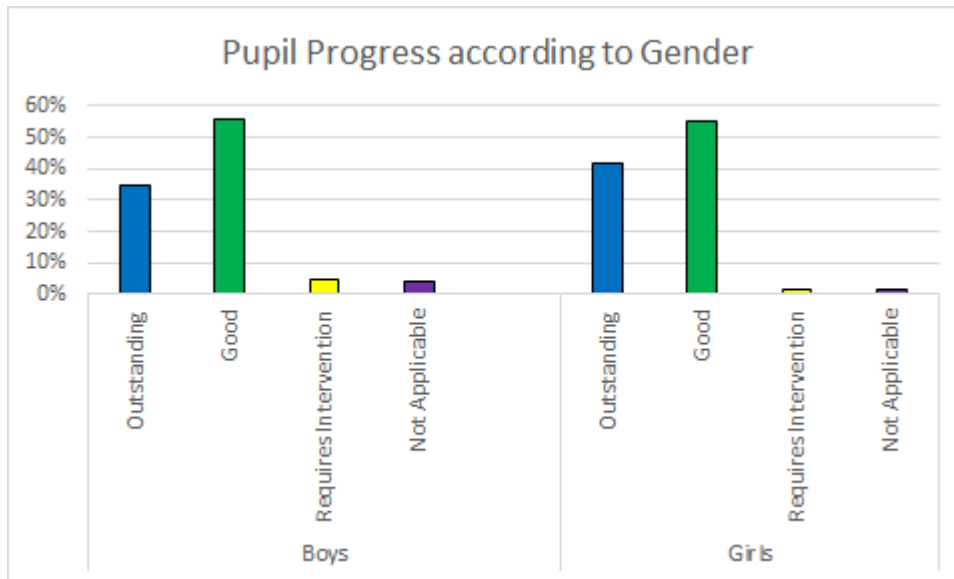
An above average amount of girls (42%) are classified as PP/PP+ compared to WCC special schools (In Warwickshire the average number of pupils with free school meals attending special schools is 37.9%)



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Pupil Progress according to gender



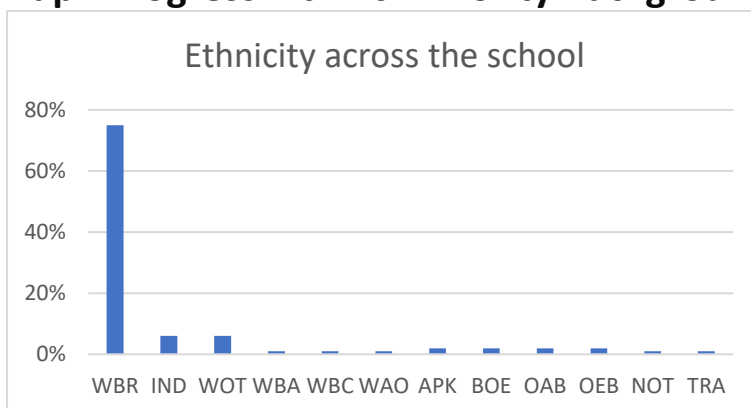
Analysis

A very large majority of boys and girls make outstanding or good progress

More girls made outstanding progress

Slightly more boys than girls require intervention

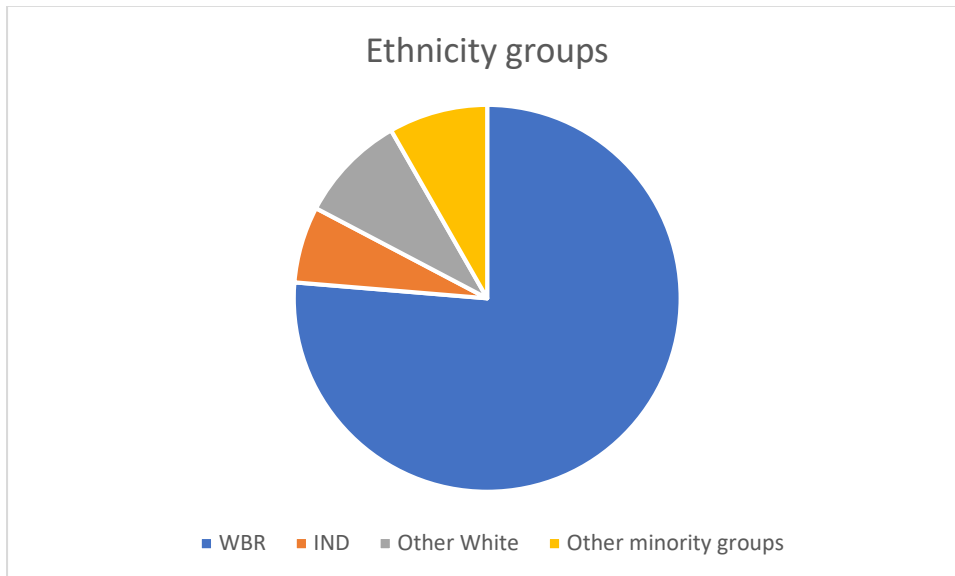
Pupil Progress: Ethnic Minority Backgrounds





