



# New Siblands School

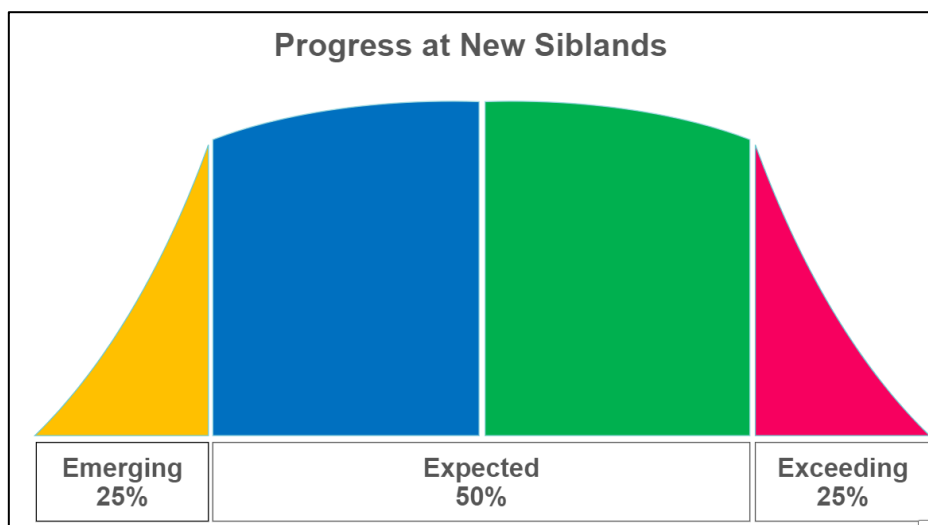
## Progress Report

### Summer 2023

## Context

- This is the second full year of our new assessment system and curriculum, where we have had three consistent assessment points, which should make the data more meaningful.
- This is the first year we have held Pupil Progress Meetings for staff.
- Pupil and staff absence have been significantly high during the year, continuing to make it difficult to achieve the highest level of consistency in regard to the delivery of the curriculum.

### New Siblands Progress Curve



- Of the total number of students, it would be reasonable to expect the above distribution of progress.
- Due to the context stated above, good progress for this year will be based on the sum of expected and exceeding percentages e.g. 25% emerging, 50% expected or good, and 25% exceeding.

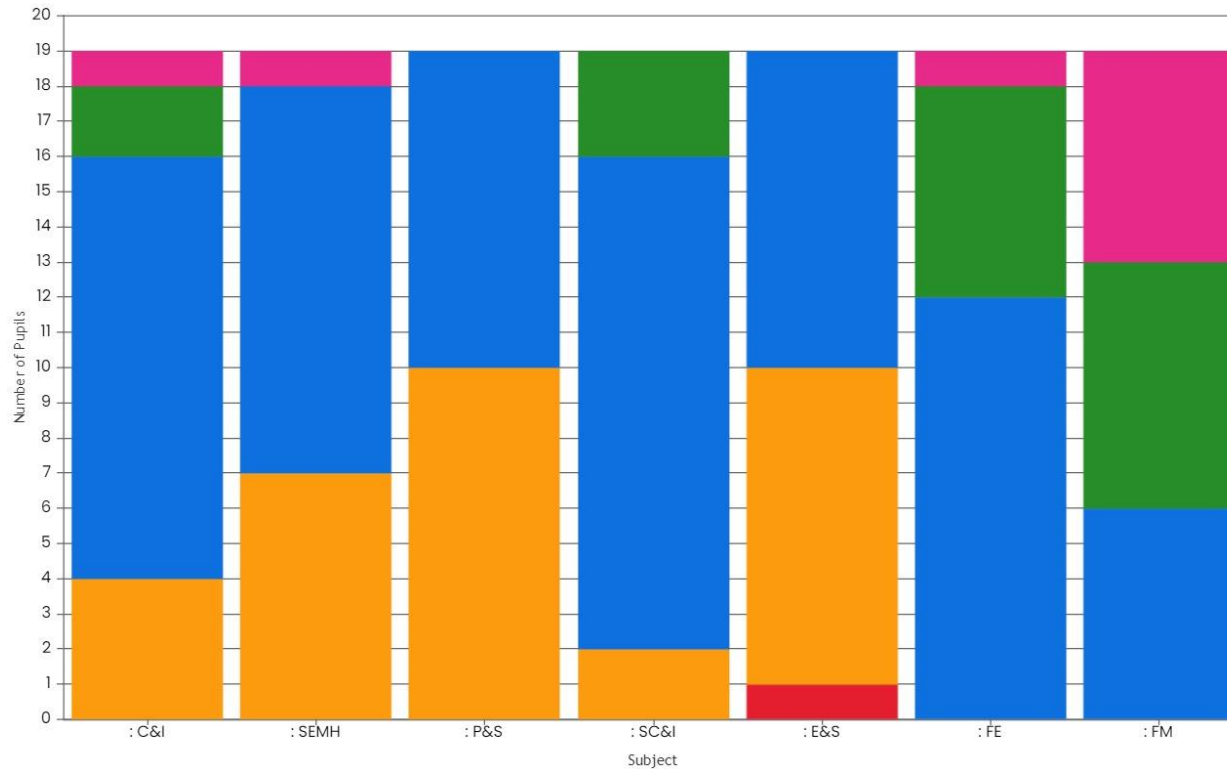
### Progress Measure Key

Progress	Colour Code
No progress	Red
Emerging	Yellow
Expected	Blue and Green
Exceeding	Pink

