



## **Achievement & Standards Report**

**2020-2021**

### **Introduction**

The School Development Plan has focussed on broadening assessment to include achievement against the breakdown of objectives 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 prepare them well for adulthood. This is now the second year that we have reported in this way and we firmly believe this is a very accurate and quantifiable measure of the meaningful progress of students.

Manor Green's continued focus on effective leadership, triangulated quality assurance, high quality teaching, 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 in regard to external moderation. We have however, continued to work closely with the Berkshire Alliance of Special Schools (BASS) to ensure expectations of student achievement remain high at MGS.

This year, as last, the holistic progress of students and subsequent related data has been impacted by the Covid19 Pandemic. Whilst the school remained opened throughout this situation not all students were able to attend from January. The school remains proud of the rapid transformation of learning it made to the virtual platform and the staff's approach to blended learning. 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 coupled with a reduction of the retention of skills.

This year for the first time our Achievement and Standards report will cover 3 main areas of analysis: Academic progress, Progress against EHCP objectives in the preparation for adulthood and Boxall data in relation to SEHM.

### **Accuracy of assessment**

To ensure that students are acquiring skills and a broad and balanced knowledge the school undertakes a cycle of quality assurance. This includes termly moderation sessions analysing progression data across all 4 areas of need within EHCP's, academic progress data, 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.

# Academic Outcomes Summer 2021

## Methodology

Our ambitious progression guidance remains linked directly to national curriculum expectations and corresponding expectations from other outstanding special schools. We feel that the ambition of teachers should be reflected 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.

## Understanding the data.

When our assessment system was changed from Classroom Monitor to Earwig objectives within the MGS stages were adapted to reflect our new curriculum and within the new objectives, sub-levels have been added. This makes it disproportionate to report in a 3 year trend cycle at this time. Each MGS level now incorporates 6 sub-levels making a more accurate assessment of progress.

The academic data has been taken this year from 2 department moderation points in term 2 and term 6. All schools nationally have used teacher assessment to provide data, so this is reflective of national expectations. It was also necessary because it became more difficult for teachers to attain a fully accurate picture of progress simply from set assessments due to uneven levels of parental support in the background during the lockdown period which are hard to quantify.

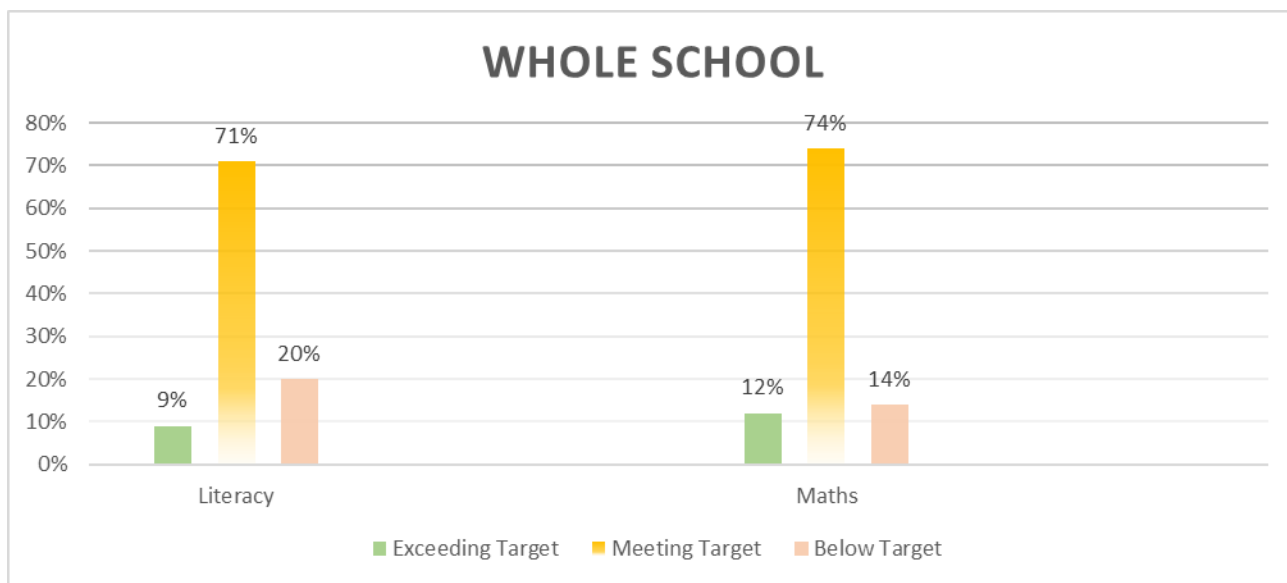
In Ladybird and Orchard Departments students are assessed using developmental student led target setting. Each department uses a framework that is specific and relevant to their own students as follows:

- 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.

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

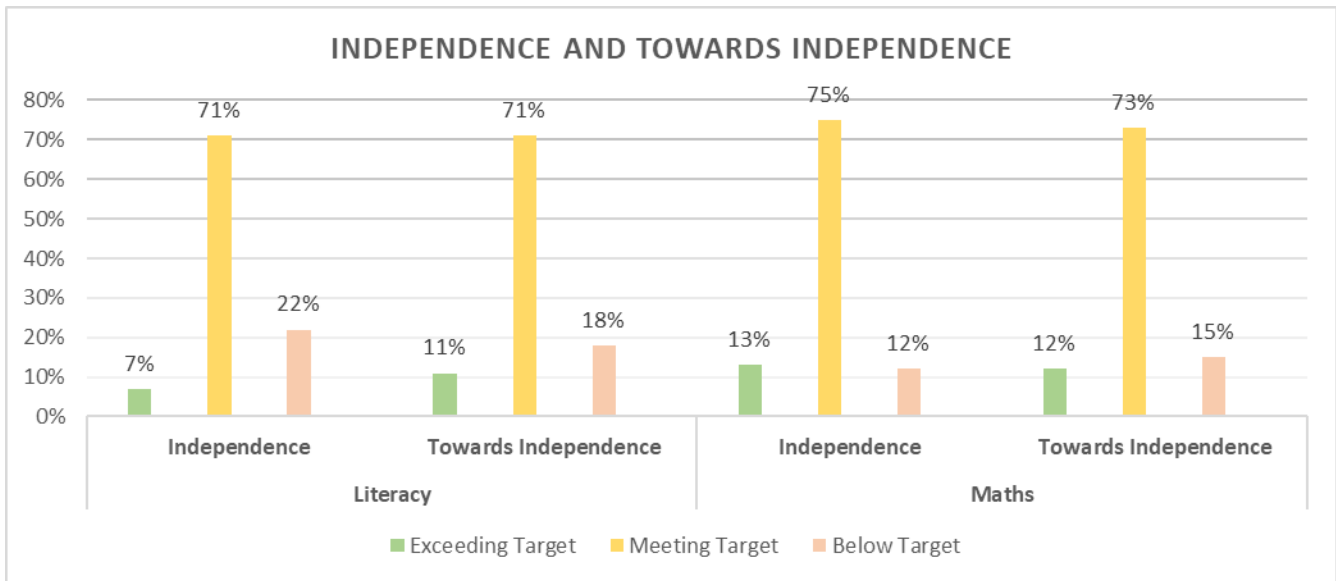
Whole School	Literacy	Maths
Exceeding Target	9% 15	12% 21
Meeting Target	71% 123	74% 128
Below Target	20% 35	14% 24
Total	173	173



Across the school, students have shown a significant level of achievement in regard to meeting expectations for Literacy and Numeracy. This had been a targeted focus of middle and senior leadership as many students in previous analysis were exceeding expectations, which potentially indicated targets that were not ambitious enough. We have worked in conjunction with other BASS schools for 'Deep Dives' into these areas to ensure a deeper understanding of the curriculum along with providing greater resources to track and develop intervention. The introduction of the 6 sub levels has also led to more accurate target setting and analysis of progress without losing ambition.

#### Analysis of progress of groups of learners by Department

Clusters	Literacy		Maths	
	Independence	Towards Independence	Independence	Towards Independence
<b>Exceeding Target</b>	7% 6	11% 9	13% 11	12% 10
<b>Meeting Target</b>	71% 63	71% 60	75% 67	73% 61
<b>Below Target</b>	22% 20	18% 15	12% 11	15% 13
<b>Total</b>	<b>89</b>	<b>84</b>	<b>89</b>	<b>84</b>



The level of underachievement in Toward Independence in 2019-20 was incredibly low. Senior leaders prioritised the analysis of target setting in these classes to ensure it was more aspirational. Progress across the 4 Departments is now far more consistent.

### By Gender

Gender	Literacy		Maths	
	Female	Male	Female	Male
<b>Exceeding Target</b>	13%	7%	11%	13%
	6	9	5	16
<b>Meeting Target</b>	74%	70%	78%	72%
	35	88	37	91
<b>Below Target</b>	13%	24%	11%	15%
	6	29	5	19
<b>Total</b>	<b>47</b>	<b>126</b>	<b>47</b>	<b>126</b>

Both genders have performed equally well in maths but there is a difference for the progress of males in Literacy. This will be an area of focus for the intervention team.

### Ethnic Minority / EAL

EAL	Literacy		Maths	
	EAL	Non- EAL	EAL	Non-EAL
<b>Exceeding Target</b>	7%	9%	7%	14%
	3	12	3	18
<b>Meeting Target</b>	71%	72%	80%	72%
	29	94	33	95
<b>Below Target</b>	22%	19%	12%	14%
	9	26	5	19
<b>Total</b>	<b>41</b>	<b>132</b>	<b>41</b>	<b>132</b>

Ethnicity	Literacy		Maths	
	WB	Other	WB	Other
<b>Exceeding Target</b>	<b>10%</b> <b>11</b>	<b>6%</b> <b>4</b>	<b>17%</b> <b>18</b>	<b>4%</b> <b>3</b>
<b>Meeting Target</b>	<b>73%</b> <b>79</b>	<b>68%</b> <b>44</b>	<b>69%</b> <b>74</b>	<b>83%</b> <b>54</b>
<b>Below Target</b>	<b>17%</b> <b>18</b>	<b>26%</b> <b>17</b>	<b>17%</b> <b>16</b>	<b>12%</b> <b>8</b>
<b>Total</b>	<b>108</b>	<b>65</b>	<b>108</b>	<b>65</b>

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, a lower number of Ethnic minorities are exceeding targets in maths and a higher number are below target in Literacy. This will provide a key focus for intervention this academic year.

