

2019-20

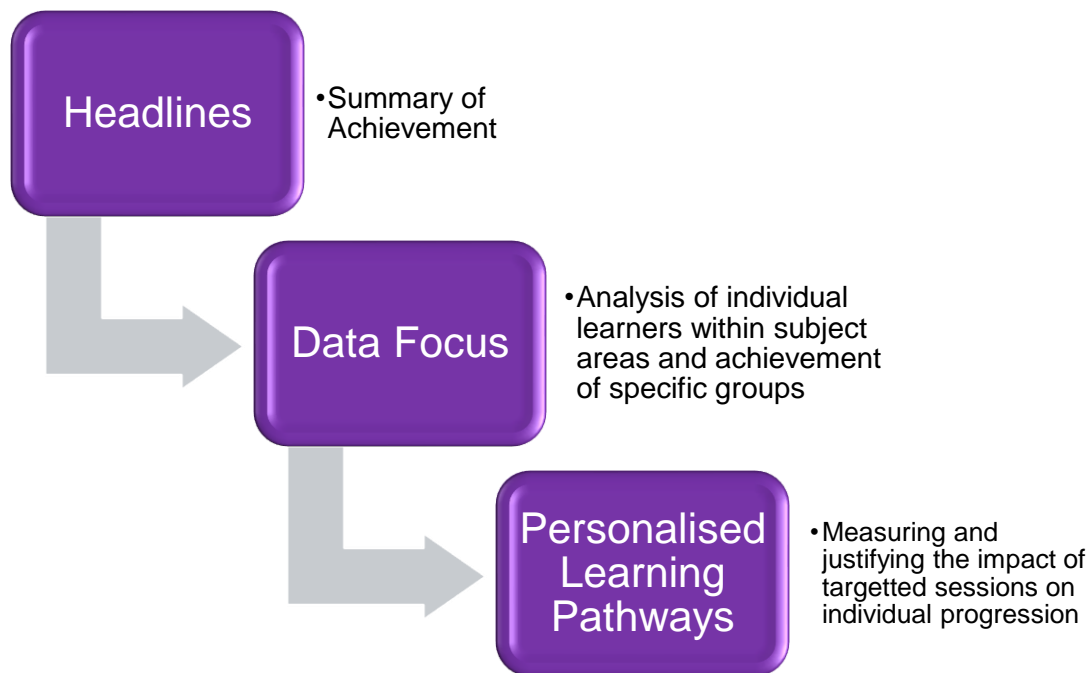
Quest Academy

Data Analysis
Yearly Progress



MacIntyre
Academies

Data Analysis Objectives



Intent:

To ensure every learner at Quest Academy reaches their maximum potential, equipping them with employability skills and the ability to contribute to wider society, through adopting our core values and embracing our holistic curriculum by creating in depth assessment reports.

Implementation:

To ensure consistency throughout the school through the use of:

- Odyssey Assessment System- systematically present through planning, resources and daily classroom practice.
- Termly Moderation Meetings- quality assuring judgements
- Termly Data Team Meetings- providing analysis of data and identifying interventions

Impact:

To ensure ambitious and realistic targets for progress

Phase 1

- Upon arrival at Quest, learners will be assessed within a 12 week period against all areas of Curriculum to provide a **Baseline Assessment**. Many pupils will be significantly behind the expected level for their age when a baseline is completed.
- Baseline values for each curriculum area will be divided by the amount of years the learner has been in education to produce a **Previous Progress Rate** measure based on prior attainment for each individual subject.
- Expected progress will be maintaining this level of progress.
- Less than expected and More than expected progress will be $\pm 25\%$ of their expected progress measure.

Phase 2

- To ensure targets are ambitious, after a full two terms of attendance at Quest (eg. Aut 18- Sum 19), learners will have their targets reviewed and a new **Quest Challenge Rate** measure will be set to enable the learners to work towards achieving age related expected norms. i.e. – if they are 11 years old they should achieve 43% of the “I can statements”
- Learners will be given targets for attainment, and progress will be measured against these targets. Measures of ‘expected’ progress or ‘on track’ for each learner will be drawn from the progress pupils make towards their age related expectation e.g. what is the average 11-year-old able to do and is the gap between the child or young person and the average closing?