## Headlines

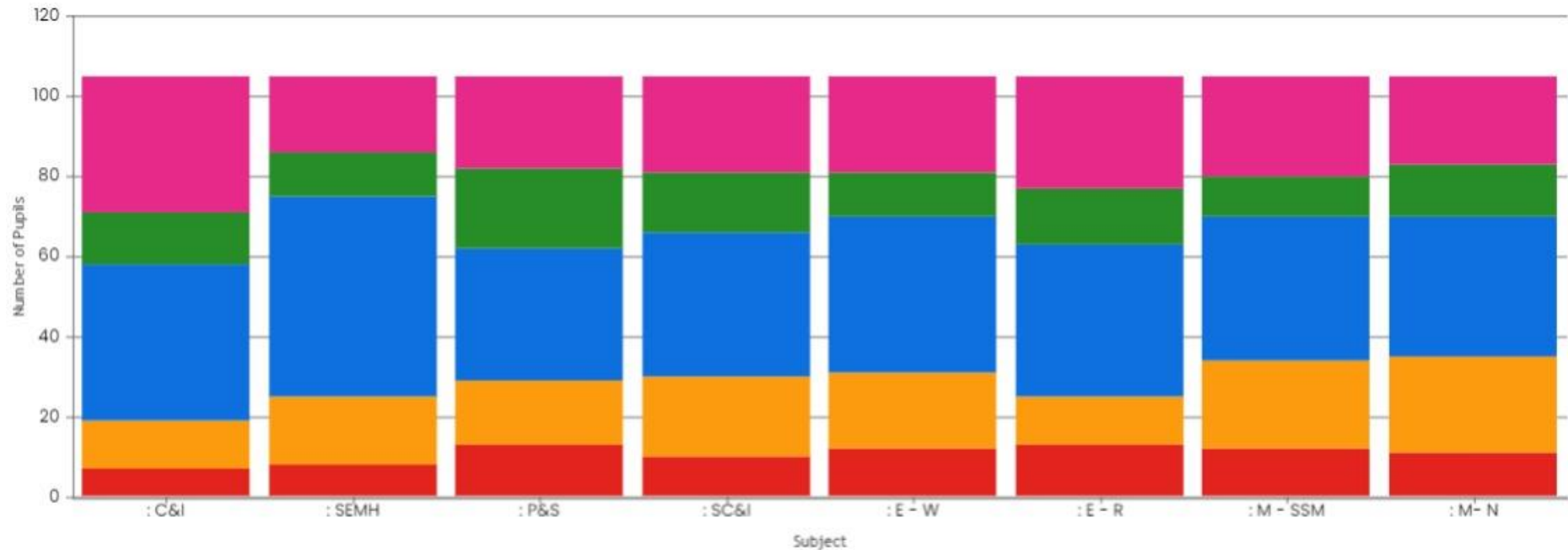
Group	Main Headlines	Areas of Focus for 2023-24
Whole School	<p>Progress in Communication &amp; Interaction and Reading is <b>outstanding</b>.</p> <p>Progress in SEMH, Physical &amp; Sensory, Self-Care &amp; independence, Writing, Maths SSM and Maths Number are <b>good</b>.</p> <p>Students in Sensory classes and PMLD students (belonging pathway) make <b>progress at a slower rate</b> than their peers.</p> <p>One class identified to be rebuilt into a sensory class on Primary due to meet the complex needs of this cohort of students.</p> <p>Two classes identified at secondary for Assessment Lead to monitor and support progress.</p>	<p>Revised criteria for Celebration pathway so more pupils can access this, ensuring appropriately challenging targets are linked to accredited qualifications.</p> <p>Due to the length some students spend on the Belonging pathway, targets in Maths and English are unfit for purpose. Cognition &amp; Learning targets are to be used in place of these.</p> <p>Scruffy targets to be introduced for all learners on the Belonging pathway.</p> <p>Analyse progress to identify those individuals making no progress in certain subject areas and adapt provision to address this.</p>
EYFS (5 pupils)	<p>Learners on the Belonging pathway make <b>good or outstanding progress</b> in the majority of areas. The areas where progress is slowest are Reading and SC&amp;I.</p> <p>There is only one learner on the Achievement pathway for EYFS, who has made <b>good or outstanding progress in all areas</b>.</p>	Targeted interventions for EYFS learners on Reading and SC&I targets.
Post 16 (19 Pupils)	<p>There is a 'spiky' data set due to range of progress.</p> <p>Learners makes <b>outstanding</b> progress in Functional Maths and <b>good</b> progress in C&amp;I, SC&amp;I and Functional English.</p>	Incorporate accredited qualifications, PtADS and EHCP targets into a revised assessment system to best track progress for Post 16 learners.
Disadvantaged learners and Service Children	<p>Make progress at a rate that is <b>broadly in line with</b> their peers, demonstrating the effectiveness of targeted interventions.</p> <p>This indicates that teaching is effectively adapted for different kinds of learners.</p>	Ensure this rate of progress is maintained or increased.
Boys and girls (whole school) and males and females in (Post 16)	<p>Make progress at a rate that is <b>broadly in line with</b> that of their peers.</p> <p>This indicates that teaching is effectively adapted for different kinds of learners.</p>	Ensure this rate of progress is maintained or increased.
EAL and PLAC	<p>Make progress at a rate that is <b>broadly in line with</b> that of their peers.</p> <p>This indicates that teaching is effectively adapted for different kinds of learners.</p>	Ensure this rate of progress is maintained or increased.
CLA	<p>Make progress at a rate that is <b>above that</b> of their peers.</p> <p>Only 2 CLA learners – data set too small for validity.</p>	Ensure this rate of progress is maintained.

