

Curnow School 2022-23 Data Headlines

Whole School Overview

The table below shows the Pathways/stages and the assessments that we have in place across the school to ensure we are able to monitor progress for all our learners. We use both Evidence for Learning (EfL) and paper based assessment systems to record this information. It is important that all data is analysed to ensure that we are picking up trends, identifying gaps and from this putting in appropriate interventions and support to ensure no pupil is 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</i> <i>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. The first is for assessments within EFL for both EHCP annual and termly targets linked to the outcomes within the areas of need and Maths and English targets. The expectations of progress, alongside the colour key to the graph below are as follows:

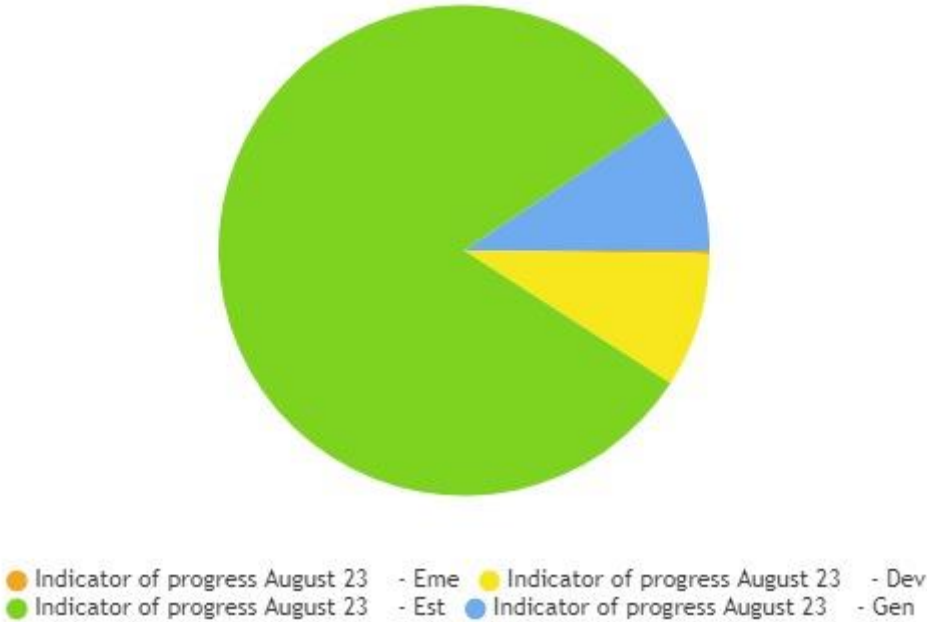
Emerging	Not present or only beginning to emerge/new target High level of prompt or support.
Developing	Evidence of progress. Lower level of prompt or support.
Established	Is used frequently and maintained over time. Mostly independent/spontaneous, only occasional reminders/prompts.
Generalised	Consistently used and applied within a range of settings/context and 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:

SPT benchmarks		
Emerging 15%	Expected 60%	Exceeded 25%

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.

Whole School data for EHCP annual targets 2022-23



Narrative:

No progress: 0.5%

1 step of progress: 9%

2 steps of progress: 81.5%

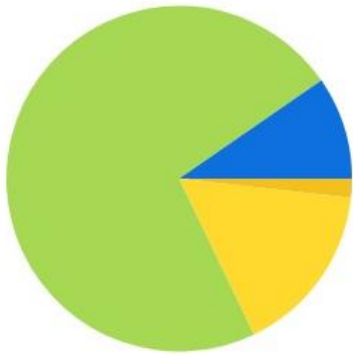
3 steps of progress: 9%

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). There is a very tiny number of targets where pupils have not made progress from their starting points.

We hold meetings with class teachers to look at their class data and individual pupil data to ‘drill down’ to specific targets to ensure pupils are making as much progress as possible and that targets are appropriately challenging for all pupils.

