



Hazel Oak School

Achievement

2023 - 2024

Target Setting

At the beginning of the year 2023-2024, we set bespoke targets for each child in Reading, Writing, Communication & Interaction, Number, Social, Emotional & Mental Health (SEMH), Physical & Sensory, Science/My World and Relationships & Sex Education. Wherever possible, these were linked directly to each pupil's end of key stage targets, as outlined in Section E of their Education Health and Care Plan. In key stages 4 and 5, targets were also linked to particular skills that individual pupils needed to develop to ensure they gained their qualification at the end of Year 11 or Year 13.

2023-2024 was the second year that this target setting system had been used to track pupil progress. Data analysis in July 2023 identifies that not enough pupils were had achieved their academic targets in set in Autumn 2022. Quality assurance processes in 2022-2023, highlighted that this was due to a number of reasons. Although there were areas of development that needed to be addressed throughout the academic year, for example the embedding of the Little Wandle phonics programme, it was clear that the targets set in 2022 were not always SMART and therefore it was sometimes difficult to decide whether these targets had been achieved or not.

The following steps were taken to address this:

- All staff took part in target setting training with a focus on writing SMART targets in September 2023.
- Every target was moderated by a senior, middle or subject leader to ensure consistency and appropriate challenge across the school.
- Some teachers, for example Early Career Teachers, were supported by writing their targets with a peer.
- Targets were shared with parents and carers during Parents Evening in October 2023.
- Targets were reviewed in February 2023 and July 2023 before being shared with parents and carers again through mid-year and summer reports.

As a result of this continuing professional development and moderation, the target setting data in July 2024 shows a clear picture of what the school needs to do to further develop provision and practice. The tracking and analysis of target achievement is set out below, broken down into the core subjects, as well as the areas of need outlined in the SEND Code of Practice (2015). Accreditation Data in Key Stage 4 and Key Stage 5 is also included.

ENGLISH

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
English – Reading WHOLE SCHOOL	144	85%	26	15%	80	79%	21	21%	65	94%	5	7%
English – Writing WHOLE SCHOOL	112	66%	58	34%	63	62%	38	38%	49	71%	20	29%
Communication and Interaction WHOLE SCHOOL	136	80%	34	20%	78	77%	23	23%	58	84%	11	16%

Analysis

- 85% of pupils achieved their Reading targets in 2023-2024. This is an increase of 13% from 2022-2023, where 72% of pupils achieved their Reading targets. The Little Wandle Phonics programme has now been in place for 2 academic years and this has had a positive impact on target achievement. Specific interventions such as Precision Teaching have also supported pupils with specific literacy difficulties to gain confidence in reading. Individual pupil achievement indicates that further work needs to be done to develop Reading support for pupils with complex needs in Reading.
- Only 66% of pupils achieved their Writing targets. This is a slight increase from 2022-2023 (60%) but is still low. Writing will have a significant focus in the 2024-2025 School Development Plan.
- 80% of pupils met their targets in Communication and Interaction, which is a 14% increase from 2022-2023 (66%). Target achievement in Communication and Interaction was lower for pupils with complex needs than those with moderate learning difficulties. Therefore, specific work need to be done to increase staff confidence in augmentative and alternative communication strategies.

- As a whole school, disadvantaged pupils achieved better than those who were not disadvantaged in Reading and Writing and Communication and Interaction, demonstrating the positive impact of the Pupil Premium Strategy.

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
English – Reading KEY STAGE 1-2	38	75%	13	25%	24	69%	11	31%	14	88%	2	12%
English – Writing KEY STAGE 1-2	35	69%	16	31%	21	60%	14	40%	14	88%	2	12%
Communication and Interaction KEY STAGE 1-2	41	80%	10	20%	26	74%	9	16%	15	94%	1	6%

Analysis

- Only 75% of pupils achieved their targets in Reading, which is lower than other key stages. Analysis shows that pupils with complex needs were less likely to achieve their targets than those with moderate learning difficulties. Therefore, specific strategies to support pupils who are working at pre synthetic phonics levels need to be developed.
- Only 69% of pupils in key stage 1-2 achieved their Writing targets, which will be supported through the School Development Plan in 2024-2025.
- 80% of pupils achieved their communication targets, but those who did not were more likely to be pupils with complex needs.
- Disadvantaged pupils were more likely to achieve their targets in key stage 1-2 than those who were not disadvantaged.

