

# *The Grove School*

## *Data Analysis Report*

**Jan 2018**

**Mrs Penny Derries**

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## Report for Staff, Parents and Governors 2017-2018

For further information, all relevant documents and Pro-forma's 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 are currently looking at all the new guidelines regarding assessment and how as a school we report information, the Rochford review is a useful document to look at and has made recommendations as to how we should proceed.

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 25<sup>th</sup> percentile are the learners in the Lower Quartile who are making expected progress; those in the 50<sup>th</sup> percentile are in the Median Quartile making good progress that we use as our target level and those in the 75<sup>th</sup> 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 <sup>st</sup> quartile Lowest quartile	2 <sup>nd</sup> quartile Below the median	3 <sup>rd</sup> quartile Above the median	4 <sup>th</sup> quartile Highest quartile	
Learners with the Lowest Attainment Less than expected progress					Learners with the Highest Attainment
	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> 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 25<sup>th</sup> 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 50<sup>th</sup> percentile. Learners in the 2<sup>nd</sup> quartile are performing between the 25<sup>th</sup> percentile and the median line.
- 25% of learners are working within the 3<sup>rd</sup> quartile between the median and the 75<sup>th</sup> percentile.
- The upper quartile line (UQ) in the chart is the 75<sup>th</sup> percentile; the upper limit of the 3<sup>rd</sup> quartile or the lower limit of the 4<sup>th</sup> quartile.
- The upper quartile, 4<sup>th</sup> quartile, is the highest performing 25% of learners.

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 will continue to monitor announcements from both, the Department for Education and Ofsted regarding changes to P-Scales and will adjust our 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 eleven years, whilst monitoring and adjusting to new assessment guidelines.

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%

This will stand for this year; we are reviewing all areas of assessment due to the changes to the National Curriculum and the outcomes of the Rochford Review. We will share with the Governors when we have made out final decisions regarding this.

**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 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 that are calculated from our own tracking data.

English results

Reading	Percentage of learners in 2015	Percentage of learners in 2016	Percentage of learners excluding those pupils with no spoken language who joined the school in Sept 2016	Percentage of learners in 2017
Less than expected progress	0	5%	0	0
Expected Progress	13%	27%	25%	22%

Good Progress	27%	14%	21%	14%
Outstanding Progress	60%	54%	54%	64%

Writing	Percentage of learners in 2015	Percentage of learners in 2016	Percentage of learners excluding those pupils with no spoken language who joined the school in Sept 2016	Percentage of learners in 2017	Percentage of learners excluding those pupils with no spoken language 2017
Less than expected progress	0	8%	0	4%	0%
Expected Progress	26%	22%	8%	23%	27%
Good Progress	14%	22%	30%	9%	9%
Outstanding Progress	60%	48%	62%	64%	64%

Listening/Speaking	Percentage of learners in 2015	Percentage of learners in 2016	Percentage of learners excluding those pupils with no spoken language who joined the school in Sept 2016	Percentage of learners in 2017	Percentage of learners excluding those pupils with no spoken language 2017
Less than expected progress	6%	6%	0	14%	0%
Expected Progress	7%	26%	37%	18%	18%
Good Progress	14%	11%	19%	4%	18%
Outstanding Progress	73%	57%	54%	64%	64%

## Maths results

Number	Percentage of learners in 2014	Percentage of learners in 2015	Percentage of learners in 2016	Percentage of learners in 2017
Less than expected progress	0	0	0	0
Expected Progress	9%	9%	30%	9%
Good Progress	9%	10%	10%	18%
Outstanding Progress	82%	81%	60%	73%

## 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. We continue to record data relating to emotional literacy, ensuring that we plan for interventions that target these areas of development.

	Learners completing Emotional Literacy baseline score 2013 independently using Emotional Literacy	Emotional Score 2014 independently using Emotional Literacy assessment and intervention 7-11yrs	2015 results	2016 results	2017 results

	assessment and intervention 7-11yrs				
Child A	85	87	91	No longer pupil premium	No longer pupil premium
Child B	69	72	84	No longer pupil premium	No longer pupil premium
Child D	68	69	70	74	72
Child E	56	57	66	51	Now in the section below
Child F	70	75	80	70	65
Child K				78	89
Child L					65

Some learners need staff to complete their assessments on their behalf through interpreted understanding based upon their depth of knowledge of everyone the results are in the table below.

