Harford Manor School Pupil Progress Summary 2021-22

Holistic Progress

At Harford Manor we are passionate about what holistic progress looks like for each and every one of our pupils and our range of assessment routes which support us to recognise wider achievement and identify where additional support is needed. The particular pathway that each pupil takes will depend on their need, this will then determine their curricular route.

Harford Manor School collates information on pupil progress through a variety of methods including;

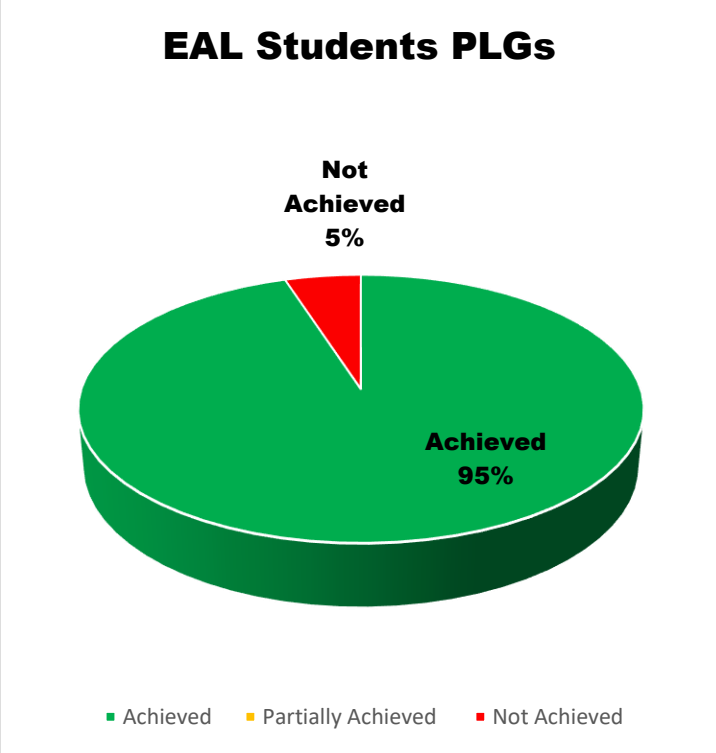
- Education Health Care Plan Outcomes (annually) and Personalised Learning Goals (termly)
- Attendance
- Accreditation (KS4 & Post 16)

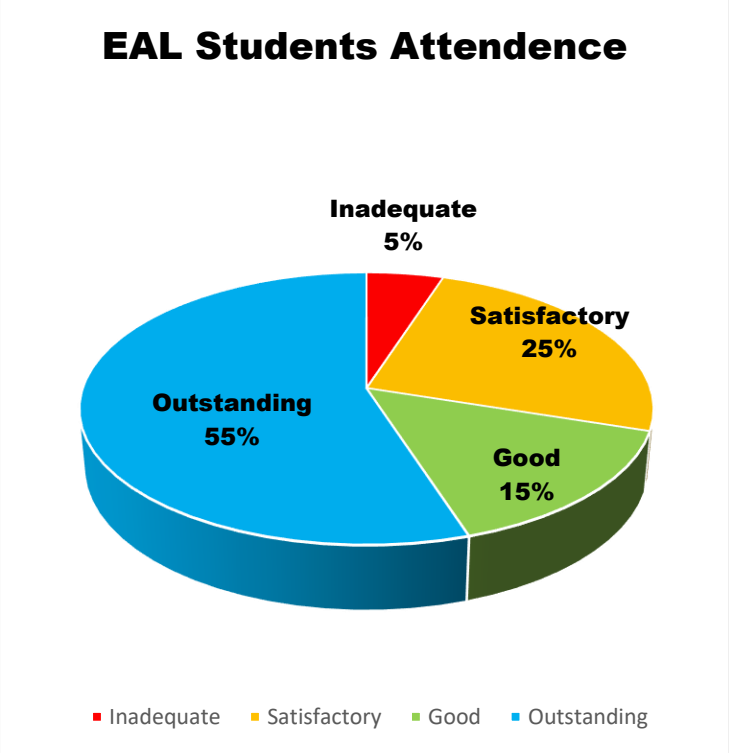
Teachers and leaders consider progress data and use professional judgement based on detailed knowledge from day to day observation and interaction with the pupil, to plan meaningful next steps in order to maximise long term outcomes for all pupils.