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
English – Reading KEY STAGE 3	45	85%	8	15%	22	81%	5	19%	24	92%	3	8%
English – Writing KEY STAGE 3	30	57%	23	43%	13	48%	14	52%	17	65%	9	35%
Communication and Interaction KEY STAGE 3	37	70%	16	30%	16	59%	11	41%	21	81%	5	19%

Analysis

- 85% of pupils achieved their targets in Reading, which is a slight increase from 2022-2023 (80%).
- Only 57% of pupils achieved their targets in Writing in Key Stage 3, which is particularly low and a decrease from last academic year (62%). There were significant challenges with recruitment and staffing in Key Stage 3 last year, leading to large class sizes and changes in class teachers. Pupils with moderate learning difficulties and those with complex needs were impacted by this and may have contributed to the achievement in writing, which affected all cohorts of pupils.
- 70% of pupils achieved their targets in Communication and Interaction in Key Stage 3. This is a 12% increase from 2022-2023 (62%) but still needs to be addressed and has impacted pupils across the cohort with a broad spectrum of needs.

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
English – Reading KEY STAGE 4	38	93%	3	7%	20	87%	3	13%	18	100%	0	0%
English – Writing KEY STAGE 4	29	71%	12	29%	18	78%	5	22%	11	61%	7	39%
Communication and Interaction KEY STAGE 4	38	93%	3	7%	23	100%	0	0%	15	83%	3	17%

Analysis

- Achievement in English in Key Stage 4 is higher than in other parts of the school. There was a consistency of staffing across Key Stage 4 last academic year and all 3 class teachers were experienced teachers. Support could be provided for less experienced staff by these teachers to improve outcomes in other areas of the school.
- Key Stage 4 also has a lower number of pupils with complex learning needs, due to the significant change in pupil need over the last 3 academic years.
- 93% of pupils in Key Stage 4 achieved their targets in Reading, which is a significant increase of 28% from 2022-2023 (65%). 100% of disadvantaged pupils in Key Stage 4 achieved their Reading targets.
- 71% of pupils achieved their targets in Writing, which is higher than in other areas of the school and a significant increase from 2022-2023 (50%). However, disadvantaged pupils were less likely to achieve their targets in Writing than those who were not disadvantaged, so this needs to be addressed through the Pupil Premium Strategy.
- 93% of pupils met their targets in Communication and Interaction, which is a significant increase from 2022-2023 (65%). However, those who did not meet their targets were more likely to be disadvantaged, so this needs to be addressed through the Pupil Premium Strategy.

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
English – Reading KEY STAGE 5	23	92%	2	8%	14	88%	2	12%	9	100%	0	0%
English – Writing KEY STAGE 5	18	72%	7	28%	11	69%	5	31%	7	78%	2	22%
Communication and Interaction	20	80%	5	20%	13	81%	3	19%	7	78%	2	22%

Analysis

- Achievement in English in Key Stage 5 is higher than in other parts of the school. There was a consistency of staffing across Key Stage 5 last academic year and both teachers were experienced. Support could be provided for less experienced staff by these teachers to improve outcomes in other areas of the school.
- Key Stage 5 also has a lower number of pupils with complex learning needs, due to the significant change in pupil need over the last 3 academic years.
- Disadvantaged pupils achieved similarly or better than their peers who were not disadvantaged in Reading and Writing but were slightly less likely to achieve their targets in Communication and Interaction.

Five Year Accreditation Comparison Key Stage 4 English

	Entry Level 1 (ASDAN Personal Progress)	Entry Level 2	Entry Level 3	Level 1
Summer 2024				
Percentage	40%	27%	33%	0%
Number of Pupils	6	4	5	0
Summer 2023				
Percentage	36%	21%	43%	0%
Number of Pupils	5	3	6	0
Summer 2022				
Percentage	53%	18%	9%	0%
Number of Pupils	9	3	5	0
Summer 2021				
Percentage	22%	56%	17%	5%
Number of Pupils	4	10	3	1
Summer 2020				
Percentage	46%	23%	23%	8%
Number of Pupils	6	3	3	1

Analysis

- All pupils in Key Stage 4 left Hazel Oak School with a qualification in English.
- 5 Pupils achieved the AQA qualification at Entry Level 3.

- 4 Pupils achieved the AQA qualification at Entry Level 2.
- 6 Pupils achieved ASDAN Personal Progress, including English modules at Entry Level 1.
- All pupils achieved their predicted grades in English.
- No pupils were entered for Level 1 in English. However, current attainment levels in other year groups indicate that there are pupils currently in Year 9 who could achieve Level 1 and therefore work needs to start to prepare these pupils and ensure the curriculum content is covered.

