



Maplefields Academy

MAPLEFIELDS ACADEMY

Analysis & Evaluation of Pupil Attainment and Progress September 2024 to July 2025
ACADEMIC YEAR 2024/25

Maplefields Academy Context: All information is based upon 114 students that had comparable data (122 students on roll at the end of the year however 8 students either started and then left or started after the Easter period and therefore have no 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 [#/%]	Exclusions	
							Fixed	Perm
114	102:12	Pupils- 82/114 (71.9%)	Pupils- 12/114 (10.5%)	Pupils-1 (0.87%)	76.6%	Pupils – 51/114 44.7%	1.012 %	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	0:0	4:0	6:0	12:2	8:2	16:1	12:2	14:2	14:2	13:1	3:0
Phase total 0	Phase total 0		Phase total 34				Phase total 47			Phase total 30		Phase total 3

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

Overall Effectiveness: 1. Outstanding

Effectiveness of Leadership and Management: 1. Outstanding

Quality of Education: 1. Outstanding

Personal Development and Well-Being: 1. Outstanding

Behaviours and Attitudes: 1. Outstanding

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]: 112/112/115 pupils at start of academic year over past three years.

6. **Boy:Girl ratio trend**: 88.7% (102 Boys) to 11.3% (12 Girls) at start of academic year (totalling 115 Students).

7. **In-year entries & exit data**: 12 entrants throughout the year and 6 exits (totalling 122 students on roll at the end of the academic year, seven of which started after the Easter period and therefore did not have any comparable data to analyse. Professional judgements were taken).

Analysis of Pupil Attainment and Progress 2024 to 2025

Headlines

All data collated is based on a set of 114 students

Qualifications/Statutory Assessments

There are **no changes** to the Maplefields qualification offer for this academic year other than Entry level certificate being introduced in KS4 Ethics and Philosophy for the 2025/26 academic year.

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

Strong subjects: Sports Leaders Level 2 (two passes) and BTEC Music Level 2 (one pass) continue to show strong attainment.

SATS results: Two Primary KS2 students achieved pass scores in Reading and Grammar and were very close to passing Maths.

Accreditation's list & Statutory Assessments can be found on pages 7 & 9.

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) maintained a progress rate of 75%, compared with 80% for students who are not looked after, showing no change from last year. Pupils eligible for Free School Meals (FSM) achieved 77% progress, compared with 88% for non-FSM pupils. This represents a 2% widening of the gap from the previous year.

Summer-born students continue to outperform their peers, achieving 84% progress compared with 76% for non-summer-born students. However, the progress gap between the two groups has increased from 4% to 8%.

Among **ethnic minority** pupils, the gap compared with White British pupils has narrowed significantly, with ethnic minority students achieving 83% progress and White British students 79%. This gap is now just 4%, down from 8% last year and a notable decrease from 32% three years ago.

Within the **MAPLES** cohort, 94% of students met or exceeded their targets, a slight decrease from 100% last year. The internal gap within this group has reduced from 23% to 17%, while students outside the MAPLES group achieved 77% progress.

Girls have shown particularly strong improvement. They achieved 91% progress compared with 79% for boys. Last year, girls were 18% behind boys; now they are 12% ahead. This positive shift follows targeted interventions, including appointing a senior leader to oversee the girls' curriculum, creating a development plan, collecting pupil voice feedback, and introducing dance groups and one-to-one mentoring sessions. The number of girls on roll has also grown, from 8 to 19 over the past two academic years.

Pupil Premium students present the most significant area of concern. Their progress has declined from 79% to 76%, while non-Pupil Premium students improved from 83% to 90%. This widening gap will be a key focus for the coming year, with early actions identified to support targeted intervention and reduce the gap during the 2025–2026 academic year.

Vulnerable group analysis can be found on pages 11-13.

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: 77%

Maths: 79%

Science: 77%

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

The professional judgements of all subjects can be found on page 15.

Skills Builder, EHCP outcomes and the BIG Picture

81% of Maplefields students made expected or better than expected progress toward their Education, Health and Care Plan (EHCP) targets, representing a 2% increase compared with last year.

Progress within the Skills Builder curriculum—our skills-based programme—was also strong, with 85% of students achieving their Skills Builder outcomes. This reflects a 3% improvement on the previous year.

When combining data from EHCP outcomes, Skills Builder progress, Target Setting, and Professional Judgements, an overall 80% of pupils made expected or better than expected progress, matching the performance recorded last year.

Further information can be found on pages 18-19.

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: 79%

Maths: 80%

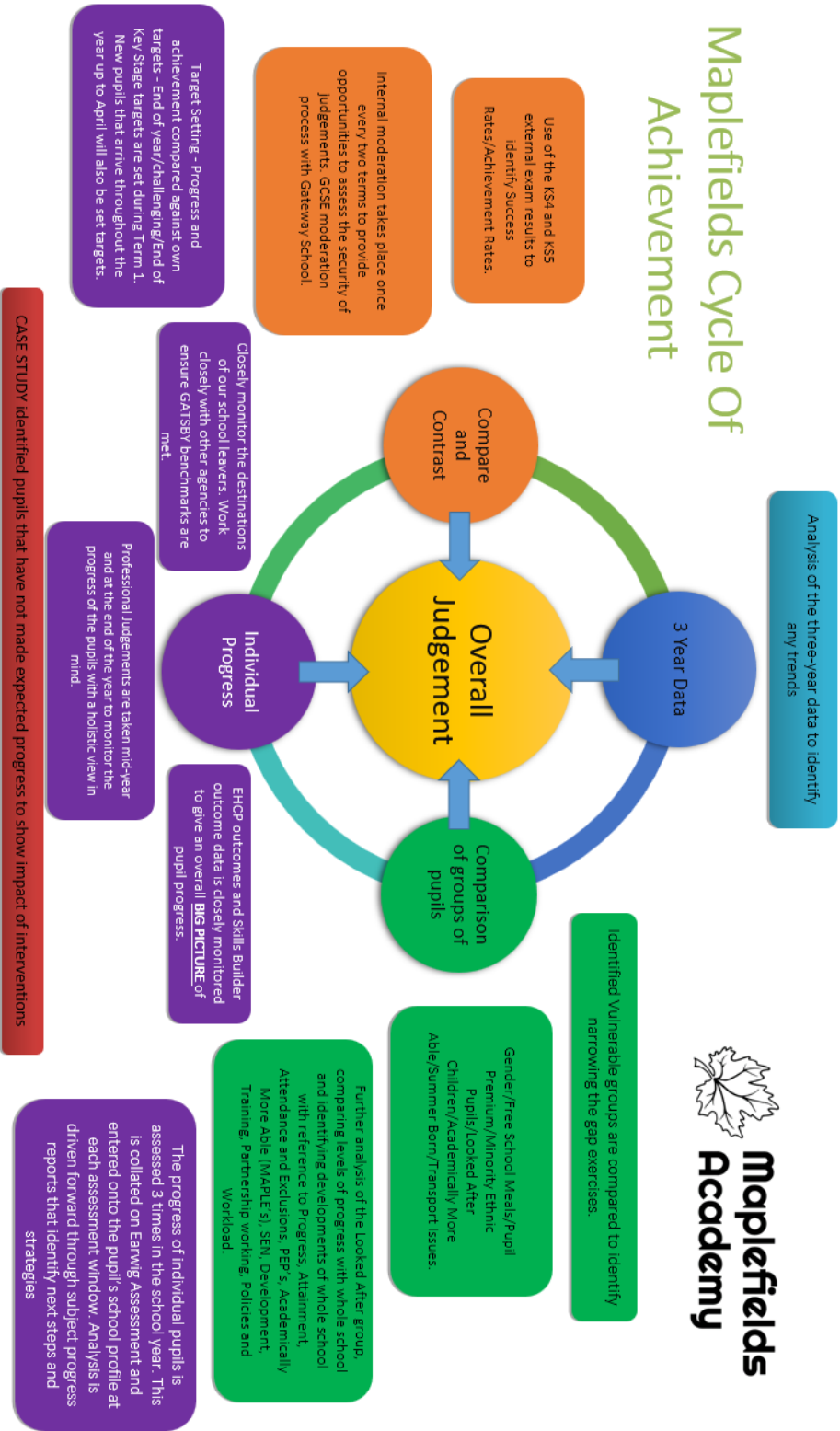
Science: 76%

Overall, an average of **79%** of Maplefields students achieved expected or better progress across the three core subjects.

All final performance data can be found on page 16.