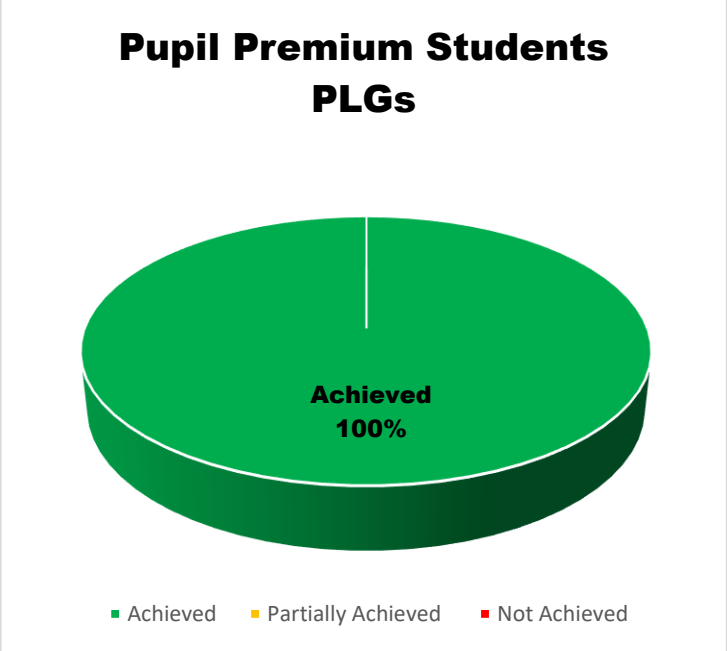
Pupil progress within Personalised Learning Goals (PLGs) and pupil attendance for three terms has been combined to produce an average for each area for the academic year 2021/22.

