2022-2023 Summer Term Data Report

* Key OFSTED action from 2017 inspection: *‘Introduce an assessment system, which allows teachers to record clear evidence of progress against pupils’ personalised small steps of learning in their re-written Education, Health and Care Plans, reflecting the whole breadth of the curriculum in the school.’*
* The report is based on data returns for 209 of the 213 students on roll (three are home-educated with a tutor and one is a new starter in the Summer Term)
* Teachers are required to make two judgements:
	+ For each personalised learning goal, is the student ‘on track’ to reach their ‘Expected Outcome’?
* If the student is ‘not on track’, why?
* Teachers’ deadline for submission of data was 14.07.23
* Week commencing 17.07.23, AHTs and middle leaders conducted learning conversation meetings with individual teachers in their pathway to:
	+ Verify their returns.
	+ Review the evidence-base for their judgements
	+ Agree strategies to address underachievement
	+ Review last terms underachievement
* The data presented in this report is analysed against the three criteria used in previous reports:
	+ EHCP domain
	+ Pupil Premium/LAC
	+ Curriculum Pathway

**Section 1 – EHCP Domain**

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| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 39 (6.5%) | 562 (93.5%) | 601 |
| Independence | 18 (4.6%) | 374 (95.4%) | 392 |
| Physical and Sensory | 13 (15.3%) | 72 (84.7%) | 85 |
| Social, Emotional Wellbeing | 19 (5.3%) | 338 (94.7%) | 357 |
| Speech, Language and Communication | 27 (4.0%) | 655 (96%) | 682 |
| **Grand Total** | **116 (5.5%)** | **2001 (94.5%)** | **2117** |

**Summer Term 22/23**

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 47 (7.8%) | 555 (92.2%) | 602 |
| Independence | 21 (4.9%) | 405 (95.1%) | 426 |
| Physical and Sensory | 12 (12.6%) | 83 (87.4%) | 95 |
| Social, Emotional Wellbeing | 30 (7.8%) | 353 (92.2%) | 383 |
| Speech, Language and Communication | 48 (7.2%) | 619 (92.8%) | 667 |
| **Grand Total** | **158 (7.3%)** | **2015 (92.7%)** | **2173** |

**Spring Term 22/23**

Assessment data from the Summer Term would suggest there has been improvement across all domains; with the proportion of targets being identified as ‘On track’ increasing.

The best performing domain in the Summer term is ‘Speech, Language and Communication’ with the number of targets being categorised as ‘on track’ increasing by nearly 4% since last term.

In line with the Spring Term, Physical and Sensory remains the domain with the largest proportion of targets identified as being ‘Not on Track’. This is the domain with the smallest number of targets; with only 85 targets in total across the whole school. Over half of ‘Not on Track’ targets are due to ‘attendance’, with 3 of the 13 attributed to one student.

|  |  |
| --- | --- |
| Attendance | 51 |
| Medical | 16 |
| Emotional | 3 |
| Resources/training | 2 |
| Inappropriate expectation | 12 |
| Unable to make provision | 12 |
| Staffing inconsistencies  | 20 |
| **Grand Total** | **158** |

Attendance has been identified as the main reason for why targets are ‘Not on Track’. 36 of the 51 ‘not on track’ targets due to attendance pertain to four students who have not met any of their targets due to having attendance ranging from 0-54.8%. Attendance has been highlighted as a priority for the school and there is now an Assistant Headteacher with responsibility for this area. This lead works in conjunction with the Pastoral Team to tackle persistent absenteeism; holding individual parental meetings, sending out key updates and reminders to parents, carrying out home visits for absences over 5 days and also ensuring day-to-day procedures are followed up with regards to reporting daily absence. Reduced timetables have also been reviewed, with students and their families being supported to ensure the students are accessing as full an education as possible.

**Section 2: Pupil Premium and LAC**

Pupil Premium v non-Pupil Premium

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| --- | --- | --- |
|  | **Summer 2022-23** | **Spring 2022-23** |
|  | **Non pupil premium** | **Pupil premium** | **Non pupil premium** | **Pupil premium** |
| Not On Track | 7.0% | 2.7% | 6.8% | 2.6% |
| On Track | 93.0% | 97.3% | 93.2% | 97.4% |

Positively, the data demonstrates that the Pupil Premium cohort continue to outperform the non-pupil premium, in relation to the proportion of targets ‘On Track’. It must be acknowledged that social deprivation is not the main barrier to learning for students with complex learning difficulties, however the data indicates there has been an effective use of the Pupil Premium funding. This funding has allowed the school to provide multiple learning opportunities and additional provision.

LAC Summer Term

|  |  |
| --- | --- |
|  | **Summer 2022-23** |
|  | **Non LAC** | **LAC** |
| Not On Track | 5.3% | 9.6% |
| On Track | 94.7% | 90.4% |

Although there is an attainment gap between LAC and non-LAC students at The Meadows, the data is still positive in comparison with national statistics. Educational outcomes for our LAC students are monitored by the Virtual School within their termly PEP meetings. Pupil Premium Plus spend is deployed to deliver targeted support to enable the students to meet their targets.

**Comparison by Pathway**

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| --- | --- | --- |
|  | **Summer 2022-2023** | **Spring 2022-2023** |
|  | **Not on Track** | **On Track** | **Not on Track** | **On Track** |
| Formal | 12 (2.9%) | 397 (97.1%) | 4.1% | 95.9% |
| Semi Formal | 52 (5.1%) | 959 (94.9%) | 9.7% | 90.3% |
| Braided | 29 (5.1%) | 536 (94.9%) | 4.8% | 95.2% |
| Pre Formal | 23 (17.4%) | 109 (82.6%) | 8.6% | 91.4% |
| **Grand Total** | **5.5%** | **94.5%** | **7.3%** | **92.7%** |

The Spring Data report demonstrated that there had been an improvement in the Pre Formal Pathway attributed to a review and restructure of its curriculum. However, this term the proportion of targets not on track has increased from 8.6% to 17.4% due to the deteriorating medical conditions of four students.

**Next steps following Ofsted July 2023 Inspection**

Following the inspection which took place on 12th and 13th July, the Quality of Education was judged as being ‘Requires Improvement’. This will mean our current assessment processes and means of reporting will be fully reviewed and therefore, governor data reports may look significantly different as we improve our processes, in partnership with other schools and organisations.

This data report, along with previous reports, suggests that the quality of education offered within school is effective in enabling 94.5% of targets to be met. However, the feedback from the recent Ofsted inspection demonstrates that the school has significant improvements to be made and therefore, leaders will be addressing the level of challenge and accountability within the school’s target setting process.