



## **Achievement & Standards Report**

**2022-2023**

### **Executive Summary**

There has been a reduction in the regression of SEMH whole school as evidenced in the Boxall data. As SEMH was a key focus last year this is pleasing to see.

Our ASD cohort was a focus last academic year. They have outperformed their non-ASD peers in reading, writing and maths so it is very encouraging to see that they have bridged the gap.

Attendance has had an impact on the academic data presented. The improvement of attendance will be a key priority for the school and we have for the first time bought a package of support from Education Welfare Services to help address this. What we also need to look at is the triangulation of data with attendance and medical conditions.

There is a slight gap in EHCP target progress for EAL students in SEMH, sensory and physical needs, our non-white British cohort are not making as much expected progress as their white British counter parts. This is an area to keep as a key focus in the 2023-24 academic year. However, the difference has diminished considerably when compared to previous years. This indicates there has been a positive impact of the past focus in this area and our intervention is working for the majority students.

### **OFSTED targets**

“Leaders have only recently implemented a consistent school-wide approach to the teaching of phonics and reading. This means that not all pupils are able to use phonic knowledge to read. Leaders should continue to train staff to teach pupils to read in line with their new reading policy, so that all pupils who are able to read independently are well supported to achieve this.”

“Leaders should continue to work with these pupils and their families to improve attendance”

### **Key Actions for 2023-24**

- To ensure the implementation of the new Reading strategy across the school. This includes the exploration of new resources and materials being collated within our new reading spine.
- Key focus on the improvement of attendance through our newly appointed attendance officer and EWO services.
- Whole school focus on Nurture and re accreditation. Embedding Zones of Regulation and a continued drive towards self-regulation for students.
- Targeted intervention for our Non White British cohort via teachers and the Interventions team to ensure any gaps in progress are addressed.
- The social communication project will continue to develop by targeting communication and social interaction within unstructured time.

### **Introduction**

The School Development Plan 2022-25 focuses on fully embedding the Choosing to Nurture Enterprise curriculum, targeting any in school gaps, the focus here being SEMH following the pandemic and promoting student independence and resilience with improved social communication. The primary

purpose of this development plan is to give our students the best possible long-term holistic outcomes and preparation for adulthood.

This year, OFSTED said that Manor Green “is a vibrant and happy school where pupils are valued as unique individuals” Where “Expectations for pupils to engage with learning are high. Well-established classroom routines help pupils to concentrate. Teachers aim to make lessons fun and active, and everyone is expected to try their best.” This shows the impact of the key focus that the school has taken with its highly praised Enterprise curriculum and it’s embedding of Active Learning.

The school is proud of the rapid transformation of learning it made in its approach to learning. The school also prides itself in the delivery of its integrated therapies model and the progress it had made in relation to physical and social communication needs. Our key focus this academic year has been in regard to reading. Reading as highlighted in the data presented within this report, has been the key area need to develop across the school. As OFSTED quoted, “Leaders aspire for pupils to learn to read. While many older pupils can read independently, this is not the case for all. Leaders have rightly recognised that a more consistent approach is needed so that all pupils can achieve everything they are capable of. Leaders have recently implemented a consistent approach to the teaching of phonics. This is a central feature of the school’s new reading strategy.”

The new Reading strategy has been developed over the course of the last academic year and is very much in its infancy. Our framework of reading changed in January 2022. We have been training staff in the new systematic structure. The data reflects that this was the right direction of travel for the school and this year the main focus will be to fully implement this strategy with focus on key groups from the intervention team to ensure gaps highlighted are diminished.

### **Accuracy of assessment**

Manor Green has continued focus on effective leadership, triangulated quality assurance, high quality teaching and support, effective assessment and internal and external moderation assures us that our data is reliable.

To ensure that students are achieving skills in a broad and balanced way, termly moderation sessions, analysing progression data across all 4 areas of need within EHCP’s, target monitoring, learning walks and lesson observations were carried out whilst the school was open. The broader base of evidence, including the monitoring of marking and feedback as well as progress towards EHCP objectives reflect the evidence of progress more accurately. We have also continued to work closely with the Berkshire Alliance of Special Schools (BASS) to ensure expectations of student achievement remain high at MGS.

# Academic Outcomes (Summer 2023)

## Methodology

Our ambitious progression guidance remains linked directly to national curriculum expectations and corresponding expectations from other outstanding special schools.

## Understanding the data.

Earwig objectives within the MGS stages reflect our curriculum and within the objectives, they incorporate 6 sub-levels making a more accurate assessment of progress. The academic data has been taken from 2 departments from their moderation points and is based on teacher judgement.

In Ladybird and Orchard Departments students are assessed using developmental student led target setting. Each department uses a framework that is specific and relevant to their own students as follows:

- Ladybird – EYFS until Early learning goals are reached, then MGS academic stages.
- Orchard (Specialist and Sensory) – The SCERTS® Model

Where students are being assessed using the MGS stages and subjects, students are included in the data below.

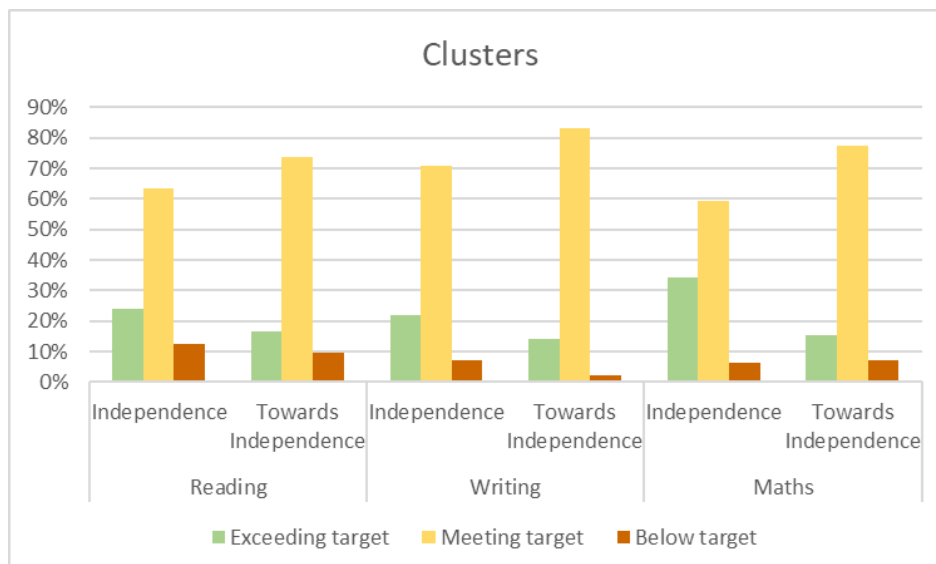
Analysis of progress of groups of learners

By Department 2022-2023

## Whole School

Whole School	Reading	Writing	Maths
<b>Exceeding target</b>	<b>21%</b> <b>37</b>	<b>18%</b> <b>33</b>	<b>26%</b> <b>46</b>
<b>Meeting target</b>	<b>68%</b> <b>123</b>	<b>77%</b> <b>138</b>	<b>68%</b> <b>122</b>
<b>Below target</b>	<b>11%</b> <b>20</b>	<b>5%</b> <b>9</b>	<b>7%</b> <b>12</b>
<b>Total</b>	<b>180</b>	<b>180</b>	<b>180</b>

## Analysis of progress of groups of learners by department



Clusters	Reading		Writing		Maths	
	Independence	Towards Independence	Independence	Towards Independence	Independence	Towards Independence
Exceeding target	24%	17%	22%	14%	34%	15%
	23	14	21	12	33	13
Meeting target	64%	74%	71%	83%	59%	77%
	61	62	68	70	57	65
Below target	13%	10%	7%	2%	6%	7%
	12	8	7	2	6	6
<b>Total</b>	<b>96</b>	<b>84</b>	<b>96</b>	<b>84</b>	<b>96</b>	<b>84</b>

Across the two main departments, Independence and Towards Independence, students have shown a significant level of achievement in regard to meeting expectations for writing and Maths. There had been a targeted focus on the development of the curriculum offer, in regard to sequential and transitional learning and the embedding of this curriculum has been a priority focus. Our Literacy and Intervention leads have developed a new Reading strategy that has been rolled out across the school beginning in January. The data highlights that the implementation and embedding of this strategy with teaching staff and students is essential this academic year.

### By Gender

Sex	Reading		Writing		Maths	
	Female	Male	Female	Male	Female	Male
Exceeding target	17%	22%	20%	17%	20%	28%
	9	28	11	22	11	35
Meeting target	63%	71%	74%	78%	67%	68%
	34	89	40	98	36	86
Below target	20%	7%	6%	5%	13%	4%
	11	9	3	6	7	5
<b>Total</b>	<b>54</b>	<b>126</b>	<b>54</b>	<b>126</b>	<b>54</b>	<b>126</b>

Girls are a much smaller cohort in Manor Green in comparison to boys. The data however highlights a quite significant gender difference in regard to reading with more girls underperforming in reading. In Towards Independence 7 girls are below target in reading. However, when you drill into the raw data, of all the female students more than 50% are high needs, over 40% have very poor attendance and 10% have difficulty accessing the classroom. In Independence one student has extremely low attendance due to long term hospitalisation. Two have unsettled situations with social care involvement and social care involvement. The data suggests a gender issue in reading however once again we feel the main factor that needs to be addressed is attendance.

