

Pupil progress January 2018 – Easter 2018

Annual targets

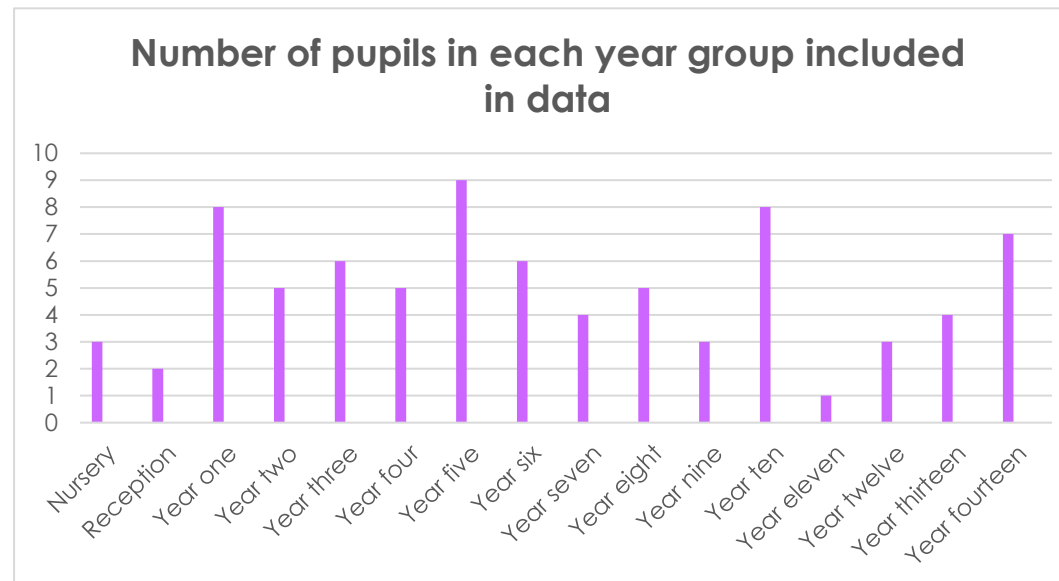
In September 2017 teachers set two or three annual targets for pupils in each of the following areas:

- Communication (Comm)
- Cognition (Cog)
- Personal Social and Emotional Development (PSED)
- Physical Development (PD)

Teachers recorded a baseline for each target. At three points during the academic year 2017/2018, 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 March 2018, the second measure of progress towards annual targets was made.

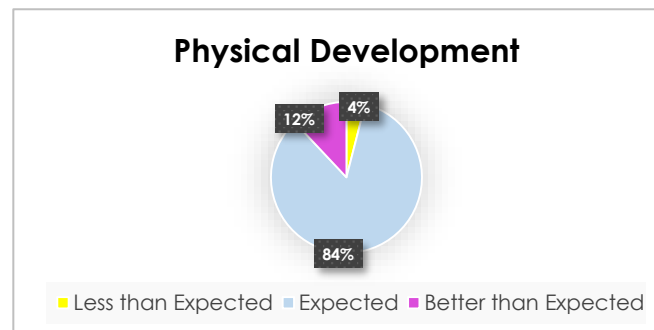
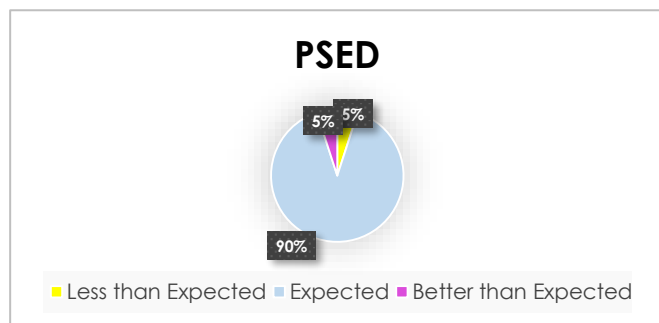
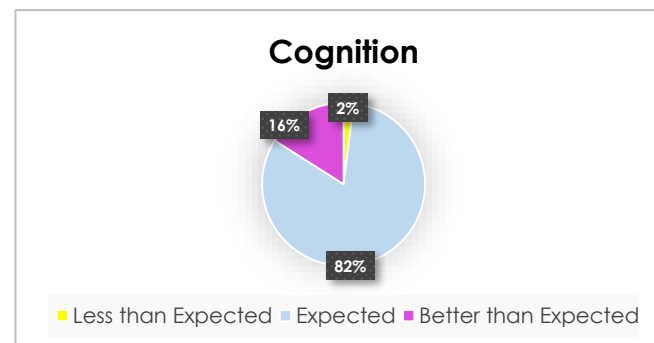
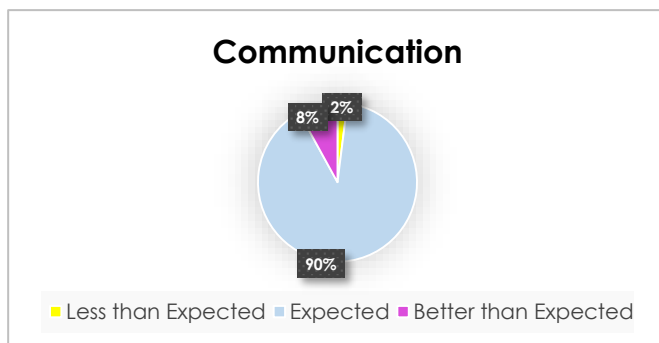
There are currently 86 pupils on the school role. Due to significant illness and medical procedures, four pupils did not attend school at all during the Spring term. A fifth attended for **15%** of the term, a sixth for **31%** and a seventh for **56%**. When they were in school during the Spring term, pupils 5, 6 and 7 experienced significant health difficulties, which had a major impact on their ability to learn. All three are now back in school on a phased return, two after undergoing significant surgery. Due to their attendance and ill health while in school, results of the seven pupils above have been omitted from this data analysis. Therefore, the results are based on the progress of 79 pupils.

