

**PROGRESS AND ATTAINMENT 2021/22**

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## Whole School Headline Data

*Percentage of pupils making progress in English, Maths and Science at the end of the Academic Year(All pupils receive are SEN and receive pupil premium so these groups are inclusive as Whole School). A comparison to 2020-21 figures are also included.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Whole School*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***52%*** | ***48%*** | ***60%*** | ***40%*** |
| ***MATHS*** | ***56%*** | ***44%*** | ***66%*** | ***34%*** |
| ***SCIENCE*** | ***51%*** | ***49%*** | ***61%*** | ***39%*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Boys*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***48%*** | ***52%*** | ***56%*** | ***44%*** |
| ***MATHS*** | ***54%*** | ***46%*** | ***67%*** | ***33%*** |
| ***SCIENCE*** | ***52%*** | ***48%*** | ***50%*** | ***50%*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Girls*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***66%*** | ***34%*** | ***66%*** | ***34%*** |
| ***MATHS*** | ***66%*** | ***34%*** | ***66%*** | ***34%*** |
| ***SCIENCE*** | ***50%*** | ***50%*** | ***100%*** | ***0%*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***LAC*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***67%*** | ***33%*** | ***67%*** | ***33%*** |
| ***MATHS*** | ***75%*** | ***25%*** | ***78%*** | ***22%*** |
| ***SCIENCE*** | ***64%*** | ***36%*** | ***78%*** | ***22%*** |

### Headline Data by Key stage – English, Maths and Science

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***KS2*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***78%*** | ***22%*** | ***85%*** | ***15%*** |
| ***MATHS*** | ***78%*** | ***22%*** | ***85%*** | ***15%*** |
| ***SCIENCE*** | ***67%*** | ***33%*** | ***85%*** | ***15%*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***KS3*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***42%*** | ***58%*** | ***66%*** | ***34%*** |
| ***MATHS*** | ***50%*** | ***50%*** | ***67%*** | ***33%*** |
| ***SCIENCE*** | ***50%*** | ***50%*** | ***58%*** | ***42%*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***KS4*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 20/21*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***55%*** | ***45%*** | ***42%*** | ***58%*** |
| ***MATHS*** | ***55%*** | ***45%*** | ***57%*** | ***43%*** |
| ***SCIENCE*** | ***50%*** | ***50%*** | ***36%*** | ***64%*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Outreach*** | | | | |
|  | ***Exceeding/***  ***On Target 21/22*** | ***Working Towards 21/22*** | ***Exceeding/***  ***On Target 20/21*** | ***Working Towards 20/21*** |
| ***ENGLISH*** | ***0%*** | ***100%*** | ***0%*** | ***100%*** |
| ***MATHS*** | ***0%*** | ***100%*** | ***0%*** | ***100%*** |
| ***SCIENCE*** | ***0%*** | ***100%*** | ***0%*** | ***100%*** |

