

The Grove School

Data Analysis Report

Jan 2019

Mrs Penny Derries

January 2019

Report for Staff, Parents and Governors 2018-2019

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 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 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, which we have built up over the past eleven years, whilst monitoring and adjusting to new assessment guidelines. We are also now using MAPP - Mapping and Assessing Personal Progress for Post 16 and PMLD pupils, the progress using this tool will be reported within this report as this is the first year that we will have data relating to progress. (Please see our curriculum diagram on our website for hyperlinks to MAPP materials)

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:-

- 0-4% below expected increase from the baseline for B-squared from the previous result
- 4-10% expected increase from the baseline for B-squared from the previous result
- 10-20% 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 in 2017	Percentage of learners in 2018	New descriptors for Jan 2019	Percentage of learners 2019
Less than Expected Progress	0	0	Below Expected	0
Expected Progress	22%	18%	Expected	25%
Good Progress	14%	14%	Above Expected	75%
Outstanding Progress	64%	68%	NA	

Writing	Percentage of learners in 2017	Percentage of learners excluding those pupils with no spoken language 2017	Percentage of learners in 2018	New descriptors for Jan 2019	Percentage of learners 2019
Less than Expected Progress	4%	0%	4%	Below Expected	0%
Expected Progress	23%	27%	14%	Expected	6%
Good Progress	9%	9%	18%	Above Expected	94%
Outstanding Progress	64%	64%	64%	NA	

Listening/Speaking	Percentage of learners in 2017	Percentage of learners excluding those pupils with no spoken language 2017	Percentage of learners in 2018	New descriptors for Jan 2019	Percentage of learners 2019
Less than Expected Progress	14%	0%	5%	Below Expected	0%
Expected Progress	18%	18%	9%	Expected	19%
Good Progress	4%	18%	19%	Above Expected	81%
Outstanding Progress	64%	64%	67%	NA	

Maths results

Number	Percentage of learners in 2017	Percentage of learners in 2018	New descriptors for Jan 2019	Percentage of learners 2019
Less than Expected Progress	0	0	Below Expected	0%
Expected Progress	9%	14%	Expected	0%
Good Progress	18%	9%	Above Expected	100%
Outstanding Progress	73%	77%		

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	Pupils making Expected increase from their baseline	Pupils making Above Expected increase from their baseline
	0-11%	11-33%	33+%
Prompting	5%	55%	40%
Fluency	7%	53%	40%
Maintenance	10%	50%	40%
Generalisation	14%	46%	40%

Pupil Premium Results

We have been using a measure for Emotional Well-being since September 2013 for Pupil Premium pupils, this year we have made a change to the spread sheet due to the fact that many of our original Pupil Premium pupils have now left and there is a new cohort. We also now have a number of LAC and post LAC pupils but due to the numbers in the cohort we cannot report on the data as the pupils in question could be identified. The following spread sheet shows the pupils as a whole cohort with new data for September 2018. We have highlighted Emotional Well-being and Mental Health as an area of focus on the School Development Plan for this year. We are working as part of a research project to look at how to develop self-esteem for our older pupils, this project will be looking at how traditional class based lessons compare with activities that are practical and based around being independent.

	Emotional Score 2017 independently using Emotional Literacy assessment and intervention 7- 11yrs	2018 Results
Child 1	69	55
Child 2	81	67
Child 3	56	53
Child 4	55	54
Child 5	48	33
Child 6	70	86
Child 7	89	93
Child 8		79

Progress at Primary Levels was at least expected for the pupils judged on B-Squared and MAPP, the cohort for Year 6 is 4 pupils and because 3 are judged on B-Squared and one on MAPP it would not be possible to comment on this cohort without there being the possibility of a child being identified as well as the cohort being too small to produce viable data.

We have noted an increase in the number of our pupils that have made above expected progress in their writing, we have targeted writing in our School Development Plan and this would show from our data that there is significant impact through this work. This has included working with outside authors, planning 1-1 writing sessions and the introduction of 'Read, Write, Inc.'

Our overall mathematics result of 100% Above Expected is excellent, we may need to look at changing the percentage within Mathematics for next year's report so that we ensure that we are challenging our pupils and ensuring stretch and progression at all times.

Our MAPP data is showing that the areas our pupils find most challenging are Fluency, Maintenance and Generalisation, therefore we will priorities these in our School Development Plan.

