

DATA REPORT

2022-2023

Nancealverne School





2022-2023 Data Headlines

Whole school Overview

At Nancealverne the progress of our pupils is rigorously assessed on an individual basis within a pathway that best reflects their needs. Our pathways are outlined as follows:

- Learning to Learn - Our pre-formal learning pathway
- Bridging to Learn - Our semi-formal learning pathway
- Ready to Learn - Our formal learning pathway

Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment, including those outlined below.

Assessment Methods	Teacher Assessment and Moderations	Engagement model	B Squared	EFL (Evidence for Learning)	Pupil Progress Meetings	Accreditation and Qualifications	EHCP/ Annual Review process
Assessment purpose and impact	Is integral to effective teaching and learning. Draws on a wide range of evidence of pupil learning. Trust in secure professional judgments.	Promotes a broad and engaging curriculum. Encourages reflective practice and explores opportunities for extension for future learning.	Supports in the triangulation and validation of all source data. Summative assessment model used to evaluate student learning, skills acquisition, and academic achievements at the end of a defined instructional period.	Captures real time assessment and evidence of steps of progress. Provides a formative and holistic profile of progress. Is linked to Skills Builder evidence, Supports in the triangulation and validation of all source data.	Tracks curriculum access and identifies need for early intervention . Extends opportunities for reflective practice and informs training and staff development. Supports peer development opportunities and development of subject leads.	Uses tests and tasks in appropriate way. Formally recognises achievement supporting next step development (Post 19) Embraces self and peers assessment developing self-esteem and wellbeing.	Individual targets and Personal Learning Goals (PLGs) are reviewed as part of this statutory process. Pupil views are paramount. PLGs evidenced through Evidence for Learning.



Data is generated using two schemas. The first schema is used to measure progress towards EHCP outcomes. Across the Special Partnership Trust (SPT), these outcomes are broken down first into Annual Targets, which are refined further to create termly Personal Learning Goals (PLGs). The data for these outcomes is generated using Evidence for Learning (EFL). The expectations and progress descriptors for this schema are as follows.

Emerging	Not present or only beginning to emerge/new target. High level of prompt support.
Developing	Evidence of progress. Lower level of prompt support.
Established	Is used frequently and maintained over time. Mostly independent/spontaneous, only occasional reminders/prompts.
Generalised	Consistently used and applied within a range of settings/context and with a range of people. Independent and unprompted

The second schema relates to progress towards National Curriculum outcomes. This is tracked using a relevant Connecting Steps (B-Squared) framework outlined below:

Learning Pathway	Framework
Learning to Learn	Engagement Steps
Bridging to Learn	Engagement Steps/Progression Steps
Ready to Learn	Progression Steps
Key Stage 4 and 5	Steps 4 Life

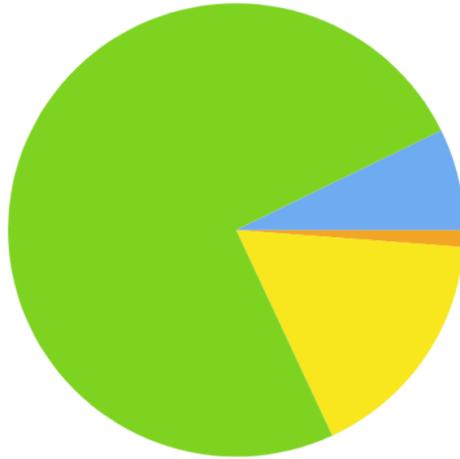
The expectations for progress are set out in the chart below:

SPT Benchmarks		
Emerging 15%	Expected 60%	Exceeded 25%



2023-2024 Data

Whole school progress towards Annual EHCP Outcomes

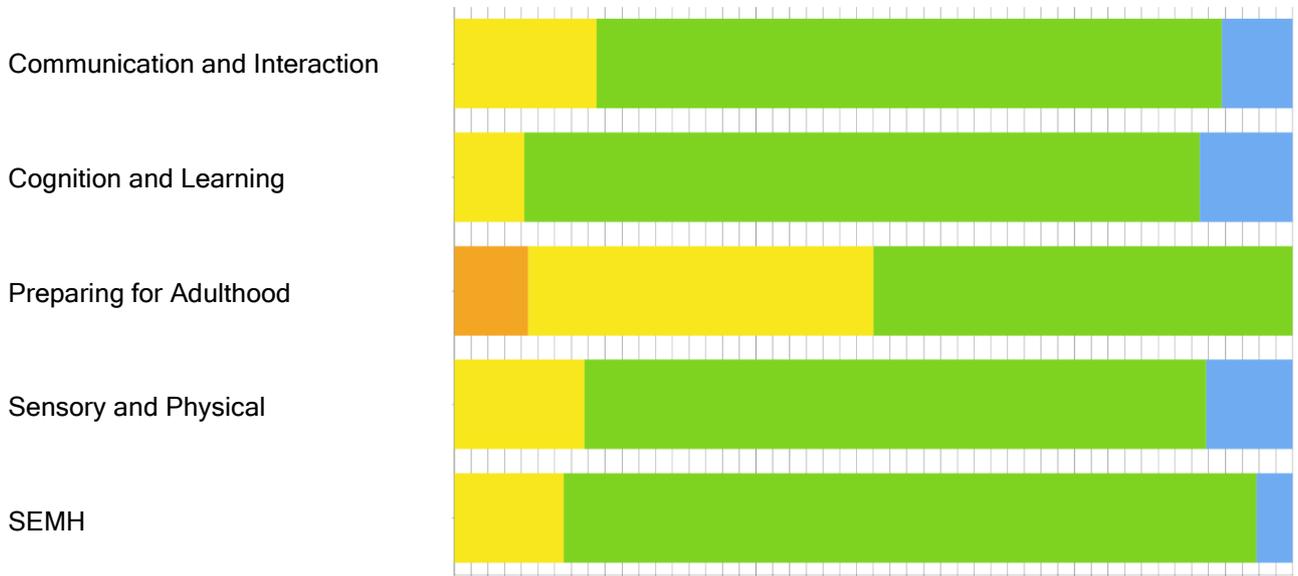


Emerging	1.2%
Developing	16.87%
Established	74.7%
Generalised	7.23%

Narrative:

This data is the Annual target for the whole school across all areas of need within the EHCP. Annual targets are set in September. Progress is measured termly and the target at this point, is reviewed/developed during data review meetings. With nearly 82% of pupils establishing or generalising skills outlined in their annual target, the data indicates that targets are considerably set and carefully monitored to provide pupils with opportunities to succeed and make progress towards EHCP outcomes. Data review meetings and analysis of specific areas of need, identify pupils who require additional support to make expected levels of progress.

