

Step by Step Progress Data 17-18

Overall Judgements

85% of pupils are making at least good progress

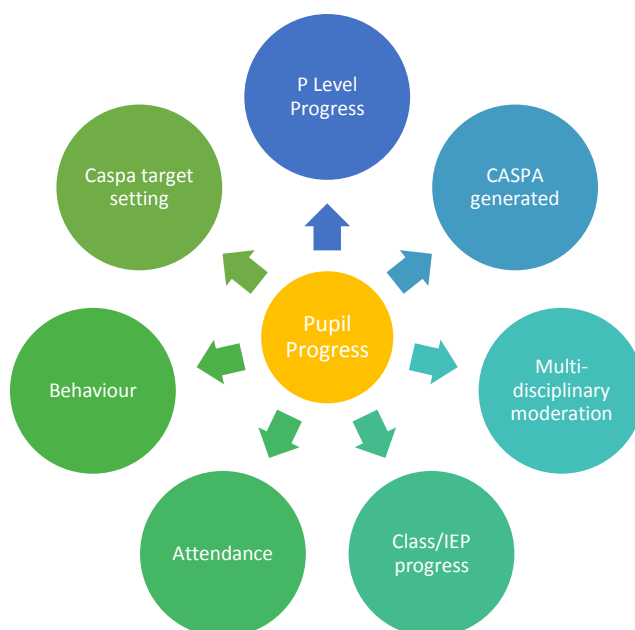
35% of pupils are making outstanding progress

15% of pupils require improvements with some elements of their progress

- Pupils from across the school make substantial and sustained progress across the year with their IEP targets, with 100% at least good progress across all cohorts
- 96% of pupils made at least good progress based on moderated multi-disciplinary judgements across the team at the end of the academic year
- Sixth Form leavers were exceptionally well prepared for the next stage of their life and transitioned successfully, to other educational provision, with increased independence
- More pupils make outstanding progress with their IEP targets at secondary/sixth Form age where there is more emphasis on Daily Living Skills and Independence, which are not measured by P Levels

Context

At Step by Step we used 7 key sources from both external and school generated data to determine individual and collective pupil progress for last year. These were:



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.

External Data Source

Source 1: Step by Step P level assessment data analysed externally through CASPA:

Progress last year (24 pupils for which data available)

Reading

- 75% made expected progress, 25% made better than expected progress (100% better or expected)

Writing

- 88% made expected progress, 8 % made better than expected, 4% less than expected progress (96% better or expected)

Number

- 88% made expected progress, 12% better than expected (100% better or expected)

PSHCE

- 74% expected progress, 26% better than expected progress (100% better or expected)

Pupil Premium (2 pupils)

- 1 pupil made better than expected progress in writing and number, expected progress in reading
- 1 pupil made expected progress across Reading, Writing and Number

School Generated Data

Source 2: IEP targets

Progress as assessed by the class leaders and Senior Leadership Team, derived from the EHC Plan. IEP targets are set, monitored and tracked within class and progress is supported by the ABA data collected on a daily basis. Progress towards targets is feedback to parents on a regular basis and forms part of Annual Review.

	Outstanding	Good	Requires Improvement
Primary (9 pupils)	33%	66%	0%
Secondary (17 pupils inc 6th form)	59%	41%	0%
School (26 pupils)	50%	50%	0%
Pupil Premium (2 pupils)	50%	50%	0%

Source 3 - Multi-disciplinary Judgments

Comprised of individual judgements based on all measures from Teacher in charge, Senior Behaviour Analysts, Occupational Therapist, Speech and Language Therapist, Class Leaders and curriculum team. These are given individually, moderated and averaged out across all professionals tracking progress in their own disciplines across the year.

	Outstanding	Good	Requires Improvement/Inadequate
Primary	33%	66%	0%
Secondary	47%	47%	6%
School	42%	54%	4%
Pupil Premium	0%	100%	0%

Key Stage Progression using externally moderated benchmarking

Pupil progress across a key stage is tracked in CASPA and benchmarked across similar pupils nationally. In 17-18 we had 9 pupils that reached the end of a Key Stage. The progress the pupils made was extremely pleasing.

6 out of 9 pupils were graded in the upper quartile of pupils nationally in English and all pupils were in the upper quartile for maths.

All pupils made at least expected progress across both English and Maths. 4 pupils made above expected progress in English and 7 pupils in Maths.

The table below shows the pupil outcomes across the Key Stages.

Progression Guidance and CASPA percentile rankings						
KS1-KS2	English	Levels of progress	CASPA percentile rankings	Maths	Levels of progress	CASPA percentile rankings
	UQ	3+	Above	UQ	3+	Expected
	UQ	3+	Above	UQ	3+	Expected
	UQ	3+	Above	UQ	3+	Above
KS2-KS3	UQ	1	Expected	UQ	3+	Above
	UQ	3	Above	UQ	3+	Above
	UQ	1	Expected	UQ	3+	Above
KS3-KS4	MQ	less than 1	Expected	UQ	3+	Above
	MQ	less than 1	Expected	UQ	3+	Above
	MQ	less than 1	Expected	UQ	3+	Above