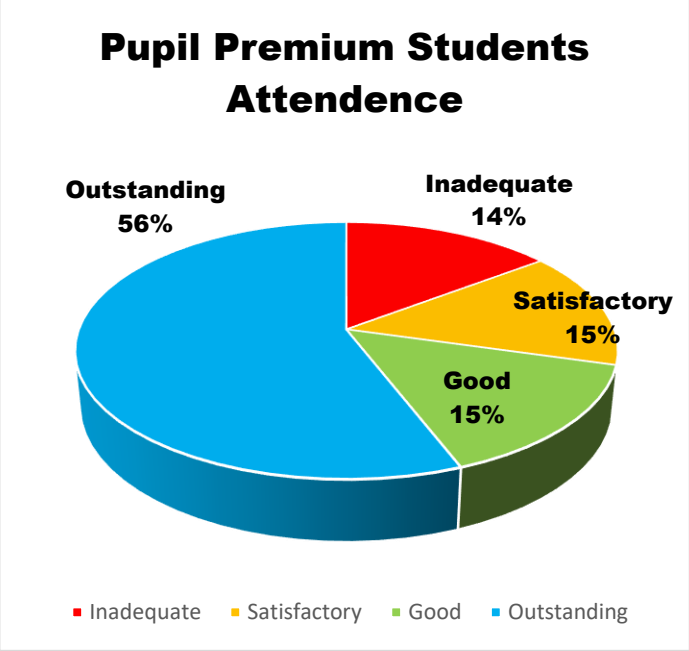
Disadvantaged Groups

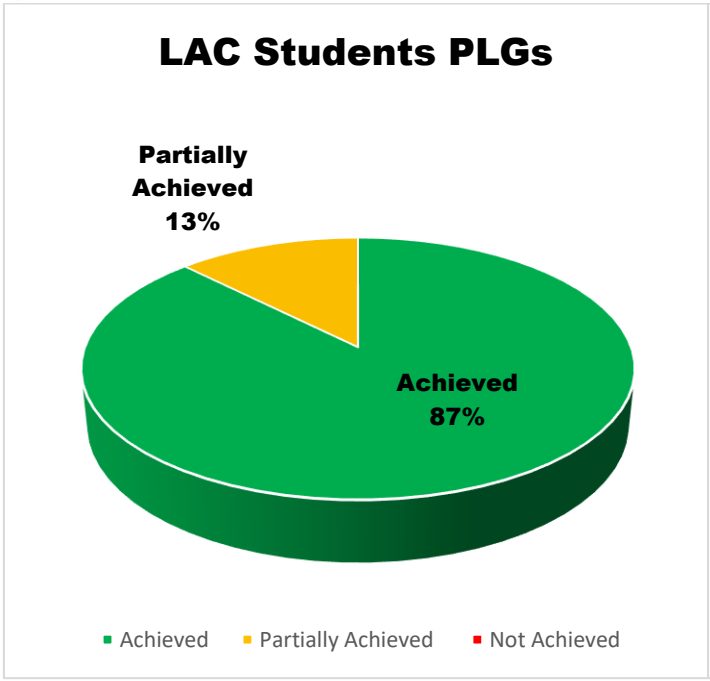
In the academic year 2021/22 we had; twenty pupils with English as an Additional Language (EAL), thirty-four pupils in receipt of pupil premium, eight pupils who were Looked After Children (LAC) and thirty-three pupils in receipt of Free School Meals (FSM).

