

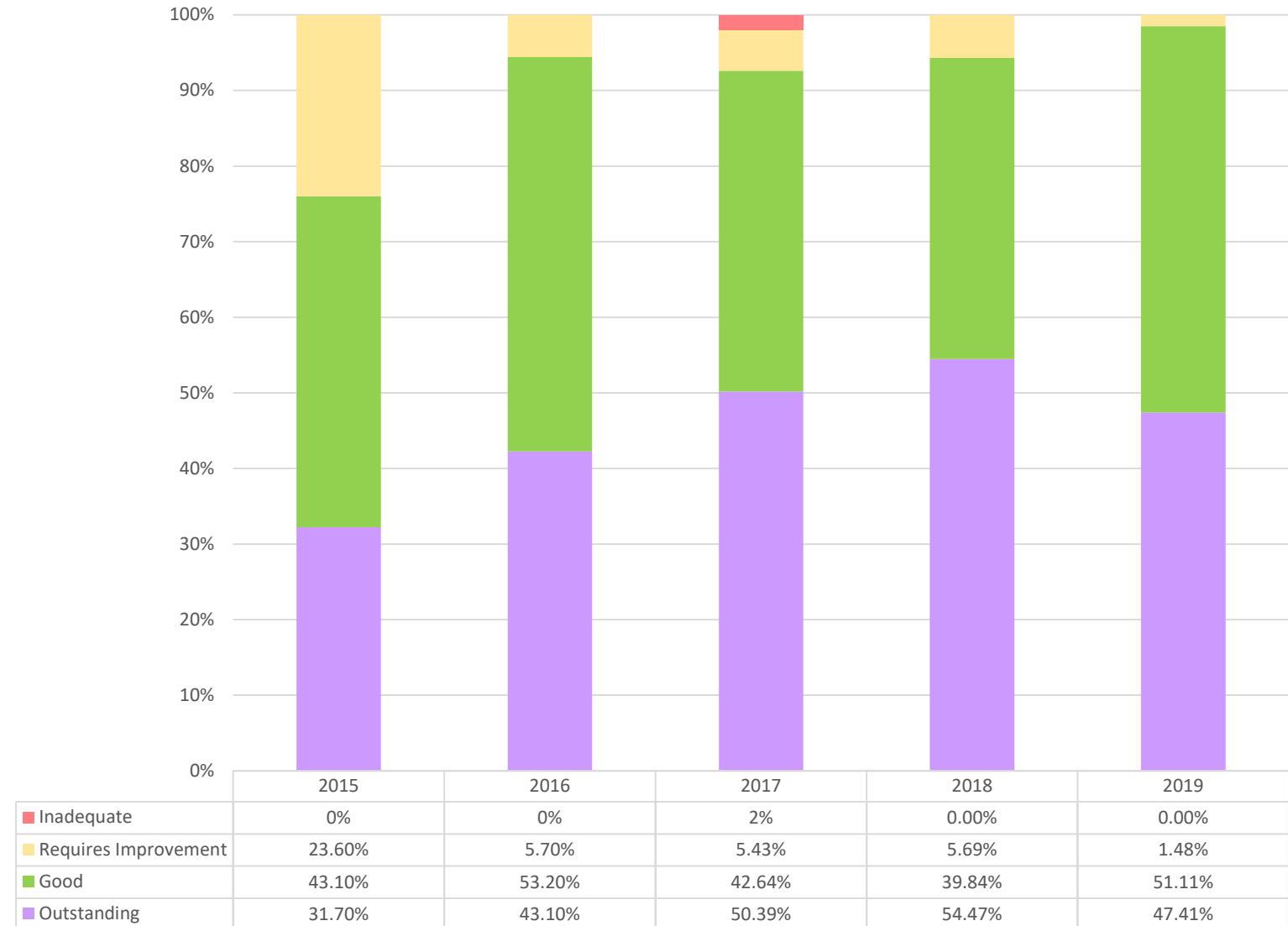


- During 2018-19 we moved away from the online system Onwards and Upwards and began to use the Palatine Learning Progression (PLP) to assess the learning of children engaging with subject specific learning, including those in EYFS, across the 4 areas of need
- Unlike Onwards and Upwards, on the PLP there are no generic attainment benchmarks which means that each child's progress journey is unique to them
- We use ImPACTS to support our learners with complex needs and PMLD
- Children who have experienced significant trauma access Therapeutic Learning Plans (TLPs)
- The Learning Powers have become absorbed into the Palatine Learning Progression
- Teachers discuss the holistic progress of each child across the 4 areas of need in a Pupil Progress meeting with a member of SLT. In this meeting, teachers and SLT agree a judgement of the child's overall progress (outstanding, good, requires improvement, inadequate) using best fit statements
- Each child has a learning toolbox which is set by the class teacher and details specific tools or interventions which will be used by the individual child to help them overcome their barriers to learning. The toolboxes are reviewed with parents and carers at our autumn parents evening.



## Our data demonstrates we have:

- raised the number of pupils making outstanding progress from 32% in 2015 to 47% in 2019. This is 7% less than last year however, the numbers of pupils making good progress has increased by 11% reducing the numbers of pupils making progress that requires improvement.
- Overall pupils making good or better progress has risen from 74% to 98% in 2019.
- Pupils making required improvement or inadequate progress has dropped from 23.6% in 2015 to just 1.48% in 2019
- We introduced the 4 tier rather than 3 tier approach to pupil progress in 2017. This explains the absence of inadequate judgements in 2015 and 2016. However in 2019 no pupils were judged as inadequate as was the case in 2018.





Pupil progress judgements	Whole School (135)	Boys (101)	Girls (35)	BME/EAL (19)	Pupil Premium (54)
<b>Outstanding</b>	47% (64)	48% (48)	49% (17)	42% (8)	48% (26)
