
Full School Data Analysis

— Full Year - Oct - May 22/23 —

Glossary of terms

Attainment

Attainment is the total MAPP score or SS/OA Framework score for each outcome or objective at the October 22 assessment point.

Progress

Progress is the difference between the MAPP/Framework score at the May 22 assessment point and the October 22 assessment point.

MAPP

MAPP (Mapping and Assessing Personal Progress) is an assessment tool which has been developed to show small steps of progress and provides personalised comparative data over time for each individual. This allows us to compare data with the students own past progress. MAPP looks at four different areas Independence, Fluency, Maintenance and Generalisation and the areas are assessed from 1 to 10.

from dependent	INDEPENDENCE	to independent							
from approximate	FLUENCY	to accurate							
from inconsistent	MAINTENANCE	to consistent							
from single context	GENERALISATION	to many context							
1	2	3	4	5	6	7	8	9	10

Small Steps

Small Steps is our bespoke Framework for English and Maths, this is used with our formal/Semi-formal learners from Y7 to Y10 where appropriate.

Open Awards

We use the Open Awards Frameworks for English and Maths with our formal/semi formal learners from Y10-Y14 where appropriate.

Outcomes

This refers to each students individual EHCP Outcomes.

Progress Explained

Throughout our data we refer to steps of progress - this is further explained below;

- Each student is set EHCP Outcomes throughout the year when it is appropriate, the outcomes are assessed using MAPP.

from dependent	INDEPENDENCE								to independent
from approximate	FLUENCY								to accurate
from inconsistent	MAINTENANCE								to consistent
from single context	GENERALISATION								to many context
1	2	3	4	5	6	7	8	9	10

MAPP

MAPP (Mapping and Assessing Personal Progress) is an assessment tool which has been developed to show small steps of progress and provides personalised comparative data over time for each individual. This allows us to compare data with the students own past progress. MAPP looks at four different areas Independence, Fluency, Maintenance and Generalisation and the areas are assessed from 1 to 10.

- Once a ST outcome is set it is baselined against the 4 MAPP areas of Independence, Fluency, Maintenance and Generalisation on a scale of 1 to 10. The numbers are added up as a baseline to form part of the attainment assessment score for that term.
- The total scores for each ST outcome are then added up to make a total attainment score for the relevant LT outcome for that term.
- Each ST outcome is then assessed at the next assessment point in the same way - assessment continues at each assessment point until the outcome is then achieved.

Progress Explained

Progress Oct 22 - Feb 23
(How many steps each LTO has moved Oct to Feb)



- PROGRESS is the difference between the October and May attainment score.
- We refer to this as **steps of progress**.

Attainment scores for each assessment point

The difference between Oct and May attainment

Summary Assessment Item Path	Summary Assessment Item	Attainment as at Oct 2022 (07/10/2022)	Attainment as at Feb 2023 (03/02/2023)	Attainment as at May 2023 (19/05/2023)	Progress Oct to May 22/23 Total
		Total	Total	Total	
Long Term Outcome					
Communication and Interaction	To continue to improve clarity of speech and understanding when conversing with peers or adults	36	50	67	27
Short Term Outcomes					
Communication and Interaction > I will be able to communicate effectively with adults and my peers.	(Feb 23) I will use the telephone to make a call to familiar people and unfamiliar people such as calls to the emergency services and relay a message to them.		4	12	8
Communication and Interaction > To continue to improve clarity of speech and understanding when conversing with peers or adults	(Nov 21) I will be able to understand and answer Blank Level 3 questions, during focussed activities with an adult 80% of the time	16	22	22	6
Communication and Interaction > To continue to improve clarity of speech and understanding when conversing with peers or adults	(Nov 21) I will correctly order a 4 part sequence and use short simple phrases to describe what's happening, in focussed activities with an adult 80% of the time	20	24	33	13

<i>from dependent</i>		INDEPENDENCE				<i>to independent</i>	
Learners complete tasks independently							
The task is carefully scaffolded and the learner is fully prompted throughout.		Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).			The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).		The learner initiates the appropriate action and completes the task independently without prompts or other external cues.
1	2	3	4	5	6	7	8
9	10						
<i>from approximate</i>		FLUENCY				<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy							
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.		The skill is smooth, swift and accurate. No further refinement is needed.
1	2	3	4	5	6	7	8
9	10						
<i>from inconsistent</i>		MAINTENANCE				<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do a task after a break							
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.		The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.			Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.		The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.
1	2	3	4	5	6	7	8
9	10						
<i>from single context</i>		GENERALISATION				<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff							
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.		The learner applies the skill to meet the demands of a new situation.
1	2	3	4	5	6	7	8
9	10						

Summary

Highlights - Full School

- This year we have made great progress with 74% of EHCP Outcomes making 10 or more steps of progress.
- Progress is very similar to last year's data.
- Maths made the most progress this year - last year it was English that scored higher.
- We have been working on reading this year - this reflects in our data where reading saw the most progress with 41% of outcomes making 2-3 steps.
- Our PP students and Non PP students have made very similar progress again this year.
- Girls made more progress than boys this year - boys made more progress last year.
- For PMLD C&I had the most progress, an improvement from last year.
- In ASC and MLD/SLD overall progress has gone up by 50% from Feb assessment point.
- In Enhanced pupils are making more progress in the 5-9 + step category in comparison to last year.
- In MOZ 95% of PFA outcomes made 16+ steps of progress.
- Satellite continues to make great progress in C&L Outcomes with over 95% making 16+ steps of progress.

Summary

- Great progress has been made in both Open Awards and Small Steps.
- In both SS/OA Maths made the most progress this year - last year it was English that scored higher.
- Good progress in both SS/OA since Feb assessment point - shows steady progress throughout the year.

Highlights - Open Awards

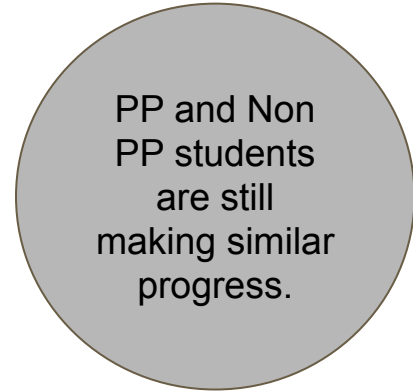
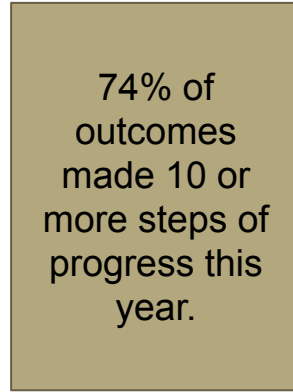
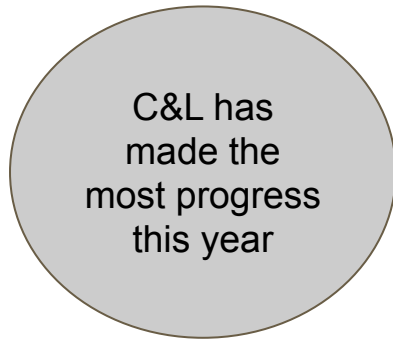
- In OA Maths has seen the most progress this has increased since this time last year.

Highlights - Small Steps

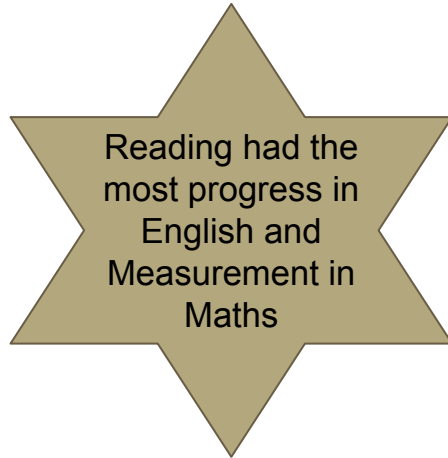
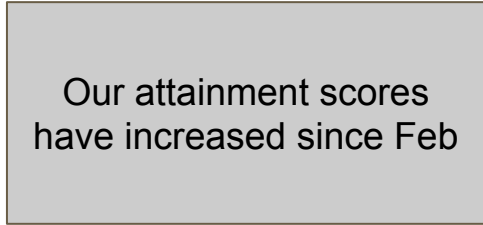
- Measurement progress has scored highly. This has improved since last year.
- We have been working on reading this year - this reflects in our data where reading saw the most progress with 41% of outcomes making 2-3 steps.

Actions

- Continue to raise awareness of P&M through moderation, CPD and provision meetings.
- Increase the progress gap between geometry and the other 3 areas of Maths.
- Focus on classes where teacher absence may have impacted on outcomes being achieved in a timely fashion.



Headlines

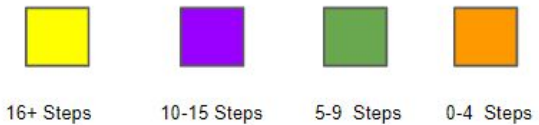
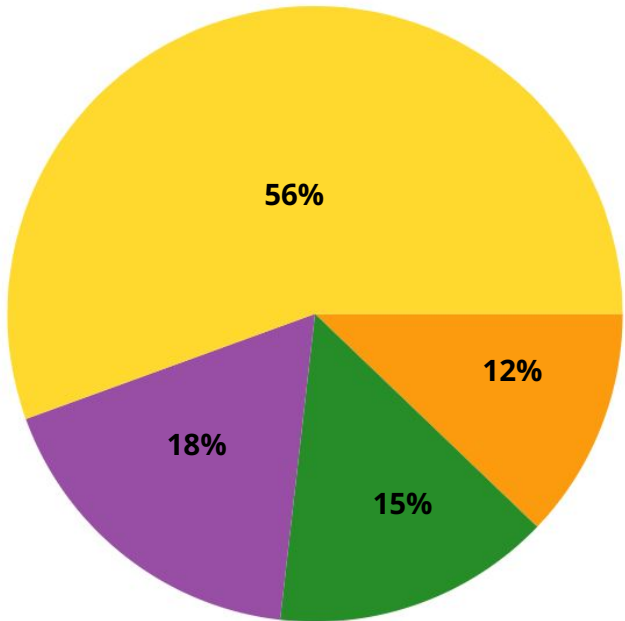


Progress

Oct 22 - May 23

Full School Overview - EHCP Outcomes

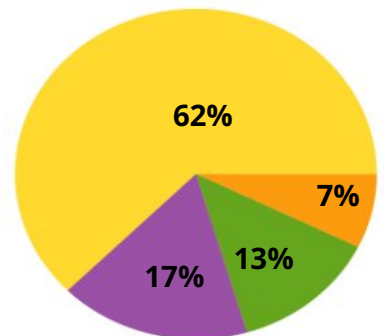
Whole School Progress - Full Year 22/23



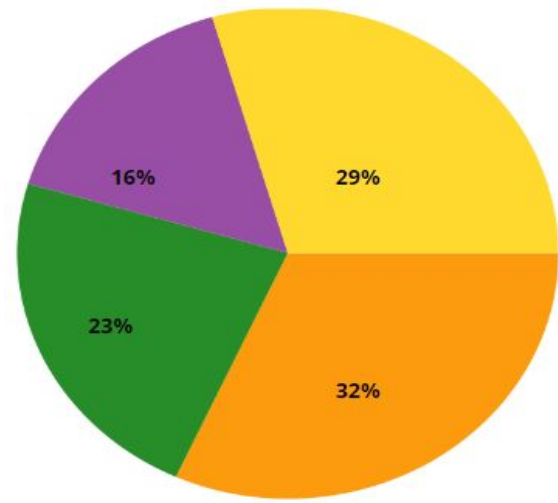
56% of outcomes made 16+ steps of progress this year, this has increased by 27% since Feb.

Our progress is very similar to last academic year, with just a 5% difference between outcomes making 10-16+ steps in 22/23 compared to 21/22.

