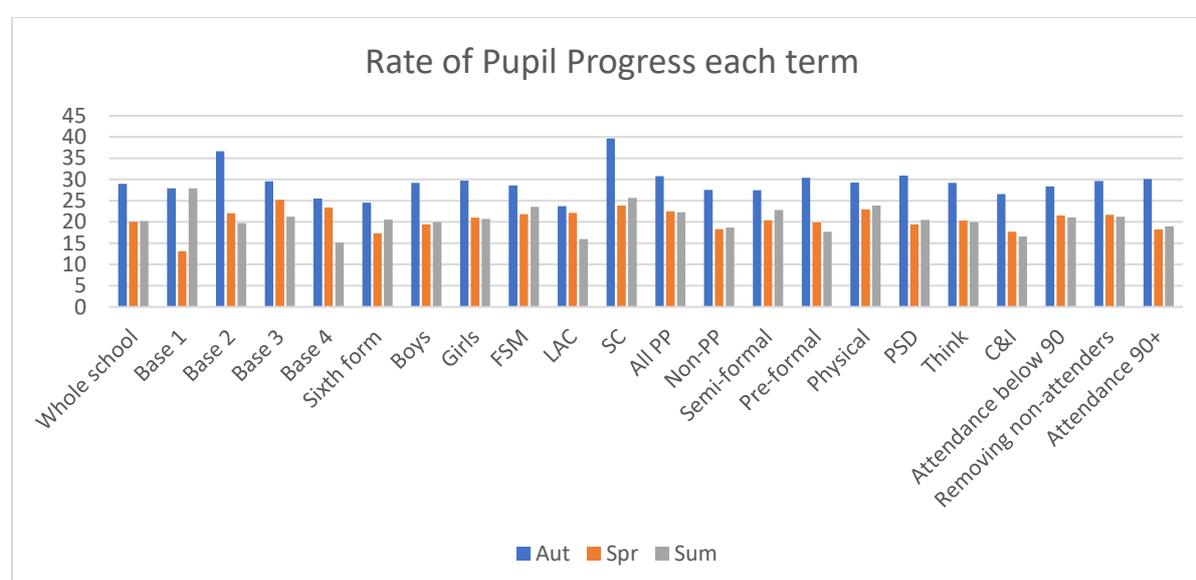


The Dales School

Pupil progress analysis 2021 – 2022

September 2021 – July 2022 has been the first academic year without substantial school closure or lockdown, since the COVID-19 pandemic, however there have been a number of localised partial closures during the school year as the impact of COVID continued to be seen in staff absence.

The whole school average rate of progress, as an initial benchmark, stands at 23% which represents a significant drop from previous years when the figure has been around 40%. This lends itself to further scrutiny of the more qualitative QA processes in place, as this in isolation does in fact suggest reduced progress and concern. It does however require further consideration in order for this to be moderated.

