



Progress and Achievement Report

2023-24

Executive Summary

This Progress and Achievement report is an annual publication capturing our students' key successes. It reports on all three aspects of our ASD Philosophy of Education © by looking at the impact of our work in the three core area of our provision:

- academic progress
- specialist therapeutic support
- life skills' development

In this document, you will find information about:

- Attendance
- Progress of our students from the Early Years Foundation Stage to Key Stage 3
- Accredited Learning of the students in Key Stages 4 and 5
- Destination of our School Leavers
- Supported Internships
- Progress in Emotional Regulation and engagement in learning
- Strengths and priorities by provision type
- Key themes arising from Students', Staff' and Families' voice

Our vision to be the centre of excellence in Autism education, research and professional development. This vision is, by its very nature, aspirational and so, ever-stretching of our knowledge, skills, expertise and resourcefulness.

I am incredibly proud of the work that we do, and the last academic year 2023-24 was pivotal in solidifying many outstanding practices – in teaching, in learning support, in therapeutic assistance on offer and in our preparing our students for life outside of school.

We also worked with a number of external partners – locally, nationally and internationally, with an increasing numbers of organisations contacting us to visit our setting and see first hand the practice of truly holistic education. As per our vision, we are always determined to learn from others, but also share our expertise to make a difference beyond the Abbot's Lea School's walls to help advance special education, and Autism-related practice specifically, worldwide.

I wish to thank our staff team – from the Governing Body which supports us to make our vision a reality, through the Leadership Team colleagues who are my partners on the journey of school development, to every single staff member (regardless of their job role) without whom there would, quite simply, be no school!

Lastly, and yet ever-centrally, I thank and congratulate all of our students who work tirelessly to gain knowledge, skills and experiences and excel in their commitment to our Code of Conduct: Golden Rules ©. Congratulations! I have no doubt that the Class of 2024-25 will be equally fantastic!

Whilst rejoicing in the successes of last year, it is crucial though, to assure you all that we are not resting on our laurels. We are an outstanding school, as judged by Ofsted in July 2024, however, we are committed to raising the bar in all that we do in order to further enhance the experiences and outcomes for all of our learners. I hope you enjoy reading this report and I invite you to join us on our continuous developmental journey.

Yours sincerely

Mrs A Hildrey
Headteacher

1. Attendance - Professional summary and next steps:

As with all behaviours, there is an understanding that non-attendance to school meets one or more of four functions of behaviour. In line with our plan to improve behaviour across the school, non-attendance is approached with a 3-tier level of support. Where students do not attend, daily safe and well checks take place.

Universal support:

For students who attend well, class teams, led by their Assistant Headteacher (AHT) will support maintaining a high level of attendance and improving it further.

Targeted support:

For our persistently or severely absent students, a plan will be formed for students with relevant professionals around the student and their family. This may include, but not be limited to, support from the Multidisciplinary team, including our safeguarding team, Positive Behaviour Support Team (PBS Team) or in-house therapists.

Specialist support:

For student who struggle to leave their houses and attend school, our attendance team, led by our Head of Therapies, our Safeguarding Manager and our Deputy Headteacher will create an action plan to integrate the students back into school. If appropriate, this may be via our support hub. Referral and escalation processes will be followed as appropriate.

Although we continue to strive to meet the governmental expectation for attendance, you will see that the impact of our works compares favourably in our Local Authority.

Please note that any national comparisons only apply for students of statutory school age

	National average	ALS
National average for attendance YTD:	92.8%	85.1%
National average for authorised absence YTD	2.8%	6.6%
National average for unauthorised absence YTD	6.1%	7.3%
National average PA (including SA) (YTD)	37.6%	31.1%

	<u>YTD</u>		
	<u>National</u>	<u>Local</u>	<u>Abbot's Lea School</u>
<u>Primary</u>	94.5%	91.1%	92.0%
<u>Secondary</u>	90.9%	81.6%	81.6%
<u>Special</u>	87%	80.7%	85.1%

