

Curnow School 2023-24 Data Headlines

Curnow School 2023-24 Data Headlines Whole School Overview. The table below shows the Pathways/stages within the school and the assessments that we have in place to ensure we are able to monitor progress effectively for all our learners. We use both Evidence for Learning (Efl) and paper-based assessment systems to record this information. All Data is analysed both termly and yearly by the senior leadership team and class teachers to ensure that we monitor trends, identify any gaps and put appropriate interventions in place to support pupils' individual needs and that no pupils are disadvantaged.

PATHWAY/STAGE	ASSESSMENT	CORE SUBJECTS	NON-CORE SUBJECTS	EHCP	ACCREDITATION	PUPIL PREMIUM
EYFS	Teacher assessment	3 prime areas EFL – Cherry Garden	4 specific areas Efl – Cherry Garden	4 EHCP outcomes Efl		Pupil premium impact related progress E.g. Music therapy, dance, swimming
	Teacher/pupil evidence	3 prime areas EFL – Cherry Garden 3 x each area/term		4 EHCP outcomes Efl		
R2L	Teacher assessment	Maths and English Efl PD and PSHE Assessment tracker	Non-core curriculum tracker	4 EHCP outcomes Efl		Pupil premium impact related progress E.g. Music therapy, dance, swimming
	Teacher/pupil evidence	Maths and English Efl <i>1 x writing/week 2X number/half term</i>		4 EHCP outcomes Efl		
L2L	Teacher assessment	Engagement indicators to inform Engagement profile		8 EHCP outcomes Efl		Pupil premium impact related progress E.g. Music therapy, dance, swimming
	Teacher/pupil evidence			8 EHCP outcomes Efl		
Post 16	Teacher assessment	Maths and English Efl- linked framework	Post 16 Curriculum 3 strands	4 EHCP – R2L 8 EHCP – L2L Efl	ASDAN PP and PSD L2L and R2L Efl Linked framework	Pupil premium impact related progress E.g. Music therapy, dance, swimming
	Teacher/pupil evidence	Maths and English Efl- linked framework	Post 16 Curriculum 3 strands Efl - Tags	4 EHCP – R2L 8 EHCP – L2L Efl		

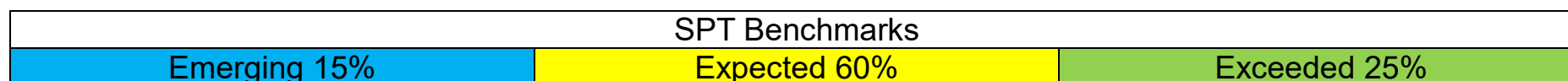
EHCP AON – Communication and Interaction – Communication target and assessment Sensory and /or Physical – Physical Development target, SEMH – PSHE target

At Curnow we use the following schemas to identify progress. The first Schema is for assessment within Evidence for Learning, this is used for both EHCP annual and termly targets (these are linked to their outcomes within their EHCP) and Maths and English targets.

The expectations of progress, alongside the colour key to the graph below are as follows:

Emerging	Not present or only just beginning to emerge/new target High level of prompt or support
Developing	Evidence of Progress Low level of prompt or support
Established	Is used frequently and maintained over time. Most independent/spontaneous, only occasional reminders/prompts
Generalised	Consistently used and applied within a range of settings/contexts with a range of people Independent and unprompted

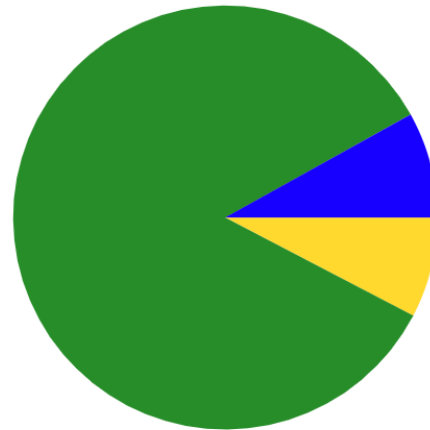
The second schema relates to progress towards targets within provision such as dance, swimming and yoga. This is tracked using a class-based target sheet. The expectations for progress, alongside the colour key to the charts below is as follows:



Whole School data for EHCP Annual Targets 2023-24

EHCP outcomes within the areas of need are broken down into annual and termly targets. This provides small steps in learning as well as a clear sequence in learning towards the outcomes within the plan. Within our pathways Learning to Learn (L2L) and Ready to Learn (R2L), the expectation is that L2L pupils will have 8 annual and termly targets and R2L will have 4 annual and termly targets that will be assessed and evidenced in detail through EfL. It is important that all outcomes are delivered throughout the year and progress against these reported through the annual review process.

