



Achievement & Standards Report

2019-2020

Introduction

The School Development Plan 2019-21 MGS has focussed on broadening assessment to include targeted achievement using the ACE assessment focused upon the breakdown of objectives pinned across the four areas of need in the EHCP. The primary purpose of this is to give our students the best possible long term holistic outcomes and preparation for adulthood. This year has seen significant change to the way in which we measure meaningful progress of students.

Manor Green's 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. We must however highlight that such robust measures were not fully sustainable during the pandemic, for example the external moderation.

This year the holistic progress of students and subsequent related data has been impacted by the Covid 19 Pandemic. Whilst the school remained opened throughout this situation not all students were able to attend from March. The school is proud of the transformation of learning it made to the virtual platform and reflection of the success of this can be evidenced in the progress data for English and maths. The school also prides itself in the delivery of its integrated therapies model and this is the area that we have been unable to delivery through this crisis, again reflected in the data below.

Accuracy of assessment

To ensure that students are achieving skills in a broad and balanced way, termly moderation sessions, analysing progression data across Academic and Care, whole school ACE target monitoring, learning walks and lesson observations were carried out until March when limitations were then placed upon us. 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.

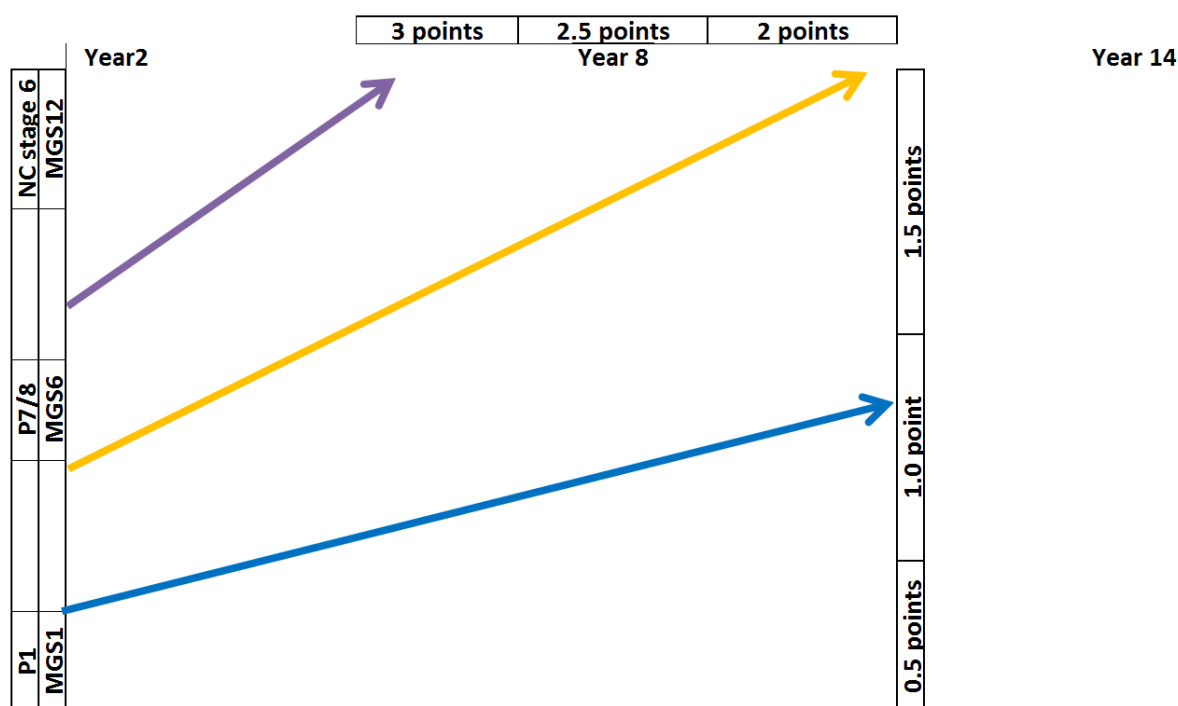
Academic Outcomes (Summer 2020)

Methodology

With the removal of P levels, and previous changes to national curriculum assessment, National comparative data is no longer available as it previously was and national progression guidance is increasingly out of date. As a result, we have developed our own ambitious progression guidance linked directly to national curriculum expectations and corresponding expectations from other outstanding special schools.

