### 

**John Grant School Data and Assessment Report**

**Data on pupil progress against Teacher Set Targets July 2023**

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**Current Situation**

In Autumn 2021, John Grant Levels were completed and uploaded onto our Online Assessment System SOLAR. Teachers then base-lined all pupils against the JGS Levels and set targets against this new framework for English, Maths, PSHE and PE. These have been used since January 2022.

All other subjects continue to be tracked and assessed using P-Scales and Old National Curriculum Levels. Teachers are not required to upload evidence or set targets for subjects other than English, Maths, PSHE or PE.

The John Grant Levels replace levels; P4 to NC 5. They cover English, Mathematics, PSHE and PE.

English Strands Include;

* Expressive Language
* Receptive Language
* Speaking and Listening
* Writing – mark making and handwriting
* Writing – composition
* Reading – Decoding
* Reading – Comprehension

Mathematics Strands Include;

* Place Value
* Measurement and Geometry
* Calculations
* Statistics

PHSE Strands include;

* PSHE
* RSE

PE has incorporated Swimming into PE descriptors.

**Alternative Assessment Frameworks**

Students are assessed against the Early Years Foundation Stage levels in Reception and Key Stage 1. They then move to the JGS Levels if appropriate. Some students need an extra year in KS2 to continue being assessed against the EYFS levels; this is agreed in a pupil progress meeting on an individual basis.

Students who are still working below the JGS Levels in KS2 either continue being assessed against EYFS levels for a further year or transfer to being assessed against Routes For Learning. Data includes progress rates in EYFS.

Students in KS3 and beyond who are placed in the ASC Specialist provision are assessed against the AET framework which is appropriate for the needs of students with Autism. We are now able to collate data using this framework. Data is now collected and reported on Shown in data section of this report.

Most students in the school are assessed against the JGS Levels.

Pupil progress meetings are key in discussing the best curriculum and assessment pathways for each pupil to ensure they are able to reach their full potential.

**Development of Assessment and Accreditation –**

The school has worked hard to develop accreditation opportunities for our older students.

In KS4 –

In 2021-2022 different options appropriate to our students were explored. It was decided to commit to a number of accrediting bodies to ensure breadth and accessibility for all. In 2022-2023 the following accreditation is now available

* City and Guilds Accreditation for English and Maths- Entry Level and Functional Skills.
* AQA Food Technology – Pre-Entry and Entry Levels. Maths Pre-Entry and Entry.

The students also access the Key Stage 3 Food Tec Award. This is a framework that was developed internally and celebrates the development and achievements of skills in this key area.

In FE -

In September 2022, the OCR accreditation board and City and Guilds accreditation were adopted.

For our more academically able students City and Guild's functional skills in Math’s and English is accessible. In the summer term, 2023 students were entered at entry 1 and entry 2 in both subjects. As the students progress, they can move through entry 1, 2, 3 and level 1, 2, 3.

For students who are lower in academic ability or are not able to sit an exam they follow a different route for their Math’s and English using the OCR Life and Living Skills. In the summer term 2023, students were entered in both entry 1 and entry 2. As the students’ progress, they can move through entry 1, 2, 3 or horizontally along an achievement continuum.

All students follow OCR Life and Living Skills for PSHE. The skill area is Personnel Skills. All will complete either entry 1 or entry 2. As the students’ progress, they can move through entry 1, 2, 3 or horizontally along an achievement continuum.

The students also access accreditation in other areas of OCR Life and Living.

TITAN is integrated for all students through different OCR modules.

**As the school, responds to the ever changing and increasingly diverse intake of students the curriculum, assessment and accreditation offer needs to meet the needs of all to ensure students can reach their potential. This makes the curriculum and assessment pathways the students take varied and diverse. *Please see the Curriculum and Assessment Pathways document for more information.***

**Target Setting and Teacher assessment**

In the autumn term 2022 just before the Christmas term break, teachers baselined new students and set targets for the majority of students in English, Maths, PSHE/Citizenship and PE JGS Levels. Teachers referred to the CASPA Progression guidance to add rigor to targets set. This can still be used effectively as the new JGS Levels are loosely based on the P-Levels and old National Curriculum Levels. Those students in KS1 have targets set and tracked using the EYFS framework.

Teachers continue to assess students and upload evidence collected onto SOLAR. This includes photographic and observational evidence.