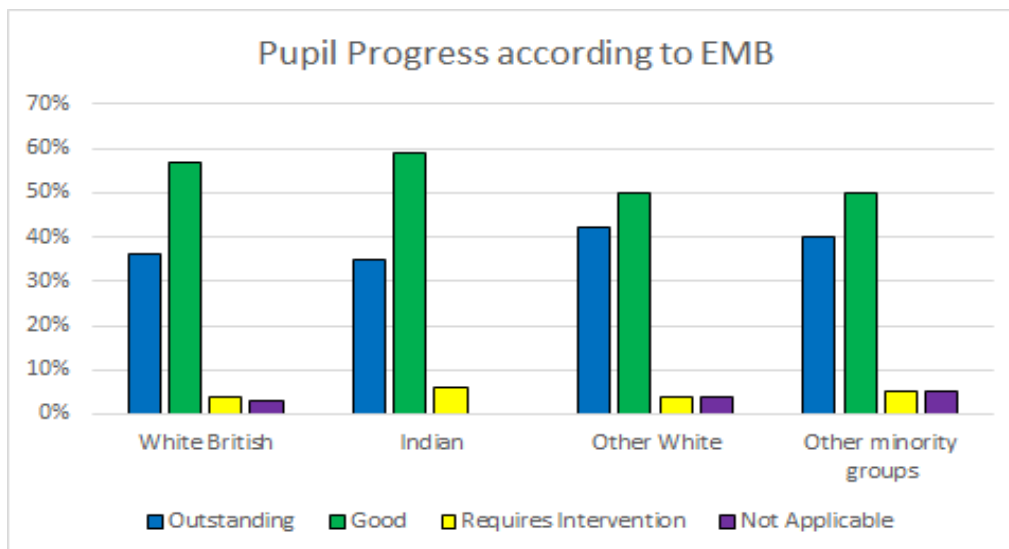
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Summary: The three main ethnicity groups are White British, Indian and Other White

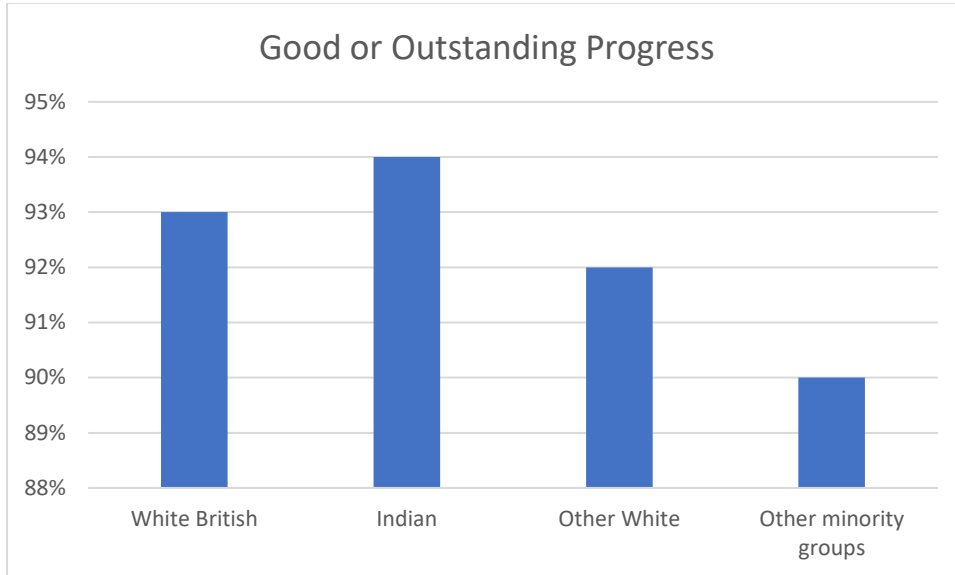
Pupil progress by ethnicity





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Analysis

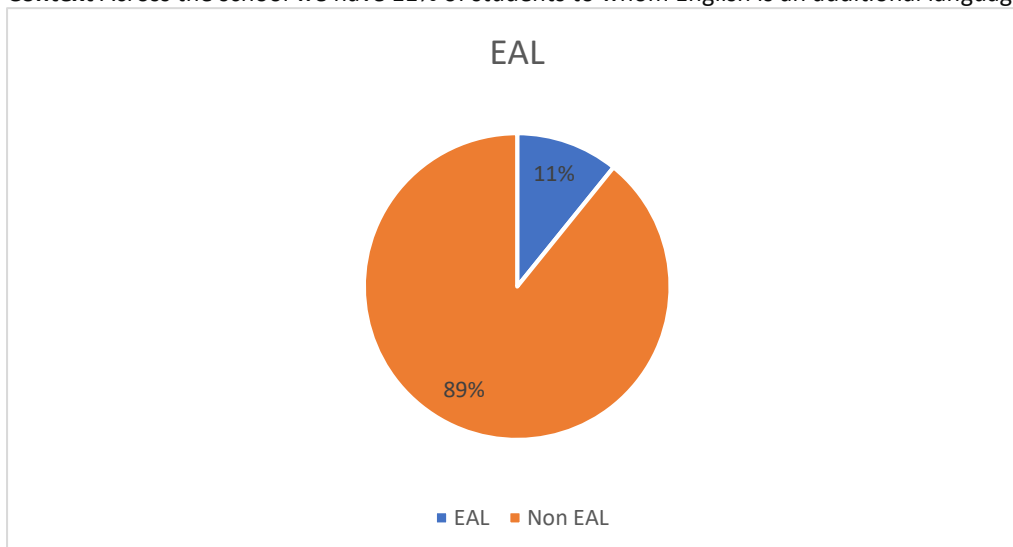
Indian students make better progress than other ethnic groups (4% difference from lowest)

