

Saxon Hill Academy

Progress Data to end of Summer Term 2020

Saxon Hill Summary data Summer 2020															
Whole School	% Below Expectations	% In Line with Expectations	School Target	% Exceeding Expectations	School Target	Disadvantaged	% Below Expectations	% In Line with Expectations	School Target	% Exceeding Expectations	School Target				
(108 pupils)			%		%	(39 pupils)			%		%				
English	5%	76%	90	19%	10	English	5%	69%	90	26%	10				
Mathematics	4%	72%	90	24%	10	Mathematics	3%	69%	90	28%	10				
Science	4%	74%	90	22%	10	Science	3%	69%	90	28%	10				
EHCP Cognition	5%	68%	90	27%	10	EHCP Cognition	5%	59%	90	36%	10	Whole school	School	School	National
EHCP Communication	5%	79%	90	16%	10	EHCP Communication	8%	72%	90	21%	10			Disadvantaged	Specials
EHCP Physical & Sensory	5%	82%	90	13%	10	EHCP Physical & Sensory	5%	77%	90	18%	10	Fixed Term Exclusion (FTE) %	0	0	13.54%
EHCP Social, Emotional & Mental Health	5%	64%	90	31%	10	EHCP Social, Emotional & Mental Health	5%	67%	90	28%	10	Permanent Exclusion (PEX) %	0	0	0.09%
KS EYFS 11 pupils	Subjects	% Below Expectations	% In Line with Expectations	% Exceeding Expectations	KS1 13 pupils	Subjects	% Below Expectations	% In Line with Expectations	% Exceeding Expectations	KS2 33 pupils	Subjects	% Below Expectations	% In Line with Expectations	% Exceeding Expectations	
Foundation	English	8%	77%	15%	KS1	English	0%	87%	13%	KS2	English	0%	79%	21%	
Foundation	Mathematics	0%	69%	31%	KS1	Mathematics	0%	64%	36%	KS2	Mathematics	0%	79%	21%	
Foundation	Science	0%	69%	31%	KS1	Science	0%	64%	36%	KS2	Science	0%	85%	15%	
Foundation	EHCP Cognition	0%	69%	31%	KS1	EHCP Cognition	0%	64%	36%	KS2	EHCP Cognition	0%	79%	21%	
Foundation	EHCP Communication	8%	77%	15%	KS1	EHCP Communication	0%	86%	14%	KS2	EHCP Communication	0%	85%	15%	
Foundation	EHCP Physical & Sensory	0%	85%	15%	KS1	EHCP Physical & Sensory	0%	79%	21%	KS2	EHCP Physical & Sensory	0%	94%	6%	
Foundation	EHCP Social, Emotional & Mental Health	0%	77%	23%	KS1	EHCP Social, Emotional & Mental Health	0%	86%	14%	KS2	EHCP Social, Emotional & Mental Health	3%	70%	27%	
1 pupil, sometimes upset but unable to communicate why.						All very well achieved.						1 pupil sometimes struggles with own emotions.			
KS3 28 pupils	Subjects	% Below Expectations	% In Line with Expectations	% Exceeding Expectations	KS4 3 pupils	Subjects	% Below Expectations	% In Line with Expectations	% Exceeding Expectations	KS5 17 pupils	Subjects	% Below Expectations	% In Line with Expectations	% Exceeding Expectations	
KS3	English	3%	86%	11%	KS4	English	0%	33%	67%	Post-16	English	18%	53%	29%	
KS3	Mathematics	3%	79%	8%	KS4	Mathematics	0%	33%	67%	Post-16	Mathematics	18%	64%	18%	
KS3	Science	3%	83%	14%	KS4	Science	0%	33%	67%	Post-16	Science	18%	58%	24%	
KS3	EHCP Cognition	7%	79%	14%	KS4	EHCP Cognition	0%	0%	100%	Post-16	EHCP Cognition	18%	47%	35%	
KS3	EHCP Communication	3%	83%	14%	KS4	EHCP Communication	0%	67%	33%	Post-16	EHCP Communication	23%	59%	18%	
KS3	EHCP Physical & Sensory	3%	86%	11%	KS4	EHCP Physical & Sensory	0%	67%	33%	Post-16	EHCP Physical & Sensory	23%	59%	18%	
KS3	EHCP Social, Emotional & Mental Health	11%	53%	36%	KS4	EHCP Social, Emotional & Mental Health	0%	67%	33%	Post-16	EHCP Social, Emotional & Mental Health	12%	41%	47%	
1 pupil, non-attendance through serious illness, this pupil has now sadly passed away. 2 additional SEMH sometimes struggle to communicate emotions.						All very well achieved.						Predictions are based on end of year attainment levels in Diploma units accrued. Many units have had to be deferred until this term. Some have had their IV and EV deferred but			



