



PROGRESS AND ATTAINMENT 2022/23

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Whole School Headline Data

Percentage of pupils making progress in English, Maths and Science at the end of the Academic Year (All pupils receive SEN and receive pupil premium so these groups are inclusive as Whole School). A comparison to 2020-21 figures are also included.

Whole School				
	Exceeding/ On Target 22/23	Working Towards 22/23	Exceeding/ On Target 20/21	Working Towards 20/21
ENGLISH	67%	33%	52%	48%
MATHS	69%	31%	56%	44%
SCIENCE	51%	49%	51%	49%

Boys				
	Exceeding/ On Target 22/23	Working Towards 22/23	Exceeding/ On Target 20/21	Working Towards 20/21
ENGLISH	64%	36%	48%	52%
MATHS	66%	34%	54%	46%
SCIENCE	51%	49%	52%	48%

Girls				
	Exceeding/ On Target 22/23	Working Towards 22/23	Exceeding/ On Target 20/21	Working Towards 20/21
ENGLISH	100%	0%	66%	34%
MATHS	75%	25%	66%	34%
SCIENCE	50%	50%	50%	50%

LAC				
	Exceeding/ On Target 22/23	Working Towards 22/23	Exceeding/ On Target 20/21	Working Towards 20/21
ENGLISH	77%	23%	67%	33%
MATHS	75%	25%	75%	25%
SCIENCE	56%	34%	78%	22%

Headline Data by Key stage – English, Maths and Science

KS2				
	<i>Exceeding/ On Target 22/23</i>	<i>Working Towards 22/23</i>	<i>Exceeding/ On Target 21/22</i>	<i>Working Towards 21/22</i>
ENGLISH	100%	0%	78%	22%
MATHS	100%	0%	78%	22%
SCIENCE	33%	67%	67%	33%

KS3				
	<i>Exceeding/ On Target 22/23</i>	<i>Working Towards 22/23</i>	<i>Exceeding/ On Target 21/22</i>	<i>Working Towards 21/22</i>
ENGLISH	71%	29%	42%	58%
MATHS	75%	25%	50%	50%
SCIENCE	58%	42%	50%	50%

KS4				
	<i>Exceeding/ On Target 21/22</i>	<i>Working Towards 22/23</i>	<i>Exceeding/ On Target 21/22</i>	<i>Working Towards 21/22</i>
ENGLISH	30%	70%	55%	45%
MATHS	30%	70%	55%	45%
SCIENCE	40%	60%	50%	50%

Outreach				
	<i>Exceeding/ On Target 22/23</i>	<i>Working Towards 22/23</i>	<i>Exceeding/ On Target 21/22</i>	<i>Working Towards 21/22</i>
ENGLISH	0%	100%	0%	100%
MATHS	0%	100%	0%	100%
SCIENCE	0%	100%	0%	100%

Headline Progress data – All Subjects across Key Stages

% of Progress for all subjects accessed- Whole School					Key Stages					
Subject	Exceeding/ On Target (22/23)	Working Towards (22/23)	Exceeding/ On Target (21/22)	Working Towards (21/22)	KS2 (22/ 23)	KS3 (22/ 23)	KS4 (22/ 23)	KS2 (21/ 22)	KS3 (21/ 22)	KS4 (21/ 22)
	English	67%	33%	52%	48%	100%	71%	30%	78%	42%
Maths	69%	31%	56%	44%	100%	75%	30%	78%	50%	55%
Science	51%	49%	52%	48%	36%	50%	58%	67%	50%	50%
ICT/ Computing	72%	28%	63%	37%	83%	70%	66%	77%	54%	75%
PE	82%	18%	79%	21%	100%	81%	80%	78%	83%	73%
Art	61%	39%	59%	41%	66%	66%	50%	78%	50%	75%
Humanities	75%	25%	65%	35%	100%	74%	N\A	87%	58%	N\A
Music	N\A	N\A	N\A	N\A	N\A	N\A	N\A	N\A	N\A	N\A
PHSE	68%	32%	57%	43%	100%	62%	N\A	75%	50%	N\A
DT Food	60%	40%	60%	40%	N\A	57%	67%	N\A	58%	75%
DOE/ Outdoor Ed	81%	19%	76%	24%	100%	78%	75%	88%	75%	73%
Employability	60%	40%	55%	45%	N\A	N\A	60%	N\A	N\A	55%
MFL	75%	25%	75%	25%	N\A	N\A	100%	75%	N/A	75%
RE	50%	50%	N\A	N\A	85%	44%	N\A	N\A	N\A	N\A
CITZ	0%	100%	50%	50%	N\A	N\A	0%	N/A	N/A	50%