### EAL

EAL	Reading		Writing		Maths	
	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL
Exceeding target	10%	24%	12%	20%	15%	29%
	4	33	5	28	6	40
Meeting target	76%	66%	78%	76%	76%	65%
	31	92	32	106	31	91
Below target	14%	10%	10%	4%	10%	6%
	6	14	4	5	4	8
<b>Total</b>	<b>41</b>	<b>139</b>	<b>41</b>	<b>139</b>	<b>41</b>	<b>139</b>

## Ethnicity

Ethnicity	Reading		Writing		Maths	
	White British	Other	White British	Other	White British	Other
Exceeding target	23%	17%	19%	17%	31%	17%
	25	12	21	12	34	12
Meeting target	69%	68%	78%	75%	63%	75%
	74	49	84	54	68	54
Below target	8%	15%	3%	8%	6%	8%
	9	11	3	6	6	6
<b>Total</b>	<b>108</b>	<b>72</b>	<b>108</b>	<b>72</b>	<b>108</b>	<b>72</b>

The methodology of separating the White British from all other ethnicities, including undisclosed returns, is not ideal. However, due to the small numbers and the need to report on the whole cohort comparatively, it becomes too complex to illustrate in this report and there is no one group within Ethnic minorities that presents a statistically viable number. However, when viewed collectively, we believe that any in school gaps would become apparent for us to drill down on at a more granular way and indeed this has been the case in previous years. This data reflects a gap has grown with more Non-white British being below target in reading and not as many exceeding targets in maths. However, 100% of the EAL students are under 90% attendance and 1/2 of them are under 60% attendance. Therefore it's their attendance impacting reading not the fact they are EAL. This illustrates as in our OFSTED feedback the need to focus on improving attendance.

## Pupil Premium

PP	Reading				Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exceeding target	19%	21%	19%	18%	19%	29%
	10	27	10	23	10	36
Meeting target	67%	69%	76%	77%	72%	66%
	36	87	41	97	39	83
Below target	15%	10%	6%	5%	9%	6%
	8	12	3	6	5	7
<b>Total</b>	<b>54</b>	<b>126</b>	<b>54</b>	<b>126</b>	<b>54</b>	<b>126</b>

## Service

Service	Reading		Writing		Maths	
	Service	Non-Service	Service	Non-Service	Service	Non-Service
Exceeding target	0%	21%	0%	19%	33%	25%
	0	37	0	33	1	45
Meeting target	100%	68%	100%	76%	67%	68%
	3	120	3	135	2	120
Below target	0%	11%	0%	5%	0%	7%
	0	20	0	9	0	12
<b>Total</b>	<b>3</b>	<b>177</b>	<b>3</b>	<b>177</b>	<b>3</b>	<b>177</b>

## Free School Meals

FSM	Reading		Writing		Maths	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
Exceeding target	22%	19%	25%	14%	27%	25%
	15	22	17	16	18	28
Meeting target	66%	70%	70%	81%	64%	70%
	44	79	47	91	43	79
Below target	12%	11%	4%	5%	9%	5%
	8	12	3	6	6	6
<b>Total</b>	<b>67</b>	<b>113</b>	<b>67</b>	<b>113</b>	<b>67</b>	<b>113</b>

The above-expected progress of Pupil Premium students and free school meals in reading and writing is very pleasing. There is an emerging gap in above expected progress in maths between Pupil Premium and non-pupil premium and a larger number of pupil premium below target in reading.

## Children Looked After

LAC	Reading		Writing		Maths	
	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC
Exceeding target	0%	21%	0	19%	33%	25%
	0	37	0	33	2	44
Meeting target	67%	68%	83%	76%	50%	68%
	4	119	5	133	3	119
Below target	33%	10%	17%	5%	17%	6%
	2	18	1	8	1	11
<b>Total</b>	<b>6</b>	<b>174</b>	<b>6</b>	<b>174</b>	<b>6</b>	<b>174</b>

## ASD

ASD	Reading		Writing		Maths	
	ASD	Non-ASD	ASD	Non-ASD	ASD	Non-ASD
Exceeding target	30%	18%	35%	13%	37%	22%
	13	24	15	18	16	30
Meeting target	60%	71%	60%	82%	60%	70%
	26	97	26	112	26	96
Below target	9%	12%	5%	5%	2%	8%
	4	16	2	7	1	11
<b>Total</b>	<b>43</b>	<b>137</b>	<b>43</b>	<b>137</b>	<b>43</b>	<b>137</b>

The reason we have highlighted one particular need to report on is because of the large number of ASD students we have across Independence and Towards Independence. For other needs, it is not always statistically viable.

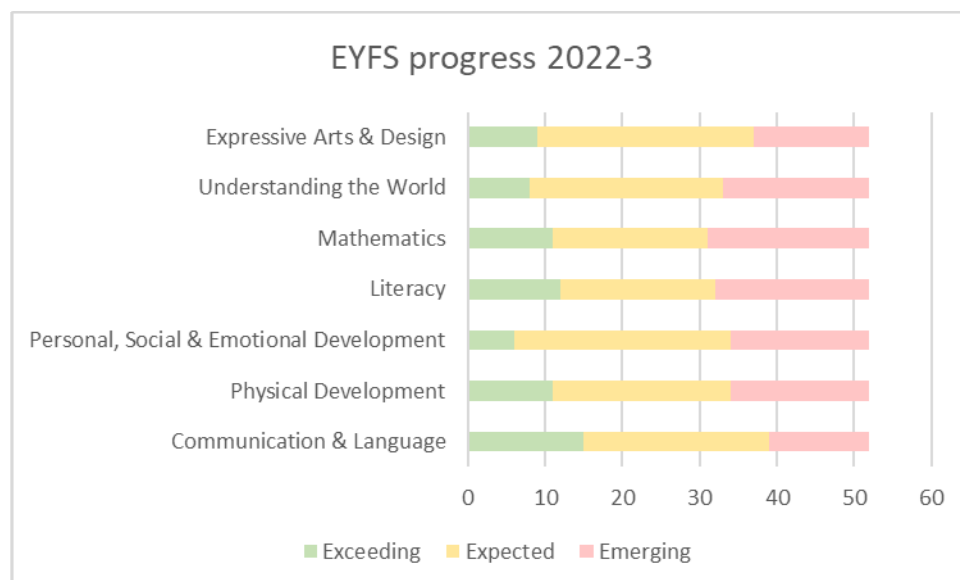
Our ASD cohort was a focus last academic year. They have outperformed their non-ASD peers in reading, writing and maths but it is very pleasing to see that they have bridged the literacy gap.

## Exam Results for KS4 & KS5

Subject	Pass	Ungraded
Arts Award Bronze	13	0
Arts Award Explore	6	0
ASDAN Towards Independence	10	0
ASDAN New Horizons	20	0
ASDAN PDP Bronze	27	0
ASDAN PDP Silver	16	0
ASDAN PDP Gold	8	0
ASDAN Transition Challenge	20	0
ASDAN Short Course	1	0
ELC English EL3	2	0
ELC English EL2	11	0
ELC English EL1	1	0
ELC Maths EL3	11	0
ELC Maths EL2	3	0
ELC Maths EL1	0	0
FS English Level 1	5	0
FS English Level 2	1	0
FS Maths Level 1	2	0
FS Maths Level 2	2	0
Laser Awards – full certificate	5	0
Laser Awards – credits	15	0

## EYFS Progress Data

EYFS Progress	Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Exceeding	15	11	6	12	11	8	9
Expected	24	23	28	20	20	25	28
Emerging	13	18	18	20	21	19	15



In First School, our students learning, and development is underpinned by the Early Years Foundation Stage framework. This is based around students' development milestones, which we track with 'Development Matters'. We focus on the EYFS 7 areas of learning; the prime areas, which are Communication and Language, Physical Development, Personal, Social and Emotional Development and the specific areas of learning, which are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We also monitor how students access their learning through play, with support of 'Characteristics of Effective Learning'. We base most of our assessment on teacher judgement, which is formed through observations from a range of adults who know the student, such as parents, therapists, and their Key Person.

Looking at our data from the prime areas of learning (Communication and Language, Physical Development and PSED) the majority of students are making 'expected' progress. An area of strength over the last academic year is highlighted through the 15 students that have exceeded in the Communication and Language strands; this is due to working alongside our independent speech and language and the availability of 'school advice clinics' that support the reinforcement of a Total Communication environment. There is a higher number of students 'Emerging' in their Literacy and Mathematics progress. This is an area of focus for this academic year; with support of a new Cornerstones curriculum which incorporates a sequential maths and Literacy programme through project based learning and discrete lessons.



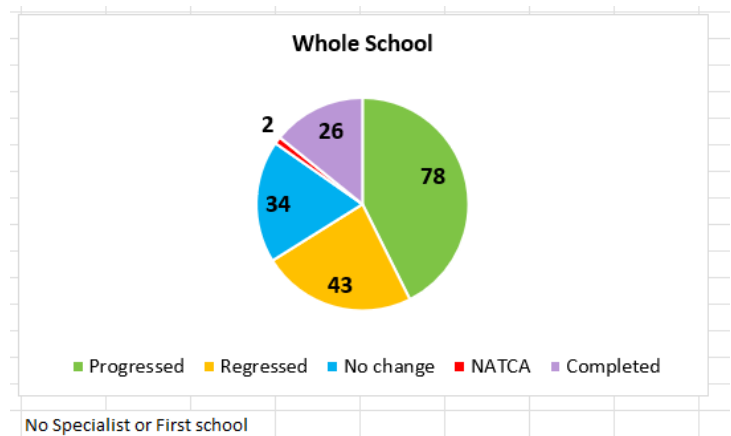
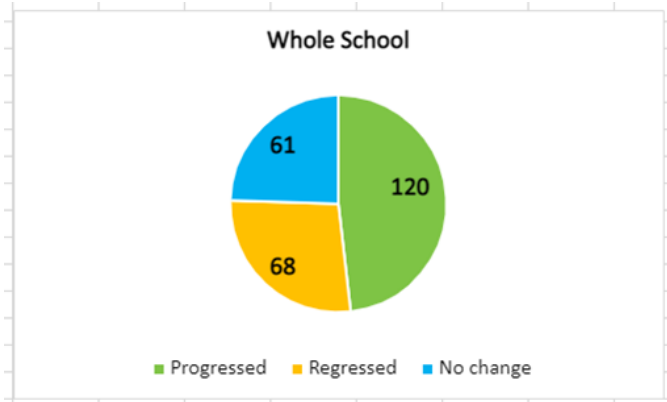
# Whole School Boxall Data Boxall

## Boxall comparison 2021-22 to 2022-23

### Whole School:

2021-22

2022-23



This is the third year we are reporting on annual SEMH progress using the Boxall profile tool. The Boxall Profile is ‘an invaluable resource for the assessment of children and young people’s social, emotional and behavioural development’. Whilst there is some linking between Boxall targets and students’ individual SEMH targets on their EHCPs, this is not consistent at all. This is a systemic issue we need to resolve at an individual level when EHCP targets are set, often at end of Key stage annual reviews, unless there is a significant change in need. The school doesn’t write EHCP targets, but we are able to suggest them, and we need to take a systemic approach of using the Boxall profile moving forward.

