**Student Progress Report 2022-2023**

**KS5 Accreditations**

All students in KS5 in Grove, Forest and Woodland pathway achieved a minimum of 7 AQA unit awards in English, Maths, ICT, PE and cross-curricular Options.

18 students also received additional AQA unit award for participating in KS5 lunch club and 12 students completed additional AQA unit awards in Advanced PSHE.

11 students on the Glade pathway in KS5 completed a minimum 3 AQA unit awards at Pre-entry level in English, Maths and Communication.

2 Year 14 students completed the ASDAN PSD Award

2 Year 14 students completed the DofE Bronze Award

6 students achieved Functional Skills Maths at Entry Level 1

6 students achieved Functional Skills English at Entry Level 1

4 students achieved Functional Skills Maths at Entry Level 2

5 students achieved Functional Skills English at Entry Level 2

**KS5 Destinations**

Of the 17 Year 14 leavers, 15 students moved onto further education with 1 accepted into a residential further education provision. 2 students were still in the consultation process and awaiting a residential provision providing further education as of September.

**Destinations were as follows.**

Orchard Hill – 4 Nash College – 7 Lewisham College -3 National Star College -1 Awaiting Residential Educational Placement – 2

**KS4 Accreditations**

19/20 Y10s and Y11s on Waters Rd completed their ASDAN Transition Challenge Accreditation

11 students achieved ASDAN Transition Challenge

8 students achieved ASDAN Transition Challenge Sensory

**KS3/4 Accreditations**

12 students in KS3 & 4 attained the Arts Award Discover through work in the iBase

**KS3 English**

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| --- |
| **Key Stage Headlines**   * 88% of students made expected/more than expected progress in English with 22% of the cohort achieving more than expected progress * Grove Learners are making expected lateral progress within their Pathway across the 5 areas of engagement, with 2 students exceeding in communication skills |

**KS3 Maths**

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Stage Commentary**   * 93% of students are making expected/more than expected progress in Maths with 27% of the cohort achieving more than expected progress * Grove Learners are making expected lateral progress within their Pathway across the 5 areas of engagement, with 2 students exceeding in communication skills within mathematics | | | | | | |

**KS4 English**

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Stage Commentary**   * 85% of students achieved expected progress/more than expected progress in English with 30% students achieving more than expected progress, all from the Forest Pathway, | | | | | | |

**IMPACT**

* Intensive training and implementation of reading/ phonics across the school has also positively impacted upon progress, expansion of reading schemes for Forest/Woodland Learners have also supported/accelerated progress

**KS4 Maths**

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Stage Commentary**   * 85% of students made expected progress in English with 30% students achieving above expected progress | | | | | | |

**IMPACT**

* Provision for the advanced learners' weekly lessons in mathematics for Woodland students
* The inset and training staff have received around Maths Mastery and use of manipulatives to support conceptual understanding in maths has significantly impacted upon progress across the school

**Glade Provision - English and Maths**

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Stage Commentary**   * **All 12 students on the Grove Pathway made expected progress** * **10 out of 13 students achieved expected/more than expected progress on the Forest Pathway with 3 achieving more than expected** * **16 out of 25 students in the Glade Provision are listed as Pupil Premium** | | | | | | |

**Impact**

* For student accessing the Glade provision, Greenvale ensures that they receive the bespoke provision they need to learn and thrive in smaller class settings with higher staff ratios which enables them to make expected/above expected progress
* Intensive training and implementation of reading/ phonics across the school has also positively impacted upon progress across the Glade provision with all students across all pathways seen as readers and have access to daily reading activities and phonics
* Glade classes are also supported with advice and directions from the reading lead teacher who supports teachers and support staff as part of her reading lead role to improve outcomes in reading across this provision