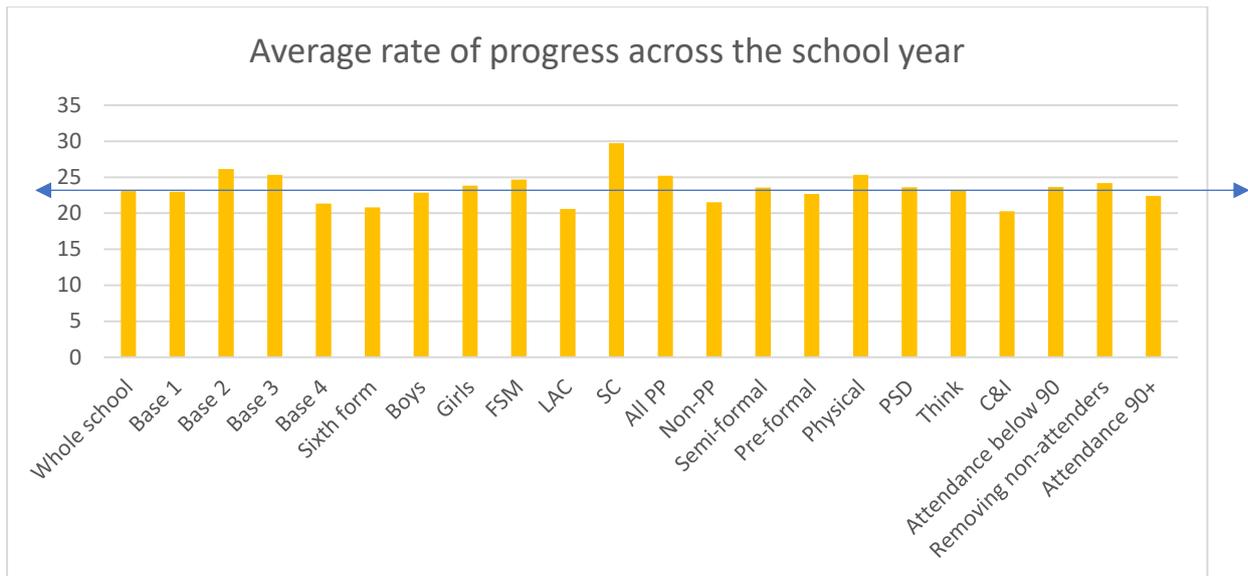


As can be seen, the usual trend of a higher rate of progress in the Autumn term remains in place.

From a relative perspective, given that all cohort groupings under analysis fall within a reasonable range, the potential concern around the reduced rate of progress is somewhat mitigated.

Other considerations for this academic year:

With the restructure being implemented in Sept 2021, there was a huge shift in class/base groups and systems in place to assess, with only 5 teachers rather than 8 on the staff team. It may be that the new structure has led to a lesser degree of assessment evidence and that teachers have been cautious in their judgements, leading to a reduced rate of progress across the board. With relatively little variance across base groups, this would be a sensible conclusion.



Pleasingly there are no significant outliers, however the groups that are identified to be exceeding the whole school rate of progress are:

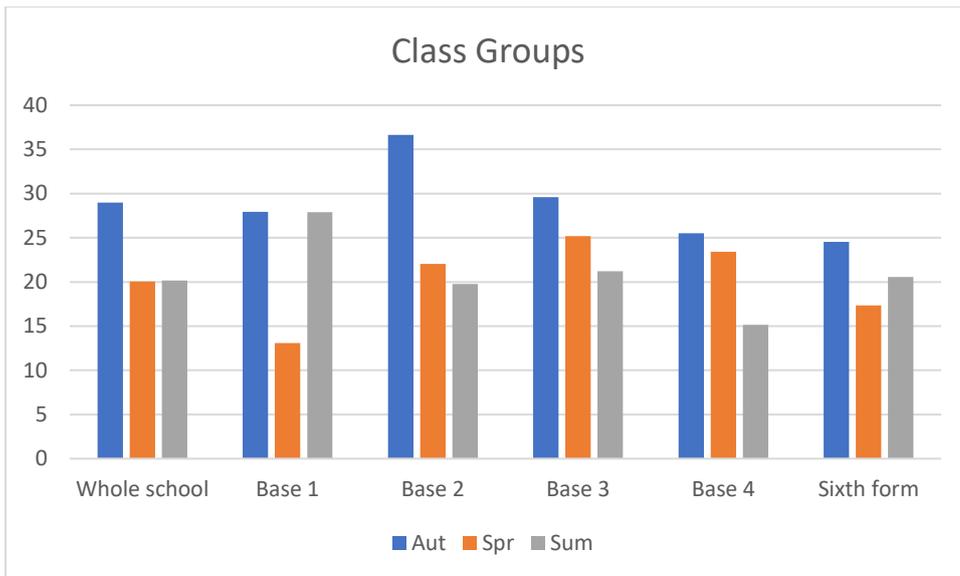
- Base 2
- Base 3
- Children eligible for Free School Meals
- Services children
- All pupils eligible for Pupil Premium as a wider group
- Pupils with below 90% attendance – discussed at a later point in this report.