MATHS

WHOLE SCHOOL

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Maths – Number WHOLE SCHOOL	128	75%	42	25%	74	73%	27	27%	54	78%	15	22%
Maths – Geometry WHOLE SCHOOL	132	78%	37	22%	77	76%	24	24%	56	81%	13	19%

Analysis

- 75% of pupils achieved their targets in Number. This is a slight increase from 2022-2023 (70%).
- 78% of pupils across key stage 1-5 achieved their targets in Geometry. This was a slight increase from 2022-2023 (74%)
- Disadvantaged pupils were slightly more likely to achieve their targets in Maths than those who were not disadvantaged.
- Class by class analysis showed no clear link between area of need and achievement in Maths; pupils with complex needs or similarly likely to achieve their targets in Maths than those with moderate learning difficulties.

KEY STAGE 1-2

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Maths - Number KEY STAGE 1-2	40	78%	11	22%	26	74%	9	26%	14	88%	2	12%
Maths - Geometry KEY STAGE 1-2	46	90%	5	10%	31	89%	4	11%	15	94%	1	6%

Analysis

- 78% of pupils achieved their targets in Number, which is an increase of 9% since last academic year.
- 90% of pupils achieved their targets in Geometry, which is a 5% increase since last year.
- Disadvantaged pupils were more likely to meet their targets in Maths than those who were not disadvantaged.

KEY STAGE 3

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Maths – Number KEY STAGE 3	38	72%	15	28%	20	74%	7	26%	18	69%	8	31%
Maths – Geometry KEY STAGE 3	38	72%	15	28%	19	70%	8	30%	19	73%	7	27%

- 72% of pupils achieved their targets in Number, which is a slight increase from last year (70%).
- 72% of pupils achieved their targets in Geometry, which is a slight increase from last year (68%).
- Disadvantaged pupils were just as likely to achieve their targets in Geometry in Key Stage 3 than those who were not disadvantaged.
- Disadvantaged pupils were slightly less likely to achieve their targets in Number in Key Stage 3 than those who were not disadvantaged.

KEY STAGE 4

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Maths – Number KEY STAGE 4	37	90%	4	10%	21	91%	2	9%	16	89%	2	11%
Maths – Geometry KEY STAGE 4	32	78%	8	22%	17	74%	6	26%	16	89%	2	11%

Analysis

- 90% of pupils achieved their targets in Number, which is an increase of 16% since last academic year.
- 78% of pupils achieved their targets in Geometry, which is a 10% increase since last year.
- Disadvantaged pupils were more likely to meet their targets in Maths in Key Stage 4 than those who were not disadvantaged.

KEY STAGE 5

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Maths – Number KEY STAGE 5	13	52%	12	48%	7	44%	9	56%	6	67%	3	33%
Maths – Geometry KEY STAGE 5	16	64%	9	36%	10	63%	6	19%	6	67%	3	33%

Analysis

- Only 52% of pupils achieved their targets in Number in Key Stage 5, therefore support will need to be put into place to support appropriate interventions and provision.
- 64% of pupils achieved their targets in Geometry, therefore support will need to be put into place to support interventions and provision this year.
- Disadvantaged pupils were more likely to achieve their targets in Maths in Key Stage 5 than in other
- 2023-2024 was the first year that targets were set and tracked in this way in Key Stage 5.

Five Year Accreditation Comparison Key Stage 4 Maths

	Entry Level 1 (ASDAN Personal Progress)	Entry Level 2	Entry Level 3	Level 1	GCSE
Summer 2024					
Percentage	40%	13%	47%	0	0
Number of Pupils	6	2	7	0	0
Summer 2023					
Percentage	29%	57%	14%	0%	0%
Number of Pupils	4	8	2	0	0
Summer 2022					
Percentage	33%	47%	7%	0%	20%
Number of Pupils	5	7	1	0	3
Summer 2021					
Percentage	4	6(3)	7(1)	0%	1 (Grade 4)
Number of Pupils	17%	33%	40%	0%	5%
Summer 2020					
Percentage	46%	38%	8%	8%	0
Number of Pupils	6	5	1	1	0%

- All pupils in Key Stage 4 left Hazel Oak School with a qualification in Maths.
- 7 Pupils achieved the AQA qualification at Entry Level 3, which is the highest since 2021.
- 2 Pupils achieved the AQA qualification at Entry Level 2.
- 6 Pupils achieved ASDAN Personal Progress, including Maths modules at Entry Level 1.
- All pupils achieved their predicted grades in Maths at Key Stage 4 which is a 21% increase since last academic year.

- No pupils were entered for Level 1 in Maths. However, current attainment levels in other year groups indicate that there are pupils currently in Year 10 and 11 who could achieve Level 1 or higher and therefore work has started to prepare these pupils and ensure the curriculum content is covered.