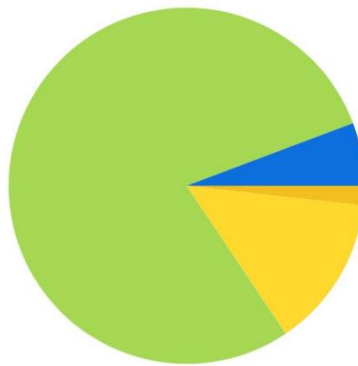
Termly target data 2022-23

Autumn 22



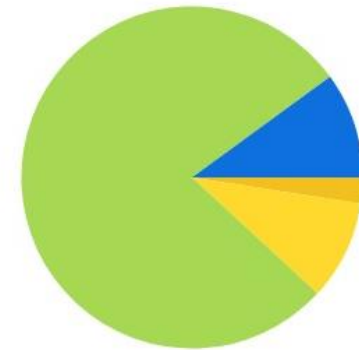
Progress autumn 2022 - No Progress
Progress autumn 2022 - 1 step
Progress autumn 2022 - 2 step
Progress autumn 2022 - 3 step

Spring 23



Progress spring 2023 - No Progress
Progress spring 2023 - 1 step
Progress spring 2023 - 2 step
Progress spring 2023 - 3 step

Summer 23

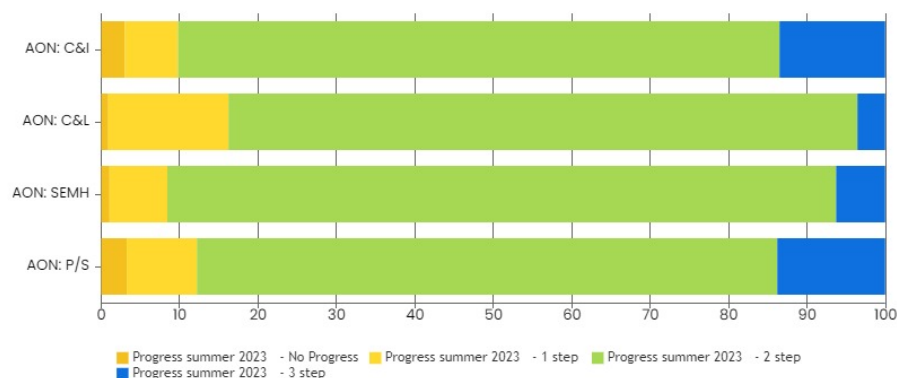


Progress summer 2023 - No Progress
Progress summer 2023 - 1 step
Progress summer 2023 - 2 step
Progress summer 2023 - 3 step

Narrative:

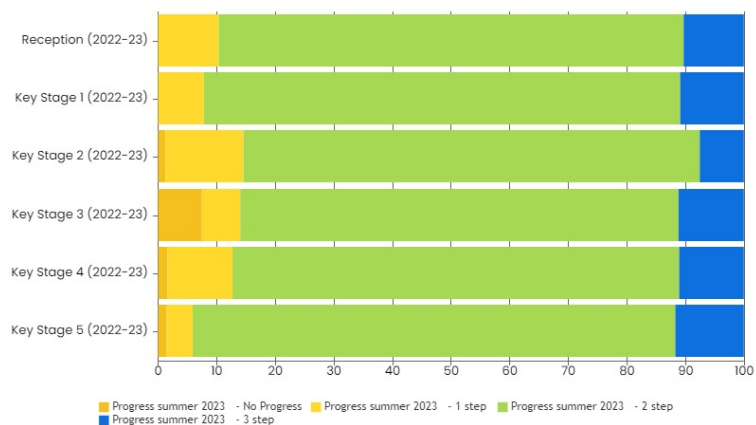
Each term we set termly targets which link to the annual target and the EHCP outcomes from the pupils plan. As we can see there is consistency across each term with the number of targets where there is 2 steps of progress (green). This data is analysed with teachers within a termly progress meeting to identify any trends within their class data as well as looking at individual pupil data to ensure that progress is being made and that challenge is in place. We can see from the data that the 3 steps of progress where pupils have generalised a skill/target is less in the spring term. This in part can be attributed to this term being shorter in length - knowing this, teachers will need to ensure that targets set within this term are achievable within the time given.

Progress by AON



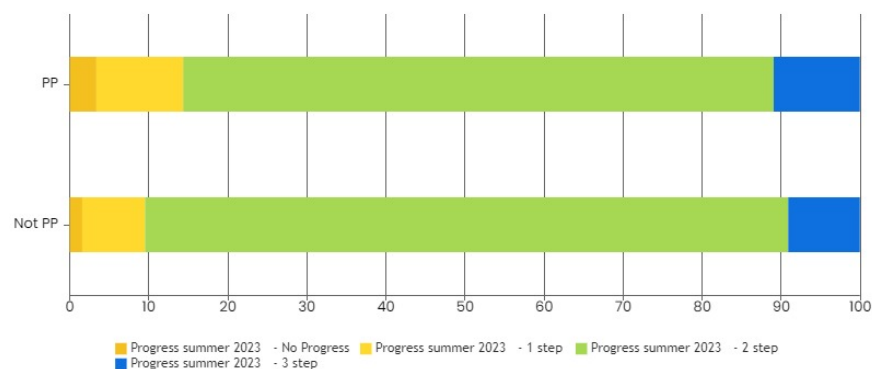
Narrative: When we look at the different areas of need within the EHC plan we can see that cognition and learning has a higher number of targets where progress is still 'developing' (2 steps) compared with the other areas and fewer targets have been generalised. Through teachers meetings we will look to see which pupils need more support within this area or whether pupils are close to established and a increased focus within this area will ensure that they make more progress in the following term.

