



**Newark Orchard School**

**Data Analysis Autumn Term 2018**

Key Stage 1	Number of pupils		2 WSPS	
English	Comm	Reading	Writing	
Exceeded Target		50%	50%	
Met Target	50%	50%	50%	
Below Target	50%			
<b>maths (number)</b>				
Exceeded Target	50%			
Met Target	50%			
Below Target				
<b>SMSC</b>				
Exceeded Target	50%			
Met Target	50%			
Below Target				
<b>Scientific Enquiry</b>				
Exceeded Target	50%			
Met Target	50%			
Below Target				

Within Key Stage one there are 2 pupils following The Engagement Profile and 2 pupils following WSP Steps. Both pupils are responding to achieving academic progress through using early years and engagement style of teaching and learning. The pupil who did not reach their communication target and is having extra input by the class team and they are confident that he will reach this target by the end of the academic year. The class teams will continue to use their knowledge and understanding of these pupils and the individualised teaching to help them reach their end of year targets

Key Stage 2	Number of pupils		20 WSPS	
English	Comm	Reading	Writing	
Exceeded Target	15%	20%		
Met Target	85%	80%	100%	
Below Target				
<b>maths (number)</b>				
Exceeded Target	60%			
Met Target	35%			
Below Target	5%			
<b>SMSC</b>				
Exceeded Target	25%			
Met Target	70%			
Below Target	5%			
<b>Scientific Enquiry</b>				
Exceeded Target	60%			
Met Target	35%			
Below Target	5%			

Within this cohort of pupils 45% are in receipt of free school meals., 80% are ASD, 20% are either MLD or SLD These pupils have responded appropriately to their curriculum, styles of teaching and class groupings. The interventions some pupils have received have included communication groups to build on their methods of communication and individual reading time. This term some of these pupils are going to take part in Write Dance to build on their hand eye coordination and making purposeful marks.

Key Stage 3	Number of pupils	33 WSPS		
English	Comm	Reading	Writing	
<b>Exceeded Target</b>	10%	6%	22%	
<b>Met Target</b>	84%	81%	75%	
<b>Below Target</b>	6%	13%	3%	
<b>maths</b>				
<b>Exceeded Target</b>	16%			
<b>Met Target</b>	81%			
<b>Below Target</b>	3%			
<b>SMSC</b>				
<b>Exceeded Target</b>	18%			
<b>Met Target</b>	82%			
<b>Below Target</b>				
<b>Scientific Enquiry (KS3)</b>				
<b>Exceeded Target</b>	37%			
<b>Met Target</b>	60%			
<b>Below Target</b>	3%			

Within this cohort of pupils 33% are in receipt of free school meals, 12% are in receipt of Pupil Premium. 45% of the pupils have ASD, 21% have an MLD and 30% have an SLD.

The pupils in this cohort have very diverse needs. The class teams have to adapt daily to the different learners in the classroom. The pupils have made particularly good progress in scientific enquiry this term which in the past has been a problem. This has mainly been due to the science coordinator skilling up the teaching staff and ensuring the planning meets the needs of all the pupils. Four individual pupils have had interventions to support their SMSC progress, this has had a huge impact not only in them obtaining their targets but in developing friendships, understanding their own and others' emotions and supporting strategies to help them remain in a position to be ready to learn. These individual interventions will continue supporting these pupils and enhance their understanding of their emotions and strategies that support them. Three pupils have experienced the switch-on reading intervention and this has had a huge impact on their ability to read. They have all exceeded their targets and one pupil has increased by eight reading levels. We are going to trial this intervention with one of the pupils who have not met their reading target. For another one of the pupils who has not met their targets across the subjects, we have reviewed their progress over their time at Orchard and although they are making progress we are going to change the targets to set aspirational but realistic targets.

Key Stage 4		Number of pupils		12 English, 6 maths	
WSPS		12 science		12 SMSC	
English	WS Psteps	Comm	Reading	Writing	
Exceeded Target				42%	
Met Target		100%	100%	46%	
Below Target				12%	
maths		WS Psteps			
Exceeded Target					
Met Target		100%			
Below Target					
SMSC		WS Psteps			
Exceeded Target					
Met Target		100%			
Below Target					
Scientific Enquiry		(kS3)			
Exceeded Target		10%			
Met Target		90%			
Below Target					

Within this cohort of pupils 33% are in receipt of free school meals, 17% are in receipt of pupil premium. 42% of pupil have ASD, 17% have an MLD and 17% have an SLD .

