

End of year outcomes for pupil progress July 2018.

Sensory Learners

The number of pupils working below expected has stayed the same, (4) Of the 4 pupils working below at Easter 2018:

- 1 pupil who was working below finished the year exceeding expectation.
- 1 pupil who was working below finished the key stage having exceeded expectations from start point.
- 1 pupil is now on track
- 1 pupil remains working below. This pupil is working within a class for pupils that require higher level support to promote engagement with their learning.

The 4 pupils who did not meet their end of year predicted progress:

- 2 pupils are working in a class that requires a higher level of staffing to promote engagement with their learning. They are not yet at the point where they are ready to develop new skills but are embedding their learning and learning to generalise the skills they have. This reflects the new focus on pupil progress where depth of learning needs to be evidenced.
- 2 pupils were working in a class where additional support was put in place to support teaching and learning.

All other pupils have made at least expected progress.

EOKS outcomes (based on historic expected outcomes)

| | | Reading | |
|-----|-------|---------|------|
| KS1 | Below | | |
| | Exp | 1 | 33% |
| | Above | 2 | 67% |
| KS2 | Below | 1 | 33% |
| | Exp | 1 | 33% |
| | Above | 1 | 33% |
| KS3 | Below | | |
| | Exp | | |
| | Above | 1 | 100% |
| KS4 | Below | | |
| | Exp | | |
| | Above | | |

Developing Independent Learning

- The most significant reduction in pupils working below at Easter 2018 is in Speaking and Listening (14-6). This has seen a further significant reduction from 6-3. There has also been a significant reduction in Maths from 10-6.
- Science working below has remained unchanged
- 1 pupil working below in all strands was re-baselined to more accurately reflect the level of understanding.
- Only one pupil (different in each strand) was recorded as working below expected across the year. Previous progress had been good so normal monitoring for the Autumn term 2018 will be undertaken.
- Across all strands there is a predictable pattern of progress where the majority made expected progress.

EOKS outcomes (based on historic expected outcomes)

| | | Reading | Writing | Speaking and Listening | Maths | Science |
|-----|-------|---------|---------|------------------------|-------|---------|
| KS1 | Below | | | | 1 14% | 2 29% |
| | Exp | 4 80% | 5 71% | 6 86% | 4 57% | 4 57% |
| | Above | 1 20% | 2 29% | 1 14% | 2 29% | 1 14% |
| KS2 | Below | | 2 33% | 1 33% | | 2 29% |
| | Exp | 1 20% | 1 17% | 1 33% | 2 40% | 1 14% |
| | Above | 4 80% | 3 50% | 1 33% | 3 60% | 4 57% |
| KS3 | Below | | 1 50% | | | |
| | Exp | | | | 1 50% | 2 100% |
| | Above | 1 100% | 1 50% | 1 100% | 1 50% | |
| KS4 | Below | | | | | |
| | Exp | 1 33% | 1 17% | 1 25% | 2 50% | 3 50% |
| | Above | 2 67% | 5 83% | 3 75% | 2 50% | 3 50% |

Application of Learning

- Significant decrease in the number of pupils achieving below expected. Reading 5-0, Speaking and Listening 1-0, Maths 4-1.
- Highest increase in the numbers exceeding expected achievement is in Maths
- Best performing cohort

EOKS outcomes (based on historic expected outcomes)

| | | Reading | Writing | Speaking and Listening | Maths | Science |
|-----|-------|---------|---------|------------------------|--------|---------|
| KS1 | Below | | | | | |
| | Exp | | | | | |
| | Above | 2 100% | | | | |
| KS2 | Below | | | | 2 50% | |
| | Exp | 2 50% | | 3 50% | 2 50% | |
| | Above | 2 50% | 3 100% | 3 50% | | 2 100% |
| KS3 | Below | 1 20% | | | | |
| | Exp | 4 80% | | 4 80% | 4 100% | |
| | Above | | 4 100% | 1 20% | | 4 100% |
| KS4 | Below | 1 20% | | | | |
| | Exp | 3 60% | | 1 33% | 2 50% | |
| | Above | 1 20% | 1 100% | 2 67% | 2 50% | 2 100% |