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:

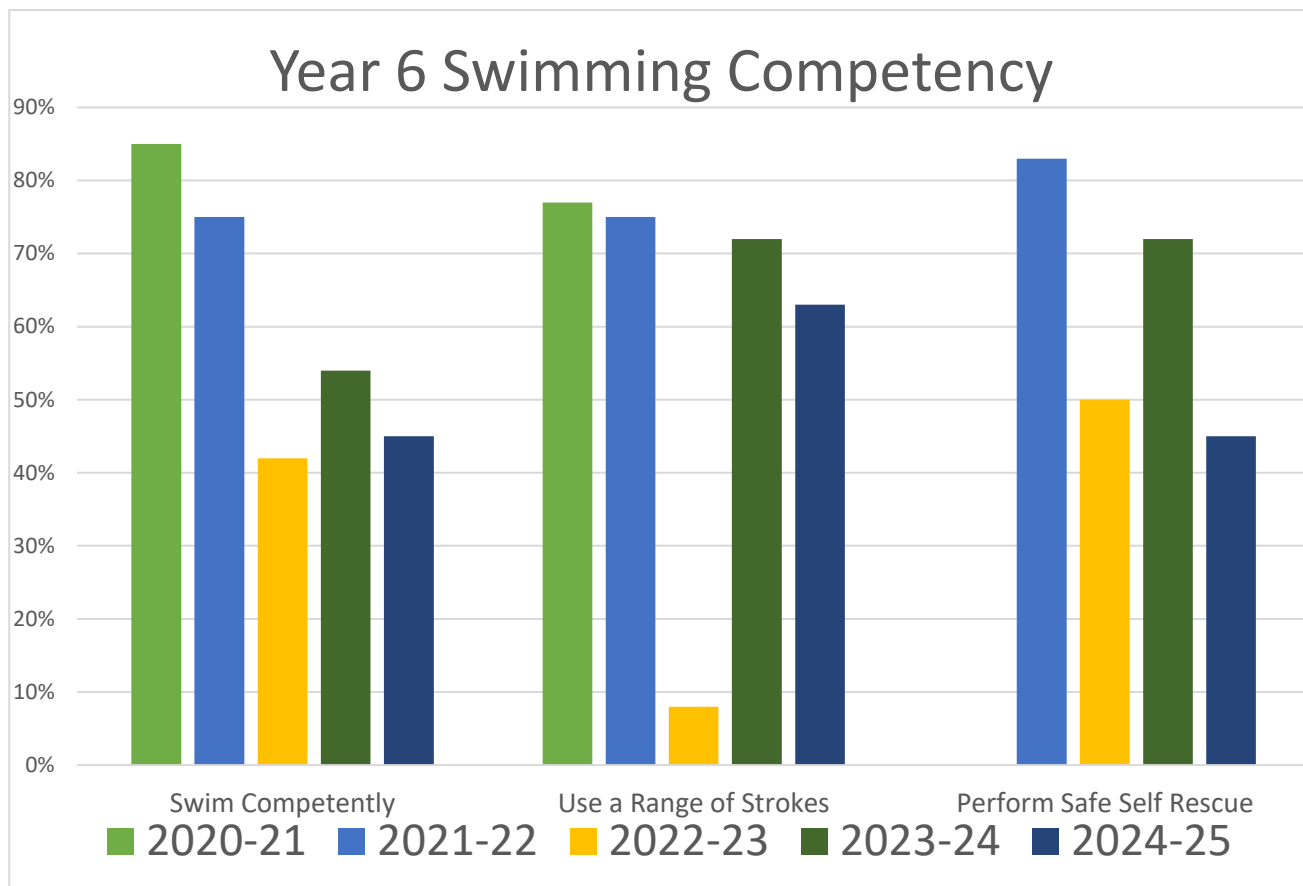
2 Students out of 11 were given the opportunity to access SATS testing. The results are as follows:

	GPS scaled score	Reading scaled score	Maths scaled score
Student 1	B	B	B
Student 2	B	B	B
Student 3	B	B	B
Student 4	B	B	B
Student 5	B	B	B
Student 6	B	B	B
Student 7	B	B	B
Student 8	102	107	90
Student 9	B	B	B
Student 10	B	B	B
Student 11	106	103	94

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. Both students did amazingly well to achieve a pass Mark in their Reading and Grammar tests. A huge well done to them both. Both students were close to achieving a pass mark in their Mathematics also. 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.

5/11 students (45%)

1 out of 11 students did not access swimming lessons due to having an off-site intervention provision which clashed with our swimming timetable.

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

7/11 students (64%)

3 out of the 11 students did not access swimming lessons due to complex needs. If these are removed then 7/8 students (88%) met the criteria.

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

5/11 students (45%)

1 out of 11 students did not access swimming lessons due to complex needs. If these are removed then 5/8 students (63%) met the criteria.

Qualification Route/s (optional)	Accreditations 2022-23	Accreditations 2023-24	Accreditations 2024-25
GCSE English Language	5 Pupils - Grade 1 3 Pupils - Grade 2 4 Pupil - Grade 3 1 Pupil - Grade 4	7 Pupils - Grade 1 4 Pupils - Grade 2	5 Pupils – Grade 1 2 Pupils – Grade 2
GCSE English Literature	1 Pupil - Grade 2 1 Pupil – Grade 3	N/A	N/A
Functional Skills English	2 Pupils – EL1 3 Pupils – EL2 3 Pupil – EL3 6 Pupils – Level 1	2 Pupils – Level 1 Reading 1 Pupil – Full Level 1 1 Pupil – Level 2 Writing 1 Pupil – Full Level 2	2 Pupils – EL1 5 Pupils – EL3 1 – EL1 Reading and Writing (Missing S & L)
GCSE Mathematics	3 Pupil – Grade 1 4 Pupils – Grade 3 4 Pupil – Grade 4	7 Pupils - Grade 1 3 Pupils - Grade 2 3 Pupils - Grade 3	2 Pupils – Grade 1 3 Pupils – Grade 2 1 Pupil – Grade 3
Functional Skills Mathematics	1 Pupil – EL1 1 Pupil – EL2 6 Pupils - EL3 4 Pupils - Level 1 3 Pupils - Level 2	1 Pupil – EL2 8 Pupils – EL3 4 Pupils – Level 1 1 Pupil – Level 2	3 Pupils – EL1 1 Pupil – EL2 8 Pupils – EL3 1 Pupil – Level 1
GCSE Science (Physics)	2 Pupil – Grade 1 2 Pupils – Grade 2 3 Pupils - Grade 3 1 Pupil – Grade 4 2 Pupils – Grade 5	2 Pupils - Grade 1 5 Pupils - Grade 2 2 Pupils - Grade 3	3 Pupils – Grade 1 2 Pupils – Grade 2 1 Pupil – Grade 3
GCSE Film Studies	N/A	1 Pupil – Grade 2	N/A
GCSE Drama (changing to BTEC Drama 25-26)	1 Pupil – Grade 1 2 Pupils – Grade 2	N/A	N/A
Entry level Science	3 Pupils – EL2 7 Pupils – EL3	2 Pupils – EL1 5 Pupils – EL2 5 Pupils – EL3	1 Pupil – EL1 4 Pupils – EL2 5 Pupils – EL3
BTEC Music	1 Pupil – Level 1 PASS 2 Pupils – Level 2 PASS	3 Pupils – Level 1 Pass 1 Pupil – Level 2 Pass	1 Pupil – Level 2 Pass
Functional Skills ICT	2 Pupils – EL1 2 Pupils – EL2 3 Pupils – EL3 5 Pupils – Level 1 1 Pupil – Level 2	1 Pupil – EL1 2 Pupils – EL2 7 Pupils – EL3 1 Pupil – Level 1	N/A – change of qualification
GCSE Art	N/A	2 Pupils – Grade 2	1 Pupil – Grade 2 1 Pupil – Grade 3
Entry level Art and Entry Level History	1 Pupil – EL2 2 Pupils – EL3	1 Pupil – EL1 3 Pupils – EL2	1 Pupil – EL2 History
Motor Vehicle Studies	2 Pupils – Level 1 Distinction	4 Pupils – Level 1 Distinction	1 Pupil – Level 1 Distinction
Food and Hospitality	4 Pupils – Level 1 Award in Introduction to Hospitality Industry	4 Pupils – EL3	2 Pupils – EL3 Award 2 Pupils – Level 1 Award in Food Preparation and Cooking
Sports Leadership	3 Pupils – Level 2 in Sports Leadership	3 Pupils – Level 2 in Sports Leadership	2 Pupils _ Level 2 in Sports Leadership

1c Leavers' Destination Data / Quality of Transition

All leavers:

- 10 out of 14 students (72%) have left Maplefields with a confirmed pathway to their next step of education/training or employment
- 1 student (7%) will be remaining in the 6th Form at Maplefields.
- 1 student (7%) will be accessing home tutoring with support from Northamptonshire Local Authority (EOTAS).
- 2 out of 14 students (14%) remain NEET and will be working with Prospects.