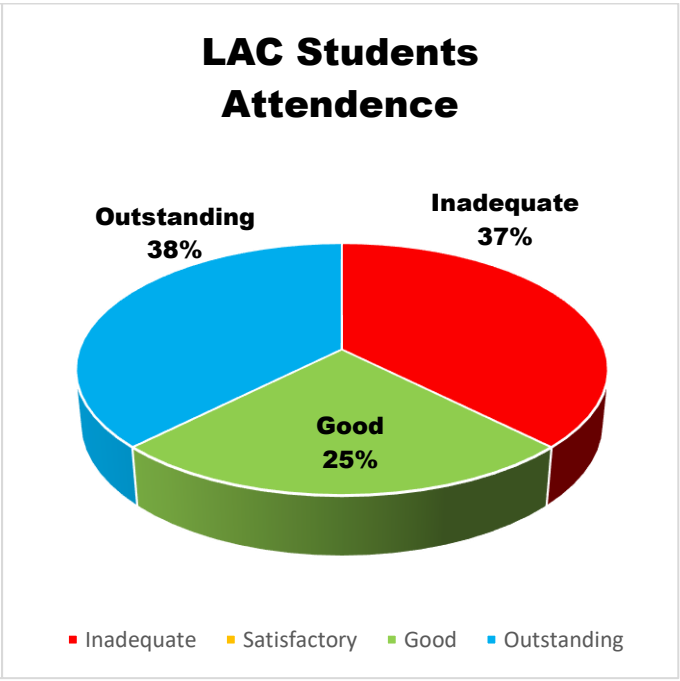


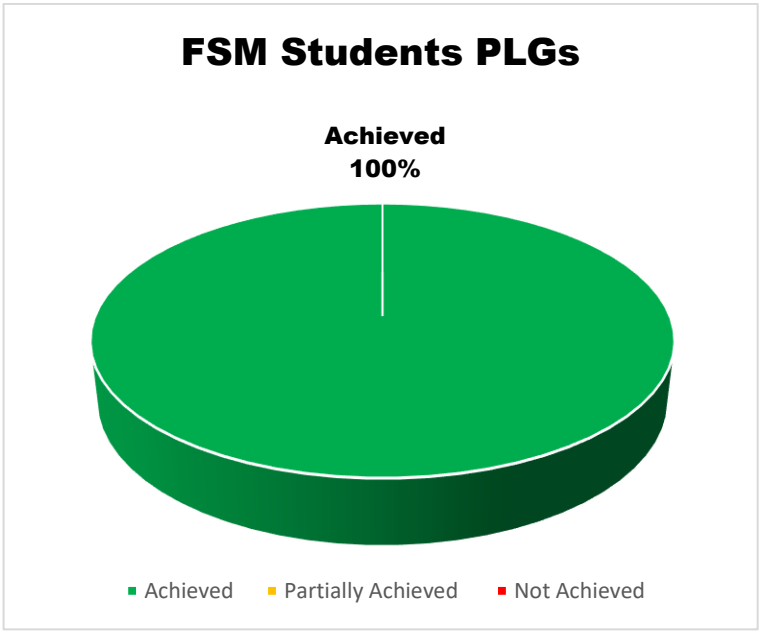


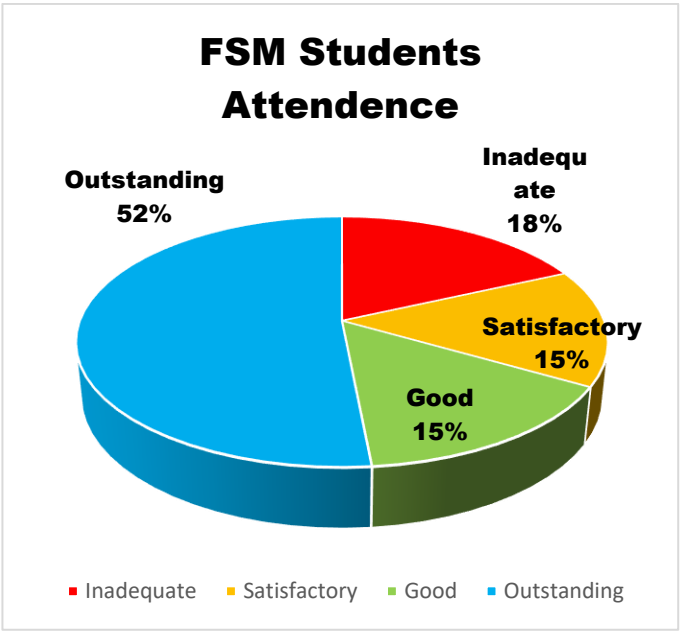










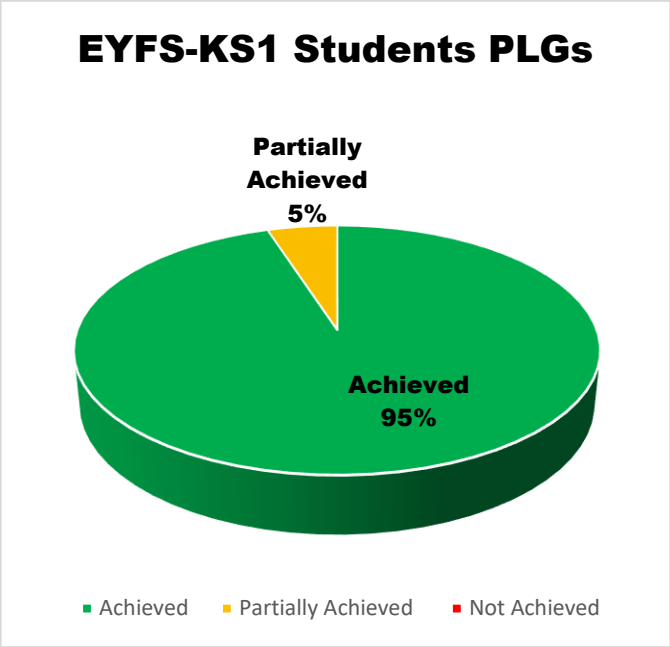


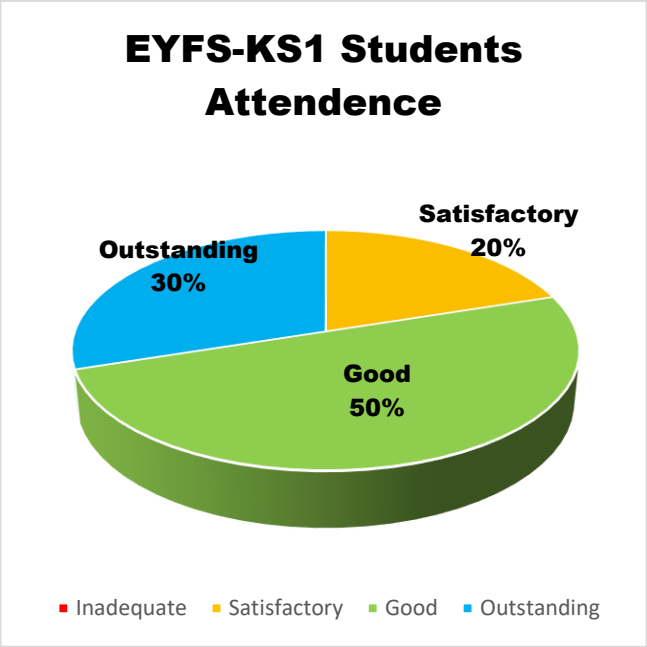
Pupils in disadvantaged groups made progress in-line with non-disadvantaged groups. You will see that within all of the four groups that pupils have achieved well within their Personalised Learning Goal targets (PLG). Attendance has been varied due to the impact from Covid-19.