Groups considered to be falling below the whole school rate of progress are:

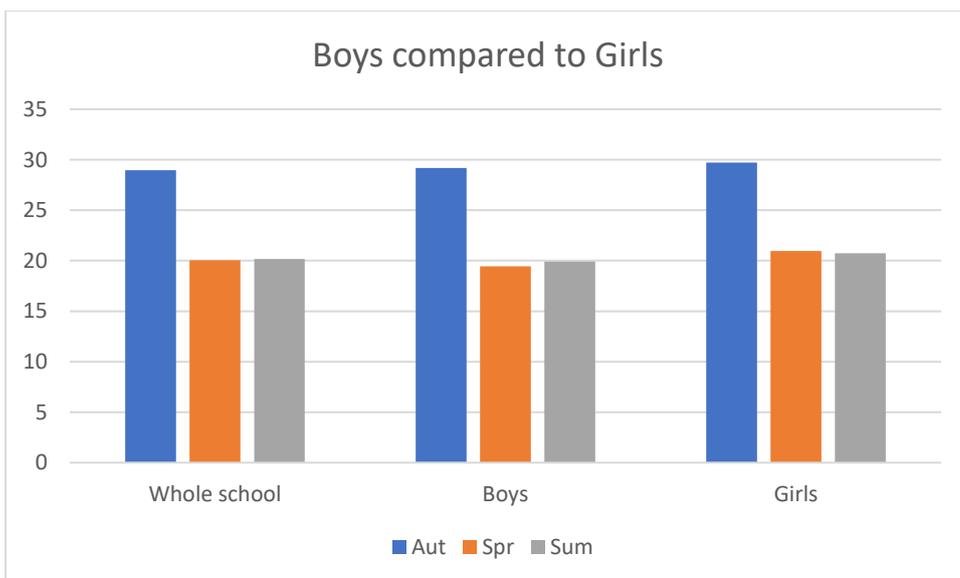
- Base 4
- Sixth form
- Pupils who are looked after
- Pupils not eligible for Pupil Premium
- Pupils attending above 90% - discussed at a later point in this report.

When considering other quality assurance factors, the School Development Plan reflects a key focus on curriculum development in 6th form. For academic year 22-23, as a result of pupil numbers exceeding 20 in sixth form, we have increased teacher capacity which will also support good and better outcomes.

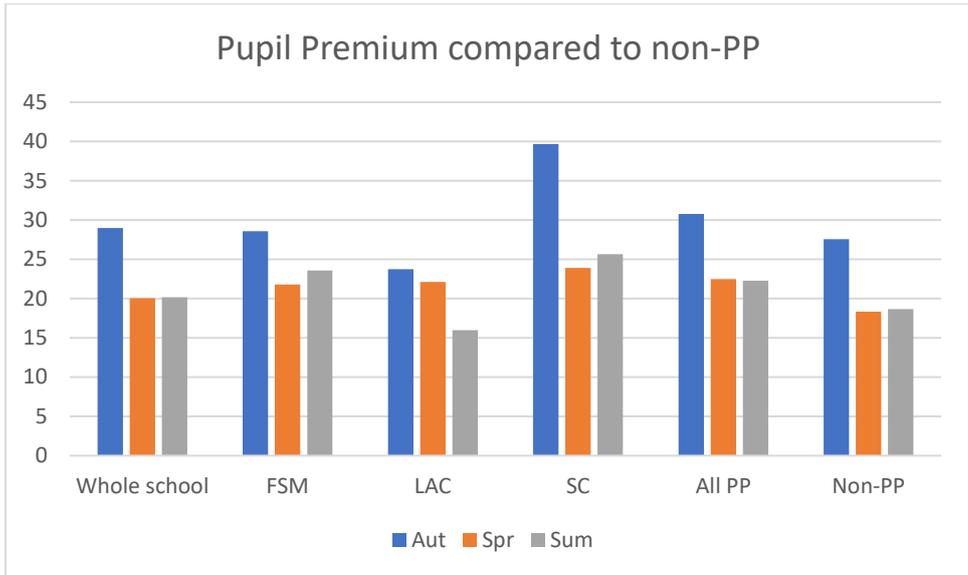
Base 4 as it was as a cohort group will no longer exist in 22-23 as a discrete group. A significant strategic regrouping sees pupils from base 4 merging into a number of other base groups, as is the case across the majority of KS1-4 base groups, and as a breadth of provision, the quality assurance records evidence that the quality of education was found to be robustly good or better, thus no targeted action for 22-23 in light of this data.



