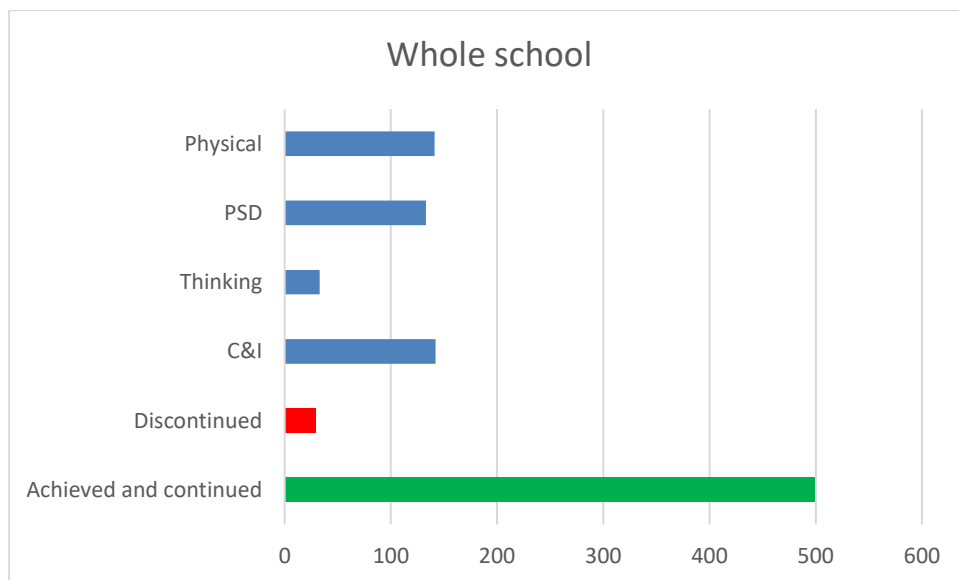


Pupil Progress Analysis 2018 – 2019

Headlines

The whole school average rate of progress for 18/19 is 46.6% which represents an increase of 3.9% from last year's 42.75%.

Whilst less of an increase than the increase from 16/17 to 17/18 (11%), this is in line with the fact that we will not be able to sustain the rate of increase given the nature of MAPP and the need for appropriate stretch and challenge, meaning that we would never seek to attain 100% rate of progress, but it represents a trend in the right direction and further validation of the robustness of both the MAPP moderation system and teacher assessment, and knowledge of their students and what progress needs to look like on a highly personalised basis.

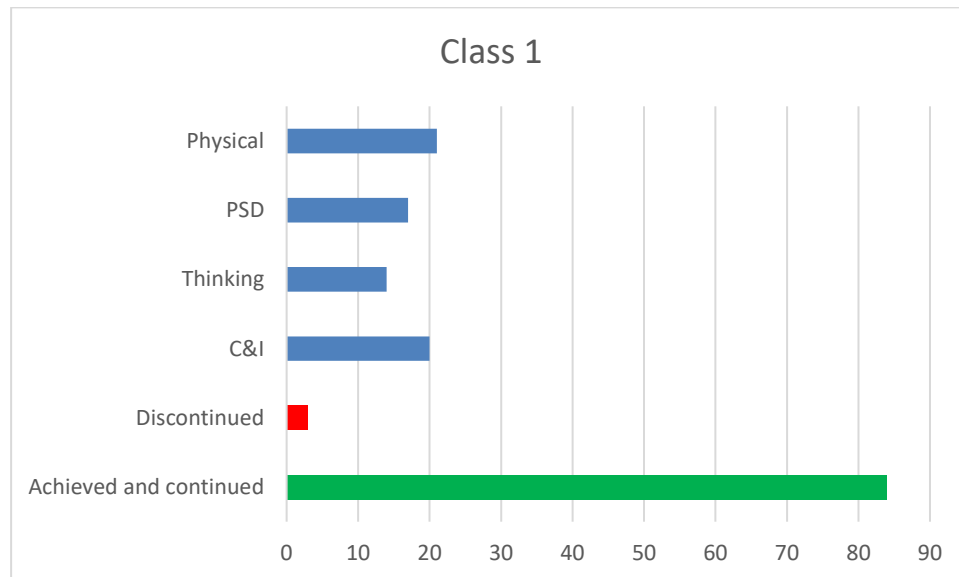


As we move forward with the data analysis process in school and with a strong confidence in the rigour of the MAPP process, yet remaining mindful that we would never wish for 100% progress as this is in conflict with the MAPP ethos, I am conscious of the need to analyse the outcomes of the personalised learning intentions in terms of achieved, continued or discontinued, to further support our reflection of pupil progress.