Summer 24 EHCP Annual Targets



● Annual Targets Progress 23-24 - 1 point
 ● Annual Targets Progress 23-24 - 2 point
 ● Annual Targets Progress 23-24 - 3 point

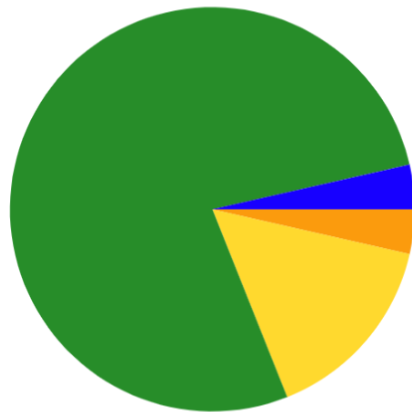
<p>Narrative No Progress: 0% 1 Step of Progress: 7.66% 2 Steps of Progress 84.27% 3 Steps of Progress: 8.07%</p>	<p>This data is for the Annual targets for the whole school and across all areas of need of the EHC plan. The majority of targets have been established (2 steps of progress from their starting point) with an equal number of targets sitting either side of this as either developing (1 step of progress) or generalised (3 steps of progress). This year there are no targets where pupils have made no steps of progress. Pupils who have made 2 steps of progress has increased this year by nearly 3% this has meant there is a slight decrease by just under 1% in both 1 step and 3 steps of progress. We hold termly moderation meetings with class teachers to look at their class data and individual pupils to 'drill down' on specific targets to ensure pupils are making as much progress as possible and that targets are appropriately challenging for all pupils. With the vast majority of pupils making expected progress, we can state that teachers have good understanding of where</p>
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their pupils are in their learning and are setting appropriate targets for their next steps within the annual EHCP target

Termly target data 2023-24

Autumn 2023

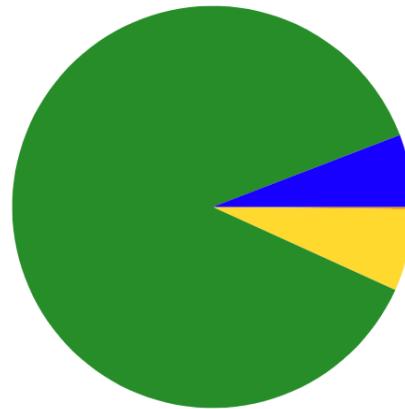
Autumn EHCP Targets whole school



Progress Autumn 23 - No Progress Progress Autumn 23 - 1 point
Progress Autumn 23 - 2 point Progress Autumn 23 - 3 point

Spring 2024

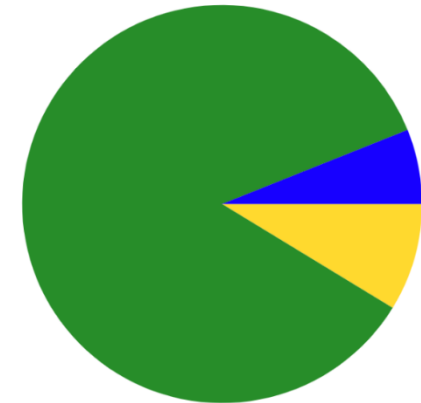
Spring 24 EHCP All Data



Progress Spring 24 - No Progress Progress Spring 24 - 1 point Progress Spring 24 - 2 point Progress Spring 24 - 3 point