Understanding the data.

We feel that the ambition of teachers should be contained in the setting of student targets. Teachers that know their students well will be able to set reachable but challenging targets that stretch students. We therefore expect that some students may occasionally not achieve their targets if they have been reaching for ambitious goals. Whilst we expect teachers to remain ambitious in their planning, too many students “exceeding expected progress” suggests that teachers have not been ambitious enough. School leaders decided to set aspirational targets with progress for our most able students being 3 points (one full stage) of progress, which is equivalent to peers in mainstream. This is our third full year within the new assessment system, as a leadership team we have aimed to achieve less than 10% of students not reaching their targets, and a very ambitious 20% exceeding their targets. Progression Guidance is as follows:



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

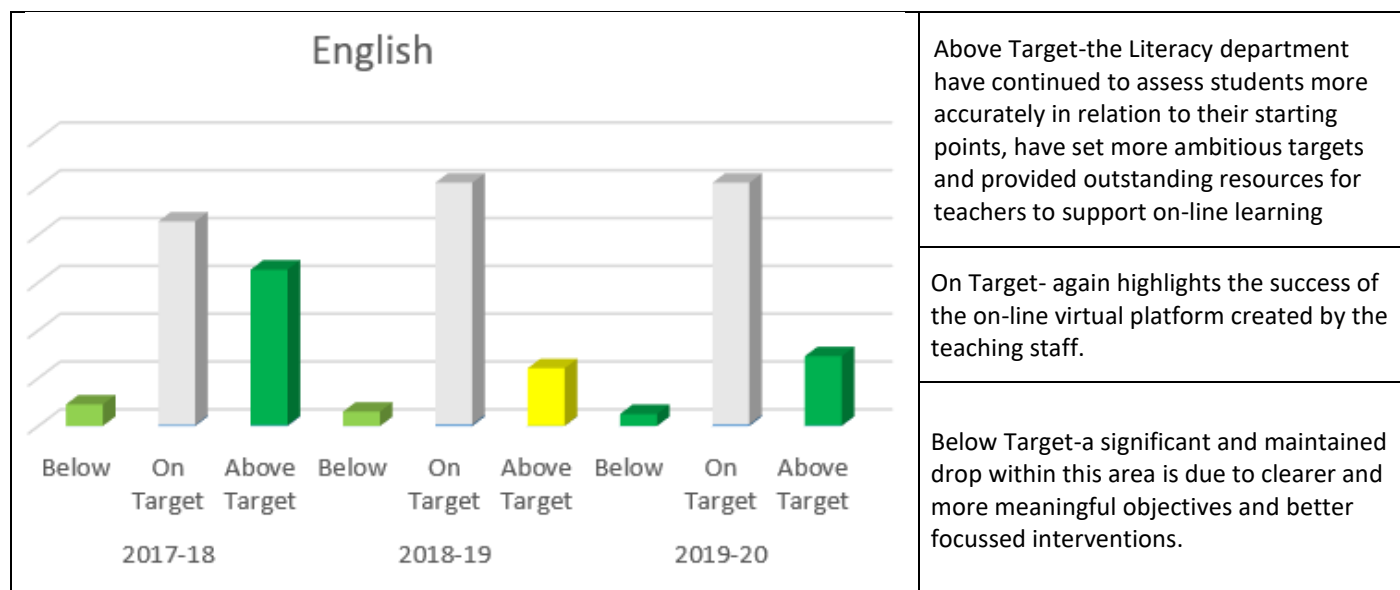
Where students are being assessed using the MGS stages and subjects, students are included in the above data.