Whole School Progress - EHCP Outcomes 21/22

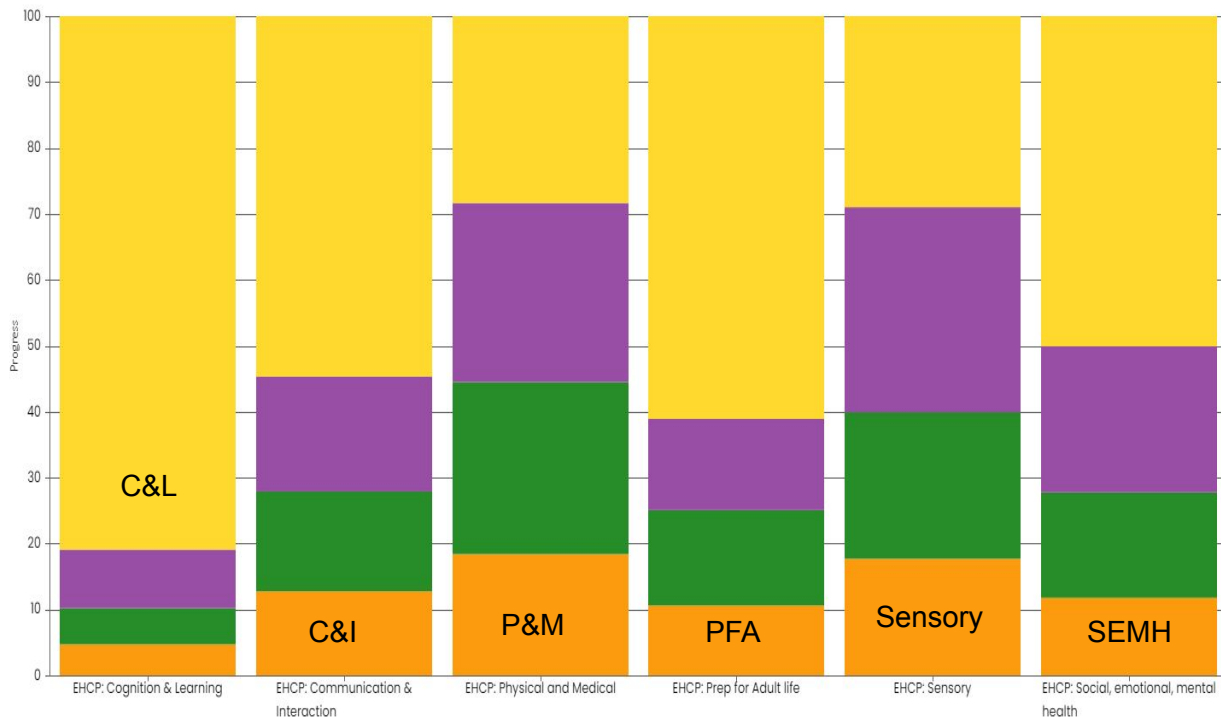


Progress Oct 22 - Feb 23 (How many steps each LTO has moved Oct to Feb)



Full School Overview - EHCP Outcomes by AON

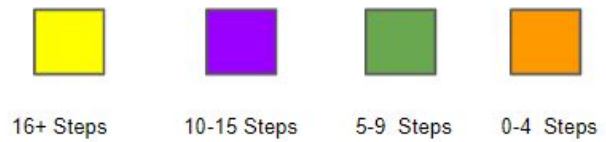
Whole School Progress - by AON 22/23



Overall C&L made the most progress this year with 90% of outcomes making 10-16+ steps.

C&L also made the most progress in 21/22.

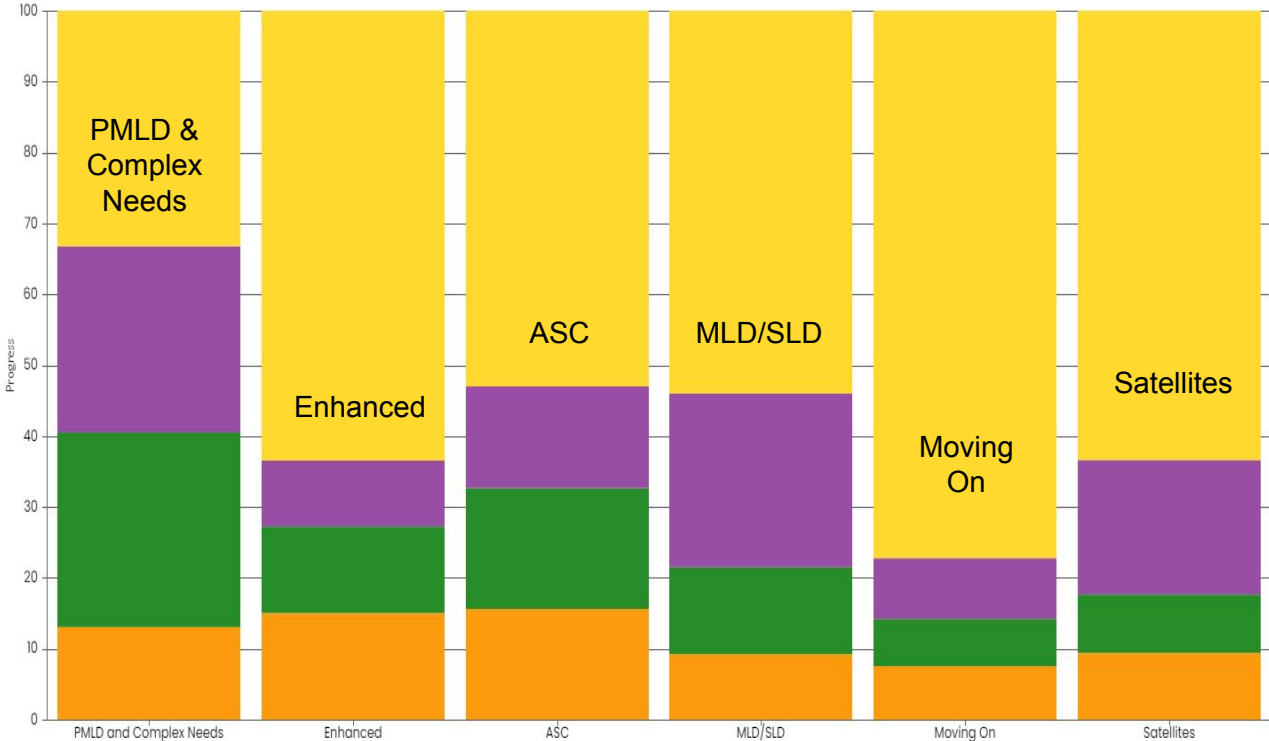
P&M made the least progress this year with 45% making 0-9 steps.



Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C & L	7 (4.8%)	8 (5.5%)	13 (8.9%)	118 (80.8%)
EHCP: C & I	28 (12.8%)	33 (15.1%)	38 (17.4%)	119 (54.6%)
EHCP: P & M	17 (18.5%)	24 (26.1%)	25 (27.2%)	26 (28.3%)
EHCP: PFA	17 (10.7%)	23 (14.5%)	22 (13.8%)	97 (61%)
EHCP: Sensory	8 (17.8%)	10 (22.2%)	14 (31.1%)	13 (28.9%)
EHCP: SEMH	23 (11.9%)	31 (16%)	43 (22.2%)	97 (50%)

Full School Overview - EHCP Outcomes by AOP

Whole School Progress - by AOP 22/23



The most progress was made in MOZ this year with 86% of outcomes making 10-16+ steps.

Enhanced and Satellites also made great progress.

PMLD & CN made the least progress this year. 41% of outcomes made 0-9 steps of progress.



Cohort	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
PMLD and CN	23 (13.1%)	48 (27.4%)	46 (26.3%)	58 (33.1%)
Enhanced	26 (15.1%)	21 (12.2%)	16 (9.3%)	109 (63.4%)
ASC	35 (15.7%)	38 (17%)	32 (14.4%)	118 (52.9%)
MLD/SLD	19 (9.3%)	25 (12.3%)	50 (24.5%)	110 (53.9%)
Moving On	8 (7.6%)	7 (6.7%)	9 (8.6%)	81 (77.1%)
Satellites	15 (9.5%)	13 (8.2%)	30 (19%)	100 (63.3%)

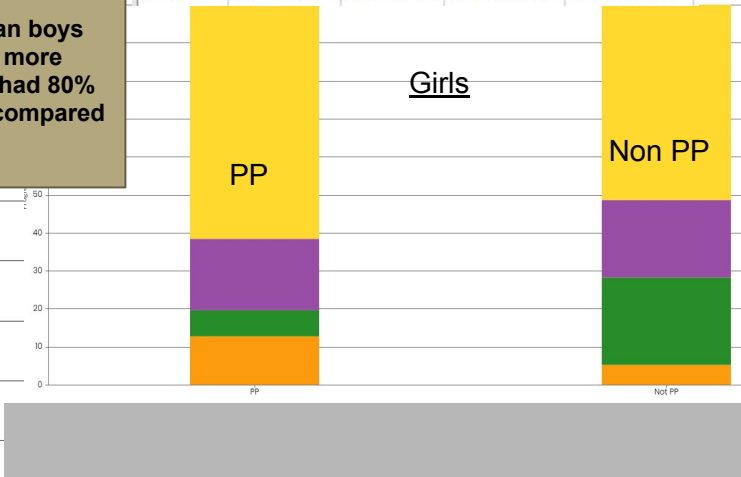
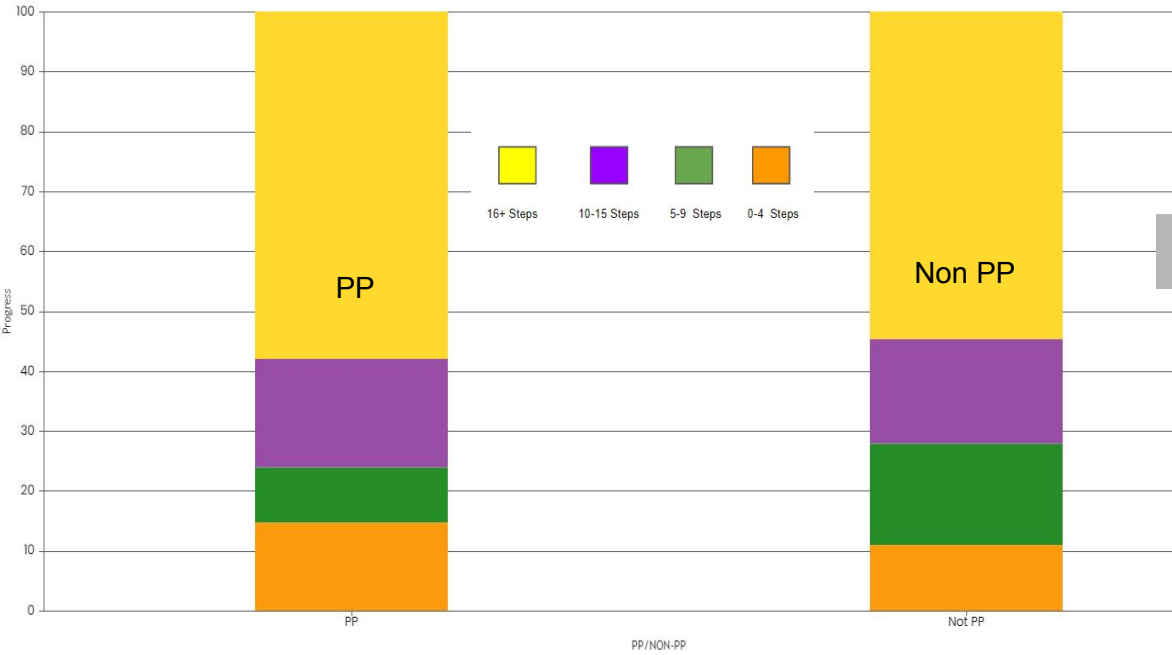
Full School Overview - Pupil Premium EHCP Outcomes

Whole School Progress - PP V NON PP 22/23

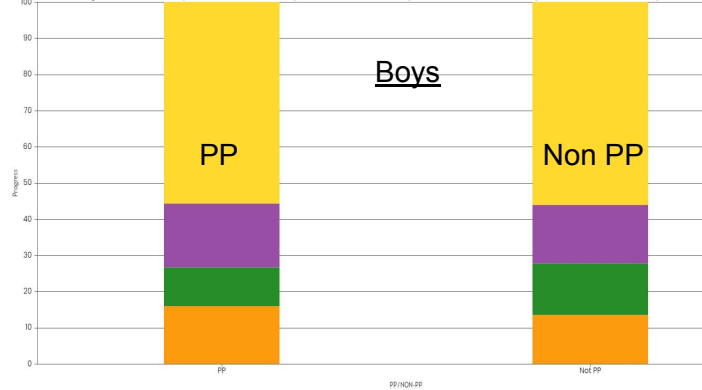
Cohort	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
PP	45 (14.8%)	28 (9.2%)	55 (18.1%)	176 (57.9%)
Not PP	81 (11.1%)	124 (16.9%)	128 (17.5%)	400 (54.6%)

PP Girls made more progress than boys this year. Last year boys made more progress, however this year girls had 80% of outcomes making 10-16+steps compared to 73% for boys.