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

- To ensure that we review the percentages for each subject to ensure stretch and progression.
- To find ways to support pupils to not only be able to complete a task but to have fluency in completing it, to maintain their knowledge over time and to generalise the use of the skill and knowledge.

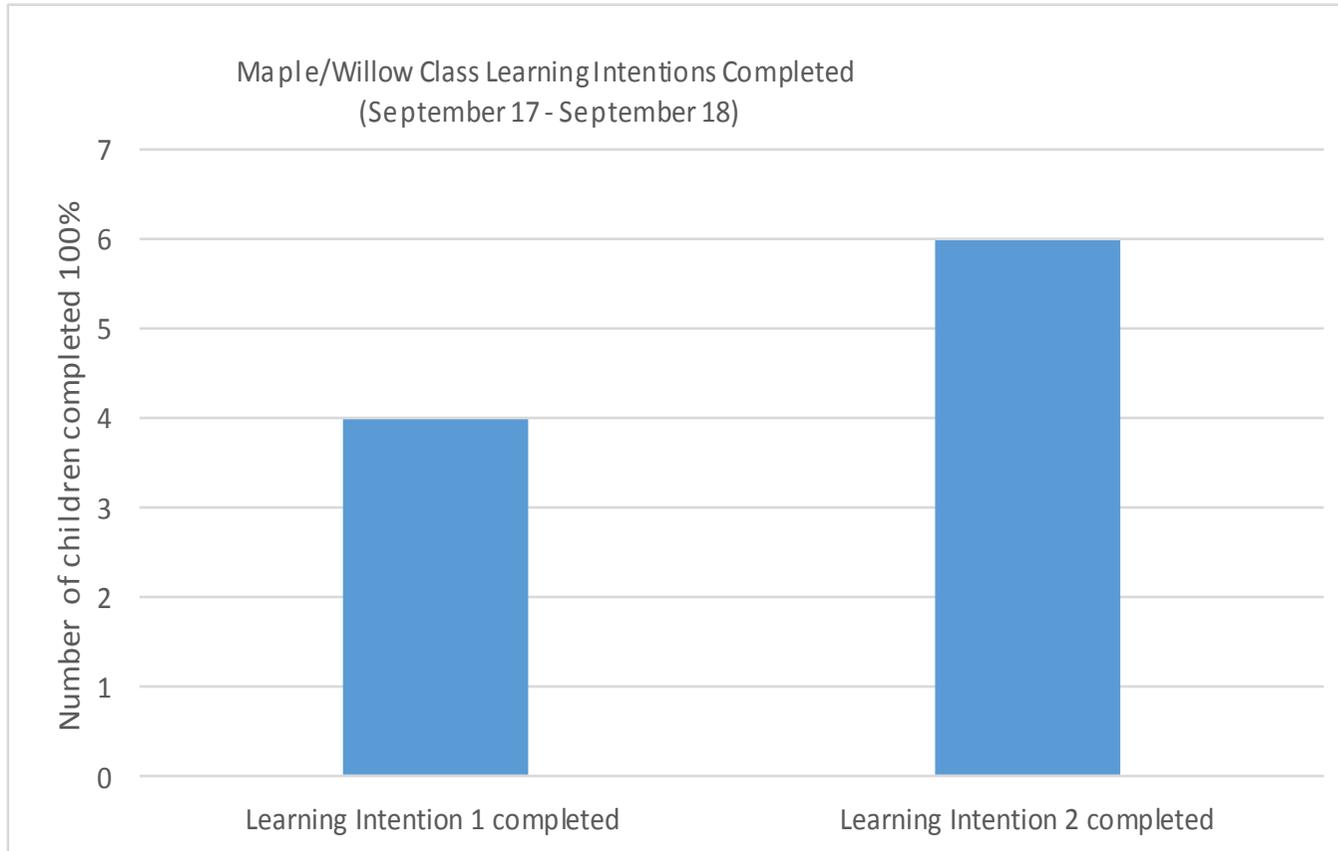
Appendix 1

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	%
Spoken Language	L1a	33	L1a	43														
Reading	L1	42	L1	52														
Writing	L1	50	L1	60														
Number	L1	43	L1	53														
Measurement	L1	52	L1	62														
Geometry																		
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



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%	
Child B	Fluency	0%	66.67%	77.76%	100.00%	
	Maintenance	0%	66.67%	77.76%	100.00%	
	Generalisation	0%	66.67%	77.76%	100.00%	
	Target 1	Prompting	0%	55.56%	66.67%	100.00%
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%	
	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%	

	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%	