

The Grove School

Data Analysis Report

September 2024

Mrs Penny Derries

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Report for Staff, Parents and Governors 2023-2024

For further information, all relevant documents and formats are available in school, in the schools 'Data Process' file.

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

PMLD - Profound Multiple Learning Difficulties/Disabilities

SLD - Severe Learning Difficulties/Disabilities

We have taken into account the Rochford review: Review of assessment of pupils working below the standard of National Curriculum tests (2016). In particular: -

- Every pupil should be able to demonstrate his or her attainment and progress.
- Parents and carers should receive meaningful information about achievement and progress their child makes and should be involved appropriately in assessment processes.
- Assessment for pupils with SEND should take into account the complexity, nature and combination of SEND. It should take account of recent SEND reforms including the introduction of Education Health and Care plans (EHC plans).

We are also aware of the new Engagement Model, the 5 areas that are noted are exploration, realisation, anticipation, persistence and initiation. The use of MAPP as an assessment tool relates to these areas, we are able to assess how a child explores an activity and comment on the amount of prompting needed, their fluency, maintenance and generalisation of a skill we are teaching.

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. The use of the B-Squared assessment tool enables us to track individual pupil progress where appropriate, 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 enable 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'. We are also now using MAPP - Mapping and Assessing Personal Progress for PMLD pupils, the progress using this tool will be reported within this report.

We will be using 'I can' statements to assess pupils' non-core subject progress for those pupils working on Early Years Foundation stage levels, National Curriculum levels and Preparation for Adulthood.

In partnership with our Governing Body, we have decided on the following percentage increases reflecting what we as a school believe for B-squared. These are as follows: -

- 0-10% below expected increase from the baseline for B-squared from the previous result
- 11-30% expected increase from the baseline for B-squared from the previous result
- 30+% above expected increase from the baseline for B-squared from the previous result

For MAPP as follows: -

- 0-11% below expected increase from the baseline for MAPP from the previous result
- 11-33% expected increase from the baseline for MAPP from the previous result
- 33+% above expected increase from the baseline for MAPP from the previous result

The tables in Appendix 1/2 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 in this appendix. In Appendix 2, we show how we report data on a termly basis to Governors regarding progress using MAPP as an assessment tool. We use the information on these tracking sheets to find the percentage of learners who have made Below Expected, Expected and Above Expected 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 that are calculated from our own tracking data.

English results

Reading	Percentage of learners 2020	Percentage of learners for 2021	Percentage of learners for 2022	Percentage of learners for 2023	Percentage of learners for 2024
Less than Expected Progress	5%	0		0	0
Expected Progress	37%	7%		30%	38%
Above Expected	58%	93%	100%	70%	62%

Writing	Percentage of learners 2020	Percentage of learners 2021	Percentage of learners in 2022	Percentage of learners 2023	Percentage of learners 2024
Less than Expected Progress	5%	7%	0	11%	0
Expected Progress	34%	7%	19%	21%	25%
Above Expected	62%	86%	81%	68%	75%

Spoken Language	Percentage of learners 2020	Percentage of learners in 2021	Percentage of learners in 2022	Percentage of learners 2023
Less than Expected Progress	0	0	0	31%
Expected Progress	22%	21%	32%	16%
Above Expected	78%	79%	68%	53%

Maths results

Number	Percentage of learners 2019	Percentage of learners 2020	Percentage of learners 2021	Percentage of learners in 2022	Percentage of learners in 2023	Percentage of learners in 2024
Less than Expected Progress	0%	0	0		28%	0
Expected Progress	0%	39%	14%		44%	13%
Above Expected	100%	61%	86%	100%	28%	87%

MAPP Outcomes across school

Appendix 2 shows how we are recording progress using the MAPP data, this shows how we are recording for each pupil the percentage increase in the four areas of MAPP, which are Prompting, Fluency, Maintenance and Generalisation. The table below shows the percentage of children making Below Expected, Expected and Above Expected progress from their baselines in their individual targets.

	Percentage of pupils making Below-Expected increase from their baseline	Sept 2023	Sept 2024	Pupils making Expected increase from their baseline	Sept 2023	Sept 2024	Pupils making Above Expected increase from their baseline	Sept 2023	Sept 2024
	0-11%			11-33%			33+%		
Prompting		28%	8%		31%	23%		41%	69%
Fluency		28%	9%		31%	20%		41%	71%
Maintenance		31%	8%		30%	33%		10%	59%
Generalisation		13%	8%		8%	30%		9%	62%

ASDAN Qualifications

Number of pupils	Course studying	Number of pupils past	Date passed
6	PSD Entry 1		
4	PSD Entry 2		
4	English		

2	Accelerating progress English		
2	Maths		
3	Accelerating progress Maths		
1	Focus-Numeracy		
2	Vocation, Hair and Beauty		

Additionally, it is important to note that the way in which we use our Individual Education Plans enables staff to accurately track the progress of each child over time, these documents show the learning journey of our pupils in detail. We share these documents with all relevant stakeholders which if appropriate includes the children. They are used for Annual review writing and as evidence of learning at review meetings. These documents are kept in the children's classrooms and can be seen on request.

