



**Newark Orchard School**

**Data Analysis SpringTerm 2019**

Key Stage 1	Number of pupils		2 WSPS	
English	Comm	Reading	Writing	
Exceeded Target	50%	50%	50%	
Met Target	50%	50%	50%	
Below Target				
<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 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	37%	42%	37%	
Met Target	58%	58%	64%	
Below Target	5%			
<b>maths (number)</b>				
Exceeded Target	42%			
Met Target	47%			
Below Target	11%			
<b>SMSC</b>				
Exceeded Target	11%			
Met Target	89%			
Below Target				
<b>Scientific Enquiry</b>				
Exceeded Target	53%			
Met Target	42%			
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. The intervention of Write dance and fun fit has built on the early writing skills to help achieve their targets. We have also used switch on reading to target students in reading key words and phrases.

Key Stage 3	Number of pupils	33 WSPS		
English	Comm	Reading	Writing	
Exceeded Target	21%	18%	18%	
Met Target	74%	71%	74%	
Below Target	5%	11%	8%	
<b>maths</b>				
Exceeded Target	32%			
Met Target	47%			
Below Target	21%			
<b>SMSC</b>				
Exceeded Target	18%			
Met Target	81%			
Below Target	3%			
<b>Scientific Enquiry (KS3)</b>				
Exceeded Target	37%			
Met Target	57%			
Below Target	6%			

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.

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. We will dedicate subject coordination and senior leadership time to investigate ways of supporting staff in teaching mathematics and helping those reach their targets.

Key Stage 4		Number of pupils		12 English, 7 maths	
WSPS		21 science		25 SMSC	
English	WS Psteps	Comm	Reading	Writing	
Exceeded Target		8%			
Met Target		92%		100% 100%	
Below Target					
maths		WS Psteps			
Exceeded Target		29%			
Met Target		29%			
Below Target		42%			
SMSC		WS Psteps			
Exceeded Target		16%			
Met Target		72%			
Below Target		12%			
Scientific Enquiry		(kS3)			
Exceeded Target		5%			
Met Target		76%			
Below Target		19%			

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.

In English and maths all students are meeting or exceeding thier targets. In SMSC there are 12% of students below target and after discussions with teachers it was discussed that one students did not reach their target due to a bad back and a reduced timetable and the others needed more focussed work on the community and this is an area for development wiht the topics this next term.

Key Stage 5		Number of pupils		4 maths		SMSC	
				4 English		WSPS	
English		Comm	Reading	Writing			
Exceeded Target		50%		50%		50%	
Met Target		25%		25%		50%	
Below Target		25%		25%			
maths							
Exceeded Target		25%					
Met Target		25%					
Below Target		50%					
SMSC							
Exceeded Target		35%					
Met Target		55%					
Below Target		10%					

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

Across key stage 5 the students are developing functional skills and 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.

The student that is not meeting targets in English and maths has made some progress. THis students is having 1-1 input and different techniques are being used to increase progression

The students that have not met the targets for SMSC have both had time off school due to illness.

Post LAC	Number of pupils	4-English 5-maths 8-SMSC & science		
English		Comm	Reading	Writing
Exceeded Target		50%	25%	25%
Met Target		50%	75%	75%
Below Target				
<b>maths</b>				
Exceeded Target		60%		
Met Target		40%		
Below Target				
<b>SMSC</b>				
Exceeded Target		38%		
Met Target		50%		
Below Target		12%		
<b>Scientific Enquiry</b>				
Exceeded Target		13%		
Met Target		63%		
Below Target		24%		

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.

Individual support in the summer term is being put into place to help students in scientific enquiry reach their targets with coaching and support from the Science coordinator.

Looked After	Number of pupils		4 WSP	
English	Comm	Reading	Writing	
Exceeded Target		25%	25%	25%
Met Target		75%	75%	75%
Below Target				
<b>maths</b>				
Exceeded Target				
Met Target		25%		
Below Target		75%		
<b>SMSC</b>				
Exceeded Target				
Met Target		100%		
Below Target				
<b>Scientific Enquiry</b>				
Exceeded Target		50%		
Met Target		50%		

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 Summer term.

The school are going to focus on supporting these pupils in Mathematics and Scientific enquiry. The senior leadership team and maths coordinator are going to provide coaching support for the class teachers. They are going to investigate any additional training required for staff. This includes an Inset day for all staff to focus on the teaching of mathematics and the systems involved.