The table below shows the 79 pupils organised by year group:



Whole School Data

Charts below show the percentage of targets in each area where teachers have judged pupil progress to be below expected, expected or better than expected.



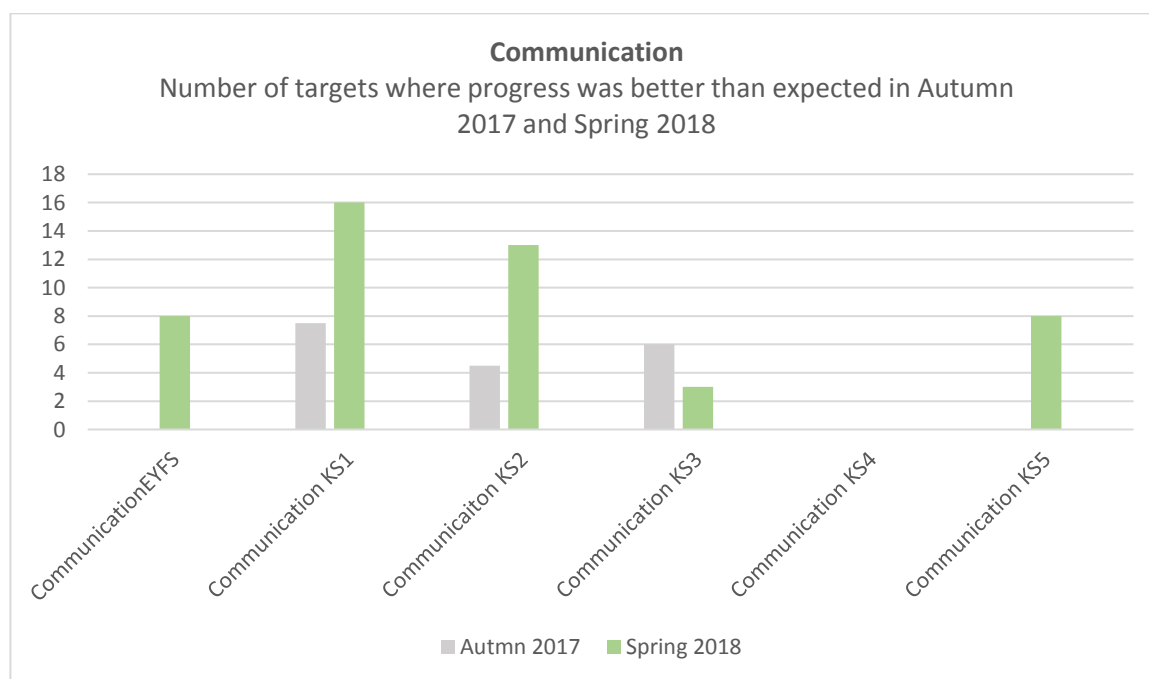
The table below compares data from Autumn 2017 and data from Spring 2018. It is pleasing to see that in all four areas, 'less than expected' progress was lower this term. In all areas except PSED pupils made higher levels of 'better than expected' progress in the spring term. Currently there are two pupils in school demonstrating high levels of unwanted behaviour. Despite the implementation of new strategies, they have not made expected progress towards their PSED targets and this has had a significant impact on whole school progress in PSED. Both pupils have now been referred to external agencies.