Outcomes and next steps

Our MAPP data is showing that there is a significant percentage of pupils who are achieving more than 33% increase from their baseline in all areas. We have seen that there are less children making less than expected progress in all areas of MAPP, this is due to the new curriculum and how staff are able to more accurately set targets that are achievable, whilst continuing to be challenging.

We have a cohort of children that were on MAPP learning intentions that we have now been able to move onto the first step targets within our curriculum that are supporting them to learn pre-reading and pre-number skills more specifically.

Outcomes and next steps

We have focused on writing over the past year and our data shows that we have no children with less than expected outcomes within writing, this is due to the input and interventions that staff have planned for children.

We have 31% of children with less than expected levels for spoken language this year.

Next steps

- To support staff to develop the teaching of spoken language across school, this will include working with the Speech and Language specialist to ensure that all pupils communication skills are supported.

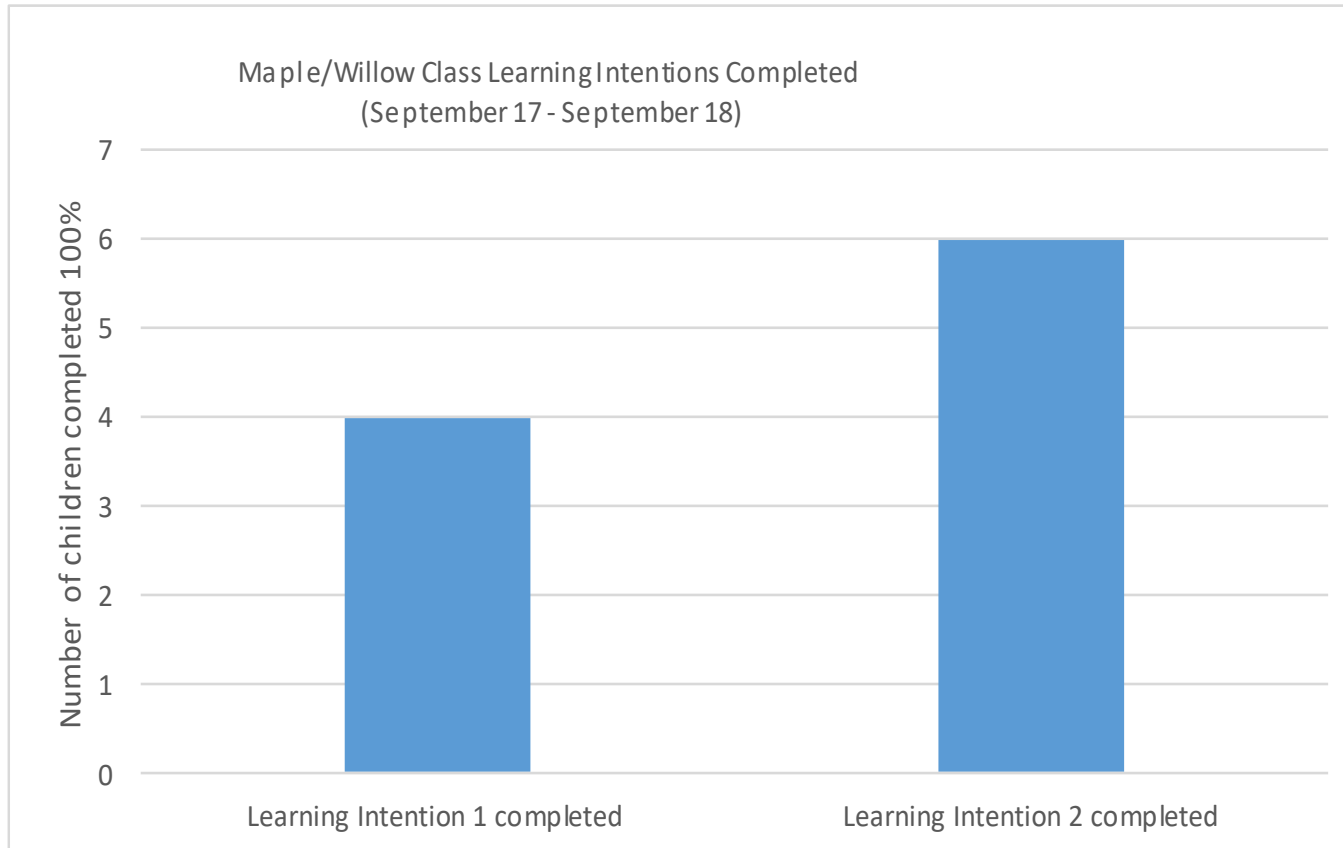
Appendix 1

Example of school tracking sheet

Date																
Year Group																
L=Current Level TL=Target Level	L	%	TL	%	L	%	TL	%	L	%	TL	%	L	%	TL	%
Spoken Language																
Reading																
Writing																
Number																
Measurement																
Geometry																
Statistics																
	Number of 'I Can' statements set		Number of 'I Can' statements achieved		Number of 'I Can' statements set		Number of 'I Can' statements achieved		Number of 'I Can' statements set		Number of 'I Can' statements achieved		Number of 'I Can' statements set		Number of 'I Can' statements achieved	
Science																
Design & Tech																
Computing																
Humanities																
Creative Arts																
PE																
PHSE/Citizenship																
RE/SMSC																
Languages Steps3/4 only																
Reading Tests																

