

The Grove School

Data Analysis Report

September 2023

Mrs Penny Derries

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Report for Staff, Parents and Governors 2022-2023

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 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 2019	Percentage of learners 2020	Percentage of learners for 2021	Percentage of learners for 2022	Percentage of learners for 2023
Less than Expected Progress	0	5%	0		0
Expected Progress	25%	37%	7%		30%
Above Expected	75%	58%	93%	100%	70%

Writing	Percentage of learners 2019	Percentage of learners 2020	Percentage of learners 2021	Percentage of learners in 2022	Percentage of learners 2023
Less than Expected Progress	0%	5%	7%	0	11%
Expected Progress	6%	34%	7%	19%	21%
Above Expected	94%	62%	86%	81%	68%

Spoken Language	Percentage of learners 2019	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	0	31%
Expected Progress	19%	22%	21%	32%	16%
Above Expected	81%	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
Less than Expected Progress	0%	0	0		28%
Expected Progress	0%	39%	14%		44%
Above Expected	100%	61%	86%	100%	28%

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 2022	Sept 2023	Pupils making Expected increase from their baseline	Sept 2022	Sept 2023	Pupils making Above Expected increase from their baseline	Sept 2022	Sept 2023
	0-11%			11-33%			33+%		
Prompting		11%	28%		18%	31%		71%	41%
Fluency		6%	28%		22%	31%		72%	41%
Maintenance		8%	31%		20%	30%		72%	10%
Generalisation		10%	13%		23%	8%		67%	9%

ASDAN Qualifications

Number of pupils	Course studying	Number of pupils past	Date passed
	PSD Entry 1	5	July 2023, 1 pupil
	PSD Entry 2	6	
	English	11	July 2023, 1 pupil
	Maths	0	

	Work right	2	
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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 will focus on generalisation of skills this academic year as this is also a focus for us in Personal Development and how we equip our learners to be successful individualise and can use the skills and knowledge that we teach them in their wider lives.

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

- To reassess the criteria for each level so that there is ambition and challenge in these targets going forward.
- To ensure that our new theme plans and assessment levels are reflected in the data report for September 2023.

The above priorities have been achieved, the levels have been reviewed and the new theme plans reflect our assessment policy.

Outcomes and next steps

We have seen that the percentages have altered this year, this is due to us having changed the percentages required to achieve each level, next year we will give us a better indication of progress over time with these new measurements.

The data this year is encouraging for reading, the input given to staff on teaching reading and phonics has had an impact on the teaching of reading. The MAPP results show a more even spread within each area, which is also positive as it shows that most children are improving in all areas over the year.

Next steps

- To support staff to develop the teaching of writing across school, this will include mark making and handwriting as reflected in the literacy action plan.
- To support staff with the teaching of number beyond Level 1 as measured on B-Squared.

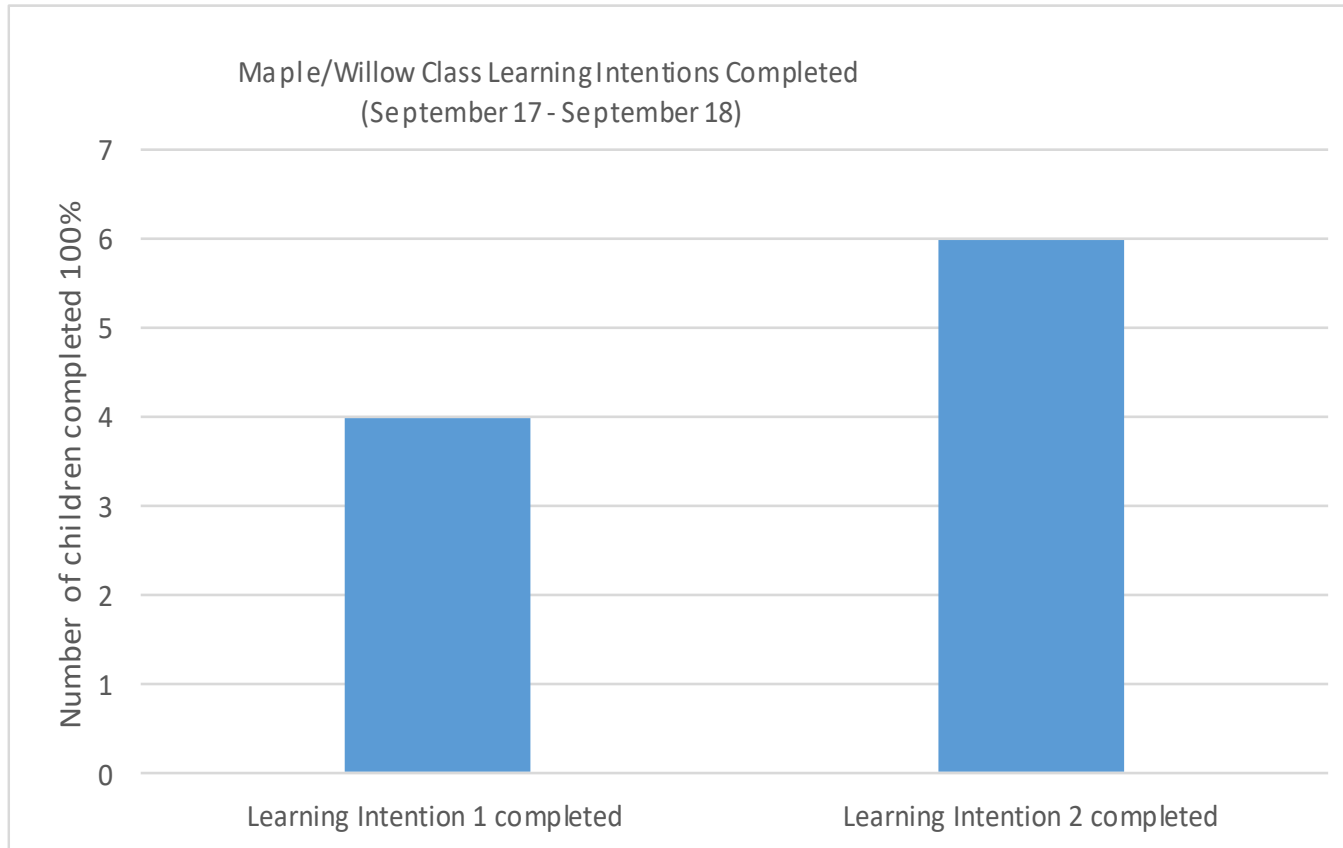
Appendix 1

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	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 Steps 3/4 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	
	Fluency	0%	11.11%	33.33%	55.56%		
	Child A	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	
	Fluency	0%	55.56%	66.67%	100.00%		
Child B	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%	
Child E						
	Prompting	0%	44.44%	55.56%	100.00%	1
	Fluency	0%	44.44%	66.67%	100.00%	
	Maintenance	0%	44.44%	55.56%	100.00%	
Generalisation	0%	44.44%	44.44%	100.00%		
Target 2						
	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%		
Child F						
	Prompting	0%	55.56%	77.78%	100.00%	1

	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%	