Some students have received interventions with reading using Toe by Toe. This has increased their reading age and developed confidence. There have also been interventions involving emotional support and well being to prepare the students for learning.

One student has not met targets in writing. This student started with us in October and staff have found that this is an area that requires further intervention next term.

Key Stage 5		Number of pupils		4 maths		SMSC	
				5 English		WSPS	
English		Comm	Reading	Writing			
Exceeded Target		40%	40%	40%			
Met Target		60%	60%	60%			
Below Target							
maths							
Exceeded Target		75%					
Met Target							
Below Target		25%					
SMSC							
Exceeded Target		54%					
Met Target		46%					
Below Target							

Within this cohort of pupils 20% have PMLD, 20% have an MLD, 20%

Across key stage 5 the students are developing functional skill sand life skills and preparing themselves for adulthood. In Key stage 5 some students have health interventions to prepare them for learning. Some students are in a smaller class group and therefore are supported in particular 1-1 sessions.

Due to a prolonged illness one student has not met targets in maths. More 1-1 time will be made available in the Spring Term.

Post LAC	Number of pupils	3-English 4-maths 7-SMSC & science		
English		Comm	Reading	Writing
Exceeded Target			33%	67%
Met Target		67%	67%	33%
Below Target		33%		
<b>maths</b>				
Exceeded Target		50%		
Met Target		50%		
Below Target				
<b>SMSC</b>				
Exceeded Target		43%		
Met Target		57%		
Below Target				
<b>Scientific Enquiry</b>				
Exceeded Target		28%		
Met Target		72%		
Below Target				

This cohort of pupils consists of a very small number who fall within Key Stages 1,3 and 4. The vast majority of pupils have ASD

The majority of pupils have reached their targets in all areas. Students are receiving additional interventions around resilience, confidence, self esteem and resolving conflict. This impacts on their social and emotional wellbeing which impacts positively on their learning.

The student who has not met their target in communication is making progress and is expected to meet end of year targets. The teacher has received some coaching around WSP steps as this was impacting on progress being recorded accurately and some aspects of progress had not been marked as achieved. This student is receiving support for reading and has additional 1-1 in the class.

These students are having additional 1-1 support to understand social situations, build self esteem and develop confidence.

Looked After	Number of pupils		4 WSP	
English	Comm	Reading	Writing	
Exceeded Target				25%
Met Target	100%	100%		75%
Below Target				
<b>maths</b>				
Exceeded Target				
Met Target		75%		
Below Target		25%		
<b>SMSC</b>				
Exceeded Target				
Met Target		100%		
Below Target				
<b>Scientific Enquiry</b>				
Exceeded Target				
Met Target		100%		

This cohort of pupils consists of a very small number who fall within Key Stages 1,3 and 4. 58% of the pupils have ASD, 42% have an MLD

**KS3**

Emotional support is given to a student to help them to engage and be ready to learn. Additional support targeted at number will be put into place in the Spring term.

**KS4**

Additional support is received at lunchtimes to support self-care when eating and to develop greater independence. There are also interventions regarding puberty and changes focusing on the importance of private and public and consent at an appropriate level. This has developed the students awareness, self-esteem and independence.

Ethnic Minority Groups	Number of pupils 10-English 8-maths 12-Science & SMSC		
English	Comm	Reading	Writing
Exceeded Target	10%	10%	10%
Met Target	90%	90%	90%
Below Target			
<b>Maths</b>			
Exceeded Target	25%		
Met Target	75%		
Below Target			
<b>SMSC</b>			
Exceeded Target	17%		
Met Target	67%		
Below Target	16%		
<b>Scientific Enquiry</b>			
Exceeded Target	25%		
Met Target	67%		
Below Target	8%		

This cohort of pupils consists of a very small number who fall within Key Stages 1,3 and 4. The vast majority of pupils have an MLD