The school continues to grow. Numbers have increased steadily over this academic year –

September 22 = 9 started

January 23 = 2 started

February 23 = 1 started

April 23 = 1 started

June 23 = 6 started.

That is an intake of 19 over the year. (It is important to keep this in mind when viewing the data as these pupils will have needed to be baselined and then have targets set mid-year if not starting in September. June admissions will not have targets set until autumn term 2023.

Those pupils in specialist classes are assessed using alternative frameworks –

ASC – In KS3 and up the AET is used – targets set and evidence collated against these statements. Students are baselined using the AET Framework. The tracking sheets and evidence is saved on the school server, not on SOLAR.

PMLD – Routes for learning framework is used. This records contextual and lateral progress and therefore it is inappropriate to set targets. Evidence is uploaded onto SOLAR and progress tracked and reported on.

**Pupil Progress Meetings**

Pupil Progress meetings were held during the Spring Term 2023 and the Summer Term 2023. They were held between the class teacher and a member of the Senior Leadership Team.

These meetings are essential in ensuring all pupils are progressing well. All meetings are recorded and notes available.

Pupils targets were discussed and Provision Maps reviewed.

**Curriculum Leader Meetings**

Curriculum Leader meeting were held in Autumn and Summer Terms this academic year. These were held with a member of the Senior Leadership Team and a school governor where possible. These meeting celebrated and recognised initiatives and progress in the subject and offered challenge to ensure provision for our students is excellent.

Curriculum Leaders are required to discuss their policies, action plans and developments. . These documents are working documents and are continually reviewed by the Leader.

These meetings are essential to keeping us looking forward and to ensure plans are in place to ensure high standards.

**Lesson Observations, Learning Walks and Moderation**

**Lesson Observations**

Lesson Observations took place in Autumn and into Spring terms. These were conducted by a member of SLT.

The school also had a Challenge Partners review- Many of the classes were visited by quality reviewers.

The School had an Ofsted visit in the summer term. Many classes received visits from inspectors and senior leaders.

We used the Challenge Partners terminology; ‘What’s Working Well’ and ‘Even Better If’.

Senior Leaders are confident that teaching and learning across the school is consistently very good.

**General Findings/themes were-**

**What’s working well-**

* Clear routines and expectations were a strength in 8 lessons.
* Differentiation was a strength in 4 lessons
* Allocation of support staff was a strength in 8 lessons
* Pupils exhibiting excellent behaviours for learning was a strength in 7 lessons
* Use of excellent practical activities was a strength in 6 lessons
* Clear following of behaviour risk management plans was a strength in 6 lessons.
* Excellent structure and pace of lessons was a strength in 5 lessons
* Peer and collaborative work was a strength in 4 lessons
* Staff and student relationships was seen as a strength in 6 lessons
* Independent learning opportunities was a strength in 3 lessons
* Teacher use of questioning, and verbal support was a strength in 4 lessons.

This is not an exhaustive list – these are strengths which came up in 3 or more lessons.

**Even Better If –**

* A suggestion to make use of more visuals resources to share key vocab and encourage students to answer questions was an ‘even better if’ for 9 lessons.
* To use more visuals to support students exhibiting difficult behaviour was a suggestion in 3 lessons.
* Encouragement to think about the structure of the classroom was a suggestion in 3 lessons.
* A suggestion to direct certain support staff who seemed less confident was recommended in 3 lessons.
* To use hands on resources that students could explore was a suggestion in 3 lessons.

This is not an exhaustive list – these are the ‘even better if’s’ that came up in 3 or more lessons.

**Learning Walks**

Learning Walks took place twice this year across the school. The focus for these walks was engagement in tasks and Reading across the school. **Findings were-**

* Engagement –
  + Students were generally engaged and having fun. Resources and spaces were well used. Students were being encouraged to communicate and interact with staff and peers.
  + It was thought that things could be even better if specialist classes and those classes who are a bit isolated could be encouraged more in to the larger playground. Communication PECS boards could be more freely available. Students could be further encouraged to make healthy choices and take part in more active activities during recreation times.
* Reading –
  + Students were engaged and using a wide range of texts. Students generally had their own reading records. Staff were making excellent annotations on reading records.
  + Things could be even better if annotation and reading records were a bit more consistent across the school to help track progress from class to class.