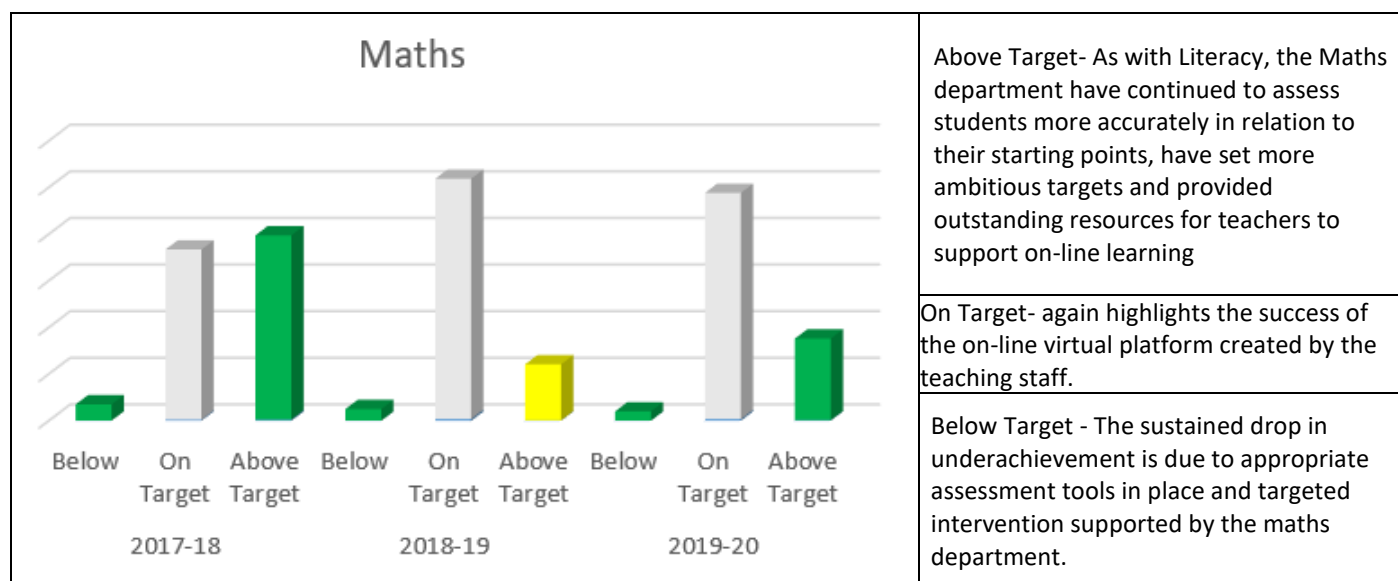
1. Independence and Towards Independence Year on Year Comparison – 3-year trend

Key

	Positive 5%-10% variance
	Positive 10% or more variance
	Negative 5%-10% variance
	Negative 10% or more variance

	2017-18			2018-19			2019-20		
	Below Target	On Target	Above Target	Below Target	On Target	Above Target	Below Target	On Target	Above Target
English	6% 9	53% 85	41% 65	5% 6	77% 101	18% 24	4% 5	75% 101	22% 29
Maths	4% 7	46% 73	50% 79	4% 5	78% 103	18% 24	3% 4	71% 97	26% 35





2: Percentage of students across the school achieving Targets in Literacy and Maths

Whole School			
Subject	Below Track	On Track	Above Track
Literacy	3.70%	74.81%	21.48%
	5	101	29
Literacy - Reading	5.93%	63.70%	30.37%
	8	86	41
Literacy - Writing	4.48%	76.87%	18.66%
	6	103	25
Maths	2.96%	71.85%	25.19%
	4	97	34
Maths - Number	4.44%	65.19%	30.37%
	6	88	41
Maths - Space, Shape & Measure	3.70%	66.67%	29.63%
	5	90	40

Across the school, Literacy and Numeracy have shown a significant level of achievement above expectations. This has been a targeted focus of middle and senior leadership, working in conjunction with other Bass schools for 'Deep Dives' into these areas to ensure a deeper understanding of the curriculum along with greater resources to track and develop intervention.

Analysis of progress of groups of learners By Department

Independence			
Subject	Below Track	On Track	Above Track
Literacy	7% 5	64% 45	29% 20
Literacy - Reading	11% 8	60% 42	29% 20
Literacy - Writing	9% 6	64% 45	27% 19
Maths	6% 4	73% 51	21% 15
Maths - Number	9% 6	70% 49	21% 15
Maths - Space, Shape & Measure	6% 4	57% 40	37% 26

Towards Independence			
Subject	Below Track	On Track	Above Track
Literacy	0% 0	86% 56	14% 9
Literacy - Reading	0% 0	68% 44	32% 21
Literacy - Writing	0% 0	91% 58	9% 6
Maths	0% 0	71% 46	29% 19
Maths - Number	0% 0	60% 39	40% 26
Maths - Space, Shape & Measure	2% 1	77% 50	22% 14

The level of underachievement in Toward independence his incredibly low. Senior leaders will prioritise the analysis of target setting in classes and if these need to be more aspirational.

