**Whole School Data – 2020-2021**

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| **Pupil Progress for Whole School** | | | | |
| **Pupil progress targets are based upon the following:**   * their individual starting point * how they have progressed in previous years   **Target Setting**  Pupils are set Targets of 3 statements for the first half term and 4 for every other half term in Literacy, Numeracy and PSHE.  Subjects taught on a less frequent basis such as Science are set targets of 1 statement for first half term and then 2 per half term. Pupils on the Yellow path primarily work towards the AET assessment. This is then used to contribute to there other progress areas of the curriculum. EYFS- are  **Progress indicators: Numeracy, Literacy and PSHE Point Score**  **Making Expected Progress 4 Targets or more per half term**  **Maintaining or below expected progress < 4 targets per half term**  **Science  Making Expected Progress 2 Targets or more per half term**  **Maintaining or below expected progress < 2 targets per half term**  **EYFS**  **Progress indicators: Point Score**  **Making Expected Progress 2 Targets or more per half term**  **Maintaining or below expected progress < 2 targets per half term** | | | | |
| **Whole School Results** | | | | |
| Pupils across the school have made the following progress: | **English / Literacy** | **Maths / Numeracy** | **Science** | **PSHE** |
|  | **Term One** | | | |
| **Making or exceeding expected progress** | **75%** | **62%** | **76%** | **57%** |
| **Making smaller steps of progress** | **25%** | **38%** | **24%** | **43%** |
|  | **Term Two** | | | |
| **Making or exceeding expected progress** | **54%** | **34%** | **32%** | **15%** |
| **Making smaller steps of progress** | **46%** | **66%** | **68%** | **75%** |
|  | **Final Term** | | | |
| **Making or exceeding expected progress** | **86%** | **56%** | **70%** | **62%** |
| **Making smaller steps of progress** | **14%** | **44%** | **30%** | **38%** |
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| **Pupil Progress for EYFS** | | | | | | | | | |
| **Total Number of Pupils** | | | **10** | | | | | | |
| **SLD** | | | **5** | | | | | | |
| **ASD** | | | **5** | | | | | | |
| **PMLD** | | | **0** | | | | | | |
| **Pupils on Behaviour Plans** | | | **0** | | | | | | |
| Pupils at EYFS have made the following progress: | Lit | Num | Com  Lang. | U. The World | Expr Arts  &Design | Phys Devel. | | PSED |  |
|  | **Term One** | | | | | | | | |
| **Making or exceeding expected progress** | **90%** | **60%** | **90%** | **100%** | **70%** | **0%** | | **90%** |  |
| **Making smaller steps of progress** | **10%** | **40%** | **10%** | **0%** | **30%** | **100%** | | **10%** |  |
|  | **Term Two** | | | | | | | | |
| **Making or exceeding expected progress** | **70%** | **40%** | **80%** | **100%** | **50%** | | **90%** | **80%** |  |
| **Making smaller steps of progress** | **30%** | **60%** | **20%** | **0%** | **50%** | | **10%** | **20%** |  |
|  | **Final Term** | | | | | | | | |
| **Making or exceeding expected progress** | **80%** | **60%** | **90%** | **100%** | **70%** | | **100%** | **70%** |  |
| **Making smaller steps of progress** | **20%** | **40%** | **10%** | **0%** | **30%** | | **0%** | **30%** |  |
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| **Pupil Progress for KS1** | | | | | |
| **Total Number of Pupils** | | **19** | | | |
| **SLD** | | **13** | | | |
| **ASD** | | **4** | | | |
| **PMLD** | | **1** | | | |
| **Other** | | **1** | | | |
| **Pupils on Behaviour Plans** | | **4** | | | |
| Pupils at KS1 have made the following progress: | **English / Literacy** | | **Maths / Numeracy** | **Science** | **PSD** |
|  | **Term One** | | | | |
| **Making or exceeding expected progress** | **57%** | | **74%** | **59%** | **42%** |
| **Making smaller steps of progress** | **43%** | | **24%** | **41%** | **58%** |
|  | **Term Two** | | | | |
| **Making or exceeding expected progress** | **41%** | | **18%** | **18%** | **11%** |
| **Making smaller steps of progress** | **59%** | | **82%** | **82%** | **89%** |
|  | **Final Term** | | | | |
| **Making or exceeding expected progress** | **95%** | | **37%** | **53%** | **58%** |
| **Making smaller steps of progress** | **5%** | | **63%** | **47%** | **42%** |
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| **Pupil Progress for KS2** | |
| **Total Number of Pupils** | **48** |
| **SLD** | **27** |
| **ASD** | **12** |
| **PMLD** | **8** |
| **Other** | **1** |
| **Pupils on Behaviour Plans** | **19** |