	Overall esteem 2013	self-score	Overall esteem 2014	self-score	2015	2016	2017
Child G	35		40		55	20	71
Child H			44		72	50	63
Child I					34	50	55
Child J	25		47		78	25	81
Child C							46

Within their English and Mathematics average as compared to the overall school average results there is a small percentage difference, however the percentages are not significant and we will continue to find ways to address this over the next year.

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

The Maths data shows that the learners are making good to outstanding progress in Maths, no pupils fall below expected.

The following are suggestions for priorities for the School Improvement Plan: -

1. To develop staff knowledge of how to enhance listening skills for pupils with complex needs to include training by the Hearing Impairment Team.
2. To work with other Specialist provisions on the development of functional writing for those pupils who are assessed using B-squared.

# Appendix 1

Example of school tracking sheet

Date	January 2017				January 2018													
Year Group	Y 4				Y5				Y				Y					
L = Current Level TL = Target Level	L	%	TL	%	L	%	TL	%	L	%	TL	%	L	%	TL	%	TL	%
Speaking	L1a	33	L1a	43														
Listening																		
Reading	L1	42	L1	52														
Writing	L1	50	L1	60														
Number	L1	43	L1	53														
Measurement	L1	52	L1	62														
Handling Data	L1	56	L1	66														
Using/Applying																		
Life Processes	L1	27	L1	37														
Physical Processes																		
Materials/Properties																		
Scientific Enquiry																		

Design and Tech	L1	29	L1	39														
ICT	L1	46	L1	56														
History	L1	42	L1	52														
Geography	L1	53	L1	63														
Art and Design	L1	43	L1	53														
PE	L1	27	L1	37														
PHSE	L1c	36	L1c	46														
Citizenship	L1c	24	L1c	34s														
Reading Tests																		
Reading Tests																		
Maths Tests																		

## **Appendix 2**

### **Assessment throughout the year spreadsheet**

Assessment/Moderation through the year Grove School The

Date	Action	Outcome
September (or on entry into school) All pupils assessment updated	Baseline Assessment for any new learners, using summative assessments and formative assessments. Multi-professional meeting for planning will take place	This will inform first completion of B-Squared for the learner.
October	Moderation of baseline with other class leads.	This will ensure that the baseline given each learner is a true level of the learner at the time.
November	Moderation of Maths jotters, workbooks and other evidence such as theme work and pictures	This will ensure that all staff are in agreement with the levels given to each learner ensuring effective feedback.
December All pupils assessment updated	Each class lead updates B-squared for their learners	This will ensure that all staff are able to plan next steps of learning for the following term, no print outs are needed for IEPS.

November-March	Each class lead will write an Annual review for each learner	This will inform parents, pupils and other stakeholders what progress the pupils have made.
January All pupils assessment updated	All learners will be assessed using summative assessment papers and computer programmes	This will ensure that all learners have an accurate level of attainment to be recorded in their annual reviews.
At the time of writing each Annual review	All class leads will update B-squared for each learner printing these out for IEPS	This will ensure that levels of attainment are accurate for the Annual reviews and that the targets set are SMART and challenging
February	Moderation of Writing in jotters, workbooks and other evidence such as theme work and pictures	This will ensure that all staff are in agreement with the levels given to each learner ensuring effective feedback.
April	Moderation of Reading in jotters, workbooks and other evidence such as theme work, pictures,	This will ensure that all staff are in agreement with the levels given to

	recordings and reading records	each learner ensuring effective feedback.
June	Moderation of Speaking and Listening/communication skills in jotters, workbooks and other evidence such as theme work, pictures, recordings and reading records	This will ensure that all staff are in agreement with the levels given to each learner ensuring effective feedback.
May-June All pupils assessment updated	Each class lead updates B-squared for their learners to inform data that will be entered into the Durham University P-scales project/Data platform Northumberland County Council and Data Dashboard Ofsted	This will ensure that the school as up to date, accurate data to be able to analysis learning over time and plan for development and staff training.