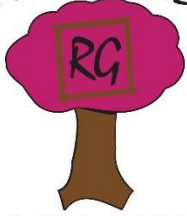


ROWAN GATE



PRIMARY SCHOOL

## A SUMMARY OF PUPIL PROGRESS

Our broad Rowan Gate Curriculum is designed to allow all pupils to be taught through an individualised and flexible approach. It is a skills-based curriculum in which children can continuously build upon their knowledge and understanding, consolidating their learning and acquiring new skills as they travel through the school. Some pupils may travel in a vertical direction,

others may gain breadth and take smaller steps.

Children's learning is continually planned and assessed so there is always the potential for progress in whichever direction is appropriate. Our Rowan Gate assessment framework helps to measure your child's progress in a variety of ways.

We assess children to see what they have learnt and to know where they need to go next.

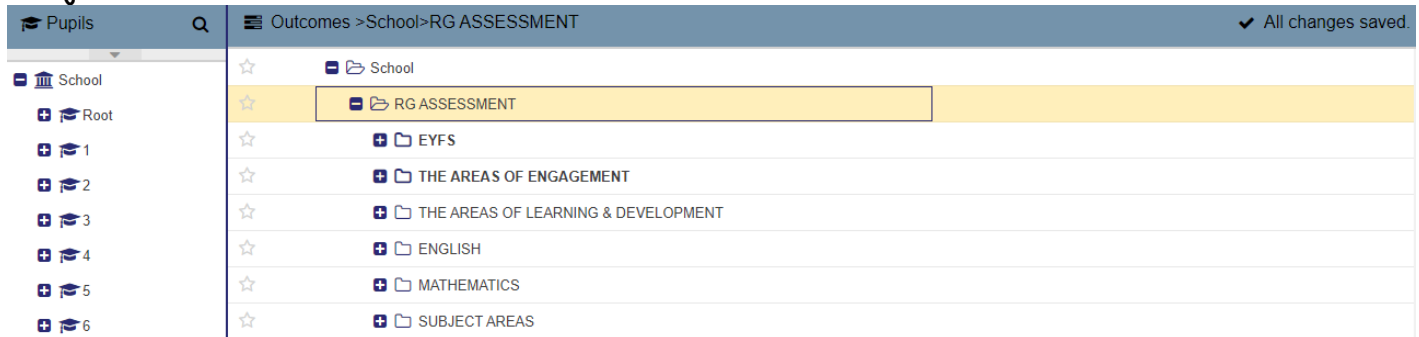
We assess in different ways in the classroom and collate evidence using work books, My World, Fly with Me books and Onwards & Upwards Assessment tool.

Our Onwards & Upwards Assessment tool is based on learning areas and shows the developmental steps children make in their learning. The assessment tool consists of

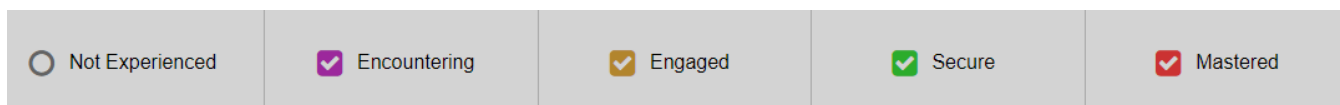
The Areas of Engagement

The Areas of Learning

Subject Area



The small steps of progress pupils make are really important. In the Areas of Learning and Subject Area we use linear measuring system to show the progress (encountering, engaged, secure, mastered):



in the Area of Engagement - we measure pupils' fluency and ability to maintain the skill.



Our Rowan Gate curriculum enables teachers to plan learning that is developmentally appropriate, progressive; helping pupils to learn well. Our Rowan Gate assessment framework helps teachers to measure and report what we value. This means we measure different aspects of learning which are relevant and meaningful for each child's learning.



