

## Data Analysis Academic Year 2022 to 2023: Progress in Core Subjects for Key Stage 1 to 3

In the upcoming year, we are introducing a new primary curriculum for some Foundation and Core subjects. This will include utilising their inbuilt assessment system for those subjects alongside SOLAR for the time being. This dual system approach may not be ideal so will be reviewed thoroughly to ensure data is useful and staff workload is not negatively impacted.

This year, two students in Key Stage Two voluntarily took part in the Key Stage Two SATs tests. This is the first time any Forest Oak student has ever taken these tests and, although the results are not important to us in terms of league tables, it is an exciting move which the students thrived in and we plan to

### Process

At the start of the year targets are set for all students in Key Stages 1-3 in English and Maths. This takes into account prior attainment and age, and holds this against National Progression Data. New subject specific progress reports were devised and shared with subject leaders. As the year progressed, data was analysed. Where students are seen to be slipping below the expected level of progress, class teachers were contacted and asked for interventions to be put in place. In 2022-23 this happened in May with the instruction to share this information with the class's teacher for next year at handover. Going into 2023-24, this will also happen in January.

A final analysis of each student's progress will be carried out in July including strengths and weaknesses and a class overview sheet will be produced for each class teacher. Following this, handover meetings will be held with the new class teams for 2023/24 to discuss progress from the last academic year and starting levels for the upcoming year. This information will help teachers to understand their new students' needs and help with target setting for the next academic year.

For the first time ever, two Forest Oak learners took the Key Stage Two SATs. Attainment data was used to identify students who may be capable of completing them, and class staff as well as both parents and learners themselves were involved in the decision. Although this has not had an impact on this year's data, it may be included in next year's.

### Results

#### EYFS

There were 9 learners following the EYFS curriculum, learners in Reception and Year 1. Last year this information was included in Key Stage 1 instead of being kept separate, so there is no comparative data from last year. Going forward, I will keep the two separate as they follow separate systems.

	Above expected progress	Expected progress	Below expected progress
Literacy	66%	11%	22%
Maths	77%	22%	0%

### Key Stage 1

There were 5 learners in Key Stage 1 which comprises of learners in Year 2. Numbers in brackets represent last year's data, for comparison purposes, and the symbol afterwards shows whether this is an increase (+), decrease (-) or the same (=)

	Above expected progress	Expected progress	Below expected progress
Literacy	100% (82% +)	0 (18% -)	0 (0 =)
Maths	40% (55% -)	40% (27% +)	20% (18% +)

### Key Stage 2

There were 33 learners in Key Stage 2, which comprises of learners in Year 3, Year 4, Year 5 and Year 6.

	Above expected progress	Expected progress	Below expected progress
English	52% (77% -)	42% (9% +)	6% (14% -)
Maths	45% (57% -)	36% (37% -)	18% (6% +)

### Key Stage 3

There were 43 learners in Key Stage 3, which comprises of learners in Year 7 and Year 8. One of these learners is currently being educated in Key Stage Two with students chronologically younger than her age. Her data has not been included in this.

Learners in Year 9 begin their Entry Pathways accreditation so do not appear in this data.

	Above expected progress	Expected progress	Below expected progress
English	40% (48% -)	53% (34% +)	7% (18% -)
Maths	50% (23% =)	34% (31% +)	15% (45% -)

### Overall

Across Key Stages 1-3 there were a total of 87 learners.

	Above expected progress	Expected progress	Below expected progress
Literacy/ English	65% (69% -)	27% (20% +)	8% (11% -)
Maths	53% (45% +)	33% (32% +)	13% (18% -)

### Analysis

Across the whole school, 92% of learners made the expected level of progress or higher in English, a slight improvement on 89% last year. We see a particular strength in Key Stage One in which 100% of learners made above the expected level of progress, following this trend from last year. This means that 8% of students across the school did not make the expected level of progress- compared to 11% last year. In fact, the number of students not making the expected level of progress has fallen in every key stage.

86% of learners made the expected level of progress or higher in Maths, a good increase on last year's 77%. There is a strength in EYFS in which 100% of learners made the expected level of progress or higher. However, there is an increase in students failing to meet the expected level of progress in Key Stages 1 and 2 Maths.

The trial of grouping learners at Key Stage Three according to attainment rather than age has begun. This seems to have made some impact of this this academic year as predicted, as where 45% of students were falling below the expected level of progress last year, this has reduced to 15%. The full impact of this will be seen in the data profile for the academic year 2023-24 once a whole year's cycle is complete and, as this is still the area in which the greatest percentage of students are not making expected progress it will remain a priority going into the next year.

### Next Steps

Curriculum continues to be a core focus across the school, with subject leaders in English and Maths being given additional time to develop their curriculum and assess it's impact. A new scheme of work, Cornerstones, is being introduced into the primary part of the school. English and Maths lessons are being singled out as stand-alone lessons where they previously were merged into part of the topic-based curriculum. A new phonics scheme, Little Wandle, is also being introduced across the whole school. These new initiatives are expected to have a positive impact on both core areas, in particular English.

The mathematics lead continues with the core number skills focus to embed key skills for lower attaining students to ensure mastery in basic number skills before branching out into different, more complex, areas of maths.

To address those students who may be slipping through the net and not quite attaining targets in Maths, progress will be monitored more closely throughout the year. Whereas this year, students slipping below the expected level of progress were identified to class teachers in May, this may be a little late to implement useful interventions. Therefore next year this process is also planned for January. The impact of this change will be monitored when next year's data is compared to this year's.

Work continues evaluating the usefulness of the current IEP target system (internally known as Yearly Targets) and trialling a new system which widens the scope of the IEP to include Computing and Science targets while also refining the system to a rolling sequential system which feels more natural and flowing, reflecting the needs of our current cohort rather than rigid termly targets.

This has been slower than expected due to changing priorities. Consultation with a small group of teachers and learning support assistants went ahead and was extremely successful. The next stage will be to introduce more widely and train others in how to use the targets. We expect to see the full results of this in the academic year 2023-24.