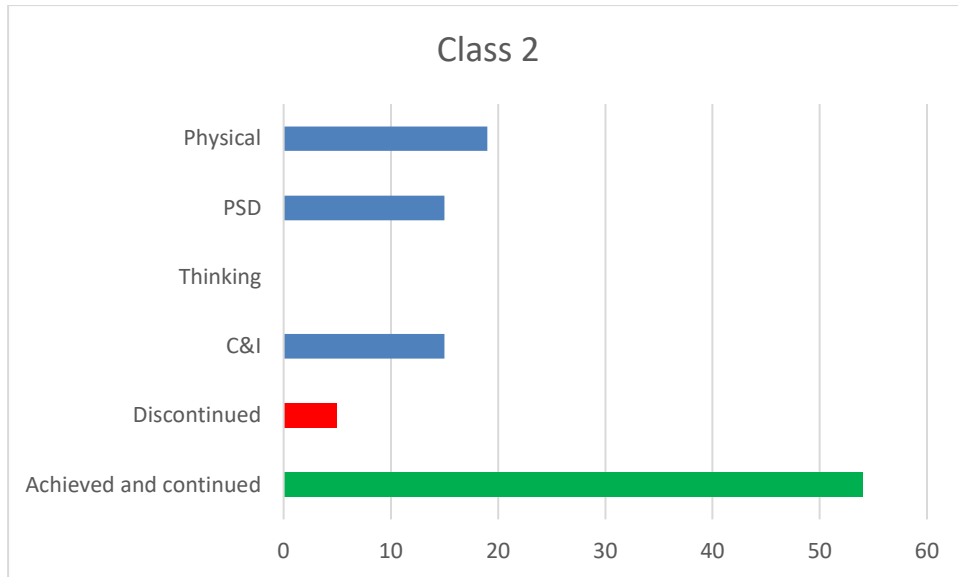
Classes

43% of classes secured outcomes above the whole school rate of progress. This represents an inverse of the previous year, when it was 43% of classes that fell below. Of the 57% of class groups that fell below this, this percentage represents four class groups and there is clear evidence and rationale to explain this:

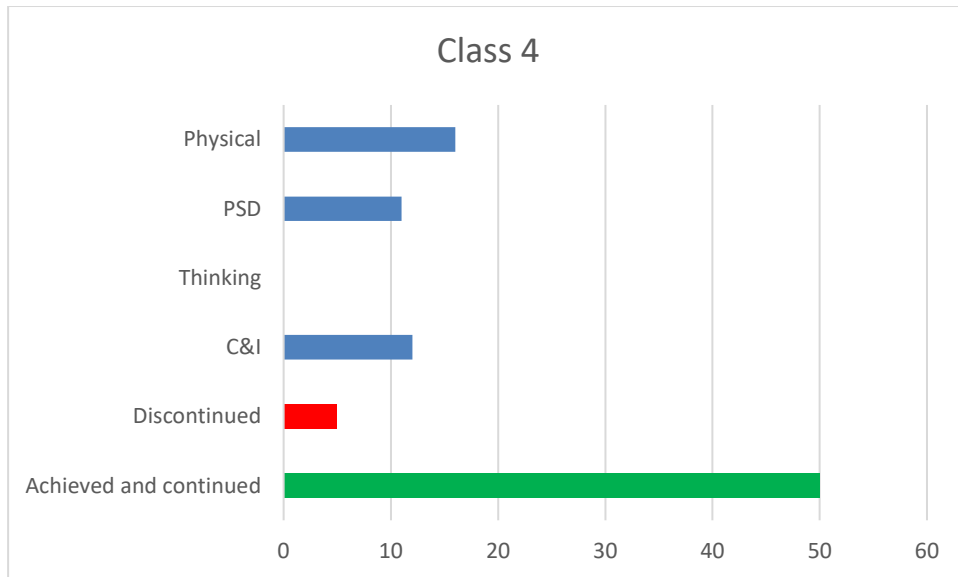
- Class 1 – this class has had an extremely positive year with a new teacher who has really harnessed the assessment systems in place and established sound relationships with pupils and their families, forging a highly collaborative approach from which all pupils are benefiting. With regards to the 7Aspects for these pupils, the class average rate of progress is 1.7, compared to the overall average of 1.8. 71% of the pupils in this class exceeded the average rate of progress.