K E Y	COMMUNICATION & LANGUAGE		PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT		COGNITION & LEARNING		PHYSICAL DEVELOPMENT	
	INITIATION		PERSISTANCE		ANTISIPATION		REALISATION	
	EXPLORATION		ENGLISH		MATHS		PHYSICAL EDUCATION	
	UNDERSTANDING THE WORLD		SCIENCE		HISTORY		GEOGRAPHY	
S K I L L S	EXPRESSIVE ARTS & DESIGN		MUSIC		ART		D&T	

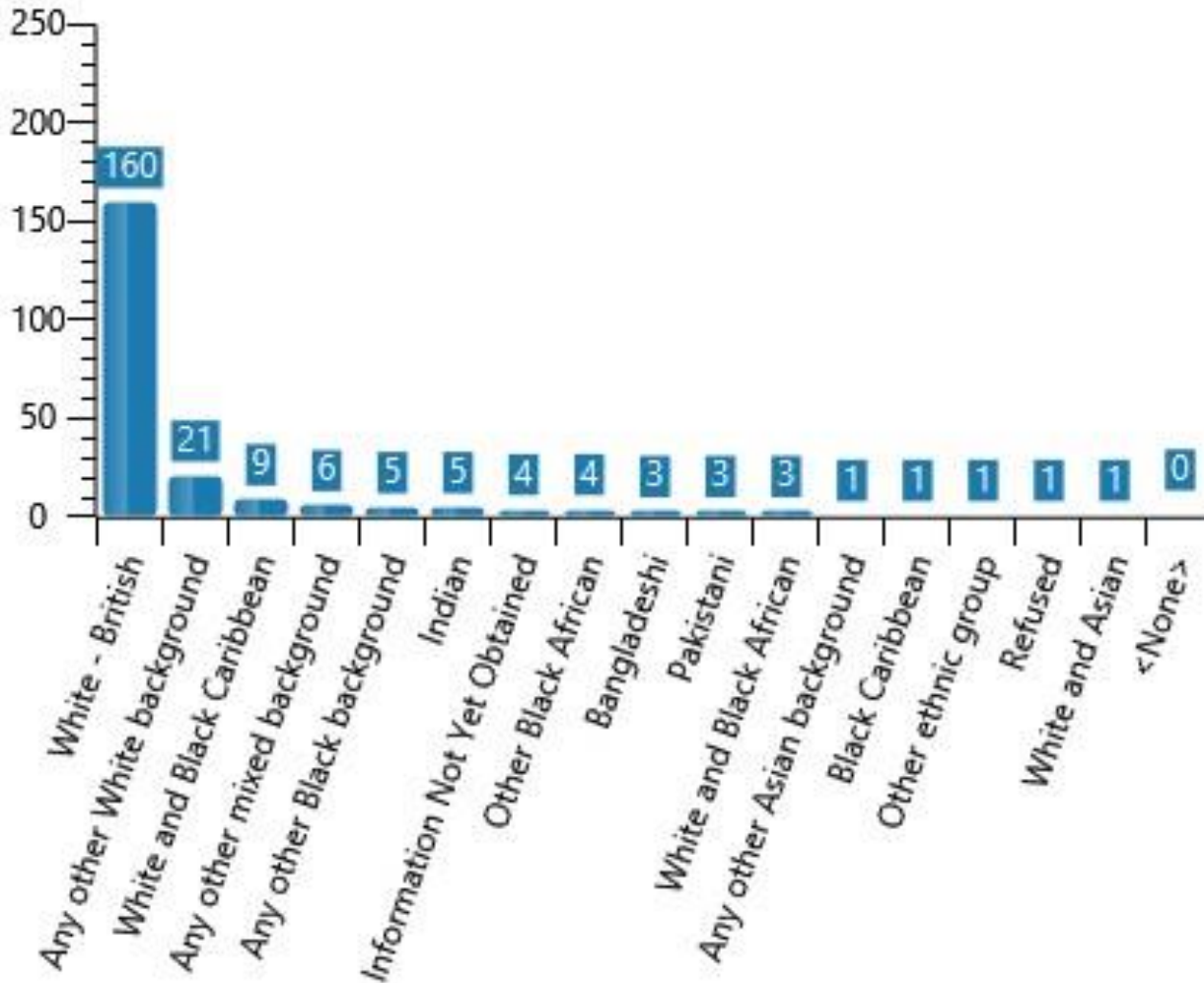


## ROWAN GATE CONTEXT IN JULY 2023

Number on role	Boys: Girls	Eligibility for Pupil Premium			Overall Attendance	No of pupils with below 85% attendance
		FSM Ever 6	Looked after Children	PLAC		
<b>228</b>	<b>174: 54 76%: 24%</b>	<b>79 35%</b>	<b>10 4%</b>		<b>88.79%</b>	<b>45 20%</b>