The school plans and delivers most interventions to address need on an individual level, the combination of all these small interventions is a consistent pattern of achievement from almost all pupils and very little difference in progress of pupils in disadvantaged and non-disadvantaged groups.

EYFS - Key-Stage 1

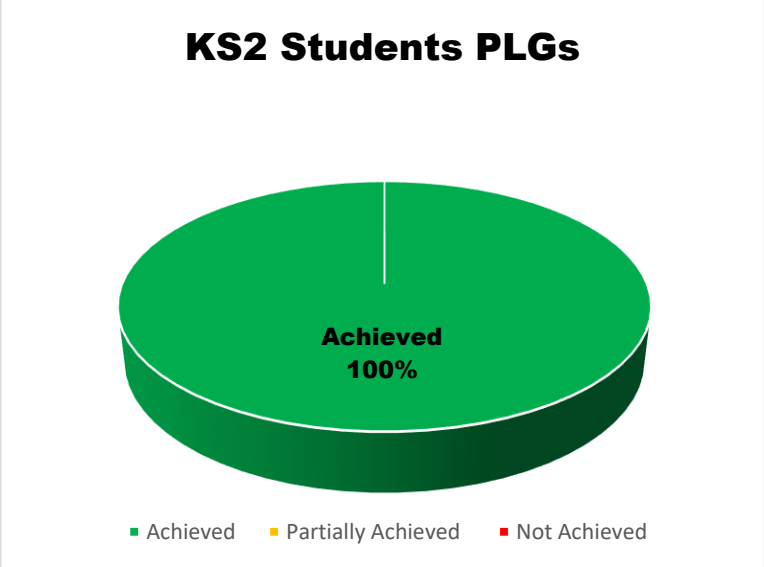
In the academic year 2021/22 we had 20 pupils (one of which was on a part-time transition for the autumn term 2021, so no targets were set whilst the pupil settled in and staff got to know pupil).

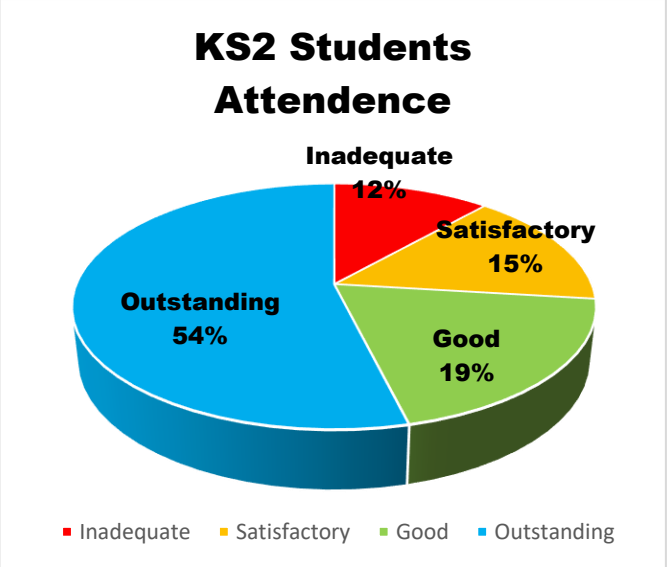




Key-Stage 2

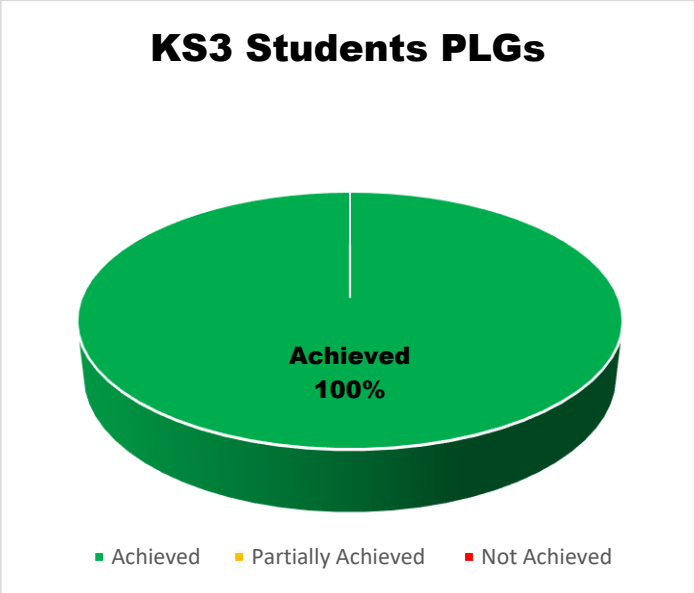
In the academic year 2021/22 we had twenty-six Key-stage 2 pupils.