**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		40%	40%	30%
Met Target		60%	60%	70%
Below Target				
<b>Maths</b>				
Exceeded Target		63%		
Met Target		37%		
Below Target				
<b>SMSC</b>				
Exceeded Target		16%		
Met Target		84%		
Below Target				
<b>Scientific Enquiry</b>				
Exceeded Target		50%		
Met Target		50%		
Below Target				

This cohort of pupils consists of a very small number who fall within Key Stages 1,3 ,4 and 5. The vast majority of pupils have an MLD

ASD Number of pupils 36-English 35-maths 42-science 52-SMSC			
English	Comm	Reading	Writing
Exceeded Target	36%	36%	28%
Met Target	64%	64%	70%
Below Target			2%
maths			
Exceeded Target		40%	
Met Target		54%	
Below Target		6%	
SMSC			
Exceeded Target		19%	
Met Target		81%	
Below Target			
Scientific Enquiry			
Exceeded Target		33%	
Met Target		62%	
Below Target		5%	

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 9-English & maths 16-science 23-SMSC			
English	Comm	Reading	Writing
Exceeded Target	11%	11%	11%
Met Target	89%	67%	78%
Below Target		22%	11%
maths			
Exceeded Target		33%	
Met Target		24%	
Below Target		43%	
SMSC			
Exceeded Target		26%	
Met Target		57%	
Below Target		17%	
Scientific Enquiry			
Exceeded Target		38%	
Met Target		50%	
Below Target		12%	

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

The school are going to focus on supporting these pupils in Mathematics and Scientific enquiry. The senior leadership team and maths coordinator are going to provide coaching support for the class teachers. They are going to investigate any additional training required for staff. This includes an Inset day for all staff to focus on the teaching of mathematics and the systems involved.

SLD	Number of pupils	21-English 19-science	19-maths 22- SMSC	
<b>English</b>		<b>Comm</b>	<b>Reading</b>	<b>Writing</b>
<b>Exceeded Target</b>		14%	19%	24%
<b>Met Target</b>		72%	71%	76%
<b>Below Target</b>		14%	10%	
<b>maths</b>				
<b>Exceeded Target</b>			28%	
<b>Met Target</b>			36%	
<b>Below Target</b>			36%	
<b>SMSC</b>				
<b>Exceeded Target</b>			23%	
<b>Met Target</b>			77%	
<b>Below Target</b>				
<b>Scientific Enquiry</b>				
<b>Exceeded Target</b>			32%	
<b>Met Target</b>			63%	
<b>Below Target</b>			5%	

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. The senior leadership team and maths coordinator are going to provide coaching support for the class teachers. They are going to investigate any additional training required for staff. This includes an Inset day for all staff to focus on the teaching of mathematics and the systems involved.

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>				
<b>Met Target</b>		100%		
<b>Below Target</b>				

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



FSM		Number of pupils		26 English 23 maths 28 SMSC & Science	
English	Comm	Reading	Writing		
Exceeded Target		31%	28%	28%	
Met Target		66%	69%	72%	
Below Target		3%	3%		
<b>maths (number)</b>					
Exceeded Target		48%			
Met Target		35%			
Below Target		17%			
<b>SMSC</b>					
Exceeded Target		18%			
Met Target		82%			
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		33%	44%	56%	
Met Target		67%	56%	44%	
Below Target					
<b>maths</b>					
Exceeded			67%		
Met Target			33%		
Below Target					
<b>SMSC</b>					
Exceeded			11%		
Met Target			89%		
Below Target					
<b>Scientific Enquiry</b>					
Exceeded			56%		
Met Target			44%		
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 will be going to continue the provision of Write Dance to build on their hand eye coordination and making purposeful marks.

FSM kS3		Number of Pupils		14	
English		Comm	Reading	Writing	
Exceeded		36%	21%	21%	
Met Target		50%	64%	71%	
Below Target		14%	14%	7%	
<b>maths</b>					
Exceeded			29%		
Met Target			43%		
Below Target			29%		
<b>SMSC</b>					
Exceeded			14%		
Met Target			72%		
Below Target			7%		
<b>Scientific Enquiry</b>					
Exceeded			36%		
Met Target			50%		
Below target			14%		

### KS3 FSM

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. We have increased our provision of switch on reading , with an increase of the number of students who can access it. This has continued to help our students reach thier potential.

As mathematics is a whole school area we need to focus on this will be managed as a whole school target and steps have been put into place.

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			33%	
Met Target			67%	
Below Target				
Scientific Enquiry				
Exceeded			17%	
Met Target			83%	
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	
Whole School			93%	93%	98%	75%	95%	93%	
FSM			97%	97%	100%	83%	100%	96%	
LAC			100%	100%	100%	25%	100%	100%	
Post LAC			100%	100%	100%	100%	88%	76%	
Ethnic Minorities			100%	100%	100%	100%	100%	100%	
ASD			100%	100%	98%	94%	100%	95%	
MLD			100%	78%	89%	57%	83%	88%	
SLD			86%	90%	100%	64%	100%	95%	
PMLD			100%	100%	100%	100%			

The data demonstrates that whole school progress is good or better for the vast majority of pupils across the school. There is a significant dip in maths this term, particularly in KS3 KS4 & KS5 for MLD/SLD pupils. This is being addressed with the maths coordinator working with SLT to coach teachers and through a planned INSET on maths in the summer term. The maths coordinator is also going to join a working party looking at maths for SEND pupils led by The Minster Teaching school.