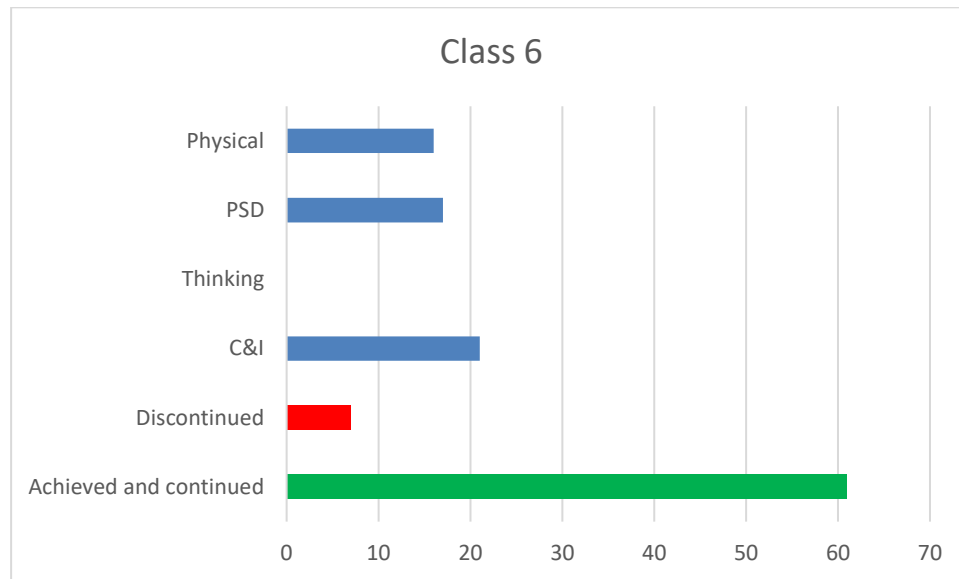
- Class 2 – again, a highly positive year with a teacher new to working with pupils with such complex needs whose observations evidence a positively developing skill set. Given the complexity of needs of these pupils, pleasingly, the class average rate of progress in the 7As is the highest of all classes, at 2.4.



- Class 4 – once again this teacher is developing his skills in supporting learners with highly complex sensory needs. He has also establish robust relationships with parents to secure a highly collaborative approach for some of our most vulnerable pupils. With regards to progress in the 7Aspects, the average rate of progress for this class exceeds the overall average, at 2.

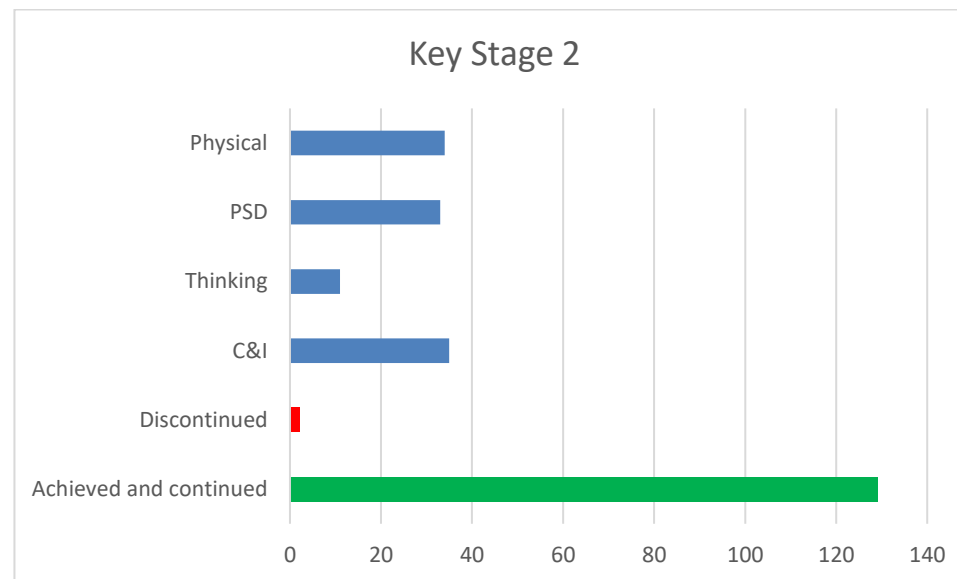
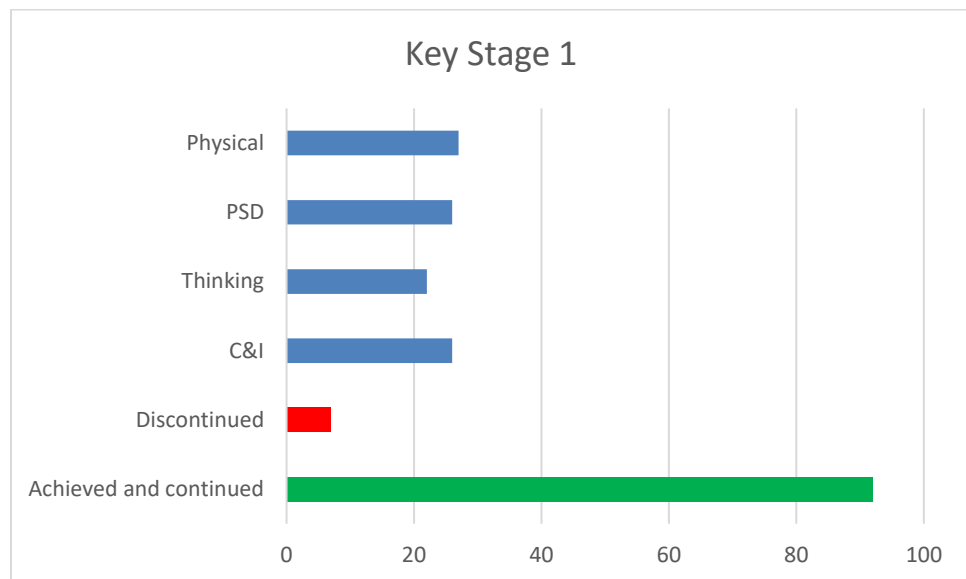