SCIENCE/MY WORLD

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
WHOLE SCHOOL	146	86%	24	14%	84	83%	17	17%	62	90%	7	10%
KEY STAGE 1-2	34	67%	17	33%	22	63%	13	37%	12	75%	4	25%
KEY STAGE 3	47	89%	6	11%	23	85%	4	15%	24	92%	2	8%
KEY STAGE 4	41	100%	0	0%	23	100%	0	0%	18	100%	0	0%
KEY STAGE 5	24	96%	1	4%	16	100%	0	0%	8	89%	1	11%

Analysis

- There was slight decreased in the achievement of Science/My World targets for the school as a whole from 88% in 2022-2023 to 86% 2023-2024. However, this is mainly due to a decrease in achievement in Key Stage 1-2.
- Pupils who were taught by the Science lead were much more likely to achieve their targets in Science than those taught by non-specialist teachers, suggesting that some support needs to be put in place to develop pedagogy in Science across the school.
- Pupils who were disadvantaged were more likely to achieve their targets in Science/My World than those who were not disadvantaged in most key stages. The percentage of disadvantaged young people who did not achieve their Science/My World targets in Key Stage 5 was slightly lower than those who were not disadvantaged. However, this only related to one child.

AREAS OF NEED AND RHSE

WHOLE SCHOOL

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Social, Emotional and Mental Health WHOLE SCHOOL	131	77%	41	24%	79	78%	22	22%	50	72%	19	28%
Physical and Sensory WHOLE SCHOOL	143	84%	27	16%	84	83%	17	17%	59	86%	10	14%
Relationships, Health and Sex Education WHOLE SCHOOL	115	68%	55	32%	65	64%	36	36%	50	72%	19	28%

Analysis

- When considering the school as a whole, pupils were less likely to achieve their targets in SEMH and RHSE than in other areas.
- Disadvantaged pupils across the school were less likely than those who were not disadvantaged to achieve their targets in RHSE.

KEY STAGE 1-2

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Social, Emotional and Mental Health KEY STAGE 1-2	32	63%	19	37%	19	54%	16	46%	13	81%	3	19%
Physical and Sensory KEY STAGE 1-2	39	76%	12	24%	25	71%	10	29%	14	88%	2	12%
Relationships and Sex Education KEY STAGE 1-2	31	61%	20	39%	20	57%	15	43%	11	69%	5	31%

Analysis

- Pupils in Key Stage 1-2 has particularly low achievement of their targets in SEMH and RHSE, although those who were disadvantaged tended to achieve better than those who were not in these areas. This may be due to the high level of additional support that was put in place by the coregulation team and through 1:1 TA support for some of these pupils.

KEY STAGE 3

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Social, Emotional and Mental Health KEY STAGE 3	42	79%	11	21%	26	96%	1	4%	16	62%	10	38%
Physical and Sensory KEY STAGE 3	45	85%	8	15%	24	89%	3	11%	21	81%	5	19%
Relationships and Sex Education KEY STAGE 3	34	64%	19	36%	17	63%	10	37%	17	65%	9	25%

Analysis

- Target achievement in RHSE was particularly low in Key Stage 3. Disadvantaged pupils performed similarly to those who were not disadvantaged in RHSE, but this still low.
- Disadvantaged pupils were less likely to achieve their targets in SEMH and Physical and Sensory than their peers who were not disadvantaged.

KEY STAGE 4

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Social, Emotional and Mental Health KEY STAGE 4	37	90%	6	10%	21	91%	2	9%	14	78%	4	22%
Physical and Sensory KEY STAGE 4	38	93%	3	7%	21	91%	2	9%	17	94%	1	6%
Relationships and Sex Education KEY STAGE 4	31	76%	10	24%	16	70%	7	30%	15	83%	3	17%

Analysis

- Disadvantaged pupils in Key Stage 5 were less likely to achieve their targets in SEMH and RHSE than their peers who were not disadvantaged.

KEY STAGE 5

	All Pupils on Target		All Pupils not on Target		Not Disadvantaged Pupils on Target		Not Disadvantaged Pupils Not on Target		Disadvantaged Pupils on Target		Disadvantaged Pupils not on Target	
Social, Emotional and Mental Health KEY STAGE 5	20	80%	5	20%	13	81%	3	19%	7	78%	2	22%
Physical and Sensory KEY STAGE 5	21	84%	4	16%	14	88%	2	12%	7	78%	2	22%
Relationships and Sex Education KEY STAGE 5	19	76%	6	24%	12	75%	4	25%	7	78%	2	22%

- Pupils in Key Stage 5 who were disadvantaged were less likely to achieve their targets in SEMH and Physical and Sensory than their peers who were not disadvantaged.