

The Grove School

Data Analysis Report

2015-2016

Report for Staff, Parents and Governors 2015-2016

For the purpose of this report the following explanations maybe helpful: -

Attainment - is the level at which a child is working.

Progress - is the development that they have made from their previous level whatever that may have been.

Achievement - is a combination of attainment and progress with the weight been given to progress.

PMLD - Profound Multiple Learning Difficulties/Disabilities

SLD - Severe Learning Difficulties/Disabilities

The Ofsted website <http://dashboard.ofsted.gov.uk/> is a useful link to use, it describes within 'Schools Data Dashboard - guidance for special schools' how the levels are used and what they mean. There are also useful sections on:-

Interpreting data on special schools

Data suppression

These are useful pieces of information to look at before working through this document, they give an insight into the complexities of Special School data.

We will refer to the proportion of pupils making expected and more than expected progress within this report, this enables us to plan interventions for pupils who do not reach this threshold.

We have found the following information useful when analysing our data: -

We considered that those in the 25th percentile are the children in the Lower Quartile who are making expected progress, those in the 50th percentile are in the Median Quartile making good progress which we use as our target level and those in the 75th percentile are in the Upper Quartile and would be making outstanding progress.

Explanation of Quartiles:-

To set high expectations we need to know what good progress looks like for learners on a range of different trajectories.

We have included both a visual and numerical representation of pupil progress.

The table and chart below show the progression of learners, based on age and prior attainment, using quartiles. The quartiles divide the attainment of the learners in the data set into four.

100% of learners in the data set				
	1 st quartile Lowest quartile	2 nd quartile Below the median	3 rd quartile Above the median	4 th quartile Highest quartile
Learners with the Lowest Attainment Less than expected progress				Learners with the Highest Attainment
	25 th Percentile	50 th Percentile	75 th Percentile	
	Lower quartile line (LQ) Expected Progress For those who have a high level of vulnerability	Median Line Expected/Good Progress Target Level	Upper quartile Line (UQ) Good/Outstanding Progress	

- The lower quartile line (LQ) in the chart is the 25th percentile or the upper limit of the lowest quartile.
- The lowest quartile shows the performance of the lowest 25% of the cohort.
- The median is the middle line of performance of the whole cohort in the data set, the 50th percentile. Learners in the 2nd quartile are performing between the 25th percentile and the median line.
- 25% of learners are working within the 3rd quartile between the median and the 75th percentile.
- The upper quartile line (UQ) in the chart is the 75th percentile; the upper limit of the 3rd quartile or the lower limit of the 4th quartile.
- The upper quartile, 4th quartile, is the highest performing 25% of learners.

The use of the B-Squared assessment tool enables us to track individual pupil progress showing a percentage increase each year, this not only lets us measure the success of learners learning within a level, but enables us to set challenging targets for the following year informed by overall progress over previous years. B-Squared are keeping pace with the changes to the curriculum they have stated 'Our current plans are to use the current levelling system, but adapt the levels to the new end of key stage objectives. This will allow schools to continue to use a system which has a rich source of previous year's data upon which to compare current progress, a system with

established, credible resources and support available and a system that parents are used to and understand' B-Squared will continue to monitor announcements from both the Department for Education and Ofsted for the new curriculum and will adjust their plans as needed, The Grove School therefore continue to use this established system to retain the data which includes Value Added data, that we have built up over the past ten years, whilst monitoring and adjusting to the new curriculum.

In partnership with our Governing Body we have decided on the following percentage increases reflecting what we as a school believe Less than Expected, Expected, Good and Outstanding progress to be:-

Outstanding - +20% and beyond

Good - 15-19%

Expected - 5-14%

Less than Expected - 0-4%

The table in Appendix 1 shows how we track data in school

The table shown in Appendix 1 shows the way in which we can track the progress of individual learners using B-squared, we are able to see that learners can make progression in small steps using the tracking sheets that are also seen in this appendix. We use the information on these tracking sheets to find the percentage of learners who have made Expected, Good and Outstanding progress as measured against our agreed percentage increases in B-squared. We have also referenced graphs that are taken from B-Squared showing pupil's progress in a different format over time, as detailed in the following English and Mathematics subject areas which are calculated from our own tracking data.