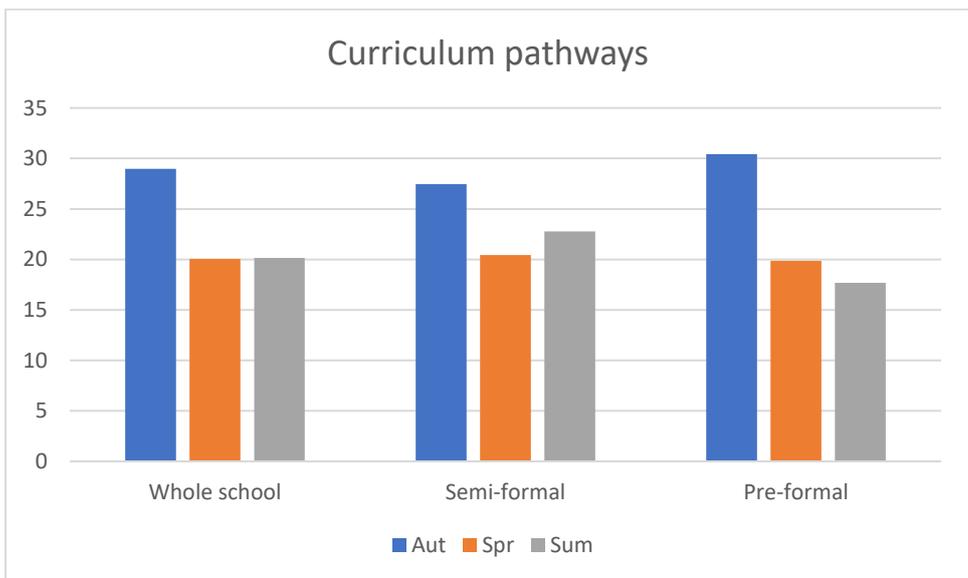
Whilst there appears to be some degree of variance, as would be expected, when we refer back to the graph showing the average rate of progress across the school year we see very little variance, certainly no outliers that might suggest concern or the need to greater scrutiny. Any scrutiny obviously takes us to the very ipsative nature of MAPP, and as an example for base 1, the progress made in the summer term includes a lot of physical and/or communication and interaction progress for a significant proportion of pupils in the class who have undergone major surgery this year, and their post-op recovery has been very pleasing, and serves as testament to the multi-agency collaboration required, which was very much led by the class teacher, and as a result the outcomes have been positive and notable. Equally, these pupils had reduced attendance earlier on in the academic year due to the surgery and post-op recovery before returning to school, which would have impacted upon the lower rate of progress recorded for the base group in the Spring term.



There is very little variance and no commentary to be made other than that this qualifies that boys and girls make a similar rate of progress across the school provision.



