

Pupil Progress Analysis – April 2022

Current Situation

As of April 2022 we have 117 pupils on roll

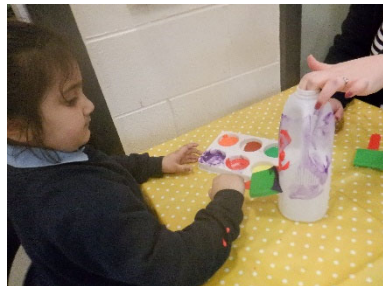
This includes several pupils who have not attended school consistently since September; reasons vary due to late enrolment, high levels of anxiety reduce ability to make successful transitions, health reasons etc. There are 5 pupils who are either being provided with an education off-site and whom we are working with other agencies to support the return to school, 4 of these pupils are not included in this progress analysis.

Pupil progress for 113 pupils incl. Post 16 (KS5) and EYFS pupils was included in this data analysis.

14 Pupils were new to school. One other pupil began attending High Park to access provision and facilities towards the end of this data period but is not on roll and not included in this analysis.

For this data collection we focused on core aspects of our Developmental and Additional Curriculum, recognising the continued impact of the Pandemic on our pupils' physical and mental health. In discussions with teachers and through teachers monitoring of progress towards Annual Targets through evidence recording and achievements in small step targets (PIPs) we have also analysed progress towards the 4 needs in the EHCPs (not included in this report). We have also included progress within the Core Curriculum subjects (unlike Maths there was clear differences between the different strands of English). Specific training in Early Reading skills (pre phonics and phonics has already been planned for across the school, the library is now beginning to be utilised to promote a love of reading in its broadest sense and a document to help promote greater understanding of reading has been produced and shared. A similar document for Writing and the different strands of Maths is underway.

Nov 2021 – April 2022 Progress Whole School – 113 pupils	English Speaking		English Listening		English Reading		English Writing		Maths		Science		Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better than expected	27	24%	15	13%	19	17%	8	7%	8	7%	9	8%	45	40%	28	25%	14	12%	21	19%
Expected progress	84	74%	93	82%	91	80%	101	89%	102	90%	101	89%	62	55%	66	58%	77	68%	86	76%
Less than expected	2	2%	5	5%	3	3%	4	4%	3	3%	3	3%	6	5%	19	17%	22	20%	6	5%



Pupil numbers in context

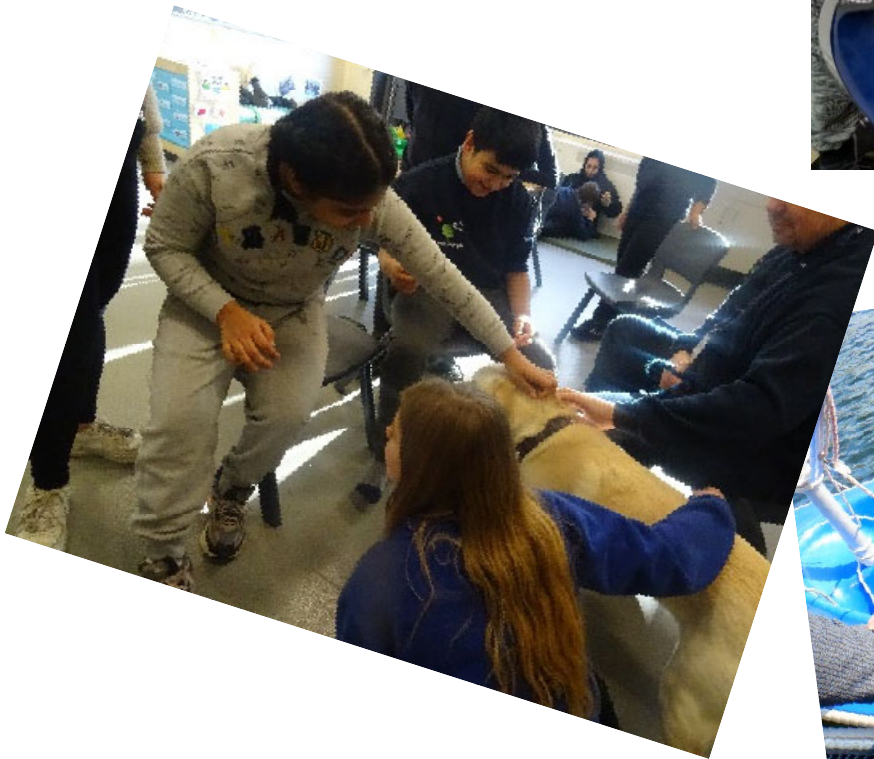
117 Pupils	Numbers in school	Percentage
EYFS	2	Less than 2%
Primary	37	32%
Secondary	58	50%
Post 16	20	17%
Leavers (Year 14)	6	5%
Girls / Boys	18 / 99	15% / 85%
Children Looked After	7	6%
Free School Meals	48	41%
Pupil Premium	49	42%
Pupils new to school Sept 2021	14	12%
Pupils not included in this data collection (various reasons)	12	10%