### Pupil Premium

PP	Literacy		Maths	
	PP	Non-PP	PP	Non-PP
<b>Exceeding Target</b>	<b>9%</b> <b>6</b>	<b>8%</b> <b>9</b>	<b>11%</b> <b>7</b>	<b>13%</b> <b>14</b>
<b>Meeting Target</b>	<b>67%</b> <b>43</b>	<b>74%</b> <b>80</b>	<b>72%</b> <b>46</b>	<b>75%</b> <b>82</b>
<b>Below Target</b>	<b>24%</b> <b>15</b>	<b>18%</b> <b>20</b>	<b>17%</b> <b>11</b>	<b>12%</b> <b>13</b>
<b>Total</b>	<b>64</b>	<b>109</b>	<b>64</b>	<b>109</b>

	Service children				FSM				LAC			
	Literacy		Maths		Literacy		Maths		Literacy		Maths	
	Service	Non-Service	Service	Non-Service	FSM	Non-FSM	FSM	Non-FSM	LAC	Non-LAC	LAC	Non-LAC
<b>Exceeding Target</b>	<b>0%</b> <b>0</b>	<b>9%</b> <b>15</b>	<b>0%</b> <b>0</b>	<b>12%</b> <b>21</b>	<b>9%</b> <b>6</b>	<b>8%</b> <b>9</b>	<b>14%</b> <b>9</b>	<b>11%</b> <b>12</b>	<b>17%</b> <b>1</b>	<b>8%</b> <b>14</b>	<b>17%</b> <b>1</b>	<b>12%</b> <b>20</b>
<b>Meeting Target</b>	<b>100%</b> <b>2</b>	<b>71%</b> <b>121</b>	<b>100%</b> <b>2</b>	<b>74%</b> <b>126</b>	<b>68%</b> <b>44</b>	<b>73%</b> <b>79</b>	<b>69%</b> <b>45</b>	<b>77%</b> <b>83</b>	<b>50%</b> <b>3</b>	<b>72%</b> <b>120</b>	<b>50%</b> <b>3</b>	<b>75%</b> <b>125</b>
<b>Below Target</b>	<b>0%</b> <b>0</b>	<b>20%</b> <b>35</b>	<b>0%</b> <b>0</b>	<b>14%</b> <b>24</b>	<b>23%</b> <b>15</b>	<b>19%</b> <b>20</b>	<b>17%</b> <b>11</b>	<b>12%</b> <b>13</b>	<b>33%</b> <b>2</b>	<b>20%</b> <b>33</b>	<b>33%</b> <b>2</b>	<b>13%</b> <b>22</b>
<b>Total</b>	<b>2</b>	<b>171</b>	<b>2</b>	<b>171</b>	<b>65</b>	<b>108</b>	<b>65</b>	<b>108</b>	<b>6</b>	<b>167</b>	<b>6</b>	<b>167</b>

The above expected progress of Student Premium students and free school meals is broadly in line with whole school achievement.

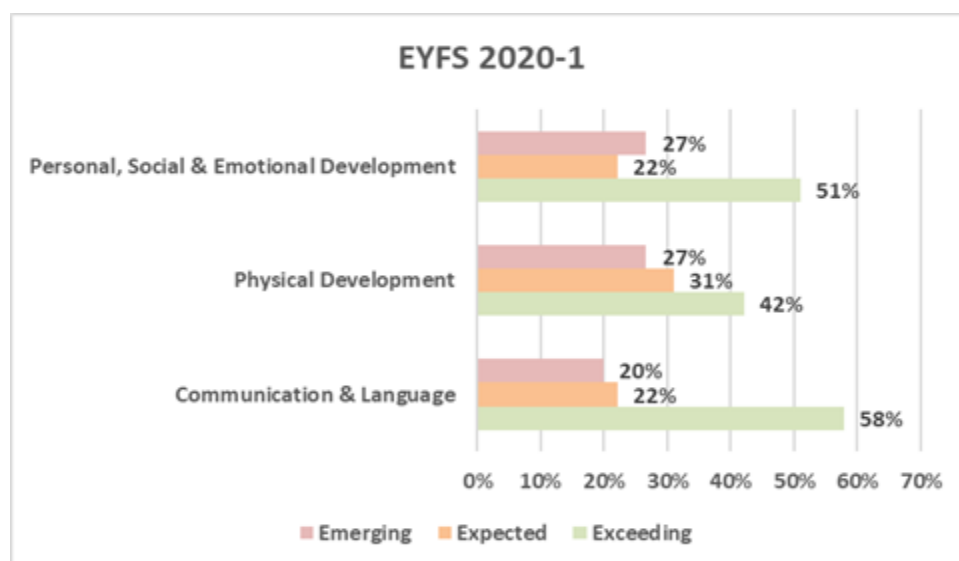
Below expected progress is slightly higher Pupil Premium students in literacy and numeracy. This is also the same for LAC students, however it is important to note the LAC data is not statically viable as a percentage.

## ASD

ASD	Literacy		Maths	
	ASD	Non-ASD	ASD	Non-ASD
<b>Exceeding Target</b>	6% 3	10% 12	17% 9	10% 12
<b>Meeting Target</b>	66% 35	73% 88	72% 38	75% 90
<b>Below Target</b>	28% 15	17% 20	11% 6	15% 18
<b>Total</b>	<b>53</b>	<b>120</b>	<b>53</b>	<b>120</b>

Our ASD cohort outperformed their non ASD peers in maths but a higher percent are below target in literacy. This will be a focus this academic year with the interventions team and specialist department lead.

## EYFS Data



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, across all three areas, the majority of students are exceeding teacher expectations. Although this shows students have made very good progress, despite Covid19, it does highlight a need to look at teachers judgements to make sure they are not over estimating

our students. However we were externally moderated in the past before Covid and this wasn't highlighted as an issue.

### 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 -	ASDAN Towards	ASDAN PDP Bronze	BTEC Level 1 Home Cooking Skills
Pass	0	0	0	2	2	3	3	0	2	0	23	10	30	6	9
Ungraded	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Overall Pass rate: 100%

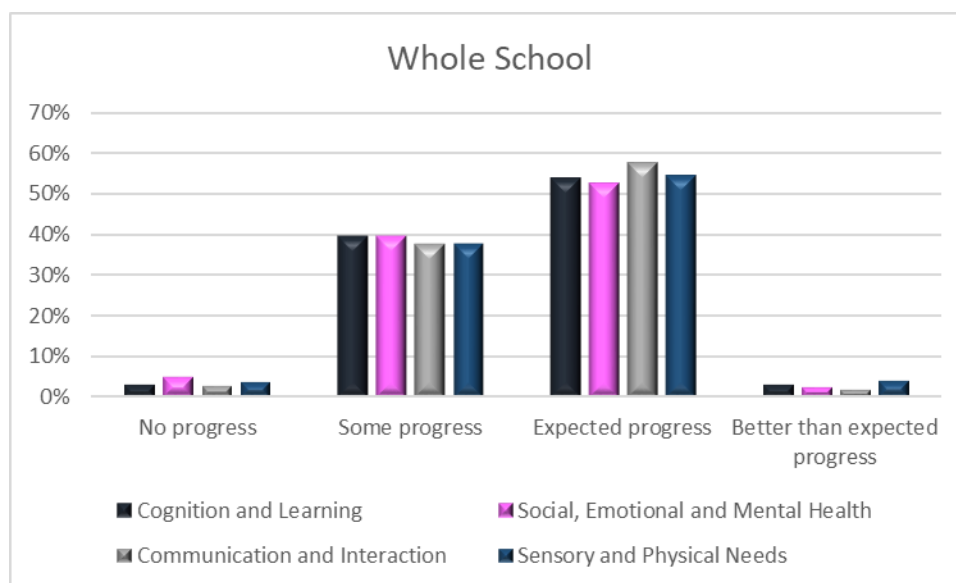
There has been significantly fewer students eligible for Functional Skills exams, reflective of the changing cohort at MGS with more severe learning difficulties. However, those that have completed exams have done very well. There have been significantly more students entered into Entry level and ASDAN qualifications and we are very proud of the 100% pass rate achieved within these qualifications.

## 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 2021.

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	No progress	Some progress	Expected progress	Better than expected progress	Grand Total
<b>Cognition and Learning</b>	<b>9</b>	<b>105</b>	<b>143</b>	<b>9</b>	<b>266</b>
<b>Social, Emotional and Mental Health</b>	<b>14</b>	<b>105</b>	<b>140</b>	<b>7</b>	<b>266</b>
<b>Communication and Interaction</b>	<b>8</b>	<b>100</b>	<b>153</b>	<b>5</b>	<b>266</b>
<b>Sensory and Physical Needs</b>	<b>10</b>	<b>100</b>	<b>145</b>	<b>11</b>	<b>266</b>

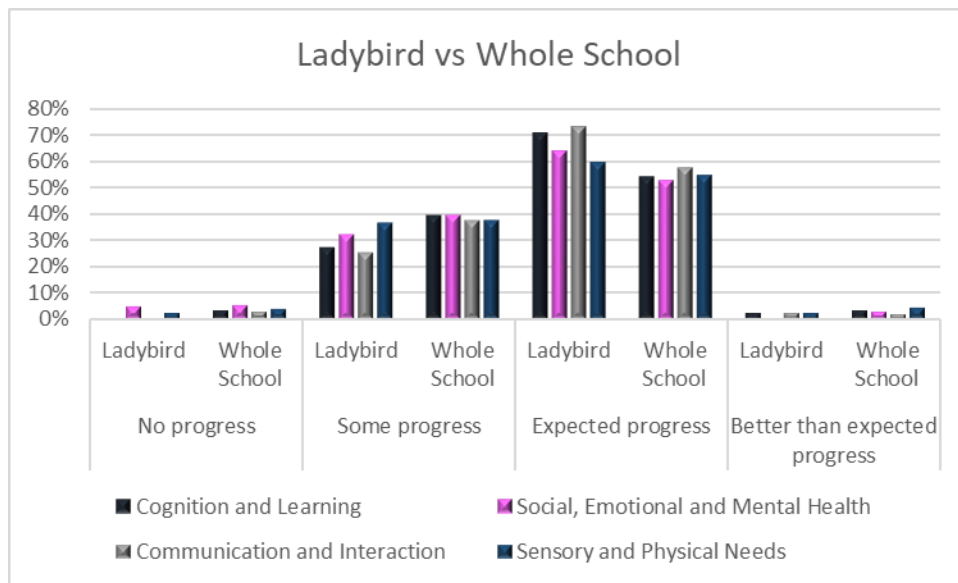
Whole school data highlights the key areas of progress that we have made in what has been a very difficult time for students and staff alike. A small cohort of students have made no progress but we believe this to be reflective of the lockdown that came into effect at the beginning of Term 3. As a school we had 16 students shielding for a minimum of two thirds of the academic year, which does have an impact on our data in regard to those making no progress as it was difficult for teachers to assess across their EHCP targets.

