

Ifield School - Pupil Progress Academic Year 2020-2021

Cedar Class Reception

Percentage of children working at or above expected progress Reception to term 5												
	Prime Areas								Specific Areas			
	Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Mathematics	
	Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Moving and Handling	Health and self-care	Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measure
Term 3	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%

85.7% reflects 14 out of 14 pupils. A 15th pupil has now joined Cedar class in term 6 and has settled well. All pupils have demonstrated progress from their individual starting points.

Percentage of children working above expected progress Reception to term 5												
	Prime Areas								Specific Areas			
	Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Mathematics	
	Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Moving and Handling	Health and self-care	Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measure
Term 3	85.7%	78.6%	78.6%	87.5%	71.4%	64.3%	78.6%	78.6%	78.6%	85.7%	71.4%	85.7%

Listening and Attention at 64.3% is an area that will become a focus as pupils move into Key Stage 1 in the coming academic year and remains a focus within class currently. Health and Self Care and Numbers are also both areas that have been the subject of development. Conversely, Moving and Handling, Making Relationships, Reading and Shape, Space and Measure are all areas of relative strength across the class cohort. It is worth noting that two new pupils joined in Ifield in term 5 and a third, who was due to start in September, has just joined Ifield in term 6. All three pupils have adjusted to school well and are making progress.

Challenges continue to present, as a result of the pandemic. Attendance and for some pupils and their families, transitioning back to school continues to be an area scrutiny. Difficulties in ensuring appropriate ratios of staff to pupils, whilst maintaining bubbles and adhering to risk assessments, can at times mean that targeted teaching and learning, can be disrupted, however, staff are more than aware of which pupils needs scaffolding and have clear visions of how to support individuals. These rationales are also being currently shared as part of transition plans at Ifield.

Almost all pupils have now returned to school, as a result of the easing of lockdown. Pupils have, in general, transitioned back to school well. The individual staff within our different teams across the school (including class based, admin, kitchen, site team, SLIC, OT and Medical staff), have supported pupils in the most challenging of circumstances. The data that follows is testament to their dedication, ensuring pupils' education has not only continued, but their emotional wellbeing has been supported through thoughtful implementation of personalised plans. Pupils (and their families) across the school, report feeling safe and valued, meaning that learning could continue to take place both from home and at school.

Key Stage 1

NC Writing – Composition						
	Number of pupils	Value Added	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Ash Y2	6	1.67	50%	50%	0%	0%
Ash Y1	5	0.3	100%	0%	0%	0%
Beech Y2	5	14	80%	20%	0%	0%
Beech Y1	3	0	100%	0%	0%	0%
Rowan Y2	5	-0.75	0%	50%	25%	25%
Rowan Y1	7	1.43	0%	57.2%		42.9%
NC Reading						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Ash - Y2	6	1.42	33.3%	50%	0%	16.7%
Ash - Y1	5	1.3	80%	20%	0%	0%
Beech Y2	5	0.1	80%	0%	0%	20%
Beech Y1	3	-0.17	100%	0%	0%	0%
Rowan Y2	4	-1.5	0%	50%	50%	0%
Rowan Y1	7	-0.14	57.2%	0%		42.9%
NC Speech & Language						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Ash Y2	6	2.17	33.4%	66.7%	0%	0%
Ash Y1	5	0	80%	0%	0%	20%
Beech Y2	5	1.5	80%	20%	0%	0%
Beech Y1	3	-0.33	66.7%	0%	0%	33.3%
Rowan Y2	4	1.25	50%	50%	0%	0%
Rowan Y1	7	0.5	85.7%	14.3%	0%	0%

	NC Maths					
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Ash Y2	6	1.08	66.7%	16.7%	0%	16.7%
Ash Y1	5	0.1	80%	0%	0%	20%
Beech Y2	5	1.9	60%	40%	0%	0%
Beech Y1	3	-1.17	0%	0%	0%	100%
Rowan Y2	4	0	25%	50%	25%	0%
Rowan Y1	7	-0.29	42.9%	0%		57.1%

Key Stage 1 has consistently had the highest proportion of pupils attending school. Rowan class are demonstrating good progress in all areas which can be attributed to having a consistent, permanent, experienced teacher. That being said, there are isolated pupils in the class that are being supported with additional intervention for Writing (1 pupil), Reading (2 pupils) and Maths (1 pupil). English related subjects continue to be a comparative strength across the key stage. Maths has been identified as an area for development. Manipulative resources have been purchased and distributed and a programme of training and support for staff within maths is underway. Additional resources will be purchased in term 6 to enable staff to develop their understanding of supporting maths more widely, in readiness for a further roll out in term 1 of 2020/21, across the school. Transition plans are currently in place, with teachers now sharing information and guidance about personalised learning for all pupils with their new teachers.