	COM A	COM B	COM C	COG A	COG B	COG C	PSED A	PSED B	PSED C	PD A	PD B	PD C
Autumn term 2017	3	94	3	5	87	8	7	83	10	9	83	8
Spring term 2018	2	90	8	2	82	16	5	90	5	4	84	12

The table below shows the percentage of targets where pupils made less than expected, expected better than expected progress in each key stage

KS	COMM A	COMM B	COMM C	COG A	COG B	COG C	PSED A	PSED B	PSED C	PD A	PD B	PD C
EYFS	0	92	8	0	69	31	0	100	0	0	87	13
1	2	82	16	0	85	15	0	88	12	4	84	12
2	1	86	13	1	88	11	2	88	10	5	82	13
3	3	94	3	10	90	0	20	80	0	9	78	13
4	2	98	0	0	91	9	6	86	8	5	86	9
5	0	92	8	0	69	31	0	100	0	0	87	13

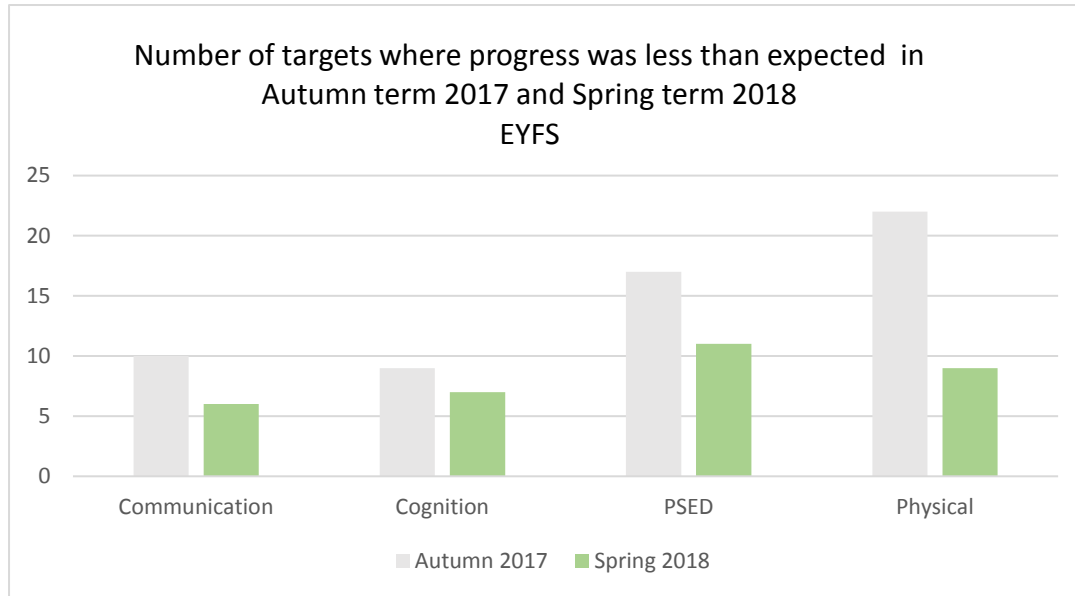
Progress in the Spring term 2018, in each of the four areas can be compared to progress during Autumn term 2017. The table below compares progress in the area of communication. The number of targets where 'better than expected' progress was made has increased in the EYFS, KS1, KS2 and KS5. Figures remained the same in KS4, and in KS3 the number targets where 'better than expected' progress was made has reduced.



The table below shows the percentage of targets where pupils made less than expected, expected and more than expected progress 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	83	17	0	72	28	0	100	0	0	100	0
RECEPTION 2 pupils	0	100	0	0	66	33	0	100	0	0	75	25
YEAR 1 8 pupils	5	70	25	0	77	23	0	84	16	0	76	24
YEAR 2 5 pupils	0	92	8	0	93	7	0	93	7	8	92	0
YEAR 3 6 pupils	0	69	31	0	82	18	6	80	14	6	70	24
YEAR 4 5 pupils	0	100	0	0	93	7	0	93	7	8	92	0
YEAR 5 9 pupils	0	82	18	4	86	10	4	86	10	0	100	0
YEAR 6 6 pupils	5	95	0	0	93	7	0	93	87	8	64	18
YEAR 7 4 pupils	9	82	9	22	78	0	40	60	0	11	67	22
YEAR 8 5 pupils	0	100	0	8	92	0	0	100	0	0	83	17
YEAR 9 3 pupils	0	100	0	0	100	0	20	80	0	16	84	0
YEAR 10 9 pupils	14	86	0	10	90	0	20	80	0	19	81	0
YEAR 11 1 pupil	0	100	0	0	100	0	0	100	0	0	100	0
YEAR 12 3 pupils	0	100	0	0	83	17	0	100	0	14	86	0
YEAR 13 4 pupils	0	100	0	0	90	10	0	81	19	0	87	13
YEAR 14 8 pupils	6	94	0	0	100	0	16	78	6	0	85	15

Less than expected progress



The chart on the right provides whole school data on targets where less than expected progress was made. It is pleasing to see that in each area, compared to last term, 'less than expected' progress has reduced.