Attendance for Academic Year 2023-24

Attendance Category	Number of students	Boys	Girls	FSM	No FSM	LAC	EAL	UA	% of students			
									with +97%	90-97%	below 90%	below 50%
EYFS	6	3	3	2	4	0	0	6	2	3	1	0
	94.5	94.9	94.0	94.3	94.5			1.2	33.3	50	16.7	
KS1	34	26	8	10	24	0	4	34	14	17	3	0
	95.5	95.4	95.6	93.7	96.2		96.1	0.5	41.2	50	8.8	
KS2	53	46	7	41	12	4	6	53	17	24	10	2
	89.5	91.7	75	88.0	94.7	80.6	95.0	4.9	32.1	45.3	18.9	3.8
KS3	70	55	15	40	30	4	2	70	21	27	19	3
	88.7	91.9	76.7	87.2	90.6	96.5	99.7	4.6	30	38.6	27.1	4.3
KS4	68	60	8	43	25	4	1	68	18	17	21	12
	76.6	78.7	61.1	78.8	72.9	92.8	96	15.4	26.4	25	30.9	17.6
KS5	46	43	3	27	19	1	5	46	7	15	18	6
	78.2	80.7	41.4	74.2	83.8	66.5	92.5	10.6	15.2	32.6	39.1	13
Interns*	4	3	1	2	2	0	1	4	0	2	2	0
	84.5	85.6	81.0	94.2	74.7		95.7	6.0		50	50	
Whole School	277	233	44	163	114	13	18	277	79	103	72	23
	85.1	86.9	75.8	85.5	87.3	88.2	95.1	7.7	28.5	37.1	26	8.3

Reduced Timetables

	Number of cases	No impact	Static impact	Emerging impact	Good impact	Significant impact
Part-time timetables	10	1	2	0	1	6

ALS IMPACT MEASURES

- Increase in school engagement
- Increase in frequency and/or duration of school attendance
- Increase in attendance data
- Move from one category to another (SA-PA, PA-above 90%)

No progress

None of the above present

Static progress

Impact has stayed the same since the last review point

Emerging Progress

One of the above present

Good progress

Two or more of the above present

Significant progress

The student has more than 90% attendance

National Special School Comparisons 2023-24

	Absence	Persistent absenteeism
National Data	13.0%	37.6%
Abbot's Lea School data	12.6%	31.7%

Abbot's Lea School outperforms other special schools nationally in terms of attendance.

2. Progress EYFS – KS3

Early Years Students: Progress checks 2023-2024

There were six students in Early Years Foundation Stage (EYFS) in the academic year 2023-24. The tables below show 100% of EYFS students made progress across one or more of the seven areas of learning.

Key:

E = Emerging **D = Developing** **S = Secured**

Student A:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D				D				D			
Communication and Language				E	D	D						
Physical Development				D				D	D			
Literacy				D				D				E
Mathematics				D				E	D			
Understanding the world				D	D	D						
Expressive arts and design				D	D				D			

Student B:

	0-3			3-4			Reception			FLG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D	D	D									
Communication and Language	D				F	F						
Physical Development	D				F	D						
Literacy	D	D	D									
Mathematics	D				F	F						
Understanding the world	D				F	D						
Expressive arts and design	D	D				F						

Student C:

	0-3			3-4			Reception			FLG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D				D				F			
Communication and Language				F	D	D						
Physical Development				F				F	D			
Literacy	D				D	D						
Mathematics	D				D	D						
Understanding the world	D				D	D						
Expressive arts and design				F	D				F			

Student D:

	0-3			3-4			Reception			FLG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D	D	D									
Communication and Language	E	D	D									
Physical Development				E	E	D						
Literacy	E	E	E									
Mathematics	E	E	E									
Understanding the world	E				E	D						
Expressive arts and design	E	D	D									

Student E:

	0-3			3-4			Reception			FLG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D				E	D						
Communication and Language	D	D	D									
Physical Development				E	E	D						
Literacy	E	E	D									
Mathematics	E	D	D									
Understanding the world	E				D	D						
Expressive arts and design	D	D		E								

Student F:

	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D	D	D									
Communication and Language	D	D	D									
Physical Development				E	E	D						
Literacy	E	E	E									
Mathematics	E	E	E									
Understanding the world	E				E	D						
Expressive arts and design	D	D		E								

Professional summary and next steps:

All students followed a 'next steps' approach, based on the student's starting points. Progress across the academic year was monitored through class team assessments, and Pupil Progress Meetings, held termly with Assistant Headteacher.