Lower Key Stage 2

NC Writing – Composition						
	Number of pupils	Value Added	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Cherry Y4	3	1	33.3%	33.3%	33.3%	0%
Cherry Y3	5	-0.3	40%	0%	0%	60%
Hazel Y4	6	0.67	83.3%	16.7%	0%	0%
Hazel Y3	5	1.8	60%	40%	0%	0%
Maple Y4	7	-0.71	85.7%	0%	14.3%	0%
Maple Y3	3	-0.17	66.7%	0%	0%	33.3%
Oak Y4	5	0.6	80%	20%	0%	0%
Oak Y3	4	0.75	75%	25%	0%	0%
NC Reading						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Cherry Y4	3	2	33.3%	33.3%	33.3%	0%
Cherry Y3	5	0.5	20%	40%	0%	20%
Hazel Y4	6	0.5	50%	16.7%	0%	33.3%
Hazel Y3	5	1.3	60%	20%	0%	20%
Maple Y4	7	0	85.7%	0%	0%	14.3%
Maple Y3	3	0.17	100%	0%	0%	0%
Oak Y4	5	1.2	60%	20%	0%	20%
Oak Y3	4	0.5	100%	0%	0%	0%
NC Speech & Language						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Cherry Y4	3	0.33	66%	0%	0%	33.3%
Cherry Y3	5	1	40%	40%	0%	20%
Hazel Y4	6	0.75	83.3%	16.7%	0%	0%
Hazel Y3	5	2.6	20%	80%	0%	0%
Maple Y4	7	-0.5	71.4%	0%	0%	28.6%
Maple Y3	3	0	100%	0%	0%	0%
Oak Y4	5	0.1	80%	0%	0%	20%
Oak Y3	4	0.63	100%	0%	0%	0%

	NC Maths					
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Cherry Y4	3	1	100%	0%	0%	0%
Cherry Y3	5	0.7	40%	20%	0%	40%
Hazel Y4	6	0.5	80%	20%	0%	0%
Hazel Y3	5	1.9	40%	60%	0%	0%
Maple Y4	7	-0.5	71.4%	0%	0%	28.6%
Maple Y3	3	0.17	100%	0%	0%	100%
Oak Y4	5	0.3	100%	0%	0%	0%
Oak Y3	4	1.25	75%	25%		0%

In general, Lower Key Stage 2 have made good progress across all subjects. Pupils have generally settled well into the routine of school, after returning to school post Covid-19 restrictions. Cherry class have been following the SCERTS model this year and reflections have suggested that new class cohorts take into consideration the challenges that have been faced with planning, resourcing and implementing learning for three different communication partner styles. These specific challenges and long-term absence due to Covid-19 have meant that one pupil has fallen into the 'Well Below Expected' band, however, this is being addressed in class and will form part of transition discussions. Maths manipulatives have been distributed and are being used to support reasoning and fluency across the key stage. Additional CPD in reading, phonics and maths has and will continue to support further development. An experienced teacher has been working 1:1 on a programme of support for identified pupils in Lower Key Stage 2 in reading, writing and maths, during their phased return to work. Transition plans are currently in place, with teachers now sharing information and guidance about personalised learning and programmes of support for all pupils with their new teachers.

Upper Key Stage 2

NC Writing – Composition						
	Number of pupils	Value Added	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Chestnut Y5	6	1.75	66.7%	33.3%	0%	0%
Sycamore Y6	4	0	100%	0%	0%	0%
Sycamore Y5	8	0.56	100%	0%	0%	0%
Willow Y6	6	-0.92	0%	16.7%	0%	83.4%
Willow Y5	5	-0.92	20%	0%	0%	80%
NC Reading						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Chestnut Y5	6	0.75	83.4%	16.7%	0%	0%
Sycamore Y6	4	1.38	50%	50%	0%	0%
Sycamore Y5	8	1.94	50%	50%	0%	0%
Willow Y6	6	-0.92	33.3%	0%	0%	66.7%%
Willow Y5	5	-1.2	20%	0%	0%	80%
NC Speech & Language						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Chestnut Y5	6	1.17	83.4%	16.7%	0%	0%
Sycamore Y6	4	2.38	25%	75%	0%	0%
Sycamore Y5	8	2.56	25%	75%	0%	0%
Willow Y6	6	-0.33	16.7%	16.7%	0%	66.7%
Willow Y5	5	1	0%	40%	0%	60%
NC Maths						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Chestnut Y5	9	1.33	83.4%	16.7%	0%	0%
Sycamore Y6	4	0	75%	0%	0%	25%
Sycamore Y5	8	1	75%	25%	0%	0%
Willow Y6	6	2.55	16.7%	16.7%	0%	66.7%
Willow Y5	5	0.6	60%	20%		20%

Whilst there are some variables, the data set for Upper Key Stage 2 is the most consistent. The most fluctuation is in Willow Class, a SCERTS class, which, as stated previously, this year has all three communication partner styles. This has been an area for consideration for the coming years class structure. Feedback from SCERTS class teams has been that having two out of three communication styles enables planning to be more strategically considered and delivered, allowing staff opportunities to effectively support progression. Conversely, Sycamore class, due to their cohort, have progressed beyond expectations across the board, with maths being marginally less of a strength, but a positive progress report all the same.