Headlines...

An increase from 19% to 24% Better Than Expected Progress across the school in English Speaking from last data collection in Nov 2021	Through the National Tutoring Programme we have been able to implement additional music based sessions which promotes choice making and pre phonic skills.
Slight increase in English Reading during the same period from 12% to 17%	Embedding the work of the Communication and Visual Support Champions is continuing and with clear expectations of their role and how to promote consistent strategies. A strong focus on this in Teachers' Meetings with discussions, training and strategies to support implementation from Emma (SaT) has ensured it is prioritised. Further discussions in Teachers' Meetings and Base CPD where the use of and understanding of visual supports is prioritised linking its use to Autism theory.
Continued high numbers of pupils making Better than Expected progress in Interaction with Others and an increase from 19% to 25% making Better Than Expected progress in Emotional Regulation	Opportunities for pupils to spend time together in meaningful shared activities such as cinema club, music sessions, cross base walking groups, Base cafes, plus shared gym equipment have increased and this is enabling pupils to have increased confidence in peer interactions within their class and where appropriate across their Base Therapeutic sessions with Coco the Dog and with Sean the Music Therapist have been significant highlights each week and this has also promoted pupils' confidence. There have been a number of pupils (and staff) whose confidence has grown linked to being around animals and many have taken a great pride in their developing relationship with Coco. Although Coco is not Pet Therapy, her presence in school is very therapeutic.
In Jan 2021-June 2021 the data showed 30% of pupils were making Less than Expected progress in relation to their weight, with some pupils putting on excessive amounts of weight during lockdown. In June 2021-Nov 2021 this figure has dropped to 14% of pupils were making Less than Expected progress This has dropped again to 7%.	Within the School Improvement Plan we are continuing to embed and extend the progress made in increasing engagement in physical activities and the development of this into more structured Physical Exercise to improve both mental and physical health. However, this did plateau during the winter months with less outdoor activities. More pupils from across the Key Stages are now accessing community visits and swimming has begun again; with a small cohort even walking to the pool session at St Bedes.

	<p>More pupils (58% in total) are accessing community activities which includes Keighley College, Sailing, 3 different swimming pools, Cottingley Cornerstones, NEETS @ Northcliffe Allotment, Supermarkets, various parks, Museum of Science and Media, None Go Bye Farm and extended walks that incorporate different terrains (woodlands, moors, canal side) in all weathers. Progress in Mobility and Alertness remains similar to the last assessment point although we would expect this to increase in the next data collection.</p>
<p>There is little variation in the data difference between the gender groups.</p>	<p>There has been a slight increase in the numbers of pupils making Less than Expected Progress in Emotional Regulation and Behaviour which appears to be closely linked to puberty. We had expected this as just over a quarter (287%) of our pupil population were not included in the last data report, and (61%) of the female pupils are in the key years of puberty.</p>
<p>Data for CLA shows higher percentages of pupils making less than expected progress compared to Whole School Data; particularly linked to Emotional Regulation, Mobility and Alertness (readiness for learning)</p>	<p>Data for Children Looked After is skewed given the numbers involved and the challenges that a number have faced during this data collection period. Improving the ways we work collaboratively with other agencies and shared support from therapeutic professionals continues to be key. Shared discussions with the Educational Psychologist and Positive Behaviour Support professionals (where appropriate) have taken place and discussions with the therapeutic team are planned.</p>