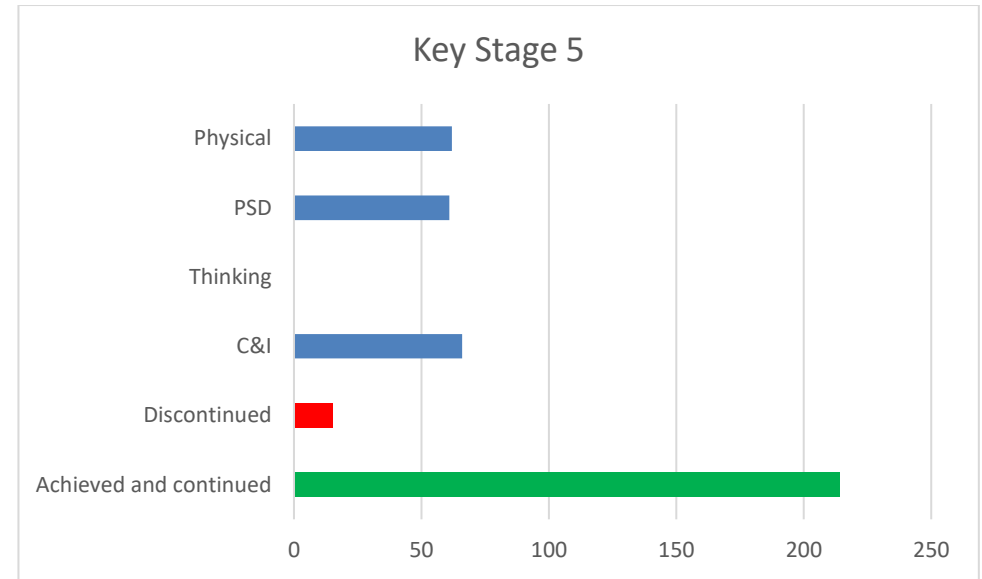
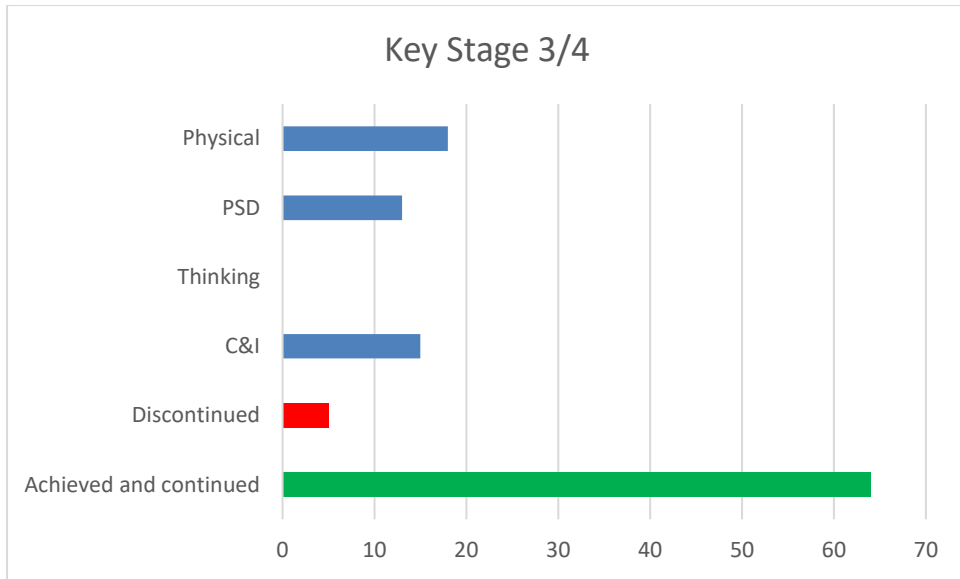
- Class 6 – this class has experienced a lot of change this year, both in terms of staffing and in terms of learning environment. They are also a group of pupils whose needs are broad and varied, adding high levels of challenge to ensure personalisation is accurate and effective. We remain mindful of these pressures, and a return to a more suitable learning base will support the pupils’ ongoing progress. There is also some movement for one student into the class that will better meet her needs. This pupil’s average rate of progress in their MAPP PLIs is 27.43%, compared to the class average rate of progress of 34.95. It is hoped that the move to a more suitable class for this student will support and increase in her rate of progress, and with regard to the rest of the class group, without this student the class rate of progress shifts to 35.18, so this move does not have a significant impact upon the rate of progress.



Key Stages

In direct contrast to last year's analysis, the only key stage to exceed the whole school average rate of progress for MAPP is Key Stage 5 (sixth form). Last year was the first year for MAPP in sixth form, and as a first year measure they experienced a rate of progress of 34.6%. This year's figure stands at 53.61%, a pleasing increase of 19% although this must be tempered against the rationale behind MAPP and the need for robust and appropriately challenging PLIs and not the highest possible rate of progress, which is always a risk when using such an ipsative system.