## Post 16 Subject Areas



- This is for **19 learners**
- Spiky data set due to range of progress. Adapted scoring system to give a clearer range of progress in all areas.
- Progress in Functional Maths is **outstanding**
- Progress in C&I, SC&I and Functional English is **good**
- **Areas for development** are to incorporate PtADs into assessment system, whilst ensuring EHCP targets still remain a priority.

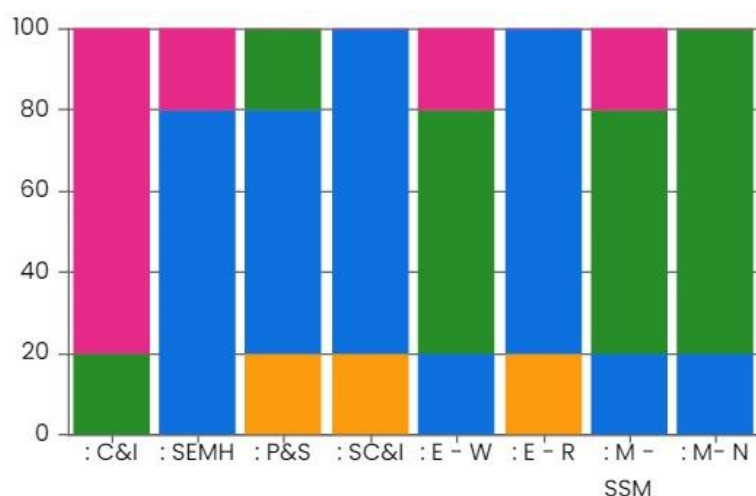
## Whole School (EYFS-KS4) Progress Subject Areas



- This is for **106 learners** in total from EYFS-KS4.
- Progress in C&I and Reading is **outstanding**.
- Progress in all other areas is **good** or **broadly good**.

# EYFS

## Belonging Pathway

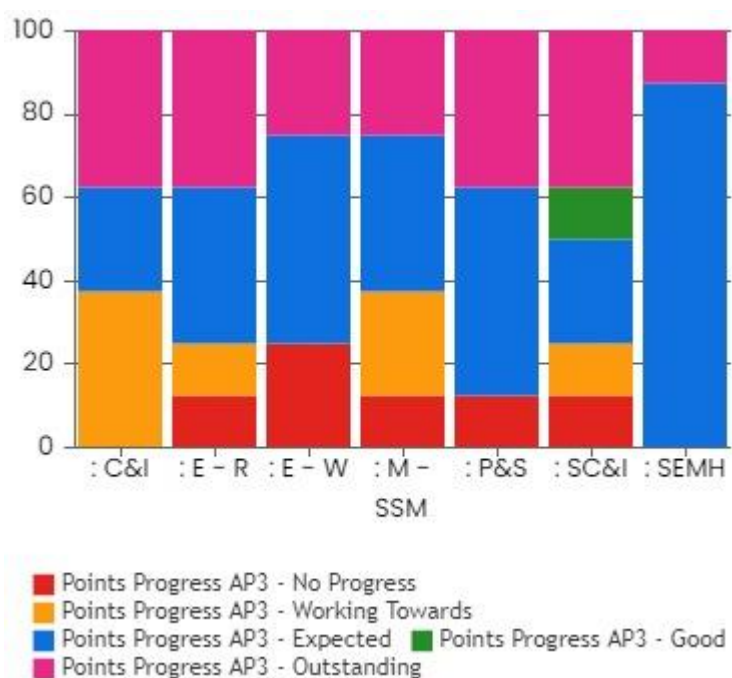


- We have **5 learners** who are on the Belonging Pathway in EYFS.
- These learners make **outstanding progress** in C&I and Writing
- These learners make **broadly good progress** in SEMH, P&S and Maths.
- Areas for development would be ensuring more students make good/outstanding progress in Reading and SC&I.

## Achievement Pathway

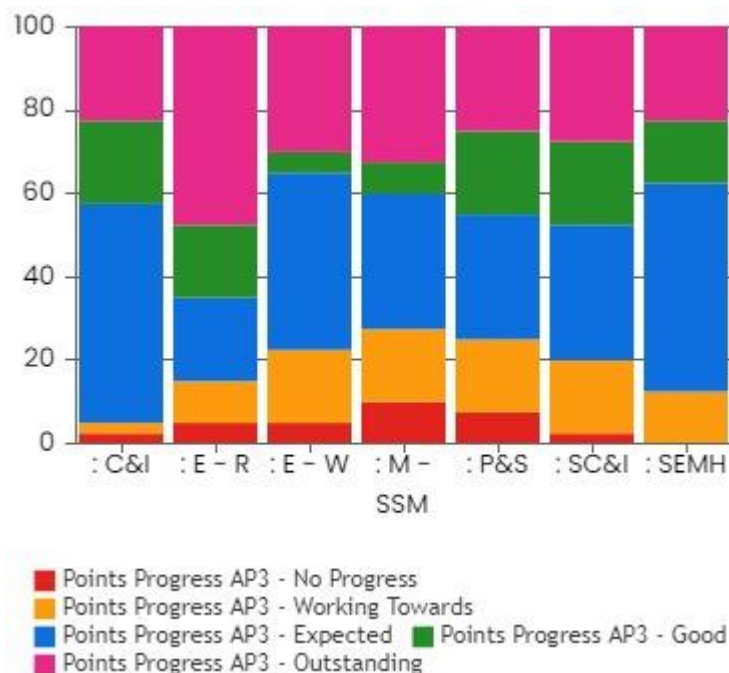
- There is 1 learners on the Achievement Pathway in EYFS.
- They are **making good or outstanding progress in all areas.**
- The data is statistically insignificant to include the graphs.