Focus on Interactions with Others

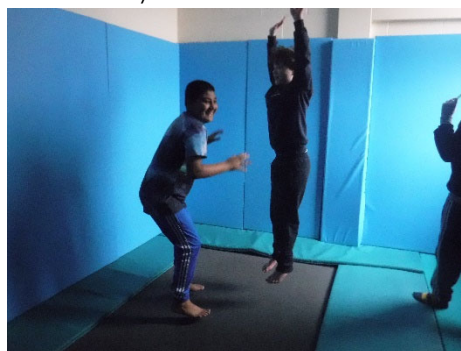


Focus on Physical Development

We continue to see the impact of increased physical activity at school and /or at home which is supported by a change in lunch time routines. The accelerated progress we saw in the last data period has slowed but this is probably due to a number of factors including weather and staffing. Swimming for the majority of school has been slow to restart particularly due to availability of sessions and a delay with the re-furbishment of Bolling Pool.



Nov 21 – April 22 Whole School 113 pupils	Physical Dev Mobility		Physical Dev Weight		Physical Dev Alertness	
Better than expected	7	6%	2	2%	9	8%
Expected progress	98	87%	103	91%	97	86%
Less than expected	8	7%	8	7%	7	6%



Nov 21 – April 22 Primary 39 pupils	Physical Dev Mobility		Physical Dev Weight		Physical Dev Alertness	
Better than expected	3	8%	0	0%	3	8%
Expected progress	36	92%	36	92%	33	84%
Less than expected	0	0%	3	8%	3	8%

Nov 21 – April 22 Secondary 57 pupils	Physical Dev Mobility		Physical Dev Weight		Physical Dev Alertness	
Better than expected	4	7%	1	2%	5	9%
Expected progress	46	81%	51	89%	49	86%
Less than expected	7	12%	5	9%	3	5%



Post 16 17 pupils	Physical Dev Mobility		Physical Dev Weight		Physical Dev Alertness	
Better than expected	0	0%	1	6%	1	6%
Expected progress	16	94%	16	94%	15	88%
Less than expected	1	6%	0	0%	1	6%

Meaningful community activities are now happening for primary age pupils that promotes physical development and physical exercise. Making links with Grasshoppers Indoor and Outdoor Play Centre (based at Tong Garden Centre) and taking small groups from our primary classes will help parents to feel confident about trying out new activities during the holidays and weekends as the success of the holiday provision in the Easter and Feb half term has proved.

Nov 2021 – April 2022 Progress Primary 39 pupils	English Speaking		English Listening		English Reading		English Writing		Maths		Science		Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better than expected	10	26%	8	20%	10	26%	5	13%	4	10%	7	18%	15	39%	10	26%	4	10%	10	26%
Expected progress	29	74%	31	80%	29	74%	34	87%	35	90%	31	79%	20	51%	25	64%	29	74%	29	74%
Less than expected	0	0%	0	0%	0	0%	0	0%	0	0%	1	3%	4	10%	4	10%	6	16%	0	0%

This Primary data is for our pupils in EYFS, KS1 and KS2

Nov 2021 – April 2022 Secondary 57 pupils	English Speaking		English Listening		English Reading		English Writing		Maths		Science		Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better than expected	15	%	7	%	9	%	3	%	4	%	2	%	25	%	13	%	7	%	10	%
Expected progress	40	%	46	%	45	%	50	%	50	%	53	%	30	%	34	%	39	%	43	%

Less than expected	2	%	4	%	3	%	4	%	3	%	2	%	2	%	10	%	11	%	4	%
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This Secondary data is for our pupils in KS3 and KS4 it does not include data from Post 16 (KS5)

Nov 21 – April 22 Post 16 17 pupils	Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better	5	29%	5	29%	3	18%	1	6%
Expected	12	71%	7	42%	9	53%	14	82%
Less than	0	0%	5	29%	5	29%	2	12%

With the exception on English Speaking and English Listening for Post 16 all pupils were making expected progress. Confidence developed through the repetition and rehearsal of previously learnt skills in external environments and new adults scaffolded with the support and predictability of highly family staff.