Age range	Expected % completion and level of mastery per age group per year	Working Towards Challenge Rate	Quest Challenge Rate	Exceeding Challenge Rate
3-7 (Reception-Yr 2)	6.5	< 6.5	6.5	>6.5
7-11(Yrs 3-6)	4.25	< 4.25	4.25	>4.25
11-14 (Yrs 7-9)	5.67	<5.67	5.67	> 5.67
14-16 (Yrs 10-11)	4.5	<4.5	4.5	>4.5

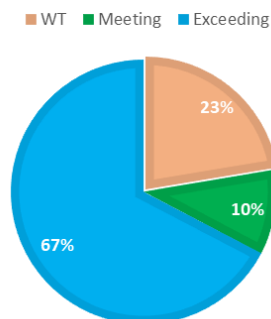
- National measures of progress (end of Key Stage 2 testing and end of Key Stage 4 testing) will also continue to be reported. At Key Stage 2, due to national changes to assessment, this will be a numerical score (a score of 100 will represent the average at age 11). At Key Stage 4, this will be dependent on the qualification pupils are working towards.

2019-20 Headline Summary

Whole School core subjects- 76 Learners with comparable data

Subject	Working Towards Quest Challenge Rate		Met Quest Challenge Rate		Exceeding Quest Challenge Rate		Met+Above	
	#	%	#	%	#	%	#	%
English-Reading	10	13.2	7	9.2	59	77.6	66	86.8
English-Spoken	19	25.0	4	5.3	53	69.7	57	75.0
English-Writing	9	11.8	8	10.5	59	77.6	67	88.2
Maths	20	26.3	10	13.2	46	60.5	56	73.7
Science-Biology	18	23.7	9	11.8	49	64.5	58	76.3
Science-Chemistry	26	34.2	9	11.8	41	53.9	50	65.8

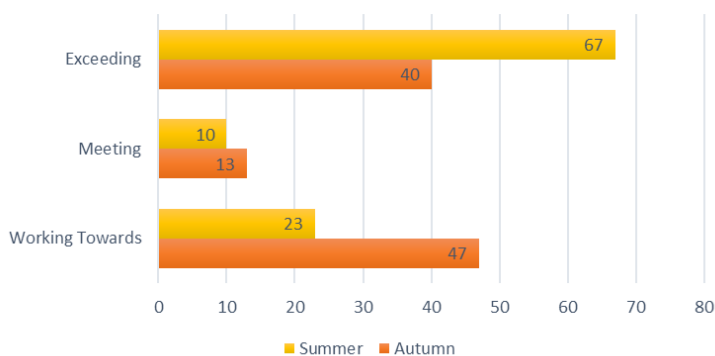
WHOLE SCHOOL OVERVIEW
CORE SUBJECTS 2019-20



Comments:

- In English and Maths an average of 80% of learners met or exceeded their targets.
- Emphasis on Reading across the curriculum has led to positive impact on attainment in that area as well as in Writing.
- Science data harder to compare as not all learners study all areas of Science every term (Covid 19 school closure had a significant impact on data in this subject) Physics data not included as subject not studied this term.
- Chemistry progress was slowed by inability to undertake practical sessions in Summer Term

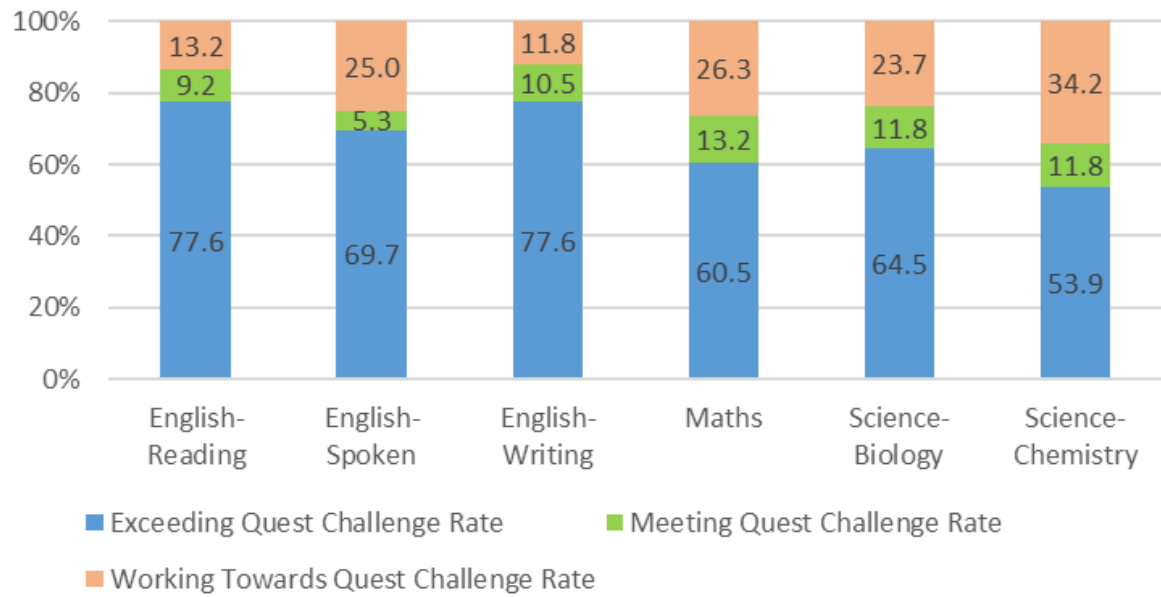
Autumn vs. Summer Comparison



Comments:

- As learners have become more settled into the new school, progress rates have clearly improved from data drops in Autumn to Summer.
- Overall progress data more limited due to only 2 terms of in school lessons (Covid 19)

Whole School Learner Progress 2019-20



Pupil Premium 2019-20 Data Analysis

Educational

25 learners in receipt of Pupil Premium

Learners in receipt of Pupil Premium- 16 Learners with comparable data from Summer 2019.

