

Overall Judgements

97% of pupils made at least good progress via multi-disciplinary moderated judgements

24 pupils achieved or exceeded their 'supergoal' last year (81%). A 'supergoal' is an aspirational target that is critical in maximising potential in our pupils that will enable them to thrive and live happy, confident lives.

Some examples from last year were:

- To increase interaction with peers in her new class through paired sessions, playing games and completing shared activities
- To increase his independence with daily living skills (eating/ toileting/ dressing)
- To be able to communicate what he wants when the item is in sight using sign or speech
- To experience a range of work experience opportunities such as farming, onsite maintenance work and practical skills (e.g. plumbing, electrician and decorating).

Step by Step Progress Report Sept 22- July 2023

We have continued to implement fair and robust progress measures across the year, whilst taking into account progress against starting points. Our pupils have spiky profiles, so judgements are based on the weighting of the evidence, which is moderated at middle and senior level as well as using external partners.

The overall judgements for this report are based on 31 pupils present at the school for at least two terms. Two pupils started at the school in the summer term, so are not included in the overall data.

Summary:

- Pupils continued to make substantial and sustained progress across the year from their starting points
- The school prioritises 5 key areas of learning: Communication, Behaviour, Social Skills, Independent/Daily Living Skills and Community Participation. The overwhelming majority of pupils made good or outstanding progress across all 5 areas. (Out of 155 judgements across all 5 areas for all pupils, 90% were judged as either good or outstanding)
- 100% of our pupil premium pupils made at least good progress in multi-disciplinary judgements
- 100% of our LaC pupils made at least good progress.
- 88% of our BaME pupils made at least good progress (28% Outstanding)
- Of those 3 pupils who were subject to significant behaviour interventions over the period, 100% made good or outstanding progress during this time
- 100% of pupils with complex medical needs made at least good progress
- 80% of girls made at least good progress
- 100% of boys made at least good progress
- Parental judgements on their child's progress were 86% good or outstanding

- There are no significant differences with our vulnerable groups
- 59 learner grades were given across the year, with 86% either good or outstanding

The Impact of the curriculum on pupil progress

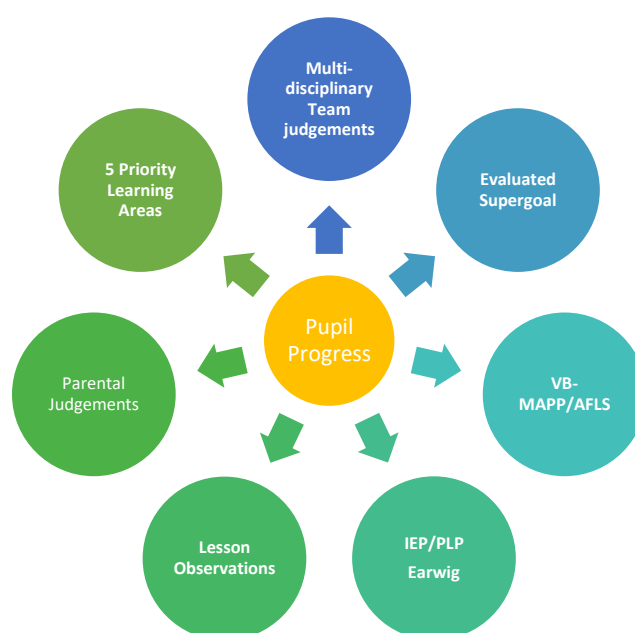
The curriculum is monitored and evaluated using a rigorous assessment process.

Staff continually evaluate pupil's work and record their progress to ensure that they are working towards/reaching the goals set for them and that we are meeting their needs effectively and appropriately.

Pupils are assessed on a daily, weekly and termly basis. Throughout the one-to-one, paired and group sessions, teachers, tutors and therapists take regular data to ensure pupils are meeting their targets.

Teachers, tutors, therapists and leaders use a range of methods to track progress and gather evidence of pupils' achievements. As no single piece of evidence is sufficient on its own, judgements are based upon an analysis of all available evidence.

The School uses a range of evidence to capture the full picture of pupil progress. The range of measures and assessments used includes:



How compelling each indicator is depends on the rigour and validity of its evidence. Progress is a summative view based on this composite evidence and the reliability of the judgement depends on the strength of all sources. (There is a detailed tracking system that feeds the information into this overall report).

The School Improvement Partner (SIP) provides further external validation of our progress measures.

Areas for development and improvement next year:

- Gaining parent feedback on progress earlier in the summer term to allow time for follow up to get a larger number of returns
- Focus on the super goals for all pupils ensuring these are meaningful
- Monitor impact of the new IEP/PLP Earwig system