Reading Tests								
Maths Tests								

Appendix 2



MAPP Target Data for Maple/Willow - Baseline September 2017 – Interim assessment September 2018

		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	11.11%	33.33%	55.56%	1
Child A	Fluency	0%	11.11%	33.33%	55.56%	
	Maintenance	0%	11.11%	33.33%	55.56%	
	Generalisation	0%	11.11%	33.33%	55.56%	
Target 2	Prompting	0%	66.67%	77.76%	100.00%	
	Fluency	0%	66.67%	77.76%	100.00%	
	Maintenance	0%	66.67%	77.76%	100.00%	
	Generalisation	0%	66.67%	77.76%	100.00%	
		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	55.56%	66.67%	100.00%	1
Child B	Fluency	0%	55.56%	66.67%	100.00%	
	Maintenance	0%	55.56%	66.67%	100.00%	
	Generalisation	0%	55.56%	66.67%	100.00%	
Target 2	Prompting	0%	11.11%	33.33%	66.67%	

	Fluency	0%	22.22%	33.33%	66.67%	
	Maintenance	0%	11.11%	44.44%	66.67%	
	Generalisation	0%	11.11%	33.33%	33.33	
		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	22.22%	33.33%	100.00%	2
Child C	Fluency	0%	22.22%	33.33%	100.00%	
	Maintenance	0%	22.22%	33.33%	100.00%	
	Generalisation	0%	22.22%	33.33%	100.00%	
Target 2	Prompting	0%	44.44%	77.78%	100.00%	
	Fluency	0%	44.44%	77.78%	100.00%	
	Maintenance	0%	44.44%	77.78%	100.00%	
	Generalisation	0%	44.44%	77.78%	100.00%	
		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	55.56%	77.78%	100.00%	1
Child D	Fluency	0%	55.56%	77.78%	100.00%	
	Maintenance	0%	55.56%	77.78%	100.00%	
	Generalisation	0%	55.56%	77.78%	100.00%	
Target 2	Prompting	0%	22.22%	44.44%	77.78%	

	Fluency	0%	22.22%	44.44%	77.78%	
	Maintenance	0%	22.22%	44.44%	77.78%	
	Generalisation	0%	22.22%	44.44%	77.78%	

		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	33.33%	44.44%	55.56%	1
	Fluency	0%	33.33%	44.44%	55.56%	
	Maintenance	0%	33.33%	44.44%	55.56%	
	Generalisation	0%	33.33%	44.44%	55.56%	
Target 2	Prompting	0%	44.44%	55.56%	100.00%	
	Fluency	0%	44.44%	66.67%	100.00%	
	Maintenance	0%	44.44%	55.56%	100.00%	
	Generalisation	0%	44.44%	44.44%	100.00%	
		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	11.11%	33.33%	55.56%	1
	Fluency	0%	11.11%	44.44%	55.56%	
	Maintenance	0%	11.11%	33.33%	55.56%	
	Generalisation	0%	11.11%	33.33%	55.56%	
Target 2	Prompting	0%	55.56%	77.78%	100.00%	

	Fluency	0%	55.56%	77.78%	100.00%	
	Maintenance	0%	55.56%	88.89%	100.00%	
	Generalisation	0%	55.56%	66.67%	100.00%	
		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	44.44%	44.44%	66.67%	1
Child G	Fluency	0%	44.44%	44.44%	66.67%	
	Maintenance	0%	44.44%	44.44%	66.67%	
	Generalisation	0%	44.44%	44.44%	66.67%	
Target 2	Prompting	0%	22.22%	44.44%	100.00%	
	Fluency	0%	22.22%	33.33%	100.00%	
	Maintenance	0%	22.22%	44.44%	100.00%	
	Generalisation	0%	22.22%	33.33%	100.00%	
		September 17	March 18	May 18	September 18	Completed targets
Target 1	Prompting	0%	33.33%	33.33%	100.00%	2
Child H	Fluency	0%	33.33%	33.33%	100.00%	
	Maintenance	0%	33.33%	44.44%	100.00%	
	Generalisation	0%	33.33%	44.44%	100.00%	
Target 2	Prompting	0%	66.67%	88.89%	100.00%	

	Fluency	0%	66.67%	77.78%	100.00%	
	Maintenance	0%	66.67%	88.89%	100.00%	
	Generalisation	0%	66.67%	77.78%	100.00%	