Year 11 Leavers:

- 10 out of 13 students (76%) have left Maplefields with a confirmed pathway to their next step of education/training or employment.
- 1 student (8%) will be remaining in the 6th Form at Maplefields.
- 1 student (8%) will be accessing home tutoring with support from Northamptonshire Local Authority.
- 1 student (8%) will remain NEET and will be working with Prospects.

Year 12 Leavers:

- 1 student (100%) is EHE (Elective Home Education)

Year 11 Leavers	
Pupil A	Northampton College – Catering
Pupil B	Northampton College – Catering
Pupil C	Tresham College – Catering
Pupil D	Tresham College – E-Sports
Pupil E	Tresham College – Sports
Pupil F	Moulton College - Construction Skills (Multi-Trade) – Level 1
Pupil G	Northampton College - Construction Skills (Multi-Trade) – Level 1
Pupil H	Northampton College – Kings Trust
Pupil I	Northampton College – Music (Performance & Technology) – Level 1
Pupil J	Employment - Labourer
Pupil K	Home Tutoring with support from Northamptonshire Local Authority (EOTAS)
Pupil L	NEET
Pupil M	Maplefields Academy – POST 16
Year 12 Leavers	
Pupil N	EHE (Elective Home Education)

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

During the 2024-25 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 82			Non-FSM 32		
Less than expected progress	19	23%	Less than expected progress	4	12%
Expected progress	55	67%	Expected progress	24	75%
Better than expected progress	8	10%	Better than expected progress	4	13%

- Pupil premium:

Pupil Premium 84			Non-Pupil Premium 30		
Less than expected progress	20	24%	Less than expected progress	3	10%
Expected progress	56	67%	Expected progress	23	77%
Better than expected progress	8	9%	Better than expected progress	4	13%

- LAC:

LAC 12			Non-LAC 102		
Less than expected progress	3	25%	Less than expected progress	20	20%
Expected progress	6	50%	Expected progress	73	71%
Better than expected progress	3	25%	Better than expected progress	9	9%

- Ethnicity:

Ethnic Minority 18			White British 96		
Less than expected progress	3	17%	Less than expected progress	20	21%
Expected progress	13	72%	Expected progress	66	69%
Better than expected progress	2	11%	Better than expected progress	10	10%

- Girls:

Girls 12			Boys 102		
Less than expected progress	1	9%	Less than expected progress	22	21%
Expected progress	10	83%	Expected progress	69	68%
Better than expected progress	1	8%	Better than expected progress	11	11%

- Summer born pupils:

Summer Born 51			Not Summer Born 63		
Less than expected progress	8	16%	Less than expected progress	15	24%
Expected progress	39	76%	Expected progress	40	63%
Better than expected progress	4	8%	Better than expected progress	8	13%

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

Academically more able (MAPLE's) 18			Rest of Cohort 96		
Less than expected progress	1	6%	Less than expected progress	22	23%
Expected progress	11	61%	Expected progress	68	71%
Better than expected progress	6	33%	Better than expected progress	6	6%

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 – 84 PUPILS (74% of cohort). 77% of our pupils (65 out of 84) 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	49	16	65
Maths	19	58	7	65
Science	18	42	11	53
Overall Core	19	55	10	65

FSM – 82 PUPILS (72% of cohort). 77% of our pupils (63 out of 82) 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	49	15	64
Maths	19	57	6	63
Science	18	41	10	51
Overall Core	19	54	9	63

LAC – 12 PUPILS (10.5% of cohort). 83% of our pupils (10 out of 12) 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	7	3	10
Maths	2	6	4	10
Science	2	8	2	10
Overall Core	2	8	2	10

Girls – 12 PUPILS (10.5% of cohort). 92% of our Girls (11 out of 12) 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	0	7	5	12
Maths	1	7	4	11
Science	2	7	3	10
Overall Core	1	8	3	11

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 25)

<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>
English	23% (26/114 pupils)	64% (73/114 pupils)	13% (15/114 pupils)	77% (88/114 pupils)
Maths	21% (24/114 pupils)	75% (85/114 pupils)	4% (5/114 pupils)	79% (90/114 pupils)
Science	23% (22/94 pupils)	66% (62/94 pupils)	11% (10/94 pupils)	77% (72/94 pupils)
Art	24% (21/87 pupils)	52% (45/87 pupils)	24% (21/87 pupils)	75% (66/87 pupils)
DT	26% (22/84 pupils)	68% (57/84 pupils)	6% (5/84 pupils)	74% (62/84 pupils)
Food	27% (24/89 pupils)	61% (54/89 pupils)	12% (11/89 pupils)	73% (65/89 pupils)
PSHE	23% (25/106 pupils)	74% (78/106 pupils)	3% (3/106 pupils)	77% (81/106 pupils)
PE	24% (25/106 pupils)	65% (69/106 pupils)	11% (12/106 pupils)	76% (81/106 pupils)
History	27% (22/80 pupils)	59% (47/80 pupils)	14% (11/80 pupils)	73% (58/80 pupils)
Geography	25% (20/79 pupils)	58% (46/79 pupils)	17% (13/79 pupils)	75% (59/79 pupils)
RE	25% (24/95 pupils)	62% (59/95 pupils)	13% (12/95 pupils)	75% (71/95 pupils)
Music	23% (18/78 pupils)	54% (42/78 pupils)	23% (18/78 pupils)	77% (60/78 pupils)
MVS	29% (2/7 pupils)	29% (2/7 pupils)	42% (3/7 pupils)	71% (5/7 pupils)
Outdoor Learning	10% (5/50 pupils)	76% (38/50 pupils)	14% (7/50 pupils)	90% (45/50 pupils)
Computing	25% (24/95 pupils)	62% (59/95 pupils)	13% (12/95 pupils)	75% (71/95 pupils)
Employability	25% (17/68 pupils)	75% (51/68 pupils)	0% (0/68 pupils)	75% (51/68 pupils)
Drama	24% (11/47 pupils)	70% (33/47 pupils)	6% (3/47 pupils)	75% (36/47 pupils)

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 25 (Assessment Point 3) are as follows:

Subject	<u>Less than expected progress</u>	<u>Expected progress</u>	<u>Better than expected progress</u>	<u>Expected or better than expected progress</u>
English	21% (24/114 pupils)	23% (26/114 pupils)	56% (64/114 pupils)	79% (90/114 pupils)
Maths	17% (20/114 pupils)	25% (28/114 pupils)	58% (28/114 pupils)	83% (66/114 pupils)
Science	22% (21/98 pupils)	13% (13/98 pupils)	65% (64/98 pupils)	78% (77/98 pupils)
Art	20% (17/86 pupils)	25% (22/86 pupils)	55% (47/86 pupils)	80% (69/86 pupils)
DT	17% (14/84 pupils)	12% (10/84 pupils)	71% (60/84 pupils)	83% (70/84 pupils)
Food	22% (20/91 pupils)	38% (35/91 pupils)	40% (35/91 pupils)	78% (71/91 pupils)
PSHE	21% (21/100 pupils)	41% (41/100 pupils)	38% (38/100 pupils)	79% (79/100 pupils)
PE	18% (19/104 pupils)	40% (41/104 pupils)	42% (44/104 pupils)	82% (85/104 pupils)
History	20% (16/79 pupils)	29% (23/79 pupils)	51% (40/79 pupils)	80% (64/79 pupils)
Geography	23% (18/79 pupils)	24% (19/79 pupils)	53% (42/79 pupils)	77% (61/79 pupils)
RE	25% (25/99 pupils)	20% (20/99 pupils)	55% (54/99 pupils)	75% (74/99 pupils)
Music	21% (17/81 pupils)	25% (20/81 pupils)	54% (44/81 pupils)	79% (64/81 pupils)
MVS	28% (2/7 pupils)	29% (2/7 pupils)	43% (3/7 pupils)	72% (5/7 pupils)
Outdoor Learning	6% (3/50 pupils)	12% (6/50 pupils)	82% (41/50 pupils)	94% (47/50 pupils)
Computing	24% (24/101 pupils)	23% (23/101 pupils)	53% (54/101 pupils)	76% (77/101 pupils)
Employability	23% (15/64 pupils)	41% (26/64 pupils)	36% (23/64 pupils)	77% (49/64 pupils)
Drama	28% (14/50 pupils)	26% (13/50 pupils)	46% (23/50 pupils)	72% (36/50 pupils)