### Headline Progress data – All Subjects across Key Stages

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***% of Progress for all subjects accessed- Whole School*** | | | | | ***Key Stages*** | | | | | |
| ***Subject*** | ***Exceeding/***  ***On Target***  ***(21/22)*** | ***Working Towards***  ***(21/22)*** | ***Exceeding/***  ***On Target***  ***(20/21)*** | ***Working Towards***  ***(20/21)*** | ***KS2***  ***(21/21)*** | ***KS3***  ***(21/22)*** | ***KS4***  ***(21/***  ***22)*** | ***KS2***  ***(20/21)*** | ***KS3***  ***(20/21)*** | ***KS4***  ***(20/21)*** |
| ***English*** | ***52%*** | ***48%*** | ***59%*** | ***37%*** | ***78%*** | ***42%*** | ***55%*** | ***85%*** | ***63%*** | ***52%*** |
| ***Maths*** | ***56%*** | ***44%*** | ***66%*** | ***35%*** | ***78%*** | ***50%*** | ***55%*** | ***85%*** | ***75%*** | ***54%*** |
| ***Science*** | ***52%*** | ***48%*** | ***57%*** | ***43%*** | ***67%*** | ***50%*** | ***50%*** | ***73%*** | ***57%*** | ***48%*** |
| ***ICT/***  ***Computing*** | ***63%*** | ***37%*** | ***68%*** | ***32%*** | ***77%*** | ***54%*** | ***75%*** | ***85%*** | ***71%*** | ***52%*** |
| ***PE*** | ***79%*** | ***21%*** | ***89%*** | ***11%*** | ***78%*** | ***83%*** | ***73%*** | ***100%*** | ***90%*** | ***85%*** |
| ***Art*** | ***59%*** | ***41%*** | ***80%*** | ***20%*** | ***78%*** | ***50%*** | ***75%*** | ***80%*** | ***73%*** | ***87%*** |
| ***Humanities*** | ***65%*** | ***35%*** | ***70%*** | ***30%*** | ***87%*** | ***58%*** | ***N\A*** | ***90%*** | ***73%*** | ***N\A*** |
| ***Music*** | ***N\A*** | ***N\A*** | ***N\A*** | ***N\A*** | ***N\A*** | ***N\A*** | ***N\A*** | ***N\A*** | ***N\A*** | ***100%*** |
| ***PHSE*** | ***57%*** | ***43%*** | ***65%*** | ***35%*** | ***75%*** | ***50%*** | ***N\A*** | ***85%*** | ***66%*** | ***N\A*** |
| ***DT Food*** | ***60%*** | ***40%*** | ***68%*** | ***32%*** |  | ***58%*** | ***75%*** | ***81%*** | ***57%*** | ***47%*** |
| ***DOE/***  ***Outdoor Ed*** | ***76%*** | ***24%*** | ***85%*** | ***15%*** | ***88%*** | ***75%*** | ***73%*** | ***75%*** | ***77%*** | ***89%*** |
| ***Employability*** | ***55%*** | ***45%*** | ***53%*** | ***47%*** |  |  | ***55%*** | ***N\A*** | ***N\A*** | ***55%*** |
| ***MFL*** | ***75%*** | ***25%*** | ***88%*** | ***12%*** | ***75%*** | ***N/A*** | ***75%*** | ***75%*** | ***N/A*** | ***100%*** |
| ***CITZ*** | ***50%*** | ***50%*** | ***33%*** | ***67%*** |  |  |  | ***N\A*** | ***N\A*** | ***50%*** |

## KS2 / Year 7 Overview

Pupils arrive in KS2 often missing foundation skills and are generally below average in ability. Pupils make good progress in developing their foundation skills and progress can be seen in all subjects for pupils across the curriculum. We maintain this approach in year 7 so pupils can continue to build on their foundation skills to help prepare the skills the they need to adapt to a more challenging curriculum in Key Stage 3 and Key Stage 4. Pupils benefit from a very high staff to pupil ratio, individualised approach, designated area and the use of a nurturing and therapeutic methodology.

Progress remains strong in Key Stage 2, with progress cores across most subjects good and close to the previous scores, building on the solid foundations established previously. Where scores are slightly down this is due to largely to sporadic attendance from a small number of the cohort.

The Target Tracker software suite introduced partway through the previous year has proved successful in providing more detailed tracking of progress in Key Stage 2 and up to Year 8 in core Core subjects for those pupils with very low levels. We have a full cycle of data in this system , further informing where gaps in learning are and allow for appropriate intervention strategies such targeted intervention for numeracy and literacy. For pupils who are significantly below their expected range abilities in core subjects Target Tracker will continue to be used in conjunction with Key Stage 3 tracking systems to track progress and build on areas for development

## KS2 SATS

Seven pupils were due to take their SATS in 2022, all students who attempted the tests achieved results broadly in line with their capabilities and indicated by CAT4 assessments and Target Tracker data. Results in 2022 for Reading and English – GPS were comparable to the previous years estimated grades, just falling slightly below. Results in Maths were significantly lower than the 2 previous year’s estimations, a major contributing factor to this being 4 of the 7 pupils due to sit the tests either refusing to take the test or being absent. Below is an overview of Chaigeley pupil’s outcomes from the past 3 years. Due to the Corona Virus Outbreak SATS exams at KS2 did not take place in 2020 and 2021. Teachers were asked by the DfE to provide an indication of the levels of the students due to sit the exams in the 3 key areas of assessment; these have been use by way of comparison. For the first time since 2019 comparison against national data is available and included, due to the nature of our setting, the low ability of pupils and the entry level of the majority of the students who enter at KS2 our results are significantly below average in comparison to National data in 2 of the 3 measures which are mainly representative of mainstream settings. A further study will be undertaken once data is available to compare our outcomes against a sample of similar settings.