Other minority groups make less progress than other ethnic groups

Other white students showed a greater percentage making outstanding progress

Pupil Progress EAL

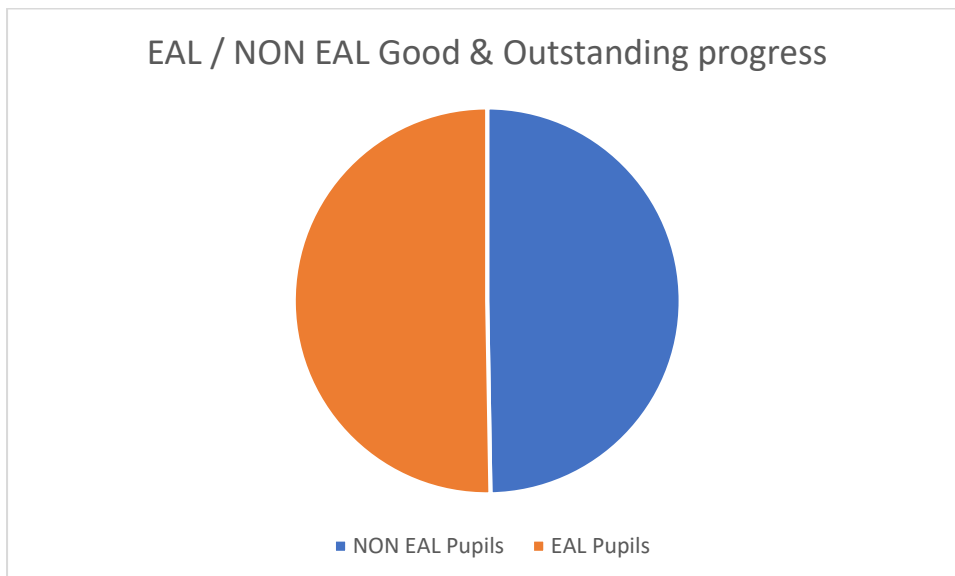
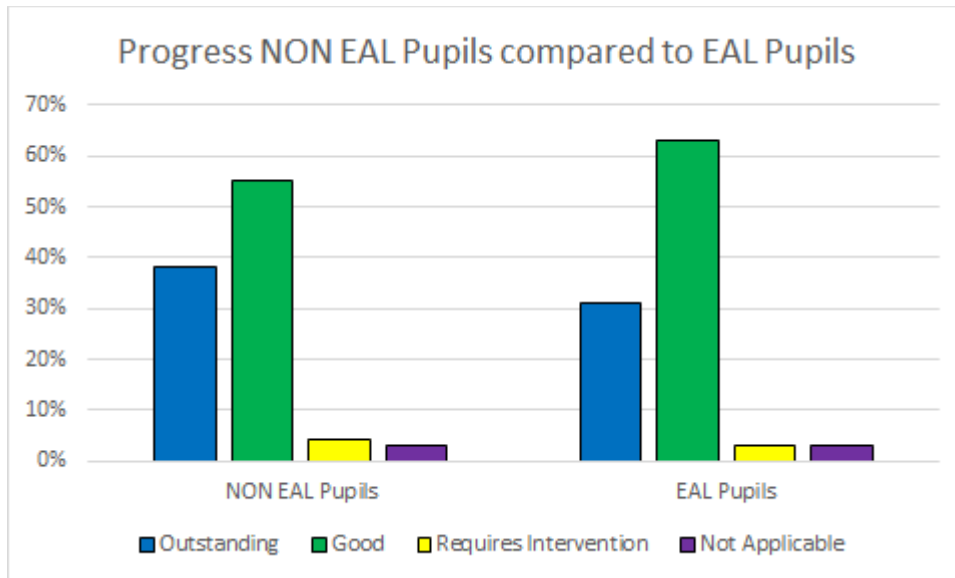
Context Across the school we have 11% of students to whom English is an additional language





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Analysis

Regardless of EAL or non EAL students make similar progress achieving good/outstanding progress

Non EAL are more likely to make outstanding progress



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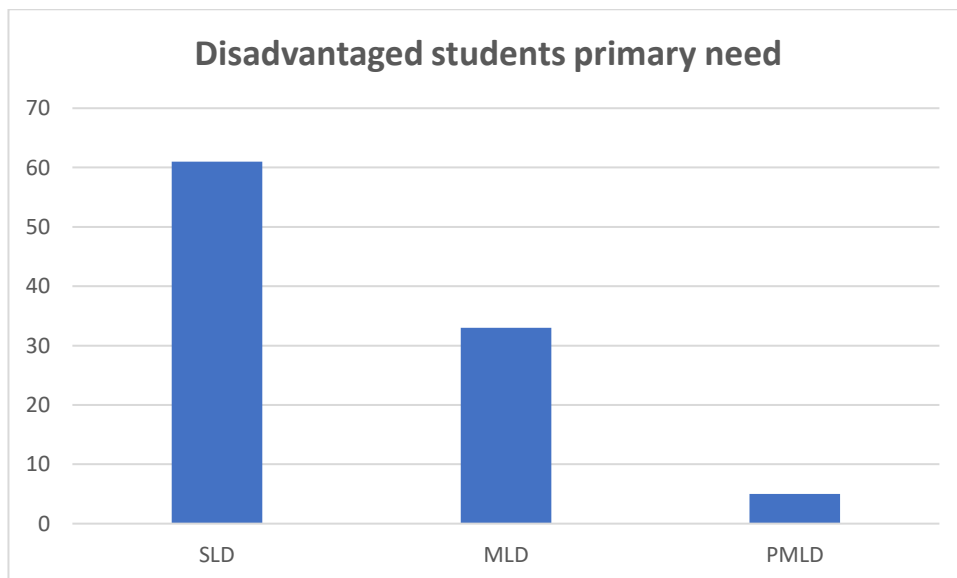
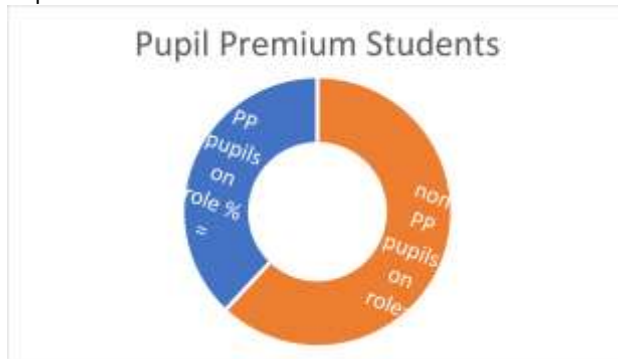
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Pupil Progress for Disadvantaged Pupils (Pupil Premium)