ASD Number of pupils 39-English 35-maths 43-science 52-SMSC			
English	Comm	Reading	Writing
Exceeded Target	13%	18%	38%
Met Target	82%	82%	62%
Below Target	5%		
<b>maths</b>			
Exceeded Target		40%	
Met Target		57%	
Below Target		3%	
<b>SMSC</b>			
Exceeded Target		23%	
Met Target		71%	
Below Target		6%	
<b>Scientific Enquiry</b>			
Exceeded Target		47%	
Met Target		51%	
Below Target		2%	

This cohort of pupils consists of- 2% of Key stage one pupils, 31% of Key stage 2 pupils, 33% of key stage 3 pupils 17% of key stage 4 pupils 17% of key stage 5 pupils 37% are in receipt of free school meals 13% are in receipt of LAC/post LAC Pupil Premium 8% are from an ethnic minority background

MLD Number of pupils 16-science 23-SMSC 9-English & maths			
English	Comm	Reading	Writing
Exceeded Target	11%		11%
Met Target	89%	78%	78%
Below Target		22%	11%
<b>maths</b>			
Exceeded Target		33%	
Met Target		56%	
Below Target		11%	
<b>SMSC</b>			
Exceeded Target		13%	
Met Target		74%	
Below Target		13%	
<b>Scientific Enquiry</b>			
Exceeded Target		19%	
Met Target		81%	
Below Target			

This cohort of pupils consists of- 5% of key stage 2 pupils 30% of key stage 3 pupils 35% of key stage 4 pupils 30% of key stage 5 pupils 17% are in receipt of lac/post LAC pupil premium 5% are in receipt of free school meals 17% are from an ethnic minority background

SLD		Number of pupils	19-English 17-science	16-maths 20- SMSC
<b>English</b>		<b>Comm</b>	<b>Reading</b>	<b>Writing</b>
<b>Exceeded Target</b>		11%	11%	16%
<b>Met Target</b>		78%	78%	84%
<b>Below Target</b>		11%	11%	
<b>maths</b>				
<b>Exceeded Target</b>		25%		
<b>Met Target</b>		69%		
<b>Below Target</b>		6%		
<b>SMSC</b>				
<b>Exceeded Target</b>		25%		
<b>Met Target</b>		65%		
<b>Below Target</b>		10%		
<b>Scientific Enquiry</b>				
<b>Exceeded Target</b>		24%		
<b>Met Target</b>		70%		
<b>Below Target</b>		6%		

PMLD		Number of pupils	2		
<b>English</b>		<b>Comm</b>	<b>Reading</b>	<b>writing</b>	
<b>Exceeded Target</b>					
<b>Met Target</b>		100%	100%	100%	
<b>Below Target</b>					
<b>maths</b>					
<b>Exceeded Target</b>		50%			
<b>Met Target</b>		50%			
<b>Below Target</b>					

This cohort of pupils consists of 50% of key stage 4 pupils 50% of key stage 5 pupils

This cohort of pupils consists of- 5% of key stage 1 pupils 15% of key stage 2 pupils 50% of key stage 3 pupils 20% of key stage 4 pupils 10% of key stage 5 pupils 20% of pupils are in receipt of LAC/post LAC pupil premium 35% are in receipt of free school meals 5% are from an ethnic minority background



FSM		Number of pupils		26 English 23 maths 28 SMSC & Science	
English	Comm	Reading	Writing		
Exceeded Target		10%	7%	34%	
Met Target		83%	86%	63%	
Below Target		7%	7%	3%	
<b>maths (number)</b>					
Exceeded Target		35%			
Met Target		61%			
Below Target		4%			
<b>SMSC</b>					
Exceeded Target		14%			
Met Target		86%			
Below Target					
<b>Scientific Enquiry</b>					
Exceeded Target		43%			
Met Target		53%			
Below Target		4%			

FSM KS2		Number of Pupils		9	
English	Comm	Reading	Writing		
Exceeded		22%	11%	67%	
Met Target		78%	89%	33%	
Below Target					
<b>maths</b>					
Exceeded			67%		
Met Target			33%		
Below Target					
<b>SMSC</b>					
Exceeded			22%		
Met Target			78%		
Below Target					
<b>Scientific Enquiry</b>					
Exceeded			78%		
Met Target			22%		
Below Target					

#### KS2 FSM

These pupils have responded appropriately to their curriculum, styles of teaching and class groupings. The interventions some pupils have received have included communication groups to build on their methods of communication and individual reading time. This term some of these pupils are going to take part in Write Dance to build on their hand eye coordination and making purposeful marks.