Students were summatively tracked at three points across the year and their progress was documented as in the tables above across all seven areas of the EYFS framework. This allowed us to show the individual progress of each student.

The prime areas continued to be the strongest focus and particularly Communication and Language (C+L) and Personal, Social and Emotional Development (PSED).

A range of strategies have been implemented to support progress in the prime areas. Working alongside the MDT, students have received universal, targeted and specialist SALT interventions as appropriate. In addition to this, all students have benefited from weekly blank level activities, bucket therapy, the implementation of communication boards and AAC technology within the classroom to develop communication and language. In order to ensure that all students were taught an ambitious curriculum, where able, students accessed KS1 phonics and maths sessions alongside KS2 students. Students in Wales classroom have benefitted from accessing the BESST curriculum, supported by the Positive Behaviour team which has helped them to develop their play and interaction skills.

Next steps

- To continue to lead and develop CPD for all staff in EYFS/KS1 classrooms, ensuring that they have child development knowledge and in-depth knowledge of the curriculum they help to deliver.
- To further develop the BESST curriculum offer to ensure all students in EYFS/KS1 have access under the tiered therapies approach

- To prioritise the mapping and assessment of all students in EYFS/KS1 ensuring that observation are meaningful and allow impact to be monitored across the academic year.

Overall EYFS Progress

	Number of students making no progress	Number of students making progress within an age band	Number of students making progress from 1 band to the next	Number of students who made progress by more than one age phase
PSED	0	23	10	3
Communication and Language	0	23	12	1
Physical Development	0	22	13	1
Literacy	0	20	14	2
Mathematics	0	23	12	1
Understanding the world	0	16	19	1
Expressive arts and design	0	20	15	1

KS1 Progress

There were 14 students in KS1. 100% of students in KS1 made progress either within a stage of development or beyond and towards Year 1 outcomes.

Two Year 2 students accessed KS2 formal phonics lessons in terms 5 and 6. These students are currently working within phase 3 phonics.

KS1 reading:

Total number of students in EYFS/KS1	30
Total number of students on Phase 1 phonics	17
Number of Phase 1 phonics students who have made progress	17
Number of students learning Phase 2 – 6 phonics	19
Number of the students making progress within a given phase	11
Number of students who have moved up at least 1 phase	8

Key Stage 2 Reading

Professional summary and next steps

All but 1 student made reading progress in Key Stage 2. The student who did not make progress, is classed as a PA and has not attended school for the majority of the year; therefore she was unable to be formally assessed.

Next steps to further increase progress are:

- To analyse all assessment data to identify strengths and weaknesses and support
- To ensure phonics and reading groups in KS2 are implemented from term one and continue throughout the academic year. All reading, phonics and comprehension schemes should be taught ambitiously.
- To ascertain by term 3, 2024 – 2025 which students can be entered for KS2 SATS and follow a reading curriculum that supports this.
- To further develop staff phonic knowledge, ensuring all new support staff are trained to deliver our Phonics scheme.

Total number of students in Key Stage 2	52
Total number of students on Phase 1 phonics	8
Number of Phase 1 phonics students who have made progress	8

Number of students learning Phase 2 – 6 phonics	30
Number of the students making progress within a given phase	18
Number of students who have moved up at least 1 phase	12
Number of students classed as fluent readers (beyond Phase 6)	14
Number of students making progress up to 1 year	6
Number of students making progress of 1 year of more	8

Key Stage 2 Maths

Professional summary and next steps

All students in Key Stage 2 made progress in maths in the last academic year. Bespoke classrooms have developed their environments and resources to ensure all students in key stage 2 can access maths in a play-based way.

Next steps to further increase progress are:

- To ascertain by term 3, 2024 – 2025 which students can be entered for KS2 SATS and follow a maths curriculum that supports this.
- To have robust systems in place to monitor progress and ensure all students are able to access formal assessments in both GL Assessments and Sandwell
- To improve the recording of assessment data
- To ensure all students have access to basic Maths lessons daily to ensure basic functions and skills are embedded into long term memory.