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

COMMUNICATION 6 targets (2%)	COGNITION 7 targets (2%)	PSED 11 targets (5%)	PHYSICAL DEVELOPMENT 9 targets (4%)
<i>To communicate more</i> Priority target for summer term	<i>To further develop his concept of number</i> Priority target for summer term	<i>To develop independence during dressing</i> Priority target for summer term	<i>To increase the time she spends in her standing frame</i> Advised by physio that pupil should not stand at the moment
<i>To make choices from 2 pictures</i> Unwanted behaviour having impact on progress. New programme implemented	<i>To further develop his number calculation skills</i> Priority target for summer term	<i>To develop independence during meal times</i> Concerns about CM's weight so focus has been on his eating, rather than on developing independence	<i>To walk for increasing periods of time</i> Advised by physio that pupil should not walk at the moment
<i>To begin to exchange pictures to communicate need</i> Target not appropriate – change it	<i>To respond to more instructions</i> Unwanted behaviour having impact on progress. New programme implemented	<i>To drink independently from a cup</i> New type of cup recently introduced so MM	<i>To tolerate time in a prone position</i> Team unable to support pupil in this position due to his size. Advice sought from Physio
<i>To begin to exchange pictures to communicate need</i> Target not appropriate – change it	<i>To engage in activities for longer periods of time</i> Unwanted behaviour having impact on progress. New programme implemented	<i>To develop his independence during meal times</i> Concerns about CM's weight so focus has been on his eating, rather than on developing independence	<i>To increase the time he spends in his standing frame</i> Waiting for new standing frame
<i>To respond appropriately to questions starting with Why?</i> Unwanted behaviour having impact on progress. Referral to external agency made	<i>To match a wider range of symbols</i> Target not appropriate – change it	<i>To interact with peers</i> Unwanted behaviour having impact on progress. New programme implemented	<i>To increase the time he spends in his standing frame</i> Advised by physio that pupil should not stand at the moment
<i>To communicate more</i> Priority target for summer term	<i>To communicate that he needs help</i> Priority target for summer term	<i>to share space with his peers appropriately</i> Unwanted behaviour having impact on progress. New programme implemented	<i>To walk for longer distances around school</i> Due to seizure activity it is unsafe for ND to walk for longer distances
	<i>To answer a wider range of questions to confirm his understanding</i> Priority target for summer term	<i>To develop independence at lunch time</i> Concerns about weight so focus has been on his eating, rather than on developing independence	<i>To develop independence during transitions</i> Due to seizure activity it is unsafe for pupil to develop independence during transitions
		<i>To ask, when he needs to go to the bathroom</i> Priority target for summer term	<i>To recognize when he needs to use the bathroom</i> Priority target for summer term
		<i>To demonstrate appropriate behaviour for increasing periods of time</i> Unwanted behaviour having impact on progress. Referral to external agency made	<i>To engage in activities for longer after sensory processing activities</i> Unwanted behaviour having impact on progress. New programme implemented
		<i>To demonstrate appropriate behaviour while out in the community</i> Unwanted behaviour having impact on progress. Referral to external agency made	
		<i>To respond to instructions more speedily</i> Unwanted behaviour having impact on progress. Referral to external agency made	

Subject specific learning – EYFS to KS4

There are 26 pupils from nursery to key stage four who engage in subject specific learning. In March 2018, teachers reported on the subject specific progress that pupils achieving at P levels 4 and above had made since December 2017. 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 targets where pupils made below expected, expected or better than expected each subject.

Compulsory weekly subjects:

	English	Maths	Science	PSED	PE	Art	Music
Less than expected progress	0	0	0	0	0	0	0
Expected progress	88	92	92	92	88	100	100
Better than expected progress	12	8	8	8	12	0	0

Subjects taught on a rotational basis:

	Geography	History	RE	Culture	D&T	Baking	Art	Performing Arts
Less than expected progress	0	0	0	0	0	0	0	0
Expected progress	85	0	0	83	66	100	100	100
Better than expected progress	15	0	0	17	33	0	0	0

Post 16

Teachers in KS5 reported on the subject specific progress that pupils achieving at P levels 4 and above had made during the Spring term. Reports highlighted knowledge acquired, and teachers judged whether pupils had made below expected, expected or better than expected progress. 12 pupils in KS5 engage in subject specific learning although one has been away from school due to an operation this term so the data is based on the achievements of 11 students. This term, teachers judged and senior leaders quality assured, that all pupils had made expected progress in the subjects, with one student making better than expected progress in PSED.

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.