Cohort	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
PP	15 (12.8%)	8 (6.8%)	22 (18.8%)	72 (61.5%)
Not PP	12 (5.3%)	52 (23%)	46 (20.4%)	116 (51.3%)

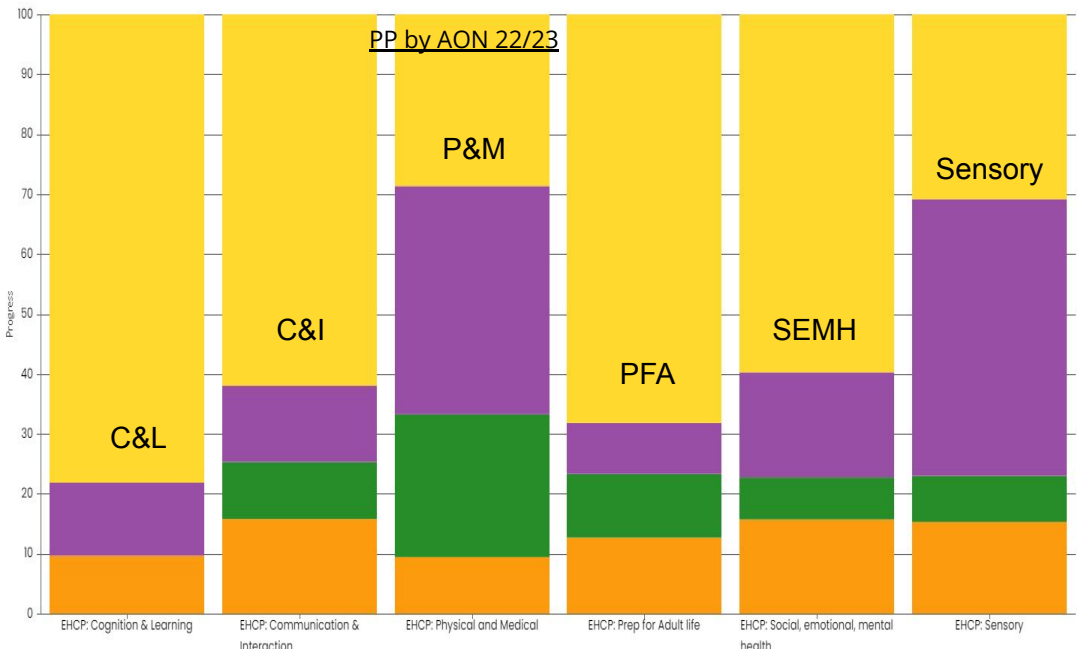


Cohort	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
PP	30 (16%)	20 (10.7%)	33 (17.7%)	104 (55.6%)
Not PP	69 (13.6%)	72 (14.2%)	82 (16.2%)	284 (56%)



Progress was very similar for our PP students compared to the rest of the school.

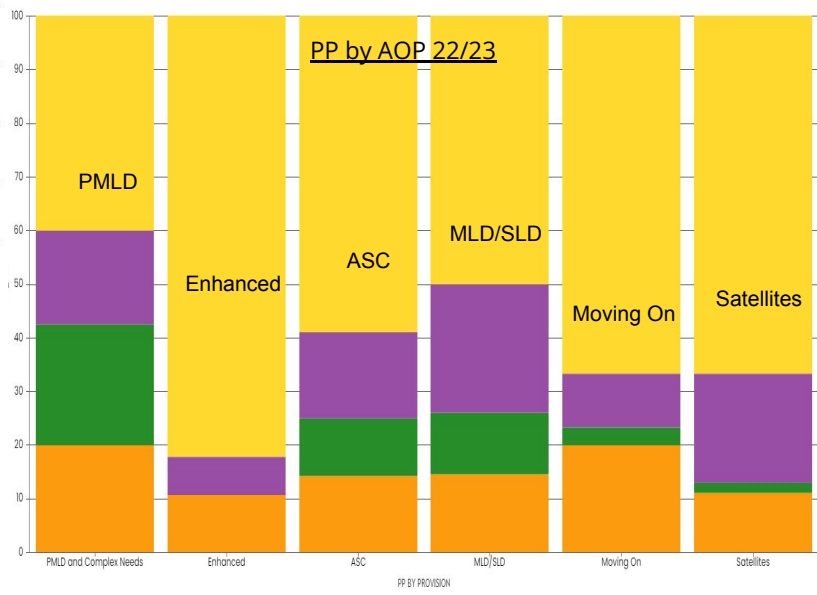
Full School Overview - Pupil Premium EHCP Outcomes



PP Students in Enhanced made the most progress this year. 89% of their outcomes made 10-16+ steps of progress.

Cohort	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
PMLD and Complex Needs	8 (20%)	9 (22.5%)	7 (17.5%)	16 (40%)
Enhanced	3 (10.7%)		2 (7.1%)	23 (82.1%)
ASC	8 (14.3%)	6 (10.7%)	9 (16.1%)	33 (58.9%)
MLD/SLD	14 (14.6%)	11 (11.5%)	23 (24%)	48 (50%)
Moving On	6 (20%)	1 (3.3%)	3 (10%)	20 (66.7%)
Satellites	6 (11.1%)	1 (1.9%)	11 (20.4%)	36 (66.7%)

Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C & L	4 (9.8%)	6 (9.5%)	8 (12.2%)	32 (78.1%)
EHCP: C & I	2 (9.5%)	5 (23.8%)	8 (38.1%)	6 (28.6%)
EHCP: P and M	6 (12.8%)	5 (10.6%)	4 (8.5%)	32 (68.1%)
EHCP: PFA	9 (15.8%)	4 (7%)	10 (17.5%)	34 (59.7%)
EHCP: SEMH	2 (15.4%)	1 (7.7%)	6 (46.2%)	4 (30.8%)

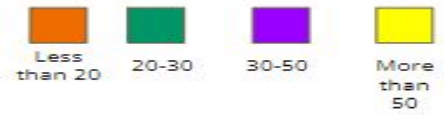


Our PP students have made the most progress in C&L this year 90% of their outcomes made 10-16+ steps of progress.

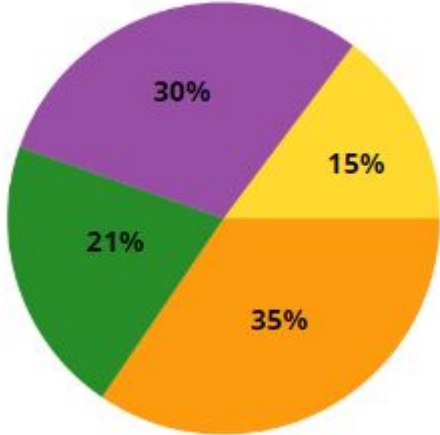
Attainment

May 23

Full School Attainment - May 2023



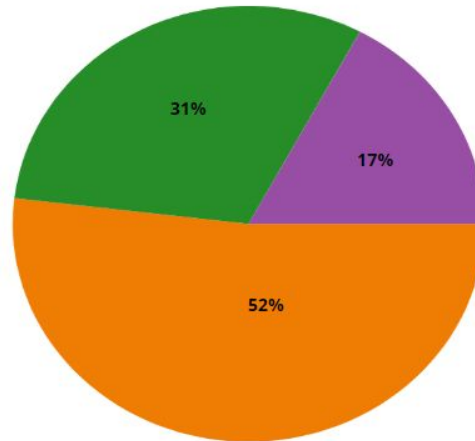
October 22 - Attainment



Our attainment in May was higher than Feb 23. 53% of outcomes had total score of 30 or higher compared to 48% in Feb.

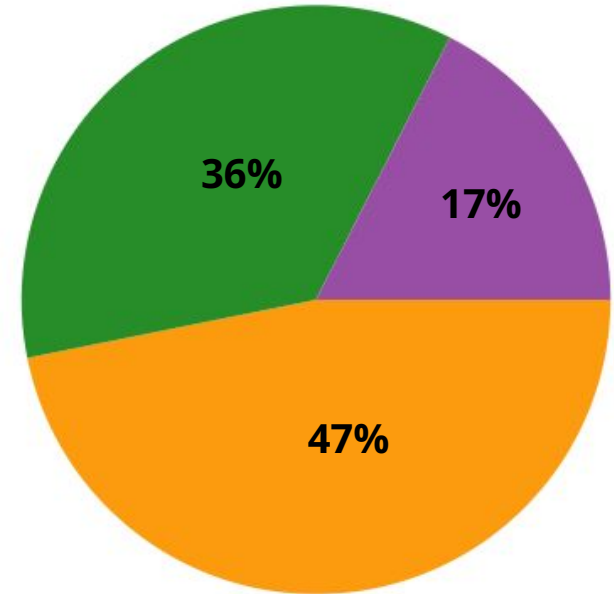
Attainment in February 2023

(Total MAPP scores of EHCP Outcomes)

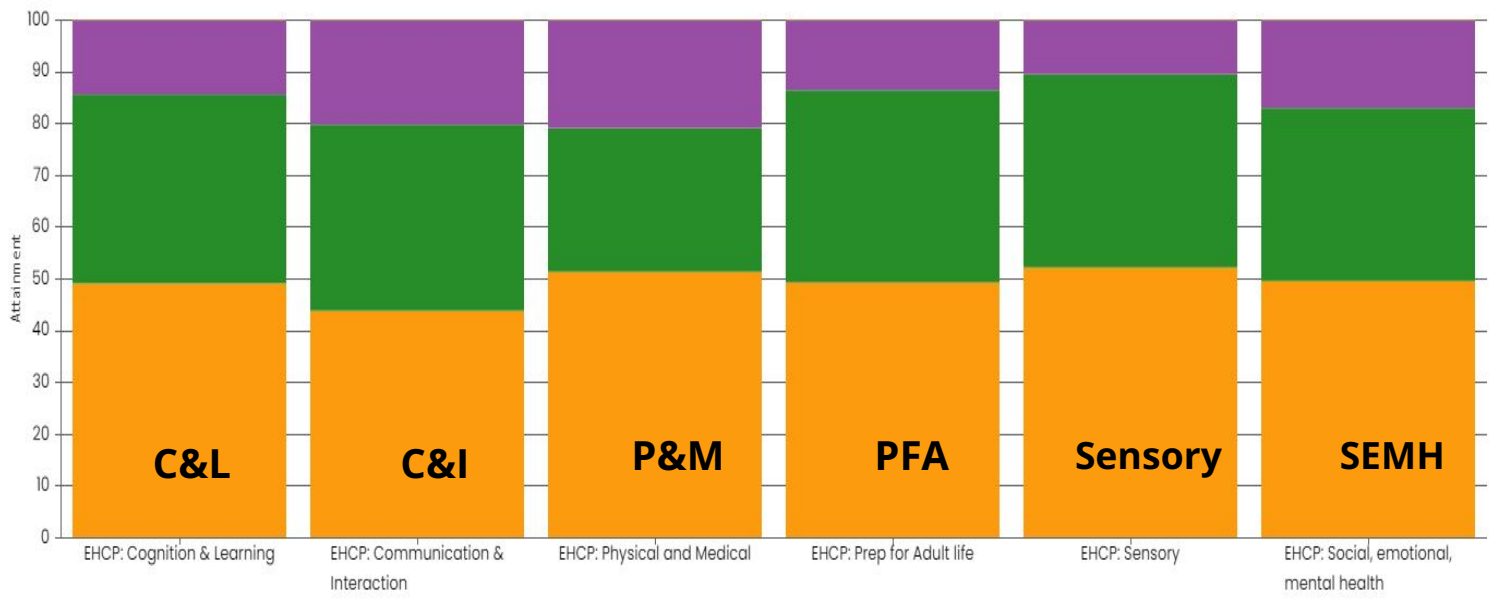


Attainment in May 2023

(MAPP scores of EHCP Outcomes)



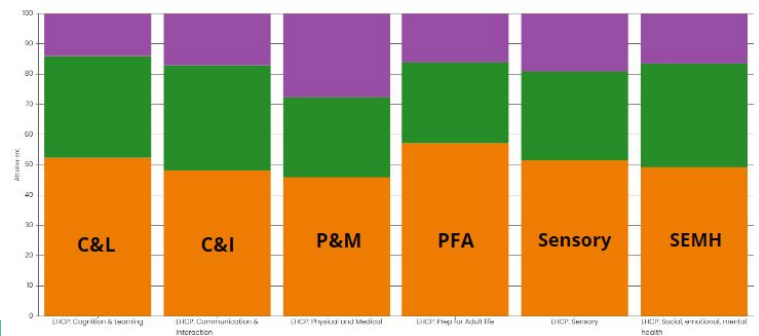
Full School Attainment May 23 - Total MAPP scores for EHCP Outcomes by AON



Attainment was very similar across all areas of need this year.

