



Using Data to Build Inclusive Mainstream Environments within the River Learning Trust

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Secondary Lead for Inclusion



The River Learning Trust Context

31 diverse settings:



- Serving diverse communities across Oxfordshire and Swindon.
- Includes OTT (school-centred initial teacher training) and the Oxfordshire Teaching School Hub.

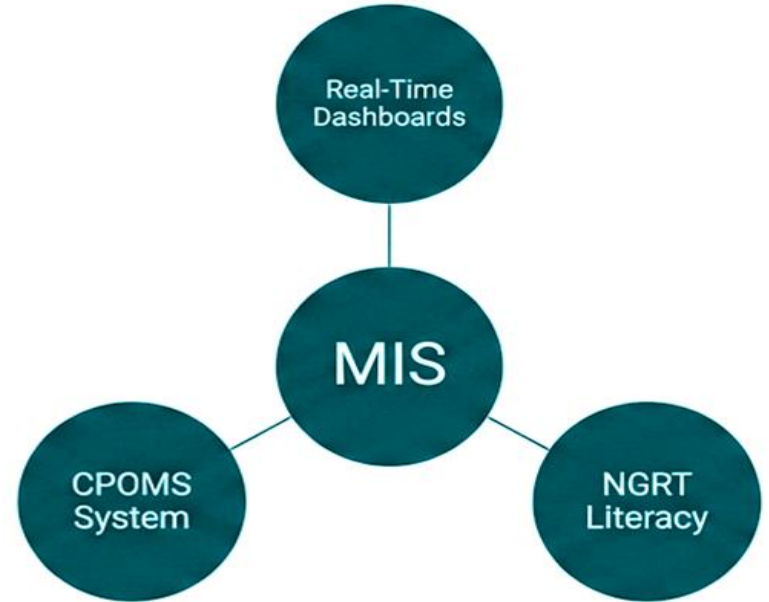


Our Universal Approach To Data

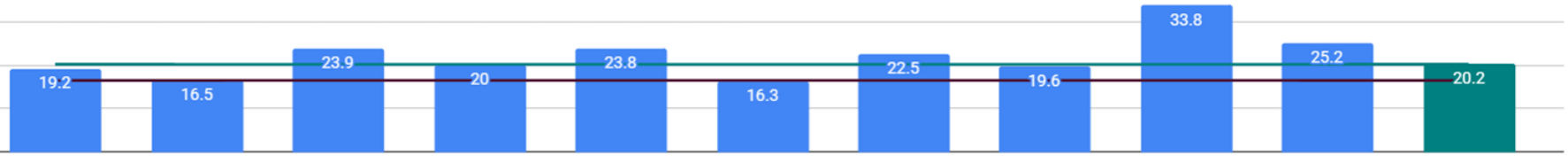
Establishing the Baseline

- **Across Trust MIS;**
- **Wider Context:** CPOMS system monitoring Safeguarding referrals and Suspensions;
- **The Literacy Baseline:** Trust-wide use of **NGRT** (New Group Reading Test) for a standardised starting point.

Data Triangulation



SEND K All RLT Sec (20.2) Nat Prim SEND K (16.5)

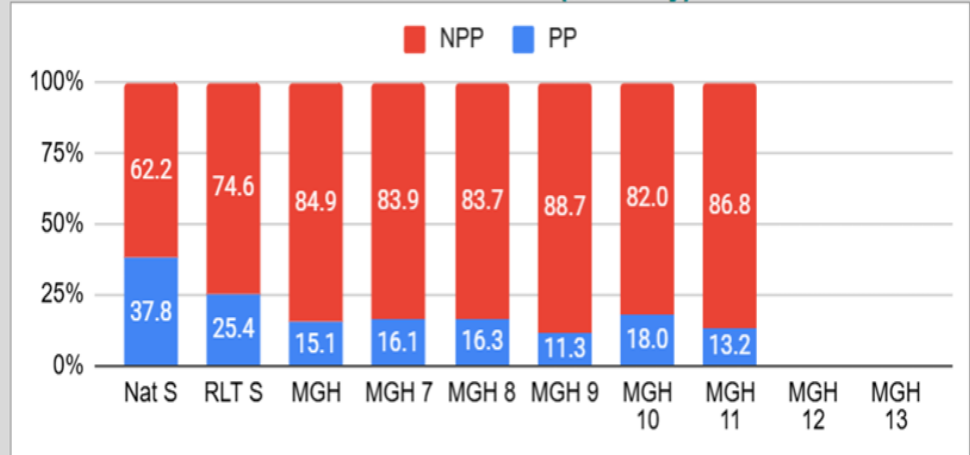


+ ≡ SchoolView AllPrimary AllSecondary ContactInfo AttendanceOverview Suspension

Real-time dashboards triangulating:

Attendance trends,
 Characteristics
 (SEND,PP,EAL,LAC,FSM6), and
 academic indicators over time;

Chart E4: %PP (Statutory)



Early Identification & Swift Response

Strategic Insight to Granular Action

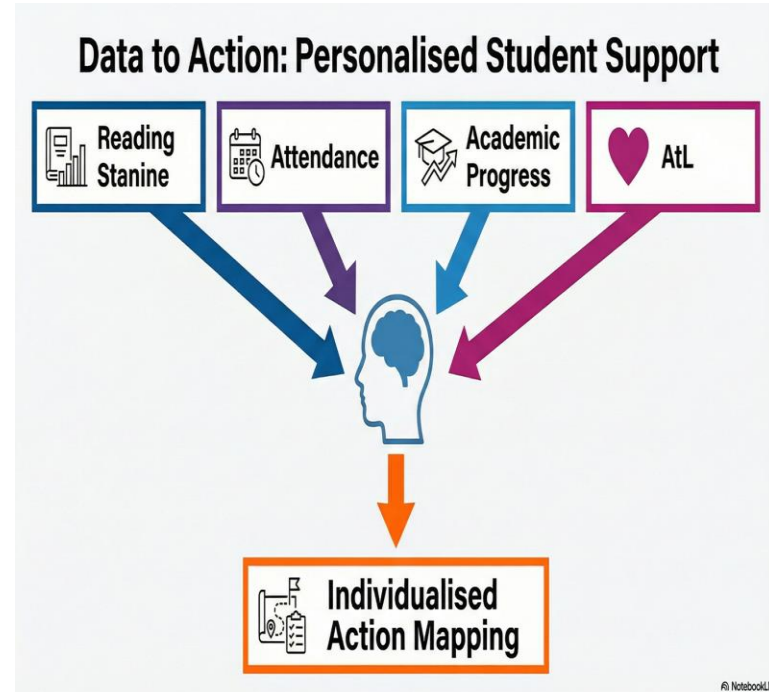
Using patterns to identify unrecognised needs and address them before they become barriers

Needs led provision: Identifying high density needs to drive strategic resourcing and adapt the universal offer

Cohort/Class profiling: Spotting emerging trends to address barriers before they escalate

Granular action: Empowering class teachers with profile of needs within the class

Whole class adjustment: Moving from individual strategies to universal strategies (e.g, sensory profiling for the an entire class).



Individual School Data Use: A Holistic View

Case Study: The Marlborough Church of England School

The SEN Tracker: A centralised, live spreadsheet monitoring every pupil on the SEN register, their broad and primary areas of need

Core Metrics Integrated:

- **Reading SAS:** Standardised Age Scores to track literacy progress;
- **Attendance Trends:** Identifying barriers to school presence;
- **Academic Progress:** Tracking against Age Related Expectations (ARE);
- **Attitude to Learning (AtL):** Quantifying student engagement and effort.

Data feeds directly into recorded actions for SEND reviews with parents and children.



ID	C	E	F	G	H	I	J	M	P	R	U	W	X	AA	AC	AF	AG	AH	DO	DP	DO	DR	DS	
PP	SEN	Attendance AM/PM 07.10.25	Attendance Percentage in class 07.10.25	Attendance Percentage AM/PM 06.01.26	Attendance Percentage in class 06.01.26	CAT Mean	KS2 HML	Reading Score Yr 10	English Lang FFT 5 Est	English PPE - Nov 2025	Eng Lit FFT 5 Est	Eng Lit PPE -Nov 2025	Enrichment	Maths FFT 5 Est	Maths PPE - Nov 2025	Science FFT 5 Est	Combined Science PPE - June 2025	Combined Science PPE - Nov 2025	R2L Mean Yr10 PR3	R2L Mean Yr11 PR1	R2L Mean Yr11 PR2	Summary and Actions - November 2024	Summary and Actions - Term 6	
N	K	73.33	73.08	85.71	82.07	111	M	117	6-	7	6	6	7-	7	6+				4.22	4	3.78	Positive progress. Hard working. Action: Feedback positive progress in the Parent / Student SEND Review Meeting.	Positive progress. Qualified for	
N	K	100	100	95.71	92.9	110	M	96	6+	8	7-	7	6+	7	6+				5	4.88	4.88	Chromebook. Doing well, positive academic progress. Double check latest attendance data before review and raise if necessary. KA 11/12 - attendance is now at 100%. Action: Feedback positive progress in the Parent / Student SEND Review Meeting.	Positive progress. Qualified for	
Y	K	95.56	88.82	89.29	72.05	83	L	69	5-	3	5-	5	Yes	3+	1	4-	3-2	2-2	3.83	4.14	3.8	Art teacher (AM) has raised concerns around motor skills. The concern is around her strength and how she holds the tools in art where she is unable to coordinate the basic lines of construction, the symmetry and construction circles and structure to build a drawing. Recommended an assessment for motor coordination.	SEND review taken place with access arrangements. Joined h	
Y	E	100	98.68	97.84	95.4	76	L	106	3	3	3+	3	Yes	3-	3	3	3	4-3	5-4	4.5	4.43	4.5	Great progress. Enrichment. Extra maths tuition. Action: Feedback positive progress in the Parent / Student SEND Review Meeting	Positive R2L. EFGs are 3s and 4s, 5, Maths and English are 4s). Enrichment and 1:1 Maths Tutor Judith Byfield. EHCP Annual Review July. Actions: Acknowledge positive progress. Recommend homework club

