

Pupil progress September 2017 - December 2017

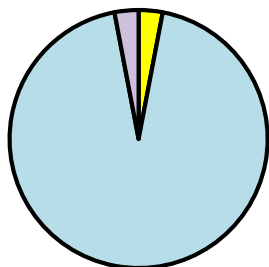
Annual targets

In September 2017, teachers set either two or three annual targets for pupils in each of the following areas; Communication (Comm), Cognition (Cog, Personal Social and Emotional Development (PSED) and Physical Development (PD). A baseline for each target was recorded. At three points during the year, teacher's record progress towards each target and judge whether this is below expected (A), expected (B), or better than expected progress (C). Senior leaders quality assure the judgements made. In December 2017 the first measure of progress towards this year's annual targets was made. Figures and charts show the percentage of targets in each area where teachers have judged pupil progress to be below expected, expected or better than expected.

DATA BY SCHOOL

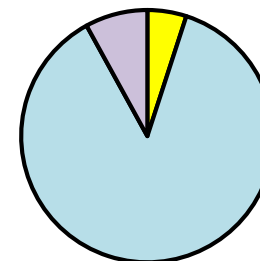
WHOLE SCHOOL	COMM A	COMM B	COMM C	COG A	COG B	COG C	PSED A	PSED B	PSED C	PD A	PD B	PD C
100% = 86 pupils	3	94	3	5	87	8	7	83	10	9	83	8

Whole School - Communication



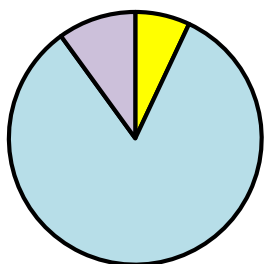
■ Less than Expected ■ Expected ■ More than Expected

Whole School - Cognition



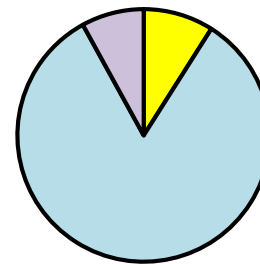
■ Less than Expected ■ Expected ■ More than Expected

Whole School - PSED



■ Less than Expected ■ Expected ■ More than Expected

Whole School - Physical Development



■ Less than Expected ■ Expected ■ More than Expected

The table below shows the number of pupils making less than expected, expected and more than expected progress towards their targets in each year group

YEAR GROUP	COMM A	COMM B	COMM C	COG A	COG B	COG C	PSED A	PSED B	PSED C	PD A	PD B	PD C
NURSERY 3 pupils	0	100	0	0	0	100	0	100	0	0	100	0
RECEPTION 2 pupils	0	100	0	0	67	23	0	40	60	0	83	17
YEAR 1 9 pupils	0	85	15	0	87.5	12.5	17	83	0	5	85	10
YEAR 2 6 pupils	0	100	0	0	86	14	8	84	8	0	100	0
YEAR 3 6 pupils	0	100	0	0	94	6	0	94	6	18	76	6
YEAR 4 4 pupils	9	91	0	0	100	0	0	94	6	0	70	30
YEAR 5 9 pupils	4	92	4	4	83	13	13	65	22	10	85	5
YEAR 6 6 pupils	0	86	14	0	86	15	0	92	8	0	77	23
YEAR 7 4 pupils	0	100	0	9	91	0	10	80	10	22	56	22
YEAR 8 9pupils	9	73	18	8	84	8	0	85	15	8	84	8
YEAR 9 4 pupils	0	100	0	28	72	0	0	100	0	16	84	0
YEAR 10 9 pupils	12	88	0	8	88	4	17	83	0	14	81	5
YEAR 11 2 pupils	0	100	0	0	100	0	0	100	0	25	75	0
YEAR 12 5 pupils	17	83	0	10	90	0	18	82	0	9	91	0
YEAR 13 4 pupils	0	100	0	9	91	0	0	100	0	9	91	0
YEAR 14 8 pupils	11	89	0	5	95	0	16	78	6	28	64	8

Analysis

In all cases where progress was less than expected, teachers were required to explain why and if appropriate, determine the steps they will be taking during next term to accelerate progress.

