

Cherry Oak School



Data Analysis

Report for Governors

Academic Year 2016-17

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Summary of our findings

When analysing our data we compare cohorts and consider, gender, Pupil Premium, ethnicity, LAC and EAL.

We feel that we see no clear distinctions between the achievements of these groups. This shows the outstanding progress that all pupils make at Cherry Oak School. This was confirmed by our last OFSTED inspection in November 2014 which stated:

‘The senior leadership team ensure all groups are very well catered for. For example, those pupils with English as an additional language are provided with extra support to make sure their progress is in line with that of their peers in school. Pupils from minority ethnic groups are also supported very effectively and also achieve as well as their peers in school.

Early Years

The progress made between the start and end of Foundation is outstanding. The data shows that all pupils made progress in all areas of the Foundation curriculum over their time in the unit, with some pupils starting to work within the next developmental level.

Key Stage 1

The evidence of their progress in all areas of learning is carefully charted in the learning journey folders and this give a rich source of achievements that are often not reflected in the P Level data. We can therefore show that all pupils make outstanding progress in overcoming their barriers to learning.

All pupils at Cherry Oak make outstanding progress across Key Stage one; all pupils make at least the national expected progress of one level and over 60% of pupils exceed this by making at least 2 levels progress. As well as end of year targets, we set end of Key Stage one targets. This coming year, we plan to develop our own ‘flight paths’ for end of key stage progression to reflect the practice demonstrated in other special schools.

Pupils that have been at Cherry Oak since the start of Reception (Foundation Stage) make outstanding progress as they all make at least the expected 2 levels progress. We will reflect this definition of ‘outstanding’ progress in our flight paths.

Key Stage 2

We feel that the progress for this Key Stage 2 is outstanding and this is reflected by the levels of progress made over both the Key Stage and over their starting points from Foundation Stage in English, Maths and Science. We have rich supporting evidence of progress for all pupils in the learning journey folders.

All pupils at Cherry Oak make outstanding progress across Key Stage two; all pupils make at least the national expected progress of one level across all strands of English and Maths. Pupils that have been at Cherry Oak since the start of Reception (Foundation Stage) make outstanding progress as they all make at least the expected 3 levels progress.

The Year 6 cohort for the academic year 2016/2017 made progress in line with National Expectations set out in progression guidance. The spread of pupils achieving on the lower, median and upper quartile is in line with National Expectations. An example of outstanding progress can be seen in Maths with 50% of pupils achieving on the upper quartile in all strands.

This year, we continued to use the nationally recognised progression guidance, as this was appropriate for our year 6 cohort. However, we are now finding that the progression guidance is out of date as it includes National Curriculum levels which are no longer recognised. Although the rest of our Key Stage 2 pupils have end of Key Stage targets set in line with

progression guidance we shall be reviewing these and developing our own 'flight paths' for end of key stage progression. We want our end of key Stage 2 targets to reflect all of the assessment systems we are using in response to the removal of National Curriculum levels.

In Key Stage 2 we are still using P Levels for the majority of our pupils whilst we wait for further guidance following the publication of The Rochford Review. For pupils working beyond P8, who previously would have worked on National Curriculum level 1, we are using the Dudley agreed P-Scale Assessments (DAPA). Although these were developed by Dudley schools, it has been adopted by a large number of special schools nationally. We are using the P9 and P10 levels for strands in English and Maths. This currently gives us the assessment coverage we need. However, we have a cohort of pupils in lower Key Stage 2 who we predict will be working beyond these levels. In response to this, we will use this coming year to expand our assessment systems to include National Curriculum end of year expectations. We will include these when we develop our flight paths.

What does data look like at Cherry Oak School?

Target Setting

Pupils that are not new to Cherry Oak School will have data from their previous academic years. This data is accessible for all teaching and applicable members of staff. In the first half term of the academic year, this data is used to inform planning and learning opportunities. Teaching staff have the first half term to develop their knowledge and understanding of all of their pupils. All pupils that are new to be baselined by the end of their first six weeks. This period of time enables all teachers to confidently set realistic but challenging targets with the data manager at the end of the first half term.

Targets are set for the end of the year but take in to consideration the end of Key Stage targets. End of Key Stage targets are set as whole P Levels as this is what we must submit externally. However, end of year targets are set as either a whole P Level or a percentage of a P Level. We want all our pupils to be challenged by their targets so do not let their end of Key Stage target restrict their end of year target. For example, a year 6 pupil may have an end of Key Stage Two target of P7 but we may feel that they can be challenged further by having an end of year target of P7 + 50%. If they achieve this target, the complete P Level we submit will still be P7 but our internal assessment will show the further progress they have made in the next level.

Targets are set in the autumn term to be achieved by the end of the summer term. Data is checked throughout the year to ensure that pupils are on track to achieve their end of year targets. When the data is tracked, this may result in targets being reviewed. Last year we had a small group of pupils who made accelerated progress and achieved their targets part way through the year. This was partly due to a 'Higher Achieving Pupils' ('HAPs') group that was set up to focus this group of pupils. Their targets were reviewed and more challenging targets were put in place.

Subjects for target setting

Across the school we teach an adapted version of the Early Years and National Curriculum to include a range of subjects that are appropriate for the learning needs of all our pupils. Evidence for all subjects is collected and marked on a regular basis in accordance with our marking policy. This evidence is recorded in learning journey folders. Part of our assessment process is planning 'next steps' in the pupils' learning to reflect their achievement and move their learning on. We assess pupils in all subjects using our assessment system 'SOLAR'. We

use the evidence we collect to appropriately assess pupils in the subjects they are taught in on SOLAR.

As a school, we have made the decision to prioritise English and Mathematics whilst continuing to offer a broad and balanced curriculum. For all our pupils particularly those working at an early sensory level, our definition of English includes language and communication and our definition of Mathematics includes problem solving and mathematical awareness and engagement. Our curriculum provides our pupils to apply and develop their literacy/communication and mathematical/problem solving skills across the curriculum.

In response to this we set targets in Key Stage one and two in English and Mathematics only. In previous years, we have set targets for science. We externally submit end of key stage results for science. Our own assessment system allows us to record and track the progress pupils make in science on P Levels. However, the required submission no longer requires pupils' individual P Levels. Due to the learning needs of all of our pupils they are recorded as 'HND' as they 'have not met the required standard'.

This year, we have developed our target setting system to set targets and track progress in the individual strands of English (Listening, Reading, Speaking and Writing) and Mathematics (Number; Shape, Space and Measure; and Using and Applying) instead of the overall level. This has been a very positive development. It gives us a clearer view of the progress pupils are making and a greater understanding of the gaps in their learning. Our pupils' levels of attainment can vary across the strands depending on their learning needs however, we need to ensure they progress across all the strands.

Interventions

We continually analyse data so that interventions can be put in place for pupils who are not on track. We use pupil premium funding to fund intervention teaching for pupils entitled to pupil premium funding to ensure that all pupils make outstanding progress.