Whole school progress towards Annual target by Area of Need

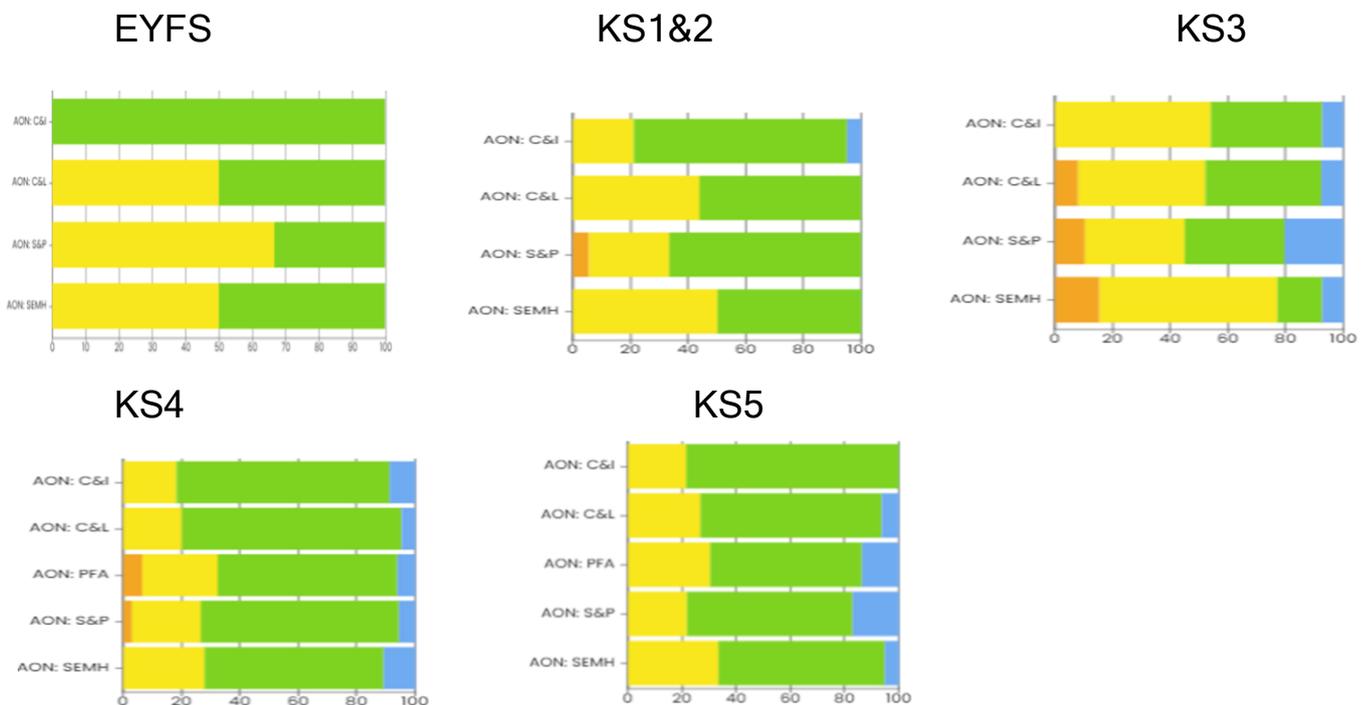




Narrative:

Linking the annual target to areas of need demonstrates further trends and patterns within the progress of learners. The data reflects comparative data in four Areas of Need, where outcomes are overwhelmingly positive. The data also highlights that Annual Targets for Preparing for Adulthood outcomes indicates that fewer learners establishing or generalising the skills. Data meetings offer opportunities to explore this trend further and identify interventions to meet the needs of learners within this specific area of need. These meetings also allow for attributing trends to specific learners and in this case the impact of long-term illness on outcomes.

Termly Progress towards PLGs by Key Stage



Narrative:

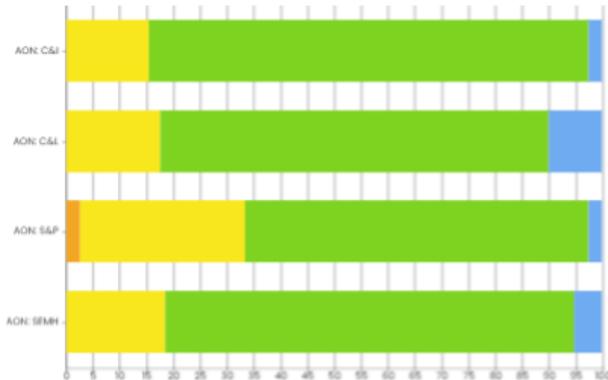
Termly PLG data allows for the monitoring of patterns and trends within Key Stages. When combined with class and key stage data review meetings, opportunities are created to identify and meet both the individual needs of specific learners, and development of the curriculum offer for a key stage, creating a flexible and responsive curriculum that reflects the needs of the cohort. This was highlighted during the summer term’s data, where key stage 3 were able to offer additional opportunities to develop SEMH skills for



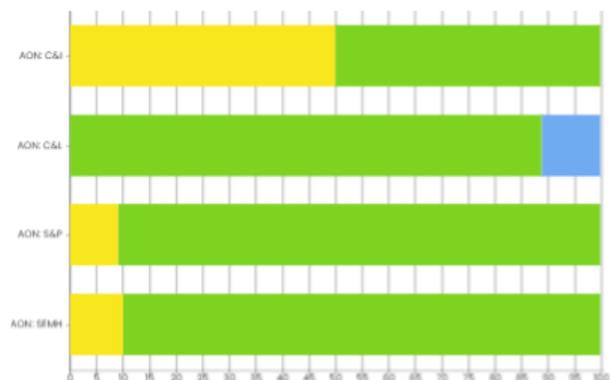
individuals through Specialist Intervention referrals and for the whole group through an adventurous activities' week.