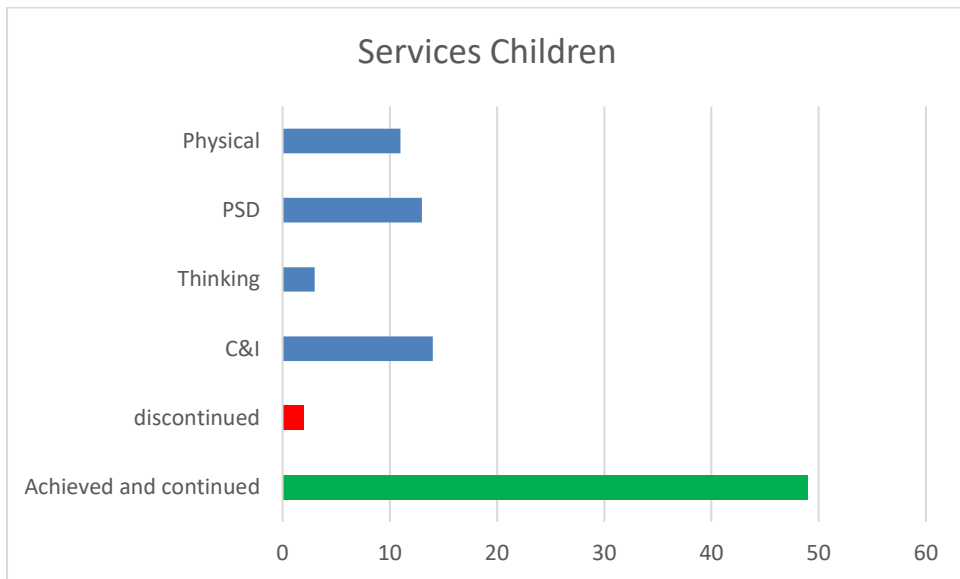
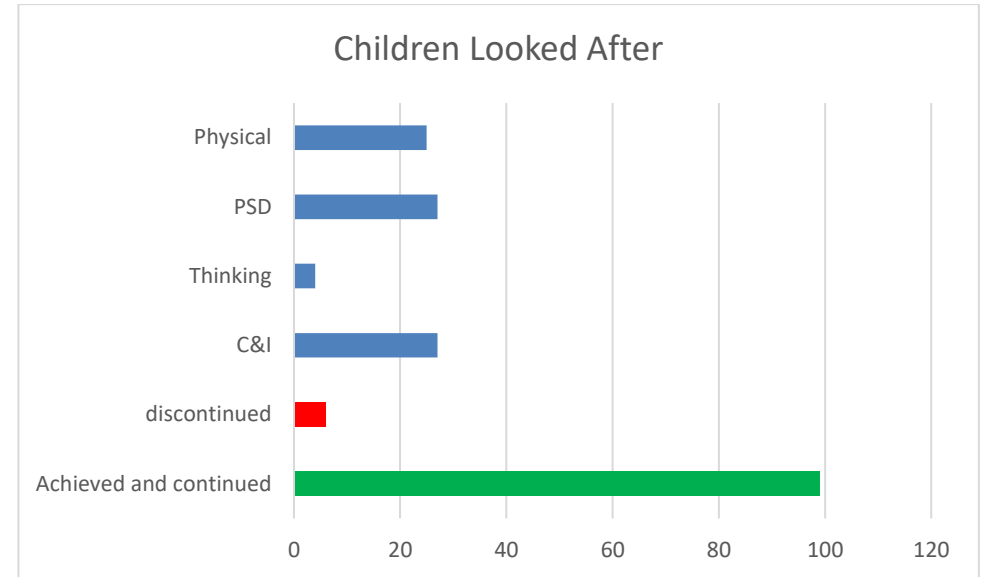
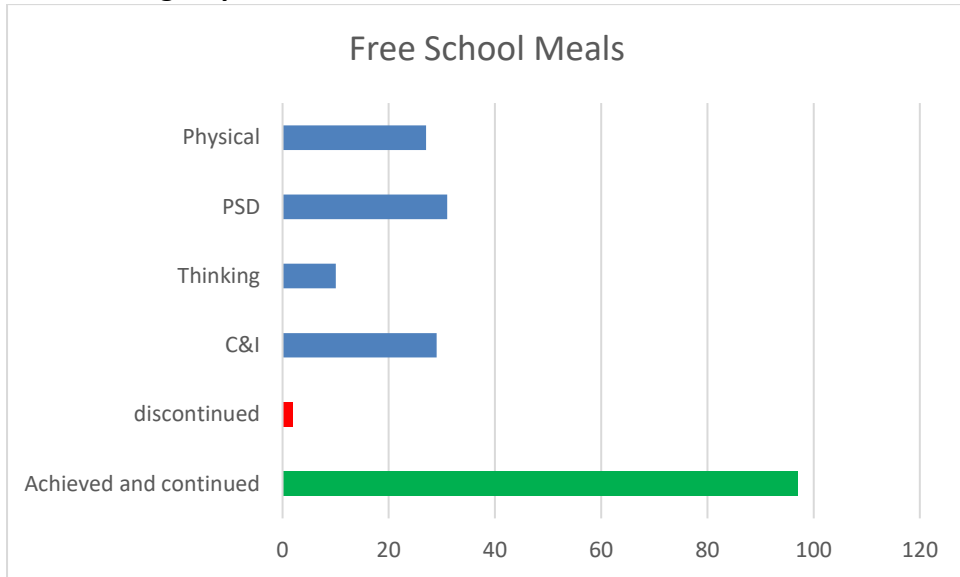