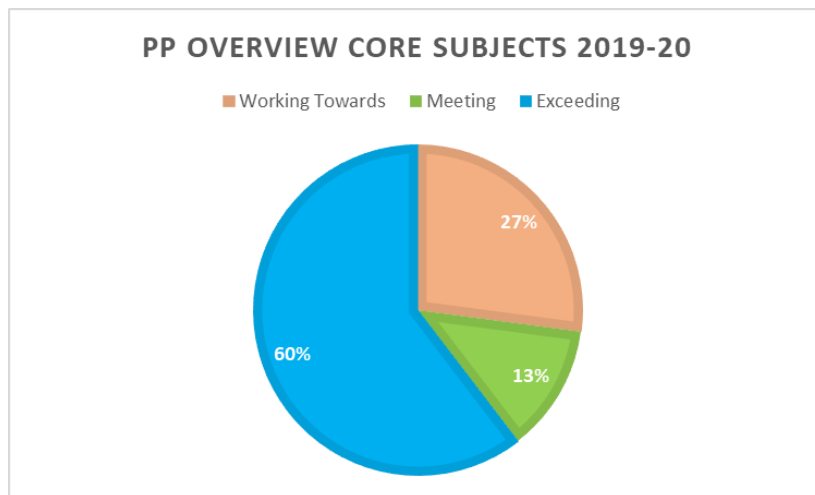
It is important to note that this data only accounts for 2 terms of education in school due to the Covid 19 pandemic.

9 learners were accessing bespoke learning pathway programmes this year and therefore do not have comparable data sets for these 9 learners.

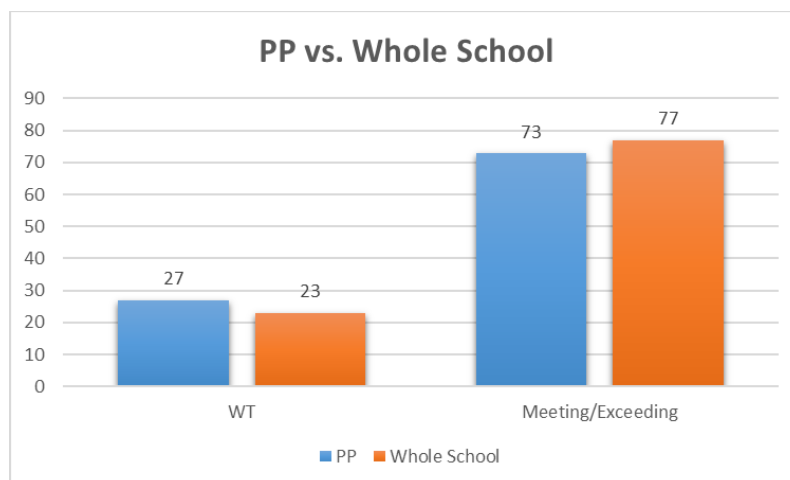
They have however, through the support of Pupil Premium, gained qualifications in land-based management, accessed flexible learning and been supported 1:1 as part of their Personalised Learning Pathway programme.

Pupil Premium used to purchase specialist English and Maths resources enabled learners to access online targeted educational materials during Covid-19 e.g. Manga High and our Lexia reading program.

73% of learners met or exceeded their Quest Challenge Rate targets.



Compared with the whole school and termly data, learners receiving Pupil Premium made accelerated progress in bridging the attainment gap and breaking down barriers and made similar progress to their peers. The 4% gap can be accounted for in the data of 1 learner who had substantial mental health difficulties throughout the year.



This was achieved through the approaches above and a coherent strategy to support learners with further obstacles to their learning.

Children had access to an extensive programme of learning sessions both independently and through Personalised Learning. This is as a result of being able to extend our interventions library, offer educational and clinical psychology sessions (internally and externally), drawing therapy, gymnastics and experiential learning experiences.

There were also new opportunities to use Pupil Premium funding to utilise our Occupational Therapist and develop class sensory circuits and a class based fine and gross motor skills programme.

Significant improvement in progress rates can be seen below. It is important to note that this takes into account only 2 terms of full-time education in school.