Previously we reported on whole school Boxall data. This year, we looked at the other assessment tools that support students SEMH across our more ‘specialist departments’ to see whether Boxall was the best fit for recording this data. First School (students from Nursery to Year 4) work off the EYFS Framework; this tool supports students’ development, 3 areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The PSED area specifically support students Self-Regulation, Managing Self and Building Relationships alongside Communication and Language: Listening, Attention and Understanding. These are the foundations for students to be able to access and achieve the Boxall Profile outcomes – due to this the students in First School will now be baselined on Boxall in Term 6 of Year 4 before they transition to Towards Independence or Independence. Specialist students use a SCERTS framework that focusing on building Social Communication, Emotional Regulation and Transactional Support, this alongside Zones of regulation and our behaviour data is a more accurate reflection of how well these students are progressing in their SEMH needs due to their ability to access the outcomes in Boxall.

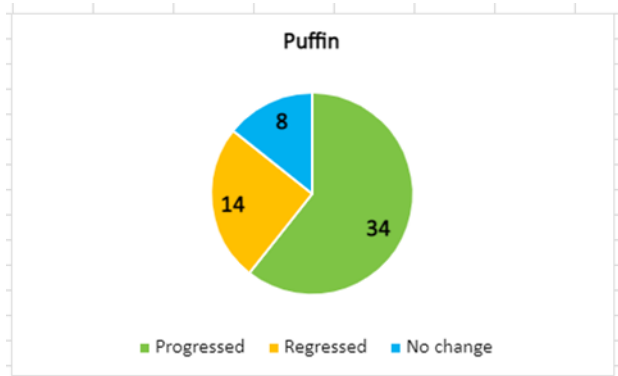
For Towards Independence and Independence we assess on Boxall at 3 separate points throughout the year. Each student is reassessed at the beginning of Term 2, beginning of Term 4 and the beginning of Term 6. Previously, we excluded students who had developed beyond this assessment tool, but this year we reassessed them twice to ensure sustained progress. This year we also included the students we have been unable to assess under ‘not able to complete assessment’.

During the academic year 2022- 23, although Covid restrictions were ‘lifted’, we were still cautious, and this did mean some students were again unable to be accurately assessed. Throughout the year, Teacher strike days impacted the school, which meant that there was inconsistency for students which again impacted student progress across their Boxall data, with unplanned change and unfamiliar staff. The data is based on teachers’ professional judgement of their students. For those students who have regressed/no change teachers are able to share the regression/no change factors. This includes aspects outside of our control with students’ medical needs and personal circumstances.

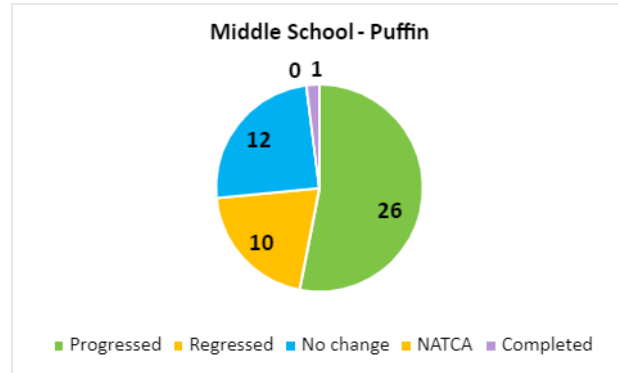
**Puffin**

Puffin is our Middle School Towards Independence cluster, the majority of students are making progress socially and emotionally. There has been one student who has completed their Boxall Profile. The amount of students who have regressed in their profile has decreased this year but we would still like to see further improvement across the cluster.

2021-22



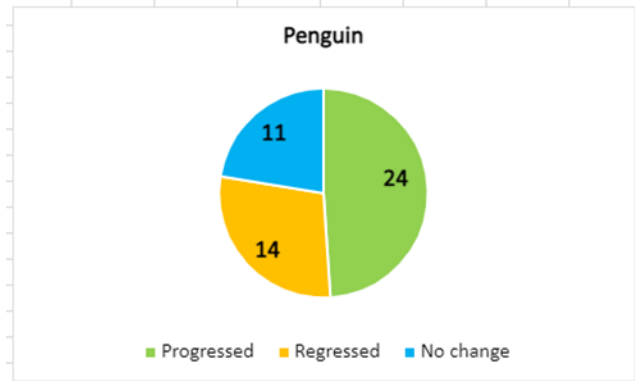
2022-23



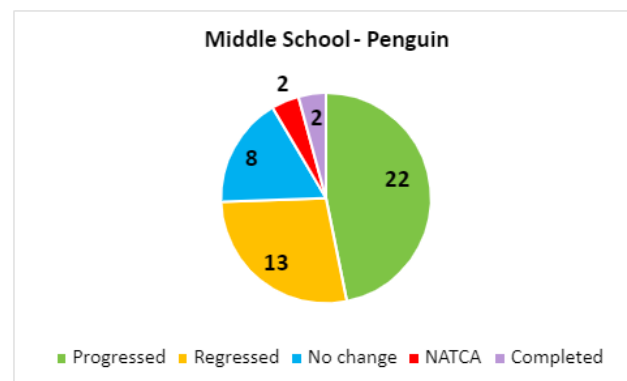
**Penguin:**

Penguin is our Middle School Independence cluster. There has been a decrease in students within the cluster who have had no change on their social and emotional development. There are also students within this cluster who have completed the profile. This is good progress however we would still like to see an improvement here.

2021-22



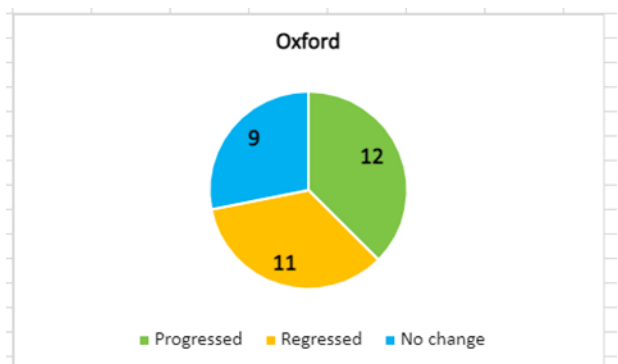
2022-23



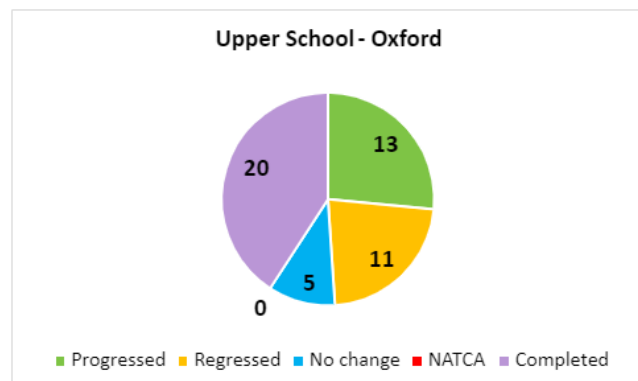
**Oxford:**

Oxford is our Upper School Independence cluster. Last year, we did not account for those students who had completed their Boxall profile however this year we have included their data to show overall SEMH development success. The focus of this cluster is academic progress and readiness for college or employment, however students will not be ready for this as they are not socially and emotionally ready. This cluster was a focus for Nurture leaders this academic year and the success of this can be seen with the increased number of students who have successfully completed the Boxall profile.

2021-22



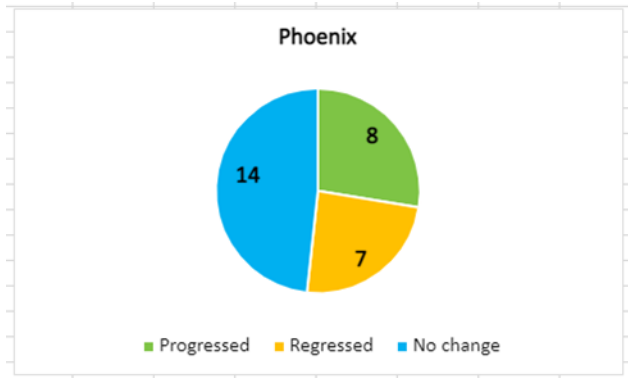
2022-23



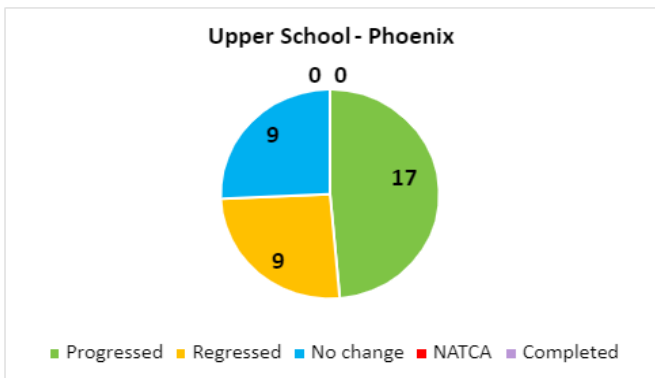
**Phoenix:**

Phoenix is our Upper School Towards Independence Cluster. They are preparing for adulthood and life beyond Manor Green. The last academic year highlighted that these students would need to be a target for Nurture Leaders to see sustained improvement with their SEMH development alongside Oxford. There has been an increase this academic year in students' progression within the profile and a decrease with no change. We would still like to see some improvements here over the next year, but the progress so far is reassuring.