Children’s social, emotional and mental health as reported nationwide has been affected by the pandemic so this was expected in relation to lack of progress. We also believed, and this has been confirmed by the data, that one of the hardest hit areas for our students was the lack of peer to peer communication as many can be isolated which also feeds into their SEMH progress. This is the key focus for this academic year and will be addressed through the social communication project and extension of wellbeing therapies across the school.

With the reduction of NHS therapy provision, the lack of progress is also highlighted in sensory and physical needs. Integrated therapy plays a huge part within the classroom and within our educational provision. The return of NHS therapists to the school site will hopefully begin to address this.

Last year’s data showed a significant gap in SEMH between our white British and non-white British cohorts leading to a focus on wellbeing and the Nurture approach. This will continue to be a main focus this academic year.

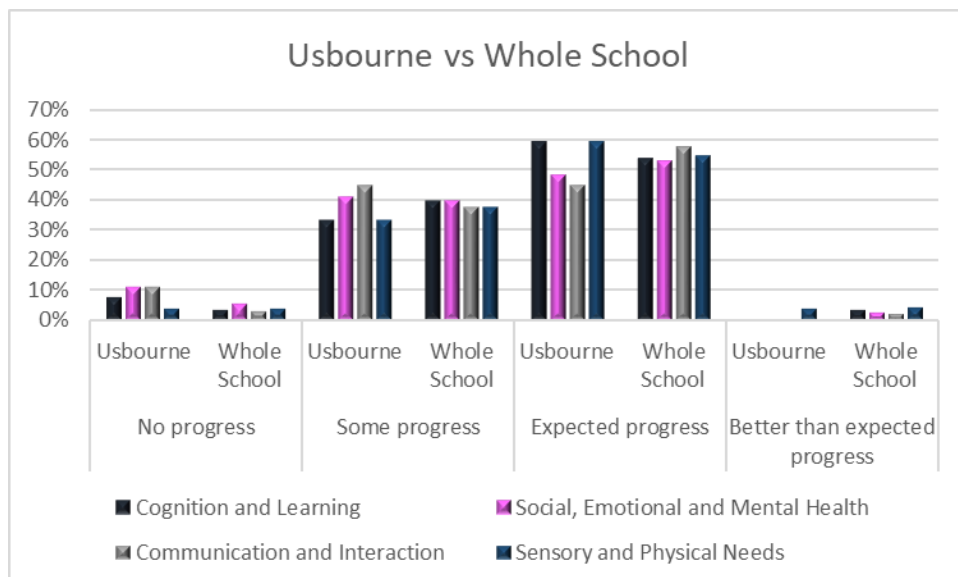




Ladybird vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School
Cognition and Learning	0	9	12	105	31	143	1	9	44	266
Social, Emotional and Mental Health	2	14	14	105	28	140	0	7	44	266
Communication and Interaction	0	8	11	100	32	153	1	5	44	266
Sensory and Physical Needs	1	10	16	100	26	145	1	11	44	266

Ladybird is our First School cluster. Data against the four areas of need measured from the students' ACE plans shows that only three students have made no progress in two out of the four areas of need. The majority of students within the cohort are either making some or expected progress with a few making better than expected progress. Ladybird data reflects that a higher proportion of students are making expected progress across all four areas of need in comparison to whole school performance.

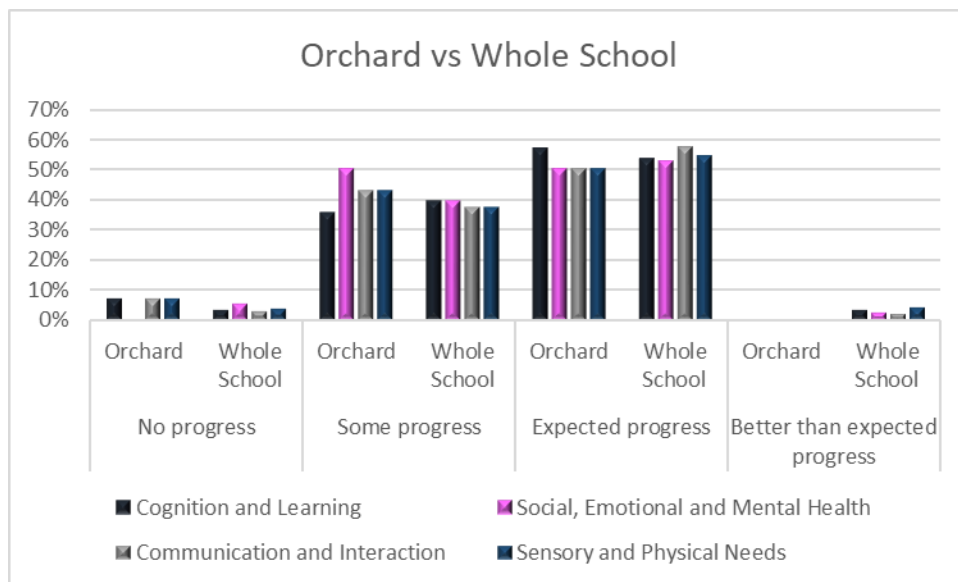
Overall the data for Ladybird is good and there are no concerns.



Usbourne vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Usbourne	Whole School	Usbourne	Whole School	Usbourne	Whole School	Usbourne	Whole School	Usbourne	Whole School
Cognition and Learning	2	9	9	105	16	143	0	9	27	266
Social, Emotional and Mental Health	3	14	11	105	13	140	0	7	27	266
Communication and Interaction	3	8	12	100	12	153	0	5	27	266
Sensory and Physical Needs	1	10	9	100	16	145	1	11	27	266

Usbourne is our Middle School Specialist cluster. Data against the four areas of need highlights a slightly higher percentage not making progress in comparison to whole school, however this is a smaller cluster than most so the statistical viability for this isn't totally secure. Students not making progress will be targeted by the intervention team in Terms 1 and 2 this academic year. The majority within the cohort are either making some or expected progress with cognition and learning and sensory and physical being the strength within the cluster.

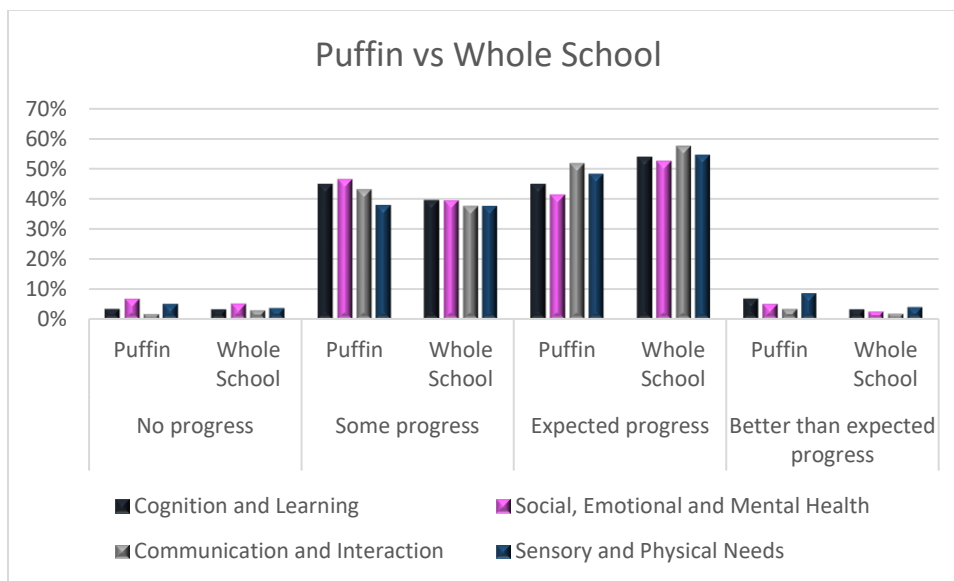
The data demonstrates that students are still progressing well across the Cluster.



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	1	9	5	105	8	143	0	9	14	266
Social, Emotional and Mental Health	0	14	7	105	7	140	0	7	14	266
Communication and Interaction	1	8	6	100	7	153	0	5	14	266
Sensory and Physical Needs	1	10	6	100	7	145	0	11	14	266

Orchard is our Upper School Specialist cluster and the smallest in the school due to the high needs of the students, so the data is easily skewed by the small numbers. Data against the four areas of need measured from the students' ACE plans shows three areas of no progress. This is in relation to two students, one of which was shielding for the majority of the year.

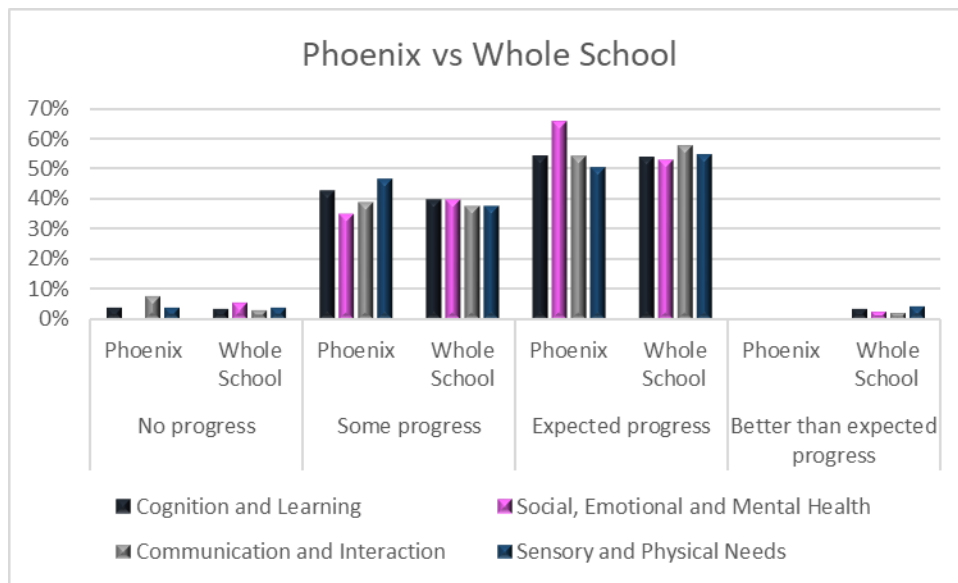
In comparison to whole school the data highlights that a high proportion of Orchard students are making some progress in regards to SEMH, and making better than expected progress in cognition and learning. The transition back into school last academic year and the extensive changes in routine due to imposed circumstance demonstrates that despite the situation, students still progressed well in the cohort that we believe could have been the most affected.