C&I had the highest attainment score, closely followed about P&M

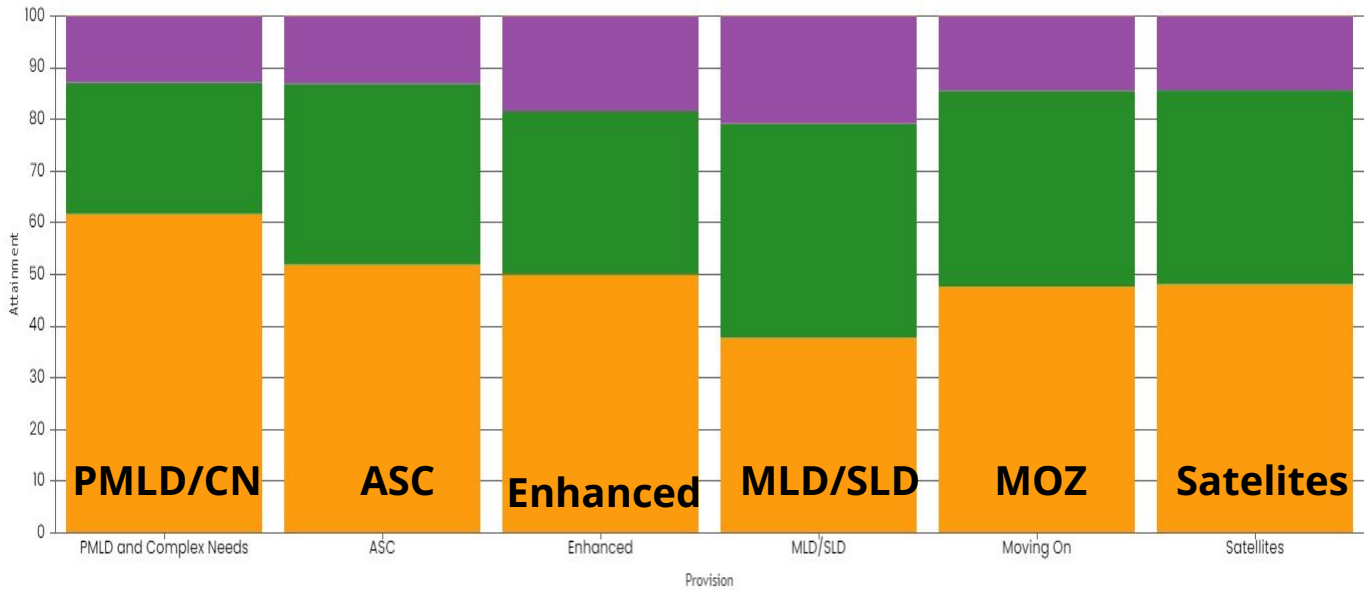
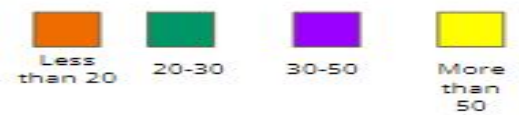
Oct-Feb



Tag	May - 1-20	May - 20-30	May - 30-50
EHCP: C&L	233 (49.2%)	173 (36.5%)	68 (14.4%)
EHCP: C&I	222 (43.9%)	182 (36%)	102 (20.2%)
EHCP: P&M	74 (51.4%)	40 (27.8%)	30 (20.8%)
EHCP: PFA	190 (49.4%)	143 (37.1%)	52 (13.5%)
EHCP: Sensory	35 (52.2%)	25 (37.3%)	7 (10.5%)
EHCP: SEMH	196 (49.6%)	132 (33.4%)	67 (17%)

AON

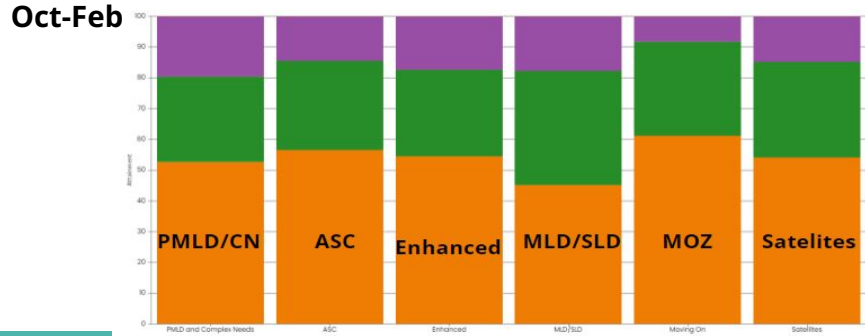
Full School Attainment May 23 - MAPP Total scores for EHCP Outcomes by AOP



Attainment was similar across of all provision areas this year.

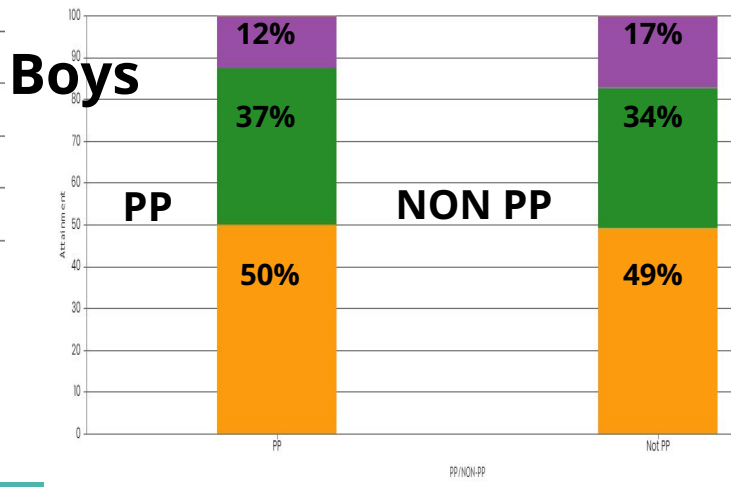
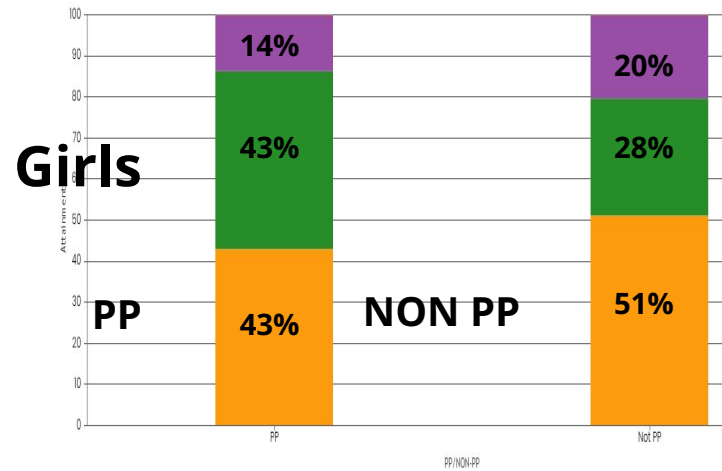
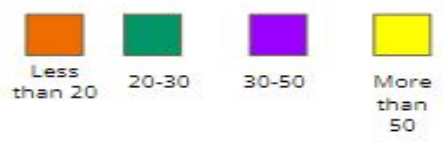
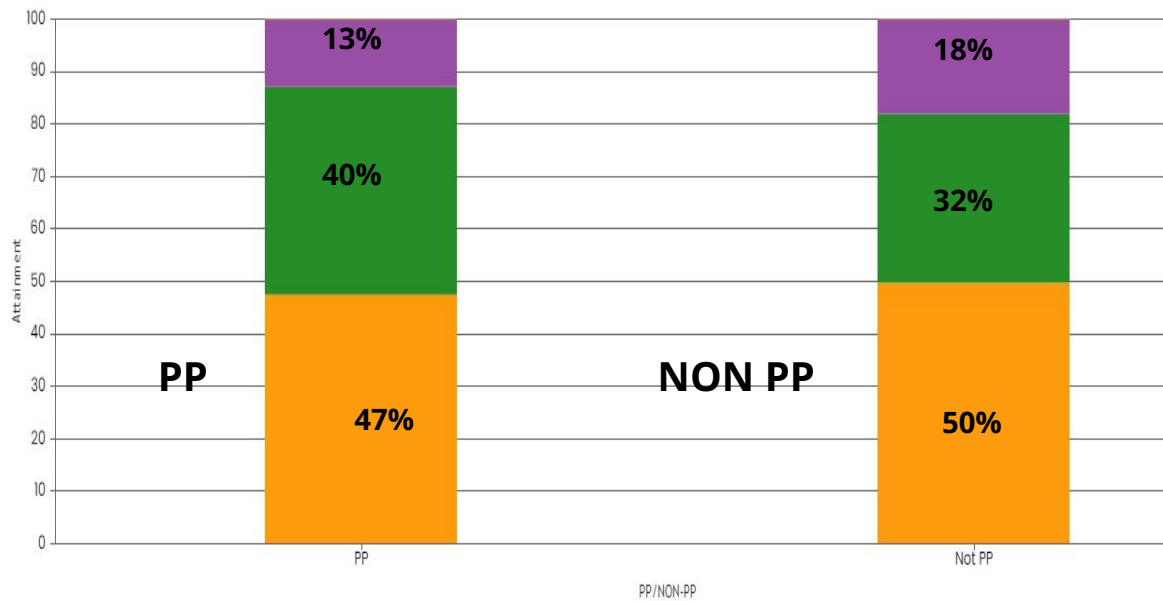
MLD/SLD had the highest attainment score with 62% of outcomes had a attainment score 20-50.

Cohort	Provision		
	May - 1-20	May - 20-30	May - 30-50
PMLD and Complex Needs	182 (61.7%)	75 (25.4%)	38 (12.9%)
ASC	246 (51.9%)	166 (35%)	62 (13.1%)
Enhanced	244 (50%)	154 (31.6%)	90 (18.4%)
MLD/SLD	176 (37.8%)	193 (41.4%)	97 (20.8%)
Moving On	142 (47.7%)	113 (37.9%)	43 (14.4%)
Satellites	164 (48.1%)	128 (37.5%)	49 (14.4%)



Full School Attainment May 23- MAPP Total scores for EHCP Outcomes for PP Students v Non PP students

Attainment was very similar for our PP students compared to the rest of the school this year. PP Girls attainment was higher than that of the boys.

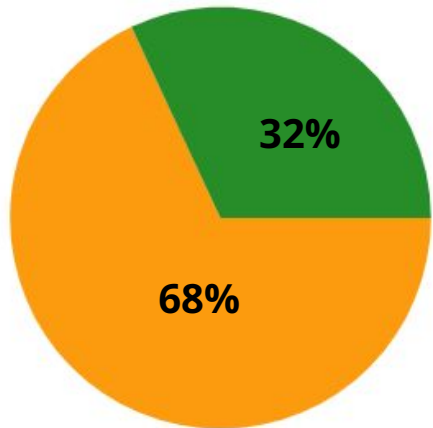


Small Step and Open Awards

Progress Oct-May 22/23

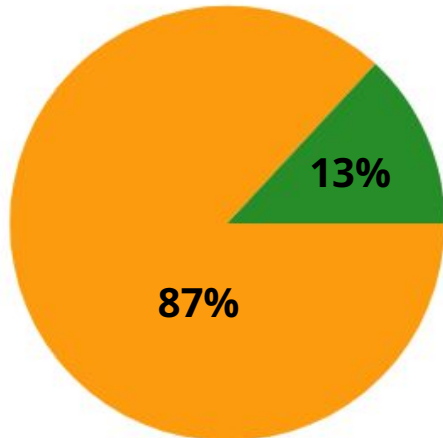
Small Steps and Open Awards Progress - Oct 22 - May 23

Small Steps - Full Year

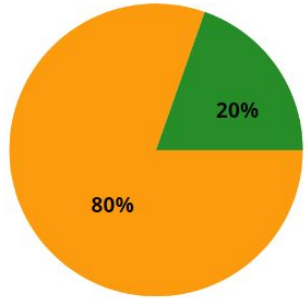


We have seen great progress both SS and OA this year we have made increasing progress since February assessment point.

Open Awards - Full Year

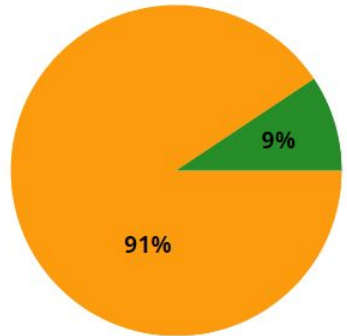


Small Steps - Oct-Feb



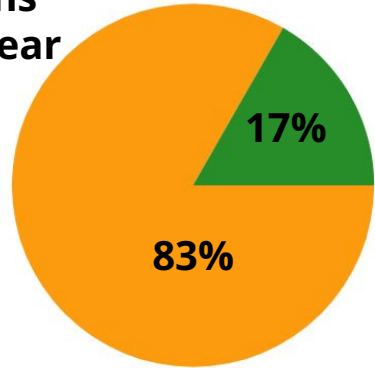
1 or less 2-3

Open Awards Oct-Feb

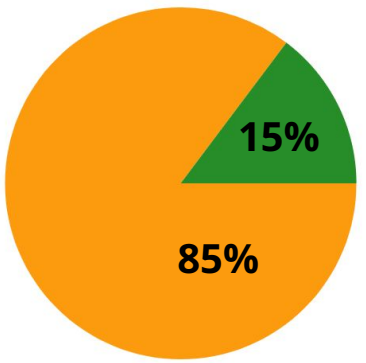


Open Awards Progress - English and Maths from Oct - May 23

Maths Full Year



Maths Feb-Oct

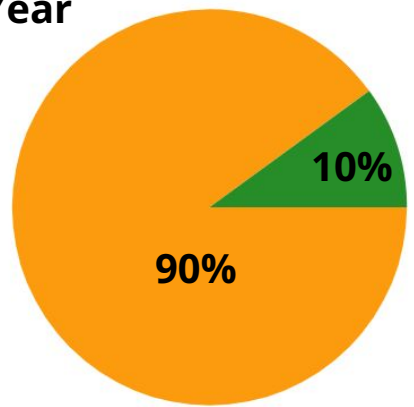


In Open Awards Maths has made more progress than English outcomes.