Interestingly, the proportionality of PLIs with positive outcomes is retained across all key stages, compared to those that are discontinued. This supports the rigour of the moderation process. The gradual decrease in thinking skills, compared to the other areas, as pupils move through the school gives cause for further discussion. This also suggests a CPD need across school, within the context of understanding that very often, given the holistic needs of each child/young person, any area for development is likely to be considered to fall under one of the other areas, yet this still merits further discussion and CPD to ensure that thinking skills are represented in the analysis and that this is done meaningfully within the ipsative process. 2019/2020 will see the delivery of a planned CPD session around cognition to support the development of thinking skills and targeted provision in this area. It will also be the focus for the MAPP moderation in Spring term. In addition, when the progress data for all personalised learning intentions for thinking skills was further analysed, 100% of the learning intentions, across the whole school year, were continued, which also suggests that whilst progress can be identified, it is more difficult for a pupil be considered to have achieved a learning intention in this area, given their respective complexity of needs.

Boys compared to Girls

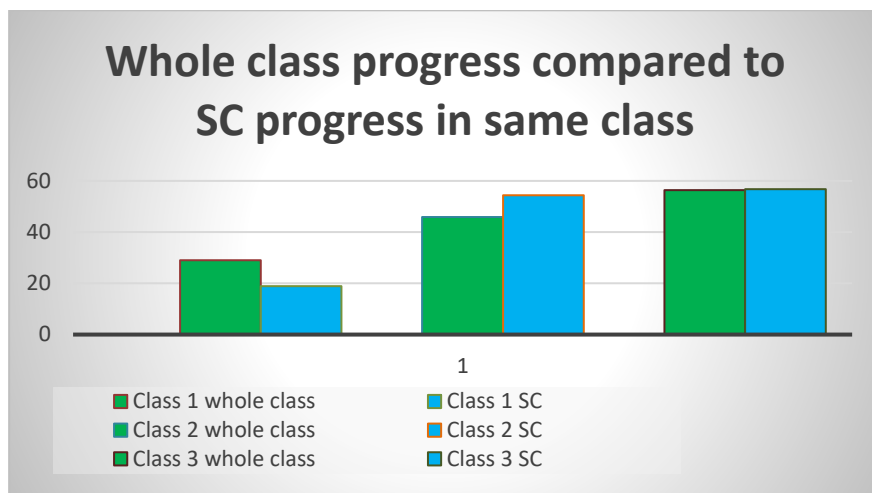
There is very little difference between boys and girls in the data, with boys achieving an average of 46.28 and girls 47.27.

Vulnerable groups



For all vulnerable groups, the trend is in line with whole school and key stage outcomes.

There were four students in this vulnerable group 2018 / 2019. Of these four students, two were in class 1, and the rationale behind the lower rate of progress for the whole class applies here also. If we look at the average rate of progress for each of the pupils in this cohort, we see the following:



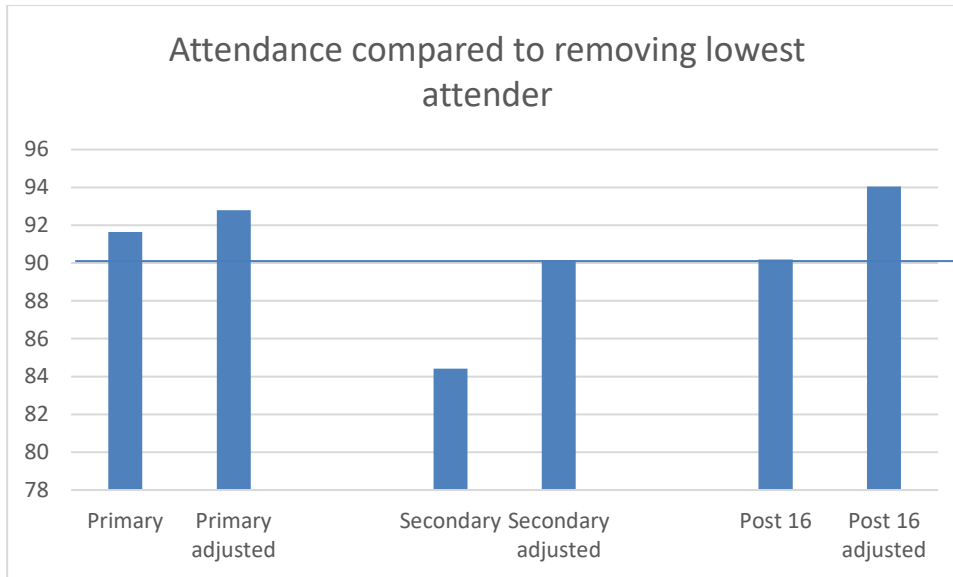
For class 1 SC pupils, their rate of progress is below the whole class rate of progress, although when we look more closely we see one student whose attendance is below 90% and whose progress is lower than that of his peers, and the second pupil has stronger attendance and a rate of progress in line with the class rate of progress.