Nov 21 – April 22 Boys 97 pupils	Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better	41	42%	26	27%	14	14%	18	19%
Expected	50	52%	56	58%	65	67%	74	76%
Less than	6	6%	15	15%	18	19%	5	5%

Nov 21 – April 22 Girls 16 pupils	Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better	4	25%	2	12.5%	0	0%	3	19%
Expected	12	75%	10	62.5%	12	75%	12	75%
Less than	0	0%	4	25%	4	25%	1	6%

There is little variation in the data difference when taking into context the difference in numbers between the two groups.

Nov 21 – April 22 CLA 6 pupils	English, Maths, Science		Interactions with others		Emotional Regulation		Behaviour		PHSE incl Independence	
Better than expected	0	0%	0	0%	0	0%	0	0%	0	0%
Expected progress	5	83%	5	83%	3	50%	3	50%	5	83%

Less than expected	1	17%	1	17%	3	50%	3	50%	1	17%
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At High Park Child Looked After status includes pupils on 50:50 placements and pupils who are currently at home but awaiting a

return to full time care.

6% (7 pupils) of our pupil population were Looked After during the duration of this assessment period, 6 pupils have been included in this data collection.

We are seeing an increase in parents discussing possibilities for alternative care in adulthood this has been reflected in the discussions in the newly revised EHCP's as part of the focus on Aspirations and Hopes.

Parents are engaged with (although often nervous about) the focus on future pathways when considering outcomes in such a long-term manner – for many 6 or 7 years in the future.

Nov 21 – April 22 CLA 6 pupils	Physical Dev Mobility		Physical Dev Weight		Physical Dev Alertness	
Better than expected	0	0%	0	0%	0	0%
Expected progress	4	66%	5	83%	4	66%
Less than expected	2	33%	1	17%	2	33%

Next Steps

We will continue to focus on core aspects of the Developmental and Additional Curriculum; recognising that

we are coming through the pandemic and into a new normal. The programme of continual professional development will cement support staffs understanding of those key precursors and barriers to learning as exemplified in the Engagement Model. Understanding this supports pupils working at all levels.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

The information gathered for this assessment will be gathered during whole class pupil progress meetings.

We will also report on the 4 Core Subjects: English Language (Speaking and Listening) and English Literacy (*Reading and Writing*), Maths (*Number, Using and Applying and Shape, Space and Measure*), Science and PHSE.

There is continued work to ensure PHSE is threaded through the day and remains the bedrock of our curriculum.

Within the School Improvement Plan we are continuing to embed and extend the progress made in physical activities and how we can develop this into more structured Physical Exercise with an aim to increase pupils' active engagement in *rigorous* physical activities to improve both mental and physical health. Physical activity is already woven throughout the day and supports emotional regulation but systems to record progress are still in development. The Lead for PE left at Easter and we are currently identifying a new lead for PE within the teacher group.

The continued investment in Music through external providers offering themed days/ taster sessions and the development of staffs' confidence will promote greater opportunities for pupils, particularly to work collaboratively with peers across their Base and the wider school. It will also support the development of music options for pupils during Post 16 and beyond school.

EHCP meetings now prioritise the discussions about future pathways - Hopes and Aspirations with more focused discussions about **Education and/or Future Destinations** , **Home/ housing** (including respite), **Social opportunities** (including social groups, PA's, how/where they access in the community, peer groups in school and outside of school, how do they spend their evenings, weekends, school holiday) , **Wellbeing** and **Independence**. Creating clear pathways to show the possible options available will support staff and parents to identify long term outcomes and to more fully consider the skills that might be needed to maximise progress and support smooth transitions. Highly bespoke transition planning will be better communicated with social care, parents and other agencies e.g., managing changes in routines, coping when staff or pupils leave or are absent and strategies to develop increased independence particularly around self-regulation.