



# Maplefields Academy

MAPLEFIELDS ACADEMY

Analysis & Evaluation of Pupil Attainment and Progress September 2025 to July 2026  
ACADEMIC YEAR 2025/26

Maplefields Academy Context: All information is based upon up to 123 students that had comparable data.

| NOR | Boys:Girls | Free School Meals FSM Ever6 [#/%] | Children in Public Care (Looked After Children/LA C) [#/%] | HM Forces (Service Children PP) [#/%] | Overall attendance - ACTUAL- [%] | No. of pupils with below 85% attendance [#/%] | Suspension |        |
|-----|------------|-----------------------------------|------------------------------------------------------------|---------------------------------------|----------------------------------|-----------------------------------------------|------------|--------|
| 123 | 104:19     | Pupils-88/123 (71.5%)             | Pupils-19/123 (15.4%)                                      | Pupils-0 (0%)                         | 79.1%                            | Pupils – 42/123 34.1%                         | Fixed 0.2% | Perm 0 |

(Number of pupils in each data set (blank if not applicable))

| EYFS          | Key Stage 1   |     | Key Stage 2    |     |     |      | Key Stage 3    |      |      | Key Stage 4    |      | KS5           |
|---------------|---------------|-----|----------------|-----|-----|------|----------------|------|------|----------------|------|---------------|
| R             | Yr1           | Yr2 | Yr3            | Yr4 | Yr5 | Yr6  | Yr7            | Yr8  | Yr9  | Yr10           | Yr11 | Post 16       |
| B:G           | B:G           | B:G | B:G            | B:G | B:G | B:G  | B:G            | B:G  | B:G  | B:G            | B:G  | B:G           |
| 0:0           | 0:0           | 1:0 | 2:1            | 6:0 | 8:2 | 13:4 | 14:4           | 17:1 | 10:2 | 14:2           | 14:2 | 5:1           |
|               |               | 1   | 3              | 6   | 10  | 17   | 18             | 18   | 12   | 16             | 16   | 6             |
| Phase total 0 | Phase total 1 |     | Phase total 36 |     |     |      | Phase total 48 |      |      | Phase total 32 |      | Phase total 6 |

Specialist Status ☒

Off-site Satellite Provision ☐

External Outreach Provision ☒

Catch-up Funding ☒

**Area/s of SEND across provision**

- Cognition & Learning ☐
- Communication & Interaction ☐
- SEMH Development Needs ☒
- Sensory / Physical ☐

**Degree of Learning Difficulties across Provision**

PMLD ☐ MLD ☐ SLD ☐

**Categories of Need Catered for across Provision**

AUTISM SPECTRUM CONDITIONS [ASC] ☐ RETT'S DISORDER ☐ CHILDHOOD DISINTEGRATED DISORDER [CDD] ☐  
SPECIFIC LEARNING DIFFICULTIES [SpLD] ☐ VISUAL IMPAIRMENTS [VI] ☐ HEARING IMPAIRMENTS [HI] ☐  
SOCIAL EMOTIONAL & MENTAL HEALTH [SEMH] ☒ MULTI-SENSORY IMPAIRMENTS [MSI] ☐  
PHYSICAL DISABILITIES [PD] ☐ SPEECH LANGUAGE & COMMUNICATION NEEDS [SLCN] ☐

**Summary Comment**

1. **Latest SUMMARY RECORD / SELF-EVALUATION**  
**Curriculum and Teaching – Exceptional**  
**Achievement – Exceptional**  
**Inclusion – Exceptional**  
**Personal Development and Wellbeing – Exceptional**  
**Attendance and Behaviour – Exceptional**  
**Leadership and Governance - Exceptional**
2. **Provision** [Age Range]: 4-18
3. **Statements / EHC Plans** [% breakdown]: 100%
4. **Specialist provision** [where applicable]: SEMH
5. **NOR trend** [three-year trend/forecast if possible]: 112/115/123 pupils at start of academic year over past three years.
6. **Boy:Girl ratio trend**: 84.6% (104 Boys) to 15.4% (19 Girls) at start of academic year (totalling 123 Students).
7. **In-year entries & exit data**: 4 entrants throughout the year and 4 exits (totalling 123 students on roll at the end of the academic year).

## **Contents**

| <b>Category</b>                     | <b>Page Number</b> |
|-------------------------------------|--------------------|
| Headlines                           | 4-5                |
| Cycle of Achievement/Target Setting | 6-7                |
| SATS Results                        | 8                  |
| Swimming Outcomes                   | 9                  |
| Qualifications Table                | 10                 |
| Destination Outcomes                | 11                 |
| Achievement of Vulnerable Groups    | 12-14              |
| Target Setting Analysis             | 15                 |
| Professional Judgement Analysis     | 16                 |
| Overall Judgements                  | 17                 |
| Three-Year Trends                   | 18                 |
| Big Picture Outcomes                | 19-20              |
| Reading Outcomes                    | 21                 |
| Gold/Silver Day Data                | 22-23              |
| Attendance and Suspension Data      | 24-26              |
| Survey Results                      | 27-30              |
| Key Priorities                      | 31                 |

## **Analysis of Pupil Attainment and Progress 2025 to 2026**

### **Headlines**

#### **All data collated is based on a set of 123 students**

#### **Qualifications/Statutory Assessments**

This year was our first year for certification for the BTEC Level 1 or 2 in Performing Arts. All other subject qualifications remain the same.

**Year 11 outcomes:** All Year 11 students achieved either a Functional Skills Maths qualification and/or a GCSE.

**Strong subjects:** GCSE Grade 5 in Art: Photography, GCSE grade 4 in Film Studies and BTEC Level 2 in Performing Arts (our first Year 11 ass) continue to show strong attainment, leading to a wide breadth of next steps in Post 16, College or funded apprenticeships.

**SATS results:** Our Year 6 students attempted more SATS tests than ever before with 5/10 achieving an expected standard in Reading. 10 out of 18 students were able to access the test, which in itself is a fantastic achievement.

#### **Vulnerable Groups**

Progress has been analysed against Target Setting, Professional Judgements, EHCP outcomes, and Skills Builder outcomes to evaluate the performance of vulnerable groups across the academic year.

**Looked After Children (LAC)** of the 19 Looked after students at Maplefields, 84% made expected or better than expected progress. This a 9% increase over the previous two academic years (75% in 2023-24)

**Free School Meals** 84% of students (88 out of 123) that are eligible for Free School Meals met or exceeded their individual targets. There is no gap when compared with students that do not access Free School Meals (35 out of 123 also at 84%). This represents a 7% increase over the past academic year and a 5% increase when factoring in our three-year trend data.

**Summer-born** students continue to outperform their peers, achieving 89% progress compared with 85% for non-summer-born students. This continues a positive trend over the last three years of Summer Born students making expected or better than expected progress at 82%, 84% and now 89% since 2023-24.

Among **Ethnic Minority** pupils, the gap compared with White British pupils has narrowed significantly over the past three years, with Ethnic Minority students achieving 94% progress and White British students 86%. Our students that are of an Ethnic Minority have steadily continued to perform well and make progress towards their individual targets; progressing from 83% last academic year to 94% this academic year.

Within the **MAPLES** cohort, 100% (14 identified students) met or exceeded their individual targets, which are in the higher range of expected target levels. This is a 6% increase from the previous year and in line with 23-24 which was also 100% of progress achieved.

**Girls** – Our previous analysis of progress and attainment showcased areas for development around the Girls Curriculum offer back in 2023. Since then, the Girls Curriculum has been revitalised and interventions have been added specifically for our female cohort, including individualised Girl sessions such as Dance. As a result, the three-year trend illustrates a 23% increase in progress. 89% of our Girls (19, which is the most Maplefields has had) made expected or better than expected progress in the last academic year. This is a fantastic achievement.

**Pupil Premium** student numbers continue to increase (92 out of 123 students are eligible for Pupil Premium at Maplefields). 84% of our Pupil Premium students met or exceeded their individual targets. This is a steady upward trend when measuring over our internal three-year data analysis, increasing from 79% in 2023-24 to 84% in 2025-26. Pupil Premium continues to be monitored, development plans formulated and actions implemented to ensure that all Pupil Premium students receive the best offer possible to achieve.

### **Professional Judgements**

At Maplefields, Professional Judgements are used to assess pupils' holistic progress over the academic year, taking into account all relevant factors beyond formal testing. Based on the professional assessments of teaching staff, the proportion of pupils making expected or better than expected progress is as follows:

**English:** 82% (up 3% from the last academic year)

**Maths:** 87% (up 4% from the last academic year)

**Science:** 88% (up 10% from the last academic year)

These figures reflect the staff's comprehensive understanding of each pupil's development across academic and wider learning outcomes.

### **Skills Builder, EHCP outcomes and the BIG Picture**

88% of Maplefields students made expected or better than expected progress toward their Education, Health and Care Plan (EHCP) targets, representing a 7% increase compared with last year.

Progress within the Skills Builder curriculum—our skills-based programme—was also strong, with 90% of students achieving their Skills Builder outcomes. This reflects a 5% improvement on the previous year.

When combining data from EHCP outcomes, Skills Builder progress, Target Setting, and Professional Judgements, an overall 87% of pupils made expected or better than expected progress, which is a 7% increase from the last academic year.