Total number of students in Key Stage KS2	52
Total number of students using Sandwell Assessments in September 2023 (Early Number)	23
Total number of students who made 1-6 months of progress on Sandwell Assessment	11
Total number of students who made 6 months plus of progress on Sandwell Assessment	6
Total number of students who made 12 months plus of progress on Sandwell Assessment	1

Total number of students accessing GL PTM Assessment in September 2023	13
Total number of students accessing GL PTM Assessment in July 2024	18
Total number of students accessing GL PTM Assessment who moved up to 1 year of progress	11
Total number of students accessing GL PTM Assessment who moved up 1 year or more	8

Key Stage 3 Maths

Students and staff reported that moving to grouping for maths at Key Stage 3 has had a huge impact on progress and lessons could be even more focussed, albeit with adaptations. Student voice was in favour of this approach, as apart from the maths benefits, students reported feeling more grown up.

Next steps:

- To further develop assessment opportunities for secondary students unable to access formal assessments
- To continue to implement Maths groups in Key Stage 3 based on this year's feedback
- To share details of TT Rockstars with families and encourage learners to use this at home

Total number of students in Key Stage 3	68
Total number of students using Sandwell Assessments (Early Number)	8
Total number of students who made up to 6 months plus of progress on Sandwell Assessment	1
Total number of students who made 12 months plus of progress on Sandwell Assessment	5
Total number of students accessing GL PTM Assessment	60
Total number of students accessing GL PTM Assessment who made up to 1 year of progress	32
Total number of students accessing GL PTM Assessment who made 1 year or more of progress	12

3. Accredited Learning - KS4

Professional summary and next steps:

There was an increase in the amount of qualifications achieved by the students this year from the previous year in Functional Skills Reading, Writing and Speaking, Listening and Communicating from 72 passes to 87 passes. There was also a further 17 passes in Functional Skills Maths, and 45 Science qualifications, amounting to 149 passes across the year. This is testament to the quality first teaching and hard work of all staff supporting them. Students were better attuned to the exam process having sat a series of mock exams throughout the year, which helped their performance. Functional skills lessons used exam style activities to support the students with their confidence with approaching these tasks.

Next steps:

- To continue to develop each student's capacity and potential to gain further success within their exams, and to increase the number of students who gain success within their GCSE exam results.
- On a bespoke and personalised basis, to extend the qualifications on offer at GCSE level to include GCSE Biology and Chemistry.
- To develop the offer of GCSE English Language, English Literature and GCSE Maths to ensure greater confidence in results based on students' predicted grades
- To continue to ready students to move to their next destinations

Qualifications gained 2023-24

Award	Number of students gaining the award Summer 2024
Open Awards Functional Skills Maths Level 2	1
Open Awards Functional Skills Maths Level 1	3
Open Awards Functional Skills Maths Entry Level Certificate 3	8
Open Awards Functional Skills Maths Entry Level Certificate 2	3
Open Awards Functional Skills Maths Entry Level Certificate 1	2
Total number of Maths qualifications gained	17
Open Awards Functional Skills Reading Level 2	2
Open Awards Functional Skills Reading Level 1	6
Open Awards Functional Skills Reading Entry Level Certificate 3	12
Open Awards Functional Skills Reading Entry Level Certificate 2	7
Open Awards Functional Skills Reading Entry Level Certificate 1	3
Total number of Reading qualifications gained	30
Open Awards Functional Skills Writing Level 2	2
Open Awards Functional Skills Writing Level 1	7

Open Awards Functional Skills Writing Entry Level Certificate 3	9
Open Awards Functional Skills Writing Entry Level Certificate 2	6
Open Awards Functional Skills Writing Entry Level Certificate 1	3
Total number of Writing qualifications gained	27
Open Awards Functional Skills Speaking, Listening and Communicating Level 2	2
Open Awards Functional Skills Speaking, Listening and Communicating Level 1	10
Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 3	12
Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 2	5
Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 1	1
Total number of Speaking, Listening and Communicating qualifications gained	30
Open Awards Entry Level Award in Science (RQF)	19
Open Awards Level 1 Award in Science (RQF)	26
Total number of Science qualifications gained	45
Total number of qualifications gained at KS4	149

4. Accredited Learning - KS5

Professional summary and next steps:

This year has seen improvement from 37 pass marks to an improved 67 pass marks.

As in previous years, our students were prepared well with a series of mock exams and exam style practice at two stages last year.

Our next steps to ensure further improvements next year are to ensure teaching and learning of Functional Skills lead to an increase in exam successes in English, and Maths. Additionally, students will complete qualifications in Employability, PE, Food Technology and RE.