Class 2 had one student in the SC category, and their rate of progress was above that of their peers, and for Class 3 the rate of progress of the one student in the SC category is very closely in line (very slightly above) with that of their peers.

Attendance

With regards to rate of progress, it is clear that progress is lower for those pupils with attendance below 90%. For pupils with attendance above 90% and above 95% the difference is small, but there is a more marked comparison when we consider pupils below 90% attendance, as would be expected.

Attendance figures for the academic year can be seen below, with a quick comparison to removing the lowest attender in each phase. For information, the student with the lowest attendance in Primary has 68.47% attendance, in Secondary 61.41% and in Post 16 9.09%, all with extenuating circumstances for such low attendance.



Subject areas

Communication and Interaction is the only subject area that falls below the whole school average, yet this is only 2.4% below, with all other subject areas slightly exceeding the whole school average. This demonstrates a reassuring degree of consistency across all subject areas, and with no area outlying to any significant degree. This supports a developing confidence in the new curriculum and its delivery across all phases of school.

However, with such a disproportionately small number of thinking skills learning intentions across the cohort and over the year, there is less confidence in this area and the planned CPD reflects this.

However, this is not the case when we compare progress for pupils accessing a pre-formal curriculum with those accessing a semi formal curriculum. The progress for the semi formal curriculum is significantly below both the pre-formal (which exceeds whole school average by 4.4%). This closely correlates with the 7Aspects data.