FSM kS3		Number of Pupils		13	
English		Comm	Reading	Writing	
Exceeded		8%	8%	23%	
Met Target		76%	76%	77%	
Below Target		16%	16%		
<b>maths</b>					
Exceeded			16%		
Met Target			76%		
Below Target			8%		
<b>SMSC</b>					
Exceeded			16%		
Met Target			84%		
Below Target					
<b>Scientific Enquiry</b>					
Exceeded			38%		
Met Target			54%		

### KS3 FSM

The pupils have made particularly good progress in scientific enquiry this term which in the past has been a problem. This has mainly been due to the science coordinators skilling up the teaching staff and ensuring the planning meets the needs of all the pupils. Four individual pupils have had interventions to support their SMSC progress, this has had a huge impact not only in them obtaining their targets but in developing friendships, understanding their own and others emotions and supporting strategies to help them remain in a position to be ready to learn. These individual interventions will continue supporting these pupils and enhance their understanding of their emotions and strategies that support them. Three pupils have experienced the switch-on reading intervention and this has had a huge impact on their abilities to read. They have all exceeded their target and one pupil has increased by eight reading levels. We are going to trail this intervention with one of the pupils who have not met their reading target. For another one of the pupils who has not met their targets across the subjects, we have reviewed their progress over their time at Orchard and although they are making progress we are going to change the targets to set aspirational but realistic targets.

FSM kS4 Number of Pupils 4-English 1-maths 6-SMSC 6- Science				
English		Comm	Reading	Writing
Exceeded				
Met Target		100%	100%	100%
Below Target				
maths				
Exceeded				
Met Target			100%	
Below Target				
SMSC				
Exceeded				
Met Target			100%	
Below Target				
Scientific Enquiry				
Exceeded				
Met Target			100%	
Below Target				

#### KS4 FSM

Pupils have met their targets and have support from a TA to develop reading skills through the Toe by Toe intervention. 5 pupils have interventions involving emotional support and in order to support the pupils to be ready to engage and learn. 1 pupil has a personalised timetable to support with transition, medication issues and mental health support in order for them to be in a position to engage. 7 students have emotional support and support around sex and relationships. Some pupils have been supported on a 1-1 package regarding understanding relationships on a tailor made package and other have dedicated 1-1 emotional support and time to talk and unpick different situations. 3 pupils are engaged in travel training promoting independence, confidence and awareness of dangers.

Comparisons for meeting or exceeding			Comm	Reading	Writing	Number	SMSC	Scientific Enquiry	
<b>Whole School</b>			89%	97%	97%	93%	99%	98%	
<b>FSM</b>			93%	93%	97%	96%	100%	96%	
<b>LAC</b>			100%	100%	100%	100%	100%	100%	
<b>Post LAC</b>			67%	67%	100%	100%	100%	100%	
<b>Ethnic Minorities</b>			100%	100%	100%	100%	84%	92%	
<b>ASD</b>			95%	100%	100%	97%	94%	98%	
<b>MLD</b>			100%	78%	89%	89%	87%	100%	
<b>SLD</b>			89%	89%	100%	94%	90%	94%	
<b>PMLD</b>			100%	100%	100%	100%	50%	100%	

The data demonstrates that whole school progress is good or better for the vast majority of pupils across the school. It is slightly lower for communication but these figures represent 2 pupils for which the interventions are described above. Results for the autumn term are positive and teachers know where to target interventions for the minority of pupils who have not met their targets this term.

On the whole pupils in receipt of free school meals make good or better progress in all areas and in some cases make better progress than those not in receipt of free school meals.

Pupils in receipt of pupil premium in relation to their looked after status make better progress than their peers on the whole.

Although pupils in receipt of pupil premium for their post LAC status are showing a lower percentage rate than other groups, this is due to the low numbers within the cohort and only reflects one pupil not meeting their target in communication and reading.