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

79% (90 pupils) made expected or better than expected progress

22% (25 pupils) made better than expected progress

57% (65 pupils) made expected progress

21% (24 pupils) made less than expected progress

Overall MATHEMATICS

80% (91 pupils) made expected or better than expected progress

10% (11 pupils) made better than expected progress

70% (80 pupils) made expected progress

20% (23 pupils) made less than expected progress

Overall SCIENCE

76% (74 pupils) made expected or better than expected progress

18% (18 pupils) made better than expected progress

58% (56 pupils) made expected progress

24% (23 pupils) made less than expected progress

Overall CORE subjects

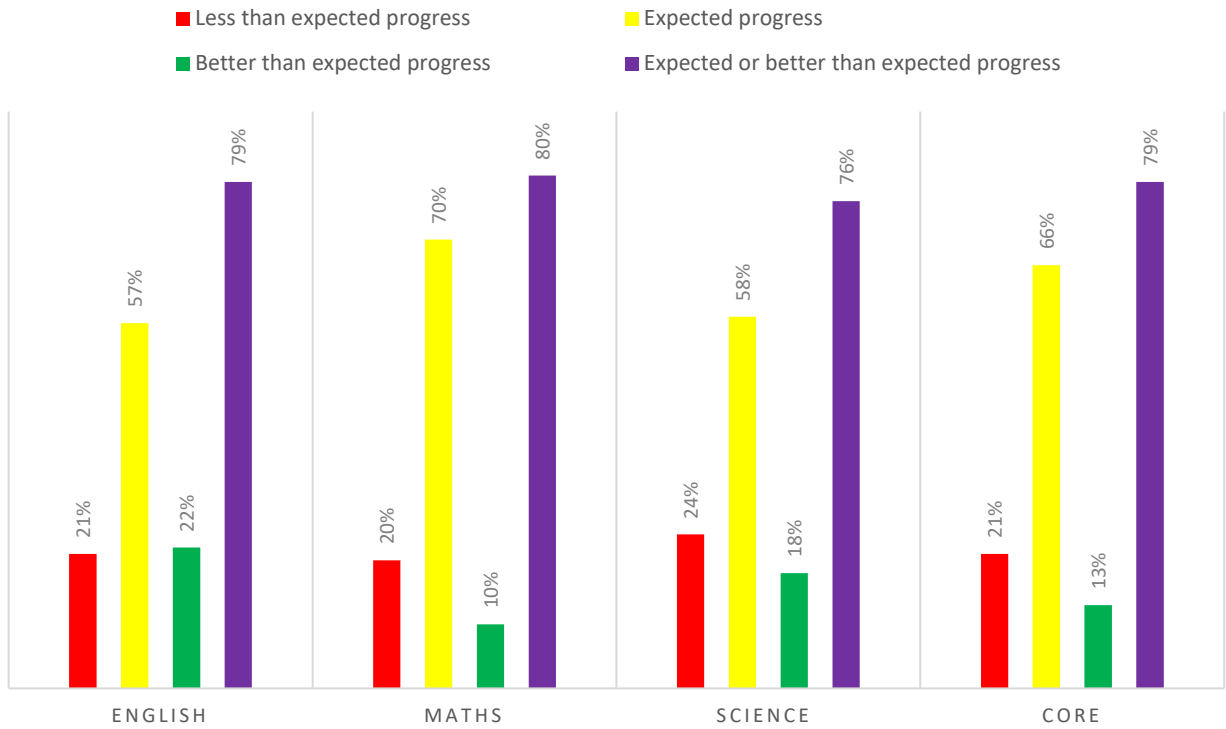
79% (90 pupils) made expected or better than expected progress.

13% (15 pupils) made better than expected progress

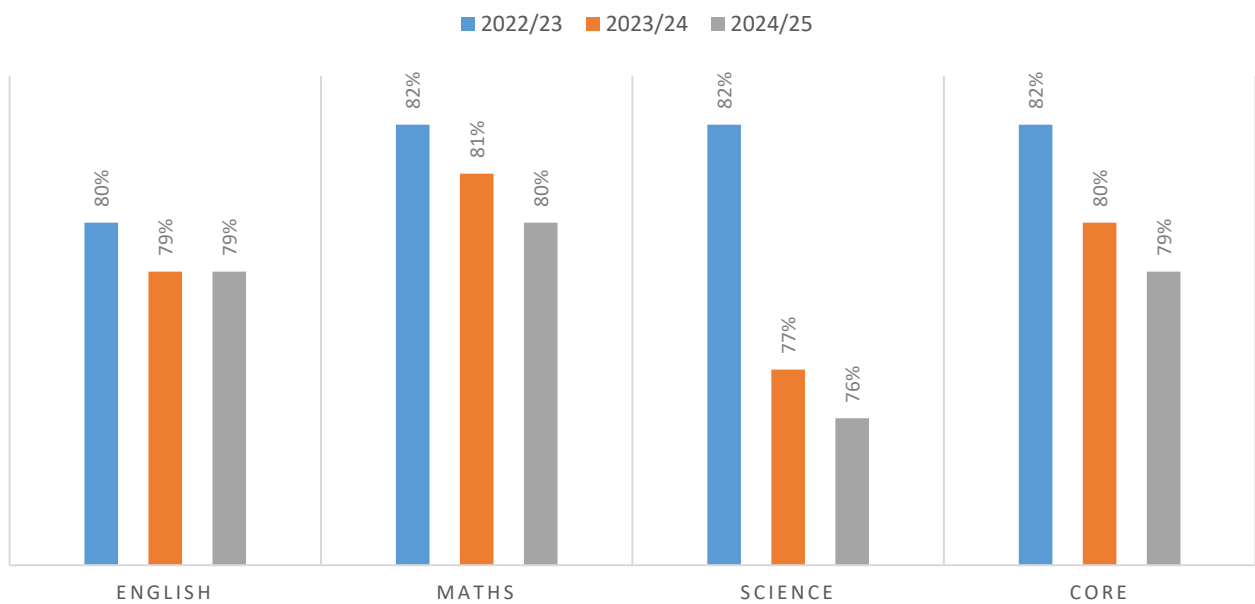
66% (75 pupils) made expected progress

21% (24 pupils) made less than expected progress

OVERALL ACADEMIC JUDGEMENT OF CORE SUBJECTS 2024-25



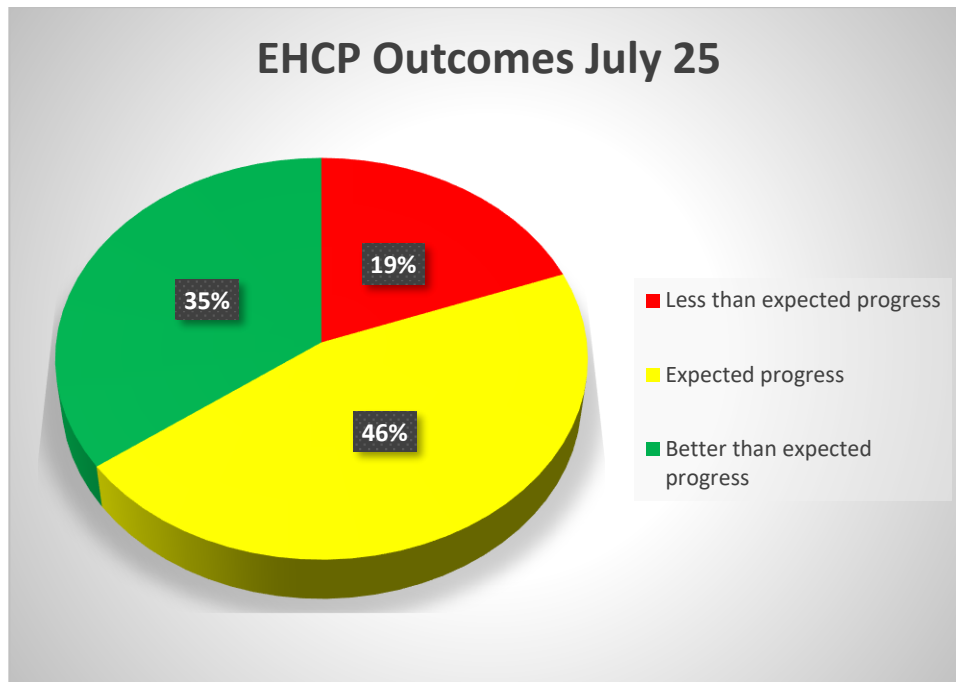
OVERALL ACADEMIC JUDGEMENT CORE SUBJECTS - THREE YEAR TREND BASED ON PERCENTAGE OF PUPILS THAT MET OR EXCEEDED TARGETS