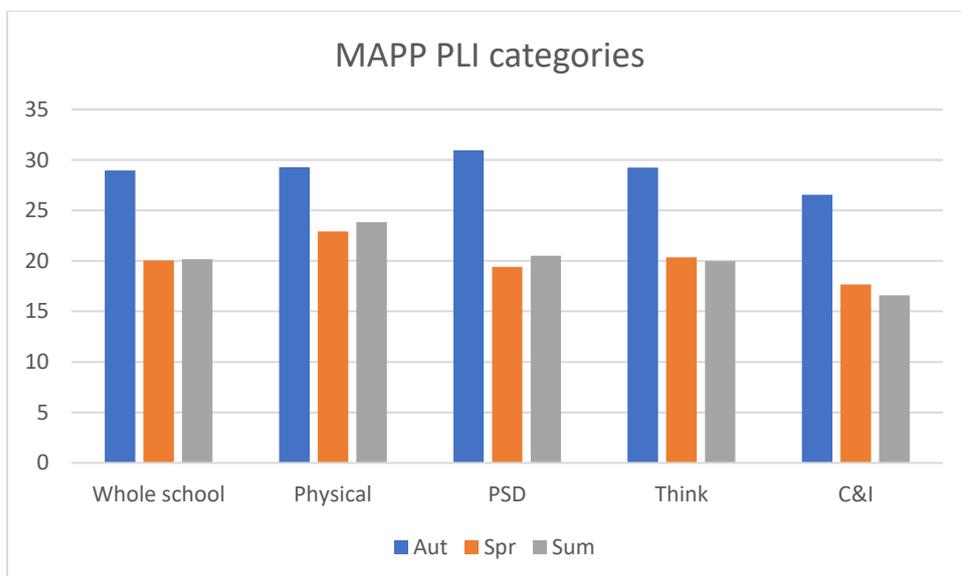
In line with previous reports, pupils for whom the school receives pupil premium make better progress than those who don't. Whilst it would be difficult to quantify this across the cohort, there are some specific cases, for pupils who receive the more substantial Pupil Premium plus, who receive a very bespoke provision which is supported by the PP contributions, but their progress, when captured in LAC, is not considered to be the outlying high performing group. Pupils in receipt of free school meals appear to outperform their peers, but again it is difficult to quantify how this is supported by the funding, given the nature of the school provision and how the funding is spent. It is the cohort of Services children who make the most progress, and the conclusion for this would be that by supporting our services children to access aspects of the Services Families local offer, we are supporting their wellbeing and their ability to engage and learn via this holistic support. Given the small numbers in the school cohort, it could also be seen that the very personalised circumstances of those children in the SC group have supported their engagement and progress.



When considering the curriculum pathways across the school provision, the one discernible trend to note is that the progress of pupils following the semi-formal pathway was greater than that of pupils following the pre-formal pathway in the Summer term.

Considerations:

- A numbers of pupils accessing the pre-formal pathway have undergone major surgery during the spring term, and so their attendance and their progress will have been affected due to their surgery and their post-op recovery.
- Sixth form accreditations, and the finalisation of portfolios for submission for our year 14 pupils is a key priority during the summer term, and in this aspect the PSD accreditation which is followed by our semi-formal learners, will have enabled potentially a greater degree of assessment of skill acquisition to support this process.
- Some of our pre-formal learners experienced significant difficulties to engage due to a range of holistic and personal circumstances, which will have impacted upon their individual progress and therefore contributed to the cohort data.
- The learning for pre-formal learners will always be a longer process, and so whilst the PLIs will recognise and reflect this in terms of challenge, the progress will be captured over a longer period of time
- Future CPD – ensuring that MAPP PLIs are appropriate to learning need. And offer those very small steps of lateral progress to be captured and measured where possible