Context

Evergreen has 103 students who fall under pupil premium this is 38% of students on role at Evergreen.

Pupil Premium is classed as students who are disadvantages.

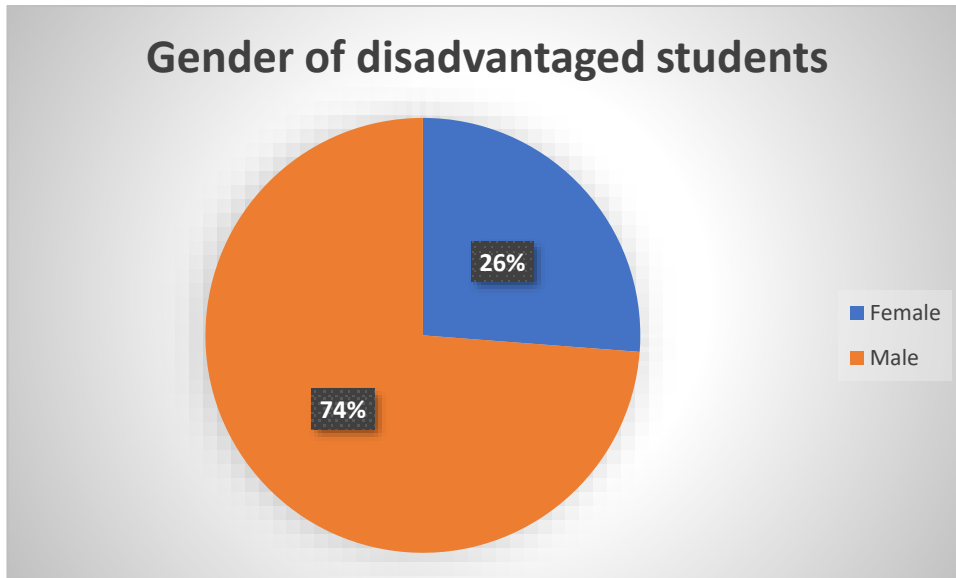


The majority of pupil premium students have severe learning difficulties
A small minority of PMLD students are pupil premium
A minority of the pupil premium students are MLD

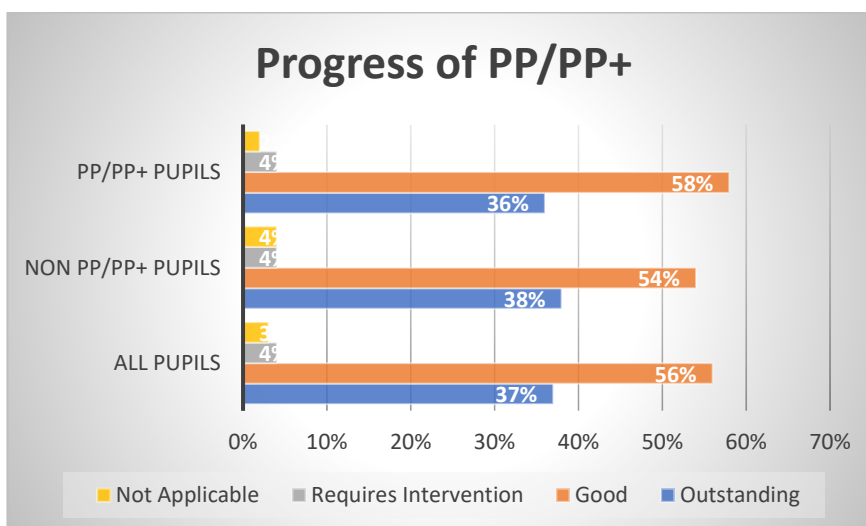


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The majority of pupil premium students are male this is in boys being the predominate gender at evergreen.