### Student Totals by Ethnicity [Last Year]

A count of students with each ethnicity

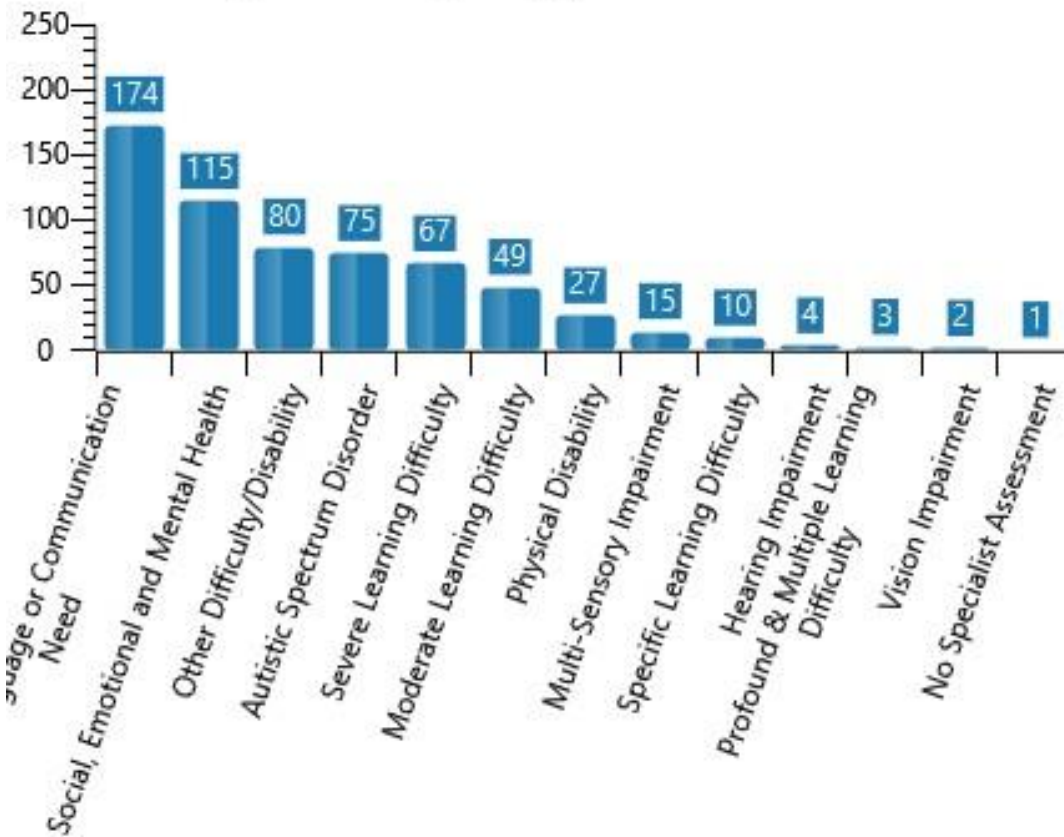


	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year group total		22	20	46	41	29	30	40
Boys; Girls		19:3	11:9	31:15	35:6	24:5	25:5	29:11
Phase total	22		66		140			