### **Overall academic performance (target setting and professional judgements combined)**

By combining Target Setting data with Professional Judgements, the proportion of pupils making expected or better than expected progress in core subjects is as follows:

**English:** 82% (up 3% from the last academic year)

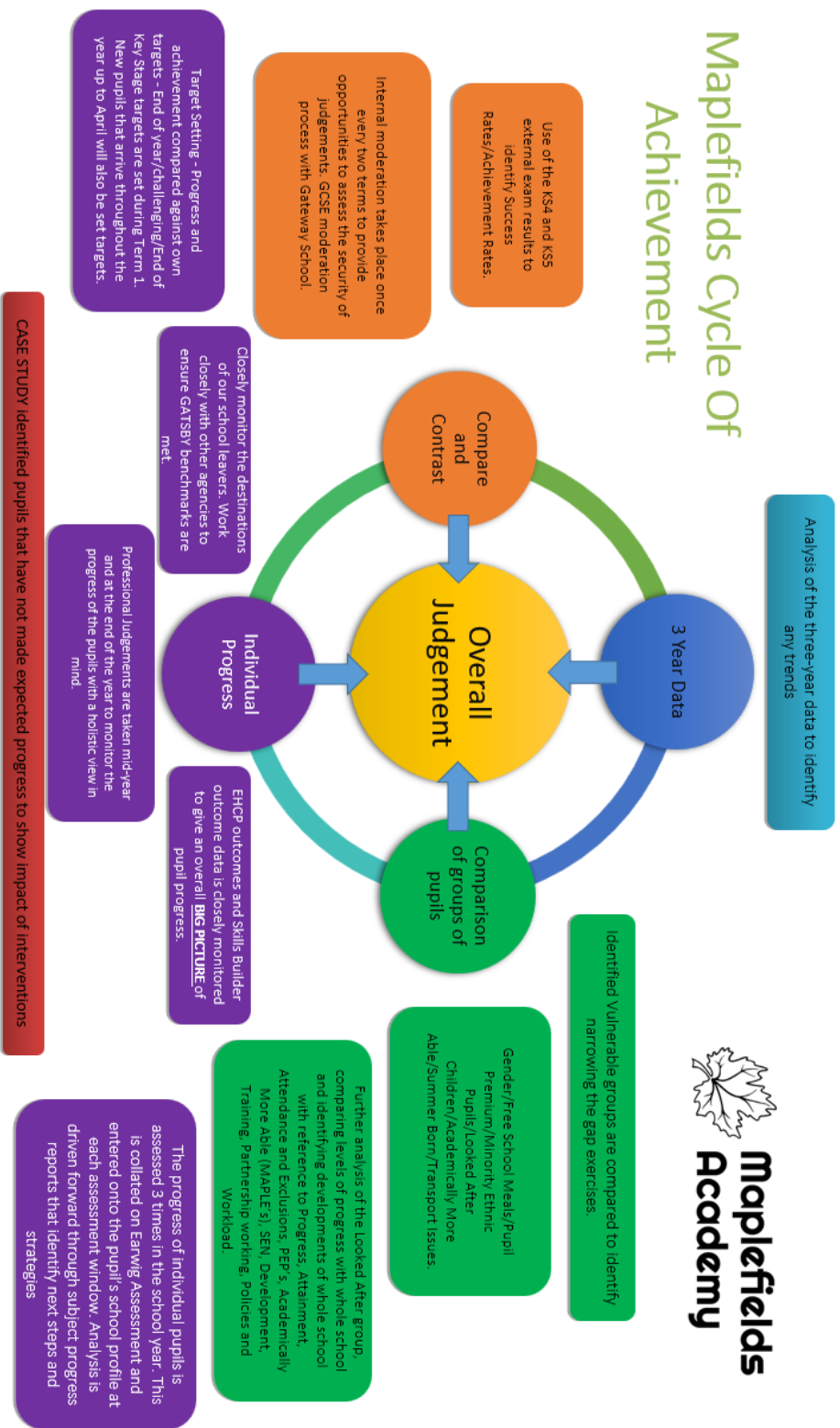
**Maths:** 82% (up 2% from the last academic year)

**Science:** 78% (up 2% from the last academic year)

Overall, an average of **82%** of Maplefields students achieved expected or better progress across the three core subjects, which is an increase of 3% when compared with the previous academic year's progress.

## 1a Defining assessment and progress in our school

### Assessment practice at Maplefields Academy



▪ **What is expected progress at Maplefields? [methodology and criteria]**

After working alongside two outstanding SEMH provisions we at Maplefields have identified that the expectation of progress in core subjects is between 60-70% of a stage (2 sub stages in old vernacular) over the academic year. In foundation subjects we also expect between 60-70% over the academic year due to key stage groupings. Due to the complex needs of our pupils this sometimes has to be adapted to meet the specific needs of the pupils. Some pupils may progress at a slower rate. We take in to account starting points and rates of learning in their previous setting. We also take a holistic viewpoint that will inform any judgement. If a student is identified to be a complex need student, then we would expect between 30-40% progress towards staged outcomes. Similarly, higher functioning students that are identified through our MAPLE's system would be expected to achieve 100% of a stage in line with national expectations.

▪ **Target Setting**

Staff set individual targets for students that they teach in all subjects. The targets are set using prior attainment and progress knowledge of the students and using the information from the student profiles on Earwig Assessment. Students are set realistic targets that should be achievable by the end of the year and also a challenging target which would be possible if the student did not have the challenges to learning that they experience during the year ie absence, family circumstance etc. Targets are set in points form and as based on individual starting points on the school system.

The results are RAG rated and this is exceptionally helpful in readily showing which classes and subjects make the most and least progress. The school continues to refine its process in target setting and tracking progress year on year.

## 1b Statutory Assessments, Examinations and Accreditations attained

KS2 SATS results:

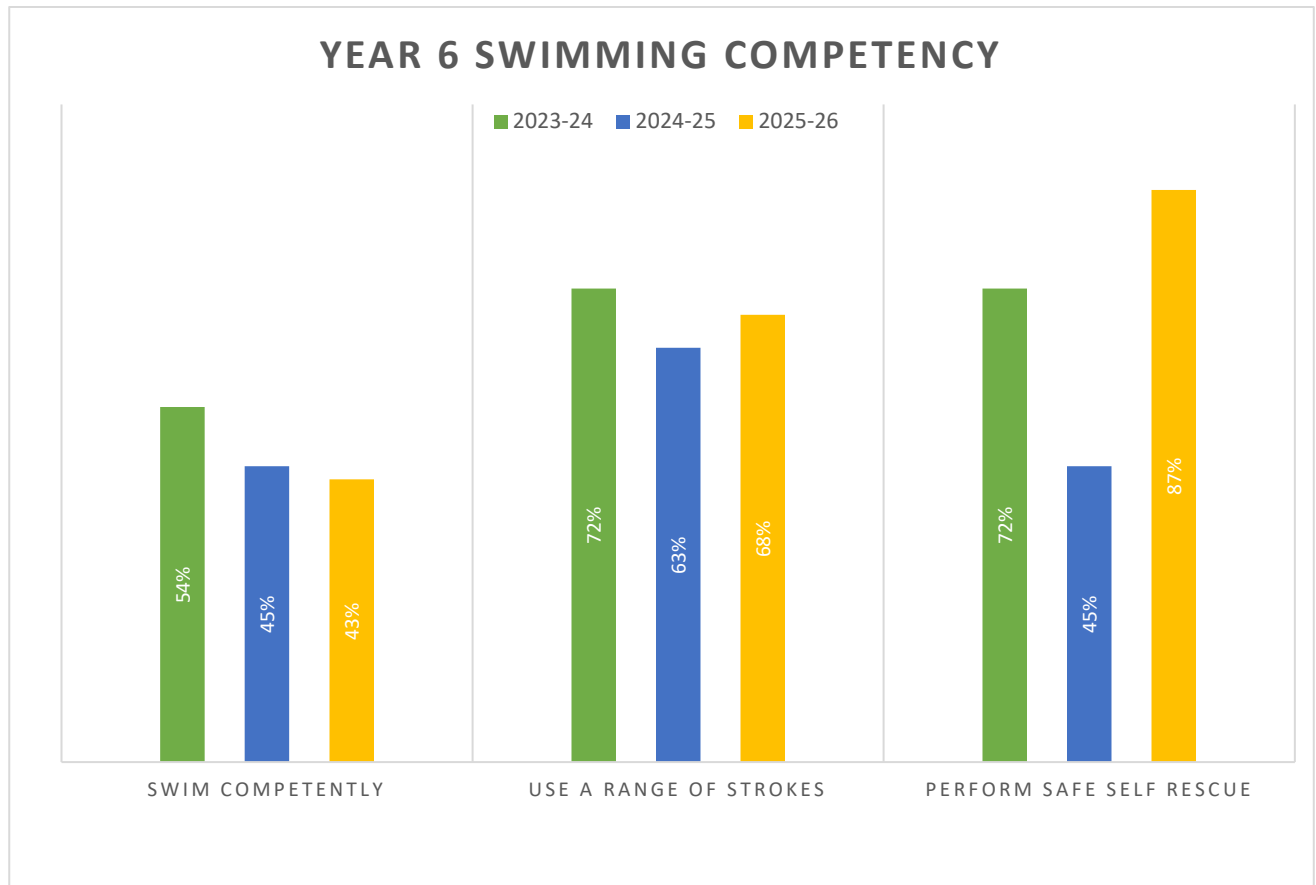
9 Students out of 18 were given the opportunity to access at least one SATS examination. The results are as follows:

|            | GPS scaled score | Reading scaled score | Maths scaled score |
|------------|------------------|----------------------|--------------------|
| Student 1  | 89 (NS)          | B                    | B                  |
| Student 2  | 93 (NS)          | 101 (AS)             | 92 (NS)            |
| Student 3  | 103 (AS)         | A                    | 96 (NS)            |
| Student 4  | B                | 84 (NS)              | B                  |
| Student 5  | 85 (NS)          | 92 (NS)              | B                  |
| Student 6  | B                | B                    | B                  |
| Student 7  | B                | B                    | A                  |
| Student 8  | 87 (NS)          | 86 (NS)              | B                  |
| Student 9  | A                | A                    | B                  |
| Student 10 | B                | 88 (NS)              | B                  |
| Student 11 | L                | L                    | L                  |
| Student 12 | 91 (NS)          | B                    | B                  |
| Student 13 | B                | 102 (AS)             | B                  |
| Student 14 | 101 (AS)         | 94 (NS)              | B                  |
| Student 15 | B                | B                    | B                  |
| Student 16 | B                | 101 (AS)             | 81 (NS)            |
| Student 17 | 95 (NS)          | 101 (AS)             | B                  |
| Student 18 | 90 (NS)          | 102 (AS)             | 93 (NS)            |

B – Working below the standard of the test, A – Absent, N – No scaled score reached

The pass mark for working at the expected standard is 100. All students that attempted SATS showcased positive attitudes towards achieving the best outcomes possible. 2 students did amazingly well to achieve an expected standard result in their Grammar tests. 10 students attempted the Reading SAT (the most we have ever entered), 5 of which achieved expected standard. Finally, four students attempted the Maths SAT and came close to achieving expected standard, which in itself is a fantastic achievement. The remaining students were judged to be below the standard of the test. Maplefields continues to work on the individual pathway process for each student the plug their gaps in learning through retrieval practice and enhance their curriculum knowledge through high quality first teaching in order to provide students with the confidence to attempt their SATS tests.

## Swimming competency results:



What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.