<b>Good</b>	51% (69)	50% (51)	51% (18)	58% (11)	48% (26)
<b>Requires Improvement</b>	2% (2)	2% (2)	0	0	4% (2)
<b>Inadequate</b>	0	0	0	0	0
<b>Total Good or better</b>	<b>98%</b>	<b>98%</b>	<b>100%</b>	<b>100%</b>	<b>96%</b>

The overall pupil progress data demonstrates that whilst the percentages of pupils making outstanding progress is similar or better for the all groups there are some differences in the numbers of pupils making good or better progress. 2 pupils made progress that required improvement, they were both boys in receipt of pupil premium. Because of the small cohort numbers, the data in this area is skewed. The key trend to pull out of the data is that comparatively less pupils identified as BME made outstanding progress than good. Whilst we have analysed these numbers, we have considered that differences in groups are best overcome with the continuation of our personalised learning and assessment processes.



	Whole School (135)	Palatine Learning Progression (57)	ImPACTS (27)	TLP (9)
<b>Outstanding</b>	47% (64)	46% (26)	66% (18)	33% (3)
<b>Good</b>	51% (69)	53% (30)	30% (8)	67% (6)
<b>Requires Improvement</b>	2% (2)	2% (1)	4% (1)	0
<b>Inadequate</b>	0	0	0	0
<b>Total Good or better</b>	<b>98%</b>	<b>99%</b>	<b>96%</b>	<b>100%</b>

When comparing the outcomes for pupils following different assessment approaches there are minor differences. As before 2 pupils made progress that required improvement, 1 of these pupils was following the Palatine Learning Progression and 1 following ImPACTS. Because of the small cohort numbers, the data in this area is skewed. The key trend to pull out of the data is that comparatively more pupils using the ImPACTS approach made outstanding progress than good. This demonstrates that the approach to learning that ImPACTS provides is valuable for pupils with complex learning difficulties and disabilities. We have used this to support us in our creation of our new “progress 10” approach for this group of learners.

Additionally less pupils using a therapeutic learning plan made outstanding progress. For 2019-20 we have explored and invested into our toolbox a greater range of tools which support pupils with their social, emotional and mental health.