## Key Stage 1 All Pathways



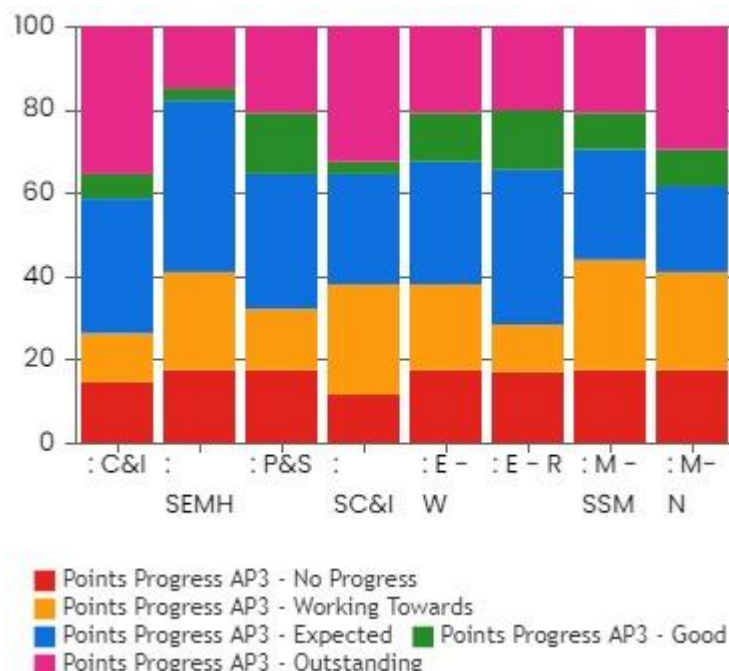
- We have **10 learners** who are in Key Stage 1.
- These learners make **broadly expected progress** in C&I, Reading, Writing, Maths, P&S, SC&I. They make **broadly good progress** in SEMH.
- Area for development would be to review provision to identify which students are making no progress in Reading, Writing, Maths, P&S and SC&I, to identify why this is and put in place provision to ensure all pupils make progress.

## Key Stage 2 All Pathways



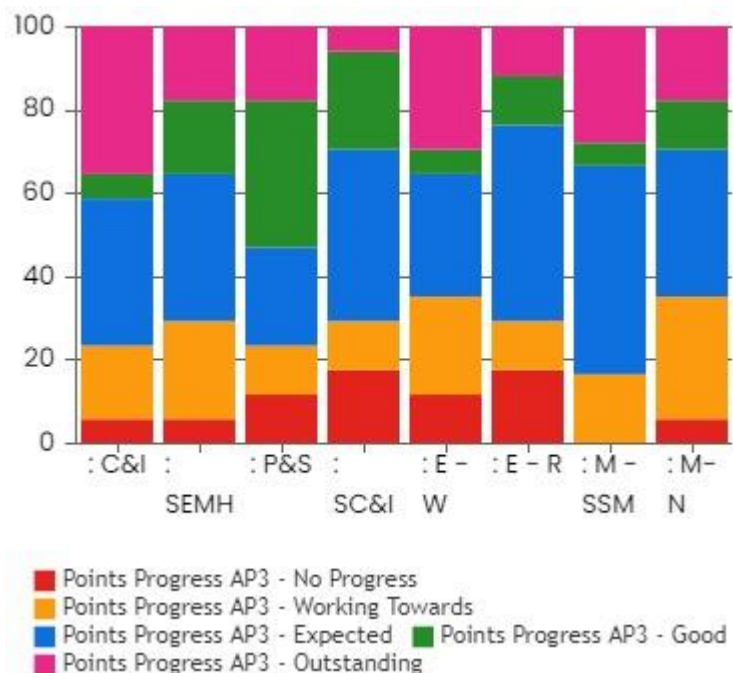
- We have **40 learners** who are in Key Stage 2.
- These learners make **broadly good progress** in C&I.
- These learners make **broadly expected progress** in all other subjects.
- Area for development would be to review provision to identify those students making no progress in C&I, Reading, Writing, Maths, P&S and SC&I, to identify why this is and put in place provision to ensure all pupils make progress.

## Key Stage 3 All Pathways



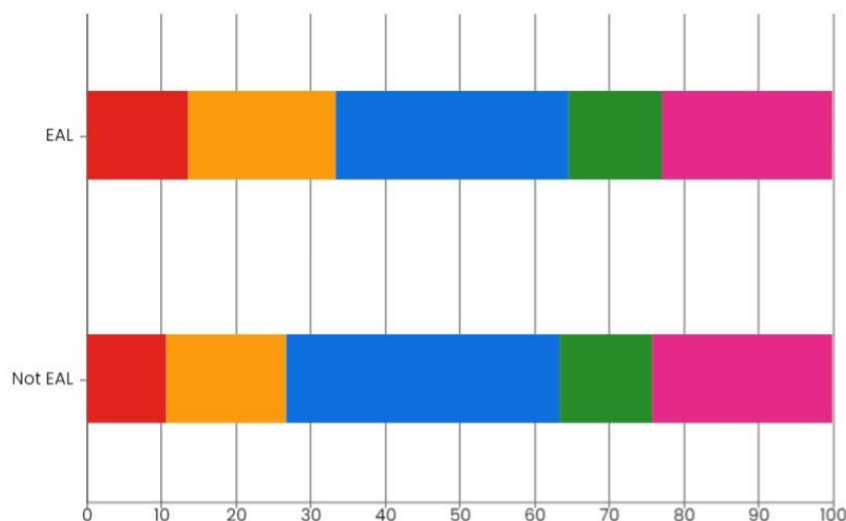
- We have **36 learners** who are in Key Stage 3.
- Most of these learners make **broadly expected progress** in all subjects.
- Some learners are making **slow or no progress** in all subjects.
- Area for development would be ensuring more students make to review provision to identify which students are making no progress in each subject and to put in place provision to ensure all pupils make progress.