7/16 students (43%)

1 out of 11 students did not access swimming lessons due to having a high-level risk assessment in place.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

11/16 students (68%)

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

14/16 students (87%)

| Qualification Route/s<br>(optional) | Accreditations<br>2023-24                                                                                   | Accreditations<br>2024-25                                                              | Accreditations<br>2025-26                                                                                                                                                                      |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GCSE English Language               | 7 Pupils - Grade 1<br>4 Pupils - Grade 2                                                                    | 5 Pupils – Grade 1<br>2 Pupils – Grade 2                                               | 2 Pupils - Grade 1<br>4 Pupils – Grade 2<br>1 Pupil Grade 3                                                                                                                                    |
| Functional Skills English           | 2 Pupils – Level 1 Reading<br>1 Pupil – Full Level 1<br>1 Pupil – Level 2 Writing<br>1 Pupil – Full Level 2 | 2 Pupils – EL1<br>5 Pupils – EL3<br><br>1 – EL1 Reading and Writing<br>(Missing S & L) | 5 Pupils – Full EL1<br>1 Pupil – EL1 Reading<br>9 Pupils – Full EL2<br>3 Pupils – Full EL3<br>1 Pupil – EL3 in Reading<br>1 Pupil – EL3 in Reading and Writing<br>1 Pupil – Level 1 in Reading |
| GCSE Mathematics                    | 7 Pupils - Grade 1<br>3 Pupils - Grade 2<br>3 Pupils - Grade 3                                              | 2 Pupils – Grade 1<br>3 Pupils – Grade 2<br>1 Pupil – Grade 3                          | 6 Pupils – Grade 1<br>3 Pupils – Grade 2<br>2 Pupils – Grade 3                                                                                                                                 |
| Functional Skills Mathematics       | 1 Pupil – EL2<br>8 Pupils – EL3<br>4 Pupils – Level 1<br>1 Pupil – Level 2                                  | 3 Pupils – EL1<br>1 Pupil – EL2<br>8 Pupils – EL3<br>1 Pupil – Level 1                 | 2 Pupils – EL1<br>2 Pupils – EL2<br>12 Pupils – EL3<br>1 Pupil – Level 1                                                                                                                       |
| GCSE Science (Physics)              | 2 Pupils - Grade 1<br>5 Pupils - Grade 2<br>2 Pupils - Grade 3                                              | 3 Pupils – Grade 1<br>2 Pupils – Grade 2<br>1 Pupil – Grade 3                          | 4 Pupils – Grade 1<br>4 Pupils – Grade 2<br>1 Pupil – Grade 4                                                                                                                                  |
| GCSE Film Studies                   | 1 Pupil – Grade 2                                                                                           | N/A                                                                                    | 1 Pupil – Grade 2<br>1 Pupil – Grade 4                                                                                                                                                         |
| Entry level Science                 | 2 Pupils – EL1<br>5 Pupils – EL2<br>5 Pupils – EL3                                                          | 1 Pupil – EL1<br>4 Pupils – EL2<br>5 Pupils – EL3                                      | 1 Pupil – EL1<br>4 Pupils – EL2<br>5 Pupils – EL3                                                                                                                                              |
| BTEC Music                          | 3 Pupils – Level 1 Pass<br>1 Pupil – Level 2 Pass                                                           | 1 Pupil – Level 2 Pass                                                                 | N/A                                                                                                                                                                                            |
| BTEC Drama (Performing Arts)        | N/A                                                                                                         | N/A                                                                                    | 1 Pupil – Level 2 PASS                                                                                                                                                                         |
| Functional Skills ICT               | 1 Pupil – EL1<br>2 Pupils – EL2<br>7 Pupils – EL3<br>1 Pupil – Level 1                                      | N/A – change of qualification                                                          | 2 Pupils – Level 1 PASS                                                                                                                                                                        |
| GCSE Art                            | 2 Pupils – Grade 2                                                                                          | 1 Pupil – Grade 2<br>1 Pupil – Grade 3                                                 | 2 Pupils – Grade 3 (in Fine Art)<br>1 Pupil – Grade 5 (in Photography)                                                                                                                         |
| Motor Vehicle Studies               | 4 Pupils – Level 1 Distinction                                                                              | 1 Pupil – Level 1 Distinction                                                          | 2 Pupils - IMI Level 1<br>1 Pupil – IMI Level 2<br>2 Pupils – AQA unit Awards                                                                                                                  |
| Food and Hospitality                | 4 Pupils – EL3                                                                                              | 2 Pupils – EL3 Award<br>2 Pupils – Level 1 Award in Food Preparation and Cooking       | 1 Pupil - Level 1 in Hospitality<br>1 Pupil - EL3 in Introduction to Hospitality                                                                                                               |
| Sports Leadership                   | 3 Pupils – Level 2 in Sports Leadership                                                                     | 2 Pupils - Level 2 in Sports Leadership                                                | 5 Pupils – Level 2 in Community Sports Leadership<br>1 Pupil – Level 3 in Sports Leadership                                                                                                    |
| Duke of Edinburgh                   | 2 Pupils – DofE Bronze Award                                                                                | N/A                                                                                    | 4 Pupils – DofE Bronze Award                                                                                                                                                                   |
| Employability                       | N/A                                                                                                         | N/A                                                                                    | 12 Pupils – EL3 Award<br>2 Pupils Level 1 Certificate                                                                                                                                          |
| Construction                        | N/A                                                                                                         | N/A                                                                                    | 4 Pupils – EL3 in Construction                                                                                                                                                                 |

## 1c Leavers' Destination Data / Quality of Transition

### **All leavers:**

- 17 out of 21 students (81%) have left Maplefields with a confirmed pathway to their next step of education/training or employment.
- 3 student (14%) will be remaining in the 6<sup>th</sup> Form at Maplefields.
- 1 student (5%) will remain NEET and will be working with Prospects.

### **Year 11 Leavers:**

- 11 out of 15 students (73%) have left Maplefields with a confirmed pathway to their next step of education/training or employment.
- 3 students (20%) will be remaining in the 6<sup>th</sup> Form at Maplefields.
- 1 student (7%) will remain NEET and will be working with Prospects.

### **Year 12 Leavers:**

- 2 students (100%) have left Maplefields with a confirmed pathway to their next step of education/training.

### **Year 13 Leavers:**

- 4 students (100%) have left Maplefields with a confirmed pathway to their next step of education/training or employment.

| Year 11 Leavers | Destination                          | Course                          |
|-----------------|--------------------------------------|---------------------------------|
| Pupil A         | Maplefields Academy                  | POST 16                         |
| Pupil B         | Northampton College                  | Construction                    |
| Pupil C         | Tresham College (Kettering)          | Pathways Programme              |
| Pupil D         | Northampton College                  | Motor Vehicle                   |
| Pupil E         | Stamford College                     | Construction                    |
| Pupil F         | Northampton College                  | Pathways Programme              |
| Pupil G         | Moulton College                      | Construction                    |
| Pupil H         | Northampton College                  | Applied Science                 |
| Pupil I         | Maplefields Academy                  | POST 16                         |
| Pupil J         | Maplefields Academy                  | POST 16                         |
| Pupil K         | NEET                                 | N/A – Working with Prospects    |
| Pupil L         | Northampton College                  | Performing Arts                 |
| Pupil M         | WiEducate, Northampton               | POST 16 Inspire Study Programme |
| Pupil N         | Stamford College                     | Towards Vocational Skills       |
| Pupil O         | Moulton College                      | Equine Studies                  |
| Year 12 Leavers |                                      |                                 |
| Pupil P         | Moulton College                      | Construction                    |
| Pupil Q         | Northampton College                  | Music                           |
| Year 13 Leavers |                                      |                                 |
| Pupil R         | Creating Tomorrow College, Kettering | Pathway to Employment           |
| Pupil S         | Supported Internship, Peterborough   | Mechanics                       |
| Pupil T         | Employment                           | N/A                             |
| Pupil U         | Oak Activities, Peterborough         | Pathway to Employment           |

## 2 Achievement of vulnerable groups or other sub-groups against whole-school data

During the 2025-26 academic year Maplefields closely monitored 7 vulnerable groups across school. We have identified these through current societal trends and through groups that have emerged as a need within our school setting. Data is calculated from those that made less than expected progress, expected progress or better than expected progress towards the following criteria:

Target setting in English, Maths and Science (taken as an average)

Professional Judgements in English, Maths and Science (taken as an average)

EHCP outcomes

Skills Builder outcome data

These four areas are then calculated together to form an overall average for each pupil. We call this the BIG PICTURE. The data below is reflective of these values:

### Achievement of Vulnerable Groups/Sub Groups

#### ■ FSM Ever6 (Free School Meals):

| FSM 88                        |    |     | Non-FSM 35                    |    |     |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress   | 14 | 16% | Less than expected progress   | 2  | 16% |
| Expected progress             | 67 | 76% | Expected progress             | 25 | 71% |
| Better than expected progress | 7  | 8%  | Better than expected progress | 8  | 23% |

#### ■ Pupil premium:

| Pupil Premium 92              |    |     | Non-Pupil Premium 31          |    |     |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress   | 15 | 16% | Less than expected progress   | 1  | 3%  |
| Expected progress             | 68 | 74% | Expected progress             | 24 | 78% |
| Better than expected progress | 9  | 10% | Better than expected progress | 6  | 19% |

#### ■ LAC:

| LAC 19                        |    |     | Non-LAC 104                   |    |     |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress   | 3  | 16% | Less than expected progress   | 13 | 12% |
| Expected progress             | 13 | 68% | Expected progress             | 79 | 76% |
| Better than expected progress | 3  | 16% | Better than expected progress | 12 | 12% |

#### ■ Ethnicity:

| Ethnic Minority 16            |    |     | White British 107             |    |     |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress   | 1  | 6%  | Less than expected progress   | 15 | 14% |
| Expected progress             | 14 | 88% | Expected progress             | 78 | 73% |
| Better than expected progress | 1  | 6%  | Better than expected progress | 14 | 13% |

#### ■ Girls:

| Girls 19                      |    |     | Boys 104                      |    |     |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress   | 2  | 11% | Less than expected progress   | 15 | 14% |
| Expected progress             | 13 | 68% | Expected progress             | 78 | 73% |
| Better than expected progress | 4  | 21% | Better than expected progress | 14 | 13% |

#### ● Summer born pupils:

| Summer Born 56                |    |     | Not Summer Born 67            |    |     |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress   | 6  | 11% | Less than expected progress   | 10 | 15% |
| Expected progress             | 43 | 77% | Expected progress             | 49 | 73% |
| Better than expected progress | 7  | 12% | Better than expected progress | 8  | 12% |

- **Academically More Able (MAPLE's):**

| Academically more able (MAPLE's) 14 |    |     | Rest of Cohort 109            |    |     |
|-------------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress         | 0  | 0%  | Less than expected progress   | 16 | 15% |
| Expected progress                   | 10 | 71% | Expected progress             | 82 | 75% |
| Better than expected progress       | 4  | 29% | Better than expected progress | 11 | 10% |

We also specifically analyse the academic progress made with regards to the main 4 vulnerable groups. The data below is calculated from those that made less than expected progress, expected progress or better than expected progress within the combined target setting and Professional Judgement expectations of the following:

Target setting and Professional judgements in English (taken as an average)

Target setting and Professional judgements in Maths (taken as an average)

Target setting and Professional judgements in Science (taken as an average)

Overall Core judgement taken as an average of the three criteria above.