Analysis

94% of pupil premium student make good or outstanding progress
92% of non-pupil premium students make good or outstanding progress
Students who are disadvantaged make better progress than non-pupil premium students

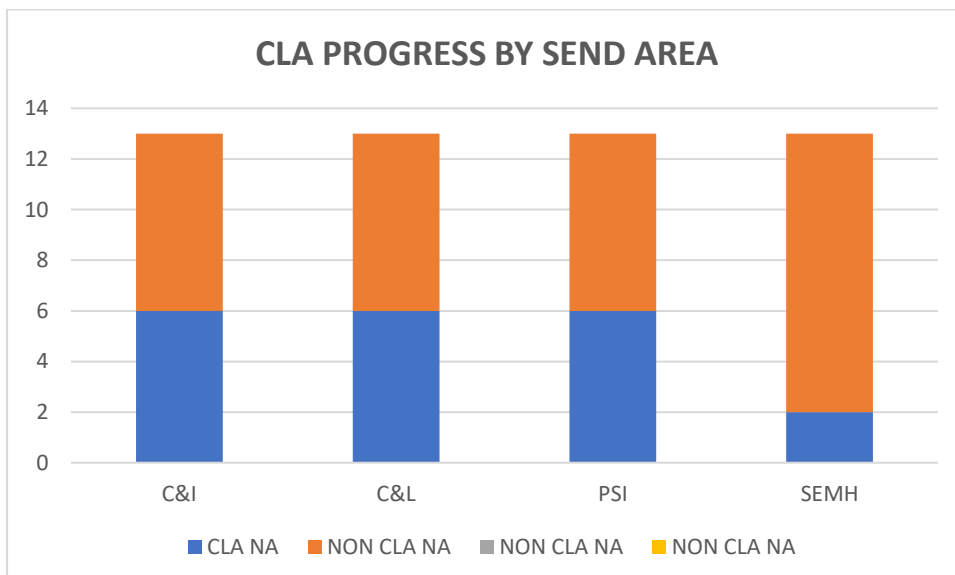
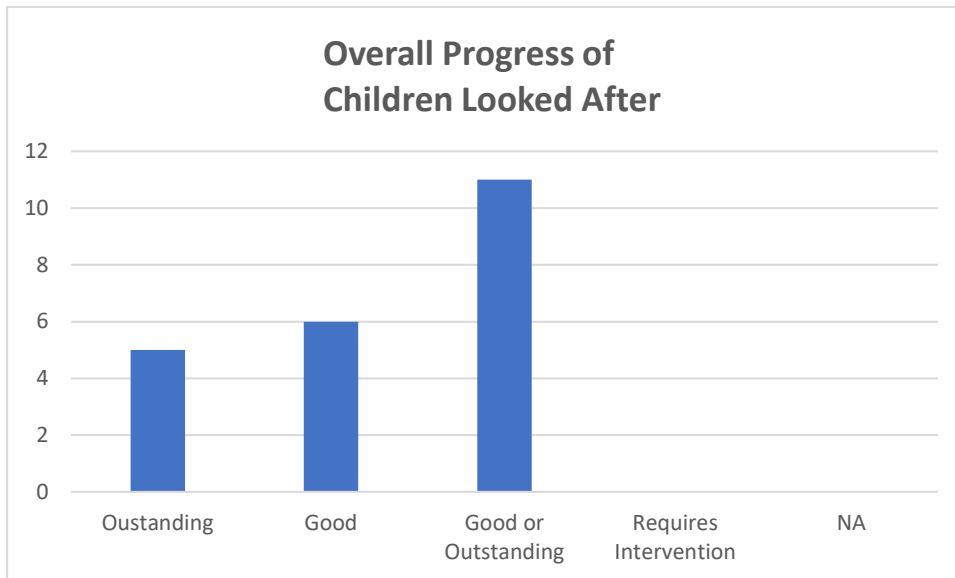


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Pupil Progress CLA (PP+)

Context Evergreen has 11 pupils who are looked after. All of these students are white British and have English as their first language.



Analysis

Pupils who are looked after all made good over outstanding progress

No CLA is classed as 'Requires Intervention



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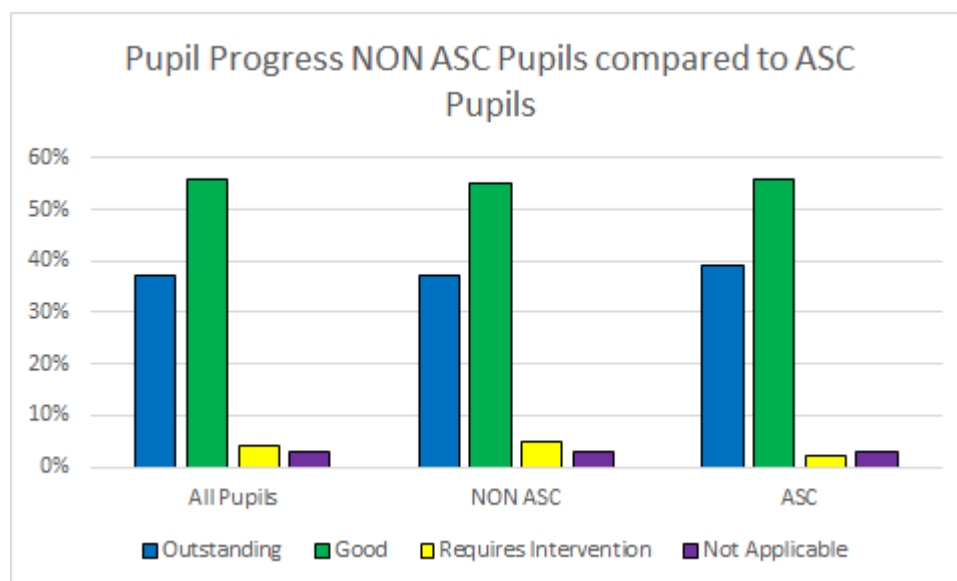
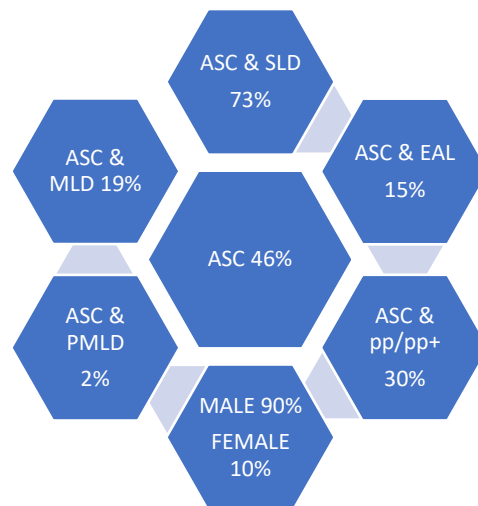
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CLA made better progress in C&I, C&L and PSI.