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
<b>Cognition and Learning</b>	2	9	26	105	26	143	4	9	58	266
<b>Social, Emotional and Mental Health</b>	4	14	27	105	24	140	3	7	58	266
<b>Communication and Interaction</b>	1	8	25	100	30	153	2	5	58	266
<b>Sensory and Physical Needs</b>	3	10	22	100	28	145	5	11	58	266

Puffin is our Middle School Towards Independence cluster. Data against the four areas of need measured in Puffin cluster shows that a small amount of students made no progress. One student has not attended for the entire school year and therefore made no progress across all four areas of need. Students not making progress will be targeted by the intervention team in Terms 1 and 2 this academic year.

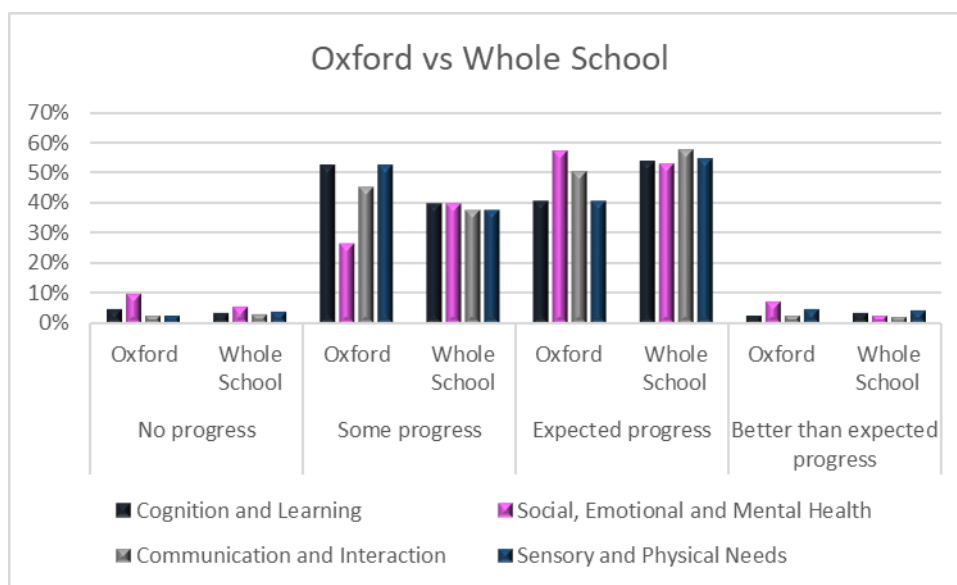
The data highlights that more students in Puffin are making some progress rather than expected progress when measured against the whole school baseline. This cohort of students found the remote learning more difficult as they benefit hugely from the active learning offered throughout the day in school. This cohort will be a key focus during Terms 1 and 2 to reassess with a return to school at the end of Autumn Term.



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
	<b>Cognition and Learning</b>	1	9	11	105	14	143	0	9	26
<b>Social, Emotional and Mental Health</b>	0	14	9	105	17	140	0	7	26	266
<b>Communication and Interaction</b>	2	8	10	100	14	153	0	5	26	266
<b>Sensory and Physical Needs</b>	1	10	12	100	13	145	0	11	26	266

Phoenix is our Upper School Towards Independence cluster. Data against the four areas of need measured from the students' ACE plans in Phoenix cluster shows that only one/two students made no progress during the year. Students who show no progress in areas were shielding throughout the pandemic due to their vulnerabilities.

In comparison to whole school, the data highlights that a similar proportion of Phoenix students are making some or expected progress. Despite the difficulties the data demonstrates that students are still progressing well across the Cluster especially in relation to SEMH.

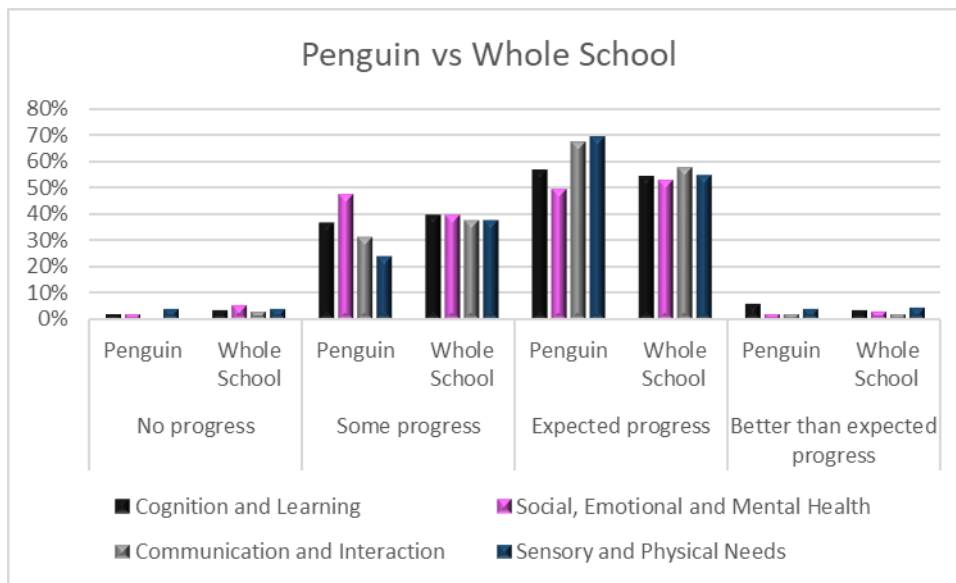


Oxford vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School
Cognition and Learning	2	9	22	105	17	143	1	9	42	266
Social, Emotional and Mental Health	4	14	11	105	24	140	3	7	42	266
Communication and Interaction	1	8	19	100	21	153	1	5	42	266
Sensory and Physical Needs	1	10	22	100	17	145	2	11	42	266

Oxford is our Upper School Independence cluster. Data against the four areas of need measured from the students' ACE plans shows again a very small minority of students making no progress. The majority are either making some or expected progress with a few making better than expected progress.

In comparison to whole school, the data highlights that a high proportion of Oxford students are making better than expected progress. Pleasingly, a higher proportion of students are continuing to make better than expected progress in Social, Emotional and Mental Health needs which was a key focus. However this may have come at a slight disadvantage to their Cognition and Learning targets where a greater percentage of student made some progress rather expected progress

Overall the data for Oxford is good, however we will be focusing on their Cognition and Learning targets now they are back in school.

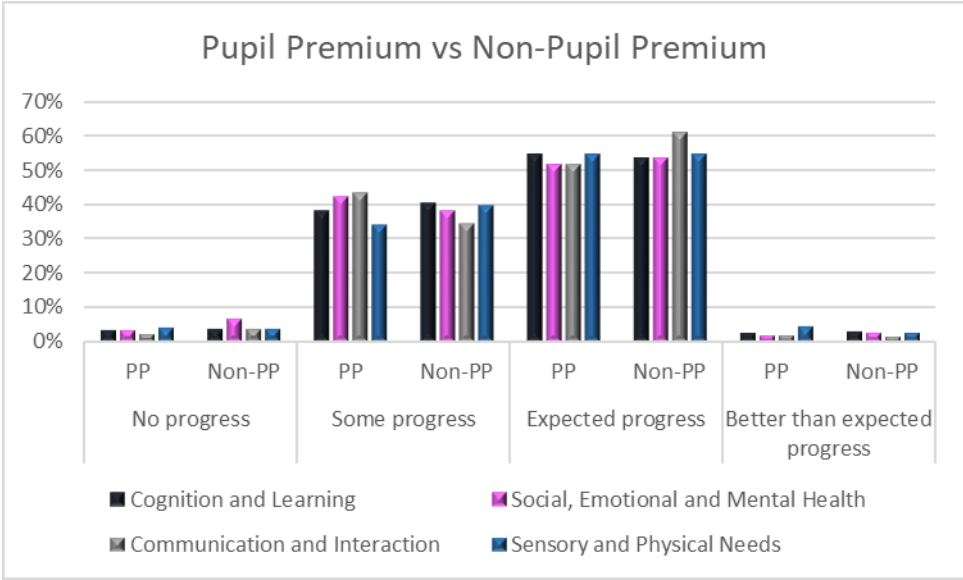


Penguin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School
Cognition and Learning	1	9	20	105	31	143	3	9	55	266
Social, Emotional and Mental Health	1	14	26	105	27	140	1	7	55	266
Communication and Interaction	0	8	17	100	37	153	1	5	55	266
Sensory and Physical Needs	2	10	13	100	38	145	2	11	55	266

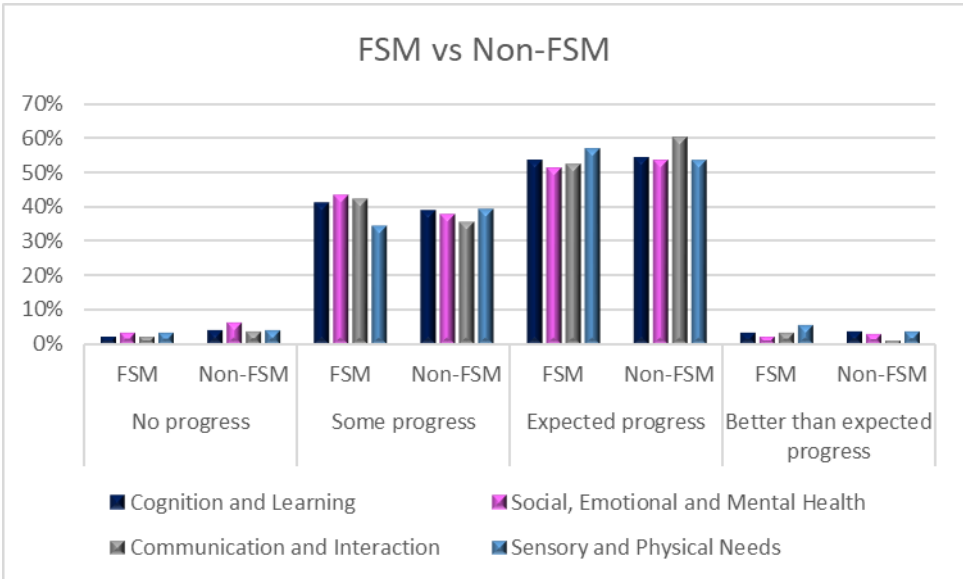
Penguin is our Middle School Independence cluster. Data against the four areas of need measured from the students' ACE plans shows that only one/two students made no progress during the year.