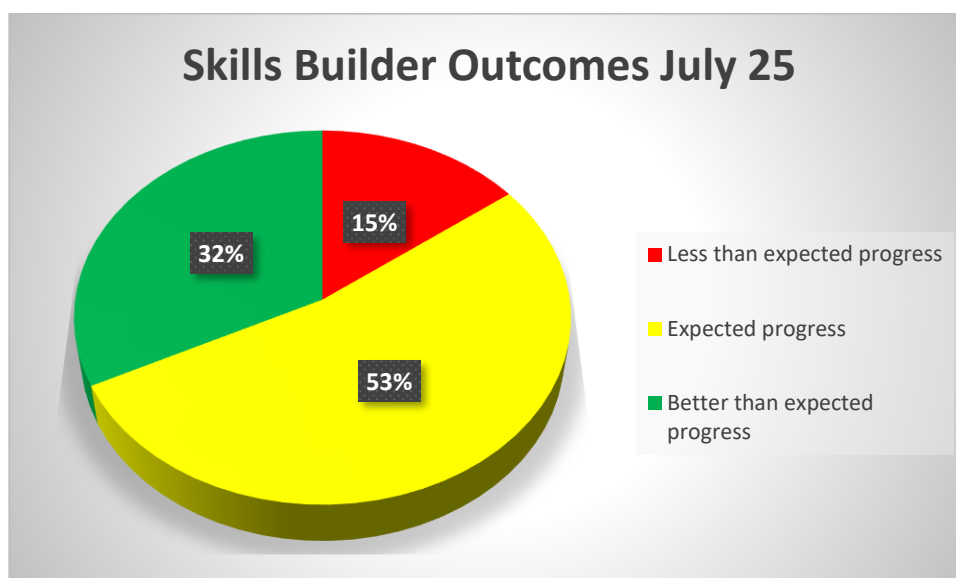
THE BIG PICTURE

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:

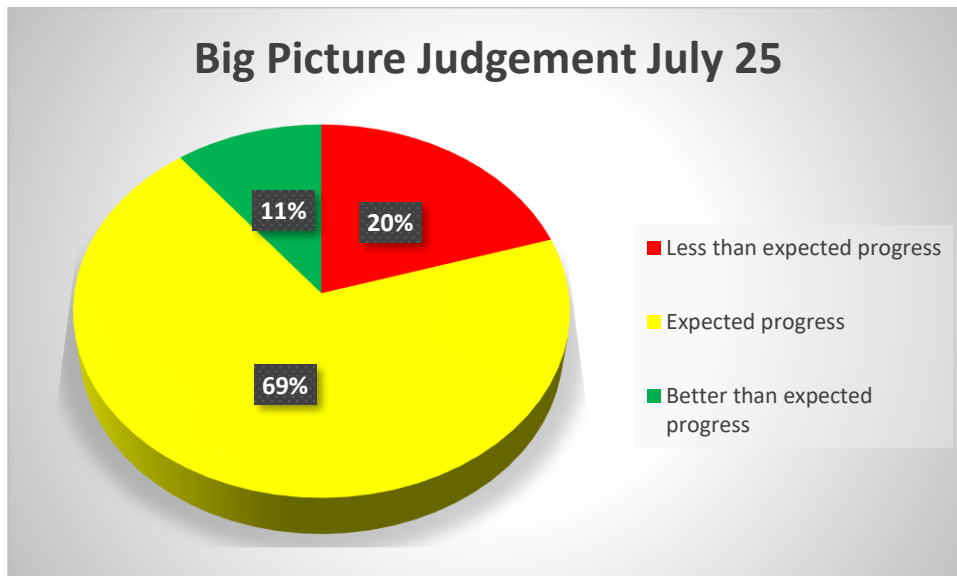
EHCP outcomes

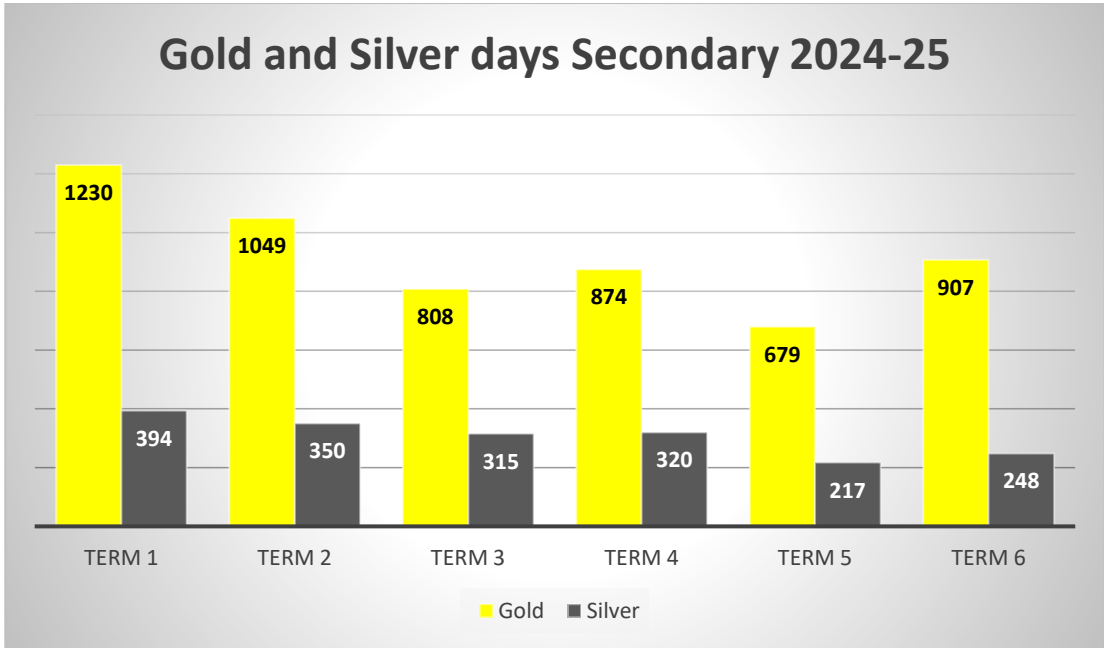
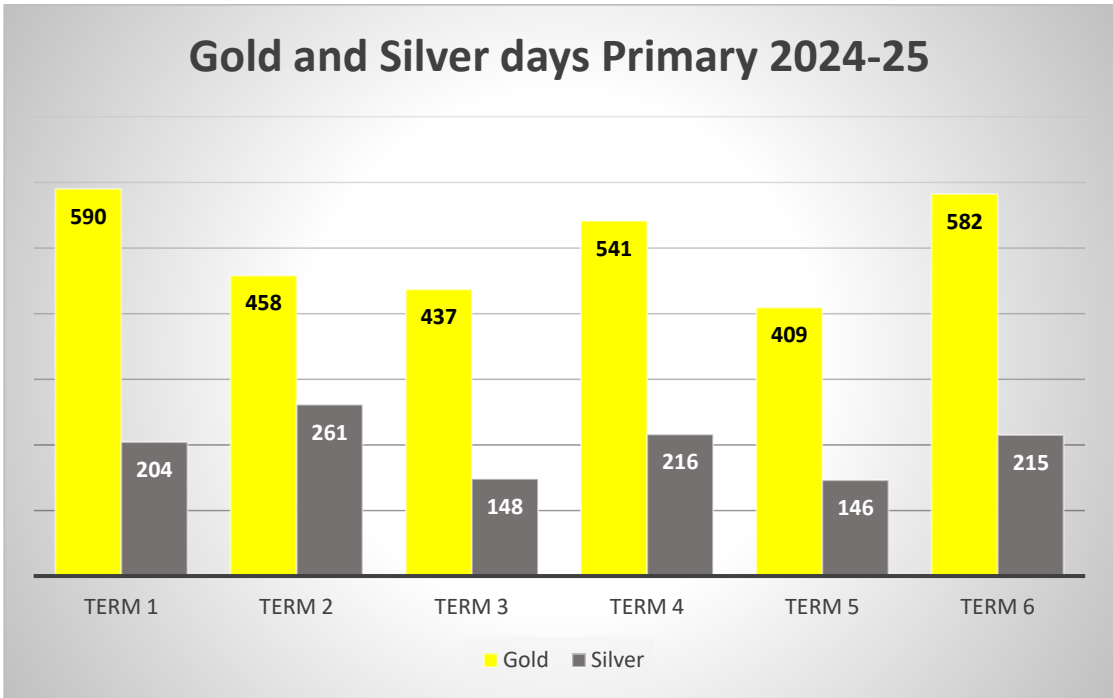