Progress by key Stage



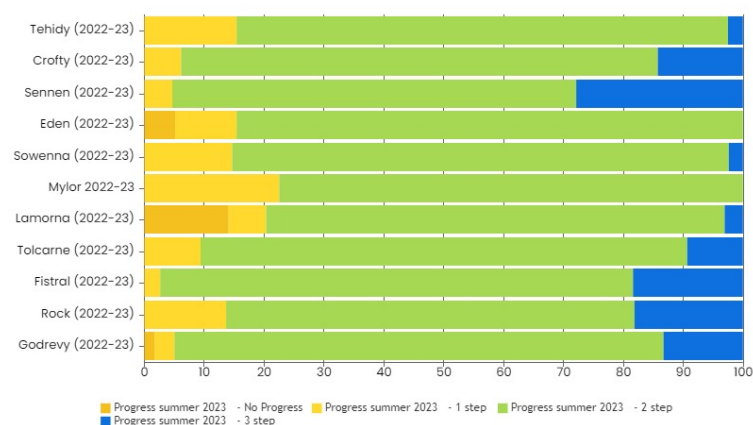
Narrative: There is consistency across the school when looking at the data from a key stage perspective and the breakdown of progress from pupils starting points. There is a higher percentage of 'no progress' within key stage 3 and when looking at the data this is attributed to 2 pupils who have had low attendance due to medical condition/health needs over the year. In key stage 2 there is a slightly higher number of developing targets and lower generalised and this in part was due to the targets being very challenging within one class. Whilst we need to maintain challenge; we also need to ensure that pupils are able to make progress within the term and year.

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. We can see that Lamorna class has a higher number of targets where there has been 'no progress' and this can be attributed to a pupil whose attendance has been severely impacted by his health/medical needs over the year. We also have a class (Sennen) where the number of generalised targets is higher than in other classes. Through discussion with the class teacher it is evident that a small group within the PMLD class have had a really settled year (medically/health wise) and have made exceptional progress from their starting points as a result.

We hold at least termly pupil progress meetings 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.

Pupil premium and Sport premium Data 20-22-23

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.

YOGA				
		Emerging	Expected	Exceeded
Autumn 2022	Whole school	9%	77%	22%
	Pupil Premium	4%	63%	33%
	Non Pupil Premium	13%	66%	21%
Spring 2023	Whole school	12%	65%	23%
	Pupil Premium	11%	66%	23%
	Non Pupil Premium	13%	71%	16%
Summer 2023	Whole school	10%	61%	29%
	Pupil Premium	12%	59%	29%
	Non Pupil Premium	8%	63%	29%
2022 2023	Whole school	10%	68%	25%
	Pupil Premium	9%	63%	28%
	Non Pupil Premium	11%	67%	22%

SWIMMING

		Emerging	Expected	Exceeded
Autumn 2022	Whole school	0%	41%	59%
	Pupil Premium	0%	38%	62%
	Non Pupil Premium	0%	44%	56%
Spring 2023	Whole school	8%	71%	21%
	Pupil Premium	9%	78%	13%
	Non Pupil Premium	7%	68%	25%
Summer 2023	Whole school	15%	60%	25%
	Pupil Premium	10%	62%	28%
	Non Pupil Premium	19%	60%	21%
Summer 2023	Whole school	8%	57%	35%
	Pupil Premium	6%	59%	35%
	Non Pupil Premium	9%	57%	34%

MUSIC

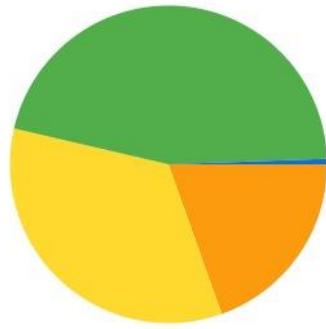
		Emerging	Expected	Exceeded
Autumn 2022	Whole school	15%	50%	35%
	Pupil Premium	0%	54%	46%
	Non Pupil Premium	43%	43%	14%
Spring 2023	Whole school	12%	76%	12%
	Pupil Premium	0%	50%	50%
	Non Pupil Premium	17%	83%	0%
Summer 2023	Whole school	0%	50%	50%
	Pupil Premium	0%	58%	42%
	Non Pupil Premium	0%	25%	75%
Summer 2023	Whole school	9%	59%	32%
	Pupil Premium	0%	54%	46%
	Non Pupil Premium	20%	50%	30%