In comparison to whole school, the data highlights that a good proportion of Penguin students are making expected progress and there is a slightly higher proportion of students only making some SEMH progress rather than the expected progress, this will be a focus for the cluster now they are back in school.

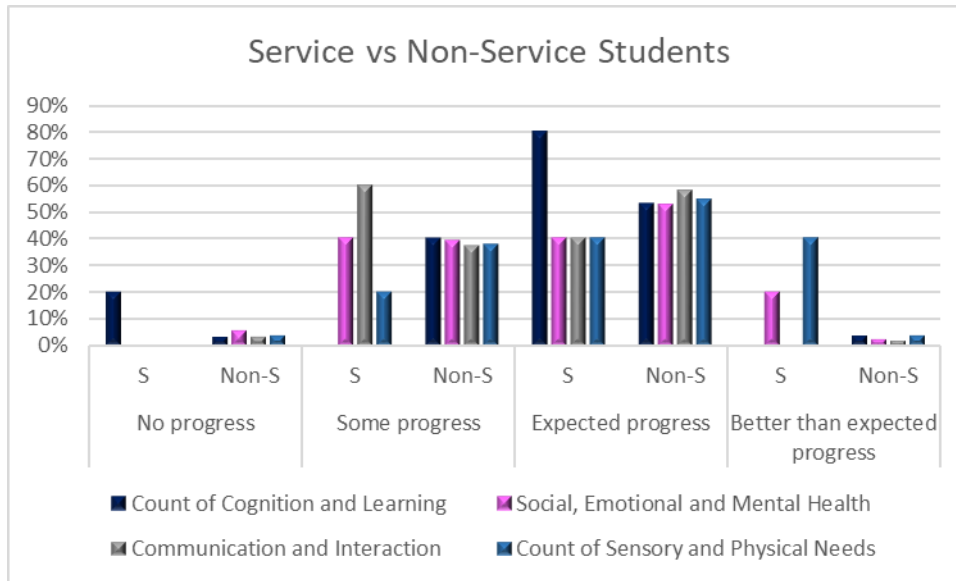
The data demonstrates that students are generally progressing well across the Cluster.



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
<b>Cognition and Learning</b>	3	6	37	68	53	90	4	5	97	169
<b>Social, Emotional and Mental Health</b>	3	11	41	64	50	90	3	4	97	169
<b>Communication and Interaction</b>	2	6	42	58	50	103	3	2	97	169
<b>Sensory and Physical Needs</b>	4	6	33	67	53	92	7	4	97	169



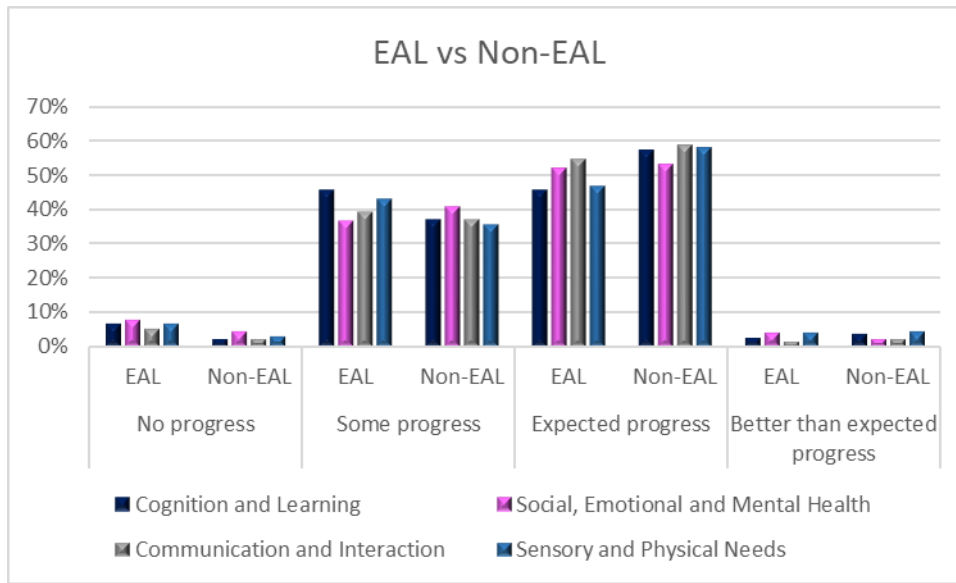
Free School Meals vs Non-Free School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
<b>Meals</b>										
<b>Cognition and Learning</b>	2	7	37	68	48	95	3	6	90	176
<b>Social, Emotional and Mental Health</b>	3	11	39	66	46	94	2	5	90	176
<b>Communication and Interaction</b>	2	6	38	62	47	106	3	2	90	176
<b>Sensory and Physical Needs</b>	3	7	31	69	51	94	5	6	90	176



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
<b>Count of Cognition and Learning</b>	1	8	0	105	4	139	0	9	5	261
<b>Social, Emotional and Mental Health</b>	0	14	2	103	2	138	1	6	5	261
<b>Communication and Interaction</b>	0	8	3	97	2	151	0	5	5	261
<b>Count of Sensory and Physical Needs</b>	0	10	1	99	2	143	2	9	5	261

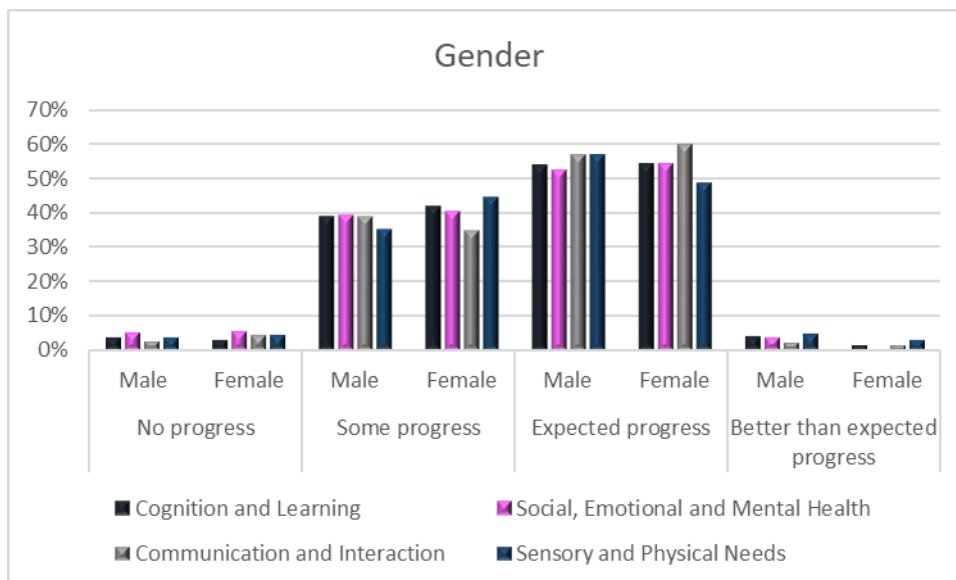
The indication from the data shows that proportionately pupil premium progress is mostly in line with non-pupil premium. Communication and Interaction is an area where both PP and FSM students do slightly less well than their peers. This will be addressed through the Communication project paid for by the catch up grant. The data also now needs to be drilled down to highlight the specific students we need to target for intervention during the Autumn Term.





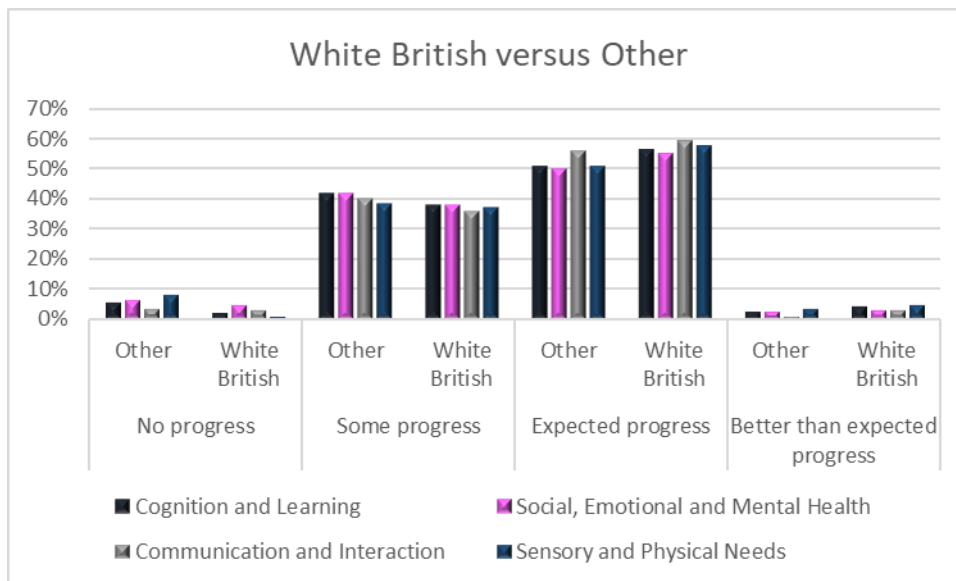
English as an Additional Language vs Non-EAL	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL
<b>Cognition and Learning</b>	5	4	35	70	35	108	2	7	77	189
<b>Social, Emotional and Mental Health</b>	6	8	28	77	40	100	3	4	77	189
<b>Communication and Interaction</b>	4	4	30	70	42	111	1	4	77	189
<b>Sensory and Physical Needs</b>	5	5	33	67	36	109	3	8	77	189

EAL students have demonstrated much better progress over the last two academic years. The gap in SEMH was a key focus and the increase in this area of students now making expected progress highlights the work of the EAL team with this as their key focus during last academic year and continuing into this year. Communication and Interaction is also a key focus and will be addressed in the social communication project. Whole school Boxall data also highlights the progress that has been made in relation to SEMH. We do still have a concern for the small number of EAL students who make no progress and they will be targeted individually by the intervention team.