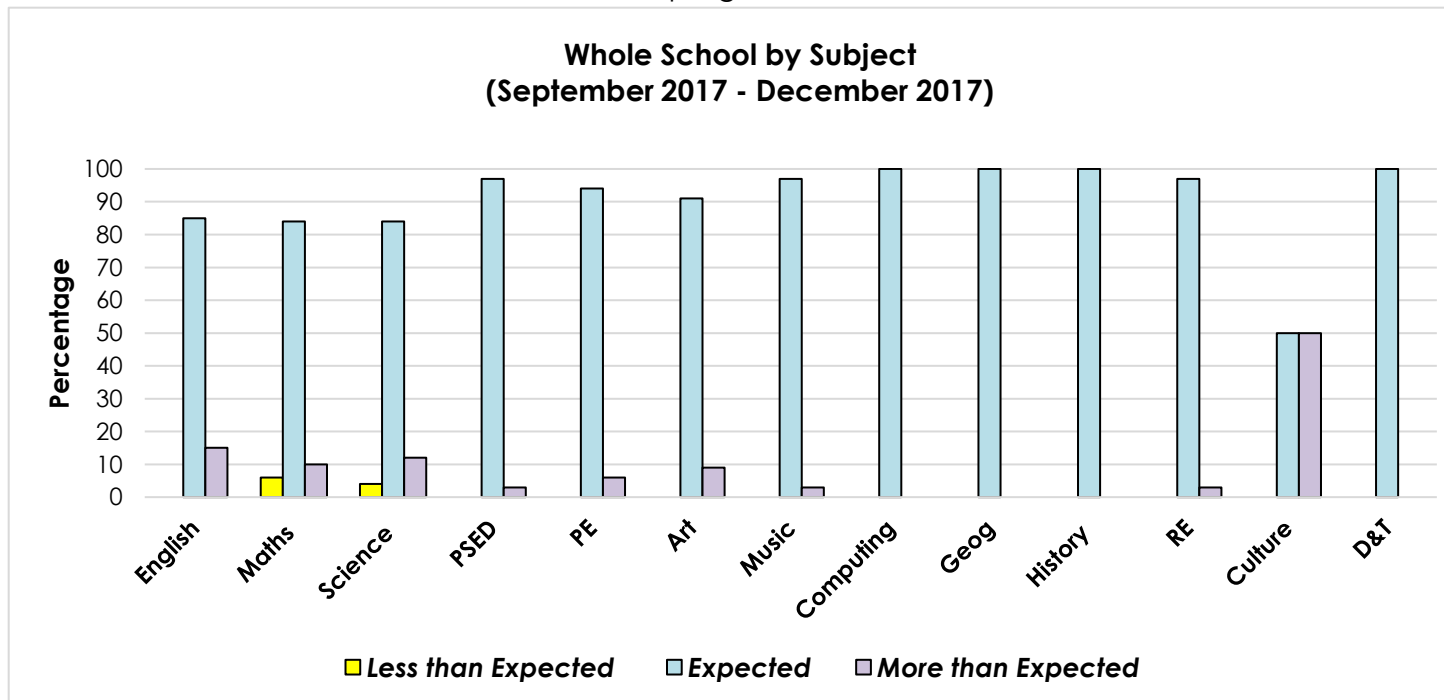
Number of targets	COMMUNICATION	Number of targets	COGNITION	Number of targets	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Number of targets	PHYSICAL DEVELOPMENT
2	Pupil referred to Speech and Language Therapist for advice	1	Pupil found it difficult to settle into new class – now improving	5	Focus for next term	12	Change in physical or medical condition since target set
7	Focus work for next term	1	New approach to be tried next term	1	Pupil referred to Speech and Language Therapist for advice	3	Pool been out of action for majority of term
1	Issue with behaviour – new programme in place	1	Change in condition since target set	1	New approach to be trialled next term	1	Awaiting new equipment
		1	Illness – prolonged time of school	4	Change in condition since target set	1	Reward chart introduced to encourage use of toilet
		5	Focus work next term	2	New behaviour programme in place	2	Pupils had operations and been in plaster
				2	Illness – prolonged time off school	1	Advised not to exercise while waiting for operation
				1	Pupil found it difficult to settle into new class – now improving	1	Focus work for next term
				1	New self help programme in place	1	Moved from school pool to community pool

Across the school, expected or better than expected progress was made towards 97% of Communication targets, 95% of Cognition targets, 93% in Personal, Social and Emotional Development and 91% in Physical Development. In total, teachers assessed that pupils had made less than expected progress towards 58 out of 831 Targets, expected progress towards 718 out of 831 targets and better than expected progress towards 55 out of 831 targets. There were legitimate reasons why pupils had not made expected progress towards 28 of the 58 targets (see above in black) so less than expected progress that could have been avoided was only made in relation to 30 out of 831 targets which equates to **3.6%** across the whole school. Teachers responsible for these targets will make sure that they are focussed on next term.

Subject specific learning

There are 26 pupils from nursery to key stage four who engage in subject specific learning. In December 2017, teachers reported on the subject specific progress that pupils achieving at P levels 4 and above had made since September 2017 (the year 10 teacher has been off sick for a large part of this term so reports will be completed and judgements made in the new year). Some subjects are taught in rotation so not all pupils will have accessed every subject this term. Reports highlighted knowledge acquired and teachers judged whether pupils had made below expected, expected or better than expected progress. Senior leaders quality assured the judgements made. Figures show the percentage of pupils who made below expected, expected or better than expected each subject.

All pupils made expected or better than expected progress in English, PSED, PE, Art, Music, Computing, Geography, History, RE, Culture and D&T. Two pupils made less than expected progress in Maths and one in Science. Both pupils have complex behavioural difficulties which have had an impact on learning and senior leaders will continue to monitor their progress in all areas.



Post 16

In December 2017, teachers in post 16 reported on the subject specific progress that pupils achieving at P levels 4 and above had made since September 2017. Reports highlighted knowledge acquired, and teachers judged whether pupils had made below expected, expected or better than expected progress. 12 pupils in post 16 engage in subject specific learning. **This term, teachers judged and senior leaders quality assured, that all pupils had made expected progress in the subjects.** The table below shows how many pupils accessed each subject.

Literacy	Numeracy	PSED	Work related learning	Food Technology	Art	Music	Yoga
12	12	12	12	8	6	10	2

Progress predicted during the spring term

For annual targets, based on teacher judgements, pupils are predicted to make expected or better than expected progress.

For pupils achieving at P4 and above, subject specific targets for next term's modules are included in the medium term plans and pupils are expected to meet these.