## Key Stage 4 All Pathways



- We have **17 learners** who are in Key Stage 4.
- Most of these learners make **broadly expected progress** in all subjects.
- Some learners are making **slow or no progress** in all subjects.
- Area for development would be ensuring more students make to review provision to identify which students are making no progress in each subject and to put in place provision to ensure all pupils make progress.

## EAL Analysis



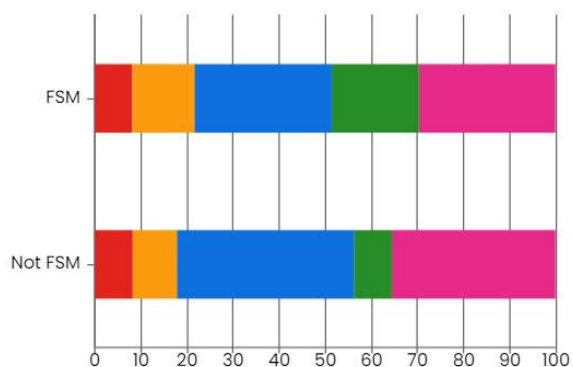
- We have **12 learners** who have EAL
- EAL learners make **progress broadly in line** with non EAL learners for all areas.



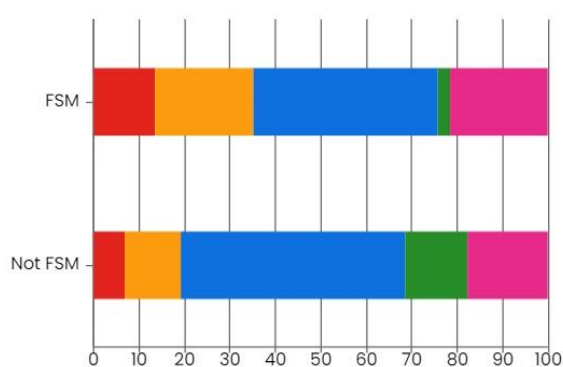
## Disadvantaged Pupils – Free School Meals

- We have **38 learners** who received FSM from March 2022-2023.
- Pupil Premium learners make **progress broadly in line** with Non PP learners for all areas.