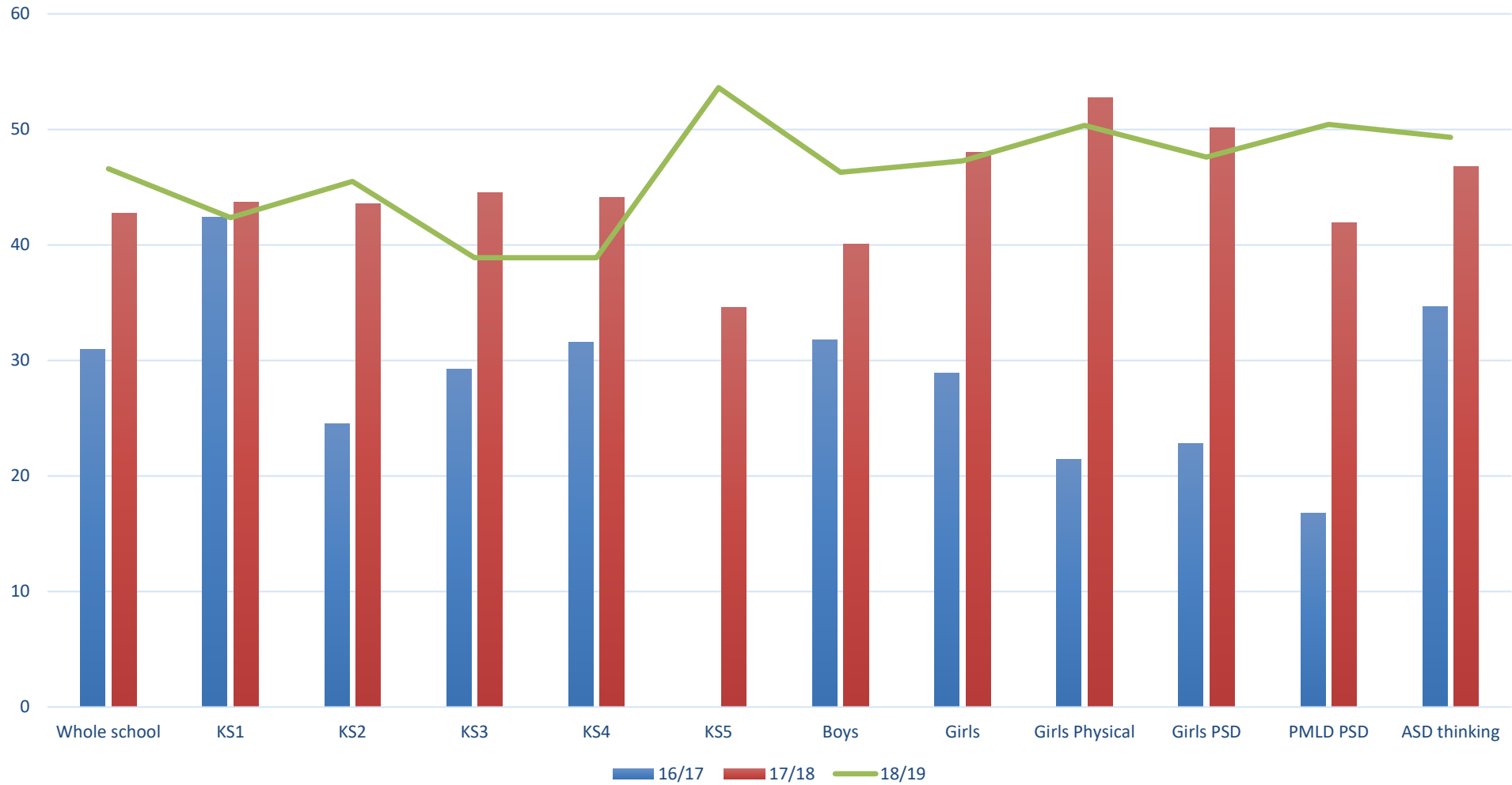
Achievement

Using the number of Personalised Learning intentions achieved across the year, there is a greater proportion of PLIs achieved over this academic year than last. The proportion of PLIs achieved in one term is serving to inform ongoing QA and scrutiny of the MAPP target setting progress to ensure that all PLIs are targeted appropriately and offer stretch and challenge for all.

Key performance indicators:

	Average rate of progress			Difference 16/17 to 17/18	Difference 17/18 to 18/19
	16/17	17/18	18/19		
Whole school	30.94	42.75	46.6	+11.81	+3.85
KS1	42.4	43.73	42.36	+1.33	-1.37
KS2	24.49	43.55	45.5	+19.06	+1.95
KS3	29.27	44.51	38.89	+15.24	-5.62
KS4	31.55	44.09	38.89	+12.54	-5.2
KS5	n/a	34.6	53.61	n/a	+19.01
Boys	31.78	40.06	46.28	+8.28	+6.22
Girls	28.9	48.01	47.27	+19.11	-0.74
Girls Physical	21.45	52.72	50.33	+31.27	-2.39
Girls PSD	22.84	50.12	47.59	+27.28	-2.53
PMLD PSD	16.81	41.91	50.42	+25.1	+8.51
ASD thinking	34.63	46.76	49.31	+12.13	+2.55
Thinking			50.61		
C&I			48.38		
Average difference in rate of progress				+16.65	+2.02

Rate of progress three year comparison



Areas of particular strength of outcomes 17/18	Ref to SDP	Other information	Sustainability 18/19?
Girls' physical	Curriculum development – MOVE - train the trainer, building capacity. Aim to achieve Gold standard via MOVE accreditation	With less girls in the cohort of students with PMLD the average baseline is higher and therefore the rate of progress expected to be higher by natural probability on the basis of higher baseline	
Girls' PSD	Outcomes for pupils – CPD MAPP moderation process		
Formal sixth form curriculum pathway	QA evidence already in place demonstrating drive for more specific PLIs to ensure stretch and challenge. This should result in a drop in rate of progress and the amount of PLIs achieved within one term – ongoing development of MAPP moderation in 6 th form and CPD for new staff		
Semi-formal curriculum pathway KS1 - 4	Curriculum development – CPD. Planning for new EYFS curriculum	Stretch and challenge, and robust moderation of PLIs continues to support this. Evidenced in MAPP QA records	
PSD	Curriculum development, outcomes for pupils, CPD	The highest attaining students are able to access and participate more independently in a wider range of personal and social learning activities. However, rigour in ensuring that PLIs are specific and challenging is already underway.	

From 2017 - 2018 outcome areas causing concern, it is not possible to directly compare, given the movement of a significant number of students into different classes, as a result of the addition of a new class. Below is the measure of impact where still possible.

Outcomes causing concern	Ref to SDP	Other information
Class 5	Effectiveness of sixth form provision. Assessment MAPP – ongoing QA schedule CPD	Successful outcome of support plan. External audits validate quality of provision. Targeted CPD accessed externally and then delivered in house to support rigour of system application. MAPP now embedded in sixth form and the language for assessment evidenced in both assessment systems. Whole post 16 average rate of progress 53.61% sits above the whole school average.
Class 6		
Key Stage 5		
Route A Post 16		
Route B Post 16		
Thinking Skills	Curriculum development CPD	50.61%
Semi-formal C&I	Curriculum development.	48.38%
Semi-formal Thinking Skills	Effectiveness of sixth form provision CPD	47.1%
Pre-formal C&I	Curriculum development	48.91%
Pre-formal Thinking Skills	Effectiveness of sixth form provision CPD	53.3%
All of these areas of focus for academic year 2017 – 2018 have resulted in all areas, without exception achieving above the whole school average rate of progress. This is clear validation that the golden thread of teaching and learning observations, Performance Management, CPD, planning scrutiny etc is ensuring a curriculum offer and pastoral support that remain fit for purpose and robust in their synergy.		