KS2 / Year 7 Overview

Pupils arrive in KS2 often missing foundation skills and are generally below average in ability. Pupils make good progress in developing their foundation skills and progress can be seen in all subjects for pupils across the curriculum. We maintain this approach in year 7 so pupils can continue to build on their foundation skills to help prepare the skills they need to adapt to a more challenging curriculum in Key Stage 3 and Key Stage 4. Pupils benefit from a very high staff to pupil ratio, individualised approach, designated area and the use of a nurturing and therapeutic methodology.

Progress in Key Stage 2 has remained good, progress scores have improved or maintained in most areas, encouragingly so in English and Maths in which all pupils made expected steps of progress. Science being the only subject in which there was a sizable drop from the previous year.

The Target Tracker software suite introduced the previous year has proved successful in providing more detailed tracking of progress in Key Stage 2 and up to Year 8 in core subjects for those pupils with very low levels. This allows us to track stages of progress and informs where gaps in learning are and allow for appropriate intervention strategies such as targeted intervention for numeracy and

literacy, more emphasis has been placed on interventions in the coming year to address gaps in learning and barriers to learning. For pupils who are significantly below their expected range abilities in core subjects Target Tracker will continue to be used in conjunction with Key Stage 3 tracking systems to track progress in Years 8 & 9 and build on areas for development

KS2 SATS

Four pupils were due to take their SATS in 2023, the majority of students who attempted the tests achieved results broadly in line with their capabilities indicated by CAT4 assessments and Target Tracker data. Results in 2023 in all areas were down on the previous years and estimated grades from 2020/21. 0% of pupils achieved the required standard for the first time. Results in Maths remained lower than previous years, although only one pupil attempted the paper, this is a contributing factor to low outcomes in this area. There was a slight improvement in GPS, which 3 of the 4 pupils attempted. Below is an overview of Chaigeley pupil's outcomes from the past 3 years. Due to the Corona Virus Outbreak SATS exams at KS2 did not take place in 2021 and 2022. For the first time since 2019 we have been able to use comparative data from exams rather than teacher estimates. Due to the nature of our setting, the low ability of pupils and the entry level of the majority of the students who enter at KS2 our results are significantly below average in comparison to National data which are mainly representative of mainstream settings. A further study will be undertaken once data is available to compare our outcomes against a sample of similar settings later in the year

See Page 7 for breakdown and trend analysis

Number of Pupils	4 (2023) 7 (2022) 3 (2021)	At Expected 2023	Below Expected 2023	% Expected or above 2023	At Expected 2022	Below Expected 2022	% Expected or above 2022	National Average% 2022	At Expected 2021 (Teacher Assessed)	Below Expected 2021 (Teacher Assessed)	% Estimated at Expected or above 2021
Key Areas for Assessment	English - Reading	0	4	0%	4	3	57%	74%	2	1	66%
	English - GPS	0	4	0%	2	5	29%	72%	1	2	33%
	Maths	0	4	0%	1	6	14%	71%	2	1	66%

Below is an analysis of 2023 SATS exams results as a comparison

- Number of pupils taking SATs – 3
- Number of Pupils refused/removed from exams - 1
- Number of pupils achieving Above or expected in all areas – 0
- Number of pupils achieving Above or expected in Reading – 0
- Number of pupils achieving Above or expected in Maths - 0
- Number of Pupils achieving Above or expected in GPS – 0
- Number of Pupils Absent – Reading (2), GPS (0), Maths (3)