Subject Leaders had Teacher Meeting Slots to complete moderation of work for their subject area or were able to share new resources or open discussion about their subject. This is excellent evidence of consistency and quality teaching and learning across the school. Internal moderation was excellent across the school this year and most subject were moderated by all teacher.

External moderation was not possible this year. This will take place next academic year. Core subjects will be prioritised.

**Data Report collected in July 2023**

**Important information to take account of when viewing this data.**

* Data combines progress of all students in the school being assessed against JGS Levels.
* This data is based on number Students on role at this time. Some Subjects Sub Headings such as Speaking and Listening in English include less students. This is due to these subjects only being assessed and tracked once students are working at a certain level. Expressive and Receptive Language are only tracked as distinct areas in the lower JGS Levels, therefore less students appear in this analysis.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below expected | Expected | Exceeding expected |
| **English -** Reading – Comprehension | 2% | 73% | 25% |
| **English -** Reading – Decoding | 6% | 72% | 22% |
| **English -** Writing – Mark making and Handwriting | 4% | 74% | 22% |
| **English -** Writing – Composition | 7% | 76% | 17% |
| **English -** Receptive Language | 6% | 66% | 28% |
| **English -** Expressive Language | 12% | 66% | 22% |
| **English -** Speaking and Listening | 6% | 76% | 18% |
| **Maths -** Place Value | 3% | 80% | 17% |
| **Maths -** Calculations | 3% | 78% | 19% |
| **Maths -** Statistics | 4% | 88% | 8% |
| **Maths -** Measurement and Geometry | 3% | 80% | 17% |
| **PSHE -** PSHE & Citizenship | 7% | 79% | 14% |
| **PSHE -** RSE | 12% | 76% | 12% |
| **PE** | 10% | 86% | 4% |

* This data is accessed on SOLAR; Please see; Reporting – Matrix Report. When selecting the report please ensure the correct date is added under report options. this data was retrieved on the 6/07/23

**General Findings;**

* It is clear when reviewing which students are working below expected progress there are clear reasons for this. This is documented in Pupil Progress meeting notes.
* All results are better this year than last. This clearly shows that pupils are back on track following Covid-19 disruptions las academic year.
* There is no evidence of difference in performance based on gender, students who receive free school meals or those students who are LAC

**Subject considerations to be included in Curriculum Action Plans –**

* **English -** Although Expressive language results are better than last year, they continue to be a bit lower than other areas of English. The Subject coordinator is undertaking a large body of work on phonic progression over the next 3 years. This will support progression in this area. Pupils working below expected progress in Expressive Strand - 13% are Primary, 11% in secondary and 0% in FE.
* **Mathematics -** Achievement in Maths continues to be consistent across the strands.
* **PSHE –** Results are much higher than last year which is very positive. RSE is slightly lower than PSHE – This may be an area the subject coordinator wishes to look at further - 21% of pupils are working below expected progress in the secondary department, 3% in key stage 2 and 0% in FE.
* **PE –** Results are really positive**.** Pupils working below expected progress- 13% in the primary department, 7% in the Secondary and 7% in FE. Focus could therefore be in primary.

**Overall Results (graphs)**

The first graph shows the results from this academic year 2022-2023 using the JGS Levels.

Data for this graph is using JGS Levels from January 2022 – July 2022

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**EYFS Results**

**Important information to take into account when viewing this data.**

* There are currently 22 pupils assessed against the EYFS Framework in the school.
* This data is accessed on SOLAR; Please see; Reporting – Matrix Report. When selecting the report please ensure the correct date is added under report options. This data was retrieved on the 6/7/23

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below Expected | Expected | Above Expected |
| Communication & Language - Listening & Attention | 5% | 46% | 49% |
| Communication & Language - Speaking | 5% | 77% | 18% |
| Communication & Language - Understanding | 9% | 55% | 36% |
| Literacy - Reading | 18% | 41% | 41% |
| Literacy - Writing | 18% | 53% | 29% |
| Mathematics - Number | 9% | 59% | 32% |
| Mathematics - Shape, space & measure | 14% | 53% | 33% |
| Personal, Social & Emotional Dev - Making Relationships | 9% | 59% | 32% |
| Personal, Social & Emotional Dev - Managing feelings | 9% | 59% | 32% |
| Personal, Social & Emotional Dev - Self-confidence/awareness | 5% | 59% | 36% |

**General Findings**

* Overall positive results. Results are slightly lower than last academic year.
* Communication results are positive.
* As with last year, there is a relatively large cohort of pupils making above-expected progress.