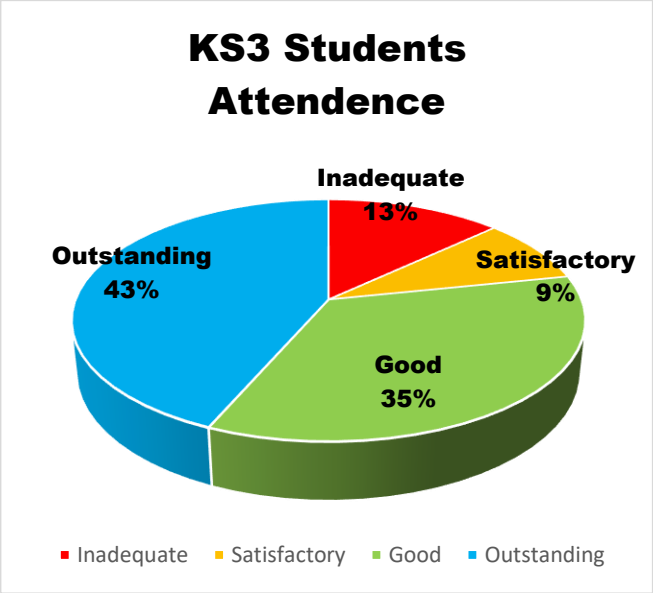




Key-Stage 3

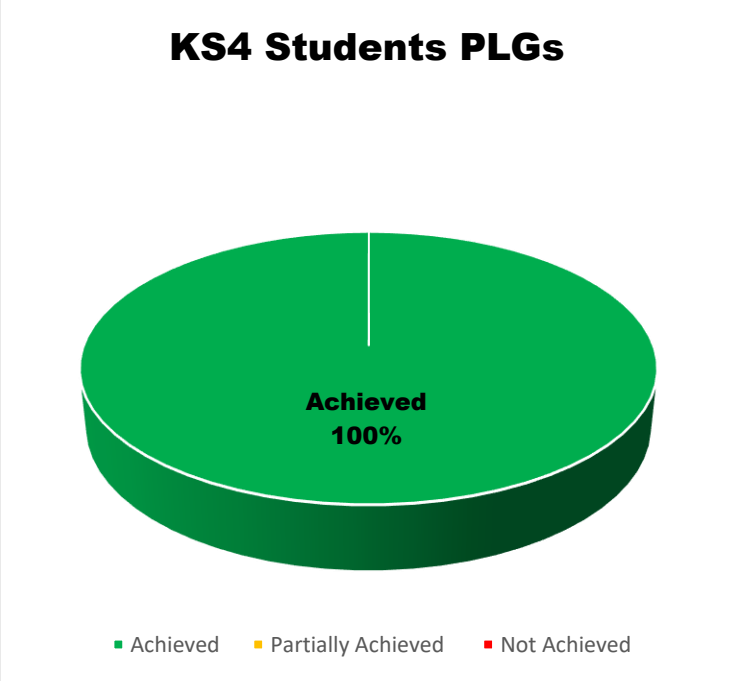
In the academic year 2021/22 we had twenty-three Key-stage 3 pupils.