Termly Progress towards PLGs Pupil Premium vs Non-Pupil Premium

Pupils in receipt of Pupil Premium



Pupils not in receipt of Pupil Premium



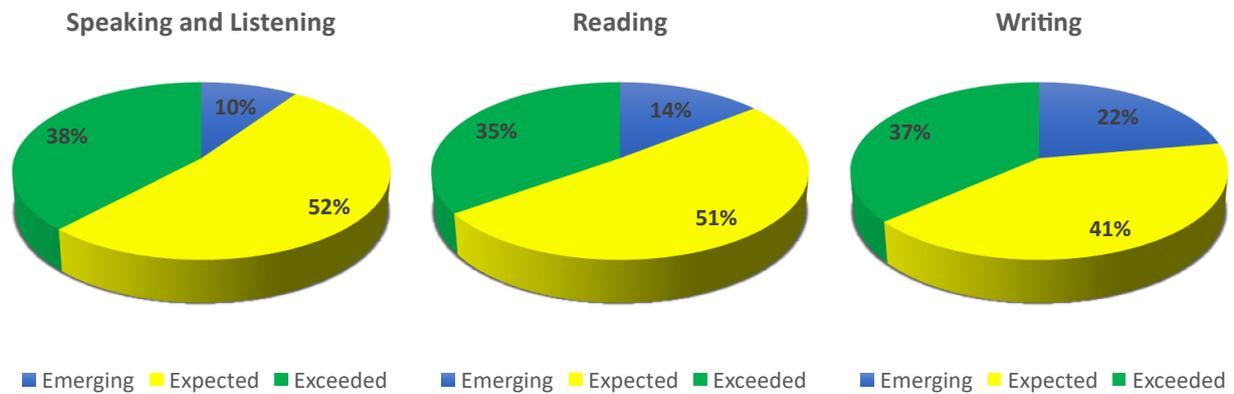
Narrative:

Termly data collection tracks patterns linked to the progress of pupils who are in receipt of Pupil Premium. This ensures that additional funding is targeted and impactful. The trends demonstrate a comparative picture between both groups and when supported by strategic data meetings allows support to be targeted to any individuals requiring additional support.

Curriculum Data

Curriculum data is collected termly and forms part of the ongoing assessment for learning cycle in class. Data is collected for English, Maths and PSHE, allowing for rigorous monitoring of pupil progress. Termly class data meetings ensure patterns and trends within class groups can quickly be identified and strategies implemented to respond to the needs of both individual and class groups.