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 in scientific enquiry this is due to the low numbers within the cohort and only reflects one pupil not meeting their target in this area.

Pupils from an ethnic minority background make good or better progress in line with their peers on the whole.

## Accreditation in Key Stages 4 and 5

KS4 Number of pupils 16 Entry Level 1 Functional Skills				
English		Entry Level	Functional	
Exceeded				
Met Target		88%	100%	
Below Target		13%		

KS4 Number of pupils AQA Entry level 12 1 Functional Skills				
maths		Entry level	Functional	
Exceeded				
Met Target		75%	100%	
Below Target		25%		

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

Most students have made progress and are on target to meet the predicted grade for the accreditation. There are 2 students that are below expectations. One student is a non-attender and the other student is undergoing significant medical investigations and has experienced some regression with learning and aspects of his life. There are interventions in place to support the student.

### English

Most students have made progress and are on track to meet the target of their predicted grade. There are three students that are below expectation. One student is a non-attender and the other student is undergoing significant medical investigations and has experienced some regression with learning and aspects of his life. There are interventions in place to support the student. There is another student who is making progress but needs additional input due to behaviour and anxiety and is on a more personalised timetable.

KS5 Number of pupils 16- Functional Skills				
English				
Exceeded		67%		
Met Target		27%		
Below Target		6%		

KS5 Number of pupils 15- Functional skills				
1- AQA Entry Level				
maths		Functional		
Exceeded		38%		
Met Target		44%		
Below Target		18%		

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

**Maths**

The majority of pupils have exceeded and are on target to achieve the predicted grade. There are 3 students that are falling below the target. One is a non-attender who has since left school and the other is making small step progress and continues to be monitored and interventions used. However, the class teacher believes that they are still on track to achieve the Entry 1 functional skills accreditation. The third student has made great progress and is still predicted to achieve Entry 3 Functional skill maths but the class teacher felt that more work was needed in certain areas before she was comfortable to sign off those particular areas.

**English**

The majority of pupils have exceeded and are on target to achieve the predicted grade. The one is a non-attender who has since left school

### Engagement Profile Data Analysis

### Spring Term 2019

	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>
Spring 1	2.25	2.75	2.25	1	0.75	2	2.5	<b>13</b>
Spring 2	2.4	2	1.8	1.4	2.2	2	1.2	<b>13.5</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>
Spring 1	4	1.8	2	1.6	2.4	3.6	2.8	<b>18.2</b>
Spring 2	3.6	2.6	2.4	2.4	3	2.8	2.8	<b>19.6</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>
Spring 1	2.4	0.8	1.4	0.4	1.4	2.2	2	<b>10.6</b>
Spring 2	2.2	2	2.4	1.6	2.2	1.4	1.4	<b>13.2</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>
Spring 1	2	1.2	1.2	1.2	1.2	1.6	1.6	<b>10</b>
Spring 2	2.2	1.8	2	1.4	2.6	1.8	1.2	<b>13</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>
Spring 1	3.5	2.83	3.17	3	1.17	2.83	1.83	<b>18.33</b>
Spring 2	4	3.6	3.4	3.2	2	4	4	<b>24.2</b>
Pupil G								
Autumn 1	2.14	2.29	2.29	2.14	0.71	1.86	2.29	<b>13.71</b>
Autumn 2	4	4	3.75	3	1.25	3.5	4	<b>23.5</b>
Spring 1	3.25	2	2.75	2.25	0.5	2.25	1.5	<b>14.5</b>
Spring 2	3.75	3.5	3.5	4	0.5	3	3.5	<b>22.6</b>

75% (6/8) pupils have increased their average total engagement scores over the Spring Term. 87.5% (7/8) pupils have made progress with their engagement scores each half term. 1 pupil has made progress in all 7 areas of the engagement profile. The majority of pupils have made progress with their initiation. Last term this was identified as an area of weakness and staff were asked to focus their teaching on improving pupils' self-initiation. There tends to be a reduction in scores between Autumn 2 and Spring 1 data. This could be due to a long holiday period and pupils need time to reaffirm their engagement with activities.

Pupil H								
Spring 1	2.25	1.75	2	2	1.75	1.75	1.75	<b>13.25</b>
Spring 2	1.83	1.67	1.67	1.67	1.67	1.83	2.33	<b>12.67</b>
Pupil I								
Spring 1	2.5	2	1	0	2	1.5	2.5	<b>11.5</b>
Spring 2	2	1.67	1	1.33	2.5	2.17	2	<b>12.67</b>