DANCE				
		Emerging	Expected	Exceeded
Autumn 2022	Whole school	8%	64%	28%
	Pupil Premium	7%	62%	31%
	Non Pupil Premium	10%	73%	17%
Spring 2023	Whole school	7%	73%	20%
	Pupil Premium	4%	64%	32%
	Non Pupil Premium	10%	79%	11%
Summer 2023	Whole school	0%	44%	56%
	Pupil Premium	0%	47%	53%
	Non Pupil Premium	0%	44%	56%
Summer 2023	Whole school	13%	67%	20%
	Pupil Premium	11%	55%	34%
	Non Pupil Premium	12%	61%	27%

HORSE RIDING				
		Emerging	Expected	Exceeded
Autumn 2022	Whole school	0%	44%	56%
	Pupil Premium	0%	44%	56%
	Non Pupil Premium	0%	47%	53%
Spring 2023	Whole school	0%	37%	63%
	Pupil Premium	0%	33%	67%
	Non Pupil Premium	0%	39%	61%
Summer 2023	Whole school	0%	21%	79%
	Pupil Premium	0%	22%	78%
	Non Pupil Premium	0%	20%	80%
2022 2023	Whole school	0%	34%	66%
	Pupil Premium	0%	33%	67%
	Non Pupil Premium	0%	35%	65%

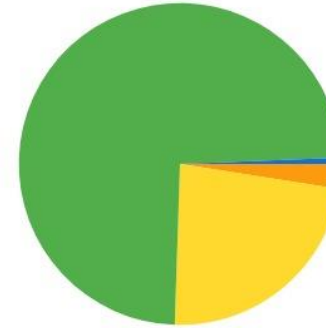
Curriculum targets – Maths and English

R2L - Long Term targets English and Maths



Progress Summer 23 - No progress Progress Summer 23 - 1 step Progress Summer 23 - 2 step
Progress Summer 23 - 3 step

R2L - Short Term targets English and Maths

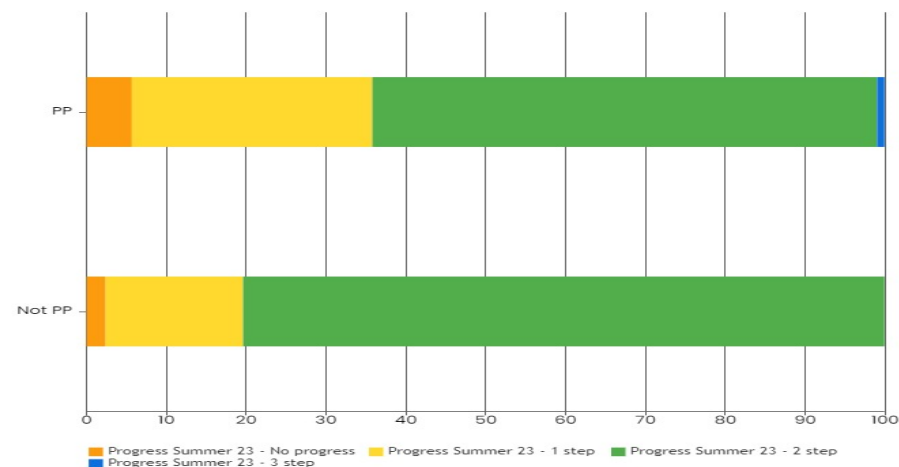


Progress Summer 23 - No progress Progress Summer 23 - 1 step Progress Summer 23 - 2 step Progress Summer 23 - 3 step