Pupil Premium – 92 PUPILS (74.8% of cohort). 79% (2% increase) of our pupils (73 out of 92) made expected or better than expected progress towards meeting their targets across the core subjects.

|              | Less than expected | Expected | Better than expected | Expected or better than expected |
|--------------|--------------------|----------|----------------------|----------------------------------|
| English      | 19                 | 64       | 9                    | 73                               |
| Maths        | 20                 | 65       | 7                    | 72                               |
| Science      | 17                 | 49       | 5                    | 54                               |
| Overall Core | 19                 | 70       | 3                    | 73                               |

FSM – 88 PUPILS (71.5% of cohort). 79.6% (2.6% increase) of our pupils (70 out of 88) made expected or better than expected progress towards meeting their targets across the core subjects.

|              | Less than expected | Expected | Better than expected | Expected or better than expected |
|--------------|--------------------|----------|----------------------|----------------------------------|
| English      | 18                 | 61       | 9                    | 70                               |
| Maths        | 19                 | 62       | 7                    | 69                               |
| Science      | 17                 | 66       | 5                    | 71                               |
| Overall Core | 18                 | 67       | 3                    | 70                               |

LAC – 19 PUPILS (15.4% of cohort). 78.9% of our pupils (15 out of 19) made expected or better than expected progress towards meeting their targets across the core subjects.

|              | Less than expected | Expected | Better than expected | Expected or better than expected |
|--------------|--------------------|----------|----------------------|----------------------------------|
| English      | 4                  | 13       | 2                    | 15                               |
| Maths        | 5                  | 13       | 1                    | 14                               |
| Science      | 2                  | 16       | 1                    | 17                               |
| Overall Core | 4                  | 14       | 1                    | 15                               |

Girls – 19 PUPILS (15.4% of cohort). 89.5% of our Girls (17 out of 19) made expected or better than expected progress towards meeting their targets across the core subjects.

|              | Less than expected | Expected | Better than expected | Expected or better than expected |
|--------------|--------------------|----------|----------------------|----------------------------------|
| English      | 2                  | 13       | 4                    | 17                               |
| Maths        | 3                  | 14       | 2                    | 16                               |
| Science      | 3                  | 13       | 3                    | 16                               |
| Overall Core | 2                  | 15       | 2                    | 17                               |

### 3 Individual progression and achievement compared against own targets

#### Process for setting individual targets

Staff set individual targets for students that they teach in all subjects. The targets are set using prior attainment and progress knowledge of the students and using the information from the student profiles. Students are set realistic targets that should be achievable by the end of the year/key stage and also a challenging target which would be possible if the student did not have the challenges to learning that they experience during the year ie absence, family circumstance etc. The school continues to refine its process in target setting and tracking progress year on year.

#### Target Setting (taken from Earwig Assessment July 26)

| <u>Subject</u>   | <u>Less than expected progress</u> | <u>Expected progress</u> | <u>Better than expected progress</u> | <u>Expected or better than expected progress</u> | <u>Comparison on to Assessment Point 3 Jul 25</u> |
|------------------|------------------------------------|--------------------------|--------------------------------------|--------------------------------------------------|---------------------------------------------------|
| English          | 19% (24/123 pupils)                | 72% (88/123 pupils)      | 9% (11/123 pupils)                   | 81% (99/123 pupils)                              | +4%                                               |
| Maths            | 19% (23/123 pupils)                | 73% (90/123 pupils)      | 8% (10/123 pupils)                   | 81% (100/123 pupils)                             | +2%                                               |
| Science          | 22% (22/100 pupils)                | 68% (68/100 pupils)      | 10% (10/100 pupils)                  | 78% (78/100 pupils)                              | +1%                                               |
| Art              | 15% (13/88 pupils)                 | 56% (49/88 pupils)       | 29% (26/88 pupils)                   | 85% (75/88 pupils)                               | +10%                                              |
| DT               | 22% (19/84 pupils)                 | 55% (46/84 pupils)       | 23% (19/84 pupils)                   | 78% (65/84 pupils)                               | +4%                                               |
| Food             | 82% (16/87 pupils)                 | 66% (57/87 pupils)       | 16% (14/87 pupils)                   | 82% (71/87 pupils)                               | +9%                                               |
| PSHE             | 21% (26/123 pupils)                | 69% (85/123 pupils)      | 10% (12/123 pupils)                  | 79% (97/123 pupils)                              | +2%                                               |
| PE               | 20% (25/123 pupils)                | 62% (76/123 pupils)      | 18% (22/123 pupils)                  | 80% (98/123 pupils)                              | +4%                                               |
| History          | 20% (17/85 pupils)                 | 58% (49/85 pupils)       | 22% (19/85 pupils)                   | 80% (68/85 pupils)                               | +7%                                               |
| Geography        | 21% (18/85 pupils)                 | 62% (53/85 pupils)       | 17% (14/85 pupils)                   | 79% (67/85 pupils)                               | +4%                                               |
| RE               | 21% (22/104 pupils)                | 63% (65/104 pupils)      | 16% (17/104 pupils)                  | 79% (82/104 pupils)                              | +4%                                               |
| Music            | 20% (17/83 pupils)                 | 63% (52/83 pupils)       | 17% (14/83 pupils)                   | 80% (66/83 pupils)                               | +3%                                               |
| MVS              | 16% (2/13 pupils)                  | 69% (9/13 pupils)        | 15% (2/13 pupils)                    | 84% (11/13 pupils)                               | +13%                                              |
| Outdoor Learning | 9% (5/55 pupils)                   | 85% (47/55 pupils)       | 6% (3/55 pupils)                     | 91% (50/55 pupils)                               | -1%                                               |
| Computing        | 18% (19/104 pupils)                | 78% (81/104 pupils)      | 4% (4/104 pupils)                    | 82% (85/104 pupils)                              | +7%                                               |
| Employability    | 17% (13/75 pupils)                 | 79% (59/75 pupils)       | 4% (3/75 pupils)                     | 83% (62/75 pupils)                               | +8%                                               |
| Drama            | 29% (13/45 pupils)                 | 71% (32/45 pupils)       | 0% (0/45 pupils)                     | 71% (32/45 pupils)                               | -4%                                               |

#### 4 Professional Judgement and Contextual Interpretation

At Maplefields we also take an overall holistic view (Professional Judgement) of progress made in each subject. The final assessments taken in July 26 (Assessment Point 3) are as follows:

| <u>Subject</u>   | <u>Less than expected progress</u> | <u>Expected progress</u> | <u>Better than expected progress</u> | <u>Expected or better than expected progress</u> | <u>Comparison to PJ Jul 25</u> |
|------------------|------------------------------------|--------------------------|--------------------------------------|--------------------------------------------------|--------------------------------|
| English          | 18% (22/123 pupils)                | 32% (40/123 pupils)      | 50% (61/123 pupils)                  | 82% (101/123 pupils)                             | +3%                            |
| Maths            | 13% (16/123 pupils)                | 30% (37/123 pupils)      | 57% (70/123 pupils)                  | 87% (107/123 pupils)                             | +4%                            |
| Science          | 12% (12/100 pupils)                | 19% (19/100 pupils)      | 69% (69/100 pupils)                  | 88% (88/100 pupils)                              | +10%                           |
| Art              | 14% (12/88 pupils)                 | 26% (23/88 pupils)       | 60% (53/88 pupils)                   | 86% (76/88 pupils)                               | +6%                            |
| DT               | 19% (16/84 pupils)                 | 17% (14/84 pupils)       | 64% (54/84 pupils)                   | 81% (68/84 pupils)                               | -2%                            |
| Food             | 16% (14/87 pupils)                 | 41% (36/87 pupils)       | 43% (37/87 pupils)                   | 84% (73/87 pupils)                               | +6%                            |
| PSHE             | 14% (17/123 pupils)                | 34% (42/123 pupils)      | 52% (64/123 pupils)                  | 86% (106/123 pupils)                             | +7%                            |
| PE               | 20% (24/123 pupils)                | 46% (57/123 pupils)      | 34% (42/123 pupils)                  | 80% (99/123 pupils)                              | -2%                            |
| History          | 19% (16/85 pupils)                 | 29% (25/85 pupils)       | 52% (44/85 pupils)                   | 81% (69/85 pupils)                               | +1%                            |
| Geography        | 19% (16/85 pupils)                 | 27% (23/85 pupils)       | 54% (46/85 pupils)                   | 81% (69/85 pupils)                               | +4%                            |
| RE               | 20% (21/104 pupils)                | 32% (33/104 pupils)      | 48% (50/104 pupils)                  | 80% (83/104 pupils)                              | +5%                            |
| Music            | 19% (16/83 pupils)                 | 23% (19/83 pupils)       | 58% (48/83 pupils)                   | 81% (67/83 pupils)                               | +2%                            |
| MVS              | 16% (2/13 pupils)                  | 69% (9/13 pupils)        | 15% (2/13 pupils)                    | 84% (11/13 pupils)                               | +12%                           |
| Outdoor Learning | 9% (5/55 pupils)                   | 46% (25/55 pupils)       | 45% (25/55 pupils)                   | 91% (50/55 pupils)                               | -3%                            |
| Computing        | 18% (19/104 pupils)                | 16% (16/104 pupils)      | 66% (69/104 pupils)                  | 82% (85/104 pupils)                              | +8%                            |
| Employability    | 17% (13/75 pupils)                 | 25% (19/75 pupils)       | 58% 43/75 pupils)                    | 83% (62/75 pupils)                               | +6%                            |
| Drama            | 24% (11/45 pupils)                 | 18% (8/45 pupils)        | 58% (26/45 pupils)                   | 76% (32/45 pupils)                               | +4%                            |

## Overall Judgement: **ACHIEVEMENT OF PUPILS**

Core academic progress is taken by calculating the averages of Target Setting and Professional Judgements across Mathematics, English and Science and then an overall Core Judgement is taken.