By Gender

	Male			Female		
	Reading (100)	Writing (100)	Maths (100)	Reading (35)	Writing (34)	Maths (35)
Above	30.00% 30	19.00% 19	23.00% 23	31.43% 11	17.14% 6	31.43% 11
On Target	64.00% 64	76.00% 76	75.00% 75	62.86% 22	77.14% 27	62.86% 22
Below	6.00% 6	5.00% 5	2.00% 2	5.71% 2	2.86% 1	5.71% 2

Both genders have achieved equally well, with almost no significant statistical differences.

Ethnic Minority / EAL

	EAL			non-EAL		
	Reading (30)	Writing (30)	Maths (30)	Reading (89)	Writing (88)	Maths (89)
Above	23.33% 7	6.67% 2	26.67% 8	30.34% 27	21.35% 19	25.84% 23
On Target	70.00% 21	90.00% 27	73.33% 22	62.92% 56	71.91% 64	69.66% 62
Below	6.67% 2	3.33% 1	0.00% 0	6.74% 6	5.62% 5	4.49% 4

There is a significant variation with EAL students in relation to Above target progress in relation to writing which will be an area of focus

	WB			Other		
	Reading (91)	Writing (90)	Maths (91)	Reading (44)	Writing (44)	Maths (44)
Above	29.67% 27	20.88% 19	23.08% 21	31.82% 14	13.64% 6	29.55% 13
On Target	63.74% 58	72.53% 66	72.53% 66	63.64% 28	84.09% 37	70.45% 31
Below	6.59% 6	5.49% 5	4.40% 4	4.55% 2	2.27% 1	0.00% 0

There is no one particular group within Ethnic minorities that presents a statistically viable number. However, when viewed collectively Ethnic minorities presents a significant portion of the school. As seen above, lower and upper quartile figures for Ethnic minorities are broadly in line with Whole school figures.

Pupil Premium

	FSM			LAC			Service Children		
	Reading (40)	Writing (39)	Maths (40)	Reading (6)	Writing (6)	Maths (6)	Reading (2)	Writing (2)	Maths (2)
Above	25.00% 10	17.50% 7	25.00% 10	16.67% 1	16.67% 1	16.67% 1	50.00% 1	50.00% 1	50.00% 1
On Target	72.50% 29	77.50% 31	72.50% 29	83.33% 5	83.33% 5	83.33% 5	0.00% 0	0.00% 0	50.00% 1
Below	2.50% 1	2.50% 1	2.50% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0

	non-PP			PP		
	Reading (95)	Writing (95)	Maths (95)	Reading (40)	Writing (39)	Maths (40)
Above	32.63% 31	18.95% 18	25.26% 24	25.00% 10	17.50% 7	25.00% 10
On Target	60.00% 57	75.79% 72	71.58% 68	72.50% 29	77.50% 31	72.50% 29
Below	7.37% 7	5.26% 5	3.16% 3	2.50% 1	2.50% 1	2.50% 1

The above expected progress of Student Premium students and free school meals is broadly in line with whole school achievement, but does highlight an area for improvement in regard to reading.
Below expected progress is better than whole school achievement over all for Free School meal students in literacy.
LAC student improvement has also been successfully addressed.

Primary SEN Need

	ASD			MLD			SLCN			PMLD		
	Reading 37	Writing 37	Maths 37	Reading 32	Writing 32	Maths 32	Reading 15	Writing 15	Maths 15	Reading 8	Writing 8	Maths 8
Above	29.73% 11	18.92% 7	16.22% 6	25.00% 8	21.88% 7	34.38% 11	33.33% 5	20.00% 3	13.33% 2	25.00% 2	0.00% 0	12.50% 1
On Target	62.16% 23	72.97% 27	72.97% 27	68.75% 22	75.00% 24	65.63% 21	66.67% 10	80.00% 12	86.67% 13	75.00% 6	100.00% 8	87.50% 7
Below	8.11% 3	8.11% 3	10.81% 4	6.25% 2	3.13% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

ASD: Autistic Spectrum Disorder

MLD: Moderate Learning Difficulty

SLCN: Speech, Language or Communication Need

PMLD: Profound & Multiple Learning Difficulty

Almost no students with significant needs are below target this year. Targets as previously stated will be reviewed to ensure they are rigorous and ambitious in their intent.