Key Stage 3

NC Maths						
	Number of pupils	Value Added	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Hawk Y9	4	-0.25	50%	0%	0%	50%
Hawk Y8	3	-0.83	66.7%	0%	0%	33.3%
Hawk Y7	7	-0.5	42.9%	0%	0%	57.1%
Heron Y10	1	1	100%	0%	0%	0%
Heron Y8	1	-1.5	0%	0%	0%	100%
Kingfisher Y9	1	1.5	100%	0%	0%	0%
Kingfisher Y8	1	-1.5	0%	0%	0%	100%
Kingfisher Y7	2	-0.5	50%	0%	0%	50%
Magpie Y9	5	-1.8	20%	0%	20%	60%
Magpie Y8	5	0.8	40%	20%	0%	40%
Magpie Y7	3	2	33.3%	66.6%	0%	0%
Robin Y9	2	-0.25	100%	0%	0%	0%
Robin Y8	5	-1.3	60%	0%	20%	20%
Robin Y7	5	-0.5	60%	0%	0%	40%
Woodpecker Y9	3	-0.83	66.7%	0%	0%	33.3%
Woodpecker Y8	3	-0.67	66.7%	0%	0%	33.3%
Woodpecker Y7	5	-1.3	20%	0%	20%	60%
NC English						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Hawk Y9	4	-1.5	0%	0%	0%	100%
Hawk Y8	3	-0.5	66.7%	0%	0%	33.3%
Hawk Y7	7	-0.64	71.4%	0%	14.3%	14.3%
Heron Y10	1	-0.5	0%	100%	0%	0%
Heron Y8	1	-1.5	0%	0%	0%	100%
Kingfisher Y9	1	-0.5	100%	0%	0%	0%
Kingfisher Y8	1	-1	0%	0%	0%	100%
Kingfisher Y7	1	0.5	100%	0%	0%	0%
Magpie Y9	5	-0.6	80%	0%	0%	20%
Magpie Y8	5	-0.1	80%	0%	0%	20%
Magpie Y7	3	-0.67	66.7%	0%	0%	33.3%
Robin Y9	2	-0.25	50%	0%	0%	50%
Robin Y8	5	-2.1	0%	0%	80%	20%
Robin Y7	5	-0.1	100%	0%	0%	0%
Woodpecker Y9	3	-0.33	66.7%	0%	0%	33.3%
Woodpecker Y8	3	-0.67	66.7%	0%	0%	33.3%
Woodpecker Y7	5	-1.8	0%	0%	20%	80%

Key Stage 3 have been affected the most in comparison to the rest of the school due to class closures as a result of Covid-19. Hawk class have historic negative Value Added, due to long term teacher absence from the previous year. The balance is being redressed somewhat, despite challenges experienced regarding class closures across the year. Thoughtful planning and implementation of personalised learning, has been the key to success and momentum. Kingfisher demonstrate good progress in maths, in particular. Robin and Woodpecker's English results continue to be an area to be targeted for significant intervention as a result of disrupted teaching and learning time, due to Covid-19.

Key Stage 4

NC Maths						
	Number of pupils	Value Added	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Kestrel Y11	7	-0.07	100%	0%	0%	0%
Kestrel Y10	2	-1.25	50%	0%	50%	0%
Owl Y11	1	0	100%	0%	0%	0%
Owl Y10	9	-0.67	22.2%	11.1%	22.2%	44.4%
Swan Y11	6	-1.08	16.7%	0%	0%	83.3%
Swan Y10	3	-1.17	33.3%	0%	33.3%	33.3%
NC English						
	Number of pupils	VA	Expected Progress	Above Expected Progress	Well Below Expected Progress	Below Expected Progress
Kestrel Y11	7	-0.07	100%	0%	0%	0%
Kestrel Y10	2	-0.75	50%	0%	0%	50%
Owl Y11	1	0	0%	0%	100%	0%
Owl Y10	9	-0.78	44.4%	0%	22.2%	33.3%
Swan Y11	6	-1	50%	0%	50%	0%
Swan Y10	6	-1.33	33.3%	0%	33.3%	33.3%

Owl and Swan classes are beginning to show a slow but upward progress trend. Attendance in Swan has been significantly impacted due to Covid-19 restrictions and their tenure at the LINK Centre based at NWK College campus. Attendance is currently being monitored for relatively minor, but continued concerns, which are being addressed.