See Page 7 for breakdown and trend analysis

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of Pupils** | **7 (2022)  3 (2021)  5 (2020)** | **At Expected  2022** | **Below Expected  2022** | **% Estimated at Expected  or above 2022** | **National Average% 2022** | **At Expected  2021 (Teacher Assessed)** | **Below Expected  2021 (Teacher Assessed)** | **% Estimated at Expected  or above 2021** | **At Expected 2020 (Teacher Assessed)** | **Below Expected 2020 (Teacher Assessed)** | **% Estimated at Expected or above 2020** |
|  |
| **Key Areas for  Assessment** | **English - Reading** | **4** | **3** | **57%** | **74%** | **2** | **1** | **66%** | **3** | **2** | **60%** |
| **English - GPS** | **2** | **5** | **29%** | **72%** | **1** | **2** | **33%** | **3** | **2** | **60%** |
| **Maths** | **1** | **6** | **14%** | **71%** | **2** | **1** | **66%** | **2** | **3** | **40%** |

**Below is an analysis of 2022 SATS exams results as a comparison**

**Number of pupils taking SATs – 7**

**Number of pupils achieving Above or expected in all areas – 0**

**Number of pupils achieving Above or expected in Reading – 4**

**Number of pupils achieving Above or expected in Maths - 1**

**Number of Pupils achieving Above or expected in GPS – 2**

**Number of Pupils Absent – Reading (1), GPS (1), Maths (4)**

**Average points scores (based on those who sat tests)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **English – GPS** | **English – Reading** | **Maths** |
| **Chaigeley 2022** | **94** | **99** | **96** |
| **National Average 2022** | **105** | **104** | **105** |

## Commentary

### Key Stage 3

In most subjects the majority of pupils continue to make expected progress in Key Stage 3 across the curriculum, however the percentage of those making progress in across all subjects was lower than in the previous 2 years, KS3 having a more detrimental effect on whole school progress than in the other key stages.

Pupils can take time to adjust to additional learning demands and to a change in environment. A more primary style model has been introduced over the past year where pupils spend the majority of time with their form staff in a class base, but also receive lessons from specialist subject teachers, proving successful with some groups and been extended into Year 9/10 for this academic year.

Behavioural issues in two of the classes created a barrier to learning for some Key Stage 3 pupils, , pupils in these forms were struggling to meet expectations on progress in most areas, consequently several class changes occurred throughout the year in an attempt to create a more conducive learning environment, this had the desired effect with some pupils with progress improving in the latter part of the year. Two students who had been displaying more dangerous and disruptive behaviours affecting the safety and learning of others were placed on the Outreach Programme, were they are educated offsite with a reduced curriculum. These 2 pupils refused to engage for large parts of the year on Outreach provision and as such impact the data. A further 2 pupils in the cohort had significant attendance issues further impacting upon Key Stage performance

On average progress scores were approximately down 15%-20% across most subjects in Keys Stage 3 due to the aforementioned reasons. Maths and English were down by 25% and 20% respectively. Academic and therapeutic strategies have been identified for those pupils not making progress and those affected by attendance issues. Individual and class activities are being implemented to support learning and progress. A review of class groupings, learning bases, key stage specific support personnel and curriculum has taken place to improve progress in Key Stage 3.

### Key Stage 4

Engagement and learning in the Year 11 cohort was generally good for the pupils with good attendance, with most pupils achieving close to or at their target levels for the subjects in which they were entered, 5 out of 6 pupils achieved external accreditation in at least 3 subjects. All Year 11 pupils were supported with intervention strategies and additional sessions if required throughout the year. 100% of the cohort have successfully gone on to secure a place in further education and initial feedback is they are all attending their placements. This will be followed up throughout the year. See **pages (**9-11)for full results and analysis.

Year 10 progress figures were compromised by 2 of the pupils being persistent non-attenders, particularly in the earlier part of the year, however both pupils showed an improvement in attendance and this was reflected in their progress and engagement and are in a better position to continue their progression into Year 11.Continuing on from the success of the previous year, the Year 11 group are located in separate area of the school where they have their own class room and breakout area to help them focus on their studies and prepare them successfully for a Post 16 environment.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Y11 Actual Examination Results for Summer 2022** | | | | | | | | | | | | |
| Pupil Name | GCSE Maths foundation / Higher | GCSE English Language | GCSE English Literature | GCSE Chemistry | GCSE Art | GCSE German | Cambridge Nationals Award /Certificate in Creative  I media | BTEC Award in Basic Cooking Skills – Level 1/2 | Functional Skills ICT | GCSE Biology | **Attainment 8** | Level 2 Qualifications | High Quality Counting |
|  |
|  |
|  |
|  |
|  |
| Pupil A |  | 4 |  |  |  |  |  |  |  |  | **8** | 1 | 1 |
| Pupil B | 8 (H) | 4 | 5 | 5 |  | 5 |  | Level 2 Pass |  | 5 | **45** | 7 | 6 |
| Pupil C | 3 | 3 | 2 | 3 | 4 |  | P2 |  |  |  | **25** | 2 | 6 |
| Pupil D | 3 | 2 |  |  |  | 1 | P1 | P1 |  |  | **13** | 0 | 4 |
| Pupil E | 2 | 1 |  |  |  |  |  |  | L2 pass |  | **7** | 1 | 2 |
| Pupil F | 4 | 3 | 2 | 3 | 2 |  | D1 |  |  | 1 | **24** | 1 | 7 |
|  |  |  |  |  |  |  |  |  |  | **Average** | **20.3333** | **2** | **4.33333** |