Next steps:

- To continue to develop each student's capacity and potential to gain further success within their exams, and to increase the number of students who gain success within their GCSE exam results.
- On a bespoke and personalised basis, to extend the qualifications on offer at GCSE level to include GCSE Biology and Chemistry.
- To develop the offer of GCSE English Language, English Literature and GCSE Maths to ensure greater confidence in results based on students' predicted grades
- To continue to ready students to move to their next destinations

Award	Number of students gaining the award 2024
Open Awards Functional Skills Maths Level 2	0
Open Awards Functional Skills Maths Level 1	3
Open Awards Functional Skills Maths Entry Level Certificate 3	3
Open Awards Functional Skills Maths Entry Level Certificate 2	6
Open Awards Functional Skills Maths Entry Level Certificate 1	3
Total number of maths qualifications gained	15
Open Awards Functional Skills Reading Level 2	0
Open Awards Functional Skills Reading Level 1	4
Open Awards Functional Skills Reading Entry Level Certificate 3	5
Open Awards Functional Skills Reading Entry Level Certificate 2	5
Open Awards Functional Skills Reading Entry Level Certificate 1	4
Total number of Reading qualifications gained	16
Open Awards Functional Skills Writing Level 2	2
Open Awards Functional Skills Writing Level 1	4
Open Awards Functional Skills Writing Entry Level Certificate 3	4

Open Awards Functional Skills Writing Entry Level Certificate 2	7
Open Awards Functional Skills Writing Entry Level Certificate 1	2
Total number of Writing qualifications gained	19
Open Awards Functional Skills Speaking, Listening and Communicating Level 2	2
Open Awards Functional Skills Speaking, Listening and Communicating Level 1	1
Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 3	4
Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 2	10
Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 1	2
Total number of Speaking, Listening and Communicating qualifications gained	17
Total number of qualifications gained at KS5	67

5. Destination of Leavers

Professional summary and next steps:

We are absolutely delighted that this year we had 27 students who moved on from Abbot's Lea School to a meaningful destination (highlighted in the table below). Five students left school without a confirmed destination, but they remain our priority and they have all been referred to Careers Connect for further support and will hopefully access Further Education in the future.

Our next steps are:

- To continue to work with families of KS4 and KS5 students to promote "readiness" to leave ALS where this is appropriate
- To involve the Transitions Team early where there are KS4/5 students who, due to their very complex needs, will require a significantly high level of support in their adult lives
- To increase the number of students accessing Supported Internships

KS4	City of Liverpool College x2 Myerscough College x1 Greenbank College x1 Hugh Baird College x1 Knowsley College x1 SWARC x1
KS5	Careers Connect referral x5 Greenbank College x3 Knowlsey Community College x3 City of Liverpool College x3 Myerscough College x3 Liverpool Media Academy x1 Steady Chefs x1 St. Helens College x1

6. Supported Internships

This year we had three Supported Interns placed at Speke Hall, Liverpool College and Greenbank Sports Centre. Our interns completed a variety of roles including a maintenance assistant, sports coaching assistant and a horticulture assistant.

2 of our Interns have transitioned to new destinations at the end of their work-based programs, acquiring places at FE colleges and the other has decided to continue their internship for a second year. 1 intern has had a change of direction and we continue to work with her and the family to secure her next destination. The Supported Internship program provided all 3 students with greater clarity on what they would like to achieve in the future and contributed to their applications and acquiring of their next step learning providers.

This year, we have secured Supported Internship placements at Speke Hall, Liverpool Tennis Greenbank Sports Centre and Abbot's Lea School (we will be a provider this year for one intern) who have each agreed to host Supported Interns this academic year to further support our aim of developing the independence of our students and supporting their desire to transition to employment or further training. Each Intern will work within a team at their respective organisation, learning new skills related to their job and will receive support from our Intern Coach, to ensure their experience throughout their Internship is a positive one and greatly supports their future transition plans at the end of this academic year.

We have set out monthly priorities for our internship programme and are working with the local authority as well as the growth platform to increase our bank of employers to help appeal to new and potential interns for next year's recruitment. We are working with businesses within our locality and further afield to try and implement Supported Internships within their organisation.