Skills Builder Outcomes

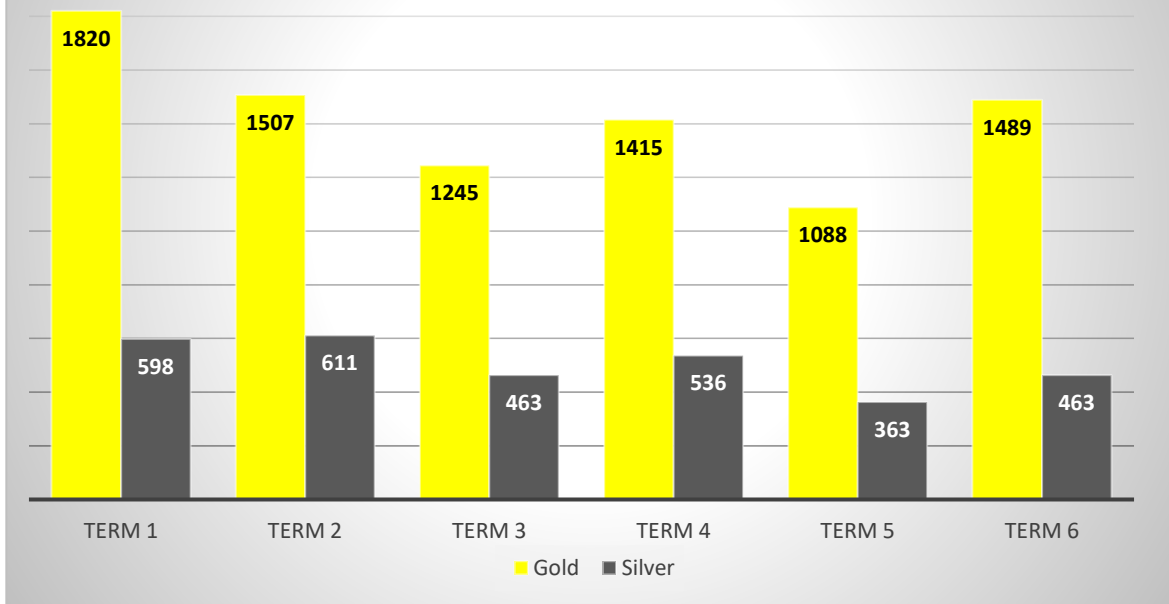


When we factor in our EHCP and Skills Builder data alongside our analysis of Target Setting and Professional Judgement assessment we collate an overall BIG PICTURE judgement that represents both the academic progress made but also the Social and Emotional progress that our pupils have made over the course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

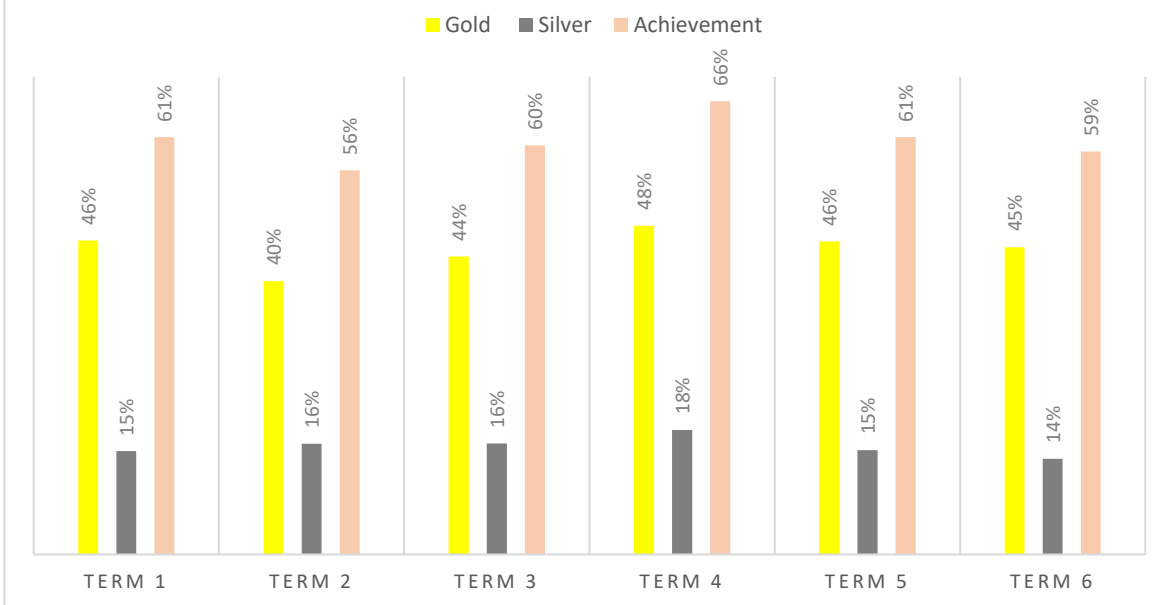




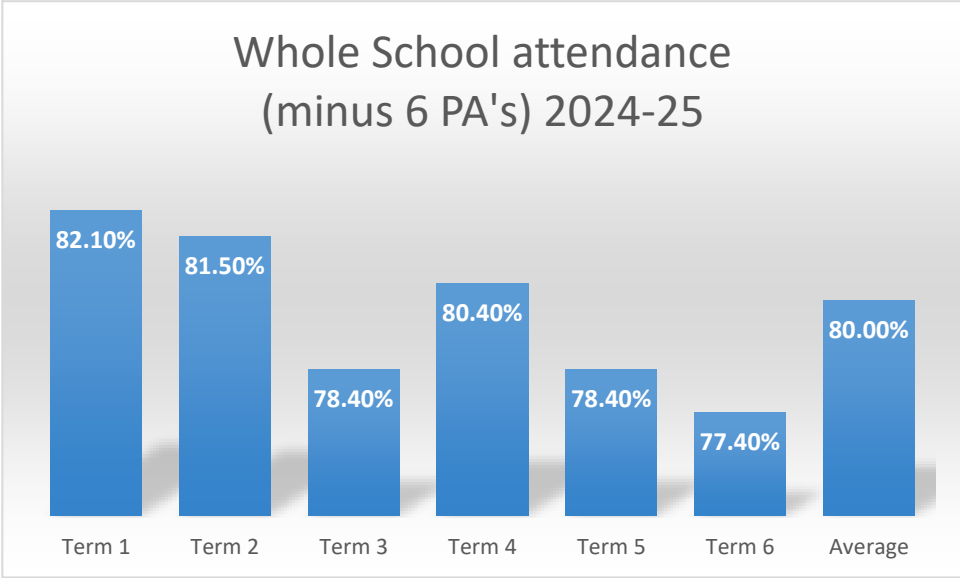
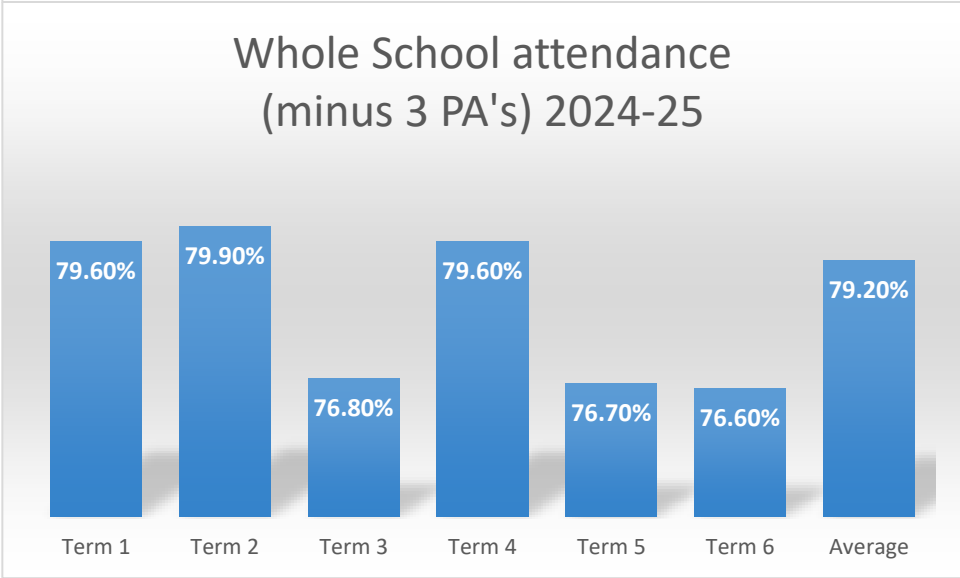
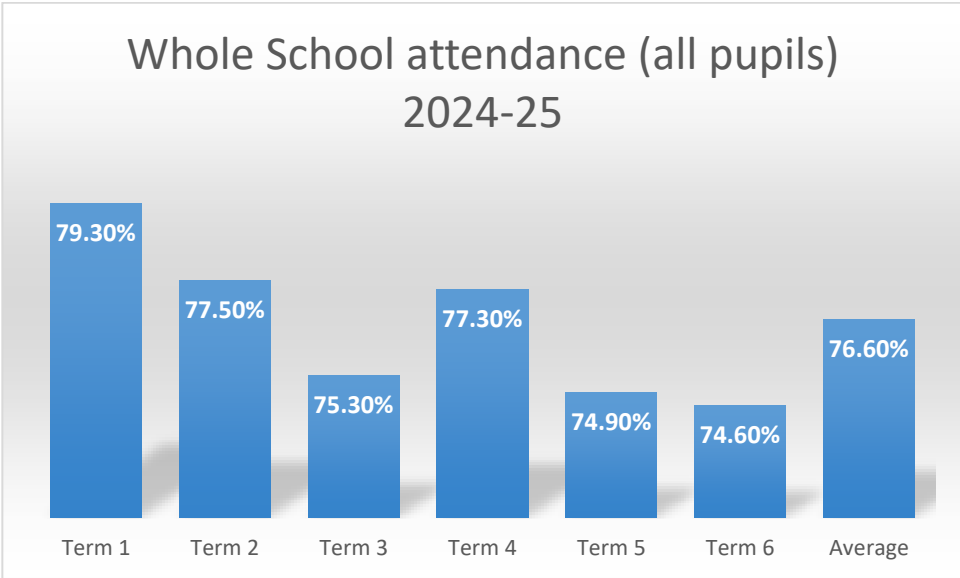
Gold and Silver days Whole School 2024-25