Average points scores (based on those who sat tests)

	English – GPS	English – Reading	Maths
Chaigeley 2022	94	99	96
Chaigeley 2023	96	87	92
National Average 2023	105	104	105

Commentary

Key Stage 3

In most subjects the progress in Key Stage 3 improved from the previous year, and in contrast to the previous year did not have a more detrimental effect on whole school progress than in the other key stages. Significant improvements have been made in English and Maths, with the impacts of targeted interventions and improvements in literacy strategy beginning last year starting to take effect. Art and Humanities also saw noticeable improvements; the only subject in which improvements in progress scores were not made was Science, which remained the same.

The more primary style model has been extended into its second year where pupils spend the majority of time with their form staff in a class base, but also receive lessons from specialist subject teachers, this approach has proved successful with most groups and been extended into Year 10/11 for this academic year.

Behavioural issues in KS3 which acted as a barrier to learning for some Key Stage 3 pupils were not as apparent and class changes occurred throughout the year in an attempt to create a more conducive learning environment. The main barriers to progress were caused by significant attendance issues amongst a small number of pupils further impacting upon Key Stage performance

Key Stage 4

Engagement and learning in the Year 11 cohort for those pupils not on the Outreach program was generally good, with those pupils achieving close to or at their target levels for the subjects in which they were entered, one of the pupils had severe issues at exam time despite extensive preparation which negatively affected their outcomes. Two of the Year 11 pupils due to their disruptive behaviour spent the 2nd half of Year 11 on the Outreach program, with one pupil choosing not to engage and the other engaging sporadically. One pupil was not entered in any external examinations. All Year 11 pupils were supported with intervention strategies and additional sessions if required throughout the year. We provided significant support in securing post 16 placements and 100% of the cohort have successfully gone on to secure a place in further education. We will follow up their engagement at intervals throughout the year. See **pages (9-11)** for full results and analysis.

Year 10 had a very unsettled year, with most of this cohort being pupils who had negatively affected progress the previous in KS3 the previous year. Due to continuous disruptive behaviour across school 2 of the pupils were moved onto other settings and the curriculum for the remaining pupils has been significantly revised to provide more practical and vocational opportunities. This in the main has proved successful, with 2 of the cohort already achieving external construction qualifications and another 3 on their way to mechanics qualifications, with general progress and classroom conformity improving in the latter part of the year. The pathway for these pupils will continue to be built upon in Year 11.

Pupil Name	Y11 Actual Examination Results for Summer 2023												
	GCSE Maths foundation / Higher	GCSE English Language	GCSE English Literature	GCSE Chemistry	GCSE German	Cambridge Nationals Cert Creative Imedia	BTEC L1 Award in Construction	BTEC Award in Home Cooking Skills Level 1/2		Percentage of Pupils 5 plus GCSEs including Maths and English at 4 and above	Attainment 8	Level 2 Qualifications	High Quality Counting
Pupil A	2	1	3			D1		P2			12	1	4
Pupil B	2	1						P2			5	1	2
Pupil C	6	5	5	5	4	M2					40	6	6
Pupil D	3	3	3			D1	Pass				16	0	4
Pupil E	Not Entered (NE)	NE	NE								0	0	0
									Average per pupil	20%	14.4	1.6	1.2

2022 Y11 Cohort Key Stage 4 Results

Overview

5 Pupils achieved externally accredited qualifications (4 year 11 and 1 year 10).

1 pupil achieved five or more Level 2 qualifications (GCSE Level 4 or old C grade and Higher). This is the same as the previous year. 3 of the 5 pupils achieved over 4 externally accredited exams at Level 1 and 2, down from 5 the previous year. All 5 of the 2023 leavers successfully gained a college placement to further their studies.