Whole School- English

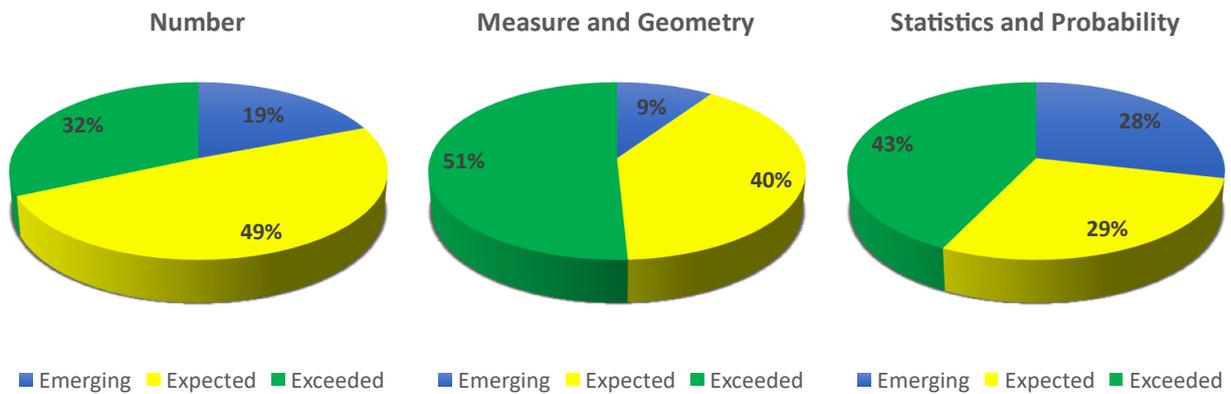


Narrative:

The whole school trends in data for English are overwhelmingly positive and inline with SPT benchmarks. A significant number of pupils have exceeded expectations (between 35% and 38%). Speaking and listening outcomes indicate the strongest progress towards outcomes. The data for writing highlights that this area saw the fewest number of learners reaching expected levels of progress, with 22% of learners emerging. This information while celebrating the impact on reading and communication curriculum developments also allowed the school to focus on embedding writing skills within the curriculum developments, including Twinkl Phonics.

Curriculum data meetings, with curriculum leads, allow for closer examination of data and opportunities to develop whole school strategies and approaches.

Whole School- Maths



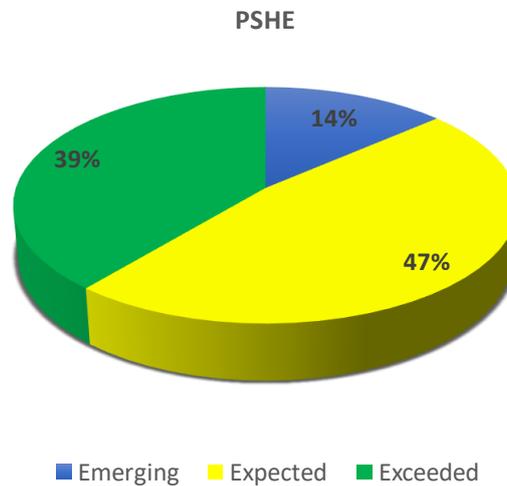
Narrative:

The whole school trends in data for Maths are overwhelmingly positive and mostly in line with SPT benchmarks. The data for Measure and Geometry indicate that the greatest progress was made in this area with 91% of learners reaching or exceeding expected levels of progress. The data for Statistics and Probability highlights that this area saw the fewest number of learners reaching expected levels of progress, with 28% of learners emerging towards their outcomes. This information allowed for the sharing of best practice in number and measure and geometry, including embedded practices linked to the use of the mastery approach. The information also allows for the development of opportunities within the area of statistics and probability, providing additional opportunities to develop and apply functional skill, including through regular whole school enterprise/research projects.

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Whole School- PSHE



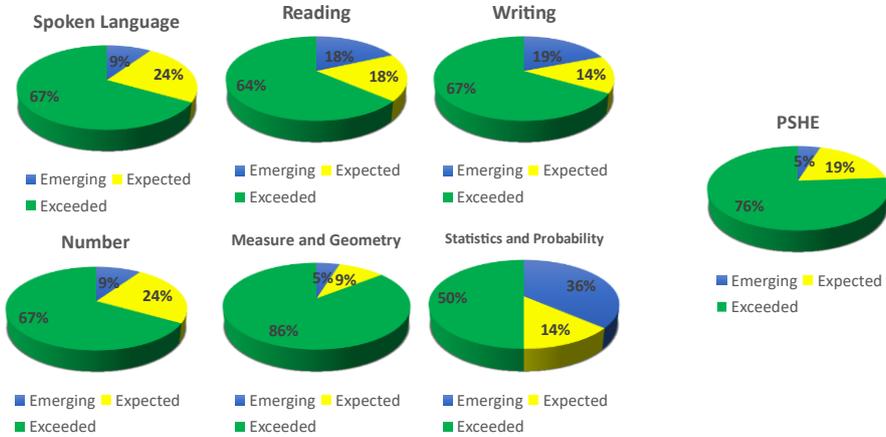
Narrative:

The whole school trends in data for PSHE are overwhelmingly positive and mostly in line with SPT benchmarks. The data indicates a significant percentage of pupils (39%) exceeding expected levels of progress. The data reflects the well-established and embedded curriculum, strategies and practice that supports the pupils progress within PSHE.