Exam Results for KS4&5

	FS English Level 2	FS Maths level 2	FS English Level 1	FS Maths level 1	ELC English EL3	ELC Maths EL 3	ELC English EL 2	ELC Maths EL 2	ELC English EL 1	ELC Maths EL 1	AQA PSE	ASDAN New Horizons - Gold	ASDAN New Horizons - Silver	ASDAN Towards Independence
Pass	0	1	0	1	0	4	5	4	9	3	0	4	3	17
Ungraded	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Overall Pass rate: 100%

3-year Pass rate comparison

	2017/18			2018/19			2019/20		
	Functional Skills			Functional Skills			Functional Skills		
	English	Maths	Overall	English	Maths	Overall	English	Maths	Overall
Pass	15	28	55	2	1	3	0	2	2

Ungraded	2	12	5	0	1		0	0	0
Pass rate	88%	96%	92%	Not statistically viable			Not statistically viable		

Again there has been significantly fewer students eligible for Functional Skills exams, however those that have completed exams have done very well. There have been significantly more students entered into Entry level and ASDAN qualifications and we are very proud of the 100% pass rate achieved within these qualifications.

EYFS

	Communication & Language			Physical Development		Emotional Development			Literacy		Maths		Understanding the World			Expressive Arts	
	Listening and Attention - Mar 2020 - TA Level	Understanding - Mar 2020 - TA Level	Speaking - Mar 2020 - TA Level	Moving and Handling - Mar 2020 - TA Level	Health and Self-Care - Mar 2020 - TA Level	Making Relationships - Mar 2020 - TA Level	Self-Confidence and Self-Awareness - Mar 2020 - TA Level	Managing Feelings and Behaviour - Mar 2020 - TA Level	Reading - Mar 2020 - TA Level	Writing - Mar 2020 - TA Level	Numbers - Mar 2020 - TA Level	Shape Space and Measure - Mar 2020 - TA Level	People and Communities - Mar 2020 - TA Level	The World - Mar 2020 - TA Level	Technology - Mar 2020 - TA Level	Exploring and Using Media and Materials - Mar 2020 - TA Level	Being Imaginative - Mar 2020 - TA Level
1 below	5 / 13%	2 / 5%	1 / 2%	5 / 13%	3 / 7%	2 / 5%	4 / 11%	1 / 3%	2 / 5%	2 / 6%	5 / 13%	1 / 3%	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%
2 below	5 / 13%	5 / 13%	2 / 5%	5 / 13%	3 / 7%	4 / 10%	4 / 11%	5 / 13%	7 / 18%	9 / 29%	6 / 16%	7 / 19%	4 / 13%	2 / 5%	3 / 10%	6 / 16%	2 / 7%
3 below	13 / 33%	11 / 28%	10 / 24%	10 / 26%	11 / 27%	12 / 31%	14 / 37%	10 / 25%	11 / 29%	10 / 32%	6 / 16%	6 / 17%	9 / 30%	4 / 11%	7 / 23%	10 / 27%	12 / 40%
4 below	8 / 21%	10 / 26%	8 / 20%	8 / 21%	8 / 20%	10 / 26%	12 / 32%	7 / 18%	12 / 32%	7 / 23%	10 / 26%	15 / 42%	9 / 30%	19 / 51%	12 / 39%	11 / 30%	5 / 17%
5 below	8 / 21%	7 / 18%	11 / 27%	8 / 21%	11 / 27%	9 / 23%	2 / 5%	15 / 38%	5 / 13%	1 / 3%	9 / 24%	3 / 8%	9 / 30%	7 / 19%	6 / 19%	9 / 24%	8 / 27%
6 below	0 / 0%	3 / 8%	4 / 10%	1 / 3%	4 / 10%	0 / 0%	0 / 0%	4 / 10%	0 / 0%	0 / 0%	2 / 5%	1 / 3%	0 / 0%	5 / 14%	3 / 10%	0 / 0%	3 / 10%
7 below	0 / 0%	0 / 0%	4 / 10%	1 / 3%	0 / 0%	1 / 3%	1 / 3%	0 / 0%	1 / 3%	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

3. 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 2020.