**Subject considerations to be included in Curriculum Action Plans –**

* **English -** Literacy results are slightly lower in reading and writing. This may be an area to focus on next academic year.
* **Mathematics-** shape space and measure results are slightly lower than the number this was the case last academic year also. This may be an area for Key Stage 1 teachers and Early Years and Maths coordinators to focus on next academic year.
* **PSHE-** Results are consistent across strands. Higher results in self-awareness and self-confidence.

**Overall Results (Graphs)**

**Graphs are formulated using the strands assessed against shown in the grid above.**

The first graph shows the results from this academic year 2022-2023 using the EYFS 2012 Framework

This graph shows the results from the academic year 2021-2022 using the EYFS 2012 Framework

The first graph shows the results from this academic year 2022-2023 using the EYFS 2012 Framework

This graph shows the results from the academic year 2021-2022 using the EYFS 2012 Framework

The first graph shows the results from this academic year 2022-2023 using the EYFS 2012 Framework

This graph shows the results from the academic year 2021-2022 using the EYFS 2012 Framework

**AET Results**

**Important information to take account of when viewing this data.**

The AET is now being used consistently to assess pupils in the ASC Specialist Provision in the Secondary and FE Department.

* There are currently 12 pupils assessed against the AET Framework in the school. An additional pupil has joined the specialist class in the Spring Term. This pupil is not included in the results as they were only baselined against AET mid-year.
* This data is accessed on school server; please see; Individual records including baseline assessments, progress towards targets and evidence collated. This data was retrieved on the 6/7/22
* 16 statements are selected a year (there are 8 sections on the framework, 2 statements are selected for each section to ensure coverage). There are 3 steps towards proficiency of a statement. 1 step is considered a statement. Currently targets stand – In Autumn term 10% of statements to be achieved, in Spring Term 30% of targets to be achieved and in Summer Term 50% of targets to be achieved.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below Expected – 6 or below statements/targets achieved | Expected – 7 -9 statements/targets achieved | Above Expected  10 or above statements/targets achieved. |
|  | 8% | 59% | 33% |

**These results are better than last year (2021-2022) - Last year no pupils made above expected progress and 10% made below expected.**

**EHCP Target Tracking**

Every student in the school has an EHCP Target Tracking Sheet. This record includes the main EHCP Targets and these are then broken down into year targets.

Some students (particularly those younger students in Key Stage 1) have many targets. Some up to 25 targets. In these cases, teachers select between 4-6 targets to focus on and break these down into year targets. This ensures that targets are focused, achievable and relevant.

As with last academic year, we have had a number of students join the school mid-year (9 student started in September and a further 10 during the academic year). This will have an impact on data.

**Primary Department**

|  |  |
| --- | --- |
| Achieved Targets | Not Achieved Targets |
| 257 | 200 |
| 56% | 44% |

Previous year 2021-2022 – Achieved 45%

**Secondary Department**

|  |  |
| --- | --- |
| Achieved Targets | Not Achieved Targets |
| 199 | 107 |
| 65% | 35% |

Previous year 2021-2022 – Achieved 41%

**FE Department**

|  |  |
| --- | --- |
| Achieved Targets | Not Achieved Targets |
| 57 | 21 |
| 73% | 27% |

Previous year 2021-2022 – Achieved 55%

**Whole school results**

|  |  |
| --- | --- |
| Achieved Targets | Not Achieved Targets |
| 513 | 328 |
| 61% | 39% |

Previous year 2021-2022 – Achieved 45%

**Actions;**

**There has been an overall improvement in achievement against EHCP Targets. This really positive.**

**There is however, some work to be done to ensure targets are specific, measurable, achievable, relevant and time-bound (SMART). This is work that needs to take part across the school to ensure consistency.**

**Food Technology Key Stage 3 Award**

Scores 1-4 with 4 being complete understanding and independently.