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| Pupils at KS2 have made the following progress: | **Literacy** | **Numeracy** | **Science** | **PSD** |
|  | **Term One** | | | |
| **Making or exceeding expected progress** | **73%** | **79%** | **52%** | **35%** |
| **Making small steps of progress** | **27%** | **21%** | **48%** | **65%** |
|  | **Term Two** | | | |
| **Making or exceeding expected progress** | **53%** | **47%** | **34%** | **13%** |
| **Making small steps of progress** | **47%** | **53%** | **66%** | **87%** |
|  | **Final Term** | | | |
| **Making or exceeding expected progress** | **86%** | **70%** | **53%** | **57%** |
| **Making small steps of progress** | **14%** | **30%** | **47%** | **43%** |
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| **Pupil Progress for KS3** | | | | | | | |
| **Total Number of Pupils** | | **49** | | | | | |
| **SLD** | | **33** | | | | | |
| **ASD** | | **10** | | | | | |
| **PMLD** | | **3** | | | | | |
| **Other** | | **3** | | | | | |
| **Pupils on Behaviour Plans** | | **7** | | | | | |
| Pupils at KS3 have made the following progress: | **Literacy** | | **Numeracy** | | **Science** | **PSD** | |
|  | **Term One** | | | | | | |
| **Making or exceeding expected progress** | 78% | | 48% | | 93% | NH | |
| **Making smaller steps of progress** | 22% | | 52% | | 7% | NH | |
|  | **Term Two** | | | | | | |
| **Making or exceeding expected progress** | 72% | | 39% | | 74% | NH | |
| **Making smaller steps of progress** | 28% | | 61% | | 26% | NH | |
|  | **Final Term** | | | | | | |
| **Making or exceeding expected progress** | 83% | | 58% | 85% | | | NH |
| **Making smaller steps of progress** | 17% | | 42% | 15% | | | NH |

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| **Pupil Progress for KS4** | | | | | |
| **Total Number of Pupils** | | **29** | | | |
| **SLD** | | **14** | | | |
| **ASD** | | **12** | | | |
| **PMLD** | | **3** | | | |
| **Other** | | **0** | | | |
| **Pupils on Behaviour Plans** | | **5** | | | |
| Students who are cared for pupils have made the following progress: | **Literacy** | | **Numeracy** | **Science** | **PSHE** |
|  | Term one | | | | |
| **Red Path Green Path Blue Path** | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | TC Accreditation Moving On Moving On  TC Accreditation | New Horizons  New Horizons Short Course   TC Accreditation |
|  | Term Two | | | | |
| **Red Path Green Path Blue Path Yellow Path** | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | TC Accreditation Moving On Moving On  TC Accreditation | New Horizons  New Horizons Short Course   TC Accreditation |
|  | Final Term | | | | |
| **Red Path Green Path Blue Path Yellow Path** | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation | TC Accreditation  Aim Awards  Aim Awards  TC Accreditation |
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| **Post 16** | | | | | |
| **Total Number of Pupils** | | **24** | | | |
| **SLD** | | **13** | | | |
| **ASD** | | **4** | | | |
| **PMLD** | | **3** | | | |
| **Other** | | **4** | | | |
| **Pupils on Behaviour Plans** | | **0** | | | |
|  | Term one | | | | |
| **Red Path Blue and  Green Path Yellow Path** | Towards Independence  Sixth form – AIM Qualifications  The Springboard Project – two interns secured paid employment during the first term. Three interns have had their internship extended to July 2021 as a results of being negatively impacted by COVID-19 | | | | |
| **Red Path Blue and  Green Path Yellow Path** | Towards Independence  Sixth form – AIM Qualifications  The Springboard Project – two interns secured paid employment during the first term. Three interns have had their internship extended to July 2021 as a results of being negatively impacted by COVID-19 | | | | |
|  | Final Term | | | | |
| **Red Path Blue and  Green Path Yellow Path** | Towards Independence  Sixth form – AIM Qualifications  The Springboard Project – two interns secured paid employment during the first term. Three interns have had their internship extended to July 2021 as a results of being negatively impacted by COVID-19 | | | | |
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| **Student Progress Cared for Pupils** | |
| **Total Number of Pupils** |  |
| **SLD** |  |
| **ASD** |  |
| **PMLD** |  |
| **Pupils on Behaviour Plans** |  |