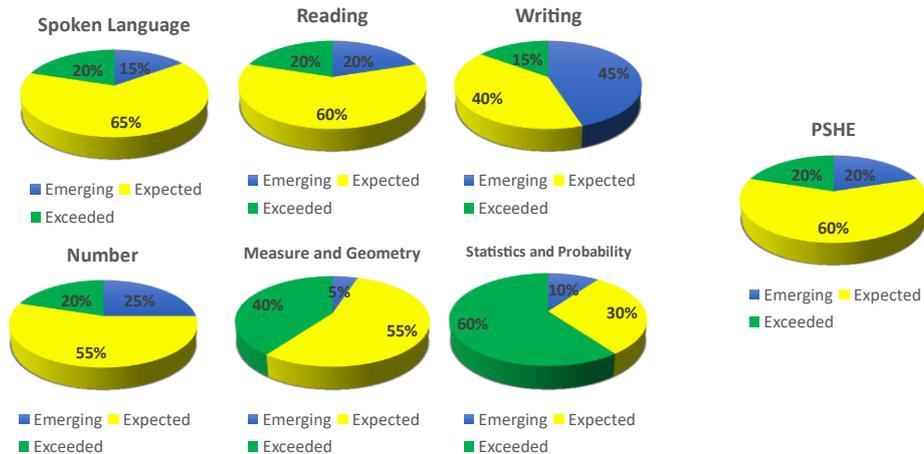
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Key stage data - KS2, KS3, KS4 and KS5