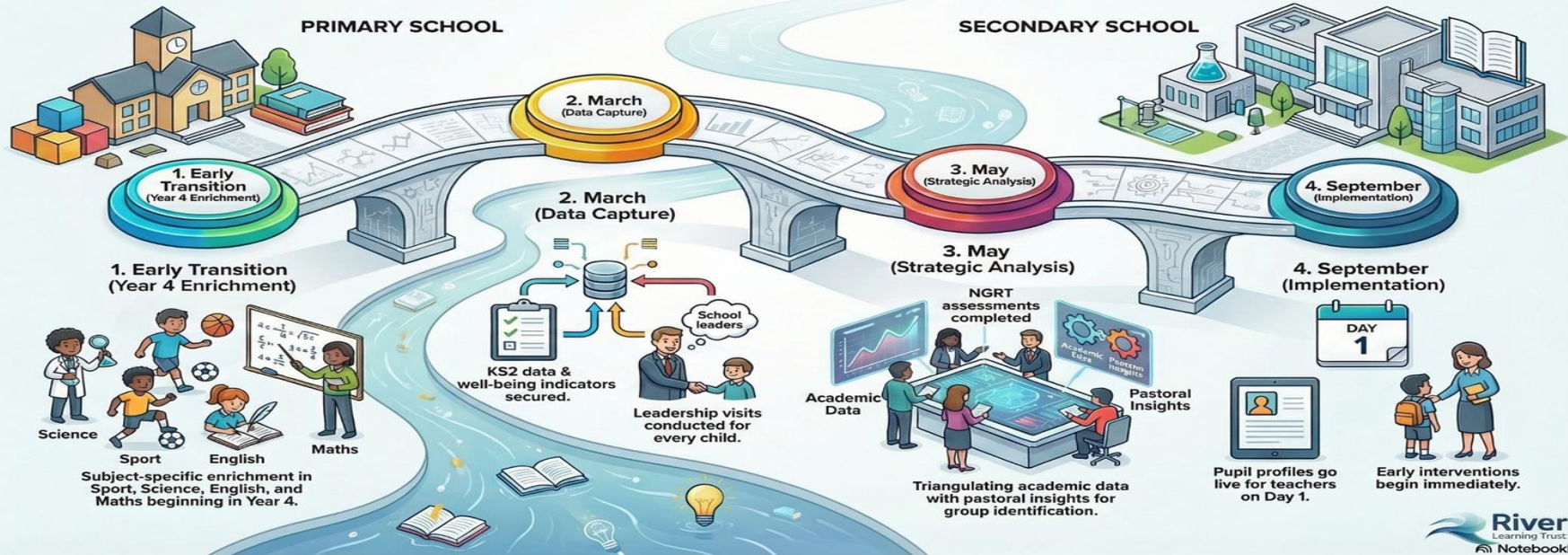




Data Informed Transition Road Map

Case Study: The Cherwell School

Data-Informed Transition Road Map: From Primary to Secondary



Kingdown School Attendance Dashboard

Attendance Improvement Driven by Close Monitoring and Targeted Action

Data connected:	KDS	Similar Schls	Destinations	Students	Suspensions	Att Updated: 04/03/2026
	Addresses	RollOverTime	Weekly	IDAQ!		

KDS Att vs similar: +2.5

KDS vs same time last year: (W23)
0.5

Section A: Attendance

Data for similar schools	Colour Coding for Kingsdown's attendance in tables below						
Attendance	90.1	Above 96.7	Above 93.5	Above 90.1	Above 88.3	Above 85.6	Below 85.6
PA	25.6	Below 8.4	Below 16.9	Below 25.6	Below 30.7	Below 35.8	Above 35.8



Chart A2: Attendance by cohorts per term

Cohort	Students	Attendance by term, statutory years only, SEND and PP based on current status						YTD	This time last year (W23)
		T1	T2	T3	T4	T5	T6		
Stat	1,105	93.7	92↓	91.7↓	93.4↑			92.6	92.1
All	1,105	93.7	92↓	91.7↓	93.4↑			92.6	92.1
StatM	562	92.9	91.2↓	91↓	92.9↑			91.9	91.9
StatF	543	94.4	92.9↓	92.4↓	94↑			93.3	92.2
StatPP	356	90.6	89↓	88.3↓	90.5↑			89.5	88.5
Stat SENDE	57	88.5	82.6↓	83↑	84.1↑			84.8	81.6
Stat SENDK	180	89.2	86.6↓	85.2↓	89↑			87.3	86.2