## 2022 Y11 Cohort Key Stage 4 Results

### Overview

7 Pupils achieved externally accredited qualifications (6 year 11 and 1 year 10).

1 pupil achieved five or more Level 2 qualifications (GCSE Level 4 or old C grade and Higher). This is the same as the previous year, which were based on predicted grades via Tag assessment removing the anxiety barrier to exams some of our students experience. 4 of the 6 pupils achieved over 5 externally accredited exams at Level 1 and 2. All 6 of the 2022 leavers successfully gained a college placement to further their studies.

1 pupil achieved 4 or more level 2 qualifications including either English or Maths, the same as the previous year. All 6 Year 11 pupils achieved at least a level 1 grade in Maths and English GCSE.

There remained a stronger % of pupils achieving qualifications at levels 1 and 2 that are classed as ‘higher quality’ qualifications by the DOE that count towards attainment and progress 8, continuing the trend after review in 2018 to offer more such qualifications, and leading to a wider range of accessible courses at college

Although league tables have been suspended for the last 2 academic years there has been a slight decrease from the previous year in Attainment 8 scores, but very consistent across 3 out of the previous 4 years. Due to the diverse curriculum pathway we offer attainment 8 provides a better way of tracking whole school progress than the Progress 8 score. This measure scores pupils across up to 8 qualifications that are approved by the DfE for inclusion on the school league tables. There has been a an improvement in overall Attainment 8 score average since 2019. From a sample of 16 similar regional schools we have measured ourselves against in terms of Attainment 8 we have ranked 2nd both in 2019 and 2022 (data was not published in 2020 &2021) and provides a good benchmark on the quality of academic outcomes against similar settings

## Attainment 8 Scores

|  |  |
| --- | --- |
| **2016** | **3.3** |
| **2017** | **5.7** |
| **2018** | **9.09** |
| **2019** | **13.56** |
| **\*2020** | **24.1** |
| **\*\*2021** | **13.6** |
| **2022** | **13.4** |

*\* 2020 is estimated on teacher grades / submitted coursework*

*\*\* 2021 via Tag Assessment method*

Overall added value scores v’s pupil predicted grades for qualifications they were entered for were slightly down across all subjects. However this is almost entirely attributed one pupil with high grade expectations but with long term persistence absentee issues who was down by an average -6 grade score, and another pupil, who only joined the school at the end of Year 10 after missing 3 years of education, who although down his CAT4 scores, still done well to achieve 7 GCSES with so little previous schooling. The CAT4 system works on a pupil’s potential capabilities and KS4 outcomes determined by a series of tests. These outcomes work on the presumption that the pupil will attend school and put in the necessary effort in order to achieve the required outcome. In 2022 2 out of the 6 pupils achieved at least their predicted expected grades, with another 2 within 0.6 of expected grade average for subjects listed. Individual subject scores compared to previous years can be found below. For individual pupils scores see *figure 1*

## Breakdown of Results by Subjects and Pupils

***2021 Year 11 Cohort –CAT4 Predicted Grade vs Actual Summative Exam Grades - Headline Analysis Added Value***

|  |  |
| --- | --- |
| **ENGLISH (6 Pupils)** | |
| On Target | 17% |
| Above Target | 33% |
| Below Target | 50% |
| 2022 Average Points Grade Difference | **-1** |
| 2021 Average Points Grade Difference | **-0.33** |
| 2020 Average Points Grade Difference | -0.37 |
| 2019 Average Points Grade Difference | **-0.5** |
|  |  |
|  |  |
| **MATHS (6 Pupils)** | |
| On Target | 50% |
| Above Target | 0% |
| Below Target | 50% |
| 2022 Average Points Grade Difference | -1 |
| 2021 Average Points Grade Difference | -0.33 |
| 2020 Average Points Grade Difference | -0.625 |
| 2019 Average Points Grade Difference | -0.75 |
|  |  |
|  |  |
| **SCIENCE (3 Pupils)** | |
| On Target | 33% |
| Above Target | 0% |
| Below Target | 67% |
| 2022 Average Points Grade Difference | -1 |
| 2021 Average Points Grade Difference | **0** |
| 2020 Average Points Grade Difference | -0.7 |
| 2019 Average Points Grade Difference | **-**0.5 |
|  |  |
| **Food Technology (1 Pupil)** | |
| On Target | 100% |
| Above Target | 0% |
| Below Target | 0% |
| 2022 Average Points Grade Difference | **0** |
| 2021 Average Points Grade Difference | **-0.5** |
| 2020 Average Points Grade Difference | -0.3 |
| 2019 Average Points Grade Difference | +2 |