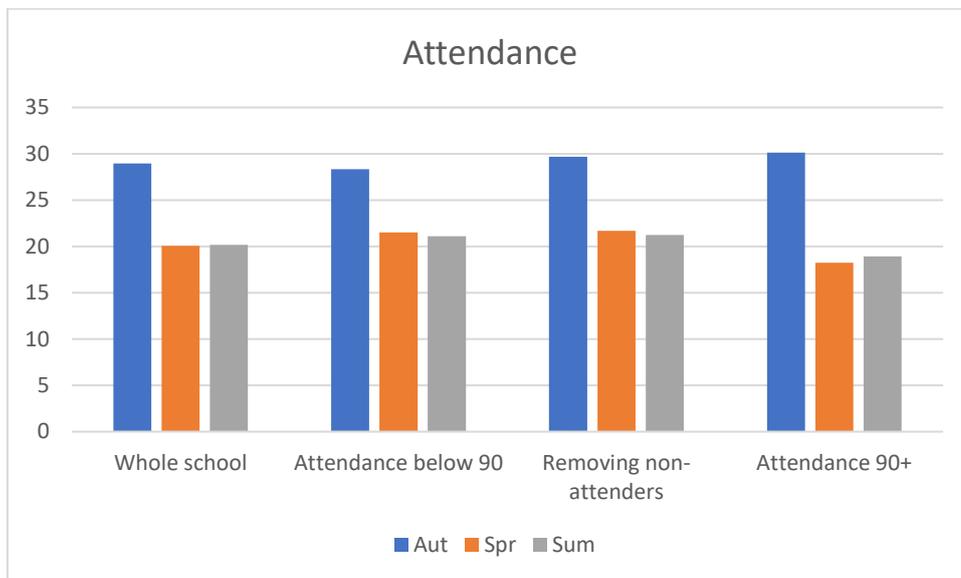


The discrepancies between the rates of progress in the different categories for the Personalised Learning Pathways would be very difficult to fully explain beyond the very ipsative nature of the MAPP assessment system:

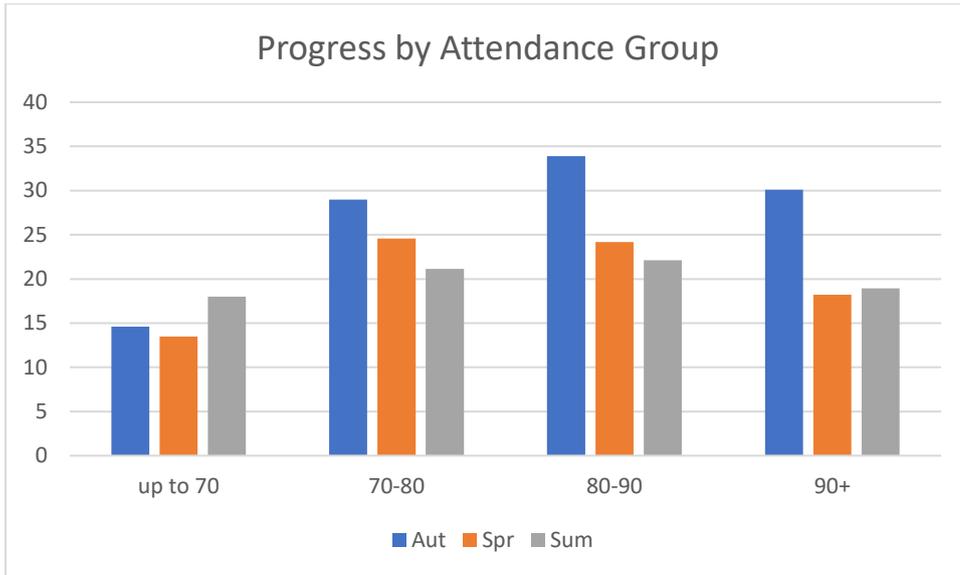
- The balance of different PLIs for each pupil is defined by each pupil's individual need, and whilst a breadth and balance is required, for some pupils, for example the focus on their physical development might be much more targeted than other areas, on the basis of their own personal circumstances: For example, post op, safety around the home, meeting emotional needs. Whilst other categories would also be captured within the portfolio of PLIs and coverage across the curriculum offer would be robust, increased rates of progress in physical might simply evidence sound collaboration with health colleagues to support pupils with mobility needs to make best progress. Sometimes this progress, with the right collaboration and intervention, can be significant and then the focus is on maintenance. However, PLIs in the category of, for example, thinking skills, would take longer to capture and evidence as skill acquisition and generalisation. In addition, communication and

interaction will always be an area of key focus across the school, as most if not all of our pupils require support with their communication and interaction. By this token, progress is often at a slower pace, and impacted by the difficulty experienced by pupils with Autism to generalise their skills. Focus on one skill area will often mean that other areas plateau whilst the key focus is on other areas. This is in line with what we know and understanding about the early stages of development.