Pupils from an ethnic minority background make good or better progress in line with their peers on the whole. It is slightly lower in SMSC but again this relates to two pupils who are receiving interventions as described above.

## Accreditation in Key Stages 4 and 5

KS4 Number of pupils 12 Entry Level 1 Functional Skills				
English		Entry Level	Functional	
Exceeded				
Met Target		92%	100%	
Below Target		8%		

KS4 Number of pupils AQA Entry level 16 2- Foundation level 1 Functional Skills				
maths		Entry level	Foundation	Functional
Exceeded				
Met Target		88%	100%	
Below Target		12%	100%	

Within this cohort of pupils -

50% have ASD

44% have an MLD

6% have an SLD

17% are in receipt of Free school meals

22% are in receipt of Pupil Premium for post LAC

22% are from an ethnic minority background.

### Maths

The vast majority of pupils met or exceeded targets and are on course to achieve the predicted level of accreditation.

However 2 pupils did not meet targets. One pupil is a persistent non-attender and has significant anxieties related to school and does not consider themselves to have special needs. There is a package of support across agencies.

The other pupil was new to us in September and their complex mental health and unstable medication are impacting on learning. The current focus is to re-engage with activities and to make a stable and secure environment, developing trust with key staff, following a personalised timetable.

KS5 Number of pupils 15- Functional Skills				
English				
Exceeded				
Met Target		60%		
Below Target		40%		

KS5 Number of pupils 15- Functional skills				
1- AQA Entry Level				
maths		Functional	Entry Level	
Exceeded				
Met Target		40%	100%	
Below Target		60%		

Within this cohort of pupils-  
 53% have ASD  
 47% have an MLD

**Maths**

Several pupils have not met their targets for maths. This is due to the expectation that the pupil has to achieve the statement for functional skills a maximum of three times before this can be classed as achieved and therefore when you look closer, progress has been made but is not being shown in the overall results within a term. Although targets have not been reached it is felt that the pupils are still on course to achieve the accreditation. For one pupil causing concerns, interventions have been put into place with the introduction of Numicon and The Power of 1.

One of the pupils who has not met targets is an anxious non-attender and there is close liaison with parents, CAMHS and the local authority.

**English**

Over half of the students have met or exceeded their English targets but for those who have not met the situation is the same as for the maths.

## Engagement Profile Data Analysis

## Autumn Term 2018

This data analysis is of pupils who follow the Engagement Profile in Key Stages 1 and 2 (5 pupils).

	Resp.	Cur	Inv	Dis	Anti	Per	Ini	Avg Total
Pupil A								
Autumn 1	1.4	1	1.4	1	1.6	1.4	0.8	<b>6.14</b>
Autumn 2	2.25	2.25	2.5	2	2	2	0.5	<b>7.71</b>
Pupil B								
Autumn 1	2.5	2.25	2.25	2.5	2.25	2.5	1.75	<b>9.14</b>
Autumn 2	3	3	3	3.25	3.25	3.75	2.75	<b>12.57</b>
Pupil C								
Autumn 1	1.75	1.5	1.75	1.75	1.5	1	0.75	<b>5.71</b>
Autumn 2	2	2.25	2.25	2.75	2.25	2	1.25	<b>8.43</b>
Pupil D								
Autumn 1	2	1.8	1.6	1.8	1.8	1.2	0.6	<b>7.71</b>
Autumn 2	2.75	1.75	1.5	2.5	2	2	1.5	<b>8</b>
Pupil F								
Autumn 1	1.17	1	0.83	1	0.17	1.33	0.83	<b>6.33</b>
Autumn 2	2.33	2	2	2	0.17	1.5	0.67	<b>10.67</b>

100% of pupils have increased their average total engagement scores over the Autumn Term.

40% (2/5) pupils have made progress in all 7 areas of the Engagement Profile. The remaining 60% (3/5) pupils have made progress in the majority of the areas of the Engagement Profile.

Initiation has been identified as an area which has been scored lowest for the majority of pupils. The class teams will continue to use their knowledge and understanding of these pupils to develop strategies to encourage pupils to initiate their own activities.

Responsiveness is consistently high scoring for all pupils. This indicates a good pupil/staff relationship and pupils feel safe and secure to access opportunities for play and learning.