1 pupil achieved 5 or more level 2 qualifications including either English or Maths, the same as the previous year. 4 of the 5 Year 11 pupils achieved at least a level 1 grade in Maths and English GCSE.

Due to 2 pupils being on Outreach and one pupil experiencing a high degree of exam anxiety there was a smaller % of pupils achieving qualifications at levels 1 and 2 that are classed as 'higher quality' qualifications by the DOE that count towards attainment and progress 8, however continuing the trend after a review in 2018/9 the access continues to offer more such qualifications, and leading to a wider range of accessible courses at college and increase in pupils accessing college post 16.

League tables were re-introduced last year having been suspended for the last 2 academic years and this year's estimated attainment 8 score has remained consistent with the previous 2. Due to the diverse curriculum pathway we offer attainment 8 provides a better way of tracking whole school progress than the Progress 8 score. (This measure scores pupils across up to 8 qualifications that are approved by the DfE for inclusion on the school league tables). There has been an improvement in overall Attainment 8 score average since 2019. From a sample of 16 similar regional schools we have measured ourselves against in terms of Attainment 8 we have ranked 2nd both in 2019 and 2022 (data was not published in 2020 & 2021) and provides a good benchmark on the quality of academic outcomes against similar settings, and we expect similar this year (*see page 15*).

Attainment 8 Scores

2016	3.3
2017	5.7
2018	9.09
2019	13.56
*2020	24.1
**2021	13.6
2022	13.4
2023 (provisional)	14.3

* 2020 is estimated on teacher grades / submitted coursework

** 2021 via Tag Assessment method

Overall added value scores v's pupil predicted grades for qualifications they were entered for were similar across all subjects from the previous year, with an improvement in English and Food Tech with ICT remaining strong. Science was again the lowest scorer. Outcomes were slightly improved on the previous year in terms of the value added being closer to predicted grades in the subjects entered. Most pupils scored within 1 grade of their predicted grades (CAT4). Outcomes were affected by 2 pupils being on the Outreach program, with one pupil refusing to engage and not being entered for external examinations, one pupil who scored much better in mock exams and coursework was severely affected by exam anxiety. The CAT4 system works on a pupil's potential capabilities and KS4 outcomes determined by a series of tests. These outcomes work on the presumption that the pupil will attend school and put in the necessary effort in order to achieve the required outcome. In 2023 1 out of the 5 pupils achieved at least their predicted expected grades, with another 2 within 0.9 of expected grade average for subjects listed. Individual subject scores compared to previous years can be found below. For individual pupils scores see figure 1

Breakdown of Results by Subjects and Pupils

2023 Year 11 Cohort –CAT4 Predicted Grade vs Actual Summative Exam Grades - Headline Analysis Added Value

ENGLISH (5 Pupils)	
On Target	40%
Above Target	0%
Below Target	60%
2023 Average Points Grade Difference	-0.8
2022 Average Points Grade Difference	-1
2021 Average Points Grade Difference	-0.33

MATHS (5 Pupils)	
On Target	40%
Above Target	0%
Below Target	60%
2023 Average Points Grade Difference	-1.2
2022 Average Points Grade Difference	-1
2021 Average Points Grade Difference	-0.33

SCIENCE*** (2 Pupils)	
On Target	0%
Above Target	0%
Below Target	100%
2023 2022 Average Points Grade Difference	-2
2022 Average Points Grade Difference	-1
2022 Average Points Grade Difference	-1