SEMH progress overall is good with some students making outstanding progress

Pupil Progress for diagnosis of Autism (ASC)

Context: 46% of the student population have a diagnosis of autism





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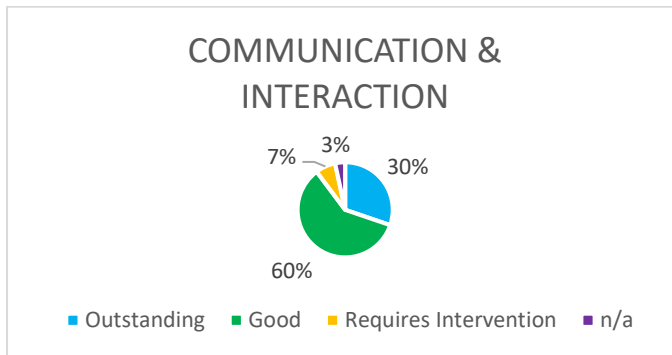
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Children diagnosed with autism made slightly better progress than other students

Pupil Progress EHCP

Pupil Progress across the four SEND areas as specified in the child or young person's Education Health Care Plan

Communication & Interaction

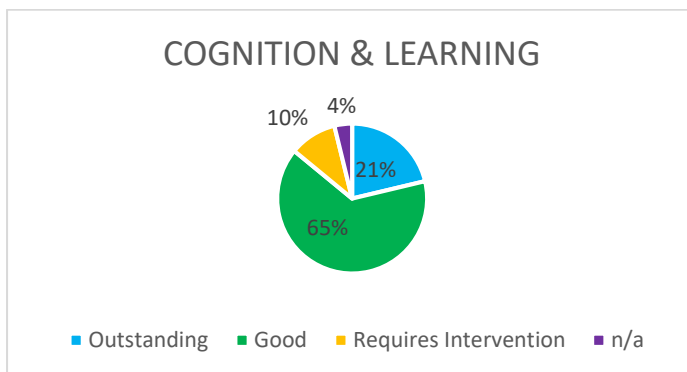


30% outstanding progress

90% making good or outstanding progress in Communication & Interaction

7% require intervention

Cognition & Learning



21% outstanding progress

86% good or outstanding progress in Cognition & Learning

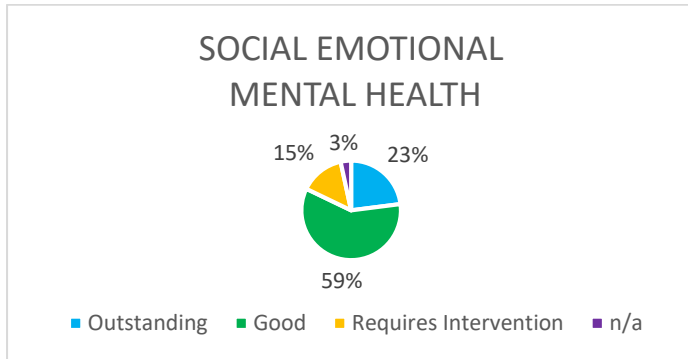


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10% require intervention

Social Emotional Mental Health

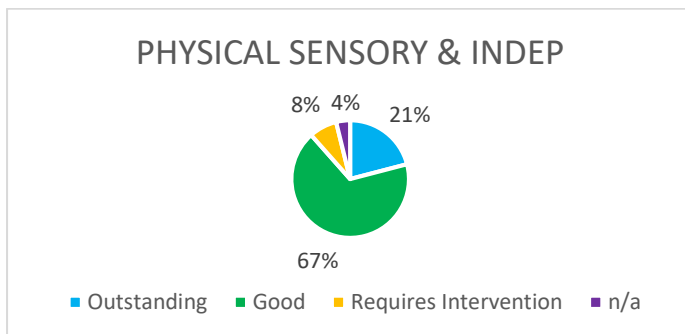


23% outstanding progress

82% good or outstanding progress In Social and Emotional Mental Health

15% require intervention

Physical Sensory and Independence



21% outstanding progress

89% good or outstanding progress

8% require intervention

EHCP - SEND area progress analysis



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Communication and Interaction continue to be a strong part of the curriculum

Social Emotional and Mental Health of students continues to be an area that students need more interventions

Progress in Cognition and Learning is very good however it is slightly lagging behind Physical, Sensory & Independence and Communication & Interaction and continues to be an area to improve on.

Statutory assessments

Due to the COVID pandemic Statutory Teacher Assessments did not take place as per government guidance.

The Department for Education required children in Year 1 to take part in the national phonics screening check. Due to the COVID-19 pandemic, the Department of Education delayed the assessment. It took place in the Autumn term for all those pupils who were in year 1 and moved into year 2 in September 2020. 2 pupils out of a total of 12 were entered, both did not pass the screening.