Types of SEND across provision: <ul style="list-style-type: none"> <li>• Cognition &amp; Learning</li> <li>• Communication &amp; Interaction</li> <li>• SEMH</li> <li>• Sensory/ Physical</li> </ul>	Provision age range: 4 - 11 years	EHC Plans: 100%
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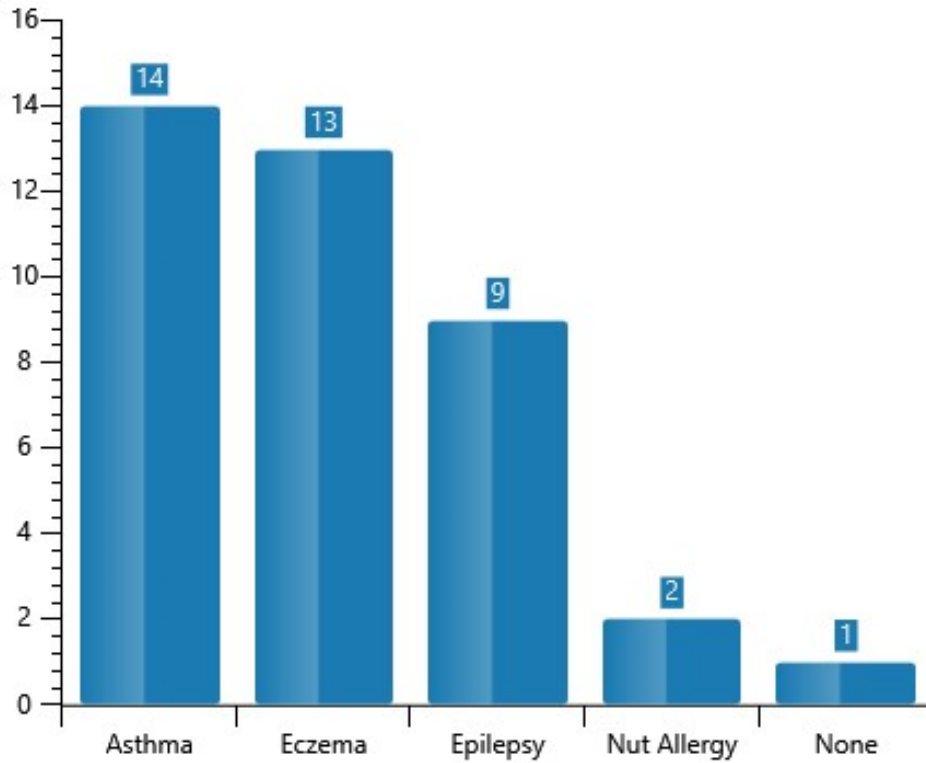
### Students by SEN Need Type Category [Last Year]

A count of students by their SEN need type category



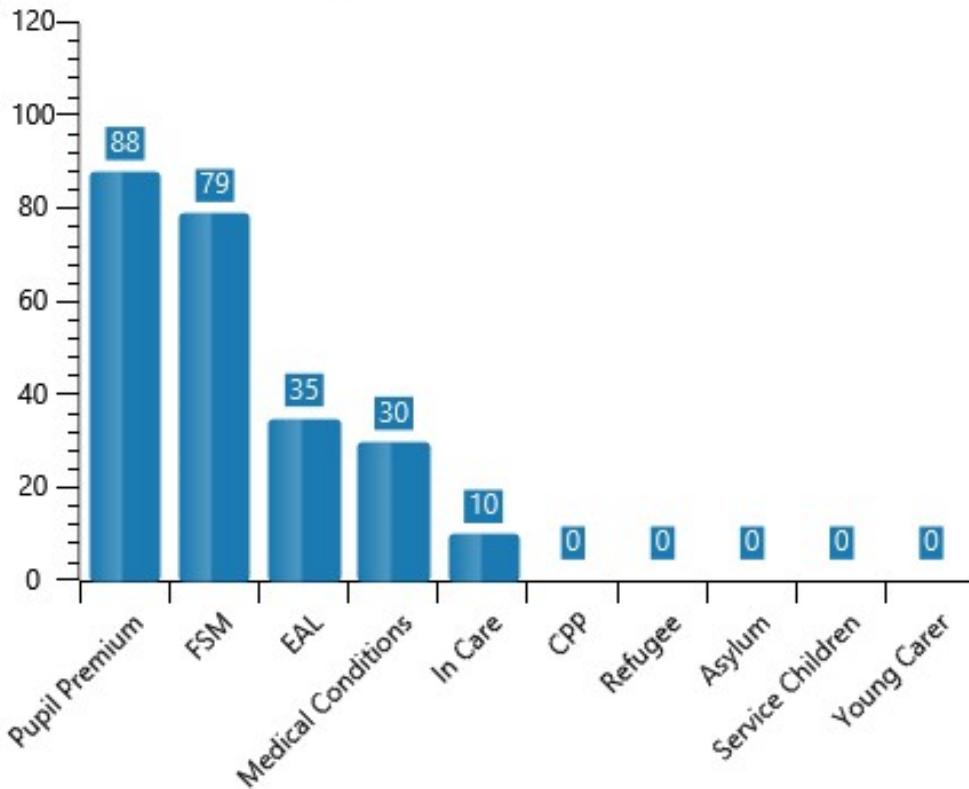
## Student Totals by Medical Conditions [Last Year]

A count of students with each medical condition



## Student Totals by Key Pastoral Factors [Last Year]

A count of students with each key pastoral factor



## PUPIL PROGRESS 2022-2023

The vast majority of pupils at Rowan Gate Primary School continue to make good or outstanding progress from their starting points during the academic year 2022 - 2023.