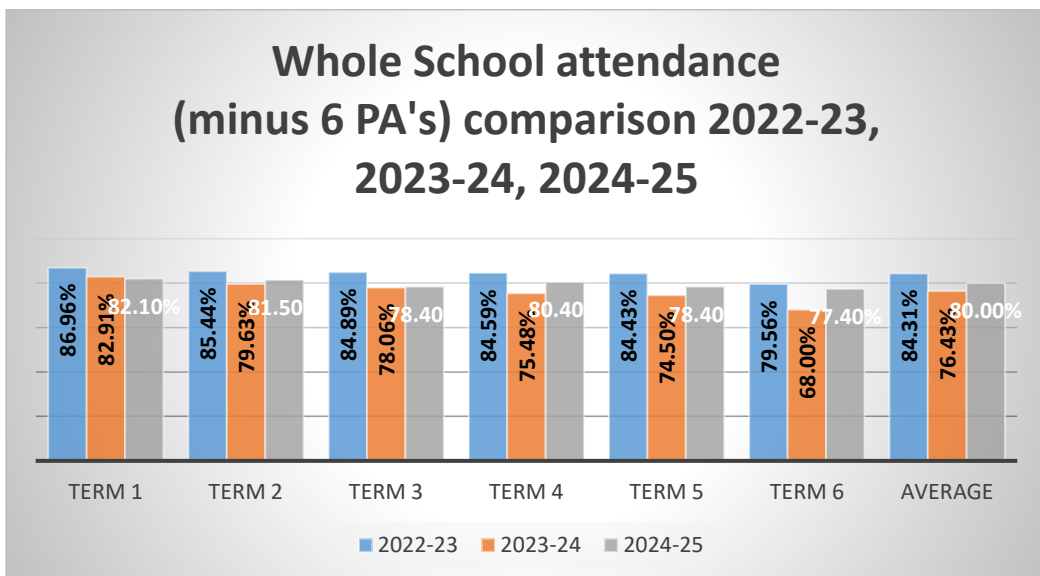
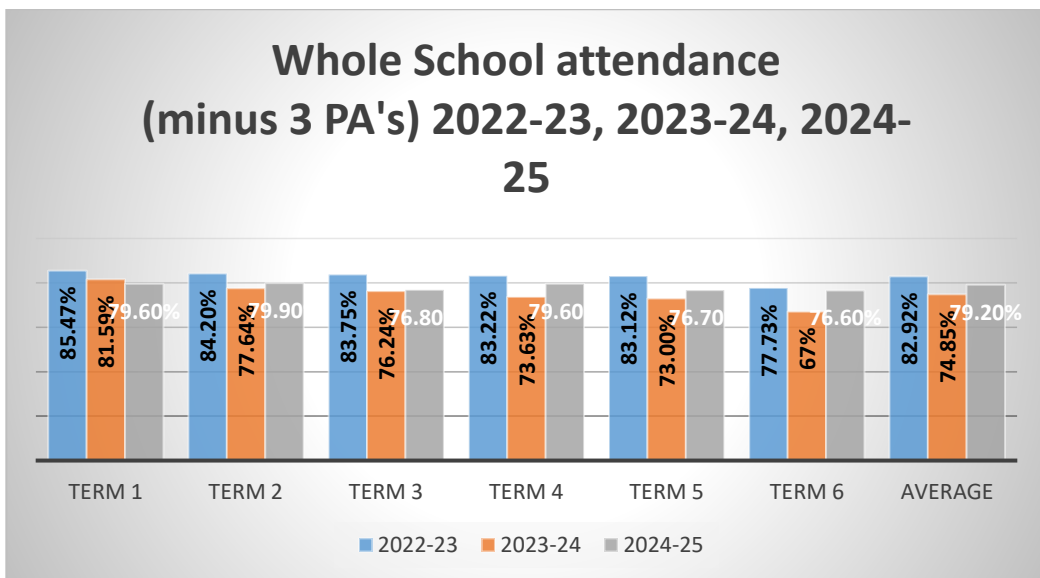
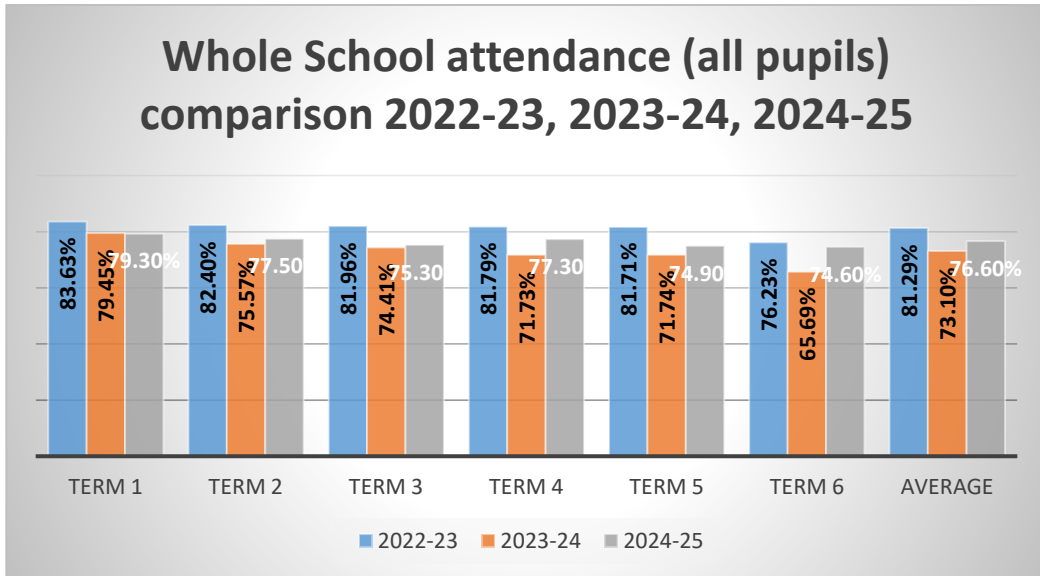
PERCENTAGE PROPORTION OF ACHIEVEMENT DAYS 2024-25



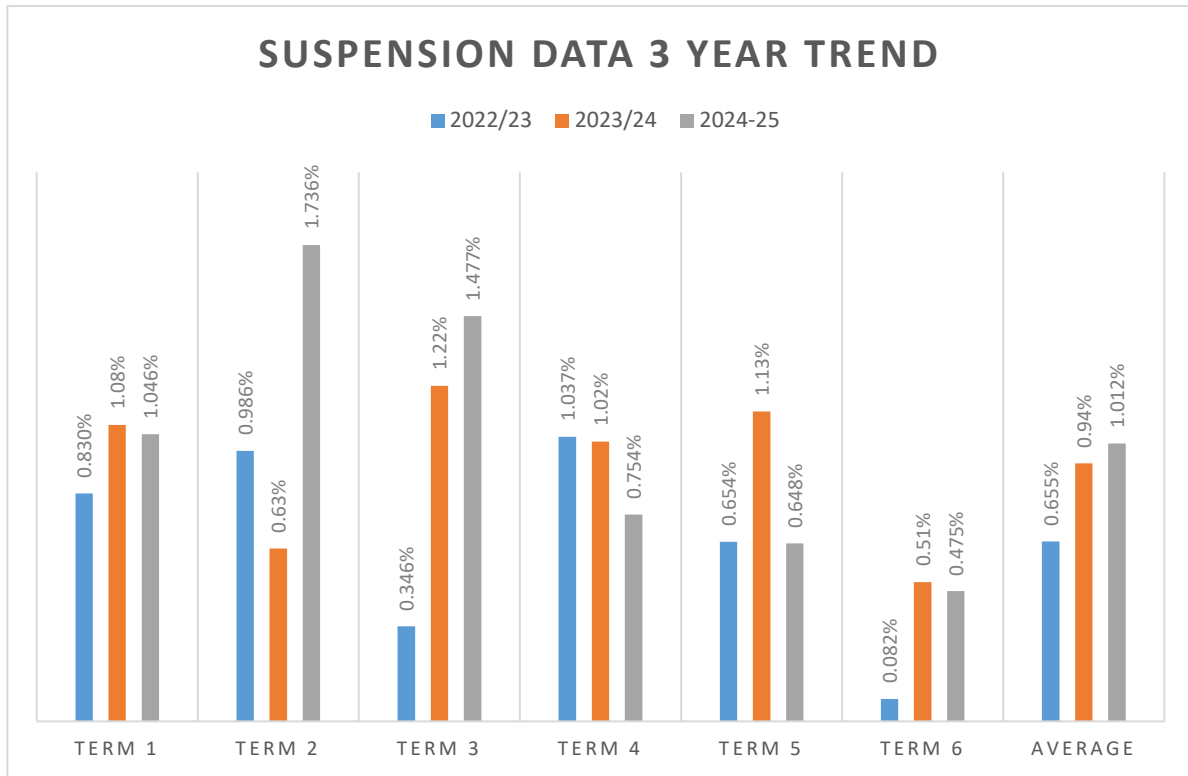
Whole School attendance 2024-25:



Whole School Attendance 3-year comparison 2024-25:



Suspensions 3-year trend up to 2024-25:



Student Voice – Outcomes of the Pupil Survey

Notable Highlights:

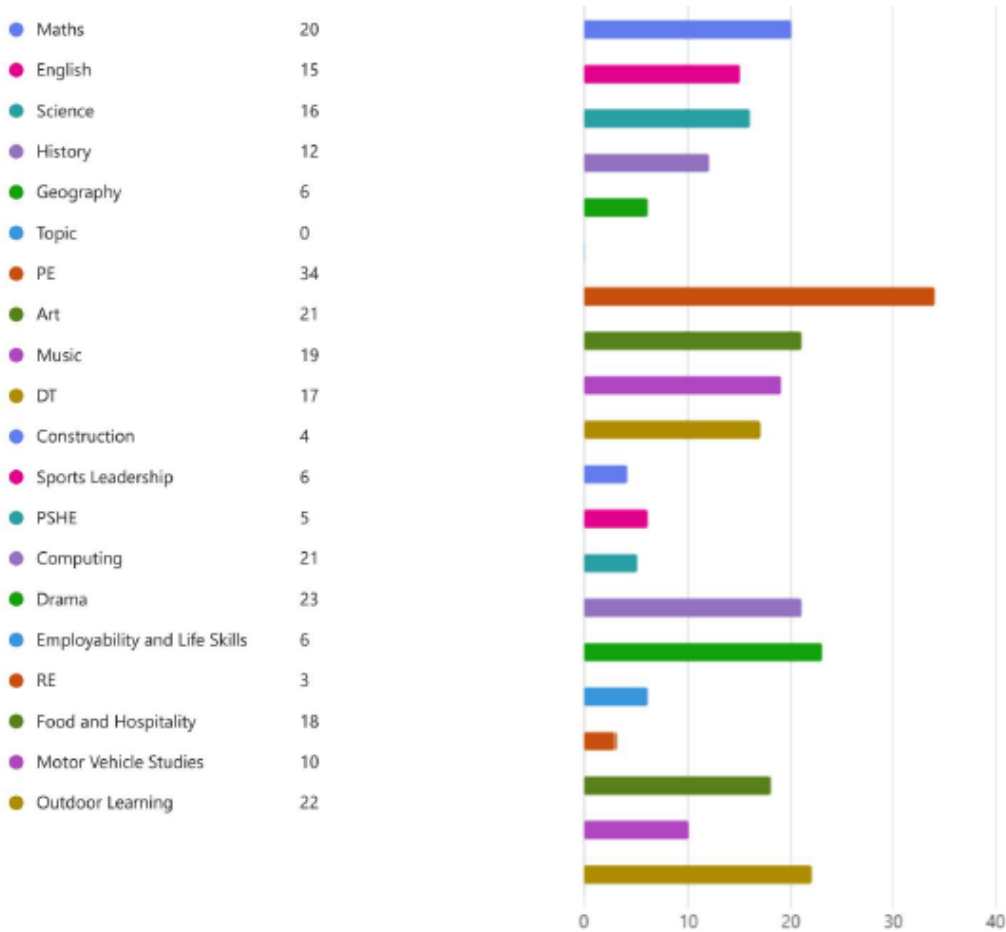
84% said that they like to come to school

87% say that they do well at school and are making progress

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)



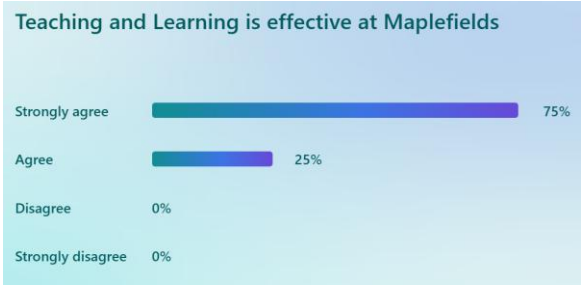
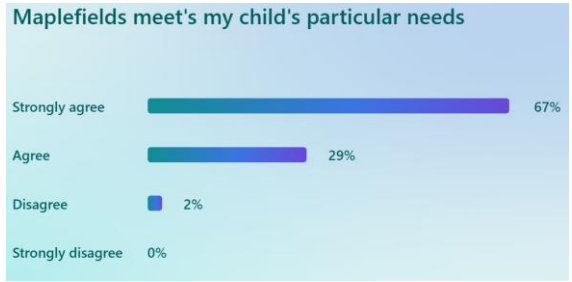
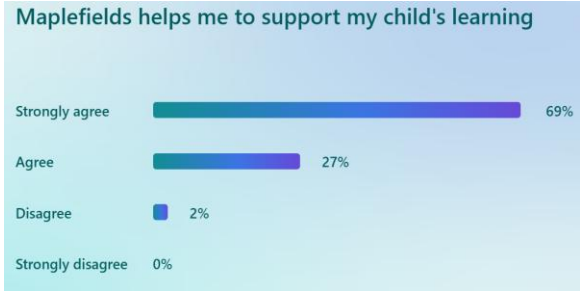
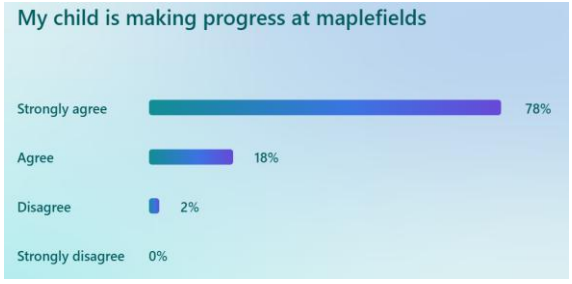
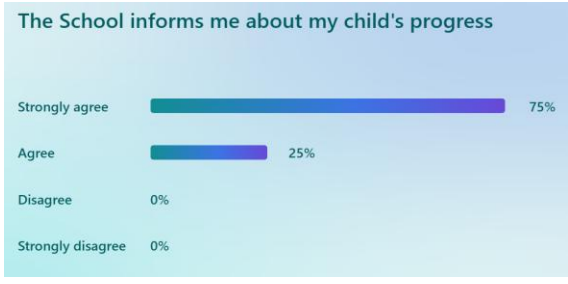
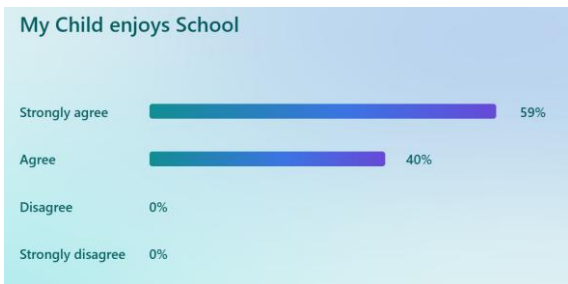
Are there any subjects that you would like to be taught at Maplefields?



The Pupil Survey highlighted areas of interest such as Dance which will be implemented through a Dance coach, and further interest in Construction and Motor Vehicles studies that are being further refined after the previous year's implementation.

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 2025 Parent/Carer Survey. Notable highlights were:



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



The school rewards positive behaviour and effort



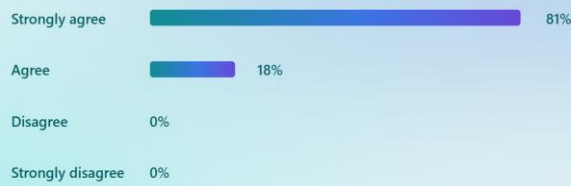
Maplefields is well led and well managed



The School takes account of my suggestions and concerns



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



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

4.83



Key priorities for the academic year 2025-26

- 1. Attendance – To further empower and upskill form tutors to improve the overall attendance of students in their class through monitoring, interventions and review.**
- 2. Vulnerable groups – To refine our teaching and learning strategies to support Pupil Premium students to make accelerated progress across the curriculum and to narrow any gap with peers.**
- 3. Curriculum – To review our mental health and well-being curriculum and research potential programmes such as The Thrive Approach in order to reduce suspensions and increase engagement and progress.**