P Class

Academic Qualifications achieved this year in Functional Skills:

- 2 x level 1 English
- 1 x level 2 English
- 2 x level 1 Maths
- 1 x Entry 2 Maths
- 1 x Entry 3 Maths
- 1 pupil has passed ECDL
- 2 x pupils completed one module each of ECDL
- 1 x ASDAN Animal Care certificated course

All pupils have their progress in communication, social skills, physical development and independence monitored through the Autism Progression Framework. They have all demonstrated developing skills cross several key areas, with 3 pupils establishing these skills successfully. 3 pupils have successfully transitioned on to Further Education.

EYFS

- 4 pupils made small steps of progress.
- 1 pupil made enough progress to show typical or good progress against that of a mainstream pupil and has subsequently transitioned to an MLD school.

POST 16

The Post 16 curriculum provides a secure basis for preparation for adulthood. Pupils have modules selected to support their learning which focus on their key areas of need.

- 1 pupil has been identified as requiring a split timetable across the 2 sites so that they can access areas of independent learning as well as a more sensory curriculum. This was informed through progress data but will be more easily evidenced through the new focus on engagement. This pupil is making progress in 3 areas of learning, SEMH, Motor skills and Communication
- 2 pupils are making progress in 4/7 areas of learning
- All other pupils are making progress in 6/7 areas of learning.

CIC

| | | Sensory | Reading | Writing | Speaking and Listening | Maths | Science |
|-----|-------|---------|---------|---------|------------------------|-------|---------|
| KS1 | Below | | | | | | |
| | Exp | | | | | | |
| | Above | | | | | | |
| KS2 | Below | | | | | | |
| | Exp | 1 33% | 1 25% | 1 25% | 1 25% | 1 25% | 1 25% |
| | Above | 1 33% | | | | | |
| KS3 | Below | | | | | | |
| | Exp | 1 33% | | | | | 1 25% |
| | Above | | 1 25% | 1 25% | 1 25% | 1 25% | |
| KS4 | Below | | 1 25% | | | | |
| | Exp | | 1 25% | | | 1 25% | 1 25% |
| | Above | | | 2 59% | 2 59% | 1 25% | 1 25% |

As a cohort CIC typically are one of our higher achieving cohorts. There is no significant gap to narrow and all pupils benefit from identified interventions or bespoke support packages which is supported by the use of pupil premium. (Please refer to separate PP doc.)

FSM

| | | Sensory | Reading | Writing | Speaking and Listening | Maths | Science |
|-----|-------|---------|---------|---------|------------------------|-------|---------|
| KS1 | Below | 1 20% | | | | 1 4% | |
| | Exp | 1 20% | 2 8% | 2 8% | 2 8% | 1 4% | 2 8% |
| | Above | | | | | | |
| KS2 | Below | | 2 8% | 4 17% | | 2 8% | 1 4% |
| | Exp | 2 40% | 7 29% | 7 29% | 11 46% | 9 37% | 9 37% |
| | Above | | 2 8% | | | | 1 4% |
| KS3 | Below | | 1 4% | 1 4% | 1 4% | 1 4% | 1 4% |
| | Exp | 1 20% | 4 17% | 3 12% | 3 12% | 5 21% | 1 4% |
| | Above | | 2 8% | 3 12% | 3 12% | 1 4% | 5 21% |
| KS4 | Below | | | | | | 1 4% |
| | Exp | | 3 12% | 3 12% | 2 8% | 3 12% | 2 8% |
| | Above | | 1 4% | 1 4% | 2 8% | 1 4% | 1 4% |

As a cohort, FSM pupils are achieving similar levels to all "others" in school. However, KS2 Writing is an area that is being considered for further intervention with a focus on pre-writing skills and write dance.