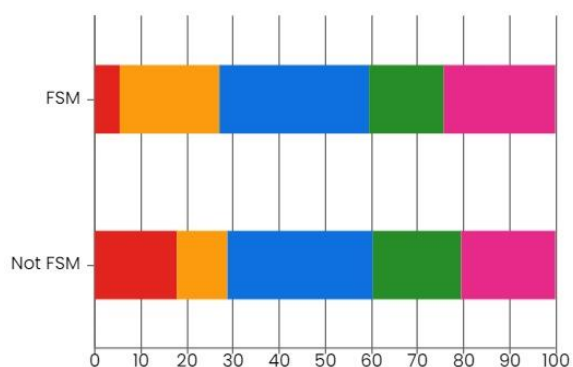
Com & Int



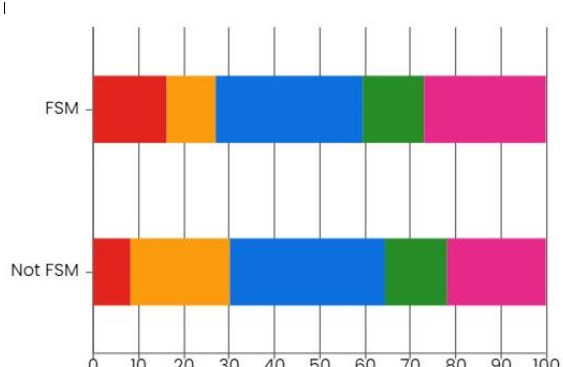
SEMH



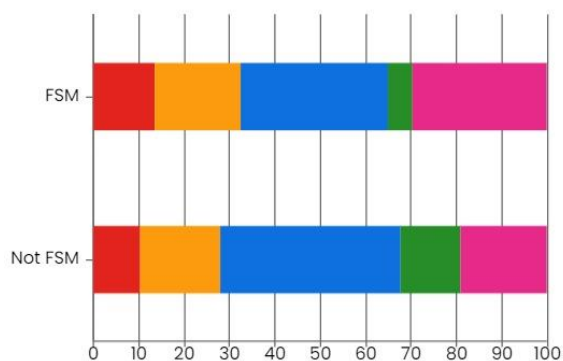
P&S



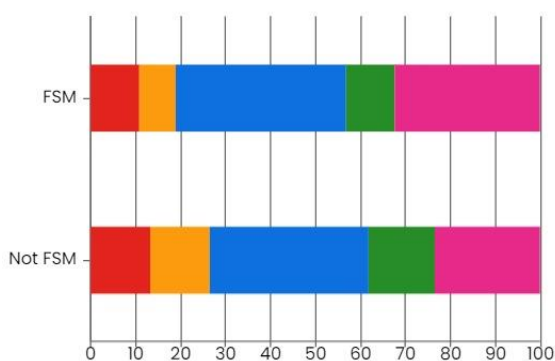
SC&I



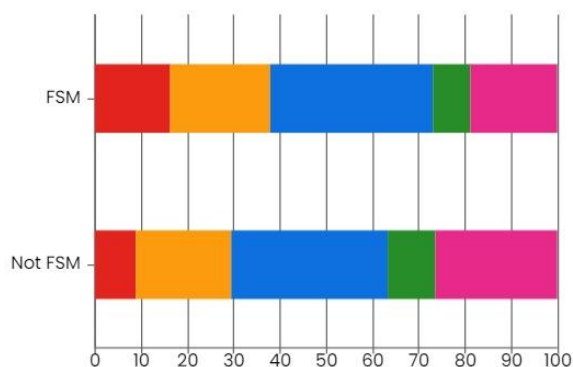
Writing



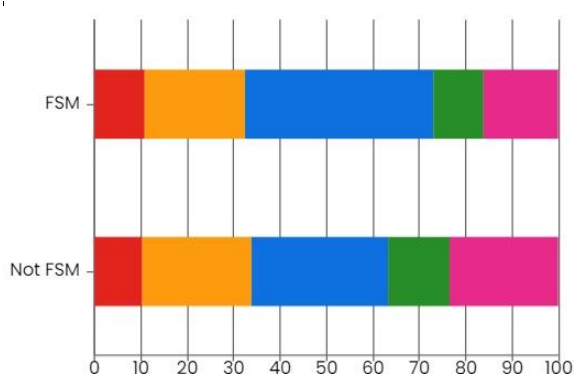
Reading



### **Maths – SSM**



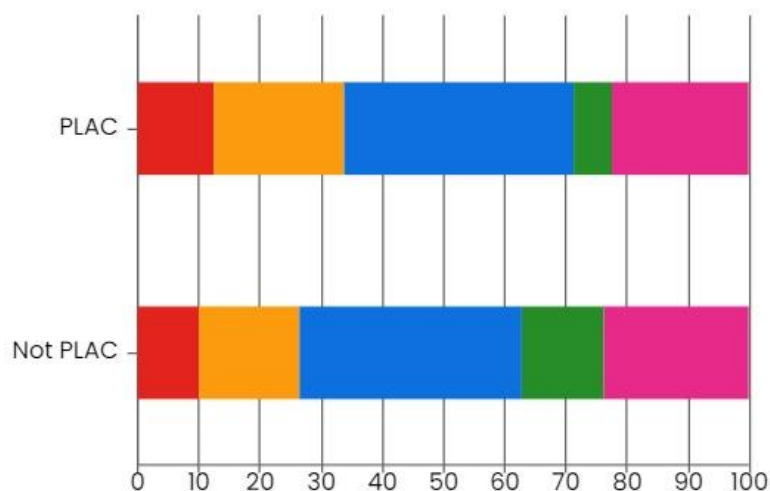
### **Maths - Num**



## **Children Looked After Analysis**

- There are 2 CLA learners in our school
- Both are **making progress at a rate above** non-CLA learners
- The data is statistically insignificant to include the graphs

## **Post Children Looked After**



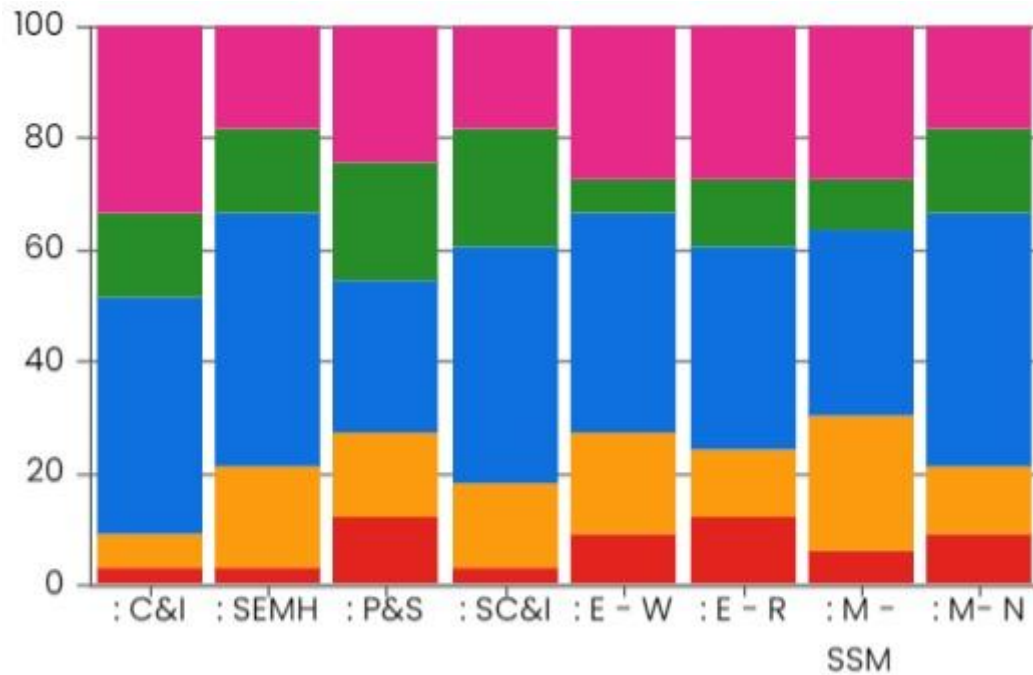
- We have **12 learners** who are PCLA
- PCLA learners make **progress broadly in line** with Non PLAC learners for all areas.