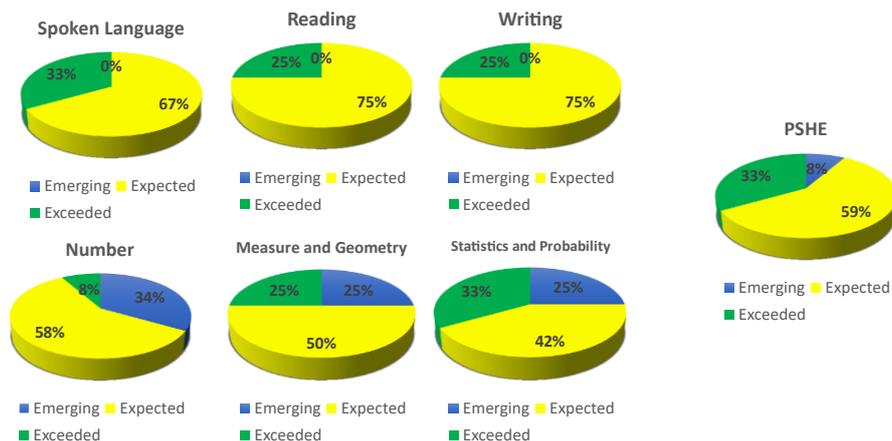
Key Stage 2



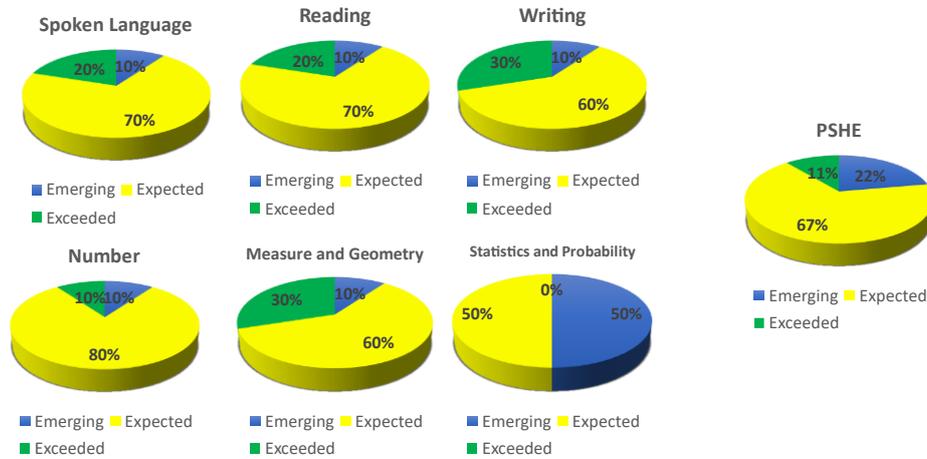
Key Stage 3



Key Stage 4



Key Stage 5



Narrative:

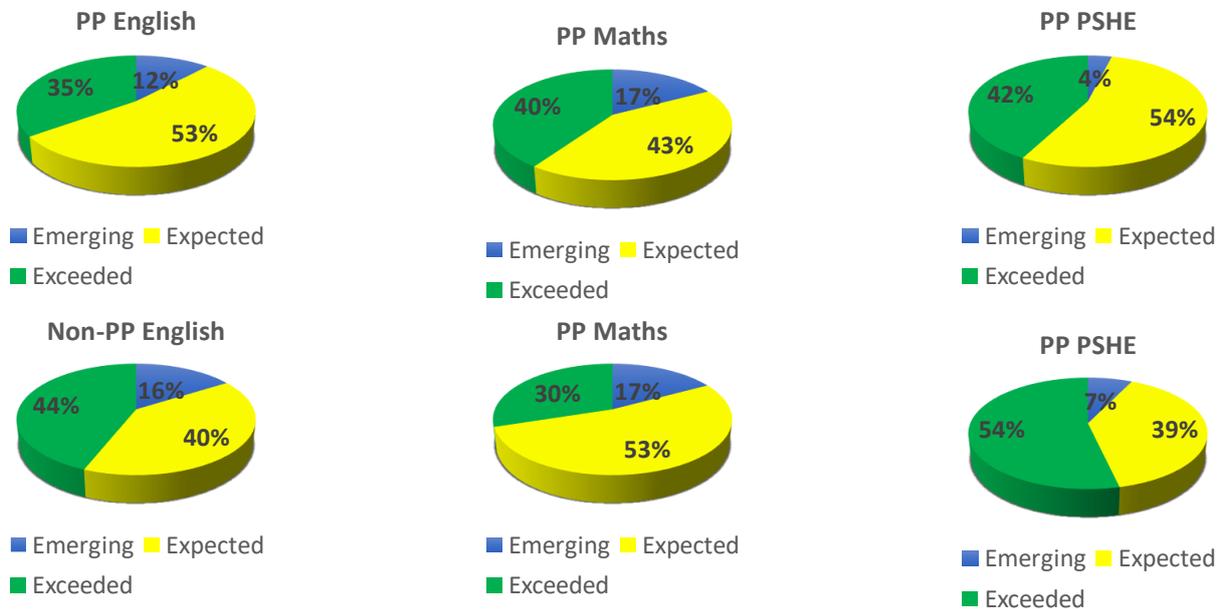
Data is collected and reviewed for all key stages and class groups. This provides greater opportunities to identify patterns and causes for whole school trends. In turn data review meetings with curriculum and class leads allow for responses and interventions at a class, individual or whole school level.

Whole school patterns indicate that pupils up to the end of key stage to exceed expected levels of progress more frequently than older groups. The accelerated learning and skills gained at this early stage are developed further in key stage three through increased opportunities to apply skills in practical and functional ways within Key Stage 3. This applied and functional approach is developed further within Key Stages 4 and 5 as learners progress towards their accreditation pathway and key skills are refined in preparation for adulthood.



Data for Pupils in Receipt of Pupil Premium Funding

Pupil Premium / Non-Pupil Premium



Narrative:

Termly data collection tracks patterns linked to the progress of pupils who are in receipt of Pupil Premium. This ensures that additional funding is targeted and impactful. The trends demonstrate a comparative picture between both groups and when supported by strategic data meetings allows support to be targeted to any individuals requiring additional support.