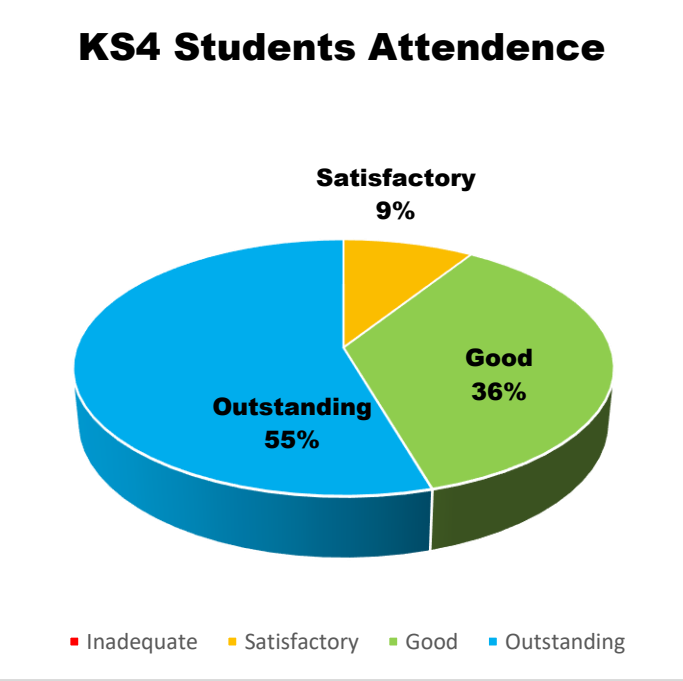


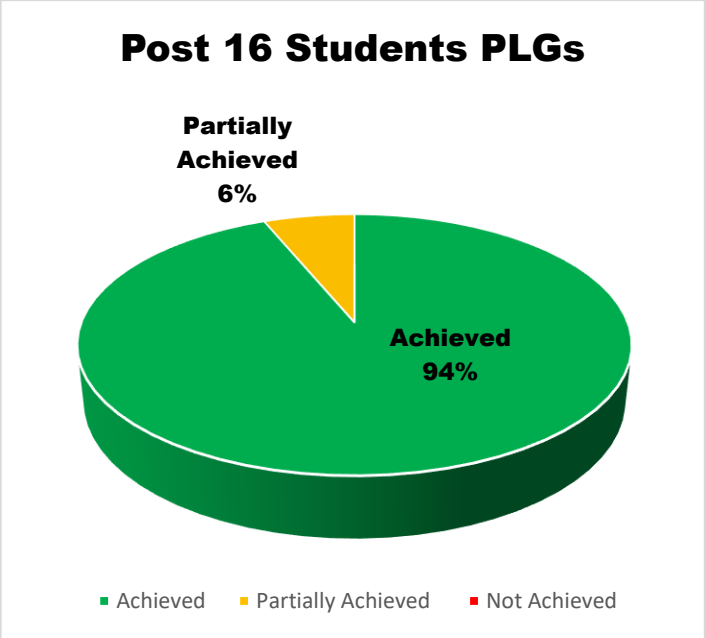
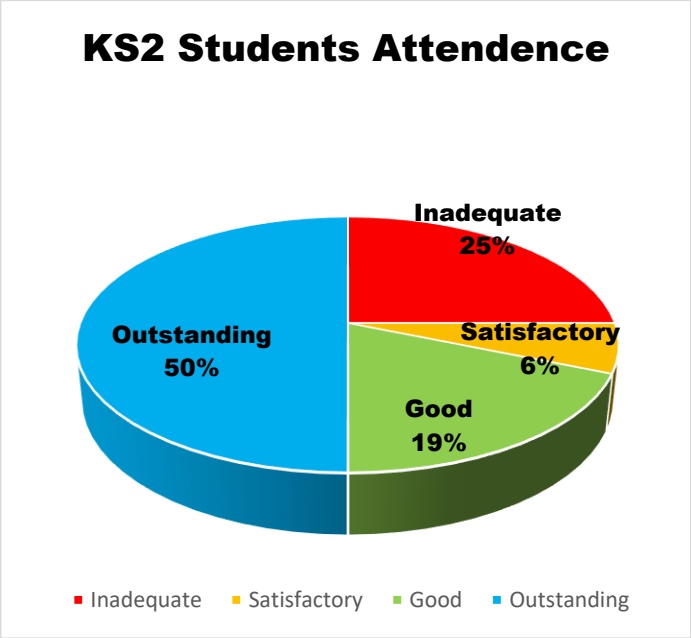


Key-Stage 4

In the academic year 2021/22 we had eleven Key-stage 4 pupils.





Post 16

In the academic year 2021/22 we had sixteen Post 16 pupils.