Saxon Hill Academy Progress Summary 2020-2021

End of Autumn 2020 NOR: 118

	Below	At	Above
English	19%	62%	19%
Mathematics	17%	66%	17%
Science	15%	77%	8%
EHCP targets Cognition and Learning	14%	68%	18%
EHCP targets Communication and Interaction	14%	68%	18%
EHCP targets Social, Emotional and Mental Health	16%	75%	9%
EHCP Physical and Sensory	16%	71%	13%

End of Spring 2021 NOR:

	Below	At	Above
English			
Mathematics			
EHCP targets			

End of Summer 2021 NOR:

	Below	At	Above
English			
Mathematics			
EHCP targets			

Saxon Hill Academy

Autumn Term 2020 Strengths and Developments

Strengths	Areas for Development
<p>English – 19% of pupils have made above expected progress,</p> <p>Accurate baseline assessments were made against national benchmarks in September.</p> <p>The English lead has worked to support teachers across the school with team teaching and mentoring to ensure differentiated sub-grouping is utilised effectively, resources are most appropriate, and teaching is well pitched and delivered.</p> <p>The highly skilled teacher ran a whole school training in September on Reading, Non-verbal Reading and Phonics.</p> <p>The development and robust coordination of Phonics and Reading skills maximises pupils' language and communication skills. Implementation of Phonics is consistent throughout school and is well managed.</p> <p>Maths – 17% of pupils made above expected progress.</p> <p>The Maths lead has devised and presented a clear 3is based programme of study for Maths across school. She has also created a criterion-based assessment system in the core subjects, showing small steps within each set of Year Group Expectations.</p> <p>The inclusion into our LEADERS Curriculum, of a Recovery Curriculum, to support the re-engagement of learners into school and focused learning after time out of school during the pandemic. We have built up teaching time for some pupils to allow them time to be ready to learn.</p> <p>Robust school systems are in place to identify opportunities for CPD, areas for development and teacher self-assessment.</p>	<p>Science – to support pupils to make good progress, we will ensure pupils are taking part in a variety of engaging Science lessons and the whole school will take part in British Science Week.</p> <p>EHCP – social, emotional and mental health – It has been a disrupted year for all pupils and the impact on their emotional health is overt in some and difficult to assess in others. Some pupils have struggled to settle back into a routine and follow expectations since shielding and having an extended period of time at home, where there has been a mixed uptake of our online learning provision. Where deemed necessary, some pupils are still taking part in the recovery curriculum which provides extra PSHE/social skills sessions.</p> <p>English – 19% of pupils made below expected progress. We will analyse this further to identify any particular strands of weakness and ensure the middle leader (HF) is able to devise intervention programmes tailored to support the shortfalls.</p> <p>Information from Phonics assessment analysis will support teachers to deliver phonics accurately and to provide appropriate challenge.</p> <p>English, Maths and Science Leads to ensure programmes of study are delivered consistently and are monitored regularly.</p> <p>Closely track and monitor effectiveness of EHCP outcomes, ensuring they are aspirational and achievable.</p> <p>Teachers to further develop skills to provide effective Blended Learning opportunities for all pupils.</p>



A successful INSET day in September meant classroom staff were able to develop their knowledge through the following training sessions: Multi-Sensory Impairment, Reading for All, Messy Play for SEMH learners, Postural Care Support, PROACT-UK-SCIP®, First Aid and Paediatric First Aid. Some Teachers have also taken part in Autism training and 'creating a mental wealth' with Prof. Barry Carpenter.

Develop greater awareness of **online safety** in line with greater use of IT with Blended Learning and web-based lessons accessed from home.

Embed effective **tracking of accreditation** on Evidence for Learning.

Utilise the Gatsby benchmarks to inform developments within **CEIAG** in school.