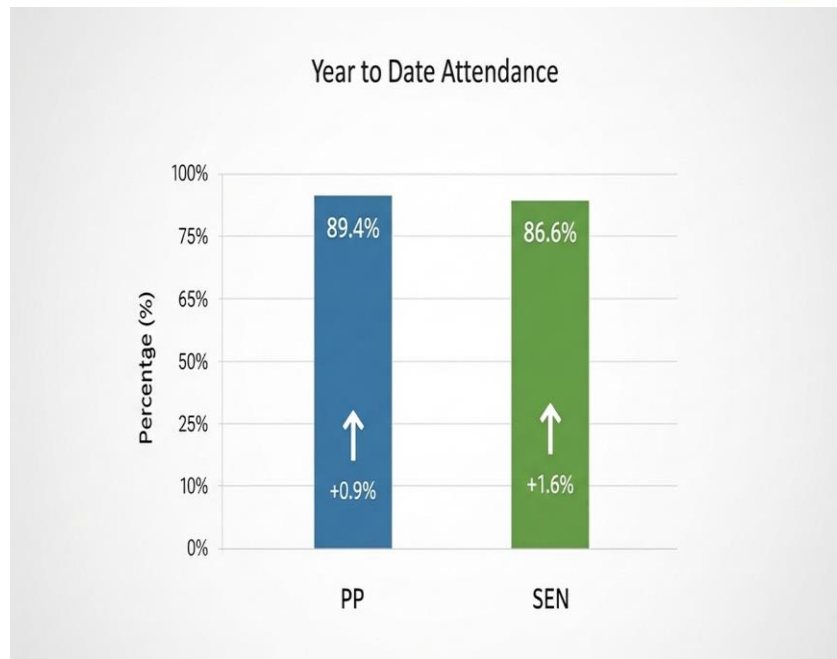
Data to support Improved Attendance

Case Study: Kingsdown School



What have they been doing:

- Weekly Attendance meetings to review the data
- Increased capacity in the team
- Targeted 5 students from each year group
- Student voice was key in the identification of barriers
- Parent Voice and engagement was key -
- Common barriers came through

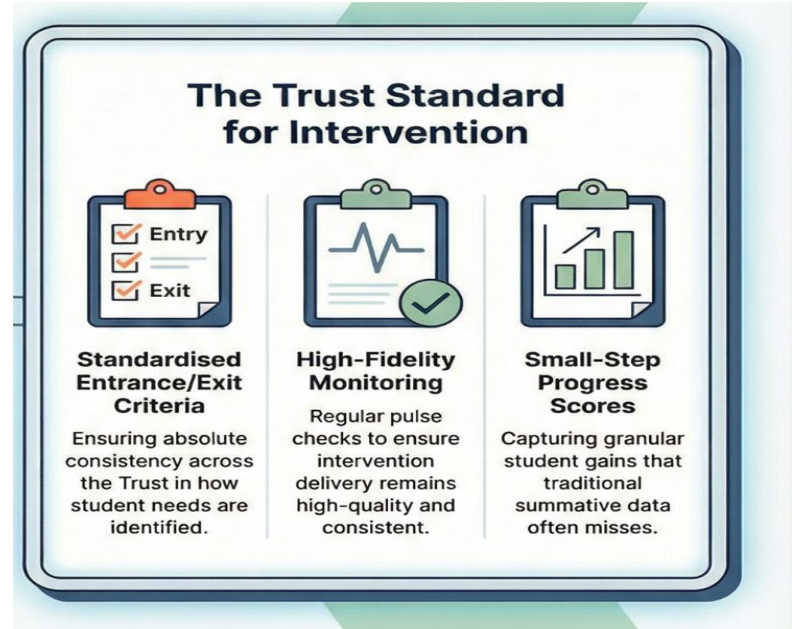


Trust Strategic Next Steps

A Unified Trust System for Intervention Tracking

Centralised Tracking: Centralising intervention data to find and scale our most successful strategies.

Spotting the Disconnect: Using data to see where interventions fail to reduce classroom removals



Key Takeaways

Thank you

- Trust-wide dashboards combine attendance, demographics, and academic data to establish a universal baseline.
- Schools are using centralised SEND trackers and integrated metrics to monitor and inform student reviews.
- Analysis of data patterns leads to early identification, needs-led resourcing, and universal classroom adjustments.
- We are moving towards centralising intervention tracking to identify and scale the most successful interventions.