Specific Skills

* Has an understanding the basics of healthy eating, understanding the effects of too much or too little of certain foods, using basic preparation pieces of equipment safely and following the hygiene routines independently.
* Has an understanding the effects of too much or too little of certain foods.
* Following a visual/symbol/text recipe independently and understanding the basic necessary hygiene routines.
* Uses all equipment safely and aware of other’s safety in kitchen area.

Progress

|  |  |
| --- | --- |
| % of pupils who have progressed in one area of skills | 21% |
| % of pupils who have progressed in two areas of skills | 4% |
| % of pupils who have progressed in three areas of skills | 13% |
| % of pupils who have progressed in four areas of skills | 21% |
| % of pupils who have progressed in five areas of skills | 17% |
| % of pupils who have progressed in six areas of skills | 8% |
| % of pupils who have progressed in seven areas of skills | 8% |
| % of pupils who have progressed in eight area of skills | 8% |

**To summarize the introduction of the Food Award Accreditation for Key Stage 3 pupils has resulted in an overall increase in performance of all pupils in most Food Technology skills areas compared to last year.**

**Accreditation**

**OCR Life and Living**

In September 2022 we began using OCR Life and Living at offer accreditation to our pupils working at Entry 1 Level and below and also offer accreditation in Healthy Living.

**Entry 1**

**English – Communication – Developing Reading**

**Numeracy – Understanding what money is used for**

* 8 FE Pupils have begun work on these modules.

**Healthy Living**

**Entry 1**

* 9 FE Students Entered and Passed

**Entry 2**

* 10 FE Students Entered and Passed

**City and Guilds**

In September 2022 we began using the City and Guilds Accreditation body to assess our pupils from Entry 1 to Functional Skill Level 2 in English and Maths

**English Reading**

**Entry 1**

* 8 FE Students entered – All Passed
* 2 KS4 Students entered – both Passed.

**Entry 2**

* 4 FE Students Entered – All Passed

**Entry 3**

* 1 KS4 Student Entered – Passed

**English Writing**

**Entry 1**

* 8 FE Students entered – All Passed
* 2 KS4 Students entered – both Passed.

**Entry 2**

* 4 FE Students Entered – All Passed

**Entry 3**

* 1 KS4 Student Entered – Passed

**Mathematics**

**Entry 1**

* 8 FE Students entered – 6 Passes
* 2 KS4 Students entered – both Passed.

**Entry 2**

* 4 FE Students Entered – All Passed

**Entry 3**

* 1 KS4 Student Entered – Passed

**AQA**

We have started using AQA Accrediting body to accredit our students in Food Technology. We have also found it is highly accessible for our students working at Pre-entry in Maths.

**Mathematics**

**Pre-entry**

* 4 Students in KS4 - Passed

**Food Technology**

**Pre -entry**

* 3 Students KS4 – Passed

**Entry level**

* 5 Students KS4 – Passed

**What amazing results! This is the first year we have offered qualifications at this level. We are so hugely proud of all students who sat exams. These qualifications will support students into college and beyond. Well done all Students and Staff in KS4 and FE.**

**Future Plans**

***Progression Guidance;***

After discussion, We have decided to continue using the CASPA Benchmarks to inform target setting. This is not completely reliable, as we have now moved to JGS Levels and the CASPA benchmarks are based on P-Levels and Old National Curriculum Levels. They do however provide a loose guide for expected progress in Mathematics, Literacy and PSHE.

We hope to gather data over the next few academic years while assessing using the JGS Levels. This data will allow us to start to develop a progression guidance for John Grant Pupil. We acknowledge however that this data needs to be collected over at least 3 years for tends to become apparent.

***JGS Levels review;***

Now that the school has used JGS levels for the year, teachers have fed back that some adjustments and re-wording is needed for some statements in level descriptors.

These will be carefully considered and changes made will be discussed with all teachers and clearly recorded before being confirmed and implemented.

***Further Accreditation Opportunities;***

* FE and KS4 Team to take part in Quality Assurance reviews for City and Guilds
* FE Lead to oversee the Accreditation offer as it is becoming more diverse.
* FE are further exploring how they can use OCR Life and Living to assess and accredited pupils in PSHE and RSE
* KS4 are exploring possibilities of using AQA to access accreditation in other subjects.

***EHCP Targets;***

* Leadership Team need to work with teachers to look at how we set EHCP yearly targets. These need to be aspirational but achievable. Currently there is a high number of targets not being achieved – the reason for this needs to be explored.