Summer 2025

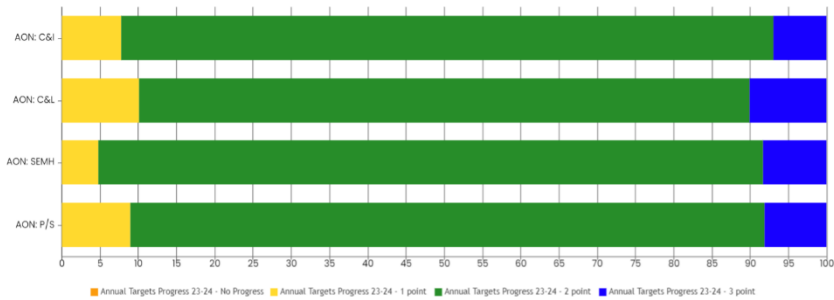
Summer 24 EHCP ST Targets



Narrative: Whilst the annual targets come from the EHC outcomes from the pupils' plan, each term we set smaller termly targets that are bitesize sequential steps towards those annual targets. We hold at least termly pupil progress meetings and moderation meeting where we look at the data and identify any trends and patterns as well as drilling down to the individual pupil level to see if there is a specific target or area that a pupil may need intervention or support to ensure that any gaps are closed. We can see from the Autumn data that small percentage of pupils were making no steps of progress but by the spring term the modifications or interventions are clearly working to support the pupils to progress. There is consistency across the last two terms with the number of targets where there are 2 steps of progress (green),

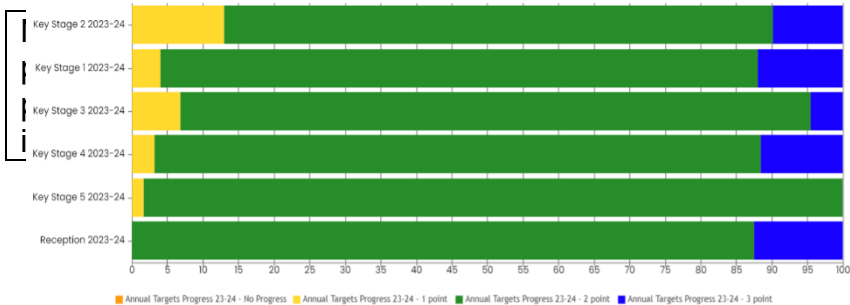
Progress by AON

Preview



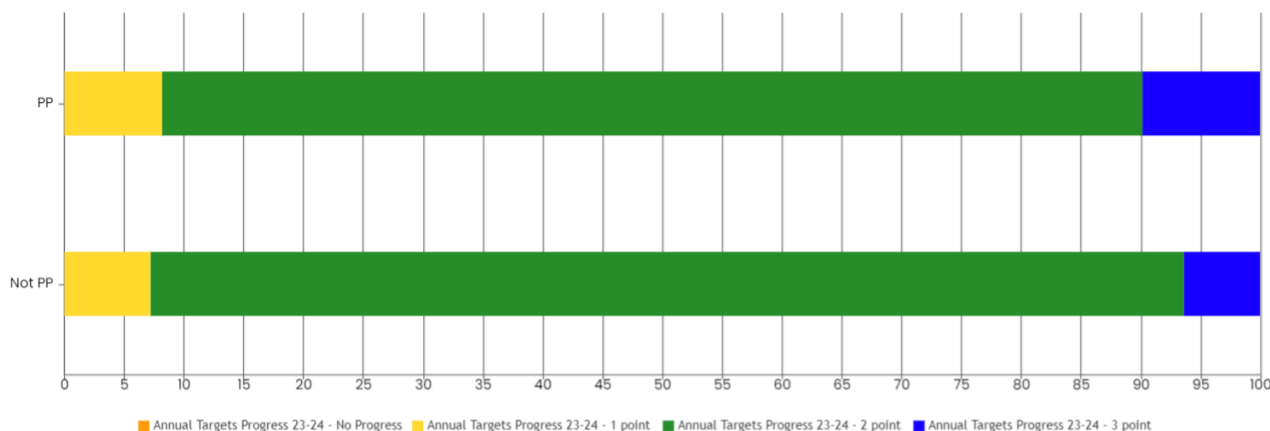
Narrative: When we look at the different areas of need within the EHC plan we can see that cognition and learning and sensory and physical have a slightly higher number of targets where progress is still ‘developing’ (1 step) compared with the other areas. In Cognition and Learning generalised (3 steps) is also has slightly higher. Through teachers meetings we will monitor pupils who are at 1 step of progress, look at if any specific interventions are needed in this area. or whether pupils are close to established and an increased focus within this area will ensure that they make more progress in the following term.