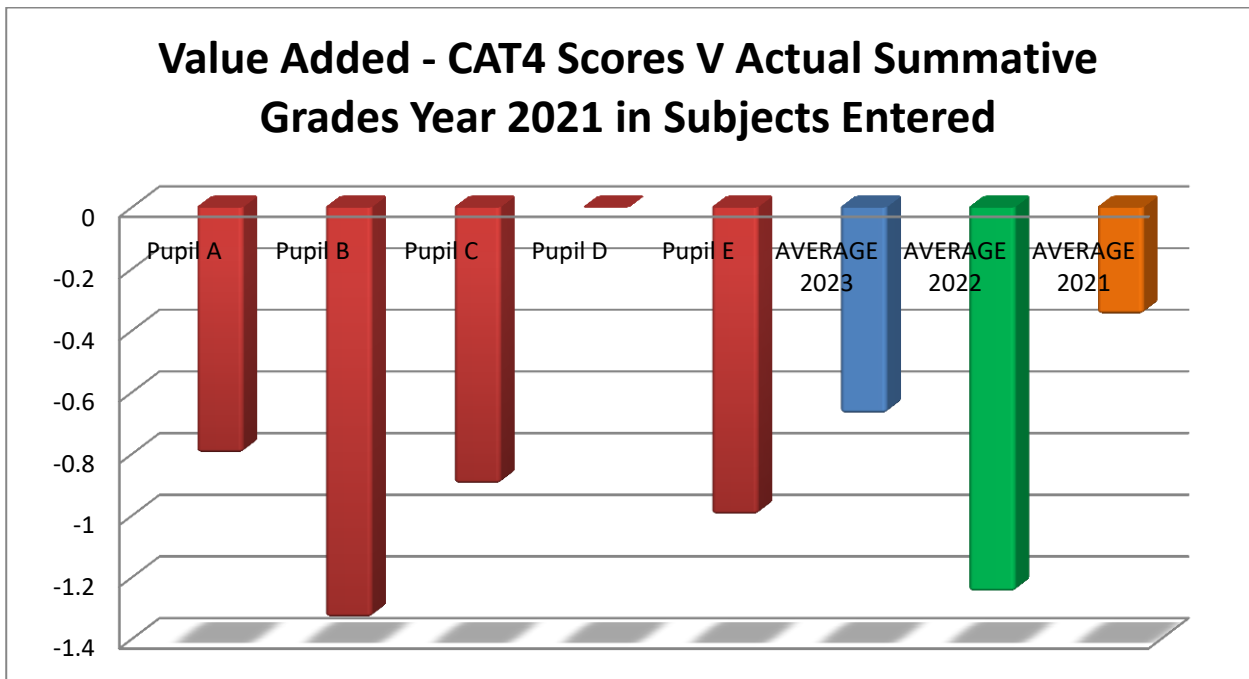
*** 1 pupil was withdrawn from entry for Science due to standard of coursework.

Food Technology (3 Pupils)	
On Target	67%
Above Target	0%
Below Target	33%
2023 Average Points Grade Difference	-0.33
2022 Average Points Grade Difference	0
2021 Average Points Grade Difference	-0.33

ICT (3 Pupils)	
On Target	67%
Above Target	0%
Below Target	33%
2023 Average Points Grade Difference	-0.33
2022 Average Points Grade Difference	-0.66
2021 Average Points Grade Difference	0

MFL (1 Pupil)	
On Target	0%
Above Target	0%
Below Target	100%
2023 Average Points Grade Difference	-1
2022 Average Points Grade Difference	-0.5
2021 Average Points Grade Difference	N\A

Figure 1



DRAFT

Overall Summary

In the majority of classes progress was good for students and broadly in line with their capabilities and expectation and in most years with the exception of Year 10 was slightly up on the previous 2 years. Key Stage 2 remained strong and comparable to the previous 2 years across all subjects, outcomes in SAT tests although below the National average were mainly in line with assessed predictions. (CAT4)

Summative assessment outcomes at Key Stage 4 for most pupils were varied, with the pupils not on the Outreach program achieving close to expected outcomes for the examinations for which they were entered and achieving external accreditation. Attainment 8 average scores for a setting of our type remained strong and actually improved on the previous year's grades. In comparison to similar SEMH settings based on the last set of data available in 2019 and 2022, our 2023 scores should see us above the average taken from a sample of other SEMH settings. Further work will be done to analyse this later in the year once data becomes available for KS2 and KS4. Students have benefitted from the introduction of higher quality counting qualifications over the previous 3 years after a review of outcomes. All students in Year 11 successfully gained a place and enrolled at a Post provision. Two students also received external accreditation from vocational providers. Issues with the Year 10 cohort have impacted progress in KS4, a revised curriculum pathway for these students should help engagement in Year 11.

