



ASHBROOKE HOUSE SCHOOL

INDEPENDENT SCHOOL FOR BOYS AND GIRLS AGED 3 TO 11

Dear Parent,

As you know I have taken issue with many of the Ofsted judgements and in particular the first four of these under Outcomes for pupils.

1. Pupils enter the school with levels of knowledge, skills and abilities above those typical for their age.

Outcomes require improvement because pupils do not make consistently good progress over time. School data for the last four years indicate that by the end of key stage 2, pupils do not perform as well as they could.

2. Pupils' progress requires improvement because most-able pupils do not achieve as well as they should by the end of Year 6, particularly in writing and mathematics, because they are not challenged to reach the high standards of which they are capable.
3. Most pupils leave Reception class exceeding age-related expectations. At the end of key stage 1, reading, writing and mathematics are all above national averages. However by the end of key stage 2, pupils' progress has stalled and too few pupils achieve the good outcomes expected in English and mathematics.
4. Pupils do not make enough progress in subjects throughout the school. There have been improvements, for example in science, but most-able and lower-attaining pupils are not consistently achieving well enough over time.

In a previous letter I showed how for the first judgement the data for the last four years did show that pupils made consistently good progress over time and that the inspector's last sentence was invalid because the inspector did not know the ability levels of pupils over the last four years.

I now present you with the 2016 SAT results for the 13 children who have just left Ashbrooke.

The children have been ranked in order of ability as measured by the British Picture Vocabulary Scale which can be applied to children from age 3 to 16. A description of the tests 'purposes' is also enclosed.

Looking at judgement 2 and the SAT results we discover the following

- a) The five highest ability children overall score highest in Reading This contradicts judgement 2 and 4.
- b) The five highest ability children overall score highest in GPS (Grammar, Punctuation and Spelling). Again contradicting judgement 2 and 4.
- c) The five highest ability children overall score highest in mathematics. Again contradicting judgement 2 and 4.

This year the SAT results were changed from a Level score eg Level 6, 5, 4 and 3 where level 4 was the EXPECTED LEVEL for the average Year 6 child, to a purely numerical score

where 100 was the EXPECTED STANDARD to be achieved at Year 6. This type of scoring uses a statistical basis similar to that of the BPVS where 100 signifies the 'average' standard.

It can be seen that 9/13 children reached the expected standard in reading 11/13 in GPS and 12/13 in mathematics.

Looking at judgement 3 and then the SAT results it can therefore be seen that pupils' progress has not stalled and the majority of pupils achieve the good outcomes expected in English and Mathematics. This was similar to the data the inspector had for the last four years.

For judgement 4 it has been shown above that most-able attaining pupils are consistently achieving well over time. If we now look at the 5 lowest ability pupils we discover the following.

- a) Two pupils child J and M met the expected standard in all three subjects.
- b) One pupil child L met the expected standard in two subjects.
- c) Two pupils child I and K met the expected standard in one subject.

These are good results from children of a lower ability in a class where there is a broad ability range.

This hardly justifies the judgement 'lower attaining pupils are not consistently achieving well enough over time'. The evidence the inspector had in February was also contrary to this judgement.

The school is able to accurately measure the ability of a child from an early age and no child 'treads water' and all are pushed to work at the level of their ability and to set themselves high all round standards.

The BPVS plus a 50 item word recognition test in Reception and Year 1 provide good indications of ability and attainment.

This was proved by the results of Louise Nunn who left in 2015. In Reception class Louise scored 50/50 in the word recognition test the highest score recorded by a child of this age in all my years of teaching and scored very high on the BPVS. After seven years at Ashbrooke Louise fulfilled her potential by scoring a remarkable Level 6 in mathematics and Level 5 in English in the SATS. She also secured a place at highly selective Bristol Grammar School. Louise's progress had certainly not stalled nor had that of the other children in her class.

I now hope that you will see how children of all abilities make excellent progress at Ashbrooke. The teachers have high expectations for your child and rest assured that the staff will do their utmost throughout the coming year to develop your child's potential to the full.

Yours sincerely

JC Teasdale
Principal/Director

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2016 YEAR 6 SAT RESULTS

CHILD	BPVS	English Reading	English GPS	Maths
A	125	110	114	106
B	121	109	107	101
C	116	115	112	106
D	114	107	107	102
E	113	104	104	110
F*	112	97	97	100
G	108	105	102	100
H	107	103	108	104
I	106	96	100	94
J	101	104	101	107
K	98	89	96	100
L	86	93	100	100
M	85	100	103	100

* Late entrant to Ashbrooke with particular difficulties in Reading and Writing

% of pupils reaching expected standard	69%	85%	92%
% of pupils nationally reaching expected standard	66%	72%	70%

Purposes of the British Picture Vocabulary Scale

The BPVS-II is designed primarily to measure a subject's receptive (hearing) vocabulary for Standard English. It is, therefore, an achievement test since it shows the extent of English vocabulary acquisition. Additionally, the BPVS-II may be viewed as a screening test of scholastic aptitude (verbal ability or verbal intelligence), or as one element in a comprehensive test battery of cognitive processes. However, it can be used for this second purpose only under the following two conditions:

1. When English is the language of the home and community in which the subject has grown up and resides and,
2. When English is, and has been, the primary language of instruction at school.

When these conditions are met, the BPVS-II measures scholastic aptitude because an important facet of intelligence is vocabulary acquisition. Though far from being a perfect predictor, vocabulary has been found to be best single index of school success (Dale and Reichert, 1957). Vocabulary subtests have proven to be among the most important contributions to comprehensive tests of intelligence (Elliott, 1983 and 1990). This is not surprising since language is the major tool humans use in manipulating higher thought process, for instruction and for communication. In terms of the cognitive processing of information, the richness of hearing vocabulary can be regarded as an important indicator of intellectual competence.

A test of vocabulary such as the BPVS-II does not, however, provide a comprehensive measure of general intelligence. Furthermore, performance on a vocabulary test should not be equated with innate or fixed ability, since exposure to a variety of cultural influences including language deprivation or stimulation, can result in marked changes in vocabulary scores.