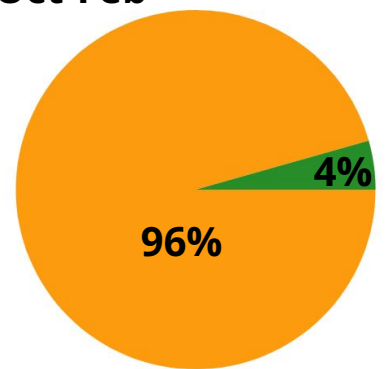
Progress has increased in both areas since Feb assessment point. However English has seen more progress than Maths.



English Full Year

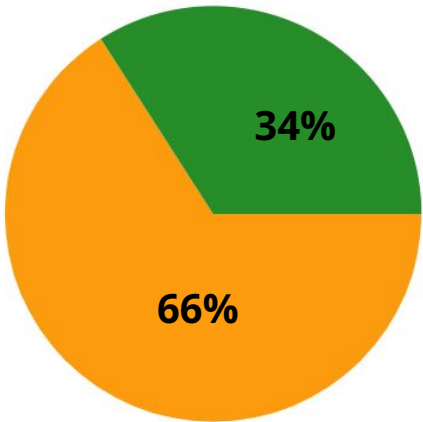


English Oct-Feb

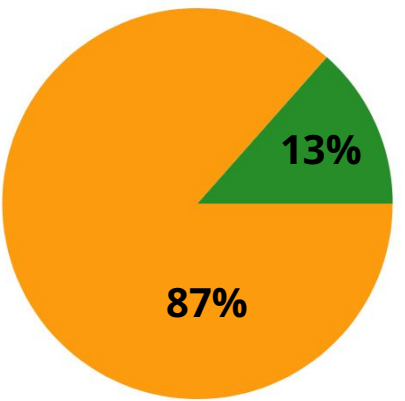


Small Steps Progress - English and Maths - Oct 22 - May 23

Maths - Full Year



Maths - Oct-Feb

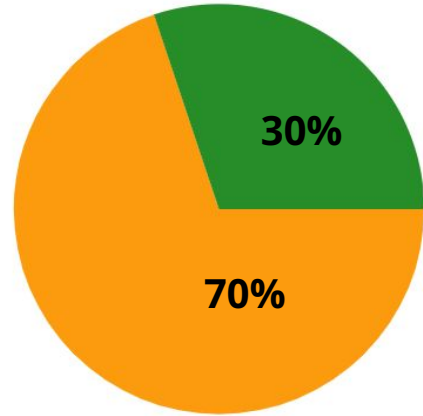


In small steps Maths has made more progress than English this year.

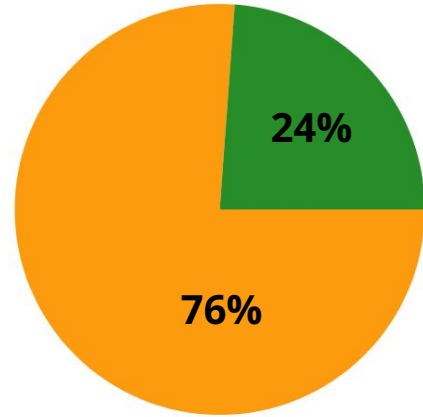
Both areas have increased progress scores since the last assessment point, however Maths has made more progress since February than English.



English - Full Year



English - Oct - Feb



Small Steps - Progress in English Areas - Oct 22 - May 23



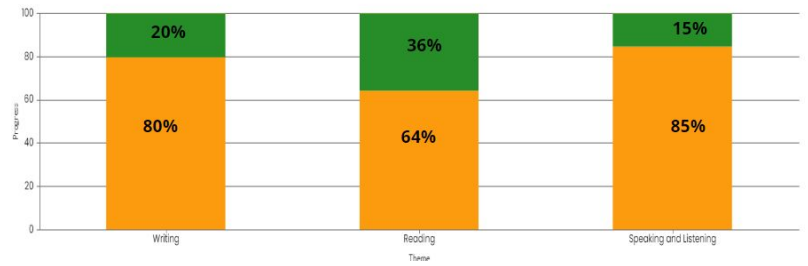
English Themes - Full Year



Reading has seen the most progress this year with 41% of Reading outcomes making at least 2-3 steps.

All areas have improved their progress scores since Feb with S&L improving the most.

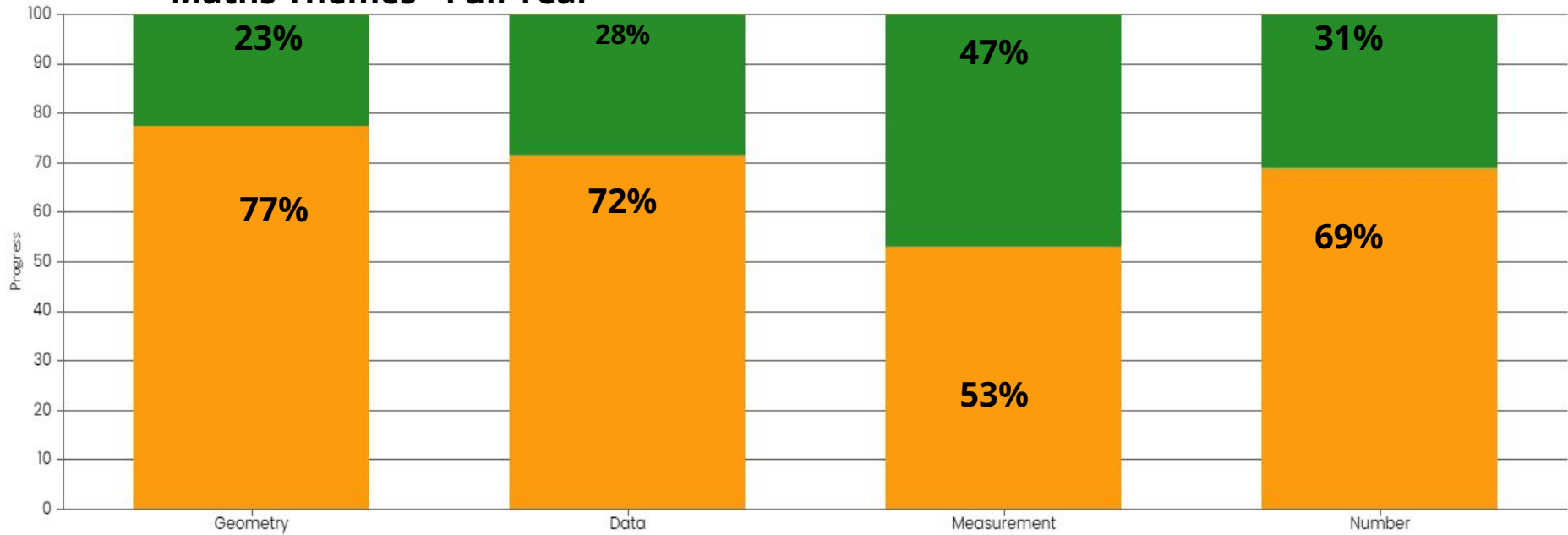
Oct-Feb



Small Steps - Progress in Maths Areas - Oct 22 - Feb 23

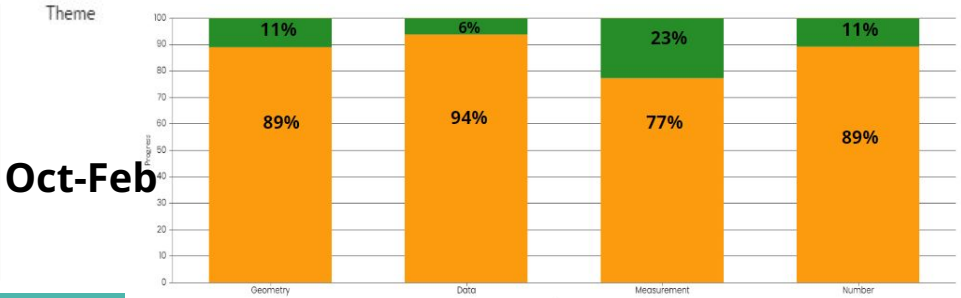


Maths Themes - Full Year



Measurement has made the most progress this year with 47% of outcomes making at least 2-3 steps.

All areas have made progress since the last assessment point but Data and Measurement have made the most progress since Feb.