All pupils are working significantly below in the EYFS Profile – all pupils scored below all ELG.

Qualifications and Accreditations

Below is a summary of the qualifications gained in the year 2020-21

Open Awards commenced on September 2020 and so far, our students have gained the following:

Entry Level Award

- **22 x Open Awards Entry Level Award** in Skills for Further Learning and Employment (**Entry 2**) (RQF)
- **2 x Open Awards Entry Level Award** in Skills for Further Learning and Employment (**Entry 1**) (RQF)

Entry Level Certificate

- **3 x Open Awards Entry Level Certificate** in Skills for Further Learning and Employment (**Entry 3**) (RQF) x 3 learners
- **5 x Open Awards Entry Level Certificate** in Skills for Further Learning and Employment (**Entry 2**) (RQF)
- **4 x Open Awards Entry Level Certificate** in Skills for Further Learning and Employment (**Entry 1**) (RQF)

Entry Level Extended Certificate

- **8 x Open Awards Entry Level Extended Certificate** in Skills for Further Learning and Employment (**Entry 1**) (RQF)



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- **5 x Open Awards Entry Level Extended Certificate** in Skills for Further Learning and Employment (Entry 2) (RQF)
- **1 x Open Awards Entry Level Extended Certificate** in Skills for Further Learning and Employment (Entry 3) (RQF)

Level 1 Certificate

- **5 x Open Awards Level 1 Certificate** in Skills for Further Learning and Employment (RQF)

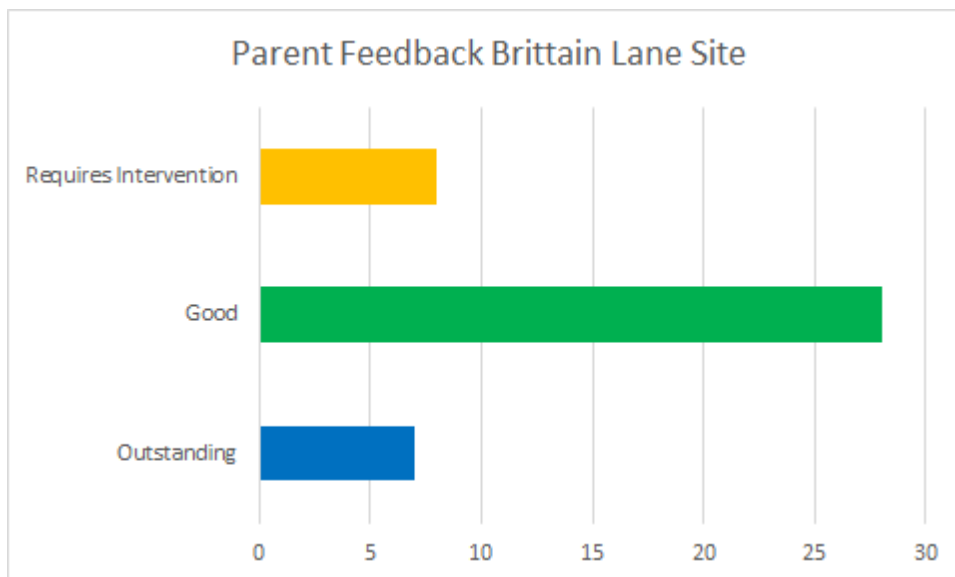
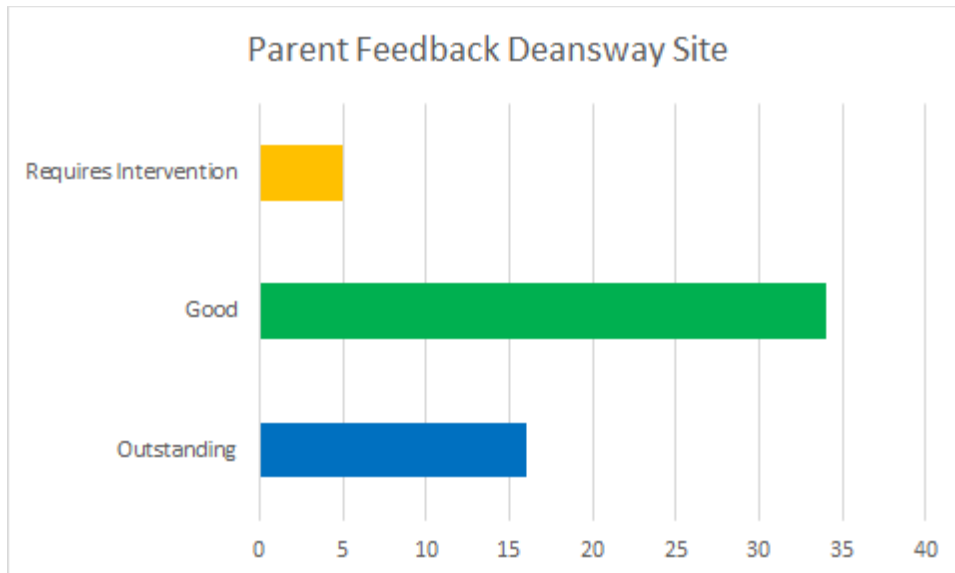
Comments from parents regarding how they view their child's progress (Annual Review parents report)

Summer Term 2020-21	
Deansway Site	Brittain Lane Site
The improvement for E has been amazing. Having gone from a couple of hours per day on a reduced timetable to now doing full days!	We are very pleased with K's progression with his food and also how well he has settled into a new school.
K has shown a great improvement since he started to Evergreen School in so many aspects. He is now more communicative; his social interaction and tendency to explain his needs more verbally are improving, he is more confident with reading and tracing letters and numbers. He also has improved his core strength at school which is very pleasing to see. His overall improvement has been remarkably visible and we are very much hoping it continues in the same way.	Improved concentration and communication ability to express what she wants.
Outstanding in certain areas. We are very pleased with how school is going and Sam's ability to deal with what has been put to him e.g. swimming, full time hours etc. It's been beyond our expectations.	Maths and English have come on so much since last review, but still needs help with it. Also, his confidence is coming on but he still is very anxious and want go anywhere with large crowds or noise.
J's made very good progress through a difficult year of being in and out of school due to the restrictions of COVID. J requires his routine, seeing peers in the school setting, and regular input of learning / behaviour support.	