These are as follows:

### Overall ENGLISH

82% (101 pupils) made expected or better than expected progress

9% (11 pupils) made better than expected progress

73% (90 pupils) made expected progress

18% (22 pupils) made less than expected progress

### Overall MATHEMATICS

82% (101 pupils) made expected or better than expected progress

7% (9 pupils) made better than expected progress

75% (92 pupils) made expected progress

18% (22 pupils) made less than expected progress

### Overall SCIENCE

78% (78 pupils) made expected or better than expected progress

10% (10 pupils) made better than expected progress

68% (68 pupils) made expected progress

22% (22 pupils) made less than expected progress

### Overall CORE subjects

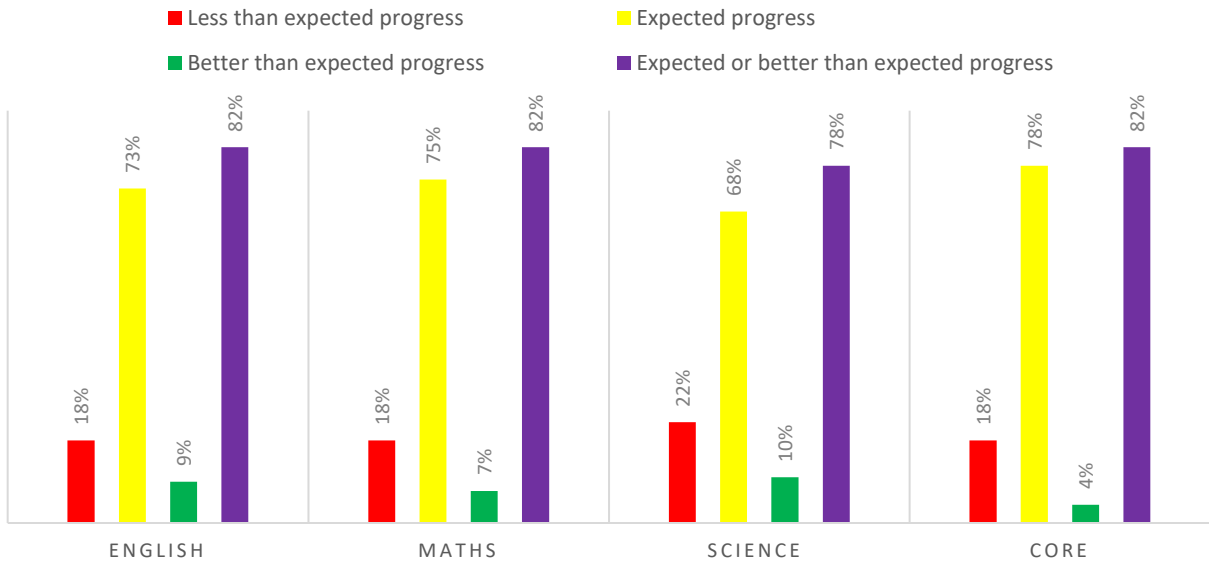
82% (101 pupils) made expected or better than expected progress.

4% (5 pupils) made better than expected progress

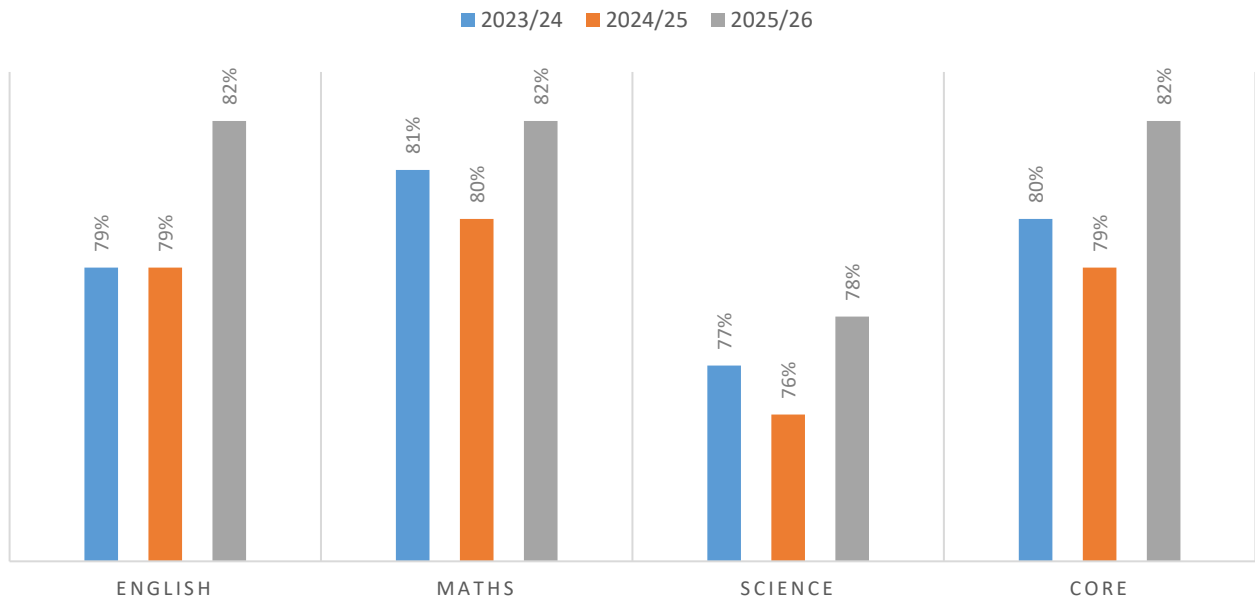
78% (96 pupils) made expected progress

18% (22 pupils) made less than expected progress

### OVERALL ACADEMIC JUDGEMENT OF CORE SUBJECTS 2025-26



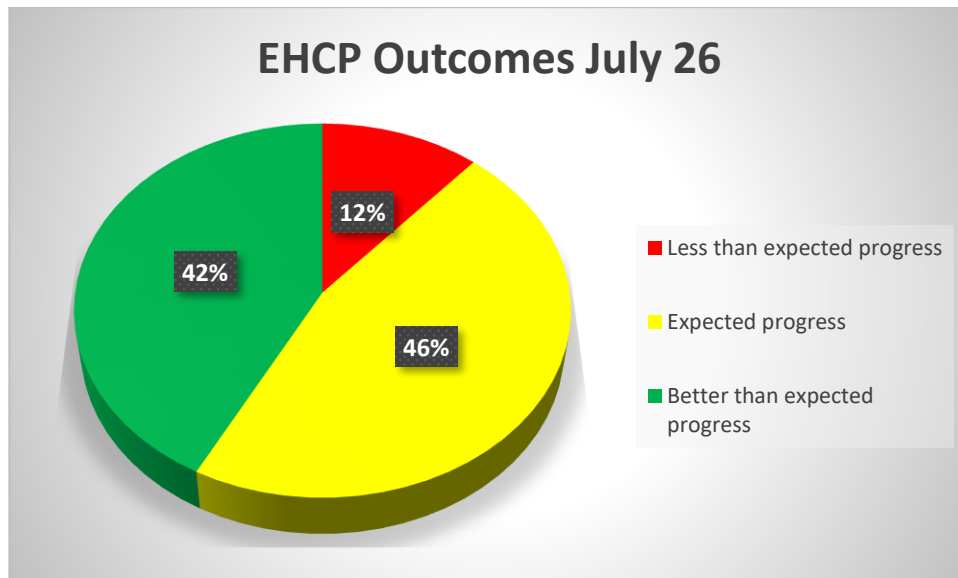
### OVERALL ACADEMIC JUDGEMENT CORE SUBJECTS - THREE YEAR TREND BASED ON PERCENTAGE OF PUPILS THAT MET OR EXCEEDED TARGETS



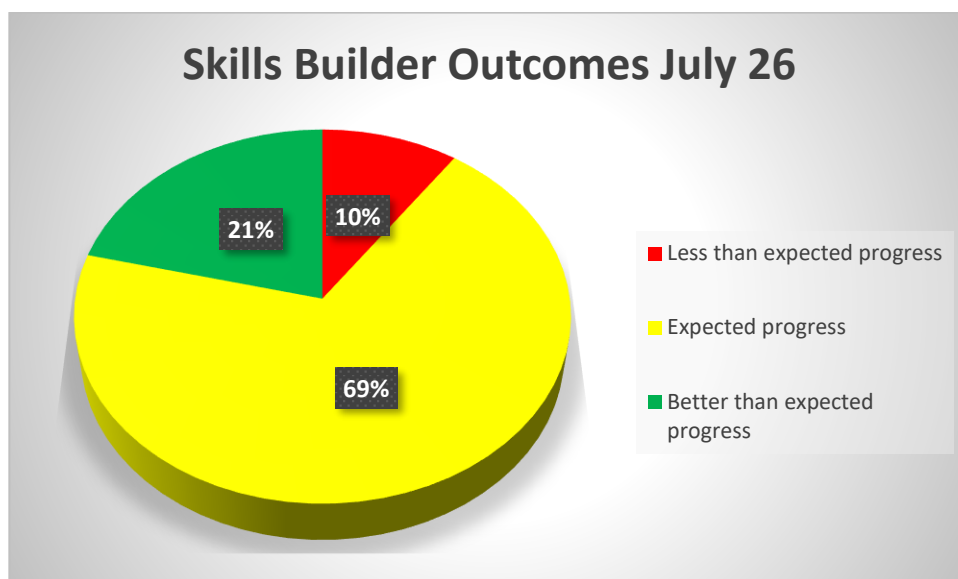
## THE BIG PICTURE

At Maplefields we measure the percentage of pupils that met or exceeded their EHCP targets and Skills Builder targets. This enables staff to identify social and emotional progress in our context. This data is then used to effectively plan activities or interventions to further develop the area of need. The results are as follows:

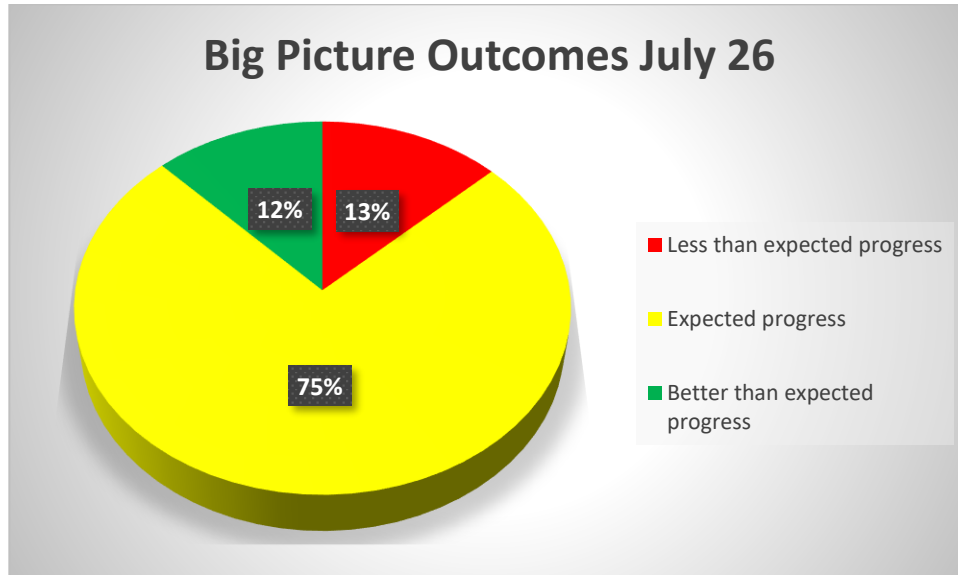
### EHCP outcomes



### Skills Builder Outcomes



When we factor in our EHCP and Skills Builder data alongside our analysis of Target Setting and Professional Judgement assessment we collate an overall BIG PICTURE judgement that represents both the academic progress made but also the Social and Emotional progress that our pupils have made over the course of the year. The results are as follows:



## Reading outcomes

114 out of 123 Students were able to access GL Assessments throughout the Academic year to celebrate their progress. Highlights include:

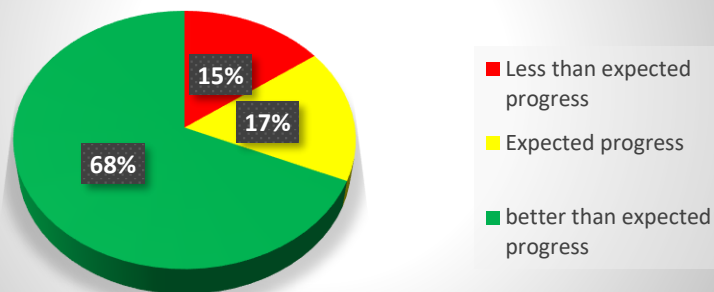
85% (97/114) students made expected or better than expected progress

100% of students in Primary made expected or better than expected progress

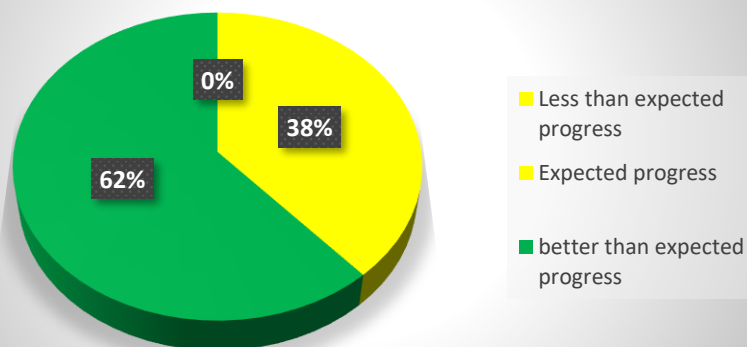
More students accessed the Reading SATS (10 out of 18) than ever before

5 of those students achieved expected standard (100 or over) in their Reading SAT

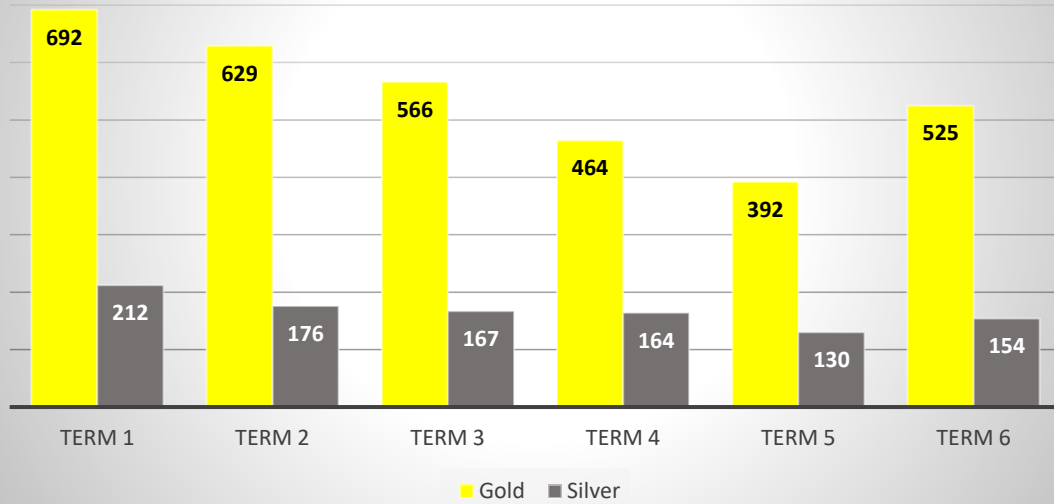
### Maplefields Reading Outcomes July 26



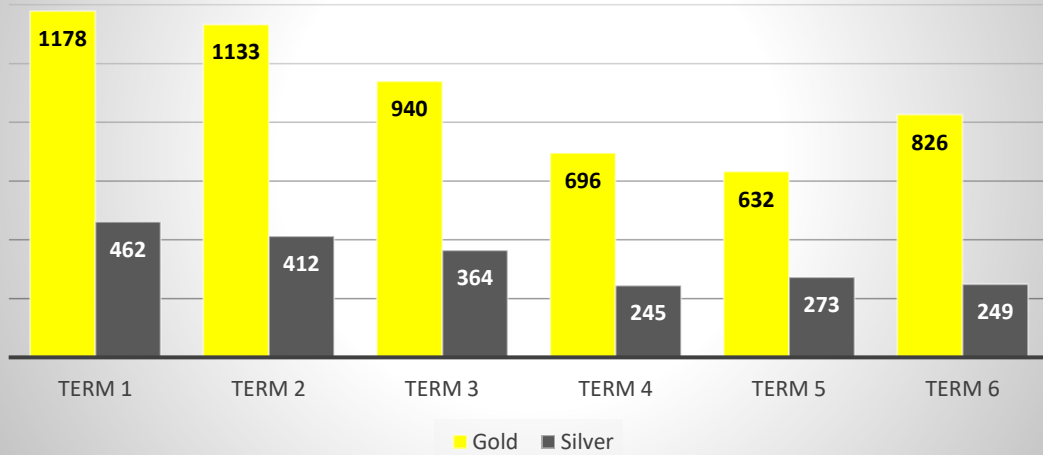
### Primary RWI Outcomes July 26



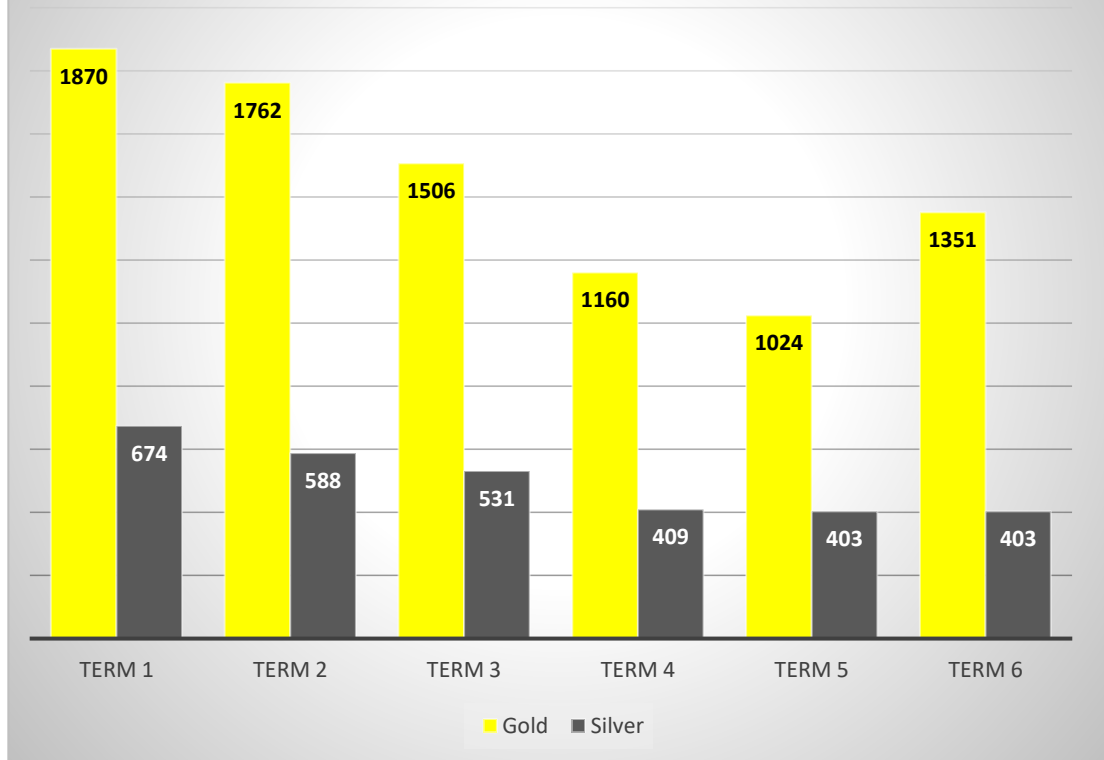
### Gold and Silver days Primary 2025-26



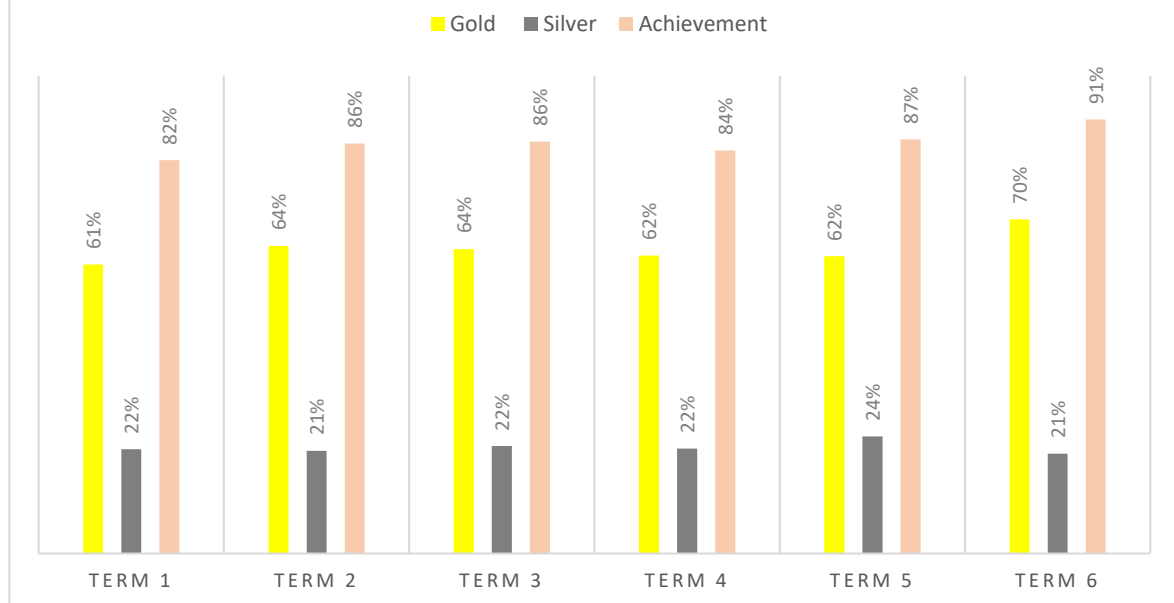
### Gold and Silver days Secondary 2025-26