- The small variance across the PLI categories is reassuring and supported by the promotion via other aspects of the quality assurance process, most notably the internal and external MAPP moderation processes, of a considered balance and breadth across all curriculum areas.



The headline trend, rather concerningly around attendance and the impact of attendance upon progress, is that pupils achieving 90%+ attendance do not make as much progress as their peers with lower attendance. As we break this down further though, we see more reassuring and expected trends emerging, particular with those attending below 70%.



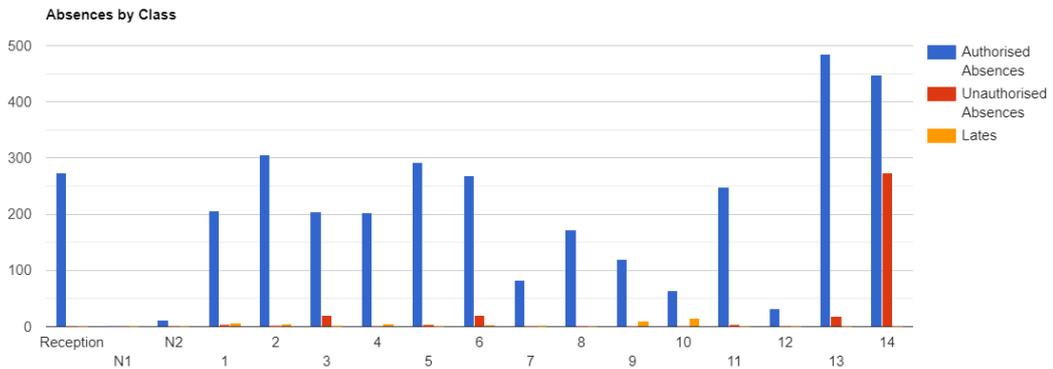
8 pupils

3 pupils

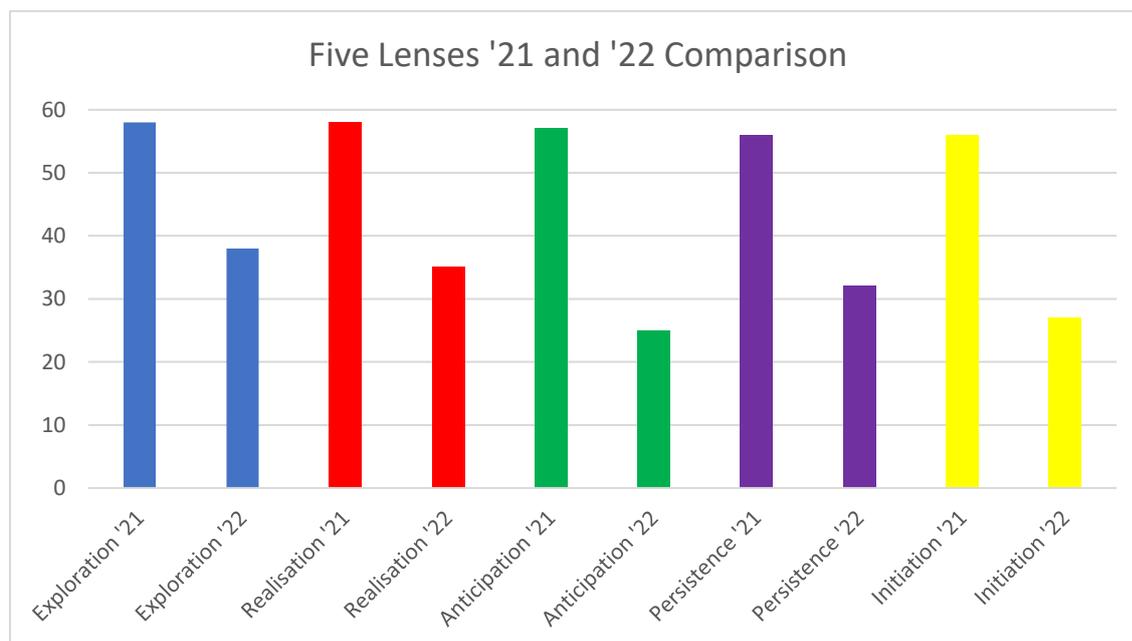
22 pupils

24 pupils

Upon deeper analysis, 52% of the 23 pupils achieving 90%+ attendance have significant pastoral / social care input on the basis of complex holistic circumstances which, whilst attending school very well, will impact upon their ability to engage in learning and to progress well. Of the 22 pupils who are attending in the 80% – 90%, a lower 27% of these pupils require a substantial social care / holistic package of support. By the very nature of this, it can be said that sometimes, high attendance does not always lead to high progress, because of the range of factors that affect a pupil's readiness to engage and learn.



Engagement Model Analysis



How was the analysis undertaken?

Annual Engagement Model narrative format introduced in Autumn 2021, focus as recommended by DfE is a qualitative narrative describing pupil's learning behaviours in the five lenses of engagement. The Dales school format also offers a sliding scale for each lens from 'Early Development - Established'.

Autumn '20 a baseline narrative written, and first marker added to sliding scales for each lens.

Summer '21 end of year comparative narrative completed and second marker added to sliding scale.

Summer '22 end of year narrative and marker added to sliding scale.

In line with national STA EM data reporting is completed annually in the summer term and year on year comparisons collated.