National comparative data is not available and as this is a new and innovative method of reporting we cannot at this stage present it as a Year on Year comparison showing a 3-year trend.

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. We hope as teachers get better at setting the targets, we see the greatest percentage sit in the expected progress section.

Whole School

	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	2 / 0.8%	11 / 4.2%	96 / 36.8%	131 / 50.2%	21 / 8.0%	6
Sensory/Physical	0 / 0.0%	21 / 8.4%	88 / 35.2%	117 / 46.8%	24 / 9.6%	17
Communication & Language	1 / 0.4%	8 / 3.1%	110 / 42.3%	120 / 46.2%	21 / 8.1%	7
Social, Emotional & Mental Health	0 / 0.0%	14 / 5.5%	107 / 41.8%	117 / 45.7%	18 / 7.0%	11

Key	
	Positive 5%-10% variance
	Positive 10% or more variance
	Negative 5%-10% variance
	Negative 10% or more variance

By Department

	Ladybird					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	3 / 6.1%	20 / 40.8%	17 / 34.7%	9 / 18.4%	2
Sensory/Physical	0 / 0.0%	6 / 12.5%	16 / 33.3%	18 / 37.5%	8 / 16.7%	3
Communication & Language	1 / 2.0%	3 / 6.1%	20 / 40.8%	16 / 32.7%	9 / 18.4%	2
Social, Emotional & Mental Health	0 / 0.0%	6 / 12.5%	17 / 35.4%	17 / 35.4%	8 / 16.7%	3

	Usborne						Orchard					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	2 / 10.5%	7 / 36.8%	10 / 52.6%	0 / 0.0%	0	0 / 0.0%	2 / 8.0%	6 / 24.0%	12 / 48.0%	5 / 20.0%	1
Sensory/Physical	0 / 0.0%	4 / 22.2%	4 / 22.2%	10 / 55.6%	0 / 0.0%	1	0 / 0.0%	3 / 12.0%	7 / 28.0%	13 / 52.0%	2 / 8.0%	1
Communication & Language	0 / 0.0%	1 / 5.3%	11 / 57.9%	7 / 36.8%	0 / 0.0%	0	0 / 0.0%	2 / 8.0%	9 / 36.0%	10 / 40.0%	4 / 16.0%	1
Social, Emotional & Mental Health	0 / 0.0%	1 / 5.3%	12 / 63.2%	6 / 31.6%	0 / 0.0%	0	0 / 0.0%	4 / 16.0%	10 / 40.0%	10 / 40.0%	1 / 4.0%	1

	Puffin						Phoenix					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	1 / 1.8%	1 / 1.8%	16 / 28.1%	35 / 61.4%	4 / 7.0%	0	0 / 0.0%	1 / 3.7%	12 / 44.4%	13 / 48.1%	1 / 3.7%	0
Sensory/Physical	0 / 0.0%	4 / 7.4%	13 / 24.1%	30 / 55.6%	7 / 13.0%	3	0 / 0.0%	0 / 0.0%	14 / 51.9%	12 / 44.4%	1 / 3.7%	0
Communication & Language	0 / 0.0%	2 / 3.6%	17 / 30.4%	30 / 53.6%	7 / 12.5%	1	0 / 0.0%	0 / 0.0%	13 / 48.1%	14 / 51.9%	0 / 0.0%	0
Social, Emotional & Mental Health	0 / 0.0%	1 / 1.8%	20 / 36.4%	29 / 52.7%	5 / 9.1%	2	0 / 0.0%	0 / 0.0%	17 / 63.0%	9 / 33.3%	1 / 3.7%	0

	Oxford						Penguin					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	0 / 0.0%	13 / 38.2%	21 / 61.8%	0 / 0.0%	1	1 / 2.0%	2 / 4.0%	22 / 44.0%	23 / 46.0%	2 / 4.0%	2
Sensory/Physical	0 / 0.0%	2 / 7.1%	13 / 46.4%	12 / 42.9%	1 / 3.6%	7	0 / 0.0%	2 / 4.0%	21 / 42.0%	22 / 44.0%	5 / 10.0%	2
Communication & Language	0 / 0.0%	0 / 0.0%	17 / 50.0%	17 / 50.0%	0 / 0.0%	1	0 / 0.0%	0 / 0.0%	23 / 46.0%	26 / 52.0%	1 / 2.0%	2
Social, Emotional & Mental Health	0 / 0.0%	1 / 3.1%	16 / 50.0%	15 / 46.9%	0 / 0.0%	3	0 / 0.0%	1 / 2.0%	15 / 30.0%	31 / 62.0%	3 / 6.0%	2