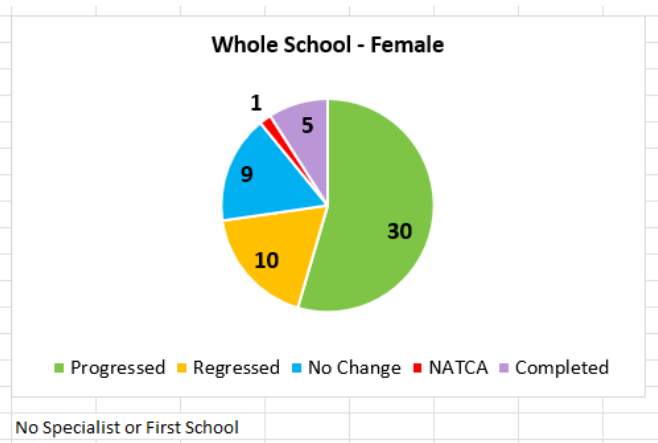
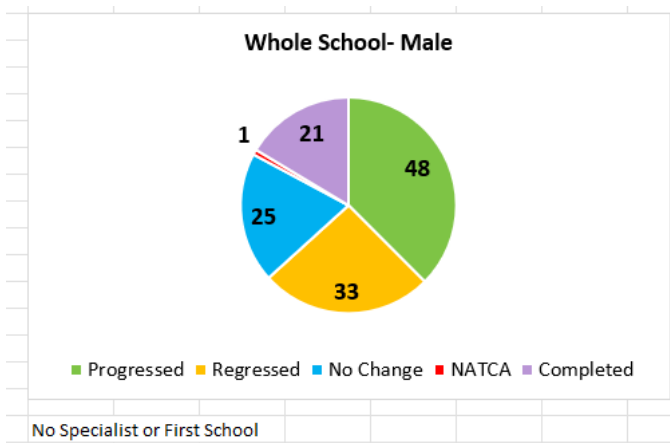
2021-22



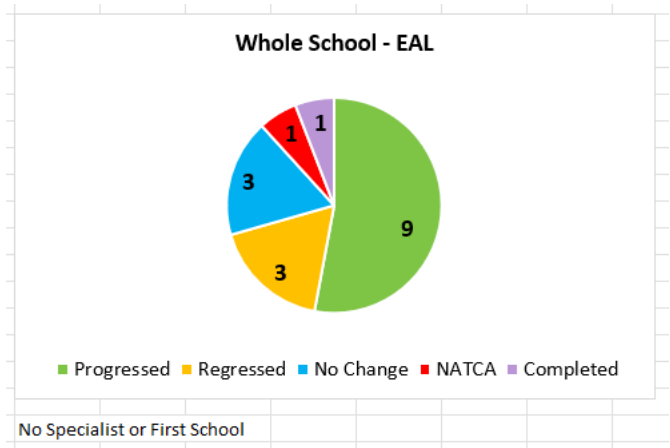
2022-23



**Gender:**



**English as Additional Language:**



## EHCP Outcomes for all departments

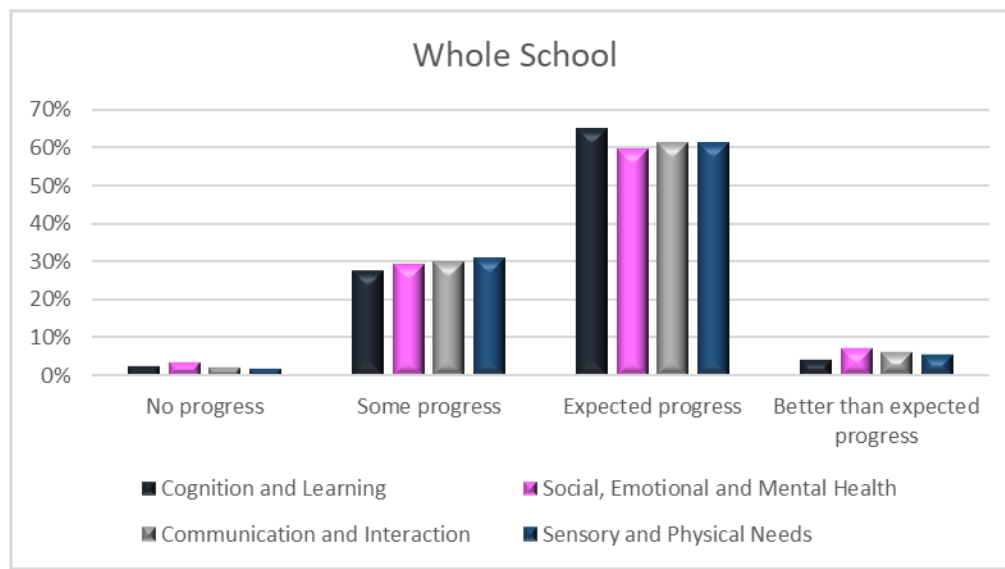
### Methodology

The following report has been prepared by comparing end-of-year assessment data in academic subjects, SCERTS, EYFS and progress towards their EHCP outcomes provided by teachers in July 2023.

We have not highlighted where students have made better than expected progress as our philosophy for this is if the targets are both SMART and stretching we should see minimal students exceeding them and we don't want to set an expectation that students exceed. This is now the second year that we have reported this way and it is in complete alignment with how we report to parents and Local Authorities in relation to the Annual Review process

### Whole School

Whole School	No progress	Some progress	Expected progress	Better than expected progress	Grand Total
Cognition and Learning	8	79	185	13	285
Social, Emotional and Mental Health	11	84	169	21	285
Communication and Interaction	7	86	174	18	285
Sensory and Physical Needs	6	89	174	16	285



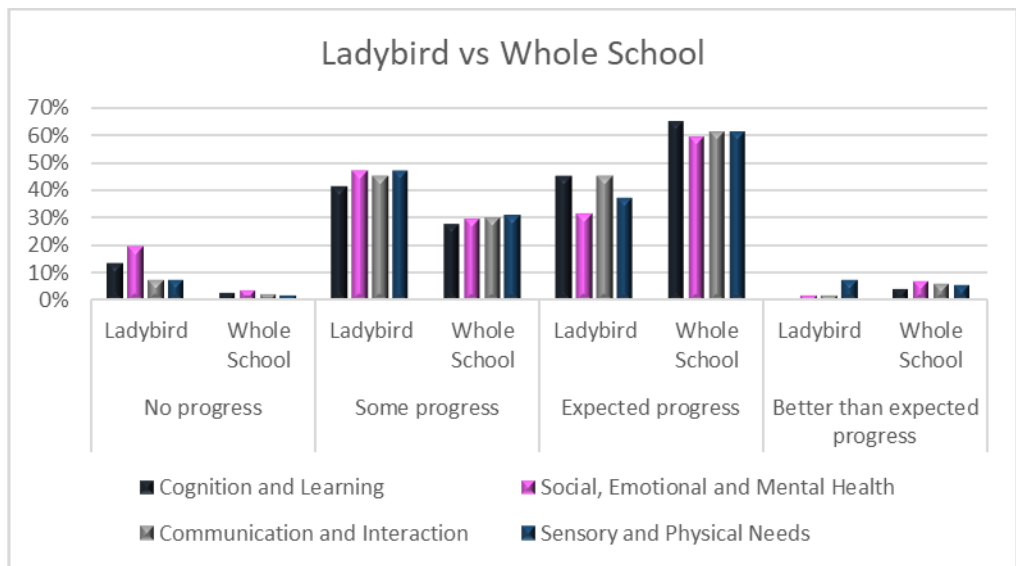
Whole school data highlights the key areas of progress that we have made during the last academic year. A tiny minority of students have made no progress, but there are individual case studies and documented circumstances to evidence why this is the case.

Children's social, emotional and mental health as reported nationwide has been affected greatly and impacts on anxiety levels, dysregulation and attendance, all of which impact on learning and the ability to engage fully in education. Peer to peer communication was a key focus for the academic year with a key

focus for this being in unstructured time such as breaks and lunch. The social communication project has become embedded and the number of wellbeing interventions offered across the school increased and were closely monitored for impact.