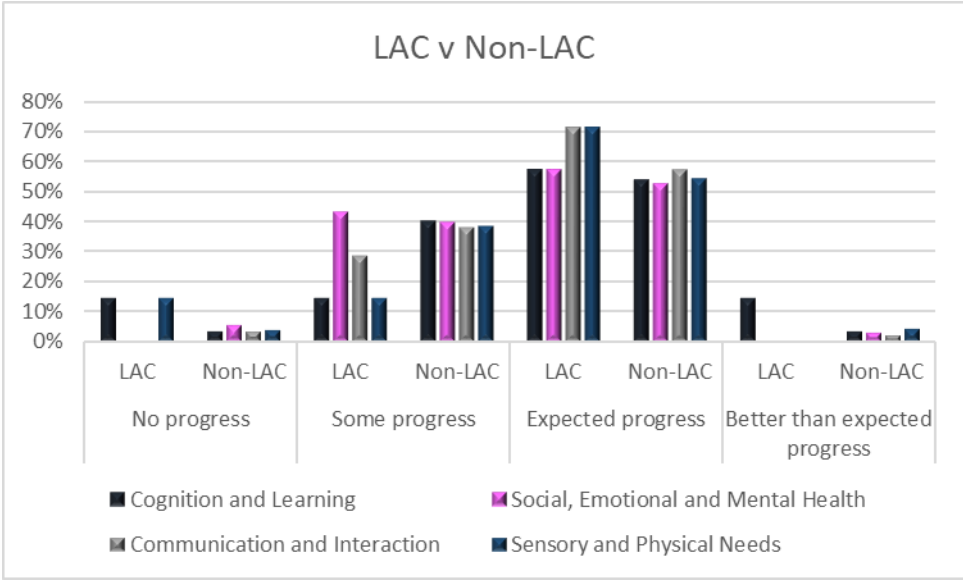
Gender	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Cognition and Learning	7	2	75	30	104	39	8	1	194	72
Social, Emotional and Mental Health	10	4	76	29	101	39	7	0	194	72
Communication and Interaction	5	3	75	25	110	43	4	1	194	72
Sensory and Physical Needs	7	3	68	32	110	35	9	2	194	72

The differential in gender highlights that our cohort at Manor Green is very boy heavy. It is therefore very pleasing to see that girls have made more progress in communication and interaction and SEMH as they form a minority cohort. However their physical development could be better and we think PE lessons in school will improve this slight disparity.



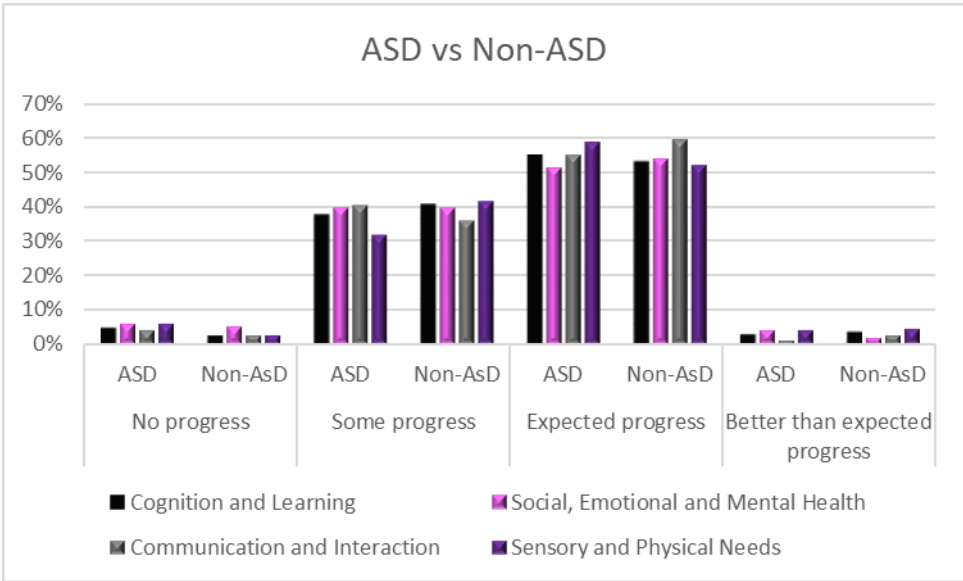
White British vs Other	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	White British	Other	White British	Other	White British	Other	White British	Other	White British	Other
Cognition and Learning	3	6	57	48	85	58	6	3	151	115
Social, Emotional and Mental Health	7	7	57	48	83	57	4	3	151	115
Communication and Interaction	4	4	54	46	89	64	4	1	151	115
Sensory and Physical Needs	1	9	56	44	87	58	7	4	151	115

The data compared to last year shows a measurable diminishing of the difference in relation to SEMH, although it hasn't been eliminated and it continues to remain a main focus to ensure the emotional wellbeing of our non-white British cohort. A joint initiative is being led by our Nurture and our EAL leads. The whole school Boxall data will allow us to drill down into specific areas to address, it also indicated there are other factors rather than simply ethnicity at play here.



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
<b>Cognition and Learning</b>	1	8	1	104	4	139	1	8	7	259
<b>Social, Emotional and Mental Health</b>	0	14	3	102	4	136	0	7	7	259
<b>Communication and Interaction</b>	0	8	2	98	5	148	0	5	7	259
<b>Sensory and Physical Needs</b>	1	9	1	99	5	140	0	11	7	259

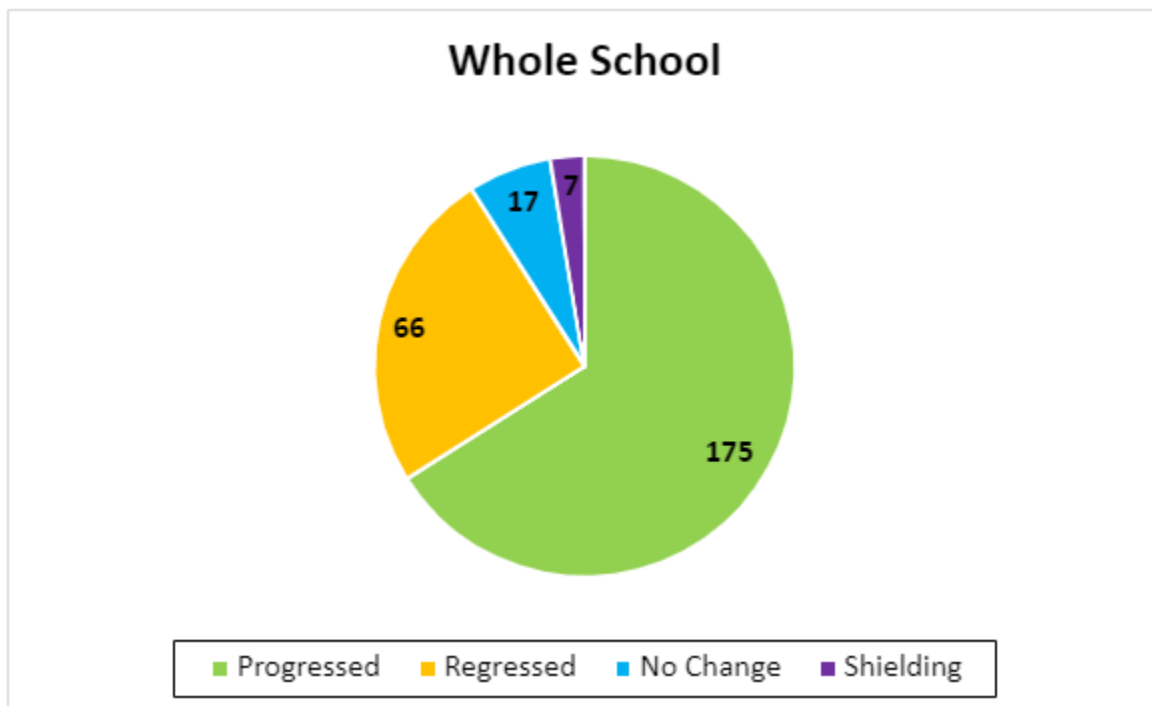
The LAC cohort is too small to be statistically viable for comparison, however all our LAC students have Personal Education Plans which indicate targeted interventions to address underachievement.



ASD vs Non-ASD	No progress		Some progress		Expected progress		expected progress		Grand Total	
	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD
Cognition and Learning	5	4	39	66	57	86	3	6	104	162
Social, Emotional and Mental Health	6	8	41	64	53	87	4	3	104	162
Communication and Interaction	4	4	42	58	57	96	1	4	104	162
Sensory and Physical Needs	6	4	33	67	61	84	4	7	104	162

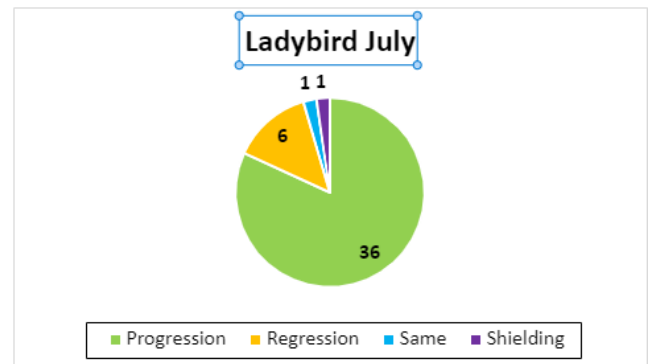
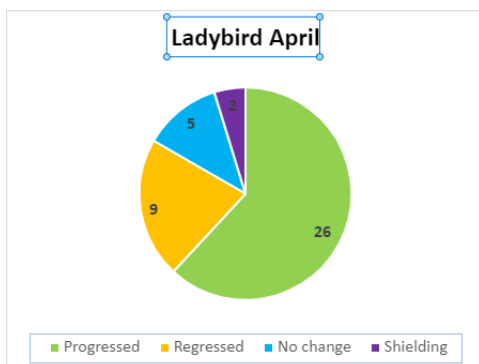
The data highlights that our ASD students are progressing broadly in line with our non ASD cohort. This is especially pleasing given the amount of change and disruption during the academic year due to the pandemic.