## **Service Children**

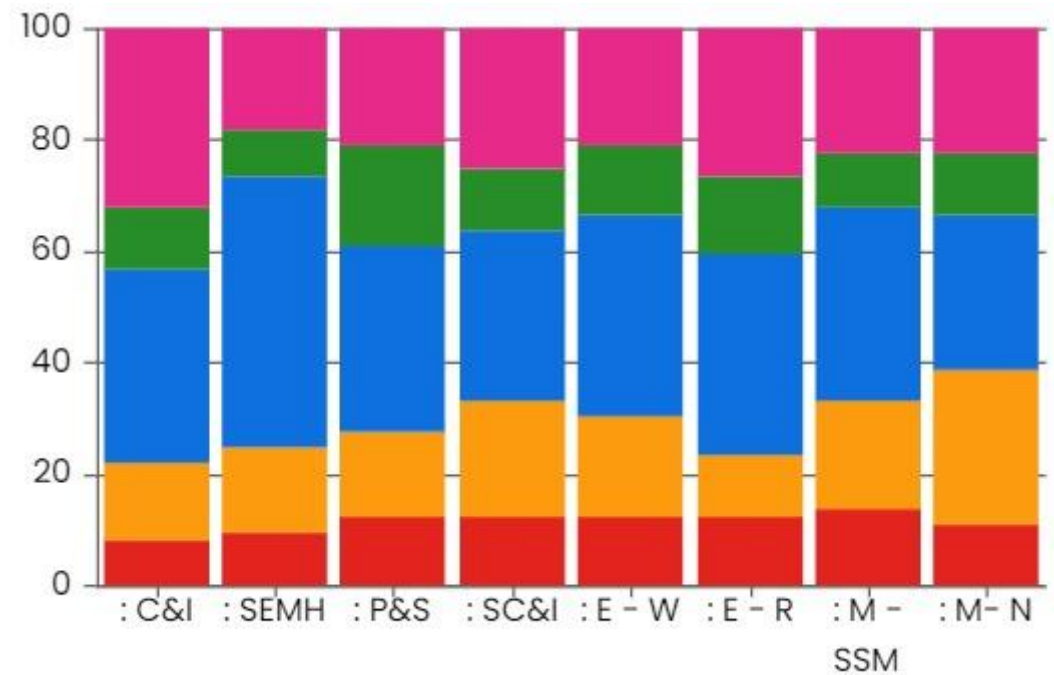
- There are 2 SC learners in our school (1 in KS3 and 1 in KS4)
- Both are **making progress at a rate broadly in line** with non-SC
- The data is statistically insignificant to include the graphs

## Gender Analysis

EYFS-KS4 Girls

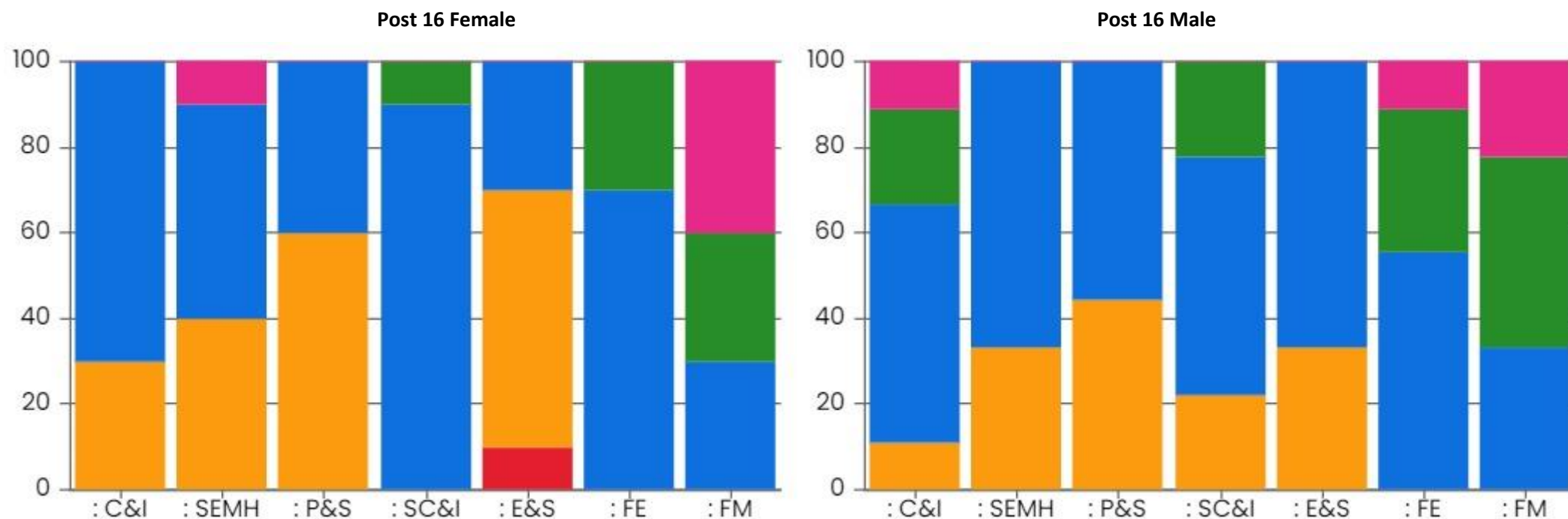


EYFS-KS4 Boys



- There are **33 girls** and **73 boys** in our school.
- Girls and Boys are broadly **in line with the progress** they make in all areas.