Areas of Provision

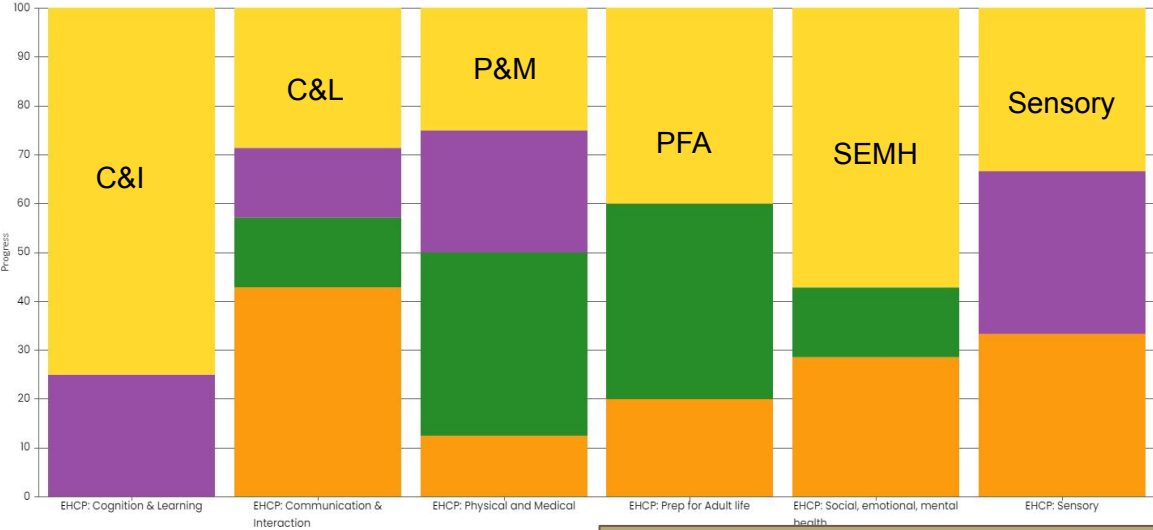
Progress Oct-May 22/23

PMLD and Complex Needs

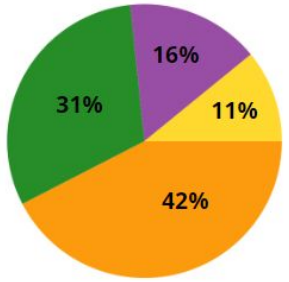


Progress comparison Oct to Feb v Full Year 22/23

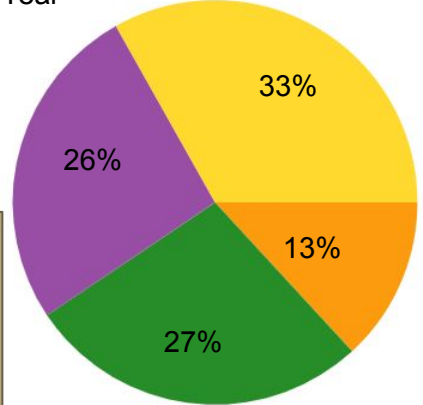
PMLD by AON



Oct to Feb



Full Year

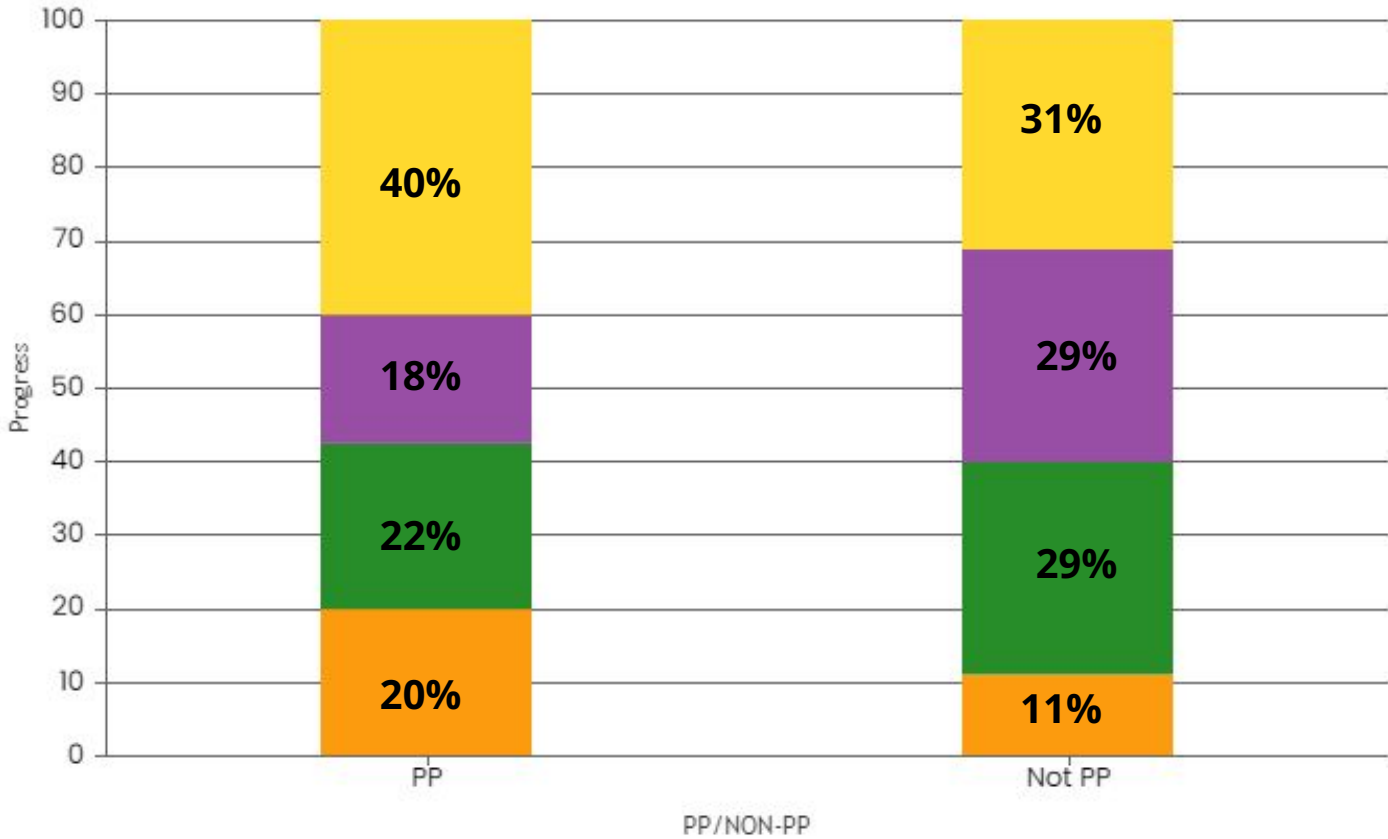


Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C & L			1 (25%)	3 (75%)
EHCP: C & I	3 (42.9%)	1 (14.3%)	1 (14.3%)	2 (28.6%)
EHCP: P and M	1 (12.5%)	3 (37.5%)	2 (25%)	2 (25%)
EHCP: PFA	1 (20%)	2 (40%)		2 (40%)
EHCP: SEMH	2 (28.6%)	1 (14.3%)		4 (57.1%)
EHCP: Sensory	1 (33.3%)		1 (33.3%)	1 (33.3%)

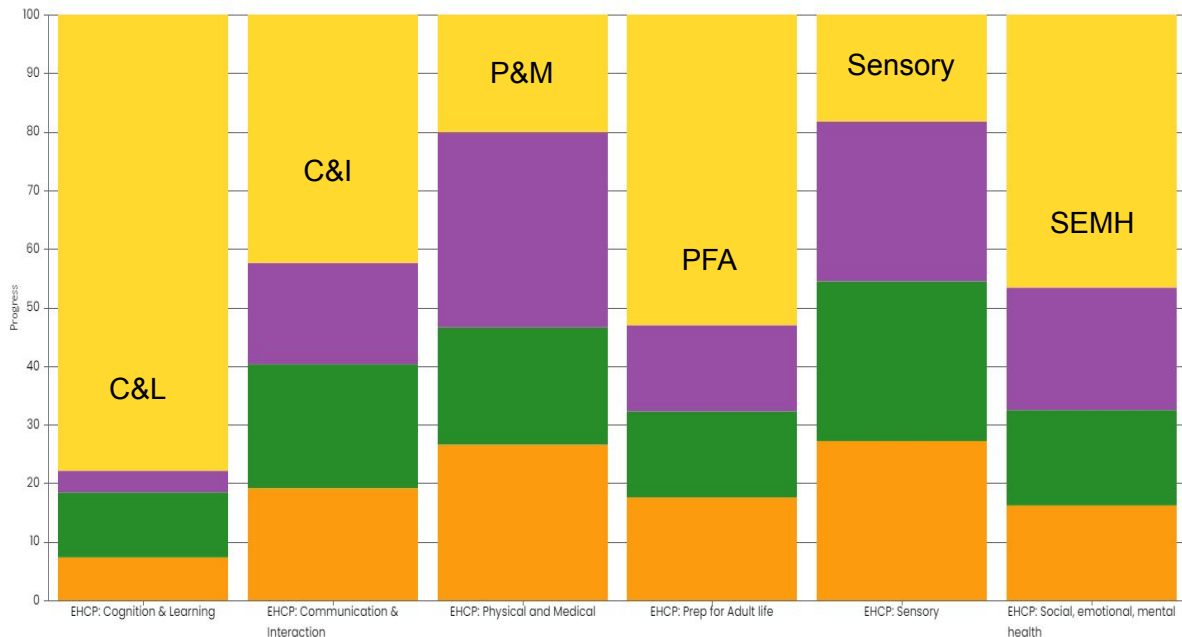
C&I has made the progress in PMLD, where as C&L has made the least progress.

Since Feb progress has increased in PMLD - 59% of outcomes made 10-16+ steps compared to 27% in Feb.

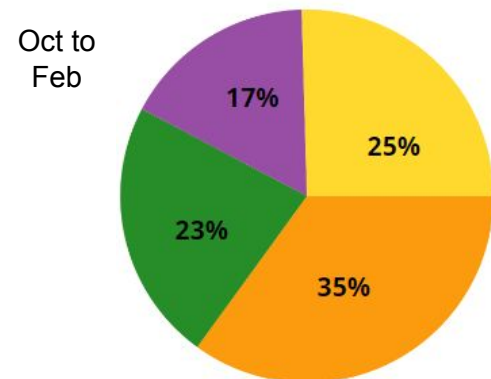
PMLD and Complex Needs Pupil Premium



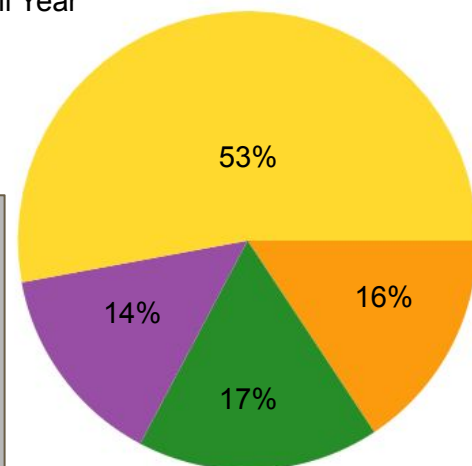
PP Students in PMLD/CN have made more progress than the rest of the provision.



Progress comparison Oct to Feb v Full Year 22/23



Full Year



Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C & L	2 (7.4%)	3 (11.1%)	1 (3.7%)	21 (77.8%)
EHCP: C & I	10 (19.2%)	11 (21.2%)	9 (17.3%)	22 (42.3%)
EHCP: P and M	4 (26.7%)	3 (20%)	5 (33.3%)	3 (20%)
EHCP: PFA	6 (17.7%)	5 (14.7%)	5 (14.7%)	18 (52.9%)
EHCP: Sensory	3 (27.3%)	3 (27.3%)	3 (27.3%)	2 (18.2%)
EHCP: SEMH	7 (16.3%)	7 (16.3%)	9 (20.9%)	20 (46.5%)

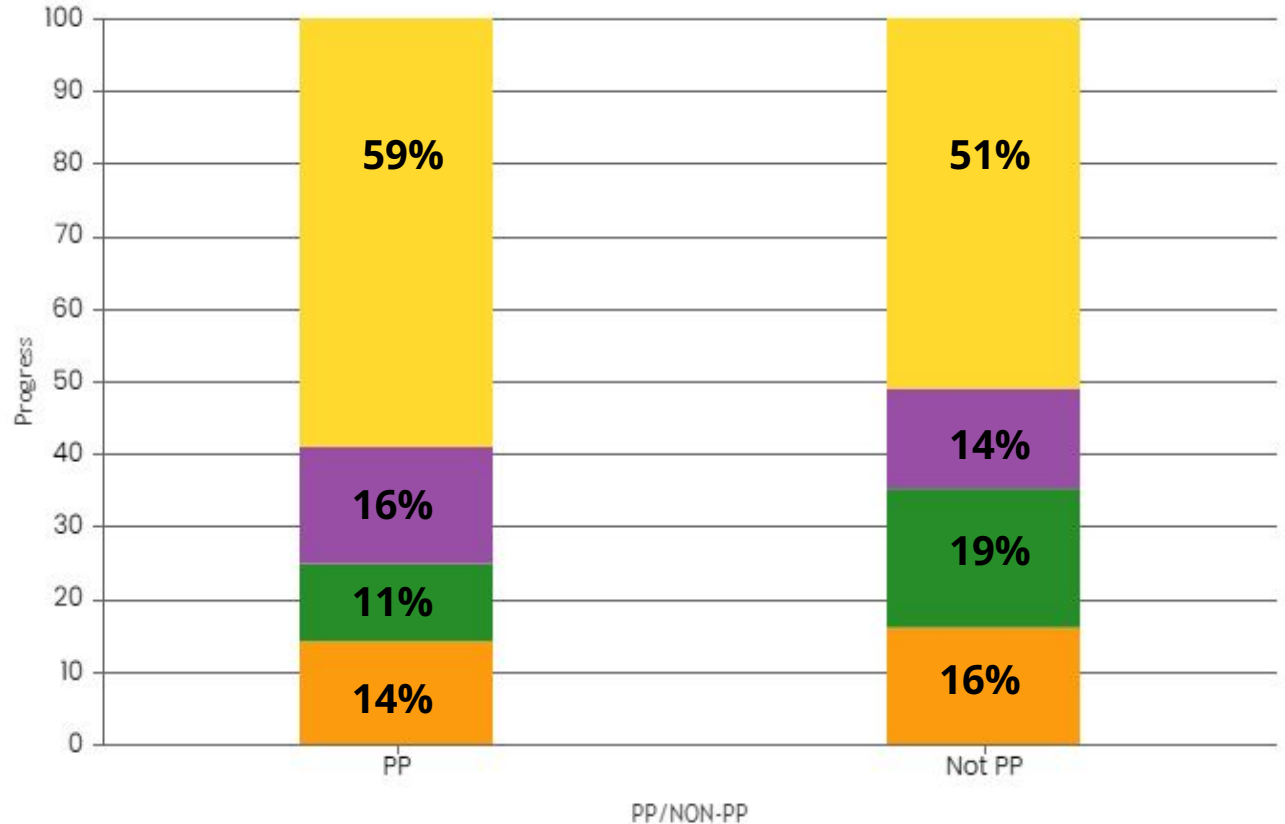
C&L outcomes have seen the most progress for ASC Students this year with 77% of outcomes making 16+ steps. P&M made the least progress. Progress has improved since Feb with 42% of outcomes making 10-16+ steps of progress compared to 67% full year.

ASC - Pupil Premium



PP Students have made slightly more progress than the rest of ASC this year.

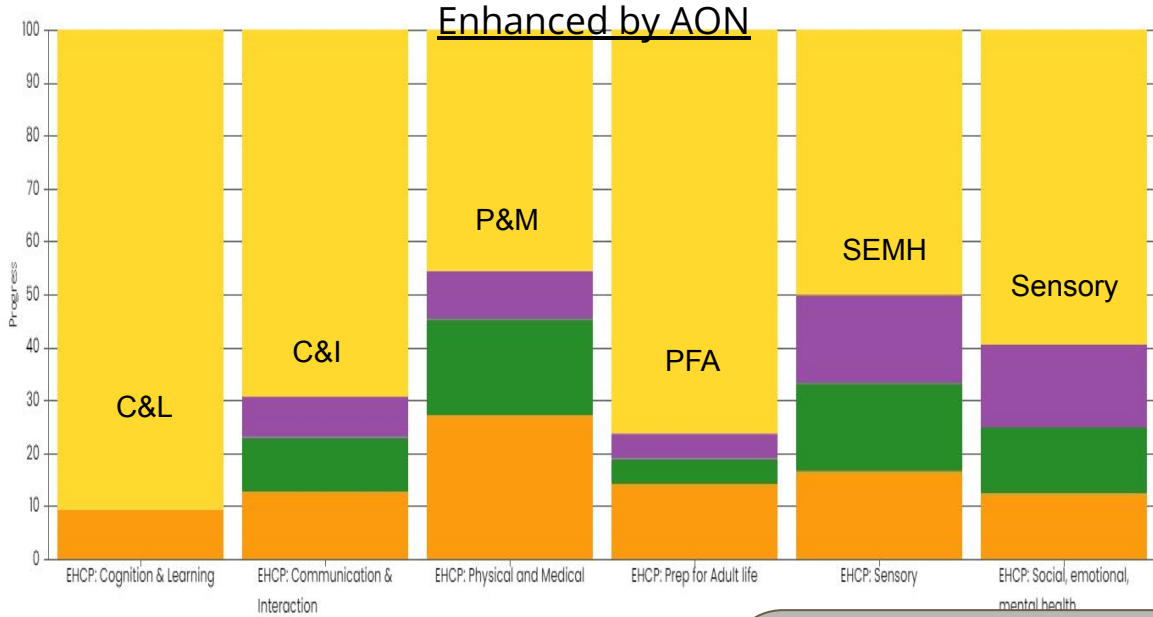
However the data is very similar which shows there is very little gap between the PP and Non PP Students.