Progress by Key Stage



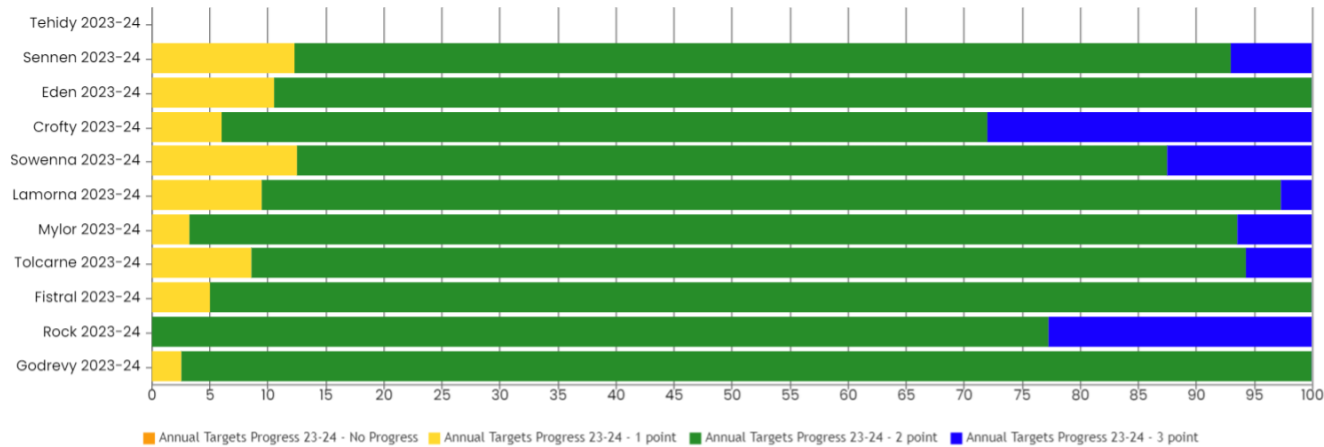
Looking at the data from a key stage perspective and the breakdown of progress from this year. Most pupils have achieved at least 2 steps of progress in a smaller percentage of ‘1 step of progress’ within key stage 2, when looking at the data this across the summer term.

Pupil Premium versus Non Pupil Premium



Narrative: As we can see from our pupil premium versus non pupil premium the data is very similar. Our pupil premium pupils are making slightly more progress (generalised – 3 steps) compared with non-pupil premium but do have a slightly higher number of targets that are still developing (2 steps of progress). This is a trend that as a school we have seen over time and highlights that educational, social and health needs are the main factors for all our pupils in making progress and not necessarily whether they are pupil premium or not. We continue to monitor this data closely to ensure that all pupils are making progress and are not disadvantaged – we also take a broader view of disadvantage (beyond PP status) and all support/learning focus is personalised to each pupil, regardless of status.

Progress by Class



Narrative: When we get to a class level we can start to really unpick the data and the differences between classes and individual pupils. Again, this year all classes have at least one step of progress. Crofty Class who are on the engagement pathway have quite high levels of generalised targets this is due to specific interventions researched and embedded into practice by the class teacher in early communication and interaction for our pupils with visual impairment needs.

Pupil premium and Sport premium Data 2023-24

Each class will set pupil targets for the activities below and keep progress data both termly and annually for their pupils. We are then able to monitor the progress the pupils are making and the positive impact that these activities/learning has on the pupils.

Lower school	Emerging	Developing	Established	Generalised	Total
Pupil Premium					
PE		1 (7%)	14 (93%)		15
EHCP Targets		3 (21%)	10 (72%)	1 (7%)	14
MOVE		1 (33%)	2 (67%)		3
Yoga		3 (18%)	13 (76%)	1 (6%)	17
Dance		3 (18%)	14 (82%)		17

Swimming		4 (40%)	6 (60%)		10
Water Skills			1 (100%)		1
Rebound			1 (100%)		1
Non Pupil Premium					
PE		8 (24%)	20 (60%)	5 (15%)	33
EHCP Targets		1 (12%)	6 (76%)	1 (12%)	8
MOVE		2 (22%)	7 (78%)		9
Yoga		2 (8%)	21 (84%)	2 (8%)	25
Dance		4 (16%)	17 (68%)	4 (16%)	25
Swimming		4 (27%)	11 (73%)		15
Water Skills					
Rebound			1 (100%)		1