### Ladybird

Ladybird vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School
Cognition and Learning	7	8	21	79	23	185	0	13	51	285
Social, Emotional and Mental Health	10	11	24	84	16	169	1	21	51	285
Communication and Interaction	4	7	23	86	23	174	1	18	51	285
Sensory and Physical Needs	4	6	24	89	19	174	4	16	51	285



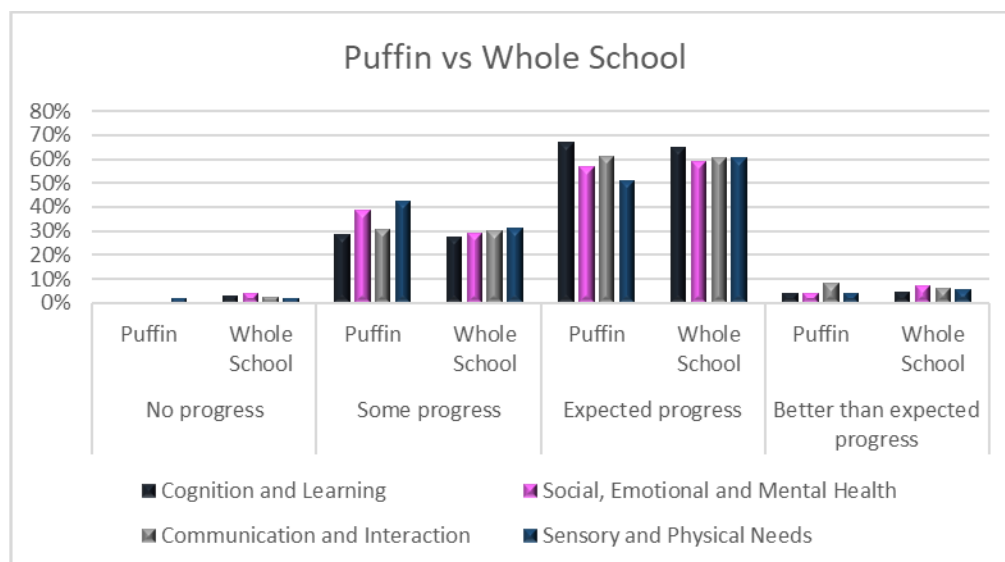
Ladybird cluster is our First School Department. Data against the four areas of need measured from the students’ progression plans shows that the majority of students have been making ‘some’ or ‘expected’ progress, during the Summer Term. This is an improvement on the Autumn Term. It’s also really positive to see that some students have made ‘better than expected’ progress, across three out of the four areas. We still have some students making ‘no progress’ but these students have been given Attendance Plans, due to ongoing complex medical needs and we are working closely with the families to support them.

An area for improvement will be to look at how we are target setting under ‘Social, Emotional and Mental Health’, as this is where we see the least amount of progress, but due to the needs of some of our students and where they are learning developmentally, this may also be expected. This will be reflected in how First School is using the Boxall Profile next academic year. We have been focusing lots on ‘Communication and Interaction’, especially during unstructured times of classes timetables, such as the playground, so it’s great to see progress within this area. We will also be introducing Cornerstones framework and developing a more structured approach to the First School Curriculum. This will hopefully support sequential learning for all, while extending the expectations of our higher achieving learners.

Within First School we have two trainee teachers and two first year ECTs, out of our six classes. The monitoring of consistency in teacher judgement is ongoing and ensuring that targets are SMART and child-focused on students Progression Plans. We will be looking at introducing some more experienced teachers into First School for next academic year, to support our trainee and ECT teachers further.

## Puffin

Puffin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School
Cognition and Learning	0	8	14	79	33	185	2	13	49	285
Social, Emotional and Mental Health	0	11	19	84	28	169	2	21	49	285
Communication and Interaction	0	7	15	86	30	174	4	18	49	285
Sensory and Physical Needs	1	6	21	89	25	174	2	16	49	285

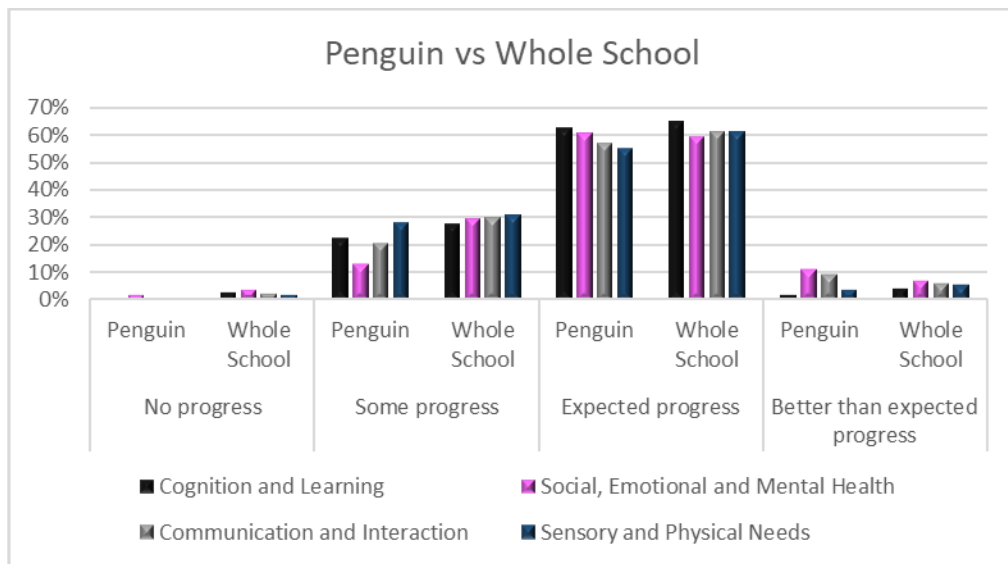


Puffin is our Middle School Towards Independence cluster. The data clearly shows that the active, cross curricular learning is embedded and beneficial for our students and teachers understand more how to set SMART targets. In comparison to Whole school data we have a higher number of students who only made some progress and a similar amount who made expected progress.

There is one student who made no progress in physical and sensory due to his progressive medical condition. In comparison to previous terms Puffin has more students who made better than expected progress.

## Penguin

Penguin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School
Cognition and Learning	0	8	12	79	33	185	1	13	53	285
Social, Emotional and Mental Health	1	11	7	84	32	169	6	21	53	285
Communication and Interaction	0	7	11	86	30	174	5	18	53	285
Sensory and Physical Needs	0	6	15	89	29	174	2	16	53	285

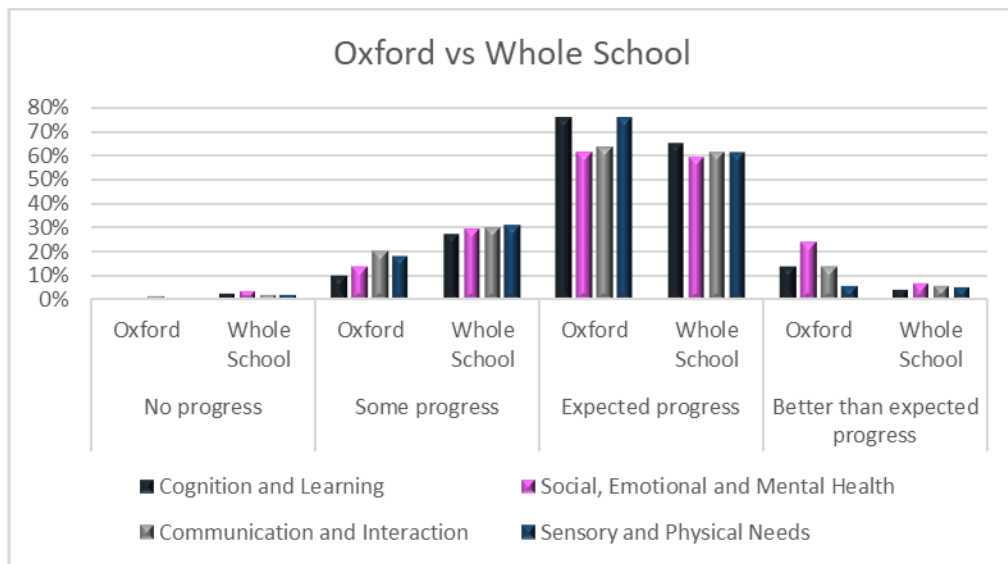


Penguin is the Independence cluster for our Middle School Students. The data has been measured against the student’s progression plans and shows our active, cross curricular learning is beneficial for our students in supporting their progress and retention. Across the whole school, we have one penguin student who has not been in education due to medical reasons having had a prolonged period in hospital and one student not making progress in SEMH.

The data emphasises that a large number of students are making expected progress with a few students making better than expected progress. We have seen a rise in students making expected progress in cognition and learning, this can be contributed to Covid restrictions being relaxed, interventions taking place and more attendance in school. Overall, the students in Penguin cluster are mostly making good progress.

## Oxford

Oxford vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School
Cognition and Learning	0	8	5	79	37	185	7	13	49	285
Social, Emotional and Mental Health	0	11	7	84	30	169	12	21	49	285
Communication and Interaction	1	7	10	86	31	174	7	18	49	285
Sensory and Physical Needs	0	6	9	89	37	174	3	16	49	285



Oxford is our Upper School Independence cluster. Data against the four areas of need measured from the students' progression plans in Oxford cluster shows that only one student made no progress during the year due to awaiting therapists' consultations and plans.

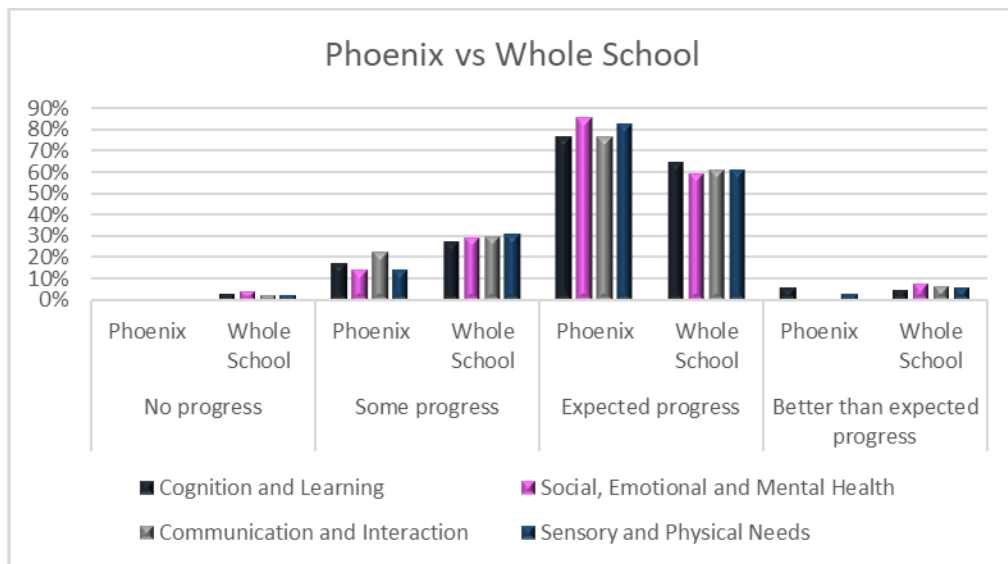
In comparison to the Whole school data there are less students who made some progress and a similar percentage of students made expected progress while a higher amount completed with better than expected progress.