KS3 progress improved on the previous year due to a number of factors previously contained in this report (see page 8), this has helped improve whole school scores in progress levels, and bodes well for pupils entering KS4. Newly appointed KS3 lead will help to ensure consistency and engagement.

Attainment 8 Comparison Vs Comparable Settings 2022

Below is a table illustrating comparison between Chaigeley and similar regional settings in terms of Attainment 8 scores from summative examinations at the end of Key Stage 4. Attainment 8 combines the point scores obtained in all 'higher quality' examinations pupils enter in up to 8 subjects at the end of Key Stage 4, the school score is an average of this. We have used Attainment 8 rather than progress 8 as this is a more measurable metric in our type of setting due to the tailored curriculum pupils will not sit 8 such qualifications, furthermore due to some pupils in such settings not sitting end of KS2 assessments this measure is less reliable, and is often difficult to obtain for other settings. As you can see from the table below Chaigeley has scored consistently and compares very favourably in the Attainment 8 measure, ranking 2nd in both 2022 and 2019 (which was the last time data was published) and comfortably above the average score in the sample, based on this years estimated score we would predict a similar comparison. For reference the average score in mainstream settings for the year in England was 48.

Chaigeley v's other regional SEMH settings – Attainment 8 score

School Name	2019	2022
Archer Brook	16.8	8.4
Chaigeley	13.6	13.5
Rosendale School	8.3	32.9
Woolston	8.1	4.2
West Kirkby Residential	7.1	N\A
Reddish hall	5	2.9
Finchwood	4.1	5.6
Lever Park	4	4.9
WHS	3.6	N\A
Nugent House	3.4	5.4
High Peak School	3	8.6
Roselyn House	2	1.5
Tyldsley School	1.5	1.7
Clifford Holroyde	1.2	3.2
Olsen House	0.5	8.6
Weston Point		4.6
Average	5.48	7.56
Chaigeley Rank	2	2

Areas for development 2022/23

The following initiatives or measures to be introduced or further embedded in 2023/24 to aid engagement, progress and remove barriers to learning

- Ensure all pupils across all key stages have provision mapping which allows them to access the therapeutic and academic support they need to regulate their behaviour and achieve positive academic, pastoral and personal outcomes.
- Introduction of accelerated reader to help improve literacy levels
- Introduction of phonics programs in all key stages to improve reading
- Re-structure of school day timetable to allow for motivational, silent and dedicated reading slots to remove barriers to learning
- Adaptation of new Key Stage 4 curriculum to provide different pathways and make the curriculum more accessible to the increasingly diverse student population including construction and mechanics vocational qualifications
- Literacy initiative to focus on improvement in literacy across the whole school
- New high quality counting qualification for PE Sport Introduced that will count towards attainment 8 outcomes for Year 10 cohort
- Full cycle of data in Target Tracker used to address gaps in learning and to be rolled out across none core subjects in KS2 and early KS3 nurture class.
- Termly progress reports completed by subject leaders to provide analysis and ways forward
- Key Stage Leads appointed in each key Stage to assist with the management and learning outcomes for pupils in their respective key stages
- Classroom layouts redesigned and with uniformity across school to meet recommendations from OTP for learning and regulation
- Proposed introduction of PASS attitudinal learning assessment to inform barriers to learning holistically and for individuals
- New qualifications in Art introduced to offer a higher quality pathway
- New qualifications in Food Technology introduced to offer a higher quality pathway
- Zones of regulation used in all class areas to help regulate pupils and prepare them for engagement in learning
- Music Tutor to prepare selected students for performance grading
- Re-evaluation of Science pathway at KS4
- Additional full time SALT practitioner introduced to work with pupils experiencing speech and language difficulties to form a barrier to learning
- New class structures with an additional TA and a HLTA deployed in each class to assist learning.