English results

Reading	Percentage of learners 2013	Percentage of learners in 2014	Percentage of learners in 2015
Less than expected progress	0	0	0
Expected Progress	24%	9%	13%
Good Progress	10%	20%	27%
Outstanding Progress	66%	71%	60%

Writing	Percentage of learners 2013	Percentage of learners in 2014	Percentage of learners in 2015
Less than expected progress	4%	0	0
Expected Progress	17%	26%	26%
Good Progress	10%	13%	14%
Outstanding Progress	69%	61%	60%

Listening/Speaking	Percentage of learners 2013	Percentage of learners in 2014	Percentage of learners in 2015
Less than expected progress	4%	6%	6%
Expected Progress	13%	7%	7%
Good Progress	4%	13%	14%
Outstanding Progress	79%	74%	73%

Maths results

Number	Percentage of learners 2013	Percentage of learners in 2014	Percentage of learners in 2015
Less than expected progress	0	0	0
Expected Progress	20%	9%	9%
Good Progress	17%	9%	10%
Outstanding Progress	63%	81%	81%

Shape, Space and Measure	Percentage of learners 2013	Percentage of learners 2014	Percentage of learners 2015
Less than expected progress	7%	0	0
Expected Progress	17%	8%	8%
Good Progress	7%	31%	3%
Outstanding Progress	69%	61%	61%

Pupil Premium Results

In September of 2013, we began a project to analysis data that would show how we have used our Pupil Premium money. We have read widely around the subject using this information and the knowledge that we have of these learners to source an assessment which would reflect the impact of the priorities we have identified. We have prioritised the use of some funds to support curriculum areas such as cooking, materials for art technology, social inclusion etc. However in line with research that shows one of the best uses of these funds is in the support of Meta-cognition (awareness and understanding of one's own thoughts) we plan to further develop our assessment for learning and emotional literacy resources and teaching methodology to ensure that all our target groups of learners, develop their overall emotional scores for some groups

and overall self-esteem scores for others. For the purpose of this data each child has been given a letter to represent them so that their results remain anonymous.

	Learners completing Emotional Literacy baseline score 2013 independently using Emotional Literacy assessment and intervention 7-11yrs	Emotional Score 2014 independently using Emotional Literacy assessment and intervention 7-11yrs	2015 results
Child A	85	87	91
Child B	69	72	84
Child C	61	62	68
Child D	68	69	70
Child E	56	57	66
Child F	70	75	80

For those learners that could not complete the above assessment independently staff completed their assessments on their behalf through interpreted understanding based upon their depth of knowledge of each individual the results are shown in the table below.

	Overall self-esteem score 2013	Overall self-esteem score 2014	2015
Child G	35	40	55
Child H		44	72
Child I			34
Child J	25	47	78

These results have informed our School Improvement Plan ensuring that we plan for strategic changes across school which will support improved attainment.

Overall the majority of the data for both SLD and PMLD learners tells us that within English, we still have a number of pupils that fall below the expected level of progress.

The Maths data shows that the learners are making Good to Outstanding progress in all areas of Maths, there are no pupils that fall below expected.

The following are suggestions for priorities to be reflected in the School Improvement Plan:-

1. To develop the teaching of Speaking and Listening, through focussed lesson observations, demonstration lessons and twilight training sessions, ensuring that

there is a consistent approach to Speaking and Listening across school, with a focus on communication.

2. To further develop the teaching of the use of mathematical knowledge in everyday activities such as our Business and Enterprise work, ensuring that learners apply the skills that they have developed during their Maths lessons at other times and to assess the consistency of this approach through focussed lesson observations, demonstration lessons and twilight training sessions.
3. To ensure that we source a way to compare our data to national averages for Sept 2017.
4. To develop a maths curriculum that reflects the needs of our PMLD pupils through to the pupils who are working at National Curriculum Levels.

Appendix 1

Example of school tracking sheet

The Grove School

Name of Pupil

Date.....

SUBJECT	Yr R/1		Yr 1/2		Yr 2/3		Yr 3/4		Yr 4/5	
	L%	TL								
L=current level TL = target level										
Speaking										
Listening										
Reading										
Writing										
Number										
Shape/Space/Measure										
Handling Data										
Using/Applying										
Life Processes										
Physical Processes										
Materials/Properties										
Scientific enquiry										
History										
Geography										
Art										
Design Tech										
Music										
PE										
ICT										
PHSE										