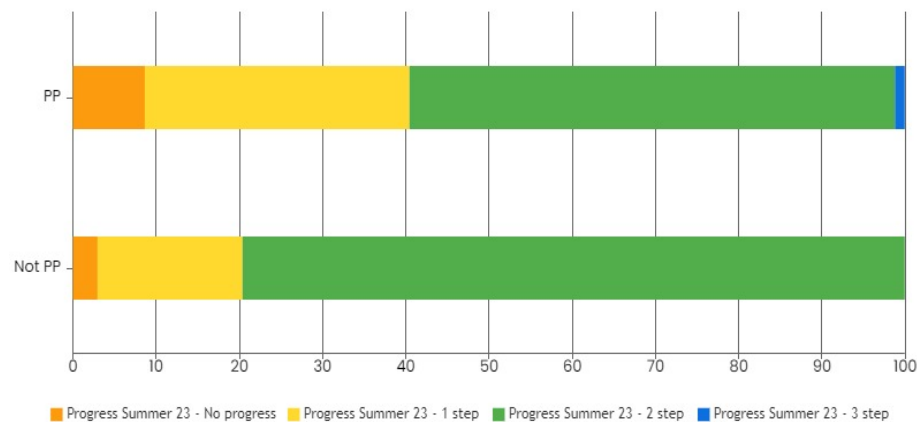
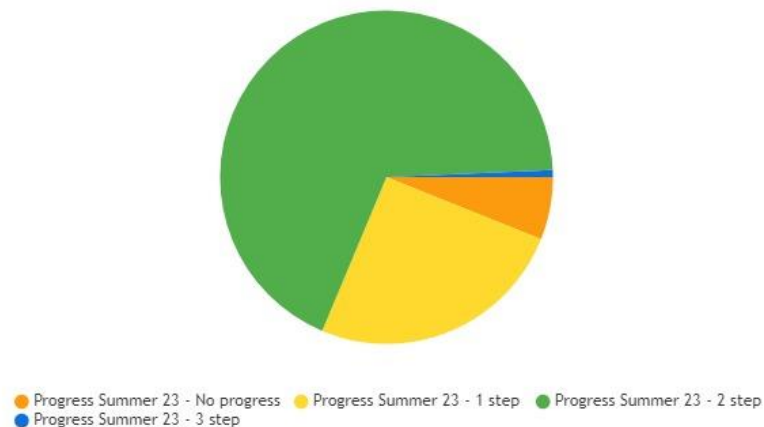
Narrative: This is the first data set we have through our new EfL assessment for our curriculum areas of Maths and English. We will be moderating the assessments and evidence across the R2L classes/pupils to ensure that assessment is accurate and that evidence clearly demonstrates the progress pupils are making. The 2 pie charts show the long term and short term targets for all R2L pupils in English and Maths targets. As expected; we can see that pupil progress has been quicker within the short term targets with 74% of targets with 2 steps of progress from their starting point, compared with 46% of long term targets.

We hold termly meetings with teachers to scrutinise the data for their class and individual pupils to ensure that there is appropriate challenge within the targets being set and ensuring that we are able to identify any gaps in learning quickly and put interventions in place where necessary.

English short term targets



Maths short term targets



Narrative: When looking at the data above we can see that the English and Maths data is fairly comparable with the number of pupils making 2 steps of progress (established) being fairly even in both. Maths 68% and English 71%. We will be holding individual class teacher meetings to look at the data and identify any gaps in learning for individual pupils who have no progress or developing progress and put actions in place if necessary to ensure any learning needs, support or additional focus is required.

We can see that there is a difference both in Maths and English between PP and Non PP pupils. With Non PP pupils performing better and this being more pronounced in Maths than English. Although, interestingly, PP pupils are making a higher number of generalised (3 steps) progress. We will be monitoring this carefully to see if this becomes a trend overtime as well as addressing any gaps in progress on an individual basis.

Post 16 Data – Adult B squared assessment

Post 16 Data 2022/23 (15 pupils)			
	emerging	expected	exceeded
Literacy	3%	88%	9%
Numeracy	0%	97%	3%

Narrative: The data for Post 16 is very strong with the vast majority of pupils within the expected range for both Literacy and Numeracy. One pupil is within Emerging for literacy and this in part was due to low attendance (some of which was health related) and has now moved on to Further Education. We will be moving to a new assessment system from September 2023 with pupils moving to the SPT schema (emerging, developing, established and generalised).

EYFS Data – Cherry Garden EYFS assessment

Early Years Data 2022/23 (9 pupils)			
	emerging	expected	exceeded
Communication & Language	0%	78%	22%
Personal, Social & Emotional Development	0%	100%	0%
Physical Development	0%	100%	0%

Narrative: EYFS data is very strong for the academic year 2022-23 with all pupils making expected progress within PSED and PD and with all pupils being at least expected within communication and almost a quarter exceeding expected progress. We will be using a new assessment system for 2023-24 which will breakdown progress further both within the areas above and by using the SPT schema (emerging, developing, established and generalised)