## Whole School Boxall Data



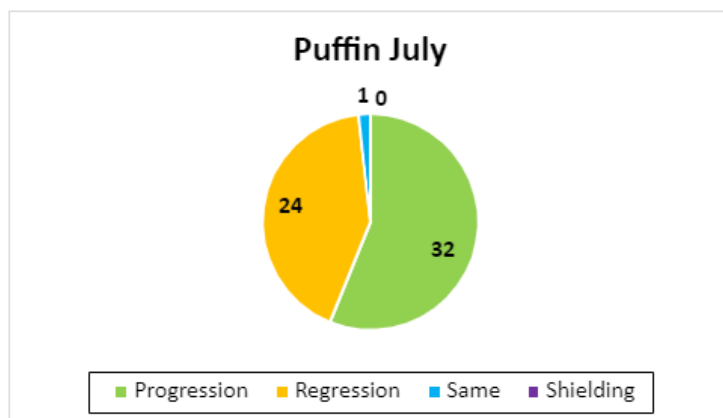
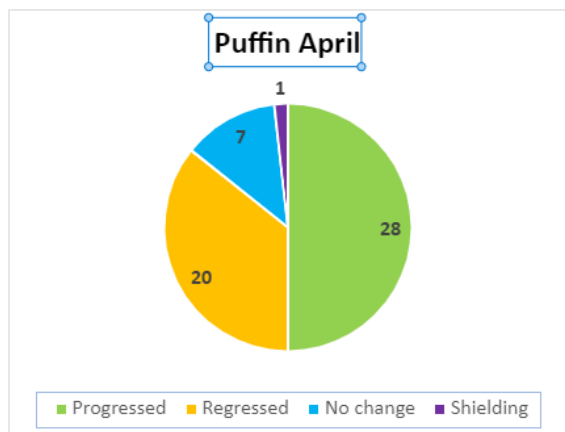
### Ladybird

Ladybird is our First School cluster and they started using the Boxall assessment tool for the first time this year. You can clearly see the progress made once the students returned to school.



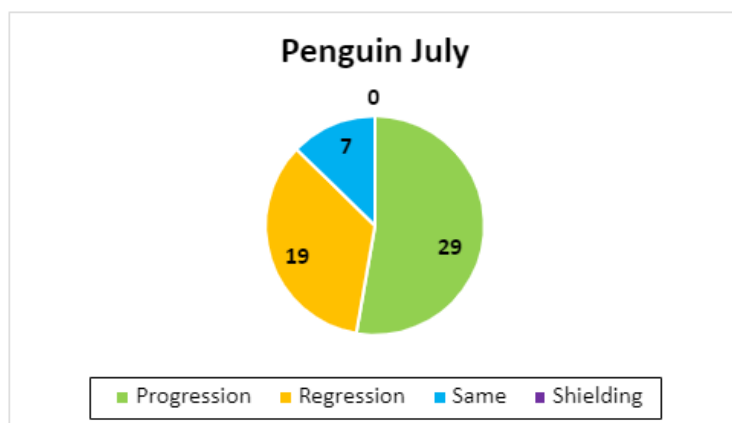
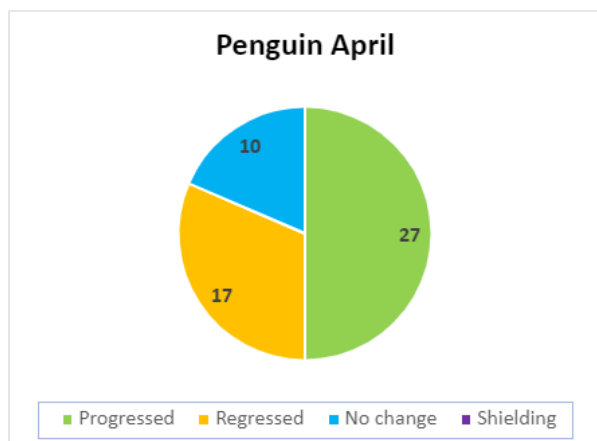
## Puffin

Puffin is our Middle School Towards Independence cluster.....



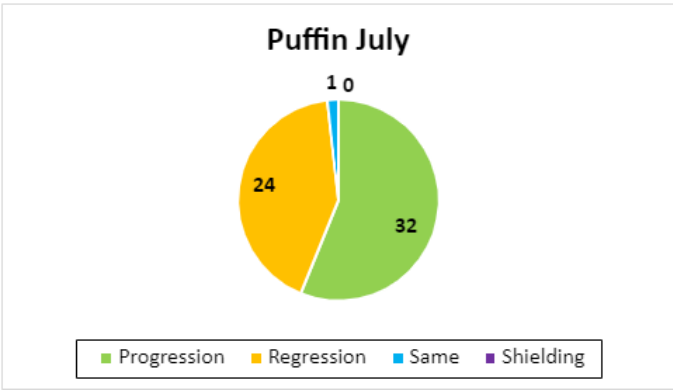
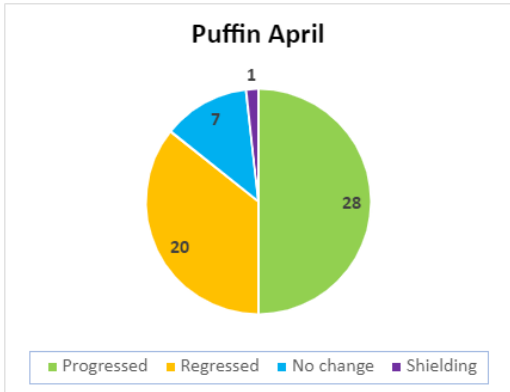
## Penguin

Penguin is our Middle School Independence cluster.....



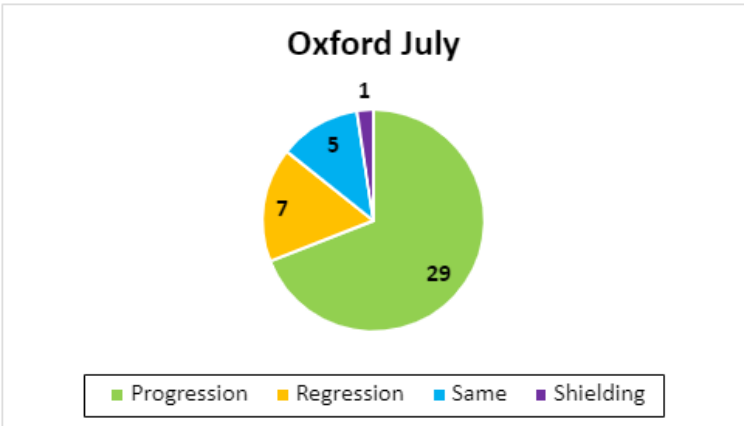
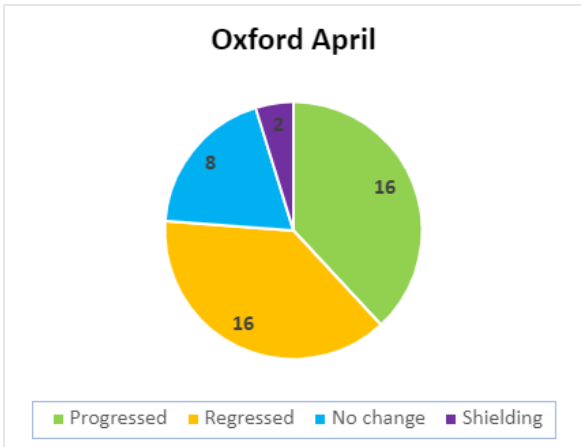
**Puffin**

Puffin is our Middle School Towards Independence cluster...



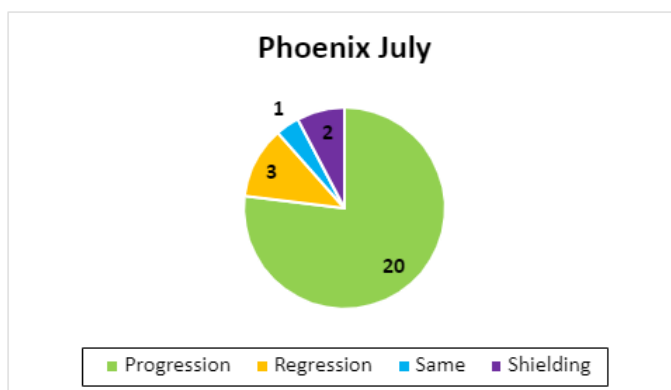
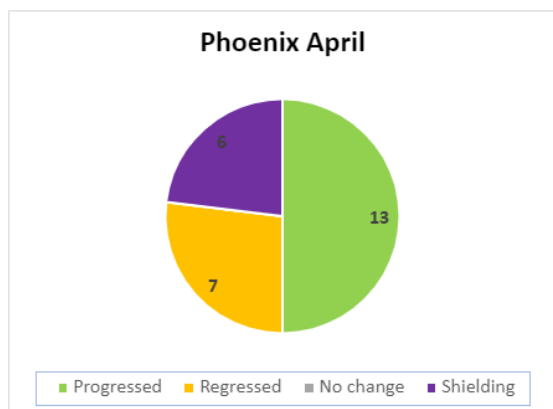
**Oxford**

Oxford is our Upper School Independence cluster...