By Group

	FSM						non-FSM					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	5 / 6.7%	22 / 29.3%	41 / 54.7%	7 / 9.3%	1	2 / 1.1%	6 / 3.2%	74 / 39.8%	90 / 48.4%	14 / 7.5%	5
Sensory/Physical	0 / 0.0%	4 / 5.4%	32 / 43.2%	32 / 43.2%	6 / 8.1%	2	0 / 0.0%	17 / 9.7%	56 / 31.8%	85 / 48.3%	18 / 10.2%	15
Communication & Language	0 / 0.0%	1 / 1.3%	31 / 41.3%	40 / 53.3%	3 / 4.0%	1	1 / 0.5%	7 / 3.8%	79 / 42.7%	80 / 43.2%	18 / 9.7%	6
Social, Emotional & Mental Health	0 / 0.0%	2 / 2.7%	34 / 45.9%	32 / 43.2%	6 / 8.1%	2	0 / 0.0%	12 / 6.6%	73 / 40.1%	85 / 46.7%	12 / 6.6%	9

	Service Children						LAC					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	0 / 0.0%	2 / 40.0%	3 / 60.0%	0 / 0.0%	0	0 / 0.0%	0 / 0.0%	2 / 25.0%	5 / 62.5%	1 / 12.5%	0
Sensory/Physical	0 / 0.0%	0 / 0.0%	4 / 80.0%	1 / 20.0%	0 / 0.0%	0	0 / 0.0%	0 / 0.0%	3 / 42.9%	3 / 42.9%	1 / 14.3%	1
Communication & Language	0 / 0.0%	0 / 0.0%	3 / 60.0%	2 / 40.0%	0 / 0.0%	0	0 / 0.0%	0 / 0.0%	3 / 37.5%	4 / 50.0%	1 / 12.5%	0
Social, Emotional & Mental Health	0 / 0.0%	0 / 0.0%	0 / 0.0%	5 / 100.0%	0 / 0.0%	0	0 / 0.0%	0 / 0.0%	1 / 12.5%	7 / 87.5%	0 / 0.0%	0

	PP						non-PP					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	5 / 6.7%	22 / 29.3%	41 / 54.7%	7 / 9.3%	1	2 / 1.1%	6 / 3.2%	74 / 39.8%	90 / 48.4%	14 / 7.5%	5
Sensory/Physical	0 / 0.0%	4 / 5.4%	32 / 43.2%	32 / 43.2%	6 / 8.1%	2	0 / 0.0%	17 / 9.7%	56 / 31.8%	85 / 48.3%	18 / 10.2%	15
Communication & Language	0 / 0.0%	1 / 1.3%	31 / 41.3%	40 / 53.3%	3 / 4.0%	1	1 / 0.5%	7 / 3.8%	79 / 42.7%	80 / 43.2%	18 / 9.7%	6
Social, Emotional & Mental Health	0 / 0.0%	2 / 2.7%	34 / 45.9%	32 / 43.2%	6 / 8.1%	2	0 / 0.0%	12 / 6.6%	73 / 40.1%	85 / 46.7%	12 / 6.6%	9

	EAL						non-EAL					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	1 / 1.5%	7 / 10.4%	22 / 32.8%	29 / 43.3%	8 / 11.9%	1	1 / 0.5%	4 / 2.1%	74 / 38.1%	102 / 52.6%	13 / 6.7%	5
Sensory/Physical	0 / 0.0%	9 / 14.1%	17 / 26.6%	32 / 50.0%	6 / 9.4%	4	0 / 0.0%	12 / 6.5%	71 / 38.2%	85 / 45.7%	18 / 9.7%	13
Communication & Language	1 / 1.5%	4 / 6.1%	31 / 47.0%	23 / 34.8%	7 / 10.6%	2	0 / 0.0%	4 / 2.1%	79 / 40.7%	97 / 50.0%	14 / 7.2%	5
Social, Emotional & Mental Health	0 / 0.0%	7 / 10.8%	31 / 47.7%	21 / 32.3%	6 / 9.2%	3	0 / 0.0%	7 / 3.7%	76 / 39.8%	96 / 50.3%	12 / 6.3%	8