7. Progress in emotional regulation and engagement in learning

Professional Summary and next steps

As a school, we have experienced significant progress in our students' ability to emotionally regulate and engage. What we are doing something transformative and has been commended by several external bodies. It aligns with the strategic direction of Liverpool City Council.

There is a well-developed universal offer of PBS. This is the first of its kind written in the UK.

Staff have reported that the impact of our in-house MDT offer is significant. We have also developed a family training offer and this has been embedded.

Next steps:

- To continue to embed our universal offer of PBS and increase the skills of staff in embedding targeted interventions within the classrooms.
- To continue to identify families who will benefit from universal and targeted support within their home.
- To increase our understanding and support of students who do not attend school and offer an even more robust package of support

The table below shows the breakdown of the 24 students whose cases were open to the PBS team last academic year, who continue to be monitored by the team and an additional

Please note that in addition to the numbers in the table below, there are (as of August 2024 and therefore falling into academic year 2023-24) a further 10 students under assessment from the PBS Team.

	Total number of students supported	No impact	Emerging impact	Good impact	Significant impact
Supported at targeted intervention	13 (of which 2 is SA)	3	1	2	7
Being maintained at targeted intervention	5		1		4
Closed having been targeted intervention	13 (1 unknown progress)	4	1	1	6
Supported at Specialist Intervention	10 (of which 2 are SA)	2		5	3
Being maintained at Specialist intervention	2				2
Closed having been specialist intervention	5			2	3
Total number	48	9	3	10	22

- SA = Severe Absentee (under 50% attendance)

Impact Measures for the tables above

We have 4 measures of impact:

- Increase in school engagement
- Decrease in frequency and/or intensity of challenging behaviour
- Reduction in RPI (frequency and/or intensity)
- Reduction in staff burn out

No progress

Emerging Progress

Good progress

Significant progress

Remarkable progress

none of the above present

one or more of the above present

all of the above with PBS support

all of the above, held by class team

this student has used the experience of being supported and can now emotional regulate and follow expected behaviour and engagement in a range of setting

8. Strengths and Priorities by Provision type

Top three practices which benefited students' academic progress:

EYFS/KS1

- Development of Literacy and Maths areas within classrooms, specifically focussing on quality resources
- The use of evidence for learning to document progress and identify areas for improvement
- Support from Therapies team to ensure all students have access to universal, targeted and specialised SALT and OT

KS2

- Grouping students into Reading groups and Maths groups based on their academic ability, which allowed for greater challenge in each lesson.
- Investment into resourcing all curriculum areas in order to bring learning to life
- Introduction of White Rose Science

KS3

- Grouping students into Reading groups and Maths groups based on their academic ability, which allowed for greater challenge in each lesson.
- Students being supported effectively through intervention activities to support progress and development in key areas such as Maths and Reading, and within EHCP intervention time.
- Students receiving careers and employability activities to increase their awareness of future career paths of further education opportunities.

KS4

- Students being well prepared for their exams by completing a range of mock exam scenarios and completing activities that support their ability to cope under pressurised situations
- Students attending visits to all FE colleges in Liverpool to increase their awareness of what they could transition on to in the future
- Students receiving CIAG meetings with a careers advisor to discuss their next steps

KS5

- Activities linked to transition to support students to purposefully consider transition options and to complete applications for further HE study opportunities or employment/training, resulting in them achieving meaningful destinations
- Students attending visits to all FE colleges in Liverpool to increase their awareness of what they could transition on to in the future
- Students receiving CIAG meetings with a careers advisor to discuss their next steps

Top three practices which benefited students' ability to self-regulate:

EYFS/KS1

- Implementation of BESST curriculum for students to learn play skills and ensure regulation when accessing a learning activity
- Staff supported by Therapies team to help develop strategies for individual pupils: allowing class team to make knowledgeable decisions on how best to support our pupils' who are not yet ready to self-regulate on their own
- Consistent use of visual support and objects of reference under the guidance of the SALT.