|  |  |
| --- | --- |
| **ICT (4 Pupils)** | |
| On Target | 50% |
| Above Target | 0% |
| Below Target | 50% |
| 2022 Average Points Grade Difference | **-0.66** |
| 2021 Average Points Grade Difference | **0** |
| 2020 Average Points Grade Difference | -0.6 |
| 2019 Average Points Grade Difference | +0.5 |

|  |  |
| --- | --- |
| **Art (2 Pupils)** | |
| On Target | 50% |
| Above Target | 0% |
| Below Target | 50% |
| 2022 Average Points Grade Difference | **-1** |
| 2021 Average Points Grade Difference | N\A |
| 2020 Average Points Grade Difference | N\A |
| 2019 Average Points Grade Difference | +1 |

|  |  |
| --- | --- |
| **MFL (2 Pupils)** | |
| On Target | 50% |
| Above Target | 0% |
| Below Target | 50% |
| 2022 Average Points Grade Difference | **-0.5** |
| 2021 Average Points Grade Difference | N\A |
| 2020 Average Points Grade Difference | N\A |

# Figure 1

## Overall Summary

In the majority of classes progress was good for students and broadly in line with their capabilities and expectations, although slightly down on the previous 2 years. Despite the challenges of Covid performance in Key Stage 2 remained strong and comparable to the previous 2 years across all subjects, outcomes in SAT tests although below the National average were in line or greater than the expected outcomes for most of the pupils and in line with their capabilities.

Summative assessment outcomes at Key Stage 4 for most pupils were good, with most pupils achieving expected outcomes for the examinations for which they were entered and achieving external accreditation. Attainment 8 average scores for a setting of our type remained strong and actually improved significantly on the previous year’s Tag Assessed grades. In comparison to similar SEMH settings based on the last set of data available in 2019, our 2022 scores should see us above the average taken from a sample of other SEMH settings. Further work will be done to analyse this later in the year once data becomes available for KS2 and KS4. Students have benefitted from the introduction of higher quality counting qualifications over the previous 2 years after a review of outcomes. All students in Year 11 successfully gained a place and enrolled at a Post provision. Overall the majority of pupils in KS4 made progress in line with expectations, and progress scores across subjects was comparable to the previous 2 years.

KS3 progress was significantly down on the previous year due to a number of factors previously contained in this report (see page), consequently this has affected whole school scores and accounted for the overall downturn in progress levels. Several measures have been implemented to address issues with 2 of the classes in the KS3 area, a newly appointed KS3 lead will take point on the implementation of some of these to ensure consistency and engagement.

## Areas for development 2022/23

*The following initiatives or measures to be embedded in 2022/23 to aid engagement, progress and remove barriers to learning*

Ensure all pupils across all key stages have provision mapping which allows them to access the therapeutic and academic support they need to regulate their behaviour and achieve positive academic, pastoral and personal outcomes.

Introduction of accelerated reader to help improve literacy levels

Adaptation of new Key Stage 4 curriculum to provide different pathways and make the curriculum more accessible to the increasingly diverse student population

New high quality counting qualification for PE Sport Introduced that will count towards attainment 8 outcomes

Full cycle of data in Target Tracker used to address gaps in learning and to be rolled out across none core subjects in KS2 and early KS3 nurture class.

Re-structure of KS3 class groups

Termly progress reports to all subject leaders to provide analysis and ways forward

Key Stage Leads appointed in each key Stage to assist with the management and learning outcomes for pupils in their respective key stages

Classroom layouts redesigned and with uniformity across school to meet recommendations from OTP for learning and regulation

College day placement pathways introduced for Year 10 and Y11 students to gain valuable college experience and vocational skills for Post 16

Introduction of PASS attitudinal learning assessment to inform berries to learning holistically and for individuals

New qualifications in Art introduced to offer a higher quality pathway

Zones of regulation used in all class areas to help regulate pupils and prepare them for engagement in learning

Music Tutor to prepare selected students for performance grading

Full time SALT practitioner introduced to work with pupils experiencing speech and language difficulties to form a barrier to learning