	Male						Female					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	2 / 1.1%	8 / 4.2%	72 / 37.9%	91 / 47.9%	17 / 8.9%	3	0 / 0.0%	3 / 4.2%	24 / 33.8%	40 / 56.3%	4 / 5.6%	3
Sensory/Physical	0 / 0.0%	14 / 7.8%	58 / 32.2%	89 / 49.4%	19 / 10.6%	13	0 / 0.0%	7 / 10.0%	30 / 42.9%	28 / 40.0%	5 / 7.1%	4
Communication & Language	1 / 0.5%	5 / 2.6%	79 / 41.8%	85 / 45.0%	19 / 10.1%	4	0 / 0.0%	3 / 4.2%	31 / 43.7%	35 / 49.3%	2 / 2.8%	3
Social, Emotional & Mental Health	0 / 0.0%	10 / 5.4%	69 / 37.1%	92 / 49.5%	15 / 8.1%	7	0 / 0.0%	4 / 5.7%	38 / 54.3%	25 / 35.7%	3 / 4.3%	4

	WB						Other					
	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A	Regression	No Progress	Some Progress	Expected Progress	Better than expected Progress	N/A
Cognition & Learning	0 / 0.0%	4 / 2.5%	59 / 36.9%	90 / 56.3%	7 / 4.4%	1	2 / 2.0%	7 / 6.9%	37 / 36.6%	41 / 40.6%	14 / 13.9%	5
Sensory/Physical	0 / 0.0%	9 / 5.9%	60 / 39.5%	68 / 44.7%	15 / 9.9%	9	0 / 0.0%	12 / 12.2%	28 / 28.6%	49 / 50.0%	9 / 9.2%	8
Communication & Language	0 / 0.0%	3 / 1.9%	67 / 41.9%	81 / 50.6%	9 / 5.6%	1	1 / 1.0%	5 / 5.0%	43 / 43.0%	39 / 39.0%	12 / 12.0%	6
Social, Emotional & Mental Health	0 / 0.0%	3 / 1.9%	64 / 40.8%	80 / 51.0%	10 / 6.4%	4	0 / 0.0%	11 / 11.1%	43 / 43.4%	37 / 37.4%	8 / 8.1%	7

Whole school data indicates that we need to focus on Sensory/Physical targets. Not only do more students make no progress in these, but also 17 students across the school don't have a target. We need to ensure teachers are aware of the redrafted PE targets that can be used in this section if there is no input from NHS therapists.

Earwig, our new assessment tool, launched September 2020 will hold information all in one place and this will be easier to track progress.

In First school, students making no progress were all in two classes where we have a trainee teacher and an NQT. We will be providing further mentoring on target setting and assessment, with increased scrutiny and moderation.

EAL and Ethnic Minorities are our most concerning gap. The interventions report on EAL identifies 9 targets were not met due to illness or absence from sessions. 14 targets were not met as the students require more repetition of the skill. We have carefully at our class lists for 2020-21 to ensure a member of staff who speaks the home language is matched to students who need it.

SEMH data is particularly worrying. We will be asking our Nurture Leader to work closely with our EAL teacher and the students identified as not making progress in SEMH.

Girls appear to have some variances to boys, it's important to remember they are a much smaller cohort making up 27.5% of the school. We do need to ensure their SEMH and Physical progress is not disadvantaged by often being a much smaller cohort in a class, more girls group activities need to be offered where possible.

Key Actions for 2020-21

- Whole school Nurture and focus on wellbeing following the increased anxiety and challenge to mental health during the Covid crisis will ultimately be the school's initial and prime focus
- Targeted wellbeing intervention to improve social and emotional outcomes for all students but especially with our ethnic minority groups
- Analysis of target setting rigour and ambition in Toward Independence Clusters to ensure enough stretch and challenge
- Target intervention to improve progress in writing for EAL students
- Target intervention to improve progress in reading for PP students
- Improve achievement of students in Sensory/Physical targets through increasing direct therapy and PE targets

Helen Hannam
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