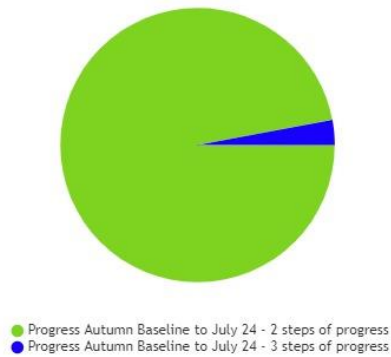
Upper school	Emerging	Developing	Established	Generalised	Total
Pupil Premium					
PE	1 (3%) 1 pupil significant dysregulation – CAMHS input pending	3 (9%)	32 (88%)		36
EHCP Targets			19 (100%)		19
MOVE			4 (100%)		4
Yoga	1 (3%) (as above)	3 (9%)	26 (88%)		30
Dance	1 (4%) (as above)	4 (16%)	19 (76%)	1 (4%)	25
Swimming			3 (75%)	1 (25%)	4

Water Skills			6 (100%)		6
Horse Riding			1 (50%)	1 (50%)	2
Rebound			1 (100%)		2
Non Pupil Premium					
PE		6 (30%)	15 (65%)	1 (5%)	22
EHCP Targets		2 (16%)	19 (84%)		21
MOVE	1 (20%) significant health change – awaiting therapy input	2 (40%)	3 (40%)		5
Yoga		4 (16%)	20 (84%)		24
Dance		7 (35%)	14 (65%)		21
Swimming			3 (100%)		3
Water Skills			7 (88%)	1 (12%)	8
Horse Riding		1 (25%)	3 (75%)		4
Rebound			2 (100%)		2

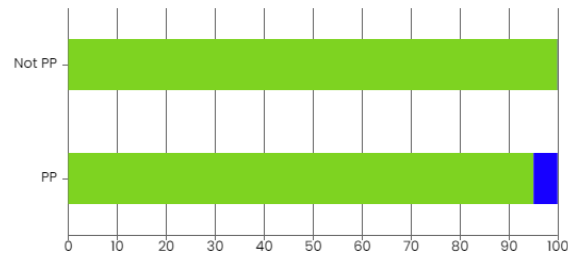
Curriculum Targets English & Maths

Discovery - LT Targets English & Maths 2023-24

English

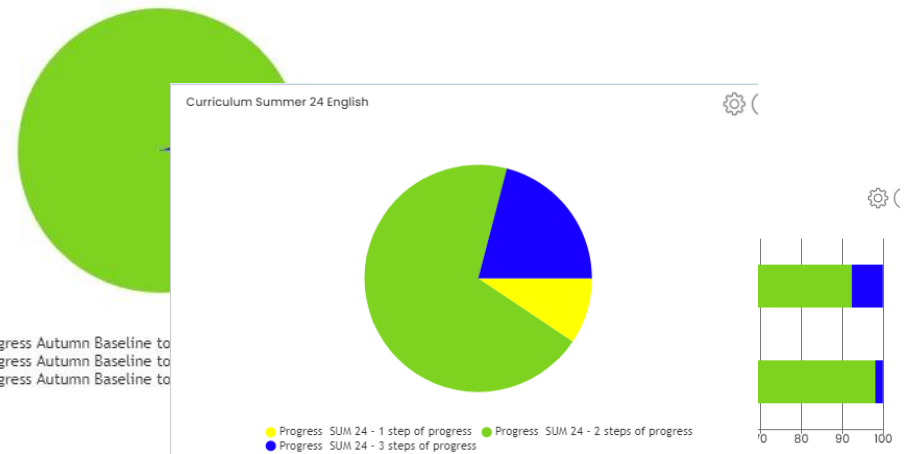


Curriculum 2023-4 English PP and non PP



- Progress Autumn Baseline to July 24 - No progress
- Progress Autumn Baseline to July 24 - 1 step of progress
- Progress Autumn Baseline to July 24 - 2 steps of progress
- Progress Autumn Baseline to July 24 - 3 steps of progress

Maths



- Progress Autumn Baseline to July 24 - No progress
- Progress Autumn Baseline to July 24 - 1 step of progress
- Progress Autumn Baseline to July 24 - 2 steps of progress
- Progress Autumn Baseline to July 24 - 3 steps of progress

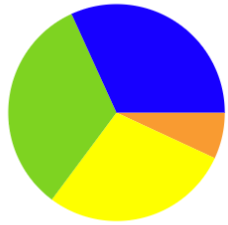
Narrative: When looking fairly comparable with the number of pupils making 2 steps of progress slightly higher in English. We have developed a clear moderation process within the school where we meet with class teachers to look at data and identify gaps early to ensure no pupil is left behind. Where gaps are revealed, teachers are putting clear interventions in place to ensure that barriers to learning are removed and support is personalised to individual need. It is further evident with no pupils making no progress this year. We will continue to adopt this personalised pupil approach to moderation with our Maths and English Leads and class teachers. We can see that overall, there is a slight difference both in Maths between PP and Non-PP pupils. With non-PP pupils scoring 8% at develop (1 step of progress) compared to PP which is at 2%.