The data highlights that an increased amount of students in Oxford are making expected progress than before when measured against the four areas of needs.

## Phoenix

Phoenix vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School
Cognition and Learning	0	8	6	79	27	185	2	13	35	285
Social, Emotional and Mental Health	0	11	5	84	30	169	0	21	35	285
Communication and Interaction	0	7	8	86	27	174	0	18	35	285
Sensory and Physical Needs	0	6	5	89	29	174	1	16	35	285





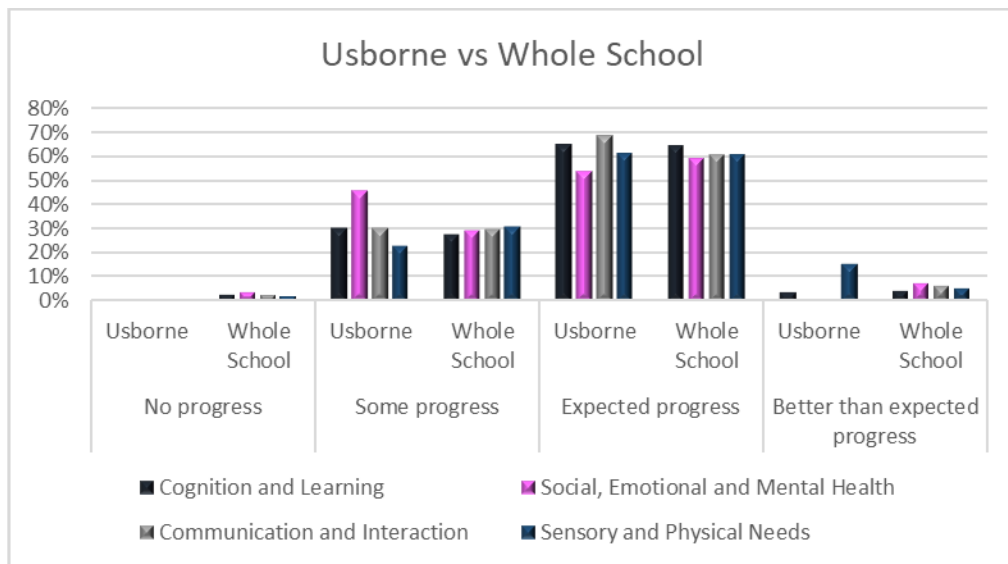
Phoenix is our Upper School Towards Independence cluster. Data against the four areas of need measured from the students' progression plans in Phoenix cluster shows that none of the students made no progress during the year.

In comparison to the Whole school data less students made some progress and there is a similar percentage of students who made expected progress while less in better than expected progress.

The data highlights that a higher amount of students in Phoenix are making expected progress than some progress when measured against the four areas of needs. This shows that the Life Skills curriculum is embedded and teachers became better to set achievable SMART targets.

## Usborne

Usborne vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School
Cognition and Learning	0	8	8	79	17	185	1	13	26	285
Social, Emotional and Mental Health	0	11	12	84	14	169	0	21	26	285
Communication and Interaction	0	7	8	86	18	174	0	18	26	285
Sensory and Physical Needs	0	6	6	89	16	174	4	16	26	285



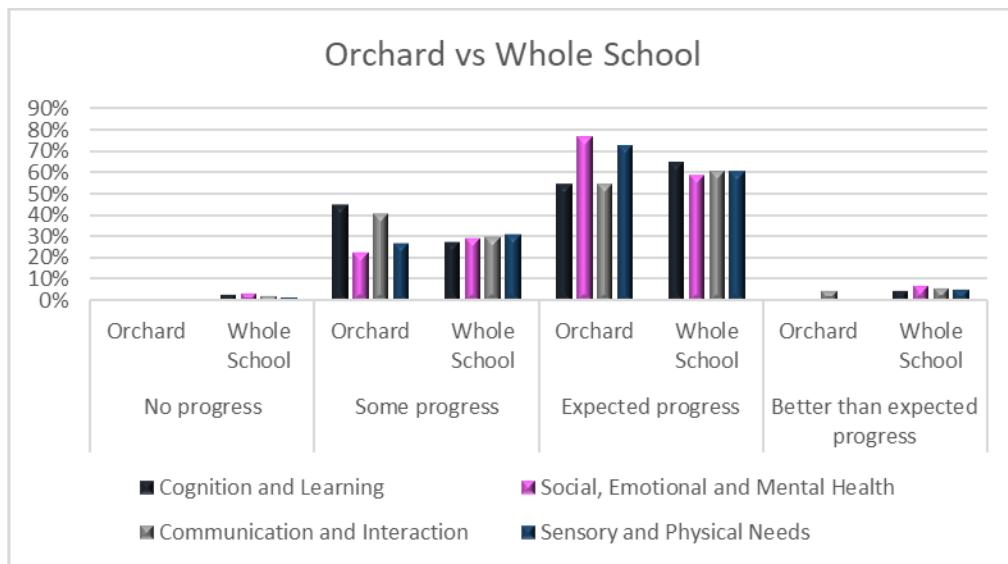
Data against the four areas of need show all students are making at least some progress towards their targets, expected or better than expected progress. We have no students making no progress across any areas. We have a higher number of students making expected progress in communication and interaction compared to the whole school and feel this is as a result of our priority in the department being developing functional communication.

Four Usborne students achieved better than expected progress in sensory and physical. This relates to personal care and eating targets which were achieved through consistent boundaries and approaches by all team members.

The data shows that the students are generally progressing well in the department despite their significant and complex needs.

## Orchard

Orchard vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Orchard	Whole School	Orchard	Whole School	Orchard	Whole School	Orchard	Whole School	Orchard	Whole School
	Cognition and Learning	0	8	10	79	12	185	0	13	22
Social, Emotional and Mental Health	0	11	5	84	17	169	0	21	22	285
Communication and Interaction	0	7	9	86	12	174	1	18	22	285
Sensory and Physical Needs	0	6	6	89	16	174	0	16	22	285

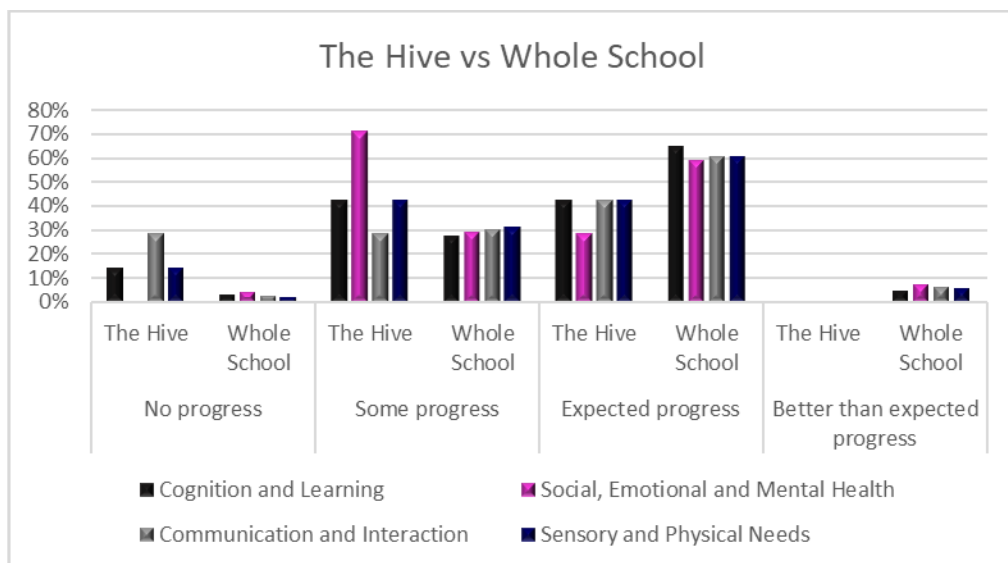


Data against the four areas of need show all students are making at least some progress towards their targets, expected or better than expected progress. We have no students making no progress across any areas. Orchard has a higher number of students making expected progress in SEMH compared to the whole school and this is due to the introduction of zones of regulation which has supported students with behaviour that challenges a way to help emotionally regulate them.

The data shows that the students are generally progressing well in the department despite their significant and complex needs.