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Summary of Evergreen Curriculum Impact

Pupils are thriving at Evergreen. The data shows Evergreen school has particular strong progress in attainment for students who are Looked After.

EAL students, PP/PP+ and Ethnic Minority Students make very good progress.

There are no significant gaps in attainment.



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Our curriculum strengths are communication and interaction.

As would be expected after a global pandemic children are making less progress with their Social Emotional Mental Health compared to the other SEND areas.

All students left Evergreen with a meaningful and relevant Open awards qualification

Next Steps

To continue to monitor students' progress on a highly personalised MAPP

To continue to support children's SEMH through robust safeguarding procedures, RSE education and early identification of children who may need therapeutic or other MDT support

To share good practice and raise/maintain good standards in Cognition and Learning across the school

To analyse and share the outcomes of Functional Maths and English qualifications once received

To continue to use PP/PP+ and epep funds effectively to ensure CLA are supported holistically into adulthood



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Appendix 1.

Teaching Learning & Assessment

Monitoring Cycle

	TLA Monitoring Visit	Pupil Progress Meeting	Collaborative Planning	Peer Learning Walks	Moderation	Assessments & Report	Ongoing Paperwork
Aut 1	TLA Monitoring Visit Head / Deputy Head- Focus Teaching Standards		Teacher Hubs	Focus: PSEDs necessary date		Review and update MAPP targets	Review termly /update end of year: Behaviour Support Plans
Aut 2		Appraiser	Teacher Hubs		MAPP evidence (inc data on excel)		Pupil Passport Class webpage
Spr1	TLA Monitoring Visit SLT- Focus Teacher Appraisal Objective		Teacher Hubs	Focus: Communication		Review and update MAPP targets	Pre-key stage standards / Engagement profile Bespoke Assessments
Spr 2		Appraiser	Teacher Hubs		MAPP evidence (inc data on excel) Teachers		EHCP annual Review Teachers Report
Sum 1	TLA Monitoring Visit SLT- if needed		Teacher Hubs	Focus: Physical & Sensory		Review and update MAPP targets	(4 weeks prior A/R) Learning Journal-weekly
Sum 2		Appraiser	Teacher Hubs		Engagement Profile / Pre-Key Stage Standards	Engagement Profile / Pre-Key Stage Standards End of year Parents Report	communication with parents regarding progress.



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Appendix 2.

OFSTED HANDBOOK

Impact

217. When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

218. Inspection experience and research show that the most important factors to consider are the following:

- A well-constructed, well-taught curriculum will lead to pupils learning more and so achieving good results. Therefore, such a curriculum contributes to evidence of impact. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- Pupils are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.
- All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.
- Pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations. Inspectors will also consider this.
- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers (see [paragraphs 342 to 344](#)).

National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will consider any outcomes data, where this is available in published national data (this does not include teacher- or centre-assessed grades from 2020 and 2021), but it does not constitute a substitute for inspectors' first-hand inspection activities.

Inspectors will not use schools' internal assessment data as evidence

219. Inspectors will not look at non-statutory internal progress and attainment data^{[footnote 57](#)} on section 5 and section 8 inspections of schools.^{[footnote 58](#)} That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools' generation, analysis and interpretation of data. Teachers have told us they believe this will help us play our part in reducing unnecessary workload. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand. Inspectors will use published national performance data as a starting point on inspection, where it is available.

220. Inspectors will use the official IDSR as a starting point and get to see first-hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school.

221. Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

Sources of evidence specific to curriculum impact



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222. Evidence of impact should be drawn together from a combination of inspection activities. None of these on their own is sufficient to make an assessment of the impact. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more
- the nationally generated performance information about pupils' progress and attainment, where it is available in published national data. This information is available in the IDSR, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team. Inspectors will only use performance information published since the previous section 5 report or the previous monitoring inspection
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and documentary review described above (see ['Implementation – sources of evidence'](#))
- nationally published information about the destinations to which its pupils progress when they leave the school (see [destinations of key stage 4 and 16 to 18 \(KS5\) students](#))
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education and their adult lives [footnote 591](#)

223. Inspectors will recognise that some schools are in turn-around, including when they have been brokered into a MAT or rebrokered from one to another. In these schools, the quality of education may have been poor and may now be showing significant and sustained improvement. In these situations, nationally generated performance data may lag behind the current quality of education in the school and so inspectors will view the national data in this context.

Reaching a single quality of education judgement, drawing together intent, implementation and impact

224. Inspectors will not grade intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered and using their professional judgement.

Appendix 3

Terminology used when analysing data.

- Vast majority - 90% or more.
- Overwhelming majority - 75%
- Large majority - 60%
- Majority - 53% +
- Minority less than 49%