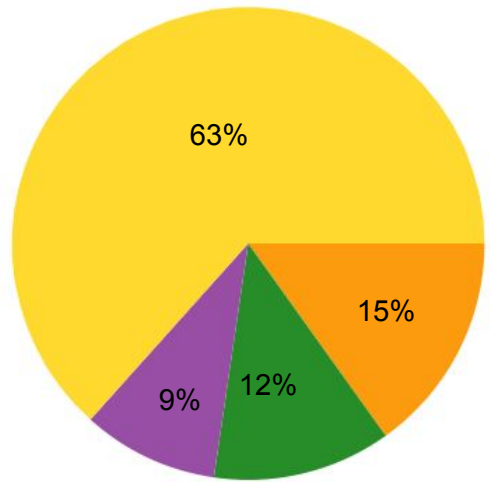
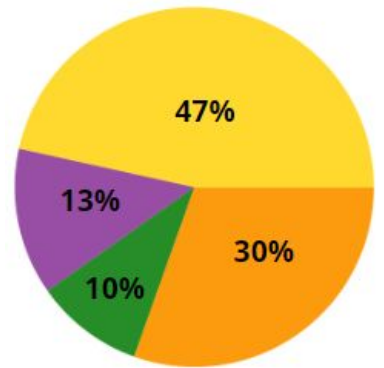
Enhanced



Progress comparison Oct to Feb v Full Year 22/23



Oct to Feb



Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C&L	2 (9.5%)			19 (90.5%)
EHCP: C&I	5 (12.8%)	4 (10.3%)	3 (7.7%)	27 (69.2%)
EHCP: P&M	3 (27.3%)	2 (18.2%)	1 (9.1%)	5 (45.5%)
EHCP: PFA	3 (14.3%)	1 (4.8%)	1 (4.8%)	16 (76.2%)
EHCP: Sensory	1 (16.7%)	1 (16.7%)	1 (16.7%)	3 (50%)
EHCP: SEMH	4 (12.5%)	4 (12.5%)	5 (15.6%)	19 (59.4%)

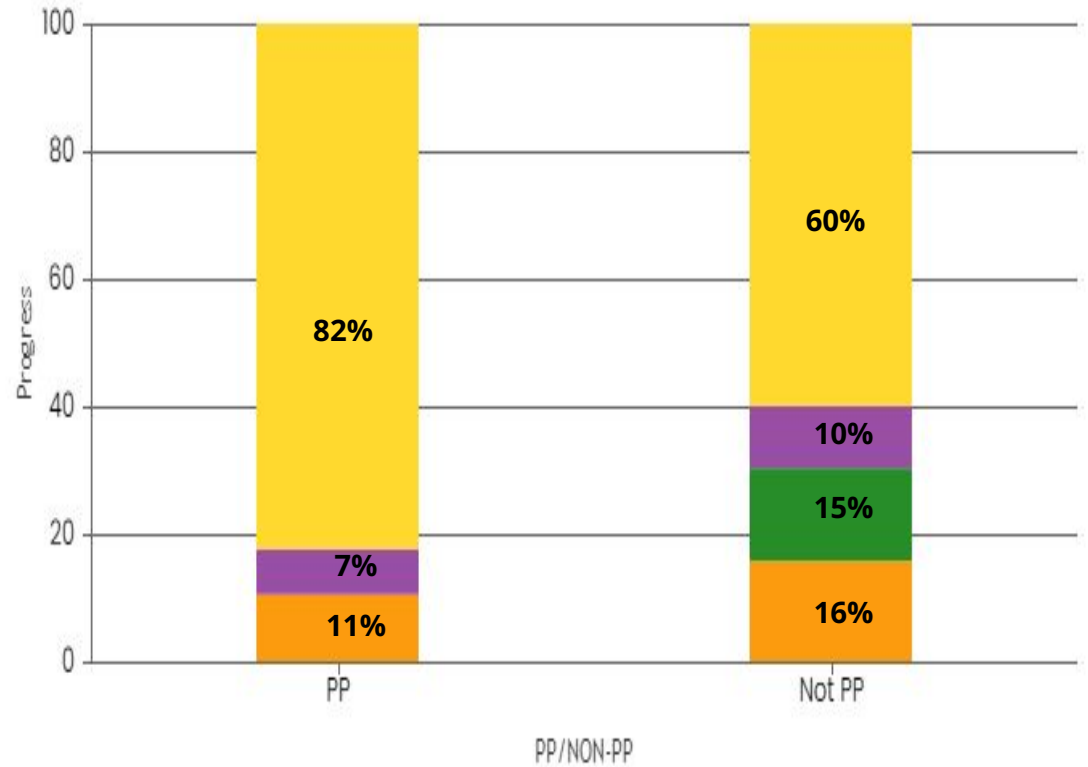
C&L was the area which saw the most progress in Enhanced this year.

P&M made the least progress

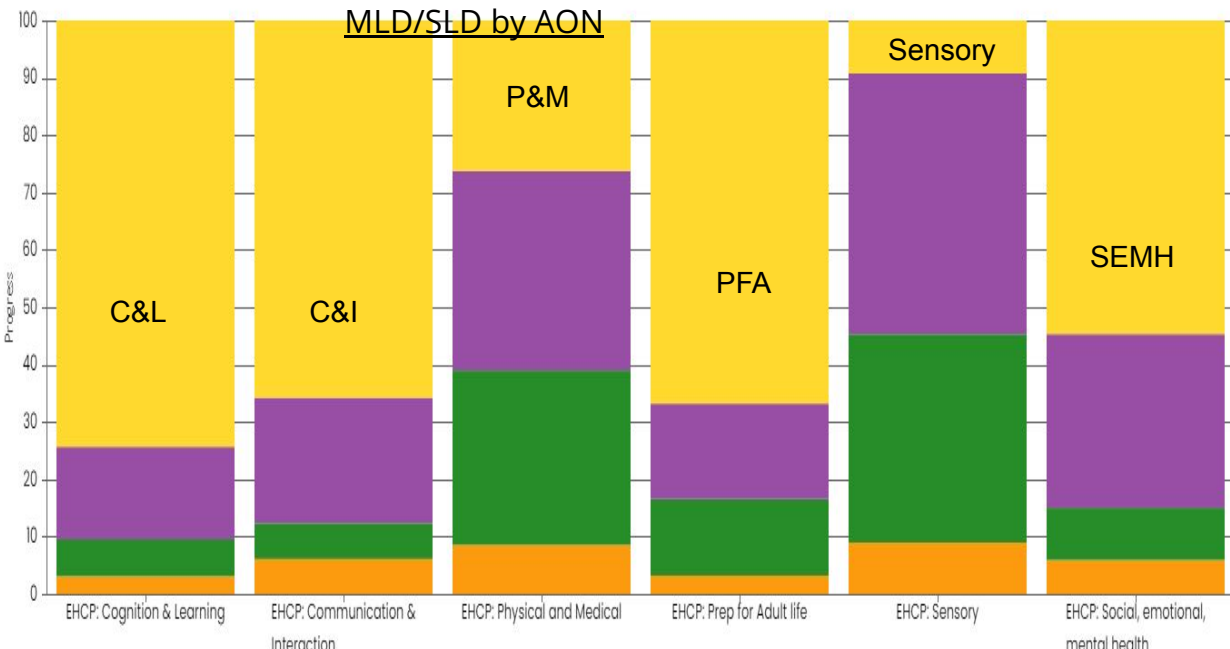
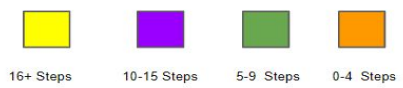
Enhanced - Pupil Premium



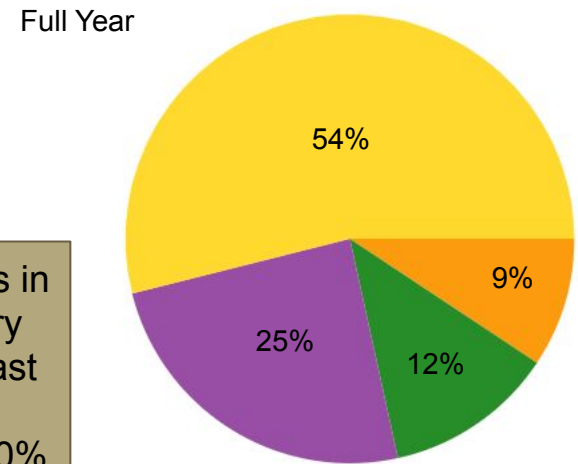
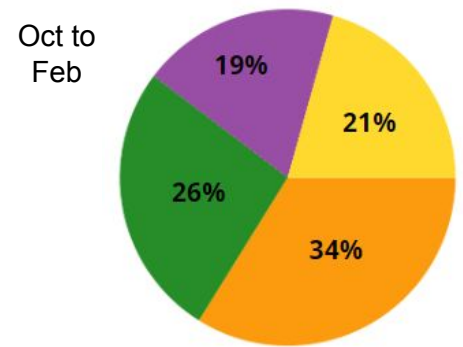
PP students in enhanced are making more progress than the rest of the provision. They had 22% more outcomes in the 16+ steps bracket.



MLD/SLD



Progress comparison Oct to Feb v Full Year 22/23



Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C&L	1 (3.2%)	2 (6.5%)	5 (16.1%)	23 (74.2%)
EHCP: C & I	2 (6.3%)	2 (6.3%)	7 (21.9%)	21 (65.6%)
EHCP: Pand M	2 (8.7%)	7 (30.4%)	8 (34.8%)	6 (26.1%)
EHCP: PFA	1 (3.3%)	4 (13.3%)	5 (16.7%)	20 (66.7%)
EHCP: Sensory	1 (9.1%)	4 (36.4%)	5 (45.5%)	1 (9.1%)
EHCP: SEMH	2 (6.1%)	3 (9.1%)	10 (30.3%)	18 (54.6%)

C&L made the most progress in MLD/SLD this year. Sensory type outcomes made the least progress. Progress has improved by 50% in Oct.