### The HIVE

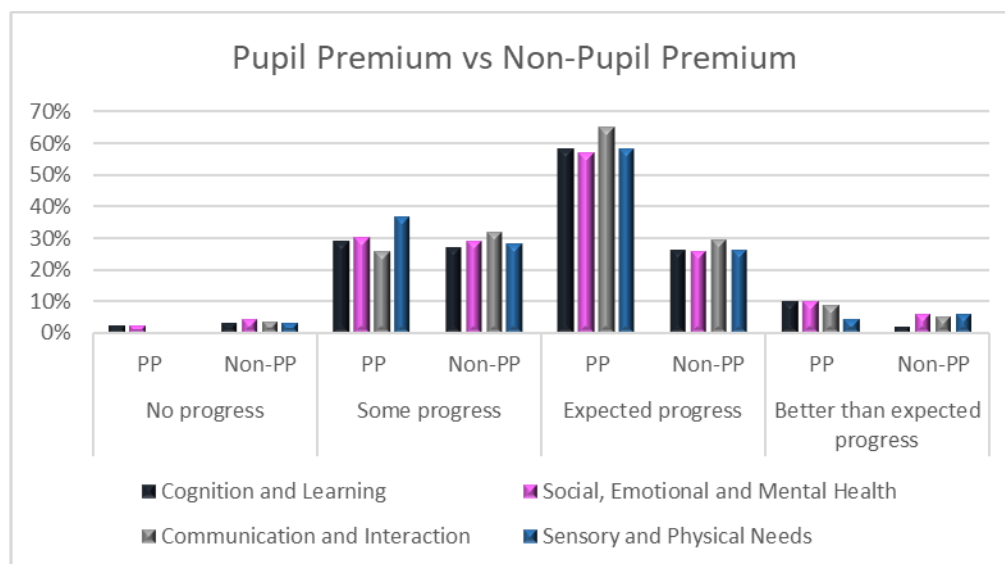
The Hive vs Whole School	No progress		Some progress		Expected progress		progress		Grand Total	
	The Hive	School	The Hive	School	The Hive	School	The Hive	School	The Hive	School
Cognition and Learning	1	8	3	79	3	185	0	13	7	285
Social, Emotional and Mental Health	0	11	5	84	2	169	0	21	7	285
Communication and Interaction	2	7	2	86	3	174	0	18	7	285
Sensory and Physical Needs	1	6	3	89	3	174	0	16	7	285



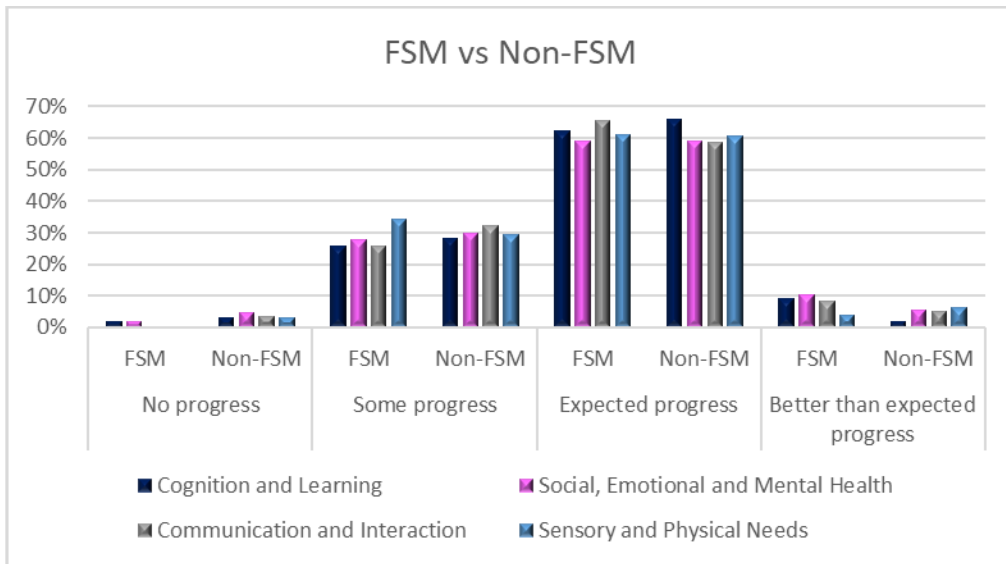
There are currently 7 students on roll who are being educated through the HIVE; all these students have very complex physical and medical needs, which is what prevents them from attending a school setting. Some of their conditions are progressive, therefore for most of the students at some point regression is likely. When reviewing the data, this term we can see that the majority of students are making either some or expected progress across the four areas of need. Compared to last term we have seen some improvement in the students 'Communication and Interaction', however this still remains a focus and with the expertise of our independent Speech and Language Therapist, we hope to continue to see improvements. The area of need that has been highlighted this term as an area of particular success is Social, Emotional and Mental with all the students making 'some' or 'expected progress'

## Pupil Premium

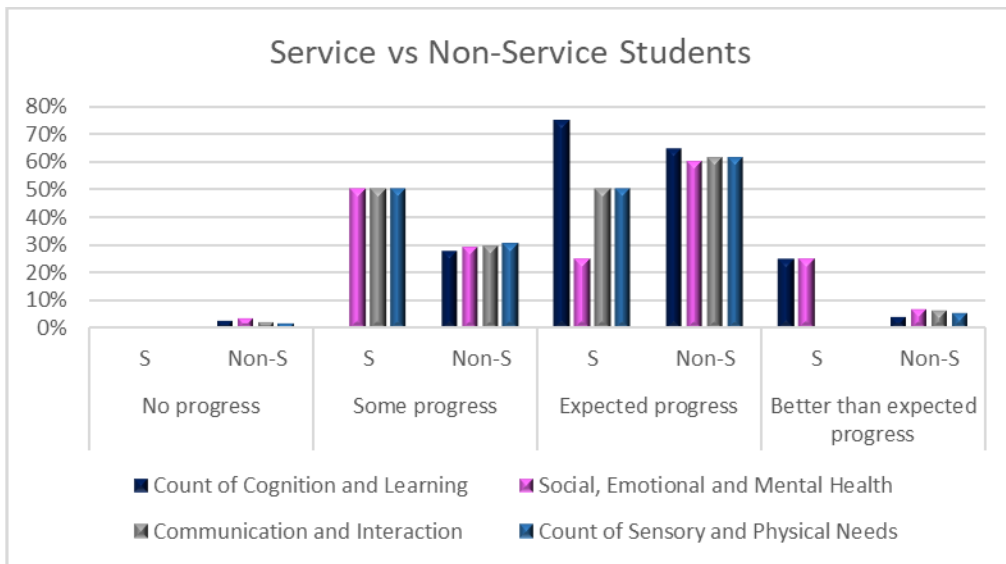
Pupil Premium v Non-Pupil Premium	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Cognition and Learning	2	6	26	53	52	133	9	4	89	196
Social, Emotional and Mental Health	2	9	27	57	51	118	9	12	89	196
Communication and Interaction	0	7	23	63	58	116	8	10	89	196
Sensory and Physical Needs	0	6	33	56	52	122	4	12	89	196



Free School Meals vs Non-Free School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
Meals										
Cognition and Learning	2	6	25	54	60	125	9	4	96	189
Social, Emotional and Mental Health	2	9	27	57	57	112	10	11	96	189
Communication and Interaction	0	7	25	61	63	111	8	10	96	189
Sensory and Physical Needs	0	6	33	56	59	115	4	12	96	189



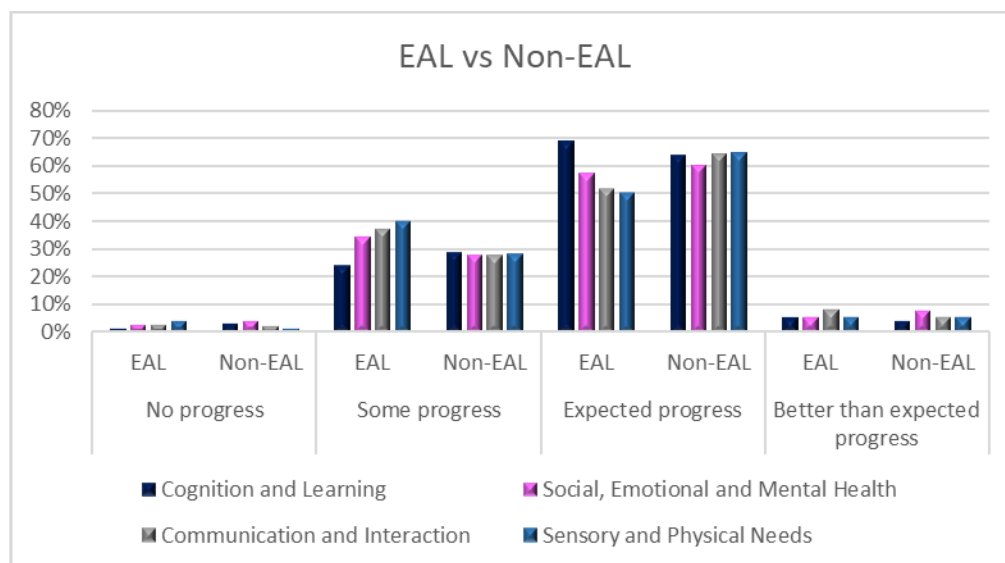
Service children vs Non-Service Children	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Service	Non-Service	Service	Non-Service	Service	Non-Service	Service	Non-Service	Service	Non-Service
Count of Cognition and Learning	0	8	0	79	3	182	1	12	4	281
Social, Emotional and Mental Health	0	11	2	82	1	168	1	20	4	281
Communication and Interaction	0	7	2	84	2	172	0	18	4	281
Count of Sensory and Physical Needs	0	6	2	87	2	172	0	16	4	281



The data in relation to student premium again this year is very pleasing. Nationally there is an increasing gap between student premium and non-student premium students. Our data highlights that Manor Green has effectively bridged this gap and that proportionally more student premium students are making expected progress and better than expected progress across all four areas of need than non-student premium students.