## Gold and Silver days Whole School 2025-26



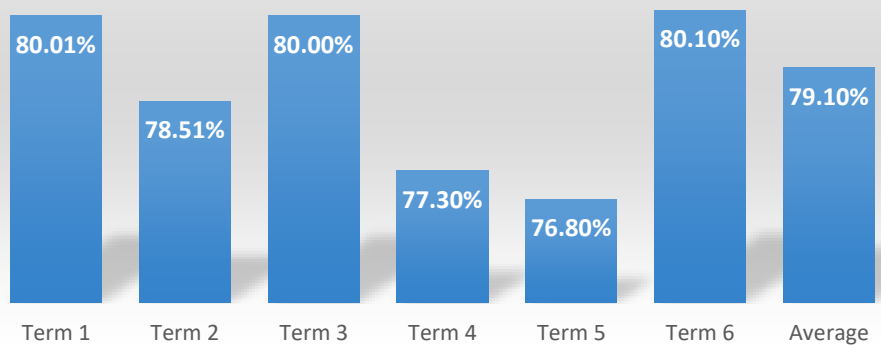
## PERCENTAGE PROPORTION OF ACHIEVEMENT DAYS 2025-26



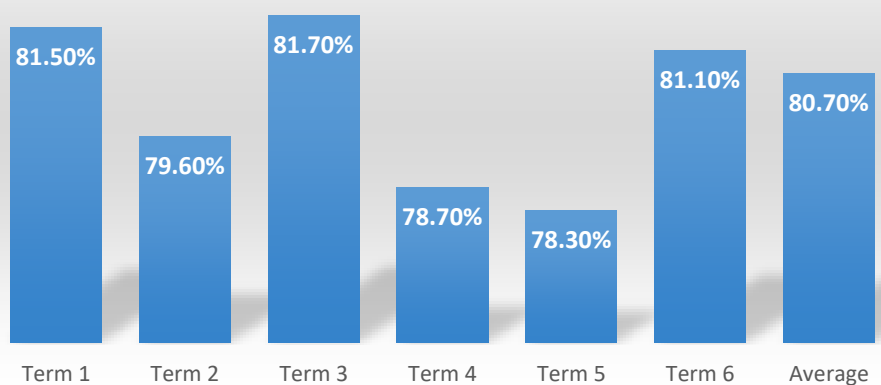
## Attendance and Suspensions

### Whole School attendance 2025-26:

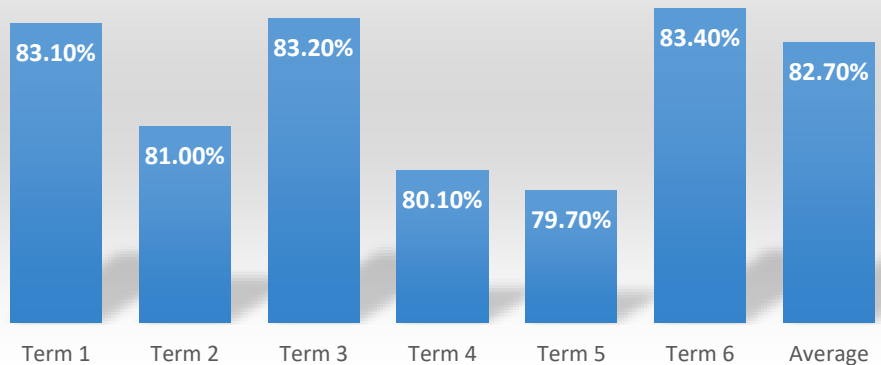
#### Whole School attendance (all pupils) 2025-26



#### Whole School attendance (minus 3 PA's) 2025-26

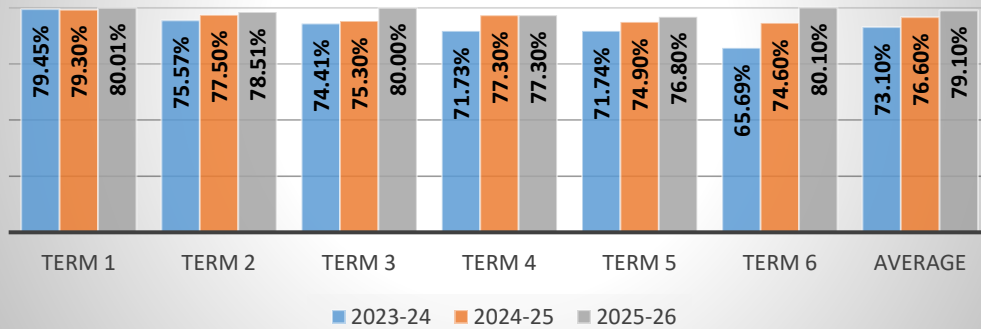


#### Whole School attendance (minus 6 PA's) 2025-26

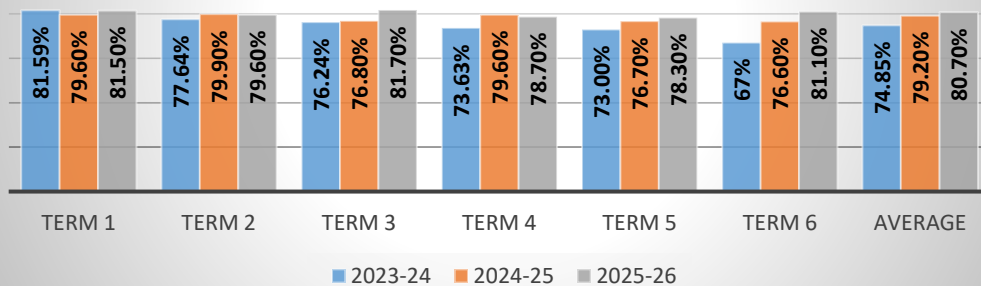


## Whole School Attendance 3-year comparison 2025-26:

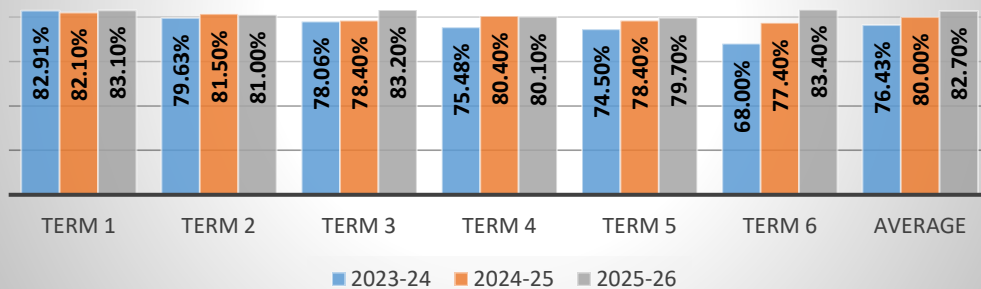
### Whole School attendance (all pupils) comparison 2023-24, 2024-25, 2025-26



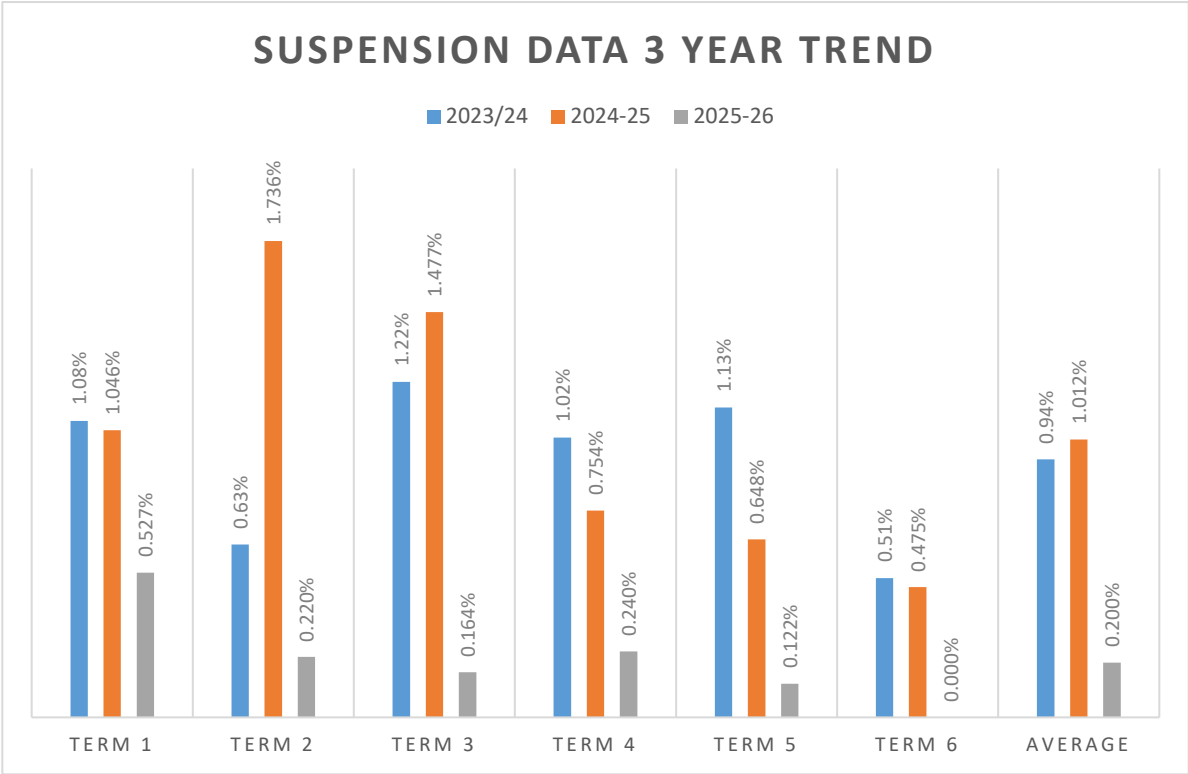
### Whole School attendance (minus 3 PA's) 2023-24, 2024-25, 2025-26



### Whole School attendance (minus 6 PA's) comparison 2023-24, 2024-25, 2025-26



Suspensions 3-year trend up to 2025-26:



## Student Voice – Outcomes of the Pupil Survey

### Notable Highlights:

82% said that they like to come to school

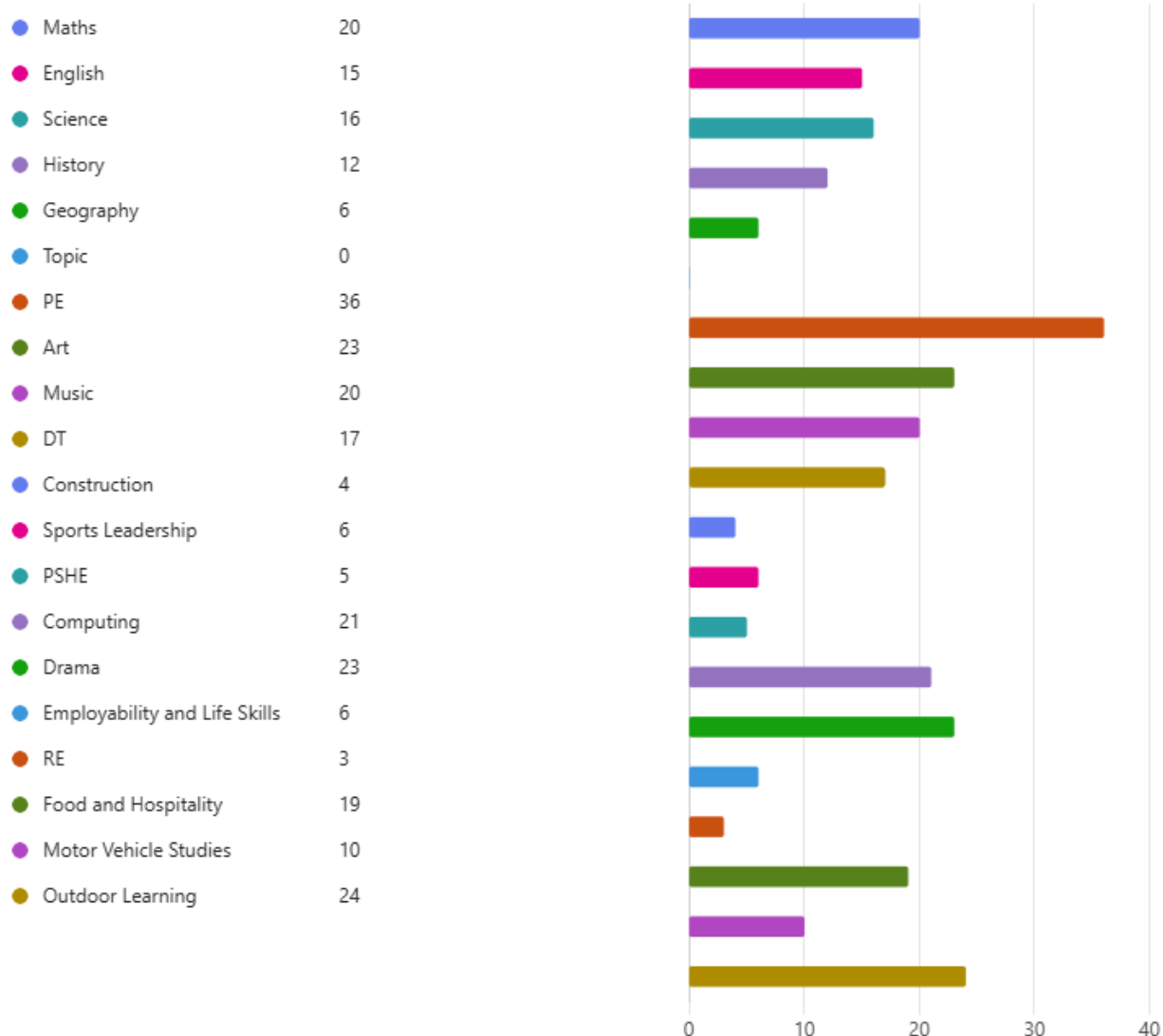
91% say that they do well at school and are making progress (up 4% from last year)

90% say they enjoy break and lunch times

91% said that class staff communicate effectively to support their needs, which helps them feel safe.

The most popular lessons last year were PE, Drama and Outdoor Learning. Please see full breakdown below:

### 12. What are your favourite lessons? (0 point)



Are there any subjects that you would like to be taught at Maplefields?

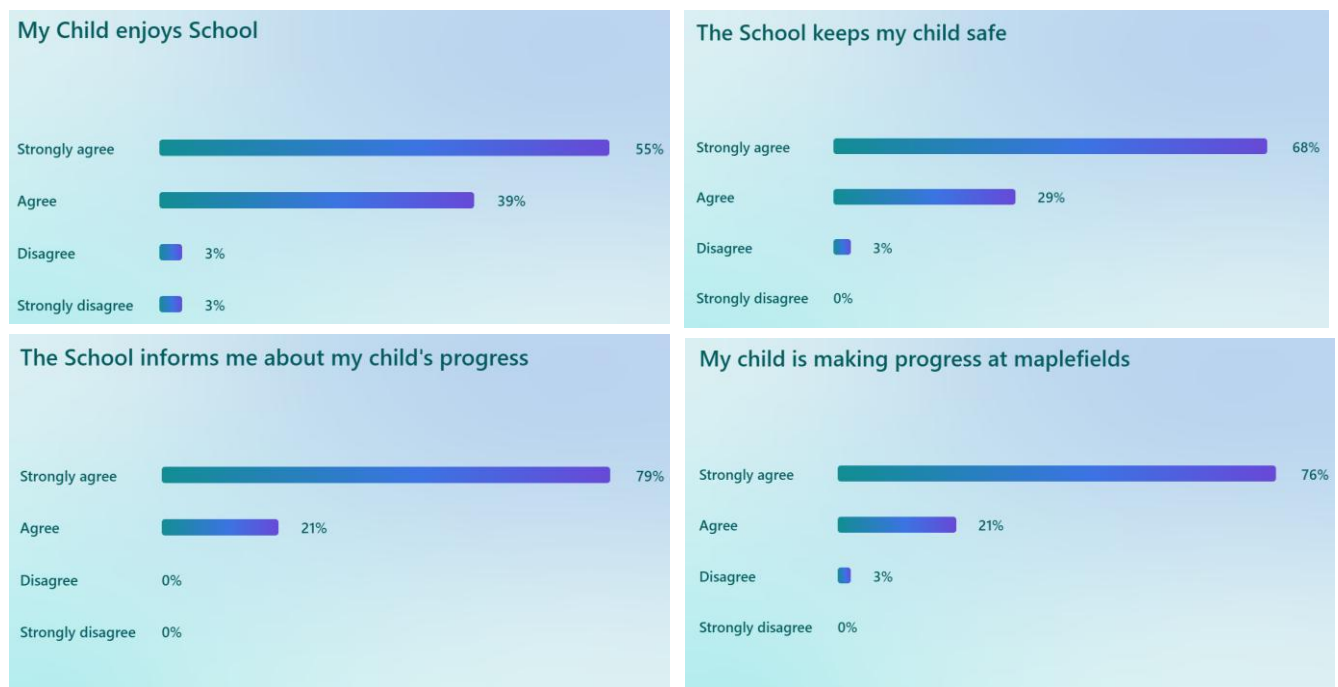
2 respondents (3%) answered SPORTS LEADERSHIP for this question.



The Pupil Survey highlighted areas of interest such as Specific Drama for Primary, Travel and Tourism as well as more opportunities for languages. Previously student voice resulted in the addition of Construction as well as French as an additional language. We will continue to identify interests and look to implement where possible.

### Parent/Carer voice - Outcomes of the Parent/Carer Survey

Parents/carers responded in outstanding fashion to further demonstrate the strength of healthy relationships between staff, students and Parents/Carers at Maplefields through our 2026 Parent/Carer Survey. Notable highlights were:



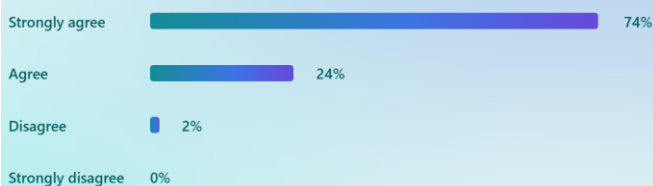
### Teaching and Learning is effective at Maplefields



### Maplefields helps me to support my child's learning



### Maplefields meet's my child's particular needs



### The School deals effectively with behaviour



### The school rewards positive behaviour and effort



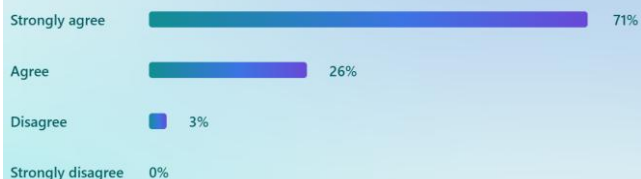
### The School takes account of my suggestions and concerns



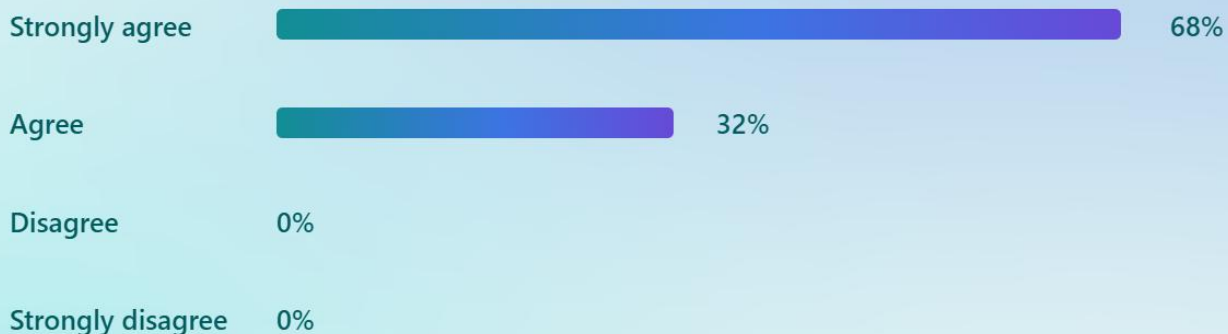
### Maplefields is well led and well managed



### Overall, I am happy with my child's experience at Maplefields



Communication with class staff is consistent and effective, which enables us all to support my child's needs and therefore safety.



How would you rate the communication and relationships between school and home?

4.58



### **Key priorities for the academic year 2026-27**

- 1. Handwriting Policy – To continue to refine the Handwriting Policy through the implementation of the LetterJoin programme to ensure that Handwriting remains an absolute priority when supporting students to access the wider curriculum without stigma.**
- 2. Attendance – To further empower and upskill form tutors to improve the overall attendance of students in their class through monitoring, interventions and review.**
- 3. Curriculum – To continue to develop our Behaviour Curriculum in relation to our core values and how they link to the Skills Builder outcomes and Curriculum Drivers to ensure that Behaviour is explicitly taught and modelled as part of our whole school Curriculum offer.**