MLD/SLD - Pupil Premium



16+ Steps



10-15 Steps

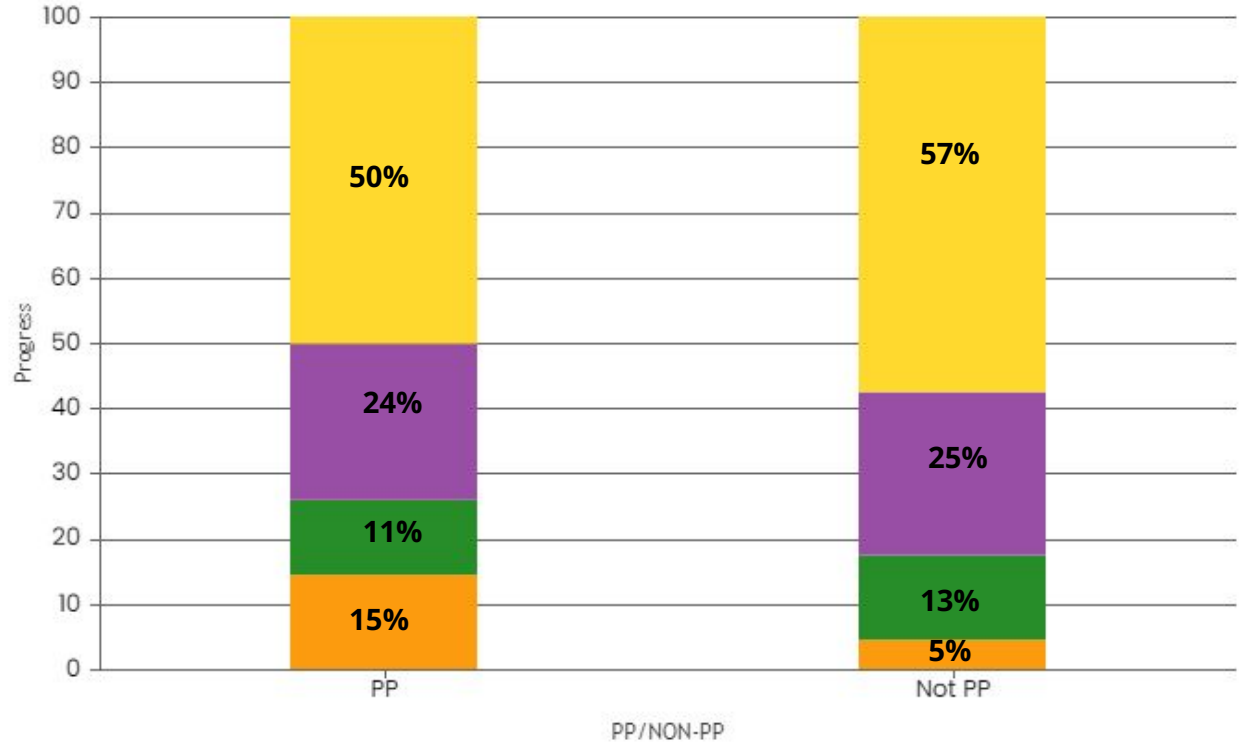


5-9 Steps



0-4 Steps

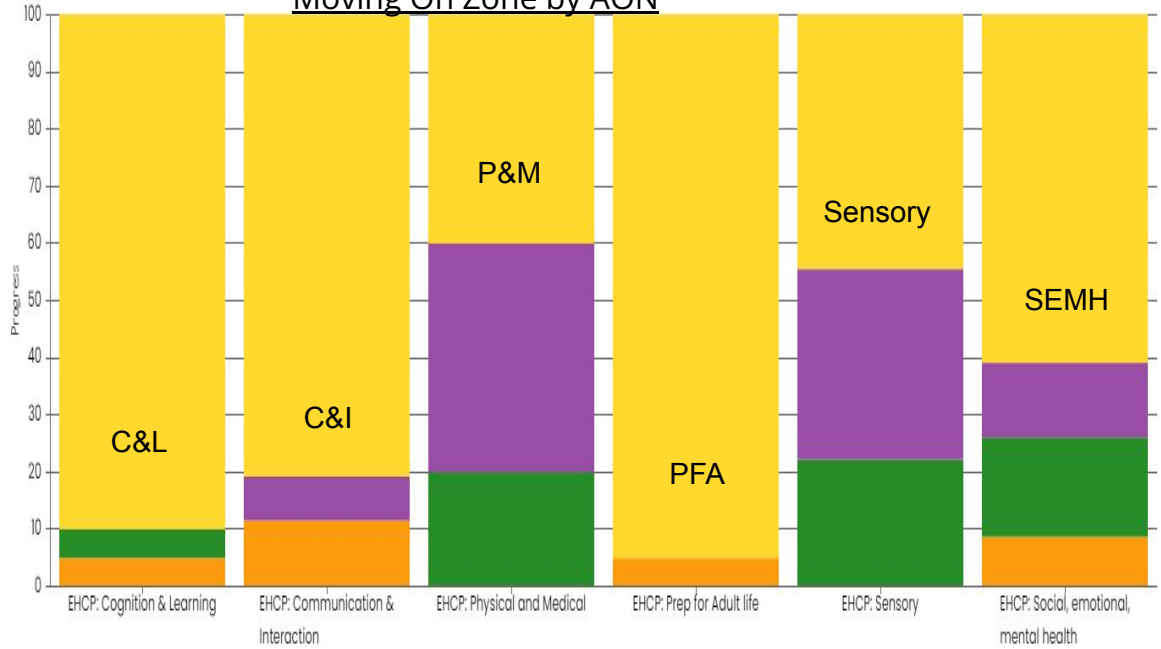
Non PP students have made slightly less progress than PP students this year in MLD/SLD



Moving On Zone

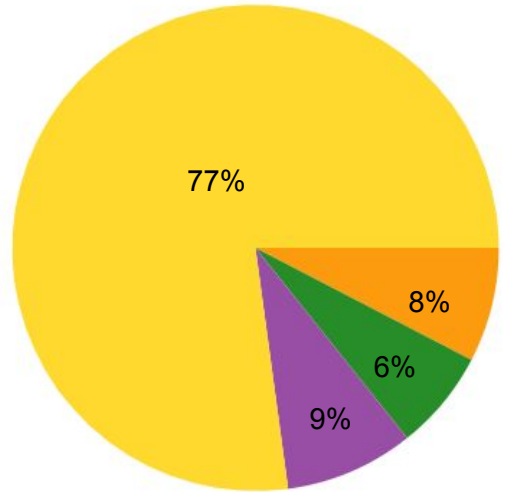
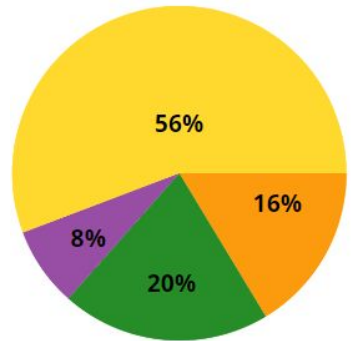


Moving On Zone by AON



Progress comparison Oct to Feb v Full Year 22/23

Oct to Feb



Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C&L	1 (5%)	1 (5%)		18 (90%)
EHCP: C&I	3 (11.5%)		2 (7.7%)	21 (80.8%)
EHCP: P&M		2 (20%)	4 (40%)	4 (40%)
EHCP: PFA	1 (5%)			19 (95%)
EHCP: Sensory		2 (22.2%)	3 (33.3%)	4 (44.4%)
EHCP: SEMH	2 (8.7%)	4 (17.4%)	3 (13%)	14 (60.9%)

MOZ students have made the most progress in PFA this year over 95% of outcomes made 16+ steps.

MOZ - Pupil Premium



16+ Steps



10-15 Steps

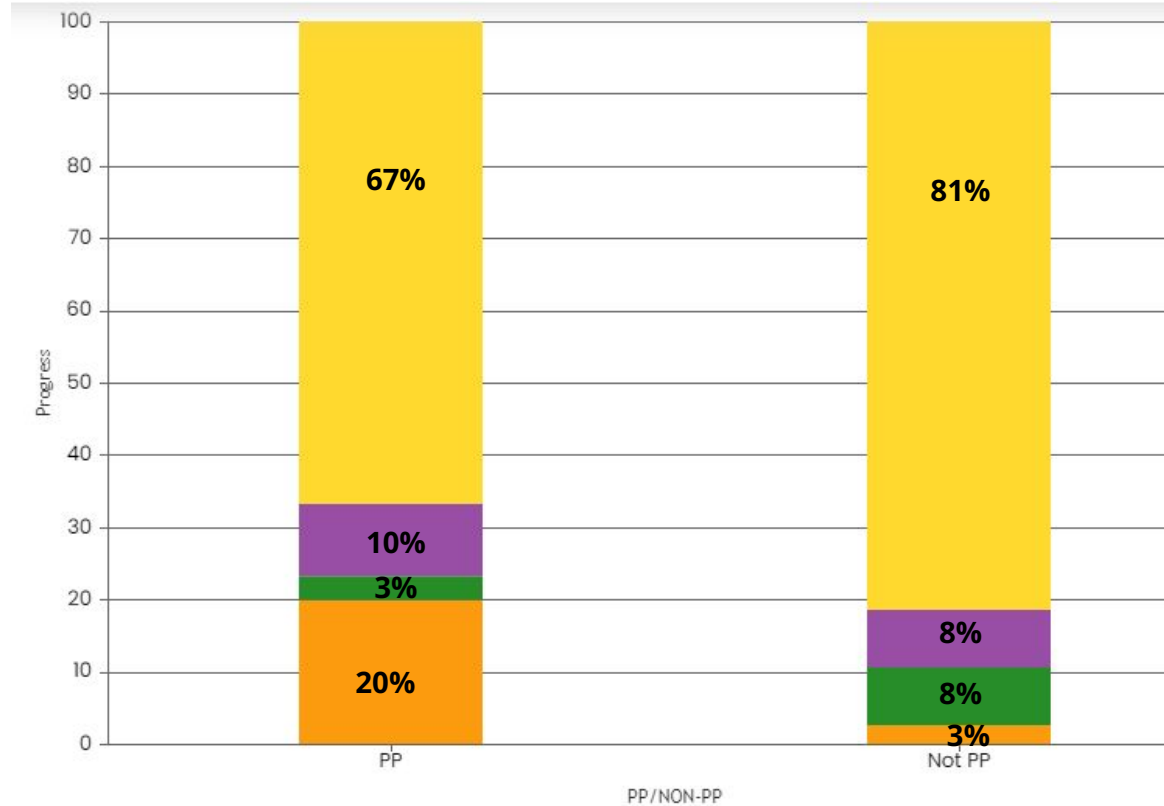


5-9 Steps

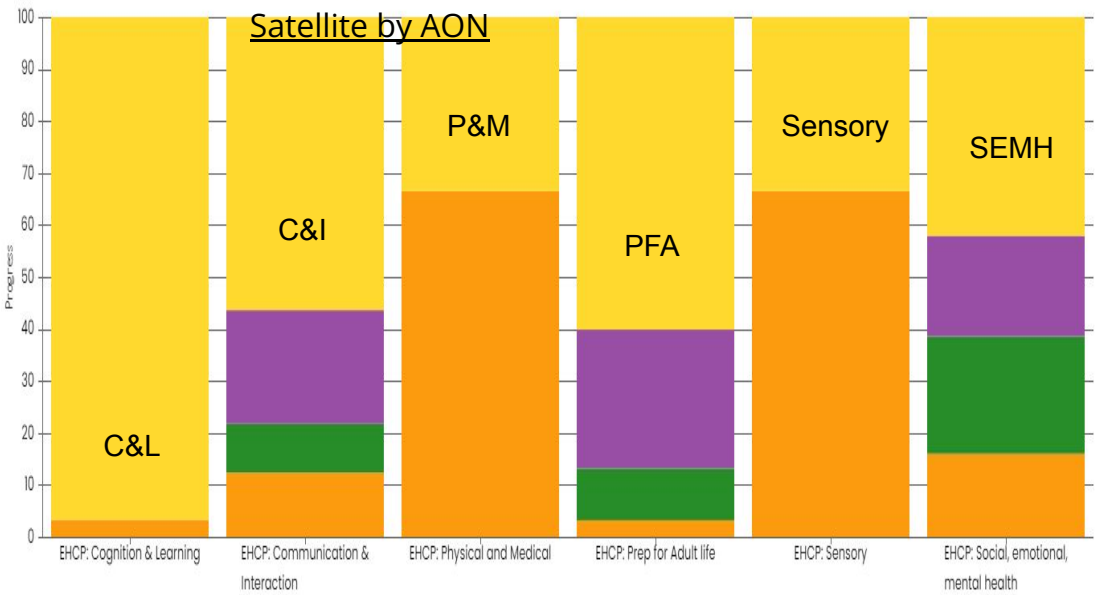


0-4 Steps

Non PP students have made slightly less progress than PP students this year in MOZ

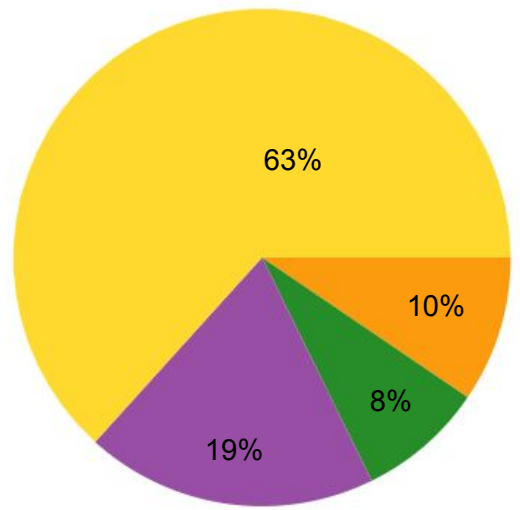
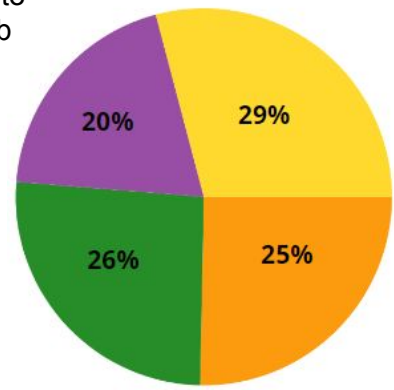


Satellites



Progress comparison Oct to Feb v Full Year 22/23

Oct to Feb



Tag	0-4 Steps	5-9 Steps	10-15 Steps	16+ Steps
EHCP: C&L	1 (3.5%)			28 (96.6%)
EHCP: C&I	4 (12.5%)	3 (9.4%)	7 (21.9%)	18 (56.3%)
EHCP: P&M	2 (66.7%)			1 (33.3%)
EHCP: PFA	1 (3.3%)	3 (10%)	8 (26.7%)	18 (60%)
EHCP: Sensory	2 (66.7%)			1 (33.3%)
EHCP: SEMH	5 (16.1%)	7 (22.6%)	6 (19.4%)	13 (41.9%)

C&L continues to make great progress with 97% of progress making 16+ steps of progress.

Satellites- Pupil Premium



16+ Steps



10-15 Steps



5-9 Steps



0-4 Steps

PP Students have made more progress than non PP students this year in Satellites.