The vast majority have made expected or better progress in English and Maths.

Progress analysis provides supporting evidence that children have developed the knowledge and skills across all learning areas.

All groups of pupils achieve well, with no significant variation based on gender, race, language, Pupil Premium entitlement or need.

### KS1

	READING	WRITING	SPEAKING	LISTENING	NUMBER	SHAPE	THE WORLD
<b>JULY 2023</b>	86%	86%	86%	91%	89%	92%	87%
<b>JUNE 2022</b>	95%	95%	93%	96%	97%	96%	94%
<b>JUNE 2021</b>	79%	76%	80%	82%	83%	87%	82%

RAG system for KS1 shows that there is a slight decrease of pupils making good or outstanding progress in comparison with the previous year, though all individual pupils not making expected progress have been identified and actions taken. The effect of Covid-19 should be taken into consideration, as these children were in Reception year at that time or younger, which had an impact on their development - not attending Nurseries/ Reception classes.

### KS2

	READING	WRITING	SPEAKING	LISTENING	NUMBER	SHAPE	THE WORLD
<b>JULY 2023</b>	95%	91%	95%	96%	96%	96%	95%
<b>JUNE 2022</b>	93%	95%	91%	96%	95%	95%	93%
<b>JUNE 2021</b>	79%	76%	80%	82%	83%	87%	82%

RAG system shows that the majority of KS2 pupils continue making good or outstanding progress. Over time, the pattern of progress at our school shows acceleration during KS2. This has been consistent since the last inspection.

Pupils' Progress meetings have been carried out with individual classes. Analysis of Pupils' Progress meetings shows that the majority of pupils continue to make good and outstanding progress.

## **PUPIL OUTCOMES - WHOLE SCHOOL**

(Note: cohorts may be small)

### English Reading:

92% of pupils make progress

63% - exceeding or making expected progress

29% - working towards expected progress

20% - at early stages of development - working within Step 1-6 - follow the Engagement Model

13% - 27 pupils work within Steps 16-19 (NC Year 1-4)

### English Writing:

90% of pupils make progress

55% - exceeding or making expected progress

35% - working towards expected progress

21% - at early stages of development - working within Step 1-6 - follow the Engagement Model

9% - 18 pupils work within Steps 16-19 (NC Year 1-4)

### Mathematics:

92% of pupils make progress

65% - exceeding or making expected progress

27% - working towards expected progress

20% - at early stages of development - working within Step 1-6 - follow the Engagement Model

12% - 25 pupils work within Steps 16-19 (NC Year 1-4)

### The World/ Science:

91% of pupils make progress

59% - exceeding or making expected progress

32% - working towards expected progress

22% - at early stages of development - working within Step 1-6 - follow the Engagement Model

6% - 9 pupils work within Steps 16-19 (NC Year 1-4)

### PSED:

89% of pupils make progress

46% - exceeding or making expected progress

43% - working towards expected progress

23% - at early stages of development - working within Step 1-6 - follow the Engagement Model

4% - 5 pupils work within Steps 16-19 (NC Year 1-4)

## PUPIL OUTCOMES - KS1 AND KS2

### KS1

#### English Reading:

All pupils make progress

66% - exceeding or making expected progress

34% - working towards expected progress

29% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### English Writing:

87% of pupils make progress

57% - exceeding or making expected progress

30% - working towards expected progress

29% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### Mathematics:

All pupils make progress

78% - exceeding or making expected progress

22% - working towards expected progress

28% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### The World:

All pupils make progress

55% - exceeding or making expected progress

45% - working towards expected progress

29% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### PSED:

98% of pupils make progress;

49% - exceeding or making expected progress

49% - working towards expected progress

29% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### KS2

#### English Reading:

92% of pupils make progress;

61% - exceeding or making expected progress

31% - working towards expected progress

18% - at early stages of development - working within Step 1-6 - follow the Engagement Model

19% - 27 pupils work within Steps 16-19 (NC Year 1-4)