	Literacy			Mathematics			UW	EAD	Cog + Learning	Communication	Communication	Physical Development	Sensory/ Physical	PSED	SEMH	Total																								
Average Point Score and difference	Reading			Number			Technology	World (inc. People and Communities)	Creativity (Inc. Media Materials and Being Imaginative)	Cog + Learning	Expressive Language	Gross Motor Development	Sensory/ Physical	Managing Feelings and Behaviour	SEMH	Total																								
	Writing			SSM																																				
	26.96	7.075534	18.7	-0.49126	12.52	-11.7548	13.46	-3.30117	17.68	2.322718	10.4	1.398058	13.68	3.258641	23.44	10.50796	136.84	9.015728	8.02	2.739417	15.46	8.06	23.48	10.79942	11.94	1.746796	9.14	3.327379	4.04	-1.69592	25.12	3.378252	8.14	1.170097	7.64	0.92932	15.78	2.099417	201.22	25.29282

This data shows that pupils in EYFS make good progress across all 7 areas of learning and within each strand. Areas where the progress is significant and better than the average is in reading, creativity and receptive language. In phonics progress is slightly below the average despite pupils making rapid progress in reading. This is because a number of children were working at the early stages of phonics developing phase 1 skills through specific programmes such as attention autism and TACPAC. The progress pupils make in these programmes is not always transferable to the phonics tracking as pupils do not develop their skills in these programmes as rapidly as they do when learning phonemes within phase 2 because they take time to embed and master. Progress is also slightly less in number and provision in this area will be evaluated. Overall pupils in EYFS made significantly more progress across all areas as a total points score than the average. This data is not comparable to previous years because of the changes to assessment and reporting. 83% of pupils overall were judged as outstanding in the EYFS and all pupils made good or better progress.



In year 2, 100% of pupils made good or better progress as judged by the pupil progress system. 59% of these made outstanding progress.

Outstanding	59%
Good	38%
Requires Improvement	0%
Inadequate	0%
<b>Total Good or better</b>	<b>100%</b>

## Outcomes of pupils against the Teacher Assessment Frameworks at the end of Key Stage 1

	Reading	Writing	Maths	Science
<b>P1-4</b>	25% (4/16)	31% (5/16)	19% (3/16)	All pupils did not meet expected standard and are working within P Scales 1-4 or above but not at the expected standard.
<b>Pre key stage Standard 1</b>	50% (8/16)	44% (7/16)	56% (9/16)	
<b>Pre key stage Standard 2</b>	12.5% (2/16)	12.5% (2/16)	19% (3/16)	
<b>Pre key stage Standard 3</b>	12.5% (2/16)	6% (1/16)	6% (1/16)	
<b>Pre key stage Standard 4</b>		6% (1/16)		



In year 6, 100% of pupils made good or better progress as judged by the pupil progress system. 38% of these made outstanding progress.

Outstanding	38%
Good	62%
Requires Improvement	0%
Inadequate	0%
<b>Total Good or better</b>	<b>100%</b>

## Outcomes of pupils against the Teacher Assessment Frameworks at the end of Key Stage 2

	Reading	Writing	Maths	Science
<b>P1-4</b>	45% (9/20)	45% (9/20)	45% (9/20)	All pupils did not meet expected standard and are working within P Scales 1-4 or above but not at the expected standard.
<b>Pre key stage Standard 1</b>	5% (1/20)	0	0	
<b>Pre key stage Standard 2</b>	5% (1/20)	15% (3/20)	10% (2/20)	
<b>Pre key stage Standard 3</b>	15% (3/20)	5% (1/20)	20% (4/20)	
<b>Pre key stage Standard 4</b>	5% (1/20)	20% (4/20)	15% (3/20)	
<b>Pre key stage Standard 5</b>	20% (4/20)	15% (3/20)	5% (1/20)	
<b>Pre key stage Standard 6</b>	5% (1/20)	0	5% (1/20)	