## EAL

English as an Additional Language vs Non-EAL	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL
Cognition and Learning	1	7	17	62	48	137	4	9	70	215
Social, Emotional and Mental Health	2	9	24	60	40	129	4	17	70	215
Communication and Interaction	2	5	26	60	36	138	6	12	70	215
Sensory and Physical Needs	3	3	28	61	35	139	4	12	70	215

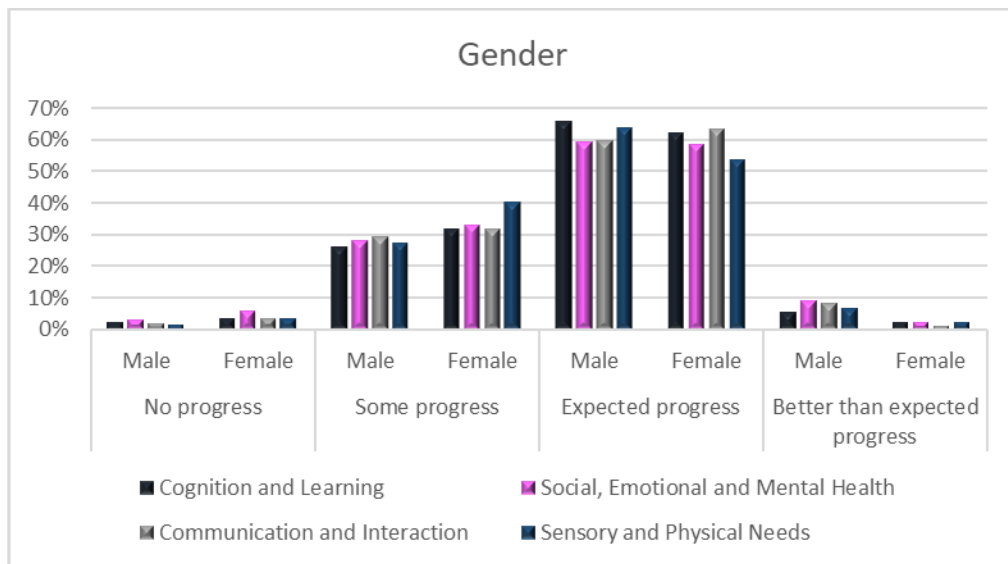


The data in relation to EAL is very pleasing, particularly Cognition and Learning. Our data highlights that proportionally more EAL students are making expected progress and better than expected progress in this area than non-EAL students. There has been greater awareness by staff of the importance of using dual language where possible with our students. The use of dual language supports confidence and self-esteem because it is a signal that the classroom includes that student. It says we accept your language and by implication their family, ethnicity and culture, making it easier for students to understand and therefore to learn.

The academic intervention department which consists of both maths and literacy specialists as well as a bi-lingual HLTA has developed a 3 stage intervention protocol which launched in Sept 2021. It provides a systematic approach to support more students to achieve their EHCP objectives, MGS/EYFS or Boxall targets.

## Gender

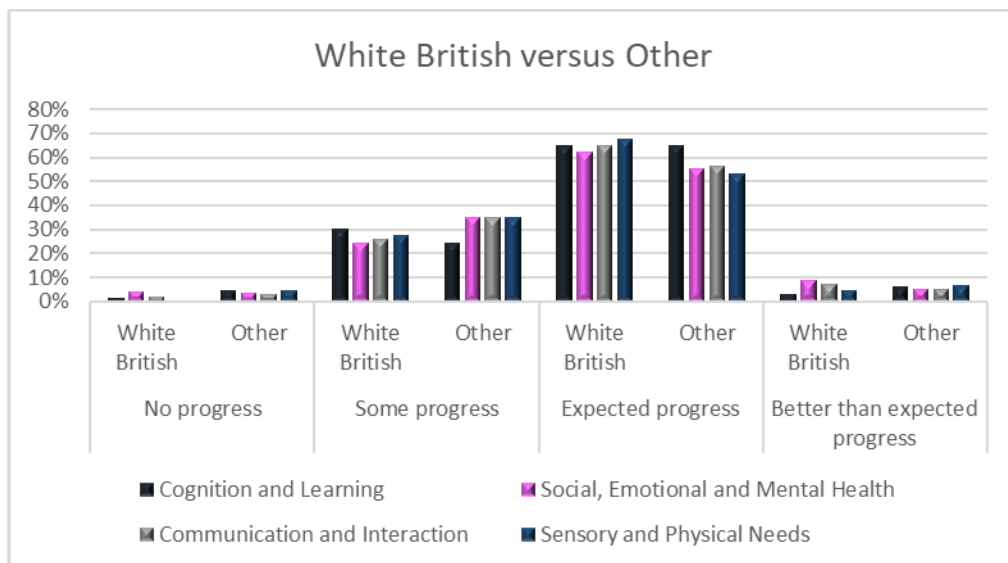
Gender	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Cognition and Learning	5	3	53	26	134	51	11	2	203	82
Social, Emotional and Mental Health	6	5	57	27	121	48	19	2	203	82
Communication and Interaction	4	3	60	26	122	52	17	1	203	82
Sensory and Physical Needs	3	3	56	33	130	44	14	2	203	82



The differential in gender remains significant within the Manor Green cohort being extremely boy heavy. Girls last year made less expected progress especially in cognition and learning and SEMH. This gap has been significantly reduced and it is pleasing to see the increased progress in communication and interaction with our female cohort.

### White British/non-white British

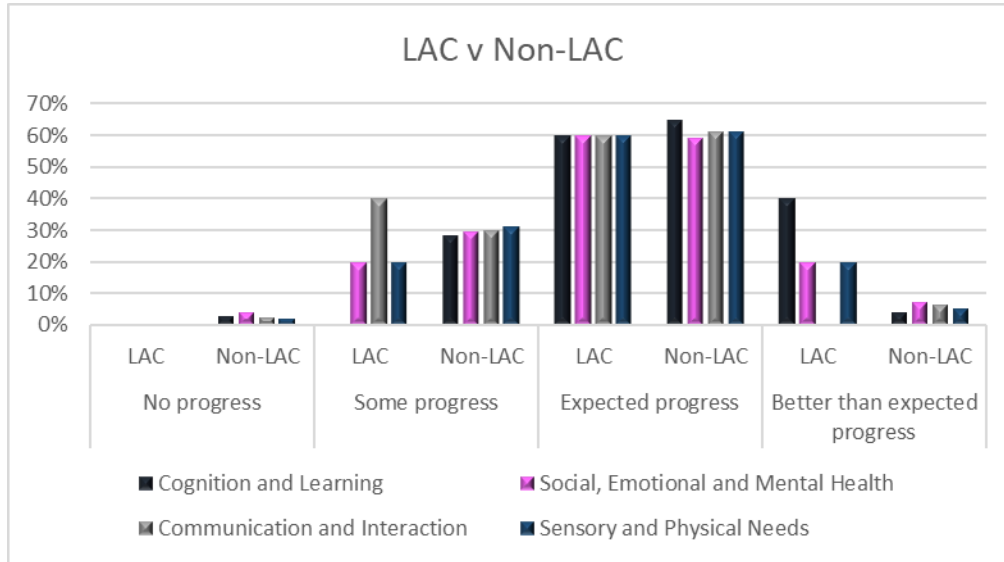
White British vs Other	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	White British	Other	White British	Other	White British	Other	White British	Other	White British	Other
Cognition and Learning	2	6	47	32	100	85	5	8	154	131
Social, Emotional and Mental Health	6	5	38	46	96	73	14	7	154	131
Communication and Interaction	3	4	40	46	100	74	11	7	154	131
Sensory and Physical Needs	0	6	43	46	104	70	7	9	154	131



The data highlights that in communication and interaction, SEMH and sensory and physical needs, our non-white British cohort are not making as much expected progress as their white British counter parts. This is an area to keep as a key focus in the 2023-24 academic year.

## Children Looked After

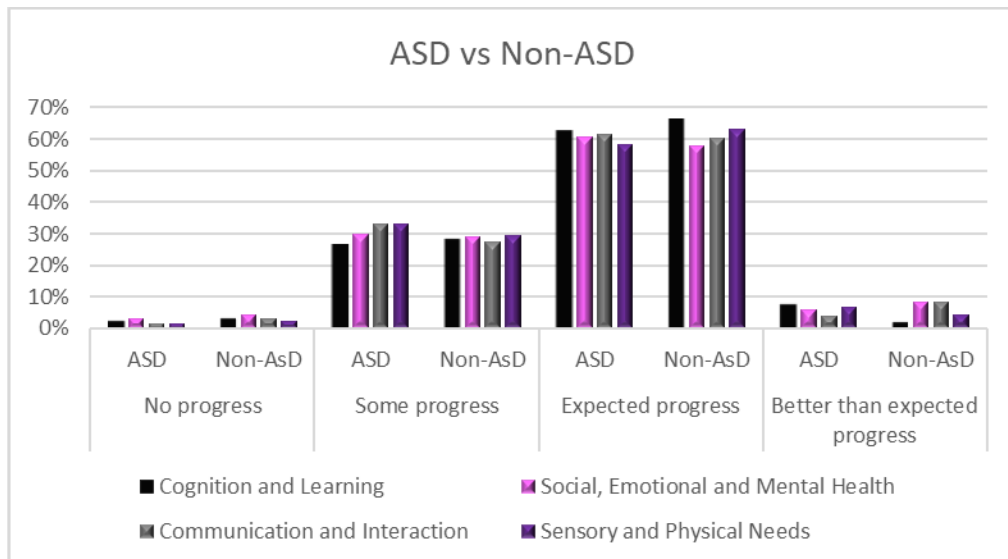
Looked After Children vs Non-Looked After Children	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC
Cognition and Learning	0	8	0	79	3	182	2	11	5	280
Social, Emotional and Mental Health	0	11	1	83	3	166	1	20	5	280
Communication and Interaction	0	7	2	84	3	171	0	18	5	280
Sensory and Physical Needs	0	6	1	88	3	171	1	15	5	280



The CLA cohort is too small to be statistically viable for comparison, however all our CLA students have Personal Education Plans which indicate targeted interventions to address underachievement.

## ASD

ASD vs Non-ASD	No progress		Some progress		Expected progress		progress		Grand Total	
	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD
Cognition and Learning	3	5	35	44	82	103	10	3	130	155
Social, Emotional and Mental Health	4	7	39	45	79	90	8	13	130	155
Communication and Interaction	2	5	43	43	80	94	5	13	130	155
Sensory and Physical Needs	2	4	43	46	76	98	9	7	130	155





The data highlights that our ASD students are progressing broadly in line with our non ASD cohort. This is especially pleasing and highlights the positivity of moving this cohort from the Invictus building to the main school. Behaviour incidents have reduced drastically and the SEMH data is very reflective of this.