#### English Writing:

91% of pupils make progress;

55% - exceeding or making expected progress



36% - working towards expected progress

18% - at early stages of development - working within Step 1-6 - follow the Engagement Model

13% - 18 pupils work within Steps 16-19 (NC Year 1-4)

#### Mathematics:

91% of pupils make progress;

61% - exceeding or making expected progress

30% - working towards expected progress

17% - at early stages of development - working within Step 1-6 - follow the Engagement Model

18% - 25 pupils work within Steps 16-19 (NC Year 1-4)

#### The World/ Science:

90% of pupils make progress;

61% - exceeding or making expected progress

29% - working towards expected progress

19% - at early stages of development - working within Step 1-6 - follow the Engagement Model

6% - 9 pupils work within Steps 16-19 (NC Year 1-4)

#### PSED:

89% of pupils make progress;

47% - exceeding or making expected progress

42% - working towards expected progress

20% - at early stages of development - working within Step 1-6 - follow the Engagement Model

4% - 5 pupils work within Steps 16-19 (NC Year 1-4)

### **PUPIL OUTCOMES - BOYS**

#### English Reading:

92% of pupils make progress;

66% - exceeding or making expected progress

26% - working towards expected progress

19% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### English Writing:

90% of pupils make progress;

58% - exceeding or making expected progress

32% - working towards expected progress

19% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### Mathematics:

93% of pupils make progress;

64% - exceeding or making expected progress

29% - working towards expected progress

19% - at early stages of development - working within Step 1-6 - follow the Engagement Model

The World:

91% of pupils make progress;

59% - exceeding or making expected progress

32% - working towards expected progress

20% - at early stages of development - working within Step 1-6 - follow the Engagement Model

PSED:

89% of pupils make progress;

46% - exceeding or making expected progress

43% - working towards expected progress

22% - at early stages of development - working within Step 1-6 - follow the Engagement Model

**PUPIL OUTCOMES - GIRLS**

English Reading:

All pupils make progress

55% - exceeding or making expected progress

45% - working towards expected progress

27% - at early stages of development - working within Step 1-6 - follow the Engagement Model

English Writing:

All pupils make progress

51% - exceeding or making expected progress

49% - working towards expected progress

29% - at early stages of development - working within Step 1-6 - follow the Engagement Model

Mathematics:

91% of pupils make progress;

68% - exceeding or making expected progress

23% - working towards expected progress

25% - at early stages of development - working within Step 1-6 - follow the Engagement Model

The World:

All pupils make progress

58% - exceeding or making expected progress

42% - working towards expected progress

25% - at early stages of development - working within Step 1-6 - follow the Engagement Model

PSED:

90% of pupils make progress;

46% - exceeding or making expected progress

44% - working towards expected progress

28% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### **PUPIL OUTCOMES - LAC**

#### English Reading:

All pupils make progress

79% - exceeding or making expected progress

21% - working towards expected progress

14% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### English Writing:

All pupils make progress

36% - exceeding or making expected progress

64% - working towards expected progress

14% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### Mathematics:

All pupils make progress

50% - exceeding or making expected progress

50% - working towards expected progress

14% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### The World:

All pupils make exceeding or expected progress

14% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### PSED:

All pupils make exceeding or expected progress;

14% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### **PUPIL OUTCOMES - PUPIL PREMIUM**

#### English Reading:

All pupils make progress

70% - exceeding or making expected progress

30% - working towards expected progress

13% - at early stages of development - working within Step 1-6 - follow the Engagement Model

#### English Writing:

92% of pupils make progress;

61% - exceeding or making expected progress

31% - working towards expected progress

13% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### Mathematics:

96% of pupils make progress;

71% - exceeding or making expected progress

25% - working towards expected progress

13% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### The World:

All pupils make progress

67% - exceeding or making expected progress

33% - working towards expected progress

13% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### PSED:

92% of pupils make progress;

46% - exceeding or making expected progress

46% - working towards expected progress

14% - at early stages of development - working within Step 1-6 - follow the Engagement Model

## **PUPIL OUTCOMES - EAL PUPILS**

### English Reading:

87% of pupils make progress;

39% - exceeding or making expected progress

48% - working towards expected progress

31% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### English Writing:

85% of pupils make progress;

44% - exceeding or making expected progress

41% - working towards expected progress

38% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### Maths Number:

All pupils make progress

58% - exceeding or making expected progress

42% - working towards expected progress

43% - at early stages of development - working within Step 1-6 - follow the Engagement Model

### The World:

All pupils make progress

59% - exceeding or making expected progress

41% - working towards expected progress

40% - at early stages of development - working within Step 1-6 - follow the Engagement Model

## PSED:

All pupils make progress;

56% - exceeding or making expected progress

44% - working towards expected progress

40% - at early stages of development - working within Step 1-6 - follow the Engagement Model

## **STATUTORY ASSESSMENT -PRE-KEY STAGE STANDARDS**

The Pre-Key Standards are for pupils who are working below the overall standard of National Curriculum assessments, but who are engaged in subject-specific study.

These are statutory for reporting end of key stage assessment judgement. Judgements are reported in Reading, Writing and Mathematics.

For pupils working at a non-subject specific level, it is required that they are assessed on the Engagement Model.

### End of KS1

- 44 pupils
- Phonics screening test - 3 pupils scored 32 or more
- 16 pupils (36%) - follow the Engagement Model

	PKS1	PKS2	PKS3	PKS4	Engagement Model
READING	13 - 30%	11 - 25%	4 - 9%	-	16 - 36%
WRITING	19 - 43%	7 - 16%	2 - 5%	-	16 - 36%
MATHS	19 - 43%	7 - 16%	2 - 5%	-	16 - 36%

### End of KS2 results:

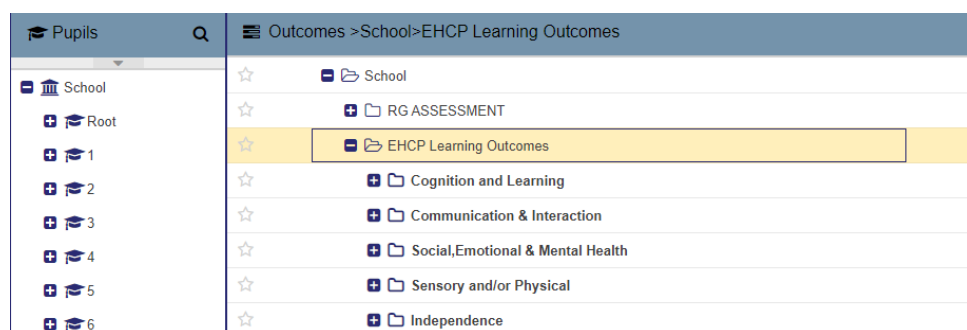
- 40 pupils
- 3 pupils follow the Engagement Model

	PKS1	PKS2	PKS3	PKS4	PKS5	PKS6	Engagement Model
READING	9 - 22%	5 - 13%	10 - 25%	6 - 15%	7 - 18%		3 - 8%
WRITING	8 - 20%	9 - 22%	5 - 13%	11 - 27%	4 - 10%		3 - 8%
MATHS	5 - 13%	2 - 5%	9 - 22%	12 - 30%	9 - 22%		3 - 8%

## THE ENGAGEMENT MODEL

The Engagement Model has been implemented in September 2021. The Model has been introduced to all teachers. All pupils are initially assessed using one Rowan Gate assessment tool (Step 1 - 19). The engagement model is used in conjunction with RG assessment tool and recording system. The engagement model is used to support pupils who are working within Steps 1 - 6 and who are not engaged in subject-specific study, follow Pre-Formal Curriculum. Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. The model is used to assess pupils' progress and development in their fluency and ability to maintain the skill regularly throughout the year through observations and recording the evidence. A very small number of pupils in this cohort have made limited measurable progress due to long term hospitalisation or absence due to the complexity of their medical needs.

## PROGRESS AGAINST EHCP OUTCOMES



Within each pupil's annual review cycle, it is clear that significant progress has been made by the majority of pupils, from their individual starting points. This has been evidenced in a range of ways, including termly annotation on Onwards & Upwards assessment tool, annotated evidence in Fly with Me books, daily Key Skills sessions and the annual review advice. Pupil progress against the outcomes is shared with parents via termly reports and annual review advice. The vast majority of parents continue to be pleased with the progress that their child has made against their IEP targets. This has been evidenced through parent views' forms prior to annual review meetings and through discussions within the meetings themselves.