English (97%) and Maths (94%) the data again this year is

Discovery ST Targets English & Maths

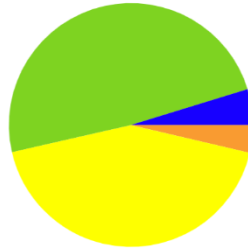
English ST Targets

Curriculum 2023 ST targets English



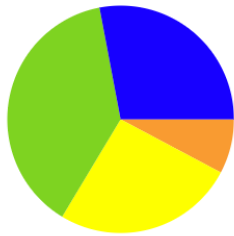
Progress Aut 23 - No Progress Progress Aut 23 - 1 step Progress Aut 23 - 2 steps
 Progress Aut 23 - 3 steps

Curriculum Spring 24 English Data



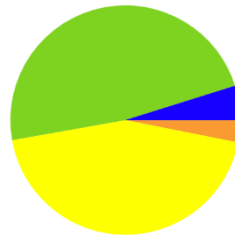
Maths ST Targets

Curriculum 2023 ST targets Maths number



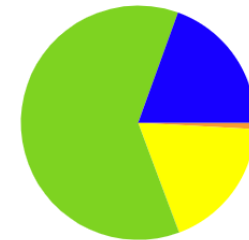
Progress Aut 23 - No Progress Progress Aut 23 - 1 step Progress Aut 23 - 2 steps
 Progress Aut 23 - 3 steps

Curriculum Spring 24 Maths Data



Progress SPR 24 - No Progress Progress SPR 24 - 1 step Progress SPR 24 - 2 steps Progress SPR 24 - 3 steps

Curriculum Summer 24 Maths



Progress SUM 24 - No progress Progress SUM 24 - 1 step of progress
 Progress SUM 24 - 2 steps of progress Progress SUM 24 - 3 steps of progress

Narrative: When we break down our curriculum data across a term, we must be mindful that our pupils don't always make 2 steps of progress within a traditional term of time. Our Long Term Targets for Maths and English are made up of sequential smaller steps (short term targets) to reach the long term goal. This ensures our pupils make good progress over time and more importantly, retain knowledge. Student's may take longer on one short term target or start a target late on in a term. These will therefore rollover to following term. This will therefore affect the data. We still assess our data in traditional school terms so that we have a clear picture of where students are within a given time period. However, if a student's short term target crosses over the terms they will only make one step of progress in each term. So whilst the target is established (green 2 steps of progress) it

will show as yellow (1 step of progress) across two terms. We are careful to check this within our moderation meetings to ensure progress is still being made over time. We get a truer reflection of progress over time in each subject area when we look at the data annually.

Post 16 Data - Adult B Squared

Post 16 Data 2023-24 (18 Pupils)				
	Emerging	Developing	Established	Generalised
Literacy	0%	0%	53%	47%
Numeracy	0%	0%	47%	53%

Narrative: For Post 16 students the focus is on less targets but targets being generalised. This is the last opportunity for pupils at Curnow School to generalise these targets and ensure that these skills leave the school with them as part of their long term memory. However, the Maths and English leads are working closely with the class teacher to ensure there is sufficient challenge within the targets, both within the number of targets set and the challenge within each target for all pupils.

EYFS Data - Cherry Garden EYFS Assessment

Early Years Data (10 Pupils)			
	Emerging	Expected	Exceeded
Literacy	20%	80%	0%
Numeracy	0%	100%	0%

Narrative: Our EYFS data shows that 100% of pupils were at the expected level in Maths and 80% in English. The 2 pupils (20%) that made emerging progress have now been moved on the Engagement pathway (Yr2), ensuring that the curriculum, target setting and assessment is meaningful and challenging for their needs. 3 (Yr2) pupils have also moved on to the Discovery pathway and will now access the Discovery Maths and English sequenced curriculum and be assessed through the bespoke Trust frameworks ensuring challenge and acquisition of skills and knowledge through a mastery approach.