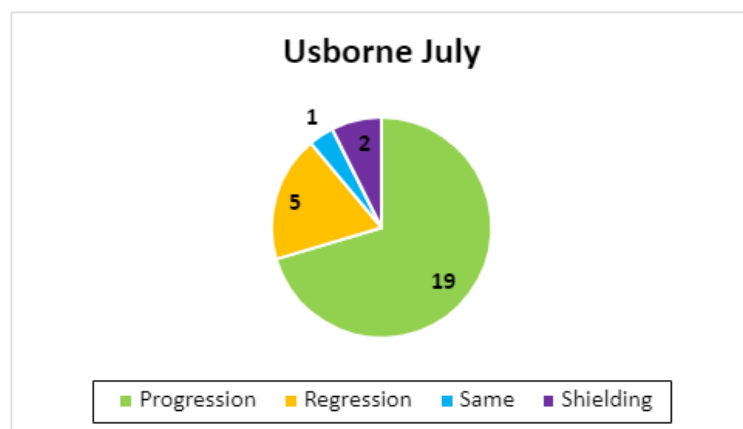
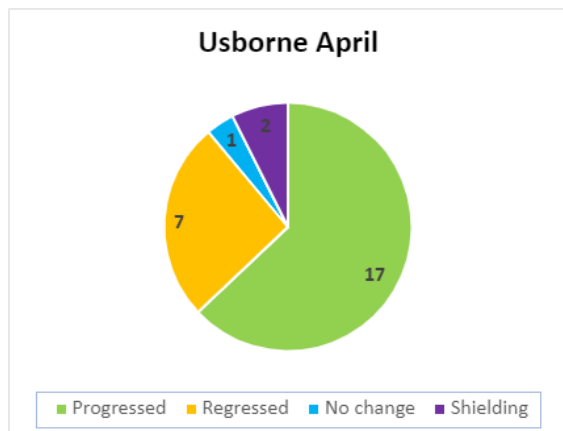
## Phoenix

Phoenix is our Upper School Towards Independence Cluster...



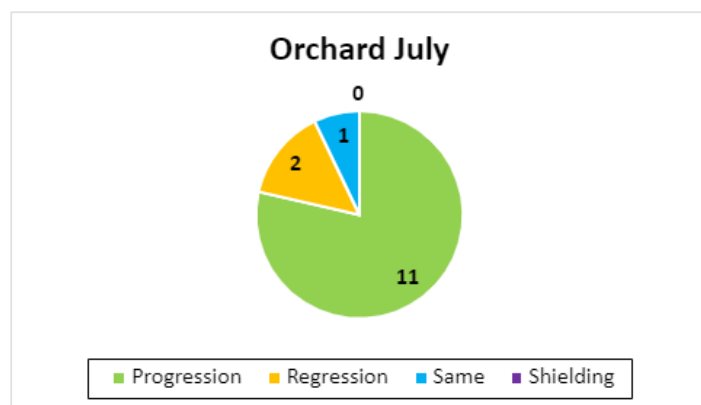
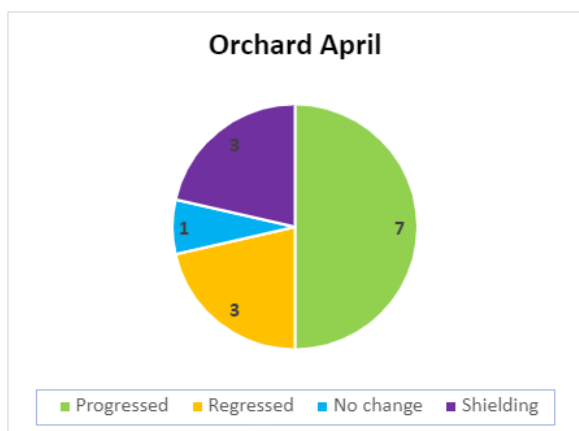
## Usborne

Usborne is our Middle School Specialist cluster...

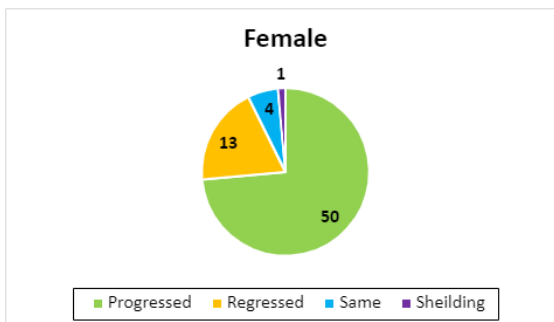
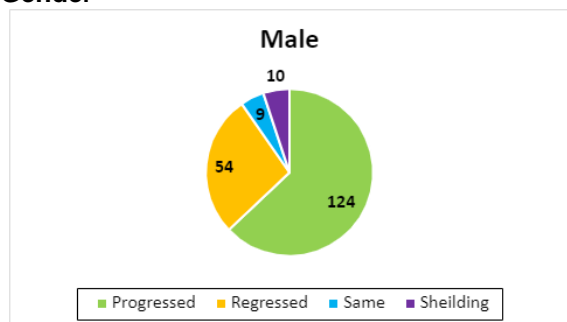


## Orchard

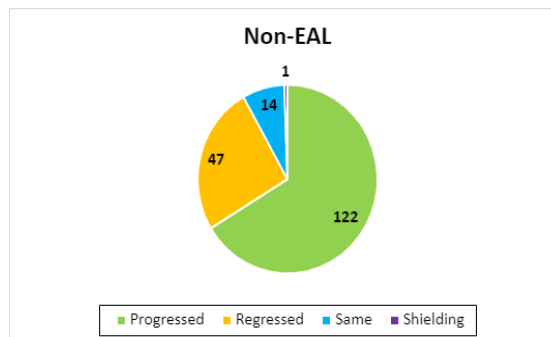
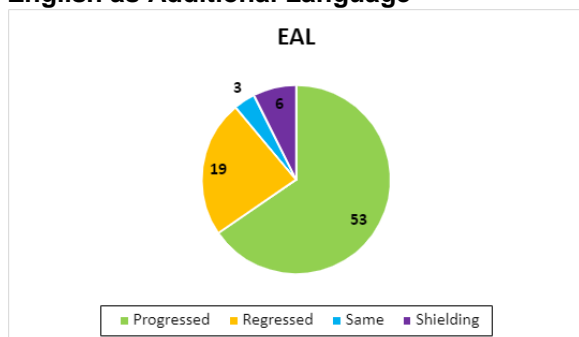
Orchard is our Upper School Specialist Cluster...



## Gender

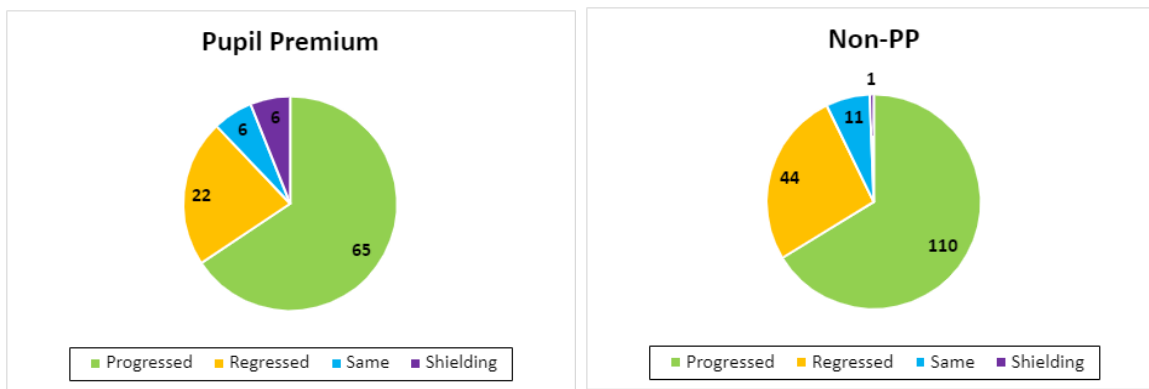


## English as Additional Language



## Pupil Premium





You could say something about the Boxall data overall here if you don't want to comment per cluster.

This year we focused on the below strategies whole school wide, class/ department specific and student specific to boost our SEMH across the school and, in particular, our EAL students whom we found hadn't made expected progress the year before.

- Whole school Nurture training
- Personalised per department Nurture training
- 1:1 teacher training on Boxall and SEMH targets for EHCP's
- 1:1 teacher target setting per student
- Three times a year Boxall assessment which meant we could track who were progressing/ regressing or not making any change. Moderated with all teachers to ensure teachers had the right resources to ensure they could help students progress as a whole class and the students identified as underachieving/ not making expected progress.
- We began to incorporate EHCP SEMH targets from Boxall into Annual reviews to make long term targets more specific and realistic
- Resources bought with sense of belonging in mind, ethnic dolls, emotional check in with pictures of them.
- Updated Regulation Support Plans to focus on the students holistically and strategies rather than the behaviour.

## Overall Analysis

Whole school data indicates that although we have made some progress we still need to focus on Social, Emotional and Mental Health targets. Whole school Boxall data will allow us to target strands for development on an individual and class basis. A key priority this year is to incorporate the Boxall targets into the annual review process and include on the EHCP.in the SEMH section. As the SEMH targets on EHCPs are out of date and some are not relevant at all. Boxall gives us a better understand of where they are currently and the three points in the year of tracking helps us keep an eye on their current wellbeing.

Earwig, our new assessment tool, launched September 2020 holds information all in one place and this will be easier to track progress but assessment at equal points was difficult with lock down and additional parental support during home learning leading to a loss in accuracy. We will be providing further mentoring on target setting and assessment, with increased scrutiny and moderation this year. Students who have made no progress in in any one area of need will be prioritised for intervention within that area.

EAL and Ethnic Minorities was last year our most concerning gap. We have looked 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.

Out of 109 students identified as being EAL/ monolingual, 61 have made progress, 31 regressed, 10 no change, 7 couldn't be tracked effectively due to absence. It is important to note that although across the

span of the year, some students who regressed may have made progress throughout the year but at the data collection points of September and July they had regressed or made no change. We found that our EAL students had lower attendance and during lockdowns did not engage as well in home school learning. Compared to our Non EAL students there is no significant difference between our EAL cohort and Non EAL cohort. We have held regular meetings to track the data of our identified students and looked into what actions we needed to take. Actions decided were to make teachers aware of the students they had in their class and to do more whole class activities as the whole school had a major focus on wellbeing and SEMH as a target.

#### **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 remain the school's prime focus
- Targeted wellbeing intervention to improve social and emotional outcomes
- Targeted intervention in communication and interaction through the social communication project
- Ensure Boxall targets are put onto EHCP documents at transition points to ensure our tracking from SEMH targets and Boxall targets tie up.
- Targeted intervention with students identified as making no progress in an area of need
- Intervention team to look at boys' literacy
- Target intervention for EAL students whose progress is not as expected
- Target literacy intervention for ethnic minorities.
- Target intervention to improve progress in Literacy for ASD students

**Helen Hannam**  
**Deputy Headteacher**