**Cared for pupils**

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| **Student profile.** | | | | |
| Students who are cared for pupils have made the following progress: | **Literacy** | **Numeracy** | **Science** | **PSHE** |
|  | Term one | | | |
| **Making or exceeding expected progress** | 50% | 67% | 100% | 100% |
| **Making small steps of progress** | 50% | 33% | 0% | 0% |
|  | Term Two | | | |
| **Making or exceeding expected progress** | 50% | 67% | 100% | 100% |
| **Making small steps of progress** | 50% | 33% | 0% | 0% |
|  | Final Term | | | |
| **Making or exceeding expected progress** | 50% | 67% | 100% | 100% |
| **Making small steps of progress** | 50% | 33% | 0% | 0% |
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**Summary, analysis and Actions of Termly Data**

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| **Outstanding Progress** = Making or exceeded expected progress over 75%  **Good Progress** = Making or exceeded expected progress over 50%  **Requires input / change** =  Making or exceeded expected progress is below 50% | | | | | | | | | |
| Term one | | | | | | | | | |
| **EYFS** | Literacy | Numeracy | Communication  Language | Physical Development | PSED | Understanding The World | Expr Arts  &Design | |  |
|  | Outstanding | Good | Outstanding | Requires Input | Outstanding | Good | Good |  | |
|  | **Literacy** | | **Numeracy** | | **Science** | | **PSHE** | | |
| **Whole School** | Outstanding | | Good | | Outstanding | | Good | | |
| **KS1** | Good | | Outstanding | | Good | | Good | | |
| **KS2** | Good | | Outstanding | | Good | | Requires Input | | |
| **KS3** | Outstanding | | Requires input | | Outstanding | | Accreditation | | |
| **KS4** | Accreditation | | Accreditation | | Accreditation | | Accreditation | | |
| **Cared for Pupils** | Good | | Good | | Outstanding | | Outstanding | | |
| **EYFS –** Physical Development – Due to COVID pupils in the reception class have not been accessing the physical development element of the curriculum as much as they would have. Pupils have not had access to the sports facility or soft play during the first term.  The plan will be to re-introduce this in the summer term.  **Key Stage 2 PSHE**- After discussions with class teachers he self help assessment had been completed by most pupils in the class, hence showing limited progress has been made since the last assessment. There has been a further work completed about the assessment of PSHE at KS2 to rectify this issue and assurances that there is an assessment scheme appropriate for each topic the pupils have covered rather than just self help skills.  Key Stage 3 Numeracy - At KS3 the new curriculum was introduced ‘Maths for Life’ there has been | | | | | | | | | |

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| Term Two | | | | | | | | | |
| **EYFS** | Literacy | Number | Com  Lang. | Phys Devel. | PSED | U. The World | Expr Arts  &Design | | |
|  |  |  |  |  |  |  |  | | |
|  | **Literacy** | | **Numeracy** | | **Science** | | **PSHE** | | |
| **Whole School** |  | |  | |  | |  | | |
| **KS1** |  | |  | |  | |  | | |
| **KS2** |  | |  | |  | |  | | |
| **Ks3** |  | |  | |  | |  | | |
| **KS4** |  | |  | |  | |  | | |
| **Cared for Pupils** |  | |  | |  | |  | | |
| Due to covid we have had independent meetings with class teachers to discuss the recovery program and the areas on the curriculum we need to focus on. During these meetings teachers discussed plans for intervention in certain areas.  Term Three | | | | | | | | | |
| **EYFS** | Literacy | Number | Com  Lang. | Phys Devel. | PSED | U. The World | Expr Arts  &Design | |  |
|  | Outstanding | Outstanding | Outstanding | Outstanding | Good | Good | Good |  | |
|  | **Literacy** | | **Numeracy** | | **Science** | | **PSHE** | | |
| **Whole School** | Outstanding | | Good | | Good | | Good | | |
| **KS1** | Outstanding | | Requires Improvement | | Good | | Good | | |
| **KS2** | Outstanding | | Good | | Good | | Good | | |
| **Ks3** | Outstanding | | Good | | Outstanding | | Accreditation | | |
| **KS4** | Accreditation | | Accreditation | | Accreditation | | Accreditation | | |
| **Cared for Pupils** | Good | | Good | | Outstanding | | Outstanding | | |