KS2

- Following a consistent approach across all environments to ensure students understand what our school expectations are (CHAMPS)
- Implementation of a clear Therapies referral process to allow all students to access support from PBS, OT, SALT and Child Psychotherapist
- All classrooms using WOW walls consistently and part of the PBS Universal offer for Abbot's Lea School
- Students supported to create their own tool box to support self-regulation. Tool box created during transition week and updated termly.
- Consistent use of special recognition awards

KS3

- Consistent use of Zones of Regulation supporting students to develop their understanding and use of it
- Embedding of CHAMPS and its effective implementation
- Receiving special recognition awards each day to build up their confidence and self-esteem through recognition of their hard work and positive attitudes whilst at school

KS4

- Appropriate level of challenge within a new range of Accredited Learning, supporting students to make progress and achieve and feel positive about themselves
- Clear expectations provided through CHAMPS
- Students building positive and mutually respectful relationships with peers and staff who support them to implement regulation strategies effectively

KS5

- Students building positive and mutually respectful relationships with peers and staff who support them to implement regulation strategies effectively
- Clear expectations provided through CHAMPS
- Specialist and targeted support plans for students from MDT team

Top three priorities for the Key Stage this year:

- To develop the curriculum offer to include daily sensory therapy and daily mindfulness
- To support all staff in developing their observation skills and to review how observations are documented to ensure each student makes adequate progress across the year.
- To embed the Therapies offer in EYFS/KS1 to ensure that all practice is supported by SALT/OT.

KS2

- To further resource all foundation curriculum areas appropriately
- To ensure that educational visits are planned into the curriculum
- To support students who are able to access formal testing (KS2 SATS) and ensure that their curriculum offer reflects this

KS3

- To evaluate the timing of reading interventions on the timetables
- To provide opportunities for students to complete some qualifications and access work experience placements
- To ensure students have the opportunity to engage on a range of effective enrichment activities such as MVP and Duke of Edinburgh

KS4

- To engage students with CIAG and support their transition to a meaningful destination after ALS
- To ensure students have the opportunity to engage on a range of effective enrichment activities such as MVP and Duke of Edinburgh
- To provide access to work placements for students and ensure all students complete work experience at least once within the academic year (in a format that they are able to)

KS5

- To ensure students have the opportunity to engage on a range of effective enrichment activities such as MVP and Duke of Edinburgh
- To increase the number of students who access work experience opportunities
- To increase the number of students who access Supported Internships

9. Student, Staff and Family voice

Students:

EYFS/KS1:

I like school because I like to see my Teacher and my friends

Non – verbal student – Parent reported that her son uses his communication board to tell them that he wants to go to school

I loved our swimming lessons this year and reading ‘The Duck who didn’t like water’

KS2

My best memory this year was the residential. I loved spending time outdoors with my friends. I felt like a grown-up and I really hope we go back next year.

I have enjoyed computing this year. We have a new computer room and our Teacher has taught us lots of new things. I really enjoyed learning the SCRATCH software.

I like school. My favourite subject is English. This year we have read some good books but my favourite was definitely ‘The Secret Garden’.

KS3:

I have really enjoyed my music lessons this year, I learnt to play a cool song on the guitar.

I've really enjoyed our Science lessons this year, my teacher makes learning very fun!

I enjoy it when we read a book as a class and discuss it together, sharing what we enjoyed about it.

KS4:

I like the fact that we can gain so many qualifications in a lot of different subjects.

I struggled to concentrate in some lessons this year, but I really appreciate the help that staff give to me.

I really enjoyed my CIAG meeting with a careers advisor as they told me lots of different jobs I could do when I'm older!

KS5:

I really enjoyed visiting different colleges this year, as I'm getting closer to leaving school, it's good to be reminded of what the different colleges are like.

I really enjoyed being part of the Duke of Edinburgh group this year.

I've been at ALS for eleven years and staff have really helped me during my time here.

Staff:**EYFS/KS1:**

I have really enjoyed working in EYFS/KS1 this year. The student progress has been amazing to watch and I am so happy I am staying in the primary department so that I can watch the students continue to make further progress.

Working alongside the Therapies team to implement the BESST curriculum has been amazing. I have learnt so much and implementing the strategies I have been shown and then reviewing the progress each student has made has been a truly rewarding experience.

Supporting students in key stage 1 has been a new experience for me this year. Working with this group of students has allowed me to further develop my skills and work closely with the class teacher to ensure the students in my class make progress.

KS2

Working back in KS2 this year has been a dream come true. I have loved bringing the curriculum to life, attending education visits and enriching the KS2 curriculum for the students in my class.