Analysis of the sliding scale and comparing initial baseline marker and end of year marker placement gave a RAG judgement for each lens: Green indicates progress and a left-hand shift in the second marker towards 'Established' on the sliding scale, learning behaviours developing; Amber indicates markers remain in same position, learning behaviours remain consistent; Red indicates that the Summer marker has moved right towards 'Early Development' on the scale, learning behaviour regression. Adding numerical values to the RAG rating offers the potential for a data analysis: 0 Red, 1 Amber, 3 Green giving a possible maximum score of 10 is progress is made in each of the 5 lenses.

What does the analysis tell us?

Data would indicate 20-21 all pupils made progress in the EM during the year with a few lenses where 2 pupils with PMLD needs remained consistent in their learning behaviours.

Data would suggest in 21-22 pupils overall made less progress in their learning behaviours and some pupils regressed.

Important factors to consider in this analysis is: in 20-21 the same class teacher/team made the baseline narratives and sliding scale judgements and comparisons at the end of the year. 21-22 pupils end of year narratives and sliding scale marker judgements were made by different teachers/teams. 21-22 informal moderation offered to teams, there was some uptake but not consistent. 21-22 red judgements clearly reflect differences in teacher/team interpretation of the EM descriptors. A conclusion from this analysis in line with qualitative information from the narratives is that changes in most red/amber outcomes is teacher interpretation; possible

environmental influences on 'engagement'; specific changes in individual pupil's health/behaviour needs.

Actions:

- annual formal EM moderation end of Spring term or beginning of Summer term prior to end of year judgements so practitioners have a shared/agreed understanding and perception of the different lenses and their descriptors to try and ensure consistency. Ongoing CPD/QA on play learning provision and strategies that support play and increased engagement. Ongoing dynamic responses to BSPs/HCPs.
- On a termly basis, very specific focus on MAPP areas of assessment (categories) to support the breadth and balance, and the moderation and analysis
- Introducing the curriculum area assessment pathways (Cherry Garden) to support tracking of progress