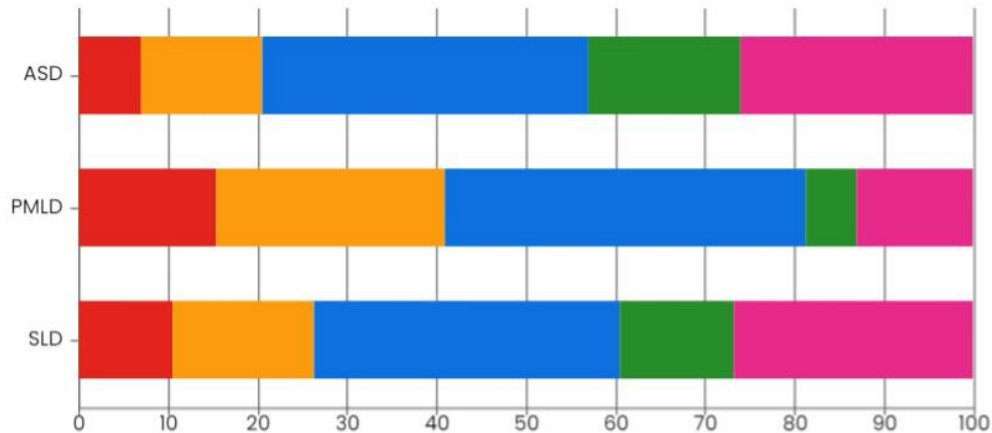
## Progress Information Year 2022-23



- There are **10 females** and **9 boys** in Post 16.
- Functional Maths is an area where both male and females make progress **broadly in line** with each other.
- Due to the spiky profile of the other subjects, it is hard to make a broad judgement. Males tend to make slightly better progress in C&I, P&S, E&S and Functional English. Whereas females tend to make slightly better progress in SEMH and SC&I.
- Area for development will be to incorporate accredited qualifications, PtADS and EHCP targets into a revised assessment system to best track progress for our Post 16 learners.

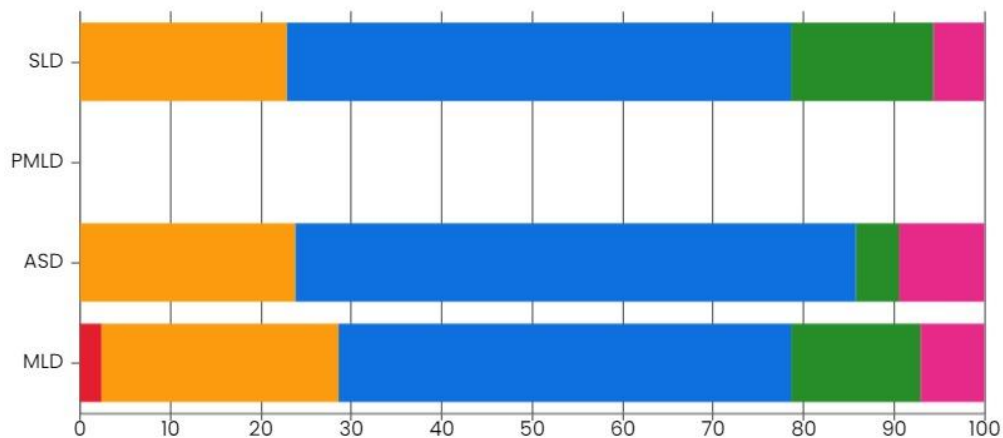
# SEND Analysis

## Whole School



- We have **34 ASD, 22 PMLD** and **50 SLD** learners across the whole school (EYFS-KS4). There are no MLD learners in the whole school.
- ASD learners and SLD learners make **progress at a rate broadly in line** with each other.
- PMLD learners make **progress at a rate below** the other types of SEND need.
- **Areas for development** having a non-subject specific Cognition & Learning are instead of English Reading, English writing, Maths Number and Maths SSM. Also, appropriate 'scruffy' targets for P&S and SC&I.

## Post 16



- We have **10 SLD, 3 ASD** and **6 MLD** learners across the Post 16. There are no PMLD learners in the Post 16
- ASD, MLD and SLD learners make **progress at a rate broadly in line** with each other.
- **An area for development** would be to see more students making outstanding progress.

# Headline Actions for Academic Year 2023-24

1. Revise the criteria for Celebration Pathway across the school so more pupils can access this pathway ensuring appropriately challenging targets are linked to accredited qualifications.
2. Cognition & Learning targets to be used for all students on the Belonging Pathway to replace subject specific targets.
3. 'Scruffy' targets to be used for all learners on the Belonging Pathway.
4. Head teacher, Assessment Lead and Post 16 to incorporate accredited qualifications, PtADS and EHCP targets into a revised assessment system to best track progress for Post 16 learners.
5. Ensure staff use Insights to focus on and challenge students to move from expected to good progress & good to outstanding progress.

## Glossary

**CLA** – Child Looked After (In Care)

**C&I** – Communication & Interaction

**EAL** – English as an Additional Language (First Language is not English)

**E&S** – Employability & Skills (includes functional English)

**E - R** – English Reading

**E - W** – English Writing

**EYFS** – Early Years & Foundation Stage (Nursery and Reception)

**FE** – Functional English

**FM** – Functional Maths

**FSM** – Free School Meals

**Maths Num or M - Num** - Number

**Maths SSM or M - SSM** – Shape, Space and Measure

**NFSM** – Non Free School Meals

**P&S** – Physical & Sensory Development

**PtADs** – Pathway to Adulthood Diploma

**PLAC** – Previously Children Looked after (e.g. those that have been adopted)

**PLGs** – Priority Learning Goals

**SC** – Service Children

**SC&I** – Self Care and Independence

**SEMH** – Social, Emotional and Mental Health