I have loved supporting students in KS2 this year. I have enjoyed supporting specifically with reading and having my own small phonics group has allowed me to develop my skills and knowledge. The progress students have made this year has been incredible.

KS2 has been wonderful this year. Supporting out students to attend the residential and watch as they grow in confidence has been a remarkable experience.

KS3

It has been great to see students being given the chance to visit different employers and workplaces to see whether there is a job that they would like to do when they leave school.

I have enjoyed working in KS3 this year, and seeing the students develop their confidence and ability in reading.

The fact that students in KS3 can visit colleges is a great way to prepare them for life after ALS, even at their younger age.

KS4

It has been great to see students make brave decisions with their future and move on to college or to complete a supported internship.

The Accredited Learning options have been great for the students and it's been wonderful to see them engage in a range of subjects.

The staff really do work hard to ensure that all students have the best chance of making fantastic progress.

KS5

It is amazing when students feel confident enough to make big decisions about their future through our support.

I think it's great how students get to go on work experience placements!

To see students gain confidence and achieve great success in their exams and other qualifications is amazing!

Families:

EYFS/KS1

Oh wow moment that's incredible very proud 🙌 thanks to all off you for encouraging Mason blessed to have you all involved with XXXX. Thank you so much!!!

Our lives have changed for the better. When xxxx is dysregulated he can use the strategies taught at school to self-regulate. He is a kind, happy boy and we are forever grateful for supporting us.

KS2

I would like to thank all xxx class team members and all staff at ALS for all the support we have received for xxxx and the family. Past and on-going. Especially xxxx, for her care and dedication with her class and xxxx, xxx has thrived in xxx class and always has something nice to share. Your dedication and hard work have not gone unnoticed, thank you all for making learning exciting and engaging for xxxx and the rest of the students at ALS. Classes have helped xxxx develop a deeper love for cookery, fossils and maths which he loves talking about. xxxx has gotten a lot better with his feelings, and will often share with me how he is feeling and what emotion he is feeling. Also I have noticed xxxx confidence is increasing, also he has enjoyed xxxx class very much and comes home with stories to tell and shares how he has enjoyed the outdoor activities/trips.

Thank you so much and also to the whole team who have supported xxxx through the last two years.

She has developed in every aspect of school and home life thanks to all your hard efforts. It's emotional reading back your kind words, safe in the knowledge that you all see and feel the same as myself a proud parent what a wonderful child my daughter is and you have all shared a part in her life and her experiences .My daughter is happy and excited every morning to catch the bus to Abbot's Lea and that's down to all your hard effort. Thank you so much for making xxxx's best year of school. Honesty, he has made such a huge improvement and this wouldn't have happened without you and the team. He hasn't been this happy in such a long time. I know it requires a lot of time, hard work and patience from you and your efforts are greatly appreciated.

KS3

We are so grateful for the support (Student A) receives, and the fact you were willing to take them on a school residential and give them the time of their lives is something we will be forever grateful for.

Thank you to you and all the staff for your support. It's great to see (student B) enjoying school and being willing to talk to us at home about what he has been doing and learning at school!

Thank you so much for all your support for (student C). Due to you help and support, (student C) can see a positive future for himself, and he's been talking about potential career paths he may take, which fills us with hope for him and his future!

KS4

Thank you for your support with (student D) this year. The way you have supported them and provided them with work experience opportunities, as well as all the other support they get, is amazing!

When (student E) started the school year, he was anxious and not very positive, but it has been great to see him develop his confidence over the year, and we are so thankful for your support of him to achieve!

Thank you for your consistent support of (student F), he has been at ALS for a long time, and is now going to college because of your consistent support!

KS5:

(Student G) has done amazingly well this year and achieved wonderful results because of your support with his learning!

Thank you! (Student H) has got a place at college and is so excited to begin their next phase of life, equipped to do his best and be a success!

Thank you for all your support with (student I) and showing her that the world is not such a scary place with the right support!

Ofsted Inspection, July 2024

We are delighted to add that Abbot's Lea School was inspected by Ofsted in July 2024 and was judged to be Outstanding:

<https://www.abbotsleaschool.co.uk/wp-content/uploads/2024/09/Abbots-Lea-School-Ofsted-2024-Report.pdf>